

2011-2012 Lincoln School School Improvement Plan



**Lincoln School
80 West Wyoming Ave.
Melrose, MA 02176
781-979-2250**

<http://www.melroseschools.com/lincoln/index.cfm>

Introduction:

This document provides a snapshot of the Lincoln School in Melrose, MA. The school serves approximately 350 students in grades Kindergarten through Grade 5.

Mission Statement/Vision Statement:

We inspire, engage, support, prepare and challenge all students to achieve personal and academic excellence, to become life-long learners, and to be responsible, respectful and successful participants in our global community.

School Profile:

Lincoln School continues to provide an outstanding education to a diverse student body. Our diversity is evident with a student body that includes students from various countries, with over 15 languages spoken in the homes of our students. Over 25% of our student body qualifies for free and reduced lunch. Our 16 METCO students blend into the fabric of our school and our staff works tirelessly to reach the broad spectrum of learners.

Demographics (past three years):

<http://profiles.doe.mass.edu/profiles/general.aspx?topNavId=1&orgcode=01780020&orgtypecode=6&>

Gender (student count)	2010-2011	2009-2010	2008-2009
Male	196	195	196
Female	137	166	171
Total	333	361	365
Race/Ethnicity (% of school population)			
White	76.5	76.5	74.2
African American	8.1	7.8	9.3
Asian	6.3	6.6	6.6
Hispanic	3.0	4.7	4.9
Native American	0	0	0
Other Special Populations (% of school population)			
English as Second Language	13.3	11.4	11.8
Limited English Proficient	7.5	5.0	4.7
Free/Reduced Lunch	26.8	23	21.1
Special Education (IEP) (% of school population)			
General Ed Modified			

Up to 20% Separate			
21-60% Separate			
Substantially Separate			
Total	20.8	11.0	12.6

Enrollment by Grade and Class (past 3 years) as reported on Oct 1: (Elementary Only)

2010-2011

Grade:	K	1	2	3	4	5	Non-graded
Total	42	47	44	68	65	67	

2009-2010

Grade:	K	1	2	3	4	5	Non-graded
Total	47	50	69	66	64	65	

2008-2009

Grade:	K	1	2	3	4	5	Non-graded
Total	37	68	63	66	63	68	

Academic Programs in the School:

- SES Title I Tutoring
- Before school math enrichment for advanced 4th and 5th Graders
- Computer programming club for 5th graders
- Global Child Foreign Language (Spanish and Chinese) K-5

Enrichment Programs in the School (extra curricular and athletic):

