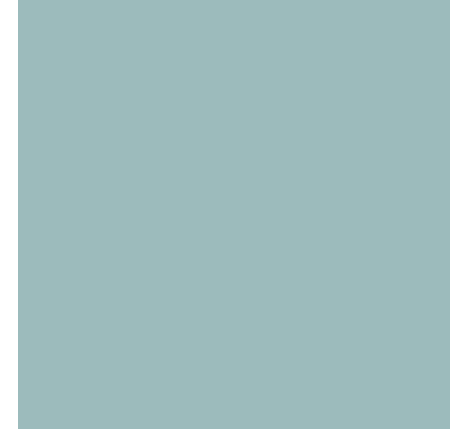


+ School Building Advisory Committee

October 16, 2014



Educational Vision
and School Design

+ Looking at Educational Vision Through Different Lenses

- Educational Outcomes
- Educational Process
- Individual Experiences
- The Whole Child
- The Whole School Community

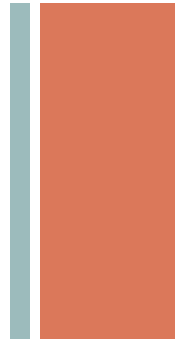




District Vision Statement

The **Lincoln Public Schools** seek to...

- unite our communities in challenging and equipping our students to acquire essential skills and knowledge,
- think creatively and independently,
- exhibit academic excellence,
- appreciate and respect diversity,
- demonstrate creativity,
- value reflection,
- work hard and play fair.



LINCOLN PUBLIC SCHOOLS STRATEGIC PLAN 2013-2015

Vision			
<p>The Lincoln Public Schools seek to unite our communities in challenging and equipping our students to acquire essential skills and knowledge, think creatively and independently, exhibit academic excellence, appreciate and respect diversity, demonstrate creativity, value reflection, work hard and play fair.</p>			
Theory of Action			
<p>IF we continue to build educator expertise and a shared vision of effective teaching, refine curriculum and instruction, and use assessment and data effectively, THEN we will respond to student needs skillfully and we will strengthen the engagement and achievement of all students.</p>			
Strategic Objectives			
<p>Educator Growth: Build educator expertise and a shared vision of effective teaching through the new educator evaluation system, professional collaboration, and professional development</p>	<p>Curriculum and Instruction: Refine curriculum and instruction to strengthen the engagement and achievement of all students</p>	<p>Assessment and Data: Use assessment and data to effectively promote and monitor student growth</p>	<p>Responding to Student Needs: Respond skillfully to the academic, social emotional, and physical needs of all students</p>
Strategic Priorities			
<p>Develop understanding and practices in the “Standards and Indicators of Effective Teaching Practice” among all faculty and administrators by observing lessons and analyzing student work</p>	<p>Provide professional development aligned with the 5 Key Questions for Learning:</p> <ul style="list-style-type: none"> • authentic learning • learning targets/ objectives • meaningful exchanges • assessing student understanding • differentiating instruction 	<p>Determine the primary data collection and analysis needs of the district and select and implement a data management system and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions, and assess the effectiveness of our practices</p>	<p>Provide professional opportunities to refine the differentiation of curriculum and instruction to effectively teach the full range of learners</p>
<p>Develop administrator skill in coaching, conducting observations of teaching, and providing meaningful feedback to educators</p>	<p>Analyze instruction and student assignments for content and structure and adjust for the level of demand and engagement</p>	<p>Refine and pilot our District Determined Measures</p>	<p>Monitor the progress of students identified with “high needs”* and adjust instruction to narrow achievement gaps</p>
<p>Develop team expertise in focusing on student learning goals and growth using reflective collaborative practices</p>	<p>Continue refining curriculum to align with new MA Curriculum Frameworks in ELA, math and science</p>	<p>Support educator use of data to monitor student growth and inform instruction</p>	<p>Continue to refine our implementation of Goal Focused Intervention Plans</p>

* Students with Disabilities, English Language Learners or Former English Language Learners, and Low-Income

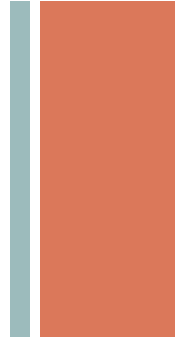
Strategic Priority Map for 2013-15

Lincoln Public Schools

B1: Provide professional development aligned with the “5 Key Questions for Learning”

