



## 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.

## Core Values

**Grades K-3**  
Be Safe  
Be Kind  
Be Respectful  
Be a Hard Worker

**Grades 4-8**  
CARES  
Cooperation  
Assertion  
Responsibility  
Empathy  
Self-Control

## Theory of Action

IF we:

- build a cohesive Kindergarten through 8th grade school community and culture
- provide more opportunities for student voice and engagement in daily lessons;
- and plan and facilitate standards-based instruction that is student centered and differentiated to meet the needs of all students;

THEN we will strengthen the engagement, achievement, and sense of belonging 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.



Hanscom School  
School Improvement Plan 2024-2025

**Annual Goal #1 Continue to build the structures of a comprehensive K-8 school that will best meet the needs of our unique student and parent population.**

Action Steps	Timeline	Intended Outcomes	Progress Update
Reassign faculty grade level assignments for the 2024-2025 school year.	May-August 2024	<ul style="list-style-type: none"> <li>• Strong balanced team of teachers</li> <li>• Improved culture and community of our workplace</li> <li>• Improved allocation of our instructional and social emotional supports to better meet the needs of our community</li> </ul>	<ul style="list-style-type: none"> <li>• New grade level teaching assignments were made</li> <li>• Teams had a chance to grow and initiate a new culture</li> <li>• Teams had numerous opportunities through professional development and CPT times to work across grade levels</li> <li>• A member of the counseling team was assigned to each grade level pairing as a resource during professional development sessions</li> </ul>
Incorporate the beginning stages of a looping model of instruction	Ongoing	<ul style="list-style-type: none"> <li>• Opportunity for a core group of teachers to loop with their current class</li> <li>• increased student achievement, maximized instructional time, and enhanced teacher-student -parent relationships.</li> <li>• Benefit to a transient military family</li> </ul>	<ul style="list-style-type: none"> <li>• A teacher at each grade level looped with their class</li> <li>• Based on our mid year data wall meetings for K-5 there was overall increased student achievement for students who looped with their teachers as a result of maximized instructional time and enhanced teacher-student - parent relationships.</li> <li>• We have received feedback after both</li> </ul>



			fall and spring conferences from parents saying that their child greatly benefited from having the opportunity to loop with their teacher.
Looping model feedback	Fall 2024 and Spring 2025	<ul style="list-style-type: none"> <li>• Creation of a focus group for teachers who have looped with their classes</li> <li>• Feedback from students, parents, and teachers about the looping experience</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback surveys were conducted for students, parents, teachers, and ESPs</li> </ul>
Structural Support Changes	Ongoing	<ul style="list-style-type: none"> <li>• Redeploy ESPs to better meet the needs of our students</li> <li>• ESP training to better meet the needs of our students</li> <li>• Kindergarten Placement</li> </ul>	<ul style="list-style-type: none"> <li>• We changed our model of support lowering the number of classroom assistant and deploying special education tutors</li> <li>• ESPs attend district led and school based training throughout the school year</li> <li>• Implemented a new Kindergarten placement system</li> </ul>
Build a cohesive K-8 culture between faculty, staff, students, parents and the community	Ongoing	<ul style="list-style-type: none"> <li>• A strong culture and community between all faculty, staff, students, parents and the community</li> </ul>	<ul style="list-style-type: none"> <li>• We continue to evolve as a K-8 school. New opportunities for all were introduced this year including:</li> <li>• A mid year community meeting for PK-4 led by our student basketball teams to overlap with our annual student vs. faculty basketball game</li> <li>• A full school PK-8 community meeting to celebrate the Month of the Military Child and to see a performance by the</li> </ul>



			<p>LPS Step Team</p> <ul style="list-style-type: none"> <li>• Two underground staff spirit weeks</li> <li>• Additional PTO family events</li> <li>• Increased student and family opportunities for the Month of the Military Child</li> <li>• Increased opportunities to invite parents in for Celebrations of Learning</li> <li>• Addition of a 4th/5th grade student council</li> <li>• Morning Announcement interviews with the Fire Department for Fire Prevention Week and Security Forces for Halloween Safety</li> <li>• Project 351 Cradles for Crayons, Student Council Food Drive</li> </ul>
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Strategic Priority #2 : Support faculty and staff in curriculum and planning development to better meet the needs of all students.			
Action Steps	Timeline	Intended Outcomes	Progress Update
Professional Development around curriculum and Instruction	September 2024-June 2025	<ul style="list-style-type: none"> <li>• Cross team curriculum work based on standards, learning targets, and assessment plan</li> <li>• Tools and resources to build consistency (RC, UDL, AIDE Guide) as we share the learning across grade levels</li> </ul>	<ul style="list-style-type: none"> <li>• Thirteen School Based Professional Development Sessions focusing on lesson planning and culture building.</li> <li>• Development and implementation of a lesson planning template based on the following essential questions: <ul style="list-style-type: none"> <li>◦ What does the student need to</li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>• A toolbox of instructional approaches and strategies that support the progression of academic competencies across grade levels</li> <li>• Recalibration of common planning time to support this work</li> </ul>	<p>know, understand, and be able to do?</p> <ul style="list-style-type: none"> <li>○ How will we know if each student reaches this goal?</li> <li>○ How will we plan for student engagement?</li> <li>○ How will we respond proactively to SEL, behavioral and academic needs of the specific cohort?</li> <li>○ Who may be left behind? Adjust the lesson flow described above to support engagement for these learners.</li> <li>○ How will students monitor their own learning?</li> </ul> <ul style="list-style-type: none"> <li>• Opportunities for grade level and cross grade level planning using this template.</li> <li>• Professional development around tools to support planning</li> <li>• An opportunity to share the results of our planning work with grade level pairings</li> </ul>
Partner members of our counseling team with grade level teams to support SEL planning and curricular development	September 2024-June 2025	<ul style="list-style-type: none"> <li>• Co-planning opportunities for cross grade teams and a member of the counseling team</li> <li>• A toolbox of instructional approaches and strategies that support the</li> </ul>	<ul style="list-style-type: none"> <li>• Teams had access to a member of the counseling group to consider SEL needs when planning</li> <li>• The toolbox still needs to be developed and this action item will continue into</li> </ul>



