

Lincoln-Thomson

School Improvement Plan

2015-2016

School Improvement Team

Helen Psallidas Mihos, Principal
Colleen McElligott-Liporto, ELA/Math Specialist
JoAnne Kelly, Resource/Inclusion Teacher
Karen Murphy, Teacher
Jennifer Stevens, Teacher

School Council Members

Helen Psallidas Mihos, Principal
Colleen McElligott-Liporto, ELA/Math Specialist
Karen Murphy, 4th Grade Teacher
Molly Carmody, 1st Grade Teacher
Jennifer Stevens, 3rd Grade Teacher
Christopher Baca, Parent
Melissa Nolan, Parent
Amy Burns, Parent
Barbara Politano, Parent
Cathy Quinones, Parent
Jackie Trahant, Family and Children's Services of Greater Lynn, Inc.
Karen Interbartolo, Vice President – Lending, St. Jean's Credit Union
Kelly O'Connor, Director of Gregg Neighborhood House
Francis Vigeant, CEO – KnowAtom, LLC.

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School Vision and Mission

Vision: All Lynn students will graduate from high school with the skills to make informed choices and pursue further learning as socially responsible citizens.

Mission: To continuously improve students' social, cultural, and academic achievement and provide all students with the skills, knowledge and experiences to achieve our vision.

Lincoln-Thomson School is committed to providing each student with equitable and optimal learning opportunities so that they can reach their full academic and social potential while developing 21st Century skills and aspirations that are critical to preparing for college and career.

Narrative Description of the School

Demographic Data: Include a description of the student population (subgroup status, enrollment history, attendance), administrative staff, teaching staff (including years of service, attendance, and recruitment of highly qualified teachers), and the organization of the school.

The Lincoln-Thomson Elementary School is a relatively small school, the 4th smallest of the 18 elementary schools, with a student population of 292 students. Demographically the student population is 5.5 % African American, 10.6 % Asian, 47.9% Hispanic, 28.4% White, and 7.2% Multi-Race non-Hispanic.

The student population is composed of 33.6% of students whose first language is not English, 13% who are English Language Learners, 41.4 % who are Economically Disadvantaged, and 6.2% who receive services from the Special Education Department. Our High Needs population is at 77.8%. Lincoln-Thomson is a K-5 Title I school comprised of two classes of each grade level that are supported with two SPED inclusion teachers, an ELA/Math Specialist, an ELL Inclusion Teacher, and two certified Reading Teachers. The teacher retention rate has been low for the past few years with a 66.7% in 2014 as compared to the district's 79.8% and the states 84.6%.

The student attendance rate remains steady at 95.8%, 26.7% of students are absent 10 or more days and 9.2% are chronically absent. Both latter attendance performance indicators are significantly less than the district's as well as the state's percentages.

Student Enrollment

	2013	2014	2015	2015 District
Kindergarten	42	47	55	1,222
Grade 1	45	51	51	1,479
Grade 2	49	41	52	1,379
Grade 3	52	47	40	1,275
Grade 4	39	45	48	1,155
Grade 5	48	35	46	1,086
Total	275	266	292	7,861

Teacher Demographic

	2012	2013	2014	2014 District	2014 State
Teacher Retention	65.0	65.0	66.7	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	0%	5%	4%	7%	6%
26-56	83%	68%	69%	70%	75%
Over 56	17%	27%	27%	23%	19%
Median Yrs Experience	-	-	13	8	-
% ≥ 10 Yrs Experience	-	-	53%	45%	-

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Performance Indicators

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	96.3	95.9	95.8	94.0	94.9
Absent 10 or more days (%)	24.2	27.8	26.7	38.2	30.4
Chronically Absent (% with < 90%)	5.9	8.7	9.2	19.1	12.3
Student Retention Rate	2.8	2.6	4.6	4.2	1.6
Out-of-School Suspension Rate	0.9	0.7	2.2	12.0	3.9

Percent of students by race and gender

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	7.3	7.1	5.5	10.7	8.7
Asian	12.0	11.7	10.6	9.2	6.3
Hispanic	42.2	43.2	47.9	56.4	17.9
White	33.5	30.5	28.4	19.6	63.7
Multi-Race	4.7	6.8	7.2	3.8	3.1
Male	47	51	49	53	51
Female	53	49	51	47	49

Enrollment by Special Population

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	34.5	33.5	33.6	54.1	18.5
English Language Learner	9.1	9.8	13.0	18.8	8.5
Special Education	6.5	6.0	6.2	15.4	17.1
Economically Disadvantaged	-	-	41.4	46.2	26.3

Provide instruction by highly qualified teachers

The Lynn Public Schools maintains records on each one of our teachers' highly qualified status, using federal HQ criteria. The Assistant Director of Curriculum meets with any teacher on our staff who is not qualified to create a plan for achieving this status. Assistance is provided to teachers who need to take MTEs.

