



Lincoln Public Schools  
Lincoln, Massachusetts

# Lincoln School K-8

## Report on the School Improvement Plan

May 21, 2015

### School Council Members

Lara Anthony	5-8 Parent
Randy Harrison	5-8 Parent
Bowen Holden Martin	K-4 Parent
Heather Veague	K-4 Parent
Keith Johnson	5-8 Teacher
Scot Dexter	K-4 Teacher
Stephen McKenna	Principal K-4
Sharon Hobbs	Principal 5-8
Gina Halsted	Community Representative

## 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.

**Assessment of School Strengths and Areas of Focus:** The school is strong in the climate that has been set both within the students and the faculty. There is a high degree of collaboration between teachers and parents, as well as with students, where that is appropriate. Last year's School Council continued to focus on Strategic Objectives 2 and 4 (Curriculum and Instruction and Responding to Student Needs). Our conversation centered on the idea of Authentic Learning for students and how we could recognize it in classrooms. This will continue to be a focus for the coming year. We are also looking at how the integration of technology enhances this effort. We also looked at parts of the video "What Makes Me White?" and talked about including all of our students in the school in meaningful ways. The mentoring program was a focus of these discussions as well as it began developing. Through on-going conversation, the school council recognized the push and pull from state mandates that can distract teachers from the importance of creating high level curriculum for students.

Strategic Objectives			
Educator Growth	Curriculum and Instruction	Assessment and Data	Responding to Student Needs
Build educator expertise and a shared vision of effective teaching through the new educator evaluation system, professional collaboration, and professional development	Refine curriculum and instruction to strengthen the engagement and achievement of all students	Use assessment and data to effectively promote and monitor student growth	Respond skillfully to the academic, social emotional, and physical needs of all students

### School Based Goals:

- to continue to identify ways in which lessons engage students in authentic learning
- to look at technology as it impacts instruction using the SAMR (Substitution Augmentation Modification Redefinition) model to identify useful technology for our students
- to support teachers in making their work manageable and enjoyable through strategic analysis of school-wide efforts and looking at ways to theme instruction to further engage students.

School Based Action Plan

District Strategic Objective: **Curriculum and Instruction:** Refine curriculum and instruction to strengthen the engagement and achievement of all students

School Based Goal: To continue to identify ways in which lessons engage students in authentic learning.

Activities	Outputs and Measures	Status	Possible Next Steps
Work with faculty to develop an understanding of authentic learning.	Bank of lessons demonstrating authentic learning	Established	Continue next year with a more intense focus on developing cognitive demand.
Introduce Bloom’s Taxonomy and high cognitive demand.		Developing	Through classroom observations, continue to recognize areas where cognitive demand is appropriately in place and make recommendations for higher cognitive demand.

**Report:** This year faculties spent time embedding authentic learning experiences into their time with students. Several faculty meetings focused on cognitive demand and looking at examples of work where the demand could be raised either through a different line of questioning or through changes to the lesson. On Institute Day, several faculty groups worked together to embed authentic learning and higher cognitive demand in new and current units of study.

School Based Goal: To look at technology as it impacts instruction using the SAMR (Substitution Augmentation Modification Redefinition) model to identify useful technology for our students

Activities	Outputs and Measures	Status	Possible Next Steps
Identify components of SAMR model	Have teachers share early efforts with the faculty in a technology fair.	Developing	Continue to refine and add to the virtual technology fair.

**Report:** Instructional technology specialist Mark McDonough joined us at School Council to share the SAMR model and discuss how people on school council had seen it in play in the school. Mark and Cindy Matthes went to faculty meetings and introduced the concept to full faculties as well. A virtual technology fair has been created to allow faculty to look at SAMR examples as they plan lessons.

School Based Goal: To support teachers in making their work manageable and enjoyable through strategic analysis of school wide efforts and looking at ways to theme instruction to further engage students.

Activities	Outputs; Measures	Status	Possible next steps
Identify range of work teachers are asked to accomplish.	Complete list of assessments and district requests.  Recommendations to superintendent/ assistant superintendent.	Established	Work with Administrative Council to refine the assessment map for the district.
Look at unit plans together and find ways to integrate standards or to make units interdisciplinary.	Unit plans Evidence of student work	Developing	Peer observation, common planning time, and focused time at faculty meetings for collaboration.

**Report:** Faculty meeting time was spent gathering a spreadsheet of current assessments given for the state, district, and individual teachers. The spreadsheet was shared with the Assistant Superintendent who then shared it (along with work from the curriculum leaders) with administrative council. Work is continuing to be done with departments and with administrators to identify the key assessments for use in monitoring student growth.

K-4 team leaders joined School Council for a meeting to talk about the pupil reporting system and the conundrum of report cards along with parent conference times overlapping. Their concerns were raised at the Principal's group and a further conversation will happen at some point with the larger administrative council.

Several teachers shared with school council units where they had either worked across disciplines with other teachers, or had created a thematic unit that blended math standards with either science or writing standards. We heard a Kindergarten, fourth and seventh grade example. School Council members were able to help teachers think about ways to generalize their work to other projects or to other grade levels and disciplines.