

OSD School Improvement Plan

Building Data	
1a. Building: Lincoln Options.	1g. Grade Span: K-5 School Type: Elementary Optional Program
1b. Principal: Marcela Abadi	1h. Building Enrollment: 269
1c. District: Olympia School District	1i. F/R Percentage: 30.9%.
1d. Board Approval Date:	1j. Special Education Percentage: 29.7%
1e. Plan Date: Oct 22, 2023	1k. Multilingual Percentage: 0.7%

School Leadership Team Members and Parent-Community Partners	
Please list by (Name, Title/Role)	
Marcela Abadi, Principal Michael Stine, 4th/5th grade teacher Michelle Dinkins, 4th/5th grade teacher Rachel Berry, 2nd/3rd grade teacher	Sunshine Campbell- Community member Alana Vogol- Parent Marty Manley- Community member Jimena Flores- Parent

Vision and Mission Statement
We believe that <ul style="list-style-type: none"> ● Each child is a unique being, developing at an individual pace with distinct interests. ● Curiosity and creativity are innate in all children, and that a school can enhance the child's natural drive to explore and experiment in the real world. ● Thought and expression develop out of experience.

SY 2023–2024 SMARTIE Goal #1: By June of 2024, students in grades 3-5 will demonstrate an increase in sense of belonging at Lincoln Options

Elementary School, as measured in the Panorama survey from 72% of students presenting favorably in the area of sense of belonging in Spring of 2023 to 80% of students presenting favorably in the area of sense of belonging in Spring of 2024.

By June of 2024, students in grades K-5 will demonstrate an increase in sense of belonging at Lincoln Options Elementary School, as measured by the LES student survey from 25 students indicating a strong sense of belonging at Lincoln in Fall of 2023 to 10 students of students indicating a strong sense of belonging at Lincoln in Spring of 2024.

OSD Student Outcome(s):

Outcome 1: Be compassionate and kind.

Outcome 2: Have the academic and life skills to pursue their individual career, civic and educational goals.

Outcome 3: Advocate for the social, physical and mental wellness of themselves and others and be hopeful about the future.

Outcome 4: Have the skills, knowledge and courage to identify and confront personal, systemic and societal bias.

Outcome 5: Discover their passions, be curious and love learning.

Outcome 6: Be critical thinkers who contribute to and collaborate with our local, global and natural world.

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1 Teaching Second Step lessons</p>	<p>Panorama Results tied to Sense of Belonging and</p>	<p>Panorama data assessed in</p>	<p>Teachers</p>	<p>-Second Step Curriculum</p>

	<p>Emotional Regulation.</p> <p>Ongoing formative teacher checks tied to Second Step (SS) Lessons: Specifically those associated with Sense of Belonging and Emotional Regulation (Emotional Management in SS)</p>	<p>Fall/Spring.</p> <p>Formative assessment of behaviors tied to Second Step: Ongoing Sept-June</p>		<p>Scope/Sequence</p> <p>Support provided for extension (linked in Extension column) and collaboration with the family under the Home Link column.</p>
<p>Activity 2 Morning Meetings: K-5</p>	<p>Lincoln Student Survey: Fall/Spring</p> <p>Panorama Progress Monitor: Fall/Spring</p> <p>Ongoing: Student centered classroom discussions during Morning Meeting</p> <p>Staff Meetings: Discuss students of concerns 2X a month</p> <p>Ex. LES Student Survey Pre/Post: "I can get help from another student when</p>	<p>Fall and Spring: Panorama and Student Survey</p> <p>Daily class meetings: Student-centered feedback</p> <p>Bi-monthly staff meetings</p>	<p>All Certificated staff</p>	<p>Student Survey: Link</p> <p>Morning meeting template: Greeting, Problem Solving, Mini-Game, News Announcements (Use Responsive Classroom Training)</p> <p>Alignment to WA SEL Standards: Social Awareness and Engagement, Self Awareness</p>

