



# CONTOOCCOOK VALLEY SCHOOL DISTRICT

Five-Year Strategic Plan 2023-2028



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# Introduction

Every six years, the Contoocook Valley School District engages in a formal strategic planning process. It is comprehensive in nature and involves a reflection on the accomplishments achieved, areas that need continued focus to strengthen our academic program and forecasting of priorities to chart a course for our work over the next five years.

The focus in this Strategic Plan is student-centered. The Strategic Plan is organized by five priorities:

- Quality curriculum and instruction
- Supportive structures and climate
- Supportive structures for diversity, equity, inclusion, and accessibility
- Effective and efficient organizational structures, financial processes, and infrastructure
- Maintenance of high-quality staffing through retention, recruitment, and cultivating and maintaining a desirable work climate.

These priorities are followed by sub-topic areas that describe the steps needed to meet the metrics that will define our success in each of the priority areas. The overall goal is to eliminate opportunity gaps and support the needs of the whole student through safe and healthy learning environments, always moving toward excellence. This plan is a living document, and while it provides us with the priorities, sub-topics, actions and metrics for the next five years, data will be collected annually to see if adjustments need to be made to ensure continued progress.

Education systems, as well as our broader community, continue to change and evolve in the post-pandemic environment. As we reflect on lessons learned, the school district must shift to meet the needs of our students. Acknowledging that building on student success requires re-imagining education and the possibilities. This change includes ensuring that students have the necessary content knowledge as well as core skills related to communication, collaboration, critical thinking, creativity, and citizenship and social-emotional health. This plan focuses on each of these areas to support competent students who explore their world, recognize diverse perspectives, communicate ideas, and take action.

In addition to addressing the overall shifts in education, the district continues to focus on eliminating opportunity gaps for excellence for all students. Student achievement should not be predictable by any demographic classification. Therefore, throughout the Strategic Plan, strategies have been woven into the plan that will strengthen the focus on eliminating opportunity gaps.

Finally, the Conval School District is mindful of the need to wisely manage fiscal growth, capital and natural resources. This plan focuses on the effective and efficient use of energy and resources to maximize the positive impact on the broader community. Aligned with our mission and vision the elements of the 2023-2028 Strategic plan serve as the foundation of all we do.

# A Message from the School Board

It is with great pleasure that we share our newly-adopted 2023-2028 Strategic Plan, focusing our work for the next five years on Inclusion, Excellence and Innovation. While we celebrate our progress, we also recognize that there is a continuous need for improvement in our schools and in the outcomes for all students. We understand that the continued success of the district's mission can only be accomplished through a community-wide vision coupled with a commitment to action and sustained engagement of all stakeholders.

Collaboration and community involvement guided the work of creating a plan that clearly articulates the Mission and Vision for the Contoocook Valley School District, and our Core Values that are the foundation for all our work. The District will continue its innovation of approaches to teaching and facilitating learning. We recognize that our work is about both student success through the transfer of knowledge and the development of skills, and student well-being fostered through safe, nurturing and inclusive learning environments that support the acquisition of social and emotional skills. The School Board and Administration recognize that all systems that lead to these student outcomes are dependent upon an engaged workforce, operational excellence and community partnerships.

The School Board is grateful for the dedicated leadership provided by the Superintendent, the Leadership Team and the Strategic Plan Committee who collaborated with community, parents, community members and staff members on the development of this five-year plan. The work of the Strategic Plan Committee and subcommittees over the past 18 months reflects where we are as a school district today and clearly articulates the needs and areas of future focus and direction. The Board wishes to express our sincere appreciation, on behalf of our students, who will gain and grow from the dedication demonstrated through the countless hours of time, energy, thoughtful deliberation and creativity shared by so many in the development of this plan.

*Janine Lesser*

School Board Chair, on behalf of the School Board

## About the Schools

The ConVal School District is a Cooperative District located in the Monadnock Region of Southwest New Hampshire. The Monadnock Region has long been connected to Mount Monadnock which, at 3,165 feet, is the dominant geographic feature of the area. Known as New Hampshire's "quiet corner", the area boasts lakes, rivers, town commons, art galleries, music festivals, and MacDowell, the oldest artist residency program in the United States.

ConVal is a large, complex, public school organization. The nine towns that make up the District (Antrim, Bennington, Dublin, Frankestown, Greenfield, Hancock, Peterborough, Sharon, and Temple) joined together in 1967 and established a set of "Articles of Agreement." Currently, the Cooperative District covers over 250 square miles and incorporates 11 schools - eight elementary schools (four are PK through 4, four are K through 4), two middle schools (both Grades 5-8), and one regional high school (Grades 9-12).

All of our member towns host an elementary school, with the exception of Sharon. Sharon's elementary students attend Peterborough Elementary School. The District's central School Administrative Unit (SAU) is housed as part of South Meadow School in Peterborough.

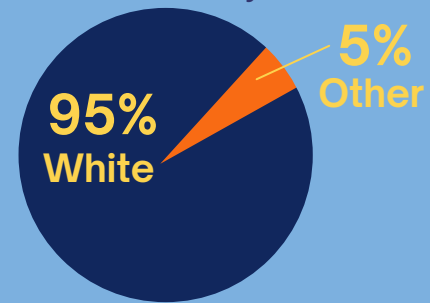
## District Data

- 89% Attendance Rate
- 93.4% of students graduate within four years
- 69% post secondary enrollment
- 41% awarded NH Scholars Recognition

## 2,020 Students

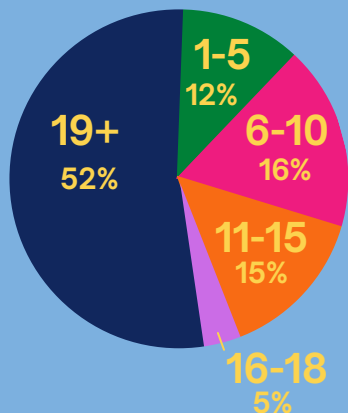
- 37.4% Free or reduced lunch (SES)
- 18% Students serviced by special education (IEP)
- 5.4% Students serviced by 504 (SWD)

### Breakdown of Students by Race/Ethnicity

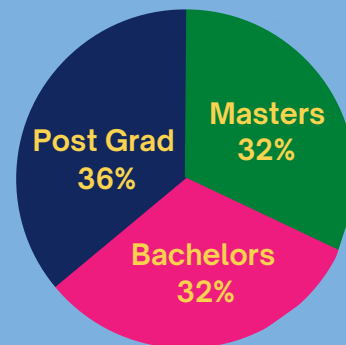


## 235 Teachers

### Years of Experience

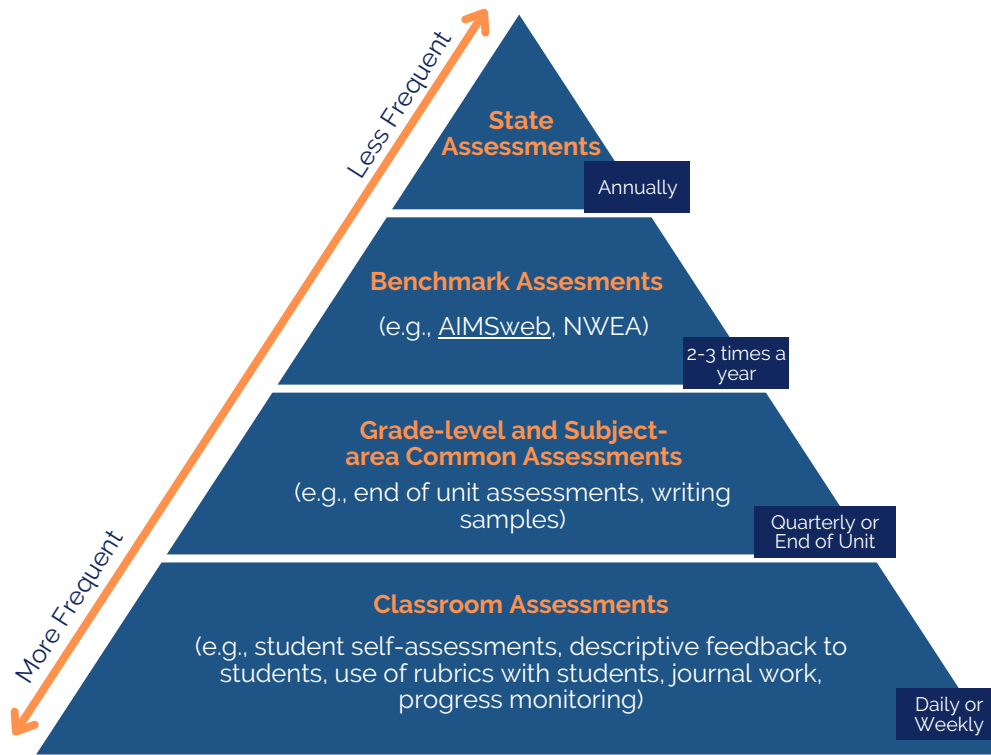


### Highest Level of Degree (Teachers, SSPs and Admin)



## Student Achievement Data

The ConVal School District is committed to implementing a balanced student assessment system that is designed to (a) evaluate student progress toward curriculum goals, (b) inform instruction, and (c) determine appropriate interventions for students (Strategic Plan 2021, p. 9). As a result, the District's current assessment model incorporates the use of four different types of assessments which are illustrated in the following graphic.



