



ALMOST NORMAL



YOU CAN DO HARD THINGS!

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Why a theme?

- Common language for all
- Hard but attainable for all
- Differentiated for all
 - Getting an A in an AP class
 - Persevering through a 45 minute class
 - Joining an extracurricular activity or club
 - Making a new friend
 - Asking for help with something
- Leaning on our student leaders and upperclassmen
 - Mentors
 - Role models
 - Encouragers

“YOU CAN DO HARD THINGS!”



IMPORTANT TAKEAWAYS

- It's supposed to be hard
- If you wait for things to get easy: missed opportunities; left behind?
 - Student: “Are you waiting for the easy bus to come by? :-)
- When you get good, we're going to make it harder
- Don't be someone who waits for things to get easier. Be someone who does hard well!

New positions - THANK YOU!

Assistant Principal:

- Allowing for instructional leadership (for both of us)
- Work and effort less fragmented on a daily basis
- Beginning to pay dividends for, instruction, student management, logistics

Mentor Coordinator:

- Highly skilled and engaging presence for new teachers
- Has flexed to include some second year teachers (started during a difficult year for growth)
- Sharing resources with administrators to ensure good practices go viral
- Addition of MS/HS instructional coach will multiply these benefits for all teachers

New positions - THANK YOU!

Behavior Interventionists:

- Reinforcing expectations in a more dispersed fashion (not from the same source all the time)
- Allowing principal and assistant principal to pivot more to instructional leadership
- Identification of trends has become easier
- Will allow for classroom coaching for teachers

Additional Adjustment Counselor:

- Stay tuned
- Goals:
 - Groups for social emotional support and strategies
 - More robust liaising with collateral supports (outside counselors, community agencies)
 - More flexible triaging with school counselors and more manageable workload for all

BOY MAP Testing

Having three sets of data (two from last year), and a better completion rate, will ensure better data for teachers.

Individualized feedback and goal setting will be reinforcing and motivating for all students.

Will augment, reinforce and/or challenge other data (MCAS)

Diagnostic, not post mortem - formative, rather than summative