



# Lincoln Public Schools

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Parry Graham, Ed.D.  
Superintendent of Schools

To: School Committee  
From: Parry Graham, Superintendent  
RE: District Improvement Plan Mid-Year Report  
Date: February 13, 2025

We have passed the mid-year point for the 2024-25 school year, so I wanted to give the Committee an update on our progress to date on our District Improvement Plan goals. A copy of the full District Improvement Plan is also included for the Committee's reference.

**Annual Goal #1:** *Improve current literacy intervention systems so that: at least 50% of K-2 students and at least 50% of 3-5 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. In addition, conduct a comprehensive literacy curriculum review and develop a comprehensive plan for implementing a substantially revised or new literacy curriculum K-8 for the 2025-26 school year.*

Literacy assessments were completed in the fall, and winter screenings were completed in January. The new online component of administering assessments (mClass) has made data collecting more efficient, and teachers have been taught how to access the mClass system to look up student data, as well as sharing data sheets to give teachers a variety of assessments and results in their classes. In fall data meetings, teachers were informed about the DIBELS metrics and benchmarks and how they relate to student reading achievement. Teachers received growth data sheets at winter data meetings to provide updated information about student growth. We are still working on developing data dashboards to support data team meetings; those are on track to be completed by the spring.

Fall data team meetings included discussions around the differences between Tier 1 instruction and Tier 2 and Tier 3 interventions. Tier 2 and Tier 3 interventions are still primarily occurring during Tier 1 reading blocks – addressing this area of need will require a more comprehensive look at scheduling. To support the implementation of Tier 2 and Tier 3 interventions, the LASH Coordinator has been meeting weekly with reading interventionists to discuss effective practices. Reading interventionists have also been provided with a variety of professional development opportunities to support them.

The district has established a literacy curriculum review committee, with substantial representation from faculty and administration. After participating in vendor presentations and researching different curricula, the committee recently selected three curricula to pilot between the February and April vacations. The committee will use feedback from the piloting teachers to finalize curriculum decisions by May. The committee is on-track to select a new or substantially revised curriculum for implementation in the 2025-26 school year.

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**Annual Goal #2:** *Review P-8 social-emotional support systems and 6-8 academic intervention systems, and develop recommendations for improvements for the 2025-26 school year. Specifically, conduct an internal audit of current social-emotional, counseling, and mental health team capacity; and, review the 6-8 child study process and intervention structures. Based on reviews, provide improvement recommendations for implementation in 2025-26.*

We have contracted with the CASE collaborative's internal consulting group to conduct an evaluation of the district's organization and delivery of social, emotional, and behavioral supports across Grades K-8. CASE will be looking in particular at our structures and systems to support a cohesive delivery of services across both general education and special education.

Guiding questions for the evaluation will include:

- What services are currently provided by the school-based student support services teams, and how effectively do these services address the social, emotional, and behavioral needs of students?
- What interventions, supports, and services are necessary to comprehensively meet the social, emotional, and behavioral needs of all students in the district, and what systems or structures need to be established or improved to ensure equitable access to these supports?
- What is the current capacity of the school-based student support services teams, and how can the existing structure be leveraged or adapted to develop a culturally responsive, multi-tiered system of supports (MTSS) for social, emotional, and behavioral needs?

The program evaluation will be conducted in four phases: (1) initial review of records; (2) on-site observations; (3) staff focus groups; and (4) data analysis and culminating report. The anticipated start date for the record review portions of this evaluation is April 2025, with on-site portions of the evaluation beginning in May and a final report anticipated by the end of June.

In the middle school child study process, teams at Lincoln have increased their use of objective data when looking at student progress. In addition, Lincoln middle school faculty conducted a data exploration in December, with each team using data to identify students they would focus on based on their identified needs. At Hanscom, teachers revamped the documentation they use in child study, they have increased their use of objective data and clear academic goals when measuring the progress of students who are struggling academically, and they have increased the level of collaboration between classroom teachers and interventionists in terms of providing specific interventions for students.

