

Lincoln Public Schools Strategic Maps 2022-2023

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: As we move through the COVID-19 pandemic and continue our work to become an antiracist district we acknowledge the need to focus on re-establishing strong cultures for our district, schools, and classrooms.

This focus is centered around:

- Instituting a consistent framework with common language and practices that develop strong classroom and school culture.
- Developing student and educator skills that cultivate positive and productive problem-solving.
- Supporting school-based administrators and faculty in developing school and classroom communities that model our District Core Values and traits and characteristics in our Portrait of a Learner.

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:

- *Conduct Learning Walks that incorporate looking at classroom culture and response to behavior to understand strengths and needs
- Train/retrain all teachers, ESPs, and school-based administrators and secretaries in Responsive Classroom
- Come to agreement about prioritized, vertically aligned P-8 standards and competencies for SEL and AIDE (CASEL/ Prior SEL Task Force Outcomes + Learning for Justice standards)
- Quarterly sessions with faculty and staff of color, principals, and superintendents to intentionally hear about ongoing lived experiences in the district
- Faculty Resident supports faculty and administrators in fusing AIDE, SEL, and Deeper Learning
- LPS Antiracism Inclusion Diversity Equity Advisory Group
- New Faculty receive coaching in creating thriving learning communities
- Monthly REI sessions for staff
- ESP Training Modules created
- *Conduct empathy interviews with students for them to share their experiences regarding behavior expectations and their school experiences
- *LPS 21-day AIDE Challenge
- Continue REI Phase I training
- ESP Modules
- Substitute Handbook

Tools and Methods for Measuring Progress:

- *Begin monthly Pulse Checks for staff in the fall to provide an avenue for voice, feedback, and input
- *Begin monthly Pulse Checks for students in the winter to provide an avenue for voice, feedback, and input
- *Quarterly sessions with faculty and staff of color, principals, and superintendents to intentionally hear about ongoing lived experiences in the district
- Annual surveys of students, families, and staff
- *Data from empathy interviews is collected and analyzed
- *Qualitative Data
- *Bullying Report and Discipline Data
- *Assessments, survey data and qualitative data show improvements in areas of academic achievement and growth, sense of belonging, engagement and behavior/discipline

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:

AIDE, Social Emotional Learning, and Deeper Learning are three essential components of an holistic educational approach to providing students with the skills, knowledge, attributes, and character traits needed to be healthy, well-rounded individuals. As a school district, we have a primary responsibility for providing students with learning experiences that allow them to succeed academically and apply their learning throughout their lives. Academic learning is not divorced from Social Emotional Learning or learning about yourself as an individual as well as learning about others. Deeper Learning melds these three components together in meaningful, purposeful learning that allows students to see themselves in the learning and provides authentic purpose for the learning.

Outcomes:

- Students are engaged and excited about what they are learning, how they are learning, and the purposeful products they are producing
- Students receive the support and extensions that meet their needs
- Students have a greater sense of belonging as a result of seeing themselves in the learning and being engaged in the learning
- Continue to develop our District Key Yearly Measures
- Assessments, survey data and qualitative data show improvements in areas of academic achievement and growth, sense of belonging, and engagement

Tools and Methods for Achieving Outcomes:

- *Begin monthly Pulse Checks for students in the winter to provide an avenue for voice, feedback, and input
- K-5 Math Curriculum Resource Guide
- *ESP Modules
- *Administrators and faculty take part in classroom Learning Walks to understand our strengths and our needs related to Deeper Learning/AIDE/SEL and determine next steps
- *Data is used for instructional decision making to serve the needs of individual students
- *Faculty and Administrators begin to develop a shared understanding of the traits in our Portrait of a Learner and develop ways to develop these traits in themselves and in their students

Tools and Methods for Measuring Progress:

- Literacy and Math assessments, MCAS
- Survey data
- *Qualitative Data
- *Bullying Report and Discipline Data

*Co-led by principals and school-based administrators

LINCOLN PUBLIC SCHOOLS STRATEGIC PLAN – 2022-2023

Approved by School Committee on June 14, 2022

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 shares the histories, experiences, and accomplishments of people of varying ancestry and cultures, and is innovative and cognitively demanding;
- and plan and facilitate 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

<p>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</p>	<p>Curriculum: Curriculum is engaging, provides high cognitive demand, and supports the creative, social and emotional development, and academic growth of all students</p>	<p>Instruction: Instruction is student centered and focused on the engagement, achievement, and social and emotional development of all learners</p>	<p>Equity and Culture: Staff, community partners, and students work together to build a school culture that values, respects and responds to students’ families, staff identities, and develops the social and emotional well-being of all students</p>
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Strategic Priorities

Overall 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.

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- 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

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.

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.

5 Key Questions for Learning

- What evidence demonstrates that students know the **objective and/or learning target**?
- In what ways does the lesson **engage students in authentic learning**?
- What evidence is there of meaningful exchanges between teacher and individual students and between students?
- In what ways does the teacher **assess student understanding** related to the objective and/or learning target?
- Did the teacher **differentiate the instruction and learning experiences** to meet the range of learners in the class?

Core Values

Excellence and Innovation in Teaching and Learning

The Lincoln Public Schools aspire to provide authentic learning experiences that allow children to develop the life-long learning skills of critical thinking, problem solving, communication, and collaboration. Deep learning that allows for creativity and individualization is highly valued. We believe that taking risks in teaching and learning leads to growth and an intrinsic desire for continual learning.

We aspire to engage every child in learning that is appropriately challenging for their developmental level and their individual level of readiness. We strive to provide a learning environment that allows students and educators to develop a growth mindset, where perseverance, risk taking and challenge lead to learning.

We believe that clear expectations for learning paired with continual meaningful feedback leads to high levels of achievement. Learning is a social endeavor that is dependent upon high levels of collaboration between educators, between students, and between educators, students, and families. We encourage educators and students to infuse their passion and aspirations into their work.

Respect for Every Individual

The Lincoln Public School community strives to embrace our differences and build upon our similarities. We strive to create a safe, inclusive learning environment that values our varied beliefs and differences in race, ethnicity, culture, language, socio-economics, gender identity, sexual orientation, learning differences, and family configurations. We work to engage in conversations that deepen our understanding of our differences and to learn from our collective experience. We acknowledge our biases in order to build empathy and understanding. We strive to create a learning environment in which educators, students, and families can share their beliefs and cultural practices and work collectively to develop practices that are respectful of all members of the community. We strive to develop understanding of world cultures beyond our community to assist our students in becoming contributing members of the global society.

Collaboration and Community

The Lincoln Public Schools strive to create a learning community that provides opportunities for all voices to be heard. We value open and honest communication that leads to greater understanding and creative solutions to complex problems. We strive to create an environment where everyone feels safe to express their thoughts and feelings. We assume good will and the best intentions and are forgiving of mistakes or oversights in communication that are bound to occur from time to time.

We strive to instill in students a sense of ownership of the Lincoln learning community and a responsibility to themselves and their local, national, and global communities. We work to model the belief that concern for the well-being of others and the environment is a civic obligation.

We acknowledge a collective responsibility for the education of our children. We expect that educators will collaborate with each other to set high expectations for teaching and learning and include students and families in conversations about how to best meet the needs of our children.