

Strategic Priority Map for 2013-15

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.

Vision: Beliefs and Assumptions	Activities	Skills and Approaches	Outputs and Measures		Resources	Who is Responsible	Timeframe
When educators and administrators have a common understanding of effective teaching, educator collaboration increases and student learning grows.	Develop a shared definition of effective teaching amongst all educators	Observe lessons together using video or Lincoln Public School classrooms Discuss the instruction observed in relation to the Standards and Indicators of Effective Teaching Practice and the district's 5 Key Questions for Learning	Consistent articulation of effective teaching is observed during collaborative and coaching conversations. A higher level of shared understanding of effective teaching is demonstrated through teacher practice as observed by supervisors.		Lesson Videos Lincoln Public School Classrooms Bloom's Taxonomy	<u>Priority Leaders:</u> Principals Preschool Coordinator Assistant Superintendent Administrator for Student Services <u>Priority Implementers:</u> Educators	District Wednesday meetings as part of educator evaluation and Strategic Priority (B1) Faculty Meetings
Collaboratively scoring common assessments builds educators' common understanding of effective teaching and learning.	Develop a shared understanding of how common assessments inform instruction	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.		Common Assessments District Determined Measures (DDMs) Curriculum Leaders	<u>Priority Leaders:</u> Assistant Superintendent Curriculum Leaders Principals <u>Priority Implementers:</u> Educators	Two District Wednesdays: 9/25, 6/4 Curriculum Leadership Team (CLT) meetings Team meetings
Assessment design and student work are key indicators of effective teaching practice (also B2).	Develop understanding of cognitive demand and its relationship to student learning tasks and assessments	Provide professional development to administrators about cognitive demand (i.e., Bloom's Taxonomy) and practice applying	Administrators are able to identify whether learning and assessment tasks are at an appropriate level of cognitive demand as observed in coaching		Bloom's Taxonomy Research articles related to cognitive demand Student work samples	<u>Priority Leaders:</u> Superintendent Assistant Superintendent Administrator for Student Services Principals	<u>August 2013</u> Administrators' Retreat <u>October - June 2014</u> Administrative Council meetings

		to student work samples.	conversations.		Lesson videos	Preschool Coordinator <u>Priority Implementers:</u> Administrative Council	Coaching conversations
When educators observe model lessons and engage in discourse about teaching and learning, their practice improves.	Peer observations in several pilot classrooms will develop practices and models for use in the following year.	Provide voluntary opportunities for peer observations and scaffolding for reflective conversations Provide opportunities for teachers to model practices for their peers	Models and protocols for peer observations are completed and ready for use the following year Educator willingness to share best practices with colleagues increases		Coverage for teachers Peer observation protocols Cost of substitutes	<u>Priority Leaders:</u> Administrators Curriculum Leaders <u>Priority Implementers:</u> Curriculum Leaders Principals Educators	Curriculum Leader (CLT) meetings Two Team leader meetings <u>February - April</u> Peer observations

Strategic Priority Map for 2013-14

Lincoln Public Schools

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

Vision: Beliefs and Assumptions	Activities	Skills and Approaches	Outputs and Measures		Resources	Who is Responsible	Timeframe
When administrators are skillful observers of instructional practice, they are able to determine areas for targeted feedback and are able to assess quality of performance.	Priority Leaders will provide opportunities for Administrative Council members to practice their observation of teaching and learning. Administrative Council members will hone their vision of instructional practices related to the 5 Key Questions for Learning.	Administrative Council members will observe video lessons together and discuss observations in order to develop a shared understanding of effective teaching 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.	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. There is inter-rater reliability of assigning performance levels to instruction as measured during joint observations.		Lesson videos Lincoln classrooms Administrative Council	<u>Priority Leaders:</u> Superintendent Assistant Superintendent Administrator for Student Services <u>Priority Implementers:</u> Administrative Council members	<u>September - June</u> Administrative Council meetings Supervisory meetings Joint observations
When administrators provide timely, meaningful, targeted feedback, they support educator growth and improve instructional practice.	Administrative Council members will increase their skill with identifying areas for targeted feedback that both reinforces effective instruction and provides	Administrative Council members will carry out the above approaches to develop skill in identifying areas for targeted feedback.	Administrative Council members appropriately identify key areas of focused feedback as assessed by their supervisor during joint observations and review of written feedback.		Lesson videos Lincoln classrooms Administrative Council Research articles on effective feedback	<u>Priority Leaders:</u> Superintendent Assistant Superintendent Administrator for Student Services	<u>September - June</u> Administrative Council meetings Supervisory meetings Joint observations

