

LINCOLN SCHOOL K-4 SCHOOL IMPROVEMENT PLAN – 2025-2026

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.

Theory of Action

IF we:

- create a culture of continual learning and growth built on a shared vision of effective teaching;
- provide high-quality curriculum that shares the histories, experiences, and accomplishments of people of varying ancestry and cultures, and is innovative and cognitively demanding;
- and plan and facilitate instruction that is student centered and differentiated to meet the needs of all students;

THEN we will strengthen the engagement, achievement, and social and emotional development 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.

Theory of Action

IF we:

- Successfully implement the new EL Language Arts Curriculum;
- Streamline and refine support processes and use common tools to plan for student needs; and
- Strengthen our partnerships with caregivers and community partners

THEN we will increase academic outcomes and a sense of connection and belonging for students and caregivers.

Lincoln School K-4 Strategic Priorities

Goal #1 - Curriculum, Instruction, & Learning

The Lincoln School K-4 will successfully implement a new literacy curriculum across all classrooms K-4. Implementation will include a comprehensive professional development program for faculty, an explicit connection to AIDE values, regular opportunities for staff feedback, and appropriate supports for administrators and other staff.

Addresses DESE Standards I Curriculum, Planning and Assessment and II Teaching All Students

Action Steps	Timeline	Intended Outcomes
Provide targeted, intensive professional development for faculty that minimizes missed classroom time and builds on faculty feedback	September-December	<ul style="list-style-type: none"> • Effective rollout and implementation of new EL Language Arts curriculum • Staff feels supported and confident with implementation
Encourage relevant faculty members to integrate literacy curriculum work into professional goal-setting	September-November	<ul style="list-style-type: none"> • Faculty members feel empowered to “own” curriculum implementation in their own classrooms • Alignment between district, school and individual faculty goals
Maintain ongoing professional development that is differentiated to meet various needs (e.g., Wednesdays, common planning time)	December-June	<ul style="list-style-type: none"> • Minimize disruptions to instruction while still ensuring that faculty members have access and opportunities to learn with and from their peers.
Implement collaborative opportunities for peer learning, such as integrity walks	Ongoing	<ul style="list-style-type: none"> • Faculty have opportunities to share effective strategies and align lessons • Foster trusting relationships with colleagues • Develop shared goals for student learning

Goal #2 - Academic & Social-Emotional Interventions and Supports

Planning and coordinating Tier I scaffolds and supports that are responsive to student needs.

Addresses DESE Standards I Curriculum, Planning and Assessment, II Teaching All Students, IV Professional Culture

Action Steps	Timeline	Intended Outcomes
Refine the Instructional Support Team (IST) and Community Support Team (CST) process	Summer	<ul style="list-style-type: none">• To streamline the support process and ensure• To provide clarity on the steps to take and data needed to develop goals and intervention plans that are responsive to student needs
Review and consistently utilize the District Curriculum Accommodation Plan (DCAP)	Ongoing	<ul style="list-style-type: none">• Students have equal access to the curriculum• Improved academic outcomes as a result of strategies and supports that accommodate their learning needs, style, and/or challenges• Enhanced student engagement
Introduce tools to ground problem solving in the standards, child development and equitable practices.	September & October	<ul style="list-style-type: none">• Teachers have access to clear guidance and resources for providing equitable support
Overview of Multi-Tiered Systems of Support (MTSS) for faculty	October	<ul style="list-style-type: none">• Faculty have a common understanding of MTSS• Establish consistent practices for Tier I support
Develop and use a data meeting protocol that can be used at Common Planning Time (CPT) meetings.	September and ongoing	<ul style="list-style-type: none">• Grade level teams have a tool to support their use of data for instructional planning.• Teachers are routinely thinking and talking about evidence of student learning.• Establish consistent progress monitoring practices

Annual Goal #3 - Family & Community Engagement

We will strengthen our partnerships with caregivers and community partners by creating opportunities to participate in classrooms and/or the school community.

Addresses DESE Standards III Family and Community Engagement

Action Steps	Timeline	Intended Outcomes
Create and follow K-4 Guidelines on Volunteers and Visitors	September and October	<ul style="list-style-type: none">• Students benefit from the knowledge and skills shared by caregivers and/or community partners
Vision and coordination with parent groups including PTO, MCC, Lincoln METCO Parent Board, and LSF.	Ongoing	<ul style="list-style-type: none">• Develop a vision for collaboration• Standard practices for events, volunteers and communication that maximizes opportunities for caregivers and staff to participate and support students
Expand opportunities for caregivers and community members to participate in routine school	Ongoing	<ul style="list-style-type: none">• Caregivers are invited to support regular school activities
Gather feedback from caregivers and community partners.	Fall, Winter Spring	<ul style="list-style-type: none">• Caregivers and community partners feel connected to the school community• Caregiver and community partner feedback is considered when planning school events and opportunities• Events and opportunities are accessible to all