

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

**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 elementary school mathematics.

**Action:** A subcommittee of the K-12 Math Curriculum Committee created a rubric for adoption of a math resource that reflected best practices in elementary mathematics. The committee then used that rubric to evaluate a number of resources. The process was open to all elementary teachers. At the time in which our school transitioned to remote learning, the committee had narrowed the options to two and were in the process of a more detailed evaluation of the resources. Upon return to school, the committee will determine next steps for implementation with a goal of a Fall 2021 adoption.

**Status: In Progress**

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

**Action:** Across the SAU, implementation of Interactive Science in grades 6-8 and use of Mystery Science in K-5 has been achieved. Additionally, ongoing training in Next Generation Science Exemplar (NGSX), K-12, has occurred to foster a hands-on, phenomenon-based approach to science instruction.

**Status: Accomplished**

**Objective:** Investigate the feasibility of implementing full day kindergarten across all districts.

**Action:** Two of the three districts, Henniker and Stoddard, have implemented successful full day kindergarten programs. The Weare voters rejected a proposal for full day kindergarten in March 2019 and much discussion occurred during the 2020 budget season regarding this initiative. The Weare School Board has a goal that states, "Facilitate a strategy to bring full day kindergarten to voters". This objective is on-going.

**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.

**Objective:** Create the Future Ready vision across the SAU.

**Action:** In Spring 2019, SAU 24 went through the comprehensive Future Ready protocol. This protocol explores the impact of technology on all aspects of the system. The representative committee conducted a community-wide survey and a series of meetings to identify specific action points that were woven into the strategic plan. This process highlighted the community readiness for a broader conversation about the goals and structure of education in SAU 24. This led to the Portrait of a Graduate process.

Portrait of a Graduate is a process through which the community articulates the skills, knowledge and dispositions that students need to be prepared for their future in the 21st century. The end result is a set of essential skills and competencies and a visual representation of the "Portrait" that serves as a focus for our continued work. Over 200 members of our community were involved in the process.

### **Status: Accomplished**

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

**Objective:** Shift instructional practices (see below) to deepen student understanding of mathematical concepts and to better identify gaps and provide interventions.

**Action:** This goal has been and will be addressed over the next two school years. K-12 teachers of math will continue to develop and document strategies to:

- activate prior knowledge in math
- articulate learning progression
- incorporate the Eight Math Practices into all content areas
- use manipulatives for concept development
- create and use ongoing assessment tools to guide instruction
- use success-based benchmarks for students with disabilities which impact the area of mathematics
- develop instruction based on formative assessment data
- impart explicit systematic instruction in computation, solving word problems and solving problems for the low achieving students, that require the application of mathematics to novel situations with frequent progress monitoring through curriculum-based measures in addition to school-wide diagnostic assessments
- re-group students for instruction based upon pre-assessment and ongoing formative assessment
- increase student understanding regarding the abstract nature of mathematics

### **Status: In Progress**

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

**Action:** We have built 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.

A personal learning block created a structure at the middle schools for more targeted interventions.

At the high school, work has begun on school and department-wide data analysis. Next steps include increased analysis of classroom and student level data.

Since March, schools have moved to a remote learning platform. Digital Days have been created at the high school and What I Need days (WIN) at the K-8 levels have been established to give time for remediation, enrichment, and timely completion of assignments.

Students are assigned to appropriate tiered instruction based on progress monitoring. Evidence-based resources are utilized for intervention instruction. Teachers and para-educators incorporate best practices for intervention, including

- Step by step instruction into smallest possible parts while simultaneously providing full exposure to all concepts
- Explicit systematic instruction
- Weekly to bi-weekly progress monitoring to address gaps in foundational skills and conceptual knowledge
- Drastically increased practice turns and individual feedback
- Explicit and embedded vocabulary instruction and metacognitive instruction

### **Status: In Progress**

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

**Action:** The discussion of differentiation evolved into a focus on Universal Design for Learning (UDL). The UDL framework asks educators to think about the variability of learners as they design instruction, rather than retrofitting lessons afterwards to meet the specific needs of their students.

In July 2018, members of the SAU 24 Leadership Team went through UDL training. In 2019, the schools established site-based UDL teams. The teams were supported throughout the 2019-2020 school year through CAST (Center for Applied Special Technology) and the NHDOE. While we are waiting to see if the material support from the state will continue into 2020-2021, we are committed to continuing the work.

### **Status: In Progress**

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

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

**Objective:** Utilize SAU approved assessment practices.

**Action:** We have focused on building assessment literacy at all levels across the SAU. Elements of this goal have been accomplished. Professional development has been embedded in Professional Learning Community (PLC) work, early release day workshops have been devoted to the use of formative assessment, and Common Day Workshop focused on the development of quality performance assessments at the secondary levels. Additionally, SAU curriculum committees have begun work on creating common performance assessments.

Next steps include persisting in our common assessment work and calibrating the scoring of student performance as we continue to shift to a competency-based learning environment. We will continue the development of an SAU-wide assessment system to include assessment mapping for all courses and common performance assessments that are documented in our data management software.

### **Status: In Progress**

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

**Action:** Steps have been taken to identify a data warehousing system, LinkIt, which is a digital mechanism to pass on and analyze quantitative student data from year to year. In order to fully share information with receiving teachers, particularly regarding personalized learning for every student, a student management system designed to meet the needs of a competency-based learning environment is necessary.

**Status: Accomplished**

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

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

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

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

**Actions:** LoggIt, a professional development tool, was piloted as a way to organize professional development and track goals. We will continue to monitor progress in this area. The SAU will extract 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. This objective has become embedded in how we operate.

**Status: Accomplished**

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

**Action:** The assistant superintendent has collected 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 did an analysis of mid-year student achievement data and saw a promising connection between student-centered coaching and improved scores. There is a system in place that was disrupted by remote learning, which will allow us to look at the correlation over time between coaching and student achievement.

**Status: In Progress**

**Objective:** Evaluate the effectiveness of the literacy and math facilitator model through the examination of student performance data.

**Action:** Para-educators received training in mathematics, literacy and behavior instructional practices. Professional development focused in these areas to better support student needs. Also employed was the use of online training resources and preparation for Para II certification. Our current support staff has a deeper understanding of how to better support the students with whom they work. Ongoing challenges include the high turnover

rate among our lowest paid staff members and hiring difficulties that have ensued, as well as the changing demographic of students from trauma backgrounds and increased behavioral issues in the general population.

**Status: In Progress**

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

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

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

**Action:** Leadership Team members continue to hone their skills in this area. This topic appeared three times on leadership agendas throughout the year. As a way of practice, this topic will reoccur as an agenda item at least twice a year in the future. Additionally, separate workshops were offered to members of the Leadership Team who wanted to take a closer look at the observation and summative evaluation writing process. These proved to be highly successful and will continue to be offered to new administrators as they are hired or to any administrator who wishes to participate.

**Status: Accomplished**

**Objective:** Offer training to all staff in LinkIt usage.

**Action:** The SAU 24 Data & Assessment Team and the Leadership Team members were trained in LinkIt. Both basic training and training in advanced functions were offered. JSRHS trained all faculty members, interventionists were trained and other workshops were offered throughout the year.

**Status: In Progress**

**Objective:** Hire a consultant whose expertise is in trauma informed instruction to work with all staff and students in order to create a safe learning environment for all.

**Action:** We have worked with several experts to provide administrators, faculty and staff with a trauma-informed approach that

- Realizes the widespread impact of trauma
- Recognizes the signs and symptoms of trauma in students and families

**Status: Accomplished**

**Objective:** Implement trauma-informed school practices to create a safe learning environment for all.

**Action:**

1. Professional Development for all faculty and staff including presentations and breakout sessions at Common Day Workshop.
2. One-to-one coaching with select faculty and staff.
3. Development of protocols to effectively support at-risk students around attendance issues and behavior issues.
4. Provide monthly newsletter for educators who work with students with emotional and behavioral challenges.

**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 have engaged in writing activities during leadership team and principals' meetings to increase writing effectiveness. These practices will continue as a focus across the SAU.

**Status: In Progress**

**Objective:** Require Universal Design for Learning (UDL) training for all administrators, and build capacity in the UDL framework in our buildings.

**Action:** This goal was revised. The SAU shifted its instructional focus from DI to UDL. All administrators received UDL training and UDL Teams were formed at each school, working with CAST through the NHDOE.

**Status: Accomplished**

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

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

**Objective:** Offer independent studies on action research.

**Action:** Action research was offered through SAUniversity<sup>24</sup>.

**Status: Accomplished**

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**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:** 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:** The current Human Resource Specialist developed a consistent template for employment contracts. Moreover, a protocol for tracking staff evaluations occurred in 2019. Beginning in the fall of 2020, Budget Sense will be hosted externally and the Human Resource Specialist will continue to explore and maximize the scope of this Human Resource Module.

**Status: In Progress**

**Goal:** Create a staff across the SAU composed of passionate educators dedicated to high expectations for all students.

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

**Action:** We have increased opportunities for staff to share insights and feedback through staff surveys. Comprehensive surveys and focus groups were conducted before principal hires in order to gather staff input. The Human Resource Department instituted an exit survey for all departing employees.

In 2019-2020, SAU 24 began the “Moments of Excellence” initiative as a way to highlight and recognize positive contributions to the community by staff members.

**Status: In Progress**

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

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

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

**Action:** A number of teachers have examined iReady data through a specially designed protocol to analyze and discuss student achievement results. This practice needs to become part of all teachers’ practice. Administrators continue to incorporate reflective questions during post-evaluation conferences to increase awareness and the importance of data usage to drive instruction.

**Status: In Progress**

**Objective:** Hire a consultant whose expertise is in school mental health/trauma to work with administrators, faculty and staff to move from awareness of impacts of trauma to action planning to develop the academic and clinical supports needed to address mental health and trauma-related needs across the SAU.