Classroom assessments represent the largest part of the District's assessment system. Administered on a regular basis (e.g., daily, weekly, bi-weekly), teachers analyze students' performance on classroom assessments to inform their instructional decisions and provide timely feedback to students. When this analysis of performance is used by teachers and students to make needed changes, classroom assessments can have a significant impact on students' level of growth and achievement.

Common assessments represent the next largest part of the District's assessment system. Administered at the end of a unit, a quarter, or a semester, teachers analyze student performance on common assessments to (a) assess student progress towards meeting grade-level standards and competencies and (b) evaluate the effectiveness of the curriculum and instruction provided to students. The analysis of common assessments, often an item-by-item analysis which highlights patterns of correct and/or incorrect student responses, can be used immediately by teachers to strengthen instruction. The analyses of multiple common assessments within a subject area can also provide invaluable information that informs future programmatic changes.

Benchmark assessments are administered two to three times a year. These assessments most commonly assess students' level of content knowledge and application of skills in the core areas of reading, writing, and math, tracking student growth within and across years. Following the administration of benchmark assessments, grade-level and subject-area teams typically meet to review the results. During these meetings, teachers analyze student performance in order to identify key areas of strength and need. Information gathered from this analysis directly informs teachers' decisions regarding what skills and knowledge to prioritize when working with students and the school's decision regarding students who may need additional, supplementary instruction and/or intervention.

State assessments are administered annually and are designed specifically to measure student progress and performance in meeting established grade-level state standards for reading, writing, math, and science.

The New Hampshire Statewide Assessment System (NHSAS) was administered for the first time during the 2017-2018 school year. The New Hampshire Statewide Assessment for English Language Arts (ELA) and Math replaced the Smarter Balanced Assessment Consortium (SBAC), and the New Hampshire Statewide Assessment for science replaced the New England Common Assessment Program (NECAP). Students in Grades 3-8 take the New Hampshire Statewide Assessment for ELA and math, and students in grades 5, 8, and 11 take the New Hampshire Statewide Assessment for science.

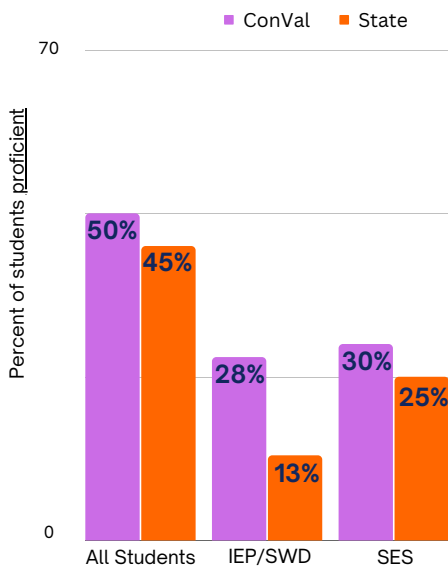
New Hampshire Statewide Assessments are designed to measure student progress towards meeting New Hampshire's College and Career Readiness Standards, which focus on the critical thinking, problem-solving, and reasoning skills students need in today's world. Students in grade 11 take the Scholastic Aptitude Test (SAT) as part of the required state-wide testing.



