

Strategic Priority Map for 2017-2018

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
<p>If faculty work together in Collaborative Practice Teams with a focus on student learning then students will receive the instruction and support they need to meet learning expectations.</p>	<p>Providing time for teams to develop and work on collaborative practice goals</p> <p>All teacher leaders and administrators participated in Coaching for High-Impact Teams course.</p> <p>Administrators regularly check in with collaborative practice teams to support their ongoing work.</p>	<p>FIRME (Feedback, Investigation, Re-teaching/Re-Engaging/ Re-grouping, Moving On, Extension)</p> <p>Facilitative Leadership</p>	<p>Each team will have a written goal for their team's year-long Collaborative Practice focus.</p> <p>Documentation of learning and work that impacts student learning could include artifacts like unit plans, student work, or common assessments.</p> <p>Sharing of practices, learning, and student outcomes by teams from each school.</p>	<p>FIRME cycle learning SRI Facilitative Leadership Manual</p> <p>Consultation with Nancy Love of RBT</p>	<p>Supervising Administrators</p>	<p>Five Wednesdays in the school year:</p> <p>October 11 December 6 January 10 March 7 and May 9</p>
<p>If faculty and admin are supported in their use of Facilitative Leadership (FL) practices, they will be more likely not only to use them, but also to be effective with their use.</p>	<p>Support provided to individual administrators and faculty teams</p> <p>Participants hone facilitative leadership strategies to share leadership in their teams.</p>	<p>Facilitation techniques and protocols</p>	<p>CLT members and grade level teams lead meetings with agendas that emphasize intentional learning</p> <p>Gather evidence from CLT members and grade level teams: agendas, minutes, direct observations Faculty completion of SRI courses</p>	<p>SRI - Gene Thompson Grove</p> <p>SRI facilitative leadership courses</p>	<p>Assistant Superintendent and Supervising Administrators</p>	<p>2017-2018 School Year</p>

<p>IF, as a staff, we commit to refining and truly living our shared vision THEN we will strengthen our professional culture/community creating a stronger more nurturing environment for both our students and faculty.</p>	<p>Educators will participate in professional development and team building activities to build on the part of our shared vision that speaks to staff fostering feelings of trust and appreciation for each other</p>	<p>Interpersonal relationships</p>	<p>Evidence of higher functioning teams</p> <p>Evidence of more staff wide events to increase our Esprit de Corps</p> <p>Teachers using each other as resources to increase student learning</p> <p>Teachers learning how to connect their collaborative practice goals across grade levels</p>	<p>Erich Ledebuhr Building Based Meeting Time</p>	<p>Erich Ledebuhr</p>	<p>September through April Building Based Wednesdays:</p> <p>September 27 November 15 January 24 April 25</p>
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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
If we share concrete examples of innovative, project-based learning units, teachers will be more likely to build and implement their own integrated units.	Steven Levy Summer PD	Understanding of Expeditionary Learning unit development and outcomes.	Completed units of instruction and student learning outcomes.	Steven Levy	Assistant Superintendent and Principals	Summer 2017 2017-2018 School Year
If administrators and faculty observe exemplary schools they will expand their vision of exemplary educational practices and begin to develop structures and practices in their schools and classrooms.	Site visits to Expeditionary Learning schools	Instructional practices that engage students and focus on meaningful, deep learning.	Reflection on visits identifying practices to consider for future implementation.	LSF, list of schools providing opportunities for site visits	LSF Assistant Superintendent, and Principals	Fall 2017
If educators are provided with support and resources they will create innovative, engaging learning experiences for students.	Partnership with Lincoln School Foundation		Shared funding by LSF and LPS of teacher initiated innovative teaching approaches.	LSF, LPS	Superintendent, Assistant Superintendent, LSF	LSF Grant Funding Process

