



Lincoln School

**SCHOOL IMPROVEMENT PLAN 2009-2011
Annual Report May 27, 2010**

Lincoln School

SCHOOL COUNCIL MEMBERSHIP

2009-2010

Co-Chairs

Stephen McKenna – Principal K-4

Sharon Hobbs – Principal 5-8

Leslie Hallowell	Parent
Jennifer Herbert	Teacher – Grade 8 English
Melanie Hoenig	Parent
Anne Hulecki	Parent
Jeff LaBroad	Teacher – Grade 4
Barbara Low	Community representative
Marlene Major-Ahmed	Parent

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

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>Literacy specialists will meet with K-3 classroom teachers on a bi-monthly basis to review and adjust flexible groupings in Guided Reading based on assessment data</p> <p>To provide Literacy instruction based on a Comprehensive Balanced literacy program in order to develop consistency of instruction and expectations</p> <p>Teachers will include reading, writing in response to reading, and word study as part of the literacy block</p> <p>Literacy Specialists will work with classroom teachers to plan and implement balanced literacy block</p> <p>Teachers will understand and use a gradual release model (a research-based instructional model) In this learning model, the responsibility for task completion shifts gradually over time from the teacher to the student</p>	<p>Principals, classroom teachers, Judy Merra, Literacy Specialists, Team Leaders</p>	<p><u>For All Students</u> (using the Developmental Reading Assessment - 2 assessment for K-2:</p> <p>41% of Kindergarten students are currently reading books that are beyond the end of K benchmark DRA level of 4.</p> <p>48% 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.</p> <p>62% 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.</p> <p><u>For All Students</u> (using the Fountas and Pinnell Assessment for Grades 3-4):</p> <p>47% 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.</p> <p>51% 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.</p>

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<p><u>Descriptions of Assessments</u></p>		
<p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</p>		
<p>The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short</p>		

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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	Grade 5 has had a recent introduction to the Fountas and Pinnell Assessment. Results will be collected later this spring.
ELA Content specialist will follow up with literacy specialists and principals on K-5 assessment meetings	Principals, Judy Merra, ELA content specialist, Literacy Specialists	Fall and Winter meetings served to identify students receiving services and clarify the needs of the individual students.
Literacy Specialists will work with classroom teachers on the aspects of a gradual release of responsibility (model, think aloud, guided practice, independent practice, and application)	Classroom teachers, literacy specialists	<p>A Literacy specialist website was developed with information for both teachers and parents (it includes information about the Primary Literacy Center{PLC}, Poem in Your Pocket Day, Family Literacy Resources, Literacy Links, Poems and Pizza, and Read-A-Thon). Literacy specialists' outreach to classroom teachers has resulted in a favorable response and an interest in improving the delivery of literacy instruction. Working with the general education tutor, the specialists have served as mentors, modeling and guiding her daily instruction.</p> <p>In addition, the K-2 specialist developed a new approach to Kindergarten intervention involving encoding and principles of Reading Recovery. She helped all 1st and 2nd grade classrooms implement interactive word walls, facilitated many 1st grade team meetings centering on Guided Reading, running records, writer's workshop, and word study. She helped 2nd grade revise their writer's workshop format, attended weekly 2nd grade team meetings and offered support for writer's workshop, reader's workshop and word study. She also began the process of facilitating cross-grade literacy communication (2nd to 3rd grade writer's workshop sharing).</p>

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<p>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</p>	<p>Judy Merra, Literacy Specialists, Principals, classroom teachers</p>	<p>November 4, 2009 - Professional Development - Writer's Workshop. Literacy personnel engaged and informed staff, and facilitated the effort of developing useable mini-lessons. 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.</p> <p>Looking at student work and working at literacy coaching in upper grades has taken place in monthly team meetings. Looking at student writing was a primary focus of the January 15, Institute Day. SMART (specific, measurable, attainable, realistic and timely) goals that resulted from this effort proved successful in improving aspects of student writing across all grade levels.</p> <p>June 2010 All K-6 teachers will participate in a two day writing institute focused on writing instruction. The institute will focus on how to plan and implement a writer's workshop model that includes; a mini lesson, independent writing, and sharing. The criteria used for developing mini lessons will be: idea development, organization, word choice, voice, sentence fluency and conventions.</p> <p>In addition, we will examine how to conduct and plan meaningful writing conferences. We will discuss how to differentiate instruction during the mini lesson and conference time in order to meets the needs of all learners. Finally, we will talk about how much time to spend on writing in a week and what kinds of writing tasks should occur throughout the year at a given grade level.</p> <p>Grade 7 English teacher will participate in the Wayland Writing Institute.</p>

