

Hanscom Primary School



School Improvement Plan 2012-2013

Year-End Status Report

Beth Ludwig, Principal

Section 1: School Improvement Goals Outline

Goal 1:	Curriculum, Instruction and Assessment: Align standards-based learning expectations to assessments and clear learning targets.
Goal 2:	Authentic Literacy: Improve students' ability to support an argument with facts, reasons, evidence and details.
Goal 3:	Community: Strengthen the sense of community for staff, students and families through the continuous development of a connected learning environment.
Goal 4:	Facilities: Participate and contribute to the new Hanscom Primary School Building Project.

Section 2: Goal Detail

Goal 1: Curriculum, Instruction and Assessment

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

Relationship to District Goals:

- Curriculum, Instruction and Assessment
- Teacher Excellence and Innovation

Purpose: The purpose of this goal is to address achievement gaps by making the components of the formative learning cycle common practice in every learning environment in the schools. We believe that when learning targets and criteria for success are made clear to students, ample opportunities for guided practice are provided and formative feedback and assessment are prevalent, student performance will improve.

Rationale: The district has made progress towards the development and implementation of standards-based assessment, instruction and reporting. The next phase of targeted, standards-based instruction is to create child-friendly, explicit learning targets that directly state learning expectations so they are made clear to students at the beginning of lessons and units.

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

Goal 1 Action Plan

Action What is going to be done to address this goal?	Status	Outcomes	Possible Next Steps
Teachers will refine assessments that measure progress towards meeting learning targets.	Developing	<ul style="list-style-type: none"> • As teachers have begun to integrate learning target work into their teaching repertoire, they have begun to design target-based formative and summative assessments. This means that teachers are completely transparent with students about the evidence they will be looking for to determine understanding. It means that children know specifically the 	Continue professional development and coaching through the PLC and teacher evaluation process

Lincoln Public Schools 2012-2013 School Improvement Plan Status Report

Action What is going to be done to address this goal?	Status	Outcomes	Possible Next Steps
		<p>criteria against which their work will be measured.</p> <ul style="list-style-type: none"> Teachers have begun to use learning targets and “look fors” they articulate to children to collect ongoing, authentic assessment data using checklists and rubrics. Grade 2: Designed a science unit rubric that includes learning targets and “look fors” for “Earth’s Movement in Space”. Assessments were redesigned so they match expectations articulated to students in the rubric. Various HPS groups will participate in summer work to align learning targets, “look fors” and assessments with Common Core curriculum (ex. grade 3–persuasive writing targets, look fors pre and post assessments) 	
Develop a K-8 all staff Hanscom PLC on learning targets and the formative learning cycle.	Established	<ul style="list-style-type: none"> 6 staff development afternoons dedicated to professional learning based on chapters 1-4, <u>Learning Targets</u>, (Moss and Brookhart) Faculty and Principal led presentations Observations of teachers applying professional learning to work with students Focused discussion during supervision/ evaluation process 	Continue PLC with focus on deepening understanding and application of formative learning cycle through ongoing professional development and coaching
Teachers will begin to craft child-friendly learning targets.	Developing	<ul style="list-style-type: none"> Evidence of child-friendly learning targets developed and posted in classrooms during instruction (selected areas of curricular focus) 	2013-2014 expectations outlined for teachers at May 15, 2013 PLC meeting
Specialist teachers and therapists will refine use of goal-focused intervention and therapy plans with progress monitoring strategies to assess effectiveness for student learning and narrowing achievement gaps.	Refining	<ul style="list-style-type: none"> Completed goal-focused intervention plans presented to principal and parents (with follow-up review / reporting at end of intervention cycle) GFIP Protocol developed to clarify process for teachers and new staff Administrator GFIP tracking spreadsheet Literacy and math Data Wall meetings at end of term 1 and 2 	Continue to grow progress monitoring data sharing in Google docs
Refine uses of data collection strategies, analysis and presentation.	Initiated	<ul style="list-style-type: none"> Reading and math specialists use of graphs to report progress information to parents as part of pre-referral process 	Support and direction from Director of Technology – district goal
Refine assessment materials and data collection to identify students in need of support in mathematics	Initiated	<ul style="list-style-type: none"> Math specialist has researched and tried several mathematics assessments Math specialist has piloted Marilyn Burns, “Do the Math” intervention program and assessments with identified students 	<p>Review data on effectiveness of Marilyn Burns, “Do the Math” intervention program</p> <p>Continue to investigate research-based assessments, progress monitoring tools, and</p>

