

**SAU 24 Strategic Plan Phase II Vision 2020 and Beyond  
Accomplishments 2016-2017**

**Curriculum and Instruction:** *Offer a rigorous and relevant curriculum to all students.*

**Goal:** Ensure continuous student growth through programs aligned to the New Hampshire State Standards and New Hampshire State Frameworks for all students.

**Objective:** Full implementation of K-12 curriculum and instruction aligned to state standards in English Language Arts and mathematics.

**Action:** Learning targets are identified and incorporated into unit designs at all grade levels. All grades are utilizing the state standards to guide what students will know (content) and be able to do (application).

**Status: Accomplished**

**Objective:** Review current core programs K-8 and recommend adoption in ELA.

**Action:** Lucy Calkins Reading and Writing Program has been adopted K-5, with anticipation of full adoption in September of 2018. Grades 6-8 have selected My Perspectives, a Pearson Publication, for implementation beginning in September of 2017.

**Status: Accomplished**

**Objective:** Review civics curriculum to ensure alignment to the New Hampshire Frameworks.

**Action:** The social studies committee reviewed the scope and sequence of content K-12 and the high school civics curriculum was integrated into the discussion. John Stark currently requires all juniors to enroll in a semester-long course in Civics.

**Status: Accomplished**

**Curriculum and Instruction:** *Promote instructional practices for all students that are engaging, connect disciplines, and allow students to apply knowledge and develop higher order thinking skills.*

**Goal:** Fully implement a systematic Response to Intervention (RTI) process for Math/Reading/Behavior aligned with the SAU 24 RTI framework.

**Objective:** Develop a common definition of high functioning intervention teams at all schools that address the needs of all learners.

**Action:** A white paper was written regarding literacy interventions, which lead to an expanded discussion on interventions as a whole. In the planning phase for next year, interventionists will formulate an SAU-wide PLC team to develop guidelines for the various tiers of intervention to meet student needs.

**Status: In progress**

**Objective:** Create high functioning intervention teams at all schools that apply the common definition of Response to Intervention.

**Action:** We have begun to build capacity within our leadership team members to address various aspects of high functioning intervention teams including the use of data. Through the data and assessment teams at the school level, movement has begun to connect effective strategies with student achievement.

**Status: In progress**

**Objective:** Hire a literacy coach (6-12) and a mathematics coach (6-12) to model best practices and coach all teachers and para-educators in the content areas.

**Action:** Both the literacy coach and the math coach have been hired. These coaches are working effectively at both middle schools and at the high school.

**Status: Accomplished**

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**Assessment and Data:** *Utilize a variety of assessment practices to measure students' understanding and skills for academic growth.*

**Goal:** Implement a systematic data plan across the SAU for student performance data to inform instruction.

**Objective:** Create a K-12 Data Team comprised of the assistant superintendent, principals, and instructional coaches to analyze data and share best practices.

**Action:** The Data and Assessment Team is operational. The team focused on creating a mission statement, identified data to be collected, investigated a data warehousing system, and identified the steps necessary to create a culture of inquiry.

**Status: Accomplished**

**Objective:** Set SMART goals at all levels that focus on improving student performance.

- Goals for students
- Educator's Student Learning Objective (ESLOs) and Shared Attributions for educators
- Goals for curriculum committees

**Action:** All educators across the SAU have set goals for students through the development of ESLOs and Shared Attributions. Our assistant superintendent has been instrumental in this process including goal-setting for curriculum committees.

**Status: Accomplished**

**Objective:** Revise the end-of-year student data profile to communicate to the receiving teachers past individualized instructional practices.

**Action:** First steps have been taken with the investigation of a data warehousing system.

**Status: In progress**

**Objective:** Develop a proficiency-based assessment and reporting system that clearly represents student learning at all grade levels at HCS, WMS, and JFES.

**Action:** Proficiency-based assessment and reporting has started at all of the above schools. The staff at JFES has fully implemented a standard-based reporting system. The staffs at WMS and HCS have worked collaboratively to develop competencies and assessment practices with implementation of a reporting system in 2017-2018.

**Status: In progress**

**Objective:** Investigate data management systems that support the use of data to drive instruction.

**Action:** The Data and Assessment Team investigated several data management systems and is recommending the LinkIt system for a pilot implementation in 2017-2018.

**Status: Accomplished**

**Assessment and Data:** *Utilize multiple data sources to inform decision-making.*

**Goal:** Develop and maintain a systematic process for reviewing effective practice in the areas of Curriculum and Instruction, Supervision and Evaluation of Personnel, Professional Development, Community Support and Involvement.

**Objective:** Develop a method for collecting and utilizing data sources

- Curriculum and Instruction: Civics assessment
- Supervision and Evaluation: Log recommendations and track progress toward goals. Evaluators share use of data generated from summative evaluations of personnel
- Professional Development: Use summative goals to inform professional development offerings
- Community Support and Involvement: Track through community outreach from electronic newsletters and publications

**Actions:**

- Setup the National Student Clearinghouse Notification Service for tracking the educational and career paths of students after they graduate.

**Status: In progress**

- Tested and evaluated LinkIt, a K-12 assessment platform with powerful reporting and longitudinal data analysis tools, for adoption as a replacement for PerformancePlus.

**Status: In progress**

- Tested and evaluated iReady, a single K-12 adaptive diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level. Ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. iReady provides the ability for assessment any time, as frequently as needed, and with immediate feedback/recommendations.

**Status: In progress**

- Setup AIMSweb to give educators the insights needed to help students learn, identify students at risk, monitor and set goals.

**Status: Accomplished**

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**Professional Development:** *Provide opportunities to staff for continuous professional growth.*

**Goal:** Maintain a common understanding of effective teaching practices with administrators, teachers, and support staff.

**Objective:** Provide opportunities for collaboration among administrators to calibrate evaluative practice.

**Action:** Time during Leadership Team meetings was dedicated to the calibration of classroom observations through the viewing of a video and discussions about what was witnessed. This is an ongoing goal and we will continue to work on this goal.

**Status: In progress**

**Objective:** Establish critical friends groups for administrators.

**Action:** “Problems of practice” is a standing agenda item on both the Principals’ and Assistant Principals’ monthly meetings. Critical friends’ development is scheduled for Summer Leadership Institute in June.

**Status: In progress**

**Objective:** Revise Professional Development Master Plan.

**Action:** Initial work has begun through the SAU-wide Professional Development Committee.

**Status: In progress**

**Objective:** Develop curriculum and provide training for para-educators in literacy and mathematics.

**Action:** Throughout the year, para-educator trainings included the delivery of effective instructional strategies and content-focused workshops in literacy and mathematics.

**Status: Accomplished**

**Objective:** Develop list of trainings required for Para II certification.

**Action:** Our former assistant superintendent is currently working with the NHDOE to develop trainings that will formulate a pathway to Para II certification.