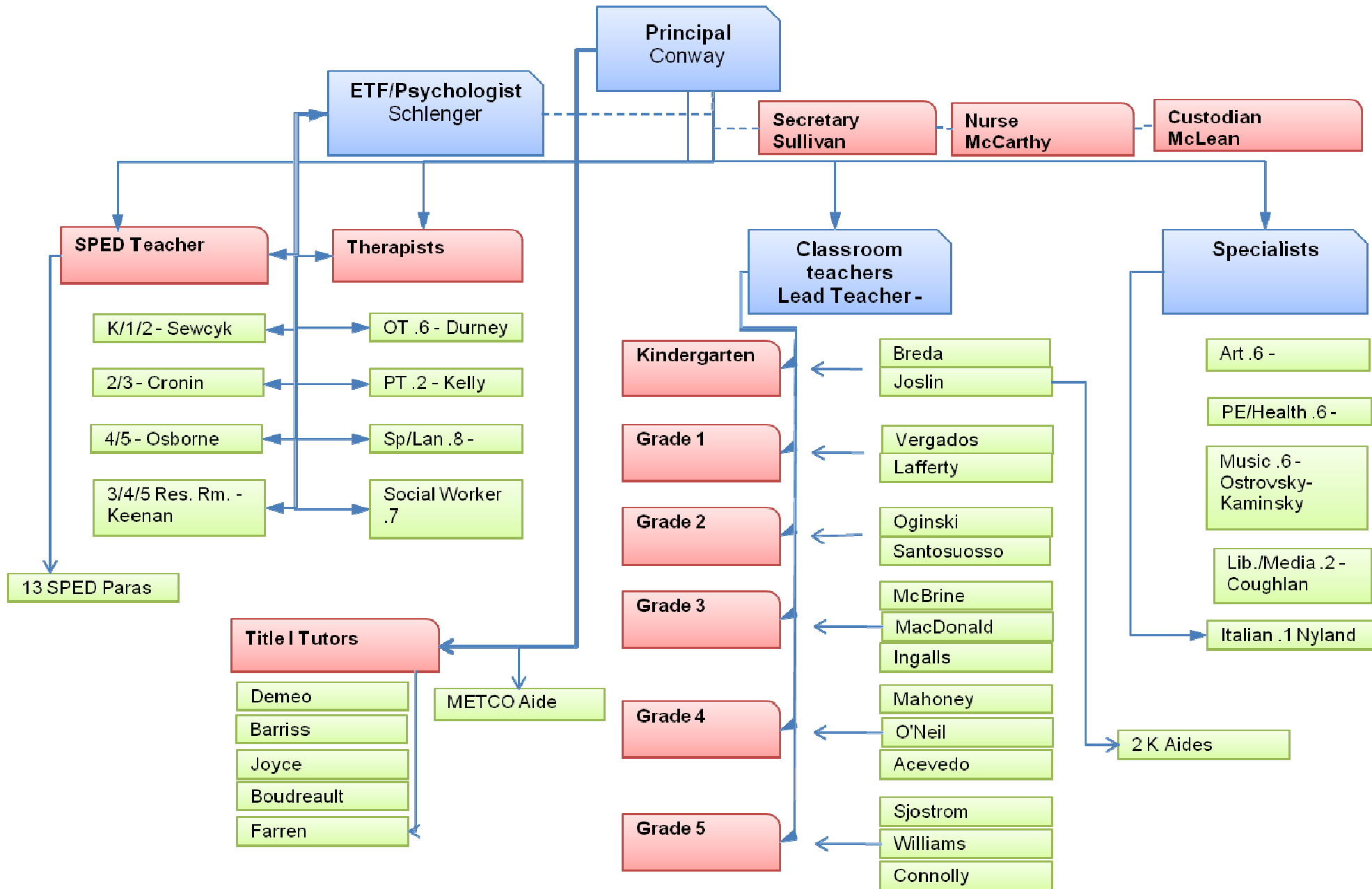
- Education Stations
- Early Release Enrichment programs
- ELL Conversation Group (parent support)

School Organization Chart (position titles and staff last names):

(graphical representation of the staff in the school)

School Organizational Chart

Lincoln 2010-2011



Lincoln School Performance Data – SIP 2011-2012
 MCAS (past three years by grade and subject):

Grade 3 – English Language Arts

Performance Level	2009-2010	2008-2009	2007-2008
Advanced	18	6	17
Proficient	45	43	49
Needs Improvement	31	37	31
Warning	6	14	3

Grade 3 – Mathematics

Performance Level	2009-2010	2008-2009	2007-2008
Advanced	23	14	36
Proficient	52	43	34
Needs Improvement	19	29	24
Warning	6	14	7

Grade 4 – English Language Arts

Performance Level	2009-2010	2008-2009	2007-2008
Advanced	10	10	13
Proficient	44	53	47
Needs Improvement	37	27	34
Warning	10	10	6

Grade 4 – Mathematics

Performance Level	2009-2010	2008-2009	2007-2008
Advanced	10	27	16
Proficient	32	25	27
Needs Improvement	44	37	44
Warning	15	11	13

Grade 5 – English Language Arts

Performance Level	2009-2010	2008-2009	2007-2008
Advanced	25	19	13
Proficient	46	49	52

Needs Improvement	23	24	28
Warning	6	7	7

Grade 5 – Mathematics

Performance Level	2009-2010	2008-2009	2007-2008
Advanced	32	22	26
Proficient	28	33	26
Needs Improvement	23	33	35
Warning	17	12	14

Grade 5 – Science and Technology

Performance Level	2009-2010	2008-2009	2007-2008
Advanced	25	18	21
Proficient	38	30	36
Needs Improvement	29	42	31
Warning	8	10	13

