

## Abraham Lincoln Elementary School

### Plan Overview 2019-2022

Updated on 10/13/20

<b><i>Mission</i></b>				
The Abraham Lincoln School will provide all students with an opportunity to reach his or her own academic potential. All students will appreciate others as individuals who have a right to learn and a right to be respected as a unique person. The Abraham Lincoln School recognizes the importance of a strong school to home link. This link is essential if a student is to become well versed in the basic academic skills and in the development of a concern for others that will be necessary for success as an adult.				
<b><i>Vision</i></b>				
<ul style="list-style-type: none"> <li>● In order to be successful in all academic areas, students will be able to read and understand a variety of appropriate instructional material. In addition, it is hoped that students will develop an appreciation of the fact that reading is not only for educational purposes, but also for enjoyment.</li> <li>● The staff will strive to provide instruction that will enable all students to be effective communicators in both oral and written form.</li> <li>● A strong foundation of basic skills will give students the confidence to approach any new academic challenges that they will face by using reasoning and critical thinking skills.</li> <li>● Each student will use learned skills as “Building Blocks for Learning” in each successive school year in order to become lifelong learners.</li> </ul>				
<b><i>Core Values</i></b>				
Abraham Lincoln Elementary School the Core Values, students treat each other with RESPECT, take RESPONSIBILITY for our learning, and strive for a SAFE and positive school for all.				
<b><i>Theory of Action</i></b>				
If we strengthen teaching and learning by promoting equity, building educators’ instructional skills, and building family and community partnerships that support student success, then all students will achieve growth and be academically proficient.				
<b><i>Strategic Objectives</i></b>				
<b><i>1. High Quality Instruction</i></b> Increase student achievement by strengthening teaching and learning.	<b><i>2. Effective Student Support Systems</i></b> Create an inclusive, culturally responsive learning environment.	<b><i>3. Strong family and community relationships</i></b> Empower families and the community through collaboration.	<b><i>4. Organizational Team Excellence:</i></b> Cultivate and build equitable instructional capacity of a highly skilled Lincoln team.	<b><i>5. Public Confidence and Pride:</i></b> Strengthen the reputation and elevate the profile of Lincoln School.
<b><i>Strategic Initiatives</i></b>				

<p>1.1 Implement a MTSS school team that will become trainers and provide professional development to school staff on tiered literacy and systems of support.</p>	<p>2.1 Use a tiered system of supports to group students with homogenous needs (academic and/or SEL)</p>	<p>3.1 Deepen the commitment to the Parent Family Engagement team that facilitates opportunities for parents/caregivers to be engaged, educated and empowered.</p>	<p>4.1 As a Trauma Sensitive school (Year 2), continue to cultivate a culture that builds authentic student-staff relationships.</p>	<p>5.1. Create and implement various online platforms to ensure strategic communication with internal and external audiences.</p>
<p>1.2 Teachers will utilize MTSS strategies to increase student achievement by strengthening teaching and learning through Tiered Literacy (Year 2).</p>	<p>2.2 Through the use of the District Curriculum Accommodation Plan (DCAP), Teachers will provide accommodations and interventions to meet all needs.</p>	<p>3.2 By providing parents/caregivers, build and sustain two-way communication using multiple modalities for authentic engagement</p>	<p>4.2. Reassess and implement TLS coaching support system based on equitable staff needs</p>	<p>5.2. Collaborate with PTO and community stakeholders to support and promote Lincoln incentives.</p>
<p>1.3 Students will develop their conceptual understanding of math through the implementation of models and best practices such as the open number line, the part-whole model and decomposition of numbers, in order to explain and demonstrate their thinking using academic language (orally) and in writing as measured by i-ready diagnostic, STAR360 and Math MCAS 2.0.</p>	<p>2.3 Improve student engagement and academic performance through consistent PBIS practices focused on acknowledgement and supports of students' social emotional skill sets.</p>	<p>3.3 Implement multiple access points and opportunities for collaboration and partnerships that engage, educate and empower families.</p>	<p>4.3 Provide target informal and formal feedback to teachers on best practices, instructional planning and implementation, and the application of PD topics.</p>	
<p>1.4 Teachers will implement Standards Based ELA curriculum maps using instructional strategies that are aligned to MTSS.</p>	<p>2.4 As a Trauma Sensitive school (Year 2), continue to cultivate a culture that builds authentic student-staff relationships.</p>			