**Status: In progress**

**Professional Development:** *Provide opportunities to staff for continuous professional growth.*

**Goal:** Expand SAUniversity<sup>24</sup> to promote SAU-wide goals while building educators' common knowledge base.

**Objective:** Continue to build relationships with institutions of higher learning to support graduate studies to include, New England College, Plymouth State University, Granite State College, University of New Hampshire, Southern New Hampshire University and Keene State College.

**Action:** Working with Southern New Hampshire University, we have established a SAU 24 leadership cohort that will lead to a Masters Degree or CAGS with a focus in either curriculum or leadership. Twelve members from across the SAU are enrolled.

**Status: In progress**

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**Culture and Climate:** *Promote an atmosphere that supports a forward-thinking, professional learning community to meet the needs of 21<sup>st</sup> century education.*

**Goal:** Support and improve high-functioning professional learning communities at each school.

**Objective:** Continue to focus on learning through the use of data and reflective practice.

**Action:** Common Day Workshop focused on becoming a more reflective practitioner through the work of Pete Hall from ASCD. The gymnasium at John Stark was transformed into a conference hall and Pete Hall presented a full-day workshop delineating the four stages of reflective teaching. Administrators have incorporated reflective questions into the post-evaluation conferences.

**Status: In progress**

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**Facilities and Operations:** *Provide and maintain facilities that support teaching and learning.*

**Goal:** To implement efficiencies across the SAU by centralizing maintenance and custodial functions.

**Objective:** Examine the feasibility of hiring a SAU-wide Facility Director.

**Action:** An examination was conducted regarding the effectiveness of a single facility director for the SAU. We have adopted a hybrid model in which a facility director is shared between John Stark and Center Woods Elementary School and another director for the Henniker Community School and Weare Middle School. This has resulted in a cost-savings for all districts involved. We will continually evaluate the efficacy of these shared positions.

**Status: Accomplished**

**Facilities and Operations:** *Provide and maintain facilities that support teaching and learning.*

**Goal:** To implement a SAU-wide Capital Improvement Plan

**Objective:** Complete the Request for Quote (RFQ) process for an energy audit at JSRHS.

**Action:** The RFQ process was completed, and EEI (Energy Efficient Investments, Inc.) was selected to conduct the energy audit. EEI is currently in process of gathering informational data for the energy audit. The results will be reported and made available during the 2017-2018 school year.

**Status: In progress**

**Objective:** Complete the RFQ process for an energy audit for the Weare School District.

**Action:** The RFQ process was completed, and EEI (Energy Efficient Investments, Inc.) was selected to conduct the energy audit. EEI is currently in process of gathering informational data for the energy audit. The results will be reported and made available during the 2017-2018 school year.

**Status: In progress**

**Objective:** Complete the RFQ process for an energy audit for the Henniker School District.

**Action:** The RFQ process is in progress. It is anticipated that the results will be available during the 2017-2018 school year.

**Status: In progress**

**Objective:** Complete the RFQ process for an energy audit for the Stoddard School District.

**Action:** The RFQ process is on hold due to the construction of the classroom addition.

**Status: On hold**

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**Community Support and Involvement:** *Promote positive relationships with the entire community to support education.*

**Goal:** Continue to raise awareness in the communities regarding the many positive initiatives across the SAU.

**Objective:** Use technology as a vehicle for communication.

**Action:** All School Boards reviewed the option of utilizing a Facebook page to disseminate information to the public in addition to the schools' websites and newspaper/media outlets.

**Status: In progress**

**Objective:** Increase student recognition at School Board meetings.

**Action:** Student presentations have increased at Board meetings across the SAU. Students have presented writing samples, dramatic monologues, and research projects. Student presentations have been a highlight of many board meetings and the practice will continue.

**Status: In progress**

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**John Stark Regional High School SAU 24 Strategic Plan Phase II Vision 20/20 and Beyond  
Accomplishments 2016-2017**

**Curriculum and Instruction:** *To offer a rigorous and relevant curriculum to all students.*

**Goal:** Ensure continuous student growth through programs aligned to the Next Generation Science Standards, and New Hampshire State Frameworks, and national standards for specific content areas 9-12 for all students.

**Objective:** Establish a program of periodic curriculum review.

**Action:** The completed summer curriculum work will enable us to present a uniform set of curriculum guides on the website this fall with a plan for periodic reviews of each core course. This was one of the final unfinished efforts from our NEASC five year report last fall. The Curriculum Guide Overviews show the connections between national standards, state frameworks, and course competencies for each course.

**Status: Accomplished**

**Objective:** Develop and implement school-wide social and civic expectations for student learning entitled Habits of Work (HOW).

**Action:** These expectations will be linked to course syllabi in Power School.

**Status: In progress**

**Objective:** Expand program offerings, particularly for non-four year college students.

**Action:** The Program of Studies was reviewed to promote additional Running Start courses, a wider variety of offerings with a career focus, and norming of the accelerated and honors offerings across the content areas. Personal Finance is now offered as a Running Start course and as an economics credit.

**Status: In progress**

**Objective:** Expand opportunities for concurrent enrollments and other Extended Learning Opportunities (ELO) offerings.

**Action:** JSRHS is now formally recognized as the 38<sup>th</sup> high school in the Math Learning Community – a collaboration between the community colleges, NHDOE, and schools that offer the community college math courses as part of their curriculum. This membership gives us greater access to professional development, centered on teaching the courses, as well as the Accuplacer tests used as entrance criteria for community colleges.

**Status: In Progress**

**Curriculum and Instruction:** *Ensure high performing RTI structures, processes, and practices to promote and ensure high expectations and achievement for all students.*

**Goal:** Promote and ensure high expectations and achievement for all students.

**Objective:** Implement explicit training for faculty in effective Tier I interventions.



**Action:** The SAU Literacy and Math coaches, using the models presented by Pete Hall, our Common Day Workshop presenter, worked with faculty. This year we re-tooled our reading intervention and supports to offer reading instruction in the context of social studies and science. This is part of a broader effort to develop a menu of interventions for students who are not yet prepared for on-grade level high school course work.

**Status: In progress**

**Objective:** Provide focused and specialized instruction for Tier II and III to include intensive remediation for small groups, summer school, and after-school programming.

**Action:** English teachers in Tier II and III focused on nonfiction reading instruction for two dozen students using content from social studies and science courses. Working closely with the SAU Literacy coach, Tier II intervention was refined. While decisions have been made about using iReady as the K-12 assessment tool, decisions will need to be made regarding RTI for math instruction at the high school level. iReady instructional materials will be used for readers below grade level, and ALEKS will be used for math interventions.

**Status: In progress**

**Assessment and Data:** *To develop a unified approach towards assessment and reporting practices.*

**Goal:** Develop a unified approach towards assessment and reporting practices.

**Objective:** Develop a 9-12 screening, diagnostic, and progress monitoring model that complements the K-8 model to identify and track students in Tiers II and III.

