

# School Improvement Plan

School Year: **2017-2018**  
 School: **Abraham Lincoln**  
 Principal: **Lina DeJesus**

## Section 1. Set goals aligned to the AIP

**Instructions:** Use the table below to set your end-of-year goals for the current school year. You must set three student learning goals, which are aligned to the student learning goals in this year's AIP:

1. By EOY, the district will realize at least a 40% reduction in students not proficient or advanced in ELA and Math for grades K-5, and in ELA, Math, and Science for grades 6-12
2. BY EOY, the district will see at least 10% of students in the Warning category move into Needs Improvement in ELA and Math
3. By EOY, the district will see at least 10% of students in the Proficient category move into Advanced in ELA and Math

Do not fill in the shaded boxes below.

	SY16-17 (Historical)			SY17-18 (Goals)		
	# of students not Proficient/Advanced	# of students in Warning	# of students in Proficient	# of students not Proficient/Advanced	# of students moving from Warning to Needs Improvement	# of students moving from Proficient to Advanced
<b>ELA</b>	2 <sup>nd</sup> -68 3 <sup>rd</sup> -104 4 <sup>th</sup> -94 5 <sup>th</sup> -79 Total-345	2 <sup>nd</sup> -19 3 <sup>rd</sup> -22 4 <sup>th</sup> -21 5 <sup>th</sup> -12 Total-74	2 <sup>nd</sup> -38 3 <sup>rd</sup> -46 4 <sup>th</sup> -44 5 <sup>th</sup> -41 Total-169	2 <sup>nd</sup> -27 / 35 3 <sup>rd</sup> -42 / 34 4 <sup>th</sup> -38 / 32 5 <sup>th</sup> -32 / 34 Total-138 / 135	2 <sup>nd</sup> -2 / 0 3 <sup>rd</sup> -2 / 2 4 <sup>th</sup> -2 / 2 5 <sup>th</sup> -1 / 1 Total-7 / 5	2 <sup>nd</sup> -4 / 4 3 <sup>rd</sup> -5 / 3 4 <sup>th</sup> -4 / 5 5 <sup>th</sup> -3 / 4 Total-16 / 16
<b>Math</b>	2 <sup>nd</sup> -82 3 <sup>rd</sup> -104 4 <sup>th</sup> -97 5 <sup>th</sup> -90 Total-373	2 <sup>nd</sup> -17 3 <sup>rd</sup> -14 4 <sup>th</sup> -20 5 <sup>th</sup> -14 Total-65	2 <sup>nd</sup> -29 3 <sup>rd</sup> -43 4 <sup>th</sup> -41 5 <sup>th</sup> -29 Total-142	2 <sup>nd</sup> -33 / 19 3 <sup>rd</sup> -42 / 17 4 <sup>th</sup> -39 / 18 5 <sup>th</sup> -36 / 17 Total-149 / 71	2 <sup>nd</sup> -2 / 1 3 <sup>rd</sup> -1 / 1 4 <sup>th</sup> -2 / 1 5 <sup>th</sup> -1 / 2 Total-6 / 5	2 <sup>nd</sup> -3 / 6 3 <sup>rd</sup> -4 / 7 4 <sup>th</sup> -4 / 9 5 <sup>th</sup> -3 / 8 Total-14 / 30

**\*\*\*Goals based on EOY/ Goals based on BOY**

**Section 2. Use data to determine school-specific strengths and weaknesses**

**Instructions:** School leaders must analyze data in order to create a school-specific plan to meet the student learning goals established in Section 1. This section is intended to help you look at student work in a meaningful way and to help you identify your school’s strengths and the areas you will focus on this year to improved student outcomes.

Focus on analyzing your school’s progress on work related to the four objectives in the AIP, as these are the key levers that the district believes will lead to change.

Answer questions (a) and (b) in the space provided. Potential data sources to use to answer these questions include:

Student performance data:

- MCAS item analysis
- Final exams
- DIBELs
- SAT data
- Formative assessments
- Examples of student work
- STAR

Instructional data:

- Observation data
- Teacher evaluations

Student indicator data:

- Student attendance
- IEPs and 504s
- Disciplinary data
- SPED referrals
- Graduation/dropout data
- RTI data
- Mobility
- Course failures

Teacher data:

- Teacher attendance
- Panorama

**(a) What progress did your school make last year?**

Based on a comparison of the STAR BOY 2016 data and STAR 2017 BOY data, Lincoln has observed in increase in students who are beginning the school year at proficiency.

Grade 2....20 more students proficient  
 Grade 3...20 less students in levels 1 and 2  
 Grade 4....25 more students proficient  
 Grade 5....22 more students proficient

Teacher	Level	BOY 2016 (N)	BOY %		BOY 2017 (N)	BOY (%)
GRADE 2	5	2	2		0	0
	4	19	18		41	20
	3	28	25		39	37
	2	57	53		48	43
	1	3	3		0	0

Teacher	Level	BOY 2016 (N)	BOY %		BOY 2017 (N)	BOY (%)
GRADE 3	5	0	0		0	0
	4	43	22		28	25
	3	42	29		37	32
	2	41	39		26	23
	1	28	20		23	20

Teacher	Level	BOY 2016 (N)	BOY %		BOY 2017 (N)	BOY (%)
GRADE 4	5	0	0		0	0
	4	29	22		54	41
	3	44	32		39	29
	2	33	25		25	19
	1	28	21		15	11

Teacher	Level	BOY 2016 (N)	BOY %		BOY 2017 (N)	BOY (%)
GRADE 5	5	0	0		1	1
	4	19	17		40	32
	3	47	42		41	33
	2	34	30		36	29
	1	13	11		7	6

Lincoln School continues to strengthen a collaborative and accountable culture of using data to make instructional decisions and improve instructional practices.

