OFFICE OF THE SUPERINTENDENT OF SCHOOLS
106 Hancock Road
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL BOARD

School Board Retreat/Work Session

NO PUBLIC PARTICIPATION

ConVal High School Library

Saturday, July 28, 2018
8:30 a.m.

MINUTES

BOARD
Rich Cahoon, Richard Dunning,
Jim Fredrickson, Bernd Foecking,
Janine Lesser, Linda Quintanilha,
Pierce Rigrod, Myron Steere,
Jerome Wilson

ADMINISTRATION
Kimberly Saunders, Supt.
Dr. Ann Forrest, Asst. Supt.
Mindy Ryan, B.A.
Ben Moenter, Special Education Dir.
Stephanie Syre-Hager, AES
Kathy Morrocco, BES
Kat Foecking, FES
Nicole Pease, DCS
Amy Janoch, HES
Colleen Roy, GES
Larry Pimental, PES
Gib West, Michelle Voto, Steve Bartsch,
John Reitnauer, Michael Lucow, CVHS
Jim Elder, GBS
Anne O'Bryant, SMS
Tim Grossi, Facilities Dir.
Brian Grattan, Technology Dir.

Myron Steere called the meeting to order at 9:00 a.m. Kimberly distributed to the Board, the four square feedback sheet, and explained that it would help with timely questions and/or suggestions. She did ask that questions be saved until the end of the presentations. Kimberly then spoke to the One Vision, One Direction – Becoming a Model of Education excellence within 5-7 Years, and Strengthening the Foundation and Preparing for Growth. She explained that once the Board had established their goals, the SAU would then be able to create theirs based on those goals. She also stated that the Strategic Plan was still a main focus area.

Schools Goals Presentation

The Elementary principals assembled as a group. Amy Janoch explained that the elementary schools were very similar in math, reading and the behavior goals. The Principals then began to review the handout and explained what occurred in the 2017-18 school year, and what they are hoping to achieve in the 2018-19 school year.

Amy and Colleen spoke to the Elementary Math Goal. Colleen explained that they are seeing math growth every year, and the target for 2018-19 is to see NWEA Math Assessment increase by at least 3%.

Reading – Amy explained that HES did not quite hit the mark in reading, most schools did not. Stephanie explained that some measures were met, but not all. There were varying levels of success. Much discussion ensued regarding Letterland K/1 and how well that is working, and will continue to solidify reading skills. There was also much discussion regarding the family/ community connection to meet goals. How to support student growth with families so they understand and can help support their students.

The Principals also spoke about Karen Mapp from Scholastic. This training is focused on developing relationships with family and communities. Myron asked how this training is measured for success. Stephanie explained it would be measured through surveys and FIA assessment with parents and faculty. Amy explained FIA scores.

NWEA and Maps Analysis – Linda – whole inclusion what does that look like. Amy explained that FIA helps to assist in the same vision for full inclusion. All student are participating in core, in the classroom everyone is getting what they need. Students not meeting expectations are getting additional support. Students on IEPs and those students needing help could be pulled out to get what they need, but everyone is together getting core instruction.

Rich – there is big gap between PTO parents and other parents. How do we engage everyone. Principals replied that the hope is to find additional resources of engagement for all families. Dick – why are parents not engaged, why not feeling invested in school. Can parents reach out to other parents. Could it be they are working or do not feel safe. School may not have been a good experience for them. Next year would like to have an answer why, would like to see what each communities thought as to why. Jim – how do we get them effectively engaged. Kat explained that the work they are doing is bringing them to that outcome. Working on best practices. Amy – you will see effectiveness by student academic success. There's a need for family engagement for academic success.

Kat – spoke to social behavior implementing the Universal Behavior System. She spoke of the work with Eric Mann of SERESC and working together for all elementary schools throughout dist.

Board members voiced concerned about behavior. Some stating they have had more complaints regarding student behavior than in previous year.

There was discussion as to what the value of looking at a universal preschool where kids can be more prepared. Amy – If all kids had effective pre-school they would be ready to learn when coming to school. Staff spends a lot of time in K/1 due to kids not being prepared. Letterland is being implemented in our pre-school so we will be able to see how that impacts if kids are more academically ready. It is taking longer to get them to where they should be at end of a year. Open preschool would save the District money in the long run. Kimberly has met them and it went well, but when trying to go to the next level she got push back. There is also a problem with the number of pre-schools. Some are closing. Cari has been good about developing bridges with preschools.

There was also discussion regarding new staff, and what was is not being taught in colleges. Is there a need for more PD. Gib shared that the PD offered in the spring was some of the most widely praised that we have in many years because it was teacher focused. Many presenters were colleagues. We need to continue to use our resources to help grow the talent and skills of our teachers.

Middle School Presentation – Anne and Jim - As a team SMS/GBS worked on positive behavior – blended learning – interdisciplinary science project.

Anne explained their goal that by March of 2019 80% of the SMS staff will have a common understanding of PBIS Implementation. Myron asked to clarify PBIS – Positive Behavior Implementation Strategy. She explained how they involve the teacher in discipline instead of sending students to the office. Anne stated she felt our District was doing very well with this compared to other Districts and States from comments and questions she heard at a conference she recently attended.

Anne and Jim explained that PBIS teachers never had full training due to increasing new staff. They took a step back and worked on trying to build on the foundation of what PBIS is. The PBIS leadership team will spearhead training. Jim explained the PBIS Model has made a big difference in kids getting in trouble, suspended, etc. It is about relationships, teaching and supporting behavior, and developing relationships. Kids can't learn if we can't support social/emotional behavior. Rich – concerned that what teachers heard was to decrease office referral. Kids behavior didn't decrease but teachers were more tolerant. Anne – staff have been given training/tools to defuse situations in order to not send students directly to the office. Pierce – Older kids set rules. What role do kids play in class, can you guide their expectations. Anne explained the mentor program. The program includes volunteer students from the end of grade 5 through grade 8, and they are strong role models. They are students who want to be in this position. Rich voiced concern regarding the other kids in class, due to the behavior issues of those students not being sent to the office. How do teachers know they are not be rated on the number of referrals. Anne explained they can still send behavior students to the office, or the can send them to the classroom next door to de-escalate. Take them out of the environment for a short period of time. Rich – Would like to see survey of students regarding behavior of other students in class. There needs to be a balance, every student should have the ability to learn.

Jim explained that both schools had a grade 7/8 Science presentation at GBS. Parents from both schools were there to support their students. It was an amazing attendance. Pierce – shared that he agreed, he had never seen so many parents attend to see their kids projects. Parents really want to see this.

Anne/Jim spoke to Blended Learning. How parents need to be the teachers of their students as well. Family engagement is necessary. Schools need to give families resources to support classrooms. They will gear parent nights to give parents information to help support in classroom.

Pierce – He understands that summer school is more successful at GBS. How is that supporting goals throughout the year. Would be nice to have a conversant about summer school throughout the year.

Linda – Are we giving teachers coping mechanisms. What are we doing for teachers. Do we have enough PD time. Anne – more teacher time and resources are critical. PBIS is the entire culture of the school. Bernd asked if behavior is a problem in all schools. Kimberly – what we are seeing are different types of behavior. Not just Conval, but across the country. There are significant increases in behaviors that are considered almost dangerous, chairs, yelling, running around halls. Not able to maintain focus for more than minutes at a time. Escalation of types of behaviors is pretty intense. These are not necessarily kids with IEP's. Linda – inclusion is not just Special Education. She spoke of full inclusion. What inclusion looks like and benefits. Jerry – are these middle school issues or at elementary as well. Kimberly explained that behaviors have escalated from preschool on.

