

# **Lincoln-Thomson**

## **School Improvement Plan**

### **2016-2017**

#### **School Improvement Team**

Mary Foster, Principal  
Colleen McElligott-Liporto, Reading Specialist  
Stacey DeNino, ELA/Math Specialist  
Karen Murphy, Teacher  
Jennifer Stevens, Teacher

#### **School Council Members**

Mary Foster, Principal  
Colleen McElligott-Liporto, Reading Specialist  
Stacey DeNino, ELA/Math Specialist  
Karen Murphy, 4<sup>th</sup> Grade Teacher  
Jennifer Stevens, 3<sup>rd</sup> Grade Teacher  
Christopher Baca, Parent  
Melissa Nolan, Parent  
Amy Burns, Parent  
Cathy Quinones, Parent  
Jackie Trahant, Family and Children's Services of Greater Lynn, Inc.  
Debra Lee Surface, Marketing Manager, St. Jean's Credit Union  
Kelly O'Connor, Director, Gregg Neighborhood House  
Francis Vigeant, CEO – KnowAtom, LLC.

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**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 21<sup>st</sup> 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 4<sup>th</sup> 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**

	2014	2015	2016	2016 District
Kindergarten	47	55	25	1,092
Grade 1	51	51	54	1,356
Grade 2	41	52	46	1,422
Grade 3	47	40	51	1,334
Grade 4	45	48	40	1,267
Grade 5	35	46	45	1,053
<b>Total</b>	<b>266</b>	<b>292</b>	<b>261</b>	<b>7,524</b>

**Teacher Demographic**

	2013	2014	2015	2015 District	2015 State
Teacher Retention	65.0	66.7	71.4	75.9	83.5
Staff Age	2014	2015	2016	2016 District	2016 State
Under 26	5%	4%	5%	7%	6%
26-56	68%	69%	63%	72%	76%
Over 56	27%	27%	32%	21%	18%
Median Yrs Experience	-	13			
% ≥ 10 Yrs Experience	-	53%			

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**Performance Indicators**

	2013	2014	2015	District 2015	State 2015
Student Attendance Rate	95.9	95.8	96.4	93.9	94.9
Absent 10 or more days (%)	27.8	26.7	25.9	38.1	30.5
Chronically Absent (% with < 90%)	8.7	9.2	6.8	19.6	12.3
Student Retention Rate	2.6	4.6	3.4	3.2	1.5
Out-of-School Suspension Rate	0.7	2.2	2.0	8.1	2.9

Percent of students by race and gender

	% of Students				
	2014	2015	2016	2016 District	2016 State
African American	7.1	5.5	5.0	10.1	8.8
Asian	11.7	10.6	10.0	9.1	6.5
Hispanic	43.2	47.9	50.2	58.2	18.6
White	30.5	28.4	27.2	18.3	62.7
Multi-Race	6.8	7.2	7.7	3.9	3.2
Male	51	49	47	52	51
Female	49	51	53	48	49

Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	33.5	33.6	37.2	54.0	19.0
English Language Learner	9.8	13.0	16.9	19.5	9.0
Special Education	6.0	6.2	5.7	15.4	17.2
Economically Disadvantaged	-	41.4	40.2	47.0	27.4

*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:

- Implementation of the Reach for Reading program in grades K-5 incorporates the Six Traits of Writing across the curriculum, phonics, reading comprehension strategies, differentiated instruction, while maximizing the use of the inclusion staff for small group instruction. Additionally, through our partnership with St. Jean's Credit Union, a Financial Literacy program is provided by the volunteer members of St. Jean's. This program continues for grades 4 and 5. Our staff has attended extensive professional development, during the summer and during Professional Learning Times for both the Six Traits of Writing and the Reach for Reading programs.

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- An increase of small group instruction was implemented to better address the needs of individual students by increasing student stamina. Classroom teachers regularly work using an inclusive model with support staff including the ESL teacher, 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 to teachers, 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.
- Data-driven after school targeted instruction takes place weekly.