	recommendations for growth. Administrative Council members will develop skill in writing effective targeted feedback and delivering feedback in a coaching stance.	Administrative Council members will discuss and craft written feedback together in joint observation sessions. Administrative Council members will assess and critique samples of written feedback for strengths and weaknesses. Administrative Council members will work with their supervisor to craft written feedback for their faculty.	Administrative Council members provide faculty with well crafted, targeted written feedback as observed by their supervisor	Outside consultant BaselineEdge	<u>Priority Implementers:</u> Administrative Council members	
When administrators provide educators with quality coaching, educators grow and their instructional practice improves.	Provide professional development about delivering meaningful feedback.	Administrative Council members will plan coaching conversations to deliver feedback during practice observation sessions, joint observations, and sessions with their supervisor.	Administrative Council members report observational evidence of growth based on coaching provided to faculty.	Research articles on effective feedback Outside consultant	<u>Priority Leaders:</u> Superintendent Assistant Superintendent Administrator for Student Services <u>Priority Implementers:</u> Administrative Council members	<u>September - June</u> Administrative Council meetings Supervisory meetings Joint observations

Strategic Priority Map for 2013-15

Lincoln Public Schools

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

Vision: Beliefs and Assumptions	Activities	Skills and Approaches	Outputs and Measures		Resources	Who is Responsible	Timeframe
When educators work in the context of a Professional Learning Community (PLC), more students make gains towards meeting specific learning goals	<u>In 2013-14:</u> Some teams will begin to develop shared student learning goals and reflect on practices. <u>In 2014-15:</u> Develop a shared understanding of how PLCs function well to carry out a plan to meet student learning goals.	<u>In 2014-15:</u> Educate educators about models of effective Professional Learning Communities (PLC) collaborative practices	<u>In 2013-14:</u> Reflect on efforts and results of the shared learning goals. <u>In 2014-15:</u> A set of criteria that describe essential qualities of a Professional Learning Community (PLC) and its collaborative process Examples of LPS Professional Learning Community (PLC) efforts to meet criteria		professional literature on Professional Learning Communities (PLCs); examples from other districts Outside experts	<u>Priority Leaders:</u> Assistant Superintendent, Principals, Team Leaders <u>Priority Implementers:</u> Educators	2014-2015

Strategic Priority Map for 2013-15

Lincoln Public Schools

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

Vision: Beliefs and Assumptions	Activities	Skills and Approaches	Outputs and Measures		Resources	Who is Responsible	Timeframe
When educators have opportunity to learn and develop skill in defining and using learning targets/objectives and criteria for success, student performance will improve.	School leaders will provide school-based opportunities for educators to define, craft, and begin to use learning targets/objectives and “look fors” School leaders provide opportunity for educators to develop skill in using assessment related to learning targets/objectives.	Investigate the importance and use of learning targets Write and post learning targets/objectives and “look fors” (verbally and visually); use with students throughout learning Use specific criteria for success/student “look fors” to guide assessment	Educators can use learning target/objectives and describe the impact on student learning with examples from practice Educators can create and use assessments with clear “look fors”/criteria and analyze student results		Learning target book Heidi Fessenden Assistant Superintendent Collection of resources	<u>Priority Leaders:</u> Principals/ Preschool Coordinator Curriculum Leaders <u>Priority Implementers:</u> All Educators	Faculty meetings Five school-based Wednesdays: 10/9, 11/20, 1/15, 2/5, 4/16 Administrator/educator conversations
When educators refine their practice to increase authentic learning experiences for students, student engagement will rise.	Educators will have opportunities to advance their knowledge of authentic learning and apply their understanding to refine current curriculum and instruction	Build a common understanding of authentic learning Provide time and collaboration to work on lesson and unit planning Develop district exemplars in practice	Pilot student engagement survey results (B2) Samples of educator experiences and reflections		Videos of lessons Demonstration and modeling among faculty Student work provided by faculty Speaker facilitators for Institute Day	<u>Priority Leaders:</u> Principals/ Preschool Coordinator Curriculum Leaders <u>Priority Implementers:</u> All Educators	Faculty Meetings School-based Wednesdays: 10/9, 11/20, 1/15, 2/5, 4/16 <u>January 21, 2014</u> Institute Day