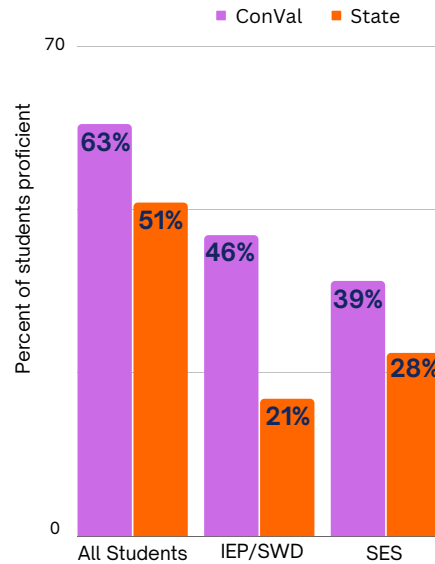
# Student Achievement Data

## New Hampshire Statewide Assessment System (NHSAS) Spring 2022

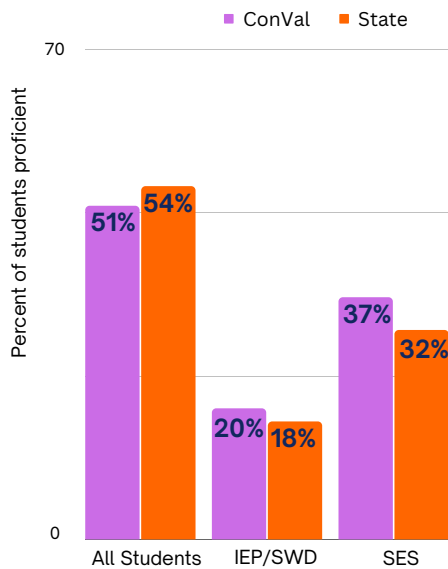
### Grade 3 Reading



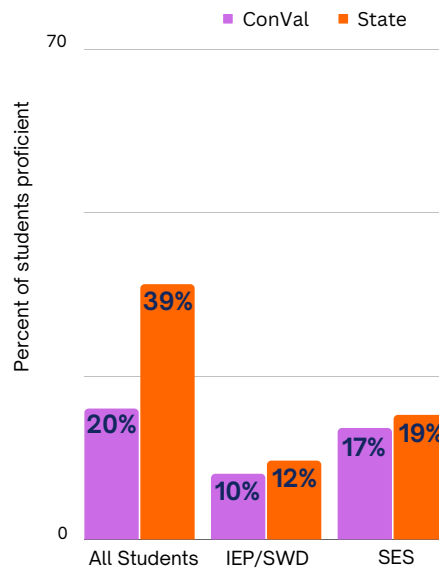
### Grade 3 Math



### Grade 5 Reading



### Grade 5 Math

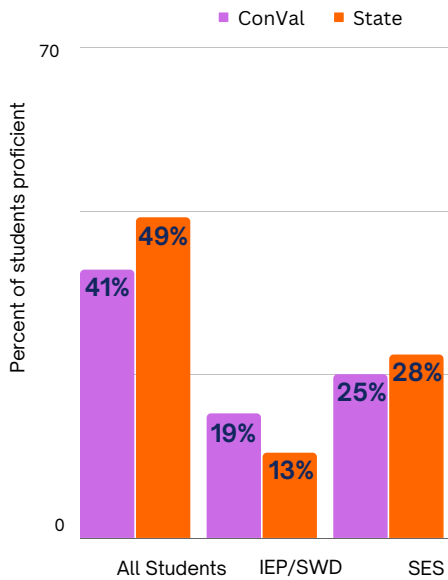




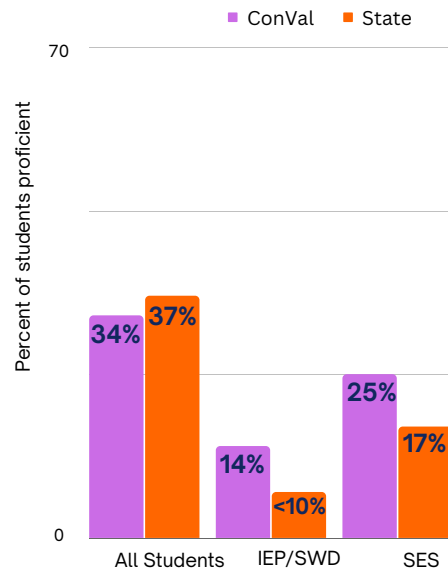
# Student Achievement Data

## NHSAS Spring 2022

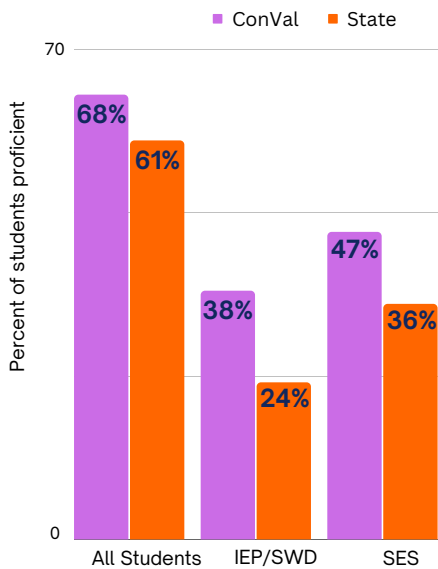
### Grade 7 Reading



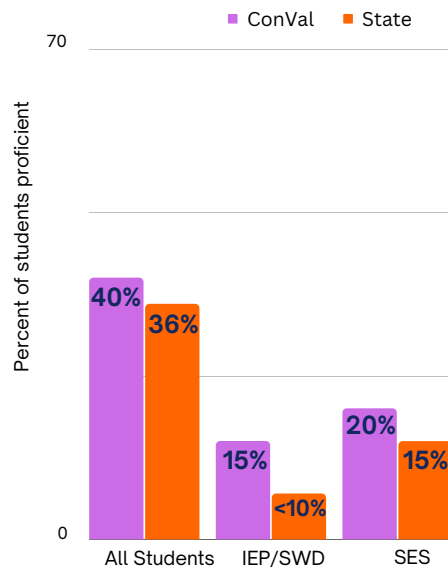
### Grade 7 Math



### Grade 11 Reading



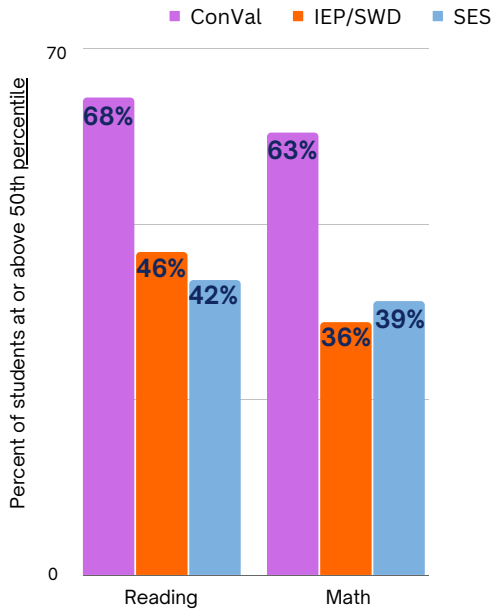
### Grade 11 Math



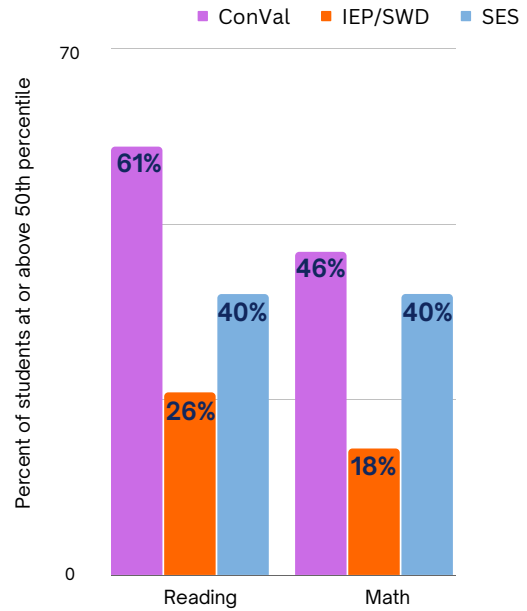
# Student Achievement Data

## NWEA Measures of Academic Progress (MAP) 2022

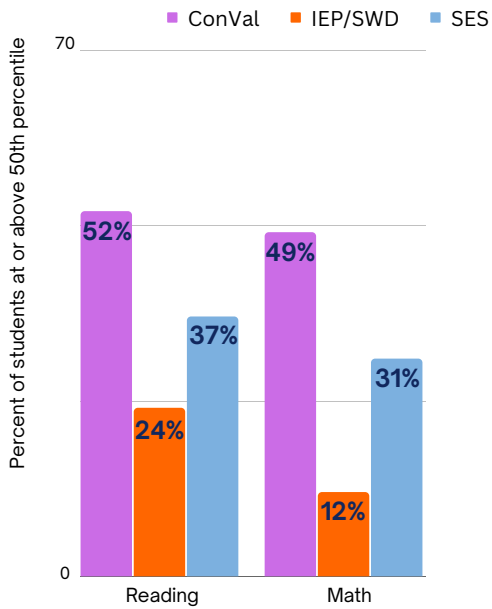
### Grade 3



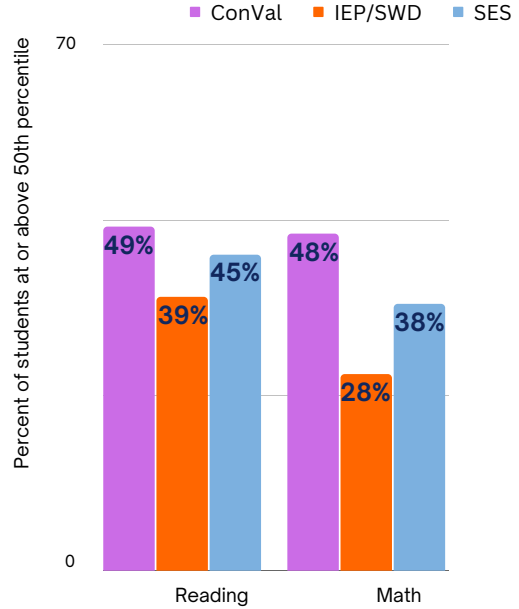
### Grade 5



### Grade 7



### Grade 10



# Measuring Success

As a way to evaluate if the strategic plan is an effective roadmap for student, staff and overall district success, we created clear metrics to measure our progress and keep us on track for results.

It is our mission to ensure that all students are proficient and ready for success in college and careers, but we know that we will take time to achieve this, especially given the baseline data that show our tremendous need for growth.

Therefore, we have decided to include and emphasize metrics that measure improvement over time. This type of continued growth will allow us to ultimately reach our goal of excellence for each and every student.

We also want to ensure that we are giving each student the best possible educational experience, through the continued hiring of high-quality and supportive staff that consistently aims for improvement.

The core metrics listed on pages 10-13, associated with each of the five priority areas, most clearly define our progress. We have also included additional supporting metrics on pages 31-34. These metrics provide a more in-depth look at our progress and will be updated on the district's website as data become available.



# Core Metrics



## Priority 1: Quality Curriculum and Instruction

|  | BASELINE                     | % GROWTH | 2027 TARGET   |     |
|--|------------------------------|----------|---------------|-----|
| NHSAS PERFORMANCE                            | GRADE 3 READING PROFICIENCY  | 50%      | 30%           | 65% |
|  | GRADE 3 MATH PROFICIENCY     | 63%      | 23.8%         | 78% |
|  | GRADE 4 READING PROFICIENCY  | 48%      | 31.3%         | 63% |
|  | GRADE 4 MATH PROFICIENCY     | 50%      | 30%           | 65% |
|  | GRADE 5 READING PROFICIENCY  | 51%      | 29.4%         | 66% |
|  | GRADE 5 MATH PROFICIENCY     | 20%      | 75%           | 35% |
|  | GRADE 6 READING PROFICIENCY  | 42%      | 35.7%         | 57% |
|  | GRADE 6 MATH PROFICIENCY     | 24%      | 62.5%         | 39% |
|  | GRADE 7 READING PROFICIENCY  | 41%      | 36.6%         | 56% |
|  | GRADE 7 MATH PROFICIENCY     | 34%      | 44.1%         | 49% |
|  | GRADE 8 READING PROFICIENCY  | 41%      | 36.6%         | 56% |
|  | GRADE 8 MATH PROFICIENCY     | 29%      | 51.7%         | 44% |
| SAT PERFORMANCE                              | GRADE 11 READING PROFICIENCY | 68%      | 22.1%         | 83% |
|  | GRADE 11 MATH PROFICIENCY    | 40%      | 37.5%         | 55% |
| PERCENTAGE OF STUDENTS GRADUATING IN 4 YEARS | 93.4%                        | N/A      | 93% or higher |     |



## Priority 2: Supportive Structures and Climate

|                             | BASELINE  | % GROWTH | 2027 TARGET |
|-----------------------------|---|----------|-------------|
| ATTENDANCE                  | 89%   | 11%      | 95%         |
| BEHAVIOR                    | Baseline data will be collected in the 2022-23 school year.<br>Targets will be set once baseline data is available. |          |             |
| CO-CURRICULAR PARTICIPATION | Baseline data will be collected in the 2022-23 school year.<br>Targets will be set once baseline data is available. |          |             |



## Priority 3: Support Structures for Diversity, Equity, Inclusion and Accessibility

| STUDENT GROUP                                  | SUBJECT | LEVEL      | BASELINE | % GROWTH | 2027 TARGET |
|--|---------|------------|----------|----------|-------------|
| Students who Qualify for Free or Reduced Lunch | Reading | Grades 3-4 | 27%      | 56%      | 42%         |
| Students with a Disability                     | Reading | Grades 3-4 | 24%      | 63%      | 39%         |
| Students of Color                              | Reading | Grades 3-4 | *        | *        | *           |
| Students who Qualify for Free or Reduced Lunch | Math    | Grades 3-4 | 36%      | 42%      | 51%         |
| Students with a Disability                     | Math    | Grades 3-4 | 35%      | 43%      | 50%         |
| Students of Color                              | Math    | Grades 3-4 | *        | *        | *           |
| Students who Qualify for Free or Reduced Lunch | Reading | Grades 5-8 | 29%      | 52%      | 44%         |
| Students with a Disability                     | Reading | Grades 5-8 | 22%      | 68%      | 37%         |
| Students of Color                              | Reading | Grades 5-8 | *        | *        | *           |

