

ODL - II

LINCOLN OPTIONS DESIGN FOR LEARNING

2004-08 INITIATIVES

Lincoln Elementary School
Olympia, Washington

May 2004

❖ Approved by Lincoln Options Site Council May 25, 2004 and submitted to community members. The process for review of Council decisions is described in the Options Handbook.

LINCOLN OPTIONS SITE COUNCIL, 2003-04

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Early on, Craig McLaughlin, Byronn Glenn, Danny Kadden, Marion Sheridan, Paul Nyctea, Jena Embry Loes and Laura Gustavson helped with designing the process, community outreach and identifying initiative themes.

Resourceful parents and staff – too many to name individually – in 2004 helped form or re-energize committees that developed initiative plans and which will be the primary vehicles for undertaking these projects.

Members of Options Parent Council (“Site Council”) and Lincoln Options staff provided constant support as well as thoughtful feedback, and helped weave the parts into a comprehensive whole.

Lynn Korte, Sue Feldman and Byronn Glenn helped write and edit the narrative sections. Danny Kadden helped coordinate and collate the various parts of the plan. Cheryl Petra provided essential support during all the stages of planning and drafting.

EXECUTIVE SUMMARY

- The Options Design for Learning 2004-08 (ODL-II) is a work plan written by parents, students and staff to help direct student learning at Lincoln.
- The plan reflects the core beliefs established in 1984 in the Options philosophy for learning:
 - Developmentally Appropriate Instruction
 - Integrated Curriculum
 - Parent & Family Involvement
 - Development based on Key Learning Dimensions
- ODL-II is an acknowledgement of both past accomplishments and our vision of the future. Current initiatives are based on established projects, including formal initiatives adopted in the original ODL in 1999, or reflect new proposals generated by the school community in a survey conducted in the 2002-2003 school year.
- Project ideas were discussed and refined by community members over the 2003-04 year. Draft plans were presented to the Lincoln Options Parent Council in March 2004, formally adopted in May 2004 and circulated to the entire Options community.
- Each initiative defines action steps, expected timeframes, responsibilities and indicators of success. The initiative areas for 2004-08 are:
 - Play Areas Enhancement** -- Improve the Lincoln Playgrounds to foster and encourage kinetic play.
 - Options for the Body** -- dedicated to improving physical education for Lincoln students and supporting Lincoln teachers.
 - Organic Food & Nutrition** -- Build on our success and continue and strengthen the school lunch program by providing nutritious entrees, continue to work at the district level on nutrition issues, and promote healthy food choices for students and families.
 - Expanding Options** -- Expand Options to include Middle school aged children - Grades 6-8
 - Spanish** -- Integrate Spanish into daily lives of Lincoln Options students, staff and families.
 - Assessment** -- Maintain the integrity of the options philosophy and program practices of minimal standardized testing and maximizing authentic developmentally appropriate assessment that directly informs classroom instruction.
 - Parent Participation** -- Support Options program by re-energizing our message behind the value of parent involvement, re-framing our commitment to parent involvement in classroom learning, and providing the support and training necessary to sustain a high level of parent and family involvement in classroom learning.
 - Sustainability** -- Emphasizing a core value at Lincoln – the need to understand the human impact on natural resources, and how to take actions to minimize these impacts to promote a healthy environment and quality of life for all community groups.
- ODL-II sets an ambitious agenda. Initiatives will only be moved forward by the energy and passion of families in our community, a school community working together.

INTRODUCTION

The first Options Design for Learning plan, adopted in 1999, was highly successful. Initiatives in that plan resulted in numerous program innovations and improvements related to curriculum development and student and program assessment.

A visual representation of the plan, developed for the 1999 version, involved a complex fabric, which offered support for children's learning. The components of the fabric were the staff's learning goals, a broad set of life-long learning dimensions, and educational practices that grew out of the Options philosophy.

The Options Design for Learning 2004 is a set of initiatives that strengthen that fabric underlying student learning. Our goal, through this plan, is that "children will:

- Develop skills in self-control, responsibility, and decision making;
- Learn in an atmosphere of mutual respect and support;
- Discover that what happens at school, at home, and in the community is all part of learning; and
- See themselves as participants in life..."

The development of school plans is a part of the Olympia School District's School-Based Management Policy #2300. Within the parameters set out in the policy, the purpose of school-based management is to improve student learning through a community/ staff partnership. Since its inception in 1984, the Options Parent Council work has resulted in providing and supporting many significant learning experiences for the community.

The Options Design for Learning 2004 is an acknowledgement of both past accomplishments and our vision of the future. Some of its initiatives are outgrowths of the original plan. Others are new ideas generated from the school community in a survey conducted in the 2002-2003 school year. These ideas were discussed and refined by community members over the 2003-04 year. Draft plans were presented to the Lincoln Options Parent Council in March 2004, formally adopted in May 2004 and circulated to the entire Options community.