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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
If teachers know students well, which includes seeing them through a culturally responsive lens, then all students will engage in their learning and perform at a high level.	Culturally Responsive Teaching 1. transforming curriculum 2. looking at student privilege	1. Looking at curriculum through a culturally responsive lens 2. Differentiation to meet the needs of all students by looking through a culturally responsive lens	1. Faculty will transform a portion of curriculum and receive feedback from other faculty. 2. Faculty will create a lens of looking at classes to maximize teaching opportunities for all students	Transformative cycle Culturally Responsive Teaching and the Brain (Zaretta Hammond)	Sharon Hobbs	1. October - November 2017 2. November - January 2017-2018
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	Implement and refine units of instruction developed at the Curriculum Writing Professional Development with Steven Levy	Curriculum writing framework for expeditionary learning	Curriculum unit maps, lessons and/or culminating project	Documents from the Summer Work PD	Supervising Administrators	Summer 2017 2017-2018 School Year
If homework is meaningful and purposeful, then students will take ownership of their learning outside of school	School Council will review school survey results about homework from spring. Faculty will be surveyed about grade-level homework practices, and provide input for a draft recommendation for updating homework guidelines.	Use of a decision-making model that focuses on the primary drivers of purpose and flexibility	Create draft recommendations for updating homework guidelines based on purpose and student engagement	Sarah Collmer and Sharon Hobbs	Lincoln School Council led by Sarah Collmer and Sharon Hobbs	2017-2018 School Year

Strategic Priority Map for 2017-2018

Lincoln Public Schools

B2: Continue refining curriculum with a specific emphasis on developing a comprehensive approach to supporting the social and emotional development of all students

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)	Resources	Who is Responsible	Timeframe
Outcomes for students will be improved if we better understand the landscape of supports already provided to enable their social-emotional learning (SEL).	<p>Conduct a Social-Emotional Learning Needs Assessment</p> <p>Develop an action plan for implementation of the SEL Assessment results in the 2018-2019 school year</p>		<p>Faculty and administrators will understand the supports provided to students to enable their SEL, and identify strengths and weaknesses of those supports</p> <p>A plan to address the weaknesses and enhance the strengths identified in the SEL Assessment.</p>		Assistant Superintendent and Administrator for Student Services	2017-2018 School Year
If all students participate in high-quality digital literacy and computer science learning experiences they will develop critical life-long skills.	Develop and implement computer science curriculum aligned with new Digital Literacy and Computer Science learning expectations.	Instructional Technology Specialists develop content area expertise in Computational Thinking.	<p>100% of students in grades K-5 will complete at least one Computer Science unit.</p> <p>100% of students 6-8 at HMS will complete at least one Computer Science unit.</p>	<p>Funding for summer work</p> <p>Collaboration/coordination with Instructional Technology Team</p>	Director of Technology and Instructional Technology Specialists	<p>Computational Thinking PD - Summer 2017</p> <p>Curriculum development and implementation - ongoing throughout 2017-2018 School Year</p>

Strategic Priority Map for 2017-2018

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>IF, as a staff, we commit to refining and truly living our shared vision THEN we will strengthen our professional culture/community creating a stronger more nurturing environment for both our students and faculty.</p>	<p>Educators will complete the final steps of the Back to the Future protocol during building based professional development time.</p>		<p>A refined shared vision that is a better reflection of our current experience</p>		<p>Erich Ledebuhr</p>	<p>Building Based Wednesdays</p>
<p>If teachers work collaboratively to define our vision, then we will build a strong, professional community and optimize student learning in the new Primary School facility</p>	<p>Educators will work collaboratively, using the Back to the Future protocol, to develop a shared vision for teaching, learning, collaboration, and community in preparation for the new facility.</p>	<p>Continue to refine collaborative problem solving</p> <p>Consensus building</p> <p>Community building</p>	<p>Faculty develop shared norms</p> <p>Faculty identify guiding questions and criteria for success for teaching, learning, collaboration and community</p> <p>Faculty develop list of new learning experiences supported by the new facility</p> <p>A draft shared vision of priorities will be complete by June 2018</p>	<p>Four Administrative building-based Wednesdays</p>	<p>Beth Ludwig, Principal Kristen St. George, Interim Principal Lynn Fagan, Preschool Coordinator Denise Oldham, Student Services Coordinator All faculty</p>	<p>Building Based Wednesdays</p>

