



**BLANCHARD MEMORIAL SCHOOL  
IMPROVEMENT PLAN  
2014-2015**

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### **School Council Members**

		<u>Term Expires</u>
Dana Labb	Principal	
Susan Kenyon	Parent	2015 (2-year term)
TBD	Parent	2016 (2-year term)
Ted Davis	Parent	2018 (3-year term)
Tessa McKinley	Parent	2016 (2-year term)
Kristen Kerin	Parent	2017 (3-year term)
Maribeth Higgins	Faculty	2016 (2-year term)
Connie Long	Faculty	2018 (3-year term)
Patricia Harrison	Faculty	2016 (2-year term)
Vacant	Community	Appointed
John Fallon	Community	Appointed
Vacant	Town Board	Appointed

## **Section I**

- **CAP Plan**
- **CORE Values**
- **Goals for 2014-2015**

## **CURRICULUM ACCOMMODATION PLAN (CAP) FOR BLANCHARD MEMORIAL SCHOOL**

Blanchard Memorial School serves both the Acton and Boxborough kindergarten through grade six student populations. The Improvement plan details the many support services available to Blanchard's students, as well as the classroom teachers charged with meeting the needs of a diverse student population. This plan meets the statutory obligations of MGL Section 59c of Chapter 71, section 38Q1/2. The plan is organized into seven program groupings including: (1) professional learning, (2) support services, (3) parent/community involvement and communication, (4) professional affiliations, (5) site-based services, (6) Section 504, and (7) special education referral process.

Any educational program description of Blanchard Memorial School begins with a statement of mission and vision.

### ***ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT MISSION STATEMENT***

*To prepare all students to attain their full potential as life-long learners, critical thinkers, and productive citizens of our diverse community and global society.*

*As a Community, We Value:*

- √ *An environment that promotes social development and emotional and physical well-being for the entire school community.*
- √ *An excellent academic program that prepares all students to achieve their individual potential.*
- √ *Diverse extracurricular opportunities accessible to all students that provide for student growth.*
- √ *A community that welcomes and respects the differences among us.*
- √ *Literacy, communication and technology skills for life-long learning.*
- √ *Educational policy and resource decisions informed by research and evidence.*

### ***BLANCHARD MEMORIAL SCHOOL'S MISSION STATEMENT***

*The Blanchard Memorial School is a community reaching for the STARRs (Support, Teamwork, Attitude, Respect, Responsibility) with excellence of mind, imagination and body.*

## PROFESSIONAL LEARNING OPPORTUNITIES

- Professional Learning Calendar

The Blanchard Memorial School yearly academic schedule includes, four sessions of extended time blocks for professional learning and two full-day professional learning sessions.

- Professional Resource Library

The Blanchard Memorial School library maintains a professional reading library of the most current journals and books supporting school initiatives in the areas of teaching methods, curriculum design and educational standards. This resource is characterized by current titles and subscriptions, such as Association for Supervision and Curriculum Development (ASCD) *Teacher*, *Teaching K-8*, *Educational Leadership* and *NCTM News Bulletin*.

## SUPPORT SERVICES

- Math Support

The Blanchard Memorial School employs a part-time mathematics support teacher. This teacher provides small group instruction to students who are identified as needing support to enhance their progress in mathematics. This is a general education service and is provided in addition to the student's classroom mathematics instruction. Selection is based on teacher referrals, test results, diagnostic assessments and observations.

- Reading Support

The Blanchard Memorial School employs one full-time licensed reading support teacher and one part-time paraprofessional. The teacher will provide a small group instruction to students who are identified as needing support to enhance their progress in reading. This is a general education service and is provided in addition to the student's classroom reading instruction. Selection is based on teacher referrals, test results, and various diagnostic assessments and observations.

- Counseling

The Blanchard Memorial School employs a licensed guidance counselor and a licensed part-time school psychologist (.6 FTE). These professionals provide affective education lessons in regular classrooms, social skills groups, diagnostic assessment and classroom consultation services, small group counseling and individual counseling and classroom consultant services. They also provide short-term counseling to children on an as-needed basis. The counselor is facilitating the implementation of the "Second Step" program designed to address pro-social behavior and conflict resolution.

- Crisis Intervention Team

The Blanchard Memorial School has a Crisis Intervention Team. This group of professionals has received training in nonviolent crisis intervention. Team members respond to classrooms to provide de-escalation of disruptive behaviors and, if necessary as a last resort, nonviolent physical restraint.

- Teacher Assistance Team

The Teacher Assistance Team is a group of general education teachers who meet on a scheduled basis. They collaborate with staff members who need assistance in problem-solving and generating ideas to address student(s) needs in their classrooms. They work with teachers to develop strategies, modifications, and accommodations prior to student evaluations for special education, and are a mandatory component of the school's special education pre-referral process. Team members receive an annual stipend.

- Staff Induction and Mentoring Programs

Teachers who are new will attend an induction program in the summer prior to start of the school year. This induction provides introductions to various staff members and programs as well as extensive information on school policies and procedures. In addition, each new staff member is assigned an individual mentor to work with throughout the year, as they become acclimated to the school culture and specific district policies and practices.

- English Language Learner

The goal of the English Language programs is to enable English Language Learners to demonstrate successful academic performance across all the curricular areas and to function linguistically and culturally in the Acton-Boxborough Public Schools and in the mainstream of American society.

Students identified as English Language Learners (ELLs) receive direct instruction from a certified ESL instructor for several hours a week. The amount of time each student receives this service is determined by the student's needs and abilities. This instruction occurs outside their mainstream class. The program concentrates on the development of listening, speaking, reading, writing, and thinking skills. It integrates the teaching of language with content area instruction in the language arts, mathematics, science and social studies. In addition to assisting with academic needs, the ESL instructor maintains sensitivity and attention to cultural factors while helping English Language Learners establish meaningful relationships and adjust to new learning environments.

English Language Learners (ELLs) also receive instruction in their mainstream classes through the use of "sheltering" techniques. The core content teachers deliver instruction through Sheltered English Immersion (SEI) methodologies designed to make the instruction more comprehensible for ELLs. SEI is an approach to teaching that extends the time students have for receiving English language support while they learn content area subjects. In SEI, meaning is conveyed with the help of gestures, body language, visual aids, demonstrations and hand-on experiences. Other sheltering strategies include slow, natural speech, clear enunciation, short, simple sentences, repetition, paraphrasing, controlled vocabulary and idioms, and frequent comprehension checks. In addition to adjusting their speech, teachers scaffold instruction to aid student comprehension of content topics and objectives by adjusting their instructional tasks, and by providing appropriate background information and experiences. The ultimate goal is ELLs access to grade level content concepts and standards while they continue to improve their English language proficiency.

- Consultation Services

Teachers have access to various types of consultation to assist them with student needs in their classrooms. Types of consultation include:

- Consultants who provide information and strategies related to specific, low-incidence disabilities.
  - Consultants who observe in classrooms and provide strategies for behavior management.
  - Special education faculty who provide consultation in their area(s) of expertise to classroom teachers.
  - Administrators who provide coaching expertise to the faculty.
- Paraprofessional Support

The Blanchard Memorial School employs general education paraprofessionals to support students in those settings where further supervision and classroom support would be most beneficial. The paraprofessionals assist in achieving academic and social goals in individual, small and large group settings. Paraprofessionals are employed in classroom settings and take primary responsibility in the cafeteria and many recess periods.

## **PARENT/COMMUNITY INVOLVMENT AND COMMUNICATION**

- Parents, Teachers and Friends Organization (PTF)

The Blanchard Memorial School's PTF organization sponsors enrichment programs and raises and distributes funds toward teachers' professional learning, parent education, technology, and library resources. Open meetings are advertised periodically throughout the year. The PTF organization publishes a monthly school newsletter that contains school news about events and programs. Copies of the newsletter are available in the public library.

- Parent Volunteer Program

Parent volunteer coordinators manage this extensive program by matching parent resources with classroom and/or program needs. Appointed room parents work as liaison coordinators between teachers and the volunteer pool of community helpers. Areas of classroom assistance include academic support for student individuals and groups, clerical assistance for the faculty, and materials creation at all grade levels. Parents assist Blanchard teachers in many ways, both in and out of the classroom.

- Communication

Some classroom teachers produce newsletters and websites that describe student work, upcoming events, and special projects. Further school communication is provided when the school offers an Open House/Curriculum Night evening. Scheduled parent-teacher conferences are offered to parents in October. Blanchard Memorial School maintains a website that provides a wealth of school program information. The website is located at <http://www.abschools.org>. Teachers and administrators all have email and voicemail accounts. Parents may provide their email address which allows appropriate communication from school to home via Blackboard Connect.

## COMMUNITY PARTNERSHIPS

- Fire Department/EMT

Boxborough's Fire Department sends firefighters to classes at Blanchard to instruct students on safety and health related topics. Students, in turn, visit the fire station to view the workings of this important community safety department.

## PROFESSIONAL AFFILIATIONS

- Concord Area Special Education Collaborative (CASE)

Under the provisions of Chapter 40 MGL, Acton-Boxborough has joined 11 other communities to form CASE. The Collaborative was formed in 1974 as a way to meet regional special needs requirements and challenges for its member school districts. CASE is a collaborative vehicle that allows member districts to cooperatively plan, develop, and implement programs for children with special needs. The Collaborative provides a mechanism for people to share ideas, resources, and professional learning opportunities for the purpose of meeting a common need. CASE classrooms are located in seventeen different public school buildings and currently serve approximately 170 students.

- Education Collaborative for Greater Boston (EDCO)

Twenty-one communities make up EDCO. The collaborative has a three-fold mission which is to: (1) improve education through interdistrict and interagency collaboration; (2) serve students-at-risk; (3) enhance equity and intercultural understanding. The EDCO Collaborative believes in quality through collaboration and strength in diversity. The Collaborative provides many high quality professional learning programs aimed at building member district capacity in both curriculum and instruction.

