



Strategic Planning Public Forum

School Committee Session
May 5, 2022

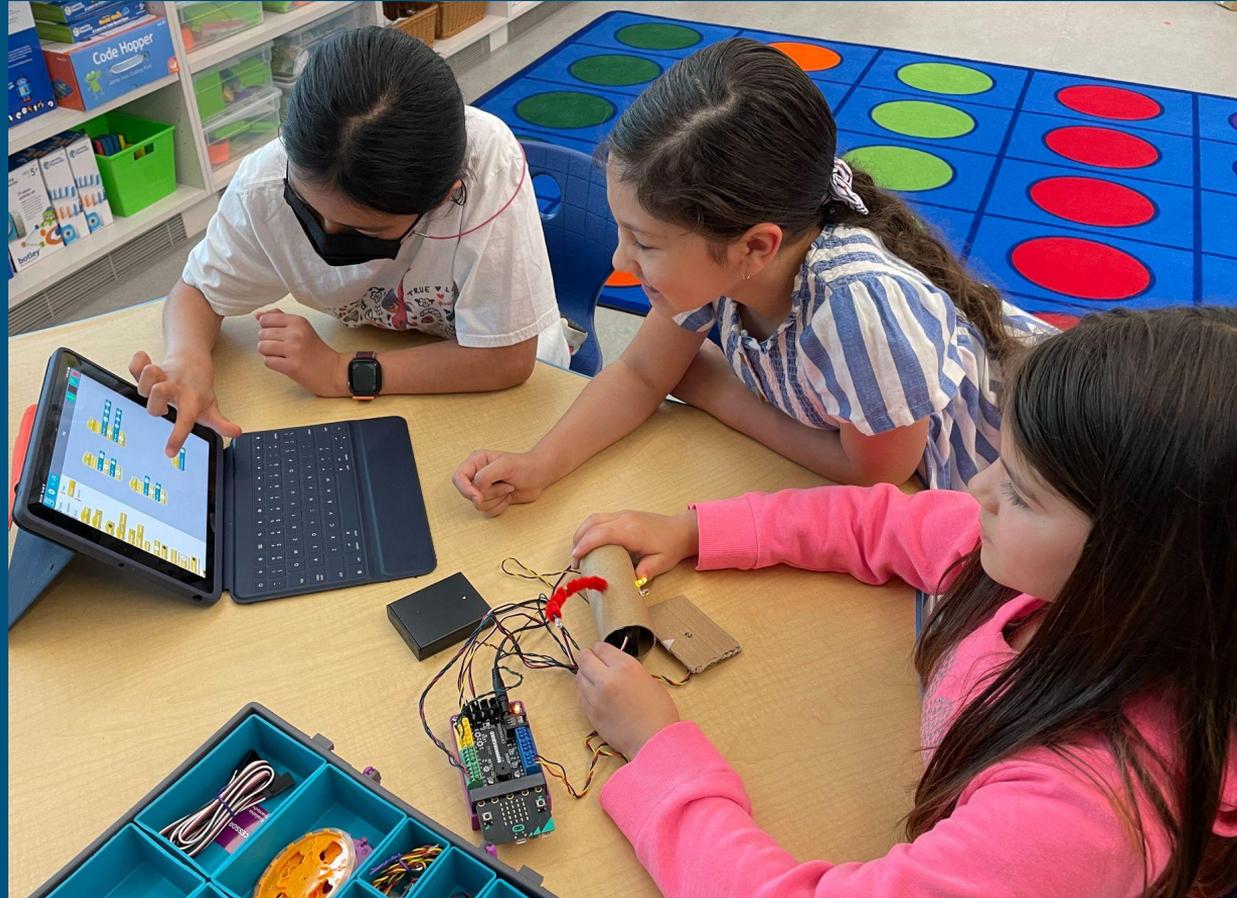


Core Values

Excellence and Innovation in
Teaching and Learning

Respect for Every Individual

Collaboration and
Community



Strategic Planning Timeline

- a. 4/26 AC - Review this year's priorities, progress, and next steps
- b. 5/5 SC Public Forum
- c. 5/10 AC Review Survey Data for consideration in setting priorities
- d. 5/24 SC/AC joint session 9am - 12pm, finalize Strategic Priority language
- e. 6/2, 6/14 SC approves Strategic Plan