High School Presentation – Gib and Michelle – Gib thanked the Board for supporting the transition to library commons model. 75-80 students can be found in the library in the morning before school. Students feel the environment and staff to be comfortable and safe.

Gib reviewed the 2017-18 Smart Goals and the staff survey regarding use of Google Classroom. 46 staff members responded that they do use the Google Classroom. Gib has put measures in place for the next school year to ensure all staff members begin using Google classroom. Students love it. Yes, we would want everyone to use the same tool and have found them to be effective. Gib will model for staff.

Michelle reviewed the Grade chart, and explained that 86.2% of the grades were at C- or above.

Gib explained the need to continue to work on grades and competencies. Powerschool not a clear picture. What does A mean. Each course has its own category/grading system or point system. Some students/parents upset when seeing a grade on Powerschool. Myron – how do we know students are learning. Gib- Competency piece gives much clearer measure. There is a need to move to a more accurate reporting.

Gib reviewed the 2018-19 Blended Learning goal as well as the English Department Goal. He explained they will identify where they are now and work with basic and below proficient students and move them 1 point in the rubric.

There was much discussion regarding the Math Department Goal. Gib explained the goal for 2018-19. After much discussion, the question was asked, should graduation requirements be changed to include that students must take and pass Algebra to graduate. It was suggested

that the Math Committee finish their work this year, and then come back and look at graduation requirements at that time.

The Board asked if there were goals for science, social studies, etc. Gib explained that all departments have goals. The science department has a writing goal regarding labs. The ATC has individual goals within each program. Michelle explained we are in the Process of hiring new tech director. Social Studies is also working on goals. Each department also works on School-wide goals not only department goals.

Michelle shared that the Partnerships/internships are expanding programs. She shared that approximately 100 students if not more are in internships outside school and it is continuing to grow.

Kimberly spoke to the 2017-18 SAU Smart Goals. She stated that additional programs are being introduced as well as programing opportunities with the State. She explained the enormity of the roll-out of the 1-1 action plan. She praised Ann Forrest for the responsibility of putting together the action plan and the PD necessary. Brian's responsibility for technology and support, Tim Grossi for power and charging stations. She also thanks Gib, Anne O'Bryant, Helfried, Jim, Greg, and Rachel Bowmen for their work as well. It was a successful year.

Ann spoke to Goal 3- Equity. She explained that teachers have broken into groups to do this research. There will be a written report prepared. We will be looking at teaching assignments. We have collected student experience and education in relation to teaching assignments. She is hesitant to give a timeline, we have to identify priorities of which areas to look at first.

Kimberly – We have goal areas, and after the board sets goals, then we will take these areas and create goals in alignment. Equity audit, strategic plan, continuous improvement model, examine work environments, support model, communications, SMART goals alignment. As we have developed them, we need to think about a continuous improvement model. Often our goals build from past goals. Rather than reinventing a goal, we would create 3 year goals with 3 year objectives. This would help budgeting too.

We see teacher stress, admin stress etc. We need to look at work environment, create a support model – we want the SAU to support the schools and we are creating ways for schools to access the SAU

Linda – concern about looking at the work environment. Kimberly described possible compassion fatigue. It was a stressful year across the state. Kimberly wants a more productive way beyond a survey. Pierce – What is the board's role in these areas that Kimberly presented? How can we cross-cut the board goals to these? Kimberly responded – she offers suggestions for board goals – there are only so many things we can do, so this needs to be part of the conversation this afternoon.

School Board Goal Setting:

After much discussion below are the 2018-19 Goals agreed upon by the School Board:

Goal #1 – Develop and communicate a warrant article that proposes a long-term, sustainable, organizational structure of the ConVal School District.

Goal #2 – Adopt, publish, and implement a comprehensive Board communications plan.

Goal #3 – Examine and support the equitable distribution of resources at ConVal High School.

Goal #4 - Review the implications of a universally available pre-school within the Conval School District.

Goal #5 – Continue to support the enhancement and growth of business and community partnerships that result in high value educational and post-graduate career pathways.

Respectfully Submitted,

Denise McLenon

Toward Excellence for Every Child

July 2018

One Vision, One Direction

Become a model of educational excellence within 5–7 years.

By creating learning environments in which *all* children, regardless of their economic status or whether or not they have a disability, learn and succeed.

Strengthening the Foundation and Preparing for Growth

Foundational Stages

- Stage 1 focus
  - supporting students in achieving the literacy and math basics
  - fulfilling basic student needs and bringing

    all the schools in the system up to a minimum quality threshold

- Stage 2 focus
  - consolidating the system foundations
  - production of high quality performance data
  - creating appropriate financing, organization structure, and pedagogy models

Growth Stages

- Stage 3 focus
  - ensuring teaching and school leadership is regarded as a full-fledged profession
  - establishing the necessary practices and career paths to ensure the profession is clearly defined

- Stage 4 focus
  - shifting improvement efforts from the center to the schools themselves
  - supporting system-sponsored innovation and experimentation.

Adapted from: Mourshed, M., Chijioke, C., & Barber, M. (2010). How the world's most improved school systems keep getting better. Retrieved from http://www.mckinsey.com/client_service/social_sector/latest_thinking/worlds_most_improved_schools

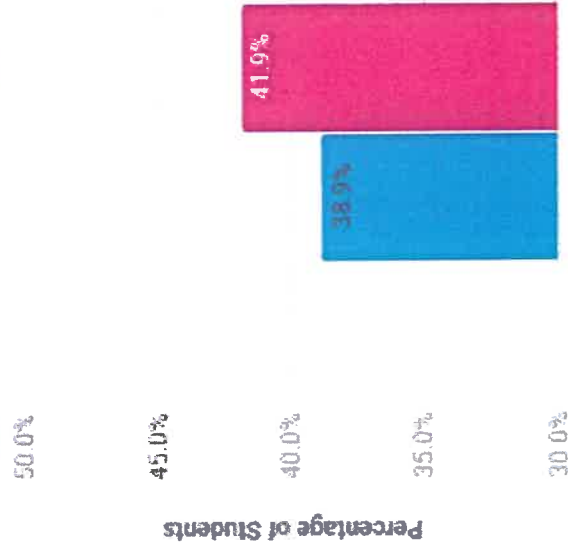Reflections for 2017 – 2018
SMART Goals

CVES

CVES Shared Attribution: By February 2019, the number of ConVal School District students in grades 1 - 4 meeting or exceeding their individual growth target on NWEA math assessment will increase by at least 3% from the previous year.

Alignment to Strategic Plan:

- Focus Area 1.2 Full Inclusion
- Focus Area 1.3 Balanced Assessment System
- Focus Area 1.1 Research-based Learning Frameworks

Alignment with Toward Excellence:

- Foundational Stage 1 Supporting Student Achievement

CVES Fall to Winter Growth Math NWEA

Legend:
- CVES Meeting Growth Goal
- Target

Chart showing:
- CVES Meeting Growth Goal: 38.9%
- Target: 41.9%

Y-axis (Percentage of Students): 50.0%, 45.0%, 40.0%, 35.0%, 30.0%

CVES Math Goal : By May 2019, the number of students in grades 1 – 4 meeting or exceeding their individual growth target on the NWEA math assessment will increase by at least 3% from the previous year.

Alignment to Strategic Plan:

- Focus Area 1.2 Full Inclusion

- Focus Area 1.3 Balanced Assessment System

- Focus Area 1.1 Research-based Learning Frameworks

Alignment with Toward Excellence:

- Foundational Stage 1 Supporting Student

  Achievement

CVES Fall to Spring Growth Math
NWEA

■ CVES Meeting Growth Goal   ■ Target

■ CVES Meeting Growth Goal

47.3%

50.3%

55.0%

50.0%

45.0%

40.0%

Percentage of Students

CVES Reading Goal: By Spring 2019, the number of students in elementary schools who meet or exceed their individual growth target will increase by at least 3% from the previous school year.

