

LINCOLN PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN – 2025-2026

Approved by School Committee on XXX

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.

Annual Goal #1: Successfully implement the EL literacy curriculum across all classrooms in grade 5 and the ELA courses in grades 6-8.

Action Steps	Timeline	Intended Outcomes
<ul style="list-style-type: none"> Ensure all staff have the requisite materials for their teaching and for their students' learning. 	Summer	<ul style="list-style-type: none"> Staff responsible for implementing EL will have all the required materials needed to kickoff implementation at the start of the school year. Staff will have an opportunity to preview materials that are both teacher- and student-facing prior to the year starting to understand how instructionally best to prepare with this new curriculum.
<ul style="list-style-type: none"> Offer multiple Summer PD days for staff to become (more) acquainted with EL to get the year started. 	Summer	<ul style="list-style-type: none"> Staff gain familiarity with EL lessons/units to begin the year Staff begin to feel a sense of comfort and familiarity with EL lessons and unit structure.
<ul style="list-style-type: none"> General and Targeted PD for first half of school year for all grade 5 classroom teachers, ELA teachers in grades 6-8, and special education staff 5-8. 	Ongoing	<ul style="list-style-type: none"> Staff grow in their familiarity and comfort with EL lessons and units and gain greater understanding of the full scope of the year. Staff further their understanding with EL's core curriculum but also features that allow them to tailor learning experiences for different learners.
<ul style="list-style-type: none"> Encourage gr. 5 classroom teachers and 6-8 ELA teachers to have new literacy curriculum-oriented SLG and/or PPG 	August-November	<ul style="list-style-type: none"> Given staff will already be devoting time to implementation, designing student learning- and professional practice goals around the new literacy will maintain their focus on implementation for their students' and their own professional learning.
<ul style="list-style-type: none"> Continuous PD through end of year 	Dec-June	<ul style="list-style-type: none"> Staff, including potentially teachers outside grade 5 or ELA in grades 6-8 gain a greater appreciation and understanding of how literacy learning can be rolled out in ELA classrooms and beyond. Literacy becomes more of a school-wide effort with non-ELA teachers complementing their colleagues' efforts.
<ul style="list-style-type: none"> Analyze available data for 5-8 literacy at team and school levels 	Dec-June	<ul style="list-style-type: none"> Establish protocols for looking at and discussing data at team and school levels. Teachers and teams can continue to further their data-informed instruction to meet more targeted needs using standardized measures such as "Track My Progress"

Annual Goal #2: We will more effectively use data to make informed decisions regarding student supports.

Action Steps	Timeline	Intended Outcomes
<ul style="list-style-type: none"> Provide PD to team leaders regarding data exploration and data mining at the team level. 	August - October	<ul style="list-style-type: none"> Team leaders take on distributive leadership role in exploring data with their teams to inform actions that can be taken at team level (ex. intervention, enrichment). Teams make student support decisions as to how to use advisory and office hours times.
<ul style="list-style-type: none"> Trimesterly CST meeting dedicated to exploring broader data sets at team level. 	November-May	<ul style="list-style-type: none"> Exploration of data at the team level becomes part of the fabric of how it operates and makes decisions. Team members have a clearer sense of what various supports may be needed for students and how to adjust to those needs. RSPs have opportunities to share in support of students in proactive manner.
<ul style="list-style-type: none"> PD for teachers to understand how AI can be safely and effectively used to analyze data 	November	<ul style="list-style-type: none"> Staff see the positive impact that AI can bring when complemented with their professional expertise Trends in the data are more quickly captured allowing for more efficient and timely responses to student needs
<ul style="list-style-type: none"> Staff-wide exploration of data to explore broader trends 	Winter, Spring	<ul style="list-style-type: none"> Full staff sees trends across the building that can help us identify strengths and gaps in our instructional practices and structures. School-wide adjustments to instructional practices and structures are more efficiently and effectively targeted to meet the needs of middle level students.
<ul style="list-style-type: none"> Issue student surveys and analyze that data to ensure systems and structures are having positive outcomes 	Fall, Winter, Spring	<ul style="list-style-type: none"> Student surveys throughout the year enable us to capture the student experience Ensure all students have a key adult advocate as needed for middle level students for both academic and SEL support Staff can respond to student needs that are not as visible in the traditional data collection

Annual Goal #3: Improve our Tier 1 instruction via peer observations and feedback.

Action Steps	Timeline	Intended Outcomes
Work with instructional coach to provide peer observation structure and feedback tool.	Sept - Oct	<ul style="list-style-type: none">● Review our options and identify the 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.	Nov-Feb	<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	Jan and May	<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-June	<ul style="list-style-type: none">● Identify strengths and areas of growth of our feedback tool and our observation structure