In addition to the Options Design for Learning 2004, it is important to note that we are also responsible for the academic goals in our state mandated School Improvement Plan. This plan reflects goals in Reading, Math, Writing and Technology. Progress toward these goals is measured by an increase in the percentage of children meeting standards on the Washington Assessment of Student Learning (WASL). A copy of this plan is available in the school office.

The Options Design for Learning 2004 is a plan that will move our school forward, closer to the Options vision. The accountability within the plan seeks to prevent the common risk of any planning effort--a nicely worded plan that sits on the shelf. Each initiative defines action steps, expected timeframes, responsibilities and indicators of success. It sets an ambitious agenda. Some initiatives may change as we learn. Initiatives will only be moved forward by the energy and passion of families in our community. The overall goal is –

– **A School Community Working Together.**

HISTORY OF THE OPTIONS PROGRAM

The Options program is a district-wide alternative elementary education program. The program began as two ungraded intermediate classrooms at McKinley Elementary School in September 1984. It represented the initiative and efforts of Citizens for Educational Alternatives, a group organized in 1980 by parents interested in alternative education and more active parent involvement and responsibility.

More classrooms were added to the program in 1985 and 1987. In 1988, with the addition of a kindergarten and another intermediate classroom, Options became a kindergarten through fifth grade program. That same year Options moved to Lincoln Elementary School and shared the building with a program serving the Lincoln service area.

In 1994, the Lincoln Options School community began a yearlong discussion about the future of Lincoln School and the Options program and how best to educate all the students at Lincoln. The school community recommended that Lincoln house a one-program school united under and committed to the Options Philosophy and Program. The Olympia School Board adopted this proposal in the spring of 1995.

We now offer the Options Program to Lincoln service area families and to families throughout the Olympia School District through the yearly lottery process. Lincoln service area families can choose the Options Program or choose Pioneer Elementary. Transportation is provided by the Olympia School District from Lincoln to Pioneer Elementary.

In 2002, the program added a full-day Kindergarten option that integrated kindergarten students in a multi-age classroom. The families who choose to participate in that program pay for full-day kindergarten. The Options program now includes 13 classrooms with about 280 children.

The program encourages and achieves a very high level of parent participation. Options at Lincoln provides an alternative educational choice for families throughout the Olympia School District. The Options program is not designed for a specific group of students. Rather it is a developmentally appropriate approach to education, which appeals to the broad spectrum of students and families within the Olympia School District.

THE OPTIONS PHILOSOPHY GUIDES THIS PLAN

The Options Program philosophy is based on three core beliefs. We believe that:

- *Each child is a unique being who develops at an individual pace and has distinct interests.*

- *Curiosity and creativity are innate in all children, and a school can enhance the child's natural drive to explore and experiment in the real world.*
 - *Thought and expression develop out of experience.*
-

The Options philosophy is not just an optimistic vision of human nature; it is based on common sense observations of children. (For a complete text of the Philosophy, please see pages 1 through 5 of the Options Handbook). We see in our own families how different the strengths and interests are among children. We know from our experience as parents that children learn in different ways and at different paces. Development is not a smooth, uniform sequence of changes. Rather, children learn in surges and pauses. Trying to teach them something before they are ready to learn it only leads to frustration and a sense of failure. Our children show us daily their innate curiosity and drive to learn and explore. We also know that children learn and retain that with which they are actively involved. The Options program philosophy is based on these observations and beliefs, and is supported by the work of educators, authors and researchers who suggest that the role of education is not merely to convey knowledge but to help children develop life-long skills and abilities for acquiring knowledge.

Developmentally Appropriate Instruction. The Options philosophy states that "The activities of the classroom will be related to the interests and abilities of the students, and the curriculum goals will be in line with their developmental levels. With this approach, students do not fall behind or move ahead of others, because they are not judged against anyone but themselves. They function successfully at the level they are developmentally ready for and move on when their personal development indicates readiness." Developmentally appropriate instruction recognizes that all children progress through predictable developmental stages in their social, emotional and intellectual growth. It also recognizes that each child passes through those stages on their own individual timeline.

An Integrated Curriculum . The Options philosophy recognizes that the development of specific skills or disciplines is best accomplished as a part of projects and explorations that are meaningful and interesting to students. Curriculum topics may be treated in thematic units, which interweave many areas of learning. A class that is studying ancient civilizations may not only read about the topic, but may also learn math skills necessary to calculate the immensity of the pyramids. The class may conduct scientific experiments that test different materials for papermaking, learn to read world maps, and participate in ancient crafts. Students might publish or demonstrate their learning in a report, a model or a play. In 2003 and 2004 all school themes were chosen to further integrate curriculum and develop community. These themes, the Biosphere and Migration, were designed to integrate thinking skills and behaviors as well as environmental awareness and community service.