CVES 2018 - 2019 Reading Goal

Percentage of Students

	Meeting Growth Target	Target

(y-axis: 70, 65, 60, 55, 50, 45, 40, 35, 30)

	Fall	Transition	Winter	Transition	Spring
Tier 3	0 (0%)		3 (2%)		12 (8%)
Tier 2	0 (0%)		45 (29%)		14 (9%)
Tier 1	0 (0%)		108 (69%)		130 (83%)
New Student	0	169	156	3	156
Unscored		0		3	
Total Students	0		156		156

Note: Unscored also includes any students who may have been transferred.

	Fall	Transition	Winter	Transition	Spring
Tier 3	0 (0%)		29 (23%)		18 (14%)
Tier 2	0 (0%)		41 (32%)		38 (30%)
Tier 1	0 (0%)		58 (45%)		71 (56%)
New Student	0	131	128	3	127
Unscored		0		4	
Total Students	0		128		127

Note: Unscored also includes any students who may have been transferred.
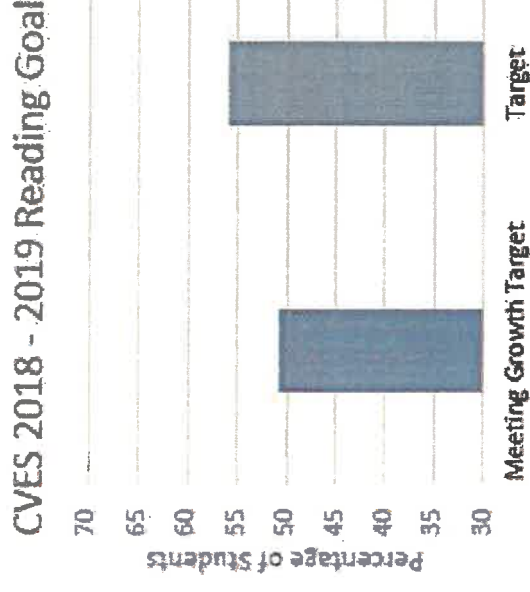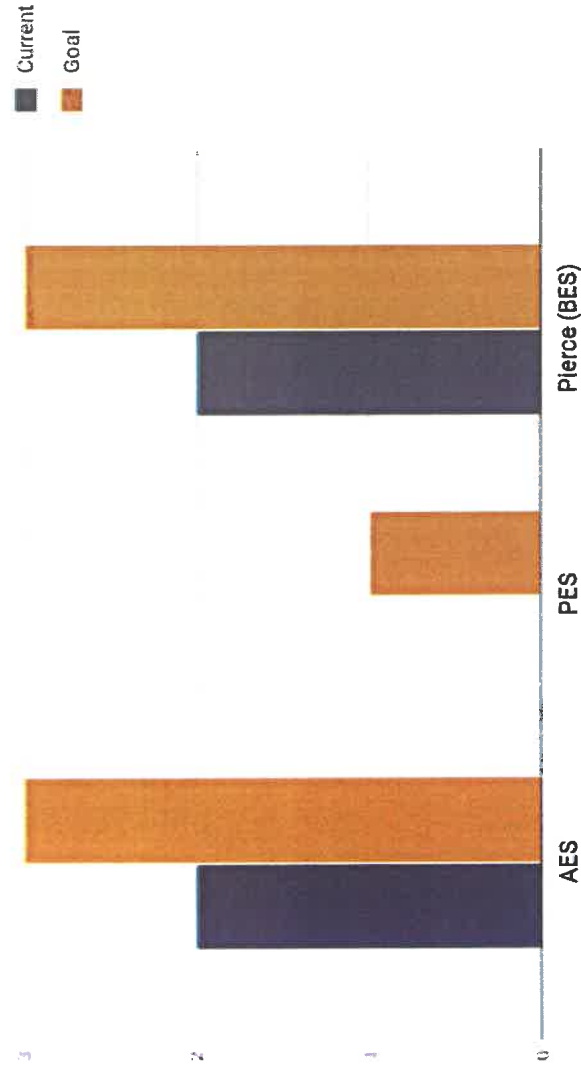
Alignment to Strategic Plan:

- Focus Area 2.1.3 The school district will implement the use of instructional strategies that benefit all learners.

- Focus Area 2.1.7 The School District will promote and support collaboration between parents or guardians, staff and outside agencies.

Alignment with Toward Excellence:

- Foundational Stage 1 Supporting Student Achievement

BES/AES/PES Goal: By May of 2019, the school will improve its school-wide systems to promote effective family partnerships with the school as documented by increasing the spring 2019 FIA score on component 7.2 by 1.

Alignment to Strategic Plan:

- **Focus Area 2.2.7** Promote and support collaboration

- **Focus Area 2.5.8** Parents and Community have opportunity for input

Alignment with Toward Excellence:

- **Foundational Stage 1** Supporting student achievement

FIA Component 7.2 - Trusting Family Partnerships

Legend:
- Current
- Goal

Chart categories: AES, PES, Pierce (BES)

DCS/FES/GES/HES/TES Goal : By May of 2019, the school will improve its school–wide systems to promote effective social behavior for all students by implementing a universal behavior system as documented by increasing the spring 2019 FIA score on component 4.1 by at least 1 point on the 3 point FIA scale.

Alignment to Strategic Plan:
- Focus Area 2.1.2 Behavior Interventions

- Focus Area 2.1.3 Instructional Strategies

Alignment with Toward Excellence:
- Foundational Stage 1 Basic Needs/Quality

  threshold

FIA Component 4.1 Inclusive Behavior Instruction

Review of 2017 – 2018 School Goals SMS

1. By April 2018 SMS student out of class instruction time with referrals to office to be decreased by 5%.
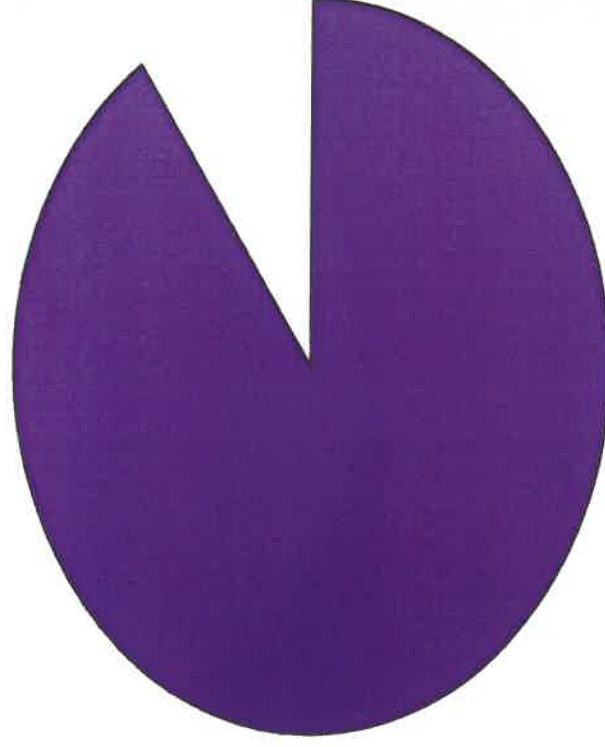
Total referrals 2016-17 =627 –2017-18 = 477

2. By June 2018 70% of SMS teachers will develop a blended learning unit of study.

SMS and Great Brook teachers embraced blended learning, and 95% of teachers developed at least one unit, and many developed multiple units.