In order to track progress toward goals, Lincoln will utilize STAR and DIBELS progress monitoring features with fidelity in 6 week cycles. The data obtained will be analyzed during administrative directed professional development sessions and used to determine reteach plans, student grouping, and targeted standards driven RTI planning. Additionally, the collaborative data cycle will be used throughout the school year on a weekly basis as a means to continuously track student progress and instructional needs.

Lincoln School will continue in its fourth year of using data walls to create a visual representation of

data. In addition to school wide data boards and classroom data boards, Lincoln School has created grade level data boards to track data as a grade level, this data is collected by the grade level team, making it meaningful to grade level teachers and teams. Grade level data boards are an essential component of our RTI process and are utilized to determine initial placement in RTI groups, growth with RTI groups, and overall student proficiency as a direct result of the RTI process. The interactive and portable data wall contains data that is updated and manipulated after each benchmark assessment, making the data wall a living display. These data walls are utilized during administrative directed professional developments sessions, data meetings, TCT, and SILT. In order to make informed decisions regarding student placement in RTI groups and classroom teacher guided small groups, we will continue to identify students on data boards based on proficiency levels, EL status, and special education status This will ensure we are looking at the whole student and provide them with targeted instructional based on data driven needs and individual student needs.

Lincoln will continue the practice of Looking at Student Work as an essential component of our data collection as a means to track progress toward our school goal. Lincoln has adopted a LSW protocol that is employed during a weekly administrative directed professional development session. Grade level teams generate a small sample set of student work as a representation of a much larger group (whole grade) with the purpose of determine common trends that will inform instructional decisions. Additionally building administration is collecting student work to determine level of rigor within the assignment/assessment itself and the quality of student work that is produced.

**(b) What did students struggle with last year? Why? Please consider data by grade level and subject.**

**Questions to consider include:**

- **What grades/classrooms are of the most serious concern?**
- **What does your data suggest are the reasons why students are struggling?**

Lincoln data indicated that understanding text deeply is the largest area of concern for all Lincoln students K-5 with a specific focus on responding in writing to complex text in grades 3-5. This will continue to be our primary focus area, reading to know and writing to show.

In order to better understand the areas of high urgency that contributed to our primary focus area, the Lincoln School Instructional Leadership Team (SILT) conducted both an item analysis of the various data and created crosswalks of priority standards per grade level. STAR and DIBEL data found that Lincoln Students grades K-5 continue to struggled with

- Locating details in the text to support evidence of a claim
- Determine or clarify the meaning of words and phrases as they are used in the text (vocabulary)
- Questions requiring students to interpret the text for meaning (inference)
- Comparing and contrasting text by making connections to the text
- Demonstrating understanding of a text, referring explicitly to text structure
- Demonstrate routine and genre writing in order to build content knowledge and opportunities for reflection

Preliminary MCAS data found that Lincoln Students grades K-5 continue to struggle with

**Grade 3:**

**ELA**

- ❖ Write a narrative ~ what happens next -11
- ❖ Interpret the meaning of a phrase in a poem -12
- ❖ Determine the parts of speech of two words used in a poem -12

**Math**

- ❖ Determine the length of a side of a triangle given the perimeter and the lengths of the other two sides. -25
- ❖ Determine which numbers complete a given subtraction problem. -23
- ❖ Determine the greatest fraction for a real-world situation. -22

**Grade 4:**

**ELA**

- ❖ Make inferences from a passage/ inferences from a poem -20/-14
- ❖ Analyze how author uses structural elements -18
- ❖ Analyze metaphors in a poem -15

**Math**

- ❖ 4.G1.01 Identify lines and angles classify shapes by the properties of lines and angles -22
- ❖
- ❖ 4.MD3.07 measurement of angles -17 and -14
- ❖
- ❖ 4.NBT2.06 Long Division-Find the quotient and remainder -23 and -25

**Grade 5:**

**ELA**

- ❖ Write an essay (idea development) -20
- ❖ Write a narrative ~ what happens next -19
- ❖ Identify a word from an article that refers to a direction -19

**Math**

- ❖ 1. 5.NBT.1.03 Find the least value from a table that includes mixed numbers and decimals -22 and -6
- ❖ 5.OA.1.01 Find the value of a given expression with parentheses (was not covered before MCAS last year as it is one of the last topics) -20 -9 -8 -5
- ❖ 5.MD.3.04 Find the volume of a figure by counting cubes, and determine the dimensions of a rectangular prism with the same volume in a real-world context -19

This suggests that students struggle with understanding text deeply and responding both orally and in writing to complex text and the conceptual nature of math.

Data reviews and classroom observations indicate that understanding text deeply and responding to text both orally and in writing are still being developed and not consistently proficient across all classrooms. Students are being asked higher order thinking questions that build upon text comprehension and contribution in understanding text deeply, however HOT questions are still being presented in isolation and often do not carry over into subsequent questions and/or discussions. Additionally HOT questions are seldom observed in student assessments specifically when responding to complex text. Through ongoing professional development on this topic, improvements have been

observed, but it still remains an area of need.

Similarly, beginning of year DIBELS data suggests that students in grades K-2 are not reading with sufficient accuracy and fluency to support comprehension. This fundamental skill directly correlates to students in later grades having difficulty understanding text deeply.

