

Goals

Mid-Year Progress Report 2018-19

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 preserving 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...

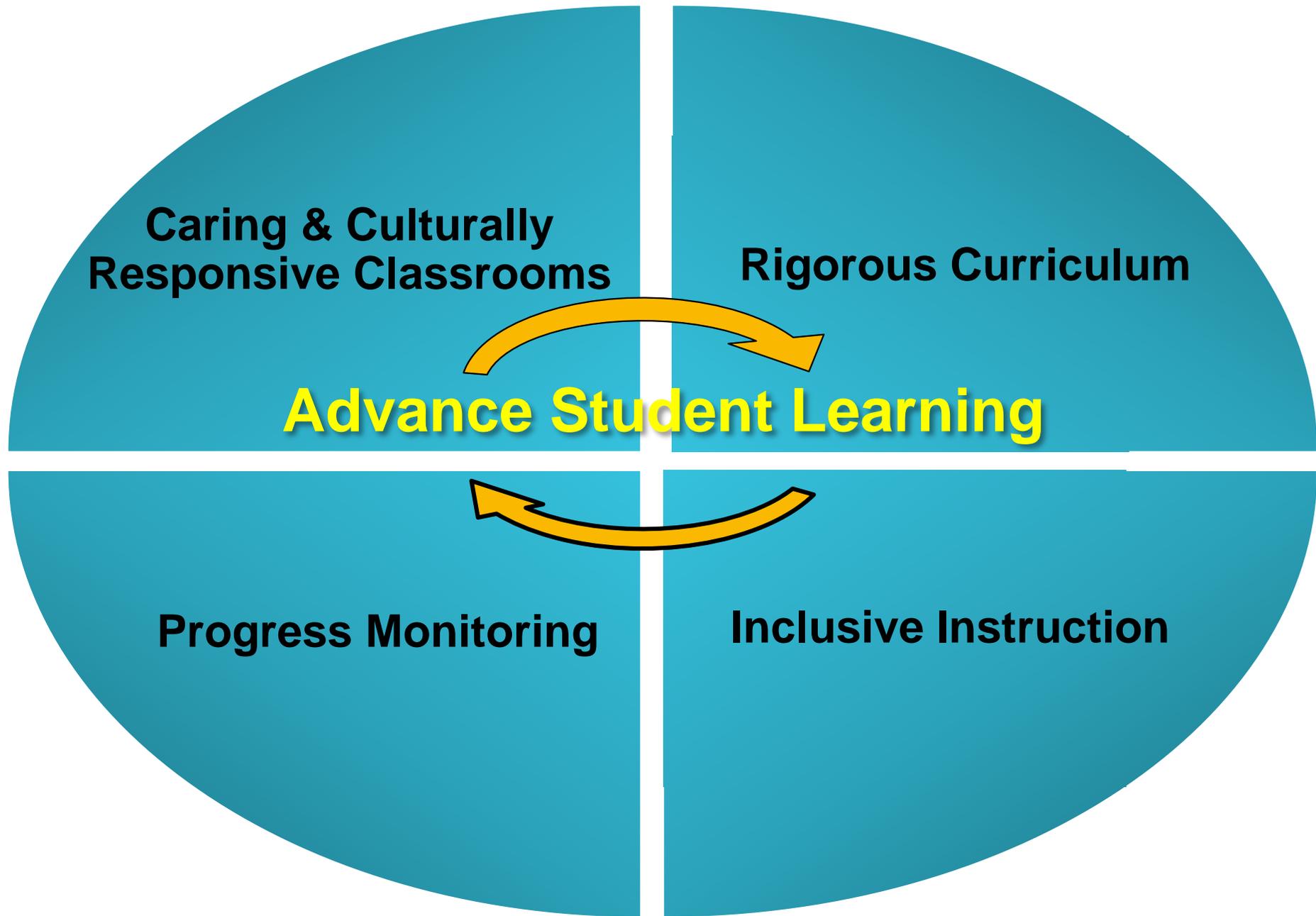
So that all students are prepare to:

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.



COLLABORATION

- All the progress we have made is a result of the dedicated and collaborative efforts of administrators, teachers and staff.