### ***Outcomes***

- Outcome 1.A- Teachers will facilitate the learning growth of their students so that 100% of their students achieve the median SGP of 50% based on the Reading (and) Math STAR assessment by both MOY and EOY.
- Outcome 1.B- 100% of students will reach or exceed Lexia usage minutes with fidelity to increase overall literacy performance.
- Outcome 1.C- 100% of students will reach or exceed i-Ready typical growth of 100% as reported by the EOY i-Ready diagnostic.
- Outcome 2.A- Chronic absenteeism will improve by 5% from 13% (Historic) to 12% (MCAS attendance target).
- Outcome 2.B- 100% of staff will implement with fidelity the Lincoln PBIS plan by the end of Year 3 and 4 with evidence of key metrics and initial PBIS system as measured by the Tiered Fidelity Inventory (TFI) Report.
- Outcome 2.C-25% reduction in referrals to WCST through the use of DCAP and tiered intervention supports
- Outcome 3.A- 80% of parents/guardians will engage in school events in person or virtually to educate and empower as measured by attendance, family survey, and “views”.
- Outcomes 4.A. 100% of the teaching staff will increase their instructional capacity by and/or implementing targeted PD topics, participating in coaching cycle, and being provided growth producing feedback.
- Outcomes 5.A. Create a baseline of stakeholder engagement with positive content as measured by online activity (e.g. website traffic, clicks, shares, likes, “views”)

## Lincoln Elementary Action Plan Template, 2019-2022

(While the Plan Overview is a 3-year outlook, this Action Plan is specifically a 1-year outlook for this SY.)

**Strategic Objective: 1. High Quality Instruction**

Increase student achievement by strengthening teaching and learning.

**Strategic Initiative: 1.1**

Implement a MTSS school team that will become trainers and provide professional development to school staff on tiered literacy and systems of support.

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
MTSS school team will attend the tiered literacy academy to build conditions for school effectiveness.	MTSS Team	TBD	In Progress
MTSS team will unpack the tiered literacy academy curriculum to develop an action plan to disseminate to staff.	MTSS Team	4/2021-6/2021	TBD
MTSS team will design professional development for Lincoln staff based on tiered support to address the needs of the school.	MTSS Team	4/2021 - 6/2022	TBD
Year 2 Present PD and Implement supports	MTSS Team	2021-2022	TBD
Year 3 Full Implementation of Tiered Literacy	Teachers	2022-2023	TBD

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
100% of MTSS team members will increase their instructional knowledge based through their participation in the Tiered Literacy Academy training (Year 2 and Year 3).	MTSS Team	TBD	On Going
Professional development will be tiered to differentiate teachers' instructional capacity.	MTSS Team	4/2021-6/2022	TBD

**Strategic Initiative 1.2 process benchmark is going to be addressed Year 3.**

**Strategic Objective: 1. High Quality Instruction**

Increase student achievement by strengthening teaching and learning.

**Strategic Initiative: 1.3** Students will develop their conceptual understanding of math through the implementation of models and best practices such as the open number line, the part-whole model and decomposition of numbers, in order to explain and demonstrate their thinking using academic language (orally) and in writing as measured by i-ready diagnostic, STAR360 and Math MCAS 2.0.

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Review i-Ready data by subgroup to determine focus areas to implement appropriate supports and interventions in the form of an action plan.	SILT	9/2020-11/2021	TBD

Assess math instruction (usage of best practices such as number line, part/part whole). Develop individual coaching cycles with TLS based on the needs identified.	Lincoln Admin  TLS  SILT	9/2020-11/2021	TBD
Provided differentiated professional development on math pedagogy and instructional strategies. *Implementation of Ready Math*	Lincoln Admin  TLS	TBD  (i-Ready)	TBD
Define math pedagogical expectation and instructional strategies within the instructional guide: <ul style="list-style-type: none"> <li>● Conceptual Understanding</li> <li>● Problem Solving</li> <li>● Computation</li> <li>● Math Facts</li> <li>● Vocabulary</li> <li>● Standards for Mathematical Practices</li> </ul>	Lincoln Admin  TLS	8/2020-6/2021	TBD