Strategic Priority Map for 2013-15

Lincoln Public Schools

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

Vision: Beliefs and Assumptions	Activities	Skills and Approaches	Outputs and Measures		Resources	Who is Responsible	Timeframe
Assessment design and student work are key indicators of effective teaching practice (also A1).	Develop understanding of cognitive demand and its relationship to student learning tasks and assessments	Provide professional development to administrators about cognitive demand (ex. 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		Bloom's Taxonomy Research articles related to cognitive demand Student work samples Lesson videos	<u>Priority Leaders:</u> Superintendent Assistant Superintendent Administrator for Student Services Principals Preschool Coordinator <u>Priority Implementers:</u> Administrative Council	<u>August 2013</u> Administrators' Retreat <u>October - June 2014</u> Administrative Council meetings Coaching conversations
When students are motivated, challenged, and connected to their learning, their engagement increases.	Explore student aspirations research Pilot DESE student feedback survey	Provide educators with information about student aspirations and engagement through presentations, webinars, and articles Pilot the DESE student feedback survey	Presentations, access to resources Pilot student engagement survey results		Quaglia Institute DESE pilot Bloom's Taxonomy	<u>Priority Leaders:</u> Superintendent <u>Priority Implementers:</u> Principals Educators	Opening Day Community Meeting <u>September 2013</u> DESE webinar re: pilot student feedback survey - 9/18/13 Possible survey dates TBD <u>January 21, 2014</u> Institute Day

Strategic Priority Map for 2013-15

Lincoln Public Schools

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

Vision: Beliefs and Assumptions	Activities	Skills and Approaches	Outputs and Measures	Resources	Who is Responsible	Timeframe
Continued alignment to new English Language Arts (ELA) standards will strengthen specific aspects of our curriculum and instruction.	<u>Grade K-5:</u> Raise level of consistent practices in Balanced Literacy Instruction, pilot District Determined Measures (DDMs) <u>Grade K-8:</u> Continue focus on Informational Reading, three types of writing, and using digital resources, especially in the context of research	Use recently-developed documents on balanced literacy in Common Planning Time (CPT) and faculty meetings, led by English Language Arts (ELA) leader. District curriculum meetings ELA leader work with Curriculum Leader Team (CLT) to ensure focus Work with Instructional Technology Specialists (ITS) and Library/Media to plan and carry out district meeting 1/29	Examples of revised units and student work K-8 District Determined Measures (DDMs) piloted 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	DESE materials Revised Lincoln Learning Expectations District-developed balanced literacy statement and grade level charts of instructional planning Common Planning Time (CPT) at each grade level K-5	<u>Priority leaders:</u> Assistant Superintendent English Language Arts (ELA) Curriculum Leader Literacy Specialists <u>Priority Implementers:</u> All teachers of ELA, PreK-8	Monthly Common Planning Time (CPT) meetings; grades K-5 District Curriculum Wednesdays: 9/25, 11/13, 12/4, 1/29, 4/2, 6/4 Faculty meetings <u>February 6, 2014</u> School Committee Report
Continued alignment to new mathematics standards will strengthen the content of instruction and the practices students use to solve math problems.	<u>Grade K:</u> Learn new curriculum materials and assessments; pilot District Determined Measures (DDMs) <u>Grades 1-5:</u> Work with new grade level guides and assessments; pilot District	K math specialist plans and leads three designated Wednesdays plus ½ day release time and Common Planning Time (CPT) time Common Planning Time (CPT): Math specialists plan and lead PD on 11/13 and 12/4, including Open Response work	<u>K-5:</u> Revised curriculum materials and teacher guides in K-5 math Open Response question administered and data available for district review and analysis <u>K-8:</u> District Determined Measures (DDMs) piloted	DESE materials Revised "Lincoln Learning Expectations" District-developed grade level curriculum materials and assessments on Google Drive	<u>Priority leaders:</u> Assistant Superintendent Math Curriculum Leaders; Math Specialists <u>Priority Implementers:</u> All teachers of Math, PreK-8	Monthly Common Planning Time (CPT) meetings; grades K-5 District Curriculum Wednesdays: 9/25, 11/13, 12/4, 1/29, 4/2, 6/4 Faculty meetings <u>May 22, 2014</u> School Committee Report