- Early Intervention

Acton-Boxborough's early intervention site is Minuteman Early Intervention, located at the Minuteman ARC Building in Concord. They service children with specified needs from birth to age three. The Minuteman Early Intervention staff and Acton-Boxborough's Special Education Department work closely to provide smooth transitions of services for children with special needs as they approach their third birthdays.

- Regional Early Childhood Council

Acton-Boxborough collaborates with area towns for this annual grant program. The grant's purpose is to provide high quality preschool and daycare experiences for young children. A major focus of the grant is to supplement funding to families in financial need so that their children can access preschool. Other uses of grant money include numerous professional learning offerings for the staffs of local preschools and the public school.



## **SITE-BASED SERVICES**

- Common Planning Time

In structuring the master school schedule for each academic year, every effort is made to ensure that grade level teams have common planning time; that is, time when teachers of the same age/grade group have preparation and planning time together. These sessions are most useful in providing opportunities for curriculum development, shared lesson planning, collegial consultation, and planning for the needs of individual students.

- School Council

The School Council, including the school principal, meets regularly and assists in identifying the educational needs of the students attending the Blanchard Memorial School. The Council makes recommendations to the principal for the development, implementation and assessment of the Curriculum Accommodation Plan (CAP), assists in the review of the annual school budget, participates in the formation of the School Improvement Plan, which includes annual school goals, and reviews the school handbook annually.

- Certified Librarian

The Blanchard Memorial School shares a full-time certified librarian with the other elementary schools. In an educational and work world so critically dependent on the flow and understanding of an ever-growing and shifting information base, it is fundamentally important that all learners have the best and most efficient window on information access. The Blanchard Memorial School students require and benefit from educational opportunities provided by our certified librarian.

- Health Services

Blanchard Memorial School employs a full-time registered and licensed nurse and a consulting, contracted school physician.

## **SECTION 504**

### General Education Accommodation Plans

Some students have an identifiable disability and need accommodations, but not specialized instruction, to access the general education setting and curriculum. For these students, a General Education Accommodation Plan is written as required by Section 504 of the Rehabilitation Act of 1973. This plan lists accommodations that the student requires to address his/her disability within the general education setting.

## **PRE-REFERRAL PROCESS**

### Pre-referral Process

Prior to any teacher referral for a special education evaluation, a pre-referral process occurs. During this four-to-six week period, teachers are asked to assess, address and document efforts to meet a student's needs through all channels other than special education. This includes strategies such as parent contact, meeting

with the Teacher Assistance Team, mathematics and/or reading support (when appropriate), classroom modifications, and observations and consultation by a special educator. At the end of the pre-referral period, the teacher and special educator determine whether the student's needs are being met through regular education services, or whether to refer for a special education evaluation.

### **TYPICAL ACCOMMODATIONS FOR STUDENTS IN GENERAL EDUCATION SETTINGS**

Every general education classroom is heterogeneous, comprised of students with various strengths, interests, and needs. Classroom teachers differentiate instruction to meet the wide range of student abilities found within their classes. This differentiation includes accommodations which support the learning of students with a variety of learning challenges. *It is important to note that the accommodations listed below are general and may be more appropriate for some age/grade levels than others and under some circumstances but not others.* That being said, typical accommodations found in a general education classroom may include, but are not limited to:

- Time extensions to complete tasks
- Repetition and paraphrasing of directions; visuals to support directions
- Positive reinforcement, reward systems, behavior contracts
- Graphic organizers
- Minor modifications of assessment tools (e.g., reading aloud a math test)
- Access to assistive technology (word processor, spell check, etc.)
- Allowances for movement, breaks
- Preferential seating
- Wait time for verbal responses
- Access to manipulatives
- Number lines, letter lines
- Row finders
- Visual models
- Peer support
- Fidget tools
- Study carrel or quiet area in which to work
- Pencil grips
- Slant board for writing
- Word banks, word wall during writing tasks (to assist vocabulary, spelling)
- Reading aloud of directions
- Some one-to-one and/or small group work
- Cueing
- Use of timers
- Forewarning to students before calling on them
- Use of headphones

## CORE VALUES

### 1. Blanchard values a safe and caring community.

For Blanchard, this means:

- Students feel safe on school property.
- Administration and town safety officers review safety plans yearly.
- All community members honor Support, Teamwork, Attitude, Respect, Responsibility (STARR Guidelines).
- The school handbook publicizes school behavior guidelines.
- Affective education classes are offered in our primary classrooms.
- Adults recognize students who exhibit caring behaviors.
- Blanchard encourages community service projects.
- Blanchard encourages cross-grade student relationships/experiences.
- Parents feel welcome to actively participate in the Blanchard community.

### 2. Blanchard values an active learning environment where all community members can learn and succeed.

For Blanchard, this means:

- Teachers are invested in professional learning opportunities.
- Blanchard's staff is invested in student achievement in all areas; social, emotional, cognitive, and physical.
- Blanchard teachers believe that all students can learn and succeed.
- Administration provides many and varied opportunities for teachers to be life long learners.
- Collegiality is valued at Blanchard.
- Risk taking is a valued behavior supported by students and staff.

### 3. Blanchard values high expectations.

For Blanchard, this means:

- Students are challenged to meet high and attainable, individual goals.
- Curriculum expectations are clearly articulated for parents.
- Teachers and parents work together as a team focused on students' best interests.
- Curriculum updating and review efforts are ongoing yearly.
- The school budget supports renewal and replacement needs for the curriculum.

## **2014-2015**

# **SCHOOL YEAR GOALS**

### **Introduction**

The 2013-2014 School Council recommends: Two goals in the area of Learning Environment for the 2014-2015 school year and one Technology goal. These goals are the result of needs perceived within the staff and administration and from the School Council itself.

In the area of Learning Environment (English/Language Arts: Literacy and Mathematics), the goals will focus on aligning the curriculum to Common Core Standards and improving instruction to increase student learning. The Council recommends support:

#### Literacy

- To continue to evaluate the common assessments that informs instruction and interventions.
- To continue to develop and implement appropriate instructional materials for intervention, evaluate materials to accommodate students' needs.
- Support the formation of a Massachusetts Tiered System (MTSS) Committee in establishing a common approach to tiered instruction across the grades and from one grade to another.
- To determine and implement the common writing assessments throughout the year in each genre: narrative, argument, and informational.

#### Mathematics

- To utilize the District Determined Measures of assessment that informs current instruction, interventions, trends and patterns in student learning, growth and achievement.
- To continue to develop and implement appropriate instructional materials for intervention purposes/strategies, reorganize materials to accommodate students' needs, and facilitate a common approach to instruction.

In the area of Technology, the goals will focus on the integration of instructional technologies that support curriculum goals and help enhance communication between school and community. The Council recommends support:

- To implement educational technology standards that can provide guidelines for a technology curriculum map.
- To support teachers in advancing toward technology proficiency goals.
- To recognize and encourage the implementation of current technologies that support 21<sup>st</sup> century teaching and learning.
- To promote appropriate digital citizenship for all students.

**2014-2015**  
**School Improvement Goals**

Area: Learning Environment (English Language Arts: Literacy)

Goal 1: To continue the implementation of literacy assessment through the Fountas and Pinnel Benchmark Assessment System (BAS) tool and use the data from the BAS to inform our Tiered Instruction (MTSS) instructional model for literacy.

Goal Objectives:

- To standardize the administration of the District Determined Measure (BAS) of assessment that informs current instruction, interventions, trends and patterns in student learning, growth, and achievement, especially for inter-rater reliability.
- To develop conversations and consensus about the interpretation of the BAS results.
- To continue to develop and implement appropriate instructional materials for intervention, evaluate materials to accommodate students' needs, and facilitate a common approach to instruction as an ongoing initiative.

Strategies:

Strategy 1: Support professional development that exposes educators to high-impact learning instruction and assessment.

Strategy 2: Use the three components of balanced literacy assessment, including both summative and formative assessments, including running records, to inform instruction, monitor student progress, and evaluate student achievement.

Strategy 3: Develop an effective, systematic method of data collection and distribution.

Desired Results/Outcomes:

- Develop a consistent and progressive scaffolding of literacy skills across the grades and vertically from one grade to the next. In that outcome, teachers will align the curriculum with the Common Core Standard and develop consistent curriculum and objectives for classroom instruction and intervention programming.
- Continue to develop and facilitate intervention strategies to aid struggling students.
- Continue to develop a data progress monitoring system to assess student achievement.
- Revise Data Day Calendar for monthly team meetings.

How Monitored:

- Continue to analyze grade level comprehension assessment data for literacy and evaluate assessments.
- Analyze literacy data for progress monitoring of Tier II and Tier III students.
- Supervision and evaluation process.

Teaching Resources Needed:

- Assessment materials for progress monitoring
- Purchase of intervention materials, possibly Fountas and Pinnel's LLI
- Purchase of leveled reading materials

**2014-2015**  
**School Improvement Goals**

*Area: Learning Environment (Mathematics)*

Goal 1: To standardize the instruction of the Houghton Mifflin *Math In Focus* program for all grade levels.

Goal 2: To continue the development and implementation of the Massachusetts Tiered System of Support for mathematics.

Goal Objectives:

- To utilize the *Math In Focus* instructional program to develop and implement appropriate instructional materials, utilize assessments and progress data to facilitate a common approach to math instruction.
- To utilize common assessments to inform current instruction, interventions, trends and patterns in student learning, growth and achievement in mathematics.

Strategies:

Strategy 1: Develop critical friends group to support the teaching of the *Math In Focus* program through the use of reflective journals and meetings to share experiences.

Strategy 2: Continue to support professional learning that exposes educators to high-impact learning instruction for Tiered System of Support (MTSS).

Strategy 3: Continue to investigate effective progress monitoring systems.

