#### LINCOLN PUBLIC SCHOOLS STRATEGIC PLAN

#### 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, demonstrate creativity, value reflection, work hard and play fair.

## **Theory of Action**

IF we create a culture of continual learning and growth built on a shared vision of effective teaching, 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 development of all students.

Strategic Objectives					
Educator Growth: Educators demonstrate continual growth and professional collaboration built on a shared vision of effective teaching	Curriculum: Curriculum is engaging, provides appropriate cognitive demand, and supports the academic, creative, social, and emotional development of all students	Instruction: Instruction is student centered and focused on the engagement, achievement, and development of all learners	Assessment and Data: Assessments and data are used in purposeful, meaningful ways to effectively promote and monitor growth		
Strategic Priorities					
A1. Develop expertise in teambased collaborative practices	B1. Support and guide educator development of instructional units that engage students and provide appropriate levels of cognitive demand and differentiation	C1. Develop instructional practices and models for differentiating instruction to meet the individual needs of all students.	D1. Determine the primary data collection and analysis needs of the district and select and implement a data management system and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions, and assess the effectiveness of our practices		
A2. Develop instructional coaching capacity, for teachers and administrators, across the district	B2. Continue refining curriculum to align with state and district standards in science, ELA, math, and digital literacy and computer science	C2. Provide educators and administrators with professional development that focuses on content area knowledge and teaching strategies that address the 5 Key Questions for Learning*	D2. Support educator use of data to monitor student growth and inform instruction		

\* All of our work in curriculum, instruction, and professional development supports the use of the 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?

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		Strategic	Priorities		
to ex pr	1. Develop expertise in Continue develop, demonstrate, and spand team-based collaborative ractices and Facilitative eadership	B1. Support and guide educator development of instructional units that engage students and provide appropriate levels of cognitive demand and differentiation	C1. Develop instructional practices and models for differentiating instruction to meet the individual needs of all students.	D1. Support educator use of data to monitor student growth and inform instruction. Determine the primary data collection and analysis needs of the district and select and implement a data management system and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions, and assess the effectiveness of our practices	
in tea ac	2. Develop <u>and deepen</u> structional coaching capacity, for achers and administrators, cross the district	B2. Continue refining curriculum to align with state and district standards in science, ELA, math, and digital literacy and computer science	C2. Provide educators and administrators with professional development that focuses on content area knowledge and teaching strategies that address the 5 Key Questions for Learning*	D2. Support educator use of data to monitor student growth and inform instruction Determine the primary data collection and analysis needs of the district and select and implement a data management system and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions, and assess the effectiveness of our practices	

Approved by School Committee 6/18/15

• 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?