LINCOLN PUBLIC SCHOOLS STRATEGIC PLAN – 2021-2022

Approved by School Committee on June 17, 2021

Vision			
The Lincoln Public Schools seek to unite our communities in challenging and equipping our students to acquire essential skills and knowledge, think creatively and independently, exhibit academic excellence, appreciate and respect diversity, display creativity, value reflection, and demonstrate social and emotional competencies.			
Theory of Action			
If we create a culture of continual learning and growth built on a shared vision of effective teaching, provide curriculum that is innovative and cognitively demanding, and instruction that is student centered and differentiated to meet the needs of all students, THEN we will strengthen the engagement, achievement, and social and emotional development of all students.			
Strategic Objectives			
Educator Growth and Innovation: Educators demonstrate continual growth, professional collaboration, innovation, and risk-taking built on a shared vision of effective teaching and practices, and equity for all students.	Curriculum: Curriculum is engaging, provides high cognitive demand, and supports the creative, social and emotional development, and academic growth of all students.	Instruction: Instruction is student centered and focused on the engagement, achievement, and social and emotional development of all learners.	Equity and Culture: Educators and students work together to build a school culture that values, respects and responds to students' identities, and develops the social and emotional well-being of all students.
Strategic Priorities			
A1. Continue to develop a culture of trust, openness, reflection, and collaboration among our students, families, faculty, staff, and administrators Cultivate a culture of continual feedback and growth with a focus on improved student outcomes	B1. Support and guide educator development of instructional units that provide equitable access for all students, engage students and provide appropriate levels of cognitive demand, differentiation and student ownership of their learning experiences	C1. Develop and deepen instructional practices and strategies that lead to engagement and high-quality learning that supports the academic and social emotional development of all learners, while recognizing students' identities, voices, and individual needs	D1. Develop the social-emotional competencies of all educators and students Develop antiracism competencies of all educators, staff, students, and families
A2. Create a common understanding of our vision of high-quality Deeper Learning instructional practices and continue to develop our equity lenses to ensure that curriculum and instruction are free from racial bias and provide equal access and relevance to all students, especially our students of color	B2. Continue refining curriculum with a specific emphasis on developing a comprehensive approach to supporting the social and emotional development of all students	C2. Support educator's balanced use of assessment and data to understand student's learning and growth and to examine data of subgroups and reflect on outcomes in order to inform instructional approaches, professional development, and improvements to our data management systems and other tools	D2. Develop a multi-year action plan to uproot and disrupt explicit, implicit, and systemic racism in our district in order to a) provide access to an equitable school experience that meets the unique needs of students and families; b) to foster a strong sense of belonging for all members of our school communities; and c) to become an intentionally antiracist district Grow the capacity of faculty and staff to: <ul style="list-style-type: none"> o meet the needs of all learners by implementing antiracist, deeper learning teaching strategies o develop self, other, and organizational awareness related to race, inclusion, diversity, and equity o develop collaborative relationships with community partners in supporting district efforts to create equitable conditions for students in their extended day activities
<i>Strategic Foundation: Attainment of our Strategic Priorities and our Vision is dependent upon our ability to assess our progress through effective use of data, to focus on high-quality instruction using the 5 Key Questions for Learning, to continue to innovate in order to engage students in their learning, and to ensure equity of access for all students.</i>			

Key Priorities for 2021-2022 are highlighted in yellow.

Strategic Planning Documents, Roles and Responsibilities

- District Strategic Plan - Administration and School Committee
- District Strategic Maps - Administration
- School Based Strategic Maps - School Based Administrators

What Our Priorities Are - Administration, School Committee

vs

How Our Priorities Are Carried Out - Administration

Gathering Input from Stakeholders

Goals:

- Understand what is most important to our various stakeholders
- Gather high level input - the what, not the how

Remember:

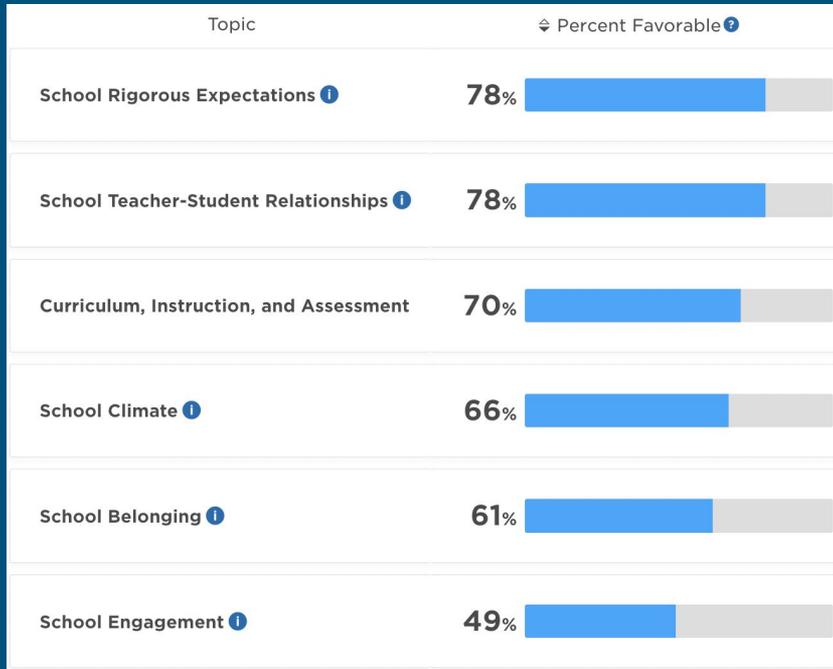
The information gathered during the public forum is representative of those attending the forum and may not be representative of all stakeholders.

Administration has information based upon work with students, families, and community members throughout the school year, including survey feedback.

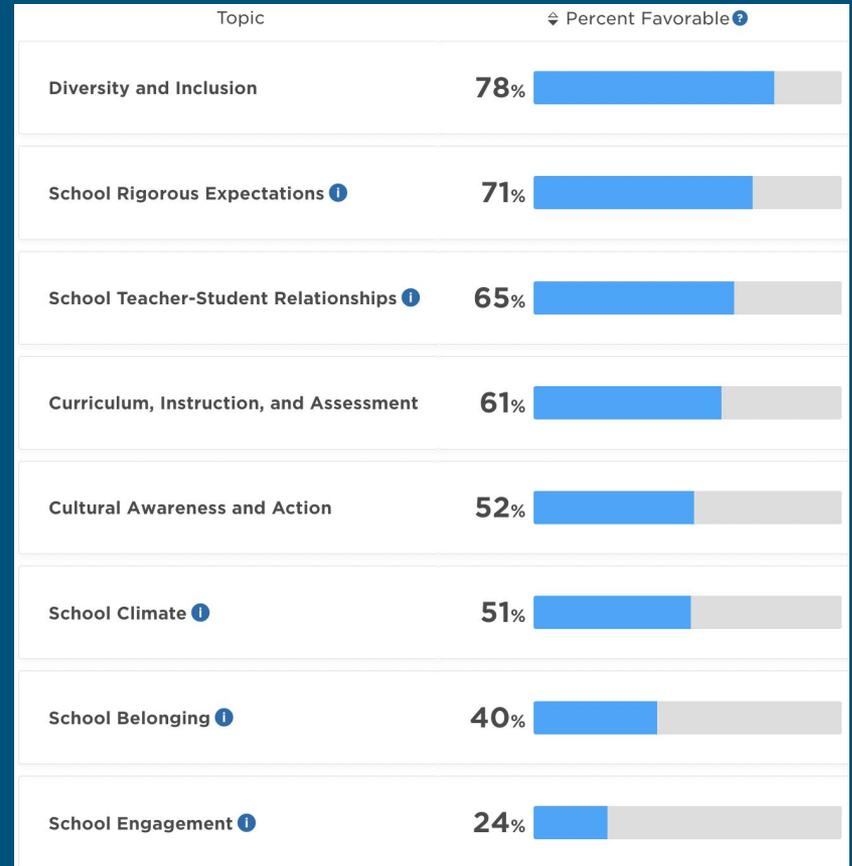
Context for 2022 - 2023 Planning

- Key Survey Data
- District Academic Data
- Where we are leaving off 2021 - 2022 and starting 2022 - 2023 (maps)