Lincoln data by grade and teacher:

**DIBELS-**

Grade Level	BOY %	MOY %	Difference BOY to MOY	EOY	Difference BOY to EOY
K	R: 26% Y: 24% G: 50%	R: 16% Y: 13% G: 71%	-10% -11% +21%	R: 6% Y: 18% G: 76%	-20 -6 +26
Grade 1	R: 10% Y: 18% G: 72%	R: 18% Y: 14% G: 68%	+8% -4% -4%	R: 19% Y: 15% G: 66%	+9 -3 -6
Grade 2	R: 16% Y: 13% G: 71%	R: 17% Y: 10% G: 73%	+1% -3% +2%	R: 12% Y: 13% G: 75%	-4 0 +4

Grade Level K	BOY %	MOY %	Difference BOY to MOY	EOY	Difference BOY to EOY
Buckingham	R: 25% Y: 15% G: 60%	R: 8% Y: 13% G: 79%	-17% -2% +19%	R: 16% Y: 12% G: 72%	-9 -3 +12
Pacheco	R: 32% Y: 32% G: 36%	R: 21% Y: 21% G: 58%	-11% -11% +22%	R: 6% Y: 22% G: 72%	-26 -10 +36
LaCroix	R: 30% Y: 17% G: 53%	R: 17% Y: 13% G: 70%	-13% -4% +17%	R: 0% Y: 36% G: 64%	-30 +19 +11
Johnson	R: 21% Y: 25% G: 54%	R: 28% Y: 8% G: 64%	+7% -17% +10%	R: 8% Y: 12% G: 80%	-13 -13 +26
Silva-Ramos	R: 25% Y: 29% G: 46%	R: 4% Y: 12% G: 84%	-21% -17% +38%	R: 0% Y: 12% G: 88%	-25 -17 +42

Grade Level 1	BOY %	MOY %	Difference BOY to MOY	EOY	Difference BOY to EOY
Nunes	R: 17% Y: 17% G: 66%	R: 12% Y: 16% G: 72%	-5% -1% -6%	R: 27% Y: 14% G: 59%	+10 -3 -7
Xavier	R: 4%	R: 32%	+28%	R: 32%	+28

	Y: 24% G: 72%	Y: 20% G: 48%	-4% -24%	Y: 20% G: 48%	-4 -24
Mace	R: 13% Y: 25% G: 62%	R: 16% Y: 20% G: 64%	+3% -5% +2%	R: 29% Y: 8% G: 63%	+16 -17 +1
Saverine	R: 12% Y: 8% G: 80%	R: 24% Y: 4% G: 72%	+12% -4% -8%	R: 1% Y: 17% G: 79%	-11 +9 -1
Frazee	R: 4% Y: 17% G: 79%	R: 4% Y: 12% G: 84%	+/- 0 -5% +5%	R: 4% Y: 16% G: 80%	+/-0 -1 +1

Grade Level 2	BOY %	MOY %	Difference BOY to MOY	EOY	Difference BOY to EOY
Kimble	R: 20% Y: 0% G: 80%	R: 16% Y: 4% G: 80%	-4% +4% +/-0	R: 15% Y: 0% G: 85%	-5 +/-0 +5
Chenard	R: 18% Y: 32% G: 50%	R: 27% Y: 14% G: 59%	+9% -18% +9%	R: 14% Y: 29% G: 57%	-4 -14 +7
Cushing	R: 5% Y: 16% G: 79%	R: 15% Y: 5% G: 80%	+10% -11% +1%	R: 10% Y: 5% G: 85%	+5 -9 +6
Matias	R: 18% Y: 14% G: 68%	R: 13% Y: 17% G: 70%	-5% +3% +2%	R: 13% Y: 13% G: 74%	-5 -1 +6
Gaipo	R: 9% Y: 9% G: 82%	R: 14% Y: 9% G: 77%	+5% +/-0 -5%	R: 5% Y: 19% G: 76%	-4 +10 -6

STAR

2 <sup>ND</sup>	GE BOY	GE EOY	INCREASE	Median SGP
Cushing	2.0	2.9	+0.9	64
Chenard	1.8	2.8	+1.0	62
Kimble	2.0	3.1	+1.1	64
Gaipo	2.0	2.8	+0.8	46
Matias	2.0	2.8	+0.8	49
Grade 2	2.0	2.9	+0.9	56

3 <sup>RD</sup>	GE BOY	GE EOY	INCREASE	Median SGP
Andrade	3.2	4.8	+1.6	78
Cavanaugh	2.7	3.7	+1.0	52
McKenna	2.5	3.6	+1.1	61
Tefft	3.1	4.2	+1.1	62
Vaz	3.1	4.1	+1.0	49

<b>Medeiros</b>	<b>2.9</b>	<b>4.4</b>	<b>+1.5</b>	<b>68</b>
<b>Grade 3</b>	<b>2.8</b>	<b>4.1</b>	<b>+1.3</b>	<b>60</b>

<b>4<sup>th</sup></b>	<b>GE BOY</b>	<b>GE EOY</b>	<b>INCREASE</b>	<b>Median SGP</b>
<b>Pereira</b>	<b>3.9</b>	<b>5.4</b>	<b>+1.4</b>	<b>70</b>
<b>Desrosiers</b>	<b>3.8</b>	<b>5.3</b>	<b>+1.5</b>	<b>66</b>
<b>Medeiros</b>	<b>2.7</b>	<b>4.0</b>	<b>+1.3</b>	<b>71</b>
<b>Gelinas</b>	<b>2.8</b>	<b>3.9</b>	<b>+1.2</b>	<b>69</b>
<b>Cullinane</b>	<b>3.4</b>	<b>4.9</b>	<b>+1.4</b>	<b>71</b>
<b>GRADE 4</b>	<b>3.2</b>	<b>4.6</b>	<b>+1.4</b>	<b>69</b>

<b>5<sup>th</sup></b>	<b>GE BOY</b>	<b>GE EOY</b>	<b>INCREASE</b>	<b>Median SGP</b>
<b>Verran</b>	<b>3.7</b>	<b>5.5</b>	<b>+1.8</b>	<b>73</b>
<b>Perry</b>	<b>4.2</b>	<b>5.7</b>	<b>+1.6</b>	<b>79</b>
<b>Mello</b>	<b>5.1</b>	<b>6.0</b>	<b>+0.9</b>	<b>64</b>
<b>Demers</b>	<b>4.3</b>	<b>5.7</b>	<b>+1.4</b>	<b>69</b>
<b>Linskey</b>	<b>4.0</b>	<b>5.6</b>	<b>+1.4</b>	<b>60</b>
<b>GRADE 5</b>	<b>4.1</b>	<b>5.5</b>	<b>+1.4</b>	<b>68</b>



## Initiative 1: ELA

- Build students capacity to access complex text by increasing comprehension when responding orally and in writing to complex text by implementing rigorous standards and using data to monitor student progress in attaining proficiency in those standards.



