

**Lincoln Preschool  
School Improvement Plan  
2011-2012**

**Lincoln Preschool Staff**

Lynn Fagan	Preschool Coordinator	Catherine List	Early Childhood Teacher
Diane Mackenzie	Preschool Team Leader/ Intensive Skills Teacher	Lynne Cushing	Early Childhood Teacher
Maureen Cullen	Early Childhood Teacher	Jennifer Wakeling	Early Childhood Teacher
Dayna Brown	Early Childhood Teacher	Sharon Reneris	Speech/Language Pathologist
Karen LoRusso	Early Childhood Teacher		

**Lincoln Preschool  
Lincoln Public Schools  
2011-2012 School Improvement Plan**

Goal	Strategies	Timeline	Evidence/Data	Performance Targets	District Goal(s)	Person Responsible
<b>Goal 1:</b> Pursue and achieve reaccreditation through the National Association for the Education of Young Children	<ol style="list-style-type: none"> <li>1. Apply for candidacy</li> <li>2. Engage in self-assessment process</li> <li>3. Teachers will prepare classrooms based on NAEYC standards</li> <li>4. Teachers will prepare classroom portfolios based on NAEYC standards</li> <li>5. Administration will prepare program portfolios based on NAEYC standards</li> <li>6. Regular classroom checks to ensure that staff have the opportunity to receive feedback on areas that need improvement</li> <li>7. Professional development opportunities (study groups and workshops) will focus on enhancing teachers' understanding of the NAEYC process</li> <li>8. Teachers will complete self assessment teaching surveys</li> </ol>	Sept.- Nov. 2011	Based on the site visit and the review of classroom and program portfolios, the Lincoln Preschool will score within acceptable range to achieve accreditation.	The Lincoln Preschool will meet all criteria and receive accreditation through the National Association for the Education of Young Children.	Teacher Excellence and Professional Development	Central Administration, Preschool Coordinator, Teachers, and Paraprofessional support staff

	9. Parents will be asked to provide feedback regarding their opinions of the preschool program					
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Goal	Strategies	Timeline	Evidence/Data	Performance Targets	District Goal(s)	Person Responsible
<b>Goal 2:</b> To promote the importance of reading regularly to preschool children and to implement a home reading program for families	<ol style="list-style-type: none"> <li>1. Parent Informational Sessions regarding literacy development</li> <li>2. Preschool Focus Group – literacy development in preschool students</li> <li>3. Administer the Dibels assessment at periodic intervals during the school year</li> <li>4. Analyze the Dibels results as a team</li> <li>5. Implement a pilot book in a bag program</li> <li>6. Identify resources needed to provide a book lending program</li> <li>7. Establish a book lending program</li> </ol>	Sept. 2011- June 2012	Parent Surveys (pre and post)  Preschool Literacy Assessments (Dibels)	Based on the results of the pre-survey, the percentage of parents reading to their children will increase by 15% during the school year.	Curriculum, Instruction and Assessment	Administration, Faculty (All teachers), Paraprofessional support staff, parents

Goal	Strategies	Timeline	Evidence/Data	Performance Targets	District Goal(s)	Person Responsible
<b>Goal 3:</b> To improve the use of paraprofessionals within the preschool to facilitate improved student interactions.	<ol style="list-style-type: none"> <li>1. Facilitate frequent communication between teachers and paraprofessionals</li> <li>2. Provide clear expectations regarding the role of paraprofessional</li> <li>3. Provide training regarding strategies to increase facilitation of play and social language</li> <li>4. Provide training regarding data collection</li> </ol>	Sept. 2011-June 2012	<p>Faculty/staff surveys (pre and post)</p> <p>Observations Analyze data collections and feedback</p>	The Lincoln Preschool will increase paraprofessionals' facilitation of student interactions by 20% based on survey results and classroom observation/data.	Teacher Excellence and Professional Development	Preschool Coordinator, Teachers, and Paraprofessional support staff

Goal	Strategies	Timeline	Evidence/Data	Performance Targets	District Goal(s)	Person Responsible
<b>Goal 4:</b> To improve communication within the preschool team by identifying strategies and protocols to support the collaboration between teachers of Lincoln and Hanscom.	<ol style="list-style-type: none"> <li>1. Implementation of a weekly newsletter sharing the responsibilities and expectations for the week</li> <li>2. Identify areas of shared interests to utilize in planning professional development</li> <li>3. Provide opportunities for collaboration</li> </ol>	Sept. 2011-June 2012	<p>Staff pre and post surveys</p> <p>Observations</p>	The Lincoln Preschool will improve communication based on post surveys.	Leadership and School Culture	Preschool Coordinator, and teachers

	4. Plan preschool events and activities that promote collaboration					
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Goal	Strategies	Timeline	Evidence/Data	Performance Targets	District Goal(s)	Person Responsible
<b>Goal 5:</b> To improve communication regarding the preschool, the application process and to develop and implement a preschool summer support plan.	<ol style="list-style-type: none"> <li>1. Identify areas for improvement regarding the application process</li> <li>2. Implement action steps to address areas of weakness including but not limited to: the development of a FAQ brochure, develop and implement an online application process and create welcome packets for families.</li> <li>3. Identify and address areas for continued improvement including but not limited to the Lincoln Preschool website and a summer bulletin board.</li> <li>4. Train all staff that work in the summer about the Lincoln Preschool and how to direct parents in their inquiries.</li> </ol>	Sept. 2011-June 2012	<p>Faculty/staff surveys (pre and post)</p> <p>Observations</p> <p>Data analysis</p>	The Lincoln Preschool will implement a summer support plan regarding the application process based on identified areas of need.	Leadership and School Culture	Preschool Coordinator, Teachers, and Paraprofessional support staff, Administrative Assistants and Secretaries

Goal	Strategies	Timeline	Evidence/Data	Performance Targets	District Goal(s)	Person Responsible
<p><b>Goal 6:</b> To improve the preschool's capacity to work with students identified with developmental delays.</p>	<ol style="list-style-type: none"> <li>1. A team from the Lincoln Preschool will participate in a professional development program that focuses on the collaboration of school based teams and hospitals in working with students with developmental delays.</li> <li>2. The Lincoln Preschool team will analyze the feedback from case studies.</li> <li>3. The Lincoln Preschool team will utilize the collective inquiry process to identify and implement strategies and supports for the classrooms.</li> </ol>	<p>Nov. 2011-June 2012</p>	<p>Faculty/staff surveys (pre and post)</p> <p>Observations</p> <p>Data analysis</p>	<p>The Lincoln Preschool will participate in professional development opportunities and implement strategies and supports to be utilized in the preschool classrooms.</p>	<p>Curriculum, Instruction and Assessment</p>	<p>Preschool Coordinator, teachers, and therapists</p>

## **Introduction**

The 2010-2011 School Improvement Plan has been developed by the Hanscom Primary Advisory Council and presents goals and planned activities for the continual growth of our school. The goals and activity plans presented in this document are aligned with the goals of the Lincoln Public Schools.

## **Advisory Council Members**

Randy Davis, Principal  
Juana Lance, Parent  
Beth Massie, Parent  
Lisa Pizarro, Hanscom Community Rep  
Terri Russell, Teacher

## **General School Statement**

*The Hanscom Primary School is a part of the Lincoln Public Schools and educates Military dependents that reside on Hanscom Air Force Base. As a school that services a military community we turn over one third of our population every year. We work hard at communicating our vision and curriculum to new families and have been gratified by the positive statements our new families have heard, at bases throughout the United States, about our school. That being said, we are always looking at ways to better support our families, better communicate our mission and improve our teaching and learning. One step in meeting this goal is the development of our yearly School Improvement Plan, developed with input from our staff and our School Advisory Council, and aligned with the goals of the District.*

*We currently have 13 classes in grades K-3 and, based on best estimates for enrollment, have budgeted for 12 sections for the '10-'11 school year. Until all base housing is completed this number is difficult to predict. We are proud of the recent reaccreditation of our kindergarten program by the National Association for the Education of Young Children (NAEYC). We are excited at the prospect of including, within our school, two preschool classes for the upcoming school year. Throughout the nation the call for preschool public education for all has been sounded. We are excited to be a part of this new district program, taking a first step towards this important educational opportunity. We are a full inclusion school where our special education students are a part of our regular education classrooms. Small class size, special education tutors, teacher assistants and, most importantly, highly qualified teachers provide all of our students with an educational program that fosters learning for all students and challenges them to achieve.*

*The Hanscom Primary School aims to keep student learning as the core of our vision, supported by creating a caring and respectful school community with a strong home-school partnership. We use the Responsive Classroom materials and training as the basis for our social-emotional learning. Our school Citizenship Agreement seeks to build a safe, caring, respectful, and hard working school community for all students and adults. We share with all the need to follow our school rules: "Be safe, be kind, and be a hard worker. As a Primary School learning to read is at the core of our mission. Our Reader's Workshop curriculum and instruction offers high-level comprehension enrichment for all students. This year we will be in year 3 of implementation of our District-wide mathematics program, Everyday Mathematics published by the Wright Group. We work to differentiate instruction to best meet the needs of all students. Third grade state testing (MCAS) in reading is administered in March and in mathematics in May. Special offerings next year will include science enrichment for students in grades 1-3, an after school math club for students in grades 2 & 3, reading and math intervention, Spanish language learning for grade 3 students, a rich arts program featuring weekly art and music classes, bi weekly wellness classes, library times for books and skill building and a monthly Community Meeting focusing on civics education. Providing an educational program that challenges all students to learn is always our highest priority.*

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*Our school focuses our yearly goals with a school wide theme, which carries over into an annual Curriculum Night for students and parents, as well as professional development for staff and special events for students. To compliment our District focus on writing instruction our school theme next year will be Write Away! We'll focus on improving teaching and learning in the area of writing. At the same time we'll be writing poetry and letters and helping our young learners to see the power of the written word. We'll continue to work on our community connections writing to deployed soldiers and learning about far away places by re energizing our travel bears program.*

*As a good school seeking to improve, we use our yearly goal setting to guide the way to achieve measurable results to impact our program and, most importantly, improve student learning. The goals in this plan will guide much of our work, however they are only a part of the work we do to improve. Moving forward we'll be working to insure that our social-emotional and wellness curriculum addresses the new state of Massachusetts anti-bullying legislation. A sustained focus on communication with parents and community through our district web site and teacher developed web pages, continued infusion of effort and efficacy behaviors to increase achievement and close achievement gaps, professional development in Responsive Classroom, continued work on revised standard based report cards, and more are all part of our ambitious agenda for the 2010-2011 school year.*

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<b>Goal: Improving Mathematics Instruction to Improve Student Learning By Using Data and Differentiated Instruction (year 3)</b>		
<b>Prepared by: Randy Davis</b>		<b>Date: May 2010</b>
<b>Results to be Anticipated:</b>	<i>Continued improvement of our implementation of Everyday Mathematics (year 3), resulting in higher student achievement. More extensive use of assessment data to inform differentiated instruction.</i>	
<b>Relationship to District Goals</b>	<i>Curriculum, Assessment &amp; Instruction Teacher Excellence &amp; Professional Development</i>	
<b>Benchmark Events and Timeline</b>	<p><i>Faculty will be involved in our third year of implementation of Everyday Mathematics. Focus will be on delving deeper into math content and using data for improving, and differentiating, instruction.</i></p> <ul style="list-style-type: none"> <li><i>o Teams will use assessments to set smart goals for improving teaching and learning.</i></li> <li><i>o Teachers will receive coaching from math specialist to assist with building content knowledge, using data to inform instruction and differentiation.</i></li> <li><i>o Teachers will use assessment data to differentiate instruction for students in need of intervention and enrichment.</i></li> <li><i>o Pilot Kathy Richardson web based assessment system at Grade 2. Teachers will work with Claire Groden, retired Mathematics Specialist through an LSF grant funded project. Half day training on Kathy Richardson Assessments for grade 2 teachers.</i></li> <li><i>o Grade 1 teachers will develop and pilot a tiered set of composite assessments of Everyday Math skills as an efficient way to assess entering students on skills needed for success in Everyday Mathematics.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>o Beginning in October, teams will use one common planning time per month to focus on mathematics improvement</i></li> <li><i>o On going-scheduled by need and request</i></li> <li><i>o Begin with fall assessments and ongoing /incorporate into all Instructional Support Team meetings</i></li> <li><i>o Assessment periods planned in early fall, winter, spring and end of year-focus will be on assessments recommended for Grade 2</i></li> <li><i>o Summer 2010</i></li> <li><i>o Composite assessments developed and available to be administered in the fall, winter and early spring.</i></li> </ul> <p><i>Late fall -Begin development of some differentiated lessons to support needs as</i></p>

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	<ul style="list-style-type: none"> <li>o <i>Develop short term introduction, and support materials to Everyday Mathematics for new students that are unfamiliar with the Everyday Mathematics program.</i></li> </ul>	<p style="text-align: center;"><i>indicated by assessments</i></p> <ul style="list-style-type: none"> <li>o <i>Interventionist and Mathematics Specialist will begin development in consultation with teams</i></li> </ul>	
<b>Individual's Involved</b>	<i>Randy Davis, Principal  HPS Team Leaders/HPS Teachers/HPS Paraprofessionals  Mathematics Specialist, TBH  Interventionist, TBH  Ellen Metzger, Mathematics Content Specialist</i>	<b>Resources Needed</b>	<i>Team Planning Time, Faculty Meetings  Math Coach/Specialist  LSF Grants Awarded to Grade 1/Grade 2 Teams  Mathematics materials as needed  Assessment database</i>
<b>Assessment Criteria</b>	<i>Increased effectiveness of curriculum and instruction as evidenced by mid and end of year assessments, MCAS data, observations  Increased opportunities for differentiated instruction, and student engagement, will be observed by principal as part of supervision and evaluation process  Kathy Richardson web based assessments piloted at grade 2  Everyday Mathematics Assessments for entering students developed and piloted at grade 1</i>		
<b>Looking ahead:</b>	<i>As we complete Year 3 of implementation of Everyday Math, I anticipate that this goal will be transitioned. Math goals will be based on need as we assess through the year or incorporated into a focus on data, differentiation and response to intervention.</i>		

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<b>End of Year Report:</b>	<p><i>Once a month, during grade level common planning time, teams worked on setting smart goals for improvement in mathematics. Grades 1, 2 &amp; 3 focused on improving student's ability on open response questions. This has been an area that showed a need for improvement. For example, at grade 2 the Smart Goal was: "the number of second graders scoring proficient or higher on determining the question being asked in a word problem will increase from 50% (as measured by word problem task 1 from section 1 on November 2) to 80% by December 3 (as measured by word problem task 1 from section 1). Results of this goal showed that 90% of students scored proficient or higher on determining the question being asked in a word problem. Assessment was given in January 2011.</i></p> <p><i>Retired Mathematics Specialist, Claire Groden carried out the pilot project with Kathy Richardson on line assessment data. For example, on the Hiding Assessment in the fall 40% of grade 2 students met the benchmark of 6 on Part 1-this increased in the winter to 62% of grade 2 students meeting the winter benchmark of 7+ for part 1-a net gain of 35%. It was a good learning year about which assessments were most useful and giving useful data. It took a long time to assess all the students. The plan for 2011-2012 would be to assess those students that require intervention, therefore requiring more data to inform good instruction.</i></p> <p><i>New Mathematics Specialist, Elaine Herzog did individual coaching, co teaching and team planning meetings. Her focus was on building content knowledge and assisting with differentiation of instruction. Some of her work resulted in mathematics centers being created to assist with differentiation.</i></p> <p><i>Throughout the year mathematics data was a part of the Instructional Support Team process and determined follow up interventions and differentiation of curriculum.</i></p>
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<b>Goal: Improving Language Arts Instruction to Improve Student Learning</b>		
<b>Prepared by: Randy Davis</b>		<b>Date: May 2010</b>
<b>Results to be Anticipated:</b>	<i>Writing curriculum developed and instruction that uses best practices in use Increase in reading proficiency</i>	
<b>Relationship to District Goals</b>	<i>Curriculum, Instruction &amp; Assessment Teacher Excellence and professional Development</i>	
<b>Benchmark Events and Timeline</b>	<ul style="list-style-type: none"> <li>○ <i>Summer Reading selection focusing on Gradual Release Model of Instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Purchase books in June/Staff reads selection July/August/Faculty Meeting in early fall</i></li> </ul>

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	<ul style="list-style-type: none"> <li>○ <i>Teachers will participate in summer Writing Institutes.</i></li> <li>○ <i>Faculty will work with Lincoln Learning Standards and best practice for teaching writing in order to develop and to implement a guaranteed writing curriculum for all students.</i></li> <li>○ <i>Continue Professional Learning Communities work through the use of data/smart goals, with a focus on language arts curriculum, instruction and differentiation.</i></li> <li>○ <i>Grade 2 will share their work on teaching effort behaviors and how to transfer to writing instruction.</i></li> <li>○ <i>Teachers will increase amount of time students spend on "Just Right" reading as part of their language arts block work board time.</i></li> <li>○ <i>Technology Workshop on using data and creating graphs to display data in meaningful form.</i></li> <li>○ <i>Fluency-continue fluency work by assisting classroom teachers to incorporate into their practice using Fluency Initiating Gestures (FIGS) program. Resource booklets will be developed as part of a LSF grant written by Lisa Falcone and Liz Paige</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>June 2010</i></li> <li>○ <i>Wednesdays as scheduled</i></li> <li>○ <i>Common planning time once per month/faculty meetings/IST</i></li> <li>○ <i>Faculty meeting to be scheduled</i></li> <li>○ <i>September-June</i></li> <li>○ <i>September 2010, ongoing support as needed</i></li> <li>○ <i>Resource booklets created and distributed in September</i></li> <li>○ <i>Fall faculty meeting or Wednesday meeting time to introduce resources and program</i></li> </ul>	
<p><b>Individual's Involved</b></p>	<p><i>Randy Davis, Principal  Elizabeth Paige, Reading Specialist  Lisa Falcone, Speech and Language Teacher  HPS Team Leaders/HPS Teachers  Judy Merra, Language Arts Content Specialist  Lisah Rhodes, Technology Integration Specialist</i></p>	<p><b>Resources Needed</b></p>	<p><i>District and School based opportunities for professional development  Wednesday meeting times/common planning times/faculty meeting times  Lincoln School Foundation Grant for Fluency Assessment Database</i></p>

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<b>Assessment Criteria</b>	<p><i>Student writing samples, along with principals observations as part of the supervision and evaluation process, will be used to collect data on writing practices and student learning</i></p> <p><i>Data will be collected to see improvement in fluency rates through the use of Dibels/Fountas &amp; Pinnell fluency assessments</i></p> <p><i>Diagnostic Reading Assessments, Fountas and Pinnell Benchmark Assessments and MCAS data will be used to collect data on reading proficiency</i></p> <p><i>Graphs used to display data as part of IST process as evidenced by review of IST paperwork</i></p>
<b>Looking ahead:</b>	<p><i>As a Primary School I anticipate that this goal will continue next year.</i></p>
<b>End of Year Report:</b>	<p><i>Principal's walk throughs, pre-observation conferences and observations give good evidence that teachers are planning more with the gradual release of responsibility method in mind. Furthermore, there was more evidence of all students engaged in authentic literacy activities. Writers' Workshop was scheduled four times per week and teachers implemented the workshop model as discussed during the summer work days. Grade 3 attended a professional development offering on the 6+1 Traits. As part of the supervision and evaluation process the principal used the Observation Guide to Writer's Workshop developed by Judy Merra to assist teachers to plan, reflect and implement the Writer's Workshop components.</i></p> <p><i>Progress was evident in writing instruction observed throughout the year. Student writing was an important source to see that instruction was impacting student writing. In the same way that teams used data for Smart Goals in mathematics, they also did so in writing. Student work gave evidence of the success of some of these goals. A good example was the first grade goal to improve students' ability to add more descriptive words and "bold beginnings." End of year exemplar papers give evidence of improvement in writing throughout the grades. Although a good first year, it will be important to keep a focus on writing moving into 2011-2012.</i></p> <p><i>Fluency...add here</i></p>

