

## 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, 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			
<b>Educator Growth and Innovation:</b> Educators demonstrate continual growth, professional collaboration, innovation, and risk-taking built on a shared vision of effective teaching	<b>Curriculum:</b> Curriculum is engaging, provides high cognitive demand, and supports the creative, social and emotional development, and academic growth of all students	<b>Instruction:</b> Instruction is student centered and focused on the engagement, achievement, and development of all learners	<b>Assessment and Data:</b> Assessments and data are used in purposeful, meaningful ways to effectively promote and monitor growth
Strategic Priorities			
A1. Continue to develop, demonstrate, and expand team-based collaborative practices, Facilitative Leadership, and coaching capacity	B1. Support and guide educator development of instructional units that engage students and provide appropriate levels of cognitive demand, differentiation and student ownership of their learning experiences	C1. Develop and deepen 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
A2. Create a culture and develop structures that support innovation and risk-taking to improve student learning	B2. Continue refining curriculum to align with state and district standards in science, ELA, math, and digital literacy and computer science	C2. Continue to 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. 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

\* 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?

## Strategic Priority Map for 2016-17

## Lincoln Public Schools

*A1. Continue to develop, demonstrate, and expand team-based collaborative practices, Facilitative Leadership, and coaching capacity*

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)	Resources	Who is Responsible	Timeframe
If faculty work together in Collaborative Practice Teams with a focus on student learning (Dufour questions) then students will receive the instruction and support they need to meet learning expectations.	Teams of faculty will carry out the processes of Collaborative Practice Teams	Skills of high functioning teams; norms, use of protocols, team specific PD related to goals	<p>Faculty will report on student learning progress as a result of the work of their Collaborative Practice Team. Summaries of the team's progress will be provided to principals following each Collaborative Practice Session.</p> <p>Gather evidence from principals on school-based teams i.e., sample team norms, curriculum developed, student data and outcomes, student work showing growth</p>	<p>Resource materials from 2015-16 Collaborative Practices module</p> <p>SRI Protocols to guide collaborative discussion</p> <p>Articles on Professional Learning Communities</p>	Administrative Council Members	<p>Collaborative Practice Wednesdays: September 28 October 11 (Institute Day) November 16 January 25 March 1</p>
If faculty and administrators are supported in their use of	Faculty and administrators will continue to practice the skills	Facilitation and the purposeful use of protocols	CLT members lead meetings with agendas that emphasize intentional learning	<i>SRI Resource &amp; Protocol Book</i> from FL training	Priority leaders: Assistant Superintendent and Gene Thompson Grove	September - June

<p>Facilitative Leadership (FL) practices, they will be more likely not only to use them, but also to be effective with their use.</p>	<p>and processes of Facilitative Leadership.</p> <p>Gene Thompson Grove, School Reform Initiative, will provide support to faculty and administrator teams</p> <p>John D’Auria will work with the Administrative Council throughout the school year developing our understanding and skill of “difficult conversations” and team communication and interaction</p>	<p>Skill in carrying out difficult conversations</p>	<p>Gather evidence from CLT members: agendas, minutes, direct observations</p> <p>Gene Thompson Grove will support the ongoing practice of FL at CLT meetings</p> <p>20 additional faculty will participate in FL trainings with Gene Thompson Grove for the first time</p> <p>Administrator reflection on their skill development and comfort with communication in difficult situations</p> <p>Administrator reflection on their skill development and comfort coaching teacher leaders to carry out difficult conversations with their colleagues</p>		<p>Small-group consulting time with Gene Thompson Grove</p> <p>Full-day trainings with Gene Thompson Grove</p> <p>CLT meeting time</p> <p>John D’Auria of Teachers21</p>	<p>Priority implementers: CLT members</p> <p>John D’Auria and the Administrative Council members</p>	<p>Admin. Team Summer Retreat, Administrative Council meetings: October 4 November 15 January 10 March 14</p>
--	--	--	--	--	--	--	---

Coaches who receive systematic and in-depth training are more likely to lead coaching conversations that result in improved instructional practices.	Instructional coaches will deepen their skill at working with faculty		<p>Literacy Specialist Jenn Whitt completes ten-day literacy coach training at Lesley University</p> <p>Gather evidence from coaching conversations</p>		<p>District funding for coach training</p> <p>Coaching support from ELA Content Specialist Gwen Blumberg</p>	<p>Priority leader: Gwen Blumberg</p> <p>Priority implementer: Jenn Whitt</p>	July - December
If faculty and administration collaboratively develop a shared vision of teaching and learning, students will benefit from learning experiences that match the shared vision	Faculty will collaboratively design a PreK-3 shared vision for teaching and learning in the new Hanscom Primary School facility		Completed draft of shared vision (HPS)			HPS Principal, Preschool Coordinator, Student Services Coordinator, HPS Faculty	School based sessions: September 14 November 14 January 9 February 1 May 10

