LINCOLN PUBLIC SCHOOLS STRATEGIC PLAN – 2023-2024
Approved by School Committee on XXX

Vision

The Lincoln Public Schools strive to cultivate all students and staff to be
collaborative leaders, who are critical thinkers, equity-oriented, and growth-minded,
as outlined in the LPS Portrait of a Learner.

Theory of Action

IF we:
- create a culture of continual learning and growth built on a shared vision of effective teaching;
- provide curriculum that shares the histories, experiences, and accomplishments of people of varying ancestry and cultures, and is innovative and cognitively demanding;
- and plan and facilitate instruction that is student centered and differentiated to meet the needs of all students;

THEN we will strengthen the engagement, achievement, and social and emotional development of all students.

Strategic Objectives

Educator Growth and Innovation:	Curriculum:	Instruction:	Equity and Culture:
Educators demonstrate continual growth, professional collaboration, innovation, and risk-taking built on a shared vision of effective teaching and LPS Learning Framework: Core Practices, and equity for all students	Curriculum is culturally responsive, engaging, provides high cognitive demand, and supports the creativity, social and emotional development, and academic growth of all students	Instruction is differentiated, student centered, and focused on the engagement, achievement, and social and emotional development of all learners	Staff, community partners, families, and students collaboratively build a school culture that values, respects, and is responsive to and inclusive of the identities and needs of all stakeholders in order to create a sense of belonging and to develop the academic and social emotional well-being of all students

Strategic Priorities

For the 2023-24 school year, the major area of district emphasis will be on Equity and Culture. Priority #1 will be to revisit and revise the district's five-year AIDE plan through a collaborative process that identifies both short-term and long-term steps. Priority #2 will be to support faculty and staff in the implementation of Responsive Classroom to ensure that all students feel a sense of connection and belonging in their classrooms. As part of the Superintendent's formal Entry Plan, Priority #3 will be to review student learning data, district curricula, and pedagogical practices in order to identify targeted areas for long-term improvement connected to curriculum, instruction, and educator growth and innovation.

Strategic Priority #1 (Equity and Culture): Revisit and revise the district's five-year AIDE plan, while also introducing short-term actions for the 2023-24 school year.

Action Steps	Timeline	Intended Outcomes
Conduct an initial review of the five-year AIDE plan with the Administrative Council	August 2023	• Clearly identified goals and framework for revisions of plan
Based on Admin Council feedback, develop draft revisions	September - November 2023	• New working draft that incorporates Admin Council feedback and reflects the identified framework
Solicit feedback from staff around draft revisions	October 2023 - January 2024	• Feedback from a broad range of voices • New working draft that incorporate staff revisions
With Admin Council, identify short-term actions for the 2023-24 school year (e.g., hiring practices, affinity groups, community events)	October 2023 - January 2024	• Concrete actions and steps to take during the 2023-24 school year • Short-term implementation plan • AIDE work does not go on "pause" while the five-year plan is revisited
Reconstitute the LAAG structure	December 2023 - January 2024	• LAAG group reconstituted with broad representation
Finalize initial revisions to five-year AIDE plan and present to LAAG for additional feedback	February - April 2024	• Feedback from a broad range of community voices • Polished draft that incorporates community feedback presented to the School Committee
Bring revised AIDE plan to School Committee for feedback and eventual approval	May - June 2024	• Feedback from the School Committee is incorporated into the plan • A finalized new five-year AIDE plan

Strategic Priority #2 (Equity and Culture): Support faculty and staff in the implementation of Responsive Classroom to ensure that all students feel a sense of connection and belonging in their classrooms.		
Action Steps	**Timeline**	**Intended Outcomes**
Provide Responsive Classroom professional development for all faculty, with more intensive PD for new faculty and administration	September - December 2023	● All faculty have the training they need to effectively implement Responsive Classroom with their students ● All administrators have the training they need to effectively support faculty in RC implementation
Host site visits from the Responsive Classroom organization	September/October 2023 and January 2024	● Official feedback from the Responsive Classroom organization
Encourage faculty and administrators to incorporate RC into their personal goal setting	September - November 2023	● A high percentage of faculty and administrators have professional goals connected to RC implementation
Develop school- and district-wide metrics to assess RC implementation and outcomes	September - November 2023	● Clear metrics to assess RC implementation success ● Plan for data collection throughout the 2023-24 school year
Highlight RC best practices in faculty meetings	Ongoing	● Faculty learn new skills and strategies from their colleagues ● Professional culture of inquiry and sharing
Emphasize RC practices during faculty observations	Ongoing	● Formal observations that occur during RC implementation ● Feedback from supervisors to faculty about RC implementation
Review RC data (from site visits and local metrics)	October 2023, February 2024 and May 2024	● Identification of clear patterns around student sense of connection and belonging that inform continued RC implementation
Identify next steps for continued RC implementation for the 2024-25 school year	May - July 2024	● RC implementation and PD plan for the 2024-25 school year

Strategic Priority #3 (Curriculum, Instruction, and Educator Growth and Innovation): As part of the Superintendent's Entry Plan, review student learning data, district curricula, and pedagogical practices in order to identify targeted areas for long-term improvement connected to curriculum, instruction, and educator growth and innovation.

Action Steps	Timeline	Intended Outcomes
Work with Assistant Superintendent to review a broad range of data around student learning, review school curricula and pedagogical practices, and review professional development structures and practices	September 2023 - January 2024	● Rich data set around student learning, curricula, pedagogy, and professional development ● Clear framework for data analysis
Collect staff and family feedback around school and district priorities	September 2023 - January 2024	● Rich set of qualitative feedback around school and district priorities connected to student learning, curricula, pedagogy, and professional development
Work with school and district leaders to analyze quantitative and qualitative data and information to identify patterns in student learning, with a particular emphasis on student and family sub-group discrepancies	January - February 2024	● Identification of strengths and areas for improvement around student learning, curricula, pedagogy, and professional development
Present findings to School Committee	March 2024	● Presentation that clearly summarizes patterns, areas of strength, and areas for improvement
In collaboration with school and district leaders, develop a draft multi-year strategic plan around curriculum, instruction, and educator growth and innovation	April - June 2024	● Multi-year strategic plan that addresses long-term opportunities for improvement around student learning, curricula, pedagogy, and professional development