Key District Priorities for 2015-2016 Highlighted in Yellow

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	engagement, achievement, and development of all students.					
			Objectives			
	Educator Growth and Innovation:	Curriculum: Curriculum is	<b>Instruction</b> : Instruction is student	Assessment and Data: Assessments		
	Educators demonstrate continual	engaging, provides appropriate	centered and focused on the	and data are used in purposeful,		
	growth_and_professional	cognitive demand, and supports	engagement, achievement, and	meaningful ways to effectively		
П	collaboration, innovation, and	the academic, creative, social, and	development of all learners	promote and monitor growth		
	risk-taking built on a shared vision	emotional development of all				
	of effective teaching	students see below				
			Priorities	化自然性性 医神经性 电线电路		
	A1. Develop Continue to develop,	B1. Support and guide educator	C1. Develop and deepen	D1. Support educator use of data to		
П	demonstrate, and expand	development of instructional units	instructional practices and models	monitor student growth and inform		
Н	expertise in team-based	that engage students and provide	for differentiating instruction to	instruction Determine the primary		
Н	collaborative practices, and	appropriate levels of cognitive	meet the individual needs of all	data collection and analysis needs of		
Н	<u>Facilitative Leadership, and</u>	demand_and, differentiation_and	students.	the district and select and		
	coaching capacity.	<u>student</u>		implement a data management		
Н		empowerment/voice/input		system and other tools that allow		
				faculty and administrators to utilize data to inform instruction and		
				programmatic decisions, and assess		
				the effectiveness of our practices		
	A2. Create a culture and structures	B2. Continue refining curriculum	C2. Provide educators and	D2. Support educator use of data to		
	that support innovation and risk-	to align with state and district	administrators with professional	monitor student growth and inform		
П	taking to improve student	standards in science, ELA, math,	development that focuses on	instruction		
	learning.Develop and deepen	and digital literacy and computer	content area knowledge and	Determine the primary data		
	instructional coaching capacity, for	science	teaching strategies that address	collection and analysis needs of the		
	teachers and administrators,		the 5 Key Questions for Learning*	district and implement data		
	across the district	Obj: Curriculum is Engaging,		management systems and other		
		supports creative, social and	Continue to provide Ed. And	tools that allow faculty and		
		emotional development of all	Admin. With PD and expand	administrators to utilize data to		
		students while supporting	practices that focus on content	inform instruction and		
		academic growth with high	knowledge	programmatic decisions, and assess		
		cognitive demand (goes under		the effectiveness of our practices		

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Curriculum box)

- \* All of our work in curriculum, instruction, and professional development supports the use of the 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?

## LatestLINCOLN PUBLIC SCHOOLS STRATEGIC PLAN

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engagement, achievement, and development of all students.					
Strategic Objectives					
Educator Growth and Innovation: Curriculum: Curriculum is engaging, provides appropriate		<b>Instruction</b> : Instruction is student centered and focused on the engagement, achievement, and	Assessment and Data: Assessments and data are used in purposeful, meaningful ways to effectively		
collaboration, innovation, and risk-taking built on a shared vision of effective teaching	the academic, creative, social, and emotional development of all students see belowCurriculum is	development of all learners	promote and monitor growth		
or circuit teaching	engaging, supports creative, social and emotional development of all students while supporting				
	academic growth with high cognitive demand				
Strategic Priorities					
A1. Develop Continue to develop, demonstrate, and expand	B1. Support and guide educator development of instructional units	C1. Develop <u>and deepen</u> instructional practices and models	D1. Support educator use of data to monitor student growth and inform		
expertise in team-based	that engage students and provide	for differentiating instruction to	instruction Determine the primary		
collaborative practices, and	appropriate levels of cognitive	meet the individual needs of all	data collection and analysis needs of		
Facilitative Leadership, and	demand_and, differentiation and	students.	the district and select and		
coaching capacity.	student		implement a data management		
	empowerment/voice/inputowner	district that he was to	system and other tools that allow		
	ship of their learning experiences		faculty and administrators to utilize data to inform instruction and		
			programmatic decisions, and assess the effectiveness of our practices		
A2. Create a culture and develop	B2. Continue refining curriculum	C2. Continue to Provide provide	D2. Support educator use of data to		
structures that support innovation	to align with state and district	educators and administrators with	monitor student growth and inform		
and risk-taking to improve student	standards in science, ELA, math,	professional development that	instruction		
learning.Develop and deepen	and digital literacy and computer	focuses on content area knowledge	Determine the primary data		
instructional coaching capacity, for	science	and teaching strategies that	collection and analysis needs of the		
teachers and administrators,		address the 5 Key Questions for	district and implement data		
across the district	Obj: Curriculum is Engaging,	Learning*	management systems and other		

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	supports creative, social and		tools that allow faculty and
	emotional development of all	Continue to provide Ed. And	administrators to utilize data to
	students while supporting	Admin. With PD and expand	inform instruction and
	academic growth with high	practices that focus on content	programmatic decisions, and assess
	cognitive demand (goes under	knowledge	the effectiveness of our practices
	Curriculum box)		

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