

Lincoln School

SCHOOL IMPROVEMENT PLAN 2016-2017



School Council Members

Cindy DeChristofaro- 5-8 Parent
John Lynch- 5-8 Parent
Audrey Kalmus- K-4 Parent
Cathie Bitter - K-4 Parent
Scot Dexter - K-4 Teacher
Claudia FoxTree - 5-8 Teacher
Jaime Moody - 5-8 Teacher
Gina Halsted - Community Member
Sarah Collmer - Principal K-4
Sharon Hobbs - Principal 5-8

Assessment of School Strengths and Areas of Focus

Last year we made a great deal of progress in the areas of creating clear expectations for our students and building community as K-4 and 5-8; and as a K-8 school. The K-4 developed the Lincoln School CARES acronym and lessons to explicitly teach students and reinforce cooperation, advocacy, respect, empathy and safety. The 5-8 reinvested in Developmental Designs and explicit use of the social contract as a way to teach and reinforce behavioral expectations.

We had a meaningful K-8 community event last spring at the “Buddy Class Art Show” event. Elementary and middle school classes were paired together to view the District Art Show and students had conversations. The students and teachers were able to find common elements of art that spanned the K-8 in the show, and shared an experience with each other that introduced students from different grades to each other in a more structured way. Faculty feedback was very positive and most importantly, it was a way to connect the students in all grades. Several connections between grade levels and students took place last year and will continue this year: Writing Buddies (2nd and 5th), Student Mentors (8th with 3rd), Kindergarten and Grade 3, and Grades 1 and 4 Reading Buddies, Multigrade Pages in the Library, and Community Service Extension (7th and 8th Graders volunteering in K-4 classrooms).

The District Professional Development modules provided great learning opportunities in Small Group Reading, Differentiated Instruction, and Collaborative Practices. Faculty members expressed a desire for more time to implement strategies and practices from the modules, which will be provided this year.

The goals presented in this School Improvement Plan are extensions of last year’s work. We seek to strengthen our capacity to respond consistently to students’ social, emotional and academic needs through increased awareness of cultural backgrounds, social emotional competencies, and academic strengths and areas for growth. These goals support the teachers in their deepening understanding of collaborative practices that carry across teams and disciplines to benefit student learning.

Rationale for Goals

Goal 1: K-4 Faculty will implement school wide expectations and develop a shared understanding of the skills, strategies and supports that meet the social emotional needs of each student.

Last year, the K-4 faculty made solid progress in establishing consistent behavior expectations. This fall, we have launched the Lincoln School CARES motto as a way to communicate about and remember our school-wide behavior expectations: Cooperate Advocate (or Ask) Responsible Empathy Safe. These expectations are positive expectations and linked to the *Growth as a Learner* standards on the report card, and they are aligned with the first tier in the PBIS (Positive Behavior Interventions and Support) framework that is for all students, all staff, and all settings. We are now ready to identify and refine Tier I (Universal), Tier II (Targeted), and Tier III (Intensive) supports and interventions for students who have difficulty meeting the expectations. The Faculty Advisory Committee will review research and schools that have implemented the PBIS framework, and prepare a draft manual for the faculty and staff.

Goal 2a. K-4 Faculty will implement an instruction block for targeted instruction for all students.

Last summer and fall there were several meetings (1:1 and small groups) through which the faculty shared with the Principal aspects of the school that are greatly valued, and areas that they would like to see improved. Two common themes for improvement were a desire to “work smarter” and scheduling. Thus, the scheduling committee was formed. The committee reviewed faculty input, looked at schedules from other schools, and discussed how we might be able to address some of the challenges. The idea of an instructional block dedicated to targeted instruction for all students was recommended to help with efficiency of planning, maximize the use of resources (time and staffing), and strengthen student programming. In some schools this schedule model is called intervention block, WIN (What I Need) Block, Teacher Choice, or not named anything at all, just part of the day. The faculty took on the challenge and will be experimenting with different models and approaches throughout the year.

Goal 2b. When students are seen and truly known as learners and people, they are able to take risks that will further their learning.

By knowing students well, teachers will be better able to provide for their needs as learners. During the differentiated instruction module, it became clear that students need to be understood through multiple lenses,

and that the faculty was ready to do this work. Over the summer, a small group of faculty with the 5-8 principal, worked to create a series of professional development meetings that would help us to know our learners through multiple lenses and meet their needs in a variety of ways. This work extended our behavior work from last year as well, in that creating routines and rituals in classrooms keeps students safe because they know the expectations and can then give their attention to the academic content. By the end of the year, we will have looked at brain research and how it connects to culturally responsive teaching; differentiated instruction as a way to think about our interactions with our students (from different ways to show understanding to things as small as differentiated questions in a conversation); and we will have tried and reported on our own strategies in classrooms. Another pressing reason for this goal is the current climate of our world. Students in middle school are more aware of their world and of their own identity as a citizen of the world. We as faculty have to have comfort with speaking with students about their experiences, which necessitates relationships beyond content delivery.