3. By April 2018 80% of SMS grade 8 students will participate in an interdisciplinary science presentation at CVHS.

90% of 7th and 8th grade students participated in the event, which was widely regarded as successful.9

SMS Goal #1– PBIS Implementation with staff–
By March of 2019 80% of the SMS staff will have a common
understanding of PBIS Implementation.

- Alignment to Strategic Plan: 2.1.3
  Implement the use of instructional
  strategies that positively impact all
  learners.:

- Alignment– Toward
  Excellence–:Foundational Stage 2–
  Establish quality thresholds.

- SWIFT– Domain 2– feature
  4–MTSS–Inclusive behavior
  instruction

**80% of the SMS staff are new to the building in
the last 10 years after original PBIS training.**

SMS GOAL #2 : By February 2019, 90% of the faculty and staff will become informed about, and participate in, professional development regarding effective communication and engagement with the families/guardians/caregivers of our students.

- Discuss Family Engagement with all staff members to improve communication for student achievement.

- Review all communication and improve outcomes and connections with guardians.

- Alignment to Strategic Plan: Goal #2 Positively impact our culture and our community

- Alignment Towards Excellence-Focus 4–shifting improvement efforts from the center to the schools themselve

- SWIFT Domain 4–Family and Community Engagement

SMS Goal #3-85% of SMS teachers will develop and implement next level of blended learning integrated units of study by February 2019.

All students grades 5-8 will have 1:1 computers.

Ongoing teacher trainings for blended learning units.

Teachers will share units in an online Blended Learning Module.

- Alignment to Strategic Plan-4.15-The school will create digital learning environments for students.
- Alignment Towards Excellence-Focus 4-supporting system-sponsored innovation and experimentation.
- SWIFT Domain 2-#11-Differentiation and flexible grouping

Review of 2017 - 2018 School Goals GBS

1. By March 2018 75% of GBS students will be able to identify two characteristics of their learner profile and state two strategies to help them be successful in the classroom.

While we believe we succeeded, there were data collection issues.

2. By June 2018 70% of GBS teachers will develop a blended learning unit of study.

Great Brook teachers embraced blended learning, and 95% of teachers developed at least one unit, and many developed multiple units.

3. By April 2018 80% of GBS grade 8 students will participate in an interdisciplinary science presentation at CVHS.

90% of 7th and 8th grade students participated in the event, which was widely regarded as successful.

GBS Goal #1– GBS will develop and present to student body PBIS roll outs on character traits to improve pro-social behavior, as measured by an increase of the 2019 Spring FIA score on component 4.1 by one point on the three point scale.
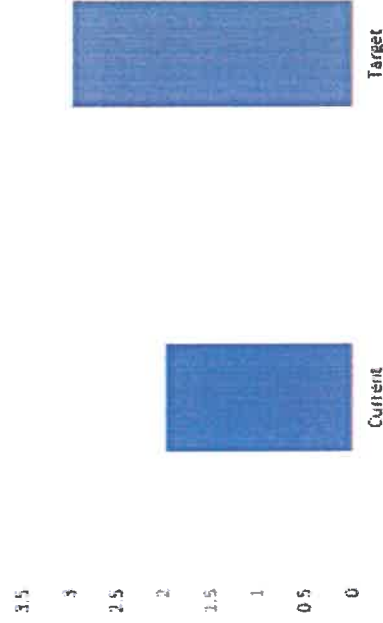
- **Alignment to Strategic Plan: 2.1.3** Implement the use of instructional strategies that positively impact all learners.:
- **Alignment– Toward Excellence-:Foundational Stage 2- Establish quality thresholds.**
- **SWIFT– Domain 2– feature 4–MTSS–Inclusive behavior instruction**

FIA 4.1 Inclusive Behavior Instruction

3.5
3
2.5
2
1.5
1
0.5
0

Current   Target

GBS Goal #2– 70% of students at GBS will use personal productivity tool such as Google Calendar,Classroom and Power School to demonstrate personal ownership for their learning.

All students grades 5-8 will have 1:1 computers.

All students will be trained to use Google Classroom, Power-School and Google Calendar effectively to enhance learning opportunities.

- Alignment to Strategic Plan–4.15–The school will create digital learning environments for students.
- Alignment Towards Excellence-Focus 4–supporting system-sponsored innovation and experimentation.
- SWIFT Domain 2–#11–Differentiation and flexible grouping

GBS Goal #3 – 80% of GBS students will participate in an "Interdisciplinary Celebration of Learning" group presentation at GBS

Staff select five building themes.

Students select topics from the five themes and create a product that incorporates a theme into their curriculum.

School wide GBS interdisciplinary night for all students.

- Alignment to Strategic Plan–2.4. Showcase student activity and achievement to increase school visibility.
- Alignment Towards Excellence- Focus 4–supporting system-sponsored innovation and experimentation.
- SWIFT Domain 3–Educational Framework element 6– Strong and positive school culture

Are you currently using Google Classroom?

46 responses

- Yes
- No

89.1%

10.9%
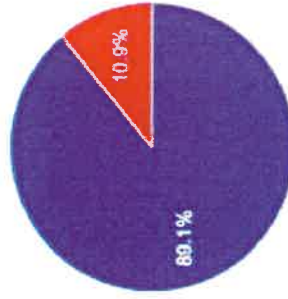
School Goal: To implement, by June 2018, a data-informed, multi-tiered system of academic support for all students that contributes to the overall school goal of increasing student achievement (C- or better)] to 93% as final grades at the end of each semester.

School Goal: To create, by June 2018, a blended learning environment that contributes to the overall school goal of increasing student achievement to 93% receiving grades of C- or better by providing students in the cohort (grades 9 and 10) both synchronous and asynchronous, anywhere, anytime opportunities for learning.

School Goal: To create, by June 2018, a PLC structure that will use assessment data to improve instruction. This PLC will contribute to the overall school goal of increasing student achievement to 93% receiving grades of C- or better.

CVHS 2017 – 2018 Smart Goals Review
What we learned about using grades ~

CVHS Core Class Grades
2017-2018
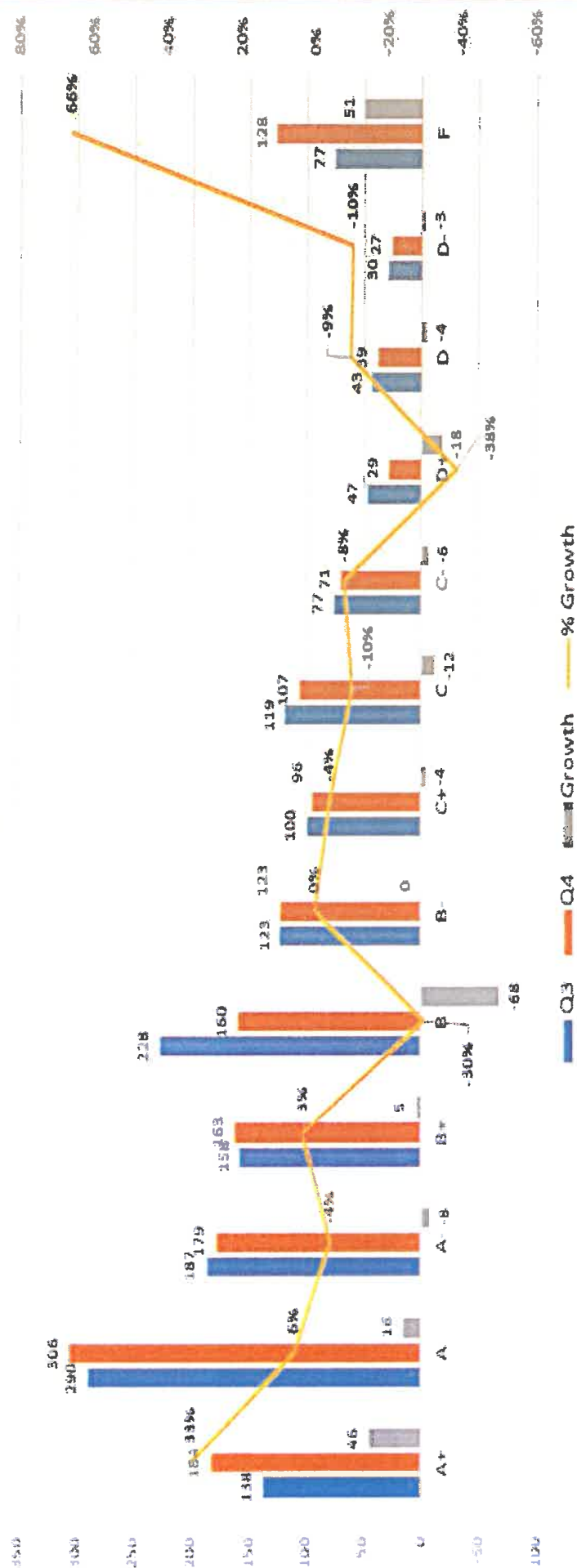
CVHS Common Assessments: 2018 – 2019

