

# ABINGTON HIGH SCHOOL



## 2026-2027 IMPROVEMENT PLAN

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## Abington High School 2025-2026 School Council

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|----------------|--------------------------|--------------------------|
| Jonathan Bourn | Principal/Chairperson    |                          |
| Shannon Burke  | Parent Representative    | Term ends September 2027 |
| Carol Calcano  | Parent Representative    | Term ends September 2026 |
| Cara Howell    | Teacher Representative   | Term ends September 2026 |
| Michael Clark  | Student Representative   | Term ends June 2028      |
| Lila Oppenheim | Student Representative   | Term ends June 2027      |
| Mark Regalbuto | Teacher Representative   | Term ends September 2027 |
| Steve Wakelin  | Community Representative | Term ends September 2026 |

*Non-voting participants - Assistant Principal Kate Casey*

# Abington Public Schools Strategic Plan

## MISSION

The mission of the Abington Public Schools is to provide all students with relevant, challenging educational experiences to prepare them to be engaged, responsible citizens and members of the global community.

## VISION

The Abington Public School District, in partnership with families and the community, is a model school system that provides opportunities for all students to think critically and creatively, communicate effectively, and act responsibly to achieve their highest potential in academics, arts, and athletics. We provide state-of-the-art resources for teaching and learning, technology, and facilities in an environment that is safe and supportive, enabling students to become life-long learners. Our students are prepared to face the challenges of the future in an ever-changing world.

## GUIDING PRINCIPLES

We believe in...

- making decisions in the best interests of students.
- supporting all students in achieving success.
- fostering the physical, intellectual, technological, social, emotional, and artistic development of our students.
- creating a safe, supportive, organized, and equitable learning environment.
- providing challenging educational experiences that build character.
- developing self-discipline and personal responsibility.
- promoting creativity, problem-solving, effective communication, and critical thinking skills.
- cultivating the educational partnership among home, school, and community.
- nurturing a culture of collaboration, collegiality, acceptance, and mutual respect.
- inspiring all students to become lifelong learners.

## THEORY OF ACTION

If the Abington Public Schools establish, implement, and communicate a P-12 vision and mission on teaching and learning; create consistent centralized systems, methods, and protocols for improved home-school communication; create inclusive procedures and practices to increase academic success, social-emotional learning, and engagement for all students; and ensure district operations provide high-quality, safe teaching and learning opportunities for all students, staff, and families, then all students will participate in relevant, challenging educational experiences that prepare them to be engaged, responsible citizens and members of the global community.

| STRATEGIC OBJECTIVES                                                                                                                                                                              |                                                                                                                        |                                                                                                                                                       |                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching & Learning                                                                                                                                                                               | Communication                                                                                                          | Culture & Inclusion                                                                                                                                   | District Operations                                                                                                                      |
| Improve student outcomes through vertically and horizontally aligned curriculum, instruction, and assessment.                                                                                     | Enhance methods and practices for home-school communication.                                                           | Improve inclusive procedures and practices to increase academic success, social-emotional learning, and engagement for all students.                  | Facilities and district operations provide high-quality, safe teaching and learning opportunities for all students, staff, and families. |
| STRATEGIC INITIATIVES                                                                                                                                                                             |                                                                                                                        |                                                                                                                                                       |                                                                                                                                          |
| 1.1 Refine district-wide vision of teaching & learning.                                                                                                                                           | 2.1 Update centralized system and practices for home-school communication for classrooms, buildings, and the district. | 3.1 Sustain and expand inclusive practices and training for all staff to benefit diverse learners.                                                    | 4.1 Maintain innovative and physically safe schools by implementing best practices and preventative measures.                            |
| 1.2 Develop school-based, age-based end of year expectations linked to the AHS Vision of the Graduate.                                                                                            | 2.2 Review and revise communication practices for active & resolved emergencies in conjunction with local authorities. | 3.2 Refine and align Social, Emotional Learning (SEL) classroom practices for all students to develop their social-emotional skills and competencies. | 4.2 Enhance and diversify hiring and retention practices using an equity lens.                                                           |
| 1.3 Update the procedure for writing, revising, and implementing a vertically and horizontally aligned curriculum.                                                                                | 2.3 Refine methods and practices for consistent school to home communication within and across schools and classrooms. | 3.3 Increase family awareness of opportunities to be involved in school-based activities.                                                             | 4.3 Develop a committee to evaluate infrastructure and make recommendations based on current and future teaching and learning.           |
| 1.4 Refine and align existing Response to Intervention (Rtl) practices to implement a P-12 Multi-Tiered System of Supports (MTSS) adhering to DESE guidance to improve outcomes for all students. |                                                                                                                        |                                                                                                                                                       | 4.4 Review and refine long-term, sustainable budget strategies to address district needs.                                                |