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Coordinate book room and classroom library collections to ensure student access to reading materials appropriate to their level of ability and interest	Principals, classroom teachers, Team Leaders, Literacy Specialists	The Primary Literacy Center has been developed as a vibrant resource for supporting literacy instruction. Gwen Blumberg and Judy Merra have redesigned the space to include easily accessible leveled books. Gwen has developed a searchable database that includes 9886 books and is readily accessible to teachers on the district website. The result is that teacher planning is enhanced and students have been using a variety of fiction and non-fiction texts.
Maintain a home-school collaboration that defines ways for families to participate in the literacy learning experiences of their children both in school and at home	Principals, classroom teachers, literacy specialists	Resources that parents can use are easily accessible through the literacy specialist's site on the district website. To involve families in their child's academic activities, book club's have been developed using "bookmarks" for learning tricky word patterns and key words for word wall words and high frequency words The second annual Lincoln School Read-a-thon was held on Wednesday, December 2nd from 6:30-8:00 p.m. The children of Lincoln School raised over \$2000 to benefit School on Wheels of Massachusetts.
Maintain cross grade collaborations that enhance early literacy skill development (reading buddies, mystery readers, etc.)	Classroom teachers	Grade 3 Teachers and Grade 6 Teachers have formed a partnership to support literacy skill development for students who are experiencing reading challenges. Identifying reading as interesting and fun has been a major goal. Sub groups identified as not meeting AYP were the target of this intervention. One grade 3 student reports: "Reading with R. is really fun. I learned that R. likes reading and sports. The book that we read was <i>Diary of a Wimpy Kid</i> . We picked it because it was funny. I hope we pick another funny book. R is a good friend." Another student comments: "Reading with A. was fun. We even got to read our poems." A grade 6 student reports: "I take pleasure in reading to C, a third grader, on Tuesdays and Thursdays. I think he is benefitting from hearing an older person read to him and discuss books with him. I think C is learning to enjoy reading more from having me read with him."

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<p>Maintain cross grade collaborations that enhance early literacy skill development (reading buddies, mystery readers, etc.)</p>	<p>Classroom teachers</p>	<p><u>Grade 3 and Kindergarten Teachers have formed a partnership to create book buddies.</u></p> <p><u>Grade 4 and Grade 1 Teachers have formed a partnership to create book buddies.</u> In one grade 1/4 pairing, the teachers have been strategically planning book buddy periods to be a meaningful use of Language Arts time. Fourth graders are coached on a particular strategy or skill that first graders are using and are expected to actually have instructional moments with their book buddies.</p> <p>One grade 1 student writes: "It encourages people to read. Having someone to read you stuff others have sent out into the world of books helps me enjoy it." Another student writes about her buddy saying, "She helps me read. I learn more from her because she reads lots and lots of books to me."</p> <p>Grade 4 students respond, "Being a reading buddy is like a being a leader to me. I get to read books to my buddy that my reading buddy picks. It is really fun." " It is special when I let my buddy pick out the books that she wants me to read. Those are the ones she likes the best." "I like reading buddies because I get to practice my reading and she enjoys listening to the stories. Sometimes the books are interesting but the best part is being a role model for little kids."</p> <p><u>Grade 2 teachers invite parents to be mystery readers.</u> Students report this support helps them in a variety of ways. "You learn about something in the world." "You improve your listening skills. The mystery reader gives you ideas for writing." "You learn about different cultures and families. The parent's clues will help you with inferring and figuring out who the mystery reader is." "You are introduced to books you have never read before. It helps you with reading because you have to read the clues each day."</p>

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

Action	Person(s) responsible	Status
Responsive Classroom training	Lincoln School K-4 staff	10 grade K-4 teachers will participate in July 2010
Investigate opportunities to bring Developmental Design training to middle school level	Principals	12 grade 5-8 teachers will participate in August 2010 in Hudson
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	Three different grade 4 students host the K-4 All School Meeting each month. Five students serve as ushers. All grade levels have had an opportunity to share their learning. Poetry, reading, science, art, music, physical education, and social development are themes that have been a focus this year. Grade 4 students lead the Pledge of Allegiance for K-4 students each morning.