**Team Members:** Lina DeJesus, Crystal Burt, Alex Pella

### Final Outcomes:

#### Teacher Practice Goals

- Build students capacity to access complex text by increasing comprehension when responding orally and in writing to complex text (Reading to Know, Writing to Show).

#### • Student Learning Goals

- By June 2018, we will reduce the number of students not meeting proficiency on the district BOY benchmarks.
  - By MOY the number of students not meeting proficiency will be reduced by 20% in ELA.
  - By EOY the number of students not meeting proficiency will be reduced by 40% in ELA.
  - By MOY the number of students in Warning will be reduced by 5% in ELA.
  - By EOY the number of students in Warning will be reduced by 10% in ELA.
  - By MOY the number of students in Advanced will be increased by 5% in ELA.
  - By EOY the number of students in Advanced will be increased by 10% in ELA.
  - By MOY, 60% of students will demonstrate high growth.
  - By EOY, 80% of student will demonstrate high growth.

### What this means for teachers:

Teachers will make four keys shifts in their instruction, while receiving support in the form of targeted PD, observations, feedback, and improved curriculum materials:

- 1.) Teachers will plan for deeper connections between planning with the district curriculum (the newly revised Units of Study and Writing Reference Guides), delivering rigorous instruction, assessing student knowledge with rigorous standards, analyzing student data to make adjustments to instruction, formulating re-teaching plans and adjustments to instruction based upon student outcomes
  - Teachers will be provided with instructional supports in the form of the newly revised Units of Study, Writing Reference Guides, and targeted PD
- 2.) Teachers will continue to shift the “heavy lifting” to students through the gradual release model (“I do,” “we do,” you do”)
  - Teachers will work with their principals and TLSs to structure and deliver their lessons in a way that promotes increased rigor for students through the gradual release model
- 3.) Teachers will have continued PD opportunities, aligned to the districts focused literacy goals throughout the school year
  - Teachers will focus on implementing new practices and strategies to improve instruction and analyze data to make the largest impact on student achievement
- 4.) Teachers will be observed during learning walks and be presented with targeted ELA feedback concerning the Curriculum Units of Study and the Writing Reference Guides

- Teachers will focus their instruction on standards based practices as aligned in the Units of Study and Writing Reference Guides
- Teachers will be provided with ELA curriculum aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.
- Use of data and administrative directed time will be utilized to implement more complex tasks for students to apply their learning.

**What this means for building leadership:**

Principals will make several keys shifts:

- 1.) Principals will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis
- 2.) Principals will guide their SILTs and TCTs in collecting and making meaningful use of data (CCR, DIBELS, DRA, STAR, MCAS 2.0, Writing to Sources by genre)
- 3.) Principals will work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the ELA and district focus
- 4.) Principals will participate in tiered ELA support with the Director of Literacy and Humanities based upon their MCAS 2.0 scores
- 5.) Principals will participate in ongoing ELA training as necessary to target ELA instructional practices and standards based instruction

What this means for principals:

- Principals will have clear expectations surrounding the ELA Curriculum to be used to focus teacher and student learning in the classrooms.
- Data Defense meetings will be held 5 to 10 weeks monitoring student data in our high priority schools.

**Key Milestones**

Nov. 1:

- Continue ELA focused Learning Walks
- PD for Reading Specialists and Principals in support of the RtI Model.
- Writing PD to support the Writing Reference Guides.
- Elementary ELA Curriculum Units of Study and Reference Guides aligned to the 2017 ELA standards.
- ELL Strategies incorporated into the ELA Curriculum Units of Study.
- MCAS 2.0 Data Collection and Review for Elementary, Middle, and High School.
- Analyze STAR benchmark BOY and formative assessment data.
- Focused work will be done with TLSs to build capacity in

Feb. 1:

- Continue ELA focused Learning Walks in all buildings.
- Continue PD for Reading Specialists and Principals in support of the RtI Model.
- Continue Writing PD to support the Writing Reference Guides
- Reinforce Elementary ELA Curriculum Units of Study and Reference Guides aligned to the 2017 ELA standards.
- Continue to analyze MCAS 2.0 data, STAR

May 1:

- Continue all initiatives and Professional Development as need.

<p>content knowledge, instructional practice, coaching methods, and data and analysis.</p> <ul style="list-style-type: none"> <li>➤ Data Defense meetings will be held 5 to 10 weeks monitoring student data in our high priority schools.</li> <li>➤ Use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning.</li> </ul>	<p>and formative assessment data.</p> <ul style="list-style-type: none"> <li>➤ Collect and analyze STAR ELA MOY data.</li> <li>➤ Continue to focus work with the TLSs and to build capacity in content knowledge, instructional practice, coaching methods, and data and analysis.</li> <li>➤ Continue to hold Data Defense meetings every 5 to 10 weeks monitoring student data in our high priority schools.</li> <li>➤ Continue to use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collect and analyze STAR Math EOY data.</li> </ul>
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>ELA Learning Walks:</b>										
Continue ELA Focused Learning Walks in all buildings with TLS and Principals	→									
Document Learning Walk observations on the Office of Instruction Instructional Tracker	→									
<b>Professional Development</b>										
<b>Elementary Admin/District Supports</b>										
Continue to refine and utilize the "Looking at Student Work Protocol."	→									
Reading Specialists, TLSs, and Principals in support of the RTI Model	→									
Use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning.	→									
Focused work will be done with TLSs and to build capacity in content knowledge instructional practice coaching methods and data and analysis.	→									
<b>Curriculum</b>										
Writing to support the Writing Reference Guides	→									
Elementary ELA Curriculum Units of Study and Reference Guides aligned to the 2017 ELA standards.	→									
ELL Strategies incorporated into the ELA Curriculum Units of Study	→									
<b>DATA</b>										
Data Collect Narrative, Opinion/Argumentative, and Research Simulation Data in accordance with the Data and Assessment Map			→	→				→		→
MCAS 2.0 Data Collection and Review	→									
Collect final public MCAS 2.0 2017										
Collect STAR ELA BOY, MOY, and EOY Data		→				→				→
Collect DIBELS BOY, MOY, and EOY										
Data Defense meetings will be held 5 to 10 weeks monitoring student data in our high priority schools.	→									

