

**SAU 24 Strategic Plan Phase II Vision 2020 and Beyond
Accomplishments 2018-2019**

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: Review current core programs K-12 and recommend adoption in middle and high school mathematics.

Action: In grades K-5, the decision was made to continue with the Every Day Mathematics program. Professional development is offered to teachers to deepen their instruction utilizing the Every Day Math as a core resource.

At the middle school, a new curriculum published by Glencoe was adopted. Components included ALEKS (an online teaching tool), the development of performance assessments, flexible grouping, and use of Personal Learning Blocks (PLB) to meet the needs of each student.

At the high school, the current textbooks will continue to support teaching and learning, however, an examination of instructional strategies and unit planning have been identified as areas in need of improvement.

Status: Accomplished

Objective: Fully implement a K-12 curriculum and instruction aligned to New Hampshire State Science Standards.

Action: The SAU Science Curriculum Committee established competencies based on NH State Science standards. K-5 teachers have developed and share instructional units with a focus on inquiry. Extensive Next Generation Science Standards training has been provided with the majority of science teachers participating. The high school has taken the lead in this work and was an early adopter.

Status: Accomplished

Objective: Fully implement a K-12 curriculum and instruction aligned to the New Hampshire State Frameworks in Social Studies.

Action: The SAU Social Studies Committee invested significant time in developing K-12 competencies and aligning units. The work is currently on hold as the NH Department of Education is in the process of revising the twenty-year-old frameworks. Once the State Board of Education adopts the new framework for Social Studies, the SAU committee, in collaboration with the Assistant Superintendent, will map out a plan for full implementation (anticipated for 2020-2022).

Status: In progress

Objective: Review current core programs K-12 and recommend adoption in science.

Action: K-5 has adopted Mystery Science as a core resource and in 6-8, Interactive Science has been adopted as a core resource. In 9-12, resources that support the curriculum have been adopted and are in use.

Status: Accomplished

New Objective: Review current core programs K-12 for social/emotional learning and recommend development guidelines (timeline: 2019-2021).

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 RTI framework.

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

Action: We continue to build capacity within our leadership team members to address various aspects of high functioning intervention teams including the use of data, particularly at the elementary levels. Through the data and assessment teams at the elementary schools, teachers are connecting effective strategies with student achievement.

The implementation of a personal learning block continues to be refined at the middle schools for more targeted interventions. More progress is expected in 2019-2020.

Steps have been taken at the high school through the restructuring of departmental coordinators' and administrative job responsibilities. Foundation has been established to support a formal RTI structure.

Status: In progress

Objective: Implement effective differentiated instructional practices in all classrooms across the SAU.

Action: Tier One instruction, which includes interventions, is critical to the success of all students. Numerous steps have been taken to support this idea, including training in Universal Design for Learning (UDL) for all leadership team members and adoption of diagnostic screenings and assessments. There has been a focus on instructional strategies that allow for multiple entry points to the curriculum, including the workshop model. Future actions include continued UDL training for staff, use of data to inform practice, and assessments to measure academic progress.

Status: In progress

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: Utilize SAU approved assessment practices to include but not limited to formative, summative and performance assessment.

Action: Our focus has been on building assessment literacy at all levels across the SAU. This goal has been accomplished. Professional development has been embedded in PLC work, early release day workshops have been devoted to the use of formative assessment and Common Day Workshop focused on the development and calibration of quality performance assessments at the secondary levels. Additionally, SAU curriculum committees have continued to create common performance assessments.

Status: Accomplished

Objective: Create an end-of-year student data profile to communicate with the receiving teachers.

Action: We continue to explore tools that allow educators to collaborate and fully share information, particularly regarding personalized learning for every student. Additional staff members have adopted the use of LinkIt to provide access to longitudinal student data.

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, Supervision and Evaluation of Personnel, Professional Development, and Community Support and Involvement.

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

Actions: Loggit, a professional development tool, was piloted as a way to organize professional development and track goals. The SAU extracted recommendations from summative evaluations to inform professional development. Our community outreach coordinator tracks the number of times

Facebook/website/electronic newsletters are read by members of our school community. Surveys were conducted at all schools to engage all stakeholders in setting priorities. As a result of this work, staff across the SAU are basing decisions on data instead of intuition.

Status: Accomplished

Objective: Track the effectiveness of intentional reflective practice by educators on student learning (Domain 5).

Actions: Administrators across the SAU have engaged in professional dialogue during summative evaluation conferences regarding student learning in Domain 5. Next steps include collecting and analyzing results to extract best practices which are occurring in classrooms. Ultimately, these practices will result in peer coaching, teacher collaboration and demonstration of effective practices through SAUniversity²⁴.

Status: In progress

Objective: Evaluate the effectiveness of the instructional coaching model through the examination of student performance data.

Action: The assistant superintendent continues to collect data in the form of coaching logs that includes the number of visits that coaches make, the nature of the coaching service provided, and the observation of improved instructional practice. We have collected data that suggests coaching, in conjunction with other curricular and instructional changes, has a positive impact on student achievement. Data collection is ongoing to monitor the effectiveness of this model.

Status: In progress

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: Leadership Team members continue to hone their skills in this area. As a result of other priorities, including school safety and trauma-informed instruction, this objective has been delayed. Work will continue in this area in the upcoming year.

Status: In progress

Objective: Require writing training for all instructional staff and administrators.

Action: Two collective bargaining master contracts include writing instruction for all new hires. Additionally, administrators engaged in activities to increase writing effectiveness. SAUniversity²⁴ has offerings to support accomplishment of this objective.

Status: In progress

Objective: Require UDL training for all administrators.

Action: The SAU has shifted its instructional focus from differentiated instruction (DI) to universal design for learning (UDL). UDL provides a sharper approach to instructional practice through the lens of a well-defined framework. Administrators received UDL training in July 2018. A number of the building principals are making plans to engage their staff in this training. The SAU will take steps to ensure that ongoing opportunities for UDL training are available for new administrators.

Status: Accomplished

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

Goal: Expand SAUniversity²⁴ to promote SAU-wide goals while building educators' common knowledge base.

Objective: Offer independent studies on action research.

Action: A self-paced, online course through SAUniversity²⁴ was developed to support teachers in action research. Staff members have the opportunity to take this course for SAUniversity credit or to access the content as a resource.

Status: Accomplished

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

Goal: Monitor the comprehensive system for evaluating staff aligned with effective teaching practices based on the Danielson Model for Supervision and Evaluation.

Objective: Use results from evaluations to inform professional development offerings as well as Individual Professional Development Plans (IPDPs)

Action: Professional Development offerings at the building-level and through SAUniversity²⁴ are informed by the recommendations in the evaluation process.

Status: Accomplished

Objective: Fully utilize the Human Resource Module in Budget Sense to effectively manage all aspects of the human resource department including contract development and the tracking and monitoring of educator evaluations.

