

**School Improvement Plan  
Acton-Boxborough Regional High School  
2015-2016**

The timeline for each of these goals is the 2015-2016 school year. We expect to revisit and revise this plan in spring 2016. The ABRHS School Council will oversee progress toward the goals.

**Goal 1: 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.*

Specifically, we will work to do the following:

Parent/Guardian Community Involvement

- 1) Partner with the PTSO who will take the lead to engage the parent/guardian community.
- 2) Engage the community to examine sources of stress for students and take a collaborative approach to addressing them.
- 3) Provide opportunities for feedback and dialog regarding the impact of mental health and wellness on learning.
- 4) Provide opportunities for feedback regarding workload and homework practices.
- 5) Provide opportunities to educate the community as to its impact on students' levels of stress and strategies to promote student wellness.

Leadership Team/School Wide Focus on Wellness and Learning

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

*Background and Rationale:*

During our first year of this work (2013-2014), we examined the mental health challenges that some of our students and families face. We sought to understand the

supports we currently have in place as well as what additional supports we need to meet the needs of students and families. We used professional learning and faculty meeting time to educate faculty & staff about our current programs and services, the impact of depression and anxiety on learning, the impact of trauma on learning, and suicide prevention and awareness. We hope to continue this work, including expanding to include a community education and partnership component.

During Year 2 (2014-2015), we shifted the focus to our own practices and their potential impact on student stress and balance, including our schedule, assessment practices, workload expectations, and homework. We piloted a homework-free weekend and solicited feedback from both staff and students about its impact. We utilized department and faculty meeting time to identify department philosophies about homework, to discuss expectations across curricula, to share 30 minute homework assignments with a comparative lens, and to discuss student survey data regarding homework and workload.

During Year 3 (2015-2016), we will continue the internal work of examining our policies and practices related to homework and workload. We will also engage the community in this conversation.

*Strategies:*

- Partner with the PTSO leadership and Forums chairs to engage parents, guardians, and the larger community
- Pilot Midyear Week and solicit feedback
- Educate students and families to recognize signs of stress in themselves and their peers and who to go to for support
- Educate students and families on wellness strategies
- Analyse and compile survey results
- Involve students in *Making Caring Common*/Advisory Planning Committee
- Encourage faculty and staff to model wellness strategies
- Plan community forums that support wellness strategies

*Timeline:*

- The 2015-2016 school year.

*Responsible Parties:*

- PTSO
- ABRHS administrative team

- Counseling Regional Department Leader

*Evaluation:*

- Input from PTSO, School Council, and other groups with parent/guardian participation
- Students will be able to identify stressors and strategies to alleviate stress and seek support
- Families will be able to identify wellness strategies and to seek support in dealing with stressors

**Goal 2: 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.*

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

*Strategies:*

- Presence of administrative team at back to school night, 9<sup>th</sup> grade parents nights, school-wide events, athletic events, and extracurricular activities.
- Administrators will regularly visit classrooms and advisories throughout the school year.
- Members of the administrative team will communicate regularly to parents/guardians, faculty & staff, and students throughout the school year. Use of the website (with photos) to help parents/guardians with contact informations and familiarity.

*Timeline:*

- The 2015-2016 school year.

*Responsible Parties:*

- Members of the administrative team

*Evaluation/Outcomes:*

- Members of the school community will be familiar with all five members of the high school administrative team and will feel a consistent presence at school-related events and activities.
- Communication from the administrative team will be consistent, clear, and will help the school community to feel connected and informed.
- Faculty survey data will be analyzed, compiled, and shared with relevant groups.
- Input will be solicited from PTSO, School Council, and other groups with parent/guardian participation.
- Student input will be solicited via Advisory.