Student Growth Percentile (SGP): Median SGP for the Lincoln School

	<u>ELA</u>	<u>Math</u>
<u>2009-2010</u>	63	44.5
<u>2008-2009</u>	51	54
<u>2007-2008</u>	57	41

SGP compares changes in a student’s MCAS scores to changes in MCAS scores of other students with similar achievement profiles. Student growth percentiles measure change instead of absolute quantity e.g. a student with a growth percentile of 90 in 5th grade mathematics grew as much or more than 90% of her academic peers from 4th to 5th grade math MCAS, and only 10% of her academic peers grew more. While a student with a growth percentile of 23 in 8th grade English language arts grew as much or more than 23% of her academic peers from 7th to 8th grade English MCAS, but 77% of her academic peers grew more during that time. Average growth percentile is considered to be between 40 and 60 %.

SGP School Level Results - The median (i.e. the number at which half of the students had higher SGP and half of the students had lower SGP) is used as the single measure for the school. Schools with median student growth percentiles above 50 have students demonstrating greater than expected growth and schools with median student growth percentiles below 50 have students demonstrating less than expected growth. Average growth percentile is considered to be between 40 and 60 %.

Annual Yearly Progress (AYP) (past three years)

DESE definition: AYP (Adequate Yearly Progress) The federal No Child Left Behind Act (NCLB) requires all schools and districts to meet or exceed specific student performance standards in English language arts (ELA) and mathematics by the year 2014. AYP determinations are issued annually based on the performance of all students (the "aggregate") and for individual student groups ("subgroups") to gauge the interim progress toward the attainment of those goals.

To make AYP in 2010, districts and schools must meet a student participation requirement, an additional attendance or graduation requirement, and either the State's 2010 performance target for that subject or the district, school or group's own 2010 improvement target.

2009-2010 ELA % of Students at Each Performance Level

SubGroup	# Students	% Participating	Advanced	Proficient	Needs Impr	Warning	AYP? Y/N
Aggregate	189	100	17	45	30	7	Yes
Disabilities	48	100	0	15	60	25	No
Low Income	44	100	0	52	41	7	Yes
White	141	100	18	44	30	9	No

2009-2010 Math % of Students at Each Performance Level

SubGroup	# Students	% Participating	Advanced	Proficient	Needs Impr	Warning	AYP? Y/N
Aggregate	189	100	22	37	29	13	No
Disabilities	48	100	4	21	40	35	Yes
Low Income	44	100	9	30	41	20	No
White	141	100	24	36	28	12	No

2008-2009 ELA % of Students at Each Performance Level

SubGroup	# Students	% Participating	Advanced	Proficient	Needs Impr	Warning	AYP? Y/N
Aggregate	192	99	12	48	29	10	No
Low Income	51	98	4	43	35	18	No
White	137	100	13	52	23	12	No

2008-2009 Math % of Students at Each Performance Level

SubGroup	# Students	% Participating	Advanced	Proficient	Needs Impr	Warning	AYP? Y/N
Aggregate	193	100	21	34	33	12	Yes
Low Income	52	100	8	35	37	21	Yes
White	137	100	23	34	29	13	No

2007-2008 ELA % of Students at Each Performance Level

SubGroup	# Students	% Participating	Advanced	Proficient	Needs Impr	Warning	AYP? Y/N
Aggregate	211	99	14	50	31	6	Yes

Disabilities	43	98	0	23	56	21	No
Low Income	50	100	4	44	46	6	No
White	166	99	16	51	28	5	Yes

2007-2008 Math

% of Students at Each Performance Level

SubGroup	# Students	% Participating	Advanced	Proficient	Needs Impr	Warning	AYP? Y/N
Aggregate	208	98	25	28	35	12	Yes
Disabilities	42	95	2	10	38	50	No
Low Income	49	98	12	24	45	18	No
White	165	98	25	30	33	12	Yes

Lincoln School

School Improvement Plan 2011-2012

School Name: Lincoln School

Chairs: Brent Conway, Principal & Annalise Conti, Parent and PTO President

Signatures:

Date:

School Committee approval: _____ **Date:** _____

School Council Members:

