

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

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.

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"> ● Building inclusive, equitable, culturally responsive learning environments through understanding Universal Design for Learning
Provide ongoing professional development for faculty regarding MTSS and UDLs by identifying learning targets and formative learning	Ongoing	<ul style="list-style-type: none"> ● Shared understanding of MTSS and UDLs and how preschool is already completing this work ● Identified areas of need for ongoing professional development
Identify barriers of success in the system that need to be evaluated and addressed	Ongoing	<ul style="list-style-type: none"> ● Areas of need outside of teaching are addressed systematically
Create a system that provides tiered support to supports	Ongoing	<ul style="list-style-type: none"> ● Preschool implements a comprehensive system where all students need are considered ● Teachers feel prepared to engage in this work and provide tiered instruction
Implement data systems to inform decisions	Ongoing	<ul style="list-style-type: none"> ● Collect and analyze data in order to respond to data ● Collective efficacy and shared responsibility/leadership through a culture of collaboration amongst educators/administration/families and caregivers

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"> ● Define student behavior expectations and how faculty can support positive outcomes ● Improved responses when responding to students' behaviors
Integrate strong academic, social, emotional and behavioral supports	Ongoing	<ul style="list-style-type: none"> ● Consistent use of an inclusion lens to include all students and recognize barriers ● Systematic use of frameworks like UDL, differentiated instruction, social-emotional learning and restorative practices
All new faculty participate in Responsive	September 2024-December	<ul style="list-style-type: none"> ● All new faculty participate in Responsive Classroom

Classroom professional development	2025	training so that they can implement guideline principles with their preschool students
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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"> All faculty will participate in ongoing professional learning regarding the IEP process
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"> Based on tools provided by Student Services administration faculty will help students create/express their student vision
All faculty will engage in conversations regarding the service delivery of preschool students	Ongoing	<ul style="list-style-type: none"> Educators will make thoughtful and informed decisions regarding when students are removed from the inclusion classroom 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