Strategy 4: Develop an effective, systematic method of data collection and distribution.

Desired Results/Outcomes:

- Develop an understanding of the strategies used in Singapore Math (*Math In Focus*) that will provide consistency and progressive scaffolding of mathematics skills within the grades and vertically from one grade to the next.
- Research intervention strategies for each grade level.
- Complete organization of Kathy Richardson mathematics program and alignment with Common Core Standards and District Determined Measures (Grades K-2)
- Research effective data collection and progress monitoring systems for all students.
- Continue grade level flexible groupings for mathematics instruction, especially Tiered Instruction (MTSS) groupings.
- Continue to develop progress monitoring calendar.
- Document intervention strategies.
- Document District Determined Measures effectiveness in playing a critical role in the determination of an educator's Student Impact Rating according to trends, patterns in student learning, growth and achievement.

How Monitored:

- Analysis of grade level benchmark data for mathematics.
- Analysis of formative assessments for progress monitoring for Tier II and Tier III students.

- Analysis of District Determined Measures trends and patterns.
- Supervision and Evaluation process.

Teaching Resources Needed:

- Purchase intervention materials
- Common assessment materials for grade levels, especially progress monitoring
- Technology resources
- Mathematics Intervention Practice Materials by Houghton Mifflin

**2014-2015**  
**School Improvement Goals**

**Area: Technology**

**Goal:** To continue the integration of instructional technologies that support curriculum goals and help enhance communication between school and community.

**Goal Objectives:**

- To implement educational technology standards as determined by the Technology Curriculum Committee, and to assess student achievement of those goals on standards-based report cards.
- To support teachers in advancing toward technology proficiency goals.
- To encourage proficiency for students and staff in the use of Google Apps for Education.
- To recognize and encourage the implementation of current technologies that support 21<sup>st</sup> Century teaching and learning.
- To promote appropriate digital citizenship.

**Strategies:**

**Strategy 1:** Share grade-level instructional technology standards with all teachers, post standards in classrooms, and include standards in report cards for all grade levels.

**Strategy 2:** Provide ongoing technology professional development in the forms of tutoring, workshops, lesson planning, co-teaching, and online forums (wikis, blogs, school website, etc.), with emphasis on training staff to become proficient with abschools applications.

**Strategy 3:** Participate in professional conferences, workshops, and trainings; subscribe to online blogs and other forums. Access A/B EdTech help files, and collaborate with A/B Tech department.

**Strategy 4:** Collaborate with staff and library specialist to instruct students, staff, and families in appropriate use of technology and online communication.

**Desired Results/Outcomes**

- Standards-based assessment of technology proficiency and digital citizenship by grade level to meet MA DESE and Common Core Standards.
- Demonstration by student and staff of appropriate use of technologies that enhance teaching and learning and promote 21<sup>st</sup> century skills.

**How Monitored:**

- Technology proficiency goals for teachers.
- Student projects that integrate technology.
- Standards-based assessment of student technology proficiency and and digital citizenship understanding.

**Resources Needed**

- Participation in professional development opportunities.
- Collaboration with AB technology staff.
- Technical support from AB Ed Tech Department for software, hardware and network infrastructure.
- Ongoing school technology upgrades.



## **Section II**

- **Verification Worksheet of Time and Learning Requirement**

**TIME & LEARNING VERIFICATION WORKSHEET  
2014-2015 SCHOOL YEAR**

**GRADES 1-6**

- |    |   |                    |
|----|---|--------------------|
| 1. | 180 school days<br>Class starts: 8:40; Dismissal: 2:50  | 1110 hrs.          |
|    |   |                    |
| 2. | 18 scheduled early release days<br>1 early release day before Thanksgiving<br>1 early release day on last day of school<br>2 early release days for parent conferences<br>(dismissal is at 12:20) = 2.5 hrs./day<br><br>22 early release days | - 55 hrs.          |
|    |   |                    |
| 3. | Lunch/recess (50 minutes)<br>158 days   | - 131 hrs./40 min. |
|    |   |                    |
| 4. | Travel time between classes = 4 min. (2 min. to<br>destination/2 min. back)<br>1 lunch/recess = 4 min.<br>1 special (art, music, PE, library) = 4 min.<br>(8 min./day x 158 days = 1264 min./21 hrs. 6 min.                                   | - 21 hrs./6 min.   |

Blanchard's total time on learning 1110 hrs.  
*(surpasses the 900 State minimum)*

Scheduled early release days, lunch/recess and travel time - 207.46  
between classes

Blanchard's total time on learning 902.14 hrs.  
*(meets the requirement of the 900 State minimum)*

# **Conant School Council**

## **School Improvement Plan for the 2014 – 2015 School Year**

**Luther B. Conant School  
Acton, Massachusetts**

**Principal: Damian Sugrue, M.Ed.  
Assistant Principal: Abigail Dressler, M.Ed.**

**June 21, 2014**

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# I. Background and Rationale

## A. About the School Council:

The Conant School Council Meets regularly to discuss progress on the School Improvement Plan and share ideas about the school in general.

Council meetings are structured so that issues or ideas are presented and discussed, with a group approach to problem solving. If a situation requires additional information, a task force may be formed. Task forces, consisting of at least one school council member and Conant parents and staff, are used to research and make recommendations to the Council on specific school improvement goals that are established each year. The task forces, which are not standing committees, report to the Council. This line of communication helps to provide direction and determines when a task force has completed its assigned task. Subcommittees of Council members meet as needed to accomplish tasks, such as the preparation of the School Improvement Plan. The work of subcommittees, like that of task forces, is submitted to the Council as a whole for approval or review.

Meetings focus on monitoring the progress made toward accomplishing the Council's goals and discussing school policy issues which parents, students, or staff which are not being addressed elsewhere by other groups in the school. In this latter capacity, the Council acts as a sounding board and advisor to the principal.

The Conant School Council, as a state-mandated and elected body representing parents and staff, views itself, in relation to the School Committee, as the appropriate vehicle for communicating the concerns and opinions of the Conant community. It would like the School Committee to continue to seek input from the Councils in each of the elementary schools.

## A. 2013 – 2014 Conant School Council Membership:

Our membership for 2013-2014:

<u>Conant School Council</u>	<u>Length of Term</u>
Principal: Damian Sugrue	
Assistant Principal: Priscilla Kotyk	
Parents: Seema Shenoy	2012 - 2014
Andrea Keenan	2013 – 2016
Staff: Melissa Hayes	2010 - 2016

	Jana Bardsley	2010 - 2016
PTO Leadership:	Ranjini Reddy	2011 - 2016
Community:	Trish Sullivan	2012 - 2016

## I. New and Continued Goals for the 2014-2015 School Year

**New Goal 1: Community:** Increase student/adult interactions.

- Develop opportunities for students to develop connections with adults in the building other than their homeroom teacher.
- Have special lunch groups with Principal, Assistant Principal or other adults so students can develop more adult connections.
- Hold short “community” meetings with students and principal/teachers at each grade level or by “Bus Community” to address specific issues.
- **Responsible Parties:** Principal, teachers, staff.
- **Cost:** Negligible, supplies for special lunches.
- **Indicator of Success:** Full implementation of special lunches, meetings held with children, more student connection.

**Due to a very high number of new initiatives this year, this goal was tabled for the 2013-2014 school year and will be implemented for the 2014-2015 school year.**

**New Goal 2: Community:** Increase PTO membership, involvement and volunteering.

- Increase opportunities for parental involvement. (PTO sponsored coffee with Principal, 4x a year).
- Increase school/adult interactions, building partnerships, connections, and community.
- Help parents understand the Common Core curriculum.
- **Responsible Parties:** PTO Board, Principal, and Assistant Principal.
- **Cost:** Negligible, PTO will sponsor coffees.
- **Indicator of Success:** An increase in PTO meeting/committee memberships and opportunities for parents to volunteer in the school.

**Continued Goal 1: Student Growth:** Continue development of Narrative, Opinion and Information writing rubrics and prompts to align school wide writing program with Common Core Standards and have a mechanism for tracking student growth over time in writing.

- Continue to utilize Professional-learning time to develop rubrics and prompts.
- Implement narrative rubrics and prompts.
- Use Professional-learning time to practice holistic scoring of writing samples.
- Share completed work with district.

- **Responsible Parties:** Principal, Assistant Principal, Teachers.
- **Estimated Cost:** \$0

Teachers worked with a consultant (Cami Conde) to develop rubrics for Opinion and Information writing to go along with the rubric for Narrative writing. Teachers will continue to work on this goal in the 2014-2015 school year with a focus on scoring writing pieces together to better implement the rubrics and ensure they are consistent in scoring across the entire grade level.

## II. Review of Goals for the 2013-2014 School Year

**Communication:** Develop informational materials to assist families in understanding emergency drills and procedures, curriculum and grading, and social/behavioral expectations of students. Use social media when possible to better communicate with parents/families.

- Use understanding of different cultures to create information materials that explain these issues, which can be confusing for our international families.
- Use Facebook/Twitter to communicate school news to our families
- **Responsible Parties:** School Council with teacher input.
- **Cost:** Negligible printing costs (\$500) electronic means of communication will be used as much as possible.

**This document will be distributed next year and we will ask for feedback about its effectiveness. Facebook and Twitter communications continue to increase.**

**Communication:** Create a new survey to garner parent feedback about the Conant School experience.

- Create a survey to gather parent opinions about curriculum, activities, procedures, and climate at the Conant School.
- Use data collected to measure our own effectiveness and make adjustments where necessary.
- **Responsible Parties:** School Council Members.
- **Cost:** \$0

**The survey was completed and information was used to create goals for the new School Improvement Plan.**

# Douglas School Improvement Plan 2014-15



School Council Members: Christopher Whitbeck,, Amy Krishnamurthy, Lisa Jensen-Fellows, Tom Reynolds, Debbie Kay, Maura Sharp, Jennifer Rand, Donna McEnery, Michelle Daniel



The Douglas School Council generally meets every six weeks. This past year, we met on the following dates:

November 29th

January 31th

April 10th

June 5th

### **Part One: Progress with Goals for 2012-2013**

The following list includes this past year' s Rationale, Responsible Parties, Strategies, Measurable Outcomes, Target Completion Dates, Assessment of Progress, Assessment Instruments, Anticipated Costs, and Source of Revenues for our two stated goals.

