



# LINCOLN PUBLIC SCHOOLS

REBECCA E. MCFALL, ED.D.  
SUPERINTENDENT

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To: School Committee  
From: Rebecca McFall  
Re: Mid-Year Strategic Plan Update  
Date: January 2, 2014

Updates on each of the Strategic Priorities are provided indicating the work that has been done to date, the work that will take place in the second part of the school year, and the status of our progress towards meeting our objectives. Overall, we are "On Target" with our Strategic Priorities. A great deal of work has been done to carry out our priorities and build the capacity for moving forward with meeting the District Strategic Objectives.

The Central Office Administrative Team will provide a brief summary of progress on the priorities and will provide additional information on a few of them as a demonstration of the outcomes and measures to date.

There are two strategic priorities that require additional explanation:

*Strategic Priority D1: Provide professional development opportunities to refine the differentiation of curriculum and instruction to effectively teach the full range of learners.*

The major focus on this priority will take place in the 2014 – 2015 school year. As a result, there is little information included regarding work carried out this year related to this priority. However, since we have implemented the pilot of District Determined Measures as expected, the status of this priority is On Target.

*Strategic Priority D3: Continue to refine our implementation of Goal Focused Intervention Plans (GFIPs)*

When we presented our Strategic Priority Maps in the fall, we indicated that we would submit this map at a later date. While we have had some discussion related to this goal, our work is not extensive or comprehensive in any manner. The work with GFIPs continues in our schools, and refinements have been made on a school-based level. We have had one session of presentation and discussion related to *Response to Intervention* and how this process may inform our work. As we assess the work being done this school year and the major focus on the evaluation system and developing our shared understanding of effective teaching and learning, we have come to the realization that we do not have the time, resources, or capacity to carry out this Strategic Priority in this school year. As we assess our work in the spring and refine our priorities for the 2014 – 2015 school year, we will consider our ability to develop a strategic map to meet the goals of this priority.

**Mid-Year Strategic Priority Report, January 2014**

**Lincoln Public Schools**

A1: Develop understanding and practices in the “Standards and Indicators of Effective Teaching Practice” among all faculty and administrators by observing lessons and analyzing student work.

**Status:** On Target

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Observe lessons together using video of Lincoln Public School classrooms</p> <p>Discuss the instruction observed in relation to the Standards and Indicators of Effective Teaching Practice and the district’s 5 Key Questions for Learning</p>	<p>Consistent articulation of effective teaching is observed during collaborative and coaching conversations</p> <p>A higher level of shared understanding of effective teaching is demonstrated through teacher practice as observed by supervisors</p>	<p>District Wednesday meetings as part of educator evaluation and Strategic Priority (B1)</p> <p>Faculty Meetings</p>	<p>Administrative Council video observations and feedback development: 10/8, 10/22, 11/19, 12/3;</p> <p>Joint observations of Lincoln Public School classrooms: Principals, Technology Director, Superintendent - 12/3;</p> <p>Administrator for Student Services, Student Services Coordinators, Preschool Coordinator - 12/2, 12/6</p>	<p>Joint observations of Lincoln Public School Classrooms: Assistant Superintendent, Principals, METCO Director - 1/9;</p> <p>Principals, Technology Director, Superintendent- TBD;</p> <p>Administrator for Student Services, Lincoln Campus Student Services Coordinator, Lincoln Campus Principals - TBD;</p> <p>Administrator for Student Services, Hanscom Campus Student Services Coordinator, Hanscom Campus Principals - TBD</p>

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
Collaborative scoring of district common assessments with attention to calibration of scorers	Scoring of district common assessments is becoming consistent among educators as observed by curriculum leaders and administrators	Two District Wednesdays - 9/25, 6/4  Curriculum Leadership Team (CLT) meetings  Team meetings	Collaborative scoring of district common assessments - 9/25  Curriculum Leaders are leading departments to consider which common assessments will also be District Determined Measures	Collaborative scoring of district common assessments - 6/4 (This date is subject to change.)  Common assessments will be reviewed in light of selection of DDMs
Provide professional development to administrators about cognitive demand (i.e., Bloom's Taxonomy) and practice applying to student work samples	Administrators are able to identify whether learning and assessment tasks are at an appropriate level of cognitive demand as observed in coaching conversations	<u>August 2013</u> Administrators' Retreat  <u>October - June 2014</u> Administrative Council meetings Coaching conversations	Professional Development provided to Administrative Team at the summer Administrative Retreat  The superintendent and principals discuss the cognitive demand observed in classrooms during bi-weekly observations and follow up meetings	Administrative Council - 1/14  On-going discussions related to classroom observations

