

**Lincoln Public Schools
Lincoln, Massachusetts**

SCHOOL COMMITTEE MEETING OF JUNE 11, 2025

6.0 TIME SCHEDULED APPOINTMENTS

AGENDA ITEM:

6.2 2024-2025 District Improvement Plan (DIP) Progress Report

Supporting Documents: ☒ Enclosed ☐ N/A ☐ Forthcoming

RECOMMENDED ACTION:

☐

Information Only

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Discussion/Review

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First Reading

☐

Second Reading

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VOTE to:

BACKGROUND:

Superintendent Parry Graham will present a progress report on the 2024-2025 District Improvement Plan, including an update on the work accomplished, work unfinished and next steps for this year's district goals.

FACILITATOR AND INVITED GUESTS:

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

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.

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	Progress Update
Collect student reading data in the fall, winter, and spring	Ongoing	<ul style="list-style-type: none"> Objective data that can be easily tracked and analyzed 	<p>Work accomplished</p> <ul style="list-style-type: none"> Student learning data were collected throughout the year, shared with faculty in data meetings, and used for individual student goal setting We set ambitious district-level student learning goals, and were able to collect data that will serve as a foundation for future work LASH Coordinator met regularly with literacy interventionists to look at effective intervention practices Curriculum Review Committee reviewed multiple literacy curricula, identified three for piloting, oversaw piloting by a significant number of faculty members, and selected a curriculum for K-8 implementation next year <p>Work unfinished</p> <ul style="list-style-type: none"> Tier 2 and Tier 3 interventions are still primarily occurring during Tier 1 reading blocks We are still working toward implementing data dashboards for principal and teacher-level use We did not fully achieve our district-level goals around literacy growth and achievement <p>Next steps</p> <ul style="list-style-type: none"> We are finalizing a professional development plan, which will begin during the summer and extend
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"> Potential improvements to literacy data teams Objective identification of students in need of reading support 	
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"> K-5 students receive Tier 2 and Tier 3 interventions in addition to Tier 1 instructional time 	
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"> Clear curricula and goals for Tier 2 and Tier 3 reading interventions Reading data demonstrating improvement in students' reading progress as a result of interventions 	
Create a K-8 literacy curriculum review group that includes significant faculty representation	October 2024	<ul style="list-style-type: none"> Formal review group established 	
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"> Official summary of K-8 literacy curriculum needs Identification of possible new literacy curricula Clear inclusion of AIDE values in the literacy review process 	
Pilot substantially revised or alternative K-8 literacy curricula during the 2024-25 school year	Spring 2025	<ul style="list-style-type: none"> Piloted curricula Feedback from teachers about piloted curricula 	

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"> Identified K-8 literacy curriculum for 2025-26 implementation 	throughout the year <ul style="list-style-type: none"> Continuing to build out data dashboards Digging into literacy data to inform our goals and practices for next year Looking at Tier 1, 2, and 3 instructional practices within the larger goal of building MTSS structures
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"> Finalized implementation and professional development plan for the 2025-26 school year 	

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	Progress Update
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"> Audit results with recommendations for potential improvements to team capacity 	<p>Work accomplished</p> <ul style="list-style-type: none"> The CASE Collaborative consulting team is close to completing the audit, and we are looking forward to having those results over the summer We are planning to implement the Signs of Suicide curriculum/screener with identified middle school grades beginning next year, and we have signed an agreement with MetroWest to implement their bi-annual adolescent health survey Middle school grades experimented with new, creative approaches to intervention within the existing schedule Data meetings were piloted with middle school grades
Ensure that internal audit specifically examines school-based supports for historically marginalized groups	Fall 2024 and Winter 2025	<ul style="list-style-type: none"> Audit results that reflect a focus on supports available for historically marginalized groups 	
Identify and select mental health and risky behavior screener(s)	Spring 2025	<ul style="list-style-type: none"> Identified screener(s) for use in 2025-26 school year 	
Develop a system to collect and analyze screener data	Spring 2025	<ul style="list-style-type: none"> Clear system for data collection and analysis that interfaces with existing data warehouse 	
Review efficacy of intervention structures 6-8	Fall 2024 and Winter 2025	<ul style="list-style-type: none"> Completed review that identifies areas of strength and areas for improvement 	
Review 6-8 child study and data team processes	Fall 2024 and Winter 2025	<ul style="list-style-type: none"> Completed review that identifies areas of strength and areas for improvement 	<p>Work unfinished</p> <ul style="list-style-type: none"> We still need to build out a plan for collecting and analyzing screening data More substantive work on 6-8 intervention will require a more comprehensive plan and approach
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"> Plan for improvements to 6-8 intervention structures, child study, and data team for 2025-26 school year 	
			<p>Next steps</p> <ul style="list-style-type: none"> Analyze results from student support services audit Finalize implementation plans for screeners next year, including data collection and analysis plans Work on more substantive planning for systematic interventions