### **Goal for 2013-2014**

The Douglas staff and School Council agreed on one overarching goal for the 2013-14 school year. Teachers, staff and the Douglas School community focused on **Identifying our core beliefs and identifying how we can best provide an educational experience that "...respects individual talents, supports divergent thinking, tolerates deviation, and encourages creativity."**[1]

Our goals were tied to the already established system-wide goals found in the Long Range Strategic Plan:

- Preparing students by providing them with the knowledge, and intellectual and reflective skills they will need to thrive in an increasingly complex world.
- Review and articulate what all students should know and be able to do at each grade level.

**Goal Statement #1: Identifying our core beliefs and identifying how we can best provide an educational experience that "...respects individual talents, supports divergent thinking, tolerates deviation, and encourages creativity."**

**Rationale:** The Acton Public Schools system of school choice encourages schools to be unique in their approach to teaching the state's learning goals and The Common Core.

It is important that each school be able to articulate their beliefs and approach.

Because all schools have excellent teachers and equally prepare students for the Jr. High, parents need to choose schools for what they believe – not the product.

Dr. Zhao challenges us to create a school that fosters student innovation as a means to support an innovation driven society. Creating this type of school requires that the staff review the approach that they are taking toward curriculum instruction and analyzing whether it is both effective at leading toward conceptual mastery AND promoting innovation, critical thinking and creativity. This is the task before the Douglas School community and will begin by setting our vision.

### **Responsible Parties**

Principal, all grade level teachers and special educators will work as members of teams working to identify beliefs and methodologies.

### **Strategies**

1. Collection of current beliefs in a series of staff meetings and community forums – this will be completed via the Delphi method which involves generating a list of beliefs and then asking "experts" (in our case, teachers, parents and students to indicate their level of agreement that the statements are important. We then look to see where there is consensus about importance. A true Delphi does several rounds of surveys, and in each subsequent round the experts get additional information about why their colleagues do or do not think the statements for which consensus has not been reached are important. The rationale is that once they know others' reasoning, the experts who were on the fence might be swayed one way or the other (important or not important), getting us closer to consensus for all items. This will be completed using Survey Monkey, staff meetings and community forums.

2. Identification of benchmarks – what we want Douglas Students to be able to do, know and produce beyond the curricular benchmarks.

3. Analysis of curriculum and approaches to match beliefs and approaches

4. Teaching team work to provide opportunities for passionate engagement in skill building and fostering innovation

### **Define Outcomes**

1. A statement of Douglas Core Beliefs
2. Grade level key curriculum experiences.

### **Target Completion Date**

June, 2014

### **Assessment of Progress**

#### 1. A statement of Douglas Core Beliefs:

The work on our school improvement goal has been powerful and transformative. Beginning by defining our beliefs allowed us to focus on creating a vision that was visible to all.

The results of surveys and community forums clearly identified common areas of importance to all community members. The top priorities became:

- Providing an education encouraging creativity and deep, critical thinkers!
- Not focusing on memorize
- Balancing state mandates and control teaching
- Avoid becoming a culture that judges success based on test scores
- Teaching that is better than state standards - high expectations & rigor
- Parents, students and educators believe in inclusiveness and appreciation for diverse talents
- Continue and build community passion for school
- What WE decide to teach must ignite passion, curiosity, self- confidence and risk taking in our students
- School work must be meaningful to our students
- Education must connect to community
- Prepare our students as members of the global community

The staff and school council worked to craft these priorities into a new vision:

***At Douglas School Children feel joyful, valued, brave,  
are full of wonder, and have a deep sense of pride.***

The primary focus will be on academic rigor, creativity, innovation and entrepreneurship.

This vision was complete by January 2014 and ready for Kindergarten Tours along with a video produced by students, teachers and administration.

The video can be found at our school website: <http://douglas.abschools.org>

#### 2. Grade level key curriculum experiences:

Following our work to create a vision, we began to think about “What” we do. How do we maintain academic rigor and foster passion and creativity within our students. We realized that we needed to focus on Pedagogy. During professional

development time, we reviewed models of instruction from Michael Fullan, Sir Kenneth Robinson, and work from the Hewlett Foundation on Deeper Learning. Our search came to rest on the work of the High Tech High organization of schools (K-12 public education) in California and the idea of Problem Based Education. This model has three basic parts:

- Engaging, real life problems to engage students
- Learning based on research, fieldwork, and meaningful, necessary direct instruction
- Public Exhibitions of Learning

We began our approach to designing pedagogy in three steps

- A visit to High Tech High, High Tech Elementary, and Explorer Elementary school including classroom visits, teacher and administrator meetings and planning sessions
- Designing Problem Based Instruction Modules
- Modeling Problem Based Instruction in three classrooms (3rd, 4th, & 5th)

At this point we are poised to begin instruction whole school and our future school improvement goal will continue to focus on Pedagogy.

**Costs \$1000 - Professional development funds from appropriated budget**

## **Part Two: Goals for 2014-2015**

The Douglas staff and School Council have agreed on one overarching goal for the upcoming school year. Teachers, staff and the Douglas School community will focus on identifying and implementing pedagogy that supports our school vision and promotes the skills associated with creativity, innovation and entrepreneurship.

Our goals are tied to the already established system-wide goals found in the Long Range Strategic Plan:

- Preparing students by providing them with the knowledge, and intellectual and reflective skills they will need to thrive in an increasingly complex world.
- Review and articulate what all students should know and be able to do at each grade level.

**Goal Statement #1:** Identify and implement pedagogy that supports our school vision and promotes the skills associated with creativity, innovation and entrepreneurship.

**Rationale:**

The current model for schools was designed over 100 years ago. The purpose was to create a population ready for the industrial revolution. Industry required an “educated” population who could follow directions, read instructions, and enter as a trainable workforce.<sup>1</sup>

The purpose of education today is to prepare a population to enter the “innovation economy.”<sup>2</sup> Today, students must do more than simply recite inert knowledge - they must transform it. Learning requires a teacher to be more than a classroom manager who transmits the subject matter to passive students. At Douglas school our vision is to foster joy, bravery, wonder, and pride in our students. Our students must see themselves as a valuable part of the class and the learning experience. They must be able to contribute original ideas, they must know what it means to be innovative, and practice entrepreneurial skills.

Our aim for the next century must be the inclusion of all children regardless of learning needs, the integration of subjects via problem-focused experiences, and the integration of the school and the world via field-work, service learning, and the active pursuit of real world problems. *In this new world, content is easily accessible via the internet and so what really matters is how students react to it, shape it, apply it and transform it.*

What will our students do in school? They will work in diverse teams to build robots, roller coasters, gardens and human powered machines. They will write field guides and illustrated history books or maybe a children’s astronomy picture book. They will work collaboratively to solve real problems that matter to them – what can we do to stop the geese from pooping on our playground, how can we store our jackets and satisfy the fire department, or make sure that no one misses the bus? They might also produce original plays, films or spoken word events on adolescent issues, children of the 1800’s, lost cigar factories, or social problems they face on a day-to-day basis.

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<sup>1</sup> "Rethinking Education, Part I : Why Our School System Is ..." 2013. 11 May. 2014  
<<http://www.geopolitics.us/why-our-school-system-is-broken/>>

<sup>2</sup> Schumpeter, Joseph Alois. *The theory of economic development: An inquiry into profits, capital, credit, interest, and the business cycle*. Transaction Publishers, 1934.

### **Responsible Parties**

Principal, all grade level teachers and special educators will work as members of teams working to identify and implement engaging problem based projects and pedagogy .

### **Strategies**

1. Study successful models of problem based instruction from resources such as High Tech High, The Center for Expeditionary Learning, and iterate models implemented at Douglas in the 2013-14 school year .
2. Design school based professional development, collaborative teams, and administrative support for teachers to “tune” projects.
3. Inform parents and community of changes and additions

### **Define Outcomes**

1. Clearly communicate pedagogical approach to community
2. Design and implement three Problem Based Instruction projects for each classroom
3. Work with the SPED instructors to provide increased in class instruction
4. Implement an increased level of personalized instruction
5. Identify and implement effective technology solutions to support problem based and greater personalized instruction
6. Implement electronic porfolio accessible to students and parents that will allow weekly updates of information and communication - this may replace or enhance our current report card system

### **Target Completion Date**

June, 2015

### **Costs \$2000**

Professional Development for teachers

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[1] Zhao, Yong (2009)Catching Up or Leading The Way: American Education In The Age Of Globalization. ASCD, Alexandria VA. Pvi.

# **Gates School Improvement Plan**

**2014 – 2015**

**Lynne Newman – Principal**  
**Priscilla Kotyk – Assistant Principal**  
**Lindsay Hussey – Teacher**  
**Tricia Sullivan – Community Member**  
**Subramaniam Karthik – Parent**  
**Claudine Sahagian – Parent**  
**Eileen Zhang – Parent**

# School Improvement Plan 2014 – 2015

**District Strategic Goal: #2** Prepare students by providing them with the knowledge, and intellectual and reflective skills they will need to thrive in an increasingly complex world.

