

LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2020-2021
Elementary ❖ Middle ❖ K-8 ❖ HS ❖ Programs

School Name: Abraham Lincoln Elementary School
Principal: Mrs. Ginger Coleman
School-Site Council Members: Parents: Beth Gaspar, Jessie Gary, Jeannett Berrios,
Parent Liaison: Kim Lambourne
Teachers: Mrs. Margaglione, Debra Janas, Jessica Williams
Community Partners: Mill City Grows, Food Corps

School Mission

"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."

School Vision

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.

Core Values/Commitments

- 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></p> <p>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>	<p><u>Intentional Practices for Improving Instruction – Engaged Learning</u></p> <p>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 align="center">Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.</p>	<p><u>Student-Specific Supports and Instruction to All Students</u></p> <p>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>	<p><u>School Climate and Culture</u></p> <p>Provide human and financial resources to support high quality, engaged learning.</p> <p align="center"><i>Student Safety</i></p> <p>Ensure two-way, respectful communication, with families, and the LPS community.</p>
--	--	--	--

LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2020-2021
Elementary ❖ Middle ❖ K-8 ❖ HS ❖ Programs

<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 development of students- based on data, social emotional and school culture and have begun planning and running portions of PD ▪ ILT meetings ▪ Admin meetings/SBAT meeting ▪ SSC and FSF 	<ul style="list-style-type: none"> ▪ Rotational Small group instructional model ▪ Tiered supports ▪ Targeted Evidence Based Interventions ▪ TAT process ▪ Scheduling to support student needs 	<ul style="list-style-type: none"> ▪ iReady ▪ EDCAT ▪ DIBELS ▪ LEXIA ▪ STMath ▪ Project Read ▪ ERI (K) ▪ Lively Letters(PreK/K) ▪ RAVE-O ▪ Quick Reads ▪ GATE ▪ High Noon decodables/K: Bob books (100 sets) ▪ LETRS district pilot 	<ul style="list-style-type: none"> ▪ SMore platform for parental outreach and website ▪ Facebook Page ▪ Twitter ▪ ConnectEd Calls ▪ 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>
--	--	--	--

School Data Profile

<http://profiles.doe.mass.edu/general/general.aspx?topNavId=1&leftNavId=100&orgcode=01600020&orgtypecode=6>

Reflection on Current Practices

Staff Needs Assessment:

<https://docs.google.com/document/d/1OgZGZvyv8R7XgSlpcJUT2EGymNgtsdvnzqzECzttWKYw/edit?usp=sharing>

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

We have been targeting our school improvement efforts by focusing on our literacy development and their foundational skills. We have purchased and are using tiered research/evidence based interventions specifically focussing on the development of their phonemic awareness and ability to decode and encode text with meaning, automaticity and fluency to improve comprehension. Last year our specific focus was on addressing these needs in PreK through Grade 1, with Lucy Calkins Phonics program added for K-2 and Lively Letters for use in PreK and K(Sped). It is imperative that our students are literate and able to read and write at or above grade level expectations. This concentrated effort will ensure with these skills that our students will then be able to access all other content areas (science, social studies, math). These efforts are leveraged through our master schedule, interventions, and support staff to ensure that every learner is receiving the appropriate level of support as well as enrichment to close achievement gaps as well as enrich our students needing acceleration. This year we have expanded this focus to embed evidence based Tiered interventions for our tutors and Special Educators. Next year our paraprofessionals will also be trained in interventions. Our K para's have been trained in ERI and this has been found to yield good foundational results.

Technology had posed an inequitable situation in the building. We have classrooms that do not have IWB creating disparity from one classroom to another. This allows one classroom to teach and expose students to higher engaging, multi-modal approaches to learning, leaving others and their students without the same access as their peers and colleagues. Furthermore, many of our students do not have foundational knowledge with using technology for educational purposes, which has required greater levels of instruction from classroom teachers to embed these skills in order to prepare them for 21st century learning skills as well as standardized testing. In this area our teachers are also struggling, not having the content knowledge themselves to support the students in some of these endeavours. We have reached out to district support for schoolwide PD, but this method has lacked the capacity for follow up and learning momentum to be continued and practiced. Technology is moving quickly and without this knowledge or access, in some classrooms we are increasing the disparity between those students and their teachers. We have a need to make our school whole, allowing all classrooms to be outfitted more equitably. Thus, we have invested in technology, specifically, so that ALL classrooms and instructional rooms have access. Installation has occurred, and boards are in the classrooms including Sci/Tech, Music, ELL and Sped. Additional boards need to be purchased to complete the building.

