

**SAU41  
Strategic Planning Goals and  
Action Steps  
Progress Report June 2014**

Goal 1: SAU 41 will strive to continuously improve each student's level of achievement and growth.					
Strategy 1.1: Create a cohesive comprehensive curriculum, instruction, and assessment system aligned to the Common Core Standards.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
1.1.1 Develop a process and cycle for curriculum review by discipline K-12	<i>Reporter:</i> <i>Asst. Supt</i>  Leadership Team	Initiate: 2012/13 Review/Revise: 2013/14 Full Implementation: 2014/17	Documented plan of action to include program review cycle	Successful completion of first review cycle	Existing Grants for PD and Consultant support
<b>Reporter: Cindy Matte, Assistant Superintendent</b>					
<b>Status: A committee will be formed and a process put in place for the 15-16 SY</b>					
Goal 1: SAU 41 will strive to continuously improve each student's level of achievement and growth.	<i>Reporter:</i> <i>Bldg. Admin</i>  Asst. Supt  PLC teams	Initiate: 2012/13  2012 - 2017	All teams for courses/grade levels complete core maps	Audit of core maps to indicate that all common core standards are thoroughly covered	Existing Stipend funds for Summer Work/Non Contract Hours
<b>Reporter: Liz Perry, Principal RMMS</b>					
<b>Status: RMMS continues to be in the process of completing maps for all core areas. Mapping the writing curriculum has been the focus this year and is nearing completion at this time.</b>					
<b>Reporter: Laurie Wenger, Principal CSDA</b>					
<b>Status: CSDA has continued to complete maps for all core areas. We also continue to review the maps and assessments created to ensure they are aligned to the standards. Reading maps have been developed in a different format to support unit trajectories.</b>					
<b>Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS</b>					

<b>Status: We continue to work towards meeting the common core standards by reviewing the core areas to ensure the standards are being met. We also work as teams to review common assessments ensuring they are aligned.</b>					
<b>Reporter: Candi Fowler, Principal HUES</b>					
<b>Status: HUES continues to be in the process of completing maps for all core areas. We also continue to review the maps and assessments created to ensure they are aligned to the standards.</b>					
<b>Reporter: Robert Thompson, Principal HBMS</b>					
<b>Status: Core maps linked to the Common Core have been created for all subject areas. Continued work is need in the area of mathematics to ensure that all Common Core State Standards are covered. Summer is planned for further development of the core maps for social studies and math.</b>					
<b>Reporter: Rick Barnes, Principal HBHS</b>					
<b>Status: HBHS has identified and entered essential learnings for most courses into Curriculum Connector. Additionally, HBHS has the original course templates that are still in use.</b>					
Strategy 1.1: Create a cohesive comprehensive curriculum, instruction, and assessment system aligned to the Common Core Standards.	<i>Reporter:</i> Bldg. Admin SAU Admin PLC Teams	By June 2014 – Research Standards-based report cards	Decision about Standards based report card	Summary and recommendations based upon the research	Funded as Needed
<b>Reporter: Liz Perry, Principal RMMS</b>					
<b>Status: This strategy will be discussed with the new Superintendent of Schools to help determine the direction we take.</b>					
<b>Reporter: Laurie Wenger, Principal CSDA</b>					
<b>Status: This will be addressed under the guidance of the new Superintendent.</b>					
<b>Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS</b>					
<b>Status: We have not begun the discussion on standards-based report cards.</b>					
<b>Reporter: Candi Fowler, Principal HUES</b>					

**Status:** This goal has not be worked on this year ....in my opinion the we can begin this discussion with the new Supt and determine if this is the correct focus area for our SAU or if our efforts should be focused in another direction.

**Reporter:** Robert Thompson, Principal HBMS

**Status:** The Instructional leadership team at the middle school has spent the past two years researching standards based grading. This would include completing a book study using Ken O'Connor's book How to Grade For Learning. In November, representatives from all 4 teams attended a Rick Wormelli Conference on Standards-based grading. Teachers have begun implementing assessment best practices into their classroom. The middle school would welcome the opportunity to pilot a standards-based report card.

**Reporter:** Rick Barnes, Principal HBHS

**Status:** This goal has not been worked on this year.

Goal 1: SAU 41 will strive to continuously improve each student's level of achievement and growth.

Strategy 1.2 - Ensure that all students meet or exceed benchmark criteria.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/ Budgetary Support
1.2.1 Develop and implement a systemic <i>Response To Instruction</i> (RTI) process PreK-12	<i>Reporter:</i> <i>Asst. Supt</i>  Dir. of Student Services Bldg. Admin RTI Teams PLC Teams	Initiate: 2012/13  2012 - 2017	Data analysis demonstrates student growth  Decreased referrals to special education	Common language and understanding of RTI process across SAU  Clearly defined RTI model implemented and used across SAU.	Existing Grants for PD and Consultant support

**Reporter:** Liz Perry, Principal RMMS

**Status:** RMMS has devoted the last three years to developing a systematic response to RtI in the building. Social/emotional and academic data is analyzed at the tier I, II, and III level to assure that students' needs are being addressed.

**Reporter:** Laurie Wenger, Principal CSDA

**Status:** We have a strong RTI program at CSDA with teachers meeting monthly to review student performance. Data and work samples are collected and analyzed to determine students' placement in Tier II or III. Regularly scheduled time is available for RTI.

**Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS**

**Status: The RTI model at HPS is implemented. The team looks at data points to determine what students need. RTI time is carved out in each grade level and is part of the master schedule. All data that is analyzed is compared and gathered over time to show growth. Special education referrals come out of some of these meetings. In my opinion, our next step at HPS is to decrease the number of tier 2 students by directing our focus back to tier one instruction.**

**Reporter: Candi Fowler, Principal HUES**

**Status: This goal has not be worked on this year ....in my opinion the we can being this discussion with the new Supt and determine if this is the correct focus area for our SAU or if our efforts should be focused in another direction.**

**Reporter: Robert Thompson, Principal HBMS**

**Status: Through the use of title funds, the middle school is looking to add a series of tier 2 interventions for student who struggle in math. Additionally, we have worked with facilitators from Amherst Middle School to develop an RTI referral process, look at universal screening tools, and develop a more systematic approach to working with diverse learners.**

**Reporter: Rick Barnes, Principal HBHS**

**Status: HBHS implemented CavBlock this year to address RTI needs in the building. The overall efficacy of the CavBlock program has yet to be determined. Initially, failures in courses were greatly reduced. As we grapple with the complexities of implementing RTI at the secondary level, we continue to partner with the Amherst School District who is consulting with us around how to mine data to improve instruction for all students.**

1.2.2 Benchmark and/or common assessments will be administered in grades K-12 for all content areas/courses	<i>Reporter:</i> <i>Bldg. Admin</i>  Asst. Supt PLC teams	Initiate: 2012/13  2012 - 2017	All students will participate in benchmarking and/or common assessments	Data utilized to guide instruction	Existing Grants for PD and Consultant support
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**Reporter: Liz Perry, Principal RMMS**

**Status: At RMMS students participate in NWEA assessments in grades 2 and 3. All students have benchmark assessments in writing, reading, and math. End of unit common assessments are given in math as well. All data is analyzed at the team level with instructional decisions made based on the analysis.**

**Reporter: Laurie Wenger, Principal CSDA**

**Status: This has been achieved in reading, math, social studies, and science. Data is collected throughout the year, with PLC work focusing on students' mastery of curriculum standards.**

**Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS**

**Status: PLC teams meet every other week to revise, review and reflect upon curriculum, instruction, and assessment to ensure a cohesive curriculum. Teams keep detailed notebooks of their progress. The building PLC team meets throughout the year to look at student growth though out the school, identifying areas of growth and need with both students and instruction. Data points are taken from common assessments that all students participate in such as NEWA, DRA, Unit Math Assessments and Foundation Assessments.**

**Reporter: Candi Fowler, Principal HUES**

**Status: HUES - all students participate in benchmarking in reading, math and language using NWEA assessments. All students also complete a writing sample three times a year along with a more in-depth reading assessments. Students also complete math assessments in each area of study. All data is analyzed by PLC teams and instructional decisions are made based upon that analysis.**

**Reporter: Robert Thompson, Principal HBMS**

**Status: Common Assessments have been developed in all content areas. Further work is need in certain content areas to ensure that the data is being utilized to guide instruction.**

**Reporter: Rick Barnes, Principal HBHS**

**Status: All 11<sup>th</sup> grade students are assessed using the NECAP exams for Reading, Writing, and Math in the fall. In the spring, students participate in the Science exam. AP data from the previous year's exams is reviewed annually. Common formative assessments are in development and summative assessments in the form of midterms and finals have been developed for all core courses. All data from these exams is analyzed within department PLCs.**

<p>1.2.3 Differentiated instruction will be provided to all students based on analysis of assessment data</p>	<p><i>Reporter:</i> <i>Bldg. Admin</i>  SAU Admin  PLC teams</p>	<p>2012 - 2017</p>	<p>Increase in student achievement Students fully engaged in learning Increased student attendance Reduction in student behavior concerns</p>	<p>Lesson plans Classroom observations, Bldg. walk -throughs Instructional rounds</p>	<p>Supported by existing budget funds</p>
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**Reporter: Liz Perry, Principal RMMS**

**Status: Instruction at RMMS has been differentiated for several years with one on one and small group structures used as the vehicles to accomplish this. Additionally, the tier II block of time each day (WIN) further differentiates the instruction by flexibly grouping students in reading or math based on the data.**

**Reporter: Laurie Wenger, Principal CSDA**

<b>Status: This has been achieved in reading, math, social studies, and science. Data is collected throughout the year, with PLC work focusing on students' mastery of curriculum standards.</b>					
<b>Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS</b>					
<b>Status: Lesson plans identify students' different levels of learning and therefore differentiated instruction is provided (readers and writers workshop models nicely implement differentiated instruction through the belief and model used). Teachers are fluent in students' abilities and struggles, while behavior concerns decrease through out the year. Walking through the building students are engaged and excited to share their learning.</b>					
<b>Reporter: Candi Fowler, Principal HUES</b>					
<b>Status: HUES - all students are taught using differentiated instructional strategies. HUES attendance rate is 96% and we often get students begging to come to school even when sick. Our students are fully engaged and teachers are using 21<sup>st</sup> century learning techniques on a daily basis.</b>					
<b>Reporter: Robert Thompson, Principal HBMS</b>					
<b>Status: All teachers utilize differentiated instruction strategies within the classroom. Classroom observations both formal and informal have been used to measure the fidelity of implementation. We continue to work with teachers to improve differentiated instructional strategies.</b>					
<b>Reporter: Rick Barnes, Principal HBHS</b>					
<b>Status: Many teachers utilize differentiated instructional strategies at HBHS. Administration and department heads continue to work with staff to integrate differentiated instruction into their curriculum.</b>					
1.2.4 Use data to identify and address achievement gaps	<i>Reporter:</i> <i>Bldg. Admin</i>  SAU Admin  PLC teams	2012-2013	Gap is closing for student after implementation of supports and services	Identify internal supports as appropriate to address student needs  Connect parents with outside supports to address the student needs	Supported by existing budget funds  Grant Funds for PD time
<b>Reporter: Liz Perry, Principal RMMS</b>					
<b>Status: Teachers and support staff meet weekly to review data, student by student, standard by standard and to plan for intervention services for students if there is a demonstrated need. The triangulation of data is important so that decisions are not made on one data point alone when considering the needs of a child.</b>					

<b>Reporter: Laurie Wenger, Principal CSDA</b>
<b>Status: A block of time is available each day for teachers to address any achievement gaps. In-class support, flexible grouping, small pull-out groups- whatever it takes- are employed to minimize any achievement gaps.</b>
<b>Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS</b>
<b>Status: Student achievement is closely monitored at HPS. PLC teams, RTI meetings, and leadership team meetings all focus around the success of students and if success is not met, students are looked at closer and given specific interventions to close the gaps.</b>
<b>Reporter: Candi Fowler, Principal HUES</b>
<b>Status: HUES student data is closely monitored by PLC teams and administration to ensure that our programs and services are effective. Every student who fails the State Assessment tests are closely watched and if district assessments do not show progress - student services are changed (if already receiving) or students are enrolled in RTI services.</b>
<b>Reporter: Robert Thompson, Principal HBMS</b>
<b>Status: Currently data from common assessments and NECAP are used to determine achievement gaps within students. Through the use of title funds we are researching universal screening tools for both math and reading.</b>
<b>Reporter: Rick Barnes, Principal HBHS</b>
<b>Status: With the implementation of CavBlock, students who are failing one or more classes are closely monitored via the Data Team and receive RTI services. The data team consists of administrators, guidance counselors, and a teacher. Additionally, students who are struggling because of emotional or behavioral issues are closely monitored via the STAT team and may be put on a plan outside of or in addition to services received through CavBlock.</b>

<b>Goal 1: SAU 41 will strive to continuously improve each student's level of achievement and growth.</b>					
<b>Strategy 1.3: - Continue to prepare students to use digital technologies to appropriately access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.</b>					
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Success</b>	<b>Evaluation Criteria</b>	<b>Financial/Budgetary Support</b>

