KEY

STRATEGIC OBJECTIVE Educator Growth and Innovation, Curriculum, Instruction, or Equity and Culture	STRATEGIC PRIORITY (A1, A2, B1, B2, C1, C2, D1, D2)		Full Name	Short Name

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support	Status
What is the core vision or big idea that drives our desire to work on this area? This is a reminder of why we're focused on this in the first place.	In order to achieve our vision/big idea what is something we need to work on (create new, continue to foster, develop more, stop some practice or change the way we've been doing something)? What's the problem of practice we're trying to adjust or make progress on that would help us achieve the vision/big idea.	What's the outcome we're hoping to achieve this year?	Q1: July-Sept What are the things we will do/the things we'll create that, added up together, will enable or catalyze the outcome we're looking for? These should be specific and designated by quarter so that we can track our progress throughout the year.	What would give us data (quantitative and/or qualitative) that would let us know if our outputs and products are having the impact we want in order to achieve our outcome? What feedback loops would we set up and monitor to know we're on the right track?	Who is the main person (sometimes this can be more than one, but not often) who is leading this work and is responsible for facilitating it?	Who is the person or people who play an explicit and key support to the "lead" in making this outcome happen?	We'll color code these red, yellow, and green at the end of each quarter and insert some narrative to see how we are doing, celebrate the impact we're having, and adjust course if need be.
			Q2: Oct-Dec				
			Q3: Jan-Mar				
			Q4: Apr-Jun				

Educator Growth and Innovation: 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	A1. Continue to develop, demonstrate, and expand team-based collaborative practices, Facilitative Leadership, and coaching capacity	Collaborative Practices District	A1.1

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support	Status
If faculty work together in Collaborative Practice Teams with a focus on student learning then students will receive the instruction and support they need to meet learning expectations	Some CPs have had very successful experiences (focus is on student learning, team dove deep in their learning, experience impacted their practice, documentation of impact on student learning, team worked well and hard together with high-q and/or shared facilitation) but others are still developing to carry out the components of the learning cycle. In addition, administrators varied in their ability to provide support and guidance to CP teams	AC develops an approach that ensures all collaborative practice teams are effective through more consistent support and accountability, and identifies ways for teams to incorporate FAR and FIRME, as well as document and share their learning more broadly	**Q1: July-Sept** a. Lead a focus session on this at AC Retreat b. Create a 1-pager of guidance for CPs and include Q&D (quick and dirty) reflection/documentation tools for CPs (a la best practice mini-kit) c. Write down agreed upon expectations for all CP admin d. All CP teams have a focus documented by 9/21 and a high-level plan for the rest of sessions after CP1		a. Supt. b. Asst. Supt. c. Supt. d. Asst. Supt.	a. Supt. b. AC c. AC	
			Q2: Oct-Dec a. At one AC meeting in Oct all admin bring evidence of CP1 to share out and to check in about upholding our agreed upon expectations from Aug; admin have an opportunity to get feedback from one another on how to best support teams b. Determine EOY sharing mechanism and plan	Artifacts from teams and anecdotes from observations	Supt.	AC	
			Q3: Jan-Mar a. At one AC meeting in Feb all admin bring evidence of CP2 and 3 to share out and to check in about upholding our agreed upon expectations from Aug; admin have an opportunity to get feedback from one another on how to best support teams b. Identify teams with model practices and outcomes				
			Q4: Apr-Jun a. CP share out across district after CP5 occurs on 5/15 (in whatever format we determined in Q2)	Teachers articulate and share their learning from CP	Asst. Supt.		

Educator Growth and Innovation: 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	A1. Continue to develop, demonstrate, and expand team-based collaborative practices, Facilitative Leadership, and coaching capacity		Instructional Coaching Model—District	A1.2

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support	Status
If we have a strong evidence-based model for coaching teachers related to content and instruction, teachers will receive more consistent, effective support and student learning will be positively impacted	All educators need to engage in ongoing reflection and development of their practice to meet successfully the needs of all students. One lever to support this is through instructional coaching. We do not currently have a clearly defined coaching model in the district. Due to this, we cannot be strategic with the use of individuals who might be in positions to coach, expectations are unclear for coaches and staff in terms of what coaching relationships look like, as well as the relationship between coaches and principals	Develop a clear coaching model for the district, identify the roles for curriculum specialists, determine which individuals will primarily provide instructional coaching, and attend initial training to support the development of coaches in a way that fits the model	Q1: July-Sept a. Principals and Asst. Supt. construct a potential model for staffing for the upcoming year (early Aug)		Asst. Supt.	Principals	
			Q2: Oct-Dec a. Create a document laying out options b. Share model options with content specialists to get feedback c. Articulate the model to the math and literacy teams (includes Sci content spec), some Team Leaders, and receive feedback d. Construct a full draft coaching model plan with math and literacy specialists and principals with the expectation of piloting small pieces in the 2018-19 but not implementing fully until 2019-20 e. Identify and attend potential PD opportunities to explore a variety of coaching models and develop coaching skills based on in-district expertise and skills f. Set up and facilitate check-ins between content specialists, coaches, and principals and establish regular coaching check-in with Asst. Supt.	Survey specialists in their comfort level around elements of coaching to determine PD and supports Survey some teachers to better understand their coaching needs and hopes		Principals & Supt. Supt.	
			Q3: Jan-Mar a. Finalize coaching model plan for 2019-20 b. Determine if it is necessary to revise job descriptions of content specialists c. Share model with staff d. Identify PD for "little c" coaching and "Big C" coaching and attends with two teams in preparation for next year's implementation of new model	Coaching model description and plan			
			Q4: Apr-Jun a. Develop common coaching materials for 2019-20	Coaching kit created		Coaches	

Educator Growth and Innovation: 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	**A1.** *Continue to develop, demonstrate, and expand team-based collaborative practices, Facilitative Leadership, and coaching capacity*	**Instructional Leadership Team— Smith**	**A1.3**

