

School Improvement Plan

School Year 2018-2019

School: Abraham Lincoln School

Principal: Lina DeJesus

Assistant Principals: Alexander Pella/Crystal Burt

Section 1. Set goals aligned to the District Plan:

- 100% of teachers will facilitate the learning growth of their students so that 80% of their students achieve their projected scaled score based on the Reading (and) Math STAR assessment by EOY.
- 100% of K-1 teachers will facilitate the learning of their students so they will realize a 40% reduction in students not meeting benchmark in K and 1 in DIBELS
- Chronic absenteeism will improve by 5% from 13% (Historic) to 12% (MCAS attendance target).
- 75% of staff will implement with fidelity the Lincoln PBIS plan by the end of Year 2 with evidence of key metrics and initial PBIS system as measured by the Tiered Fidelity Inventory (TFI) Report. (**50% in Yr. 1, 75% in Yr. 2, 100% in Yr. 3)
- 80% of parents/guardians will engage in school events in order to educate and empower as measured by attendance and family surveys.

*MCAS

	SY17-18 (Historical)			SY18-19 (Goals)		
	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP
MCAS 2.0 Data ~ Grade 3-4-5						
ELA	39%	494.8	45.2			
Math	37%	493.1	60.2			

GOAL 1: 100% of teachers will facilitate the learning growth of their students so that 80% of their students achieve their projected scaled score based on the Reading (and) Math STAR assessment by EOY.

***This chart is the STAR ELA and Math 2018-2019 BOY data and goals that are TBD**

		BOY 18-19 (Historical)			EOY 18-19 (Goals)		
		% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP
STAR Data ~ Grade 2-3-4-5							
ELA	Grade 2 – 35%	Grade 2 – 202		Grade 2 –	Grade 2 –	Grade 2 –	
	Grade 3 – 33%	Grade 3 – 334		Grade 3 –	Grade 3 –	Grade 3 –	
	Grade 4 – 23%	Grade 4 – 421		Grade 4 –	Grade 4 –	Grade 4 –	
	Grade 5 – 31%	Grade 5 – 556		Grade 5 –	Grade 5 –	Grade 5 –	
Math	Grade 2 – 23%	Grade 2 – 390		Grade 2 –	Grade 2 –	Grade 2 –	
	Grade 3 – 38%	Grade 3 – 516		Grade 3 –	Grade 3 –	Grade 3 –	
	Grade 4 – 36%	Grade 4 – 593		Grade 4 –	Grade 4 –	Grade 4 –	
	Grade 5 – 26%	Grade 5 – 667		Grade 5 –	Grade 5 –	Grade 5 –	

GOAL 2: 100% of K-1 teachers will facilitate the learning of their students so they will realize a 40% reduction in students not meeting benchmark in K and 1 in DIBELS

***2018-2019 Goal is based on 40% reduction in students not meeting benchmark in K and 1 in DIBELS**

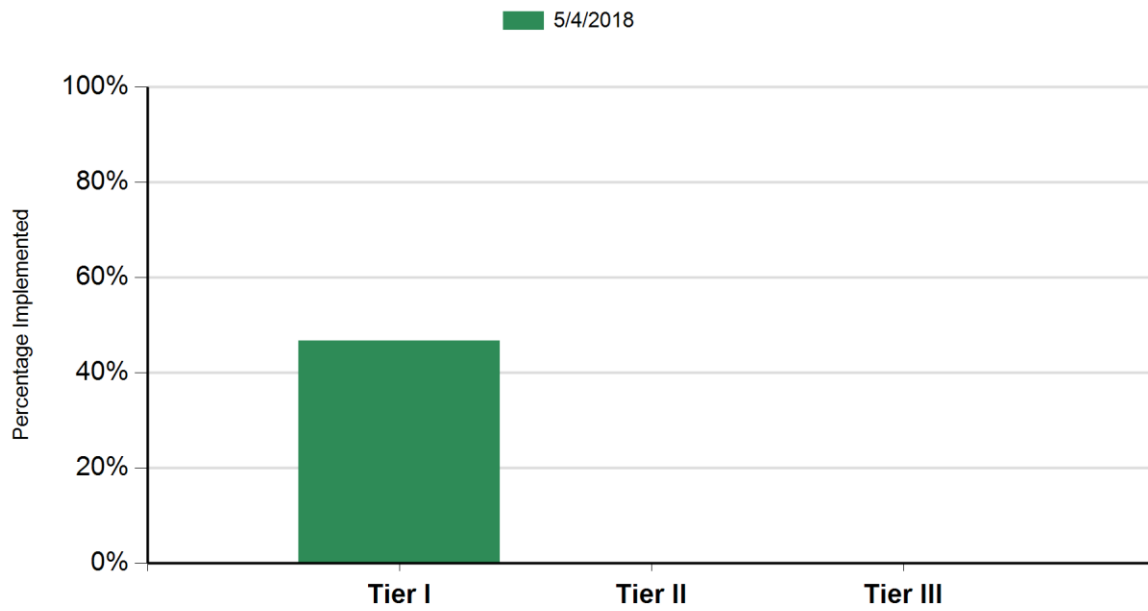
		BOY 18-19 (Historical)			EOY 18-19 (Goals)		
		% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations		% of students Meeting or Exceeding Expectations	Actual EOY % of students Meeting Expectations	Met Goal Yes/No
DIBELS Data ~ Grade K-1							
DIBEL Composite Score	Grade K – 44% Grade 1 – 57%	Grade K – 56% Grade 1 – 43%			Grade K – 66% Grade 1 – 74%	Grade K – TBD Grade 1 – TBD	Grade K-TBD Grade 1-TBD

Goal 3: Chronic absenteeism will improve by 5% from 13% (Historic) to 12% (MCAS attendance target).