## Initiative 2: Math

Build students capacity to be able to pursue conceptual understanding, procedural skills and fluency in math with increased rigor by implementing rigorous standards and using data to monitor student progress in attaining proficiency in those standards.



**Team Members:** Lina DeJesus, Alex Pella, Crystal Burt

### Final Outcomes:

- Build students capacity to be able to pursue conceptual understanding, procedural skills and fluency in math with increased rigor.

### Teacher Practice Goals

- By EOY teachers and Principals will regularly and effectively collaborate and implement ongoing data cycles.
  - Measured through: Ongoing progress monitoring logs that identify a) initial benchmark and baseline data, b) customized and differentiated instructional planning for classes, individual students, and groups of students with similar skills, c) RTI intervention and remediation, d) prerequisite knowledge and advanced knowledge needed to guide and support targeted instructional planning.
- By EOY all elementary teachers will plan lessons tied to rigorous objectives, and embed practices that emphasize conceptual understanding in all parts of their lesson.
  - Measured through: Principal and liaison learning walk logs that cite specific observation evidence.
- Liaisons will conduct at least three math-focused visits to review evidence collected by the principal and perform a leaning walk. Evidence will be collected detailing the following dimensions of math practice: Rarely Seen, Developing, or Fully Embedded

### Student Learning Goals

- By June 2018, we will reduce the number of students not meeting proficiency on the district BOY benchmarks.
  - By MOY the number of students not meeting proficiency will be reduced by 20% in Math.
  - By EOY the number of students not meeting proficiency will be reduced by 40% in Math.
  - By MOY the number of students in Warning will be reduced by 5% in Math.
  - By EOY the number of students in Warning will be reduced by 10% in Math.
  - By MOY the number of students in Advanced will be increased by 5% in Math.
  - By EOY the number of students in Advanced will be increased by 10% in Math.
  - By MOY, 60% of students will demonstrate high growth.
  - By EOY, 80% of student will demonstrate high growth.

### What this means for teachers:

- Teachers should continue to plan their lessons to rigorous objectives, emphasize conceptual understanding, and use data cycles to continuously monitor and adjust their instruction.
- Teachers will be provided with Math curriculum and a scope and sequence aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.

- Use of data and administrative directed time will be utilized to implement more complex tasks for students to apply their learning.

**What this means for principals:**

- Principals will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis. They will also support teachers in developing intervention plans based on data.
- Principals will have clear expectations surrounding the Math Curriculum to be used to focus teacher and student learning expectations in their classrooms.
- Data Defense meetings will be held 5 to 10 weeks monitoring student data in high priority schools.

**Key Milestones (to be monitored at elementary, middle and high school levels):**

Nov. 1:

- Continue to use admin directed time to analyze student work by using the “Looking at Student Work Protocol”
- Provided teachers with revised Elementary Curriculum Maps and Scope and Sequences aligned to the 2017 Math CCSS standards.
- Provide PD on instructional practices to emphasize conceptual understanding and application using Envisions.
- Analyze and identify priority standards based on STAR BOY data to plan intervention groups

Feb. 1:

- Continue to use admin directed time to analyze student work by using the “Looking at Student Work Protocol”
- Check in to ensure coverage of standards is on track based on the Elementary Curriculum Maps and Scope and Sequences aligned to the 2017 Math CCSS standards.
- Continue to provide PD on planning rigorous lessons with an emphasis on conceptual understanding and application using Envisions.
- Analyze and identify priority standards based on STAR MOY data to plan intervention groups

May 1:

- Continue to use admin directed time to analyze student work by using the “Looking at Student Work Protocol”
- revised Elementary Curriculum Maps and Scope and Sequences aligned to the 2017 Math CCSS standards.
- Analyze and identify priority standards based on STAR EOY data to plan intervention groups

Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Curriculum</b>										
1. Provide teachers with revised Math Curriculum Maps and Scope & Sequences aligned to 2017 MA CCSS.	➔									
2. Check in to ensure standards are being covered in accordance with district maps.	➔									
<b>Professional Development</b>										
1. Provide PD on instructional practices to emphasize conceptual understanding and application using Envisions.						➔				
2. Provide PD on planning rigorous lessons with an emphasis on conceptual understanding and application using EnVisions.	➔									
<b>Assessment &amp; Data</b>										
1. Administer Math STAR testing	➔									
2. Administer EnVision Topic Assessments	➔									
3. Analyze and identify priority standards according to MCAS 2.0			➔							
4. Analyze and identify priority standards according to STAR assessment data	➔									
5. Analyze EnVision Topic Assessment data	➔									
6. Continue to use the LASW protocol		➔								

## Initiative 3: SEL (Social Emotional Learning)

Establish safe and supportive school based systems that support students' social emotional, physical, and behavioral development



**Team Members:** Lina DeJesus, Crystal Burt, Alex Pella, Deborah Morrison, Koby Verran, Denise Gaudette, Jennifer Xavier

**Final Outcomes:** By EOY, Lincoln Elementary will have evidence of key metrics and initial PBIS system implemented. (\*\*50% in Yr. 1, 75% in Yr. 2, 100% in Yr. 3 will “buy-in”)

**Measured through:**

- Staff, student, and family survey on positive, supportive school culture
- SWIS implementation (Yr. 1)

**Teacher Practice Goals:**

- The goal is for teachers to support and implement positive behavioral supports through the PBIS system, and or other schoolwide system initiatives to benefit and impact all student, staff, and school culture.
- Through PBIS incentives and intervention systems Lincoln school will teach and support social behavioral expectations and concepts in the same manner as other instructional focuses.
- Educators will support their PBIS, and RTI social~emotional focus systems in supporting students.

