Lincoln Public Schools Strategic Maps 2021-2022

Approved at School Committee Meeting of November 18, 2021

AIDE and Deeper Learning							
Vision/Big Idea	**Goal(s), assumptions, and/or PoP**	**Outcomes**	**Outputs, Products**	**Measures**	**Who is lead**	**Who is support**	**Status**
We have a clear, shared vision for quality teaching and learning that guides the district We have strong, culturally responsive, deeper learning curriculum that is documented and shared across the district All students have access to and experience culturally responsive and deeper learning in all of their classes Students are engaged, leaders of their own learning, and are successful All faculty, admin, and staff have a strong foundation in understanding AIDE and intentionally look	All faculty, staff, and administrators are at different points in their understanding and commitment to AIDE, thus our approach will need a variety of entry points and will need to include some cyclical elements	Faculty see a very clear connection between Deeper Learning and AIDE We are creating a system of differentiated learning experiences to be used in perpetuity for faculty, administrators, and staff, including consistent annual training for new employees to ensure that all faculty and staff have common language, experiences, and understanding around AIDE Faculty take ownership and	Q1: Sept-Nov ● Draft and finalize AIDE Stance ● All faculty practice Equity Pause so that they can lead this themselves moving forward ● All faculty learn and practice task adjustment ● Weekly principal observation walks alternating between superintendent and assistant superintendent ● Faculty Affinity Groups and Book & Action Groups begin for the year ● Develop pre-approved and preferred professional learning experiences for faculty that clearly steer educators toward AIDE and Deeper Learning opportunities ● Initial groups of administrators, faculty, and staff begin attending Racial Equity Institute's Phase 1 Workshop	All classroom teachers have documented, adjusted, and taught at least one Deeper Learning task that clearly actualizes AIDE in teaching and learning	Jess and Marika	Becky, principals, rest of Admin Council, LAAG	
			Q2: Dec-Feb ● LAAG, AC, and others train with NCBI/Evolution ● Collaborative Practices begin with a focus on AIDE ● Weekly principal observation walks alternating between superintendent and assistant superintendent ● Series of professional development afternoons are devoted to AIDE ● Communicate current assessment and intervention support practices	REI process sessions to gather data from those who attend Compare observational data from weekly observation walks with principals/superintendents to those from Q1			

for opportunities to grow their awareness and skills in this area		leadership of their individual AIDE growth through Affinity and Book & Action groups	- Develop and implement a consistent intervention monitoring data system - Four initial AIDE-focused online modules are created; small group of faculty pilot taking them and offer feedback for revision				
		Agree on set of aligned P-8 standards for SEL and AIDE Accelerate and Monitor Student Learning	Q3: Mar-May - LAAG develops and recommends district-wide AIDE-based definitions - Student, Faculty/Staff, and Family surveys conducted and analyzed - Identify and agree on set of aligned P-8 standards for SEL and AIDE (CASEL/ Prior SEL Task Force Outcomes + Learning for Justice standards) - Series of professional development afternoons are devoted to AIDE ⅓ of administrators, faculty, and staff have attended Racial Equity Institute's Phase 1 Workshop - Weekly principal observation walks alternating between superintendent and assistant superintendent - Analyze and report to School Committee student progress in math and literacy K-5 disaggregated by subgroups (protecting student confidentiality) - Determine if additional assessments are necessary K-8 as well as key yearly data points within our suite of assessments, including MCAS	Results of faculty, staff, and family surveys REI process sessions to gather data from those who attend Compare observational data from weekly observation walks with principals/superintendents to those from Q2 Students who receive intervention support show growth in areas of need and at an accelerated rate (more than expected in a period of time without intervention). Comparison of intervention outcomes to MCAS scores, when available.			
			Q4: Jun-Aug				