Chronic absenteeism - Non-high school							
About the Data							
Group	2017 Rate (%)	2018 Rate (%)	Change	Target	N	Points	Reason
All Students	13.9	13.3	0.6	12.0	609	2	Improved Below Target
Lowest Performing	6.8	5.2	1.6	2.1	58	2	Improved Below Target
High needs	15.5	14.7	0.8	13.2	502	2	Improved Below Target
Econ. Disadvantaged	16.9	15.8	1.1	14.5	399	2	Improved Below Target
EL and Former EL	13.2	12.2	1.0	9.5	131	2	Improved Below Target
Students w/disabilities	18.1	11.5	6.6	13.8	87	4	Exceeded Target
Asian	-	-	-	-	3	-	-
Afr. Amer./Black	10.3	18.2	-7.9	6.4	55	0	Declined
Hispanic/Latino	17.6	17.4	0.2	14.2	207	2	Improved Below Target
Multi-race, Non-Hisp./Lat.	17.4	18.9	-1.5	15.5	37	0	Declined

Goal 4: 75% (Increase of 28% on inventory) of staff will implement with fidelity the Lincoln PBIS plan by the end of Year/tier 2 with evidence of key metrics and initial PBIS system as measured by the Tiered Fidelity Inventory (TFI) Report. (50% in Yr. 1, 75% in Yr. 2, 100% in Yr. 3)**

**School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Abraham Lincoln
5/4/2018**

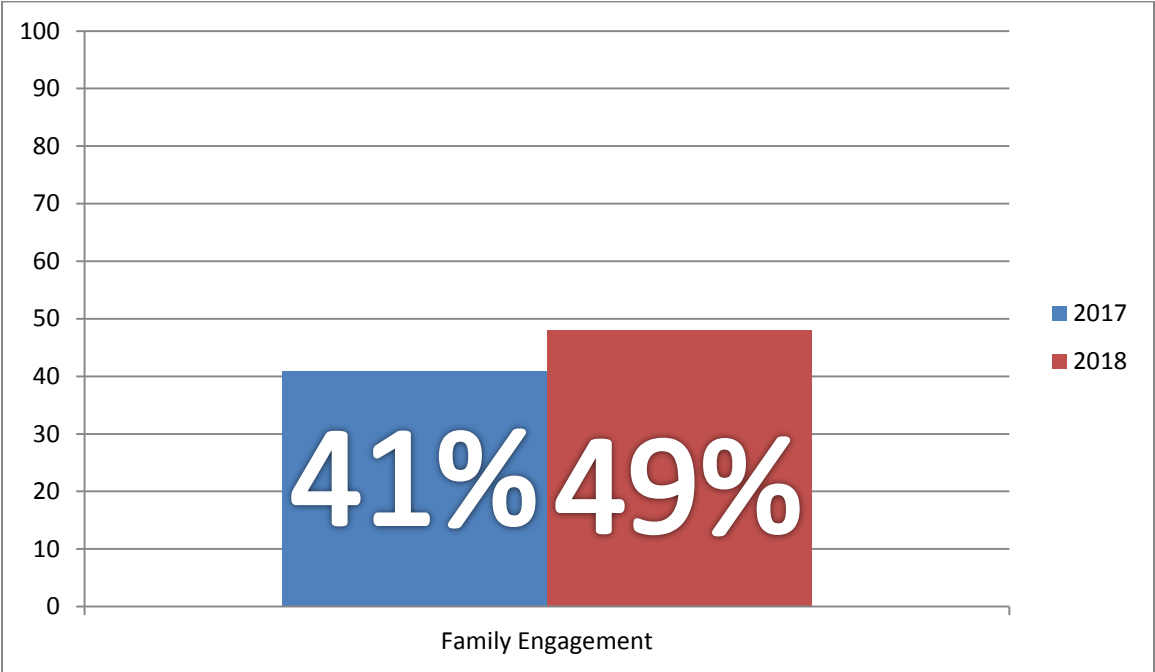


Date Completed	Total Percentage
5/4/2018	47%

The TFI is a survey annually to assess the extent to which school personnel apply the core features of SWPBIS at all three tiers – either individually or collectively. Teams may take the TFI for a variety of purposes including:

- An initial assessment to determine if they are using, or need, SWPBIS
- A guide for implementation of Tier I, Tier II, and/or Tier III practices
- An index of sustained SWPBIS implementation
- A metric for identifying schools for recognition within their state implementation efforts

Goal 5: 80% of parents/guardians will engage in school events in order to educate and empower as measured by attendance and family surveys.



2018 Family Survey (209 participants)

Parent Enjoyment 2017-41%
Parent Engagement 2018-48%

Greatest increase overall

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

(a) What progress did your school make last year?
2018 Academic Data (MCAS, STAR, DIBELS, etc.):

***This chart is historic 2017-2018 BOY data and goals based on 2017-2018 SIP Goals of 40% reduction of students not proficient and advanced**