## Advance Standards-based Learning/Assessment

**Gates School Objective: #1** *Essential content, learning expectations and benchmark assessments that are aligned to State Curriculum Standards will be clearly identified in each grade level, and will be clearly communicated to teachers, students, and parents.*

Strategies	Timeline	Lead Parties	Measurable Outcomes	Narrative
K-6 teachers will align writing curriculum/assessment with Common Core writing standards	September - June	Teachers, SPED teachers, ELA Specialist	Writing curriculum/assessment will be aligned both horizontally and vertically with the Common Core Standards for three types of writing (narrative, informative, and opinion)	Teachers will discuss district writing expectations. Teachers will meet in grade teams to holistically score student benchmark assessments using the district rubrics. Teachers will explore writing/reading (open response genre and DRA2 assessments). Student writing checklists will be created based on writing rubrics.
K-6 teachers will develop a standards-based report card.	September - June	Teachers, SPED Teachers, Specialists, Reading Specialists, Curriculum Coordinators	A new standards-based report card will be ready for use/pilot in the 2015-2016 school year.	Gates will follow a plan that includes six development levels: <ul style="list-style-type: none"> <li>• Defining the purpose</li> <li>• Developing the reporting standards</li> <li>• Addressing essential steps in development</li> <li>• Establishing performance indicators</li> <li>• Developing the reporting form</li> <li>• Pilot testing and revision</li> </ul> (Developing Standards-Based Report Cards, Guskey & Bailey, 2010)

**District Strategic Goal: #1** Meet the diverse needs of all students by promoting social development and emotional and physical well being through increased student-adult and student-student interactions

## Advance Social Development/Emotional-Physical Well Being

**Gates School Objective: #1** *Encourage students to live a healthier lifestyle*

Strategies	Timeline	Lead Parties	Measurable Outcomes	Narrative Updates
Gates staff will become familiar with the Collaborative Problem Solving approach to build helping relationships and teach students the skills they need to succeed.	September - June	Gates Staff	A shift in perspective and practice with behaviorally challenging students will be adopted via the Collaborative Problem Solving (CPS) approach to discipline.	Teachers will complete a philosophy of discipline survey in the fall and spring. Teachers will attend the Think*Kids professional development workshop in November. Staff will reexamine the current school approach to discipline and incorporate CPS strategies to create a more effective approach to student discipline.
Gates staff will research new social curriculum programs that will work well in each grade level and promote consistency across grade levels.	September - June	Gates Staff	A decision will be made by the staff to either keep the Second Step curriculum or to pilot a new social skills program.	Teachers will identify and review alternative social skills program and share them at staff meetings.



# School Improvement Plan 2013 – 2014 Final Outcomes

**District Strategic Goal: #2** Prepare students by providing them with the knowledge, and intellectual and reflective skills they will need to thrive in an increasingly complex world.

## Advance Standards-based Learning/Assessment

**Gates School Objective: #1** *Essential content, learning expectations and benchmark assessments that are aligned to State Curriculum Standards will be clearly identified in each grade level, and will be clearly communicated to teachers, students, and parents.*

Strategies	Timeline	Lead Parties	Measurable Outcomes	Narrative Updates
K-6 teachers will pilot GoMath	September - June	Teachers, SPED teachers, Math Curriculum Specialist, Math Assistant	Decision will be made to adopt new math curriculum aligned with Common Core or pilot another program.	Teachers in grades K – 6 have spent the year piloting the GoMath program that is aligned with the Common Core standards. A survey was given to staff and it was voted that we would formally adopt this program K – 6 for the upcoming 2014-2015 school year.
K-6 teachers will align writing curriculum/assessment with Common Core writing standards	September - June	Teachers, SPED teachers, Reading Specialist	Writing curriculum/assessment will be aligned both horizontally and vertically with the Common Core standards for three types of writing (narrative, informative, and opinion).	With the support and guidance of Cami Conde, the writing consultant, we have successfully completed this goal. We have created writing rubrics for narrative, informative, and opinion using the Lucy Calkins' Writing Pathways book as a reference. We are planning to extend this goal and in year 2 we will create student checklists, examine vertical alignment, and calibrate rubrics/exemplars.

**District Strategic Goal: #1** Meet the diverse needs of all students by promoting social development and emotional and physical well being through increased student-adult and student-student interactions

## Advance Social Development/Emotional-Physical Well Being

**Gates School Objective: #1** *Encourage students to live a healthier lifestyle*

Strategies	Timeline	Lead Parties	Measurable Outcomes	Narrative Updates
All school tobatas two mornings a week during morning announcements	September - June	PE Teacher, sixth grade student announcers	Successful implementation of tabatas exercise during announcements on Monday and Friday.	All school tobata was offered twice a week from September through October. After receiving feedback from teachers, the timing of tobata was changed from morning announcements to the afternoon to help students with focus and attention. In addition to having tobata in the classrooms, extra sessions were offered in the gym during MCAS testing for students in grades 3 – 6.
The establishment of a Gates Walking Club	September - November	Principal, Assistant Principal, Kirsten Nelson, Teachers, Recess Aides, K-6 Students	Students (and teachers) walk fifty miles in fifty days	Students began walking on a quarter-mile walking track during recess. Although we did not achieve 50 miles in 50 days for all students, the walking track provided many students with another recess option. Everyone was welcome to participate in the Gates Walking Club.

*McCarthy-Towne School*

**SCHOOL COUNCIL**

Report for 2013-2014  
&  
School Improvement Plan for 2014-2015

**I. Background and Rationale**

**A. School Council Responsibilities**

The McT School Council provides three useful functions:

- a) It increases communication within the school community;
- b) It provides a forum for a small group of faculty, parents, and community representatives to discuss issues, thorny problems, and difficult situations;
- c) It provides oversight to certain school wide projects.

The job of the School Council is to decide how student, faculty and parent concerns may be handled and to recommend the appropriate group or individual to do so. It serves as a forum to identify and discuss issues and problems and refer them to the appropriate group or decision maker(s) for final determination. The faculty, PTSO Steering Committee, subcommittees and Student Council provide the mechanisms for accomplishing whatever needs to be done.

In some Massachusetts communities the School Councils receive funds directly from the School Committee to help finance projects that will improve the learning of students in their schools. The McCarthy-Towne School Council requests that the APS School Committee set aside \$5,000 for each School Council to fund special projects to help each school attain its improvement plan.

**B. Current School Council Membership - [All are two year terms except for principal.]**

Parent Representatives:

Laura Kreiger	2013-2014
Carol Chytil	2013-2014
Tracey Estabrook	2013-2014
Frank McCammon	2010-2014

Community Representatives:

Vanessa Bergmann	2013-2014
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Faculty Representatives:

David Krane, Principal	Permanent
Noreen Cohen	2012-2014
Allison Leary	2012-2013
Jen Pratt	2012-2014

## **C. School Council Meetings**

The McT School Council schedules five regular meetings during each academic year. These meetings usually occur in October, November or December, January or February, March or April, and May or June. Other meetings may be added if necessary.

One part of each meeting is devoted to hearing concerns from the faculty, the parents, and the Student Council. Another part is to hear how work is progressing on the School Improvement Plan. Each meeting focuses on one or two of the School Council's goals. A third part of each meeting is set aside for discussion of any other issues.

## **II. School Improvement Plan Goals for 2013-2014**

Below is a summary of the School Improvement Plan for 2013-2014, as presented by the McCarthy-Towne School Council.

### **Goal #1:**

Take a pro-active, educational approach to creating a positive social environment that fosters respect and compassion for all. The faculty will:

- Use a portion of monthly faculty meetings to examine the literature and processes of the Responsive Classroom philosophy and curriculum
- Train classroom assistants in Responsive Classroom techniques

### **Goal #2:**

Art-integration is an essential part of MCT. We will continue to strengthen and develop this process of learning and communicate these efforts to the ever-changing McT community. Communicating with the faculty, student, and parent community what emerges from these processes is a critical component of this goal. We will accomplish this through:

- Faculty meetings and other venues, including staff workshops
- Communicating through The Bulletin, The Howler, and other media

### **Goal #3**

Focus on advancing the mathematical concepts and skills throughout the grades and across the curriculum. We will:

- Begin the work of implementing the Math Workshop model in Kindergarten through Grade 3
- Continue to build upon the past year's successes with the school-based Math Assistant and the work of the APS Mathematics Curriculum Co-coordinator
- Refine the alignment of the Mathematics Learning Goals developed by Grade Level Teams
- Participate in professional learning activities in order to improve instruction and support the Common Core curriculum

#### **Goal #4:**

Continue to examine literacy concepts and skills across the grades and across the curriculum. The Workshop model teaches deeper strategic thinking. We will:

- Extend the Reader's Workshop model and approach to all classrooms
- Continue to expand the Leveled Library
- Continue to send Grade Level Teams to Teachers College at Columbia University for on-going training at the Reading Project
- Participate in professional learning activities, both within the APS district and outside the APS district, in order to improve instruction and support the Common Core curriculum
- Continue to develop building-based professional learning opportunities in literacy for all faculty

#### **Goal #5**

Continue to develop the assessment of skills in a variety of ways to guide instruction and to report student learning and academic growth. We will:

- Refine the alignment of the ELA and Mathematics Learning Goals developed by the District Grade Level teachers to assessments used by the McT faculty
- Apply Benchmark and interim literacy assessments across the grade levels
- Continue to develop grade-level common assessments for specific content areas
- Refine existing portfolio assessment methodology and determine new classroom-based authentic assessments of student learning (knowledge and skills)
- Evaluate the piloted End of Year Reporting Instrument, refine, and launch revised document

### **III. Assessment of the current year's School Council work:**

#### **Goal #1:**

The use of the tenets and philosophy of the Responsive Classroom has become more integrated into the way that teachers approach conflict between and among students and how we, as a school, make every effort to be proactive in preventing conflict. We continue to work with classroom and SPED assistants to increase awareness of the success and how to use it on their interactions with students. We plan to use the fall Professional Learning Day as a training opportunity for assistants by bring in a workshop facilitator from Responsive Classroom to work with assistants. Now that we will have two Professional Learning Days in the academic year, we can focus more on the Responsive Classroom training for the assistants.