School Processes Data: Include a description of the implementation of the core instructional programs for all students, students with disabilities, and English language learners and the intervention strategies designed to address the needs of at-risk students. In addition, provide information about any other initiatives being implemented in regards to curriculum, instruction, assessment, professional development, and school culture.

The Lincoln-Thomson School has implemented a number of programs as well as interventions to meet the needs of all learners. Teachers are regularly differentiating instruction for all learners including English Language Learners and students with disabilities.

Curriculum and instruction focuses in ELA have included:

- Reading comprehension strategies are explicitly taught through the use of *7 Keys to Comprehension*. Common language is used across grade levels and provides a connection as students progress through the school. Grades 4 and 5 have implemented the DESE "Race to the Top" ELA model units. Teachers in these grades were given the opportunity to observe units implemented at another model school via a newly created professional community partnership. Additionally, through our partnership with St. Jean's Credit Union, a Financial Literacy program, provided by the volunteer members of St. Jean's, complimented the DESE Financial Literacy unit.

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- Strategies for Writers has been piloted for the past two years. Our staff has attended extensive professional development, during the summer and during Common Planning Times.
- An increase of small group instruction was implemented to better address the needs of individual students by introducing the Daily 5. Classroom teachers regularly work using an inclusive model with support staff including ESL teachers, resource teachers, and reading teachers to provide instruction that meets the varied levels of need found in their classrooms.
- Close Reading professional development was provided by Zaner-Bloser, and reinforced through RETELL courses. Teachers have worked to implement the pieces of Close Reading strategies to build student capacity and allow for student-led conversation.

Curriculum and instruction focuses in math have included:

- Lynn Public Schools adopted GOMath as a resource. Professional development for our staff was provided by the district.
- We continue to use First in Math, a computer based program which reinforces basic grade level math skills and promotes critical thinking. Weekly wall of fame recognition, including a three foot trophy for the highest achieving students by grade level, provide positive reinforcement for continued success.
- Our St. Jean's Financial Literacy program promotes cross-curricular instruction by addressing the Common Core State Standards in math.

Curriculum and instruction focuses in science have included:

- We have achieved the highest science scores in the city, as evidenced by our MCAS data due to a partnership with KnowAtom Science, as well as GE Volunteers, for the past six years. Other competitive grant opportunities availed Lincoln-Thomson to include grades K-2, thus making KnowAtom Science a school-wide implementation.

Tiered Instruction / supports and interventions are practiced school-wide as evidence by the following programs:

- System 44
- Wilson
- Imagine Learning
- Mentor/Anchor texts
- Daily 5
- RETELL strategies

Formative Assessment is regularly used in classrooms.

Assessment Practices:

- Most teachers are trained in using and developing formative assessments in order to inform day to day instruction
- Formative and summative school and district assessments
- Inter-rater grade level reliability calibration
- Trimester benchmark assessment- Strategies for Writers

School based Professional Development time (PLC, common planning, job-embedded) and content (reading strategies, CCSS, etc.):

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- Formative and summative assessments, as well as student work samples and progress monitoring data are analyzed horizontally and vertically, during weekly common planning time and monthly staff meetings to drive instruction and improve pre-identified targets in all content areas and in all student sub groups

At Lincoln Thomson we believe that we must celebrate the successes of our faculty, students and parents to build a cohesive culture of collaboration and high achievement. The following are some examples:

- Kindergarten Welcome Breakfast
- Open PTO Meeting for all Parents/Guardians
- Enrichment Programs
- Fall Craft Fair
- Holiday Craft Fair
- Classroom supplies
- Buses and tickets for field trips
- Reading Night – Grades K-2
- Roller World Family Night
- Movie night – Grades 3-5
- Field Day
- Fifth Grade Celebrations
- Nature’s Classroom
- Poetry Power
- Friday Breakfast Club
- Box Tops for Education
- Annual Guest Reader Program celebrating “Reading Night” literacy event
- APTT - Academic Parent Teacher Team
- St. Jean’s Credit Union - weekly guest readers
- St. Jean’s Credit Union – Financial Literacy Program for Grades 4 and 5
- Musicals, Grades K-3 and 4-5
- Playworks
- Translated notices, progress reports and report cards
- Weekly classroom newsletter sent home and posted on the Lincoln-Thomson web site at http://www.lynnschools.org/ourschools_thomson.shtml to keep parents informed of all weekly instructional goals and objectives, as well as specific classroom information
- Parent staffed Library
- Trimester and end of the year award ceremony
- School Advisory Council

