School Based Strategic Priority Maps
October 20, 2022

Lincoln Public Schools

Lincoln Public Schools

Strategic Priority: Culture

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

Lincoln School K-4

Lincoln School K-4

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

Tools & Methods:
Responsive Classroom
Faculty Leadership Teams
Student Feedback

Outcomes:

- Increased sense of belonging

- Increased Engagement

- Improved achievement and growth

- Focus on Social Emotional development

- Consistency in expectations, language, and actions

- Partnerships with parents and caregivers

- Improved behavior and discipline

Lincoln School 5-8

Goal:

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.

Tools and Methods:
- Work with social contract
- Student Council
- Parent Coffees

Outcomes:

- Survey students regularly to check on the culture of the building with expectation of results shifting

- More students engage in drama, music, athletics

- Parents feel more engaged - data tracked through parent coffee attendance

- Inclusive mascot created through K-8 committee work

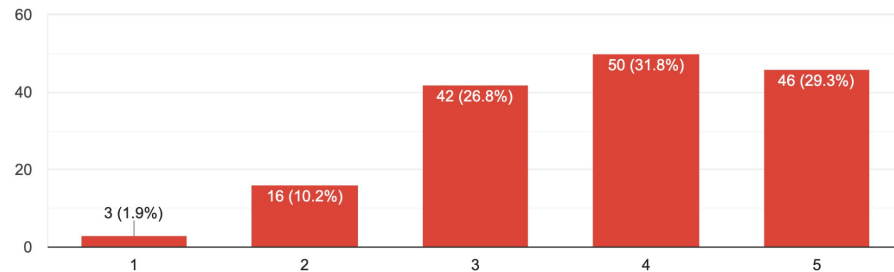# Lincoln 5-8 Student Survey - October examples

How much are we taking care of the dining commons?

157 responses
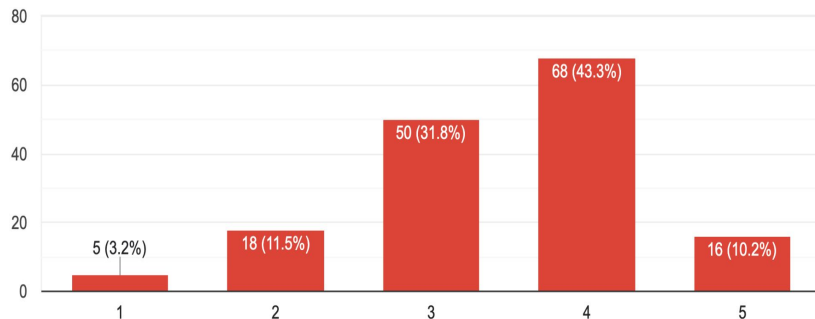
Is recess a safe space for everyone?

157 responses

Lincoln Preschool

To form deeper relationships between all preschool community members (Teachers, Related Service Providers, Education Support Professionals, Parents/caregivers, Students, Administrators) in order to better support the development of all of our preschool students.

Based on data collected by the preschool during the 2021-2022 school year including the report of an outside consultant and parent and teacher surveys, the preschool determined a need for:

- An **established communication system between home and school** about a child's participation in the preschool program (currently the preschool uses a daily sheet with highlights of the day)
- A systematic approach so that preschool, shared preschool providers, and kindergarten can have a **shared understanding of the development of uprising kindergarteners from the preschool**
- A shared language between all preschool community members for addressing **expectations at the preschool** (routines, language/communication, and behavior.)
- A shared system for **receiving and providing feedback** to each other to better solve problems

