



Lincoln Public Schools

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Parry Graham, Ed.D.
Superintendent of Schools

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Dear Lincoln Public Schools Families,

As I write this, we are exactly one month out from the final day of the school year. That has put me into a reflective mood, and, as we head into that final month, I thought it might be helpful to recap some of the big-picture work we have done this year, and provide a preview of plans for next year.

Back in September, I presented a [long-term district strategic plan](#) to the School Committee, which was based on lots of data, feedback, and information I had collected. That strategic plan identifies the big-picture priorities for the district through the 2027-28 school year. Using the strategic plan, I then worked with our district's leadership team to focus in on three priorities of special importance for this year; those priorities became the basis for [this year's District Improvement Plan](#), which has detailed goals and action steps. Finally, principals built off of the District Improvement Plan to create school-specific plans, which talk about strategic work that each school has been focused on this year (here are links to the [Preschool](#), [Lincoln K-4](#), [Lincoln 5-8](#), and [Hanscom K-8](#) plans).

Now, as we near the end of the year, we are in the process of looking at the extent to which we have accomplished our goals. At next week's School Committee meeting, principals will talk about the progress their schools have made relative to their School Improvement Plans. And then in June, I will be sharing information about progress the district has made relative to the District Improvement Plan.

As we prepare for those presentations to the School Committee, I am struck by and appreciative of how much work has been accomplished. We are in the final stages of selecting a new K-8 literacy curriculum to implement next year, and we have also set measurable goals for student literacy development and improved our internal data tools. We are finalizing an audit of our existing student support services. We have done work on reviewing and improving our internal student discipline processes. And at the school level, principals have worked with their staffs to improve their underlying intervention systems and structures to support student academic and social-emotional development.

But as much work as has been accomplished, there is still plenty left to do as we look at our priorities for next year. We have a number of big operational steps as we implement a new K-8 literacy curriculum next year: purchasing and provisioning materials, preliminary and ongoing training for teachers, regular opportunities for implementation reflection, and careful analysis of the impact on student learning. We will also be taking a comprehensive look next year at our academic and social-emotional interventions (in eduspeak, our Multi-Tiered Systems of Support, or MTSS), and identifying structural places where we need to

make changes to better support and challenge our students. We will continue to review student behavioral data and identify opportunities to improve the way we approach student discipline. And we will be working on a long-term staff hiring and retention plan to ensure that we are attracting and keeping the best-quality staff.

I will be sure to share more detail about next year's plans as they are finalized, but I thought it would be helpful to take a big-picture look at where we have been and where we are going. If you have a chance to review the presentations at upcoming School Committee meetings, I would certainly encourage you to do so. And I would be remiss if I did not explicitly thank all of the staff and administrators who contributed countless hours to help develop and implement our plans, along with the many parents and caregivers who provided feedback to inform their development.

Thank you!

Parry Graham
Superintendent