## Strategic Priority Map for 2016-17

## Lincoln Public Schools

### *A2. Create a culture and develop structures that support innovation and risk-taking to improve student learning*

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Resources	Who is Responsible	Timeframe
<p>If teachers have a place to share innovative practices, they will learn from their colleagues and innovation will spread.</p>	<p>Launch the Innovation Accelerator web portal to share innovative best practices.</p> <p>Publish at least six innovative practices.</p> <p>Develop and implement a process for submitting new practices.</p>	<p>Creating and publishing innovative practices with a mix of video, text, and other media.</p>	<p>The website will be launched by the start of the calendar year.</p> <p>Six innovative practices will be published on the site by the end of the year.</p> <p>A process for submitting new innovative practices will be implemented by the end of the year.</p> <p>50% of faculty will view at least one innovative practice on the website by the end of the year.</p>		<p>LSF support</p> <p>Educators who will share their practices.</p> <p>Principals and Superintendent faculty newsletters for publicity</p>	<p>Director of Technology</p> <p>Instructional Technology Specialists</p>	<p>Launch Date with at least three published practices: January 2, 2017</p> <p>Three additional practices and a process for submitting new practices by June 1, 2017</p>
<p>If we share concrete examples of innovative,</p>	<p>Provide professional development in project-based</p>	<p>Curriculum integration and unit design across content areas</p>	<p>Curriculum units developed with in-district support from Heidi Fessenden</p>		<p>District funding for consultant Heidi Fessenden</p>	<p>Priority leaders: Principals and Assistant Superintendent</p>	<p>July - June</p>

project-based learning units, teachers will be more likely to build and implement their own integrated units.	learning		<p>Visits conducted to schools engaged in Expeditionary Learning</p> <p>Ideas for new units and/or revision of existing units gleaned during Expeditionary Learning (EL) conferences</p> <p>Presentation of innovative ventures developed in collaboration with the Lincoln School Foundation (LSF)</p>		<p>Summer curriculum development project time</p> <p>Institute Day work time</p> <p>LSF grant support for attendance at EL conferences and site visits to EL schools</p>	Priority implementers: Faculty	
If we share concrete examples of innovative, project-based learning units, teachers will be more likely to build and implement their own integrated units.	Provide professional development in project-based learning	Curriculum integration and unit design across content areas	<p>Revisit curriculum units that were created as part of the shared visioning work at HMS.</p> <p>Units will be refined to create opportunities to deepen learning and assess student progress and engagement.</p> <p>Present sample units and student outcomes</p>		<p>Institute Day work time</p> <p>Collaborative Practice time</p>	Principal Team Leaders Faculty	September-June
If teachers and students experience a day	STEM Day for Grades 5-8	Understanding the engineering process	Students will create questions about problems in the building that could		Mia Dubosarsky, Mairead Curtis, and Julie Reynolds	Principal Teachers as support	October 14, 2016

<p>of student led inquiry, it will lead to further student led work.</p>			<p>be solved using an engineering process.</p> <p>Questions will be refined and students will choose those they wish to spend a day working to solve.</p> <p>Students will be grouped 5-8 across grades.</p> <p>A day will be spent using the engineering process to create prototypes of solutions for the problems.</p>				
<p>If faculty and administrators are provided with the resources they need to engage in professional risk taking to create innovative learning experiences for students, student engagement and learning will be</p>	<p>Develop an avenue of opportunity for faculty to take instructional risks that engage students in authentic and innovative ways.</p>	<p>Understanding of project based learning approaches</p> <p>Skill in curriculum development</p> <p>Focus on student engagement and motivation as a learning tool</p>	<p>Partner with the Lincoln School Foundation to create a process of applying for funds and support that allow educators to activate the spirit of innovation and risk taking in themselves and their students.</p> <p>Faculty and administrator proposals and projects</p>		<p>LSF</p> <p>Outside consultants</p>	<p>Superintendent</p>	

positively impacted							
If teachers have strategies to control stress and anxiety then they will be in a healthier frame of mind to execute their instructional role	Provide a professional development session based on the book <u>Hijacked by Your Brain: How to Free Yourself When Stress Takes Over</u>	Understand what triggers stress and anxiety at certain points of the school year, e.g., the end of the school year	Faculty and staff will learn a variety of strategies to cope with stress during the most trying times of a school year		<u>Hijacked by Your Brain: How to Free Yourself When Stress Takes Over</u>  Workshop by co-author Jon Wortman  Principal and counselors will attend a conference with co-author Dr. Julian Ford	HMS Principal School Social Worker School Psychologist	School-based sessions: October 6 February 1 February 13

