SAU 24 Strategic Plan Phase II
Vision 2020 and Beyond
Accomplishments 2020-2021

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

Curriculum and Instruction 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: The decision was made to purchase Ready Classroom Math in grades K-5 for the start of the 20-21 school year. The committee felt this was the best choice both in response to our immediate needs (remote learning) but also in the long term as it is connected to our universal academic screener (iReady). The feedback has been very positive.

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Status: Accomplished
Next Step: 6-12 Math Resources

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

Action: The Weare School District is forming a new Kindergarten Planning Committee. They will begin meeting on 5/22 and plan to make a recommendation to the Board at the August 17 meeting.

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Status: In progress
Next Step: Exploration of pre-kindergarten programming.

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

Action: A focus on math instructional practices continues. The selection of a new resource K-5 has led to the increased use of discourse in math as well as a variety of new assessment methods. Across the SAU a group of teachers engaged in a book study using Peter Lilijahald's Building Thinking Classrooms. A focus over the last 18 months has been on ensuring learning of the essential competencies in math, which has led

to valuable conversations that will continue into the next school year. Our adoption of Universal Design for Learning (UDL) practices impacts this objective as it strengthens our instructional practices in all areas, building consistency and cohesion in the learning environment.

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Status: In progress
Next Steps: Expand the Math Intervention Program and
review math course offerings and progressions for all students.

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

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

Action: The Response to Intervention model is in place in each school. Due to staffing shortages, schedule changes, and the need to maintain covid protocols the model has been strained this year. Many supports have been offered via Zoom or in 1:1 sessions rather than small groups. Because the model is in place and it has been ingrained in the way we operate we will mark this complete. Also, the next iteration of RTI is Multi-Tiered System of Supports (MTSS) which we are committed to so this objective will be subsumed into our future MTSS goal.

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Status: Accomplished
Next Step: Develop a fully articulated MTSS model.

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

Action: The Universal Design for Learning (UDL) work across the SAU has taken hold and will continue to grow and evolve in the years to come. Now that we are a 1:1 district, and with the adoption of CANVAS as our learning management system (LMS) and additional technology based tools like JamBoard, NearPod, we have more tools than ever to be able to differentiate for students. As we look to select resources in the future we will assess them based on the level of differentiation they provide as well as their compatibility with the UDL framework.

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Status: Accomplished
Next Step: Continue UDL focus and integrate blended learning.

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

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

Objective: Utilize SAU approved assessment practices.

Action: Assessment practices have evolved in response to the pandemic. Now that each student has a device, educators have found new ways to formatively assess students using resources such as Google Forms, Jamboard, and those embedded in the Ready Math Classroom. Performance assessment continues to be an area of focus and will grow in the next year as we fine tune our grading system. Improving and refining assessment practices will never be something we are done with, we will continue to evolve and improve in this area as part of our continuous improvement cycle.

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Status: Ongoing

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Assessment and Data 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: Evaluate the effectiveness of the instructional coaching model through the examination of student performance data.

Action: The instructional coaching model is an integral part of our improvement efforts. The coaches have shifted their focus throughout the pandemic to support teachers in creating an effective blended learning model. Each has taken on additional roles in supporting the implementation of our new K-5 math resource, supporting the over 25 new teachers we had this year, all while continuing to work with teachers on coaching cycles related to best practices. With the loss of one coaching position, they worked together to fill that void and reimagine their subject and grade level areas of focus.

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Status: Ongoing

Next Step: Explore the evolution of the coaching role in the context of a Competency Based Learning (CBL) environment.

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

Action: Paraeducators have engaged in significant professional growth and training over the last five years. Our current support staff has a deeper understanding of how to support the students with whom they work. Ongoing challenges continue to 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. This year we put the literacy, math and behavior training on hold as we navigated the challenges of COVID-19, which included difficulties in finding and retaining paraeducators.

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Status: Not Accomplished

Next Step: Evaluate the effectiveness of the literacy and math facilitator model through the examination of student performance data and determine future training and focus for paraeducators.

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

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

Objective: Offer training to all staff in LinkIt usage.

Action: The SAU 24 Data & Assessment Team and the Leadership Team members are using LinkIt! regularly. Usage has been limited to this group and the data available. The Data & Assessment team has been exploring another tool that is connected to our SIS (Powerschool) which would allow teachers to log into one site and access both systems. It would also allow us to access live data rather than static data and would support our evolution into a fully articulated MTSS model. The team will make recommendations at the end of this year. Regardless of the tool we use, after initial implementation and training, the need for ongoing training of staff in data literacy and data usage as well as the creation of systems and structures to support a data informed model will be ongoing.

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Status: Ongoing

Next Steps: Expand the use of our data warehouse and analytics tool in order to increase our ability to make data informed decisions.

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Professional Development Goal: Expand SAUniversity [24] to promote SAU-wide goals while building educators' common knowledge base.

> **Action:** SAUniversity offerings this year included:
> - Effective Classroom Practices - open to year 1 and year 2 new teachers, focused on the essential practices that will help them succeed as new teachers.
> - Professional Writing - open to all teachers, focused on improving written communication skills in all areas of our professional practice (satisfies the Appendix B requirement of the Henniker and Stark CBA)
> - Common Day Workshop, November 2020 - this year CDW was completely remote. Participants had the opportunity to attend live sessions via Zoom, complete self-paced asynchronous activities over the course of several weeks, and/or design their own pathway. Feedback indicated that the choices were appreciated and allowed for more personalized learning.
> - Annual Training - the number of annual trainings required by statute are increasing and as a result the amount of time we have for local professional development is decreasing.
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> **Status: Ongoing**
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> **Next Steps: Expand the use of self paced and personalized offerings to meet the needs and interests of all participants. Explore new ways to meet the annual training requirements so as to recapture local professional development time.**
>
> **Objective:** Implement trauma-informed school practices to create a safe learning environment for all.
>
> **Action:** For the 2020-2021 school year, schools across the SAU created 10-day opening plans to address the social and emotional learning needs upon returning to school in September. Some programs and curriculum used were "Choose Love", "Nurtured Heart Approach", "Responsive Classroom", and focused advisory groups. The Weare School District and John Stark School District contracted with Effective School Solutions to address the continued concern of meeting the needs of our students' mental health challenges. This service allows the school, families, and mental health clinicians to join together to support and treat the whole child within the school setting.
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> **Status: In progress**
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>
> **Next Steps: Continue to offer professional development opportunities to staff in the area of trauma-informed practices and contract with mental health clinicians in our schools to support the student and family and create a support network for students.**

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

Culture and Climate 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:** The realities of the pandemic created an even greater need to use data to inform instruction. The wide differences in student needs was amplified, as was the need to meet each student where they were. Teachers made use of iReady and formative assessments. The reflective practices that we have been fostering for the last five years led to an embrace of Universal Design for Learning (UDL) and is woven into the work. Many teachers throughout the SAU are adjusting lessons to a UDL framework.
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> **Status: Accomplished**
> **Next Steps: Evaluate how ESLOs impact student learning outcomes.**
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Objective: Re-establish the position of a Student Resource Officer (SRO) to aid in safety and security.

Action: The SAU pursued the re-establishment of an SRO in 2019 and 2020 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. While there was an initial conversation about pursuing an SRO again in the 2021 budget, it did not gain traction and was removed.

Status: Not pursuing this objective.

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

Personnel 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: By July 1, 2021, SAU 24 will use Frontline's Human Resource module to manage the hiring process. The software supports effective recruitment and hiring practices and we anticipate it will allow us to attract more candidates to SAU 24 and more efficiently manage the hiring process.

Status: Accomplished
Next Step: A committee is being formed to explore evaluation structures and provide recommendations for next steps.

Personnel 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: Many of the traditional mechanisms to provide recognition were not available to us during the pandemic. Additionally, almost every member of the faculty and staff had elements of their job that felt brand new to them. There were many opportunities to learn and grow together. While formal recognition, like Moments of Excellence, did not continue from the SAU level, we were able to continue Leadership Academy, the mentoring program for new teachers. We also continue to look to the expertise within our staff as we develop professional growth opportunities.

Status: In progress
Next Steps: Continue to develop ways to recognize strong performers, solicit and incorporate staff feedback and empower staff to create change.

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

Facilities and Operations Goal: *To implement a SAU wide Capital Improvement Plan.*

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

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Action: Henniker School District contracted with Effective Energy Improvement to complete a project at the Henniker Community School. The scope of the project included replacement of sections of the roof, deployment of Energy Recovery Ventilation and installation of solar panels.

<p style="text-align:center;color:green;font-weight:bold;">Status: Accomplished</p>
<p style="text-align:center;color:purple;font-weight:bold;">Next Steps: Track costs and savings related to the energy projects.</p>

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 to determine priorities.   Many projects have been accomplished across the SAU in the past few years, therefore the Capital Improvement Plan (CIP), 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.

<p style="text-align:center;color:green;font-weight:bold;">Status: In progress</p>
<p style="text-align:center;color:purple;font-weight:bold;">Next Steps: Communicate through a system-wide Capital Improvement Plan (CIP),
the long-term needs of the districts.</p>

Facilities and Operations 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.

<p style="text-align:center;color:green;font-weight:bold;">Status: In progress</p>
<p style="text-align:center;color:purple;font-weight:bold;">Next Steps: Maximize resources across districts by using and supporting the skills and expertise of building technology coordinators.</p>

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

Action: This project was delayed almost a year and the new website went live on April 1, 2021. The website design came out of The Website Committee that met throughout 2019. The work continues to ensure that the content determined by the committee is transferred, training of employees responsible for the website is completed and the overall goals for a website that came out of the committee are realized.