Action: This is an evolving process. The current human resource specialist created a consistent template for annual contracts and benefit sheets. Further work is needed to develop a tracking system for staff evaluations in addition to more extensive training.

Status: In progress

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 across the SAU.

Objective: Create opportunities for veteran staff that provide job satisfaction and recognition.

Action: A number of recognition opportunities have been developed in a variety of ways including awarding of Fishy Spots for parking in Henniker, the Game-Changer in Weare Middle/Center Woods Upper Elementary School, Newt Awards in Stoddard and the Compass Award at Leadership Team meetings. We continue to seek ways to improve job satisfaction.

Status: In progress

Culture and Climate: *Promote an atmosphere that supports a forward-thinking, professional learning community to meet the needs of 21st 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: Solid foundations have been set. Structures are in place to support the use of data and reflective practice that include regularly scheduled PLCs, coaching cycles, intervention team meetings, data and assessment team meetings, the use of iReady data, reflective questions embedded in the supervision and evaluation process, and ongoing support for members of the Leadership Team.

Status: Accomplished

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: Utilize the same product program in all buildings for cost efficiencies while maintaining local expectations in custodial and maintenance output.

Action: The Business Administrator, working with Facility Directors, will schedule the utilization of all building staff to “blitz” the schools during the summer of 2018.

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 RFQ process for an energy audit at JSRHS.

Action: The Audit process and the energy performance contract has been completed. Not all of the components of the energy audit were included in the performance contract due to financial constraints. The John Stark facilities sub-committee is in the process of adjusting the Capital Improvement Plan to include the remainder of items from the energy audit as well as newly identified projects.

Status: In progress

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

Action: The audit process was completed and presented during the previous fiscal year. The Weare School Board presented a warrant article to the voters of Weare for energy efficiency upgrades to the schools as well as a new heating system for Center Woods Elementary School. The warrant article was passed by the voters.

Status: Accomplished

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

Action: The preliminary energy audit for the Henniker School District was completed and presented to the Henniker School Board during the 2017-2018 school year. The Henniker School District is currently working with Energy Efficient Investments (EEI) to identify the projects in 2019-2020 to be implemented during the 2020-2021 school year.

Status: In progress

Objective: Determine the priority of all remaining projects for inclusion in a System-wide CIP.

Action: In concert with the Business Administrator, facility sub-committees in each school district will determine priority needs for their schools utilizing data from energy audits, identified technology requirements, and other emergent needs. Recommendations will be brought to the SAU Board by the Business Administrator for a final draft of a System-wide CIP with timelines and budget implications (timeline: 2019-2020).

Status: In progress

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

Goal: Provide energy efficient upgrades to Center Woods Elementary School and Weare Middle School, as identified through the energy audit for the Weare School District.

Objective: To complete identified energy efficient and HVAC upgrades at Center Woods Elementary School and Weare Middle School as identified through the energy audit for Weare School District.

Action: The project is in the initial stages of implementation and expected to be completed during the 2019-2020 school year.

Status: In progress

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

Goal: To research and implement technologies that support best practices in teaching and learning.

Objective: Working collaboratively with principals, ensure technology supports standardized testing requirements at all schools.

Action: Technology Coordinators in each school regularly meet with appropriate school personnel to prepare for testing, train personnel, monitor infrastructure capacity/usage, and make recommendations for hardware/software/data circuits. During monthly meetings of the Technology Coordinators issues and best practices regarding testing are shared.

Status: Accomplished

Objective: Develop a website that promotes our brand and is easy to navigate for members of our school community.

Action: Based on a technical review of the existing websites, user feedback, and for compliance with the Americans with Disabilities Act, we will migrate to a user-friendly website. In the fall of 2019, representatives from each school community met to determine requirements and evaluate vendors. The Director of Technology projected that the initial cost for an off-site hosted website might be between \$20,000 - \$40,000. Next steps include the Director of Technology examining alternative low-cost school websites, conferring with other school district technology directors, reporting his findings to school representatives and school boards and developing a presentation that outlines multiple options with associated costs and features.

Status: In progress

Objective: Research and plan for effective implementation of programs that house student information and supports teacher usage.

Action: Based on a technical review of the existing student information systems (SIS), the grading and reporting system, and user feedback from the assistant superintendent, staff, parents and students, the current SIS may not support the needs of the SAU as a whole. Next steps include examining alternatives, conferring with other school district technology directors, reporting findings to the SAU-wide Curriculum Committee and developing a presentation that outlines multiple options with associated costs and features.

Status: In progress

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: Continue support for the distribution of information and community outreach through a variety of means.

Action: During budget season, the superintendent met with members of the school board, the Weare Finance Committee and members of the public to explain the needs of the schools. Written communication was mailed to all residents in both Henniker and Weare to foster a deeper understanding of issues facing the schools.

Status: Accomplished and In progress

**John Stark Regional High School Strategic Plan Phase II Vision 2020 and Beyond
Accomplishments 2018-2019**

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

Goal: Ensure continuous student growth through programs aligned with national / state frameworks

Objective: Participate in K-12 curriculum committees at the SAU level.

Action: Team members participated in the SAU-led Portrait of a Graduate, NH Scholars Career Pathways, and Future Ready planning initiatives to begin work, aligning teaching and learning K-12, and strengthening community connections. Additionally, staff participated in SAU-led curriculum committees, and have increased SAU-wide conversation about intervention and professional growth.

Status: In Progress

Objective: Expand program offerings, particularly for students seeking alternatives to a four-year college experience.

Action: John Stark applied for and was accepted as a pilot school for the NH Scholars Career Pathways designation, affording opportunities to students who may not be college bound. To help prepare all students for post-secondary plans, faculty team developed a Summer School programming proposal for Title I as a pilot for curricular revision individualized learning. The staff will continue to develop meaningful intervention to address students with identified gaps in learning.

Status: In Progress

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

Action: Faculty initiated and led committees to consider issues of concern to both students and staff regarding extended learning opportunities. Results included a revision to the Academic Honesty segment of the student handbook, and the establishment of a Capstone/ELO Task Force. The staff is investigating expanded dual enrollment and Running Start opportunities for students, including new partnerships with Central Maine Community College

Status: In Progress

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

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

Objective: Use faculty professional development time for teachers to share best practices and learn from each other.

Action: Multiple opportunities for high-quality professional development were offered this year. A school-wide common syllabus, including a common assessment rubric, was instituted to provide consistency across content areas. The faculty focused on articulation of competency performance levels with an emphasis on depth of knowledge, application of learning through authentic performance assessments, and participation in NH PACE initiative. During an early release day, the faculty focused on classroom experiences that lead to student success on performance assessments and discussed the effort of focusing on student-centered classrooms.

The school applied for and was accepted to the NH Universal Design for Learning Innovation Network, part of the school's focus on effective instruction. Work will commence in the fall of 2019, and involve a core team of administrators and faculty representing multiple content areas and special education.