#### **Goal#2:**

We continue to communicate the critical value of the Arts Integration in the school philosophy and in the curriculum. It is vital that students and families have a greater understanding of the relationships between process and critical thinking and that this process can lead to deeper understanding of a variety of content areas. The display of this visual representation of how children think and problem solve is provocative for child and adult alike.

### **Goal #3**

More teachers are looking at how to change the instructional approach for mathematics to a model that more closely resembles that of the Reader's Workshop. We are also continuing to look at how the Common Core is changing content demands and how we can best integrate that into instruction. This will be an unfolding process and one that we will continue to look at over time.

### **Goal #4:**

As a school, we continue to show tremendous growth in literacy instruction, both in the primary classroom and the intermediate classroom. Perhaps the most significant growth has happened at the each end of the instructional spectrum: Kindergarten and Sixth Grade. The Kindergarten Team, working closely with our Reading Specialist, has incorporated developmentally appropriate literacy instruction in all three sections. The results have been phenomenal. Children will be entering First Grade with a stronger skill set than ever before, and we will be watching the student progress closely this year. In Sixth Grade, two processes have contributed to an equal measure of success. First, the Sixth Grade Team is using a rotational schedule where each of the three teachers is teaching specific content areas.

We have made great strides as a school in literacy instruction and assessment over the past academic year. Grade level teams are looking at and using assessment data for instructional planning and are putting into practice, at the primary level, innovative Word Study practice in the service of reading instruction. We again will be sending teachers to New York City to Teachers College for more professional learning. Additionally, the District will be hosting a Homegrown Institute from Columbia's Teachers College, which is an opportunity for teachers to participate in the Reading Project workshops here in Acton. We have been conducting well-attended weekly literacy meetings, where a variety of instructional strategies are discussed and moderated by classroom teachers and our Reading Specialist. This program, developed by our Reading Specialist, has been a key element of the continuous professional learning by the McCarthy-Towne faculty. Kathy Collins, a nationally recognized authority on the teaching of literacy, has also been involved with all of our teachers as part of a yearlong consultancy of literacy instructional practice in the classrooms. That relationship will continue and grow in the coming year, as well.

### **Goal #5**

Assessment of and for student learning continues to be an area for closer examination. We have revised and used with parents the second iteration of our End of Year Reporting Document and we will invite parent response to the new version. This Document will continue to be revised as necessary and in response to both parent and staff feedback. We continue to use and to reflect upon the use of a variety of assessments as guides to continually improve educator practice and student learning. This year, as a school, we will be taking will be a closer look at authentic portfolio assessment, how this may show student growth and how best to implement school-wide.

## **IV. School Improvement Plan Goals for 2014-2015**

### **Goal #1**

Take a pro-active, educational approach to creating a positive social environment that fosters respect and compassion for all. Set school community-wide expectations and norms that includes both adults and children.

- Schedule, through the PTSO, some parent information forums that specifically address the mechanics and philosophy of the Responsive Classroom
- In fall, 2014, Responsive Classroom training will be made available for all classroom assistants
- Continue to offer summer professional learning opportunities for teachers as presented by Responsive Classroom
- Schedule parent gatherings that would make clear school norms and behavior expectations for all members of the McCarthy-Towne School community, specifically including adults

**OUTCOMES:** To increase student and adult self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These factors all contribute to stronger community building for educators, students and families.

### **Goal #2**

Focus on advancing the mathematical concepts and skills throughout the grades and across the curriculum. We will:

- Continue implementing and refining the Math Workshop model in Kindergarten through Grade 4
- Refine the alignment of the Mathematics Learning Goals developed by Grade Level Teams
- Participate in professional learning activities in order to improve instruction and support the Common Core curriculum
- Schedule Parent Forums to help educate parents about the Common Core curriculum

**OUTCOMES:** Teachers will continue to explore and use new methodology to adjust instruction, examine and integrate Common Core instruction in math, effectively integrate new lessons into the math curriculum, and refine lessons to address identified needs.

### **Goal #3:**

Continue to examine literacy concepts and skills across the grades and across the curriculum. The Workshop model, Reading and Writing, teaches deeper strategic thinking across content areas.

- Using the Coaching Teams from Teachers College and other resources to further develop and expand the Reader's Workshop across the grade levels
- Continue to expand the leveled classroom libraries
- Continue to send Grade Level Teams to Teachers College at Columbia University for on-going training at the Reading and Writing Project

- Participate in professional learning activities, both within and outside the district in order to improve instruction and support the Common Core curriculum
- Expand the use of Protocols for Learning to more closely examine teaching and learning

OUTCOMES: Continue to expand the use of the Reader’s Workshop to increase specific comprehension and critical thinking instruction across the grade levels, and to encourage and increase professional collaboration and learning around literacy and the Common Core Curriculum. Expand use of the Protocols for Learning as a tool for looking critically at teacher and student learning.

**Goal #4**

Continue to develop the assessment of skills in a variety of ways to guide instruction and to report student learning and academic growth. We will:

- Refine the alignment of the ELA and Mathematics Learning Goals developed by the District Grade Level teachers to assessments used by the McT faculty
- Apply Benchmark and interim literacy assessments across the grade levels
- Continue to develop grade-level common assessments for specific content areas
- Refine existing portfolio assessment methodology and determine new classroom-based authentic assessments of student learning (knowledge and skills)
- Expand the use of Protocols for Learning to more closely examine teaching and learning
- Evaluate the piloted End of Year Reporting Instrument, refine, and launch revised document

OUTCOMES: Refine Reporting Document as aligned to assessments and the Common Core curriculum, closely examine current portfolio assessment methods, and continue a collaborative examination of professional practice through a variety of protocols.

**V. Election of School Council members for 2014-2015**

Election of new faculty and parent representatives of the McCarthy-Towne School Council for the coming school year usually takes place in June, before the end of the current school year.

The members of the 2012-2013 McCarthy-Towne School Council submit this School Council Report and School Improvement Plan to the Acton Public Schools School Committee.

**Acton-Boxborough Regional School District**

**Merriam School**

School Improvement Plan Report 2013-2014  
School Improvement Plan 2014-2015



## Acton-Boxborough Regional School District

### Merriam School

#### Part One: Background and Rationale

##### Members of the Merriam School Council

Ed Kaufman	Principal	
Christy Nealon	Teacher	3rd of 3-year-term
Michele Pruett	Teacher	3rd of 3-year-term
Karen Sonner	Teacher	2nd of 3-year-term
Charles Matthews	Parent	3rd of 3-year-term
Cara Morgan	Parent	2nd of 3-year-term
Chuck Pollak	Parent	3rd of 3-year-term
Kristin Warren	Parent	2nd of 3-year-term

##### Merriam School Council Meeting Dates 2013-2014

October 8, 2013	February 11, 2014
November 19, 2013	March 11, 2014
December 10, 2013	April 29, 2014
January 14, 2014	May 13, 2014

After reviewing the role of the School Council, the Merriam School Council began the 2013-2014 school year organizing the plans/strategies for the School Improvement Plan and developing global plans for the school year. The teachers, parent representatives and principal on the School Council reported progress on the work toward meeting the goals at each meeting. Along with ongoing work on School Improvement Goals, the School Council worked to maintain a strong connection with the PTO (including co-sponsoring several community events) and discussed long-range goals for Merriam School.

This spring, the School Council reviewed, reflected on and discussed the 2013-2014 goals.

## **Part Two: Evaluation of Current School Improvement Plan 2013-2014**

**Goal One:** Continue our work in literacy as teachers use the Readers Notebook and practice the school DRA assessment guidelines, and then reflect on that work. Develop and utilize writing rubrics to fit with Common Core expectations.

Strategies:

1. Staff will review the Readers Notebook guide and DRA assessment guidelines given out at the end of the 2012-2013 school year.
2. A staff study group will meet on a monthly basis to discuss how the Readers Notebook work is progressing and will make revisions.
3. Kathy Collins will consult in classrooms to help with the use of the Readers Notebook and with additional reading instruction.
4. The Reading Committee will keep track of questions that arise about administration and organization of the DRA assessments.
5. An additional outside reading consultant will work with grade levels to design writing rubrics that will align with the Common Core.
6. Information about this work will be shared with parents via written and oral communication.

Responsible parties: Principal, Merriam Faculty, School Council

Outcome: Literacy instruction at Merriam School will be more thorough and consistent.

Target Date: May, 2014

Assessment: Many of the strategies that were put into place were utilized to help support the achievement of this goal. Classroom teachers administered the DRA two or three times a year for each student, and discussions about this assessment took place informally, at grade level or staff meetings, or at reading committee meetings, in order to address questions that arose. A study group met on a monthly basis – and for much of the year shared ideas about how to use the reader’s notebook successfully with students. In the latter part of the year, that group shifted its attention to looking at effective literacy practices and analyzing the most effective practices for students at Merriam. Kathy Collins consulted with grade levels throughout the year, and modeled best practices in classrooms for teaching staff. Cami Conde worked with all grade levels to design narrative writing checklists/rubrics that are comparable with those being used at other schools and also fit the teaching approach at Merriam. Next year similar checklists for informational and persuasive writing will be developed. Some information about this work was shared with parents at conferences and meetings; the plan for next year is to share more information about this ongoing work at a PTO meeting.

**Goal Two:** Begin a process for reviewing, revising, and communicating about the structures and practices in place for delivery and assessment of curriculum at Merriam School.

Strategies:

1. A staff committee will begin the process of outlining steps necessary for this process.
2. Staff meetings will be one venue for discussions and decisions around this topic.
3. The School Council will be kept informed and will consult with the staff about how to involve the larger community.
4. If changes are made in any of these areas, they will be updated in written documents, and in communications to Merriam families.
5. Plans for an in-depth retreat for staff to look closely and in more depth at these issues will be considered.
6. Progress will be communicated at the end of year and follow-up plans for 2014-15 will be constructed.

