



# **AIDE 5-year Action Plan & 2021-22 LPS District Strategic Maps**

LPS School Committee 10/21/21

# Process for 5-year AIDE Action Plan

24 LAAG Members last year

## LAAG Excerpt of Findings

### Findings

Through conversations, LAAG rated each area. Out of the 19 categories, 9 were rated “Not Yet Started/Not at all,” 9 were rated “Ready to Start/Well Positioned” and 1 was rated “Launched/A little.” No areas were rated “Well on the way/Happening with results” or “Exemplary/Exceptional.”

People	Environment and Culture	Structures, Systems, and Supports
District Leadership	Staff Diversity	Mission/Vision
School Leadership	Curriculum	Policies
School Committee	Pedagogy/Instruction	Resources/Infrastructure
Staff	Accountability	Professional Development
Families & Community	School Climate/Environment	Assessment
Students	Classroom Environment	Data
		Communication

## Areas of Strength

*Some individuals and teams already model AIDE:* Whether we were discussing district leadership, school leadership, students, or staff, in many of our conversations, LAAG members consistently noted that across our district we have pockets of people, whether they are individuals or small teams, who model AIDE leadership in their role in some capacity.

*A beginning foundation in 2020-21:* AIDE was the focus of professional development, Collaborative Practices, and evaluation goals for the 2020-2021 school year. This has proven to be transformative for many faculty, but our work has only begun.

*Strong resources to support AIDE work:* Lincoln is a well-resourced district and has already taken steps to prioritize and financially support AIDE, as have multiple community partners. LAAG recognizes how fortunate the district and all its stakeholders are to be in such a position.

## Areas for Growth

Through months of varied conversations, the following nine overarching areas for growth continued to emerge. While the LAAG team has recommendations across each category of our

11 member summer action-planning  
retreat with external facilitator



Initial set of workstreams for 5+ years

## Initial AIDE Plans for Years 1-5+

Y1

### Vision/Communication

- Create a strong statement of what AIDE is, isn't, and why it is so important to us
- Ensure all families know who “their go-to person” is in the school and the process for reaching out to the school if they have a question or a concern
- Communication plan to communities for transparency
- Communication to family and community around future shifts to curriculum work
- Continued PR re: what are we doing (and not), how we're doing it, and why we're doing it
- Finalize Profile of a Learner

### Student Voice

- Student representation in as many places as we can whenever the conversation benefits from a student:
  - SC
  - AC
  - Team Leaders
- Monthly student council meetings with principals and quarterly with principals AND superintendent

### Teaching and Learning

- Learning Walks with teachers and students through the lens of Deeper Learning and AIDE
- Documented and shared curriculum P-8
- Train faculty how to revise a task for deeper learning and AIDE - and have all teaching faculty revise one task this year

### Student Discipline / Social Emotional Responses in Classroom Environment

- Advisory group of students, principals, family/community members, teachers, and 1 or 2 COA members to be a problem-solving group to identify what happens across the district and align discipline expectations
- Training to help people understand the problems currently at play, raise awareness, and move away from compliance
- Adopt Universal Design for Learning

### Adult Learning/Training

- Create a scope and sequence for adult learning that pushes the intersection of self-examination/internal work and praxis
- Create a set of resources/trainings (especially for 6-8 teachers) for how to cultivate community strongly in their classrooms



