



# Lincoln Public Schools

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Parry Graham, Ed.D.  
Superintendent of Schools

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## Draft Long-Term Strategic Plan, 2024 - 2028

Dear LPS School Committee,

I am excited to share with you a draft long-term strategic plan for the Lincoln Public Schools. This plan was developed in close collaboration with school and district leaders, along with input from the Committee, and is based on the findings from my entry planning process from last year. This draft plan identifies critical areas for district improvement in four key areas:

- Curriculum, instruction, and learning
- Classroom and grade-level management
- Academic and social-emotional supports and interventions
- AIDE, community, and human resources

The plan lays out a bold set of actions to leverage our greatest strength – our high-quality staff – by improving our underlying systems and structures, and by redefining the scope and focus of our AIDE work. The plan addresses foundational elements of a high-quality education, such as curriculum, intervention systems, and student behavioral expectations, while making it clear that AIDE values must be a core component of all that we do.

The first page of the plan identifies highlighted actions for each of the next four years. These highlighted actions will be areas of particular focus and importance. The following four pages identify all of the actions for each individual school year through 2027-28. One important note: While the plan attempts to provide some level of detail across all four years, we will need to regularly review progress and potentially make updates. The plan sets out an aggressive timeline for very complex work; there may be a need to extend timelines in some instances to ensure effective implementation, and to accommodate any changes in requirements at the state and local levels.

I am looking forward to discussing the plan with you on September 5th and getting your feedback so that I can bring a final plan to you on September 19th. In addition to feedback from the School Committee, I will also be soliciting staff feedback before finalizing the plan.

Thank you,

A handwritten signature in black ink, appearing to read "P. Graham".

