

Strategic Map Update				
Key	Green	Yellow	Red	Gray
	All tasks on map have been accomplished; and to the level of quality/outcome we would hope; measures indicate success	Most tasks on map have been accomplished but there is some delay on others; the level of quality/outcome we would hope is varied; measures indicate some successes	We are not on target to accomplish the tasks as we originally described in the map; the level of quality/outcome is not what we hoped; measures indicate potential problems - we either need to throw support behind this or adjust our plan	No actions necessary in this quarter

Strategic Maps	Short Name	Page	Person Responsible	Q2	Brief Notes	Follow Up
Collaborative Practices—District	A1.1	2	Becky		We have not carried out our planned steps for Q1 or Q2. But, we have seen good work taking place during Collaborative Practice times.	Make a priority for Administrative Council Meeting time.
Instructional Coaching Model—District	A1.2	3	Jess		Have made no progress since Q1 - goal is to make up lost ground in Q3.	Problem-solve with Becky re: creating time in my calendar.
Instructional Leadership Team—Smith	A1.3	4	Sarah		We defined our shared purpose and reported it out to the faculty via the Monday Memo.	We are still working on an action plan to carry out needs assessment to understand Instructional Landscape.
Leaders of their Own Learning and Learning Walks	A2.1	5	Jess		Walks continue to feel better each time in terms of our alignment and conversation. We've done all we said we would so far, though attendance has been lower at a few. Leaders of Their Own Learning Book study in Principal Meetings is going well. We are half way through the book and have had some very good conversations about the content. Jess and Becky visited Farmington, CT and are beginning to launch work around Vision of a Graduate/Learner.	send out updated PK time for Jan. Revisit RSVPs for future walks.
HPS Shared Vision	A2.2	6	Beth		HPS faculty are working in small groups on specific areas of focus.	
District Curriculum Review Process	B1.1	8	Jess		Have made no progress since Q1 - goal is to make up lost ground in Q3.	Problem-solve with Becky re: creating time in my calendar.
Smith Paraprofessional Development	B1.2	9	Sarah		Pre-assessment of confidence in carrying out responsibilities complete; PDT scheduled and set agendas for 2 remaining training sessions for this school year. The paraprofessionals gave positive feedback after the first two sessions.	Review January agenda with Maureen Markelz who will provide training on supporting literacy instruction. Need to work with PDT to find a way to assess the impact of these trainings.
Digital Literacy—Brooks	B1.3	11	Rob		Continuing to deliver units and collect student feedback.	
Preschool Parent Clinics	B2.1	12	Lynn		Resources that we use with families have been collected and a bank has been established. These resources have not been shared in a systematic manner. They have been utilized with individual families but have not been made available to the entire preschool community. A parent clinic has not taken place due to the work on the preschool model. The survey regarding the preschool model did address parent interest in workshops and specific areas of interest. We determined that our website needs a good amount of work!	Schedule a time to meet with parents. Create a more in-depth survey focused solely on parent workshop models. Provide access to the resources on our website (with improvement and updates to our preschool information.)

