

Lincoln School 2010-2011 School Improvement Plan
Lincoln School
Melrose Public Schools
SCHOOL IMPROVEMENT PLAN

SCHOOL YEAR 2010-2011

To be implemented September 2010

Principal: Brent Conway

Council Co-Chair: Annalise Conti, Parent and PTO President

Signature:

Date

Signature:

Date

To be completed by Melrose School Committee

Received Date: _____ Approved ()yes ()no Date: _____

Brent Conway, Principal
Ed Keenan, Teacher
Jean O'Neil, Teacher
Annalise Conti, Parent and PTO President
Kathleen McGourthy, Parent
Carol Nadeau, Parent

Site Council Members

Mike Oginski, Teacher
Sherryl Breda, Teacher
Cynthia Santosuosso, Head Teacher
Jennifer Freeman, Parent
Linda Apple, Parent
Diane Bagley, Parent

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ELEMENTARY SCHOOL IMPROVEMENT PLAN

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.

A long sought after goal of the Lincoln Site Council was achieved this past year with the addition of a School Social Worker. Title I funding was also used to add an additional Intervention Tutor, totaling four, providing support to academically at-risk students. Our students were also able to take part in the Education Stations After School Enrichment Program. This program allows students to remain at school and attend varying levels of enrichment activities.

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.

This was Lincoln School's second year in a row not making Adequate Yearly Progress (AYP), as defined by the No Child Left Behind Act. The site council previously recognized the under performing subgroups of students and appropriately developed goals within the 2009-2010 School Improvement Plan to address the needs of both the Special Education and Low Income students. Additional steps were taken to improve the overall performance of all students. Teachers took part in Targeted Professional Development focusing on implementing a Writer's Workshop approach to teach writing. A Writing Coach was hired and worked with classroom teachers throughout the year. The balanced literacy program, Storytown, was purchased for the 4th and 5th Grades to complete our implementation of the program. Additionally, the Meeting the Needs of All Learner's initiative was implemented. We explored various ways to cluster and flexibly group students to provide more focused, appropriate and challenging instruction to all levels of learners.

The Lincoln School Community has committed themselves 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 school improvement plan, as described in the legislation, has the following elements:

1. An assessment of:
 - The impact of class size on student performance
 - Student-to-teacher ratios

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- Ratios of students to other supportive adult resources

At this time, the district has made it a priority to maintain class sizes at an appropriate size, in a range between 19 and 25 students per class. Student to teacher ratios are at an appropriate level in most grades across the district.

- *The Lincoln ratio of students to teacher is 18 to 1*
- *The Lincoln ratio of students to other supportive adult resources is approximately 12 to 1*
- *Class sizes at K and Grade 1 average 24.5*
- *Class sizes at Grades 2-5 average 22*

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

In general, class size has been addressed at the district level with an open enrollment plan.

- **Lincoln would like to re-establish a third 1st Grade classroom based on the current Kindergarten enrollments.**
 - **This will be accomplished by rotating down a 2nd Grade position to accommodate the lower grade level size with the current 1st Grade.**
- **In the event that the 2010-2011 2nd Grade classes exceed 25, a third 2nd Grade class would be established**

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

Professional development at the district level continues to focus on district initiatives. Focus initiatives include but are not limited to: Co-Teaching model of instruction, assessment and data analysis, and a continued focus on meeting the needs of all learners.

- **Lincoln SIP Goal #1** – Continue the engagement with Professional Learning Community activities focused on “looking at student work” three times in the year.
 - *Targeted Professional Development will continue using the Title I Professional Development resources with focus areas to be determined by spring 2010 MCAS data.*

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

The Bridge Organization continues to provide, organize, train and utilize community members, including parents, to enhance the life and education for all students at each elementary school.

- **Lincoln SIP Goal #2** - To increase parent involvement and awareness on their child's use of technology in relation to the school based curriculum initiatives.
- **Lincoln SIP Goal #3** - Improve parent volunteer effectiveness in assisting students in Writer's Workshop

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5. School safety and discipline

The cornerstone of the district Code of Conduct is the Declaration of Human Rights. This simple statement of belief drives our words and actions. This statement promotes a healthy, safe, and high-quality learning environment for all students.

- **Lincoln SIP Goal #4** - Continue the use of the Lincoln C.A.R.E.S. program to reward students for their positive actions and behaviors; Citizenship, Acceptance, Respect, Effort, Safety.
- **Lincoln SIP Goal #5** - Increase strategies for students to use to reduce incidents of bullying and peer conflict.

