Lincoln Public Schools Strategic Maps 2022-2023
Lincoln School K-4

CULTURE

Strategic Priority

Establish a culture that is built upon the intersectionality of social and emotional learning, Antiracism, Inclusion, Diversity, and Equity (AIDE), student and adult learning, and fostering strong connections.

Build a culture of trust, engagement, and pride in our schools through:
- reinvesting in the relationships among and between students and caregivers, staff, administrators, partner organizations, and community members
- creating spaces where feedback is welcomed and used to facilitate transformative change
- developing our awareness, ability, skills, desire, and stamina to navigate and work through barriers that arise

Rationale and Goals: To utilize the knowledge and skills of Lincoln K-4 staff to intentionally strengthen and build a thriving professional, school, and community culture.

Outcomes:
- Students, employees, and families feel a connection to and a sense of belonging within their schools and the district
- Student's Social Emotional Learning development is a primary focus in our schools and classrooms
- Students demonstrate the ability to use effective, productive communication with their peers to create community and to solve problems when necessary
- Consistent expectations, language, and actions are communicated and used within schools
- Parents are able to reinforce the expectations set at school and use common language at home
- Assessments, survey data and qualitative data show improvements in areas of academic achievement and growth, sense of belonging, and engagement, and behavior/discipline
- Strengthen how we seek and understand student and family perspectives

Tools and Methods for Achieving Outcomes:
- All faculty and staff will attend Responsive Classroom Training
- School-based professional learning will focus on practical application of Responsive Classroom learning, ensuring deep thinking, problem-solving, and collaboration in implementing Responsive Classroom techniques
- Family Workshops so that families can learn about and experience Responsive Classroom
- Revive peer observation opportunities for teams and individual teachers to observe and learn from and with one another (paused with COVID)
- Develop and utilize quick ways for students to provide feedback on their experiences in class with their teachers
- Faculty Leadership Teams develop and launch work in the following areas: (1) Staff Community Building; (2) Procedures; (3) School Community Building; (4) Student Leadership, (5) Using Spaces; and (6) Family and Community Engagement

Tools and Methods for Measuring Progress:
- Staff reflections on the implementation of Responsive Classroom learning
- Surveys from families who attend workshops, and data on which families we successfully engage
- Data and feedback from students to teachers
- Observations of classrooms K-4 (Connections + all periods of the day)
- Annual survey data from students re: sense of belonging and engagement
- Examine impact and data on behavior incident slips as well as bullying allegations and investigations

STUDENT OUTCOMES
Strategic Priority
Improve student investment, academic outcomes, and sense of belonging by providing engaging learning experiences, culturally responsive instruction that builds upon and embraces students' identities, and safe, nurturing, collaborative learning environments

Rationale and Goals:
AIDE, Social Emotional Learning, and Deeper Learning are three essential components of an holistic educational approach to providing students with the skills, knowledge, attributes, and character traits needed to be healthy, well-rounded individuals. As a school district, we have a primary responsibility for providing students with learning experiences that allow them to succeed academically and apply their learning throughout their lives. Academic learning is not divorced from Social Emotional Learning or learning about yourself as an individual as well as learning about others. Deeper Learning melds these three components together in meaningful, purposeful learning that allows students to see themselves in the learning and provides authentic purpose for the learning.

Outcomes:
- Teachers have ownership of student data in literacy, math, and SEL
- Strengthened collaboration between classroom teachers and math and literacy specialists
- Strengthened Tier 1 instructional practices including goal setting for next steps, interventions, and extensions

Tools and Methods for Achieving Outcomes:
- Extended facilitated data meetings three times a year that look at student outcomes holistically, including literacy, math, and SEL across grade levels
- Revive Learning Walks with a revised process that includes teachers in order to understand the instructional experiences across classrooms, particularly around the fusing of AIDE, SEL, and Deeper Learning
- Use of K-5 Math Resource Guide to support strong math instruction and learning
- Refine IST practices so that we have clear goals and methods, including interventions and data collection

Tools and Methods for Measuring Progress:
- i-Ready and Literacy Squad data three times (fall, winter, spring) that illustrate growth across the year
- Unit and formative assessments including progress monitoring