Supporting Preschool English Learners	C1.1	13	Lynn		The preschool team will be engaged in full day professional development on 1/22 with Lauren Harrison from the Multistate Association for Bilingual Education. Teachers will participate in a book study (One Child, Two Languages) starting on Institute Day and continuing through the remainder of the year.	Share our learning with the district EL team
Preschool Model/Program Plan	C1.2	14	Lynn		The preschool team has completed observations and communication with area preschools. They have met regarding the recommendations for the School Committee report on January 24, 2019.	Present to School Committee 1/24, Descriptions of available positions to teachers by 3/1, applications for voluntary transfers submitted by 3/22, Faculty are informed of transfers/assignments by 4/5
Language for High-Impact Teaching and Learning—Smith	C1.3	15	Sarah		The first session on Feedback took place on the 11/7 building-based Wednesday. Faculty completed a follow-up activity with learning partners and reported out to Sarah via google form. One planning meeting is complete for the second session on Language Complexity on 1/30. There are a variety of feelings from faculty regarding the follow up activities - some have made clear connections between this work and the literacy PD; some were challenged by the learning partner follow up activities naming the demands on finding time to meet with LP and annoyance at having to reporting out. Overall, the majority of learning partner report out was positive.	1/14 Faculty Meeting - following up on feedback learning buddy activities, sharing out in mixed groups. In the next few weeks the Language Complexity planning team will finalize plans for 1/30.
District Curriculum Accommodation Plan (DCAP)	C1.4	16	Mary		Special education administrators met with their student services faculty to review and discuss the focus of the strategic priority. Discussions have taken place regarding accommodations within general education but we have not completed formal observations based upon focused questions developed to gain understanding of instructional practices. A revision of the DCAP was developed with input from AC. This document will continue to be examined throughout the school year and will be further developed, if needed once observations are completed and additional feedback is elicited regarding accommodations.	Work with Coordinators to develop questions that will inform observations and current practices/themes that occur in and out of the general education setting.
K-5 Literacy Intensive	C1.5	18	Jess		Teachers are implementing their second set of integrated units. We have two more site visits, and one more Wednesday PD this year. While the work has been difficult for some individuals or teams, more and more across the district we are seeing great student writing and everyone is learning HOW to learn and adapt to this new approach. Coaches are working very diligently to support faculty. Latest site visits were strong and some teachers were experimenting and trying on what they learned immediately in classrooms to some good success. Institute Day feedback was overall positive.	Coaches and Jess working with Tammy and Clare to construct plan for 2019-20 in the coming month so that we can share it with principals for feedback and then with larger faculty.
Supporting Military Families—HMS	D1.1	19	Erich		Our work is still on track. Focus group sessions were held in November. Data/feedback from those sessions have been analyzed. 6-8 grade teachers have used a unit plan template to design a program to address one of the area of need identified by the focus groups. 4th and 5th grade teachers will have a planning session to do this same work in January. In February there is a plan to deliver special education-based PD through concurrent sessions during our building-based day. These sessions will have a focus on supporting the unique needs of our students.	Next steps - planning some sort of full community event for April to help tie our work together.
SEL Task Force	D1.2	20	Mary		The SEL Task Force has met twice as of 1/9/19. The committee of 15 consists of admin, psych, soc wrks, SLP, gen educators, and PK. Our goal in our first few meetings has been to gain knowledge and understanding through analyzing our district's survey results, CASEL materials related to SEL competencies, research articles, DESE guidelines on implementation of SEL curricula. We are also further developing our task force goals related to a multi-year plan. In addition, 4 members of our task force attended a conference on Jan. 4, 2019- <i>Assessing and</i>	Next Steps: The SEL Task Force has been provided with a copy of Dr. Brady's book. We will use selected sections of the book to continue to build our base of knowledge and to further identify and define the link

					<i>Measuring the Development of Social-Emotional and Academic Skills in the Classroom</i> (Featuring Deborah Brady a co-author of the book, <i>Social-Emotional Learning in the Classroom</i> .	between culture and curriculum. We will also start to examine curriculum and cultural programs as well as to discuss our current resources and how we might expand or retrain our staff to ensure fidelity of practice. We will also start to examine other district's SEL plans and approaches.
Faculty Book Group	D2.1	21	Lateefah		first meeting 1/28	
Culturally Responsive Teaching—Brooks	D2.2	22	Sharon		We have had our first meeting - and broken into three mini-collaborative practices groups that cover SEL, curriculum, and instructional practices for culturally responsive teaching. The groups had productive discussion, but did not get as far as we had hoped because we also watched an episode of "America to Me" which prompted incredible discussion.	Next steps: the collaborative practices CRT groups will focus further in our next collaborative practices meeting. We are on pace to deepen our work by the end of the school year.
<b>Other Important Work</b>			<b>Person Responsible</b>	<b>Q2</b>		
School, teacher, and instructional schedules across the district			Jess		We've had some conversations as a principal group over the year, starting in the summer and continuing into principal meetings. Considering collaborating with District Management Group to support facilitating this work from now through summer to ensure we have strong schedules for next year.	
Educator evaluation handbook			Jess			Note: plan is for this to begin in Q3.
EL and SPED CPR On-Site Reviews			Jess and Mary		We've submitted and done all that we needed to do.	
Lincoln building project			Becky		Dec. 1 vote approved project. Design Development phase underway	
HPS building project and move			Buck		Construction on track for summer move. FF&E purchase slightly behind, team working towards February order	
Frontline			Rob/Jess		Second phase (professional growth) is up and running and on time. Last phase is underway re: Frontline Central	Quick Training Reference Docs still need to be made and distributed.
PowerSchool			Rob		Completed first round of state reporting and report cards. First full K-5 report card cycle currently in progress. All faculty and staff have received training and additional training continues to be delivered as needed. Implementation for online registration begins this week.	
Profile of a Learner			Becky		Visited Farmington, CT. Reviewed models at AC, planned and facilitated successful Institute Day session, ready to plan sessions with other stakeholder groups.	
HMS Collaborative Practice with a focus on race and equity			Erich		<a href="#">Teachers have been following our current Collaborative practice plan</a>	Although good work is happening we still need a stronger connection to fully addressing issues around equity
District and School Accountability			Jess		We haven't done much with this - but perhaps that is totally fine. Just wondering if Jess/Rob and/or principals need to do some data analysis. DESE just shared new lists of students for us to review.	
MCAS Quick Guides			Jess		all complete and shared	