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?

The Lincoln School is making moderate progress towards meeting our goals specific to reading, literature and mathematics. Specific targeted focus to address the underlying reading deficits coupled with our written language development has shown marked improvement. Recalibrating the expectations of the staff and for the parents to hold all stakeholders to the highest standards is an integral part of this work. Significant focus has been in decreasing the over reliance noted on sight word vocabulary, predictable text patterns and concentrated focus is addressing phonemic awareness. Furthermore, less skill development in isolation, and application of skills through connected text and practice will enable our students to generalize, allowing for growth and development. Deep dives have begun with the standards in

LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2020-2021
Elementary ❖ Middle ❖ K-8 ❖ HS ❖ Programs

a vertical and horizontal alignment process schoolwide through CPT's and PD, as expectations have been diluted. Our students in K-2 are still showing there is a need for continued phonological awareness and phonics development. This data is tracked through the use of DIBELS (NWF,ORF,ISF,PSF etc.). When we were able to progress monitor, when we were in person, the data was readily used and available to address these underlying skill developments. More will need to be done, to include the connection between reading and writing so the students are practicing with the sounds they hear and blend them together into the written words.

Currently, our special education students specifically are not keeping pace with the gains that our aggregate and ELL population are exhibiting. Professional development specific to the Special Education teachers is occurring on an ongoing basis throughout the year. IEP goals, measurable benchmarks and expectations are continually reviewed and a specific needs assessment revealed that we need tier 2 and 3 research/evidence based interventions, fidelity with data tracking and implementation. All special educators were recently trained in RAVE-O, and the supplemental materials were purchased. In addition, ALL special educators are undertaking a district pilot that will cover the scope of two years, in LETRS training. This is not a program but training based on the brain and the science of reading. Specific training of our paraprofessionals and tutors in Tiered interventions and progress monitoring is required to continually address the ongoing needs of our at risk learners. The GATE program was purchased and has been utilized by 2 tutors this year with promising results. The need for rigorous, relevant instruction and tasks is also ongoing through our deep data dives and standard alignment as we address gap closure. We have also experienced more staffing stability in SPED this year as opposed to last, although we have had LESS staffing this year, with many classrooms working remotely unsupported by para's. However, the Reading specialist and the (2) tutors have been providing interventions.

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

2020-2021 SY

Current data has indicated that our third and fourth grade students have shown significant progress in their oral reading development as indicated on our DIBELS BM assessments. This may be due to the fact that they are reading so much more online, through the various assignments and web searches, texts etc..that have now become a part of their remote learning environment. The same data has revealed that the students in K-2 are still experiencing challenges in their ability to decode unfamiliar words (NWF) even though their oral reading fluency has improved in Grade 2. Foundational issues are a critical need in K and 1. These underlying phonics skills are critical to be addressed prior to the advancement to the next grade level. Although gains are being made, literacy and this year especially our written language development has experienced a slight dip in K-2 that will require concerted efforts for the remainder of this school year and into the 2021-2022 school year as a full building initiative. Previous written language development gains experienced in the previous year, were not maintained through the remote setting. Current data reveals that students were writing less in the K-2 classrooms "on devices" than previously with pencil/paper tasks. There has also been an increase in parents writing, the actual words, correcting spelling etc., thus valid assessments are subjective at this time. iReady data has been inconclusive with students scoring either well above or well below. To address this, parent forums were held, students were re-set and the proctoring of the 2nd assessment was done with the use of BLOCKSI in both whole and small group administration. Yet, even with these measures the results should be interpreted with caution. Much of the early release time this year has also been utilized to address district level mandates further impacting the time we had at a building level to use to address technology, best practices, data dives and vertical alignment. A two-year school wide professional development plan has been proposed to enable a comprehension literacy focus with LETRS to enhance the skillset of all of the staff. Thus further aligning and connecting/preventing gen ed students and special education. Having the time is necessary with staff to dive deeply into the data, instructional practices, planning, interventions, alignment with specialists (ELL/SPED/tutors/para's)