Create strategies to attract highly qualified teachers

Our school is advised by the Lynn Public Schools’ Human Resources Office when teaching positions become available at the school. Resumes are forwarded from their office with the credentials of all teaching applicants. The Human Resources Office, in concert with the Assistant Director of Curriculum for Teaching Quality work to identify teachers who are highly qualified in terms of credentials and who aspire to serve youths in a large, urban setting. Recruitment fairs, advertising, and contacts with local schools of education are utilized as a way in which to locate teachers. In addition, the district has implemented processes and procedures for student teachers, which has resulted in a number of subsequent teaching hires at our school. Collaborative programs with Salem State, Northeast Consortium for Staff Development and several planned coop programs with Endicott College are easily accessed by teachers who are earning credentials. Furthermore, the district provides tutoring for any professional seeking to pass MTELS.

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Teacher Evaluation

All of our teachers are evaluated using the Massachusetts Educator Evaluation System. Teachers who might be “in need of improvement” are monitored as they work towards improving their instruction. Curriculum and instruction teachers, math and ELA coaches, and ESL coaches work to model lessons for teachers who need to improve.

Coordinate and integrate Federal, State, and local services and programs; and meet intent and purposes of each program whose funds are consolidated, if applicable. Our school submits budget requests directly to the Superintendent’s Senior Leadership team. This team includes both Deputy Superintendents, the Executive Director of Curriculum, the ELL coordinator, the SPED administrator, the human resources manager, and the financial manager for the Lynn Public Schools. As the organization is formed and resources are allocated, all sources of funds are coordinated in order to meet the needs of our school.

Perception Data: Provide any formal or informal information regarding the perception of the school’s learning environment by district and school leaders, students, teachers, parents and community members.

- Teacher Survey- MassTell 2015
- Parent Survey –APTT (First and third trimester), Title 1

Student Learning Data: Provide a summary of the achievement trends of the school. Include information about student proficiency on MCAS and accountability data (i.e., CPI, student growth percentiles, and graduation and dropout rates).

Growth and percentage rates for the 2014 and 2015 MCAS results reflect growth in all content areas. Most notably, +5.5 in ELA and +10.5 in Math. Following a four year trend in our STE scores, 69% of our 5th grade students scored Advanced or Proficient in 2015. The data supports a school wide implementation of KnowAtom curriculum for the past four years.

	2014 CPI	2015 CPI	CPI Change	2014 SGP	2015 SGP	Growth
ELA	79.8	81.6	+ 1.8	44	49.5	+5.5
Math	78.8	82.0	+3.2	47	57.5	+10.5
Science	87.9	90.0	+2.1			

2014 and 2015 ACCESS scores show growth for all of our ELL students

ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	4	24%	2	12%	11	65%
2015	6	25%	6	25%	12	50%

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ACCOUNTABILITY DATA

The state accountability system considers multiple measures of achievement in ELA, Math, and Science, as well as growth statistics to determine a school's relative standing compared to similar schools in the commonwealth. Schools in the lowest 20% of schools with similar configurations (i.e., elementary schools, elementary/middle schools, middle schools, high schools) are automatically identified as Level 3. Schools are identified as Level 1 or Level 2 based on whether the school is meeting the cumulative Progress and Performance Index (PPI) target of 75.

Accountability and Assistance Level: Level 2									
School Percentile: 57th									
Cumulative PPI (all students) 59									
Proficiency Gap Narrowing	2012	2013	2014	2014 Change	2014 %ile	2014 Rating	*2015	2015 Change	2015 Rating
<u>ELA</u>									
CPI	83.4	83.3	79.8	-3.5	31 st	Declined	81.6	1.8	Improved Below Target
SGP	62	70.5	44	-26.5	25 th	Below Target	49.5	5.5	Below Target
% Advanced	12.4	11.0	7.1	-3.9	24 th	Not meeting target	6.1	-1.0	Not meeting target
% Warning	8.0	3.7	7.9	4.2	38 th	Not meeting target	8.3	0.4	Not meeting target
<u>Math</u>									
CPI	78.5	84.4	78.8	-5.6	27 th	Declined	82.0	3.2	Improved Below Target
SGP	47.5	69.5	47	-22.5	34 th	Below Target	57	10	On Target
% Advanced	12.4	24.3	14.3	-10.0	18 th	Not meeting target	15.9	1.6	Met Target
% Warning	5.3	5.9	8.7	2.8	40 th	Not meeting target	7.6	-1.1	Met Target
<u>Science</u>									
CPI	95.2	95.7	87.9	-7.8	70 th	Declined	90.0	2.1	On Target
% Advanced	41.9	34.0	14.3	-19.7	40 th	Not meeting target	22.2	7.9	Met Target
% Warning	3.2	0.0	0.0	0.0	95 th	Met Target	2.2	2.2	Not meeting target