Responsible parties: Principal, Merriam Faculty, School Council

Outcome: The community will have made progress toward understanding many of our curriculum structures and strategies, and will have identified areas that might need to be modified or more clearly communicated.

Target Date: May, 2014

Assessment: Some important steps were made toward the accomplishment of this goal. At early School Council meetings, the staff discussed how a professional development group of staff members would be spearheading the work on this topic over the course of this year. That group planned an extremely important agenda for the fall professional development day at Merriam School. One of the key activities of that day involved taking many sections of a twenty year old Merriam handbook, enlarging them and putting them on big sheets of paper, and then doing an activity where staff members were able to comment on structures and strategies from Merriam's earlier days. At ensuing meetings of this smaller group, this work was analyzed – to see which elements from the days of early Merriam seemed to be alive and well, which people may not feel as strongly about to continue, and which need to be rejuvenated or transformed. Out of these conversations came important information that will lead to a goal next year to be focused on projects, portfolios, and curriculum planning and mapping at Merriam School.

**Goal Three:** Provide opportunities to promote health and wellness activities and discussions at Merriam School.

Strategies:

1. "Health and Wellness" will be strongly considered as the theme for the 2013-14 school year.
2. The physical education teacher and school nurse will be invited to take part in planning activities focused on this theme.
3. The School Council will sponsor at least one event related to this topic.
4. This topic will be the subject of all-school meeting presentations and performances.
5. Outside of the school day activities, such as "Walk to School", or other enrichment activities, will be encouraged.
6. Food Services will be contacted to work with us on nutritional education.
7. Communication (such as newsletter articles) will be sent out to parents.

Responsible parties: Principal, Merriam Faculty, School Council

Outcome: Members of the Merriam community will have a greater awareness of the importance of health and wellness, and will have opportunities to put that awareness into practice.

Target Date: May, 2014

Assessment: This goal shifted at the beginning of this year. The Merriam staff and School Council realized that it would be good for the school community to focus energy on Merriam's twentieth anniversary, and so we decided to use some of the same strategies put forth for the health and wellness goal for this new goal. We focused our Theme Day events on the twentieth anniversary. We created a video of interviews with Merriam staff that were centered on their experiences of working at the school for various amounts of time. A parents' social gathering in honor of the anniversary was held in the spring. We showed a video of "early days at Merriam" at one of our PTO meetings, and used it as a springboard for conversation. Bracelets were made in honor of the twenty years and given out to all of the students. The children participated in creating a giant mural in celebration of the twentieth, where they shared memories of things that are special about our school. Twentieth anniversaries only come around once, and that's why the council felt good about changing the goal from its original form. The health and wellness goal will be one of the goals for next year.

### **Part Three: School Improvement Plan 2014-2015**

**Goal One:** Revitalize project work and portfolio assessment at Merriam and connect them with current educational and global issues.

Strategies:

1. A small task force will plan larger staff meetings on these topics.
2. Staff will review the major tenets of project work and portfolio assessment.
3. Staff will think together about how these structures integrate with important current trends in education and with service learning and global concerns.
4. Grade levels will work on new curriculum maps (integrating projects) over the course of the year.
5. Grade levels will prepare new “descriptions of portfolio contents” over the course of the year.
6. We will look for professional development and consultant opportunities around these topics for our staff.
7. Communication to parents around this goal will take place – with the format to be discussed with the School Council.

Responsible parties: Principal, Merriam Faculty, School Council

Outcome: New curriculum maps and portfolio descriptions will be created, demonstrating a revitalized and updated commitment in these areas.

Target Date: May, 2015

**Goal Two:** Review information on math programs being piloted at Merriam and other math programs to make a decision on a new program by the end of the year.

Strategies:

1. The principal will set up a clear procedure for decision-making and will convey it to the staff.
2. A task force will be set up that will collect data and bring information back to the rest of the staff at intervals during the year.
3. The three groups piloting three programs will be brought together at least twice during the year to share the pros and cons of the programs with the task force.
4. Updates about this process will be conveyed to parents during the course of the year.
5. The district math specialist will be brought in to help with the collection and organization of data, and with the final decision-making process.
6. When a decision about a new program has been made, it will be conveyed in a thoughtful and timely manner to the parent community.

Responsible parties: Principal, Merriam Faculty, School Council

Outcome: A new, Common Core aligned math program will be selected to be used in grades K-6 at Merriam School beginning in the fall of 2015.

Target Date: May, 2015

**Goal Three:** Provide opportunities to promote health and wellness activities and discussions at Merriam School.

Strategies:

1. “Health and Wellness” will be the theme for the 2014-15 school year.
2. The physical education teacher and school nurse will be invited to take part in planning activities focused on this theme.
3. The School Council will sponsor at least one event related to this topic.
4. This topic will be the subject of all-school meeting presentations and performances.
5. Outside of the school day activities, such as “Walk to School”, or other enrichment activities, will be encouraged.
6. Food Services will be contacted to work with us on nutritional education.
7. Communication (such as newsletter articles) will be sent out to parents.

Responsible parties: Principal, Merriam Faculty, School Council

Outcome: Members of the Merriam community will have a greater awareness of the importance of health and wellness, and will have opportunities to put that awareness into practice.

Target Date: May, 2015

# Raymond J. Grey Junior High School

## *School Improvement Plan*

### *2014 - 2015*

Raymond J. Grey Junior High School  
16 Charter Road  
Acton, Massachusetts  
Principal: Andrew Shen



**Goal 1: In the area of curriculum and instruction, implement District Determined Measures (DDMs) in all content areas.**

Background: During the 2011-2012 school year, departments and staff members engaged in the development of learning goals for courses at the junior high, with an eye towards developing common assessments. Additionally, the new evaluation system requires that each school create common measures across grade levels and subject areas (DDMs) that will be a source of evidence to inform the evaluation of individual educators, and to guide instruction of students. In June, 2014, our District submitted the DDMs that have been developed for full implementation during the 2014-2015 school year.

Alignment with District Long Range Strategic Plan: This is in direct alignment with **Goal 2** of the Long Range Strategic Plan in its focus on developing a rigorous and meaningful curriculum.

Strategies:

- Departments will be provided the time necessary to continue calibrating their assessment of student work, to provide consistency across and within those who share DDMs
- Providing building leaders and department heads with the necessary training and background information during the summer to support their work with teachers and departments during the school year
- Work with and through Department leaders to develop clear expectations for interpreting DDM results and assigning growth ratings to individual students (i.e. low, moderate, and high growth)
- Work with and through Department leaders to develop clear expectations for interpreting DDM growth ratings and assigning “teacher impact ratings” based on DDMs and, when appropriate, MCAS scores
- Work with Department leaders and Central Office staff to develop a reliable and secure method of recording, storing, and sharing DDM results
- Providing opportunities for departments to share DDM work with other departments
- Working with department leaders and the Curriculum Office throughout the year to establish benchmarks for work that needs to be completed, and reviewing any aspects that should be adjusted in subsequent years

Outcomes:

- Each teacher and Department will have successfully incorporated their respective DDMs into their courses, and properly administered the assessment to their students (and following the protocols established by the Department/school)
- Each teacher and Department will have successfully documented, stored, and shared the results of the DDMs following a District-developed secure electronic database.
- Each teacher and Department will have analyzed the results of each DDM and assigned growth ratings for each student
- Each teacher, with his/her evaluator, will have reviewed the results of the teacher’s DDMs and assigned an appropriate “impact rating” that is incorporated into one’s evaluation
- A list of adjustments that can and should be made for future implementation in 2015-2016

Timeline:

- Reviewing school-year plans with Department leaders during Summer leadership meeting
- September thru October - working with Departments to administer DDMs that involve

pre-tests

- March thru May - working with Departments to administer DDMs that involve post-tests
- Fall, 2014 - developing secure District database for recording and storing DDM results
- Spring, 2015 - completing input of DDM results in database
- Fall, 2014 - Departments continue to calibrate their assessment of student work
- Spring, 2015 - reviewing and analyzing DDM results in order to assign growth ratings and impact ratings

Responsible Parties:

- Principal, Andrew Shen; and Assistant Principals Allison Warren and James Marcotte
- Department leaders
- Office of Curriculum & Instruction

Evaluation:

- Successful administering of DDMs across all departments
- Ease and reliability of District database for recording and storing DDM results
- Reviewing DDM growth ratings and assessing its consistency with other observations and assessments of individual student growth and learning

**Goal 2: Continue to enhance and develop academic supports for students who would benefit from additional intervention and/or supervision in order to experience academic success (continuation from 2012-2013 & 2013-2014).**

Background: As a school, and by many different measures, we continue to provide an educational experience that supports a high level of academic achievement reached by many of our students. To be sure, it is crucial that we continue to preserve aspects of RJ Grey that support this level of academic achievement. In addition, we feel an obligation to pay increased attention to the needs of RJ Grey students who continue to struggle academically. There will always be students who may not experience immediate academic success at RJ Grey (and for whom special education is not necessarily the appropriate remedy), and we are committed to expanding the number and scope of interventions that we provide for them. ***Most recently, this includes a growing population of general education students who join our school district with significant learning gaps and varying degrees of preparation for grade-level instruction, and is a particular area of focus for the upcoming 2014-2015 year.*** We also continue to have students who experience serious interruptions to their academic work and would benefit from additional supports. Some examples of “interruptions” include the increased frequency of students diagnosed with concussions, long-term illnesses, and struggles with anxiety and school refusal.

Over the past three years, we have created a Grey Block math program, added a Reading teacher and program, and established two Academic Support Centers, one for each grade. We will continue enhancing and improving those supports, and also develop other interventions that can support students in situations that are both short and long-term.

Alignment with District Long Range Strategic Plan: This particular goal addresses the District’s **mission** to prepare all students to attain their full potential, and supports our work related to **Goal 2** of the Long Range Strategic Plan, which focuses on providing students with the knowledge, and intellectual and reflective skills needed to be successful in their academic work and beyond.

