

**Consolidated School Improvement Plan
Title I, Part A, Schoolwide and School Improvement**

*This template meets the requirements of Title I, Part A, Schoolwide Programs, WAC 180-16-220, ESSA, and The Office of System and School Improvement.
All schools are required to have a school improvement plan, but they do not have to use this template.*

For technical assistance on how to complete this template, please refer to the Consolidated Improvement Plan Implementation Guide.

Section 1: Building Data

| | |
|---|---|
| 1a. Building: Lincoln Academy | 1g. Grade Span: 7-8 School Type: Basic Education |
| 1b. Principal: Ryan Ovenell | 1h. Building Enrollment: 17 |
| 1c. District: Stanwood - Camano | 1i. F/R Percentage: 52.9 |
| 1d. Board Approval Date: Click or tap here to enter text. | 1j. Special Education Percentage: 29.4 |
| 1e. Plan Date: April 26, 2019 | 1k. English Learner Percentage: 0 |
| 1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Comprehensive Non-Title | |

Section 2: School Leadership Team Members

Parent-Community Partners

Please list by (Name, Title/Role)

| | |
|---|---|
| Ryan Ovenell, Principal | Nate Christensen, Teacher, Leadership Team Member |
| Brett Baugh, Teacher, Leadership Team Member | |
| Christy Thompson, Counselor, Leadership Team Member | |

Section 3: Vision Statement

The Stanwood Camano School District Mission is to provide high-quality educational opportunities that promote excellence and lifelong learning.

The mission of Lincoln Academy is to offer a flexible learning environment providing students with opportunities for success. All staff believes all students can learn and also recognize there are hindrances in their personal lives that can get in the way of learning. As stated above in our mission, our environment allows students to be flexible in their approach toward learning. Students come to Lincoln Academy knowing they will be embraced where they are and that perseverance is valued.

Section 4: Culture of Equity Description/Statement

The Stanwood-Camano School District does not discriminate in employment, programs, or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

Lincoln Academy is committed to the values outlined in Stanwood-Camano School District non-discrimination statement and works with students, families, staff and stakeholders to ensure these values are held true and is visible in all our interactions and practiced as a way of being on the Lincoln Academy campus .

Section 5: PLAN/NEEDS ASSESSMENT (SY 2019-2020 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals (Section 7 & 13), and activities (Sections 8 & 14) that constitute your school improvement plan that builds upon your school's strengths to achieve your goals. Schools that submitted a needs assessment Summary to OSSI on January 11, 2019 do not need to re-submit this information in Sections 5 and 6.

Provide answers to the following questions. For additional questions to guide your thinking, please refer to our [website](#).

Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?
 - Several key takeaways are that as hard as we try as a school, there are many factors that do not and maybe never, thrust us forward to meet the graduation requirements. Many of our students come to this environment with minimal learning deficiencies but a large number come and they are severely skills/knowledge deficient as well as being emotionally traumatized (ACES). All of these factors are indicators that interfere with our teachers' ability to build students capacity to learn. As we build upon this work, having been identified as a school in improvement has allowed us to access funding that can be used to structure academic interventions that would support learners who need a more flexible learning environment.
 - Areas of strength that have been identified are high student/teacher ratio of 1:18 certificated and an additional 2:18 paraprofessional to student ratio which increases teacher and adult availability. Teachers embrace student diversity, learning style needs and incorporate flexibility. Further, there is strong belief in the students' ability to succeed no matter their starting point. There is a strong emphasis on maintaining high learning expectations for all students. There is ongoing flexibility on how work is completed and when it is accepted.
2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

Root Causes: As an alternative middle school, our population is generally to the right on a normal bell curve when it comes to academics, and the factors that influence student achievement. These factors include increased mental health needs and Adverse Childhood Experiences (ACES) that have affected academic acquisition and learning trajectory. There is a high rate of low resourced parents/families (60 percent free and reduced lunch) which decreases the at home learning opportunities like travel, and experiential learning. Parents also have difficulty supporting their students academically due to their own level of academic functioning and/or working many hours.

Areas of strength that have been identified are teachers' availability, flexibility, and belief in the students' ability to succeed. There is a strong emphasis on maintaining high learning expectations for all students. There is ongoing

flexibility on how work is complete and when it is accepted. We have also incorporated on-site counseling services, and work to match student need with community resources. It is standard procedure to meet with every Lincoln Academy student and his/her family at least 2 times a year. These conferences include all teachers, the counselor and the principal. Educational progress, goals, challenges and strengths are discussed.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

The mission of Lincoln Academy is to offer a flexible learning environment providing students with the opportunity to realize educational success. Lincoln Academy is an environment that is united, focused, intentional and positive. All staff believes all students can learn and also recognize there are hindrances in their personal lives that can get in the way of learning. As stated above in our mission, our environment allows students to be flexible in their approach toward learning. Students come to Lincoln Academy knowing they will be embraced where they are and that perseverance is valued. Some artifacts and evidence available observable, verbalized by students, evidenced by admin interaction with staff and students. District staff knows exactly what is happening in the building throughout the day and year.

