



Lincoln School K-4

Strategic Priority Maps 2021-22

Mid-Year Update to the School Committee
Sarah Collmer, Principal
March 10, 2022

Student Centered Teaching & Learning: Instructional Cycle that increases academic and social emotional outcomes for students

Sense of Belonging: Explicit instruction of SEL competencies and AIDE principles that develops student identity and fosters positive relationships

Throughlines: Equity Audit → 5-Year Plan → Deeper Learning → Maps → Goals → Student Outcomes

Equity Audit Areas for Growth

A need for training	Centering student voice and experience	Leadership around AIDE--building internal capacity
Recruitment, hiring, and retention of faculty, staff, and administrators of color	Consistent school discipline procedures, and practices across the district	Support and accountability
Representation in leadership positions	Teaching and learning	Strong partnerships between staff and families



LPS 5-Year AIDE Action Planning

Student-centered Teaching & Learning

- We have a clear, shared vision for quality teaching and learning that guides the district
- We have strong, culturally responsive, deeper learning curriculum that is documented and shared across the district
- All students have access to and experience culturally responsive and deeper learning in all of their classes
- Students are engaged, leaders of their own learning, and successfully progress in their academics

Sense of Belonging

- Students, families, faculty, and staff feel a strong sense of belonging in their classroom, the school, and in the district
- Students' voices are sought and used to inform decisions at all levels of the district
- Classroom cultures support positive behavior and restorative justice over "behavior management" and "discipline"

Support, Action, and Accountability

- All faculty, admin, and staff have a strong foundation in understanding AIDE and intentionally look for opportunities to grow their awareness and skills in this area
- Clear district expectations for individual and team commitment and performance around all of the above

District Strategic Maps

- Student-centered Teaching & Learning
- Portrait of a Learner
- Administrator growth and development as AIDE leaders
- Recruitment Plan
- Consistent beliefs and approaches to behavioral response



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Sense of Belonging: Explicit instruction of SEL competencies and AIDE principles that develops student identity and fosters positive relationships

Principal Goals → Professional Learning

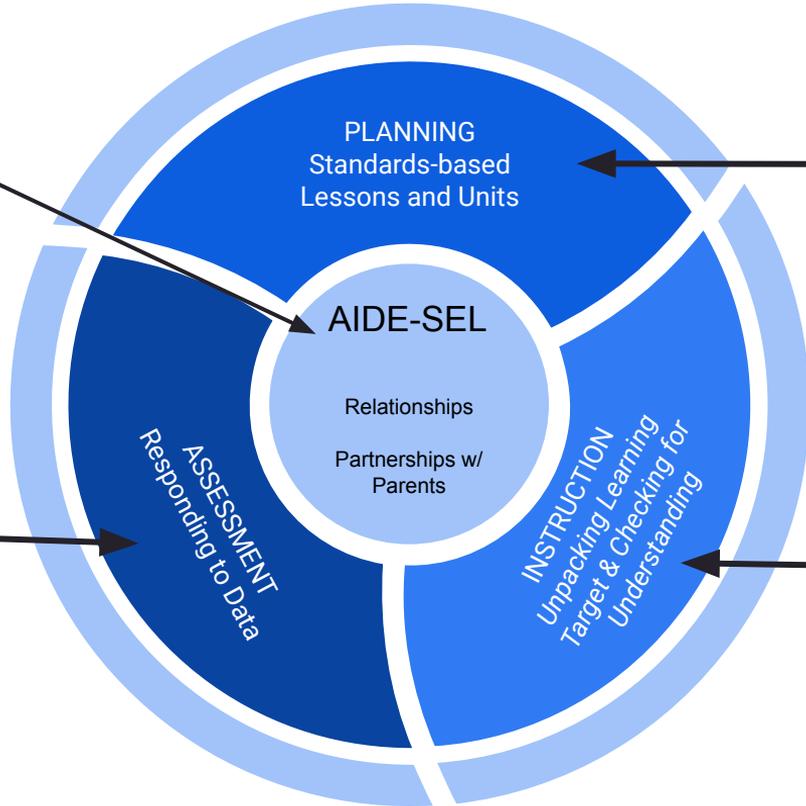
Educator Goals → CPT/Collaborative Practices



Student Centered Learning & Sense of Belonging

Second Step (SEL Curriculum)
AIDE Lessons
Connections Blok
Racial Equity Institute (REI)
Principal's Coffee
Collaborative Practice Goals
Collaborative & Proactive Solutions

Literacy Squad
Math & Literacy Intervention



Leaders of Their Own Learning: Developing Standards-based Learning Targets
Deeper Learning: Equity Pause, Foundational Indicators, Task Adjustments

Unpacking and using Learning Targets throughout the lesson
Math Bootcamp
Literacy Squad
IST Work Session
Units of Study Phonics & Foundations

Student Voice - Family and Parent Engagement - Examine Systems - Peer Observation - AIDE & SEL Scope and Sequence - Feedback (Admin- Teacher / Teacher - Teacher / Teacher - Student/ Staff- Family) - Operations & Logistics

Instructional Planning: Learning Targets

4

I can use my observations of volcanos to help support my hypothesis about what happened to the Ashfall fossils.

I can make observations and ask questions with others.

3

I can identify the different uses of windmills and wind turbines, and explain their ability to harness wind energy to do useful work.

I can share my ideas and listen to others' ideas.

2

I can build and program a Lego science rover to do specific tasks.

I can share Legos safely and fairly.

1

I can test different recipes to try to improve the playdough based on my observations.

I can use materials safely.

1/25/22

LINCOLN SCHOOL C.A.R.E.S.

C	A	R	E	S
Cooperate	Ask/Advocate	Respect	Empathy	Safety
We work well together.	We speak up for ourselves and others.	We know and show that our school and everyone is important.	We consider the feelings of others.	We use our bodies and materials carefully so that nobody will get hurt.

TUESDAY'S SCHEDULE

ROTATION 1

8:30 - 9:35am 2R - Mr. Reed
 9:20 - 10:05am 3B - Ms. Barr
 10:20 - 11:05am 4D - Mrs. D'Agostino
 11:50 - 12:35pm 3W - Ms. Webster

Handwritten notes on the right side of the board include: "HANDWASHING", "FIGHT OFF GERMS!", "WASH YOUR HANDS!", "YAY! UNICORNS!", and a question "How were you a scientist or engineer today?" with a small drawing of a dragon.

Learning Targets

Math I can use an efficient strategy to solve multi-digit multiplication problems.

Reading I can recognize how characters face similar situations in different text.

Writing I can finish drafting my literary essay on theme.

I can compare and contrast objects by noticing similarities and differences.

Science I can identify an animal's structure and how that helps them survive in their environment.

Don't SQUISH Others! Don't...

Start or speak rumors
 Gossip include others
 Use mean words
 Ignore someone on purpose
 Say threatening things

Think about what the teacher said!

120

Social Emotional Learning: Game Time during Connections



Link to Principal's Remarks

Click here to read the [Principal's Remarks: Mid Year Update](#)