



SAU 24 STRATEGIC PLAN

Preparing learners for their future

SAU24 graduates are empowered with the skills and dispositions to achieve their goals and contribute to the world. Our learners are knowledgeable problem solvers and creators, effective communicators, and respectful collaborators. They are lifelong learners, prepared to follow their passions.

A **Knowledgeable Problem Solver and Creator** adapts information and skills to persevere through challenges and innovate new solutions.

An **Effective Communicator** is mindful of the audience, engages in meaningful dialogue, and constructively conveys messages using a variety of methods.

A **Respectful Collaborator** employs strong interpersonal skills, demonstrates compassion, and contributes as a positive community member.

2023 Strategic Priorities

Safety and Belonging	Strengthening Core Instruction	Effective Structures and Processes
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2023-2024 Goals

Safety and Belonging	Strengthening Core Instruction	Effective Structures and Processes
Accountability to a common leadership goal to support trust building across the SAU.	Increase alignment between high quality instruction materials (HQIM), instructional practices and collective teacher capacity to improve academic achievement in math.	Sustain a common focus on student attendance across the SAU to ensure common MtSS practices and structures and to improve student outcomes.
Prioritize the needs of staff in years 4-10 in negotiations and opportunities for growth.	Increase alignment between high quality instruction materials (HQIM), instructional practices and collective teacher capacity to improve academic achievement in literacy.	Expand the SAU 24 Communication Strategy to include a schedule of surveys and a robust digital media presence both as ways to more effectively engage school community members.
Develop sustainable communication and engagement practices with families around student performance on IEP goals among our special education staff.	Extend the use of blended learning strategies and tools across SAU24 to strengthen core instruction and realize a fully 1:1 learning environment that expands the learning environment beyond the school building and the school day.	Develop and implement a tangible K-12 activity that requires students to reflect on their progress on the learning progressions of the Portrait of a Learner.
Build shared meaning around safety and belonging within schools and across the SAU.	Explore the delivery of specialized instruction through co-teaching models.	Establish and align business processes and procedures across schools by identifying and documenting all aspects of business operations to better serve and support staff.
Foster family, faculty, staff and student involvement in the Advisory Council for Safety and Belonging.	Collaborate to develop an evaluation plan that is strength-based and focused on continuous improvement.	Implement and practice an effective communication structure for emergency and crisis response.
In coordination with local officials, maximize increased grant opportunities (federal and state) to make key safety improvements, including mental health supports.	Build shared meaning around CASEL and SEL within schools and across the SAU.	Analyze past decisions related to the budget and report out on the impact/return of investment of those decisions to demonstrate transparency and to build support within the community.
In partnership with parents, build expectations and exemplars, and data collection system practices within special education.	Articulate a clear vision of what we want students to know and be able to do at the end of each grade level and course that incorporates competencies (content and POL) and real world application.	Improve long term planning, anticipate budget needs and increase efficiencies through the development of building maintenance and capital improvement plans for all SAU buildings.
Establish an SAU-wide Board Human Resources Committee to look systemically at compensation and benefits.	Leverage the development of an SAU24 Instructional Playbook to build consistency, compatibility and cohesion in teaching and learning practices between and across grade levels and courses.	Establish and align facilities processes and procedures across schools by identifying and documenting all aspects of facilities operations to better serve and support students and staff.

Analyze and update cybersecurity protocols.	Refinement and expand SAU24 Assessment System and enhance the competency based grading and reporting system.	Evaluate the benefits and drawbacks of other possible areas for sau-wide resource sharing through the SAU-Wide Resource Sharing and Planning Committee work with input from the community.
JSRHS - Faculty Connections: Rebuild the John Stark Community through a focus on team, trust, traditions, and communication.	JSRHS - Student Experience: Strengthening the John Stark Community through a focus on Regard, Respect, and Integrity	JSRHS - Access + Opportunity: Develop common practices and expectations through a focus on UDL, CBE, POL, and Pathways
CWES - With intentionality, continue to foster a physical and emotional environment where students and faculty feel connected, valued, and safe.	CWES - We will improve the quality and effectiveness of the educational experience	CWES - Improve the quality and effectiveness of the fundamental educational experiences that align with POL
WMS - Build trust, collaboration, and a positive learning culture.	WMS -Align practices with developmentally appropriate models for all WMS students.	WMS - Research and implement effective use of current structures and procedures.
JFES - Increase students' sense of belonging	JFES - Increase collective teacher capacity to improve academic achievement and foster student-directed learning.	JFES- Improve structures to advance student achievement and promote a consistent and predictable school experience.
HCS - Foster a physical and emotional environment where students and faculty feel connected, valued, and safe.	HCS - Increase engagement, ownership, and monitoring of student learning	HCS - Implement effective structures and processes to advance student achievement

Accountability to a common leadership goal to support trust building across the SAU.	Build shared meaning around safety and belonging within schools and across the SAU.	In partnership with parents, build expectations and exemplars, and data collection system practices within special education.
Prioritize the needs of staff in years 4-10 in negotiations and opportunities for growth.	Foster family, faculty, staff and student involvement in the Advisory Council for Safety and Belonging.	Establish an SAU-wide Board Human Resources Committee to look systemically at compensation and benefits.
Develop sustainable communication and engagement practices with families around student performance on IEP goals among our special education staff.	In coordination with local officials, maximize increased grant opportunities (federal and state) to make key safety improvements, including mental health supports.	Analyze and update cybersecurity protocols.

Strengthening Core Instruction

Increase alignment between high quality instruction materials (HQIM), instructional practices and collective teacher capacity to improve academic achievement in math.	Explore the delivery of specialized instruction through co-teaching models.	Articulate a clear vision of what we want students to know and be able to do at the end of each grade level and course that incorporates competencies (content and POL) and real world application.
Increase alignment between high quality instruction materials (HQIM), instructional practices and collective teacher capacity to improve academic achievement in literacy.	Collaborate to develop an evaluation plan that is strength-based and focused on continuous improvement.	Leverage the development of an SAU24 Instructional Playbook to build consistency, compatibility and cohesion in teaching and learning practices between and across grade levels and courses.
Extend the use of blended learning strategies and tools across SAU24 to strengthen core instruction and realize a fully 1:1 learning environment that expands the learning environment beyond the school building and the school day.	Build shared meaning around CASEL and SEL within schools and across the SAU.	Refinement and expand SAU24 Assessment System and enhance the competency based grading and reporting system.

Effective Structures and Processes

Sustain a common focus on student attendance across the SAU to ensure common MtSS practices and structures and to improve student outcomes.	Establish and align business processes and procedures across schools by identifying and documenting all aspects of business operations to better serve and support staff.	Implement and practice an effective communication structure for emergency and crisis response.
Expand the SAU 24 Communication Strategy to include a schedule of surveys and a robust digital media presence both as ways to more effectively engage school community members.	Improve long term planning, anticipate budget needs and increase efficiencies through the development of building maintenance and capital improvement plans for all SAU buildings.	Establish and align facilities processes and procedures across schools by identifying and documenting all aspects of facilities operations to better serve and support students and staff.
Develop and implement a tangible K-12 activity that requires students to reflect on their progress on the learning progressions of the Portrait of a Learner.	Analyze past decisions related to the budget and report out on the impact/return of investment of those decisions to demonstrate transparency and to build support within the community.	Evaluate the benefits and drawbacks of other possible areas for sau-wide resource sharing through the SAU-Wide Resource Sharing and Planning Committee work with input from the community.

JOHN STARK REGIONAL SCHOOL DISTRICT - JOHN STARK REGIONAL HIGH SCHOOL			
2021-2024	Safety and Belonging	Strengthening Core Instruction	Effective Structures & Processes
2023-2024 Goals	Faculty Connections: Rebuild the John Stark Community through a focus on team, trust, traditions, and communication.	Student Experience: Strengthening the John Stark Community through a focus on Regard, Respect, and Integrity	Access + Opportunity: Develop common practices and expectations through a focus on UDL, CBE, POL, and Pathways
Action Step 1	Engage with an outside consultant to support improvements in adult culture, with a focus on increasing faculty voice in decision making	Expand the impact of We Are John Stark and Freshman transition and experience through a program evaluation and faculty committee.	Develop consistent CBL grading and reporting practices and align assessments to Portrait of a Learner
Action Step 2	Meaningfully involve faculty and staff in MtSS in order to fully implement the documented process, providing ongoing opportunities to provide feedback.	Support improved culture and climate through a recommitment to Advisory that target students' social emotional learning through the use of Character Strong	Reestablished an active Emergency Management Team to ensure compliance and build capacity in our response.
Action Step 3	Collaborate with NH Listens to develop staff and student leaders to establish a building-based belonging task force	Use the development of a common curriculum, as required for NEASC, to improve understanding of competencies and connect to a shared meaning of Portrait of a Learner	As part of an SAU-wide discussion on evaluation, explore evaluation models in order to make changes for 2024-2025
<u>Board Goals</u>	STUDENT CONNECTIONS AND OPPORTUNITIES: The Board will support an increase in student connections and positive relationships and the expansion of opportunities for John Stark students in academics and co-curriculars. CULTURE AND CLIMATE: The Board will promote activities that support John Stark's core values of Respect, Regard, & Integrity. COMMUNICATIONS: The Board will foster a communications strategy that promotes internal and external community engagement. BUDGET: The Board will approve a budget that meets the needs of the John Stark School District and takes into consideration opportunities developed through the SAU-Wide Resources and Planning Committee.		

