

Strategic Priority Map for 2015-16

Lincoln Public Schools

B1: Support and guide educator development of instructional units that engage students and provide appropriate levels of cognitive demand and differentiation

C1: Develop instructional practices and models for differentiating instruction to meet the individual needs of all students

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)	Resources	Who is Responsible	Timeframe
<p>When students are challenged at an appropriate level of cognitive demand and instructional strategies that engage students in their learning are utilized on a regular basis, student learning and growth is improved.</p> <p>The range of learners in each classroom requires that educators differentiate instruction and learning opportunities to meet the individual needs of all students.</p>	<p>PD Modules: Small Group Reading Instruction, Teaching Strategies and Differentiation, Collaborative Practices, Technology</p>	<p>Understanding of a variety of models for differentiating instruction at the grade level, classroom level, and lesson level</p> <p>Understand the range of possibilities that “differentiation” encompasses</p> <p>Ability to decide when differentiation should focus on content, process, product, or environment</p> <p>Ability to take discrete cognitive/academic tasks and increase or decrease their level of cognitive demand</p>	<p>Participation in Professional Development Modules</p> <p>Teachers are observed implementing strategies and models of effective differentiation</p> <p>Summary report of feedback received from faculty and administrators about their experience and learning as a result of the professional development modules will be created.</p> <p>Observation of faculty carrying out differentiated instruction will be documented by principals and samples of student</p>	<p>PD Modules: Small Group Reading Instruction, Teaching Strategies and Differentiation, Collaborative Practices, Technology</p> <p>Readings, videos, handouts</p> <p>Follow up support in classrooms with specialists (in some cases)</p> <p>Site visits to project based schools</p>	<p>Priority Leaders: Superintendent, Assistant Superintendent, Director of Technology, Administrative Council, Curriculum Leaders, Instructional Technology Specialists</p> <p>Priority Implementers: Faculty</p>	<p>Module Sessions: 9/30, 10/21, 11/18, 1/6, 1/20, 2/3, 4/6, 4/27, 5/11</p> <p>Summary of faculty feedback, observation data, and student feedback will be reported at the May 26 School Committee meeting</p>

<p>If we implement models and instructional practices that provide instruction for each student at the appropriate cognitive level of demand, students will be engaged and challenged and will continue to grow as learners.</p>	<p>Provide professional development to HMS faculty to reflect on current practices and to start charting a path to begin to incorporate teaching strategies that will match the space configuration of the new Hanscom Middle School.</p>	<p>Collaborate with colleagues to consider revisions to school and/or program models that would increase options for differentiation</p> <p>Understand how assistive technology tools can be used to differentiate for all students.</p> <p>Develop comfort with using new space configurations.</p>	<p>work collected</p> <p>Student responses on school surveys show increased engagement and satisfaction with level of cognitive demand and differentiation of instruction</p>				
<p>When there are methods for monitoring the progress of children who exhibit social communication difficulties, teachers are able to differentiate instruction in order to support student learning.</p>	<p>Professional Development Module: Assessment and Progress Monitoring of Social and Communication Skills in Young Children with Special Education Needs</p>	<p>Effectively use progress monitoring to meet the learning needs of young children (social, communicative, emotional)</p> <p>Teachers will collect, analyze, and respond to quantitative and qualitative data</p>	<p>Professional development module</p> <p>The use of the ASCS-2 will result in more consistent and defined IEP and GFIP goals and objectives using common language and measures in the areas of social and communication development</p> <p>Current goals and objectives will be reviewed to construct a checklist of</p>		<p>Dr. Kathleen Quill, Autism Institute</p> <p>Assessment tool: ASCS-2 (Quill & Bresnahan, in press)</p>	<p>Priority Leaders: Dr. Kathleen Quill, Autism Institute, Preschool Coordinator</p> <p>Priority Implementers: Preschool Coordinator, Preschool Faculty, School Psychologist</p>	<p>Professional Development Module 9/30, 10/21, 11/18</p> <p>A mid-year will be presented in January with a final summary of results by the May 26th School Committee meeting.</p>