To increase the number of students receiving grades of C or better by 3%, from the end of quarter one to the end of first semester. This goal will be completed by the end of January 2019.

Alignment to Strategic Plan:

1.3 The School District will utilize a balanced student assessment program to assess student progress toward curriculum goals, inform instruction, and determine appropriate intervention for students.

1.2.5 The School District will align intervention strategies and support services with daily instruction

1.3.3 The School District will publish a framework of established common assessments – which all students are expected to take– that indicates the year, subject, type, and purpose of each assessment.

1.3.4 The School District will develop and implement a communication plan for the assessment system.

1.3.5 The School District will train teachers in the use of data and clarify expectations for using data to make instructional decisions, set instructional goals, and establish student learning objectives.

1.1.6 The School District will include integrated critical thinking, technology, collaborative, and real-world problem solving skills in all curricular areas.

Alignment with Toward Excellence:

Goal 1 Stage 2 focus: Consolidating the system foundations and production of high quality performance data

Goal 2 Stage 4 focus: Supporting system-sponsored innovation and experimentation.

Goal 3 Stage 1 focus: Supporting students in achieving the literacy and math basics   Stage 2 focus: consolidating the system foundations

CVHS Blended Learning: 2018 – 2019

To create, by end of Semester 1 of the 2018-19, a blended learning environment that increases student achievement. By focusing on the ISTE 2016 NETS-S 6 (Creative Communicator): publish or present content that customizes the message and medium for their intended audiences. Student achievement will be measured with a pre-assessment, revisions assessments and post-assessment using the technology rubric. Related work with teachers will focus on the ISTE 2017 NETS-E 6 (Facilitator): Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

Alignment to Strategic Plan:

1.1.6 The School District will include integrated critical thinking, technology, collaborative, and real-world problem solving skills in all curricular areas.

4.11 The School District will provide equitable access to technology across all schools at each level.

4.12 The School District will provide standardized software access for each school.

4.13 The School District will develop a consistent K- 12 Technology experience and set of competencies for students and staff.

4.14 The School District will transform school libraries into Learning Commons.

4.15 The School District will create digital learning environments for students.

4.16 The School District will promote digital citizenship and media literacy at all grade levels.

Alignment with Toward Excellence:

Goal 1 Stage 2 focus: Consolidating the system foundations and production of high quality performance data.

Goal 2 Stage 4 focus: Supporting system-sponsored innovation and experimentation.

Goal 3 Stage 1 focus: Supporting students in achieving the literacy and math basics   Stage 2 focus: consolidating the system foundations.

Goal 4 Stage 2 focus: Production of high quality performance data and creating appropriate financing, organization structure and pedagogy models.

English Department Goal: 2018 – 2019

By January 2019, 80% of students who are identified as being below proficient will improve one level on the school wide writing rubric, based on the student's greatest need in the following areas: establishing a clear thesis, supporting thesis with logical arguments and evidence, using an organizational structure that allows for progression of ideas, maintaining focus, and/or demonstrating control of written language.

Alignment to Strategic Plan:

1.3 The School District will utilize a balanced student assessment program to assess student progress toward curriculum goals, inform instruction, and determine appropriate intervention for students.

1.2.5 The School District will align intervention strategies and support services with daily instruction

1.3.3 The School District will publish a framework of established common assessments – which all students are expected to take– that indicates the year, subject, type, and purpose of each assessment.

1.3.4 The School District will develop and implement a communication plan for the assessment system.

1.3.5 The School District will train teachers in the use of data and clarify expectations for using data to make instructional decisions, set instructional goals, and establish student learning objectives.

1.1.6 The School District will include integrated critical thinking, technology, collaborative, and real-world problem solving skills in all curricular areas.

Alignment with Toward Excellence:

Goal 1 Stage 2 focus: Consolidating the system foundations and production of high quality performance data
Goal 2 Stage 4 focus: Supporting system-sponsored innovation and experimentation
Goal 3 Stage 1 focus: Supporting students in achieving the literacy and math basics

Math Department Goal: 2018 – 2019

Students who score within the 40th–60th percentiles of the Freshman initial assessment will be selected for our Tier two interventions. At least 80% of those selected students will increase their assessment score by one standard deviation by the end of the intervention period. (One standard deviation is about 7–10% points depending on the spread of student grades)

Alignment to Strategic Plan:

1.3 The School District will utilize a balanced student assessment program to assess student progress toward curriculum goals, inform instruction, and determine appropriate intervention for students.

1.2.5 The School District will align intervention strategies and support services with daily instruction

1.3.3 The School District will publish a framework of established common assessments – which all students are expected to take– that indicates the year, subject, type, and purpose of each assessment.

1.3.4 The School District will develop and implement a communication plan for the assessment system.

1.3.5 The School District will train teachers in the use of data and clarify expectations for using data to make instructional decisions, set instructional goals, and establish student learning objectives.

1.1.6 The School District will include integrated critical thinking, technology, collaborative, and real-world problem solving skills in all curricular areas.

Alignment with Toward Excellence:

Goal 1 Stage 2 focus: Consolidating the system foundations and production of high quality performance data
Goal 2 Stage 4 focus: Supporting system-sponsored innovation and experimentation.
Goal 3   Stage 1 focus: Supporting students in achieving the literacy and math basics

SAU 2017 – 2018 Smart Goals Review

Goal 1: Support the enhancement and development of the ATC, by initiating additional programming and opportunities by June of 2018.

Goal 2: Support the successful implementation and timely execution of the 2017–2018 1-1 action plan.

Goal 3: Introduce the Equity Audit to the larger school community. . . . Build equity literacy by strengthening our capacity to name, respond to, and redress identified inequities.

SAU 2017 – 2018 Goal Areas

Equity Audit

Strategic Plan

Continuous Improvement Model

Examine work environments

Support Model

Communications

Board 2017 - 2018 Goals

1. Support the enhancement and growth of business and community partnerships that result in high value educational and post-graduate career pathways.

2. Complete organizational structures that are educationally sound, equitable and financially efficient.

3. Adopt and publish a comprehensive communications plan for the school district and resource the same.

Board 2018-2019 Goal Areas

Strategic Plan

Warrant Article for Organization

Budget

Contract

GES 17 - 18 Goals Reflection

Goal 1: By March 2018 the percentage of GES students meeting grade level expectations in math will increase by no less than 3% as measured by: Kindergarten: PNOA Groupings & Place Value; Grades 1-2: PNOA-Groupings & Place Value and MAPS-Number & Operations; Grades 3-4: MAPS-Number & Operations and AIMSWEB-Computation assessments.

