Continuous School Improvement Plan 2023/24

Lincoln High School, PASD

Principal: Mace Gratz

District Profile

The 2023-2024 school year is going to be an incredible year of learning for our students. Our goal is to have all students learning at high levels. We believe that positive relationships are the foundation of our work. We believe that relationships are built by working together to support our students. At the focus of our work is our commitment to equity. We are creating a school system that ensures systemic educational equity for each student, family, and staff member.

We are committed to our PASD Strategic Plan and to the following goals: **Teaching and Learning:** We believe that each student, when provided with effective instruction and services/supports that create relevant learning opportunities, will graduate. All students will graduate college, career, and life ready. **Social-Emotional Learning:** We believe in using equitable systems and supports to educate the whole child because this creates expert learners. Students who receive comprehensive SEL instruction demonstrate higher rates of post-high school success. **Facilities:** We believe each student learns better in a safe and secure building. The overall goals of capital improvements include modern safety and security upgrades, and modern teaching and learning environments. **Dynamic Communication:** We believe students learn best when staff, families, and the community are our partners. We want to develop and maintain communication systems that effectively connect these groups.

We are partnering with local providers and community groups to provide needed resources and supports. We will be using classroom and district-based assessments to identify the next level of instruction needed for each student. We will continue to create instructional learning times focused on standards and best practice. Best practices including Professional Learning Communities, and Multi-Tiered Systems of Support (MTSS) at every building to support academics, behavior, social-emotional learning, and attendance. These systems allow us to be not only proactive, but also to be responsive with our interventions and support to help all student be successful learners.

School Profile

Lincoln High School is a small 10th-12th, alternative school; currently serving 81 students. Students transfer to Lincoln primarily from Port Angeles High School seeking a smaller, more personalized setting. Lincoln has 2 full-time teachers, and 4 shared teachers, 1 para educator and 1 principal. 84% of Lincoln students qualify for F&R lunch and approximately 9% our students qualify for special education.

Many Lincoln students enroll with credit deficiencies, attendance issues, and negative experiences at school. Lincoln believes students should learn in a safe and nurturing environment where they can take academic risks and discover their personal strengths, reach high academic standards, and see themselves as future graduates.

To support Lincoln students with a multi-faceted system of supports and interventions, Lincoln staff and students have undertook several initiatives in the past three years to create courses, activities, and spaces to provide student access to high-interest and growth-oriented opportunities. These initiatives include building a CTE hospitality and ecotourism program; supplemental art and English courses; and building a community garden and orchard, creating several students spaces with musical instruments, current and relevant literature and technology to support individual and group academic projects.

Reporting Schedule	School Submitted	Board Summary
CSIP	10/13/23	11/09/23
Mid Year Review	2/23/24	3/14/24
Final	6/21/24	6/28/24

Needs Assessment Completed on: 10/12

Needs Assessed By: Mace Gratz, Cindy Rogers, Jason Gooding, Summer Cooper, Angela Tamas, Chris Edwards,

PASD Strategic Plan Teaching and Learning:

1. Raise achievement levels for all students through practices that respect differences in student learning and as well as staff professional development and district hiring practice. 2. Working in Professional Learning Communities (PLCs) district staff will create and use building and district systems to support student learning.
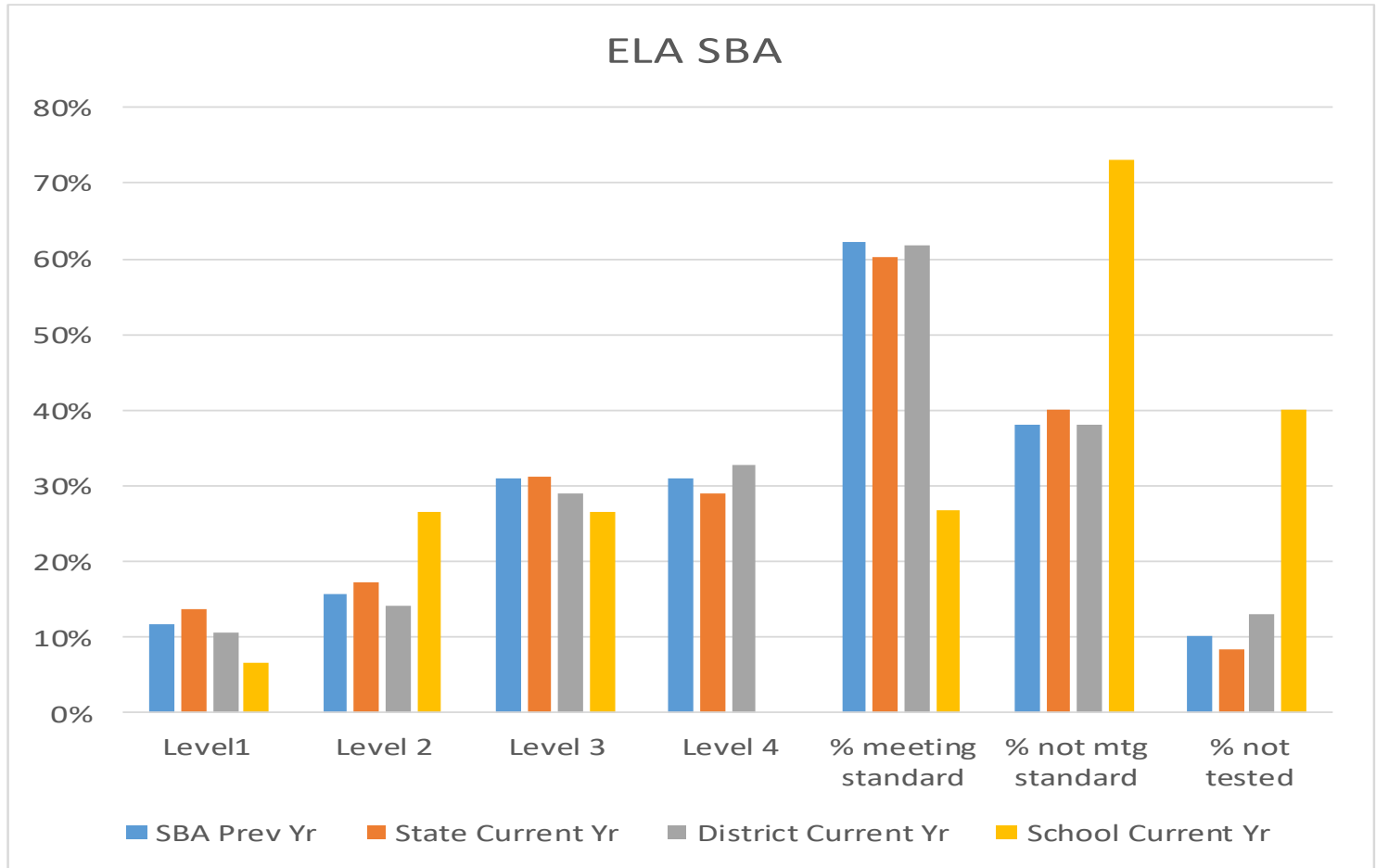
ELA SBA

ELA Needs Assessment/Implications:

Lincoln High School's highest priorities are:
- Increasing the number of students meeting proficiency in ELA SBA results from 26.7% to 56.7%
- Increasing high interest learning opportunities in ELA courses
- Increase participation in ELA SBA from 60% to at least 90%
    - Participation in the Smarter Balance test decreased from 90% to 60% with an n<10. This could be a significant factor in the large drop in students meeting proficiency.
- Increase tiered supports for students during and after school
- Use SBA interim assessments to identify student support needs
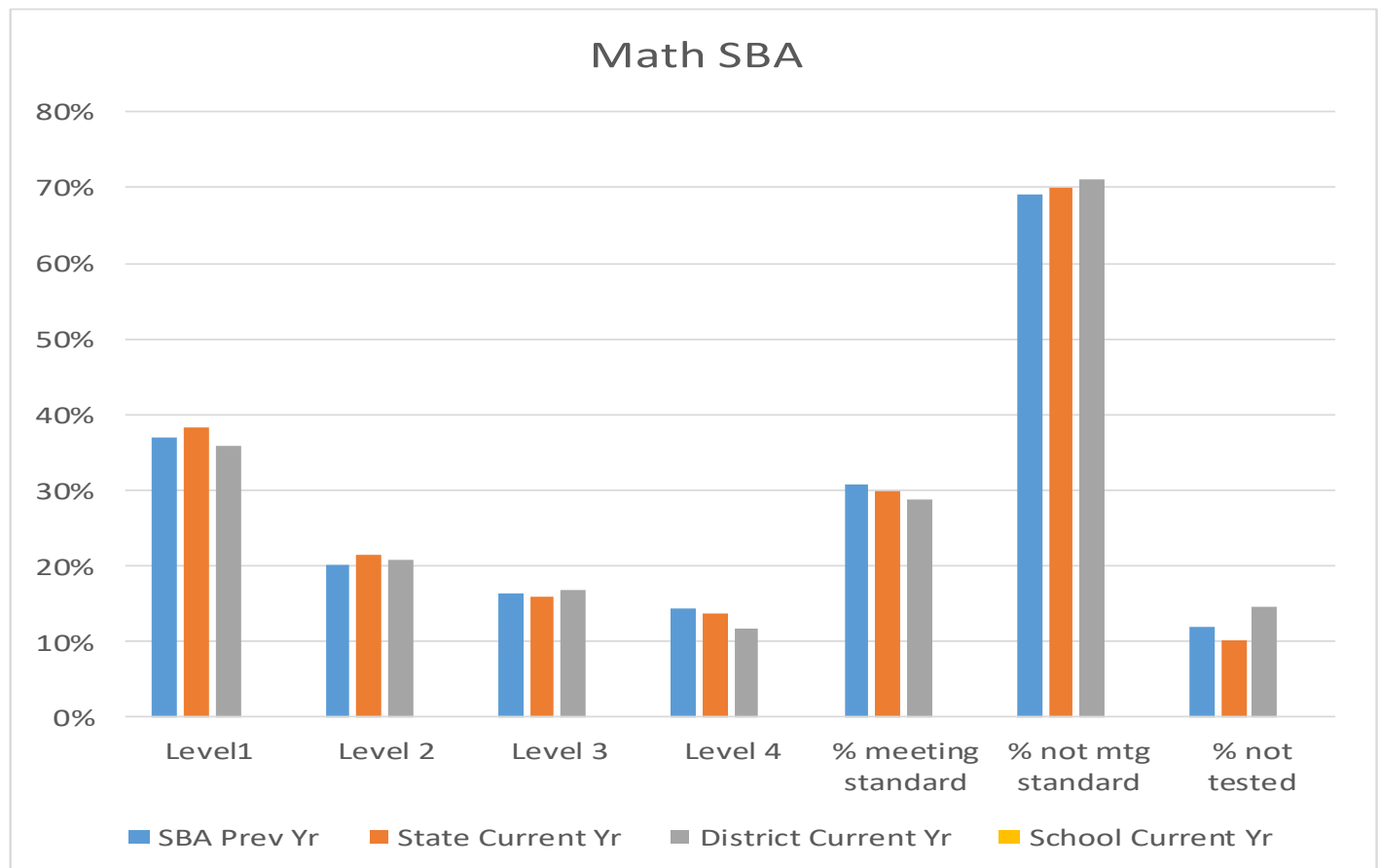- Explore grade distribution in ELA courses relative to ELA SBA proficiency

