

LINCOLN SCHOOL 5-8

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support
<p>SENSE OF BELONGING</p> <p>“New building, new culture”</p> <p>If we build a culture in which our students, faculty, and families have a strong sense of belonging, and common stewardship of our space then our healthy community will be apparent.</p>	<p>Regularly solicit student and family feedback about their learning and school experiences in order to achieve a shift in culture that leads to a strong sense of belonging</p> <p>Develop structures and practices for office hours and implement them to ensure that student’s individual needs are understood and met during the office hours block throughout the year.</p> <p>Faculty become more aware of their bias and inconsistent discipline practices and plan to respond to behaviors that interrupt academic learning in an equitable manner to address the feedback we have received from our students and families</p>	<p>Students and faculty engage in a continual feedback loop where student leaders gather and share information from peers and faculty and staff implement feedback as part of the decision making process. As a result, students see that their voice is important and impacts the collective community.</p> <p>Families feel connected to the school because trusted relationships are created between faculty and families through communication, outreach, and personal connections.</p> <p>Develop consistent, communicated agreement for core behavioral expectations for the school</p>	<p>Q1: Sept-Nov</p> <ul style="list-style-type: none"> • Team meeting discussions and planning for selection of student hub leaders and ongoing student/faculty meetings • September/October - Selection of student leaders and plan for feedback collection • November - begin student data collection, student/faculty meeting and feedback implementation • November/December - Instruction of process for students to learn how to give feedback to each other and adults • Expect faculty development of collaborative practice and/or evaluation goals related to inclusion of student voice, belonging and AIDE/deeper learning • Hub space protocols are clearly articulated and posted in each hub so that students and adults are clear about expectations 	<ul style="list-style-type: none"> • 75% of students demonstrate the ability to give feedback to each other and adults through different media such as survey, focus groups, and self-advocacy • Minutes of Hub Leader Meetings show evidence of students providing specific, clear feedback and practices shifting to meet the new goals • Faculty Meeting minutes with adjustments to practices - to improve practices based upon student feedback • Annual Student Feedback Survey Results show higher results in student engagement and belief that teachers are able to be culturally relevant in their classrooms 	<p>Sharon Team Leaders Advisory Teachers</p>	<p>Student Leaders Naomi Marika Devon</p> <p>Asst Superintendent</p>

				<ul style="list-style-type: none"> ● Observations- Learning Walks w/students where students provide feedback ● Family Google form feedback results 		
		Q2: Dec-Feb	<ul style="list-style-type: none"> ● Training on student behavioral strategies (faculty share successful strategies at faculty meeting) ● Train student hub leaders to join in an equity pause conversation ● Conduct equity pause on culture of the school thus far in the year with team leaders and hub leader students ● Faculty meeting discussions of giving students choice - planning for learning ● Student affinity groups - helping students to create a sense of belonging in the school through time with each other and adults ● Students prepare for Learning Walks (LAAG students) 	<ul style="list-style-type: none"> ● Student showcase of learning with focus on growth as a learner over time ● Review of data on student survey feedback as part of midpoint evaluation meetings 	Sharon Marika	Team leaders, content specialists
		Q3: Mar-May	<ul style="list-style-type: none"> ● Students work with other students to conduct an equity pause on the culture of our school ● Collaboration among disciplines - through clear, interdisciplinary projects- integrating arts as teachers are on/off quarters ● Students participate in learning walks and develop feedback to be provided to faculty ● Students reflect upon, assess, and refine hopes, dream and goals for spaces for the following year ● Offer intro to Google Classroom (and any other intro workshop needed to share important information) during a voluntary welcome workshop to caregivers so that they can better 	<ul style="list-style-type: none"> ● Student surveys and focus groups ● Student feedback from Learning Walks 	Sharon	Marika