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Provide voluntary opportunities for peer observations and scaffolding for reflective conversations</p> <p>Provide opportunities for teachers to model practices for their peers</p>	<p>Models and protocols for peer observations are completed and ready for use the following year</p> <p>Educator willingness to share best practices with colleagues increases</p>	<p>Curriculum Leader (CLT) meetings</p> <p>Two Team leader meetings</p> <p><u>February - April</u></p> <p>Peer observations</p>	<p>Development of FY15 Improvement Initiative to support Peer Observation</p>	<p>Administrative Council 1/28 - Discussion of peer observation protocols and practices</p> <p><u>February - April</u> Proposed Peer observations</p>



**Mid-Year Strategic Priority Report, January 2014**

**Lincoln Public Schools**

A2: Develop administrator skill in coaching, conducting observations of teaching, and providing meaningful feedback to educators

**Status:** On Target

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Administrative Council members will observe video lessons together and discuss observations in order to develop a shared understanding of effective teaching</p> <p>Administrative Council members will observe Lincoln classrooms in small groups and with their supervisor to discuss observations and performance ratings to calibrate their assignment of performance levels</p>	<p>Administrative Council members articulate a consistent district vision of effective teaching and learning to faculty as observed in faculty meetings, written feedback to faculty, and mid-cycle and summative evaluations</p> <p>There is inter-rater reliability of assigning performance levels to instruction as measured during joint observations</p>	<p><u>September - June</u></p> <p>Administrative Council meetings</p> <p>Supervisory meetings</p> <p>Joint observations</p>	<p>Administrative Council video observations and feedback development: 10/8, 10/22, 11/19, 12/3</p> <p>Joint observations of Lincoln Public School classrooms: Principals, Director of Technology, Superintendent - 12/3;</p> <p>Administrator for Student Services, Student Services Coordinators, Preschool Coordinator - 12/2, 12/6</p>	<p>Joint observations of Lincoln Public School Classrooms: Assistant Superintendent, Principals, METCO Director - 1/9;</p> <p>Principals, Director of Technology, Superintendent - TBD;</p> <p>Administrator for Student Services, Lincoln Campus Student Services Coordinator, Lincoln Campus Principals - TBD</p>

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
				Administrator for Student Services, Hanscom Campus Student Services Coordinator, Hanscom Campus Principals - TBD
<p>Administrative Council members will carry out the above approaches to develop skill in identifying areas for targeted feedback</p> <p>Administrative Council members will discuss and craft written feedback together in joint observation sessions</p>	<p>Administrative Council members appropriately identify key areas of focused feedback as assessed by their supervisor during joint observations and review of written feedback</p> <p>Administrative Council members provide faculty with well crafted, targeted written feedback as observed by their supervisor</p>	<p><u>September - June</u> Administrative Council meetings</p> <p>Supervisory meetings</p> <p>Joint observations</p>	<p>Administrative Council members observed video together and discussed appropriate feedback. Pairs reviewed and critiqued written feedback.</p> <p>Teams of administrators reviewed feedback entered into a Google Doc and discussed the strengths and possible improvements. Administrative Council 10/22, 12/3</p>	<p>Work on conducting observations and crafting feedback is on-going through Administrative Council meetings and supervisory meetings.</p>

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Administrative Council members will assess and critique samples of written feedback for strengths and weaknesses</p> <p>Administrative Council members will work with their supervisor to craft written feedback for their faculty</p>			<p>During bi-weekly meetings between the superintendent and individual principals, observations are conducted and the principal and superintendent discuss the teaching and learning observed and the feedback that the principal will provide to the educator</p> <p>The superintendent reviews selected written feedback provided to the educator by the principal and gives the principal feedback on the written feedback</p>	
<p>Administrative Council members will plan coaching conversations to deliver feedback during practice</p>	<p>Administrative Council members report observational evidence of growth based on coaching provided to faculty</p>			<p>Administrative Council members will develop guidelines and practice carrying out coaching conversations and</p>