2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?

The professional focus for the 18-19 school year has been increasing our use of data to inform instruction. As we review student data, it is evident that we need to design specific strategies that will address learning deficits and social-emotional needs in a single seamless manner.

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

Our environment is heavily impacted by the emotional trauma of our learners. We have partnered with several community organizations that are providing on-site support and treatment to our students. In addition, the staff has engaged in books studies and training related to poverty, trauma and adverse childhood experiences. Metrics used to measure the success of these learnings include perception data discipline data.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

Lincoln Academy has a system of support to meet behavioral, social-emotional and academic needs of students. A Student Assistance Team meets every other week. This Student Assistance Team is staffed by the school's guidance counselor, principal, school nurse, school social worker, and co-occurring disorder clinician. Students of concern are identified and the appropriate resource referral is made. Student progress is also articulated at these meetings. These resources are an area of strength for our school. The areas of improvement should include strategies to keep attendance at 90 percent or better, and to develop functional school behaviors that will translate to success in the high school setting.

2. How did your school identify these areas of strengths and improvement?

The stakeholders of Lincoln Academy have identified the above areas of strengths and improvement as a result of collaborative input from parents, classroom teachers, other specialists and the students themselves. During parent conferences surveys are given that include prompts for parents to identify areas in which they believe Lincoln Academy is generating growth in their students as well as prompts for parents to include areas in which they would like to see Lincoln Academy improve in to meet the needs of their students both socially and academically. A leadership team including the principal, school counselor and two classroom teachers meets bi-monthly to continually evaluate areas of strength and improvement.

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

Lincoln Academy has many supports from the community that are delivered both in and out of school. The recent development of a school booster club (within the last 3 years) helps to combine many community resources into a manageable system. Examples of community interactions include: involvement from the community truancy board, adult mentors for students, community groups who fund and stock the school's food pantry, community groups that provide holiday meals, community groups provide warm clothing, among others.

4. What areas have you identified as areas of the strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

It is a desire to build further partnerships in the area of student mentors. Seeking out and identifying appropriate mentor matches for our students could have compounding benefits.

Section 6: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work

| | |
|---|---|
| <input type="checkbox"/> Washington School Improvement Framework <input type="checkbox"/> WaKIDS <input checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks <input type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Curriculum Based Assessments Graduation Rate (1 Year, extended, etc.) <input checked="" type="checkbox"/> Credit Attainment <input type="checkbox"/> Stick Rate <input type="checkbox"/> Student Mobility Data <input type="checkbox"/> Discipline Referrals <input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions) <input type="checkbox"/> Restraint and Isolation Data <input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.) <input checked="" type="checkbox"/> Healthy Youth Survey <input type="checkbox"/> School Climate data <input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text. | <input type="checkbox"/> English Language Proficiency Data (i.e. ELPA) <input type="checkbox"/> Title III Data <input type="checkbox"/> Special Education Eligibility/Disproportionality Data <input type="checkbox"/> Special Education Placement Data (LRE) <input checked="" type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans) <input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.) <input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families) <input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.) <input type="checkbox"/> Extra-curricular activities participation <input type="checkbox"/> Fiscal and Financial Data <input checked="" type="checkbox"/> (Other) Attendance Data <input type="checkbox"/> (Other) Click or tap here to enter text. <input type="checkbox"/> (Other) Click or tap here to enter text. |
|---|---|

| Section 7: PLAN | |
|--|---|
| Schoolwide Priority/Reform Strategy #1 (SWP1) Smart Goal | ACHIEVEMENT: Students will gain further opportunity for one-on-one support in core classes through staffing a paraeducator in addition to classroom teachers. |
| Schoolwide Priority/Reform Strategy #2 (SWP2) | SOCIAL/EMOTIONAL: Our students have a need to be supported both socially and emotionally (in addition to academically). To address this need, Lincoln Academy staff will increase the number of opportunities for students to access resources and take part in activities that increase positive personal outcomes that will translate to success in the high school setting. |

