

# Lincoln-Sudbury Regional High School Strategic Plan 2020-2025

DRAFT

# What is a Strategic Plan?

A Strategic Plan is a vision of the future based on a snapshot of the present conditions of an institution. That is, based on where L-S is now -- its strengths and its areas for growth -- where do we want L-S to be in 3-5 years, and how do we get there? It is a focused path forward.

# Why now?

- Coincides with our self-reflection process (NEASC) to establish a growth plan that will include a Portrait of an L-S Graduate
- We have been doing a lot of data collection with reports and recommendations forthcoming
- Number of initiatives have grown and have different stages of duration
- We've been "visioning" for some time; we're ready for this

# Why now?

(cont'd)

- Our evolving world context creates increasingly complex demands and expectations for and transparency about what we do in school
- It is important to convey what we are doing to ensure we are internally and externally aligned with our stakeholders to garner support
- Communication builds trust

# Strategic Planning Steering Committee (SPSC)

Virginia Blake

Dan Conti (co-chair)

Nancy Dion

John Flynn

Mike Guanci

Carole Kasper

Tracey Lyon

Dawn McCullough

JK Park

Leslie Patterson (co-chair)

Seth Weiss

Bella Wong

# L-S Strategic Planning – Timeline

## 2018-2019:

Data gathered from several big-picture initiatives (including surveys of stakeholders) informed our strategic planning process

- NEASC Self-Reflection Report
- MetroWest Youth Behavior Survey and Results
- Racial Climate Task Force/School Climate Needs Assessment Reports

## 2019-2020:

SPSC develops four Strategic Objectives (to coincide with NEASC Priority Areas previously determined for our school's Growth Plan)

Engaged consultant Jay Vogt

Students, Faculty/Staff, and Parents/Guardians asked for feedback on the four Strategic Objectives via a Google Form Survey (166 responses received)

# L-S Strategic Planning – Timeline

## Spring 2020:

Members of SPSC met with School Council and Student Senate for additional feedback

SPSC took all information gathered (including data from the big-picture initiatives) and began iterative drafting of the strategic plan

## Spring/Summer 2020:

DRAFT strategic planning document to be shared/ discussed with

Academic Council  
Admin Council  
Faculty/Staff  
Racial Climate Task Force  
Student Senate  
School Council  
School Committee

# L-S Strategic Planning – Timeline

## Spring/Summer 2020:

Finalize document based on feedback from these discussions, and share with students, faculty/staff, and parents/guardians.

SPSC discusses all facets of the plan's implementation

# Lincoln-Sudbury Mission Statement

Since its founding in 1954, Lincoln-Sudbury Regional High School has viewed itself as "a different kind of place" - a place that truly values diversity in style and substance. This quality manifests itself in the academic program and in the general atmosphere of the school, and may best be seen in the respectful and warm relationships between students and adults, the high degree of autonomy for and participation by the faculty in decisions, and a school culture marked by commitment to innovation and experimentation.

# Lincoln–Sudbury Mission Statement (cont'd)

Through a challenging academic program and a wide variety of school activities, students are expected to make choices and to have a degree of power over their own education. The ability to make good choices requires the development of a sense of responsibility and an understanding of the ethical implications of their actions. Formality and standardization have, in the life of the school, been less important than creativity, originality, and critical thinking skills. The school culture also seeks to join academic skills to an active civic concern for the Lincoln-Sudbury community, American society, and the world beyond.

# Lincoln–Sudbury Core Values

- Fostering caring and cooperative relationships
- Respecting human differences
- Pursuing academic excellence
- Cultivating community

# L-S Portrait of a Graduate

- Global Citizen
- Open to Growth Mindset
- Self-Aware and Reflective
- Innovative and Creative
- Critical and Discerning

# Strategic Plan Objectives

**Connectedness:** Create an inclusive, collaborative school climate that fosters a sense of belonging and connectedness.

**Narrow the Opportunity and Achievement Gaps:** Enhance access to excellence and equity.

**Curricular and Programmatic Engagement:** Create, maintain, and deliver meaningful, robust, current, accessible curriculum and programming.

**Student and Staff Well-being:** Prioritize student and staff well-being and positive self-identity development as essential components to sustainable personal growth and life-long learning.

