

## 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				
<b>Cooperation</b>	<b>Assertion</b>	<b>Responsibility</b>	<b>Empathy</b>	<b>Self-Control</b>
<i>We work well together.</i>	<i>We speak up for ourselves and others.</i>	<i>We make good choices and work to grow.</i>	<i>We work to understand others and show we care.</i>	<i>We can name and manage our feelings so we can be our best.</i>

**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**

<p><b>Goal #1:</b> 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.</p>	<p><b>Goal #2:</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.</p>	<p><b>Goal #3:</b> We will strengthen our partnership with caregivers through clear and consistent communication, and opportunities to participate in classrooms and/or the school community.</p>
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<b>Goal #1 - Curriculum, Instruction, &amp; Learning</b>		
<p>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.</p>		
Action Steps	Timeline	Intended Outcomes
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>

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>
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>
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>
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>

**Annual Goal #2 - Classroom and Grade Level Management & Academic and Social-Emotional Supports and Interventions**

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.

Action Steps	Timeline	Intended Outcomes
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>
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>
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>
Present an overview of CARES Systems to caregivers	January	<ul style="list-style-type: none"> <li>Caregivers understand the proactive and responsive practices that are used to support students.</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>

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>
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>
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>

<p><b>Annual Goal #3 - AIDE, Community Engagement &amp; Human Resources</b>  We will strengthen our partnership with caregivers through clear and consistent communication, and opportunities to participate in classrooms and/or the school community.</p>		
<b>Action Steps</b>	<b>Timeline</b>	<b>Intended Outcomes</b>
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>
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>
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>