6. Establishment of a school environment characterized by tolerance and respect for all groups

The district's Declaration of Human Rights is a simple statement of belief that drives our words and actions. This statement is based on the principle that all people should be treated with respect.

- **Lincoln SIP Goal #6** – Increase the students' and staff's awareness of the diverse members of the Lincoln School Community while drawing attention to what they contribute to the school community.

7. Extra-curricular activities

After school programs are offered through the Education Stations After-School Enrichment Program. Each school offers on-site programming.

- **Lincoln SIP Goal #7** – Continue Early-Release Day Enrichment Programming

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

The elementary schools are working towards implementing co-teaching models to meet the needs of our diverse student population.

Amended in Fall of 2010

- **Lincoln SIP Goal #8** - To increase the average CPI (Composite Performance Index) points of Low-Income students on the Spring 2011 MCAS ELA test to **83.85**. (original target 86.2)
- **Lincoln SIP Goal #9** - To increase the average CPI (Composite Performance Index) points of Low-Income students on the Spring 2011 MCAS Math test to **74.48**. (original target 83.6)

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- **Lincoln SIP Goal #10** - To increase the average CPI (Composite Performance Index) points of Special Education students on the Spring 2011 MCAS ELA test to **66.68**. (original target 73.78)
- **Lincoln SIP Goal #11** - To increase the average CPI (Composite Performance Index) points of Special Education students on the Spring 2011 MCAS Math test to **66.23**. (original target 69.0)
- **Lincoln SIP Goal #12** - To have 68% of our students achieve a Growth Percentile on the Spring 2011 MCAS ELA test at 40% or higher. This is a 10% point increase from the 2009 SGP (Student Growth Percentile.)
- **Lincoln SIP Goal #13** - To have 74% of our students achieve a Growth Percentile on the Spring 2011 MCAS Math test at 40% or higher. This is a 10% point increase from the 2009 SGP (Student Growth Percentile.)

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.

- **Lincoln SIP Goal #14** - To continue to implement a Writer's Workshop approach to the teaching of writing and to improve the topic development component of student writing.
- **Lincoln SIP Goal #15** – Assess the effectiveness of “The Meeting the Needs of All Learners” cluster and flexible grouping model to ensure effectiveness for reaching all learners including the gifted and talented.

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SIP Element #3 – Professional development for the school’s staff and the allocation of any professional development funds in the school budget

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

Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion
			A	T	P	S		
1. The professional staff will engage in Professional Learning Community activities focused on “Collaborative Review of Student Work or Assessments” at least three times in the year.	<ul style="list-style-type: none"> Use portions of three staff meetings to structure the activities 	<ul style="list-style-type: none"> Nov. 2010 - June 2011 	x	x			<ul style="list-style-type: none"> time 	<ul style="list-style-type: none"> Staff meeting agenda and sign-in (completed)
	<ul style="list-style-type: none"> Establish focus areas to look at in regards to performance on spring 2010 MCAS results & District-Wide Assessments 	<ul style="list-style-type: none"> Sept. & Oct. 2010 	x	x			<ul style="list-style-type: none"> MCAS results 	<ul style="list-style-type: none"> Focus areas will be communicated to staff (completed)
	<ul style="list-style-type: none"> Continue implementation of coaching model for targeted PD based on 2010 MCAS and district-wide data results 	<ul style="list-style-type: none"> All year 	x	x			<ul style="list-style-type: none"> 10% of Title I funding 	<ul style="list-style-type: none"> Targeted PD Plan to be developed (completed)

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SIP Element #4 – Enhancement of parental involvement in the life of the school

Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion
			A	T	P	S		
2. To increase parent involvement and awareness on their child’s use of technology in relation to the school based curriculum initiatives.	<ul style="list-style-type: none"> Send out a flyer outlining all the home to school technology tools such as Harcourt Math and ELA E-books, Study Island, and Lexia On-Line 	<ul style="list-style-type: none"> Oct. 2010 	x				<ul style="list-style-type: none"> Paper 	<ul style="list-style-type: none"> Flyers are received by parents (Carried over to 11-12 school year to blend with STEM initiative focus)
	<ul style="list-style-type: none"> Establish a Parent Technology Outreach Night to showcase technology tools in school and explain home connection tools 	<ul style="list-style-type: none"> Nov. 2010 	x	x	x		<ul style="list-style-type: none"> Technology staff support 	<ul style="list-style-type: none"> Parents will attend (Carried over to 11-12 school year to blend with STEM initiative focus)
	<ul style="list-style-type: none"> Establish community outreach sources for technology support and access, such as Public Library 	<ul style="list-style-type: none"> Sept. 2010 	x				<ul style="list-style-type: none"> none 	<ul style="list-style-type: none"> Will be included in flyer (Carried over to 11-12 school year to blend with STEM initiative focus)

Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion
			A	T	P	S		
3. Improve parent volunteer effectiveness in assisting students in Writer’s Workshop.	<ul style="list-style-type: none"> Implement training session for parents 	<ul style="list-style-type: none"> Sept. 2010 	x	x	x		<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> Training completed (Completed)
	<ul style="list-style-type: none"> Organize and create guide/handout for parents to utilize 	<ul style="list-style-type: none"> Sept. 2010 		x			<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> Packet provided (completed)
	<ul style="list-style-type: none"> Recruit volunteers at Open House 	<ul style="list-style-type: none"> Sept. 2010 	x		x		<ul style="list-style-type: none"> Sign-up and Bridge program 	<ul style="list-style-type: none"> Volunteers assigned (completed)

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SIP Element #5 – School Safety and Discipline

Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion
			A	T	P	S		
4. Continue the use of the Lincoln C.A.R.E.S. program to reward students for their positive actions and behaviors.	• Purchase additional Paw Stickers & Awards and use them with students	• Aug. 2010	x	x			• Funding for materials – in budget	• Purchase Order (Completed)
	• Schedule monthly principal’s assemblies to recognize the students	• Aug. 2010	x				• none	• Schedule distributed to teachers (Completed)
	• Release 4 th and 5 th Grade award recipients to the newspaper	• Monthly	x				• none	• Names appear in Newspaper (Done through school newsletter)
	• Use Principal’s assemblies and enrichment programs to teach children strategies to deal with peer conflict	• Monthly	x			x	• PTO funding	• Enrichment calendar (Completed)

Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion
			A	T	P	S		
5. Increase strategies for students to use to reduce incidents of bullying and peer conflict.	• Consult with MAAV about existing programs with teacher & parent follow-up component	• May-August 2010	x		x		• none	• MAAV recommendations (Completed)
	• Schedule Enrichment program for students	• Summer 2010 – Sept. 2010	x		x	x	• Enrichment funding	• School Calendar & signed contract. Program occurs in September (Completed)
	• Teacher follow-up with discussion and activities in classroom	• September 2010		x	x	x	• Teacher packet	• Follow-up summary (Completed)
	• Parent follow-up at home with discussion points and contract/pledge	• September 2010			x	x	• Parent packet	• Follow-up summary (Completed)

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<ul style="list-style-type: none"> Ongoing lessons and discussions with grade levels facilitated by School Social Worker & School Psychologist 	<ul style="list-style-type: none"> Oct. – June 2010 		x		x	<ul style="list-style-type: none"> Current staff 	<ul style="list-style-type: none"> Lesson summary/report (Completed)
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SIP Element #6 – Establishment of a school environment characterized by tolerance and respect for all groups

Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion
			A	T	P	S		
6. Increase the students' and staff's awareness of the diverse members of the Lincoln School Community while drawing attention to what they contribute to the school community.	<ul style="list-style-type: none"> Continue and possibly expand the International Week/Celebration 	<ul style="list-style-type: none"> 1st week of Nov. 2010 	x	x	x	x	<ul style="list-style-type: none"> Volunteer resources 	<ul style="list-style-type: none"> Review student's written responses regarding what they learned during the event (Completed)
	<ul style="list-style-type: none"> Identify and invite community resources to present to students 	<ul style="list-style-type: none"> Sept.-Nov. 2010/2010 	x		x		<ul style="list-style-type: none"> none 	<ul style="list-style-type: none"> Confirmation of attendees (Completed)
	<ul style="list-style-type: none"> Collaborate with Melrose Human Right's Commission and the annual International Welcoming Reception 	<ul style="list-style-type: none"> Sept. – Nov. 2010 	x				<ul style="list-style-type: none"> Human Right's Commission 	<ul style="list-style-type: none"> Host International Welcoming Reception (Completed)
	<ul style="list-style-type: none"> Establish International Celebration agenda with ELL Department 	<ul style="list-style-type: none"> Nov. 2010 	x	x	x	x	<ul style="list-style-type: none"> none 	<ul style="list-style-type: none"> Event occurs (Completed)
	<ul style="list-style-type: none"> Continue the Lincoln School Veteran's Day Celebration with Veterans who are family members of students & staff 	<ul style="list-style-type: none"> Nov. 10, 2010 	x	x	x	x	<ul style="list-style-type: none"> 4th Grade project 	<ul style="list-style-type: none"> Assembly occurs (Completed)
	<ul style="list-style-type: none"> Communicate to families about the open invitation to family members who are veterans and use an RSVP 	<ul style="list-style-type: none"> October 2009 	x		x		<ul style="list-style-type: none"> none 	<ul style="list-style-type: none"> Communication sent via newsletter and email (Completed)