Parent and Family Involvement. Developmentally appropriate instruction and projects involving an integrated curriculum require a higher level of adult involvement than what can reasonably be provided by one teacher per classroom. The Options program encourages and

receives a high level of parent and family participation. In fact, the Parent Council functions as a Board of Directors and shares leadership and decision making with the Options staff. Parents work in partnership with school staff and children are assisted and encouraged in their work by many adults. Family involvement is a powerful motivation for children to do their best and the promise of the Options Program cannot be realized without parents supporting learning in the classroom.

Learning Dimensions. The Options philosophy recognizes that academic or intellectual development does not occur independently of social and emotional growth. The program pursues a broad scope of learning that encourages children's development as whole persons in a complex and interdependent world. The staff has identified five learning dimensions. Within the curriculum these learning dimensions create a complex web in which each element enhances the others. All five dimensions are required in order to offer children the opportunity to develop into responsible and intelligent adults.

- *Development of Academic Skills*

These include the Washington State Essential Academic Learning Requirements of reading, writing, communicating, mathematics, science, civics and history, geography, arts, health and fitness and critical and creative thinking and problem-solving.

- *Development of the Whole Child*

This dimension involves the need for children to learn about themselves, to build confidence in themselves, to learn personal and social responsibility, to increase their ability to work with others and to learn how to evaluate themselves and their work in ways that promote growth.

- *Development of Diversity Awareness*

As children learn about themselves, they also need to learn about others. This dimension encourages children to appreciate the strength derived from the diversity of human society. Children are encouraged and expected to apply their understanding of these issues through community service and action for social justice.

- *Development of Environmental Stewardship*

This learning dimension helps children understand their role and responsibility as part of the natural environment. Children learn that environmental stewardship is not just a responsibility of government and industry, but that their own personal decisions and the practices of the Options school community have a prudent or imprudent effect on the natural environment.

- *Development of Thinking Skills*

Intentional instruction in thinking skills and behaviors has become integral to daily instruction and integrated unit planning. These skills and behaviors provide a thread for weaving all that we do into a comprehensive whole. We believe children who can think are prepared for a life of learning and that children who are aware of their emotional behaviors are prepared to be compassionate, contributing, responsible human beings.

THINKING SKILLS

| | |
|-------------------------|--|
| * Goal Setting | Determining direction and monitoring progress |
| * Problem Solving | A situation that needs resolution |
| * Decision Making | Choosing from alternatives |
| * Observing | Using your senses to learn about something in detail |
| * Comparing/Contrasting | Looking for similarities and differences |
| * Sequencing | Arranging things in an order |
| * Classifying | Grouping things by common characteristics and assigning labels |
| * Finding Patterns | Detecting repetitions |
| * Predicting | Determining what will happen next |
| * Inferring | Deriving meaning from clues, hints, evidence |
| * Finding Evidence | Proof to support a given statement |
| * Main Idea | Major point or central thought |
| * Summarize | Restate in a simplified or condensed version |
| * Cause and Effect | Recognizing actions and their reactions |
| * Fact and Opinion | Fact: That which can be proved or disproved Opinion: A belief or judgment |
| * Point of View | Determining perspectives |
| * Detecting Bias | Finding a one-sided or slanted point of view |
| * Analysis | Breaking into parts to determine meaning |
| * Synthesis | Creating a new whole |
| * Evaluation | Judging using a criteria |

THINKING CURRICULUM

Thinking Skills

| | | |
|------------------------|------------------|------------------|
| Observing | Fact and Opinion | Point of View |
| Comparing /Contrasting | Inferring | Synthesis |
| Classifying | Finding Evidence | Detecting Bias |
| Sequencing | Main Idea | Cause and Effect |
| Finding Patterns | Summarize | Analysis |
| Predicting | Problem Solving | Evaluation |
| Goal Setting | | Decision Making |
| (K-2) | (3-4) | (5-6) |

Thinking Behaviors

| | | |
|------------------|-----------------|---------------|
| Attending | Precision | Metacognition |
| Persistence | Inquisitiveness | Empathy |
| Deliberativeness | Fluency | Elaboration |
| Flexibility | Originality | Risking |

RECENT ACCOMPLISHMENTS & PROJECTS UNDERWAY

Twenty Year Celebration: The Spirit & Commitment Lives. The Options Program twenty year reunion and celebration scheduled for Summer 2004 (titled “Twenty Years Out of the Box”) recognized and honored the accomplishments of earlier Options community members who committed with all of their hearts to give life to the program, and to renew the commitment to Options’ values and to continuing to touch the lives of families across the Olympia community.

Wetlands at Lincoln Options: A Wonderful Community Effort. Plans to develop the storage water retention system adjacent to the Lincoln Garden into a Wetlands came to fruition in recent years, and is now a showcase and living learning center. This project was the result of a joint effort of Lincoln Options and the South Capitol Neighborhood Association.

