

**Lincoln Street School Early Literacy and Content Literacy
Cradle to College/Career Ready
Innovation Plan**

Submitted to Dr. Melinda Boone, Superintendent

Lincoln Street Early Literacy/ Content Literacy Cradle to College/ Career Innovation School Plan

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INNOVATION SCHOOL INFORMATION SHEET

Proposed Innovation School Name:	Lincoln Street Early Literacy /Content Literacy College/ Career Ready School
Full/Partial Conversion or New:	Full Conversion
Proposed City/Town Location:	549 Lincoln Street Worcester, Massachusetts 01605
Primary Contact Name:	Mary Beth Pulsifer
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Primary Contact Email Address:	pulsiferm@worc.k12.ma.us

If conversion:

Existing School Name:	Lincoln Street School
Existing School Address:	549 Lincoln Street Worcester, Massachusetts 01606

Proposed Innovation School opening school year: **2012 – 2013**

Proposed duration of innovation plan (up to five years): **5 years**

School Year	Grade levels	Total Student Enrollment	Total Number of Staff
2012 - 2013	Pre- K - 6	265	26 FTE
2013 - 2014	Pre- K- 6	265	26 FTE
2014 - 2015	Pre- K - 6	265	26 FTE
2015 - 2016	Pre- K - 6	265	26 FTE
2016 – 2017	Pre- K - 6	265	26 FTE

Will this school serve multiple districts? **NO**

INNOVATION SCHOOL PLAN CERTIFICATION STATEMENT

Proposed Innovation School Name:	Lincoln Street Early Literacy/Content Literacy School
Proposed City/Town Location:	549 Lincoln Street Worcester, Massachusetts 01605

I certify that the information submitted in this plan is true to the best of my knowledge and belief.

Signature of Authorized Person _____ **Date** _____

Authorized Person Information	
Print/Type Name:	Mary Beth Pulsifer
Address:	Lincoln Street School 549 Lincoln Street Worcester, Massachusetts 01605
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Public Statement

Lincoln Street School will team together with community partners, stakeholders, and the Instructional Leadership Team to create a cradle to college/career ready innovation school. We sent in a Prospectus in preparation of an Innovation School Plan Outline for consideration to the Worcester Public Schools Superintendent, Dr. Melinda Boone and the Chief Academic Officer, Dr. Jeffrey Mulqueen.

Our proposed design is to have Lincoln Street specialize in Authentic Literacy (purposeful-usually argumentative-reading, writing and speaking) with a focus on Early Literacy for students in grades Pre-K-2 (including a full day Pre-k or a transitional K/1) and Content Literacy for students in grades 3–6. Our goal is to transition students to middle school grades as independent thinkers, speakers, readers, and writers in ways that prepare them for college, careers, and citizenship. The goal is to have all students proficient or above in reading at each grade level in grades Pre-K-6. This goal will be attained by providing all students a rigorous core academic program, coupled with tiered instruction/ learning time to narrow the achievement gap for students experiencing academic challenges. Meeting this goal will prepare all students at each grade level to become college/career ready, to ultimately realize a successful career and become productive members of our 21st century global society.

Program: Lincoln Street Innovation School Logic Model

Situation: A large number of students at Lincoln Street Elementary School have not made adequate academic progress according to MCAS testing results and other formal assessments (e.g. Fountas & Pinnell Benchmark Assessment, DIBELS, MAP testing). Lincoln Street draws the majority of their students from the same neighborhood in Worcester (Great Brook Valley and Curtis Apartments) and has worked to increase family engagement. Despite these efforts, Lincoln Street has experienced moderate levels of family engagement, although we are showing continued growth in this area. Additionally, students are vulnerable to a host of risk factors due to a large percentage of students qualifying as “low-income” (93.4% at Lincoln Street), including unsafe living conditions in their home neighborhoods, decreased access to adequate medical care, and decreased access to adequate mental health care. The cumulative effect of these risk factors negatively impacts student academic achievement. Lincoln Street School currently offers Pre-K through grade 6, with a ½ day Pre-K. Through the proposed innovation plan, the school would specialize in early literacy, for students in grades Pre-K–2 and rich content area instruction focusing on authentic literacy for students in grades 3– 6. Teachers would become highly qualified in the content area to which they are assigned in an effort to provide the highest level of effective instruction for all students.

Inputs	Outputs		Outcomes – Impact	
	Activities	Participation	Short	Long
Highly-qualified teachers	Re-allocation of teaching staff assignments to grade level/content areas of highest qualifications	Administration, Focused Instructional Coaches, Faculty from Lincoln Street	More effective academic instruction in alignment w/ Worcester Public Schools High Quality Teaching and Learning (HQTL)	Increased student academic achievement
Internal targeted professional development in support of the CORE	ILT and Grade Level Teams (Professional Learning Communities) focus upon <i>authentic literacy, power standards, common grade level curriculums, effective lessons, common internal formative assessments.</i>	Administration, Focused Instructional Coaches, and Faculties	More focused and effective academic instruction, strengthening the CORE and more in alignment w/ Focus on Results	Increased student academic achievement (internal/external data)
Partnership with Quinsigamond Community College for dental sealants, fluoride treatment, screening, and restorative care.	Embed Fast ForWORD computer lab, LDC, and utilization of I Pads into our instructional design	Administration, Institutional Leadership Teams, and Grade Level Teams, Faculties	More focused and effective academic instruction, strengthening the CORE and more in alignment w/ Focus on Results	Increased student academic achievement (internal/external data)
Ongoing PBIS initiative promoting positive behaviors in schools.	Modify/reinforce PBIS, Love and Logic	Administration, PBIS Targeted and Universal Teams including School Adjustment Counselors, and School Psychologists, Faculties	Increased student engagement in academic tasks; Decreased negative student behaviors	Increased prosocial student behaviors both in and out of school; Increased student academic achievement (internal/external data)
High school student volunteers	Partnerships with community agencies to increase family access to community/educational supports (medical/dental, mental health, adult education: literacy/GED/ certificate program, higher education)	Assumption College, Quinsigamond Community College, Anna Maria College, Worcester State University, Worcester Housing Authority, Boys and Girls Club	Decreased medical/dental/mental health risks interfering with student academic readiness; Increased family engagement: families less isolated, physical/mental health and educational needs more appropriately and consistently addressed	Increased student academic achievement; Increased family involvement and stability; Increase in job opportunities for parents/guardians of students and increase in financial independence of families
Family member/parent volunteers	High School Students and College Interns providing direct support to our students	Faculties, Burncoat Senior High School, Quinsigamond Community College, Anna Maria College, Assumption College, Worcester State University	Increased individual/small group academic/emotional support	Increased student achievement
Teachers implementing positive behavior management techniques (Love & Logic, PBIS)				
Focus on Results ongoing consultation and support (Instructional Leadership Team, Focused Instructional Coach, targeted professional development)				
Technology to support academic instruction (ELMO carts, computers, televisions, online instructional resources, Headsprout, FastForWord computer software)				

Assumptions	External Factors
<ul style="list-style-type: none"> All families of students want their child (ren) to have a high quality education and to be prepared for college/career and citizenship. Teachers are more effective when they are teaching in and area in which they feel a sense of self-efficacy and competency Students achieve increased long and short-term academic success when they receive uninterrupted, high quality, focused instruction every day, no matter what The achievement gap can be narrowed for all students, including ELL and Special Education subgroups. 	<ul style="list-style-type: none"> Students living in unsafe neighborhoods Lack of transportation for student families Social factors impacting student families (e.g. low-income status, domestic violence, substance abuse, lack of educational attainment, etc.) Students and their families have limited access to quality medical and mental health care.

