Christa McAuliffe Charter School
Framingham, MA
Who are we?

★ McAuliffe is an Expeditionary Learning school for grades six through eight. McAuliffe’s hands-on curriculum inspires high achievement through active learning, character growth, and teamwork. McAuliffe is a diverse community of engaged, motivated learners — scholars and adults alike. At McAuliffe, scholars take ownership of their learning, guided by creative, passionate adults who navigate the balancing act of challenge and support. Our community values independence and individuality, while practicing collaboration, inclusivity, and acceptance.

★ The Expeditionary Learning model challenges scholars to think critically and to take active roles in their classrooms and communities, resulting in higher achievement and greater engagement in school.

★ For more information on the EL model and how McAuliffe implements it, please visit our website: www.mcauliffecharter.org and www.ELeducation.org
Who We Are: Culture Leadership Team

Our Mission:

- Lift up the McAuliffe community on micro and macro levels.
- Provide support to teachers with the creation of positive learning environments.
- Support teachers as they guide students to achieve social-emotional and academic success.
- Recognize, reinforce, and celebrate positive behaviors as well as instill ownership over consistent expectations across the community.
- Foster and maintain a safe and positive school environment.
- PD opportunities, community meetings, recognition systems, celebration and positivity
- Lead by example

The Team is made up of various staff members in all roles and all grades for a wide variety of perspectives.
Agenda and Tasks Pre-Covid

Time | Item
--- | ---
3:45 - 3:50p | Check in question: Sameira
Check in question next week:
Sameira
NORMS for Day:

3:55 - 4:05p | How are walkthroughs going?
Remember to log your ratings:
- Ruppre Ducky and Preto Tomato
- Beep Beep Carr and Fishy Fishy
- Frat and Missy
- Rosenshine and Carolyn (not Rear)
- Frat and Rosenshine
Walkthrough Classroom Tracker:
Google Form

4:05 - 4:10p | Schoolwide reset on out on the leadership: how to best uphold and 5th grade, and is
What are the pieces if TIME: Wait until Kate is here

4:10 - 4:30p | Shout out Board
- (Shout out board) – notes on one board to show how we are doing as a community, not one person... then hand out the individual notes to someone’s mailbox (option)
  - Post HOWL cards on board in the faculty room or hallways. Maybe open it up to all grade/team shout outs
  - Every week we put shout outs for other people who are nominated on the community shout out board

4:30 - 4:40p | Team Plus change
Discipline Data:
- Who are students you would bring up at team plus
- What is the function of the behavior (possible motivation)
- What intervention would you use
- We have crushed Tier 1 at 80% so we need to move on to Tier 2, which is essentially Team Plus but effective
- We need a Tier 2 team to analyze consequence data and then go to Team Plus and lead discussion about students
- Tons of interventions under Tier 2! We’re not jumping to test the kids until we run these interventions
- We need to turn our focus to Tier 2 and move on from...
Framingham closed a school in the middle of Wednesday after a parent had a presumed positive tests for the new coronavirus, COVID-19. There are 445 people still subject to quarantine in Massachusetts and 638 who have been released.
What were your biggest concerns around student connectedness when schools began to close?
First meeting after we went virtual

Thoughts for rest of year? Next steps?

Brainstorming ideas: elaborate on thoughts from check in question

- Create a video: example: Carolyn, Michaela
- "some good news" Missy, Tony, Jessie, Teresa, Sameira
- Us taking pictures (in the different classes, being added to meets, zoom calls, documents, etc.)
- Parody song video from culture team on how to stay safe, studying ideas
  Carolyn, Missy, Teresa
- Crew contest
- Picture collages - into a video
- Tik Tok!! Michaela, Tony, Sameira
- Funny pictures and caption contest
- Collage to tie into the HOWLS
  Jessie

3/17/20 now 4/8/20 (virtually)

Facilitator: Tony / Kate  Note Taker: Michaela  Timekeeper: Carolyn  Norms Keeper: Sameira (order: MK, JF)