		progression of SEL and behavioral competencies across grade levels	next year
Staff Survey	Fall 2024 and Spring 2025	<ul style="list-style-type: none"> <li>Feedback survey to reflect and assess our work</li> </ul>	<ul style="list-style-type: none"> <li>End of year survey to still be completed</li> </ul>

Strategic Priority #3 : Review and adapt our student support structure to better meet the ever changing needs of our students and families.			
Action Steps	Timeline	Intended Outcomes	Progress Update
Review our support structures to ensure an explicit AIDE perspective in our work	Ongoing	<ul style="list-style-type: none"> <li>Increased collaboration with our AIDE Coordinator to review our practices</li> <li>Collaboration to continue to educate our students when behavioral situations arise that involve racism and discrimination</li> <li>Establish Affinity Lunch Bunches for grades 1-4</li> <li>Establish an Affinity Group for grades 5-8</li> </ul>	<ul style="list-style-type: none"> <li>Creation of an Affinity Group for grades 5-8</li> <li>Affinity Lunch Bunches will continue as a goal for next year</li> <li>Collaboration to educate our students when behavioral situations arise that involve racism and discrimination at the team level using all available resources</li> </ul>



Update the Instructional Support Team (IST) Process	September 2024-June 2025	<ul style="list-style-type: none"> <li>• Revamped IST documents</li> <li>• Define core membership of the Instructional Support Team</li> <li>• Updated meeting protocol to allow for more time to develop measurable action plans</li> <li>• Strengthened classroom level support and interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Revamped IST documents have been completed and are in use</li> <li>• Core Membership has been defined and up and running for meetings.</li> <li>• We have worked hard to write goals that are measurable and that addresses specific areas of student need. The goals also take into account the frequency of the interventions. Student growth has been easier to monitor. As a result, there is a much higher level of confidence in any special education referrals that have been made as a result of the IST process.</li> <li>• There has also been increased collaboration between classroom teachers and interventionists in terms of providing specific interventions for students.</li> <li>• Decrease in overall referrals</li> <li>• Increased emphasis on classroom level support and interventions (Tier 1 Instruction)</li> </ul>
Strengthen our ability to provide interventions to students in grades 6-8	September 2024-June 2025	<ul style="list-style-type: none"> <li>• Identified blocks of time for interventions to take place</li> <li>• Norms and procedures for intervention groups</li> <li>• Data tracking systems</li> <li>• Parent communication plan</li> <li>• Formal reporting plan</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention blocks have been identified and implemented for grades 6-8.</li> <li>• Summer work and team level collaboration has led to norms and procedures for interventions groups, including:</li> </ul>







			<ul style="list-style-type: none"> <li>○ How students are assigned for intervention</li> <li>○ How to deliver intervention</li> <li>○ How to track progress</li> <li>○ When to continue or discontinue interventions</li> <li>● A plan to communicate progress to parents has been developed and implemented.</li> <li>● A formal reporting plan has been developed which helps to determine if interventions have been effective and if they are still needed.</li> <li>● An 8th grade mid year data meeting was also piloted based on the structure that is used for our K-5 data meetings.</li> <li>● A mid year math department meeting for grades 6-8 was also piloted.</li> <li>● 8th grade end of year data meeting.</li> </ul>
Review our data collection process around student behavior	Fall 2024	<ul style="list-style-type: none"> <li>● Consistent data collection across grade levels</li> </ul>	The Hanscom administrative team reviewed our data collection process this fall. The outcome of our review was to keep our current data collection practice in place.
Review our incident data to determine current areas of student need	Ongoing	<ul style="list-style-type: none"> <li>● Define trends in order to provide more specific professional development with strategies to address student behavior</li> </ul>	<ul style="list-style-type: none"> <li>● To date Safety Care calls are significantly lower</li> <li>● Office referrals are lower</li> </ul> <p>This trend is a result of:</p>