## Strategic Priority Map for 2016-17

## Lincoln Public Schools

*B1. Support and guide educator development of instructional units that engage students and provide appropriate levels of cognitive demand, differentiation and student ownership of their learning experiences*

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Resources	Who is Responsible	Timeframe
<p>If we provide faculty with time, guidance, and resources, they will be able to develop engaging units of study that meet the needs of all learners</p>	<p>Summer curriculum work projects</p>	<p>Curriculum integration and unit design across content areas</p>	<p>Units of study developed</p> <p>Units of study - and process of their development - shared with other faculty on Opening Day</p> <p>Evidence gathered from student work, parent feedback, and student feedback</p>		<p>District funding of summer work projects</p>	<p>Priority leader: Assistant Superintendent</p> <p>Priority implementer: Faculty</p>	<p>July-August</p>
	<p>HPS Summer Reading, <u>The Behavior Code</u> (Minahan, Rappaport)</p>	<p>Systematic approach to deciphering causes and patterns of difficult behaviors and how to match them with instructional strategies (HPS)</p>	<p>Teachers use data-driven techniques to identify functions of behavior (HPS)</p> <p>Teachers put individualized plans in place to respond to student needs and address underdeveloped skills (HPS)</p> <p>Behavior Data</p>		<p><u>The Behavior Code</u> (Minahan, Rappaport)</p> <p>Jessica Minahan PD session Behavior Specialist</p>	<p>HPS BCBA and Faculty</p>	<p>June-August</p> <p>December 7</p>

<p>If we provide faculty with time, guidance, and resources, they will be able to develop engaging units of study</p>	<p>Collaborative work time</p>	<p>Curriculum integration and unit design across content areas</p>	<p>Revisit curriculum units that were created as part of the shared visioning work at HMS.</p> <p>Units will be refined to increase cognitive demand and engagement.</p> <p>Measures of student engagement and learning</p>		<p>Institute Day work time</p> <p>Collaborative Practice time</p>	<p>HMS Principal Team Leaders Faculty</p>	<p>September-June</p>
<p>If students understand the expected behaviors in school and we provide students with positive learning environments where they feel respected and cared for, then students will take ownership of the school and their learning</p>	<p>Allies, Achievers and Risk Takers workshop</p> <p>Lincoln CARES Lessons - Explicit instruction on Cooperation, Ask/Advocacy, Respect, Empathy, Safety</p>	<p>Cultural proficiency, community building, communal responsibility</p>	<p>Measure risk-taking and ally behavior through student surveys and morning meeting exit tickets</p> <p>Review of growth as a learner standards</p>		<p>Jan Fovel and Bill Craft, Consultants</p>	<p>Lincoln School K-4 Principal</p>	<p>September-June</p>

## Strategic Priority Map for 2016-17

## Lincoln Public Schools

*B2. Continue refining curriculum to align with state and district standards in science, ELA, math, and digital literacy and computer science*

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)	Resources	Who is Responsible	Timeframe
If we provide curriculum that is aligned with state and district standards and provide teachers with the support needed to carry out the curriculum, students will benefit from high quality instruction	Middle School <b>Mathematics</b> Materials Review (MSMMR)	Criteria and process for reviewing curricula	Multiple curricula piloted  Final curriculum chosen for adoption  Plan developed for implementation in 2017-2018  Process for gathering student and parent feedback in 2017-2018 developed	MA Frameworks for Mathematics, 2011  LPS Criteria for Selection, MSMMR, 2016  Sample curricula  Department meeting time	Priority leaders: Math Specialists and Assistant Superintendent  Priority Implementers: MS Math Faculty, Math Specialists	Selection of curricula to pilot and pilot of materials: October-December  Selection of final curriculum: January-February  Development of implementation plan: February-March
	Everyday Math 4 (EM4) curriculum implementation, Grades 1-5	Understanding of curriculum updates  Content related Professional	New curriculum implemented in all classrooms in Grades 1-5  Professional support	MA Frameworks for Mathematics, 2011  EM4 curriculum	Priority Leaders: Math Specialists and Assistant Superintendent	Implementation begun: September

