

Strategic Priorities and end of year updates 2017-18

May 24, 2018



Student Information System

D2: Determine the primary data collection and analysis needs of the district and implement data management systems and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions, and assess the effectiveness of our practices.

- Gathered input from stakeholders and developed a rubric based on stakeholder input and have narrowed the approved SIS vendors from the state to those that best fit the district's needs.
- In the process of making a final selection to begin implementation in June.
- Completed transition of nursing functions to SNAP.
- Transition of staff attendance tracking to Frontline in process.
- Hired new Data and Learning Systems Administrator who will be integral to the process.



Assessment Steering Committee

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

- Assessment Steering Committee (Rob, Jess, Tiffany Shaw, and Jenny Nam) have worked throughout the year.
- Assessment Foundation -- draft out for comment
- Summer workshop in August
 - Focused on K-5 school and district assessments



Learning Walks: Purpose

C2: Continue to provide educators and administrators with professional development that focuses on content area knowledge and teaching strategies that address the 5 Key questions for Learning

- Have shared experiences in classrooms, observing teaching and learning across our district;
- Ground our strategic planning for next year in shared observation of teaching and learning;
- Experiment with a process which we can iterate as we refine our focus in the coming year;
- Notice trends that might emerge in any quantitative or qualitative data—and to use this data as a baseline for future work.



Learning Walks: 5 Key Questions for Learning

- What evidence demonstrates that students know the objective and/or learning target?
- In what ways does the lesson engage students in authentic learning?
- What evidence is there of meaningful exchanges between teacher and individual students and between students?
- In what ways does the teacher assess student understanding related to the objective and/or learning?
- Did the teacher differentiate the instruction and learning experiences to meet the range of learners in the class?



Learning Walks: Our Learning

- Process
- Internal Calibration
- Trends in Walks
- Future Iterations of Targeted Walks
- Action



SEL Needs Assessment

B2: Continue refining curriculum with a specific emphasis on developing a comprehensive approach to supporting the social and emotional development of all students.

- Small group interviews
- District-wide inventory



SEL Inventory: Qualitative Trends

District-wide positive

- Educators from each campus and at all grade levels feel this is an important area for focus and growth.
- Individuals across the district have pieces of good training that can serve as our foundation, and be shared and built upon.

District-wide area for growth

- Overwhelmingly consistent response that we need something more consistent, cohesive, and intentional across the district.



SEL Inventory: Consistent district-wide messages

- Staff are eager to do more professional learning and believe they all have a need to do more shared learning in this area.
- Staff voiced a strong desire for common language, tools, strategies, and expectations and named that it is important to teach/train/clarify expectations for all adults, including tutors, aides, before/afterschool support, bus monitors, etc.
- Many participants indicated this work will take significant time but that it is worth our time.
- SEL cannot be the job of some; it must be the job of all. **Overwhelming commitment towards this goal on the part of teachers across the district came out very clearly through the inventory.**



SEL: Next Steps

- Use the inventory to articulate an initial landscape of SEL practices
- Conduct deeper exploration into use and impact of current practices
- Convene a district-wide SEL Task Force
- Review SEL plans from other districts, including SEL assessments and interventions
- Select SEL Framework (e.g. CASEL), Develop SEL learning standards and expectations
- Create a multi-year strategy for SEL in LPS



Collaborative Practice

OT/PT: Using the *Zones of Regulation Program*, students will improve their self-regulation while utilizing a variety of sensorimotor tools to increase student engagement, participation and endurance, as measured by students ability to independently and safely use a variety of sensorimotor tools.

Three Components:

1. Move your body (movements up and down the hallway)
2. Work your body (balance/postural activities)
3. Breathing exercises

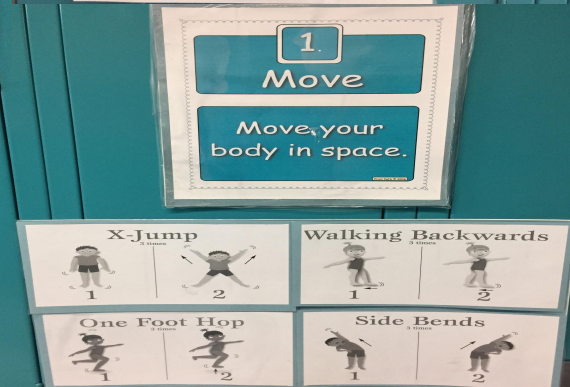
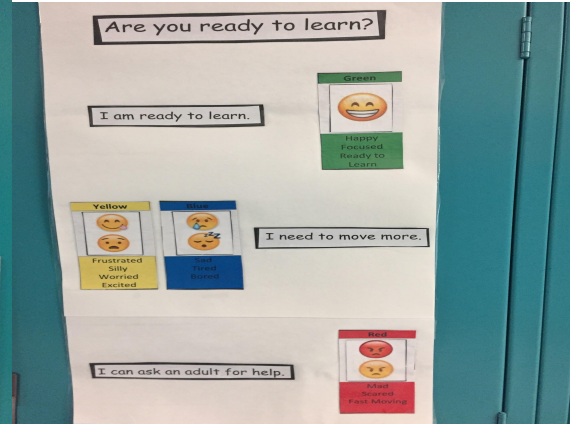
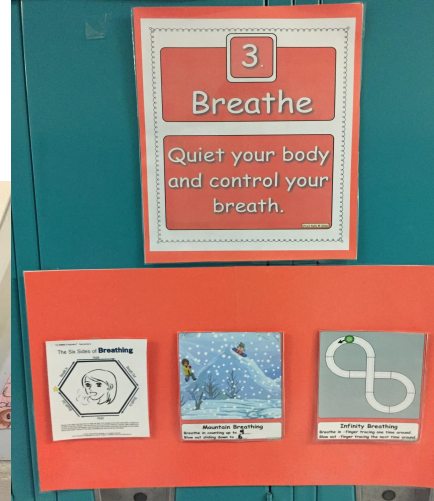
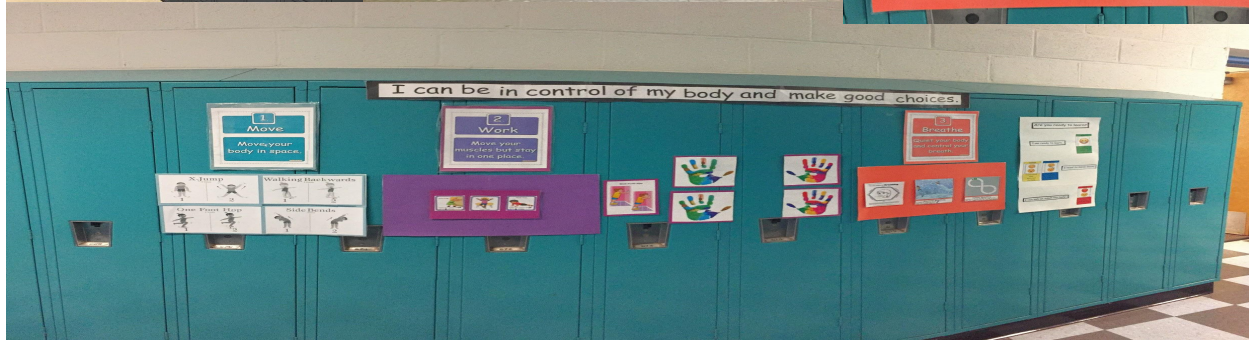