Vision/Big Idea	**Goal(s), assumptions, and/or PoP**	**Outcomes**	**Outputs, Products**	**Measures**	**Who is lead**	**Who is support**	**Status**
If we have a shared understanding of our instructional strengths and needs, then we can engage in a focused and unified effort to employ school-wide instructional practices that have a high impact on student learning	Goals: An Instructional Leadership Team (ILT) will identify strengths and areas for growth, and prioritize and plan the development of a school-wide instructional learning plan	A common understanding of instructional strengths and areas for growth Develop a professional learning plan for 2019-2020 based upon the instructional focus determined by the ILT needs assessment and faculty consensus	**Q1: July-Sept** a. Select ILT members b. Set a monthly meeting schedule		K-4 Principal and ILT Members	Supt. Asst. Supt. Instructional & Content Specialists Student Services Administrators	
			Q2: Oct-Dec a. Develop a shared purpose with the ILT b. Create an action plan to carry out a needs assessment to understand the current "Instructional Landscape" c. ILT will report out information to the faculty via the weekly staff update (Monday Memo) and meeting time as needed				
			Q3: Jan-Mar a. ILT analyzes the strengths and areas for growth based on the needs assessment and creates a summary report of results b. Needs assessment results presentation to whole faculty on the c. Assess level of consensus with the faculty regarding the needs assessment results (Do we have a common understanding of our instructional strengths and areas for growth?)	Level of consensus amongst faculty about our strengths and needs			
			Q4: Apr-Jun a. Determine next steps based on the faculty response to needs assessment results b. Finalize a focus for school-based PD in 2019-2020 and outline the goals and topics for building-based Wednesday sessions c. Offer opportunities for summer work to co-plan and co-facilitate PD sessions at building-based Wednesdays in 2019-2020	Consensus on instructional focus for 2019-2020			

						Leaders of their Own Learning & Learning Walks	**A2.1**

| *Educator Growth and Innovation: 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* | **A2.** *Create a culture and develop structures that support innovation and risk-taking to improve student learning* |

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support	Status
If district administrators engage in collaborative professional learning focused on teaching and learning, then a district-wide vision for high-quality teaching and learning outcomes can be established	The principal meeting group will engage in a book study of Leaders of their Own Learning by Ron Berger; through this book study the principal meeting group will develop their understanding of key areas of instructional focus, discuss implications for their buildings, explore current practices, and develop action plans for moving forward AC will expand its participation in school-based learning walks to hone our shared vision for high-quality teaching and learning and to continue calibrating our observations of the Five Key Questions for Learning	Shared learning amongst principal meeting group Development of a shared vision of high-quality instruction Calibration of observation of key areas of instruction through learning walks Action plan for next steps at district and school levels	**Q1: July-Sept** a. Begin book study of Leaders of their Own Learning with principals b. Session at AC Retreat focused on first two Key Questions for Learning c. First Learning Walk **Q2: Oct-Dec** a. One Learning Walk per month b. Visit Farmington, CT c. Summarize learning of key areas of instructional focus from Leaders of their Own Learning **Q3: Jan-Mar** a. One Learning Walk per month b. Determining possible next steps to include AC, CLT, and Team Leaders **Q4: Apr-Jun** a. One Learning Walk per month b. Strategic planning for 2019-20 and action steps are founded on our learning from Leaders of their Own Learning and Learning Walks	• Principal's meeting group acknowledgements of shifts/changes in understanding • Action plans for next steps	Supt. and Asst. Supt.	Principals and AC	

Educator Growth and Innovation: 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	A2. Create a culture and develop structures that support innovation and risk-taking to improve student learning	HPS Shared Vision Part A	A2.2

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support	Status
If we create a long-term strategy which communicates common goals for teaching, learning, collaboration, and community, then we will be prepared to enact a shared vision that engages students in learning experiences that motivate, empower, and foster community in our new Hanscom Primary School	School-wide collaborative efforts to design a shared vision began in late spring 2015 Our goal is to document the shared vision for our school in a way that feels connected and complete	Team leaders and the principal re-envision the approach that the faculty will take to work towards being prepared to carry out the shared vision when they move into the new HPS facility As a result of having a shared, comprehensive vision, faculty will have clarity around purpose, aspirations, and approaches for serving students and families	Q1: July-Sept The principal met with team leaders (summer 2018) to reflect upon past meetings and collaboratively design a time-bound plan for completing the shared vision and establishing priorities for how building-based Wednesdays and [some] faculty meeting time will be spent Q2: Oct-Dec Team leaders and principal edit and revise the shared vision draft (with consult from Preschool Coordinator and Student Services Coordinator) Q3: Jan-Mar Team leaders and principal edit and revise the shared vision draft (with consult from Preschool Coordinator and Student Services Coordinator) Q4: Apr-Jun Present the final shared vision draft to faculty and come to consensus	A completed shared vision document agreed upon by the faculty	HPS Principal Team Leaders	Supt. Asst. Supt. Preschool Coordinator Student Services Coordinator HMS Principal	

				HPS Shared Vision Part B	**A2.2**

Educator Growth and Innovation: 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	**A2.** *Create a culture and develop structures that support innovation and risk-taking to improve student learning*

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support	Status
If teachers have choice on how to best prepare for teaching, learning, collaboration, and community in the new facility, then they will be empowered to take risks in designing an innovative path forward	The collaboratively designed plan for use of upcoming meeting time (focused on adult differentiation and student-centered outcomes) will incentivize adult learners/planners by allowing them to choose a pathway to design learning experiences which align with the shared vision	Teachers collaboratively design an engaging unit of study

Explore models of shared responsibility for instruction and student learning outcomes

Faculty creatively examine the use of space and facility features to maximize student learning | Q1: July-Sept
Share outcomes of summer team leader work for plans to restructure shared vision meeting time (emphasis on tone of meetings being engaging, enjoyable, meaningful, and productive time for faculty); faculty will have time during Wednesday building-based meetings and some faculty meetings to choose from menu of collaborative experiences and outcomes as they relate to shared vision | Observation of teacher work process during building-based Wednesdays and faculty meetings | HPS Principal Team Leaders | | |
| | | | Q2: Oct-Dec
a. Teachers collaboratively engage in unit planning, meaningful exchange/idea sharing
b. Provide options during meeting times for faculty to plan based on a chosen area of focus, including: team collaboration; use of shared and unique building spaces; collaboration for student learning (i.e. collective responsibility for all students); developing engaging, cognitively demanding curriculum units that recognize students' identities, voices, and individual needs | Teachers articulate and demonstrate the results of their collaboration | | | |
| | | | Q3: Jan-Mar
Provide options during meeting times for faculty to plan based on a chosen area of focus, including: team collaboration; use of shared and unique building spaces; collaboration for student learning (i.e. collective responsibility for all students); developing engaging, cognitively demanding curriculum units that recognize students' identities, voices, and individual needs | | | | |
| | | | Q4: Apr-Jun
Faculty share outcomes of their collaborative planning for the new facility | | | | |