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<b>Goal: Write Away! – School Theme to Promote and Support Engagement in the Writing Process</b>			
<b>Prepared by: Randy Davis</b>		<b>Date: May 2010</b>	
<b>Results to be Anticipated:</b>		<i>Greater engagement of students in writing as an effective means of communication</i> <i>Creative teaching of uses of writing to communicate with others</i>	
<b>Relationship to District Goals</b>		<i>Curriculum, Instruction &amp; Assessment</i> <i>Teacher Excellence &amp; Professional Development</i>	
<b>Benchmark Events and Timeline</b>		<ul style="list-style-type: none"> <li>○ <i>Teams develop Write Away activities an curriculum connections</i></li> <li>○ <i>School theme introduced to parents during back to school coffees and Back to School Night for parents</i></li> <li>○ <i>Principal’s Choice Books</i></li> <li>○ <i>Travel Bears program reintroduced</i></li> <li>○ <i>Letter Writing activity</i></li> <li>○ <i>Curriculum Night on Write Away theme</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>September 2010</i></li> <li>○ <i>September 2010</i></li> <li>○ <i>Ongoing</i></li> <li>○ <i>Fall 2010</i></li> <li>○ <i>February 2011</i></li> <li>○ <i>April 2011</i></li> </ul>
<b>Individual’s Involved</b>		<i>Randy Davis, Principal</i> <i>HPS Faculty &amp; Staff</i> <i>HPS Families/HPS PTO</i> <i>Elizabeth Paige, Reading Specialist</i> <i>Judy Merra, language Arts Content Specialist</i>	<b>Resources Needed</b> <i>Faculty, school, team meeting time</i> <i>Principal’s choice books related to theme</i> <i>PTO support for special activities</i> <i>Purchase Travel Bears, as needed</i>

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<b>Assessment Criteria</b>	<p><i>Qualitative data collected through observations and conversations with students, teachers and parents</i></p> <p><i>Attendance and feedback of parents at Curriculum Night</i></p>
<b>Looking ahead:</b>	<p><i>School theme will be determined by staff in conjunction with school needs and district goals.</i></p>
<b>End of Year Report:</b>	<p><i>The Write Away! Theme worked well in conjunction with the District Goal. In particular, students and parents enjoyed Curriculum Night in May. Students did a variety of writing activities with their parents in classrooms and specials areas. Children shared their writing with parents and took the author's chair to share. All students received take home journals to keep their writing going at home. This night had a high rate of attendance this year.</i></p> <p><i>During the month of January students had a special program with author Brian Lies. For Principal's Choice books all classes received copies of his book Bats at the Library. In March, singing duo "Two of a Kind" did a concert for the whole school on our All Write theme.</i></p> <p><i>Throughout the year, many classes created special class and individual books, as well as writing poetry. Students really seemed to enjoy the Principal's mailbox in the front hall. Many students wrote notes and letters, some daily. The principal received many letters, including a whole class set from a kindergarten classroom.</i></p> <p><i>Letter writing was also part of our community service, with holiday letters to Veterans and to deployed service men and women. We also worked with the HAFB Martin Luther King Day planning committee to create a banner for the base breakfast. Using the book Martin's Big Words the children of HPS wrote words that were representative of the words and deeds of Dr. King.</i></p>

# Hanscom Primary School



School Improvement Plan

**2011-2012**

Beth Ludwig, Principal

### **School Council**

Beth Ludwig, Principal  
Lisa Pizarro, Community Representative  
Lisah Rhodes, Teacher  
Terri Russell, Teacher  
Joe Connell, Parent  
Jenna Douglas, Parent  
Celina Dugas, Parent

### **General School Statement**

The Hanscom Primary School is a part of the Lincoln Public Schools and educates Military dependents that reside on Hanscom Air Force Base. As a school that services a military community we turn over one third of our population every year. We work hard at communicating our vision and curriculum to new families and have been gratified by the positive statements our new families have heard, at bases throughout the United States, about our school. That being said, we are always looking at ways to better support our families, better communicate our mission and improve our teaching and learning. One step in meeting this goal is the development of our yearly School Improvement Plan, developed with input from our staff and our School Advisory Council, and aligned with the goals of the District.

Due to an increase in enrollment, we currently have 14 classes in grades K-3, and four preschool classes housed in our building. Small class size, special education tutors, teacher assistants and, most importantly, highly qualified teachers provide all of our students with an educational program that fosters learning for all students and challenges them to achieve. We are a full inclusion school where our special education students are a part of our regular education classrooms.

The Hanscom Primary School aims to keep student learning as the core of our vision, supported by creating a caring and respectful school community with a strong home-school partnership. We use the Responsive Classroom materials and training as the basis for our social-emotional learning. Our school Citizenship Agreement seeks to build a safe, caring, respectful, and hard working school community for all students and adults. We share with all the need to follow our school rules: "Be safe, be kind, and be a hard worker". As a Primary School, learning to read and building a foundation for mathematical understanding is at the core of our mission. Over the years we have developed a core curriculum in all content areas that serves to meet the curriculum standards needed to educate our young learners. We work to differentiate instruction to best meet the needs of all students. Third grade state testing (MCAS) in reading is administered in March and in mathematics in May. Special offerings include science enrichment for students in grades 1-3, an after school math club for students in grades 2 & 3, reading and math intervention, Spanish language learning for grade 3 students, a rich arts program featuring weekly art and music classes, bi-weekly wellness classes, library times for books and skill building and a monthly Community Meeting focusing on civics education. Providing an educational program that challenges all students to learn is always our highest priority.

Transitions are a way of life in military families and in the Hanscom schools. This year offers transitions of both people and places, with school construction on the horizon and a new principal at Hanscom Primary School. As our school transitions under the leadership of incoming Principal Beth Ludwig, we look forward to carrying forth the parts of our school culture that have worked so well, as well as getting input and ideas about modifications and innovations that will enable us to be a good school getting even better.



Hanscom Primary School  
Beth Ludwig, *Principal*

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September 27, 2011

Hanscom Primary School Community,

It is with great pleasure and pride that we present the Hanscom Primary School 2011-2012 School Improvement Plan. The School Council dedicated time and effort sharing their ideas to inform the development of this Plan. The efforts of this team will grow Primary School's capacity to provide instruction to a new generation of learners. Furthermore, parent and staff feedback created opportunities for Hanscom Primary to continue its development of community culture through its community-centered goal. I am proud that the products of this widespread effort are clearly represented in this Plan.

As a principal new to Hanscom Primary, I inherit much of the high quality work that was done on this Plan prior to my arrival. While this plan does accurately portray a vision of which I support, it could have not reached this caliber without the thoughtfulness and attention of the previous School Council, staff and my predecessor, Randy Davis. I am grateful for their hard work in bringing the school to the point at which I meet it. Their contributions have provided us with opportunities to continue the growth.

I am pleased to acknowledge that HPS has met many of the goals cited in the 2010-2011 School Improvement Plan. While many of these goals may not be explicitly carried over into the 2011-2012 Plan, they do not lose their value and importance. We will continue to provide the high quality efforts that have improved the school thus far. To continue growth, you will likely recognize elements of these goals incorporated into the 2011-2012 Plan.

As we introduce new goals, we encourage you to pay particular attention to the thoughtfulness that has been put forth in designing goals that reflect depth and articulate a clear improvement process. You will notice that authentic literacy is a major improvement focus. This area of improvement requires focused attention not because of its inadequacies, but because of a common understanding that in a primary school setting, high quality, purposeful reading and writing instruction creates the foundation for higher-level critical thinking skills necessary for student success in all areas of curriculum.

The School Council, teaching staff and I hope that the community takes great pride in our plan to continuously improve student-learning experiences at Hanscom Primary School. We are all very excited about the potential that will be unleashed as a result of our hard work and attention to moving the school forward.

Respectfully Submitted,

Beth Y. Ludwig,  
*Principal*

## Section 1: School Improvement Goals Outline

<b>Goal 1:</b>	<b>Curriculum, Instruction and Assessment:</b> Align standards-based learning expectations to assessments and clear learning targets.
<b>Goal 2:</b>	<b>Authentic Literacy:</b> Improve students' ability to support an argument with facts, reasons, evidence and details.
<b>Goal 3:</b>	<b>Community:</b> Strengthen the sense of community for staff, students and families through the continuous development of a connected learning environment.

## Section 2: Goal Detail

### Goal 1: Curriculum, Instruction and Assessment

*Align standards-based learning expectations with assessments and clear learning targets.*

**Relationship to District Goals:**

- Curriculum, Instruction and Assessment
- Teacher Excellence and Professional Development

**Purpose:** This goal helps to narrow achievement gaps by increasing opportunities for focused learning and monitoring progress with data.

**Rationale:** The district has made progress towards the development and implementation of standards-based assessment, instruction and reporting. As the new standards-based report card is implemented this year, teachers will need to review assessments carefully to ensure that they appropriately measure progress towards standards and refine assessments. The next phase of targeted, standards-based instruction is to create child-friendly, explicit learning targets that directly state learning expectations so they are made clear to students at the beginning of lessons and units.

The school continues to refine the strategies used to collect, analyze and present data. The launch of the local data warehouse will further our capacity to track and analyze common data and create focused goals for individual student achievement. Teachers will need to be introduced to new ways of presenting the data so that it can be analyzed and utilized in the most productive manner.

### Goal 1 Action Plan

Action What is going to be done to address this goal?	Specific Actions and Impact What will be the evidence of completion of the action?	Timeline When will the activity occur?	Individuals Involved	Resources Needed
Teachers participate in summer work on standards-based curriculum, assessment and reporting.	- Attendance at workshop - Beginning work on crafting child-friendly learning targets	June 27 & 28, 2011	Teachers Mary Sterling	
Teachers will refine assessments that measure progress towards standards-based expectations.	Assessments completed in ELA, math, science, social studies, art, music and wellness	September 2011 – June 2012	Beth Ludwig Mary Sterling Teachers Content Specialists Literacy & Math Specialists	Cross campus, grade level meeting time

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Action What is going to be done to address this goal?	Specific Actions and Impact What will be the evidence of completion of the action?	Timeline When will the activity occur?	Individuals Involved	Resources Needed
Specialist teachers and therapists will develop goal-focused intervention and therapy plans with progress monitoring strategies to assess effectiveness for student learning and narrowing achievement gaps.	Completed goal-focused intervention plans presented to principal and parents (with follow-up review/reporting at end of intervention cycle)	September 2011 (and beyond)	Liz Paige Elaine Herzog Mara Salis Pam Roadman SLPs OT PT	Faculty Meeting time Local data warehouse
Refine uses of data collection strategies, analysis and presentation.	-Use of local data warehouse to collect and analyze data -Present data in visual graphing formats	October 2011 (and beyond)	Beth Ludwig HPS Faculty Lisa Rhodes, Tech. Specialist	Team Meeting time Faculty Meeting time
Refine assessment materials and data collection to identify students in need of support in mathematics	Research and identify mathematics assessments that provide a timely "snapshot" of student's mathematical abilities to inform instruction and intervention determinations	October 2011 – June 2012	Elaine Herzog, Math Specialist	
Teachers will begin to craft child-friendly learning targets in ELA and mathematics.	Child-friendly learning targets developed and posted in classroom during instruction (1 ELA unit, 1 math unit)	October 2011 – June 2012	Beth Ludwig Allison Lenk Elaine Herzog Classroom teachers	Faculty meeting time Common planning time
Kindergarten and Grade 1 teachers will participate in training and begin to implement the <i>Fountas and Pinnell Benchmark Assessment</i> .	Benchmark results reported according to LPS literacy assessment timeline	November 2011 – June 2012	Judy Merra K/1 teachers	Meeting time
Kindergarten and Grade 1 teachers will participate in training and begin to implement the <i>DIBELS Next</i> assessment (with particular attention to research-based improvements in sub tests and refined benchmarks).	Benchmark results reported according to LPS literacy assessment timeline	November 2011 – June 2012	Judy Merra Liz Paige Allison Lenk K/1 teachers	Meeting time

### Goal 2: Authentic Literacy

*Improve students' ability to support an argument with facts, reasons, evidence and details.*

#### **Relationship to District Goals:**

- Curriculum, Instruction and Assessment
- Teacher Excellence and Professional Development

**Purpose:** This goal helps to narrow achievement gaps by increasing opportunities for focused learning on providing evidence to support an argument as it relates to answering open ended or open response questions.

#### **Rationale:**

Authentic literacy "is the 'spine' that 'holds everything together' in all subject areas" (Phillips & Wong, 2010, p. 41). Authentic literacy simply means purposeful (and usually argumentative) reading, writing, and talking. This involves reading, writing, talking and representing mathematical thinking for the purpose of supporting an argument with facts, reasons, evidence and details. Improving learning experiences for students in this area will require focused investigation into and action on what and how we teach.

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If we want all teachers to be clear about what to teach, we need to take a close look at Common Core standards. We need to be careful consumers of this document so it does not complicate and confound our attempts to provide a coherent, quality curriculum in every course. Identifying the most relevant standards, or “power standards” (as they relate to this goal) allows us to teach the essential standards in sufficient depth, with adequate time for deep reading, writing, and talking in all areas of curriculum (Schmoker, 2011).

### Goal 2 Action Plan

Action What is going to be done to address this goal?	Specific Actions and Impact What will be the evidence of completion of the action?	Timeline When will the activity occur?	Individuals Involved	Resources Needed
Teachers read common text <i>Focus</i> , by Mike Schmoker, (2011). focusing on authentic reading and writing	Teachers will use this resource to identify best practice (below)	Summer 2011	HPS Faculty	Purchase of books Faculty Meeting time
Initiate review of best practices that will further develop students’ ability to support arguments with evidence.	Faculty meeting discussions, reflections and sharing	Summer 2011 Ongoing at faculty meetings	HPS Faculty	Faculty Meeting time
Begin analysis of National Common Core Standards to align informational text expectations.	Faculty will review standards to identify “power standards” that address informational/nonfiction reading and writing across the curriculum.	January 2012 – January 2012	HPS Faculty	Faculty Meeting time
Teachers will increase the amount of time students spend working with nonfiction text by 20%.	Classroom and specialist area baseline data collected in September, midyear reporting, and year-end results	September 2011 – June 2012	HPS Faculty	Data tracking sheet
Teachers will continue to craft SMART goals with a focus on reading, talking and writing about content rich, factual material.	- SMART goals shared with Principal - Data collection on progress toward achieving goal -CPT Meeting minutes on data review, teacher reflection and instructional response	October 2011 – June 2012	Grade level and specialist Teams	Team Leader Meeting time Common Planning Time
Create leveled book room in HPS Library.	Organized, complete, usable leveled book room	Fall 2011	Liz Paige Judy Merra	Book bins Labels Time for organization and leveling
Teachers will partner with specialists to research and purchase multiple copies of content rich text for HPS book room.	Book order requests that are connected to grade level content area standards.	October 2011 – February 2012	Liz Paige Allison Lenk Nancy Rote Classroom teachers	Time during common planning and/or faculty meetings
School Theme, <i>FACTastic</i> , to promote student inquiry and interest in all things real.	-Theme introduced to families in Principal’s welcome letter (August 2011) and Open House Address (Sept. 2011) -Nonfiction Principal’s Choice Book purchased for classrooms and library -Teachers develop curriculum connections	August/ September 2011  September 2011  March April 2012	Beth Ludwig Teachers	- Funding for Principal’s Choice book - Decorations and exit prizes for Curriculum Night

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Action What is going to be done to address this goal?	Specific Actions and Impact What will be the evidence of completion of the action?	Timeline When will the activity occur?	Individuals Involved	Resources Needed
	relating to theme, culminating in a hands-on Curriculum Night for families			

### Goal 3: Community

*Strengthen the sense of community for staff, students and families through the continuous development of a connected learning environment.*

#### Relationship to District Goals:

- Leadership and School Culture

**Purpose:** This goal helps strengthen the sense of community by eliciting feedback from various stakeholders to inform future improvement efforts.

#### Rationale:

When the community collaborates to develop improvement efforts, we are together focusing on work that emphasizes social, emotional, and academic growth in a strong and safe school community. Input from various stakeholders is critical to the success of this goal, as our collective perspective is most valuable. We will work together to identify items most significant to sustaining a connected community with particular emphasis on improving our ability to welcome new families.

### Goal 3 Action Plan

Action What is going to be done to address this goal?	Specific Actions and Impact What will be the evidence of completion of the action?	Timeline When will the activity occur?	Individuals Involved	Resources Needed
Parent information session to explain new standards-based reporting methods.	Parents have understanding of standards-based teaching, learning, assessing and reporting	October 2011	Principal Families	Evening meeting time Standards-based resources
Kindergarten Coffee and monthly Parent Coffees to gain parent perspectives on the unique strengths and challenges of our school.	Data collection from informal conversations, feedback and inventories	August 2011 – June 2012	Principal PTO Families	Refreshments (supported by PTO)
Principal and faculty will make practices and priorities of the school visible and understandable to parents.	- Principal's Welcome Letter - Principal's Address at Open House - Principal's Newsletter - Faculty Newsletters and web-postings	August 2011 September 2011 -Ongoing	Principal	
HPS will partner with HMS staff, PTO, School Council and the Parent Ambassador to design a plan to increase levels of family participation in school events.	- Feedback information from parents - Complete plan to increase participation	Ongoing	Principal PTO School Council Parent Ambassador	
Principal will elicit input from staff to inform future improvement efforts.	-Individual staff members will complete a "SWOT" assessment -Data will be gathered, shared and discussed	October-December 2011	Principal HPS Staff	SurveyMonkey online survey tool

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<b>Action</b> What is going to be done to address this goal?	<b>Specific Actions and Impact</b> What will be the evidence of completion of the action?	<b>Timeline</b> When will the activity occur?	<b>Individuals Involved</b>	<b>Resources Needed</b>
HPS and HMS School Councils will collaborate to improve communication on the HPS and HMS websites with an emphasis on the needs of families moving to Hanscom.	-Virtual tour for new families -Audio/ video staff introductions -Improved online resources that incorporate feedback and ideas from HPS & HMS families -Feedback forms for new families assessing usability	October 2011 – May 2012	Principal School Council	School Council and Parent Ambassador reaching out to gather input from families

### Section 3: Glossary of Terms

**Assessment:** Techniques used to analyze student accomplishment against specific goals and criteria. Assessments vary in form (test, interviews, observations, self-assessments, performance tasks, surveys, etc.)

**Formative Assessment** – assessments, both formal and informal, used throughout a unit of study to gauge how learning is progressing

**Summative Assessment** – Formal assessment, which could be a test, project or paper done at the end of a unit of study to determine both how well students have mastered the benchmarks addressed in the unit as well as how instruction or the materials used could be made more effective

**Performance Task** – A task or test where a student must put to use his or her knowledge to develop effectively a complex product that reveals one’s knowledge and expertise. Oral presentations, music recitals, art displays, or creating an authentic, real life product (like a lever and pulley system) are examples of performance tasks.

**Authentic Assessment** – An assessment composed of performance tasks and activities designed to simulate or replicate important real-world challenges. Here a student is expected to use knowledge in real-world ways, with genuine purposes, audiences and situational variables.

**Assessment Database:** Confidential, internal summary spreadsheet of classroom assessment data.

**Authentic Literacy:** Authentic literacy is purposeful (and usually argumentative) reading, writing, and talking. Authentic literacy involves reading, writing, thinking and problem solving for the purpose of supporting an argument with facts, reasons, evidence and details.

**Backwards Design:** An approach to designing curriculum or a unit that begins with the end in mind and the design is crafted toward that end. In backwards design planning, educators first consider the desired results then find the evidence necessary to determine the results have been achieved (assessments). With the results and assessments clearly specified, the educator then crafts the learning experiences.

**Benchmark:** In an assessment system, a developmentally appropriate learning standard or indicator of student success.

**Core Virtues:** Statements that describe who we are, how we treat one another and the way we conduct ourselves – both in school and in the community

**Citizenship Agreement:** A statement of common, clear virtues and expectations (K-3) that are necessary in creating the structure for a safe environment where all students have an opportunity to learn in a productive way

**Cognitive Demand/Complexity:** Level of thinking and reasoning required to solve a particular task

**Common Core Standards:** The Common Core Standards (or “National Standards”) were adopted by the Massachusetts Department of Elementary and Secondary Education in August 2010. Schools are expected to implement the new learning standards in 2014. The Common Core provides a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers in a global economy.

**Common Planning Time:** A structured common meeting time that grade level teams have built into their schedule for collaborative exchange (the classes are typically at a special during this time)

**Comprehension Strategy:** A specific, narrowly focused thinking tool applied during a reader’s endeavor to make sense of text (predicting, summarizing, making connections, visualizing, inferring, analyzing, synthesizing, etc.)

**Culture:** The product of shared values, beliefs, priorities and norms that serve to inform the way in which an organization manifests itself to the world.

**Curriculum Mapping:** A process for developing purposeful, coherent, effective, and engaging lessons and units and accompanying assessments to achieve identified results

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**Differentiated Instruction:** Designing instruction to meet the individual learning needs, style and readiness levels of individual students

**Fluency/Oral Reading Fluency:** The ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading, such as decoding

**Guaranteed and Viable Curriculum:** A combination of the guaranteeing the opportunity for students to learn a particular process and guaranteeing them the time in which to learn it.

**Instructional Response:** When a teacher uses information from student assessment to alter, correct and/or improve upon future instruction

**Intervention:** In education, intervention applies to children who are discovered to be at risk of experiencing challenges that may affect their overall success in school. The intent of intervention is to lessen the long-term effects by working with the children early. Early intervention can be remedial or preventive in nature.