			<ul style="list-style-type: none"><li>• Our current administrative structure which allows us to address incidents in a timely manner as well as working with students and teachers in a proactive way to anticipate issues before they happen.</li><li>• Reduced Safety Care calls have allowed our counseling and behavioral support teams to assist in a more timely manner to disciplinary issues caused by social and emotional challenges.</li><li>• Specific professional development around lesson planning and reactions to student behavior.</li><li>• Stronger IST supports for students with social emotional needs.</li><li>• The second year of development for our Foundations and Bridge programs.</li></ul>
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## LINCOLN SCHOOL K-4 SCHOOL IMPROVEMENT PLAN – 2024-2025

### 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.

## CARES Values

### Cooperation

*We work well together.*

### Assertion

*We speak up for ourselves and others.*

### Responsibility

*We make good choices and work to grow.*

### Empathy

*We work to understand others and show we care.*

### Self-Control

*We can name and manage our feelings so we can be our best.*

## Theory of Action

IF we:

- improve intervention systems
- ensure expectations, management practices and responses to student needs are consistent
- and strengthen our partnership with caregivers

THEN we will increase academic, social-emotional and behavioral outcomes and sense of connection and belonging for students and caregivers.

## Lincoln School K-4 Strategic Priorities

**Goal #1:** Work with educators to make improvements to literacy intervention systems so that: at least 50% of K-2 students and at least 50% of 3rd and 4th grade 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 students who are not reading at or above benchmark by the end of the year will demonstrate at least one full year's worth of growth.

**Goal #2:** We will fully implement *K-4 CARES Systems: Supporting All Students* so that: all stakeholders experience Lincoln School K-4 as a positive and productive community; we ensure our expectations, management practices and responses to student needs are consistent; and to ensure that staff, students, and caregivers are aligned and working together.

**Goal #3:** We will strengthen our partnership with caregivers through clear and consistent communication, and opportunities to participate in classrooms and/or the school community.

### Goal #1 - Curriculum, Instruction, & Learning

Work with educators to make improvements to literacy intervention systems so that: at least 50% of K-2 students and at least 50% of 3rd and 4th grade 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 students who are not reading at or above benchmark by the end of the year will demonstrate at least one full year's worth of growth.

#### Action Steps

#### Timeline

#### Intended Outcomes

Outcome Achieved  
Partially Achieved  
Needs More Time

#### Progress Update

Utilize student reading data in the fall, winter and spring to develop learning plans for students who are below benchmark	Ongoing	<ul style="list-style-type: none"> <li>Intervention plans for students who are below benchmark</li> </ul>	<ul style="list-style-type: none"> <li>Students identified for intervention services with a literacy specialists through district wide assessment (Dibels)</li> <li>Intervention services with literacy specialists increased in frequency or intensity (smaller group or 1:1) as needed</li> <li>Literacy Specialists, Classroom Teachers and the Instructional Coach developed targeted goals for students who were below benchmark including common language and resources</li> <li><i>There is interest in identifying additional data that could be used alongside Dibels to have a more comprehensive representation of student reading profiles.</i></li> </ul>
Work with faculty to make adjustments to the extended data meeting goals and agenda to include instructional planning and initiate Instructional Support Team (IST) for students who are below benchmark and not receiving support via an IEP or intervention with a specialist.	Ongoing	<ul style="list-style-type: none"> <li>Revised goals and agenda for extended data meetings</li> <li>Revised protocol for IST meetings</li> </ul>	<ul style="list-style-type: none"> <li>Extended data meeting protocol included time to zoom in and focus on a small group with a common need. The team had time to discuss strategies for in-class intervention and support.</li> <li><i>Need to continue refining the process to provide grade level teams time to collaborate and plan for small group instruction.</i></li> <li>IST meetings were increased from 30- to 40-minutes.</li> <li>The IST meeting protocol created more time to fully capture a students learning profile</li> </ul>
Work with standing IST members to make adjustments to IST to ensure there are clear student goals, progress monitoring and data collection procedures	Ongoing	<ul style="list-style-type: none"> <li>Specific goals and action plans for students who are presented at IST</li> <li>Progress monitoring and data collection systems</li> </ul>	<ul style="list-style-type: none"> <li>Specific goals and progress monitoring systems were in place at the end of each IST meeting.</li> <li>This year we were able to release 30% of the students presented at IST</li> <li><i>We would like to involve Related Service Providers in the IST process so that specific strategies and accommodations can be implemented prior to making a Special Education referral</i></li> <li><i>We need a structure that supports collaboration between the classroom teacher, literacy specialist, and EL teacher (if student receives EL services)</i></li> </ul>
Review instructional schedules to ensure that K-4 Tier 2 and Tier 3 reading interventions occur outside of Tier 1 instructional time	January	<ul style="list-style-type: none"> <li>Recommend changes to the K-4 schedule that will provide time for Tier 2 and Tier 3 intervention to occur outside of the Tier 1 instruction time.</li> </ul>	<ul style="list-style-type: none"> <li>At this time we are prioritizing 55 minutes/day for Responsive Classroom structures including Morning Meeting, Quiet Time, and Closing Meeting. Current academic and specials blocks, lunch/recess times cannot accommodate additional time outside of Tier 1 instruction time for Tier 2 and 3 intervention.</li> </ul>
Create learning and collaborative opportunities for faculty to study differentiation and to apply this learning to their instructional practice.	K-4 Professional Learning Days - December, January, February	<ul style="list-style-type: none"> <li>Group study protocol and action plan</li> <li>Study groups will share their insights to ensure that the entire faculty can benefit from their learning</li> </ul>	<ul style="list-style-type: none"> <li>Study Group resources and plans developed by Instructional Coach and LASH Curriculum Coordinator, with consultation from District Math Content Specialist and Principal</li> <li>Faculty selected a Study Group - 1) Coping with Big Emotions and Responding to Challenging Behavior, 2) Supporting Collaboration and Cooperation Between Students, 3) Foundations and Foundational Skills in Small Groups, 4) Scaffolding Language and Vocabulary</li> </ul>

