

W. H. Lincoln School School Improvement Plan SY 2016-2017

School Climate

PSB Core Values:

- *Respect for Human Differences*
- *Educational Equity*
- *High Achievement for All*

Starting in September 2014, the Lincoln School relaunched the school's anti-bullying and community building work. Important to understanding the scope of the work done September 2014 to present is a recognition of anti-bullying trends prior to the 2014-2015 school year. In the initial launch of Olweus, Lincoln experienced good progress, as measured by the town's annual anti-bullying survey. In the year prior to 2014-2015, however, there was a significant increase in the number of girls grades 3-5 who reported that they had experienced bullying or observed bullying like behaviors in school. Additionally, students across the grades identified recess and lunch as times where there was a spike in bullying like behaviors during the school day. Equally problematic was a trend where over half of our middle school students reported that they did not feel connected to adults in the school. In reviewing this data, the entire Lincoln team recommitted to the Olweus work during the 2014-2015 school year. The school dedicated one faculty meeting a month to our Olweus/anti-bullying work. Each team developed an intervention plan designed to meet the specific need of the students in that grade. For example, our fifth grade team developed a plan to support students in the selection of games at recess so that 1) there was no conflict in the process of selecting a game and 2) so that no one was excluded from the activities at recess. Teams worked on these grade specific plans over the entire school year. At the end of the 2014-2015 school year, the school developed a school-wide action plan for the 2015-2016 school year. This plan was based on the results of our anti-bullying survey administered in the spring of 2015. While we saw a significant drop in the number of girls in the elementary grades reporting experiencing or witnessing bullying/bullying like behaviors, the number of middle school students reporting that they did not feel connected to an adult remained persistently high. To address these data trends, the school took the following steps for the 2015-2016 school year. We implemented an advisory program in the middle grades. All 6th, 7th, and 8th grade students were assigned an advisor and students/advisors meet twice a week. Advisory groups have less than 12 students each so students can receive attention and support in these smaller groupings. Middle school advisors meet during regularly scheduled common planning times and faculty meeting times to plan the developmental designs/anti-bullying lessons that were implemented during these advisory sessions. In our elementary grades, we created a school schedule that provided for consistent and common morning meeting times

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for each grade level. With time dedicated for morning meeting every day, teams were able to plan a series of Olweus and responsive classroom lessons in support of our anti-bullying and climate building work. Realizing that the annual Olweus survey did not provide us with enough timely information to adjust our anti-bullying work, we developed a survey for students in grade 3-8 which was administered in November 2015. The results of this survey allowed us to adapt our work and tackle the challenges that students identified in an immediate and meaningful way.

Prior to the end of the 2015-2016 school year, grade level teams met to map out anti-bullying lessons for the 2016-2017 school year. These lessons were mapped out on a monthly basis, with lessons selected based both on the success of lessons taught during the 2015-2016 school year and based on the need of incoming students for the 2016-2107 school year. Additionally, the BPCC selected four lessons, one each from the four main “buckets” of our anti-bullying work, to be taught during the first four weeks of school. These lessons include 1) respecting differences, 2) building classroom climate, 3) communication, and 4) building positive peer relationships. Lastly, 30 minute “hand-off” meetings were held between teams in June of 2016 where teams were able to discuss common themes and trends of the grade; the anti-bullying work that had been done the prior year, and the sending team’s thought on the most effective starting points for the 2016-2017 school year.

All this work led into our school improvement work planned for building a positive climate and our anti-bullying work for the 2016-2017 school year. This work includes:

Action Step	Person(s) Responsible	Timeline	Expected Outcomes
1. The school will build both morning meeting (K-5) and advisory (6-8) into the school schedule. Teams will continue to implement positive climate and anti-bullying work during these times.	School Administration Classroom Teachers Specialists	Yearlong	In our fall survey of students, questions will be included where students will be asked to describe the effectiveness of the

