



# **2020-21 Strategic Plan Mid-Year Update**

Lincoln Public School Committee 2/11/21



# Agenda

1. AIDE listening -- focus groups, surveys
2. Professional Learning
3. LAAG
4. Connections to Strategic Priority A1
5. Looking Forward

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# AIDE listening



# Focus Groups Report from NCBI and Evolution

## Purpose:

- To listen to and record first hand experiences of both white and non-white students, parents, and staff from the Lincoln School District through the anti-Racist–inclusion-diversity-equity lens.
- To engage and involve a cross section of the school community in the discussion and direction of the Lincoln SD's AIDE initiative.
- To identify common AIDE issues that participants believe need to be addressed in order to reach the AIDE goals of the district.

## Themes explored:

- Being listened to by school staff
- Being respected by school staff
- Staff effectiveness with bullying and harassment
- Impact of race on how school staff treated and disciplined students
- Importance of having non-white teachers
- Positive relationships with staff for support
- Future hopes for the school district

**Process:** Participants were given a question related to each theme and then presented with the options to vote: yes, no, sometimes or don't know. Facilitators then asked participants to give examples and to elaborate on their answers. The common issues in this report were identified through the telling of participant's own experiences and also their perception and/or witnessing the experiences of others.



# Key Strengths and Issues to Address

## Key Strengths

- Engagement and caring
- Supportive relationships with staff
- Support for DEI improvements
- Building upon successful outcomes

## Issues to Address

- Racial bias
- Communication to and with families
- School discipline
- Boston-Lincoln connection
- Staff diversity



## Suggestions from NCBI and Evolution

1. Include AIDE as part of the staff development program
2. Establish a consistent school discipline policy and practice
3. Hire and support a diverse staff
4. Foster Boston-Lincoln communication and connection
5. Build internal capacity

# Next Steps for LAAG

- Use this report as an important component of data, alongside others, as we complete our equity audit
- Use audit process to identify and prioritize a set of core recommendations to the district.
- Draft a report for district leadership to be presented to School Committee on 5/20/21

## Timeline for LAAG

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2/7	2/8	2/9	2/10	2/11	2/12	2/13
		Part 1: A video for a self-paced look at some key data will be sent to you on Tuesday 2/9. Watch this video and then leave comments on a shared document by 2:37. Part 2: Fill in the equity audit for yourself in your own doc that Jess emails out to you by midnight of 2/21				
2/14	2/15	2/16	2/17	2/18	2/19	2/20
*week of February break*						
Part 1: A video for a self-paced look at some key data will be sent to you on Tuesday 2/9. Watch this video and then leave comments on a shared document by 2:37. Part 2: Fill in the equity audit for yourself in your own doc that Jess emails out to you by midnight of 2/21						
2/21	2/22	2/23	2/24	2/25	2/26	2/27
Due date for individual equity audit		LAAG Ming: review Part 1 of Individual Audit Results				
2/28	3/1	3/2	3/3	3/4	3/5	3/6
		LAAG Ming: review Part 2 of Individual Audit Results				
3/7	3/8	3/9	3/10	3/11	3/12	3/13
3/14	3/15	3/16	3/17	3/18	3/19	3/20
3/21	3/22	3/23	3/24	3/25	3/26	3/27
		LAAG Ming: highlight time for all/you to join LAAG for a second session with them	Small groups meet to look at more data and individual LAAG ratings from 2/23 and 3/9 to make a set of recommendations for ratings and prioritized next steps. Small groups fill out their section in a "master" audit doc with their agreed upon consensus and recommendations for the rest of LAAG to review and confirm. Due 4/3			
3/28	3/29	3/30	3/31	4/1	4/2	4/3
Small groups meet to look at more data and individual LAAG ratings from 2/23 and 3/9 to make a set of recommendations for ratings and prioritized next steps. Small groups fill out their section in a "master" audit doc with their agreed upon consensus and recommendations for the rest of LAAG to review and confirm. Due 4/3						
4/4	4/5	4/6	4/7	4/8	4/9	4/10
All LAAG members review the complete draft audit and decide if they are in agreement with all sections or if they see spots that require additional conversation.						
4/11	4/12	4/13	4/14	4/15	4/16	4/17
		LAAG Ming: Session 1 of group consensus		LAAG Ming: Session 2 of group consensus		



## Student, Faculty, and Staff Surveys

Sense of Belonging	3-5 Students	6-8 Students	Faculty	Staff
	69%	45%	63%	71%
Black	-16	-3		
LatinX	-9	-12		
Multi-race, Non-LatinX	+8	-10		
White	+3	+6	+1	+4
Confidentially protected	+8	+10	-15	-22



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# Professional Learning



# Professional Development

## *August-September:*

- Connecting SEL, Trauma, and Race with Dr. Nicole Christian-Brathwaite
- Intro to AIDE work this year
- Introduction to Identity
- Implicit Bias with Kathy Lopes
- Deep Listening

## *November-December*

- Getting more comfortable talking about race
- How do I begin/continue to educate myself so that I know how to spot racism? How do I speak up and show up as an antiracist educator?
- Talking about important topics with students (including the election)
- 13 Faculty- and Administrator-led mini-sessions