<p style="text-align:center;color:green;font-weight:bold;">Status: Accomplished</p>
<p style="text-align:center;color:purple;font-weight:bold;">Next Steps: Complete implementation and ensure goals of the website are realized.</p>

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.

<p style="text-align:center;color:green;font-weight:bold;">Status: In process</p>
<p style="text-align:center;color:purple;font-weight:bold;">Next Steps: Fully utilize PowerSchool to support needs</p>

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

Status: Objectives in this area were completed in the 2019-2020 school year

Progress during the COVID-19 crisis

Although the pandemic changed the focus of much of our work this year, we were able to make strides within all areas of the strategic plan. Some of the progress was made despite COVID-19 and some made because of it. Below are a list of projects and initiatives that we tackled this year. As we move into our next chapter of strategic planning, we will analyze the impact these things had on student learning to determine next steps.

- **Portrait of a Learner -** The Portrait of a Learner process had just concluded when the pandemic began. We entered this year with the visual completed and began to explore ways to connect our work to it. Over the summer, the SAU staff began to develop a Portrait of a Leader. Staff had initial discussions about what the competencies look like at each grade span. Moving forward, the next strategic plan will be focused on Portrait of a Learner, as the driver of our work.
- **Focus on essential competencies** - While we have been engaged in competency work for years, the sudden shift to remote in Spring 2020 provided a need for teachers to focus on essential competencies. This forced exercise increased our collective understanding of what it means to be competency-based.
- **The Learn at Home Program -** One of the largest projects this year was to create an entirely different school structure to support the needs of our students who could not come into the school buildings. Over the course of the year, 235 students enrolled in Learn at Home for at least one term. The program was an opportunity to create a cross-district entity with students from Stoddard, Weare and Henniker. The program was staffed primarily by Weare teachers, with the other districts contracting with Weare for seats.
- **Blended Learning -** It is safe to say that the technological skills of our staff grew in leaps and bounds. We quickly adapted to and became adept at using Zoom, Google Classroom and SeeSaw. Teachers became more comfortable with the technological and logistical challenges of managing students in person and remote. In most of the buildings, staff read "The Distance Learning Playbook" to gain more instructional strategies and better support their students.
- **Contact Tracing & Navigating Shifts to Remote Learning-** When the 2020-2021 school year is complete on June 18, most WMS and John Stark students will have spent about 45% of their school year in in-person learning. Center Woods students will have spent about 85% of their year in the building and Henniker and Stoddard students, 95%. Secondary students were in a hybrid model, which means they came to the building two days a week. Additionally, from late October through the writing of this report, we regularly worked with NH Department of Public Health to conduct contract tracing to identify close contacts who had been exposed to someone positive for COVID-19. This process was time consuming and stressful.
- **Special Education-** It was difficult to meet the needs of all of our learners this year, but particularly our students who are identified. Our staff was incredibly creative in their attempts to meet the special needs of students in a remote format. Throughout the summer and into the fall, our special education teams met to determine student progress during the shift to remote and to make plans for moving forward. In total, 282 meetings were held across the SAU.
- **Anti-Racism Book Group** - The national conversation about race last summer, including compelling testimonials from black students who went through the SAU 24 system, highlighted interest in starting a discussion here. Around 20 SAU 24 staff members participated in a facilitated book discussion of Beverly Daniel Tatum's "Why Are All The Black Kids Sitting Together in the Cafeteria?": A Psychologist Explains the Development of Racial Identity".
- **COVID Grants -** When the shutdown initially occurred in Spring 2020, we had serious concerns about our fiscal ability to meet our COVID needs. By September, additional monies were identified from the federal government. Later, even more grant money extending multiple years was allocated. Managing the ever-

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changing requirements of the grants and complying with the regulations and paperwork associated with these funds has been a significant task. Our goal is to maximize the use of the funds to respond to the pandemic and its impact.

- **Technological tools to increase efficiencies** - SAU 24 entered the pandemic as a paper-based system. We are ending this year using technological tools to more efficiently manage many of the logistics. DocuSign/PandaDoc are used to sign manifests, special education paperwork and many other important documents. The three-year transition to Loggit is completed and now all professional development and the recertification process are managed online. The implementation of TimeCard Plus has been completed and we are exploring ways to maximize the software we currently use like PowerSchool and Infinite Vision. On July 1, we will transition to Frontline for our application process, which we anticipate will help us to attract and secure qualified candidates for all positions.
- **Restructuring of the Technology Department** - In the last five years, the role of technology to support education has gotten increasingly complex. In addition to blended learning, data privacy and security and the demands of the devices and programs used, we have worked to address issues of access of devices and the internet because of the shift to remote. The addition of the position of Operations Manager at the SAU and the hiring of a new Director of Technology puts us in a positive position to continue to meet the technological needs of our community. Looking forward, we will look at how to maximize the expertise of the technology coordinators with an SAU-wide approach.
- **Custodian and Facilities Needs -** Our custodial staff took the spotlight as essential workers during the pandemic. We saw increased need for cleaning and sanitizing in order to meet COVID guidelines. At the same time, it became increasingly difficult to find and retain staff. In order to keep our current staff, where possible, we increased hourly wages.
- **Parent and Community Engagement -** This year can be marked by a significant increase in engagement from parents and the community. We conducted multiple surveys over the course of the year, often with 25-50% return rates, which is remarkable for a school survey. It was essential that we strengthened our partnership with parents as we moved in and out of remote learning. Throughout the year, there were a number of controversial topics that generated discussion and debate. We were committed to listening to concerns, focused on problem solving and made an effort not to let politics get in the way of our commitment to student learning.

Next Steps

- Shift instructional practices (see below) to deepen student understanding of mathematical concepts and to better identify gaps and provide interventions.
- Identify and implement 6-12 Math Resources.
- Expand the Math Intervention Program and review math course offerings and progressions for all students.
- Investigate the feasibility of implementing full day kindergarten across all districts.
- Develop a fully articulated MTSS model.
- Continue UDL focus and integrate blended learning.
- Utilize SAU approved assessment practices.
- Evaluate the effectiveness of the literacy and math facilitator model through the examination of student performance data and determine future training and focus for paraeducators.
- Continue to offer professional development opportunities to staff in the area of trauma-informed practices and contract with mental health clinicians in our schools to support the student and family and create a support network for students.
- A committee is being formed to explore evaluation structures and provide recommendations for next steps.
- Explore the evolution of the coaching role in the context of a Competency Based Learning (CBL) environment.
- Expand the use of self-paced and personalized offerings to meet the needs and interests of all participants. Explore new ways to meet the annual training requirements so as to recapture local professional development time.

- Expand the use of our data warehouse and analytics tool in order to increase our ability to make data informed decisions.
- Continue to develop ways to recognize strong performers, solicit and incorporate staff feedback and empower staff to create change.
- Evaluate how ESLOs impact student learning outcomes.
- Complete implementation and ensure goals of the website are realized.
- Track costs and savings related to the energy projects.
- Communicate through a system-wide Capital Improvement Plan (CIP), the long-term needs of the districts.
- Complete implementation and ensure goals of the website are realized.
- Maximize resources across districts by using and supporting the skills and expertise of building technology coordinators.
- Fully utilize PowerSchool to support SAU needs.

SAU 24 Strategic Plan
Prepared to follow their passions
We commit to preparing our students for their future through our Portrait of a Learner.

Strategic Priorities			
School/Department	Strategic Priority Goal	Strategic Priority Goal	Strategic Priority Goal
Roadmap	Action Step 1	Action Step 1	Action Step 1
	Action Step 2	Action Step 2	Action Step 2
	Action Step 3	Action Step 3	Action Step 3
Yearly Touchstones			
Iteration review Retrospection (next steps)			

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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 participated in the SAU-led summer reopening planning and several topical leadership meetings
- Team members continued work on our Career Exploration Pathways and alignment to the CCR indicators, refined our Title I identification and reporting process, strengthened use of PowerSchool to record and report relevant data, and updated Program of Studies Career Pathways and NH Scholar Pathway options.
- School Counselors created Google Classrooms and implemented Career Exploration with Freshmen and Sophomores within the Awato and Naviance programs.   .

Status: In progress

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

Action:
- 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 subject to change when courses completed during the spring semester are included.
- Continued revisions and updates to the Program of Studies to better articulate practices and purpose, including new language concerning the reporting of student progress, honor roll, and the Alternative Diploma.
- Some new courses were offered for students to choose from during the 2020-2021 academic year, including Introduction to Business, Military History, and Computer Science Discoveries.

Status: In progress

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

Action:
- This area was largely on hold as a result of the pandemic.
- Continued to partner with IMPACCT Academy through Vocational Rehabilitation to provide pre-Employment Transition Services for students with disabilities. The program is housed at the Holiday Inn due to COVID restrictions on NHTI's campus. Throughout the semester, students can earn up to 5 credits through ELOs towards their high school diploma after approval from JSRHS administration.

