

# Lincoln Public Schools

## Strategic Plan (2023-2025)

*The Lincoln Public Schools is committed to excellence. In partnership with all members of the Lincoln Community, we inspire and empower each student to excel personally and intellectually, embrace social and individual responsibility, and lead with integrity.*

### Vision

The Lincoln Public Schools holds a Vision of a Graduate that states that upon graduation, our students are skilled communicators, critical thinkers, self-directed learners, collaborators, demonstrate social-emotional competency, and are civically responsible.

The Lincoln Public Schools holds a Vision for Learning that states: The Lincoln Public Schools' Vision for Learning is rooted in a belief that students learn best when they: are active, engaged, and develop a sense of ownership, passion, and self-identity through meaningful learning opportunities  
are supported in productive struggle to develop perseverance in the face of obstacles  
encounter authentic, real-world experiences that encourage deeper learning through collaboration, discovery, and self-reflection

### Values

**Skilled communication:** Lincoln Lion learners are skilled communicators who listen and express themselves using multiple methods, media, and content to share ideas and information with purpose and clarity.

Lincoln Lion learners listen and reflect, create, convey and compose and engage in discourse.

## Problem-solving

: Lincoln Lion learners are problem solvers who analyze and evaluate information from multiple perspectives.

Lincoln Lion learners solve problems by analyzing information, strategizing plans, and synthesizing information to develop solutions.

## Collaboration

: Lincoln Lion learners work with others in a cooperative manner to synthesize perspectives, actively communicate, and coordinate with others to unite around a common goal.

Lincoln Lion learners seek out and synthesize different perspectives, use mindful communication, give and receive meaningful feedback as well as coordinate with others to unite around a common goal.

**Self-Directed Learning** : Lincoln Lion learners take the initiative, plan, and regulate their own learning.

Lincoln Lion learners establish learning goals, persevere through challenges, explore and access resources, as well as apply learning to self and to other areas of life.

**Social Emotional Competency** : Lincoln Lion learners will identify, communicate, and process their own emotions in a healthy, reflective, and productive manner while considering others' viewpoints in an empathetic way

Lincoln Lion learners can recognize their emotions and those of others, and demonstrate appropriate responses to their emotions and those of others, demonstrate advocacy for self (and others), contribute to the school and community.

**Civic Responsibility** : Lincoln Lion learners are active, valuable participants in the local and global community

Lincoln Lion learners demonstrate contextual understanding of social/historical conditions, actively participate in the local/global community, and exhibit responsible digital citizenship.

## Theory of Action

*If LEA...*

The Lincoln Public Schools holds a Vision of a Graduate that states that upon graduation, our students are skilled communicators, critical thinkers, self-directed learners, collaborators, demonstrate social-emotional competency, and are civically responsible.

The Lincoln Public Schools holds a Vision for Learning that states: The Lincoln Public Schools' Vision for Learning is rooted in a belief that students learn best when they:

are active, engaged, and develop a sense of ownership, passion, and self-identity through meaningful learning opportunities

are supported in productive struggle to develop perseverance in the face of obstacles

encounter authentic, real-world experiences that encourage deeper learning through collaboration, discovery, and self-reflection

*Then LEA can...*

*So that...*

# Needs Assessment

At the strategic planning session, our team examined the following data

Current enrollment

NESDEC enrollment projections

School Assessment Profiles

Accountability Overview

RICAS Rankings

Surveyworks Data

PSAT/SAT Data

We used the following data analysis protocol.

Phase I - Predictions: With what assumptions are we entering? What are some predictions we are making? What are some questions we are asking? What are some possibilities for learning that this experience presents us?

Phase II and III - Dig in and make observations: Note what you can see. Note important points that “pop out”. Look for patterns or trends that emerge. Note surprising or unexpected data. Stick to just the facts.

Phase IV - Dig in and make observations: Discuss inferences about the data regarding the impact on student learning. Generate possible explanations. Generate further questions to ask. Generate further data needed to verify explanations.