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 1 interventions

Action: Critical work to reestablish an effective Response to Intervention (RtI) model is underway. Once proven structures are in place to support struggling students, the work will shift to a focus on developing effective Tier 1 interventions.

Status: Not Addressed

Objective: Develop Tier 2 structures with clear entry and exit standards.

Action: Faculty designed an outline of interventions and a tiered model for interventions. Preliminary work has been done, however, further development will occur over the next school year. Teams are in place to review data and oversee progress monitoring.

Status: In Progress

Objective: Provide focused and specialized instruction for Tier 2 and 3 to include intensive remediation for small groups, summer school, and after school programming.

Action: Teachers developed math, ELA, and behavioral-specific intervention pyramids. Work on behavioral RtI will continue over summer, working collaboratively with a Board Certified Behavior Analyst (BCBA), the school psychologist and others..

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: Align teacher assessment and reporting practices across the school including reassessment practices and calibration/rubric scoring.

Action: Professional Learning Communities (PLCs) focused their work on rubric articulation, grading, reporting, and learning target revision, using data sources including i-Ready and the PSAT to inform instruction. Teachers also used classroom-based data to revise lesson and unit planning, modify instructional practices, and articulate rubrics that emphasized depth of knowledge. Additional work included the reorganization and streamlining of the school-wide assessment process. The evaluation and review of standardized assessments in comparison to existing curriculum, particularly in mathematics is ongoing to identify areas that are not aligned. Work is planned for an ongoing evaluation of curriculum and assessment in terms of scope and sequence, assessment maps, and learning progressions in order to better support strong student achievement.

Status: In Progress

Objective: Communicate with stakeholders through the shift to competency-based reporting to ensure support and clarity

Action: A common syllabus was introduced to communicate consistent expectations and grading practice across all courses at JSRHS. The faculty refined scoring rubrics for formative and summative work in order to more clearly articulate performance levels, incorporating a focus on depth of knowledge.

The School Profile and Program of Studies underwent extensive review and resulted in revisions to more accurately communicate the school's competency-based approach. In order to understand how stakeholders viewed this change, a series of Listening Forums were hosted to engage families and community members. These sessions provided opportunities to ask questions and express concerns.

Similarly, students were afforded the chance to meet with administrators and teachers to ask questions, receive clarification, or express concerns. The school also used Constant Contact, Generally Speaking, and Swift Reach to provide up-to-date information to all members of the John Stark community.

Status: In Progress

Objective: Determine the impact of competency-based reporting on secondary decisions such as class rank, GPA, honor roll, transcripts.

Action: This process began with the review and revision to the School Profile and Program of Studies. The PowerSchool grade scale was evaluated for accuracy in reporting of student learning. Work continues in this area. The faculty collaboratively revised the Academic Honesty Policy, now reflecting the realities of the digital world and is slated for inclusion in the student handbook.

Status: In Progress

Objective: Develop a 9-12 screening, diagnostic, and progress monitoring RtI model that complements the work at the K-8 levels to identify and track students in Tiers 2 & 3.

Action: A team created an outline of interventions, a tiered model for implementation and will review data and conduct progress monitoring. While preliminary planning has been done, this work needs to continue and further developed over the next school year.

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

Action: Administrators provided PLCs with relevant student performance data and tools, including a math question of the day and protocol and materials to target identified areas of student need. Math-related data, including scaled scores and subscores, were collected, compiled and reviewed to identify areas of individual student growth and passage rates. Individual PLCs set goals and tracked related data and considered student achievement in such areas as argumentation and claim writing, individual goal setting, and individual student achievement growth in specific content areas.

Status: In Progress

Professional Development: Provide opportunities to staff for continuous professional growth

Goal: Focus collective training resources on collaborative practices and instructional strategies.

Objective: Focus collective training resources on collaborative practices and instructional strategies

Action: Building-based professional development focused on effective instructional practices in support of student learning. The faculty focused on clear articulation of competency performance levels with an emphasis on depth of knowledge and application of learning through authentic performance assessments. Ongoing work will focus on the continued development of personalized pathways and relevant, authentic learning experiences that promote essential work study practices and high levels of learning for all students.

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 and staff to proactively address projected student needs and to enhance 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 expanded Dual Enrollment and Running Start opportunities for students to include new partnerships with Central Maine Community College

Status: In Progress

Objective: Support the alignment of school goals, educator and paraeducators recertification goals and Educator's Student Learning Objectives with adequate training

Action: The administrative team collected feedback on all building-based professional growth activities, and conducted an annual survey of faculty to identify their professional development needs and to assist in future planning. The administrative team used the summative evaluation process to identify areas of potential capacity-building to support student learning and to encourage faculty to share their expertise with colleagues.

Status: In Progress

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

Goal: Create a climate and culture that supports student interests and faculty growth in a collaborative learning environment to reflect the school's mission of Regard, Respect, Integrity.

Objective: Create a holistic approach to student voice in all aspects of school culture, focusing on the role of a strong student council.

Action: Opportunities for student voices were provided in the conversation around teaching and learning through the formation of a student panel. That group will continue next year to increase student voice as an integral part of the John Stark High School community.

Status: In Progress

Objective: Decrease occurrences of behaviors that are disruptive to the learning environment.

Action: The Student Support Center and School Counseling Office provide safe space for students who have disrupted the learning environment for other students. The staff in these areas help students to develop effective strategies for managing their classroom behavior. An initial Social/Emotional Learning/trauma-informed framework was established through work with a consultant. Work will continue next year.

Status: In Progress

New Objective: Increase practices and procedures that foster emotional and physical safety.

Action: The faculty received training in support of a positive school climate and culture including Alert, Lockdown, Inform, Counter, Evacuate (ALICE) training, suicide awareness, trauma-informed schools, a presentation by Justice Broderick on erasing the stigma associated with mental health.

Status: In Progress

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

Goal: Address responsive development of facilities and technology infrastructure to support and promote student learning.

Objective: Maintain a proactive approach to enhance technology infrastructure to support instructional shifts.

Action: Much work was completed in this area however more is necessary. We were able to monitor and adjust the wireless network to accommodate the growing number of Chromebooks and wireless devices, initiated a donation program of older/end-of-life Chromebooks to meet students' needs at home, continued to expand the Google Classroom footprint by bringing more teachers onboard, and planned for parent-guardian access in the 2019-2020 school year. Lastly, upgrades and enhancements to the server infrastructure are ongoing as the shift to cloud-based computing continues.

Status: In Progress

Objective: Sustain building appearance at current or improved levels

Action: The adopted proactive approach to routine maintenance and repair of facility ensures a safe and productive learning environment for students. Efforts in the area are ongoing.

Status: In Progress

Objective: Address air quality to support learning.