**2015 Accountability Data are Preliminary.*

Historical Accountability Data

2012	Level 2	School Percentile:	58 th %ile	Annual PPI = 70	Cumulative PPI = 75
2013	Level 1	School Percentile:	68 th %ile	Annual PPI = 90	Cumulative PPI = 81
2014	Level 2	School Percentile:	57 th %ile	Annual PPI = 25	Cumulative PPI = 59
2015	Level	School Percentile:	%ile	Annual PPI =	Cumulative PPI =

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Early Literacy Results

Kindergarten: DIBELS Nonsense Word Fluency (Winter to Spring – SAME Students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2015	Spring 2015		School	District
Above/Well Above Avg	5 (10%)	4 (8%)	High	8 (15%)	276 (24%)
Average	22 (42%)	14 (27%)	Moderate	7 (13%)	221 (19%)
Low Average	11 (21%)	9 (17%)	Typical	7 (13%)	176 (15%)
Below Average	7 (13%)	14 (27%)	Low/Declined	30 (58%)	472 (41%)
Well Below Average	7 (13%)	11 (21%)			
CPI	77.9	66.3	Total	52	1,145

1st Grade: DIBELS Oral Reading Fluency (Winter to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2015	Spring 2015		School	District
Above/Well Above Avg	1 (2%)	0 (0%)	High	4 (9%)	144 (11%)
Average	18 (38%)	16 (34%)	Moderate	4 (9%)	299 (22%)
Low Average	8 (17%)	7 (15%)	Typical	16 (34%)	487 (36%)
Below Average	6 (13%)	11 (23%)	Low/Declined	23 (49%)	439 (32%)
Well Below Average	14 (30%)	13 (28%)			
CPI	67.0	63.8	Total	47	1,369

2nd Grade: DIBELS Oral Reading Fluency (Fall to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2014	Spring 2015		School	District
Above/Well Above Avg	8 (16%)	9 (18%)	High	9 (18%)	236 (19%)
Average	12 (24%)	14 (27%)	Moderate	11 (22%)	264 (21%)
Low Average	10 (20%)	7 (14%)	Typical	20 (39%)	367 (29%)
Below Average	6 (12%)	11 (22%)	Low/Declined	11 (22%)	379 (30%)
Well Below Average	15 (29%)	10 (20%)			
CPI	67.2	71.1	Total	51	1,246

3rd Grade: DIBELS Oral Reading Fluency (Fall to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2014	Spring 2015		School	District
Above/Well Above Avg	6 (16%)	14 (36%)	High	9 (23%)	136 (12%)
Average	18 (46%)	14 (36%)	Moderate	10 (26%)	271 (24%)
Low Average	4 (10%)	4 (10%)	Typical	13 (33%)	300 (27%)
Below Average	6 (15%)	5 (13%)	Low/Declined	7 (18%)	416 (37%)
Well Below Average	5 (13%)	2 (5%)			
CPI	80.1	87.2	Total	39	1,123

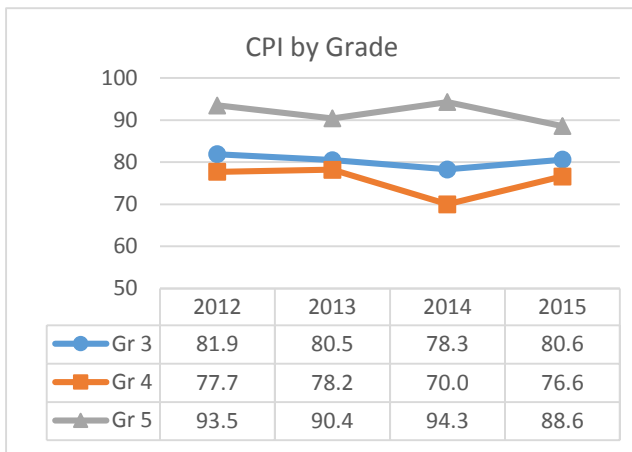
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ENGLISH LANGUAGE ARTS

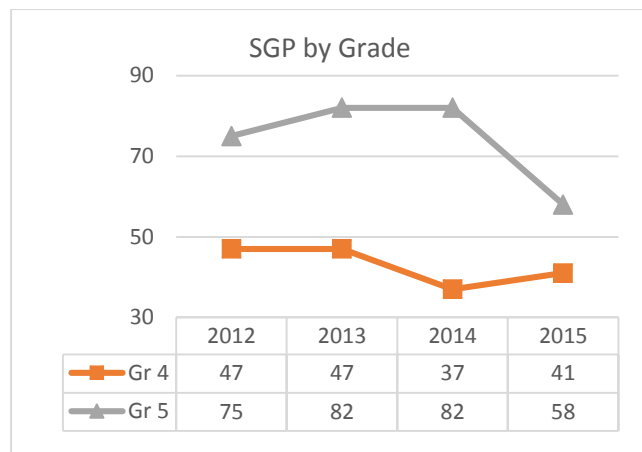
Multi-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	113	12	50	29	8	83.4	62
School 2013	136	11	46	40	4	83.3	70.5
School 2014	126	7	48	37	8	79.8	44
School 2015	131	6	52	34	8	81.6	49.5
District 2015	7,228	8	43	33	15	78.8	46

