

LINCOLN PUBLIC SCHOOLS STRATEGIC PLAN – 2023-2024

Approved by School Committee on XXXX

Vision

The Lincoln Public Schools strive to cultivate all students and staff to be collaborative leaders, who are critical thinkers, equity-oriented, and growth-minded, as outlined in the LPS Portrait of a Learner.

Theory of Action

IF we:

- create a culture of continual learning and growth built on a shared vision of effective teaching;
- provide curriculum that shares the histories, experiences, and accomplishments of people of varying ancestry and cultures, and is innovative and cognitively demanding;
- and plan and facilitate 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 LPS Learning Framework: Core Practices, and equity for all students

Curriculum:

Curriculum is culturally responsive, engaging, provides high cognitive demand, and supports the creativity, social and emotional development, and academic growth of all students

Instruction:

Instruction is differentiated, student centered, and focused on the engagement, achievement, and social and emotional development of all learners

Equity and Culture:

Staff, community partners, families, and students collaboratively build a school culture that values, respects, and is responsive to and inclusive of the identities and needs of all stakeholders in order to create a sense of belonging and to develop the academic and social emotional well-being of all students

Strategic Priorities

Overall Priorities:

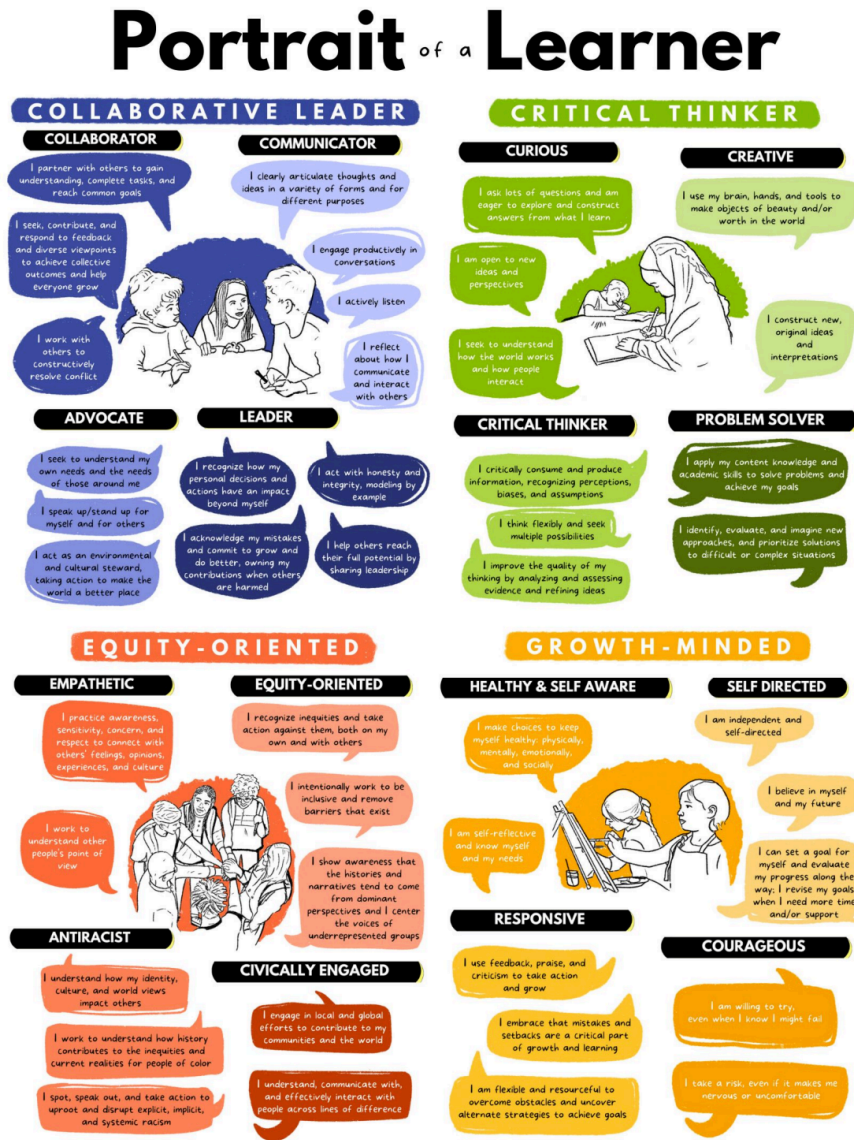
In order to enact the LPS Portrait of a Learner, the district has two related priorities:

1. Revisit and revise the LPS 5-year plan for AIDE
2. Operationalize the LPS Learning Framework: Core Practices and Responsive Classroom practices with all faculty and staff across the district