SMARTIE Goal: Using data and collaborative thinking from staff, students, and families, Lincoln will increase the ELA proficiency of ALL students from 27% to 57% as measured by the SBA by June 30, 2024

Student Group Focus: for low-income students an increase from 35% to 65%

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	What short– and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	How are the activities/measures connected to buildin MTSS work? (tiers, RTI, PBIS, etc.)
• Collaborate with staff to articulate essential standards and clearly communicate requirements for course completion and offer multiple avenues of academic support during and after school (2) • Survey families and students about barriers to school engagement from T1 perspective (1) • Use SBA interim assessments for student supports and interventions developed in PLC process.	• Benchmark essays • ELA Course Grade Distribution • Trimester Course Survey Results • SBA Formative and Summative results	These particular activities aim to offer Tie 1 and Tier 2 supports for students by exploring core barriers to non-engagement in courses for each specific subject, and offering several additional supports, during and after school, with courses such a Writer's Workshop, gen. ed. Paraeducator support during the school day, and after school tutoring with teachers.

Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
• Principal • English Course Teachers	• Clarifying course expectations and by start date for each trimester. • Surveys administer each trimester.	• Support from EDS • Funding through OSSI School Improvemen Grant • Coordination with CTE program and funding.

PASD Equity Goals (Actions)

Review the activities listed above indicating how they are connected to our equity goals. (The # in ( ) corresponds to the equity goal below.)

The PASD is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member.

1. Identify and mitigate the negative presence of bias, prejudice, racism, and inequity.

2. Commit to raising achievement levels for all students by ensuring educational equity.

3. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.

4. Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.

PASD Strategic Plan Teaching and Learning (math)

1. Raise achievement levels for all students through practices that respect differences in student learning and as well as staff professional development and district hiring practice. 2. Working in Professional Learning Communities (PLCs) district staff will create and use building and district systems to support student learning.

Math SBA

MATH Needs Assessment/Implications:

Lincoln High School's highest priorities are:
- **Increasing the number of students meeting proficiency in math SBA results from <10% to 35%**
- **Increasing positive attitudes and confidence in math**
- **Increasing intervention opportunities during and after school**

SMARTIE Goal: .Using data and collaborative thinking from staff, students, and families, Lincoln will increase the math proficiency of ALL students from <10% to 35% as measured by the SBA by June 30, 2024

