

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

6/15/2017

Lincoln High NCES - 411004000966

Portland SD 1J

Comprehensive Achievement Indicators

Key Indicators are shown in RED.

Comprehensive Achievement Indicators			
District and School Structure and Culture			
Indicator	DSC1.1 - The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations.(3161)		
Status	Tasks completed: 7 of 9 (78%)		
Assessment	Level of Development:	Initial: Limited Development 12/10/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations. Discipline and survey data shows that student led anti-bullying programs continue to be successful. RESPONSE Suicide Prevention programs have proven effective in addressing mental health concerns. Additional work is needed to address high levels of stress reported by students and to integrate character traits education into school-wide curriculum. The school CAP and School Climate Team will work together to achieve school-wide goals (Tier 1 TFI 1.1 - 1.6).	
Plan	Assigned to:	Peyton Chapman	
	How it will look when fully met:	<p>The CAP and School Climate teams will work together to ensure that students experience a safe, respectful, culturally-inclusive environment consistent with school rules and expectations. All students entering school will feel safe, supported and connected and actively engaged in positive character trait development. Evidence that this objective has been fully met will be the LHS School Climate Handbook, LHS School Climate Survey data reports, the ASCD School Improvement Survey, Oregon's Wellness and Healthy Teen Surveys, and Lincoln's school climate TFI assessments.</p> <p>-----</p> <p>SMART GOAL: Reach level 2 scores on Tier 1 TFI features 1.1 - 1.6 by May, 2017</p> <p>TFI 1.1 Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide expertise in (a) behavior, attendance & discipline (b) multi-tiered systems of support, (c) equity, (d) mental health (e) instruction and curriculum, (f) school programs and operations, (g) family engagement, (h) professional development, (i) data collection & analysis. Team composition reflects student and community demographics.</p> <p>TFI 1.2 Team Operating Procedures: Tier I team communicates regularly and effectively to advance school climate goals and action plan. Meetings are held as needed to address specific school climate</p>	

agenda items that full require team collaboration.
 TFI 1.3 Behavioral Expectations: School has identified five or fewer positively stated behavioral expectations and/or character traits, that are visible to all, are inclusive and affirming of all qualities of our students, and are developed with student and family input.
 TFI 1.4 Teaching Expectations: Expected behaviors and/or character traits are taught directly to all students in classrooms and across other campus settings/locations. Lesson plans are inclusive and affirming for all students. Families are included in communication about school-wide expectations.
 TFI 1.5 Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success, that reflect student and family voice, and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.
 TFI 1.6 Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently and reflect understanding of community values and practices

Target Date: 05/31/2018

Tasks:

1. TFI 1.1 Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide expertise in (a) behavior, attendance & discipline (b) multi-tiered systems of support, (c) equity, (d) mental health (e) instruction and curriculum, (f) school programs and operations, (g) family engagement, (h) professional development, (i) data collection & analysis. Team composition reflects student and community demographics. GOAL: Score level 2 on the school climate TFI assessment for this task.

Assigned to: Dave Clingan

Added date: 09/14/2016

Target Completion Date: 05/31/2017

Comments:

Task Completed: 03/31/2017

2. TFI 1.2 Team Operating Procedures: Tier I team communicates regularly and effectively to advance school climate goals and action plan. Meetings are held as needed to address specific school climate agenda items that full require team collaboration. GOAL: Score level 2 on the school climate TFI assessment for this task.

Assigned to: Dave Clingan

Added date: 04/12/2017

Target Completion Date: 05/31/2017

Comments:

Task Completed: 03/31/2017

3. TFI 1.3 Behavioral Expectations: School has identified five or fewer positively stated behavioral expectations and/or character traits, that are visible to all, are inclusive and affirming of all qualities of our students, and are developed with student and family input. GOAL: Score a level 2 on the school climate TFI assessment for this task.

Assigned to: Dave Clingan

Added date: 04/12/2017

Target Completion Date: 05/31/2017

	Comments:	
	Task Completed:	03/31/2017
	4. TFI 1.4 Teaching Expectations: Expected behaviors and/or character traits are taught directly to all students in classrooms and across other campus settings/locations. Lesson plans are inclusive and affirming for all students. Families are included in communication about school-wide expectations. GOAL: Score a level 2 on the Tier 1 school climate TFI assessment for this task.	
	Assigned to:	Dave Clingan
	Added date:	04/12/2017
	Target Completion Date:	05/31/2017
	Comments:	
	Task Completed:	03/31/2017
	5. TFI 1.5 Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success, that reflect student and family voice, and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. GOAL: Score level 2 on the school climate TFI assessment for this task.	
	Assigned to:	Dave Clingan
	Added date:	04/12/2017
	Target Completion Date:	05/31/2017
	Comments:	
	Task Completed:	03/31/2017
	6. TFI 1.6 Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently and reflect understanding of community values and practices. GOAL: Score level 2 on the school climate TFI assessment of this task.	
	Assigned to:	Alfredo Quintero
	Added date:	04/12/2017
	Target Completion Date:	05/31/2018
	Comments:	Task in progress
	7. Staff will implement Mindfulness and Yoga classes to teach stress reduction techniques and provide opportunities during the school day to relieve stress. Data reflecting stress reduction outcomes will be collected and analyzed.	
	Assigned to:	Erin Burke
	Added date:	03/19/2015
	Target Completion Date:	06/09/2016
	Comments:	
	Task Completed:	06/09/2016
	8. Staff will create a set of activities for Healthy Choices Week program in April 2017 and provide opportunities for all students and staff to participate.	
	Assigned to:	Erin Burke
	Added date:	04/22/2017
	Target Completion Date:	04/21/2017
	Comments:	
	Task Completed:	04/21/2017
	9. Staff will assess current interventions and strategies used to promote stress reduction and stress management; develop and implement new interventions to reduce stress; use assessment methods to	