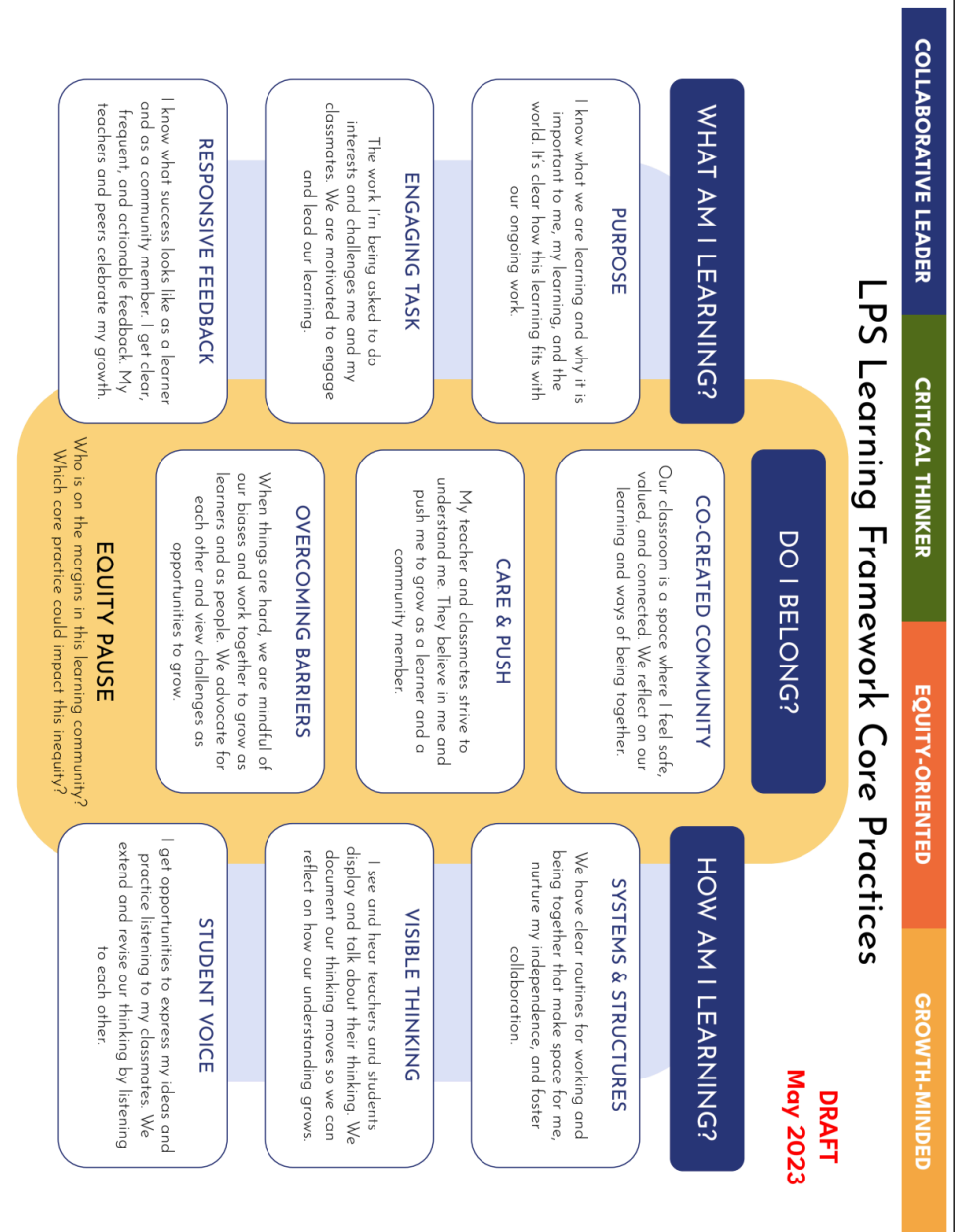
The LPS Learning Framework: Core Practices and Responsive Classroom practices both support the three connected anchors of the Portrait of a Learner including AIDE, SEL, and Deeper Learning. By implementing and strengthening these practices, LPS will take important steps in bringing the Portrait of a Learner to life for all students and staff. These priorities support each of the four strategic objectives above; work related to each of these objectives must be done in tandem with one another in order to make meaningful and systemic progress.

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 LPS Core Practices, to continue to innovate in order to engage students in their learning, and to ensure equity of access for all students.

LPS Portrait of a Learner and Core Practices



LINCOLN PUBLIC SCHOOLS



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.