		Development	<p>provided to all participating teachers regarding program design, materials, and program-specific content</p> <p>PD in mathematical thinking provided to deepen teacher content knowledge</p> <p>Success of curriculum implementation measured via parent and faculty surveys regarding and implementation</p> <p>Establish baseline data for student growth in mat using curriculum assessments</p>		<p>PD time on three Wednesday afternoons</p> <p>Common Planning Time</p>	<p>Priority Implementers: Faculty in grades 1-5 and Math Specialists</p>	<p>Wednesday PD: January 4 February 15 April 26</p>
	<p>Science - pilot of Earth &amp; Space Science units; implementation of Life Science units, Grades K-5 [PK note: Clarify steps for 6-8 science]</p>	Understanding of science standards	<p>PD provided to all faculty in grades K-4 in Life Science units</p> <p>Professional support provided to all faculty piloting Earth &amp; Space Science units</p> <p>Impact of Life Science</p>			<p>Priority Leaders: Science Specialist and Assistant Superintendent</p> <p>Priority Implementers: Faculty in grades K-5 and Science faculty 6-8</p>	

			<p>units on student engagement and learning measured by review of student work and assessments.</p> <p>Earth &amp; Space Science units revised in preparation for full implementation in 17-18</p> <p>PD provided to all faculty in Grades K-5 in spring on Earth &amp; Space Science units</p>				
<p>Revising the Lincoln Technology Learning Expectations to better reflect current learning needs in digital literacy, citizenship, and ethics and to incorporate Computer Science will help better prepare our students to be 21st</p>	<p>Revise the Lincoln Technology learning expectations to incorporate themes and standards from the new Massachusetts Digital Literacy and Computer Science standards and the 2016 ISTE Standards for Students.</p>	<p>Building knowledge of new content areas around computational thinking and computing systems</p>	<p>The revised learning expectations will be completed and published by the end of the 2016-2017 school year.</p> <p>Professional development for ITS in computational thinking and computing systems will be delivered in fall 2016.</p>		<p>Department meeting time</p> <p>New Massachusetts Digital Literacy and Computer Science Standards; ISTE 2016 standards</p> <p>Input from curriculum leaders and faculty about overlaps with other standards and learning expectations.</p> <p>Guidance and review</p>	<p>ITS Team; Director of Technology</p>	<p>Professional development on computational thinking and computing systems completed by 10/19</p> <p>Propose format for revised learning expectations to Assistant Superintendent by 10/26</p> <p>Complete draft and share for review by</p>

century citizens.					from Assistant Superintendent		5/10. Complete and publish final learning expectations by 6/21.
-------------------	--	--	--	--	-------------------------------	--	--

## Strategic Priority Map for 2016-17

## Lincoln Public Schools

*C1. Develop and deepen instructional practices and models for differentiating instruction to meet the individual needs of all students*

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)	Resources	Who is Responsible	Timeframe
<p>When teachers know their students deeply they will be able to match instruction to the students in a culturally proficient way.</p>	<p>Use Zaretta Hammond's book "Culturally Responsive Teaching and the Brain" to guide work of full faculty</p> <p>Divide faculty into smaller groups designed to push thinking and encourage risk taking</p>	<p>Ability to see students through a cultural lens in order to differentiate instruction appropriately.</p>	<p>Survey of faculty about Culturally responsive practices will have significantly more answers of "often and consistently" at end of year than at beginning of year, indicating faculty growth in ability to use culturally responsive practices.</p> <p>Faculty will challenge each other's thinking, use each other as resources and be more aware of student needs and differences in their teaching</p>	<p>Differentiating instruction module 2015-2016</p> <p>Zaretta Hammond book</p>	<p>Lincoln School 5-8 Principal and faculty planning members</p> <p>32 faculty members consistently in 5-8 meetings</p>	<p>Faculty meetings throughout 2016-2017 school year</p>
<p>If we have a schedule that aligns with our shared vision then we will be in a better position to meet the instructional needs of our students.</p>	<p>Review and recommend changes to the HMS bell schedule</p>	<p>An understanding of what drives a bell schedule and how the collaborative work we have begun can allow for more flexibility within the schedule.</p>	<p>Recommendations for schedule changes if warranted.</p> <p>Create a new bell schedule for the 2017-2018 academic year, if warranted.</p>	<p>2016 NELMS Scheduling workshop</p> <p>Professional development time</p>	<p>HMS Principal Team Leaders CLTs</p>	<p>September 26, 2016 October 24, 2016 December 7, 2016 January 9, 2016 March 27, 2017 May 10, 2017</p>