<p>If preschool educators and early childhood professionals engage in a study of preschool programming, then they can determine a model that best meets the needs of our student population in preparation of the new preschool neighborhood (at Hanscom Primary.)</p>	<p>Clearly articulate and define our integrated preschool model</p> <p>Survey program models of neighboring preschool districts including visits and observations.</p> <p>Recommend a new preschool program model that incorporates the components of an inclusive program in order to meet the expectations of the preschool community</p>	<p>Develop a greater understanding of different preschool models in surrounding communities</p> <p>Identifying strengths and areas of growth that are needed in order to shift our thinking about ways in which we provide educational services to our students.</p> <p>Collect and analyze information regarding preschool models from surrounding communities</p> <p>Use collaborative practice groups to come to a consensus on a model that meets the needs of our preschool students and the Hanscom community.</p>	<p>A shared vision of a preschool model that will best meet the needs of the students, both those enrolled and those identified through Child Find (including transitions from Early Intervention and the assessments required) will be established</p> <p>Faculty will propose preschool models that will match the shared vision</p>	<p>Administrative building based Wednesdays</p>	<p>Lynn Fagan, Preschool Coordinator and Preschool faculty Denise Oldham and Jennifer Wolf, Student Services Coordinators</p> <p>School Council</p>	<p>October 2017-June 2018</p> <p>Building Based Wednesdays</p>
<p>If we analyze the current special education service delivery models provided to our students both in and out of the general classroom, we will be able to determine if there is a need to modify the current models and to identify additional needs for implementation.</p>	<p>Identify essential questions to narrow and inform the data collection process.</p> <p>Collect data related to the current service delivery model provided through special education both in and out of the general education classroom.</p>	<p>Creative and flexible thinking applied to developing essential questions.</p> <p>Ability to have collaborative discussions which incorporate all possible outcomes are considered.</p>	<p>Answer essential questions and provide a report of the findings and recommendations for next steps to share with faculty and administration.</p> <p>Implementation and planning for next steps and possible staff trainings.</p>	<p>Collaboration time for student services administration to develop essential questions.</p> <p>Opportunities to meet and consult with staff to examine data.</p> <p>Opportunities to meet with principals to discuss and examine data.</p>	<p>Mary Emmons Lynn Fagan Jennifer Wolf Denise Oldham</p>	<p>October 2017-May 2018</p>

	Analyze data related to service delivery provided through special education both in and out of the general education classroom.	Ability to collect, analyze, and synthesize data needed to answer the essential questions.			Time to observe service delivery in and out of the general education setting.		
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Strategic Priority Map for 2017-2018

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
If faculty and administrators participate in joint examination of our current practices of instruction related to the 5 Key Questions for Learning, then we will develop a shared understanding of where we are and where we need to go related to instruction in our classrooms.	Learning Walks targeted at the 5 Key Questions for Learning	Shared understanding of the 5 Key Questions for Learning and what to look for as evidence in classroom teaching and learning.	Data on the frequency of key instructional practices PK-8 to inform the district's strategic plan and professional development at the school and district level. Shared understanding of classroom practices between Admin Council and CLT members.	Time for teams to conduct Learning Walks at each school; develop protocol and materials for Learning Walks.	Assistant Superintendent	November 2017-May 2018
When teachers are given the opportunity to increase their content-area and pedagogical knowledge, they are better able to provide effective instruction to students.	<ul style="list-style-type: none"> ● Steven Levy ● RBT ● DEEP ● Wilson training ● New Faculty Meetings ● Supporting PD by request of educators 	Intentional instructional approaches.	Documentation of curriculum implementation through observations, student work, and student feedback survey results for the teachers who participated in summer workshops. Implementation of elements of FIRME (RBT) in CPT, Dept. Mtgs., and/or Collab. Practice Wednesdays.	Consultants, funds to register teachers for workshops or pay them for their time over the summer.	Superintendent Assistant Superintendent Supervising Administrators	July 2017-June 2018

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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>If district faculty and administrators have an agreed upon common set of effective student assessments, it will help us measure student learning and the effectiveness of our programs and practices.</p>	<p>Develop a process with LTA representatives for the work of the assessment committee and begin implementation.</p>	<p>Understanding of assessments and effectiveness.</p>	<p>Documented Process Begin one assessment review (i.e., a grade level or a curriculum area).</p>	<p>Time for steering committee and core committees to meet. Input and expertise from faculty.</p>	<p>Assistant Superintendent, Director of Technology, LTA representatives for Steering Committee</p>	<p>2017-2018 School Year</p>

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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>Select a new SIS for the district.</p>	<p>Knowledge of available SIS solutions compliant with state reporting requirements.</p> <p>Knowledge of stakeholder requirements.</p>	<p>A new SIS is selected and procurement is complete.</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>Director of Technology</p>	<p>Fall/Winter</p>
<p>A thorough implementation plan, executed with fidelity, addressing technical, operational, and training aspects will ensure a successful implementation of a new SIS.</p>	<p>Develop an implementation plan for the SIS and begin implementation.</p>	<p>Understanding of vendor implementation process.</p>	<p>Completed implementation plan.</p> <p>Post-implementation survey results (18-19 school year).</p>	<p>Input from stakeholders</p> <p>Support of administrators</p>	<p>Director of Technology</p>	<p>Spring 2018</p>