



Acton-Boxborough Regional School District

16 Charter Road

Acton, MA 01720

978-264-4700 www.abschools.org

Acton-Boxborough Regional High School School Improvement Plan for 2017-18 School Year

School Council Membership

Name	Role	Year of Term
Larry Dorey	Interim Principal, Co-Chair	1
Elizabeth Green	Parent Rep	2
Lauren Gilman	Parent Rep	2
Diane Ross	Parent Rep	2
Julia Du	Parent Rep	1
Cindy McCarthy	Community Rep	2
Todd Chicko	Staff	4
Janet Maxwell	Staff	4
Jen Gabel	Staff	4
Lisa Dahill	Staff	3
Meera Joseph	Student Reps	Sr
Sela Matarese	Student Reps	Sr
Heather Zambarano	Student Reps	Sr
Augustus Teran	Student Rep	Sr
Connor Champigny	Student Rep	Jr
Michael Li	Student Rep	Jr

Goal: School and Student Wellness

We will put our students' wellbeing at the center of teaching and learning and build opportunities for mindfulness and wellness into our school structure.

Background and Rationale:

The high school is moving into year five of a focus on mental health, wellness, and learning. Next year, we will focus our efforts on incorporating mindfulness strategies into the school day and continue to bolster our preventive measures related to student mental health and wellbeing. We will provide professional learning, training, and resources for staff and students while continuing to engage the community in this work. It is our expectation that all stakeholders (students, staff, and parents/guardians) will play a role in this work.

Strategies:

- Continue mental health awareness and suicide prevention efforts
- Incorporate mindfulness practices into Advisory and explore the possibility of incorporating practices into classes
- Faculty Wellness Committee will focus on incorporating mindfulness into our school day
- Increase counselor availability for student check-ins and incorporate new school social workers to meet with students in crisis and to engage in preventative work
- Help students identify strategies to manage stress, including mindfulness
- Continue our work on the high school day schedule (including start time) that supports student wellness and with the goal of a 2-week schedule pilot in March 2018
- Continue to engage in PK-12 Challenge Success partnership with a focus on school day schedule, workload and homework, and community engagement.

Outcomes:

- Monthly Wellness Workshops that include speakers and student-led presentations and activities with the theme “Because You Matter”
- Wellness-themed academic planners distributed to all students for 2017-2018 school year
- Counselor led groups to discuss depression and mental illness and resources to ask for help
- Increase availability of counselors to meet with students on a drop in and non-crisis basis
- Signs of Suicide (SOS) trainings and depression/suicide screenings for 9th and 12th graders

- Presentations and discussions about depression and resources for help for all grade level classes
- Suicide prevention gatekeeper training for all new staff members

Goal: Classroom Instruction and Assessment

We will continue our work to develop common language and expectations for assessment across the high school. This includes that it be a reasonable amount, that we consider the scheduling of assessments, that assessments are thoughtfully relevant and authentic, and that assessments directly reflect the objectives of a course, unit, or lesson.

Background and Rationale:

During the 2014-2015 school year, we surveyed our students about sources of stress within their experience at A-B. We hoped to understand which aspects of their experience as high school students most contribute to stress and anxiety.

Assessment was identified as a significant source of stress for students. In response to this information, the high school faculty spent time during the 2015-2016 school year looking closely at teaching and learning and specifically examining the role that assessment plays at the high school. We continued this work for the 2016-2017 school year, including piloting an assessment calendar prior to midyear week and supporting teachers who incorporated authentic, project-based and other alternative assessments throughout the school year.

In the 2017-2018 school year, our focus will be on *building capacity within our staff for authentic and alternative assessments*. We will provide models and incorporate professional learning opportunities with the goal of

increasing the number of authentic and alternative assessments across disciplines as we approach the pilot of a new school day schedule.

Strategies:

- Adjust midyear week assessment calendar based on feedback from 2016-2017
- Use faculty meeting, department meeting, and professional learning release time to provide models and engage in both discipline-specific and cross-disciplinary conversations related to assessment (fall and winter).
- Align homework and assessment free weekends and vacations with the Junior High, including dates assignments can be due post-break
- Align athletic schedule with homework and assessment free weekends and vacations
- Individual, department based work to experiment with and share strategies related to assessment
- Communication with parents and community to inform and educate about assessment work that supports Challenge Success partnership

Outcomes:

- Students and teachers see the "big picture" of knowledge, including more focus on learning and inquiry and less focus on grades and levels
- A focus on elements of student and staff wellbeing, including better sleep habits and stress management and less stress related to assessment
- Meaningful and varied assessment practices, including flexibility, interdisciplinary learning, project-based learning that reflect depth of learning

- Under the umbrella of Challenge Success work, shifts in the school community to value the "whole student" versus grades, test scores, competition, and college entrance
- A shift from an "assessment" mindset to a "feedback" mindset as a means to empower students to own their learning
- Feedback measured through the Faculty Survey, Senior Survey, Challenge Success Data, and parent/guardian feedback

Assessment of Previous Year's School Improvement Plan

Goal: Social and Emotional Learning (SEL)

We will put our students' wellbeing at the center of teaching and learning while maintaining our standards.

Outcomes/evidence and means by which they were assessed:

- Results from senior survey show that students generally feel that students support each other at the high school
- Results from faculty survey show that staff members generally feel that staff and students are supported at the high school

Ongoing measurement:

- Students are able to manage setbacks and stress as evidenced through Student Support Team (SST) data, the informal collecting of feedback through Advisory, self-reporting to counselors, attendance, and classroom experiences
- Our Challenge Success data reflects a shifting definition of success that allows all students at all academic levels and of all abilities to feel respected, valued, and seen as members of the A-B community.
- Perceptions of wellness (self and others) as measured by The Faculty Survey, Senior Survey, and parent/guardian feedback.

Goal: Classroom Instruction and Assessment

We will develop common language about expectations for assessment across the high school. This includes that it be a reasonable amount, that we consider the scheduling of assessments, that assessments are thoughtfully relevant, and that assessments directly reflect the objectives of a course, unit, or lesson.

Outcomes/evidence and means by which they were assessed:

- Adjustments made to Midyear week in response to student, staff, and community feedback
- Assessment calendar piloted prior to Midyear week
- Professional learning time related to variety and flexibility of assessments (including sharing assessments and commitments to use alternative assessments across disciplines)
- Used faculty meeting time to engage in cross-disciplinary work to create common language and expectations related to assessment
- Increased communication to staff regarding homework-free weekends and vacations to clarify expectations during those periods
- Individual departments shared strategies related to assessment

Ongoing measurement:

- Feedback measured through the Faculty Survey, Senior Survey, Challenge Success Data, and parent/guardian feedback

Goal: Social and Emotional Learning (SEL)

We will put our students' wellbeing at the center of teaching and learning while maintaining our standards.

Background and Rationale:

This goal is a continuation of a three-year plan to focus on mental health, wellness, and learning. We began this work in 2013 to increase our understanding of the connection between mental health and learning. In the context of this ongoing work, we will continue to focus on our students' social and emotional learning (SEL). We aspire to build capacity within our school to help students to be well and to strengthen skills of resilience, relationship building, self-management, self-care, and stress management. This includes educating students to lead healthier, more balanced lives overall. We will provide professional learning, training, and resources for staff and students while continuing to engage the community in this work.

Strategies:

- Incorporate mindfulness practices into Advisory and explore the possibility of incorporating practices into classes
- Encourage physical wellness through both formal classes and by encouraging and providing information about informal opportunities to students and families (Physical Education and Health website)
- Help students identify strategies to manage stress
- Examine our school day schedule (including start time) and its impact on student wellness and learning
- Educate students to find balance in the academic, physical, and social aspects of their lives
- Focus on the importance of building relationships with regard to learning, especially staff and student connections
- Engage in PK-12 Challenge Success partnership

Outcomes:

- Members of our teaching and learning community are mindful of one another, including their own sense of wellbeing and that of others (student and faculty surveys)
- Students are able to manage setbacks and stress as evidenced through Student Support Team (SST) data, the informal collecting of feedback through Advisory, self-reporting to counselors, attendance, and classroom experiences
- Our Challenge Success data reflects a shifting definition of success that allows all students at all academic levels and of all abilities to feel respected, valued, and seen as members of the A-B community.
- Perceptions of wellness (self and others) as measured by The Faculty Survey, Senior Survey, and parent/guardian feedback.

Goal: Classroom Instruction and Assessment

We will develop common language about expectations for assessment across the high school. This includes that it be a reasonable amount, that we consider the scheduling of assessments, that assessments are thoughtfully relevant, and that assessments directly reflect the objectives of a course, unit, or lesson.

Background and Rationale:

During the 2014-2015 school year, we surveyed our students about sources of stress within their experience at A-B. We hoped to understand which aspects of their experience as high school students most contribute to stress and anxiety.

Assessment was identified as a significant source of stress for students. In response to this information, the high school faculty spent time during the 2015-2016 school year looking closely at teaching and learning and specifically examining the role that assessment plays at the high school.

In cross-disciplinary groups, we discussed what it might look like if we were successful in reducing student stress related to assessment. We will continue this work next year with the hope of creating common understandings, expectations, and procedures related to assessment and learning at the high school.