Executive Summary

Mission

The Lincoln Street Early Literacy (Pre-K – 2) and Content Area Literacy (3-6) School is committed to collaborating with our community members and stakeholders to empower students with the strategies and skills necessary for college/career readiness, character development, and community responsibility. The goal of this school is to meet the academic, social, emotional, health, and wellness needs to ensure each child reaches their full potential. We will accelerate student learning to close the achievement gap for our LEP and SPED subgroups by ensuring that all of our students will be able to read, write, and speak in ways that will prepare them for higher education, the professional world and citizenship. Furthermore, we are poised to provide our students with a rigorous academic route complete with the crucial skills that will equip them to become adept speakers, readers, writers and thinkers, preparing our diverse multi-cultural population for college and career readiness. In addition, we pledge to uphold a culture of collegiality, accountability and rigor for the adult learners in our community, which include teachers, administrators and support staff. These attributes will allow everyone to successfully navigate our expanding global society.

Vision

Lincoln Street School is committed to accelerating the achievement of all students in early literacy and content literacy to enable them to access all content areas by consistently providing a rigorous academic environment in which all students will meet the standards, while all stakeholders collaborate to meet that goal. The academic, social, emotional, health and wellness of our students will be part of the plan conveyed to our school community.

Each staff member will have the responsibility of holding high standards and expectations for themselves as well as their students. We are particularly committed to accelerating the achievement of those students who have been identified as most in need of improvement, our LEP and SPED subgroups, to narrow the achievement gap. It is our belief that by engaging in high quality professional development, collaborative planning for rigorous instruction, tiered instruction/ learning time, data analysis, evaluation and reflection, all staff will offer our students purposeful, engaging instruction and learning activities and recognize the accountability of their role in the success of each student's achievement. Empowering staff to collaborate, hold collegial discussions, and develop focused partnerships will maintain high expectations for themselves as well as their students. Authentic literacy, which is purposeful and usually argumentative reading, writing and speaking, will be the foundation of the school as this is key to learning content while acquiring and strengthening thinking skills. This will be accomplished through a daily scheduled, structured literacy block and writing block.

Instructional Focus

LINCOLN STREET SCHOOL WILL IMPROVE READING COMPREHENSION USING A FOCUS ON GUIDED READING STRATEGIES, VOCABULARY DEVELOPMENT, AND WRITING TO EXPRESS AND STRENGTHEN COMPREHENSION FOR ALL STUDENTS IN GRADES PRE-K THROUGH SIX. THROUGH THE IMPLEMENTATION OF THESE READING STRATEGIES, STUDENTS WILL SHOW MEASURABLE GROWTH IN THEIR ABILITY TO READ AND COMPREHEND AT OR ABOVE GRADE LEVEL. THIS WILL BE MEASURED THROUGH DIBELS, FOUNTAS & PINNELL BENCHMARK ASSESSMENT SYSTEM, MAP, MCAS, MEPA, STUDENT WRITING SAMPLES, AND TIMELY/ ON-GOING FORMATIVE ASSESSMENTS.

Lincoln Street School Preparing for the Future

Our intent is to design an Early Literacy/ Content Literacy School for students in grades Pre-k through six. We propose to strengthen our literacy and oral language development for all students. This will be done by strengthening teacher capacity and frequent monitoring by the Lincoln Street School Administration and the Instructional Leadership Team. Furthermore, we pledge to work more closely with our parents to communicate the school expectations. We further pledge to continue our efforts to make parents our partners so that we can better serve their children to become productive adult members of our 21st century global society.

As a result of our current status and despite our deep investment in school improvement efforts, and our knowledge of what our students need to accelerate their academic achievement based on our experiences and analyses of all available school-wide data (and supported by the work of Mike Schmoker in *Focus, Elevating the Essentials to Radically Improve Student Learning*, 2011) our intent is to design an Innovation School with a focus on early literacy/ content literacy. In addition to strengthening our academic CORE via authentic literacy across grades pre-k through six, and addressing our reading readiness and oral language development needs, our cost-neutral design will also address community partnerships to support our academic initiatives, increase parent engagement, health and wellness safety nets, and preparation for college/career readiness and citizenship. We will seek autonomies that we as a school community believe will support our mission and vision and increase student achievement, thus narrowing the achievement gap for all students. We believe that these autonomies will streamline our delivery of a rigorous core curriculum and academic instruction by teachers who are highly qualified in literacy and content areas.

We believe we have the capacity to make our school a success: a clear understanding of the needs of our population, a supportive district, the commitment of our faculty/staff to improve student achievement and reduce the achievement gap, talented human resources, all of the necessary structures embedded into our school culture to support our innovation effort, caring families who want their children to be successful, and a school administration who refuses to be deterred from preparing our students to become college/career ready to assume their rightful place in our 21st century global society and workforce. Most importantly, all students at Lincoln Street School have unlimited potential and deserve optimal opportunities to earn their “place at the table.”

I. Mission, Vision, Statement of Need, and Proposed Partner

A. Mission

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B. Vision

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C. Statement of Need

The Lincoln Street School Instructional Leadership Team completed DESE's "11 Essential Conditions for School Effectiveness" self- assessment tool. The data illustrates that as a school we show that we are providing in many of the conditions, but that a significant number of students in our aggregate and subgroups show major gaps in standardized testing data (MCAS).

Recognizing the need for increased academic achievement for the all students as demonstrated by the MCAS results, the stakeholders decided that it was necessary to use our current resources and strengths in a different approach. A close examination of each of the 11 Conditions for School Effectiveness revealed that we still need to monitor each of these areas and work collaboratively with all of our stakeholders to meet the sustaining rubric for each of these conditions. Our preferred way of meeting the needs of our school is to become an innovation school using the "conversion model" for the 2012 – 2013 school year.

Research shows that students of poverty and trauma begin their school career with a readiness level two to five years below their more affluent peer group. Our plan is to implement a strengthened early literacy and oral language development program beginning with either a full day pre- school program, or a transitional k/1 for our students not yet ready to meet the demands of a first grade. This will provide our students with a strong literacy foundation, strong oral language development and acquisition, and access to a rigorous core curriculum across the content areas to prepare them to become lifelong learners. Our goal is to close the achievement gap by supporting all students to be college/career ready and become successful, productive members of the twenty-first century global society and workforce.

We also recognize the need to collaborate with community partners to support our parents/ guardians to meet their needs. Our plan is to engage the support of wrap- around support services to meet those needs. Our hope is to collaborate with parents to strengthen parenting skills to support their children. We continue to offer ESL classes for our parents/ guardians with the support of the ELL department for the 2011 -2012 school year in order to continue the work started in the spring of 2011. Our goal is to increase attendance at adult- ed offerings to parents/ guardians beginning in the fall of 2012 to include parenting, literacy, ESL and GED classes currently available at Great Brook Valley

Lincoln Street School serves approximately 260 students in grades Pre-K through sixth grade. The student population is comprised of the following ethnic groups: 54.1% Latino, 20.5% Caucasian, 17.2% African American, 4.9% Asian, Multi-Race, Non-Hispanic 1.8% and .8% Native American. Of our student population, 93.4% is eligible for free or reduced breakfast and lunch. Lincoln Street School also has one hundred three identified students of varying language minorities in English as a Second Language. Approximately one- half of these students are immersed in English for 2.5 hours each day in the ELL Lab, taught by a certified ESL teacher. 19.3 percent of our students qualify for and receive Special Education services. We are a Title I school and as such we have two intervention tutors and one fulltime Focused Instructional Coach. The Focused Instructional Coach works closely with the Instructional Leadership Team (ILT) and the school administration to prepare the professional development calendar for the year. In addition, the coach helps to facilitate grade level meetings, presents model lessons and offers full-time support and professional development to all professional staff. She engages parents in data meetings to review individual student's growth. Our school also has one part-time School Adjustment Counselor, who is bi- lingual, to support students and families' emotional and social needs.

