

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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| Student-centered Teaching & Learning <ul style="list-style-type: none"> 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 successfully progress in their academics | District AIDE Stance | <ul style="list-style-type: none"> Draft and finalize AIDE Stance | | | | | |
| | Portrait of a Learner | <ul style="list-style-type: none"> Finalize Portrait of a Learner | <ul style="list-style-type: none"> Portrait of a Learner Application | <ul style="list-style-type: none"> Create Portrait of an Educator | <ul style="list-style-type: none"> Portrait of an Educator Application | | |
| | Deeper Learning (Equity Pause, Task Adjustment) | <ul style="list-style-type: none"> Clarify what Deeper Learning is and be transparent in our strategy to ensure that Deeper Learning is in service of actualizing AIDE All faculty practice Equity Pause so that they can lead this themselves moving forward All faculty learn and practice task adjustment, with every faculty adjusting and documenting one DL task that clearly actualizes AIDE in teaching and learning | <ul style="list-style-type: none"> Name our expectations for documenting and sharing curriculum; begin documentation work PD shifts to focus from Deeper Learning and AIDE Tasks to Deeper Learning and AIDE Pedagogy Identify core culturally responsive and deeper learning pedagogical strategies and approaches for all faculty to use Explicitly connect curricular and pedagogical expectations to our Portrait of a Learner | <ul style="list-style-type: none"> Develop accountability processes for documentation and implementation of Deeper Learning and AIDE tasks as well as pedagogical strategies | | | |
| | Learning Walks/Observations and Feedback | <ul style="list-style-type: none"> Review departmental systemic processes with an explicit AIDE lens (i.e. IST, SST, BSST, etc.) Weekly principal observation walks alternating between superintendent and assistant superintendent 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 Revise Learning Walk and Observational tools to align with AIDE, Deeper Learning, and Portrait of a Learner (once complete) | <ul style="list-style-type: none"> Expand Learning Walks to include faculty and students at all schools Develop a tool for observing departmental systemic processes with an explicit AIDE lens (i.e. IST, SST, BSST, etc.) Calibrate administrators on utilizing revised tools Continue to develop skills for all faculty, staff, and administrators around how to give and receive feedback for action | <ul style="list-style-type: none"> Continue Learning Walks and implement system of data collection tied to expected outcomes (i.e. Portrait of a Learner, AIDE, Deeper Learning, etc.) | | | |
| | Accelerating and Monitoring Student Learning | <ul style="list-style-type: none"> Communicate current assessment and intervention support practices 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 Develop and implement a consistent intervention monitoring data system | <ul style="list-style-type: none"> Implement any new assessments that are needed K-8 Begin reporting longitudinally using full suite of assessments | | | | |

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

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| | | <p>classroom climate.</p> <ul style="list-style-type: none"> Catalog the level of training all faculty have in a variety of behavior-based frameworks and curricula | <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"> All families identify how they prefer communication from faculty and staff Clarify expectations and provide guidance for faculty about how often and about what they should communicate with families Quarterly sessions with families of color and district leadership to intentionally hear about families' ongoing lived experiences in the district 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 | <ul style="list-style-type: none"> School-based accountability/tracking system set in place to ensure that faculty are making positive connections with families Continue strengthening relationships with community partners and take action on targeted areas | | | | |
| | Strengthening Faculty Sense of Belonging within schools | <ul style="list-style-type: none"> School-based strategic maps take a leading role in strengthening faculty sense of belonging within schools | <ul style="list-style-type: none"> School-based strategic maps take a leading role in strengthening faculty sense of belonging within schools | | | | |
| <p>Support, Action, and Accountability</p> <ul style="list-style-type: none"> 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 Clear district expectations for individual and team commitment and performance around all of the above | Evaluation | <ul style="list-style-type: none"> At least 1 AIDE-focused goal for all faculty and admin | | | | | |
| | Training and Professional Learning | <ul style="list-style-type: none"> Complete development of first set of learning modules; pilot modules with small group of faculty to gather feedback for revision and finalization AIDE Book and Action Groups Development of pre-approved and preferred professional learning experiences for faculty Develop initial set of 101 trainings for ESPs and subs Begin sending faculty and staff to Racial Equity Institute Phase 1 Workshop | <ul style="list-style-type: none"> Partner with HGSE doctoral students for facilitation of learning modules All faculty complete first learning module Grow our library of learning modules Over half of all faculty and staff have attended Racial Equity Institute Phase 1 Workshop Implement set of 101 trainings for all ESPs and subs | <ul style="list-style-type: none"> All faculty and staff have attended Racial Equity Institute Phase 1 Workshop Continue to grow our library of learning modules | | | |
| | Administrative Council | <ul style="list-style-type: none"> At least 1 AIDE-focused evaluation goal for all admin Revise surveys from faculty to administrators to reflect AIDE as a central component of their leadership Include all AC members in | | | | | |

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