		BOY 17-18 (Historical)		EOY 17-18 (Goals)			
		% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP	% of students Meeting or Exceeding Expectations	Actual (EOY)	Met Goal Yes/No
STAR Data ~ Grade 2-3-4-5							
ELA	Grade 2 – 21%	Grade 2 – 198		Grade 2 – 53%	Grade 2 – 33%	Grade 2 – No	
	Grade 3 – 24%	Grade 3 – 327		Grade 3 – 54%	Grade 3 – 29%	Grade 3 – No	
	Grade 4 – 39%	Grade 4 – 454		Grade 4 – 63%	Grade 4 – 65%	Grade 4 – Yes	
	Grade 5 – 32%	Grade 5 – 525		Grade 5 – 59%	Grade 5 – 41%	Grade 5 – No	
Math	Grade 2 – 23%	Grade 2 – 399		Grade 2 – 54%	Grade 2 – 30%	Grade 2 – No	
	Grade 3 – 21%	Grade 3 – 506		Grade 3 – 53%	Grade 3 – 38%	Grade 3 – No	
	Grade 4 – 17%	Grade 4 – 595		Grade 4 – 50%	Grade 4 – 43%	Grade 4 – No	
	Grade 5 – 22%	Grade 5 – 667		Grade 5 – 53%	Grade 5 – 36%	Grade 5 – No	

***This is historic 2017-2018 BOY data and goals based on 2017-2018 SIP Goals of 40% reduction of students not proficient and advanced**

		BOY 17-18 (Historical)		EOY 17-18 (Goals)		
		% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations	% of students Meeting or Exceeding Expectations	Actual EOY % of students Meeting Expectations	Met Goal Yes/No
DIBELS Data ~ Grade K-1						
DIBEL Composit eScore	Grade K – 48%	Grade K – 52%		Grade K – 67%	Grade K – 83%	Grade K-Yes
	Grade 1 – 55%	Grade 1 – 45%		Grade 1 – 73%	Grade 1 – 76%	Grade 1-Yes

Lincoln Elementary ~ STAR ELA 2016 to 2017 to 2018 BOY Comparison				
Three year comparison shows progression to proficiency.				
Teacher	Level	BOY 2016 (N)	BOY 2017 (N)	BOY 2018
	GRADE 2	5	2	0
		4	19	41
		3	28	39
				N/A

	2	57	48	77
	1	3	0	0

Teacher	Level	BOY 2016 (N)	BOY 2017 (N)	BOY 2018
GRADE 3	5	0	0	1
	4	43	28	36
	3	42	37	N/A
	2	41	26	62
	1	28	23	14

Teacher	Level	BOY 2016 (N)	BOY 2017 (N)	BOY 2018
GRADE 4	5	0	0	1
	4	29	54	23
	3	44	39	N/A
	2	33	25	68
	1	28	15	12

Teacher	Level	BOY 2016 (N)	BOY 2017 (N)	BOY 2018
GRADE 5	5	0	1	1
	4	19	40	35
	3	47	41	N/A
	2	34	36	64
	1	13	7	15

DIBELS- 2017-2018

***Strong gains from BOY to MOY**

Grade Level	BOY %	MOY %	Difference BOY to MOY	EOY	Difference BOY to EOY
K	R: 34% Y: 18% G: 24% B:24%	R: 18% Y: 19% G: 29% B: 34%	-16% +1% +5% +10%	R: 8% Y: 9% G: 48% B:35%	-26% -9% +24 +11
Grade 1	R: 29% Y: 16% G: 18% B: 37%	R: 22% Y: 14% G: 22% B: 42%	-7% -2% +4% +5%	R: 16% Y: 8% G: 30% B:46%	-13% -8% +12% +9%
Grade 2	R: 13% Y: 9% G: 28% B: 50%	R: 10% Y: 14% G: 32% B: 46%	-3% +5% +4% -16%	R: 12% Y: 11% G: 32% B:45%	-1% +2% +4% -5%

Behavioral Data:**PBIS Academy Cohort Yr. 1****2017-18 Tiered Fidelity Inventory (TFI) Report conducted by Todd Miller- PBIS Academy Cohort Yr. 1**

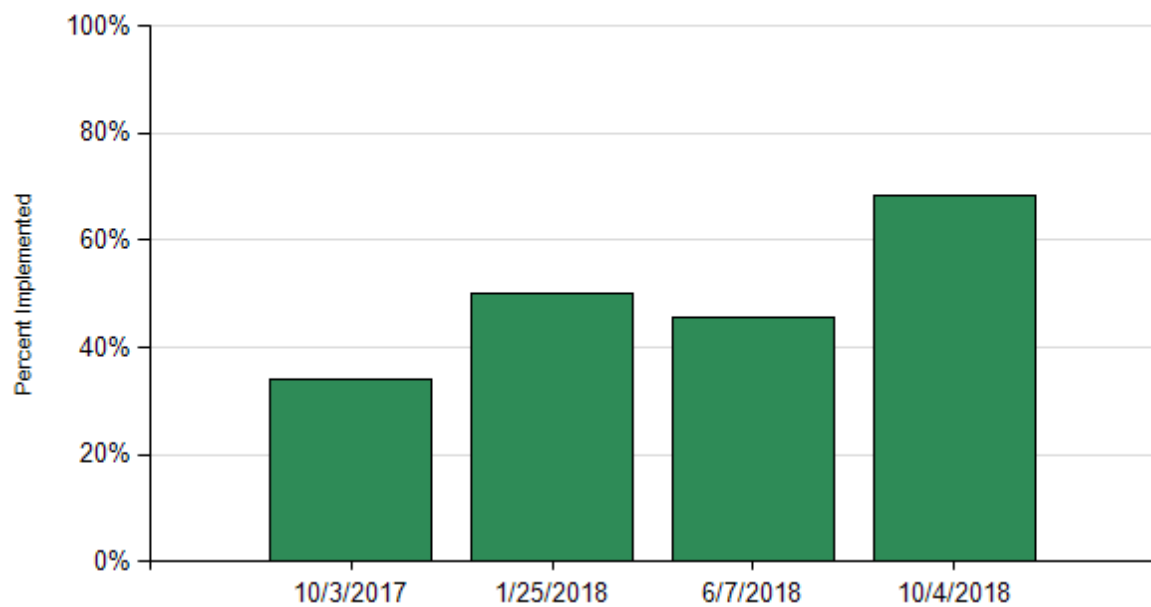
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	1.1 Team Composition	2	Next steps: Consider more teachers from across grade level; Add parents	Admin	August
	1.2 Team Operating Procedures	1	Next steps: PBIS team *Full year calendar with dates, agenda, roles, and norms *Meet during staff meetings or grade level meetings schoolwide	Admin	August
Implementation	1.3 Behavioral Expectations	1	Next steps: Revise the matrix, admin approval to recreate the posters, and roll out to staff/students	Admin	August January (review)
	1.4 Teaching Expectations	0	Next steps: PBIS team will create lesson plans for non-classroom environments (hallways, cafeteria, bathroom, arrival/dismissal, recess, specialists in rm.) around the matrix. *Teachers to roll out at BOY, review MOY, and revisit at EOY	PBIS Team	August January May
	1.5 Problem Behavior Definitions	2	Add to PBIS handbook for review **Use Scenarios to check for understanding minor vs. Major at PD	PBIS team	August/ January
	1.6 Discipline Policies	1	Next steps: review	PBIS team	ongoing
	1.7 Professional Development	1	PD topics: Check with admin for priority topics *matrix with lesson plans for expected behaviors *office referrals	PBIS team & Admin	August PD October PD January PD

