



North Hampton School

North Hampton School Improvement Plan 2025-2026

<u>SAU 21 POL Focus Area: Academics</u>		Key Indicator: Students demonstrate initiative and independence in their learning.
<u>SAU 21 POL Focus Area: Essential Life Skills</u>		Key Indicators: Students will demonstrate the ability to find resources, self-advocate, and cultivate the ability to seek assistance proactively. Students will have regular opportunities to demonstrate skills related to personal finance, household management, public speaking, business communication, and goal setting.
<u>North Hampton School Goal #1: Because we passionately believe that all students can learn at high levels, we will foster growth, resilience, and independence in our students.</u>		
Action Steps	Resources	Outcomes
Create a K-8 Executive Functioning Continuum	All Staff School Psychologist School Counselor Middle School Advisory Time Professional Development Time	• We will develop a road map that includes lessons and Tier 1 structures. • Teachers will provide whole-class, age-appropriate executive functioning lessons. • Grade 3 will pilot a Tier 1 executive functioning curriculum. • Create a bank of resources for teachers and families

	Title II Funds	
Develop a shared understanding of best practices for EA student support	Special Education Teachers Regular Education Teachers Educational Assistants Related Service Providers Administration	• EAs will be able to better meet the needs of students across grade levels. • EAs and teachers (Reg Ed and Spec Ed) will develop personalized plans for promoting independence for students with EA support in their IEPs. • EA's will meet regularly with case managers (2 X per month). • We will continue to provide targeted PD for EA's. • We will continue to include EA's in PD alongside teachers where appropriate.
Examine K-8 homework expectations.	Research on high school expectations and student experiences Research on best practices Curriculum Coordinator	• We will establish a shared understanding amongst faculty regarding developmentally appropriate expectations. • We will establish developmentally appropriate homework habits for students.

SAU 21 POL Focus Area: Physical and Mental Wellness	Key indicators: Students experience and contribute to a positive and inclusive school climate and are recognized for achievements beyond academics. Students participate in Social-Emotional Learning (SEL) opportunities. Students have opportunities for social interaction. Students regularly and actively participate in co-curricular opportunities.
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SAU 21 POL Focus Area: Community Engagement		Key Indicators: Students have regular opportunities to demonstrate critical thought through debate, discussion, and consensus building.
SAU 21 POL Focus Area: Mindsets		Key Indicator: Students have regular learning opportunities that allow them to demonstrate self-reflection and proactive problem-solving. Students demonstrate resilience in the face of challenges and adapt learning strategies to overcome obstacles. Students regularly demonstrate Habits of Learning (i.e. innovation, communication, self direction, creativity) as measured by shared rubrics.
North Hampton School Goal #2: Because we passionately believe that all students deserve high quality instruction in all areas, we will foster an inclusive environment and create supportive and developmentally appropriate learning opportunities for all students.		
Action Steps	Resources	Outcomes
Create regularly scheduled Community Building activities with classroom carryover, in which UA and classroom teachers are present .	Physical Education teachers and classroom teachers Scheduled Community Building time Project Adventure resources Outdoor Spaces	- Students will work together cooperatively, solving challenges in the outdoor and indoor settings. - Students will engage in challenge-by-choice.
Expand opportunities to support students' developing SEL competencies (Self-Awareness,	All staff Parent Community	- Students exercise developmentally appropriate SEL skills and have the opportunity to practice them during both structured and unstructured times. - Promote consistent behavior expectations across all settings, for example, recess, lunchroom, hallways, all-school assemblies, and

Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness)	Possibly the School Board and/or Town Library Unstructured learning activities Lessons planned using the UDL framework CARES/HOL rubrics Tier 1 and 2 lessons with School Counselor	classrooms. We will coordinate with entities such as the Town Library and/or the NHS School Board to support a parent book group or sharing of research from <u>Anxious Generation</u> by Jonathan Haidt.
Provide UDL exemplars	Administration Faculty meeting time UDL resources UDL Coaching Consultant	- Administration will continue to model use of the UDL framework. - Teachers will have access to UDL coaching opportunities.

<u>SAU 21 POL Focus Area: Academics</u>		Key Indicator: Students will demonstrate evidence of learning through local, state, and national assessment platforms. Students will demonstrate evidence of learning through local, state, and national assessment platforms. Students utilize various learning pathways and resources that cater to different learning styles and preferences.
<u>North Hampton School Goal #3: Because we passionately believe that all students deserve access to relevant, challenging and engaging curriculum, we will continue to build our curriculum and resources.</u>		
Action Steps	Resources	Outcomes

Examine the current Middle School UA model and explore other models to offer choice to middle school students	2025-2026 UA Committee Title II Funds	• We will establish a new committee with representation from UA, special education, and content teachers at the Elementary and Middle School levels. • We will examine various approaches to MS UAs that could offer more student choice. • If appropriate, we will develop a proposal to present to Leadership Council and the School Board.
Continue Curriculum Updates	All staff Committees (i.e Literacy Leadership) Research, including SoR and 306s Curriculum Coordinator Title II Funds	• Assess curriculum resources, assessment practices, and review of data to drive next steps • We will reflect on grade-level data for reading and math. • We will review student work and writing rubrics collaboratively in grade level teams. • Literacy Leadership Team will conduct a thorough review of vocabulary resources and elementary writing programs in order to make recommendations for future purchases and curriculum alignment.
Create Opportunities for Vertical Team Time	All staff Professional Development	• Grade-span teams will work on curriculum alignment in all content areas. • Grade-span teams will examine student work and grading practices (ie rubrics, scaffolding supports). • Middle School teachers will select ELA and Math normed assessment tools.
Create an Intervention and Special Education Collaboration Time	Special educators Interventionists Administration Common Planning Times	• Grade-level Literacy Progress Monitoring meetings will be attended by classroom teachers, interventionists, and special educators to review progress. • Grade-level Literacy Benchmark Data meetings will be attended by classroom teachers, interventionists, and special educators to review progress • We will examine structures and tools for math data team meetings.

	Assessment Data–PM and Benchmark	
Provide resources and training in the use of AI as an aid to our curriculum work	Technology Interventionist Faculty Meetings Professional Development Days	• Adults will become more familiar with the everyday use of AI tools in their work. • Adults will recognize student work in which AI was utilized. • Continued PD will be provided.

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