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<p>Pre-selected lessons from each of the four “buckets” will be taught at each grade level by each grade team. These lessons will be taught over the first four weeks of school.</p> <p>On the first or second day of school (September 1st or 2nd), each grade level team will re-introduce the anti-bullying rules to all students. Grade teams will use scenarios to role play and build understanding of these rules when re-introducing them September 1st and 2nd.</p>			<p>anti-bullying work done during these times. Responses will be used to adjust work (as needed) so that the needs of students are fully met over the course of the year.</p>
<p>2. A school-wide classroom buddy program will be launched during the 2016-2017 school year.</p> <p>All classes will be matched with a buddy class. Existing buddy classroom relationships (for example 2K and 5P) will be respected and maintained in the roll-out of a school-wide buddy program.</p> <p>The program will be introduced to faculty during our 8/30-31 staff professional development days. During our first faculty meeting of the year on September 6, teachers will meet to plan first buddy class</p>	<p>All Staff</p>	<p>Yearlong</p>	<p>It is expected that we will see stronger cross grade peer relationships as a result of this work.</p> <p>School staff will be asked to describe the changes in these cross grade peer relationships as the implementation of this work progresses.</p> <p>Questions specific to</p>

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<p>activities.</p> <p>Buddy classes will meet 4 times a year (minimum). Buddy classes can:</p> <ul style="list-style-type: none"> ● Attend Breakfast Shares ● Meet to help prepare for Breakfast Shares ● Schedule buddy reading ● Other possibilities as determined by buddy classes. <p>Buddy classes will lead an anti-bullying/climate building activity for their peers (i.e. the older class in the pair will lead an activity for the younger class in the pair) in late October/early November. The goal is for this session to be held prior to November's election day. The BPCC suggested and recommended activity is the Friendship Relay from Olweus. Faculty meeting time in October will be given to buddy pairs to plan this part of our work.</p>			<p>buddy classes will be developed by the BPCC and included in the school-developed fall anti-bullying survey. School specific questions pertaining to this work will also be developed by the BPCC to be included in the annual olweus survey.</p> <p>Photos of buddy classes working together will be posted and celebrated throughout the school year.</p>
<p>3. Because of the great success of the BPCC developed school survey administered November 2015, the school will make this</p>	<p>BPCC Members Principal/VP</p>	<p>Fall 2016 September -December</p>	<p>Information gathered will be used to adjust as needed the planned</p>

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<p>an annual survey.</p> <p>During the September/October BPCC meetings, the BPCC will review the 2015 survey, revise and add the new questions identified in the SIP action steps above.</p> <p>The survey will be administered electronically to all students grades 3-8 prior to the Thanksgiving weekend.</p> <p>Results of the survey will be compiled by the school administration, shared with staff, and used for planning purposes during the December 2016 faculty meeting.</p>	<p>Guidance</p> <p>All staff</p>		<p>anti-bullying/climate building work for the 2016-2017 school year.</p> <p>Any revisions/next steps to the school year plan will be finalized by January 2017.</p>
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Literacy

PSB Core Values

- *Educational Equity*
- *High Achievement for All*
- *Excellence in Teaching*
- *Collaboration*

During the 2012-2013 school year, one of Lincoln's literacy specialists trained at Lesley University in the Literacy Collaborative (LC) instructional framework. During the 2013-2014 school year, this LC trained specialist ran a 40 hour LC professional development class for teachers in the primary grades (kindergarten, first and second grades). At the end of the 2013-2014 school year, however, the Lincoln LC trained literacy specialist resigned from the Public Schools of Brookline. During the 2014-2015 and 2015-2016 school years, Lincoln School used the professional development time available for Literacy Collaborative schools -- 20 hours and 10 hours respectively -- to continue the professional development work started in the 2013-2014 training year. This included work on the full implementation of guided reading across these three grades, the integration of Lucy Calkins revised units of study, writer's workshop into literacy blocks, and the development of centers that support continued, developmentally appropriate acquisition of literacy skills.