			and discipline procedures *Acknowledgement system (schoolwide ticket system, positive referrals, shout outs to staff) *Understanding the function of behaviors *Zones of Regulation *Punishment vs. reinforcements using scenarios		
	1.8 Classroom Procedures	0	Next steps: Classroom teachers will explicitly teach classroom procedures and behavior expectations first 4 weeks and ongoing review of these procedures and behavior expectations throughout the school year.	Classroom teachers	August PD Ongoing
	1.9 Feedback and Acknowledgment	0	Feedback: Morning announcements to provide PBIS messages and review of behavior expectations; Awards/certificates for recognition; schoolwide school spirit Acknowledgements: Staff shout outs, positive office referrals, monthly assemblies, tickets to fill classroom jars and schoolwide ticket tank	Admin & Teachers	Ongoing
	1.10 Faculty Involvement	1	Next steps: Share out the office referral forms and data from this year; more opportunity to share out PBIS information	PBIS team & Admin	Ongoing
	1.11 Student/Family/Community Involvement	0	Next steps: Revised matrix on website; add a PBIS message to monthly newsletter; possible presentation at open house or PTO event	Tech person & PTO	Ongoing

	1.12 Discipline Data	2	Review monthly with PBIS team and share out at Staff Meetings	Admin PBIS Team	Monthly PBIS meetings
Evaluation	1.13 Data-based Decision Making	1	Next steps: Share out the office referral forms and data to make decisions on next steps **Add clerk training to input SWIS data.	Admin SACS	Monthly
	1.14 Fidelity Data	2	Annual reporting	Todd Miller	Yearly
	1.15 Annual Evaluation	0	Year 1-Training year 2017-18 Year 2-Implementation 2018-19	Todd Miller	Yearly

PBIS Team Implementation Checklist Yr. 1+2 conducted by PBIS team

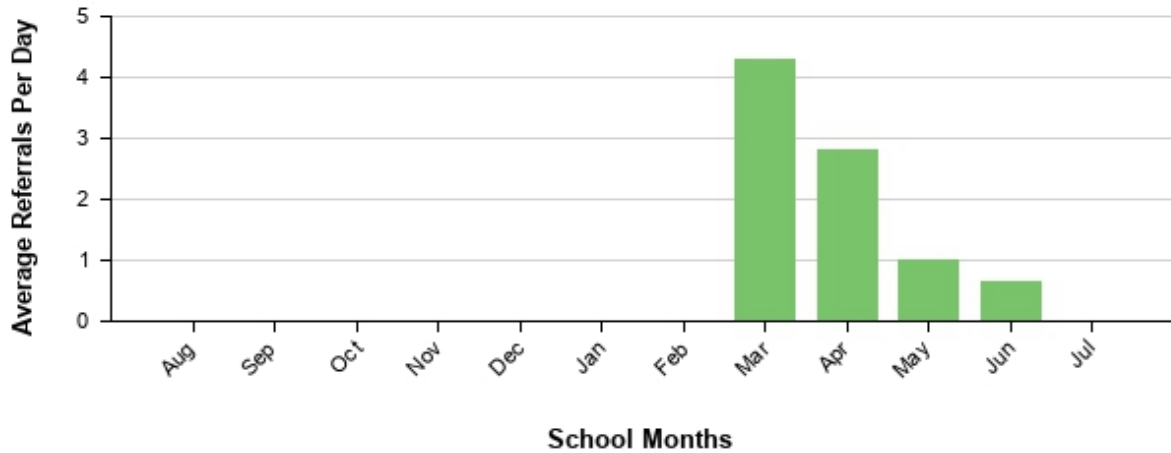
**Team Implementation Checklist - Total Score
Abraham Lincoln
10/3/2017 - 10/4/2018**



SWIS DATA-Major Office Referral 2017-18

Average Referrals Per Day Per Month

All, 2017-18



Attendance Data:

Family Engagement Data:

(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?**

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 struggle 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

MCAS data found that Lincoln Students grades K-5 continued to struggle with the following

Grade 3:

ELA

- ❖ L.3.05 - Determine the meaning of a word in context (-15)
- ❖ R.1.01 - Use evidence to demonstrate understanding of the passage (-16)
- ❖ R.1.01 - Identify information and choose supporting evidence from the article (-16)