Organic Food for Lincoln Options School Children. In 2002 Lincoln Options parents and staff combined energies with Olympia School District Food Services personnel to launch a pilot program at Lincoln Elementary to serve organic lunches to the children at Lincoln. The pilot effort proved successful, and now organic lunches at Lincoln have become the standard for nutritious meals across the district’s schools. This organic food project has become a Options Design for Learning Initiative called “We Are What We Eat”, the purpose of which is to maintain, support and further the organic food and nutrition efforts begun in 2002.

People to People Diplomacy: Building Community One Person at a Time. The relationship between Lincoln Options and its sister school, Ruben Darío of Santo Tomas, Nicaragua, has continued to grow and deepen, at the student, professional and institutional levels. This program has gained broad recognition and support, and is now incorporated in the Options Design for Learning Initiative on Spanish.

Early Release: Increasing Teacher Team Planning Time. Embraced in the first Options Design for Learning five year plan, “Early Release” continues with an emphasis on the time, energy, talent, and commitment of parents in providing programs rather than a dependence on profit-based services. The program has achieved the community goal of providing a reliable block of planning time in which staff can work together as a team. The community now is in the process of refining that goal to include more children in activities offered on early release days, with continued positive financial impact on the community.

Parent Involvement: The Reinvigorated Parent Participation Initiative. Parent involvement, always the core theme of the Lincoln Options enriched learning programs, has found new emphasis in Options Design for Learning II through a comprehensive Parent Participation initiative. The initiative seeks to respond to new challenges and opportunities to strengthen this central thread and vital connection that makes Options work.

School as Community. Lincoln Options Continues to Focus on Ritual and Tradition as the “Nurse Tree” of our Community. The Lincoln Community Dance, the Harvest Festival, the Earth Day celebration, Options Art Walk, Lincoln’s embrace of and participation in The Procession of the Species, and fifth grade graduation & campout at Camp Thunderbird are established annual events that bring the school community together for joyous and peaceful celebration of our communal learning lives.

Model School for Pesticide/Herbicide-Free Ground. In 1996 the Options program began working with the Washington Toxics Coalition to create a pesticide-free school. That year certain areas of the school grounds were planted with sustainable landscaping, plants requiring a minimum amount of care and no chemical intervention. Lincoln School suggested that a written policy be developed which would stress the use of Integrated Pest Management practices. This policy is currently being refined and a system for monitoring pesticide and herbicide levels is being developed.

The Lincoln Garden. The garden begun so wondrously in 1994 flourishes today – in its tenth year -- and has naturally become the “heart place” of the Harvest Day celebration each year. Many of the festivities and rituals of the Harvest Day celebration involve children working with things grown in the garden. The garden, with its 30 foot by 60 foot greenhouse, was built by parents, children, and staff in 1994. The \$12,000 project was supported by grants from the City of Olympia, Briggs Nursery, Lew Rents, and other local businesses, and stands as a testimonial of community heart and commitment. School families pitched in with money and thousands of hours of hard work. The garden is now used extensively as part of the Lincoln science curriculum and in support of other learning projects. The garden also continues to provide a beautiful place of peace and holistic refuge for children during recess. And the entire school community continues to participate in the planting, tending and harvesting of food and flowers the garden provides.

Outreach. Though demand for Lincoln Options has grown and service-area families are invited to join the Options program first, Options is still open to all families within the Olympia School District on a lottery basis. In an effort to broadcast information about the program to a wide range of people, the Enrollment Committee sponsors an Outreach or Parent Information program which offers presentations to families interested in attending Lincoln Options. The Committee is also in the process of translating the brochure into Cambodian, Vietnamese and Spanish.

Full Day Kindergarten. In 2002 Lincoln Options committed to the concept of Full Day Kindergarten and contracted with the Olympia School District to provide a program with expenses fully covered by the Options community. After making some initial administrative and financial adjustments, the program has taken root, We look forward to its lively evolution.

OPTIONS DESIGN FOR LEARNING II

INITIATIVE PLANS 2004-08

**Play Areas Enhancement
Options for the Body
Organic Food & Nutrition
Expanding Options
Spanish
Assessment
Parent Participation
Sustainability**