\*Data points for groups with fewer than 10 students are not reported to protect the privacy of the students.

|  |         |            |     |      |     |
|--|---------|------------|-----|------|-----|
| Students who Qualify for Free or Reduced Lunch | Math    | Grades 5-8 | 20% | 75%  | 35% |
| Students with a Disability                     | Math    | Grades 5-8 | 15% | 100% | 30% |
| Students of Color                              | Math    | Grades 5-8 | *   | *    | *   |
| Students who Qualify for Free or Reduced Lunch | Reading | Grade 11   | 47% | 32%  | 62% |
| Students with a Disability                     | Reading | Grades 11  | 38% | 39%  | 53% |
| Students of Color                              | Reading | Grades 11  | *   | *    | *   |
| Students who Qualify for Free or Reduced Lunch | Math    | Grades 11  | 20% | 75%  | 35% |
| Students with a Disability                     | Math    | Grades 11  | 15% | 100% | 30% |
| Students of Color                              | Math    | Grades 11  | *   | *    | *   |

**ACCESS RATES**

*Baseline data will be collected consistent with recommendations from the DEIA audit.*

**METRICS AS IDENTIFIED BY DEIA AUDIT**

*Baseline data will be collected consistent with recommendations from the DEIA audit.*

*\*Data points for groups with fewer than 10 students are not reported to protect the privacy of the students.*





## Priority 4: Organizational Structures, Financial Processes, and Infrastructure

|  | BASELINE  | % GROWTH | 2027 TARGET  |
|--|---|----------|--------------|
| BUILDING USAGE   | Baseline data will be collected in the 2022-23 school year.<br>Targets will be set once baseline data is available. |          |              |
| TECHNOLOGY INVENTORY AND REPLACEMENT STATUS                | 100%  | N/A      | 100%         |
| # OF CAPITAL IMPROVEMENT INITIATIVES COMPLETED ON SCHEDULE | 85%   | 10%      | Maintain 95% |



## Priority 5: Maintain High Quality Staffing Through Retention, Recruitment, and Cultivating and Maintaining a Desirable Work Environment

|   | BASELINE | % GROWTH | 2027 TARGET |
|---|----------|----------|-------------|
| RETENTION OF STAFF                      | 85%      | 7.1%     | 91%         |
| POSITIONS FILLED BEFORE END OF JUNE     | 41%      | 22%      | 50%         |
| POSITIONS FILLED BEFORE START OF SCHOOL | 76%      | 18.4%    | 90%         |



# Foundational Elements

## Mission

To provide opportunities and inspire our learners to explore interests, pursue new knowledge and skills, learn about self and others, and give of oneself to the greater community.

## Vision

In the ConVal community, all learners will achieve academically, act thoughtfully, and contribute to the larger society.



## Core Beliefs

These beliefs are those ideals, thoughts, and attributes that we feel must exist for our students, our community, and our society to thrive.

- We believe that All must mean All. We must provide the opportunity for each and every student to reach his/her maximum potential.
- We believe that there is not only one path to student success and achievement. We must offer students a variety of learning opportunities to achieve his/her version of success.
- Although we value the unique characteristics of each of our schools, we believe that all ConVal schools should provide a guaranteed, viable curriculum and be equitable in terms of learning opportunities and services.
- We believe that ConVal should continue to participate and “give back” to our local communities.
- ConVal is committed to full inclusion for students with disabilities. ConVal will ensure teachers and staff are supported to ensure all students have access to rigorous curriculum within the general education setting and by presuming competence of all students.
- We believe that understanding the learning process is paramount to our work, we are committed to knowing when students are and are not learning, and we believe that it is our responsibility to ensure that learning and student growth occur.
- We believe that positive relationships are the fundamental building block for learning.



# Frameworks for Excellence

In ConVal we know strong public schools begin with an integrated framework of evidence based practices , with that in mind to build a strong foundation for all of our students. Each priority within the Strategic Plan aligns with parts of the framework and is designed to develop, strengthen, and leverage the integrated framework for long-term student success.



## Administrative Leadership

Strong and Engaged Site Leadership  
Strong Educator Support System



## Multi-Tiered System of Support

Inclusive Academic Instruction  
Inclusive Behavior/Social Emotional Instruction



## Integrated Educational Framework

Fully Integrated Organizational Structure  
Positive and Strong School Culture



## Family and Community Engagement

Trusting Family Partnerships  
Trusting Community Partnerships



## Inclusive Policy Structure and Practice

Strong District/School Relationship  
Strong Policy Framework



# District Priority 1

## Alignment with Framework



**Administrative Leadership**  
Strong and Engaged Site Leadership  
Strong Educator Support System



**Multi-Tiered System of Support**  
Inclusive Academic Instruction  
Inclusive Behavior/Social Emotional  
Instruction



**Family and Community  
Engagement**  
Trusting Family Partnerships  
Trusting Community  
Partnerships

# Quality Curriculum and Instruction

The ConVal School District believes "all" means "all" and is committed to providing each and every student the opportunity and means to reach their maximum potential. To this end, the curriculum and instruction section of the strategic plan focuses on:

- Designing and delivering excellent face-to-face instruction,
- Using technology in purposeful and powerful ways,
- Supporting students to learn with and from each other,
- Emphasizing critical thinking, complex problem solving, and effective communication,
- Expanding opportunities for learning, and
- Expanding notions of where learning can happen.

## FOCUS AREAS

### 1.1 Refine educators' use of evidence-based practices when delivering instruction with a focus on relevance and engagement for students.

- Adopt and publish evidence-based practices for establishing relevance of content and skills, and increasing student engagement
- Develop a professional development plan for building staff's skills with delivering instruction with a focus on relevance and engagement for students.
- Create a walkthrough tool for literacy and math focused on evidence-based practices for relevance and engagement
- Develop an implementation plan for using the walkthrough tool - roll out with staff, schedule of observations, determine how and where the data will be compiled, determine how and by whom the data will be analyzed, used the collection of the data collected, analysis of the data,
- Pilot the use of the walkthrough tool with both administrators AND staff.
- Refine the walkthrough tool and the plan for its use based on the pilot.

### 1.2 Further refine the role of technology in teaching and learning at each level with a focus on purposeful use of technology.

- Develop a clear vision for the purposeful use of technology PreK-12.
- Develop a clear definition for "purposeful technology use."
- Develop a communication plan that identifies key stakeholders (students, teachers, parents/guardians, community members) and addresses their top issues, concerns, and values
- Adopt a guiding model/framework that supports educators to integrate the purposeful use of technology into teaching and learning - e.g., [SAMR \(Substitution, Augmentation, Modification, Redefinition\) Model](#).
- Provide [differentiated](#) professional development to teachers that focuses on [pedagogical](#) strategies that support the purposeful use of technology.
- Identify the professional learning needs of district- and building-level administrators related to leading and supporting the purposeful use of technology in teaching and learning.
- Establish a system to quickly "vet" and fund effective technology to be used in the classroom.

### 1.3 Develop and implement a system that provides a continuum of differentiated experiences for students based on data documenting individual student needs, recognizes and builds capacity for innovation, and provides autonomy for students that will increase their ability to think critically and creatively, communicate effectively and work collaboratively.

- Review current programming for [Extended Learning Opportunities](#) Program (ELO).
- Research and adopt [project-based and problem-based instruction](#).
- Revise/Develop a district system for implementing project-based learning and includes an ELO framework for each level
- Provide stand alone and embedded professional development to all staff in the district system for implementing project-based and problem-based practices and support ELOs.

# District Priority 1

## Quality Curriculum and Instruction

- Increase flexibility for innovation in schools to support the needs of all learners, to include
  - Determination and implementation of professional development opportunities for school-based staff
  - New pilot programs, enrichment opportunities, or interventions
  - Demonstration sites for new initiatives
  - Space and platforms for sharing innovations and best practices among schools

### 1.4 Explore expanding the world language program to K-12, including exploring whether there should be a high school world language requirement.

- Engage in a review of research on (1) the impact of World Language programming and (2) the key factors that contribute to implementing quality World Language programming K-12.
- Review and evaluate current World Language programming.
- Survey other districts to identify what they have in place for programming, as well as graduation requirements.
- Develop a plan for expanding World Language to the middle school level that meets the five goals of world language education identified by the American Council on the Teaching of Foreign Languages (ACTFL), which are also well aligned to the five goals of middle level education identified by the Association for Middle Level Education (AMLE).
- Develop a plan for integrating research into our district practices.
- Develop and implement a recruitment plan for hiring world language teachers.



# District Priority 1

## Quality Curriculum and Instruction

### 1.5 Streamline student assessments, align them to standards and curricula, and use the resulting data to inform instruction, identify student needs, utilize interventions, and monitor student progress.

