

Strategic Maps

KEY

<i>STRATEGIC OBJECTIVE Educator Growth and Innovation, Curriculum, Instruction, or Equity and Culture</i>		STRATEGIC PRIORITY (A1, A2, B1, B2, C1, C2, D1, D2)		Full Name		Short Name		
Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support	Status	
<p>What is the core vision or big idea that drives our desire to work on this area? This is a reminder of why we're focused on this in the first place.</p>	<p>In order to achieve our vision/big idea what is something we need to work on (create new, continue to foster, develop more, stop some practice or change the way we've been doing something)? What's the problem of practice we're trying to adjust or make progress on that would help us achieve the vision/big idea.</p>	<p>What's the outcome we're hoping to achieve this year?</p>	<p>Q1: Sept-Nov What are the things we will do/the things we'll create that, added up together, will enable or catalyze the outcome we're looking for? These should be specific and designated by quarter so that we can track our progress throughout the year.</p>	<p>What would give us data (quantitative and/or qualitative) that would let us know if our outputs and products are having the impact we want in order to achieve our outcome? What feedback loops would we set up and monitor to know we're on the right track?</p>	<p>Who is the main person (sometimes this can be more than one, but not often) who is leading this work and is responsible for facilitating it?</p>	<p>Who is the person or people who play an explicit and key support to the "lead" in making this outcome happen?</p>	<p>We'll color code these red, yellow, and green at the end of each quarter and insert some narrative to see how we are doing, celebrate the impact we're having, and adjust course if need be.</p>	
			Q2: Dec-Feb					
			Q3: Mar-May					
			Q4: Jun-Aug					

<i>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</i>			<i>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.</i>	Culture of continual feedback and growth		A1	
Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support	Status
When all staff deeply internalize and practice a continual cycle of feedback and growth and they contribute and drive a culture of trust, openness, reflection, and collaboration, our impact on students multiplies; LPS can be a place where staff are excited and energized to work; our organization and each individual will flourish.	Organizations that do not pay careful attention to culture can stagnate. We believe that to be a highly effective organization or school requires each member to contribute daily to a positive culture of trust, openness, reflection, and collaboration; each member needs to continually seek feedback with a desire to grow.	All staff, including faculty and administrators will share common language and tools which, through intentional use, will positively contribute to a culture of trust, openness, reflection, and collaboration.	Q1: Sept-Nov <ol style="list-style-type: none"> AC Retreat - teach AC tools and begin using on team (Radical Candor, SBI feedback, pinch sort, Ladder of Inference) October: AC sets next iteration of norms Sept 11: Wed PD with all faculty - focus on tools listed above Sept 25: Special Education Department Meeting - Burn-in Mindset -strength spotting and supporting each other, modeling for students and others Follow up (Fac. Mtng, CPTs, Team Leaders, other meetings, 1:1s, etc. Each administrator identifies the ways for following up) Identify potential root causes of any barriers to trust, openness, reflection, collaboration, and a culture of continual feedback and growth. Teach admin. team processes for Root Cause Analysis, use with faculty groups to gather results from all stakeholder groups Create a visual of strategies for staff to build in fluency and application of practices 	<p>Staff survey identifying perceptions around trust, openness, reflection, collaboration, and a culture of continual feedback and growth and to help identify barriers at different levels (teams, departments, schools, campus, district, etc). Use the self-assessment from 9/11 as baseline data. Include questions about how often faculty are using and see colleagues using the tools introduced on 9/11.</p> <p>AC members consistently utilize tools with one another and in our own leadership practice, leaning into candid conversations and seeking feedback from others.</p>	All of AC - each school leader responsible for their school and faculty. CO responsible for AC and district data.	Team Leaders; TLL, ToAs, CSs, mentors, literacy coaches, LTA co-presidents	
			Q2: Dec-Feb <ol style="list-style-type: none"> Follow through at AC - share/analyze faculty feedback and plan next steps, reinforce the why Continued practice in schools and throughout district (Fac. Mtng, CPTs, Team Leaders, Department Meetings, other meetings, 1:1s, etc, reinforce the why) Identify additional steps to take (might be 	<p>Identify and implement mechanisms and/or practices that help</p>			

			district-wide or might be school-specific) based on data collected through root cause analysis.	members of AC get all six types of feedback (Kim Scott) at an initial level.			
			Q3: Mar-May a. Continued practice in schools and throughout district, reinforce the why (Fac. Mtng, CPTs, Team Leaders, other meetings, 1:1s, etc) b. Put additional steps into place				
			Q4: Jun-Aug a. Continued practice in schools and throughout district, reinforce the why (Fac. Mtng, CPTs, Team Leaders, other meetings, 1:1s, etc)				