**Student Learning Goals:**

- Students benefit from a school that has positive, predictable, safe, and consistent practices for supporting positive social emotional development and growth.
- A system for student support regarding positive behavioral development reduces problem behaviors, improves student engagement and academic performance through consistent practices and focused on continued acknowledgment and support of students' social emotional skill sets.
- PBIS team and all staff will promote students' feeling of “connectedness” to caring adults through relationship building, goal setting, and personalizing students' academic and social development.

**What this means for teachers:**

Teachers and school teams are essential interventionists on the front line in setting and reinforcing safe and supportive classrooms and schools. These should include positive expectations for student behaviors, strategies to promote positive academic behaviors, and establishment of safe learning environments that maximize learning time and enhance students' learning environments.

Through the formation and the establishment of PBIS team will work with staff in implementing and establishing positive student support systems and behavioral data (SWIS) to drive



continued school based action plans, professional development, and systems analysis.

**What this means for building leadership:**

The leadership team will play an essential role in looking at and evaluating the effectiveness of their ongoing positive supportive systems and work towards the decrease of at-risk discipline metrics that impact time on learning. Emphasis will also be placed on communicating positive system implementation and sharing of the positive supports with parents and the greater school community.

The leadership team will work with the PBIS team to rollout the implementation of PBIS and utilize SWIS with a sustained focus, and support of professional development.

**Key Milestones (to be monitored at elementary, middle and high school levels):**

Nov. 1:

- PBIS team are attending PBIS trainings and have revised their draft Behavioral Matrix
- PBIS team created and completed their 1<sup>st</sup> readiness inventory. (staff self-assessment)
- PBIS team have created a draft action plan to roll out to staff
- PBIS team will share revised behavioral matrix for schoolwide implementation
- PBIS team schools are being trained on how to use SWIS as a data tracker for behavioral .  
\*\*Will be done in Feb. 1
















Feb. 1:

- PBIS team schools have rolled out and are using SWIS data.
- All PBIS schools have reported out their SWIS data and created an action plan.
- PBIS team are implementing schoolwide incentives and interventions to promote a positive climate and culture.
- Continue providing PD to staff on the initial implementation of the action plan.

May 1:

- PBIS team have implemented and are using SWIS through sharing it at staff meetings
- PBIS systems are initially implemented and results, surveys, interventions have shown positive progress and results.
- PBIS team will use data to revise and adjust action plan for YR 2 of implementation.

## Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Lincoln school PBIS team will have created and will begin implementation of their PBIS action plan, revised behavioral Matrix.</b>										
1. PBIS team established and to meet 1x monthly.										
2. PBIS coaches and team trainings provided by NEPBIS										
3. PBIS team creates staff survey to determine the needs of the school.										
4. PBIS team creates student and family survey to create a baseline and identify the needs of the school.										
5. PBIS team revised behavioral matrix to include positive, kid-friendly language.										
6. Monthly character trait-student of the month recognized at school assembly to promote core values.										
7. Positive office referrals to recognize and promote monthly character trait.										
8. PBIS team created a draft action plan										
<b>PBIS team will provide staff training on action plan to promote a positive, supportive school environment.</b>										
1. PBIS team to get staff to “buy in” by explaining purpose and outlining steps in the action plan.										
2. PBIS team presents revisions to behavioral matrix to staff and asks for input. Staff begin explicit teaching of behavioral expectations within classrooms.										
3. PBIS team to clarify office referrals and how to use revised form										
4. PBIS team to present tiered behaviors and interventions /consequences for specific infractions										
5. PBIS team and staff identify a schoolwide incentive. (Ex. tickets)										
6. Educators will explicitly teach behavioral expectations according to the behavioral matrix to promote										

positive behaviors by embedding in classroom routines and procedures.									
<b>Lincoln school is in YR.1 of implementing and using SWIS data. This system will allow PBIS team and leadership team to analyze data and actively plan schoolwide incentives /interventions.</b>									
1. PBIS team attend training on intial implementation of SWIS									
2. Office referrals entered into ASPEN until roll out of SWIS									
3. PBIS team will train staff on using SWIS									
4. Monthly analysis of SWIS data									
<b>By EOY, PBIS systems are initially implemented (Yr.1) and SWIS data, results of surveys, and schoolwide incentives/interventions have shown positive progress and results have shown a decrease in office referrals and suspensions.</b>									
1. EOY staff, student, and family survey created by PBIS team.									
2. Analysis of results from survey									
3. Analysis of office referrals and suspensions for Yr 1 of PBIS implementation									

# Initiative 4: Parent and Community Outreach

Increase parental involvement in supporting student achievement



**Team Members:** Lina DeJesus, Alex Pella, Crystal Burt

**Final Outcomes:**

By EOY, the district will have evidence of a various family “academic and non-academic” activities in support of the “school ~ home partnership”.

**Teacher Practice Goals**

- In accordance with the educator evaluation system parent / family engagement and the use of cultural relevant practices 80% of teachers will participate in 2 of the 4 major family engagement activities

**Student Learning Goals**

- Students will benefit from increased family engagement by supporting full academic potential by increasing parental communication and participation in school events.

