

LINCOLN SCHOOL 5-8
SCHOOL IMPROVEMENT PLAN – 2024-2025

District 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, as outlined in the LPS Portrait of a Learner.

District 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:

- refine our intervention and enrichment structures, and
- provide additional layers of support to our students and their needs, and
- sharpen our Tier 1 instruction to improve engagement,

THEN we will better meet our AIDE goals as each student's needs will be better served.

Lincoln School 5-8 Strategic Priorities

Strategic Priority #1 (Academic and Social-Emotional Supports and Interventions): We will begin to pilot new or revised intervention structures across 6-8 with a primary aim of being able to recommend intervention structures that could be most effective and could be implemented more uniformly in 2025-26.

Strategic Priority #2 (Classroom & Grade-Level Management): We will provide a more layered response to student needs while simultaneously clarifying for the students and community the expectations and supports available for all students, so as to see a 25% reduction in bullying complaints.

Priority #3 (Curriculum, Instruction, and Learning): We will sharpen our Tier 1 instruction via the use of peer observations and feedback with an emphasis on increasing student engagement.

Strategic Priority #1 (Academic and Social-Emotional Supports and Interventions): We will begin to pilot new or revised intervention structures across 6-8 with a primary aim of being able to recommend intervention structures that could be most effective and could be implemented more uniformly in 2025-26.

Action Steps	Timeline	Intended Outcomes
Examine available ELA and math data for students in grades 6-8	September-November 2024	<ul style="list-style-type: none"> ● Understanding of what data is available and what additional data may be needed moving forward ● Identified students who would benefit from intervention support in literacy and/or math ● Collaboration across subjects and grade-levels
Provide ongoing professional development for staff in providing research-based interventions	Ongoing	<ul style="list-style-type: none"> ● Key instructional strategies that can be implemented by staff to support students ● Identified areas of need for ongoing professional development
Support grade-levels in establishing new or revised intervention structures	Ongoing	<ul style="list-style-type: none"> ● Models for how intervention structures could work in our current schedule model. ● Recommendations for revised intervention structures that may or may not require scheduling adjustments.

Identify tools and resources and/or continuing use of past ones to collect ELA and math data	Ongoing	<ul style="list-style-type: none"> ● Set resources used across grade levels to collect literacy and math data. ● More consistent ability to collect data at the 6-8 levels to better align with K-5.
Reflect on the effectiveness of piloted intervention strategies and structures based on available data	Spring 2025	<ul style="list-style-type: none"> ● Understanding of which instructional strategies and intervention structures best meet students' needs. ● Recommendation(s) for how to more effectively implement interventions in 2025-26.
Analyze spring data to determine if students receiving interventions met grade level benchmarks and/or made a full year's worth of growth	August-September 2025	<ul style="list-style-type: none"> ● Clearer understanding of which students made intended progress. ● Identified students who would benefit from intervention support to begin the 2025-26 school year.

Strategic Priority #2 (Classroom & Grade-Level Management): We will provide a more layered response to student needs while simultaneously clarifying for the students and community the expectations and supports available for all students, so as to see a 25% reduction in bullying complaints.		
Establish new or revised student support practices based on last year's data	Fall 2024	<ul style="list-style-type: none"> ● Increased ability for students to access supports they may need ● Provide more options for staff in supporting student needs
Clarify behavioral expectations for students, and shared roles between administrators and staff to address student behavior	Fall 2024 and Winter 2025	<ul style="list-style-type: none"> ● Clarified student behavior expectations and staff roles ● Improved responses and efficiency when responding to students' behaviors ● Increased student voice and buy in
Ensure that our practices in response to student behaviors incorporate are consistent and use an explicit AIDE perspective	Ongoing	<ul style="list-style-type: none"> ● Consistent practices, as reflected in internal student support data ● Clear evidence of AIDE values reflected in practices and data
Review the student code of conduct with the School Council, ensuring an explicit AIDE perspective is reflected	Winter/Spring 2025	<ul style="list-style-type: none"> ● Revised student code of conduct information ● Explicit AIDE perspective reflected in revised code of conduct to ensure policies do not reinforce negative systemic impacts
Provide professional development around responding to student behaviors	Ongoing	<ul style="list-style-type: none"> ● Multiple, differentiated professional development opportunities for staff, including but not limited to Responsive Classroom practices ● Increased alignment in our response to student behaviors across teams and vertically throughout the school
Provide Responsive Classroom	September -	<ul style="list-style-type: none"> ● All new faculty have the training they need to effectively implement

professional development for all new faculty	December 2024	Responsive Classroom with their students
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Priority #3 (Curriculum, Instruction, and Learning): We will sharpen our Tier 1 instruction via the use of peer observations and feedback with an emphasis on increasing student engagement.		
Work with instructional coach to provide peer observation structure and feedback tool.	Sept - Oct 2024	<ul style="list-style-type: none"> • Consistent measure by which staff observe one another and provide feedback
Provide Professional Development as to how to implement the structure of the peer observations and purpose of the feedback tool.	Fall 2024 and Winter 2025	<ul style="list-style-type: none"> • Consistency in understanding of the purpose of and manner by which observations will be conducted
Series of peer observations and reflections	Ongoing	<ul style="list-style-type: none"> • Robust feedback for each staff member from colleagues and administration • Collective data from which to analyze trends across the building that can inform and sharpen future PD and observations
Analysis of feedback data with instructional coach, team leaders, and entire faculty	Winter and Spring 2025	<ul style="list-style-type: none"> • Comprehensive understanding of our current Tier 1 practices, strengths, and areas of growth • Opportunities to infuse AIDE lens to ensure our Tier 1 practices are culturally responsive and meet diverse student needs
Reflection on peer observations and feedback process	May 2025-June 2025	<ul style="list-style-type: none"> • Identify strengths and areas of growth of our feedback tool and our observation structure • Ability to set Tier 1 practices goals for 2025-26