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Use instructional monitoring tool to determine the baseline of the implementation of instructionally strong math practices.	Lincoln Admin	8/2020-5/2021	
Teachers will have an increase of 20% (if they are less than 80%) from the baseline of implementation of instructionally strong math practices (Ready Administration tool kit)	Lincoln Admin	8/2020 - 5/2021	

	TLS		
--	-----	--	--

**Strategic Initiative 1.4 process benchmark will be addressed in Year 3.**

**Strategic Objective: 2. Effective Student Support Systems**

Create an inclusive, culturally responsive learning environment.

**Strategic Initiative: 2.1**

Use a tiered system of supports to group students with homogenous needs (academic and/or SEL)

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Evaluate the effectiveness of PBIS in Year 3 and 4 through the analysis of SWIS data.	PBIS Team	8/2020-6/2021	ongoing
Provision of mentors (Lincoln staff members) to students who have been identified as chronically absent and/or tardy.	Lincoln Admin  SAC	11/2020  trimester	TBD
Reassess appropriate identification of tiered behaviors and how to document office referrals (major vs. minor/ Google form)	Lincoln Admin	10/2020-6/2021	TBD

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
WCST will now co-exist with the SEI cycle review	Lincoln Admin	8/2020-6/2021	TBD

	ESL TLS SPED teacher WCST team		
Increase in building staff-student relationships to increase positive student engagement.	Lincoln staff	8/2020 - 6/2021	ongoing
10% reduction in major office referrals	Lincoln Admin PBIS team	6/2021	TBD
25% reduction in WCST referrals	Lincoln Admin	6/2021	TBD

**Strategic Objective: 2. Effective Student Support Systems**

Create an inclusive, culturally responsive learning environment.

**Strategic Initiative: 2.2**

Through the use of the District Curriculum Accommodation Plan (DCAP), teachers will provide accommodations and interventions to meet all needs.

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
--	---------------------------	-------------	---------------



Conduct an inventory of tiered supports available (including SEL curricula) and make recommendations for improving access to supports and resources.	Lincoln Admin	8/2020 - 6/2021	TBD
Evaluate the effectiveness of accommodations and interventions used by teachers.	Lincoln Admin	9/2020 - 6/2021	ongoing
Use formative data to revise accommodations used by teachers.	Teachers	9/2020 - 6/2021	ongoing

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Teachers will utilize pre- and post- tests to determine if accommodations were effective.	Teachers	8/2020 - 6/2021	TBD
85% of students who were referred to the WCST/SEI-PCR will show improvement in overall academic achievement.	Lincoln Admin  WCST team	6/2021	TBD

**Strategic Objective: 2. Effective Student Support Systems**

Create an inclusive, culturally responsive learning environment.

**Strategic Initiative: 2.3**

Improve student engagement and academic performance by acknowledgement and support of students' social emotional skill sets.

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
An increased focus on Instructional Dialogue to build upon students' understanding of complex tasks.	Lincoln Admin Teachers	8/2020 - 6/2020	ongoing
Through the facilitation of higher order thinking, extended opportunities will be provided to students to engage in analysis and inquiry.	Lincoln Admin Teachers	8/2020 - 6/2021	ongoing
Utilizing an acknowledgement system- PBIS, Monthly Character traits and Positive Office Referrals	Lincoln Admin PBIS team	8/2020 - 6/2021	ongoing
Continued support for social emotional Skill set with Zones of Regulation, Mindfulness and Growth Mindset (currently in Year 3).	SAC Health Teacher	8/2020 - 6/2021	ongoing

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Observation and lesson Plan Feedback with a strategic focus on Instructional Language and Analysis & Inquiry.	Lincoln admin	9/2020 - 5/2021	TBD

25 % reduction in SAC assistance needed in the classroom for Tier 2 and Tier 3 behaviors	SACs	6/2021	TBD
--	------	--------	-----

**Strategic Objective: 2. Effective Student Support Systems**

Create an inclusive, culturally responsive learning environment.