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<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>	<ul style="list-style-type: none"> - Grade 5 students hosted an assembly on Fund Red, an art project designed to bring continued awareness to the plight of Katrina victims - Twelve middle school students are leading the Olympic Committee - Approximately seven 7th and 8th grade students took leadership roles with the literary journal, Lincoln Alive. We currently have forty-two written submissions and twenty-six photographs and drawings. These are contributed by students from grades 5-8. - Twenty five students participated on the Yearbook Committee - Students regularly lead the morning Pledge of Allegiance and morning announcements
<p>Consistently monitor playground, restrooms, and lunch rooms providing students with a way to anonymously alert faculty to bullying they have witnessed without calling attention to themselves</p>	<p>Principals, classroom teachers, specialists, instructional assistants, special education tutors</p>	<p>Grade 4 students selected a representative from each classroom to bring playground concerns related to bullying behavior to the principal. We met in March and they shared concerns and possible solutions. Many of the student recommendations were put into place and at a follow-up meeting in May the students reported a marked improvement in the climate of the playground. We will meet again in June to check on the progress and to identify some ways to continue this effort into the middle school.</p>
<p>Provide programs for students and parents with themes that foster positive interactions and respectful treatment of all members of our community</p>	<p>Social workers; PTA, principals</p>	<p>A March 1 presentation for parents on Responsive Classroom was very well received. Approximately 25 parents attended and the resulting comments indicated a desire to have this take place again and to further communicate the “language” of the program for home use.</p>
<p>Formal practices will continue to be developed to encourage positive social interactions in the school</p>	<p>All Staff</p>	<p>The spring goal of 5-8 specialists has been to create a bulletin board recognizing positive student achievement. At this time nearly three dozen students have been celebrated.</p>
<p>Institute a recognition program to acknowledge students who make good choices – “Caught Being Good”</p>	<p>Principal, Social Workers, staff</p>	<p>A plan is developed for K-4 students and will be implemented in 2010-11</p>

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<p>Identify and promote special learning events that occur annually at each grade giving students things to which they can look forward as they go through the school. Washington Trip (gr. 8), Olympic Day (gr. 5-8), Egypt Day (gr. 4), Whale Watch (gr. 3) Puppet Shows (gr. 2), etc.</p>	<p>Classroom teachers, principals, students</p>	<p>Kindergarten – Weekly sing-a-long Grade 1 – Author’s Breakfast takes place in June Grade 2 – Puppet Shows took place in March. Puppets were on display at DeCordova in May. Grade 3 – The Whale Watch trip is scheduled for June Grade 4 – Enjoys the artist in residence – Nikki Hu in June Grade 5 – 1000th Day of School takes place on the 100th day of the school year Grade 6 – had an overnight trip to the Museum of Science in May Grade 7 – Spent four days in November at Sargent Camp in Peterborough, NH. Grade 8 - Will Travel to Washington D.C. in June</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>Twelve 7th and 8th graders volunteered and were trained by social workers and a physical education teacher to serve as playground leaders for grade 2 students. They report: “The experience has shown me how to be a better leader and resolve conflicts successfully.” “It taught me a lot more about responsibility for taking care of kids... responsibility for myself, and to be on time.” “This has helped me gain my confidence in mediating.” “It helps me have patience with people.” Next year we will want to work on scheduling and increased adult facilitation in the early interactions between grade 2 and older students. In addition, two social workers and the school psychologist are being trained to train student mediators.</p>