Vision: Beliefs and Assumptions	Activities	Skills and Approaches	Outputs and Measures	Resources	Who is Responsible	Timeframe
<p>When educators have opportunity to learn and develop skill in defining and using learning targets/objectives and criteria for success, student performance will improve.</p>	<p>School leaders will provide school-based opportunities for educators to define, craft, and begin to use learning targets/objectives and “look fors”</p> <p>School leaders provide opportunity for educators to develop skill in using assessment related to learning targets/ objectives.</p>	<p>Investigate the importance and use of learning targets</p> <p>Write and post learning targets/objectives and “look fors” (verbally and visually); use with students throughout learning</p> <p>Use specific criteria for success/student “look fors” to guide assessment</p>	<p>Educators can use learning target/objectives and describe the impact on student learning with examples from practice</p> <p>Educators can create and use assessments with clear “look fors “/criteria and analyze student results</p>	<p>Learning target book</p> <p>Heidi Fessenden</p> <p>Assistant Superintendent</p> <p>Collection of resources</p>	<p><u>Priority Leaders:</u> Principals/ Preschool Coordinator Curriculum Leaders</p> <p><u>Priority Implementers:</u> All Educators</p>	<p>Faculty meetings</p> <p>Five school-based Wednesdays: 10/9, 11/20, 1/15,2/5, 4/16</p> <p>Administrator/educator conversations</p>

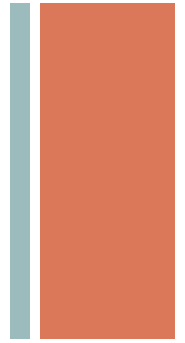
+ District Strategic Plan: Theory of Action



IF we continue to build educator expertise and a shared vision of effective teaching, refine curriculum and instruction, and use assessment and data effectively,

THEN we will respond to student needs skillfully and we will strengthen the engagement and achievement of all students.

+ District Strategic Plan: 2013 – 2015 Strategic Objectives



- ◉ Educator Growth
- ◉ Curriculum and Instruction
- ◉ Assessment and Data
- ◉ Responding to Student Needs

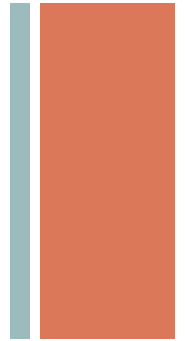


Steps Taken to Achieve District Objectives

- Educator Evaluation System
- Focus on Instruction and Student Engagement
- Changing Emphasis for Principals
- New District Administrators with New Ideas and Approaches (Superintendent, Assistant Superintendent, Director of Technology)



5 Key Questions for Learning

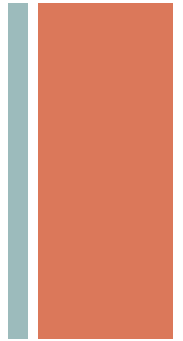


- 1) What evidence demonstrates that students know the **objective and/or learning target**?
- 2) In what ways does the lesson engage students in **authentic learning**?
- 3) What evidence is there of **meaningful exchanges** between teacher and individual students and between students?
- 4) In what ways does the teacher **assess student understanding** related to the objective and/or learning target?
- 5) Did the teacher **differentiate the instruction and learning experiences** to meet the range of learners in the class?



Authentic Learning

- Learning has a **purpose** that creates engagement and understanding of why a task is being carried out.
- Students have an intended **audience** that will view their work, provide feedback, and partner in the learning process.
- Students make **connections** between learning and the wider world. Students use authentic skills and processes.

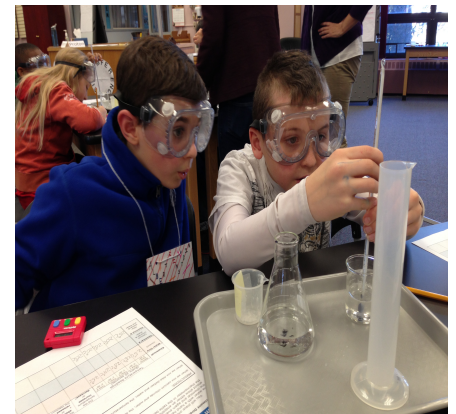




How can a facility...

Help us realize our educational vision?

Help us meet our Strategic Objectives?