Our focus continues to be comprehension; however, literacy through reading and writing is our ultimate goal. We know that our students need to understand what they read, understand what they write and write to understand, so that they become better readers, writers, speakers, and thinkers. Our entire school is committed to delivering the necessary instruction through collegial support and collaboration to meet the needs of our students. Our goal will be met through the use of grand rounds, collegial conversations and the use of data to group and differentiate instruction for all students. Each teacher recognizes his/her role in educating our children and that the primary teachers are the foundational blocks to deeper content learning in the intermediate grades. This support results in students who are responsible for their own learning and are literate and competent students by the time that they leave Lincoln Street School to begin the next phase of their education.

Our mission is to make sure that we use our expertise, capacity and resources to provide the education that our students deserve. We are seeking to become an Innovation School, using the “conversion school” model for the 2012 – 2013 school year. We believe that this model will assist us in implementing the best possible research based practices in the most appropriate instructional setting for our students. As part of this project we will create an accountability plan that will assist in evaluating the teaching practices that we have put into place. Our rationale is to measure teaching practices against our growth and achievement data. Our data will be assessed regularly and the analysis of data collected will be used to restructure teaching practices to meet the needs of our students to reach proficiency in reading at each grade level.

Due to district support, Lincoln Street School recently received a computer lab fully equipped with twenty – five computers for student use. Students in grades 2 – 6 currently participate in *FastForWord* in our computer lab, five times per week for a structured technology block. Students who are struggling with reading comprehension (with our subgroups targeted) but do not participate in *FastForWord* are provided daily time with *HeadSprout* to strengthen comprehension. This engaging program is implemented in grades K-6. We recognize the need to support parents as partners in their child’s education. One of our plans is to bring iPads to classrooms for students’ access in school and for use at home.

The current delivery of academic instruction is failing to meet the complex needs of the student population at Lincoln Street School, despite the best efforts of a dedicated and highly qualified teaching faculty. It is believed that if the instructional strength of each teacher is capitalized upon by supporting teachers to teach in areas in which they are competent and confident, that students will acquire academic skills more readily and experience greater academic success (i.e. skill acquisition, formal and informal testing, etc.). It is a goal that this proposed autonomy related to staffing decisions will strengthen continuity for students at Lincoln Street School in terms of teaching staff.

The autonomies proposed in the following plan are designed to tailor all aspects of Lincoln Street to the best interest of its particularly vulnerable student population and to lessen the impact of barriers to academic success. The following Innovation Plan describes the need for the related autonomies in order to fully develop a school community that is flexible and responsive to student needs. The current constraints related to curriculum, budget, school schedule and calendar, staffing, and district-wide policies have created obstacles for teachers, staff, and administrators at Lincoln Street School to close the achievement gap, foster a love of learning in its students, and improve performance on standardized testing.

Currently, Lincoln Street School is designated as a Level 3 school by the Massachusetts DESE. The lack of growth that continues to reveal itself through the state mandated testing data indicates that a new direction is warranted in order to increase academic growth of all students at Lincoln Street School within the context of the “cradle to college/career readiness for all students” philosophy.

The school has been working on building community both inside and outside of the classrooms; for example, our mornings start with a school wide assembly in our playground (during good weather) where students salute our flag and recite the “Pledge of Allegiance”. This is accompanied by celebrating birthdays and individual student and homeroom accomplishments and achievements. Following the daily morning assembly, students report to their homerooms and teaching begins right away. There are no interruptions via the intercom during the day and our block schedule is adhered to with fidelity to the extent possible. Our school uses Positive Behavior Intervention Supports (PBIS) as a reward and behavior intervention model. Our PBIS Team plans quarterly reward ceremonies and sets the agenda for the monthly “Cool Tools.” The cool tools focus on areas of need – such as behaviors in common areas, walking in lines, safe bodies, etc. Our students and families are well versed in this program and our office discipline referrals have decreased by at least seventy five percent. In addition, the classroom teachers, with support from our PBIS team and the School Adjustment Counselor, teach the Second Step Curriculum across all grade levels. This curriculum focuses on tolerance of differences to establish and maintain social interactions in an environment that is free from bullying.

TABLE 1

Lincoln Street School Enrollment by Race/Ethnicity (2010 – 11)			
Race	% of School	% of District	% of State
African American	17.2	13.6	8.2
Asian	4.9	8.1	5.5
Hispanic	54.1	38.3	15.4
Native American	0.8	0.3	0.2
White	20.5	36.5	68.0
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Race, Non-Hispanic	1.8	3.1	2.4

TABLE 2

Lincoln Street School Selected Populations (2010 – 11)			
Title	% of School	% of District	% of State
First Language not English	48.4	43.2	16.3
Limited English Proficient	46.7	31.8	7.1
Low-Income	93.4	70.1	34.2
Special Education	19.3	20.9	17.0
Free Lunch	92	63.6	29.1
Reduced Lunch	1.4	6.5	5.1

TABLE 3

Lincoln Street School Mobility Rates (2010)	
Student Group	% Stability
Aggregate	84.8
LEP	90.9
SPED	72.1
Low Income	84.7
Black or African American	80.5
Asian	100.0
Hispanic	89.0
White	73.9

2011 MCAS ELA Results				
Grade	Performance Level			
	Warning	Needs Improvement	Proficient	Advanced
3 rd	23%	48%	23%	6%
4 th	48%	36%	16%	0%
5 th	31%	38%	28%	3%
6 th	13%	46%	33%	8%
Grade Tracking ELA MCAS				
Grade (Year)	Warning	Needs Improvement	Proficient	Advanced
3rd (2010)	25%	46%	29%	0%
4th (2011)	48%	36%	16%	0%
% Change	↑23%	↓10%	↓13%	No Change
Grade Tracking ELA MCAS				
Grade (Year)	Warning	Needs Improvement	Proficient	Advanced
4th (2010)	45%	45%	10%	0%
5th (2011)	31%	38%	28%	3%
% Change	↓14%	↓7%	↑18%	↑3%
Grade Tracking ELA MCAS				
Grade (Year)	Warning	Needs Improvement	Proficient	Advanced
5th (2010)	21%	43%	33%	4%
6th (2011)	13%	46%	33%	8%
% Change	↓8%	↑3%	No Change	↑4%