Curriculum: Curriculum is engaging, provides high cognitive demand, and supports the creative, social and emotional development, and academic growth of all students	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	District Curriculum Review Process	B1.1

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support	Status

Teachers use high-quality curriculum that they have selected and honed or created collaboratively. The curriculum is standards-based, engaging, rigorous, and innovative. Whenever appropriate, they share curriculum across their team and across campuses, including common assessments. Our curriculum is thoughtful, meets the needs of our students, and its vertical alignment supports students as they develop from year to year.	We do not currently have a shared approach to curriculum design, documentation, sharing, or revision including yearly scope and sequence across K-8 as well as unit and lesson design. This makes it difficult to develop strong horizontal or vertical alignment, does not easily allow collaboration in ways that could strengthen curriculum, and oftentimes puts teachers who are new to the district or their role to start from scratch creating a learning experience for students.	A curriculum review process that embeds:
		● Unpacking standards and constructing or revising report card descriptions and LLEs
		● Yearly scope and sequence
		● Unit design
		● Assessment creation, purchase, or revision
		● Lesson creation
		● Materials review
		● Conventions for saving and sharing on Drive
			Q1: July-Sept
			  a. Create a draft curriculum review process
			  b. Initial pilot test-drive with teacher to get feedback
				Draft process	Asst. Supt.	Supt., CLT, principals	

			Q2: Oct-Dec
			  a. Create an inventory grid of where each grade level content area is in term of curriculum completeness, quality, and updated standards
			  b. Revise process based on test-drive
			  c. Get feedback from CLT and principals for next iteration; get feedback from Assessment Steering Committee regarding elements of assessment that need to be baked into the curriculum review process
			  d. Finalize process and guidance (when is it initiated, who leads it, when does the work occur, etc.)
			  e. Consider using Institute Day for 6-8 and specialist departments as an opportunity to introduce some of the process
			  f. Determine order for upcoming curricular reviews for all departments over next 5 years; share timeline with district
				Guidance document outlining the process for curriculum review
				
				Timeline of curriculum review			

			Q3: Jan-Mar
			  a. Finalize tools in the curriculum review process kit
			  b. If Institute Day is being utilized as part of the process, facilitate
			  c. Begin summer work communications and sign-ups
				Complete process kit			

			Q4: Apr-Jun a. Plan and facilitate multi-day workshop for first round of curriculum review	Products emerging from workshop Feedback from educators who attend workshop			

Curriculum: Curriculum is engaging, provides high cognitive demand, and supports the creative, social and emotional development, and academic growth of all students			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		**Paraprofessional Development—Smith**		**B1.2**
Vision/Big Idea	**Goal(s), assumptions, and/or PoP**	**Outcomes**	**Outputs, Products**	**Measures**	**Who is lead**	**Who is support**	**Status**
If paraprofessionals have a repertoire of skills and strategies to engage students in the classroom and during non-academic times, they will feel empowered to carry out their responsibilities with confidence and in collaboration with teachers and administrators	Goal: Provide learning opportunities to assistants and tutors to build a repertoire of skills and strategies to use in the classroom and in their supervision roles	Paraprofessionals will develop instructional and management strategies that lead to greater confidence in carrying out their responsibilities Paraprofessionals develop a skill set that matches their role and responsibilities and increase support to students	Q1: July-Sept a. Identify Paraprofessional Development Team Members b. Schedule monthly PDT meetings and bi-monthly Paraprofessional Meetings		K-4 Principal Paraprofessional Development Team	Instructional & Content Specialists CPI Coordinator Related Services Personnel	
			Q2: Oct-Dec a. Develop a pre-assessment for paraprofessional to determine level of confidence in carrying out responsibilities b. Survey teachers to gather input on training they believe would benefit classroom instruction c. PDT develops Paraprofessional Meeting goals and agendas for the year based on paraprofessional pre-assessment and teacher input. Possible topics: ● De-escalation strategies ● Positive Behavior management strategies ● Enlisting versus commanding ● Side stepping conflict ● Literacy approaches - coaching a struggling reader, comprehension conversation, working with a small group ● Mathematical strategies and conversations d. Gather feedback from paraprofessionals following each session e. PDT members plan with consulting faculty who will lead the meeting content f. PDT plans communication feedback system between PDT and faculty	Pre-assessment of confidence in carrying out responsibilities Feedback on training sessions			
			Q3: Jan-Mar a. Carry out the paraprofessional development plan b. Gather feedback from paraprofessionals following each session c. Survey teachers to determine the impact of paraprofessional training d. PDT members plan with consulting faculty who will lead the meeting content	Teacher survey results regarding impact of training			

			e. PDT plans communication feedback system between PDT and faculty				
			Q4: Apr-Jun a. Carry out and provide closure to the paraprofessional development plan b. Post-assessment and teacher survey to determine the impact of the paraprofessional development plan	Post-assessment and teacher survey on the impact of the paraprofessional development plan			

Curriculum: *Curriculum is engaging, provides high cognitive demand, and supports the creative, social and emotional developmnt, and academic growth of all students*	**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*			**Digital Literacy—Brooks**		**B1.3**	
Vision/Big Idea	**Goal(s), assumptions, and/or PoP**	**Outcomes**	**Outputs, Products**	**Measures**	**Who is lead**	**Who is support**	**Status**
All students in grades 6-8 need digital literacy and computer science learning to develop critical skills in the areas of digital citizenship and ethics, online safety, computing systems, and computational thinking	In the last two years we have introduced new digital literacy and computational thinking at all grade levels in the districts, except for 6-8 at the Brooks School, where we currently do not have a regularly scheduled technology course for all students; this year we will pilot digital literacy and computer science units in grade 7 at Brooks	All students in grade 7 will participate in a pilot unit Pilot will be evaluated and it will be determined if it will be expanded next year	Q1: July-Sept a. Identify the scheduling opportunities for the pilot modules upon finalization of the Smith and Brooks schedules	Dates of pilot units will be identified	Cindy Matthes	5-8 Principal Director of Technology	

			Q2: Oct-Jan
			  a. Develop and deliver the pilot unit to the first cohort of students
			  b. Get feedback from students at the end of the unit
				Student feedback survey results			

			Q3: Feb-Mar
			  a. Deliver the pilot unit to the second cohort of students
			  b. Get feedback from students at the end of the unit				