WEARE SCHOOL DISTRICT - CENTER WOODS ELEMENTARY SCHOOL			
2021-2024	Safety and Belonging	Strengthening Core Instruction	Effective Structures & Processes
2023-2024 Goals	With intentionality, continue to foster a physical and emotional environment where students and faculty feel connected, valued, and safe.	We will improve the quality and effectiveness of the educational experience	Improve the quality and effectiveness of the fundamental educational experiences that align with POL
Action Step 1	Generalizing character strong so that the language and practices are embedded in the whole day, including all school meetings, and to all staff not just classroom teachers so that everyone has the tools to do so.	Increase student performance by using Danielson clusters to provide more timely, frequent, and quality feedback to teachers through the newly revised evaluation process.	Reconfigure a school-wide PLC structure that ensures all stakeholders are part of the planning and decision making of WIN groups and how goal setting will be determined
Action Step 2	Use actionable lessons from Dare to Lead/Speed of Trust/Culture Code at all Admin/Office/Team Leader meetings to facilitate honest and vulnerable communication.	Begin exploration of the delivery of specialized instruction through co-teaching models.	Creation and implementation of meaningful professional learning for paraeducators.
Action Step 3	Collaborate to reduce unexpected behavior by creating clear procedures that align with responsive classroom practices for adults (before, during, and after) an unexpected behavior, including recommitting to our three school-wide rules (be safe, be polite, be kind).	Focus on high leverage instructional practices, including anchoring the “why” during the evaluation process and in professional learning to increase teacher effectiveness and student engagement.	Ensure effective structures within the Counseling Department to increase utilization of counseling resources and increase effectiveness of communication with all stakeholders.
Board Goals	COMMUNITY ENGAGEMENT AND OUTREACH: <i>The Board will encourage transparent and positive communications about operations, budget, behavior and learning and demonstrate openness to parent feedback and involvement.</i> ACADEMIC OUTCOMES: <i>The Board will support and promote activities to improve student achievement outcomes.</i> STAFF RETENTION: <i>The Board will negotiate contracts that attract and retain qualified staff members and acknowledge years of service.</i> BUDGET: <i>The Board will approve a fiscally responsible budget that meets the needs of Weare School District students.</i>		

WEARE SCHOOL DISTRICT - WEARE MIDDLE SCHOOL

2021-2024	Safety and Belonging	Strengthening Core Instruction	Effective Structures & Processes
2023-2024 Goals	Build trust, collaboration, and a positive learning culture.	Align practices with developmentally appropriate models for all WMS students.	Research and implement effective use of current structures and procedures.
Action Step 1	In partnership with parents, staff and the MTSS SAU team, develop a system of support for absences to continue to decrease student truancy.	Deepen understanding of best practices for students in grades 4-8 by collaborating with and involving in ongoing professional development with district coaches.	Design synchronized systems for special education to reflect best practices that increases efficiency and compliance, focusing on cross grade level case management to build relationships with families and students.
Action Step 2	Seek opportunities to strengthen parent and community partnerships through communication/visibility, and joint partnerships.	Implement WIN with given structures to support students' areas of need and enrichment while not removing them from core instruction time.	Support growth of the MTSS team tasked with the development of a multi-tiered system of support for students in the areas of academic, behavior, and social emotional needs at the building wide and grade levels.
Action Step 3	Increase student leadership opportunities through collaboration with staff that promotes a student first culture and focus on inclusivity and belonging.	Implement Advisory at each grade level to target students' social emotional learning through direct instruction and support in executive functioning and Character Strong.	Implement a new schedule built specifically to increase student contact with teachers and minimize the time out of class for special education students.
Board Goals	COMMUNITY ENGAGEMENT AND OUTREACH: <i>The Board will encourage transparent and positive communications about operations, budget, behavior and learning and demonstrate openness to parent feedback and involvement.</i> ACADEMIC OUTCOMES: <i>The Board will support and promote activities to improve student achievement outcomes.</i> STAFF RETENTION: <i>The Board will negotiate contracts that attract and retain qualified staff members and acknowledge years of service.</i> BUDGET: <i>The Board will approve a fiscally responsible budget that meets the needs of Weare School District students.</i>		

STODDARD SCHOOL DISTRICT - JAMES FAULKNER ELEMENTARY SCHOOL			
2021-2024	Safety and Belonging	Strengthening Core Instruction	Effective Structures & Processes
2023-2024 Goals	Increase students' sense of belonging	Increase collective teacher capacity to improve academic achievement and foster student-directed learning.	Improve structures to advance student achievement and promote a consistent and predictable school experience.
Action Step 1	Foster safety and belonging by reviewing/recommitting to Responsive Classroom (RC) practices.	Support staff with implementation of core resources and practices.	Increase our use of Empathy Maps to articulate and track student needs as part of the MtSS process
Action Step 2	Build common definitions around belonging and foster explicit strategies, incorporating student voice in this process.	Align learning activities with our competencies/learning targets, Portrait of a Learner, and Habits of Learning.	Develop and articulate our Multi-tiered Systems of Support (MTSS) processes.
Action Step 3	Foster student and parent voice as part of defining and supporting belonging.	Begin exploration of the delivery of specialized instruction through co-teaching models.	Create and follow a maintenance and capital improvement plan.
Board Goals	COMMUNITY ENGAGEMENT: <i>The Board will foster community engagement to support learning, specifically around the AREA agreement</i> LEGISLATION: <i>The Board will become knowledgeable about the impact of pending legislation and advocate for the Stoddard School District.</i> DISTRICT REPORT CARD: <i>Develop a K-12 District Report Card that includes data about our students in Keene and other schools.</i>		

HENNIKER SCHOOL DISTRICT - HENNIKER COMMUNITY SCHOOL			
2021-2024	Safety and Belonging	Strengthening Core Instruction	Effective Structures & Processes
2023-2024 Goals	Foster a physical and emotional environment where students and faculty feel connected, valued, and safe.	Increase engagement, ownership, and monitoring of student learning	Implement effective structures and processes to advance student achievement
Action Step 1	Enhance relationships between students, develop relationships with designated adults, and more successfully implement the Character Strong program through an advisory program in grades 7 and 8.	Investigate and implement classroom strategies that support student ownership of learning, engagement and self-monitoring of learning, and student reflection	Implement a collaborative leadership structure to support effective Tier 1 programming at HCS (core curriculum; Hardworking, Caring, Safe)
Action Step 2	Enhance partnerships with parents around understanding of their children's experiences academically and developmentally through communications, events, and other programming.	Support staff with implementation of core resources and practices.	MTSS-B: collaborate to implement progressive responses to student social-emotional support needs across the MtSS levels.
Action Step 3	Build student empathy and understanding of the experiences of others, identify areas where there are program alignments, and identify areas for professional staff development through a Cs Team.	Increase the use of effective feedback for learning.	MTSS-A: collaborate to implement progressive response to student academic support needs across the MtSS levels. Revised WIN programming
Board Goals	COMMUNICATION AND COMMUNITY ENGAGEMENT: <i>The Board will foster engagement and transparent communication with families and community</i> STAFF RETENTION: <i>The Board seeks to attract and retain qualified staff members at all levels.</i> BUILDINGS & BUDGET: <i>The Board will approve a fiscally responsible budget that seeks to consolidate and maximize resources, where appropriate</i>		

2021-2023 Strategic Priorities

Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
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2022-2023 Goals

Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
Bring energy and focus around reconnection and community building across the SAU.	Deepen our commitment to Portrait of a Learner and to practices that foster student engagement and student directed learning	Implement systems that streamline the hiring, onboarding, and continuing employment processes.
Provide external communications of our facilities to external stakeholders	Increase capacity to effectively respond to emergency situations.	Develop a comprehensive resource planning structure to track current, annual and future needs.
Promote transparency of our budgets in our communities.	Refine the collaborative budget process that allows for feedback and efficiency	Increase business office efficiency and take advantage of cost savings
Partner with families to build strong and trusting relationships.	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.	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).
Leverage Portrait of a Learner to increase capacity in communicating the value and purpose of Competency Based Learning in common language that is accessible to all stakeholders.	Deepen our commitment to competency-based learning (CBL) and to practices that foster student engagement and student directed learning	Reflect back our commitment to competency-based learning, Universal Design for Learning, and Portrait of a Learner in our team structures and processes.
Increase educator efficacy and expand opportunities for professional growth.	Generate tools to foster student engagement and student directed learning.	Operationalize how we use data to inform instruction.
JFES - Build student and staff leadership in the school community	JFES - Expand access to the curriculum through the use of the UDL Framework to guide instruction and build agency in all JFES Classrooms	JFES - Examine current Response to Intervention process to prepare for shift to Multi-tiered Systems of Support (MtSS)
CWES - Enrich experiences for students and teachers in the classroom and the community through Responsive	CWES - Empower the UDL Team, in partnership with Instructional Coaches, to design staff professional	CWES - Enhance structures that promote school community and safety.

