

Entry Plan Priorities School Committee Working Session

During the working session, small groups of School Committee members will work with small groups of Central Office Administrators to go through the entry plan findings and discuss a series of high-level questions. The goal of the working session is to begin the process of prioritizing and sequencing the findings in order to create a long-term, multi-year district strategic plan.

There will be four 30-minute sessions, and there are six categories of findings (all of the findings have been organized into one of the six categories). During two of the sessions, there will be two groups working simultaneously. During the other two sessions, all members of the School Committee will participate in the discussion of one category. The six categories of findings are:

- AIDE, Community, and HR
- Curriculum
- Instruction and Professional Development
- Tracking and Sharing Student Information
- Student Behavior and Discipline
- Academic and Social-Emotional Supports and Interventions

COA members are assigned to specific categories based on their job roles. When two categories are being discussed simultaneously, School Committee members may choose which categories they wish to work on, with the goal of having at least two School Committee members working in each category.

In each session, a COA member will begin by providing a brief summary of a finding. COA members will then work with SC members to answer the following questions for each finding:

- Thinking about the full range of findings, how high a priority for the district is this finding, where a 1 = Lower priority and 5 = Higher priority?
- How challenging or complex will it be to implement this finding, where a 1 = Not particularly challenging or complex and a 5 = Significantly challenging or complex?
- What is the district's capacity to implement this finding in the near future, where a 1 = Low capacity to implement in the near future and a 5 = High capacity to implement in the near future?
- Who would need to lead or be heavily involved in the planning and implementation of this finding?
- From beginning to full implementation, how long would it take to implement this finding (answer in number of months)?

AIDE, Community, and HR
COA Members: Marika, Parry, and Mary Ellen

Findings	Priority (1-5)	Complexity of implementation (1-5)	Capacity to implement (1-5)	People involved	Timeline
Recognizing that race is a factor in the experiences of many students, staff, and families of color, and working to ensure that our systems, structures, and actions do not ignore or eliminate race, but rather work to mitigate the negative experiences that people encounter based on their race					
Reviewing our recruitment, hiring, and support practices to attract and retain a more racially diverse staff					
More effectively leveraging our parent communities as resources					
Recognizing, and continuing to work through, the need to balance consistent district structures and expectations with the reality of individual school needs					

Curriculum
COA Members: Torrance and Rob

Findings	Priority (1-5)	Complexity of implementation (1-5)	Capacity to implement (1-5)	People involved	Timeline
Putting in place a long-term, continuous curriculum review process, and prioritize the K-3 literacy curriculum as the first area for review					
Ensuring that teachers are significantly involved in the selection of any curricular programs or resources					
Exploring opportunities for increased project-based learning experiences, while balancing that against the need for curricular consistency					
Identifying opportunities to put in place curricular leadership that spans the K-8 sequence					
Ensuring a high level of curriculum coordination in the middle school grades					

Instruction and Professional Development
COA Members: Torrance, Lisa, and Mary Ellen

Findings	Priority (1-5)	Complexity of implementation (1-5)	Capacity to implement (1-5)	People involved	Timeline
Ensuring that school- and district-sponsored professional development are tied directly to a small number of key priorities					
Including teacher voice in the professional development planning process					
Differentiating professional development to meet the different needs of different teacher groups					
Continuing to maintain financial support for teachers to explore PD topics and opportunities of their own choosing					
Identifying financially-effective opportunities to provide targeted training for ESP staff					
More effectively using the Lincoln setting and community as a teaching and learning resource					
Ensuring that we are setting high academic expectations for all students					

Tracking and Sharing Student Information
COA Members: Torrance, Mary Ellen, and Rob

Findings	Priority (1-5)	Complexity of implementation (1-5)	Capacity to implement (1-5)	People involved	Timeline
Identifying and tracking key internal and external academic indicators that A) emphasize student growth, B) provide actionable insights into patterns of student learning, and C) inform curricular and pedagogical decision-making					
Improving external communication to caregivers, in particular around student progress					
Developing data warehouses that make the data collection process more efficient, combine student information from disparate sources, and allow for tracking longitudinal information over time					
Creating data dashboards that are accessible to a broader group of staff (e.g., principals, teachers) and allow for more efficient analysis of student achievement trends					
Identifying types of student learning information that will be particularly helpful to share with parents to give them greater insights into their children's progress					

Student Behavior and Discipline
COA Members: Lisa and Marika

Findings	Priority (1-5)	Complexity of implementation (1-5)	Capacity to implement (1-5)	People involved	Timeline
Putting in place clear and consistent rules and systems to support and respond to student expectations and behavior, with an emphasis on restorative cultures					
Ensuring that high standards are set for the behavior of all students, and that all students are treated equitably when identifying and responding to inappropriate behavior					
Creating opportunities to proactively educate parents about student behavior, the district's approach to inappropriate student behavior, and the importance of emphasizing restorative cultures when addressing student behavior					

Academic and Social-Emotional Supports and Interventions
COA Members: Lisa, Torrance, Rob, and Marika

Findings	Priority (1-5)	Complexity of implementation (1-5)	Capacity to implement (1-5)	People involved	Timeline
Increasing the proactive mental health supports available to students, with a particular emphasis on expanding regular education/counseling supports					
Continuing the implementation of the Responsive Classroom initiative					
Identifying mental health and/or risky behavior screening tools for district-wide data collection					
Revising our academic intervention structures to ensure that we have tiered systems of intervention and enrichment K-8, and that time for intervention happens in addition to, not in place of, core instructional time					
Better leveraging our existing middle school staffing structure to A) optimize small class sizes, B) provide more intervention and enrichment opportunities, while C) staying within financial constraints					

Balancing the need for district-wide consistency in our intervention structures with a recognition that the Lincoln School and Hanscom School may have different intervention priorities and may benefit from a certain degree of flexibility					
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