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Investigate and promote opportunities for middle school to interact with younger students (reading/math buddies, library volunteers, science fair)	Principals	Grade 6 students have been reading buddies for third grade students 80+ Middle School students participated in the annual Science Fair which was shared with the K-4 students
Plan for outreach to the broader community and share successes in the newspaper. Identify a PR person for the school and gather material to be shared. The middle school students who work on the Knightly News could also submit material to the press.	Principals, classroom teachers	Some of the themes covered by the Lincoln Journal included Read-A-Thon, Poem in your Pocket Day, Coins for Haiti, Sudanese Education Fund – Guitar Hero The Knightly News did not publish this year. PTA has designated a PR person to chronicle some school related events this year.
Create simple events involving the whole school which acknowledge and celebrate milestones in the K-8 experience: the arrival of new students (kindergarten), the move to middle school, and eighth grade graduation	Principals, staff	Kindergarten Visiting Day 9/2/09 and Open House 5/27/10 Grade 4 – Meet the Grade 5 Teachers – June Grade 5-7 Students in grades Middle School do a 'move up day' at the end of the year where they go from class to class and meet the next grade's teachers. Grade 8 – Graduation New students are recognized individually, throughout the year, at the monthly K-4 All School Meetings

Action(s)	Person(s) responsible	Status
Create showcases that can be updated which highlight and communicate student and staff strengths: art, sports, music, friendship, leadership, academics	Principals, staff	<p>The All School Meeting was a venue to acknowledge Science Share participants, Math Team participants, two students who received national recognition for Continental Math League competition, and Grade 2 Math Team placing first in the New England Region Continental Math League competition.</p> <p>DeCordova Art Exhibit - Grades 2, 3, and 8</p> <p>Great East Music Festival – Grades 6-8</p> <p>State House Trip: Grade 6 Band, Chorus and Orchestra played in the rotunda and toured the State House</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

Action	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><u>Grade 4</u> The 21 children on fourth grade intervention plans have made the following progress:</p> <ul style="list-style-type: none"> • All students have increased at least two F and P reading levels, many have made even greater gains • More than half of these students have completed the FASTT Math multiplication program • All students who receive interventions in math scored at least 60% on Everyday Math assessments - many score much higher • At least 50% have improved in writing conventions as measured in all grade writing prompts • 30% have improved in writing content as measured in all grade writing prompts • 100% have improved their writing proficiency as measured in daily assignments • 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. <p><u>Grade 5</u> The 45 children on fifth grade intervention plans have made the following progress:</p> <ul style="list-style-type: none"> • More than half of these students have completed the FASTT Math multiplication program. • Over 50% of students with math intervention plans scored at least 60% on the EDM assessments. • Two-thirds of students with math interventions scored proficient on a recent open response in EDM. • When working on transition words and multiple paragraph writing, 75% of students made gains.

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<p>Gather data on “target” groups and individuals to measure effectiveness of support</p>	<p>Principal and teachers</p>	<p><u>Grade 1</u> Assistants review the key words (word wall, misspelling in writing, coming up in reading) each morning. The result has been that students are increasingly “graduating” keys they are now confident using.</p> <p><u>Grade 2</u> Students learned games Concentration, Human Spinner, Flip a card to practice facts to 10. The math specialist supported this effort with extra practice for target groups. The result of this SMART Goal work is that 91.5 % of second</p>

Action(s)	Person(s) responsible	Status
<p>Gather data on “target” groups and individuals to measure effectiveness of support</p>	<p>Principal and teachers</p>	<p>graders have developed proficiency with their compliments of ten</p> <p><u>Grade 3</u> Grade 3 teachers used a metaphor with students: “Writing is like painting. Each word a color on the canvas, each sentence a brushstroke.” They showed simple and complex paintings and students compared the use and variety of techniques in each, and understood that the use of more techniques created more believable images.</p> <p>The teachers identified writing techniques that created images in books students were reading in Read Aloud and Reading Workshop. We identified effective use of dialogue, comparison (simile and metaphor), word choice, onomatopoeia, and sensory description.</p> <p>Teachers modeled these techniques in Writing Workshop lessons, created visual exemplars and checklists for student use, and asked students to apply these techniques in writing process pieces.</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>