TABLE 5

2011 MCAS Math Results				
Grade	Performance Level			
	Warning	Needs Improvement	Proficient	Advanced
3 rd	19%	29%	46%	6%
4 th	48%	36%	16%	0%
5 th	52%	17%	14%	17%
6 th	25%	46%	13%	16%
Grade Tracking Math MCAS				
Grade (Year)	Warning	Needs Improvement	Proficient	Advanced
3rd (2010)	29%	17%	54%	0%
4th (2011)	48%	36%	16%	0%
% Change	↑19%	↑19%	↓38%	No Change
Grade Tracking Math MCAS				
Grade (Year)	Warning	Needs Improvement	Proficient	Advanced
4th (2010)	48%	42%	10%	0%
5th (2011)	52%	17%	14%	17%
% Change	↑4%	↓25%	↑4%	↑17%
Grade Tracking Math MCAS				
Grade (Year)	Warning	Needs Improvement	Proficient	Advanced
5th (2010)	43%	43%	9%	5%
6th (2011)	25%	46%	13%	16%

D. Primary Proposed Partnerships

Lincoln Street School formed a stakeholders group in September in 2011 in order to address the growing need for improved and increased student achievement. The group is comprised of parents, teachers, school administrators, district administrators, a school committee member and community members/partners from local colleges and universities and the local housing development in which the majority of our students reside. Lincoln Street School currently partners with Worcester State University and Anna Maria College, supporting the education departments by mentoring pre- practicum students and student teachers. This has been in place for the past three years. We plan to continue these partnerships and to include Assumption College interns who are enrolled in the Human Services and Rehabilitation Services undergraduate program to complete a 400 hour practicum in the fall of 2012 which will support our students who exhibit social – emotional and behavioral challenges.

We plan to strengthen our existing partnership with the Worcester Housing Authority, the entity that manages the Great Brook Valley and Curtis Apartments (housing projects in which the majority of our students live). We will continue our work with Michael Murphy, Deputy Director of the Worcester Housing Authority, and his staff in order to increase coordination of available services and increase the utilization of these services by students and families at Lincoln Street School. We plan to partner with the Boys and Girls Club, based in Great Brook Valley, for the purpose of providing supplemental educational and social learning opportunities both after school and during school vacations. The nature of this partnership is to be established during the development of the innovation plan.

Lincoln Street School has partnered with Lowe's for the past two years. Justin Greenia, is a member of our Site Council and continues to support our school in favorable ways. He will continue to be a member for the 2011-2012 school year. Lincoln Street School will also benefit from a business partnership with Abbott Laboratories who will join our Site Council at our January meeting.

In the spring of 2011, we began an "Adopt – A – Grandparent" program with Autumn Village Skilled Nursing Facility with our Kindergarteners. Students bring books to read to the clients and share conversation to build oral language and experiences. This continues and has expanded to include first grade students for the 2011-2012 school year. This school year we began a partnership with R.S.V.P. Eight volunteers work in Primary classrooms to strengthen literacy skills and language development for our students

All of the above-mentioned potential community partners are well-established and integral to the communities in which they serve. It is believed that the combined efforts and creative thinking of the proposed community partners will serve to develop an innovation school plan that will improve the school experience for the students of Lincoln Street School.

II . How will Autonomy and Flexibility Be Used to Improve School Performance and Student Achievement?

Lincoln Street School will employ the current staffing, budget, as well as district and state mandated assessments with our Innovation Plan. We will fulfill our mission/vision and address our school-wide needs through the continued development of a strong Professional Learning Community who will continue to review and reflect upon our sustaining the Essential Conditions for School Effectiveness. This will be further reinforced by partnerships and through the implementation of a coherent, grade level literacy curriculum, highly effective instructional practices and innovations, all made possible by seeking autonomies in curriculum, scheduling, staffing, professional development, and budget which will maximize the effectiveness of our proposed Innovation Plan.

We will be using our budget in ways to support the needs of Lincoln Street School with independence over the materials that will be ordered separate from the district if the situation warrants it. Our budget will be used independently to support the unique needs of Lincoln Street School.

While we will adhere and teach with fidelity using the Common Core Standards as mandated, we plan to supplement or use alternate materials as identified by our student data, Instructional Leadership Team, coach, and district curricular staff to support our students and their learning needs. We intend to continue to support one another as we regularly review student data to build teacher capacity and expertise to meet the needs of our students.

Our professional development will be centered on our Instructional Focus which includes our three best practices (guided reading, vocabulary development, to include building academic vocabulary, and writing. Through early literacy initiatives we intend to prepare our students to be competent citizens that will have the skills to meet the demands of the twenty-first century and be prepared for college/career readiness. In addition, we will strive to continue building the professional capacity of our school leaders and our classroom teachers and staff through focused, targeted professional development. This will be supported by continuation of the weekly grade level meetings and by strengthening a strong community bond with our students and their parents. Through the use of the current school calendar and the boundaries of the union contract, we will establish professional learning communities that will support teacher, student and administrator capacity.

A. Curriculum, Instruction and Assessment

Curriculum, instruction and assessment support students' development of early literacy and content knowledge. When students have access to high quality early literacy skills and content knowledge, they are on track for college and career readiness. The use of autonomy in both scheduling and the distribution of resources will help us to continue to align our curriculum with effective instruction to strengthen student achievement. A focused, targeted professional development plan will ensure continued student growth as evidenced by student data. Small group differentiated instruction, flexible grouping and intervention strategies for all of our students will continue in our grade Pre-K – Six Innovation School. Through the formation of an early literacy/ content literacy school, beginning with a full day pre-school or the addition of a transitional K /1 classroom if a full day Pre- K is not plausible at this time, students will receive intensive early literacy instruction. We are prepared to strengthen the literacy focus in all classrooms for all grade levels through daily, full implementation of authentic literacy practices as defined by Mike Schmoker in Focus: Elevating the Essentials to Radically Improve Student Learning. This includes a cohesive literacy curriculum that includes research- based *Making Meaning, Making Meaning Vocabulary, and Being a Writer* by The Developmental Studies Center. We plan full implementation of Foundations for all students in kindergarten and grade one. Full implementation of *FastForWord* for students in grades 3 - 6 will continue for the 2012 – 2013 school year.

The school will provide high quality, challenging core instruction for all students. A school-wide expectation of instruction will be the development of rigorous, whole-class lessons (including our subgroups) focused on clear and measurable learning objectives aligned to the common core, delivered in short instructional segments, including multiple cycles of guided practice, and on-the-spot formative assessments. All lessons will integrate differentiated instruction so that 80% - 90% of students will learn key concepts through instruction. This will be achieved by providing instructional staff access to “unpack” standards so that they have a working knowledge of what all students need to know and be able to do in order to be proficient.

Teachers will continue to demonstrate responsibility for the learning of all of our students. For students not yet on track to proficiency in ELA, flexible tiers of research- based interventions will supplement, enhance and provide access to the core curriculum for students needing additional support. Through the use of full and partial inclusion of SPED and ELL students, instruction will feature multiple opportunities for the students to have a more in depth practice of oral language. The goals of the early literacy/ content literacy programs will be to support all students to become proficient readers achieving at or above grade level across the content areas. This will be measured through the Benchmark Assessment System administered three times per year, and more often if needed to strengthen individual student achievement. We recognize the importance of parents as partners in their children's education and will continue with our monthly grade level modeled family literacy and math skill activities. We look to continue our relationship with the Worcester Family Partnership to provide family literacy events three times per year. We plan to hold our annual family picnic to kick off the summer reading program for our students.