			Q4: Apr-Jun
			  a. Deliver the pilot unit to the second cohort of students
			  b. Get feedback from students at the end of the unit
			  c. Evaluate pilot and determine if it will be expanded next year
					a & b) Cindy Matthes
					
					c) 5-8 Principal, Director of Technology		

Curriculum: Curriculum is engaging, provides high cognitive demand, and supports the creative, social and emotional development, and academic growth of all students			B2. Continue refining curriculum with a specific emphasis on developing a comprehensive approach to supporting the social and emotional development of all students	Preschool Parent Clinics		B2.1
Vision/Big Idea	**Goal(s), assumptions, and/or PoP**	**Outcomes**	**Outputs, Products**	**Measures**	**Who is lead**	**Who is support**	**Status**

Vision/Big Idea	**Goal(s), assumptions, and/or PoP**	**Outcomes**	**Outputs, Products**	**Measures**	**Who is lead**	**Who is support**	**Status**
If teachers and faculty provide parents with more concentrated and in-depth information regarding the social emotional development of their children, then approaches at home and school will be more consistent and students will demonstrate more resiliency	The preschool teachers receive many questions regarding student development and behavior in the home setting and parent/teacher conferences are often focused on supporting understanding of developmental milestones; many parents are interested in academic outcomes however the focus of the preschool is on supporting the social emotional development of the students	Parents that participate have an increased understanding of developmental expectations for preschool students that results in improved interactions and social/emotional outcomes for students; with increased knowledge and focus during designated times, conference times can focus on sharing information about the students' school growth and development	Q1: July-Sept Meet with teachers about their concerns and gather information about what they need their parents to know Q2: Oct-Dec Hold parent information meeting/coffee and a parent survey to inquire about their needs Create a bank of resources for parents to access on line including but not limited to fliers, videos, visuals, stories etc. Q3: Jan-Mar Offer parent clinics with professional support (ie, Dr. Von Hahn) throughout Q4: Apr-Jun Offer teaching tools for parents with opportunities to access visuals, supports, and role playing	Feedback from participants and teachers regarding the effectiveness of the resources for parents Grid on the preschool website with a menu of teaching tool options	Preschool Coordinator	Preschool Teachers	

Instruction: Instruction is student centered and focused on the engagement, achievement, and social and emotional development of all learners	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		Supporting Preschool ELs	C1.1

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support	Status
If the preschool is able to provide consistent instructional practices and strategies to EL students in the preschool, then students will be more successful in the preschool and as they transition to kindergarten	The preschool has a high percentage of students who are bilingual/not primary English speakers and at this time by law are not consistently supported by EL district faculty across both campuses—the preschool teachers are SEI endorsed and currently support students who are enrolled; the teachers are interested in articulating instructional practices and strategies that optimize the learning of these EL students and could benefit all students	Preschool students that are bilingual or are not primary English speakers will be clearly identified and receive consistent support from preschool faculty prior to transitioning to the kindergarten Faculty feel confident connecting with families, communicating effectively with them, and supporting them in understanding school for their children	Q1: July-Sept a. Complete Home Language surveys with the support of the EL district faculty b. Identify students who are bilingual or whose primary language is not English	100% completion of HLS for all preschool students	Preschool Coordinator	Preschool teachers EL district faculty	
			Q2: Oct-Dec a. Gather assessment data for each student and identify areas of need or questions regarding our preschool EL population b. Seek consultations with EL district faculty, identifying one or two key strategies to employ for a short time interval c. Implement strategies, documenting progress to share with the team d. Explore the possibility of EL student groups working with speech department and other professionals (based on caseload) during intervention blocks	Documentation of strategy implementation indicates level of progress and impact for students			
			Q3: Jan-Mar a. Consider Institute Day as an option for further professional development b. Ongoing assessments to direct work within classrooms and during intervention blocks c. Ongoing consultations from EL district faculty on an as needed basis d. Identify an opportunity (Institute Day, Building-based Wed) to explore the intersectionality and differences of EL-development and disabilities	Survey from faculty after professional development opportunities			
			Q4: Apr-Jun a. Reflect on the learning of the year and codify practices that the team wants to continue to use in the coming year as well as adjustments to processes that could be beneficial. Document and share these learnings with EL, K, SLP, and other related staff. Consider how technology could help enable effective sharing of information				

Instruction: Instruction is student centered and focused on the engagement, achievement, and social and emotional development of all learners	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	Preschool Model / Program Plan	C1.2

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support	Status
If the programing for the preschool can meet the needs of all students, the district will be able to prepare children and provide differentiated services for a full range of learners	With the upcoming move to the new building at HPS in September, the preschool has the opportunity to recommend a program model and schedule that will support the developmental needs of all preschool learners It is also an opportunity to reaffirm the programmatic components of our existing preschool model	The preschool will make a recommendation to the Supt. and School Committee by January about the programmatic structure for the preschool in September 2019 including: ● Alignment with DoDEA contract ● Meets the needs of special education needs and recommendations ● Supports Child Find screenings and evaluations	**Q1: July-Sept** a. Review the information collected last year regarding different possible PreK models (programmatic options and scheduling) b. Administer parent survey to 2018-2019 families regarding their needs/ideas for a neighborhood preschool program **Q2: Oct-Dec** a. Contact area preschools, set up observations and complete observations of identified preschool programs with the intent of identifying best practices (to include coverage plan for scheduled observations) b. Complete observations based on established criteria/questions created last year c. Identify critical elements during the observations to consider in making programmatic decisions d. Team consensus for program recommendation e. Review with Administrator of Student Services, Student Service Coordinators, Principal's Meeting, Supt. and Administrative Business and Finance regarding fiscal considerations **Q3: Jan-Mar** a. Present Program Plan to School Committee January 10, 2019 b. Establish and implement process for preschool staffing decisions for the Lincoln and Hanscom campuses **Q4: Apr-Jun** a. Correspondence with families via letter and website about the programmatic options for the 2019-2020 school year b. Create a schedule for the new program and review with faculty members	Analysis of parent surveys to determine whether the preliminary plan for preschool programming meets the identified priorities Identify family priorities that need to be addressed in the Preschool Model/Program Plan A completed Preschool Program Plan Approved Program Plan	Preschool Coordinator	Administrator for Student Services Preschool teachers	

Instruction: Instruction is student centered and focused on the engagement, achievement, and social and emotional development of all learners	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		Language for High-Impact Teaching and Learning	C1.3

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support	Status
Staff are well equipped to develop students' identity as learners. Staff eagerly engage in their own learning to shift and develop their teaching practices so that students have ownership and agency to do the heavy cognitive lifting day-to-day rather than teachers

