

Lincoln Public Schools  
Student Opportunity Act (SOA), Spring 2024

**Part 1: Summarize your District's Plan**

*The Lincoln Public Schools will prioritize English learners, Low-Income students, Students with Disabilities, African-American/Black students, and Hispanic/Latino students.*

**Priority #1** will be to revisit and revise the district's five-year AIDE plan through a collaborative process that identifies both short-term and long-term steps.

**Priority #2** will be to support faculty and staff in the implementation of Responsive Classroom to ensure that English Learners, Low-Income students, Students with Disabilities, African-American/Black students, and Hispanic/Latino students feel a sense of connection and belonging in their classrooms.

**Priority #3** will be to review student learning data, district curricula, and pedagogical practices in order to identify targeted areas for long-term improvement connected to curriculum, instruction, and educator growth and innovation.

**Priority #4** is to oversee revising and improving the schedule, learning model, and structure for the English Learner Education department and for Tier 1, Tier 2, and Tier 3 general education interventions as a vehicle to ensure that students are building the skills to access the academic and social-emotional curriculum.

**Priority #5** will be to update our translation and interpretations services and platforms to build a better sense of belonging and connection with English Learner families and to decrease chronic absenteeism.

**Part 2: Analyze Your Data and Select Student Groups for Focused Support**

*The most significant disparities in student learning experiences and outcomes were with English Learners, Low-Income students, Students with Disabilities, African-American/Black students, and Hispanic/Latino students. The disparities were in the areas of chronic absenteeism, out of school suspension, English language arts (ELA), and mathematics.*

*English Language Arts (ELA) and Mathematics data from local (DIBELS, Early Bird, iReady) and state assessments (MCAS) demonstrates disparities in learning outcomes for students. These outcomes are pronounced for English Learners, students with disabilities, and low income students. Disaggregating these subgroups by race indicates similar outcomes for students identifying as African-American/Black and Latino/Hispanic, suggesting an overlap which could potentially present an additional barrier to accessing instructional programming.*

- English Learners
- Students with disabilities
- Low-Income
- African-American/Black
- Hispanic or Latino

*The best ways to address these disparities is to support faculty and staff in the implementation of Responsive Classroom to ensure that student groups feel a sense of connection and belonging in their classrooms; to review student learning data,*

*district curricula, and pedagogical practices in order to identify targeted areas for long-term improvement connected to curriculum, instruction, and educator growth and innovation; to oversee **revising and improving the schedule, learning model, and Tier 1, 2, 3 instruction/intervention** as a vehicle to ensure that our student groups are able **access** the **academic** and **social-emotional curriculum**.*

### **Part 3: Engage Families/Caregivers and other Stakeholders**

*Lincoln Public Schools (LPS) recognize the importance of families/caregivers in supporting and extending student learning. As a district, LPS seeks to to engage families/caregivers by :*

- *Holding family conferences twice yearly;*
- *Providing written updates on student progress (report cards, progress monitoring updates)*
- *Communicating on a regular basis through classroom, school, and district newsletters;*
- *Providing interpreters and translation services as needed;*
- *Listening sessions with parents, staff members, and students.*
- *Conduct and review parent and staff surveys.*
- *Conduct and review student surveys.*

*Moreover, LPS seeks to improve with implementation in the following areas:*

- *English Learner Family Night*
- *Literacy Night and Math Night for English Learner families/parents/caregivers.*
- *Literacy Night and Math Night for Boston families/parents/caregivers*
- *Student Connections Program for Boston-resident students and English learner students.*