

Lincoln School
SCHOOL IMPROVEMENT PLAN 2017-2018



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Assessment of School Strengths and Areas of Focus

Last year the K-8 faculty worked in collaborative practice groups for the first time. They created goals and had five meeting times to work on them. There was incredible learning done at the faculty level that translated to outcomes for students, ranging from better classroom environments to units of study that engaged students in their learning. The schools also individually looked at how students know the expectations, how to meet the needs of all learners, and what it is to be a culturally-responsive teacher in meeting the needs of all learners.

In addition, our School Council took on the task of looking at homework practices at the Lincoln School and beyond. School Council researched what other communities are doing about homework, read research, and surveyed the parents in our school. We need to gather input from faculty about the purpose of homework and the ways in which it helps students to be ready to learn. The School Council wants to have a piece of work that is unique to the group and will help the school; work on this goal will continue this year.

This year, much of the work from previous years will continue. The plan, however, will be shaped by two goals. The first goal is to support the collaborative practices that continue to be a central part of our work as a district. The second goal is to complete School Council task of making recommendations to the Principals about possible homework guidelines.

Rationale for Goals

Goal 1: To support K-8 teachers as they implement the collaborative practices that will create professional learning communities focused on student learning.

Collaborative practices are a way for teachers to work together to assess student work, analyze and draw conclusions about student performance, and use that information to adapt instruction to meet student needs. Through the Collaborative Practices module led by the Superintendent during the 2015-16 school year, faculty learned about the professional learning community (PLC) model and explored the guiding questions that drive the work of a PLC. Faculty formed their PLCs and are developing student-focused goals. They will have five Wednesday afternoon meeting times and will report out on their work at the end of the year.

Goal 2: To review current K-8 homework practices and guidelines and make recommendations for moving forward.

Homework can help to prepare students for class, can allow teachers to have a quick assessment about what students can do independently, and can, conversely, put a burden on families and teachers and keep children from having much needed down time. This goal is meant to allow the teachers and parents to be aligned in expectations, workload, and impact on families and teachers as we move forward. The report at the end of the year will include an update on the process as well as the new guidelines.

District Strategic Plan: Strategic Objectives
Instruction is student centered and focused on the engagement, achievement, and development of all learners.
District Strategic Plan: Strategic Priorities Addressed by School Based Goals
A1. Continue to develop, demonstrate, and expand team-based collaborative practices, Facilitative Leadership, and coaching capacity.

School Based Goal 1: Collaborative Practices

To support K-8 teachers as they implement the collaborative practices that will create professional learning communities focused on student learning.

Activities	Outputs; Measures	Resources	Individuals Involved	Timeframe
<p>Providing time for teams to develop and work on collaborative practice goals.</p> <p>All teacher leaders and administrators participated in Coaching for High-Impact Teams course.</p> <p>Administrators regularly check-in with collaborative practice teams to support their ongoing work.</p>	<p>PLCs will determine artifacts that best represent learning and its impact on students.</p> <p>Potential outputs/measures: Each team will have a written goal for their team’s year-long Collaborative Practice focus.</p> <p>Documentation of learning and work that impacts student learning could include artifacts like unit plans, student work, or common assessments.</p> <p>Sharing of practices, learning, and student outcomes by teams from each school.</p>	<p>PLCs will select relevant resources including but not limited to: SRI Protocols/ Facilitative Leadership</p> <p>RBT Coaching High-Impact Teams</p> <p>Curriculum, Instruction & Assessment Resources (Calkins, Serravallo, Brookhart, Levy, Curtis)</p> <p>Consultation with Nancy Love of RBT</p>	<p>All Faculty in Professional Learning Community (PLCs) and Administrative Point Persons</p>	<p>Five Wednesday Admin-Directed Meetings throughout the school year: October 11 December 6 January 10 March 7 and May 9</p>
<p>Faculty Symposium</p>	<p>Presentation of PLC work and its impact on student learning</p>	<p>Presentation planning time</p>	<p>All faculty in PLC groups and administrative point people</p>	<p>Faculty Symposium: Faculty meeting time TBD in May and/or June</p>

District Strategic Plan: Strategic Objectives

Instruction is student centered and focused on the engagement, achievement, and development of all learners.

District Strategic Plan: Strategic Priorities Addressed by School Based Goals

D1. Support educator use of data to monitor student growth and inform instruction.

School Based Goal 2: Homework Guidelines and Practices

School council will start year two of work to define current and potential changes to homework practices and guidelines.

Activities	Outputs; Measures	Resources	Individuals Involved	Timeframe
School Council meetings	Recommendations of guidelines for future homework practices	2016-17 Family Survey on Homework New and reviewed research Homework guidelines and practices from other districts	School Council Members Principals	Monthly meetings
Faculty input and synthesis of goals	Summary of current practices	2017-18 Faculty Survey on Homework Meeting time to include grade level Common Planning Time and Team Leader meeting time	K-8 Team Leaders Principals Grade level teams	Fall/Winter