	determine effectiveness of anti-stress programs and interventions.	
	Assigned to:	Jim Hanson
	Added date:	06/05/2017
	Target Completion Date:	06/08/2018
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 7 of 9 (78%)
Indicator	DSC1.2 - The school's mission and goals reflect high expectations and a vision for equity for meeting the needs of all stakeholders.(3162)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/10/2014
	Evidence:	Lincoln HS vision: Students who graduate from Lincoln High School will be responsible, respectful, international citizens with a passion for life-long learning and the self-esteem and skills necessary to appreciate human diversity and contribute to family and community. See mission statement and goals on the LHS website. Behavioral expectations are clearly stated in the Student Handbook, available to all students in print and on the LHS website.
Indicator	DSC1.3 - The school's leadership plans for and implements professional development preparing teachers to support parents in the education of their children by providing in-classroom opportunities and at-home opportunities for parents.(3163)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/10/2014
	Evidence:	The school's leadership plans for and implements professional development preparing teachers to support parents in the education of their children by providing in-classroom opportunities and at-home opportunities for parents. Teachers receive training in the use of educational tools such as Synergy, google apps, and class-specific websites to facilitate communication with parents and enable parents to be engaged in their children's learning.
Indicator	DSC1.4 - School staff identify students who need additional learning time to meet standards and provides timely and effective programs of assistance.(3164)	
Status	Tasks completed: 8 of 11 (73%)	
Assessment	Level of Development:	Initial: Limited Development 12/10/2014
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Lincoln uses Dashboard and Synergy to identify students who need additional learning time and provides a variety of academic supports using an RTI delivery model. However, Lincoln needs to expand programs to support students in the highest risk categories, to develop effective strategies for chronic absenteeism, and to better meet the needs of traditionally underserved student groups.
Plan	Assigned to:	Ginger Taylor
	How it will look when fully met:	Lincoln's Academic Support Team will function effectively to support at-risk students, reduce failing grades and improve graduation rates. Not more than 5% of all students will fail more than one core subject.

		Strategies to improve attendance will be developed and implemented. School leaders will better understand factors contributing of the graduation rate achievement gap that exists for African American students and identify/maintain supports and interventions that reduce the achievement gap. Supports designed to improve the success of African American boys and girls will be developed and implemented. AVID will be fully implemented and AVID strategies will be shared with all staff.
	Target Date:	06/09/2017
	Tasks:	
	1. Staff and administrators will develop an Academic Advisor Program for students at risk. Staffing and facility resources will be allocated to the program.	
	Assigned to:	Dave Clingan
	Added date:	03/19/2015
	Target Completion Date:	08/28/2015
	Comments:	
	Task Completed:	09/11/2015
	2. Academic Advisors will develop program standards and procedures. Advisors will be assigned caseloads based on quarter grade reports, Advisors will discuss student concerns and refer students to SST as needed; Advisors will utilize best practices to support at-risk students and periodically assess student progress. Program effectiveness will be measured and reported at year end.	
	Assigned to:	Dave Clingan
	Added date:	03/19/2015
	Target Completion Date:	06/10/2016
	Comments:	
	Task Completed:	06/24/2016
	3. Staff will review and update attendance policies; develop and implement new strategies to reduce chronic absenteeism including requiring teachers to document referrals in Synergy.	
	Assigned to:	Sean Mailey/Alfredo Quintero
	Added date:	03/19/2015
	Target Completion Date:	11/30/2017
	Comments:	Task still in progress.
	4. Each school counselor will identify five students experiencing chronic absenteeism. Counselors with work closely with students and parents to improve attendance.	
	Assigned to:	Marquita Guzman
	Added date:	03/19/2015
	Target Completion Date:	06/10/2016
	Comments:	
	Task Completed:	06/10/2016
	5. Staff will develop an FBA method for assessing functional behaviors related to absenteeism.	
	Assigned to:	Jim Hanson
	Added date:	06/25/2016
	Target Completion Date:	06/10/2016
	Comments:	