Action: Quarterly air handling equipment maintenance was initiated and will become practice moving forward. The usage of "green" chemicals creates a cleaner breathing environment as well. More action steps to address air quality through the replacement of Energy Recovery Ventilation units (ERV) can be found in the school's capital improvement plan,

Status: In Progress

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

Action: The School Board and administrators continue to revise and refine a comprehensive Capital Improvement Plan (CIP) and present opportunities for voter approval for funding.

Status: In Progress

Objective: Methodically improve emergency, security, and safety systems.

Action: Grant-funded security upgrades were completed and they included exterior monitoring of the school building through the installation of more cameras, rekeying all locks in the building, and enhanced video security of facility and property. Additionally, the school's intercom system was replaced with both internal and external speakers and multiple zone programming to enable campus-wide communication.

Status: In Progress

NEW Objective: Respond to ensure compliance with the new data security law..

Action: A complete security audit was conducted across the SAU and as a result of that study, security upgrades and revised procedures are in the developmental stages. This action was undertaken to comply with HB 1612 regarding data security.

Status: In Progress

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

Goal: Expanded academic, social, and civic learning opportunities for students within the community.

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

Action: The newly redesigned Futures Coordinator position is making positive connections in the community and creating opportunities for students to receive authentic work experiences. Of particular note is the connections that were made in the area of welding.

Status: In Progress

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

Action: Four Listening Forums were hosted during the year to engage families in conversation around teaching and learning topics. In the fall of 2019, those forums will evolve into quarterly meetings of a Teaching and Learning Council. The Council is designed to better support the success of all students through an ongoing collaborative partnership between the school and the communities it serves.

Status: In Progress

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

Action: The Life Skills class organized and executed “Weare-ing Jeans,” using the profits to support community organizations and charitable outreach, including making care bundles for homeless veterans.

Status: In Progress

James Faulkner Elementary School Strategic Plan Phase II Vision 2020 and Beyond Accomplishments 2018-2019

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: 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 NH state standards and frameworks.

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

Action: The SAU Science and Social Studies Curriculum Committees have established and rolled out competencies for the K-5 curricula. Based on these competencies, staff was able to identify competencies at each grade level, rotating those in our multi-age classrooms. This has allowed all students to receive instruction on the expected standards and master each grade level competency.

Status: Accomplished

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 which will increase student performance and academic growth every year. All students will make progress.

Objective: Discuss and analyze NHSAS and i-ready student data within our monthly PLC meetings.

Action: Staff continues to look at and analyze student data using data protocols, pinpointing areas that require further instruction. With the help of instructional coaches, staff has identified areas in each subject area in which teaching at the TIER 1 level needs strengthening. We also use this date within our intervention team to identify effective intervention strategies at the TIER 2 level. This is a continuous goal that we strive to achieve each year while monitoring student progress.

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 in Every Day Math and the Lucy Calkins Writing and Reading programs and school wide initiatives such as Responsive Classroom, Google Classroom, and Response to Intervention (RtI) to ensure continuity and best teaching practices across the grade levels by June 2020.

Objective: Use available resources and opportunities to refine, enhance, and develop ongoing initiatives, current programs, and best teaching practices.

Action: The staff was involved in many professional growth opportunities this year including Performance Assessment of Competency Education (PACE) Leadership Academy, statewide PACE development and calibration days, monthly professional development from SAU-wide instructional coaches, SAU 24 Leadership Academy, paraeducators' self-paced trainings, the On-Going Assessment Project (OGAP) training, trauma-informed practices, math workshops, and SAU 24 curriculum work on competencies and performance assessments. As the school moves towards a competency-based learning environment next year, we will continue to participate in more training to support this work and practice.

Status: In progress

Culture and Climate: *Promote an atmosphere that supports 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 as measured by an end of the year staff self-reflection exercise.

Objective: To work and promote an environment in which students and staff feel safe and proud to be a Stoddard Newt. Staff and students will participate in activities that foster positive language, community building, and recognition for their qualities. Through self-reflection, staff will think carefully about the current year and make commendations to improve the culture and climate within our school.

Action: Through a self-reflection activity in the fall, staff was able to make specific changes to activities and practices that were not aligned to the goal of maintaining a positive and supportive culture and climate. The school initiated Newt Knots, which provided small group advisories twice a month in order to form stronger connections between students and faculty. We also initiated “Caught Ya Cards” to recognize students doing the right thing by displaying cards in the hallway and recognizing them at an assembly. This allowed our expected behaviors to be highlighted on a daily basis.

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: Employ full time maintenance staff to meet the demand of cleaning and upkeep of the building and grounds.

Action: This year, a full-time facilities manager was hired to clean/maintain the school building and grounds as well as provide maintenance coverage during school hours.

Status: Accomplished

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

Goal: Organize and host quarterly events to inform community stakeholders on school specific topics and highlight student learning.

Objective: Survey parents on topics of interest and plan informational/educational sessions including a math and reading night.

Action: The teaching staff held a math night for our families, allowing parents and their children to participate in different types of math games; dice games, board games, and card games with mathematical themes and concepts. Next year, the goal is to increase family participation to allow more exposure to activities that support students’ math development, while promoting a culture that sees math as fun.

Status: In progress

**Henniker Community School Strategic Plan Phase II Vision 2020 and Beyond
Accomplishments 2018-2019**

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

Goal: Provide structural programming to ensure that students are prepared for high school.

Objective: (Readjusted) Reorganize our 1st through 4th grade to include 1st/2nd and 3rd/4th grade multi-age classrooms in 2018-2019.

Action: This has been accomplished and will remain in place to allow for the looping aspect of a multi-age classroom. Through the reorganization of positions, the school added capacity to the 5/6 team with the potential of forming a full multi-age 5th/6th grade in 2020-2021.

Status: Accomplished

Goal: Provide structural programming to ensure that students are prepared for high school.

Objective: Create a flexible master schedule that matches the needs of the different developmental stages of students.

Action: A 45-minute Unified Arts block was integrated into a full-day kindergarten schedule. We have also created teacher Professional Learning Communities time at all grade levels within our highly constrained schedule.. Flexibility has been limited due to the removal of a half-time art teacher and a half-time music teacher. This will be ongoing work each year.

Status: In progress

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

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

Action: The humanities and STEM classes at the 7th/8th grade, and STEM classes in other grade levels connect content to the real world. These classes engage students and make learning meaningful. Redefining field trips to field work has focused the application of learning goals for students. Teachers are connecting the purpose of the field work to related grade level competencies in a meaningful way.

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

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

Action: The SAU adopted Mystery Science for grades K-5 to align with the Next Generation Science EXemplar (NGSX) approach to learning. The Interactive Science Series in grades 6-8 also uses NGSX practices. Teachers will require further NGSX training to ensure meaningful instruction for all students. The NH Department of Education has yet to adopt the new curriculum frameworks in social studies and therefore purchase of any new materials or texts is on hold.

Status: In progress

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

Goal: Create a system to collect data from standardized data sources and evaluate its use in effective planning.

