Lincoln School 5-8

Strategic Priority update to School Committee

March 10, 2022

Goal 1: Sense of Belonging - Accomplished

- Hub leaders - designed to give students a leadership opportunity, chosen, work begun in December and picked up again in February
- Hub expectations are clearly articulated by hub
- Worked as a full faculty to re-think the definition how we respond to student behaviors
- Success plans for student behaviors in classes

Hub and other student Leader's Work

Created 2 surveys to check in with students

- 24% increase in number of students who can identify an adult with whom they are comfortable in the school
- 84% of students feel that adults hear them when they have a social issue - up from 80%

Lunch options and schedules surveyed - meeting with Cathleen Higgins today

Students introduced 4Cs - Care, Commitment, Communication, Cooperation to peers

Student Council created Art-a-Thon to enliven the hallways of the new school

Sense of Belonging

- Equity pause - and shift to adult sense of belonging
- Internalizing the 4Cs as adults
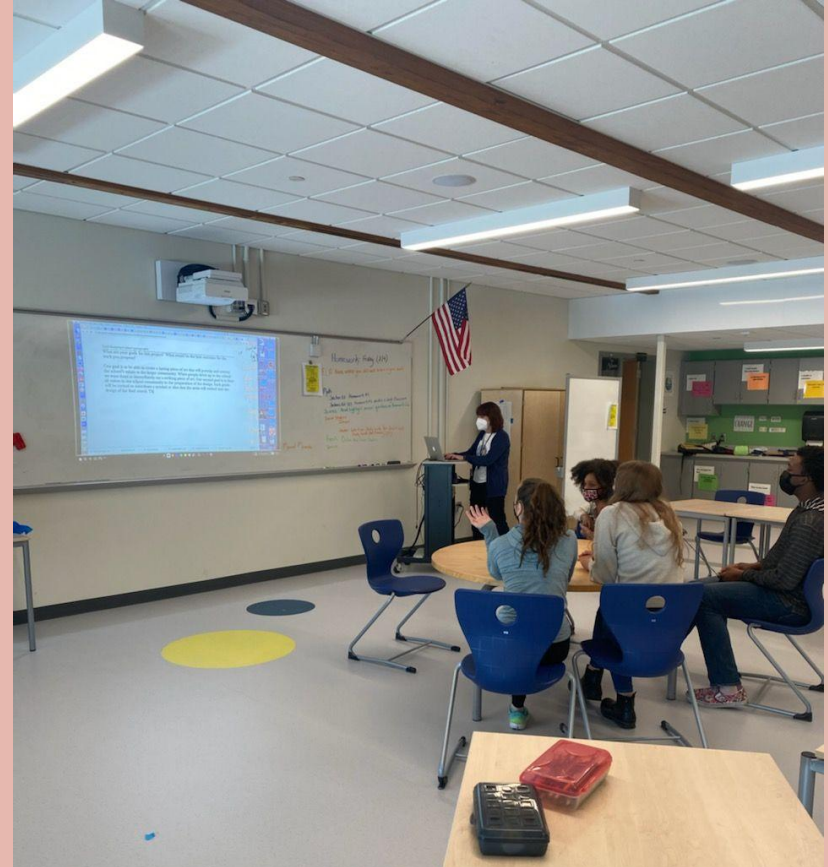- Success analysis protocol

Sense of Belonging - Not Yet

- Consistent plan for feedback for faculty from students
- Connections to families
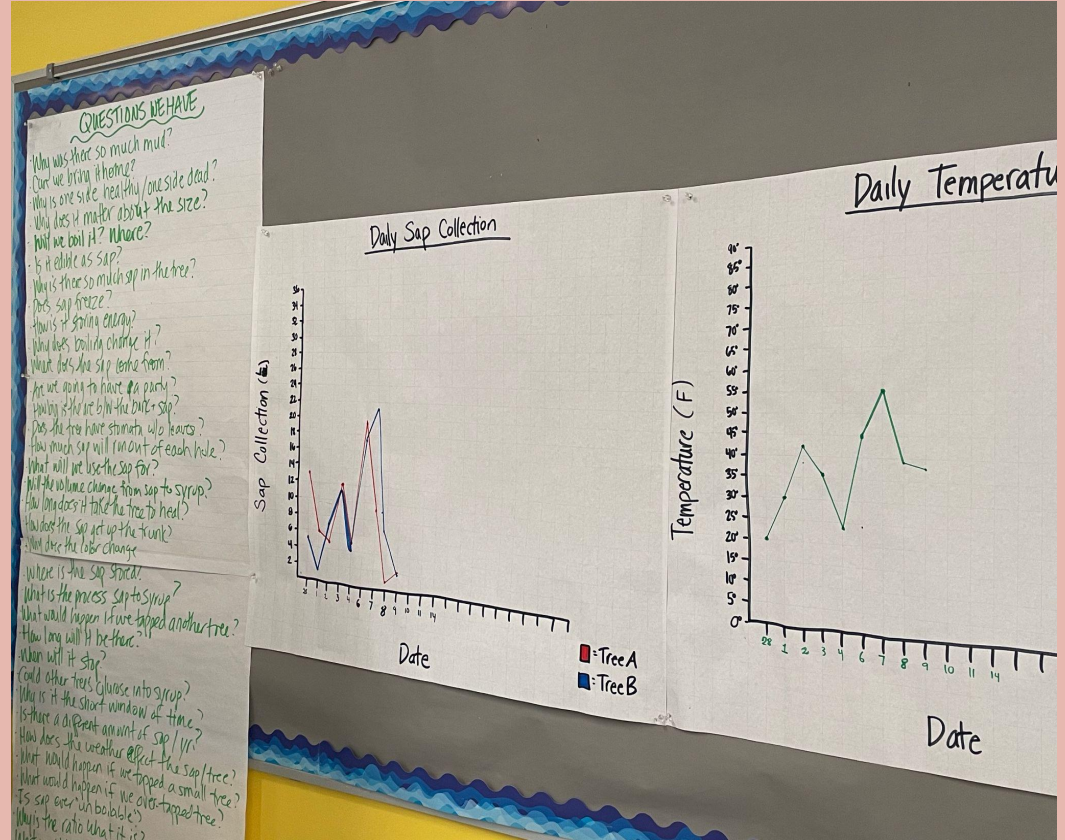- Student affinity groups
- Student learning walks

Goal 2: Teaching and Learning

- Cornelius Minor- Thinking about the students in our classrooms and how we will respond to them to make them successful
- Listening to our students and understanding who they are and how they learn
- Working on Office hours - how we use them to help students be successful
- Principal and Assistant Superintendent and Superintendent learning walks
- Collaborative Practices - equity pauses, student choice in learning, equitable grading, authentic experiences in science

Student choice in learning and office hours work

Collaborative Practices Work

Teaching and Learning - Not yet

- Faculty focus on content of interest to students in a project
- Creating a bank of student feedback options
- Identifying a few students to give feedback on practices and the shift in practices
- Broader learning walks