	Task Completed:	06/17/2016
	6. Coordinators will identify AVID cohort and implement AVID program for freshman class of 2015-16.	
	Assigned to:	Melinda Gale
	Added date:	05/25/2016
	Target Completion Date:	06/10/2016
	Comments:	
	Task Completed:	05/25/2016
	7. LHS staff will receive AVID training and share AVID Strategies with all staff.	
	Assigned to:	Melinda Gale
	Added date:	05/25/2016
	Target Completion Date:	12/01/2015
	Comments:	
	Task Completed:	12/01/2015
	8. Eight additional staff will receive AVID training.	
	Assigned to:	Melinda Gale
	Added date:	06/25/2016
	Target Completion Date:	08/26/2016
	Comments:	
	Task Completed:	08/26/2016
	9. Staff will monitor attendance of 60 AVID students. Document the effects of close parental communication on reducing chronic absenteeism of AVID students.	
	Assigned to:	Melinda Gale
	Added date:	06/25/2016
	Target Completion Date:	06/09/2017
	Comments:	Task still in progress.
	10. Design a 4-year equity study to examine the root causes of the racial achievement gaps, identify barriers to success, and explore ways to enhance the experience of our students of color at our school. Obtain approval from Equity Team, LHS Admin, PPS. Engage university-level advisor. Identify target and control groups. Obtain consent of participating students and their parents.	
	Assigned to:	James McGee
	Added date:	03/19/2015
	Target Completion Date:	06/10/2016
	Comments:	
	Task Completed:	05/25/2016
	11. Implement the 4-year cohort study. Monitor and document student progress; Collect data via student surveys and interviews. Analyze data and answer research questions. Develop an action plan for based on results.	
	Assigned to:	James McGee
	Added date:	03/19/2015
	Target Completion Date:	06/07/2019

	Comments:	Task still in progress.
Implement	Percent Task Complete:	Tasks completed: 8 of 11 (73%)
Indicator	DSC1.5 - School staff assist students in successful transitions, as applicable, from early childhood into elementary, elementary to middle school, middle school to high school, and high school to post-secondary.(3165)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/10/2014
	Evidence:	Multiple methods of supporting transitions include Cardinal mentors, forecasting, new student meetings, freshman orientation, college nights, IB nights, parent conferences, clubs & athletics, parent list-serve, college & career information nights, Assist college counseling, health action network, TAG nights, FAFSA advising, outreach to Hispanic community members, etc.
Indicator	DSC1.6 - School staff coordinates and integrates services and programs with the aim of optimizing the entire educational program to improve student learning.(3166)(SIG)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/10/2014
	Evidence:	Lincoln offers extensive services and programs which optimize our educational goals to improve student learning. Lincoln utilizes Multi-Tiered Systems of Support to identify appropriate interventions and services for students who need academic and social/emotional support. See the Lincoln HS web site for more information about student support programs.
Comprehensive Achievement Indicators		
Educator Effectiveness		
Indicator	EE2.1 - All instructional staff at the school collaboratively plan for sound instruction in a variety of instructional modes. (3167)	
Status	Objective Met 6/25/2016	
Assessment	Level of Development:	Initial: Limited Development 12/10/2014
		Objective Met - 06/25/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Instructional staff at our school collaboratively plan for sound instruction in a variety of instructional modes. Professional Learning Communities meet three times per month to share curriculum and teaching strategies. Other opportunities for collaboration include planning periods, and teacher in-service planning days during the summer. Additional opportunities would be beneficial.
Plan	Assigned to:	JoAnn Wadkins
	How it will look when fully met:	Administration will provide meeting time for collaboration and increases the amount of vertical and horizontal collaboration across the school. Teacher instructional teams will meet to select practices, discuss differentiated exercises, and prepare common lesson plans and

		assessments. Instructional staff will use lesson plans that are aligned with the curriculum and include a variety of modes for delivering the lesson and differentiating activities within the modes.
	Target Date:	06/10/2016
	Tasks:	
	1. Administration provides meeting time for collaboration and increases the amount of vertical and horizontal collaboration across the school. Common planning within departments periods will be implemented where possible. On-line opportunities for collaboration will be developed and utilized.	
	Assigned to:	Peyton Chapman
	Added date:	03/19/2015
	Target Completion Date:	09/11/2015
	Comments:	
	Task Completed:	06/10/2016
	2. Teacher instructional teams meet to select practices, discuss differentiated exercises, and prepare common lesson plans and assessments. Greater focus on horizontal and vertical collaboration.	
	Assigned to:	PLC Leaders
	Added date:	03/19/2015
	Target Completion Date:	06/10/2016
	Frequency:	monthly
	Comments:	
	Task Completed:	06/10/2016
Implement	Percent Task Complete:	
	Objective Met:	6/25/2016
	Experience:	6/25/2016 Common planning period requests were implemented by administrators. Teachers collaborated to align curriculum within departments.
	Sustain:	6/25/2016 Bi-monthly Departmental PLC review of curriculum alignment. Additional work to be done in some subject areas.
	Evidence:	6/25/2016 Alignment of lesson plans has been optimized in Language Arts, Social Sciences, and Math.
Indicator	EE2.2 - All teachers use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.(3168)(SIG)	
Status	Tasks completed: 2 of 5 (40%)	
Assessment	Level of Development:	Initial: Limited Development 12/10/2014
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within