Goal 3: 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 last year, faculty learned about the professional learning community (PLC) model and explored the guiding questions that drive the work of a PLC. Faculty have formed their PLCs and are developing student-focused goals. They will have 5 meeting times and will report out on their work at the end of the year.

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

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

School Based Goal 1

K-4 Faculty will implement school wide expectations and develop a shared understanding of the skills, strategies and supports that meet the social emotional needs of each student.

Activities	Outputs; Measures	Resources	Individuals Involved	Timeframe
Implement School-Wide Expectations - Lincoln School CARES	Materials for recognition system	CARES lessons	Faculty, Staff, Principal, CARES Team	October- implement lessons Ongoing – review expectations on a regular basis, recognitions for meeting expectations
Define supports and interventions Develop data collection and analysis	Manual of supports and interventions for Tier I (<i>Universal</i>), Tier II (<i>Targeted</i>), Tier III (<i>Intensive</i>) Documents for incidents and behavior concerns System for recording behavior data	PBIS (<i>Positive Behavior Interventions and Supports</i>) materials, CASEL (<i>Collaborative for Academic, Social, Emotional and Learning</i>) materials, PBISWorld.com; Schools that have already implemented PBIS framework	Faculty Advisory Committee, Principal, Faculty	October - December research and school review January - March - develop manual April - May - faculty review June - Plan Implementation for 2017-18

Activities	Outputs; Measures	Resources	Individuals Involved	Timeframe
	Survey to determine if classroom and school climate and academic and behavioral outcomes were positively impacted by this work			
Professional Development workshop Allies, Achievers, and Risk-takers	Anecdotal information about “check-in” strategy Teacher reflections Student survey	Consultants: Jan Fovel and Bill Craft Workshop materials: Lists DESE Student Surveys	K-4 Faculty, METCO Director, Principal	Sessions: 9/14, 12/7, and 2/1
Report out to families and school community	Family updates Newsletter Principal’s Forum Classroom Newsletter, blogs, notes	All resources for goal 1; faculty reflection	Principal, Faculty	Fall, winter and spring updates

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School Based Goal 2a: K-4

K-4 Faculty will implement an instruction block for targeted instruction for all students.

Activities	Outputs; Measures	Resources	Individuals Involved	Timeframe
Intervention Block and Planning Implementation	Descriptions of intervention block Plans including student groupings, materials, and staffing	Faculty, Common Planning Time, Collaborative Practices, Faculty Meeting Time	Grade level teams, math and reading specialists, special educators	September/ October planning October/ November implementation Ongoing review
Reflection/Refine	Student data Observational data Professional reflection	Faculty meeting Common Planning Time	All faculty	January-February
Review and Next Steps	Survey Executive Report	Report Cards, field notes, reflections	Team Leaders, Scheduling Committee All Faculty	May-June

School Based Goal 2b: Grades 5-8

To know our learners, deeply and through a cultural lens, so that we can better differentiate instruction.

Activities	Outputs; Measures	Resources	Individuals Involved	Timeframe
Faculty meetings designed to build skills in differentiation and culturally responsive teaching	Agendas, faculty reflection	Zaretta Hammond "Culturally Responsive Teaching and the Brain" Videos, other readings	Principal, Small planning group, Gene Thompson-Grove	Up to 17 Monday and Wednesday faculty meetings in the 2016-2017 school year
Small Group work that will build faculty trust and capacity	Faculty reflections, evidence of classroom work (student work, team meeting notes)	Zaretta Hammond book, Carol Ann Tomlinson book "The Differentiated Classroom"	Principal, teachers	School Year 2016-2017

District Strategic Plan: Strategic Objectives

Educator Growth and Innovation: Educators demonstrate continual growth and professional collaboration built on a shared vision of effective teaching.

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 3: K-8

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

Activities	Outputs; Measures	Resources	Individuals Involved	Timeframe
Assist teachers as they form their collaborative practices groups and goals	Formal group lists, student learning goals	Faculty meeting times and time for conversations	Principals oversee planning and development of goals	Fall 2016
Coach groups as they work toward improving student learning outcomes	Meeting summaries, curriculum units, common assessments, student data and student work samples	Principals, Teachers, Five half-day sessions	Principals	Fall – Winter 2016-2017