SPED: Tiered interventions 2/3 (GATE, RAVE-O, Read Naturally and LETRS) is ongoing and additional training must be prioritized with time and the resources for our special educators, Tutors and para's to support gap closure. Progress monitoring must occur regularly to assess and evaluate the effectiveness of the programs utilized. At the building level additional TIME is required through EARLY RELEASE to address building needs and initiatives. District initiatives/mandates, would be helpful if known ahead of time, or planned for to contend with these matters prior to school opening in the Fall, (51A training, Abuse, COI, DESSA etc...)

ELL: many of our ELL students did not opt in for in person learning this year. This resulted in access inequities with families that did not understand the language and could not support all of the students access to the small group interventions conducted by the ELL team. Further compounding the problem was the issues experienced with the microphones on the chromebooks inhibiting the ability for the students to participate. When they were able to use microphones, oftentimes the cameras needed to be off for the feature to work. This coupled with the lower attendance of the ELL students impeded their growth throughout the remote learning environment.

Gen Ed: Much work is required to train the paraprofessionals in interventions, and pacing continues to be an issue with phonics. Teachers are still working to learn the new district phonics program. Although they have reported they enjoy it and find it to be useful. Yet, it is still the inherent belief that this is still NOT the best curriculum to be utilized to meet the specific needs of our learners as they continue to lag behind in readings, phonics, vocabulary and writing (ELA). A comprehensive program is still desired. A deeper dive into the aspects of the curriculum will need to be done to ensure that the focus remains with phonics and does not swing back towards previous whole language approaches. The use of more decodable text and student recorded readings to "hear" the students read while remote, will help to determine next steps and strengthen individualized instructional methodology. Connecting the writing across the curriculum will be necessary to enhance written language development. For example, WAR writing should be more than a stand alone pillar- writing about reading should happen in independent work and in any assignments provided, thus writing across the curriculum is the next step. This will also provide student accountability for independent reading. Teachers would like to participate in LETRS training as a professional development initiative to hone their skills in the science of reading: this is a two year initiative. Teachers have begun classes for Professional development at the onset of the year in The Science of Reading [Crafting Minds-Orkin](#) . Her foundational knowledge in the brain and its development enabled our staff to begin this work. To continue with their development of instructional methodology and evidenced based instructional strategies. 100% of the teaching staff has committed to a 2 year LERTS training professional development alongside their Special Ed. peers. This too was done as a preventative approach to enhance Tier 1 and 2 instruction so that not as many students end up identified as special education, as our current data reflects. [LETRS Professional Development](#)

2019-2020 SY: The students are making the largest gains in their written language development and reading fluency. Targeted focus of this work has been addressed schoolwide and aligned to the Student Learning Goals and Professional Practice goals of staff as well. Aligning staff goals with our overall students needs to address

LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2020-2021
Elementary ❖ Middle ❖ K-8 ❖ HS ❖ Programs

this has been an integral part of our work together. By addressing it in this fashion staff and administration have been able to work continually together by supporting this endeavour in PD, CPT, ILT and individual meetings.

Our ELL students are making the most significant progress in relation to our subgroups whereas our special education population is making minimal progress. The lack of gains may be attributed to a lack of research/evidence based interventions at the tier 2 and 3 levels. Expectations that align to common core have been a vital part of our work to increase rigor and/or relevance of targeted skill focus. We have also begun a big push to stop teaching skills in isolation and teach skills in application. Lack of consistency in special education staffing has also contributed to the continuum of learning as well as foundational staffing turnover

In regards to Math, we have seen minimal progress and small gains. This may be due to the students reading deficits or lack of foundational mathematical skills. This was difficult to determine due to the lack of measures, except for the module assessments. Having the iReady digital platform has been useful in gaining a deeper understanding of where our real needs are.