Action(s)	Person(s) responsible	Status
Gather data on “target” groups and individuals to measure effectiveness of support	Principal and teachers	<p><u>Specialists (K-4 Art, Music, PE, Science, Library, Technology, Math)</u> worked with children in the target groups at grades three and four. Each teacher took a small list of students and served as a mentor having students write (quick exit surveys to assess understanding and get practice with writing in their area of specialty. In science, there was actual practice with MCAS Open Response science questions). Here are some things specialists noticed:</p> <p>Some of the targeted students seemed to be more engaged in writing activities and seemed to be able to sustain their effort more effectively. One student seemed to feel very pressured by being asked to "work" in the library. ~ Library</p> <p>Third graders created poetry from observing artwork and imagining how it would activate our senses. I worked in small group with my target students. ~ Art</p> <p>In third and fourth grade the students answered Wellness questions. Fourth grade wrote about macronutrients in January and then the dangers of the ingredients in cigarettes in February. Students were encouraged to write more the second time. I sent students back to write in full sentences and to write more on the topic. I noticed they were much better at answering the question about smoking and came up with good ideas as to why they thought people might choose to smoke. ~ Physical Education</p> <p>Science students in Grades Three and Four wrote modified MCAS open response questions during their science enrichment classes. Responses were graded using a rubric. The grading rubric was shared and discussed prior to the students starting their work. Graded responses were returned to all students with specific recommendations from the teacher on areas for improvement. Students scoring under a 3 or 4 were asked to revise their work. Most students met success through the rewrite process. Students seemed very comfortable</p>

<p>Action(s)</p> <p>Achievement Gap Action Research Teams will be led by a facilitator, and will involve team members for the fall semester. Participants will be introduced to principles of action research, and key points on using data to determine and track achievement gaps. Small groups will be able to begin planning their project to address an aspect of the achievement gap.</p>	<p>Person(s) responsible</p> <p>Grade 5-8 staff</p>	<p>writing in science, especially being asked to revise their work. ~ Science</p> <p>Status</p> <p><u>Positive Connections using mentoring for grade 8 students of color:</u></p> <ul style="list-style-type: none"> • 100% of students feel that having a connection to the school community is important • 100% of students enjoyed the mentoring experience and would like to have a social event with all the participants (students and teachers) • 73% of students felt that the mentoring added to their relationship with their teacher(s) <p>Students reported:</p> <ul style="list-style-type: none"> • “Being connected to [my mentor] does allow me to feel more connected to the school” • “I feel like my relationship with my mentor teacher is stronger” • “I liked being able to talk to my teacher outside of class. There was less pressure without all the other kids around.” <p><u>Use of Greek and Latin roots to build proficiency with subject based learning</u></p> <p>The 7th grade project focused on teaching students roots that could be generalized to multiple subject areas. Their target groups comprised 25 out of 87 students in the grade level. The teachers did interventions with each of three target groups. All of the target groups made gains beyond the 40% gain the teachers hoped to see.</p>
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Action(s)	Person(s) responsible	Status
<p>2-day summer project with follow-up in the fall will focus on the answer to the question, “How do I get all of my students meaningfully engaged in important mathematics?” Time will be provided to apply that answer to an Everyday Math unit plan. Working collaboratively, math specialists and grade 1-5 teachers will:</p> <ul style="list-style-type: none"> ○ Learn how the EM developers built differentiation into the program ○ Learn how to capitalize on the differentiation design features in the EM program ○ Learn about and apply a set of guiding principles to meet the needs of all math learners ○ Develop a unit that will reach a wider range of learners more flexibly 	<p>Classroom teachers, math specialists, special educators</p>	<p>One teacher reports: After taking the differentiation workshop, as well as collaborating with the math specialists and my team members, I changed my daily math lesson delivery this year to mostly small-group/stations format. This has allowed for: differentiation and closer supervision of learners in small group instruction (answering of questions; clarifying misconceptions; reviewing; re-teaching).</p> <p>What I have noticed is that I am seeing more students understand the material once they have had closer and direct instruction. Specifically, those students in the sub-groups (in my class: African-American and Low-Income) appear to improve after direct and repeated instruction.</p> <p>Another teacher reports: I have completely revamped the way I teach Everyday Math. As much as possible, I meet daily with small differentiated groups. On the days when a special educator is in classroom this format is easy to implement. The students rotate through a differentiated menu that has been established to meet the varied needs of the students. The Everyday Math Assessments.</p>

