

The Public Schools of Brookline  
**Heath School**  
**School Improvement Plan, 2016-2017**

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*Heath School Council*  
*2015-2016*

Tatiana Beckwith – Teacher Representative  
Rashida Clayton – Parent Representative  
Andrew Garnett-Cook – Teacher Representative  
Julia Levine – Parent Representative (term ended spring 2016)  
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**Public Schools of Brookline**  
***Strategic Plan Goals***

***Goal 1: Every Student Achieving***

Ensure that every student meets or exceeds Brookline’s high standards and eliminate persistent gaps in student achievement by establishing educational equity across all classrooms, schools, and programs.

***Goal 2: Every Student Invested in Learning***

Increase every student’s ownership of his/her learning and achievement by using rigor, relevance, and relationships to foster a spirit of inquiry and the joy of learning.

***Goal 3: Every Student Prepared for Change and Challenge***

Instill in every student the habits of mind and life strategies critical for success in meeting the intellectual, civic, and social demands of life in a diverse, ever-changing, global environment.

***Goal 4: Every Educator Growing Professionally***

Foster dynamic professional learning communities that inspire inquiry, reflection, collaboration, and innovation, and use data to improve teaching, advance student learning, and refine the programs and practices of the Public Schools of Brookline.

**Heath School**  
***Our North Star***

“When children and teachers feel happy, safe, and supported we have room to grow and learn through collaboration and risk-taking with our peers.”

At Heath School, we set the bar high for students, so it is right that we set the bar higher for ourselves as educators. That means leading from a place of collaboration, celebration, love, and an unrelenting drive for providing the highest quality public education for every student who joins us at Heath.

Educators at Heath School are engaged in a school-wide conversation around coaching/collaboration, educational equity, mindset, the complex and intricate connections between teaching practice and student outcomes, and how to nurture classroom and school cultures in which students feel in control of their own learning. Our families also have a powerful perspective on this work, and we welcome their insights on the joys, struggles, and growth their child experiences during the school year.

The school fosters community in many ways, including: showcasing service learning during our school-wide Day of Service, providing support for our Gay-Lesbian-Transgender-Straight Alliance (grades 6-8), hosting a Young Scholars Program for students of color (grades 4-8), and by electing representatives (in grades 4-8) to serve on Student Council. All grades participate in community service and serve the greater community in myriad ways throughout their years at Heath.

The PTO plays an important role in the school and organizes many events to encourage parent participation. All families are members of the PTO. Heath School is well supported by our families and grateful for their partnership.

We consider ourselves to be craftsmen and innovators and work hard to ensure that students see themselves this way, as well. As professionals, we model risk-taking and mistake-making and work to develop a sense of safety in our classrooms so that students will also have the courage to take educational risks in service of getting smarter. We also recognize that risk-taking is not only in service of academic gains; we work for equity and social justice, often risky endeavors, at Heath School and use our voices and talents to uplift

all in our community. This is our shared vision, our North Star, and we are relentless in meeting the call of providing a high-quality education to all students, each of whom is a pleasure to serve.

Finally, our hope is that the work outlined in the School Improvement Plan will directly impact students and that students will be able to articulate the impact of our work on their learning outcomes.

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### **Overview of 2016-2017 School Improvement Plan**

#### **Goal 1: Every Student Achieving**

From the PSB *Vision, Mission, Core Values & Goals*: Ensure that every student meets or exceeds Brookline’s high standards and eliminate persistent gaps in student achievement by establishing educational equity across all classrooms, schools, and programs.

Heath School specific challenge: At Heath we are working to build a culture in which all of us – students and staff alike – are afforded opportunities to meet academic/professional goals and produce high-quality, meaningful work. In that vein, we strive to close achievement gaps for children with disabilities (including IEPs and 504), our English language learners, students of color, and students who come to us from low income households.

Heath School will focus on two overarching goals – professional coaching/collaboration and educational equity – in an effort to close achievement gaps persistent in our community. In order to support these goals, Heath School will:

- Foster a culture where professional conversations are protected and serve one intent: to support student learning.
- Create learning environments that successfully balance content, pedagogy and teacher/student learning relationships. This includes launching a Science, Technology, Engineering, Arts, and Mathematics (STEAM) Lab in the fall of 2016, a place dedicated to supporting classroom teachers at all grade levels foster creative thinking and evidence-based practices, and encourage teachers and students to design, prototype, and build. 3D printers, sewing machines, recycled objects, hand tools, and green-screens afford students opportunities only found in spaces dedicated to exploration, wonder, and play.

