

**Lincoln School**

**SCHOOL IMPROVEMENT PLAN 2018-2019**



**Lis Herbert K-4 Parent**

**Hannah Stevenson K-4 Parent**

**Christine Staffin K-4 Teacher**

**Sarah Collmer Principal K-4**

**Corinne Parris 5-8 Teacher**

**Liz Wilkinson 5-8 Parent**

**Sylvia Perry 5-8 Parent**

**Sharon Hobbs Principal 5-8**

**Community Member**

### **Assessment of School Strengths and Areas of Focus**

Last year teachers embarked on the second year of collaborative practices work. Each team set a goal and used the five Wednesdays available to dig into their work together. Some teams worked on academic goals for students while others looked at curriculum or their work together as a team. At the end of the school year, the K-8 faculty met in the auditorium and shared their year's worth of work in a "pecha kucha" format. Each team was given two minutes to share the heart of their work. This worked well in giving everyone on the faculty an overview of the good work that had happened in the course of the year.

This year, our K-5 faculty has taken on the large task of looking at our reading and writing curriculum. Working with Tammy Mulligan and Clare Landrigan, teachers will learn and practice assessments, using the Calkins' curriculum, and using data collected about students to inform teaching decisions. The principals will be actively involved in all of this work and are excited to be learning with the faculty.

Our School Council finished their task of looking at homework practices at the Lincoln School and beyond. School Council researched what other communities do about homework, read research, and surveyed the parents in our school. We gathered input from faculty about the purpose of homework and the ways in which it helps students to be ready to learn. The School Council created a piece of work that was unique to the group and helped the school, so work on this goal continued last year. Our work was thorough and we felt good about our outcomes relative to stating the purpose and recommended expectations for homework for different grade levels. In a similar vein this year, the school council will look at our school handbook. This document has not been updated for several years and our school council has a balanced membership that will allow us to make recommendations for updates to the handbook so that it is useful to a variety of families and to teachers.

### **Rationale for Goals**

#### **Goal 1: To support K-5 teachers as they study literacy with our consultants and learn how to implement Lucy Calkins' reading and writing programs (literacy pathways).**

Several years ago, the district spent time looking at creating systematic vocabulary for the teaching of writing from grades K-8. We have never looked at our reading instruction in a systematic manner. It became clear after a literacy needs assessment that the time was here to spend time diving into literacy instruction in all of its' many aspects. For the next three years, the district will partner with Tammy Mulligan and Clare Landrigan to learn and implement the Lucy Calkins units of study (Reading and Writing Pathways). Teachers will receive systematic professional development and in class support as they practice giving, scoring, and using information from assessments. All district Wednesdays this year for the K-5 will be devoted to this study.

#### **Goal 2: To review our school handbook and update it for current use.**

Four years ago we began to look at the school handbook as a school council. As other interests and needs arose, we did not finish that work. At this time, we need to review and update our handbook so that it reflects our current practices and is useful to families.

District Strategic Plan: Strategic Objectives

Instruction is student centered and focused on the engagement, achievement, and development of all learners.

District Strategic Plan: Strategic Priorities Addressed by School Based Goals

B1. Support and guide educator development of instructional units that provide equitable access for all students, engage students and provide appropriate levels of cognitive demand, differentiation and student ownership of their learning experiences.

School Based Goal 1: Literacy Learning

**To support K-5 teachers as they learn and implement the Lucy Calkins units of study that will create a systematic approach to literacy across the grades.**

Activities	Outputs; Measures	Resources	Individuals Involved	Timeframe
Debrief district PD and site visits with faculty	Note catcher to document reflections - successes, challenges and questions	SRI Protocols  Meeting time	Grade level teams, Team Leaders, Literacy Specialist Team or Instructional Leadership Team (K-4)	November, January, April
Observations of literacy instruction OR Learning Walks (already scheduled)?	Observational data	“Look fors” from PD sessions and Calkins’ resources	Faculty volunteers	October, February, March

District Core Value: Collaboration and Community

The Lincoln Public Schools strive to create a learning community that provides opportunities for all voices to be heard. We value open and honest communication that leads to greater understanding and creative solutions to complex problems. We strive to create an environment where everyone feels safe to express their thoughts and feelings. We assume good will and the best intentions and are forgiving of mistakes or oversights in communication that are bound to occur from time to time.

**School Based Goal 2: Lincoln School Handbook Review**

School council will review and make recommendations for updates to the Lincoln School handbook to reflect the current practices and learnings of the faculty and parents.

Activities	Outputs; Measures	Resources	Individuals Involved	Timeframe
Review the most recent Lincoln School Handbook	Recommendations for updates to the school handbook.	School handbook from 2015	School Council Members and the Principals	September, October, November
Consult with faculty and families about areas of the Lincoln School Handbook that need to be revised, removed or added	Family feedback Faculty and Student focus group discussions Analyze and document input	LPS Student & Family Handbook School handbooks from surrounding school communities	Faculty Families Students	December, January, February
Develop recommendations to revise the Lincoln School Handbook	Draft language for recommended revisions and additions; summary of content recommended for removal including rationale	LPS Student & Family Handbook LPS Policy Manual LPS Health Manual	School Council Members and the Principals	March, April, May