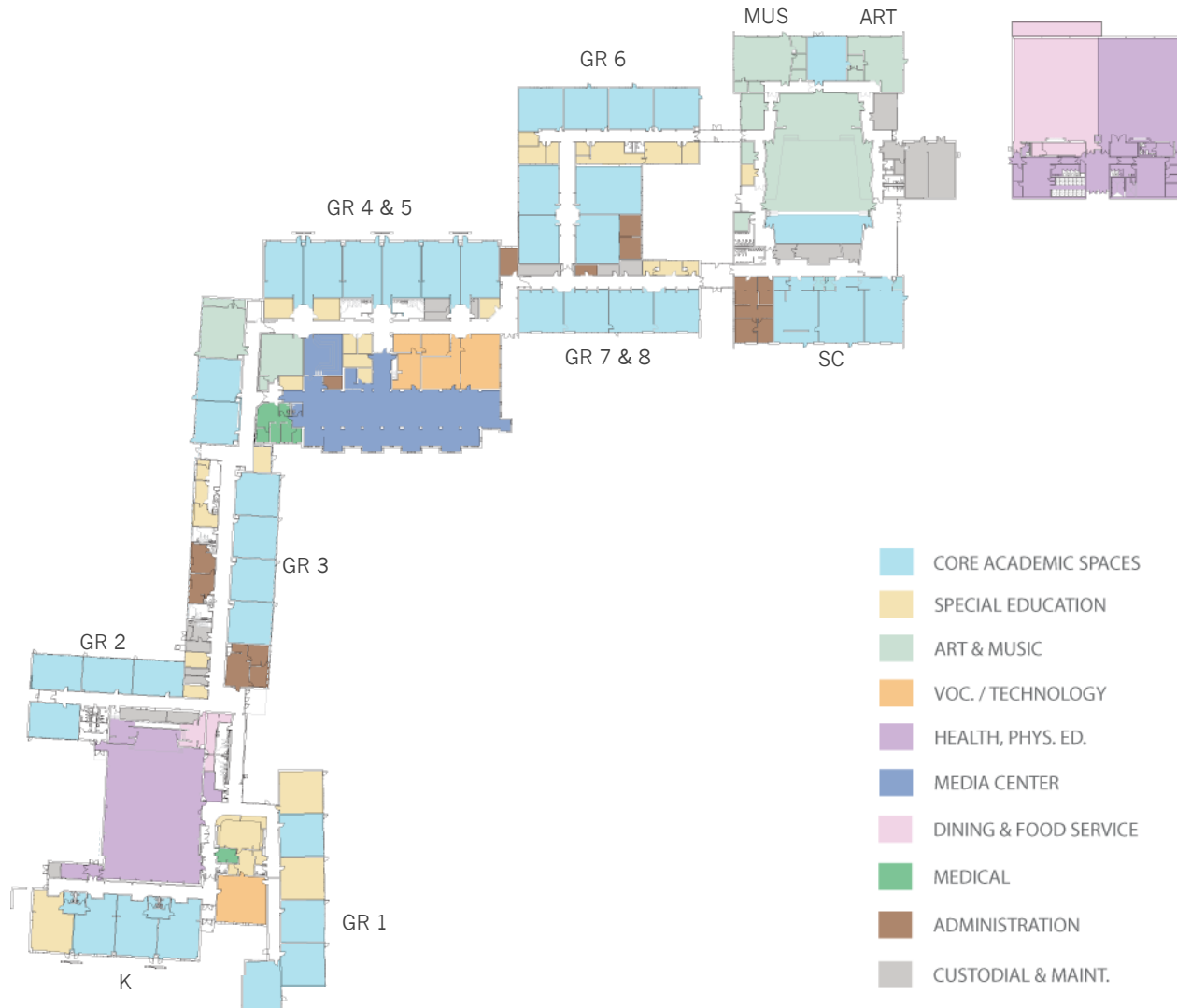
Key Educational Components



- ◉ **Programmatic flexibility:** variety of spaces for small and large groups; spaces can be used for more than one purpose depending on educational needs
- ◉ Enhance **opportunities for** student and staff **collaboration** through building layout
- ◉ **Technology infrastructure** for current and future educational needs
- ◉ **Connection** to the community and the environment