Lincoln Public Schools 2012-2013 School Improvement Plan Status Report

Action What is going to be done to address this goal?	Status	Outcomes	Possible Next Steps
			intervention programs
School theme, "Yes, I can!" to promote interest in learning targets and growth mindset.	Established	<ul style="list-style-type: none"> • Theme introduced to families in Principal's welcome letter and Parent Information Night address • Teachers develop curriculum connections related to theme, culminating in hands-on Curriculum Night activities for families • Student-led morning announcements connected to growth mindset and learning targets • Dr. Seuss week: "I can read 300 books!" school-wide target exceeded • Photos of learning targets in action in weekly faculty notes 	The theme is a well established part of the school that will continue, but will no longer be a focused improvement action step

Goal 2: Authentic Literacy

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

Relationship to District Goals:

- Curriculum, Instruction and Assessment
- Teacher Excellence and Innovation

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

Rationale:

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

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

Goal 2 Action Plan

Action What is going to be done to address this goal?	Status	Outcomes	Possible Next Steps
Model and support best practices that will further develop students' ability to support arguments with evidence	Initiated	<ul style="list-style-type: none"> • MCAS data reviewed with HPS faculty (September 2012); focused effort by all teachers grades 1-3 to align curriculum and learning experiences with Common Core expectations around expository writing • Math specialists led district implementation of common open response questions 	<p>Review 2013 MCAS data with faculty</p> <p>Continue to collaborate with district specialists to improve this area of teaching and learning</p>
Complete working drafts of informational text writing rubrics that are aligned with district narrative writing rubric	Initiated	<ul style="list-style-type: none"> • Draft rubric created by district literacy specialists 	Collaborate with district literacy specialists to complete rubrics
Pilot district mathematics open response questions and rubrics	Established	Data submitted by classroom teachers and reviewed by math specialists	Continue implementation of common assessments in mathematics open response

Goal 3: Community

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

Relationship to District Goals:

- Leadership and School Culture

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

Rationale:

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

Goal 3 Action Plan

Action What is going to be done to address this goal?	Status	Outcomes	Possible Next Steps
Kindergarten Coffee and monthly Parent Coffees to gain parent perspectives on the unique strengths and challenges of our school.	Established	<ul style="list-style-type: none"> • Kindergarten coffee complete • Monthly parent coffees at PTO meetings, gathering ongoing feedback • Kindergarten Orientation 2013 attended by 35 families 	These items are well established parts of the school that will continue, but will no longer be focused improvement actions
HPS and HMS School Councils will collaborate to improve communication on the HPS and HMS websites with an emphasis on the needs of families moving to Hanscom.	Initiated	<ul style="list-style-type: none"> • Meetings initiated with LPS website manager • Draft pages completed on “sandbox” site (not yet public) 	<ul style="list-style-type: none"> -Virtual tour for new families -Audio/video staff introductions -Feedback forms for new families assessing usability

Goal 4: Facilities

Participate and contribute to the new Hanscom Primary School Building Project.

Relationship to District Goals:

- Curriculum, Instruction & Assessment
- Teacher Excellence and Innovation
- Leadership & School Culture
- Facilities, Operations and Health and Safety