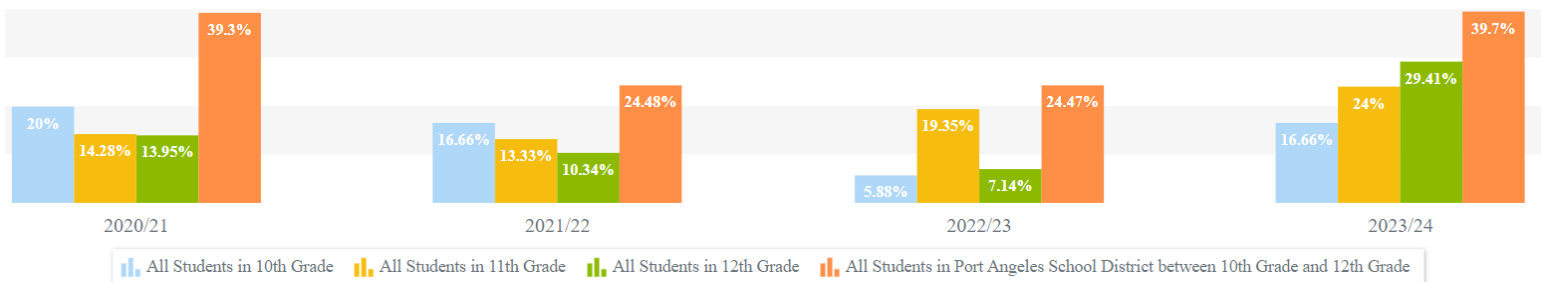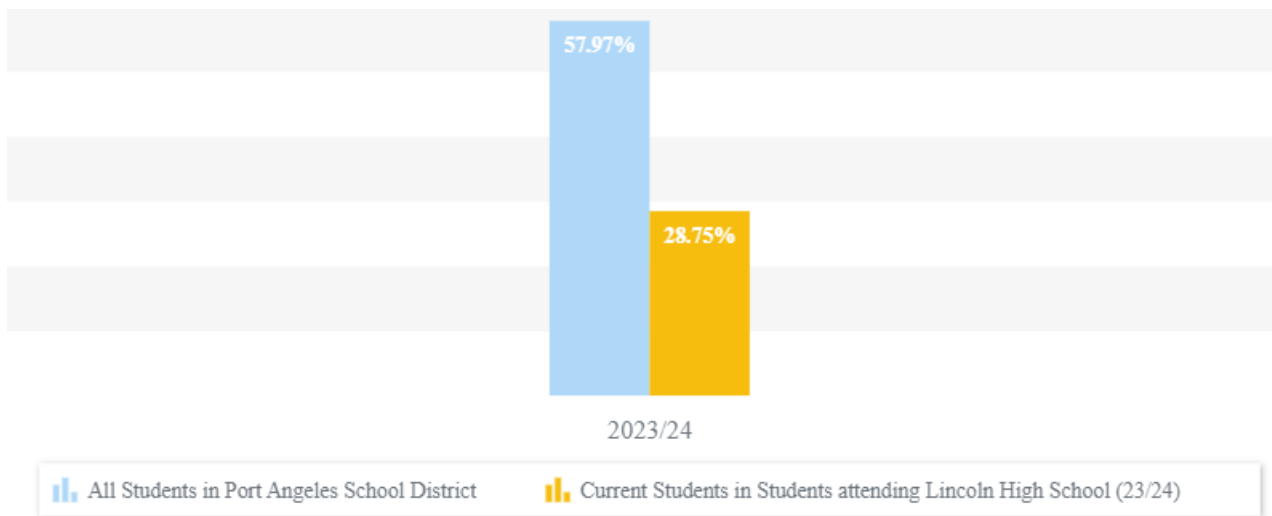**Student Group Focus:** for Students with Disabilities from <10% to 35%

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	What short– and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
• **Provide professional learning for staff about shifting student mindsets and decreasing anxiety (4)** • **Develop programming based in Building Thinking Classrooms in Mathematics and STEM opportunities in high school mathematics through CTE opportunities and project-based learning. (4)** • **Survey students in each grade about math struggles and needed supports (2)** • **Administer SBA interim assessments to identify specific needs.**	• Math Course Grade Distribution • Trimester Course Survey Results • SBA Formative and Summative results • Benchmark Data for Math Assessments	These activities along others outlined in the other sections of the CSIP aim to improve T1 and T2 supports. Lincoln is working with the ESD to continue exploring and refining math programming to support students who have historically struggled.

Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
• Principal • Math Teacher	• Developing plan for math course offerings by 3rd Trimester • Coordinate with ESD for shifting student mindsets by Winter Break • Surveying students each trimester.	• Support from EDS • Funding through OSSI School Improvement Grant • Coordination with CTE program and funding.

PASD Equity Goals (Actions)

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2. Commit to raising achievement levels for all students by ensuring educational equity.

3. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.

4. Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.

PASD Strategic Plan Social-Emotional Learning

1. Powerful instruction is created through incorporating social-emotional learning into academic learning throughout the school day as well as specific lessons to build SEL skills.