Assessment Steering Committee	Jess and Rob		steering committee continues to meet; we are planning to finalize some documents and processes by end of year.	
Data Wall structure and supporting documents (ELA and Math)	Jess		ELA continues to refine its approach, math will be able to once we recommit to assessment plan.	
Attendance policy and guidelines	Mary		Will provide draft of policy/procedures at AC on Jan.29 or Feb.5th	
Budget process	Buck		Budget presented within FinCom and SC guidance. Final SC vote at 1/24 meeting. Town Meeting approval in March	
Institute Day	Jess		All sessions received positive feedback overall.	
STEM day at Brooks and Curiosity Challenge at Smith (tentative)	Sharon			
Interdisciplinary unit workshops	Rob			
Cyber Patriot afterschool program				
DoDEA Visit	Mary		Preliminary Discussions regarding Feb4-8 site visit	

Strategic Maps

Full Name	Short Name	Page	Q1	Q2	Q3	Q4
Collaborative Practices—District	A1.1	2				
Instructional Coaching Model—District	A1.2	3				
Instructional Leadership Team—Smith	A1.3	4				
Leaders of their Own Learning and Learning Walks	A2.1	5				
HPS Shared Vision	A2.2	6				
District Curriculum Review Process	B1.1	8				
Smith Paraprofessional Development	B1.2	9				
Digital Literacy—Brooks	B1.3	11				
Preschool Parent Clinics	B2.1	12				
Supporting Preschool English Learners	C1.1	13				
Preschool Model/Program Plan	C1.2	14				
Language for High-Impact Teaching and Learning—Smith	C1.3	15				
District Curriculum Accommodation Plan (DCAP)	C1.4	16				
K-5 Literacy Intensive	C1.5	18				
Supporting Military Families—HMS	D1.1	19				
SEL Task Force	D1.2	20				
Faculty Book Group	D2.1	21				
Culturally Responsive Teaching—Brooks	D2.2	22				

Other Important Work

Besides having significant projects in areas explicitly tied to strategic priorities, we also have a number of goals and workstreams that will take considerable energy and time, many of which are critical to complete in the 2018-2019 school year. These include:

Full Name	Q1	Q2	Q3	Q4
School, teacher, and instructional schedules across the district				
Educator evaluation handbook				
EL and SPED CPR On-Site Reviews, DoDEA Visit				
Lincoln building project				
HPS building project and move				
Frontline				
PowerSchool				
Profile of a Graduate				
HMS Collaborative Practice with a focus on race and equity				
District and School Accountability				
MCAS Quick Guides				
Assessment Steering Committee				
Data Wall structure and supporting documents (ELA and Math)				
Attendance policy and guidelines committee				
Budget process				
Institute Day				
STEM day at Brooks and Curiosity Challenge at Smith (tentative)				
Interdisciplinary unit workshops				
Cyber Patriot afterschool program				
Makerspace program development and extracurricular opportunities				