**Action:** Work with clinicians with expertise in trauma to integrate knowledge about trauma into policies, procedures, and practices system-wide, including revamping Tier 3 supports for students with emotional and behavioral barriers so that all students will have improved behavioral self-regulation, increased educational attainment, increased school attendance, and decreased discipline.

**Status: In Progress**

**Objective:** Re-establish the position of a Student Resource Officer (SRO) to aid in safety and security.

**Action:** This has been actively pursued for two years during the budget process. In 2019, voters in Weare and at John Stark were asked to consider reinstating a Resource Officer to serve the high school and the two schools in the Weare School District. This plan was supported by both school boards but rejected by the Weare Finance Committee and the voters of both districts. In the 2020 budget season, the scope of the position was limited to the high school, but due to changing personnel in the Weare Police Department, the capacity to provide an officer to the school was not available. As this objective is related to the safety and well-being of students, the SAU will continue to pursue its completion.

**Status: In Progress**

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

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

**Objective:** Utilize the services of all custodial employees throughout the Districts in terms to more efficiently complete large tasks when students are not occupying the buildings.

**Action:** We were not successful in accomplishing this goal. There were times when our staff assisted co-workers at differing schools, however, the majority of the time, staff remained at their schools to continue with ongoing summer projects dedicated to their facilities. One example was the ongoing energy projects at each facility that required custodial staff to adjust their school's identified summer projects continually.

**Status: Not Accomplished: Deactivated for present time**

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

**Objective:** Complete the RFQ process for an energy audit at JSRHS.

**Action:** The energy performance contract with Energy Efficient Investments, Inc. (EEI) of Merrimack, New Hampshire was implemented in 2018 and completed in December of 2019. The project included the removal of an underground oil tank and fuel lines, installation of a biomass heating system with LP backup, control upgrades for the HVAC system, upgraded transformers and LED lighting. The energy audit that was presented to the John Stark Regional School Board also included additional recommendations that could be completed at a later date. Those items were added to the John Stark Regional School District Capital Improvement Plan.

**Status: Accomplished**

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

**Action:** The audit process has been completed and an energy performance contract was signed in March of 2019 with EEI of Merrimack, New Hampshire. The project began in June of 2019 and included LED retrofit dimmable tubes, control upgrades, and transformer upgrades for Weare Middle School and Center Woods Elementary School. In addition, the removal of an underground oil tank and fuel lines and the installation of a new propane heating system at Center Woods Elementary School completed this phase of the project. The projects in both schools were completed prior to September of the 2019-2020 school year.

**Status: Accomplished**

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

**Action:** The Henniker School District approved items from the energy audit as presented by EEI of Merrimack, New Hampshire. The Henniker School Board has entered into a contract with EEI, to provide control upgrades, conversion of oil to propane fuel, weatherization, re-roofing, replacement of roof top air exchange units and the installation of roof mounted solar panels. It is anticipated that this project will be completed in the fall of 2020.

**Status: In Progress**



**Objective:** Determine the priority of all remaining projects for inclusion in a system-wide Capital Improvement Plans (CIP).

**Action:** The business administrator, in concert with the school board facility sub-committees, continues to work in each district, determining priorities. Some projects have been accomplished across the SAU in the past few years, therefore the Capital Improvement Plans, progressing forward, will be based on the remaining identified needs from the energy audits or emergent needs, and ongoing technology needs within the districts. Recommendations and timelines continue to be identified, upgraded, and submitted to individual school boards for inclusion in annual budgets.

**Status: In Progress**

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

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

**Action:** Technology coordinators at each school continue to meet with appropriate school personnel to prepare for testing, train personnel, monitor infrastructure capacity/usage, and make recommendations for hardware, software, and data circuits. During monthly meetings with the Director of Technology, the building-based technology coordinators make annual recommendations for infrastructure improvements.

**Status: In Progress**

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

**Action:** The Website Committee met and made recommendations for the new websites designs and the content to be included. Nine new base websites were created by the vendor. Work to be completed includes updating the new websites based on recommendations from the committee and transferring new content from the old to the new websites. This next phase includes “going live” with the new websites over the summer, following up with the committee to review additional changes as needed and the training of school employees who will be responsible for maintaining their school’s website.

**Status: In Progress**

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

**Action:** The SAU employs the latest version of PowerSchool and the program is now hosted offsite. The Director of Technology and the building-based technology coordinators are working with a consultant to address issues and customize PowerSchool to meet student, parent, and teacher needs.

**Status: In Progress**

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

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

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

**Action:** Members of the school board and administrators met with Finance Committee members in Weare to explain the needs of the schools, and written communication was mailed to all residents in both Henniker and Weare to foster a deeper understanding of issues facing the schools. The superintendent has had regular meetings with the town administrator in Henniker to collaborate and deepen understanding of needs from both the town's and schools' perspectives. This has become embedded in our practice at this point.

**Status: Accomplished**

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

**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 all SAU-led curriculum committees.
- Team members initiated increased SAU-wide conversation around related topics, including a vision for World Language instruction in SAU24, remote learning expectations, and easing the transition between middle and high school.
- Team members participated in the SAU-led Portrait of a Graduate/Learner, the development of Career Exploration Pathways, and articulated a draft plan to align JSRHS's curriculum, instruction, assessment and professional growth work with that of existing frameworks and the SAU as a whole.

**Status: In Progress**

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

**Action:**

- Faculty completed the first year as a pilot school for the NH Scholars Career Pathways designation. As of May 21, 2020, approximately seventy students will earn this distinction, a number that is subject to change when course completion during the spring semester is included.
- Faculty and staff updated and revised the Program of Studies to better articulate practices and purpose, including an interactive Table of Contents, a Career Exploration Pathways component and related course designation in a user-friendly layout.
- Faculty and staff implemented pilots for an Alternate Diploma and a Core Diploma, including the development and pre-approval of an articulated postsecondary plan.

**Status: In Progress**

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

**Action:**

- New courses were offered to students, expanding dual enrollment and Running Start opportunities and new partnerships with RVCC, CMCC, and MCC. Four additional faculty members were credentialed as adjuncts for the Running Start program.
- Faculty expanded college offerings with a pilot Raspberry Pi course taught by an NHTI professor afterschool. The JSRHS teacher who attended will be credentialed as an NHTI adjunct and be able to teach the course in the future.
- The school developed a 12- week internship at Prototek, enabling students to explore careers in rapid prototyping/advanced manufacturing. Four students enrolled but their internships were halted due to remote learning orders.
- The school partnered with IMPACCT Academy through the vocational rehabilitation system to provide pre- employment transition services for students with disabilities. The program is housed on the NHTI campus. Throughout the semester, students can earn up to six credits through Extended Learning Opportunities towards their high school diploma after receiving approval.

**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:**

- The faculty began the assessment mapping process and continued their focus on the clear articulation of competency performance levels, with an emphasis on depth of knowledge and application of learning through authentic performance assessments.
- The faculty focused on classroom experiences that lead to student success on performance assessments, continuing the focus on student-centered classrooms.
- A pilot team of administrators and faculty representing multiple content areas and special education participated in the NH Universal Design for Learning (UDL) Innovation Network, part of the school's focus on effective instruction. Work will continue in the fall of 2020, and will be expanded to the faculty as a whole. Many UDL principles are integrated into the remote learning guidance and support.
- The use of peer consultations expanded and an increased number of teachers participated in instructional rounds, providing teachers with the opportunity to share best practices and learn from each other.
- Multiple teachers and teacher teams developed workshops and shared their expertise with colleagues during Common Day Workshop.
- Considerable time was spent examining options for more effective reporting of student progress as JSRHS continues its Competency-Based Learning evolution.

**Status: In Progress**

**Objective:** Support common planning time structures in the master schedule.

**Action:**

- The World Language and Mathematics Departments initiated broad-based discussions aimed at improving instructional and assessment practices to assure equity, and to support meaningful student learning outcomes.
- Embedded Professional Learning Community (PLC) time was provided for all faculty to promote common planning, assessment development, evaluation, and data-review to support instructional effectiveness.
- Planning for the upcoming academic year includes scheduling so that all department members have common planning time, a deliberate effort to provide teachers with the opportunity to share best practices and learn from each other. This will allow for calibration activities as well as using various instructional practices that can benefit all students.

**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:**

- Work to refine an Response to Intervention (RtI) structure is underway. The team met biweekly face to face, then weekly after the Covid-19 closure.

- The RTI team identified systems of support that can be utilized to address the many academic and social challenges our students face. The systems in place will be reviewed and expanded as we move forward.

**Status: In Progress**

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

**Action:**

- A team was established to review data and progress monitoring.
- The team increased outreach to families and individual students with specific academic and social-emotional needs during the second half of the year to support remote learning.
- A math and literacy interventionist was hired to support students through both push-in and pull-out approaches, individual, and small group instruction. Those supports and additional outreach continued throughout the remote learning closure.

**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:**

- Peer support was developed and piloted in select classes, to provide extra help.
- After school tutoring continued for struggling students as an intervention tool to better support student learning needs.
- A proactive approach to replace traditional summer school was developed to support students struggling academically as a result of Covid-19. Summer course completion and recovery is underway.
- Push-in and pull-out interventions in math and literacy included individual and small group instruction. Those supports and additional outreach continued throughout the remote learning closure.

**Status: In Progress**

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**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 (reassessment, calibration/rubric scoring).

**Action:**

- All teachers were trained in use of LinkIt by Thanksgiving. PLCs focused their work on 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 emphasize depth of knowledge.
- In conjunction with the PowerSchool consultant, the faculty undertook the process of developing a reporting plan for the academic year 2020-2021. As part of that work, departments will identify common competencies and assign weights. Formative work will carry a value of 10%. Work is planned for an ongoing evaluation of curriculum and assessment in terms of scope and sequence, assessment mapping, and learning progressions in order to better support strong student achievement.
- Weekly SAT prep opportunities via Khan Academy were offered. Evaluation and review of standardized assessments in comparison to existing curriculum, particularly in mathematics, identified areas that are not aligned.

