

Lincoln Public Schools Strategic Plans 2021-2022

Hanscom Primary School

Sense of Belonging						
<ul style="list-style-type: none"> Students, families, faculty, and staff feel a strong sense of belonging in their classroom, the school, and in the district <ul style="list-style-type: none"> Students' voices are sought and used to inform decisions at all levels of the district Classroom cultures support positive behavior and restorative justice over "behavior management" and "discipline" 						
Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support
<p>If we incorporate explicit teaching in AIDE and SEL, students and staff will feel an increased sense of belonging. This in turn will lead to increased outcomes for children and build a stronger sense of belonging for our staff as well.</p> <p>Curriculum and instructional strategies foster deeper learning for all students in ways that center AIDE and SEL in our day-to-day learning.</p>	<p>We will strengthen our students' social emotional learning skills to increase levels of emotional regulation.</p> <p>We will increase our students' understanding of AIDE principles to build their sense of personal identity, their understanding of others' identities and the ability to honor the diversity of our community.</p>	<p>AIDE is integrated into all content areas so that students see windows, mirrors, and doors in all units and lessons.</p> <p>Students have a strong sense of their own identity and are comfortable talking about other identities.</p> <p>Student voice and choice is incorporated into decision making at the building level.</p> <p>Faculty incorporate the use of equity pauses into their instructional planning</p>	<p>Q1: Sept-Dec</p> <ul style="list-style-type: none"> Wellness check-in with staff on Institute Day. Data used to drive Strategic Priority Map and Faculty Meeting whole group support. A common understanding is agreed on for the focus of the Connections block. AIDE principles, community building and SEL integrated into the Connections block are also woven throughout the day Faculty curriculum share and development of Connections lessons begins <ul style="list-style-type: none"> Build scope and sequence Create a central repository for grade level units, lessons and resources Equity pauses are incorporated into lesson planning and unit planning across the day Faculty curriculum share and development of how AIDE principles are being incorporated into the curriculum <ul style="list-style-type: none"> Build scope and sequence Create a central repository for grade level units, lessons and resources 	<p>Teacher created resources including unit and lesson plans for explicit instruction on AIDE principles, community building and SEL will be documented at each grade level.</p> <p>Wellness checks with faculty will yield improvement and faculty report feeling more supported.</p>	<p>Julie Vincentsen</p> <p>Team Leaders</p>	<p>Mental Behavioral Health Team</p> <p>Student Services Coordinator</p>

<p>All students and staff feel supported and understood. Students and staff feel respected.</p>		<p>to meet the needs of students.</p>	<p>Q2: Jan-Mar</p> <ul style="list-style-type: none"> ● Wellness check-in with staff conducted again in January. Data used to drive Faculty Meeting planning and to tweak Strategic Priority Map as needed. ● Trauma informed school practices are incorporated into professional learning opportunities. ● Scope and Sequence for Connections and AIDE lessons are finalized by each team ● Grade level units, lessons and resources are added to the AIDE and Connections central repository as they are created. ● Julie convenes a Leadership Summit of students from K-3 to answer the question “How can we create a deeper sense of belonging for students in our school?” <ul style="list-style-type: none"> ○ Students unpack what it means to have a sense of belonging at school ○ Students work to create an action plan with ideas to present to the faculty 			
			<p>Q3: Apr-May</p> <ul style="list-style-type: none"> ● Wellness check-in with staff conducted again in April. Data used to drive Faculty Meeting planning and to tweak Strategic Priority Map as needed. ● Trauma informed school practices continue to be incorporated into professional learning opportunities. ● The AIDE scope and sequence and materials are analyzed vertically (K-3) and alignment work is completed. Adjustments are made as needed for 2022-2023. ● The Connections scope and sequence and materials are analyzed vertically (K-3) and alignment work is completed. Adjustments are made as needed for 2022-2023. 			

			<ul style="list-style-type: none"> • Final scope and sequences are posted to the HPS website to make this portion of our curriculum visible and transparent to our community • Components of the student action plan from the Leadership Summit are incorporated 			
			<p>Jun-Aug</p> <ul style="list-style-type: none"> • Reflection time is provided with all constituents to analyze adult and student progress towards this goal. • Utilize the evaluation conference to provide individual reflection time and to inform teacher self assessment and goal setting for 2022-2023. • Reflections are used to make a plan for professional learning in 2022-2023. 			

