



SINGLE PLAN FOR STUDENT ACHIEVEMENT

Lincoln Elementary CDS Code: 41-68882-6043566

Date of this revision: September 2007

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Lynn Gurnee
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The Burlingame Elementary District Governing Board approved this revision of the School Plan in fall of 2007

Draft for 2007-08



MISSION

The Lincoln Community comes together to share, to care, to dare...

- ~ to focus on the development of the whole child so as to empower every individual to be a responsible independent worker and critical thinker, willing to take risks and capable of participating in the world in a caring, compassionate, and confident manner.
- ~ to provide students with the skills necessary to become lifelong learners through a strong yet balanced curriculum that fosters a love of reading, math, and science as well as an appreciation for the visual and performing arts.
- ~ to assure a school climate that encourages children to celebrate diversity and fosters a spirit of fairness, trust, understanding and camaraderie, one that provides an atmosphere that motivates and energizes and one that recognizes the need for humor, happiness and a sense of physical and emotional well being for all in the learning community.

SCHOOL DESCRIPTION

Lincoln School has 356 students enrolled in grades K-5. Of those students, an average of 345 are present each day. An average of 19 students per teacher is the enrollment in grades 1-3. Kindergarten, fourth, and fifth grades average 28 students. A staggered reading schedule in K-3 allows for teachers to work in small groups in the morning and in the afternoon. This year we are piloting an extended day kindergarten schedule.

Consistent attendance is essential if students are to receive maximum benefit from the instructional program. In addition, State funds are provided to school districts only for actual attendance days, so parents are encouraged to avoid absences for reasons other than illness. We will address this district-wide concern by making our parents aware of the importance of not scheduling vacations during the school year, encouraging a donation to make up for absences other than due to illness, and awarding certificates and other recognition for students with perfect attendance.

The Lincoln staff is composed of fully credentialed classroom teachers who work closely together to provide instruction that is developmentally appropriate through a standards-based curriculum. An administrator, classified employees and classroom specialists complete the Lincoln team. The specialist teachers work with students in the areas of physical education, music, library, literacy, special education, reading assistance and English Language Development. In addition we have an instructional aide, media tech. aide, full inclusion aides, and a counselor to support students and staff.

On-site day care, before and after school, is provided through the Children's Creative Learning Center. Information regarding this program and other approved day care programs are available in the school office. Enrichment classes supported by the PTA and the Burlingame Parks and Recreation Dept. are available everyday after school.

STUDENT ASSESSMENT DATA

California Standards Tests -All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard)

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Performance Level			School				District					State			
		2003-2004	2004-2005	2005-2006	2006-2007		2003-2004	2004-2005	2005-2006	2006-2007		2003-2004	2004-2005	2005-2006	2006-2007
	ELA														
Proficient or Advanced		74	73	79	83		63	69	75	74		36	40	42	45
	Math														
Proficient or Advanced		71	74	84	84		61	64	70	79		34	38	40	56
	Science														
Proficient or Advanced		56	80	65	75		44	58	55	69		25	28	32	37

Data Analysis:

Physical Fitness State Test (5th only):

- ❖ No significant losses in any area
- ❖ Scores are 95% or better in all six areas
- ❖ Major gains in Flexibility of 11% increase
- ❖ Major gains in Body Composition of 37% increase

Early Literacy District Test (K-3 testing only)

- ❖ Growth in all grades K-3 from last year
- ❖ All cohorts made gains
- ❖ All grades K-3 90% proficient

Science CST(5th only)

- ❖ Increase from 65 to 75% in proficient or advanced
- ❖ District 69% this year; state 37%
- ❖ Most significant gains in physical and life science
- ❖ Least significant gains in earth sciences

ELA CST

- ❖ All scores improved from last year
- ❖ Areas of need: comprehension & conventions

Math CST

- ❖ Areas of need in upper grades: fractions & decimals; measurement & geometry
- ❖ Primary needs: addition, subtraction, multiplication, division
- ❖ Maintained 84% of students proficient or advanced

Writing

- ❖ State 4th grade: increased 35% from last year
- ❖ District: all grades 2-5 increased

Overall: 2006 API Base: 911 Growth: 918 +7 points

Similar Schools' Base: 914 Growth: 911 -3 points

We are higher than the state & district averages in all areas.

STATE AND FEDERAL ACCOUNTABILITY REPORTS See Appendix A

Conclusions from Student Performance Data, Parent, Teacher, and Student Input

Scores in all the areas tested are strong for Lincoln. Even so, we believe we can continue to strengthen our fundamental programs.