Action(s)	Person(s) responsible	Status
Focus staff on the use of positive encouraging language that validates the belief that all students can achieve at proficient levels. Practice improves learning – students need to work to succeed	All staff	Ongoing
Professional development will focus on AYP subgroup performance in the areas of low income and special education students	Principal, teachers	Ongoing
Utilize common planning times, content area meetings, and grade-level meetings to review data, plan standards-based lessons and address student needs	Team Leaders, Content Specialists, Teachers	Ongoing
Dedicate faculty meeting time to discussions and activities focused on improving instruction	Principals, classroom teachers, literacy specialists, math specialists, science specialist	<p>9/14/09 - Know Your Learners Part I – K-8 Reading and Writing Assessments</p> <p>9/30/09 - Know Your Learners Part II – K-8 focus on 504 Accommodation Plans, Special Education, ELL, METCO, Instructional Support Team (IST), and General Education Accommodations we agree to have in our classrooms</p> <p>10/26/09 – Know Your Learners Part II – K-8 grade level and school-wide consistency in a review of student writing assessments</p> <p>11/9/09 – K-4 Team Meetings reminder to include Judy Merra in discussions related to Fall Writing Assessment Data to use in improving student achievement</p> <p>11/9/09—5-8 Faculty Meeting – conversation about MCAS and intervention plans. What do we know from MCAS and how can we use that to help our students grow in the course of this year?</p> <p>11/18/09 – K-4 Objectives: To plan interventions that demonstrate to students</p>

Action(s)	Person(s) responsible	that we will not allow them to fail Status
Dedicate faculty meeting time to discussions and activities focused on improving instruction	Principals, classroom teachers, literacy specialists, math specialists, science specialist	<p>To identify how we help our children see and feel their own competence 11/18/09 and 12/14/09 – 5-8 MCAS intervention plan follow up – teams meeting to discuss further ways to monitor student achievement 1/25/10 – K-4 Objective: To clarify LPS math assessment expectations 1/25/09 – report from 7th grade AGART – discussion about how to use strategies in other places 2/8/10 – K-4 Objective: To review progress and refocus efforts related to interventions that demonstrate to students that we will not allow them to fail and identifying how we help our children see and feel their own competence 3/8/10 – 5-8 Second round of SMART goals for the spring that are team based instead of department based begins. The goal for this work is that it will be focused on lowering the achievement gaps that exist among racial groups, children with special needs, and children from lower socio-economic groups. 3/22/10 K-4 Objective: To review action items related to School Improvement Plan goals 1 (Literacy), 2 (School Culture), and 3 (Achievement Gap) 3/22/10 – 5-8 Focus on data collection related to student interventions and Instructional Support Team process 4/5/10 and 5/10/10 K-4 Objective: To review and share articles on Literacy best practices from the March 2010 edition of ASCD Educational Leadership 4/5/10 5-8 Update on spring SMART goal progress.</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	Principals, classroom teachers, literacy specialists, math specialists	Grade 6 pilot - Parents have been given access to the X2 Parent portal which allows them to review student homework assignments, grades and attendance using a secure user name and password. Teachers report it is not being used very much. Parents report it is very easy to use and can be very helpful

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

Action(s)	Person(s) responsible	Status
Integrate civic engagement opportunities into the curriculum and instruction	Principals, teachers, content specialists, teachers on assignment	<p><u>Kindergarten</u> – Food Project: Kindergarten has integrated civic engagement and service learning opportunities into their program through a relationship with The Food Project. In the fall The Food Project visits each classroom during which students learn about food projects, soup kitchens, and community farming. Children assist in taking kernels off ears of popcorn, which is popped for a holiday party for homeless children. In the spring they take a field trip to The Food Project and learn about many aspects of the Lincoln site farm.</p> <p>The <u>Kindergarten</u> program took two nature walks with Tom Gumbart, Conservation Director in Lincoln. These walks developed children’s awareness of their environment in Lincoln and land conservation.</p> <p><u>Grades K-4</u>: Read-a-thon: Literacy efforts were employed to support Schools on Wheels an organization for homeless children. Over \$2000 was raised.</p>

