

LINCOLN PUBLIC SCHOOLS STRATEGIC PLAN – ~~2019~~[2020-2020](#)[2021](#)

Approved by School Committee on ~~June~~[November](#), XX ~~2020~~[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.</p> <p>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>Develop antiracism competencies of all educators and students</p> <p>Develop the social emotional competencies of all educators and students to build capacity for leadership in self, other, and organizational awareness.</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> <p>Develop a multi-year action plan to mitigate the impact of racism on access to an equitable school experience for all students and families, and become an antiracist district.</p>

			<p>Grow the capacity of faculty and staff to:</p> <ul style="list-style-type: none"> o <u>meet the needs of all learners by providing opportunities to develop antiracist teaching strategies.</u> o <u>develop self, other, and organizational awareness related to race, inclusion, diversity, and equity.</u>
<p><i>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.</i></p>			

Key Priorities for ~~2019~~2020-2020-2021 are highlighted in goldenrod.
~Over~

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?

Core Values

Excellence and Innovation in Teaching and Learning

The Lincoln Public Schools aspire to provide authentic learning experiences that allow children to develop the life-long learning skills of critical thinking, problem solving, communication, and collaboration. Deep learning that allows for creativity and individualization is highly valued. We believe that taking risks in teaching and learning leads to growth and an intrinsic desire for continual learning.

We aspire to engage every child in learning that is appropriately challenging for their developmental level and their individual level of readiness. We strive to provide a learning environment that allows students and educators to develop a growth mindset, where perseverance, risk taking and challenge lead to learning.

We believe that clear expectations for learning paired with continual meaningful feedback leads to high levels of achievement. Learning is a social endeavor that is dependent upon high levels of collaboration between educators, between students, and between educators, students, and families. We encourage educators and students to infuse their passion and aspirations into their work.

Respect for Every Individual

The Lincoln Public School community strives to embrace our differences and build upon our similarities. We strive to create a safe, inclusive learning environment that values our varied beliefs and differences in race, ethnicity, culture, language, socio-economics, gender identity, sexual orientation, learning differences, and family configurations. We work to engage in conversations that deepen our understanding of our differences and to learn from our collective experience. We acknowledge our biases in order to build empathy and understanding. We strive to create a learning environment in which educators, students,

and families can share their beliefs and cultural practices and work collectively to develop practices that are respectful of all members of the community. We strive to develop understanding of world cultures beyond our community to assist our students in becoming contributing members of the global society.

Collaboration and Community

The Lincoln Public Schools strive to create a learning community that provides opportunities for all voices to be heard. We value open and honest communication that leads to greater understanding and creative solutions to complex problems. We strive to create an environment where everyone feels safe to express their thoughts and feelings. We assume good will and the best intentions and are forgiving of mistakes or oversights in communication that are bound to occur from time to time.

We strive to instill in students a sense of ownership of the Lincoln learning community and a responsibility to themselves and their local, national, and global communities. We work to model the belief that concern for the well-being of others and the environment is a civic obligation.

We acknowledge a collective responsibility for the education of our children. We expect that educators will collaborate with each other to set high expectations for teaching and learning and include students and families in conversations about how to best meet the needs of our children.

LPS: School Committee Strategic Objectives and Priorities 2020-2021

Evolve and Activate the Strategic Plan

In partnership with the Administration, ensure that the Strategic Plan is a) sound, b) in line with community needs and expectations, c) in line with State and Federal Regulations, d) in line with best practices - and that its activation is supported through our budget and policy decisions.

Strategic Priorities	Activities	Outputs and Measures (Outcomes)	Status	Who is Responsible	Timeframe
A1: Build community understanding of the District vision of creating high-quality instructional practices, adapted for instructional models during COVID, while balancing the health and safety of our community.	Communicate to community through direct email distribution, LincolnTalk, Squirrel, Hansconian, and through presentations in our School Committee Meetings.	Positive feedback through polling and other forms of outreach			
A2: Seek out and participate in learning opportunities in line with the District Strategic Plan involving Anti-Racism, Inclusion, Diversity and Equity.	Hold a Tri-District Sponsored event for the community using a grant through the Sudbury Foundation.	Webinar to enhance the community conversation on race and equity.	In Process	Tara Mitchell (with SC Chairs from LS and SPS)	
	Participate in Training sponsored by MCC and PTO, grounded in the NCBI Training that the district is undertaking	Trainings scheduled for 10/26 6pm: exploring Identity w/Kathy Lopes; 11/9: Implicit Bias.	On Track	All School Committee Members	
	Seek additional training for SC members regarding handling/facilitating difficult conversations	Training identified, scheduled and completed			
	SC Members sign up to attend/participate in community conversation opportunities offered by principals and other administrators.	SC participation in community conversations			

