Lincoln Public Schools

School Goals 2023-2024

Hanscom School • Lincoln Preschool • Lincoln School K-4 • Lincoln School 5-8

Strategic Priority #1 (Equity and Culture): Strategic Priority #1 (Equity and Culture) Successfully transition from two schools, Hanscom Primary and Hanscom Middle into one K-8 Hanscom School

Action Steps:

- Define organizational structure of the school
- Refine existing systems and structures to encompass the K-8 environment
- Build a cohesive K-8 culture between faculty, staff, students, parents and the community
- Develop and implement Bridge Program
- Develop and implement Foundations program
- Review and refine Social emotional and mental health supports for students

Intended Outcomes:

- Combine existing structures such as Team Leaders, Mental Health Support Team, Office Staff
- A clear set of systems and structures across grade levels to better support and respond to student needs
- A strong culture and community between all faculty, staff, students, parents and the community
- Sense of belonging for staff, students and families
- Develop and implement a substantially separate and partial inclusion program in an effort to build a continuum of services to meet the needs of our students.
- A clear set of systems and structures across grade levels to better support and respond to student needs

Strategic Priority #1 (Equity and Culture): Strategic Priority #1 (Equity and Culture) Successfully transition from two schools, Hanscom Primary and Hanscom Middle into one K-8 Hanscom School

Action Steps:

- Define organizational structure of the school
- Refine existing systems and structures to encompass the K-8 environment
- Build a cohesive K-8 culture between faculty, staff, students, parents and the community
- Develop and implement Bridge Program
- Develop and implement Foundations program
- Review and refine Social emotional and mental health supports for students

Strategic Priority #2 (Instruction & Equity and Culture): Support faculty and staff in the implementation of Responsive Classroom and begin to make connections to the LPS Portrait of a Learner to ensure that all students feel a sense of connection and belonging in their classrooms.

Action Steps:

- Faculty will use Responsive Classroom practices
- Respond to Responsive Classroom site visit feedback through professional development
- team based goals connected to Responsive Classroom and the LPS Portrait of a Learner

Intended Outcomes:

- Consistent structures across grade levels
- Increased use of Responsive Classroom language
- Improved social connections between students and students and adults
- Further engagement in academic settings
- Comparative data illustrating growth in sense of belonging and engagement via student voice

Strategic Priority #2 (Instruction & Equity and Culture): Support faculty and staff in the implementation of Responsive Classroom and begin to make connections to the LPS Portrait of a Learner to ensure that all students feel a sense of connection and belonging in their classrooms.

Action Steps:

- Faculty will use Responsive Classroom practices
- Respond to Responsive Classroom site visit feedback through professional development
- team based goals connected to Responsive Classroom and the LPS Portrait of a Learner

Inventory of Teacher Practices - 4 Domains

Engaging Academics
Learner-centered lessons that are participatory, appropriately challenging, fun, and relevant and promote curiosity, wonder, and interest.

Positive Community
A safe, predictable, joyful, and inclusive environment where all students have a sense of belonging and significance.

Effective Management
A calm and orderly learning environment that promotes autonomy, responsibility, and high engagement in learning.

Developmentally Responsive Teaching
Basing all decisions for teaching and discipline upon research and knowledge of students' social, emotional, physical, and cognitive development.

All Four Domains Rated Stable Across All Grade Levels K-8

Hanscom School 2024-2025

Area to Grow :

Years 2-5 (Draft)

Goal #1- Instruction & Equity and Culture   All preschool providers will understand the principles of the Devereux Early Childhood Assessment and how they relate to the principles of Responsive Classroom in order to support students in working towards learning expectations through clear and established routines, language, communication and behavior.

Action Steps:

- Professional learning with teachers and ESPs focused on Responsive Classroom Guiding Principles
- Parent, family and caregiver sessions
- Implementation of established practices of DECA & Responsive Classroom

Intended Outcomes:

- Deeper understanding of child development and differentiated instruction
- Partnering with families to implement consistent structures through a shared understanding of how preschool students learn through social interaction and play

Work Accomplished:

- Professional Learning with faculty focused on DECA and Responsive Classroom
- Preschool established practices (Morning Meeting, Quiet Time and Closing Meeting)
- Host site visits with RC organization
- Parent opportunities within the classrooms
- Consistent communication with families regarding developmental expectations
- Student progress based on DECA assessments

Work still in progress/Next steps:

- Professional learning with ESPs
- Parent and caregiver sessions

* Work was impeded by ongoing staff vacancies

Goal #2- Instruction & Equity and Culture   All members of the preschool community will feel a sense of belonging and understand what they are learning, why they are learning it and how they are learning through implementation of Portrait of a Learner mindsets.