2-5 Student Surveys

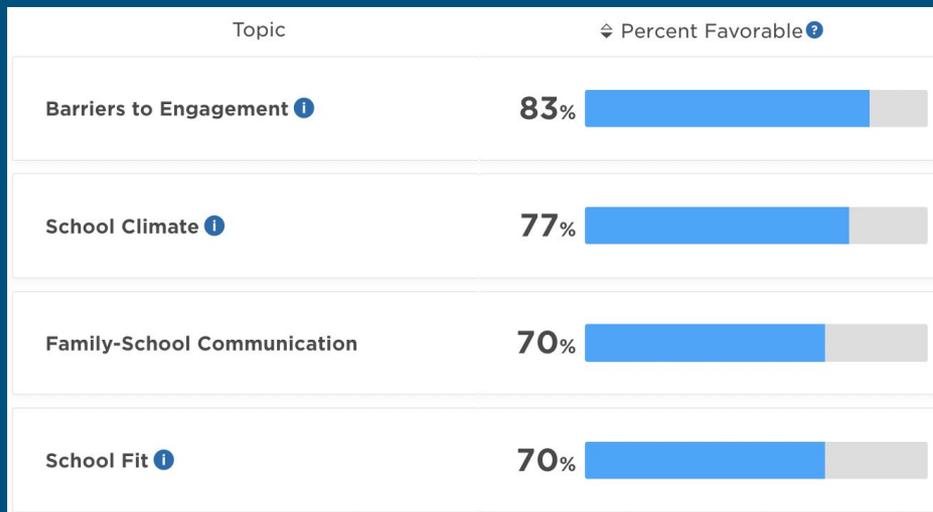


6-8 Student Surveys

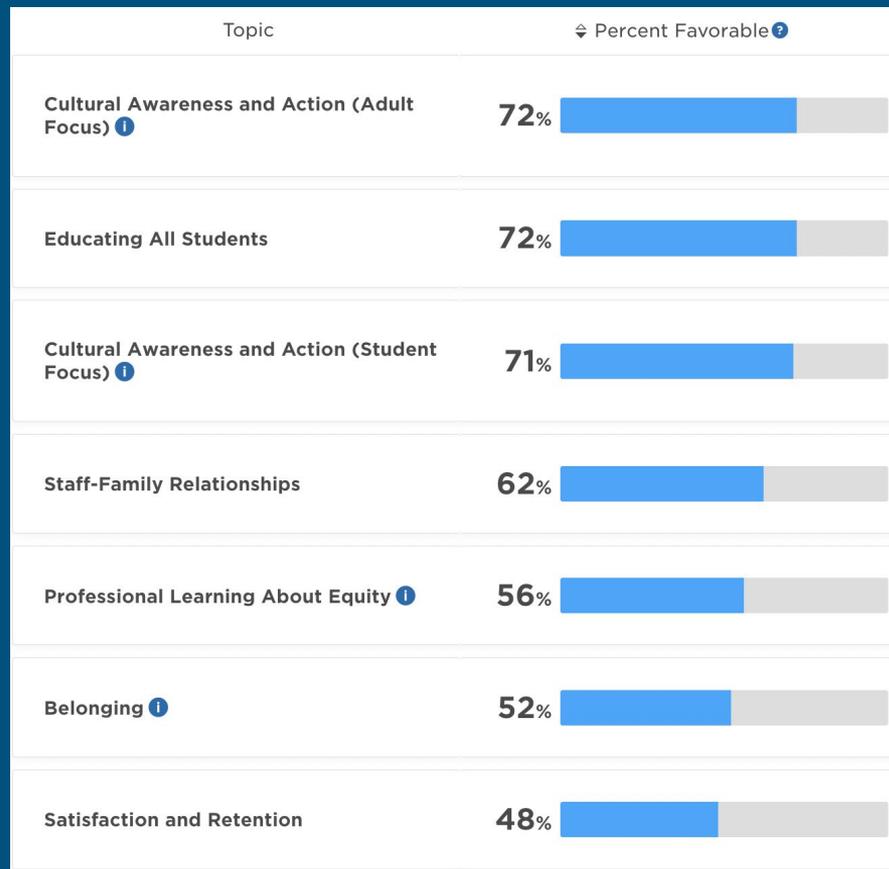


Preliminary Results

Family Surveys

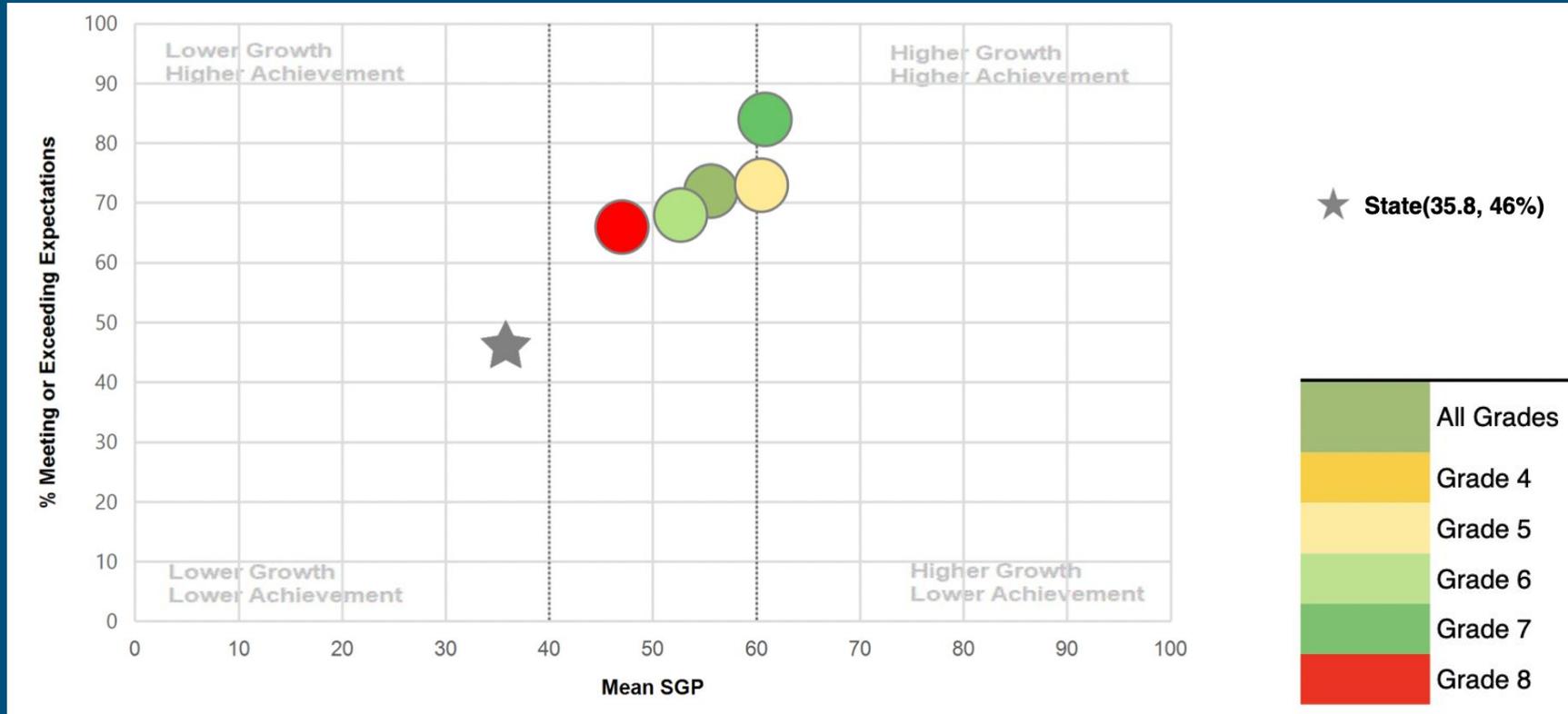


Faculty Surveys

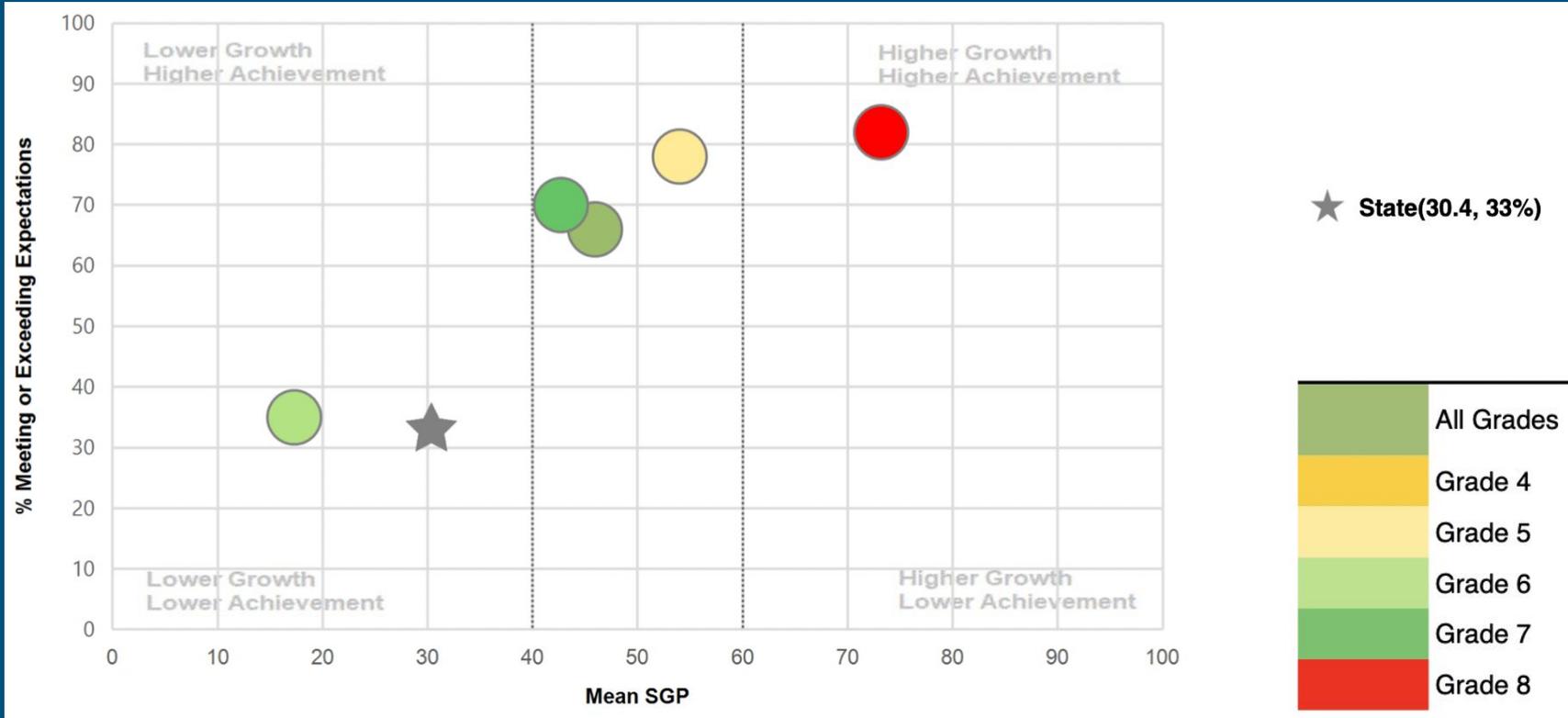


Preliminary Results

Spring 2021 Achievement/Growth - ELA



Spring 2021 Achievement/Growth - Math



District Comparison

Comparison ELA -- sorted by SGP*		Comparison ELA -- sorted by % M & E	
District/School	SGP	District/School	% M & E
<i>Lincoln Campus</i>	55.6	Weston	76
Lincoln District	52.4	Carlisle	76
Needham	48.5	Belmont	76
Arlington	48.5	Lexington	75
Lexington	48.2	Wellesley	75
Sudbury	47.4	Westwood	75
<i>Hanscom Campus</i>	45.1	Sudbury	73
Bedford	44.9	Wayland	73
Weston	44.8	Winchester	73
Wayland	43.9	<i>Lincoln Campus</i>	72
Wellesley	43.8	Needham	72
Westwood	43.7	Bedford	72
Natick	43.4	Arlington	71
Carlisle	43.2	Concord	70
Acton-Boxborough	43.2	Acton-Boxborough	69
Belmont	39.4	Natick	65
Concord	37.3	Lincoln District	61
Winchester	36.7	<i>Hanscom Campus</i>	52
State	35.8	State	46

*Note: using "baseline model growth" as compared to typical "cohort model growth"

