

Long-Term Strategic Plan Update

11/6/25



History of strategic plan

- Entry planning process during 2023-24 school year identified district strengths and areas for focus
- Strategic plan developed as way to address areas of focus
- Developed in spring/summer of 2024, with input from leadership team and School Committee
- Presented to and approved by School Committee in September 2024
- Lays out big-picture priorities for 2024-2028
- NSIP recommends regular review and, when appropriate, revisions

Progress updates on individual actions

- The attachment provides updates on each action from the 2024-25 and 2025-26 school years
- Each action is color-coded:
 - Green = areas where planned work has been accomplished
 - Yellow = areas where work is ongoing
 - Red = areas where substantive work is yet to begin

Areas of substantial accomplishment

- Most of the planned curriculum work from 24-25 and 25-26 has been accomplished, along with accelerated implementation of curriculum leadership structures
- PD alignment and support for continuing programs (e.g., Responsive Classroom, REI) have been accomplished
- Work was done to “tweak” student discipline processes and align data collection in 24-25
- CASE audit and implementation plans for health and risky behavior screeners have been accomplished
- Identified agreed-upon foundational academic indicators

Areas of ongoing work

- Use of data dashboards is still in the nascent stage - that work will likely take longer than originally planned
- Laid the groundwork for bigger steps around MTSS, but that process is moving more slowly and less linearly than originally planned
- Continuing our shift in redefining/discovering/institutionalizing what AIDE work looks like

Areas where substantive work is yet to begin

- While effective HR systems exist in many places, the more strategic HR work has not yet kicked off
- Collaboration with external partners occurs in places, but still has room for expansion and strategic coordination
- In addition to use of dashboards, there are many future opportunities to make data/information collection, analysis, and discussion more systemic
- Opportunities to systematize AIDE work across our institutions

Take-aways and next steps

- We have accomplished a lot of good work!
- MTSS efforts and data usage (which connect to each other) will continue to be complicated and move less linearly than other priorities
- The AIDE Director position is a key long-term resource
- SEL curriculum is missing in the plan
- Next summer and school year may be a good time to do a more comprehensive review and potential revision of the plan

DISTRICT LONG-TERM STRATEGIC PLAN -- ACTIONS FOR THE 2024-25 SCHOOL YEAR

STRATEGIC PRIORITIES AND ENTRY PLAN FINDINGS

Curriculum, Instruction, and Learning
 -Engaging in a rigorous, cyclical review of subject-area curricula
 -Ensuring high-quality professional development for staff
 -Strengthening curriculum leadership and coordination
 -Collecting, analyzing, and tracking key academic indicators

Classroom and Grade Level Management
 -Ensuring clear and consistent rules and responses around student discipline

Academic and Social-Emotional Supports and Interventions
 -Increasing proactive school-based social-emotional, counseling, and mental health supports available to students
 -Improving academic intervention systems to create tiered support and enrichment

AIDE, Community, and Human Resources
 -Continuing and deepening the district's AIDE work
 -Hiring and retaining an increasingly diverse staff
 -Leveraging our parent community as resources

ACTIONS FOR THE 2024-25 SCHOOL YEAR

- Develop a standardized process for curriculum reviews, and develop a first-draft of a multi-year curriculum review schedule
- Ensure that any curriculum review process incorporates an explicit AIDE perspective
- Conduct a comprehensive review of K-8 literacy curriculum
- Develop a plan for implementation of a substantially revised or new K-8 literacy curriculum in 2025-26
- Ensure PD planning focuses on prioritized school and district topics for faculty, administrators, and other appropriate staff
- Continue providing a variety of PD opportunities to meet the needs of different staff roles and responsibilities
- Ensure summer work is focused on school and district priorities
- Develop formal training schedule for ESP staff for the 2024-25 school year
- Continue PD for new faculty on long-term district priorities, such as Responsive Classroom and REI
- Support the implementation of the K-8 LASH curriculum specialist role
- Identify formal opportunities for teacher leadership on curriculum development, coordination, and implementation
- Identify and purchase data warehouse
- Develop data dashboards focused on district- and school-level data
- Identify key, foundational academic indicators

- In collaboration with School Councils, update student code of conduct to include more clearly defined behavioral expectations
- Revise student and family handbook to include updated student code of conduct
- Clarify student behavior data collection practices, and implement consistent practices for data collection across schools
- Incorporate an explicit AIDE perspective into the review and update process for student codes of conduct
- Continue investment in and training around Responsive Classroom