Strategies:

- Continuation of Midyear Week Pilot with adjustments in response to student, staff, and community feedback
- Examine the level system and its impact on student wellbeing and learning
- Professional learning related to variety and flexibility of assessments
- Continue to use faculty meeting time to engage in cross-disciplinary work to create common language and expectations related to assessment
- Continuation of periodic homework-free weekends and vacations with adjustments to increase the likelihood that students will have a true break
- Individual, department based work to experiment with and share strategies related to assessment
- Pilot an assessment calendar at point during the school year with the goal of equitable distribution
- Communication with parents and community to inform and educate about student learning goals and Challenge Success partnership

Outcomes:

- Students and teachers see the "big picture" of knowledge, including more focus on learning and inquiry and less focus on grades and levels
- A focus on elements of student and staff wellbeing, including better sleep habits and stress management and less stress related to assessment
- Meaningful and varied assessment practices, including flexibility, interdisciplinary learning, project-based learning that reflect depth of learning
- Shifts in the whole school community to value the "whole student" versus grades, test scores, competition, and college entrance
- A shift from an "assessment" mindset to a "feedback" mindset as a means to empower students to own their learning
- Feedback measured through the Faculty Survey, Senior Survey, Challenge Success Data, and parent/guardian feedback

Assessment of Previous Year's School Improvement Plan

Goal: Mental Health, Wellness, and Learning

In the context of a 3-year plan, we will continue the work begun in 2013-2014 to raise awareness of the connections between mental health, wellness, and learning. Our goal in Year 3 is to engage the community in this work. Simultaneously, the high school leadership team will continue its work examining workload, homework, assessment, and learning.

Outcomes/evidence and means by which they were assessed:

1. Partner with the PTSO who will take the lead to engage the parent/guardian community. **(In progress)**
2. Engage the community to examine sources of stress for students and take a collaborative approach to addressing them. **(In progress/Challenge Success data will assist with this)**
3. Provide opportunities for feedback and dialog regarding the impact of mental health and wellness on learning. **(Challenge Success data, Faculty Survey Data, Senior Survey data, Advisory feedback)**
4. Provide opportunities for feedback regarding workload and homework practices. **(Student Survey)**
5. Provide opportunities to educate the community as to its impact on students' levels of stress and strategies to promote student wellness. **(In progress/Challenge Success will assist)**

The Leadership team engaged in the following:

1. Analyzed 2015 student survey data related to workload and homework.
2. Analyzed 2015 faculty survey data related to workload and homework.
3. Analyzed 2015 senior survey related to workload and homework.
4. Piloted midyear week in January 2016.
5. Piloted new 11th grade health aspect of course.
6. Analyzed data related to Student Support Team (SST) and number of student referrals.

Goal: School and Community Awareness of Administration Team Structure

Given changes within the administrative team, we will continue to educate the school community about the team structure by making visible the new members of the team and by creating a culture where all six team members (principal, two associate principals, two deans, and the director of athletics) play an active and visible role in school and community events, programming, and decision-making.

Outcomes/evidence and means by which they were assessed:

- 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. **(In progress, will continue for 2016-2017)**
- Communication from the administrative team will be consistent, clear, and will help the school community to feel connected and informed. **(Will be ongoing)**
- Faculty survey data will be analyzed, compiled, and shared with relevant groups. **(Completed)**
- Input will be solicited from PTSO, School Council, and other groups with parent/guardian participation. **(Completed and will continue)**
- Student input will be solicited via Advisory. **(In progress)**

In addition, the administrative team did the following:

- Principal and Associate Principals visited 75% of high school teachers' classes in the first quarter of the school year
- Principal visited 100% of 9th grade Physical Education classes between September and November

School Improvement Plan Template

- A-B events consistently attended by a member of the administrative team (Principal, Associate Principal, Dean, Athletic Director)



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RJ Grey Junior High School

Acton-Boxborough Regional School District

**School Improvement Plan
for 2017-2018**

Submitted By: Andrew Shen, Principal
June, 2017

School Council Membership, 2016-2017 School Year

<u>Name</u>	<u>Role</u>	<u>Year of Term</u>
Andrew Shen	Principal, School Council co-chair	NA
Maureen Lin	Junior High Teacher	1st of 2-year term
Rebecca Mazonson	Junior High Teacher	1st of 2-year term
Tracey Smith	8th grade parent	2nd of 2-year term
Susan Kenyon	8th grade parent, co-chair	2nd of 2-year term
Tom Wolf	7th grade parent	1st of 2-year term
Michelle Hanlon	7th grade parent	1st of 2-year term

2016-2017 School Council Meeting Dates:

(for minutes and handouts of individual meetings, please go to: <http://rjgrey.abschools.org/school-council>)

October 17, 2016
November 21, 2016
December 5, 2016
January 9, 2017
March 6, 2017
May 1, 2017
June 5, 2017

Goal One: Continue to develop and enhance the Junior High curriculum through ongoing emphasis on literacy in all subject areas and ongoing refinement of curricular sequencing and pacing to reflect District goals associated with, but not limited to, literacy. ***Additionally, expand our literacy work to include focused attention on cultural literacy and competency amongst both students and staff.***

Background and Rationale: Consistent with the District's priorities, the Junior High remains committed to the notion that addressing literacy is fundamental to students successfully engaging with content knowledge, and that content is essential to assisting students develop key skills in the areas of reading, writing, speaking, listening and critical thinking. This initiative is entering its fifth year, and we continue to utilize a model where a small cohort of teaching staff serve as the stewards of this work and commit to modeling and leading staff development in this area. ***As our school continues to look more closely at our attention to issues of equity and diversity, our literacy work is a natural arena for this issue to be examined and cultivated.***

Strategies:

- Continue the Junior High's **Disciplinary Literacy** initiative, entering Year 5 of this work that emphasizes professional development and curriculum development. Provide staffing support, learning material support, necessary release time, and outside consultation as needed
- Continue and expand our professional learning efforts that utilize the work of **Beers & Probst**, and emphasize strategies and teaching methods that are rooted in their work. Plan additional opportunities for teacher engagement in the Fall when Beers and Probst return to RJ Grey.
- Leverage the work and position of the new Department Coordinators to facilitate **department-specific work** related to incorporating literacy practices into classroom instruction and assessment.
- Provide funding to expand and diversify classroom texts and resources that complement the work of the Disciplinary Literacy cohort with the goal of establishing classroom text sets in multiple classrooms.
- Support staff through time and materials to partner with colleagues to **pursue interdisciplinary projects**
- Continue to support and institutionalize the ongoing work of the **Diversity & Equity working group** comprised of RJ Grey staff members. Set aside staff meeting time for ongoing professional learning that is planned by the working group.
- Continue to **support and fund professional learning for members of the Diversity & Equity working group**, and additional staff, to expand their comfort and skill set for facilitating work on issues of diversity. Leverage the training of staff members who participated in the SEED training during the Summer of 2017.

Outcomes:

- **Expanded** implementation of effective literacy strategies within the classroom by RJ Grey teacher evidenced by new interdisciplinary endeavors between Science, Social Studies, and English. At least three examples of interdisciplinary projects/efforts pursued during the school year.
- Teacher-led and designed practices that reflect disciplinary literacy work evidenced by at least two additional professional learning sessions (department and team) meetings) organized and led by teaching staff
- Increased dialogue about literacy strategies between teachers and their evaluators, as evidenced in evaluation write-ups
- Hold at least one staff meeting/professional learning session facilitated by staff members who participated in the SEED training program.
- Offer at least one additional professional learning workshop to the Diversity & Equity working group to expand their work as facilitators of this initiative
- Department Coordinators will have led at least one department meeting that examines strategies and practices related to disciplinary literacy.

Goal Two: Continue to enhance and develop academic supports for students within our “High Needs Population” who would benefit from additional intervention and/or adult engagement in order to experience academic success (continuation from previous five years -- ‘12-13 thru ‘16-17). *Place special emphasis and attention next year to our strategies for supporting the success of our Emerging Bilingual students, as well as general education interventions that can serve a broader range of student needs.*

Background and Rationale: 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 continue to feel an obligation to pay increased and sustained attention to the needs of RJ Grey students who continue to struggle academically and/or whose personal and educational circumstances calls for specialized instruction. There will always be students who may not experience immediate academic success at RJ Grey, and we are committed to expanding the number and scope of interventions that we provide for them. Additionally, our population within the Special Education and Emergent Bilinguals cohorts is increasing in both size and complexity of needs and will continue to be an area of focus for our work.