Classroom, SEL, PLC meetings, and a parent advisory for school and community events.	development that continues to provide theories & practices that increase student motivation and engagement.	
WMS- Build trust, collaboration, and a positive learning culture.	WMS- Align practices with developmentally appropriate models for all WMS students.	WMS- Research and implement effective use of current structures and procedures.
JSRHS- Rebuild the John Stark Community through a focus on team, trust, and traditions.	JSRHS- Strengthening the John Stark Community through a focus on Regard, Respect, and Integrity	JSRHS- Develop common practices and expectations through a focus on UDL, CBE, & POL
HCS - Increase leadership opportunities and enhance community partnerships	HCS - Increase staff knowledge and application of Universal Design for Learning principles	HCS - Implement effective structures to advance student achievement

CORE TEAM - LEADERSHIP

2021-2024	Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
2022-2023 Goal	Bring energy and focus around reconnection and community building across the SAU.	Deepen our commitment to Portrait of a Learner and to practices that foster student engagement and student directed learning	Implement systems that streamline the hiring, onboarding, and continuing employment processes.
Action Step 1	Create a comprehensive communication strategy to tell the story of SAU 24 to internal and external stakeholders	Establish a Portrait of Learner Advisory Council to inform the three year priorities and strategic plan to ensure progress towards realizing our Portrait of a Learner	Develop a SAU-wide staff recognition program aligned to Portrait of a Learner.
Action Step 2	Develop a communication toolkit (and events) aimed at students and families that builds understanding of the connections between Portrait of a Learner, Competency Based Learning, and Universal Design For Learning.	Continue to operationalize the POL through the development of common shared rubrics	Lay the groundwork for future negotiations through research of internal and external factors that attract and retain staff.
Action Step 3	Communicate impact of previous budget decisions during the budget process.	Develop measures of the impact of student pathways on short and long term student achievement and success.	Identify the key factors that lead to teacher/staff retention (salary, benefits, growth opportunities) and develop/implement a tool for analyzing the impact of those factors on our staff retention data.
Justification	<i>It is important for a school district to tell their</i>	<i>As a personalized learning approach, CBL</i>	<i>A strategic plan is a guiding document to</i>

	<p>story to promote transparency, to develop shared meaning around Portrait of a Learner, to foster support for school initiatives and budgets. Great Schools Partnership</p>	<p>provides a flexible and engaging learning environment in which progression is based on mastery of explicit learning objectives, or competencies, as demonstrated through evidence of student learning, rather than the time spent in a course/topic. This approach fosters student directed learning and increased student engagement. REL</p>	<p>support movement towards a common vision and empowers people to take actions toward common goals. EL - April 2021 The Best-Laid Plans Can Succeed</p> <p>Small symbolic gestures tailored to the context of the organization can have a big impact on morale Harvard Business Review</p> <p>Great vision without great people is irrelevant. - Jim Collins, Good to Great</p>
Evidence of Impact	<p>Increased engagement from stakeholders with websites, social media and other SAU 24 communications</p>	<p>Shared understanding of instructional strategies that support student directed learning (survey)</p>	<p>Ongoing reporting out of progress on action steps in through board reports Establishment of baseline data on retention. Establishment of baseline communications data. Connection between evaluation, hiring, and induction to Portrait of a Learner.</p>

BUSINESS OFFICE - FACILITIES & INFRASTRUCTURE			
2021-2024	Strong Connections and Strong Communities	Effective Structures and Effective Processes	Effective Structures and Effective Processes
2022-2023 Goal I	Provide external communications of our facilities to external stakeholders	Increase capacity to effectively respond to emergency situations.	Develop a comprehensive resource planning structure to track current, annual and future needs.
Action Step 1	Present report provided by On-site Insight to the public for Henniker Community School and Center Woods Elementary School.	Emergency Preparedness parent presentations	Analyze facilities budgets to ensure proper funding for ongoing maintenance needs in our buildings.
Action Step 2	Conduct Transportation Study to understand family perceptions and needs of current bussing options.	SAFE GRANTS Reunification and Crisis Response	Develop documentation of planned maintenance schedules.
Action Step 3	Provide documentation to the public for the SAU-Wide Facilities & Resource Planning Committee.	Fully implement enhanced lockdown procedures, including tabletop practice.	Develop sustainable technology refresh plans around current and long term needs.
Justification	<i>Communicating future CIP needs helps inform the public of future costs and allows for collaboration between the town and schools to maintain a consistent tax rate.</i>	<i>Emergency preparedness is vital to ensure a disaster response is not impeded by disorganization or miscommunication.</i>	<i>Tracking and maintaining assets will decrease unexpected cost items in future years and decrease frequency of large maintenance expenses.</i>
Evidence of Impact	Increased public engagement is CIP goals and collaboration with town officials on budget implications.	Increased effectiveness in tabletop exercises and drills.	Annual facilities goals will be transparent to internal budget developers going into the yearly process.

BUSINESS OFFICE - FINANCE AND BUDGETING			
2021-2024	Strong Connections and Strong Communities	Effective Structures and Effective Processes	Effective Structures and Effective Processes
2022-2023 Goal	Promote transparency of our budgets in our communities.	Refine the collaborative budget process that allows for feedback and efficiency	Increase business office efficiency and take advantage of cost savings
Action Step 1	Shift the focus of our budget presentations to focus on what we feel impacts student learning. This will better represent our budget priorities to our communities	Continue to train and look for ways to share knowledge and information in order to facilitate collaboration with building staff on budget processes, including ensuring that all costs are represented in our budget workbooks	Develop a purchasing procedure that ensures fiscal responsibility and compliance, including the use of P-cards
Action Step 2	Provide additional and more in depth information about the budget process and budget items to the voting public.	Explore streamlining technology infrastructure costs and efficiencies across the district.	Refine grant budgeting procedures that ensure fiscal responsibility and compliance.
Action Step 3	Engage in zero-based budgeting in Weare	Consolidate account lines to simplify budgeting and increase understanding of spending.	Align accounting and AP processes across the SAU.
Justification	<i>Providing a digital resource for all SAU stakeholders to increase budget transparency.</i> Transparency - AASA	<i>Having all of the budget development team on the same page will increase transparency with all stakeholders and allow for exceptional management of the resources we have been entrusted to manage. Transparency - AASA</i>	<i>Studies show that purchase cards save business offices administrative costs and the program also offers incentives that will put revenue back into the budget.</i>
Evidence of Impact	Increased engagement in our budget process from stakeholders.	Smoother budget process and increased common knowledge of the budget.	Decreased amount of accounts payable checks being mailed.

TEACHING & LEARNING: STUDENT SERVICES			
2021-2024	Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
2022-2023 Goal	Partner with families to build strong and trusting relationships.	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.	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).
Action Step 1	Focus on student transitions from a special education perspective within and between SAU 24 schools and grades to maximize time for learning.	Implement a progress monitoring reading tool in all districts.	Create onboarding practices and provide ongoing support for paraprofessionals and case managers. Redesign Paraprofessional Evaluation.
Action Step 2	Increase opportunities for parent engagement through workshops and forums on special education topics.	Investigate and collect data on current progress monitoring math tools available across all districts.	Develop technology resources within our existing platforms to provide for more efficient practices and information gathering by staff for IEP and 504s.
Action Step 3	Collaborate across the SAU through the Coordinators to increase information going out to parents through newsletters.	Develop processes for consistent data collection and analysis to inform IEP data driven goal development.	Provide professional development to improve our collective efficacy as it relates to de-escalation and student behavior management.
Justification	When families are informed and feel supported and have strong and trusting relationships with educator, student outcomes increase and parents are more often willing to partner with schools.	When the expertise of educators in specific areas improve, student outcomes increase.	When our onboarding processes and continued practices align with the rules and laws governed by the state we can assure we are providing effective and efficient practices to train and support personnel.
Evidence of Impact	More collaboration among schools, less anxious students, and more informed staff about incoming students. More informed parents about the special education process and less speculation of school wrongdoing.	Norm and referenced data to support the proposed IEP goals that relate directly to the skill areas needing specialized instruction.	Increased retention of staff. Staff more informed of expectations and practices. Compliance of special ed and 504 rules and regulations.