- Conduct an internal audit of current social-emotional, counseling, and mental health team capacity
- Ensure that internal audit specifically examines school-based supports for historically marginalized groups
- Identify and select mental health and risky behavior screener(s)
- Develop a system to collect and analyze screener data
- Review K-5 instructional practices to shift Tier 2 and Tier 3 academic interventions to occur outside of Tier 1 instructional time, with an emphasis on reading
- Review efficacy of intervention structures K-5 and 6-8
- Review K-5 child study and data team processes

- Finalize the AIDE guide, with an emphasis on integrating AIDE work directly into instructional and intervention practices
- Include an AIDE perspective in the literacy curriculum review process
- Incorporate AIDE perspective into School Committee policy review process
- Ensure that an AIDE perspective is incorporated into work with partner institutions, such as LEAP and Parks and Rec
- Develop a shared administrative goal around hiring
- Collect, analyze, and share information around staff diversity
- Prioritize a review and improvements to district hiring practices for all staff positions
- Implement staff affinity groups
- Identify opportunities for partnerships with external organizations, such as universities
- Continue to deepen partnerships with existing community groups, such as WIDE, MCC, and Lincoln-METCO parent board

DISTRICT LONG-TERM STRATEGIC PLAN -- ACTIONS FOR THE 2025-26 SCHOOL YEAR

STRATEGIC PRIORITIES AND ENTRY PLAN FINDINGS

Curriculum, Instruction, and Learning
 -Engaging in a rigorous, cyclical review of subject-area curricula
 -Ensuring high-quality professional development for staff
 -Strengthening curriculum leadership and coordination
 -Collecting, analyzing, and tracking key academic indicators

Classroom and Grade Level Management
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Academic and Social-Emotional Supports and Interventions
 -Increasing proactive school-based social-emotional, counseling, and mental health supports available to students
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AIDE, Community, and Human Resources
 -Continuing and deepening the district's AIDE work
 -Hiring and retaining an increasingly diverse staff
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ACTIONS FOR THE 2025-26 SCHOOL YEAR

-Implement a substantially revised or new K-8 literacy curriculum
 -Finalize a multi-year curriculum review schedule
 -Implement curriculum review for any previously identified curricular areas
 -Support the development of project-based curriculum units on an as-requested basis
 -Ensure appropriate PD to support literacy curriculum implementation
 -Review effectiveness of training for ESP staff and make any identified improvements
 -Continue PD for new faculty on long-term district priorities, such as Responsive Classroom and REI
 -Review the K-8 LASH curriculum specialist model as a template for possible curriculum leadership improvements
 -Develop a multi-year plan for strengthening curriculum leadership and coordination
 -Develop and pilot classroom-level data dashboards for teacher use
 -Use data warehouse and dashboards to track, analyze, and report out on key, foundational academic indicators at the aggregate and sub-group levels, with an emphasis on student growth
 -Incorporate academic indicators into school and district goal-setting to improve curricular and instructional practices

-Review student behavior data and identify opportunities for improvements to practices
 -Review any updated behavioral expectations with School Councils
 -Provide training around Responsive Classroom for new staff, along with any necessary follow-up training for existing staff
 -Identify opportunities to formally incorporate restorative practices into student behavior systems

-Implement improvements to social-emotional, counseling, and mental health services based on prior-year audit results
 -Ensure that any improvements reflect an AIDE perspective and provide necessary school-based services to support historically marginalized groups
 -Collect and analyze mental health and risky behavior screening data
 -Develop recommendations for future year improvements based on data analysis
 -Develop a multi-tiered systems of support (MTSS) implementation plan
 -Ensure that MTSS plan development includes an explicit AIDE perspective
 -Review middle school staffing model and identify areas for improvement, with an emphasis on systematic academic support and extension opportunities for students
 -Use student dashboard data to inform middle school areas of priority for academic support and extension

-Ensure an AIDE perspective is integrated into the multi-year curriculum review schedule, and into any ongoing curriculum reviews
 -Ensure an AIDE perspective is integrated into the development of a multi-tiered system of support implementation plan
 -Continue implementation of the AIDE guide
 -Provide staff training as needed to ensure that curriculum, instruction, and intervention work reflects AIDE values
 -Conduct staff focus groups to collect data around hiring and retention
 -Develop a multi-year HR plan to attract, hire, and retain an increasingly diverse staff
 -Maintain staff affinity groups
 -Develop joint working group with school PTOs and other existing community groups -- such as MCC, SEPAC, and the Lincoln-METCO parent board -- to develop a plan for family outreach and opportunities to better leverage parents as resources