		current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Lincoln HS teachers use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time. Student outcomes including graduation rates and achievement data provide evidence of academic quality. Additional strategies would include increased emphasis on culturally relevant content, scaffolding, differentiation in instruction and assessment to meet the needs of ALL students.
Plan	Assigned to:	JoAnn Wadkins
	How it will look when fully met:	<p>Teachers will use common instructional strategies within their departments and for their subjects. Each department will review and strengthen the writing assignments within their core curriculum.</p> <p>----- SMART GOALS: We will measure progress by looking at instructional strategies delineated in course syllabi for like courses and note the common instructional strategies. Evidence for differentiated instruction, equity, and state/national/IB standards will be noted. PLC course alike work will emphasize evidence-based practices and will be reflected in PLC notes and evidenced in classroom practice. A form for peer observations will be developed to be used to comment on classroom practice. Writing goals across the curriculum areas will be evidenced by work produced by students and will include at least one piece of formal writing each semester. The English Department will require students to produce at least 2 pieces of formal writing per semester. Common rubrics will be used to score this formal writing.</p> <p>----- Lincoln CAP and School Climate teams will work together to score a level 2 on the following TFI assessments:</p> <p>TFI 1.7 Professional Development: An effective professional development program is used for orienting all faculty/staff on 5 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance, (e) and understanding the influence of race, culture and language on student behavior and choices.</p> <p>TFI 1.8 Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. Students of ALL racial, cultural, ethnic and linguistic backgrounds feel welcomed and valued in the classroom.</p> <p>TFI 1.9 Feedback and Acknowledgment: Interactive and inclusive strategies are implemented to effectively promote specific school-wide expectations (principled, caring, resilient) and acknowledge students who demonstrate these traits.</p>
	Target Date:	06/01/2018
	Tasks:	
	1. Evidence based strategies such as AVID will be shared among all teachers to increase the quality of learning time and address the needs of all students.	
	Assigned to:	Peyton Chapman/PLC Leaders
	Added date:	03/19/2015
	Target Completion Date:	06/09/2017

	Comments:	Task still in progress.
	2. A school-wide curriculum map will be developed to evaluate and assess alignment and implementation of instructional strategies. PLC course alike work will emphasize evidence-based practices and will be reflected in PLC notes and evidenced in classroom practice. A form for peer observations will be developed to be used to comment on classroom practice. Writing goals across the curriculum areas will be evidenced by work produced by students and will include at least one piece of formal writing each semester. The English Department will require students to produce at least 2 pieces of formal writing per semester. Common rubrics will be used to score this formal writing.	
	Assigned to:	Peyton Chapman/PLC Leaders
	Added date:	03/19/2015
	Target Completion Date:	06/09/2017
	Comments:	Task still in progress.
	3. TFI 1.7 Professional Development: An effective professional development program is used for orienting all faculty/staff on 5 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance, (e) and understanding the influence of race, culture and language on student behavior and choices. GOAL: Score a level 2 on the school climate TFI assessment for this task.	
	Assigned to:	Dave Clingan
	Added date:	04/12/2017
	Target Completion Date:	05/31/2017
	Comments:	
	Task Completed:	03/31/2017
	4. TFI 1.8 Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. Students of ALL racial, cultural, ethnic and linguistic backgrounds feel welcomed and valued in the classroom. GOAL: Score level 2 on the school climate TFI assessment for this task.	
	Assigned to:	Ginger Taylor
	Added date:	04/12/2017
	Target Completion Date:	06/01/2018
	Comments:	Task still in progress
	5. TFI 1.9 Feedback and Acknowledgment: Interactive and inclusive strategies are implemented to effectively promote specific school-wide expectations (principled, caring, resilient) and acknowledge students who demonstrate these traits.	
	Assigned to:	JoAnn Wadkins
	Added date:	04/15/2017
	Target Completion Date:	05/31/2017
	Comments:	
	Task Completed:	02/24/2017
Implement	Percent Task Complete:	Tasks completed: 2 of 5 (40%)
Indicator	EE2.3 - Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery.(3169)(SIG)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 12/10/2014
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery. Current implementation includes in-school professional development and funding for continued education in other institutional settings. Teachers have expressed a desire for the inclusion of professional days in the calendar that would support meaningful district-wide professional collaboration. Full implementation of this objective is limited by funding constraints and limited opportunities for collaboration.	
Plan	Assigned to:	Not yet assigned	
Indicator	EE2.4 - Instructional teams use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies and make necessary changes.(3170)		
Status	Tasks completed: 5 of 6 (83%)		
Assessment	Level of Development:	Initial: Limited Development 12/10/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Instructional teams use data to assess strengths and weaknesses of the curriculum and instructional strategies. Changes/improvements to curriculum and instructional strategies is work in progress.	
Plan	Assigned to:	JoAnn Wadkins	
	How it will look when fully met:	<p>Instructional teams will implement common instructional plans and assessments. Adjustments will be made based on an analysis of the strategies and materials used and results in student learning.</p> <p>----- SMART GOALS: Freshman core classes will be the emphasis in our work on common assessments. Common assessments will be used in English, US History and NGSS Physics. The teachers in these subjects will plan the assessments together and compare achievement across the entire subject. This work will happen in the course alike PLCs. All Department PLCs will analyze student achievement data and discuss any curriculum changes needed. This analysis will be evidenced in PLC notes.</p> <p>----- Staff and School Climate Team will reach level 2 on TFI features 1.10, 1.12, 1.13 and 1.14 ensuring that climate data is shared with teachers and used in the decision making process.</p> <p>TFI 1.10 Faculty Involvement: Faculty are shown disaggregated school-wide data regularly and provide input on school climate foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.</p> <p>TFI 1.12 Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. Data is disaggregated by race, language, exceptionality, SpEd, etc.</p> <p>TFI 1.13 Data-based Decision Making: Tier I team reviews and uses discipline data and academic outcome at least bi-annually for decision making. Data is disaggregated by race, language, exceptionality, SpEd, etc.</p> <p>1.14 Fidelity Data: Tier I team reviews and uses Tiered Fidelity</p>	