Action Steps:

- **Professional Learning with a focus on mindsets of Portrait of a Learner**
- **Model and actively use communication and advocacy skills**
- **Implementation of "Our Problems Solved" protocol**
- **Educator goals focused on student learning and professional practice that align with equity oriented mindset**

Intended Outcomes:

- **Sense of belonging as collaborative leaders and critical thinkers**
- **Ability to share idea and feelings and advocate for oneself and others**

Work accomplished:

- **Initiated focus on Portrait of a Learner mindsets including curiosity, problem solving, collaboration, communication**
- **Ongoing and active discussions regarding communication, advocacy and collaboration**
- **Each preschool educator had a goal that is aligned with the equity oriented mindset**

Work still in progress/next steps:

- **Continued work on Portrait of a Learner mindsets**
- **Use of problem solving protocol "Our Problems Solved" with bank of examples**

* Professional Learning for preschool were not fully used as scheduled due to ongoing vacancies in the preschool
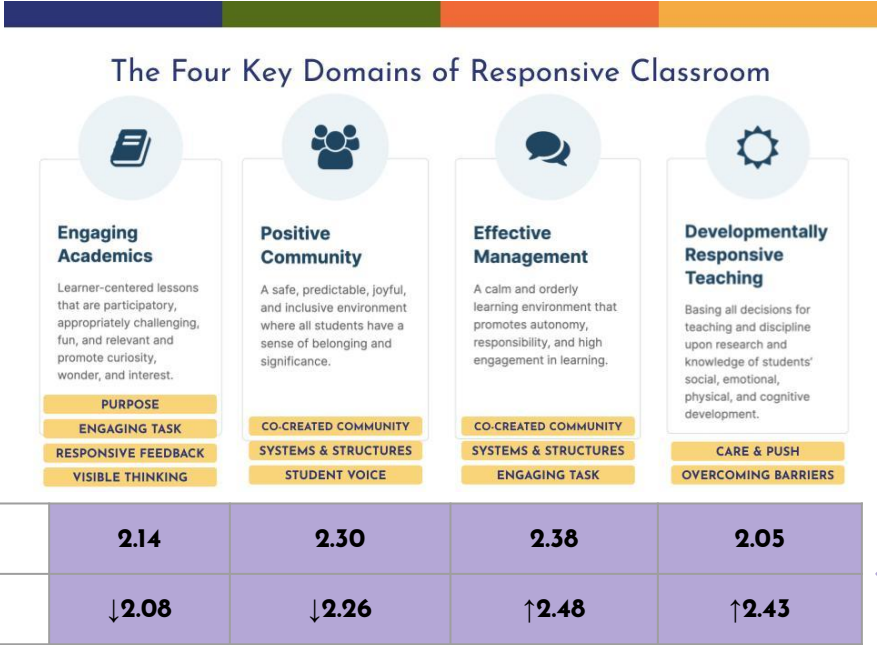
Strategic Priority #1 (Equity and Culture, Instruction): To strengthen classroom communities and the school and community culture through professional collaboration and the implementation of Responsive Classroom practices.

Responsive Classroom Implementation

Intended Outcomes

- **Increased social-emotional competency, and staff and student agency**
- **Consistent and predictable expectations, reinforcement and support**
- **Achievement and growth for all students**
- **Sense of belonging for staff, students and families**

School Growth Profile

The Four Key Domains of Responsive Classroom

Engaging Academics

Learner-centered lessons that are participatory, appropriately challenging, fun, and relevant and promote curiosity, wonder, and interest.

- PURPOSE
- ENGAGING TASK
- RESPONSIVE FEEDBACK
- VISIBLE THINKING

Positive Community

A safe, predictable, joyful, and inclusive environment where all students have a sense of belonging and significance.

- CO-CREATED COMMUNITY
- SYSTEMS & STRUCTURES
- STUDENT VOICE

Effective Management

A calm and orderly learning environment that promotes autonomy, responsibility, and high engagement in learning.

- CO-CREATED COMMUNITY
- SYSTEMS & STRUCTURES
- ENGAGING TASK

Developmentally Responsive Teaching

Basing all decisions for teaching and discipline upon research and knowledge of students' social, emotional, physical, and cognitive development.

- CARE & PUSH
- OVERCOMING BARRIERS

	Engaging Academics	Positive Community	Effective Management	Developmentally Responsive Teaching
Fall	2.14	2.30	2.38	2.05
Spring	↓2.08	↓2.26	↑2.48	↑2.43

Stable Ratings

What's Next?
Advanced Course & Teacher Language

Strategic Priority #1 (Equity and Culture, Instruction): To strengthen classroom communities and the school and community culture through professional collaboration and the implementation of Responsive Classroom practices.

Faculty Leadership Teams

Intended Outcomes

- Increased social-emotional competency, and staff and student agency
- Consistent and predictable expectations, reinforcement and support
- Achievement and growth for all students
- Sense of belonging for staff, students and families

Faculty Leadership Teams

Community Meeting	*Meetings led by students*
Family & Community Engagement	*Volunteers, visitors and partners*
Staff Social Committee	*Spending time together*
Recess	*New games and resources*

What's next?
Continue FLTs to expand upon this year's progress
Additional work to implement consistent recess supervisory practices and facilitation of game play

Strategic Priority #1 (Equity and Culture, Instruction): To strengthen classroom communities and the school and community culture through professional collaboration and the implementation of Responsive Classroom practices.