**Action:** Diagnostic reading assessments were completed to identify specific capabilities of students using the STAR assessments.

**Status: In progress**

**Assessment and Data:** *Use multiple data sources to inform decision making.*

**Goal:** PLCs use evidence-based decisions to inform their essential questions.

**Objective:** Create a school-wide Data and Assessment Team.

**Action:** Our model of empowering a teacher-led school-wide Data and Assessment Team to facilitate standardized tests has proven to be much more responsive and less disruptive for the school. This approach showed that, on average, students made significant gains between their PSAT tests in the fall, and the SAT tests the following spring.

**Status: Accomplished**

**Objective:** Improve faculty capacity to collect, understand, and use student data.

**Action:** The data generated from the Armed Services Vocational Aptitude Battery test (ASVAB) will be shared with School Counselors as another data point to help students articulate their vocational interests and talents. As part of the K-12 longitudinal assessment plan, the high school will adopt iReady as the ELA and math assessment beginning next year. Data will be entered into the Link-it system to paint a longitudinal picture of student progress.

**Status: In Progress**

**Professional Development:** *Provide opportunities to staff for continuous professional growth.*

**Goal:** Focus collective training resources on collaborative practices, the use of data and evidence, and the development and analysis of rubrics and assessments.

**Objective:** Promote a teachers teaching teachers model through faculty meetings, PLC coaching, classroom observations, and common instructional and assessment strategies.

**Action:** The teaching staff completed two days of a Professional Learning Community (PLC) workshop in August from Solution Tree. The emphasis was on reviewing fresh student data from common formative assessments and the ability to reassess. The teaching staff, working in PLCs, shifted their professional development goals from new professional learning to goals that focus on student outcomes.

**Status: In Progress**

**Objective:** Focus on collaborative practices and instructional strategies.

**Action:** The staff worked in book study groups that focused on PLC process, data, and assessments. The model for the groups is called Applied Pedagogy Groups (APG). The survey data from the first such meetings suggested that this teacher led initiative is providing valuable and timely peer feedback that can be applied almost immediately to inform instruction. A group of SAU24 math teachers attended the Math Learning Community meeting hosted at NHTI to better understand the opportunities and best practices associated with offering Running Start math courses.

**Status: In Progress**

**Personnel:** *Recruit and retain professional, innovative, and dynamic staff dedicated to the success of all students.*

**Goal:** Build capacity within the faculty to increase opportunities, preparation, and achievement for all students while enhancing operational efficiency.

**Objective:** Support and encourage faculty to earn endorsements in complementary content areas, Project Lead The Way (PLTW), and Running Start.

**Action:** The school supported certifying staff as Running Start Adjunct faculty in anticipation of offering a broader selection of Running Start courses in the 2017-2018 Program of Studies. Requirements for Running Start certification options as well as other proposals going forward are being examined.

**Status: In progress**

**Objective:** Support creation and alignment of school goals, educator and para recertification goals, and ESLOs with adequate training.

**Action:** Paras-educators have attended training this year and will have designated content areas as literacy or math facilitators next year.

**Status: In Progress**

**Objective:** Formalize cross-training for administrative support personnel.

**Action:** A plan is underway for restructuring special education with an emphasis on equity.

**Status: In Progress**

**Objective:** Evaluate assessment practices and analyze program and training needs.

**Action:** Equity is shifting away from the “co-teaching” model and moving towards a program-based approach to deliver the three core functions: direct-specialized instruction for identified students; case management in accordance with federal, state and local laws and procedures; consultation with content area teachers in order to ensure appropriate accommodations are implemented. Equity is also shifting positions to address census changes and to provide more coverage in the Life Skills program.

**Status: In progress**

**Culture and Climate:** *Promote an atmosphere that supports a forward-thinking, professional learning community to meet the needs of 21<sup>st</sup> century education.*

**Goal:** Climate and culture reflects an accepting environment that supports 21<sup>st</sup> Century student interests and faculty growth in a collaborative learning environment with Regard, Respect, and Integrity.

**Objective:** Create a holistic approach that focuses on the role of a strong student leader to enable student voice in all aspects of school culture.

**Action:** The Peer Leaders coordinated a week of caring that focused on causes, awareness and service in and around campus.

**Status: In Progress**

**Objective:** Engage in meaningful discussions about governance and clarify the school’s leadership structure.

**Action:** Student surveys circulated earlier this month along with feedback from the Philosophy Lunch will be analyzed by the faculty this summer.

**Status: In Progress**

**Facilities and Operations:** *Provide and maintain facilities that support teaching and learning.*

**Goal:** Promote proactive and responsible stewardship of facilities and technological infrastructure for student learning.

**Objective:** Shift towards preventative maintenance model to maintain a safe and healthy working environment.

**Action:** The Facilities Sub-Committee reviewed two performance contracts and met with representatives from EEI to discuss the process for an initial energy audit. EEI will perform a deliberative audit in order for the Board to thoughtfully review recommendations and options.

**Status: In progress**

**Community Support and Involvement:** *Promote positive relationships with the entire community to support education.*

**Goal:** Foster relationships to create expanded academic, social, and civic learning opportunities for students.

**Objective:** Continue to foster a strong relationship with New England College (NEC) to expand opportunities for students, seniors, and faculty.

**Action:** NEC leadership will visit and tour the high school. Business education teachers invited the Masters in Game Design candidates to the high school to present to our students.

**Status: In Progress**

**Objective:** Access the community as an extension of the classroom and for co-curricular groups for authentic projects and service learning opportunities.

**Action:** Plans are underway to create several monthly events.

**Status: In Progress**

**Objective:** Invite stakeholders to participate in panels to review and recommend reforms to current practices and anticipated changes.

**Action:** Weare and Henniker schools have begun a series of competency-based education briefings. At John Stark, the first meeting will occur at the end of January. The committee will review existing practices, consider what we should be doing, and prepare recommendations about future practices.

**Status: In Progress**

**Objective:** Build relationships with the community to broaden opportunities for individual student internships, capstone projects, and work experience.

**Action:** Students enrolled in graphic art and song writing classes worked with community-based businesses to apply their learning to develop art work and radio jingles. John Stark's Chapter of Amnesty International received a grant and teamed with NEC to present and discuss the documentary "Sold". A panel of three state and federal level officials facilitated the discussion after the viewing. Several Athletic Booster Club leaders have met monthly to support school-wide spirit objectives.

**Status: In Progress**

**James Faulkner Elementary School SAU 24 Strategic Plan Phase II Vision 2020 and Beyond  
Accomplishments 2016-2017**

**Curriculum and Instruction:** *Offer a rigorous and relevant curriculum to all students.*

**Goal:** Implement and sustain continuity of curriculum for each core subject area across all grade levels to ensure all students are receiving instruction aligned to the New Hampshire State Standards and New Hampshire State Frameworks.

**Objective:** Identify standards each grade level is responsible for teaching in both science and social studies in a multi-age classroom.

