

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 **display** creativity, value reflection, work hard and play fair 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 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</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>Assessment and Data: Assessments and data are used in purposeful, meaningful ways to effectively promote and monitor growth</p>
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Strategic Priorities

<p>A1. Continue to develop, demonstrate, and expand team-based collaborative practices, Facilitative Leadership, and coaching capacity</p>	<p>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</p>	<p>C1. Develop and deepen instructional practices and models for differentiating instruction to meet the individual needs of all students</p>	<p>D1. Support educator use of data to monitor student growth and inform instruction</p>
<p>A2. Create a culture and develop structures that support innovation and risk-taking to improve student learning</p>	<p>B2. Continue refining curriculum to align with state and district standards in science, ELA, math, and digital literacy and computer science. Continue a regular cycle of curriculum review and improvement for academic and Social and Emotional Learning</p>	<p>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*</p>	<p>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</p>

* 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?