LINCOLN PUBLIC SCHOOLS STRATEGIC PLAN 2013-2015

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 continue to build educator expertise and a shared vision of effective teaching, refine curriculum and instruction, and use assessment and data effectively, THEN we will respond to student needs skillfully and we will strengthen the engagement and achievement of all students.

Strategic Objectives

A. Educator Growth: Build educator expertise and a shared vision of effective teaching through the new educator evaluation system, professional collaboration, and professional development	**B. Curriculum and Instruction**: Refine curriculum and instruction to strengthen the engagement and achievement of all students	**C. Assessment and Data**: Use assessment and data to effectively promote and monitor student growth	**D. Responding to Student Needs**: Respond skillfully to the academic, social emotional, and physical needs of all students
Strategic Priorities			
1.Develop understanding and practices in the "Standards and Indicators of Effective Teaching Practice" among all faculty and administrators by observing lessons and analyzing student work	1. Provide professional development aligned with the 5 Key Questions for Learning: • authentic learning • learning targets/objectives • meaningful exchanges • assessing student understanding • differentiating instruction	1. 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	1. Provide professional opportunities to refine the differentiation of curriculum and instruction to effectively teach the full range of learners
2. Develop administrator skill in coaching, conducting observations of teaching, and providing meaningful feedback to educators	2. Analyze instruction and student assignments for content and structure and adjust for the level of demand and engagement	2. Refine and pilot our District Determined Measures	2. Monitor the progress of students identified with "high needs"* and adjust instruction to narrow achievement gaps
3. Develop team expertise in focusing on student learning goals and growth using reflective collaborative practices	3. Continue refining curriculum to align with new MA Curriculum Frameworks in ELA, math and science	3. Support educator use of data to monitor student growth and inform instruction	3. Continue to refine our implementation of Goal Focused Intervention Plans

* Students with Disabilities, English Language Learners or Former English Language Learners, and Low-Income
Approved by School Committee 6/20/13; Reaffirmed by School Committee 6/19/14

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

Vision: Beliefs and Assumptions	Activities	Skills; Approaches	Outputs; Measures		Resources	Who is Responsible	Timeframe
A culture of connection, engagement, and collaboration amongst faculty leads to student growth.	Provide opportunities for faculty to engage in Peer Observation as a means towards developing reflective, collaborative practices that improve student learning and growth.	Develop a Peer Observation Implementation Plan. Develop and implement training for faculty and administrators in Peer Observation. Evaluate the effectiveness of the implementation and impact on teacher and administrator learning.	Peer Observation Implementation Plan Professional Development is provided. Feedback tool to solicit information from participants regarding their learning as a result of participating in Peer Observation Summary report of faculty and administrator participation rates and the models/protocols used for peer observation Summary report of feedback from faculty and administrators about their learning as a result of participating in Peer Observation		National School Reform Faculty Peer Observation Protocols	Priority Leaders: Superintendent, Assistant Superintendent, and Administrative Team Priority Implementers: Participating educators	August 2014 - May 2015