Teachers will work collegially and share responsibility for teaching the core subjects; literacy, mathematics, social studies and science. Instructional staff will continue to engage in regular discussions of student learning expectations both horizontally (with colleagues in their grade) and vertically (across grades). The school culture will continue to promote ongoing reflection on how instructional time is used and schedules will be adjusted as needed to provide optimal learning. Instructional staff will continue to align assessments and evaluate student work based on a rubric of what mastery looks like. Teachers share the responsibility of planning together so that a cohesive curriculum is presented using the Common Core Standards.

For our special education subgroup we will continue to address the needs of our students in both inclusion and pull-out services consistent with the mandates of student Individual Educational Plans (IEPs). We intend to strengthen the delivery of literacy and language development at all grade levels and across all content areas. This will be done by continued implementation of our school wide best practices as well as ELL strategies designed for second language learners. Since a large majority of our students in Special Education are bilingual in English and Spanish, it would warrant the use of these strategies while meeting the demands of students' IEPs. All teachers at Lincoln Street School are *Category 4* trained as of October 2011.

We will aim to continue to keep the class sizes small with no more than twenty two students when feasible. In addition we will plan on-going professional development to address early literacy and content literacy that will be accessible to teachers beginning in the summer of 2012 and throughout the school year. Our classrooms will be organized by grade level, creating small flexible groups, providing intervention, support and using research based strategies to strengthen student achievement. We will continue to explore how the block scheduling can be maximized so that students are given the time to receive core instruction and the various interventions needed at multiple levels, to meet the needs of all students.

We will continue to maintain a safe school environment that makes effective use of a system (Wrap- Around Services) for addressing the social, emotional, and health needs of our students that reflects the behavioral health and public schools framework. We will continue to consistently implement and make clear to all students, school- wide policies related to issues such as discipline and attendance. It is our goal to include a workshop for all staff to understand the issues arising in the lives of students and their potential impact on learning. This will ensure that all staff will continue to build positive, productive, trusting relationships among themselves and with students. This will transfer into the classroom, preparing the way for high performance for all students and staff. Using our current staffing we will re-adjust the School Adjustment Counselor's schedule and PBIS support for teachers in order to meet the social and emotional needs of our students. Staff culture models healthy lifestyles (socially, emotionally, and physically) that is desired for all students. Healthy lifestyles will continue to be promoted through access to nutritious food and regular physical activity. We will continue to use district support to include a Wrap-Around Services Coordinator to meet the needs of our students and their families, collaborating with families in order to increase the school's capacity to address students' social, emotional, and health needs. These Wrap- Around services will enable staff to screen students for health issues and coordinate with families and community partners to address the needs that arise.

In order to evaluate our instructional practices, Lincoln Street School will use a balanced system of formative and benchmark assessments to include the Fountas & Pinnel Benchmark Assessment System, DIBELS (Dynamic Indicators of Beginning Literacy skills), MAP (Measured Annual Progress), MCAS (Massachusetts Comprehensive Assessment System), and MEPA (Massachusetts English Proficiency Assessment). Formative assessments will be used regularly and in a timely manner to inform instruction. However, through high expectations, weekly grade level collaborations and teachers supported by the Focused Instructional Coach, data will be collected and analyzed in order to monitor student progress. All teachers and support staff will continue to meet weekly in grade level and vertical teams to review student data. Data will be used for individual and organizational learning not just external compliance. Instructional staff will continue to analyze assessment data to strengthen pedagogy by making changes to instructional practices which will result in increased student achievement. Results from the individual student assessments will be used to guide formation of leveled, flexible guided reading groups and to ascertain student's areas of challenge. Teachers will be better able to differentiate their instruction to meet the needs of all students. Writing samples (both school- wide and grade level) as well as reading records and fluency checks, will also be collected and analyzed. Students will continue to receive constructive feedback based on data analysis as well as guidance on continuous improvement.

Teachers will continue to be involved in collegial conversations, professional development, peer observations, and planning that will improve practice and accelerate students. At the start of each school year we offer a parent/ guardian workshop to explain the DIBELS assessment system and provide materials and tools necessary to work with their children to strengthen achievement. We will share students' progress with parents/ guardians each quarter as this year as we are implementing parent/ teacher conferences for the second and third marking quarters.

B. Schedule and Calendar

The school schedule and calendar support an effective three tiered instructional model. When students have access to high quality tiered instruction, learning is accelerated for every student. Through our block scheduling we will sustain an uninterrupted literacy and mathematics block to allow for interventions and differentiation. Our goal is to provide teachers with increased collegial time and professional development in high needs areas.

We will continue to explore ways to extend the school day to provide additional time on learning. The use of Saturday morning school would also be an option to be explored in subsequent years by the planning committee in order to increase available time on learning due to the overall lack of academic progress by some of the students at Lincoln Street School, according to MCAS testing results. Enhancements to the school calendar will not change the number of hours that teachers and students are engaged in learning. We will ensure that every student is scheduled to receive a minimum of 900 hours of structured learning time in a school year which includes 180 school days.

Per the most recently negotiated EAW contract, WPS teachers are required to attend after school meetings totaling 1500 minutes (25 hours). In alignment with WPS district policy, there is also a requirement that teachers attend an additional 480 minutes (8 hours) of after school professional development (PD). This is a total of 33 hours of after-school required meeting time. Our proposed scheduling autonomy will call for a rescheduling of this time (33 hours total). The Monday afternoon meetings will be replaced with a PD session of three hours on the first Wednesday afternoon of each month for a total of ten months (30 hours). There will be three additional hours available which will be used at the discretion of school administration and faculty. Students will follow a regular schedule in the morning on the first Wednesday of the month. They will then engage in a monthly literacy activity to include multi-sensory activities to expand the text to strengthen comprehension. These sessions will be led by practicum students from Anna Maria College, our Instructional Assistants and our Tutors. Substitute teachers will also be utilized to ensure compliance with supervision and to ensure the safety of all students. Faculty/staff will attend a three hour meeting from 12:30 pm to 3:30 pm. This change will maximize highly focused PD and collaborative planning time, beginning earlier in the school day, capturing teacher/staff energy. "Housekeeping" topics will be addressed by email and/or memo in order to maximize the opportunities for increasing applicable professional skills. The three district-wide PD days (typically two in August and one in October) will not be impacted by these adjustments.

These changes are proposed to address the many PD demands created by this Innovation Plan Prospectus. Longer sessions that are scheduled earlier in the day are likely to increase the depth with which professional development is presented and engaged in by faculty and staff, allowing for increased carryover into teaching practice. These meetings will be planned and structured across the academic year.

Additionally the 21st Century after school program will continue next year. Also, Lincoln Street School will continue to implement the four week summer program to address student achievement. Rigorous instruction of the common core standards will be the focus.

According to the EAW, it is our understanding that none of these changes involve waiver or modification of collective bargaining provisions related to the schedule and school calendar. If there is a snow day or a holiday that happens to fall on a Wednesday, the next available Wednesday will become the early dismissal/teacher PD day.

C. Staffing

A skillful and knowledgeable teacher is required for an effective instructional core. When school-based personnel have staffing autonomy, they ensure every staff member has the capacity to meet the academic and social-emotional needs of students leading to every student's success. While we expect that our staffing will remain constant in number, resource allocations will determine the actual number of teachers and other staff. Our current staff is committed to providing our students with the best instruction that includes research based strategies, appropriate materials and the continual use of data to change instruction. Our staff is also committed to making the necessary changes in classroom instruction in order to provide the most effective ways to make student achievement gains. In addition, through weekly grade level meetings, we continue to collaborate and develop plans to meet the needs of our students by using data and assessment, and utilize common planning time to craft rigorous, engaging, meaningful, and authentic early literacy and content literacy lessons. Collegial rounds and conversations are also a part of our commitment to Lincoln Street and our mission to provide our students an education that will give them the necessary skills to propel them to college or career readiness.