1.3.1 Investigate methods to integrate current digital tools to assist student learning	<i>Reporter:</i> <i>Bldg. Admin</i>  Technology Director and Staff  SAU Admin	2012 - 2017	Multiple digital tools are identified for implementation in classroom	Multiple methods of digital tools researched to determine most effective tools for student learning	Supported by existing budget funds  Grant Funds for PD time
<b>Reporter: Liz Perry, Principal RMMS</b>					
<b>Status: Many teachers at RMMS have availed themselves of course work with the focus on 21<sup>st</sup> century learning and have brought the new knowledge back to the classroom.</b>					
<b>Reporter: Laurie Wenger, Principal CSDA</b>					
<b>Status: As of this year, all classrooms have Smart Boards, digital cameras, and access to a laptop cart. In-house professional development has been provided by staff to increase the comfort level of all teachers in integrating 21<sup>st</sup> century skills across the curriculum.</b>					
<b>Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS</b>					
<b>Status: Digital tools are used in a variety of ways through out the building to ensure and assist in student learning.</b>  <b>In my opinion, digital tools used to assist students in Special Education are not used to help students gain independence and is an area I would like to see growth in at HPS.</b>					
<b>Reporter: Candi Fowler, Principal HUES</b>					
<b>Status: HUES teachers are using a variety of digital tools from prezzi to voice thread to blogging to edumodo.</b>					
<b>Reporter: Robert Thompson, Principal HBMS</b>					
<b>Status: The 2014-2015 HBMS budget contains funds to update the existing wireless network at HBMS. We are also currently developing BYOD procedures for the middle school that are modeled after the high school.</b>					
<b>Reporter: Rick Barnes, Principal HBHS</b>					
<b>Status: HBHS teachers continue to integrate technology into their instruction. Tremendous progress has been made year over year. We have reached the point where additional bandwidth is necessary for this progress to continue into next year.</b>					

1.3.2 Integrate into all content areas the use of digital tools for student learning and instruction	<i>Reporter:</i> <i>Bldg. Admin</i>  Technology Director and Staff  SAU Admin	2012 - 2017	Evidence of student work products and Information/Communication Technology (ICT) portfolios	Review of lesson plans  Building walk-throughs  Observations	Supported by existing budget funds  Additional Funds to purchase equipment
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**Reporter: Liz Perry, Principal RMMS**

**Status: ICT portfolios contain word documents, powerpoint presentations, and excel documents as representation of student learning and the use of technology as a tool for learning and communication. Presentation applications such as prezi will be explored with the students as well as other applications for possible inclusion into the portfolio.**

**Reporter: Laurie Wenger, Principal CSDA**

**Status: at CSDA, all classrooms have Smart Boards, digital cameras, and access to a laptop cart along with 4-5 computers in each room. Use of technology is not a novelty, but seamlessly woven throughout instruction. All grades are required to meet the ICT standards which teachers are able to direct without assistance.**

**Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS**

**Status: Digital tools are used through out the building as observed during building walk throughs. Portfolios are started in the early grades. However, the hiring of a leader in the area of technology will help to direct and lead the way to explore more, identify specific needs for digital tools and implement a stronger sense of digital tools used in all content areas.**

**Reporter: Candi Fowler, Principal HUES**

**Status: ICT portfolios contain word docs, powerpoint docs, and excel docs. Moving forward - our goal is to begin to add the other digital projects students are creating.**

**Reporter: Robert Thompson, Principal HBMS**

**Status: Digital tools such as Edmodo, Edublogs, and moviemaker have seen increased use as teachers familiarity with these tools increases.**

**Reporter: Rick Barnes, Principal HBHS**

**Status: All students must complete an ICT portfolio in order to graduate. All content areas integrate technology into their curriculum. However, this integration varies from teacher to teacher. Administration will continue to assist staff with integrating technology into their instruction.**

<p>1.3.3 Develop content instruction on appropriate access and use of information obtained via digital resources</p>	<p><i>Reporter:</i> <i>Bldg. Admin</i></p> <p>PLC teams</p>	<p>2012 - 2017</p>	<p>Decrease in student referrals for improper use of technology/digital resources</p> <p>Students are responsible users of digital tools and respectful of copyright issues</p>	<p>Review of lesson plans</p> <p>Observations</p>	<p>Supported by existing budget funds</p> <p>Additional Funds to purchase equipment</p>
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**Reporter: Liz Perry, Principal RMMS**

**Status: The current ICT curriculum coupled with the library science curriculum address the appropriate use of the technologies and the critical assessment of the educational value of the information obtained.**

**Reporter: Laurie Wenger, Principal CSDA**

**Status: Despite having extensive instruction about responsible use of digital tools, we occasionally have the random pre-adolescent trying to bring up inappropriate sites. The SAU network administrator is able to identify the user, and we are able to address the situation according to our AUP policy.**

**Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS**

**Status: There have been no reports of misconduct.**

**Reporter: Candi Fowler, Principal HUES**

**Status: HUES - there have been no referrals to the office this year for misconduct in this area. Our computer integration specialist reviews digital citizenship with all students and our media specialist also reviews all copyright perimeters with our students on an annual basis.**

**Reporter: Robert Thompson, Principal HBMS**

**Status: HBMS is currently work with our computer teacher and guidance department to work these topics into classroom lessons.**

**Reporter: Rick Barnes, Principal HBHS**

**Status: Students can use their own devices and have their own access to the building wireless system. There have been very few discipline referrals in regards to technology. Infractions are dealt with swiftly and students who abuse their privilege have their access cut off for varying lengths of time. Infractions are viewed as learning opportunities and an emphasis is placed on educating the student on the appropriate use of technology over being punitive.**

Goal 1: SAU 41 will strive to continuously improve each student's level of achievement and growth.

Strategy 1.4: - Provide a socially, emotionally, intellectually and physically safe school climate for all school members.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/ Budgetary Support
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<p>1.4.1 Schools will develop and/or expand interventions to re-engage students who have become disengaged (as evidenced by truancy, failing grades, recurring disciplinary referrals, substance use, etc.)</p>	<p><i>Reporter:</i> <i>Bldg. Admin</i></p> <p>Supt</p> <p>Asst. Supt</p> <p>Mental Health Staff</p> <p>RTI teams</p> <p>PLC teams</p> <p>Staff</p>	<p>2012 - 2017</p>	<p>Reduction in number of students unsuccessful in one or more courses</p> <p>Reduction in office referrals</p> <p>Reduction in suspension and expulsion rates</p> <p>Behavior plans and contracts</p> <p>RTI participation rates</p> <p>Increased Graduation Rates</p>	<p>Universal screenings will occur to identify students who may be at-risk</p> <p>RTI will provide tiered supports (e.g. counseling, consultation with outside providers, referrals to agencies, etc.)</p> <p>Parent meetings will occur to elicit effective home-school partnerships</p> <p>Academic counseling and/or support will be available during or after school</p> <p>Participation in sports and/or activities when grades meet standards</p> <p>Summer school or alternative learning opportunities will be considered for students demonstrating academic failure</p> <p>Behavior intervention plans and contracts will be developed as needed</p> <p>Ongoing consultation with student support staff and mental health staff</p> <p>Reduction in numbers of students who are truant</p>	<p>Available Federal Grants</p> <p>Supported by existing budget funds</p>
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**Reporter: Liz Perry, Principal RMMS**

**Status: RMMS has developed a systematic approach via the RtI process to the identification of students in need of additional support in the area of social emotional well being. Daily check-ins, movement breaks, accommodations in the classroom, and a lunch bunch table in the school’s lunchroom are a few examples. The number of tier III referrals has decreased at the school.**

**Reporter: Laurie Wenger, Principal CSDA**

**Status: We have a 96% attendance rate, and have only occasional instances of student disengagement, usually due to an emotional health issue. For the most part, all students come to school eager to learn, and judging by this past year’s NECAP scores, doing very well, scoring 89-90% across the board as Proficient or Advanced.**

<b>Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS</b>
<b>Status: Working with the guidance counselor, truancy officer, and school psychologist, students who are identified as needing support in the areas stated above are closely monitored, and supported as needed. Absences and tardiness are monitored by the Assistant Principal and letters are sent accordingly and a truancy officer is used as needed. Letters have decreased since September.</b>
<b>Reporter: Candi Fowler, Principal HUES</b>
<b>Status: HUES has an excellent system for ensuring that students who are in need of additional supports are identified. Some supports include daily check-ins, additional movement activities, social breaks, etc. We have seen a decrease in student referrals from specific students throughout their tenure at HUES.</b>
<b>Reporter: Robert Thompson, Principal HBMS</b>
<b>Status: HBMS is in the process of revamping the student assistance team model for next year. For this current school year the administration set up monthly meetings with each team to discuss at risk students. Teams also utilized a Google doc to monitor student behavior and academics.</b>
<b>Reporter: Rick Barnes, Principal HBHS</b>
<b>Status: In addition to the STAT team mentioned above, administration works closely with the Hollis and Brookline Police Departments and DCYF regarding students who are truant. CavBlock has allowed us to bring in a number of speakers on a variety of topics that are geared to the social and emotional well-being of our students.</b>

1.4.2 Continue to enhance a school community/classroom culture that promotes social, emotional, intellectual and physical growth.	<i>Reporter:</i> <i>Bldg. Admin</i>  Leadership Team	2012 - 2017	Review Percentage of students participating in extra-curricular activities  Increased school attendance rate  Decreased truancy rate	Increased student engagement in classroom -Appropriate use of manner and respectful behavior -Student leadership -Appropriate supportive relationships student to student; student to teacher; teachers to students	Supported by existing budget funds  Grant funding for presentations
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<b>Reporter: Liz Perry, Principal RMMS</b>
<b>Status: The school wide theme this year was based on the concept of being a “Bucket Filler, not a Bucket Dipper”. Using this concept all staff and students looked for and recognized those members of our school community for their consideration and kindness</b>

**towards others on a daily basis. Our goal to be an inclusive community of learners was reinforced with this campaign. Our morning message is delivered by our third graders and serves to support the particular character trait on which we focus each month.**

**Reporter: Laurie Wenger, Principal CSDA**

**Status: There are wonderful programs at CSDA that address the whole child, including monthly “Citizen of the Month” assemblies that focus on positive character traits; vibrant band, orchestra, choral, and theater programs; a running club; Writers’ Festival; participation in the geography and spelling bees and math competitions, and more. We also have a morning message delivered with the morning announcements to support our character trait of the month.**

**Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS**

**Status: Students in third grade run Town Meetings throughout the year. Awards are given to students who show manners in good “citizenship” and are read over announcements. Students collect coins as a school to work towards a school goal. All classrooms implement some form of Responsive Classroom morning meetings to greet students and get them ready for their day. Teachers have reflected on certain school wide initiatives such as the “Portfolio Day” and have enabled students to have more ownership in the direction of the day and have met with great success in this area by creating technological portfolios, wax museums, etc.**

**Reporter: Candi Fowler, Principal HUES**

**Status: HUES has an active student council for student leadership opportunities. We have a school mascot that students rally around for social, emotional and academic awards which helps our student body come together and act as a team. We do not have any truant students at HUES.**

**Reporter: Robert Thompson, Principal HBMS**

**Status: HBMS established an anti-Bullying Committee that created several school wide activities this year to promote a positive school culture. This culminated in an anti-Bullying Week that was student led.**

**Reporter: Rick Barnes, Principal HBHS**

**Status: Students have a variety of activities here at HBHS in which they can participate under this sub domain. These activities include but are not limited to: Student Council, Life of an Athlete, and the Leadership and Prevention Club. All of these activities afford students the opportunity to take on a leadership role amongst their peers.**

<p>1.4.3 Opportunities will be provided to students to engage in extracurricular activities to enhance their social/emotional growth</p>	<p><i>Reporter:</i> <i>Bldg. Admin</i>  Staff</p>	<p>2012 - 2017</p>	<p>Track the numbers of students participating</p> <p>Maintain or increase participation rate</p> <p>Monitor offerings and evaluate and adjust according to student needs/interest</p>	<p>A variety of opportunities available that would appeal to students with a wide array of interests</p> <p>Students will have the opportunity to assume a leadership role</p>	<p>Additional funding needed to stipend coaches and advisors</p>
<p><b>Reporter: Liz Perry, Principal RMMS</b></p>					
<p><b>Status: Because we service the preK-grade 3 population, there is not an abundance of after school activities. Our parents typically have after school activities planned for their children. Our PTO sponsors the Art from Art program each year. The staff at RMMS offers after school activities as a result of our “Priceless Treasures” fund raiser sponsored by the PTO each year.</b></p>					
<p><b>Reporter: Laurie Wenger, Principal CSDA</b></p>					
<p><b>Status: CSDA offers band, orchestra, theater, a running club, book club, computer club, and more.</b></p>					
<p><b>Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS</b></p>					
<p><b>Status: Many students are provided great opportunities for afterschool programs by their parents. We have a few afterschool programs offered throughout the year such as writers club, Junior Chem Club (which had a nice write up in the Nashua Telegraph), etc. All of these afterschool programs are successful and will continue next year.</b></p>					
<p><b>Reporter: Candi Fowler, Principal HUES</b></p>					
<p><b>Status: At this time, HUES does not offer a ton of after school activities. Our students are very active in sports, gymnastics, and music lessons provided by their parents. This year we did offer a guitar program that was very popular and will be offered again next year.</b></p>					
<p><b>Reporter: Robert Thompson, Principal HBMS</b></p>					
<p><b>Status: HBMS has a variety of clubs and activities to engage students. Last year we added the Rock Climbing Club. This year we added Mountain Biking Club. The Mountain Biking Club has attracted a variety of students who otherwise had not participated in after school activities</b></p>					
<p><b>Reporter: Rick Barnes, Principal HBHS</b></p>					