Science. Four years ago, the State of California began testing Science Skills and Concepts in the fifth grade. While we will need more data to fully assess progress, we are well aware of the need for both direct classroom instruction and a more "hands on" approach to learning. As of last year, Lincoln embarked on a concerted effort to bolster its science program. This aligns with the District Strategic Plan's curriculum goal strategy A.

Last year, teachers piloted a new science adoption. This year (2007-08) we are working with the County Office specialist to organize our materials, continue mapping curriculum, and implement new materials. We will continue our partnership with Stanford and possibly begin one with the Exploratorium. We will explore ways to continue the science club, offer enrichment, and integrate the garden more into our curriculum. This aligns with the District Strategic Plan's curriculum and instruction goals' strategies as well as Facilities strategy E to "improve instructional continuity with after school access by the community." Our two garden grants received for this year align with the District Strategic Plan's finance goal strategy C.

English language arts. English literacy continues to be an important part of the Lincoln program. Over the past few years, test scores in language arts have risen steadily, a testament to the value of the workshops and conferences attended by staff to deepen their teaching skills. Even though test scores for all students are high, there is a need to improve writing across the curriculum. Both Standardized and District assessments recognize improvements; the individual assessments indicate a need to enhance instruction in this area. We will continue these efforts as we look for ways to foster students' interest in writing, reading, and critical thinking skills. We believe this will lead us to improve in math and other curricular areas.

Math. More than half our teachers are attending Silicon Valley Mathematics Initiative training this year. These teachers collaborate with their peers regularly to implement this training and State standards. We believe improved achievement is an outcome of improved instruction; improved instruction is an outcome of ongoing, comprehensive, intensive professional development. Some of our teachers will pilot the new math adoption this year. This aligns with the District Strategic Plan's instruction goal strategy A & B that training creates best practices & student needs are met.

As part of our efforts to nurture the development of the *whole child*, we continue to look for ways to broaden our music and art programs. During the 2007-08 year, we are also expanding our yoga program for children. We believe that yoga instruction is another way of teaching children to be attuned to their bodies and to manage stress. Additionally, we analyzed student needs and extended our contracted counselors' hours to support student success. New this year is a focus school-wide on the "Responsive Classroom," an approach to teaching and learning that fosters joyful and challenging elementary classrooms and schools. Created by classroom teachers and backed by independent research, it is based on the premise that children learn best when they have academic and social-emotional skills, aligning with the District Strategic Plan's curriculum goal strategy B.

Parents, staff and students recognize the need for a broader approach to student learning. Students do not learn at the same rate nor with the same techniques and strategies. With our ongoing focus on best practices and implementing our writing program and Math Assessment Collaborative, activities that address the "whole child", the integration of the newly adopted science series, and the addition of a "living classroom" through garden curriculum and other science activities for active student involvement, we are committed to assure success for all students.

While 92% of the 104 responses of the parent survey indicated satisfaction with the overall school program, 26% of participants indicated a need for more challenging work. We believe parents' opinions will change if staff posts more information about what we're doing in the weekly news and monthly curriculum newsletters. This strategy aligns to the District Strategic Plan's Instruction Goal Strategy C to improve communication. Teachers will offer accelerated homework and this strategy aligns with the District Strategic Plan's Curriculum Goal Strategy C to provide opportunities to maximize and accelerate learning.

Goal 1: All K-5 students will increase their knowledge of Science concepts. Students in grade K-5 will participate in “hands-on” and direct instruction in science curriculum that provides them with a variety of opportunities to explore, investigate and discover the world in which they live based on curriculum standards. Classroom assessments will be used in grade K-5 and an additional standardized evaluation tool will be used in Grade 5 to measure student performance.

Rationale: The ultimate goal of the California State Science Standards is to make a substantial and significant change in instruction and student learning. Through these changes, the performance of all students will improve. Students need to participate in both classroom and “hands-on” activities that enhance their understanding of the world in which they live and help them understand connections between concepts learned and their application in the real world.

Evaluation of Goal #1 (measurable change): Students in Grade 5 will participate in the California Standardized Science test in the spring of 2008. In spring 2007, 75% of the students met grade level expectations. By spring 2008, our intent is to see 78% of our students meet grade level standards (that is a growth of approximately 3 points.) Students in Grades K-4 will be assessed for 2007-08 performance using materials provided in the adopted Science Series, teacher created assessments, teacher observation and increased participation in the on-site “living classroom” concept and development.

