

Lincoln Public Schools Strategic Maps 2022-2023

CULTURE

Strategic Priority

Establish a culture that is built upon the intersectionality of social and emotional learning, Antiracism, Inclusion, Diversity, and Equity (AIDE), student and adult learning, and fostering strong connections.

Build a culture of trust, engagement, and pride in our schools through:

- reinvesting in the relationships among and between students and caregivers, staff, administrators, partner organizations, and community members
- creating spaces where feedback is welcomed and used to facilitate transformative change
- developing our awareness, ability, skills, desire, and stamina to navigate and work through barriers that arise

Rationale and Goals: As we move through the COVID-19 pandemic and continue our work to become an antiracist district we acknowledge the need to focus on re-establishing strong cultures for our district, schools, and classrooms.

This focus is centered around:

- Instituting a consistent framework with common language and practices that develop strong classroom and school culture.
- Developing student and educator skills that cultivate positive and productive problem-solving.
- Supporting school-based administrators and faculty in developing school and classroom communities that model our District Core Values and traits and characteristics in our Portrait of a Learner.

Outcomes:

- Students, employees, and families feel a connection to and a sense of belonging within their schools and the district
- Student's Social Emotional Learning development is a primary focus in our schools and classrooms
- Students demonstrate the ability to use effective, productive communication with their peers to create community and to solve problems when necessary
- Consistent expectations, language, and actions are communicated and used within schools
- Parents are able to reinforce the expectations set at school and use common language at home
- Assessments, survey data and qualitative data show improvements in areas of academic achievement and growth, sense of belonging, and engagement, and behavior/discipline

Tools and Methods for Achieving Outcomes:

- *Conduct Learning Walks that incorporate looking at classroom culture and response to behavior to understand strengths and needs
- Train/retrain all teachers, ESPs, and school-based administrators and secretaries in Responsive Classroom
- Come to agreement about prioritized, vertically aligned P-8 standards and competencies for SEL and AIDE (CASEL/ Prior SEL Task Force Outcomes + Learning for Justice standards)
- Quarterly sessions with faculty and staff of color, principals, and superintendents to intentionally hear about ongoing lived experiences in the district
- Faculty Resident supports faculty and administrators in fusing AIDE, SEL, and Deeper Learning
- LPS Antiracism Inclusion Diversity Equity Advisory Group
- New Faculty receive coaching in creating thriving learning communities
- Monthly REI sessions for staff
- ESP Training Modules created
- *Conduct empathy interviews with students for them to share their experiences regarding behavior expectations and their school experiences
- *LPS 21-day AIDE Challenge
- Continue REI Phase I training
- ESP Modules
- Substitute Handbook

Tools and Methods for Measuring Progress:

- *Begin monthly Pulse Checks for staff in the fall to provide an avenue for voice, feedback, and input
- *Begin monthly Pulse Checks for students in the winter to provide an avenue for voice, feedback, and input
- *Quarterly sessions with faculty and staff of color, principals, and superintendents to intentionally hear about ongoing lived experiences in the district
- Annual surveys of students, families, and staff
- *Data from empathy interviews is collected and analyzed
- *Qualitative Data
- *Bullying Report and Discipline Data
- *Assessments, survey data and qualitative data show improvements in areas of academic achievement and growth, sense of belonging, engagement and behavior/discipline

STUDENT OUTCOMES

Strategic Priority

Improve student investment, academic outcomes, and sense of belonging by providing engaging learning experiences, culturally responsive instruction that builds upon and embraces students' identities, and safe, nurturing, collaborative learning environments

Rationale and Goals:

AIDE, Social Emotional Learning, and Deeper Learning are three essential components of an holistic educational approach to providing students with the skills, knowledge, attributes, and character traits needed to be healthy, well-rounded individuals. As a school district, we have a primary responsibility for providing students with learning experiences that allow them to succeed academically and apply their learning throughout their lives. Academic learning is not divorced from Social Emotional Learning or learning about yourself as an individual as well as learning about others. Deeper Learning melds these three components together in meaningful, purposeful learning that allows students to see themselves in the learning and provides authentic purpose for the learning.

Outcomes:

- Students are engaged and excited about what they are learning, how they are learning, and the purposeful products they are producing
- Students receive the support and extensions that meet their needs
- Students have a greater sense of belonging as a result of seeing themselves in the learning and being engaged in the learning
- Continue to develop our District Key Yearly Measures
- Assessments, survey data and qualitative data show improvements in areas of academic achievement and growth, sense of belonging, and engagement

Tools and Methods for Achieving Outcomes:

- *Begin monthly Pulse Checks for students in the winter to provide an avenue for voice, feedback, and input
- K-5 Math Curriculum Resource Guide
- *ESP Modules
- *Administrators and faculty take part in classroom Learning Walks to understand our strengths and our needs related to Deeper Learning/AIDE/SEL and determine next steps
- *Data is used for instructional decision making to serve the needs of individual students
- *Faculty and Administrators begin to develop a shared understanding of the traits in our Portrait of a Learner and develop ways to develop these traits in themselves and in their students

Tools and Methods for Measuring Progress:

- Literacy and Math assessments, MCAS
- Survey data
- *Qualitative Data
- *Bullying Report and Discipline Data

*Co-led by principals and school-based administrators