<b>Status: In addition to the programs mentioned in 1.4.2, students can participate in a wide variety of after school athletic and extra-curricular activities.</b>					
1.4.4 All students will receive social/emotional support from a variety of district providers	<i>Reporter:</i> <i>Bldg. Admin</i>  Staff  Student Assistance Teams	2012 - 2017	Track and analyze number of community referrals to assure community referrals are appropriate	Students are connected to at least one adult in the building and social emotional supports are in place for students within the building as appropriate  Survey students with valid tool like the Youth Risk Behavior Surveillance System (YRBSS)	Staffing  Supported by existing budget funds  Data tool additional resources may be required
<b>Reporter: Liz Perry, Principal RMMS</b>					
<b>Status: RMMS students have not taken the YRBSS as it is not age appropriate. The staff understands that personal relationship building with students is an important precursor to student achievement. They work hard to develop positive, caring relationships with their students and to reach out to parents and guardians to form a partnership in their children's education.</b>					
<b>Reporter: Laurie Wenger, Principal CSDA</b>					
<b>Status: CSDA has a fulltime guidance counselor, and a part-time school psychologist, and monitors student needs on a regular basis. Classroom teachers, para-professionals, and others maintain positive interactions with students.</b>					
<b>Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS</b>					
<b>Status: Most referrals were valid this year and will be monitored more closely this year. YRBSS has not be administered. We have a variety of providers who connect with students who are beyond their classroom teacher, including administration (admin will do lunches with kids, read to students, etc.), WEDIKO, BCBA, Specialists, the School Nurse, etc. The staff is involved in the community and are supportive of families in dire need with rough circumstances.</b>					
<b>Reporter: Candi Fowler, Principal HUES</b>					
<b>Status: HUES has given a student survey and results show that students feel connected and that "teachers care about us". We have not administered the YRBSS.</b>					
<b>Reporter: Robert Thompson, Principal HBMS</b>					
<b>Status: HBMS has a guidance counselor at each grade level, a half time social worker, and half time school psychologist who work as a team to support the social and emotional needs of students. HBMS also has a comprehensive advisory program known as ROCK.</b>					

**Reporter: Rick Barnes, Principal HBHS**

**Status: We did participate in the survey last year and are looking at the results to inform the services that we provide in the building.**

1.4.5 Provide learning opportunities for all students through a variety of methods including assemblies, advisories, presentations	<i>Reporter:</i> <i>Bldg. Admin</i>  SAU Admin	2012 - 2017	Survey data or reflection data from event indicates increased student awareness of topic	Assemblies and presentations have been provided to students	Supported by existing budget funds  Grant Funds
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**Reporter: Liz Perry, Principal RMMS**

**Status: Periodic assemblies emphasize the school theme such as this year's Tiger Theatre presentation entitled "Let Your Star Shine" and Rob Surette's "Hero" assembly. The school's final assembly is a learning opportunity where students share out what being a "Bucket Filler" means and how they have contributed to the positive school community.**

**Reporter: Laurie Wenger, Principal CSDA**

**Status: A number of presentations/assemblies take place throughout the year. Many are grade specific and focus on content specific topics, but monthly "Citizen of the Month" assemblies include story-telling and music to enhance the monthly message.**

**Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS**

**Status: All students participate in Town Meetings, Concerts, Celebration of Learning Days, etc. All are student driven and focused.**

**Reporter: Candi Fowler, Principal HUES**

**Status: HUES students participate in assemblies and presentations throughout the school year on topics that are of high interest topics and academic topics.**

**Reporter: Robert Thompson, Principal HBMS**

**Status: HBMS has an advisory program. We have run several assembly programs this year including The Power of One and our Anti-Bullying Rally.**

**Reporter: Rick Barnes, Principal HBHS**

**Status: HBHS has had a number of effective assemblies and presentations this year and last year. Substance Abuse Prevention: Dottie -mother of a child who was killed by a drunk driver, Keystone Hall Local substance abuse center that provides substance abuse and**

prevention, Chris Herren and the Purple Project. Mental Health- NAMI training for staff on how to recognize the signs of suicide in teens, Dr. Ben Garber- Spoke to Freshman on Anxiety and emotions. Additionally, Our school resource officer has been highly active in promoting the state-wide seatbelt challenge, driving simulators that simulate what it is like to drive while distracted and impaired , and RAD Training-Training of female students to protect themselves against male attackers. He continues to look for other opportunities to educate all of our students around the topic of safety.

<p>1.4.6 Continue to ensure opportunities to celebrate student growth, talent and achievement</p>	<p><i>Reporter:</i> <i>Bldg. Admin</i>  Staff  SAU Admin</p>	<p>2012 - 2017</p>	<p>Documented Events</p>	<p>Planning and Development of the Events/Celebration</p>	<p>Supported by existing budget funds</p>
<p><b>Reporter: Liz Perry, Principal RMMS</b></p>					
<p><b>Status: Morning announcements continue with the third grade students delivering them. During this time we recognize the special achievements of our students that have been realized outside of school. Each Friday, administration awards “Bucket Filler” certificates of recognition by announcing the student and staff recipients over the school’s public address system.</b></p>					
<p><b>Reporter: Laurie Wenger, Principal CSDA</b></p>					
<p><b>Status: We celebrate students every month through the Citizen of the Month program which recognizes one student per classroom, Specialist Student of the Month program which recognizes one student per grade per area of specialization (art, music, library, foreign language, computer, physical education), end of the year Math Awards, President’s Academic awards, Citizen of the Year (four 6<sup>th</sup> graders), and more. The yearly Talent Show is combined with Field Day and is hugely successful.</b></p>					
<p><b>Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS</b></p>					
<p><b>Status: Soar High is the mantra for HPS. Students are given awards that are celebrated over morning announcements and again at Town Meetings. Students receive individual awards but are working as a school to “fill a bucket”.</b></p>					
<p><b>Reporter: Candi Fowler, Principal HUES</b></p>					
<p><b>Status: At HUES we have several celebration assemblies each year to showcase our learning and to have fun!:</b></p>					
<p><b>Reporter: Robert Thompson, Principal HBMS</b></p>					

<b>Status: Every student at HBMS will participate in our Celebration of Learning. In grade 8 students developed a one minute pod cast on something important they learned this year. In 7<sup>th</sup> grade they wrote a reflection on themselves as learners.</b>					
<b>Reporter: Rick Barnes, Principal HBHS</b>					
<b>Status: We have a variety of ways that our students demonstrate and celebrate their talent throughout the year. These include concerts, theatrical performances, Guitar nights, and academic and awards assemblies.</b>					
1.4.7 The use of school space will promote teaching and learning and safety	<i>Reporter:</i> <i>Bldg. Admin</i>  Staff  PLC teams	2012 - 2017	Increased student achievement based on student data  Safety survey data demonstrates student awareness.	Classroom observation for student space use  Instructional	Supported by existing budget funds
<b>Reporter: Liz Perry, Principal RMMS</b>					
<b>Status: RMMS is used for learning and teaching while also maintaining safety awareness by practicing drills.</b>					
<b>Reporter: Laurie Wenger, Principal CSDA</b>					
<b>Status: The school space is used appropriately to promote learning and instruction, and various safety drills are practiced throughout the year to support a safe learning environment.</b>					
<b>Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS</b>					
<b>Status: The building space is used in safe and effective ways so that student learning and needs are at the focus for decisions made.</b>					
<b>Reporter: Candi Fowler, Principal HUES</b>					
<b>Status: Our building is used for learning and teaching while also maintaining safety awareness by practicing drills .</b>					
<b>Reporter: Robert Thompson, Principal HBMS</b>					
<b>Status: Through the NH School Administrators Association HBMS had a comprehensive facilities study completed. In addition we have made several safety enhancements to the school including increased signage, additional cameras, and a front door buzzer system.</b>					

**Reporter: Rick Barnes, Principal HBHS**

**Status: We continue to look for ways to better utilize our space which is in constant use morning, day, and night. We conduct safety drills and promote awareness through announcements and class meetings as needed.**

<p>1.4.8 Continue to develop and implement meaningful transition activities from grade to grade and building to building</p>	<p><i>Reporter:</i> <i>Bldg. Admin</i></p> <p>Staff</p> <p>SAU Admin</p>	<p>2012 - 2017</p>	<p>Survey of student participation on transition activities</p> <p>Student and Parent participation in Transition meetings</p> <p>Vertical walk-throughs will occur to promote an understanding of different grade level expectations and building level expectations.</p> <p>New families will be invited to visit the school prior to the first day of school</p>	<p>Development/Implementation of transition opportunities and activities</p> <p>Feedback obtained from staff members students and parents</p> <p>Individualized plans developed and written for students as appropriate</p>	<p>Supported by existing budget funds</p>
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**Reporter: Liz Perry, Principal RMMS**

**Status: RMMS works hard to welcome entering preschool and kindergarten students to the school each year. Prior to the start of school, family orientations are held for these age groups. A new student orientation is also held each August for families. CSDA and RMMS hold a “Step Up” day where all students can meet their new teachers before leaving for summer vacation. The special education department works proactively with CSDA to ease the transition of identified third grade students through visits to CSDA, transition meetings with parents, and programming deliberations.**

**Reporter: Laurie Wenger, Principal CSDA**

**Status: We work closely with both RMMS and HBMS to ensure all students transition smoothly. This includes “step-up” days. Internally, a step-up day supports students transitioning within the school to alleviate anxiety about the next year’s teacher.**

**Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS**

**Status: All students participate in Step Up Days. Students who need a more supportive transition are supported through specific transition schedules. HPS works with HUES to ensure smooth transitions by holding Special Education transition meetings, communicating, and following up to be sure things are in place. Our guidance counselor hosts a new student information day, we work with the PTA to work out a bus ride for students new to town, and host grade level information nights.**

**Reporter: Candi Fowler, Principal HUES**

**Status: HUES works with HPS and HBMS to ensure a smooth transition in and out of our building. WE host parent information sessions for incoming grade 3 families as well as hosting a new student orientation program each August. We also have a step up day where all students can meet their new teachers before heading off to the summer vacation.**

**Reporter: Robert Thompson, Principal HBMS**

**Status: From grade 6 to grade 7 we have revamped step up day. We have offer several Parent Coffees to promote conversations between parents and the administration. From 8 to 9 we have increased the number of opportunities that 8<sup>th</sup> graders have to attend events at the high school.**

**Reporter: Rick Barnes, Principal HBHS**

**Status: The incoming 9<sup>th</sup> grade students visit the high school in June as part of the transition process. The entire first day of school is dedicated only to them as we help them get acclimated to their new environment. We work collaboratively with HMS every year as we look for ways to constantly improve the transition process.**

**Goal 1: SAU 41 will strive to continuously improve each student's level of achievement and growth.**

**Strategy 1.5: - Implement new programs consistent with our vision and mission.**

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
1.5.1 Continue to investigate current trends in business and industry to ensure students are college and career ready	<i>Reporter:</i> <i>Asst. Supt</i>  Bldg. Admin	Sept 2012 – June 2013	Identified Trends	Completed research	Supported by existing budget funds

**Reporter: Cindy Matte, Assistant Superintendent**

**Status: Hollis Brookline High School has a School To Careers Coordinator who is involved with the business industry in our area. She attends area meetings on a monthly basis and shares that information with the High School Guidance Department. Further work will be done on this and it will be expanded during the upcoming school year.**

1.5.2 Review current trends and implement/update programs to prepare students with skills needed for future success	<i>Reporter:</i> <i>Asst. Supt</i>  Bldg. Admin	Sept. 2013 – June 2015	Implementation Plan developed by June 2014  Programs implemented by June 2015	Programs meet student needs as 21st Century learners	Build into Operating Budget  Grants
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**Reporter: Cindy Matte, Assistant Superintendent**

**Status: Much of this work will be done with the 21<sup>st</sup> Learning goal.**

Goal 1: SAU 41 will strive to continuously improve each student’s level of achievement and growth.