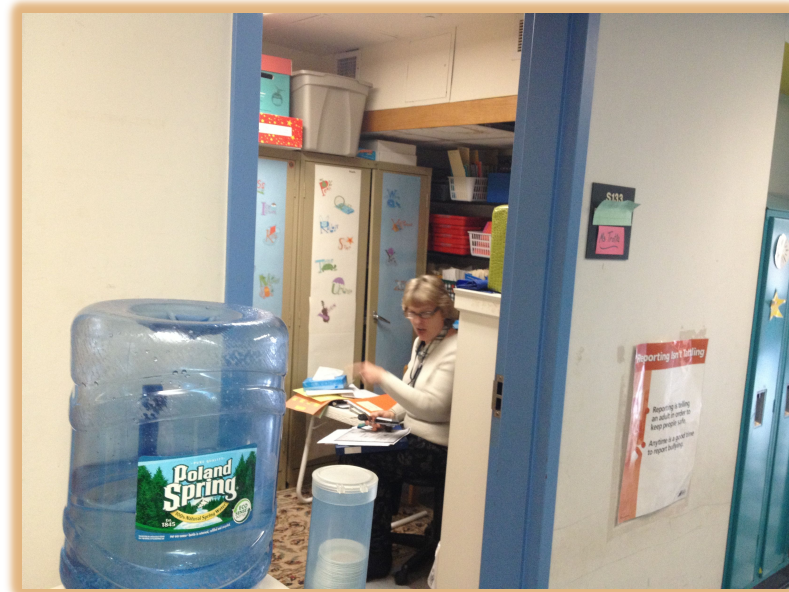
Existing Grade Layout



Current “Flexible” Spaces for Students and Faculty



Hallways



Closets

These spaces are used for enrichment, remediation, independent group work, and assessment.