Parry Graham, Ed.D.  
Superintendent of Schools

## DISTRICT LONG-TERM STRATEGIC PLAN -- HIGHLIGHTED ACTIONS

STRATEGIC PRIORITIES AND ENTRY PLAN FINDINGS			
<b>Curriculum, Instruction, and Learning</b> <i>-Engaging in a rigorous, cyclical review of subject-area curricula</i> <i>-Ensuring high-quality professional development for staff</i> <i>-Strengthening curriculum leadership and coordination</i> <i>-Collecting, analyzing, and tracking key academic indicators</i>	<b>Classroom and Grade Level Management</b> <i>-Ensuring clear and consistent rules and responses around student discipline</i>	<b>Academic and Social-Emotional Supports and Interventions</b> <i>-Increasing proactive school-based social-emotional, counseling, and mental health supports available to students</i> <i>-Improving academic intervention systems to create tiered support and enrichment</i>	<b>AIDE, Community, and Human Resources</b> <i>-Continuing and deepening the district's AIDE work</i> <i>-Hiring and retaining an increasingly diverse staff</i> <i>-Leveraging our parent community as resources</i>
HIGHLIGHTED ACTIONS FOR THE 2024-25 SCHOOL YEAR			
-Conduct a comprehensive review of K-8 literacy curriculum -Develop a plan for implementation of a substantially revised or new K-8 literacy curriculum in 2025-26 -Identify key, foundational academic indicators	-In collaboration with School Councils, update student code of conduct to include more clearly defined behavioral expectations -Incorporate an explicit AIDE perspective into the review and update process for student codes of conduct -Continue investment in and training around Responsive Classroom	-Conduct an internal audit of current social-emotional, counseling, and mental health team capacity -Identify and select mental health and risky behavior screener(s) -Review K-5 instructional practices to shift Tier 2 and Tier 3 academic interventions to occur outside of Tier 1 instructional time, with an emphasis on reading	-Finalize the AIDE guide, with an emphasis on integrating AIDE work directly into instructional and intervention practices -Develop a shared administrative goal around hiring -Continue to deepen partnerships with existing community groups, such as WIDE, MCC, and Lincoln-METCO parent board
HIGHLIGHTED ACTIONS FOR THE 2025-26 SCHOOL YEAR			
-Implement a substantially revised or new K-8 literacy curriculum -Finalize a multi-year curriculum review schedule -Develop a multi-year plan for strengthening curriculum leadership and coordination	-Review student behavior data and identify opportunities for improvements to practices -Identify opportunities to formally incorporate restorative practices into student behavior systems	-Implement improvements to social-emotional, counseling, and mental health services based on prior-year audit results -Develop a multi-tiered systems of support (MTSS) implementation plan -Ensure that MTSS plan development includes an explicit AIDE perspective -Review middle school staffing model and identify areas for improvement, with an emphasis on systematic academic support and extension opportunities for students	-Ensure an AIDE perspective is integrated into the development of a multi-tiered system of support implementation plan -Develop a multi-year HR plan to attract, hire, and retain an increasingly diverse staff -Develop joint working group with school PTOs and other existing community groups -- such as MCC, SEPAC, and the Lincoln-METCO parent board -- to develop a plan for family outreach and opportunities to better leverage parents as resources
HIGHLIGHTED ACTIONS FOR THE 2026-27 SCHOOL YEAR			
-Develop a formal plan for development and implementation of project-based curriculum units at each grade level -Revise curriculum leadership structures and roles based on multi-year plan -Develop systems to share high-value academic information with caregivers	-Review updated behavioral expectations with School Councils and continue to adjust as needed -Provide training around restorative practices as needed for staff	-Implement recommendations based on mental health and risky behavior screening data -Begin implementation of MTSS systems K-4 and 5-8 -Implement any recommend changes to middle school staffing structures	-Provide staff training as needed to ensure that curriculum, instruction, and intervention work reflects AIDE values -Implement HR plan to attract, hire, and retain an increasingly diverse staff -Implement recommendations from joint working group
HIGHLIGHTED ACTIONS FOR THE 2027-28 SCHOOL YEAR			
-Continue to provide effective PD as needed to support the continuation of MTSS systems K-4 and 5-8 -Provide PD as needed to support the implementation of project-based curriculum units -Incorporate the systematic sharing of high-value academic information with caregivers as a part of regular communication	-Review updated behavioral expectations with School Councils and continue to adjust as needed -Provide training around Responsive Classroom for new staff, along with any necessary follow-up training for existing staff	-Continue to collect and analyze mental health and risky behavior screening data, and adjust services and supports based on data and analysis -Continue implementation of MTSS systems K-4 and 5-8 -Review MTSS systems for efficacy and opportunities for improvement	-Provide staff training as needed to ensure that curriculum, instruction, and intervention work reflects AIDE values -Continue implementation of HR plan -Maintain staff affinity groups