Strategies:

- Continue to prioritize and fund other professional learning opportunities and summer work that streamline, improve, or expand our work and communication related to students who receive **additional academic support** (general education or special education)
- Pursue work during the summer to **strengthen our intake and registration process** for students who will be receiving English Language instruction, especially students who have recently moved to the United States.
- Continue to work with all staff to expand their instructional strategies to effectively serve our Emerging Bilingual students
- Assess the current model for supporting Emerging Bilingual students and consider possible adjustments that may involve staffing or programs that would require funding proposals as part of the budget process
- Continue to work with the **Child Study team** and staff to identify additional general education interventions and pre-referral strategies to support struggling students. Utilize and structure these interventions as diagnostic tools to collect additional data on the needs of the student
- Incorporate District work with **Challenge Success**, and data and feedback gathered through the process, to lend insight into our ongoing work in this area
- Identify possible strategies for offering additional support and interventions in the areas of **reading support, social pragmatics, and executive function**

Outcomes:

- Continued implementation and development of **new intervention strategies in areas of reading support, social pragmatics and executive function**. Ongoing review of those new strategies to identify areas to adjust or modify moving forward
- Sharing of strategies and resources to classroom teachers on effective in-class intervention strategies that can and should be implemented in advance of considering a referral for special education testing
- Implementation of additional steps of Emergent Bilingual intake process that provides information that can guide development of support plans for students receiving EL services.
- Developing and presenting a proposal for adjusting and increasing EL services and staffing to reflect the shifting and potentially increasing needs of our emerging bilingual student population

Goal Three: Continue to attend to efforts that address the social and emotional health of our students, including expansion of extra- and co-curricular programming, and professional learning for staff on critical aspects of student well-being and safety. *Continue to evaluate and identify aspects of school practice that can/should be adjusted to better reflect our commitment to supporting all students.*

Background and Rationale: The social and emotional health of our students has been highlighted as a priority within our District for several years. This issue covers a wide range of issues and concerns, ranging from ensuring that a broad range of student extracurricular interest is met and supported, to the emergence of emotional health-related problems and challenges within our student population. As populations in our two communities continues to shift and change, there is reason to believe that some of our offerings and strategies for engagement and support may need to be adjusted to reflect these changes. *Additionally, our District is committed to the evolution of our policies and practices to reflect shifting understanding of our student population as it relates to elements of identity including, but not limited to, gender, sexual orientation, language, immigration status, and ethnicity.*

Strategies:

- Increase exposure and emphasis on the **JH Community Service** recognition program with the goal of greater participation by students.
- Deliver the **Signs of Suicide (SOS) lesson** and screening tool to 7th grade students with adjustments to implementation plan based on experiences during Spring 2017.
- Administer the **District-selected school climate and culture survey** to collect data about RJ Grey.
- Identify practices where we can better accommodate and acknowledge a shifting understanding of gender identity in terms of how we organize school activities and programs, facilities, and curriculum.
- Work with **Common Ground** student organization (RJ Grey's Gay-Straight Alliance) and other staff and students organizations to expand efforts to establish a safe climate for all students.
- Support and champion the District's work with **Challenge Success**, including professional development for staff, community dialogues and presentations for parents/guardians, and gathering feedback from students about their current experiences.
- Continue to support the continuation and **development of student clubs and activities**, including ones with a health and wellness focus, and activities that have not traditionally been offered
- Incorporation of the **RJ Grey community vegetable garden** into the life of the school as well as various curricular and co-curricular programs at RJ Grey. Seek out teams and school clubs that may wish to invest in the garden as part of their engagement with students.

Outcomes:

- Successful implementation of **Signs of Suicide** program with adjustments and modifications based on 2016-2017 feedback and experiences. This includes streamlining of parent communication and permissions process, scheduling of lessons and coordination of staffing.
- The JH Community Service program will have participation from at least 15% of the student body
- At least four teams and/or school programs will have utilized the community vegetable garden as part of a co-curricular activity.
- If funding is available, support the creation of at least three new after school student groups.
- Successful administering of the District-selected school climate survey
- Participation in professional learning and parent programming that highlights and reinforces our District's Challenge Success-related work and efforts
- Identification of practices that should be adjusted to reflect shifting understanding of gender identity, and working with staff to properly and thoughtfully implement those changes and shifts
- At least one initiative in partnership with Common Ground and/or other student groups that is focused on establishing a safe climate for students

Goal Four: Establish plans for implementing a new school schedule for the Junior High for the 2018-2019 school year.

Background and Rationale: Our commitment to pursuing a new school schedule is motivated by a number of interests. Our District's work related to **Challenge Success** and the themes related to student health and well-being has strongly influenced this effort, along with our ongoing commitment to developing additional strategies to support struggling students and improve instructional practices. The Junior High is interested in identifying options that would provide for longer instructional periods, fewer transitions during the day and week, opportunities for "down time" and flexibility to incorporate interventions and additional support to students throughout the day.

Strategies:

- Continue to engage with staff in the Fall of 2017 about the various options and interests that have been developed by the Schedule Committee
- Establish and implement a plan to engage and educate the parent community (particularly 7th grade families) about the elements of the new schedule through written pieces and possibly an evening workshop
- Consider **piloting the new schedule** in the Spring for a one to two-week period
- Plan **a series of professional learning sessions throughout the year** that assists teachers with effective teaching strategies for longer instructional periods
- Plan professional learning sessions that might be needed to prepare staff for other new(er) elements of the school schedule, such as advisory, flex or intervention blocks
- Continue to test-drive and analyze the technical elements of the schedule and confirm our ability to meet educational and staffing requirements and expectations, along with issues related to supervision, space, and time.
- Collaborate with the High School and the Superintendent's Office on issues related to shared staffing and coordination of other resources such as transportation

Outcomes:

- Determination of a new schedule to be adopted by RJ Grey and a commitment to an appropriate timeline for implementation
- Families will have an understanding of the goals and objectives of the schedule change, and the challenges and benefits of both the current schedule and new schedule
- Staff will have participated in various exercises to provide feedback, offer questions and share observations about the implementation of a new schedule
- An explicit plan of action will be written to provide technical guidance and direction for implementation of a new schedule, including a timeline for each dimension of the transition
- Identify a plan of action to address staffing and resources that need to be shared with the High School, and that is endorsed by the Superintendent's Office.
- Staff will have participated in a series of professional learning sessions that are specifically focused on supporting their adjustment to elements of a new schedule (i.e. longer instructional periods, intervention services, etc.).

Merriam School
School Improvement Plan for
2017- 2018 School Year

School Council Membership for 2016-2017:

Name	Role	Year of Term
Ed Kaufman	Principal	
Juliana Schneider	Assistant Principal	
Christy Nealon	Teacher	1st of 3-year-term
Michele Pruett	Teacher	1st of 3-year-term
Karen Sonner	Teacher	3rd of 3-year-term
Chuck Pollack	Parent	1st of 3-year-term
Tushar Katarki	Parent	3rd of 3-year-term
Chris Brown	Parent	3rd of 3-year-term
Lara Plaskon	Parent	3rd of 3-year-term

GOALS for 2017-2018

Goal 1:

Continue developing projects and aligning our curriculum maps at each grade level in order to integrate both reading and writing instruction.

Background and Rationale:

As a project based learning school which emphasizes the integration of all subject areas, careful planning of instruction is necessary. Teachers have been working on developing common projects for each grade level, as well as creating curriculum maps. Such careful planning contributes to creative opportunities for children and collaboration for teachers both during the planning process and throughout the execution of projects in classrooms.

This past year we developed a Curriculum Committee to grapple with topics including changing frameworks and creating vertical consistency throughout the school. This work has led us to deepening our definition of a curriculum map and working together to create templates for grade levels to use in order to meet school goals. Curriculum maps will allow for all teachers (classroom and special educators) to maintain high expectations and authentic experiences for all learners.

Strategies:

1. Teachers will continue to use grade level time and protocols to develop curriculum maps that incorporate scope and sequence, standards, essential questions.
2. A representative from the Curriculum Committee will facilitate the continuation of curriculum mapping using a more expansive template and guidelines.
3. Curriculum maps will reflect common projects for grade levels, as well as scope and sequence and standards.
4. Literacy coaches will continue to support teachers in finding texts that support projects, and in supporting the teaching of reading strategies through these texts. Coaches will work with teachers in the planning of integrated curriculum.
5. Building Based Half-Day Thursdays will be used in order to continue curriculum mapping at each grade level.
6. The Curriculum Committee will continue to meet in order to continue developing structures, and in order to communicate around vertical alignment and across grade level goals.
7. Curriculum Committee members who represent every grade level loop will attend Curriculum Bootcamp through Curriculum 21 in New York City in order to deepen their understanding of curriculum mapping. This work will allow these teachers to facilitate grade level time in meaningful and productive ways.

Outcomes:

1. Grade levels will have completed curriculum maps in December 2018, incorporating all content area as well as reading and writing instruction.
2. Grade levels will have three completed projects in June 2018. Project implementation began during the 2016-2017 school year.
3. Projects will remain at the center of our curriculum maps and all literacy instruction (reading, writing, digital literacy) will support this work.

Goal 2:

Rewrite our homework policy.

Background and Rationale:

With a district emphasis on the health and wellbeing of children, as well as our district work around Challenge Success, Merriam School explored different ways to promote wellness within our community . During the first year of this goal, we focused on the role of homework in our school by engaging with families and teachers. During the second year of this goal (2017-2018), teachers will work together on rewriting our homework

policy which will reflect the district's newly adopted homework policy and the district's focus on PDF: Playtime, Downtime and Family Time.

Strategies:

1. Review the newly adopted district policy.
2. Use staff feedback to create a Merriam Homework Policy.
3. Clarify Merriam's execution of the district plan
4. Communicate Merriam's policy to families
5. Implement new homework policy in January 2018

Outcomes (year 2):

Merriam Staff will use the School Committee's adopted Homework Policy as well as what we have learned through our district's Challenge Success work in order to write and finalize a Merriam School Homework Policy.

Goal 3:

Implement the Social Thinking curriculum.

Background and Rationale:

The Merriam School Counselor, School Psychologist and many classroom teachers and special educators have attended Professional Learning seminars focused on Social Thinking. This curriculum focuses on self-regulation and has been implemented in some classes throughout the school. Momentum and excitement has grown, teachers find it to be beneficial and many have asked to be trained. We will train our staff and adopt this curriculum school-wide in the 2017-2018 school year.