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	Progress Update
Review and align data collection processes around student behavior across schools	Fall 2024	<ul style="list-style-type: none"> Aligned data collection processes Consistent data collection internally and in state reports 	<p>Work accomplished</p> <ul style="list-style-type: none"> 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 worked with their staffs to clarify behavioral expectations for students, and regularly checked in with each other about across-district consistency Principals reviewed codes of conduct with School Councils Principals created or modified in-house student behavior tracking tools There were multiple professional development opportunities focused on student behavior
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"> Clarified student behavior expectations and staff roles 	
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"> Consistent discipline practices, as reflect in internal student behavior data Clear evidence of AIDE values reflected in practices and data 	
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"> Revised student code of conduct information Explicit AIDE perspective reflected in revised code of conduct 	
Provide staff professional development around student behavior	Ongoing	<ul style="list-style-type: none"> Multiple, differentiated professional development opportunities for staff Increased alignment in student discipline practices 	<p>Work unfinished</p> <ul style="list-style-type: none"> We will be implementing district-wide official behavior tracking tools within PowerSchool next year Continuing to ensure that student discipline practices reflect an explicit AIDE perspective
Provide Responsive Classroom professional development for all new faculty	September - December 2024	<ul style="list-style-type: none"> All new faculty have the training they need to effectively implement Responsive Classroom with their students 	
			<p>Next steps</p> <ul style="list-style-type: none"> Responsive Classroom training will continue for all new staff, while classroom walkthroughs will be conducted in-house

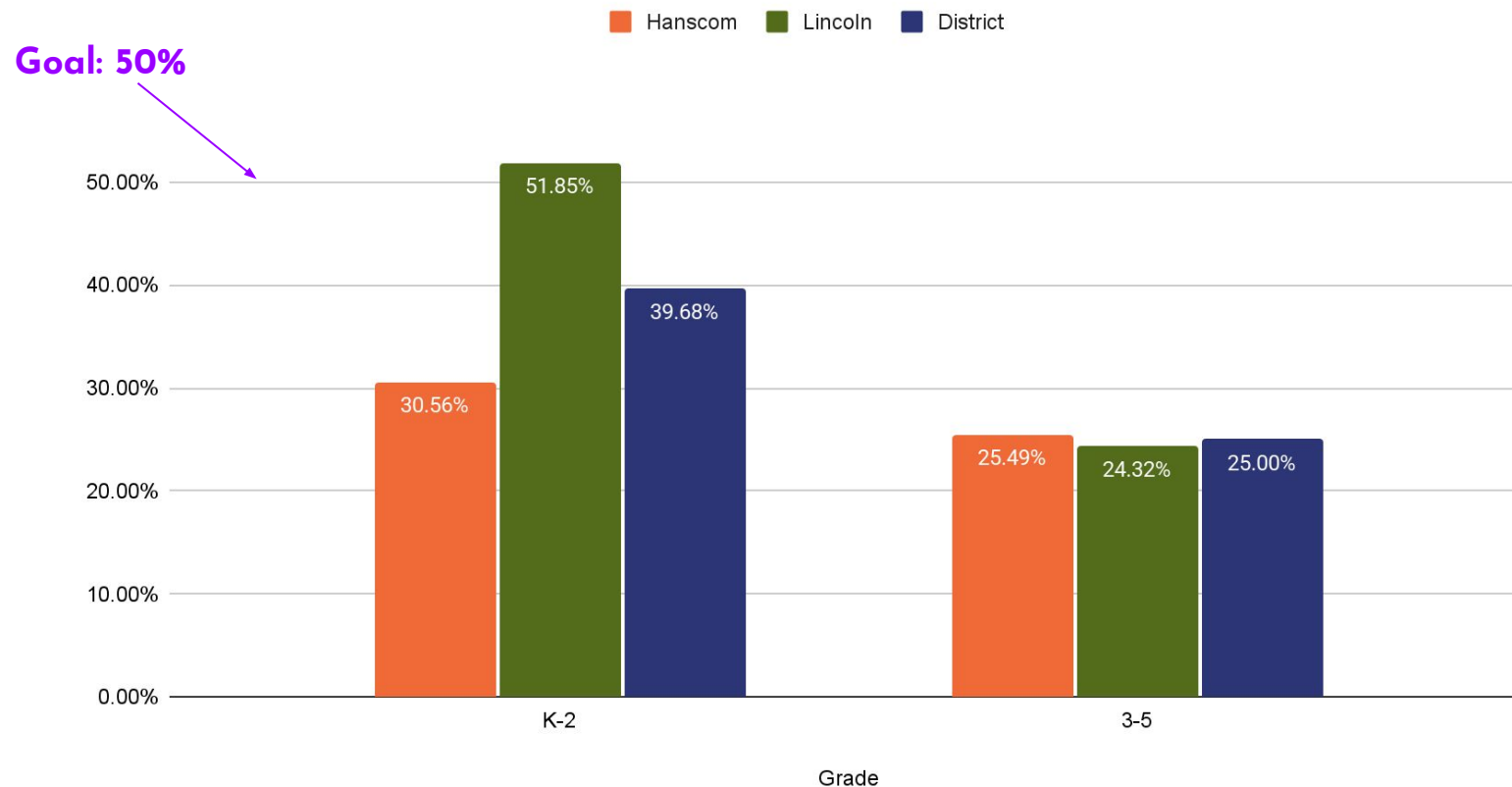
			<ul style="list-style-type: none">Continuing to monitor student behavior data and identify opportunities for continued modifications to systems and professional development for staff
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End-of-Year Literacy Goal Update

Presented to School Committee 6/11/25



% Students Below Fall Benchmark Improved to Benchmark or Above by End-of-Year



% of Students Below Fall Benchmark with Average or Above End-of-Year Growth

Goal: 80%

Hanscom Lincoln District

