



SAU 24 Board Report

Strategic Plan 2021-2022

Strategic Priority: *Strong Connections & Strong Community*

Leadership	<p>Goal - Create a comprehensive communication strategy to tell the story of SAU 24 to internal and external stakeholders.</p> <p>2021-2022: We are currently in the midst of the communications audit, with surveys out to stakeholders. When the survey is complete, that feedback, along with other data points (our social media presence, webpage, newsletters, communication on student progress, budget communication) will all be analyzed. The audit will be completed this summer and will allow the development of a communication strategy in Fall 2022.</p>
Human Resources	<p>Goal - Foster recognition opportunities in order to increase retention and morale within SAU 24 school.</p> <p><i>This goal is on hold until 2022-2023</i></p>
Facilities & Infrastructure	<p>Goal - Provide external documentation of each districts' Capital Improvement Plan (CIP) to facilitate planning and transparency</p> <p>2021-2022: Each of the facilities committees are developing plans for their buildings. The development of the SAU-wide Facilities and Resource Planning Committee will inform that work. This committee is having Board level discussion about ways to maximize efficiency and the student learning experience across Henniker and Weare. There is also work being done to connect with the towns and community to manage long-term facilities planning. Ultimately, we intend to have public facing documents that communicate future CIP needs and funding predictions across the SAU.</p>
Finance & Budgeting	<p>Goal - Promote transparency of our budgets in our communities.</p> <p>2021-2022: Internal budget development procedures changed and tools were developed to support the process. We are working on position codes and will engage in cycles of zero-based budgeting to ensure that our budget requests reflect the current needs in our buildings. The Business Manager has added additional reports during Board meetings to increase the level of sharing.</p>

	<p>We continue to look for ways to share our budget needs. In addition to the Weare Finance Committee presentation that included many additional data points to support warrant requests, we hosted Zoom sessions to answer budget questions. While budget materials are posted on the SAU website, we have plans to develop a more robust budget site to answer questions and provide information to the public.</p>
Student Services	<p>Goal - Partner with families to build strong and trusting relationships.</p>
	<p>2021-2022 Analysis of our special education parent survey this year yielded three areas that we will continue to build upon going forward; communication, data driven progress, and parental rights under IDEA. Building Level Special Education Coordinators have increased their communication this year around student service topics by providing informational snippets of information within their school newsletters on a monthly basis. School Administration along with SAU Administration have strategically looked at the upcoming transition of 8th graders to 9th grade at John Stark. An example of a few activities that were initiated to target the 8th to 9th grade transition was Challenge Day(had to be rescheduled), the We are John Stark! A transition program for incoming 9th graders that will run three days a week for four weeks in July. Work has also been done around assuring specific IEP and 504 teams have connected and toured the new building with the incoming student's team in the different buildings to assure for a smooth transition.</p>
Competency-Based Learning	<p>Goal - Leverage Portrait of a Learner to increase capacity in communicating the value and purpose of Competency Based Learning in a common language that is accessible to all stakeholders.</p>
	<p>2021-2022 Revised K-8 report cards went home to families in the fall along with the following updates and resources.</p>
Professional Growth	<p>Goal - Increase effectiveness of the learning structures across and within the SAU to foster CBL & UDL practices</p>
	<p>2021-2022 The 2020-2021 SAU Committees met and were able to carry out the tasks they set out to accomplish - the most immediate impact being the selection of a new Social, Emotional Learning curriculum which will be announced later in June and implemented starting in the fall. Our UDL work continued throughout the school year, with every school having a UDL team which met regularly and had individual plans they were executing.</p>
Henniker Community School	<p>Goal - Strengthen relationships through implementation of the Responsive Classroom approach and engagement with families</p>
	<p>2021-2022: Over the course of this year we worked to strengthen relationships through implementation of the Responsive Classroom approach and RC practices</p>