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

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

Goal 4 Action Plan

Action What is going to be done to address this goal?	Status	Outcomes	Possible Next Steps
Work collaboratively with DDESS (Department of Defense, Domestic Dependent Elementary and Secondary Schools), the Army Corps of Engineers and Ewing Cole to plan, design and construct a new primary school facility.	Initiated	<ul style="list-style-type: none"> • Design charette planning meeting with DODEA, Ewing Cole, Army Corps of Engineers, and LPS administrators held on May 17, 2013 	HPS design charette planned for June 17-19
Familiarize ourselves with 21 st century teaching concepts and how they relate to our current practices and future building design	Initiated	<ul style="list-style-type: none"> • June 2012: Faculty meeting to provide overview of DODEA 21st century space specifications • October 2012: Faculty met with Ewing Cole architects in to build knowledge about 21st century learning spaces; Architects gathered input from faculty to design draft layout • May 2013: Information about 21st century learning environment shared by principal in weekly faculty notes (how to adapt teaching methods to take advantage of new spaces) 	<p>June 17-19: HPS Planning Charette</p> <p>2013-2015: Faculty meetings, "21st Century Learning and Facilities"</p> <p>Support from Director of Technology and HPS Technology Specialist to integrate learning and technology</p>

STATUS CODE KEY

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

Section 3: Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

DDESS: Department of Defense, Domestic Dependent Elementary and Secondary Schools

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

DODEA: Department of Defense Education Activity; agency overseeing DDESS and DOD contract-affiliated schools

Formative Learning Cycle: A five-phase learning cycle focused by a learning target and success criteria. During a formative learning cycle, teachers (1) use strategies to model and explain the learning intention for today’s lesson; (2) scaffold student understanding during guided practice; (3) provide cognitive coaching during a performance of understanding; (4) give detailed, descriptive feedback on the performance; and (5) provide students with the opportunity to immediately use that feedback to improve their work.

Lincoln Public Schools 2012-2013 School Improvement Plan Status Report

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

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

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

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

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

HANSCOM MIDDLE SCHOOL



SCHOOL IMPROVEMENT PLAN 2012-2013 YEAR END STATUS REPORT

Erich Ledebuhr, Principal

Rubric for School Improvement Plan Level of Achievement (Status)

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

Section 1: School Improvement Goals Outline

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

Section 2: Goal Detail

Goal 1: Curriculum, Instruction and Assessment

Strengthen instruction to improve student learning.

Relationship to District Goals:

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

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

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

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

Additionally, we need to address our student growth as it relates to our school Performance Progress Index (PPI) for MCAS. MCAS analysis from last year has shown that we are beginning to meet our goal of raising our overall academic achievement. However, we still to increase growth for all students.

Goal 1 Action Plan

Action	Status	Outcomes	Possible Next Steps
Respond to Federal No Child Left Behind (NCLB) regulations and Department of Elementary and Secondary Education (DESE) requirements as they relate to MCAS Annual Yearly Progress (AYP) and student achievement	Developing	Adopt the district 5-point plan to narrow achievement gaps and improve overall student performance. Implementation of GFIPS ELA and Math intervention courses during extensions 6 th grade ELA/Math intervention class 7 th grade ELA/Math intervention class	Analyze MCAS data and end of year assessments in July and August to assess progress Create GFIPS for fall of 2013. Assess need for intervention courses
Adopt Best Teaching Practices	Initiated	Teachers worked together to identify, share and adopt best teaching practices to increase student growth in both MCAS and district wide assessments.	Ongoing, this work will continue in conjunction with the new educator evaluation system and our campus wide Learning Targets professional development.
Specialist teachers and therapists will develop goal-focused intervention and therapy plans with progress monitoring strategies to assess effectiveness for student learning and narrowing achievement gaps.	Established	Target based data driven intervention based on student need Closer tracking of status of students receiving intervention Change in schedule to allow GFIP groups to work directly with math and literacy specialists, particularly	Review GFIP goal writing Refine benchmark and intervention assessments

		<p>in 4th and 5th grade.</p> <p>A total of 95 students received direct service from literacy and math specialists based on identified needs. Students were also identified for support plans in the areas of OT, PT, Speech and Language and Counseling. Additionally 66 students were identified for math and ELA support in grades 6-8 during extensions.</p> <p>Common Planning Time and team meetings used for discussion and development of GFIP groups</p>	
Refine uses of data collection strategies, analysis and presentation.	Established	<p>Developed IST progress monitoring sheet including reporting graphs</p> <p>Math Specialist review of Open Response Writing pilot, cross-campus team meeting (10/3) addressed this goal.</p> <p>Cross Campus Meetings</p> <p>Common Planning Time</p>	Continue to work on data collection, analysis and presentation strategies
Develop a K-8 all staff Hanscom PLC on learning targets and the formative learning cycle.	Established	<p>6 staff development afternoons dedicated to professional learning based on chapters 1-4, <u>Learning Targets</u>, (Moss and Brookhart)</p> <p>Observations of teachers applying professional learning to work with students</p> <p>Focused discussion during supervision/evaluation process</p> <p>Faculty and Principal</p>	Continue PLC with focus deepening understanding and application of Formative Learning Cycle through continuous professional development and coaching