		Inventory data at least annually.
	Target Date:	06/09/2017
	Tasks:	
	1. Data will be reviewed in department PLCs to look at student achievement and to inform the use of instructional strategies in the classroom. This data will come from a variety of sources to include formative and summative assessments in the classroom, Smarter Balanced scores, and IB scores.	
	Assigned to:	PLC Leaders
	Added date:	03/19/2015
	Target Completion Date:	12/18/2015
	Frequency:	monthly
	Comments:	
	Task Completed:	06/10/2016
	2. Instructional strategies will be adjusted as needed based on data analysis.	
	Assigned to:	PLC Leaders
	Added date:	03/19/2015
	Target Completion Date:	06/09/2017
	Comments:	Task still in progress.
	3. TFI 1.10 Faculty Involvement: Faculty are shown disaggregated school-wide data regularly and provide input on school climate foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months. GOAL: Reach level 2 on school climate TFI assesment for this task.	
	Assigned to:	Dave Clingan
	Added date:	04/12/2017
	Target Completion Date:	05/31/2017
	Comments:	
	Task Completed:	03/31/2017
	4. TFI 1.12 Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. Data is disaggregated by race, language, exceptionality, SpEd, etc. GOAL: Reach level 2 on school climate TFI assessment.	
	Assigned to:	Dave Clingan
	Added date:	04/12/2017
	Target Completion Date:	05/31/2017
	Comments:	
	Task Completed:	03/31/2017
	5. TFI 1.13 Data-based Decision Making: Tier I team reviews and uses discipline data and academic outcome at least bi-annually for decision making. Data is disaggregated by race, language, exceptionality, SpEd, etc. GOAL: Reach level 2 on the school climate TFI assessment for this task.	
	Assigned to:	Dave Clingan
	Added date:	04/12/2017
	Target Completion Date:	05/31/2017
	Comments:	

	Task Completed:	03/31/2017
	6. TFI 1.14 Fidelity Data: Tier I team reviews and uses Tiered Fidelity Inventory data at least annually. GOAL: Reach level 2 on school climate TFI assessment on this task.	
	Assigned to:	Dave Clingan
	Added date:	04/12/2017
	Target Completion Date:	05/31/2017
	Comments:	
	Task Completed:	03/31/2017
Implement	Percent Task Complete:	Tasks completed: 5 of 6 (83%)
Indicator	EE2.5 - All instructional staff in the school use sound classroom management practices that encourage student engagement and affect student learning.(3171)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/10/2014
	Evidence:	Staff uses effective practices to encourage student engagement and effect student learning. School policies emphasize proactive, instructive, and/or restorative approaches to student behaviors. School-wide expectations, routines, acknowledgements, in-class continuum of consequences are implemented within classrooms and consistent with school-wide systems. Teachers follow a discipline flow chart in addressing classroom behaviors.
Indicator	EE2.6 - Educator evaluations and support systems incorporate the elements of Oregon's framework of educator effectiveness.(3172)(SIG)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/10/2014
	Evidence:	Oregon's framework for educator effectiveness is fully implemented in educator evaluations.
Comprehensive Achievement Indicators		
Family and Community Involvement		
Indicator	FC3.1 - School staff create and maintain a welcoming environment for all families and community members.(3173)	
Status	Tasks completed: 1 of 3 (33%)	
Assessment	Level of Development:	Initial: Limited Development 12/14/2014
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	School staff create and maintain a welcoming environment for our students, however, there is additional work to be done in reaching the goal that all members of underserved groups and their families feel connected to and actively involved with our school.
Plan	Assigned to:	Marquita Guzman
	How it will look when fully met:	Engagement in LHS activities and events will include family members of underserved groups representing a diversity of ethnic identities and cultural experiences. Performance on this objective will be measured by assessing the racial/ethnic composition of our school site council, by developing programs and activities which attract diverse members of