- Employ data (BAS, MCAS scores, BOYAs and EOYAs, anecdotal observations) to assess academic and behavioral starting points for students in each grade level. Students not performing at grade level or above will be closely monitored; coaches, administrators, and peers will collaborate with teachers to ensure the growth of these students is prioritized. RtI Systems (Response to Intervention), including, but not limited to, LLI, math groups, increase frequency of guided reading, FUNdations, and CST referrals, to ensure identified students meet benchmarks or make at least one-year's worth of academic growth.
- Continue to nurture and grow pedagogical practices – myriad literacy frameworks (like Daily 5, the Writer's and Reader's Workshop models, and the Literacy Collaborative model), math grapples, project-based learning, student portfolios, and student-led conferences – which have the potential to promote both student and professional growth.
- Implement a student-centered collaboration and coaching mindset amongst professionals using the work of Jim Knight and Expeditionary Learning as the foundation of professional coaching conversations. Heath Teachers can often be heard saying that when we collaborate with one another we are more effective teachers, students benefit from our improved teaching, and our job is a lot more fun and fulfilling.

**Therefore:**

We employ, a **Collaborative Instructional Coaching Model**

In the early spring of 2016, a number of Heath School specialists began to meet once a week in what came to be known as an Instructional Coaching Group. The crew explored the methods they were using to collaborate with teachers and students. They found that even though curriculum/content focus may differ from grade to grade, the strategies for collaborating had a lot in common. They knew they could improve collaborative approaches school-wide by working with each other.

We set, **Collaboration and Coaching Goals**

The Heath School Instructional Coaching Group often explores how they can be better collaborators by being better partners. If a visitor to the school sat in on one of their meetings they might hear the team discussing the Partnership Principles (Knight, 2007) of

- ❑ **Equality** - The belief that a strong collaborative partnership involves a professional relationship between equals. Heath School is fortunate that have a strong, steady, and largely coherent group of teachers that are excited to learn together.
- ❑ **Choice** - The belief that because learning is mutual and that teachers need to have choice in what and how they learn. *We want to meet you where you are and together develop choices for moving forward together.*
- ❑ **Voice** - The belief that learning together should empower and respect the voices of teachers. *We want to support and encourage you to express your opinions on the best way forward.*
- ❑ **Dialogue** - The belief that professional learning happens best when give and take dialogue occurs and all engage in conversations about the content to think and learn together.
- ❑ **Reflection** - The belief that by taking time to reflect practitioners can thoughtfully adopt or reject ideas before moving forward on them.
- ❑ **Praxis** - The belief that our work should support and aid teachers to apply what all collaborative learning to real life practice in classrooms.
- ❑ **Reciprocity** - The belief that learning is mutual. Again, *we learn as much from you as you learn from us.*

We prioritize, **Reflective Practice**

When the Instructional Coaching Group meets, they take a thoughtful look at their own practice. Sometimes this is done by analyzing a video (taken with the collaborating teacher's permission) of their collaborative work; other times, the team might pose and discuss a dilemma that they are facing.

At Heath School, this effort is supported by staff, curriculum coordinators, and school administration. The role of the Instructional Coach has value and supports our drive toward a more collaborative, equitable community.

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**Goal 2:** Every Student Invested in Learning

From the PSB *Vision, Mission, Core Values & Goals*: Increase every student's ownership of his/her learning and achievement by using rigor, relevance, and relationships to foster a spirit of inquiry and the joy of learning.

Heath School specific challenge: Teachers and students alike must come to understand and embrace the challenges inherent in continuously improving personal and academic practices. We seek to learn new things and implement them in our academic endeavors, and to learn from successes and failures alike.