Strategies:

1. Train all teachers and assistants during our August Professional Learning days.
2. The School Psychologist, the School Counselor and previously trained teachers and support staff will model and coteach lessons within classrooms as teachers implement the initial lessons at the beginning of the school year.
3. Teachers will create teacher resources through committee work. They will integrate Social Thinking, Open Circle and Responsive Classroom.
4. Older students will present Social Thinking material at All School Meetings in order to emphasize the importance and provide peer modeling for the school.
5. Teachers will use "reading buddy" time in order to review language and concepts from the Social Thinking curriculum with students, and in order to provide the modeling across grade levels.

6. All classrooms will implement a common language and common strategies for self-regulations by June 2018.

Outcomes:

Staff and students will increase their capacity and toolbox for handling life's challenges.

Goal 4:

Implement the theme *resilience* schoolwide.

Background and Rationale:

Each year Merriam School adopts a theme for the year. As we continue our focus on the wellness of staff and children, we decided on the theme "resilience."

Strategies:

1. Two theme days and one community day will focus experiences that model for students what it means to be resilient, as well as help children define it for themselves.
2. Staff meetings will focus on creating shared language and shared activities to better support students to develop skills which promote resiliency (Social Thinking Curriculum as well as completing the Homework Policy which reflects Challenge Success)
3. Staff will read excerpts from Growth Mindset by Carol Dweck throughout the year in order to create opportunities at staff meetings for conversation around growth mindset and resilience. Additionally, we will think about how our Project Based Learning philosophy supports opportunities to teach resiliency.
4. Incorporate PBL and resiliency intersections (above) into our work with the Curriculum Committee. Thread enduring understandings around resiliency into our language, approach and curriculum at grade levels through our Curriculum Map work.
5. Publicise Family Learning Series presenters around resilience.

Outcomes:

Staff and students will demonstrate an increased awareness of practices and strategies to grow resiliency.

Assessment of 2016-2017 School Improvement Plan

Goal 1:

Continue developing projects and aligning our curriculum maps at each grade level in order to integrate both reading and writing instruction.

Outcomes/evidence and means by which they were assessed:

During the 2016-2017 Merriam School grade levels worked with literacy coaches to work on their own classroom instruction as well as to plan integrated units incorporating reading, writing and content area, supporting projects. This year in our Curriculum Committee, teachers began to develop templates for curriculum maps that were more comprehensive and included many more resources. These documents will be developed consistently across grade levels, incorporate common core standards and are PBL driven. Once these templates are completed, The Curriculum Committee will facilitate the work within grade levels.

Additionally, we have invested money and worked with our literacy specialist and district curriculum specialists in order to increase classroom access to nonfiction titles supporting project work. We will continue bolstering our classroom libraries in the coming year.

Goal 2:

Provide opportunities to promote wellness at Merriam School.

Outcomes/evidence and means by which they were assessed:

During the 2016- 2017 school year, our School Council in collaboration with our PTO hosted a series of PTO meetings, called “Community Conversations” in which we explored the topic of homework. Together we examined our own experiences of homework and how that impacts our own perspective on it. Simultaneously, staff looked more closely at our Merriam School Homework policy and began a process of thinking more deeply about how we might modify our policies in order to reflect our our values and what is in the best of interest of supporting students. We looked closely at research in the field, including looking at Denise Pope’s work through challenge success and the book Overloaded and Underprepared.

Merriam School will continue this work and complete this process in the 2017-2018 school year. Merriam will align its policy with the newly adopted district homework policy, while supporting the Merriam School philosophy.

Goal 3: Bring a sense of gratitude into our school in a way that fosters a love of learning, sense of community, and deepening of relationships.

Outcomes/evidence and means by which they were assessed:

Throughout the school year we infused gratitude into our school culture in a multitude of ways. We had two, school wide-theme days and a community day. At community day, students read books and looked for gratitude themes, tried to hone a definition of gratitude, and experienced listening with grateful ears to the sounds around them.

During the winter theme day, students furthered their study of gratitude. They made gratitude glasses, painted gratitude rocks and experienced feeling grateful for their bodies and the many things it can do.

During our Spring theme day, students revisited their definition of gratitude on a gratitude walk around our grounds. They became aware of all we have to be grateful for in our school yard. They also shared gratitude with a group from the high school. We invited the high school improv group to demonstrate our concept of a gratitude flip. The audience came up with a situation that could be thought of as negative and the high school actors acted out how to use gratitude to flip it into a more positive experience. Lastly, Merriam students created covers for a family gratitude journal. Our intention is that these gratitude journals can be used at home to further grow students' gratitude practices.

Gratitude was grown in individual classrooms and then spread into the community. Many classrooms created gratitude rocks for community members. These rocks were presented at various all school meetings throughout the year. The kindergarteners gave their rock to the police and firemen. The third and fourth grade gave their rocks to people in the building like the school librarian and the custodians. A first grade class gave their rock to a high school volunteer. The fifth grade classrooms gave their rocks to people who inspire them; Lin Manuel Miranda and Isaiah Thomas.

Gratitude was also practiced by the staff. We practiced at the beginning of staff meetings, sharing thank yous or unexpected positives that had happened recently, shared staff complements in our teacher council notes, and held a committee that shared gratitude practices for individual teachers and groups. Gratitude also popped up more frequently between colleagues as a result of these structures.

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McCarthy-Towne School
School Improvement Plan for
2017-2018 School Year

School Improvement Plan

School Council Membership

Name	Role	Year of Term
David Krane	Principal (Chair)	Permanent
Laura Krieger	Parent	2015-2017
Karen Wolfson	Parent (Co-Chair)	2016-2018
Jessica Lubets	Parent	2016-2018
Kerry Lewis	Parent	2015-2017
Isabel O'Connor	Faculty	2016-2018
Kari James	Faculty	2016-2018
Nancy Kolb	Community Representative	(Appointed)

First Goal: Continue to develop and support the workshop model in all classrooms:

- A. Participate in professional learning activities to improve teaching and learning to support the Common Core curriculum
- B. Continue to inform families about the Workshop Model

Background and Rationale:

McCarthy-Towne School will be entering the fourth year of a professional learning relationship with Teachers College Reading and Writing Project (TCRWP) at Columbia University. For the fifth year in a row, we will be sending a group of teachers to the Teachers College Summer Reading Institute, and one teacher will attend the Summer Writing Institute. These weeklong Institutes add to teacher knowledge and skill base around the Reading and Writing Workshop model. Project Staff Developers visit us during school to work with teachers to synthesize work done during the school year with the summer work.

We will also continue to use the Workshop model for mathematics instruction. In mathematics, we will design instruction to blend the content standards and the practice standards. This effort is teacher-driven, using a variety of existing Math Workshop ideas and concepts, and fitting them within the structural framework of the Reader's and Writer's Workshop models as outlined by Teachers College. Familiarity and experience with this structure will allow educators and students to more easily transition into the instruction.

School Improvement Plan

Strategies:

ELA

- a. Continue to participate as a Project School
- b. Continue to send faculty to Teachers College at Columbia University for on-going training at the Reading and Writing Project
- c. Continue to integrate content instruction during Workshop time
- d. Adjust classroom and school-wide schedules to support instructional change

MATH

- a. Pilot within two grade-level teams the exploration and implementation of the Workshop model to advance mathematical concepts and skills
- b. Explore the use of assistants to support classroom math instruction
- c. Adjust classroom and school-wide schedules to support instructional change
- d. Allow time for faculty observation of Math Workshop in action in schools outside of this district

Outcomes:

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

Second Goal: To enhance social vocabulary and interactions for all children by continuing to use Responsive Classroom for the school community and by adding training from the Social Thinking curriculum.

We will take a pro-active, educational approach to creating a positive social environment that fosters respect and compassion for all. We will set school community-wide expectations and norms including both adults and children.

School Improvement Plan

Background and Rationale:

Responsive Classroom and Social Thinking are specific research-based curricula that address social interactions that give students strategies to be contributing members of classroom and school communities. We will tie in the Social Thinking and the Responsive Classroom platforms with district-wide goals of building social/emotional health for all students and faculty in the ABRSD.

Improving a person's social thinking begins with improving self-awareness. Only as individuals gain awareness of their thoughts, emotions, and intentions can they become increasingly aware of the thoughts, emotions, intentions, and actions of others. (From Social Thinking's Statement of Philosophy)

This self-awareness enables students to connect to the academic realm, including critical thinking, reading comprehension, social problem solving, written expression, and perspective taking.

This is an ongoing goal for our school community. This year we will work with a consultant from the Social Thinking organization who will spend a day with the faculty working on approaches to enhance a positive social atmosphere with specific strategies for both educators and students.

Strategies:

- a. Schedule parent information forums that specifically address the mechanics and philosophy of Responsive Classroom
- b. Offer workshops on Responsive Classroom for the entire faculty
- c. Use the language and strategies of Social Thinking in conjunction with the structures of Responsive Classroom
- d. Plan to offer Professional Learning that would blend the ideas and concepts of both Social Thinking and Responsive Classroom
- e. Purchase Social Thinking professional literature

Outcomes:

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.

School Improvement Plan

Third Goal: Continue to explore and implement methods of integrating visual art into the curriculum at McCarthy-Towne, deepening curriculum understanding and enhancing the social emotional well being of students. To this end, it is important to educate the McCarthy-Towne families and community about the value of Art Integration in the classroom, and to ensure that all faculty understand the importance of art integration and know how to best incorporate art into both the academic units of study and the social/emotional work of the classroom.