	<p>across the building. We did this work with new staff during building orientation and mentor meetings, reviewed the core principles with the whole staff in our opening days professional work, and engaged in the practices ourselves during staff meetings as part of our culture. Grade-level teams were provided direct instruction and planning time to develop implementation plans for their classrooms.</p> <p>Our Student Council ran a successful series of Learning Community Meetings, on Zoom and in person, to connect us to community and our collective learning. In February we had 56 nominations for Ambassadors of Kindness awards.</p> <p>We worked on reestablishing relationships with families through our Parent Pop-in in September, utilizing new tools (Zoom) to allow easier access for families to participate in student progress meetings and the reintroduction of a school newsletter. Efforts in these areas were a focus of classroom observations and staff evaluation. Parents and students were engaged in our NH School of Excellence application process.</p>
<p>John Stark Regional High School</p>	<p>Goal - Build stronger and consistent connections with students, staff and parents</p> <p>2021-2022 Focusing on connections and increasing opportunities for student and parent voice, the first virtual Parent Advisory Committee was held where there was discussion around what was going well in the school and what issues needed to be addressed. Throughout the year, when sign ups were small, parents were contacted individually by the principal to solicit feedback. Our work with the state on our disproportionality report led us to think about the systems of support for students, investigating ways to make improvements and connections with students. A Student Success Committee was formed to look at such systems and after several meetings, a final report resulted in the suggestions for structural changes impacting our Academic Support Center and other support programs. The JS community participated in the “Drug Free is Up to Me” Virtual Youth Summit in the fall. A student panel discussion rounded out the event and offered some strong examples of youth leadership in an important area. The School Counseling offered optional follow up conversations or support for interested students and also continued conversations around how we might continue to proactively provide educational opportunities for issues that our students are dealing with. Much of the second semester was also spent advertising and organizing the Challenge Day program which was to include our rising freshmen as well as current students. Unfortunately, due to a Covid outbreak, the days needed to be postponed until the 2022-2023 school year. The course registration process for the 2022-2023 academic year was also adjusted to include the informational night for parents and guardians of incoming 9th graders before students signed up for courses. In addition to the online program of students, students were also given a grade specific catalog of the available courses to help better inform their selection process. This resulted in a positive outcome when the schedule for the 2022-2023 academic year was created.</p>

<p>James Faulkner Elementary School</p>	<p>Goal - Build student and staff leadership in the school community</p> <p>2021-2022: A shared leadership model was implemented at JFES to support the onboarding of new staff and build the capacity of veteran teachers. Two team leads for LE (grades k, 1, 2) and UE (grades 3, 4, 5) facilitated weekly team meetings, the RTI process, and supported the differentiated needs of staff members through coaching and informal meetings. Monthly leadership meetings allowed for a more collaborative approach to developing the school's strategic plan and tackling some of the more complex issues facing the school. In addition to the team leads, a second special education coordinator position was created to oversee the Pre-K through 2 student caseloads. This position also provided mentorship to the school's interventionist who became a part-time case manager for special education. A 504 coordinator position was developed to organize and facilitate that 504 process and meetings for K-5. Our school counselor's days were increased from 2 to 3 in order to provide more support to students as well as a direct contact for the part-time Unified Arts teachers. On the student side, a student forum was created to provide a space for students to share concerns and ideas to make the school a better learning environment. In addition, the principal worked with the school president to facilitate a more active student voice in school events. Student goal setting through the UDL process created multiple opportunities for student voice and choice in each classroom (see UDL goal below for more details).</p>
<p>Center Woods Elementary School</p>	<p>Goal - Foster connections among the CWES Community to build strong and trusting professional relationships</p> <p>21-22 Summary: Our team has</p> <p>May- The planning, preparation, and creation of the first Spring Showcase was successful because the teachers worked so well together! A pre-showcase pot luck dinner for all the staff was enjoyed by the teachers before the rush of all the parents and students came in!</p> <p>Somewhat related, teacher appreciation was a success. The PTO, community, parents, and colleagues did a wonderful job celebrating our fantastic teachers. From the wooden flowers, cards, luncheon, breakfast, drawings, coffee mugs, etc. it was a nice reminder how much everyone cares about our teachers.</p> <p>April- The Strategic Plan action items for this goal were reported out last month. No additional progress was planned as outlined in the Strategic Plan. However, we have done a few additional things this Spring to foster staff connections and further develop strong trusting professional relationships. One, we encouraged teams to exchange a traditional team meeting for an exploration walk and talk. Suggesting that teams walk on the ABC trail, around the building, or on the trail to the old baseball field would not only provide time to process and reflect on the school year but also time to explore the areas outside of our school rally points.</p>