<b>Skills and Approaches</b>	<b>Outputs and Measures</b>	<b>Timeframe</b>	<b>Work to Date</b>	<b>Work to Come</b>
observation sessions, joint observations, and sessions with their supervisor				delivering verbal feedback



**Mid-Year Strategic Priority Report, January 2014**

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A3: Develop team expertise in focusing on student learning goals and growth using reflective collaborative practices

**Status:** On Target

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p><u>In 2014-15:</u> Educate educators about models of effective Professional Learning Communities (PLC) collaborative practices</p>	<p><u>In 2013-14:</u> Reflect on efforts and results of the shared learning goals</p> <p><u>In 2014-15:</u> A set of criteria that describe essential qualities of a Professional Learning Community (PLC) and its collaborative process</p> <p>Examples of LPS Professional Learning Community (PLC) efforts to meet criteria</p>	<p><u>2014-15</u></p>	<p>61% of educators on evaluation developed Team Student Learning Goals - 54 educators have Team Student Learning Goals and 35 educators have Individual Student Learning Goals</p>	<p>Assess the results of shared learning goals at the end of the evaluation process for 2013-14</p> <p><u>2014-15:</u> Develop the capacity of teams to function as “Professional Learning Communities”</p>

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B1: Provide professional development aligned with the “5 Key Questions for Learning”

Status: On Target

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Investigate the importance and use of learning targets</p> <p>Write and post learning targets/objectives and “look fors” (verbally and visually); use with students throughout learning</p> <p>Use specific criteria for success/student “look fors” to guide assessment</p>	<p>Educators can use learning target/objectives and describe the impact on student learning with examples from practice</p> <p>Educators can create and use assessments with clear “look fors”/ criteria and analyze student results</p>	<p>Faculty meetings</p> <p>Five school-based Wednesdays: 10/9, 11/20, 1/15, 2/5, 4/16</p> <p>Administrator/ educator conversations</p>	<p>Hanscom Primary School and Hanscom Middle School are continuing their work focused on Learning Targets. Building-based Wednesdays on 10/9 and 11/20 focused on working with faculty around their use of Learning Targets.</p> <p>All Hanscom educators on evaluation have a professional practice goal related to Learning Targets.</p> <p>The principals have highlighted classroom examples of the use of Learning Targets in</p>	<p>Learning Target work is on-going throughout the school year.</p> <p>Institute Day, 1/21, will focus on the use of student questions to develop investment and engagement in learning targets. Presentation by <i>The Right Question Institute</i></p>

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
			<p>their weekly faculty bulletins.</p> <p>Supervisory conversations between evaluators and educators focus on the “5 Key Questions for Learning” in all buildings.</p>	
<p>Build a common understanding of authentic learning</p> <p>Provide time and collaboration to work on lesson and unit planning</p> <p>Develop district exemplars in practice</p>	<p>Pilot student engagement survey results (B2)</p> <p>Samples of educator experiences and reflections</p>	<p>Faculty Meetings</p> <p>School-based Wednesdays: 10/9, 11/20, 1/15, 2/5, 4/16</p> <p><u>January 21, 2014</u></p> <p>Institute Day</p>	<p>Lincoln School K-8 is focusing on developing their vision of authentic learning. Building based Wednesdays introduced the discussion of authentic learning using the article “Authentic Learning for the 21st Century: An Overview” by Marilyn M. Lombardi: 10/9, 11/20</p>	<p>Lincoln School Principals will continue to work with faculty during School-based Wednesdays on the focus of authentic learning.</p> <p>Student Feedback survey Pilot #1 will take place from February 3 - 14. Pilot #2 will take place March 31 - April 11.</p>

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
			<p>The Superintendent participated in DESE workshops to provide input and feedback on Student Feedback survey development: 10/7 and 10/9.</p> <p>The Superintendent, Assistant Superintendent, and Lincoln School 5-8 principal provided additional written feedback to DESE survey development team on question development.</p>	<p>Institute Day on 1/21 will focus on the use of student questions to development investment and engagement in authentic learning. Presentation by <i>The Right Question Institute</i></p>



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B2: Analyze instruction and student assignments for content and structure, and adjust for the level of demand and engagement

