LPS 5-year AIDE Action Plan DRAFT

Core Strands	Sub-strands	2021-22	2022-23	2023-24	2024-25	2025-26	Beyond 2026
Student-centered Teaching & Learning • 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"	District AIDE Stance	• Draft and finalize AIDE Stance					
	Portrait of a Learner	• Finalize Portrait of a Learner	• Portrait of a Learner Application	• Create Portrait of an Educator	• Portrait of an Educator Application		
	Deeper Learning (Equity Pause, Task Adjustment)	• 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	• 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	• Develop accountability processes for documentation and implementation of Deeper Learning and AIDE tasks as well as pedagogical strategies			
	Learning Walks/Observations and Feedback	• 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)	• 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	• Continue Learning Walks and implement system of data collection tied to expected outcomes (i.e. Portrait of a Learner, AIDE, Deeper Learning, etc.)			
	Curriculum Review Process	• 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)	• 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	• Complete training all faculty in Connections curricular tools			

			and AIDE work through Connections at different grade spans • Begin training all faculty in Connections curricular tools				
Sense of Belonging • 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)	• 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	• Support affinity groups (i.e. training to become affinity and less of a caucus) • Launch student affinity groups				
	Student Voice	• 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	• School-based strategic maps take a leading role in growing the level of student voice and choice at all levels.	• 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	*Connections Blocks* • 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	• Continual implementation, documentation, and refinement of Connections -- conduct observations and gather feedback from students to assess impact of Connections	• Continual implementation, documentation, and refinement of Connections -- observations and feedback of Connections impact			
		Behavioral Framework • 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 classroom climate. • Catalog the level of training all faculty have in a variety of behavior-based frameworks and curricula	• 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 responding to student behaviors that *do* not meet expectations. ~~Restorative Justice; B~~better understand the difference between using restorative practices vs. implementing a complete program such as Restorative Justice ~~approach~~ at the school or district level				
	Family Connections and Community Engagement	• All families identify how they prefer communication from faculty and staff • Clarify expectations and provide guidance for faculty about how often	• School-based accountability/tracking system set in place to ensure that faculty are making positive connections with				

		- 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	- families - Continue strengthening relationships with community partners and take action on targeted areas			
	Strengthening Faculty Sense of Belonging within schools	School-based strategic maps take a leading role in strengthening faculty sense of belonging within schools	School-based strategic maps take a leading role in strengthening faculty sense of belonging within schools			
Support, Action, and Accountability - 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	At least 1 AIDE-focused goal for all faculty and admin				
	Training and Professional Learning	- 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	- 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	- All faculty and staff have attended Racial Equity Institute Phase 1 Workshop - Continue to grow our library of learning modules		
	Administrative Council	- 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 NCBI/Evolution leadership training				
	Planning for an AIDE Administrator	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	- 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	• NCBI/Evolution leadership training • Develop and recommend district-wide AIDE-based definitions					
	Collaborative Practices	• CP teams focus their work on an AIDE-based goal with clear expectations for outcomes and impact on students					