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 continued to work on building relevant assessment maps and to focus on the clear articulation of competency performance levels, evaluation at the competency level, and the

emphasis of 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 effort to focus on student-centered classrooms.
- The UDL pilot team continued its participation in the NH Universal Design for Learning Innovation Network, part of the school's focus on effective instruction, albeit on a smaller scale. Work will continue in the fall of 2021, and will continue to be expanded to the faculty as a whole. Many UDL principles were integrated into all remote learning guidance, as well as in-person work throughout the 2020-21 academic year.
- The use of peer consultations continued to expand and increasing numbers of teachers participated in coaching cycles with the SAU instructional coaches, providing teachers the opportunity to share best practices, learn from each other, and continue to improve their own capacity.
- A revised structure for more effective reporting of student progress was unveiled with an increased use of PowerSchool's capacity as a communication tool, including such aspects as a missing assignments tab for students/families, the daily bulletin, and integration of the required daily health screener.

Status: In progress

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

Action: .
- The 2020-2021 schedule was designed so that all department members have common planning time, a deliberate effort to provide teachers the opportunity to share best practices and learn from each other. That time has facilitated the development of pre-assessments to better differentiate instruction, work on common assessments and the related calibration activities, and the data-focused conversations and collaboration that will support strong instructional and assessment practices that benefit all students. The 2021-2022 schedule has been similarly structured.

Status: Completed

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 RtI structure is underway. The team met weekly most of the year..
- The team identified the systems of support that can be utilized to address the many academic and social challenges our students face.
- The systems in place will be looked at and expanded as we move forward.
- The team developed Multi-level Prevention System-RtI process of interventions for Teachers, School Counselors and RTI Team.
- The team concentrated on developing primary, Secondary and Tertiary roles of prevention-all faculty and staff were provided the information. https://docs.google.com/document/d/1gr_udm_ccQmk6iOnhzz7DZ-s_93KI4X28yK4rczf2sU/edit?usp=sharing

Status: In progress

Objective: Develop Tier 2 structures with clear entry and exit standards
      Action:
- Team in place to review data and progress monitoring.
- Increased proactive outreach to families and individual students within the specific areas of academic and social-emotional needs during the second half of the year to support remote learning.

- Hired both a math and literacy interventionist 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.
- Google Forms were created for teachers to provide feedback for school counselors.
- Process for School Counselors, Nurse and Administration was created to have weekly discussion regarding students receiving supports.
- Creating a process for tracking students who access these services needs to be developed. Such as appointments with counselors, nurse, admin level meetings with teachers and parents.

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:
   - Developed and piloted peer tutors/teacher's assistants in select classes, providing peer support to students in need of extra help.
   - Continued after school tutoring for struggling students as an intervention tool, as well as initiating early remediation to better support student learning needs.
   - Developed a proactive approach to replace traditional summer school in order to support students struggling academically as a result of Covid-19. Summer course completion and recovery.
   - Offered push-in and pull-out interventions in math and literacy, including individual and small group instruction. Those supports and additional outreach continued throughout the remote learning closure.

Status: In progress

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

Goal: Develop a unified approach towards assessment and reporting practices

Objective: Align teacher assessment and reporting practices (reassessment, calibration/rubric scoring, etc.)

   Action:
   - All staff were trained on and moved to PT Pro which has facilitated more common and consistent practices with our reporting.
   - PLCs focused their work around the creation of pre-assessments and common assessments, as well as the use of 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 work with the PowerSchool consultant, the faculty implemented a revised reporting plan for the academic year 2020-2021. As part of that work, departments identified common competencies and assigned weights. Formative work carried a value of 10%. Looking forward to the post-pandemic year, 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.
   - Implemented expanded use of the College Board suite of assessments to provide more consistent longitudinal data.

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.

- Revision and updates of content for the Program of Studies continued with the addition of language related to the reporting of student progress, honor roll, grade, scale, diploma options, and career pathway options.
- Parent Advisory Committee meetings continued throughout the year as a means of engaging families and community members and offering the opportunity to ask questions and express concerns. Student Voice meetings were also held throughout the year, including ones that provided a specific forum for Learn @ Home students, providing all students with the opportunity to meet with administration to ask questions, get clarification, and express concerns.
- Work with the PowerSchool consultant assured that that platform may be used more effectively to communicate student progress. Expanded use included: missing assignments and daily bulletin features, daily health screener, and log entries for teacher/family communication.
- 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:
- Although slowed by the Covid-19 school closure, work continues to revise reporting practices at JSRHS and the School Profile and Program of Studies now include new sections outlining those.
- Grade scale updated, grading communication sent out to students/parents in September, school profile updated to reflect new grading scale through 2020 and beyond.
- Transcript and Quarter Snapshot reports created to reflect the new grade scale.
- Honor Roll process updated to reflect new grade scale.

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 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, an area that will benefit from continued attention even after the end of remote learning.
- Part of the design for RTI work involved hiring two content interventionists, one in mathematics and one in literacy; those positions were successfully filled throughout the course of the year.

Status: In progress

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

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

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

Action:
- Teachers used classroom-based data to revise lesson and unit planning, modify instructional practices, and articulate rubrics that emphasize depth of knowledge.
- PLCs have focused on fresh data from formative and summative assessments.

Status: In progress

Professional Development: Provide opportunities to staff for continuous professional growth

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

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

    Action:
- Building-based professional development focused primarily on common performance assessment development and/or revision, assessment mapping, identifying essential learning outcomes, and the importance of quality feedback and emphasis on depth of knowledge and differentiation to support strong outcomes for all learners. As we look to 2021-2022, work will be organized in large part around our NEASC self-study and implementation of the Portrait of a Learner as our North Star.
- The SAU instructional coaches provided valuable individual and small group training and support related to such areas as Zoom and Canvas, as well as working with teachers to complete numerous peer consultations.

    Status: In progress

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

Goal: Build capacity within the faculty and staff to proactively address projected student needs and to enhance operational efficiency

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

    Action:
- Despite the limitations of Covid, our Running Start and dual enrollment partnerships continued to provide students with the opportunity to earn college credit. We look forward to continuing to expand such offerings as we look to the end of the pandemic.
- Multiple teachers are scheduled to attend advanced placement training this summer as they assume new responsibilities in their content areas. PLTW training for courses including BEES is not available this summer so we will be looking to support those teachers as we move into the new academic year.

    Status: In progress

    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.
- Paraprofessional staff are also working on the Canvas implementation training modules so that they can effectively support students as we transition to the LMS this fall.

    Status: In progress

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

    Action:
- Collected feedback on all building-based activities, and will be conducting an annual survey of faculty to help identify PD needs and assist in future planning.
- Provided support to teachers for goal writing and recertification in multiple formats, including annual review of Loggit folders.

- Individual conferences offered the opportunity for conversations about the alignment of professional goals with the SAU 24 Portrait of a Learner, work that will really commence in the fall.

Status: In progress

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

Action:
- Collected feedback on building-based activities. Worked with the SAU to help identify PD needs and assist in future planning.
- Continued the use of the summative evaluation process to identify areas of potential exploration in order to build capacity in support of student learning, and to encourage faculty to share their expertise with colleagues.
- In collaboration with the SAU, began looking at how professional growth offerings might be streamlined to better support school and SAU goals and support implementation of the Portrait of a Learner as the guiding focus.
- Committed to developing a robust model of continuous growth and reflection for all aspects of teaching and learning, integrating UDL and UBD elements and differentiating for teachers as expert learners. Anticipate that the NEASC accreditation process with provide a useful roadmap for that work.

Status: In progress

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

Goal: 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:
- Provided opportunities for student voices to be part of the conversation around teaching and learning through the implementation of Student Advisory Council meetings.
- Administration also met informally with students to gather information.
- Administration met with the student council to go over various events throughout the year.

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.
- Parent meetings were frequent as the feeling from administration is that working together is the only way to appropriately change behavior.
- During the 2020-2021 school year the SAU contracted with Effective School Solutions to provide an additional layer of support to our neediest students. ESS has the ability to provide in-home support and family counseling services as needed if families agree. Students are referred by the School Counselor and this support is meant to supplement, not replace, the supports of the school counseling office. The contract with ESS runs through the 2021-2022 school year.
- The Academic Support Center and Student support Center programs adapted during the pandemic to provide more individualized educational supports. With students being in remote, or just half in person at a time, the number and severity of behavioral incidents was reduced. This allowed the staff in the ASC and SCC to spend more time providing specific, individualized educational support to struggling students. Whenever possible, faculty were assigned to the ASC, rather than study hall, to provide support to students. Presumably,

when we return to "normal" in person instruction these programs will need to go back to pre-Covid models.

<div align="center">

Status: In progress

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

Action:
- Challenge Day was implemented and received well by the faculty and students in the school year 2019-2020. We did not host a Challenge Day this past school year because of the uncertainty of schedules, but the goal will be to bring the program back during 2021-2022.
- Need to incorporate more activities during our advisory time that addresses 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. (Virtual College Fairs, Virtual Career Fair)

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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:

- Continued to monitor the wireless needs of the school and implement upgrades/replacements as necessary to improve coverage and throughput. JSRHS replaced older access points with newer ones bringing the entire building to the 802.11 AC standard.
- Upgrade and expand Ethernet and fiber connections in the school to support the increased needs for connectivity and bandwidth. Examples are supporting the new HVAC and security camera infrastructure, shifts in the student health office, and streaming support for athletic events. Funding to upgrade the layer 3 master switch and a number of the fiber modules (SFP's) to utilize the new speeds on the wireless trunk lines did not materialize. We are looking to complete this project during the summer of 2021.
- 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 to continue to work remotely should the COVID shutdown extend into the fall. In light of the decision to move to Canvas as an LMS, the move to upgrade our Google Workspace to Enterprise has been tabled.
- Remote learning for courses requiring a PC desktop environment presents a challenge. A single Windows Remote Desktop terminal server was installed as a temporary fix. The Technology Department is actively pushing for the SAU to explore a virtual desktop infrastructure (VDI) solution in the cloud to address the remote learning and instructional needs of the entire SAU. This would not only address needs during the shutdown but also would support students learning from home during a normal school.
- 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. Approximately 7 Promethean boards were replaced with Epson BrightLink units in 2020-2021. We need to replace 26-28 more to complete the project.
- SAU 24 has made the decision to move to Canvas as our learning management system (LMS) for the 2021-2022 school year. The technology department has been working to assist in the training roll-out and working to find a workflow that will assist in the implementation including identifying the appropriate roles for paras and other support staff within the system.