Students are engaged in deep and rigorous thinking and learning and teachers have high expectations for what students are capable of doing | The Vision Think Tank wanted to link their prior culture building work with teaching and learning—the group identified multiple areas that they thought would be beneficial for students if staff focused and collaborated around across K-4 and in all content areas; they recognized a theme around language in instructional practice and felt this could be an entry point into deeper work around cultural proficiency and equity | Building-based Wednesday PD help staff develop a repertoire of practices that support them in regularly engaging with student thinking

The practices regularly provide opportunities for students to give input and contribute to the learning in classrooms and across the school and subsequently students' experiences and ideas drive instruction | Q1: July-Sept
a. Work with VTT to plan sessions through the year | | K-4 Principal | VTT Members | |
| | | | Q2: Oct-Dec
a. Oct planning sessions with faculty who will co-facilitate
b. Sarah and Asst. Supt. solidify learning structures for faculty
c. Wednesday 11/7: Classroom Conversations session: Teacher Talk/Student Talk and Questions
d. Monday: 11/19 Academic and Social Language and Language Complexity | Exit Feedback from each session

Focus areas for putting learning into practice after each session

Reflections on impact to practice with Learning Partner in between sessions

Observations of session learning in teaching practice | | K-4 staff who help to co-plan and co-facilitate

Asst. Supt. | |
| | | | Q3: Jan-Mar
a. Wednesday 1/30: Feedback
b. Wednesday 2/27: Culturally Proficient Language | | | | |
| | | | Q4: Apr-Jun
a. Wednesday 4/24: Questions and Rigor | | | | |

Instruction: Instruction is student centered and focused on the engagement, achievement, and social and emotional development of all learners			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	District Curriculum Assessment Plan (DCAP)		C1.4		
Vision/Big Idea	**Goal(s), assumptions, and/or PoP**	**Outcomes**	**Outputs, Products**	**Measures**	**Who is lead**	**Who is support**	**Status**
By examining trends in our student population, we will be better able to identify instructional practices in and out of the general education classroom that will address the individual needs of our students	We believe that students learn best when they are included in the general education setting to the extent possible to meet their individual needs	Through the process of gathering information by Student Services Administration, there will be a better understanding of the types of instructional practices, interventions, and accommodations required to support individual student learning	Q1: July-Sept				
			Q2: Oct-Dec a. The Administrator for Student Services will communicate with all faculty to articulate the focus of visits to the classroom and small instructional groups so that faculty understand that we are working as a team to support student learning b. Special Education Administrators will meet with faculty within their department to review and discuss the focus of the strategic plan c. Student Services Administrators will conduct observations of students within the general education setting and within specialized instructional groupings outside of the classroom d. Develop specific questions to gather input via interviews, to gain further understanding from special educators regarding instructional practices and recommendations for IEP service delivery models and accommodations	Create a summary of observed current practices and input gathered Document common themes related to in-class supports and out of class instructional groupings	Administrator for Student Services Coordinator for Student Services, Hanscom Coordinator for Student Services, Lincoln		
			Q3: Jan-Mar a. Gather and identify general education accommodations that occur for all students to support the further development of a District Curriculum Accommodation Plan b. Special educators will read and discuss selected readings related to Inclusion and Instruction from the following sources: DESE *Educator Effectiveness Guidebook for Inclusive Practice* http://www.doe.mass.edu/edeval/guidebook/ & *New Directions in Special Education,* Thomas Heir c. Student Services Administrators will continue observations from Q2 (students in general education and students supported by support staff)	Updated DCAP		Asst. Supt.	

| | | | Q4: Apr-Jun
a. Student Services Administrators will analyze and synthesize information gathered from observations and interviews and develop a written report to reflect this information.
b. Student Services Administrators will present the report to faculty to gain feedback. After receiving feedback, Student Services Administration will present to Admin Council | Final report of learnings | Administrator for Student Services | Coordinator for Student Services, Hanscom

Coordinator for Student Services, Lincoln | |

Instruction: Instruction is student centered and focused on the engagement, achievement, and social and emotional development of all learners			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		Literacy K-5 Intensive	C1.5	

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support	Status
We will have a vertically aligned literacy experience for students K-5 and our students will gain the skills they need to be strong readers, writers, and learners	By adopting a common, high-quality curricular tool, engaging in a deep level of professional development, and receiving ongoing coaching and support from literacy coaches and principals, we will strengthen and connect our literacy instruction to help all students learn and love literacy	All K-5 teachers will implement two units of reading and writing using the Units of Study as our common curricular tool

K-5 teachers, K-5 Special Educators, ELL teachers, Library/Media Specialists, and Instructional Technology Specialists, coaches, and principals will deepen their thinking of models of comprehensive literacy instruction

Over the course of the three years of this work the district will develop a common and aligned programmatic approach to reading and writing instruction | Q1: July-Sept
a. Administrators and literacy coaches go to PD together to gain familiarity with the Units of Study
b. First Wednesday workshop
c. Coaches support teachers as they prepare to launch their first joint-unit in reading and writing, and use assessments to guide instructional choices | | Asst. Supt. and Literacy Content Specialist | Literacy Coaches, principals, Tammy and Clare from Teachers for Teachers | |
| | | | Q2: Oct-Dec
a. Three site visits, two Wednesday workshops
b. Ongoing implementation and coaching support | Feedback from teachers

Observations from coaches and principals

Depth and development of student learning as shown by a variety of assessments and qualitative observations | | | |
| | | | Q3: Jan-Mar
a. Full day with K-5 faculty as part of Institute Day
b. Two site visits
c. Ongoing implementation and coaching support in the second joint-unit in reading and writing | | | | |
| | | | Q4: Apr-Jun
a. One site visit and one Wednesday workshop
b. Ongoing implementation and coaching support
c. Plan for next year's phase of implementation and learning | | | | |

Equity and Culture: *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*	**D1.** *Develop the social and emotional competencies of all educators and students*		**Supporting Military Families— HMS**		**D1.1**

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support	Status

Effectively balance providing a strong supportive social emotional setting and still push academic rigor and a high level of academic engagement	To develop the foundation of our shared vision to address the unique needs of our military students and families
	
	Create an outline of a plan for our building-based days to both educate our faculty and implement the shared vision
		HMS develops a new branch of our shared vision that addresses the unique needs of our military population
		