TEACHING AND LEARNING: COMPETENCY-BASED LEARNING ENVIRONMENT			
2021-2024	Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
2022-2023 Goal	Leverage Portrait of a Learner to increase capacity in communicating the value and purpose of Competency Based Learning in common language that is accessible to all stakeholders.	Deepen our commitment to competency-based learning (CBL) and to practices that foster student engagement and student directed learning	Reflect back our commitment to competency-based learning, Universal Design for Learning, and Portrait of a Learner in our team structures and processes.
Action Step 1	Develop a communication toolkit (and events) aimed at students and families that builds understanding of the connections between Portrait of a Learner, Competency Based Learning, and Universal Design For Learning.	The SAU24 Assessment, Grading, and Reporting team will develop a long term plan to create, track, and revise common performance tasks as part of the SAU24 Assessment System.	Develop a fiscally responsible, long term resource adoption plan that supports our commitment to CBL in a 1:1 learning environment.
Action Step 2	Develop common understanding and language that specifically describes our practices, purpose, success criteria, and rationale for CBL.	Extend the use of blended learning strategies and tools across SAU24 to realize a fully 1:1 learning environment that expands the learning environment beyond the school building and the school day.	Identify and implement a shared curriculum repository that includes core curriculum documents, instructional resources, and common assessments.
Action Step 3	Develop a District Report Card to form the basis of desired outcomes for student achievement.	Align K-3 Literacy instruction to the Science of Reading through an audit of current instructional practice and resources, make recommendations for immediate and long term changes.	Evaluate the effectiveness of our current SIS (Powerschool) and investigate the potential of moving to the NHED SIS (Alma).
Justification	<i>A shared vision seeks to establish consistency in the curriculum & teaching. This consistency supports student success because teachers are reinforcing the same expectations & effective practices. Establishing a shared vision</i>	<i>As a personalized learning approach, CBL provides a flexible and engaging learning environment in which progression is based on mastery of explicit learning objectives, or competencies, as demonstrated through evidence of student learning, rather than the time spent in a course/topic. This approach fosters student directed learning and increased student engagement. REL</i>	
Evidence of Impact	Survey feedback demonstrating increased understanding of CBL	Increase in “look-for” evidence indicating increased student engagement and implementation of blended learning strategies.	Teaming and Purchasing structures support CBL and UDL frameworks.

TEACHING & LEARNING: EDUCATOR EFFICACY			
2021-2024	Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
2022-2023 Goal	Increase educator efficacy and expand opportunities for professional growth.	Generate tools to foster student engagement and student directed learning.	Operationalize how we use data to inform instruction.
Action Step 1	Facilitate opportunities for administrators to collaborate and calibrate supervision & evaluation practices.	Define, monitor, and increase student engagement by developing a process to measure student engagement.	Utilize the SAU wide assessment, grading, and reporting team to define “student success” and operationalize that definition in order to report to students, parents and the community at large.
Action Step 2	Evaluate the impact and effectiveness of the SAU24 Mentor Program and make recommendations for the next iteration of the Mentor Program.	Develop a plan to operationalize the SAU24 Portrait of Learner through the development of Learning Progressions and alignment to our HOL/WSP and academic competencies.	Evolve and expand the impact of the SAU Wide MTSS team tasked with the development of a multi tiered system of support for students in the areas of academics, behavior, and social emotional needs.
Action Step 3	Evaluate the effectiveness of the SAU 24 Leadership Academy and implement immediate changes for the 22-23 cohort to expand leadership opportunities for experienced educators.	Expand our commitment to providing instruction in the areas of social, emotional, and mental health competencies through deeper understanding of the CASEL framework and the implementation of Character Strong.	Relaunch the expanded SAU24 Coaching Model within the post-pandemic competency based, blended learning environment.
Justification	<i>A shared vision seeks to establish consistency in the curriculum and teaching. This consistency supports student success because teachers are reinforcing the same expectations and effective practices. The vision provides a reference point for all decisions Establishing a shared vision</i>	<i>By applying self-direction, these learners empower themselves to take personal responsibility, choosing how they use information in the construction of meaning. Self-directed Learning Lit Report</i>	<i>Collective teacher efficacy (CTE) is the collective belief of the staff/faculty in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement. Visible Learning - CTE</i>
Evidence of Impact	Increase calibration in feedback to teachers	Increase in “look-for” evidence indicating increased student engagement and implementation of blended learning strategies.	Increase in consistency and efficiency of data use as it relates to decision making.

STODDARD SCHOOL DISTRICT - JAMES FAULKNER ELEMENTARY SCHOOL			
2021-2024	Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
2022-2023 Goal I	Build student and staff leadership in the school community	Expand access to the curriculum through the use of the UDL Framework to guide instruction and build agency in all JFES Classrooms	Examine current Response to Intervention process to prepare for shift to Multi-tiered Systems of Support (MtSS)
Action Step 1	Provide structures to enhance communication, including improved communication with part-time staff.	Review JFES traditions to articulate alignment with UDL Framework and SAU 24 competencies.	Start an Empathy Map for each student by the end of the first trimester as part of our MTSS.
Action Step 2	Provide opportunities and support for each full-time staff member to have leadership roles (roles in All School Meetings, project leads).	<p>Deepen adult and student understanding of UDL.</p> <p>Build common UDL language with students by identifying and teaching targeted vocabulary to support becoming expert learners.</p> <p>Focus monthly PD on the Action and Expression part of the UDL Framework and its connection to student goal setting.</p>	<p>Develop a process to guide the MTSS tiered system including an analysis of how current interventions and discipline systems support each tier of the plan.</p> <p>Continue the analysis of the discipline referral system (Fix-It tickets and tan sheets) to align to current needs.</p> <p>Develop a system of recording discipline using powerschool or another system.</p> <p>Look at current tiered needs to determine where support will be delivered.</p> <p>Ensure that interventions are in place for each academic domain.</p>
Action Step 3	Identify grade-level specific student leadership opportunities embedding within the curriculum (Kid Governor, etc.) and scaffold student leadership through whole-school and Lower Elementary & Upper Elementary morning meetings that include student forums.	<p>Continue goal setting with students to include monitoring and adjusting.</p> <p>Start the goal setting process at the beginning of the school year.</p> <p>Focus on both an academic and social emotional goal (expert learning goal/ framework).</p> <p>Distinguish between short term and long-term goal setting.</p> <p>Provide scaffolding for student self-assessment.</p>	<p>Provide professional development to staff to build capacity for MTSS and the identification and responsibilities at each tier.</p> <p>MTSS school rep and principal will complete the Demonstrated Success Webinar Series.</p> <p>PD will be developed and facilitated based on staff needs.</p>
Justification			
Evidence of Impact			

WEARE SCHOOL DISTRICT - CENTER WOODS ELEMENTARY SCHOOL			
2021-2024	Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
2022-2023 Goal	Enrich experiences for students and teachers in the classroom and the community through Responsive Classroom, SEL, PLC meetings, and a parent advisory for school and community events.	Empower the UDL Team, in partnership with Instructional Coaches, to design staff professional development that continues to provide theories and practices that increase student motivation and engagement.	Enhance structures that promote school community and safety.
Action Step 1	Responsive Classroom/SEL Staff data will be collected to create individualized plans for implementing/enhancing <i>Responsive Classroom</i> principles in order to foster a student-centered, social and emotional learning approach to teaching and discipline.	Curriculum Coordinates, with Instructional Coach support, will create clear expectations for WIN (What I Need) time and a resource center that promotes research based programs/materials and UDL practices in order to use this time effectively to further student learning. 2	The Safety Committee will analyze our school procedures and best practices in regards to safety and threats to schools. We will use the "New Hampshire School Safety Preparedness Task Force" report, ALICE trainings, and the Homeland Security Audit as guides to analyze our current practices. We will triage the list of what needs to be accomplished this year based on what has the most impact on student safety. We will create a safety training plan and action list for the school year.
Action Step 2	The team leaders will identify common threads in PLC teams, the PLC structure for the school year, what goals will be accomplished for the school year, and what PLC moments we will celebrate.	Collaborate with Mentor Coordinators and the UDL team to create a plan for bringing new staff up-to-date on UDL practices and theories that were covered through the 21-22 faculty PD series that focused on student choice, motivation, and engagement.	Implement the action items the Safety Committee determined necessary (see action items above).
Action Step 3	Survey parents in the fall about the type of events, traditions, communications, etc. they would like the school to offer that will foster more community connections. We will work with local organizations to create a broader range of activities.	The UDL team will create a resource center to provide professional development resources focused on Sustaining Effort & Persistence.	The MTSSB team will establish effective structures and processes for proactively discouraging, reporting, addressing and communicating to parents undesired student behaviors. Character Counts and Responsive Classroom principles will be considered when doing this work. Additionally, communicating developed structures and processes with the SAU's teaching and learning team will foster