Strategy 1.6: - Develop a financial plan to support instructional programming and student growth.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/ Budgetary Support
1.6.1 Develop a funding process to provide budgeted funds to support new instructional programs at each level to meet student needs	<i>Reporter:</i> <i>Bldg. Admin</i>  Business Admin	Ongoing to meet all budget deadlines each fiscal year	Programs properly funded each school year	Completed Budgets	

**Reporter: Eric Horton, Business Administrator**

**Status: Budgets as proposed have been closely followed and adopted at almost 100% funding. New program proposals are required to submit a financial statement of operation to validate feasibility.**

1.6.2 Provide professional development for staff to ensure growth in the areas of technology, assessment, data analysis, RTI, common core implementation and all areas as needed to support goal #1. This to include use of professionals with expertise in each area	<i>Reporter:</i> <i>Asst. Supt</i>  Bldg. Admin  Dir. of Student Services	2012 - 2017	Properly trained staff  Programs successfully implemented	Documented professional development	Grants  Release time for staff professional development  Build into Operating Budget
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**Reporter: Cindy Matte, Assistant Superintendent**

**Status: The Principals took part in a two-day workshop on RTI and came away with new ideas and methods to best implement RTI into their schools. Workshop days have included speakers such as Will Richardson who works towards helping teachers rethink how they educate students. In reviewing all approved PD, many staff attended opportunities that address the areas noted above.**

<p>1.6.3 Allocate resources in each district for personnel to support instructional programming</p>	<p><i>Reporter:</i> <i>Asst. Supt</i>  Bldg. Admin  Dir. of Student Services</p>	<p>Preplanning each year for fall budgets  2012 - 2017</p>	<p>All buildings have proper resources to support programs and students</p>	<p>Resources allocated</p>	<p>If needed: Operating Budget Funds  Grants</p>
<p>1.6.4 Continue to provide funding and time to support the PLC initiatives that include work by teams related to curriculum</p>	<p><i>Reporter:</i> <i>Bldg. Admin</i>  Asst. Supt</p>	<p>Ongoing annually within budget timeline</p>	<p>PLC initiatives funded</p>	<p>PLC initiatives implemented</p>	<p>Operating Budget Funds  Grants</p>

**Reporter: Cindy Matte, Assistant Superintendent**

**Status: Each school has designed weekly time for teams to work together collaboratively.**

<p>1.6.5 Continue to provide budgeted funds to support extra-curricular activities that are comparable to like districts</p>	<p><i>Reporter:</i> <i>Bldg. Admin</i>  Asst. Supt</p>	<p>Ongoing annually within budget timeline</p>	<p>Extra-Curricular Activities funded</p>	<p>Extra-curricular activities comparable to like districts</p>	<p>Operating Budget Funds  Grants</p>
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**Reporter: Liz Perry, Principal RMMS**

**Status: RMMS has never had funds budgeted to support extra-curricular activities.**

**Reporter: Laurie Wenger, Principal CSDA**

**Status: We have some funds to support outside math competitions and our running club.**

**Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS**

<b>Status: I do not believe that we have funds for this. I am unable to answer this definitively.</b>					
<b>Reporter: Candi Fowler, Principal HUES</b>					
<b>Status: At HUES we don't have budgeted supported extra curricular activities.</b>					
<b>Reporter: Robert Thompson, Principal HBMS</b>					
<b>Status: In the Coop we worked with the Union to develop a stipend schedule to ensure great levels of equity for how coaches and club advisors are paid.</b>					
<b>Reporter: Rick Barnes, Principal HBHS</b>					
<b>Status: HBHS offers a wide variety of extra-curricular activities that continues to grow year over year.</b>					
1.6.6 Ensure adequate staffing to support academic, social, emotional, and safety needs of all students	<i>Reporter:</i> <i>Bldg. Admin</i>  SAU Admin	Ongoing annually within budget timeline 2012 - 2017	Staffing to meet needs	Budgets include proper staffing needs	Operating Budget Funds Grants
<b>Reporter: Liz Perry, Principal RMMS</b>					
<b>Status: RMMS has adequate staff to meet the needs of the students.</b>					
<b>Reporter: Laurie Wenger, Principal CSDA</b>					
<b>Status: Although our class sizes are on the high side, we have been able to meet the needs of our student population in providing a strong program that supports the whole child.</b>					
<b>Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS</b>					
<b>Status: We are fully staffed to meet all needs this year. We are getting started on interviews for positions for next year.</b>					
<b>Reporter: Candi Fowler, Principal HUES</b>					
<b>Status: At HUES we are fully staffed to meet the needs of our students.</b>					

<b>Reporter: Robert Thompson, Principal HBMS</b>
<b>Status: The budget developed for the 2014-2015 school year did not include any staffing cuts.</b>
<b>Reporter: Rick Barnes, Principal HBHS</b>
<b>Status: Currently, we have 1.5 FTEs that consists of two school social workers, five guidance counselors, an SAP (Drug and alcohol prevention), and a School Resource officer. All work collaboratively to ensure the emotional health well-being, and safety of our students.</b>

Goal 2: SAU 41 will recruit, recognize, and develop the most effective personnel.					
Strategy 2.1 – Develop and implement consistent competitive compensation packages.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
2.1.1 Create a Job Description Work Group	<i>Reporter: Business Admin</i>	Work to be completed by fall 2014	Standard document of all Job Descriptions through SAU 41	Accepted by all stakeholders	Supported by existing budget funds
<b>Reporter: Eric Horton, Business Administrator</b>					
<b>Status: Budgets as proposed have been closely followed and adopted at almost 100% funding. New program proposals are required to submit a financial statement of operation to validate feasibility.</b>					
2.1.2 Create Pay Scale Work Group	<i>Reporter: Business Admin</i>	Spring 2014	Recommended three year regionally competitive pay scale	Accepted by all stakeholders	Supported by existing budget funds
<b>Reporter: Eric Horton, Business Administrator</b>					
<b>Status: Pay scale data has been compiled from 14 districts. In process of formatting into a report format.</b>					
2.1.3 Maintain the Benefits Work Group	<i>Reporter: Business Admin</i>	2012 - 2017	To develop a recommended financially sound benefits package	Accepted by all stakeholders	Supported by existing budget funds
<b>Reporter: Eric Horton, Business Administrator</b>					
<b>Status: Continually working to provide low cost/high quality benefit options to employees.</b>					

Goal 2: SAU 41 will recruit, recognize, and develop the most effective personnel.					
Strategy 2.2 –Establish policies and procedures addressing salaries, salary ranges, and staff hiring practices.					

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
2.2.1 Clarify and Standardize SAU-Wide Hiring Practices (Committee make up, interview process, and reference checks)	<i>Reporter: SAU Admin</i>	Spring 2013	Creation of Standardized practices for hiring	Clarity of process	Supported by existing budget funds

**Reporter: Eric Horton, Business Administrator**

**Status: New hire process has been established and implemented.**

Goal 2: SAU 41 will recruit, recognize, and develop the most effective personnel.

Strategy 2.3– Strengthen board visibility and opportunities to gain first-hand knowledge of staff, buildings and programs.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
2.3.2 Invite board members to school events	<i>Reporter: Bldg. Admin</i>	2012 - 2017	Participation in school events	Data collection on participation rates (if possible)	Supported by existing budget funds

**Reporter: Liz Perry, Principal RMMS**

**Status: The Brookline Principals' Report that is reviewed each month by the Brookline School Board includes school events that may be of interest to Board members. Board members that have students in the Brookline Schools are visible at school events. Recently, the PTO sponsored Silent Auction was widely publicized to include community members as participants to benefit the schools.**

**Reporter: Laurie Wenger, Principal CSDA**

**Status: The Principals' Report is presented monthly with all upcoming events listed.**

**Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS**

**Status: I do not have specific data to report on, however, School Board members have participated in our school events throughout the year.**

**Reporter: Candi Fowler, Principal HUES**

<b>Status: HUES Board report has upcoming events each month as a way to show board members opportunities for them to participate in building activities. At this time, I do not have any participation rates to report on.</b>					
<b>Reporter: Robert Thompson, Principal HBMS</b>					
<b>Status: I look for every possible opportunity to invite board members to school activities. I also email the SAU and Coop Board Chair when HBMS receives positive press in the local papers.</b>					
<b>Reporter: Rick Barnes, Principal HBHS</b>					
<b>Status: Board members regularly attend a variety of school events.</b>					
2.3.3 Include board members in all correspondences to parents (newsletters and alerts)	<i>Reporter: Bldg. Admin</i>	2012 - 2017	Information is sent	Completion	Supported by existing budget funds
<b>Reporter: Liz Perry, Principal RMMS</b>					
<b>Status: RMMS maintains a current website where communications to families are posted as well for Board members and staff alike.</b>					
<b>Reporter: Laurie Wenger, Principal CSDA</b>					
<b>Status: The Brookline Schools maintain an updated website that is available to anyone in the community. It includes the weekly newsletters from CSDA which are emailed to families, but available to all through the website.</b>					
<b>Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS</b>					
<b>Status: All board members are sent information and alerts at HPS.</b>					
<b>Reporter: Candi Fowler, Principal HUES</b>					
<b>Status: At HUES, not all correspondence is sent to board members who do not have students in the building. All board members who are parents do receive everything that is sent out.</b>					
<b>Reporter: Robert Thompson, Principal HBMS</b>					
<b>Status: Still a work in progress. The HBMS Twitter Page is followed by several of the current Coop Board Members.</b>					

**Reporter: Rick Barnes, Principal HBHS**

**Status: All but one of the board members have a student who attends HBHS. An effort will be made to include those who do not have a student at HBHS going forward.**

2.3.4 Introductions between staff and board members	<i>Reporter: Bldg. Admin</i>	2012 - 2017	Board participates	Data Collection of Participation Rates	Supported by existing budget funds
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**Reporter: Liz Perry, Principal RMMS**

**Status: The Brookline School Board sponsors a welcome back luncheon for Brookline staff. New staff are introduced to SAU personnel as well as Board members at that time.**

**Reporter: Laurie Wenger, Principal CSDA**

**Status: At the beginning of the school year, the BSB hosts a luncheon for all staff where new employees are introduced to board members.**

**Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS**

**Status: I do not know if this happened. As a new employee, I had to take the initiative to introduce myself to the board.**

**Reporter: Candi Fowler, Principal HUES**

**Status: not sure what this is asking.....**

**Reporter: Robert Thompson, Principal HBMS**

**Status: No progress**

**Reporter: Rick Barnes, Principal HBHS**

**Status: Board members are encouraged to visit the building and have done so recently while school is in session. School board members are invited to our new employee orientation where they meet new staff in August.**

Goal 2: SAU 41 will recruit, recognize, and develop the most effective personnel.

Strategy 2.4 – Expand opportunities to highlight and celebrate staff accomplishments

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
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2.4.2 Create internal and external means to celebrate	<i>Reporter: Bldg. Admin</i>	2012 - 2017	Monthly Recognition in each building	Completion of Task	Supported by existing budget
<b>Reporter: Liz Perry, Principal RMMS</b>					
<b>Status: The monthly Principals' Report to the Brookline School Board includes a section dedicated to celebrations of staff accomplishments as well as more general "Good News". Teacher and Paraprofessional Appreciation breakfasts, Welcome Back breakfasts and luncheons, and Volunteer Appreciation breakfasts and luncheons are some examples of the many ways in which RMMS staff and community members come together to celebrate the collaborative and caring culture at the school.</b>					
<b>Reporter: Laurie Wenger, Principal CSDA</b>					
<b>Status: Celebrations are shared through our weekly newsletters, in the Principals' Reports, and sometimes in the local newspapers. Celebrations are also acknowledged at monthly faculty meetings.</b>					
<b>Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS</b>					
<b>Status: Staff members are encouraged to celebrate at staff meetings. A celebration committee was developed this year by the Assistant Principal, a staff newsletter goes out bi-monthly, a celebration board is up and running in the staff room, and the Town Meetings are run by 2 members of this committee.</b>					
<b>Reporter: Candi Fowler, Principal HUES</b>					
<b>Status: HUES celebrates at monthly faculty meetings with staff members.</b>					
<b>Reporter: Robert Thompson, Principal HBMS</b>					
<b>Status: Each staff meeting begins with celebrations by staff. The school administration has for the past two years nominated a teacher for the NH Teacher of the Year Program.</b>					
<b>Reporter: Rick Barnes, Principal HBHS</b>					
<b>Status: Staff are recognized at monthly faculty meetings and via timely emails.</b>					
2.4.3 Encourage Presentations at National and State Conferences	<i>Reporter: Bldg. Admin</i>	2012 - 2017	The number of presentation at State and National Conferences	Date Collection	Supported by existing budget funds

**Reporter: Laurie Wenger, Principal CSDA**

**Status: No one presented this year, but one teacher from CSDA, Tim Putnam, has been chosen to participate in Learnzillion this year.**

**Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS**

**Status: We have a couple of staff members who seek to present, Speech Therapist, Librarian, Environmental Science Teacher, and many classroom teachers. One of our goals coming from conversation at the leadership team was to look at ways we could reach out to others via technology, develop PD to others on our website, and finding ways to invite others into our building to learn.**

**Reporter: Candi Fowler, Principal HUES**

**Status: I've encouraged staff to present at conferences - this year there has been no presentations - in year's past we have had staff members present.**

**Reporter: Robert Thompson, Principal HBMS**

**Status: Work in Progress**

**Reporter: Rick Barnes, Principal HBHS**

**Status: Teachers are encouraged to present at state and national conferences via the observation and evaluation process.**

2.4.4 Reinforce PLC Culture of Celebrating Small Successes	<i>Reporter:</i> <i>Bldg. Admin</i>  PLC Team Leaders	2012 - 2017	Student Performance Data	Submission of meeting minutes	Supported by existing budget funds
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**Reporter: Liz Perry, Principal RMMS**

