

LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2022-2023

Abraham Lincoln

<p>Principal: Mrs. Ginger Coleman School-Site Council Members: <u>Parents:</u> Beth Gaspar, Tasha Kenney <u>Teachers:</u> Debra Janas, Jessica Williams <u>Other members:</u> Kim Lambourne</p>			
School Mission			
<p>"We at the Lincoln School have a student-centered mindset. We are committed to providing a safe, orderly and productive learning environment. Our teaching practices are both reflective and responsive to the needs of our students. This occurs when we foster positive and trusting relationships between the staff, students and our families. We do not accomplish these goals alone, but in partnership with our families and community. We accomplish this by providing rich experiences which challenge all of our students. We have high expectations and will teach our students to think critically, as well as to persevere through all challenges they may face. Through these core values, we will prepare our students to use their full potential to become productive and contributing members of society and live fulfilling lives."</p>			
School Vision			
<p>The Lincoln School is committed to providing relevant and rigorous educational opportunities to all of our students. We strive to have all of our students reach their full potential and demonstrate their knowledge both in the classroom and on statewide assessments. This vision will ensure our students are prepared with grit, fortitude and perseverance for their next steps, having accepted the challenge and equipped with a strong academic foundation. Embedding character, morals and our core values into daily operations and classrooms to develop confidence, self-esteem and make decisions that positively impact their lives and the lives of others.</p>			
Core Values/Commitments			
<ul style="list-style-type: none"> ▪ inclusivity and equity ▪ curriculum and instruction aligned to common core, including technological education and Professional Development for staff to ensure our students are prepared with 21st Century skills ▪ gap closure through rigorous expectations and learning opportunities for all of our learners ▪ positive culture that fosters grit and perseverance to overcome challenges both perceived and realized ▪ Fostering positive relationships with our staff, students, families and community ▪ to provide high quality supports, interventions and staffing to meet the needs of all of our students ▪ to provide a safe, orderly, and positive learning environment where diverse voices are respected and embraced 			
School Strategic Objectives and Initiatives			
<p><u>Leadership, Shared Responsibility, and Professional Collaboration</u> Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement.</p> <ul style="list-style-type: none"> ▪ ILT cohesive functioning group that fosters two way communication between teams, run vertical groupings to continue the academic and emotional growth and 	<p><u>Intentional Practices for Improving Instruction – Engaged Learning</u> School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, support, and professional development.</p> <p>Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.</p> <ul style="list-style-type: none"> ▪ Rotational Small group instructional model ▪ Tiered supports ▪ Targeted Evidence Based Interventions 	<p><u>Student-Specific Supports and Instruction to All Students</u> Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and support.</p> <ul style="list-style-type: none"> ▪ iReady ▪ EDCAT ▪ DIBELS ▪ LEXIA 	<p><u>School Climate and Culture</u> Provide human and financial resources to support high quality, engaged learning.</p> <p align="center"><i>Student Safety</i> Ensure two-way, respectful communication, with families, and the LPS community.</p> <ul style="list-style-type: none"> ▪ SMore platform for parental outreach and website ▪ Facebook Page ▪ Twitter ▪ ConnectEd Calls

LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2022-2023

Abraham Lincoln

<p>development of students-based on data, social emotional and school culture and have begun planning and running portions of PD</p> <ul style="list-style-type: none"> ▪ ILT meetings ▪ Admin meetings/SBAT meeting ▪ SSC and FSF 	<ul style="list-style-type: none"> ▪ TAT process Scheduling to support student needs 	<ul style="list-style-type: none"> ▪ STMath ▪ Project Read ▪ ERI (K) ▪ Lively Letters(PreK/K) ▪ RAVE-O ▪ Quick Reads ▪ GATE ▪ High Noon decodables/K: Bob books ▪ LETRS district (Sped) ▪ Letterland ▪ Heggerty ▪ Keys to Literacy (K-2), 	<ul style="list-style-type: none"> ▪ PTO/SSC meetings ▪ Parent-Teacher Conferences ▪ Evening/Afternoon Events and Programs (21st Century) ▪ Assemblies/Field Trips-Virtual Art Night have been held ▪ Wall of Fame / Student of the Month-Parent ceremonies <p>**Simplified 21st Century programming and due to pandemic and COVID guidelines, NO events/field trips</p>
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School Data Profile

[Contact Information - Abraham Lincoln \(01600020\)](#)

Reflection on Current Practices

1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?

Current efforts include the hiring of staff due to vacancies (para-tutors) in order to effectively continue with small groups and targeted Tier 2 interventions. Specifically reading is being addressed through ongoing efforts spanning all grade levels. This includes research/evidenced based supports as follows: Letterland, Read Naturally, Quick Reads and Heggerty Phonics. Support staff has been trained to support these initiatives- building the capacity of our team members, increasing effectiveness and continuity of language and carry over for “double dosing”. In addition, the reading-writing connection has been prioritized this year so that skills are carried over from foundational phonemic awareness skills, to text connections, and into their writing, which will triangulate the skills and knowledge learned. de

Pre-k: Lively letters- Heggerty EC and PreK

Kindergarten : Heggerty, letterland, orthography mapping- triangulate

Grade 1: Staffing for tier 2 interventions. School based substitutes will allow for less time wasted.

Grade 2: increased calibration with math instruction through cpts and MRT, restructuring math block to allow for smaller group instruction and increased fluency practice, special education LETRS, Rave-O

Grade 3 and 4: Increased math fluency, increased math/ELA collaboration to better align our pacing goals have all been current efforts towards improvement.