			<ul style="list-style-type: none"> <li>- Faculty response was incredibly positive about the opportunity to learn in small groups, do peer observations, and consult with colleagues.</li> </ul>
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<b>Annual Goal #2 - Classroom and Grade Level Management &amp; Academic and Social-Emotional Supports and Interventions</b> We will fully implement <i>K-4 CARES Systems: Supporting All Students</i> so that: all stakeholders experience Lincoln School K-4 as a positive and productive community; we ensure our expectations, management practices and responses to student needs are consistent; and to ensure that staff, students, and caregivers are aligned and working together.			
Action Steps	Timeline	Intended Outcomes Outcome Achieved Partially Achieved Needs More Time	Progress Update
Train faculty and staff in Responsive Classroom effective management practices	November & December	<ul style="list-style-type: none"> <li>Consistent and predictable expectations, reinforcement and support</li> </ul>	<ul style="list-style-type: none"> <li>- New faculty participated in Responsive Classroom training or provided prior certification</li> <li>- Specialists attended a training session specifically for teachers of special subjects</li> <li>- Two Responsive Classroom site visits this year</li> <li>- Used readings from <i>Teasing, Tattling, Defiance and More: Positive Approaches to 10 Common Classroom Behaviors</i> and <i>Teaching Self-Discipline</i> to reinforce Responsive Classroom practices</li> </ul>
Train faculty and staff in CARES systems communication and reporting	November & December	<ul style="list-style-type: none"> <li>Consistent internal communication and consistent communication practices with students and families</li> </ul>	<ul style="list-style-type: none"> <li>- Faculty reviewed CARES systems including behavior categories and incident reporting.</li> <li>- <i>Continue to calibrate behavior expectations and reporting to achieve a more consistent approach across the building</i></li> <li>- <i>ESPs were provided resources but did not have in-person training</i></li> </ul>
Introduce and use the Behavior Dial to process and plan with students.	Ongoing	<ul style="list-style-type: none"> <li>Staff have a common tool to use when addressing concerns with students.</li> <li>Students gain insight into their behavior and its impact on the class/school community</li> <li>Increased social-emotional competency, and staff and student agency</li> </ul>	<ul style="list-style-type: none"> <li>- The “Behavior Dial” was introduced to the faculty and some staff are using it as a tool when processing behavior with students and caregivers</li> <li>- <i>Additional training will support a full implementation of this tool.</i></li> </ul>
Present an overview of CARES Systems to caregivers	January	<ul style="list-style-type: none"> <li>Caregivers understand the proactive and responsive</li> </ul>	<ul style="list-style-type: none"> <li>- Principal’s Coffee Meeting on CARES Systems was held on March 8th (3 caregivers attended) and the slides were shared in the</li> </ul>

