

LINCOLN PUBLIC SCHOOLS STRATEGIC PLAN – 2019-2020

Approved by School Committee on June , XX 2019

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, display creativity, value reflection, 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 social and emotional 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 and practices, and equity for all students</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>Equity and Culture: Educators and students work together to build a school culture that values, respects and responds to students’ identities, and develops the social and emotional well-being of all students</p>
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Strategic Priorities

<p>A1. Continue to develop a culture of trust, openness, reflection, and collaboration among our faculty, staff, and administrators. Cultivate a culture of continual feedback and growth with a focus on improved student outcomes.</p>	<p>B1. Support and guide educator development of instructional units that provide equitable access for all students, 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 strategies that lead to engagement and high-quality learning that supports the academic and social emotional development of all learners, while recognizing students’ identities, voices, and individual needs</p>	<p>D1. Develop the social-emotional, and cultural competencies of all educators and students</p>
<p>A2. Create a common understanding of our vision of high-quality instructional practices and implement these practices across all classrooms.</p>	<p>B2. Continue refining curriculum with a specific emphasis on developing a comprehensive approach to supporting the social and emotional development of all students</p>	<p>C2. Support educator’s balanced use of assessment and data to understand student’s learning and growth and to examine data of subgroups and reflect on outcomes in order to inform instructional approaches, professional development, and improvements to our data management systems and other tools</p>	<p>D2. Integrate equity, race, and cultural proficiency into work across all other strategic priorities and consider the impact of intersectionality for students</p>

Strategic Foundation: Attainment of our Strategic Priorities and our Vision is dependent upon our ability to assess our progress through effective use of data, to focus on high-quality instruction using the 5 Key Questions for Learning, to continue to innovate in order to engage students in their learning, and to ensure equity of access for all students.

Key Priorities for 2019-2020 are highlighted in goldenrod.

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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 provide equitable access for all students, 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 strategies that lead to engagement and high-quality learning that supports the academic and social emotional development of all learners, while recognizing students’ identities, voices, and individual needs</p>	<p>D1. Develop the social and emotional competencies of all educators and students</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 with a specific emphasis on developing a comprehensive approach to supporting the social and emotional development of all students</p>	<p>C2. Support educator’s balanced use of assessment and data to understand student’s learning and growth and to examine data of subgroups and reflect on outcomes in order to inform instructional approaches, professional development, and improvements to our data management systems and other tools</p>	<p>D2. Integrate equity, race, and cultural proficiency into work across all other strategic priorities and consider the impact of intersectionality for students</p>

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