

STANWOOD-CAMANO SCHOOL DISTRICT

Lincoln Academy

SCHOOL IMPROVEMENT PLAN

2019 - 2022

**Ryan Ovenell
PRINCIPAL**



2018-2019 School Demographics

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	15		Two or More Races	1	6.7%
America Indian/Alaskan Native	0		English Language Learners	0	
Asian	0		Homeless/McKinney Vento	1	6.7%
Black/African American	0		Low Income	5	33.3%
Hispanic/Latino	1	6.7%	Section 504	1	6.7%
Native Hawaiian/Other Pacific Islander	0		Students with Disabilities	5	33.3%
White	13	86.7%	Student Mobility	0	

Washington School Improvement Framework (WSIF)
[STANWOOD-CAMANO SCHOOL DIST.-WA STATE REPORT CARD](#)

Leadership Team Members

Name	Position	Name	Position
Ryan Ovenell	Principal		
Nate Christensen	Teacher		
Brett Baugh	Teacher		
Christy Thompson	Counselor		

The Stanwood-Camano School District Collective Commitment:

We, as a community of students, parents, community members at large, and school district educators make a collective commitment to all of Stanwood-Camano’s children. We will empower our children to learn who they are and where they fit in the community and the world. We will teach our children to persevere through challenging circumstances to achieve fulfilling, productive lives.

We collectively commit that all children will be safe, cared for, and respected. They will graduate from school ready for further education, careers, and a successful future. Our children will reflect community values including work ethic, persistence, integrity, fiscal responsibility, creativity, problem solving abilities, and a desire to give back to their community. Our children will be prepared for a variety of educational and career options with the ability to create and use new knowledge in a world that does not yet exist.

Mission Statement:

The mission of Lincoln Academy is to offer a flexible learning environment providing students with opportunities for success.

What were your SIP goals from last year and did your school hit the target? Why or why not:

Goals:

- **Literacy**- Lincoln Academy students will meet standard at the same percentage as their cohort group in the Stanwood-Camano School District on the English Language Arts (ELA) Smarter Balanced Assessment.
- **Math**- Lincoln Academy students will meet standard at the same percentage as their cohort group in the Stanwood-Camano School District on the Mathematics Smarter Balanced Assessment.
- **Attendance** - All Lincoln Academy students will attend school at least 90% of the days they are enrolled in Lincoln Academy.
- **Parent Involvement** - 100% of parents / guardians will attend student conferences in the fall and spring.

Reflection:

- **Literacy** - Still working toward goal. 47 percent (L.A.) to 73 percent (SMS) to 74 percent (PSMS).
- **Math** - Still working toward goal. 20 percent (L.A.) to 54 percent (SMS) to 60 percent (PSMS).
- **Attendance** - Still working toward goal. 53 percent (L.A.) to 82 percent (SMS) to 85 percent (PSMS).
- **Parent Involvement** - Met goal. 100 percent of students had a parent or guardian attend a conference.

Target:

- **Literacy** - Target was 73 percent (SMS) to 74 percent (PSMS). Lincoln Academy achieved 47 percent.
- **Math** - Target was 54 percent (SMS) to 60 percent (PSMS). Lincoln Academy achieved 20 percent.
- **Attendance** - Target was 82 percent (SMS) to 85 percent (PSMS). Lincoln Academy achieved 53 percent.
- **Parent Involvement** - Target was 100 percent. Lincoln Academy achieved 100 percent.

Why or why not:

- **Literacy** - Students are often referred to Lincoln Academy because they are not proficient in ELA, and are often impacted by a complex combination of family and mental health issues needing to be addressed in addition to academic achievement. Additionally, about 40 percent of students last year had an IEP or 504 plan.
- **Math** - Students are often referred to Lincoln Academy because they are not proficient in Math, and are often impacted by a complex combination of family and mental health issues needing to be addressed in addition to academic achievement. Additionally, about 40 percent of students last year had an IEP or 504 plan.
- **Attendance** - Small sample size. Three students not attending regularly due to family or health-related issues skewed our data from the district average.
- **Parent Involvement** - Met goal. 100 percent of students had a parent or guardian attend a conference.

Needs Assessment

1. What are the data points you are using to complete your needs assessment?

- Washington School Improvement Framework
- WaKIDS
- Smarter Balanced Assessment/Interim Assessment Blocks
- Progress-Monitoring Data
- Curriculum Based Assessments
- English Language Proficiency Data
- Special Education Eligibility/Disproportionality Data
- School Climate data
- Discipline Referrals
- Healthy Youth Survey
- Graduation rate data

1. Needs Assessment Narrative:

Several key takeaways: Many of our students come to our school with learning deficiencies, have an aversion to school as well as are affected by trauma. All of these factors interfere with our teachers' abilities to build students' capacities to learn. As we build upon this work, having been identified by the state 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.