In order to support this goal, Heath School will:

- Launch student portfolios in a majority of Heath classrooms, connecting learners to their personal growth and putting them in the driver’s seat of their learning.
  - Pilot student-led conferences in myriad grades, establishing a set of best practices and a cadre of teacher-leaders who can support others launch student-led conferences in their classrooms.
  - Use Learning Targets (Berger, 2014) in classrooms to ensure students know the intent of their work, have a clear understanding of the end goal, engage more deeply in the learning process, and are able to take ownership of the quality of their finished products.
  - Explore and employ Mindset Theory practices in classrooms (Berger, 2014; Dweck, 2007; Duckworth, 2016), messaging to students that “getting smarter”:
    - Relies on effort, reflection, and improvement over time
    - Requires risk-taking and mistake-making
    - Emphasizes revising of thinking - “I used to think \_\_\_\_\_ but now I think \_\_\_\_\_”
    - Can be done at home and with families (by using family forums at Heath to explicitly teach families the language that supports a shift in mindset)
  - Continue to present student work through celebrations of learning, such as our school-wide Technology Showcase, Day of Service, Student-Led Portfolio conferences, or Second Grade Artists Portfolio presentations. These showcases of student work emphasize the process each student undergoes while learning, presents beautiful final projects that the entire community can take pride in, gives students a forum to publicly reflect on their learning, makes apparent the interconnectedness of our curricula, depends upon a spirit of collaboration to produce, and more. These showcases offer opportunities for Heath students to engage and impress authentic audiences, as well, and messages, “At Heath School, our work is important.”
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**Goal 3: Every Student Prepared for Change and Challenge**

From the PSB *Vision, Mission, Core Values & Goals*: Instill in every student the habits of mind and life strategies critical for success in meeting the intellectual, civic, and social demands of life in a diverse, ever-changing, global environment.

Heath School specific challenge: Teachers and student alike must come to recognize the inherent dignity and worth in each person's experience; Heath School will offer myriad opportunities to engage in social justice opportunities, support clubs that uplift historically marginalized groups, promote socio-emotional learning, and serve the community within and beyond the walls of the school.

In order to support this goal, Heath School will:

- Collaborate with the PTO's Diversity Committee and Social Action Committee to ensure that school staff and administration are engaged in a transparent and ongoing dialogue about social justice, service, and civic duty; this work will directly translate into opportunities for students to learn, grow, and engage in service for others.
- Offer opportunities for students and staff to learn and grow together, including, but not limited to:
  - Student Council (Grades 4-8)
  - METCO Connections (K-8)
  - Gay Straight Transgender Alliance (Grades 6-8)
  - African-American/Latino Young Scholars Project (Grades 4-8)
  - School-wide Day of Service
- Utilize methodologies proven to support social-emotional learning for students while providing proven tools for teachers, including, but not limited to:
  - Olweus Anti-Bullying Program (K-8)
  - The Zones of Regulation (K-8)
  - Responsive Classroom (K-5) and Advisory/Developmental Designs (6-8)

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**Goal 4: Every Educator Growing Professionally**

From the PSB *Vision, Mission, Core Values & Goals*: Foster dynamic professional learning communities that inspire inquiry, reflection, collaboration, and innovation, and use data to improve teaching, advance student learning, and refine the programs and practices of the Public Schools of Brookline.

Heath School specific challenge: In order to learn, professionals need adequate space and time to engage in meaningful work, reflect on their practice, and collaborate to solve important problems of practice in an environment where they feel safe, joyful, and valued. These opportunities must promote professional growth and inquiry and lead to learning that has a direct impact on students.

In order to support this goal, Heath School will:

- Establish a crew of teacher-leaders and coaches who, employing the Jim Knight model, are prepared to support teachers hone particular areas of their professional practice (see *Goal 1: Every Student Achieving*).
- Use faculty meetings and teacher collaboration time as professional development, prioritizing collaborative learning that emphasizes student learning, promotes authentic use of student data, and builds professional expertise. Topics to include, but not limited to:
  - Student portfolios/Student led-conferences
  - Response to Intervention
  - Math and ELA
  - Looking at student work
  - Student-engaged assessment
  - Cultural competency
  - Science literacy
  - Interdisciplinary curriculum design
- Provide summer reading books to teachers on topics of student-engaged assessment and portfolios, race and diversity, social media and its impact on students' socio-emotional lives, project-based learning, and more.
- Collaborative problem solving groups, including, but not limited to:
  - Professional Learning Groups
  - Equity-focused Groups