Phase I - Implications: What issues have been raised about school-wide practices/district-wide practices? What is the first step to increase success in this area? Where do you suggest we go from here? What are the next steps this group should take?

The following strengths were noted (this list is not exhaustive of all strengths listed):

strong foundations with high-quality curricula in ELA and math district-wide

abundant resources for core and specials/electives academic experiences

beginnings of systemic PD structures for collaboration/calibration and planning

branding and consistency of message (i.e. Lincoln Lion Learner)

educators' expertise is valued

capital improvements are in place and planned for more

1:1 technology implemented

the strong educational team

beginning to implement more SEL support

commitment to provide for the needs of all students (inclusion and special programs)

stronger connections between grade levels and transitions between buildings

community support and resources for learning

The following needs were noted:

Student achievement subgroup performance lags behind non-identified students (in particular - MLLs at LMS, special education students at Saylesville, and economically

disadvantaged students at Northern) in ELA and math  
SEL supports are critical to student success. Continuing to build a sustained positive school climate is a priority  
Capital improvements continue to be a priority for the district as we seek to improve and modernize our facilities in the interest of health and safety, instructional programs, and student wellness

Students with LEP are an area of focus for the district. In 2022 districtwide, 36% of MLL students met their targets for growth in English proficiency. At Saylesville ES, 60% of MLLS met their targets for growth in English proficiency. At LMS, 5% of MLLs met their targets for growth in English Proficiency. At LHS, 27% of MLLs met their targets for growth in English proficiency. This data will be a focus for growth going forward as part of the district and school-based improvement planning process.

## Priority 1: Closing the achievement gap in English Language Arts

*LPS will close achievement gaps for all students in identified subgroups that are underperforming peers.*

LPS teachers and administrators will collect and analyze disaggregated data to set goals in the area of ELA to decrease achievement gaps among reporting subgroups.

## Measurable Goals

**Goal #1 - To decrease achievement gaps between reporting subgroups and overall student performance by 50% in the area of ELA.**

### **Initiative 1: Implementation of high quality ELA curricula in grades K-12**

*The LPS will continue to implement high-quality ELA curricula in grades K-12 that began in SY 2021-2022. High-quality curricula are an important tier 1 intervention to*

*closing achievement gaps for students. Professional learning will support the implementation to maximize impact.*

**Supporting Research and Evidence:**

Research to support HQ Curriculum and Professional Learning

**Citation:** Jackson, C. K., & Makarin, A. (2016).Simplifying Teaching: A Field Experiment with Online" Off-the-Shelf" Lessons. National Bureau of Economic Research

<b>Action Step</b>	<b>Complete-Date</b>
Develop and implement a plan to provide professional learning to support the implementation of high-quality ELA curricula	09/30/2023
To develop and implement a system of high-quality performance assessments in support of increased ELA proficiency across content areas	06/30/2025
Develop and implement a plan to support best practices for MLL students in target language acquisition	06/30/2024
Provide extended learning opportunities prioritizing students from identified subgroups (MLL, differently abled, economically disadvantaged) in an effort to close the achievement gap in ELA	06/30/2024

**Initiative 2: Implementation of Science of Reading professional learning**

*To continue to implement professional learning in support of the science of reading. In addition to the training to meet the requirements of the Right to Read Act, the LPS will also support teachers in the implementation of foundational reading skills via the EL Skills Block (K-2).*

**Supporting Research and Evidence:**

Review of reading research

**Citation:** Moats, L. C. (1999). Teaching reading is rocket science. Washington, DC: American Federation of Teachers.

Action Step	Complete-Date
Continue to implement training to ensure "proficiency" as defined by the Right to Read Act	06/30/2026
To implement a foundational skills reading program via EL Skills Block in support of the Science of Reading	06/30/2024

### Initiative 3: K-2 Foundational Skills Program

*To implement the K-2 Foundational Skills program as part of the ELA high-quality curriculum implementation*

#### Supporting Research and Evidence:

Evaluating the Use of EL Education’s K–2 Language Arts Curriculum

**Citation:** Bocala, C., McMaken, J., Melchior, K., (2019). Evaluating the Use of EL Education’s K–2 Language Arts Curriculum. West Ed.