Two, we have asked the teams to provide input into classroom placement next year. The team leaders collaborated to create a map based on what is best for students in prek-3. They were able to place their personal needs apart from student needs because of the trusting relationships they have created.

This spring it has been wonderful to bring back more and more “normal” activities. The third grade enjoyed a PEP rally before they started the SAS testing. Having the students in the gym together, smiling, cheering, and laughing was a treat for all the staff as much as it was for the students.

March Update: We did not organize monthly activities with staff to build and enhance connections, due to covid limitations. Our fear was that we would unknowingly spread the virus during outside school events. We did organize team based activities with appropriate levels of mitigation. We plan on doing more activities with our staff now that the restrictions have been lifted. Warmer weather in the spring will allow more outside activities which all staff can appreciate. Other ways we have met this goal in March are:

- We organized a school spirit week with daily themes. Many of the staff participated, as well! Historically teams would choose their own themes but this year we wanted our school community to share in the fun by having the same dress-up days school wide.
- Delivered the cards to each staff member containing messages from their peers to further foster connections.
- The Good Vibes notebook has been filled daily with positive messages to our staff for all the great things they do for each other.
- We sent out our Admin goals survey (second time this year) to get input from the staff on our goals.
- We made signs for every staff member at CWES so their name is proudly displayed above their door.
- Monthly we do something kind and appreciative for our staff. Before vacation we partnered with the PTO to provide breakfast to the staff. In March we are doing a stuPENdous token of appreciation for our teachers and paras.
- A key part in building trusting relationships is communicating and getting input from staff before making decisions. Communicating those decisions effectively is a team effort that illustrates our strong and trusting connections. This year we have endured countless changes in staff, protocol changes, schedule changes, student support, etc. We have made an effort to be transparent and clear with the staff as soon as possible. We constantly receive feedback from staff regarding our transparency and communication. We feel this has built trust among the cwes community.

January/February- Staff will take their second CWES Community survey to provide administrator feedback on our goals at the February staff meeting. One of the goals we have been striving to achieve this year is focusing on building connections among staff and making changes that creates a positive school culture. This was the highlight of my annual report.

In January we launched our Staff Connections wall. You may recall that a card was created for each employee (including regular substitutes) with their name, position and photograph. The intention was to support staff with being able to match names to faces and get to know the people they see each day a little better. This month we'll be taking this project a bit further by asking each staff member to write a thank you, note of inspiration or maybe even a "[lollipop moment](#)" on a coworkers card. Staff members will then be able to take their card as a tangible reminder of their connectivity to colleagues at CWES.

December- We continue to struggle building and maintaining staff connections during a pandemic, especially while we are in an outbreak. Our Holiday party looked very different this year. We divided staff into 6 groups and spaced them over 6 feet apart in 900sq. Ft classrooms. We provided them with "A Holiday Party in a Bag; Outbreak Style". In their bag were a series of games they could play while socially distancing. Administration came around with "Room Service" instead of a buffet style snack table. As a culminating activity, staff took pictures and put them into a slideshow for the entire faculty to see at the end of the day. Our Good Vibes Book, POL shout outs, and Staff Eagle Eyes are still ways we constantly share the good things our staff is doing for each other, especially during these hard times.