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

Action: Through collaboration with the other schools in SAU 24 staff has worked to bring common Competency Based Learning practices to grades 5-8. Work includes examining our common assessments at each grade level and creating performance assessments. At the elementary grade levels teachers use a variety of assessments specific to the grade levels. We have refined the assessments used at certain grade levels to eliminate any that give duplicate data. This work will continue.

Status: In progress

Objective: (Readjusted) Collaborate with Stoddard, Weare Middle School and Center Woods Elementary School administrators and educators to calibrate scoring for common performance assessments.

Action: Teachers and administrators across the SAU worked in grade level groups on Common Day Workshop to review performance assessments and choose those that would be administered by every school. Participants followed up this work in March during an early release day to calibrate scoring of these assessments to ensure that all were on the same page using a common rubric. This means that all teachers have developed, implemented and shared outcomes across SAU 24 this year. This work dovetails to the work PACE lead teams have done.

Status: In progress

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

Goal: Collaborate with professional development committee members to ensure that the focus is on school goals, best practices in instruction and content areas.

Objective: Provide opportunities for continuous growth in school goals.

Action: Many opportunities for professional growth are provided to address school goals during faculty meetings, early release time and teacher workdays.

Status: Accomplished

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 child-focused approach.

Action: Administrators have organized the interview process around our mission statement to ensure that the school hires staff who are committed to making community and family connections, implementing instructional strategies that promote success for all learners, and being lifelong learners.

Status: Accomplished

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

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

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

Action: This is an ongoing objective. Four teachers attended training in the summer of 2018 and four additional teachers will attend training in the summer of 2019.

Status: In progress

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

Objective: Maintain the Buddy Program between middle school and elementary school students and classes.

Action: During the 2018-2019 school year, the Job Squad was established. The Job Squad consisted of 25 seventh and eighth grade students who volunteered one to two times per week to help support kindergarten through fifth grade classrooms, Unified Arts classes, science lessons, intervention classes, game organization and recess activities. Our eighth grade students also act as Buddies during our K-4th grade Activity Day. Our preschool students continue to work with Buddies from a 7th/8th Teacher Advisory Group (TAG).

Status: Accomplished

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

Goal: Prioritize building needs to complete projects with a high impact level in a fiscally responsible manner.

Objective: Develop and maintain a comprehensive, long-range Capital Improvement Plan (CIP) for facility maintenance.

Objective: Monitor the CIP monthly to focus on priorities and the financial impact.

Action: Monthly facilities sub-committee meetings are held to examine current conditions and plan for upcoming facility needs. The CIP extends five years into the future and includes technology infrastructure planning.

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 newsletter and maintain the school website.

Action: The Henniker Community School Newsletter is sent via Constant Contact in an email to all families and any community members who have signed up to receive it. Staff works with our Community Outreach Coordinator to send out school news and happenings to local newspapers. The SAU is transitioning to a new website platform for all schools to create a more user-friendly website.

Status: Accomplished

**Center Woods Elementary School Strategic Plan Phase II Vision 2020 and Beyond
Accomplishments 2018-2019**

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 (PLCs) and acknowledge staff contribution to the decision making process.

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

Action: We are administrators meet regularly before school board meetings to discuss current issues and engage in solution-based thinking. We also meet with the SAU administrators during monthly leadership meetings to discuss curriculum, goals and initiatives.

The school established common meeting time for paraeducators and special education teachers to maximize the effectiveness of interventions. We incorporate a monthly dedicated PLC time for teachers to work on the four essential questions of a PLC. We have developed and implemented performance assessments and worked with the Competency-Based Learning team to calibrate scoring and maintain consistency within the District.

Status: In Progress

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: Create a subcommittee to explore the cost benefits of a full day kindergarten program.

Action: This year, the school board created a Full Day Kindergarten Exploratory Committee. The committee met monthly and held informational nights for parents and community members. The committee created a Facebook page, which was populated with research articles about the benefits of full day kindergarten. Although the warrant article did not pass, we were pleased that some momentum was gained. We will continue to work with the committee to gain support for this endeavor.

Status: In Progress

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

Action: Each year, supplies have been purchased to enhance the social studies and science curricula. Mystery Science is an online inquiry/project-based tool that has received very positive feedback from both teachers and students. STEM materials and teacher resources also were purchased. These hands-on resources align to the Next Generation Science Exemplars (NGSX), and encourage students to participate in deeper learning and discussions.

Status: Accomplished

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

Action: All the staff have implemented the Lucy Calkins Reading program this year. Some early adopters have used the program for two years. The writing and reading programs complement one another and teachers use the same best practices in both programs. The literacy instructional coach

has worked with grade level teams to train teachers on the various aspects of the programs, model lessons, co-teach, and review student work.

Status: Accomplished

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

Action: We purchased Number Worlds as our math intervention program. To further support students who struggle with mathematical concepts, Branching Minds is used in the Response to Intervention (RtI) model.

Much training has occurred with the math coach for professional development with teachers in Tier 1 instruction. Teachers have been trained in Math Running Records to assess math fluency. After using this quick student assessment tool, teachers can pinpoint exactly what concepts require further teaching.

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 create effective differentiated learning opportunities.

Action: Administrators and teachers from the schools joined the SAU Data and Assessment Team. This team identified data protocols to employ in all schools. The Team Leader job description was revised to include the use of data at weekly team meetings. Data from performance assessments, DIBELS scores, IReady scores, Math Running Records, and unit assessments were included in the SAU Data and Assessment Team analysis.

Our goal is for ALL students to make academic growth and to perform at high levels. This work is ongoing. At the close of this year, our teachers engaged in a root cause analysis after examining two years of IReady scores. We will continue to work with the Data and Assessment team to identify better ways to create differentiated learning opportunities that are effective. Our work with Universal Design for Learning (UDL) will assist in addressing this area.

Status: In Progress

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

Action: Competency-Based Learning has led to the design of common assessments in addition to the development and selection of PACE assessments during Common Day Workshop. Next steps include the development of rubrics and scoring calibration to ensure consistency.

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: Train staff members in assessment protocols and data analysis for the chosen assessment.

Action: The Data and Assessment Team has developed a data protocol to review and analyze data. Also, iReady has a comprehensive data analyzing process. We have used both of the protocols to examine iReady data and to make changes to our instructional approach. This process was used at the school level, as well. LinkIt has been helpful to run reports and drive into the data further. The administrative team and team leaders conducted a root cause analysis on SAS data and subsequently led their teams in a root cause analysis using two years of iReady data. This goal will always be in progress.

The SAU engaged in multi-school, multi-grade level performance assessment rubric development, including the calibration of this assessment practice.

This work has helped identify patterns and trends by grade level as well as from grade to grade, which has led to deeper discussions about instruction, while building capacity for teachers to support one another.

Status: In Progress

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: Branching Minds software has all of the student data in an easily accessible and secure manner. Interventionists can update progress monitoring data, coupled with the type of intervention used to determine effectiveness. Until it is fully integrated into our school, we will use the data binders one more year.