Curriculum and instruction focuses in math have included:

- Lynn Public Schools adopted GOMath as a resource. Professional development for our staff is provided by the district. Additionally, teacher-created resources are used to address grade level standards.
- Small group instruction that is differentiated and purposeful takes place during math lessons.
- Data-driven after school targeted instruction takes place weekly.
- 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 which recognizes various student achievements and provides 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 use the district designed Science, Technology and Engineering program for grades K-5.
- Using the Six Traits of Writing and the Scientific Method as well as the Engineering Design Process, we continue to produce grade level science writings.

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

- System 44
- Direct phonics instruction
- Imagine Learning
- Mentor/Anchor texts
- Daily 5
- RETELL/SEI 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
- Trimester benchmark assessment

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

- Formative and summative assessments, as well as student work samples and progress monitoring data are analyzed horizontally and vertically, during weekly PLT and monthly faculty 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
- 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
- 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 posted on the Lincoln-Thomson web site at [http://www.lynnschools.org/ourschools\\_thomson.shtml](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 MTEs.

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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.

Vista survey data has supported the following observations and evidence:

AREAS OF STRENGTH:

- Approximately 90% of our staff believes that analyzing data to improve instruction and student learning is performed at a moderate to large extent at our school.
- 75% of teachers agree that they use activities to enable students to apply what they learned in other subjects.

AREAS OF CONCERN:

- Approximately 40% of our staff believes that students are not given the opportunity to express their understanding beyond traditional means.
- Although 67% of our staff are using vocabulary to support students’ understanding of complex text, 33% of our staff do not.

**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).

**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

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schools, middle schools, and 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.

<b>Accountability and Assistance Level: Level 2</b>									
<b>School Percentile: 47</b>									
<b>Cumulative PPI (all students) 65</b>									
<b>Proficiency Gap Narrowing</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2015 Change</b>	<b>2015 Rating</b>	<b>2016</b>	<b>2016 Change</b>	<b>2016 Rating</b>	
<b><u>ELA</u></b>									
<b>CPI</b>	83.3	79.8	81.9	2.1	Improved Below Target	80.9	-1.0	No Change	
<b>SGP</b>	70.5	44	49.5	5.5	Below Target	51	1.5	On Target	
<b>% Advanced</b>	11.0	7.1	6.1	-1.0	Not meeting target	9.8	3.7	Met Target	
<b>% Warning</b>	3.7	7.9	8.4	0.5	Not meeting target	6.8	-1.6	Met Target	
<b><u>Math</u></b>									
<b>CPI</b>	84.4	78.8	81.9	3.1	Improved Below Target	83.0	1.1	No Change	
<b>SGP</b>	69.5	47	57.5	10	On Target	51	-6.5	On Target	
<b>% Advanced</b>	24.3	14.3	16.0	1.7	Met Target	21.2	5.2	Met Target	
<b>% Warning</b>	5.9	8.7	7.6	-1.1	Met Target	3.8	-3.8	Met Target	
<b><u>Science</u></b>									
<b>CPI</b>	95.7	87.9	89.8	1.9	On Target	74.4	-15.4	Declined	
<b>% Advanced</b>	34.0	14.3	22.7	8.4	Met Target	6.7	-16.0	Not meeting target	
<b>% Warning</b>	0.0	0.0	2.3	2.3	Not meeting target	8.9	5.6	Not meeting target	
			<b>2015 SGPA</b>	<b>2015 Target</b>		<b>2016 SGPA</b>	<b>2016 Target</b>		
<b>ELL Proficiency Growth</b>			35	60	Not meeting target	62	60	Met Target	

**Historical Accountability Data**

2012	Level 2	School Percentile:	58 <sup>th</sup> %ile	Annual PPI = 70	Cumulative PPI = 75
2013	Level 1	School Percentile:	68 <sup>th</sup> %ile	Annual PPI = 90	Cumulative PPI = 81
2014	Level 2	School Percentile:	57 <sup>th</sup> %ile	Annual PPI = 25	Cumulative PPI = 59
2015	Level 2	School Percentile:	54 <sup>th</sup> %ile	Annual PPI = 75	Cumulative PPI = 63
2016	Level 2	School Percentile:	47 <sup>th</sup> %ile	Annual PPI = 70	Cumulative PPI = 65