## Three core strands

**Student-centered  
Teaching and  
Learning**

**Sense of Belonging**

**Support, Action,  
and Accountability**



# Three core strands

## Student-centered Teaching and 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”

## 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”

## 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

## 5-year action plan as a living, dynamic guide

2023-24		2024-25	
<p><b>Core Strands</b></p> <p><b>Student-centered Teaching &amp; Learning</b></p> <ul style="list-style-type: none"> <li>We have a clear, shared vision for equity teaching and learning that guides the work.</li> <li>We have strong, culturally responsive, deeper learning practices that are 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, learners of their own learning, and are "successful".</li> </ul>	<p><b>Sub-strands</b></p> <p><b>District AIDE Stance</b></p> <p>Portrait of a Learner</p> <p>Deeper Learning (Equity Power, Task Adjustment)</p> <p>Learning Walks (Observations and Feedback)</p> <p>Curriculum Review Process</p>	<p><b>2021-22</b></p> <p>• Draft and Finalize AIDE Stance</p> <p>• Finalize Portrait of a Learner</p> <p>• Clarify what Deeper Learning is and be transparent in our strategy to ensure that Deeper Learning is a service of actualizing AIDE.</p> <p>• All faculty practice Equity Power so that they can lead themselves moving forward</p> <p>• all faculty learn and practice task adjustment, with every faculty adjusting and documenting on DL task that directly actualizes AIDE in teaching and learning</p> <p>• Review departmental systems/processes with an explicit AIDE lens (e.g. SEL, SST, IBST, etc.)</p> <p>• Weekly principal observation walks alternating between superintendent and assistant superintendent</p> <p>• Revise AC-wide Learning Walks with Content Specialists and Deeper Learning Teacher Leaders (partner with a math and literacy specialist) with focus on AIDE and Deeper Learning in the classroom</p> <p>• Revise Learning Walk and Observation tools to align with AIDE, Deeper Learning, and Portrait of a Learner (once complete)</p> <p>• Music Review continues</p> <p>• Incorporate Connections into Curriculum Review Process</p> <p>• Identify and agree on set of aligned P-8 standards for SEL and AIDE (CASEL + Prior SEL Task Force)</p> <p>• Outcomes + Learning for Justice (standards)</p>	<p><b>2022-23</b></p> <p>• Portrait of a Learner Application</p> <p>• Name our expectations for documenting and sharing curriculum, begin documentation work</p> <p>• PD skills to focus from Deeper Learning and AIDE</p> <p>• Develop culturally responsive and deeper learning pedagogical strategies and implement them for all faculty to use</p> <p>• Explicitly connect curriculum and pedagogical expectations to our Portrait of a Learner</p> <p>• Expand Learning Walks to include faculty and students in all schools</p> <p>• Develop a tool for observing departmental systems/processes (documented AIDE lens (e.g. SEL, SST, IBST, etc.)</p> <p>• Calibrate administrators on utilizing revised tools for all</p> <p>• Utilizing to develop skills for all faculty, staff, and administrators</p> <p>• Give and receive feedback for action</p> <p>• Summer 2022: Review Curriculum Review Process with a more explicit AIDE lens</p> <p>• Summer 2022: Determine adjusted timeline for Curriculum Review</p> <p>• COVID interruptions</p> <p>• Identify reorg and sequence for SEL/AIDE implementation by grade level</p> <p>• Implement</p> <p>• Confirm which curricular tools the district will adopt and implement as part of our SEL</p>
<p><b>Support, Action, and Accountability</b></p> <p>All faculty, admin, and staff have a strong foundation in understanding AIDE and intentionally work for opportunities to grow their awareness and skills in this area</p> <p>• Clear district expectations for leadership and team commitment and performance around all of the above</p> <p>• Continue Learning Walks and implement system of data collection to inform Portrait of a Learner (AIDE, Deeper Learning, etc.)</p> <p>• Complete faculty/corridor</p>	<p><b>Evaluation</b></p> <p>Training and Professional Learning</p> <p>Administrative Council</p> <p>Planning for an AIDE Administrator</p> <p>Plan for recruitment, faculty, staff, and admin</p>	<p><b>2023-24</b></p> <p>• Create Portrait of an Educator</p> <p>• Develop accountability processes for documentation and implementation of Deeper Learning and AIDE tasks as well as pedagogical messages</p> <p>• Continue Learning Walks and implement system of data collection to inform Portrait of a Learner (AIDE, Deeper Learning, etc.)</p> <p>• Complete faculty/corridor</p>	<p><b>2024-25</b></p> <p>• Portrait of an Educator Application</p> <p>• Develop accountability processes for documentation and implementation of Deeper Learning and AIDE tasks as well as pedagogical messages</p> <p>• Continue Learning Walks and implement system of data collection to inform Portrait of a Learner (AIDE, Deeper Learning, etc.)</p> <p>• Complete faculty/corridor</p>



## Core Strand: Student-centered Teaching & Learning

Sub-strands	2021-22	2022-23	2023-24	2024-25	2025-26	Beyond 2026
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>			<div></div>



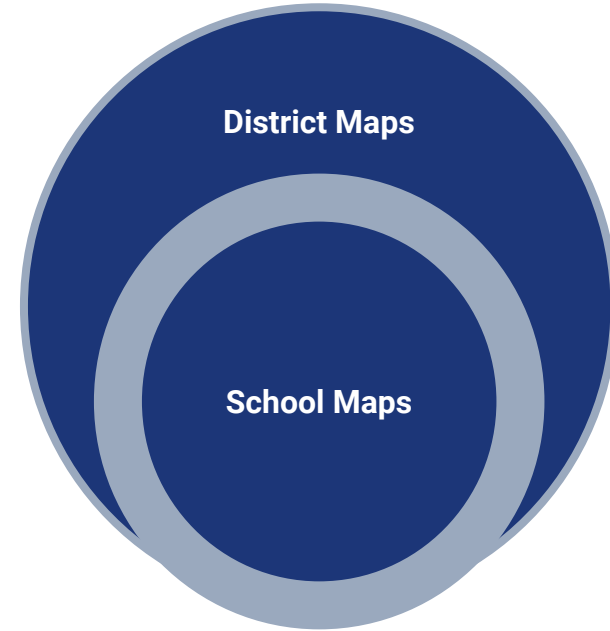
## Equity Pause

1. To what extent does this work help us achieve the change we know we need? Are we missing anything that feels essential?
2. Will this plan build staff capacity to develop their awareness, address biases, and see themselves as leaders in this work?
3. Are there a combination of supports and accountability measures that work in tandem?
4. Have we chosen the right things to go in sequential order and for the right length of time?
5. What implicit/explicit messages is our plan sending?
6. Who benefits from this plan and are there people who have been left out?