Brent Conway	Principal
Mike Oginski	Teacher
Cynthia Santosuosso	Teacher (Head teacher)
Jean O'Neil	Teacher
Ed Keenan	Teacher
Sherryl Breda	Teacher
Annalise Conti	Parent (PTO President)
Kristin Haggerty	Parent
Kathleen McGourthy	Parent
Carol Nadeau	Parent
Gretchen Sinnett	Parent
Linda Apple	Parent
Dr. Elizabeth Kerouack	Community member

Introduction:

Lincoln School continues to provide an outstanding education to a diverse student body. Our diversity is evident with a student body that includes students from various countries, with over 15 languages spoken in the homes of our students. Over 25% of our student body qualifies for free and reduced lunch. Our 16 METCO students blend into the fabric of our school and our staff works tirelessly to reach the broad spectrum of learners.

Lincoln's strength consistently lies in the dedicated teaching professionals, paraprofessionals, support personnel and very active PTO. Our PTO sponsors various community events throughout the year and also provides funding for our enrichment programs, library materials, supplemental classroom supplies, technology purchases and numerous other special projects.

The Lincoln School has been identified as In Need of Improvement Year 2, as defined by the No Child Left Behind Act. On the 2010 MCAS test, AYP Status was not met by special education students in ELA and low income students in Math. The aggregate grouping in Math also did not meet the targeted goal for AYP.

The Writing Coaching that was initiated last year and proved to be very successful has been ongoing this year. The staff took part in a summer writing summit during which our writing curriculum was refined and re-worked on to lay the groundwork for further curriculum and instruction revisions. The teachers worked as a professional learning community all year through collaborative professional development sessions and are finalizing a cohesive, comprehensive and rigorous writing curriculum that aligns with the MA Common Core writing standards.

One additional Title I Tutor was added bringing the total to five. The tutors assist at-risk students in reading and math. The school Data Team analyzed student performance results and compiled recommendations for curriculum and instructional programming changes for the upcoming school year. Static science results on the MCAS tests compelled our school and district to make changes with the science curriculum and instruction by initiating the FOSS hands-on inquiry based science units.

Lincoln also celebrated several achievements over the past year. Our 5th Graders won the inaugural city-wide math challenge in 2010. Our Kindergarten programs achieved NAEYC Accreditation status through 2016. Meeting the Needs of All Learners has been integrated into the daily instructional routines and accepted as school culture.

The Lincoln School Community has committed itself to establishing a collaborative professional learning community. Our work together has helped us to make great strides as we maintain a focus on challenging the diverse student learners.

The nine elements of a School Improvement Plan as determined by the DESE

1) An assessment of:

- The impact of class size on student performance*
- Student-to-teacher ratios*
- Ratios of students to other supportive adult resources*

2) A scheduled plan for reducing class size, if deemed necessary

3) Professional development for the school's staff and the allocation of any professional development funds in the school budget

4) Enhancement of parental involvement in the life of the school

5) School safety and discipline

- 6) *Establishment of a school environment characterized by tolerance and respect for all groups*
- 7) *Extra-curricular activities*
- 8) *Means for meeting, within the regular education programs at the school, the diverse learning needs of as many children as possible, including children with special needs currently assigned to separate programs*
- 9) *Any further subjects the principal, in consultation with the school council, shall consider appropriate. Each individual School Improvement Plan will reflect the subjects the principal and school site council consider appropriate.*

Challenge: Math Performance and growth

Goal #1:

- Students will improve their CPI (Composite Performance Index) score on the Math MCAS from 79.7 (2010) to 89.86 in 2012.
- A growth level of 40% or higher will be achieved by 74% of students on the 2012 Math MCAS Test as compared to 51% in 2010.

Strategy:

- Lincoln School will engage with a rigorous professional development plan that will include in class coaching, data analysis and curriculum realignment.
- Realignment of math curriculum will correlate with the new MA 2011 Common Core standards and reflect a greater focus on critical areas of instruction for each grade level, establishing a curriculum developed on the premise of depth, rather than breadth.
- Realigned curriculum and improvements with instructional practice will emphasize conceptual understanding and application of knowledge through inquiry and investigative opportunities with critical area math concepts.

