

Strategic Objective #1
Progress Report April 3, 2018

Enhance and align quality educational curricula, instructional resources, rigorous assessments, and social/emotional supports to improve academic performance.

Emphasize Social Emotional Learning as a Coordinated Framework for student Learning and Support

- Implemented the Feeling Buddies Self-Regulation Curriculum at BBC
- Investigated of Social Emotional Curriculum at Memorial
- Reviewed Social Emotional Standards and Curriculums at Administrative Meetings
- Initiated plans for a 2018-2019 district committee to ensure we align Social Emotional Learning from building to building
- Have begun to define roles and expectations (and service delivery) of each service provider that relates to the social emotional needs of our students
- Utilized RRICK time to address Social Emotional Learning
- Used Professional Development to support Social Emotional learning and health of staff
- Applied for MetroWest grant to support Social Emotional needs of students

Increase formal and informal Diagnostic Capacity

- Purchased testing materials at BBC
- Reviewed checklists at BBC
- Reviewed Reading Services and eligibility criteria at Memorial
- Analyzed the need for additional reading support and made a budgetary recommendation for a .5 reading teacher at Memorial

Improve student Achievement in the areas of Mathematics

- Investigated Eureka Math at BBC
- Pilot team implemented Eureka math at Memorial with ongoing Professional Development and Support
- Utilized Engage NY (Eureka) at the JSHS

Improve student Achievement in the areas of English Language Arts

- Coordinated cohesive curriculum development/improvement at BBC
- Investigate and purchased new curriculum materials at the JSHS
- Provide professional development for new ELA materials at the JSHS
- Developed and integrated two new units from new materials

Integrate STEM into curriculum planning, instruction, and assessment

- Used Smartboards and tablets at BBC in the area of Science
- Applied for and selected for Project Lead the Way grant to support a high school computer science course pathway
- Applied for and selected for American Student Assistance grant to support a seventh and eighth grade computer science course gateway
- Added a computer science teacher for the JSHS

Strategic Objective #2
Progress Report April 3, 2018

Ensure staff development and professional learning is on-going, relevant, accessible, and inclusive of all staff members to support opportunity for continuous growth.

Maintain Focus on Established Professional Development

- Provided 2017-2018 professional development plan to the entire staff on August 28, 2017
- Utilized Curriculum Council to drive planning and decision making
- Secured funding to support presenters and staff

Initiate year-long professional development plan that incorporates focused, strategic initiatives to increase student performance

- Established a focused theme entitled: Inclusive Education: All means All, Incorporating knowledge and strategies that meet the needs of all learners
- Established focused critical areas within this theme including:
 - Co-Teaching (SEI, true inclusion, effective models, planning and preparing)
 - Motivating At-Risk/Reluctant students and families
 - Working with emotionally/behaviorally challenging students

Ensure that Professional Development Activities focus on Instructional Strategies that Meet the Needs of All Learners

October 6, 2017 Professional Day

PreK-5 (Elementary Staff) Overview

Linda Dusenbury: Dr. Dusenbury is a nationally recognized expert with 25 years of experience planning, implementing, and evaluating evidence-based strategies and policies designed to create a safe and nurturing world for children and adolescents. Linda was an early pioneer in the field of primary prevention. Although she has been involved in many initiatives and significant research throughout her career, since 2010 Linda has directed CASEL's scan of state policies to promote social and emotional learning (SEL), preschool through high school, in all 50 states. In 2016 she helped CASEL launch the Collaborating States Initiative to facilitate development of policies and guidance that would promote statewide implementation of evidence-based SEL. Linda also assists CASEL with their ongoing reviews of evidence-based programs and, more recently, with their exploration of the intersections between social and emotional learning, and mindfulness.

The purpose of this PD session was to focus on social and emotional learning (SEL) and to define what SEL is (including the 5 core competencies of SEL) and present an organizing framework for SEL in education. The session reviewed key research on the social and emotional needs of children, as well as research on the effectiveness of SEL approaches in schools. Research clearly demonstrates that it is possible for teachers to effectively teach social and emotional competencies, and we explored and more deeply understand evidence-based programs and practices designed to promote academic, social, and emotional competence in all children.

A variety of tools and resources were introduced and shared, including guides for selecting evidence-based approaches to SEL, as well as many tools and resources (available from CASEL and from MA ESE) that districts and schools can use to support implementation of SEL ...so that students become fully

equipped for success (academically, social, and emotionally), now – in school, and in the future – in work and beyond.

6-12 (Secondary Staff) Overview

Bill Daggett: Dr. Daggett is the Founder and Chairman of the International Center for Leadership in Education, is recognized worldwide for his proven ability to move preK-12 education systems towards more rigorous and relevant skills and knowledge for all students. He has assisted a number of states and hundreds of school districts with their school improvement initiatives. Dr. Daggett has also collaborated with education ministries in several countries and with the Council of Chief State School Officers, the Bill & Melinda Gates Foundation, the National Governors Association, and many other national organizations. He also serves on several advisory boards.

The purpose of this session was to help attendees envision the future of education. Dr. Daggett has spoken to hundreds of thousands of educators and education stakeholders in all 50 states. His presentation at our professional development day provided enlightening, entertaining, and motivating messages that have helped our district and educators look at education differently by challenging their assumptions about the purposes, benefits, and effectiveness of American schools. At the end of his presentation, attendees felt a sense of inspiration both to embrace what is best about our education system and to make the changes necessary to meet the needs of all students in the 21st century. From this training, our teachers took the initiative to develop an after school group entitled “Hopedale for Positive Change”.