		Faculty/staff will deepen their understanding about these needs and implement changes to address these needs
			Q1: July-Sept
			a. Two-day summer work session; create a draft vision statement and outline of a plan for building based days
			b. Summer work report to staff on the 8/29 building-based day
			c. Work to include:
			  i. Draft vision statement
			  ii. List of perceived needs
			  iii. Examination of the root cause
			  iv. Updated theory of action to guide our work
			  v. Vision of an exiting student – and family
			  vi. List of skills a teacher – and principal – and staff – needs to have to meet our vision
			  vii. Plan for building based days
					HMS Principal	Jay Peledge, internship
						
						Summer work team	

			Q2: Oct-Dec a. November 17 building-based work session: Review Survey findings b. Parent/Student/Base Leadership focus groups	Each teacher will be required to try a new strategy and a team-based strategy; lesson plans will be collected			
			Q3: Jan-Mar a. January 30 building-based day work session: Professional Development related to key finding & staff share of best practices b. February 27 building-based day work session: Professional development related to SEL c. Staff Share of best practices	Lesson plan collection of best practices			
			Q4: Apr-Jun a. April 24 building-based day work session b. MOMC - Getting out into the community	a. Possible community-wide Goose Chase b. Updated changes to our scope and structure in necessary			

Equity and Culture: *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*	**D1.** *Develop the social and emotional competencies of all educators and students*	**SEL Task Force**	**D1.2**

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support	Status
If students and faculty demonstrate social emotional competencies, they will have the skills to be successful academically, socially and emotionally within the school setting and in the broader community outside of school	The district will have a comprehensive plan for developing the social-emotional learning competencies for all students During the 2017-2018 School year, the district conducted a needs assessment related to Social-Emotional Learning; through interview focus groups, a faculty survey and an inventory of current practices, it was determined that there is a need to coordinate our district wide-efforts to address the needs of our students and staff in the the area of SEL	A district-wide SEL task force will be formed to determine developmentally appropriate social-emotional learning benchmarks and competencies for students Using all information gathered from 2017 -2019, develop a plan for implementation of a comprehensive scope of SEL curriculum. Develop a professional development, plan that ensures consistency of practice over time and provides opportunity for integration within the school culture	Q1: July-Sept Q2: Oct-Dec a. By the end of September, a task force consisting of administrators, teachers, and mental health faculty will be formed b. A schedule for meeting throughout the year and identified sub-group work will be discussed and assigned c. The task force will research SEL competencies and benchmarks that are developmentally appropriate through the Collaborative for Social-Emotional Learning (CASEL) d. The task force will analyze data from the faculty survey conducted in the Spring of 2018 and current practices occurring within the district e. Further investigation by the task force will take place through reading research articles provided by CASEL and DESE Guidelines f. Examine the link between curriculum and school culture		Admin. for Student Services & SEL Task Force	Asst. Supt.	
			Q3: Jan-Mar a. Define SEL competencies for the district b. Examine curriculum and/or system or school-based cultural practices in the area of SEL c. Review and discuss other school district's comprehensive plans for addressing SEL d. Investigate PD to accompany developmentally appropriate SEL competencies	A list of developmentally appropriate grade level/age competencies will be developed by the task force to support faculty and staff in their work with students and to guide our work in determining appropriate PD and Curricula			
			Q4: Apr-Jun a. Creation of a multi-year district-wide action plan for implementation of curricular or cultural actions. b. Make decisions regarding next steps for implementation of curriculum through professional development opportunities	The task force will generate an end of year report, identifying a multi-year action plan and implementation and PD related to curricular and cultural SEL			

Equity and Culture: *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*	D2. *Integrate equity, race, and cultural proficiency into work across all other strategic priorities and consider the impact of intersectionality for students*	**Faculty Book Group**		**D2.1**

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support	Status
As educators we are morally obligated to model our core values including, by respecting and responding to student identity development; in order to effectively develop the social and emotional well-being of students, educators must understand who students are and how their families, society, and personal experiences shape students' identity	Educators will have the opportunity to learn about, reflect on, and discuss how our school culture impacts students' social emotional well-being and their learning	Teachers will take the opportunity to participate in a book discussion of <u>Why are all the Black Kids Sitting Together in the Cafeteria</u>, Beverly Daniel Tatum - updated version Participating teachers will have at least one articulated way in which they will change their practice having the understanding that not all of their students' home culture is reflected in our school culture AND that this fact has academic impact	Q1: July-Sept a. METCO Director discusses the potential of creating a voluntary book group with faculty		METCO Director		
			Q2: Oct-Dec a. METCO Director will provide faculty with a stated purpose for why the voluntary book discussion and their participation in the group is beneficial to their instructional practice. This will be provided through a written message accompanied by an article b. Set dates for the discussion c. Notify faculty of the book group: <u>Why are all the Black Kids Sitting Together in the Cafeteria</u>, Beverly Daniel Tatum - updated version d. Set the syllabus - Reading assignments			5-8 Principal, Carol Walker, Shelley Moeller, Claudia Foxtree	
			Q3: Jan-Mar a. Begin the book discussion according to the developed schedule b. Gather feedback from faculty after each session				
			Q4: Apr-Jun a. Participants report out at faculty meeting - key learning/understanding with Practice Change	Participants report out at faculty meeting - key learning/understanding with Practice Change			

Equity and Culture: 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		D2. Integrate equity, race, and cultural proficiency into work across all other strategic priorities and consider the impact of intersectionality for students	Culturally Responsive Teaching (CRT)—Brooks			D2.2

Vision/Big Idea	Goal(s), assumptions, and/or PoP	Outcomes	Outputs, Products	Measures	Who is lead	Who is support	Status
When the faculty is culturally competent, they are able to meet the needs of all students in an equitable manner	Goal: Students have access to equitable experiences in the classroom including: • curriculum • relationships with teachers • the culture of classrooms including practices and processes • expectations (both in terms of rigor and the transparency of those expectations)	Collaborative Practice groups that focus on different aspects of equity will allow teams to deepen their learning and hone their practice in pursuit of our goal There will be a bank of lesson plans, videos, articles, so that as staff are growing they have instant access to materials that can push their thinking or their practice further	**Q1: July-Sept** a. Summer group identified and gathered resources for teams to utilize throughout the year b. Google Form with self-assessment and preferred learning focus c. Groups set for the year with an agreed upon focus **Q2: Oct-Dec** a. November 7 - first Building-based CRT - teachers set arc for the year of their learning b. Teachers make commitment for the changes in their practice that they will measure throughout the year and document them on a shared doc c. Sharon, teams, or individuals can check-in with one another as to their progress in between building-based Wednesdays (including check-in at faculty meetings) **Q3: Jan-Mar** a. January 30 - second Building Based CRT - teachers continue with their learning and the focus of their learning in their classrooms b. Creation of lesson plans, peer observations c. February 27 - third Building Based CRT **Q4: Apr-Jun** a. April 24 - fourth Building-based CRT	a. Pecha Kucha b. Shared Google Team Drive c. Student Surveys--DESE and Panorama (note: this is not for all teachers) d. Observations of teaching practice	5-8 Principal	METCO Director	

Social Emotional Learning Task Force
2018-2019 Summary

This year a Social-Emotional Learning Task force was created and has worked throughout the school year to support the goal of proposing a comprehensive plan for identifying and supporting the development of social-emotional learning competencies for all students. It is important to acknowledge and thank the committee for their work in this year.