**Early Literacy Results**

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

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Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2016	Spring 2016		School	District
Above/Well Above Avg	4 (17%)	9 (37%)	High	11 (46%)	348 (35%)
Average	7 (29%)	10 (42%)	Moderate	5 (21%)	173 (18%)
Low Average	7 (29%)	1 (4%)	Typical	7 (29%)	218 (22%)
Below Average	3 (13%)	2 (8%)	Low/Declined	1 (4%)	246 (25%)
Well Below Average	3 (13%)	2 (8%)			
<b>CPI</b>	<b>77.1</b>	<b>79.1</b>	<b>Total</b>	<b>24</b>	<b>985</b>

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2016	Spring 2016		School	District
Above/Well Above Avg	8 (16%)	5 (10%)	High	6 (12%)	217 (17%)
Average	14 (27%)	16 (31%)	Moderate	14 (27%)	316 (25%)
Low Average	3 (6%)	6 (12%)	Typical	13 (25%)	393 (31%)
Below Average	5 (10%)	8 (16%)	Low/Declined	18 (35%)	325 (26%)
Well Below Average	21 (41%)	16 (31%)			
<b>CPI</b>	<b>62.7</b>	<b>65.7</b>	<b>Total</b>	<b>51</b>	<b>1,251</b>

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	8 (18%)	5 (12%)	High	3 (7%)	269 (19%)
Average	16 (37%)	20 (47%)	Moderate	14 (33%)	375 (27%)
Low Average	5 (12%)	5 (12%)	Typical	13 (30%)	426 (30%)
Below Average	9 (21%)	6 (14%)	Low/Declined	13 (30%)	331 (24%)
Well Below Average	5 (12%)	7 (16%)			
<b>CPI</b>	<b>77.9</b>	<b>77.9</b>	<b>Total</b>	<b>43</b>	<b>1,401</b>

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	10 (20%)	13 (25%)	High	8 (16%)	179 (15%)
Average	14 (27%)	12 (24%)	Moderate	14 (27%)	283 (23%)
Low Average	10 (20%)	7 (14%)	Typical	20 (39%)	389 (32%)
Below Average	4 (8%)	10 (20%)	Low/Declined	9 (18%)	363 (30%)
Well Below Average	13 (25%)	9 (18%)			
<b>CPI</b>	<b>72.1</b>	<b>73.5</b>	<b>Total</b>	<b>51</b>	<b>1,214</b>



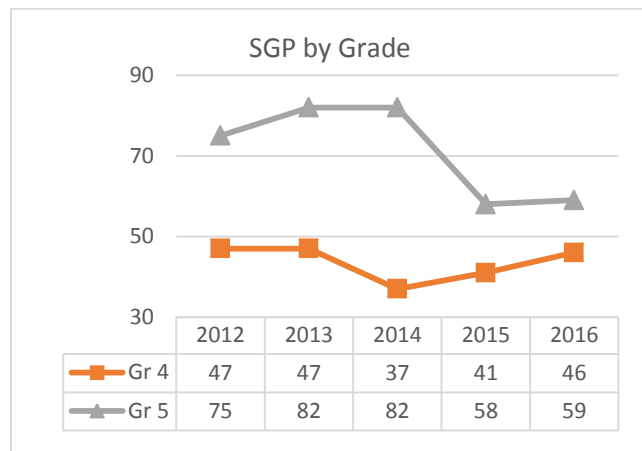
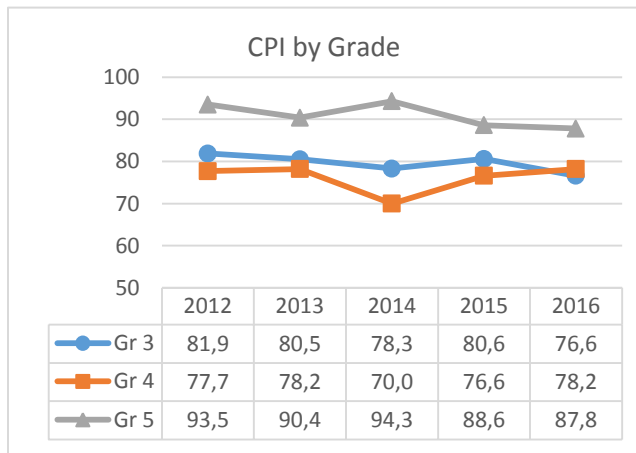
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**Multi-Year MCAS ELA Results – All Students**