**Mission Statement:** Philosophical statement about the long-term goal of schooling; summary of what we hope to accomplish for students; common target

**Professional Learning Community (PLC):** A group of educators focused on questioning, investigating and seeking solutions for school improvement

**Progress Monitor:** Assessing students more frequently (weekly, bi-weekly) to check progress with same assessment tool

**Rubric:** A criterion-based scoring guide that enables teachers to make reliable judgments about student work and enables students to self-assess. A rubric assesses one or more traits of performance.

**Social Responsibility:** Understanding of citizenship, compassion, honesty and service to others.

**Understanding:** Make sense of what one knows, to be able to know why it's so, and to have the ability to use it in various situations and contexts.

**Vision Statement:** What, specifically, we would see in student behaviors/performance if our goals (in mission) were achieved



# HANSCOM MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN  
END OF YEAR REPORT  
2010-2011

Lincoln Public Schools 2010-2011 School Improvement Plan  
Hanscom Middle School  
Ent Road, Hanscom AFB, MA 01731

## Introduction

The 2010-2011 School Improvement Plan has been developed by the Hanscom Middle School Council and presents goals and planned activities for the continual growth of our school. The goals and activity plans presented in this document are aligned with the goals of the Lincoln Public Schools.

### Advisory Council Members

Erich Ledebuhr, Principal  
Melissa Matos, Parent  
Jennifer McSorley, Teacher  
Gregory Kalesnik, Teacher  
Loretta D'Alessandro, Teacher  
Lt. Col. Randy Robertson, Community Representative

### General School Statement

*In accordance with the Massachusetts Education Reform Law, Chapter 71 of the Acts of 1993, the Hanscom Middle School Council is pleased to share our School Improvement Plan for the 2010-2011 school year.*

*The plan reflects the academic and cultural needs of Hanscom Middle School as determined by analysis of data from the previous school year as well as the district goals and Federal mandates.*

*The Hanscom Middle School is a part of the Lincoln Public Schools and educates Military dependents that reside on Hanscom Air Force Base. As a school that services a military community we turn over one third of our population every year.*

*At the beginning of the school year our enrollment was 197 students grades 4-8. There are 24 full time teachers, 15 part time teachers, 2 assistants, and 4 special education tutors. We currently have 6 classrooms at 4<sup>th</sup> and 5<sup>th</sup> grade and a three-member team at 6<sup>th</sup> grade and four-member team at 7<sup>th</sup> and 8<sup>th</sup> grade. Due to enrollment we have budgeted for only a two-member team at 6<sup>th</sup> grade for the 2010-2011 school year. We are a full inclusion school where all our special education students are a part of our regular education classrooms. Our goal as a school is to provide a challenging, standards-based curriculum that will provide students with the necessary means to advance their achievement to attain the highest possible level.*

*Hanscom Middle School's 2010-2011 School Improvement Plan contains three goals. The first goal is establishing a Professional Learning Community (PLC) at Hanscom Middle School. Our school operates under a team structure that needs to be further defined. It is our belief that if our teams have clearly defined visions, missions and norms this will lead to more success with student achievement and a stronger school culture.*

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*Hanscom Middle School also needs to further define the strategies that we use to intervene with our struggling students. The Instructional Support Team (IST) and the Response to Intervention (RtI) process are the vehicles through which we address this need. These models combine assessments and intervention strategies within a multi layer system to maximize student achievement and reduce behavior problems. This is achieved by identifying students at risk for poor learning outcomes, monitoring student progress, providing evidence based interventions and ultimately helping to identify students with learning disabilities.*

*Finally, Hanscom Middle School needs to raise its academic achievement level. We believe that our focus on the above-mentioned goals is a solid step in this direction. Our final goal strictly focuses on academic achievement in the area of language arts. We will continue and expand the work we started this year with Readers' Workshop in the 4<sup>th</sup> and 5<sup>th</sup> grade. Additionally, we will further our knowledge and use of data collection to inform our instruction. We will also place a heavy focus on writing tying into the district's goal of defining a writing curriculum K-8. Hanscom Middle School will also choose a school wide writing goal that we will be able to focus on as a school community to track our success and celebrate to help promote the idea of academic achievement.*

*We continue to place a strong emphasis on our two math programs. Next year we will be entering our third year of Everyday Mathematics at the 4<sup>th</sup> and 5<sup>th</sup> grade levels. We will continue to refine our instruction and skills at differentiating our instruction. We will also be looking at the data we have collected to improve and inform our instruction.*

*This past year we implemented the Impact Mathematics program for grades 6 through 8. Due to retirements, we will be hiring two new math teachers for the next school year. As a result, we will need to continue to provide a generous amount of professional development for these two new teachers to help them make a smooth transition to Impact Mathematics.*

*I would like to take the opportunity to thank the members of the Hanscom Middle School Council for their hard work and support of our school. Thank you to parent representative Melissa Matos, teacher representatives Loretta D'Alessandro, Gregory Kalesnik and Jennifer McSorley. I would also like to thank Lt. Col Randy Robertson for his willingness to serve on our school council.*

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**Goals**

<b>Goal: To define and implement the use of Professional Learning Communities (PLC)</b>			
<b>Prepared by:</b> Erich Ledebuhr		<b>Date:</b> May 2010	
<b>Results to be Anticipated:</b>		<i>Teachers and staff working together with a united sense of beliefs and norms to enhance student achievement.</i>	
<b>Relationship to District Goals</b>		<i>Curriculum, Assessment &amp; Instruction Teacher Excellence &amp; Professional Development Leadership &amp; School Culture</i>	
<b>Benchmark Events and Timeline</b>		<ul style="list-style-type: none"> <li>○ <i>Introduce the idea of Professional Learning Communities</i></li> <li>○ <i>Exploration of the "middle school model" for grades 6-8</i></li> <li>○ <i>Begin to build the foundation of a PLC including vision and mission.</i></li> <li>○ <i>Creation of norms for teams</i></li> <li>○ <i>Creation of team identities</i></li> <li>○ <i>Create more avenues for both teacher and student leadership</i></li> <li>○ <i>Continue to enhance communication between home and school</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>September 2010</i></li> <li>○ <i>Ongoing</i></li> <li>○ <i>Ongoing</i></li> </ul>
<b>Individual's Involved</b>		<i>Principal Team Leaders HMS Teachers and Staff Hanscom School Community PTO Parent Liaison</i>	<b>Resources Needed</b> <i>Monday and Wednesday faculty meeting time Team Planning time Professional Development</i>

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<b>Assessment Criteria</b>	<p><i>Fully define PLCs from grades 4-8</i>  <i>Increased effectiveness of PLCs</i>  <i>Increased academic achievement measured by school assessments, district common assessments, MCAS</i>  <i>Enhanced opportunities for both student and teacher leadership</i>  <i>Enhanced communication between home and school community</i>  <i>Stronger school culture</i></p>
<b>Looking ahead:</b>	<p><i>Developmental Design for grades 6-8</i>  <i>Responsive classroom levels 2 and 3 for 4<sup>th</sup> and 5<sup>th</sup> grade teachers</i>  <i>This goal will continue into year 2</i></p>
<b>End of Year Report:</b>	

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<b>Goal: To fully implement the IST Model</b>			
<b>Prepared by:</b> Erich Ledebuhr		<b>Date:</b> May 2010	
<b>Results to be Anticipated:</b>		<i>Effective implementation of the IST (Instructional Support Team) Model to meet student needs.</i>	
<b>Relationship to District Goals</b>		<i>Curriculum, Assessment &amp; Instruction Teacher Excellence &amp; Professional Development</i>	
<b>Benchmark Events and Timeline</b>		<i>Professional Development about the IST process</i>  <i>Review of the RtI (Response to Intervention) model and its connection to the IST process. Particular attention will be given to Tier 1 strategies.</i>  <i>Identifying strategies that can be used as interventions on an individual and team-wide basis.</i>  <i>Creation of a system for easy and seamless access for teachers to access the defined strategies.</i>  <i>Creation of a protocol for teachers and teams to follow when taking a student through the RtI and IST process</i>  <i>Continue to define differentiation strategies</i>	<ul style="list-style-type: none"> <li>○ <i>September 2010 and ongoing</i></li> <li>○ <i>September 2010 and ongoing</i></li> <li>○ <i>October 2010 and ongoing</i></li> <li>○ <i>December 2010</i></li> <li>○ <i>October 2010 and ongoing</i></li> <li>○ <i>Ongoing</i></li> </ul>
<b>Individual's Involved</b>		<i>Principal  Mathematics Specialist  Literacy Specialist  Interventionist  Technology Integration Specialist  HMS Team Leaders/HMS Teachers/HMS Paraprofessionals  Special Education Coordinator</i>	<b>Resources Needed</b> <i>District &amp; School Wednesdays  Team Planning Times  Professional Development</i>

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	<i>School Social Worker</i> <i>School Psychologist</i>		
<b>Assessment Criteria</b>	<i>Increased effectiveness of program implementation</i> <i>Increased student achievement due to defined interventions measured by school, district and state assessments</i> <i>Creation and implementation of RtI Plan</i> <i>Create system for teachers to access strategies</i>		
<b>Looking ahead:</b>	<i>This goal will continue into year 2</i>		

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<b>Goal: Improving Literacy instruction to improve student learning</b>			
<b>Prepared by:</b> Erich Ledebuhr		<b>Date:</b> May 2010	
<b>Results to be Anticipated:</b>		<i>Improved learning in language arts</i>	
<b>Relationship to District Goals</b>		<i>Curriculum, Instruction &amp; Assessment Teacher Excellence and Professional Development Leadership &amp; School Culture</i>	
<b>Benchmark Events and Timeline</b>		<ul style="list-style-type: none"> <li>○ <i>Teachers will be involved in district effort to develop writing curriculum K-8</i></li> <li>○ <i>Creation of school wide writing goal to help promote the idea of academic excellence</i></li> <li>○ <i>Continue use of data collection and analysis to inform ELA instruction between department and grade level teams</i></li> <li>○ <i>Continue implementation of Readers' Workshop at the 4<sup>th</sup> and 5<sup>th</sup> grade level.</i></li> <li>○ <i>Refine and establish new reading expectations for classroom teachers and literacy specialists grades 4-8</i></li> <li>○ <i>Redefine the summer reading program</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>District Wednesday afternoons</i></li> <li>○ <i>School based meeting and CPT</i></li> <li>○ <i>Team times, faculty meetings</i></li> <li>○ <i>Ongoing</i></li> <li>○ <i>Ongoing</i></li> <li>○ <i>Spring 2011</i></li> </ul>
<b>Individual's Involved</b>		<i>Principal Literacy Specialists HMS Team Leaders/HMS Teachers Technology Integration Specialist Judy Merra, Content Specialist</i>	<b>Resources Needed</b> <i>Monday and Wednesday faculty meeting time Team Planning time Professional Development</i>

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<b>Assessment Criteria</b>	<i>Writing Curriculum aligned with standards          Increased knowledge in writing assessed through district writing samples          Increased knowledge in reading assessed through Fountas and Pinnell, QRIs, district and state assessments          Higher academic achievement measured by district, school and state assessments</i>
<b>Looking ahead:</b>	<i>This goal will continue into year 2</i>

## **Goal: To define and implement the use of Professional Learning Communities (PLC)**

### Benchmark Events

- *Introduce the idea of Professional Learning Communities*
- *Exploration of the “middle school model” for grades 6-8*
- *Begin to build the foundation of a PLC including vision and mission.*
- *Creation of norms for teams*
- *Creation of team identities*
- *Create more avenues for both teacher and student leadership*
- *Continue to enhance communication between home and school*

The concept of Professional Learning Communities (PLC) was introduced and explored during faculty meetings and individual team common planning time during the month of September and in the first half of October. Information and resources used were from Rick and Rebecca DuFour’s book Learning by Doing and Professional Learning Communities at Work.

Teams in grades 6-8 and our specialist team are PLCs but they also function differently because each teacher is responsible for a different curriculum. So, in addition to working with the materials by the DuFours, the book The Definitive Middle School Guide, Revised by Sandra Schurr and Imogene Forte’s was also used to help guide these two groups.

Information and strategies from these books, as well as, school-designed activities, were used in our early meetings to help teams begin to create norms and build team identities. Additionally, team leaders also attended a district summer workshop on data, which also addressed the ideas of creating team norms and protocols. Therefore, team leaders already had some background to help guide their teams through this process.

All teams were able to successfully created norms that they followed throughout the school year. Each PLC also created an introduction and expectation letter for parents that were given out at our open house in September. This marked the beginning of teams creating an identity for themselves and defining that identity for the community.

Teams were also given school based meeting time in addition to their common planning time to work as PLCs. This time was used to create and work on SMART Goals, work with Standards Based Reporting and for additional SST time.

Individual PLC accomplishments:

- Team norms and protocols
- Team welcome/expectation letters for parents (attachment 1)
- Common assessments in writing, math and social studies
- SMART Goals (attachment 2)
- Standards Based Report Cards
- Parent Workshops
- Folders for weekly assessments and communication to parents (Grades 4-5)
- More use of data to inform decisions about student progress
- Flexible groupings
- SST/IST time
- Parent Conferences with action plans

Assessment Criteria:

*Fully define PLCs from grades 4-8*

The partial list of accomplishments listed above highlight some of the ways our teams of teachers have adopted and embraced the PLC concept. This combined with the work each PLC did to define their norms and establish protocols were essential steps in beginning our transition to Professional Learning Communities.

*Increased effectiveness of PLCs*

As the academic year progressed and teachers became more comfortable with the ideas and benefits of PLCs they started to collaborate more and more. This was especially true for the 4<sup>th</sup> and 5<sup>th</sup> grade teachers as they worked as PLCs to accomplish the following:

- Create and revise written descriptors on the report cards with our own teams and with the teams on the Lincoln campus
- Discuss ways to communicate report card information to parents
- Create self-assessments for students

- Realign assessments to match report card descriptors
- Align all Everyday Math assessment reporting sheets to the new report card descriptors
- Create rubrics to align with the new report card
- Create common scope and sequence maps of the curriculum to make sure we were teaching the same things at the same times to be reported on report cards
- Set common class goals

The 6<sup>th</sup>-8<sup>th</sup> grade level PLCs created new vehicles of communication for parents such as the 6<sup>th</sup> grade's student report. This report was completed while conferencing with both the student and parent during fall (attachment 3). The 7<sup>th</sup>/8<sup>th</sup> PLC team piloted a positive behavior support plan for a whole section that met with increased student participation (attachment 4).

PLCs also worked as communities to address social issues ranging from behavioral issues to academic standards, bullying, relationships, race relationships and community service learning projects.

*Increased academic achievement measured by school assessments, district common assessments, MCAS*

Attachment 5

Attachment 6

*Enhanced opportunities for both student and teacher leadership*

Community Service learning projects paved the way for student leadership via the student council and grade level teams. Students also showed leadership by advocating for themselves for certain events during the school such as spirit weeks, their Hollywood dance and a fashion show with fashions made out of recycled materials.

Teachers became more involved with decision making through the PLC initiative at the team level. At the end of the school year teachers volunteered at every grade level for team leader positions. As a result, we will now rotate those positions on a two-year basis.

*Enhanced communication between home and school community*

PLCs created stronger avenues of communication with more frequent communications between home and school. Communications included newly designed newsletter, Friday Folders and use of the Blackboard Connect notification system. Parents were also regularly invited into the school for conferences and events.

### *Stronger school culture*

An important part of our school improvement plan was to increase what we call *academic spirit* in our school. Throughout the year we made an effort to regularly recognized students for academic achievement at school wide community meetings. Students were recognized with gold falcons pins, certificates and ribbons. These community meetings became times for our school as a whole to celebrate and recognize academic improvement.

We also held many grade level community meetings when needed throughout the year. These meetings addressed various behavioral issues, sensitive topics and were also used to celebrate individual team successes.

### **Goal: To fully implement the IST Model**

#### Benchmark Events:

- *Professional Development about the IST process*
- *Review of the RtI (Response to Intervention) model and its connection to the IST process. Particular attention will be given to Tier 1 strategies.*
- *Identifying strategies that can be used as interventions on an individual and team-wide basis.*
- *Creation of a system for easy and seamless access for teachers to access the defined strategies*
- *Creation of a protocol for teachers and teams to follow when taking a student through the RtI and IST process*
- *Continue to define differentiation strategies*

Faculty meeting time and common planning time were devoted to redefining the IST process including the steps a team needs to go through before recommending a student for the IST process. As a result, it was necessary to review our SST

process as well. Discussion groups were also formed to study the RtI model and how it may relate to our current SST/IST structure.

One of the first steps that teams accomplished was identifying levels of need for their students. Teams prioritized students at three levels:

- *Students in need of interventions*
- *Students to watch*
- *Students who would benefit from advanced learning opportunities*

The groupings the teams created guided the discussion for each team's regularly scheduled SST meetings. These groupings not only allowed teachers the ability to prioritize student needs but they also made sure that each level of need was addressed during SST time.

As a result, a wider range of needs was identified and teams also worked as PLC to come up with ways to deliver interventions and advanced learning opportunities. These opportunities included flexible groupings within classrooms and services with both the literacy and math specialists as well as the use of the new academic extension time.

As a school we defined what we consider to be our Tier 1 or base line interventions or *Universal Benchmark Strategies* that we provide all students. This document was created by having each team define what types of interventions they already provide their students. These lists were then combined with school wide interventions that we currently offer. As a result, we came up with a protocol of interventions that teachers and teams have access to during the SST and IST process (attachment 7).

Once interventions were established. The school social worker, student services coordinator and principal worked with team to determine when a student needed to undergo an IST review. The IST team worked in consort to define goals keeping the special education process in mind.

#### Assessment Criteria

- *Increased effectiveness of program implementation*

- *Increased student achievement due to defined interventions measured by school, district and state assessments*
- *Creation and implementation of RtI Plan*
- *Create system for teachers to access strategies*

As a result of this goal, more students were actually referred for the IST process compared to the 2009-2010 school year. The process became more thorough and in some instances had to be extended so that the process was completed correctly. We also increased the communication between teams and the special education staff to make that when goals were identified for students they would provide the necessary information if a special education referral was made at the end of the process.

As the year progressed and we worked towards this goal we adjusted our thinking. The process of beginning to define the many interventions that we have available for students was useful and it identified areas we needed to increase supports. We also realized that given our highly transient population and overall academic needs trying to combine the less flexible RtI format with the IST process was not as compatible as we would have liked.

Our district IST process is well defined and as we've had the chance to become more familiar with the process and use it properly it became apparent that the need to add another layer such as RtI to the process was not necessary.

### **Improving Literacy instruction to improve student learning**

Benchmark Events:

- *Teachers will be involved in district effort to develop writing curriculum K-8*
- *Creation of school wide writing goal to help promote the idea of academic excellence*
- *Continue use of data collection and analysis to inform ELA instruction between department and grade level teams*
- *Continue implementation of Readers' Workshop at the 4<sup>th</sup> and 5<sup>th</sup> grade level.*
- *Refine and establish new reading expectations for classroom teachers and literacy specialists grades 4-8*
- *Redefine the summer reading program*

This goal became our main focus for the 2010-2011 school year. Writing became one of the foundations for all of our discussions in team and faculty meetings. This goal and our focus on writing was also shared with students during our community meetings and was regularly referred to throughout the school year.

We focused on all of the benchmarks listed for this goal and made solid headway on all of them. Each team created at least two SMART Goals with a focus on writing and in each instance demonstrated student growth. As a school we also defined what acceptable writing looks like at each grade level. This gave teams an opportunity to work as PLCs and create common expectations. Where appropriate, we carried those expectations over to make them school wide expectations providing continuity for students as they move from one grade level to another.

Assessment Criteria:

*Writing Curriculum aligned with standards*

District and school meeting time was made available to work towards this goal. The pilot standards based report card is evidence of this goal.

*Increased knowledge in writing assessed through district writing samples*

*Increased knowledge in reading assessed through Fountas and Pinnell, QRIs, district and state assessments*

*Higher academic achievement measured by district, school and state assessments*

Attachment 5

Attachment 6

Attachment 8



## Grade 6 Open House 2010-2011

*Lincoln Public Schools*

Dear Hanscom Families,

The Sixth grade team would like to welcome you to another year of progress and learning in the middle grades. We are looking forward to a wonderful year in partnership with you to ensure the success of your child. Middle school is a time of great excitement, growth, and discovery. At the same time, the transition to middle school can be a little scary for many students (and parents). Going from a self-contained classroom with the same teacher all day to different classrooms and many teachers every day can be a bit overwhelming in the beginning. Our main goal in the first few months of school is to help students adapt to this change while giving them the skills needed to become successful learners and responsible young adults. Other key goals we have for sixth grade students are listed below:

- Individual responsibility for behavior and work completion
- Increased ability to be an active, independent learner
- Ownership of the learning process (i.e. clarification, questioning, follow-through)
- Ability to handle increased homework load
- Ability to problem solve in all situations
- Being resourceful, responsible, and consistently respectful towards teachers and classmates

### **FALCON RESPECT CODE**

Hanscom Middle School is a community of caring people. Our behavior demonstrates our belief in each person's worth as a human being. We believe that every person has the right to learn and work in a comfortable environment. At Hanscom Middle School we expect a positive attitude and respectful behavior from everyone.