- Create data tools to strengthen instruction
  - Support teachers to use a variety of student assessments, including daily and long-term assessments of learning, to adjust instruction and increase student learning
  - Align data reviews of student assessments through teacher and school leader coaching and professional development
- Develop a comprehensive reporting structure that allows students and parents/guardians to understand progress through
  - Online, real-time information
  - Student-led conferences that engage students in assessing their own learning
  - Revise report cards
- Balance the amount of time students are being assessed and the time students spend learning

## BUILDING VOCABULARY



# District Priority 2

## Supportive Structures & Climate

### Alignment with Framework



**Administrative Leadership**  
Strong and Engaged Site Leadership  
Strong Educator Support System



**Multi-Tiered System of Support**  
Inclusive Academic Instruction  
Inclusive Behavior/Social Emotional Instruction



**Family and Community Engagement**  
Trusting Family Partnerships  
Trusting Community Partnerships



**Integrated Educational Framework**  
Fully Integrated Organizational Structure  
Positive and Strong School Culture



**Inclusive Policy Structure and Practice**  
Strong District/School Relationship  
Strong Policy Framework

The ConVal School District believes "all" means "all" and is committed to providing each and every student the opportunity and means to reach their maximum potential. To this end, the supportive structures and climate section of the strategic plan focuses on:

- A shared vision of District-Wide [Social-Emotional Learning](#)
- Creating meaningful District and School-wide opportunities which build collaborative relationships that support students' social, emotional, and academic development
- To continue the implementation of Multi-tiered System of Support-Behavior (MTSS-B) consistently PK-12 to improve climate and support for building relationships, connections, and school community.

The ConVal 2025 provides steering and direction in implementing an integrated MTSS for the ConVal school community with the goal of ensuring our students, schools, families and communities thrive. Effective implementation of (MTSS-B) requires schools and districts to identify available resources, set clear rules for when to provide additional support, and to schedule and equitably deliver resources and support when needed.

Through this ongoing work, we will endeavor toward developing sustainable systems, building community partnerships and securing resources for teams at the building/developmental level with the ultimate goal of supporting the social-emotional development of our students and the emotional health and wellbeing of our students and families in the ConVal communities.

## FOCUS AREAS

### 2.1 Complete the development of a shared vision of schoolwide Social Emotional Learning which includes families, staff and community members.

- Develop a strategic district-level shared vision using community risk factors data and district [fidelity](#) data.
- Identify each school's areas of focus as it relates to the district wide vision, keeping in mind each school's unique qualities.

# District Priority 2

## Supportive Structures & Climate

- Review existing risk factors data at school and community levels, including youth and family voice, and determine areas of need/focus.
- Select demonstration schools for initial implementation using a combination of need, readiness, and commitment criteria.
- Integrate the state regulations, to include American School Counselor Association (ASCA) competencies

### 2.2 Utilize Conval 2025 to create meaningful schoolwide opportunities which build collaborative relationships that support students' social, emotional, and academic development and multi-tiered system of support.

- Establish a diverse and representative (District Conval 2025 Leadership Team) team that leads a coordinated approach, ensuring school wide social emotional learning (SEL) implementation does not become fragmented and stays on the radar of all stakeholders.
- Engage all stakeholders in an introduction to SEL that fosters awareness and helps define what SEL means for their school community.
- Develop a professional development plan for training and coaching to support MTSS-B/SEL implementation, differentiated across schools and based on data/need and implementation phase. Identify ongoing coaching activities at the district and school levels.

### 2.3 To continue the implementation of school-wide Multi-tiered System of Support-Behavior (MTSS-B) consistently PK-12. This will create classroom learning environments that are supportive, culturally responsive, and focused on building relationships, connections and school community.

- Establish Advanced Tier 1 team(s) to guide implementation of screening and referral procedures and develop a comprehensive array of Tier 2/3 supports and services
- Develop and teach positive school wide behavior expectations that describe how all individuals in a school can behave in alignment with school and community values

## District Priority 2

# Supportive Structures & Climate

- Establish a behavior acknowledgment system to recognize and reinforce students when they engage in positive behaviors
- Develop a schoolwide behavior response plan that emphasizes inclusive, restorative, and problem-solving disciplinary practices
- Implement a social-emotional learning curriculum that offers lesson plans and supports for delivering social and emotional knowledge and skill-development
- Select high-leverage Tier 2/3 interventions that are evidence-based, culturally relevant, feasible to implement, and meet student needs
- Implement a universal social-emotional screening process to identify students who may require additional social-emotional or behavioral support
- Align health education and prevention programs with MTSS-B, including mental health literacy and suicide, violence, and substance misuse prevention programs
- Monitor aggregate student and school-level outcomes data to inform decision-making and ongoing quality improvement of Tier 1,2,3 systems, programs, and supports

### 2.4 Increase student participation on co-curricular/athletics activities 5-12

- Identify the definition and determine the co-curricular and athletic activities that are currently being offered in the school district, both by the district and from other organizations.
- Identify a consistent district wide process for the establishment of new club sports and co-curricular activities.
- Establish a process for how co-curricular and athletics are funded across the school district, ensuring activities are funded equitably.
- Identify job descriptions and a list of staff facilitating the activities on an annual basis.
- Annual review of the student engagement with co-curricular activities and athletics with the intention of increasing participation.



## District Priority 2

# Supportive Structures & Climate

### 2.5 Redefine Digital Citizenship and Culture of Technology Use and communicating roles played by all stakeholders

- Develop baseline data identifying the specific needs regarding cyberbullying and the effects on peer relationships.
- Develop a clear definition of 'digital citizenship' and how it applies to K-12.
- Blended learning handbook updated for all levels.
- Develop expectations of a culture of technology use that is embedded in all of the school based working frameworks.

### 2.6 Look at options to push back the start time for middle school and high school as recommended by the American Academy of Pediatrics, the American Medical Association, and the American Academy of Sleep Medicine.



# District Priority 3

## Supportive Structures for Diversity, Equity, Inclusion & Accessibility

### Alignment with Framework



**Administrative Leadership**  
Strong and Engaged Site Leadership  
Strong Educator Support System



**Multi-Tiered System of Support**  
Inclusive Academic Instruction  
Inclusive Behavior/Social Emotional Instruction



**Family and Community Engagement**  
Trusting Family Partnerships  
Trusting Community Partnerships



**Integrated Educational Framework**  
Fully Integrated Organizational Structure  
Positive and Strong School Culture



**Inclusive Policy Structure and Practice**  
Strong District/School Relationship  
Strong Policy Framework

The ConVal School District believes that diversity, equity, inclusion, and accessibility improve teaching and learning and prepare students for citizenship in the 21st century. The District recognizes that historically underrepresented groups often have challenges that others may not and the District is committed to supporting students from all populations. To this end, the diversity, equity, inclusion, and accessibility section of the strategic plan focuses on:

- Uncovering areas of growth to improve responses to inequities.
- Creating environments where historically underrepresented groups have access to supportive structures.
- Developing and implementing policies and practices consistent with a diverse and inclusive learning and working environment.
- Provide professional development for staff that encompasses all facets of diversity, equity, inclusion, and accessibility including but not limited to: addressing microaggressions, unconscious and implicit biases, deficit thinking, cultural awareness, and belonging.

## FOCUS AREAS

### 3.1 Conduct a Diversity, Equity, Inclusion and Accessibility (DEIA) audit to determine areas of growth and opportunity for the District to develop cultural competency.

#### Year 1: Team identification and audit preparation

- Create a DEIA team that includes multi-level staff, leadership and community representatives to review equity issues and provide input for growth and opportunity.
- Develop and disseminate definitions of equity, diversity, inclusion, and accessibility.
- Team members utilize processes to reflect on their own identities, assets and biases to engage in conversations around equity
- Team develops questions for the DEIA audit that may include the following:
  - To what extent is the District offering a diverse, inclusive and accessible environment?

# District Priority 3

## Supportive Structures for Diversity, Equity, Inclusion & Accessibility

- To what extent do the District's administrative and fiscal policies and practices ensure an equitable work and learning environment?
- To what extent do the District's resource practices and policies establish an equitable and inclusive work and learning environment?
- To what extent do the District's curriculum and instruction policies and practices cultivate an equitable work and learning environment?
- In what ways can the District support changes to school and classroom curricula and practices?
- Review and diagnose the identified issues, barriers and existing structures related to diversity, equity, inclusion, and accessibility.

### **Year 2: Goal setting and DEIA audit roll-out**

- Create goals for the audit that are based on team conversations, previous equity audit, data and known issues
- Plan and coordinate DEIA audit implementation
- Determine how the DEIA audit will be conducted and by whom (i.e., internally conducted and/or contracted firm)
- Conduct classroom and school environment audit/observations

### **Year 3 - 5: DEIA audit completion and response**

- Successfully complete the DEIA audit and make goals to move forward based on the results that inform practice, professional development and priorities

## **3.2 Ensure resources across all district programming promotes equitable opportunities for all students.**

- Examine expenditures and use of resources across all District programming and determine if appropriate to promote equitable opportunities for all students.
- Develop a plan to allocate available resources consistent with what is necessary to increase student learning in particular locations.
- Using the definitions created by the DEIA team, develop and disseminate working DEIA definitions across the District as it relates to equitable opportunities and allocation of resources.