		the community, and by conducting surveys with families and community members.
	Target Date:	11/30/2018
	Tasks:	
	1. Staff will survey students of color to identify barriers that prevent or discourage parents from attending school events.	
	Assigned to:	Dawn Gordon
	Added date:	03/19/2015
	Target Completion Date:	06/09/2016
	Comments:	
	Task Completed:	06/10/2016
	2. Staff will survey parents of minority groups of color to identify barriers that prevent or discourage them from attending school events.	
	Assigned to:	Marquita Guzman
	Added date:	06/25/2016
	Target Completion Date:	11/30/2017
	Comments:	Task still in progress.
	3. Staff will develop and implement an engagement plan based on findings to target our underrepresented students and families.	
	Assigned to:	Marquita Guzman
	Added date:	03/19/2015
	Target Completion Date:	11/30/2017
	Comments:	Task still in progress.
Implement	Percent Task Complete:	Tasks completed: 1 of 3 (33%)
Indicator	FC3.2 - School staff create and maintain connections between the school community and the broader community to support student learning.(3174)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/14/2014
	Evidence:	Our school maintains a variety of meaningful relationships within the broader community, including partnerships with PSU, Lewis & Clark, Rotary, alumni, organizations, volunteer organizations, and civic organizations (PBIS TFI 1.11)
Indicator	FC3.3 - The school's key documents (minimally, the school's improvement plan, parent involvement plan, compact, and student/parent handbook) are annually reviewed for revision and disseminated to all families in the school and translated as needed. (3175)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/14/2014
	Evidence:	Our CAP Plan, School Climate Plan, Student Handbook, Course Syllabi, and other key documents are updated on a regular basis and available on the Lincoln HS web site.
Indicator	FC3.4 - School staff educate families and provide needed resources for supporting their children's learning. (3176)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/14/2014

	Evidence:	All parents have access to their students' academic progress information via Synergy, which is an internet-based tool used by teachers to communicate grading information with parents and students. Parents are encouraged to communicate directly with teachers and counselors if they have any concerns about their students' learning. Parents are also encouraged to meet with teachers during Parent-teacher conferences.	
Indicator	FC3.5 - School staff ensure families have the opportunity for meaningful involvement in the school. (3177)(SIG)		
Status	Objective Met 4/22/2017		
Assessment	Level of Development:	Initial: Limited Development 12/14/2014	
		Objective Met - 04/22/2017	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our school encourages families to become involved in meaningful school related activities, including LSAC, Boosters, PTSO, Parents On Site, The Cardinal Club, Lincoln Foundation, Site Council, Cardinal Families Health Action Network and regularly scheduled Courageous Conversations. Stakeholders of all racial, ethnic, linguistic backgrounds provide input and feedback on school policies. LHS seeks to improve involvement and participation by students of color and their families in these programs.	
Plan	Assigned to:	Marquita Guzman	
	How it will look when fully met:	Increased opportunities will be provided by staff to share activities and learning experiences with all stakeholders (students, families, and community members of all racial, cultural, ethnic and linguistic backgrounds) . School Climate Team will produce and conduct a survey of stakeholders to solicit input on school climate issues. School policies and priorities will be regularly discussed with LHS Site Council for feedback. Leadership will use the School Climate TFI, ASCD School Improvement Surveys and the annual PPS Equity Survey data to measure progress on this goal. ----- SMART GOAL: Reach level 2 on TFI 1.11 Student/Family/Community Involvement Stakeholders (students, families, and community members of all racial, cultural, ethnic and linguistic backgrounds) provide input on school climate foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	
	Target Date:	06/09/2017	
	Tasks:		
		1. Participation in school leadership teams, such as LHS site counsel, will become more diversified and representative of different racial and ethnic perspectives.	
	Assigned to:	Peyton Chapman	
	Added date:	03/19/2015	

	Target Completion Date:	06/09/2017
	Comments:	
	Task Completed:	06/10/2016
	2. TFI 1.11 Student/Family/Community Involvement Stakeholders (students, families, and community members of all racial, cultural, ethnic and linguistic backgrounds) provide input on school climate foundations at least every 12 months. School Climate Team will produce and conduct a survey of stakeholders to solicit input on school climate issues.	
	Assigned to:	Dave Clingan
	Added date:	04/15/2017
	Target Completion Date:	04/30/2017
	Frequency:	once a year
	Comments:	
	Task Completed:	03/31/2017
	3. Staff will expand outreach programs, such as RACE TALKS to help parents become more actively and effectively involved in their children's educational success.	
	Assigned to:	Jessica Mallare-Best
	Added date:	03/19/2015
	Target Completion Date:	06/09/2017
	Comments:	
	Task Completed:	04/06/2017
Implement	Percent Task Complete:	
	Objective Met:	4/22/2017
	Experience:	4/22/2017 This objective raised our level of awareness that all members of our community should be actively engaged in learning activities and decision making, and that well planned events are necessary to achieve this goal.
	Sustain:	4/22/2017 1. Maintain diverse representation on Site Council 2. Create more activities which attract diverse members of the community to participate in.
	Evidence:	4/22/2017 1. The gender/racial/ethnic composition of our Site Council represents all members of the school community. 2. TFI 1.11 feature of the School Climate Plan has been assessed as fully implemented. 3. RACE TALKS on April 6, 2017 was attended by 150 community members of diverse racial/ethnic backgrounds.
Indicator	FC3.6 - School leadership includes families on all decision-making and advisory committees and ensures training for such areas as policy, curriculum, budget, school reform initiatives, and safety. (3178)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/14/2014
	Evidence:	School leadership includes families on all decision-making and advisory committees which address policy, curriculum, budget, school reform

initiatives, and safety, including the Lincoln Site Council, Local School Advisory Committee, PTSO, and Health Action Network).

