

LPS 5-year AIDE Action Plan

| Core Strands  | Sub-strands                                     | 2021-22   | 2022-23  | 2023-24   | 2024-25   | 2025-26 | Beyond 2026 |
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| <b>Student-centered Teaching &amp; Learning</b> <ul style="list-style-type: none"> <li>We have a clear, shared vision for quality teaching and learning that guides the district</li> <li>We have strong, culturally responsive, deeper learning curriculum that is documented and shared across the district</li> <li>All students have access to and experience culturally responsive and deeper learning in all of their classes</li> <li>Students are engaged, leaders of their own learning, and successfully progress in their academics</li> </ul> | District AIDE Stance                            | <ul style="list-style-type: none"> <li>Draft and finalize AIDE Stance</li> </ul>  |  |   |   |         |             |
|   | Portrait of a Learner                           | <ul style="list-style-type: none"> <li>Finalize Portrait of a Learner</li> </ul>  | <ul style="list-style-type: none"> <li>Portrait of a Learner Application</li> </ul>  | <ul style="list-style-type: none"> <li>Create Portrait of an Educator</li> </ul>  | <ul style="list-style-type: none"> <li>Portrait of an Educator Application</li> </ul> |         |             |
|   | Deeper Learning (Equity Pause, Task Adjustment) | <ul style="list-style-type: none"> <li>Clarify what Deeper Learning is and be transparent in our strategy to ensure that Deeper Learning is in service of actualizing AIDE</li> <li>All faculty practice Equity Pause so that they can lead this themselves moving forward</li> <li>All faculty learn and practice task adjustment, with every faculty adjusting and documenting one DL task that clearly actualizes AIDE in teaching and learning</li> </ul>   | <ul style="list-style-type: none"> <li>Name our expectations for documenting and sharing curriculum; begin documentation work</li> <li>PD shifts to focus from Deeper Learning and AIDE Tasks to Deeper Learning and AIDE Pedagogy</li> <li>Identify core culturally responsive and deeper learning pedagogical strategies and approaches for all faculty to use</li> <li>Explicitly connect curricular and pedagogical expectations to our Portrait of a Learner</li> </ul> | <ul style="list-style-type: none"> <li>Develop accountability processes for documentation and implementation of Deeper Learning and AIDE tasks as well as pedagogical strategies</li> </ul>           |   |         |             |
|   | Learning Walks/Observations and Feedback        | <ul style="list-style-type: none"> <li>Review departmental systemic processes with an explicit AIDE lens (i.e. IST, SST, BSST, etc.)</li> <li>Weekly principal observation walks alternating between superintendent and assistant superintendent</li> <li>Revive AC-wide Learning Walks with Content Specialists and Deeper Learning Teacher Leaders (consider math and literacy specialists) with a focus on AIDE and Deeper Learning in the classroom</li> <li>Revise Learning Walk and Observational tools to align with AIDE, Deeper Learning, and Portrait of a Learner (once complete)</li> </ul> | <ul style="list-style-type: none"> <li>Expand Learning Walks to include faculty and students at all schools</li> <li>Develop a tool for observing departmental systemic processes with an explicit AIDE lens (i.e. IST, SST, BSST, etc.)</li> <li>Calibrate administrators on utilizing revised tools</li> <li>Continue to develop skills for all faculty, staff, and administrators around how to give and receive feedback for action</li> </ul>                           | <ul style="list-style-type: none"> <li>Continue Learning Walks and implement system of data collection tied to expected outcomes (i.e. Portrait of a Learner, AIDE, Deeper Learning, etc.)</li> </ul> |   |         |             |
|   | Accelerating and Monitoring Student Learning    | <ul style="list-style-type: none"> <li>Communicate current assessment and intervention support practices</li> <li>Analyze and report to School Committee student progress in math and literacy K-5 disaggregated by subgroups (protecting student confidentiality)</li> <li>Determine if additional assessments are necessary K-8 as well as key yearly data points within our suite of assessments, including MCAS</li> <li>Develop and implement a consistent intervention monitoring data system</li> </ul>  | <ul style="list-style-type: none"> <li>Implement any new assessments that are needed K-8</li> <li>Begin reporting longitudinally using full suite of assessments</li> </ul>  |   |   |         |             |