Members include the following:
> Jenn Williams, 1st Grade Teacher/Hanscom
> Kathleen Esposito, School Psychologist/Hanscom (K-3) and Lincoln PK
> Mara Salis, Social Worker/Hanscom (K-3)
> Erich Ledebuhr, Principal, HMS
> Loretta D'Alessandro,   Transition Specialist, HMS
> Dayna Brown, Lincoln PK & Deaf and Hard of Hearing Teacher
> Naomi Konikoff, Student Services Coordinator K-8, Lincoln Campus
> Carolyn Dwyer, 4th grade Teacher, Smith/Lincoln
> Lateefah Frank, METCO Director, Lincoln Campus
> Lauren Taylor, School Psychologist/Lincoln Campus (5-8)
> Alyssa Rosenfeld, Social Worker/Lincoln Campus (5-8)
> Sarah Collmer, Principal, Smith
> Sharon Hobbs, Principal, Brooks
> Shelley Moeller, Social Worker Smith School

Social-emotional learning is the "process of acquiring knowledge, skills, attitudes and beliefs to identify and manage emotions; to make good decisions; to behave ethically and responsibly, to develop positive relationships and to avoid negative behaviors (Elias & Moceri, 2012). Research indicates that students benefit from social emotional learning programs in the following ways: increased academic performance, improved behavior and increased development of social emotional skills. In addition, when SEL competencies are achieved, decreases were noted in conduct problems, emotional distress and substance use. These benefits were similar for all subgroups of students as related to race, socioeconomics, or geography. When students develop social emotional competencies in childhood, there are positive impacts on success when navigating the workplace and greater community.

During our process we have used the Collaborative for Academic and Social and Emotional Learning (CASEL) resources and research as our guide and framework. In addition to this resource, we have also used DESE's *Guidelines for Implementing Social and Emotional Learning (SEL) Curricula K-12* (2017) as a resource. Professional development opportunities for SEL Task Force members have been attended throughout the school year. These conferences include, *Leading with Access and Equity; Assessing and Measuring Development of Social-Emotional and Academic Skills:, MASS Leadership Forum, Social Emotional Learning: Advancing Cultural Proficiency.* In addition, the SEL Task Force has discussed and looked at how a few selected districts have approached SEL.

As we began this work, it was important to start with an analysis and discussion of the SEL Inventory from May of 2018. This inventory highlighted important areas for our district. These areas included a need to address our SEL focus and growth, to identify previous cultural foundations that had been used,

to report on current practices, and to highlight the need and desire to have SEL be more consistent, cohesive and intentional across the district.
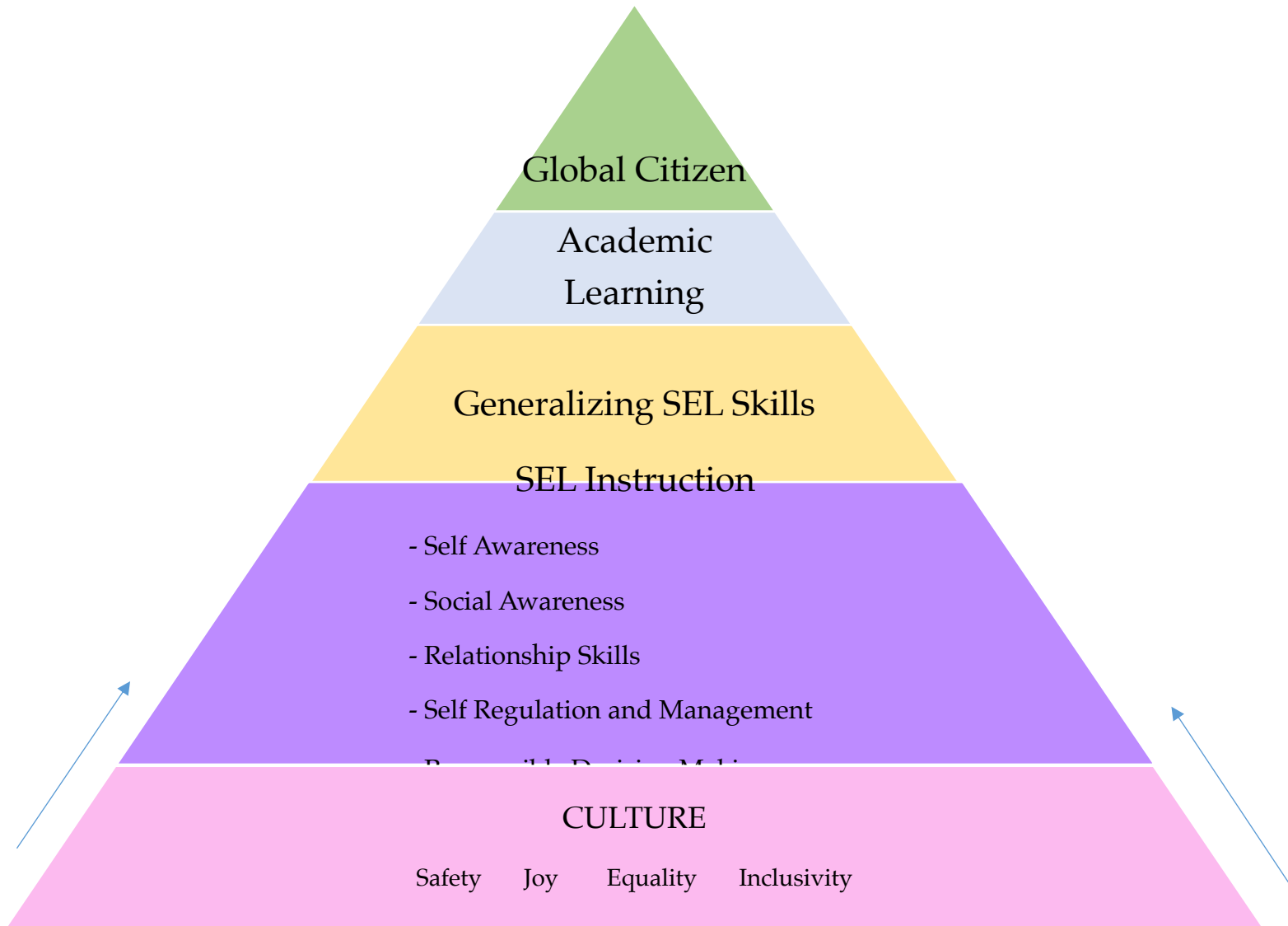
At this time, we have many interventions, strategies, supports and programs that have been identified that are used in the district in a variety of ways. Our Wellness Department covers specific lessons that support students' social-emotional growth with a focus on anti bullying curriculum and lessons. While not formalized in a curricular manner, wellness teachers focus their instruction in the areas of safety, kindness, respect, sportsmanship, and teamwork.   At our Hanscom Campus, the Zones of Regulation skills are explicitly taught in targeted grades and supported by psychologists, social workers, occupational therapists and the Board Certified Behavior Analyst (BCBA). Zones of Regulation support students with identifying and applying strategies according to the emotional "zone" identified. Students have also developed "Zones" books to be utilized as a reference. At Hanscom Primary School, the social worker, school psychologist, and BCBA have developed "model me" videos to address coping strategies and problem solving skills.   Across the district, and variable from school and grade, Social Thinking skills have been taught within the classroom and in small group and individual settings delivered by social workers, speech and language therapists and special educators. At Lincoln K-4, the social worker has developed a curriculum and has provided instruction within the classroom to support students with learning and applying coping skills and strategies. The psychologist at the middle school level on the Hanscom Campus has provided instruction to selected grades using the Minds UP curriculum for mindfulness and identification of coping strategies. The Second STEP curriculum is currently being provided in selected grades at the Lincoln K-4. In addition, the Lincoln K-4 has worked in a very comprehensive manner to further develop their CARES values to support school culture and positive reinforcement of the CARES values observed by students. All of these curricular and strategy based programs target SEL competencies and are valuable to our students. At the Lincoln 5-8 the social worker and psychologist have provided instruction in the 5th grade classrooms in the areas of friendship skills, coping skills and developing self-confidence. Lincoln 5-8 has also provided a focus on implementing restorative practices and mindfulness.   The 7th grade students at Lincoln 5-8 are working on coping/calming skills by using break spaces. All teachers in Lincoln 5-8 have been provided with training in anxiety management strategies for use in their classrooms.   The preschool has implemented the Devereux Early Childhood Assessment Program (DECA). This program is fully implemented and is core to the SEL programming at the preschool.