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
School 2016	132	10	39	44	7	80.9	51
<b>District 2016</b>	<b>7,581</b>	<b>7</b>	<b>47</b>	<b>31</b>	<b>15</b>	<b>81.0</b>	<b>54</b>

**Multi-Year MCAS ELA CPI Results by GRADE**

**Multi -Year MCAS ELA SGP Results by GRADE**



**PARCC / MCAS ELA 2016 Results by Subgroup**

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	132	10	39	44	7	80.9	51
Students with Disabilities	19	0	11	63	26	52.6	45.5
ELL	14	0	7	50	43	50.0	14
Former ELL	9						
Economically Disadvantaged	58	12	33	48	7	79.3	50.5
Male	61	8	36	46	10	78.3	52
Female	71	11	42	42	4	83.1	50

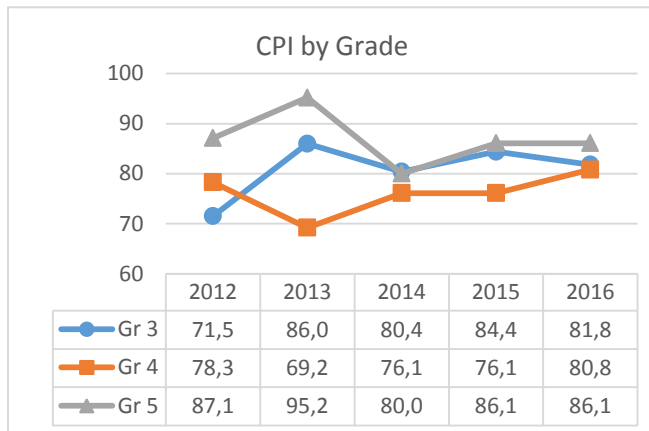
**MATHEMATICS**

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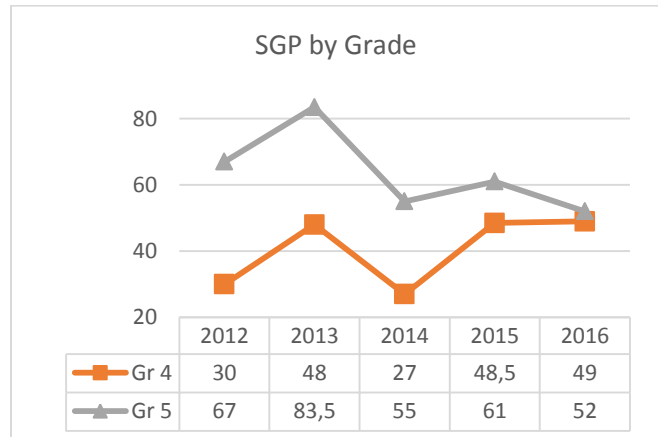
**Multi-Year MCAS Math Results – All Students**

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
School 2016	132	21	39	36	4	83.0	51
<b>District 2016</b>	<b>7,546</b>	<b>15</b>	<b>34</b>	<b>30</b>	<b>21</b>	<b>74.6</b>	<b>50</b>

**Multi -Year MCAS MATH CPI Results by GRADE**



**Multi -Year MCAS MATH SGP Results by GRADE**



**PARCC / MCAS Math 2016 Results by Subgroup**

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	132	21	39	36	4	83.0	51
Students with Disabilities	19	0	42	53	5	72.4	45.5
ELL	14	7	29	57	7	69.6	33
Former ELL	9						
Economically Disadvantaged	58	22	31	43	3	80.6	51
Male	61	23	31	41	5	80.7	52
Female	71	20	45	32	3	84.9	49.5

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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
School 2016	45	7	33	51	9	74.4
District 2016 (Grade 5)	1,044	9	27	45	18	72.7
State 2016 (Grade 5)	69,681	16	31	38	14	76.4