Multi-Year MCAS ELA CPI Results by GRADE



Multi -Year MCAS ELA SGP Results by GRADE



MCAS ELA 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	132	6	52	34	8	81.6	49
Students with Disabilities	14	0	7	43	50	42.9	-
ELL	13	0	15	62	23	59.6	-
Former ELL	3	-	-	-	-	-	-
Economically Disadvantaged	66	5	48	38	9	79.9	50
African American /Black	3	-	-	-	-	-	-
Asian	20	0	40	60	0	78.8	-
Hispanic	60	8	53	33	5	83.8	62.5
White	41	5	56	22	17	79.9	37
Male	66	3	50	39	8	81.4	48
Female	66	9	53	29	9	81.8	51.5

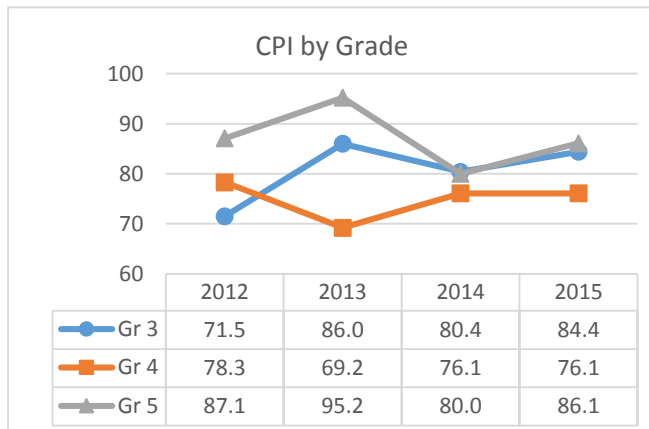
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MATHEMATICS

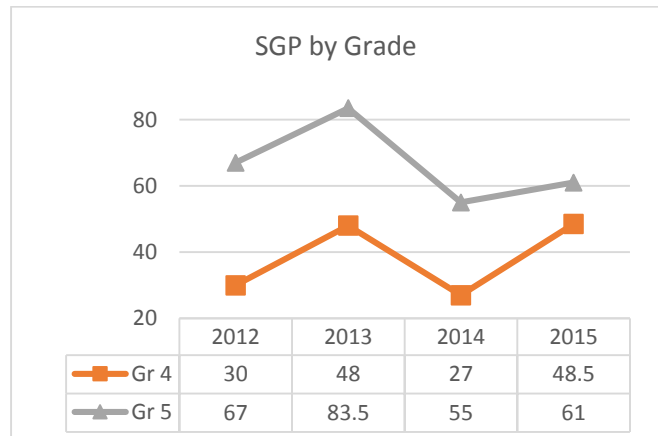
Multi-Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	113	12	35	47	5	78.5	47.5
School 2013	136	24	37	33	6	84.4	69.5
School 2014	126	14	37	40	9	78.8	47
School 2015	132	16	42	34	8	82.0	57
District 2015	7,312	15	28	32	24	71.4	45

Multi -Year MCAS MATH CPI Results by GRADE



Multi -Year MCAS MATH SGP Results by GRADE



MCAS Math 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	132	16	42	34	8	82.0	57
Students with Disabilities	14	0	14	50	36	53.6	-
ELL	13	0	15	62	23	55.8	-
Former ELL	3	-	-	-	-	-	-
Economically Disadvantaged	66	15	41	33	11	80.7	61
African American /Black	3	-	-	-	-	-	-
Asian	20	25	35	40	0	85.0	-
Hispanic	60	13	45	32	10	81.3	66.5
White	41	15	49	29	7	84.1	54
Male	66	15	39	38	8	81.8	56
Female	66	17	45	30	8	82.2	62.5

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SCIENCE/TECHNOLOGY & ENGINEERING

Multi-Year MCAS STE Results – All Students

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2012	31	42	45	10	3	95.2
School 2013	47	34	49	17	0	95.7
School 2014	35	14	49	37	0	87.9
School 2015	45	22	47	29	2	90.0
District 2015 (Grade 5)	1,064	8	32	43	17	74.8
State 2015 (Grade 5)						