Indicator	FC3.7 - School staff involves parents and students in setting student goals and preparing the student for post-secondary education and careers. (3179)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/14/2014
	Evidence:	School staff encourages parents to engage in goal-setting and planning for post-secondary education and careers by participating in Back to School Night, College Planning Night, IB Information Night, Parent-Teacher conferences, Financial Aid Night, and Gap Year Fair.

Indicator	FC3.8 - School staff uses a variety of tools on a regular basis to facilitate two-way communication among stakeholders.(3180)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/14/2014
	Evidence:	School staff uses a variety of tools on a regular basis to facilitate two-way communication among stakeholders, email communication, phone communication, parent-teacher conferences, meetings, list serve, staff blogs, twitter, and Courageous Conversation programs.

Comprehensive Achievement Indicators

Teaching and Learning

Indicator	TL4.1 - All instructional staff at the school are engaged in aligning instruction and local assessments to state standards.(3181)(SIG)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/14/2014
	Evidence:	All instructional staff have aligned their instruction and assessments with state standards. The standards-based content of each subject area can be seen by viewing the course curricula on the Lincoln HS web site.

Indicator	TL4.2 - A system is in place for assessing and monitoring student achievement relative to state standards. (3182)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/14/2014
	Evidence:	A system is in place for assessing and monitoring student achievement relative to state standards. Progress toward meeting ODE diploma requirements, including course credits, Essential Skills, and Personalized Learning is documented on student transcripts as well as accessible through Synergy and Naviance.

Indicator	TL4.3 - All instructional staff at the school are engaged in the analysis of student assessments that are aligned with standards.(3183)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/14/2014
	Evidence:	All instructional staff engage in the analysis of student assessments that are aligned with state standards. 93% of all students tested met or exceeded reading and math standards on state assessments.

Indicator	TL4.4 - All instructional staff at the school use assessment data in planning and delivering differentiated, standards based instruction.(3184)(SIG)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/14/2014

Evidence:	All teachers deliver differentiated, standards based instruction to their students. Students who do not meet state standards on assessments are given specialized instruction to improve their skills or to produce work samples to fulfill essential skills requirements required for an Oregon diploma.
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Comprehensive Achievement Indicators

Technical and Adaptive Leadership

Indicator	LDR5.1 - A distributed leadership process is used to build the capacity of others in the school. (3185)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 12/14/2014	
	Evidence:	School staff, administrators, parents, and students work together within a framework of distributed leadership that includes multiple perspectives in the decision making process,	
Indicator	LDR5.2 - School leadership ensures that classroom observations and other observations of teacher behaviors are aligned with evaluation criteria and professional development needs. (3186)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 12/14/2014	
	Evidence:	School leadership follows PPS protocols in teacher observations aligned with student learning goals and teacher professional growth goals.	
Indicator	LDR5.3 - School leadership has established team structures with clear and specific duties.(3187)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 12/14/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	School leadership has team structures in place with specified duties, such as the CAP team and the School Climate Team. However, there is possible room for improvement in definition of roles and responsibilities.	
Plan	Assigned to:	Not yet assigned	
Indicator	LDR5.4 - School leadership is afforded proper authority to make necessary decisions that result in increased learning outcomes.(3188)(SIG)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 12/10/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Building capacity, resources, bells schedules, are tied to policy and budget constraints	
Plan	Assigned to:	Not yet assigned	
Indicator	LDR5.5 - School leaders actively promote a shared vision for equity, cultural competence, and		

high expectations. (3189)

Status	Tasks completed: 6 of 7 (86%)		
Assessment	Level of Development:	Initial: Limited Development 12/14/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Although school leaders actively promote a shared vision for equity, cultural competence, and high expectations, progress needs to be made in closing the achievement gaps for members of underserved groups. School Climate Team will embed equity work in all aspects of the school climate plan.	
Plan	Assigned to:	Jessica Mallare-Best	
	How it will look when fully met:	Equity team will develop goals and expand programs to ensure inclusivity and access for all students. Facilitator will lead LHS staff in equity PD activities. Students and staff will collaborate on programs to empower underserved groups.	
	Target Date:	10/13/2017	
	Tasks:		
	1. LHS staff will take the 2015-16 PPS Equity Survey.		
	Assigned to:	All Staff	
	Added date:	03/19/2015	
	Target Completion Date:	05/25/2016	
	Comments:		
	Task Completed:	05/25/2016	
	2. Leadership will analyze survey results to inform future equity work. Compare results to last year. Align professional development goals and programming to meet needs identified by staff.		
	Assigned to:	Dave Clingan/Equity Team	
	Added date:	03/19/2015	
	Target Completion Date:	10/28/2016	
	Comments:		
	Task Completed:	04/07/2017	
	3. LHS Equity Team will conduct equity training for staff at Equity PD and All Staff meetings during the school year.		
	Assigned to:	Jessica Mallare-Best/Equity Team	
	Added date:	05/25/2016	
	Target Completion Date:	06/10/2016	
	Comments:		
	Task Completed:	05/25/2016	
	4. Staff and student leaders will collaborate to create opportunities for multicultural clubs to interact and share experiences. Clubs will work together to increase multicultural awareness throughout the school community.		
	Assigned to:	James McGee/Staff	