In reviews of the 6-8 intervention systems, principals have been able to make modifications or extensions to existing systems, but a more comprehensive approach will necessitate a more thorough look at the master schedule and staffing availability. Some examples of work to date include:

- Collecting more standardized literacy achievement data, and using Lexia PowerUp as a literacy support tool (Lincoln)
- Use of office hours to provide literacy support (Lincoln)
- Use of office hours to provide math enrichment and math 1:1 support (Lincoln)
- Implementing scheduled intervention blocks for identified middle school students (Hanscom)
- Developing parent/guardian communication plans and intervention tracking plans (Hanscom)
- Piloting math grade-level data meetings (Hanscom)

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**Annual Goal #3:** *Support school-based efforts to ensure clear and consistent rules and responses around student discipline. To that end, support schools as they review and update the student code of conduct; clarify student behavior data collection practices, and implement consistent practices for data collection across schools; incorporate an explicit AIDE perspective into the review and update process for student codes of conduct; and continue the investment in and training around Responsive Classroom.*

We have continued to provide training for all new staff around Responsive Classroom, along with having Responsive Classroom consultants conduct onsite visits and provide us with feedback.

Principals have led efforts, in collaboration with staff and School Councils, to review student codes of conduct and responses around student discipline. This has included a variety of different steps at different schools:

- Reviewing school-level student behavior data, including student discipline referrals, attendance data, safety care calls, bullying investigation requests, and staff injury reports
- Training with staff around multiple topics, including consistency, anti-bullying measures, and realms of responsibility (i.e., what types of student behavior should be handled at the classroom level, versus what should be handled at the administrative level)
- Ensuring consistency in student behavior resources, procedures, and reporting tools to reduce bias
- Looking at how classroom planning can help to reduce student behavioral challenges
- Making structural changes where appropriate (e.g., creating two separate recess times at Lincoln 5-8)
- Reviving peer mediation to proactively prevent student conflict from escalating
- Providing de-escalation training for ESPs district-wide
- Developing district-wide procedures to evaluate and address student-initiated threats (i.e., verbal threats toward other students or staff)

# LINCOLN PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN – 2024-2025

*Approved by School Committee on 9/19/24*

## 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	Classroom & Grade-Level Management	Academic & Social-Emotional Supports and Interventions	AIDE, Community Engagement, & Human Resources
<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>

**Annual Goal #1:** Improve current literacy intervention systems so that: at least 50% of K-2 students and at least 50% of 3-5 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. In addition, conduct a comprehensive literacy curriculum review and develop a comprehensive plan for implementing a substantially revised or new literacy curriculum K-8 for the 2025-26 school year.

Action Steps	Timeline	Intended Outcomes
Collect student reading data in the fall, winter, and spring	Ongoing	<ul style="list-style-type: none"> <li>Objective data that can be easily tracked and analyzed</li> </ul>
Review the literacy data team structure to ensure that teachers have high-quality and objective information to identify students in need of reading support	October 2024	<ul style="list-style-type: none"> <li>Potential improvements to literacy data teams</li> <li>Objective identification of students in need of reading support</li> </ul>
Review instructional schedules to ensure that K-5 Tier 2 and Tier 3 reading interventions occur outside of Tier 1 instructional time	Ongoing	<ul style="list-style-type: none"> <li>K-5 students receive Tier 2 and Tier 3 interventions in addition to Tier 1 instructional time</li> </ul>
Support reading interventionists in providing targeted, evidence-based instruction to K-5 students identified as requiring Tier 2 or Tier 3 interventions	Ongoing	<ul style="list-style-type: none"> <li>Clear curricula and goals for Tier 2 and Tier 3 reading interventions</li> <li>Reading data demonstrating improvement in students’ reading progress as a result of interventions</li> </ul>
Create a K-8 literacy curriculum review group that includes significant faculty representation	October 2024	<ul style="list-style-type: none"> <li>Formal review group established</li> </ul>
Review the current literacy curriculum, identifying areas of need, identifying alternative literacy curricular options, and ensuring the incorporation of an explicit AIDE perspective	Fall 2024 and Winter 2025	<ul style="list-style-type: none"> <li>Official summary of K-8 literacy curriculum needs</li> <li>Identification of possible new literacy curricula</li> <li>Clear inclusion of AIDE values in the literacy review process</li> </ul>
Pilot substantially revised or alternative K-8 literacy curricula during the 2024-25 school year	Spring 2025	<ul style="list-style-type: none"> <li>Piloted curricula</li> <li>Feedback from teachers about piloted curricula</li> </ul>
Identify a substantially revised or new K-8 literacy curriculum for implementation in the 2025-26 school year	May 2025	<ul style="list-style-type: none"> <li>Identified K-8 literacy curriculum for 2025-26 implementation</li> </ul>
Develop a comprehensive implementation and professional development plan for K-8 teachers to implement a substantially revised or new literacy curriculum in the 2025-26 school year	June 2025	<ul style="list-style-type: none"> <li>Finalized implementation and professional development plan for the 2025-26 school year</li> </ul>

