

LINCOLN SCHOOL K-4

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support
<p>Teaching & Learning</p> <p>If we have clarity on consistent and best practices for Planning, Instruction, and Assessment, in which AIDE principles and Social Emotional competencies are centered; then every student receives a high quality educational experience in which they feel a sense of ownership and belonging.</p>	<p>Increase student learning outcomes and strengthen students’ of identity (as a learner, individual, and member of multiple communities) and sense of belonging in class and school by developing consistent practices in the following areas:</p> <p>Planning driven by an overarching essential question connected to grade level standards and skills, helping students uncover and make meaning of big ideas</p> <p>Instructional strategies that foster AIDE and deeper learning; and</p>	<p>Students feel that they are accepted, respected, and that they can be their full, authentic selves in school</p> <p>Collectively build consistent instructional practices that weave AIDE and SEL with the teaching of essential skills and standards</p> <p>Increase student independence and ownership of learning</p> <p>Faculty are able to articulate the positive outcomes of doing this work.</p>	<p>Q1: Sept-Nov</p> <ul style="list-style-type: none"> ● Principal and coordinator develop professional learning scope and sequence including unpacking academic standards, goal-setting and benchmarking; and assessment. ● Co-construct the professional development with Team Leaders, Content Specialists, and building administrators ● Professional Learning Session #1: Planning ● Use these essential questions to ground faculty learning: <ul style="list-style-type: none"> ○ How do I get to know and understand my students in order to make learning relevant and engaging? ○ How does student identity and life experiences impact my planning? ● Teachers develop questions to use as a self- and team- assessment: <ul style="list-style-type: none"> ○ “What information will we gather to know how the work we are doing is impacting kids? ○ What are kids saying, doing ○ How have their work products changed ● Administrator Learning Walks ● ESP Training - Math & ELA initial trainings <p>Q2: Dec-Feb</p> <ul style="list-style-type: none"> ● Teachers develop a student feedback tool to assess students’ sense of ownership and belonging ● Peer Observation Incubation <ul style="list-style-type: none"> ○ With non-classroom teachers ○ Develop the protocol 	<p>Data review of the teacher developed assessment tools for instruction, the peer observation/learning walk tool, and the student feedback tool.</p> <p>Data Review of academic progress, IST and SST cases, Special Education referrals, and office referrals.</p> <p>Teacher created resources including deeper learning tasks, lesson plans, and student feedback tools integrating AIDE, SEL and Deeper Learning.</p>	<p>Principal with Coordinator and METCO Director</p>	<p>Asst Superintendent</p> <p>Team Leaders</p> <p>Content Specialists</p> <p>School Psychologist</p>

	<p>Assessment practices that inform student goals.</p>		<ul style="list-style-type: none"> ● Professional Learning Session #2 Instruction and #3 Assessment <ul style="list-style-type: none"> ○ Specific Planning TBD ● January: Learning Walks with Team Leaders 			
			<p>Q3: Mar-May</p> <ul style="list-style-type: none"> ● Professional Learning Sessions #4 Data Meetings <ul style="list-style-type: none"> ○ Specific Planning TBD ● Peer Observations begin ● Learning Walks with Team Leaders continue 			
			<p>Q4: Jun-Aug</p> <ul style="list-style-type: none"> ● Faculty Survey ● Closing Meeting - reflection on faculty learning and impact on student learning and experience in school ● Potential Summer Work proposals based upon outcomes of this faculty learning plan. 			

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<p>Sense of Belonging</p> <p>If we implement explicit instruction in AIDE principles and SEL, then students and staff will express pride, confidence and healthy self-esteem related to their identities; have the skills to engage in positive relationships; and experience a stronger sense of belonging in school.</p> <p><i>AIDE = Antiracism, Inclusion, Diversity, Equity</i></p> <p><i>SEL = Social Emotional Learning</i></p>	<p>Increase students' understanding and awareness of SEL and AIDE concepts.</p> <p><i>Increase students' sense of belonging through explicit instruction of the SEL competencies and AIDE concepts.</i></p>	<p>Students and staff feel that they are accepted, respected, and that they can be their full, authentic selves in school.</p> <p>Increase positive relationships.</p>	<p>Q1: Sept-Nov</p> <ul style="list-style-type: none"> ● Principal, Mental Health Team, and Team Leaders plan implementation of Second Step Social Emotional Learning Curriculum ● Weekly Second Step Lessons during Connections. ● AIDE principles and community building integrated into the Connections block ● Faculty Curriculum Share and Development of AIDE and SEL lessons <ul style="list-style-type: none"> ○ Build scope and sequence ○ Create a central repository for grade level AIDE and SEL units, lessons, and resources ● Establish a team including a range of roles that can plan and facilitate student voice sessions to gather input on their experiences in school ● Create a mechanism to share out key information learned from the student voice sessions to school staff and families <p>Q2: Dec-Feb</p> <ul style="list-style-type: none"> ● Staff check-in on their sense of belonging using a variety of methods ● Faculty Curriculum Share and Development of AIDE and SEL lessons <ul style="list-style-type: none"> ○ Organize and build scope and sequence ○ Continue to adding to the central repository for grade level AIDE and SEL units, lessons, and resources ○ Create a tool to understand the impact of AIDE and SEL lessons on student identity and sense of belonging 	<p>Data Review of academic progress, IST and SST cases, Special Education referrals, office referrals, and Mental Health Team Consults</p> <p>Review of anecdotal and qualitative data gathered through student voice sessions and staff check-ins</p> <p>Teacher created resources including unit and lesson plans for explicit instruction on AIDE topics Social Emotional Learning concepts.</p>	<p>Principal with Coordinator and METCO Director</p>	<p>Mental Health Team</p> <p>Team Leaders</p> <p>IST and SST standing team members</p>

			<ul style="list-style-type: none"> ● Monthly student voice sessions ● Mid-year check-in with faculty regarding SEL and AIDE lessons and outcomes for students 			
			<p>Q3: Mar-May</p> <ul style="list-style-type: none"> ● Staff check-in on their sense of belonging using a variety of methods ● Faculty Curriculum Share and Development of AIDE and SEL lessons <ul style="list-style-type: none"> ○ Organize and build scope and sequence ○ Continue to adding to the central repository for grade level AIDE and SEL units, lessons, and resources ○ Use the tool to understand the impact of AIDE and SEL lessons on student identity and sense of belonging ● Monthly student voice sessions 			
			<p>Q4: Jun-Aug</p> <ul style="list-style-type: none"> ● Final sessions with students and staff ● Reflection sessions with faculty, team leaders, building administrators to determine impact of the years work and plan next steps. ● Potential Summer Work on AIDE and SEL instruction 			