## OUTCOMES

By June 30, 2029, Abington Public School students experience standards-based instructional practices and expectations that provide them with the transferable skills and knowledge they need for successful transitions between grades and buildings and for their lives after graduation.

By June 30, 2029, the Abington Public Schools have developed a vertically and horizontally aligned curriculum writing & revision process that enables teachers to meet the social and emotional needs and State expectations of all students.

By June 30, 2029, the Abington Public Schools have implemented a P-12 Multi-tiered System of Support that relies on warehoused student performance data and standardized data analysis procedures to improve student learning outcomes.

By June 30, 2029, the Abington Public Schools provide consistent, centralized methods for home-school communication that will provide clear, predictable, and timely communication to the school community as evidenced by increased family engagement. (e.g. surveys, focus groups, attendance, family satisfaction, etc.)

By June 30, 2029, the Abington Public Schools provide consistent methods for internal communication that will provide administration and staff with clear expectations and guidance for communication within and between schools as measured by staff surveys and observations.

By June 30, 2029, the Abington Public Schools provide training on inclusion and equitable practices for all staff members to increase student learning outcomes as measured by IEP goals, ACCESS benchmarks, and MCAS analysis.

By June 30, 2029, the Abington Public Schools implement consistent SEL practices and curriculum to improve social-emotional competencies among our students as measured by student surveys.

By June 30, 2029, diverse families of most students are participating in school culture and activities.

By June 30, 2029, the Abington Public Schools' policies and human resource practices focus on attracting, supporting, and retaining a high-quality, diverse workforce.

By June 30, 2029, the Abington Public Schools has a comprehensive facilities plan addressing P-12 facilities including a review of existing facilities focused on meeting the teaching and learning needs of all students, staff, and families.

By June 30, 2029, the Abington Public Schools' budget is sustainable and sufficient to operate the district and support the instructional mission.

## Student Achievements

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1. Forty-five percent of the Class of 2027 students achieved Meeting/Exceeding Expectations of the English Language Arts MCAS exam compared to fifty-one percent of the state. This Class of 2027 cohort scored fifty-one percent Meeting/Exceeding Expectations in grade 8 compared to forty-four percent of the state. Since 8<sup>th</sup> grade, the Abington Class of 2027 shows a six percent decline while the state average of their age peers reflects a seven percent gain.
2. Forty-one percent of the Class of 2027 scored in either the Exceeding Expectations or Meeting Expectations categories of the Mathematics MCAS exam, compared to forty-five percent of the state.
3. Forty-eight percent of the Class of 2028 scored in either the Exceeding Expectations or Meeting Expectations categories of the Biology MCAS exam compared to forty-six percent of the state.
4. Sixty-six Abington High School students took the STAMP test in Spanish, eight students took the STAMP test in Portuguese, one student took the STAMP test in Polish, and one student in Jamaican-Patois.
5. Sixty-four Abington High School students took 105 Advanced Placement exams in May 2025 in Biology, Calculus AB, Computer Science A, English Language and Composition, English Literature and Composition, Environmental Science, European History, Macroeconomics, Microeconomics, Psychology, Statistics and United States History.
  - 6 students took the Biology exam. 4 students, 66%, scored 3 or better.
  - 10 students took the Calculus AB exam. 5 students, 50%, scored 3 or better.
  - 27 students took the English Language & Composition test. 18 students, 66%, scored 3 or better.
  - 14 students took the English Literature & Composition test. 10 students, 71%, scored 3 or better.
  - 11 students took the Environmental Science test. 7 students, 63%, scored 3 or better.
  - 4 students took the European History test. 4 students, 100%, scored 3 or better.
  - 1 student took the Macroeconomics test. 1 student, 100%, scored 3 or better.
  - 1 student took the Microeconomics test. 1 student, 100%, scored 3 or better.
  - 4 students took the Psychology test. 1 student, 25%, scored 3 or better.
  - 12 students took the Statistics test. 3 students, 25%, scored 3 or better.
  - 15 students took the United States History test. 14 students, 93%, scored 3 or better.