Status: In Progress

Objective: Implement and train staff to use the selected tools for behavior tracking and behavior screening.

Action: We had a two-prong focus on behavior tracking this year. First, our RtI process collected behavioral data when a student was not meeting Tier 1 learning expectations. The team met regularly to review the data but more importantly, reviewed the interventions and strategies that were in place to help the student succeed.

Second, we worked with the Board Certified Behavior Analyst (BCBA) to create Functional Behavior Assessments (FBAs) which is a process that identifies specific behavior, the purpose of the behavior, and what factors support the behavior that is interfering with the student's educational progress. The students who have a FBA have behavior tracking data sheets that are collected daily and analyzed by the BCBA. Progress is monitored and plans are adjusted regularly.

We recognize that there remains a few areas to grow in order to meet this goal. First, there is a need for a universal tool for student behaviors, much like we have for academics. Branching Minds will be that tool next year. Second, a better progress monitoring tool to track behavior progress is warranted. Branching Minds should address that, as well.

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 forms and processes at faculty meetings. Representatives will support staff as they write goals and open lines of communication for feedback.

Action: The Professional Development Committee explored efficient and effective practices for teachers in order to track professional growth. Some teachers volunteered to pilot the program, LogIt, and more and more teachers got on board. Teachers who are in year 1 and 2 of their professional growth cycle will all use the LogIt program.

The SAU offered countless professional learning opportunities throughout the year. In addition, the faculty meetings are geared to topics that aligned with the strategic plan and reinforced school goals.

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: Much of the work to meet this goal occurred in 2017-2018, however, we continue to make this a focus for our school. One of the factors that have impacted the culture and climate of our school is the increased level of support needed to address trauma and trauma-related instances with our students. Each year we ask staff to evaluate our effectiveness on reaching our strategic plan goals and we ask for feedback for future goals. Overwhelmingly, they reported that we need to offer an alternative program that has a trauma-sensitive approach to provide students exactly what they need to be successful. This is echoed by parents and community members. The school plans to offer an alternative program next year that was developed by trauma consultants, the BCBA, and administrators with input from teachers and counselors, and then fine-tuned by the Director of Student Services for the SAU.

In addition to the creation of the alternative program, we recognize the importance of self-care. The role of the teacher in a trauma-informed school has changed and with that change comes a higher level of stress. Our trauma consultant worked with grade level teams and individuals to provide self-care, strategies for the classroom environment, and tools when working with individual students.

It is important to note that the action steps listed in this goal quickly became the major focus for the year and the work we did to reach this goal is aligned to the next Culture and Climate goal.

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.

Action: We have tried different ways to recognize staff. Two years ago we had a "Glow Board" where staff members were recognized for their efforts. There wasn't a lot of momentum behind that initiative. Organically, a new way to appreciate staff developed using a tried and true system. Students began requesting Eagle Eyes for their teachers so they could recognize their teachers for all the wonderful things they do for the class. Then teachers started to recognize other teachers for their contributions. Administrators and office staff contributed as well and now we have a full Eagle Eye board for staff that recognizes all their wonderful qualities. This will be an ongoing initiative.

Status: Accomplished

Objective: Celebrate positive contributions and achievements.

Action: In the Nuts and Bolts newsletter, staff birthdays, milestones, celebrations are recognized. More importantly, our staff comes together in crisis. This year there were several devastating matters that impacted our faculty and the entire faculty supported one another to lift each other up.

Status: In Progress

Facilities and Operations: 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: This ongoing work is woven into the culture of our school. In addition to monthly fire drills, we introduced a new emergency drill each month at our All School Meetings. We discussed the elements of the drill and sometimes within that month, we would practice the drill. Our Joint Loss/Emergency Team reviewed the effectiveness of each drill and provided feedback to the staff and students.

At the beginning of the year, a tabletop drill was conducted to simulate a real-time emergency situation. The staff was also trained in how to use Stop The Bleed kits which are housed in every classroom.

Three members of the school will be trained in the Alert, Lockdown, Inform, Counter, and Evacuate (ALICE) protocol and we will plan with the SAU staff and school boards how best to roll out training to the other staff.

Status: In Progress

Center Woods Upper Elementary School Strategic Plan Phase II Vision 2020 and Beyond Accomplishments 2018-2019

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 (PLCs) and acknowledge staff contribution to the decision making process.

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

Action: Team leaders met each month to discuss the effectiveness of PLCs at each grade level and create action steps to increase the impact of PLCs on student outcomes. Agendas for faculty meetings included staff input on schedules, behavior plans, competency-based learning and the budget. Monthly Team Leader meetings focused on the effectiveness of PLCs and action steps.

The Weare administrators meet regularly before board meetings to discuss current issues, share perspectives, and problem-solve. We also meet with the SAU administrators monthly during leadership meetings to discuss curriculum, goals, and initiatives.

Paraeducators began to meet monthly at grade-level team meetings and to attend monthly climate and culture meetings. This allowed paraeducators to contribute to the PLCs and be part of meaningful dialogues.

Status: In Progress

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

Action: We continue to have monthly team leader meetings in addition to summer retreats in order to build the capacity of team leaders and create more effective responses to student needs.

Vertical teams which include 4th and 5th grade continued to meet while an additional vertical team was created to include 4th-8th grade educators. This facilitated a greater understanding of resources in each content area and in learning progressions.

Leaders have worked collaboratively to sponsor events that showcase success in many areas. The Spelling and Geography Bees along with the Invention Convention offered opportunities for students to be exposed to alternative paths to success. In addition, a number of educators collaborated to create makerspace opportunities.

Status: In Progress

Curriculum and Instruction: *Promote instructional practice 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: Students will use a writing program to develop their ability to write across the curriculum.

Action: The schedule was altered to provide separate time for both reading and writing instruction. This helped support the use of the Lucy Calkins programs as resources to present students with many opportunities to access higher order thinking.

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

Action: A math block was scheduled in every homeroom to provide additional support while creating more opportunities for connections between math and the other contents. Instructional coaches continue to support the Everyday Math resources to engage students.

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

Action: Fourth grade teachers chose one science unit in which to become an expert in order to maximize instructional time. Professional development occurred in cross-curricular units.

Status: In Progress

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: The Academic Response to Intervention (RtI) Team met on a regular basis to evaluate data and check on student progress. These meetings evaluated available resources and matched students' needs to those resources.

All PLCs dedicated time to analyze student data. The data from common assessments, formative and summative classroom assessments and performance tasks continue to be used to differentiate instruction and support students in their academic work. Root cause analyses have begun to determine why certain cohorts are not demonstrating appropriate growth.

Educators are investigating testing fatigue as a contributing factor to the data and action steps to minimize its impact.

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: Analyze current assessment practices and resources to determine their effectiveness in measuring student learning.