Status: On Target

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Provide professional development to administrators about cognitive demand (ex. Bloom’s Taxonomy) and practice applying to student work samples</p>	<p>Administrators are able to identify whether learning and assessment tasks are at an appropriate level of cognitive demand as observed in coaching conversations</p>	<p><u>August 2013:</u> Administrators’ Retreat</p> <p><u>October - June 2014:</u> Administrative Council meetings</p> <p>Coaching conversations</p>	<p>Presentation on cognitive demand and analysis of student work with regard to cognitive demand - Administrator’s Retreat August 2013</p> <p>The Superintendent and principals discuss the level of cognitive demand observed following their bi-weekly classroom observations. In addition, they discuss ways of increasing the cognitive demand if appropriate.</p>	<p>Administrative Council 1/14 - analysis of student work and discussion of cognitive demand</p> <p>On-going coaching conversations among administrators and their evaluators.</p>

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Provide educators with information about student aspirations and engagement through presentations, webinars, and articles</p> <p>Pilot the DESE student feedback survey</p>	<p>Presentations, access to resources</p> <p>Pilot student engagement survey results</p>	<p>Opening Day Community Meeting</p> <p><u>September 2013</u> DESE webinar re: pilot student feedback survey: 9/18/13</p> <p>Possible survey dates TBD</p> <p><u>January 21, 2014</u> Institute Day</p>	<p>Presentation of Quaglia Institute research data on student engagement, focus on involving students in their learning.</p> <p>The Superintendent participated in DESE workshops to provide input and feedback on Student Feedback survey development: 10/7, 10/9</p> <p>The Superintendent, Assistant Superintendent, and Lincoln School 5-8 Principal provided additional written feedback to the DESE survey development team on question development</p>	<p>Student Feedback Survey Pilot #1 will take place from February 3 - 14. Pilot #2 will take place March 31 - April 11.</p> <p>Institute Day 1/21 will focus on the use of student questions to develop investment and engagement in learning. Presentation by <i>The Right Question Institute</i></p>

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**Lincoln Public Schools**

B3: Continue refining curriculum to align with new MA Curriculum Frameworks in ELA, Math, and Science

**Status:** On Target

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Use recently-developed documents on balanced literacy in Common Planning Time (CPT) and faculty meetings, led by English Language Arts (ELA) leader.</p> <p>District curriculum meetings</p> <p>ELA leader work with Curriculum Leader Team (CLT) to ensure focus</p>	<p>Examples of revised units and student work</p> <p><u>K-8:</u> District Determined Measures (DDMs) piloted</p> <p>Revised description of district consistent practices in ELA instruction with attention to K-5 and 6-8 integration of social studies and science and the use of digital resources</p>	<p>Monthly Common Planning Time (CPT) meetings; grades K-5</p> <p>District Curriculum Wednesdays: 9/25, 11/13, 12/4, 1/29, 4/2, 6/4</p> <p>Faculty meetings</p> <p><u>February 6, 2014</u> School Committee Report</p>	<p>All Literacy Specialists met with designated K-5 grade level teams at least once a month. Data from DDMs examined; services determined</p> <p>ELA leader facilitated gr 6-8 ELA meetings: 9/25, 11/13, 12/4</p> <p>ELA leader facilitated faculty meetings: 11/3 HPS; Lincoln K-4 with focus on reading and phonics: 11/20</p> <p>Instructional Technology Specialists, Librarians, and ELA leader collaborated on development of 1/29 district professional development in the research process.</p>	<p>To be continued once a month with gr K-5</p> <p>Continue gr 6-8 meetings;</p> <p>1/29 - plan gr 3-8 research process and use of digital resources aligned with new frameworks</p> <p>1/29 faculty meeting Lincoln gr 1-2 on Phonics instruction</p> <p>SC report: scheduled for 2/13/14</p>



Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Work with Instructional Technology Specialists (ITS) and Library/Media to plan and carry out district meeting: 1/29</p>				
<p>K math specialist plans and leads three designated Wednesdays plus ½ day release time and Common Planning Time (CPT) time</p> <p>Common Planning Time (CPT): Math specialists plan and lead PD on 11/13 and 12/4, including Open Response work</p>	<p><u>K-5:</u> Revised curriculum materials and teacher guides in K-5 math</p> <p>Open Response question administered and data available for district review and analysis</p>	<p>Monthly Common Planning Time (CPT) meetings; grades K-5</p> <p>District Curriculum Wednesdays: 9/25, 11/13, 12/4, 1/29, 4/2, 6/4</p> <p>Faculty meetings</p> <p><u>May 22, 2014</u> School Committee Report</p>	<p>All Math Specialists met with designated K-5 grade level teams at least once a month with focus on DDMs and PD on new alignment guides</p> <p>Math leader facilitated 6-8 Math meetings with focus on DDMs: 9/25, 11/13, 12/4</p> <p>First round of Open Response questions administered at all grades; some meetings for common scoring</p> <p>K-3 DDMs being piloted</p>	<p>K-5: to be continued once a month</p> <p>Will continue gr 6-8 meetings on district Wednesdays with focus on new courses and Algebra I development; DDMs</p> <p>Continued administration of Open Response questions and review of data.</p> <p>Review of pilot results of DDMs and decision re 2014-15</p> <p>SC report: scheduled for 5/22/14</p>



Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
Middle school math specialists consult with teachers at department meetings	<p><u>K-8:</u> District Determined Measures (DDMs) piloted</p> <p><u>6-8:</u> Course revisions completed; data available on 6E &amp; 7E student performance, Algebra 1 course developed</p>			
Science leader follow up on summer discussions with teachers; study state updates and NGSS, plan budget and summer PD; lead 4/2 Wednesday with focus on several elementary grades	<p>Recommendations for K-5 and 6-8 science course adjustments completed for Phase I</p> <p>Plans for summer work developed and advertised</p>	<p>District Curriculum Wednesdays with 6-8 Science teachers: 9/25, 11/13, 12/4, 1/29, 4/2, 6/4</p> <p>Spring District Curriculum Wednesday for K-5: 4/2?</p>	<p>Science leader facilitated 6-8 Math meetings: 9/25, 11/13, 12/4 with focus on DDMs</p> <p>Gr 1-6 Engineering Professional Development with the Museum of Science: 12/17</p>	<p>Will continue gr 6-8 meetings with focus on DDMs and early info about new state standards in science</p> <p>Plans will be developed for summer work</p> <p>Spring District Curriculum Wednesday for K-5: 4/2</p>

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
		<u>April 2014</u> Faculty Meeting presentation  <u>May 2014</u> School Committee Report		<u>April 2014</u> Faculty Meeting presentations  SC report: scheduled for 4/17/14

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**Lincoln Public Schools**

C1: Determine the primary data collection and analysis needs of the district and select and implement a data management system and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions and assess our practices

**Status:** On Target

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
Convene Data Systems Team and articulate purpose and responsibilities.	List of members, statement of purpose and responsibility, and schedule of meetings	<u>September/October 2013</u> : during the work day	Met 10/7, 10/21, 11/25, 12/16  Established team members and developed a statement of purpose	Next meeting: 2/3
Generate a list of the key questions with input from all stakeholders	Prioritized list of key questions that stakeholders have identified	<u>October 2013</u> October 16 - Curriculum Leadership Team  Team Leaders date:  Meet with Student Services and PreK  <u>End of October</u> Questions complete	Presented to all faculty on 10/30.  Solicited survey feedback from faculty.  Data Systems Team analyzed survey data to develop a draft list of questions.	Draft list of questions to be presented for review to Administrative Council on 1/14

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Cross-reference questions with the list of data currently collected</p> <p>Identify data “gaps” and what other assessments/data could fill those gaps</p>	<p>Prioritized list of questions and corresponding data needs</p>	<p><u>October/November 2013</u></p> <p>School Committee: Mid-year Goals Update</p> <p>Administrative Council Meetings</p>	<p>Began collecting list of current data systems</p>	<p>Collection of current data systems is ongoing</p> <p>Plan to cross-reference lists at 2/3 Data Systems Team meeting</p>
<p>Focus group(s) to identify attributes of effective and efficient assessment tools and data management systems to inform the rubric and scope of work development</p> <p>Rubric development by Data Systems Team</p> <p>RFP development</p>	<p>Assessment tools and data systems evaluated and/or selected through a rigorous evaluation process</p>	<p><u>September 2013:</u> Improvement Initiative: Budget Placeholder</p> <p><u>November/December 2013:</u> Voluntary focus groups after-school on both campuses</p> <p><u>December 2013:</u> Development of rubrics and evaluation of existing data systems in</p> <p><u>February 2014:</u> RFP(s) if required</p>	<p>Improvement Initiatives included in the budget</p> <p>On 12/16, the Data Systems Team outlined a survey and focus group approach to gain faculty feedback</p> <p>Collection of evaluation rubrics and RFPs from other districts begun</p>	<p>Data Systems Team will finalize the survey and focus group protocols at 2/3 meeting</p> <p>Surveys and focus groups to be conducted in March</p> <p>Rubric and RFPs, if needed, to be developed in April</p>



Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Develop a technical implementation plan including integration with our existing systems (SIS, benchmarking systems, etc.)</p> <p>Plan for professional development for faculty</p>	<p>Project plan</p>	<p><u>Winter/Spring 2014:</u>  Spring 2014:  School Committee Report</p>		<p>Project plans to be developed in Spring 2014</p>

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C2: Refine and pilot "District Determined Measures" (DDMs)

Status: On Target

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Review and evaluate current LPS Common Assessments; evaluate with criteria; develop or select new assessments</p>	<p>List of pilot DDMs: Report to State due 9-30-13</p> <p>Report to School Committee</p>	<p><u>September-October 2013</u></p> <p>Curriculum Leadership Team meets 9/4</p> <p>Administrative Council</p> <p>Team Leader Meetings</p> <p><u>October 10, 2013</u></p> <p>School Committee Report</p>	<p>Curriculum Leaders and math specialists assisted in determining DDMs to pilot</p> <p>DDM pilot plan submitted to state 9/30/13</p> <p>School Committee Report:10/10/13</p>	
<p>Develop understanding of validity and reliability</p> <p>Administer assessments with attention to validity and reliability</p>	<p>Pre-K-8 scored baseline assessments for designated measures are completed</p> <p>Educators will be able to use baseline</p>	<p><u>September-December 2013</u></p> <p>Wednesday meetings: 9/25; 11/13, 12/4</p>	<p>Fall meetings with teachers in subject areas addressed consistency of scoring and validity of questions: 9/25, 11/13, 12/4</p>	<p>Discussion among educators about how baseline results influence instructional planning will continue in grade level meetings, and individual</p>

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
Score collaboratively; enter data in templates	information and describe how it influences instructional planning		Many subject areas: baseline measures have been administered; some educators have had opportunity to discuss results with colleagues	conversations with supervisors
Develop skill in analyzing student performance against growth goals; critique 2013-14 assessments and approaches	Results and analysis about growth are available to educators and administrators  A revised District-Determined Measures plan submitted to School Committee	<u>March - May 2014</u> Common Planning Time (CPT) and Wednesday meetings: 1/29, 4/2, 6/4  Meetings of Curriculum Leadership Team  Administrative Council  Literacy and Math Specialists meetings		Teachers will administer benchmark assessments and will review the results in light of baseline measures. Discussion of results will occur during Common Planning Time (CPT) and Wednesday meetings: 1/29, 4/2, 6/4; and Curriculum Leadership Team meetings: 1/22, 2/26, 4/30

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Analyze quality of assessments piloted; use input from admin and teachers to map effective plan</p>	<p>Submit plan to state due 6/1/14</p>	<p><u>January - May 2014</u>            Team Leader meetings             Curriculum Leadership Team meetings             Administrative Council dates   <u>May 8, 2014</u>            School Committee Report</p>		<p>Administrators will discuss DDM pilot with educators</p> <p>Curriculum Leadership Team will compile faculty input and assist in developing the district plan. Administrators will review the plan.</p> <p>School Committee Report: 5/8</p> <p>Plan will be submitted to state 6/1/14</p>



C3: Support educator use of data to monitor student growth and inform instruction

Status: On Target

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Pilot District-Determined Measures (DDMs) with attention to valid baseline and benchmark measures.</p> <p>Focus on student growth from baseline to benchmark measures</p>	<p>Each subject has baseline and benchmark measures for pilot DDMs, and analysis informs DDM plan for 2014-15 (C2).</p> <p>Plan for professional development for 2014-15 (A3).</p>	<p><u>September-June:</u> Spring summary to be used for development of strategic priorities and summer professional development</p>	<p>DDMs are being piloted in all subject areas to determine baselines related to benchmark measures.</p> <p>Elementary principals and literacy specialists are meeting with faculty to discuss student growth based on literacy benchmark measures.</p>	<p>Benchmark measures will be collected and analyzed in light of earlier baseline performance.</p> <p>Solicit faculty and administrators to plan professional development for 2014-15</p>