Hanscom Primary School

Problem of Practice #1
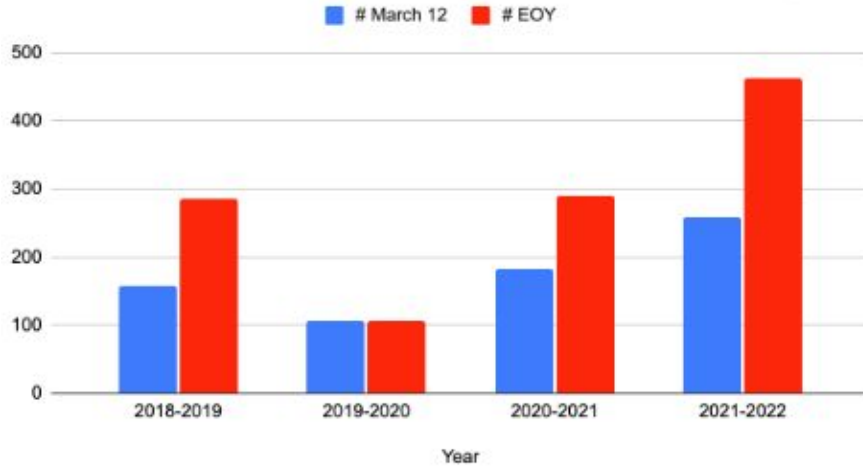
Goal: If we incorporate professional learning in SEL, that in turn will lead to greater consistency in how we respond to emotional dysregulation across the school. Students will feel an increased sense of belonging. This in turn will build a stronger sense of belonging for staff as well as improve morale and improve job satisfaction.

Hanscom Primary School (PK-8)

Problem of Practice #2

Satisfaction and Retention	41%		-7 Greatest opportunity

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.

Hanscom Middle School

Goal:

Create a partnership between home and school where all stakeholders feel empowered and a sense of belonging.

Outcomes:

- Communicating consistently, timely, and openly, with the goal of building trust and positive home/school relationships
- Committing to asking for, giving/receiving authentic, meaningful feedback, and building the capacity for difficult conversations with students, caregivers, and fellow staff members
- Communicating clear and consistent expectations about the school community and opportunities to engage in students' learning in a variety of ways
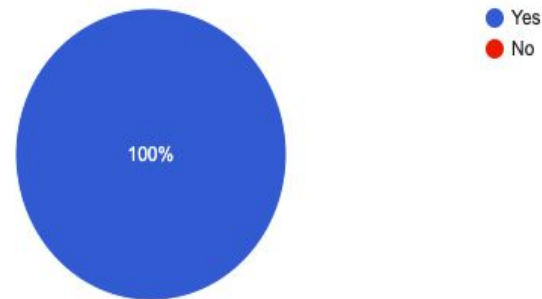
HMS Family Update 10/14/22

[Click here for a transcript of the video](#)

Grade Level Informational Sites

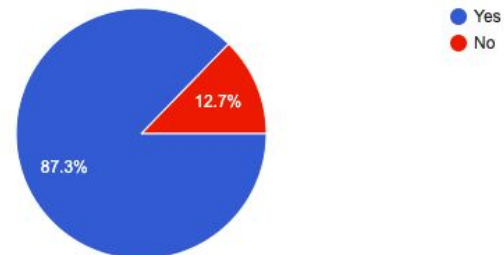| Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Specialists

Did you feel like your child's teacher(s) knew and understood your child?

55 responses

- Yes
- No

100%

Do you regularly read/check the weekly Family Update on the Hanscom School Blog?

55 responses

- Yes
- No

87.3%

12.7%

Lincoln Public Schools

Strategic Priority: Student Outcomes

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

Lincoln School 5-8

Goal: To engage students in their learning by giving them some voice and choice, so that our academic outcomes will improve.

Tools and Methods:

- 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

Outcomes:

- Academic progress is tracked more systematically by teams
- Connections blocks create safe, culturally responsive spaces for student learning and growth that then set students up to be able to learn more effectively

- Student feedback indicates understanding of purpose, voice, and choice

Lincoln School K-4

Goal:

AIDE, Social Emotional Learning, and Deeper Learning are three essential components of a holistic educational approach to providing students with the skills, knowledge, attributes, and character traits needed to be a healthy, well-rounded individual.