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|  | Curriculum Review Process   | <ul style="list-style-type: none"> <li>• Music Review continues</li> <li>• Incorporate Connections into Curriculum Review Process</li> <li>• Identify and agree on set of aligned P-8 standards for SEL and AIDE (CASEL/ Prior SEL Task Force Outcomes + Learning for Justice standards)</li> </ul>   | <ul style="list-style-type: none"> <li>• Summer 2022: Revise Curriculum Review Process with a more explicit AIDE lens</li> <li>• Summer 2022: Determine adjusted timeline for Curriculum Reviews based on COVID interruptions</li> <li>• Identify scope and sequence for SEL/AIDE standards implementation by grade level and discipline</li> <li>• Confirm which curricular tools the district will adopt and implement as part of our SEL and AIDE work through Connections at different grade spans</li> <li>• Begin training all faculty in Connections curricular tools</li> </ul> | <ul style="list-style-type: none"> <li>• Complete training all faculty in Connections curricular tools</li> </ul>   |  |  |  |
| <p><b>Sense of Belonging</b></p> <ul style="list-style-type: none"> <li>• Students, families, faculty, and staff feel a strong sense of belonging in their classroom, the school, and in the district</li> <li>• Students' voices are sought and used to inform decisions at all levels of the district</li> <li>• Classroom cultures support positive behavior and restorative justice over "behavior management" and "discipline"</li> </ul> | Affinity Groups (student and adult)   | <ul style="list-style-type: none"> <li>• Create space in the calendar for adult affinity groups to meet</li> <li>• Develop guide for affinity group facilitation, allowing for affinity and caucusing to take place</li> <li>• Assess the need and desire for student affinity groups</li> </ul>  | <ul style="list-style-type: none"> <li>• Support affinity groups (i.e. training to become affinity and less of a caucus)</li> <li>• Launch student affinity groups</li> </ul>   |   |  |  |  |
|  | Student Voice   | <ul style="list-style-type: none"> <li>• Central Office includes students in all task forces/committees when student voice can provide beneficial input and experiences</li> <li>• School-based strategic maps take a leading role in growing the level of student voice and choice at all levels</li> </ul>  | <ul style="list-style-type: none"> <li>• School-based strategic maps take a leading role in growing the level of student voice and choice at all levels.</li> </ul>   | <ul style="list-style-type: none"> <li>• School-based strategic maps take a leading role in growing the level of student voice and choice at all levels.</li> </ul>           |  |  |  |
|  | Strengthening Teacher-Student Relationships and Rectifying Disproportionate Experiences around Student Discipline | <p><i>Connections Blocks</i></p> <ul style="list-style-type: none"> <li>• Document Connections plans to better understand the K-8 vertical trajectory and role of SEL and AIDE in Connections</li> <li>• Analyze K-8 Connections to identify strengths, gaps, and redundancies to inform upcoming development</li> </ul>  | <ul style="list-style-type: none"> <li>• Continual implementation, documentation, and refinement of Connections -- conduct observations and gather feedback from students to assess impact of Connections</li> </ul>  | <ul style="list-style-type: none"> <li>• Continual implementation, documentation, and refinement of Connections -- observations and feedback of Connections impact</li> </ul> |  |  |  |
|  |   | <p><i>Behavioral Framework</i></p> <ul style="list-style-type: none"> <li>• Construct a shared philosophy of behavior and common definitions P-8</li> <li>• 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</li> </ul> | <ul style="list-style-type: none"> <li>• Train faculty and staff; explicitly teach students expectations; observe daily implementation of faculty</li> <li>• Survey students to understand their experiences and the impact of implementing a consistent framework</li> <li>• Investigate and explore what it means to adopt a learning and growth oriented approach to</li> </ul>  |   |  |  |  |