Student-Centered Teaching & Learning

- We have a clear, shared vision for quality teaching and learning that guides the district
- We have strong, culturally responsive, deeper learning curriculum that is documented and shared across the district
 - All students have access to and experience culturally responsive and deeper learning in all of their classes
 - Students are engaged, leaders of their own learning, and are “successful”

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support
<p>An increased focus on Differentiated Instruction (DI) will lead to decreased calls to the Mental Behavioral Health Team (MBHT) as students are met where they need to be academically including an SEL focus if needed</p> <p>Differentiated Instruction (DI) happens for every child in all academic areas as well as in school readiness skills and emotional regulation. This was at the core of elementary instruction prior to the pandemic. It is ever more important for this to be our</p>	<p>We will strengthen our Tier I and Tier II instruction to meet the varying needs of our transient population who is also currently being impacted by a pandemic.</p>	<p>Teachers regularly incorporate DI based on student learning data and progress.</p> <p>Students make significant progress in their academic skills and, in turn, in their self-perceptions about themselves, their learning and school in general.</p> <p>Students gain school readiness and emotional regulation skills as needed.</p> <p>Faculty incorporate the use of equity pauses into their instructional planning to meet the needs of students.</p>	<p>Sept-Nov:</p> <ul style="list-style-type: none"> • Planning meeting with Coordinators is established to review data cycle and IST process. • The Instructional Support Team process is updated to include the new math and literacy screening measures. • The process for how a child qualifies for intervention at the outset of the school year, and throughout the year, is more clearly defined. • A new screening process is adopted and implemented to identify children in need of intervention as well as to identify Tier I needs. • A data review process K-3 is established. • The first cycle of screenings and identifying students for intervention is completed. • Intervention is started with individualized/group plans with a systematic data collection process. • Learning Walks take place weekly with Dr. Rose and Dr. McFall focused on the lens of differentiated instruction. • Learning Walks by the Principal also take place 3-4 times a week focused on the lens of differentiated instruction. A system to catalog learning is created. <p>Nov-Dec:</p> <ul style="list-style-type: none"> • A shared understanding of what differentiation looks like at the primary level is developed with 	<p>As part of the Professional Learning, teachers will create a DI plan that supports growth towards a measurable target for a designated group of students.</p> <p>Observations and Learning Walk data reflects differentiated strategies such as: targeted small group learning, instructional assistants working with small groups, adjusted tasks, scaffolding, formative note taking, student choice in how they reflect their learning, tools matched to the learner, and other DI strategies.</p>	<p>Julie Vincentsen</p> <p>Literacy Content Specialist</p> <p>Math Content Specialist</p> <p>Principals</p> <p>Student Services Coordinator</p>	<p>Assistant Superintendent</p> <p>Classroom Teachers</p> <p>IST Team</p> <p>Intervention Team</p> <p>Mental Behavioral Health Team</p> <p>Superintendent</p>

<p>focus during the pandemic so we can tailor our day-to-day teaching and learning (of academics and social emotional learning) to each individual child.</p>			<p>an understanding of the tools available to support this work.</p> <ul style="list-style-type: none"> ● Teachers identify the area of instruction for their DI plan for next steps. Learning partners are established for collaboration and support. ● Provide professional learning time devoted to creating DI plans that incorporate the use of the common tools available. ● A schedule for Julie to attend CPT once a month to support the DI plan work is established and begins. ● Instructional assistant and tutor professional learning plan is created and initial implementation begins. ● Learning Walks focused on the lens of differentiated instruction with Dr. McFall and Dr. Rose continue. Trends are discussed with the conversation turning to next steps. ● Learning Walks by the Principal continue and the system to catalog learning is implemented and used to inform next steps. ● Develop a protocol for regular analysis of MBHT calls with an AIDE lens by the Student Support Team. 			
			<p>Jan-May:</p> <ul style="list-style-type: none"> ● Professional learning time devoted to creating DI plans continues. ● Screening and data review meetings K-5 continue. ● Julie continues to attend monthly CPT meetings at each grade level to support DI plans. ● Instructional assistant and tutor professional learning continues. ● Learning Walks focused on the lens of differentiated instruction with Dr. McFall and Dr. Rose continue. Trends are discussed with the conversation turning to next steps. ● Learning Walks by the Principal continue and are 			

			<p>used to inform next steps.</p> <ul style="list-style-type: none"> • Team Leaders will participate in Learning Walks Feb/Mar. • Teacher teams participate in some Learning Walks Apr/May (perhaps grade spans K-2 and 3-5). 			
			<p>June-Aug:</p> <ul style="list-style-type: none"> • Reflection time is provided with all constituents to analyze adult and student progress towards this goal. • Utilize the evaluation conference to provide individual reflection time and to inform teacher self assessment and goal setting for 2022-2023. • Reflections are used to make a plan for professional learning in 2022-2023. 			