**Strategic Initiative: 2.4**

As a Trauma Sensitive school (Year 2), continue to cultivate a culture that builds authentic student-staff relationships.

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Wraparound Assessments provided by the FWC used to inform staff of a student's current and past status.	FWC Wraparound Coordinator	8/2020 - 6/2021	ongoing
Provide professional development to staff on the nature of trauma on school age children and how trauma manifests itself in a school setting (currently in Year 2)	Trainer	8/2020	complete

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Identify indicators to be used for assessing positive relationships during observations.	Lincoln Admin	9/2020	TBD

	Office of Instruction		
Observation Feedback with a focus on positive staff to student interactions	Lincoln Admin	8/2020-6/2021	ongoing

**Strategic Objective: 3. Strong family and community relationships**

Empower families and the community through collaboration.

**Strategic Initiative: 3.1**

Deepen the commitment of the Parent Family Engagement team that facilitates opportunities for parents/caregivers to be engaged, educated and empowered.

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Expand the Parent/ Family Engagement Team to include more staff members and district staff from the Family Engagement Center	Admin	8/2020	Continue
Schedule Parent/ Family Engagement Team meetings for 2020-2021	Admin	starting-10/21/20 Monthly	ongoing
Create an event schedule to plan grade level Parent/Family Engagement events.	PFE Team	Starting 10/21/20 Monthly	ongoing

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>

Increase in parent/family attendance at scheduled events (virtually)	Lincoln Admin	8/2020-6/2021	Ongoing
Increase communication between parent/family and teachers regarding student progress. (ex. phone calls, parent conferences, meet and greet)	Teachers	8/2020 - 6/2021	Ongoing

**Strategic Objective: 3. Strong family and community relationships**

Empower families and the community through collaboration.

**Strategic Initiative: 3.2** By providing parents/caregivers, build and sustain two-way communication using multiple modalities for authentic engagement

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
School Based Parent Teacher Conferences that focus on academics and SEL needs.	Teachers SAC	Per district schedule  1x per year	Ongoing
Utilize Class Dojo as a positive communication tool schoolwide.	Teacher	8/2020 - 6/2020	Ongoing/ daily
Provide PD on how to utilize Class DOJO to provide families with the 3E's: engage, educate and empower	Lincoln Admin	8/2020	Complete

Communicate with all parents and community about how to get involved and the purposes of various groups: Foster Grandparents, Family Engagement Centers, Parent Ambassadors, Parent Councils, School Councils, Special Education Parent Advisory Council, English Learner Parent Advisory Council, and Parent Teacher Organizations within the New Bedford Public	Lincoln Admin	8/2020 - 6/2021	Ongoing
---	---------------	-----------------	---------

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Increased parent/family communication to staff regarding individual student academic and/or SEL progress.	Teacher	8/2020 - 6/2021	ongoing

**Strategic Objective: 3. Strong family and community relationships**

Empower families and the community through collaboration.

**Strategic Initiative: 3.3**

Implement multiple access points and opportunities for collaboration and partnerships that engage, educate and empower families.

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Share out opportunities for learning for our families that lead to student success, such as community family events like the Boo at the Zoo, Welcome to School workshops, Girl Design, and local school sporting events.	Lincoln Admin PFE Team	8/2020 - 6/2021	on-going

Parent Teacher Organization events and activities such as Scholastic Book Fair, virtual events TBD	PTO	8/2020 - 6/2021	monthly
--	-----	-----------------	---------

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Increased parent/family attendance at events	Lincoln Admin  PFE team	8/2020 - 6/2021	On-going
Increased interest in PTO events; Virtual meetings	Lincoln Admin  PTO	8/2020 - 6/2021	On-going

**Strategic Objective: 4. Organizational Team Excellence:** Cultivate and build equitable instructional capacity of a highly skilled Lincoln team.

**Strategic Initiative:** 4.1 As a Trauma Sensitive school (Year 3), continue to cultivate a culture that builds authentic student-staff relationships.