**What this means for teachers:**

Teachers will continually create a welcoming classroom and open lines of communication with parents. They will do this mostly in part by creating positive expectations for student behaviors, strategies to promote positive academic behaviors, and establishment of safe learning environments that maximize learning time and keep students within their learning environments. Teachers will document parent engagement and attendance at events, meetings, and in response to teacher notes/phone calls/emails.

**What this means for principals:**

Principals will actively involve parents and community in school events and activities in order to establish better reputations in the community, with increased community support. Principals and family engagement teams will evaluate the effectiveness of their ongoing family engagement initiatives and adjust as needed. Emphasis should also be placed on communicating positive system implementation and sharing of the positive supports with parents and the greater school community, as well as sharing out progress and necessary mid-course corrections.

**Key Milestones (to be monitored at elementary, middle and high school levels):**

Nov. 1:

- Lincoln has identified a family engagement team and has shared information on that has occurred up to November 1<sup>st</sup> – using district form.
- Principals at Lincoln had professional development

Feb. 1:

- School Family Engagement Team team – has diversified and offered at least 1 tier 2 and 1 tier 3 parent engagement activity at Lincoln School. Lincoln School team has shared information that has

May 1:

- Lincolns team – has diversified and offered at least 3 Tier 2 and Tier 3 parent engagement activity at their school. Lincolns team has shared information that has occurred up to May 1<sup>st</sup>

<p>opportunity regarding expectations, RTI, and data collection expectations for the year.</p> <ul style="list-style-type: none"> <li>➤ Family engagement plans have been completed by Lincoln school that identifies space for “survey action items”.</li> </ul>	<p>occurred up to February 1<sup>st</sup> using district form</p> <ul style="list-style-type: none"> <li>➤ Lincoln team have received two professional development. Additionally, PLC opportunities have occurred for further RTI and Family Engagement initiatives growth.</li> <li>➤ Lincoln has 50% of their family engagement plans by Feb 1<sup>st</sup>.</li> </ul>	<p>using district form.</p> <ul style="list-style-type: none"> <li>➤ Lincoln principals have turned in their School – Family Engagement Plan road maps for the following year that their team has supported with their current year data.</li> <li>➤ Lincoln has completed at least 75% their school Family Engagement plans for 17-18 school year.</li> </ul>
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## Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>School FEG teams – have diversified and offered at least 3 Tier 2 and Tier 3 parent engagement activity at their school. While also School FEG teams have shared information on FEG that has occurred up to May 1<sup>st</sup> using district form.</b>										
Lincoln has identified their Family Engagement Teams	→									
Lincoln principals have participated in a professional development opportunity regarding the expectations, RtI, and data collection expectations for the year regarding this initiative.	→									
Lincoln FEG team has shared information on their FEG activities that have occurred up to BOY and reported out using district forms.	→									
Lincoln FEG team has shared information on their FEG activities that have occurred up to MOY and reported out using district forms.	→									
Lincoln FEG team has shared information on their FEG activities that have occurred up to EOY and reported out using district forms.	→									
<b>School principals have turned in their School – Family Engagement Plan road maps for the following year that their S-FEG teams have supported with their current year data.</b>										
Family engagement plans have been completed which also identifies space for “survey action items”.	→									
Lincoln has completed 50% of their family engagement plans by February 1 <sup>st</sup> .	→									
Lincoln FEG has met at least four times this year, and created a school year 18-19 road map for next year’s FEG activities.	→									
Lincoln has completed at least 75% their school Family Engagement plans for 17-18 school year.	→									
<b>Lincoln FEG team – have developed and initiate five major family engagement opportunities.</b>										
Kindergarten orientation at the zoo and kindergarten parent orientation	→									
Lincoln School Open House		→								
Family Harvest Night featuring a parent information center on new report cards			→							

Breakfast with Santa featuring a district and state Testing Review					→				
EOY Concerts, Awards, Moving on Celebrations and Middle School Introduction								→	

**Section 4. Develop a targeted PD plan to support SIP**

*Instructions: Identify 2-3 instructional focus areas that are aligned to your school’s SIP. Then, outline goals for teacher practice and how you will monitor changes in teacher practice. Lastly, build out a targeted PD plan to serve as a road map for providing training to teachers in your building. Where appropriate, indicate what support will be needed from the Office of Instruction for each PD activity.*

**(a) What are the changes in teacher practice that need to occur to reach the goals set out in this plan?**

Focus area	What exemplary practice will look like after PD (describe for teachers <u>and</u> students)	Current strengths in teacher practice related to this focus	Desired <u>changes</u> in teacher practice related to this focus
<p><b>Primary Focus Area</b> Build students capacity to access complex text by increasing comprehension when responding orally and in writing to complex text (Reading to Know, Writing to Show).</p>	<p>Teachers</p> <ul style="list-style-type: none"> <li>• Use visual representations in guided instruction</li> <li>• Check for understanding several times during each lesson</li> <li>• Use will use the LASW protocol to determine student areas of need and growth</li> <li>• Teachers will develop writing units of study that correlate to the district writing plan</li> <li>• Use SEI vocabulary strategies to support ELL students</li> </ul> <p>Students</p> <ul style="list-style-type: none"> <li>○ Students will use various visual representations to show understanding</li> <li>○ Students will be able to respond to complex text orally and in writing</li> </ul>	<p>*Teachers utilize comprehension strategies daily. These include:</p> <ul style="list-style-type: none"> <li>• Anchor charts</li> <li>• Graphic organizers</li> <li>• Close reading</li> <li>• Reciprocal teaching</li> <li>• Three column notes</li> <li>• Accountable talk</li> <li>• Think, Pair, Share</li> </ul> <p>*Teachers can and will model various comprehension strategies and lead/model daily writing</p>	<p>* Teachers will release responsibility to the students by having them create visual representations that could be used in subsequent lessons/activities independently. *Teachers will use SEI strategies in order to have ALL students become active participants in the lesson *Teachers will use varied checks for understanding to inform instruction</p>



