

**LINCOLN SCHOOL 5-8
SCHOOL IMPROVEMENT PLAN – 2023-2024**

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.

5-8 Core Values

4Cs:
Care
Community
Cooperation
Commitment

Theory of Action

IF we:

- provide more opportunities for student voice and engagement in daily lessons;
- provide targeted remediation and enrichment for students based on regularly collected and analyzed data;
- 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 sense of belonging of all students.

District Strategic Objectives

<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: Core Practices, and equity for all students</p>	<p>Curriculum: Curriculum is culturally responsive, engaging, provides high cognitive demand, and supports the creativity, social and emotional development, and academic growth of all students</p>	<p>Instruction: Instruction is differentiated, student centered, and focused on the engagement, achievement, and social and emotional development of all learners</p>	<p>Equity and Culture: 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</p>
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Strategic Priorities

For the 2023-24 school year, the major areas of the school's emphasis will be on Instruction and Equity and Culture. Priority #1 will be to further our implementation of Responsive Classroom to ensure that all students are able to experience engaging academics and feel a sense of connection and belonging in their classrooms. Priority #2 will be to sharpen our instructional practices that center around inclusivity and differentiation so that all students can make effective progress, including those needing interventions and enrichment relative to the grade-level curriculum.

Strategic Priority #1 (Instruction & Equity and Culture): Implement Responsive Classroom to ensure that all students feel a sense of connection and belonging in their classrooms as well have opportunities to experience consistently engaging academics.

Action Steps	Timeline	Intended Outcomes
Faculty will use Responsive Classroom practices in a variety of instructional settings (ex. Connections, Closing Time).	Ongoing	<ul style="list-style-type: none"> ● Consistent structures across grade levels to appropriately implement Responsive Classroom ● Increased use of Responsive Classroom language across school settings. ● Improved social connections between students and students and adults. ● Further engagement in academic settings
Responsive Classroom site visits	Sept 2023 and January 2024	<ul style="list-style-type: none"> ● Feedback report provided and debrief with principal and instructional coaches ● Comparative data between visits
Based on Responsive Classroom feedback, develop key P.D. action steps	September - November 2023	<ul style="list-style-type: none"> ● Use faculty meeting times and school-based Wednesday professional development to focus on improving practice to incorporate student voice
Based on classroom observations, collaborate with the instructional coach to provide targeted support to staff to further their work with student voice.	November 2023-April 2024	<ul style="list-style-type: none"> ● Observational feedback includes direct observations of student voice during lessons. ● Follow up opportunities provided to any staff member seeking out instructional coach support. ● Meetings between instructional coach and specific staff based on observations.
Survey students to determine their sense of engagement and belonging as well as their ability to share their voice in classrooms.	December 2023 - May 2024	<ul style="list-style-type: none"> ● Initial survey to determine baseline of engagement, particularly around voice. ● Mid-year survey to determine early evidence of change ● Near end-of-year survey to determine EOY evidence of change ● Comparative data illustrating growth in sense of belonging and engagement via student voice
Based on Responsive Classroom feedback, develop necessary revised P.D. action steps	February - March 2024	<ul style="list-style-type: none"> ● Use data from student surveys and Responsive Classroom to revise faculty meeting and school-based Wednesday agendas ● With district support, use district rubrics to determine effectiveness of Responsive Classroom practices
Provide requisite Responsive Classroom training to all new staff	Dates TBD	<ul style="list-style-type: none"> ● All new staff will have same training and baseline of information as returning staff

Strategic Priority #2 (Equity and Culture): Sharpen our instructional practices that center around inclusivity and differentiation so that all students can make effective progress, including those needing interventions and enrichment relative to the grade-level curriculum.

Action Steps	Timeline	Intended Outcomes
Analyze available achievement data to determine student needs.	September - December 2023	<ul style="list-style-type: none"> • With K-5 content specialists, analyze gr. 5 literacy and math data to determine necessary supports. • With School Council, explore MCAS data for cohorts of students across years to determine any potential gaps and/or needs for enrichment. • With team leaders, get an understanding of how Office Hours is used and where interventions/enrichment come about in the day.
Provide PD at staff meetings and district-based (including school-based) Wednesdays that centers on inclusivity and differentiation.	November 2023-March 2024	<ul style="list-style-type: none"> • Professional development sessions facilitated by staff and administration • Measured learning for staff regarding how to further their instructional practices to meet the needs of all students
Classroom observations that incorporate feedback around inclusive practices	November 2023-May 2024	<ul style="list-style-type: none"> • Observation feedback explicitly comments upon inclusive practices. • Staff can adjust practices as needed based on the feedback.
Analyze student learning data to measure effectiveness of revised practices.	Ongoing	<ul style="list-style-type: none"> • Data collection and analysis through the 2023-24 school year
Provide PD around peer observations so that staff can support one another in their implementation of revised instructional practices.	Ongoing	<ul style="list-style-type: none"> • Faculty learn new skills and strategies from their colleagues • Professional culture of inquiry and sharing
Based on data and ongoing observations, revise the manner by which intervention and enrichment opportunities are provided to students, particularly during Office Hours.	February 2024-May 2024	<ul style="list-style-type: none"> • More aligned system of implementation for intervention and enrichment support across all grade levels • Increased access to interventions and enrichment for most students, grades 5-8
Work with district leadership to identify additional means in the schedule by which students can receive necessary interventions and enrichment opportunities.	July-August 2024	<ul style="list-style-type: none"> • Identification of new or revised means in the schedule for students to access necessary interventions and enrichment opportunities. • Added after school activities/clubs
Establish multi-year plan for oversight and review of our revised practices.	July-August 2024	<ul style="list-style-type: none"> • PD plan for the 2024-25 school year