Staff has been and will continue to be informed of the entire Innovation process and plan through bi-weekly staff meetings where questions and concerns will be addressed. This entire process with the prospectus has been completely transparent. Our goal is to ensure broad staff support for the working conditions that are determined through staff input.

Lincoln Street School will also be seeking autonomy to recruit and retain highly effective teachers who meet the unique professional expectations of the proposed innovation school. This differs from the present practice of WPS teachers being allowed through their contract, to bid for open teaching positions based on criteria which has historically often allowed candidates without the best qualities for the position to "win" the bid and subsequently fill the open position. The receiving school administration and faculty have had little voice in the process. The process to remove ineffective teachers is equally frustrating: timely and labor-intensive. Most significantly, ineffective teaching widens the achievement gap, is devastating for all students, and particularly so for those students who have already been impacted by poverty and trauma. Research suggests that it takes three academic years of high quality instruction to compensate for one year of ineffective instruction. Our students cannot afford this to exist at Lincoln Street School.

This autonomy will include the adoption of a hiring timeline which would ensure that faculty are recruited and trained well in advance of the beginning of the school year. Allowing for unforeseen circumstances, the expectation is that all staff for the subsequent year will be selected and hired prior to the beginning of August for the approximate August 30th start date yearly. The Worcester Public Schools Framework of High Quality Teaching and Learning document in conjunction with the new state Standards and Indicators of Effective Teaching Practice Rubric will be used as reference tools in the hiring process. These documents, along with student data will be used to measure teacher effectiveness to retain quality teachers. The ILT members will have the opportunity to participate in the selection process of candidates. The final decision will be made by the building principal.

In order to work as an effective member of the Lincoln Street School Professional Learning Community, prospective teachers who are new to the building or in current bid positions will be expected to:

- Demonstrate an understanding of and commitment to the mission and vision of the school
- Interview with the principal
- Interview with the instructional leadership team
- Present and facilitate targeted professional development to school faculty/staff at Lincoln Street Schools
- Embrace Lincoln Street School's Professional Learning Community and cooperative team-based culture, and the norms established on all collaborative professional teams
- Participate in demonstration lessons and/or performance assessments as part of the hiring process
- Have completed or be in the process of completing all category trainings in ELL.
- Teachers will be matched with their area of expertise in literacy at each of the grade levels/content areas.

In order to continue the positive professional culture that exists at Lincoln Street School, it will be important that newly-hired staff and faculty possess the positive outlook and strong work ethic necessary to sustain such a school culture. This focus on continuing to prioritize a positive school climate and consequently improve job satisfaction through the proposed staffing autonomy will increase the chances for improved retention of talented faculty/staff, ultimately resulting in greater continuity related to academic instruction for students at Lincoln Street School.

D. Professional Development

Continuous adult learning is required to generate continuous improvements in student learning. When teachers engage in high quality professional development, they are empowered to effectively plan, deliver, and adjust instruction that results in high levels of student performance. Implementation of our proposed Innovation Plan will create a significant demand for targeted, high quality professional development at Lincoln Street School in order to ensure that we create effective curriculums and implement aligned, high quality instructional methods and developmentally appropriate internal formative assessments. It will be imperative that all other programmatic structures are introduced in a timely and effective manner. The current achievement levels of our students necessitate a high degree of urgency, but it is recognized that attempting to implement too many initiatives over a brief period of time will be counterproductive. It is our intention to introduce new initiatives in a deliberate and calculated fashion guided by our instructional leadership team, in order to test for the impact of specific initiatives, and to always secure the support of the majority of staff/faculty members prior to implementing school-wide significant changes.

Our professional development will continue to be instructional leadership team led and data driven to bring our students to proficiency as they transition to middle school to reach proficiency with state mandated testing. All professional development will focus on authentic early literacy and content literacy including the *Benchmark Assessment System*, *Making Meaning*, *Making Meaning Vocabulary*, and *Being a Writer*. Although students have shown some growth in district assessments, our data shows that the achievement gap has not narrowed for our aggregate and sub groups with state mandated assessments. Foundational reading skills must be explicitly taught and modeled along with guided practice and on- going formative assessments for all students. This will be the key to generating more positive individualized student growth.

Teachers will be provided with differentiated professional development in the area of early literacy (to include oral language development) and content literacy (to include literacy design collaborative/ backwards design) and will then take ownership by bringing it back into the classrooms, modeling lessons, and then presenting to staff their outcomes. Grand rounds will also be conducted on a regular basis with grade level/ vertical teams focused on the implementation of best practices outlined in the targeted professional development plan.

Weekly grade level data meetings and common planning time will continue to afford staff the opportunity for open and honest discussions about successful implementation of best literacy practices resulting in student success across the curriculum. Also during these meetings, staff will be able to review data to address the needs of those students who continue to demonstrate academic challenges in the area of literacy. Accommodations and modifications to instruction and learning activities will be shared to support and engage all students to reach proficiency and beyond.

The targeted professional development plan differs from the school's current practice in terms of scheduling; the most current model has been described (see B. Schedule and Calendar). Our autonomy calls for these thirty three hours to be divided into 3 hour increments across ten Wednesday afternoons. On the first Wednesday of each month, the faculty will have a 180 minute (3 hours) targeted professional development session during which they will participate in high quality, aligned professional development, developed/guided by our instructional leadership team and embracing the Focus on Results model. Students will remain at school engaged in a monthly additional literacy activity facilitated by instructional assistants, tutors, and practicum students from Anna Maria College.

Our targeted professional development for the 2012 – 2013 academic year will tentatively include the following topics:

- Authentic literacy/ book study Focus: Elevating the Essentials to Radically Improve Student Learning
- Unpacking the Common Core
- Literacy Design Collaborative/Backwards Design
- Making Meaning and Making Meaning Vocabulary/Being a Writer
- Foundations
- Early Literacy Best Practices/ Oral Language Development
- Fountas and Pinnell Benchmark Assessment Systems
- PBIS/ Character development

In the construction of our targeted professional development plan, we will explore partnerships with Anna Maria and Assumption Colleges in supporting our faculty/staff with graduate level courses, workshops, and seminars.

E. District Policies and Procedures

Lincoln Street School will operate within the district and state policies and will exercise autonomy in the areas of curriculum, instruction and assessment, schedule and calendar, staffing, professional development and budget as granted by the Innovation School Design. The ILT and the Stakeholders group will continue to be part of the governance of the Lincoln Street School mission and vision.

F. Budget

School resources support effective instruction focused on generating high levels of learning and college and career readiness for every student. When school personnel have access and control over school resources, they can maximize the support of rigorous academics and crucial skills to equip students to become adept speakers, readers, writers, and thinkers. Due to tremendous challenges in the state budget, schools and school leaders must work within the confines of the monetary constraints. However, due to the innovation school design, we will opt to use our discretionary budget to provide the necessary materials and support for our student population. The district will guide Lincoln Street School in operating within their budgetary means to provide for student needs, while granting the instructional leadership team the autonomy that is permissible through the innovation school design. The district will continue to provide Lincoln Street School with the resources necessary to address school- wide needs and the support for any district programs that are housed at Lincoln Street School.