### **Our Curriculum**

The sixth grade curriculum is continuously updated and aligned with the Massachusetts State Frameworks. To challenge our students academically, the curriculum pacing will be rigorous. Quality work is expected of everybody, everyday. Students learn to set priorities for their work and manage their time effectively. We teach routines and organization directly. We expect that students will meet these expectations and that parents will support us in preparing students for this year and future years as we begin to set the stage for high school.

You can view the learning expectations for all students and subject areas on the district's website (<http://www.lincnet.org>) along with individual teachers pages that gives specific information, policies and procedures for each teacher. We highly encourage you to make use of this resource to keep abreast of important information about our school, our classrooms and your child's learning.

### **Homework:**

Developing the organizational skills necessary to complete their homework independently and on time is a major focus this year. Students will be given a student agenda to keep them organized. The agenda stays in the very front of the homework binder that goes to and from school each day. Inside this binder are homework folders for major subjects that hold work to be done and to be handed in, all in one place. Each day students will write down homework assignments, classroom activities, and important reminders. Homework is also posted on the sixth grade web site and updated daily (<http://www.lincnet.org/Hanscom/>). Please check to see that your child has completed the necessary assignments. If your child falls behind, we may ask that you initial the agenda on a nightly basis.

### Expected Nightly Homework

Students can expect approximately 60 minutes of homework per night (M-F) for major academic subjects. On occasion homework is assigned over the weekend. We do our best to coordinate across curriculum areas so that major projects and tests are not scheduled on the same day.

### Our Homework Policy

Students are expected to complete their homework on a nightly basis. If a student forgets a homework assignment on the day that it is due, they may be asked to finish it during lunch or after school. Full, partial or no credit may be given at the teachers' discretion. We are available most days before and after school if students have any questions or need assistance with any assignment. Students who are consistently unprepared with homework will be asked to participate the After School Homework Club. Other students may also attend if they so choose.

#### **Why such a strict policy?**

- Too much instructional time is lost managing late and missing work from chronically late students. Another reason is that most teachers use homework as a springboard for the next day's lesson.
- Homework isn't just busy work. Teachers plan and assign meaningful work that reinforces the concepts taught and use that work as discussion vehicles to enhance learning.
- Students are less able to be part of these discussions if they have not completed the work and it is not fair to accept late work from students who sit through the discussion and benefit from hearing the answers and data gotten by others.

We realize that homework can sometimes be a source of unease and conflict between parents and students, students and teachers and parents and teachers. To alleviate such problems, we endeavor to assign homework that:

- **Provides a clear academic purpose** – Homework shouldn't present new knowledge; rather, it should enhance classroom learning by checking for understanding, practicing a skill learned in class, reviewing for a test or quiz, or previewing something students will learn soon.
- **Is do-able** – Homework that students cannot do without help is de-motivating. Homework should make students feel capable, not inferior.
- **Is interesting** – Students are much more likely to complete homework when it is clear, interesting, and fun.

### Make-up Work Policy

**We do not provide work in advance.** Our classes are highly interactive and "hands-on" making it difficult to duplicate if a student is not present. Students are expected to make up work upon their return and will have one extra day to complete an assignment for every day that he or she is absent. For absences of 3 days or longer, each teacher will determine the timeline for make-up. Most of our curriculum is posted on-line so students can keep up with instruction should they miss school for an extended period of time i.e., illness, family vacation, etc.

### Snacks

Since every Wednesday is a half-day with no lunch served, students are invited to bring in a healthy snack in accordance with the district's wellness policy to be eaten during the morning. Students should bring snacks that are finger foods as they are responsible for continuing with their work while they snack. Each classroom has a water cooler. No other drinks are allowed during class.

### Parent Teacher Conferences

We value communication and feel it is important to form a strong partnership between the school and the home. To achieve our goals we hold parent conferences, send emails, make phone calls, send out midterm academic reports and report cards. Conferences held in the fall will be scheduled for a total of 30 minutes. If more time is needed with any teacher, you are welcome to schedule another appointment.

#### **FALL CONFERENCES**

- **Tues Oct. 12** –all day
- **Wed Oct. 20<sup>th</sup>** –after dismissal
- **Thurs Oct. 21<sup>st</sup>** -5-8pm

### Communication

As a sixth grade team we will work hard to keep you informed about your child's progress. Please feel free to contact us by email or phone using the information below should you have any questions or concerns and thank you for taking the time to read this information.

Janice Fairchild **Social Studies/ELA/Team Leader**  
[fairchildj@lincnet.org](mailto:fairchildj@lincnet.org) 781.274.7754 x7421

Josh Gold **Mathematics**  
[goldj@lincnet.org](mailto:goldj@lincnet.org) 781.274.7754 x7742

De-Paula Balcih **Special Education Teacher**  
[balichd@lincnet.org](mailto:balichd@lincnet.org) 781.274.7754 x7420

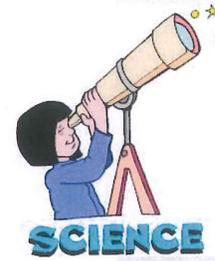
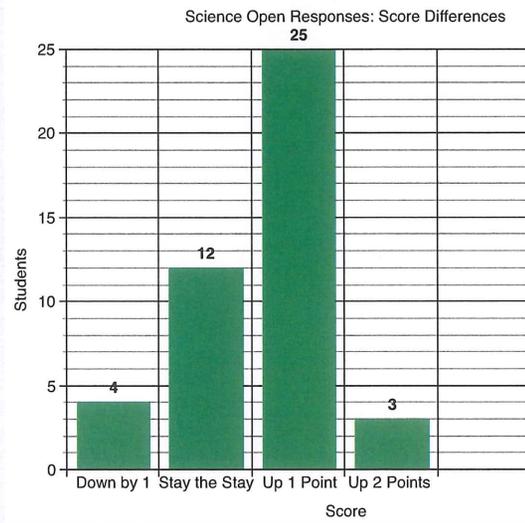
David Joseph **Science & Engineering**  
[djoseph@lincnet.org](mailto:djoseph@lincnet.org) 781.274.7754 x7470

## Other Thoughts



- ❑ In class assignments were of better quality than homework assignments.
- ❑ Content based assignments made scores vary due to lack of schema.
- ❑ Some questions gave students more information than others. Students did better when provided with additional information.

# Results



# Assignments

- Students completed weekly packets for homework and in class open responses to practice for May's Science MCAS.





## What is Our Goal?



Through the use of supporting details, 80% of students will improve their idea development score with a focus on providing supporting details that are accurate, relevant and helpful by 1 full point as measured by a sample Math or Science MCAS open response.

Student Name:

People in Attendance:

Date of Conference:

**Goal: To assist in becoming a more independent and self-actualized learner, whose action and conduct allows them to be engaged with the curriculum, contribute positively to class activities, and develop proficiency in meeting or exceeding the Lincoln Learning Expectations.**

**ELA/Social Studies**

	4	3	2	1		4	3	2	1				
Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Respects School and Classroom Rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Class Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Listens and Follows Directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Group Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Individual Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gets Prepared for Class Quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Raises Hand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to Make Revisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Prepared for Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understanding of Concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Receptive to Teacher Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Current Grade in ELA:	A+ <input type="checkbox"/>	A <input type="checkbox"/>	A- <input type="checkbox"/>	B+ <input type="checkbox"/>	B <input type="checkbox"/>	B- <input type="checkbox"/>	C+ <input type="checkbox"/>	C <input type="checkbox"/>	C- <input type="checkbox"/>	D+ <input type="checkbox"/>	D <input type="checkbox"/>	D- <input type="checkbox"/>	F <input type="checkbox"/>
Current Grade in S.S.:	A+ <input type="checkbox"/>	A <input type="checkbox"/>	A- <input type="checkbox"/>	B+ <input type="checkbox"/>	B <input type="checkbox"/>	B- <input type="checkbox"/>	C+ <input type="checkbox"/>	C <input type="checkbox"/>	C- <input type="checkbox"/>	D+ <input type="checkbox"/>	D <input type="checkbox"/>	D- <input type="checkbox"/>	F <input type="checkbox"/>

**Science**

	4	3	2	1		4	3	2	1				
Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Respects School and Classroom Rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Class Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Listens and Follows Directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Group Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Individual Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gets Prepared for Class Quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Raises Hand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to Make Revisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Prepared for Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understanding of Concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Receptive to Teacher Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Current Grade:	A+ <input type="checkbox"/>	A <input type="checkbox"/>	A- <input type="checkbox"/>	B+ <input type="checkbox"/>	B <input type="checkbox"/>	B- <input type="checkbox"/>	C+ <input type="checkbox"/>	C <input type="checkbox"/>	C- <input type="checkbox"/>	D+ <input type="checkbox"/>	D <input type="checkbox"/>	D- <input type="checkbox"/>	F <input type="checkbox"/>

**Math**

	4	3	2	1		4	3	2	1				
Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Respects School and Classroom Rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Class Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Listens and Follows Directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Group Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Individual Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gets Prepared for Class Quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Raises Hand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to Make Revisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Prepared for Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understanding of Concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Receptive to Teacher Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Current Grade:	A+ <input type="checkbox"/>	A <input type="checkbox"/>	A- <input type="checkbox"/>	B+ <input type="checkbox"/>	B <input type="checkbox"/>	B- <input type="checkbox"/>	C+ <input type="checkbox"/>	C <input type="checkbox"/>	C- <input type="checkbox"/>	D+ <input type="checkbox"/>	D <input type="checkbox"/>	D- <input type="checkbox"/>	F <input type="checkbox"/>

Comments:

4: Exceeds Expectations

3: On Grade Level

2: Below Grade Level

1: Needs Improvement



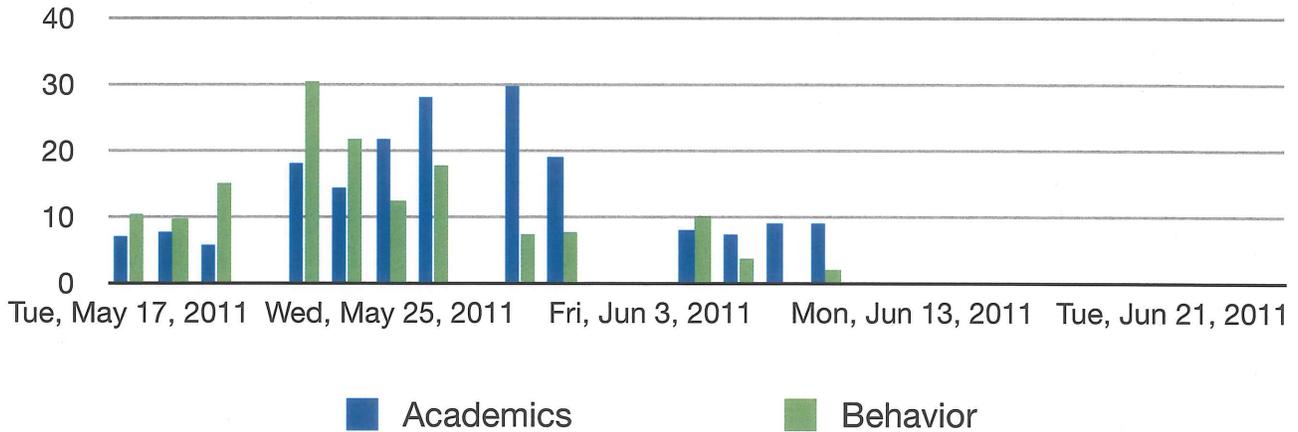
## Section 71 Behavior Support Plan

Academic Goals
Be Prepared for class <i>pen/pencil</i> <i>agenda book</i> <i>text book/materials</i>
Homework completion
Classwork completion

Behavioral Goals
Follow directions the 1st time
Stay on task - no drama
Stay in the classroom



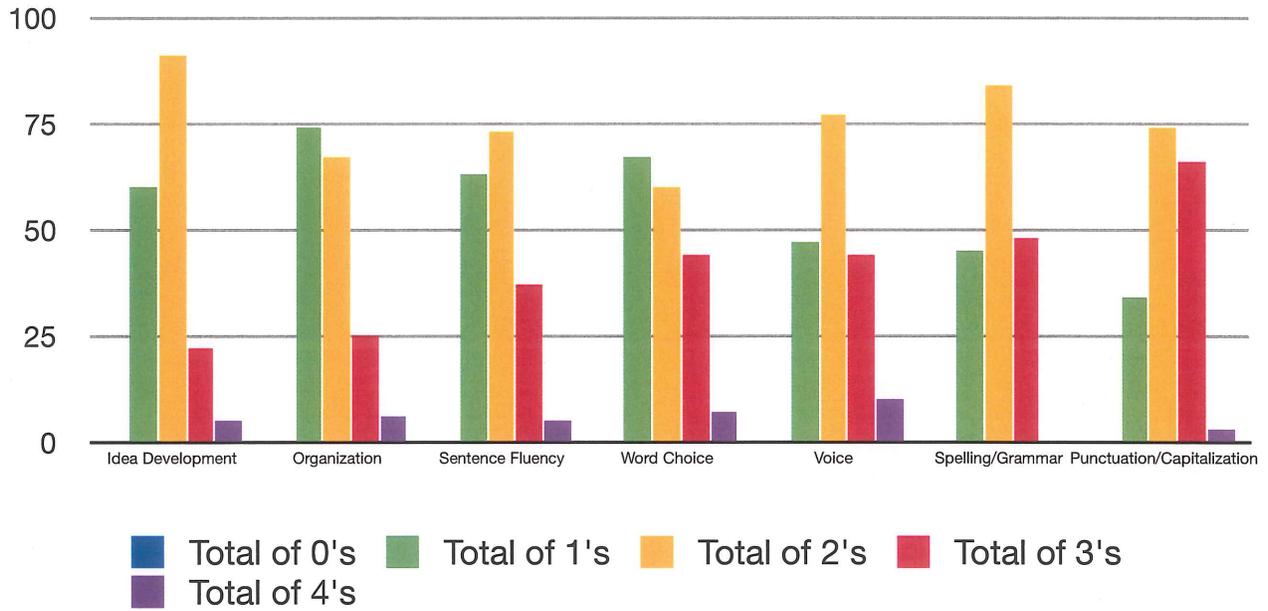
### 71 - Students Daily Averages



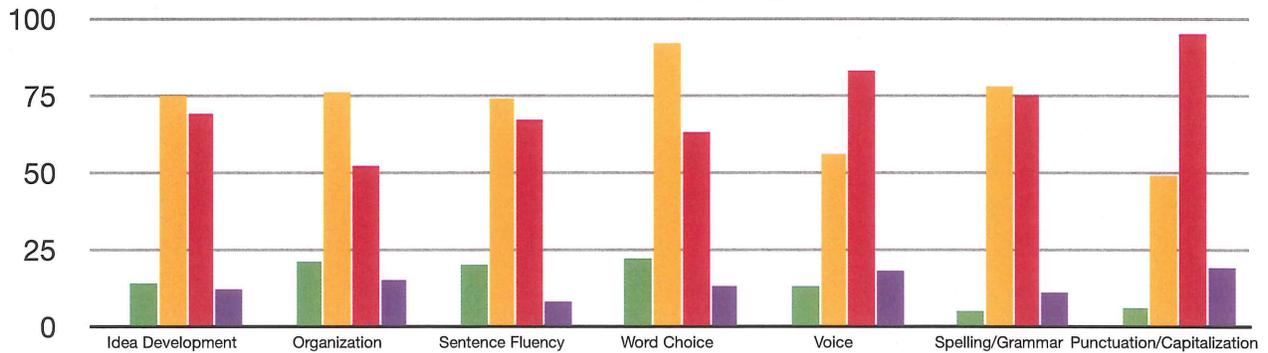
All Classes								
	Academic Goals			Behavior Goals			Averages	
	Prepared for Class	Homework Completion	Classwork Completion	Follow Directions	Stay on Task - No Drama	Stay in Classroom	Academics	Behavior
Tue, May 17,	7	5	9	3	21	7	7	10
Wed, May 18,	7	7	9	6	23	0	8	10
Thu, May 19,	10	0	7	12	33	0	6	15
Fri, May 20,	0	0	0	0	0	0	0	0
Mon, May 23,	15	20	19	20	65	6	18	30
Tue, May 24,	15	12	16	8	50	7	14	22
Wed, May 25,	17	33	15	24	13	0	22	12
Thu, May 26,	22	39	23	22	21	10	28	18
Fri, May 27,	0	0	0	0	0	0	0	0
Tue, May 31,	35	10	44	8	4	10	30	7
Wed, Jun 1,	25	9	23	10	12	1	19	8
Thu, Jun 2,	0	0	0	0	0	0	0	0
Fri, Jun 3, 20	0	0	0	0	0	0	0	0
Mon, Jun 6,	6	8	10	8	22	0	8	10
Tue, Jun 7, 2	8	6	8	3	8	0	7	4
Wed, Jun 8,	8	9	10	0	0	0	9	0
Thu, Jun 9, 2	9	10	8	3	3	0	9	2

