

# **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&>

<b>Gender (student count)</b>	2010-2011	2009-2010	2008-2009
Male	196	195	196
Female	137	166	171
<b>Total</b>	333	361	365
<b>Race/Ethnicity (% of school population)</b>			
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
<b>Other Special Populations (% of school population)</b>			
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
<b>Special Education (IEP) (% of school population)</b>			
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 4<sup>th</sup> and 5<sup>th</sup> Graders
- Computer programming club for 5<sup>th</sup> graders
- Global Child Foreign Language (Spanish and Chinese) K-5

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

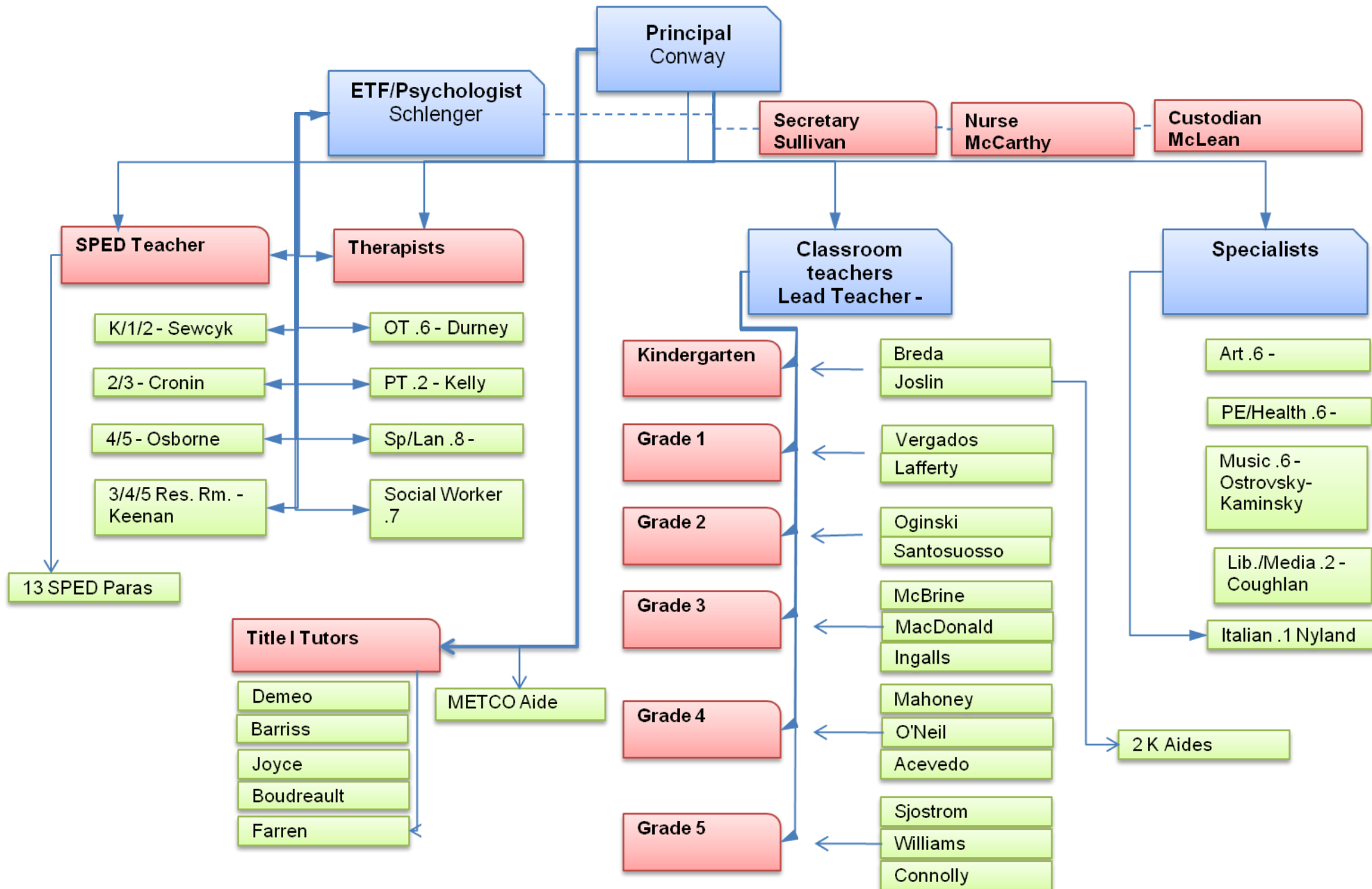
- Education Stations
- Early Release Enrichment programs
- ELL Conversation Group (parent support)

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 5<sup>th</sup> 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.

**Adjusted Goal based on 2011 MCAS results: 2012 CPI target 87.0**

- 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.

**2011 Growth distribution indicated 67.5% of students had a growth score of 40% or higher**

**Adjusted goal based on proposed DESE NCLB waiver for determining AYP:**

- *The percent of students not scoring proficient or higher will decrease by 50% over a 6 year span, meaning the percent of students scoring proficient in math will increase by 3.25 from 61% in 2011 to 64.25% in 2012*

**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	Progress Update February 2012
<b>61 Hours of in-class coaching by Math PD provider</b>	All year	A, T, PD Providers	District PD Funds	Summary report	3 sessions remaining

<b>Complete sequence realignment of existing math program</b>	Summer 2011	A, T,	Summer PD sessions – Title I PD Funding	Document created and implemented in classroom instruction for Fall of 2011	Re-sequencing completed and being used this year
<b>Alignment with Common Core Standards</b>	Summer 2011	Atlas Team	District Funding	Document Created	In progress
<b>Development of Unit and Topical Essential Questions and Enduring Understandings to drive inquiry based Math learning</b>	On Going through PD sessions	A, T, PD Providers & Atlas Team	District PD Funds	Unit Plans correlated with realigned curriculum	In progress

\*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.