- Critical Friends Groups
- Problem of Practice Groups

## Heath School Improvement Plan

### Data Points

**MCAS**

At Heath School, 90% of all students score Proficient or Advanced on the MCAS in ELA, and 87% of all students score Proficient or Advanced on the MCAS in Math. That said:

- That said, 57% of Black students score Needs Improvement or Warning on the MCAS in ELA, and 71% of Black students score Needs Improvement or Warning on the MCAS in Math.
- That said, 16% of Latino students score Needs Improvement or Warning on the MCAS in ELA, and 29% of Latino students score Needs Improvement or Warning on the MCAS in Math.
- That said, 42% of students identified as needing specialized learning support score Needs Improvement or Warning on the MCAS in ELA, and 52% of students identified as needing specialized learning support score Needs Improvement or Warning on the MCAS in Math.

**Staff Survey**

Heath School teachers desire feedback on their teaching. According to the Spring 2016 Staff Survey:

- 62% of Heath School teachers desired useful feedback on their teaching
- 62% of Heath School teachers wanted feedback that covered all aspects of their work
- 79% of Heath School teachers wanted more frequent feedback
- Teachers also desire more high-impact professional development

**Olweus**

9% of students grades 3-8 at Heath School report being bullied 2-3 times per month, while 1% of students report actually bullying other students. *This data is well below the national average.*

### Building a Culture of Collaboration/ Data Driven Decision-Making

Heath Actions	Data	Person(s) Responsible	Timeline	Indicators of progress	Resources/Anticipated funding sources
<u>Data Team</u>	<u>Math</u> EOYA Math	Principal/Vice Principal	Team meetings are	Literacy and Math Specialists keep current with data collection	No additional funding required

<p>Data Team quarterly meetings will gather data, review data in math and literacy, and share data with faculty in order to inform decision-making about curriculum and instruction</p> <p>Review of assessment data by classroom teachers and student services staff three times during the year in order to plan for differentiation to ensure appropriate challenge and monitor progress of students requiring additional support and intervention</p> <p>Strengthen collaboration through the provision of collaboration time among grades 6-8 teachers with an emphasis on the use of flexible grouping to support differentiation</p>	<p>assessments BOYA math assessments Kathy Richardson Math Assessments Pre- and post- unit assessments</p> <p><u>Literacy</u> BAS literacy assessments LLI Data Writing rubrics</p> <p><u>Other</u> CST data collected in 2014-2015 (and beyond) Number of Educational Evaluation referrals MCAS data Anecdotal data</p>	<p>CST Team Math/Literacy Specialists Special Education Facilitator Grade Level Teams</p>	<p>designated 4 times yearly to assess data and to plan instruction</p>	<p>and work with teachers regularly as needed</p> <p>CST facilitators maintain records of 2014-2015</p> <p>Teachers demonstrate that they use formative and summative assessment to inform instruction and curriculum</p>	
<p><b><u>Instructional Coaching</u></b> Establish a crew of teacher-leaders and coaches who, employing the Jim Knight model, are prepared to support teachers hone particular areas of their professional practice</p>	<p>Weekly meeting agendas and notes Professional reflections Collaborative planning/collaborative projects Increase in teacher</p>	<p>Principal Instructional Coaches Specialists Teachers</p>	<p>Ongoing 2016-2019</p>	<p>Increase in teacher participation in coaching Increased satisfaction with cycles of feedback as reflected in Staff Survey (yearly) Impact on student achievement</p>	<p>PTO Grants  District Professional Development  District and school funding for stipends</p>