Background and Rationale:

Since the early days of McCarthy-Towne, Art Integration has been an important part of who we are as a school. Integrating art with content material has many benefits including new learning, deeper understanding, and internalization of the subject matter. Additionally, the experiential process encourages exploration, risk-taking, problem solving, and flexibility, while promoting positive self-image and the ability to express oneself. We believe that all learning needs to be grounded in experiential process, and that the more traditional focus on the product or outcome deprives students of an awareness of how learning can apply to their lives. Making visual art is an example of experiential learning. Additionally, reflecting and speaking about the art not only strengthens students' understanding of the content, but also of themselves as learners. Through art, students also learn to appreciate and value each other as members of a larger community.

Strategies:

- a. Designate time for teachers to collaborate and plan with the Art Integration specialist, school counselor, school psychologist, and administrators
- b. Provide school-wide and team-based professional learning opportunities for staff, which may include observing projects in process at various grade levels
- c. Schedule a school-wide Art Block on third Thursday afternoons for Professional Learning that could be managed by teacher teams
- d. Organize presentations to the community on the use of art in the social and emotional curriculum and in the academic curriculum

Outcomes:

School Improvement Plan

More deeply incorporating art integration will strengthen students' resiliency, self-confidence, expression, and academic risk-taking. Art integration will also promote student learning of subject materials, and teacher understanding of student strengths and challenges.

Assessment of Previous Year's School Improvement Plan

First Goal: Continue to develop and support the workshop model in all classrooms:

- i. Participate in professional learning activities in order to improve teaching and learning to support the Common Core curriculum
- ii. Continue to inform families about the function and meaning of the Workshop Model

Goal Assessment:

This is an on-going goal and one that necessarily should be present for continued faculty growth and optimum use of the Teachers College consultants. For the past number of years, our school has either been working on the tenets and structures of the Readers and Writers Workshop as collaborative grade level teams or individual teachers or with Teachers College consultants to improve and expand our range of literacy instruction. We continue to send educators to New York City to participate in Summer Institutes at Columbia and, in the fall of 2016, two educators and our Assistant Principal, were part of a weeklong Coaching of Reading Institute. This is the foundational work for later steps in enhancing both the teaching and learning for grade level teams and building collaboration about student learning among teachers and administrators. While we will begin to work with our TC consultants this coming academic year on Writing Workshop, we will also be connecting the work of reading instruction with the work of writing instruction for all teachers, general educators and special educators alike, as well as, of course, our students.

Second Goal: Responsive Classroom for the entire school community

School Improvement Plan

We will take a pro-active, educational approach to creating a positive social environment that fosters respect and compassion for all. We will set school community-wide expectations and norms that include both adults and children.

Goal Assessment:

The Responsive Classroom ideas and philosophies are becoming a part of the fabric of McCarthy-Towne culture. The work that began our school year with a Responsive Classroom consultant continues the work of the past few years. This is also a goal that is an essential part of community building and learning how to become a contributing and caring member of a school community. The language of the Responsive Classroom is also becoming as much a part of our school community as are the ideas and philosophies. Children respond well to specific language and, much like the Workshop instructional model, begin to take on a greater understanding of the meaning of that language as they experience it from grade to grade. In the coming academic year, we will start our year with a day-long workshop for all our staff with a consultant from Social Thinking. We see this as an opportunity for all staff to begin to use additional language structures and to teach additional problem solving strategies as an assist to positive community building.



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Paul P. Gates Elementary School

Acton-Boxborough Regional School District

School Improvement Plan 2017-2018

Submitted By: Lynne Newman, Principal

School Council Membership

Name	Role	Year of Term
Lynne Newman	Principal/Co-Chair	
Priscilla Kotyk	Assistant Principal	
June Montepeluso	Teacher	1st of a 3-year term
Rebecca Rosen	Parent/Co-Chair	2nd of a 3-year term
Manoj Thadani	Parent	2nd of a 3-year term
Mani Pandi	Parent	2nd of a 3-year term
Det. Luke Penney	Community Representative	1st of a 3-year term

2016-2017 School Council Meeting Dates

<http://gates.abschools.org/parents/school-council>

September 29, 2016

October 13, 2016

December 8, 2016

March 9, 2017

April 27, 2017

May 11, 2017

Goal One: Revise K-6 Standards-based Report Card

Background and Rationale: During the 2016 - 2017 school year the Gates School implemented a new standards-based report card that identified curriculum reporting standards and work habits & social development expectations in grades K - 6. Teachers will take the opportunity to review their grade level report cards and revise as needed.

Strategies:

Timeline: September 2017 - June 2018

Lead Parties: Gates Staff

- Review parent feedback
- Revise science standards as needed
- Update K- 6 standards-based report cards as needed

Outcomes: The K-6 standards-based report cards will be updated / revised as needed during the 2017-2018 school year.

Goal Two: Continue to Implement Responsive Classroom - Complete Positive Teacher Talk professional development and introduce the Responsive Classroom Teaching Discipline in the Classroom professional development

Background and Rationale: Gates is entering its third year of implementing the *Responsive Classroom* approach that emphasizes social, emotional, and academic growth in a strong safe school community. Gates continues to offer teachers the 4-day summer workshop (to date 10 staff members have attended) and provide professional development during the school year. Gates will complete the Positive Teacher Talk professional development kit and then move forward with the Teaching Discipline in the Classroom professional development kit.

Strategies:

Timeline: September 2017 - June 2018

Lead Parties: Gates Staff

- Offer *Responsive Classroom* Summer Workshop training to teachers
- Purchase *Teaching Discipline in the Classroom* professional development kit
- Provide *Responsive Classroom* professional development August 2017
- Complete Positive Teacher Talk professional development kit

- Introduce Teaching Discipline in the Classroom professional development kit

Outcomes: To implement the *Responsive Classroom* approach, staff will use positive teacher language that focuses on reinforcing language, reminding language, and redirecting language. Teachers will begin to implement the Responsive Classroom approach to discipline by helping children develop self-control, understand characteristics of positive classroom behavior, and value such behavior. Gates staff will provide clear expectations throughout the school day and actively teach children how to live up to these expectations.

Goal Three: Civility, Respect & Kindness: Growing a Caring Community

Background and Rationale: Civility is learned through respectful relationships and actions. Students will have the opportunity to participate in a variety of community service projects and activities that foster trust, kindness, and respect. The purpose of this goal is to build on the Gates core values (generosity, acceptance, trust & respect, enthusiasm and scholarship) by expanding opportunities for students in grades K - 6.

Strategies:

Timeline: September 2017 - June 2018

Lead Parties: Gates Staff

- Generate All-School Rules using the *Responsive Classroom* approach
- Celebrate new All-School theme: Growing a Caring Community
- Continue with Community Service & Leadership in grade six
- Promote and support All-School activities such as: student clubs, book buddies & grade level performances

Outcomes: The Gates School will establish All-School Rules that provide positive and clear expectations for students. Opportunities to participate in service projects and community building activities will be increased as we continue to grow a community that cares.

Assessment of School Improvement Plan 2016 - 2017

Goal One: Implement a new K- 6 Standards-based report card that communicates to parents, guardians and students current information on student progress in achieving standards and grade-level expectations

Outcomes/evidence and means by which they were assessed: A new K-6 standards-based report card was implemented during the 2016-2017 school year. Mrs. Newman and Dr. Kotyk presented the new standards-based report card to parents at the Back to School Night on September 27th & 28th. Throughout the school year information was provided to parents on the Gates School website. Report cards were distributed electronically in grades 2 - 6 on 12/9/2016 , 3/31/2017 and 6/22/2017. Report cards in 1st grade and kindergarten were sent electronically to parents on 6/22/2017. Teachers reviewed their grade level reports cards at the June 2017 curriculum meeting and plan to meet and discuss possible report card revisions at the beginning of the 2017 - 2018 school year.

Goal Two: Expand the implementation of the Wilson's Foundations phonics program in kindergarten

Outcomes/evidence and means by which they were assessed: Classroom teachers in grades K-2 and one 3rd grade classroom used the Wilson's Foundations program that provided a cohesive multi-grade approach in teaching phonemic awareness, decoding, and spelling to students during the 2016 - 2017 school year. In June 2017, two additional 3rd grade classroom teachers completed the Foundations training and will implement the Foundations program in the upcoming 2017 - 2018 school year. Foundations kits were purchased for all classrooms K - 3. Teachers shared their experiences with Foundations and were excited with the positive impact the program had with student reading and writing.

Goal Three: Review the current homework policy at the Gates School and if necessary make revisions that will best support the academic and social-emotional well being of students

Outcomes/evidence and means by which they were assessed: In November 2016 the staff analyzed the *Challenge Success* 6th grade homework data. Teachers reviewed current homework practices and began the task of identifying the purpose of homework. Using Denise Pope's book, *Overloaded and Underprepared* as a resource, teachers were

surprised to learn that the research did not support many of the traditional reasons why homework was assigned in the primary grades which included:

- To finish classwork that has not been completed
- To reinforce/practice/review concepts/skills taught in class
- To deliver information for the next day's lesson (Flipped class)
- To preview skills
- To extend research & project work
- To teach time management, responsibility, establish homework routines
- To informally assess independent skills
- To teach ownership of learning
- To provide parent communication

The staff learned that *Challenge Success* believes that “homework in middle/high school can serve a purpose when it is clear, authentic, differentiated and connects to broader goals of the current unit.” *Challenge Success* recommended, “In the early grades, we suggest teachers consider not assigning HW other than free reading.”