- Future planning includes the expanded use of the College Board suite of assessments to provide more consistent longitudinal data. Although the plan was not enacted due to the Covid-19 closure, doing so remains on the agenda for the 2020-2021 school year.

**Status: In Progress**

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

**Action:**

- Use of the JSRHS common syllabus continued to communicate consistent expectations and grading practice across all courses.
- The Program of Studies underwent an extensive review and revision to more accurately communicate the school's competency-based approach, and more effectively communicate with stakeholders.
- Pre-existing Listening Forums continued as Parent Advisory Committee meetings, hosted to engage families and community members and to provide the opportunity to ask questions and express concerns. Similarly, students were afforded the opportunity to meet with administrators and teachers to ask questions, receive clarification, or express concerns.
- Work with a PowerSchool consultant assured that that platform may be used more effectively to communicate student progress.
- The faculty and administrators worked with the community, SAU-level administrators, and the Board to outline a revised reporting structure for the academic year 2020-2021. The implementation has been slowed by the closure this spring, but remains in progress.
- The school regularly used Constant Contact, Generally Speaking, and Swift Reach to provide up-to-date information to the community.

**Status: In Progress**

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

**Action:**

- The revised Academic Honesty Policy and explicit instruction on research and citation best-practices, resulted in a significant decline in related infractions.

**Status: In Progress**

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

**Action:**

- RTI meetings were used to review and track students at risk of failure throughout the year.
- The outline of interventions and the tiered model created in 2018-2019 were shared with the committee.
- Remote learning changed much of how RTI worked, strengthening the interventions and the outreach offered to struggling students. Paraprofessionals and interventionists were assigned to directly support struggling students, in academic areas as well as in such areas as organization. The team made a conscious effort to provide feedback to referring teachers, a practice that will benefit students once remote learning has ended.

**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:**

- Math-related data, including scaled scores and sub scores, were collected, compiled and reviewed to identify areas of individual student growth and passage rates.

**Status: In Progress**

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**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 primarily on the development of an improved reporting plan to effectively communicate student progress. In addition, the faculty began assessment mapping, identifying essential learning outcomes, and continued to emphasize depth of knowledge and application of learning through authentic performance assessments. Looking ahead to 2020-2021, work will build on the lessons of the Covid-19 closure and remote learning, and focus on the continued development of personalized pathways that offer relevant, authentic learning experiences and promote essential work study practices and high levels of learning for all students.

**Status: In Progress**

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

**Action:**

- Paraprofessionals and support staff took advantage of available webinars and other remote learning opportunities to strengthen their knowledge and skills in areas such as technology use and integration and academic interventions.

**Status: In Progress**

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

**Action:**

- Feedback was collected on all building-based activities and an annual survey of faculty will be conducted to identify professional development needs to assist in future planning.
- Support was provided to teachers for goal writing and recertification in multiple formats, including annual review of Loggit folders.
- Training related to Google Classroom and remote learning was given to all special education staff. The model worked well, and we have offered this to all educators at JSRHS.

**Status: In Progress**

**Objective:** Develop a collective training plan, for professional development opportunities.

**Action:**

- Summative evaluations were used to identify areas in support of student learning, and to encourage faculty to share their expertise with colleagues.
- A professional growth plan supports school goals and a continuous growth model for all aspects of teaching and learning, integrating UDL and Understanding by Design elements and differentiating for teachers.

**Status: In Progress**

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

**Goal:** Climate and culture reflects and accepting environment that supports student interests and faculty growth in a collaborative learning environment - Regard, Respect, Integrity.

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

**Action:**

- Building on the pre-existing student panel, opportunities were given for student voices to be part of the conversation around teaching and learning through the implementation of Student Advisory Council meetings with administrators. Administrators also met informally with students to gather information.

**Status: In Progress**

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

**Action:**

- Faculty and staff remain committed to working with and counseling students to make better decisions.
- Challenge Day was used for specific students when they were engaging in behavior that negatively affected others.
- Parent meetings were frequent as working together is the only way to appropriately change behavior.

**Status: In Progress**

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

**Action:**

- We are examining the need to incorporate more activities during our advisory time to address the social emotional needs of the school community.
- Several meetings were held throughout the year to give students the tools to deal with the day to day pressures.

**Status: In Progress**

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

**Goal:** Responsive development of facilities and tech infrastructure to promote student learning

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



**Action:**

- Staff continued to monitor the wireless needs of the school and implemented upgrades, and replacements, as necessary, to improve coverage and throughput.
- An upgrading and expansion of the Ethernet and fiber connections in the school occurred to support the increased needs for connectivity and bandwidth. Examples are supporting the new HVAC and security camera infrastructure, the student health office, and streaming support for athletic events.
- Google Classroom was expanded especially during remote learning to cover all current courses including special education instruction and support. Google provided premium/paid services at no cost through July 1. The Technology Department is exploring an upgrade to help students continue to work remotely should the COVID shutdown extend into the fall.
- Remote learning for courses requiring a PC desktop environment presents a challenge. A single Windows Remote Desktop terminal server was installed as a temporary measure. The Technology Department suggests that the SAU explore a virtual desktop infrastructure (VDI) solution in the cloud to address the remote learning and instructional needs of the entire SAU. This would address needs during a shutdown of school but also support student learning from home in general.
- JSRHS is investigating the cost and management of mobile hotspots to support students at home who are challenged with Internet connectivity issues.
- We have started a planned replacement of our aging Promethean boards with a more flexible and very cost effective replacement. We are starting phase 1 of a three phase replacement plan.
- We continue to explore alternative learning management systems (LMS) to Google Classroom to meet the changing needs of all stakeholders in SAU 24.
- Cloud based systems that support instructional and personnel shifts were purchased. NinjaRMM remote management and ConnectWise remote support manage staff laptops remotely with system updates, patch management, system monitoring, software compliance, and provide remote desktop support sessions to staff and students working from home. We moved our Sophos antivirus platform to the cloud to have increased remote system protection and monitoring.

**Status: In Progress**

**Objective:** Review space and equipment allocations to support programs.

**Action:**

- Chromebooks were distributed to students during remote learning.

**Status: In Progress**

**Objective:** Sustain building appearance at current or improved levels.

**Action:**

- A proactive approach to routine maintenance and repair of the facility was adopted, ensuring a safe and productive learning environment.
- The water system was upgraded.

**Status: In Progress**

**Objective:** Address air quality to support learning.

**Action:**

- Quarterly air handling equipment maintenance and the usage of “green chemicals” create a cleaner breathing environment.

**Status: In Progress**

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

**Goal:** Promote proactive and responsible stewardship of the facilities.

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

**Action:**

- Administrators and the School Board continue to revise and refine a comprehensive Capital Improvement Plan and present opportunities for voters to fund it.
- Improvements were made to the cafeteria with the purchase of new tables including tables that are handicap accessible.

**Status: In Progress**

**Objective:** Methodically improve emergency, security, and safety systems to include access road.

**Action:**

- New system of student accountability for all emergency procedures was implemented and practiced throughout the year.
- Cameras were adjusted to provide better coverage of the school.

**Status: In Progress**

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

**Action:**

- Staff meetings were used to review expectations along with frequent emails, explaining the law and how it affects the teacher in the classroom.

**Status: Accomplished**

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

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

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

**Action:**

- Internships through the futures coordinator were implemented. Several students completed a 1- hour experience with a local machining company which was well received by students.

**Status: In Progress**

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

**Action:**

- Building on the previous years Listening Forums, the Principal's Advisory Council was implemented with rotating evening and day-time monthly meetings to maximize accessibility. 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. Meetings were held at various times to make sure all voices were heard.
- Weekly email updates were sent to parents.
- Stakeholders were invited to participate in the Portrait of a Graduate process.

**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 instituted and maintained a food pantry.
- Next year, we will investigate how to engage community members as part of our career pathways plan.

**Status: In Progress**

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

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

**Goal:** Teachers will 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:** Analysis of data continued this year within our Professional Learning Communities (PLC) meetings by using data protocols to pinpoint areas of need in reading, math, and social and emotional learning. There was movement toward teachers using the NHSAS models and interim assessments to better support our students in areas of weakness at the grade levels. Due to COVID-19, students were not exposed to the modals and interim assessments, nor the NHSAS assessment in the spring. The SAU level Data and Assessment Committee adopted a data system, LINKIT, to store assessments across schools and years. LINKIT will be a valuable tool to analyze student data and cohort data across schools, districts, and SAU-wide to support instructional practices and increase student performance each year.

**Status: Accomplished**

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

**Goal:** Provide professional development opportunities to all staff that support current curriculum (Every Day Math, Lucy Calkins Writing, Reading) being taught and school-wide initiatives (Responsive Classroom, Google classroom, 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:** This past August all classroom teachers as well as paraprofessionals attended a week-long OGAP (The Ongoing Assessment Project) training to support our students with math application, as well as learn systematic teaching strategies for their classrooms. This work supports our mission of meeting students where they are and moving them along the progression of the learning continuum. JFES has a cohort of teachers who are participating in the New Hampshire Universal Design for Learning (NHUDL) Innovation Network. This network is a multi-year job embedded/ site-based professional learning program for New Hampshire educators who are committed to empowering learners. As a cohort, they are learning and sharing with colleagues, a variety of strategies and resources to help meet diverse learning needs, improve accessibility to learning opportunities, and increase student success. This is a multi-year project that will provide ways to meet all students' diverse learning needs at JFES.

This past spring teachers developed best teaching strategies and practices in a very short period of time to teach their students remotely. This involved learning new virtual platforms, vetting educational resources, and finding instructional practices that would engage students through a computer.