		practices that are used to support students.	<p>Family Updates newsletter</p> <ul style="list-style-type: none"> <li>- <i>Broader understanding can be achieved when we routinely engage caregivers in conversation around specific incidents, allowing them to have first-hand experience with the CARES systems.</i></li> </ul>
Collect data on behavior challenges in order to analyze patterns and identify needs.	Ongoing	<ul style="list-style-type: none"> <li>• Determine the impact on student needs</li> <li>• Identify areas of need and make an action plan to address those needs</li> </ul>	<ul style="list-style-type: none"> <li>- Faculty and staff are able to address the “green” and “yellow” categories of behavior. Green - CARES Values, Yellow - Common Disruptive Behaviors</li> <li>- We have systems and structures in place to support “red” Dangerous, Destructive or Discriminatory Behavior including the Safety Care Team, Mental Health Team and Administrator involvement</li> <li>- <i>Supporting students who demonstrate “orange” chronic and repetitive behavior seems to be the most challenging so additional strategies, practices and consult time are needed.</i></li> </ul>
Gather feedback on the CARES Systems and work with faculty and staff teams to make necessary adjustments	Mid-year (end of January) and End-of Year (end of May)	<ul style="list-style-type: none"> <li>• Understand the functionality of the procedures and impact on individual students, classes and the school community</li> </ul>	<ul style="list-style-type: none"> <li>- Faculty feedback was positive around the procedures and guiding documents.</li> <li>- <i>Faculty continue to value time to consult with colleagues which will further calibrate practices across the building</i></li> </ul>
Create learning and collaborative opportunities for faculty to study aspects of Responsive Classroom and CARES Systems and to apply this learning to their instructional practice	K-4 Professional Learning Days - December, January, February	<ul style="list-style-type: none"> <li>• Group study protocol and action plan</li> <li>• Study groups will share their insights to ensure that the entire faculty can benefit from their learning</li> </ul>	<ul style="list-style-type: none"> <li>- Same update as the Goal #1 update on Study Groups.</li> </ul>
Work with staff to learn and use the AIDE Guide	Ongoing	<ul style="list-style-type: none"> <li>• Increased awareness and skill in providing instruction and support that is culturally responsive, inclusive, and equitable</li> <li>• A felt sense of belonging for all</li> </ul>	<ul style="list-style-type: none"> <li>- While there wasn’t a formal launch of the AIDE Guide, staff continue to support students, and collaborate with families and colleagues around AIDE topics.</li> <li>- We did not specifically survey students about belonging, though the annual student surveys will yield some data by the end of the school year.</li> </ul>

### Annual Goal #3 - AIDE, Community Engagement & Human Resources

We will strengthen our partnership with caregivers through clear and consistent communication, and opportunities to participate in classrooms and/or the school community.

Action Steps	Timeline	Intended Outcomes	
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Create and follow K-4 Guidelines on Family Communication	Ongoing	<ul style="list-style-type: none"> <li>Families are aware of what is happening at school both academically and socially</li> <li>Families feel connected to their child's teacher and to their child's learning experience</li> </ul>	<ul style="list-style-type: none"> <li>The <i>Guidelines on Communication with Families</i> doc was reviewed with Team Leaders and distributed to all faculty.</li> <li>A Family Engagement survey from the School Council will be sent out next week</li> </ul>
Provide opportunities for families to participate in classrooms and school-wide events	Ongoing	<ul style="list-style-type: none"> <li>Families feel welcomed and connected to the school</li> <li>Families' gifts and talents are a resource that is valued in our school</li> </ul>	<ul style="list-style-type: none"> <li>There was a variety of opportunities for families to come to school for school-planned events (i.e. not PTO, LSF, MCC). Feedback from caregivers will be gathered from the Family Engagement Survey.</li> <li>This year the K-4 held two new school-wide family events - the Reading Rally and Math Night</li> <li>Families were invited to come to school for grade level concerts and Community Meetings, and learning celebrations (writing, poetry, continents, research, etc...)</li> <li>Caregivers were invited to participate in the "STEM Speaker Series" in which parents could share about a STEM topic about which they are knowledgeable with their child's class during STEM class</li> </ul>
Gather feedback from staff and families via surveys	January and June	<ul style="list-style-type: none"> <li>Identify successes that should continue</li> <li>Identify and problem-solve areas for growth</li> </ul>	<ul style="list-style-type: none"> <li>The K-4 Family Engagement Survey is going out next week.</li> </ul>



**LINCOLN SCHOOL 5-8**  
**SCHOOL IMPROVEMENT PLAN UPDATE– 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**

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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		
<p>IF we:</p> <ul style="list-style-type: none"> <li>• refine our intervention and enrichment structures, and</li> <li>• provide additional layers of support to our students and their needs, and</li> <li>• sharpen our Tier 1 instruction to improve engagement,</li> </ul> <p>THEN we will better meet our AIDE goals as each student's needs will be better served.</p>		
Lincoln School 5-8 Strategic Priorities		
<b>Strategic Priority #1 (Academic and Social-Emotional Supports and Interventions):</b> 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.	<b>Strategic Priority #2 (Classroom &amp; Grade-Level Management ):</b> 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.	<b>Priority #3 (Curriculum, Instruction, and Learning):</b> We will sharpen our Tier 1 instruction via the use of peer observations and feedback with an emphasis on increasing student engagement.