In the fall of 2016 School Committee requested that the district review and update the current homework policy. It was decided it would be best to put this goal on hold rather than make changes to the current homework practices. Once the new homework policy is approved by School Committee the Gates School will update the student handbook accordingly.

Goal Four: Continue to implement the Responsive Classroom approach with the focus on positive teacher language.

Outcomes/evidence and means by which they were assessed: Each teacher was given a copy of the book *The Power of Our Words: Teacher Language That Helps Children Learn* to read over the summer. We purchased the Teacher Language professional development kit, which is designed to show teachers how to use positive teacher language to help children feel safe, respected, appreciated, and excited about learning. We were able to complete half of the study sessions in the kit and plan to finish the remaining study sessions in the Fall/Winter of 2017. We incorporated the four components of Morning Meeting: greeting, sharing, group activity and morning message in monthly staff and curriculum meetings. As we continue to implement the *Responsive Classroom* philosophy at the Gates School, the goal is to have all staff use positive

teacher language that encourages and supports students in their learning in the classroom, cafeteria, and at recess.

Goal Five: Research and discuss strategies that support the health and well-being of students.

Outcomes/evidence and means by which they were assessed: In November 2016 the Gates staff analyzed *Challenge Success* data that focused on student health & well-being and school stress & academic worries in grade 6. A quick link to the AB Wellness website was added from the Gates website and the monthly electronic Challenge Success newsletter was shared with parents. The staff researched movement breaks, a growth mindset in academic areas, and mindfulness exercises to support the health and well-being of students. Teachers that participated in the Mindfulness workshop offered at Gates presented their experiences introducing mindfulness strategies with their students with staff. When teachers implemented mindfulness activities during transition times, such as returning from lunch and recess, students reported their bodies felt calm and they were ready to learn. Incorporating Responsive Classroom energizers and GoNoodle movement breaks allowed students to take a quick movement break to be refreshed and refocused on learning during the school day. End of year school discussions indicated that teachers valued working on this goal and plan to continue to incorporate strategies that support the health and well-being of students.



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Douglas School
School Improvement Plan for
2017-2018 School Year

School Council Membership

Name	Role	Year of Term
Richard Zachary	Parent	Year 1
Jen Moitoso	Parent	Year 1
Sri Tipirneni	Parent	Year 1
Sharen Metzger	Parent	Year 2
Heather Harer	Community Rep	Year 1
Anne Littlefield	Teacher	Year 1
Christopher Whitbeck	Principal	Ad hoc
Jenna Larrenaga	Assistant Principal	Ad hoc

Goal 1: Implement Investigations & CMP3 Mathematics Curriculum Aligned with the Massachusetts Curriculum Frameworks

Background and Rationale:

After Piloting and receiving feedback on four different math curricula, Douglas staff chose Investigations³ as the K-5 math program and CMP3 as the 6th grade curriculum. The staff will need ongoing training to implement this new curriculum and pedagogy.

Strategies:

1. Working with our Math Specialist, Heather Haines, and professional development experts from Investigations, the teachers of Douglas School will identify the math pedagogy and practices in which they require the most support.
2. Teachers at each grade level will receive training, and professional development support needed to implement this new curricula.

Outcomes:

1. In September of 2017, one all day PD will support teachers in initial implementation.
2. During building based PD afternoons and collaborative time, teachers administrators and PD experts will work to bring the teachers toward mastery of the curriculum implementation.

Goal 2: Responsive Classroom

Implementation of *Responsive Classroom* approach as an evidence-based social and emotional learning program to improve school climate.

Background and Rationale:

The Acton Boxborough Public Schools work to improve the social and emotional learning of all students. Douglas adopted the *Responsive Classroom* approach after two years of piloting different components. This year will see the implementation of a school wide program designed to improve the social and emotional learning of our students.

Strategies:

1. Eight professional staff have attended a summer training by *Responsive Classroom* (RC).
2. Expand our Professional Development dedicated to entire staff implementation of Morning Meeting, Rule Creation, Interactive Modeling, Positive Teacher Language, Logical Consequences, Guided Discovery and Academic Choice.

Outcomes:

1. Increase of RC trained staff.
2. Daily morning meeting including all specialists
3. Professional development focused on Positive Teacher Language, Logical Consequences, Guided Discovery and Academic Choice
4. Friendly and kind school climate

Assessment of Previous Year's School Improvement Plan

Goal 1: Pilot and Adopt a Mathematics Curriculum Aligned with the Massachusetts Curriculum Frameworks

Background and Rationale:

The current edition of math curriculum, Everyday Math (EM) was not aligned with the Common Core. The State model for testing in Mathematics has been decided and we can be sure that the curriculum we choose will prepare students well for any standardized test and not require additional "teaching to the test" or supplemental materials to meet state recommendations. Common "Math Practices" have been established and a new curriculum will ensure our teachers are prepared to instruct mathematics with the embedded practices.

Outcomes/evidence and means by which they were assessed:

1. In September of 2016, volunteer classroom teachers at different grade levels began to pilot math curricula.
2. In March of 2017 teachers rated curricula using a piloting tool and discussion. The teaching community at Douglas selected Investigations3 K-5 and CMP3 grade 6 as the curricula for implementation the following year.

Goal 2: Responsive Classroom

Explore the adoption of *Responsive Classroom* approach as an evidence-based social and emotional learning program to improve school climate.

Background and Rationale:

Over the past ten years, the Douglas School has approached improved social and emotional learning through a variety of curricula, school designed programs and activities. We are looking for a unified approach that will be used throughout the school year, will utilize common language throughout the school, will engage teachers and students, and compliment the pedagogical changes that we have begun. The *Responsive Classroom* approach is a promising way of teaching that emphasizes social, emotional, and academic growth while building a strong and safe school community.

From their website, The *Responsive Classroom* approach is described as “A general approach to teaching, rather than a program designed to address a specific school issue. It is based on the premise that children learn best when they have both academic and social-emotional skills. The *Responsive Classroom* approach consists of a set of practices that build academic and social-emotional competencies and that can be used along with many other programs.”

These classroom practices are:

- **Morning Meeting**—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- **Rule Creation**—helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- **Interactive Modeling**—teaching children to notice and internalize expected behaviors through a unique modeling technique
- **Positive Teacher Language**—using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- **Logical Consequences**—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity

Douglas School Improvement Plan 2018

- **Guided Discovery**—introducing classroom materials using a format that encourages independence, creativity, and responsibility
- **Academic Choice**—increasing student learning by allowing students teacher-structured choices in their work
- **Classroom Organization**—setting up the physical room in ways that encourage students' independence, cooperation, and productivity
- **Working with Families**—creating avenues for hearing parents' insights and helping them understand the school's teaching approaches
- **Collaborative Problem Solving**—using conferencing, role playing, and other strategies to resolve problems with students

Outcomes/evidence and means by which they were assessed:

1. Use of Morning Meeting, Rule Creation, Interactive Modeling, and Positive Teacher Language in each classroom
2. School staff meetings to share and discuss the approach
3. Identification of further aspects to implement and further trainings that would benefit the Douglas Community.
4. Decision to adopt Responsive Classroom completely or look for a different model.

Evidence:

1. Four additional professional staff attended a summer training by *Responsive Classroom* (RC). They studied the philosophy and the practices listed above at a two day training.
2. A year long Professional Development program, Professional Development days, and two staff meetings were dedicated to familiarize the entire staff with specific RC approaches. These included use of Morning Meeting, Rule Creation, Interactive Modeling, and Positive Teacher Language in each classroom.
3. After a review of the the approaches with all staff, how they are working and what aspects have positive effects, all staff Implement approaches in the classroom and have agreed to adopt the approach in full.

Conant School Council

School Improvement Plan for the 2017 – 2018 School Year

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

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

June 2017

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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. Meeting dates are posted on the Conant School website, and all are welcome to attend.

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 as requested. The Council acts as a sounding board and advisory to the principal.

The Conant School Council, as a state-mandated 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.

B. Conant School Council Membership:

<u>Conant School Council</u>	<u>Length of Term</u>
Principal: Damian Sugrue	
Assistant Principal: Abigail Dressler	(ad hoc member)
Parents: Andrea Keenan, Co-chair	3 years
Michelle Brown-Droese	3 years
Ranjini Reddy	3 Years

Staff:	Kimberly Macey	2 Years
	Jana Bardsley	3 Years

II. Goals for the 2017-2018 School Year

A. **Goal 1: Teaching and Learning:** Year long focus on literacy.

Responsible Parties: Administration, Literacy Committee, teachers.

Cost: Negligible

Indicators of Success: Well developed professional learning around literacy to be delivered during building based early release thursdays.

- The book Every Child a Super Reader by Pam Allyn and Ernest Morrell has already been distributed to all teachers.
- The Literacy Committee will meet monthly (or more) to develop valuable professional learning based on assigned sections of the book for teachers during building based professional learning afternoons.
- Teachers will meet in grade level teams to develop literacy activities for students based on their own professional learning.
- A common understanding about our literacy work will be communicated to the parent community regularly with a focus on how they can encourage a love of reading in their children.
- Messages about literacy will also be delivered to students through community meetings.

B. **Goal 2: Communication:** Increase parent readership and response to information sent home from school or the PTO.

Responsible Parties: PTO Board, Principal, and Assistant Principal

Cost: possible cost for computer applications, negligible

Indicator of Success: Increased readership of notices, greater ability to translate news for parents and stronger response to requests for help from the PTO.