	Determined Measures (DDMs) <u>Grades 6-8:</u> Work with different levels of math courses; develop new math courses; develop new Algebra 1 course; pilot District Determined Measures (DDMs)	Middle school math specialists consult with teachers at department meetings	<u>6-8:</u> Course revisions completed; data available on 6E & 7E student performance, Algebra I course developed		Common Planning Time (CPT) at each grade level K-5 New Algebra I texts	
Knowledge about state plans for alignment to new science standards will prepare educators for beginning implementation in 2014-15	<u>Grade 6-8:</u> Study <i>Next Generation Science Standards (NGSS)</i> with new leader; determine likely adjustments <u>Grade K-5:</u> Learn about state plans for new standards and district steps	Science leader follow up on summer discussions with teachers; study state updates and NGSS, plan budget and summer PD; lead 4/2/14 Wednesday with focus on several elementary grades	Recommendations for K-5 and 6-8 science course adjustments completed for Phase I Plans for summer work developed and advertised		<i>Next Generation Science Standards</i> DESE information about steps towards adoption of new standards	<u>Priority leaders:</u> Assistant Superintendent Science and Engineering Curriculum Leader Science Specialist <u>Priority Implementers:</u> All teachers of Science, K-8 District Curriculum Wednesdays with 6-8 Science teachers: 9/25, 11/13, 12/4, 1/29, 4/2, 6/4 Spring District Curriculum Wednesday for K-5: 4/2? <u>April 2014</u> Faculty Meeting presentation <u>May 2014</u> School Committee Report

Strategic Priority Map for 2013-15

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

Vision: Beliefs and Assumptions	Activities	Skills and Approaches	Outputs and Measures		Resources	Who is Responsible	Timeframe
A Data Systems Team will oversee and help the district focus on evolving issues and decisions in data use.	Launch a Data Systems Team	Convene Data Systems Team and articulate purpose and responsibilities.	List of members, statement of purpose and responsibility, and schedule of meetings		Similar data systems teams in other districts Educators from outside agencies such as Research for Better Teaching (RBT)	<u>Priority Leaders:</u> Assistant Superintendent and Technology Director <u>Data Systems Team</u> Assistant Superintendent Technology Director Data Manager ELA and Math Leaders Administrator for Student Services METCO Director	<u>September/October 2013:</u> during the work day
Collection for the district should focus on the most important questions to answer about student growth	Develop a prioritized list to be reviewed and finalized by Administrative Council	Generate a list of the key questions with input from all stakeholders	Prioritized list of key questions that stakeholders have identified		DESE guidelines and expectations about District Determined Measures (DDMs) WestEd, Learning Innovations	<u>Priority Leaders:</u> Data Systems Team <u>Priority Implementers:</u> Principals Math and Literacy Specialists Curriculum Leadership Team (CLT)	<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
The collection and analysis of data elements should be meaningful to district decision-making, instruction, and	Work with curriculum leaders and principals to verify the list of data already collected Determine a list of the key data elements to	Cross-reference questions with the list of data currently collected Identify data "gaps" and what other assessments/data could fill	Prioritized list of questions and corresponding data needs		Body of knowledge in-house and from other districts and states DESE DDM guidelines/recommendations	<u>Priority Leaders:</u> Data Systems Team <u>Priority Implementers:</u> Administrative Council	<u>October/November 2013</u> School Committee: Mid-year Goals Update Administrative Council Meetings