	I'm sad/upset."			
<p>Activity 3</p> <p>Weekly Assemblies: Themes tied to LES</p> <p>Utilize Morning Meeting: Greeting, Presentation/Songs, News and Announcements.</p> <p>Tied to Sense of Belonging: ALL students attend: Students identified school-wide focus; engage all K-5</p>	<p>A teacher assembly leader: Tracks student leadership participation: Looking for diverse representation</p>	<p>Weekly</p>	<p>Teacher assembly shares leadership participation at staff meetings; advocacy for representation</p>	<p>Responsive Classroom Training Template</p> <p>Training templates utilized</p>
<p>Activity 4</p> <p>Administer Panorama Survey in grades 3-5 and the Teacher Perception Survey at K-2</p>	<p>Full Panorama Survey</p> <p>Panorama progress monitoring</p>	<p>Fall and Spring - Full survey</p> <p>Progress monitoring quarterly using Panorama</p>	<p>Principal & Classroom Teachers</p>	<p>Panorama Survey</p> <p>Panorama Progress Monitoring</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				
<p>1.</p>				
<p>2.</p>				

SY 2023–2024 SMARTIE Goal #2:

By June 2024, students in 3rd-5th grade will meet growth goals in ELA from 42.2% to 50%; students who receive Free/Reduced services will increase their ELA proficiency from 26% to 35% and students who receive special education supports will increase ELA proficiency from 21% to 35% as measured by SBA data.

By June 2024, students in first grade who are Free and Reduced meals will make a 3 % growth achievement percentile in reading from 7 students to zero students.

[OSD Student Outcome\(s\)](#): Outcome 2: Have the academic and life skills to pursue their individual career, civic and educational goals.

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Activity 1 Curriculum: Units of Study (Reading/Writing): Tier 1, whole-school	Ongoing summative/formative assessments in class: Running Records (K-5) and Words Their Way (2-	Daily, ongoing PLC: Grade-level, weekly	Teachers by Grade Level	<u>PLC Template</u> ELA scope and sequence of Units of Study

	3rd), UFLI (K-2)			
Activity 1 Practice test taking before administering the MAP and SBA for the purpose of familiarity with technology/systems	Three times a year prior to the assessment (K-2), ongoing for 3rd-5th Teachers assess readiness formatively: Students focus on assessment rather than access	Fall and Spring. And throughout the year.	Classroom teachers	Utilize Chromebook practice work; utilize technology throughout the school year.
Activity 2 Small Group instruction for ALL students in content (random assignment and focused groups): Using UFLI and Units of Study and Words Their Way (LAP Support during this time)	Daily participation in Small Group support	Every 6 weeks teachers assess student proficiency	Teachers and principal	UFLI Scope and Sequence
Activity 3 Studio Days for all teachers	Engagement tied to Inclusionary Practices Formative Assessment: Group students by	5 Times in a year	Building Principal	Built on Engagement: Walkthrough Tool Use Visitation Dollars

	proficiency			(OSD CBA)
Activity 4 Family Engagement Communication tied to Attendance	Teacher Referrals and Attendance Secretary: Unex and Excused Absences (5 Unex, 10 Excused) Bi-monthly Staff Meetings	Weekly Data Analysis Bi-Monthly Staff Meeting focus	Principal, Marcela and Mo (family Liaison)	Use Communicate Template: Partnership Showing Up Matters for Real: Attendance Works
Activity 5 Project Based Learning: Sense of Place: K-5	Student engagement: Participation Inclusionary Engagement Walkthrough Tool: Optimize Relevance	Presentations in May	All teachers and families	Example rubrics: Presentation 3-5, Creativity 3-5, Collaboration K-2 Professional Development including STEAM Student Teacher from MiT to support science specialists especially for completing science fair projects.
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. If we run out of visitation funds, to be able to ask for more.				
2. Words Their Way Materials				