**Status: Staff meetings are a time when the "small successes" as well as everyone's best collective effort are recognized and celebrated. An example is at the end of the year when grade level teams report out strides made in the attainment of the team's SMART goals focused on student learning that were developed in the fall. Everyone's best effort on behalf of students is celebrated.**

**Reporter: Laurie Wenger, Principal CSDA**

**Status: Our PLC work has been most rewarding, and seeing our NECAP results this past year was cause for celebration. Our small successes happen on a daily basis and are shared in PLC and Faculty meetings. They can be academic, social, or emotional goals that**

<b>have been met.</b>					
<b>Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS</b>					
<b>Status: Student successes are celebrated at staff meetings, through data collection, and the Celebration Committee celebrates student successes as well.</b>					
<b>Reporter: Candi Fowler, Principal HUES</b>					
<b>Status: HUES celebrates student learning with data analysis that focuses on what we've succeeded in and how we can repeat it for continued success.</b>					
<b>Reporter: Robert Thompson, Principal HBMS</b>					
<b>Status: Celebrations are a regular part of staff meetings. Administration takes the time to both formally and informally acknowledge the good work going on in the building everyday.</b>					
<b>Reporter: Rick Barnes, Principal HBHS</b>					
<b>Status: Data is shared with staff regarding student academic success. As we do more work with RTI and develop other methods of data collection, that information will be shared with staff.</b>					
2.4.5 Create SAU and /or school celebration committee	<i>Reporter: Principal's PLC</i>	December 2012	Creation of the committee	Review of staff feedback surveys on school culture	Supported by existing budget funds
<b>Reporter: Liz Perry, Principal RMMS</b>					
<b>Status: There has always been a committee in place at RMMS that marks special occasions such as retirements etc. with luncheons or other venues. We honor our paraprofessional staff with a luncheon each year as well as our volunteers.</b>					
<b>Reporter: Laurie Wenger, Principal CSDA</b>					
<b>Status: We celebrated the retirement of our environmental education teacher through a beautiful tea. We also honored our volunteers with a tea held in our library. We honor our support staff yearly through a luncheon, and have social throughout the year to celebrate our staff.</b>					
<b>Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS</b>					
<b>Status: Our celebration committee was developed this year. Lead by the assistant principal the committee consists of 7 members - 2 develop Town Meetings, 2 develop the celebration bulletin board, and 3 develop the bi-monthly newsletter.</b>					

<b>Reporter: Candi Fowler, Principal HUES</b>
<b>Status: This goal has not been worked on at my level this year.</b>
<b>Reporter: Robert Thompson, Principal HBMS</b>
<b>Status: No progress</b>
<b>Reporter: Rick Barnes, Principal HBHS</b>
<b>Status: We have a group, Community of Caring that works at the building level to support staff in a positive manner through a variety of activities.</b>

Goal 2: SAU 41 will recruit, recognize, and develop the most effective personnel.

Strategy 2.5 - Expand the support and capacity-building programs for new teachers and teacher leaders

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
2.5.1 3-Day Orientation-new hires; review 5-yr plan, evals, nuts & bolts - 3 tiers (classroom, school, SAU)	<i>Reporter: Asst. Supt</i>	August 2013	Creation of 3 day orientation	Survey of new staff. Data collection on retention of new hires	Supported by existing budget funds

**Reporter: Cindy Matte, Assistant Superintendent**

**Status: Kelly Seeley has put together a 3 day orientation that our new staff participated in last year. We are in the process of reviewing that and determining what changes need to be made.**

2.5.2 Re-energize Mentoring Program; offer stipends, clarify roles	<i>Reporter: Supt.</i>	August 2013	Creation of the mentor program Retention of new staff members	Survey of staff involved in mentor program to measure effectiveness	Stipends for mentors
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**Reporter: Cindy Matte, Assistant Superintendent**

**Status: We will work on this further this year. The roadblocks currently are time for teachers and money to pay the stipends**

2.5.3 Create SAU Leadership Academy for Teacher Leaders	<i>Reporter: Asst. Supt</i>	Fall 2014	Creation of leadership academy	Survey of participants	Money for presenters and materials
<b>Reporter: Cindy Matte, Assistant Superintendent</b>					
<b>Status: This was put on hold initially but will be reinitiated in the coming year. Funding will likely be an issue.</b>					
2.5.4 Continue PLC work-clarify role of team leader	<i>Reporter: Asst. Supt</i>	2012 – 2017	Job description for team leader	Review of progress rubric	Supported by existing budget funds
<b>Reporter: Cindy Matte, Assistant Superintendent</b>					
<b>Status: This is work that we will continue on this year. Each school has a different format for their PLC teams and different responsibilities. Some schools rotate the responsibility on a regular basis while others leave their team leaders for the year. Each school has found a method that is most effective for their school.</b>					

Goal 2: SAU 41 will recruit, recognize, and develop the most effective personnel.					
Strategy 2.6 – Continue to ensure the most effective observation and evaluation practices are utilized					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
2.6.1 Develop instructional rounds model	<i>Reporter: Asst. Supt</i>	Spring 2013	SAU 41 Instructional Rounds Model	Participation and feedback from staff	Supported by existing budget funds
<b>Reporter: Cindy Matte, Assistant Superintendent</b>					
<b>Status: Due to the new Principal and Teacher Evaluation Model that must be developed, this is not being done at this time.</b>					
2.6.2 Pilot Marzano model	<i>Reporter: Asst. Supt</i>	Fall 2013	Recommendation for changes in the current evaluation model	Compare Danielson to Marzano and collect feedback from participants and administrators	Materials and Professional Development Cost
<b>Reporter: Cindy Matte, Assistant Superintendent</b>					
<b>Status: When working on the new Principal and Teacher Evaluation Model as outlined at the state, we will consider Marzano’s work</b>					

2.6.3 Explore technology options for walkthrough Apps	<i>Reporter: Asst. Supt</i>	Fall 2013	Walkthrough technology is being utilized to improve student learning	Collect feedback from participants	Material and Software Costs
<b>Reporter: Cindy Matte, Assistant Superintendent</b>					
<b>Status: Some work has been done on this; however, all administrators use different technology for their walkthrough making it difficult to find a method that works for all. Most administrators have developed a method that is effective for them and their staff.</b>					

Goal 2: SAU 41 will recruit, recognize, and develop the most effective personnel.					
Strategy 2.7 – Develop a financial plan to recruit, recognize, and retain innovative and dynamic staff dedicated to the success of all students.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
2.7.1 Collaborate with local colleges to provide opportunities for aspiring teachers, on-site PD, adv. degrees	<i>Reporter: Asst. Supt</i>	Fall 2013	Programs are established	Participation	Supported by existing budget funds
<b>Reporter: Cindy Matte, Assistant Superintendent</b>					
<b>Status: No progress has been made on this but it is something we will consider during the coming school year.</b>					
2.7.2 Support participation in prof. organizations	<i>Reporter: Bldg. Admin Asst. Supt</i>	2012 - 2017	Participation level of staff	Dissemination of best practices	Money for memberships in prof. organizations
<b>Reporter: Liz Perry, Principal RMMS</b>					
<b>Status: Many staff belong to professional organizations such as NCTM, IRA, and NHASP.</b>					
<b>Reporter: Laurie Wenger, Principal CSDA</b>					
<b>Status: Many staff belong to ASCD, NCTM, IRA, NHASP, and more.</b>					
<b>Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS</b>					
<b>Status: All staff in encouraged to share their passion and to make presentations or go to workshops that can help bring new ideas back into the building.</b>					

<b>Reporter: Candi Fowler, Principal HUES</b>					
<b>Status: HUES staff is encouraged to participate in organizations and to make presentations at workshops.</b>					
<b>Reporter: Robert Thompson, Principal HBMS</b>					
<b>Status: Participation in professional organizations is very high at HBMS. This is particularly true in our math department where many of our teachers are involved in several NHCTM activities including trainings.</b>					
<b>Reporter: Rick Barnes, Principal HBHS</b>					
<b>Status: Most staff are participate in one or more professional organizations.</b>					
2.7.3 Create survey – solicit staff input-what works, what doesn't	<i>Reporter: Asst. Supt</i>	Spring 2013	Successful completion of survey	Review of data	Supported by existing budget funds
<b>Reporter: Cindy Matte, Assistant Superintendent</b>					
<b>Status: This will be done for the coming school year.</b>					

Goal 3: SAU 41 will utilize appropriate technology to enhance student achievement and improve operational efficiency.					
Strategy 3.1 - Maintain and improve technologies to support or increase operational efficiency.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
3.1.1  Upgrade to latest Operating System (OS)	<i>Reporter: Network Admin  IT staff</i>	Fall 2013	Hardware Purchased to support OS as needed  Software uploaded to all SAU 41 machines	Percentage of Machines using the latest OS	Build all Fiscal Budgets to support this action item for the 2013/2014 SY
<b>Reporter: Rich Raymond, Network Administrator</b>					
<b>Status: Desktops and laptops have been upgraded to Windows 7 Professional by the Summer of 2014</b>					

3.1.2 Annual Review of Bandwidth capacity and hardware needs	<i>Reporter:</i> <i>Network Admin</i>  Business Admin	Annually Fall timeframe	Technology Report to Business Administrator	Results of the report and Recommendations	Supported by existing budget funds
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**Reporter: Rich Raymond, Network Administrator**

**Status: Bandwidth monitoring has been setup and 6 weeks of data is available.**

3.1.3 Conduct Annual review of infrastructure (hardware and network) to ensure the needs of curriculum, technical education and administration are met	<i>Reporter:</i> <i>Network Admin</i>  Business Admin  IT Staff	Annually Fall timeframe	Technology Report to Business Administrator	Results of the report and Recommendations	Funds to support recommendations built into budgets for the next fiscal year
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**Reporter: Rich Raymond, Network Administrator**

**Status: Report on the state of network infrastructure has been shared with the Business Administrator.**

3.1.4 Continue to develop tools for use (i.e.: curriculum, nursing software, media, observation/evaluations, student information systems, assessment software etc.) where appropriate and cost effective.	<i>Reporter:</i> <i>Network Admin</i>  Business Admin  Bldg. Admin  SAU Leadership	2012 - 2017	Document of current programs in use  Analysis of their effectiveness and interconnectivity	End User Input/Feedback  Software systems reports and data (i.e.: Destiny data, SchoolDude Data)  Recommendations	Supported by existing budget funds
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**Reporter: Liz Perry, Principal RMMS**

**Status: The newly developed tools for the evaluation of support staff personnel at the building have been used for the first time this year. Staff currently uses School Dude, Power School, gmail, Goggle Drive, and SNAP (nurses) to assist with communication and data collection. My Learning Plan will be used by staff beginning July 1st relative to meeting the Professional Growth Plan model in SAU 41.**

**Reporter: Laurie Wenger, Principal CSDA**

**Status: We have not worked on this.**

**Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS**

**Status: School Dude, Power School, Gmail, Google Docs and My Learning Plan are all in effect (MLP July 1).**

**Reporter: Candi Fowler, Principal HUES**

**Status: HUES is using school dude, power school, gmail, and now my learning plan to become more effective and efficient.**

**Reporter: Robert Thompson, Principal HBMS**

**Status: HBMS will have a new wireless network for the 2014-2015 school year.**

**Reporter: Rick Barnes, Principal HBHS**

**Status: HBHS also uses Powerschool, schooldude, gmail , Google Drive, and MyLearning plan to assist with logistical issues, communicate with parents, and work toward becoming a paperless environment.**

3.1.5 Replacement and Upgrade of workstations, servers, infrastructure, and software.	<i>Reporter:</i> <i>Network Admin</i>  Business Admin  IT Staff	Annually Summertime	Work plan	Report of work completion.	Budget Accordingly each fiscal year based upon review conducted
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**Reporter: Rich Raymond, Network Administrator**

**Status: Report on the state of servers and workstation has been shared with the Business Administrator.**

<p>3.1.6 Create an implementation plan for all pieces of software adopted in SAU 41</p>	<p><i>Reporter: Leadership Team</i></p> <p>Business Admin</p> <p>IT Staff</p> <p>Bldg. Admin</p>	<p>2012 - 2017</p>	<p>Comprehensive Procedures Document</p>	<p>Roll Out Plan</p> <p>Training Plan</p> <p>Expectations for implementation</p> <p>Review of process and product</p>	<p>Support training costs (trainers, release time, etc.) as outlined in procedures document</p>
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**Reporter: Rich Raymond, Network Administrator**

**Status: Technology Committee to review software purchases and deployment has been established with the Business Administrator.**

Goal 3: SAU 41 will utilize appropriate technology to enhance student achievement and improve operational efficiency.

Strategy 3.2 - Develop an SAU -wide framework for training in all programs and technologies.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
<p>3.2.1 Identify technology areas that require training and develop a plan to implement appropriate training to appropriate users</p>	<p><i>Reporter: Network Admin</i></p> <p>Business Admin</p> <p>Bldg. Admin</p>	<p>2012 - 2017</p>	<p>Completed Plan</p> <p>Completed Trainings</p>	<p>What is needed? Who needs it? How to provide it? When to provide it?</p>	<p>Support training costs (trainers, release time, etc.) as outlined</p>

**Reporter: Eric Horton, Business Administrator**

**Status: As new software is proposed part of the evaluation is training requirements and total life cost of the system. The next piece of software to be implemented is My Learning Plan (professional development tracking). This is being deployed via building level trainers.**

3.2.2					
Develop a summer technology institute to support SAU 41 programs and technologies	<i>Reporter:</i> <i>Network Admin</i>  Bldg. Admin	Annually April	Completed Plan  Completed Trainings	What is needed? Who needs it? How to provide it? When to provide it?	Build budget support for courses

**Reporter: Cindy Matte, Assistant Superintendent**

**Status: This will be done in conjunction with the 21<sup>st</sup> Century Learning goal. The institute will be developed and it will run based on interest level of staff.**

Goal 3: SAU 41 will utilize appropriate technology to enhance student achievement and improve operational efficiency.

