

District 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.

K-4 CARES Values

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| C | A | R | E | S |
| COOPERATION | ASSERTION | RESPONSIBILITY | EMPATHY | SELF-CONTROL |
| We work well together. | We speak up for ourselves and others. | We make good choices and work to grow. | We work to understand others and show we care. | We can name and manage our feelings so we can be our best. |
| Be a team player Be helpful Take turns Work through disagreements Include others Accept differences | Ask for what you need Show a growth mindset Problem solve Show courage Advocate for the rights of others Agree and disagree respectfully | Follow through on expectations Think before you act Do the right thing even if no one is watching Be aware of how actions affect others | Show care for others' feelings even when it's hard Use polite words Listen to the point of view of others Make others feel welcome and safe Respect differences | Check in with yourself Use strategies to manage emotions Follow the group plan Show patience Stick with your goals even when it's hard |



Theory of Action

IF we:

- Implement best practices from Responsive Classroom;
- Collaborate through Learning Walks, Data Meetings and Instructional Planning;
- Provide small group instruction with targeted goals and differentiated instruction;
- Plan and carry out goals to intentionally cultivate a positive school community,

THEN we will strengthen the engagement, achievement, and sense of belonging of all students.

District Strategic Objectives

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| <p>Educator Growth and Innovation: Educators demonstrate continual growth, professional collaboration, innovation, and risk-taking built on a shared vision of effective teaching and LPS Learning Framework:</p> | <p>Curriculum: Curriculum is culturally responsive, engaging, provides high cognitive demand, and supports the creativity, social and</p> | <p>Instruction: Instruction is differentiated, student centered, and focused on the engagement, achievement, and social</p> | <p>Equity and Culture: Staff, community partners, families, and students collaboratively build a school culture that</p> |
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| Core Practices, and equity for all students | emotional development, and academic growth of all students | and emotional development of all learners | 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 |
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K-4 Strategic Priorities

For the 2023-24 school year the K-4 will continue focusing on creating and maintaining a school community that is vibrant and productive; a community in which every member feels connected and a sense of belonging socially, emotionally and academically. The Responsive Classroom training last year and site visits this year provide us with a wealth of information and guidance on areas for growth. We will focus on instructional planning for students who are below or well below grade level benchmarks to insure that every student can experience growth and personal progress.

| Goal #1 - Equity and Culture | | |
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| To strengthen classroom communities and the school and community culture through professional collaboration and the implementation of Responsive Classroom practices. | | |
| Action Steps | Timeline | Intended Outcomes |
| Responsive Classroom Implementation <ul style="list-style-type: none"> • Site Visit Feedback • Goal Setting • Learning Walks | September-June | <ul style="list-style-type: none"> • Increased sense of belonging • Increased engagement • Improved achievement and growth • Increased Social-Emotional competency |
| Continue Faculty Leadership Teams <i>Faculty will work in small groups to develop and plan for:</i> <ul style="list-style-type: none"> • Community Meetings • Family & Community Engagement • School Community Building • Staff Community Building • Recess & Outdoor | December - June | <ul style="list-style-type: none"> • Clearly articulated systems and structures for common areas • Student and class-led Community Meetings • Opportunities for Caregivers to support learning in classrooms and participate in community events. • Special events to create joy in the school |
| Refine the CARES systems | Ongoing | <ul style="list-style-type: none"> • Consistent application of expectations and reinforcement • Predictable support and follow up when expectations are not met • Timely communication internally and with caregivers |

| Goal #2 - Instruction | | |
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| To increase the efficacy of targeted goals and differentiation for small group instruction. | | |
| Action Steps | Timeline | Intended Outcomes |
| Extended Data Meetings | September, January, May | <ul style="list-style-type: none"> • Monitor progress of all students • Develop targeted goals for students who are below or well below benchmark • Explore models of small group instruction to ensure students have access to appropriate academic challenge |

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| Instructional Planning | Ongoing | Students have greater access to curriculum through the use of <ul style="list-style-type: none">• Accommodations from the District Curriculum Accommodation Plan (DCAP)• Responsive Classroom practices for engaging academics |
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