



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

Curriculum, Instruction, & Learning

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.

Classroom & Grade-Level Management

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.

Academic & Social-Emotional Supports and Interventions

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.

AIDE, Community Engagement, & Human Resources

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.





Hanscom School
School Improvement Plan 2025-2026

Annual Goal #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
Build a cohesive K-8 culture between faculty, staff, students, parents and the community	Ongoing	<ul style="list-style-type: none"> Strengthen the sense of shared identity and purpose among faculty, staff, students, families, and community Foster inclusive, consistent traditions and communication practices that unify the K-8 experience
Establish a long term vision for the School Council	September 2025-June 2026	<ul style="list-style-type: none"> Reseat a representative School Council that includes parents, faculty, administration, and community members Review responsibilities general and as related to the school improvement plan Conduct quarterly meetings Provide meaningful input for the School Improvement Plan
Establish a long term vision for the PTO	September 2025-June 2026	<ul style="list-style-type: none"> Define a shared vision for collaboration between the PTO and the school Increase consistency and continuity in PTO goals despite leadership changes
Plan and implement the next stages of a looping model of instruction	September 2025-June 2026	<ul style="list-style-type: none"> Develop an action plan identifying grade levels and staff for looping in 2026-2027 Communicate the model and its rationale to all stakeholders



		<ul style="list-style-type: none"> • Monitor potential impacts on student outcomes and teacher development
HAFB safety drill	November 2025	<ul style="list-style-type: none"> • Partner with Hanscom Air Force Base Group (ABG) leadership in a safety drill to assess: <ul style="list-style-type: none"> ○ The ABG's ability to react to and support the response to an active shooter event happening in the school ○ The impact on our support to the school and military readiness if an event drastically alters the day-to-day activities of the school for an extended period ○ The ABG's ability to assist Hanscom School in meeting their emergency response objectives • Participate in a tabletop debrief to determine next steps in our continued partnership with Hanscom Air Force Base to stay updated with our safety procedures.

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
Support the implementation of the EL Education Literacy Curriculum through aligned planning structures and practices.	September 2025-June 2026	<ul style="list-style-type: none"> • Aligned planning that reflects both EL curriculum guidance and schoolwide instructional expectations. • Improved fidelity and coherence in EL curriculum delivery across classrooms.
Provide sustained professional development on curriculum and instruction (including RC, UDL,	September 2025-June 2026	<ul style="list-style-type: none"> • Consistent implementation of the schoolwide lesson planning template.



AIDE Guide, and the lesson planning template).		<ul style="list-style-type: none"> • Improved alignment of instructional practices across classrooms and grade levels. • Teachers demonstrate increased confidence and consistency in applying RC, UDL, and culturally responsive planning tools.
Increase the amount of time that students with IEPs receive services and support in the general education classroom setting.	September 2025-June 2026	<ul style="list-style-type: none"> • Create a greater degree of collaboration between general education and special education staff • Identify opportunities to continue to increase academic rigor and student expectations.

Strategic Priority #3 : Review and adapt our student support structure to equitably meet the evolving needs of students and families through inclusive, data-informed, and multi-tiered systems of support.		
Action Steps	Timeline	Intended Outcomes
Review our support structures to ensure an explicit AIDE perspective in our work	September 2025-June 2026	<ul style="list-style-type: none"> • Increased collaboration with our AIDE Director to review practices. • Continued development of restorative and educational approaches to address incidents involving racism and discrimination. • Implementation of student focus groups to gather insights on identity and belonging. • Establish Affinity Lunch Bunches for grades 1-4
Recalibrate our intervention model to better align with an MTSS system	September 2025-June 2026	<ul style="list-style-type: none"> • Strengthened understanding of Tier 1 responsibilities • Clearly defined and protected intervention time blocks across





		<p>K–8.</p> <ul style="list-style-type: none">• Implement targeted supports aligned to data findings.• Established schoolwide protocols for intervention group implementation.• Developed data tracking and formal reporting systems.• Clear communication plan for families regarding student supports.
Integrate school counselors into grade-level teams to support SEL planning and curriculum development.	September 2025-June 2026	<ul style="list-style-type: none">• Co-planned SEL-infused units and lessons aligned with developmental needs.• Strengthened Tier 1 supports social-emotional learning and behavior.
Update the Instructional Support Team (IST) Process	September 2025-June 2026	<ul style="list-style-type: none">• Strengthened Tier 1 classroom level support and interventions• A series of questions and a refined set of meeting norms allowing the IST team to make stronger plans to address the needs of students and teachers.• Implement a more streamlined process during IST meetings placing emphasis on the intersectionality of student identity.