Simultaneously, we embarked on the work of better deploying the supports available via our team of literacy specialists. Prior to 2014-2015, the primary and near exclusive intervention available was the Leveled Literacy Intervention (LLI). LLI remains a critical tool for our team of literacy specialists, but over the course of the past two years we significantly expanded the types of interventions and supports that are available. This started with with a decision to train one of our literacy specialists as a reading recovery teacher. Completing her training during the 2014-2015 school year, we were able to serve four students via reading recovery during the 2014-2015 school year and serve eight students via reading recovery during the 2015-2016 school year. All students successfully exited the program, and nearly three fourths of students who completed reading recovery continue to read on grade level. We

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developed a vocabulary intervention for our kindergarten students, successfully implemented for the first time during the 2015-2016 school year. Additionally, we were able to offer small group reading interventions outside of our LLI structures, and we were able to run several groups where students work on developing phonics and other pre-reading skills.

On May 4, 2016, the team of kindergarten, first and second grade teachers met to set literacy goals for the 2016-2017 school year. The frame for this goal setting was *In June 2017, what is it that you will want to have accomplished with your students? What is it that you will want your students to have accomplished?* The K-2 team goals are:

- Integration of the various components of literacy into a seamless experience
- Time for the team to develop guided reading materials, including book summaries, key vocabulary, items to preview and comprehension questions. Materials developed will be stored with the corresponding set of guided reading books.
- Ways to ensure the decoding/phonics work done via Foundations are applied when students are encoding via writing
- And additional topics as identified through professional development sessions over the course of the year.

These goals will serve as the guiding path for the 2016-2017 literacy work K-2 at Lincoln; both through professional development and instructional coaching.

On the same day, the team of 3-5 teachers were asked the same goal setting questions. The 3-5 team goals are:

- Support in the implementation of various reading instructional models -- book clubs, literature circles, guided reading, and whole class novels.
- Consistent and rigorous written responses to reading; using ideas from the literacy framework to develop a system that supports all learners at Lincoln. This includes text dependent questions and citing evidence.
- Integrating Lucy Caulkins units of study into writer's workshop
- Looking at word work and structures of language.

These goals will serve as the guiding path for the 2016-2017 literacy work 3-5 at Lincoln; both through professional development and instructional coaching.

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During the 2015-2016 school year, we were also able to train two teachers as LC coaches. These teachers have completed their training year, so during the 2016-2017 school year we can continue our work implementing the Literacy Collaborative frameworks at Lincoln school.

Action Step	Person(s) Responsible	Timeline	Expected Outcomes
<p>K-2 Implement Instructional Coaching Grades K-2. Coaching will be scheduled once every two weeks, with pre- and post- meetings scheduled during recess times where conferencing teacher will be released from recess duty.</p> <p>During the 2016-2017 school year, our primary LC coach will be matched with a colleague to co-teach literacy.</p> <p>When not teaching during the literacy block, our primary LC coach will observe, coach, plan, and support teachers K-2 in their literacy work. Specific areas of focus for the 2016-2017 school year could include:</p> <ol style="list-style-type: none"> 1. Ways to use interactive read alouds to teach comprehension strategies 2. Support in using the BAS assessment tool to plan interactive read alouds or other instructional tools to target comprehension instruction. 	<p>Sarah Maxwell</p> <p>Principal/VP</p> <p>Literacy Team</p>	<p>Yearlong</p>	<p>Twice annually, teachers grades K-2 will be asked to complete a survey on the continued roll-out of our literacy/LC work. Questions will be developed on a Likert scale and it is our expectation that our literacy work will receive an average score of 4 out of 5. In areas where scores fall below 4, the literacy team, coach and school principal will adjust our plans so that the work meets the learning needs of Lincoln staff.</p>

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<ol style="list-style-type: none"> 3. Highlighting importance of interactive writing as an instructional tool and ways to integrate it across the primary grades; ways to use interactive writing in conjunction with writer's workshop 4. On-going support with the continued implementation of the Lucy Calkins writing units as a part of writer's workshop. 5. Other supports as identified via coaching and through the on-going work of the school's literacy team.* <p>Literacy Coach will lead 20-25 hour professional development series, with the topics of each session planned based on input/feedback from teachers in grades 3-5</p>			
<p>3-5 Implement Instructional Coaching Grades 3-5. Coaching will be scheduled once every two weeks, with pre and post meetings scheduled during recess times where conferencing teacher will be released from recess duty.</p> <p>During the 2016-2017 school year, our intermediate LC coach will be matched with a colleague to co-teach literacy.</p> <p>The intermediate coach will deliver the year one Literacy Collaborative professional development.</p>	<p>Terese Clarke Principal/VP Literacy Team</p>	<p>Yearlong</p>	<p>Twice annually, teachers grades 3-5 will be asked to complete a survey on the continued roll-out of our literacy/LC work. Questions will be developed on a Likert scale and it is our expectation that our literacy work will receive an average score of 4 out of 5. In</p>