Actions

- Posted Movement Stations and Zones Toolboxes in the OT/PT rooms and in the larger school setting
- Worked with teachers to determine needs (stations, hallway activities, toolboxes)
- Coordinate materials for Move/Work/Breath program
- Home program distributed to parents when needed
- Whole group *Zones of Regulation* lessons
- Sensory supports for small academic groups
- “Movement of the Week”-part of morning announcements

Schools across the district are at different levels of administration/participation

Examples of Stations





Counseling (psychologists, social workers, & BCBA)

Goal: Provide video models to target specific social-emotional skills for primary and secondary schools. Students will actively participate in making and showing the videos to help further social-emotional skill development. Learning targets will be assessed with a goal of increasing student understanding of the targeted skill.

- Scripts written for 4 videos-problems faced by students during the school day
- Students identify the problem
- Students identify coping strategies they could use or try out
- Parent/guardian permission for students to be the “actors” in the videos
- Plan for classroom instruction using videos and assessment of skills learned





Student Services Service Delivery Model

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

PURPOSE: To examine the current service delivery models for students in special education and related services and to identify possible needs and modifications

- Analyzed workload versus caseload data
- Examined size and type of groupings and/or individual services provided
- Developed essential questions for service providers to determine the criteria for instructional and therapeutic grouping decisions and service delivery models across the district,

Student Services will continue to revisit service delivery and programmatic needs for the district.



Outcomes (to date)

- Before the end of the school year, service delivery data (recently submitted) will be compared with the beginning of the year data
- Completion of observations and questions to service providers will continue

Preliminary findings:

- Students who are pulled out, require a more intensive level of instruction
- Concern by most service providers that scheduling needs within the building (general education and specials) may impact the group size, time provided for pull out to occur, and the composition of the group
- Individual scheduling may be needed as a result of behavioral/emotional needs or the availability of an appropriate cohort group
- The number of times a student is pulled out is based upon individual need and may increase as required to address progress



Bullying Prevention and Intervention Plan Committee Update

As per school district policy, the Bullying Prevention and Intervention Plan will be reviewed biennially. The committee met six times throughout the school year.

Committee members: Ian Spencer (Lincoln Police Department), Mary Emmons (Administrator for Student Services), Matt Sur (School Psychologist HMS), Alyssa Rosenfeld (Social Worker/Lincoln School), Maureen Richichi (Nurse/Lincoln School), Lateefah Frank (METCO Director), Jenny Nam (General Educator/Lincoln School) & Patricia Miller (Lincoln Parent)

Goals:

1. To review the current Bullying Intervention and Prevention Plan.
2. To update/revise the Plan as needed.
3. To share outcomes with administration, school community, and greater Lincoln community
4. To review curriculum for possible consideration.



Outcomes

- Regulations were reviewed and checked within the current plan. Minor additions were made to the current plan to provide greater clarification.
- Procedures now include a process for reporting Bullying if the accused aggressor is the principal or Superintendent.
- Parent resources added to include communication with parents/guardians for the purpose of reinforcement, suggestions, and resources for helping students understand bullying and cyberbullying.
- Forms (reporting and investigation) were changed to add the word, “possible” REPORT OF POSSIBLE BULLYING
- Resources for staff and parents/guardians created and will be finalized and posted on the website.
- Community and staff presentations



Bullying Prevention and Intervention Plan

- The committee was interested and committed to creating resources for better understanding of the process (flow charts)-will be on the website
- Bullying prevention education is currently addressed through specific lessons in wellness class, and Second Step in selected grades . Can be addressed through a strong SEL culture/curriculum.
- Training for staff on Bullying and “gateway behaviors” has been developed and discussed with the committee. Training will be offered at the school level (HPS has been trained)
- Administrator for Student Services has been trained by the Massachusetts Aggression Reduction Center (MARC) . Allows for internal future training of staff/faculty.