**Status: Accomplished**

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**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:** In October, we held a meeting for community stakeholders to give input regarding the Portrait of a Learner initiative. School board members, parents, higher education personnel, a state representative, SAU 29 Assistant Superintendent, and teachers represented at the discussion. It was a very lively and constructive conversation that allowed everyone to discuss what they believed a future graduate needs to be successful in the 21<sup>st</sup> century.

Students have been involved in community service projects this year. These projects help students understand the importance of a community, as well as giving back to a community that may have needs. Last year, first and second graders collected school supplies for a school in Lawrence Massachusetts that was affected by the gas explosions. This year, the class raised money for the FundaMaya Foundation to support children in Guatemala by hosting a school dance. A fifth grade student ran a matchbox car drive to donate to children in Guatemala through the FundaMaya Foundation. Over February break, our kindergarten teacher will travel to Guatemala on a service trip through the FundaMaya Foundation to provide professional development to the preschool teachers. Kindergarteners also donated books for the preschool students and were able to Skype with them to discuss the books. Our current fifth graders organized a Grinch evening with activities and a movie to raise money for their upcoming culminating Highland Lake Trip in June. In conjunction with the school board, we held a Community Forum to gather parents input about the before and after care program to help in our budgeting process for next year. Every school year we hold a Celebration of Learning evening to highlight all students' growth and learning. This year's celebration of learning will be provided in a virtual form for families to view.

**Status: Accomplished**

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

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

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

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

**Action:** We are continually challenged to develop a schedule for students that allows for intervention, unified arts, lunch, and physical activity across the PreK-grade-8 spectrum. This year we organized unified arts classes across grade levels before or after lunch to create more flexibility. Additionally, we incorporated Spanish classes in the 6<sup>th</sup> grade rotation, added guidance classes in the 1-2 and 3-4 multi age classroom, and provided two 30-minute unified arts blocks daily for students in kindergarten instead of one 45-minute period. Moving forward, we hope to be able to provide more diversity of offerings for students at the middle school level.

### **Status: Accomplished**

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

**Objective:** Review the criteria for and delivery of Tier 2 and Tier 3 interventions.

**Action:** We formerly have reorganized separate math, literacy, and behavior intervention teams into a combined team that looks at intervention from a whole child perspective. The reorganized team has spent time this year working through student data, developing common understanding about expectations for Tier 2 and Tier 3 interventions. The team used a new software platform to track individual student progress and to evaluate the effectiveness of each intervention.

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

**Action:** As part of our on-going scheduling work, we have integrated Spanish, guided study, and interventions into the same time blocks for our students in grades 6-8. We have named this block Extended Learning Block and are working with students on flexible schedules to allow for intervention and extension across the content areas. As we move forward, we hope to allow for more modular offerings for students in family and consumer science, technology education, music, and art.

### **Status: Accomplished**

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

**Objective:** Revise as necessary the standards-based K-4 reports.

**Action:** We moved our elementary reporting to the dynamic reporting platform that is utilized in grades 5-8. Teachers used the new platform to report on standards/competency statements as revised by SAU 24 curriculum committees. Language was standardized across the classroom/homeroom reporting and the unified arts. Collectively, these teachers

work with students on a common set of Learner Behaviors to help students reflect on their experiences using similar language across the school.

**Status: Accomplished**

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

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

**Objective:** Set SMART goals annually that focus on improving student performance.

**Action:** Across the school, Professional Learning Communities (PLC) teams, individuals, and work groups established SMART goals, targeting improved student performance as part of the Shared Attribute and Educator Student Learning Objective process for Domain 5. Teachers shared their team goals during PLC time and worked with administrators to reflect on annual progress toward their goals via remote conferences this spring.

**Status: Accomplished**

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

**Objective:** Determine which assessments and assessment practices (frequency, type of assessment) will be used to inform decision-making.

**Action:** Our MLB Intervention team worked with a software platform to track individual student progress data aligned to assigned interventions. The platform allowed the team to develop a shared understanding of available assessment tools and interventions and evaluate their effectiveness for individual students.

**Objective:** Ensure consistent use of progress monitoring tools.

**Action:** Our first meeting of the 2019-2020 school year was a facilitated evaluation of student cohort data from SBAC/NH SAS and IReady. We used a protocol to evaluate trends in student growth over time. Following this work, we evaluated classroom level and individual student data to develop Tier 1 and Tier 2 intervention plans for classes and students. The Tier 2 plans focused on students on the cusp of moving from one data classification to the next higher classification with the idea of working to address gaps within the first six weeks. Both of these efforts were designed to help students be more successful with new learning over the course of the school year.

**Status: Accomplished**

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

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

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

**Action:** Our professional work as a staff has focused on supporting staff in the implementation of established school goals. Our work included learning and practicing

protocols for data evaluation, development of common assessments and rubrics, and vertical curriculum alignment. We provided opportunities for book study on topics related to school and SAU goals, and supported professional development opportunities related to school goals.

A school-based team focused on evaluating Universal Design for Learning (UDL) implementation at HCS through book study, online coursework, workshops, and in-school data analysis about practices and procedures.

A team attended the 2019 Kindergarten and Early Learning Conference in Portland, Maine to gather and bring back information about early numeracy and play-based instructional models.

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**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:** We effectively hired for a number of staffing positions in 2019-2020. With two new members joining the administrative team, retirements at the end of 2018-2019, and some other staff change there were new faces in many roles this year. To meet this objective, we worked with the results of the community survey from the spring of 2019 and the school mission statement to craft screening tools, interview questions, writing prompts, and evaluation rubrics to help select the correct candidates.

**Objective:** Faculty meetings to be used as Active Pedagogy work sessions to encourage innovation.

**Action:** Our Active Pedagogy Groups worked with protocols to develop a better understanding of Responsive Classroom language and procedures, Universal Design for Learning principles, engaging assignments and practices, and play-based instruction.

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**Status: Accomplished**

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

**Goal:** Maintain a positive climate and culture for a safe and effective learning environment.

**Objective:** Train all teachers in Responsive Classroom.

**Action:** Four staff members attended Responsive Classroom training in the summer of 2019 and put the practices into action in their classrooms in the fall. Additionally, administrative staff worked with the 7-8 team and support staff to implement morning meetings in the 7-8 Teacher Advisory Group structure. Responsive Classroom techniques continue to permeate the school culture with teachers and staff greeting students and families daily, and unified arts teachers implementing greetings when students arrive for their classes. The 7-8 Student Council implemented a greeting as part of the opening of each of our Learning Community Meetings.

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**Status: Accomplished**



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

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

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

**Action:** We have reworked the format of our CIP to include annual maintenance items to be both a forward looking and historical document. We have updated the document to include all CIP projects from the last nine years and annual maintenance items. The Facilities and Technology Committee developed a similar format for technology.

**Objective:** Monitor the Capital Improvement Plan monthly to focus on priorities and the financial impact of the plan on the budget.

**Action:** We have the CIP at our Facilities and Technology Committee meetings and discuss ongoing projects as necessary. We update the current year's CIP list monthly as we work through projects. We update the coming year projects as we work through the budget process.

**Status: Accomplished**

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**Community Support and Involvement:** *Promote positive relationship 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 our newsletter and maintain the school website to communicate information about school events and initiatives.

**Action:** We have adopted School Messenger to host and develop our school website and use the School Messenger platform to create our newsletter for families. The new school website should be more streamlined and easier to navigate. The newsletter portion of the platform limits the amount of space we have for sharing with families. This will be something we continue to examine.

**Status: In Progress**

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

### Curriculum and Instruction:

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

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

**Action:** In the fall of 2019, we worked with team leaders to set clear expectations for PLC meetings. PLC teams set goals early in the year that were aligned to their ESLO and SA goals. Every 6 weeks the team reviewed student progress towards those goals.

Response to Intervention (RtI) started using Branching Minds to keep track of progress and meeting notes. In all PLCs, members of the teams feel comfortable and are willing to share data and ideas with each other. Data discussions have grown with the addition of creating assessment mapping for PACE this year. The teachers and support staff are utilizing the SAU coaches. Even as the remote learning continued, teachers met as a team to go over weekly plans and goals. Some continued coaching cycles.

**Status:** **Accomplished** and will be ongoing

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### Curriculum and Instruction:

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

**Objective:** 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.

**Action:** We used district approved programs and followed our curriculum in a variety of ways. We used multiple modalities (such as hands on learning and play-based activities) to target skills to help enhance higher-order thinking in our students. We also used technology to help reach this goal. This goal will continue with the adoption of a new math program.

Mystery Science has been implemented and the students really seem to like the content. Teachers have been able to dive deeper into the standards through remote learning with student's performance on I-Ready instruction lessons. The addition of Seesaw to remote learning has made all the difference in the world for students. I-Ready Instruction provides multiple modes for demonstrating learning and understanding and it is easy to differentiate for students.

Teams utilized the district math and literacy coaches to develop students' students' higher-order thinking skills. Many staff engaged in student-centered coaching cycles. Student-centered coaching differs from teacher-centered coaching, keeping student work at the center of the coaching cycle. During student-centered coaching, teachers and coaches analyze student work to gauge students' progress toward one or more specific learning targets.

A team of teachers and administrators worked with a consultant to examine Universal Design for Learning, (UDL) practices and ways that CWES could bring those practices into

our classrooms. UDL is a way of thinking about teaching and learning that proves equal opportunity for all students to succeed. It provides flexibility for students to access information and demonstrate their learning. This team will continue next year and many of the members are contributing in the work of the Remote Learning Task Force.

We were able to switch to remote learning with very little lag time. By switching to Seesaw and Google Classroom we were able to create more kid to teacher interaction. We were able to provide immediate feedback to students about their work, and this helped to plan our small group remote instruction sessions.

Current District Approved Programs:

- Everyday Math (TBD)
- Lucy Calkins Reading and Writing
- Foundations

**Status: Accomplished** and will be ongoing

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### **Assessment and Data:**

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

**Objective:** 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.

**Action:** We assess students because it is an essential component of teaching and learning. It is not about the score it is more about the teacher's understanding of the student and what steps they need to take to ensure learning at high levels. Asking students to demonstrate their understanding is essential for the teacher to evaluate whether the educational goals and standards have been met AND what needs to happen next.