KEY

<i>STRATEGIC OBJECTIVE Educator Growth and Innovation, Curriculum, Instruction, or Equity and Culture</i>		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				

<b>Educator Growth and Innovation:</b> Educators demonstrate continual growth, professional collaboration, innovation, and risk-taking built on a shared vision of effective teaching and practices, and equity for all students			<b>A1.</b> Continue to develop, demonstrate, and expand team-based collaborative practices, Facilitative Leadership, and coaching capacity	<b>Collaborative Practices District</b>		<b>A1.1</b>	
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.		



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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.	
			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	



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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.		
			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			Instructional & Content Specialists  Student Services Administrators		
			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				

<b>Educator Growth and Innovation:</b> Educators demonstrate continual growth, professional collaboration, innovation, and risk-taking built on a shared vision of effective teaching and practices, and equity for all students			A2. Create a culture and develop structures that support innovation and risk-taking to improve student learning	<b>Leaders of their Own Learning &amp; Learning Walks</b>		<b>A2.1</b>	
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	<ul style="list-style-type: none"> <li>Principal's meeting group acknowledgements of shifts/changes in understanding</li> <li>Action plans for next steps</li> </ul>	Supt. and Asst. Supt.	Principals and AC	
			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				

<b>Educator Growth and Innovation:</b> Educators demonstrate continual growth, professional collaboration, innovation, and risk-taking built on a shared vision of effective teaching and practices, and equity for all students			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	A completed shared vision document agreed upon by the faculty	HPS Principal Team Leaders	Supt.  Asst. Supt.  Preschool Coordinator  Student Services Coordinator  HMS Principal	
			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				

Part B continued on next page

<b>Educator Growth and Innovation:</b> Educators demonstrate continual growth, professional collaboration, innovation, and risk-taking built on a shared vision of effective teaching and practices, and equity for all students			<b>A2.</b> Create a culture and develop structures that support innovation and risk-taking to improve student learning		<b>HPS Shared Vision Part B</b>		<b>A2.2</b>
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				

<b>Curriculum:</b> Curriculum is engaging, provides high cognitive demand, and supports the creative, social and emotional development, and academic growth of all students			<b>B1.</b> 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	<b>District Curriculum Review Process</b>		<b>B1.1</b>	
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: <ul style="list-style-type: none"> <li>● Unpacking standards and constructing or revising report card descriptions and LLEs</li> <li>● Yearly scope and sequence</li> <li>● Unit design</li> <li>● Assessment creation, purchase, or revision</li> <li>● Lesson creation</li> <li>● Materials review</li> <li>● Conventions for saving and sharing on Drive</li> </ul>	Q1: July-Sept <ol style="list-style-type: none"> <li>Create a draft curriculum review process</li> <li>Initial pilot test-drive with teacher to get feedback</li> </ol>	Draft process	Asst. Supt.	Supt., CLT, principals	
			Q2: Oct-Dec <ol style="list-style-type: none"> <li>Create an inventory grid of where each grade level content area is in term of curriculum completeness, quality, and updated standards</li> <li>Revise process based on test-drive</li> <li>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</li> <li>Finalize process and guidance (when is it initiated, who leads it, when does the work occur, etc.)</li> <li>Consider using Institute Day for 6-8 and specialist departments as an opportunity to introduce some of the process</li> <li>Determine order for upcoming curricular reviews for all departments over next 5 years; share timeline with district</li> </ol>	Guidance document outlining the process for curriculum review  Timeline of curriculum review			
			Q3: Jan-Mar <ol style="list-style-type: none"> <li>Finalize tools in the curriculum review process kit</li> <li>If Institute Day is being utilized as part of the process, facilitate</li> <li>Begin summer work communications and sign-ups</li> </ol>	Complete process kit			
			Q4: Apr-Jun <ol style="list-style-type: none"> <li>Plan and facilitate multi-day workshop for first round of curriculum review</li> </ol>	Products emerging from workshop  Feedback from educators who attend workshop			