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.

2. What are your school's areas of strength?

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 styles, needs and incorporate flexibility. Further, there is a strong belief in each student's ability to succeed no matter their starting points. There is a strong emphasis on maintaining high learning expectations for all students. There is ongoing flexibility with how work is completed and when it is accepted.

We have also incorporated on-site counseling services, and work to match student needs 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.

Each Lincoln Academy student has begun or completed the initial phases of their High School & Beyond plan.

3. What are your school's areas of needed growth?

More students show proficiency in Language Arts.

More students show proficiency in Math.

Each Lincoln Academy student attends regularly.

4. Based on your analysis, what specific areas of needed growth will your school focus? What is your rationale for this focus; why these above others? What has your improvement work identified as potential root causes, (what is happening or not happening in your school?)

ACHIEVEMENT: Students will gain further opportunity for one-on-one support in core classes through staffing a paraeducator in addition to classroom teachers.

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.

District:

Student Outcomes and Goals:

(G1): Ninety percent of students meeting standard on the Smarter Balanced Assessment for all and every subgroup by 2027.

(G2): Fifty-five percent of students meeting standard for all and every subgroup for median student growth by 2027.

(G3): Ninety percent of all students and every subgroup will meet attendance standards by 2027.

(G4): Ninety five percent participation rate on state assessments.

Identify 3-5 high leverage action steps for each goal:

Goal: *Ninety percent of students meeting standard on the Smarter Balanced Assessment for all and every subgroup by 2027.*

2019-2020: Fifteen percent of students meeting standard on the Smarter Balanced Assessment for all and every subgroup.

Action Plan

Action	Timeline	Leads	Resources
Teachers will be trained in the administration, data analysis and post facilitation of IAB and focused IAB's in their relevant ELA and Math classes	September 2019 - May 2020	Brett Baugh	Grant Funding
Teach math and literacy performance tasks based on released items.	March 2020 - May 2020	Nate Christensen, Linda Miller	
Study effectiveness of core curriculum as it pertains to Smarter Balanced Assessment test success	September 2019 - May 2020	Nate Christensen, Linda Miller	Grant Funding

Goals: *Fifty-five percent of students meeting standard for all and every subgroup for median student growth by 2027.*

2019-2020: Fifty - five percent of students meeting standard for median student growth on the Smarter Balanced Assessment for all and every subgroup.

Action Plan

Action	Timeline	Leads	Resources
Study effectiveness of core curriculum	August 2019- June 2020	All Core Content Area Staff	OSSI Grant Funding
Offering an after school program in April/May that helps prepare students to pass the Smarter Balanced Assessment Math	May 2020	Brett Baugh	LHHS Building Budget
Use School Messenger and Remind to contact parents via phone and email informing them of Smarter Balanced Assessment dates.	May 2020	Ryan Ovenell	
Make personal phone calls to students on the morning of the Smarter Balanced Assessment if not in attendance.	May 2020	Debbie Norman	

Goal: *Ninety percent of all students and every subgroup will meet attendance standards by 2027.*

2019-2020: All students will attend school 90% of days each month.

Action Plan

Action	Timeline	Leads	Resources
Monitor attendance and incentivize near perfect attendance.	2019-2020 school year.	Principal	Commitment by community group for once monthly incentive.
Share attendance Infographics and literature regarding why attendance matters with families.	2019-2020 school year.	Principal, Counselor	Attendance Works Materials

Goal: *Ninety five percent participation rate on state assessments.*

2019-2020: At least 95% of Lincoln Academy students will participate in state testing.

Action Plan

Action	Timeline	Leads	Resources
Make personal phone calls to students on the morning of the Smarter Balanced Assessment if not in attendance.	2020 Testing days	Office Staff	None
Run block schedules during testing.	2020 Testing days	Administrators	None

Plan for Year 2&3

Please explain the key improvement actions planned for the subsequent years of this plan- High level explanation of what you anticipate doing as part of continuous improvement.

2020-2021:

Three key improvements planned actions for the 2020 - 2021 school year are to continue to increase the perfect (or near perfect) attendance rate of every student, continue to increase the median student growth for all students enrolled in Lincoln Academy and to maintain and/or increase the ratio and effectiveness of adults supporting students in Lincoln Academy.

2021-2022:

In school year 2021 - 2022, we will study the effectiveness of the improvements from the previous year and adjust goals based on funding and need.

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