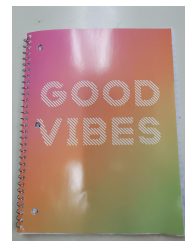
Despite the challenges we continue to face, CWES is striving to utilize our strategic plan as a compass for decision making and advancing progress. Currently Assistant Principal Jacqui Cornwell is facilitating a Traditions Task Force to determine, change and/or re-imagine whole school celebrations for the remainder of the 21-22 school year. The small committee (three teacher volunteers) were tasked with evaluating our celebrations and traditions through the lens of supporting strong connections and strong communities:

Traditions and culture exist for a reason. While they may shift, they are tried and true practices that reinforce the core values, purpose, and direction for schools. These events create life-long memories that are shared and passed along from generation to generation. It becomes the fabric of communities that unites people around the positivity of childhood and shared responsibility to support one another. *Andrew Robbin, [How to Maintain School Culture and Traditions During a Pandemic](#)*

Joining the Traditions Task Force was an opportunity open to all CWES staff, and the low number of volunteers speaks to how thinly stretched staff truly are. This small group of volunteers has added to their task, because they want to include opportunities for staff feedback as these decisions are important for the fabric of our school community.

This work will continue in January with Special Education Director Nicole Cargill developing a team that will focus on building and enhancing community relationships. This will include communicating future school celebrations with families and the community. As well as, gathering feedback and insights on school-community partnerships and events.

November- We are still struggling to find a way to build community while socially distancing, however, the team leaders are very creative and identified a strategy we had not thought of yet. We have a Good Vibes notebook in the staff room where people can write good vibes to each other but it can be read by anyone. Each day two or three new entries are written in the book about all the wonderful things our staff do for each other.



We also took time in late October to recognize Lauren Morrocco for being a semi-finalist for the Teacher of the Year. The teachers lined the hall (spaced apart of course) wearing art stars that said “Ms. Morocco is our Art Star.” We played music and cheered for her as she walked down the “Hall of Fame”. Later we took all the art stars and made a wreath for Ms. Morocco. Celebrating each other’s accomplishments builds a strong and trusting community.

October- We continue to recognize staff for being effective communicators, knowledgeable problem solvers and creators, and respectful collaborators in the weekly Nuts and Bolts. This month due to the covid exposures, we have had to drastically change how we make connections. We have resumed zoom meets rather than whole group faculty meetings and we have revisited our after school events.

During the 1:1 setting of the stage meetings, the classroom and their evaluating administrator had an hour long opportunity to sit together (6 feet apart) to share goals for the year, POL competencies and how they are teaching and reinforcing those competencies in the classroom, and to set up the observation schedule for the 21-22 school year. Through this collaborative process, we cultivated professional relationships.

September - During our summer retreat, the team leaders brainstormed ways to build connections in and out of the building. Our faculty meetings will focus on building connections around Portrait of a Learner. We set up cross grade level teaming for POL discussions. Each of the team leaders will be organizing a monthly event outside of school to foster connections.

In our weekly Nuts and Bolts we have a “Caught Being Awesome” section that shares ways staff have been A knowledgeable Problem Solver & Creator, Effective Communicator, and Respectful Collaborator. Also in our Nuts and Bolts, we have a new Zooma challenge where we take pictures of something in a classroom and staff have to find it. By doing so, we anticipate staff meeting each other and getting to know each other. Because the staff feels comfortable meeting in person, we are meeting in teacher’s classrooms for faculty meetings. This month we are meeting in a first grade class for our first regular faculty meeting.

Upper Elementary/ Weare Middle School	Goal - Increase avenues and effectiveness of communication to build trust, collaboration and positive relationships.
	2021-2022: Communication can take so many forms, and we looked to utilize many different ones this year. From more frequent use of google forms to positive emails and phone calls, we focused on communicating and connecting to build positive relationships. Newsletters, articles and even assemblies were avenues we used to share information and affirmations. We heard our students' voices more this year than in the past as they advocated for changes to the handbook, made proposals, and voted on activities. Our 8th grade in particular had so many opportunities to participate in decision-making, from the Unified Arts in their schedules to end-of-year activities. Educators continued throughout the year to collaborate during grade level meetings, content specific groupings, and professional growth opportunities, and students and staff engaged in numerous service projects that communicated strong messages of care. All of these avenues have supported positive relationships and collaboration.