Math

- ❖ 3.MD.B.04 - Interpret a line plot with data in whole numbers and mixed numbers (-15)
- ❖ 3.NBT.A.01 - Determine which expression with rounded numbers will give the best estimate when adding two whole numbers. (-20)
- ❖ 3.NBT.A.03 - Solve a word problem by multiplying a one-digit whole number by a two-digit multiple of ten. (-16)

Grade 4:

ELA

- ❖ L.3.04 - Determine the meaning of a word used in a passage (-10)
- ❖ R.2.04 - Determine the meaning of a work in context (-16)
- ❖ R3.08 - Identify a point an author makes and evidence from the article used to support it. (-13)

Math

- ❖ 4.G.A.03 - Identify a shape that has more than one line of symmetry (-25)
- ❖ 4.NBT.B.04 - Subtract a four-digit whole number from another four-digit number (-19)
- ❖ 4.NF.C.07 - Compare decimals to hundredths using $<$, $>$, or $=$. (-17)

Grade 5:

ELA

- ❖ R.1.01 - Describe an individual's feeling and choose evidence that best supports the description (-13)
- ❖ R.1.01 - Use descriptive language to identify what is suggested about a topic. (-18)
- ❖ L.3.04 - Determine the meaning of a word in context (-11)

Math

- ❖ 5.MD.A.01 - Convert from yards to feet (-16)
- ❖ 5.MD.B.02 - Complete a line plot with whole number and mixed number labels (-17)
- ❖ 5.NBT.A.03 - Write a decimal to hundredths in both written and expanded forms. (-17)

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

Initiative 1: ELA



Team Members: Lina DeJesus, Crystal Burt, Alexander Pella, Lincoln SILT

Final Outcomes

Teacher Practice Goals

- 100% of teachers will facilitate the learning growth of their students so that 80% of their students achieve their projected scaled score based on the Reading STAR assessment by EOY.
- 100% of K-1 teachers will facilitate the learning of their students so they will realize a 40% reduction in students not meeting benchmark in K and 1 in DIBELS

Student Learning Goals

- **From BOY to MOY 80%** of my students will achieve a minimum of 50% of their projected scaled score based on the Reading STAR assessment.
- **From BOY to EOY 80%** of my students will meet their projected scaled score based on the Reading STAR assessment.
- From BOY to MOY student growth will meet or exceed the medium SGP of 50.
- From MOY to EOY student growth will meet or exceed the medium SGP of 50.

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:

- 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
- 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
- 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
- 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.
- Teacher will focus on individual goals for students on the STAR assessment.

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 , 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 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.

Key Milestones:

Feb. 1:

➤ Continue ELA focused

May 1:

➤ Continue all

<ul style="list-style-type: none"> ➤ <u>Nov. 1:</u> ➤ ➤ 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 2018/19 ELA standards. ➤ SEI strategies incorporated into the ELA Curriculum Units of Study. ➤ MCAS 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 content knowledge, instructional practice, coaching methods, and data and analysis. ➤ Use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning. 	<p>Learning Walks in all buildings.</p> <ul style="list-style-type: none"> ➤ 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 2018 ELA standards. ➤ Continue to analyze MCAS data, STAR and formative assessment data. ➤ Collect and analyze STAR ELA MOY data. ➤ Continue to focus work with the TLSs and to build capacity in content knowledge, instructional practice, coaching methods, and data and analysis. ➤ Continue to use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning 	<p>initiatives and Professional Development as need.</p> <ul style="list-style-type: none"> ➤ Collect and analyze STAR Math EOY data. ➤ Analyze which students hit their projected scale scores.
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➤ Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<u>ELA Learning Walks:</u>										
Continue ELA Focused Learning Walks in all buildings with TLS and Principals	X	X	X	X	X	X	X	X	X	X
<u>Professional Development</u>										

Elementary Admin/District Supports										
Continue to refine and utilize the “Looking at Student Work Protocol.”	X	X	X	X	X	X	X	X	X	X
Reading Specialists, TLSs, and Principals in support of the RTI Model	X	X	X	X	X	X	X	X	X	X
Use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning.	X	X	X	X	X	X	X	X	X	X
Focused work will be done with TLSs and to build capacity in content knowledge instructional practice coaching methods and data and analysis.	X	X	X	X	X	X	X	X	X	X
<u>Curriculum</u>										
Writing to support the Writing Reference Guides										
ELL Strategies incorporated into the ELA Curriculum Units of Study										
<u>DATA</u>										
Data Collect Narrative, Opinion/Argumentative, and Research Simulation Data in accordance with the Data and Assessment Map										
MCAS Data Collection and Review Collect final public MCAS 2018										
Collect STAR ELA BOY,										

MOY, and EOY Data										
Collect DIBELS BOY, MOY, and EOY										

Initiative 2: Math



Team Members: Lina DeJesus, Crystal Burt, Alexander Pella, SILT

Final Outcomes

Teacher Practice Goals

- 100% of teachers will facilitate the learning growth of their students so that 80% of their students achieve their projected scaled score based on the Math STAR assessment by EOY.
- 100% of K-1 teachers will facilitate the learning of their students so they will realize a 40% reduction in students not meeting benchmark in classroom math assessments

Student Learning Goals

- **From BOY to MOY 80%** of my students will achieve a minimum of 50% of their projected scaled score based on the Math assessment.
- **From BOY to EOY 80%** of my students will meet their projected scaled score based on the Math STAR assessment.
- From BOY to MOY student growth will meet or exceed the medium SGP of 50.
- From MOY to EOY student growth will meet or exceed the medium SGP of 50.

