

LINCOLN PUBLIC SCHOOLS STRATEGIC PLAN – 2021-2022

Approved by School Committee on XXXX ,XX 2021

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 students, families, 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 competencies of all educators and students Develop antiracism competencies of all educators, staff, and students, and families Develop the social emotional competencies of all educators and students to build capacity for leadership in self, other, and organizational awareness.
A2. Create a common understanding of our vision of high-quality Deeper Learning instructional practices and implement these practices across all classrooms. continue to develop our equity lenses to ensure that curriculum and instruction are free from racial bias and provide equal access and relevance to all students, especially our students of color.	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. Develop a multi-year action plan to mitigate the impact of uproot and disrupt explicit, implicit, and systemic racism in our district on-in order to a) provide access to an equitable school experience for that meets the unique needs of all students and families; b) to foster a strong sense of belonging for all members of our school communities;

			<p>and c) to become an intentionally antiracist district.</p> <p>Grow the capacity of faculty and staff to:</p> <ul style="list-style-type: none"> ○ meet the needs of all learners by providing opportunities to develop implementing antiracist, deeper learning teaching strategies. ○ develop self, other, and organizational awareness related to race, inclusion, diversity, and equity. ○ Develop collaborative relationships with community partners in supporting district efforts to create equitable conditions for students in their extended day activities.
<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 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.