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:30 - 3:40p</td>
<td>Check in question: Tony</td>
<td>Check In: What are you hoping the CLT can do for the school while we are closed?</td>
</tr>
</tbody>
</table>
| Check in question next week: Sameira | Sameira                      | JF: Community among staff and students  
SP: Helping the students have a sense of community  
MR: Helping the families and loners  
MK: Spreading positivity like the guy from the office  
TF: Staff recognition to virtual world  
TC: Unite the teachers somehow as well  
CR: Foster belonging and community even though we aren't together. |
<table>
<thead>
<tr>
<th>In person Tier 1 Initiatives</th>
<th>Virtual Pivot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crew meets at least once a day in a circle</td>
<td>Crew meets at least once a day in a Zoom call</td>
</tr>
<tr>
<td>Physical Habits of Work and Learning (HOWLS) cards</td>
<td>HOWLs padlets</td>
</tr>
<tr>
<td>STAR award winner gets door decorated</td>
<td>Winner gets Some Good News (SGN) interview</td>
</tr>
<tr>
<td>Community and GLMs held in auditoriums with whole grade/whole school</td>
<td>Crews receive slideshow and go through meetings together</td>
</tr>
<tr>
<td>In person field day in June</td>
<td>Virtual field day challenge</td>
</tr>
<tr>
<td>Physical posters and printed out Behavior Matrices and Code of Character</td>
<td>Behavior matrix and CoC updated to include expectations related to remote learning. Separate COVID matrix made for in person learning</td>
</tr>
<tr>
<td>In person PDs</td>
<td>Live virtual PDs</td>
</tr>
<tr>
<td>Lesson plans for behavior matrices and SEL</td>
<td>Lessons adapted for remote learning</td>
</tr>
<tr>
<td>Cool off spot in the corner of every classroom</td>
<td>Virtual cool off spot resource posted in every Google Classroom</td>
</tr>
</tbody>
</table>
Ready, Set, ACTION

- Faculty HOWLs award
- SGN
- Parody video
- Team photo collages
- Padlet
- Remote Field Day
- Preparing for remote/hybrid learning in the fall
Faculty HOWLs (Habits Of Work and Learning) Awards

Star Award
Special Thanks and Recognition

Nominated for Collaboration: 1. I had a blast working with her on our Fun Friday Musical Theater Class! 2. She put together a fantastic 8th Grade collage that then got posted to Facebook. It took a lot of effort through email and phone calls to assign everyone their specific word, then wait time to decorate it, then collect all 16 pictures. She then put this all together in a wonderful display piece. Lastly, for this she had to communicate with Mara to make sure it was displayed. I am sure Teresa and Mara were in contact with each other before this to think of what the 8th grade could do to show that we missed out students. 3. She has continued to send 8th Grade weekly updates through email to the team. 4. She also has been posting helpful items to our faculty Facebook page that can support teachers in crew and in class. She even helped me get something going in crew! 5. She has also been a wonderful colleague when I was in need of someone to talk to when I got sick and was going through a lot. She is a super collaborator if you ask me! I am sure others have wonderful things to say about her as well!

Teresa Carr
Name

Dan Anderson
Nominator

Culture Leadership Team May 5, 2020

Administrator Date
by wearing gloves, staying 6 feet apart, and wearing a mask.

Sure. I'm the World Language Instructional Coach and right now I'm teaching 6th grade French as well.
Parody Video
Team Collages

We may be miles apart, but you are in our thoughts and always in our hearts. We miss you!
Padlet - Relationships Matter, Distance Doesn’t
**Remote Field Day**

**MCAULIFFE VIRTUAL FIELD DAY 2020**

Welcome to Field Day 2020! Below is a list of activities that you can do individually or with members of your family. Click the links next to the name of the activity to watch a video explaining the rules. Do the activity as many times as you want. Record your score for each activity as you go! (You can even print this sheet to record your scores.)

When you're finished with the activities you want to do, record your scores in this form so that we can keep track and reveal at Community Meeting which grade level got the most points overall.