% of Lincoln Students by Grade Level Meeting 90% threshold

57.97%
28.75%

2023/24

▮▮ All Students in Port Angeles School District   ▮▮ Current Students in Students attending Lincoln High School (23/24)

	2020/21	2021/22	2022/23	2023/24
20%	16.66%	5.88%	16.66%
14.28% 13.95% 39.3%	13.33% 10.34% 24.48%	19.35% 7.14% 24.47%	24% 29.41% 39.7%

▮▮ All Students in 10th Grade   ▮▮ All Students in 11th Grade   ▮▮ All Students in 12th Grade   ▮▮ All Students in Port Angeles School District between 10th Grade and 12th Grade

SEL Needs Assessment/Implications:

Lincoln High School's highest priorities are:
- **Increasing percentage of students meeting the 90% attendance threshold from 29% to 50%**
- **Increasing outlook and satisfaction in academic activities**
- **Increasing identification of students in need of T2 and T3 support.**
- **Increasing tiered supports for SEL and Academics.**
- **Implementing systematic SEL approach at T1—Exploring the use of "Core Adult Skills" for school-wide implementation**

SMARTIE GOAL: . Using data and collaborative thinking from staff, students, and families, Lincoln will increase the attendance of all students from 29% to 50% with two or fewer absences per month as measured by our local district's attendance data by June 30, 2024.

Student Group Focus for male students from 14% to 34% with two or fewer absences per months

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	What short– and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
• **Administer Student Self-assessment on learner behaviors and incorporation of target strategies based on student needs.** (1,3) • **Create a multi-tiered system of interventions and supports for attendance, including supplies to increase student access to supportive activities and celebrating and acknowledging student and staff growth** (4) • **Create a Student Support Center that provides academic and SEL supports for all students, with special invitations to students who struggle with attendance at the small group (T2) and individual (T3) levels** (4)	• Daily attendance data • Student perception data • Family perception data • Attendance notification and Truancy referral data	These activities are designed to address T1 supports by creating a climate of high student and family satisfaction and engagement. T2 and T3 supports are in place through the school's truancy process.

Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
• Principal • Counselor • Attendance Secretary • Family Navigator	Weekly attendance reviews Biweekly student focus groups Trimester surveys	HSY and CEE survey data OSSI funding support for materials and activities Best practices menu for supports

PASD Equity Goals (Actions)

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3. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.

4. Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.
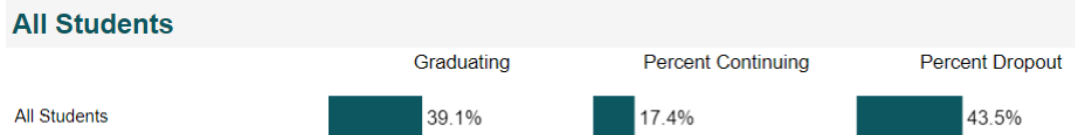
PASD Strategic Plan Facilities & Communication

1. Environment are innovative, safe, and provide for the well-being of all users. 2. Communication systems are clear, concise, consistent, and accessible. 3. Cultivate partnerships to ensure all students graduate from high school career and/or college ready.

Students on Track to Graduate w/cohort by Grade and Credits

Grade	Risk Level	Count	Percent
10th	Low Risk (>=6.0)	2	2.44%
11th	Low Risk (>=11.0)	7	8.54%
12th	Low Risk (>=17.0)	10	12.20%
12th	Moderate Risk (16.0-16.99)	1	1.22%
11th	Moderate Risk (10.0-10-99)	2	2.44%
10th	Moderate Risk (5.0-5.99)	4	4.88%
10th	High Risk (<5.0)	18	21.95%
11th	High Risk (<10.0)	15	18.29%
12th	High Risk (<16.0)	23	28.05%

Lincoln High School
2021-22

All Students

	Graduating	Percent Continuing	Percent Dropout
All Students	39.1%	17.4%	43.5%

F & C Needs Assessment/Implications:

Lincoln High School's highest priorities are:
- **Increasing on students on track to graduate from 23% to 50% (14% to 45% for low-income students)**
  - **19/82 students are on track and labeled low-risk**
- **Increasing on time high school graduation from 39% to at least 59%**
- **Increasing student opportunities to retrieve credit and successful retrieval**
- **Increase students earning credits after transferring to Lincoln**
- **Increase graduation and personal pathway options**
- **Increase students on track each trimester**

SMARTIE GOAL: Using data and collaborative thinking from staff, students, and families, Lincoln will increase students on track to graduate rate of all students from 24% to 50% as measured adjusted graduation rate by June 30, 2024.