- Identify cloud based systems that support instructional and personnel shifts. JSRHS purchased NinjaRMM remote management and ConnectWise remote support so that we could manage staff laptops remotely (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. Update: we continued with NinjaRMM because of the value it brings but dropped ConnectWise and replaced it with Chrome Remote Desktop as the latter was a no cost alternative that could be used across Windows, Mac and Chrome OS devices.

Status: In progress

Objective: Review space and equipment allocations to support programs

Action:
Chromebooks were distributed to students during remote learning in March of 2020. Based on planning from the COVID workgroup, the decision was made to implement a Chromebook 1-1 program for John Stark. Chromebooks were distributed to all students with the exception of a small group of Learn@Home students that preferred a home device in lieu of a school-issued device. We have managed to turn all Chromebook repair and replacement requests within one business day unless there were extenuating circumstances (e.g. parts on order, missing paperwork, student unresponsive).

Status: In progress

Objective: Sustain building appearance at current or improved levels

Action:
- Proactive approach to routine maintenance and repair of facility, ensuring a safe and productive learning environment
- Rebuilding the front apron (walkway) is happening this summer, eliminating tripping hazards.

Status: In progress

Objective: Address air quality to support learning.

Action:
- Instituted quarterly air handling equipment maintenance and the usage of "green chemicals" to create a cleaner breathing environment This item has been in place and will continue. Also upgraded filters to better filter contaminants.
- Duct cleaning is happening this summer.

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:
- Administration and 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 purchasing new tables including tables that were 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:
- Building on last year's work outlining the legal expectations of how the law could affect the teacher in the classroom, to date SAU24 has reviewed 204 software applications for student privacy compliance.
- Teachers have access to an AppSmash and LibGuide that highlight approved tools.
- JSRHS purchased a schoolwide subscription to Nearpod and EdPuzzle to support use of those tools with students. We will evaluate the usage of those tools and decide which, if either, to renew in 2021-2022.

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:
- In person Work-Based Learning Opportunities (Internships, job shadows, ELO's) were suspended due to the pandemic.
- Virtual College and Career Conversations were expanded to include more colleges, businesses and post-secondary options (Career and Technical Training schools, apprenticeships, etc).
- Students had the opportunity to participate in two weekly career exploration series: Careers in HealthCare with Monadnock Hospital staff (offered two semesters - approximately 20 students participated) and Careers in Manufacturing organized with the NH Manufacturing partnership and ConVal Regional HS.
- Two Virtual Career and College Fairs were held for students and family members that included local businesses with job and training opportunities.
- Local business professionals helped with the "Presenting the Best Version of yourself" Unit in Senior Seminar classes by having panel discussions (virtual) about interviews.

Status: In progress

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

Action:
- The Principal's Advisory Council offered meetings at varied times in order 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.
- Weekly email updates were sent to parents.

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:
- Due to Covid-19, we needed to limit our community involvement. We did have 3 students attend IMPACCT Academy in Concord to develop community based relationships and skills. We have one student who has gone through the process to set up an internship for next school year. We have had two students participate in the community based program Youth Transition Services through Easterseals.
- Due to the limitations, exploration of career pathways was focused on activities that could be accomplished within the school building. The students participated in a curriculum that led them through the many steps of identifying a career path and understanding the impact of those decisions on their lives.

James Faulkner Elementary School
Strategic Plan Phase II: Vision 2020 and Beyond
Accomplishments and Extensions 2020-2021
Report Prepared by: Allison Peterson, Interim Principal

I am pleased to report that all goals from the 5 year strategic plan were accomplished prior to the 2020-21 school year. This allowed for a very targeted focus on transitioning back to school after the school closure and taking care of students and staff's social emotional needs. The following is a reflection on the additional progress made on each accomplished goal during the pandemic.

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.*

Accomplished Goal: Implement and sustain continuity of curriculum for each core subject area across all grade levels to ensure all students are receiving instruction aligned to the NH state standards and frameworks.

> **Additional Action:** The implementation of Ready Math at the K-5 level provided increased use of discourse in math as well as a variety of new assessment methods. The consistent support from our district math coach ensured that teacher capacity and comfort developed with each unit.

> The Universal Design for Learning (UDL) work at JFES forged ahead with consistent meetings and professional development for all teachers. With the adoption of CANVAS as our learning management system (LMS) and additional technology based tools like JamBoard and NearPod, we have implemented more resources to help us differentiate for students.

> Work on grade level competencies continued as teachers met with district colleagues to determine a shared experience for all students.

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

Accomplished 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.

> **Additional Action:** In the fall**,** we used the interim NHSAS assessments in reading and math to determine where our students were after the school closure in March of 2020. The data indicated that many students showed an academic slide and needed extra support in order to close the gaps. As a result, a Title 1 interventionist was hired in January to support individual and small groups of students in both reading and math.

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

Accomplished 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.

> **Additional Action:** The primary focus of professional development was to build capacity during the first year of the new Ready math program and to ensure a seamless transition to and from a remote learning environment when needed. Teachers met monthly with the

district math coach, Allie Kenney, to plan and discuss scope and sequence, and address the unique challenges of a multi-grade classroom. In March, the entire staff participated in mandated Suicide Prevention Training which took on more relevance as the anxiety level of our students became more apparent. With several staff members overdue for CPR and AED certification, our school nurse arranged for some in-person training for 15 of our staff members. In addition to all of this, staff continued to add online programs to their repertoire on how to engage students remotely. A revised UDL goal focused attention on the practices that were already happening in the classrooms as viewed through the UDL lens of multiple means of representation and engagement.

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

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

> **Additional Action:** Even though our partnership with the Stoddard community had to be put on hold, we still managed to foster some important positive relationships. The new pastor and congregation members of Stoddard Congregational Church provided Thanksgiving baskets and holiday gift cards to our families. In addition, the Keene Rotary's sneaker program resumed for our second graders. The Book Pals Program had to go remote but still provided a wonderful chance for our 4th and 5th graders to share a love of reading with members of the community. The Harris Center's outdoor education program continued with the study of birds and their habitats, and outdoor experiential learning. The NH state police Safe Schools brought Lt. Mike and some of his troopers to join our students during morning meeting time and the pledge. And, JFES's dad and firefighter, Trevor Anderson, provided a shorter version of his Fire Safety Awareness program. To end the year, the second and third graders hosted an outdoor school dance, a celebration of learning occurred, and the annual Fledging ceremony was held to honor our 5th graders.

> The community came out in full support of the school's budget which passed almost unanimously. And, our families rallied in joining with the school to keep everyone safe by completing daily health screenings, communicating with our nursing staff, and erring on the side of caution when keeping students home. A parent survey in April indicated an overall positive favorable response to the school's success in maintaining effective communication.

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

Accomplished Goal: To maintain a positive and supportive culture and climate for a safe and effective learning environment as measured by an end of the year staff self-reflection exercise

> **Additional Action:** Safety took on a different meaning as we adjusted to the Covid protocols that needed to be put into place in order to safely return to school in August. In addition, the social emotional well-being of the JFES children needed to be our first priority. A 10 day SEL transition plan helped to make sure that children understood the protocols around mask wearing, physical distancing, and hand washing and were provided strategies to attend to their emotional needs. A reset of the protocols followed every break from school. The shift to outdoor learning helped to provide another layer of protection while teaching the students how to work and learn within their natural environment. The amount of media attention that these classrooms received attested to the creativity and flexibility of both our staff and our students and highlighted how a school community can make the best of a challenging situation. A Winter and Spring Fest provided time to gather as a school and

celebrate our successes while enjoying outdoor activities like sledding and snowshoeing in February and painting rocks for the river of reflection and preparing the garden in May.

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

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

Additional Action: Mr. Sheehan worked tirelessly to keep our building clean and safe both during the day and at night using the electrostatic ionizing machine, maintaining the mask supply, and being accessible when needed. In addition, plans were approved to complete a much needed renovation of the main student bathrooms to make them ADA compliant.