# District Priority 3

## Supportive Structures for Diversity, Equity, Inclusion & Accessibility

### 3.3 Review and respond to challenges presented to historically underrepresented populations

- Provide professional development to staff in cultural competency from an outside consultant.
- Provide education, professional development, resources and materials describing equity, what equity is, and why it is important to address DEIA barriers for students (ex. ConVal demographics related to underrepresented populations; implicit bias; deficit thinking; inclusive environments and universal design; neurodiversity; cultural competency).
- Educating students and staff in what historically underrepresented people see as potentially discriminating or uncomfortable, and recognizing and responding to discrimination (ex. touching hair/bodily autonomy; intent versus impact of actions).
- Create an advisory committee of historically underrepresented students and community members to advise leadership and the equity committee.
  - Advisory committee provides recommendations to leadership regarding resources, staffing, systems and structures (ex. Increase the number of adult role models for historically underrepresented populations)
  - Identify immediate and low-cost opportunities that promote access and inclusive environments.

### 3.4 Review, develop, and implement District-wide consistent policies, systems, and processes that support diversity, inclusive environments and equitable access.

- Review recruitment, hiring and staffing practices and policies from a culturally competent lens
- Review accessibility of buildings, grounds, programs, and events
- Review ConVal communication efforts related to diversity, equity, inclusion, and accessibility and cultural competency
- Communicate policies, processes, and protocols that support diversity, inclusive environments and equitable access to all stakeholders.
- Make necessary changes to policies, professional development, systems and processes and put sustainable structures in place that support diversity, inclusive environments, equitable access and promote cultural competency.

# District Priority 4

## Effective and Efficient Organization Structures, Financial Processes, and Infrastructure

### Alignment with Framework



**Administrative Leadership**  
Strong and Engaged Site Leadership  
Strong Educator Support System



**Family and Community  
Engagement**  
Trusting Family Partnerships  
Trusting Community  
Partnerships

The ConVal School District believes that our facilities should be conducive to 21st Century Learning in order to maximize the opportunities for students to reach their full potential. To this end, the financial and infrastructure section of the Strategic Plan focuses on:

- Efficient and effective use of facilities and infrastructure
- Improve community relationships and opportunities
- Update and alignment of our Facilities, Capital Improvement, and Technology Plans
- Responsible and efficient use of all District resources
- Effective dialogue with community through multiple communication channel

Through this ongoing work the ConVal School District will transparently communicate to the community that all resources are being used as efficiently and effectively as possible according to thoughtful planning.

## FOCUS AREAS

### 4.1 **Analyze consolidation and reconfiguration to assess the academic, social, community, and financial benefits and opportunities.**

- Use research to determine the optimum class size and accessible resources needed to provide students and the community with the best possible education.
- Develop a plan to explore consolidation or reconfiguration and the related impact on the educational, social, community and financial benefits to ConVal students and communities as well as future opportunities.
- The Board will use this analysis and data to develop options to present to voters.

### 4.2 **Create a Master Facility Plan that incorporates the Capital Improvement Plan, Technology Infrastructure Plan as well as community use of facilities.**

- Develop a rolling 5 year Master Facility Plan (MFP). The MFP will be a comprehensive document to monitor capital improvements, renovations, facility and technology material needs. The MFP will prioritize each item, and indicate the associated cost and funding source.

# District Priority 4

## Effective and Efficient Organization Structures, Financial Processes, and Infrastructure

- Update the present Technology Plan and integrate it into the MFP.
- Collect data from the Facility Management software to help identify community utilization and physical plant concerns for each building.
- Define Blended Learning at each educational level ES/MS/HS and vision and expectations for technology use. Develop plan to work in digital citizenship - student culture

### 4.3 Continue to prioritize cost management by regularly evaluating District expenditures.

- Identify and monitor key performance indicators to improve efficiency and effectiveness.
- Develop and use financial projections to identify major cost drivers.
- Develop budgets to meet current needs as well as to ensure sustainability for the future.
- Review the processes by which the District evaluates initiatives, systems, and programs for effectiveness and efficiency, make and implement appropriate changes to processes.
- Create a centralized process to inventory usable fixed assets.

### 4.4 Ensure effective bi-directional communication between ConVal and our communities.

- Develop a matrix of communication options that can be used for different types of communications.
- Determine the most effective way to utilize town resources for communication to community members.
- Redesign website.
- Streamline social media communications so that messaging and access to information is consistent to all stakeholders.
- Create a network with community groups such as Rotary, Lions and Kiwanis Clubs.

# District Priority 5

## Maintain High Quality Staffing Through Retention, Recruitment, and Cultivating and Maintaining a Desirable Work Environment

### Alignment with Framework



**Administrative Leadership**  
Strong and Engaged Site Leadership  
Strong Educator Support System



**Family and Community Engagement**  
Trusting Family Partnerships  
Trusting Community Partnerships

The ConVal School District believes that when staff feel empowered, supported and valued it fosters a school climate that encourages growth and is committed to providing professional learning opportunities. To this end, the personnel section of the strategic plan focuses on the opportunities to engage, promote and cultivate the human resources available to meet future staffing needs.

- Promote ConVal as a destination employer
- Cultivate internal growth opportunities for career exploration and advancement up and across disciplines and building levels
- Build partnerships that connect ConVal with the community and schools (high school, colleges and universities) to meet staffing demands
- Strengthen Adult SEL competencies and capacity

Ultimately, the ConVal School District seeks to attract, retain, identify and promote highly qualified staff through internal opportunities and collaborative partnerships.

## **FOCUS AREAS**

### **5.1 Develop and implement a whole District approach promoting and supporting staff well being.**

- Ensure regular collection of data on staff perceptions of their work climate that is used for continuous improvement.
- Provide frequent opportunities for staff to build supportive professional relationships and a sense of shared purpose and efficacy.
- Strengthen the staff Social, Emotional, and Cultural Competence.
- Systematic approach to teaching District-wide systems.

### **5.2 Develop and implement a public relations strategy that illustrates ConVal as a destination employer.**

- Evaluate the benefits offered to ConVal employees by classification for internal comparison and external competitive market analysis.
- Recruitment campaign aimed at expanding the connection with colleges and universities in and outside of New England

# District Priority 5

## Maintain High Quality Staffing Through Retention, Recruitment, and Cultivating and Maintaining a Desirable Work Environment

- Establish earlier and more efficient staffing cycles - early offers for upcoming college graduates
- Highlight employment / volunteer opportunities to the parents, retirees and community members at the schools with opportunities to drop in and ask questions.
- Create an incoming marketing package for potential employees that highlights opportunities, strengths, the strategic plan, and the communities.
- Connecting with the Chamber of Commerce and Realtors about why ConVal is a destination employer and school district.
- Connect staff and local businesses, explore the concept of a local perk spot.

### 5.3 Implement high quality professional development that promotes internal growth and leadership opportunities.

- Mentoring program at both district and school levels. Mentoring for all new hires in every position.
- Create a platform to highlight and provide staff-led professional development activities and an opportunity to share learned professional development expertise with colleagues in all areas and positions.
- Identify areas of professional growth / next opportunity avenues within all categories of employees.
- Create leadership exploration opportunities.
- Work with local industries to create externship opportunities.





# Supporting Metrics



## Priority 1: Quality Curriculum and Instruction

|                                | BASELINE                         | % GROWTH | 2027 TARGET |     |
|--------------------------------|----------------------------------|----------|-------------|-----|
| AIMSWEB PERFORMANCE            | KINDERGARTEN READING PROFICIENCY | 77%      | 19.5%       | 92% |
|                                | GRADE 1 READING PROFICIENCY      | 40%      | 37.5%       | 55% |
|                                | GRADE 2 READING PROFICIENCY      | 47%      | 31.9%       | 62% |
|                                | GRADE 4 READING PROFICIENCY      | 50%      | 30%         | 65% |
|                                | GRADE 4 READING PROFICIENCY      | 50%      | 30%         | 65% |
| NWEA PRIMARY PERFORMANCE (MAP) | KINDERGARTEN READING PROFICIENCY | 67%      | 22.4%       | 82% |
|                                | KINDERGARTEN MATH PROFICIENCY    | 79%      | 19%         | 94% |
|                                | GRADE 1 READING PROFICIENCY      | 74%      | 20.3%       | 89% |
|                                | GRADE 1 MATH PROFICIENCY         | 73%      | 20.5%       | 88% |
|                                | GRADE 2 READING PROFICIENCY      | 64%      | 23.4%       | 79% |
|                                | GRADE 2 MATH PROFICIENCY         | 75%      | 20%         | 90% |
| NWEA PERFORMANCE (MAP)         | GRADE 3 READING PROFICIENCY      | 68%      | 22.1%       | 83% |
|                                | GRADE 3 MATH PROFICIENCY         | 63%      | 23.8%       | 78% |
|                                | GRADE 4 READING PROFICIENCY      | 70%      | 21.4%       | 85% |
|                                | GRADE 4 MATH PROFICIENCY         | 59%      | 25.4%       | 74% |
|                                | GRADE 5 READING PROFICIENCY      | 61%      | 24.6%       | 76% |
|                                | GRADE 5 MATH PROFICIENCY         | 46%      | 52.2%       | 70% |
|                                | GRADE 6 READING PROFICIENCY      | 54%      | 29.6%       | 70% |
|                                | GRADE 6 MATH PROFICIENCY         | 40%      | 75%         | 70% |
| GRADE 7 READING PROFICIENCY    | 52%                              | 34.6%    | 70%         |     |