<b>Curriculum:</b> Curriculum is engaging, provides high cognitive demand, and supports the creative, social and emotional development, and academic growth of all students			<b>B1.</b> 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	<b>Paraprofessional Development—Smith</b>		<b>B1.2</b>	
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	<p>Paraprofessionals will develop instructional and management strategies that lead to greater confidence in carrying out their responsibilities</p> <p>Paraprofessionals develop a skill set that matches their role and responsibilities and increase support to students</p>	Q1: July-Sept <ol style="list-style-type: none"> <li>Identify Paraprofessional Development Team Members</li> <li>Schedule monthly PDT meetings and bi-monthly Paraprofessional Meetings</li> </ol>		K-4 Principal  Paraprofessional Development Team	Instructional & Content Specialists  CPI Coordinator  Related Services Personnel	
			Q2: Oct-Dec <ol style="list-style-type: none"> <li>Develop a pre-assessment for paraprofessional to determine level of confidence in carrying out responsibilities</li> <li>Survey teachers to gather input on training they believe would benefit classroom instruction</li> <li>PDT develops Paraprofessional Meeting goals and agendas for the year based on paraprofessional pre-assessment and teacher input. Possible topics:               <ul style="list-style-type: none"> <li>De-escalation strategies</li> <li>Positive Behavior management strategies</li> <li>Enlisting versus commanding</li> <li>Side stepping conflict</li> <li>Literacy approaches - coaching a struggling reader, comprehension conversation, working with a small group</li> <li>Mathematical strategies and conversations</li> </ul> </li> <li>Gather feedback from paraprofessionals following each session</li> <li>PDT members plan with consulting faculty who will lead the meeting content</li> <li>PDT plans communication feedback system between PDT and faculty</li> </ol>	Pre-assessment of confidence in carrying out responsibilities  Feedback on training sessions			
			Q3: Jan-Mar <ol style="list-style-type: none"> <li>Carry out the paraprofessional development plan</li> <li>Gather feedback from paraprofessionals following each session</li> <li>Survey teachers to determine the impact of paraprofessional training</li> <li>PDT members plan with consulting faculty who will lead the meeting content</li> </ol>	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			

<b>Curriculum:</b> Curriculum is engaging, provides high cognitive demand, and supports the creative, social and emotional developmnt, and academic growth of all students			<b>B1.</b> 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		<b>Digital Literacy—Brooks</b>		<b>B1.3</b>	
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			

<b>Curriculum:</b> Curriculum is engaging, provides high cognitive demand, and supports the creative, social and emotional development, and academic growth of all students			<b>B2.</b> Continue refining curriculum with a specific emphasis on developing a comprehensive approach to supporting the social and emotional development of all students	<b>Preschool Parent Clinics</b>		<b>B2.1</b>	
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		Preschool Coordinator	Preschool Teachers	
			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	Feedback from participants and teachers regarding the effectiveness of the resources for parents			
			Q4: Apr-Jun Offer teaching tools for parents with opportunities to access visuals, supports, and role playing	Grid on the preschool website with a menu of teaching tool options			

<b>Instruction:</b> 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				

<b>Instruction:</b> 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: <ul style="list-style-type: none"><li>Alignment with DoDEA contract</li><li>Meets the needs of special education needs and recommendations</li><li>Supports Child Find screenings and evaluations</li></ul>	Q1: July-Sept <ul style="list-style-type: none"><li>Review the information collected last year regarding different possible PreK models (programmatic options and scheduling)</li><li>Administer parent survey to 2018-2019 families regarding their needs/ideas for a neighborhood preschool program</li></ul>		Preschool Coordinator	Administrator for Student Services  Preschool teachers		
			Q2: Oct-Dec <ul style="list-style-type: none"><li>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)</li><li>Complete observations based on established criteria/questions created last year</li><li>Identify critical elements during the observations to consider in making programmatic decisions</li><li>Team consensus for program recommendation</li><li>Review with Administrator of Student Services, Student Service Coordinators, Principal’s Meeting, Supt. and Administrative Business and Finance regarding fiscal considerations</li></ul>	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				
			Q3: Jan-Mar <ul style="list-style-type: none"><li>Present Program Plan to School Committee January 10, 2019</li><li>Establish and implement process for preschool staffing decisions for the Lincoln and Hanscom campuses</li></ul>	Approved Program Plan				
			Q4: Apr-Jun <ul style="list-style-type: none"><li>Correspondence with families via letter and website about the programmatic options for the 2019-2020 school year</li><li>Create a schedule for the new program and review with faculty members</li></ul>					