Monitoring Progress - Process Benchmarks <i>What will be done, when, and by whom</i>					
<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	Person Responsible	Aug 2021	Dec 2021	June 2022	Status
Review of MCAS Data (if not embargoed) w/staff	Principal/AP				
Review of current teachers classroom make-up with data profiles created this year, to follow to next grade level (EDCAT)	All Staff and coaches				
Disaggregation of the data to do group work Day 1 of school start	Principal/AP/ ILT Team				
review data at first meeting of school year	SSC				
EDCAT-All data sources compiled here (iReady/F & P/Lexia...etc..)	All staff and admin				
Comprehensive full year Professional development Plan accounting for early release days, CPT time and vertical planning Admin to create the pmans, materials and development District to allow the time required (early release etc..)	Central Office Building Admin				
<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	Person Responsible	Aug 2021	Dec 2021	June 2022	Status
*schedule to drive instructional groups *materials to support district curriculum alignment *staff assigned to positions aligned with their strengths	Principal/AP				
*schedule to drive instructional groups *materials to support district curriculum alignment *planning with teachers and support staff, CPT, PD	Coaches-Math and ELA, staff				
*Lesson and Unit planning, differentiation, meaningful work, application of skills, student discourse	Staff/ILT				
<u>Student-Specific Supports and Instruction to All Students</u>	Person Responsible	Aug 2021	Dec 2021	June 2022	Status
*Interventions for staff utilization *Training/PD/classroom observations/CPT/ILT *Prioritized EARLY RELEASE TIME at the BUILDING LEVEL for deep data dives, LETRS work and ongoing PD with Tiered Interventions (Read Naturally-RAVE-O, GATE, etc..)	Principal/AP Literacy coach, Tech teacher, tutors				
*schedule adhesion	All Staff, tutorss				

LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2020-2021
Elementary ❖ Middle ❖ K-8 ❖ HS ❖ Programs

*data collection-progress monitoring, formative and summative assessments					
*observations and collaboration with teachers and grade level teams *data analysis, planning, professional development	Admin, Coach				
Building level Professional Development in LERTS	Admin and Coach				
<u>School Climate and Culture</u>	Person Responsible	Aug 2021	Dec 2021	June 2022	Status
Two Way Communication	Admin, all staff and families				
Building based: CHALLENGE ACCEPTED (PBIS) Student of the Month, Individual Classroom Incentive Programs, Admin attendance initiatives	All staff, admin and families				
newsletter platform: weekly Smore (Shark Byte) for all staff, all school use of REMIND for parent communication	admin				

Measuring Impact			
<i>Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.</i>			
<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	Person Responsible	Date	Status
ALL Staff: school events, outreach, participation, vertical partnerships, standard alignment and sharing of best practices	ALL staff		
All available data points including attendance, discipline, family engagement and data relative to progress on school and district measures	ALL staff		
Progress monitoring-Benchmarking-Formative and Summative Data-	All staff		
Staff Goals aligned to school improvement efforts and QIP	ALL Staff		
<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	Person Responsible	Date	Status
Intentional Planning of schedule (master) , working with staff on data (trends-indiv and Schoolwide)	Admin		
Continued focus of chronic attendance and discipline	AP, counselor, staff		
Reflective Practices, ongoing data analysis, differentiated groups and stations	All Staff		
Expectations: rigorous relevant tasks and instruction-increase student discourse	All staff		
Data dives on interventions utilized and Progress monitoring of Tiered interventions	ALL staff		
<u>Student-Specific Supports and Instruction to All Students</u>	Person Responsible	Date	Status
Staff Professional Development Schedule-in house trainings-ILT, CPT, meetings: Critical need to KEEP EARLY RELEASE TIME at the BUILDING LEVEL to support improvement initiatives	Admin.		
Increased use of coaches to model and support teacher planning	Coaches		
Progress monitoring of interventions and data ONGOING data dives through CPT and EARLY RELEASE to capture the time necessary to disaggregate and use the data to drive instructional decisions.	Admin and ALL Staff		
<u>School Climate and Culture</u>	Person Responsible	Date	Status
Decrease in student behaviors, office calls or referrals	All Staff		
Increase in participation at events, conferences and communication that meets the needs of our families (translations), school alignment with use of REMIND for classroom communication, GOOGLE VOICE	ALL staff		

LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2020-2021
Elementary ❖ Middle ❖ K-8 ❖ HS ❖ Programs

Use of SMORE newsletter, FB, Twitter, Social Media	Admin		