*Warning: you can only fill the online form out once, so make sure you've got all your activities done before filling it out!*

<table>
<thead>
<tr>
<th>#</th>
<th>Field Day Event (click for video example)</th>
<th>Materials Needed</th>
<th>The Rules</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bottle Flip Challenge</td>
<td>Plastic water bottle</td>
<td>Bottle Flip Challenge</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Paper Airplane Cornhole</td>
<td>3 paper airplanes, trash can/bucket, laundry basket</td>
<td>Paper Airplane Cornhole</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Water Bottle Trap</td>
<td>Plastic water bottle, laundry basket, tennis ball/socks</td>
<td>Water Bottle Trap</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Bowl Ball</td>
<td>6 cereal bowls, 1 soft ball (pool noodle/stick)</td>
<td>Bowl Ball</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Towel Flip Challenge</td>
<td>Towel</td>
<td>Towel Flip Challenge</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Shoe Balance Challenge</td>
<td>Sneakers</td>
<td>Shoe Balance Challenge</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Burpee Challenge</td>
<td>None</td>
<td>Burpee Challenge</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Backboard Bank It</td>
<td>5 sock balls, laundry basket or trash can</td>
<td>Backboard Bank It</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Clothes Relay</td>
<td>Oversized t-shirt, shorts, and hat</td>
<td>Clothes Relay</td>
<td></td>
</tr>
</tbody>
</table>
**End of the 2019-2020 School Year Data**

*Our typical end of the year survey for kids did not go out due to the pandemic.*

*Teacher survey results:*

<table>
<thead>
<tr>
<th>Statement</th>
<th>End 16-17</th>
<th>Mid 17-18</th>
<th>End 17-18</th>
<th>End 18-19</th>
<th>End 19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>McAuliffe professionals treat each other with respect.</td>
<td>75%</td>
<td>89%</td>
<td>67%</td>
<td>62%</td>
<td>88%</td>
</tr>
<tr>
<td>My coworkers and I have good working relationships.</td>
<td>91%</td>
<td>92%</td>
<td>69%</td>
<td>89%</td>
<td>100%</td>
</tr>
<tr>
<td>Members of the team work well together.</td>
<td>87%</td>
<td>82%</td>
<td>74%</td>
<td>76%</td>
<td>90%</td>
</tr>
<tr>
<td>Team members share responsibilities as a crew, not passengers.</td>
<td>75%</td>
<td>85%</td>
<td>74%</td>
<td>56%</td>
<td>81%</td>
</tr>
<tr>
<td>I feel comfortable contributing to team meetings/discussions.</td>
<td>84%</td>
<td>88%</td>
<td>81%</td>
<td>87%</td>
<td>88%</td>
</tr>
<tr>
<td>I feel valued by my team.</td>
<td>89%</td>
<td>85%</td>
<td>81%</td>
<td>87%</td>
<td>88%</td>
</tr>
<tr>
<td>McAuliffe professionals have each other’s backs.</td>
<td></td>
<td>68%</td>
<td>61%</td>
<td>58%</td>
<td>81%</td>
</tr>
<tr>
<td>I believe in my colleagues and our collective capacity to grow.</td>
<td></td>
<td>76%</td>
<td>64%</td>
<td>76%</td>
<td>88%</td>
</tr>
<tr>
<td>We have crucial conversations face to face, navigating difficulties/conflicts when they arise.</td>
<td></td>
<td>65%</td>
<td>48%</td>
<td>60%</td>
<td>59%</td>
</tr>
<tr>
<td>Whether things are going well or not as well, we bring a spirit of joy and fun to our work with one another.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>83%</td>
</tr>
</tbody>
</table>

**Average** 83% 80% 67% 72% 85% steady improvement over last 2 years
### Staff Culture Survey Highlight

<table>
<thead>
<tr>
<th></th>
<th>Mid 17-18</th>
<th>End 17-18</th>
<th>End 18-19</th>
<th>End 19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whether things are</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>going well or not</td>
<td>67%</td>
<td>49%</td>
<td>67%</td>
<td>83%</td>
</tr>
<tr>
<td>as well, we bring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a spirit of joy and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fun to our work with</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>one another.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Starting Remotely Fall 2020

➔ Culture Character Subcommittee this summer
➔ Dedicated first week of school for JUST community building (kickoff week)
➔ HOWLs Padlets
➔ Virtual GLMs and Community Meetings
➔ Faculty and Staff ‘About Me’ Visuals
## Student Culture, Character & Wellness: FY21 Planning Tracker