			greater consistency across schools.
Justification	<p><u>RC Guiding Principles</u> The Responsive Classroom approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Six principles guide this approach:</p> <ol style="list-style-type: none"> 1. Teaching social and emotional skills is as important as teaching academic content. 2. How we teach is as important as what we teach. 3. Great cognitive growth occurs through social interaction. 4. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence. 5. What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students. 6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach. <p>https://www.responsiveclassroom.org/about/principles-practices</p>	<p>Many kinds of learning, particularly the learning of skills and strategies, require sustained attention and effort. When motivated to do so, many learners can regulate their attention and affect in order to sustain the effort and concentration that such learning will require. However, learners differ considerably in their ability to self-regulate in this way. Their differences reflect disparities in their initial motivation, their capacity and skills for self-regulation, their susceptibility to contextual interference, and so forth. A key instructional goal is to build the individual skills in self-regulation and self-determination that will equalize such learning opportunities (see Self Regulation). In the meantime, the external environment must provide options that can equalize accessibility by supporting learners who differ in initial motivation, self-regulation skills, etc.</p> <p>https://udlguidelines.cast.org/engagement/effort-per-sistence Vehicle to move the entire student population to POL Competency: A Knowledgeable Problem Solver and Creator adapts information and skills to persevere through challenges and innovate new salutation.</p> <p>WIN stands for What I Need. Embedding WIN time into the daily schedule further supports a student centered learning environment, through allocating time in the tier 1 setting for reteaching, remediation, or extension activities for Math, Literacy, and Social-Emotional Learning.</p>	<p>SAU 24 MTSS</p> <p>MTSS stands for multi-tiered system of supports. It's a framework many schools use to give targeted support to struggling students. You may also hear it called the MTSS framework, the MTSS process, or the MTSS model.</p> <p>MTSS is designed to help schools identify struggling students early and intervene quickly. It focuses on the "whole child." That means it supports academic growth, but many other areas, too. These include behavior, social and emotional needs, and absenteeism (not attending school).</p> <p>The tiers of support are a huge part of MTSS. They get more intense from one level to the next. For example, a child getting small group interventions may need to "move up" to one-on-one help.</p> <p>Why Use MTSS MTSS Flier</p> <p>Safe schools promote the protection of all students from violence, exposure to weapons and threats, theft, bullying and harassment, the sale or use of illegal substances on school grounds, and other emergencies. School safety is linked to improved student and school outcomes National Center on Safe Supportive Learning Environments</p> <p>School safety is the number one priority of parents across the country, which is why the President directed DHS and other federal agencies to form a taskforce and provide schools, teachers, parents, and law enforcement with resources to identify, prepare for, respond to, and mitigate threats, "said Chad Wolf, Acting Secretary of the Department of Homeland Security.DHS- School Safety</p>
Evidence of Impact	<ul style="list-style-type: none"> • The Community Connections Survey will determine events for the school year. Improved connections with local organizations. • Events will be well-attended • Survey results shared in school and with community • Reduction in undesired student behaviors 	<ul style="list-style-type: none"> • Data from student engagement tool. • iReady student growth will serve as evidence for WIN effectiveness. • Foundations assessments will show growth compared to 21-22. 	<ul style="list-style-type: none"> • Summer Emergency Preparedness Meeting that is recorded and shared out to parents • An analysis of safety needs at CWES with an action plan to address needs, training, and practices. • A MTSS and MTSSB team moves to more proactive structures for students.

WEARE SCHOOL DISTRICT - WEARE MIDDLE SCHOOL			
2021-2024	Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
2022-2023 Goal I	Goal - Increase avenues to build trust, collaboration and a positive learning culture.	GOAL: Align practices with developmentally appropriate models for all WMS students.	GOAL: Research and implement effective use of current structures and procedures.
Action Step 1	Develop common school wide expectations with clear and consistent expectations and consequences for behavior.	Deepen understanding of best practices for students in grades 4-8.	Evaluate and build synchronized systems for special education to reflect best practices that increases efficiency and compliance.
Action Step 2	Seek opportunities to strengthen parent and community partnerships through communication and visibility.	Develop a new schedule for WMS that reflects best practices, student needs, and fiscal responsibility.	Create an MTSS team tasked with the development of a multi-tiered system of support for students in the areas of academic, behavior, and social emotional needs.
Action Step 3	Maximize faculty voice through leveraging building leadership teams, including but not limited to transition team, team leaders, scheduling committee.	Support students' social emotional learning through implementation of Character Strong.	Focus on student transitions within and between SAU 24 schools and grades to maximize time for learning.
Justification			
Evidence of Impact			

HENNIKER SCHOOL DISTRICT - HENNIKER COMMUNITY SCHOOL			
2021-2024	Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
2022-2023 Goal	Increase leadership opportunities and enhance community partnerships	Increase staff knowledge and application of Universal Design for Learning principles	Implement effective structures to advance student achievement
Action Step 1	Collaborate with school counselors to develop and implement interest explorations as part of Lessons for Life classes to allow students to identify passions and possible pathways	Collaborate with the HCS UDL Team to identify and implement trimester-based UDL knowledge building programming for the HCS staff	Integrate PLC Team and Curriculum Team structures to effectively analyze aggregate student data for use in instructional decision making and WIN implementation K-8
Action Step 2	Implement Cs Team (Culture, Climate, Curriculum) Structure to distribute leadership and address culture, climate, and curriculum needs	Implement UDL Classroom Observation Tool during walk-through observations	Work with interventionists to support implementation of effective common tier 1 instructional practices across grade levels
Action Step 3	Implement a site-based counseling program at HCS in cooperation with a community mental health provider.	Collaborate with HCS UDL Team lead and CAST to transition to HCS to a UDL Hub-School	Partner with SAU24 Instructional Coaches to support implementation of an effective 1:1 blended learning environment (using instructional tools and strategies)
Justification		Universal Design for Learning practices will help us to meet the needs of all learners and support the development of student competency.	These action items are the next steps in refining our multi-tiered systems of supports. It was found through the 21-22 audit that most students require early intervention support in K-2 in the areas of reading and math. Students in grades 2-5 needed more support in math. Students in grades 3-8 require more assistance through social emotional and behavioral interventions. It is important to review our current tier 1 supports and services and include alternative tier 1 instructional approaches that could provide students with intervention within the classroom. Interventionists and coaches are collaborative partners in this work.
Evidence of Impact	Interest Exploration: student reflections, implementation data, passion projects, pathways, curriculum documents. Cs Teams: Cs Teams presentations, documentation, implementation of plans Counseling partnership: counseling program in place	UDL Team: documentation, presentations, implementation of plans UDL checklist data: Google form for data collection. UDL team agendas and work products.	PLC/Curriculum Team Integration: documents (planners, evaluations, reflections, data trackers); WIN schedules; Decreased referrals to MLB

JOHN STARK SCHOOL DISTRICT - JOHN STARK REGIONAL HIGH SCHOOL			
2021-2024	Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
2022-2023 Goal	Faculty Connections: Rebuild the John Stark Community through a focus on team, trust, and traditions.	Student Experience: Strengthening the John Stark Community through a focus on Regard, Respect, and Integrity	Access + Opportunity: Develop common practices and expectations through a focus on UDL, CBE, and POL
Action Step 1	A continuation of collaborative conversations from staff meetings focused around: <ul style="list-style-type: none"> • Code of conduct • Dress code • Attendance policy • Cell phone/electronic use 	Supplement the advisory experience for all students by: <ul style="list-style-type: none"> • Implementing the Character Strong program • Intentionally assigning students to specific adults to help foster connections 	Strengthen our PLC process by: <ul style="list-style-type: none"> • Using common assessments • Calibration of assessments & reflection • Drafting pacing/curriculum guides
Action Step 2	A shift in practice for faculty time to include: <ul style="list-style-type: none"> • Faculty led staff meetings • Faculty breakfast • Positive share outs 	Focus on 9th graders by leveraging: <ul style="list-style-type: none"> • First 6 weeks of school/PL program • Freshmen Transition Team • "We are John Stark" summer program 	Continue to roll out Portrait of a Learner: <ul style="list-style-type: none"> • Review the connection to the JS Way (work study practices)
Action Step 3	An increase in faculty voice: <ul style="list-style-type: none"> • Department Reps • Faculty led committees focused on areas of growth • Midyear feedback survey with actionable items 	Strengthening our MTSS process by: <ul style="list-style-type: none"> • Reviewing the metrics that lead to a referral. • Identifying the root cause to best support the student. • Utilizing the new learning lab structure as a Tier II intervention. • Continuing to investigate additional interventions 	Create structures for all stakeholders to have a voice and create common expectations: <ul style="list-style-type: none"> • Faculty Advisory Council • Parent Advisory Council • Student Voice Committee • Student Athlete Leadership Team
Justification			
Evidence of Impact	<ul style="list-style-type: none"> • Staff retention • Faculty survey results • Staff retention interviews • Faculty table returning to cafe • Attendance at faculty meetings/breakfast 	<ul style="list-style-type: none"> • Evaluate the data for students who have been part of the MTSS process • A streamlined documentation and progress monitoring process for students. • Improvement in school culture • Student Advisory Group/ Students feedback • Philosophy Breakfast feedback 	<ul style="list-style-type: none"> • PLC folders & reflections on summatives • Possible drafts of new WSP rubrics • Updated policies from various groups