<b>Instruction:</b> 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		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	Observations of session learning in teaching practice			
			Q4: Apr-Jun a. Wednesday 4/24: Questions and Rigor				



<b>Instruction:</b> 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 Accommodation 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 <ol style="list-style-type: none"> <li>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</li> <li>Special Education Administrators will meet with faculty within their department to review and discuss the focus of the strategic plan</li> <li>Student Services Administrators will conduct observations of students within the general education setting and within specialized instructional groupings outside of the classroom</li> <li>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</li> </ol>	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 <ol style="list-style-type: none"> <li>Gather and identify general education accommodations that occur for all students to support the further development of a District Curriculum Accommodation Plan</li> <li>Special educators will read and discuss selected readings related to Inclusion and Instruction from the following sources: DESE <i>Educator Effectiveness Guidebook for Inclusive Practice</i> <a href="http://www.doe.mass.edu/edeval/guidebook/">http://www.doe.mass.edu/edeval/guidebook/</a> &amp; <i>New Directions in Special Education</i>, Thomas Heir</li> <li>Student Services Administrators will continue observations from Q2 (students in general education and students supported by support staff)</li> </ol>	Updated DCAP		Asst. Supt.	

			<p>Q4: Apr-Jun</p> <p>a. Student Services Administrators will analyze and synthesize information gathered from observations and interviews and develop a written report to reflect this information.</p> <p>b. Student Services Administrators will present the report to faculty to gain feedback. After receiving feedback, Student Services Administration will present to Admin Council</p>	Final report of learnings	Administrator for Student Services	Coordinator for Student Services, Hanscom  Coordinator for Student Services, Lincoln	
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<b>Instruction:</b> Instruction is student centered and focused on the engagement, achievement, and social and emotional development of all learners			<b>C1.</b> 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	<b>Literacy K-5 Intensive</b>		<b>C1.5</b>	
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			
			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	Observations from coaches and principals			
			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	Depth and development of student learning as shown by a variety of assessments and qualitative observations			

<b>Equity and Culture:</b> Educators and students work together to build a school culture that values, respects and responds to students’ identities, and develops the social and emotional well-being of all students			<b>D1.</b> Develop the social and emotional competencies of all educators and students	<b>Supporting Military Families— HMS</b>		<b>D1.1</b>	
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 <ul style="list-style-type: none"> <li>a. Two-day summer work session; create a draft vision statement and outline of a plan for building based days</li> <li>b. Summer work report to staff on the 8/29 building-based day</li> <li>c. Work to include:               <ul style="list-style-type: none"> <li>i. Draft vision statement</li> <li>ii. List of perceived needs</li> <li>iii. Examination of the root cause</li> <li>iv. Updated theory of action to guide our work</li> <li>v. Vision of an exiting student – and family</li> <li>vi. List of skills a teacher – and principal – and staff – needs to have to meet our vision</li> <li>vii. Plan for building based days</li> </ul> </li> </ul>		HMS Principal	Jay Peledge, internship  Summer work team	
			Q2: Oct-Dec <ul style="list-style-type: none"> <li>a. November 17 building-based work session: Review Survey findings</li> <li>b. Parent/Student/Base Leadership focus groups</li> </ul>	Each teacher will be required to try a new strategy and a team-based strategy; lesson plans will be collected			
			Q3: Jan-Mar <ul style="list-style-type: none"> <li>a. January 30 building-based day work session: Professional Development related to key finding &amp; staff share of best practices</li> <li>b. February 27 building-based day work session: Professional development related to SEL</li> <li>c. Staff Share of best practices</li> </ul>	Lesson plan collection of best practices			
			Q4: Apr-Jun <ul style="list-style-type: none"> <li>a. April 24 building-based day work session</li> <li>b. MOMC - Getting out into the community</li> </ul>	<ul style="list-style-type: none"> <li>a. Possible community-wide Goose Chase</li> <li>b. Updated changes to our scope and structure in necessary</li> </ul>			