<table>
<thead>
<tr>
<th>Topic</th>
<th>Task</th>
<th>Status</th>
<th>Start date</th>
<th>Target end date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update Code of Character with safety</td>
<td>Complete the update of the Code of Character with safety expectations</td>
<td>Done</td>
<td>7/28/2020</td>
<td>7/30/2020</td>
</tr>
<tr>
<td>mask expectations</td>
<td>Complete the definition of mask expectations</td>
<td>Done</td>
<td>7/14/2020</td>
<td></td>
</tr>
<tr>
<td>Detail hallway transition expectations</td>
<td>Complete the definition of hallway transition expectations</td>
<td>Done</td>
<td>7/14/2020</td>
<td></td>
</tr>
<tr>
<td>Vision of Crew 3 Models</td>
<td>Complete the vision of Crew 3 Models</td>
<td>Done</td>
<td>7/14/2020</td>
<td></td>
</tr>
<tr>
<td>Crew Calendar 3 Models</td>
<td>Complete the Crew Calendar 3 Models</td>
<td>Done</td>
<td>7/28/2020</td>
<td></td>
</tr>
<tr>
<td>PBIS remote lessons</td>
<td>Complete the PBIS remote lessons</td>
<td>Done</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Additional Tasks

- First week of crew lessons (remote, in person, etc.): **Done**
- Create in person COVID behavior matrix: **Done**
- Create remote behavior matrix: **Done**
- More detailed Community Meeting plan for in-person/hybrid: **Done**
- More detailed GLM plan for in-person/hybrid: **Done**
- Email crew leaders with successful online crews: **Done**
- Adapt lessons on New behavior and Code of Char, matrix: **Done**
- Provide script for teachers around not following expectations: **Not started**
- Training on Virtual HOWLS card (padlet): **In progress**
- Create award for Crew HOWLS winners (tash for door): **Not started**
### In Person COVID Behavior Matrix

**PERSEVERANCE**
- Keep your mask on covering mouth and nose
- Obey social distancing rules 6 ft. distance
- Only touch your personal materials
- Sit only in your assigned seats (in school and on bus)
- Enter and exit building through the appropriate door

**RESPONSIBILITY**
- Ask appropriately for mask breaks and continue to follow expectations
- When mask is removed, carefully make sure it remains sanitized
- Follow flow guidelines when transitioning/walking through hallways and move with a purpose
- Wash/disinfect your hands when you get to your classroom and at least 1x in class. Also do so before entering and exiting the bus
  - Wash your hands thoroughly - get a good lather wash for 20 seconds using hot water
- Disinfect your working area, commonly used areas like bathroom, your eating area, and common supplies before and after use
- No food or drinks to be consumed on the bus
- Only attend classes that you are expected to be in (online and in person)
- Obey table seating limits
- Wait until you are called for dismissal to transition outside and back inside
- Keep bus windows open at all times as long as weather permits

**COLLABORATION**
- If experiencing COVID symptoms, do not come to school and follow quarantine guidelines
- Keep comments in chat productive, on topic, and kind
- If it is not your time to speak, mute yourself online
- Encourage peers to follow COVID expectations
- One person in the bathroom at a time; be efficient

**KINDNESS**
- Demonstrate empathy for peers and teachers who are struggling with COVID related issues

**INQUIRY**
- Seek to understand why these expectations are in place
# Faculty Crews

This game can be played for a short or longer time. It can be stretched over several shorter crews. It is okay if you don't finish.

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45-8:55</td>
<td>Initiative</td>
<td></td>
</tr>
<tr>
<td>8:55-9:00</td>
<td>Debrief</td>
<td></td>
</tr>
</tbody>
</table>

**10/9 Agenda**

- **Facilitator:** [Name]
- **Note Taker:** [Name]
- **Time Keeper:** [Name]
- **Norms Protector:** [Name]

<table>
<thead>
<tr>
<th>Time</th>
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</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:35</td>
<td>Check In</td>
<td></td>
</tr>
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</table>

On a scale of one to Drake

1 2 3 4 5 6 7 8 9 10

what's your mood?