Increased ELL enrollment has been a trend, with current percentages at 40% of our total population.

We will be ready to implement a Curriculum bias goal- by the end of the 2022-2023. Our school will have a team of staff that have been trained in the 7 Bias’ and the Washington Model. (MCIEA tuning tool)

DEI/CLSP etc: to continue to raise awareness about the imbalance of the collective consciousness and help hold ourselves accountable for creating a more equitable, unbiased community (Jana and Mejias, 2018)

2. What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?

EC/K we are seeing the greatest amount of growth in literacy and math.

Kindergarten: Heggerty is building phonological awareness- We need consistent interventions. Committed literacy person for 1 hour literacy block (for grade level)

Grade 1: Tier 2 interventions need to be more consistent and targeted for specific skills and students across the grade. Math support is a need.

Grade 2: Phonological awareness is strong. Regular practice with the implementation of Heggerty in Tier 1 is effective. Increased support during the math block would be useful.

Grade 3: Seeing slow steady progress in phonemic awareness. In math, the data is still showing a disconnect between teaching Eureka, using district math assessments and the alignment with MCAS.

Grade 4: Overall we have seen an improvement in student behaviors compared to previous years. MATH: Mid-year iReady math benchmark scores have shown gains since the initial fall benchmark. Needs improvement: We have noticed our students are lacking critical thinking skills and ability to transfer ideas.

LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2022-2023

Abraham Lincoln

ELL: Scores on the Letterland tests are going up; ELs seem to know the letter sounds. We see the overlapping of the program carrying over to our small groups Newcomers progress is slower, this year absenteeism was impeding progress (hopefully that will improve).

Technology in some ways has become an impediment. Student discourse, sounds associated with language, prioritizing best teaching practices, and “teacher over technology”.

*purposeful scheduling without technology built into our schedule

*In school twice a year Building a Better Community of Learners “Partnering with Parents” ideas: Make and Take activities that focus on concepts parents can support student learning with activities, “goody bags to support learning” (letter cards, glue sticks-magnetic letters,dice)

3. Where are students making the greatest academic gains and why? The least academic gains and why?

Kindergarten: They know and own their letterlander names and sounds. Working on letter names. Phonological awareness. Least gains: high frequency words, math fluency, time for guided math.

Grade 1 (gains): Use of Eureka math videos has helped with curriculum. Speaking and Listening has gotten better i.e. turn and talk (discourse)Letterland has helped with decoding but the follow through with encoding is still troublesome for some. The use of Heggerty has also helped with phonological awareness and reading but students still struggle with blends in some words.

Grade 2 - gains - phonological awareness, least gains - math, high frequency words in connected text are a struggle. Some students seem to know the words in isolation, but have difficulty transferring the words to connected text.

Grade 3: Great improvement in social skills after coming off of the pandemic. Reading comprehension and response still continues to be a struggle.

Grade 4: We have seen gains in speaking and listening. Their oral communication skills have significantly improved since the beginning of the school year.

EL: phonological awareness is a gain(phonemes) however chunking and blending are not happening at the same rate and sight words and letter names are not being learned

Problem of Practice for 2022-2023

To prioritize the differentiated groups to accelerate learning for all of our students by providing small group targeted instruction, utilizing Tier 2 and Tier 3 interventions, WITH FIDELITY. This will address the significant literacy needs impacting all academic areas for all learners.

Prioritizing Tier 2, Interventions and staffing to accomplish this with research/evidenced based interventions. Recouping learning loss, impacted further by quarantining measures, which has been ongoing. Structure summer programming: suggestions to extend the day, job share, keep PBL and small intervention groups to target specific areas of need. Be transportation for summer.

Additionally preventing over qualifications of SPED. Current LPS data shows that SPED students are graduating at significantly lower rates, when coupled with DEI data, this further impacts graduation statistics also. Foundational development and prevention is key.

Monitoring Progress - Process Benchmarks

What will be done, when, and by whom

<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	Person Responsible	Aug 2021	Dec 2021	June 2022	Status
The Lincoln School Staff AND ALL DISTRICT AND BUILDING BASED ASSESSMENTS	Administration				
mClass, F and P, Lexia, STMath, WAR, Heggerty and Letterland	ALL staff				
Prioritized and agenda's/notes for all CPT's	All staff				
Grade level Google Classrooms for ease of teachers for all docs and paperwork	Admin				
ILT					
SSC					
<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	Person Responsible	Aug 2021	Dec 2021	June 2022	Status
Lincoln School Staff	Administration, Literacy Specialist, SW, Liaison				
DEI inclusive texts	ALL				
Small groups to engage relationships	STAFF				
Rotational model	ALL				

LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2022-2023

Abraham Lincoln

Data informed decision making-Time prioritized for analysis	ALL				
Ongoing formal and informal feedback	Admin				
Student-Specific Supports and Instruction to All Students	Person Responsible	Aug 2021	Dec 2021	June 2022	Status
Tier 1 and Tier 2 intervention and scheduling to support	Administration				
support staff providing interventions with fidelity	Staff				
social worker groups					
Pacing and Curriculum Adhesion					
School Climate and Culture	Person Responsible	Aug 2021	Dec 2021	June 2022	Status
ALL Lincoln School Staff	Administration-and staff				
Challenge Accepted: Grit-Determination and Perseverance					
Blue tickets-school wide raffle					
Wall of FAME					

Measuring Impact			
<i>Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.</i>			
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