<b>Strategic Priority #1 (Academic and Social-Emotional Supports and Interventions):</b> 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	Progress Update
		<div>Met</div> <div>Some progress made</div> <div>Did not make notable progress yet</div> <div>To be done in the near future</div>	
Examine available ELA and math data for students in grades 6-8	September-November 2024	<ul style="list-style-type: none"> <li>• Understanding of what data is available and what additional data may be needed moving forward</li> <li>• Identified students who would benefit from intervention support in literacy and/or math</li> <li>• Collaboration across subjects and grade-levels</li> </ul>	<ul style="list-style-type: none"> <li>- increased collection of ELA data via Instructional Coach support</li> <li>- school-based PD examining student data and identifying students to further support</li> <li>- team-based collaboration on interventions/enrichment</li> </ul>

Provide ongoing professional development for staff in providing research-based interventions	Ongoing	<ul style="list-style-type: none"> <li>Key instructional strategies that can be implemented by staff to support students</li> <li>Identified areas of need for ongoing professional development</li> </ul>	<ul style="list-style-type: none"> <li>worked with instructional coach and LASH coordinator for staff PD</li> </ul>
Support grade-levels in establishing new or revised intervention structures	Ongoing	<ul style="list-style-type: none"> <li>Models for how intervention structures could work in our current schedule model.</li> <li>Recommendations for revised intervention structures that may or may not require scheduling adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>Team meetings to identify where different grade levels worked out how to support students</li> </ul>
Identify tools and resources and/or continuing use of past ones to collect ELA and math data	Ongoing	<ul style="list-style-type: none"> <li>Set resources used across grade levels to collect literacy and math data.</li> <li>More consistent ability to collect data at the 6-8 levels to better align with K-5.</li> </ul>	<ul style="list-style-type: none"> <li>Continued use of iReady data for math in addition to unit assessments for grade 5</li> <li>Added Lexia PowerUp and Read Naturally for more users to gain more data for ELA</li> <li>Instructional coach worked with 6-8 ELA teachers to collect additional assessment data</li> </ul>
Reflect on the effectiveness of piloted intervention strategies and structures based on available data	Spring 2025	<ul style="list-style-type: none"> <li>Understanding of which instructional strategies and intervention structures best meet students' needs.</li> <li>Recommendation(s) for how to more effectively implement interventions in 2025-26.</li> </ul>	<ul style="list-style-type: none"> <li>Discussed at team level; will remain a need into 2025-26</li> </ul>
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"> <li>Clearer understanding of which students made intended progress.</li> <li>Identified students who would benefit from intervention support to begin the 2025-26 school year.</li> </ul>	<ul style="list-style-type: none"> <li>Will happen in the summer/early fall of 2025</li> </ul>

**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.

Action Steps	Timeline	Intended Outcomes	Progress Update
Establish new or revised	Fall 2024	<ul style="list-style-type: none"> <li>Increased ability for students to access</li> </ul>	<ul style="list-style-type: none"> <li>New student affinity groups</li> </ul>

student support practices based on last year's data		<ul style="list-style-type: none"> <li>supports they may need</li> <li>Provide more options for staff in supporting student needs</li> </ul>	<ul style="list-style-type: none"> <li>with counselors</li> <li>Counselors established multi-method system for students to request check ins</li> <li>Peer mediation alleviated student conflicts</li> </ul>
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"> <li>Clarified student behavior expectations and staff roles</li> <li>Improved responses and efficiency when responding to students' behaviors</li> <li>Increased student voice and buy in</li> </ul>	<ul style="list-style-type: none"> <li>Multiple staff meetings to identify agreed-upon expectations</li> <li>Improved responses at the classroom, team, and building level</li> <li>Multiple assemblies regarding prosocial behaviors, as well as a staff training from MARC</li> <li>Summer work group will continue this process</li> </ul>
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"> <li>Consistent practices, as reflected in internal student support data</li> <li>Clear evidence of AIDE values reflected in practices and data</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting with other admin on how to respond to particular situations</li> <li>Leaning on peer mediation to support resolving conflicts so as not to elevate to admin level</li> <li>Utilizing counselors to support lower-tiered conflicts</li> <li>Incident data reflects disproportionality → will need to continue to refine practices for 2025-26</li> <li>Some staff members have taken or will be taking their REI training</li> </ul>
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"> <li>Revised student code of conduct information</li> <li>Explicit AIDE perspective reflected in revised code of conduct to ensure policies do not reinforce negative systemic impacts</li> </ul>	<ul style="list-style-type: none"> <li>Discussion at multiple school council meetings; not always able to secure full attendance</li> <li>Code of conduct remains in tact for the most part though encouragement to clarify specific responses to situations was suggested</li> </ul>

Provide professional development around responding to student behaviors	Ongoing	<ul style="list-style-type: none"> <li>• Multiple, differentiated professional development opportunities for staff, including but not limited to Responsive Classroom practices</li> <li>• Increased alignment in our response to student behaviors across teams and vertically throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>- Multiple PD opportunities for staff that allowed for grade level, team level, and whole staff discussions</li> <li>- Worked to unify our understanding of how and when to respond</li> <li>- Continued work to be done by a summer group in summer 2025</li> </ul>
Provide Responsive Classroom professional development for all new faculty	September - December 2024	<ul style="list-style-type: none"> <li>• All new faculty have the training they need to effectively implement Responsive Classroom with their students</li> </ul>	<ul style="list-style-type: none"> <li>- All new staff members received this training</li> </ul>