Starting in the 2025-2026 school year, nineteen Abington High School students enrolled in the AP Spanish Language and Culture class. It is anticipated that seven students will take the AP exam.

6. In January, fifty-six English Learners at Abington High School took the WIDA ACCESS test in listening, reading, speaking, and writing.
7. The National Honor Society inducted thirty-seven new members in recognition of their outstanding qualities of scholarship, leadership, service, and character.

8. Forty-four Abington High School students were inducted into the Spanish National Honor Society.
9. Thirty-one Abington High School seniors qualified for the John and Abigail Adams Scholarship. The Adams Scholarship provides a tuition waiver for four years of undergraduate education at Massachusetts state colleges and universities for students who are accepted.
10. Fifty-six students in grades 10, 11, and 12 completed leadership projects as students in the Leadership Seminar course.
11. First year in existence, and the Equity and Inclusion (E&I) Club has steady participation from 80+ members across grades 9-12; the teacher cohort consists of 13 AHS Staff/Faculty members.
  - Students signed E&I club pledges and with them, two collaborative banners were created for visibility and club advocacy.
  - Students created and implemented 4 school culture suggestion boxes for student feedback in areas for improvement or spotlighting positive developments in our school culture.
  - Students created and delivered holiday cards to local community members across Abington Police, Fire, Senior Center, Staff, Veterans, & Medical Personnel.
  - Students sought out and compiled information from all High School Clubs to make posters advertising variety of extracurricular options for students to be involved in – The AHS Club Corner was created for more equitable and accessible information.

AHS first ever Cultural Community Celebration Faire was hosted by the Equity & Inclusion Club on March 11<sup>th</sup> 2026.

- Student leaders from 11 AHS high school clubs created content to host 40-minute sessions around topics of interest and presented to their peers. Students chose 3 sessions of interest to attend.
- The Equity & Inclusion Club collaborated with 14 outside community partners who hosted sessions, ranging in topics from youth advocacy, wellness & somatic practices, local creatives and entrepreneurs, advocacy and storytelling.
- Strengthening our school-to-community connection, the Equity & Inclusion Club received sponsorship donations from Abington Education Foundation, The Jeff Coombs Memorial Foundation, and Abington ASPIRE to help offset the cost of hosting this Faire event.
- Each grade attended a keynote speech by speaker Jamele Adams, founder of the LIT framework pedagogy (Love. Inclusion. Trust).
- Abington CAM and Abington's Green Wave Gazette provided video and article coverage of the event and published recap content online.
- Upon surveying students and staff after the event, results from 129 respondents indicated that the average rating of the day was a 4.69/5 stars, and 119 individuals reported that they learned something new about a culture, tradition, or community.
- This year, to keep the Open Mic Night from being cancelled due to lack of sign-ups/ interest, the Equity & Inclusion Club has opted to co-host the fundraiser with the AHS Drama Club. The school Fashion Show will run for the 3<sup>rd</sup> year, this year with 34 models participating and a variety of volunteer helpers.