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

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When educators provide clear, specific feedback to students about where they are in relation to the learning expectations, and they provide clear feedback and support about next steps for learning, student learning and achievement will improve.	Hanscom Principals will provide K-8 professional development to teachers on delivering feedback to students that describes where the students are in relation to the learning target and suggests next steps for improvement while the students still have time to act on the feedback to improve their work.	Educators have structured time to learn and share strategies Educators are observed applying learning to practice by: · providing specific, learning target-based feedback that helps students move toward success with the learning target; and · providing "second chance" opportunities for students to respond to feedback and improve their work (through teacher or peer feedback).	Based on observations of teachers, information will be gathered on the percentage of teachers who are effectively implementing practice as intended. Review written feedback provided to teachers and summarize information from feedback. Summary of results will be presented as part of the School Improvement Plan report, May 2015		· Principals · Building-based meeting time · Heidi Fessenden, Consultant · <u>Learning Targets</u> book (Moss, Brookhart) · Hanscom Schools Learning Target website · Google docs	<u>Priority Leaders:</u> Hanscom Principals <u>Priority Implementers:</u> All K-8 Hanscom Educators	School-Based Wednesdays November 19, 2014 January 14, 2015 April 8, 2015
When educators have opportunity to learn and develop skill in defining and using learning targets/objectives and criteria for success, student performance will improve.	Educators Implement the Formative Learning Cycle: · Educators plan lessons by defining the learning target for which students and teachers will aim · Teachers and students gather strong evidence of	Lessons include a strong performance of understanding that deepens students' understanding of the essential content, helps them aim for understanding, allows them to assess their work as they are learning, and enables educators to gather evidence of student	Based on observations of teachers, information will be gathered on the percentage of teachers who are effectively implementing practices as intended. Review the written feedback provided to teachers and summarize information from the feedback related to the		· Lincoln Learning Expectations · Building-based meeting time · Baseline Edge · Peer Observation	<u>Priority Leaders:</u> Hanscom Principals <u>Priority Implementers:</u> All K-8 Hanscom Educators	September 2014-June 2015

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	learning using specific success criteria (student "look-fors") that reveal where students are in relation to the learning target	achievement of the learning target.	Formative Learning Cycle. A summary of results will be presented as part of the School Improvement Plan report, May 2015.				
When educators refine their practice to increase authentic learning experiences for students, student engagement will rise.	Educators will have opportunities to advance their knowledge of authentic learning and apply their understanding to refine current curriculum and instruction.	Build a common understanding of authentic learning. Provide time for collaboration and to work on lesson and unit planning. Develop district exemplars in practice.	Create a bank of lessons that demonstrates the components of authentic learning. Collect educator feedback on experiences and reflections. Analyze results from the Student Feedback Survey questions in grades 3 - 8 related to student engagement. A summary of results will be presented as part of the School Improvement Plan report, May 2015		Videos of lessons Demonstration and modeling among faculty Student work provided by faculty Peer Observation Grant Wiggins resources from UbD Nation	Priority Leaders: Principals/ Preschool Coordinator Curriculum Leaders Priority Implementers: All Educators	September 2014-June 2015 Faculty Meetings School-based Wednesdays

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

Vision: Beliefs and Assumptions	Activities	Skills and Approaches	Outputs and Measures		Resources	Who is Responsible	Timeframe
When administrators and teachers understand cognitive demand, they are able to work together to analyze instruction and adjust for the level of demand and engagement.	Develop shared understanding among administrators and faculty of *Bloom's Taxonomy* and cognitive demand. Develop shared understanding of how cognitive demand and authentic learning experiences have an impact on student engagement.	Provide professional development to administrators and faculty about cognitive demand (ex. *Bloom's Taxonomy*), student engagement, and authentic learning experiences. Provide opportunities to analyze and reflect upon lessons, student work, and assessments. Make adjustments to lessons to increase the level of engagement and cognitive demand. Educators will share ideas about lesson revisions with colleagues and their supervisor. Educators will apply learning from professional development on cognitive demand in order to increase the cognitive demand of their own student assignments.	Administrators and faculty are able to identify levels of cognitive demand in tasks assigned to students. Appropriate analysis of cognitive demand will be observed in: • Administrative Council meetings and principal meetings - lesson observation and student work analysis; • faculty meeting and Team meetings; and • written observation feedback to faculty. Begin developing a library of resources that includes sample lessons that have been revised to increase their level of cognitive demand. A summary of results will be presented as part of the School Improvement Plan report, May 2015 and during mid-year and end-of-year Strategic Plan reports.		*Bloom's Taxonomy* Research articles related to cognitive demand Student work samples Lesson videos Central Office Administrators Articles, sample work, videos	Priority Leaders: Superintendent, Assistant Superintendent, Administrator for Student Services, Principals, Preschool Coordinator Priority Implementers: All educators	October - June 2014 Administrative Council meetings and Principal meetings Coaching conversations Faculty meetings and School-based Wednesdays
When students provide feedback about their learning experience, teachers are better able to modify their	Develop an implementation plan for administering the DESE Model Feedback Survey to students in grades 3-8.	Teachers and administrators are provided professional development and support about how to interpret and	A summary report of the district level Student Feedback Survey results including reflections on what we can learn from the data.		DESE staff	Priority Leaders: Superintendent Director of Technology	Develop implementation plan and work with DESE to administer survey October 2014 through May 2015.