Actions:

A = Administration
 T = Teachers
 P = Parents
 S = Students

Action Item	Time Line	Responsible Party	Resources Rqrd	Evidence of Compl
61 Hours of in-class coaching by Math PD provider	All year	A, T, PD Providers	District PD Funds	Summary report
Complete sequence realignment of existing math program	Summer 2011	A, T,	Summer PD sessions – Title I PD Funding	Document created and implemented in classroom instruction for Fall of 2011
Alignment with Common Core Standards	Summer 2011	Atlas Team	District Funding	Document Created

Development of Unit and Topical Essential Questions and Enduring Understandings to drive inquiry based Math learning	On Going through PD sessions	A, T, PD Providers & Atlas Team	District PD Funds	Unit Plans correlated with realigned curriculum
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*Footnote: Which of the 9 SIP Elements are covered by this Goal:

SIP Element # 3
 Strategic Plan – Curriculum, Instruction and Assessment Goal

Challenge: SPED Reading

Goal #2:

- Special Education Students will improve their CPI (Composite Performance Index) score on the Reading MCAS from 58.9 (2010) to 73.6 in 2012.
- A growth level of 40% or higher will be achieved by 80% of SPED students on the 2012 Reading/ELA MCAS Test as compared to 75% in 2010
- A growth level of 40% or higher will be achieved by 78% of all students on the 2012 Reading/ELA MCAS Test as compared to 74% in 2010

Strategy:

- Work with Literacy Consultant to develop a Comprehensive Literacy Plan which addresses the multiple aspects of the teaching of reading along with a tiered system of support and instruction for students and assessment/progress monitoring system.
- Implement a focused, systematic and sequential phonics and phonemic awareness approach and/or program to supplement the Harcourt Storytown program at K-2, utilizing intervention components for identified at-risk readers. (MCAS results to be seen by 2014) – Step 1 in completing a Comprehensive Literacy Plan
- Provide teachers at grades 3-5 with specific, focused and more frequent data on SPED and at-risk students skills and needs with DRA schematic grids, Lexia reports, and additional assessment tools identified by Literacy Consultant.

Action Items:

A = Administration
 T = Teachers
 P = Parents
 S = Students

Action Item	Time Line	Responsible Party	Resources Rqrd	Evidence of Compl
Purchase systematic phonics supplement program for students needing intervention and train appropriate staff (Title I Tutors and SPED Staff)	By September of 2011	A, T, Title I Tutors	Title I funding and district funding	Program in place and in use
Utilize focused and schematic data grid of student DRA results	Sept. 2011 – at least three times per year	A, T	Summer planning time	Grids in use

Develop a Comprehensive Literacy Plan while working with Literacy Consultant	By June of 2012 – portions to be piloted and implemented as they are established – to be fully implemented in September of 2012 with on-going PD and revisions after that	A, T, District Leadership, Literacy Consultant	Title I PD funding	Plan developed
Identify specific and focused literacy professional development needs of teachers and take steps to provide it.	Ongoing throughout the year	A, T, Literacy Consultant	Title I PD funding	Professional development provided
Develop a progress monitoring schedule for Lexia usage	September 2011	A, T	District license for Lexia	Schedule in use
Provide teachers at all grade levels with PD for Lexia usage and data analysis	By October of 2011	A, T, PD Provider (Quantum Learning)	PD Time after school	PD Completed

*Footnote: Which of the 9 SIP Elements are covered by this Goal?

SIP Element

#8

Strategic Plan –

Curriculum, Instruction and Assessment Goal & Student Support Goal

Challenge: Technology Integration

Goal #3:

- To increase teacher use of technology for direct student instruction and thus increase student technology use, awareness and proficiency.

Strategy:

- Using Smartboards and other technology programs or devices, engage students in the acquisition and demonstration of content knowledge.
- Develop opportunities for students to publish, plan and design work to share

Action Items:

A = Administration

T = Teachers

P = Parents

S = Students

Action Item	Time Line	Responsible Party	Resources Rqrd	Evidence of Compl
Installation of Smartboard in classrooms	By September 1, 2011	Technology Dept.	City Funding	Installed
Initial teacher training sessions with Technology Integration Specialist/Coach	August-October of 2011	A, T, and Tech. Dept.	Time	Agendas
Grade level and content lessons created for multiple units of study	All year	T, Tech. Coach	Grade level team meetings	Lessons shared
Identify 3-5 web based programs for student publication and presentation so students publish and share work	All students by 2013	T, Tech Coach, S	None	Student work showcased through website.