MCAS STE 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	45	22	47	29	2	90.0
Students with Disabilities	5	-	-	-	-	-
ELL	3	-	-	-	-	-
Former ELL	1	-	-	-	-	-
Economically Disadvantaged	20	15	45	40	0	87.5
African American /Black	-	-	-	-	-	-
Asian	7	-	-	-	-	-
Hispanic	21	14	52	33	0	90.5
White	15	20	53	20	7	90.0
Male	21	19	48	29	5	89.3
Female	24	25	46	29	0	90.6

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ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency Level	2013 ELL Students		2014 ELL Students		2015 ELL Students	
	#	%	#	%	#	%
Entering	1	5%	6	21%	12	29%
Emerging	5	23%	2	7%	7	17%
Developing	8	36%	12	43%	10	24%
Expanding	7	32%	4	14%	6	15%
Bridging	1	5%	4	14%	5	12%
Reaching	0	0%	0	0%	1	2%
Total	22		28		41	

ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	4	24%	2	12%	11	65%
2015	6	25%	6	25%	12	50%

ACCESS for ELLs change in proficiency level (ELL Students with 2014 and 2015 Results).

2014 ACCESS Proficiency Levels	2015 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	2 (33%)	4 (67%)	-	-	-	-
Emerging	-	-	1 (50%)	1 (50%)	-	-
Developing	-	-	7 (58%)	4 (33%)	1 (8%)	-
Expanding	-	-	-	1 (33%)	2 (67%)	-
Bridging	-	-	1 (33%)	-	1 (33%)	1 (33%)
Reaching	-	-	-	-	-	-
Total (26)	2	4	9	6	4	1

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Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)
Using state, local, and classroom assessment data, identify specific areas of strength and need in the Curriculum and Instruction areas listed below. Consider and analyze student results by grade-level, subgroups, learning standards/strands/domains, question type, etc. The curricula and instructional practices in the school are developed and implemented to attain high levels of achievement for all students.
Indicator 1: Aligned and Consistently Delivered Curriculum: School leadership, teachers and other staff ensure consistent use and effective delivery of the district's curricula/mapping. The school's taught curricula are aligned to state curriculum frameworks and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.
<p>Strengths:</p> <ul style="list-style-type: none"> • Instructional staff accesses and "unpacks" standards so that they have a working knowledge of proficiency (Lesson progressions through Common Planning Time) • The district/school provides teachers curriculum maps/pacing guides aligned to the Massachusetts Curriculum Frameworks for ELA/Literacy and Mathematics. • Instructional staff can describe how the content they teach builds on or relates to content in other subjects/grades. (Grade-level lesson plans with integration between content areas) • Instructional staff develops and implements lessons based on curriculum maps/curricular guidance; these lessons reflect high expectations for all students. (Tiered instruction, whole/ small group, formative assessment, next steps, reteach built into lesson plans) • Instructional staff engages in regular discussions of student learning expectations horizontally (with colleagues in their grades or subjects-weekly CPT/staff meetings) • Instructional materials (Go Math!, Reading A to Z, Anchor Comprehension, Strategies for Writers, KnowAtom, DESE Units, System 44, Imagine Learning and First in Math)
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Instructional materials and technologies that align to curriculum maps are not available to and used in all classrooms. Although we have one computer and Smartboard in each classroom, teachers and students are limited in their ability to access and interact with all forms of technology including iPads and computers, impacting college and career readiness in accordance with the Common Core State Standards.
Indicator 2: Effective Instruction: Instructional practices are based on evidence from a body of high quality research and on high expectations for all students. The school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.
<p>Strengths:</p> <ul style="list-style-type: none"> • Instructional practices of high quality: implementation of DESE units, explicit teaching of reading comprehension, formative assessment, close reading strategies, anchor charts, Strategies for Writers • Student assignments contain rigorous, embedded learning objectives that reflect high expectations; instructional staff ensures students understand the objectives. • Instructional staff uses multi-modal pedagogical techniques, as well as a range of instructional tools, technologies, and supplemental materials, to meet the needs of all learners. (<i>Tiered Instruction</i>) • Instruction aligns with student learning needs that have been identified through the use of universal screening and formative assessment. (<i>Assessment and Tiered Instruction.</i>)
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Due to personnel changes, we anticipate the need to acclimate/train 7.6 members of our team through the use of common planning, district coaches, observations, peer observations, mentoring, and dialogue. • Strengthening effective small group instruction • Implement higher level questioning strategies

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Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)

School leadership, teachers and other staff use student assessment results (formative, benchmark, state assessments) external and internal reviews, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: professional development, student services, instructional programs, and assessment practices.

Indicator 3: Data-based Decision-Making: The school analyzes and uses data to drive decision-making. School leadership, teachers and other staff review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating resources and to initiate, modify or discontinue programs, policies and initiatives.