<p>Weekly meetings amongst Instructional Coaches/Specialists to reflect on emerging, high-leverage teaching practices</p>	<p>participation in coaching</p>				
<p><b><u>Disciplinary Literacy Initiative (DLI)</u></b>                  Support interdisciplinary teams to collectively improve student literacy</p>	<p>Develop an understanding of the DLI model                  Educate staff, beyond middle school, of the value of the model                  Develop shared values/shared vocabulary</p>	<p>Principal                  Middle School DLI Team members                  Curriculum Coordinators</p>	<p>Ongoing (beginning summer 2016), 2016-2019</p>	<p>Shared values                  Shared understanding                  Increased interest                  Application of new understandings school-wide</p>	<p>District grant</p>
<p><b><u>Professional Development</u></b>                  With a two-pronged focus (instructional coaching and educational equity), Heath School staff will engage in PD intended promote collaboration and closing the achievement gap                   Use faculty meetings and teacher collaboration time as professional development, prioritizing collaborative learning that emphasizes student learning, promotes authentic use of student data, and builds professional expertise</p>	<p>PD sessions to include, but not limited to:                  ELA                  Math                  Portfolios                  PLGs                  Equity                  Instructional Coaching                  Olweus                  Zones of Regulation                  ECS                  RtI</p>	<p>Principal                  Teacher Teams                  Instructional Coaches                  Specialists                   District-level leadership</p>	<p>Ongoing 2016-2019</p>	<p>Increased collaboration between Specialists and classroom teachers                  Innovative approaches to closing the achievement gap                  Increased comfort when engaging in complex conversations about race, class, gender, and other historically marginalized student groups</p>	<p>No additional funding required</p>

Strengthen and expand <b>Child Study Team (CST)</b> to provide timely and effective supports to teachers, students, and parents. As a team there will be increased use of the Neurodevelopmental constructs and attuning process for our K-8 students	Number of CST meetings Number of teachers using CST Chart student success outcomes over time, for those students who have been selected for referral to CST  Teacher Feedback on CST	Principal/ CST team members	Ongoing 2016-2019	Problem of Practice, Consultancy, Critical Friends Groups, and All Kinds of Minds will provide models for student-centered, strength-based conversations  Time and resources provided to support the team's functioning will remain consistent  Teacher survey response to team recommendations/strategies will show that the CST team interventions are successful	District Professional Development  District and school funding for stipends

**Social Emotional Learning**

<b>Heath Actions</b>	<b>Data</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of progress</b>	<b>Resources/Anticipated funding sources</b>
<b>Zones of Regulation</b> Implement Zones of Regulation Provide teacher training Professional development time Resources	Decrease in office referrals due to more students being able to self-regulate and more teachers having the training necessary to support students in the milieu	Principal/Vice Principal  School Psychologists /Guidance  Zones Team	Follow yearly timeline recommended by study group	Reduction in number of formal complaints about behavior issues over the course of the school year beginning in fall 2016  Teachers becoming more comfortable in guiding students through the Zones of Regulation, increasing time in the classroom, and decreasing office referrals	PTO Grants

<p><b><u>Olweus Bullying Prevention</u></b>                  Review and analyze data from the Olweus Bullying Questionnaire administered annually to students in grades 3-8. The Bullying Prevention Coordinating Committee will make recommendations for action based on this review</p> <p>Provide opportunities for parent education in the language and strategies of the Olweus program, including meetings and website.</p> <p>Faculty Olweus team will consider the results from this year's survey results in terms of scheduling, class passing times and school building organization</p>	<p>Staff meetings devoted to results discussion of impact of Olweus plan</p> <p>Providing time for teachers and specialists to collaborate around how best to integrate the Olweus program in their classroom to meet their cohort's specific needs</p> <p>Data from Olweus survey from 2013-2015</p>	<p>Principal/Vice Principal                  Olweus Team                  Heath staff</p>	<p>Yearly                  Olweus                  Student                  Survey</p>	<p>Quarterly Olweus team meetings</p> <p>Yearly faculty meetings designated to the discussion of Olweus data                  Parents informed yearly of results in September, and resources shared at parent meetings and on the school website.</p> <p>Survey results show steady improvement over time.</p>	<p>Stipends for Olweus Leadership Team</p>
<p>Maintain a close relationship with <b><u>METCO</u></b> liaisons through consistent collaboration with guidance and school social worker so that services and supports to students are efficient and maximized</p>	<p>Track communication / meetings related to METCO</p>	<p>Principal                  Guidance                  Social                  Worker                  Metco Staff                  Steps to                  Success</p>	<p>Ongoing                  2016-2019</p>	<p>Increased collaboration between the school and the METCO program</p> <p>Stronger communication between liaison and classroom teachers.                  Faculty review of established, common goals for all students.                  Review of those goals each</p>	<p>No funding needed</p>