**MCAS STE 2016 Results by Subgroup**

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	45	7	33	51	9	74.4
Students with Disabilities	6					
ELL	1					
Former ELL	5					
Economically Disadvantaged	21	0	29	57	14	69.0
Male	23	9	48	39	4	80.4
Female	22	5	18	64	14	68.2

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**ACCESS for ELLs 3-Year Results on Overall Score.**

Proficiency Level	2014 ELL Students		2015 ELL Students		2016 ELL Students	
	#	%	#	%	#	%
Entering	6	21%	12	29%	10	23%
Emerging	2	7%	7	17%	5	11%
Developing	12	43%	10	24%	12	27%
Expanding	4	14%	6	15%	12	27%
Bridging	4	14%	5	12%	4	9%
Reaching	0	0%	1	2%	1	2%
<b>Total</b>	<b>28</b>		<b>41</b>		<b>44</b>	

**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%
2016	18	56%	6	19%	8	25%

**ACCESS for ELLs change in proficiency level**

2015 ACCESS Proficiency Levels	2016 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	3 (25%)	2 (17%)	6 (50%)	1 (8%)		
Emerging			5 (71%)	2 (29%)		
Developing			1 (10%)	5 (50%)	3 (30%)	1 (10%)
Expanding				3 (75%)	1 (25%)	
Bridging						
<b>Total (33)</b>	<b>3</b>	<b>2</b>	<b>12</b>	<b>11</b>	<b>4</b>	<b>1</b>

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<b>Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)</b>
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.
<b>Indicator 1: Aligned and Consistently Delivered Curriculum:</b> 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"> <li>• Instructional staff accesses and "unpacks" standards so that they have a working knowledge of proficiency (Lesson progressions through Professional Learning Time)</li> <li>• The district/school provides teachers curriculum maps/pacing guides aligned to the CCSS and Massachusetts Curriculum Frameworks for ELA/Literacy, Mathematics and Science.</li> <li>• 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)</li> <li>• 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)</li> <li>• Instructional staff engages in regular discussions of student learning expectations horizontally and vertically(with colleagues-weekly PLT/faculty meetings)</li> <li>• Instructional materials (Go Math!, Reading A to Z, Anchor Comprehension, Six Traits of Writing, System 44, Imagine Learning, and First in Math)</li> </ul>
<p>Areas of Need:</p> <ul style="list-style-type: none"> <li>• Professional development on data-driven tiered instruction focusing on both summative and formative assessments.</li> <li>• Computer lab to house a full class of students to enable them to access and interact with all forms of technology and master basic keyboarding skills impacting college and career readiness in accordance with the Common Core State Standards.</li> </ul>
<b>Indicator 2: Effective Instruction:</b> 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"> <li>• Instructional practices include explicit teaching of reading comprehension, close reading strategies, anchor charts, Six Traits of Writing, Reach for Reading, and both formative and summative assessments.</li> <li>• Lessons contain rigorous, embedded learning objectives and criteria for success, written in student friendly language, that reflect high expectations and student learning outcomes.</li> <li>• 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>)</li> <li>• Instruction aligns with student learning needs that have been identified through the use of district common measures for screening and formative assessment. (<i>Assessment and Tiered Instruction.</i>)</li> </ul>
<p>Areas of Need:</p> <ul style="list-style-type: none"> <li>• Due to personnel changes, we anticipate the need to train new members of our team through the use of PLT, district coaches, observations, peer observations, mentoring, and common dialogue.</li> <li>• Strengthening effective small group instruction.</li> <li>• Implement higher level questioning strategies/higher order thinking skills.</li> <li>• Vertical alignment and collaboration for all staff.</li> <li>• Technology teacher to implement necessary computer skills.</li> <li>• Additional support staff in both ESL and SPED to provide support for our increasing enrollment of diverse learners.</li> </ul>