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<p>This will be scheduled during the school day with the district providing substitute coverage for sessions over the course of the year.</p> <p>Coaching will support teachers in implementing pieces of the Literacy Collaborative framework introduced during professional development. With a particular focus on:</p> <ol style="list-style-type: none"> 1. Interactive Read Alouds 2. Guided Reading 3. Literature Circles 4. Book Clubs <p>Literacy Coach will lead 20-25 hour professional development series, with the topics of each session planned based on input/feedback from teachers in grades 3-5</p>			<p>areas where scores fall below 4, the literacy team, coach and school principal will adjust our plans so that the work meets the learning needs of Lincoln staff.</p>
<p>6-8</p> <p>The current co-planning and curricular alignment work of our three middle school ELA teachers, began in the summer of 2015, will continue.</p> <p>Additionally, conversations will begin between the MS team, the district ELA coordinator, and the school principal to determine possible next steps with respect to the Literacy Collaborative for the 2017-2018 school year.</p>	<p>MS ELA Team Members</p> <p>Inclusion Facilitator</p> <p>Principal</p> <p>PSB ELA Curriculum Coordinator</p>	<p>Yearlong</p>	<p>Through observations, a greater level of differentiation for all learners will be observed.</p> <p>As a result of both the professional development work and the expanded implementation of a middle school reading</p>

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<p>While these conversations and long-term planning are taking place, Lincoln plans to capitalize on the expertise of our Inclusion Facilitator, who is also a trained Literacy Collaborative coach.</p> <p>Our Inclusion Facilitator will work with our three middle school ELA teachers throughout the year. This work will take the form of regular collaborative planning meetings at least twice a month to be held during CPT meetings.</p> <p>A schedule will be developed so that our inclusion facilitator is available to co-plan, co-teach, coach, model lessons on a daily basis in each of the 6th, 7th and 8th grades.</p> <p>Work might include:</p> <ul style="list-style-type: none"> ● Use of differentiated texts with common themes during the literacy block ● Strategies and supports to support all learners in comprehension work of high quality, challenging, common texts ● Integration of word work and vocabulary instruction into the literacy block ● Integration of reading and writing units over the course of the year ● Conferencing with individual students <p>In addition to the above, a middle school schedule has been created with the hope of running up to 4 separate LLI based reading intervention groups.</p>			<p>intervention, we expect all struggling readers to show growth in their reading skills, with all readers making 1+ year's progress.</p>
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<p>Our three ELA teachers, with the support of one of our literacy specialists, will run these intervention groups starting in September. Based on expected outcomes with the LLI intervention, we anticipate that between 12 and 18 struggling middle school readers will be able to receive this RTI support during the 2016-2017 school year. One of our literacy specialists will also be available in a coaching role for our three ELA teachers as well as for content area teachers to help plan for reading support in content area classes.</p>			
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*During the 2015-2016 school year, Lincoln established a cross grade literacy team. This team currently includes a representative from each grade level band K-2 and 3-5 and one representative from the middle school; all our literacy specialists, and both of our LC coaches. The team also include the principal/VP. The purpose of the team is to meet monthly, discuss literacy work at Lincoln, and to guide/advise the LC literacy coaches in their work.

Math

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At the start of the 2015-2016 school year, the second grade team partnered with our school-based math specialists to explore the use of math stations as an integral part of math instruction. This work started in the fall of 2015 with readings, discussions of the readings, planning for station use in class, and beginning to launch station work during the math instructional period. This discussion/planning phase of the 2nd grade team's work culminated in a school visit in December 2015, where the team had the opportunity to observe math stations used as a means to differentiate learning opportunities for everyone -- for struggling students as well as for students who had already mastered the given content. Following this observation, the team decided to begin the full use of stations in their classes. The result of this work was more opportunities for differentiated practice, ongoing support, and learning.