**Annual Goal #2:** Review P-8 social-emotional support systems and 6-8 academic intervention systems, and develop recommendations for improvements for the 2025-26 school year. Specifically, conduct an internal audit of current social-emotional, counseling, and mental health team capacity; and, review the 6-8 child study process and intervention structures. Based on reviews, provide improvement recommendations for implementation in 2025-26.

Action Steps	Timeline	Intended Outcomes
Conduct an internal audit of current social-emotional, counseling, and mental health team capacity	Fall 2024 and Winter 2025	<ul style="list-style-type: none"> <li>• Audit results with recommendations for potential improvements to team capacity</li> </ul>
Ensure that internal audit specifically examines school-based supports for historically marginalized groups	Fall 2024 and Winter 2025	<ul style="list-style-type: none"> <li>• Audit results that reflect a focus on supports available for historically marginalized groups</li> </ul>
Identify and select mental health and risky behavior screener(s)	Spring 2025	<ul style="list-style-type: none"> <li>• Identified screener(s) for use in 2025-26 school year</li> </ul>
Develop a system to collect and analyze screener data	Spring 2025	<ul style="list-style-type: none"> <li>• Clear system for data collection and analysis that interfaces with existing data warehouse</li> </ul>
Review efficacy of intervention structures 6-8	Fall 2024 and Winter 2025	<ul style="list-style-type: none"> <li>• Completed review that identifies areas of strength and areas for improvement</li> </ul>
Review 6-8 child study and data team processes	Fall 2024 and Winter 2025	<ul style="list-style-type: none"> <li>• Completed review that identifies areas of strength and areas for improvement</li> </ul>
Develop recommendations for improvements to 6-8 intervention structures, child study, and data team for 2025-26 school year	Spring 2025	<ul style="list-style-type: none"> <li>• Plan for improvements to 6-8 intervention structures, child study, and data team for 2025-26 school year</li> </ul>

**Annual Goal #3:** Support school-based efforts to ensure clear and consistent rules and responses around student discipline. To that end, support schools as they review and update the student code of conduct; clarify student behavior data collection practices, and implement consistent practices for data collection across schools; incorporate an explicit AIDE perspective into the review and update process for student codes of conduct; and continue the investment in and training around Responsive Classroom.

Action Steps	Timeline	Intended Outcomes
Review and align data collection processes around student behavior across schools	Fall 2024	<ul style="list-style-type: none"> <li>● Aligned data collection processes</li> <li>● Consistent data collection internally and in state reports</li> </ul>
Support school-based work to continue to 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> </ul>
Support collaboration among principals to ensure that student discipline practices (including formal discipline investigations) are consistent and equitable across schools, and that they incorporate an explicit AIDE perspective	Ongoing	<ul style="list-style-type: none"> <li>● Consistent discipline practices, as reflect in internal student behavior data</li> <li>● Clear evidence of AIDE values reflected in practices and data</li> </ul>
Principals review student codes of conduct with School Councils, ensure an explicit AIDE perspective is reflected in codes of conduct, and discuss any changes for the 2025-26 school year	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</li> </ul>
Provide staff professional development around student behavior	Ongoing	<ul style="list-style-type: none"> <li>● Multiple, differentiated professional development opportunities for staff</li> <li>● Increased alignment in student discipline practices</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>