assessment	answer the identified questions.	those gaps		Resource books and articles		
Assessment tools and data management systems must be effective and efficient.	Develop evaluation rubrics for assessment tools and data management systems that are informed by the district's data needs Evaluate current data systems using rubrics Procure new systems and texts as needed	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 Rubric development by Data Systems Team RFP development	Assessment tools and data systems evaluated and/or selected through a rigorous evaluation process	Budget resources for purchase of assessment tools and data management systems, as needed Model rubrics and RFPs from other districts	<u>Priority Leaders:</u> Technology Director Business Administrator Data Systems Team	<u>September 2013:</u> Improvement Initiative: Budget Placeholder <u>November/December 2013:</u> Voluntary focus groups after-school on both campuses <u>December 2013:</u> Development of rubrics and evaluation of existing data systems in <u>February 2014:</u> RFP(s) if required
Effective implementation of assessment tools and data management systems should be planned to focus on strategic priorities in the 2014-15 school year	Develop an implementation plan for any new assessment tools and data management systems	Develop a technical implementation plan including integration with our existing systems (SIS, benchmarking systems, etc.) Plan for professional development for faculty	Project plan	Examine similar plans in other districts	<u>Priority Leaders:</u> Technology Director Data Systems Team	<u>Winter/Spring 2014</u> Spring 2014: School Committee Report

Strategic Priority Map for 2013-15

Lincoln Public Schools

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

Vision: Beliefs and Assumptions	Activities	Skills and Approaches	Outputs and Measures		Resources	Who is Responsible	Timeframe
District-Determined Measures (DDMs) should be meaningful and manageable	Determine DDMs already in place; decide on those needing revision; designate some to be developed for pilot	Review and evaluate current LPS Common Assessments; evaluate with criteria; develop or select new assessments	List of pilot DDMs: Report to State due 9-30-13 Report to School Committee		ESE Resources FY15 Budget initiative for purchase of assessments (math?)	<u>Priority Leaders:</u> Assistant Superintendent Curriculum Leaders Principals Technology Director Student Services Coordinators <u>Priority Implementers:</u> PreK-8 Educators Curriculum Leaders and Literacy/Math Specialists facilitate administration, scoring, and data entry	<u>September-October 2013</u> Curriculum Leadership Team meets 9/4 Administrative Council Team Leader Meetings <u>October 10, 2013</u> School Committee Report
When PreK-8 educators pilot DDMs, new insight will be gained about which measures result in valuable information about student learning.	PreK - 8 educators administer pre-assessment and baseline measures of all pilot DDMs	Develop understanding of validity and reliability Administer assessments with attention to validity and reliability Score collaboratively; enter data in templates	Pre-K-8 scored baseline assessments for designated measures are completed Educators will be able to use baseline information and describe how it influences instructional planning		Current LPS Common Assessments Information about measurement FY15 Budget initiative for purchase of online benchmark assessments data storage and analysis tool	<u>Priority Leaders:</u> Assistant Superintendent Curriculum Leaders Principals Technology Director Student Services Coordinators <u>Priority Implementers:</u> PreK-8 Educators Curriculum Leaders and Literacy/Math Specialists facilitate administration, scoring, and data entry	<u>September-December 2013</u> Wednesday meetings: 9/25; 11/13, 12/4
Assessment results should help tell the	Administer post assessments; score	Develop skill in analyzing student performance	Results and analysis about growth are available to		Purchased assessments and online data storage/ tools	<u>Priority Leaders:</u> Assistant Superintendent	<u>March - May 2014</u> Common Planning Time