GOAL 1: SEVEN SPRINTS

- The superintendent will facilitate progress of the seven cross-functional sprint teams in order to move forward on the agile strategic plan: Literacy, AHS Personalization, Mental and Behavioral Health, Social-Emotional Learning, Accessibility, Progress Monitoring, and Innovation. (Standard IV: Professional Culture; Professional Practice Goal)

AGILE STRATEGIC PLAN SPRINTS

- ◆ A **social-emotional learning and culturally responsive pedagogy sprint** that focuses on professional development for staff in order to advance the goal of caring and culturally responsive classrooms and schools (goal 1);
- ◆ A comprehensive **mental and behavioral health sprint** focuses on the restructuring of services in these areas as another step in advancing caring and culturally responsive classrooms and schools (goal 1);
- ◆ An **AHS schedule and transitions sprint** focuses on refining the responsiveness of the 7+H schedule and supporting more effective transitions between the middle schools and the high school as the next step in advancing caring and culturally responsive classrooms and schools (goal 1) and curricular rigor (goal 2);
- ◆ An **innovation sprint** that fosters authentic student learning experiences to move curricular rigor forward (goal 2);
- ◆ A **literacy sprint** that addresses reading challenges and the implementation of a new literacy program as the next step in advancing curricular rigor (goal 2) and inclusive instruction (goal 3);
- ◆ An **accessibility sprint** that focuses on increasing understanding of universal design for learning and evaluating platforms that will help to ensure that all curriculum is accessible to support inclusive instructional practices (goal 3);
- ◆ A **progress monitoring sprint** that focuses on the implementation of diagnostic assessments and data analyses to ensure we are adjusting instruction to most effectively meet students' individual needs (goal 4).

Social Emotional Learning and Cultural Proficiency

Staff Development

- Responsive Classroom – summer institute, second level, trainers
- William and James College – Bancroft Team attending; HPE Team leading PD
- Cultural proficiency professional development for all secondary staff and all administrators PreK-12

Program Implementation

- Elementary – Responsive Classroom and morning meeting now common practice
- Middle – Where Everyone Belongs (WEB) now at all three middle schools
- High School – H1 restructure to better support advisory program
- All Levels – significant work to support cultural proficiency and awareness (*One Community; One Nation* and Facing History and Ourselves)

Panorama Survey

- Charting progress in fostering a positive school climate

MENTAL AND BEHAVIORAL HEALTH

- Clinical team made up of clinical director, psychologists, social worker, and behavior analyst team to review multiple points of data to make data-based decisions and provide intervention services
- Training building-based Registered Behavior Technicians to work with our behavior analysts
- New programming at the middle school includes direct instruction in coping strategies and case-management as well as regular therapeutic academic support blocks
- Launched a therapeutic support program for students at AHS
- Launched RENEW (Rehabilitation for Empowerment Natural supports and Education) wrap-around program for at-risk students
- Submitted two DPH grants to form a new Clinic-in-the-Schools partnership program



Transitioning To Andover High School



Ongoing Schedule Refinements

Refining PLG's (professional learning groups)

Review of H Block survey data

Panorama survey to be analyzed

Continuously refining H Block opportunities

Expanding students use of the Enriching Students Software

Presenting 7+H and H Block

NEASC Showcase of Model Schools

Ed*Excellence Student Center Secondary Schools Showcase (2018 & 2019)

NASSP



Transitioning To Andover High School



Transitioning to Andover High School

All 8th graders visited the high school

9th grade students visited with their middle school's administrators and teachers

MS & HS Science teachers shadow one another

AHS administrators & program coordinators visited each of the middle schools for presentations about AHS

Curriculum night for 8th grade parents and students about courses, clubs & extracurricular activities

INNOVATION

- Provided professional development in the Stanford model of design thinking through the Henry Ford Learning Institute
- Continued working with a district-wide Innovation Team to extend the use of maker spaces and authentic learning experiences
- Expanded the Capstone projects to include a new group of teachers and students in 5th and 8th grades
- Expanded the AHS iLab and the Global Pathways Program
- Launched the APS IDEASstudio, state-of-the-art fabrication space and Global Portal as an immersive experience with communities around the world
- Expanded our collaboration with ACE and local business leaders, local schools districts, and universities

ACCESSIBILITY

In the area of universal design for learning:

- Sara Stetson, Tracy Crowley and Joanne Najarian will be teaching a UDL course beginning March 13th for teachers through our professional development course offerings
- All administrators in the district have been engaged in classroom observations focused on the utilization of UDL principles and strategies.