## DISTRICT LONG-TERM STRATEGIC PLAN -- ACTIONS FOR THE 2024-25 SCHOOL YEAR

STRATEGIC PRIORITIES AND ENTRY PLAN FINDINGS			
<b>Curriculum, Instruction, and Learning</b> <i>-Engaging in a rigorous, cyclical review of subject-area curricula</i> <i>-Ensuring high-quality professional development for staff</i> <i>-Strengthening curriculum leadership and coordination</i> <i>-Collecting, analyzing, and tracking key academic indicators</i>	<b>Classroom and Grade Level Management</b> <i>-Ensuring clear and consistent rules and responses around student discipline</i>	<b>Academic and Social-Emotional Supports and Interventions</b> <i>-Increasing proactive school-based social-emotional, counseling, and mental health supports available to students</i> <i>-Improving academic intervention systems to create tiered support and enrichment</i>	<b>AIDE, Community, and Human Resources</b> <i>-Continuing and deepening the district's AIDE work</i> <i>-Hiring and retaining an increasingly diverse staff</i> <i>-Leveraging our parent community as resources</i>
ACTIONS FOR THE 2024-25 SCHOOL YEAR			
<ul style="list-style-type: none"> <li>-Develop a standardized process for curriculum reviews, and develop a first-draft of a multi-year curriculum review schedule</li> <li>-Ensure that any curriculum review process incorporates an explicit AIDE perspective</li> <li>-Conduct a comprehensive review of K-8 literacy curriculum</li> <li>-Develop a plan for implementation of a substantially revised or new K-8 literacy curriculum in 2025-26</li> <li>-Ensure PD planning focuses on prioritized school and district topics for faculty, administrators, and other appropriate staff</li> <li>-Continue providing a variety of PD opportunities to meet the needs of different staff roles and responsibilities</li> <li>-Ensure summer work is focused on school and district priorities</li> <li>-Develop formal training schedule for ESP staff for the 2024-25 school year</li> <li>-Continue PD for new faculty on long-term district priorities, such as Responsive Classroom and REI</li> <li>-Support the implementation of the K-8 LASH curriculum specialist role</li> <li>-Identify formal opportunities for teacher leadership on curriculum development, coordination, and implementation</li> <li>-Identify and purchase data warehouse</li> <li>-Develop data dashboards focused on district- and school-level data</li> <li>-Identify key, foundational academic indicators</li> </ul>	<ul style="list-style-type: none"> <li>-In collaboration with School Councils, update student code of conduct to include more clearly defined behavioral expectations</li> <li>-Revise student and family handbook to include updated student code of conduct</li> <li>-Clarify student behavior data collection practices, and implement consistent practices for data collection across schools</li> <li>-Incorporate an explicit AIDE perspective into the review and update process for student codes of conduct</li> <li>-Continue investment in and training around Responsive Classroom</li> </ul>	<ul style="list-style-type: none"> <li>-Conduct an internal audit of current social-emotional, counseling, and mental health team capacity</li> <li>-Ensure that internal audit specifically examines school-based supports for historically marginalized groups</li> <li>-Identify and select mental health and risky behavior screener(s)</li> <li>-Develop a system to collect and analyze screener data</li> <li>-Review K-5 instructional practices to shift Tier 2 and Tier 3 academic interventions to occur outside of Tier 1 instructional time, with an emphasis on reading</li> <li>-Review efficacy of intervention structures K-5 and 6-8</li> <li>-Review K-5 child study and data team processes</li> </ul>	<ul style="list-style-type: none"> <li>-Finalize the AIDE guide, with an emphasis on integrating AIDE work directly into instructional and intervention practices</li> <li>-Include an AIDE perspective in the literacy curriculum review process</li> <li>-Incorporate AIDE perspective into School Committee policy review process</li> <li>-Ensure that an AIDE perspective is incorporated into work with partner institutions, such as LEAP and Parks and Rec</li> <li>-Develop a shared administrative goal around hiring</li> <li>-Collect, analyze, and share information around staff diversity</li> <li>-Prioritize a review and improvements to district hiring practices for all staff positions</li> <li>-Implement staff affinity groups</li> <li>-Identify opportunities for partnerships with external organizations, such as universities</li> <li>-Continue to deepen partnerships with existing community groups, such as WIDE, MCC, and Lincoln-METCO parent board</li> </ul>

