

Lincoln Public Schools
School Improvement Plan
2019-2020

Overview

In accordance with the Massachusetts Education Reform Law, Chapter 71 of the Acts of 1993, we are pleased to share our School Improvement Plan for the 2019-2020 school year.

This School Improvement Plan represents a divergence from past practice of each school presenting a plan that represents the unique priorities established by school council members in each school. As we have evolved in our development of District Strategic Priorities and considered ways to work more strategically and thus more effectively to meet our stated objectives, we have aligned our work across the district to maximize our impact for the benefit of students. This year represents a major step forward in working systemically to establish a shared vision and understanding of high-quality instructional practices and to begin implementation in all classrooms.

Our District Improvement Plan goals are based on the following District Vision and Theory of Action:

Vision

The Lincoln Public Schools seek to unite our communities in challenging and equipping our students to acquire essential skills and knowledge, think creatively and independently, exhibit academic excellence, appreciate and respect diversity, display creativity, value reflection, and demonstrate social and emotional competencies.

Theory of Action

***IF** we create a culture of continual learning and growth built on a shared vision of effective teaching, provide curriculum that is innovative and cognitively demanding, and instruction that is student centered and differentiated to meet the needs of all students, **THEN** we will strengthen the engagement, achievement, and social and emotional development of all students.*

Over the past several years, we have been working toward our District Vision guided by our theory of action. In years past, schools have developed goals and work plans based on school needs. This year, we are carrying out School Improvement Goals as a district so that we can maximize the impact of other district initiatives such as the K-5 literacy professional development (PD), master schedules and pool our resources (PD time, personnel). As a result of this district-wide effort, we can better provide an equitable program partnered with consistent professional development to ensure that every student positively benefits from their school experience.

Section 1: District Strategic Objectives

Strategic Objectives			
Educator Growth and Innovation: Educators demonstrate continual growth, professional collaboration, innovation, and risk-taking built on a shared vision of effective teaching and practices, and equity for all students	Curriculum: Curriculum is engaging, provides high cognitive demand, and supports the creative, social and emotional development, and academic growth of all students	Instruction: Instruction is student centered and focused on the engagement, achievement, and social and emotional development of all learners	Equity and Culture: Educators and students work together to build a school culture that values, respects and responds to students’ identities, and develops the social and emotional well-being of all students

Section 2: Goal Detail and Action Plans

District Strategic Objective: Educator Growth

Strategic Priority A1. Continue to develop a culture of trust, openness, reflection, and collaboration among our faculty, staff, and administrators. Cultivate a culture of continual feedback and growth with a focus on improved student outcomes.

Strategic Priority A1 Theory of Action:

IF the professionals in our district work in unison, are reflective and open to feedback, contribute to the development of a culture of trust and continual learning, and are focused on practices that benefit all students, THEN our district will be poised to grow and evolve to meet student needs now and in the future.

Vision	Skills	Incentives	Resources
<p>When all staff deeply internalize and practice a continual cycle of feedback and growth, and they contribute and drive a culture of trust, openness, reflection, and collaboration, our impact on students multiplies; LPS can be a place where staff are excited and energized to work; our organization and each individual will flourish.</p>	<p>Develop a core set of skills amongst faculty and administrators that allow our community of adult learners to be self-reflective, give and receive feedback, and communicate and problem-solve with colleagues, especially in challenging situations.</p> <p><u>Ladder of Inference</u> <i>Pinch Sort</i> <i>SBI</i> (Situation Behavior Impact) Feedback</p>	<p>When our adult community has the desire and skills to be reflective, with strong communicators who collaborate in order to improve our collective professional practices, our work results in improved outcomes for students, and all employees have a sense of ownership of the district’s collective accomplishments.</p>	<p><u>Ladder of Inference</u>, Chris Argyris & Peter Senge</p> <p>“SCARF” - a brain-based model for collaborating with and influencing others, David Rock</p> <p><u>Radical Candor</u>, Kim Scott</p> <p><u>Thanks for the Feedback</u>, Stone & Heen</p> <p><u>Dare to Lead</u>, Brenè Brown</p> <p><u>Tell Me So I can Hear You: A Developmental Approach to Feedback for Educators</u>, Eleanor Drago-Severson & Jessica Blum-DeSefano</p>

Action Plan
<p>September 2019 district-wide professional development provided by Jess Rose, Assistant Superintendent - focus on communication, giving and receiving feedback, and perspective taking</p> <p>Identify potential root causes of any barriers to trust, openness, reflection, collaboration, and a culture of continual feedback and growth. The Administrative Team will learn processes for conducting Root Cause Analysis and use these processes with faculty groups to gather results from all stakeholder groups.</p> <p>Create a visual of strategies for staff to build their fluency and application of practices.</p> <p>Throughout the year, administrators model the strategies learned and coach and support faculty to encourage open and honest, direct communication between colleagues</p> <p>Administrators will infuse strategies into their coaching conversations, faculty meetings, and district professional development sessions.</p> <p>Faculty and administrators will give and receive feedback to support our development as a high-functioning learning community.</p>

Measures

- Faculty will complete surveys providing feedback on professional development sessions. Information collected in the surveys will be used to determine effectiveness and impact.
- Administrators will document evidence of the impact of this work to report out at the end of the school year, i.e., strategies that were used and how, strategies they observed faculty using and how, etc.
- Feedback will be solicited from faculty regarding self-assessment of their own learning and the impact of this learning on their professional work.
(See Strategic Priority Map A1)

District Strategic Objective: Educator Growth

Strategic Priority A2. Create a common understanding of our vision of high-quality instructional practices and implement these practices across all classrooms.