	<ul style="list-style-type: none"> <li>○ Students will write daily to include but not limited to, constructed response, text dependent answers, build content knowledge, reflection, and genre writing</li> </ul>		
Build students capacity to be able to pursue conceptual understanding, procedural skills and fluency in math with increased rigor	<p>Teacher</p> <ul style="list-style-type: none"> <li>● Teacher will use Envisions Math to teach conceptual understanding</li> <li>● Teacher will use daily data driven differentiated instruction</li> <li>● Teacher will use CCSS domains to cover appropriate highly focused topics</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>○ Begin to understand big ideas when thinking about math conceptually</li> <li>○ Use math manipulatives to transfer understanding of math concepts</li> <li>○ Students will use visual representations to develop concepts and improve understanding</li> </ul>	<p>*Teachers use planning time to plan rigorous lessons</p> <p>*Teachers use data to drive instruction</p> <p>*During SILT and TCT time, teacher unpack CCSS domains to develop highly effective lessons</p>	<p>*Begin to teach math using more conceptual methods and less procedural methods</p> <p>*Model think alouds to bridge comprehension strategies in math</p>
Create an effective classroom management	<p>Teacher</p> <ul style="list-style-type: none"> <li>● Teachers will utilize PBIS strategies</li> </ul>	<p>*Teacher communicate with parents regularly</p> <p>*Teachers create a safe learning environment in</p>	<p>*Communicate with parents about the positive choices their children are making at</p>

and preventive school discipline system for supporting teaching and learning using PBIS strategies	<ul style="list-style-type: none"> <li>Teachers will use agreed upon reflection forms and school behavioral referral forms consistently</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>Follow agreed upon school rules</li> <li>Earn blue tickets for good behavior</li> <li>Be able to model school rules</li> </ul>	<p>which students are able to take academic risks</p> <p>*Teachers celebrate success regularly</p>	<p>Lincoln</p> <p>*Hold students accountable for not following Lincoln rules through the use of reflection forms</p> <p>*Use PBIS strategies to reduce classroom behaviors</p> <p>*Use behavior incentive appropriately</p>
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**(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.**

*This section should be a year-long plan for teacher learning, analogous to a year-long plan that you might make for units and lessons when teaching a class. Each focus area is like a unit, where individual PD sessions and meetings are the lessons within that should build skills on top of previous lessons.*

<b>Focus area 1:</b>	Build students capacity to access complex text by increasing comprehension when responding orally and in writing to complex text (Reading to Know, Writing to Show).		
<b>Instructional strategies:</b>	Developing Effective Classroom Practices for Reading and writing Comprehension	<b>Approximate dates:</b>	September 2017- June2018
<b>Meeting</b>	<b>Learning objectives for teachers</b>		<b>Support needed</b>
Tuesday Administrative Directed Professional Development (September 2017-June 2018)	Collaborative Data Cycle- Teacher will be able to work together to identify common challenges, analyze relevant data, and test out instructional approaches. The idea behind this approach is that such systematic, collaborative work will increase student learning.		Collaborative Data Cycle Model/Video
Wednesday Administrative Directed Professional Development (September 2017-June 2018)	Looking at Student Work- Teachers will be able to use the Looking at Student Work Protocol as a tool to guide grade level teams in discovering what students understand and what they are able to do.		LASW Protocol
Thursday Administrative Directed Professional Development (September 2017-June 2018)	Response to Intervention (RTI)-Teachers will be able to use a multi-tier approach to the early identification and support of students with specific standards focused needs.		Reading Specialist
After School PD	District Writing Guides Introduction and		District Writing

	Implementation: <ul style="list-style-type: none"> <li>• Routine Writing</li> <li>• Responding to text</li> <li>• Genre Writing</li> </ul>	Guides for teachers
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<b>Focus area 2:</b>	Build students capacity to be able to pursue conceptual understanding, procedural skills and fluency in math with increased rigor		
<b>Instructional strategies:</b>	Instructional grouping based on data	<b>Approximate dates:</b>	August 2017-June 2018
<b>Meeting</b>	<b>Learning objectives for teachers</b>		<b>Support needed</b>
October, 2017 (Admin PD)	Intrructional grouping by math standards based on BOY STAR data		Grade level teams
February, 2018 (Admin PD)	Instructional grouping by math standards based on MOY STAR Data		Grade level teams
March, 2018 (Admin PD)	Conceptual math understanding (TBA)		Grade level teams

<b>Focus area 3:</b>	Create an effective classroom management and preventive school discipline system for supporting teaching and learning using PBIS strategies		
<b>Instructional strategies:</b>	Positive Behavior Intervention Strategies (PBIS)	<b>Approximate dates:</b>	September 2017 – June 2018
<b>Meeting</b>	<b>Learning objectives for teachers</b>		<b>Supports Needed</b>
September 19, 2017	Introduce the PBIS Cohort 4 coaches the PBIS academy		AP & SAC
October 2 <sup>nd</sup> & 3 <sup>rd</sup> , 2017	With the PBIS Team, discuss the managerial components of the Lincoln PBIS system, share what is working. Share strategies to encourage positive behaviors using PBIS and Reward systems for PBIS		PBIS Team
Januaury 17, 2018	PBIS Cohort 4 coaches training		AP & SAC
January 24 <sup>th</sup> & 25 <sup>th</sup> , 2018	With the PBIS team, look at behavioral data, behavior logs, and behavior plans, Lincoln staff will collaborate to make adjustments to the Lincoln PBIS system		PBIS Team
May 31 <sup>st</sup> , 2018	PBIS Cohort 4 coaches training		AP & SAC
June 6 <sup>th</sup> & 7 <sup>th</sup> 2018	Final product submitted to PBIS academy for full implementation by PBIS Team		PBIS TEAM