Action: Data protocols are used at grade level PLCs and RtI meetings to analyze classroom, grade level and school-wide data. This data includes iReady and SAS assessments. The common assessments utilized at each grade level are also used to differentiate instruction.

Status: In Progress

Objective: Train staff members in assessment protocols and data analysis for the chosen assessment.

Action: Meetings have occurred with interventionists to analyze data and plan for effective and efficient differentiation. More work is needed in this area.

Status: In Progress

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

Objective: Use the tools for behavior tracking and behavior screening.

Action: The Behavior RtI team meets weekly to review behavior tracking data and to analyze patterns and frequency of the behaviors. The team collaborates on strategies and steps to best respond to the data. This team includes the specially trained Registered Behavior Technicians (RBT) who maintain the data and work daily with students to support them. This support includes working in classrooms, scheduling breaks, and partnering with students who are assigned to the Student Success Center throughout the day.

The Academic RtI meetings occur on a bi-weekly basis and have seen success both supporting newly identified students and releasing others who have met their goals. Math and reading resources have been added to allow more options for struggling students.

Status: Accomplished

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

Action: Professional growth time continues to be devoted to deepening understanding of competencies and performance assessments as they relate to Competency-Based Learning. There is increased use of the Next Generation Science Exemplar system which focuses instructional practices on authentic student ownership of knowledge development through phenomena, modeling, and evidence-based argumentation. Staff have focused on continuing their exploration of Lucy Calkins Reading and Writing Programs and worked with middle school teachers to deepen their understanding of how the Lucy Calkins Programs transition to the My Perspective resources.

Math and literacy coaches continued to meet with staff to support both English and Math content and instruction.

Status: Accomplished

Objective: Continue to offer professional development 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: Other major areas of professional growth opportunities that supported effective teaching focused on developing common assessments, trauma training, Depth of Knowledge understandings, student engagement, and numerous offerings in the use of technology.

Status: Accomplished

Objective: Professional development representatives will present forms and processes at faculty meetings. Representatives will support staff as they write goals and open the lines of communication for feedback.

Action: Staff continue to transition to the Loggit online professional development software to communicate and track professional growth progress.

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, and implement suggested strategies to retain teachers.

Action: The staffing at the Upper Elementary school will remain consistent. Retention of dedicated staff at the Upper Elementary remains high. We have some openings that span both schools but are excited to welcome a new dean, a new school counselor and a new Spanish teacher.

The Game Changers committee continues to accept nominations and recognize dynamic and passionate staff members. In addition every staff member was recognized personally on their birthday.

At end-of-year All-Staff meetings, staff reflected individually, in small groups, and as a whole community on areas of success and growth, while developing and sharing action items to help continue our positive environment.

Team Huddle Time continues to support a positive and collaborative culture by supporting staff voice and collaborative celebrations and problem-solving.

Status: Accomplished

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.

Action: Time was reserved at each observation meeting to have reflective discussions and create action steps to build individual teacher capacity. Opportunities for staff to recognize staff have been promoted through the Game Changers awards. Both staff and students have been publicly recognized and celebrated at monthly All-Community assemblies.

Status: Accomplished

Objective: Celebrate positive contributions and achievements.

Action: Administrators greet staff and students as they enter the building almost every morning. A series of staff appreciation events were provided by the Weare PTO and administrators during Teacher Appreciation Week, and work has begun with representatives of the staff to explore support mechanisms for self-care.

Status: In Progress

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

Objective: Monitor and resolve discrepancies between Center Woods Elementary School and Center Woods Upper Elementary School during monthly administrative meetings.

Action: The administrators in both buildings continue to meet monthly to discuss policies and procedures and create more consistent forms and timelines. In addition, administrators have met monthly with administrators throughout the SAU as an Emergency Operations Plan Committee to collaborate on common emergency procedures, as a Teaching and Learning Committee to collaborate on common trainings and student supports, as a Pathways Committee to deepen common understandings of future students' needs, and as a Competency-Based Learning Lead Team to design develop common practices around competency-based education and performance assessments.

Status: Accomplished

Facilities and Operations: *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 installed a video security lock on our main door, which will now require visitors to identify themselves to office staff in order to gain access to the vestibule.

Emergency drills occurred on a regular basis with follow-up surveys and reflective meetings to improve our practices. Table top drills were conducted at two All-Staff meetings and the building ran 11 emergency drills ranging from fire drills to safe campus and lockdown drills. New blue lights and speakers were installed outside of the school, facing the fields and playground to alert staff and students if an emergency were to occur. The Emergency Management Team is currently working on

establishing a new command center at the east shed; this new site is further away from the building, allowing more room for emergency vehicles and buses, and can host additional emergency supplies.

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: Utilize Constant Contact for monthly newsletters and update the school website on a weekly basis.

Action: The school websites are regularly updated to inform the community of school news. Traditional community events included the Fall Open House, Family Fun Night, drama presentations, Grandparents Day, Parent/Teacher Conferences, the Father/Daughter Dance, Invention Convention, Girls' On the Run, the spelling bee and the Learning Fair. In addition, our school hosted Internet Crimes Against Children, trauma-informed, and suicide awareness community presentations and a Harlem Rockets basketball game that featured teams composed of Weare first responders, Weare town employees, and staff from Weare Middle, Center Woods Upper Elementary, and Center Woods schools.

Many of our events and field trips were supported by Delta Dental, our Weare PTO, community members, and area businesses.

Status: Accomplished

Weare Middle School Strategic Plan Phase II Vision 2020 and Beyond Accomplishments 2018-2019

Curriculum and Instruction: *Offer a rigorous and relevant curriculum for 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 who successfully grasp daily concepts and to differentiate for struggling learners.

Action: Weekly Behavior Response to Intervention (RTI) meetings, which included members of the behavior response team, maintained and evaluated data and collaborated on strategies and interventions while monitoring their effectiveness.

Competency-based learning created opportunities for students to utilize higher-order thinking through exposure to tasks with multiple entry and exit points. Mastery of competencies was supported by the use of a FLEX block as a reteach, relearn, reassess opportunity. Enriching students was utilized this year to schedule and organize individual students' opportunities for re-teaching, relearning, and enrichment.

Common assessment work and cross-curricular units have both supported greater engagement and helped improve classroom instruction.

Status: In Progress

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

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

Action: Weekly grade-level PLCs utilized the DuFour questions and focused on "kid talk" where data was discussed to determine trends and meet student needs. Vertical teams also meet regularly at the Middle School and also as a 4th-8th grade PLC. The work of each of these PLCs was recorded utilizing google docs and shared with administration. Trends noted when reading meeting notes included a strong focus on student needs and possible supports and action steps to help meet those needs.

FLEX blocks and E-cubed opportunities broadened and increased students' exposure to enrichment activities, which created more times for higher-order thinking to be utilized.

Students have had numerous opportunities to meet and hear from representatives of different occupations. These included career days and visits to other schools such as NEC and CRTC.

