



# LINCOLN PUBLIC SCHOOLS

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SUPERINTENDENT

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To: School Committee  
From: Rebecca McFall  
RE: Strategic Priority End-of-Year Status  
Date: May 15, 2015

Progress reports on the work of carrying out our Strategic Priorities have been provided at various points throughout the school year as scheduled on our Strategic Priority Maps.

A3: Develop Team Expertise in focusing on student learning goals and growth using reflective collaborative practices.

**School Committee reports provided January 22, 2015 and May 21, 2015  
(Peer Observation)**

## Summary:

In its first year, the opportunity for educators to participate in Peer Observation has resulted in positive outcomes for faculty and their students. The May 21<sup>st</sup> Report to School Committee will provide an overview of participation as well as feedback from participants regarding their experiences.

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

- authentic learning
- learning targets/objectives
- meaningful exchanges
- assessing student understanding
- differentiating instruction

**School Improvement Plan Reports provided May 7, 2015 and May 21, 2015**

## Summary:

In the last couple of years, the 5 Key Questions have provided a strong tool for helping teachers and administrators focus on high quality instructional practices. They have provided guidance for observations and conversations amongst educators and between educators and evaluators. These guiding questions have provided a starting point for discussions about teaching and learning and the development of a shared understanding of effective teaching practices. Work has been carried out at the building level in various ways as communicated through the School Improvement Plan reports. As we move forward, we are considering how to integrate our instructional work in a holistic manner as opposed to focusing on the areas outlined by the 5 Key Questions as discrete elements of effective instruction.

As we plan for the coming school year, we are considering ways of supporting educator's in developing their content and pedagogical knowledge and providing time and support for educators to collaboratively develop instructional units that represent high quality, high level teaching and learning.

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

**School Committee reports provided January 8, 2015 and March 19, 2015, Updates on Superintendent Annual Plan (SAMR, Student Feedback Surveys)**

**Additional Information:**

Since the January 8<sup>th</sup> presentation on the SAMR model, professional development was provided to the preschool faculty on January 28<sup>th</sup>, the Smith faculty on March 28<sup>th</sup>, and the Brooks faculty on March 16<sup>th</sup> on the evaluation of technology use as an instructional tool.

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

**School Committee reports provided January 22, 2015 and May 7, 2015 (District – Wide Assessments)**

**Summary:**

We have taken positive steps forward in developing a plan for purposeful and meaningful use of assessments. We now have an inventory of assessments that provides a basis for discussions about the utility of assessments and their place in our educational program. We will continue to review and assess our use of assessments in order to provide support to educators in effective use of assessments and data, and to provide clear guidance to educators about expectations of assessment use, including assessments that can be eliminated.

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

**See Mid-year Strategic Plan Update.**

**Summary:**

Work to differentiate instruction has continued throughout the school year. This work typically has been done as a result of reviewing F&P data in literacy, the Kathy Richardson AMC math assessments, and STAR math data at the middle school level. In addition, in response to parent feedback, math specialists and teachers in grade 1 at the Lincoln School used assessment data to provide differentiated math support to students within the classroom. Middle School Principals have worked with their math teachers to use STAR math data for discussion about meeting the needs of individual students through differentiation of curriculum and instruction. The results of this work are not known at this time. End-of-year data will be used to assess the effectiveness of this work and reported in the fall.

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

**School Committee report provided December 4, 2014. (Subgroup Growth and Performance Report)**

**Additional Information:**

Walker Partnerships conducted a review of the special education services and programs provided on the Hanscom campus. We recently received the Draft Report of Findings. The draft is currently being reviewed internally, and we will receive a final report in the coming weeks. A report to School Committee outlining the findings will be provided in June. Based upon the preliminary review of the report, we are proceeding with the hiring of a Board Certified Behavior Analyst (BCBA)/Therapeutic Intervention Specialist (TIS).

## **Update on Strategic Priorities that were not identified as highest priority**

### **A1 and A2: Educator Evaluation**

Evaluators have continued to develop their practices in implementing the MA Educator Evaluation System. In the first year with all educators on cycle, administrators are finding it challenging to carry out all of the observations and written evaluation reports.

The Evaluation Review Committee made up of members of the School Committee, Administration, and Lincoln Teacher's Association have been reviewing the evaluation cycles and expectations in order to develop ways of maximizing impact and minimizing administrative burdens.

The Principal Group conducted two joint observation sessions to continue working towards calibrating our practice.

### **B3: Refinement and Alignment of Curriculum**

Review of current math curriculum in light of changes to standards based upon the Common Core Standards.

Review of draft updates of the Everyday Math curriculum to determine whether or not we should adopt and transition to this new version.

Development of plans for transitions to the new Science and Engineering Standards.

Review of middle school social studies curriculum.

### **C1: Data Needs**

Development of data management tools for District Assessments

Pilot development of Data Dashboard

Continued development of District Determined Measures