Strategic Priority: *Student Engagement & Student Directed Learning*

Leadership	Goal -Deepen our commitment to competency-based learning and to practices that foster student engagement and student directed learning
	Progress - <i>the process of identifying core instructional strategies, resources and processes is the focus of this year's work. The development of and implementation of a plan to increase those practices will be a focus in 2022-2023.</i> 2021-2022 Revised K-8 report cards went home to families in the fall along with the following updates and resources . New resources for the 2022-2023 school year were selected for 6-12 math, and K-12 SEL. In addition, conversations centered around the Science of Reading have led to some conversations about changes in K-3 Literacy instruction.
Human Resources	Goal -Develop teacher capacity and skill focused on student directed learning.
	Progress - <i>Goal moved to 2022-2023</i>
Student Services	Goal - Deepen teacher's capacity for IEP goal development and progress monitoring practices within special education to effectively make improvements that will foster student engagement and student directed learning.
	2021-2022 After a round table discussion in November with our special educators and a survey around current use of progress monitoring tools we continue to research, look at demos, and discuss with our Math and Reading SAU intervention teams on

	<p>which tool will work best for staff. We hope to have this finalized by the start of the 22-23 school year. (The other two action steps were placed on hold.)</p>
Competency-Based Learning	<p>Goal - Deepen our commitment to competency-based learning (CBL) and to practices that foster student engagement and student directed learning</p>
	<p>Progress - <i>the process of identifying core instructional strategies, resources and processes is the focus of this year's work. The development of and implementation of a plan to increase those practices will be a focus in 2022-2023.</i></p> <p>2021-2022 Revised K-8 report cards went home to families in the fall along with the following updates and resources. New resources for the 2022-2023 school year were selected for 6-12 math, and K-12 SEL. In addition, conversations centered around the Science of Reading have led to some conversations about changes in K-3 Literacy instruction.</p>
Professional Growth	<p>Goal - Generate tools to foster student engagement and student directed learning.</p>
	<p>Progress - <i>There has been rich and meaningful continued work in UDL in the schools. A more specific focus on student engagement and operationalizing Portrait of a Learner will occur in 2022-2023.</i></p> <p>2021-2022 Implementation of a new Learning Management System, Canvas, has been mostly successful with some challenges along the way. The power of this tool has not yet been fully realized.</p>
Henniker Community School	<p>Goal -Integrate Universal Design for Learning principles into our Competency-Based approach to learning</p>
	<p>2021-2022: Over the course of this year our building-based UDL team continued its twice monthly meetings and rolled out Drop-in sessions for staff. The team also worked to develop a draft checklist of UDL practices that teachers can easily reference and will be used by the administration and mentor program to support UDL adoption across the school in the coming year. The team also prepared and presented the core principles of UDL to staff at a faculty meeting. The UDL team will continue their work during staff work time next year.</p> <p>Our Vertical Curriculum teams reviewed summative assessment data (NH SAS and iReady) in the context of formative data to develop team goals. They worked with their team facilitators to implement an action plan to achieve goals and will reflect on that work at the close of this school year. The Vertical Team leaders have modified this structure for 2022-2023 and will more closely integrate with grade-level PLC work and interventionists.</p>
John Stark	<p>Goal - Increase school-wide understanding and implementation of consistent,</p>