**Action:** As the SAU wide Science and Social Studies curriculum committees finalize their work, we will identify what curriculum will look like in a multi-grade classroom.

**Status: In progress**

**Objective:** Implement Foundations into grade 2 and grade 3.

**Action:** The Foundations program has been successfully implemented in K-4 grade this year.

**Status: Accomplished**

**Objective:** Full implementation of the Lucy Calkins Writing program.

**Action:** The Lucy Calkins Writing Program has successfully been implemented into K-5 classrooms.

**Status: Accomplished**

**Objective:** Develop a curriculum guide for each grade level for parents.

**Action:** Some work has been done to address this goal, however, more is needed on grade level curriculum guides.

**Status: In progress**

**Curriculum and Instruction:** *Promote instructional practices for all students that are engaging, connect disciplines, and allow students to apply knowledge and develop higher order thinking skills.*

**Goal:** Fully implement a systematic Response to Intervention (RTI) process for Math/Reading/Behavior aligned with the SAU 24 Response to Intervention framework.

**Objective:** Define the RTI Team and its role and responsibilities including meeting schedule.

**Action:** The progress of this goal has been quite slow, but will be a major focus of work this summer and into the fall of next year. The principal currently participates on the SAU-wide Interventionist Committee.

**Status: In progress**

**Objective:** Create a process (flowchart) and paperwork for referring to RTI that involves entrance and exit criteria and communicate regularly and consistently with all staff about the progress of the implementation of the RTI Process.

**Action:** The progress of this goal has been quite slow, but will be a major focus of work this summer and into the fall of next year. The principal currently participates on the SAU-wide Interventionist Committee.

**Status: In progress**

**Assessment and Data:** *Utilize a variety of assessment practices to measure students' understanding and skills for academic growth.*

**Goal:** Teachers will use a variety of assessment data to drive instruction to increase student performance and academic growth every year.

**Objective:** Meet to analyze student data and create action steps to address student needs.

**Action:** Teachers were given access and taught how to access AIMSWEB data in the fall of 2016. Next year, the school will be using iReady to assess our students and collect data on student achievement. Training will be needed for teachers to successfully use this data to drive classroom instruction.

**Status: In progress**

**Objective:** Discuss and analyze SBAC student data in staff meetings. Identify three strengths of our school's data and three weaknesses. From this analysis identify key practices we will continue and adjust to increase student performance.

**Action:** Work is still needed to successfully use SBAC data to inform instruction within classrooms. Scheduled time for analyzing students' needs is necessary for the upcoming school year.

**Status: In progress**

**Assessment and Data:** *Utilize a variety of assessment practices to measure students' understanding and skills for academic growth.*

**Goal:** Develop and implement a K-5 standards-based report card.

**Objective:** Identify by trimester standards to be addressed at each grade level.

**Action:** This goal has been accomplished. We will continue to modify any necessary components as they arise.

**Status: Accomplished**

**Objective:** Revise and/or create common assessments to assess each standard at each grade level

**Action:** This work has been completed.

**Status: Accomplished**

**Objective:** Hold informational sessions for parents on standards-based grading and the new standard-based report card.

**Action:** This goal has been completed.

**Status: Accomplished**

**Assessment and Data:** *Utilize multiple data sources to inform decision-making.*

**Goal:** Adopt a system that tracks student performance data and interventions that is accessible to teaching staff to inform decision making and instructional practices.

**Objective:** Ascertain what information is important for teachers to know as they begin with students year to year.

**Action:** Classroom teachers were introduced to a new system to track individual student data and what is important to keep for teacher review each year. We will continue to solidify this process next year.

**Status: In progress**

**Professional Development:** *Provide opportunities to staff for continuous professional growth.*

**Goal:** Provide professional development opportunities to all staff that support current curriculum, including the EveryDay Math and Lucy Calkins Writing and Reading programs being taught and school wide initiatives, including Responsive Classroom, Google Classroom, and Response to Intervention (RTI) to ensure continuity and best teaching practices across the grade levels.

**Objective:** Train staff on effective differentiated practices.

**Action:** Math and literacy coaches have been effectively used this year to support teachers through professional development and coaching. Training included differentiated instructional practices and best teaching practices.

**Status: In progress**

**Objective:** Use staff meetings, early release days, and teacher workshop days to enhance and refine current best practices in teaching cores subject areas and programs.

**Action:** Math and literacy coaches have been effectively used this year to support teachers through professional development and coaching. Training included differentiated instructional practices and best teaching practices.

**Status: In progress**

**Objective:** Provide resources and support for individualized professional development for all staff that connect with their Individual Professional Development Plans (IPDP) and Educator Student Learning Objective (ESLO) goals.

**Action:** Teachers attended professional development opportunities to support their IPDP and ESLO goals, however this is an ongoing process.

**Status: In progress**

**Objective:** Secure reliable substitutes when teachers are engaged in professional development.

**Action:** We have not progressed in securing reliable substitutes. When teachers are out, our paraeducators serve as classroom substitutes due to the shortage of reliable substitutes.

**Status: In progress**

**Culture and Climate:** *Promote an atmosphere that promotes a forward-thinking, professional learning community to meet the needs of 21st century education.*

**Goal:** To maintain a positive and supportive culture and climate for a safe and effective learning environment.

**Objective:** Train all staff in the Responsive Classroom program.

**Action:** Two more staff will attend Responsive Classroom training this summer.

**Status: In progress**

**Objective:** Revise All-School Assemblies.

**Action:** We have alternated our all school assemblies to twice each month and changed the format for gatherings for the other two weeks.

**Status: Accomplished**

**Objective:** Support the weekly wellness activities put on by the Wellness Committee.

**Action:** While some work has been done, we will continue to build participation in wellness activities next year.

**Status: In progress**

**Facilities and Operations:** *Provide and maintain facilities that support teaching and learning.*

**Goal: Provide** adequate space to address the projected student enrollment and meet 21<sup>st</sup> century learning needs of students.

**Objective:** Support the Building Committee proposal for addition.

**Action:** This goal has been met, but continuing to educate the community for support on the building project will be a continued focus for next year.

**Status: Accomplished**

**Objective:** Encourage all staff to be positive and supportive, while educating the Stoddard community on the school's space needs.

**Action:** This goal has been met.

**Status: Accomplished**



**Objective:** Provide creative solutions for grade-level composition to accommodate increased student population.

**Action:** This goal has been met. Each year, the principal will examine enrollment to assign appropriate numbers of students to multi-year classrooms.

**Status: Accomplished**

**Facilities and Operations:** *Provide and maintain facilities that support teaching and learning.*

**Goal:** JFES will provide a safe and clean environment to support learning.

**Objective:** The safety committee will meet quarterly to discuss present needs within the building.

**Action:** The safety committee met twice throughout the year including a meeting with Homeland Security for a physical assessment. Suggestions to make the building more secure were given to us and this information resulted in an update to our Emergency Operation Plan (EOP). This work will continue.

