



Lincoln Public Schools

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Superintendent's Annual Plan for Evaluation, 2024-25 Mid-Cycle Summary of Progress

This document represents a mid-cycle summary of progress made to date toward my goals for the year, along with work completed on selected evaluation indicators.

Goal #1 (Student Learning Goal): Oversee improvements to 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, oversee a comprehensive literacy curriculum review and the development of a comprehensive plan to implement a substantially revised or new literacy curriculum K-8 for the 2025-26 school year.

Key Actions (may occur in collaboration with other school and district leaders):

- Support K-5 school staff in collecting student reading data in the fall, winter, and spring, and developing clear, objective metrics defining grade-level reading benchmarks
- Review the data team structure to ensure that teachers have high-quality and objective information to identify students in need of reading support (anticipated completion in the fall)
- Work with principals, the assistant superintendent, and curriculum specialists to ensure clarity around what constitutes Tier 1 instruction, Tier 2 interventions, and Tier 3 interventions (anticipated completion in the fall)
- Work with principals, the assistant superintendent, and curriculum specialists to ensure that K-5 Tier 2 and Tier 3 reading interventions occur outside of Tier 1 instructional time (ongoing)
- Support reading interventionists in providing and documenting targeted, evidence-based instruction to K-5 students identified as requiring Tier 2 or Tier 3 interventions (ongoing)
- Work with the assistant superintendent to create a K-8 literacy curriculum review group that includes significant faculty representation (anticipated completion date – October 15)
- Support the literacy working group in reviewing the current literacy curriculum, identifying areas of need, and identifying alternative literacy curricular options (ongoing in the fall and winter)
- Work with the assistant superintendent and AIDE coordinator to ensure that the curriculum review process incorporates an explicit AIDE perspective (ongoing in the fall and winter)
- Support the piloting of revised or alternative K-8 literacy curricula during the 2024-25 school year (anticipated in the spring)
- Identify a substantially revised or new K-8 literacy curriculum for implementation in the 2025-26 school year (anticipated completion date – May 1)
- Work with the assistant superintendent to develop a comprehensive implementation and professional development plan for K-8 teachers to implement a substantially revised or new literacy curriculum in the 2024-25 school year (anticipated completion date – June 1)

Measurable Outcomes:

- Student literacy benchmarking data in the fall, and screening data in the winter and spring
- Adjustments to literacy blocks to ensure opportunities for Tier 2 and Tier 3 interventions outside of Tier 1 instruction
- Substantial decreases in the number of students reading below benchmark in the winter and spring
- Substantial growth for students not reading at benchmark by the end of the year

- Creation of a literacy working group
- Identification of revised or alternative K-8 literacy curricula
- Teacher feedback from curriculum pilots
- Identification of a substantially revised or new K-8 literacy curriculum
- Comprehensive implementation and professional development plan

Summary of Progress To Date For Goal #1

Literacy assessments were completed in the fall, and are currently taking place for the winter screenings. 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 will receive 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 also 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. That committee has identified six possible literacy curricula for implementation for the 2025-26 school year, and is in the process of winnowing that down to a list of up to three curricula to pilot between the February and April vacations. The committee is on-track to select a new or substantially revised curriculum for implementation next year.

Additional examples of work connected to evaluation indicators (I-A: Curriculum; I-B: Instruction; I-E: Data-Informed Decision Making):

- Ongoing [review of health and PE curriculum](#) and program (I-A)
- [Content-connected professional development](#) incorporated into early release Wednesdays (I-A)
- Regularly incorporating classroom walkthroughs into bi-weekly one-on-one principal meetings (I-B)
- Joint labor-management team reviewing evaluation expectations in LEA contract (I-B)
- [Revised MCAS and student learning presentation](#) provided to School Committee and community in November (I-E)

Goal #2 (District Improvement Goal): Oversee the development of a Hanscom School contract proposal resulting in the awarding of a new contract from DoDEA to Lincoln to maintain the District's stewardship of Hanscom School operations.