We have formalized a system for analyzing data and creating goals for academic growth. The SAU formed the Data and Assessment Committee. The goals for the committee is to support wider access and use of data to drive instructional, curricular, and programmatic decisions throughout SAU 24. The team uses data protocols to review data. The CWES Data and Assessment committee members train team leaders at the building level to facilitate similar discussions.

We have trained all staff in reading and understanding I-Ready reports. Kindergarten and first grade utilize DIBELS as an assessment to determine eligibility for reading services and following the dyslexia law. Reading benchmarks are completed within the classrooms and/or in the reading room.

Teachers also use Math Running Records, Number Sense Unit Assessments, performance assessments, Foundation skills assessments, and common assessments to collect student achievement data.

**Status: Accomplished**

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### **Assessment and Data:**

**Goal:** Utilize multiple data sources to inform decision-making.

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

**Action:** We have made progress with Branching Minds this year, enabling us to easily keep track of students who are in the RTI process. This system automatically pulls I-Ready numbers and historical data. We are also able to upload other classroom assessments and DIBELS data into the system. Classroom teachers analyzed I-Ready data and used them to help create leveled instructional groups of students flexibly within their classroom. Teams drilled down on i-Ready scores for reading and math to determine areas of need. We found that students, overall, showed good growth in vocabulary. During remote learning, teams modified and improved instruction to better meet the needs of all students.

The implementation of the Seesaw platform was customized to work with five different UA classes. UA teachers worked collaboratively to make the free version function in our current situation. This is a platform we want to continue using.

Grade levels worked with SAU coaches to create quick assessments to keep track of reading and math progress. (iReady, Foundations test, running records and additional resources)

**Status: Accomplished** and will be ongoing

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#### **Assessment and Data:**

**Goal:** Utilize multiple data sources to inform decision-making.

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

**Action:** Branching Minds has greatly improved communication between faculty, the Eagle Center, and administrators. The RTI program has utilized Branching Minds for both academic and behavior concerns. The behavior tracking portion of this program has enabled us to track behavior and implement behavior plans for students, as well as recognize triggers, or certain times of the week/day behaviors are occurring. Branching Minds also has a bank of interventions in each subject, which are available to teachers and interventionists.

In addition, we work with stakeholders in the Student Success Center to monitor and record behavior data for students receiving behavioral interventions.

**Status: Accomplished** and will be ongoing

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#### **Professional Development:**

**Goal:** Provide opportunities to staff for continuous professional growth.

**Objective:** 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.

**Action:** The SAU asked staff to complete a survey to determine professional growth opportunities. Teachers shared that they appreciate the more individualized offerings this year. Staff provided very positive feedback about the choices for Common Day Workshop. Many staff have taken advantage of SAUniversity offerings, including topics such as instructional strategies and social emotional learning. In addition, some staff participated in

the SAU Leadership Academy to develop leadership skills while deepening their knowledge in an area of focus related to SAU 24 goals.

School-wide, we continued our work in trauma informed practices. Some staff participated in the four-day Responsive Classroom Training over the summer or a refresher workshop offered by one of our staff members who qualified as a Responsive Classroom certified teacher this year! In addition, we provided paraeducator training in Responsive Classroom, social emotional learning, and understanding challenging behaviors and incident prevention. All teachers participated in a book study Fostering Resilient Learners, by Kristen Souers and Pete Hall, which led to deeper conversations around strategies for creating and maintaining a trauma sensitive classroom to support all students.

Three staff members participated in a three-day ALICE training over the summer and provided initial training to all staff. Five staff members participated in a four-day OGAP Additive training over the summer and worked with the math instructional coach to provide several workshops for CWES teachers/paraeducators, as well as district-wide staff during Common Day Workshop. Eight staff members joined the Universal Design for Learning team and began intensive training. These members have shared the idea of removing barriers for students to support individualized learning. All teachers participated in training for Branching Minds.

Remote learning has made it necessary for staff to seek out a variety of technology-related trainings: Google Classroom, Flipgrid, Seesaw, Google Slides, Google Sites, and Google Meets to conduct live group lessons with a classroom of elementary school students, and lesson modifications to fit remote learning. Two staff members participated in training to become SeeSaw Ambassadors and provided multiple trainings to staff. Throughout remote learning, staff members supported one another, sharing new learning and offering assistance to ensure their colleagues were comfortable and could support students effectively through virtual instruction.

Most people have made the transition to Log It, and everyone will have made the transition by next year.

**Status:** **Accomplished** and will be ongoing

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

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

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

**Action:** This has been a major focus for CWES this year. Administrators worked closely with staff to determine a plan for reaching this goal. We increased the level of support needed to address trauma and trauma-related instances. The Eagle Center was established to support our students with the most significant needs. Creating a smaller environment and providing support during transitions into the regular education classroom, has had a positive impact on the culture of our building. Teachers have asked for support with struggling learners and we implemented the use of Branching Minds to streamline the RtI services.

Staff expressed they feel supported, trusted and appreciated by administrators, especially during remote learning. In addition, they shared that administrators put a lot of thought and

effort into honoring staff requests regarding position placement, considering staff strengths to ensure best possible placements.

There is more voice in professional growth offerings since staff were asked to provide input on a survey. This has given staff greater buy-in and this has helped the climate and culture. New offerings and opportunities to lead workshops have increased their feeling of being valued by the district.

Interview teams work diligently to hire the best staff members, ensuring that individuals have a solid foundation of knowledge and skills, are forward thinkers, positive collaborators, are kind/friendly, and understand that relationship-building is a priority. With the exception of the executive secretary and receptionist positions, all staff hired (para-educators, teachers, nurse, IT coordinator, library-media specialist) in the 2019-2020 school year are remaining for the 2020-2021 school year. We have two staff retiring this year and two counselors who resigned, one of whom will be earning a higher salary in another town. Two former student teachers and a new teacher applied for positions at CWES, specifically because of the culture of our school.

The SAU has implemented an effective mentor program which helps support new staff in many ways. We have had several teachers participate this year and provided positive feedback about it.

### **Status: Accomplished**

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#### **Culture and Climate:**

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

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

**Action:** We continue to recognize staff with the Eagle Eyes program. We start each meeting with celebrations so staff can share small or big moments that have made a positive impact for them at school. This has provided the opportunity for us to learn more about each other, celebrate one another's achievements and build closer relationships. As a staff, we have worked diligently to recognize each other for going above and beyond to support colleagues, students and families. Administrators leave handwritten thank you notes in staff mailboxes, recognize birthdays, and provide treats such as cooking breakfast for them.

Staff expressed their appreciation for the Moments of Excellence started by Jackie Coe, as well as the promotion of positive happenings throughout the SAU shared by Patti Osgood. Staff felt valued for being included with students and community members in the collaborative efforts to create the SAU 24 Portrait of a Learner.

During remote learning with social distancing, we celebrated with our students with a Pizza Parade and Trivia Track. Soon, we will host an End of Year Celebration for all students and have plans for a summer event. Teachers feel positively about teaming with teachers from CWUES/Weare Middle School in planning events and transitioning grade three students to grade four.

Remote learning required staff to seek out a great deal of support, bringing staff closer together, crossing grade level teams and positions. Staff have shared that there has been more consistent and effective communication from school and district administrators. They

appreciate the amount of positive feedback they have received for their efforts and timeliness in transitioning to remote learning.

Staff has shared that it can be challenging to continue with a positive atmosphere when new initiatives are constantly introduced. (ALICE, report cards, Branching Minds, combining ESLO/goals, OGAP, UDL). Some feel it is difficult to focus on many things at the same time. Some staff have felt recognized as groups, but not as much as individuals. We will work to gather more information from staff to determine how we can provide individualized support.

Many staff participated in soft skills training which has helped to build a positive culture, and we will continue to focus on this.

**Status: Accomplished** and will be ongoing

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### **Culture and Climate:**

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

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

**Action:** Teachers from across the SAU worked on assessment mapping in math. In addition, the search for a new elementary math program was open to all teachers across the SAU. Teachers provided feedback on a rubric, attended webinars and meetings, and were able to review math materials from a variety of programs. Teachers participated in a survey and were encouraged to provide feedback to assist in the decision.

The Board Certified Behavior Analyst (BCBA), working between CWES and CWUES/Wear Middle School shares information when students transition from the elementary school. SPED/504 Plan transition meetings for third grade students occur so the new team has the opportunity to ask questions and obtain pertinent information regarding students' unique needs. The adjustment counselor was in the building more this year, working with administrators and school counselors to support students and families. We will continue to focus on this.

Teachers from both schools have collaborated to plan the Pizza Parade and End of Year Celebration.

School-wide, PLCs continue to be important and impactful. Grade level teams meet to discuss instruction based on data assessment to continuously improve student learning. In addition, we have ELA and Math vertical team meetings to ensure consistency across the grade levels of learning progressions and scope and sequence. Teams such as RtI, SPED, 504, UDL, and team leaders support the needs of our students, staff and families.

**Status: Accomplished** and will be ongoing

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### **Facilities and Operations:**

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

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

**Action:** This year the Joint Loss team and the Emergency Team worked together to train all staff in ALICE. We expected to roll out a plan for student use in March but due to the move to remote learning, we did not have time to work with students. All students were taught the two rally points outside of the school, which is a critical component of ALICE. This is still in progress.

We also have been working with the facilities team to address our building security issues. This is still in progress.

The evening cleaning procedures were not adequate. To address this area of concern, the Director of Maintenance ensured the day time staff were blanketing the school with CDC approved cleaning measures. For the long term needs of the building, we did not renew the cleaning contract with the outside company. We will hire staff to ensure the building is up to the highest cleaning standards.