| Section 8: DO | | | |
|---|---|-------------------------------------|-----------------------|
| SY 2019-2020 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION) | | | |
| 8a. Activity | 8b. Timeframe for Implementation | 8c. Lead(s) | 8d. Resources |
| A1.1) Hiring a paraeducator to provide additional student support in core classes | September 2019 - June 2020 | Principal | OSSI Grant Packet 872 |
| A1.2) Designing master schedule to maximize para-educator availability in core classes (grouping core classes in the morning) | May - June 2019 | Principal, Building Leadership Team | N/A |
| A1.3) Release time and travel for professional learning opportunities | September 2019 - June 2020 | Principal, Building Leadership Team | OSSI Grant Packet 872 |
| A1.4) Reassess current materials and curriculum and purchase materials and supplemental curriculum to fill gaps. | August 2019 - June 2019 | Principal, Building Staff | OSSI Grant Packet 872 |
| A1.5) Assessment Calendar | September 2019 | Assessment Coordinator | N/A |
| A2.1) Create public displays of building norms and expectations for positive behavior expectations. | August 2019 - June 2020 | Lincoln Academy Resource Team | OSSI Grant Packet 872 |
| A2.2) High interest field trips/assemblies | September 2019 - June 2020 | Principal, Building Leadership Team | OSSI Grant Packet 872 |
| A2.3) After school clubs/activities | September 2019 - June 2020 | Staff | OSSI Grant Packet 872 |
| A2.4) Employing a family connection team** | February 2020 - June 2020 | Principal | OSSI Grant Packet 872 |

** The family connection team will serve in the role of supporting students with chronic absences. This includes establishing a connection with parents, student pick-up for school and establishing a relationship onsite.

8e. Budget Table

| Funded SY 2019-2020 Expenditure (Linked to Activity) | Funding Source | Funding Amount | Current Expenditure | Balance | Notes |
|---|-----------------------|-----------------------|----------------------------|----------------|--------------------------------|
| A1.1) Hiring a paraeducator to provide additional student support in core classes | OSSI Grant Packet 872 | \$30,000 | \$7,500 | \$22,500 | 9.1.19 - Staff member hired |
| A1.3) Release time for professional learning opportunities and achievement planning | OSSI Grant Packet 872 | \$8,200 | | | \$5,000 for WALA |
| A1.4) Materials and curriculum supplements for increased achievement | OSSI Grant Packet 872 | \$3,000 | \$350 | \$1,300 | Yondr Subscription |
| A2.1) Purchase plotter and laminator and materials for publishing documents. | OSSI Grant Packet 874 | \$1,800 | \$1,400 | \$400 | Purchased plotter for signage. |
| A2.2) High interest field trips/assemblies | OSSI Grant Packet 872 | \$5,000 | | | |
| A2.3) After school clubs/activities | OSSI Grant Packet 872 | \$4,500 | \$225 | \$4,275 | Nate - Gamer's Guild |
| District Indirects | | \$3,696 | | | |

| Section 9a: STUDY | |
|---|--|
| (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY) | |
| <p>SWP1 – ACHIEVEMENT: Students will gain further opportunity for one-on-one support in core classes through staffing a paraeducator in addition to classroom teachers.</p> | <p>SWPA.1.1- In process and ongoing throughout the 19-20 school year. SWPA.1.2- Complete SWPA.1.3- In process and ongoing throughout the 19-20 school year. SWPA.1.4- In process and ongoing throughout the 19-20 school year. SWPA.1.5- Complete</p> |
| <p>SWP2 - SOCIAL/EMOTIONAL: Our students have a need to be supported both socially and emotionally (in addition to academically). To address this need, Lincoln Academy staff will increase the number of opportunities for students to access resources and take part in activities that increase positive personal outcomes that will translate to success in the high school setting.</p> | <p>SWPA.2.1- Complete SWPA.2.2- In process and ongoing throughout the 19-20 school year. SWPA.2.3- In process and ongoing throughout the 19-20 school year.</p> |

Section 9b: STUDY

(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study
(SY 19-20 mid-year implementation)
Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?

The following tools of measurement were used to determine the goals: SBA 2019 results, Menu of Best Practices, Teacher input, Parent and Student input.

A1.1) Retain qualified staff for additional support in core classes

- Determine focus areas for paraeducator to ensure positive impact in core areas.

| | |
|--------------------------|---------------|
| Certificated Teachers | 6 |
| Instructional Assistants | 2 (Part Time) |

Lincoln Academy is efficiently staffed with both certificated teachers and instructional assistants. The majority of classes throughout the day are staffed with a 1:6 adult to student ratio.

A1.2) Building Leadership Team completed the master schedule to maximize para-educator availability in core classes to support student equity in classrooms.

A1.3) Release time and travel for professional learning opportunities

Professional learning is an active component of the plan. The majority of the staff are engaging in at least one off-site professional learning opportunity.

A1.4) Purchase science probeware and novel set for Academy classes.

The materials to support STEM have been purchased and are in use in classes.

A2.1) Purchase plotter and laminator and materials for publishing documents.

The plotter has been purchased and is in use. Funding is not yet available for the laminator.