<i><b>Equity and Culture:</b> Educators and students work together to build a school culture that values, respects and responds to students' identities, and develops the social and emotional well-being of all students</i>			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	<p>The district will have a comprehensive plan for developing the social-emotional learning competencies for all students</p> <p>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</p>	<p>A district-wide SEL task force will be formed to determine developmentally appropriate social-emotional learning benchmarks and competencies for students</p> <p>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</p>	Q1: July-Sept		Admin. for Student Services & SEL Task Force	Asst. Supt.	
			Q2: Oct-Dec <ol style="list-style-type: none"> <li>By the end of September, a task force consisting of administrators, teachers, and mental health faculty will be formed</li> <li>A schedule for meeting throughout the year and identified sub-group work will be discussed and assigned</li> <li>The task force will research SEL competencies and benchmarks that are developmentally appropriate through the Collaborative for Social-Emotional Learning (CASEL)</li> <li>The task force will analyze data from the faculty survey conducted in the Spring of 2018 and current practices occurring within the district</li> <li>Further investigation by the task force will take place through reading research articles provided by CASEL and DESE Guidelines</li> <li>Examine the link between curriculum and school culture</li> </ol>				
			Q3: Jan-Mar <ol style="list-style-type: none"> <li>Define SEL competencies for the district</li> <li>Examine curriculum and/or system or school-based cultural practices in the area of SEL</li> <li>Review and discuss other school district's comprehensive plans for addressing SEL</li> <li>Investigate PD to accompany developmentally appropriate SEL competencies</li> </ol>	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 <ol style="list-style-type: none"> <li>Creation of a multi-year district-wide action plan for implementation of curricular or cultural actions.</li> <li>Make decisions regarding next steps for implementation of curriculum through professional development opportunities</li> </ol>	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			

<b>Equity and Culture:</b> Educators and students work together to build a school culture that values, respects and responds to students’ identities, and develops the social and emotional well-being of all students			<b>D2.</b> 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				



<b>Equity and Culture:</b> Educators and students work together to build a school culture that values, respects and responds to students' identities, and develops the social and emotional well-being of all students			<b>D2.</b> Integrate equity, race, and cultural proficiency into work across all other strategic priorities and consider the impact of intersectionality for students	<b>Culturally Responsive Teaching (CRT)—Brooks</b>		<b>D2.2</b>	
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: <ul style="list-style-type: none"> <li>curriculum</li> <li>relationships with teachers</li> <li>the culture of classrooms including practices and processes</li> <li>expectations (both in terms of rigor and the transparency of those expectations)</li> </ul>	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 <ol style="list-style-type: none"> <li>Summer group identified and gathered resources for teams to utilize throughout the year</li> <li>Google Form with self-assessment and preferred learning focus</li> <li>Groups set for the year with an agreed upon focus</li> </ol>	<ol style="list-style-type: none"> <li>Pecha Kucha</li> <li>Shared Google Team Drive</li> <li>Student Surveys-- DESE and Panorama (note: this is not for all teachers)</li> <li>Observations of teaching practice</li> </ol>	5-8 Principal	METCO Director	
			Q2: Oct-Dec <ol style="list-style-type: none"> <li>November 7 - first Building-based CRT - teachers set arc for the year of their learning</li> <li>Teachers make commitment for the changes in their practice that they will measure throughout the year and document them on a shared doc</li> <li>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)</li> </ol>				
			Q3: Jan-Mar <ol style="list-style-type: none"> <li>January 30 - second Building Based CRT - teachers continue with their learning and the focus of their learning in their classrooms</li> <li>Creation of lesson plans, peer observations</li> <li>February 27 - third Building Based CRT</li> </ol>				
			Q4: Apr-Jun <ol style="list-style-type: none"> <li>April 24 - fourth Building-based CRT</li> </ol>				

# Social Emotional Learning

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TASK FORCE

2018-2019

## Task Force Members

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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

## What is SEL?

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*Social Emotional Learning is the “process of acquiring knowledge, skills, attitudes and beliefs to identify and manage emotions; to care about others; to make good decisions; to behave ethically and responsibly’ to develop positive relationships and to avoid negative behaviors”*

*-Elias & Moceris, 2012*

## SEL-Strategic Priority-Task Force

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Goals: The district will have a comprehensive plan for developing the social emotional learning competencies for all students.

