



## 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.

## Core Values

**Grades K-3**  
Be Safe  
Be Kind  
Be Respectful  
Be a Hard Worker

**Grades 4-8**  
CARES  
Cooperation  
Assertion  
Responsibility  
Empathy  
Self-Control

## Theory of Action

IF we:

- build a cohesive Kindergarten through 8th grade school community and culture
- provide more opportunities for student voice and engagement in daily lessons;
- and plan and facilitate standards-based instruction that is student centered and differentiated to meet the needs of all students;

THEN we will strengthen the engagement, achievement, and sense of belonging of all students.





### Strategic Priorities

<b>Curriculum, Instruction, &amp; Learning</b>	<b>Classroom &amp; Grade-Level Management</b>	<b>Academic &amp; Social-Emotional Supports and Interventions</b>	<b>AIDE, Community Engagement, &amp; Human Resource</b>
<p>Curriculum, instruction, and learning are pivotal to ensuring that each student has access to and receives a rich, inclusive education that values diverse perspectives. Through high-quality curriculum, engaging and culturally responsive teaching practices, and ongoing professional development, we will create an educational experience that sets high expectations for all students, while acknowledging and celebrating the unique backgrounds and experiences of each student.</p>	<p>Classroom and grade-level management focuses on establishing a positive climate and culture that promotes fairness and respect. Our approach to behavior management emphasizes curiosity, understanding, and addressing the diverse needs of students, while cultivating a community where positive interactions and mutual respect are the norm. We aim to create classrooms where each student thrives, contributing to a holistic and inclusive educational experience.</p>	<p>Academic and social-emotional supports and interventions for students are designed to address the diverse needs of our students and provide targeted support. By providing tailored and robust academic and social-emotional support, we aim to guide each student's unique learning journey and personal growth. These interventions ensure that each student has access to the resources and support they need to succeed academically and develop crucial life skills. This strategic priority reflects our commitment to fostering an inclusive environment where each student can achieve their full potential and feel proud of their success.</p>	<p>AIDE capacity-building, community engagement, and Human Resources are integral to our work. Through effective HR practices, we ensure a workforce that reflects our district community's diversity and fosters a culture of belonging. Through active community engagement, we build strong, collaborative relationships and partnerships that support and amplify our AIDE initiatives. Together, these efforts create a supportive ecosystem where every individual is valued, empowered, and able to contribute to our collective success.</p>





Hanscom School  
School Improvement Plan 2024-2025

**Strategic Priority #1 Continue to build the structures of a comprehensive K-8 school that will best meet the needs of our unique student and parent population.**

Action Steps	Timeline	Intended Outcomes
Reassign faculty grade level assignments for the 2024-2025 school year.	May-August 2024	<ul style="list-style-type: none"> <li>● Strong balanced team of teachers</li> <li>● Improved culture and community of our workplace</li> <li>● Improved allocation of our instructional and social emotional supports to better meet the needs of our community</li> </ul>
Incorporate the beginning stages of a looping model of instruction	Ongoing	<ul style="list-style-type: none"> <li>● Opportunity for a core group of teachers to loop with their current class</li> <li>● increased student achievement, maximized instructional time, and enhanced teacher-student -parent relationships.</li> <li>● Benefit to a transient military family</li> </ul>
Looping model feedback	Fall 2024 and Spring 2025	<ul style="list-style-type: none"> <li>● Creation of a focus group for teachers who have looped with their classes</li> <li>● Feedback from students, parents, and teachers about the looping experience</li> </ul>
Structural Support Changes	Ongoing	<ul style="list-style-type: none"> <li>● Redeploy ESPs to better meet the needs of our students</li> <li>● ESP training to better meet the needs of our students</li> </ul>
Build a cohesive K-8 culture between faculty, staff, students, parents and the community	Ongoing	<ul style="list-style-type: none"> <li>● A strong culture and community between all faculty, staff, students, parents and the community</li> </ul>





Strategic Priority #2 : Support faculty and staff in curriculum and planning development to better meet the needs of all students.		
Action Steps	Timeline	Intended Outcomes
Professional Development around curriculum and Instruction	September 2024-June 2025	<ul style="list-style-type: none"> <li>• Cross team curriculum work based on standards, learning targets, and assessment plan</li> <li>• Tools and resources to build consistency (RC, UDL, AIDE Guide) as we share the learning across grade levels</li> <li>• A toolbox of instructional approaches and strategies that support the progression of academic competencies across grade levels</li> <li>• Recalibration of common planning time to support this work</li> </ul>
Partner members of our counseling team with grade level teams to support SEL panning and curricular development	September 2024-June 2025	<ul style="list-style-type: none"> <li>• Co-planning opportunities for cross grade teams and a member of the counseling team</li> <li>• A toolbox of instructional approaches and strategies that support the progression of SEL and behavioral competencies across grade levels</li> </ul>
Staff Survey	Fall 2024 and Spring 2025	<ul style="list-style-type: none"> <li>• Feedback survey to reflect and assess our work</li> </ul>





Strategic Priority #3 : Review and adapt our student support structure to better meet the ever changing needs of our students and families.		
Action Steps	Timeline	Intended Outcomes
Review our support structures to ensure an explicit AIDE perspective in our work	Ongoing	<ul style="list-style-type: none"> <li>● Increased collaboration with our AIDE Coordinator to review our practices</li> <li>● Collaboration to continue to educate our students when behavioral situations arise that involve racism and discrimination</li> <li>● Establish Affinity Lunch Bunches for grades 1-4</li> <li>● Establish an Affinity Group for grades 5-8</li> </ul>
Update the Instructional Support Team (IST) Process	September 2024- June 2025	<ul style="list-style-type: none"> <li>● Revamped IST documents</li> <li>● Define core membership of the Instructional Support Team</li> <li>● Updated meeting protocol to allow for more time to develop measurable action plans</li> <li>● Strengthened classroom level support and interventions</li> </ul>
Strengthen our ability to provide interventions to students in grades 6-8	September 2024- June 2025	<ul style="list-style-type: none"> <li>● Identified blocks of time for interventions to take place</li> <li>● Norms and procedures for intervention groups</li> <li>● Data tracking systems</li> <li>● Parent communication plan</li> <li>● Formal reporting plan</li> </ul>
Review our data collection process around student behavior	Fall 2024	<ul style="list-style-type: none"> <li>● Consistent data collection across grade levels</li> </ul>
Review our incident data to determine current areas of student need	Ongoing	<ul style="list-style-type: none"> <li>● Define trends in order to provide more specific professional development with strategies to address student behavior</li> </ul>