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	<ul style="list-style-type: none"> • Have students write invitations and thank you notes to family members who are Veterans 	<ul style="list-style-type: none"> • October-November 2009 				x	<ul style="list-style-type: none"> • none 	<ul style="list-style-type: none"> • Students will write invitations (Completed)
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SIP Element #7 – Extra Curricular Activities

Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion
			A	T	P	S		
7. Continue Early-Release Day Enrichment Programming.	• Create line-up of enrichment programs	• Summer 2010	x				• none	• Flyer created (Completed)
	• Collaborate with other 5 elementary schools to work out discounted rates	• Summer 2010	x				• none	• Contracts (Completed)
	• Distribute registration flyer	• September 2010	x		x	x	• none	• Students registered (Completed)

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SIP Element #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

- **CPI note: The data figures used are projections based on 2009 baseline scores and 2010 target scores by continuing the same rate of improvement. These figures will likely need to be updated following the release of the 2010 MCAS results.**

Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion
			A	T	P	S		
8. To increase the average CPI (Composite Performance Index) points of low income students on the Spring 2011 MCAS ELA test to 86.2.	<ul style="list-style-type: none"> • Provide Title I intervention tutoring to students who qualify through the Title I selection procedure 	<ul style="list-style-type: none"> • September 2010-June 2011 	x	x		x	<ul style="list-style-type: none"> • Title I funding 	<ul style="list-style-type: none"> • At-risk students will receive tutoring services a minimum of two 30 min. sessions per week. (Completed)
	<ul style="list-style-type: none"> • Continue Title I Literacy and Math Night for families 	<ul style="list-style-type: none"> • Winter 2010/2011 	x	x	x	x	<ul style="list-style-type: none"> • Title I funding 	<ul style="list-style-type: none"> • Parents will attend Title I Family Night (Breakfast event completed)
	<ul style="list-style-type: none"> • Continue using Lexia Learning Online Supplemental Reading Program for struggling readers in school and at home 	<ul style="list-style-type: none"> • All year 	x	x	x	x	<ul style="list-style-type: none"> • \$500 annual fee 	<ul style="list-style-type: none"> • Struggling readers participate in the program 2- 4 times per week (Completed)
	<ul style="list-style-type: none"> • Use in-class flexible groups to target specific skill instruction 	<ul style="list-style-type: none"> • All year 		x		x	<ul style="list-style-type: none"> • none 	<ul style="list-style-type: none"> • Instructional model in use (Completed)
	<ul style="list-style-type: none"> • Use a Writer’s Workshop instructional model for the instruction of writing 	<ul style="list-style-type: none"> • All year 		x		x	<ul style="list-style-type: none"> • Possible continuation of PD - paid for from Title I Targeted PD 	<ul style="list-style-type: none"> • Development of Writer’s Workshop Instructional Model outline and support documents (Completed)

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SIP Element #8 - Continued

Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion
			A	T	P	S		
9. To increase the average CPI (Composite Performance Index) points of low income students on the Spring 2011 MCAS Math test to 83.6.	<ul style="list-style-type: none"> Provide Title I intervention tutoring to students who qualify through the Title I selection procedure 	<ul style="list-style-type: none"> September 2010-June 2011 	x	x		x	<ul style="list-style-type: none"> Title I funding 	<ul style="list-style-type: none"> At-risk students will receive tutoring services. (Completed)
	<ul style="list-style-type: none"> Continue Title I Literacy and Math night for families 	<ul style="list-style-type: none"> Winter 2010/2011 	x	x	x	x	<ul style="list-style-type: none"> Title I funding 	<ul style="list-style-type: none"> Parents will attend Title I Family Night (Breakfast event completed)
	<ul style="list-style-type: none"> Participate in district initiatives focused on curriculum such as curriculum mapping and the development of data teams 	<ul style="list-style-type: none"> All year 	x	x			<ul style="list-style-type: none"> District 	<ul style="list-style-type: none"> Participating staff identified (Completed)
	<ul style="list-style-type: none"> Use in-class flexible groups to target specific skill instruction 	<ul style="list-style-type: none"> All year 		x		x	<ul style="list-style-type: none"> none 	<ul style="list-style-type: none"> Instructional model in use (Completed)

Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion
			A	T	P	S		
10. To increase the average CPI (Composite Performance Index) points of Special Education students on the Spring 2011 MCAS ELA test to 73.78.	Continue to use the co-teaching model of providing academic support to special education students	September 2010 – June 2011	x	x		x	Maintain PPS funding	Special Education teachers will work with students in general education classrooms (Completed)
	Participate in district wide PD on co-teaching	All year	x	x			Title IIA district funding	Participation (Completed)
11. To increase the average CPI (Composite Performance Index) points of Special Education students on the Spring 2011 MCAS Math test to 69.0.	Continue to use the co-teaching model of providing academic support to special education students	September 2010 – June 2011	x	x		x	Maintain PPS funding	Special Education teachers will work with students in general education classrooms (Completed)

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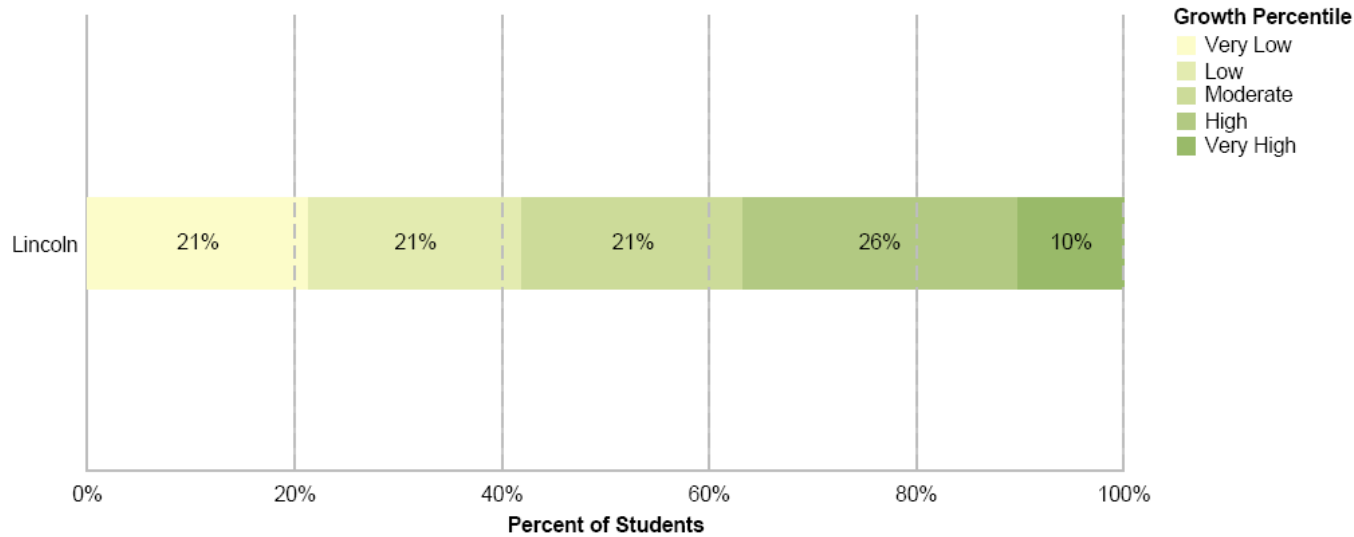
	Participate in district wide PD on co-teaching	All year	x	x			Title IIA district funding	Participation (Completed)
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*** Please see attached graph on Student Growth Percentile goals.**

Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion
			A	T	P	S		
12. To have 68% of our students achieve a Growth Percentile on the Spring 2011 MCAS ELA test at 40% or higher. This is a 10% point increase from the 2009 SGP (Student Growth Percentile.)	Use district wide assessment data such as the DRA to monitor student growth throughout the year	September 2010 – June 2011	x	x		x	Maintain current funding	Data analysis reports (pending release of '11 MCAS Data)