12. The Abington High School “Champions” Marching Band, comprised of AHS and AMS students, captured the 2025 USBands Group 1 Regional A State Championship with their show Becoming..., earning an outstanding score of 90.5, surpassing last year’s mark. In a strong competitive finish, the band overcame earlier narrow losses to win by 1.3 points and, for the second consecutive year, achieved the highest overall score across multiple divisions. The ensemble also swept all caption awards in their class, including Overall Effect, Best Music, Best Visual, Best Color Guard, and Best Percussion. Judges and community members continue to recognize the program’s exceptional growth and achievement.
13. The Abington High School “Champions” Marching Band was invited to perform in America’s Hometown Thanksgiving Parade in Plymouth, MA, representing the district in a nationally recognized event. The performance was broadcast live on regional television and later rebroadcast nationally, highlighting the band’s continued commitment to excellence and its role as a proud ambassador for the Abington community.
14. The Abington High School Concert Band and Concert Choir performed at the Abington Veterans Day Luncheon in recognition of the town’s active and retired military personnel. Following the event, the students toured the district, performing music representing the armed forces.
15. The Abington High School Jazz Band, now in its third consecutive year post-COVID, recently performed at “Open Mic Night” and will perform again at the upcoming Spring Band Concert.
16. The Abington Cultural Council awarded Mr. Tim Leonelli and the ongoing “Strike Up the Band! Instruments for Kids!” initiative a \$2,000 grant to support the purchase of beginner instruments for student use. This brings the total grant funding for the initiative to \$6,000 since SY23.
17. The Abington High School Drama Club is pleased to share that three students were selected, based on their performances in Into the Woods, to audition for the National High School Musical Theatre Awards. They will audition in Boston next month for the opportunity to advance to the national event in New York City. This opportunity is made possible through the program’s membership with the Massachusetts Educational Theater Guild, whose adjudicators provided feedback during performances.
18. Students from Abington High School and Abington Middle School auditioned for the SEMSBA, District, and All-State music festivals this year. As a result, multiple students were accepted to participate in the Senior District Festival, with one student receiving an All-State recommendation and another selected for the Senior SEMSBA Festival. At the middle school level, several students were recognized with Junior District honors, and two students were selected for the Junior SEMSBA Festival.
19. Abington High School Music Department students were invited by recommendation to participate in the Bridgewater State University Honor Band Festival and Honor Choir Festival. Students attended a full-day intensive, rehearsing throughout the day in preparation for an evening performance.
20. A number of co-curricular events and activities continue to support the diverse interests and needs of students beyond the school day.

- Fourteen Abington High School students participated in the Math Team and finished a successful season.
- Thirty-three Abington High School students were certified in CPR.
- The GSA continued to sponsor the Abington High School school-wide Pride Week during the first week of June.
- The Active Minds Club sold bandanas to raise Mental Health Awareness.
- Members of the Active Minds Clubs participated in the “Kyle Cares” conference to view other mental health resources to bring back to AHS.
- The Class of 2026 participated in Credit for Life to explore personal finances.
- Over 325 Students participated in athletics this school year – over 62% of the student body
- Multiple Abington High School teams qualified for and participated in MIAA tournaments.
- Multiple teams won South Shore League Tobin Division Championships
- Two Abington High School students were honored at a Scholar-Athlete spring banquet.
- Multiple Abington High School teams participated in service projects throughout the year.
- The Abington High School boys’ basketball team helped raise money in Coach Byron’s memory for the Coaches against Cancer and student scholarships.
- The Abington High School Cross Country teams and Track teams had All-State qualifiers.
- The Abington High School girls’ soccer team volunteered at the Abington COPES Road Race and hosted a “Pink Night” game to bring awareness to Breast Cancer.
- The Spring sports teams hosted the Unified athletics program for a joint practice.
- Multiple student athletes set individual school records
- Abington students founded an Abington High School Chapter of Morgan’s Message focused on Student Athlete Mental Health