<i>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</i>			<i>A2. Create a common understanding of our vision of high-quality instructional practices and implement these practices across all classrooms.</i>	Leaders of their Own Learning and Teacher Leaders of Learning Pilot		A2	
Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support	Status
If we develop a common understanding of key high-quality instructional practices and administrators develop their ability to support teachers in implementing these practices consistently across all classrooms, students will understand what they are learning, why they are learning it, have a clear understanding of learning expectations, and will be more engaged in owning their learning.	All faculty and administrators will engage in a book study and professional learning series based on up to the first four chapters of <i>Leaders of their Own Learning</i> by Ron Berger; through this work the district will develop its understanding of key areas of instructional focus, discuss implications for teaching and learning, explore current practices, and develop action plans for moving forward. A pilot group called Teacher Leaders of Learning will incubate and implement efforts in their own teaching and work with students to further this goal;	Development of a shared vision of high-quality instruction that is visibly enacted daily across all schools. Learning Targets are consistently visible in classrooms. Students articulate what they are learning using the language of learning targets. Teachers clearly articulate learning expectations to students and coach them to meet the established success criteria. Formative assessment is used	Q1: Sept-Nov a. AC Retreat focuses on LoToL b. TLL group forms c. Monthly mini-walks begin d. One learning walk e. Building based assessment to determine groupings for district wide PD f. Deeper Learning Admin Cohort meets to begin planning	85% of faculty rate professional development sessions as net-positive. By May, Learning targets are consistently posted in 90% of classrooms during walkthroughs.	All of AC	TLL	
			Q2: Dec-Feb a. School-based introductions and follow-ups with full faculty at faculty meetings, individual faculty through check-ins, teams at CPTs, and Team Leaders b. AC develops initial resources for common teaching strategies and scope of leadership moves c. TLL helps to prepare for Institute Day and following sessions, co-facilitating during sessions and supporting principals in introductions and follow-ups. d. Two learning walks that help principals and other school-based administrators identify their next leadership moves e. Institute Day + school based follow up f. Monthly mini-walks between principal and Asst. Supt. with protocol for looking at teaching and learning and reflecting on next steps g. Draft of vision of high-quality instruction with accompanying leadership moves and expectations that	Ratings on 5 Key Questions during Learning Walks show progressive growth as the year progresses. Principals demonstrate accountability 90% of the time for carrying out action steps following mini-walks in their school. Administrators and teachers articulate positive student outcomes as a result of implementing LoTOL strategies, via survey. Each TLL member implements practices from			

	<p>co-facilitate professional development for all faculty alongside administrators; and serve as a sounding board, reflective team, and co-develop ongoing strategies and resources to further this work in our district.</p> <p>AC will continue its use of Learning Walks, connecting them to <i>Leaders of their Own Learning</i>. In addition, with coaching days in place, Becky, Jess, and other AC members conduct targeted mini-walks.</p>	<p>daily to assess student understanding and inform instructional next steps.</p> <p>Teachers and their students have a clear understanding of where the student is in relation to meeting the Learning Targets and what they need to do to demonstrate mastery.</p>	<p>support instruction (framework for teaching, learning, and leading).</p>	<p>LoToL and Strategic Map A1 into their practice, documenting their learning and sharing with the district.</p>			
			<p>Q3: Mar-May</p> <ul style="list-style-type: none"> a. Four Wednesday PDs b. Two learning walks c. School-based introductions and follow-ups d. Monthly mini-walks e. Second draft of framework for teaching, learning, and leading. 				
			<p>Q4: Jun-Aug</p> <ul style="list-style-type: none"> a. Summer opportunities that support this work in place 				

<i>Instruction: Instruction is student centered and focused on the engagement, achievement, and social and emotional development of all learners</i>			<i>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</i>	Boost Blocks		C	
Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support	Status
Boost blocks provide all students chances to get what they need on any given day, whether that is an opportunity to circle back to a concept or skill they need additional support in, a chance to go deeper in their learning, or to receive related and special services they need.	All students need moments of intervention, extension, services, or tune-ups in their thinking or learning - as well as moments of deepening or extending their strong thinking. This should be naturally happening through engaging lessons, differentiation, and flexible grouping with high-quality feedback to students in all classes, but it also needs explicit time in the day when a variety of adults with different skill sets are available to work with students.	Boost Blocks occur in all grades PreK-8. Students are flexibly grouped at Boost Block. Teachers work together to plan and execute Boost Block instruction. Math End of Unit assessments, on-demand writing assessments, and other formative assessments are consistently used to drive choices about Boost Block grouping and instructional foci. Boost Block approaches are documented and saved to inform next year's Boost Block guidance and	Q1: Sept-Nov a. Boost blocks on-ramp; principals support teams in their transition b. Ongoing consultation (principals and coordinators with content specialists, team leaders and teams)	By February all PreK-8 Boost Blocks consistently show students being grouped flexibly with targeted instruction based on students' needs. Student survey shows a net-positive perception of Boost Block as a helpful experience.	All AC	Team Leaders, math and literacy specialists, all faculty	
			Q2: Dec-Feb a. Boost blocks get in a rhythm and strengthen; principals help teams to reflect on, document, and build off of their strengths b. Learning Walks or mini-walks dedicated to observing boost blocks				
			Q3: Mar-May a. Develop ways to see students making strong progress as a result of Boost Block b. Conduct surveys of faculty and students. Student survey is centered around their experience in Boost Block and their perception of how it has helped them. Faculty survey is focused on understanding from their perspective what is working, what is not, and new ideas for solutions to try. Analyze feedback and communicate results back to faculty.				
			Q4: Jun-Aug a. We are able to collect and curate a short "guide to best practices" from our experiences in Boost Block for the next school year.				Faculty survey shows a net-positive perception of the potential of Boost Block and clearly identifies

		<p>potential adjustments to the schedule.</p> <p>Students more consistently get what they need, including intervention and extension.</p>		<p>issues to resolve with helpful suggestions.</p>			
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LINCOLN PUBLIC SCHOOLS STRATEGIC PLAN – 2019-2020

Approved by School Committee on June 27, 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

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	Curriculum: Curriculum is engaging, provides high cognitive demand, and supports the creative, social and emotional development, and academic growth of all students	Instruction: Instruction is student centered and focused on the engagement, achievement, and social and emotional development of all learners	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
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Strategic Priorities

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.	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	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	D1. Develop the social-emotional, and cultural competencies of all educators and students
A2. Create a common understanding of our vision of high-quality instructional practices and implement these practices across all classrooms.	B2. Continue refining curriculum with a specific emphasis on developing a comprehensive approach to supporting the social and emotional development of all students	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	D2. Integrate equity, race, and cultural proficiency into work across all other strategic priorities and consider the impact of intersectionality for students

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.