



**Lincoln School
School Improvement Plan
2011-2013**

2012-13 SCHOOL COUNCIL MEMBERSHIP

Stephen McKenna	Principal K-4	Randy Harrison	Parent
Sharon Hobbs	Principal 5-8	Laura Regrut	Parent
Colleen Pearce	Teacher - Art	Gretchen Covino	Parent
Terri Nathanson	Teacher - Special Education	Jena Salon	Parent
		Elisa Sartori	Community Representative

Rubric for School Improvement Plan Level of Achievement (Status)

CODE	DESCRIPTOR
NOT YET	Strategies in this category are not yet initiated.
INITIATED	Strategies in this goal are in the beginning stages of implementation. This may include some completed professional development, pilot initiatives planned, plans for next steps in process.
DEVELOPING	Strategies in this category are in the developing stages. This may include basic professional development, continuing professional development planned, initial data collected, pilot projects initiated, teams functioning effectively.
ESTABLISHED	Strategies in the category have been established. This may include an on-going professional development plan, completed cycle of data collection, documented growth in areas of academic achievement.
REFINING	Strategies in this category are in the refining stage. This may include completed School Improvement Plan goal, expansion of successful practices to other grade levels or subjects, more comprehensive or advanced professional development.

**Lincoln School
Lincoln Public Schools
2011-13 School Improvement Plan
Final Report, Spring 2013**

Goal 1: Respond to Federal No Child Left Behind (NCLB) regulations and Massachusetts Department of Elementary and Secondary Education (DESE) requirements as they relate to MCAS Annual Yearly Progress (AYP) and student achievement

Status: Established

Strategies	Outcomes	Status Detail
Adopt the district 5-point plan to narrow achievement gaps and improve overall student performance.		
Teachers will use formative assessment data to set SMART Goals (Specific Measurable, Attainable, Realistic and Timely).	Assessment Data was identified for review and instructional goal setting: Ex. Literacy data wall meetings were conducted at grade level team meetings K-5 in September, December, and January. Ex. Writing Common assessment scoring was done in October/ Ex. Open response math scoring in grades K-8 at team meetings and district days in February.	Ongoing, this work will continue next year in connection with the new educator evaluation system.
Refine uses of data collection strategies, analysis and presentation.	Math Specialist review of Open Response Writing pilot Cross-campus team meeting (10/3) addressed this goal.	
Determine and implement appropriate interventions to improve student learning (Goal Focused Intervention plans).	A total of 58 students received direct services from literacy and math specialists based on identified needs. Other plans were developed in OT, PT, Speech and Language and Counseling	

Differentiate instruction to meet the learning needs of all students – class work, remediation, extensions, and homework.	Math specialists collaborated with grade level teams throughout the year to identify and implement differentiated instruction, particularly in grades 4 and 6.	
Regular checks to ensure that students have opportunity to provide feedback to teachers on areas that challenged them and areas where they saw personal accomplishment/ growth.	A regular practice of student’s identifying their progress towards learning targets/objectives is taking place across the grade levels. Parent teacher conferences include teacher review of student self-assessments (middle grades).	Transitioning toward regular opportunities for student feedback.
Assess student engagement - Did I (student) put in the right amount of effort?		District committee continues to review protocols for collection of student engagement information.
Professional development opportunities (study groups, workshops, course work and literacy/math coaching) will be targeted to enhance instructional practice.	At faculty meetings and during school-based Wednesdays, K-4 focused on technology integration across curricular areas. 5-8 focused on standards based instruction and refining assessment practices. Ongoing Literacy and Math coaching for teachers was provided by specialists individually and in team meetings	Ongoing.
Focus on instruction from a standards-based perspective - building a firm understanding of the content necessary to ensure improved student achievement.	Cross-campus meetings focused on integration of the Common Core and revising report card descriptors to better communicate student-learning outcomes (ELA and Math).	
Formal Assessment data (F&P, Math Unit Assessments, LPS Literacy Assessments, Writing Assessments, Common Assessments) will be reviewed throughout the year to identify areas of increased student proficiency.	Literacy assessments are firmly in place. As a school we continue to struggle with identifying objective and useful math assessment tools aligned to the Common Core standards.	
Use an early intervention model of support in K-3 to bolster performance of students assessed below benchmarks.	Most literacy and math specialist support is concentrated at the K-3 level. This includes the half time METCO academic advisor. A noticeable result is that in grades K-2 students are	