**Status: In progress**

**Objective:** Employ full time maintenance staff to address the demand of cleaning and upkeep of current and proposed addition.

**Action:** We have a fully employed maintenance staff at this time.

**Status: Accomplished**

**Objective:** Increase budgetary lines to align with increased population and proposed addition.

**Action:** Our 2017-2018 budget passed which will allow us to continue to fund needed supplies for our building.

**Status: Accomplished**

**Objective:** Update the school's Emergency Operating Plan.

**Action:** The EOP will be updated to meet our current building and population.

**Status: In progress**

**Community Support and Involvement:** *Promote Positive relationships with the entire community to support education.*

**Goal:** Continue to collaborate with community partners including the Davis Library, Historical Society, Fire Department, and Conservation Committee to support our students' education.

**Objective:** Expand the Memorial Day program to involve more community members.

**Action:** We continue to work with the Cemetery Committee members to build our Memorial Day program; this year we gained access to more reliable maps.

**Status: In progress**

**Objective:** Continue our partnership with the Friends of the Davis Library to host the Book Pal Program.

**Action:** The Book Pals program continues to be successful and the Friends of the Library continue to provide our students with an enriching experience.

**Status: In progress**

**Objective:** Continue to partnership with the Conservation Committee and Fish and Game.

**Action:** Talks this year have begun with the Conservation Committee. The Fish and Game as well as the Harris Center continue to be resources that enrich and supplement our science lessons.

**Status: In progress**

**Objective:** Collaborate with the Stoddard Fire Department to make our Fire Prevention Day more informational and active for all students.

**Action:** Fire Prevention Day was a success and we were able to supply more equipment and learning opportunities to enhance our fire prevention learning.

**Status: In progress**

**Community Support and Involvement:** *Promote positive relationships with the entire community to support education.*

**Goal:** By June 2020, organize and host quarterly school events to inform community stakeholders on school specific topics and host nights that highlight student specific learning

**Objective:** Survey parents on topics of interest regarding their children's education and plan informational sessions based on results.

**Action:** Informational nights were held to explain the new standard-based report cards on two separate occasions. We also sponsored a Kindergarten Informational/Registration Evening. A music celebration is planned for all students and families to attend. Work will continue in providing more educational learning opportunities for the parents and students of JFES.

**Status: In progress**

## Henniker Community School Strategic Plan Phase II Vision 2020 and Beyond Accomplishments 2016-2017

**Curriculum and Instruction:** *Offer a rigorous and relevant curriculum to all students.*

**Goal:** Provide the structural programming to ensure that students are prepared for high school learning expectations.

**Objective:** Reorganize our K-8 school into grade level clusters: K-3 (elementary), 4-5 (upper elementary), 6-8 (middle school).

**Action:** We have restructured our grade levels as K-3 (elementary), 4-5 (upper elementary), 6-8 (middle school) and changed common times like lunch and recess to reflect this change to maximize the social learning into more developmentally appropriate groupings.

**Status: Accomplished**

**Objective:** Hire a math interventionist.

**Action:** We have hired an elementary math integrationist beginning in the 2017-2018 school year and were able to do this through reorganizing intervention positions.

**Status: Accomplished**

**Objective:** Create a digital learning space that meets the needs of students in 21<sup>st</sup> century schools and satisfies requirements of the NHDOE.

**Action:** Our technology integration specialist, librarian/media specialist and technology coordinator are in the initial stages of creating a Digital Learning Space that meets the needs of students in 21<sup>st</sup> century schools and satisfies requirements of the NHDOE.

**Status: In progress**

**Objective:** Create a flexible master schedule that matches the needs of the different developmental stages of students in grades K-8 to meet the challenges of fluctuating enrollment.

**Action:** We have created a master schedule that meets the needs of a Professional Learning Community, including common planning time for PLC work at each grade level. Our new schedule gives additional physical education time during the week to foster better health habits for our students. This schedule better meets the needs of time for interventions at each grade level.

**Status: Accomplished**

**Goal:** Provide quality, differentiated instruction for all learners at Henniker Community School to ensure student learning

**Objective:** Review student performance data in PLC teams to effectively provide tiered interventions.

**Action:** During the 2017-2018 school year our schedule will allow PLC meeting time during the week at each grade level for teams to review data and ensure that students are moving in and out of interventions as needed.

**Status: Accomplished**

**Objective:** Review student performance data and entrance/exit criteria to deliver effective Tier II and III interventions.

**Action:** During the 2017-2018 school year, we will be participating in a SAU-wide RTI committee to review how interventions are delivered in each school, which will help us to better deliver Tier II and Tier III interventions at HCS.

**Status: Accomplished**

**Objective:** Integrate extended learning opportunities in all classrooms for all students.

**Action:** This, along with our work on becoming a competency-based learning environment, will include work on providing more extended learning opportunities, which will help us achieve our goal of all students meeting their growth targets each year.

**Status: In progress**

**Curriculum and Instruction:** *Promote instructional practices for all students that are engaging, connect disciplines, and allow students to apply knowledge and develop higher order thinking skills.*

**Goal:** Offer an integrated STEM and Humanities program to middle school students.

**Objective:** Develop a STEM curriculum aligned with the NH State Frameworks in math, science, ELA and Tech Ed.

**Action:** We offered both STEM and Humanities classes during the 2016-2017 school year. We will continue to work with the literacy and math coaches to enhance the work done in this area.

**Status: Accomplished**

**Objective:** Develop a Humanities curriculum aligned with NH State Frameworks in ELA and social studies.

**Action:** We offered both STEM and Humanities classes during the 2016-2017 school year. We will continue to work with the literacy and math coaches to enhance the work done in this area.

**Status: Accomplished**

**Goal:** Transition to a system of competency-based education PK-8.

**Objective:** Improve understanding of assessment literacy through guided book studies.

**Action:** Throughout the 2016-2017 school year, a cohort of 5-8<sup>th</sup> grade teachers from Weare Middle School and Henniker Community School worked with the assistant superintendent and building administrators to become leaders in the change to competency-based education. Much of the foundational work had already happened in our PLCs over the years.

**Status: Accomplished**

**Objective:** Collaborate with Weare Middle School administrators and educators to calibrate scoring for common assessments.

**Action:** Throughout the 2016-2017 school year, a cohort of 5-8<sup>th</sup> grade teachers from Weare Middle School and Henniker Community School worked with the assistant superintendent and building administrators to become leaders in the change to competency-based education. Much of the foundational work had already happened in our PLCs over the years.

**Status: Accomplished**

**Objective:** Develop a proficiency-based system that clearly represents student learning for grades 5-8.

**Action:** During the summer of 2017, all 5-8<sup>th</sup> grade teachers will be trained and ready to start the year to report on student learning in a competency format. Faculty worked in active book groups to study competency-based pedagogy.