### **Status: In Progress**

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#### **Community Support and Involvement:**

**Goal:** Promote positive relationships with the entire community to support education. Increase monthly communication and community events to inform and engage the community.

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

**Action:** As a school, we host many events to engage and excite members of the community like Veterans Celebration, Grandparents Day, Halloween Parade, All School Meetings, Curriculum Night, UA Family Night, Title One Pizza and Yahtzee Night, as well as others. Attendance at these events is typically very high.

A weekly email is sent to families to communicate information. This has been helpful with families feeling informed. Teachers communicate with families through classroom blogs, newsletters, phone calls and email.

The transition to remote learning has required a great deal of teamwork between teachers and families, as parents/guardians are much more involved in educating their child. This has increased communication between home and school exponentially!

We continued to hold community events with the Pizza Parade and Trivia Track. We have also worked to ensure that students received necessary materials for remote learning, such as Chromebooks, and that they had access to breakfast and lunch. Teachers, counselors and administrators worked closely with the adjustment counselor to support families.

### **Status: Accomplished**

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

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

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

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

**Action:** Grade-level team leaders and Curriculum V-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 regarding schedules, behavior plans, competency-based learning, and the budget. Monthly team leader meetings focused on the effectiveness of PLCs and action steps. Next steps include evaluating the actions taken to measure their effect on student learning.

**Action:** Team Leaders attended Summer Retreats in order to build their capacity and determine more effective responses to student needs.

**Action:** Paraeducators began to meet monthly at grade-level team meetings and to attend monthly climate and culture meetings. This allowed for their contributions to the PLCs and meaningful dialogues.

**Action:** Vertical teams which include 4th and 5th grade continued to meet while three meetings throughout the year were scheduled to include vertical teams encompassing 4th-8th grade educators. This allowed for a greater understanding of resources in each content along with learning progressions.

### **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:** Students will use a writing program to develop their ability to write across the curriculum.

**Action:** The schedule continues to allow for separate instructional blocks for writing. Coaches were utilized throughout the year to support the best use of this resource.

**Objective:** Support both math intervention and whole group instruction with best practices and programs.

**Action:** All upper elementary educators instructed their homeroom in the math content. This provided greater opportunities for support while creating more connections between math and the other content areas.

**Action:** Coaches continue to support the use of Everyday Math while working collaboratively to identify supplemental resources to help support and engage students.

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

**Action:** Upper elementary teachers worked closely with both the librarian and literacy coach to reflect on appropriate texts to purchase.

**Action:** All multiple copies of texts were moved to a shared space in order to maximize their accessibility and use.

**Status: Accomplished and In Progress**

**Goal:** Ensure continuous student growth through improved instruction utilizing strategies of the Professional Learning Communities and provide everyday enrichment activities to improve student's ability to use higher order thinking skills in all content areas.

**Objective:** Create opportunities for teachers to meet and discuss students and teach curriculum standards/essentials and adapt to meet student needs.

**Action:** The reallocation of time during the regular school day allowed teachers to meet more frequently.

**Remote Action:** Additional times were scheduled for grade level teams and individual teachers to discuss transition to remote learning and best instructional practices for students. **In Progress**

**Action:** Utilize the Response to Intervention (RtI) process to provide a systematic approach to the use of student data to determine the needs of all students and provide focused interventions that are specific to the needs of students.

**Remote Action:** RtI process was revised to include attendance and work completion as data points during remote learning and while traditional means of assessment were unavailable including the i-Ready May testing.

**Status: In Progress**

**Objective:** Utilize the Enrichment Coordinator to improve and enhance the opportunities for those students who understand content concepts and encourage teachers to utilize this resource to enhance their Tier 2 enrichments in the classroom.

**Action:** The newly hired enrichment coordinator came with vast experience in providing project based learning opportunities to various age groups. He coordinated the Spelling Bee and Invention Convention as extensions of the regular curriculum.

**Remote Action:** Developed a list of project-based learning opportunities for all students to access during remote learning, continued providing projects to students identified as Tier III, and collaborated with UA team to ensure that different modalities of learning were incorporated in project offerings.

**Status: Accomplished**

**Objective:** Begin the process for the use of student-led conferences to provide parents and teachers with data and information that shows how students are doing and why in their own words. This process includes the professional development of staff trainers and student training in the process.

**Action:** Grade level PLCs were used to discuss both protocols for effective conferences led by students.

**Status: In Progress**

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

**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 along with summer retreats in order to build the capacity of team leaders and create more effective responses to student needs.

**Action:** 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 allowed for a greater understanding of resources in each content along with learning progressions.

**Remote Action:** More frequent collaboration across all grade levels allowed for teachers to compare methods of delivering online instruction and best practices for setting up the google classroom to maximize clarity for students

**Status:** **Accomplished and In Progress**

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

**Goal:** Work collaboratively with stakeholders to create a system and protocols for analyzing student data, setting meaningful and measurable goals, and creating effective differentiated learning opportunities at each Tier level.

**Objective:** Instructional staff will embed common assessments into their units and lesson plans that will evaluate student progress of learning targets.

**Action:** Instructional staff used "I Can" statements as a guide to developing quality common assessment tools which measure the application of knowledge and skills.

**Action:** Instructional staff reviewed current local and SAU-wide assessments to develop assessments maps, developed ways to embed PACE tasks within their curriculum, and began developing locally-designed performance tasks to share SAU-wide.

**Remote Action:** Instructional staff adapted PACE task assessments and goals to support remote learning, and administrators worked with the SAU Data & Assessment Team to adjust timelines for full implementation.

**Status:** **In Progress**

**Objective:** Using an RtI model and a consistent protocol, analyze multiple measures of student data to inform instructional decisions.

**Action:** The Academic RtI team met on a weekly basis to evaluate data and monitor student progress. This PLC evaluated available resources and matched students' needs to those resources. **Accomplished**

**Action:** RtI team members attended all grade-level meetings to collaborate, update student support list, and share best practices.

**Remote Action:** The RtI team shifted their focus to attendance and work completion as data points to identify students who needed additional support.

**Status:** **Accomplished and In Progress**

**Objective:** Use the Behavior RtI Team to monitor student data and adjust individual student plans.

**Action:** The Student Support Team, composed of counselors, Board Certified Behavior Analyst (BCBA), school nurse, Registered Behavior Technicians (RBT), and administrators, met weekly to review behavior, track data, and analyze patterns and frequency of specific behaviors.

**Action:** Individual plans were revised to provide targeted interventions such as pushing into classrooms, scheduling breaks, and more frequent check-ins with students who were assigned to the Student Success Center throughout the day.

**Remote Action:** The Student Support Team (RBTs, nurse, counselors, BCBA, administrators) shifted to a review of both academic and social/emotional learning data in order to develop individual outreach plans to students and parents.

**Remote Action:** Counselors and RBTs developed creative ways to stay connected to students who they could not meet face to face. These included Google Meets, questions of the week, emails, texts, and other outreach.

**Objective:** Utilize established PLCs to analyze data and create meaningful and measurable goals.

**Action:** All PLCs dedicated time to effectively analyze student data from multiple sources including yearly assessments (iReady and NHSAS), common assessments, formative and summative classroom assessments, and performance tasks.

**Action:** Root cause analysis was implemented to guide the data analysis process with a focus on determining why specific subgroups were not demonstrating expected growth.

**Action:** Strategic analysis of data occurred throughout the year at several levels. School wide, grade-level, and content area goals and action steps were developed based on data trends.

**Status: In Progress**

**School-wide Goal 2019-20:** Increase student performance as measured by both in-house and state assessments.

**School-wide Action Steps 2019-20:**

1. Grade-levels will create team goals based on iReady data (based on focus strands rather than overall performance). **Accomplished**
2. Students will create individual academic and iReady goals. **In Progress**
3. Advisories will support individual student goals by tracking and motivating student growth. **In Progress**

**Action:** Educators reflected on the impact of testing fatigue and climate on the results.

1. Whole group assemblies were held to set a positive testing climate.
2. Testing schedule was revised to mitigate the impact of testing fatigue.
3. Teachers implemented several strategies to create a positive testing climate, including providing breaks, snacks, and building student ownership of the importance of the iReady test to guide instructional decisions.
4. Teachers met with individual students to set goals and monitor progress.

**Remote Action:** All PLCs shifted to attendance and work completion as two data points when analyzing student academic progress. Grading was adjusted to reflect the inconsistencies of the remote learning environment.

**Status: Accomplished and 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:** Diversify professional development opportunities to include more content specific areas.

**Action:** Professional growth time continues to be devoted to deepening understanding of best teaching practices and performance assessment. Staff have focused on continuing their exploration of Lucy Calkins Reading and Writing and worked with middle school teachers to deepen their understanding of how Lucy Calkins transitions to My Perspective resources.

**Action:** Math and Literacy coaches continued to meet with staff to support both ELA and Math content and instruction.

**Remote Action:** Staff members pursued areas of student need to support the transition to remote learning. This included a strong focus on use of technology platforms to support online instruction.

#### **Status: In Progress**

**Objective:** Continue to offer professional development in Responsive Classroom, Response to Intervention, differentiated instruction, data analysis, 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, student engagement, and numerous offerings in the use of technology.

#### **Status: In Progress**

**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 continued to use Loggit online professional development software to communicate and track professional growth progress. Time was designated during opening days to support goal writing and align our work to school, grade level and content area goals.

#### **Status: Accomplished**

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

**Action:** We utilized staff meeting time to generate discussion and professional development focused on the areas of RtI, Social/Emotional Learning (SEL) and student engagement with all staff. Orientation and training was provided for all new staff in district initiatives, research based instructional strategies and using assessment practices to utilize data to inform Instruction. New teachers were assigned mentors for support in the areas of building and instructional practices. These mentors are also a resource for knowledge and skills in the area of standards and competencies.

**Action:** 4th and 5th grade teachers met in cohorts to discuss and prepared to move from “I can” statements and scoring to Competency Based Grading.