				semester	
<p>Continue, expand and improve the <b><u>Connections Mentoring</u></b> program so that more students have adult mentors</p> <p>Mentors will receive support in effective ways to work with their mentees and their families</p>	<p>Number of METCO students identified as needing adult mentors</p> <p>Number of faculty participating in mentoring program</p> <p>Tracking quarterly gatherings a year to bring mentors and mentees together in meaningful, social gatherings</p>	<p>Coordinator of program mentors</p>	<p>Ongoing 2016-2019</p>	<p>Mentors feel connected to one another and share ways to support mentees and their families</p> <p>A stronger sense of advocacy emerges from mentors working with other staff members in sharing information they have that can help a student be more successful</p> <p>Seeking best practice from the field through reading articles, journals, etc</p>	<p>School funding to meet needs of struggling families</p> <p>Flexible scheduling and possible Stipend for facilitator to coordinate meetings to support mentors in their role</p>
<p>Expand the <b><u>Advisory</u></b> Model into 6th grade, specifically based on the Developmental Design program</p>	<p>Increase the number of teachers trained in Developmental Design Program</p> <p>Number of staff identified to participate as Advisors in the program</p> <p>Decrease the number of students in each Advisory section</p>	<p>Principal and Admin. Team 6-8 Teachers</p>	<p>Ongoing 2016-2019</p>	<p>Positive impact of Advisor-Advisee program results studied from program review, culture feedback and/or surveys administered in 2016 and beyond</p> <p>Student feedback survey about the effectiveness of the advisory program in 2013 to 2015</p>	<p>No additional funding needed</p>

<p><b>Service Learning</b>                  Develop a consistent and formal approach to service learning through attendance and certification in a service - learning program of study. (Service Learning Day)</p>	100% of Heath students participating in service learning and the Heath School Day of Service Fair (each spring)	School Council Vice Principal	Ongoing 2016-2019	Share information from accompanying learning experiences at all grade levels with school and community	PTO grants
<b>Student-Engaged Assessment</b>					
<b>Heath Actions</b>	<b>Data</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of progress</b>	<b>Resources/Anticipated funding sources</b>
<p><b>Mind Set</b>                  A focus on growth mindset, rather than a fixed mindset</p>	Student response to teacher or peer feedback Teacher collaboration to increase their expertise Teachers applying growth mind set to their own practice	Principal Guidance Teachers	Ongoing 2016-2019	Increased in-class lessons focused on growth mindset Increased use of programs such as MindUp and Brainology Increase in student effort Decrease in student frustration Increased willingness to stick with difficult tasks for longer periods of time longer	PTO Grants
<p><b>Student-Engaged Assessment: Learning Targets</b>                  “I can” statements used classrooms to ensure students know the intent of their work, have a clear understanding of the end goal, engage more</p>	Continued PD on using LTs to promote student engagement Teachers actively using LTs during lesson design	Principal Classroom teachers	Ongoing 2016-2019	LTs in use in classrooms Students articulating LTs usefulness Students working towards meeting LTs	No additional funding needed

deeply in the learning process, and are able to take ownership of the quality of their finished products.	LTs models at every staff faculty meeting/PD session				
<p><b><u>Student-Engaged Assessment: Student Portfolios</u></b>                  Digital Student Portfolios will be launched and maintained in all grade levels, beginning with grades 5-8 (2014-2015) and expanding through the all grade levels</p>	Number of involved K-8 teachers , administration and specialists	Principal/Vice Principal/ Teachers	Ongoing 2016-2019	Completed portfolios will be passed on to next year’s teacher in June of each year.  Digital portfolio will be used to record student growth over time.  Promote reflection, ownership, and sense of purpose in students	No additional funding needed
<p><b><u>Student-Engaged Assessment: Student-Led Conferences</u></b>                  SLCs require and empower students to take the lead role in communicating their learning.</p>	Students grade 5-8 participate in SLCs each spring, expanding program over 3 years to school-wide	Principal/Vice Principal Teachers	Ongoing 2016-2019		No additional funding needed
<p><b><u>Student-Engaged Assessment: Celebrations of Learning</u></b>                  Student showcases of their work emphasizing the process each undergoes while learning, and celebrating their beautiful products.</p>	100% of Heath students participating in a celebration of learning (over course of year)	Principal/Vice Principal Classroom teachers Specialists	Ongoing 2016-2019	Completed products 100% of students participating in at least one celebration of learning Evidence of learning goals being met through project-based learning units of study	No additional funding needed



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