## Hanscom Middle School District Writing Prompts

### School Wide Fall 2010



### School Wide Spring 2011

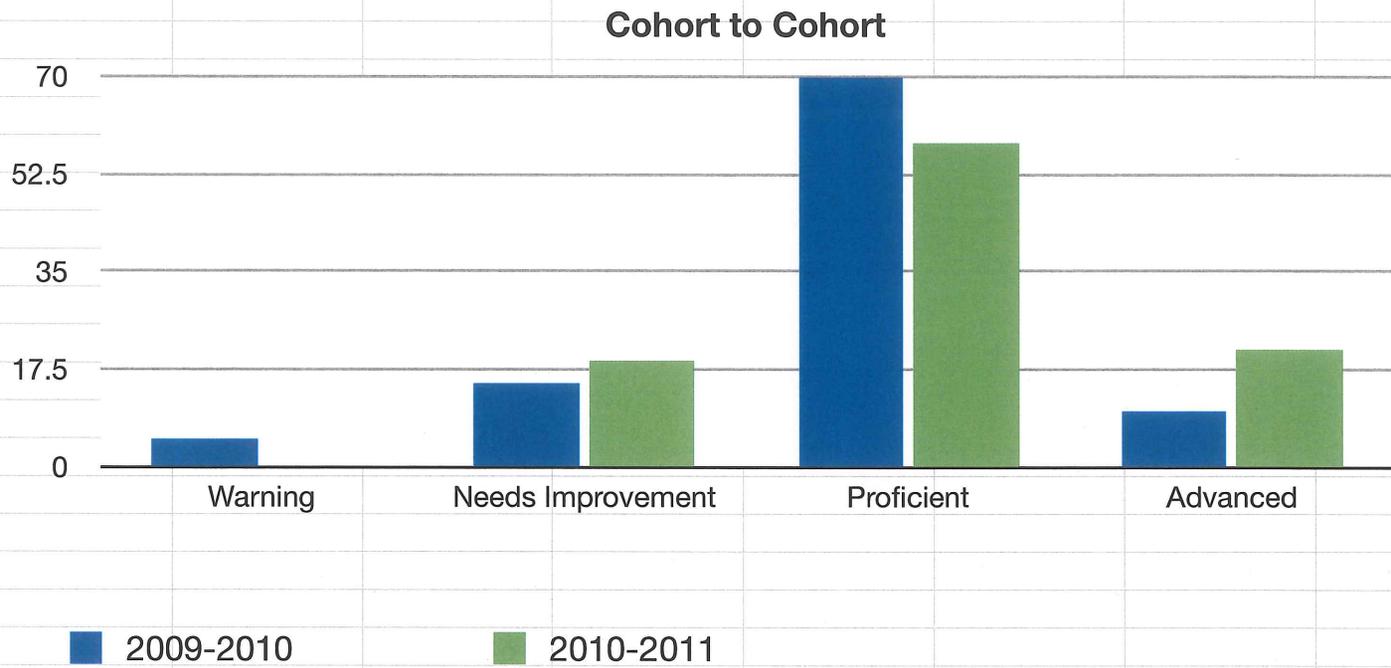


# MCAS 8th Grade 2010-2011 Cohort to Cohort

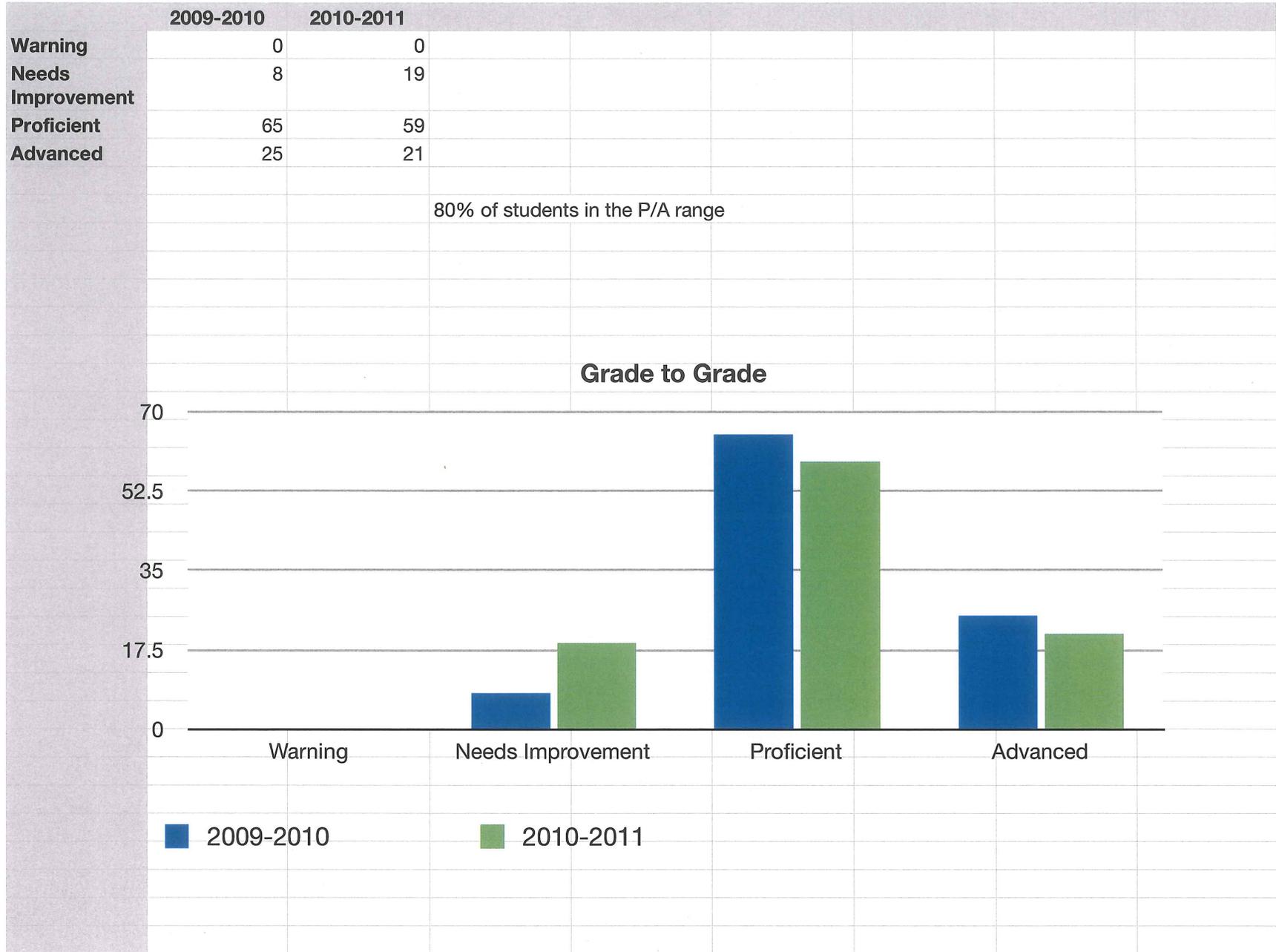
	2009-2010	2010-2011
Warning	5	0
Needs Improvement	15	19
Proficient	70	58
Advanced	10	21

\*25 Of 41 students were here last year (61%)

9 students or 36% failed to grow in the 40-60th percentile. 7 of those students were in the P/A range.



# MCAS 8th Grade 2010-2011 Grade to Grade



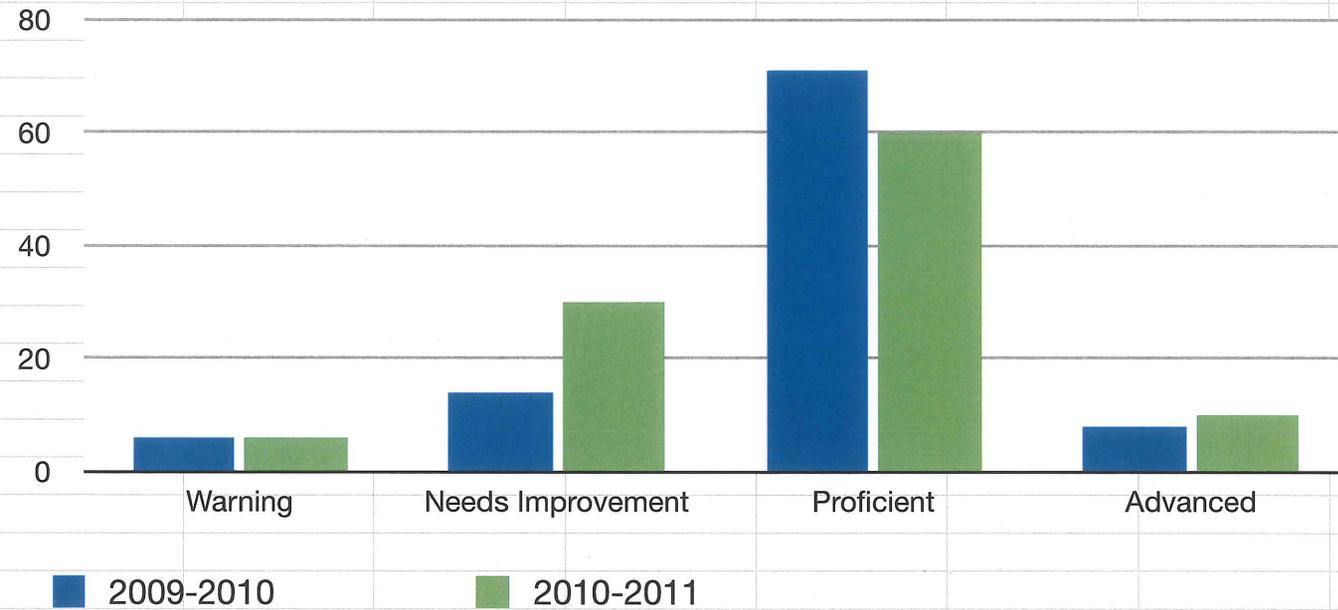
# MCAS 7th Grade 2010-2011 Cohort to Cohort

	2009-2010	2010-2011
<b>Warning</b>	6	6
<b>Needs Improvement</b>	14	30
<b>Proficient</b>	71	60
<b>Advanced</b>	8	10

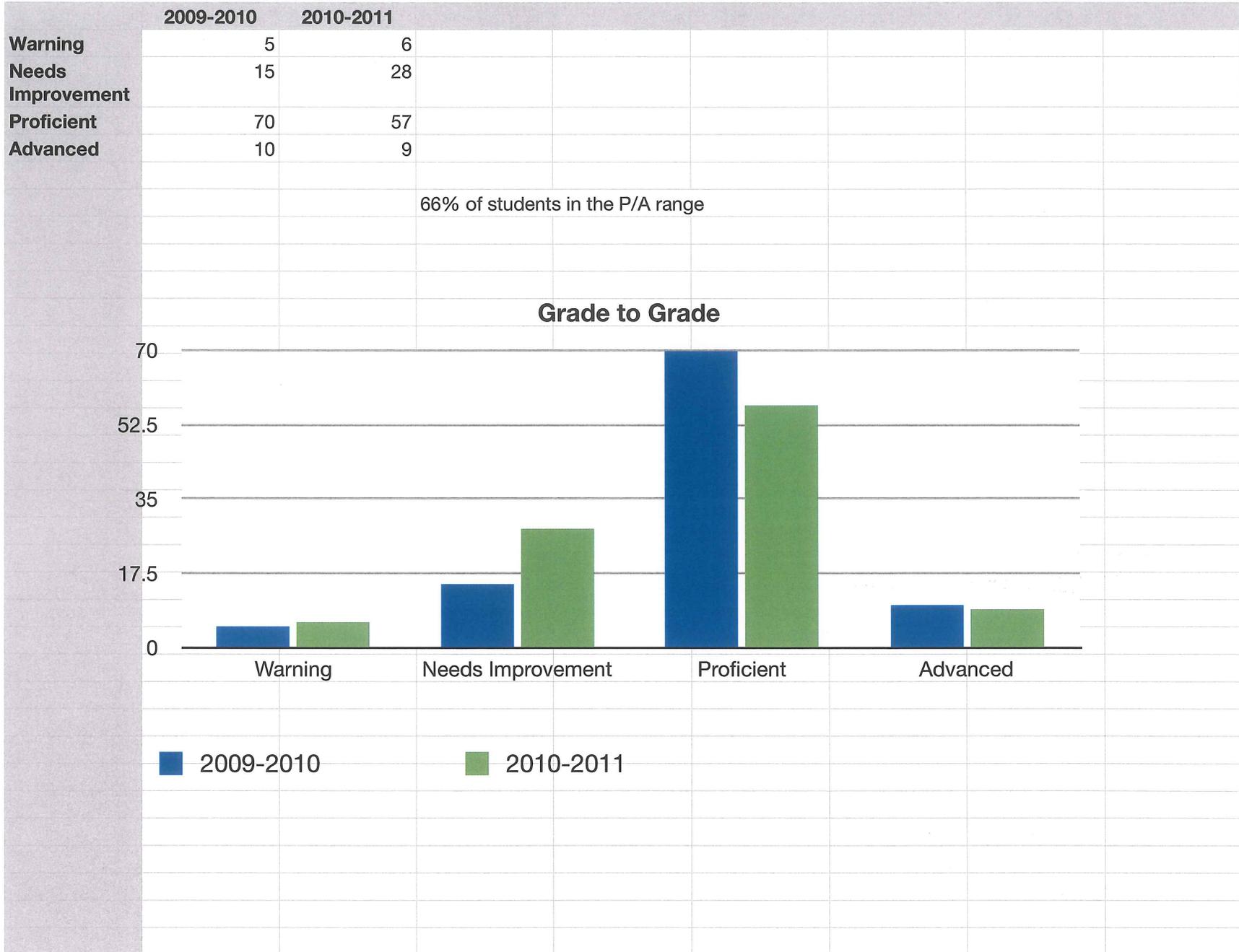
\*22 Of 35 students were here last year (63%)

12 students or 55% failed to grow in the 40-60th percentile. 8 of those students were in the P/A range.

## Cohort to Cohort



MCAS 7th Grade 2010-2011 Grade to Grade



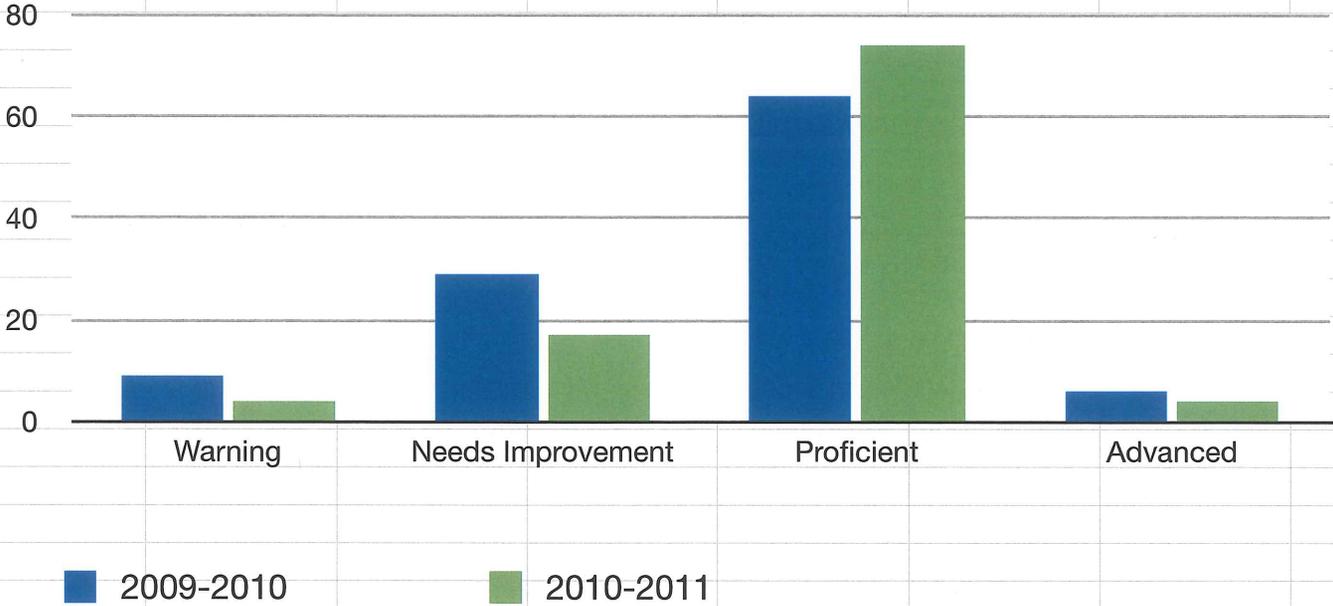
MCAS 6th Grade 2010-2011 Cohort to Cohort

	2009-2010	2010-2011
Warning	9	4
Needs Improvement	29	17
Proficient	64	74
Advanced	6	4

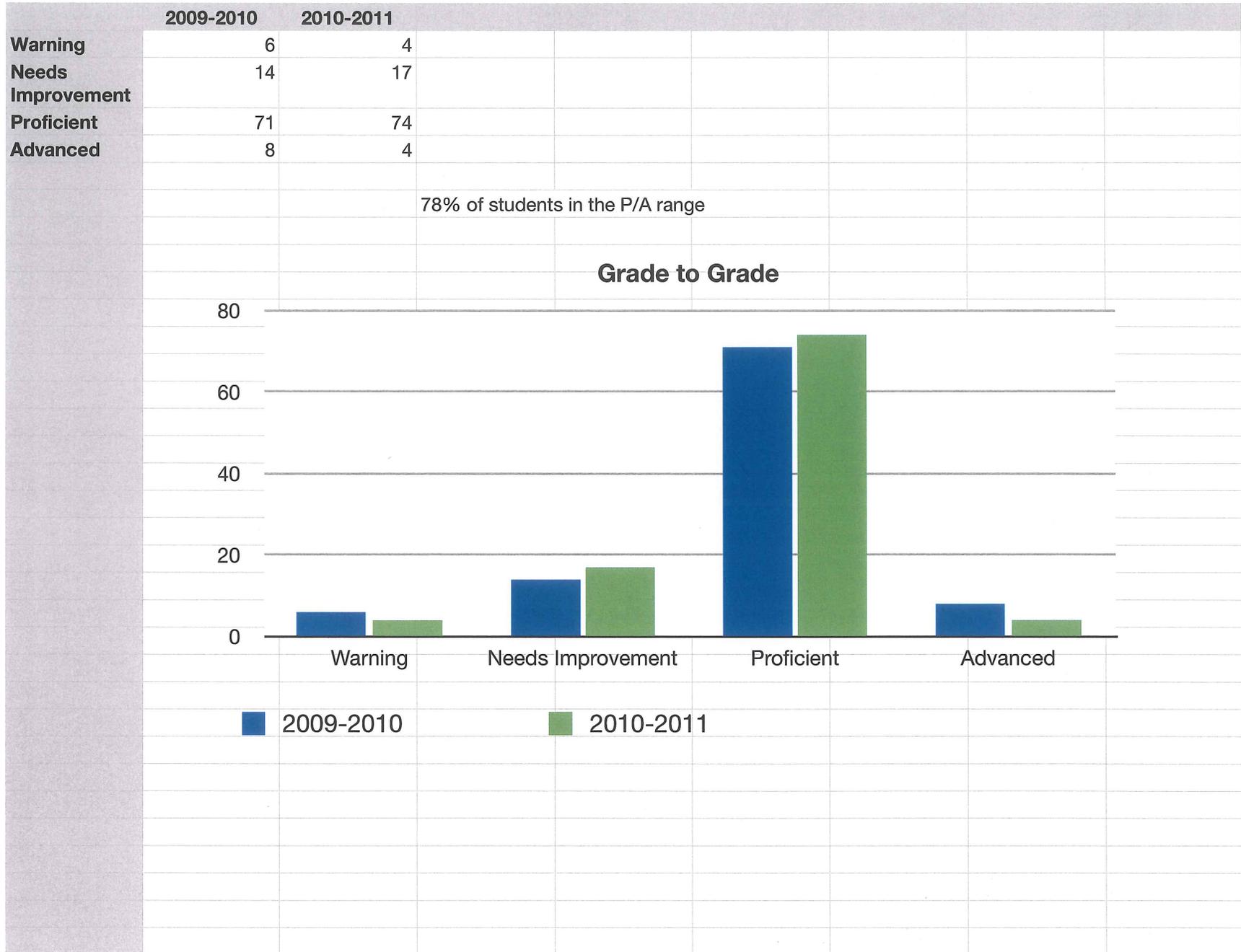
\*11 Of 23 students were here last year (48%)

2 students or 18% failed to grow in the 40-60th percentile. 1 of those students was in the P/A range.

**Cohort to Cohort**



MCAS 6th Grade 2010-2011 Grade to Grade



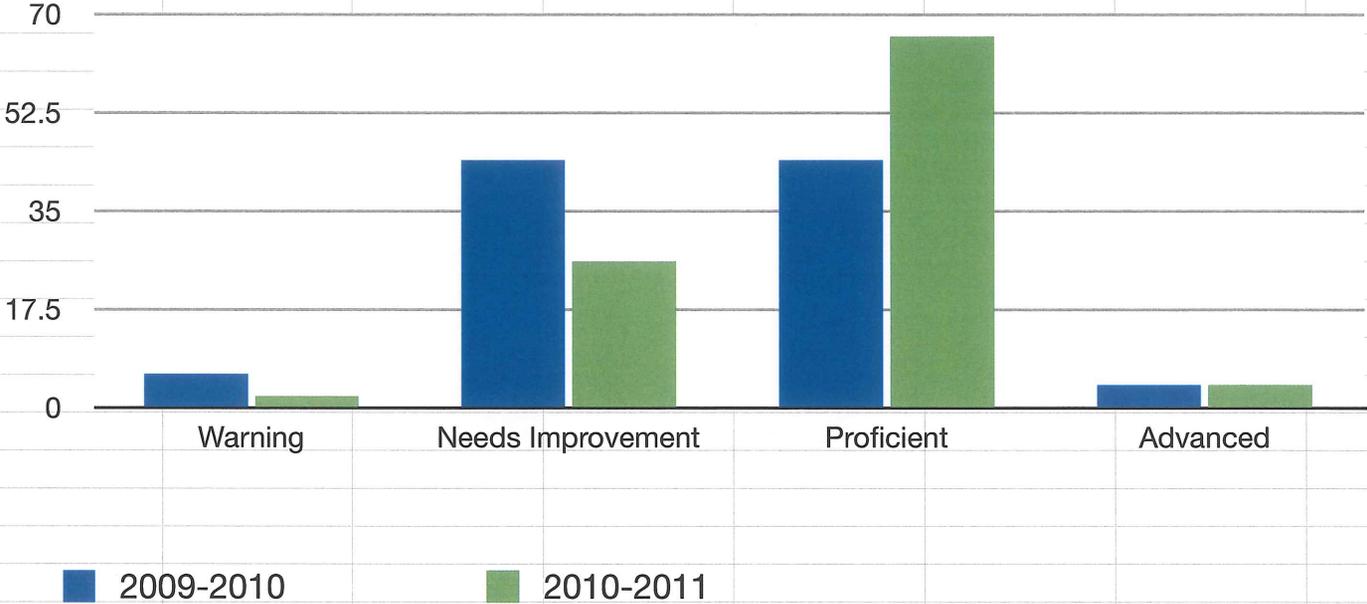
MCAS 5th Grade 2010-2011 Cohort to Cohort

	2009-2010	2010-2011
Warning	6	2
Needs Improvement	44	26
Proficient	44	66
Advanced	4	4

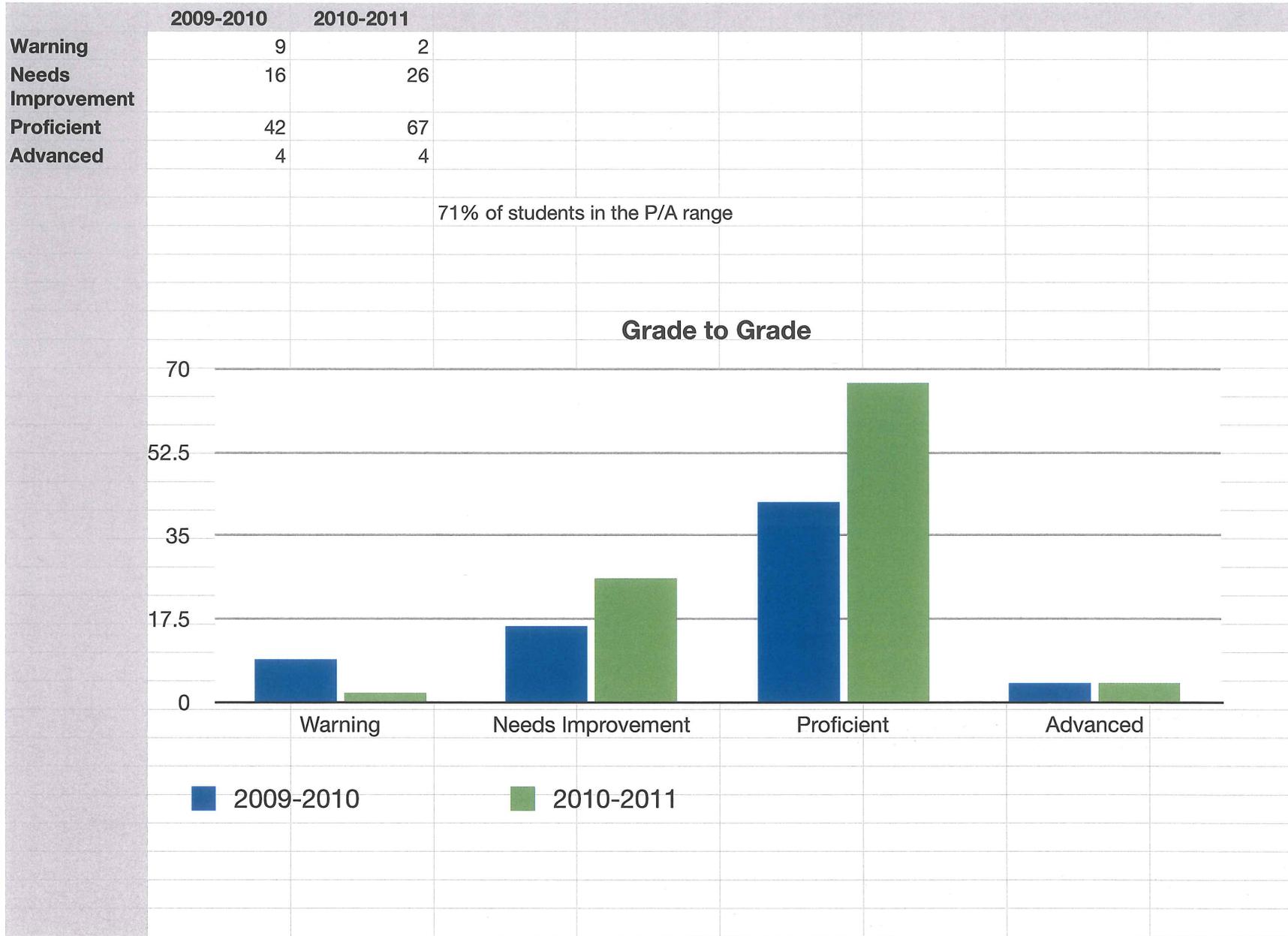
\*31 Of 45 students were here last year (69%)

17 students or 55% failed to grow in the 40-60th percentile. 11 of those students were in the P/A range.

