

LINCOLN SCHOOL

School Improvement Plan 2017-2018

End-of-Year Report



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LINCOLN SCHOOL - SCHOOL IMPROVEMENT PLAN
Goals and End-of-Year Report

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.

Goal 1: To support K-8 teachers as they implement the collaborative practices that will create professional learning communities focused on student learning.

Status: Refining

What's been done?

Collaborative Practices Teams met on 5 Wednesdays to work on the following goals:

Kindergarten- Develop differentiated materials and resources to reinforce and extend literacy learning

Grade 1- Develop and implement Lucy Calkins Units of Study in Reading

Grade 2- Strengthening learning targets and success criteria in writing

Grade 3- Implementing project-based social studies curriculum

Grade 4- Develop strategies to increase student engagement

Grade 5- Develop learning targets, success criteria, lessons and assessments for the new science curriculum

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Grade 6- Examine how student's self-awareness impacts success through action research

Grade 7- Help students show growth as a reflective learner and thoughtful citizen by continuing work with the 4Cs (communication, commitment, cooperation, care) introduced at Sargent Center

Grade 8- Incorporate Claim, Evidence, Reasoning writing format into all disciplines

Specialists K-4 - Use the RBT Formative Assessment for Results (FAR) model to analyze and revise assessments

Specialists 5-8 - Embrace building capacity and revising practice through peer coaching and review of success criteria for students

Literacy - Revising literacy practices based on *Disrupting Thinking* text

Math - Analyze assessments and align questions with report card; develop success criteria for cumulative assessments

Occupational Therapists/Physical Therapists - Develop cohesive plan (communication, tools, training/teaching) to improve self-regulation through the use of sensorimotor tools

Speech and Language - Implement models of multi-sensory tools to increase oral language skills

Mental Health - Target specific social and emotional skills by creating videos that can be used with different ages across the district

Nurses - Help students with life-threatening allergies create and implement self care plans.

What's next?

In the last few years, some collaborative practices teams shared out by presenting at School Committee or on Opening Day. It felt important to give this opportunity to all faculty so they could share their work, and also hear from their colleagues. We will close out this school year by having the Collaborative Practices teams share their work with colleagues at a K-8 Faculty Symposium.

Collaborative practices are an embedded part of our school culture now and teams are already talking about how they will use the time next year to further work they have planned for their own growth and for their students.

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Goal 2: School Council will start year two of work to define current and potential changes to homework practices and guidelines.

Status: Developing

What's Been Done?

Over the last two years, the School Council has been engaged in a thorough conversation about homework, grounded in research and input gathered from Lincoln School stakeholders. We considered many factors including long-term academic success, and challenges including the balance of school and personal time for students and their families, and maximizing teacher planning and class time. Ultimately, the School Council identified two themes on which to base our recommendations: purposefulness and appropriateness. The homework recommendations aim to guide homework practices that include a clear rationale for homework, and work that is developmentally appropriate for students at each stage of their learning.

School Council Recommendations on Homework

Statement of Purpose

Homework should be developmentally appropriate and purposeful. There should be flexibility to ensure that all students' needs are considered.

Grades 1-8

Special Projects

Special projects will be assigned based on curriculum topics. Communication about these projects will come from classroom teachers as they arise.

Communication

Teachers will provide details to students and families about homework expectations throughout the year. Kindergarten does not assign homework. Ideally for students with multiple teachers (grades 5-8), teachers will consult with each other to ensure that students do not have homework in all subjects every night.

Grades 1-4

Reading

- The amount of reading should increase each year
- Balance student choice and assigned reading

Math

Grades 1 & 2: As needed, based on student need, parent request, or specific content that needs more practice

Grades 3 & 4: On a regular basis, increasing in frequency and minutes between grades 3 and 4, as well as through the year

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Grades 5-8

Skills-based homework: The focus of homework in grades 5-8 should be a balance of nightly practice (in subjects like Math, Foreign Language, and English Language Arts reading assignments) and activities that teach note taking and summarizing; applying, analyzing and synthesizing information; learning to write in response to reading across disciplines, and building stamina in writing; taking and using feedback.

In some disciplines, such as English Language Arts and Social Studies, as well as in Science for writing lab reports, the homework might span multiple nights and also be focused on preparing for class discussion or completing a long term project.

What's Next?

The recommendations were shared with the K-8 faculty and the principals will continue working with them to refine homework practices to ensure an equitable experience across grade levels and through the K-8 school.