Tools & Methods:

Extended facilitated data meetings
Learning Walks
K-5 Math Resource
Refine IST Practices
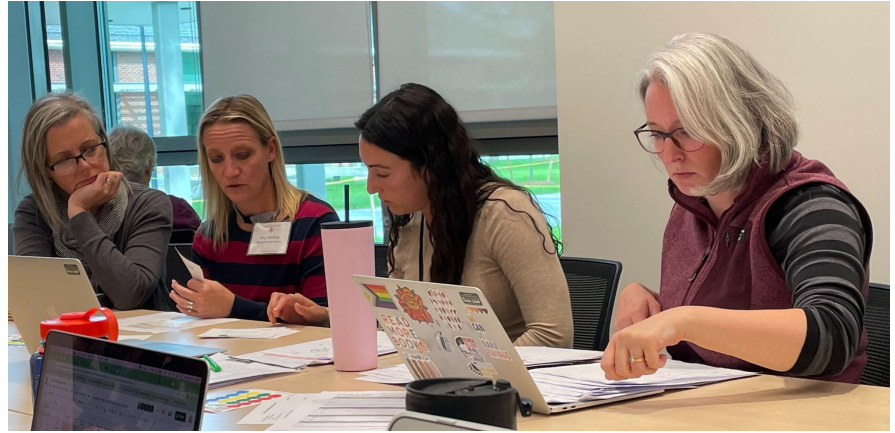
Outcomes:

- 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

Lincoln Preschool

Improve student outcomes by further developing and communicating shared routines in order to create safe, collaborative and engaging educational environments.

- Further develop the use of student voice, ownership of their learning and generalization of skills across settings
- Shared understanding of developmental expectations amongst all preschool community members
- Improved understanding of strategies of communication and behavior across all learning environments for preschool community members and educators and administrators that preschool students will transition to (kindergarten)

Hanscom Middle School

Goals:

- Reinvest in the relationships among and between students and staff by developing our awareness, ability, skills, desire, and stamina to navigate and work through barriers.
- Improve student and staff sense of belonging by embracing identities and creating safe, nurturing, collaborative educational environments.

Rationale:

Establish a culture that is built upon the intersectionality of staff and students who work together to build a community that values, respects and responds to student and staff identities, and develops the social and emotional well-being of all

Outcomes:

Developing a shared living practiced Code of Conduct that everyone is invested in

Developing a sense of belonging amongst students and staff by having windows, mirrors, and doors in our community and curriculum

Developing a greater sense of belonging amongst staff

Developing clarity of expectations around an academic culture

Developing the use of student and staff voices, ownership over their learning, value of autonomy, and growth mindset.

Attendance Matters

CODE OF CONDUCT

LPS students at all times will:

◆ Be respectful of themselves, of others, of the school
◆ Act with honesty and integrity, modeling by example
◆ Act in a manner that supports the learning of themselves and others
◆ Advocate for themselves and others
◆ Use their voice to speak up and stand up
◆ Work with others to constructively resolve conflict
◆ Act as an environmental and cultural steward, taking action to make the world a better place.
◆ Practice awareness, sensitivity, concern, and respect to connect with others' feelings, opinions, experiences, and culture.

HANSCOM
CARES

Cooperation - work as a Team
Assertion - express your opinions
Responsibility - be accountable for your actions
Empathy - consider other people's feelings
**S**elf Control - think before you act

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Student Recognition

CODE OF CONDUCT

LPS students will not:

◆ Break, damage, steal or destroy school property
◆ Break, damage, steal or destroy personal property of others
◆ Fight, tease, bully, or call others names
◆ Use hateful, discriminatory, vulgar or profane language
◆ Bring objects to school that are dangerous to others or disruptive to the educational process. This includes illegal objects such as knives, firearms, fireworks or other objects whether they are real or facsimile
◆ Possess or use illegal substances such as alcohol or drugs and will not smoke any substance in any form on school property or at any school sponsored event

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BEHAVIOR

FREEDOM

✗ where we need to be.

RESPONSIBILITY
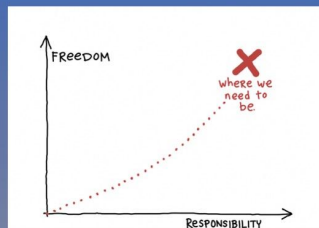
• Gold Falcon Awards

• Citizenship Awards

• HMS Dog Tags

EXPECTATIONS

Hanscom Primary School

Goal:

Providing teachers with time and support to collaborate with one another to analyze student literacy and math 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.

Tools and Methods::

- Refined Instructional Support Team and Behavioral Emotional Student Support Team process.
- A common understanding/set of norms is agreed on for the focus of the BOOST Block.
- Extended facilitated data meetings.
- Learning Walks