	meeting benchmarks and there are fewer students in need of literacy support services.	
5-8 Strategies: Implement extensions for math and English with specific instruction for students who need further instruction during the school day.	38 6-8 students participated in Reading Extensions in the 3 trimesters. 32 6-8 students participated in math extensions in the 3 trimesters. This is fewer students than have needed the extensions in the past.	
Use open response questions in social studies and science classes to strengthen student writing. Assess results as a department.	Summer work was offered to teachers of social studies and science to align their work with the Common Core literacy expectations. Fall common assessments were given in science and social studies. Work was assessed together in department meetings.	
Focus instruction in explaining mathematical thinking; give students guided practice to ensure growth.	Teachers in mathematics piloted Open Response questions to have students gain practice in explaining mathematical thinking. Department meetings focused on types of questions, acceptable answers, and scaffolding student writing to create acceptable answers.	
Implement a trimester long writing class designed to provide differentiated learning opportunities for students in grades 6 & 8.	In the sixth grade writing class, students used the writing process, beginning with pre-writing activities, followed by drafting, revising, and finally "publishing" their final pieces for their portfolios. In grade 7 the writing class focused on students writing together on a similar topic. This enhanced topic development, word choice, and students' ability to write on demand.	
METCO Extended Learning Program will provide focused instruction for students scoring in NI or W on MCAS.	Students in the METCO extended learning program focused specifically on mathematics. This year fourth graders were included in the extended learning program.	

Goal 2: To facilitate learning experiences that narrow the achievement gaps that exist among racial groups, children with special needs and children from lower socio-economic groups.

Status: Developing

Strategies	Evidence/Data	Status Detail
Professional Development and implementation of LEXIA Literacy interventions in grade 1	<p>LEXIA has been fully implemented with training in grades 1-2.</p> <p>Using the LEXIA data review system which is not fully aligned with district grade level benchmarks, current performance predictors for grade 1-2 students are:</p> <p><u>Grade 1:</u> 67% of students are “on target” 11% of students are at “some risk” 22% of students are at “high risk”</p> <p><u>Grade 2</u> 65 % of students are “on target” (58% when in grade 1) 0% of students are at “some risk” (5% when in grade 1) 35% of students are at “high risk” (37% when in grade 1)</p>	
PK-2 Achievement Gap Group will identify ways to provide early intervention supports for our youngest students.	The group did not meet this year.	
5-8 Diversity Focus Group – Cultural Competence Professional Development in staff meetings	Faculty meeting 1/3/13 focused on “A How-To Plan to Widen the Achievement Gap” article by Kim Marshall. Principal participated in GBSOCAN work related to the cultural proficiency rubric in the new educator evaluation system.	

Goal 3: To improve student academic achievement and well being, a school focus will include increasing pro-social behavior and reducing unhealthy stress

Status: Established

Strategies	Evidence/Data	Status Detail
Continued implementation of Responsive Classroom and Developmental Design for Middle School practices.	All School Meeting was the first Tuesday of each month. It was hosted by 4 th grade students. Come Together Assemblies – Student Council hosted one each month and created rituals for how they ran.	
Investigate Responsive Classroom 2 offering for a pilot group.	Two pioneer staff members attended summer training in summer 2012 and returned to share findings and reinforce previously learned practices at two fall K-4 faculty meetings.	A determination was made that the full training of staff on RC 2 is not appropriate.
Training and implementation of the Bullying Intervention and Prevention Plan.		Fully in place.
Diversity Focus Group work	<p>This group met regularly through the first half of the school year. Plans are in place to share some of the efforts with families this spring. These themes have been a focus:</p> <ul style="list-style-type: none"> • embracing family diversity • avoiding gender stereotyping • ending bullying and name-calling. <p>In collaboration with LSF the grade 1 classrooms created a display titled: “What is a Family.” This depicted the variety of family structures that exist in our school community. Resources were shared with teachers K-8 allowing for a full school viewing and reflection with students, staff and visitors.</p>	
Advisory for grades 6-8 implemented 2 times in a six-day cycle.		Fully in place.