Student Growth Distribution by School

Melrose - 2009 MCAS Grade 4, 5 English



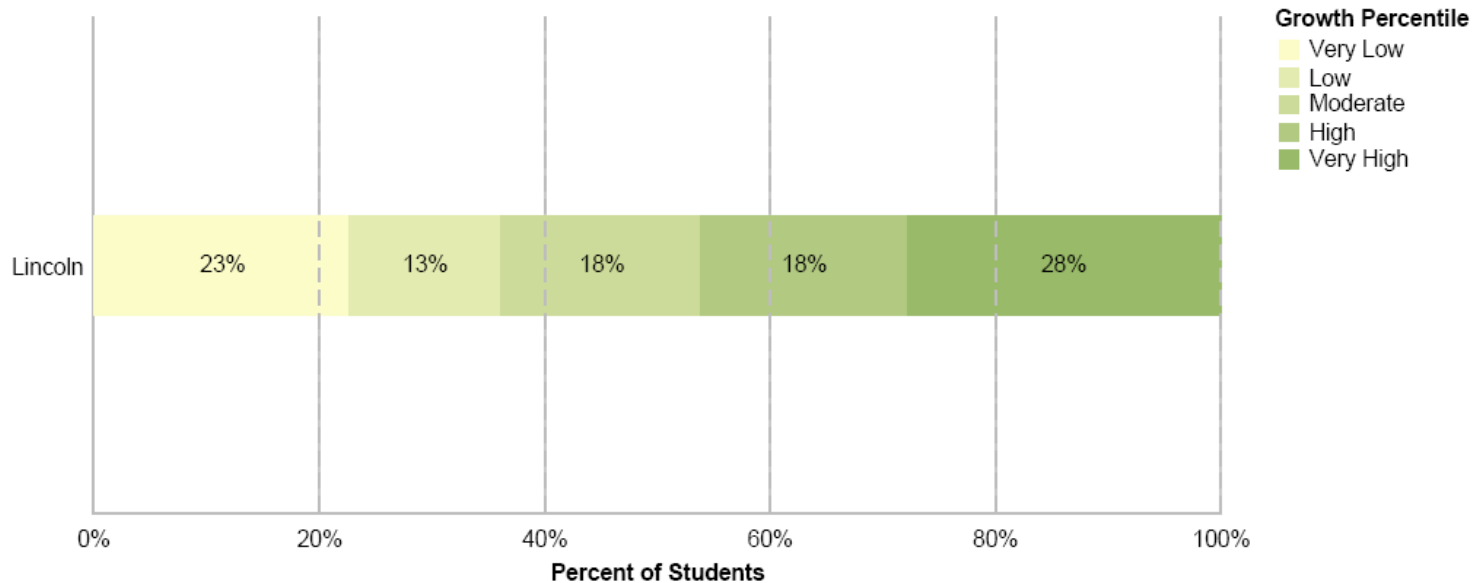
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

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Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion
			A	T	P	S		
13. To have 74% of our students achieve a Growth Percentile on the Spring 2011 MCAS math test at 40% or higher. This is a 10% point increase from the 2009 SGP (Student Growth Percentile.)	Use district wide assessment data to monitor student growth throughout the year	September 2010 – June 2011	x	x		x	Maintain current funding	Data analysis reports (pending release of '11 MCAS data)

Student Growth Distribution by School

Melrose - 2009 MCAS Grade 4, 5 Math



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

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SIP Element #9 – Any further subjects the principal, in consultation with the school council, shall consider appropriate

Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion
			A	T	P	S		
14. To continue to implement a Writer’s Workshop approach to the teaching of writing and to improve the topic development component of student writing.	• Develop the cycles of writing genres by grade level	• Summer of 2010	x	x			• none	• Document created (Completed)
	• Common expectations developed and agreed on by teacher and administrators on essential components of the instruction of writing	• September 2010	x	x			• none	• Document created (Completed)

Goal	Action Strategies	Time Line	Group/Person Responsible				Resources Required	Evidence of Completion
			A	T	P	S		
15. Assess the effectiveness of the “Meeting the Needs of All Learners”, cluster and flexible grouping model, making necessary adjustments to ensure effectiveness for reaching all learners including the gifted and talented.	• Use Growth Model data and district wide assessment data (DRA) to review growth by students	• Year round	x	x			• none	• Report created in September on SGP (Pending release of '11 MCAS data) • Assessment analysis reports following district wide assessments (Pending release of '11 MCAS data)
	• Continue to implement flexible grouping within classes and across classes as necessary determined by data	• Sept. 2010- June 2011	x	x			• none	• Students will have math classes in flexible levels (Completed)
	• Implement Guided Reading at all grade levels to promote effective differentiated instruction with materials that are appropriate for each learner	• Sept. 2010- June 2011	x	x			Continued expansion of 4 th and 5 th Grade trade book library – PTO line item	• All grade levels using guided reading (Completed)

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