Budget & Policy

Budget: The budget is built to reflect and support the District Strategic Plan and to responsibly manage Town resources.
Policy: School Committee policies provide a legal and philosophical framework for the operation of the Lincoln Public Schools.

Strategic Priorities	Activities	Outputs and Measures (Outcomes)	Status	Who is Responsible	Timeframe
B1: Work with administration and collaborate with other town agencies to advance and approve District Budget and bring to Town Meeting.					
B2: Create a schedule of policies to be updated and reaffirm or revise at least 20% every year.	Update spreadsheet of policies with last revised dates.	Complete list of policies that currently exist. Helpful for a baseline and for creating a review plan.	Complete - on SC Google Drive	Tara Mitchell	9/1/2020
	Find out the process and cost associated with working with MASC to do a policy review and bring the information back to the committee.	Have the information necessary to determine if this approach would be beneficial and financially feasible.		Tara Mitchell	10/1/2020
	Do training on how to review policies with an anti-racism/equity lens.	Seek out and share as a committee references and advisors to guide us in amending school policies that may reflect bias toward or assumptions based on perception of majority culture???			
	Create a plan for reviewing policies with an equity lens.	agree on a "check list"/ guiding principles of anti-racist values (and pro-inclusive) to apply to school policies craft and execute against a plan of how to redress/address		Peter Borden	
	Continually place 2-4 policies for review at most SC meetings throughout the year.				

Communications					
Communication between the School Committee, families, and the broader community results in public participation, support of, and confidence in the Lincoln Public Schools.					
Strategic Priorities	Activities	Outputs and Measures (Outcomes)	Status	Who is Responsible	Timeframe
C1: Continue to advance the communication plan and extend our communication methods, as especially required by the COVID environment.	Communicate to community through direct email distribution, LincolnTalk, Squirrel, Hansconian, and through presentations in our School Committee Meetings.				
	Continue to "re-post" communications sent by the Administration to the community through Lincoln Squirrel, Lincoln Talk, and Hansconian.				
C2: Advance the communication plan to include greater community engagement regarding Race, Inclusion, Diversity and Equity.	Use existing outlets and participate in community networks seeking to advance anti-racist policies and programs in Lincoln and LS.	Share reports of AIDE progress with Selects and other town groups, including submitting items for publication in BOS news and FB, WIDE newsletter, LS news, church bulletins as appropriate. Bring information back to the SC from other community programs and action. Participate in State of the Town discussions of DEI. Continue participation in Outreach Roundtable discussions. Share data on school DEI and its potential impact with town agencies including parks and rec, public safety, and planning.			
Administration					
The Committee is responsible for the public oversight of the District, the hiring and evaluation of the Superintendent, and for contract negotiations with all relevant bargaining units.					
Strategic Priorities	Activities	Outputs and Measures (Outcomes)	Status	Who is Responsible	Timeframe
D1: Provide oversight of school operations, instructional models, and execution of the District's COVID plan to meet or exceed State and Federal guidelines.	Actively participate in discussions during School Committee meetings to ensure plans are well vetted. Update the District COVID-19 Dashboard weekly.	District Dashboard is reviewed weekly.	On Track	All School Committee Members	Ongoing
D2: Create inaugural contract with Paraprofessional Group as part of Lincoln Educators Association.	Participate in negotiation sessions as scheduled. Represent the interests of the district and the Town of Lincoln.			Adam Houge Trintje Gnazzo	
D3: Continue to support the Lincoln School Building Project.	Participate in the School Building Project meetings. Help communicate expectations to the school community and raise awareness of project status and needs. Approve change-orders as needed.	School Building Project stays on time and on budget.	On Track	Tara Mitchell	Ongoing