In addition to supporting our students, we need to discuss and investigate ways to engage and support all of the families in our district to support their children in the development of SEL competencies.   For example, the Hanscom Middle School has created a school goal of understanding the needs of our military families so they can support the social-emotional needs of their children.   Although there are many interventions happening across the district, we need to ensure a more structured approach to application and decision making regarding curriculum and instruction.

Historically, the primary schools have been trained in Responsive Classroom with training in Developmental Design at the middle school level. These initial trainings occurred 10-12 years ago with sporadic and inconsistent retraining. New staff members are currently not trained systematically. The Lincoln 5-8 did conduct a refresher for Developmental Design in 2016. Responsive Classroom and Developmental Design are sound, research based approaches to addressing school culture. As a first step it is the recommendation of the SEL Task Force to formalize a multi-year plan to provide retraining and professional development to reinvigorate Responsive Classroom and Developmental Design for consistent use in the classrooms.

Moving toward the retraining for Responsive Classroom and Developmental Design is only a first step in this important and essential work for our district. The members of the SEL Task Force are making the following recommendations:

- Finalize the SEL competencies identified as essential to building strong SEL skills
- Participate in summer work to further define and articulate a multi-year plan for professional development, curriculum, and funding
- Articulate a plan for continued training for Responsive Classroom and Developmental Design
- Develop SEL school based teams to support the vision and work of the SEL Task Force
- Continue with an SEL Task Force to look at curricular needs at the district and school levels, with a plan for professional development and implementation of programming and instruction
- Identify where, at a school level, explicit SEL instruction will take place and how general educators will be supported to infuse and reinforce the instruction and cultural undergirding in their classroom
- Identify explicit instruction and units that will be taught in wellness for all grades and within advisories at the middle school level
- Investigate ways to involve parents/guardians with supporting their child's SEL and to request their input regarding further development of the SEL competencies that their children will need as they move through our schools

DRAFT SEL MODEL

Global Citizen

Academic
Learning

Generalizing SEL Skills

SEL Instruction

- Self Awareness

- Social Awareness

- Relationship Skills

- Self Regulation and Management

CULTURE

Safety   Joy   Equality   Inclusivity

Based upon CASEL Model

Self Regulation and Management

The ability to successfully manage emotions, thoughts and behaviors and a plan to use skills and strategies to organize in all environments

This looks like:

- Setting goals
- Using coping skills
- Self-initiating
- Controlling impulses
- Persevering
- Attending to task
- Planning and organizing
- Applying coping skills and strategies
- Participating in learning

Relationship Skills

The ability to establish and maintain healthy and positive relationships with the goal of expanding social and learning circles to include diverse individuals and groups

This looks like:

- Cooperating
- Listening
- Negotiating
- Working as a team/Collaborating
- Communicating effectively
- Building relationship
- Engaging socially

Responsible Decision Making

The ability to make good choices while considering consequences, safety and well-being (of self and others), applying ethical standards and social norms to decisions

This looks like:

- Solving problems
- Reflecting on decisions
- Pursuing equity
- Behaving ethically
- Prioritizing
- Analyzing possible outcomes

Social Awareness

The ability to understand identity and how this informs and impacts the greater world and to understand and empathize with others

This looks like:

- Showing empathy
- Appreciating diversity (gender, race, culture)
- Taking others' perspectives
- Working as a team
- Engaging socially/communicating

Self Awareness

The ability to recognize emotions, thoughts and values and how they influence behavior as well as accurately assess strengths and limitation through a growth mindset model

This looks like:

- Recognizing strengths and challenges
- Demonstrating self-efficiency
- Engaging in self-reflection
- Feeling self- confident
- Being self-motivated