	Added date:	03/19/2015
	Target Completion Date:	06/10/2016
	Frequency:	monthly
	Comments:	
	Task Completed:	05/25/2016
	5. LHS will form "Brothers of Color" and "Sisters of Color" to meet regularly and support the success of students who identify as a member of a racial minority group.	
	Assigned to:	James McGee
	Added date:	05/25/2016
	Target Completion Date:	06/10/2016
	Frequency:	weekly
	Comments:	
	Task Completed:	05/25/2016
	6. LHS stakeholders including staff, parents, and students will be given a school climate survey to assess perceptions of school climate by each group and by disaggregated subgroups based on race and ethnicity. Results will be shared with all staff.	
	Assigned to:	Dave Clingan
	Added date:	10/20/2015
	Target Completion Date:	03/31/2017
	Comments:	
	Task Completed:	03/31/2017
	7. Lincoln will create a school CARE team, conduct regular team meetings, identify students of color as focus students, deliver lessons and provide teachers with feedback on how their teacher practice is impacting the focus students.	
	Assigned to:	Ginger Taylor/CARE team
	Added date:	09/14/2016
	Target Completion Date:	10/13/2017
	Frequency:	monthly
	Comments:	Task still in progress.
Implement	Percent Task Complete:	Tasks completed: 6 of 7 (86%)
Indicator	LDR5.6 - The principal has the skills to guide, direct, and motivate the staff toward increased student achievement.(3190)(SIG)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/14/2014
	Evidence:	The principal has the skills to guide, direct, and motivate the staff toward increased student achievement. Lincoln HS students graduation rates (87%) and achievement rates (93% meeting standards) are high above district and state averages. Over 80% of Lincoln students attend a two or four year colleges. A significant percentage of Lincoln students earn a full IB diploma.
Indicator	LDR5.7 - The principal ensures that all teachers are highly qualified in their assignment.(3191)(SIG)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/14/2014

	Evidence:	The principal ensures that all teachers are highly qualified in their assignment.	
Indicator	LDR5.8 - School leadership has a plan to recruit and retain highly qualified staff.(3192)(SIG)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 12/14/2014	
	Evidence:	School leadership has a plan to recruit and retain highly qualified staff.	
Indicator	LDR5.9 - School leadership facilitates an annual evaluation of the implementation and results achieved by the school's improvement plan.(3193)		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 12/14/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	School leadership facilitates an annual evaluation of the implementation and results achieved by the school's improvement plan. Lincoln HS Site Council approves and monitors the school improvement plan throughout the school year.	
Plan	Assigned to:	Sean Mailey	
	How it will look when fully met:	2016-17 Comprehensive CAP report will be posted on the LHS website for access to all staff. 2016-17 Annual School Climate Report will also be posted. ----- SMART GOAL: The annual reports will contain data which addresses school improvement and climate outcomes supported the Oregon Healthy Teen Survey, the PPS Successful Schools Survey, Lincoln school climate surveys, the school climate TFI assessment, and other sources. -----School Climate Team will reach level 2 on TFI 1.15 Annual Evaluation: Tier I team documents fidelity and effectiveness (including academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format. Assessment of school success includes student and family voice (survey, focus groups, et	
	Target Date:	06/09/2017	
	Tasks:		
	1. TFI 1.15: 2016-17 Annual School Climate Report will be posted on the LHS website.		
	Assigned to:	Dave Clingan	
	Added date:	09/21/2016	
	Target Completion Date:	08/25/2017	
	Comments:		
	2. 2016-17 Comprehensive CAP report will be posted on the LHS website.		
	Assigned to:	Dave Clingan	
	Added date:	04/12/2017	
	Target Completion Date:	06/15/2017	
	Comments:		
	Task Completed:	04/19/2017	

Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)
Indicator	LDR5.10 - School leadership facilitates a needs assessment based on student achievement and the key areas of effectiveness (technical and adaptive leadership, educator effectiveness, teaching and learning, district and school structure and culture, and family and community involvement).(3194)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/14/2014
	Evidence:	School leadership facilitates a needs assessment based on student achievement and the key areas of effectiveness (technical and adaptive leadership, educator effectiveness, teaching and learning, district and school structure and culture, and family and community involvement). Lincoln HS has formed an Indistar team to assess and monitor key areas of effectiveness. The team uses the results of a broadly distributed survey to ensure that all stakeholders have input in the assessment process.