Cohort to Cohort



MCAS 5th Grade 2010-2011 Grade to Grade

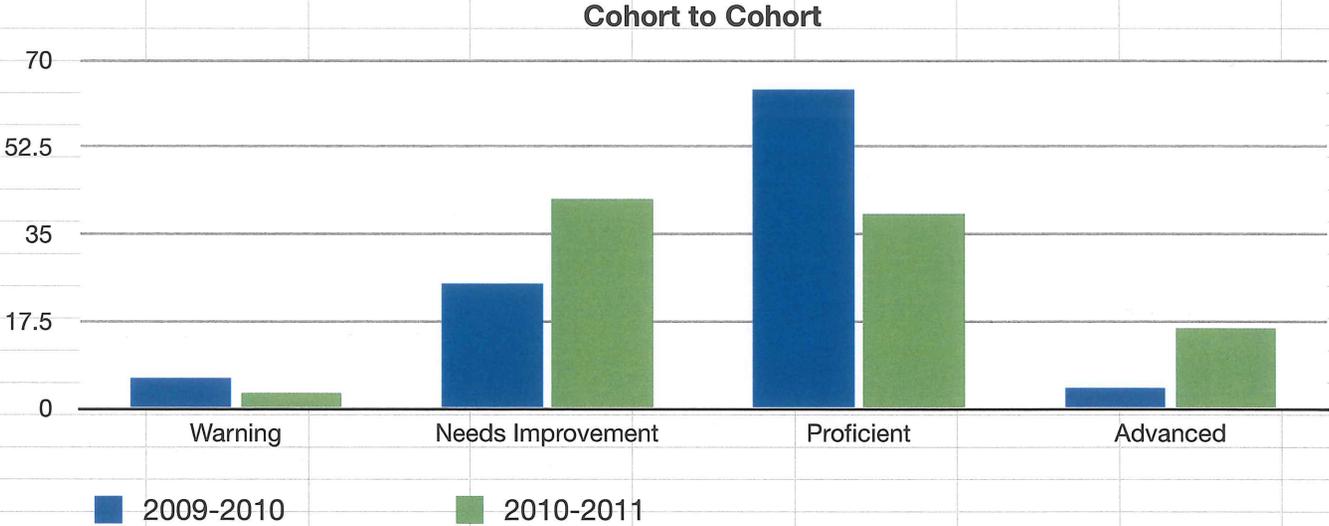


MCAS 4th Grade 2010-2011 Cohort to Cohort

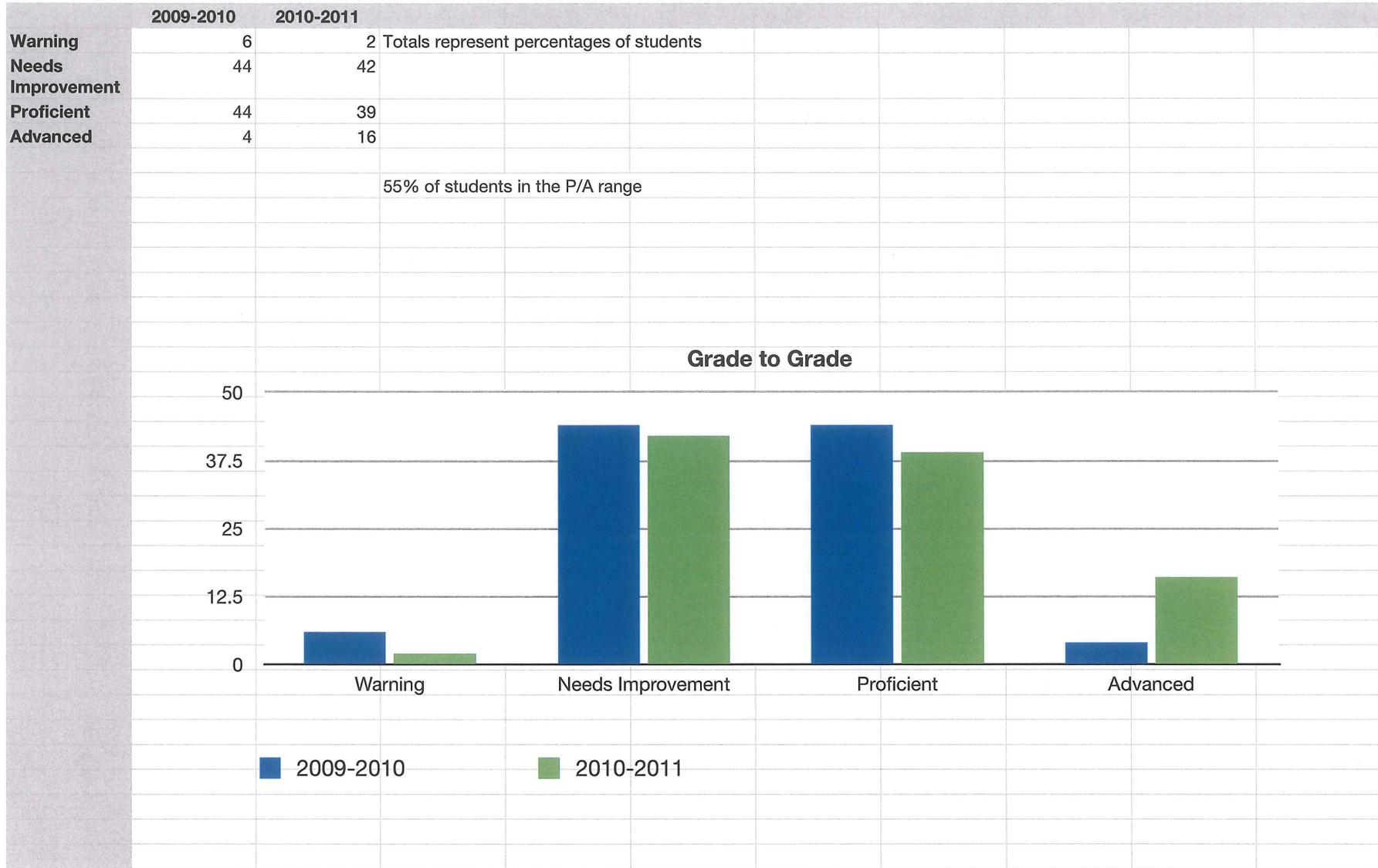
	2009-2010	2010-2011
Warning	6	3
Needs Improvement	25	42
Proficient	64	39
Advanced	4	16

\*29 of 38 students were here last year

8 students or 28% failed to grow in the 40-60th percentile. 3 of those students were in the P/A range.



# MCAS 4th Grade 2010-2011 Grade to Grade



## HMS Tier 1 Universal Benchmark Strategies

Instructional Strategies	Organizational Strategies	Collaboration	Expectations	Schedule	Positive Recognition	Discipline	School-wide Initiatives, Celebrations and Practices
<p><b>Explicit Instruction</b>  <i>Sequence instruction and examples</i>  <i>Visuals/Anchor Charts</i>  <i>High level of teacher and student interaction</i></p>	<p>Agenda Binders</p>	<p><b>School-Home Collaboration</b>  <i>Weekly folders</i>  <i>Team and teacher emails home</i>  <i>Phone calls home</i>  <i>Family letters</i>  <i>Teacher websites</i>  <i>Conferences 2x a year</i>  <i>Report Cards</i>  <i>Progress reports</i>  <i>Meet and Greet</i>  <i>Falcon Newsletter</i>  <i>Evening Events in September for Welcoming</i>  <i>Blackboard Connect</i></p>	<p>District Goals</p>	<p>Academic Extension period</p>	<p>Gold Falcons</p>	<p>Classroom Management</p>	<p>Student Council</p>
<p><b>Essential Questions</b>  <i>Objectives and Agenda</i>  <i>Review and reference throughout lesson</i></p>	<p>Predictable and Regular Classroom Routines                      Directed homework assignments                      Routines for classroom structures/lessons</p>		<p>School Goals</p>	<p>Rotating 60 minute periods</p>	<p>Citizenship</p>	<p>Referral Forms</p>	<p>Military Family Support  <i>Smooth Move</i>  <i>Deployment Lunches</i></p>
<p><b>Previewing Strategies</b>  <i>Pretest/inventory</i>  <i>Scaffolded questions</i>  <i>Warm-up/starters</i>  <i>Anticipation Guide</i>                      KWL</p>	<p>A variety of graphic organizers in use regularly and routinely</p>	<p>District Handbook</p>	<p>School Handbook</p>	<p>Homework Club</p>	<p>Positive Reinforcement (verbal)</p>	<p>Student Conferencing</p>	<p>School Initiatives  <i>HMS Improvement Plan</i>  <i>District Goals</i>  <i>Professional Learning</i>  <i>Community SMART Goals</i>  <i>District-based assessments</i>  <i>Standards based report</i></p>
<p><b>Differentiated Instruction</b>  <i>By content</i>  <i>By process</i>  <i>Offer choices for projects that allow for multiple intelligences technology</i></p>	<p>Checklist/Schedules                      Schedules posted                      Locker schedule                      Academic checklist (i.e. writing)                      To Do list</p>	<p><b>School-School Collaboration</b>                      SST/IST  <i>Conversations with previous teachers</i>  <i>Communication with specialists, counselors, therapists, etc.</i>  <i>Communication with administration</i></p>	<p>Hanscom Falcon Respect Code                      Hanscom CARES</p>	<p>Math and Literacy support periods</p>	<p>Community Meetings</p>	<p>Lunch/Recess Supervision</p>	<p>School Events  <i>Meet and Greet</i>  <i>HOPA</i>  <i>Field Day</i>  <i>Concerts</i>  <i>Great East Festival</i>  <i>Student/Faculty Basketball Assemblies</i>  <i>Community Meetings</i>  <i>Field Trips</i>  <i>Step Up Day</i>  <i>Graduation</i></p>
<p><b>Attention Strategies</b>  <i>Proximity</i>  <i>Voice variety</i>  <i>Eye contact</i>  <i>Use of props</i>  <i>Wait time</i>  <i>Whole group signal</i></p>	<p>Variety of Organizers                      Empower Narrative                      IPSA/UPSCheck for math</p>	<p>Classroom Rules</p>	<p>Responsive Classroom</p>	<p>Common planning time</p>	<p>Team Based Incentives</p>	<p>Team based discipline</p>	<p>Veteran's Day and Memorial Day observances</p>
<p><b>Summarizers</b>  <i>Exit tickets</i>  <i>Think-pair-share</i>  <i>Summative sharing</i></p>	<p>Make-up Work                      Classroom routine</p>	<p>Student/class goal discussions</p>	<p>Meeting Time                      Team                      Faculty                      District</p>	<p>SST/IST/Parent Conference time</p>	<p>Honor Roll</p>	<p>Student Reflection Sheets</p>	<p>Community Service Learning Projects</p>
<p><b>Varied Student Groupings</b>  <i>Flexible grouping</i></p>				<p>Graduation                      8th Grade Awards                      Breakfast</p>	<p>Social Worker</p>	<p>CASE collaboration</p>	



## Grade 5 Literacy Assessments Recording Sheet

Teacher	Fountas and Pinnell							
Student Name	Winter				Spring			
	Instr. Level	Comp.	Fluency	Accuracy	Instr. Level	Comp.	Fluency	Accuracy
	T	9	3	99%	V	7	3	99%
	U	6	2	99%				
	S	4	2	98%	U	7	2	97%
	U	5	2	99%				
	U	8	3	99%	W	6	3	99%
	U	6	3	99%				
	S	5	2	96%	U	7	2	98%
	T	9	2	99%	V	7	2	98%
	U	7	3	98%				
	Y	7	2	98%				
	Y	7	2	97%				
	V	7	3	99%				
	U	7	3	100%				
	U	5	3	99%				
	R	8	3	99%	V	5	3	99%
	V	5	2	99%				
					U	7	2	99%



# HANSCOM MIDDLE SCHOOL



## SCHOOL IMPROVEMENT PLAN 2011-2012

Erich Ledebuhr, Principal

## School Council

Erich Ledebuhr, Principal  
Loretta D'Alessandro, Transition Specialist  
Gregory Kalesnik, 7<sup>th</sup>/8<sup>th</sup> Grade English Language Arts Teacher  
Jennifer Martinez, 5<sup>th</sup> Grade Teacher  
Scott Craver, Community Representative  
TBA, Parent Representative

## General School Statement

In accordance with the Massachusetts Education Reform Law, Chapter 71 of the Acts of 1993, the Hanscom Middle School Council is pleased to share our School Improvement Plan for the 2011-2012 school year.

Hanscom Middle School is a part of the Lincoln Public Schools and educates Military dependents that reside on Hanscom Air Force Base. As a school that services a military community we turn over one third of our population every year.

At the beginning of the school year our enrollment was 210 students grades 4-8. There are 25 full time teachers, 7 part time teachers, 2 assistants, and 3 special education tutors. We currently have 6 classrooms at 4<sup>th</sup> and 5<sup>th</sup> grade and a three-member team at 6<sup>th</sup> grade and four-member 7<sup>th</sup> and 8<sup>th</sup> grade team. We are a full inclusion school where all our special education students are a part of our regular education classrooms. Our goal as a school is to provide a challenging, standards-based curriculum that will provide students with the necessary means to advance their achievement to attain the highest possible level.

The School Improvement Plan reflects the academic and cultural needs of Hanscom Middle School as determined by analysis of data from the previous school year as well as the district goals and Federal mandates.

Hanscom Middle School's 2011-2012 School Improvement Plan contains three goals. These three goals represent three important blocks of our foundation, academics, community and facility. The first goal addresses academics and is designed to strengthen our instruction to better meet the academic needs of our unique student population. Our second goal helps to further strengthen our community. A community's culture and belief system is fundamental to its success. We have made progress in this area and look forward to our work with this goal throughout the year. Our final goal relates to our facility. Hanscom Middle School has just embarked on a project to design and replace our school with an eye towards 21<sup>st</sup> Century Learning concepts.

I would like to take the opportunity to thank the members of the Hanscom Middle School Council for their hard work and support of our school. Thank you to our teacher representatives Loretta D'Alessandro, Gregory Kalesnik and Jennifer McSorley. I would also like to thank Scott Craver for his willingness to serve on our school council as a community representative.

## Section 1: School Improvement Goals Outline

<b>Goal 1:</b>	<b>Curriculum, Instruction and Assessment:</b> Strengthen instruction to improve student learning.
<b>Goal 2:</b>	<b>Community:</b> Continue to further define and implement the use of Professional Learning Communities (PLC).
<b>Goal 3:</b>	<b>Facility:</b> Actively participate and contribute to the new Hanscom Middle School Building Project

## Section 2: Goal Detail

### Goal 1: Curriculum, Instruction and Assessment

*Strengthen instruction to improve student learning.*

**Relationship to District Goals:**

- Curriculum, Instruction and Assessment
- Teacher Excellence and Professional Development

**Purpose:** This goal helps to narrow achievement gaps and increase individual student growth by increasing opportunities for focused learning and monitoring progress with data.

**Rationale:** Hanscom Middle School has made progress increasing rigor and demonstrating academic growth. However, as a school we are still need to continue to raise our academic achievement. We believe that the focus we put on creating a sense of an “academic spirit” last year was a step in the right direction.

Our goal this year is to build on this academic spirit by continuing our school wide writing initiative and by adopting a math initiative.

Additionally, we need to address our student growth as it relates to our school Adequate Yearly Progress (AYP) for MCAS. MCAS analysis from last year has shown that we are beginning to meet our goal of raising our overall academic achievement. Analysis also shows that we also had a decline in student growth for our students who are advanced and proficient and we need to adjust our instruction to account for this.

### Goal 1 Action Plan

Action What is going to be done to address this goal?	Specific Actions and Impact What will be the evidence of completion of the action?	Timeline When will the activity occur?	Individuals Involved	Resources Needed
Respond to Federal No Child Left Behind (NCLB) regulations and Department of Elementary and Secondary Education (DESE) requirements as they relate to MCAS Annual Yearly	Adopt the district 5 point plan “XXX” to narrow achievement gaps and improve overall student performance  All subgroups will score	September 2011 (and beyond)	Administration Faculty Curriculum content specialists, Literacy and Math	Meeting Time

Lincoln Public Schools 2011-2012 School Improvement Plan

<b>Action</b> What is going to be done to address this goal?	<b>Specific Actions and Impact</b> What will be the evidence of completion of the action?	<b>Timeline</b> When will the activity occur?	<b>Individuals Involved</b>	<b>Resources Needed</b>
Progress (AYP) and student achievement	within the "On Target" range of improvement for MCAS ELA and Math in grades 4-8		Specialists	
Adopt Best Teaching Practices	<ul style="list-style-type: none"> <li>▪ Teachers will work together to identify, share and adopt best teaching practices to increase student growth in both MCAS and district wide assessments.</li> <li>▪ Share ideas and teaching strategies from the book <u>Focus</u> by Mike Schmoker</li> <li>▪ Partner with Hanscom Primary School to foster a campus wide PLC</li> </ul>	September 2011-June 2012	Administration Teachers	Staff meeting and common planning time
Continued use of SMART goals (Specific, Measurable, Attainable, Realistic, Timely) in both writing and math	Teams will expand the work they started last year with SMART goals in writing to include math	September 2011 – June 2012	Administration Teachers Content Specialists Literacy & Math Specialists	Staff meeting and common planning time
Specialist teachers and therapists will develop goal-focused intervention and therapy plans with progress monitoring strategies to assess effectiveness for student learning and narrowing achievement gaps.	Completed goal-focused intervention plans presented to principal and parents (with follow-up review / reporting at end of intervention cycle)	September 2011 (and beyond)	Teachers, Math and Literacy Specialists, Related Services	Faculty Meeting time Local data warehouse
Refine uses of data collection strategies, analysis and presentation.	Use of local data warehouse to collect and analyze data Present data in visual graphing formats	October 2011 (and beyond)	Administration Teachers	Staff meeting and common planning time
Standards Based Reporting	<ul style="list-style-type: none"> <li>▪ Support district initiative</li> <li>▪ Increased use of common assessment</li> <li>▪ Refined analysis of standards as dictated by student performance</li> <li>▪ Increased parent communication</li> <li>▪ Beginning implementation of the National Core Standards</li> </ul>	Ongoing	HMS Faculty Administration Assistant Superintendent	Meeting Time Professional Development
Expand the use of Reader's and Writer's Workshop	Continue the implementation of both Reader's and Writer's workshop by improving classroom libraries and creating a leveled book room. Continue our school wide writing initiative to increase performance on MCAS open	September 2011 – June 2012	ELA Content Specialist Literacy Specialists	

## Lincoln Public Schools 2011-2012 School Improvement Plan

Action What is going to be done to address this goal?	Specific Actions and Impact What will be the evidence of completion of the action?	Timeline When will the activity occur?	Individuals Involved	Resources Needed
	response by 10%			
School wide math goal	Develop and adopt of school wide math goal to creates a sense of community around math and increase math performance on MCAS to 65% Advanced and Proficient	October 2011 – June 2012	Administration Math Specialists Teachers	Faculty meeting time Common planning time
Implement the IST process	Continue defining a series of both short and long term interventions. Implement interventions through extensions and the use of math and literacy specialists. Refine meeting protocols and procedures	September 2011 (and beyond)	Administration Teachers Specialists Related Services	Meeting time

### Goal 2: Community

*Continue to further define and implement the use of Professional Learning Communities (PLC)*

#### Relationship to District Goals:

- Curriculum, Instruction and Assessment
- Teacher Excellence and Professional Development
- Leadership and School Culture

**Purpose:** Teachers and staff working together as Professional Learning Communities to increase student achievement.

#### Rationale:

Hanscom Middle School needs to continue the work we began last year establishing Professional Learning Communities (PLC). Our work last year led to teams having more clearly defined visions, expectations and norms. This led to more success with student achievement and an overall stronger school culture. We hope to build on this foundation as we further our work with Standards Based Reporting, use of data and the initial implementation of Developmental Designs for Middle School for grades 6 through 8.