**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.

Action Steps	Timeline	Intended Outcomes	Progress Update
Work with instructional coach to provide peer observation structure and feedback tool.	Sept - Oct 2024	<ul style="list-style-type: none"> <li>• Consistent measure by which staff observe one another and provide feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Offered multiple tools for staff to utilize when observing one another</li> </ul>
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"> <li>• Consistency in understanding of the purpose of and manner by which observations will be conducted</li> </ul>	<ul style="list-style-type: none"> <li>- Had a single PD focused on this; will continue in 2025-26</li> </ul>
Series of peer observations and reflections	Ongoing	<ul style="list-style-type: none"> <li>• Robust feedback for each staff member from colleagues and administration</li> <li>• Collective data from which to analyze trends across the building that can inform and sharpen future PD and observations</li> </ul>	<ul style="list-style-type: none"> <li>- Many staff members coordinated with one another opportunities to observe one another and provide feedback</li> <li>- Some staff members incorporated this into their goals work</li> <li>- Will continue in 2025-26</li> </ul>

Analysis of feedback data with instructional coach, team leaders, and entire faculty	Winter and Spring 2025	<ul style="list-style-type: none"> <li>• Comprehensive understanding of our current Tier 1 practices, strengths, and areas of growth</li> <li>• Opportunities to infuse AIDE lens to ensure our Tier 1 practices are culturally responsive and meet diverse student needs</li> </ul>	- Still a work in progress – did not meet these intended outcomes
Reflection on peer observations and feedback process	May 2025-June 2025	<ul style="list-style-type: none"> <li>• Identify strengths and areas of growth of our feedback tool and our observation structure</li> <li>• Ability to set Tier 1 practices goals for 2025-26</li> </ul>	- Still a work in progress – did not meet these intended outcomes

#### **Additional noteworthy happenings from the 2024-25 year at the Lincoln School 5-8:**

- Brought back the Washington, D.C. overnight trip for grade 8 and worked with parent volunteers to secure sufficient funds to ensure all who wanted to attend could (traveling June 2-5)
- Increased after school offerings and established an after school programs coordinator position to make sure this continues moving forward
- Peer Mediation group led by Ms. Nam initially began with her mediating peer conflicts while also training 7th and 8th grade volunteers; they have conducted 15 mediations with only one continuing and leading to a bullying investigation
- Bullying investigations reduced by 67% from last year (9 down to 3)
- Introduced two new after school programming options for 4th and 5th graders via the Bentley Service Learning and Civic Engagement Center volunteers → aim to continue in 2025-26
- Introduced new Unity in Motion dance group as an after school program for students in grades 3-8
- MCC introduced a Wednesday Scholars program to provide enrichment for students in grades 3-8; coincided with added late bus option for Wednesday afternoons to meet family requests
- Students participated in National History Day competitions at the regional and state level securing multiple medals and awards with a state level honorable mention in our first year
- Teams set up volunteer opportunities for our 5-8 students to begin supporting K-4 classrooms → a relationship we hope to continue and expand next year
- MCAS accountability data showed increases in our annual criterion-referenced target percentages (2024 as compared to 2023) overall as well as individual subgroups → more progress to be made but trending positively

**LINCOLN SCHOOL**  
**Preschool**  
**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.

**Theory of Action**

IF we:

- Provide educators and administrators with comprehensive learning about MTSS and UDL frameworks
- Build a shared understanding of the beliefs, skills and strategies and systems and supports that are our preschool students need and
- Understand the new IEP framework including incorporating student voice and service delivery,

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

**District Strategic Priorities**

<b>Curriculum, Instruction, &amp; Learning</b>	<b>Classroom &amp; Grade-Level Management</b>	<b>Academic &amp; Social-Emotional Supports and Interventions</b>	<b>AIDE, Community Engagement, &amp; Human Resources</b>
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>



**Strategic Priority #1 (Academic and Social-Emotional Supports and Interventions):** Provide educators and administrators with comprehensive learning about MTSS and UDL frameworks