PLAY AREAS ENHANCEMENT INITIATIVE

| DESCRIPTION OF INITIATIVE | TASKS | TIME FRAME & RESPONSIBILITIES | INDICATORS OF SUCCESS |
|--|--|---|---|
| <p>The Play Areas Enhancement Initiative is intended to improve the Lincoln Playgrounds to foster and encourage kinetic play.</p> | <p>1. DEFINE SCOPE</p> <ul style="list-style-type: none"> • List Activities & Equipment • Identify Potential Sites • Define Specific Design Objectives Green (Sustainable) Design, Healthy Material Choices, Activities that support Lincoln Philosophy... <p>2. CONCEPT DEVELOPMENT</p> <ul style="list-style-type: none"> • Generate Graphics • Preliminary Cost Estimate <p>3. MARKETING / FUNDRAISING</p> <ul style="list-style-type: none"> • Community Awareness Efforts • Fundraising Events • Pursue Sponsorship ? • Pursue Material / Labor Donations <p>4. DESIGN PHASE</p> <ul style="list-style-type: none"> • Finalize Design Concept • Final Cost Estimate • Develop Phasing Plan • Produce Buildable Plans • Third Party Safety Review <p>5. CONSTRUCTION PHASES</p> | <p>Committee Meeting March 2004</p> <p>Present to Site Council by May 2004</p> <p>2004 – 2008</p> <p>2004 – 2005</p> <p>Prior to Construction</p> | <p>Clearly Defined Scope of Project</p> <p>Council Approval & Interest</p> <ul style="list-style-type: none"> • Community Involvement & Increased Membership • Funding • Funding & Equipment Donations |

OPTIONS FOR THE BODY INITIATIVE

| DESCRIPTION OF INITIATIVE | TASKS | TIME FRAME & RESPONSIBILITIES | INDICATORS OF SUCCESS |
|--|---|---|--|
| <p>The Options for the Body Initiative is dedicated to improving physical education for Lincoln students and supporting Lincoln teachers.</p> | <p>1. Information Gathering a. What kind of help/support do teachers need? b. What do parents & teachers want in PE curriculum???</p> <p>Response a. What can committee do to support teachers in their requests? - Provide Training (Fitness games, basic sports skills, cooperative games, Dance and rhythm... etc.) - Gather / organize "activity bins" for each month? - Develop a pool of parent helpers who will be regular volunteers during PE times? - Collect / find / buy needed equipment? - Other Ideas?</p> <p>b. What kind of support can the larger parent community provide?</p> <p>c. Are there outside resources we could utilize? - find college interns and student teachers to assist in teaching PE at term?</p> <p>d. Is fundraising needed?</p> | <p>Fall 2004: Information gathering and discussing /brainstorming/ deciding the best possible responses to the needs expressed by teachers.</p> <p>Spring 2005 Training teachers, parents, students who want to work together in PE/ Communicate to parents that volunteering to assist in PE is on of the many ways they can share their talents and be in the "classroom".</p> <p>Spring-Fall 2005 Begin the search for interns / student teachers / others willing to assist and volunteer from the larger Olympia community. Set up the necessary arrangements with nearby colleges and institutions to make this a regular yearly occurrence.</p> | <p>1. Teachers feel they are getting the support and assistance they want in the teaching of PE.</p> <p>2. The students have more physical exercise and education during the school day and or week.</p> |

“WE ARE WHAT WE EAT”: ORGANIC FOOD AND NUTRITION INITIATIVE

| DESCRIPTION OF INITIATIVE | TASKS | TIME FRAME & RESPONSIBILITIES | INDICATORS OF SUCCESS |
|--|--|---|---|
| <p>The Organic Food and Nutrition Initiative seeks to build on our success and to continue and strengthen the school lunch program by providing nutritious entrees, to continue to work at the district level on nutrition issues, and to promote healthy food choices for students and families.</p> | <p>1. Continue and strengthen the school lunch program</p> <ul style="list-style-type: none"> • Reconvene key parties (staff, parents, school district, nutritionist) • Assess the situation to determine opportunities and barriers to providing improved entrees – kitchen facilities, staff time, finances • Develop entree choices including vegetarian • Find local/nutritious/organic ingredients (consult with Farm-to-Cafeteria folks) • Pilot choice, adjust • Build into menu at Lincoln Fall 2004 • Track expenses, consumption <p>2. Continue to work at the district level on nutrition issues</p> <ul style="list-style-type: none"> • Participate in district food services meetings, committees • Foster and build relationship with district food service personnel • Identify alternative choices <p>3. To promote healthy food choices for students and families:</p> <ul style="list-style-type: none"> • Survey teachers to find out what they need and/or have done in the classroom • Assist teachers with finding resources, ideas, etc. • Provide parent education sessions on healthy eating (food choices, nutrition, obesity, etc) | <ul style="list-style-type: none"> • On going. • R & D Spring/Summer 2004. • Nutritious entree available at Lincoln Fall 2004. • Offer at other schools in Winter 2004-05 | <ul style="list-style-type: none"> • Yummy, nutritious hot entrees are available and eaten at Lincoln • Yummy, nutritious hot entrees are available and eaten at other schools <ul style="list-style-type: none"> • Good working relationship with district food service personnel • Healthy alternatives available throughout the district <ul style="list-style-type: none"> • Children and parents make healthy food choices • Teachers are equipped to introduce nutrition issues in the classroom • Parents attend education sessions |