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**Lincoln Public Schools**

D1: Provide professional development opportunities to refine the differentiation of curriculum and instruction to effectively teach the full range of learners

**Status:** On Target

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p><u>2014-15:</u> Provide professional development for using the district plan for DDMs and other assessment tools as a basis for differentiation</p> <p>Educators will collaborate to determine student needs, develop targeted differentiation approaches, and share results with team members.</p>	<p><u>2014-15:</u> A district set of examples of differentiation strategies connected to DDM results and targeted to student needs</p>	<p>2014-2015</p>		<p>Spring 2014: develop plan for 2014-15.</p>

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D2: Monitor the progress of students identified with “high needs” and adjust instruction to narrow achievement gaps

Status: On Target

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Principals and curriculum leaders will use protocols to lead data meetings and analysis of student work.</p> <p>Literacy and math specialists provide coaching to assist faculty in the analysis of student work to identify targeted needs and approaches to instruction.</p> <p>Provide consultation to social workers and school psychologists related to research-based interventions</p>	<p>Changes in educators’ teaching strategies as observed by supervisors and documented in self-reflection</p> <p>Service delivery is differentiated based on data from common assessments.</p> <p>Analysis of student growth for “high needs” populations as presented in School Committee report re: achievement gaps</p>	<p><u>September - June</u> Grade level Common Planning Time</p> <p>District-wide Wednesdays</p> <p><u>November 21, 2013</u> School Committee Report</p>	<p>Principals and curriculum leaders used protocols to lead data meetings and analysis of student work, especially in ELA</p> <p>Literacy and math specialists met with grade level teams to identify needs and determine services</p> <p>Achievement Gap report presented to School Committee on 11/21</p>	<p>Winter and spring data meetings.</p> <p>On-going work between curriculum specialists and faculty to identify student needs and design targeted instruction</p>

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>SLPs and ESL educators consult with general education educators to determine vocabulary focus for direct teaching of curriculum-based vocabulary</p> <p>Speech/Language Team and ESL Team shares resources and strategies to improve their repertoire</p>	<p>Student performance will meet individually targeted vocabulary goals from baseline to benchmark.</p> <p>Students will be observed using vocabulary strategies within the classroom.</p>	<p><u>September - June</u> District-wide Wednesdays: 9/25, 11/13, 12/4, 1/29, 4/2</p>	<p>Preschool educators analyzed DECA results and have shared findings with families: 9/25, 11/13</p> <p>Speech/Language Team have met to share resources and strategies for increasing student vocabulary: 9/25, 11/13, 12/4</p>	<p>SLPs and ESL do not currently have students in common and this work is being deferred</p> <p>Speech/Language Team will continue to meet to share resources and strategies for increasing student vocabulary related to team goals.</p>
<p>Provide time and resources for therapists to expand their knowledge of intervention approaches/services for use with students</p>	<p>Increase in student fine and gross motor skills/stamina and postural strength for sitting and completing table-top tasks from baseline to benchmark</p>	<p><u>September - June</u> District-wide Wednesdays: 9/25, 12/4, 1/29, 4/2</p>	<p>Occupational and Physical therapists met to share resources and strategies for increasing student fine and gross motor skills: 9/25, 11/13, 12/4</p>	<p>Occupational and Physical therapists will continue to meet to share resources and strategies for increasing student fine and gross motor skills.</p>



**Mid-Year Strategic Priority Report, January 2014**

**Lincoln Public Schools**

**D3: Continue to refine our implementation of Goal Focused Intervention Plans (GFIPs)**

**Status:** Current Practices Remain in Place

Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
			<p>Principals, coordinators, and curriculum specialists continue to implement and monitor services through GFIPs</p> <p>School-based refinements are being carried out</p> <p>Administrative Council presentation on the basics of RTI 11/5</p>	<p><u>Summer 2014</u> Planning for 2014-2015</p>