Overall GES students demonstrated an increase in meeting grade level expectations by exceeding our goals for the NWEA and AIMSWEB measures. GES students demonstrated an increase of 5.45% as measured by the NWEA-MAPS assessment and 19.23% as measured by the AIMSWEB-Computation assessment. There was a decrease of 6.98% in the percentage of students meeting or exceeding grade level expectations as measured by the PNOA from Fall to Winter.

We will continue to work on increasing the number of proficient students in math through our Math smart goal this year, looking more closely at student progress and increasing the number of students who meet their individual growth targets. As we enter year four of OGAP teacher training and year two of Eureka Math implementation in grades K-4, teachers continue to see an increase in overall student understanding and number sense.

Goal 2: By March 2018 all GES teachers will develop and implement schoolwide systems to document social/emotional behavior issues as measured by SWIS student data.

GES met this goal through the following action steps:
All GES teachers began implementing Responsive Classroom practices
- Morning meeting
- Regulation Station or Take a Break
- Common school-wide expectations
- Increased use of SWIS data forms and more consistent reporting of social/emotional behavior issues

Moving forward, we will continue to focus on implementing Responsive Classroom and Zones of Regulation practices in all our classrooms. Teachers will continue to review SWIS data on a monthly basis to determine Tier II needs and inform SEL instruction to support all students. All teachers are participating in a self-selected book study and will participate in a collaborative book share over the course of the year.

Goal 3: By April 2018, 100% of K-4 students performing below grade level expectations in math and reading will participate in Tier 2 & 3 academic support interventions 4 X 30 minutes per week.

While we have not fully implemented a sustainable school-wide system to provide Tier 2 & 3 academic interventions, each classroom was able to provide focused instruction for students at the Tier 2 & 3 level within their classroom. We made significant progress in identifying Tier 2 & 3 behavior support interventions and will continue to work on developing school-wide, mixed grouping academic support interventions in the coming year.

HES 17-18 Goals Reflection:

Goal 1: By March 2018 the percentage of ConVal Elementary School Students, K - 4, meeting grade level expectations in math will increase by no less than 3% as measured by: Kindergarten: PNOA Groupings & Place Value; Grades 1-2: PNOA-Groupings & Place Value and MAPS-Number & Operations; Grades 3-4: MAPS-Number & Operations and AIMSWEB-Computation assessments.

HES staff fully implemented Eureka Math as a core program. They participated in monthly lesson shares to increase their understanding of the program and improve implementation of the program. K - 2 teachers utilized PNOA to assess students who did not meet the 40% percentile on NWEA. Results of the PNOA informed instruction in small group and centers.

Pre and post data shows that HES did not meet the goal for the year.

HES	Total	Number of students meeting benchmark								
	number of	Fall PNOA	Fall NWEA	Fall	Winter PNOA	Winter NWEA	Winter			
Grade	students	(G&PV)	(N&O)	MCOMP	(G&PV)	(N&O)	MCOMP	Delta PN	Delta NW	Delta MCOMP
K	13	4			5			-11.11%	-2.70%	0.00%
1	9	8	8		7	7				
2	14	11	10		7	11				
3	6		2	1		2	1			
4	8		2	0		1	0			

As a result, we will continue to work toward meeting the goal of improving student math performance. As a team, we will work together to understand NWEA and how Eureka and PNOA scaffold to support students success on NWEA.

Goal 2: By May 2018, the percentage of HES students K - 4 that meet grade level expectations will increase by 10% in reading as measured by AIMSweb TEL (grades k - 1), AIMSweb ORF (grades 2 - 4), and MAPS (grades 1 - 4).

Teachers at HES worked to build students' reading skills through data analysis, flexible grouping and center work. Every 8 weeks, teachers participated in data meetings in which they reviewed assessment data, grouped students and identified instruction focus for the groups. Students received additional instruction as needed through WIN.

Pre and post test data shows that HES did not meet their reading goal.

	FALL	Winter	Spring
Grade k DIBELS Next	69%	92%	
Grade K AIMSweb PSF		69%	61.40%
Grade 1 NWF	56%	44%	70%
Grade 2 - 4 ORF	41%	43%	43%
Grade 1 - 4 MAPS	65%	62%	54%
	58%	62%	57.10%

Teachers will continue to use best practices for reviewing data, developing flexible groups and identifying instructional focus. Teachers will be trained in Letterland (k-1) and Key to Comprehension (2 - 4) in order to increase instructional practices in the area of phonics and comprehension. Additionally, teachers will join with families (Family Voice Work) through a series of parent workshops in teach families how to support their child's learning in literacy.

Goal 3: By June 2018, the HES staff will create a Responsive School that ensures 75% of students will be proficient with pro-social behavior as measured by the universal screener, SWIS data (office referrals), and attendance.

All staff at HES implemented Responsive Classroom practices including
- Interactive Modeling
- Regulation Station or Take a Break
- Common school-wide expectations
- Use of SWIS data forms and more consistent reporting of social/emotional behavior issues
- 3 of the 4 teachers implemented morning meeting.

Behavior improved as measured by SWIS data - September average of 6 referrals per day to May/June with an average of 1.5 referrals per day.

Teachers will continue to implement Responsive Classroom structures. They will add closing circle to their routine. Teachers will incorporate newly recommended Social Emotional Learning Curriculum into morning meeting.

DCS 17-18 Goals Reflection:

Goal 1: By March 2018 the percentage of DCS students meeting grade level expectations in math will increase by no less than 3% as measured by: Kindergarten: PNOA Groupings & Place Value; Grades 1-2: PNOA-Groupings & Place Value and MAPS-Number & Operations; Grades 3-4: MAPS-Number & Operations and AIMSWEB-Computation assessments.

DCS Grade	Total number of students	Number of students meeting benchmark									Fall – Winter		
		Fall PNOA (G&PV)	Fall NWEA (N&O)	Fall MCOMP	Winter PNOA (G&PV)	Winter NWEA (N&O)	Winter MCOMP	Spring PNOA	Spring NWEA	Spring MCOMP	Delta PNOA	Delta NWEA	Delta MCOMP
K	4	2			1						-20.00%	-9.38%	6.25%
1	4	4	4		4	4							
2	12	12	12		9	12							
3	5		5	5		3	4						
4	11		8	8		7	10						

DCS did not meet the elementary math goal. We will continue to strengthen our understanding of Eureka as well as digging deeply into students' potential gaps in understandings of math concepts through NWEA and the PNOA. We will use this information to target our instruction.

Goal 2: DCS will develop and implement schoolwide systems to promote effective social behavior for all students as measured by a 10% reduction in office referrals for majors in SWIS data from Quarter 1 to Quarter 3.

Through the analysis of DCS' SWIS data, we saw a 36% reduction in referral forms from Q1 to Q2 and an increase of 11% increase from Q1 to Q3. At first glance this might appear that we did not achieve this goal. However, if we examine the two most challenging students and how their referrals changed over the year, another picture emerges. For student A, there was a 30% decrease from Q1 to Q3, and for student B an 8% decrease, which could be averaged to reflect more than a 10% decrease overall. Through this lens, we did achieve this goal.

While we did not achieve this goal as originally worded, we did some great work this year and we have uncovered some areas of focus to continue to move this work forward. As a result we will implement social emotional teaching at all grade levels which will include Morning Meeting and Closing Circle, and a focus upon self regulation which will include Zones of Regulation Instruction.

Goal 3: By June 2018, 100% of DCS classroom staff will implement strategies to increase partnerships with family and community members as measured by completion of identified tasks.