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 building leadership:

- Principals will provide feedback that emphasizes the connection between planning, instruction, and 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.

<p>Key Milestones: <u>Nov. 1:</u> ➤ <u>Nov. 1:</u> ➤ 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 Math 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</p>	<p><u>Feb. 1:</u> ➤ 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 math 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</p>	<p><u>May 1:</u> ➤ 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 Math standards. ➤ Analyze and identify priority standards based on STAR EOY data to plan intervention groups</p>
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	
<u>Curriculum</u>										
1. Provide teachers with revised Math Curriculum Maps and Scope & Sequences aligned to math MA.	X	x	X	X	X	X	X	X	X	
2. Check in to ensure standards are being covered in accordance with district maps.	X	X	X	X	X	X	X	X	X	
<u>Assessment & Data</u>										
1. Administer Math STAR testing	X	X			X	X		X	X	
2. Administer Envision Topic	X	X	X	X	X	X	X	X	X	

Assessments									
3. Analyze and identify priority standards according to MCAS	X	X	X	X					
4. Analyze and identify priority standards according to STAR assessment data		X	X			X	X		
5. Analyze Envision Topic Assessment data		X		X		X		X	
6. Continue to use the looking at student work protocol	X	X	X	X	X	X	X	X	X

Initiative 3: Student Support Systems (SEL, SPED, ESL)



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

Final Outcomes:

By EOY: Lincoln Elementary School will have 75% of staff “buy in” by the end of Year 2 with 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 (survey monkey)
- SWIS data (Yr. 2)
- Tiered Fidelity Report (TFR/Yr. 2)
- Team Implementation Checklist (TIC/Yr. 2)

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 the 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:

Nov. 1:

- PBIS team has revised an action plan aligned to AIP goals.
- PBIS team will survey staff and students to determine if the school-wide behavior systems are in place, are consistent, and effective.
- PBIS team will share out survey results, and meeting notes to all staff for better communication.
- PBIS team presented Staff Handbook at PD to begin

Feb. 1:

- Continue to build staff’s capacity for providing interventions and supports to promote a positive climate and culture.
- All staff will continue to implement PBIS schoolwide incentives.
- PBIS Team to analyze and disseminate SWIS data to make decisions on systems in place.

May 1:

- PBIS team continues to analyze and make decisions using SWIS through sharing it at staff meetings
- PBIS Team reviews the TFI and TIC to see if the results, surveys, incentives, and interventions/supports have shown positive progress and results.
- PBIS team will use data to revise and adjust

<p>full PBIS implementation.</p> <ul style="list-style-type: none"> ➤ All staff has implemented PBIS schoolwide incentives, interventions, and supports to promote a positive climate and culture. ➤ Zones of Regulation training to all staff designed to foster self-regulation and emotional control. ➤ Major Office Referrals are being tracked using SWIS data collection for PBIS team to make data-based decision making. 	<ul style="list-style-type: none"> ➤ SAC are scheduling lessons on Zones of Regulation within classrooms. ➤ Provide ongoing supports for staff on SW behavioral expectations. ➤ Provide PD to staff on understanding the difference between minor and major offenses. 	<p>action plan for YR 3 of implementation.</p>
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Lincoln school PBIS team will launch SWPBIS full implementation. (Yr.2)										
1. PBIS team established and meet 1x monthly, scheduled	x									
2. PBIS coaches and team trainings provided by NEPBIS Cohort Yr. 2		x	x			x				
3. PBIS team will revise Action Plan and share out with staff.										
4. PBIS team will survey staff to determine the needs of the school.		x								
5. PBIS team will create student and family survey to create a baseline and identify the needs of the school.		x	x							
6. PBIS team created and launched a PBIS staff handbook		x	X							
7. Monthly character trait-student of the month recognized at school assembly to promote core values.		x	x	X	x	X	x	x	x	x
8. Positive office referrals to recognize and promote monthly character trait.		x	x	X	x	x	x	x	x	x
PBIS team will provide staff training on action plan to promote a positive, supportive school environment.										
1. PBIS team to get staff to “buy in” by explaining purpose and outlining steps in the action plan.		x	x	X	x					
2. Staff explicitly teaches behavioral expectations using lesson plans created by PBIS team.		x	x	X	x	x	x	x	x	x
3. All staff will use office referrals for major incidents.			x	X						
4. PBIS team provided definitions for tiered behaviors and interventions /supports for specific incidents			x	X						
5. Schoolwide acknowledgements of positive behaviors and core values during morning announcements.			X	X	x	x	x	x	x	X
6. Educators will teach behavioral expectations according to the behavioral matrix to promote positive behaviors by embedding in classroom routines and procedures.			x	X	x	x	x	x	x	x
Lincoln school is in YR.2 of implementing and using SWIS data. This system will allow PBIS team and										

leadership team to analyze data and actively plan schoolwide incentives /interventions.									
1. Clerks to be trained on inputting SWIS data.			X				x		x
2. Office referrals entered into SWIS.		x	x	x	x	X			
3. PBIS team will analyze SWIS data							x	x	x
4. Monthly analysis of SWIS data disseminated to staff.							x	x	x
By EOY, PBIS systems are fully implemented (Yr.2) 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.									
1. EOY staff, student, and family survey created by PBIS team.									X
2. Analysis of results from survey									X
3. Analysis of office referrals and suspensions for Yr. 2 of PBIS implementation									X

Initiative 4: Parent and Community Engagement



Team Members: Lina DeJesus, Crystal Burt, Alex Pella

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:

- **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 building leadership:

- 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

Nov. 1:



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

Feb. 1:

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

May 1:

- Lincoln’s team – has diversified and offered at least 3 Tier 2 and Tier 3 parent engagement activity at their school. Lincoln’s team has shared information that has occurred up to May 1st using district form.
- Lincoln principals have turned in their School –

<p>occurred up to November 1st – using district form.</p> <ul style="list-style-type: none"> ➤ Family engagement plans have been completed by Lincoln school that identifies space for “survey action items”. 	<p>information that has occurred up to February 1st using district form</p> <ul style="list-style-type: none"> ➤ Lincoln team has received two professional developments. Additionally, PLC opportunities have occurred for further Family Engagement initiatives growth. ➤ Lincoln has 50% of their family engagement plans by Feb 1st. 	<p>Family Engagement Plan road maps for the following year that their team has supported with their current year data.</p> <ul style="list-style-type: none"> ➤ Lincoln has completed at least 75% their school Family Engagement plans school year.
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Roadmap									
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
<i>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 1st using district form.</i>									
Lincoln has identified their Family Engagement Teams	X	X	X						
Lincoln FEG team has shared information on their FEG activities that have occurred up to BOY and reported out using district forms.	X	X	X						
Lincoln FEG team has shared information on their FEG activities that have occurred up to MOY and reported out using district forms.	X	X	X	X	X	X			
Lincoln FEG team has shared information on their FEG activities that have occurred up to EOY and reported out using district forms.	X	X	X	X	X	X	X	X	X
<i>School principals have turned in their School – Family Engagement Plan road maps for the following year that their S-</i>	X	X	X						

<i>FEG teams have supported with their current year data.</i>									
Family engagement plans have been completed which also identifies space for “survey action items”.	X	X	X						
Lincoln has completed 50% of their family engagement plans by February 1 st .	X	X	X	X	X	X			
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.	X	X	X	X	X	X	X	X	X
Lincoln has completed at least 75% their school Family Engagement plans for 18-19 school year.	X	X	X	X	X	X	X	X	X
<i>Lincoln FEG team – has developed and initiates five major family engagement opportunities.</i>									
Kindergarten orientation at the zoo and kindergarten parent orientation	X	X							
Lincoln School Open House		X							
Breakfast with Santa featuring a district and state Testing Review					X				
EOY Concerts, Awards, Moving on Celebrations and Middle School Introduction									X

Initiative 5: Attendance



Team Members: Lina DeJesus, Crystal Burt, Alex Pella

Final Outcomes:

- By EOY, Chronic absenteeism will improve by 5% from 13% (Historic) to 12% (MCAS attendance target).

<p>Teacher Practice Goals</p> <ul style="list-style-type: none"> Teachers will follow a multi-tier system of supports to ensure/encourage students attend school daily. <p>Student Learning Goals</p> <ul style="list-style-type: none"> Students with chronic absenteeism will be identified and provided with support, intervention and guidance to increase their rate of school absence 		
<p>What this means for teachers:</p> <ul style="list-style-type: none"> ➤ What this means for teachers: ➤ Teachers will continually create a welcoming classroom and open lines of communication with parents to encourage students to attend daily. ➤ Adult mentors will be assigned to tier three chronic absent students to develop bi-weekly goals and identify barriers 		
<p>What this means for building leadership:</p> <ul style="list-style-type: none"> ➤ Principals will actively involve parents and community in school events and activities in order to establish strong understanding of academic success as it relates to school attendance. 		
<p>Key Milestones <u>Nov. 1:</u></p> <ul style="list-style-type: none"> ➤ <p>Key Milestones (to be monitored at elementary, middle and high school levels):</p> <p><u>Nov. 1:</u></p> <ul style="list-style-type: none"> ➤ Lincoln has identified an attendance team that includes various stakeholders ➤ A tiered attendance plan has been completed by Lincoln attendance team 	<p><u>Feb. 1:</u></p> <ul style="list-style-type: none"> ➤ Attendance team meets with attendance officer bi-weekly ➤ Attendance team has met and communicated with parents regarding improved attendance ➤ Tier 2 interventions have been put in place to ensure improved attendance 	<p><u>May 1:</u></p> <ul style="list-style-type: none"> ➤ Lincoln's attendance team continues to meet with attendance officer bi-weekly ➤ Tier 3 interventions have been implemented.

(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 and students)	Current strengths in teacher practice related to this focus	Desired changes in teacher practice related to this focus
<p>Primary Focus Area 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"> • Use visual representations in guided instruction • Check for understanding several times during each lesson • Use will use the LASW protocol to determine student areas of need and growth • Teachers will develop writing units of study that correlate to the district writing plan • Use SEI vocabulary strategies to support ELL students <p>Students</p> <ul style="list-style-type: none"> ○ Students will use various visual representations to show understanding ○ Students will be able to respond to complex text orally and in writing ○ Students will write daily to include but not limited to, constructed response, text dependent answers, build content knowledge, reflection, and genre writing 	<p>*Teachers utilize comprehension strategies daily. These include:</p> <ul style="list-style-type: none"> • Anchor charts • Graphic organizers • Close reading • Reciprocal teaching • Three column notes • Accountable talk • Think, Pair, Share <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>
<p>Build students capacity to be</p>	<p>Teacher</p> <ul style="list-style-type: none"> • Teacher will use 	<p>*Teachers use planning time to plan rigorous lessons</p>	<p>*Begin to teach math using more conceptual</p>