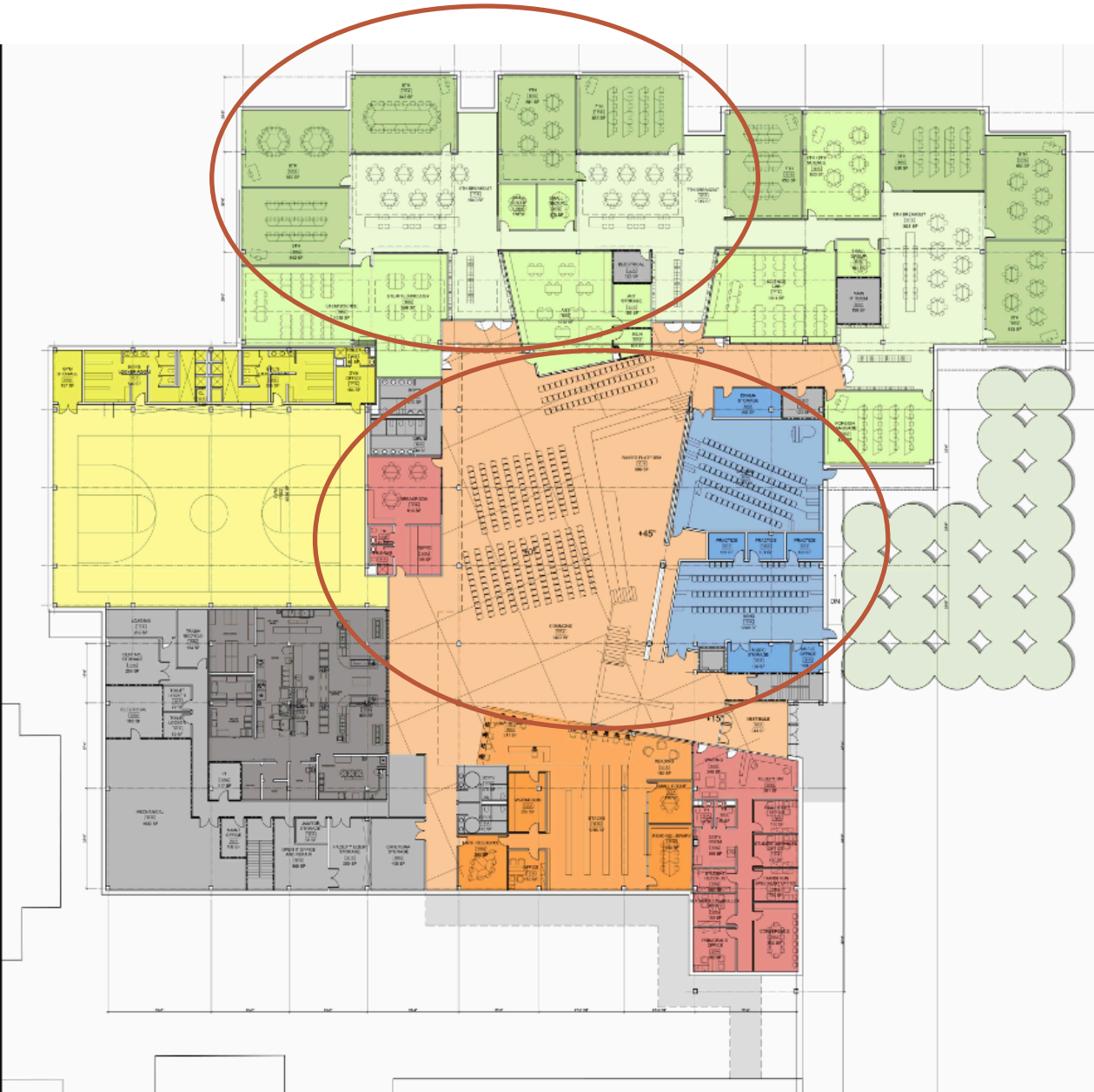


Hanscom School Designs

HMS Completion Expected Summer 2016

HPS Completion Expected Summer 2018

HANSCOM
MIDDLE SCHOOL



EWING
COLE

9.9.11

Flexible Spaces



HANSCOM MIDDLE SCHOOL: FINAL DESIGN, COMMONS

EwingCole ©2010

HPS

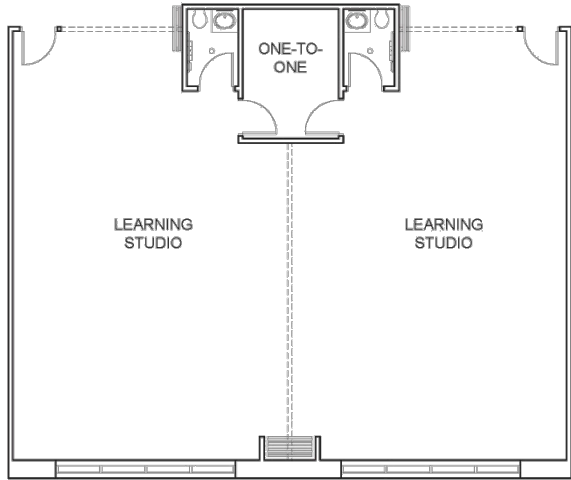


SCHEME A – DISTRIBUTED NEIGHBORHOODS WITH FLEX STUDIOS

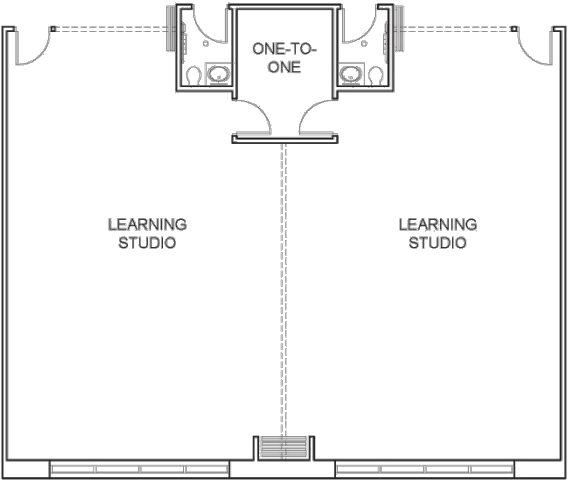
STUDENT WORK DISPLAY OPPORTUNITIES



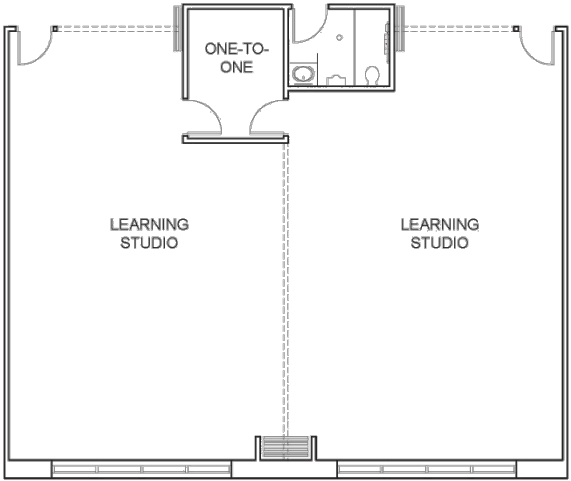
HPS



Hanscom PK/K Proposed



Hanscom Grades 1-3 Option



Hanscom Grades 1-3 Option

TYPICAL PRIMARY SCHOOL CLASSROOM OPTIONS

HPS



COMMONS AREA: DINING, LARGE GROUP WORK/PRESENTATIONS, STAGE

EwingCole ©2010



+ Examples from Other Schools



CONCORD SCHOOLS, NEW HAMPSHIRE— HMFH ARCHITECTS
EwingCole ©2010



PARK BROW SCHOOL, LIVERPOOL ENGLAND – 2020 LIVERPOOL

EwingCole ©2010