EXPANDING OPTIONS INITIATIVE

| DESCRIPTION OF INITIATIVE | TASKS | TIME FRAME & RESPONSIBILITIES | INDICATORS OF SUCCESS |
|--|--|--|--|
| <p>Expand the Options Program to include Middle school aged children - Grades 6-8</p> | <p>Advertise initiative to parent body to build interest.</p> | <p>Site Council forum</p> | <p>Working partnership with Olympia School District Administration</p> <p>Shared goal of establishing Options Middle School with agreed upon evaluation criteria</p> <p>Parents and staff work together to realize the dream</p> |
| | <p>Create and distribute a survey to Lincoln parents to determine interest and alternatives.</p> | <p>Upgrade Committee</p> <p style="text-align: right;">4/04</p> | |
| | <p>Compile Survey results</p> | <p>Upgrade Committee member</p> <p style="text-align: right;">4/04</p> | |
| | <p>Approach Administration and School Board with survey results, intent to move forward, and request for support.</p> | <p>Upgrade Committee</p> <p style="text-align: right;">5/04</p> | |
| | <p>Survey Olympia School District families.</p> | <p>District Administration</p> <p style="text-align: right;">Fall/04</p> | |
| | <p>Evaluate feasibility of program based on survey results and Administration input.</p> | <p>Administration, Facilities, and Upgrade Committee</p> <p style="text-align: right;">12/04</p> | |
| | <p>Research other K-8 programs and evaluate various models of expansion (program and facilities).</p> | <p>Administration, Facilities, and Upgrade Committee</p> <p style="text-align: right;">3/04</p> | |
| <p>Staff and parents form planning committee(s) for Facility/Program.</p> | <p>Upgrade Committee, middle school representatives, parents, staff members</p> <p style="text-align: right;">6/05</p> | | |
| <p>Program expansion opens</p> | <p>9/2007</p> | | |

PART 1 – STAFF DEVELOPMENT
SPANISH INITIATIVE

| DESCRIPTION OF INITIATIVE | TASKS | TIME FRAME & RESPONSIBILITIES | INDICATORS OF SUCCESS |
|---|---|---|--|
| <p>Integrate Spanish into daily lives of Lincoln Options students, staff and families.</p> | <p>1. Inventory and advertise what resources we have.</p> | | |
| | <p>2. Research other resources we want.</p> | | |
| | <p>3. Computer programs for children and staff available in the library and for checkout.</p> | <p>3/04 – One dedicated computer in the library with Living Language program available. 03/04 – Rosetta Stone program for staff to check out.</p> | <p>Children are using computers.</p> |
| | <p>4. Ongoing acquisition of books, tapes, videos, etc.</p> | <p>4. 05-06 – Expand resources for children and staff to one computer in each classroom with Living Language program.</p> | |
| | <p>5. Provide systemized staff development for all staff and parents.</p> | <p>5. 08/04 – 1 week session @ 2 hours per day offered for parents and staff. Continue August class yearly as an intensive workshop</p> | <p>5. More staff and parents attend.</p> |

PART 2 – CURRICULUM

| DESCRIPTION OF INITIATIVE | TASKS | TIME FRAME & RESPONSIBILITIES | INDICATORS OF SUCCESS |
|---|--|--|-----------------------|
| <p>Integrate Spanish into daily lives of Lincoln Options students, staff and families.</p> | <p>1. Develop outcomes for primary and intermediate sequential curriculum.</p> | <p>1. 10/04 – Marcela and Maribel.</p> | <p>1. Completed</p> |

| | | | |
|--|---|---|--|
| | 2. Share time sequence with families. | 2. 04-07 – Spanish staff person teach and add to curriculum. | |
| | 3. Develop sets of vocabulary: <ol style="list-style-type: none"> 1. Greetings 2. Play 3. Classroom directions | 3. 02/04 – Marcela or delegate. 09/04 – Marcela or delegate. 09/04 – Marcela or delegate. | 3. Kids use the vocabulary. |
| | 4. Designate one year in the three year cycle when all classes study Latin America. | 4. Staff designates the cycle. | 4. Curriculum presented on a three year cycle. |

PART 3 - STAFFING

| DESCRIPTION OF INITIATIVE | TASKS | TIME FRAME & RESPONSIBILITIES | INDICATORS OF SUCCESS |
|--|--|---|------------------------------------|
| Integrate Spanish into daily lives of Lincoln Options students, staff and families. | 1. Fill staff position. | 1. 02/04 – fill .2 position. 05/06 – fill .3 position. | |
| | 2. Build funding. | 2. 05/06 – build .5 position | |
| | 3. Grant writing. | 3. 06/07 – reallocation | 3. 06/07 fund .5 position. |
| | 4. Petition OSD to fund staffing. | 4. 09/04 | |
| | 5. Require Spanish proficiency in hiring – native speaker preferred. | 5. Ongoing. | 5. More staff Spanish proficiency. |