### ***Adjusted Goal based on 2011 MCAS results: 2011 SPED CPI 69.3 and 2012 target is 77***

- 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 68% in 2010

### ***2011 Growth Distribution indicated 60% of SPED students achieved a growth score of 40% or higher***

- 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

### ***2011 Growth Distribution indicated 57% of students achieved a growth score of 40% or higher***

### ***Adjusted goal based on proposed DESE NCLB waiver for determining AYP:***

- ***The percent of students not scoring proficient or higher will decrease by 50% over a 6 year span, meaning the percent of students scoring proficient in ELA will increase by 2.6 from 69% in 2011 to 71.6% in 2012***
- ***The percent of SPED students not scoring proficient or higher will decrease by 50% over a 6 year span, meaning the percent of SPED students scoring proficient in ELA will increase by 5.4 from 35% in 2011 to 40.42% in 2012***

### 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	Progress Update February 2012
<b>Purchase systematic phonics supplement program for students needing intervention and train appropriate staff (Title I Tutors and SPED Staff)</b>	By September of 2011	A, T, Title I Tutors	Title I funding and district funding	Program in place and in use	Road to Reading program used to supplement & multiple interventions being used
<b>Utilize focused and schematic data grid of student DRA results</b>	Sept. 2011 – at least three times per year	A, T	Summer planning time	Grids in use	Even more expansive data being used 7 exploring a better tool for grades 3-5
<b>Develop a Comprehensive Literacy Plan while working with Literacy Consultant</b>	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	Completed – Tiered System of Support for K-2 being used and altered as more PD and reflection arises
<b>Identify specific and focused literacy professional development needs of teachers and take steps to provide it.</b>	Ongoing throughout the year	A, T, Literacy Consultant	Title I PD funding	Professional development provided	Multiple sessions with 3 different providers with small teams and a district team
<b>Develop a progress monitoring schedule for Lexia usage</b>	September 2011	A, T	District license for Lexia	Schedule in use	Usage charts used in IST meetings
<b>Provide teachers at all grade levels with PD for Lexia usage and data analysis</b>	By October of 2011	A, T, PD Provider (Quantum Learning)	PD Time after school	PD Completed	Completed by in-house personnel

\*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	Progress Update February 2012
<b>Installation of Smartboard in classrooms</b>	By September 1, 2011	Technology Dept.	City Funding	Installed	Completed in Aug. 2011
<b>Initial teacher training sessions with Technology Integration Specialist/Coach</b>	August-October of 2011	A, T, and Tech. Dept.	Time	Agendas	2 weeks of training in Aug. 2011
<b>Grade level and content lessons created for multiple units of study</b>	All year	T, Tech. Coach	Grade level team meetings	Lessons shared	Ongoing
<b>Identify 3-5 web based programs for student publication and presentation so students publish and share work</b>	All students by 2013	T, Tech Coach, S	None	Student work showcased through website.	Ongoing and focus of Tech Int. Specialist for remainder of 2012

\*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	Progress Update February 2012
<b>Hold a Technology Parent Information Night</b>	By October 2011	A, T, Tech. Coach and Parents	Run an evening event	Presentation and supporting materials published on web.	Scheduled For Feb. 16 <sup>th</sup> for the district
<b>Distribute technology Matrix</b>	Sept. 2011	A	Paper	Distributed and published online	Posted online
<b>Develop a communication and implementation plan for the parent information portal (Aspen x2)</b>	August 2011	A, T	Meeting time	Implementation beginning	On hold, but will plan with district for next year.

\*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	Progress Update February 2012
<b>Identify and develop hands-on and inquiry based math lessons within the critical areas of Common Core</b>	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	Math coach has been working on this and supplementary programs were purchased (Math Exemplars)
<b>Establish interdisciplinary connections</b>	By 2013	T	Teacher created materials	Within curriculum map	Looking to purchase non-fiction guided reading books to connect with FOSS for the 2012-2013 school year.
<b>Change our tradition of spring math night to a spring STEM night</b>	Spring of 2012	A, T, S, P	STEM Committee	Night	Planned for March 15th

<b>to highlight the inquiry-based math learning, FOSS science experiments and technology related student projects</b>					
<b>Provide teachers with PD on Inquiry based math teaching and utilizing the ATLAS curriculum program</b>	All year 2011-2012	A, T, PD Providers, Atlas team	PD funding	Agendas	Grade level meetings have focused on Atlas and Math Coach has worked on inquiry based math teaching

\*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	Progress Update February 2012
<b>Establish The Summer Learning Academy</b>	Summer of 2011	A	Title I amended grant	Program integrated with SPED summer program	Program ran in summer of 2011. Needs funding in 2012
<b>Seek additional funding so low-income students can participate in enrichment programming</b>	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	Funding still needed
<b>Apply for the ASOST state grant for comprehensive summer program</b>	August 2011	A and Site Council		Grant submitted	Applied for grant but did not receive it.
<b>Develop comprehensive summer tutoring and enrichment program</b>	Summer of 2012	A and Summer Academy team	\$30,000-\$80,000 of grant funding	Services provided	Did not receive Grant. Will seek funding to run some level of programming in 2012

\*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