

*Lincoln School Grades K-4*  
*Sarah Collmer, Principal*

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Since joining the Lincoln Public Schools in July, I have had the opportunity to learn about the values and practices of the Lincoln School community members through 1:1, meetings with faculty and staff, and Principal's Forum and PTO meetings with families. The 2015 School Community Survey also yielded important information from families. Along with the day-to-day experiences thus far, all of this information was analyzed to determine which areas of focus would be most beneficial to those who are at the center of our work- the students. The following narrative describes the rationale and intended outcomes for the goals outlined in the 2015-16 School Improvement Plan.

**Goal 1: To create / develop consistent behavior expectations and responses that allow for focused engagement, achievement, and development of all learners.**

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On the whole, behavior concerns that arise at the K-4 are common for elementary school-aged children. The faculty has a wide range of strategies and systems to support behavior and social/emotional learning, and Responsive Classroom techniques are incorporated into each classroom. Each of the eighteen (18) K-4 classrooms has a system of expectations and responses when those expectations are not met- this works when the students are in their classroom and with their teacher. However, in different settings such as lunch, recess, and specials classes, it can be challenging for students to successfully meet behavior expectations. Similarly, overseeing large groups of students in unstructured settings (lunch and recess) can be extremely demanding. In creating a consistent school-wide system for behavior, it is our goal to develop consistent language and expectations, respond to unexpected behaviors in a child-centered manner, and facilitate learning opportunities so that students can be successful throughout the day.

**Goal 2: To support teachers as they use collaborative practices to create innovative learning opportunities for students.**

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The district is leading professional development modules to develop instructional practices in small group reading, collaborative practices and differentiated instruction. At the building level, faculty will have "follow-up" time to work collaboratively to apply their learning from the modules directly to analysis of student work and instructional planning. As always, the faculty strives to provide innovative, cognitively demanding, authentic learning experiences that will strengthen the engagement, achievement, and development of all students.

**Goal 3: To establish a meaningful K-8 community connection.**

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The Lincoln School is a wonderful place of learning and we want to capitalize on our K-8 model to establish an event in which students can showcase learning as a school community. This will be the culmination of learning that is already taking place, and aims to provide an experience that elicits inspiration and aspiration across the nine

grade levels in our school. Furthermore, there is tremendous potential in partnering with families and community organizations. We are proud of the work our students do and hope that a celebration of learning will give them a sense of accomplishment and pride.

Finally, it is truly an honor to be here. I look forward to working with the school community to highlight all of the good work that is being done, and also ensure that the district core values continue to guide the work that will be done to reflect our desire for continuous improvement.

*Lincoln School Grades 5-8*  
*Sharon Hobbs, Principal*

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The Lincoln School Council has identified the following goals for the 2015-2016 school year:

1. To create/develop consistent behavior expectations and responses that allow for focused engagement, achievement, and development of all learners
  2. To support teachers as they use collaborative practices to create innovative learning opportunities for students
  3. To establish a meaningful K-8 community connection.
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The community survey from the spring guided our work toward the School Improvement Plan this year. The community, as well as teachers and students, felt that a closer look at our behavior expectations would be helpful. As a K-8 school, we will look at our current expectations and how they are communicated and make adjustments that will allow all of our students to experience success academically and behaviorally as they move through the K-8 building.

This year we will focus on collaborative practices that allow teachers to create innovative learning experiences for students. Teachers working together, with focus, can provide students with opportunities to stretch their thinking and their abilities. Two teachers have begun work with the Appalachian Mountain Club's Youth Opportunity Program to get students outside while providing them with leadership training. Our art teacher and our 6<sup>th</sup> grade science teacher are working to help students understand the principles of design and the importance of drawing before they build a chicken coop for a local resident. This collaboration helps students to see how different parts of their day connect and how they can use skills they learn in school in a 'real life' context. Our student council is working hard to knit together our community as a collaborative group of students in a way that mirrors the work of the adults. These efforts are building on and pushing our work with authentic learning and with engaging our students in new and exciting ways.

Finally, as the K-4 building welcomes a new principal, we have another opportunity to look at our K-8 community and find ways to learn together. Our goal this year is to find one manageable event that all of our school community can engage in and learn from as we continue to grow.

As always, it is clear that the value placed on education in the community is high. The teachers, students, and parents work together to create a learning environment in which everyone benefits from each other. We thank the community for their continued support as we grow as a school.