Henniker Community School
Strategic Plan Phase II Vision 2020 and Beyond
Accomplishments 2020-2021

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:** creating a schedule for 2020-2021 was quite difficult. Ultimately, we were able to address the need for small cohorts K-8 and to accommodate all students attending everyday. To do so we modified the structure of our middle school schedule, moved to a quarter-based schedule, and alternated music and art on a quarterly basis. Students had 2 quarters of music and 2 quarters of art. Students also had PE for less time this year than in years previous.
>
> Students in grades 7 and 8 will indicate preferences for unified arts topics and schedules arranged based on their interests. Topics may include: 2D art, 3D art, Foods and Nutrition, Manufacturing and Construction, Robotics, Beginner Band, Modern Band, Ukulele, Chorus, Music Composition
>
> Maintaining the small cohorts in 2021-2022 to address learning gaps from the 2019-2020 school year and the shift to remote learning by Executive Order in March 2020, will be beneficial to this stated goal.
>
> **Status: Accomplished**
> **Next steps: evaluate structural needs for 2022-2023**

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

> **Objective:** Review student performance data and exit and entrance criteria to deliver effective Tier 2 and Tier 3 interventions.
>
> **Action:** teachers worked in grade-level teams to evaluate student performance data throughout the year. At the start of the academic year, teams reviewed performance data assembled in the spring of 2020 to scaffold support for students returning to in-person instruction. After the fall iReady diagnostics and NH SAS Fall Assessment, teachers again used the data to inform tier 1 instruction and provide classroom-based tier 2 interventions for students. They worked similarly with mid-year data from iReady and performance assessment data as part of their training with the Ready Math program in grades K-5.
>
> The MLB teams also worked with performance data to target tier 2 and tier 3 interventions for students.
> **Status: Accomplished**
> **Next steps: continue conversations at MLB about criteria for entrance and exit for tier 2 and tier 3 supports. Evaluate options for tier 3 interventions.**

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

>   **Action:** teachers across the SAU worked collaboratively on common assessments and performance tasks throughout the school year. Time was provided for this work during early release days and on Common Workshop Day. All students completed at least one common performance task per grade level across the SAU24 Districts.

>   **Status: Accomplished**
>   **Next steps: continue cross-district collaboration**

Goal: Maximize instructional time by utilizing SAU approved programming and curriculum to enhance students' abilities.

>   **Objective:** Purchase materials and texts matching curriculum work.

>   **Action:** in 2020-2021 we adopted the Ready Math program in grades K-5. This program allowed us to transition to a math program with online components and which is integrated with our diagnostic tools. Teachers across the K-5 grade span worked collaboratively to learn about the program and best practices for use of the traditional, online, and diagnostic components to best meet student need and advance student learning.

>   **Status: Accomplished**
>   **Next steps: evaluate math materials and structures 6-12.**

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:** professional staff continued to set SMART goals as part of their work on using data to drive student performance. Many staff elected to sign on to two established SMART goals with areas of schoolwide focus of goal setting and positive culture and climate through the COVID pandemic.

>   Additionally, teachers worked with students and families as part of the parent and teacher conferences to set goals based on student interest and performance data.

>   **Status: Accomplished**
>   **Next steps: maintain shared goal setting as part of parent and teacher conference**

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:** grade-level and content area teams worked to revise plans for instruction and assessment based on spring 2020 data reports. The teams adjusted "at-a-glance" planners for instructional

topics and assessments to prepare for reopening in the fall and again at mid-year and before the April break.

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Status: Accomplished

Next steps: continue "at-a-glance" planning protocols as part of professional development work

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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: in 2020-2021 staff engaged in many professional development opportunities related to school goals.
- All Henniker staff attended training on suicide awareness and prevention, responding to trauma in the context of reopening school in the fall of 2020, and completed annual bullying prevention training.
- Teachers in grades K-5 completed training related to our new math program and its components, including direct instruction about effective methodologies for advancing student performance.
- The HCS UDL Team continued their individual and group professional development work and developed and implemented training for all professional staff about the Universal Design for Learning Framework and "expert learners."
- Staff have participated in coursework and book study offered across the SAU, attended to Special Education workshops, earned credits toward Master of Education degrees, and completed courses related to the Danielson Framework and Professional writing.

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Status: Accomplished

Next steps: continue to offer annual trainings, expand UDL Team offerings

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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: over the course of the last year we have spent significant time adapting and revising hiring practices and procedures. We continued work begun in 2018-2019 to adjust practices and prompts so that we could proceed through hiring in the spring and summer of 2020. As a result of our work we have revised rubrics, writing prompts, and a clear interview process in place to be able to effectively engage and connect with candidates. The overarching goal for our work was to get to know the candidates and to see them at their best so we could ensure that they are a good fit for Henniker's needs. We set a high bar for ourselves and for candidates.

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

Action: we continued to use the APG structure for staff work throughout the 2020-2021 school year. In the summer of 2020 we used groups to solicit feedback about reopening plans and to develop social and emotional supports for students returning to school. As the year progressed, we regularly used these K-8 groups to build community, connect, share ideas, and discuss challenges. Most of this work was done virtually through our Zoom platform.

Objective: Research and implement activities, practices, and special events to foster positive climate for staff

Action: fostering a positive climate and work culture was especially important in the past year. Returning to full in-person learning in September after being remote for the spring of 2020 brought with it so much anxiety and fear of the unknown. We supported staff climate with positive and clear communications, access, and maintenance of positive relationships and practices. We
- Continued our recognition of staff through assignment of our FISHY parking spaces - recognizing one another for "being there", "play", "choosing your attitude", and "make their day." Like all things, FISHY recognitions went virtual with the adoption of a Google form and a posting on our internal staff website.
- Collaboration with the Henniker PTA around staff recognition at Thanksgiving and for staff appreciation week in May.
- A holiday gift of a Henniker Community School coffee tumbler.
- We're looking forward to a staff retreat on June 21.

Status: Accomplished
Next steps: transition to online hiring platform, maintain positive climate

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

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

Objective: Train all teachers in Responsive Classroom

Action: as part of our increased professional development work during the three days provided by the Governor's executive order, we reviewed Responsive Classroom procedures and structures. We focused on the first six weeks of school and putting in place new routines and practices to create community with students. This work was done using the APG structure and within professional learning teams so that staff could share across classrooms and grade levels. Teams reviewed and implemented practices to address SEL needs after students spent the spring and summer isolated from their peers and at home and to teach new routines and procedures directly connected to hygiene and safety.

Responsive Classroom practices took a more prominent place this year with staff modeling and connecting directly with students they know during recess and lunch. Classroom teachers and paraprofessionals worked with students in cohorts to engage in cooperative games and had classroom conversations at lunch at lunch time. The morning meeting carried through the day and closing circles became a more prevalent practice this year.

The staggered arrival and dismissal procedures ensured that each student began and ended the day with a connection with an adult that they know and can trust - their classroom teacher - and ensured that our building was fully staffed with supports the whole student day.

Objective: Implement a Tier 3 behavior intervention including the use of common language

Action: our cohort structure provided many embedded supports for students and our tier 3 model was revised and adapted to meet the needs of our students this year. As always, our programming shifted to meet the needs of the individual students identified for tier 3 supports. Our structure this year allowed students to develop strong relationships with the adults that work with them and to make significant gains.

Status: Accomplished
Next steps: investigate Responsive Classroom training on-site in 2022-2023

4

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 for facility maintenance.
>
> **Action:** we drafted a new framework for a public facing document that provides detail and context for Capital Improvements and tested out the framework with a few projects. We were able to re-examine spending in maintenance lines and reallocate funding to reduce costs and complete projects.
>
> **Objective:** Monitor the Capital Improvement Plan monthly to focus on priorities and the financial impact of the plan on the budget.
>
> **Action:** the facilities committee and the school administration continued to use the context of the Capital Improvement and Maintenance Plan to direct work at the school level. Projects completed this year include:
> - replacing roofing throughout the building in the summer of 2020 (with the exception of the cafeteria which was re-roofed in 2014) .
> - Modernization of HVAC controls and replacement of 7 energy recovery ventilation systems.
> - installation of a solar array was installed on flat portions of the school roof. It is designed to produce 85% of the current electrical need, helping to reduce electricity costs over time.
> - cleaning of 2 of 9 sections of ductwork.
> - Renovation of the 1962 science lab.
>
> As a result of the work of the committee, the ethernet backbone in the school will be reconfigured and wired in the summer of 2021 allowing us to maintain and enhance communication and safety systems and prepare us for future communication and safety projects.
>
> <div align="center">
>
> **Status: Accomplished**
> **Next steps: continue work on forward facing Capital Improvement Plan**
>
> </div>

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

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

> **Objective:** Increase effective use of our newsletter and maintain the school website to communicate information about school events and initiatives.
>
> **Action:** this year we continued our work on communication plan development across the grade spans. Messages on the SchoolMessenger platform evolved based on positive responses to messaging in the spring and we have taken a targeted messaging approach, reaching out to specific audiences with specific and targeted messages versus trying to prepare an all encompassing newsletter. Newsletter content that would have gone to a broader audience has been redirected to Facebook to engage a broader community than can be achieved with the SchoolMessenger communication platform.
>
> <div align="center">
>
> **Status: In progress**
> **Next steps: continued training on new school website, training for all on communication tools in the iLearnNH platform, additional social media**
>
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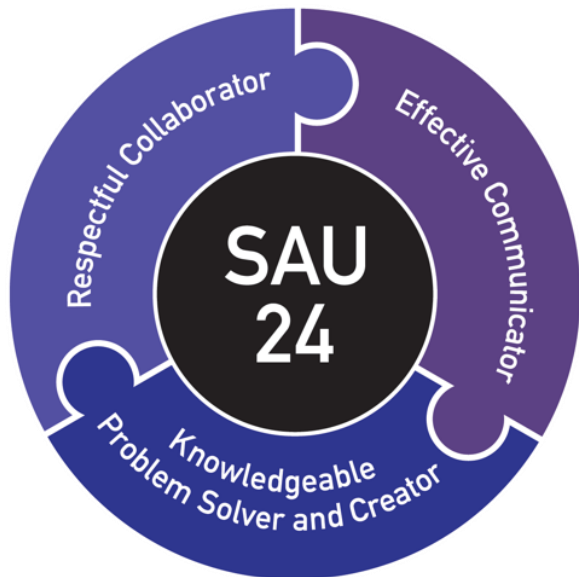
**Center Woods Elementary School
Strategic Plan Phase II Vision 2020 and Beyond
Accomplishments**

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

Objective: Involve staff in meaningful dialogue to maximize the effectiveness of PLCs and acknowledge staff contribution to the decision-making process.