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instruction to increase egagement.	Administer the DESE Model Student Feedback Survey in grades 3 through 8. Begin to develop baseline data that may inform the district, over time, of areas of strength and areas of growth.	use the results of the survey.				<u>Priority Implementers:</u> Principals Educators	Report results to School Committee in March or April depending upon when results are received.
When technology is used effectively in the classroom, it can create new opportunities for learning that increase cognitive demand and student engagement.	Develop a common understanding of how to critically assess the efficacy of integrating technology into lessons and learning activities.	Provide professional development for administrators and faculty in the Lincoln School focused on tools, such as the SAMR Framework, that aid teachers in determining when it is and is not effective to use technology tools, and how to maximize the impact of integrating technology.	Faculty and administrators incorporate the SAMR Framework as one tool when discussing and planning technology integration. Instructional Technology Specialists are observed incorporating the SAMR Framework into their coaching and integration support. A summary of results will be presented as part of the School Improvement Plan report, May 2015.		SAMR Framework Instructional Technology Specialists	<u>Priority Leaders:</u> Lincoln School Principals Instructional Technology Specialists Director of Technology <u>Priority Implementers:</u> Instructional Technology Specialists	December 2014 - June 2015 Building-based meetings

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

Vision: Beliefs and Assumptions	Activities	Skills and Approaches	Outputs and Measures		Resources	Who is Responsible	Timeframe
When educators understand the district assessments and their utility, they will be able to use them to monitor student growth.	Develop a map of assessments currently used in the district. Determine the core assessments that will continue to be used based upon feedback from faculty and administrators about usefulness and effectiveness.	Assistant Superintendent gathers input from curriculum leaders and faculty teams to develop an accurate map of all assessments used in the district. Devise and implement a plan to review the district map of assessments.	Make recommendations for adjusting the scope of assessments used across the district based upon value, efficiency, and effectiveness.		Existing district assessment documents Curriculum Leaders and Specialists	<u>Priority Leaders:</u> Assistant Superintendent, Curriculum Leaders and Specialists, Administrative Team <u>Priority Implementers:</u> Team Leaders, Administrators, Curriculum Leaders and Specialists	August 2014 - May 2015
When educators are skilled in using data, they are better able to adjust instruction and differentiate for a range of learners.	Implement STAR math Assessment three times per year in grades 3-8. Begin full implementation of DDMs across all curricular areas and at all grade levels PreK-8.	Provide professional Development on 9/24/14 with teachers and administrators on how to give the assessment. Provide support and training to administrators and faculty about the use and interpretation of STAR data and reports. Pilot DDMs from 2014-15 revised through ongoing analysis of both data and assessment process. Teachers use DDM data to inform instruction.	Collect STAR Math data from fall, winter, and spring assessment cycles. Determine benchmarks to be used when analyzing student results and making instructional decisions. Report to School Committee on the data collected and what the district has learned about STAR assessment, May 2015. Update DDMs across all curricular areas and at all grade levels PreK-8 by end of school year. Develop a system for collecting DDM data and determining levels of student growth for each DDM.		STAR trainer on-site 9/24/14; ongoing phone and online support from STAR staff Math Specialists provide support to teachers Pilot DDM plan from 2013-14 Curriculum Leaders, Team Leaders DESE documents DDM samples, including data collection systems, from neighboring EDCO districts	<u>Priority Leaders:</u> Assistant Superintendent, Curriculum Leaders and Math Specialists, Principals <u>Priority Implementers:</u> Educators	<u>October 2014 - May 2015</u> <u>August 2014- May 2015</u>