## DISTRICT LONG-TERM STRATEGIC PLAN -- ACTIONS FOR THE 2025-26 SCHOOL YEAR

STRATEGIC PRIORITIES AND ENTRY PLAN FINDINGS			
<b>Curriculum, Instruction, and Learning</b> <i>-Engaging in a rigorous, cyclical review of subject-area curricula</i> <i>-Ensuring high-quality professional development for staff</i> <i>-Strengthening curriculum leadership and coordination</i> <i>-Collecting, analyzing, and tracking key academic indicators</i>	<b>Classroom and Grade Level Management</b> <i>-Ensuring clear and consistent rules and responses around student discipline</i>	<b>Academic and Social-Emotional Supports and Interventions</b> <i>-Increasing proactive school-based social-emotional, counseling, and mental health supports available to students</i> <i>-Improving academic intervention systems to create tiered support and enrichment</i>	<b>AIDE, Community, and Human Resources</b> <i>-Continuing and deepening the district's AIDE work</i> <i>-Hiring and retaining an increasingly diverse staff</i> <i>-Leveraging our parent community as resources</i>
ACTIONS FOR THE 2025-26 SCHOOL YEAR			
-Implement a substantially revised or new K-8 literacy curriculum -Finalize a multi-year curriculum review schedule -Implement curriculum review for any previously identified curricular areas -Support the development of project-based curriculum units on an as-requested basis -Ensure appropriate PD to support literacy curriculum implementation -Review effectiveness of training for ESP staff and make any identified improvements -Continue PD for new faculty on long-term district priorities, such as Responsive Classroom and REI -Review the K-8 LASH curriculum specialist model as a template for possible curriculum leadership improvements -Develop a multi-year plan for strengthening curriculum leadership and coordination -Develop and pilot classroom-level data dashboards for teacher use -Use data warehouse and dashboards to track, analyze, and report out on key, foundational academic indicators at the aggregate and sub-group levels, with an emphasis on student growth -Incorporate academic indicators into school and district goal-setting to improve curricular and instructional practices	-Review student behavior data and identify opportunities for improvements to practices -Review any updated behavioral expectations with School Councils -Provide training around Responsive Classroom for new staff, along with any necessary follow-up training for existing staff -Identify opportunities to formally incorporate restorative practices into student behavior systems	-Implement improvements to social-emotional, counseling, and mental health services based on prior-year audit results -Ensure that any improvements reflect an AIDE perspective and provide necessary school-based services to support historically marginalized groups -Collect and analyze mental health and risky behavior screening data -Develop recommendations for future year improvements based on data analysis -Develop a multi-tiered systems of support (MTSS) implementation plan -Ensure that MTSS plan development includes an explicit AIDE perspective -Review middle school staffing model and identify areas for improvement, with an emphasis on systematic academic support and extension opportunities for students -Use student dashboard data to inform middle school areas of priority for academic support and extension	-Ensure an AIDE perspective is integrated into the multi-year curriculum review schedule, and into any ongoing curriculum reviews -Ensure an AIDE perspective is integrated into the development of a multi-tiered system of support implementation plan -Continue implementation of the AIDE guide -Provide staff training as needed to ensure that curriculum, instruction, and intervention work reflects AIDE values -Conduct staff focus groups to collect data around hiring and retention -Develop a multi-year HR plan to attract, hire, and retain an increasingly diverse staff -Maintain staff affinity groups -Develop joint working group with school PTOs and other existing community groups -- such as MCC, SEPAC, and the Lincoln-METCO parent board -- to develop a plan for family outreach and opportunities to better leverage parents as resources