**Status: Accomplished**

**Objective:** Revise as necessary, the proficiency-based K-4 report card.

**Action:** Through this work the faculty increased their knowledge regarding the development of assessments that are more authentic and allow students to show what they know.

**Status: Accomplished**

**Goal:** Maximize instructional time by utilizing SAU approved programming and curriculum to enhance students' abilities to develop higher order thinking skills, which will allow students to demonstrate and apply their knowledge in a variety of disciplines.

**Objective:** Improve writing across the curriculum through the use of the Lucy Calkins Writing Program.

**Action:** Grades K-3 received training in and began using the Lucy Calkins Writing Program. Grades 4 and 5 will begin using the writing program in 2017-2018 school year. Many of our K-5 teachers will also use the Lucy Calkins Reading Program during 2017-2018 and all K-5 classrooms will use the program beginning in 2018-2019. Our 6-8<sup>th</sup> grade teachers will begin using My Perspectives reading and writing program beginning in 2017-2018.

**Status: In progress**

**Objective:** Purchase materials and texts to support higher-order thinking skills in science and social studies.

**Action:** Science teachers in grades 6-8 will use a Pearson science program that will meet the needs of teaching students higher-order thinking skills. This will help them develop a deeper understanding of the content and develop the key skills of communication, collaboration, inquiry, problem solving, and flexibility.

**Status: In progress**

**Objective:** Train K-8 teachers in Keys to Literacy

**Action:** During 2016-2017, teachers in grades 4-8 received Keys to Literacy training to help students develop better comprehension skills.

**Status: In progress**

**Assessment and Data:** *Utilize a variety of assessment practices to measure students' understanding and skills for academic growth.*

**Goal:** Maintain a systematic process for reviewing student data for use to drive instruction and for teacher evaluation input in Domain 5.

**Objective:** Set SMART goals at all levels that focus on improving student Performance and ESLO/Shared Attributions goals for teachers.

**Action:** This was our first year using teacher ESLO goals. We are working with teachers to further refine their goals and reflect on their practices to ensure students meet their expected growth in each content area.

**Status: In progress**

**Assessment and Data:** *Utilize multiple data sources to inform decision-making.*

**Goal:** Work collaboratively with stakeholders to create a system and protocols for analyzing student data to create effective differentiated learning opportunities.

**Objective:** List current assessment practices and resources, and identify valuable tools to measure student learning.

**Action:** A Data Team has been established SAU-wide to develop guidelines for best practices in assessments and data collection.

**Status: Accomplished**

**Professional Development:** *Provide opportunities to staff for continuous professional growth.*

**Goal:** Collaborate with the professional development committee members to ensure that the focus of our professional development is on school goals and current best practices in instruction, as well as in a variety of content areas.

**Objective:** Facilitate a survey to be done by the professional development representatives.

**Action:** This year, our professional development focused on best practices in literacy and math, competency-based learning and assessment literacy.

**Status: In progress**

April 2017

**Objective:** Provide opportunities for continuous growth in school goals.

**Action:** This year, our professional development focused on best practices in literacy and math, competency-based learning and assessment literacy.

**Status: In progress**

**Objective:** Train teachers in assessment literacy.

**Action:** This year, our professional development focused on best practices in literacy and math, competency-based learning and assessment literacy.

**Status: In progress**

**Personnel:** *Recruit and retain professional, innovative, and dynamic staff dedicated to the success of all students.*

**Goal:** Research and implement practices that enhance professional skill, encourage innovation and promote a positive climate.

**Objective:** Implement hiring practices to attract passionate practitioners with a student-focused approach.

**Action:** Through the hiring process, the school will look for dynamic staff that have a passion for providing a challenging education for all of our students.

**Status: In progress**

**Objective:** Use faculty meetings for Active Pedagogy Group (APG) work sessions to encourage innovation.

**Action:** Grade level teams have worked together to share successful practices through the APG work.

**Status: In progress**

**Culture and Climate:** *Promote an atmosphere that supports a forward-thinking, professional learning community to meet the needs of 21<sup>st</sup> century education*

**Goal:** Maintain a positive climate and culture for a safe and effective learning environment, as measured by student behavior data.

**Objective:** Train all Pre-K-8 teachers in Responsive Classroom.

**Action:** At the Tier I and II level, professional development was provided to strengthen the staff's skills to retain students in their general classroom and access learning.

**Status: Accomplished**

**Objective:** Implement Tier III behavioral interventions including the use of common language.

**Action:** Staff developed a Tier III behavioral intervention program and achieved success with students who understood their needs for support and how to access that support when needed.

**Status: Accomplished**

**Objective:** Research an emotional/behavioral program.

**Action:** Staff evaluated their responses to behavioral issues, and adjusted the school's framework to articulate logical consequences, restitution and relearning, as responses to student behavior.

**Status: Accomplished**

**Facilities and Operations:** *Provide and maintain facilities that support teaching and learning.*

**Goal:** Prioritize building needs to complete projects from a high-impact level to a low-impact level in a fiscally responsible manner.

**Objective:** Monitor the Capital Improvement Plan (CIP) monthly, to focus on priorities and their financial impact.

**Action:** The Facilities Sub-Committee meets monthly to monitor building needs as identified in the CIP.

**Status: In progress**

**Community Support and Involvement:** *Promote positive relationships with the entire community to support education.*

**Goal:** Use effective communication tools to ensure that the community is informed and engaged.

**Objective:** Increase effective use of monthly newsletters and maintain the school's website to communicate information about school events and initiatives.

**Action:** The Community Outreach Coordinator publishes information to keep the community informed. The school newsletter was distributed more frequently and Blackboard Connect was used to send out timely notices to parents.

**Status: In progress**



**Center Woods Elementary School SAU 24 Strategic Plan Phase II Vision 2020 and Beyond  
Accomplishments 2016-2017**

**Curriculum and Instruction:** *Offer a rigorous and relevant curriculum to all students.*

**Goal:** Involve staff in meaningful dialogue to maximize the effectiveness of Professional Learning Communities (PLC) and acknowledge staff contribution to the decision making process by 2018.

**Objective:** Define roles, goals and areas of focus in grade/content based teams.

**Action:** Each team began the year by defining their purpose and revisiting their purpose and norms at each meeting.

**Status: Accomplished**

**Objective:** Meet as PLC leaders to compare curriculum, share goals, and work collaboratively to ensure success for all students.

**Action:** The Weare administrators met monthly. Most of the time was used to discuss the teacher evaluation system and requirements of Educator Student Learning Objectives (ESLO) and Shared Attributions (SA).

**Status: Accomplished**

**Objective:** Place curriculum and program discussions on staff meeting agendas.

**Action:** We shared meeting notes with all teachers. Next steps include ensuring that teachers are given the opportunity for input into curriculum and program discussions during faculty meetings.

**Status: In progress**

**Curriculum and Instruction:** *Promote instructional practices for all students that are engaging, connect disciplines, and allow students to apply knowledge and develop higher order thinking skills.*

**Goal:** Teachers will work to maximize instructional time by utilizing district approved programming and curriculum to enhance students' abilities to develop higher order thinking skills which will allow students to demonstrate and apply their knowledge in a variety of disciplines.