III. Capacity of Applicant Group

For the past three years our professional teaching staff has had the opportunity to participate on the Instructional Leadership Team through invitation and desire to serve. Our faculty has pledged dedication to improving our students' academic achievement and embrace the design of a quality education for all of our students. Through high expectations for themselves and for our students the Lincoln Street School staff will make the research-based necessary changes and work towards a collaborative school plan.

The applicant group came about through the leadership of the Lincoln Street School Instructional Leadership team as well as the school principal. Noting that our AYP status and trends resulting from years of MCAS outcomes that did not show intended and expected results, the principal met with members of the district leadership, attended several meetings that outlined the needs and responsibilities of all staff in state identified Level Four schools in the district and state. The principal projected that we should operate as if we were a Level Four school and formed a stakeholders group to include ILT members, parents, Lincoln Street School teachers, community members and members of the district office as well as a school committee person. Although Level Four schools receive additional supports from the district and state, we proposed to use the expertise of each teacher, staff member and administrators within our school to focus on our areas of need. Receiving research based suggestions for improvement from district administrators, we decided to proceed with our plan.

The support for creating a stakeholders group is overwhelmingly evident. A small group met several times throughout the summer and will continue to meet bi-weekly to serve as an advisory to the Instructional Leadership Team and the principal. The group unanimously agreed that a prospectus should be written and that if approval by the screening committee should be realized, the group would meet to help write a more detailed account of the prospectus that is the Innovation Plan. This plan was presented to the entire Lincoln Street School faculty who voted twenty- two to one to accept the plan on February 27,2012. The Principal drafted the initial outline of the prospectus and had editing help starting with the Lincoln Street Instructional Leadership Team. This team then wrote the final Innovation Plan.

The principal, assistant principal, Focused Instructional Coach and the Instructional Leadership Team have been working together as a collaborative team for the past three years. Through the joint participation of the members of the Instructional Leadership Team and the collegial conversations that are ongoing at Lincoln Street School, there have been many changes in the way that professional development is delivered. The commitment of the staff has become more evident and the level of enthusiasm has grown. Through the improvement of communication, modeling and school-wide implementation of strategies, we have seen improvement in our student growth data. Although the growth is not happening as quickly as we had expected, we are striving for at least a year and a half worth of progress for our students who are experiencing gaps in their achievement as evidenced by the Massachusetts Comprehensive Assessment System.

Through grade level meetings, consistent school-wide implementation of strategies, and examination of student data, teachers have recognized the need to increase rigor in their classrooms to help students achieve increased academic growth. Through the use of small group instruction, full daily implementation of authentic literacy strategies and instruction and targeted interventions for students, our goal is to have students make gains. The principal and the teaching staff have also recognized the need for on-going professional development and support of all staff so that effective instruction is taking place during the entire school day. Bell to bell instruction has been a topic of recent concentration at Lincoln Street School and the teachers have outlined the characteristics of what learning looks like from student arrival to dismissal each and every day. The monitoring

of the implementation of strategies and the examination of student work has helped us to realize that we must continue to have high expectations for our students and prepare them for the gradual release of responsibility for their own learning.

We believe that the current leadership at Lincoln Street School, including the principal, assistant principal, Focused Instructional Coach, Instructional Leadership Team as well as our stakeholders group have the capacity, expertise and desire to design, implement and sustain an Innovation School. The teaching staff has demonstrated a commitment to change instruction and continue to increase their capacity in order to meet the needs of a diverse school that has diverse needs. This year especially, teachers are expected to examine their own practice, adhere to the Common Core and use the district provided materials as tools.

The professional teaching staff also commits to working collegially, leading to the preparation of every aspect of their classroom lesson planning and delivery. We acknowledge that teaching cannot be done in a vacuum and needs to be transparent with every assignment and every activity being part of a larger objective to increase student achievement. Equally, we recognize that the principal, Focused Instructional Coach and Instructional Leadership Team will help to monitor and assess practice as outlined in the teachers' contract.

Given the current staffing and school space resources, we believe we have the capacity to convert into an Innovation School. We recognize that all adults in the building will participate in all professional development that is designed by the Instructional Leadership Team to prepare our students for the demands to become college/career ready.

We expect that we will continue to implement those characteristics of high achieving schools that require that the school have an academic focus, evidence of charts, graphs, and tables displaying student achievement, frequent assessment of student work and discussion of continuous student improvement, with an emphasis on writing and collaborative scoring of student work by teachers. The principal, Focused Instructional Coach and the Instructional Leadership Team will assist in the implementation, frequent monitoring and assessment of best practices to enhance teacher effectiveness.

IV. Timetable for Development and Establishment

As our prospectus was approved by the screening committee, the Innovation Plan Committee immediately began working toward meeting the established deadlines for the development of our Innovation School Plan. The committee was chosen as required by the Innovation Plan guidelines and the teachers' union. This work included the creation of a professional development calendar; district, state, and teacher created assessment schedules; focus on LEP students, SPED and inclusion planning; and the continuation of an ILT and the formation of a Stakeholders Group. Dates are based upon the Innovation School Time Line that is part of the Innovation Design application.

September 15, 2011	Prospectus to Superintendent and Screening Committee
October 15, 2011	Deadline for Round 2 Innovation School Planning Grant – MA Dept of Education
November 15, 2011	Finalize members of Innovation Plan Committee
January 9, 2012	Innovation Plan complete
February 9, 2012	Innovation Plan submitted to faculty for approval (2/3 vote)
March 1, 2012	Planning Committee submits Innovation Plan to Superintendent School Committee Meeting – Hearing for Conversion School
April, 2012	School Committee Meeting – Adoption of Conversion School(s)

V. Measurable Annual Goals

We will be held to the same standards as all of the Worcester Public Schools and we will use our School Accountability Plan (SAP) to focus on our goals for improved academic outcomes. We will use our School Accountability Plan objectives to measure our progress in both MCAS results at the end of the year, student growth in district assessments as well as tracking our student progress through our SMART(e) goals. Aligning our plan with the 11 Essential Conditions for School Effectiveness, the areas of monitoring will include, but not be limited to academic outcomes, increased achievement for second language learners, greater inclusion for special education students, deeper understanding and support for our professional learning communities, family recruitment and engagement and collaborative opportunities with our outside and internal partners (Worcester State University, Anna Maria College, Assumption College, Worcester Housing Authority, Lowe's and Abbott Laboratories).

We will continue to monitor student attendance by working with students, parents, teachers and accessing court intervention if necessary. Our goal is to increase student attendance by 2%, raising it from last year's 95.5 % to 97.5 %.

The school will continue to train teachers in PBIS, to work with students and parents in order to ensure that we have a safe and orderly environment where discipline in all areas is evident. Furthermore, we will continue to hold quarterly celebrations to recognize pro-social behaviors that meet the needs of the 21st century professional world. In addition we will continue to recognize student work and behavior through school-wide awards ceremonies and PBIS celebrations. The social contract, created by students and their teachers will be an additional support for students to assume ownership of their behavior.

The largest number of retentions at Lincoln Street School occurs at the kindergarten level. It is our goal that by implementing a full day pre- school, with a strong oral language development component and a rigorous foundational literacy program, students will be ready to meet the demands of a rigorous kindergarten program, thus eliminating the need for retention in kindergarten. Should the addition of a full day pre-k not be possible at this time, we seek to add a k/1 transition grade to support those struggling students.