## DISTRICT LONG-TERM STRATEGIC PLAN -- ACTIONS FOR THE 2026-27 SCHOOL YEAR

STRATEGIC PRIORITIES AND ENTRY PLAN FINDINGS			
<b>Curriculum, Instruction, and Learning</b> <i>-Engaging in a rigorous, cyclical review of subject-area curricula</i> <i>-Ensuring high-quality professional development for staff</i> <i>-Strengthening curriculum leadership and coordination</i> <i>-Collecting, analyzing, and tracking key academic indicators</i>	<b>Classroom and Grade Level Management</b> <i>-Ensuring clear and consistent rules and responses around student discipline</i>	<b>Academic and Social-Emotional Supports and Interventions</b> <i>-Increasing proactive school-based social-emotional, counseling, and mental health supports available to students</i> <i>-Improving academic intervention systems to create tiered support and enrichment</i>	<b>AIDE, Community, and Human Resources</b> <i>-Continuing and deepening the district's AIDE work</i> <i>-Hiring and retaining an increasingly diverse staff</i> <i>-Leveraging our parent community as resources</i>
ACTIONS FOR THE 2026-27 SCHOOL YEAR			
-Continue to support the implementation of K-8 literacy curriculum -Revise curricula of areas reviewed in the prior year -Review curricula as identified in the multi-year schedule -Develop a formal plan for development and implementation of project-based curriculum units at each grade level -Prioritize summer work opportunities that emphasize the use of the Lincoln setting as a teacher and learning resource -Ensure appropriate PD to support literacy curriculum implementation, along with other revised curricular areas -Provide effective PD as needed to support the implementation of MTSS systems K-4 and 5-8 -Continue PD for new faculty on long-term district priorities, such as Responsive Classroom and REI -Revise curriculum leadership structures and roles based on multi-year plan -Continue using data warehouse and dashboards to track, analyze, and report out on student learning data for various constituents (e.g., teachers, principals, central office, School Committee) -Develop systems to share high-value academic information with caregivers	-Review updated behavioral expectations with School Councils and continue to adjust as needed -Provide training around Responsive Classroom for new staff, along with any necessary follow-up training for existing staff -Provide training around restorative practices as needed for staff	-Continue implementation of improvements to social-emotional, counseling, and mental health services -Implement recommendations based on mental health and risky behavior screening data -Begin implementation of MTSS systems K-4 and 5-8 -Implement any recommend changes to middle school staffing structures	-Ensure an AIDE perspective is integrated into the implementation of a multi-tiered system of support implementation plan -Continue implementation of the AIDE guide, with revisions as needed -Provide staff training as needed to ensure that curriculum, instruction, and intervention work reflects AIDE values -Implement HR plan to attract, hire, and retain an increasingly diverse staff -Maintain staff affinity groups -Implement recommendations from joint working group

## DISTRICT LONG-TERM STRATEGIC PLAN -- ACTIONS FOR THE 2027-28 SCHOOL YEAR

STRATEGIC PRIORITIES AND ENTRY PLAN FINDINGS			
<b>Curriculum, Instruction, and Learning</b> <i>-Engaging in a rigorous, cyclical review of subject-area curricula</i> <i>-Ensuring high-quality professional development for staff</i> <i>-Strengthening curriculum leadership and coordination</i> <i>-Collecting, analyzing, and tracking key academic indicators</i>	<b>Classroom and Grade Level Management</b> <i>-Ensuring clear and consistent rules and responses around student discipline</i>	<b>Academic and Social-Emotional Supports and Interventions</b> <i>-Increasing proactive school-based social-emotional, counseling, and mental health supports available to students</i> <i>-Improving academic intervention systems to create tiered support and enrichment</i>	<b>AIDE, Community, and Human Resources</b> <i>-Continuing and deepening the district's AIDE work</i> <i>-Hiring and retaining an increasingly diverse staff</i> <i>-Leveraging our parent community as resources</i>
ACTIONS FOR THE 2027-28 SCHOOL YEAR			
-Continue to support the implementation of K-8 literacy curriculum -Revise curricula of areas reviewed in the prior year -Review curricula as identified in the multi-year schedule -Implement plan for development and implementation of project-based curriculum units at each grade level -Ensure appropriate PD to support revised curricular areas -Continue to provide effective PD as needed to support the continuation of MTSS systems K-4 and 5-8 -Provide PD as needed to support the implementation of project-based curriculum units -Continue PD for new faculty on long-term district priorities, such as Responsive Classroom and REI -Incorporate the systematic sharing of high-value academic information with caregivers as a part of regular communication	-Review updated behavioral expectations with School Councils and continue to adjust as needed -Provide training around Responsive Classroom for new staff, along with any necessary follow-up training for existing staff	-Continue to collect and analyze mental health and risky behavior screening data, and adjust services and supports based on data and analysis -Continue implementation of MTSS systems K-4 and 5-8 -Review MTSS systems for efficacy and opportunities for improvement	-Ensure an AIDE perspective is integrated into the implementation of a multi-tiered system of support implementation plan -Continue implementation of the AIDE guide, with revisions as needed -Provide staff training as needed to ensure that curriculum, instruction, and intervention work reflects AIDE values -Continue implementation of HR plan -Maintain staff affinity groups -Continue implementation of recommendations from joint working group