2021-2022 Goals

Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
Create a comprehensive communication strategy to tell the story of SAU 24 to internal and external stakeholders.	Deepen our commitment to competency-based learning and to practices that foster student engagement and student directed learning	Through the strategic planning process, foster the key principles of distributive leadership (<i>autonomy, capacity and accountability</i>) to empower leaders.
Foster recognition opportunities in order to increase retention and morale within SAU 24 school.	Develop a teacher capacity and skill focused on student directed learning.	Implement systems that streamline the hiring, onboarding, and continuing employment processes.
Provide external documentation of each districts' Capital Improvement Plan (CIP) to facilitate planning and transparency	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.	Increase capacity to effectively respond to emergency situations.
Promote transparency of our budgets in our communities.		Develop a comprehensive facilities and resource planning structure to track current, annual and future needs.
		Develop a collaborative budget process that allows for feedback and efficiency
		Increase business office efficiency and take advantage of cost savings
Partner with families to build strong and trusting relationships.	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.	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).
Leverage Portrait of a Learner to increase capacity in communicating the value and purpose of Competency Based Learning in common language that is accessible to all stakeholders.	Deepen our commitment to competency-based learning (CBL) and to practices that foster student engagement and student directed learning	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.
Increase effectiveness of the learning structures	Generate tools to foster student engagement and	Operationalize how we use data to inform instruction.

across and within the SAU to foster CBL & UDL practices	student directed learning.	
Build student and staff leadership in the JFES school community	Expand access to the curriculum through the use of the UDL Framework to guide instruction and build agency in all JFES Classrooms	Examine current Response to Intervention process at JFES to prepare for shift to Multi-tiered Systems of Support (MtSS)
Foster connections among the CWES Community to build strong and trusting professional relationships	Provide UDL theories and practices that increase student motivation and engagement at CWES	Create a structure to support and strengthen staff capacity building-wide through a collaborative process and vertical planning at CWES
Increase avenues and effectiveness of communication to build trust, collaboration and positive relationships at UE/WMS	Leverage UDL,CBL and SEL best practices to maximize student capacity to grow in Portrait of a Learner competencies at UE/WMS	Increase the effective use of tools for communicating and supporting student outcomes at UE/WMS
Strengthen relationships through implementation of the Responsive Classroom approach and engagement with HCS families	Integrate Universal Design for Learning principles into our Competency-Based approach to learning at HCS	Align HCS intervention structures with student need
Build stronger and consistent connections with JSRHS students, staff and parents.	Increase JSRHS school-wide understanding and implementation of consistent, specific, identified strategies that support Competency Based Education	Increase consistency, commitment and understanding of JSRHS school-wide structures

CORE TEAM - LEADERSHIP

2021-2024	Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
2021-2022 Goal	Create a comprehensive communication strategy to tell the story of SAU 24 to internal and external stakeholders.	Deepen our commitment to competency-based learning and to practices that foster student engagement and student directed learning	Through the strategic planning process, foster the key principles of <u>distributive leadership</u> (<i>autonomy, capacity and accountability</i>) to empower leaders.
Action Step 1	Establish the new website as an effective source for school and SAU communication.	Identify core instructional strategies, resources, and processes and implement a plan to increase consistent and continuous implementation across the PK-12 student experience.	Create a strategic plan and a planning process that allows for adaptability to progress and circumstances and reporting out of progress.
Action Step 2	Analyze the effectiveness of current communication tools, including social media, websites, and school messenger	Analyze SAU-wide instructional strategies, resources, and processes to determine their effectiveness in supporting CBL and student directed learning across the PK-12 student experience.	Evaluate and make recommendations for structures and processes across districts, schools, departments, and positions to increase responsiveness to changing context and developing needs.
Action Step 3	With participation from the broader community involved in the development of Portrait of a Learner, create a comprehensive communication plan for SAU 24.	Create processes and structures to evaluate educational materials against our common commitment to the core instructional practices and processes identified in Action Step 2 across the PK-12 student experience.	Establish a Portrait of Learner Advisory Council to inform the three year priorities and strategic plan to ensure progress towards realizing our Portrait of a Learner
Justification	<i>It is important for a school district to tell their story to promote transparency, to develop shared meaning around Portrait of a Learner, to foster support for school initiatives and budgets. Great Schools Partnership</i>	<i>As a personalized learning approach, CBL provides a flexible and engaging learning environment in which progression is based on mastery of explicit learning objectives, or competencies, as demonstrated through evidence of student learning, rather than the time spent in a course/topic. This approach fosters student directed learning and increased student engagement. REL</i>	<i>A strategic plan is a guiding document to support movement towards a common vision and empowers people to take actions toward common goals. EL - April 2021 The Best-Laid Plans Can Succeed</i>
Evidence of Impact	Increased engagement from stakeholders with websites, social media and other SAU 24	Shared understanding of instructional strategies that support student directed	Ongoing reporting out of progress on action steps in through board reports

	communications	learning (survey)	
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CORE TEAM - HUMAN RESOURCES

2021-2024	Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
2021-2022 Goal	Foster recognition opportunities in order to increase retention and morale within SAU 24 school.	Develop a teacher capacity and skill focused on student directed learning.	Implement systems that streamline the hiring, onboarding, and continuing employment processes.
Action Step 1	Analyze current staff retention trends at each school	Begin an SAU-wide conversation around teacher evaluation to align evaluation practices with our vision for Portrait of a Learner.	Complete implementation of Frontline Recruiting and Hiring Program
Action Step 2	Analyze the effectiveness of current internal communication tools as part of the communications audit	Create and implement a hiring process for teachers that focuses on Portrait of a Learner and student directed learning	Review SAU hiring, onboarding and employment technology tools for efficiency and effectiveness.
Action Step 3	Develop a SAU-wide staff recognition program aligned to Portrait of a Learner	Create and implement a teacher induction program that reflects our commitment to student directed learning	Evaluate current recruitment strategies and identify new strategies to increase applications of qualified candidates.
Justification	<i>Small symbolic gestures tailored to the context of the organization can have a big impact on morale Harvard Business Review</i>	<i>Great vision without great people is irrelevant. - Jim Collins, Good to Great</i>	<i>A well-defined hiring process is cost effective and will streamline how you find and qualify candidates. Pagan</i>
Evidence of Impact	Establishment of baseline data on retention. Establishment of baseline communications data.	Connection between evaluation, hiring, and induction to Portrait of a Learner.	Increased efficiency in hiring process Increased applications of well-qualified candidates

BUSINESS OFFICE - FACILITIES & INFRASTRUCTURE			
2021-2024	Strong Connections and Strong Communities	Effective Structures and Effective Processes	Effective Structures and Effective Processes
2021-2022 Goal	Provide external documentation of each districts' Capital Improvement Plan (CIP) to facilitate planning and transparency	Increase capacity to effectively respond to emergency situations.	Develop a comprehensive facilities and resource planning structure to track current, annual and future needs.
Action Step 1	Work with board members and community to create a facilities plan for Weare School District.	Identify resources and develop building level training and drill plans for 2021-2022	Develop a 10 year Capital Improvement Plan that focuses on building safety, building functionality and fiscal responsibility.
Action Step 2	Develop public facing documents that communicate future CIP needs and current funding predictions	Develop compatibility and interoperability in SAU EOP plans	Analyze use of ticketing/asset management systems and identify and implement a new system for facilities and technology
Action Step 3	Integrate public facing CIP documentation into a budget webpage.	Fully implement enhanced lockdown procedures	Analyze technology purchasing, budgeting and implementing to develop a sustainable plan to meet teaching and learning needs
Justification	<i>Communicating future CIP needs helps inform the public of future costs and allows for collaboration between the town and schools to maintain a consistent tax rate.</i>	<i>Emergency preparedness is vital to ensure a disaster response is not impeded by disorganization or miscommunication.</i>	<i>Tracking and maintaining assets will decrease unexpected cost items in future years and decrease frequency of large maintenance expenses.</i>
Evidence of Impact	Increased public engagement is CIP goals and collaboration with town officials on budget implications.	Increased effectiveness in tabletop exercises and drills.	Annual facilities goals will be transparent to internal budget developers going into the yearly process.