story of our students growth	collaboratively; analyze data; draw conclusions. Contribute to plan for 2014-15	against growth goals; critique 2013-14 assessments and approaches	educators and administrators A revised District-Determined Measures plan submitted to School Committee		Measurement information	Curriculum Leaders Principals Technology Director Student Services Coordinators <u>Priority Implementers:</u> PreK-8 Educators Curriculum Leaders and Literacy/Math Specialists facilitate administration, scoring, and data entry	(CPT) and Wednesday meetings: 1/29, 4/2, 6/4 Meetings of Curriculum Leadership Team Administrative Council Literacy and Math Specialists meetings
An assessment plan is strengthened through broad input and investment	Develop a DDM plan for the district and state	Analyze quality of assessments piloted; use input from admin and teachers to map effective plan	Submit plan to state due 6/1/14		Results of first round of assessments	<u>Priority Leaders:</u> Assistant Superintendent Curriculum Leaders Principals Technology Director, Student Services Coordinators <u>Priority Implementers:</u> PreK-8 Educators Curriculum Leaders and Literacy/Math Specialists facilitate administration, scoring, and data entry	<u>January - May 2014</u> Team Leader meetings Curriculum Leadership Team meetings Administrative Council dates <u>May 8, 2014</u> School Committee Report

Strategic Priority Map for 2013-15

Lincoln Public Schools

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

Vision: Beliefs and Assumptions	Activities	Skills and Approaches	Outputs and Measures		Resources	Who is Responsible	Timeframe
When educators are skilled in using data, they are better able to adjust instruction and differentiate for a range of learners.	Educators will develop skill in establishing baseline/pre-assessment measures and benchmark/post-assessment measures. Plan greater skill development for the 2014-15 school year	Pilot District-Determined Measures (DDMs) with attention to valid baseline and benchmark measures. Focus on student growth from baseline to benchmark measures	Each subject has baseline and benchmark measures for pilot DDMs, and analysis informs DDM plan for 2014-15 (C2). Plan for professional development for 2014-15 (A3).		DESE resources for data collection and analysis; module training for Educator Evaluation Books and articles on data use Data systems (see C1) .	<u>Priority Leaders:</u> Assistant Superintendent Curriculum Leaders Principals <u>Priority Implementers:</u> Educators	<u>September-June School Year</u> Spring summary to be used for development of strategic priorities and summer professional development

Strategic Priority Map for 2013-15

Lincoln Public Schools

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

Vision: Beliefs and Assumptions	Activities	Skills and Approaches	Outputs and Measures		Resources	Who is Responsible	Timeframe
Skillful differentiation depends on well targeted assessment practices.	<u>2013-14:</u> Educators will pilot District-Determined Measures (DDMs) (C2) and other assessment tools Educators will continue using standards-based assessment approaches to determine student needs and progress with a focus on “high needs” students (D2). <u>2014-15:</u> Educators will use DDMs and other assessment measures to assess their students’ skill and develop new approaches for differentiated instruction.	<u>2014-15:</u> Provide professional development for using the district plan for DDMs and other assessment tools as a basis for differentiation Educators will collaborate to determine student needs, develop targeted differentiation approaches, and share results with team members.	<u>2014-15:</u> A district set of examples of differentiation strategies connected to DDM results and targeted to student needs		Current programs in place for “Goal Focused Intervention Plans” (GFIPs), technology tools, software and subscriptions, educator-developed resources Expertise and coaching: Special educators, math and literacy specialists, instructional technology specialists, curriculum leaders	<u>Priority Leaders:</u> Assistant Superintendent Principals Curriculum Leaders and Specialists Instructional Technology Specialists <u>Priority Implementers:</u> Educators	2014-2015