Action(s)	Person(s) responsible	
<p>Integrate civic engagement opportunities into the curriculum and instruction</p>	<p>Principals, teachers, content specialists, teachers on assignment</p>	<p><u>Grade 1:</u> Cards to Lincoln Council on the Aging during the holidays Students wrote and designed cards to bring cheer to people and families through Status</p> <p>the Lincoln Council on the Aging (connection - to writing skills). More learning took place when the students received notes in return indicating how much their cards were appreciated.</p> <p>Kids collected Toys for Tots during the holidays and connections were made to social studies/civic responsibilities</p> <p><u>Grade 2:</u> Grade 2 students designed book marks that were sold at the recent book fair. The proceeds will support a Haitian effort with connections to a grade 2 student's family. His father came in to meet with classes and described the effort.</p> <p><u>Grades 3-4:</u> Coins for Haiti – connections were made to current events, math, geography, science unit: sudden earth changes</p> <p><u>K-4 Art:</u> introduced Grade 3 classes to artists from Haiti after fund raising efforts to introduce students to positive aspects of the culture</p> <p><u>Grade 4:</u> Heifer International – Read to Feed Students participate in a read-a-thon and collect funds to be given to Heifer International. This allows students an opportunity to authentically contribute toward changing someone's life.</p> <p>Weekly Recycling Students give up recess each week to collect recycling bins throughout our school. This creates an awareness of our global situation. Students learn to be stewards of our earth and realize the impact that individuals can have on helping our environment.</p> <p><u>Grade 5- Coat Drive</u> Students begin to see that they can make a difference by becoming involved in the</p>

Action(s)	Person(s) responsible	Status
Integrate civic engagement opportunities into the curriculum and instruction	Principals, teachers, content specialists, teachers on assignment	<p>needs of a larger community.</p> <p><u>Grade 6-</u> Wrote letters to the Editor or Elected Officials regarding Ocean Pollution and Global Warming</p> <p><u>Grade 7-</u> Wrote letters to the President of the United States encouraging the U.S. to get more involved in what is happening in Sudan</p> <p><u>Grade 8</u> - 23 of the 71 students volunteered at Cor Unum (a meal center in Lawrence) and we have one more visit scheduled on 6/6. In six visits 4 students went more than once.</p> <p><u>Grade 6-8 Civic Engagement Conference</u> -- students in grades 6-8 were invited to participate. Mike Cambra, head of Mission to Liberia was the keynote speaker. He was followed by two sessions of workshops where students were introduced to opportunities from Heifer to Habitat for Humanity to Land Conservation and Lovelane. Each workshop encouraged students to reach out and participate in the community around them.</p> <p><u>Grade 5-8 Button Bracelets for the Jimmy Fund</u> -- Eve and Helen Montie and Cate Ruland led Student Council, and students who wanted to participate, in making button bracelets to support the Jimmy Fund. They were able to raise over \$4000 through their sales.</p> <p><u>Grade 5-8 Walk for Hunger</u> -- Ms. Rivers and Ms. Herbert, along with several parents, accompanied 30 + students on the Project Bread Walk for Hunger on May 2. They walked ten miles together. The students raised \$2505.</p> <p><u>Grade 5-8 Walk for Haiti</u> -- Student Council led the walk to support Partners in Health. Fifteen students walked. They raised about \$1200.</p>

Action(s)	Person(s) responsible	Status
<p>Planning for all civic engagement efforts will include a “reflective” component that will identify expected student learning and the overall impact of the effort</p>	<p>Teachers</p>	<p>We are in the process of developing this structure</p>
<p>Civic engagement efforts will include progress reports to analyze and share students’ achievements and experiences with social and civic endeavors</p>	<p>Principals, teachers</p>	<p>The June 3 K-4 All School Meeting will have this as a focus Grade 8 students have shared the Cor Unum experience in class.</p>
<p>Use data resulting from the effort to make decisions about future efforts</p>	<p>Principals, staff</p>	<p>Ongoing as we continue to evaluate projects done thus far</p>
<p>Investigate professional development opportunities to support the creation of a cadre of educators with expertise in utilizing service-learning with a civic outcome as a strategy to improve academic performance, increase civic engagement, and positively affect school and community functioning</p>	<p>Principals, teachers</p>	<p>Ongoing</p>