**Objective:** Review master schedules between Center Woods Elementary School (CWES) and Center Woods Upper Elementary School.

**Action:** YES! At CWES we created a new schedule. The new schedule is designed to allow for more small group instruction and push-in services.

**Status: Accomplished**

**Objective:** Purchase materials and texts to support science and social studies in order to enhance current programming.

**Action:** Teachers made, bought, and borrowed supplies that align with the new standards

**Status: Accomplished**

**Objective:** Teachers will use the Lucy Calkins writing program to develop students' ability to write across the curriculum.

**Action:** All teachers used the writing program and some teachers piloted the reading program.

**Status: Accomplished**

**Objective:** Purchase and implement the SAU24 recommended K-5 reading program.

**Action:** We are excited that all teachers will have the Lucy Calkins reading program for the 2017-18 school year. Full implementation is expected by 2018-2019.

**Status: In progress**

**Objective:** Purchase the math intervention program that was recommended by the math committee.

**Action:** We are excited about the new Data and Assessment Team. We decided to use iReady as our math intervention program and the purchase has been made.

**Status: Accomplished**

**Assessment and Data:** *Utilize a variety of assessment practices to measure students' understanding and skills for academic growth.*

**Goal:** Continue to work closely with all stakeholders to provide research-based practices on how to use data and re-evaluate current testing practices to maximize instruction.

**Objective:** Effectively analyze student data, with data teams to efficiently create differentiated learning opportunities.

**Action:** We used data teams, Response to Intervention (RtI), and collaborative teams to analyze the NWEA data, and multiple other data sources. This is still an area of focus for next year, especially with the availability of the iReady resources.

**Status: In progress**

**Objective:** Implement the use of performance tasks as part of common assessment practices.

**Action:** We had several workshops on how to create performance tasks and we asked teachers to share their performance tasks and assessments with each other. We will begin to look at "upgrading" our common assessments to convert them to authentic performance assessments.

**Status: In progress**

**Objective:** Revise the end-of-year student data profile to communicate current, effective, individualized instructional practices to the receiving teachers .

**Action:** First steps have been taken to address this objective with the investigation of a data warehousing system.

**Status: In progress**

**Assessment and Data:** *Utilize multiple data sources to inform decision-making.*

**Goal:** Work collaboratively with stakeholders to create a system and protocols for analyzing student data to create effective differentiated learning opportunities.

**Objective:** List current assessment practices and resources then identify if they are valuable tools to measure student learning.

**Action:** We did not feel NWEA was providing the useful data that was necessary to make effective decisions for individualized instructional purposes (differentiation). As a result, iReady was adopted and will be utilized for this purpose. .

**Status: Accomplished**

**Assessment and Data:** *Utilize multiple data sources to inform decision-making.*

**Goal:** Work collaboratively with stakeholders to explore and implement resources to support the RtI program.

**Objective:** Explore tools for behavior tracking and behavior screenings.

**Action:** The Academic and Behavior RtI teams have reviewed student behavioral data and created goals for individual students. Currently, student progress is tracked in a portfolio format. Further work is needed to evaluate the effectiveness of this initiative.

**Status: In progress**

**Professional Development:** *Provide opportunities to staff for continuous professional growth.*

**Goal:** Collaborate with the professional development committee to provide feedback about the forms and processes used, and work in conjunction with the professional development committee to provide yearly professional development in school approved programs, including content specific offerings yearly.

**Objective:** Professional development representatives will present the professional development forms and processes at faculty meetings. Representatives will support staff in writing goals and work to open lines of communication for feedback.

**Action:** This year, the Professional development coordinator and administrators worked very closely to ensure the ESLO/SA and professional development plans were coordinated. We presented at several faculty meetings and met with teachers individually to support them in the alignment process. We have not begun to look at other plans/processes.

**Status: In progress**

**Objective:** Create a professional development master schedule for all Weare schools and align professional development practices. Train incoming staff in Responsive Classroom, Response to Intervention, differentiated instruction, data analysis, Life Space Crisis Intervention, Crisis Prevention Intervention, and behavior management strategies to improve student learning and performance.

**Action:** We created a master list of professional development offerings. To be effective, this list requires updating throughout the year.

**Status: In progress**

**Objective:** Offer professional development opportunities for staff, with the Lucy Calkins writing program.

**Action:** The first training occurred in August. This training proved to be very helpful for the teachers and further opportunities are needed.

**Status: In progress**

**Objective:** Diversify professional development opportunities to include more content specific areas.

**Action:** We offered more workshops in mathematics this year, as well as professional development at the team levels in both reading and writing.

**Status: In progress**

**Personnel:** *Recruit and retain professional, innovative, and dynamic staff dedicated to the success of all students.*

**Goal:** Work with all stakeholders to create a culture that recruits and retains innovative and dynamic staff.

**Objective:** Work with team leaders to identify factors for job satisfaction, implement suggested strategies to retain teachers.

**Action:** At the summer retreat, the team leaders reviewed the climate survey and brainstormed ways to increase job satisfaction. The list included:

- Glow Board
- Uniting Activities (puzzle)
- Staff Breakfast
- Team Building
- Time to meet with teams
- Use team leaders as a vehicle to discuss concerns with administrators.

**Status: In progress**

**Objective:** Recruit and retain highly trained substitutes that can perform numerous duties including proctoring or providing interventions.

**Action:** This year we offered a “guest teacher” training. We also created “guest teacher” handbooks that are all located in the same place in every classroom for consistency and efficiency.

**Status: In progress**

**Culture and Climate:** *Promote an atmosphere that promotes a forward-thinking, professional learning community to meet the needs of 21st century education.*

**Goal:** Promote a positive academically rigorous culture by building staff capacity and frequently recognize staff for achievements and accomplishments.

**Objective:** Recognize each teacher’s unique attributes and qualities.

April 2017

**Action:** Individualized thank you notes were sent to the staff on Thanksgiving. We also provided a special poster to all teachers and staff highlighting their years of services. We welcomed feedback and new ideas.

**Status: In progress**

**Objective:** Celebrate positive contributions and achievements.

**Action:** The administrators recognized positive happenings in the school through the giving of notes to individual staff members or teams. This practice will continue and other forms of recognition will be explored.

**Status: In progress**

**Culture and Climate:** *Promote an atmosphere that promotes a forward-thinking, professional learning community to meet the needs of 21st century education.*

**Goal:** Build consistency in adherence to policies and procedures between schools, including schedules.

**Objective:** Research appropriate playtime for each grade level. Schedule appropriate playtime into daily routines. Create master schedules, if appropriate, that allow for appropriate playtime.

**Action:** The “Power of Play” group met monthly and read “Purposeful Play”. We created a presentation for the staff and shared how to ignite deep and joyful learning across the day.