In the area of accessibility:

- TextHelp professional development was offered to teachers and students through TechByte workshops, one-on-one demonstrations, and modeling. TextHelp learning modules will be made available on the district's website for teachers, students and parents.
- Reviewed potential learning management systems (LMS) to pilot in FY20. The LMS will enhance both accessibility and ease of use of all our applications and communications.

GOAL 3: LITERACY AND LANGUAGE- BASED LEARNING

- The superintendent will work with the assistant superintendent of student services and the assistant superintendent for teaching and learning to enable the district to implement a strong core literacy curriculum and interventions that address students' reading issues, including issues related to dyslexia through: a) launching a three-year phase-in of a new elementary literacy program through a year-long professional development program for all teachers; b) enhancing the use of such diagnostic tools as DIBELS, MAP, and early screening measures to identify students needing support and areas of program improvement; c) continuing professional development to deepen the skills and knowledge of teachers and instructional assistants in core curriculum and intervention approaches to address students reading development; d) implementing computer-based accessibility tools and universal design for learning strategies for students and teachers; and d) expanding of reading interventions and programs at the middle and high school levels. (Standard I: Instructional Leadership; Student Learning Goal) Literacy Sprint

LITERACY SPRINT

- The district is providing rigorous professional learning for our new, tier one, K-5 reading program (*Fountas and Pinnell*) for teachers and administrators.
- Phonemic awareness, phonological curriculums and word work continues in K-5 classrooms to support explicit, skill-based literacy instruction.
- A plan for rich, robust and diverse classroom libraries is underway.
- Teachers are integrating literacy, civics and arts through the development of OCON (One Community, One Nation)—a K-5 social studies framework.
- The district is increasing literacy leadership capacity (i.e. principals, assistant principals, reading specialists, literacy lab teachers and curriculum advisory boards.)
- Assessment training is ongoing (i.e. DIBELS, NWEA MAP).

LITERACY AND LANGUAGE- BASED LEARNING

- Added to our early screening efforts through collaboration with Boston Early Literacy Project of the Gaab Lab for Developmental Neuroscience at Boston Children's
- Partnered with Tufts and Hill for Literacy to map assessment data to specific action plans for students
- Increased use of NWEA MAP to provide teachers with Lexile scores for older readers to match students to appropriate books
- Initiated micro-credentialing program for IAs in Language and Literacy Development
- Offering in-house courses for teachers on: Framing Your Thoughts (multisensory writing), Story Grammar Marker (oral language and narrative text comprehension), co-teaching LBLD techniques, "Beyond Orton-Gillingham," Level II Wilson and Level II O-G, Report Form (non-fiction reading comprehension for students with LBLD)
- Initiated new intensive summer reading clinic with extraordinary success
- Founded Eye-to-Eye chapter for students with learning and attention challenges
- Working on a dyslexia guide for school districts

GOAL 4: PROGRESS MONITORING AND DATA ANALYSIS

- The superintendent will provide detailed and reliable data analyses and reports to help assess curricular strengths and implement changes in areas that require growth related to student academic performance, as well as to assess Andover's performance relative to other comparable communities. (Standard I: Instructional Leadership; Standard III: Family and Community Engagement; Student Learning Goal) Progress Monitoring Sprint

PROGRESS MONITORING AND DATA ANALYSIS

- Implemented comprehensive set of progress monitoring assessments (DIBELS & MAP)
- Provided extensive professional development to administrators and teachers in leading data teams
- Convened regular data teams at the elementary level
- Began using Lexia (reading) and Dreambox (math) for just-in-time classroom data
- Updated performance and comparative analyses on the district website
- Changed the culture around the importance and use of data to address student needs.