		led presentations	
Teachers will begin to craft child-friendly learning targets	Developing	Evidence of child-friendly learning targets developed and posted in classrooms during instruction (selected areas of curricular focus)	2013-2014 expectations outlined for teachers at May 15, 2013 PLC meeting
Standards Based Reporting	Established	<p>Cross-campus meetings focused on integration of the Common Core and revising report card descriptors to better communicate student learning outcomes (ELA and Math)</p> <p>Implementation of grades 7 & 8 standards based report card</p> <p>Professional development around record keeping</p> <p>Erich Ledebuhr met regularly with Mary Sterling and Sharon Hobbs to discuss and plan for the standards based report card for 7th and 8th grade</p>	Ongoing, review and determination of the letter grade at grade 8. Systems for grading and communicating progress to parents.

Goal 2: Community

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

Relationship to District Goals:

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

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

Rationale:

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

Goal 2 Action Plan

Action	Status	Outcomes	Possible Next Steps
Expand Team Identities	Established	Monthly curriculum update by grade level published in the Falcon, our weekly newsletter. Expanded use of DDMS in grades 6-8.	Grow teams to include the 6 th /7 th grade and 7 th /8 th grade teams next year.
Introduce Developmental Designs for Middle Schools (DDMS)	Initiated	Staff members attended a DDMS training during the month of August. As a result, they were able to introduce and incorporate a social contract, the Circle of Power and Respect (CPR) and Take a Break out and in (TAB).	Ongoing, a more systematic approach to the advisory period will be included in next year's schedule. An updated social compact will be developed across grades 6-8.
Continue to build our community	Established	Expanded the number of school wide community meetings. Implemented DDMS and Responsive Classroom (RC) language throughout the school community	Ongoing, looking into the possibility of a DDMS/RC task team to further integrate and promote the use of these strategies throughout our community.
HPS and HMS School Councils will collaborate to improve communication on the HPS and HMS websites with an emphasis on the needs of families moving to Hanscom.	Initiated	Meetings initiated with LPS website manager Draft pages completed on "sandbox" site (not yet public)	-Virtual tour for new families -Audio/video staff introductions -Feedback forms for new families assessing usability

Goal 3: Facilities

Participate and contribute to the new Hanscom Middle School Building Project

Relationship to District Goals:

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

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

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

Goal 3 Action Plan

Action	Status	Outcomes	Possible Next Steps
<p>Work collaboratively with DDESS (Department of Defense, Domestic Dependent Elementary and Secondary Schools), The Army Corps of Engineers and Ewing Cole to plan, design and construct a new middle school facility</p>	<p>Established</p>	<p>Continued preparations to pair down and clean out for an expected move to our temporary facility.</p> <p>Hosted a walk through of the facility for the bid process.</p> <p>Continued communication with both DDESS and Ewing Cole as the construction project moves forward.</p>	<p>Ongoing, continue to prepare for an eventual move into the temporary facility.</p> <p>Continued communication with DDESS, Ewing Cole and ACE (Army Corps of Engineers) to participate and facilitate the building project.</p>
<p>Familiarize ourselves with 21st Century teaching concepts and how they relate to our current practices and future building design</p>	<p>Established</p>	<p>Professional Development through the Learning Target PLC to expand and refine teaching practices to meet the needs of the 21st Century learner.</p> <p>Continued assessment of our 1:1 technology program and how it has impacted our teaching and learning.</p> <p>School committee presentation on innovative teaching to give a sampling of how we are incorporating the concepts of 21st Century teaching concepts into our current practice.</p>	<p>Ongoing, professional development will need to be a priority, particularly over how to effectively use the new teaching spaces part of the design program.</p>