Key Actions (may occur in collaboration with other school and district leaders):

- If required, create and submit a timely RFI response (anticipated completion in the fall)
- Develop a multi-year financial model that incorporates both annual operating costs and long-term financial liabilities for the town, including post-employment benefits (anticipated completion date – January 15, 2025)
- In collaboration with town officials, develop an effective RFP response that proposes a high-quality program while also addressing long-term financial liabilities for the town (anticipated completion date –

February 15, 2025)

- Respond in a timely manner to all questions and clarifications from DoDEA about document submittals (ongoing)
- Secure a multi-year contract to maintain the district's stewardship of the Hanscom School (anticipated completion date – June 1, 2025)

Measurable Outcomes:

- High-quality RFI response
- Multi-year financial model that addresses long-term recommendations from the Collins Hanscom report and Hanscom Working Group
- High-quality RFP response
- Successful multi-year contract with DoDEA

Summary of Progress To Date For Goal #2

An internal working group has met multiple times to begin developing a proposal in anticipation of an RFP from DoDEA. That group has done substantial work on preparing a draft proposal, including a five-year financial model. In addition, I have worked collaboratively with the new Administrator for Business and Finance, and the School Committee, to incorporate recommendations from the Collins Hanscom report and Hanscom Working Group into the FY26 Hanscom proposed budget and into the RFP financial model.

At this point, we are still waiting for an RFP to come out from DoDEA.

Additional examples of work connected to evaluation indicators (II-D. Laws, Ethics and Policies; II-E. Fiscal Systems; IV-A. Commitment to High Standards):

- Successful implementation of two new collective bargaining agreements with the [Education Support Professionals](#) and [Food Services](#) (II-D)
- Currently negotiating with the Administrative Services bargaining unit, and preparing to bargain with the Custodial bargaining unit (II-D)
- Ongoing work with DoDEA to provide educational services to military families living at FamCamp (II-D)
- Facilitated the development of an [ambitious long-term strategic plan](#) that addresses core areas of need in the district (IV-A)
- Incorporated School Committee and Finance Committee feedback into the budget development process and [proposed a budget that came in below FinCom guidance](#) that aligns with the district's long-term strategic plan (II-E)

Goal #3 (Professional Practice Goal): In partnership with the School Committee and members of the District leadership team, provide the School Committee and community with clear, relevant, concise, and transparent information around key District topics, such as student learning, special education, budgeting, personnel, and operations. To that end, oversee the creation of consistent templates for School Committee presentations; the proactive development of a long-term schedule for School Committee presentations; the identification of high-value academic indicators around student learning; and the delivery of high-quality presentations throughout the year. Finally, ensure that information shared with the School Committee and the community reflects the incorporation of AIDE values across district systems and structures.

Key Actions (may occur in collaboration with other school and district leaders):

- With School Committee input, develop a proactive schedule of presentations for the School Committee and public on important topics (anticipated completion date – October 1, 2024)
- With School Committee input, develop a template for School Committee presentations that provides

- information and analysis in a clear and concise manner (anticipated completion date – October 15, 2024)
- With School Committee input, develop a set of high-value academic indicators to track annually and longitudinally (anticipated completion date – January 15, 2025)
- Provide clear, relevant, concise, and transparent information to the School Committee and public on scheduled topics (ongoing)
- As needed and requested by the School Committee, develop presentations for topics of interest that arise over the course of the year (ongoing)
- In collaboration with School Committee, review School Committee agendas, schedule of presentations, and presentation content to ensure that AIDE values are consistently incorporated and reflected

Measurable Outcomes:

- High-quality presentation template
- Annual schedule of School Committee presentations
- Identified set of high-value academic indicators that can be tracked longitudinally
- High-quality presentations
- Clear incorporation of AIDE values in agendas, schedule of presentations, and content of presentations

Summary of Progress To Date For Goal #3

In collaboration with the School Committee and central office leadership team, we were able to review and revise the long-term schedule for School Committee presentations. Presentations now rely on a consistent template, and School Committee members have participated in the pre-review of presentations to ensure that they meet the needs of the Committee and community. Work continues on the development of a set of high-value academic indicators, although that work is not anticipated to be completed until February or March. Presentations have also reflected an explicit focus on AIDE work and AIDE values.

Additional examples of work connected to evaluation indicators (I-E: Data-Informed Decision Making; III-A. Engagement; III-C. Communication):

- Expanded after-school activities for students, and an emphasis on family engagement in school events; for example, the Wednesday Scholar celebration and Lincoln School Reading Rally (III-A)
- [Bi-weekly messaging](#), translated into various languages, to ensure that families and the community are aware of district activities and events (III-C)