PART 4– FAMILY PARTICIPATION

| DESCRIPTION OF INITIATIVE | TASKS | TIME FRAME & RESPONSIBILITIES | INDICATORS OF SUCCESS |
|--|---|--|--|
| Integrate Spanish into daily lives of Lincoln Options students, staff and families. | 1. Offer Spanish at all Early Release half days. 2. Cultural/Language social events for families. | 1. Fall 04. 2. Yearly (maybe connect with another event) Kids active in singing, dancing, drama | 1. Full classes every Early Release. |
| | 3. Sustain Sister School Relationship <ul style="list-style-type: none"> • Support the Staff Plan <ul style="list-style-type: none"> a. T – T b) K – K: pen pals, photos c) Resources, Supplies and Money • Encourage families to go to Santo Tomás with the Community Delegation. • Make the Sister School more visible to children and families. | 3. Yearly. <ul style="list-style-type: none"> • Ongoing. • Ongoing. • Ongoing - At least one article per year in Opus to explain the relationship. • 2X/year each classroom newsletter included an article about the relationship. Yearly - Invite families to Welcome Assembly event. | 3. <ul style="list-style-type: none"> a) Contacts happen yearly. b) Contacts happen yearly. c) Supplies sent yearly. • Families or staff go to Santo Tomás when available with TSTSCA. |
| | 4. Connect Spanish language in school to home. Checkout from the library so kids can teach family something in Spanish. | | |
| | 5. Bilingual Assembly. | 5. 2 X/year – March when the delegation is in Olympia and in the fall after Olympia delegation visits Santo Tomás. | |
| | 6. One song per week at Assembly. | 6. Weekly – Michael and staff. | |
| | 7. Increase the number and frequency of Spanish visitors, field trips, demonstrations, assembly guests, etc. that focus on Spanish. | 7. Spanish staff person. | 7. Number of events and guest visits. |
| | 8. Compile “scrapbook” including pictures, letters, articles, etc. as a resource for families to learn about sister school. | 8. 02/05 – Spanish staff person, Marceia, Michi, and others who visit Santo Tomás (children, staff and families). | 8. |

ASSESSMENT INITIATIVE

| DESCRIPTION OF INITIATIVE | TASKS | TIME FRAME & RESPONSIBILITIES | INDICATORS OF SUCCESS |
|---|--|--|---|
| <p>To maintain the integrity of the options philosophy and program practices of minimal standardized testing and maximizing authentic developmentally appropriate assessment that directly informs classroom instruction</p> | <p>Support and advocate for the integrity of the Options philosophy and practices in the community and with the district. Strategic planning for continuous support for the program in the community and in the district.</p> | <p>Parents Assessment workgroup Assessment workgroup</p> | <p>Maintaining the integrity of the program</p> |
| | <p>Work with district, state and federal regulations to find ways to support the continuation of the Options program in light of ongoing changes in the federal, state and district expectations.</p> | <p>Assessment workgroup</p> | <p>Parents are informed of their child's continuous development in reading, writing and spelling during conferences Teachers continue to use first steps continuum to inform their instruction</p> |
| | <p>Continued use of reading, writing and spelling for assessment and reporting</p> | <p>Teachers</p> | <p>Parents are informed of their child's continuous development in reading, writing and spelling during conferences Teachers continue to use first steps continuum to inform their instruction</p> |
| | <p>Get First Steps for Math</p> | <p>Assessment Work Group 2004-2006</p> | <p>Implementation of First steps math continuum</p> |
| | <p>Find funding for math continuum</p> | <p>Assessment Work Group</p> | <p>Training and materials are provided for Staff</p> |
| <p>Continued focus on authentic assessment</p> | <p>Teachers</p> | <p>Teachers</p> | |
| <p>Review federal, state and district mandated tests to evaluate the degree of alignment with the Options philosophy</p> | <p>Workgroup</p> | <p>Well informed of the mandated tests</p> | |

PARENT PARTICIPATION INITIATIVE

Concern: Our workgroup discussed the issue of parent and family involvement at Options. It is our observation that we continue to get a significant level of parent involvement in community events and field trips. A concern expressed, however, is one we hear from teachers and parents alike - that the level of parent involvement in the classroom is not what it once was and is not as consistent. As a foundation of the Options philosophy, parent involvement in classroom learning is essential. Therefore, our group would like to focus these next few years on the issue of parent involvement in classroom learning.

