

Lincoln Public Schools

Strategic Plan (2026 - 2029)

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

To realize this vision, Lincoln Public Schools will implement a comprehensive Multi-Tiered System of Supports (MTSS), provide high-quality curriculum and instruction, strengthen literacy and mathematics practices, build educator capacity through professional learning, increase supports for multilingual learners and students with disabilities, promote positive school climate and social-emotional learning, strengthen family engagement, and maintain safe and effective learning environments.

Then LEA can...

Create equitable access to rigorous learning opportunities, use data-based decision making to identify and address student needs, provide targeted interventions and specialized supports, strengthen instructional practices across all classrooms, and develop systems that support the academic, behavioral, social-emotional, and engagement needs of every student.

So that...

All students, particularly those in historically underperforming subgroups, demonstrate increased achievement and growth in English Language Arts and mathematics, experience a positive and supportive school climate, attend school consistently, engage meaningfully in their learning, and graduate prepared to fulfill the Lincoln Vision of a Graduate as skilled communicators, critical thinkers, self-directed learners, collaborators, socially and emotionally competent individuals, and responsible citizens.

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
- Attendance 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 consistent and ongoing
- 1:1 technology implemented and maintained
- 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.
- Meeting the professional learning requirements articulated in the MLL regulations by 2030.

Priority 1: Closing the achievement gap in English Language Arts

LPS will close achievement gaps for all students in identified subgroups who are underperforming compared to their 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: MTSS Framework

The LPS will continue to develop its MTSS framework to support data-based decision-making and coherence across the tiers of instruction.

Action Step	Complete-Date	Notes
Tier 1: Implement a system of high-quality performance assessments, including calibration and student work analysis.	06/22/2029	
Tier 1: Provide professional learning on EL ALL and Skills Blocks at the elementary level.	06/29/2029	
All tiers: Adopt and implement aimswebPlus screening and progress monitoring tool to monitor student growth.	06/25/2027	
Provide professional learning on data-based decision making, including data-based individualization, to accelerate the growth of students.	06/22/2029	

Initiative 2: MLL Proficiency/Awareness Training

Provide professional learning so that all teachers and administrators achieve proficiency or awareness in the education of MLLs.

Action Step	Complete-Date	Notes
Provide MLL proficiency training to elementary classroom teachers, English teachers, and social studies teachers.	06/29/2029	
Provide MLL awareness training to all other educators.	06/22/2029	

Initiative 3: Literacy across content areas

To support literacy instruction through the acquisition and implementation of high-quality science and social studies materials that embed literacy instruction.

Action Step	Complete-Date	Notes
Adopt and implement high-quality social studies materials K-12.	06/22/2029	
Adopt and implement high-quality science materials in K-12.	06/22/2029	
Implement the Writing Revolution framework alongside the HQIM utilized in ELA and social studies.	06/22/2029	

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 students with disabilities) and overall performance by 50% in mathematics.

Initiative 1: Implementation of high-quality math curricula in grades K-12
<i>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.</i>
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

Action Step	Complete-Date	Notes
Provide professional learning in the differentiation of HQCM materials using emerging technologies for teachers.	06/22/2029	
Implement Eureka2 in grades K-5 and provide associated professional learning to support student achievement.	06/30/2028	
Implement Building Thinking Classrooms in 6-12 to fully engage all learners in mathematics classrooms.	06/23/2028	

Initiative 2: MTSS Framework

The LPS will continue to develop its MTSS framework to support data-based decision-making and coherence across the tiers of instruction.

Action Step	Complete-Date	Notes
All tiers: Adopt and implement aimswebPlus screening and progress monitoring tool to monitor student growth.	06/25/2027	
Provide professional learning on the process of data-based decision making, including data-based individualization, to accelerate the growth of students who are in interventions and/or receiving specialized instruction.	06/23/2028	
Develop intervention structures to allow at-risk students to receive supplemental math instruction.	06/22/2029	

Initiative 3: MLL Proficiency/Awareness Training

Provide professional learning so that all teachers and administrators achieve proficiency or awareness in the education of MLLs.

Action Step	Complete-Date	Notes
Provide MLL proficiency training to elementary classroom teachers, English teachers, and social studies teachers.	06/29/2029	
Provide MLL awareness training to all other educators.	06/22/2029	

Priority 3: Science Proficiency

LPS will adopt high-quality instructional materials for science.

Measurable Goals

Goal #1 - To implement HQIM in all K-8, Physical Science, Biology, and Chemistry science classrooms, increasing science proficiency on NGSA by 9%.

Initiative 1: Implementation of high-quality science curricula		
<i>The LPS will continue to implement high-quality science curricula and provide professional learning focused on implementation.</i>		
Action Step	Complete-Date	Notes
Adopt and implement Smithsonian Science in K-5.	06/22/2029	
Adopt and implement Lab-Aids in grades 6-8.	06/22/2029	
Adopt and implement OpenSciEd in physical science, biology, and chemistry.	06/22/2029	
Provide ongoing professional learning focused on implementation of the adopted programs	06/22/2029	

Priority 4: 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: MTSS Framework		
<i>To create structures and teams to monitor and support behavioral and social-emotional learning.</i>		
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	Notes
Create structures to examine student attendance and develop plans to reduce absenteeism.	06/22/2029	
Provide professional learning on SEL supports and interventions, such as trauma-informed practices and de-escalation.	06/22/2029	
Build a system of tiered interventions and supports for behavioral and social-emotional learning.	06/22/2029	

Initiative 2: Family Engagement

To maximize family engagement in support of student learning.

Supporting Research and Evidence:

Research Brief: STRENGTHENING SCHOOL CONNECTEDNESS TO INCREASE STUDENT SUCCESS

URL: <https://edresearchforaction.org/wp-content/uploads/55011-EdResearch-School-Connectedness-Brief-29-REV.pdf>

Action Step	Complete-Date	Notes
Provide annual professional development to staff on topics related to family engagement.	06/22/2029	
Provide annual activities focused on curriculum, literacy, math, social-emotional learning, and Vision of the Graduate, where families receive practical strategies aligned to classroom instruction and student wellness	06/22/2029	

Priority 5: 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 2029.

Initiative 1: To implement 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

Action Step	Complete- Date	Notes
Procure specifications, bids, and associated documents necessary to execute the elements of the 5 Year Capital Plan	06/22/2029	
Annually update and submit the five-year Capital Improvement Plan.	06/22/2029	