GOAL 2: CAPITAL PLAN

- The superintendent will work with the assistant superintendent for finance and administration and the director of facilities to make progress on: a) the district's capital plan and large facility projects, with particular attention to supporting the work of the AHS Facility Study Committee and the West Elementary School Building Committee, b) the MSBA process for renovation/replacement of West Elementary, and c) working with the School Committee, town leadership, community and other stakeholders to define and evaluate options for additional school facility improvements, including those at Doherty Middle School and a pre-K facility. (Standard II: Management and Operations; District Improvement Goal)

CAPITAL PLAN

- West Elementary accepted into the MSBA feasibility period and OPM process close to complete
- Air conditioning installed at High Plain & Wood Hill with plans for other schools in the CIP
- Improved security at AHS and around the district
- Sound enhancement systems installed in all elementary middle school classrooms
- AHS Facility Study Committee continuing to work on viable options, communications with the community, and a new SOI
- Study of Doherty completed
- Textbooks not included in CIP, thereby focusing resources on facility maintenance needs

GOAL 5: COMMUNICATION

- The superintendent will work with the communication coordinator, administrators, faculty, the school committee, and parents to enhance communication among these district stakeholders and within the community in order to keep the community informed of district initiatives, events, and achievements; enlist feedback on ways to address issues confronting the district; and strengthen appreciation of the valuable contributions the district is making to students and the community at large. (Standard III: Family and Community Engagement; District Improvement Goal)

COMMUNICATION

Warrior Wednesdays & Internal Communications

- Produced 24 issues as of March 7, 2019 that highlight APS students, faculty and community news and includes collaboration with town's public safety and business and arts offices and non-profit organizations
- Audience of approximately 8,400 includes parents, community and educators
- Superintendent provides weekly message to communicate APS achievements and news
- Also available on Twitter and website

Media and community outreach

- Established working relationships with key local and Boston media stakeholders and issued frequent media advisories and press releases about district accomplishments
- Earned media opportunities including:
 - All 5 elementary schools featured on WCVB's *Eye Opener Segment*
 - AHS students honored
 - AHS Girls Soccer team prepares Thanksgiving dinners
 - WCVB's *5 for Good* featuring Hannah Finn
 - HPE/ WHMS Athletic Field Accessibility Project
 - Actress Katie LaMark visits alma matter- AHS
 - HPE/ WHMS for Red Sox rallies, Bancroft Elementary for Patriots' rally

GOAL 6: FY2019 BUDGET

- The superintendent will work with the assistant superintendent for finance and administration, the Superintendent's Administrative Team, the School Committee, and the town manager to identify budget needs as early as possible, establish priorities, implement financial reporting processes that drive confidence in school department transparency, prepare thorough and timely budget documents, communicate with Town leaders and the public regarding budget needs, and attempt to reach an early and responsible budget agreement. (Standard II: Management and Operations; District Improvement Goal)

FY2019 BUDGET

- Managed the FY19 budget and built a stronger reserve in the circuit breaker account
- Led campaign for additional funding of the circuit breaker and the FBRC recommendations
- Developed a responsible budget to meet the needs of the district
- Transitioned approximately 100% of the funding for textbooks to the operating budget
- Provided an even more detailed budget than in prior years
- Discussions with the Town Manager and Finance Committee are ongoing

GOAL 7: SCHOOL STARTTIMES

- The superintendent will work with the assistant superintendent for teaching and learning and key stakeholders on the development of potential options for later start times for secondary students and provide objective information concerning the benefits and drawbacks of various options to the School Committee to enable it to evaluate the feasibility of and receptivity to the potential options so that the School Committee can make an effective decision. (Standard II: Management and Operations; District Improvement Goal)

SCHOOL STARTTIMES

- The School Start Time Working Group meets regularly to analyze later school start time options for secondary students.
- Dr. Judith Owens, Director of Sleep Medicine at Boston Children's Hospital conducted a town presentation on the evidence of later school start times.
- Projections for later secondary school start times and bus runs have been developed.
- The impact on elementary school start times continues to be studied.
- An independent analysis of school transportation routes is underway.
- Input collection is ongoing from school and community stakeholders to consider the many factors around school start times.
- A communication plan is drafted and includes a website, Wednesday Warrior, PTO coffees, public input forums and surveys.