<p>Regional High School</p>	<p>specific, identified strategies that support Competency Based Education</p> <p>2021-2022: Over the course of the year, our faculty and staff completed an in-depth self-reflection in preparation for the NEASC Collaborative Conference visit in October 2022. Resoundingly approved by a full faculty vote in late May, we will use that report as a guide as we continue to build overall understanding and consistent implementation of practices that support equitable, high quality education for all students. Among those, our building UDL team continued to grow, meeting monthly and providing a variety of collaborative and individualized learning options. High-leverage UDL practices and related resources were shared during faculty meetings to help expand the overall faculty capacity. Expanded Academic Support hours were implemented for the second semester, offering all students additional individualized support one morning and two afternoons a week. Faculty teams have developed summer programming for incoming ninth grade students, and summer school for English and mathematics to facilitate the acquisition of competency when additional time is required. The math department continues to prepare for the shift from an integrated model to an Algebra-Geometry-Algebra II sequence. That curriculum, as all new courses being written this summer and subsequent curricular revisions, will be organized into a common format that explicitly integrates the Portrait of a Learner competencies and is aligned to applicable national, state and discipline-specific standards.</p>
<p>James Faulkner Elementary School</p>	<p>Goal - Expand access to the curriculum through the use of the Universal Design for Learning (UDL) Framework to guide instruction and build student agency in all JFES Classrooms</p> <p>2021-2022: The school's commitment to Universal Design for Learning (UDL) remained strong throughout the year with monthly meetings and ongoing collaboration opportunities. Early in the year, a UDL school goal of student goal setting (Action and Expression Domain) anchored our work as we dug deeper into how student goal setting drives the shift from teacher directed to student directed learning and provides the foundation for expert learning. Every classroom developed its own method of setting and monitoring student goals and made this part of the weekly routines. The UDL facilitator and principal met monthly with the UDL implementation specialist to plan for staff PD and build their own capacity. They attended the spring UDL conference to present the school's work in student goal setting. Because of this collaborative work, JFES is well positioned to enter the 2022-23 school year as a second year NH HUB school.</p>
<p>Center Woods Elementary School</p>	<p>Goal - Provide UDL theories and practices that increase student motivation and engagement.</p> <p>2021-2022: The UDL team sought input into creating a school-wide Shared Attribute that focused on improving student engagement and motivation. Every staff member participated in the Shared Attribute. The UDL team created a professional development series throughout the year to introduce new UDL strategies, such as ways to incorporate student choice, to the teachers. Teachers</p>

	shared that they noticed students were more independent, problem-solvers, and motivated learners this year. The staff reflected that they want to continue to keep this focus for the 22-23 school year. We will work with the SAU team to establish an engagement rubric or tool.
Upper Elementary/ Weare Middle School	Goal - Leverage UDL, CBL and SEL best practices to maximize student capacity to grow in Portrait of a Learner competencies.
	2021-2022: The main focus of UDL is to ensure that all learners access content by removing barriers. Throughout this past school year, much time and effort has been devoted to understanding and applying Universal Design for Learning guidelines. Both the UDL team and the building as a whole focused on what it means to be an expert learner. In addition, all grades levels spent time each week engaging students in Social & Emotional topics through discussions, videos and activities. We also leveraged the use of student-designed goals to support student growth in both academic and SEL content. There is still work to be done in these two areas and especially in our refinement of Competency Based Learning.

Strategic Priority: *Effective Structures & Effective Processes*

Leadership	Goal - Through the strategic planning process, foster the key principles of distributive leadership (<i>autonomy, capacity and accountability</i>) to empower leaders.
	2021-2022: The Leadership Team engaged in a new strategic planning process this year. The focus is on high leverage leadership action steps. Each member of the team is responsible for specific steps within the plan. Progress toward the goals were shared out at each board meeting and each building and area conducted a mid-year review to reflect on progress and revise steps and goals. This document represents reflection on our overall progress.
Human Resources	Goal - Implement systems that streamline the hiring, onboarding, and continuing employment processes.
	2021-2022: We adopted Frontline Recruiting & Hiring Solution in Spring 2021 and worked over the summer to implement the program. We saw an increase in the number of applicants for each position and took the opportunity to develop common hiring process procedures across the SAU. The Core Team and building-level hiring teams have developed transparent and inclusive hiring procedures and are investigating how to maximize Frontline tools.
Facilities & Infrastructure	Goal - Increase capacity to effectively respond to emergency situations.
	2021-2022 : At the 2021 Leadership Institute we reviewed the schools' emergency operation plans. We developed plans for drill training and practice, with a focus on enhanced lockdown procedures. The SAU 24 Emergency Operations Team members collaborated on the revision of Emergency Operations Plans in an effort to increase interoperability between schools. Schools conducted training in enhanced lockdown procedures and reviewed emergency drills with staff.