Goal 1 Tasks	Budget/Resources	People Involved	Timeline
1. Participate in Site and District grade level and cross-grade level meetings to implement state standards and adopted text.		Asst.Supt.of C&I Principal/Staff	Sept-May
2. Determine specific concepts and areas of concentration for each grade level, implementing differentiated instructional strategies, assuring delivery of core curriculum to all students.		Principal/Staff/ County Science Specialist	On-going
3. Align text and materials as needed to state standards.			On-going
4. Purchase classroom library, supplementary materials, CST test taking booklets, and professional development materials as needed.	\$3000 SLIBG	Principal/Staff	On-going
5. Inventory materials, set up a check out system, & replenish materials so that hands-on experiments are readily available to teachers. (Develop concept of the “living classroom”.)	\$1,000 SLIBG	Principal/Staff	June 07-June 08
6. Inform parent community of Science work.		Principal/Staff/ Parents/SCC	On-going
8. Develop timeline of activities/events from curriculum mapping.		Principal/Parents	September
9. Contact local merchants and parent community to increase participation in various projects needed to develop the school garden and related science curriculum.	\$1000 SLIBG plus PTA & District Task Force funds	Principal/Staff/ Principal/SSC/PTA Parents/Staff/ District	On-going January
10. Schedule Science Night.		Principal/Parents	April
11. Fifth grade will attend Outdoor Education Program	SSC \$3,000	Fifth Grade Staff	On-going
12. Encourage participation of students in possible after school and lunch site Science programs.	\$1500/PTA	Staff/Parents	Sept.-May
13. Plan assemblies/field trips reflective of this focus.		PTA/SCC	Sept-. June
14. Assess student progress using standardized & classroom tools.	Total: \$8,000	Staff	June –Aug.
15. Evaluate student progress and plan for next year.		Principal/Staff	

Goal 1: All K-5 students will increase their knowledge of Science concepts.

Goal 2: All students in grade K-5 will increase their literacy, reading comprehension, and writing skills. Our goals are:

- 1) To continue professional development and steadily improve the literacy, reading comprehension, and writing scores so that by the end of calendar year 2007-08, student scores are consistently above the 85% mark. This is an increase of 2 points as measured by the CST and District Writing Assessment.**
- 2) To further refine instructional strategies and align with the CA State Standards for ELA, teachers will meet at grade level and across grade levels resulting in steady improvement for each grade cohort as it progresses over the year.**
- 3) 85% of students in K-1 will be at or above their grade level benchmark in spring 2008 as measured by the classroom teacher's assessment through running records and writing observations and District assessments; those with scores falling below benchmarks will be given extra support.**

Rationale:

Test scores are high and student progress is noted. To ensure integration with the current programs and alignment with the California State Standards for Language Arts, it is essential that teachers integrate the reading texts with their instructional program and each teacher assume responsibility for implementation and facilitation of school level expectations.

Evaluation of Goal #2 (measurable change):

All K-5 staff will have completed training and implemented strategies through their participation in a variety of workshops aimed at enhancing comprehension, writing, and early literacy skills. Many staff members have completed or are currently involved in the Noyce Writing Workshop and will have participated in four workshops by May 2008. Both District and State assessment tools will be used to determine K-5 student growth for the 2007-08 school year of 85% at or above meeting standards with an increase of 2 points on the CST in grades 2-5.

Goal 2: All students in grade K-5 will increase their literacy, reading comprehension, and writing skills. Our tasks are:

Tasks	Budget	People	Timeline
1. Form focus groups to support reading & writing @ grade levels.	District staff dev.	K-5 staff	Sept.
2. Review & analyze STAR, District, and classroom data.		K-5 staff	Sept.
3. Review & analyze ranking of students using class benchmarks.		K-5 staff	Sept.
4. Establish grade level/team mtg. agendas and provide notes.		K-5 staff	On-going
5. Provide instruction based on data collected/record learning levels/meet all student needs in a variety of settings using differentiated instructional strategies.		K-5 staff	Sept-June
6. Provide additional classroom support as needed (media, instructional aide, materials, copier- encumbered 9/20/07)	SSC \$25,000	K-5 staff K-5 staff	On-going Oct-June
7. Provide full day release for staff/grade level specific planning & integration of thinking strategies across curriculum. (at least once)	SSC \$2,500		
8. Provide daily/weekly times for students to peer-edit, critique their own work and develop their unique style as a writer. Display, share, & publish student work. New teacher time to observe three colleagues.	\$500 SLIBG	K-5 Staff	Sept.-June
9. Attend workshops and conferences.	\$1000 each SLIBG & Task Force District Profess. Dev. Resources	K-5 Staff 2-5 staff	Sept.-June April-May
10. Purchase CST test-taking booklets, grades 2-5.	\$1000 SLIBG/ Task Force (\$1,000)	2-5 staff	January
11. Assessment (STAR/District) Analyzed	Total for Goal 2: \$30,000	Principal, K-5 Staff	May-June
12. Review results/evaluate progress plan for the next year.			

