

Superintendent's Entry Plan Findings

3/21/24





Agenda

- Review of process and driving questions
- Organizing framework and big-picture theme
- Areas of strength
- Areas for improvement organized by category
 - Excellence and Innovation in Teaching and Learning
 - Respect for Every Individual
 - Collaboration and Community
 - AIDE Work
- Next steps



Organizing framework and big-picture theme

- Analysis was an iterative process that lasted several months
- Organizing framework was built around the district's core values and AIDE work:
 - Recommit to excellence and innovation in teaching and learning
 - Ensure that our systems and actions demonstrate respect and support for every individual
 - Renew our sense of collaboration and community
 - Live our commitment to AIDE work
- Big-picture theme: Re-establishing our foundations in a post-pandemic world



Areas of strength

- Teacher quality, and the extent to which teachers know and care about their students
- Small class sizes
- Quality and abundance of resources: curriculum resources, staffing, quality of the buildings and instructional spaces
- Special Education program
- District-wide implementation of Responsive Classroom
- Strong sense of community in each of the buildings



Recommitting to excellence and innovation in teaching and learning

- Ensuring that we are using two of our greatest strengths – the quality of our teachers and our small class sizes – to maximize instructional attention and feedback for students;
- Putting in place a long-term, continuous curriculum review process, and prioritize the K-3 literacy curriculum as the first area for review;
- Revising our academic intervention structures to ensure that we have tiered systems of intervention and enrichment K-8, and that time for intervention happens in addition to, not in place of, core instructional time;
- Better leveraging our existing middle school staffing structure to A) optimize small class sizes, B) provide more intervention and enrichment opportunities, while C) staying within financial constraints;
- Identifying and tracking key internal and external academic indicators that A) emphasize student growth, B) provide actionable insights into patterns of student learning, and C) inform curricular and pedagogical decision-making.



Ensuring that our systems and actions demonstrate respect and support for every individual

- Putting in place clear and consistent rules and systems to support and respond to student expectations and behavior, with an emphasis on restorative cultures;
- Increasing the proactive mental health supports available to students, with a particular emphasis on expanding regular education/counseling supports.



Renewing our sense of collaboration and community

- More effectively using the Lincoln setting and community as a teaching and learning resource;
- More effectively leveraging our parent communities as resources;
- Improving external communication to caregivers, in particular around student progress.



Living our commitment to AIDE work

- Ensuring that we are setting high academic expectations for all students;
- Reviewing our recruitment, hiring, and support practices to attract and retain a more racially diverse staff;
- Moving from efforts that are largely aspirational in nature to “true” AIDE work that results in concrete actions, structures, and outcomes.



Next steps

- AIDE plan
- Arranging the recommendations into a priority/timeline sequence
- Using the priorities to develop a multi-year strategic plan
- Ensuring that we involve a variety of voices, as appropriate, in next steps (e.g., School Councils)
- Ensuring that district improvement plans and school improvement plans complement a long-term strategic plan