Action Steps	Timeline	Intended Outcomes	
Connect the work of MTSS and Universal Design for Learning to previous work including Profile of a Learner and AIDE work	November 2024-June 2025	<ul style="list-style-type: none"> <li>Building inclusive, equitable, culturally responsive learning environments through understanding Universal Design for Learning</li> </ul>	<ul style="list-style-type: none"> <li>This school year, the preschool engaged in ongoing Professional Learning with a consultant, Beth Ludwig, regarding MTSS and UDL. A specific objective of this learning was the explicit connections between current practices in the preschool, our past work with AIDE and Profile of a Learner and MTSS and UDL.</li> </ul>
Provide ongoing professional development for faculty regarding MTSS and UDLs by identifying learning targets and formative learning	Ongoing	<ul style="list-style-type: none"> <li>Shared understanding of MTSS and UDLs and how preschool is already completing this work</li> <li>Identified areas of need for ongoing professional development</li> </ul>	<ul style="list-style-type: none"> <li>The professional learning consisted of interactive presentations led by Beth Ludwig, learning modules through Novak Learning and observations in preschool classrooms.</li> <li>Preschool faculty and staff demonstrated a shared understanding of MTSS, UDLs and were able to connect it to current practices.</li> <li>Areas for continued expansion utilizing the UDL framework were identified.</li> </ul>
Identify barriers of success in the system that need to be evaluated and addressed	Ongoing	<ul style="list-style-type: none"> <li>Areas of need outside of teaching are addressed systematically</li> </ul>	<ul style="list-style-type: none"> <li>Barriers to success in working with children and their families as well as in developing lesson plans were identified throughout the professional learning. The next step would be to create a system for addressing these barriers.</li> </ul>
Create a system that provides tiered support to students	Ongoing	<ul style="list-style-type: none"> <li>Preschool implements a comprehensive system where all students need are considered</li> <li>Teachers feel prepared to engage in this work and provide tiered instruction</li> </ul>	<ul style="list-style-type: none"> <li>The preschool team is focused on identifying the needs of students and implementing supports within the multi age groupings. The supports are individualized but we need to continue work on implementing a comprehensive system.</li> </ul>



Implement data systems to inform decisions	Ongoing	<ul style="list-style-type: none"> <li>Collect and analyze data in order to respond to data</li> <li>Collective efficacy and shared responsibility/leadership through a culture of collaboration amongst educators/administration/families and caregivers</li> </ul>	<ul style="list-style-type: none"> <li>This is an area that needs additional time. The preschool teachers are routinely collecting data related to individual students. The preschool needs to implement a system for analyzing data to inform decisions.</li> </ul>
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**Strategic Priority #2 : Academic and Social-Emotional Supports and Interventions):** Build a shared understanding of the beliefs, skills and strategies and systems and supports that are our preschool students need

Action Steps	Timeline	Intended Outcomes	
Clarify behavioral expectations for students, and shared roles between administrators and staff to address student behavior as communication	Ongoing	<ul style="list-style-type: none"> <li>Define student behavior expectations and how faculty can support positive outcomes</li> <li>Improved responses when responding to students' behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Each preschool class established classroom rules</li> <li>Preschool faculty identified behaviors and strategies for addressing these behaviors were shared</li> </ul>
Integrate strong academic, social, emotional and behavioral supports	Ongoing	<ul style="list-style-type: none"> <li>Consistent use of an inclusion lens to include all students and recognize barriers</li> <li>Systematic use of frameworks like UDL, differentiated instruction, social-emotional learning and restorative practices</li> </ul>	<ul style="list-style-type: none"> <li>Through the preschool Professional Learning on Universal Design for Learning, preschool teachers learned about implementing a frameworks and practices to support all preschool students</li> </ul>
All new faculty participate in Responsive Classroom professional development	September 2024-December 2025	<ul style="list-style-type: none"> <li>All new faculty participate in Responsive Classroom training so that they can implement guideline principles with their preschool students</li> </ul>	<ul style="list-style-type: none"> <li>There were no new faculty positions at the preschool this school year. Inclusion Preschool Support Professionals did receive guidance regarding guideline principles. The preschool implements portions of Responsive Classroom that are developmentally appropriate.</li> </ul>

**Priority #3 (Curriculum, Instruction, and Learning):** Understand the new IEP framework including incorporating student voice and service delivery

Action Steps	Timeline	Intended Outcomes	
All faculty will demonstrate an understanding of the new IEP process	September 2024-June 2025	<ul style="list-style-type: none"> <li>All faculty will participate in ongoing professional learning regarding the IEP process</li> </ul>	<ul style="list-style-type: none"> <li>Faculty received professional learning throughout the year regarding the new IEP format</li> <li>Coordinators worked collaboratively to provide feedback so that IEPs across the district were consistent</li> </ul>
All faculty will ensure that IEPs are written to ensure student contribution during the IEP development and goal process	Ongoing	<ul style="list-style-type: none"> <li>Based on tools provided by Student Services administration faculty will help students create/express their student vision</li> </ul>	<ul style="list-style-type: none"> <li>Visual tools were provided to the preschool teachers for use with students to identify and articulate their vision of learning expectations in preschool</li> </ul>
All faculty will engage in conversations regarding the service delivery of preschool students	Ongoing	<ul style="list-style-type: none"> <li>Educators will make thoughtful and informed decisions regarding when students are removed from the inclusion classroom</li> <li>Educators will understand and be able to clearly articulate the reason for their recommendation to have their child removed from class and be able to discuss it at the TEAM meeting</li> </ul>	<ul style="list-style-type: none"> <li>Teams engage in conversations regarding the location of services for individual students</li> <li>If removal from class is recommended, the educator and/or related service provider is able to share specific reasoning with TEAM members</li> </ul>