**URL:**

<https://eleducation.org/impact/curriculum/curriculum-research-studies/k-2-language-arts-curriculum-study>

Action Step	Complete-Date
To implement the EL Skills Block and associated professional learning	06/30/2024
Develop and implement a summer program to support incoming grades 1-4 students in foundational reading skills	08/30/2024

## Priority 2: Closing the achievement gap in mathematics

*LPS will close achievement gaps for all students in identified subgroups that are underperforming their peers.*

LPS teachers and administrators will collect and analyze disaggregated data to set

goals in the area of mathematics to decrease achievement gaps among reporting subgroups.

## Measurable Goals

**Goal #1 - To decrease achievement gaps between reporting subgroups (MLL, economically disadvantaged, and differently-abled) and overall performance by 50% in mathematics.**

### **Initiative 1: Implementation of high quality math curricula in grades K-12**

*The LPS will continue to implement high-quality math curricula in grades K-12 that began in prior years. High-quality curricula are an important tier 1 intervention to closing achievement gaps for students.*

#### **Supporting Research and Evidence:**

Research to support HQ Curriculum and Professional Learning

**Citation:** Jackson, C. K., & Makarin, A. (2016). Simplifying Teaching: A Field Experiment with Online "Off-the-Shelf" Lessons. National Bureau of Economic Research

<b>Action Step</b>	<b>Complete-Date</b>
To implement Eureka2 in grades K-5 and provide associated professional learning to support student achievement.	06/30/2024
To develop a system of high quality performance assessments in grades 6-12	06/30/2025
To implement strategies to support MLL students in the area of mathematics	06/27/2025



To provide extended learning opportunities prioritizing subgroups (MLL, differently able and economically disadvantaged) to close the achievement gap in mathematics

06/30/2024

### **Initiative 2: To implement the science of reading in discipline specific areas**

*To continue to develop instructional practices based on the science of reading to support discipline-specific content (e.g. Science, Technology, Engineering, Mathematics)*

#### **Supporting Research and Evidence:**

Science of Reading in content areas

**Citation:** Moats, L. C. (1999). Teaching reading is rocket science. Washington, DC: American Federation of Teachers.

#### **Action Step**

#### **Complete-Date**

Develop common planning activities and other PD opportunities to implement instructional practices aligned to the science of reading in the content areas

12/01/2023

## Priority 3: Ensuring a sustainable, positive school climate

*LPS will work to create a safe and supportive educational climate for students and staff.*

A sustainable, positive school climate fosters the conditions necessary for learning and fulfillment of the Vision of a Graduate.

## Measurable Goals

**Goal #1 - To reduce chronic absenteeism by 5% annually from 20.5% to 10% by 2026**

### Initiative 1: Attendance data review

*To create school-based structures to review and analyze attendance data along with resulting action steps by each school*

#### Supporting Research and Evidence:

Absences Add Up: How School Attendance Influences Student Success

**Citation:** Ginsburg, A., Jordan, P., Chang H. (2014). Absences Add Up: How School Attendance Influences Student Success. Attendance Works.

**URL:** <https://www.attendanceworks.org/absences-add-up/>

Action Step	Complete-Date
To create structures to examine student attendance and develop plans to reduce absenteeism	06/30/2024
To explore existing systemic supports (Skyward, Attendance Nudge Tool) to maximize resources to improve attendance	06/30/2024

### Initiative 2: SEL Supports Review

*To examine the current SEL supports, areas for alignment and calibration as well as uniformity across grades*

#### Supporting Research and Evidence:

SEL influence on student achievement

**Citation:** Eitland, E., Klingensmith, L., MacNaughton, P., Laurent, J.C., Spengler, J., Bernstein, A., & Allen, J.G. (2017). Schools for health: Foundations for student success: How school buildings influence student health, thinking and performance. Cambridge, MA: Harvard T.H. Chan School of Public Health

