

Lincoln Public Schools Strategic Maps 2022-2023
Hanscom Primary School

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:

Problem of Practice: At the end of the 2021-2022 school year teacher morale was low with 41% responding favorably to the “Satisfaction and Retention” question on the survey. In addition, other data supports the stress and strain on adult culture.

Goal: If we engage in intentional work on our adult culture the staff will feel heard, seen, appreciated and valued. This in turn will result in a stronger sense of belonging for staff, improve morale and improve job satisfaction.

Problem of Practice: During the 2021-2022 school year, HPS saw an [increase in calls to the Mental Behavioral Health Team](#) (MBHT)

Goal: If we incorporate professional learning in SEL, that in turn will lead to greater consistency in how we respond to emotional dysregulation across the school. Students will feel an increased sense of belonging. This in turn will build a stronger sense of belonging for staff as well, improve morale and improve job satisfaction.

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

Tools and Methods for Achieving Outcomes:

- An intentional year-long plan is created, presented and implemented to address faculty feedback on adult culture concerns.
- Train/retrain all teachers, ESPs, and school-based administrators and secretaries in Responsive Classroom.
- School-based Wednesdays are used for supporting the Responsive Classroom training.

- Book study on Building a Trauma-Informed Restorative School: Skills and Approaches for Improving Culture and Behavior by Joe Brummer.
- Professional learning plan for the ESPs is scheduled, created and implemented
- Grade level teams evaluate progress on AIDE/SEL/Connections lessons and create a plan for continuation of this work
- Conduct learning walks that incorporate looking at classroom culture and response to behavior to understand strengths and needs.
- Updated Learning Walk tool is also used for daily Principal walk-throughs with increased feedback to teachers. Data is tracked weekly.

Tools and Methods for Measuring Progress:

- Monthly Pulse Check data
- Annual surveys of students, families and staff
- Walk-through data
- Trauma Informed Restorative School Implementation Plan
- MBHT call log analysis
- Attendance data

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:

Providing teachers with time and support to collaborate with one another to analyze student literacy and data to create culturally responsive and differentiated instructional opportunities to students will yield positive academic outcomes in literacy and math.

We will support one another to strengthen our Tier I and Tier II instruction to meet the varying needs of our transient population who is also being impacted by a pandemic.

Outcomes:

- Teachers continue to collaborate with one another to meet the individual needs of our students.
- Teachers appreciate the time during data meetings to collaborate with one another to meet the needs of our students.
- Students make progress in their literacy and math skills and, in turn, in their self-perceptions about themselves, their learning and school in general.

Tools and Methods for Achieving Outcomes:

- An equity pause is conducted on the Instructional Support Team process. The process and forms are updated and presented to the Faculty.
- An equity pause is conducted on the Behavioral Emotional Student Support Team process. The process and forms are updated and presented to the Faculty.
- A common understanding/set of norms is agreed on for the focus of the BOOST Block.

- A schedule and protocol for data meetings will be established. Data meetings will be used to collaboratively analyze grade level literacy and math data to create grade level BOOST groups with goals and progress monitoring tools.
- Learning Walks by the Principal take place 3-4 times a week focused on the lens of differentiated instruction in the literacy block. A system to catalog learning is created.
- Learning Walks by the Principal take place during the BOOST block focused on the lens of the common understanding/set of norms for the BOOST Block.

Tools and Methods for Measuring Progress:

- Literacy and math assessments
- Survey data
- Learning Walk data

*Co-led by principals and school-based administrators