**Status: In progress**

**Objective:** Review policies and procedures to ensure consistency between Center Woods Elementary School and Center Woods Upper Elementary School and then revise/cCreate consistent procedures and forms between the two schools.

**Action:** This work was the focus of our monthly PLC meetings.

**Status: In progress**

**Facilities:** *Provide and maintain facilities that support teaching and learning.*

**Goal:** Maintain a safe, clean, and orderly learning environment that is conducive to learning.

**Objective:** Continue to evaluate safety procedures and implement changes as needed.

**Action:** We continue to keep a focus on the safety of the students and staff through review and revisions of procedures in our school.

**Status: In progress**

**Objective:** Develop a team to evaluate the playground equipment on a monthly basis and make updates and repairs as needed.

**Action:** The playground inspections found several things that needed repair and Updating, including concerns about the concrete retaining wall. These issues will be addressed going forward.

**Status: In progress**

**Community Support and Involvement:** *Promote Positive relationships with the entire community to support education.*

**Goal:** Increase monthly communication and community events to inform and engage the community.

**Objective:** Monitor the use of Constant Contact for monthly newsletters.

**Action:** From feedback received, parents found weekly updates to be more beneficial. We have employed the use of catchy subject lines to obtain the reader's attention.

**Status: In progress**

**Objective:** Monitor the use of Blackboard Connect 5 on a weekly basis.

**Action:** We discontinued the use of Blackboard Connect 5.

**Status: Eliminated**

**Objective:** Update school website on a weekly basis.

**Action:** The website was updated monthly with pictures and information. This practice will be monitored and continued.

**Status: In progress**

**Objective:** Survey families in the fall to determine areas of need and interest.

**Action:** At the annual Open House, parents were encouraged to complete a survey but it did not yield constructive feedback. We will utilize Constant Contact and Google forms for future parent surveys.

**Status: In progress**

**Weare Middle School SAU 24 Strategic Plan Phase II Vision 2020 and Beyond  
Accomplishments 2016-2017**

**Curriculum and Instruction:** *Offer a rigorous and relevant curriculum to all students.*

**Goal:** Provide everyday enrichment activities to improve students' higher order thinking skills in all content areas.

**Objective:** Provide teams with extended learning and enrichment blocks to enhance instruction for students and to differentiate instruction.

**Action:** Working with the enrichment coordinator, a schedule was designed to offer Tier I, Tier II, and Tier III enrichment activities for all students, with choice built into the model.

**Status: Accomplished**

**Goal:** Ensure continuous student growth through improved instructional strategies using the Professional Learning Community (PLC) model.

**Objective:** Reallocate time during the regular school day to allow teachers to meet and discuss student needs.

**Action:** Teachers in WMS have a common planning block everyday built into the schedule. The principal and assistant principal will monitor the effective use of this time to meet the intent of this goal.

**Status: In Progress**

**Assessment and Data:** *Utilize a variety of assessment practices to measure students' understanding and skills for academic growth.*

**Goal:** Develop and maintain a systematic process for reviewing student performance data to inform instruction.

**Objective:** Through the use of Professional Learning Communities and protocols, the faculty will discuss and reflect upon assessment literacy. To support this objective, the faculty will read the book: Differentiated Assessment Strategies.

**Action:** The faculty were given the book, Differentiated Assessment Strategies. And faculty meeting time was dedicated to discussing the book. More work needs to be done to put the knowledge into action.

**Status: In progress**

**Objective:** Instructional staff will use "I Can" statements as a guide to developing quality common performance assessments tools which measure application of knowledge and skills.

**Action:** Working in teams, this work has begun. Teachers have shared their work and this work is ongoing.

**Status: In progress**

**Objective:** Maximize the use of extended learning blocks (ELB) to provide interventions that address student needs.

**Action:** First steps have been taken to redesign the schedule to address this objective. Moving forward, we plan to track student progress and target the learners who struggle with particular concepts.

**Status: In progress**

**Assessment and Data:** *Utilize multiple data sources to inform decision-making.*

**Goal:** Develop and maintain a systematic process for reviewing effective practice in the areas of Curriculum and Instruction, Culture and Climate, Supervision and Evaluation, Professional Development, and Community Support and Involvement.

**Objective:** Utilize staff and student surveys to assist in making decisions to improve school culture.

**Action:** We did not send out surveys to date.

**Status: Not Addressed**

**Professional Development:** *Provide opportunities to staff for continuous professional growth.*

**Goal:** Build a common understanding of effective teaching practices with teachers and support staff.

**Objective:** Utilize staff meetings to discuss and deliver professional development that focuses on Response to Intervention (RTI), Keys to Literacy, and the PLC process. Train instructional staff in Keys to Literacy.

**Action:** Presentations were given at several faculty meetings regarding the use of Keys to Literacy and coaches met with teachers individually to support them in their professional development. Other plans/processes have not been addressed.

**Status: In progress**

**Objective:** Provide professional development to facilitate the transition to competency-based learning.

**Action:** Training in this area occurred and teachers collaborated with colleagues across the SAU.

**Status: Accomplished**

**Personnel:** *Recruit and retain professional, innovative, and dynamic staff dedicated to the success of all students.*

**Goal:** Create a staff comprised of passionate educators, dedicated to high expectations for all students.

**Objective:** Utilize the adopted SAU 24 screening process for hiring.

**Action:** The protocols for hiring have been adopted and have become imbedded in our practice when hiring new staff.

**Status: Accomplished**

April 2017



**Culture and Climate:** *Promote an atmosphere that promotes a forward-thinking, professional learning community to meet the needs of 21st century education.*

**Goal:** Support and improve high-functioning professional learning communities.

**Objective:** Develop and utilize a survey that will assess the overall climate of the school with all staff.

**Action:** A survey was discussed at a faculty meeting and the creation of a survey is in process.

**Status: In progress**

**Facilities and Operations:** *Work with other building and grounds supervisors and the SAU Business Administrator to develop consistent methods that maintain efficient facilities, environment and operations.*

**Goal:** Address issues regarding preventive maintenance at WMS to ensure that a well-maintained and safe learning environment is available for all students and staff.

**Objective:** Develop an Energy Management Program.

**Action:** This work has begun. The school has contracted with a company to submit a comprehensive audit of the building.

**Status: In progress**

**Objective:** Install a propane meter to allow for real-time monitoring of propane usage. .

**Action:** Due to budgetary constraints, this is scheduled for next year.

**Status: In progress**

**Community Support and Involvement:** *Promote positive relationships with the entire community to support education.*

**Goal:** Provide the Weare community with on-going methods of information sharing regarding the progress and activities that occur during the school year.

**Objective:** Share the successes within the school on our website, at school board meetings, and through community events open to the public in our school.

**Action:** A Principal's Report is shared monthly with the school board and contains up-to-date reporting of student and staff activities. This will be expanded to our website and community outlets.

**Status: In progress**