Facilities & Infrastructure	Goal -Develop a comprehensive facilities planning structure to track current, annual and future needs
	2021-2022: Our various committees and leadership have taken strides to better track and plan for our facilities and technology needs. We took the chance to gather and do walkthroughs of our buildings to assess building needs and move towards more comprehensive maintenance and capital asset plans. Part of our need was to have a system that tracks the assets we have. The IT team is currently undergoing a roll out of IncidentIQ that includes asset tracking capabilities that will assist our committees to have a vision of the assets we have and their age.
Finance & Budgeting	Goal - Develop a collaborative budget process that allows for feedback and efficiency
	At the beginning of the budget process we developed a process of sharing budget needs and budget knowledge across our buildings. <i>February</i> - With the budget process coming to a close, we are beginning to do an analysis of what worked well and what still needs improvement. <i>September</i> - Business Manager rolled out a budget development process that allows for increased coordination and collaboration between the SAU Team and the Building Level Teams. <i>August</i> - Business Manager met with building principals and secretaries to gain input in order to develop procedures around budgeting.
Finance & Budgeting	Goal - Increase business office efficiency and take advantage of cost savings
	<i>November</i> - Policy committee adjusted our bidding process to adjust when a bid is required. This allows purchasing to be more nimble and saves advertising costs. <i>September</i> - Copier lease implemented.
Student Services	Goal - Implement effective structures and processes to assure accordance among our student service practices that guarantee access to a free and appropriate public education (FAPE) in the least restrictive environment (LRE).
	2021-2022 We provided many professional development opportunities to our special education staff to attend this year through the NH Association for Special Education Administrators Association and the Regional Special Education Directors group. Staff and administrators attended training on executive functioning, case management, LEA training, week long reading institutes, the annual special education law conference, the science of reading, strength based behavior approaches, transition planning for leaving high school, and many more applicable trainings to our staff. We are also in the process of revising and updating our Case Management Handbook to have available for the start of the school year for our new and experienced special education teachers.
Competency-Based Learning	Goal -Design and support building-level teams to assist faculty in CBL and develop a schedule to review competencies to align with Portrait of a Learner.
	Progress

	<p><i>This work will continue in the 2022-2023 school year.</i></p> <p>2021-2022 Revised K-8 report cards went home to families in the fall along with the following updates and resources.</p>
Professional Growth	<p>Goal - Operationalize how we use data to inform instruction.</p> <p>Progress - <i>This work will continue in the 2022-2023 school year.</i></p> <p>2021-2022 The SAU MTSS Team began meeting in January and focused on building a common understanding of MTSS and self-reflecting on the current state of our practices. Performance Matters is operational and professional development will begin over the summer. Changes to powerschool have positively impacted access to data both in Performance Matters and the EIS, iReady, and NHSAS reporting systems.</p>
Henniker Community School	<p>Goal - Align intervention structures with student need</p> <p>2021-2022: Over the course of this year the Henniker MLB teams have completed an audit of past intervention data, developed plans and processes for assignment and scheduling students with interventionists, and identified action steps for continued forward movement on this goal. We are better prepared to provide effective tier 1 and tier 2 interventions next year in partnership between interventionists and classroom teachers.</p>
John Stark Regional High School	<p>Goal - Increase consistency, commitment and understanding of school-wide structures</p> <p>2021-2022: Administration worked on visiting various PLCs as well as supporting new teachers in an updated advisory structure. Peer Leaders returned to in-person visits in Freshmen Advisories with the overall goal of increasing the students' connection to the school. An advisory document has been shared which has various activities teachers can refer to so we can all work to address the social emotional needs of our students. Traditional activities like our homecoming dances and spirit week activities returned with overwhelming student participation. The students and staff have the same goal of returning to normal activities to increase school pride and to connect the students to each other and the school.</p> <p>Topics for a faculty manual continue to be collected and organized. During the Common Workshop Day, staff took advantage of opportunities to learn more about SEL initiatives and effective techniques. In an effort to increase communication and consistency, we started a “General Update” weekly document that administration shares with faculty which includes upcoming events and initiatives as well as any changes to the schedule with additional links to important school wide documents. Spring faculty meetings included school wide conversations around staff generated areas of interest which included student</p>