Strategic Priority A2 Theory of Action:

If we develop a common understanding of key high-quality instructional practices and administrators develop their ability to support teachers in implementing these practices consistently across all classrooms, students will understand what they are learning, why they are learning it, have a clear understanding of learning expectations, and will be more engaged in owning their learning.

Vision	Skills	Incentives	Resources
	Develop a core set of skills amongst faculty and administrators that include the use of learning targets and success criteria, and Checking for Understanding within lessons and across units.	As teachers and students use learning targets and success criteria to explicitly communicate the skills, concepts, and characteristics or learning qualities that must be developed and mastered, and students receive support and guidance on how to develop and master the skills, concepts, and characteristics, students and faculty become fully engaged in learning and the growth students demonstrate provides motivation to both students and faculty.	<u>Leaders of Their Own Learning</u> , Ron Berger <u>Leaders of Their Own Learning Companion</u> , Ron Berger <u>Learning Targets</u> , Susan Brookhart <u>Professional Learning Communities</u> , Dufour, Dufour, and Eaker

Action Plan

The Administrative Team will develop professional development modules aligned with the beginning chapters of Leaders of Their Own Learning. These modules will be delivered by administrators and faculty leaders on Institute Day, December 2, 2019 and on subsequent district facilitated Wednesday afternoons 1/15, 2/5, 4/1, 4/29, 5/13.

Administrators and faculty leaders will extend learning and coaching between district-wide professional development sessions in faculty meetings, coaching sessions, and observations.

Learning Walks and Peer observation will take place throughout the year to see implementation in action.

Measures

- Faculty will complete surveys providing feedback on professional development sessions. Information collected in the surveys will be used to determine effectiveness and impact.
- Administrators will gather evidence of the impact of this work to report out at the end of the school year.
- Data will be collected on the prevalence and level of use of the strategies taught that are observed during Learning Walks, evaluation observations, and coaching sessions.
- Feedback will be solicited from faculty regarding self-assessment of their own learning and the impact of this learning on their professional work.
(See Strategic Priority Map A2)

District Strategic Objective: Educator Growth

Strategic Priority C1. Develop and deepen instructional practices and strategies that lead to engagement and high-quality learning that supports the academic and social emotional development of all learners, while recognizing students' identities, voices, and individual needs

Strategic Priority C1 Theory of Action:

IF we provide all students with opportunities to get what they need within the school day, whether that is an opportunity to circle back to a concept or skill they need additional support in, a chance to go deeper in their learning, or to receive targeted intervention, or related and special services they need, THEN students will experience increased academic growth.

Vision	Skills	Incentives	Resources
<p>Boost Blocks provide all students chances to get what they need on any given day, whether that is an opportunity to circle back to a concept or skill they need additional support in, a chance to go deeper in their learning, or to receive related and special services they need.</p>	<p>Develop systems and processes for identifying student needs.</p> <p>Intervention and content specialists and related service providers and special educators develop specialized support programs for individual students.</p> <p>Teachers work together to flexibly group students in order to reinforce and extend learning.</p>	<p>Teachers have more time to provide students with the targeted instruction they need in a timely manner.</p> <p>Students demonstrate academic progress and growth at a greater rate.</p> <p>Students feel more confident about themselves as learners and are more engaged in their learning.</p>	<p><u>Leaders of Their Own Learning</u>, Ron Berger</p> <p><u>Leaders of Their Own Learning Companion</u>, Ron Berger</p> <p><u>Learning Targets</u>, Susan Brookhart</p> <p><u>Professional Learning Communities</u>, Dufour, Dufour, and Eaker</p>

Action Plan
<p>Boost Blocks are built into school schedules to ensure that there is time within the school day for students to receive targeted instruction (intervention, services, practice, extension) based on their specific needs, on a regular basis.</p> <p>Teachers work together to plan and execute the use of Boost Blocks and organize flexible student groups based upon needs.</p> <p>Systems of intervention are documented, including student identification and progress tracking.</p> <p>Faculty work together to develop extensions for students who are ready for more challenge.</p> <p>We develop and document our learning about how these blocks are best used to:</p> <ul style="list-style-type: none"> a) inform the schedule building for next year b) inform our guidance for teachers next year.

Measures

- (See Strategic Priority Map C1)
- Intervention and content specialists report out on student progress
- MCAS scores for students receiving additional support in literacy and math
- Observation of Boost Blocks to understand the supports being provided
- Feedback from students about how they feel about Boost Blocks, benefits and challenges
- Survey teachers to understand what is working, what is challenging, and what adjustments they would make
- Survey student services about the benefits and challenges of the Boost Block