BUSINESS OFFICE - FINANCE AND BUDGETING			
2021-2024	Strong Connections and Strong Communities	Effective Structures and Effective Processes	Effective Structures and Effective Processes
2021-2022 Goal	Promote transparency of our budgets in our communities.	Develop a collaborative budget process that allows for feedback and efficiency	Increase business office efficiency and take advantage of cost savings
Action Step 1	Develop a webpage that will communicate past, current and future budget data and needs.	Analyze current budget process to determine areas for increased efficiency and collaboration	Streamline the management of copiers and printers in our SAU.
Action Step 2	Develop budget documents for board presentations that promote dissemination of important budget data.	Develop digital tools to increase communication and collaboration between buildings while developing the budget.	Develop processes, procedures and rules for P-Card usage SAU-wide.
Action Step 3	Proactively collaborate with town officials during the budget process to inform the budget development.	Develop a process meant to serve all internal budget development needs and continue to refine best practices.	Develop written procedures to ensure consistency in our tasks and ensure compliance to all rules, regulations, policies and accounting principals.
Justification	<i>Providing a digital resource for all SAU stakeholders to increase budget transparency.</i> Transparency - AASA	<i>Having all of the budget development team on the same page will increase transparency with all stakeholders and allow for exceptional management of the resources we have been entrusted to manage.</i> Transparency - AASA	<i>Studies show that purchase cards save business offices administrative costs and the program also offers incentives that will put revenue back into the budget.</i>
Evidence of Impact	Increased engagement in our budget process from stakeholders.	Smoother budget process and increased common knowledge of the budget.	Decreased amount of accounts payable checks being mailed.

TEACHING & LEARNING: STUDENT SERVICES			
2021-2024	Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
2021-2022 Goal	Partner with families to build strong and trusting relationships.	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.	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).
Action Step 1	Develop and distribute a survey 2x a year for parents/guardians SAU wide that have a child who has a current IEP or 504 plan to establish measurement of parent support, connection, and trust among our schools in the area of student services.	Establish a SAU-wide professional learning group to dialogue about and develop an effective IEP goal development and measurement resource/tool for educators to use to increase student directed learning.	Build capacity among our school staff to feel confident and supported in implementing deescalation strategies within their role.
Action Step 2	Evaluate and revamp transition practices within and across SAU 24 buildings to assure student's needs and partnerships with families indicate that positive proactive support and connection are being addressed through the transition process.	Evaluate progress monitoring tools and practices to determine their effectiveness in supporting student engagement and learning and implement a plan to use progress monitoring tools to increase consistent and continuous implementation across the PK-12 student experience.	Evaluate and refine current student service documentation practices, structural processes, and staff expectations. Update the SAU wide Case Manager Handbook to align with DOE and federal laws to assure all students are receiving FAPE.
Action Step 3	Adopt communication practices that highlight student service accomplishments, activities, and educational opportunities for students, parents/guardians, and the greater community.	Implement and increase teacher efficacy around a framework that provides equitable access and opportunity that uses proactive strategies with the support of data to meet all students' behavioral needs.	Provide IEP and 504 Case Management training to assure accordance among our practices within SAU 24. Develop competencies for levels of proficiency that align with our supervision and evaluation tools.
Justification	<i>When families are informed and feel supported and have strong and trusting relationships with educators, student outcomes increase and parents are more often willing to partner with schools.</i>	<i>When the expertise of educators in specific areas improve, student outcomes increase.</i>	<i>When our processes and practices align with the rules and laws governed by the state we can assure we are providing all students a free and appropriate public education.</i>
Evidence of Impact	Less parent concern meetings More informed parents and community	Improved supports for students needing behavior intervention	Decrease in behavior incidents requiring ISS and OSS.

	Across SAU alignment and understanding of practices	More student specific goal writing & outcomes Tracking of growth in measurable ways Collaboration among special ed teacher	Assurance of practices is being guided by law. Support of new-to-district educators required to case manage.
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TEACHING AND LEARNING: COMPETENCY-BASED LEARNING ENVIRONMENT			
2021-2024	Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
2021-2022 Goal	Leverage Portrait of a Learner to increase capacity in communicating the value and purpose of Competency Based Learning in common language that is accessible to all stakeholders.	Deepen our commitment to competency-based learning (CBL) and to practices that foster student engagement and student directed learning	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.
Action Step 1	Develop common understanding and language that specifically describes our practices, purpose, success criteria, and rationale for CBL.	Identify a 6-12 Math resources that aligns to the core CBL instructional strategies and processes in order to increase consistent and continuous implementation across the PK-12 student experience.	Implement the next phase of K-8 grading and reporting practices by moving from reporting at the learning target level to reporting at the competency level.
Action Step 2	Investigate how PowerSchool can best represent and support our CBL environment.	The SAU24 Assessment, Grading, and Reporting team will develop a long term plan to create, track, and revise common performance tasks as part of the SAU24 Assessment System.	Support school based teams in redesigning organizational structures in support of the goal of deepening our commitment to CBL/UDL/POL, and ensure alignment of the SAU wide structures to increase efficiency and effectiveness at every level of the organization.
Action Step 3	Develop a communication toolkit (and events) aimed at students and families that builds understanding of the connections between Portrait of a Learner, Competency Based Learning, and Universal Design For Learning.	Transition SAU24 to a fully 1:1 learning environment by developing a common understanding of Blended Learning and identification and implementation of common tools and expectations.	Develop a fiscally responsible, long term resource adoption plan that supports our commitment to CBL in a 1:1 learning environment.
Justification	<i>A shared vision seeks to establish consistency in the curriculum & teaching. This consistency supports student success because teachers are reinforcing the same expectations & effective practices. Establishing a shared vision</i>	<i>As a personalized learning approach, CBL provides a flexible and engaging learning environment in which progression is based on mastery of explicit learning objectives, or competencies, as demonstrated through evidence of student learning, rather than the time spent in a course/topic. This approach fosters student directed learning and increased student engagement. REL</i>	
Evidence of Impact	Survey feedback demonstrating increased understanding of CBL	Increase “look-for” evidence of student engagement	Purchasing and other structures support CBL

TEACHING & LEARNING: PROFESSIONAL GROWTH			
2021-2024	Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
2021-2022 Goal	Increase effectiveness of the learning structures across and within the SAU to foster CBL & UDL practices	Generate tools to foster student engagement and student directed learning.	Operationalize how we use data to inform instruction.
Action Step 1	Identify staff and administrative understanding and beliefs related to PLCs and create opportunities to enhance the use of this practice across the SAU.	Increase collective efficacy in UDL through coordination and overseeing a variety of Professional Growth opportunities.	Create an SAU wide assessment, grading, and reporting team tasked with the evolution of the SAU24 Assessment System and reporting student progress toward mastering competency.
Action Step 2	Design SAU wide teams with directed focus/priorities including but not limited to: WSP, MTSS, Grading and Reporting, 6-12 Math Resource Adoption	Define, monitor, and increase student engagement by developing a process to measure student engagement.	Create an SAU Wide MTSS team tasked with the development of a multi tiered system of support for students in the areas of academics, behavior, and social emotional needs.
Action Step 3	Facilitate opportunities for administrators to collaborate and calibrate supervision & evaluation practices.	Develop a plan to operationalize the SAU24 Portrait of Learner through the development of Learning Progressions and alignment to our Habits of Learning and Work/Study Practices and academic competencies.	Evaluate the impact and effectiveness of the SAU24 Coaching Model and make recommendations for the next iteration of the Coaching Program.
Justification	<i>A shared vision seeks to establish consistency in the curriculum and teaching. This consistency supports student success because teachers are reinforcing the same expectations and effective practices. The vision provides a reference point for all decisions Establishing a shared vision</i>	<i>By applying self-direction, these learners empower themselves to take personal responsibility, choosing how they use information in the construction of meaning. Self-directed Learning Lit Report</i>	<i>A Multi-Tiered System of Support (MTSS) is a data-driven, problem-solving framework to improve outcomes for all students. MTSS relies on a continuum of evidence-based practices matched to student needs.</i>
Evidence of Impact	Increase calibration in feedback to teachers Restructured SAU-wide teams Consistent PLC practices	Increase “look-for” evidence of student engagement	Increase in consistency and efficiency of data use

STODDARD SCHOOL DISTRICT - JAMES FAULKNER ELEMENTARY SCHOOL			
2021-2024	Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
2021-2022 Goal	Build student and staff leadership in the school community	Expand access to the curriculum through the use of the UDL Framework to guide instruction and build agency in all JFES Classrooms	Examine current Response to Intervention process to prepare for shift to Multi-tiered Systems of Support (MtSS)
Action Step 1	Increase cross-grade level opportunities for collaboration and leadership amongst students	Develop a training plan for each level of UDL HUB school implementation	Identify what is working and what needs adjustment regarding the RTI identification process
Action Step 2	Create a principal's student advisory board with school president and rep from each grade to encourage student voice in decision making.	Explore the CAST UDL and Danielson FIT Crosswalk to develop a plan for teacher evaluation at each level.	Create a culture for using multiple data points to inform decision making
Action Step 3	Build a model of shared leadership	Develop a school and shared PD goal based on UDL with look-fors and instructional rounds.	Build understanding of MTSS
Justification	<i>School wide projects are a significant part of the school culture and need to be aligned to the competencies to have more impact on learning. Assigning one project to each grade level increases student ownership and streamlines communication.</i>	<i>UDL is connected to increased student engagement and our value of building student agency and choice.</i>	<i>The closure during the pandemic created more need for Tier 1 and 2 interventions. Those needs continue into the 2021-22 school year.</i>
Evidence of Impact	Clear student voice and involvement in school activities Realignment of the leadership structure to show teacher roles	Trimester instructional rounds will show increased evidence of UDL practices as identified by UDL look-fors. Evaluation data will show crosswalk between Danielson and UDL	Students moving out of Tier 2 interventions. Less student referrals to special education. More robust student directed classroom instruction

