

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: For the 2025-26 school year, at least 50% of K-3 students identified as reading below benchmark in the fall will improve to reading at or above benchmark by the spring; and, at least 80% of K-3 students who are not reading at or above benchmark by the end of the year will demonstrate average or above average growth for the year (according to standardized DIBELS metrics). For grades 4-8, the district will collect and report out baseline reading comprehension data using the Track My Progress assessment. Based on ongoing data collection, the district will develop multi-year student literacy achievement and growth targets, and use district- and school-level data dashboards to track and disseminate student literacy progress.

In addition, the district will successfully implement a new literacy curriculum across all classrooms K-8. 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.

Action Steps	Timeline	Intended Outcomes
Complete curriculum procurement, manage and distribute materials, and implement technology components	Summer	- Teachers have access to materials as early as possible during the summer - Materials and resources are ready well in advance of the start of the school year
Develop and implement summer professional development for faculty and administrators	Summer	Staff gain familiarity with adopted curriculum and lessons/units to begin the year
Provide targeted, intensive professional development for faculty that minimizes missed classroom time and builds on faculty feedback	September - December	- Successful rollout and early implementation of new curriculum - Staff feel supported and confident with implementation
Encourage relevant faculty members and administrators to integrate literacy curriculum work into professional goal-setting	September - November	- 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, department meetings)	December - June	Missed instructional time is minimized, while still ensuring that faculty members feel supported and have opportunities to learn with and from their peers
Implement collaborative opportunities for peer learning, such as integrity walks	Ongoing	Peer learning and a cohesive implementation
Analyze 24-25 literacy achievement and growth data	Summer - September	Clearly identified areas of strength and targeted growth in terms of literacy achievement
Align dashboard visualizations to achievement and growth targets	Fall / Winter	Increasingly transparent and actionable information for administrators and faculty members
Develop multi-year achievement and growth targets	Spring 2026	Ambitious set of long-term targets to help drive continued planning

Annual Goal #2: Develop a district-wide, multi-year, multi-tiered systems of support (MTSS) plan. Implementation of the plan would begin in the 2026-27 school year.

Action Steps	Timeline	Intended Outcomes
Training for Admin Council regarding MTSS	Summer 2025	• Universal understanding of MTSS • Clarity around next steps to develop a district-wide plan
Establish MTSS faculty/ staff review committee to oversee/ carry out additional action steps listed below	September - October	• Committee with broad representation
Analyze results of student support services audit	October - November	• Consensus around areas for future improvement in the area of student social-emotional support
Survey staff to identify priorities for MTSS implementation	October - November	• Survey results with identified areas of priority
Review existing staffing capacity and utilization	November - December	• Staff capacity and utilization report
Review master schedule	December - January	• Identified areas of opportunity in adjustments to the master schedule
Develop first-draft plan for implementation	January - February	• Initial draft of implementation plan that incorporates staff priorities and student support services audit results; staff capacity information; and master scheduling analysis
Leadership Council review of first-draft plan	February - March	• Feedback on areas for adjustment
Revise and finalize implementation plan	March - April	• Final implementation plan
Revise master schedules for 2026-27 to align with plan implementation	April - May	• Master schedule for 2026-27 that reflects MTSS planning
Develop professional development plan to support implementation	May - June	• Finalized professional development plan

Annual Goal #3: Ensure that Lincoln Public Schools has an increasingly diverse staff that identifies LPS as having a positive and healthy culture. To that end, the district will develop a multi-year HR plan to attract, hire, and retain staff members with a range of prior experience in education; a range of life experiences; racial and gender diversity; a common commitment to doing their best work for children; and a common commitment to contributing to a positive and collaborative culture.

Action Steps	Timeline	Intended Outcomes
Conduct a comprehensive analysis of staff and student demographic data	Fall 2025	• A data dashboard or report visualizing key demographic trends and disparities • Opportunities for staff to update their demographic information • Clear benchmarks for improving diversity and representation
Develop and support staff affinity groups	Fall / Winter 2025	• At least 2 active, self-sustaining affinity groups • Increased sense of belonging, as measured by annual staff survey data
Develop metrics for staff culture, and set multi-year targets	Fall / Winter 2025	• Clear set of metrics • Multi-year goals
Draft a hiring handbook including inclusive language practices, structured interviews, interview rubrics, and anti-bias guidelines, and train all hiring managers and committee members using the handbook	Winter 2025	• 100% of hiring teams trained on the new protocols • Consistent and equitable hiring practices district-wide
Develop relationships with education departments at local colleges, and collaborate on recruiting diverse candidates from teacher prep programs	Spring 2026	• 2-4 active partnerships
Participate in regional job fairs and identify new platforms for job posting	Winter / Spring 2026	• Representation at 2-4 job fairs annually. • Track new hires attributable to job fair contacts (tracked through applicant surveys)
Review and update standardized job descriptions	Winter / Spring 2026	• Job descriptions that have removed bias and outdated qualifications, and that reflect cultural competencies and values alignment
Revise and implement staff surveys in line with identified metrics	Spring 2026	• Updated staff surveys • Annual data around staff culture