All students will demonstrate proficiency in reading to access grade level standards in order to increase academic proficiency. It is our goal to have 100% of students reach benchmark in reading at each of the grades in Pre- K – 6 so that when they transition to the middle school they will be able to reach proficiency and above in MCAS and district assessments.

Reduction in the achievement gap and progress among subgroups of students is the driving force behind our plan. This will be done through a rigorous, authentic early literacy core curriculum for students in grades Pre-K –2 and a rigorous, standards-based content core curriculum, with a focus on authentic literacy for students in grades 3–6, with a common language and set of best practices, tier 2 instruction, and ongoing formative assessments to meet the needs of all students.

We will communicate frequently with parents to keep them informed about all aspects of our programs at Lincoln Street School. We pledge to partner with parents by inviting them to visit classrooms, ask questions about their individual child's data as well as interpret what the data demonstrates. We will continue to hold monthly Stakeholder/School Council, PTO and informational meetings so that our parent base is empowered and informed. We plan to hold quarterly meetings to keep all stakeholders informed of progress in the Innovation School plan.

I. Improved Attendance Outcomes
Goal: Lincoln Street School students will increase time on learning by reducing absences and tardiness.
Objective: All students and families will work in alignment with the Lincoln Street School community to ensure students' timely arrival to school on a daily basis.
Measure 1: Student attendance percentage will increase from 94.9% to 95.9%.
II. Improved Safety and Discipline Outcomes
Goal: Lincoln Street School will maintain a welcoming, safe, and secure school.
Objective: All students will independently implement the Core Values (safe, responsible, respectful, and caring).
Measure 1: 100% of students will show improvement in their classroom behaviors as demonstrated by a 20% decrease in office discipline referrals.
Measure 2: School suspensions will decrease by 20%.
III. Improved Academic Achievement Outcomes
Goal: Lincoln Street School will develop a dynamic approach to curriculum delivery (authentic literacy) designed to accelerate student learning.
Objective: At least 55% of students in the Proficient performance level or above by 2013 on ELA MCAS testing.
Measure 1: 100% of our students will show improvement in ELA MCAS testing scores by the Spring of 2013.
Measure 2: At least 40% of our students will show growth to the next performance level in ELA MCAS testing by the Spring of 2013.
Measure 3: The remaining 60% will show growth within their performance levels in ELA MCAS testing by the Spring of 2013.
Objective: At least 55% of students in the Proficient performance level or above by 2013 on Math MCAS testing.
Measure 1: 100% of our students will show improvement in ELA Math test scores by the Spring of 2013.
Measure 2: At least 40% of our students will show growth to the next performance level in Math MCAS testing by the Spring of 2013.
Measure 3: The remaining 60% will show growth within their performance levels in Math MCAS testing by the Spring of 2013.
IV. Service Limited English Proficient Students with Special Needs
Goal: Lincoln Street School will integrate new programming and instructional approaches (via Making Meaning and Making Meaning Vocabulary) to meet the needs of our students who are limited English proficient and students with special needs)
Objective: Our school will implement structured vocabulary instruction and whole-language instruction based on students' English Language Proficiency level.
Measure 1: 100% of staff will be fully trained in all four categories of professional development focused on students with limited English proficiency.
Measure 2: Student progress will be measured and documented through the analysis of MEPA data: - By the end of 2014, 75% of students with an EPL 4 will increase their scores to the

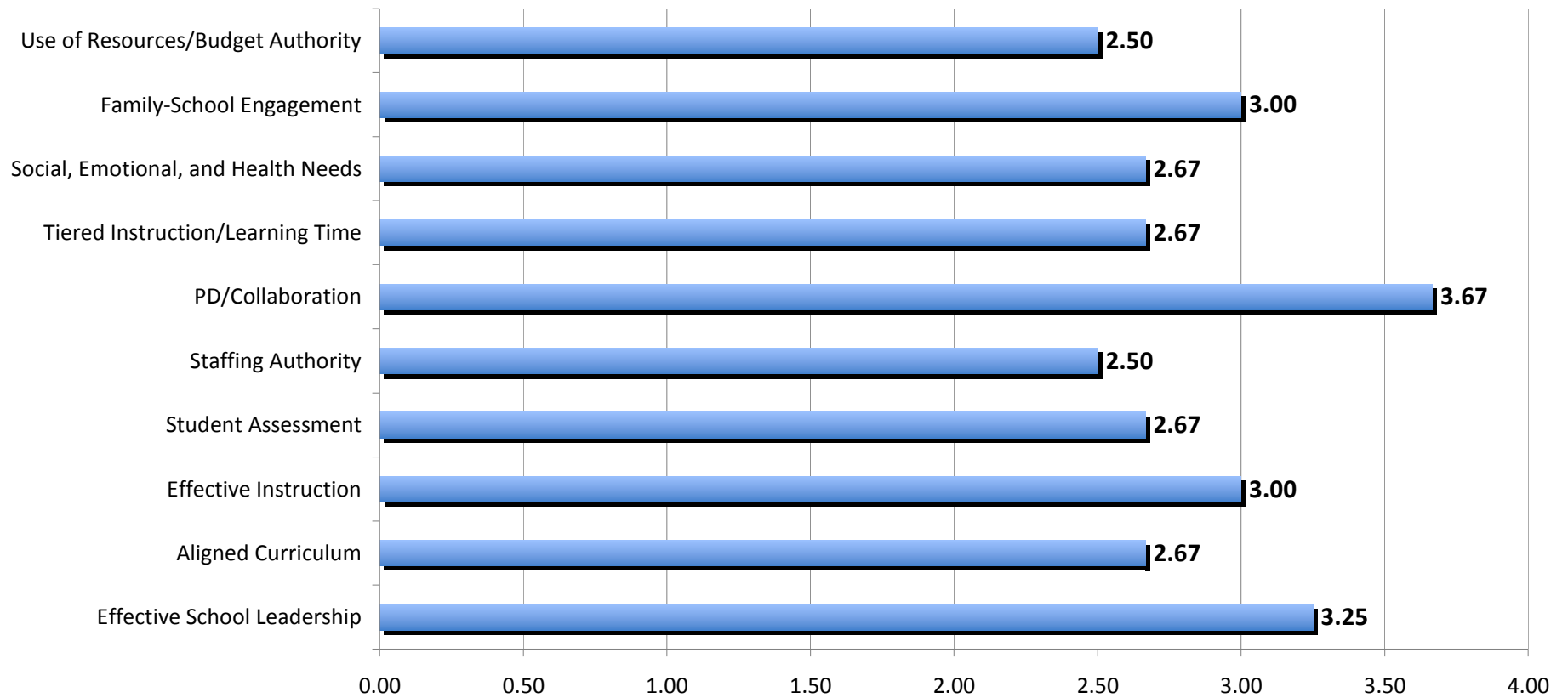
next EPL and/or meet exit criteria by the end of 2014.

I. Required Attachments

Current School Improvement Plan (Worcester Public Schools School Accountability Plan)

Appendix A

**Lincoln Street Elementary School
Conditions for School Effectiveness (CSE's)
Survey Results: October, 2011**



**Lincoln Street Elementary School
Conditions for School Effectiveness (CSE's)
Survey Results: October, 2011**