**Status: Accomplished and In Progress**

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**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 with one exception in special education. Retention of dedicated staff at the Upper Elementary remains high. The Game Changers committee continued to accept nominations and recognize dynamic and passionate staff members. In addition every staff member was recognized personally on their birthday. Team Huddle Time continued to support a positive and collaborative culture by supporting staff voice and collaborative celebrations and problem-solving. Prior to remote learning, team huddle was used to practice SEL activators prior to leading these activities with students.

**Remote Action:** Every staff received a personalized note and small gift delivered to their home during remote learning.

**Remote Action:** 4 Google classrooms were created by admin staff to provide small group professional support.

**Remote Action:** Optional weekly TGIF was offered to staff to get together and share celebrations and shout outs.

**Status: In Progress**

**Goal:** To develop and implement a systematic approach to hiring qualified teachers that will ensure academic success for all students.

**Objective:** Work with the administrative team to discuss current openings and school needs and to delegate the hiring requirements for a more responsive approach.

**Action:** The administrators used an organized screening process for determining qualified candidates for interviewing as prospective teachers, utilized consistent, school based interview questions with all prospective teaching candidates.

**Remote Action:** Prospective candidates were contacted by phone to ensure understanding of the position and responsibilities prior to interviews. This allowed interviews to be reserved for candidates who were more suited for the position.

**Status: Accomplished**

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

**Goal:** 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 Game Changers awards. Both staff and students have been publicly recognized and celebrated at monthly All-Community assemblies.

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

**Action:** Administration greeted staff and students as they entered the building almost every morning. A series of staff appreciation events were provided by the Weare PTO and administrators during Teacher Appreciation Week, and administrators worked with representatives of the staff to explore supports 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 CWES and CWUES during monthly administrative meetings.

**Action:** The administration in both buildings continue to meet monthly to discuss policies and procedures and create more consistent forms and timelines. In addition, administration in both buildings 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 teacher training and student supports, as a Pathways committee to deepen common understandings of future students' needs, and as a CBL Lead Team to design staff training and develop common practices around competency-based education and performance assessments.

**Status: In Progress**

**Goal:** To nurture a professional learning community that provides a safe and responsive learning environment that supports all students.

**Action:** The administrative team developed and utilized a survey to assess the overall climate of the school with all staff. Each monthly staff meeting begins with celebrations and shout outs to staff.

**Action:** Increase the number of students attending CWUES after-school programs through adding engaging student activities and providing transportation home following the conclusion of the daily activities.

**Status: In Progress**

**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 and involvement by 2020.

**Action:** Google forms from staff and students were used to assist in making decisions that would improve school culture and reinforce positive environmental culture.

**Status: In Progress**

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

**Objective:** Identify areas for routine maintenance and maximize efficiencies

**Action:** An energy update was completed, which included new lighting, electrical transformers changed, control update, door sweeps/weatherproofing installed on all exterior doors, and added attic insulation where needed. Additional actions included refinishing the stage floor, reconditioning the gym floors, replacing blinds in the cafeteria, adding additional cameras outside to cover the propane tank area and front parking area, removing and replacing Common Rooms carpets, successfully completing the 3 year inspection from the Department of Education, and adding 3M safety film to the cafeteria, main office and gymnasium entries.

**Remote Action:** New and improved techniques for disinfecting due to Covid 19.

**Objective:** Guide safety procedures and provide training based on the most recent and relevant research.

**Action:** Administrators earned ALICE trainer status by actively participating in summer training.

**Action:** The Emergency Management Team used newly modified Emergency Operations Plans and ALICE training to revise emergency procedures. The Emergency Management Team was trained in the enhanced lockdown procedures of ALICE. SAU-wide training supported calibration of reunification procedures between buildings.

**Remote Action:** Unfortunately remote learning did prevent staff-wide ALICE training, and administrators were unable to figure out how to do so without being in the building.

**Status:** **Accomplished and In Progress**

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**Community Support and Involvement:** *Promote positive relationships with the entire community to support education through the use of informational media through the 2020 school year.*

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

**Objective:** Utilize School Messenger for weekly newsletters and update the school website on a weekly basis.

**Action:** The school websites are regularly updated to inform the community. Traditional community events include 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.

**Remote Learning Action:** Presentations were created and provided information to document the success and growth of our students and staff during the school closure.

**Status:** **Accomplished**

**Goal:** Increase parent voice in the transition from 3<sup>rd</sup> to 4<sup>th</sup>.

**Action:** We created a parent group to discuss ways to improve the transition process. An informational letter for parents of rising third grade students was developed in response to concerns made by current 4th grade parents and questions posed by current 3rd grade families.

**Status:** **Accomplished**

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

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

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

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

**Action:** Grade-level team leaders and Curriculum V-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 regarding schedules, behavior plans, competency-based learning and the budget. Monthly Team Leader meetings focused on the effectiveness of PLCs and action steps.

**Action:** Team Leaders attended Summer Retreats in order to build their capacity and determine more effective responses to student needs.

**Action:** The Weare administrators met regularly before board meetings to discuss current issues, share perspectives, and problem-solve. We also met with the SAU administration monthly during leadership meetings and building-specific meetings to discuss curriculum, goals, and initiatives.

**Action:** Paraeducators began to meet monthly at grade-level team meetings and to attend monthly climate and culture meetings. This allowed for their contributions to the PLCs and meaningful dialogues.

**Action:** 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 FLEX as a reteach, relearn, and reassess opportunity. Adaptive Scheduler was utilized this year to schedule and organize individual students' opportunities for re-teaching, relearning, and enrichment.

**Action:** In partnership with our SAU Future's Coordinator, students were provided numerous opportunities to meet and hear from representatives of different occupations.

**Remote Action:** Common assessment work, project-based learning, and cross-curricular units were developed to increase relevancy and support greater engagement during remote learning.

### **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:** Support both math and ELA tier I and II instruction with best practices and programs.

**Action:** A group of educators across grade levels piloted UDL (Universal Design for Learning) in Math. Instructional coaches continued to support best practices like Talk-Moves, vocabulary development, and Thinking Classrooms while working collaboratively with staff to identify supplemental resources to help support and engage students.

**Remote Action:** Teachers collaborated and researched best interactive online programs to enhance student engagement from home.

**Status: In Progress**

**Goal:** Ensure continuous student growth through improved instruction utilizing strategies of the Professional Learning Communities and providing enrichment activities to improve student's ability to use higher order thinking skills in all content areas.

**Objective:** Create opportunities for teachers to meet and discuss students, teach curriculum competencies, and adapt to meet student needs.

**Action:** Time during the regular school day was reallocated to provide for common meeting and planning time.

**Remote Action:** Additional times scheduled for grade level teams and individual teachers to meet to discuss transition to remote learning and best instructional practices for students.

**Action:** Utilize the Response To Intervention (RTI) process to provide a systematic approach to the use of student data to determine the needs of all students and provide focused interventions that are targeted to meet those needs.

**Remote Action:** RTI process was revised to include attendance and work completion as data points during remote learning and while traditional means of assessment were unavailable (i-Ready May testing).

**Objective:** Utilize the enrichment coordinator to improve and enhance the opportunities for those students who have met competencies and encourage teachers to utilize this resource to enhance their Tier II enrichment in the classroom.

**Action:** The newly hired enrichment coordinator came with vast experience in providing project based learning opportunities to various age groups. He coordinated the Spelling Bee and Invention Convention as extensions of the regular curriculum.

**Remote Action:** Developed a list of project-based learning opportunities for all students to access during remote learning, continued providing projects to students identified as Tier III, and collaborated with the UA team to ensure that different modalities of learning were incorporated in project offerings.

**Objective:** Begin the process for the use of student-led conferences to provide parents and teachers with data and information that shows how students are doing and why in their own words. This process includes the professional development of staff trainers and student training in the process.

**Action:** Grade level PLCs discussed both protocols for effective conferences led by students.

**Status: Accomplished and In Progress**

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

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

**Action:** Monthly team leader meetings along with Summer retreats occurred in order to build the capacity of team leaders and create more effective responses to student needs.

**Remote Action:** Curriculum meetings were held to share best practices for remote learning and to adjust instruction based on student and parent feedback. Teaching teams pivoted to providing more project-based learning opportunities and utilized more interactive digital platforms during remote learning.

**Status: Accomplished and In Progress**

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

**Goal:** Work collaboratively with stakeholders to create a system and protocols for analyzing student data, setting meaningful and measurable goals, and creating effective differentiated learning opportunities at each Tier level.

**Objective:** Instructional staff will embed common assessments into their units and lesson plans that will evaluate student progress of learning targets.

**Action:** Instructional staff used Learning Targets as a guide to developing quality common assessment tools which measure the application of knowledge and skills. Instructional staff reviewed current local and SAU-wide assessments to develop an assessment map, developed ways to embed PACE tasks within their curriculum, and began developing locally-designed performance tasks to share SAU-wide.

**Remote Action:** Instructional staff adapted PACE task assessments and goals to support remote learning, and administration worked with the SAU Data & Assessment Team to adjust timelines for full implementation.

**Status: In Progress**

**Objective:** Using an RTI model and a consistent protocol, analyze multiple measures of student data to inform instructional decisions.

**Action:** The Academic RtI team met on a weekly basis to evaluate data and monitor student progress. This PLC evaluated available resources and matched students' needs to those resources.

**Action:** RTI team members attended all grade-level meetings to collaborate, update student support list, and share best practices.

**Remote Action:** The RTI team shifted its focus to attendance and work completion as data points to identify students who needed additional support.

**Status: Accomplished and In Progress**

**Objective:** Use the Behavior RTI Team to monitor student data and adjust individual student plans.

**Action:** The Student Support Team, composed of counselors, Board Certified Behavior Analyst (BCBA), school nurse, Registered Behavior Technicians (RBT), and administrators, met weekly to review behavior, track data, and analyze patterns and frequency of specific behaviors.