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

Vision: Beliefs and Assumptions	Activities	Skills; Approaches	Outputs; Measures		Resources	Who is Responsible	Timeframe
Skillful differentiation depends on well targeted assessment practices.	Educators will analyze student work to identify targeted needs for students at all levels. Educators use analysis of student work to plan instruction. Educators will continue using standards-based assessment approaches to determine student needs and progress. Educators will use DDMs, STAR, Fountas & Pinnell Benchmark Assessment, AMC Kathy Richardson Assessment and other classroom-based assessment measures to assess their students' skill and to develop new approaches for differentiated instruction.	Principals and curriculum leaders will use protocols to lead data meetings and analysis of student work. Literacy and math specialists provide coaching to assist faculty in the analysis of student work to identify targeted needs and approaches to instruction. Provide professional development for using the district plan for DDMs and other assessment tools as a basis for differentiation. Educators will collaborate to determine student needs, develop targeted differentiation approaches, and share results with team members.	Changes in educators' teaching strategies as observed by supervisors and documented in self-reflection Delivery of instruction is differentiated based on data from assessments. Analysis of student growth for "high needs" populations as presented in Annual Report on sub-group performance in November of each year A district set of examples of differentiation strategies connected to DDM results and targeted to student needs		Student work and assessment data Common Planning Time Current programs in place for "Goal Focused Intervention Plans" (GFIPs), technology tools, software and subscriptions, educator-developed resources Expertise and coaching: Special educators, math and literacy specialists, instructional technology specialists, curriculum leaders	Priority Leaders: Assistant Superintendent, Principals, Curriculum Leaders and Specialists, Instructional Technology Specialists, Administrator and Coordinators for Student Services, Preschool Coordinator Priority Implementers: All Educators	2014 - 2015 School Year Annual Report on MCAS Results October 2014 and October 2015 Annual Report on sub-group performance November 2014 and November 2015

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

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When program models match the needs of the cohort of students being served, the district is able to provide students with the support they need in an effective and efficient manner.	Study the model of service delivery for special education students on the Hanscom campus.	Track staffing patterns and trends. Track student needs and the ability to meet these needs within the current model.	Report of findings regarding student needs, staffing, and service delivery Make recommendations for program and staffing changes if warranted by findings. Report to School Committee late April or early May		Special Education Team Outside consultants i.e., LABB SWATT team, BCBA consultation, Review of paraprofessional model Potential overall program review conducted by outside consultants	Priority Leaders: Administrator for Student Services, Hanscom Student Services Coordinator, HMS and HPS Principals Priority Implementers: Hanscom Special Education Department including leaders listed above	November 2014 - April 2015
When educators monitor student progress, instruction is informed and student learning is positively impacted.	Monitor the progress of students who achieved Warning (W) or Needs Improvement (NI) on the 2014 MCAS in mathematics in grades 3-8. Monitor the progress of students in "high needs" subgroups using MCAS, STAR, Fountas & Pinnell Benchmark Assessment, and AMC Kathy Richardson Assessment.	Use the STAR assessment along with other classroom-based assessments to monitor the progress of grade 3 - 8 students in mathematics during this school year. Develop district based systems for tracking student achievement and progress in math and ELA by grade spans.	Report on achievement and progress of students who achieved W or NI on 2014 MCAS in mathematics. Provide data by "high needs" subgroup if appropriate. Report summary of data gathered on district based assessments.		STAR Math Assessment, Kathy Richardson Assessments, Fountas & Pinnell Benchmark Assessment, MCAS	Priority Leaders: Superintendent, Assistant Superintendent, Administrator for Student Services, Director of Technology Priority Implementers: All educators	2014 - 2015 School Year Annual Report on MCAS Results October 2014 and October 2015 Annual Report on sub-group performance November 2014 and November 2015