

Andover Public School Theory of Action

When we collaborate to:

- Create safe, caring, and culturally responsive classrooms and schools, and partner with families and the community to support students' academic growth and their social, physical and emotional wellbeing.
- Ensure that every student engages in a rigorous curriculum that is implemented consistently within and across schools;
- Provide inclusive instruction that engages every student in authentic learning experiences, demonstrates the power of effective effort and fosters inquiry, creativity and positive risk taking;
- Monitor student progress diagnostically and plan instruction after thorough and thoughtful data analysis to ensure each student reaches proficiency;

Then all students will:

- Demonstrate academic growth in foundational content and skills;
- Communicate effectively, think critically, problem solve creatively, work collaboratively, and evaluate objectively;
- Be self-directed and persevering agents of their own learning; and
- Demonstrate cultural awareness, an appreciation of self, empathy toward others, a sense of responsibility, and commitment to civic engagement . . .

So that all students are prepared to:

- Be lifelong learners able to pursue their personal and professional goals;
- Face adversity and ambiguity with intellectual skill, open-mindedness, adaptability, courage and confidence;
- Make informed, just and ethical decisions; and
- Be connected and compassionate citizens who contribute to a diverse and global society.

Goal

Create opportunities for students and teachers to demonstrate cultural awareness and a commitment to civic engagement

Actions & Assessments

- Develop opportunities for student-led presentations, discussions, and workshops that build cultural awareness
- Bring in parents and other community members to discuss cultural awareness and civic commitment
- Bring in professional speakers, foundations, and others who can provide professional development in the area of cultural awareness and civic engagement
- Create a culturally aware and sensitive school that demonstrates an inclusive attitude towards all students

Goal

Continue to develop a safe, caring, and culturally responsive school with increased emphasis on Social Emotional Learning (SEL)

Actions & Assessments

- Continue to use H Block to develop a safe, caring, and culturally responsive school
- Provide professional development in the area of positive psychology
- Understand the destructive nature of micro-aggressions
- Continue the community conversation begun with students and community members that stem from the use of derogatory language and symbols at school
- Provide professional development for teachers to assist them to increase their emphasis on the importance of Social Emotional Learning (SEL)

Goal

Utilize the opportunities within the 7+H schedule to assist every student in becoming a self-directed and persevering agent of their own learning

Actions & Assessments

- Monitor the use of H Block to ensure students are using it to assist in their academic achievement
- Provide students with opportunities to become self-directed learners
- Develop instructional strategies that assist students to become perseverant
- Develop programs that help every student become self-directed

Goal

Create opportunities for students and teachers to demonstrate cultural awareness and a commitment to civic engagement

Actions & Assessments

2018 - 2019

- Develop opportunities for student-led presentations, discussions, and workshops that build cultural awareness
 - Student presentations at faculty meetings about the programs, projects, and activities that they are involved with
- Bring in parents and other community members to discuss cultural awareness and civic commitment
 - Evening meetings with parents, PAC, P2P to discuss issues of cultural relevance
- Bring in professional speakers, foundations, and others who can provide professional development in the area of cultural awareness and civic engagement
 - Rohina Malik
 - September speaker for the freshmen class
- Create a culturally aware and sensitive school that demonstrates an inclusive attitude towards all students
 - Full day professional development to work on creating an identify safe school
 - Professional development with Facing History three afternoons
 - Participated in and reviewed data from student survey's Panorama, and Visions
 - Created an AHS Cultural Competency committee to review faculty input and plan professional development for 2019 -2020
 - H Block school-wide programs: Show Choir, Concerts, theater productions, debate day, Ted Talks

Goal

Continue to develop a safe, caring, and culturally responsive school with increased emphasis on Social Emotional Learning (SEL)

Actions & Assessments

2018 - 2019

- Continue to use H Block to develop a safe, caring, and culturally responsive school
 - Continue to develop the H1 Advisory curriculum to include issues of identity, safety, and caring approaches to difficult conversations
- Provide professional development in the area of positive psychology
 - Assigned to the Cultural Competency Committee for the 2019 – 2020 school year
- Understand the destructive nature of micro-aggressions
 - Full and half day professional development to work on creating an identify safe school
 - Professional development with Facing History three afternoons
 - H1 curriculum lessons
- Continue the community conversation begun with students and community members that stem from the use of derogatory language and symbols at school
 - Members of AHS have joined community groups already created to discuss these difficult topics
- Provide professional development for teachers to assist them to increase their emphasis on the importance of Social Emotional Learning (SEL)
 - Facing History professional development days
 - Data review of Visions and Panorama surveys
 - Data review of H Block surveys

Goal

Utilize the opportunities within the 7+H schedule to assist every student in becoming a self-directed and persevering agent of their own learning

Actions & Assessments

2018 - 2019

- Monitor the use of H Block to ensure students are using it to assist in their academic achievement
 - Conducted an H Block survey for parents, students, and teachers
 - Utilized that information to strengthen our H1 curriculum
- Provide students with opportunities to become self-directed learners
 - By allowing all students to self-schedule during H2-H5 students have begun to direct their own learning
 - Teachers add additional students to H2-H5 rosters
- Develop instructional strategies that assist students to become perseverant
 - H1 Curriculum
 - Relationship building within the first week of class
- Develop programs that help every student become self-directed
 - The H1 curriculum has been designed to assist students as they transition from directed to self-directed learners
 - The inclusion of Capstone and the Global Endorsement has allowed students to direct their learning over a one, two, or three-year period
 - Expansion of the Warrior Way program
 - Increased use of AHS Student Ambassadors
 - Increased use of Peer Mentors
 - Introduction of the RENEW program
 - Bringing the senior class to their elementary schools for a visit
 - Inclusion of service day during senior week