Goal 3: All students in grade K-5 will increase their math skills. Our goals are:

- 1) To continue professional development and steadily improve student performance such as increased problem-solving or skills so that student scores are consistently above the 85% mark. This is a one-point increase as measured by the CST and District MAC Assessment as well as classroom assessments.**
- 2) To further refine instructional strategies and align with the CA State Standards for math, teachers will meet at grade level and across grade levels resulting in steady improvement for each grade cohort as it progresses over the year.**
- 3) 85% of students in K-1 will be at or above their grade level benchmark in spring 2007 as measured by the classroom teacher's assessment through district and classroom assessments; those with scores falling below benchmarks will be given extra support.**

Rationale:

Test scores are high and student progress is noted. To ensure integration with the current programs and alignment with the California State Standards for Language Arts, it is essential that teachers integrate the real world problems with their instructional program and each teacher assume responsibility for implementation and facilitation of school level expectations.

Evaluation of Goal #3 (measurable change):

All K-5 staff will have completed training and implemented strategies through their participation in a variety of workshops aimed at enhancing problem-solving and computational skills. Many staff members have completed or are currently involved in the MAC and will have participated in four workshops by May 2008. Both District and State assessment tools will be used to determine K-5 student growth for the 2007-08 school year of 85% at or above meeting standards with a one-point increase on the CST in grades 2-5.

Goal 3: All students in grade K-5 will increase their math skills. Our tasks are:

Tasks	Budget	People	Timeline
1. Meet in Cross Grade level meetings to ensure that teachers are aware of standards in grades before and after them, supporting one another to meet the needs of all students.	District staff dev.	K-5 staff	Fall '07
2. Several of our teachers will be piloting the math programs and sharing findings with staff.		K-5 staff	January-May
3. Nine teachers are attending the MAC training and sharing strategies and materials with staff.		K-5 staff	On-going
4. Review & analyze STAR, District, and classroom data.		K-5 staff	Sept-June
5. Establish grade level/team mtg. agendas and provide notes.		K-5 staff	On-going
6. Provide instruction based on data collected/record learning levels/meet all student needs in a variety of settings using varied materials and differentiated instructional strategies.		K-5 staff	Oct-June
7. Provide full day release for staff/grade level specific planning & integration of MAC strategies across curriculum. (at least once)		K-5 staff	Sept.-June
8. Purchase CST test-taking booklets in grades 2-5.	(See Goal 1)	2-5 staff	April-May
9. Assess student progress using standardized and classroom tools.		Principal, K-5 Staff	May-June
10. Review results/evaluate progress & plan for the next year.			

Goal 4: The K-5 staff believes in nurturing steady development of the whole child over the child's multi-year tenure at Lincoln. During that time, Lincoln aims to empower every individual to be a responsible, independent worker and a critical thinker who is willing to take risks and able to take part in the world in a caring, compassionate and confident manner.

Rationale: To achieve this mission, the SSC supports yoga instruction as a supplement to the physical education program. Yoga training aims to improve flexibility, balance and coordination, as well as improve students' concentration, self-awareness and inner control. The SSC also supports increased counseling for students whose social and emotional problems hamper their academic performance. In addition, the staff is training school-wide in Responsive Classroom strategies that consists of practical strategies for bringing together social and academic learning throughout the school day.

Evaluation of Goal 4 (measurable change): To assess the value of the yoga program, PE and yoga teachers will keep a log of estimated flexibility, balance and concentration of children in grade levels over multiple years (2006-2009): the goal is to see each cohort steadily improve (in flexibility, coordination and concentration) as it progresses from year to year. The Site Council will consider additional metrics in the future, (possibly including polling either students or parents). Counseling services and results from implementation of Responsive Classroom strategies, which will be evaluated separately, will be measured from a baseline at the beginning of the year (fall 2007) and seek fewer behavioral referrals (from teachers to the principal) and suspensions over the course of each school year (spring 2008 data analyzed).

