2024-25 CSIP Review and Updates
Lincoln High School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to "include a continuous improvement process for monitoring, adjusting, and updating the plan."

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

School Data and Building Leadership Team Members

School Name: Lincoln High School

Principal: Dr. Corey Eichner

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Sara Richards, Craig Erstad, Michaela Peterson, Taryn Kohno, Zachary Long, Karen So, Hope Donato, Wayne Storer, Tarah Reynolds, Corey Eichner, Sara Tuttle, Jennifer Kniseley, and Azure Grossi.

[2023-26 CSIP Lincoln](#)

[Lincoln High School Report](#)

[Lincoln High School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

- Optional Circles Provided in Mentorship
- 4-5 Required Circles in Mentorship

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

While generally, African American male students reported an 8% higher favorability to the item "I feel like I belong in my classes and at my school" on the fall Student Climate Survey, 5% fewer African American responded favorably to the item "This school is a safe and welcoming place for all races and cultural backgrounds on the 2023 fall Student Climate Survey. Also, some African American Males may still be at risk of not benefiting from the optional or required circles as evident by shift in the response between all students and African American Males responding favorably to

the following item in the Student Climate Survey: "At this school, we restore relationships and repair harm after conflicts occur."

- Spring 2023: 69% of All Students and 74% of African American Males
- Fall 2023: 74% All Students and 69% AAM

What are short-term and long-term desired outcomes for student, family, and staff groups?

Short-term outcomes: Increasing access and inclusion for students and families so that they feel safe, included, and have a sense of belonging.

Long-term outcomes: The staff's efforts to improve their culturally responsive professional practices through collaboration and implementation of restorative practices in the classroom setting.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

"My teachers connect what we learn to my interests, experiences, or cultural background."

- Spring 2023: 61% of All Students and 63% of African American Males responded favorably.
- Fall 2023: 64% of All Students and 68% of African American Males responded favorably.

"I feel like I belong in my classes at my school."

- Spring 2023: 86% of All Students and 74% of African American Males responded favorably.
- Fall 2023: 87% of All Students and 82% of African American Males responded favorably.

There is evidence of

"At this school, we restore relationships and repair harm after conflicts occur."

- Spring 2023, 69% All Students and 74% AAM
- Fall 2023 74% All Students and 69% AAM

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

Staff in this school can have honest conversations with each other about race.

- Spring 2023: 51% responded favorably.
- Fall 2023: 78% responded favorably.

This school deals with racial conflict in an effective and fair manner

- Spring 2023: 36% responded favorably.
- Fall 2023: 78% responded favorably.

Staff in this school are productively taking action to address issues of racial equity in this school.

- Spring 2023: 64% responded favorably.
- Fall 2023: 86% responded favorably.

Summary of data proving professional learning is effective in supporting student outcomes:

Staff are making strong progress to implement optional and required Community Circles provided during Mentorship. 87% of students reported participating in the same or more.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

The implementation of Student Led Conferences (SLCs) are an example of sharing power and responsibility with families and developing two-way communication.

SLCs are not supposed to be about reviewing grades or talking about how school is going. The goal of our SLCs is to give time and space for our students to reflect on their identity and share their goals, passions and interests with trusted adults at school and in their life. We want SLCs to support students as they explore their own journey of learning and what that means for their future. When you think about the SLC and what your student shared: 79% found that "the SLC was very helpful or somewhat helpful in hearing about my student".

It is important for us to continue to develop strong partnership with families and trusted adults so that we can support our students at Lincoln. Our SLCs serve as an important opportunity for trusted adults in and outside of school to hear directly from our students. After your student's SLC: 61% "felt more engaged and connected with my student at school."

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

Measures and Targets

2023-26 Three-year Goal:

By June 2026 (2023-2026), Lincoln will improve its climate and culture so that all students, specifically those furthest from educational justice, will belong to a school where they feel safe, included, and report a sense of belonging. Success will be determined by baseline growth measured in student climate/culture survey. Additional success will be measured through participation rates, attendance and student discipline/intervention data.

2024-25 One-Year Goal:

By June 2025, Lincoln will improve staff's culturally responsive professional practice by collaborating as a staff during green days to implement Restorative Practices in the classroom setting and as part of our student mentorship program. Success will be determined by focused student/staff connectivity survey, and student discipline/intervention data.

Action Plan

The following action plan highlights evidence-based practices (strategy, activity, or student support) that will be implemented during the 2024-25 school year in support of the CSIP Goals in this priority area.

2024-25 Evidence-based Practice 1:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community.

Student Outcome Data Measures:

- SPS Climate Survey (staff or students)
- Success will be determined by staff feedback, and student climate and culture survey results.

Timeframe for Reviewing Student Outcome Data Measures:

- End of Year
- Beginning of Year
- We do year over year comparison of our student/staff climate and culture survey related to this CSIP goal area.
- Additional feedback will be collected through departmental and Instructional Council meetings.

Process Data Measures:

- School-based Survey (staff or students)
- Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

- End of Year
- Middle of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

CSIP goals are monitored and by BLT with data review, annual feedback, and affirmation vote of the staff.

Leadership in guiding the evidence-based practice in this goal area will be led by building administration and department chairs with individual responsibility to mentor and classroom teachers.

