To: School Committee

From: Rebecca McFall

Re: Strategic Priority Maps

Date: October 2, 2015

Strategic Priority Maps for the identified Key District Priorities for 2015 – 2016 are enclosed. In addition, an itemized list of additional work being carried out this year focused on Strategic Priorities A2, B2, C2, D1, and D2 is included in the School Committee packet.

During the meeting we will briefly discuss the actions being taken to carry out the strategic work of the district this school year. You will receive additional information about actions listed during the School Improvement Plan reports presented by the principals in the next two School Committee meetings.

LINCOLN PUBLIC SCHOOLS STRATEGIC PLAN

Vision
The Lincoln Public Schools seek to unite our communities in challenging and equipping our students to acquire essential skills and knowledge, think creatively and independently, exhibit academic excellence, appreciate and respect diversity, demonstrate creativity, value reflection, work hard and play fair.

Theory of Action
IF we create a culture of continual learning and growth built on a shared vision of effective teaching, curriculum that is innovative and cognitively demanding, and instruction that is student centered and differentiated to meet the needs of all students, THEN we will strengthen the engagement, achievement, and development of all students.

Strategic Objectives			
Educator Growth: Educators demonstrate continual growth and professional collaboration built on a shared vision of effective teaching	**Curriculum**: Curriculum is engaging, provides appropriate cognitive demand, and supports the academic, creative, social, and emotional development of all students	**Instruction**: Instruction is student centered and focused on the engagement, achievement, and development of all learners	**Assessment and Data**: Assessments and data are used in purposeful, meaningful ways to effectively promote and monitor growth

Strategic Priorities			
A1. Develop expertise in team-based collaborative practices	B1. Support and guide educator development of instructional units that engage students and provide appropriate levels of cognitive demand and differentiation	C1. Develop instructional practices and models for differentiating instruction to meet the individual needs of all students	D1. Determine the primary data collection and analysis needs of the district and select and implement a data management system and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions, and assess the effectiveness of our practices
A2. Develop instructional coaching capacity, for teachers and administrators, across the district	B2. Continue refining curriculum to align with state and district standards in science, ELA, math, and digital literacy and computer science	C2. Provide educators and administrators with professional development that focuses on content area knowledge and teaching strategies that address the 5 Key Questions for Learning*	D2. Support educator use of data to monitor student growth and inform instruction

* All of our work in curriculum, instruction, and professional development supports the use of the 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 target?
- Did the teacher **differentiate the instruction and learning experiences** to meet the range of learners in the class?

Key District Priorities for 2015-2016 Highlighted in Yellow

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Strategic Priority Map for 2015-16   Lincoln Public Schools

A1: Develop expertise in team based collaborative practices

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Resources	Who is Responsible	Timeframe
When educators effectively collaborate with a focus on improving student learning and instruction, student learning improves.	PD Module - Collaborative Practices Faculty participation in team-directed collaborative learning projects (HPS) Principal participation in "Teachers as Transformational Leaders" - Teachers 21	Developing a high functioning team - Creating Norms - Purpose - Process Protocols for looking at student work Protocols for analyzing data Models of differentiating instruction and providing intervention	Introduction to PLCs, Admin, Retreat 2015 Collaborative Practices PD module is developed for each grade span All faculty will participate in three Collaborative Practices sessions Summary report of feedback received from faculty and administrators about their experience and learning as a result of the collaborative practices sessions will be created. Observation of faculty teams carrying out collaborative practices will be documented by principals i.e. agendas and minutes from Team meetings and Common Planning Time Faculty will share the outcomes (results) of their collaborative work with their principals.		Dufour Training DVDs Facilitative Leadership training Research for Better Teaching - Skillful Leader texts Common Planning Time Faculty Meeting and Team Meeting time Revised Hanscom IST process (Pilot)	Priority Leader: Superintendent Priority Implementers: All faculty, School Based Administrators and curriculum leaders	Administrative Retreat August 12, 2015 Module Sessions: 9/30, 10/21, 11/18, 1/6, 1/20, 2/3, 4/6, 4/27, 5/11 Summary of faculty feedback following each module will be reported at the May 26 School Committee meeting Documented outcomes based upon observation of team meetings and faculty reporting of student results will be reported at the May 26 School Committee meeting

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When educators effectively collaborate with a focus on improving student learning and instruction, student learning improves.	Peer Observation program
	
	Participants will develop methods and/or processes for measuring the effectiveness of the program on their practice and student learning.
		Identify a focus for educator research
		
		Gather data in classroom observations
		
		Give and receive feedback with colleagues
		
		Take what is learned from peer observations and put it into practice in one's own classroom
		
		Analyze evaluative data to determine impact
			Positive program outcomes from 2014-15, along with multiple points of entry to the program, will result in a doubling in size of the program.
			
			Participants will report improved professional practice *and* deepened communication with colleagues as a result of participation in the program.
			