Strengths:

- Formative and benchmark assessments are used to drive instruction, reteach, develop tiered instruction, and provide data for night back invitations to students identified
- Common Planning meetings are often used to look horizontally and vertically at local and state data, MASS TELLS, student data (academic, social, emotional)
- Sharing data findings with staff during CPT and faculty meetings
- Tracking intervention students bi-monthly via SPS System
- Instructional staff receives PD and supports to help in developing assessments, analyzing assessment data, and drawing meaningful conclusions from results (Inter-rater reliability training was an intentional focus at all grade levels)
- Instructional staff works collaboratively to develop and score common assessments (APTT, Strategies for Writers)
- Students receive constructive feedback based on data analysis, as well as guidance on how to improve using a variety of agreed upon rubrics

Areas of need:

- Instructional staff must intently embed formative assessments in daily classroom practice and use results to target and modify instruction
- Students will continue to be taught how to assess themselves and plan for improvement via goals and rubrics

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<p>Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)</p>
<p>Describe the process of determining the professional learning needs of all staff, including how the school implements ongoing professional development during the school year. Professional development programs and services are based on district and school priorities, information about staff needs, student achievement data and assessments of instructional practices and programs.</p>
<p>Indicator 4: Professional Development: PD for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning.</p>
<p>Strengths:</p> <ul style="list-style-type: none"> • The Leadership Team designs a coordinated PD plan that aligns with standards for school performance and student achievement as well as district and school priorities (Strategies for Writers, APTT, Daily 5, DESE Units for Grades 4 and 5) • PD is embedded as an integral part of daily routines (for example, through in-house weekly common planning times, monthly faculty meetings, and district offered PD) • Teams embedded in the school take active roles in promoting, creating, and leading PD, leveraging internal expertise.
<p>Areas of need:</p> <ul style="list-style-type: none"> • When in-district trainers/partners are requested because of low teacher retention, assistance from the district has historically been denied due to our Level 2 status • Technology training for instruction and data analysis • A Program Specialist is also needed to help facilitate the multi-faceted demands of school leadership.
<p>Indicator 5: Structures for Collaboration: The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.</p>
<p>Strengths:</p> <ul style="list-style-type: none"> • All staff access relevant PD (both voluntary and required PD) that is tied to specific professional learning goals. • Time is built into the school schedule for staff collaboration (CPT, faculty meetings, and out-of-building peer observations- Playworks, DESE units, APTT and Daily 5) • School Support Team for all new teachers (new-to-position and new-to-building), and mentors • Systems and protocols are in place to guide collaborative discussions (Norms of Collaboration, data driven decision making, PD support from Zaner Bloser, APTT)
<p>Areas of need:</p> <ul style="list-style-type: none"> • In-house training for learning walk protocols in order to increase opportunities for peer collaboration and observation • In-district targeted content area support • Program Specialist to help facilitate the multi-faceted demands of school leadership

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Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X)
Schools have a framework for providing appropriate supports (academic, social, emotional, and health) to all students. School leadership, teachers and other staff engage with families and community partners to promote student achievement and progress.
Indicator 6: Tiered Instruction and Adequate Learning Time: The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.
<p>Strengths:</p> <ul style="list-style-type: none"> • Common planning time • Support staff push in with minimal pull-out • Fully inclusive school • Protocol to determine supports needed • Leaders and instructional staff regularly monitor students’ progress in relation to interventions that have been applied • A progress-monitoring system is in place, and data from this system drive instructional decisions throughout the tiered process • Flexible tiers of research-based interventions supplement, enhance, and provide access to the core curriculum for high need subgroups requiring additional support • Interventions are research-proven, taught by qualified professionals, and aligned to student needs and district and state frameworks • Staff utilizes resources to support students with a range of academic needs • Teacher-provided extra-help used to support students (after school)
<p>Areas of need:</p> <ul style="list-style-type: none"> • Human resources and technology
Indicator 7: Students’ social, emotional, and health needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students.
<ul style="list-style-type: none"> • School leaders and staff create a safe and supportive learning environment through clearly established safe behavioral expectations. (Playworks, School Pledge, procedural protocols for student behavior modification) • All classrooms create predictable environments, and a climate that supports learning through posted agendas, objectives, essential questions, content vocabulary, and student created “I Charts”. • Staff identifies issues arising in the lives of students and work to address them to minimize their impact on learning through Student Study Team, where the parent is now an active participant; weekly parent communication via newsletter; and individualized, agreed upon communication between teacher and parents/guardians • Students are supported in taking responsibility for their own learning and behavior through modeling clear expectations, Second Step, Peer Proof, Playworks conflict resolution strategies, and Student Council • Healthy lifestyles are promoted through access to nutritious food/physical activity (Playworks, Universal breakfast, UMASS Nutrition Program, Lynn Fire Prevention Program) • A school nurse screens students for health issues and identifies behavioral needs, and coordinates with families to address needs that arise.
<p>Areas of need:</p> <p>Due to an increase in students’ social, emotional, and health needs, we need an increase in:</p> <ul style="list-style-type: none"> • SAC and Social Worker in-house availability

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Indicator 8: Family-school and Community engagement: The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.