Goal 4: The staff believes in nurturing steady development of the whole child. Our tasks are:

Tasks	Budget/Resources	People	Timeline
1. Review P.E. Fitness results and teacher referrals for social and emotional issues.		Staff	Aug./Sept.
2. Record assessment level & needs for each student.		Staff	On going
3. Hire counselor & facilitate home/school communication.		Principal	November
4. Maintain K-5 yoga instruction; add kindergarten class to accommodate scheduling and smaller yoga class size at the kindergarten level.	SLIBG 5,500	Principal	September-June
5. Maintain secretary sub time to ensure well-being of students with health impairments	SLIBG 2,000 Shinnyo-en & Mills grants	Principal	On-going
6. Provide interventions for students who need additional academic support.	SLIBG \$1,000	Principal	On-going
7. Provide information to parents on student progress through conferences and classroom and SST communications.	SLIBG \$1000 / Task Force Funds (\$2,800)	Staff	October-June
8. Evaluate student progress, adjust support as needed.		Staff	Sept-June
9. Share progress of each student with grade level and across grade level teams and specialists.		Staff	Sept-June
10. Teachers participate in summer reading and focus meetings throughout the year to support school-wide effort to implement responsive classroom strategies, reduce behavioral issues & increase academic performance.		Staff	Sept-June
11. Partner with DeYoung Museum to impact art instruction and learning.		Staff	Sept-June
12. Provide a space for the lunch Braille Club.		Staff	Sept-June
	Total SSC funds needed for Goal 4 is \$9,500		

Our tasks are Central Service Expenditures

The following services in support of this plan are to be provided by the district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85% of expenditures from Consolidated Application programs must be spent for direct services to students at school sites. *No Central Services Expenditures*

Categorical Funding Allocated to This School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II

State Programs

Program	Description	2006-2007 Entitlement	2007-2008 Entitlement	07-08 Proposed Expenses for Each Goal Above	2008-2009 Entitlement
	Carry Over (formerly SIP)	\$16,975	\$11,950	Goal #1: \$8,000	Est. \$10, 340
322	School And Library Improvement Block Grant Estimated (formerly sip & library)	\$32,669	\$40,322	Goal #2: \$30,000	
317	One Time Discretionary Block Grant:	Over 3 years	\$5,568	Goal #3: No costs	\$5,568
	ENCUMBERED			Goal #4: \$9,500	
	TOTAL	\$49,644	\$57, 840	Total: \$47,500	

Other State or Local Funds (NOT APPROVED BY SSC)

Program	Description	06-07 Entitlement	2007-2008 Entitlement	2008-2009 Entitlement
110	Instructional materials	\$9,464	\$4,998	
130	Site Block Grant 04/05	\$156	0	
131	Facility Block Grant Carry Over	\$3,889	\$3,889	
304	Site Task Force Implementation Grant	\$14,750	\$5,664	
314	Shinnyo-en Foundation (YOGA) carry over	697	\$1,697	
301	BCE Fund a Bundle Money (LMC)	\$11,827.	\$8,000	
315	Ongoing music & art supplies & equipment		\$5,210	
316	One time art music & PE needs to last 3 years	art \$1,717 music 1,717 PE \$2,811	art \$1,717 music \$1,717 PE \$2,811	art \$1,717 music 1,717 PE \$2,811
336	Garden Grants	\$2,500	\$2,500	
	Total	\$49,528	\$38,203	

Total amount of state & local funds allocated to this school:	\$99,172	\$96,043	
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Federal Programs	Description	2006-2007 NA	07-08 NA
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SCHOOL SITE COUNCIL MEMBERSHIP 2007-2008

Site Council Member	Principal	Classroom Teacher	Other School Staff	Parent or community Member	Student
Eliot Alfi				X	
Sumita Fleming				X	
Jill Goldsmith				X	
Eileen Maruyama				X	
Patrick Twohy				X	
Franziska Kionke		X			
Valeria Kissner		X			
Elaine Chan		X			
Lynn Gurnee	X				

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This school plan was adopted by the school site council in October 2007.

Attested:

Lynn Gurnee		
Typed name of School Principal	Signature of School Principal	Date

Eliot Alfi Sumita Fleming		
Typed name of SSC Co-Chairpersons	Signature of SSC Chairpersons	Date