

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 team-based 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?

Key District Priorities for 2015-2016 Highlighted in Yellow

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 Continue to develop, demonstrate, and expand team-based collaborative practices and Facilitative Leadership	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
A2. Develop and deepen 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 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

* All of our work in curriculum, instruction, and professional development supports the use of the 5 Key Questions for Learning:

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

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, 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 development of all students.			
Strategic Objectives			
Educator Growth <u>and Innovation</u>: Educators demonstrate continual growth, <u>and</u> professional collaboration, <u>innovation, and risk-taking</u> built on a shared vision of effective <u>teaching</u>	Curriculum: Curriculum is engaging, provides appropriate cognitive demand, and supports the academic, creative, social, and emotional development of all students <u>see below</u>	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. <u>Develop Continue to develop, demonstrate, and expand expertise in team-based collaborative practices, and Facilitative Leadership, and coaching capacity.</u>	B1. Support and guide educator development of instructional units that engage students and provide appropriate levels of cognitive demand <u>and</u> , differentiation <u>and student empowerment/voice/input</u>	C1. Develop <u>and deepen</u> instructional practices and models for differentiating instruction to meet the individual needs of all students.	D1. <u>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</u>
A2. <u>Create a culture and structures that support innovation and risk-taking to improve student learning. Develop and deepen instructional coaching capacity, for teachers and administrators, across the district</u>	B2. Continue refining curriculum to align with state and district standards in science, ELA, math, and digital literacy and computer science <u>Obj: Curriculum is Engaging, supports creative, social and emotional development of all students while supporting academic growth with high cognitive demand (goes under</u>	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* <u>Continue to provide Ed. And Admin. With PD and expand practices that focus on content knowledge...</u>	D2. <u>Support educator use of data to monitor student growth and inform instruction Determine the primary data collection and analysis needs of the district and implement data management systems and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions, and assess the effectiveness of our practices</u>

	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?

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, 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 development of all students.			
Strategic Objectives			
Educator Growth and Innovation: Educators demonstrate continual growth, <u>and</u> professional collaboration, <u>innovation, and risk-taking</u> built on a shared vision of effective <u>teaching</u>	Curriculum: <u>Curriculum is engaging, provides appropriate cognitive demand, and supports the academic, creative, social, and emotional development of all students see below Curriculum is engaging, supports creative, social and emotional development of all students while supporting academic growth with high cognitive demand</u>	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. <u>Develop Continue to develop, demonstrate, and expand expertise in team-based collaborative practices, and Facilitative Leadership, and coaching capacity.</u>	B1. Support and guide educator development of instructional units that engage students and provide appropriate levels of cognitive demand <u>and, differentiation and student empowerment/voice/input ownership of their learning experiences</u>	C1. Develop <u>and deepen</u> instructional practices and models for differentiating instruction to meet the individual needs of all students.	D1. <u>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</u>
A2. <u>Create a culture and develop structures that support innovation and risk-taking to improve student learning. Develop and deepen instructional coaching capacity, for teachers and administrators, across the district</u>	B2. Continue refining curriculum to align with state and district standards in science, ELA, math, and digital literacy and computer science <u>Obj: Curriculum is Engaging,</u>	C2. <u>Continue to Provide provide</u> educators and administrators with professional development that focuses on content area knowledge and teaching strategies that address the 5 Key Questions for Learning*	D2. <u>Support educator use of data to monitor student growth and inform instruction Determine the primary data collection and analysis needs of the district and implement data management systems and other</u>

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

* 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?