Comparison Math -- sorted by SGP*		Comparison Math -- sorted by % M & E	
District/School	SGP	District/School	% M & E
Acton-Boxborough	53.1	Lexington	72
Needham	48.5	Carlisle	69
<i>Lincoln Campus</i>	45.9	Weston	69
Carlisle	45.8	Sudbury	67
Bedford	44.7	Belmont	67
Lexington	44.4	<i>Lincoln Campus</i>	66
Arlington	41.7	Bedford	66
Lincoln District	41.0	Wayland	66
Sudbury	40.4	Acton-Boxborough	65
Weston	40.1	Needham	62
Natick	37.6	Wellesley	62
Wayland	37.1	Westwood	62
Wellesley	34.4	Winchester	61
Belmont	34.0	Concord	60
Westwood	31.2	Arlington	59
Winchester	30.4	Natick	54
State	30.4	Lincoln District	49
<i>Hanscom Campus</i>	29.9	<i>Hanscom Campus</i>	35
Concord	28.4	State	33

*Note: using "baseline model growth" as compared to typical "cohort model growth"

Growth/Achievement Gaps

<i>ELA</i>				
<i>Gaps between subgroups</i>	<i>SGP</i>	<i>% M & E</i>	<i>Growth Difference</i>	<i>Achievement Difference</i>
Students with Disabilities	50	27	-5	-44
Non-disabled Students	55	71		
Male-identifying	54.4	55	+1.4	-13
Female-identifying	53	68		
High Needs	49.9	36	-5.5	-38
Not High Needs	55.4	74		
Economically Disadvantaged	42.9	34	-11.5	-31
Non-economically Disadvantaged	54.4	65		
Ever EL*	49.2	35	-4.5	-28
Non EL	53.7	63		
Remote	56.6	72	+5	+12
In-person	51.6	60		
Military students in LPS	45.8	49	+9.3	+1
Military students across MA	36.5	48		

<i>Math</i>				
<i>Gaps between subgroups</i>	<i>SGP</i>	<i>% M & E</i>	<i>Growth Difference</i>	<i>Achievement Difference</i>
Students with Disabilities	35.8	16	-6.7	-42
Non-disabled Students	42.5	58		
Female-identifying	41.7	48	+1.4	-1
Male-identifying	40.3	49		
High Needs	38.7	25	-4	-35
Not High Needs	42.7	60		
Economically Disadvantaged	36.4	25	-5.2	-27
Non-economically Disadvantaged	41.6	52		
Ever EL*	39.7	34	-1.5	-16
Non EL	41.2	50		
Remote	37.8	50	-3.9	+1
In-person	41.7	49		
Military students in LPS	30	30.7	0	-13.3
Military students across MA	30	44		

Growth/Achievement Gaps

			<i>Growth difference between students of color and White students</i>		<i>Achievement difference between students of color and White students</i>	
<i>Racial subgroups</i>	<i>SGP</i>	<i>% M&E</i>	<i>ELA</i>	<i>Math</i>	<i>ELA</i>	<i>Math</i>
Asian - ELA	-	85	-	-	+5	+35
Asian - Math	-	88				
Black - ELA	45.9	42	-7.6	-8.3	-28	-28
Black - Math	33.1	25				
Latinx - ELA	46.4	42	-7.1	-5	-28	-22
Latinx - Math	36.4	31				
Multi-race, non-Latinx - ELA	52.4	65	-1.1	+3.6	-5	-15
Multi-race, non-Latinx - Math	45	68				
White - ELA	53.5	70				
White - Math	41.4	53				

Setting Priorities to Achieve Our Vision

1. What I want most for students is that they...
2. At the end of students' PreK-8 education, I want them to be able to...
3. I want students to be or feel...
4. What do students need to feel engaged in their learning?
5. When you envision an equitable school community, what does this mean and look like to you?
6. How can we better help students, families, and staff feel a sense of belonging within our schools?
7. What other questions should we be asking?

In small groups identify the top 3 items you want SC and Administration to focus on.

Each group submits info into form

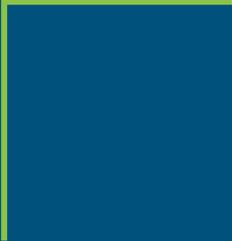
Topics that rise to the top...

Share out the top 3 items from your group

Using the poll, select your number 1 top item from the list of items in all groups

Pulling it all together

- What we heard tonight
- Next steps
 - a. 5/10 AC Review Survey Data for consideration in setting priorities
 - b. 5/24 SC/AC joint session 9am - 12pm, finalize Strategic Priority language
 - c. 6/2, 6/14 SC approves Strategic Plan
- Closing Comments - Please add to the chat
 - A Take Away
 - Feedback on Tonight's Process
 - Something you would like us to know that you weren't able to share earlier



Thank you!