### Goal 2 Action Plan

Action What is going to be done to address this goal?	Specific Actions and Impact What will be the evidence of completion of the action?	Timeline When will the activity occur?	Individuals Involved	Resources Needed
Expand Team Identities	Teams will re-affirm Norms <ul style="list-style-type: none"> <li>▪ Improve Team Expectation and Welcome letters</li> <li>▪ Provide curriculum updates and team news on a monthly basis through the Falcon Newsletter</li> </ul>	September 2011-June 2012	All Professional Learning Communities	Meeting Time

Lincoln Public Schools 2011-2012 School Improvement Plan

<b>Action</b> What is going to be done to address this goal?	<b>Specific Actions and Impact</b> What will be the evidence of completion of the action?	<b>Timeline</b> When will the activity occur?	<b>Individuals Involved</b>	<b>Resources Needed</b>
Introduce Developmental Designs for Middle Schools (DDMS)	Staff members will attend DDMS training during the month of August. Introduce and incorporate a social contract, advisory, Circle of Power and Respect (CPR) and Take a Break out and in (TAB).	Summer 2011 Ongoing	Administration 6-8 <sup>th</sup> grade teachers	Professional Development Funds Meeting Time
Continue to build our community	<ul style="list-style-type: none"> <li>▪ Expand to monthly school wide community meetings</li> <li>▪ Implement DDMS and Responsive Classroom (RC) language throughout the school community</li> <li>▪ Implement School Wide Social Contract grades 6-8</li> <li>▪ Continued Focus on creating an <i>Academic Spirit</i> at HMS</li> </ul>	Ongoing	HMS Faculty	Meeting time
Increase student and teacher leadership opportunities	<ul style="list-style-type: none"> <li>▪ Increase leadership opportunities for teachers and students</li> <li>▪ 2 year rotations for Team Leaders</li> <li>▪ Use of the Student Council to create more student leadership opportunities</li> <li>▪ Explore the possibility of a peer mediation program</li> </ul>	September 2011 – June 2012	HMS Faculty and students	Meeting time Professional Development
Increase knowledge of the military child	<ul style="list-style-type: none"> <li>▪ Increase knowledge of children of military families</li> <li>▪ Inventory and analyze our current practices</li> <li>▪ Professional development about the needs that children of military families have</li> <li>▪ Revise current practices as needed</li> </ul>	September 2011-June 2012	HMS Faculty PTO School Liaison Parent Ambassador	Meeting Time Professional Development
Support standards based reporting	<ul style="list-style-type: none"> <li>▪ Support district initiative</li> <li>▪ Increased use of common assessment</li> <li>▪ Refined analysis of standards as dictated by student performance</li> <li>▪ Increased parent communication</li> <li>▪ Beginning implementation of the National Core Standards</li> </ul>	Ongoing	HMS Faculty Administration Assistant Superintendent	Meeting Time Professional Development

## Lincoln Public Schools 2011-2012 School Improvement Plan

Action What is going to be done to address this goal?	Specific Actions and Impact What will be the evidence of completion of the action?	Timeline When will the activity occur?	Individuals Involved	Resources Needed
HPS and HMS School Councils will collaborate to improve communication on the HPS and HMS websites with an emphasis on the needs of families moving to Hanscom.	-Virtual tour for new families -Audio/video staff introductions -Improved online resources that incorporate feedback and ideas from HPS & HMS families -Feedback forms for new families assessing usability	October 2011 – May 2012	Principal School Council	School Council and Parent Ambassador reaching out to gather input from families

### Goal 3: Facilities

*Participate and contribute to the new Hanscom Middle School Building Project*

#### **Relationship to District Goals:**

- Curriculum, Instruction & Assessment
- Teacher Excellence and Professional Development
- Leadership & School Culture
- Facilities, Safety, Health and Operation

**Purpose:** The Hanscom Middle School community working together with the Department of Defense, Domestic Dependent Elementary and Secondary Schools (DDESS) and Ewing Cole to plan and design a replacement building for Hanscom Middle School

**Rationale:** Congress has committed to a four billion dollar program to replace Department of Defense schools worldwide. Hanscom Middle School has been chosen as part of the program to be replaced. The goal of the project is to create a school that will be flexible enough to last 50 years into the future and be able to support 21<sup>st</sup> Century teaching spaces and practices.

### Goal 3 Action Plan

Action What is going to be done to address this goal?	Specific Actions and Impact What will be the evidence of completion of the action?	Timeline When will the activity occur?	Individuals Involved	Resources Needed
Work collaboratively with DDESS (Department of Defense, Domestic Dependent Elementary and Secondary Schools), The Army Corps of Engineers and Ewing Cole to plan, design and construct a new middle school facility	Successful Completion of a new state of the art facility	September 2011 ongoing	Administration HMS teachers and Staff District leadership DDESS COE Ewing Cole	Meeting Time Professional Development
Familiarize ourselves with 21 <sup>st</sup> Century teaching concepts and how they relate to our current practices and future building design	Knowledge about 21 <sup>st</sup> Century learning spaces and how to adapt teaching methods to take advantage of new spaces	September 2011 ongoing	Administration HMS teachers and Staff District leadership DDESS COE Ewing Cole	Meeting Time Professional Development



**Lincoln School**

**SCHOOL IMPROVEMENT PLAN 2009-2011  
Annual Report October 6, 2011**

## **Lincoln School**

### **SCHOOL COUNCIL MEMBERSHIP**

**2010-2011**

#### **Co-Chairs**

Stephen McKenna – Principal K-4

Sharon Hobbs – Principal 5-8

Barbara Low	Community representative
Marlene Major-Ahmed	Parent
Lori Michaels	Parent
Gila Naderi	Parent
Elisa Sartori	Parent
Blake Siskavich	Teacher - Kindergarten
Amanda Sykes	Teacher - Foreign Language

## **GOAL # 1**

**TO ALIGN DAILY LITERACY INSTRUCTION WITH THE LINCOLN PUBLIC SCHOOLS ENGLISH LANGUAGE ARTS LEARNING EXPECTATIONS AND TO CLEARLY ARTICULATE AN APPROPRIATE FLOW FROM GRADES K-8.**

## **RATIONALE**

Literacy for all our students involves speaking and listening, reading and writing, and using a variety of media. Our English Language Arts program is anchored in the guiding principles of the Massachusetts Curriculum Frameworks. It is organized by the 27 state standards, which are categorized in four strands: Language, Reading and Literature, Composition, and Media. Our Lincoln Learning Expectations provide several Big Ideas for each standard to indicate the conceptual basis for learning. Key Outcomes describe the most important learning at a grade level for that standard and are the basis for assessment of student progress. Selected Essential Knowledge & Skills support student success in the outcomes and the standard. Students' competency in literacy affects their capacity to be successful in all other subject areas so we allocate considerable instructional time to literacy learning in grades K-8.

Building on the goals from previous years, we recognize that literacy is one of the foundational skills of elementary school; there is a need to ensure continuity in the program from grades K-8.

**MEANS TO ACCOMPLISH GOAL**

<b>Action(s)</b>	<b>Person(s) responsible</b>	<b>Status</b>
<p>To obtain timely assessment data based on the District Assessment plan. This plan will include assessments for: oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension and writing</p> <p>To provide Literacy instruction based on a Comprehensive Balanced literacy program in order to develop consistency of instruction and expectations</p>	<p>Principals, classroom teachers, Judy Merra, Literacy Specialists, Team Leaders</p>	<p><b><u>For All K-4 Students (using the Developmental Reading Assessment - 2 or Fountas and Pinnell Benchmark Assessment 2010-11:</u></b></p> <p>47% of Kindergarten students are currently reading books that are beyond the end of K benchmark DRA level of 3/4. (41% of Kindergarten in <b>2009-10</b>)</p> <p>62% of first grade students are currently receiving instruction during Guided Reading groups in texts that are beyond the end of year benchmark DRA level of 18. (48% of first grade students in <b>2009-10</b>)</p> <p>75% of second grade students are currently receiving instruction during Guided Reading groups in texts that are beyond the end of year benchmark DRA level of 28. (62% of second grade students in <b>2009-10</b>)</p> <p>79% of third grade students are currently receiving instruction during Guided Reading groups in texts that are beyond the end of year benchmark - Fountas and Pinnell level Q. (62% of third grade students in <b>2009-10</b>)</p> <p>64% of fourth grade students are currently receiving instruction during Guided Reading groups in texts that are beyond the end of year benchmark – Fountas and Pinnell level U. (51% of fourth grade students in <b>2009-10</b>)</p>

Action(s)	Person(s) responsible	Status
<p>To obtain timely assessment data based on the District Assessment plan. This plan will include assessments for: oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension and writing</p> <p>To provide Literacy instruction based on a Comprehensive Balanced literacy program in order to develop consistency of instruction and expectations</p>	<p>Principals, classroom teachers, Judy Merra, Literacy Specialists, Team Leaders</p>	<p><b><u>For all K-2 Students (using Dynamic Indicators of Basic Early Literacy Skills - DIBELS) 2010-11:</u></b></p> <p>84% of <i>Kindergarten</i> students scored "low risk" (the highest of benchmark of three categorical benchmarks-- at risk, some risk and low risk) on the June NWF (nonsense word fluency) DIBELS assessment. (86% of Kindergarten students in <b>2009-10</b> - January)</p> <p>85% of <i>First grade</i> students scored "low risk" (the highest of benchmark of three categorical benchmarks-- at risk, some risk and low risk) on the June ORF (oral reading fluency) DIBELS assessment. (82% of first grade students in <b>2009-10</b> - January)</p> <p>79% of <i>Second grade</i> students scored "low risk" (the highest of benchmark of three categorical benchmarks-- at risk, some risk and low risk) on the January ORF (oral reading fluency) DIBELS assessment. 98% of second grade students in <b>2009-10</b> - January)</p> <p><b><u>For students receiving Literacy support services:</u></b></p> <p><b><u>Grade 1</u></b></p> <p><b>2009-10</b> - 14% of first grade students received Literacy Support Services. These students are identified by assessment scores coupled with teacher recommendation.</p> <p><b>2010-11</b> - 23% of first grade students began the year receiving Literacy Support Services. These students were identified by assessment scores coupled with teacher recommendations. At the end of the year 53% of the original 23% of literacy support students were dismissed from services, 20% of the original 23% began receiving more specialized reading services through special education and 27% of the original 23% continued to benefit from ongoing literacy support.</p>

<b>Action(s)</b>	<b>Person(s) responsible</b>	<b>Status</b>
<p>To obtain timely assessment data based on the District Assessment plan. This plan will include assessments for: oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension and writing</p> <p>To provide Literacy instruction based on a Comprehensive Balanced literacy program in order to develop consistency of instruction and expectations</p>	<p>Principals, classroom teachers, Judy Merra, Literacy Specialists, Team Leaders</p>	<p><b>2009-10</b> - First grade students who are receiving support services this school year have progressed 4-6 reading levels from September to May. A student who entered 1st grade at the entering benchmark level of 4 would need to progress 7 levels to meet the exit benchmark of 18.</p> <p><b>2010-11</b> - First grade students that received literacy support services for the entire school year have progressed 4-6 reading levels from September to June. A student who entered 1st grade at the entering benchmark level of 4 would need to progress 7 levels to meet the exit benchmark of 18.</p> <p><u><b>Grade 2</b></u></p> <p><b>2009-10</b> - 8% of second grade students received literacy support services. These students are identified by assessment scores coupled with teacher recommendation. 44% of second graders receiving literacy support services since September have been released from services based upon the student's abilities to meet the established benchmarks for second grade (primarily DRA score). 40% of the remaining second grade students in literacy support services have had their services decreased based upon their increasing proficiency as they move towards meeting the established benchmarks.</p> <p><b>2010-11</b> - 14% of second grade students began the year receiving Literacy Support Services. These students were identified by assessment scores coupled with teacher recommendations as well as past service history. At the end of the year, 44% of the original 14% of students have been released from services, 44% of the original 14% have qualified for more specialized reading support through special education and 12% of the original 14% continue to benefit from literacy support.</p>

<b>Action(s)</b>	<b>Person(s) responsible</b>	<b>Status</b>
<p>To obtain timely assessment data based on the District Assessment plan. This plan will include assessments for: oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension and writing</p> <p>To provide Literacy instruction based on a Comprehensive Balanced literacy program in order to develop consistency of instruction and expectations</p>	<p><b>Person(s) responsible</b></p> <p>Principals, classroom teachers, Judy Merra, Literacy Specialists, Team Leaders</p>	<p><b><u>Grade 3</u></b>  <b>2009-10</b> - 30% of third grade students received literacy support services. These students are identified by assessment scores coupled with teacher recommendation.  19% of third graders receiving literacy support services since September have been released from services based upon the student's abilities to meet the established benchmarks for third grade.</p> <p><b>2010-11</b> - 15% of third grade students received literacy support services. These students were identified using assessment scores coupled with teacher recommendation.  3% of third graders receiving literacy support services since September have been released from services based upon the student's abilities to meet the established benchmarks for third grade.</p> <p><b><u>Grade 4</u></b>  <b>2009-10</b> - 15% of fourth grade students have received literacy support services since September. These students are identified by assessment scores coupled with teacher recommendation.</p> <p><b>2010-11</b> - 22% of fourth grade students have received literacy support services since September. These students were identified using assessment scores coupled with teacher recommendation.  7% of fourth graders receiving literacy support services since September have been released from services based upon the student's abilities to meet the established benchmarks for fourth grade.</p> <p><b><u>Grade 5</u></b>  <b>2010-11</b> 10% of fifth grade students have received literacy support services since September. These students were identified using assessment scores coupled with teacher recommendation.</p>

		3% of fifth graders receiving literacy support services since September have been released from services based upon the student's abilities to meet the established benchmarks for fifth grade.
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<b>Action</b>	<b>Person(s) responsible</b>	<b>Status</b>
Literacy specialists will meet with grade 4-5 teachers bi-monthly regarding reading assessments and the use of the data to inform instruction	Principals, classroom teachers, Judy Merra, ELA content specialist, Literacy Specialists	95% of students who scored below grade level according to the F&P Benchmark Assessment at the beginning of the year achieved the grade level benchmark by the end of the year.
Examine reading and writing across the curriculum to ensure that there is consistency of expectations, that we teach informational reading, and that students learn technical writing by grade 8	Judy Merra, Literacy Specialists, Principals, classroom teachers	January 14, 2011 Professional Development – Writing in the Content Area Workshop. Literacy personnel engaged and informed staff, and facilitated the effort of developing useable mini-lessons in content area subjects. They also attended common planning time meetings and worked one on one with individual teachers to model and practice the strategies. This has resulted in daily opportunities for students to write and receive feedback from teachers.

**GOAL # 2**

**TO ESTABLISH A NURTURING SCHOOL ENVIRONMENT CHARACTERIZED BY COLLABORATION, TOLERANCE, RESPECT AND CELEBRATION FOR ALL GROUPS ENSURING THAT STUDENTS FEEL SAFE AND ENGAGED IN LEARNING**

**RATIONALE**

The Lincoln Public Schools vision speaks to instilling in our students the joy of learning, providing them the tools to play constructive, compassionate roles in society, and giving them the very best preparation for high school. Components of the mission statement target an appreciation and respect for diversity as well as encourage hard work and fair play. These key beliefs reinforce a need to create a school environment where all students can feel safe and be a part of a welcoming learning community.

**MEANS TO ACCOMPLISH GOAL**

<b>Action</b>	<b>Person(s) responsible</b>	<b>Status</b>
Investigate opportunities to bring Developmental Design training to middle school level	Principals	In 2009-2010 there were 162 discipline referrals resulting in detention or suspension. In 2010-2011 there were 68. Using DDMS strategies, teachers were able to prevent behaviors that had caused discipline referrals in previous years.  August of 2011 eight more faculty members were trained completing training of the 5 <sup>th</sup> , 6 <sup>th</sup> and 7 <sup>th</sup> grade teams and many specialists.
Grade K-4 classrooms will continue with morning meeting and regular All School Meetings. These offer the chance to practice the skills of greeting, listening, and responding, group problem solving, noticing and anticipating and celebrating student learning. We will use these opportunities to actively reinforce respectful interactions among the members of our community. Non-verbal signals for seeking help will be reinforced and practiced.	Principal, classroom teachers	Ongoing  Two grade 4 teachers were trained in the summer of 2011.

<b>Action(s)</b>	<b>Person(s) responsible</b>	<b>Status</b>
<p>Grades 5-8 will continue the focus on building trust, encouraging student voice and providing opportunities for student leadership. Come Together Assemblies, small group connections with a single adult and cross-curricular project-based learning opportunities will be a part of this effort.</p>	<p>Principal, teachers</p>	<p>All Come Together assemblies in the 2010-2011 school year were hosted by students.</p>
<p>Investigate opportunities for the grade 7-8 peer mediation students to help on the playground during K-4 recess. Can they take on a leadership role and lead games, teach rules, prevent conflicts?</p>	<p>Social workers, PE teachers, playground supervisors, principals</p>	<p>Peer mediators continued their work as playground monitors. The 8<sup>th</sup> grade peer mediators completed four mediations.</p> <p>Mediators gave presentations in classrooms in grades 3 and 4 explaining what mediation is and how it happens. A presentation was done at a Come Together for grades 5-8 to explain the same ideas.</p>

**GOAL #3**

**TO FACILITATE LEARNING EXPERIENCES THAT NARROW THE ACHIEVEMENT GAPS THAT EXIST AMONG RACIAL GROUPS, CHILDREN WITH SPECIAL NEEDS AND CHILDREN FROM LOWER SOCIO-ECONOMIC GROUPS**

**RATIONALE**

MCAS 2008 results indicate that Lincoln School did not meet the expected annual progress (AYP – Adequate Yearly Progress) for special education and low-income (free and reduced lunch eligible) populations for the second year in a row. It is incumbent on the school to provide appropriate resources to ensure proficient performance for all students.