## Strategic Priority Map for 2016-17

## Lincoln Public Schools

*C2. Continue to provide educators and administrators with professional development that focuses on content area knowledge and teaching strategies that address the 5 Key Questions for Learning*

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Resources	Who is Responsible	Timeframe
When teachers are given the opportunity to increase their content-area knowledge, they are better able to provide effective instruction to students.	<p>Math content professional development with Grades K-5</p> <p>Science PD K-8</p> <p>Instructional strategies for project-based learning professional development with Heidi Fessenden</p> <p>Site visits and conference attendance with Expeditionary Learning</p>	<p>Understanding of mathematical concepts</p> <p>Understanding of new Science/Technology &amp; Engineering standards and science &amp; engineering practices</p> <p>Understanding of science content in new Life Science and Earth &amp; Space Science units</p> <p>Curriculum integration and unit design across content areas</p>	<p>Three PD sessions on math content with faculty grades 1-5</p> <p>Evidence gathered from PD feedback, team meetings, student work, and direct observations</p> <p>Curriculum units developed for project-based learning</p>		<p>Wednesday collaborative work time</p> <p>Institute Day</p> <p>Heidi Fessenden as consultant</p> <p>LSF funding for Expeditionary Learning site visits and conference attendance</p>	<p>Priority leaders: Principals, Math and Science Content Specialists, Assistant Superintendent, Heidi Fessenden</p> <p>Priority implementers: Math Specialists and Science Content Specialist, faculty</p>	<p>Math PD: January - April</p> <p>Science PD: October &amp; May</p> <p>Project-based learning support: July - June</p>



## Strategic Priority Map for 2016-17

## Lincoln Public Schools

### *D1. Support educator use of data to monitor student growth and inform instruction*

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Resources	Who is Responsible	Timeframe
<p>When educators are provided with structured support to review timely and relevant student data, they are more likely to make instructional decisions that will accelerate student learning.</p>	<p>Review of data from new EM4 assessments with grade-level teams and Math Specialists</p> <p>Revise and implement process for scoring of common writing assessments</p> <p>Review of student response to piloted Earth &amp; Space Science units to plan for revisions</p>	<p>Data analysis</p> <p>Linking data analysis to next instructional steps</p>	<p>Written data analysis protocols for common district assessments</p> <p>Gather evidence of revised lesson plans in math and writing</p> <p>Gather evidence from student writing samples and math fact fluency</p> <p>Revised science units at end of year</p>		<p>Common Planning Time</p> <p>Wednesday PD sessions</p> <p>EM4 curriculum and assessment materials</p> <p>Data Analysis Protocols</p>	<p>Priority leaders: Assistant Superintendent, Math Specialists, Science Content Specialist, Literacy Specialists</p> <p>Priority implementers: Math Specialists, Literacy Specialists, faculty</p>	<p>Math data analysis: September - June</p> <p>Scoring of common writing assessments: September and May</p> <p>Science unit revision: October - April</p>

## Strategic Priority Map for 2016-17

## Lincoln Public Schools

*D2. 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*

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)	Resources	Who is Responsible	Timeframe
<p>If the district has a single, user-friendly student information system (SIS) for securely collecting, managing, and accessing student information, educators will be better able to use data to make informed instructional decisions, leaders will have better access to timely, accurate information, teachers will be able to focus more time on instruction and less time on data entry, and students' individual needs will be better met.</p>	<p>Seek budgetary support for an SIS transition.</p> <p>Collect stakeholder input on system requirements.</p> <p>Build an evaluation rubric.</p> <p>Evaluate SIS solutions certified for state reporting.</p> <p>Select an SIS solution.</p>	<p>Knowledge of available SIS solutions compliant with state reporting requirements.</p> <p>Knowledge of stakeholder requirements.</p>	<p>An evaluation rubric is created reflecting all stakeholders' input.</p> <p>An SIS solution is selected by March 30, 2017.</p> <p>Post-implementation survey results (2018-2019 school year)</p>	<p>Budgetary support</p> <p>Time to meet with stakeholders.</p> <p>Survey and focus group results from stakeholders.</p> <p>Procurement support from business office</p> <p>Feedback from other districts</p>	<p>Technology Director; Data Manager</p>	<p><i>(Pending inclusion in the budget)</i></p> <p>Evaluation rubric completed by January 2, 2017</p> <p>SIS solution selected by March 30, 2017</p> <p>Implementation during 2017-2018 school year</p>