			Participants will report on the impact of the PO program on their professional practice and/or their students' learning.
				Template for program PD from 14-15
				
				Multi-year goals from 14-15
				
				Goodwill and positive feedback from last year
				
				Concurrent PD:
				    Collaborative Practices
				    Sm. group reading
				    Tech
				    Differentiation and
				    Inst.. Strategies
				
				Substitute coverage
				
				Meeting and PD time after school
					Priority Leaders:
					Assistant Superintendent
					
					Priority Implementers: Faculty participants in PO program
						September - publicize and recruit for program
						
						Three, two-month cycles, beginning on Oct. 6, Jan. 5, and April 7
						
						Three afterschool sessions per cycle
						
						Initial report to School Committee at 12/17 meeting
						
						End-of-year report to School Committee at 5/26 meeting

When educators effectively collaborate with a focus on improving student learning and instruction, student learning improves.	Facilitative Leadership Training for Faculty Leaders and Administrators	Develop norms with a group; know how to use norms to help the group focus on its work and learning
		
		Design meeting agendas that take into consideration the *what*, the *how*, and the *when* of the meeting
		
		Lead collaborative team and department meetings that emphasize student and professional learning
		
		Develop powerful, probing questions and use them effectively when giving feedback
			All members of the follow teams will have participated in Facilitative Leadership training (39 faculty and 13 administrators total):
			  • Team Leaders
			  • CLT
			  • Math Specialists
			  • Literacy Specialists
			  • IT Specialists
			  • Admin Council
			
			Participants will report an increase in facilitative leadership skills
			
			Department, team, and faculty meeting agendas, when compared with those from last year, will reflect an increased focus on student and professional learning
				Funding from LPS
				
				Faculty leaders as peer cohort
				
				Facilitation from Gene Thompson Grove
				
				Professional texts (two per participant) from School Reform Initiatives
				
				Substitute coverage
				
				Admin council for follow up support
					Priority Leaders:
					Assistant Superintendent with Admin Council
					
					Priority Implementers:
					Consultant Gene Thompson Grove
					Faculty Leaders
						Fall, 2015 - training:
						2 full days per faculty group; 3 full days for Admin Council
						
						Fall, 2015 - data gathered about PP plans for use of new learning
						
						Fall - spring: follow-up support and observational data gathered by Admin Council; additional training provided to faculty leaders if needed
						
						Winter-spring: Comparison of meeting agendas and notes from 2014-15 with those from 2015-16 to determine degree of change in

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		Learn to use protocols for giving and receiving feedback on educator issues and dilemmas, analyzing data, learning from student work and assessments, reflecting on practice, and reading texts; develop an understanding of the kind of feedback each elicits Debrief the facilitation of examining student/educator work sessions, identifying the challenges the facilitator faces and assessing the moves the facilitator makes	Administrator observations of participant leadership during department and team meetings will reflect an increased focus on learning Administrator debriefing with participants after they have led meetings will reflect self-awareness of choices made in facilitator moves and use of protocols Participants will use protocols, with evidence that the protocols selected match the needs and skills of the group at that moment				participant practice

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Strategic Priority Map for 2015-16   Lincoln Public Schools

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

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

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

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

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

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

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Actions being taken to address Strategic Priorities A2, B2, C2, D1, and D2:

A2: Develop Instructional coaching capacity, for teachers and administrators, across the district
- Curriculum specialists participate in Collaborative Practices module
- Facilitative Leadership training for 39 Faculty Leaders and 13 Administrators

B2: Continue refining curriculum to align with state and district standards in science, ELA, math, and digital literacy and computer science
- Implement new keyboarding software and re-implement keyboarding curriculum and instruction at Grades 3-5 to meet the Massachusetts ELA standards for producing writing on a computer
- Provide professional development regarding literacy development in order to align preschool ELA curriculum to meet state standards
- Pilot new Life Science units in select classrooms K-4; write new Earth and Space Science units during summer 2016; implement Engineering is Elementary units in all classrooms K-5
- Decide whether to utilize newer version, EM4, of Everyday Math in grades 1-5; if utilized, plan for 2016-17 implementation
- Decide whether to open materials review process for Middle School Math; if decided upon, plan for and plan for review
- Decide whether to open materials review process for Social Studies in Grades 7 & 8 on Hanscom; if decided upon, plan for review
- Initiate Report Card and Conference Review committee; draft recommendations for modifications to current reporting program by June 2016

C2: Provide educators and administrators with professional development that focuses on content area knowledge and teaching strategies that address the 5 Key Questions for Learning
- Work with HMS Principal and Faculty to develop maker space in the new Hanscom Middle School to support authentic learning opportunities in the sciences and technology
- In partnership with the Lincoln School Foundation, develop and launch the "Innovation Accelerator" intranet website for sharing innovative teaching practices within the district.

D1: Determine the primary data collection and analysis needs of the district and select and implement a data management system and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions, and assess the effectiveness of our practices
- Focus on the collection, storage, retrieval, and analysis of data from the Key Yearly Measures; develop consistent, improved data management practices for these literacy and math assessments
- Collaborate with Curriculum Leaders to gather input on faculty needs regarding data management
- Analyze current assessments to determine which assessments may be safely removed from the assessment program

D2: Support educator use of data to monitor student growth and inform instruction
- Develop and implement a pilot data dashboard
- Improve assessment data collection processes in Aspen
- Develop and implement a system for tracking key district measures over multiple years

- Provide advanced systems administrator training in Aspen to two staff members to better enable us to analyze and manipulate student data
- Provide faculty with professional development during Collaborative Practices and Small Group Reading Instruction modules on examining student data with an eye towards adjusting instructional practice
- Provide faculty leaders and administrators with professional development through SRI on how to lead productive data analysis conversations