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<b>Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)</b>
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.
<b>Indicator 3: Data-based Decision-Making:</b> 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.
<p>Strengths:</p> <ul style="list-style-type: none"> <li>• Formative and benchmark assessments are used to drive instruction, reteach, develop tiered instruction, and provide data for curriculum support and extended day to identified students.</li> <li>• Professional Learning Times are often used to look horizontally and vertically at local and state data, and student data (academic, social, emotional).</li> <li>• Data-driven PLT and faculty meetings.</li> <li>• Progress monitoring students both monthly and bi-monthly via SPS System.</li> <li>• Instructional staff receives PD and supports to help in developing assessments, analyzing assessment data, and drawing meaningful conclusions from results.</li> <li>• Instructional staff works collaboratively to review data from common assessments. This data drives our instruction.</li> <li>• Students receive constructive and timely feedback in all areas of the curriculum.</li> </ul>
<p>Areas of need:</p> <ul style="list-style-type: none"> <li>• Instructional staff must intently embed formative assessments in daily classroom practice and use results to target and modify instruction.</li> <li>• At PLT, we will continue to assess relevant data to drive our instruction and student learning outcomes.</li> </ul>
<b>Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)</b>
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.
<b>Indicator 4: Professional Development:</b> 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>Strengths:</p> <ul style="list-style-type: none"> <li>• 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 (Six Traits of Writing across the curriculum, Reach for Reading, District Science Program, Math)</li> <li>• PD is embedded as an integral part of daily routines (for example, through in-house weekly PLT, monthly faculty meetings, and district offered PD)</li> <li>• Vertical teams embedded in the school take active roles in promoting, creating, and leading PD, leveraging internal expertise.</li> </ul>
<p>Areas of need:</p> <ul style="list-style-type: none"> <li>• Technology training for instruction and data analysis.</li> <li>• Accessibility to in-house district math and ELA coaches.</li> <li>• Professional Development in NGSS aligned to the common core.</li> <li>• Social Studies curriculum material</li> </ul>
<b>Indicator 5: Structures for Collaboration:</b> The school has structures for regular, frequent collaboration to improve

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implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.

**Strengths:**

- All staff access relevant PD (both voluntary and required PD) that is tied to specific professional learning goals and district initiatives.
- Time is built into the school schedule for staff collaboration (PLT, faculty meetings)
- School Support Team and mentors for all new teachers (new-to-position and new-to-building)
- Systems and protocols are in place to guide collaborative discussions (Norms of Collaboration, data driven decision making, PLT agendas)

**Areas of need:**

- In-house opportunities and protocol in place for peer collaboration and observation.
- In-district targeted content area support

**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.

**Strengths:**

- Professional Learning Time
- Fully inclusive support staff
- Protocol to determine supports needed
- Faculty regularly monitors 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
- Teachers provide extra-help to support students in areas of concern (after school)
- Extended Learning Time – skill based extra support in Math and ELA

**Areas of need:**

- Technology teacher to implement necessary computer skills.
- Additional support staff in both ESL and SPED to provide support for our increasing enrollment of diverse learners.

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.

- School leaders and staff create a safe and supportive learning environment through clearly established safety and 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, and content vocabulary.
- 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

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- 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.
  - Our school social worker runs a 5 week family support program, provides small social skills groups with students, and works collaboratively with teachers to meet the needs of identified students.

Areas of need:

Due to an increase in students' social, emotional, and health needs, we need an increase in:

- SAC and full time Social Worker

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 Winter Carnival  
 PTO Roller World night  
 Student Council  
 School Improvement Council  
 Memorial Day and Veterans Day Celebrations  
 5<sup>th</sup> Grade Luau  
 St. Jean's Financial Literacy Program  
 St. Jean's weekly readers  
 Kindergarten orientation  
 PTO sponsored Parent Tea for incoming kindergarten parents  
 Chorus  
 Poetry Power  
 5<sup>th</sup> Grade School Play  
 Spring and Winter concerts  
 PTO Facebook page  
 Families Supporting Student Success

Areas of need:

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



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Effective School leadership. The school takes action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission/vision and set of goals. Clear systems, structures, and procedures guide daily routines and school programs.