- What did you notice about how we worked as a group in this initiative? What worked well / what didn't?
- What did you notice about how your personal role in this initiative? How did that feel to you?
- If your crew didn't finish, how did it feel?
- What does this activity teach us about how we can be a strong community?

What would you keep / adjust if you were to do this initiative with kids?

- MM: preassign which kid and which number to save time
- AA: the sooner you can get kids to start playing it the more fun you'll have, otherwise it'll seem tedious
LT 1: I can feel a sense of belonging in the McAuliffe community.

54 responses

- Meeting: 72.2%
- Meeting / Approaching: 18.5%
- Approaching: 5.0%
- Approaching / Beginning: 0.0%
- Beginning: 0.0%
Kickoff Week Fall 2020

*Dedicated first week of school for JUST community building (kickoff week)- there was no academics.

*Crew- a group of 10-12 kids that are similar to an advisory group.

*Each day, crew met for 2 hours and they had a project to work on at home for the rest of the day while teachers were in PD- a wellness cube.

*3 days of online crew, 1 rotating day of in person crew

*Team building, creating virtual lockers, getting to know you.
Student Launch Week Feedback

On a scale of 1-5, with 5 being "very connected" and 1 being "not at all connected," how connected do you feel to your crew right now?
177 responses

- 33.3% rated 5
- 37.3% rated 4
- 23.2% rated 3
- 5.2% rated 2
- 1.5% rated 1

How would you rate crew this week on scale of 1-5, with 5 being great and 1 being terrible.
177 responses

- 42.9% rated 5
- 36.2% rated 4
- 15.8% rated 3
- 2.3% rated 2
- 2.7% rated 1
Grade Level and Community Meetings

Christa McAuliffe Charter School
“We are Crew, Not Passengers”
Virtual Community Meeting
6/19/20

Presented by: Culture Leadership Team

Grade Level Meeting

Created and Presented by: The Culture team

AGENDA
- Expectations
- Greeting
- Reading
- Activity: Meet Your Teachers Scavenger Hunt!!
- Announcements
Faculty ‘About Me’ Task Cards

(Name)
(Pronouns: He/Him/His, She/Her/Hers, They/Them/Theirs)

(Grade/Subjects you teach, or your role)

Insert Picture of your choice here!!!

Caption

Prompt Bank:

A hobby (Name) enjoys is (hobby).

(Name)’s favorite spot in his/her/their house is (room/ space) because (reason). 

Something (Name) enjoys doing with his/her/their friends and family is (non-school related activity).

A fun fact about (Name) is (fact).

(Name)’s best idea ever was (cool thing you did/ tried/ made).

(Name)’s worst idea ever was (failed thing you did/ tried/ made).

This one time, (Name) (quick one liner about a funny story). Ask him/her/them about it sometime!

(Name) is so proud of (accomplishment/person/ thing you’re proud of, maybe with a little reason).

(Name) has a love/hate relationship with (thing.) He/She/They LOVES (aspect), but does not care for (other aspect).

Something cool he/she/they did this summer was (activity).
| **Ms. Carr**  
| Pronouns: She/Her/Hers |
| **8th Grade Humanities and Learning Center**  
| **Special Educator** |

- **Ms. Carr holding the sun on her service trip in Africa!**

<table>
<thead>
<tr>
<th><strong>Hobby</strong></th>
<th><strong>Fun Fact</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Carr enjoys watching Broadway musicals and singing along with them. 🎵</td>
<td></td>
</tr>
<tr>
<td>Ms. Carr is she has assisted in 2 different surgeries in a hospital operating room. (True Story!!)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Favorite Quote</strong></th>
<th><strong>Best Idea</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Carr’s favorite quotation is “Don’t dream your life, live your dream!”</td>
<td></td>
</tr>
<tr>
<td>Ms. Carr’s best idea ever was combining Sun Chips with Whipped Cream</td>
<td></td>
</tr>
</tbody>
</table>

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| **Mr. Fratantonio**  
| Pronouns: He/Him/His |
| **Culture and Character Coach** |