**Lincoln Preschool
School Improvement Plan
End of the Year Report
2012-2013**

Lincoln Preschool Staff

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

Rubric for School Improvement Plan Level of Achievement (Status)

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

**Lincoln Preschool
Lincoln Public Schools
2012-2013 School Improvement Plan**

Goal 1: To form School Council at the preschool level to ensure a high quality early childhood education that is accountable to the schools and to the community

Status: Established

Strategies	Outcomes	Status Detail
<ol style="list-style-type: none"> 1. Identify potential representatives from the faculty and the community 2. Articulate the purpose of a Preschool School Council 3. Examine the needs of the preschool and knowledge/skills that will be required 4. Prepare an informational package for potential representatives 5. Identify and invite communication representatives to join the council 6. Establish priorities and set goals for the group 7. Develop an action plan 8. Evaluate the group's ability to met their goals 	<p>A group was formed that consisted of the Preschool Coordinator, a classroom teacher from the Hanscom campus, a classroom teacher from the Lincoln campus, a preschool paraprofessional, one Lincoln parent and one Hanscom parent</p> <p>The council engaged in discussions regarding the Lincoln Preschool, the school improvement plan, the district core values and the preschool learning expectations.</p> <p>The council established goals regarding parent feedback and information.</p> <p>The council created a parent information session for June 6th titled Passport to Summer. The purpose of the program is to provide parents with information and resources to help guide them in planning their child's summer activities. Stations will include: How to plan a successful playdate, creating an obstacle course with your child, transforming challenging behavior with FLIP-IT. The council has also recruited resources from the community including: Lincoln Recreation Department, Lincoln library and Drumlin Farm.</p>	<p>The School Council has been established. The work of the group will continue during the next school year.</p>

Goal 3: To inform and improve assessments and reporting systems utilized at the preschool level

Status: Developing

Strategies	Outcomes	Status Detail
<ol style="list-style-type: none"> 1. Identify the requirements for early childhood assessments by the Department of Early Education and Care. 2. Engage in professional development opportunities related to early childhood assessments. 3. Identify the areas of need for Lincoln Preschool in regards to early childhood assessments. 4. Conduct a program adoption process for an early childhood assessment. 5. Analyze and evaluate the current system of reporting information to parents. 6. Invite parents to share their input regarding reporting systems. 7. Propose a reporting system for use at the preschool level. 	<p>The Preschool Coordinator attended many professional opportunities and trainings to gain information about recommendations for early childhood assessments</p> <p>Examples: CASE Collaborative coordinator meetings, East Cohort of MESPA/EEC Collaboration, EDCO Collaborative, MESPA conference</p> <p>A grant was written through the Department of Early Education and Care for the purchase of technology to be used in collaboration with the early childhood assessment, Teaching Strategies for Gold. This assessment is one of two recommended by the EEC.</p> <p>Parent feedback regarding our reporting systems and assessment results was solicited during March conferences</p>	<p>Ongoing; the Lincoln Preschool will follow the guidance of the Department of Early Education and Care regarding adoption of early childhood assessments</p>

Goal 4: To improve the effectiveness of preschool meetings by increasing opportunities for collaboration and professional learning

Status: Established

Strategies	Rationale	Person Responsible
<ol style="list-style-type: none"> 1. Facilitate a faculty meeting regarding the benefits for collaborative meetings. 2. Identify opportunities for collaboration within the preschool setting. 3. Create agendas that are focused on teacher-generated topics. 4. Set the expectations for meetings to increase participation. 5. Evaluate the use of collaborative meetings and provide recommendations for the next school year. 	<p>Team Meetings at the preschool level focused on increasing opportunities for collaboration</p> <p>Teacher generated topics were routinely addressed within meetings and included on agendas</p> <p>Team meeting norms incorporated the expectation of active participation in a safe, comfortable environment</p>	<p>Ongoing: Analyze the district wide schedule for opportunities to support collaboration at the preschool level</p>