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Professional Development: Trauma Sensitive Schools	Admin  Joe R	On-Going	

Professional Development: PBIS- Tier 2 Academy	Lincoln Admin PBIS Team	10/2020-6/2021	monthly
Professional Development: MTSS Tiered Literacy	Lincoln Admin TLS	TBD	on-going
Professional Development: Math i-ready	Admin	TBD	on-going

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Lincoln Staff will have a deeper shared understanding of the impacts on trauma and student learning using the norms and values identified in the Helping Traumatized Children Learn Report (purple book).	Lincoln Admin Joe R.	8/2019-6/2020	completed
PBIS team will review the systems and procedures for: <ul style="list-style-type: none"> <li>Recognizing and reinforcing positive behavior</li> <li>Provide supports and interventions for behaviors</li> <li>Share out SWIS Data to assess systems and procedures in place.</li> </ul>	PBIS TEAM	monthly	on-going
MTSS Tiered Literacy <ul style="list-style-type: none"> <li>As observed through formal and informal observations, instructional changes made to meet the academic needs of all students, including</li> </ul>	MTSS Team	8/2020 - 6/2021	On-going



students with disabilities, English language learners, and students who have already demonstrated mastery of the concepts and skills being taught by tiering instruction and adjusting instructional practices.			
DCAP <ul style="list-style-type: none"> <li>Evidence of interventions and accommodations made by the teacher in order to support students' needs, which need to be data informed.</li> <li>Reduction in WCST referrals</li> </ul>	Admin Teachers SAC	8/2020 - 6/2021	On-going
MATH <ul style="list-style-type: none"> <li>Provide staff with math PD focusing on conceptual math through the use of an open number line</li> </ul>	Admin TLS	Bi-Monthly	On-going

**Strategic Objective: 4. Organizational Team Excellence:** Cultivate and build equitable instructional capacity of a highly skilled Lincoln team.

**Strategic Initiative: 4.2** Reassess and implement TLS coaching support system based on equitable staff needs

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Using school wide and grade level data, teachers will receive equitable individualized staffing support to increase their instructional capacity.	Admin TLS	Weekly	On-going

		8/2020 - 6/2021	
Peer collaboration and observation with TLS and teachers to observe the planning and implementation of lessons.	TLS Lincoln Teacher	8/2020 - 6/2021	On-going

#### Measuring Impact

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
As seen through timely informal and formal observations, teachers will implement recommended strategies and supports within their classroom.	Admin TLS	8/2020 - 6/2021	On-going
Through changes in school wide and grade level data, early evidence of instructional impact would be identified and monitored through teacher planning time.	Admin TLS	8/2020 - 6/2021	On-going

**Strategic Objective: 4. Organizational Team Excellence:** Cultivate and build equitable instructional capacity of a highly skilled Lincoln team.

**Strategic Initiative:** 4.3 Provide target informal and formal feedback to teachers on best practices, instructional planning and implementation, and the application of PD topics.

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
<ul style="list-style-type: none"> <li>Teachers will submit weekly lesson plans that include equitable instruction for all. Admin will provide targeted feedback on strengths and areas in need of improvement.</li> </ul>	Lincoln Admin	Weekly 8/2020 - 6/2021	On-going
<ul style="list-style-type: none"> <li>Admin will conduct weekly learning walks that will result in targeted feedback based on the equitable instructional practices observed</li> </ul>	Lincoln Admin	Weekly 8/2020 - 6/2021	On-going

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Targeted checks for understanding are used to inform instruction as directed on lesson plans.	Lincoln Admin	Weekly 8/2020 - 6/2021	On-going
Through the weekly learning walks, admin will look for differentiation and student engagement to ensure equitable practices.	Lincoln Admin	Weekly 8/2020 - 6/2021	On-going

**Strategic Objective: 5. Public Confidence and Pride:** Strengthen the reputation and elevate the profile of Lincoln School.

**Strategic Initiative: 5.1** Create and implement various online platforms to ensure strategic communication with internal and external audiences.