Student Focus: for low-income students an increase from 14% to 45%

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your	What short– and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
• Develop an array of courses and credit earning opportunities with families, students and community to support CTE and graduation pathways (4) • Collaborate with staff to articulate essential standards and clearly communicate requirements for course completion and offer multiple avenues of academic support during and after school (2) • Create several opportunities for credit recovery and retrieval (4) • Create a 9-12 scope and sequence for "life after high school readiness", including a vibrant High School and Beyond Planning process (4)	• Staff need and perceptual surveys/ focus groups. • Grade distributions • SBA and Benchmark Data • Homeroom to track students on track to graduation	These activities explore how to improve T1 supports and to ensure all students have several opportunities for success. Additionally, these activities improve T2 supports by expanding graduation pathways and multiple opportunities for credit retrieval.

Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
Principal Teachers Counselors Para-educator Registrar	• Quarterly review of grade distributions • Bi-trimester grade review for each student • Weekly PLCs • Trimester course surveys	OSSI school improvement grant funding EDS partnership

PASD Equity Goals (Actions)

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Additional Needs Assessment/Implications:

Lincoln's school-wide focus is on building strong academic skills and supporting students who need an alternative environment to be successful in school. Lincoln staff benefits from the PLC model of professional development to develop essential standards and alignment with other district schools. Lincoln has worked with the ESD to strengthen instructional practices for at-risk youth and has begun a regular administration of surveys to gauge student perception and needs to continuously improve school supports and tiered intervention.

Lincoln students are supported in a family atmosphere that relies on strong relationships, open-communication, and the development of a problem-solving approach to navigating social and academic barriers. Lincoln aims to continually increase the number of students who are on track to graduate through credit retrieval, high-interest courses, and a strong system of support.

As student absenteeism continues to be a concern, the continued development of strategies to support attendance goals is a priority in addition to problem-solving transportation issues and family outreach.   Lincoln works closely with the family navigation team to identify and support students in need.

Lincoln will continue to reach out and use community support for our students and families. The following is a list of organizations
Lincoln frequently accesses for its students:

- Healthy Transitions-mental health, substance abuse support

- NOHN medical and mental health services through mobile clinic on campus

- ASVAB testing on site for additional career and personal pathway options

- Upward Bound –would like to see more students accessing academic support

- PAEF– support for field trips, grant opportunities, and other student supports such as Basic Needs Grant.

- PBH and Healthy Families-mental health and medical services

- Clallam County Juvenile Services

ELA pgs. 2&3	**Mid-Year Review 2/13/24:** What data was reviewed and what changes are being made as a result?
	End of Year Assessment 6/21/24:

Math pgs. 4&5	**Mid-Year Review 2/13/24:** What data was reviewed and what changes are being made as a result?
	End of Year Assessment 6/21/24:

Social-Emotional. pgs. 6&7	**Mid-Year Review 2/23/2024:** What data was reviewed and what changes are being made as a result?
	End of Year Assessment 6/21/2024:

Facilities/Comm. pgs. 8&9	**Mid-Year Review 2/23/2024:** What data was reviewed and what changes are being made as a result?
	End of Year Assessment 6/21/2024:

Preliminary Planning for 24-25: Adjust and briefly restate your SMARTIE goals, reinterpret, or rewrite as necessary. Incorporate adjustments as needed using comments and observations from the Mid-Year review and End of Year Assessments