Following the 2nd grade team's decision to fully implement math stations, both the 1st and the 3rd grade teams met with our math specialists and began the process of learning about math stations through readings and discussions. Based on the traction that this work was gaining in the spring of 2016, the principal decided to launch a K-8 math station strategy for the 2016-2017 school year.

Lincoln School launched this year with two one-hour professional development sessions for all school staff, led by our two math specialists. Following these sessions, over the course of the fall, faculty meeting time was used for professional development and planning of math station work, alternating weeks between K-2 and 3-5. On alternate weeks, teams worked on our grade-level and school-wide anti-bullying initiatives. In January 2016, the math specialists collected feedback from staff about the next steps that teachers believed would best move our math work forward. Through this discussion and feedback, the following plan for the spring of 2016 was developed:

Step one was to map out the math work currently being done at each grade. This was not a unit planning exercise, but rather was a process to capture the sequence in which skills are taught over the course of the year. The goal in this exercise was for us to ensure

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that we had an accurate accounting of the different curricular materials used by each grade team and the order in which these materials were used to achieve mastery of the state’s math standards/frameworks.

Following this mapping work, teams began to compare the above sequence to the state standards, paying particular attention to the mathematical practice standards as these standards are not all explicitly included in the current PSB curricular materials. Where gaps between the maps and standards were identified, teams selected the skills that needed to be taught as well as the materials needed to teach them. As this work was completed, teams then reviewed the maps of all other grade levels. As teams were reading and reviewing other grade level maps, educators left notes for grade teams to consider. Teachers also thought about the implications that the previous and following year’s instructional map/learning needs had on their own grade level plan. This step in the process was a critical part of our work to ensure a continuous math experience as students progress through the grades. The maps now reflect the changes made and lessons learned through this process.

The next step in this work will begin in the fall of 2016. This will start with teams looking specifically at the units that fall within the number and operations domain of the curriculum frameworks. Teams will dive deep into the process of planning, working to align strategies and content across the grades. Given our belief in the power of math stations as a tool to meet the needs of all learners, a critical part of this work will be the development of multiple and differentiated math stations for the units in this domain. Throughout the fall, teams will engage in this work, and similar to the school-wide map review described above, cross grade teams will be able to review and give feedback to each team’s plans, again ensuring alignment within math across all grades.

Action Step	Person(s) Responsible	Timeline	Expected Outcomes
Facilitated by math specialists, grade-level teams will review the units that fall within the number and operations domain of the curriculum frameworks.	Principal/VP Math specialists	Fall 2016	An understanding of math concepts within the number and operations domain and how they mature along the K-8 continuum. The identification of how math stations can be used within

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			<p>this domain as a tool for differentiation and extension.</p> <p>An understanding of the vocabulary each grade level uses to describe mathematical concepts, and the way that those terms shift over time.</p>
<p>Meetings for planning and reflection about math stations facilitated by math specialists. In grades implementing math stations for the first time this year, the teams will identify a unit they teach in the first part of the year in which they will implement math stations. Teams will invite math specialists to attend a common planning or collaborative time to aid in planning for implementation. Teams will then select a time for and invite specialists for a reflection meeting. In this meeting, teachers will identify something that worked or went positively in implementation, something that didn't work, and a plan for something that will change the next time they utilize math</p>	<p>Principal/VP Math specialists</p>	<p>Yearlong</p>	<p>Earlier implementation of Math Stations as an instructional strategy in classrooms that rolled out stations in previous school years.</p> <p>Sharing of best practices and development of new stations for successive units throughout the year.</p>

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stations.			
Implementation of math stations in grades 1,3, 5-8--where use of stations was not previously the norm.	Principal/VP Math specialists	Yearlong	Overall increase in the level of engagement and differentiation in math instruction. Math stations being utilized as a vehicle for extension and enrichment.