## 2021-22 LPS District Strategic Maps

1. AIDE and Deeper Learning
2. Portrait of a Learner
3. Support and Accountability for COA and AC
4. Hiring, Recruitment, and Retention of Faculty, Administrators, and Staff of Color
5. Strengthening Teacher-Student Relationships and Rectifying Disproportionate Experiences around Student Discipline



**Student-centered  
Teaching and Learning**

**Sense of Belonging**

**Support, Action, and  
Accountability**



# Advancing our Strategic Plan

Like every year, we select a few bodies of work to highlight in our strategic maps. This does not mean that lots of other work does not take place. We are working to actualize all of the 2021-22 column in our 5-year AIDE Action plan this year. We especially think that the 5 components in our strategic maps help us to move the needle toward our LPS Strategic Plan.

LINCOLN PUBLIC SCHOOLS STRATEGIC PLAN – 2021-2022 <i>Approved by School Committee on June 17, 2021</i>			
Vision			
The Lincoln Public Schools seek to unite our communities in challenging and equipping our students to acquire essential skills and knowledge, think creatively and independently, exhibit academic excellence, appreciate and respect diversity, display creativity, value reflection, and demonstrate social and emotional competencies.			
Theory of Action			
If we create a culture of continual learning and growth built on a shared vision of effective teaching, provide curriculum that is innovative and cognitively demanding, and instruction that is student centered and differentiated to meet the needs of all students, THEN we will strengthen the engagement, achievement, and social and emotional development of all students.			
Strategic Objectives			
<b>Educator Growth and Innovation:</b> Educators demonstrate continual growth, professional collaboration, innovation, and risk-taking built on a shared vision of effective teaching and practices, and equity for all students.	<b>Curriculum:</b> Curriculum is engaging, provides high cognitive demand, and supports the creative, social and emotional development, and academic growth of all students.	<b>Instruction:</b> Instruction is student centered and focused on the engagement, achievement, and social and emotional development of all learners.	<b>Equity and Culture:</b> Educators and students work together to build a school culture that values, respects and responds to students' identities, and develops the social and emotional well-being of all students.
Strategic Priorities			
A1. Continue to develop a culture of trust, openness, reflection, and collaboration among our students, families, faculty, staff, and administrators  Cultivate a culture of continual feedback and growth with a focus on improved student outcomes	B1. Support and guide educator development of instructional units that provide equitable access for all students, engage students and provide appropriate levels of cognitive demand, differentiation and student ownership of their learning experiences	C1. Develop and deepen instructional practices and strategies that lead to engagement and high-quality learning that supports the academic and social emotional development of all learners, while recognizing students' identities, voices, and individual needs	D1. Develop the social-emotional competencies of all educators and students  Develop antiracism competencies of all educators, staff, students, and families
A2. Create a common understanding of our vision of high-quality Deeper Learning instructional practices and continue to develop our equity lenses to ensure that curriculum and instruction are free from racial bias and provide equal access and relevance to all students, especially our students of color	B2. Continue refining curriculum with a specific emphasis on developing a comprehensive approach to supporting the social and emotional development of all students	C2. Support educator's balanced use of assessment and data to understand student's learning and growth and to examine data of subgroups and reflect on outcomes in order to inform instructional approaches, professional development, and improvements to our data management systems and other tools	D2. Develop a multi-year action plan to uproot and disrupt explicit, implicit, and systemic racism in our district in order to a) provide access to an equitable school experience that meets the unique needs of students and families; b) to foster a strong sense of belonging for all members of our school communities; and c) to become an intentionally antiracist district  Grow the capacity of faculty and staff to: <ul style="list-style-type: none"> <li>meet the needs of all learners by implementing antiracist, deeper learning teaching strategies</li> <li>develop self, other, and organizational awareness related to race, inclusion, diversity, and equity</li> <li>develop collaborative relationships with community partners in supporting district efforts to create equitable conditions for students in their extended day activities</li> </ul>
<b>Strategic Foundation:</b> Attainment of our Strategic Priorities and our Vision is dependent upon our ability to assess our progress through effective use of data, to focus on high-quality instruction using the 5 Key Questions for Learning, to continue to innovate in order to engage students in their learning, and to ensure equity of access for all students. <i>Key Priorities for 2021-2022 are highlighted in yellow.</i>			



## Entry points for Committee conversation

- Are there certain areas you'd like to highlight as being particularly important to you from your perspective as a School Committee member?
- Are there blindspots or speed-bumps you anticipate we might need to pay close attention to?