Portrait of a Learner							
Vision/Big Idea	**Goal(s), assumptions, and/or PoP**	**Outcomes**	**Outputs, Products**	**Measures**	**Who is lead**	**Who is support**	**Status**
Create a common understanding of our vision for students in LPS	Returning to our draft Portrait of a Learner that was interrupted by COVID in March 2020 will allow us to finalize it, bringing clarity to our district's vision	A portrait of a learner that the district can adopt as a revised vision and utilize as a guide and tool for classroom and strategic planning, as well as a measure of our district's and each classroom's success	Q1: Sept-Nov ● Initial meeting with Rob/Jess/Becky/Marika re: where we last left off pre-COVID ● Assemble a combo group of LAAG and folks on our Portrait of a Learner Task Force to review and provide input on Portrait, including doing an Equity Pause on the draft	Initial draft completed	Jess Rose	Becky, Rob, Marika, LAAG, and Portrait of a Learner Task Force	
			Q2: Dec-Feb ● Share final draft of Portrait language with community for any additional input ● Final final version of Portrait language ● Connect with a graphic designer to design the visual of our Portrait	Input incorporated into final draft			
			Q3: Mar-May ● Reveal Portrait of a Learner with full district ● AC talks about how they will put the Portrait into action and use it as a tool in the coming year	Final Portrait of a Learner ready for public distribution and presented			
			Q4: Jun-Aug ● The Portrait of a Learner and its implementation are incorporated into strategic priorities and map creation for 2022-23 school year	Administrators and faculty begin planning for use of Portrait			

Support and Accountability for COA and AC							
Vision/Big Idea	**Goal(s), assumptions, and/or PoP**	**Outcomes**	**Outputs, Products**	**Measures**	**Who is lead**	**Who is support**	**Status**
Accountability came up many times in the Equity Audit Report last year as an instrumental component of making lasting progress around AIDE; as administrators hold faculty and staff more accountable for their learning, openness to feedback, growth, and impact, we strive to transparently do the same for administrators	Administrators are at different points in their growth as leaders of AIDE and every administrator shall commit to their own personal growth in strengthening their AIDE learning and leadership	All administrators are actively engaged in growing their personal AIDE development and leading for AIDE in ways that have visible, positive impact As a result of administrator leadership, there is evidence that each school and the district has made marked progress to become antiracist, inclusive, and equitable	Q1: Sept-Nov ● Each Admin Council member creates a professional practice goal around AIDE, shares it with the rest of AC, and identifies ways the group can support and hold one another accountable for progress ● Begin weekly principal observation walks alternating between superintendent and assistant superintendent ● Bi-weekly principal meetings focused on monitoring progress toward AIDE-based school strategic maps and brainstorming ways to overcome obstacles ● AC is prioritized for attending Racial Equity Institute's Phase 1 Workshop and begins to sign up for offerings ● AC practices Equity Pauses with faculty on student learning tasks but also as a group when considering their leadership ● Becky and Jess begin a year-long course through the Leadership Academy on Foundations of Principal Supervision		Jess and Becky	Admin Council	
			Q2: Dec-Feb ● Quarterly check-in with AC re: progress toward personal AIDE goal ● Weekly principal observation walks alternating between superintendent and assistant superintendent ● Bi-weekly principal meetings focused on monitoring progress toward AIDE-based school	REI process sessions to gather data from those who attend Compare observational data from weekly observation walks with principals/superintendents			

				strategic maps and brainstorming ways to overcome obstacles ● AC is prioritized for attending Racial Equity Institute's Phase 1 Workshop and continues to attend ● Becky and Jess continue to engage in a year-long course through the Leadership Academy on Foundations of Principal Supervision	to those from the prior quarter School-based strategic map status Observations of administrator leadership around AIDE in their unique roles			
				Q3: Mar-May ● Quarterly check-in with AC re: progress toward personal AIDE goal ● Weekly principal observation walks alternating between superintendent and assistant superintendent ● Bi-weekly principal meetings focused on monitoring progress toward AIDE-based school strategic maps and brainstorming ways to overcome obstacles ● All AC members have attended Racial Equity Institute's Phase 1 Workshop ● Becky and Jess continue to engage in a year-long course through the Leadership Academy on Foundations of Principal Supervision				
				Q4: Jun-Aug ● End of year evaluations for administrators explicitly name observations, strengths, and areas of growth in their AIDE leadership ● Becky and Jess wrap-up a year-long course through the Leadership Academy on Foundations of Principal Supervision				

Hiring, Recruitment, and Retention of Faculty, Administrators, and Staff of Color