Action:
2020 Update: 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.

RtI has started using Branching Minds to keep track of progress and meeting notes. In all PLC's all members of the teams are feeling comfortable with their team and 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.

2021 Update: We continued to make this a priority this year. The teachers played a huge role in the re-opening plans over the summer in the Continuous Learning Committees. In these committees teams worked to create schedules, SEL curriculum guidance, safety and security guidelines, curriculum expectations and so much more to help the Weare School District open successfully this fall. Due to their hard work, we are thrilled to say that CWES has been open for Face to Face learning most of the year.

This year our entire teaching faculty came together to create school goals and many of the ESLOs and SA are directly tied to those goals.
**Status: Accomplished or In progress
and ongoing**

Next Steps: In 2021-22 Through the professional development during the faculty meetings, we identified two goals for the 21-22 school year that many teachers will choose to use as an SA and or ESLO.

"In order for students to be purposeful and motivated learners they need to engage in meaningful learning." To that end, we will provide UDL theories and practices that increase student motivation and engagement. In 2021-22 we will focus on how students access information and express their learning (student choice). To do this teachers will:
- Offer ways of customizing and the display of information
- Vary methods of response and navigation for students
- Optimize access to tools and technologies
- Offer alternatives for auditory and visual information

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:
2020 Update: 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. We will continue with this goal if we are using a new math program in the future.

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 by keeping student work at the center of the entire 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
Fundations

2021 Update: The 2020-21 school year made it challenging to meet this goal because we had a significant reduction of academic instructional time due to the pandemic. However, we utilized other resources such as Seesaw to support the academic areas while students were remote and while students were home. Students could continue their learning through this Learning Management System (LMS). The Learn at Home program used Google Classroom in a similar fashion. Teachers were able to provide 1:1 and or small groups through Zoom break out rooms while we were working remotely and during many Learn at Home Sessions.

The adoption of Ready Classroom for core mathematical instruction has added an additional opportunity for teachers to support students with developing higher-order thinking skills. Specifically the discourse routine built into lessons provides scaffolded support for students to have rich, inquisitive conversations with peers. Teachers have worked creatively to make these partner conversations possible while maintaining safe distancing guidelines. As guidelines change, teachers will continue to reevaluate expectations and create a routine that allows for students to develop discourse skills.

Teachers across SAU24 had the opportunity to review and provide feedback on the reporting Competencies for each grade level. Previously vertical teams across the SAU met to develop/plan a shared performance task. Teams met before giving the task to decide any needed edits to a previous task and an implementation timeline. Through these activities, it was evident that knowledge of and comfortability with competency based learning varies widely among staff. As the journey of creating a CBE (Competency Based Education) environment continues, further professional development will be made available to gain a shared understanding for planning, instructing, assessing and reporting through a CBE lens.

Status: Accomplished or In progress
Next Steps: We will train teachers in Canvas and set expectations for the new LMS. We also will continue the CBE journey as stated above. As staff continue to grasp this shift, students will have greater opportunities to demonstrate mastery through real world applications across disciplines.

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:**
> **2020 Update**: 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 are utilizing 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.

2021 Update: We continue to use data to guide our decision making.   The only two new initiatives that are related to this goal was that we created an after school tutoring program and a Summer Program based on the learning data. We used I Ready data, teacher input, and Dibels scores (in K and 1) to determine students who need additional support. We catered the support around each individual student's needs in an after school tutoring model. The after school tutoring is in addition to the support they receive throughout the school.

This data was also used to determine eligibility for the first round of invites to CWES Academic Summer Camp to ensure that those students identified as academically at-risk had priority registration. Despite staffing challenges, we were able to develop summer programming for incoming 1st, 2nd and 3rd grade students. This program will run for four weeks in the month of July and focus on foundational skills delivered in a fun camp-like atmosphere.

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Status: Accomplished or In progress
</div>

Next Steps: Continue to offer programming before and after school that caters to the students needs. We will use the model we created this year and expand upon it for the 21-22 school year. We will also be moving forward with MTSS.

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:
2020 Update: We have made progress with Branching Minds this year, being able to more easily keep track of students who are in the RTI process. This system automatically pulls I-Ready numbers and historical data from I-Ready. We are also able to upload other classroom assessments and DIBELS data into the system. Classroom teachers have analyzed I-Ready data and used this to help create leveled instructional groups of students that are also flexible within their classroom. Teams drilled down on i-Ready scores for reading and math to determine areas of need. We found students overall showed good growth in vocabulary. During remote learning teams have modified and improved instruction to better meet the needs of all students.

The implementation of the Seesaw platform had to be customized to work with 5 different UA classes within the restrictions of the platform. UA teachers had to work collaboratively to make the free version work for our current situation. This is a platform we want to continue using.

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

2021 Update: This year we continued to use multiple data sources to make decisions in RtI. We also continue to use the tools and protocols we previously identified to analyze data in order to make decisions.

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Status: Accomplished or In progress

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Next Steps: The SAU24 Data & Assessment team is currently evaluating different Data Warehouses for the ability to meet our needs when analyzing data for a plethora of purposes' foremost being to inform instructional decisions in a timely manner.

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:
2020 Update: Branching Minds has greatly improved communication between faculty, the Eagle Center, and administration. The RTI program has been able to utilize Branching minds for both academic and behavior concerns. The behavior tracking portion of this program has enabled us to be able to track behavior and help implement behavior plans for students, as well as recognizing 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.

2021 Update:
This year, the special education department analyzed data from the RTI team. After acknowledging some students who were not making sufficient progress under RTI after a significant amount of time, the special ed department came up with a plan to address this. In collaboration with the RTI team, a comprehensive list of possible special education referrals was developed and the case managers made a plan to start the special education process and evaluate students if necessary. This was a helpful plan to ensure any student with a suspected disability was referred and the special education process was followed. This situation also allowed us to look closer at our RtI handbook and overall processes for RtI to special education.

One very surprising outcome of the pandemic and the guidelines is that negative behavior (discipline counts) was almost non-existent this year.   Besides a handful of bus referrals and a few conversations about treating others respectfully, we did not have a lot of negative behaviors or discipline referrals. The Student Success Paraprofessionals continued to provide support and brakes to a small group of students but the rest of the time they were subbing for teachers and paraprofessionals.

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Status: Accomplished **or In progress**

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Next Steps: We assume next year as students can be closer to each other, we will see an increase in behavior and we will revert to our Student Success plans and protocols, as well as strategies from the BCBA, which help prevent and reduce negative behavior.

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:
2020 Update: The SAU asked staff to complete a survey to help determine professional growth opportunities and teachers shared that they appreciate that offerings are more individualized 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, social emotional learning, etc. 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 have 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 para 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 deep 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/paras, 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 with those they work with 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, Google Meets, how 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 training sessions to staff! Throughout remote learning staff members have supported one another, sharing new learning and offering assistance to one another 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.

2021 Update:
The paraprofessional staff at CWES, have participated in weekly or bi-weekly meetings with the Special Education Coordinator. Each meeting focused on a different area of training, which helped the staff gain knowledge and understanding of basic behavior interventions and special education processes on a continuous basis.

They have expressed their feelings of support and availability of administration this year in the Panorama Survey.

As well as providing additional professional development for continuing the implementation and utilization of Ready Classroom Mathematics, supporting teachers with implementing the LMS Canvas is a priority. Professional staff have begun the self-paced online course and met in teams with the District Math Coach to learn more about Canvas best practices. Administration will attend a Canvas training with iLearnNH in late June.

Status: Accomplished or In progress

Next Steps: More canvas professional development is anticipated for the 21-22 school year.

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. Administration 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. We implemented the use of Branching Minds which helped to streamline RtI services.

> Staff expressed they feel supported, trusted and appreciated by administration, especially during remote learning. In addition, they shared that administration puts 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 in the district.
> Interview teams work diligently to hire the best staff members, ensuring that individuals have a solid foundation (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, 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 who will be earning a higher salary in another town). Two former student teachers and a new teacher applied and stayed at CWES, specifically because of the culture of our school.

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

> **2021 Update:** In collaboration with the SAU, CWES has developed a hiring protocol that creates a streamlined and collaborative process. At the end of this school year, we have had two regular education and one special education teacher resign due to higher salaries in

other districts as well as three teachers retiring. There are two counseling staff members who are not returning, and numerous paraprofessionals who are either retiring or decided not to return next year. Our administration team is actively working on interviewing candidates to fill these positions.

Status: Accomplished or In progress

Next Steps: We will advertise employment opportunities in more creative ways. We will distribute a flyer describing paraprofessional employment opportunities to parents who may be interested in working on the same schedule as their children. In addition to the strategies listed above, CWES administration will work collaboratively with the Sau24 Leadership Team to investigate and establish best practices for recruiting and retaining high quality candidates despite having wages that are *not* competitive with surrounding districts.