November 3, 2017 Early Release

We had a presentation from the law office of Murphy, Lamere & Murphy. They provided us with a general presentation about legal obligations and best practices around Special Education and 504 planning. The information was relevant to all staff. The goal of the presentation was for staff to leave knowing and understanding legal responsibilities and the practical application of these responsibilities in our school setting.

This presentation should laid the groundwork for our future workshops focusing on meeting the needs of all learners. In addition to the general information and overview, the presenter addressed:

- General roles and responsibilities for staff in educating our students and specific roles within team meetings (particularly having an LEA at each meeting)
- Transition planning for IEPs
- Defining inclusion and talking about what inclusion looks like
- Compliance with accommodations
- Student Study Guides
- What can be put in a 504 plan, samples of 504 plans, and regulations for 504 plans
- Real life case law examples

January 2, 2018 Professional Day

8:30-10:30 All staff attended keynote speaker Jeanine Fitzgerald

10:45-12:15 Staff selected from a menu of nine workshop options

1:15-2:45 Staff selected from a menu of ten workshop options

We began the day with a keynote from Jeanine Ftizgerald who draws on more than 35 years of professional experience to empower teachers and parents to achieve more with children “at risk.” With

experience as a certified teacher, mental health professional and mother of three grown children, she understands the promise of every child, as well as the diversity of their needs.

During the keynote presentation, Jeanine presented a variety of topics that challenge us within the field of education. She discussed the issues that face our students and staff. She also talked about the importance of finding the "hero within" every person.

Some of the individual sessions that staff could attend were:

- Inclusive Practices: How to Make the Most of Your Resources
- Growth Mindset: Cultivating a Growth Mindset Within Our Students
- Innovating your Classroom Using Technology to Meet Students Where They Are
- Incorporating Social Emotional Learning into Morning Meeting

February 16, 2018 Early Release

Building-based planning and activities

March 9, 2018 Early Release

The entire staff had a presentation from Jessica Minahan, MEd, BCBA, who is a board-certified behavior analyst and special educator. She is Director of Behavioral Services at Neuropsychology & Education Services for Children & Adolescents, in Newton, Massachusetts, as well as a behavior consultant to schools nationwide. She also holds an adjunct professor position in the special education department at Boston University. She provided the staff with practical strategies to assist students with challenging behaviors. She also challenged staff to make changes to current practices.

April 13, 2018 Early Release

Building-based planning and activities

April 30, 2018 Early Release

Building-based planning and activities

Strategic Objective #3
Progress Report April 3, 2018

Improve and develop programming to ensure all students have access to high quality appropriate education and opportunity.

Assess, Review, and Revamp BBC School Year and Summer Programming

- Continually assessed the needs and growth of BBC preschool, BBC extended day, and summer school
- Revamped staffing, scheduling, and offerings at BBC to meet the needs of the community and to increase revenue
- Increased registration and student attendance at BBC
- Developed and plan to implement summer daycare program 2018

Develop a continuum of support and service for students with intensive disabilities from preschool through high school

- Reviewed IEP services for BBC integrated and nonintegrated classrooms
- Established a consistent BBC staff consultation schedule
- Amended BBC IST process
- Developed and Revised The Flex Center Classroom at Memorial
- Planned for and met with teachers to begin transition to Inclusive Special Education Service Provision at Memorial
- Increased communication with Kindergarten teachers and administration to support smooth transition for students from preschool to kindergarten
- Sub-Separate Program developed its Coffee Grind program and related instruction
- Conversations with Milford Public Schools began in order to access supports for students within the Bistro Program when appropriate
- MetroWest Adolescent Health Grant was submitted in the amount of \$210,000 to implement a therapeutic step-down program for students with mental health needs

Design and Implement Supports for Accelerated Learners

- Developed AP Statistics and AP World History

Increase Capacity to Assist Students with Behavioral Needs

- Have focused professional development on teaching all staff strategies to assist students with behavioral needs (See Objective #2)
- Maintained monthly meetings with LC teacher and ABA techs at BBC
- BBC Implemented monthly meetings between classroom teachers and paraprofessionals and used faculty meetings for professional development
- Clarified conduct referral process for faculty and improved parent communication
- Focus on monthly SIT Meetings at JSHS
- Focus on Anti Bullying and mindfulness activities for students

Strategic Objective #4
Progress Report April 3, 2018

Build relationships with the community so that parents and community members are more involved and engaged in the schools.

Improve Content and Format of Parent Communication

- Used Twitter at all schools and district to PR events and information
- Maintained updated calendars
- Sent regular/weekly email blasts at the building level
- Developed set of expectations of parent communication for all faculty members, to include provision of positive feedback to families as well as matters of concern at Memorial
- Investigated, developed, and presented new Grade 7 Orientation and Back to School Night presentations at the JSHS

Build Community and Parent Relationships within our Schools

- Offered Positive Solutions for Families workshops at BBC
- Established on-line registration for school year and summer camps
- Developed consistent registration forms and health forms packet with input from all school nurses
- ELL Family Night at Memorial offered to all families in the district
- Sustained relationship with the residents and staff of Atria Draper Place and Memorial
- Strengthened relationship with the Council on Aging
- Provided activities and support for Town Meeting

Align work within the schools with the Opioid Task Force

- Attended monthly meetings of the Opioid Task Force
- Hosted Dr. Potee presentation for parents
- Presented Screenagers to students and parents
- Included students in task force meetings and school outreach
- SBIRT screening completed at the JSHS