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|  |   | <p>classroom climate.</p> <ul style="list-style-type: none"> <li>Catalog the level of training all faculty have in a variety of behavior-based frameworks and curricula</li> </ul>  | <p>responding to student behaviors that do not meet expectations; better understand the difference between using restorative practices vs. implementing a complete program such as Restorative Justice at the school or district level</p>  |  |  |  |  |
|  | Family Connections and Community Engagement             | <ul style="list-style-type: none"> <li>All families identify how they prefer communication from faculty and staff</li> <li>Clarify expectations and provide guidance for faculty about how often and about what they should communicate with families</li> <li>Quarterly sessions with families of color and district leadership to intentionally hear about families' ongoing lived experiences in the district</li> <li>Develop collaborative relationships with community partners in supporting district efforts to create equitable conditions for students in their extended day activities; identify targeted areas within AIDE to collaborate on in the coming years</li> </ul> | <ul style="list-style-type: none"> <li>School-based accountability/tracking system set in place to ensure that faculty are making positive connections with families</li> <li>Continue strengthening relationships with community partners and take action on targeted areas</li> </ul>   |  |  |  |  |
|  | Strengthening Faculty Sense of Belonging within schools | <ul style="list-style-type: none"> <li>School-based strategic maps take a leading role in strengthening faculty sense of belonging within schools</li> </ul>  | <ul style="list-style-type: none"> <li>School-based strategic maps take a leading role in strengthening faculty sense of belonging within schools</li> </ul>  |  |  |  |  |
| <b>Support, Action, and Accountability</b> <ul style="list-style-type: none"> <li>All faculty, admin, and staff have a strong foundation in understanding AIDE and intentionally look for opportunities to grow their awareness and skills in this area</li> <li>Clear district expectations for individual and team commitment and performance around all of the above</li> </ul> | Evaluation  | <ul style="list-style-type: none"> <li>At least 1 AIDE-focused goal for all faculty and admin</li> </ul>  |   |  |  |  |  |
|  | Training and Professional Learning                      | <ul style="list-style-type: none"> <li>Complete development of first set of learning modules; pilot modules with small group of faculty to gather feedback for revision and finalization</li> <li>AIDE Book and Action Groups</li> <li>Development of pre-approved and preferred professional learning experiences for faculty</li> <li>Develop initial set of 101 trainings for ESPs and subs</li> <li>Begin sending faculty and staff to Racial Equity Institute Phase 1 Workshop</li> </ul>  | <ul style="list-style-type: none"> <li>Partner with HGSE doctoral students for facilitation of learning modules</li> <li>All faculty complete first learning module</li> <li>Grow our library of learning modules</li> <li>Over half of all faculty and staff have attended Racial Equity Institute Phase 1 Workshop</li> <li>Implement set of 101 trainings for all ESPs and subs</li> </ul> | <ul style="list-style-type: none"> <li>All faculty and staff have attended Racial Equity Institute Phase 1 Workshop</li> <li>Continue to grow our library of learning modules</li> </ul> |  |  |  |
|  | Administrative Council                                  | <ul style="list-style-type: none"> <li>At least 1 AIDE-focused evaluation goal for all admin</li> <li>Revise surveys from faculty to administrators to reflect AIDE as a central component of their leadership</li> <li>Include all AC members in</li> </ul>  |   |  |  |  |  |

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|  |   | NCBI/Evolution leadership training   |  |  |  |  |  |
|  | Planning for an AIDE Administrator  | <ul style="list-style-type: none"> <li>Assess our needs and work with school and town DEI groups to identify potential paths toward creating a unique role for an AIDE administrator</li> </ul>  |  |  |  |  |  |
|  | Plan for recruitment, hiring, and retention of faculty, staff, and admin of color | <ul style="list-style-type: none"> <li>Review and refine hiring practices; AAR of 2021-22 hires</li> <li>Participate in DESE Teacher Diversification PLC; use the PLC to define diversity in recruitment and hiring and craft a long-term plan including an approach and set of shared resources for spring 2022 hiring</li> <li>Set specific goals and 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</li> <li>Quarterly sessions with faculty and staff of color, principals, and superintendents to intentionally hear about ongoing lived experiences in the district</li> </ul> |  |  |  |  |  |
|  | LAAG  | <ul style="list-style-type: none"> <li>NCBI/Evolution leadership training</li> <li>Develop and recommend district-wide AIDE-based definitions</li> </ul>   | <ul style="list-style-type: none"> <li>Reevaluate our core values and recommend revisions, if necessary</li> </ul> |  |  |  |  |
|  | Collaborative Practices   | <ul style="list-style-type: none"> <li>CP teams focus their work on an AIDE-based goal with clear expectations for outcomes and impact on students</li> </ul>  |  |  |  |  |  |