			<p>support their student(s) and partner with faculty</p> <ul style="list-style-type: none"> ● Faculty expected to connect with ONE family a week from Advisory and use Google form to document feedback (develop specific questions to ask caregivers about how student is connecting to teacher, classroom, and learning) and then follow-up accordingly 			
			<p>Q4: Jun-Aug</p> <ul style="list-style-type: none"> ● Student voice/choice in a piece of learning - standards given with student choice of mastery demonstration ● Faculty create a project where they can learn about every student and their interests and make personal connections. What are your aspirations, interests, goals (help students set SMARTIE goals for the year)... 	<ul style="list-style-type: none"> ● Formative/summative meetings and write-ups show student feedback and teacher response to feedback 		

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support
<p>TEACHING & LEARNING</p> <p>“New building, new culture”</p> <p>If we build a sense of trust between teachers and students, with AIDE at the center, students can take stronger leadership and ownership over their learning and demonstrate academic progress</p> <p>If faculty are clear about the purpose for learning and the essential question being explored, then deeper learning will occur in more classrooms on a daily basis</p>	<p>In order to achieve a shift in culture that leads to student decision making in teaching and learning, we need to give students opportunities to give feedback, have choice, and be active participants in their academic growth (which ultimately will lead to deeper learning)</p> <p>Faculty try instructional strategies - mini-action research, planning how to respond to behaviors that result in deeper student engagement and deeper learning</p>	<p>Students actively engage in class instruction, assignments, and discussions</p> <p>Teachers plan for specific students and actively engage them in giving feedback about instructional strategies that change the classroom learning (which benefits all students)</p> <p>Faculty are flexible in the supports that they offer and encourage students to reflect on a rubric of self-assessment</p> <p>Students are excited about offering dynamic ideas to assist the teacher in meeting their personal academic goals and interests</p>	<p>Q1: Sept-Nov</p> <ul style="list-style-type: none"> • Team discussions and planning for initial instructional use of hub space and office hours • Classroom collaboration on use of hub spaces • Teachers do explicit work to plan for behaviors that will interrupt instruction and how they will respond to those behaviors • Teachers learn their learners by actively assessing students’ academic progress in a variety of modes • Office hours are used to provide students with differentiated opportunities. • Learning walks with superintendent and assistant superintendent focus on purpose for learning • Principal focuses learning walks on gathering data to inform professional development in Q2 forward 	<ul style="list-style-type: none"> • Hub spaces are active, used spaces - not wide hallways (direct observation, pictures, video) • Teachers set goals with students, in collaborative practices, and on evaluations that relate to implementation of new culture for teaching and learning • Observations-Learning Walks show a variety of instructional strategies being implemented • Students are consistently able to relay the purpose of their learning in informal conversation with visitors to class 80% of the time • Teachers implement behavioral strategies 	<p>Sharon Team Leaders</p>	<p>Student Leaders Naomi & Marika</p> <p>Asst Superintendent</p>
		<p>Hub spaces are used flexibly by students and teachers, and planning for this implementation is a collaborative process</p>	<p>Q2: Dec-Feb</p> <ul style="list-style-type: none"> • Professional development about clearly articulating purpose for learning with students, i.e. essential question, learning target, success criteria • Faculty will focus on looking at content that speaks to student interest and meets the 	<ul style="list-style-type: none"> • Review of data on student progress - with students directly • Review of data on student goals/progress as part of midpoint evaluation meetings 		

			<p>standards of the subject</p> <ul style="list-style-type: none"> ● Professional development about methods of collecting student feedback on their learning and responding to the feedback ● Faculty development of feedback resources and plans for implementation ● Establish accountability buddies (grade level or other specialist) to check-in regarding student behavior within the learning environment to gain support with re-engaging students ● Teachers practice equity pauses in teams and at meetings with a focus on student engagement and meeting the needs of all learners ● Teachers identify students who will give feedback about instruction in order to ensure all student needs are met ● Adding team leaders to learning walks to look for purpose in learning 			
			<p>Q3: Mar-May</p> <ul style="list-style-type: none"> ● Professional development about clearly articulating purpose for learning with students, i.e. essential question, learning target, success criteria ● Professional development about methods of collecting student feedback on their learning and responding to the feedback ● Faculty development of feedback resources and plans for implementation 			
			<p>Q4: Jun-Aug</p>	<ul style="list-style-type: none"> ● Formative/summative meetings and write-ups show student growth on goals 		