CARES Systems

Intended Outcomes

- Increased social-emotional competency, and staff and student agency
- Consistent and predictable expectations, reinforcement and support
- Achievement and growth for all students
- Sense of belonging for staff, students and families

COOPERATION   ASSERTION   RESPONSIBILITY   EMPATHY   SELF-CONTROL

Behavior Thermometer

Strategic Priority #2 - (Curriculum and Instruction): To increase the efficacy of targeted goals and differentiation for small group instruction.

Extended Data Meetings & Instructional Planning

Intended Outcomes

✓ Students who are below or well below grade level benchmarks make adequate yearly progress.

- Targeted goals and instruction
- Greater access to curriculum and appropriate academic challenge
- Stronger progress monitoring

K-4	ELA			Math		
	FALL	WINTER	SPRING	FALL	WINTER	SPRING
	T=275	T=277	T=280	T=275	T=277	T=280
Above	37	59		21	31	
At	133	134		166	182	
	170	193		187	213	
	62%	69%		68%	77%	
Below	73	52		65	36	
Well Below	32	33		22	28	
	105	85		87	64	
	38%	31%		32%	23%	

What's Next?
Instructional planning

Strategic Priority #1 (Instruction & Equity and Culture): Implement Responsive Classroom to ensure that all students feel a sense of connection and belonging in their classrooms as well have opportunities to experience consistently engaging academics.

Action Steps:

- Use Responsive Classroom practices
- Survey students
- Train all new staff
- Respond to RC Feedback via PD
- Collaborate with the instructional coach

Intended Outcomes

- Consistent structures across grade levels
- Increased use of Responsive Classroom language
- Improved social connections between students and students and adults
- Further engagement in academic settings
- Comparative data illustrating growth in sense of belonging and engagement via student voice

Strategic Priority #1 (Instruction & Equity and Culture): Implement Responsive Classroom to ensure that all students feel a sense of connection and belonging in their classrooms as well have opportunities to experience consistently engaging academics.

Action Steps:

- Use Responsive Classroom practices
- Survey students
- Train all new staff
- Respond to RC Feedback via PD
- Collaborate with the instructional coach

Progress Made:
- RC Practices improved from "mid" rating in September to "stable" by January
- New staff trained, both elementary and MS levels, including admin
- PD session in response to feedback (Jan. 29)
- Several collaborative sessions with the instructional coach with Responsive Classroom as main focus

Area to Grow:
- Gather feedback from students regularly

Strategic Priority #1 (Instruction & Equity and Culture): Implement Responsive Classroom to ensure that all students feel a sense of connection and belonging in their classrooms as well have opportunities to experience consistently engaging academics.

Progress Made:
- Increased engagement in classes
- Improved consistency across grade levels
- Improved evidence of student voice

Areas to Grow:
- More consistent data collection and analysis
- Continued improvement in use of RC practices and language

Intended Outcomes

- Consistent structures across grade levels
- Increased use of Responsive Classroom language
- Improved social connections between students and students and adults
- Further engagement in academic settings
- Comparative data illustrating growth in sense of belonging and engagement via student voice

Strategic Priority #2 (Equity and Culture): Sharpen our instructional practices that center around inclusivity and differentiation so that all students can make effective progress, including those needing interventions and enrichment relative to the grade-level curriculum.

Action Steps:

- Analyze available achievement data
- Centered PD on inclusivity and differentiation
- Observational feedback around inclusive practices
- Peer observations
- Schedule adjustments
- Establish multi-year plan for oversight and review of our revised practices.

Intended Outcomes

- PD sessions facilitated by staff and administration
- Observation feedback
- Data collection and analysis
- Professional culture of inquiry and sharing
- More aligned system across all grade levels
- Increased access to interventions and enrichment

Strategic Priority #2 (Equity and Culture): Sharpen our instructional practices that center around inclusivity and differentiation so that all students can make effective progress, including those needing interventions and enrichment relative to the grade-level curriculum.

Action Steps:

- Analyze available achievement data
- Centered PD on inclusivity and differentiation
- Observational feedback around inclusive practices
- Peer observations
- Schedule adjustments
- Establish multi-year plan for oversight and review of our revised practices.

Progress Made:
- PD session on inclusivity and differentiation (Feb. 2024)
- Feedback woven into observations
- Peer observations
- Some data analysis

Areas to Grow:
- Improve data analysis process
- Continue with peer observations
- Multi-year plan for oversight

Strategic Priority #2 (Equity and Culture): Sharpen our instructional practices that center around inclusivity and differentiation so that all students can make effective progress, including those needing interventions and enrichment relative to the grade-level curriculum.

Progress Made:
- Shared leadership with PD sessions
- Feedback in observations
- Continued inquiry and sharing among colleagues

Areas to Grow:
- Clearer system for interventions/enrichment
- More systematic method of data analysis

Intended Outcomes

- PD sessions facilitated by staff and administration
- Observation feedback
- Data collection and analysis
- Professional culture of inquiry and sharing
- More aligned system across all grade levels
- Increased access to interventions and enrichment