| DESCRIPTION OF INITIATIVE | TASKS | TIME FRAME & RESPONSIBILITIES | INDICATORS OF SUCCESS |
|---|---|---|---|
| <p>This initiative will support the Options program by re-energizing our message behind the value of parent involvement, re-framing our commitment to parent involvement in classroom learning, and providing the support and training necessary to sustain a high level of parent and family involvement in classroom learning.</p> | <p>Establish clear priorities for parent involvement in classroom learning and the school community</p> <ul style="list-style-type: none"> • Work with staff to identify priorities for parent involvement. • Work with site council to determine and maintain focus on priorities. • Determine how priorities can be most effectively communicated to parent community. <p>Increase awareness of the importance of parent involvement in classroom learning</p> <ul style="list-style-type: none"> • Monitor level of awareness of the parent partnership commitment (i.e., how many parents are aware of the 1 hr/wk recommendation?). • Determine opportunities (i.e., orientation, events, meetings, outreach efforts, trainings, publications) for communication of this issue. • Evaluate current methods of attaining information from parents about their interests, ability and willingness to help in the classroom, and limitations (e.g., current forms used); adjust procedures accordingly. • Identify appropriate committees or work groups to create a plan for increasing awareness • Implement the plan | <p>Parent Participation Committee & Site Council Vice-President by 7/04</p> <p>Parent Participation Committee by 8/04</p> | <p>Site Council and staff agree on a list of priorities</p> <p>Most or all parents are aware of a minimum of 1 hour/week commitment, prioritizing in-class involvement.</p> |

PARENT PARTICIPATION INITIATIVE, continued

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| | <p>Clearly communicate the expectation that parents/family are essential partners in classroom learning</p> <ul style="list-style-type: none"> Establish a clear, strong message about the need for parental involvement in classroom learning. Identify and develop strategies for communicating this message (i.e., pre-enrollment information, enrollment packets, potlucks, orientations, parent ed/trainings) Communicate away <p>Provide more class-specific training opportunities for parents</p> <ul style="list-style-type: none"> Identify trainings that are needed Design appropriate trainings for parents based on specific teacher & class needs Implement training Evaluate effectiveness of trainings, make adjustments as needed <p>Address barriers to parent involvement</p> <ul style="list-style-type: none"> Review past and recently identified issues related to in-class parent involvement Identify, and prioritize for action, the practical barriers to parent involvement in classroom learning (e.g., work-related, childcare, etc.) Identify other barriers (e.g., communication and organizational systems used between teacher and parents, children's behaviors, personal hesitations, relational issues, training issues) Develop plans to address these barriers through specialized training and other support systems Implement plans | <p>Present</p> <p>Throughout 2004-5 school year</p> | <p>Parents understand that in-class involvement is essential</p> <p>Parents attend trainings</p> <p>Parents/teachers confirm effectiveness of trainings</p> <p>Barriers are identified</p> <p>More parents are able to participate</p> |
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SUSTAINABILITY INITIATIVE

| DESCRIPTION OF INITIATIVE | TASKS | TIME FRAME & RESPONSIBILITIES | INDICATORS OF SUCCESS |
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| <p>Sustainability is a core value at Lincoln – emphasizing the need to understand the human impact on natural resources, and how to take actions to minimize these impacts to promote a healthy environment and quality of life for all community groups.</p> | <p>Sustainable food production</p> <ul style="list-style-type: none"> • Garden - all classes have hands on experience of planting, nurturing seeds, and harvesting food. • Composting - children discover how food waste is transformed to living soil • Water - water catchment in rain barrels for use in the gardens | <p>Ongoing – need volunteers to monitor garden and compost - rain catchment system not yet in place</p> | <p>Thriving garden, composting system, and rain catchment system. All food wastes are composted and water needs are met through catchment system.</p> |
| | <p>Sustainable Purchasing</p> <ul style="list-style-type: none"> • Switch to 100% Process Chlorine Free Paper • Look into environmentally preferable product choices when replacing existing stocks of supplies • Any remodeling or furniture replacement should be done with sustainable, non-toxic materials. | <p>Need for information on environmentally preferable products and where to get them</p> | <p>There are no toxic products or materials in the school.</p> |
| | <p>Eliminate Waste</p> <ul style="list-style-type: none"> • Promote reuse and recycling - ensure systems are in place and that students are aware of them | <p>Ongoing – Need for reminders and education of students</p> | <p>Most of our waste from school sent for recycling or reused.</p> |
| | <p>Sustainability Curriculum</p> <ul style="list-style-type: none"> • Research activities, and other resources to help teachers integrate sustainability into the curriculum | <p>Need for curriculum ideas, books for the library, possibly partnerships with other schools or community organizations</p> | <p>Students and teachers understand the principles of sustainability and the need to consider the environmental, social, and economic consequences of their actions.</p> |
| | <p>Develop a long term vision</p> <ul style="list-style-type: none"> • What will it take for Lincoln to be 100% sustainable? This action challenges us to propose a vision and develop a plan to achieve it. | <p>The vision and plan would be developed in the next few years – the implementation could take fifty.</p> | <p>A school that gives back to the community and environment more than it takes. Our school community is a leader in the "restoration economy."</p> |