

REPORT
to the community
2025–2026

(Grades 6–8)

Lincoln Middle School

VISION

Our vision is to encourage all students to strive for personal success in an inclusive learning environment.

MISSION

Our mission is to provide each student with the opportunity to become responsible, creative, life- long learners.

About Middle Years

The Middle Years (Gr. 6–8) provides a stimulating and supportive learning environment where high expectations, collaboration and continual learning are provided. Early adolescents have unique emotional, social and developmental characteristics. Staffing, curricula and programming in middle schools are focused on meeting these needs. The programs in the Middle Years builds on the programming in the Early Years.

Profile

24 Teachers

21 Support Staff

327 Students

SUPPORTING & CELEBRATING STUDENTS

Lincoln Middle School is passionate about ensuring our learning environment is supportive of student needs where our differences are celebrated and our diversity is recognized. Programming for individual students and their unique educational, social, and emotional needs are at the forefront of our work and this helps students thrive in all areas of school life.

Awards ceremonies and school- wide activities are regularly scheduled to acknowledge and celebrate the achievements and contributions of our Lions. We showcase achievements and growth in academic achievement, arts education, athletic prowess and community engagement as they are particularly important to us. We strive to incorporate cultural celebrations that represent our community. We welcome the input of our parents, students, and staff towards this end

COMMUNITY CONNECTIONS

At Lincoln Middle School we strongly value the connection we have with our parents and wider community. We strive to actively involve parents in activities, planning, and celebrations that go beyond parent-teacher conferences.

We have an active parent council that supports the school's endeavours, as well as many family and community members that assist on field trips, refereeing and lunch supervision.





LAST YEAR'S AREAS OF FOCUS

What did the evidence of student learning tell us?

In the 2025-26 school year, we focused on three areas of growth: reading comprehension and reading strategies, strengthening mental math fluency and problem-solving skills, and creating a community of learners that reflects our values of inclusion and connectedness within a safe, supportive school.

Academically, 98.4% of all scores were approaching or meeting expectations, with 88.4% of all marks being a 3 or 4. When we compared grade 8 data from the previous year with current marks from semester 1 in grade 9, the scores were very comparable within a small, acceptable range of difference. This means our students are well prepared for the rigours of high school.

What are the anticipated next steps?

We will continue to work with the strategies found within the Mamahtawisiwin framework to strengthen connections to ourselves, our school and our environment.
While the data is very positive when it comes to student achievement, there is still much to learn from the data and tools provided to us. The data supported the need to focus on critical thinking and problem solving, particularly with boys.

2026-2027 PLANNING

IDENTIFIED AREAS OF FOCUS

Lincoln Middle School is centered around three foundational pillars: literacy, numeracy, and fostering a culture of belonging through community building.

Literacy: This year our teachers will be focusing on helping develop students' critical thinking skills and the ability to share thoughts, opinions and ideas both orally and in written form in a comprehensive, clear manner.

Numeracy: Teachers will work with students to help develop problem solving skills and strategies by strengthening mental math fluency and helping to develop overall knowledge and understanding of mathematics.

Culture of Belonging and Community Building: We know that students feeling safe and welcome at school is essential for learning, and we will examine our practices, policies, physical space and connections with each other to build a truly inclusive space.

We aim to incorporate Indigenous perspectives and culture that emphasize strategies found in the Mamahtawisiwin framework with the purpose of strengthening our connection to ourselves, the school, and the environment.

We will do regular check-ins with students regarding self-esteem, connections with others and ways to improve our school throughout the year.

EDUCATION

An Indigenous-inclusive education system is grounded in Indigenous histories, cultures, languages, traditional values, and knowledges. An equitable school community fosters a sense of belonging in all learners so that they feel they can succeed, take responsibility, and find their purpose in life.
SCHOOL NAME is committed to: (and then they list their goals/actions)

- Promoting authentic Involvement of Elders, Knowledge-Keepers, and members of the community.
- Employing a holistic approach to supporting students by putting students at the center.
- Providing an Inclusive and Culturally Safe Learning Environment.
- Valuing and celebrating differences by demonstrating respect for world views, values, identities, and traditions.