|   |   |       |        |     |
|---|---|-------|--------|-----|
|   | GRADE 7 MATH PROFICIENCY  | 49%   | 42.9%  | 70% |
|   | GRADE 8 READING PROFICIENCY   | 61%   | 24.6%  | 76% |
|   | GRADE 8 MATH PROFICIENCY  | 57%   | 26.3%  | 72% |
|   | GRADE 9 READING PROFICIENCY   | 60%   | 25%    | 75% |
|   | GRADE 9 MATH PROFICIENCY  | 58%   | 25.9%  | 73% |
|   | GRADE 10 READING PROFICIENCY  | 49%   | 30.6%  | 64% |
|   | GRADE 10 MATH PROFICIENCY   | 48%   | 31.3%  | 63% |
| NHSAS   | GRADE 5 SCIENCE   | 34%   | 44.1%  | 49% |
|   | GRADE 8 SCIENCE   | 25%   | 60%    | 40% |
|   | GRADE 11 SCIENCE  | 43%   | 34.9%  | 58% |
| EVIDENCE-BASED PRACTICES                      | Baseline data will be collected in the 2022-23 school year.<br>Targets will be set once baseline data is available. |       |        |     |
| STUDENTS PARTICIPATING IN CTE                 |   | 85%   | -11.8% | 75% |
| STUDENTS EARNING CTE CERTIFICATION            |   | 15%   | 66.7%  | 25% |
| STUDENTS PARTICIPATING IN ELO'S/INTERNSHIPS   |   | 15.6% | 92.3%  | 30% |
| STUDENTS TAKING WORLD LANGUAGE AT HIGH SCHOOL | Baseline data will be collected in the 2022-23 school year.<br>Targets will be set once baseline data is available. |       |        |     |





## Priority 2: Supportive Structures and Climate

|   | BASELINE   | % GROWTH | 2027 TARGET |
|---|--|----------|-------------|
| STUDENTS CHRONICALLY ABSENT   | 3%   | -67%     | 1%          |
| FIDELITY INTEGRITY ASSESSMENT   | 28%  | 186%     | 80%         |
| SEL SUPPORTIVE ENVIRONMENT SCREENER   | Baseline data will be collected in the 2022-23 school year. Targets will be set once baseline data is available. |          |             |
| UNIVERSAL SCREENER  | Baseline data will be collected in the 2022-23 school year. Targets will be set once baseline data is available. |          |             |
| MFI FIDELITY INVENTORY  | 11%  | 136%     | 26%         |
| YRBS: PHYSICAL INACTIVITY AND UNHEALTHY DIETARY BEHAVIORS; SUICIDE, SADNESS, AND HELPLESSNESS | Baseline data will be collected in the 2022-23 school year. Targets will be set once baseline data is available. |          |             |
| TAPS  | Baseline data will be collected in the 2022-23 school year. Targets will be set once baseline data is available. |          |             |
| INITIATIVE ALIGNMENT INVENTORY  | Baseline data will be collected in the 2022-23 school year. Targets will be set once baseline data is available. |          |             |
| CLIMATE SURVEY (CVHS)   | Baseline data will be collected in the 2022-23 school year. Targets will be set once baseline data is available. |          |             |



## Priority 3: Support Structures for Diversity, Equity, Inclusion and Accessibility

|  | BASELINE   | % GROWTH | 2027 TARGET |
|--|--|----------|-------------|
| SAT - MATH - GRADE 11                    | 40%  | 37.5%    | 55%         |
| PERCENTAGE OF STAFF BY RACE AN ETHNICITY | Baseline data will be collected consistent with recommendations from the DEIA Audit. |          |             |
| DEIA AUDIT                               | Baseline data will be collected consistent with recommendations from the DEIA Audit. |          |             |





## Priority 4: Organizational Structures, Financial Processes, and Infrastructure

|  | BASELINE      | % GROWTH | 2027 TARGET   |
|--|---------------|----------|---------------|
| WEBSITE UTILIZATION: PAGES PER VIEW PER YEAR | 114,938 views | 10%      | 126,432 views |
| WEBSITE UTILIZATION: USERS PER YEAR          | 36,419 users  | 10%      | 40,061 users  |



## Priority 5: Maintain High Quality Staffing Through Retention, Recruitment, and Cultivating and Maintaining a Desirable Work Environment

|  | BASELINE   | % GROWTH | 2027 TARGET |
|--|--|----------|-------------|
| HIGHEST LEVEL OF DEGREE: BACHELOR'S (TEACHERS, SSPS AND ADMINISTRATORS)  | 32%  | -25%     | 24%         |
| MASTER'S (TEACHERS, SSPS AND ADMINISTRATORS)   | 32%  | 25%      | 40%         |
| POST-GRADUATE (TEACHERS, SSPS AND ADMINISTRATORS)  | 36%  | 0%       | 36%         |
| EXIT INTERVIEW AND STAY INTERVIEW DATA   | Baseline data will be collected in the 2022-23 school year. Targets will be set once baseline data is available. |          |             |
| STAFF PARTICIPATION IN GROWTH OPPORTUNITIES (MENTORSHIPS, EXTERNSHIPS, GRADUATE COURSE WORK AND INTERNAL LEADERSHIP TRAININGS) | Baseline data will be collected in the 2022-23 school year. Targets will be set once baseline data is available. |          |             |



# Credits

## Subcommittee Members

- Janet Athebello, Harris Center
- Stephen Bartsch, Assistant Principal ConVal High School
- Siobhan Benham, Community Member
- Terry Berna, Technology Staff Member
- Riley Beliveau, Great Brook School Teacher
- Donald Boice, Community Member
- Ruthanne Boice, Community Member
- Eric Bowman, Teacher ConVal High School
- Rachel Bowman, Library Media Specialist
- Lisa Budzik, Community Member
- Kevin Carne, Technology Staff Member
- Tim Conway, Principal South Meadow School
- Angel Early, Technology Staff Member
- Sara Edwards, Administrative Assistant Antrim Elementary School
- Spencer Fetrow, Community Member
- Katherine Foecking, former Principal Great Brook School
- James Fredrickson, School Board Member
- Melissa Gallagher, Grapevine
- Beth Gibney, Principal Bennington and Frankestown
- Laura Gourlay, School Counselor Great Brook Middle School
- Robin Gregg, Elementary School Counselor
- Matthew Hale, Technology Staff Member
- Sarah Hale, Technology Staff Member
- Michelle Hautanen, South Meadow School Principal
- Rachel Heard, Greenfield Elementary School Teacher
- Judy Hertzler, Social Worker
- Katie Hiers, Community Member
- Nick Hill, Technology Staff Member
- Erin Hudson, Community Member
- Maureen Hulslande, Community Member
- Kim Humphrey, Social Worker
- Riley Beliveau
- Ashley Jones, Library Media Specialist
- Hannah Kokoski, Community Member
- Keith Lee, Facilities Staff Member
- Kate Maggs, Community Member
- Heather McKillop, ConVal High School Principal
- Tara Miller, Community Member
- Tom Morris, Teacher Frankestown Elementary School, CVEA President
- Pam Murphy, School Nurse
- Margaret Nelson, River Center

- Andrew Osterman, Community Member
- Nicole Pease, Teacher, South Meadow School
- Elizabeth Peters, Community Member
- Larry Pimental, Principal Peterborough
- Kevin Pobst, Board Member
- Kim Proctor, Community Member
- Jessica Quinn, Community Member
- John Reitnauer, Athletic Director
- Deb Riley, Special Education Administrator, ConVal High School
- Colleen Roy, Greenfield Elementary School Principal/ District Math Coach
- Gretchen Shippee, School Nurse ConVal High School
- Ashley Sipe, Community Member
- Deedee St. Cyr, School Psychologist
- Susanna Toumanoff, Community Member
- Nancy Weil, Technology Staff Member
- Jerry Wilson, Community Member
- Carol Young, Teacher ConVal High School
- Denise Zimmer, Community Member
- Helfried Zrzavy, Technology Integration

## Strategic Planning Committee Members

- Janine Lesser, School Board Chair
- Timothy Therberge, Former School Board Chair
- Alan Edelkind, School Board Vice Chair
- Katherine Heck, Board Member
- Greg Kriebel, Board Member
- Tom Burgess, Board Member

## Administration

- Dr. Kimberly Rizzo Saunders, Superintendent
- Dr. Ann Forrest, Assistant Superintendent
- Cari Christian Coates, Student Services Director
- Ben Moenter, Special Education Director
- Timothy Grossi, Facilities Director
- Mark Schaub, Director of Technology
- Lori Schmidt, Business Administrator
- Carrie James, Human Resource Director
- Amy Janoch, Director Learning Recovery (ESSER)

# Glossary

**AIMSweb** - AIMSweb® is a benchmarking and progress monitoring system based on direct, frequent, and continuous student assessment. A “benchmark” is a standard measure of what a student should know and be able to do at a given time. These benchmarks span from letter naming at the primary level to reading fluency and comprehension through high school. The results are reported to teachers and administrators online and shared with students and parents. AIMSweb's assessments are aligned with grade level expectations and used for monitoring students' learning progress.