- Research which platforms our international families are most familiar with and comfortable using.
- Explore fast, free, online translation services that could be embedded in our messaging so families can translate information if needed.

- Explore ways to create news for families and post across multiple platforms including those currently being used (Facebook, Blackboard Connect, Twitter).
- Developing a more effective communication style for our international families.
- Develop cultural liaisons through the PTO to ensure all international families feel welcome and have a contact within the parent community.

C. **Goal 3: Culture and Climate:** Continue active involvement in district's work with Challenge Success.

Responsible Parties: all certified staff

Estimated Cost: \$0

Indicator of Success: All members of the Conant community will have a strong understanding of what we as a district define as true success for our students.

- Continue to share Challenge Success newsletters as they are published with the entire Conant community.
- Ensure the district's definition of success is continuously shared with all stakeholders, especially students.
- Develop assignments and reporting documents that reflect our definition of success.
- Educate parents about how our definition of success ensures a strong, rigorous curriculum that prepares students for the future but encourages better mental health, stronger social skills and more balance in the lives of our children.

III. Past Year in Review

Goal 1: Community: Increase staff/student interactions.

Mr. Sugrue and Mrs. Dressler continued weekly lunches with students so that we were able to have lunch with every student in the building within a small group setting. Teachers continued to make connections with students in need of more adult attention throughout the year. The AIMS (Arthur Interactive Media Study) Social Skills / Anti-Bullying Curriculum was widely used

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

The PTO worked diligently with the administration and teachers to increase parent involvement. News was sent via different mediums and an increase in donations and volunteerism was noticed.

Goal 3: Student Growth: Implement the new science standards in all grade levels.

Teachers worked with the curriculum department to learn about new science investigations. They made strong progress and will continue to grow in this area.

Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720
978-264-4700 www.abschools.org



Blanchard Memorial School School Improvement Plan for 2017-18 School Year

School Council Membership

Name	Role	Year of Term
Dana Labb Karen Tower	Principal (Chair) Assistant Principal	Ad Hoc
Adam Klein	Parent	2018 (2-year term)
Claudine Lesk	Parent	2017 (2-year term)
Tessa McKinley	Parent (Secretary)	2016 (2-year term)
Jill Neuman	Faculty	2018 (2-year term)
Connie Long	Faculty	2018 (3-year term)
Kerin Crockett	Faculty	2018 (2-year term)
Mary Pavlik	Community (Co-Chair)	Appointed
John Fallon	Community	Appointed

GOALS FOR 2017-2018

Background and Rationale:

Social Emotional Learning (SEL)

- Challenge Success outcomes highlight the importance of developing skills for resilient, ethical and motivated learners.
- Blanchard completed a two-year survey through a partnership with Tufts University and WGBH Educational Foundation. This was a study to better understand children's SEL development, competencies and character virtues. Survey results indicate that empathy and compassion can continue to be developed.
- School Council School Improvement Plan 'Tree activity' indicated residual stressors in areas labelled, 'feeling overwhelmed and anxious' as priority focuses in 'symptom limbs' and 'root causes'.
- Staff Meeting activity 'Taking the temp on improvement priorities' on the teacher thermometer indicated 'well-being' as the primary focus.

Curriculum

- Results from both data curriculum meetings as well as a curriculum survey indicate the desire for fun, engaging and differentiated activities that meet the needs of all students.
- Challenge Success student survey results suggest that student engagement is increased when there is a more balanced and meaningful approach to teaching and learning.
- A revised master schedule allows more opportunity for teacher-driven professional learning and curriculum development in conjunction with the district's newly developed vision and mission as well as three pillars of wellness, equity and engagement.

Communication

- Discussions with students, staff and families indicate the desire for clear expectations from each classroom teacher on what is required to be successful in class. This includes consistent rubrics and language for academics and behavior.
- As indicated by a large-scale Blanchard community communication survey, there is a clear desire for consistent communication that is culturally sensitive with emphasis on general information, classroom curriculum and student progress.

Given the above background research we have decided as a council to focus our strategies and outcomes on our students, staff, and families. Therefore, the goals are developed for each of these stakeholders.

Goal 1: Students

To develop inquisitive, flexible, resilient learners through collaborative and caring relationships.

Strategies:

Social Emotional Learning (SEL)

- Students will practice STARR values of Support, Teamwork, Attitude, Responsibility and Respect. Students will work in small groups, using teamwork to develop peer partnerships.
- Students will take responsibility/initiative for their own learning and roles as member of a community of learners.

Curriculum

- Students will focus on the '5 Cs': Creativity, Collaboration, Cooperation, Communication, and Critical Thinking.
- Students will develop norms and supports for problem solving. Developing norms and supports for working in teams at both the primary and intermediate level will improve student understanding of how to learn.

Communication

- Students will participate in school wide initiatives (Community Meeting, STARR Buddy Cross Grade Activities, STARR art projects) to support and embody STARR values as they are defined, shared and posted.
- A revolving multi-grade group of peers (Student STARR Team) will communicate STARR values to the greater community. Students on the STARR team will participate in activities that give student voice and perspective to our STARR values.

Outcomes:

Social Emotional Learning (SEL)

- Students will be expected to engage in general warm and welcoming interactions within the school day.
- Students will have increased engagement in the process for showing work, making connections to the real-world, applying concepts and developing a joy of inquiry.

Curriculum

- Students will participate in opportunities for team and independent problem solvers through an atmosphere that focuses on various competencies and emotional intelligence including perseverance, grit and resiliency.
- Students will understand and participate in morning meeting, problem of the week and number talks as determined by their teachers.
- Students will be equally as engaged and invested as their teachers.
- Students will comment on their success, curiosity, originality, and relationships as delivered through the curriculum.

Communication

- Students will be expected to clearly articulate their responsibilities in all school settings.
- Students on the STARR team will participate in activities that give student voice and perspective to our STARR values and communicate the values to peers.

GOAL 2: Staff

To develop high quality, equitable educational opportunities supported by a healthy community.

Strategies:

Social Emotional Learning (SEL)

- To develop the staff's ability to care for each other's social and emotional health by creating more space and time to meet competing personal and professional demands and competing interests.
- Embed time in meetings to incorporate the facilitation of new procedures, processes, initiative, surveys and training.

- Staff designed and led year-long professional learning book study on positive approaches to classroom behavior.

Curriculum

- Staff will determine what is essential for student learning during collaborative team time.
- Staff will meet the needs of individual students in all content areas.
- Staff will create an engaging environment with a focus on growth mind-set for both students and staff following Challenge Success survey results.
- Teachers will support student success, curiosity, originality, and relationships by providing opportunities for students to be equally engaged and invested in learning and sharing their expectations with students.
- Administration will develop and support new and exciting opportunities and strategies for teachers to offer to students (i.e. outdoor learning day).
- Administration and staff will create a math curriculum team that will focus on the execution of specific pedagogical approaches to support student learning (i.e. number talks) while supplementing materials for curriculum and assessment as well as reflecting on the current math curriculum.

Communication

- Faculty and staff will regularly share expectations and curriculum activities, experiences and progress with families and assure that communication is translated and/or accessible to all.
- Administration and staff will create opportunities for engagement for new Blanchard families through various methods both academic and social.
- Administration and staff will discuss STARR values as a common language PK-6 for behavioral expectations and traditions.

Outcomes:

Social Emotional Learning (SEL)

- Staff will feel supported in balancing work/home demands.
- Staff will have increased support for meeting the needs of students.

Curriculum

- Staff will implement best practices and policies in a streamlined and coordinated effort.
- Staff will continue to improve and enrich improvement in MTSS to reach all students.
- Staff will understand students' interests and motivations to be effective in delivering curriculum.
- Staff will be empowered to develop their growth mindset as models for students in creating an effective learning environment.
- Staff will decide possible next steps for mathematics.

Communication

- Staff will use electronic and print communications to share updates on curriculum and classroom activities across varying frequencies and access methods to help families to feel more involved in the school community and more informed with consistent communication.
- Administration and staff will develop a school agreement on communication expectations.
- Staff will develop presentations highlighting STARR values at community outreach events: Back to School Night/Open House, Community Coffees, School Council Meetings, Staff Meetings, General and Special Education Assistant Meetings, Community Meetings, STARR Buddy Cross Grade.

GOAL 3: Families

To develop ongoing partnerships with the Blanchard community with stronger communication.

Strategies:

Social Emotional Learning (SEL)

- Families will partner with the school community to prioritize social emotional wellness, which is necessary for learning and developing resilience.
- Families will discuss STARR values as a common language to link the different home and school experiences around a central and shared theme.

Curriculum

- Families will read school communications to understand academic expectations and curriculum.
- Families will support Blanchard's behavioral and academic expectations for students including assignments for home which will positively affect student behavior, responsibility and time management skills.

Communication

- Families will foster two-way communication to share school and home experiences.
- Families will read electronic and print communications that share updates on curriculum and classroom activities across varying frequencies and access methods.
- Families will share personal experiences and cultural traditions by volunteering and participating in school sponsored events.

Outcomes:

Social Emotional Learning (SEL)

- Families attend and participate in community outreach events to foster relationships.
- Families are aware of the STARR values and practice them at home.

Curriculum

- Families will support reading at home either independently or with a family member.
- Families will support student's time management skills when completing work.
- Families will take advantage of district wide family learning seminars.