Action Step	Complete-Date
Identify current SEL interventions and develop a plan to implement a unified system of supports	02/29/2024

### Initiative 3: To implement a coordinated program of SEL supports and interventions

*To implement a coordinated SEL program to support improved social-emotional skills*

#### Supporting Research and Evidence:

SEL influence on student achievement

**Citation:** Eitland, E., Klingensmith, L., MacNaughton, P., Laurent, J.C., Spengler, J., Bernstein, A., & Allen, J.G. (2017). Schools for health: Foundations for student success: How school buildings influence student health, thinking and performance. Cambridge, MA: Harvard T.H. Chan School of Public Health

#### Action Step

#### Complete-Date

To implement the chosen systematic SEL program

06/30/2024

## Priority 4: Improving facilities and learning spaces

*LPS is committed to fulfilling its submission to RIDE to complete its five-year asset protection plan.*

Annually, the LPS will make investments towards the completion of the goals stated in the five-year asset protection plan submitted to RIDE.

## Measurable Goals

**Goal #1 - The Lincoln Public Schools will complete 100% of the maintenance and upgrades articulated in the action steps below by June 2028.**

**Initiative 1: To implement the planned FY 2024 portion of the 5 Year Capital Plan**

**as appropriate**

*Develop and adhere to consistent facilities, technology, and infrastructure management, repair, replacement, and upgrade schedules. This is inclusive of quality work and learning environments and school safety upgrades*

**Supporting Research and Evidence:**

Schools for health: Foundations for student success: How school buildings influence student health, thinking and performance

**Citation:** Eitland, E., Klingensmith, L., MacNaughton, P., Laurent, J.C., Spengler, J., Bernstein, A., & Allen, J.G. (2017). Schools for health: Foundations for student success: How school buildings influence student health, thinking and performance. Cambridge, MA: Harvard T.H. Chan School of Public Health

<b>Action Step</b>	<b>Complete-Date</b>
Procure specifications, bids, and associated documents necessary to execute the elements of the 5 Year Capital Plan	12/01/2023
Annually update and submit to the five-year Capital Improvement Plan.	06/30/2024

**Initiative 2: To implement the planned FY 2025 portion of the 5 Year Capital Plan as appropriate**

*Develop and adhere to consistent facilities, technology, and infrastructure management, repair, replacement, and upgrade schedules inclusive of quality work and learning environments as well as school safety upgrades*

**Supporting Research and Evidence:**

Schools for health: Foundations for student success: How school buildings influence student health, thinking and performance

**Citation:** Eitland, E., Klingensmith, L., MacNaughton, P., Laurent, J.C., Spengler, J., Bernstein, A., & Allen, J.G. (2017). Schools for health: Foundations for student success: How school buildings influence student health, thinking and performance. Cambridge, MA: Harvard T.H. Chan School of Public Health

<b>Action Step</b>	<b>Complete-Date</b>
Procure specifications, bids and associated documents necessary to execute the elements of the 5 Year Capital Plan	12/01/2024
Annually update and submit to the five-year Capital Improvement Plan.	06/30/2025

**Initiative 3: To implement the planned FY 2026 portion of the 5 Year Capital Plan as appropriate**

*Develop and adhere to consistent facilities, technology, and infrastructure management, repair, replacement, and upgrade schedules inclusive of quality work and learning environments as well as school safety upgrades.*

**Supporting Research and Evidence:**

Schools for health: Foundations for student success: How school buildings influence student health, thinking and performance

**Citation:** Eitland, E., Klingensmith, L., MacNaughton, P., Laurent, J.C., Spengler, J., Bernstein, A., & Allen, J.G. (2017). Schools for health: Foundations for student success: How school buildings influence student health, thinking and performance. Cambridge, MA: Harvard T.H. Chan School of Public Health

<b>Action Step</b>	<b>Complete-Date</b>
Procure specifications, bids, and associated documents necessary to execute the elements of the 5 Year Capital Plan	12/01/2025
Annually update and submit to the five-year Capital Improvement Plan.	06/30/2025