A2.2) Schedule / purchase highly engaging assemblies and/or field trips

- Schedule field trips and assemblies for the year by October 31
- Secure additional enrichment opportunities as available

Assemblies and field trips are being secured for the second semester.

| | |
|--|--|
| | <p>A2.3) Offering Extended Day Clubs and Activities</p> <ul style="list-style-type: none"> ● Schedule and promote extended day enrichment activities for every week ● Ensure continual attendance. <p>After school activities are occurring every Tuesday.</p> |
|--|--|

| | |
|---|---|
| Section 10: ADJUST | |
| (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY) | |
| SWP1 | SWPA.1.1- This activity is in process. |
| SWP2 | <p>SWPA.2.1- Funding not yet available for the laminator.</p> <p>SWPA.2.2- Secure all activities in February.</p> <p>SWPA.2.3- A second day of activities will be added second semester.</p> |

Section 11: PLAN/NEEDS ASSESSMENT (SY 2020-2021 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)

Format TBD

Section 12: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work

- | | |
|--|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Washington School Improvement Framework<input type="checkbox"/> WaKIDS<input type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks<input type="checkbox"/> Universal Screening<input type="checkbox"/> Progress Monitoring Data<input type="checkbox"/> Curriculum Based Assessments<input type="checkbox"/> Graduation Rate (1 Year, extended, etc.)<input type="checkbox"/> Credit Attainment<input type="checkbox"/> Stick Rate<input type="checkbox"/> Student Mobility Data<input type="checkbox"/> Discipline Referrals<input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)<input type="checkbox"/> Restraint and Isolation Data<input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.)<input type="checkbox"/> Healthy Youth Survey<input type="checkbox"/> School Climate data<input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text. | <ul style="list-style-type: none"><input type="checkbox"/> English Language Proficiency Data (i.e. ELPA)<input type="checkbox"/> Title III Data<input type="checkbox"/> Special Education Eligibility/Disproportionality Data<input type="checkbox"/> Special Education Placement Data (LRE)<input type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)<input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)<input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families)<input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)<input type="checkbox"/> Extra-curricular activities participation<input type="checkbox"/> Fiscal and Financial Data<input type="checkbox"/> (Other) Click or tap here to enter text.<input type="checkbox"/> (Other) Click or tap here to enter text.<input type="checkbox"/> (Other) Click or tap here to enter text. |
|--|--|

| Section 13: PLAN | |
|---|----------------------------------|
| SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES) | |
| Schoolwide Priority/Reform Strategy #1 (SWP1) | Click or tap here to enter text. |
| Schoolwide Priority/Reform Strategy #2 (SWP2) | Click or tap here to enter text. |
| Schoolwide Priority/Reform Strategy #3 (SWP3) | Click or tap here to enter text. |

14. Deepening the tools/strategies for 2019-21. The tools/strategies can be modified, showing consistent growth, identifying assessment tools used and their success. Consider using a monitoring tool (45-90/36-90) to have ongoing consistency.

| Section 14: DO | | | |
|--|-----------------------------------|--------------|-----------------------|
| SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION) | | | |
| 14a. Activity | 14b. Timeframe for Implementation | 14c. Lead(s) | 14d. Resources/Budget |
| A1) | | | |
| A2) | | | |
| A3) | | | |

Section 14e. Budget Table – This is inclusive of all funding source (school improvement dollars, Title I, grants, etc.)

| Funded SY 2019-2020 Expenditure (Linked to Activity) | Funding Source | Funding Amount |
|---|----------------|----------------|
| A1) | | |
| A2) | | |
| A3) | | |

15a. What are the tools you are using to measure activities described in Section 8? Consider using the powerful work that occurs during your staff meeting where individual student are the center of the conversation.

Section 15a STUDY

SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study
(Prior to implementation) What evidence will you examine to evaluate if your activities are working?

Click or tap here to enter text.

15b. We encourage you to engage in the study success and challenges for this work, that way, workshop/PL, etc. can be identified and worked on over the summer (attend workshops, trainings, creating documents, etc.)

Section 15b STUDY

SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study
(SY 20-21 mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?

Click or tap here to enter text.

Section 15c STUDY

SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study
("End" of implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?

Click or tap here to enter text.

Section 16a ADJUST

| SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY) | |
|---|----------------------------------|
| Adjust <i>(SY 20-21 mid-year implementation)</i> <i>What adjustments to your activities are you making after examining the results of your progress monitoring?</i> | Click or tap here to enter text. |

| Section 16b ADJUST | |
|---|----------------------------------|
| SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY) | |
| Adjust <i>("End" of implementation) How are you thinking about spreading, scaling, and/or sustaining what has been effective?</i> | Click or tap here to enter text. |