Lincoln Grades 5-8 Strategic Maps 2022-2023

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: In the past several years of moves, Covid, and reduced interaction, we have lost a great deal of the culture of our school. Our survey results from students and families indicated that we need to dedicate time to rebuilding the relationships we enjoyed within and outside of our building. Our goal is to invest in recreating community with staff, students, and families, in order to cultivate trusted relationships that allow for a culture of engaged learning, transparent communication, and a stronger sense of belonging.

Outcomes:
- Faculty determines what culture is and we collectively define the important characteristics of our school culture
- Faculty draft vision for community expectations with each other
- L5-8 Administration, faculty and staff co-create vision for classroom community with students
- Work with faculty to implement the vision across classrooms and grade levels
- Students and faculty engage in a continual feedback loop where student leaders gather and share information from peers and faculty and staff implement feedback as part of the decision making process. As a result, students see that their voice is important and impacts the collective community.
- Families feel connected to the school because trusted relationships are created between faculty and families through communication, outreach, and personal connections

Tools and Methods for Achieving Outcomes:
- Continue work to live into the social contract (Care, Communication, Commitment, Cooperation)
- Provide students with the tools and opportunities to engage and share space across the 5-8 in the dining commons, auditorium, play spaces
- Teachers and faculty track responses to behaviors
- Use student council as an advisory group of students to look at the 'kid culture' and give direct feedback to adults
- Student affinity listening sessions occur and results are shared with team leaders
- The K-8 community re-visits the school mascot conversation with a final outcome
- Begin learning walks with team leaders - looking specifically for students understanding purpose for learning and engagement and classroom culture
- Implement quarterly surveys with students to assess and adjust school culture
- Monthly principal coffees give parents opportunities to interact and share

Tools and Methods for Measuring Progress:
- Student surveys - created internally and Panorama

- Student advisory group minutes and information shared - and responses tracked
- Student participation in drama, music, athletics, SAGA, and student council is tracked for sense of belonging and a thriving culture
- Types of discipline incidents are tracked for sense of belonging
- Attendance data for adults and students is tracked for students and adults feeling a part of our community

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: Our students told us last year that they believed that their teachers cared about them, but were not engaged in their learning. Our goal as facilitators of student learning is to help students see themselves in classrooms and therefore engage in their learning. Our goal is to engage students in their learning by giving them some voice and choice, so that our academic outcomes will improve.

Outcomes:
- Use available data to track academic progress
- Use connections blocks to create safe, culturally responsive spaces for student learning and growth that then set students up to be able to learn more effectively
- Implement monthly check in about all students to track academic progress
- Use pulse check and monthly practice to respond to student academic needs more immediately
- Faculty development of feedback resources and plans for implementation
- Establish accountability buddies (grade level or other specialist) to check-in regarding student behavior within the learning environment to gain support with re-engaging students

Tools and Methods for Achieving Outcomes:
- Begin Pulse Checks to provide an avenue for voice, feedback, and input
- Responsive Classroom training for all faculty
- Monthly data scan at grade levels to ensure that all students are being regularly seen by teachers who are teaching them
- Data is used for instructional decision making to serve the needs of individual students
- Teachers practice equity pauses in teams and at meetings with a focus on student engagement and meeting the needs of all learners
- Teachers identify students who will give feedback about instruction in order to ensure all student needs are met
- Adding team leaders to learning walks to look for purpose in learning

Tools and Methods for Measuring Progress:
- Literacy and Math assessments, MCAS
- Survey data
- Responsive classroom practices that support student learning