Strategies:

- Continue to highlight and emphasize the work of RJ Grey staff involved with the District’s Interdisciplinary Literacy initiative, and leveraging involvement of ASC and SPED teachers (along with content-area teachers) to identifying strategies for improving accessibility of curriculum to struggling students
- Development of a formal and structured “Topics in Math Curriculum” that can be utilized for general education students who enter RJ Grey with significant learning gaps in this subject area
- Development of modified and accessible curricula in 8th grade Social Studies and Science that can be used to support students in our LLP and Connections (special education) programs where there is an increasing cohort of students who require substantial modifications and adjustments to the curriculum
- Continue to expand and improve our utilization of technology and web-based resources (Assistments, Lexia) to support collaboration between students and teachers
- Work with teams to develop team-based strategies for intervention and “catching” students who are struggling
- Shifting the administrative support model to one where Assistant Principals and counselors follow a single class throughout their time at RJ Grey

- Provide additional time and financial support for collaboration between the ASC and other academic supports, such as Reading, Grey Block Math, ELL, and the Library/Media Center
- Continue working with staff on establishing additional classroom based interventions that can be provided to struggling students

Outcomes:

- There will be increased collaboration between academic support programs within the school
- There will be increased collaboration and dialogue between support programs and classroom teachers on various strategies and interventions that can be implemented within the classroom and for various assignments that can benefit struggling students
- There will be a more formal and organized curriculum that is tailored towards students who are not able to access grade-level curricula in Math, Science (8th) and Social Studies (8th)
- Greater integration and utilization of technology by classroom teachers and academic support teachers in their work with struggling students
- More classroom teachers will be embedding various literacy strategies that are being presented and piloted by colleagues participating in the Interdisciplinary Literacy initiative

Timeline:

- Providing support to the ASCs and learning centers is ongoing
- Providing access to technology and other digital devices to learning centers and ASCs will be complete by the start of the school year
- The framework for a Topics in Math curriculum will be completed by the start of the school year
- The framework for a modified 8th grade Science and Social Studies curriculum be completed by the start of the school year
- Developing more dialogue amongst staff about additional classroom interventions is ongoing and may include all-staff meetings
- At least one (if not two) school staff meetings will be dedicated to the Interdisciplinary Literacy initiative

Responsible Parties:

- Principal, Andrew Shen
- Assistant Principals Allison Warren and James Marcotte

Evaluation:

- Feedback from students and families about impact of supports on their academic success
- Degree of change and adjustments made in classrooms to incorporate specific interdisciplinary literacy strategies
- Evaluation of strategies utilizing technology and digital devices - frequency of use, and effectiveness of use
- Academic growth and development of students who are engaging with the Topics in Math curriculum, and the modified Science and Social Studies curricula
- Academic growth and development of long-term student skills of students who are part of the cohorts within this overall population of students

### **Goal 3: Continue to expand our incorporation of technology and use of digital platforms to enhance and supplement the classroom experience.**

*Background:* The staff at RJ Grey has made notable strides in the incorporation of technology within classroom practices, including the development of teacher/course websites and utilization of the Google Drive platform via AB Schools. One goal for RJ Grey next year (2014-2015) will be to universalize some of the best practices that are currently implemented in a number of classes. Given the digital landscape in which we exist, this particular goal is an important component to pursuing a number of our educational goals. Technology as a teaching tool as well as a learning goal (“digital citizenship”), are realities (and opportunities) that can not be circumvented. We hope to work with educators to thoughtfully integrate technology into our school and teaching practices in ways that benefit students and educators alike, and to appropriately pace ourselves with these changes and adjustments.

*Alignment with District Long Range Strategic Plan:* Directly related to **Goal 4** of the Long Range Strategic Plan, which focuses on creating “a teaching and learning environment in which all students use information, technology, and communication tools in sophisticated ways to enhance learning.”

#### *Strategies:*

- Provide every team (8) a mobile Chromebook Cart to be used with students on-team; address all logistical aspects related to the distribution of carts
- Provide continued support and professional learning to teachers on developing and enhancing educator websites
- Provide continued professional learning to staff focusing on the Google Drive platform, in support of student to teacher collaboration, as well as teacher to teacher collaboration
- Provide introductory training on use of Chromebook devices
- Work with Edtech to improve the wireless infrastructure within the JH to adequately support the increase of wireless devices (Chromebooks) throughout the building
- Continue to devote at least 1-2 all staff meetings to highlight and share aspects of the Google platform (and student AB Schools accounts) that can be incorporated into teacher practices

#### *Outcome:*

- All classroom educators and support programs will have a course/program website that provides timely and appropriate information to students and families; courses that assign homework and other assignments will include descriptions of those assignments as a resource to students and families
- Students will become more familiar and comfortable with technology and programs that will eventually be utilized as the medium for various local and state assessments (such as PARCC)
- Each team will increase its utilization of the Google platform in its work with students via their team Chromebook carts
- Students and teachers will develop greater comfort and facility with the AB Schools platform and increase their use of that medium for school-related activities

#### *Timeline:*

- Chromebook Carts will be available to all teams within the first month of the school year
- Educators will have created their course websites within the first week of the school year; the exception is first-year teachers who will be provided additional time

Responsible Parties:

- Principal, Andrew Shen
- Assistant Principals, Jim Marcotte and Allison Warren
- EdTech Director, Amy Bisiwicz

Evaluation:

- Student and parent feedback about the value of information found on educator websites; feedback from educators about the value gained from their individual websites
- Documenting frequency (and type) of Chromebook Cart usage by each team
- Feedback from staff about efficacy of professional learning opportunities offered for technology-related content

**School Improvement Plan  
Acton-Boxborough Regional High School  
2014-2015**

The timeline for each of these goals is the 2014-2015 school year. We expect to revisit and revise this plan in spring 2015. The ABRHS School Council will oversee progress towards the goals.

**Goal 1: Continuing our focus on instruction and assessment, departments will refine, pilot, and begin to use data to examine the effectiveness of District Determined Measures (DDMs) of student growth. As a partnership to this work, departments will continue to work on and refine their course-based learning goals, rubrics, and common assessments.**

*Background and Rationale:* District Determined Measures (DDMs) of student growth are now a state-mandated requirement. Over the course of the past school year, departments have been working on creating two DDMs to pilot for the 2013-2014 school year.

This work is being done to meet the demands of the new state-mandated supervision and evaluation process, the expectations of NEASC, and also to reflect the Common Core.

*Strategies:*

- Departments will be provided the time necessary to continue with this task.
- Resources (human and print) will be available to departments as necessary.

*Outcomes:*

- Every course will pilot two DDMs for the 2014-2015 school year.

*Timeline:*

- This work will continue over the course of the next two years, with particular time set aside during professional days and department meetings.

*Responsible Parties:*

- Administration and department leaders, with input from faculty, will plan professional development day activities.

*Evaluation:*

- Faculty survey
- Student achievement data will be collected and reviewed.

**Goal 3: Educate the school community about the new administrative team by making visible the new members of the team and by creating a culture where all five team members play an active and visible role in school and community events, programming, and decision-making.**

*Background and Rationale:* To continue to educate the community and our students about the new leadership structure consisting of a principal, two associate principals, and two deans of students. Over the course of the 2014-2015 school year, we will continue to use various communication channels, forums, meetings, and events to introduce the community to the members of this new leadership structure as well as to clarify roles and responsibilities.

*Strategies:*

- Presence of administrative team at back to school night, 9<sup>th</sup> grade parents nights, school-wide events, athletic events, and extra-curricular activities.
- Administrators will regularly visit classrooms throughout the school year.
- Members of the administrative team will communicate regularly to parents/guardians, faculty & staff, and students throughout the school year.

*Outcomes:*

- Members of the school community will be familiar with all five members of the high school administrative team and will feel a consistent presence at school-related events and activities.
- Communication from the administrative team will be consistent, clear, and will help the school community to feel connected and informed.

*Timeline:*

- The 2014-2015 school year.

*Responsible Parties:*

- Members of the administrative team

*Evaluation:*

- Faculty survey
- Input from PTSO, School Council, and other groups with parent/guardian participation

**Goal 4: Continue the work begun in 2013-2014 to raise awareness of mental health issues and their impact on learning. Specifically, work to do the following:**

- 1) Continue to evaluate the effectiveness of our current supports, protocols, and programs;**
- 2) Determine how to better support students and families;**
- 3) Examine structures such as schedules, assessment practices, and homework for their impact on stress;**
- 4) Engage the community to examine sources of stress for students and take a collaborative approach to addressing them;**
- 5) Continue to engage students in our efforts to increase awareness via SOS trainings.**



*Background and Rationale:* We begin the work of mental health education and awareness in 2014-2014 by using professional learning and faculty meeting time to educate faculty & staff about our current programs and services, the impact of depression and anxiety on learning, the impact of trauma on learning, and suicide prevention and awareness. We hope to continue this work, including expanding to include a community education and partnership component.

*Strategies:*

- Use of high school professional learning and faculty meeting time to engage faculty and staff.
- Partner with the PTSO leadership and Forums chairs to engage parents, guardians, and the larger community.
- Explore partnerships with referral organizations to increase support for families.
- Use advisory, physical education/health classes and other venues to include students

*Outcomes:*

- Students are trained in SOS protocol (ACT)
- Forums and PTSO parent discussion mirror HS mental health initiatives
- Hospitalization/STAR program data used (longitudinally) to examine impact on student community

*Timeline:*

- The 2014-2015 school year.

*Responsible Parties:*

- ABRHS Administrative and Leadership Teams
- ABRHS faculty & staff
- PTSO

*Evaluation:*

- Faculty survey
- Input from PTSO, School Council, and other groups with parent/guardian participation
- Input from students via Advisory