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support	Status
A diverse staff, across racial lines and many other identity markers, is a critical asset for all students and staff in our district; besides constructing and implementing a targeted recruitment and hiring strategy, the district also needs to invest in retraining faculty, administrators, and staff of color and fostering a strong sense of belonging for all	Systems typically work how they are designed to work; if we are consistently attracting very white pools of candidates, we need to adjust our processes to get different results	A recruitment plan is developed; the hiring process is revised to more intentionally value applicants who increase the diversity of our employees and to ensure equity of opportunity for candidates of color; diversity is defined broadly to recognize that there are many identities within our student population that should be represented by our employees; a set of components are in place to support our current faculty and staff of color that directly lead to more faculty and staff of color being hired and staying in the district	Q1: Sept-Nov • Quarterly sessions with faculty and staff of color, principals, and superintendents to actively listen in order to understand the ongoing lived experiences in the district and collaboratively develop ways to improve the experiences of our faculty, staff, and students of color. • Join the Talent Diversification Professional Learning Community (TDPLC) through DESE; attend first two sessions		Becky and Jess	Admin Council	
			Q2: Dec-Feb • Quarterly sessions with faculty and staff of color, principals, and superintendents to actively listen in order to understand the ongoing lived experiences in the district and collaboratively develop ways to improve the experiences of our faculty, staff, and students of color. • AC conducts an After Action Review (AAR) of hiring process and results from last spring/summer • Participate in next three sessions of TDPLC; development of plan for spring recruitment and hiring				
			Q3: Mar-May • Quarterly sessions with faculty and staff of color, principals, and superintendents to actively listen in order to understand the	Faculty, staff, students and administrators of color report a higher sense of belonging			

The district hiring also demonstrates a commitment to hiring persons who embody the values of being antiracist educators and who demonstrate the knowledge, understanding, and skills that will support the district's AIDE journey and ability to engage and connect with all students and families as allies.	ongoing lived experiences in the district and collaboratively develop ways to improve the experiences of our faculty, staff, and students of color. ● Participate in last three sessions of TDPLC; implement recruitment and hiring plans	We see an increase in the number of applicants and people hired for faculty positions who identify as people of color		
	Q4: Jun-Aug ● Continue recruitment and hiring plans throughout summer	We make progress toward reaching our targets to fill a certain amount of vacancies over the course of the next 5 years with faculty and staff of color in each school		

Strengthening Teacher-Student Relationships and Rectifying Disproportionate Experiences around Student Discipline							
Vision/Big Idea	**Goal(s), assumptions, and/or PoP**	**Outcomes**	**Outputs, Products**	**Measures**	**Who is lead**	**Who is support**	**Status**
Classroom cultures support positive behavior, relationships, empathy, communication, and collaboration over "behavior management" and "discipline" Faculty and administrators see student behavior as forms of communication that lend insight into students' experiences and needs; faculty and administrators can assess how their teaching and the classroom or school environment impacts students Responses to students various behaviors maintain and foster a students' sense of belonging, their learning, and their growth	All students and faculty recognize that everyone is always working on growing an aspect of themselves and collaboratively work toward this effort All students feel that staff and faculty recognize and honor their full and intersectional identities and accept them for who they are	Students' basic social emotional needs are met with cultural competence and thus are more receptive to daily learning Common philosophies, processes, and expectations lead to more equitable experiences and support for students and higher levels of belonging Within each school there are consistent approaches to responding to student behaviors, that match the district behavioral philosophy and expectations	Q1: Sept-Nov ● Principal team uses AIDE 5-year action plan to map out a trajectory of professional learning for faculty that supports student-teacher relationships ● Admin Council holds quarterly sessions to support each school's implementation of their strategic map around fostering a sense of belonging within each building Q2: Dec-Feb ● Conduct an orchestrated series of observations across all grade levels in the district to gather full diagnosis of strategies used; include students in sharing their experiences with behavior expectations as part of data gathering related to school and classroom climate ● Catalog the level of training all faculty have in a variety of behavior-based frameworks and curricula ● Admin Council holds quarterly sessions to support each school's implementation of their strategic map around fostering a sense of belonging within each building Q3: Mar-May ● Construct a shared philosophy of behavior and common definitions P-8 ● Document Connections plans to better understand the K-8 vertical trajectory and role of SEL and AIDE in Connections ● Identify and agree on set of aligned P-8 standards for SEL and AIDE (CASEL/ Prior SEL Task Force	Consensus on a shared philosophy of behavior and common definitions to be used in preschool through 8th grade Aligned P-8 standards for	Jess and Mary Emmons	Principals, Coordinators, Marika, and Rob	

			Outcomes + Learning for Justice standards) ● Admin Council holds quarterly sessions to support each school's implementation of their strategic map around fostering a sense of belonging within each building	SEL and AIDE District summary of findings from observations and feedback gathering around student behavior and teacher and staff responses		
			Q4: Jun-Aug ● Analyze K-8 Connections to identify strengths, gaps, and redundancies to inform upcoming development			