DCS Staff has had great success in this area and have all completed the task laid out in the goal steps. On example of the results of this came through a survey in which parents were asked to rate how informed they feel about their child's progress. There was an 11% change in responses from somewhat informed to very informed. We will now put our efforts into increasing our parents' understanding of the goals of the classroom teaching . We will engage in a variety of tasks that will inform our parents of the instructional goals. We also will focus our efforts upon measuring growth in reading in conjunction with the other District elementary schools.

AES 17-18 Goals Reflection:

Goal 1: By May 2018, the percentage of students k-4 meeting grade level expectations in reading will increase by 5% as measured by AIMSweb TEL (grade k-1), AIMSweb ORF (grades 2-4), and MAPS (grades 1-4).

AES	Fall	Winter	Spring
K Dibels Next	41%	76%	
K Aimsweb PSF	37%	64%	50%
1 NWF	37%	64%	50%
2-4 ORF	68%	44%	41%
1-4 MAPS	63%	61%	64%

AES has a strong instructional support team process of identifying students in need, and creating supports to meet the needs of the students. Going forward, teachers will continue to use best practices for reviewing data, developing flexible groups and identifying instructional focus. Teachers will be trained in Letterland (k-1) and Key to Comprehension (2 - 4) in order to increase instructional practices in the area of phonics and comprehension. Additionally, teachers will join with families (Family Voice Work) through a series of parent workshops to teach families how to support their child's learning in literacy. This aspect will be emphasized in our third goal this year as we work toward increasing family and community engagement as measured by the SWIFT FIA.

Goal 2: By March 2018, the percentage of Conval Elementary students grades k-4 meeting grade level expectations will increase by no less than 3% as measured by PNOA Groupings and Place Value (grades k-2), MAPS Numbers and Operations (grades 1-4), AIMSweb M-Comp (grades 3-4).

AES		Number of students meeting benchmark						Fall - Winter		
Grade	Total number of students	Fall PNOA (G&PV)	Fall NWEA (N&O)	Fall MCOMP	Winter PNOA (G&PV)	Winter NWEA (N&O)	Winter MCOMP	Delta PNOA	Delta NWEA	Delta MCOMP
K	30	17			11			-29.49%	-5.56%	16.67%
1	25	22	12		10	15				

2	23	15	21	▓	10	20	▓			
3	28	▓	10	3	▓	7	5			
4	32	▓	14	10	▓	9	18			

Goal 3: By May of 2018, AES staff will foster a responsive, caring, collaborative, and high-achieving culture where all feel highly engaged, valued, and included by evidence of survey and a 10% decrease of incident referrals based on school-wide SWIS data.

AES: There has been a significant culture shift in the building since my arrival, and I attribute a large part of it to our work with the BEST team. They have provided job-embedded professional development to the crisis response team and teachers working with identified BEST students. We have also worked to create continuity and consistency with respect to school-wide behavioral expectations. We have not used a universal screener this year at AES because we are in the process of developing a new one. We have a strong Instructional Leadership Team and clear guidelines for referring students for tier 2 and 3 supports. When meeting with Eric Mann, it became clear that the school needed to work on tier 1 behavior supports, and as a staff, we decided to delve more deeply into Responsive Classroom while maintain PBIS structures for common area expectations and student recognition. It is important to note that 17 students accounted for 90% of our school's referrals this year, and we worked hard to decrease the number of incidents per student.

Pierce (BES) 17-18 Goals Reflection:

Goal 1: By May 2018, the percentage of students k-4 meeting grade level expectations in reading will increase by 5% as measured by AIMSweb TEL (grade k-1), AIMSweb ORF (grades 2-4), and MAPS (grades 1-4).

| BES	Fall	Winter	Spring
K Dibels Next	56%	94%	
K Aimsweb PSF		86%	71%
1 NWF	62%	87%	91%
2-4 ORF	67%	61%	66%
1-4 MAPS	63%	68%	66%

In reading, Pierce students made significant gains in some areas such as nonsense word fluency (NWF) while decreasing in other areas preventing us from reaching our goals in all areas. The teachers have worked hard to identify students needs through the instructional support process, and this process will be strengthened and more structured in the coming year.

Goal 2: By March 2018, the percentage of Conval Elementary students grades k-4 meeting grade level expectations will increase by no less than 3% as measured by PNOA Groupings and Place Value (grades k-2), MAPS Numbers and Operations (grades 1-4), AIMSweb M-Comp (grades 3-4).

Total number of students	Number of students meeting benchmark						Fall – Winter		
	Fall PNOA (G&PV)	Fall NWEA (N&O)	Fall MCOMP	Winter PNOA (G&PV)	Winter NWEA (N&O)	Winter MCOMP	Delta PNOA	Delta NWEA	Delta MCOMP
15	2			10			–10.00%	–7.27%	10.00%
14	14	10		3	11				
11	6	8		5	10				
15		10	6		3	6			
15		9	3		9	6			

The data shows that Pierce students had strengths and weaknesses in different areas contributing to the decrease in student achievement with regard to the PNOA assessment. Pierce teachers will refine how to best utilize the PNOA to guide instruction. Their progress monitoring of computation skills proved successful as noted by the increase in MCOMP scores.

Goal 3: By May of 2018, AES staff will foster a responsive, caring, collaborative, and high-achieving culture where all feel highly engaged, valued, and included by evidence of survey and a 10% decrease of incident referrals based on school-wide SWIS data.
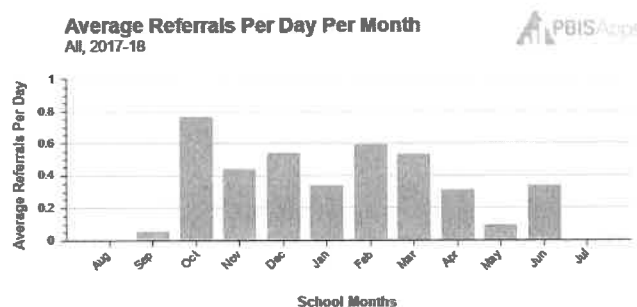
Although our goal was to decrease our incident referrals by 10%, a better indicator of reaching our goal is viewing the downward trend in the number of average referrals per day from October to June. This was a result of strengthening universal expectations and following the action steps in our goal plan.

FES 17-18 Goals Reflection:

Goal 1: By March 2018, the percentage of Conval Elementary students Grades K – 4 meeting grade level expectations will increase by no less than 3% as measured by PNOA Groupings & Place Value (grades K – 2); MAPS Numbers & Operations (grades 1 – 4); AIMSWeb M-COMP (grades 3 – 4).
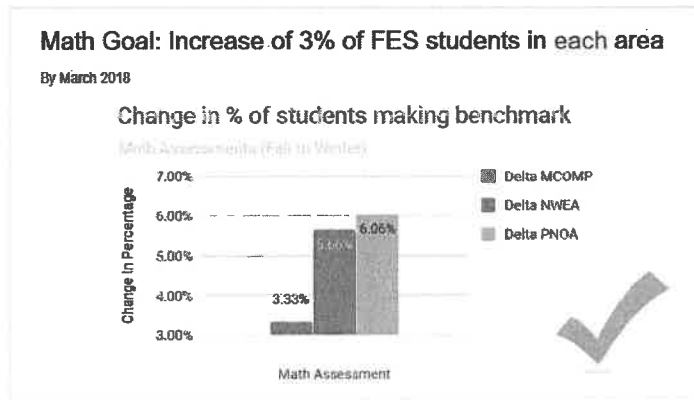
In Math, FES teachers used Eureka Math with fidelity and collaborated with other grade level teachers (and the math coach) to deliver the lessons. Additionally, math intervention groups were created in 2nd and 4th grade based on data that indicated there were some gaps in understanding. Flexible groupings were utilized to maximize instructional time. Students were progress monitored using AIMSWeb and PNOA tools.

