

**LINCOLN SCHOOL**  
**Preschool**  
**SCHOOL IMPROVEMENT PLAN – 2025-2026**

**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.

**Theory of Action**

IF we:

- Design learning experiences with learner variability in mind by offering multiple means of engagement, representation, action and expression
- Develop a deeper understanding of preschool literacy and language development
- Align all student service processes in order to consistently meet special education timelines

THEN we will create more inclusive, equitable learning environments for all students.

**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.

**Strategic Priority #1 (Academic and Social-Emotional Supports and Interventions):** Continued learning for all preschool educators and administrators about Universal Design for Learning

Action Steps	Timeline	Intended Outcomes
Teachers and administrators continue their learning about Universal Design for Learning by completing Katie Novak modules and engaging in discourse as a preschool team regarding its application to our students	September 2025-December 2025	<ul style="list-style-type: none"> <li>Build inclusive, equitable, culturally responsive learning environments through a deeper understanding Universal Design for Learning</li> </ul>
Build a foundation of student agency in preschool by establishing opportunities for goal setting and reflection	September 2025-December 2025	<ul style="list-style-type: none"> <li>Create more accessible, equitable and inclusive learning environments through multiple means of engagement, representation, action and expression</li> </ul>
Continue to identify systemic barriers to creating inclusive, accessible, equitable, engaging climate, culture and learning environments	August 2025-June 2026	<ul style="list-style-type: none"> <li>Areas of need outside of teaching are addressed systematically by identifying barriers in leadership, implementation and competency drivers</li> <li>Improved practices regarding Instructional Support Team and Child Study Team at the preschool using information from the Student Services program evaluation by CASE Collaborative</li> </ul>
Create a system that provides tiered support to students	August 2025-June 2026	<ul style="list-style-type: none"> <li>Preschool implements a comprehensive system where all students needs are considered</li> <li>Strengthen understanding of Tiered responsibilities</li> <li>Design learning experiences with learner variability in mind</li> </ul>
Establish and implement data systems to inform decisions	August 2025-June 2026	<ul style="list-style-type: none"> <li>Collective efficacy and shared responsibility/leadership through a culture of collaboration amongst educators/administration/families and caregivers</li> </ul>

**Strategic Priority #2 : Curriculum, Instruction, & Learning: Explore the preschool program Star Literacy as a preschool screening tool and assessment for literacy and language**

Action Steps	Timeline	Intended Outcomes
Learn more about Star Literacy as the DESE approved (July 2025) preschool language and literacy assessment	January 2026-June 2026	<ul style="list-style-type: none"> <li>Determining an early literacy screener/assessment that can understand where preschool students are in their literacy development and target instruction effectively</li> </ul>

Provide professional learning to preschool faculty with support from district instructional coaches	January 2026-June 2026	<ul style="list-style-type: none"> <li>• Develop a deeper understanding of preschool literacy development</li> <li>• Develop a deeper understanding of Star Literacy as a tool that incorporates data based decision making to support students early literacy development</li> <li>• Understand a screening tool that can identify students who may need more support and serve as a progress monitoring tool</li> </ul>
Identify needs for the implementation of a universal screener to identify students in need of more in depth skill evaluation	January 2026-June 2026	<ul style="list-style-type: none"> <li>• A literacy screening tool/assessment is acquired for implementation during the 2026-2027 school year with identified steps</li> </ul>

**Priority #3 Academic & Social-Emotional Supports and Interventions : Alignment of all student services programming (IEPs and 504s) to the updated interpretation of DESE frameworks and in response to the findings of the Tiered Focusing Monitoring**

Action Steps	Timeline	Intended Outcomes
Ongoing professional learning that is focused on a deeper understanding of the updated interpretation of the special education timeline	August 2025-June 2026	<ul style="list-style-type: none"> <li>• A shared understanding of the IEP process by participating in meetings and professional learning with focus on the IEP timeline in order to improve the timely completion of the special education process</li> </ul>
Creating new systems and structures to complete the special education process in adherence with the recently updated special education timeline	August 2025-June 2026	<ul style="list-style-type: none"> <li>• Updated resources for the completion of all student services processes (including a shared updated student services folder that houses all documents needed to schedule and hold meetings and to complete all paperwork required for IEPs and 504s.)</li> </ul>
Align preschool student services processes to the completed work related to the Student Services handbook and the IEP Timeline Table	August 2025-June 2026	<ul style="list-style-type: none"> <li>• Alignment of all processes at the preschool in order to be more efficient and effective in meeting special education timelines that meet the needs of our preschool students and their families</li> </ul>