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Class and School-wide Dojo to communicate with parents.	Lincoln Admin	8/2020-6/2021	daily/weekly
Community outreach to support Lincoln initiatives that will lead to an increase in meeting overall accountability targets.	Lincoln Admin Lincoln Staff	8/2020 - 6/2021	On-going
Lincoln Facebook Page  <ul style="list-style-type: none"> <li>Creation and publication of Lincoln Elementary Facebook Page</li> </ul>	Lincoln Admin  PET	Nov 2020	
Compile and send success stories to NBPS communications staff for potential publication on district platforms	Lincoln Admin	8/2020-6/2021	monthly

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
<ul style="list-style-type: none"> <li>Increased parent registration and communication on Dojo.</li> </ul>	Lincoln Admin  Lincoln Staff	8/2020	on-going

<ul style="list-style-type: none"> <li>Students overall attendance will improve with community support at Lincoln School.</li> </ul>	Lincoln Admin  SACs  Lincoln Staff	9/2020 - 6/2021	on-going
<ul style="list-style-type: none"> <li>Increased student and parent/guardian attendance at Lincoln events</li> <li>Increased positive communications (posts) on page and shared events using DOJO school story, website, and Facebook</li> </ul>	Lincoln Admin  PTO	8/2020 - 6/2021	on-going

**Strategic Objective: 5. Public Confidence and Pride:** Strengthen the reputation and elevate the profile of Lincoln School.

**Strategic Initiative: 5.2** Collaborate with PTO and community stakeholders to support and promote Lincoln incentives.

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
The PTO will utilize the online platforms to make parents more aware of meetings and events.	PTO	8/2020-6/2021	on-going
Community stakeholders will provide newsletters, bulletins and events created specifically for the community. Stakeholder partnerships, such as St. Andrews and Invest in Kids, are valuable to Lincoln School.	Community Stakeholders  Admin	8/2020-6/2021	on-going

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
There will be an increase in PTO engagement during monthly meetings. (virtual meetings)	PTO	9/2020-6/2021	ongoing
The community stakeholder partnerships will strengthen the reputation.	Community Stakeholders Admin	monthly	

## NBPS Guidance on Developing School Improvement Plans

Adopted, in part, from MA DESE's Planning for Success: <http://www.doe.mass.edu/research/success/>

**What Are Mission, Vision and Core Values?** The mission is the school's purpose and explains why the organization exists. The mission focuses on today and what the school does on an everyday basis. The vision is the school's aspirations for students and explains what the community values and why, and what future success looks like. Core values are the principles that guide the decision making and action that will help achieve the vision; they reflect what the school community believes in.

**What is a Theory of Action?** The theory of action is a strategic if-then statement about a high-leverage area of practice that is targeted for improvement. The theory of action connects a school-wide problem of practice (something within the school's control) with an aligned strategy/solution. The theory of action creates a logical chain connecting an area of growth to a proposed solution and its intended outcome. Example: if we incorporate instructional strategies across all content areas that promote student analysis and inquiry, then all students will achieve at higher academic levels.

**What Are Strategic Objectives and Initiatives?** Strategic objectives are the coherent group of overarching goals and key levers for improvement that will achieve the future vision. Strategic objectives articulate not only the "what" of the plan but also the "why." Strategic initiatives are the projects and programs that support and will achieve the strategic objectives. Strategic initiatives are the "how."

**What Are Outcomes?** Outcomes are the plan's expected results: what they will be, how they will be measured, and when they will occur. Outcomes are the SMART goals for the school: specific and strategic; measurable; ambitious and action-oriented; rigorous, realistic, results-focused; timed and tracked. Outcomes measure the school's success in achieving its vision and include specific targets for the improvement expected as a result of multi-year plan implementation.

**What are Process Benchmarks?** These implementation benchmarks monitor progress and specify what will happen, who will do it, and when. Example: Each grade-level team of teachers will adopt and implement five ELA standards-based common formative assessments by June 2020.

**What are Early Evidence of Change Benchmarks?** These implementation benchmarks monitor impact and identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence benchmarks are indicators of effective implementation rather than measurements of interim results. Early evidence benchmarks might include changes in practice or attitude from sources such as classroom observation or surveys. Example: An increase in student use of oral language will be observed in 100% of ESL teachers' classrooms between October and January.

**What is the status column for?** This column will likely be blank at the beginning of the year. School leadership teams should add notes within this column throughout the year, tracking key information and the status of each benchmark.