**Indicator 9: School leaders convey clear, high expectations for all stakeholders and ensure that the school-wide focus remains on established academic goals and school priorities. Communication between the leadership team and staff is fluid, frequent, and open to ensure an inclusive, transparent decision-making across the organization.**

Strengths:

- PLT addressing school and district initiatives.
- Vertical alignment teams at monthly faculty meetings to ensure teacher input in decision-making and planning for the school.
- “Mary’s Messages” - Principal’s message including all pertinent district and school information for faculty.
- High expectations are conveyed frequently via face-to-face conversation, memos, and scheduling through Outlook calendar.
- Frequent constructive feedback provided.

Areas of need:

- Coverage for leadership meetings.
- Updated Lincoln-Thomson Teacher’s Handbook.
- Copier/Printer/fax in Principal’s office for ease of communication.
- New printers throughout the school.

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<b>Define Priorities and Describe the Strategies/Actions</b>
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.
<b>GOAL: To meet or exceed all local and state accountability targets, in achievement and growth in English Language Arts, Mathematics, and Science in the aggregate and all subgroups.</b>
<b>Identified Area of Need: Effective instruction based on student learning data and school processes data</b>
<b>Alignment to District Priority(s): District Priority Area 3</b>

**Priority 1**

Common School-Wide Instructional Practices Across Grade Levels
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**Strategies/  
Actions**

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Teachers will identify and create lessons for behavioral expectations within the classroom.</li> <li>2. Teachers will teach “Whole Body Listening” lessons using the book <i>Listening Larry</i>.</li> <li>3. Teachers will incorporate the Six Step model for vocabulary instruction.</li> <li>4. Teachers will collaborate in the creation and implementation of school-wide common practices related to: <ul style="list-style-type: none"> <li>• Curriculum, Instruction, Assessment and Data Analysis</li> <li>• Classroom management</li> <li>• School culture</li> </ul> </li> </ol> |
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**Expected  
Outcome(s)**

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Students will exhibit behavior expectations such as Responsibility, Ownership, Attitude and Respect (ROAR).</li> <li>• Students will exhibit “Whole Body Listening” during school.</li> <li>• Students will use academic language and content vocabulary to engage in meaningful discussions across the curriculum.</li> <li>• Vertical alignment teams will meet to identify curriculum/instruction/student learning outcomes.</li> <li>• Using benchmark testing across content areas, teachers will analyze student data for evidence of effectiveness.</li> <li>• School support team will meet monthly with new teachers to introduce and educate them on school-wide initiatives.</li> </ul> |
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**Timeline  
for Actions**

September 2016 – June 2017, Monthly check-ins at faculty meetings, weekly PLT, and Principal walk-throughs.
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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: Using data to inform our instruction**

**Alignment to District Priority(s): District Priority Area 2**

**Priority 2** Teachers will create and use formative assessments to make instructional decisions to improve teacher practice and student achievement.

**Strategies/Actions**

1. Teachers will use formative assessments across curriculum areas.
2. Teachers will use PLT and faculty meetings to collectively design formative assessments that are aligned to the concepts and skills being taught.
3. Teachers will use PLT and faculty meetings to increase the use of data literacy skills as it pertains to formative assessments.

**Expected Outcome(s)**

- Student success/achievement will improve/increase across the curriculum areas.
- Students will use feedback from formative assessments to take ownership of their own learning.
- Students will meet with teachers for a re-teaching of skills and concepts.

**Timeline for Actions**

September 2016 – June 2017, Monthly check-ins at faculty meetings, weekly PLT and Principal walk-throughs.

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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:

Science – Unit 1 assessment results: Gr 2 Rm 1 – 85%, Rm 3 - 100%. Gr 3 Rm 2 – 67%, Rm 4 – 85%, Gr 4 Rm 7 – 76%, Rm 9 – 77%, Gr 5 Rm 8 – 90%, Rm 10 – 91%.

Math – October EOU assessment results: K – 79%, 1 – 81%, 2 – 55%, 3 – 87%, 4 – 63%, 5 – 81%

ELA – DIBELS *Progress Monitoring Data* shows a continued concern in the area of those students at “Inadequate progress” in K and 1, primarily for our ELL students.

We are focusing on the use of formative assessments as a means to guide instruction and improve practice as well as student achievement.

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

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