Multiple co-curricular activities were offered that supported higher-order thinking skills. These included Girls Who Code, Foreign Language Club, Art Club and Student Council.

A newly created Maker-Space committee made wonderful progress. Staff and students explored green screen video production, 3D printing, virtual reality glasses, mechanical tinker work, robotics, and coding.

Status: Accomplished and In progress

Potential New Objectives:

- 1) Maximize productivity of Professional Learning Communities in order to increase collective teacher efficacy, improve common instructional practices, and respond to student data.
- 2) Use student data to respond to student needs and maximize student growth, including response to gaps in student learning and enrichment for early mastery.
- 3) Deepen staff mastery of best practices in areas of student engagement, quality feedback, and rubric-based performance assessments.

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

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

Objective: Through the use of student assessment data, instructional staff will revise instruction according to the specific student needs and develop learning plans for effective Tier II instruction.

Action: The use of three iReady assessments provided multiple data points to support student growth. iReady data was analyzed to provide Tier 2 and Tier 3 supports to be scheduled for students requiring additional assistance. Formative and summative assessments were created and used across content areas to monitor students' learning targets and abilities to demonstrate competencies. Expanded use of formative assessments allowed teachers opportunities to gauge student understanding and adapt instructional techniques and/or curriculum pacing.

Schedules for special education teachers and Interventionists were reviewed by administration and altered throughout the school year to maximize the positive impact on instruction. This allowed for groupings that sometimes spanned grade levels and for students to be closely monitored for appropriate progress.

The preliminary work has begun to investigate root cause analysis of specific cohorts of students and their progress.

Status: **Accomplished and 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 of Personnel, Professional Development, Community Support and Involvement.

Objective: Utilize student data; instructional staff will use research-based strategies that provide an effective, safe and engaging learning environment.

Action: One major step towards reviewing the effectiveness of practices in different areas has been google surveys that have followed all professional growth opportunities. Staff were also invited to comment on the success and areas of growth in major topics with a follow-up meeting to work on action steps. Some of the topics were scheduling, professional development, All Community Meetings, E-cubed, technology, and others.

Administrators regularly attended grade level PLC meetings to participate in a review of the curriculum and instruction and help ensure materials and resources are utilized effectively.

The evaluation of personnel has a process dictated by the Danielson model. In order to use this model most effectively, teachers were assigned, when possible, to an evaluator who had a specific content area of focus.

Loggit has helped to maintain a process for reviewing professional development goals and progress towards those goals for individual educators.

We are evaluating our Community Education Series and exploring other pathways to share information in order to increase community participation. The administration and school board once again reviewed the facilities use policy to ensure that local organizations have access to the building for practices, meetings, and other events. During the 2018/2019 all requests were honored with any conflicts resolved.

Status: **Accomplished and In progress**

Potential New Objective: Develop and maintain a systematic process for reviewing effective practices in supervision and evaluation of personnel.

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: Seek professional development opportunities that support teacher knowledge of current educational best practices.

Action: There continues to be professional growth time devoted to deepening understanding of competencies and performance assessments Competency-Based Learning. There is increased use of the Next Generation Science Exemplar system which focuses instructional practices on authentic student ownership of knowledge development through phenomena, modeling, and evidence-based argumentation. *My Perspective* resources were enriched through the use of *Lucy Calkins* resources for reading instruction.

Other major areas of professional growth opportunities that supported effective teaching were the work completed for common assessments, the trauma training, Depth of Knowledge, student engagement, and numerous offerings in the use of technology.

Status: **Accomplished and In progress**

Potential New Objective: Implement common effective teaching practices in every classroom.

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: Interview committees consisted of a cross-section of educators and the committee discussed the qualities we hoped to find prior to interviews. The openings for classroom teachers were at a minimum this year and our focus will now be on retaining and building the capacity of those already hired.

Status: **Accomplished and In progress**

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

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

Objective: Encourage collaboration and cooperation through team building activities.

Action: Administration continues to attend after-school activities including dances, sporting events, concerts, and the school play. Other events sponsored by the Wellness Team and administration helped support a positive environment. Heart health, internet safety, and diabetes were some of the topics addressed.

Objective: Celebrate the accomplishments of staff at monthly staff meetings.

Action: The climate of the building has been a focus of a number of events and training. This includes the Game Changers which was created to celebrate staff successes and to highlight students' positive involvement. We also continued with *Team Huddle Times* which were held every other week in the library to make administrators available for any staff questions, concerns, or ideas. The work done as a trauma-informed school was another way to help support a more positive climate.

As needs arose in our community we were able to support numerous families with clothing, food, funds for trips and reduced fees at the Boys & Girls Club.

Status: **Accomplished and In progress**

Facilities and Operations: *Work with other school Building & Grounds supervisors and the SAU Business Administrator to develop consistent methods that maintain efficient facilities environment and operation.*

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

Objective: Develop an Energy Management Program.

Action: Fire and other drills were executed on a regular basis with data collected to be able to improve response time. Upgrades were made to our security system including an additional locked entry and additional outside lights/alarms. The Emergency Management Team meets monthly to plan for and review drills.

Objective: Upgrade HVAC mechanical equipment and controls.

Action: Preventive maintenance occurs quarterly on our HVAC system and summer maintenance of other systems will occur (annual inspections). Assignment lists and a work log are continuing for each shift to ensure a clean environment.

Objective: Construct a storage building to accommodate equipment, bulk storage of supplies, teaching materials, furniture, etc.

Action: Materials in storage areas will continue to be inventoried to ensure appropriate storage. Our technology hardware was completely inventoried and this inventory will help us address needs in the building. Our burglar and fire alarm systems went to a local vendor to improve reliability.

A part-time weekend maintenance person was hired to help ensure the cleanliness and preparedness of our building for and after its use by community members/groups.

Status: **Accomplished and In progress**

Community Support and Involvement: *Promote positive relationships with the entire community to support education through the use of informational media.*

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

Objective: Through monthly electronic newsletters/Constant Contact, communicate the many activities that occur at Weare Middle School throughout the school year in monthly E-newsletter publications.

Action: Constant Contact goes out on a bi-weekly basis with event details and general information. Community partnerships included the Harlem Rockets, Penny Sale, Concerts, Drama Productions, the Monarchs Game, 5K Fun Run, and PTO meetings.

Objective: Increase Community Partnerships through communication and invitation to work with Weare Middle School collaboratively.

Action: Community groups utilizing the facilities include the Weare Athletic Club, the Boys & Girls Club, a Men's Basketball League, Boy Scouts, Girl Scouts, the American Legion, PTO, Youth dance and theatre groups, and the Red Cross.

Objective: Increase the number of students attending Weare Middle School after-school programs by adding engaging student activities and providing transportation home.

Action: The Boys & Girls Club has continued to be responsive to the needs of the community. Many students have received scholarships and the Club is able to offer numerous activities during both the school year and summer that would not otherwise be available to our students.

Status: **Accomplished and In progress**