Moving forward, new teachers will be trained in the OGAP Frameworks and all teachers will continue to collaborate to utilize the Eureka materials most effectively. Additionally, teachers will focus on student growth as a method of assessment. This will allow for teachers to better individualize the instruction for students.

Goal 2: By March 2018, 85% of FES students K – 4 will meet grade level expectations in reading as measured by AIMSWeb TEL (grades K – 1), AIMSWeb ORF (grades 2 – 4), MAPS (grades 1 – 4)
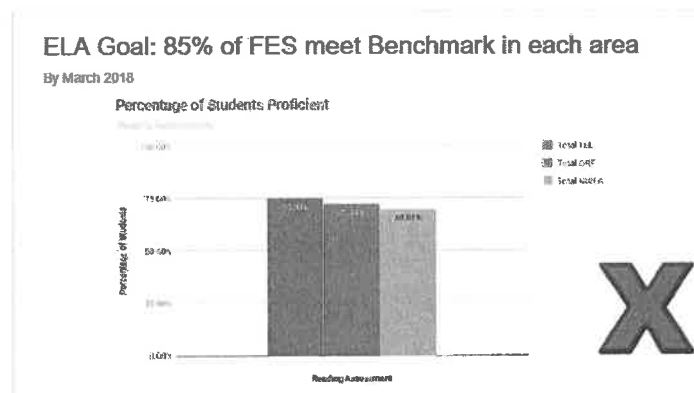

FES did not meet the ELA goal of 85% proficiency; however it was not for a lack of dedication and hard work. Teachers employed similar instructional strategies as in Math (flexible grouping based on data, intervention groups, and collaboration with colleagues). In reflecting

upon why we did not meet the growth, it appears that our initial goal was too high and probably unattainable. The fall data indicated approximately 67% proficiency across all three categories (70% TEL, 60% ORF, 70% NWEA). A more realistic goal would have been an increase of 3 - 5 % in each of the assessment areas. As it was, we ended up with 5% increase in TEL, 12% increase in ORF, and 0% increase in NWEA.

Moving forward, teachers will continue to use best practices in the classroom, while adding an element of goal setting for students around areas on the NWEA that need improvement. By utilizing growth goals, we anticipate that this will help teachers individualize the instruction for students more effectively.

Goal 3: By March 2018, FES students will increase behaviors that promote learning and respectful interactions as evidenced by a 15% reduction in student behavioral referrals from Quarter 1 to Quarter 3

Behavior Goal: 15% reduction in Office Referrals
By March 2018
Number of Office Referrals Q1 - Q2
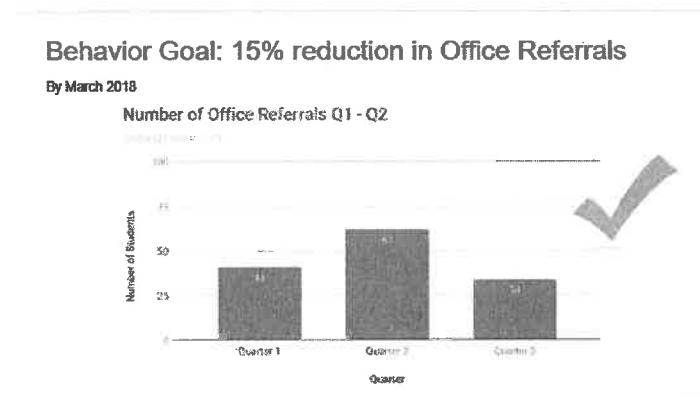
FES met this goal, albeit with a bit of a spike in behaviors in the winter time. In such a small student population, a handful of students can skew the numbers dramatically. On the other hand, because the whole staff is part of the Instructional Support Team, it can be easier to help students who are struggling with their behaviors because we agree on how we can best support that student.

Moving forward however, FES is looking to create a clearly defined school-wide Tier I positive behavior system that has clear expectations for students K-4. Teachers, administrators, and families will be part of developing and implementing this system. The goal is to have this in place by the end of the year so that in the following years we can focus on developing clear ways of identifying and implementing Tier 2 & 3 interventions to support the students who need them

TES 17-18 Goals Reflection:

Goal 1: By March 2018 the percentage of TES students meeting grade level expectations in math will increase by no less than 3% as measured by: Kindergarten: PNOA Groupings & Place Value; Grades 1-2: PNOA-Groupings & Place Value and MAPS-Number & Operations; Grades 3-4: MAPS-Number & Operations and AIMSWEB-Computation assessments.

TES	Total number of students	Number of students meeting benchmark									Fall - Winter		
		Fall PNOA (G&PV)	Fall NWEA (N&O)	Fall MCOMP	Winter PNOA (G&PV)	Winter NWEA (N&O)	Winter MCOMP	Spring PNOA (G&PV)	Spring NWEA (N&O)	Spring MCOMP	Delta PNOA	Delta NWEA	Delta MCOMP
K	10	9			8			10			10.71%	–5.88%	43.75%
1	10	7	6		10	4		5	9				
2	8	not administered	5		1	3		1	6		Fall - Spring		
3	9		3	1		4	7		4	3	Delta PNOA	Delta NWEA	Delta MCOMP
4	7		6	5		7	6		5	5	0.00%	11.76%	12.50%

Based on this past year's data, TES will continue to work on improving data collection, progress monitoring and meeting students' individual needs in the various areas required for growth in math understanding.

Goal 2: By May 2018, the percentage of TES students K – 4 meeting grade level expectations in reading will increase by 5% as measured by AIMSweb TEL (grades k – 1), AIMSweb ORF (grades 2 – 4), and MAPS (grades 2 – 4).

TES was successful in meeting this goal and we will continue to work in meeting students' needs and increasing their growth in reading by continuing to progress monitor, review the collected data and increase instruction where it is needed for each student.

Goal 3: By March 2018 all TES teachers will develop and implement schoolwide systems to document social/emotional behavior issues as measured by SWIS student data.

Referrals Per 100 Students Per Year
Major
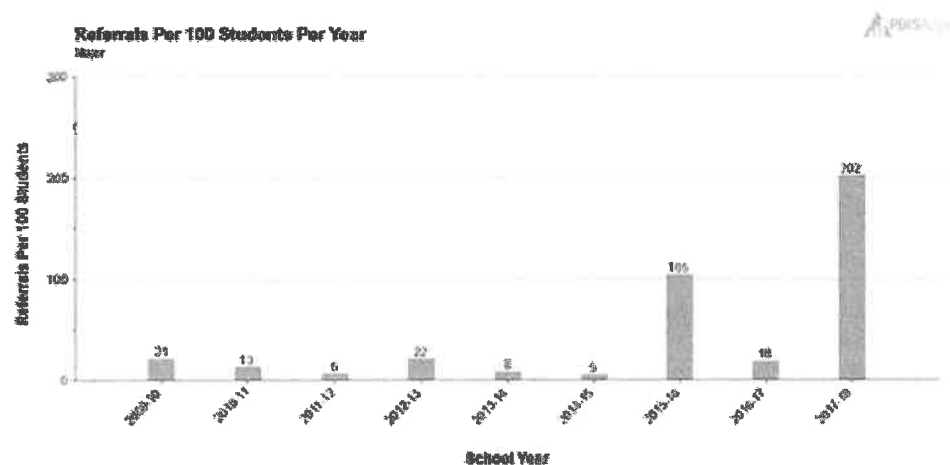
TES made great strides in documenting behavior and entering such information into the SWIS data system. This was an effort to better understand areas that were troublesome and gave us information on how to improve our universal attention to those areas and better meet student needs.