## Faculty- and Administrator-led mini-sessions in Dec.

- A Bit of U.S. History I Never Knew Before
- Book group: How To Be Antiracist by Ibram X. Kendi
- Book Talk!
- Cases in Cultural Humility
- Cultural Appropriation Considerations for Teaching
- Micro moments in the classroom
- Racial Disproportionality In Special Education
- Responding to Moments of Stereotyping with Children
- Role Playing Courageous AIDE Conversations
- Social-emotional Journey For Wellness Through AIDE
- Supporting faculty who have shifted to new roles this year
- Supporting faculty who teach remotely
- Writing Workshop



# Professional Learning in January and February

## *January-February*

- Trio of sessions on assessing our curriculum for bias
- Kaleidoscope Early Adopter Crew

Faculty driven, using a tool from the Midwest and Plains Equity Assistance Center called **Assessing Bias in Standards and Curriculum Materials**

Built around the ***7 Forms of Bias in Instructional Materials:***

1. Invisibility -- what you don't see makes a lasting impression
2. Stereotyping -- shortcuts to bigotry
3. Imbalance & Selectivity -- a tale half told
4. Unreality -- rose colored glasses and historical whitewashing
5. Fragmentation & Isolation -- the parts are less than the whole
6. Linguistic Bias -- words count
7. Cosmetic Bias -- “shiny” covers



## Work with Administration

- Admin Retreat over the summer
- Our approach for Kaleidoscope sessions
- Going through equity audit together
- Preparing for FY22 hiring with a focus on diverse recruitment



## Other supporting work around AIDE

- RIDE Summer Working Group
- Parent Webinars - 4 METCO Parent Board/MCC/PTO sponsored webinars so far and 1 upcoming in March
- BLM Student Group - 12 student initiated meetings and student interest has doubled. Currently 30 students and 5 teachers
- Resource Hub - launched and ready to evolve, talking with partners
- Collaborative Practices focused on AIDE: 3 out of 5 sessions
- Faculty evaluation goals around AIDE
- Behind the scenes work with School Committee, METCO HQ, MCC, PTO, LSF, METCO Parent Board, and many other external partners, including NCBI and Evolution - *ongoing*

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**LAAG**

**Lincoln Public Schools AIDE  
(Antiracism, Inclusion, Diversity, and  
Equity) Advisory Group**



# The main goals this year

Creating an  
advisory group→

to lead an audit→

and be trained→

in order to draft a multi-year strategic plan around AIDE and  
begin training our larger communities in earnest





# LAAG Formation

**Azzure Annacacis**, *Student*

**Justin Byrd**, *Parent*

**Sarah Collmer**, *Administrator*

**Maurisa L Davis**, *Faculty*

**Samantha Donaldson**, *Student*

**Pilar Doughty**, *Community Member*

**Claudia Fox Tree**, *Faculty*

**Morgan Gibson**, *Student*

**Lissette Gil-Sanchez**, *Parent*

**Trintje Gnazzo**, *School Committee*

**Marika Hamilton**, *Administrator*

**Sharon Hobbs**, *Administrator*

**Jen James**, *Community Member*

**Erich Ledebuhr**, *Administrator*

**Catherine Martus**, *Faculty*

**Jason Packineau**, *Parent*

**Thomas Plourde**, *Student*

**Jess Rose**, *Administrator*

**Jena Salon**, *Parent*

**King David Sibley**, *Student*

**Ian Spencer**, *Community Member*

**Susan Taylor**, *School Committee*

**Jennifer Williams**, *Faculty*

**Melissa Webster**, *Faculty*



## Equity Audit

LAAG is in the midst of an Equity Audit as a way of determining what some of our strengths and biggest areas for growth are so that we can determine a strategic plan for how to move forward as a district. We are examining and discussing a range of criteria within these 19 categories:

- Mission/Vision
- District Leadership
- School Leadership
- School Committee
- Policies
- Resources/Infrastructure
- Staff
- Staff Diversity
- Professional Development
- Curriculum
- Pedagogy/Instruction
- Assessment
- Data
- Accountability
- Students
- Families and Community
- Communication
- School Climate/Environment
- Classroom Environment

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**A1: Continue to develop a culture of trust, openness, reflection, and collaboration among our faculty, staff, and administrators. Cultivate a culture of continual feedback and growth with a focus on improved student outcomes.**



## Addressing A1 through our AIDE work

- Deep Listening session in September for all faculty
- We chose to not hire organizations to conduct external audits (equity audit or curriculum assessment) and instead created processes where faculty, administrators, students, and families have to work together to be reflective and collaboratively consider challenging questions.
- Finding opportunities to:
  - Devote a session for LAAG in this area with NCBI and Evolution
  - Show videos, quotes, and anchor activities that are based on growth-mindset and serious reflection
  - Balance working in regular day-to-day groups and expanding our circles to work with other faculty we might not know



# Looking Forward



# Presentation to SC End of May & Summer Work

## *Report to include:*

- Our process
- Key data
- Overall findings from curriculum assessment process
- Our overall findings through the equity audit
- Prioritized recommendations from LAAG to district leadership

## *Summer:*

- Long-term Action planning based on LAAG recommendations

## *TBD:*

- Training for LAAG members in order to facilitate ongoing community conversations