Strategy 3.3 - Increase Information Technology Staff to support opportunities for learning, coordinate technologies, and support hardware.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
3.3.1  Identify Technology Areas that require specific expertise	<i>Reporter:</i> <i>Network Admin</i>  Business Admin  Bldg. Admin	2012 - 2017	Technology Report to Business Administrator		Budget for staffing recommendations

**Reporter: Eric Horton, Business Administrator**

**Status: We have obtained the services of technology experts in the areas of switching, wireless, VLAN's, security, and server virtualization**

**Reporter: Rich Raymond, Network Administrator**

**Status: Identified areas have been submitted to the Business Administrator and strategies developed.**

3.3.2					
Hire appropriate staff to support specific technology needs	<i>Reporter:</i> <i>Network Admin</i>  Business Admin	2012 - 2017	Improved Support and related work products	Appropriate staffing to meet the SAU needs	Budget for staffing recommendations

**Reporter: Rich Raymond, Network Administrator**

**Status: Consultants are used for specific areas of expertise.**

Goal 3: SAU 41 will utilize appropriate technology to enhance student achievement and improve operational efficiency.

Strategy 3.4 - Develop a financial plan to support staffing, technology, and training.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
3.4.1 Annually develop budgets in each SAU 41 entity that supports the technology needs identified from each strategy in the strategic plan	<i>Reporter:</i> <i>Network Admin</i>  Business Admin  Bldg. Admin	Annually	Developed Budget	Items Funded	Supported by existing budget funds

**Reporter: Rich Raymond, Network Administrator**

**Status: A spreadsheet identifying technology funds is developed annually.**

**Reporter: Eric Horton, Business Administrator**

**Status: In process based on building need and principal requests.**

Goal 4: SAU 41 will develop and implement consistent practices for teaching grade-appropriate 21st Century learning skills.

Strategy 4.1 – Research best practices surrounding 21st Century learning skills.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
4.1.1 Create an SAU-wide team to research best practices	<i>Reporter:</i> <i>Asst. Supt</i>  Leadership team	2012-2013	Report of findings with recommendations	Documentation, list of best practices in 21st Century learning with citations Meeting agendas, and minutes	Supported by existing budget funds

**Reporter: Cindy Matte, Assistant Superintendent**

**Status: This will be addressed in the 21<sup>st</sup> Century Learning Plan**

4.1.3 Audit current practices in SAU 41 and begin a lexicon of terminology	<i>Reporter:</i> <i>Asst. Supt</i>  SAU 41 Research Team	2012-2013	Draft Framework generated with beginning lexicon of terminology	Survey results showing current state of 21st Century learning	Supported by existing budget funds
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**Reporter: Cindy Matte, Assistant Superintendent**

**Status: This work is in process, see the end of this document and we will have a lexicon of terminology in the 21<sup>st</sup> Century Learning Plan**

4.1.4 Develop a 21st Century framework for SAU 41 that includes a definition of terms	<i>Reporter:</i> <i>Asst. Supt</i>  SAU 41 Research Team	2013-2014	Final draft of Framework with completed lexicon of terminology	Feedback from SAU 41 Leadership Team and other key stakeholders	Supported by existing budget funds
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**Reporter: Cindy Matte, Assistant Superintendent**

**Status: This is being addressed in the 21<sup>st</sup> Century Learning Plan**

Goal 4: SAU 41 will develop and implement consistent practices for teaching grade-appropriate 21st Century learning skills.

Strategy 4.2 Utilize the 21st Century learning framework to promote understanding of core subject content at higher levels

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
4.2.1 Embed 21st Century themes into the core subjects as developmentally appropriate	<i>Reporter:</i> <i>Bldg. Admin</i>  Professional Learning Committee (PLC) Teams	2012-2014	Formative and summative assessments to measure student understanding of themes	Themes are represented in core maps at each grade level PLC meeting agendas and minutes; Curriculum Connector	Supported by existing budget funds

**Reporter: Cindy Matte, Assistant Superintendent**

**Status: Teachers working in their PLC teams are developing lessons that embed 21<sup>st</sup> Century Learning into their lessons. Many teachers participated in a eight week workshop that focused on tools for 21<sup>st</sup> Century Teaching and Learning.**

4.2.2 Integrate 21st Century learning and innovation skills into existing curricula	<i>Reporter:</i> <i>Bldg. Admin</i>  PLC Teams	2013-2015	Formative and summative assessments to measure student understanding of learning and innovation skills	Learning and innovation skills are represented in core maps at each grade level PLC meeting agendas and minutes; Curriculum Connector	Supported by existing budget funds
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**Reporter: Cindy Matte, Assistant Superintendent**

**Status: We will be developing an online library for teachers to post, share and have access to model lessons that utilize 21<sup>st</sup> Century Teaching strategies and will enhance 21<sup>st</sup> Century skills for students.**

4.2.3 Embed 21st Century information, media, and technology skills into existing curricula	<i>Reporter:</i> <i>Bldg. Admin</i>  PLC Teams	2012-2015	Formative and summative assessments to measure student knowledge of information, media, and technology skills within the curricula	Information, media, and technology skills are represented in core maps at each grade level PLC meeting agendas and minutes; Curriculum Connector	Financial funding for staff training and professional development
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**Reporter: Cindy Matte, Assistant Superintendent**

**Status: We will be developing a professional development plan that will allow to learn more about teachers 21<sup>st</sup> Century skills and how to integrate them into their lessons.**

4.2.4 Integrate 21st Century life and career skills	<i>Reporter: Bldg. Admin</i>  PLC Teams	2012 - 2017	Formative and summative assessments to measure student understanding of life and career skills	Life and career skills are represented in core maps at each grade level PLC meeting agendas and minutes; Curriculum Connector	Supported by existing budget funds
<b>Reporter: Cindy Matte, Assistant Superintendent</b>					
<b>Status: More research will be done on the College and Career Ready Standards to see how they will fit into our curriculum.</b>					

Goal 4: SAU 41 will develop and implement consistent practices for teaching grade-appropriate 21st Century learning skills.					
Strategy 4.3 Support expanded opportunities for community and international learning both face-to-face and online					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
4.3.1 Create opportunities within the existing curricula to reach out to and communicate with students across the country and around the globe	<i>Reporter: Bldg. Admin</i>  Technology Integration Specialist  PLC Teams	2013-2017	Lesson plans reveal student communication and collaboration with students outside of the school  Feedback from students and teachers from contact sites	Documentation of the frequency with which students collaborate and communicate with others Student reflection; student journal responses	Network capacity to accomplish the national/international collaboration
<b>Reporter: Cindy Matte, Assistant Superintendent</b>					
<b>Status: We will be researching resources and tools that will foster communication with others in the country and the world. There are currently teachers who are doing this and we will work with them to share their experiences thus far.</b>					

4.3.2 Develop opportunities within the existing curricula for students to participate in online learning	<i>Reporter: Bldg. Admin</i>  Technology Integration Specialist  PLC Teams	2013-2017	Frequency and duration of online learning experiences	Documentation of the frequency with which students participate in online learning  Student work products	Network capacity to afford all students access to online learning
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**Reporter: Cindy Matte, Assistant Superintendent**

**Status: Further online learning opportunities are being explored across all of SAU41. The majority of this is done at the high school. With the implementation of the 21<sup>st</sup> Century Learning Plan more online learning will be a focus.**

Goal 4: SAU 41 will develop and implement consistent practices for teaching grade-appropriate 21st Century learning skills.

4.4 Support professional learning communities for educators to collaborate, share best practices, and integrate 21st Century skills into classroom practice resulting in increased student growth.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
4.4.1 Provide dedicated, ongoing time within the contracted day for professional learning communities' teams to focus on learning, growth and data analysis.	<i>Reporter: Bldg. Admin</i>  SAU Admin  PLC Teams	2013-2017	Completed Core curriculum maps  Completed Common (formative and summative) Assessments  Teachers engaged in effective data analysis to inform instruction  Number of faculty engaged in coaching colleagues	Building Schedules include PLC meeting time within the contracted day  PK-12 Professional development day agendas  Early release day agendas  Retreat day(s) agendas  Staff surveys and feedback from PD sessions	Supported by existing budget funds  On-going budget development  Grants  Professional development budget lines

**Reporter: Cindy Matte, Assistant Superintendent**

**Status: Each school and teams within the school have dedicated time to focus on student growth and data. Teams report out to principals via team minutes to keep principals abreast of the data.**

4.4.2 Build capacity by engaging staff in structured, focused opportunities to participate in peer observations and instructional rounds	<i>Reporter:</i> <i>Bldg. Admin</i>  SAU Admin  PLC Teams	Pilot: 2013-2014  Expand: 2014-2015  Full Implementation: 2015-2017	Instructional rounds model is evident with cross-level teams  Professional staff regularly schedule peer observations  Classrooms reflect the practices that have been discussed/seen	PLC meeting minutes reflect the participation in instructional rounds/peer observations  The number of instructional rounds conducted and debriefed	Expand substitute and professional development lines in the FY 14 budget  Consultant support ongoing
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**Reporter: Cindy Matte, Assistant Superintendent**

**Status: This has been put on hold pending the new Principal and Teacher Evaluation Model that is mandated by the state.**

Goal 4: SAU 41 will develop and implement consistent practices for teaching grade-appropriate 21st Century learning skills.

Strategy 4.5 Develop and implement a balance of assessments to determine student learning and achievement of 21st Century skills

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
4.5.1 Create an SAU-wide assessment team to identify and develop a comprehensive system of assessments	<i>Reporter:</i> <i>Asst. Supt</i>  SAU Assessment Team	2012-2014	Formation of assessment team and agreement on the team's purpose	Meeting agendas and minutes	Consultant support ongoing

**Reporter: Cindy Matte, Assistant Superintendent**

**Status: This work was completed about two years ago.**

<p>4.5.2 Support, design, and use a balance of assessments, including high-quality standardized testing, along with effective formative and summative classroom assessments</p>	<p><i>Reporter:</i> <i>Asst. Supt</i></p> <p>Assessment Team</p> <p>PLC Teams</p>	<p>2013-2017</p>	<p>Teachers provide useful feedback on student performance that is embedded in everyday learning</p> <p>Teachers use assessment results to better inform their instruction of 21st Century learning embedded into daily instruction</p>	<p>Comprehensive plan of assessments</p> <p>Minutes from instructional rounds teams</p> <p>PLC meeting minutes</p> <p>Annual teacher goals expressed through the supervision/evaluation process</p>	<p>Funding for standardized testing</p> <p>Consultant support</p>
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**Reporter: Cindy Matte, Assistant Superintendent**

**Status: Principals continually work with PLC teams to assure that they are utilizing effective formative and summative assessment. Assessment data is available to the teams and principals.**

<p>4.5.3 Develop and implement rubrics, portfolios, and demonstrations of learning to measure student acquisition of 21st Century skills</p>	<p><i>Reporter:</i> <i>Asst. Supt</i></p> <p>Assessment Team</p> <p>PLC Teams</p>	<p>2014-2017</p>	<p>Students engaged in the preparation of portfolios and demonstrating 21st Century learning skills</p>	<p>Sets of grade-appropriate rubrics</p> <p>Criteria for portfolio development at appropriate grade levels</p> <p>Criteria for demonstrations of learning articulated</p>	<p>Supported by existing budget funds</p>
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**Reporter: Cindy Matte, Assistant Superintendent**

**Status: This will be addressed in the coming school year.**

Goal 4: SAU 41 will develop and implement consistent practices for teaching grade-appropriate 21st Century learning skills.