Culture and Climate:

Goal: Culture and Climate: Promote an atmosphere that promotes a forward-thinking, professional learning community to meet the needs of 21stcentury 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 Eagle Eyes, which staff and students can request. We start each meeting with celebrations so staff can share small or big moments that have made a positive impact for them at school or personally. 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 staff, students and families. Administration leaves handwritten thank you notes in staff mailboxes, recognizes birthdays of staff and provides them with 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 (along with students and community members) in the collaborative efforts to create the SAU 24 Portrait of a Learner.

During remote learning, we celebrated (social distancing) 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 which brought staff closer together, crossing grade level teams and positions. Staff have shared that there has been more consistent and effective communication from administration (school and district). 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.

2021 Update: Nuts and Bolts is a weekly all-staff communication to ensure everyone is caught up on all things CWES. This included a calendar of events, important links and information from staff meetings. We also include "Caught Being Awesome" which spotlights any staff member who has gone above and beyond for CWES.

Eagle Eyes are awarded by teachers for students who have done something extra special that week, have worked extra hard or for any other special accomplishment. Eagle Eyes were delivered by a special school staff person to each class on Fridays. The special school staff person read the accomplishments of the Eagle Eye winner in front of the class and we posted their name on our Eagle Eye Board.

This year we could not run community events like we have done in the past but we found ways to still do cherished events in a different way than before. For example, we filmed the elements of All School Meetings and had classrooms watch it while in their cohorts. They still sang the school song, stood up for birthdays and Eagle Eyes, and had the opportunity to virtually see other students performing.

The Talent Show last year and this year is virtual. This is nice for the students who have stage fright or for the students whose act can not occur on a stage. This new tradition may continue since the students love it so much and the parents can watch it another time.

Administration worked to further demonstrate their appreciation for staff's commitment during this challenging year in several ways. Handwritten thank you cards were shared with individuals who were displaced or took on additional challenges due to factors outside of our control; such as our Unified Arts team teaching from carts as they travel from room-to-room so cohorts were not sharing spaces. Little incentives like water bottle stickers with fun or inspirational sayings were given to support morale. In addition to a wonderful teacher appreciation week curated by the Weare PTO, Administration took a Friday in May to show all staff how much they truly are appreciated with a delicious breakfast, gifts, prize drawings and being able to have a hot lunch from a food truck right in the CWES parking lot.

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Status: Accomplished or In progress
Next Steps: We will be continuing the work of Portrait of a Learner

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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:
2020 Update: This year the Joint Loss team and the Emergency Team worked together to train all staff in ALICE. We expected to roll out Escape (aka: Listen to your teacher instructions in emergencies because you may need to leave the building) in March but due to remote learning we did not have time to work with students. All students were taught the two rally points outside 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 Head 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

evening contract with the cleaning company. We will be hiring our own staff that we can manage to ensure the building is up to the highest cleaning standards.

2021 Update: This has been the driving focus of this school year. In order to stay face to face as long as we have, we had to ensure safety was our top priority. We created new arrival and dismissal procedures so students were not congregating. We adapted our school schedule to allow for an appropriate amount of time for students to arrive and be dismissed. We asked that every parent screen their children at home before arriving at school and then we had a check in system at school that ensured students were screened prior to going to class. We followed all the CDC guidelines. We taught. modeled, and reinforced expectations with kindness. We created cohort schedules for UA, Lunch, and recess. We increased the sanitization and cleaning in the building. We also spent many hours contacting tracing and following those lengthy protocols. From an admin perspective, this was the majority of the job this year. It resulted in CWES being open for face to face learning all year (with limited remote times compared to other schools).

<p align="center">Status: Accomplished or<u> In progress</u></p>

Next Steps: Continue to use cleaning and safety measures that drastically reduced the number of sick staff and students during cold and flu season. Utilize the District Facilities team to make decisions on protocols and safety measures.

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:
2020 Update: 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 in 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 raised communication between home and school exponentially!

We have continued 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, as well as other needs. Teachers, counselors and administration worked closely with the Adjustment Counselor to support families.

Some staff expressed that they feel appreciated by the community as people, but not necessarily supported professionally as represented by voting numbers (contracts/budget).

2021 Update: We have been using School Messenger to communicate to parents and the community on a regular basis. It appears that parents are opening the links and reading information in the school messenger. According to the Panorama Survey, parents feel the

teachers are communicating often and with information that is relevant to their child's learning. They also felt the communication from the school was favorable.

Status: Accomplished or In progress
Next Steps: Looking forward to next year where we can have parents in the building! We will continue to use all the communication tools that parents indicated they prefer.

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

Curriculum and Instruction Goal: Involve staff in meaningful dialogue to maximize the effectiveness of PLCs and acknowledge staff contribution to the decision making process.

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

> **Action:** Grade-level team leaders and Curriculum v-team leaders met each month to discuss the effectiveness of PLCs at each grade level and curriculum area. The teams shared updates on curriculum priorities, student progress, and performance task development. The teams collectively created action steps to increase the impact of PLCs on student outcomes, which was especially needed during this COVID year.

> **Action:** Team Leaders attended a virtual Summer Retreat to discuss reopening plans and how to maintain focus on teaching and learning while mitigating COVID risks.

> **Action**: The Student Support Team met weekly, when able, to discuss student data gathered from Grade-level teams and the Student Support Center and provide additional resources for social-emotional interventions for students and families regardless of whether the student was remote or on campus.

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Status: In progress
Next Step: Continue work on improving communication between teams

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Objective: Increase routes for staff voice and feedback to achieve a more collective decision making process.

> **Action**: Agendas for faculty meetings included staff input regarding schedules, behavior plans, competency-based learning and the budget.

> **Action**: Staff surveys and share out sessions provided critical information regarding professional growth and student / staff social-emotional supports for this academic year and next. Opening Days workshops and midyear refresher workshops were all based on staff feedback.

> **Action**: School schedules for hybrid, 5-day return, and testing were shared with staff for feedback before implementation.

> **Action**: Near-end-of-year staff surveys gained feedback on teacher preferences for next year's teaching assignments, staff assessments of the year as a whole, and targets for improvement for next year. In addition, data gained from these surveys provided necessary feedback for planning next year's Opening Days professional development.

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Status: **In progress**
Next Steps: **Increase transparency of staff feedback impact on decision making**

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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: Capacity-building through our UDL (Universal Design for Learning) professional growth program gained momentum this year. The group of educators expanded into other curriculum areas and grade-levels. While Math was the intended target for this group, staff are looking at implementation in other content areas like science.

Action: Instructional coaches took a critical role in supporting professional growth this year. They designed summer professional development opportunities, designed and facilitated workshops for Opening Days training, and worked with our RtI team.

Action: Teachers continued to collaborate and research ways to best engage students in meaningful learning regardless of whether they were learning remotely on in-person.

Action/CWUES: CWUES teachers trained with instructional coaches on their new math program, Ready Math, which integrates with our universal diagnostic, iReady.

Status: In progress
Next Steps: Maintain innovative growth from this year and increase Tier II supports

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: In all schedules, reserved time during the regular school day to provide for common meeting and planning.

Action: Utilized additional opening days schedule for grade-level teams and individual teachers to meet to discuss transition back into the building and how to identify and address learning gaps.

Action: Utilized the RtI process to determine and prioritize student needs and provide focused after school interventions based on student data.

Action: RtI process was revised to include attendance and work completion as data points during the hybrid model.

Status: In progress
Next Steps: Reintroduce FLEX block and training to support timely Tier II interventions with subject teachers

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: Reserved time for the Enrichment Coordinator to do both push-in and pull-out instruction utilizing project-based learning opportunities for various age groups

Action: Continued with the Spelling Bee and Invention Convention using online meetings and resources.

Status: In progress
Next Steps: Expand enrichment role to include more community-based activities

Objective: Begin the process for the use of student led conferences that 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: Used grade-level PLCs to discuss protocols for effective conferences led by students.

   Action: Create opportunities for student/teacher conferences to set individual goals.

Status: **In progress**
Next Steps: **Reintroduce the process for student led conferences based on Fall iReady data and student-created goals**

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: Grade-level Teams collaborated around best practices for both in-person and virtual instruction in order to provide common expectations for families and more nimbly pivot in the case of quarantine-like needs. In addition, Grade-level teams met weekly to discuss rising student academic and behavioral concerns to provide timely interventions and access other resources as needed.

   Action: Curriculum v-Teams collaborated around vertical alignment of core curriculum and prioritizing high-leverage learning targets that were more necessary for successive years. This allowed teachers to pace their year and know where their learning communities could move faster if remote learning required it.

   Action: Both Grade-level teams and Curriculum v-teams continued work on common assessments and cross-curricular units to increase relevancy and support greater engagement. In addition, both teams worked on adjusting prior materials and assessments, as well as creating new ones, to avoid shared materials and help mitigate COVID risks.

Status: Accomplished and **In progress**
Next Steps: **Continue to find ways to best engage and connect students while ensuring rigor**

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 that measure the application of knowledge and skills.

   Action: Instructional staff reviewed current local and SAU-wide assessments to refine assessment maps, developed ways to embed PACE tasks within their curriculum, and continued to develop locally-designed performance tasks that could be shared SAU-wide.

Action: Utilized Grade-level team meetings to deepen staff understanding and utilization of both SAS and iReady data points.

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Status: **In progress**
Next Steps: **Provide refresher and introductory training on competency-based learning and performance tasks**

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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 biweekly basis to evaluate data and monitor student progress. This PLC evaluated available resources and matched students' needs to those resources. However, having two interventionists positions unfilled this year created some barriers to accomplishing this goal.