	<p>behavior/discipline, the schedule, and attendance. These resulted in a call for teachers to be a part of a review process for our handbook and also to create more consistency for our students. Ideally, these interested teachers will be meeting over the summer to start this process.</p>
<p>James Faulkner Elementary School</p>	<p>Goal - Examine current Response to Intervention process to prepare for shift to Multi-tiered Systems of Support</p> <p>2021-2022: The school's UE Team lead is a member of the district MTSS Committee. The committee members are building their understanding of MTSS through the webinar series sponsored by Demonstrated Success. The first two webinars covered the topics of: Understanding Multi-Tiered System of Supports and Unpacking the Components of MTSS. Prior to the formation of the district MTSS Committee, the school started its shift from RTI by using a process called empathy mapping to gather multiple data points and information to create a learning profile of each student. The mapping process is a whole child approach that goes beyond academic scores to capture student interests, strengths and challenges, social emotional and career needs such as organizational skills and resiliency. This process shifts the focus from a deficit perspective (what the child can't do based on scores) to an asset-based lens (what strengths the child has to help remediate his/her challenges). The mapping was led by our school counselor and team leads with a team of educators (teachers, paraprofessionals, special educators, admin) providing input. In support of the shift to MTSS, the team also started taking a closer look at the current JFES discipline system and documentation using fix-it tickets and office referrals and how these are being utilized at each grade level. As part of this work, the team discussed the purpose of these forms to both document the behavior concerns and communicate with families. More work is needed in this area as we move into the 2022-23 school year. Connected to this MTSS goal, our school counselor is a member of the district SEL Committee that is tasked with researching and choosing a district SEL curriculum.</p>
<p>Center Woods Elementary School</p>	<p>Goal - Create a structure to support and strengthen staff capacity.</p> <p>2021-2022: This goal began with a plan to start re-organizing our school into 3 column teams in an effort to increase staff capacity. As we collaborated with staff to evaluate our current structures and needs, feedback and questions illuminated enhanced communication as a recurring topic. Reflecting on effective communication structures in place and identifying areas where communication should be improved have supported the beginning phases of actualizing a better communication hub for all decision making bodies within CWES. While we will not be creating a new collaborative structure, more effective communication will meet the goal of building staff capacity through opening avenues for all parties to collaborate with greater ease. Our updated timeline is to have a draft of this communication hub ready to share with team leaders over the summer and launch school-wide Fall 2022. At this time team leaders will continue to collaborate on the creation of the strategic plan as they have represented their teams in the past.</p>

Upper Elementary/ Weare Middle School	Goal - Increase the effective use of tools for communicating and supporting student outcomes.
	2021-2022: There were two main areas within this goal - communicating and supporting. Our new Learning Management System, Canvas, was a major focus of professional growth; Canvas has the power to guide and better communicate student needs and progress. Our work on this platform allowed students to access assignments and resources regardless of their location or time of day. Learning was significantly enhanced during absences and remote days due to the use of this tool. In addition, Powerschool was evaluated to see how it might better communicate expectations and student progress. Numerous google sheets were created to track unmet competencies, behavior concerns and positive communications home. Data from these sheets became the foundation for scheduling additional support within the school day, during after school tutoring sessions, and Competency Recovery week.