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

By June 2026 (2023-2026), Lincoln will improve access for all students, specifically students furthest from educational justice, so that 100% of students enroll and successfully complete a minimum of one advanced course in their junior and senior year. Success will be measured by student enrollment and credit attainment in advanced courses as defined by: Advanced Placement, College in the High School, and Running Start.

2024-25 One-Year Goal:

By June 2025, Lincoln will improve access to rigorous course curriculum for students served on an Individual Education Plan (IEP) through an improved and targeted development of a co-teaching model in English Language Arts (ELA): Intro to Lit, World Lit, English 101, English 111 and Math courses: Algebra, Geometry, and Algebra II. Success will be measured by case manager feedback, student feedback, and percent of student credit attainment at a C (2.0) or better).

Action Plan

The following action plan highlights evidence-based practices (strategy, activity, or student support) that will be implemented during the 2024-25 school year in support of the CSIP Goals in this priority area.

2024-25 Evidence-based Practice 1:

High Quality Tier Instruction: Educators will implement adopted instructional resources and inclusionary practices that serve all students, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

- Student Grades Reports
- Graduation Credit Tracking in Atlas
- Co-teacher feedback

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

CSIP goals are monitored and by BLT with data review, annual feedback, and affirmation vote of the staff.

Leadership in guiding the evidence-based practice in this goal area will be led by building administration and our IEP department chairs/IEP teachers with co-teachers holding individual responsibility for implementation.

Advanced Learning and Highly Capable Services:

Students are provided advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) differentiated instruction is provided by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement and acceleration in depth and complexity to grade level curriculum, based on the needs of each student.

Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Curriculum supports in content areas are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

Expanded Learning:

At Lincoln, we work to provide additional opportunities for advancement and support to meet the needs of our students. All students have access to our before and after school (BASH) tutoring opportunities, select Saturday school tutoring support, weekly academic walk to support during Mentorship, and teacher office hours. Additionally, Lincoln continues to develop its Muti-Tiered Systems of Support (MTSS), which provides additional academic and social emotional support to students at tier 1, 2, and 3.

Access to rigorous curriculum and individual expanded learning and advancement is built into our coursework through individual consultation with our teachers and more specifically through our Project-Based Learning and Exhibition of Student Learning. During registration each year, students meet with counselors to align course selection to their post-secondary planning and can sign up to "double up" on courses in the areas of math and science (placement is not guaranteed with this), which is determined in the fall on a space available basis. Course registration is when students opt into advanced courses offered at Lincoln through Advanced Placement (AP) and select College in the High School. Additionally, Lincoln works with students during their junior and senior year with Running Start, which is a great way to advance in learning.

As part of Lincoln's twice annual Exhibition of Student Learning, students can get connected with career and industry expertise, which provides opportunity for expanded learning through internships, mentorship, and career pathways. Additionally, Lincoln utilizes a Career and Connected Learning specialist to match students with volunteers and expanded learning opportunities through a referral and self-selection process.

Homework Policy:

It is the policy of the Seattle School Board to recognize that homework can be a constructive tool in the teaching and learning process when it is geared to the needs and abilities of students. Purposeful homework assignments not only enhance student achievement but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned, organized, and connected to the learning objectives of the lesson.

The purposes of homework assignments, the basis for evaluating the work performed and the guidelines and/or rules should be made clear to the student at the time of the assignment. Assigned homework should be able to be completed independently by the student.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By June 2026 (2023-2026), Lincoln will improve its family community engagement so that all families, specifically those with children furthest from educational justice, will be able to authentically engage in the learning community in a way that supports the academic and post-secondary plans for their child. Success will be determined by baseline growth measured in participation rates and targeted family feedback surveys.

2024-25 One-Year Goal:

By June 2025, Lincoln will improve its family community engagement by implementing student-led conferences as part of the school's Mentorship program. Success will be determined by student and family feedback and participation rates, specifically families with children furthest from educational justice, in student led conferences.

Action Plan

The following action plan highlights evidence-based practices (strategy, activity, or student support) that will be implemented during the 2024-25 school year in support of the CSIP Goals in this priority area.

2024-25 Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Student Outcome Data Measures:

- Student Attendance
- Student engagement at school and post-secondary planning

Timeframe for Reviewing Student Outcome Data Measures:

End of Year

Process Data Measures:

- Engagement Event Exit Tickets
- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey
- Participation levels and stakeholder (students, trusted adult, staff) survey feedback

Timeframe for Reviewing Process Data Measures:

Middle of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

CSIP goals are monitored and by BLT with data review, annual feedback, and affirmation vote of the staff. Leadership in guiding the evidence-based practice in this goal area will be led by the student-led conference planning team and building administration with mentor teachers holding individual responsibility for implementation and Tier 2 staff responsible for targeted support for SLCs non-attendance.

2024-25 Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Basic Education

- **Intent and Purpose**: To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.

- **Dollar Amount**: $12,262,836

- **Activities Implemented to Meet Intent and Purpose**:

    o Teachers provide standards aligned instruction to all students.
    o School Counselors provide services to all students.

Multilingual Learners (Title III)

- **Intent and Purpose**: Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

- **Dollar Amount**: $158,796
- **Activities Implemented to Meet Intent and Purpose**: Provide instructional supports to students who qualify for multilingual services as well as translation and interpretation services.

Learning Assistance Program (LAP)

- **Intent and Purpose**: The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount**: $151,959
- **Activities Implemented to Meet Intent and Purpose**: Provide instructional supports to students who qualify for LAP funded interventions.