**Action:** Individual plans were revised to provide targeted interventions such as pushing into classrooms, scheduling breaks, and more frequent check-ins with students who were assigned to the Student Success Center throughout the day.

**Remote Action:** The Student Support Team (RBTs, nurse, counselors, BCBA, administrators) shifted to a review of both academic and social/emotional learning data in order to develop individual outreach plans to students and parents.

**Remote Action:** Counselors and RBTs developed creative ways to stay connected to students who they could not meet face to face. These included Google Meets, questions of the week, emails, texts, and other outreach.

**Objective:** Utilize established PLCs to analyze data and create meaningful and measurable goals.

**Action:** All PLCs dedicated time to effectively analyze student data from multiple sources including yearly assessments (iReady and NHSAS), common assessments, formative and summative classroom assessments, and performance tasks.

**Action:** Root cause analysis was implemented to guide the data analysis process with a focus on determining why specific subgroups were not demonstrating expected growth.

**Action:** Strategic analysis of data occurred throughout the year at several levels (admin, leadership team, SAU Data & Assessment Team, whole school, grade-level teams, students).

**Action:** School-wide, grade-level, and content area goals and action steps were developed based on data trends.

**Status: In Progress**

**School-wide Goal 2019-2020:** Increase student performance as measured by both in-house and state assessments.

**School-wide Action Steps 2019-2020:**

1. Grade-levels will create team goals based on iReady data (based on focus strands rather than overall performance). **Accomplished**
2. Students will create individual academic and iReady goals. **In Progress**
3. Advisories will support individual student goals by tracking and motivating student growth. **In Progress**

**Action:** Educators reflected on the impact of testing fatigue and climate on the data results.

1. Whole group assemblies were held to set a positive testing climate.
2. Testing schedule was revised to mitigate the impact of testing fatigue.
3. Teachers implemented several strategies to create a positive testing climate, including providing breaks, snacks, and building student ownership of the importance of the iReady test to guide instructional decisions.
4. Teachers met with individual students to set goals and monitor progress.

**Remote Action:** All PLCs shifted to attendance and work completion as two data points when analyzing student academic progress. Grading was adjusted to reflect the inconsistencies of the remote learning environment.

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

**Action:** Professional growth time continues to be devoted to deepening understanding of best teaching practices and performance assessment. Staff focused on continuing their exploration of performance assessments and assessment mapping and worked with upper elementary school teachers to deepen their understanding of how Lucy Calkins transitions to My Perspective resources.

**Action:** Math and Literacy coaches continued to meet with staff to support both ELA and Math content and instruction.

**Remote Action:** Staff members pursued areas of student need to support the transition to remote learning. This included a strong focus on use of technology platforms to support online instruction.

#### **Status: In Progress**

**Objective:** Continue to offer professional development in Responsive Classroom, Response to Intervention, differentiated instruction, data analysis, 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, student engagement, and numerous offerings in the use of technology.

#### **Status: In Progress**

**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 continued to use Loggit online professional development software to communicate and track professional growth progress.

**Action:** Time was designated during opening days to support goal writing and align our work to school, grade level and content area goals.

**Content area goals:** ELA- The total percentage of students in Tier 3 Vocabulary, according to iReady data, will decrease to under 10% during the 19-20 school year. Math: 50% of students will be on grade level for the Numbers and Operations strand for district and state assessments by June 2020.

#### **Status: In Progress**

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

**Objective:** Provide a variety of professional development opportunities to all staff.

**Action:** Workshops were provided on *Effective Behavior Strategies for Challenging Behaviors* during grade level meetings.

**Action:** Staff continued to use Loggit online professional development software to communicate and track professional growth progress. Time was designated during opening days to support goal writing and align our work to school, grade level and content area goals.

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

**Action:** We utilized staff meeting time to generate discussion and professional development focused on the areas of RtI, Social/Emotional Learning (SEL) and student engagement with all staff. Orientation and training was provided for all new staff in district initiatives, research-based instructional strategies and using assessment practices to utilize data to inform Instruction. New teachers were assigned mentors for support in the areas of building and instructional practices. These mentors are also a resource for knowledge and skills in the area of standards and competencies.

**Action:** Administrators worked with New England College (NEC) to deepen their observation methods while supporting the evaluation of NEC student teachers. Administrators also met in-house and across the SAU to calibrate observation and teacher support / growth strategies.

**Remote Action:** Administrators supported teacher growth in online student engagement by modeling tools like Flipgrid via their Google Classrooms, empowering their technology integrationist to share videos on new tools, and diverting professional development time towards team collaboration and sharing around newly discovered strategies, platforms, and tools.

### **Status: In Progress**

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**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 retention of dedicated staff at Weare Middle school remains high. The Game Changers committee continued to accept nominations and recognize dynamic and passionate staff members. In addition every staff member was recognized personally on their birthday. Team Huddle time continued to support a positive and collaborative culture by providing a space to come together, celebrate successes, and get to know one another. Prior to remote learning, team huddle was used to practice SEL activators before leading these activities with students.

**Remote Action:** Every staff member received a personalized note and small gift delivered to their home during remote learning.

**Remote Action:** Four Google Classrooms were created and managed by administrative staff to provide small group professional support and communication.

**Remote Action:** Optional weekly TGIF was offered to staff to get together, share celebrations, and shout outs.

### **Status: In Progress**

**Goal:** To develop and implement a systematic approach to hiring qualified teachers that will ensure academic success for all students.

**Action:** The administrators used an organized screening process for determining qualified candidates for interviewing as prospective teachers, utilized consistent, school based interview questions with all prospective teaching candidates.

**Remote Action:** Prospective candidates were contacted by phone to ensure understanding of the position and responsibilities prior to interviews. This allowed interviews to be reserved for candidates who were more suited for the position.

### **Status: In Progress**

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

**Goal:** Promote a positive, academically rigorous culture by building staff capacity and frequently recognizing 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 Game Changers awards. Both staff and students have been publicly recognized and celebrated at monthly All-Community assemblies.

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

**Action:** Administration greeted staff and students as they entered the building every morning. A wonderful series of staff appreciation events were provided by the Weare PTO and administration during Teacher Appreciation Week, and administration started working with representatives of the staff to explore supports for self-care.

**Remote Action:** Administrators sent uplifting messages via their small group google classrooms.

### **Status: In Progress**

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

**Objective:** Create common expectations to support a collaborative and effective environment.

**Action:** The administration in both buildings continue to meet monthly to discuss policies and procedures and create more consistent forms and timelines. In addition, administration in both buildings 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 teacher training 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 staff training and develop common practices around competency-based education and performance assessments.

### **Status: In Progress**

**Goal:** To nurture a professional learning community that provides a safe and responsive learning environment that supports all students.

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

**Action:** Celebrate the accomplishments of staff at monthly staff meetings.

**Action:** The number of students attending Weare Middle School after-school programs has increased through adding engaging student activities and providing transportation home following the conclusion of the daily activities.

**Status: In Progress**

**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 and involvement by 2020.

**Action:** Google forms from staff and students were used to assist in making decisions that would improve school culture and reinforce positive environmental culture.

**Status: In Progress**

**Goal:** Increase student and staff personal and community social-emotional skills as measured by student self-reporting on individual goals, decrease in counseling and behavior referrals, increase in Game Changer nominations, and participation in community-wide celebrations.

**Objective:** Develop a consistent Social/Emotional Learning (SEL) program that can be implemented during advisories.

**Action:** Administrators met with the SEL Committee to provide professional development to staff on Responsive Classroom Advisory lessons, implemented the Responsive Classroom Advisory Program to align with Responsive Classroom curriculum being used in grades K through 5, and piloted then shifted to Sweethearts and Heroes BRAVES circles after receiving feedback from students and staff that Responsive Classroom advisory was not meeting needs of students.

**Remote Action:** Developed SEL lessons that were aligned to the challenges that developed from school closure and Covid 19.

**Status: In Progress**

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

**Objective:** Identify areas for routine maintenance and maximize efficiencies.

**Action:** An energy update was completed, which included new lighting, electrical transformers changed, control update, door sweeps/weatherproofing installed on all exterior doors, and added attic insulation where needed. Additional actions included refinishing the stage floor, reconditioning the gym floors, replacing blinds in the cafeteria, adding additional cameras outside to cover the propane tank area and front parking area,



removing and replacing Common Rooms carpets, successfully completing the 3 year inspection from the Department of Education, and adding 3M safety film to the cafeteria, main office and gymnasium entries.

**Remote Action:** New and improved techniques for disinfecting due to Covid 19.

**Objective:** Guide safety procedures and provide training based on the most recent and relevant research.

**Action:** Administrators earned ALICE trainer status by actively participating in summer training.

**Action:** The Emergency Management Team used newly modified Emergency Operations Plans and ALICE training to revise emergency procedures. The Emergency Management Team was trained in the enhanced lockdown procedures of ALICE. SAU-wide training supported calibration of reunification procedures between buildings.

**Remote Action:** Unfortunately remote learning did prevent staff-wide ALICE training, and administrators were unable to figure out how to do so without being in the building.

**Status: Accomplished and In Progress**

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**Community Support and Involvement:** *Promote positive relationships with the entire community to support education through the use of informational media through the 2020 school year.*

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

**Objective:** Utilize School Messenger for weekly newsletters and update the school website on a weekly basis.

**Action:** The school websites are regularly updated to inform the community. Traditional community events include 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.

**Objective:** Create more community forums and opportunities to empower family and community ownership over student learning.

**Action:** The SAU hosted a Weare-based Portrait of a Learner community forum and administrators from Weare were actively involved in the planning and participation of the forums. Five 8th grade students were trained as Portrait of a Learner facilitators, and administrators were involved with training students and drafting final products.

**Remote Action:** Create presentations and provide information to document the success and growth of our students and staff during the school closure.

**Status: In Progress**

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