Strategy 4.6 - Develop an SAU-wide professional development plan.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
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<p>4.6.1 Create a plan that enables teachers to develop their abilities to create environments that support differentiated teaching and learning</p>	<p><i>Reporter:</i> <i>Asst. Supt</i>  SAU Admin</p>	<p>Pilot: 2013-2014  Expand: 2014-2015  Full Implementation: 2015-2017</p>	<p>The plan is developed and being used by administration and teachers  Evidence of collaboration with colleagues, i.e. special educator personnel, guidance counselors</p>	<p>Student portfolios and demonstrations of learning  Teacher lesson plans  Teacher annual goals as delineated in the Professional Growth Model</p>	<p>Supported by existing budget funds</p>
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**Reporter: Cindy Matte, Assistant Superintendent**

**Status: Much of this work is ongoing. Working within their teams, teachers are informing their instruction based on data.**

<p>4.6.2 Highlight ways teachers can seize opportunities for integrating 21st Century skills, tools, and teaching strategies into their teaching practice</p>	<p><i>Reporter:</i> <i>Asst. Supt</i>  Bldg. Admin  PLC Teams</p>	<p>Pilot: 2013-2014  Expand: 2014-2015  Full Implementation: 2015-2017</p>	<p>Teacher professional development activities are aligned with annual goals set with building administrator  Collaboration with colleagues through the PLC process  Classrooms show evidence of integration of the skills, tools, and strategies Students engage in collaboration as part of their learning</p>	<p>Informal and formal observations of embedded practice by teachers  PLC Team minutes  Teacher lesson plans  Student surveys, i.e. checks for understanding, etc.</p>	<p>Ongoing budget development process</p>
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**Reporter: Cindy Matte, Assistant Superintendent**

**Status: We will be developing an online teacher resource that will give teachers examples of exemplar lessons they can use of adapt.**

4.6.3 Enable professional learning communities for teachers that model blended learning that best promotes 21st Century skills for students	<i>Reporter:</i> <i>Bldg. Admin</i>  Asst. Supt  Leadership Team  PLC Teams	Pilot: 2013-2014  Expand: 2014-2015  Full Implementation: 2015-2017	A significant number of students engaged in blended learning as a common practice  Increased opportunities and tools available to students for online and traditional learning	Data collected showing numbers of students  PLC Team Minutes  Reflections of students through journals and logs	Ongoing budget development process
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**Reporter: Cindy Matte, Assistant Superintendent**

**Status: This will be a focus of the 21<sup>st</sup> Century Learning Plan. Our intention is to utilize Technology Integration Specialists to help support this work.**

Goal 4: SAU 41 will develop and implement consistent practices for teaching grade-appropriate 21st Century learning skills.

Strategy 4.7 - Develop a financial plan to support technology, training, and professional development.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
4.7.1 Analyze the results of past audits of hardware and software to screen for 21st Century learning needs	<i>Reporter: SAU Leadership Team/Business Admin</i>  Network Admin	2013-2017	Analysis reveals effective use of software and hardware for learning	SAU Leadership Team Agendas and Meeting Minutes  Technology Plan	Ongoing budget development process

**Reporter: Rich Raymond, Network Administrator**

**Status: Kace network management device has identified desktops not meeting latest standards.**

4.7.2 Create a five-year plan to address financial support for the technology needs across the SAU	<i>Reporter: SAU Leadership Team/Business Admin</i>  Network Admin	2012-2017	Technology budgets adopted by Boards and Budget/Finance Committees are approved at District Meetings	Adopted budgets  Technology Plan	Ongoing budget development process
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**Reporter: Rich Raymond, Network Administrator**

<b>Status: Development of a Technology plan for submission to the DOE is in progress.</b>					
4.7.3 Articulate a short-term and long-term financial plan for the training and professional development of staff	<i>Reporter:</i> <i>Asst. Supt</i>  Leadership Team	2012-2017	Support among stakeholders of the short- and long-term financial goals in the professional development plan	A plan that articulates the short- and long-term financial support for professional development	Ongoing budget development process
<b>Reporter: Cindy Matte, Assistant Superintendent</b>					
<b>Status: This will be worked on over the summer.</b>					

Goal 5: SAU 41 will manage and keep in good repair its physical assets in order to optimize student learning.					
Strategy 5.1 - Establish a capital improvement plan to support instructional programming and academic achievement.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
5.1.1 Assess facilities needs in each building related to physical and programmatic requirements (library, instructional, office, health services, locker rooms, bathrooms, et al)	<i>Reporter:</i> <i>Business Admin</i>  Bldg. Admin	2012 - 2014	Completed detailed plan for each school/district	Educational priorities identified  Facilities Assessment	Supported by existing budget
<b>Reporter: Eric Horton, Business Administrator</b>					
<b>Status: Buildings are continually reviewed (monthly) via safety checklists to ensure the building is meeting need. Should programmatic changes occur, space is evaluated to determine proper need.</b>					

5.1.2 Develop a specific building by building five-year capital improvement plan (CIP) – annually including budget-grade estimates	<i>Reporter: Business Admin</i>  Bldg. Admin  Board Members  Supt	2012 - 2017	Approval of existing CIP's  Establishment of a maintenance trust fund for the HB Cooperative District	Approved and funded by the board for CIP. Trust Fund to be approved by voters	Supported by existing budget
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**Reporter: Eric Horton, Business Administrator**

**Status: In process and presented to budget committee's each year.**

Goal 5: SAU 41 will manage and keep in good repair its physical assets in order to optimize student learning.

Strategy 5.2 - Establish a systemic plan for maintenance.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
5.2.1 Develop and implement custodial standards and processes for interior and exterior cleaning including a prioritized checklist	<i>Reporter: Business Admin</i>  Maintenance Supervisors	Full Implementation: 2015	Development of custodial manual	Establishment of time based standards  Measurement of performance against core duties	Supported by existing budget

**Reporter: Eric Horton, Business Administrator**

**Status: Custodial standards plan implemented.**

5.2.2 Develop and implement a comprehensive preventative maintenance plan	<i>Reporter: Business Admin</i>  Maintenance Supervisors	Full Implementation: 2015	Utilize online maintenance program across all facilities	Adherence to plan	Supported by existing budget
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**Reporter: Eric Horton, Business Administrator**

**Status: Part of custodial standards plan. Additional effort required to incorporate PM monitoring into SchoolDude.**

5.2.3 Provide ongoing PD for custodial staff	<i>Reporter:</i> <i>Business Admin</i>  Maintenance Supervisors	Full Implementation: 2015	Establishment of regular trainings	Measured performance related to procedures developed in manual and involvement in PD meetings	Supported by existing budget
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**Reporter: Eric Horton, Business Administrator**

**Status: Part of custodial standards plan and employee training requirements.**

5.2.4 Evaluate staffing needed to achieve this strategy	<i>Reporter:</i> <i>Business Admin</i>  Maintenance Supervisors	Full Implementation: 2016	Matching of staffing levels to time based metrics of job requirements	Increase in efficiency of staff utilization	Supported by existing budget
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**Reporter: Eric Horton, Business Administrator**

**Status: Staffing is appropriate at current levels.**

Goal 5: SAU 41 will manage and keep in good repair its physical assets in order to optimize student learning.

Strategy 5.3 - Develop a project management training program for all maintenance building leaders.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
5.3.1 Hold quarterly or monthly status meetings with administration to status current and plan for future projects	<i>Reporter:</i> <i>Business Admin</i>  Building Admin  Maintenance Supervisor	Full Implementation: 2013	Stakeholder agreement on building projects timelines and resource requirements	Awareness of ongoing activities within each building by administration and staff	Supported by existing budget

**Reporter: Eric Horton, Business Administrator**

**Status: Held as required based on project activity.**

5.3.2 Create standardized reporting tools for building staff updates on projects	<i>Reporter:</i> <i>Business Admin</i>	Full Implementation: 2013	Creation of standardized forms to facilitate meetings	Audit of accuracy and effectiveness of forms	Supported by existing budget
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**Reporter: Eric Horton, Business Administrator**

**Status: Not required to date as no projects have been initiated.**

5.3.3 Develop online status of current work in buildings to ensure all staff is aware of ongoing projects	<i>Reporter:</i> <i>Business Admin</i>  Bldg. Admin  Maintenance Supervisor	Full Implementation: 2013	Go-live of online notification	Staff/student feedback regarding project awareness	Supported by existing budget
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**Reporter: Eric Horton, Business Administrator**

**Status: Online status can be viewed through accessing SchoolDude and reviewing open work orders for each location.**

Goal 5: SAU 41 will manage and keep in good repair its physical assets in order to optimize student learning.

Strategy 5.4 - Provide and maintain safe and healthy facilities for all students and staff.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
5.4.1 Assess climate control in all buildings and upgrade as needed	<i>Reporter:</i> <i>Business Admin</i>  Bldg. Admin  Maintenance Supervisors	Throughout the year - annually	Analysis of ongoing climate monitoring	Effectiveness of HVAC system	Future warrant article/fund balance/ Supported by existing budget

**Reporter: Eric Horton, Business Administrator**

**Status: Climate systems have been assessed and are functioning as designed. HPS is due soon for an upgrade to controllers and HUES is in process of having their air handler system reset to factory default.**

5.4.2 Indoor air quality	<i>Reporter:</i> <i>Business Admin</i>	2012 - 2017	Completion of state mandated forms	Meeting state requirements	Supported by existing budget
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**Reporter: Eric Horton, Business Administrator**

**Status: State reporting is completed annually by the schools.**

5.4.3 Monitor asbestos and abate as needed	<i>Reporter:</i> <i>Business Admin</i>  Maintenance Supervisors	2012 - 2017	Completion of annual asbestos compliance audits	State approval	Supported by existing budget
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**Reporter: Eric Horton, Business Administrator**

**Status: Asbestos monitoring/inspection occurs in buildings where required.**

<p>5.4.4 Evaluate waste disposal and recycling procedures and implement necessary changes</p>	<p><i>Reporter:</i> <i>Business Admin</i></p> <p>Bldg. Admin</p> <p>Maintenance Supervisors</p>	<p>Full Implementation: 2013</p>	<p>Implementation of a recycling plan</p>	<p>Reduction of waste costs</p>	<p>Supported by existing budget</p>
<p>5.4.5 Update chemical safety and hazardous waste procedures and implement necessary changes</p>	<p><i>Reporter:</i> <i>Business Admin</i></p> <p>Bldg. Admin</p> <p>Maintenance Supervisors</p>	<p>Full Implementation: 2015</p>	<p>Staff trained related to chemical usage</p> <p>Accounting of all chemicals on-site</p>	<p>Monitoring of compliance with chemical storage and usage plans</p>	<p>Supported by existing budget</p>

**Reporter: Eric Horton, Business Administrator**

**Status: Starting July 1 all chemical usage will be in accordance with MSDS requirements. PPE will be provided to staff where required.**

<p>5.4.6 Update integrated pest management plan and implement necessary changes</p>	<p><i>Reporter:</i> <i>Business Admin</i></p> <p>Bldg. Admin</p> <p>Maintenance Supervisors</p>	<p>Full Implementation: 2014</p>	<p>Consolidate to one pest control company</p>	<p>Standardized approach across all districts</p>	<p>Supported by existing budget</p>
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**Reporter: Eric Horton, Business Administrator**

**Status: IPM procedures included in custodial standards plan.**

<p>5.4.7 Implement required radon testing plan</p>	<p><i>Reporter:</i> <i>Business Admin</i></p> <p>Bldg. Admin</p> <p>Maintenance Supervisors</p>	<p>Full Implementation: 2014</p>	<p>Consolidate to one management company</p>	<p>Standardize approach across all districts</p>	<p>Supported by existing budget</p>
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5.4.8 Monitor underground storage tanks	<i>Reporter:</i> <i>Business Admin</i>  Bldg. Admin  Maintenance Supervisors	Full Implementation: 2014	Consolidate to one management company	Standardize approach across all districts	Supported by existing budget
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**Reporter: Eric Horton, Business Administrator**

**Status: Tanks are monitored in accordance with DES requirements; which includes inspections based on type/age/and contents.**

5.4.9 Maintain fire and lift safety systems (alarms, smoke, heat, carbon monoxide, fire doors, sprinklers)	<i>Reporter:</i> <i>Business Admin</i>  Bldg. Admin  Maintenance Supervisors	Full Implementation: 2014	Consolidate to one management company	Standardize approach across all districts	Supported by existing budget
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**Reporter: Eric Horton, Business Administrator**

**Status: All fire systems are inspected by Tri-State Fire**

5.4.10 Implement green cleaning products	<i>Reporter:</i> <i>Business Admin</i>  Bldg. Admin  Maintenance Supervisors	Full Implementation: 2014	Implementation "green" cleaning approach.	Effectiveness and cost of alternative products	Supported by existing budget
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**Reporter: Eric Horton, Business Administrator**

**Status: In process of evaluating "green" products of effectiveness. Some have been tried but determined to not have the cleaning strength of current chemicals.**

Goal 5: SAU 41 will manage and keep in good repair its physical assets in order to optimize student learning.