**MEANS TO ACCOMPLISH GOAL**

<b>Action</b>	<b>Person(s) responsible</b>	<b>Status</b>
Student Intervention Plans are developed for students in grade 4-8 who scored “Needs Improvement” or “Warning”	Principals, classroom teachers, literacy specialists, math specialists	<p><b><u>Grade 4</u></b></p> <p><b>2009-10</b> - The 21 children on fourth grade intervention plans have made the following progress:</p> <ul style="list-style-type: none"><li>• All students have increased at least two F and P reading levels, many have made even greater gains</li><li>• More than half of these students have completed the FASTT Math multiplication program</li><li>• All students who receive interventions in math scored at least 60% on Everyday Math assessments - many score much higher</li><li>• At least 50% have improved in writing conventions as measured in all grade writing prompts</li><li>• 30% have improved in writing content as measured in all grade writing prompts</li><li>• 100% have improved their writing proficiency as measured in daily</li></ul>

<b>Action(s)</b>	<b>Person(s) responsible</b>	<b>Status</b>
<p>Student Intervention Plans are developed for students in grade 4-8 who scored “Needs Improvement” or “Warning”</p>	<p>Principals, classroom teachers, literacy specialists, math specialists</p>	<p><b><u>Grade 4 continued</u></b>  <b>2009-10</b></p> <ul style="list-style-type: none"> <li>• assignments</li> <li>• Intervention Plans were updated in March - the final common writing scores, the final EDM scores and end of year assessment scores as well as updated F and P levels will be added by the end of the year.</li> </ul> <p><b>2010-11</b> - The 14 children on fourth grade intervention plans have made the following progress:</p> <ul style="list-style-type: none"> <li>• 93% of students have increased at least two F and P reading levels, many have made even greater gains</li> <li>• 83% of these students have completed the FASTT Math multiplication program</li> <li>• All students who receive interventions in math scored at least 60% on Everyday Math assessments - many score much higher</li> <li>• 83% have improved in writing conventions as measured in all grade writing prompts</li> <li>• 30% have improved in writing content as measured in all grade writing prompts</li> <li>• 100% have improved their writing proficiency as measured in daily assignments.</li> </ul> <p><b><u>Grade 5</u></b>  <b>2009-10</b> - The 45 children on fifth grade intervention plans have made the following progress:</p> <ul style="list-style-type: none"> <li>• More than half of these students have completed the FASTT Math multiplication program.</li> <li>• Over 50% of students with math intervention plans scored at least 60% on the EDM assessments.</li> <li>• Two-thirds of students with math interventions scored proficient on a recent open response in EDM.</li> </ul>

Action(s)	Person(s) responsible	Status
<p>Student Intervention Plans are developed for students in grade 4-8 who scored “Needs Improvement” or “Warning”</p>	<p>Principals, classroom teachers, literacy specialists, math specialists</p>	<p><b><u>Grade 5 continued</u></b></p> <p><b>2009-10</b></p> <ul style="list-style-type: none"> <li>• When working on transition words and multiple paragraph writing, 75% of students made gains.</li> <li>• On the most recent vocabulary test, 72% of students with ELA intervention plans scored 70% or higher.</li> </ul> <p><b>2010-2011-</b> The 20 students in fifth grade on intervention plans for math made the following progress:</p> <ul style="list-style-type: none"> <li>• 55% of students moved to proficient or advanced on the 2011 MCAS</li> </ul> <p>The 15 students in fifth grade on intervention plans for English Language Arts made the following progress:</p> <ul style="list-style-type: none"> <li>• 50% moved to proficient on the 2011 MCAS</li> </ul> <p><b><u>Grade 6</u></b></p> <p><b>2009-10 -</b> The 13 children on sixth grade intervention plans for math have made the following progress:</p> <ul style="list-style-type: none"> <li>• All students who have interventions in math have participated in the Math's Mate homework program. All of these students have scored higher than a 62% on both Math's Mates end of term tests that have been given so far this year.</li> <li>• On average, students on interventions in math scored at least 63% on IMPACT assessments. Many have scored much higher.</li> </ul> <p>Students on intervention plans for ELA have made the following progress:</p> <ul style="list-style-type: none"> <li>• On the most recent long term writing assignment, most students met between 78% and 84% of the criteria.</li> </ul>

<p><b>Action(s)</b></p> <p>Student Intervention Plans are developed for students in grade 4-8 who scored “Needs Improvement” or “Warning”</p>	<p><b>Person(s) responsible</b></p> <p>Principals, classroom teachers, literacy specialists, math specialists</p>	<p><b>Status</b></p> <p><u><i>Grade 6 continued</i></u></p> <p><b>2010-11</b> – The 25 students on sixth grade intervention plans for math made the following progress:</p> <ul style="list-style-type: none"> <li>• 24% moved to proficient on the 2011 MCAS</li> </ul> <p>The 16 students on sixth grade intervention plans for ELA made the following progress:</p> <ul style="list-style-type: none"> <li>• 60 % moved to proficient on the 2011 MCAS.</li> </ul> <p><u><i>Grade 7</i></u></p> <p><b>2009-10</b> - 23 students have mathematics intervention plans. The seventh grade math teachers report:</p> <ul style="list-style-type: none"> <li>• Students participated in the Math’s Mate homework program. Students have maintained between 50% and 70% scores on tests given this year.</li> <li>• Students scored at least 50% on IMPACT assessments. Some have scored much higher.</li> <li>• Students have completed, corrected, and scored open response questions to improve their skills.</li> <li>• On the most recent full-length practice MCAS test, over 60% of the student scored in the ‘proficient’ range.</li> <li>• Students have participated in the FASTT Math program throughout the year in order to gain automaticity with their basic math facts. 43% of students using the program are either Fluent (97%-100% of facts) or Developing (between 50% and 80% of facts) in multiplication facts. Division facts have been used for the students finished with multiplication</li> </ul> <p><b>Status</b></p>
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<p><b>Action(s)</b></p> <p>Student Intervention Plans are developed for students in grade 4-8 who scored “Needs Improvement” or “Warning”</p>	<p><b>Person(s) responsible</b></p> <p>Principals, classroom teachers, literacy specialists, math specialists</p>	<p><u><b>Grade 7 continued</b></u></p> <p><b>2009-10</b> - Grade 7 students on intervention plans for ELA have made the following progress:</p> <ul style="list-style-type: none"> <li>• In the most recent essay, students were able to show at least 85% improvement in constructing an introductory paragraph when compared to the first assessment of the year.</li> <li>• Students showed improvement in the elaboration of details in class assessments given in the beginning of the year when compared to district assessments at the end of the year.</li> <li>• When working on Greek and Latin root words, students improved more than 85% in quizzes given throughout the year.</li> <li>• When identifying figurative language in a text, students identified examples correctly 75% of the time.</li> </ul> <p><b>2010-2011</b> - The 15 students on seventh grade intervention plans for math made the following progress:</p> <ul style="list-style-type: none"> <li>• 3% scored proficient on the 2011 MCAS</li> </ul> <p>The 9 students on seventh grade intervention plans for English made the following progress:</p> <ul style="list-style-type: none"> <li>• 32% scored proficient on 2011 MCAS</li> </ul> <p><b>Status</b></p>
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<p><b>Action(s)</b></p> <p>Student Intervention Plans are developed for students in grade 4-8 who scored “Needs Improvement” or “Warning”</p>	<p><b>Person(s) responsible</b></p> <p>Principals, classroom teachers, literacy specialists, math specialists</p>	<p><b><u>Grade 8</u></b></p> <p><b>2009-10</b> - The 14 students on 8th grade intervention plans for math have made the following progress:</p> <ul style="list-style-type: none"> <li>• 67% of the students scored a B or above on the last major Chapter Test</li> <li>• 92% of the students completed and handed in at least 2/3 of the homework assignments during the second term</li> <li>• 67% of the students improved or maintained their scores on Math's Mates tests while increasing the number of problems and broadening the range of problem types over the course of the year.</li> </ul> <p>Students on intervention plans for ELA have made the following progress:</p> <ul style="list-style-type: none"> <li>• Most students demonstrated adequate progress in their summarizing skills by scoring between 75 and 90 percent on their most recent summary skills assessment.</li> <li>• 100 percent of students demonstrated adequate progress on note taking. Most students demonstrated excellence in organization of ideas and information, while some demonstrated average to good note taking and organizing skills.</li> </ul> <p><b>2010-2011</b> The 13 students on intervention plans for math made the following progress:</p> <ul style="list-style-type: none"> <li>• 1 student received proficient on the 2011 MCAS</li> </ul> <p>The 7 students on intervention plans for English Language Arts made the following progress:</p> <ul style="list-style-type: none"> <li>• 1.4 % scored proficient on the 2011 MCAS</li> </ul>
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<p><b>Action(s)</b></p> <p>Gather data on “target” groups and individuals to measure effectiveness of support</p>	<p><b>Person(s) responsible</b></p> <p>Principal and teachers</p>	<p><b>Status</b></p> <p><b><u>Kindergarten</u></b></p> <p>2010-11 - Two students were identified for Special Education services. One student met all the benchmarks for LPS Kindergarten</p> <p><b><u>Grade 1</u></b></p> <p>2010-11- In grade one we took a number of steps to help close the achievement gap. We continued the effort to use assistants to assist with reviewing particular topics or giving extra review to students who needed it. In math the first grade classrooms were expected to move to a small group model of math instruction. We worked closely with math specialists in order to implement this shift. The shift to small group instruction enabled us to focus our instruction with each group and enable us to have small group time with those struggling students. It also better enabled us to differentiate instruction for all students and meet their needs better. In literacy, where we already use small group instruction, the focus was more on the data side where we sought to better use the data we collected to inform instruction, especially with those students who are struggling. We refined the assessments we used and looked at other assessments (Fountas and Pinnell) that will be an improvement over what we have.</p> <p><b><u>Grade 2</u></b></p> <p>2010-11 - Classroom teacher or Literacy Specialist interventions are working for two students. One student is receiving math support with variable results</p>

<p><b>Action(s)</b></p> <p>Gather data on “target” groups and individuals to measure effectiveness of support</p>	<p><b>Person(s) Responsible</b></p> <p>Principal and teachers</p>	<p>(vocabulary and language are key areas of need). This student is now receiving services through an IEP. Another student was referred for special education services.</p> <p><b>Status</b></p> <p><b><u>Grade 3</u></b></p> <p><b>2010-11</b> - Students made varying degrees of progress in Reading (1- 6 F&amp;P levels). Students made varying degrees of progress in Writing (3-5 point gain on a 28 point rubric). Math gains as measured by the Everyday Math assessments were consistent between mid-year and end-of-year assessments. Continued improvement is needed</p> <p><b><u>Grade 4</u></b></p> <p><b>2010-11</b> - Students made varying degrees of progress in Reading (3-4 F&amp;P levels). Moderate gains were made in Math as measured by FASTT Math assessment and Everyday Math assessments.</p> <p>During Writing Workshop, fourth grade teachers were able to utilize many of the conferencing techniques and record keeping methods learned during professional development with Carl Anderson. By giving targeted feedback and teaching specific strategies and craft advice, 79% of students in fourth grade were successful (scoring a 3 or better using the grade 4 writing rubric) with S.M.A.R.T. goals targeting at specific writing skills (transitions and word choice).</p> <p><b><u>Grades 5-8</u></b></p> <p><b>2010-11</b> - On our local writing assessment, students made growth in the</p>
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<p><b>Action(s)</b></p> <p>Gather data on “target” groups and individuals to measure effectiveness of support</p>	<p><b>Person(s) Responsible</b></p> <p>Principal and teachers</p>	<p>areas of both craft and conventions. Our major focus has been on the craft areas of idea development and organization. In both of these areas, a large percentage of our students showed growth from a score of two to a score three in both organization and idea development.</p> <p><b>Status</b></p> <p><b><u>Grade 7</u></b></p> <p><b>2010-11</b> - 100% of students in the grade 7 Reading extension class made more than one year of growth during the same time in grade 7. In some cases, students made 1 1/2 years of progress in reading during one school year.</p> <p><i>Using the SMART Goal:</i> To increase instances of descriptive writing in personal narrative from 14% to 60%.</p> <p><i>The results of this SMART Goal work show:</i>  The number of students scoring proficient increased from 14% to 70%.  The number of students in low income and special needs subgroups scoring proficient increased from 17% to 50%.</p> <p>20% of students in the seventh grade after school math class scored proficient on the 2011 MCAS.</p>
<p>Utilize common planning times, content area meetings, and grade-level meetings to review data, plan standards-based lessons and address student needs</p>	<p>Team Leaders, Content Specialists, Teachers</p>	<p>Ongoing</p>
<p>Dedicate faculty meeting time to discussions and activities focused</p>	<p>Principals, classroom teachers, literacy</p>	<p>Grade 5-8 - August 30, 2011 opening faculty meeting time devoted to talking about revisions in schedule and how the time would be used to focus instruction to improve achievement. Team meetings September 20 and 21 to</p>

<p>on improving instruction</p> <p><b>Action(s)</b></p> <p>Dedicate faculty meeting time to discussions and activities focused on improving instruction</p>	<p>specialists, math specialists, science specialist</p> <p><b>Person(s) Responsible</b></p> <p>Principals, classroom teachers, literacy specialists, math specialists, science specialist</p>	<p>talk about student achievement and goal focused interventions.</p> <p><b>Status</b></p> <p>K-4  10/25/10 – Identify interventions for sub-groups - achievement gap  11/17/10 – Focus on addressing identified achievement gaps (students, interventions in place, preliminary progress, actions needed aligned with metric used to measure progress)  12/6/10 – Review current data on K-4 efforts to address the achievement gap with students in the subgroups identified as not meeting AYP in the 2010 MCAS  1/10/11 - Review our understanding of the Achievement Gap at Lincoln School</p>
<p>Maintain a home-school collaboration that encourages ways for families to participate in the learning experiences of their children both in school and at home</p>	<p>Principals, classroom teachers, literacy specialists, math specialists</p>	<p>PTA meetings with Mary Sterling speaking about writing initiative. Monthly coffees in grades 5-8 with the principal discussing home/school collaborations.</p>

**GOAL # 4**

**TO INVOLVE STUDENTS IN CIVIC ENGAGEMENT OPPORTUNITIES THAT SUPPORT THE LINCOLN COMMUNITY AND BEYOND**

**RATIONALE**

Lincoln School has a long standing history of providing opportunities for students to support the Lincoln community and beyond. The focus of this goal is to support ongoing professional development and establish an infrastructure to nurture the practice of high quality service-learning. The long range goal is to integrate service-learning into the instructional methodology of the school to help students from kindergarten through eighth grade meet community needs while improving their academic skills and learning the habits of good citizenship.

**MEANS TO ACCOMPLISH GOAL**

<b>Action(s)</b>	<b>Person(s) responsible</b>	<b>Status</b>
Integrate civic engagement opportunities into the curriculum and instruction	Principals, teachers, content specialists, teachers on assignment	Report to School Committee on April 14, 2011



# Lincoln School School Improvement Plan 2011-2013

## 2011-12 SCHOOL COUNCIL MEMBERSHIP

Stephen McKenna	Principal K-4	Randy Harrison	Parent
Sharon Hobbs	Principal 5-8	Lori Michaels	Parent
Blake Siskavich	Teacher - Kindergarten	Gila Naderi	Parent
Amanda Sykes	Teacher - Foreign Language	Jena Salon	Parent
		Elisa Sartori	Community Representative

**Lincoln School  
Lincoln Public Schools  
2011-13 School Improvement Plan**

Goal	Strategies	Timeline	Evidence/Data	Performance Targets	Level of Achievement	Person Responsible
Goal 1: Respond to Federal No Child Left Behind (NCLB) regulations and Massachusetts Department of Elementary and Secondary Education (DESE) requirements as they relate to MCAS Annual Yearly Progress (AYP) and student achievement	<p><b>K- 8 Strategies</b></p> <ol style="list-style-type: none"> <li>1. Adopt the district 5 point plan to narrow achievement gaps and improve overall student performance.</li> <li>2. Teachers will use formative assessment data to set SMART Goals (Specific Measurable, Attainable, Realistic and Timely).</li> <li>3. Refine uses of data collection strategies, analysis and presentation.</li> <li>4. Determine and implement appropriate interventions to improve student learning (Goal Focused Intervention plans).</li> </ol>	2011-13	<p>2012 MCAS results</p> <p>Student Engagement Survey</p> <p>Principal review of Goal Focused Intervention Plans to monitor student learning and narrowing of achievement gaps</p> <p>SMART Goal outcomes</p> <p>District Literacy and Math Assessments</p>	All subgroups will score within the “On Target” range of improvement for MCAS Math and ELA in grade 3-8		Administration, Faculty (All teachers), Curriculum Content Specialists, Support Staff, Literacy and Math Specialists

<u>Goal</u>	<u>Strategies</u>	<u>Timeline</u>				
<p>Goal 1: Respond to Federal No Child Left Behind (NCLB) regulations and Massachusetts Department of Elementary and Secondary Education (DESE) requirements as they relate to MCAS Annual Yearly Progress (AYP) and student achievement</p>	<ol style="list-style-type: none"> <li>5. Differentiate instruction to meet the learning needs of all students – class work, remediation, extensions, and homework.</li> <li>6. Regular checks to ensure that students have opportunity to provide feedback to teachers on areas that challenged them and areas where they saw personal accomplishment/ growth.</li> <li>7. Assess student engagement - Did I (student) put in the right amount of effort?</li> <li>8. Professional development opportunities (study groups, workshops, course work and literacy/math coaching)</li> </ol>	2011-13				

<u>Goal</u>	<u>Strategies</u>	<u>Timeline</u>				
<p>Goal 1: Respond to Federal No Child Left Behind (NCLB) regulations and Massachusetts Department of Elementary and Secondary Education (DESE) requirements as they relate to MCAS Annual Yearly Progress (AYP) and student achievement</p>	<p>will be targeted to enhance instructional practice.</p> <p>9. Focus on instruction from a standards-based perspective - building a firm understanding of the content necessary to ensure improved student achievement.</p> <p><b>K-4 Strategies</b></p> <p>10. Formal Assessment data (F&amp;P, Math Unit Assessments, LPS Literacy Assessments, Writing Assessments, Common Assessments) will be reviewed throughout the year to identify areas of increased student proficiency.</p> <p>11. Use an early intervention model of support in K-3 to bolster performance of students assessed below benchmarks.</p>	<p>2011-13</p>				

<p><u>Goal</u></p> <p>Goal 1: Respond to Federal No Child Left Behind (NCLB) regulations and Massachusetts Department of Elementary and Secondary Education (DESE) requirements as they relate to MCAS Annual Yearly Progress (AYP) and student achievement</p>	<p><b>5-8 Strategies:</b></p> <p>12. Implement extensions for math and English <u>Strategies</u></p> <p>with specific instruction for students who need further instruction during the school day.</p> <p>13. Use open response questions in social studies and science classes to strengthen student writing. Assess results as a department.</p> <p>14. Focus instruction in explaining mathematical thinking; give students guided practice to ensure growth.</p> <p>15. Implement a trimester long writing class designed to provide differentiated learning opportunities for students in grades 6 &amp; 8.</p>	<p><u>Timeline</u></p> <p>2011-13</p>				
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	16. METCO Extended Learning Program will provide focused instruction for students scoring in NI or W on MCAS.					
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Goal	Strategies	Timeline	Evidence/Data	Performance Targets	Level of Achievement	Person Responsible
Goal 2: To facilitate learning experiences that narrow the achievement gaps that exist among racial groups, children with special needs and children from lower socio-economic groups	<ol style="list-style-type: none"> <li>1. Professional Development and implementation of LEXIA Literacy interventions in grade 1</li> <li>2. PK-2 Achievement Gap Group will identify ways to provide early intervention supports for our youngest students.</li> <li>3. 5-8 Diversity Focus Group – Cultural Competence Professional Development in staff meetings</li> <li>4. Implement instructional strategies detailed in Goal 1.</li> </ol>	2011-13	<p>Student Engagement Surveys</p> <p>District Literacy Assessments</p> <p>District Math Assessments</p> <p>District Common Assessments</p>	Students identified in September 2011 as below proficient will demonstrate 15% improvement on selected summative assessments by June 2012		Administration, Faculty (All teachers), Curriculum Specialists, Support Staff, Literacy and Math Specialists

Goal	Strategies	Timeline	Evidence/Data	Performance Targets	Level of Achievement	Person Responsible
<p>Goal 3: To improve student academic achievement and well being, a school focus will include increasing pro-social behavior and reducing unhealthy stress</p>	<ol style="list-style-type: none"> <li>1. Continued implementation of Responsive Classroom and Developmental Design for Middle School practices.</li> <li>2. Investigate Responsive Classroom 2 offering for a pilot group.</li> <li>3. Training and implementation of the Bullying Intervention and Prevention Plan.</li> <li>4. Diversity Focus Group work</li> <li>5. Advisory for grades 6-8 implemented 2-3 times in a six-day cycle</li> </ol>	<p>2011-13</p>	<p>Student Engagement Survey</p> <p>Review of All School Meeting and Come Together Assemblies – student participation and leadership</p>	<p>80% of students will report strong engagement and affiliation with the school</p>		<p>Administration, Faculty (All teachers), Support Staff</p>

### Rubric for School Improvement Plan Level of Achievement

CODE	DESCRIPTOR
NOT YET	Strategies in this category are not yet initiated.
INITIATED	Strategies in this goal are in the beginning stages of implementation. This may include some completed professional development, pilot initiatives planned, plans for next steps in process.
DEVELOPING	Strategies in this category are in the developing stages. This may include basic professional development, continuing professional development planned, initial data collected, pilot projects initiated, teams functioning effectively.
ESTABLISHED	Strategies in the category have been established. This may include an on-going professional development plan, completed cycle of data collection, documented growth in areas of academic achievement.
REFINING	Strategies in this category are in the refining stage. This may include completed School Improvement Plan goal, expansion of successful practices to other grade levels or subjects, more comprehensive or advanced professional development.