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

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Status: **In progress**
Next Steps: **Fully staff interventionist positions, facilitate weekly RtI team meetings, and fully implement 6-week intervention cycles**

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

Action: The Student Support Team, composed of counselors, BCBA, school nurse, RBTs, and admin, met weekly to review behavior and attendance, track data, and analyze patterns and frequency of specific behaviors.

Action: Individual student support plans were revised to provide targeted interventions such as classroom push-ins, scheduled breaks, and more frequent check-ins with students who were assigned to the Student Success Center throughout the day.

Hybrid Action / WMS: *WMS staff were designated to be available to all Middle School students during their off-site days.*

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Status: **In progress**
Next Steps: **Set data-based thresholds that flag concerns as trends arise**

</div>

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, qualitative behavioral observations, 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 and to identify particular learning targets that demonstrated trends.

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

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

> **School-wide Goal 2020-2021**: To support students in SEL and increase participation in SEL lessons while embedding the content in regular class time in order to decrease dysregulation and meet student social and emotional needs thereby allowing them to successfully access the curriculum.

School-wide Action Steps 2020-2021:
1. 10 day SEL plan designed and facilitated by the SEL committee to support student re-entry
2. Students-created goals focused on individual academic, iReady, and SEL objectives
3. Staff and student assessment of their SEL experience to provide feedback for timely revision of curriculum and supports

Action: Educators reflected on schedules in order to successfully test both in-school and L@H students.

Action: All PLCs shifted to attendance and work completion as two data points when analyzing student academic progress. Support was put in place for those who struggled in these areas.

Status: In progress
Next Steps: Use start-of-year data to launch student-created goals around academic and SEL growth

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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 continued to target a deeper understanding of best teaching practices, performance assessments, and student engagement. Work was also done to support the upper elementary school as they continue a move to competency based instruction and grading.

Action: Math and Literacy coaches continued to meet with staff to engage in coaching cycles that support both ELA and Math content and instruction.

Action: Staff members pursued many learning opportunities regarding technology to support blended learning.

Action: Instructional coaches facilitated workshops and book studies focused on innovative and transferable instructional strategies in core subject areas.

Action: The vast majority of professional growth opportunities were designed to meet staff needs expressed through multiple surveys and discussions.

Status: In progress
Next Steps: Use end-of-year survey data to design Opening Day professional growth opportunities and a professional development plan for the entire academic year

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: Professional training was offered during All-staff meetings and Early Releases to support student engagement, crisis response, trauma-informed practices, and de-escalation strategies.

Action: The Universal Design for Learning team expanded to increase membership, and UDL principles and practices were offered during several professional development opportunities.

Status: In progress
Next Steps: Embed UDL and SEL support trainings as a strand in the professional development plan

Objective: Professional development representatives will support the move to Logitt. 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 throughout the year to support teachers in writing goals and maintaining Logitt.

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Status: Accomplished
Next Steps: Continue training for new personnel

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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:** Utilize staff meeting time to generate discussion and professional development focused on the areas of RTI, SEL, performance assessments, and student engagement.

> **Action**: Created opportunities for reflection on modules in *The Distance Learning Playbook* during professional growth days

> **Action**: Assigned mentors to support novice teachers in the areas of building and instructional practices. These mentors were also a resource for knowledge and skills in the area of learning targets and competencies.

> **Action**: Administrators met in-house and across the SAU to calibrate observation and teacher support / growth strategies.

> *Hybrid Action / WMS: Administrators continued to support teachers in the exploration and understanding of tools to be utilized as part of blended learning.*

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Status: In progress
Next Steps: Continue using staff feedback to design diverse and coherent professional development plan

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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:** Continued to use All-Staff meetings and PLCs to build a positive culture and climate that has resulted in a greater retention rate of dedicated staff at this school.

> **Action**: Staff were encouraged and provided time to fill out a *Staff Celebration Forms* as a way to recognize dynamic and passionate staff members. The names of those recognized went up on our main hallway trees.

> **Action:** Every staff member was recognized on their birthday with a card and a small token of appreciation.

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Status: In progress
Next Steps: Utilize Game Changers nominations to honor both staff and students

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

Objective: Hire and grow collaborative professionals with a strong focus on student engagement and competency-based learning.

> **Action**: Continued to use an organized screening process for determining qualified candidates for interviewing as prospective teachers.

> **Action:** Reviewed postings to ensure the language represents the dynamic environment and team collaboration present in the building.

> **Action**: Utilized consistent, school based interview questions with all prospective teaching candidates.

> **Action**: Utilized the district reference form for all viable candidates prior to hiring recommendations.

> **Action**: Began application process earlier and moved through the process to complete all paperwork as efficiently as possible in order to attract the best candidates.

> **Action:** Shared the salary schedule prior to interviews.

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Status: In progress
Next Steps: Look at strategies to increase the efficiencies and effectiveness of the hiring process

</div>

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

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

Objective: Recognize each teacher's unique attributes and qualities.

> **Action**: Observation meetings were used to support reflective discussions and create action steps to build individual teacher capacity.

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Status: Accomplished

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Objective: Celebrate positive contributions and achievements.

> **Action:** Administration greeted staff and students as they entered the building every morning. Every All-Staff meeting focused part of it's time on staff celebrations and norming the practice of celebrating each other.

> **Action**: A wonderful series of staff appreciation events were provided by the Weare PTO and administration during Teacher Appreciation Week.

> **Action:** Staff contributions and successes were highlighted in monthly board reports and news outlets.

> **Action:** The administration and the health team started working with representatives of the staff to explore support for self-care.

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Status: Accomplished and In progress
Next Steps: Return to the scheduling of both Game Changers and Team Huddle Time

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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:** 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.

> **Action:** Created one Student/Parent handbook for all schools in the Weare School District

> > **Status: In progress**
> **Next Steps: Create one Staff Handbook for all schools in the Weare School District**

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

> **Action**: Developed and utilized a survey that assessed staff feedback on the overall climate of the school.

> **Action:** Celebrated the accomplishments of staff at monthly staff meetings.

> > **Status: Accomplished and In progress**
> **Next Steps: Increase the numbers of students involved in co-curricular activities and ensure all co-curricular activities occur in 2021/2022**

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**: Utilized google forms to support staff and student feedback to assist in making decisions that would improve school culture and reinforce positive environmental culture.

> > **Status: Accomplished and In progress**
> **Next Steps: Establish pathways of communication to report out on survey results.**

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 SEL program that can be implemented during advisories.

> **Action**: The SEL Committee provided professional development to staff on Covid challenges and SEL needs.

> **Action:** Provided SEL lessons and resources for opening days and throughout the year.

> **Action**: Provided both *Sweethearts & Heroes* and *Choose Love r*esources and lessons.

> > **Status: Accomplished and In progress**
> **Next Steps: Use staff and student feedback and community forums (like assemblies) to improve implementation of a consistent suite of SEL curriculums**

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**: Maintained fields for school and town usage

> **Action:** Repaired and maintained roof

> **Action:** Monitored air quality

> **Action**: Refinished stage floor and reconditioned gym floors

> **Action**: Continued new and improved techniques for disinfecting in response to Covid 19.

> **Action:** Installed four water filling stations.

> **Action:** Created a schedule to allow bathrooms to be cleaned on a rotating basis throughout the day.

> **Action**: Repurposed the Music Room as another eating area to offer meals at safe distances per CDC recommendations.

> **Action**: Maintained self-contained classrooms for grades 4 and 5 and cohorts for grades 6, 7, and 8 to limit COVID risk while providing meaningful learning.

> **Action:** Complete contact tracing for all reported positive Covid results in the school community.

> ***Hybrid Action / WMS****: Created multiple school schedules to support meaningful learning while ensuring a safe environment and allow the learning community to pivot as safety requirements changed.*

> ***Action / CWUES****: Rearranged classrooms and schedules to continue offering in-person learning all year long for grades 4 and 5.*

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Status: Accomplished

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

> **Action:** Pursued staff introduction to ALiCE training and responses.

> **Action:** The Emergency Management Team used newly modified Emergency Operations Plans and ALiCE training to revise emergency procedures.

> **Action**: SAU-wide training supported calibration of reunification procedures between buildings.

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Status: Accomplished and **In progress**
Next Steps: Run drills utilizing age appropriate ALICE protocols

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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 2021 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 Messenger was utilized regularly to communicate with the wider community about upcoming events, responses to COVID complications, and celebrate the learning community. Attention was paid to using the most effective communication strategy (email, text, and/or voice mail) to communicate specific information.

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Status: In progress
Next Steps: More regularly utilize the new website

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

Action: Administration hosted a number of community forums via Zoom in preparation for the academic year.

Action: Multiple community surveys were sent to students and families to empower voice and ownership over student learning.

Action: Parent/Teacher conferences, the Spelling Bee, and Invention Convention occurred via remote technologies.

Action: Worked with COVID protocols to continue offering sports as safely as possible each season this academic year.

Action: Hosted rising 3rd grade family tours of the building and 4th grade learning spaces to build familiarity in support of a more comfortable transition to our building.

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Status: In progress
Next Steps / WMS: Plan and schedule traditional WMS community events such as the Fall Open House, Drama presentations, Parent/Teacher Conferences, Invention Convention, the Spelling Bee and the Learning Fair.
Next Steps / CWUES: Plan and schedule traditional CWUES community events such as the Fall Open House, Drama presentations, Grandparents Day, Parent/Teacher Conferences, the Father/Daughter Dance, Invention Convention, Girls' On the Run, the Spelling Bee and the Learning Fair.

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