Strategic Priority Map for 2013-15

Lincoln Public Schools

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

Vision: Beliefs and Assumptions	Activities	Skills and Approaches	Outputs and Measures		Resources	Who is Responsible	Timeframe
When educators monitor student progress, instruction is informed and student learning is positively impacted.	Educators will analyze student work to identify targeted needs in “high needs” populations. Educators use analysis of student work to plan instruction.	Principals and curriculum leaders will use protocols to lead data meetings and analysis of student work. Literacy and math specialists provide coaching to assist faculty in the analysis of student work to identify targeted needs and approaches to instruction.	Changes in educators’ teaching strategies as observed by supervisors and documented in self-reflection Service delivery is differentiated based on data from common assessments. Analysis of student growth for “high needs” populations as presented in School Committee report re: achievement gaps		Student work Common assessment data Educator Common Planning Time	<u>Priority Leaders:</u> Assistant Superintendent Principals Curriculum Leaders Administrator and Coordinators for Student Services Preschool Coordinator <u>Priority Implementers:</u> Educators	<u>September - June</u> Grade level Common Planning Time District-wide Wednesdays <u>November 21, 2013</u> School Committee Report
When students are emotionally, socially, and medically prepared to engage in academics, they are better able to access curriculum and engage in learning.	Social workers will utilize research based interventions School Nurses will develop and implement Individual Health Care Plans Preschool educators will use Devereaux	Provide consultation services to social workers and school psychologists related to research based interventions. Social workers and psychologists will implement research based interventions to	Students meet individual counseling goals that are tied to student achievement (increases in: time in class, self-advocacy skills, students seeing themselves as successful learners, managing feelings, cooperation skills, etc.). Individualized HealthCare Plans		Consultants Collaboration Time	<u>Priority Leaders:</u> Administrator for Student Services Principals Coordinators for Student Services METCO Director Preschool Coordinator <u>Priority Implementers:</u> Educators	<u>September - June</u> District-wide Wednesdays Professional development as needed

	<i>Early Childhood Assessment (DECA)</i> assessment to track student growth	successfully work with students to develop social/emotional skills and strategies. Preschool educators will analyze DECA results	DECA scores display growth from fall to spring			Social Workers School Psychologists School Nurses Preschool Educators	
When students have strong academic vocabulary, they gain better access to curriculum.	Speech Language Pathologists (SLPs) and English as a Second Language (ESL) educators continue to develop strategies for direct teaching of academic vocabulary. SLPs and ESL educators consult and collaborate with general education educators to provide vocabulary development opportunities for students.	SLPs and ESL educators consult with general education educators to determine vocabulary focus for direct teaching of curriculum-based vocabulary. Speech/Language Team and ESL Team shares resources and strategies to improve their repertoire.	Student performance will meet individually targeted vocabulary goals from baseline to benchmark Students will be observed using vocabulary strategies within the classroom.		Speech/Language Pathologists ESL Educators Vocabulary development materials	<u>Priority Leaders:</u> Administrator for Student Services Assistant Superintendent Coordinators for Student Services <u>Priority Implementers:</u> Classroom Teachers Speech/Language Pathologists ESL Educators Special Education Educators	<u>September - June</u> District-wide Wednesdays: 9/25, 11/13, 12/4, 1/29, 4/2
Students with age-appropriate fine and gross motor skills can more easily access the curriculum.	Therapists will apply new learning about therapeutic intervention to increase students' motor skills.	Provide time and resources for therapists to expand their knowledge of intervention approaches/services for use with students.	Increase in student fine and gross motor skills/stamina, postural strength for sitting and completing table-top tasks from baseline to benchmark		Well-planned and set-up motor spaces across the district Appropriate materials available to students	<u>Priority Implementers:</u> Occupational Therapists Certified Occupational Therapy Assistants (COTA) Physical Therapist Physical Therapy Assistant	<u>September - June</u> District-wide Wednesdays: 9/25, 11/24, 1/29, 4/2

Strategic Priority Map for 2013-14

Lincoln Public Schools

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

~ To be submitted at a later date ~