			areas of improvement. Goals and objectives written after completion of the PD module will be reviewed using the checklist to determine progress made.			
If teachers' capacity to respond to challenging behaviors, through prevention and de-escalation techniques, is increased, then students will achieve at higher levels.	<p>Hanscom: Additional training in positive behavioral supports and de-escalation techniques.</p> <p>Consultation and PD provided by the new BCBA on Hanscom campus.</p> <p>Review of current timeout and restraint procedures</p> <p>Consultation from Northeastern Consultant.</p> <p>Training and Implementation of new restraint regulations</p> <p>Clinical consultation for mental health professionals</p> <p>Additional Professional development related to behavioral intervention and support</p>	<p>How to identify antecedents to challenging behaviors</p> <p>How to assess baseline behavioral data</p> <p>How to identify and implement positive behavioral intervention and supports</p> <p>How to implement de-escalation strategies</p> <p>Understanding how trauma, anxiety and other mental health issues manifest themselves in the classroom and what strategies are effective in responding and supporting positive behavioral, social and mental health</p>	<p>Decreased use of time out rooms from 2014-2015 to 2015-2016</p> <p>Decreased number of restraints from 2014-2015 to 2015-2016</p> <p>Student data - number of behavior incidents for individual students comparing 2014-2015 to 2015-2016</p> <p>Increased academic success. Measures of academic success may include; attendance, behavior incidents, trips to nurses office, growth on assessments, report card. Students identified through the BESST process will be monitored by the BCBA/TIS.</p> <p>Student use of effective problem solving and coping skills and increased ability to self-monitor and regulate behavior As measured by individual behavior plans.</p>	<p>PD from CPI trainers</p> <p>Consultation from BCBA</p> <p>May Institute's PBIS conference</p> <p>Consultation from Northeastern consultant</p> <p>Consultation from child psychiatrist - Dr. Jeff Bostic</p> <p>Consultation from psychologist specializing in trauma - Joel Ristuccia</p>	<p>Priority Leaders: Principals Student Services Coordinators</p> <p>Priority Implementers: Hanscom BCBA CPI trainers Northeastern consultant Child Psychiatrist /psychologist consultant re: children of trauma</p>	Final report by May 26th School Committee meeting

	<p>Lincoln School: An audit of current behaviors of concern and discipline practices will be conducted</p> <p>Professional development on PBIS framework will be provided to faculty</p>	<p>Consistent language will be used K-8 that teaches students about behaviors and responses to behaviors.</p>	<p>Expectations about expected behavior and responses to unexpected behavior are clearly communicated to students, teachers, and families.</p> <p>Collection of data regarding behavior incidences requiring administrator intervention</p>		<p>Positive Behavior Intervention System</p> <p>Responsive Classroom</p> <p>Developmental Design for Middle School</p>	<p>Priority Leaders: Principals and Faculty</p>	
<p>When educators critically evaluate and monitor the impact of their instruction for struggling learners through a redesign of the IST process, students will make more effective progress.</p>	<p>Hanscom: Redesign of IST process and implementation of pilot on Hanscom Campus. Change in membership, facilitation and process of IST.</p>	<p>How to share expertise and experience through collaboration with IST members and others as appropriate.</p> <p>How to define learning problems with descriptive language vs interpretive language.</p> <p>How to plan and implement interventions. How to assess baseline levels and effectiveness of interventions and share results with IST team members.</p>	<p>Newly developed IST teams trained.</p> <p>Revised IST referral, meeting protocol, data request and follow up forms.</p> <p>Minutes of meetings.</p> <p>Student data is analyzed and instructional response plans are developed</p> <p>Evaluation of pilot</p>			<p>Priority Leaders: Hanscom Principals, Interim Administrator for Student Services, Student Services Coordinator</p> <p>Priority Implementers: IST members</p>	<p>September on-going</p>