Strategy 5.5 - Develop and implement a comprehensive security system for all buildings.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
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5.5.1 Update the crisis response manual and systematically review and practice	<i>Reporter:</i> <i>Bldg. Admin</i>  Supt.  School Resource Officer  Local PD/FD	Full Implementation: 2015	Detail plan development for each facility	Through drills, evaluate effectiveness	Supported by existing budget
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**Reporter: Liz Perry, Principal RMMS**

**Status: The RMMS Assistant Principal collaborated with the CSDA Assistant Principal to develop a standard Emergency Response Manual for the Brookline Schools as well as SAU 41. The RMMS Safety Committee meets regularly with the town's emergency responders to plan and execute drills and review procedures.**

**Reporter: Laurie Wenger, Principal CSDA**

**Status: The Emergency Response Manual has been developed between RMMS and CSDA and drills have been practiced. The Safety Committee meets monthly under the direction of the Asst. Principal.**

**Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS**

**Status: The plan has been developed.**

**Reporter: Candi Fowler, Principal HUES**

**Status: The HUES crisis manual is complete and will be reviewed next year.**

**Reporter: Robert Thompson, Principal HBMS**

**Status: Completed in December.**

**Reporter: Rick Barnes, Principal HBHS**

**Status: Our crisis manual is complete for the high school and is reviewed at least annually.**

5.5.2 Develop and implement a staff training program	<i>Reporter:</i> <i>Bldg. Admin</i>  Supt.	Full Implementation: 2015	Development of training requirements to support crisis plan	Staff adherence and familiarity to procedures	Supported by existing budget
<b>Reporter: Liz Perry, Principal RMMS</b>					
<b>Status: Prior to any scheduled drill such as a lockdown or evacuation drill, administration meets with staff to review the procedures and answer questions. Prior to the start of the 2013-2014 school year, the school's Assistant Principal presented the newly crafted Emergency Response Plan to staff for careful review and consideration.</b>					
<b>Reporter: Laurie Wenger, Principal CSDA</b>					
<b>Status: Safety committee has taken all trainings. Remaining staff will be trained in 2014-15.</b>					
<b>Reporter: Paula Izbicki, Asst. Principal/Special Education Coordinator HPS</b>					
<b>Status: Plan is developing and training is happening.</b>					
<b>Reporter: Robert Thompson, Principal HBMS</b>					
<b>Status: The SAU is developing a plan for training of staff both in person and online.</b>					
<b>Reporter: Rick Barnes, Principal HBHS</b>					
<b>Status: The SAU is developing a plan for training of staff both in person and online.</b>					
5.5.3 Conduct a physical audit including exterior doors, interior secure locations, and implement recommendations	<i>Reporter:</i> <i>Business Admin</i>  Bldg. Admin  School Resource Officer	Full Implementation: 2014	Completed audit that identifies facility weaknesses and areas of improvement	Implementation of recommendations	Future warrant article/fund balance/ Supported by existing budget
<b>Reporter: Eric Horton, Business Administrator</b>					
<b>Status: Security improvements made at all facilities. CSDA is the last building requiring a FOB entry system which is planned for</b>					

**summer of 2014. Partial re-keying of RMMS approved for FY15.**

5.5.4 Design and implement a secure entry system in all buildings	<i>Reporter:</i> <i>Business Admin</i>  Bldg. Admin  Supt.	Full Implementation: 2015	Specific plans developed for each facility to address entrance issues	Periodic drills to test effectiveness	Future warrant article/fund balance/ Supported by existing budget
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**Reporter: Eric Horton, Business Administrator**

**Status: CSDA is the last building requiring a FOB entry system which is planned for summer of 2014.**

5.5.5 Evaluate staffing requirements to enhance building security and implement recommendations as required	<i>Reporter:</i> <i>Business Admin</i>  Bldg. Admin  Supt.	Full Implementation: 2014	Evaluation of security needs at off-peak hours	Implementation of training to address security weaknesses	Supported by existing budget
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**Reporter: Eric Horton, Business Administrator**

**Status: No change recommended for staffing. Primary recommendation is to mandate no building occupancy after the end of last custodial shift. This directive will start July 1, 2014.**

**Goal 5: SAU 41 will manage and keep in good repair its physical assets in order to optimize student learning.**

**Strategy 5.6 - Maintain a technology infrastructure to support all instructional and facilities' needs.**

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
5.6.1 Evaluate vulnerability to physical and cyber attack and make necessary corrections	<i>Reporter:</i> <i>Network Admin</i>  Business Admin	Full Implementation: 2014	No cyber breaches	Determine effectiveness of existing systems.	Supported by existing budget

**Reporter: Rich Raymond, Network Administrator**

**Status: A consultant was contracted to review best security practices and recommendations have been implemented.**

**Reporter: Eric Horton, Business Administrator**

<b>Status: Security enhancements implemented this year (radius server). At a basic level all users are required to change passwords</b>					
5.6.2 Review and enhance the SAU 41 technology plan	<i>Reporter:</i> <i>Network Admin</i>  <i>Business Admin</i>	Full Implementation: 2014	Development of a plan that meets goal #3.	Ability to implement education & operational enhancements within network infrastructure.	Supported by existing budget
<b>Reporter: Rich Raymond, Network Administrator</b>					
<b>Status: Development of a Technology plan for submission to the DOE is in progress.</b>					

Goal 5: SAU 41 will manage and keep in good repair its physical assets in order to optimize student learning.					
Strategy 5.7 - Develop a financial plan to secure funding for needs identified.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
5.7.1 Public Funding	<i>Reporter:</i> <i>Business Admin</i>	2012 - 2017	Plan developed that prioritizes need for facility needs	Funding acquired	Warrant Article
<b>Reporter: Eric Horton, Business Administrator</b>					
<b>Status: Primary item that requires funding is the HS track; funding was rejected at district meeting. Will make another attempt in 2015.</b>					
5.7.2 Private Funding	<i>Reporter:</i> <i>Business Admin</i>	2012 - 2017	Plan developed that prioritizes need for facility needs	Funding acquired	Warrant Article

	<b>Term</b>	<b>Definition</b>
1	Achievement gap	The observed disparity on a number of educational measures between the performance of groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status. The achievement gap can be observed in the results from a variety of measures, including standardized tests, grade point averages, dropout rates, and college enrollment and completion rates.
2	Advisory program	A program, typically at the middle school level, or in some cases at the upper elementary/middle/freshman levels, that includes regularly scheduled meetings between a small group of students and a faculty member. The goal is to build appropriate, positive relationships between the advisor and advisees.

3	Assessment/testing	Assessment is the systematic collection of data, review, and analysis of the data for purposes of improvement. Testing is an assessment tool used to collect data.
4	Benchmark assessment	Assessment used to gauge a student's learning relative to content standards at a particular point in time.
5	Best practices	A set of research-based instructional strategies that have proven effective in raising student achievement. These include: integrative units, small group activities, representing-to-learn, classroom workshop, authentic experiences, and reflective assessment.
6	Blended/hybrid learning	An instructional approach that combines traditional, face-to-face classroom methods with computer-based activities. The approach is said to create a more integrated approach for both teachers and students. The terms "blended," "hybrid," and "web-enhanced instruction" are used interchangeably in the research. Among the varieties of blended learning are e-learning, flip teaching, networked learning, and virtual education. The NH Department of Education offers a comprehensive set of resources at its web site regarding online learning.
7	Building capacity	The process by which an organization increases its ability to: a) perform core functions, solve problems, define and achieve goals; and b) understand and deal with needs in a sustainable manner.

8	BWG/Benefits Working Group	A subcommittee of the SAU Governing Board whose charter is to identify, assess, and analyze viable options for savings regarding healthcare benefits in SAU 41. Membership consists of a representative group of Board members, bargaining unit representatives, the Superintendent/Business Administrator, and staff not affiliated with a bargaining unit that meets monthly. The BWG is tasked with bringing recommendations to the SAU Governing Board for the Governing Board's discussion and decision-making.
9	CCSS/Common Core State Standards	These standards establish a single set of clear educational standards for English Language Arts and Mathematics. The standards have been informed by the best available evidence and highest state standards across the country and globe. The standards were designed by a diverse group of teachers, experts, parents, and administrators. The standards were benchmarked to international standards to guarantee that our students are competitive in the emerging global marketplace.

10	CIP/Capital Improvement Plan	A short-range plan, usually four to ten years, which identifies capital projects and equipment purchases, provides a planning schedule and identifies options for financing the plan. The plan provides a link between a school district, and a comprehensive and strategic plans and the entity's annual budget.
11	CORE maps	Mapping exactly what curriculum standards are essential to teach and essential to student learning in each subject or course.
12	CurriculumCONNECTOR	A software that allows PreK-12 educators to develop, manage, and analyze standards-based curriculum, including curriculum mapping and curriculum assessments.
13	Danielson model	The Charlotte Danielson comprehensive approach to the supervision and evaluation of professional staff based a framework that identifies aspects of teachers' responsibilities aimed at improving student learning. It defines what teachers should know and be able to do in the exercise of their profession.
14	Differentiated instruction	A teaching theory based on the premise that instructional approaches should vary and be adapted in relation to the individual and diverse students in classrooms (Tomlinson, 2001). This model requires teachers to be flexible in their approach to teaching and to adjust the instruction rather than expecting the students to adapt to the instructional approach.

15	ICT Portfolio/Information Communications Technology portfolio	Portfolios that are digitally maintained and that showcase a student's ability to convey information through a variety of software programs such as <i>Word</i> , <i>Excel</i> , <i>PowerPoint</i> , etc.
16	Federal Entitlement Grant	An entitlement grant is funding made available to the school district to pay for allowable services based on federally-set criteria.
17	Formative and summative assessment	Formative assessment demonstrates progress while students are engaged in active learning, informing teachers' decisions about instruction and providing students with feedback on their learning. Summative assessment is used by teachers to measure what students have learned after the teaching is completed.
18	Instructional rounds	A four-step process of identifying a problem of practice, observing classrooms, debriefing/sharing observations/analyzing evidence, and focusing on the next level of work (recommendations for the school or school system to make progress on the problem of practice). The rounds team is often made up of teachers, building administrators, and central office administrators.

19	Leadership Academy	A yearlong initiative sponsored by the New Hampshire Administrators Association. The goals of this initiative are to identify, inspire, and support individuals who are currently serving in educational leadership positions and to support future educational leaders. During the sessions, aspiring and practicing leaders explore the essential ingredients for leading New Hampshire Schools and school districts.
20	Marzano model	The Dr. Robert Marzano model is a comprehensive approach to the supervision of professional staff. A defining characteristic of the model is its unique granular approach that allows for specific feedback to teachers and specific guidance to teachers that can be provided by administrators and instructional coaches. Finally, the model is designed to help teachers systematically improve on weakness in their instructional practices over an extended period of time.
21	Mentoring	A practice designed to support and guide professional staff new to a district. The goal of a mentor program is to develop and retain highly effective professionals.
22	OS/Operating System	An operating system is a collection of programs that control the application software that users run and provides a link between the hardware and software currently running on the computer. The operating system is also responsible for the management and control of all resources (memory, hard drives, monitor, etc.) that are shared amongst the different application programs that may be running simultaneously. <i>Windows 8</i> is an example of an OS.
23	PD/Professional Development	Professional learning for educators that has a focus on student learning, includes rigorous measurement of adult decisions, has a focus on people and practices – not programs (Reeves, 2010). Opportunities for educators to enhance their skill and knowledge.
24	PLC/Professional Learning Community	Mutually-aligned small groups of educators engaged in the ongoing study of student learning, using results (data) to make decisions, and in the establishment of a sustainable, collaborative culture.
25	Pre-K-12	The grades in SAU 41, prekindergarten through grade twelve
26	Procedures document	A document outlining software adopted in SAU 41 and the implementation plans.

27	Professional Growth Model	The Professional Growth Model (PGM) in SAU 41 outlines the plan for professional and certified paraprofessional growth of staff members establishing job-related goals and participating in approved professional development related to the goals during a three-year cycle. The PGM also includes the outline for supervision and evaluation using the Danielson model.
28	Roles and responsibilities/ organization chart	A flow chart outlining the various positions, responsibilities, and the chain of command in a school system.
29	RtI/Response to Instruction	A systematic approach to ensure that the academic, social, and emotional needs of all students are being met. RtI ensures that resources and interventions are appropriate and targeted to serve all underachieving learners as soon as possible through high quality instruction. RtI and differentiation are closely aligned.
30	Rubric	A scoring scale used to assess performance based on a task-specific set of criteria.

31	SAU 41	School Administrative Unit comprising the districts of Hollis, Brookline, and Hollis Brookline Cooperative District.
32	SAU Leadership Team	A cross-district leadership team made up of the principals and assistant principals from each school and the SAU, including the Superintendent, Assistant Superintendent, Director of Student Services, Assistant Director of Student Services, Business Administrator, and Network Administrator.
33	SchoolDude	SAU-wide software providing maintenance management of facilities and for logging and tracking technology-related help desk requests and responses.
34	Stakeholders	A person, group, organization, member, or system that affects or can be affected by an organization's actions. A stakeholder is an entity that can be affected by the results of that in which they are said to be stakeholders, i.e., that in which they have a stake.
35	Standards based	A process of teaching, learning, and assessment focusing on national, state, and local educational frameworks.
36	Transition	Services intended to prepare students as they make the transition from the world of school to the world of adulthood (at the high school). Transition activities between school buildings that help students prepare for the differences in learning environments as they progress from the lower to the upper elementary grades, and from the upper elementary grades to the middle school, and then on to the high school.

37	21 <sup>st</sup> century skills	There are alternative models/frameworks that define 21 <sup>st</sup> century skills and that feature the influence of sophisticated information and communication technologies. Included in the models are such skills as: core subjects; 21 <sup>st</sup> century themes (global awareness and various literacies); learning and innovation skills; information, media, and technology skills; life and career skills; and 21 <sup>st</sup> century education and support systems, including standards and assessments, curriculum and instruction, professional development, and learning environments (The Partnership for 21 <sup>st</sup> Century Skills Framework for 21 <sup>st</sup> Century Learning, 2009).
38	Universal screening	A type of assessment that is designed to monitor age-appropriate skills for early learning.
39	Vertical alignment	A systematic curricular alignment to best support instruction and learning from grade level to grade level, PreK -12.