Communication

- Families will help identify new ways to elicit feedback from a broader cross section of the school communities.

Assessment of Previous Year's School Improvement Plan

Goal 1: Social Emotional Health

Outcomes / Evidence:

- Successfully assessed the needs of our school and greater community.
- Continued broad and targeted interactions between student and staff.
- Staff initiated exercise and wellness challenges.
- Committed to building-based and district professional learning opportunities:
 - Suicide Prevention: Gatekeeper Training for School Personnel presented by Riverside Trauma Center.
 - Maria Trozzi-Good Grief Crisis Protocol Training.
 - Executive Functioning, Daily Routines and Applied Behavior Interventions.
 - Empathy Game Training.
- Dedicated and ongoing staff meeting agenda items to focus on support of the goal.
- Community coffee presentations to inform families of goal progress.

Means by which assessed:

- Grade 6 Challenge Success survey results.
- Youth Risk Assessment Survey.
- Tufts University Final School Report.
- Teacher, student and family surveys and interviews.
- Team and staff meetings.
- Parent Communication Survey.
- Community Coffee hours.
- PTF Board Meetings.
- School Council activities.

Goal 2: English Language Arts

Outcomes / Evidence:

- Implemented elements of SRSD and increased alignment of vocabulary between SRSD and district created rubrics. (i.e. tease out elements of writing within the rubrics in order to align and refine for more analysis of student writing to inform instruction.)
 - Increased training in SRSD will be a focus and goal for 2018-2019.
- Increased delivery of professional learning opportunities for regular and general classroom assistants.
- Increased opportunities for cross grade conversation about students and data with a revised curriculum meeting schedule. This has increased consistency in writing throughout the grades.
- Continued assessment in identifying Tier II and Tier III students for MTSS intervention.
- Expanded titles for the leveled library.
- Continuing to analyze grade level writing assessment data and grade level rubrics.

Means by which assessed:

- Para-Professional meeting agendas and minutes.
- Data collection cycles and workshops.
- Development of teacher guided Professional Learning.
- Analyzed data as part of BOY, MOY, EOY progress monitoring.

Goal 3: Mathematics

Outcomes / Evidence:

- Completed our third year of implementing Houghton Mifflin Math In Focus program.
- We continue to solidify appropriate and useful assessments.
- Our newly added math assistant support model allowed for individual primary and intermediate student support in both a push-in and pull-out small group model, added resources for differentiation, extension and enrichment opportunities as well as teacher coaching.
- Administration 'Subbing Days' to allow for teacher opportunities to coach and observe peers.

- Targeted mathematics professional learning offering through Stanford University.
 - Teachers researched additional resources to align instruction with Common Core through research, development and curriculum meetings.

Means by which assessed:

- Summative and formative assessments and data from the last three years.
- Teacher Professional Practice and Student Learning Goals.
- MCAS results.
- Monthly math meetings.
- Extensive teacher curriculum math survey results and consultation with district partners.

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETINGS
2017-2018

Acton-Boxborough Regional School Committee meetings are usually held on the first and third Thursdays of the month, at 7:00 p.m. in the R.J. Grey Junior High School Library. Materials are posted at <http://www.abschools.org/school-committee/meetings-agendas-packets-and-minutes> usually on the Friday night prior to each meeting. Meeting agendas are posted at least 48 hours prior at www.abschools.org

Annual Workshop: Tuesday, July 11

Summer Business Meetings: Tuesday, August 1 & Thursday, August 24

September 7

September 19 (TUESDAY, due to no school on Thursday, September 21)

October 5 moved to Tuesday, October 3

October 19

November 2 moved to Thursday, November 9

November 16

November 30 (*prep for 12/4/17 Town Meetings to vote on Building Project*)

Monday, December 4 **Special Town Meetings** in Acton & Boxborough to vote Building Project Feasibility Study funding

December 14

December 21

January 11

January 27 (Sat) **School Committee Budget Saturday**

(Preliminary Budget must be prepared at least 20 days prior to final Budget Adoption.)

February 1

February 15

Open Budget Hearing-required by law

(Final Budget must be adopted not later than 45 days prior to start of Acton Town Meeting, 4/2/18. . 45 days = 2/xx/17)

March 1

March 15

March 29 (if needed)

April 12

April 26

May 17

June 7

June 21

Note: Acton Town Meeting begins April 2, 2018. Boxborough Town Meeting begins May 14, 2018.

Voted 6/22/17, revised 9/7/17

<http://www.abschools.org/school-committee>



Acton-Boxborough Regional School District
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**SCHOOL COMMITTEE MEMBERS
 2017 - 2018**

Diane Baum	Acton	dbaum@abschools.org	April 2018
Brigid O. Bieber **	Boxborough	bbieber@abschools.org	May 2018
Mary Brolin	Boxborough	mbrolin@abschools.org	May 2019
Dennis Bruce	Acton	dbruce@abschools.org	April 2018
Amy Krishnamurthy*	Acton	akrishnamurthy@abschools.org	April 2020
Tessa McKinley	Boxborough	tmckinley@abschools.org	May 2020
Maya Minkin	Acton	mminkin@abschools.org	April 2020
Paul Murphy**	Acton	pmurphy@abschools.org	April 2020
Kathleen Neville	Boxborough	kneville@abschools.org	May 2020
Deanne O'Sullivan	Acton	dosullivan@abschools.org	April 2018
Eileen Zhang	Acton	ezhang@abschools.org	April 2019

The Committee may be emailed at abrsc@abschools.org. These emails will also be received by the Superintendent and the Committee Secretary, Beth Petr. Beth may be reached at 978-264-3306 or bpetr@abschools.org.

*Chairperson

** Vice-Chair

9/8/17



2017-2018 ABRSD Family Learning Series

Building Resilience: Mindset, Mindfulness & Movement

For PreK-12 parents/caregivers and community members



Resilient Schools: Helping School Communities Manage Stress and Learn Lifelong Resiliency Skills

Rana Chudnofsky, Ed.M.

9.12.17 ABRHS Auditorium 7-8:30PM



Robert Evans, Ed.D.

Executive Director
The Human Relations Service
Wellesley, MA

Raising Resilient Children in Challenging Times

Robert Evans, Ed.D

10.11.17 JH Auditorium 7-8:30 PM



Steven F. Layne



What Parents and Caregivers Can Do to Nurture Lifetime Readers

Steven Layne, Ed.D

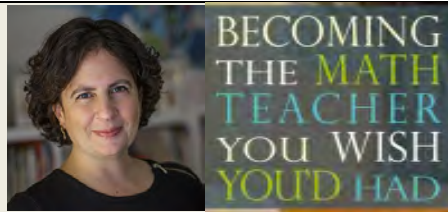
11.7.17 ABRHS Auditorium 7-8:30 PM



REBOUND: The Chris Herren Story

Chris Herren

11.20.17 ABRHS Auditorium 7-8:30 PM



Mathematics and Mindset

Tracy Johnston Zager

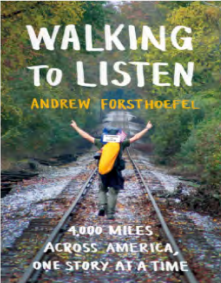
12.14.17 ABRHS Auditorium 7-8:30 PM



Attunement & Somatic Regulation: A Body Based Approach Toward Increasing Understanding & Resilience

Heather Finn, LICSW

2.6.18 ABRHS Auditorium 7-8:30 PM



The Missing Medicine: Listening as a Practice in Healing & Transformation

Andrew Forsthoefel

Students grades 9-12 welcome to attend
3.7.18 JH Auditorium 7-8:30 PM



DR. ANTHONY RAO

Movement

Anthony Rao, PhD

4.10.18 ABRHS Auditorium 7-8:30 PM



Perfectionism

Lisa Coyne, PhD

May TBD ABRHS Auditorium 7-8:30 PM
Students grades 6-12 welcome to attend

Supported by the ABRSD, ABRSD PTOs, PTF, and PTSOs, AB Special Education Parent Advisory Council, Danny's Place Youth Services, and AB United Way

Please visit <http://www.abschools.org/families/family-learning> for more information and to confirm locations.

Acton-Boxborough Regional School District

2017-2018 Family Learning Series

for PreK-12 Parents, Caregivers and Community Members

Raising Resilient Children in Challenging Times

All parents want their children to become resilient and confident. But in a fast-changing world it is difficult to know when to push children, when to protect them, when to let them learn the vital life lessons that come from facing challenge and disappointment. How can parents strike a good balance that promotes real resilience in both young children and teenagers? Robert Evans will offer concrete suggestions for managing this key dilemma.

OCTOBER 11, 2017

7:00-8:30 PM

RJ Grey Auditorium

Robert Evans, Ed.D.



Dr. Evans is a clinical and organizational psychologist and the Executive Director of The Human Relations Service in Wellesley, Massachusetts. A former high school and pre-school teacher, and a former child and family therapist, he has worked with schools and families for thirty years. He has consulted to over 1,700 schools around the country. His presentations are known for their lively wit and plain talk. He is the author of many articles and three books, including *Family Matters: How Schools Can Cope with The Crisis in Childrearing*.

Supported by the ABRSD, ABRSD PTOs, PTF, and PTSOs, AB Special Education Parent Advisory Council, Danny's Place Youth Services and AB United Way

Please visit <http://abschools.org/families/family-learning> for more information and to confirm locations.
PosterMyWall.com