

District Improvement Plan Outcomes, 2023-24

5/16/24





Agenda

- Reviewing each of the three district priorities
- For each priority:
 - Summary of work accomplished
 - Work still unfinished
 - Next steps
 - High-level take-aways
- Opportunities for questions and discussion



Strategic Priority #1 (Equity and Culture): Revisit and revise the district's five-year AIDE plan, while also introducing short-term actions for the 2023-24 school year.

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Action Steps	Timeline	Intended Outcomes
Conduct an initial review of the five-year AIDE plan with the Administrative Council	August 2023	<ul style="list-style-type: none"> Clearly identified goals and framework for revisions of plan
Based on Admin Council feedback, develop draft revisions	September - November 2023	<ul style="list-style-type: none"> New working draft that incorporates Admin Council feedback and reflects the identified framework
Solicit feedback from staff around draft revisions	October 2023 - January 2024	<ul style="list-style-type: none"> Feedback from a broad range of voices New working draft that incorporate staff revisions
With Admin Council, identify short-term actions for the 2023-24 school year (e.g., hiring practices, affinity groups, community events)	October 2023 - January 2024	<ul style="list-style-type: none"> Concrete actions and steps to take during the 2023-24 school year Short-term implementation plan AIDE work does not go on “pause” while the five-year plan is revisited
Reconstitute the LAAG structure	December 2023 - January 2024	<ul style="list-style-type: none"> LAAG group reconstituted with broad representation
Finalize initial revisions to five-year AIDE plan and present to LAAG for additional feedback	February - April 2024	<ul style="list-style-type: none"> Feedback from a broad range of community voices Polished draft that incorporates community feedback presented to the School Committee
Bring revised AIDE plan to School Committee for feedback and eventual approval	May - June 2024	<ul style="list-style-type: none"> Feedback from the School Committee is incorporated into the plan A finalized new five-year AIDE plan



Summary of work accomplished

- New working draft to be presented to School Committee on May 30.
- New Faculty and New Staff continue to receive workshop training from the Racial Equity Institute (REI).
- Extensive Faculty and Staff participation in crucial AIDE-oriented conferences: METCO Educators' Conference, METCO Living the Legacy Conference, IDEA Educators' Conference
- Continued growth of community-connecting STEP Team.



Summary of work accomplished

- Pilot Affinity Groups:
 - Implementation of pilot affinity groups within the district to foster inclusivity and provide support for marginalized communities.
 - Structured sessions aimed at creating safe spaces for students and staff to discuss and address issues related to diversity, equity, and inclusion.
- Listening Sessions with Students:
 - Conducting listening sessions with Hanscom students to gather feedback, insights, and perspectives on AIDE-related issues within the school environment.
 - Generating comprehensive reports summarizing the feedback collected during these sessions for the principal and other stakeholders.
- Revising AIDE Plan:
 - Revision of the AIDE (Advancement, Inclusion, Diversity, and Equity) plan to serve as a comprehensive guide for the district's efforts in effectively and equitably running schools.
 - Incorporating strategies, policies, and action plans aimed at promoting diversity, inclusion, and equity across all aspects of school operations and curriculum.



Work still unfinished

- Feedback from Leadership Council on draft AIDE Guide
- Feedback from Faculty and Staff on draft AIDE Guide
- Look into possibly re-establishing LAAG
- Connecting with the PTO and other Community/Parent Groups.



Next steps

- Getting some feedback from Leadership Council on draft AIDE Guide.
- Getting some feedback from Faculty and Staff on draft AIDE Guide.
- Finalizing AIDE Guide.



High-level take-aways

- AIDE work is not a separate plan that you do - but should instead be a guide or north star to the goals and strategies that we do everyday, every year, and for every student.
 - “You don’t **do** AIDE...”
 - “You don’t **do** Anti-Racism...” You are anti-racist.
 - “You don’t **do** Inclusion...” You are inclusive.
 - “You don’t **do** Diversity...” You are diverse and have diverse perspectives.
 - “You don’t **do** Equity...” You are equitable.



Strategic Priority #2 (Equity and Culture): Support faculty and staff in the implementation of Responsive Classroom to ensure that all students feel a sense of connection and belonging in their classrooms.