# Summary of 2025-2026 Abington High School School Improvement Plan

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| <b>Goal #1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Identify and implement opportunities to employ standards based grading &amp; grade reporting with select departments and staff members.</b>                                         |
| <ul style="list-style-type: none"><li>• AHS has updated the Statement of Academic Integrity to reflect best practices regarding cheating, plagiarism, and artificial intelligence use in the Student Handbook.</li><li>• AHS utilized common language by department regarding late work, retakes, extensions &amp; deadlines for the 2025-2026 school year.</li><li>• Spanish courses have rewritten and organized units on study in Spanish 1 &amp; Spanish 2 centered around proficiency indicators, and have updated assessment tools to reflect and report student performance on proficiency indicators.</li><li>• Common assessments and curriculum in place for math courses, common rubrics have been developed for social studies courses, and common assessments in 10th grade English will be developed for the 2026-2027 school year.</li></ul> |                                                                                                                                                                                        |
| <b>Goal #2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Introduce and define concepts of rigor, relevance, and depth of knowledge related to curriculum, instruction &amp; assessment with the Abington High School learning community.</b> |
| <ul style="list-style-type: none"><li>• During common planning time, each department selected a challenge of practice they encountered with the rigor, relevance, and depth of knowledge with some aspect of their curriculum, instruction, and assessment.</li><li>• Departments were paired and used a consultancy protocol to spell out their challenges of practice, and gain input from colleagues on possible solutions to those challenges.</li><li>• The resulting work led to departmental focus on improvements in curriculum, instruction, and assessment, and also built horizontal articulation of learning goals throughout the building.</li></ul>                                                                                                                                                                                           |                                                                                                                                                                                        |

# Abington High School

## 2026-2027

### School Improvement Goals

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|               |                                                                                                                                                                             |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Goal 1</b> | Create standards-based curriculum units and common assessments that provide students with the transferable skills and knowledge they need for their lives after graduation. |
| <b>Goal 2</b> | Create consistent communication protocols and supports for all students to meet academic expectations and proficiency targets.                                              |

## Abington High School -- School Improvement Goal #1

|                |                                                                                                                                                                             |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Goal #1</b> | Create standards-based curriculum units and common assessments that provide students with the transferable skills and knowledge they need for their lives after graduation. |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| <b>Activity and/or Professional Development</b>                                                                                                    | <b>Person(s) Responsible</b>                                                     | <b>Indicator of Accomplishment</b>                                                                                                                               | <b>Expected Completion Date</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Create a standards based unit of instruction identifying proficiency targets and language skills by department.                                    | Principal/Assistant<br>Principal<br>Department Heads &<br>Directors<br>AHS Staff | Each department will have one standards based unit with a clearly articulated description of proficient student performance with a common department assessment. | February 2027                   |
| Utilize school wide and department wide student learning goal to analyze student performance data on standards based units.                        | Principal/Assistant<br>Principal<br>Department Heads &<br>Directors<br>AHS Staff | Each department will analyze student performance on standards based unit and common assessment and identify patterns of performance and areas for remediation.   | November 2026 - April 2027      |
| Identify and implement changes to curriculum & instruction and analyze student performance and growth on learning outcomes based on data analysis. | Principal/Assistant<br>Principal<br>Department Heads &<br>Directors<br>AHS Staff | Departments will implement lesson plans and curriculum guides that address patterns of performance and areas for growth.                                         | May 2027                        |
| Review and revisit the AHS Vision of the Graduate in comparison with the Vision of a Massachusetts Graduate                                        | Principal/Assistant<br>Principal<br>Department Heads &<br>Directors<br>AHS Staff | AHS staff will compare and contrast the existing AHS Vision of the Graduate with the state's version to identify overlap and opportunities for growth.           | May - June 2027                 |
| Align standards based units with the Vision of the Graduate                                                                                        | Principal/Assistant<br>Principal<br>Department Heads &<br>Directors<br>AHS Staff | AHS staff by department then as a building will ensure standards based skills or knowledge are reflected in the Vision of the Graduate.                          | June 2027                       |

## Abington High School -- School Improvement Goal #2

|                |                                                                                                                                |
|----------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Goal #2</b> | Create consistent communication protocols and supports for all students to meet academic expectations and proficiency targets. |
|----------------|--------------------------------------------------------------------------------------------------------------------------------|