# Strategic Plan Objectives – SPSC Point People

**Connectedness:** Mike Guanci and Carole Kasper

**Narrow the Opportunity and Achievement Gaps:** Nancy Dion and Seth Weiss

**Curricular and Programmatic Engagement:** Virginia Blake and Tracey Lyon

**Student and Staff Well-being:** John Flynn, Dawn McCullough, and JK Park

# Strategic Plan Initiatives and Outcomes . . .

A special thank you to those staff and students who brainstormed Initiatives and Outcomes . . .

Gail Baker

Stephanie Benash

Maureen Bolton

Vicky Caburian

Rebecca Carr

Nancy Childress

Kayla DeWees

Carly Evans

Brian Fauvel

Nicole Frattaroli

Greg Gammons

Ashley Gomes

Destiny Hill (student)

Lori Hodin

Sarah Hogan

Riya Misra (student)

Laura Moynagh

Tracy Ryan

Joanna Schwartz (student)

Melisa Shen

Matt Skelly

Lisa Weiss

# Connectedness: 1. Create an inclusive, collaborative school climate that fosters a sense of belonging and connectedness.

1.1 Conduct needs assessment for a formal four-year advisory program.

1.2 Implement professional development programming that fosters connectedness and models cultivating community.

1.3 Implement programming specifically designed to cultivate community for groups that have traditionally reported not feeling a sense of belonging and connectedness to L-S.

1.4 Implement both new and ongoing programs and school events that enhance an inclusive school climate broadly, and solidify connections for all within the L-S community.

1.5 Ensure large-scale student belonging, inclusiveness, and connections to the L-S community via ongoing short-term and long-term assessment practices.

# Narrow the Opportunity and Achievement Gaps: 2. Enhance access to excellence and equity.

2.1 Explore ways to ensure that all students are enrolled in appropriately academically rigorous coursework, while receiving effective support.

2.2 Develop a Family Financial Information System that provides information to students, guardians, and teachers regarding school program-related costs (e.g., field trips, sports, school travel) and available financial assistance.

2.3 Evaluate current academic support programs, including the referral process and student access.

# Narrow the Opportunity and Achievement Gaps: 2. Enhance access to excellence and equity.

2.4 Provide ongoing PD opportunities for faculty and staff in order to enhance institutional student supports.

2.5 Assess our curricular and programmatic offerings to determine to what extent they meet student needs.

# Curricular and Programmatic Engagement:

3. Create, maintain, and deliver meaningful, robust, current, accessible curriculum and programming.

3.1 Review department curricula to ensure that they are current, relevant, and promote a culturally responsive practice.

3.2 Ensure L-S curriculum meets the Digital Literacy and Computer Science standards.

3.3 Examine homework practices.

3.4 Assess projects/ongoing programs/assemblies to ensure that they are achieving their desired outcomes.

# Curricular and Programmatic Engagement:

3. Create, maintain, and deliver meaningful, robust, current, accessible curriculum and programming.

3.5 Develop information and resources for students and parents to access co-curricular programming.

3.6 Review the current block schedule.

3.7 Re-evaluate the structure and schedule of the January and June exam weeks.

# Student and Staff Well-being: 4. Prioritize student and staff well-being and positive self-identity development as essential components to sustainable personal growth and life-long learning.

4.1 Assess institutional challenges to student and staff well-being, including: technology, academic commitments, co-curricular commitments, professional responsibilities, professional culture, and community expectations.

4.2 Evaluate current integration of social/emotional learning across curricula.

4.3 Create institutional-wide opportunities for mentoring and collaboration among students and staff.

4.4 PLACEHOLDER for Initiative related to positive self-identity development

# Strategic Plan Outcomes

1. Student connectedness/sense of belonging, at classroom and institutional level (across all student subgroups): Equity Assessment, surveys, focus groups
2. Student academic achievement and growth (across all student subgroups): Analysis of achievement and growth data over time
3. Narrowed gaps: Analysis of achievement and growth data over time
4. Curricular and programmatic engagement: Written curricula, surveys, data
5. Student well-being: Various metrics by which to measure socio-emotional health
6. Staff well-being: Various metrics by which to measure socio-emotional health

# Appendix A: “ROAD MAP” to be completed in Fall 2020

The “Road Map” is a comprehensive spreadsheet that will detail specific metrics to measure desired outcomes, a timeline for each stage of the Strategic Plan’s implementation, and the stakeholders involved in its implementation.