- Research competencies/CASEL
- Analyze the 2018-2018 faculty survey
- Gain knowledge through research/readings
- Examine curriculum/culture-programs
- Define district SEL competencies/assess progress
- Review other district’s SEL plans
- Investigate PD opportunities
- Develop a multi-year plan

## What did our staff say?

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### SURVEY:

- SEL is an important area for focus and growth
- Individuals across the district have good training (foundation) that can be shared and built upon
- We need something more consistent, cohesive, and intentional across the district.

## CASEL as a guide:

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- “The Collaborative for Academic, Social, and Emotional Learning (CASEL) is the world’s leading organization advancing one of the most important fields in education in decades: the practice of promoting integrated academic, social, and emotional learning for all children in preschool through high school”.
- Provides resources and approaches for our consideration
- Will need to look at the needs of our students and district and apply the approaches that we prioritize
- Will support us with identifying how to measure or assess progress

# COMPETENCIES (CASEL)

## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ▷ IDENTIFYING EMOTIONS
- ▷ ACCURATE SELF-PERCEPTION
- ▷ RECOGNIZING STRENGTHS
- ▷ SELF-CONFIDENCE
- ▷ SELF-EFFICACY

### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ▷ IMPULSE CONTROL
- ▷ STRESS MANAGEMENT
- ▷ SELF-DISCIPLINE
- ▷ SELF-MOTIVATION
- ▷ GOAL SETTING
- ▷ ORGANIZATIONAL SKILLS

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ▷ PERSPECTIVE-TAKING
- ▷ EMPATHY
- ▷ APPRECIATING DIVERSITY
- ▷ RESPECT FOR OTHERS

### RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ▷ COMMUNICATION
- ▷ SOCIAL ENGAGEMENT
- ▷ RELATIONSHIP BUILDING
- ▷ TEAMWORK

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ▷ IDENTIFYING PROBLEMS
- ▷ ANALYZING SITUATIONS
- ▷ SOLVING PROBLEMS
- ▷ EVALUATING
- ▷ REFLECTING
- ▷ ETHICAL RESPONSIBILITY



JANUARY 2017

COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING

www.casel.org

## Task Force Progress:

- Examined and Discussed the SEL Inventory/Survey Findings
- Readings/Background
  - *What Does Evidence-Based Instruction in Social and Emotional Learning Actually Look Like in Practice?* (2015- Dunsenbury, Calin, Domitrovich, Weissberg)
  - *Guidelines for Implementing Social Emotional Learning, DESE*
- Members of the task force attended the following conferences (SEL content)
  - 1: *Leading with Access and Equity* Conference, DESE (Lateefah Frank, Mara Salis, Shelley Moeller, Sharon, Erich Ledebuhr,, Sarah Collmer, Mary Emmons)
  - 2) *Assessing and Measuring Development of Social-Emotional and Academic Skills* (Sarah Collmer, Erich Ledebuhr, Shelley Moeller)
  - 3) *MASS Leadership Forum, Social Emotional Learning: Advancing Cultural Proficiency* ( Carolyn Dwyer and Lateefah Frank)

## Next Steps:

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- Upcoming selected readings from *Social-Emotional Learning in the Classroom, Practical Guide for Integrating All SEL Skills into Instruction and Classroom Management* (2017-Ribas, Brady, Hardin)
- Review other districts' SEL plans
- Further define curriculum and cultural needs for the district and individual schools (Is one cultural undergirding okay? Do we look at the unique curricular needs of each school or campus? Do we infuse PD into what we are currently doing to ensure fidelity overtime? How will we measure progress?)
- Investigate and recommend a plan for PD
- Create a multi-year plan for PD & Curriculum