*Footnote: Which of the 9 SIP Elements are covered by this Goal?

SIP Element #3, #8 & #9
 Strategic Plan – Facilities and Technology Goal
 Curriculum, Instruction and Assessment Goal
 Professional Development Goal

Goal #4: Enhancing parent communication through effective use of available technology

Strategy:

- Inform and instruct parents on the wide variety of technology that is utilized by the district to communicate with parents and to assist students in the practice of skills, the demonstration of knowledge and sharing of work.

Action Items:

Action Item	Time Line	Responsible Party	Resources Rqrd	Evidence of Compl
Hold a Technology Parent Information Night	By October 2011	A, T, Tech. Coach and Parents	Run an evening event	Presentation and supporting materials published on web.
Distribute technology Matrix	Sept. 2011	A	Paper	Distributed and published online
Develop a communication and implementation plan for the parent information portal (Aspen x2)	August 2011	A, T	Meeting time	Implementation beginning

*Footnote: Which of the 9 SIP Elements are covered by this Goal?

SIP Element #4
 Strategic Plan - Facilities and Technology Goal
 Communications and Partnerships Goal

Challenge: Inquiry Based Learning

Goal#5: Provide students with more opportunities to engage in a deeper and richer study of the critical areas of grade level content, specifically in math and science during the 2011-2012 with greater development in the years following.

Strategy:

- Establish a greater focus on the grade level critical areas for deeper inquiry based study through the realignment of the math curriculum to the MA common Core standards
- Fully implement the FOSS hands-on inquiry based science program
- Utilize of technology resources, such as smartboards, to engage students

Action Items:

A = Administration
 T = Teachers
 P = Parents
 S = Students

Action Item	Time Line	Responsible Party	Resources Rqrd	Evidence of Compl
Identify and develop hands-on and inquiry based math lessons within the critical areas of Common Core	Sept. of 2011 and ongoing throughout the school year	A, T and Atlas Team	PD and summer work sessions Project M3 materials and teacher created materials	Atlas curriculum map
Establish interdisciplinary connections	By 2013	T	Teacher created materials	Within curriculum map
Change our tradition of spring math night to a spring STEM night to highlight the inquiry-based math learning, FOSS science experiments and technology related student projects	Spring of 2012	A, T, S, P	STEM Committee	Night

Provide teachers with PD on Inquiry based math teaching and utilizing the ATLAS curriculum program	All year 2011-2012	A, T, PD Providers, Atlas team	PD funding	Agendas
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*Footnote: Which of the 9 SIP Elements are covered by this Goal?

SIP Element #3, #4, #8
 Strategic Plan - Curriculum, Instruction and Assessment Goal
 Student Support Goal
 Human Resources and Professional Development Goal

Challenge: Maintenance of academic skills over the summer

Goal #6: Improve the reading levels and academic readiness of at-risk students for the start of each school year.

Strategy:

- Develop a program where at-risk students are provided targeted summer tutoring.

Action Items:

A = Administration
 T = Teachers
 P = Parents
 S = Students

Action Item	Time Line	Responsible Party	Resources Rqrd	Evidence of Compl
Establish The Summer Learning Academy	Summer of 2011	A	Title I amended grant	Program integrated with SPED summer program
Seek additional funding so low-income students can participate in enrichment programming	Summer of 2011	A and community support	\$7000	8-10 low income and academically at-risk students participating in half day Campus KIDS program in addition to tutoring
Apply for the ASOST state grant for comprehensive summer program	August 2011	A and Site Council		Grant submitted
Develop comprehensive summer tutoring and enrichment program	Summer of 2012	A and Summer Academy team	\$30,000-\$80,000 of grant funding	Services provided

*Footnote: Which of the 9 SIP Elements are covered by this Goal?

SIP Element #7, #8, #9
 Strategic Plan - Student Support Goal
 Communications and Partnerships Goal
 Governance, Organizational Leadership and Funding Goal