- **Mr. Fratantonio on set of “McAuliffe’s Some Good News!”**

<table>
<thead>
<tr>
<th><strong>Facts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Fratantonio’s best idea ever was to create a taco shell made out of Doritos’ flavors. He used to tell Taco Bell that when he went there and they stole his idea.</td>
</tr>
<tr>
<td>Mr. Fratantonio’s favorite quotation is “Without struggle there is no progress.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Stories</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This one time, Mr. Fratantonio was removed from Olive Garden and never allowed to return. Ask him about it sometime.</td>
</tr>
<tr>
<td>Mr. Fratantonio’s worst idea ever was trying to go tubing without knowing how to swim... ask him about it sometime.</td>
</tr>
</tbody>
</table>
Want to know more about HOWLs cards?

★ This is one of our primary, day-to-day interventions
★ Given to students who are exhibiting behaviors that we want to reinforce, e.g:
  ○ Starting the do now right away
  ○ Filling out their note catcher clearly and quietly
  ○ Using discussion language to make a peer feel included
★ These small reinforcements throughout the day shape the behavior we want to see in our classrooms and in the building
★ Scholars like receiving them, even if they don’t act like it
★ There are HOWLs cards in every classroom in a visible spot so that any teacher in there can grab one and give them out. Need more? They’re in the staff lounge!
★ In response to a barrier identified by staff, the team also creates pre-written cards for people to copy and hand out as needed.
HOWL CARD

On: 10/28 Scholar: Evan H. showed

Circle one:

6th
7th
8th

By considering a new idea.

Teacher Name: Tadmor
Crew Leader: Tadmor
Virtual HOWLs Card Padlets

Kintish Crew HOWL Cards
Made with joy

Lucas

about the reasoning behind the name the Great Depression

By reaching out to a peer who was having trouble getting into class

Giovanna

Sophia

By always arriving to crew on time :-)!

Lauren

Inquiry

Inquiry

authentic

Responsibility

kindness

10/1/20
By letting me know that crew was starting (whoops!)

9/6/20
By persevering through a tough

10/1/20
By participating in a class discussion about race
November 2020 Student Survey

2020-21 McAuliffe Work Plan Goal: All students will become increasingly more active in the culture of crew at McAuliffe
“I Belong”

I am known well ACADEMICALLY by this / these teacher(s)

I am known PERSONALLY by this teacher / these teachers

I’m connected to a social group in the McAuliffe Community

I feel a sense of belonging in the McAuliffe community
I believe the work I’m doing in this class matters and has value for me.

“This Work Has Value to Me”

I feel my voice matters in this class.
“I Can Succeed”

Fill in the blank: “In this class, I feel like I can ____ succeed.”

How true is this statement for you in THIS class: My skills and understanding grow with my effort.

“Fill in the blank: “I______ believe I can meet my learning targets in this class.”

In this class, I think that my teacher believes in my ability to meet the learning targets.
How do we make sure things happen?

- Members of CLT are also Grade Level Team Leaders
  - Weekly meetings and reminders
- Monday Memo
- Ongoing Faculty and Student surveys
- Virtual ‘Walkthroughs’
- Professional Developments
- Ongoing Crew SEL lessons
- Weekly CLT meetings

What’s Next...

- Revive SGN and renew HOWL award winner interviews
- Further professional developments informed by data
- Further faculty crew meetings
- HOWLs raffle for students
- Launch of faculty HOWLs padlets
- Launch of student culture team (SCT)
- Implementation of Tier 2 Interventions (e.g Lab)
- Ethical people walkthroughs
- First Fridays
Resources

**Bitmoji Lockers**

*Padlet.com:* collaborative board with multiple different formats

**AnswerGarden:** Polling resource where words grow larger based on how many people give the same answer

**Video Programs:** *iMovie* (only on Macs), *Filmora 9* (need to pay but there are a lot of functions and how to guides)

**Photo Collage:** *Pic Collage* (app on phone)

**Virtual Cool Off Spot**

**Virtual Team Building Games**  
**McAuliffe Crew and Team Building Resource**

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What did your school do to build connectedness?
Questions?
Comments?
Feedback?