| Activity and/or Professional Development                                                                                    | Person(s) Responsible                                          | Indicator of Accomplishment                                                                                                                        | Expected Completion Date  |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Create consistent protocols for addressing students refusing to work in class.                                              | Principal/Assistant<br>Principal<br>AHS Staff                  | AHS work refusal protocol created and shared with staff.                                                                                           | August - September 2026   |
| Gather and compile data on student performance to identify trends and patterns among students and subgroups.                | Principal/Assistant<br>Principal<br>Student Support Team (SST) | Quarter 1 performance data grouped and analyzed according to student patterns and sub group performance.                                           | September -November 2026  |
| Create and implement targeted interventions to address student performance concerns and measure student performance growth. | Principal/Assistant<br>Principal<br>AHS Staff<br>SST           | Tier 1 & 2 interventions created and piloted for students based on on-going performance, tracking student performance growth through class grades. | November 2026 - June 2027 |
| Compile and identify Tier 1 and Tier 2 supports in conjunction with the MTSS framework,                                     | Principal/Assistant<br>Principal<br>AHS Staff<br>SST           | Begin formal identification and description of Tier 1 & Tier 2 supports and tracking mechanisms for ongoing implementation.                        | June 2027 to Fall 2027    |

# **APPENDIX A**

|                               |
|-------------------------------|
| <b>SCHOOL COUNCIL BY-LAWS</b> |
|-------------------------------|

## **Article I**

The purpose of the Abington High School Council is to provide students with the opportunities to attain their highest level of achievement.

## **Article II**

The make-up of the Council shall consist of the principal, three (3) parents of students attending the school, two (2) teachers, one (1) community representative at large and two (2) students. Regardless of the size of the Council, the number of parent representatives should be equal to the number of teachers who serve on the Council plus the principal. The number of community representative(s) at large cannot exceed fifty (50) percent of total membership of the Council.

## **Article III**

The officers of the Council shall consist of two (2) co-chairpersons, the principal and one other member of the Council and a secretary. One co-chairperson and a secretary will be elected by the Council

## **Article IV**

Parent representatives to the Council will be elected by the parents of students attending Abington High School. The election will be held by the Abington High School Parent Teacher Organization. Teacher representatives to the Council will be elected by the teachers at Abington High School. Student representatives to the Council will be elected by the Abington High School student body. The community representative to the Council will be appointed by the principal.

## **Article V**

Parents, teachers, and students will be elected to two-year terms. If for any reason a member of the Council cannot complete his or her term, an election will be held to replace that member until the original term expires. The community representative at large will be appointed by the principal to a two-year term.

## **APPENDIX B**

|                                                 |
|-------------------------------------------------|
| <h3><b>SCHOOL COUNCIL<br/>GROUND RULES</b></h3> |
|-------------------------------------------------|

- To schedule meetings a semester in advance.
- To post agenda for meetings in advance.
- To establish definitive meeting times.
- To establish an attendance policy (members are asked to contact one of the co-chairpersons if unable to attend a meeting.)
- To commit to focus on a topic.
- To participate in active listening.
- To listen respectfully (members welcome public input when relevant to the topic under discussion.)
- To adhere to consensus decision making.

## APPENDIX C

|                                                          |
|----------------------------------------------------------|
| <b>Vision of the Graduate<br/>Proficiency Indicators</b> |
|----------------------------------------------------------|

**Critical thinker - *Proficiency- I can:***

- Seek new knowledge without support
- Gather information from a range of perspectives
- Reason through and weigh evidence before making a decision
- Demonstrate an open-minded thought process
- Construct arguments and articulate my own conclusions

**Engaged Participant - *Proficiency- I can:***

- Seek new knowledge
- Collaborate towards personal and common goals
- Use feedback to adjust my behavior
- Express my thoughts, ideas, and emotions meaningfully and creatively
- Actively contribute to school community
- Advocate for myself and others
- Persevere through daily tasks

**Socially Competent Contributor - *Proficiency- I can:***

- Exhibit tolerance and empathy
- Learn about and value cultural differences
- Advocate for needs beyond myself
- Be physically and intellectually present in daily interactions
- Successfully navigate social situations
- Build and maintain healthy relationships
- Use technology to learn and share ideas

**Self-Aware Individual - *Proficiency- I can:***

- Prioritize tasks and manage time effectively
- Make and model healthy lifestyle choices
- Manage Stress and persevere through obstacles
- Bounce back from setbacks and use self-reflection and feedback from others to improve myself
- Advocate for myself
- Evaluate opportunity and take intellectual risks