WEARE SCHOOL DISTRICT - CENTER WOODS ELEMENTARY SCHOOL			
2021-2024	Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
2021-2022 Goal	Foster connections among the CWES Community to build strong and trusting professional relationships	Provide UDL theories and practices that increase student motivation and engagement.	Create a structure to support and strengthen staff capacity building-wide through a collaborative process and vertical planning
Action Step 1	Create teacher led/ identified opportunities for teachers to connect on a social level	Create and implement a school-wide goal for focusing on student choice in collaboration with team leaders.	Develop a shared vision for a new collaborative structure to carry out the strategic plan goals.
Action Step 2	Evaluate traditions, celebrations, and community events and the impact it has on strong communities. Determine, change, and or re-imagine opportunities.	With the support of the UDL team, Create 6 PD faculty UDL PD series that focuses on student choice, motivation, and engagement.	Develop leadership training that aligns with the new collaborative structure.
Action Step 3	Develop a team to build and enhance relationships within the community.	The UDL team will work with the SAU level team to develop and use the tool to measure student engagement.	Use the collaborative structure to inform and or develop the strategic plan action steps for 22-23.
Justification	<p><i>Positive school-family partnerships can also help cultivate students' social and emotional well-being through methods that build relationships and through practical hands-on ways for families to become involved in their child's education.</i></p> <p><i>Relationally, schools can build strong partnerships with parents through two-way communication, by collaborating on what's best for each student, and cultivating positive relationships between teachers and parents.</i></p> <p><u>Greater Good in Education: Positive Family & Community Relationships</u></p>	<p><i>In an instructional setting, it is often inappropriate to provide choice of the learning objective itself, but it is often appropriate to offer choices in how that objective can be reached, in the context for achieving the objective, in the tools or supports available, and so forth. Offering learners choices can develop self-determination, pride in accomplishment, and increase the degree to which they feel connected to their learning. However, it is important to note that individuals differ in how much and what kind of choices they prefer to have. It is therefore not enough to simply provide choice. The right kind of choice and level of independence must be optimized to ensure engagement. <u>CAST</u></i></p>	<p>One way to increase your likelihood of success is to include your team in the process. It increases employee engagement, enables collaboration and communication.</p> <p>Teams need the right mix and number of members, optimally designed tasks and processes.</p> <p><u>HBSI- "Why Managers Should Involve Their Team in The Decision-Making Process"</u></p> <p><u>HBR: "The Secrets of Great Teamwork"</u></p>
Evidence of Impact	More parent presence in the building showing involvement in events	Data from student engagement tool.	Evaluate the goals of the team and the sub teams at each meeting. Team Leaders will create a rubric for evaluating effective teams

WEARE SCHOOL DISTRICT - CENTER WOODS UPPER ELEMENTARY/Weare Middle School			
2021-2024	Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
2021-2022 Goal	Increase avenues and effectiveness of communication to build trust, collaboration and positive relationships.	Leverage UDL,CBL and SEL best practices to maximize student capacity to grow in Portrait of a Learner competencies.	Increase the effective use of tools for communicating and supporting student outcomes.
Action Step 1	Ensure a diverse communication strategy and establish a protocol to share at least two positive family communications each week regarding growth and learning.	Provide time and resources to support students setting impactful individual goals.	Participate in creation of a more useful, efficient and transparent use of Powerschool to report out student progress.
Action Step 2	Schedule quarterly activities that support opportunities for collaboration, connections, partnership and fun including evaluating staff connections to individual students	Provide professional development opportunities to gain an understanding of UDL/CBL and SEL and their alignment to grow the use of these practices in service to students.	Strengthen the RtI/MTSS model to create appropriate supports at Tier I, II, and III.
Action Step 3	Plan and schedule student forums and increase students' leadership opportunities.	Participate in observations and create "look fors" to foster the use of CBL/UDL practices in classroom instruction.	Support the implementation and full use of Canvas to support student learning and family communication.
Justification	<i>Many studies point to the fact that the basis of learning is building strong positive relationships.</i>	<i>Identifying and ensuring the use of best practices to allow all students the opportunity to engage in important learning.</i>	<i>By better supporting students at Tier I and II, we allow for greater student success.</i>
Evidence of Impact	Positive messages from the community Decrease in negative behaviors Greater community awareness of student accomplishments Responses to student suggestions/concerns	Goals set, monitored, and data is responded to More students achieving competency More engagement = fewer discipline	Less need for Tier II and III interventions Fewer referrals

HENNIKER SCHOOL DISTRICT - HENNIKER COMMUNITY SCHOOL			
2021-2024	Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
2021-2022 Goal	Strengthen relationships through implementation of the Responsive Classroom approach and engagement with families	Integrate Universal Design for Learning principles into our Competency-Based approach to learning	Align intervention structures with student need
Action Step 1	Support the implementation of Responsive Classroom practices school wide by deepening understanding of the core principles and associated practices.	Provide all-staff training on the philosophy behind Universal Design for Learning and its intersection with competency-based approaches to learning.	Work with the MLB team to complete an audit of present tiered interventions to include: target area, duration, number of sessions, number of students, data used.
Action Step 2	Strengthen school-to-home relationships that support growth and progress for all students and foster community.	Work with curriculum leads to develop and implement integrated units that support common performance tasks using Universal Design for Learning practices	Work with the MLB team to develop a plan for tier 3 intervention programming for 2022-2023 school year to include target area, duration, number of sessions, number of students, required personnel.
Action Step 3	Implement PowerSchool as a communication tool about individual student performance	Develop staff understanding of UDL elements and practices through UDL Team and monthly drop-in meetings for staff.	Work with the MLB team to develop a staff training plan for classroom based tier 2 intervention strategies.
Justification	<i>"Responsive Classroom" is the foundation of our school culture and climate. It's important that all staff are trained to implement practices effectively.</i>	<i>Universal Design for Learning practices will help us to meet the needs of all learners and support the development of student competency</i>	<i>These action items are the next steps in refining our multi-tiered systems of supports.</i>
Evidence of Impact	Increased implementation of diverse Responsive Classroom practices First Six Week walk throughs School - based ESLO/Shared Attribute Goals	Increased use of UDL practices UDL language as part of vernacular	Plan for tier 3 interventions, staffing Plan for staff training on tier 2 interventions

JOHN STARK SCHOOL DISTRICT - JOHN STARK REGIONAL HIGH SCHOOL			
2021-2024	Strong Connections and Strong Communities	Student Engagement and Student Directed Learning	Effective Structures and Effective Processes
2021-2022 Goal	Build stronger and consistent connections with students, staff and parents.	Increase school-wide understanding and implementation of consistent, specific, identified strategies that support Competency Based Education	Increase consistency, commitment and understanding of school-wide structures
Action Step 1	Develop faculty activities which foster connections for the students who are disconnected	Develop and articulate guidelines for grading and reporting in a competency-based system at JSR, consistent with the SAU vision.	Create a faculty manual with an organizational chart to increase a consistent understanding and accountability.
Action Step 2	Reform parent and community advisory committee and student advisory committee. Focused on establishing robust monthly meetings and increasing student and parent voice.	Develop and articulate the connection between Habits of Work/Work Study Practices & Portrait of a Learner with faculty/staff	Embed instructional rounds within PLC structure with a UDL concept for each quarter
Action Step 3	Implement activities to support the identified significant disproportional needs in the school (connection, de-escalation).	Through the NEASC self-study process, develop a shared understanding of CBL	Support teachers with SEL opportunities in an updated advisory structure.
Justification	<i>Positive school-family partnerships can also help cultivate students' social and emotional well-being through methods that build relationships and through practical hands-on ways for families to become involved in their child's education. Relationally, schools can build strong partnerships with parents through two-way communication, by collaborating on what's best for each student, and cultivating positive relationships between teachers and parents. Greater Good in Education: Positive Family & Community Relationships</i>	<i>A shared vision seeks to establish consistency in the curriculum and teaching. This consistency supports student success because teachers are reinforcing the same expectations and effective practices. The vision provides a reference point for all decisions https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/Pages/establishing-a-shared-vision.aspx</i>	<i>High school advisory lowers the non-academic barriers to learning, supports students through challenges, and directs students to the resources and relationships they need to succeed. Advisory distinctly layers support for students. https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/High-school-advisory-program.aspx</i>
Evidence of Impact	Participation in advisory committees Plan to meet the needs of students who are disconnected to the school	NEASC Growth Plan Input from students and parents about reporting	Robust advisory activities Increase in use of UDL practices