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Action Steps	Timeline	Intended Outcomes
Provide Responsive Classroom professional development for all faculty, with more intensive PD for new faculty and administration	September - December 2023	<ul style="list-style-type: none"> • All faculty have the training they need to effectively implement Responsive Classroom with their students • All administrators have the training they need to effectively support faculty in RC implementation
Host site visits from the Responsive Classroom organization	September/October 2023 and January 2024	<ul style="list-style-type: none"> • Official feedback from the Responsive Classroom organization
Encourage faculty and administrators to incorporate RC into their personal goal setting	September - November 2023	<ul style="list-style-type: none"> • A high percentage of faculty and administrators have professional goals connected to RC implementation
Develop school- and district-wide metrics to assess RC implementation and outcomes	September - November 2023	<ul style="list-style-type: none"> • Clear metrics to assess RC implementation success • Plan for data collection throughout the 2023-24 school year
Highlight RC best practices in faculty meetings	Ongoing	<ul style="list-style-type: none"> • Faculty learn new skills and strategies from their colleagues • Professional culture of inquiry and sharing
Emphasize RC practices during faculty observations	Ongoing	<ul style="list-style-type: none"> • Formal observations that occur during RC implementation • Feedback from supervisors to faculty about RC implementation
Review RC data (from site visits and local metrics)	October 2023, February 2024 and May 2024	<ul style="list-style-type: none"> • Identification of clear patterns around student sense of connection and belonging that inform continued RC implementation
Identify next steps for continued RC implementation for the 2024-25 school year	May - July 2024	<ul style="list-style-type: none"> • RC implementation and PD plan for the 2024-25 school year



Summary of work accomplished

- New Faculty Orientation Overview of Responsive Classroom
- All New Faculty and Staff Provided Comprehensive 4 Day Professional Development
- Site Visits from Responsive Classroom with the Kaleidoscope Growth Profile
- Instructional Coaches Led School Wide RC and SEL PD
- Ongoing Coaching for Educators in Implementation
- Caregiver Information Session



Work still unfinished

- Deep Dive Into Kaleidoscope Growth Profiles with Administrative Council for District Wide Reflection
- Planning for SY 2024-2025



Next steps

- Ongoing Implementation of Responsive Classroom Practices
- Support to Teachers and Related Service Providers through Coaching
- Looking At Improving Teacher and Student Language
- Consideration of Advanced Course or Other Options
- Future exploration of SEL curriculum to partner with Responsive Classroom practices



High-level take-aways

- All Faculty and Staff have been fully trained in the Comprehensive Responsive Classroom Program
- Implementation is Observable throughout Educational Milieu
- Deeper Dive into Responsive Classroom alignment with AIDE work



Strategic Priority #3 (Curriculum, Instruction, and Educator Growth and Innovation): As part of the Superintendent's Entry Plan, review student learning data, district curricula, and pedagogical practices in order to identify targeted areas for long-term improvement connected to curriculum, instruction, and educator growth and innovation.

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Action Steps	Timeline	Intended Outcomes
Work with Assistant Superintendent to review a broad range of data around student learning, review school curricula and pedagogical practices, and review professional development structures and practices	September 2023 - January 2024	<ul style="list-style-type: none"> Rich data set around student learning, curricula, pedagogy, and professional development Clear framework for data analysis
Collect staff and family feedback around school and district priorities	September 2023 - January 2024	<ul style="list-style-type: none"> Rich set of qualitative feedback around school and district priorities connected to student learning, curricula, pedagogy, and professional development
Work with school and district leaders to analyze quantitative and qualitative data and information to identify patterns in student learning, with a particular emphasis on student and family sub-group discrepancies	January - February 2024	<ul style="list-style-type: none"> Identification of strengths and areas for improvement around student learning, curricula, pedagogy, and professional development
Present findings to School Committee	March 2024	<ul style="list-style-type: none"> Presentation that clearly summarizes patterns, areas of strength, and areas for improvement
In collaboration with school and district leaders, develop a draft multi-year strategic plan around curriculum, instruction, and educator growth and innovation	April - June 2024	<ul style="list-style-type: none"> Multi-year strategic plan that addresses long-term opportunities for improvement around student learning, curricula, pedagogy, and professional development



Summary of work accomplished

- Able to develop a clear framework for data analysis and collect a rich set of information, data, and evidence
- Analyzed a variety of quantitative data and documents, along with the results from a broad range of listening sessions
- Used an iterative process with feedback from district leaders to identify a broad range of strengths and areas for improvement
- Shared findings with the School Committee, staff, and LPS families
- Begun work on organizing, sequencing, and prioritizing findings



Work still unfinished

- We have not yet developed a long-term strategic plan
- While the DIP envisioned a strategic plan being completed by June, that work will extend into September



Next steps

- District leaders will continue to sketch out a strategic plan between now and the end of the school year
- The Administrative Council will spend considerable time during the summer, including at our retreat, working on the strategic plan
- We will present a draft strategic plan in September to the School Committee
- Based on School Committee feedback, we will revise the strategic plan for School Committee approval
- Based on the strategic plan, we will then develop a one-year district improvement plan, and begin organizing working groups to dig into findings to be addressed during the 2024-25 school year



High-level take-aways

- The strategic plan allows us to focus on our highest priorities in a logical and sequenced way that respects our school and district capacities while also laying out a long-term roadmap
- It will be important to balance sticking to the plan, while also completing other necessary initiatives (e.g., annual budget development, Hanscom contract application)
- At a high strategic level, if it's not in the plan then it's not in the plan, BUT
- That doesn't mean ignoring operational challenges that arise
- Small-group listening sessions were very valuable – making sure that structure remains in some form in the future



Questions and Discussion