<p>able to pursue conceptual understanding, procedural skills and fluency in math with increased rigor</p>	<p>Envisions Math to teach conceptual math</p> <ul style="list-style-type: none"> • Teacher will use daily data driven differentiated instruction • Teacher will use CCSS domains to cover appropriate highly focused topics <p>Students:</p> <ul style="list-style-type: none"> ○ Begin to understand big ideas when thinking about math conceptually ○ Use math manipulatives to transfer understanding of math concepts ○ Students will use visual representations to develop concepts and improve understanding 	<p>*Teachers use data to drive instruction *During SILT and TCT time, teacher unpack CCSS domains to develop highly effective lessons</p>	<p>methods and less procedural methods *Model think aloud to bridge comprehension strategies in math</p>
<p>Create an effective classroom management and preventive school discipline system for supporting teaching and learning using PBIS strategies</p>	<p>Teacher</p> <ul style="list-style-type: none"> • Teachers will utilize PBIS strategies • Teachers will use agreed upon reflection forms and school behavioral referral forms consistently <p>Students:</p> <ul style="list-style-type: none"> ○ Follow agreed upon school rules ○ Earn blue tickets for good behavior ○ Be able to model school rules 	<p>*Teacher communicate with parents regularly *Teachers create a safe learning environment in which students are able to take academic risks *Teachers celebrate success regularly</p>	<p>*Communicate with parents about the positive choices their children are making at Lincoln *Hold students accountable for not following Lincoln rules through the use of reflection forms *Use PBIS strategies to reduce classroom behaviors *Use behavior incentive appropriately</p>

(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.

Focus area 1:	<ul style="list-style-type: none"> 100% of teachers will facilitate the learning growth of their students so that 80% of their students achieve their projected scaled score based on the Reading (and) Math STAR assessment by EOY. 100% of K-1 teachers will facilitate the learning of their students so they will realize a 40% reduction in students not meeting benchmark in K and 1 in DIBELS 		
Instructional strategies:	Developing Effective Classroom Practices for Reading, writing comprehension	Approximate dates:	September 2018-June 2019
Meeting	Learning objectives for teachers		Support needed
Tuesday Administrative Directed Professional Development (September 2018-June 2019)	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 2018-June 2019)	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 2018-June 2019)	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

Focus area 2:	<ul style="list-style-type: none"> 100% of teachers will facilitate the learning growth of their students so that 80% of their students achieve their projected scaled score based on the Math STAR assessment by EOY. 100% of K-1 teachers will facilitate the learning of their students so they will realize a 40% reduction in students not meeting benchmark in classroom math assessments 		
Instructional strategies:	Developing Effective Classroom Practices for conceptual understanding in math	Approximate dates:	August 2018-June 2019
Meeting	Learning objectives for teachers		Support needed

Tuesday Administrative Directed Professional Development (September 2018-June 2019)	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 2018-June 2019)	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 2018-June 2019)	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.	Grade Level Teams

Focus area 3:	<ul style="list-style-type: none"> Chronic absenteeism will improve by 5% from 13% (Historic) to 12% (MCAS attendance target). 		
Instructional strategies:	Educate, Engage, Empower families in the importance of attending school	Approximate dates:	September 2018 – June 2019
Meeting	Learning objectives for teachers		Supports Needed
December 5 th , 2018	Attendance Team presents tier attendance approach and mentor staff assigned to students		Attendance Team
January 7, 2019	Looking at data trends with a focus on attendance. Where are we now?		Attendance Team

Focus area 4:	<ul style="list-style-type: none"> 75% of staff will implement with fidelity the Lincoln PBIS plan by the end of Year 2 with evidence of key metrics and initial PBIS system as measured by the Tiered Fidelity Inventory (TFI) Report. (**50% in Yr. 1, 75% in Yr. 2, 100% in Yr. 3) 		
Instructional strategies:	Positive Behavior Intervention Strategies (PBIS)	Approximate dates:	September 2018 – June 2019
Meeting	Learning objectives for teachers		Supports Needed
August 28, 2018	Introduce the PBIS Handbook to all staff		PBIS Team
September 10, 2018	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
<ul style="list-style-type: none"> September 19, 	Disrupting Poverty:		Admin, TLS

<ul style="list-style-type: none"> 2018 November 6, 2018 November 28, 2018 January 28, 2019 February 6, 2019 	Indicators 1-5	
<ul style="list-style-type: none"> March 6, 2018 	<ul style="list-style-type: none"> MCAS Protocols 	Admin, TLS
<ul style="list-style-type: none"> April 3, 2019 May 8, 2019 	<ul style="list-style-type: none"> Develop an action plan using Disrupting Poverty Text to create a positive student/staff relationship 	Admits, TLS

Focus area 5:	<ul style="list-style-type: none"> 80% of parents/guardians will engage in school events in order to educate and empower as measured by attendance and family surveys. 		
Instructional strategies:	Educate, Empower, Engage parents	Approximate dates:	September 2018 – June 2019
Meeting	Learning objectives for teachers		Supports Needed
Educate			
<ul style="list-style-type: none"> November 2018 December 2018 June 2019 	<ul style="list-style-type: none"> First Grade parent info night (Read Aloud) Second Grade parent Info Night (Fluency) Kindergarten Parent info night (Getting ready for first grade) 	Grade Level Teams	
Empower			
<ul style="list-style-type: none"> April 2019 May 2019 June 2019 Ongoing 	<ul style="list-style-type: none"> Grade 3 Math night (Getting to know Common Core) Grade 4 Assessment night (STAR/MCAS) Grade 5 (Getting ready for middle School) IEP Parent Safe Guards Meeting 	Grade Level Teams	
Engage			
<ul style="list-style-type: none"> September 2018 October 2018 December 2018 February 2019 April 2019 May 2019 June 2019 	<ul style="list-style-type: none"> Open House Halloween Haunted Halls/Parade Breakfast with Santa Valentines Dance Muffins with mom/Donuts with dad Family Yard Sale Field Day 	Grade Level Teams PTO	