**Blended Learning** - 1:1 learning environments support the development of blended learning opportunities, which focus on “blending together” — in robust, technology-enabled learning environments — excellent face-to-face instruction and collaborative experiences to support students learning with and from each other, and an emphasis on critical thinking, complex problem solving, and effective communication.

**College and Career Readiness** - a student is prepared to go directly to work or enroll and succeed – without remediation – in a variety of postsecondary institutions so that they are ready to enter a career of their choice. College- and career-ready (CCR) graduates should be able to enter and succeed in entry-level postsecondary courses without the need for remediation and specifically should have:

- Mastery of rigorous knowledge and skills in core academic disciplines, including English language arts (ELA)/literacy, mathematics, history, civics, science, art, and music.
- The skills and dispositions necessary to be successful in charting their postsecondary path.
- Successfully participated in postsecondary opportunities through advanced coursework (Advanced Placement, International Baccalaureate, dual enrollment) as well as career and technical education, work-based learning, and other opportunities for exploring interests, aptitudes, and goals so that graduates can successfully navigate pathways that connect education and employment after high school (<https://www.achieve.org/college-and-career-readiness>).

**Consolidation** - combining two or more schools resulting in the closure of at least one school.

**CTE** - career and technical education

**Culturally Competent/Competence** - the ability to understand and respect values, attitudes, and beliefs that differ across cultures

**Culturally Relevant** - connecting content and practices with students' cultural identities and backgrounds

**Culturally Responsive** - is the ability to learn from and relate respectfully with people of one's own culture as well as those from other cultures.

**Differentiation/Differentiated** - adjusting instruction to meet individual needs. Adjustments can be made with how instruction is delivered, how students are assessed, supports used to enable students to access learning, and how the classroom is organized to improve student learning.

**Digital Citizenship** - refers to the responsible use of technology by anyone who uses computers, the Internet, and digital devices to engage with society on any level. Digital citizenship is important for students' personal responsibility, but goes beyond that focusing on students' use of digital tools to see opportunities, possibilities and be active, engaged citizens in a digital world.

**Disaggregated Data** - Disaggregating data means breaking down information into smaller subpopulations, which helps schools see trends in academic performance and behavior. This can help identify evidence based interventions and make decisions about use of resources. is important in evaluating and monitoring the effectiveness and equity in programs.

# Glossary

**Equity/Equitable** - equity is a complex concept but is a basis for ensuring an educational system that meets the needs of each student. While equality seeks to ensure that students are presented with the same educational opportunities, equity seeks to ensure that each student has the opportunity to access those opportunities and get the support and resources they need to achieve their educational goals.

**Evidence-based practices** - instructional practices that have been shown through high-quality research to be effective in improving student learning.

**Extended Learning Opportunities (ELO)** - opportunities for acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology. Extended Learning Opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies (School Board Policy IHBH).

**Externship** - a temporary program for teachers to work in industry-specific places of employment.

**Fidelity** - the degree to which educators implement programs, assessments, and implementation plans the way they were intended.

**Free or Reduced (SES)** - eligibility of students to receive free lunch and milk or reduced-priced lunch and milk based on family income. For 2022-2023, the Department's guidelines for free meals and milk and reduced-price meals were obtained by multiplying the year 2022 Federal income poverty guidelines by 1.30 and 1.85, respectively, and by rounding the result upward to the next whole dollar.

**High leverage** - instructional approaches and practices that are known to be successful with multiple types of learners and content.

**Historically underrepresented** - groups of people who have been denied access or experienced institutionalized discrimination.

**Implicit bias** - refers to the attitudes or stereotypes we hold based on our experiences. We make judgements, associations and decisions based on our biases. While implicit bias is subconscious, these biases affect individual and institutional decisions and unintentionally affect outcomes for students. Work in schools seeks to overcome and prevent discriminatory practices through attending to these biases, as ignoring implicit bias can increase discrimination.

**Individualized Educational Plan/IEP** - a plan developed to ensure that a child who has an educational disability receives the appropriate modifications, specialized instruction, and accommodations necessary to access their education.



# Glossary

**Job-Embedded Professional Development** - job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). It is primarily school or classroom-based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council, 2010). JEPD is a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work (Hawley & Valli, 1999). High-quality JEPD also is aligned with state standards for student academic achievement and any related local educational agency and school improvement goals (Hirsh, 2009). ~ excerpted from National Comprehensive Center for Teacher Quality Issue Brief 2010.

**Master Facility Plan** - a framework for orderly growth and development of capital improvements within the district.

**Mental Health Literacy** - an individual's knowledge and beliefs about mental disorders that help the individual to recognize, manage, and prevent struggles for themselves and others.

**Multi-Tiered System of Supports (MTSS)/MTSS-B (Behavior)** - PBIS defines MTSS as a framework that helps educators provide academic and behavioral strategies for students with various needs. The key components of MTSS include:

- Universal screening of all students early in the school year
- Tiers of interventions that can be amplified in response to levels of need
  - **Tier 1** - instruction and behavioral supports that are school-wide and used with all students
  - **Tier 2** - additional instruction and behavioral supports that are provided for some students in order to enable students to learn and grow
  - **Tier 3** - intensive instruction and behavior supports that are available for some students to enable them to learn and grow.
- Ongoing data collection and continual assessment
- Schoolwide approach to expectations and supports
- Parent involvement
- **MTSS-B** focuses specifically on behavioral and social-emotional supports and systems

**New Hampshire Statewide Assessment System (NHSAS)** - the New Hampshire Statewide Assessment System measures student progress towards meeting New Hampshire's College and Career Readiness Standards, which focus on the critical thinking, problem solving, and reasoning skills students need in today's world.

**NWEA Measures of Academic Progress (NWEA MAP)** - NWEA's Measures of Academic Progress™ (MAP) assessment provides teachers and parents with a clear picture of students' achievement and growth year-over-year in the areas of reading and math. Additionally, beginning in the Fall of 2013, the MAP assessment aligned with the skills and content outlined in New Hampshire's College and Career Readiness Standards. One of the unique advantages of MAP is that it is a computer test that adapts to a student's level of learning. What this means is that as students answer questions accurately the test questions get harder, if they get questions incorrect the following questions will be easier. This creates a context for each student to have the same opportunity to succeed and maintain a positive attitude toward testing. With MAP tests, we can administer shorter tests and use less class time while still receiving detailed, accurate information about a student's growth. Teachers use the results to guide their instruction and planning as they work to meet each child's learning needs. The following graphs share student performance in the areas of reading and math by class.



# Glossary

**Pedagogical** - relating to the methods and theory of teaching. (<https://dictionary.cambridge.org/us/dictionary/english/pedagogical>)

**Pedagogy** - the art, science, or profession of teaching. (<https://www.merriam-webster.com/dictionary/pedagogy>)

**Percentile** - a measure that tells us what percent of the total frequency scored at or below that measure. Students scoring at or above the 50th percentile on the NWEA MAP are generally considered at or above grade level.

**Proficient** - meeting or exceeding grade-level expectations.

**Project-Based/Problem-Based Instruction** - a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge (<https://www.pblworks.org/what-is-pbl>).

**Reconfiguration** - rearranging parts or elements of schools into different forms or combinations within the district.

**SAMR Model** - a framework that categorizes four different degrees of classroom technology integration. The letters "SAMR" stand for Substitution (technology acts as a substitute without actual change to practice such as word processing), Augmentation (technology acts as a substitute with some additional benefits such as spell check), Modification (technology allows for significant change and redesign of lessons to enhance student learning, and Redefinition (Technology allows for the creation of new tasks and activities which were not found in a traditional classroom).

**Scholastic Aptitude Test (SAT)** - a test given to students in high school with the goal of measuring their readiness for college.

**Social-Emotional Learning (SEL)** - according to the Collaborative for Academic Social & Emotional Learning (CASEL), SEL is "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills they need to understand and manage emotions, set and accomplish positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions." SEL is a central part of an MTSS framework which, if implemented effectively, has shown to significantly increase academic achievement, reduce achievement gaps, and support the development of balanced and healthy children and school communities.

**Special Service Professional (SSP)** - professional staff whose position requires certification from the New Hampshire Department of Education, or professionals who require licensure or certification from a licensing board.

**Walkthrough** - brief non-evaluative observation done by an administrator or colleague that is followed by a conversation about what was observed.

**Walkthrough Tool** - a checklist of evidence-based instructional practices that is completed during a walkthrough.

**504/SWD:** a 504 in an educational setting is a plan that outlines accommodations necessary for a student who has a disabling or potentially disabling condition to access their education.