Strengths:

Weekly newsletter to parents
PTO monthly Bulletin
School web page
Box Tops contest incentives
Community Building @ Nature's Classroom
Field Day
PTO Fall Festival
PTO Winter Carnival
PTO Roller World night
Student Council
School Improvement Council
Memorial Day and Veterans Day Celebrations
5th Grade Luau
St. Jean's Financial Literacy Program
St. Jean's weekly readers
Kindergarten orientation
PTO sponsored Parent Tea for incoming kindergartners
Chorus
Poetry Power
Aris Sallidas Award
5th Grade School Play
Spring and Winter concerts
GE KnowAtom Volunteers
PTO Facebook page

Areas of need:

- Translation services or full time parent liaison for our increasing non-English speaking families

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Define Priorities and Describe the Strategies/Actions
Define Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to each of the priorities identified. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.
GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.
Identified Area of Need: Effective instruction based on student learning data and school processes data

Priority 1	Common School-Wide Instructional Practices across grade levels
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Strategies/Actions

1. Teachers will be trained and begin implementation of school wide common language and practice for Daily 5:
 - Teachers will participate in a book talk and implement strategies from Daily 5 to enhance time on learning in small group instruction through classroom management techniques
 - Discussion of successful engagement protocols on the Daily 5 will lead to agreed upon common, school-wide instructional practice across all grade levels
 - School administrators will work with teachers to develop a protocol based on the above
2. Teachers will demonstrate proficiency in school-wide common practices related to:
 - Curriculum
 - Classroom Management
 - School Culture

Expected Outcome(s)

- Evidence of Daily 5 application will be visible in all classrooms as well as in student work
- Once a month, during CPT, teachers will bring evidence of Daily 5 use to share
- The School Support Team will meet monthly with new teachers to introduce and educate them on school-wide initiatives.
- Using benchmark testing across content areas, teachers will analyze student data for evidence of effectiveness
- Learning walks will show application of school-wide common practices

Timeline for Actions

- Introduction to Daily 5 in May of 2015
- Reintroduction to Daily 5 in September of 2015
- Each trimester, check on evidence of implementation
- Through School Support Team, CPT, and Professional Development days, implementation will commence in September and will continue throughout the year.

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GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: Student cognitive engagement; Time on learning, based on Student Learning Data and School Perception data

Priority 2

Train and develop teachers to implement questioning techniques in the classroom environment to increase student engagement, academic language, and understanding.

Strategies/Actions

- Administration requested follow-up in-house walkthrough training as a result of a walkthrough in May 2015, lead by Joanne Roy and School Works, which identified lower level questioning techniques as a pattern in many classrooms.
- Use CPT and faculty meetings to train teachers in the use of:
 - ❖ Turn and Talk: give all students the opportunity to process their thinking with a partner before asking for answers
 - ❖ Preparing questions that include higher order thinking by increasing the number of open ended questions, using sentence starters such as “why?”, “to what extent?”, “how do you know?”, and encouraging all students in all grade levels to answer questions in complete sentences
 - ❖ Use wait time: Before calling on a student, count to five in your head before calling on a student to respond
 - ❖ Use cold calling strategies to increase student participation and increase student accountability to the larger group

Expected Outcome(s)

- Each grade level will try one higher order thinking questioning technique, and present the outcome at a faculty meeting
- An increase in student engagement, academic language and understanding will be evident during learning walks
- Students will:
 - ❖ Answer questions in complete sentences
 - ❖ Turn and Talk effectively, using academic language
- Teachers will:
 - ❖ Wait for more than two or three students to raise their hands before anyone answers a question
 - ❖ Group students intently with outcomes in mind
 - ❖ Frame high level questions across all content areas

Timeline for Actions

- September 2015 – June 2016
- September and October 2015 - Analyze data provided by the May 2015 walkthrough
 - November and December 2015 -Use CPT and faculty meetings to have vertical and horizontal grade level understanding of learning walk findings and expectations
 - TBD - Learning walk training for in-house adoption of model

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Appendix A

Implementation Reflection: Please provide a brief description of the implementation of the strategies/actions identified for the priority areas this year. Provide evidence, qualitative and quantitative, to support the identified successes and/or challenges in the implementation.

October Accountability Data Update and Reflections:

February (Mid-Year) Implementation reflections and adjustments (as needed):

To June (End-of-Year) Implementation Reflection: