



**Sunapee Central Elementary School  
Strategic Plan Update  
March 2019**

**SAU Goal 1: The Sunapee School District will provide a rigorous and diverse academic program that promotes high student achievement through an innovative curriculum that is evaluated and adapted to ensure optimum student growth.**

**SCES Goals and Actions:**

**1.3b Develop K-5 competencies (CBL) at SCES**

- The professional staff at SCES has spent this school year working with a consultant from Demonstrated Success to learn about cycles of the Professional Learning Communities. As a group, we decided to focus our attention on Work Study Habits, the soft skills of the work of being a student. Grade span PLCs created developmentally appropriate rubrics that addressed the 5 components of WSH – Innovation, Cooperation, Assertion, Responsibility, and Empathy. Teams then developed lesson plans to introduce each skill, data collection tools to measure student skills, and intervention plans to address skill deficits. The work on these skills, which span all content areas and Unified Arts, has been hands-on practice for the work we will do for academic competencies as we go forward.

**1.3b Integrate STEAM programs at SCES**

- STEAM integration is happening in every classroom on a regular basis.
- Monthly whole-school activities during teacher collaboration focus on STEAM principles. Examples of some activities include Breakouts, Kindness Rocks, and Drumming.
- Math and Science queries are posted in hallways to practice critical thinking and problem solving skills.

**SAU Goal 2: The Sunapee School District will sustain and expand a welcoming culture focused on cooperation and collaboration, healthy competition, respect for individuality, open communication and support among the school and community, and a positive and inclusive social learning environment.**

**SCES Goals and Actions**

**2.2a Promote SCES school spirit**

- The staff and administration of SCES, with help from the STA, stepped in and took over planning and execution of the PTO Chowder Challenge in September when the SPTO struggled to get volunteers and had considered cancelling the event. It was a successful event and the SPTO profit was over \$7000 which will be spent on enrichment activities for the students of SCES.
- Staff and administration have provided informational presentations at each monthly SPTO meeting in an effort to attract more people to the meetings.



- Increased sharing of positive school news has been evident on social media, particularly Twitter where all the various subgroups of SCES are using the consistent hashtag #SunapeeCentral.

#### 2.3c Expand and develop responsive social emotional curriculum at all levels

- More Social Emotional Learning groups have been developed, allowing more student participation in learning social skills and group dynamics. One group is working with a local photographer to learn photography skills and create the school yearbook.
- We are providing direct instruction in flexible thinking to support students in managing disappointment, changes to routines, and friendship issues.

#### 2.3d Review school wide approach to behavior for all students

- Our manners initiative continued into this year with a focus on hallway behavior and maintenance, particularly with winter gear.
- Our school-wide work on Work Study Habits provided data on specific areas where more direct instruction was needed.

#### 2.4 Parent Education Forums

- Monthly PTO presentations
- Many of the SCES Modernization forums provided an opportunity to inform members of the community about the work we are doing with our students and some specific areas of need.
- Preschool Open House and Lead Paint presentation in March

**SAU Goal 3: The Sunapee School District will expand authentic, flexible, innovative instruction and curriculum. We will provide opportunities that honor the strengths and address the challenges of all students to optimize their educational success.**

#### SCES Goals and Action

##### 3.1b (SCES) Develop and implement a user-friendly method of student data collection and analysis

- The data summary tool has been created and is in use in discussions about students
- PLC work has focused on development of WSH assessment tools and data collection

##### 3.2 b Multi-modal Approaches to Instruction (PBL, On-line, ELO)

- Kindergarten and fourth grade classes collaboratively raised brook trout
- Various collaboration day and STEAM day activities and events throughout the year.
- Winter Activities cooking classes visited a local dairy farm and made ice cream
- Cardboard Challenge
- Coding
- 5<sup>th</sup> Grade Book Breakfasts and Author Skypes
- 5<sup>th</sup> grade participated in the LSPA Watershed Day at Mt. Sunapee



**SAU Goal 4: The Sunapee School District will provide academic and co-curricular schedules that balance the needs of students, teachers, and families.**

**SCES Goals and Actions**

**4.3 SCES: Provide more varied opportunities for student participation in co-curricular**

- Fall Drama available to all interested students
- Chess Club every Monday
- Homework Club - Mon through Thurs
- Book Breakfasts
- After School Clubs
- Spring Drama available to students through auditions
- Expanded Winter Activity Program offerings

**SAU Goal 4: The Sunapee School District will provide academic and co-curricular schedules that balance the needs of students, teachers, and families.**

**SCES Goals and Actions**

**4.3 SCES: Creative Scheduling of Extra-Curricular and Evening Activities**

- August 2018 – Family Night includes a food option for busy families
- September to May - Late bus to accommodate more students at after-school activities
- May 2019 – Student Showcase combines several events that would have required families to come out several times – Art Show, Prize Speaking, and Band and Chorus concerts

**SAU Goal 5: The Sunapee School District, in order to foster a culture of growth and to ensure best instructional practices for all students, will promote high quality, continuity, and effectiveness of faculty and staff through comprehensive recruitment, responsive staff development, and authentic evaluation.**

**SCES Goals and Actions**

**5.3 Professional Development**

- August 2018-May 2019: Whole staff work in Professional Learning Community process with a consultant from Demonstrated Success
- Writing Teacher Fridays – Monthly meeting to practice writing skills and discuss implications for instruction
- Bi-weekly literacy collaboration meetings
- Bi-weekly math collaboration meetings
- PD Badges available through Master Teacher online courses
- 4 Teachers attended the Literacy For All Conference in the fall
- 2 New teachers attended the Handwriting Without Tears training



- 2 teachers attended an Orton Gillingham reading intervention program
- 4 staff members attended a Social Emotional Learning Conference
- 4 staff members are attending the ASCD conference in March
- The preschool coordinator is attending an early childhood conference at Teacher's College at Columbia University
- Several staff members have participated in PD in Specialized Instruction
- Staff members have presented at the Christa McAuliffe Technology Conference, the NH School Library Media Association Conference, the American Occupational Therapy Association Conference, and in surrounding public and private schools



### **SMHS Strategic Plan Update- March, 2019**

#### **1.2a Develop Competency for grades 6-8 and update and review competencies in grades 9-12.**

The Curriculum Review Cycle which outlines a formal district-wide process for regularly reviewing, updating, and evaluating curriculum for grades K-12 continues to be upheld. In our recent NEASC self-study, it was revealed that one hundred percent of the SMHS faculty agrees that there is curriculum that is regularly reviewed and revised. Similarly, 100% of the faculty and 81.9% of students agree that the school is clear about the skills and knowledge students need to be successful in life.

A strength of the curriculum at SMHS is its alignment with the vision of the graduate. The frequency of elements of the vision of the graduate in the maps themselves reveals intentional integration of discipline-specific competencies, higher order thinking, and transferable skills. Students are asked to demonstrate knowledge and skills, think critically, problem solve effectively, write critically, read critically, and speak effectively across disciplines. These are the broader competencies of SMHS. Within each course, teachers have mapped the content and skills necessary to be competent.

#### **1.3a Assess and strengthen STEAM programs and increase integration into classes.**

A specific course was developed and offered with significant enrollment entitled Community STEAM. In 2018-2019, the class was co-taught by our Art teacher and Industrial Arts teacher, and next year the plan is to offer the class taught by our Computer Science teacher and our Art teacher with accessibility to the Technical Education lab space. Individual courses have integrated STEAM lessons and the Spring Stretch week will incorporate STEAM as well.

#### **2.2 Expand and develop models that recognize student successes.**

We are part of the NH Scholars program and last year had a significant number of our senior class recognized. We continue to collaborate about revising the class ranking system but have not yet taken action.



### **2.3c Expand and develop responsive social-emotional curriculum at all levels.**

We have expanded and developed social-emotional curriculums in a variety of ways. A valuable resource in this area is our district adjustment counselor who helps connect staff, students, and families with resources across the district. This summer a day was Professional Development Day was dedicated to social-emotional health awareness and all of our staff participated in and completed Mental Health First Aid training.

Mindfulness courses offered which focus on social-emotional well-being continue to be offered at the middle and high school levels, and our school psychologist and guidance counselor are working on a detailed list of district interventions in support of Strategic Planning initiatives.

A committee has also investigated ways to integrate more meaningful experiences into the advisory period. The seventh grade advisory has coordinated their planning for common experiences across their grade and a bank of resources and ideas is being developed.

### **2.3e Develop mid/end year grade/subject feedback process for students/parents.**

This year at the end of the first semester all teachers surveyed all students in all classes using a survey that was piloted last year by a small group of teachers. The same questions will be given again at the end of the school year.

### **3.1c Assess and improve collaboration within English and math skills courses at SMHS middle and high schools.**

Meeting time was provided for skills course and core course teachers to collaborate. A result of this committee work was a decision to grade skills courses on a pass/fail basis. Also in scheduling for 2019-2020, feedback from the committee was incorporated and the structure for math skills class was adjusted to mirror the English skills model.

### **4.2a Research different scheduling options for SMHS.**

The sub-committee on scheduling and input from faculty has indicated a desire to further research the possibility of a flex block. The goal for this year is to gain feedback from schools that implement it to ascertain the positive and negative aspects of the flex block.





**Special Education  
Strategic Plan Update  
February 2019**

**SAU Goal 2: The Sunapee School District will sustain and expand a welcoming culture focused on cooperation and collaboration, healthy competition, respect for individuality, open communication and support among the school and community, and a positive and inclusive social learning environment.**

**Special Education Goals and Actions**

**2.3a Promote and support collaboration amongst staff to address the identification and utilization of resources and supports- paras, AT, interventions, community initiatives, accommodations and modifications**

- Weekly meetings scheduled for team members to meet regarding specific students and/or populations of students
- Weekly meetings for assistive technology team which was used to: troubleshoot assistive technology concerns, collaborate about the best approach to Augmentative Alternative Communication (AAC), ensure accessible materials, and explore and review new technologies for appropriateness
- Daily paraeducator meetings at SMHS
- Quarterly paraeducator meetings at SCES
- September 2017-November 2017- Provided devices for Para educators to collect data, maintain documentation, and communicate with team members more efficiently.
- December 2017- I-Pad training for paraeducators
- December 2017- Speech Language Assistant completed training
- January 2018- Implemented video conferencing for special education meetings
- July 2018 hired Adjustment Counselor. This position has helped us to provide resources and support to families and students which has strengthened our relationships with them as well as building bridges with community services and supports
- August 2018 hired Autism Specialist- this resource at SCES has been critical in the collaboration and cooperation between our most needy students, families and the regular classroom setting. With this position we have been able to develop positive and inclusive learning environments for students who otherwise may have had significant difficulty in the regular education classroom

**2.3c Expand and develop responsive social emotional curriculum at all levels**

- Contracted with a Board Certified Behavior Analyst to assist with behavior interventions, review student data and consult regarding social emotional programming.
- Included a mindfulness course at SMHS provided by our own trained staff member.
- Continued our work around Zones of Regulation.
- Purchased Social Thinking materials.
- Will pilot a mixed grade advisory for students with alternative social needs at SMHS.
- July 2018 hired Adjustment Counselor.



- Fall 2018 SCES paras were provided training in Social Thinking and Trauma
- Fall 2018 3 special education teachers and 2 paras attended Social Thinking Conference in Boston.
- We are actively exploring programs and training for the middle high school level.
- We will need to revisit the date for this in order to look at programming PK-12.

#### 2.4a Parent Education Forums/Outreach

- August 2017- Summer letters to all special education families explaining updates in the law, changes in staff and programming, information about upcoming meetings, and annual paperwork.
- January 2018- Committee meeting to explore what we have done, currently do and what areas of need we have moving forward. Brainstorming included: adjusting parent input process, using summer letter and include teacher pictures, video conferencing, and end of school year letters.
- January 2018- Implemented video conferencing for special education meetings
- January 2018- Transition letters for high school students/families which indicate transition services, resources, and transfer of rights information.
- March 2018- Video conferencing instructions for parents
- March 2018- Committee meeting- brainstorm forum or presenter topics: SERESC, Autism, Anxiety
- May 2018- Committee plan for next year: Informational Event and a table at Open House (related services).
- November 2018- Committee created a Special Education Directory for new families with include pictures of all service providers, team is also exploring a speaker to visit the district.
- January 2019- Finalized the Special Education Directory document with the support of Jon Reed. Created a list of acronyms every parent in the special education process should know. Exploring ways to best utilize the updated website to communicate the most important things for special education. Looking at the parent input form.

#### 2.4b Early Childhood Outreach

- Weekly Newsletters
- January 2018- 2 committee meetings for planning and brainstorming. Ideas included: Books to babies, full day preschool, breaking up preschool groups by 3 year olds and 4 year olds, scheduling changes, outside training with local preschools, nature based programs, greater collaboration with Kindergarten, getting resources to new families, and evening events for preschoolers.
- March 2018- committee meeting planning for Preschool STEAM Night
- May 2018- 2 committee meetings planning for Preschool STEAM Night
- June 6, 2018- Preschool STEAM Night
- November 2019- committee meeting to coordinate Gail Gettens who will speak about the impact on lead in children. This will happen March 2019 and the target audience is families with children age 0-4
- November 2018- February 2019 Birth lists and Children 0-4 living in Sunapee collected





- January 2019- Preschool offered an afternoon session to address a community need 6 students currently enrolled
- January 2019- Survey to families with children 0-4 years old about preschool preferences
- February 2019- Preschool advertisement posted and lottery is open
- March 9<sup>th</sup> 2019 is the planned presentation by Gail Geddens

**SAU Goal 5: The Sunapee School District, in order to foster a culture of growth and to ensure best instructional practices for all students, will promote high quality, continuity, and effectiveness of faculty and staff through comprehensive recruitment, responsive staff development, and authentic evaluation.**

#### Special Education Goals and Actions

##### 5.4a Staff Evaluations

- January 2018- Committee reviewed the two main documents which drive supervision and evaluation for paraeducators - NH Department of Education FY18 Memo #2 and Medicaid to School Program requirements for Medicaid reimbursement
- April 2018- Professional Development for one staff member regarding supervision of paraeducators.
- May 2018- Committee reviewed current paraeducator evaluation tool. The team agreed to continue to use the current tool while we explore alternative tools and determine how best to provide supervision that is most efficient and effective
- November and December 2018- Committee met to identify the most important parts of the evaluation tool and how to make it most efficient. Looked at a variety of tools being used elsewhere and critical themes
- January 2019- Committee reviewed a draft based on input from our previous meeting, made additional changes and decided that it should be shared with paraeducators for further input.
- February 2019- Terra met with paras at each building and reviewed the evaluation form, asked for input and answered questions about the form/process
- February 2019- Draft was rolled out to all special education staff for input and questions
- We plan to finalize the forms and process in March or April 2019
- We anticipate full implementation of the new process for the 2019-2020 school year



## **March, 2019 District Strategic Plan Review**

### **1.1 Uphold the Curriculum Review Cycle**

The curriculum review process is established on a four year cycle with specific timelines and reporting periods for administration, faculty and School Board. In June of last year we had Industrial Arts Business and Technology give an overview of the curriculum process. This coming year Social Studies, Writing/Reading (ELA), Physical Education and Health will have completed the review process.

### **1.3a/b Integrate STEAM Programs**

The district continues to support the integration of STEAM into both schools in terms of updating facilities, equipment, and professional development and curriculum materials. The SMHS art room has been renovated to support more interdisciplinary classes and improved accessibility for other programs. The development of a print room at SMHS is a focal point for three D printing as well as plot and standardized printing. At SCES we support PLTW as STEAM activities and curriculum that can be integrated into class lessons.

### **2.1 Ongoing Communication**

The district continues to use a variety of tools for communication. In May of this year we will be releasing our new schools and district web sites which have been created for easier usability and ADA compliance. Along with our web site we will release a Sunapee app that will push information to a personal device or phone. To create a smoother process for the start of the school year in terms of paper work for parents, all paper work will now be able to be completed on line and submitted for upload into our student management system.

### **2.3c Expand and develop responsive social emotional curriculum at all level**

We are still in the process of reviewing what might be an appropriate curriculum for use into our schools around social emotional skills. Recent legislation may mandate that all school employees be trained in suicide prevention. This would clearly overlap with SE training. Given some of the criticism that a few school districts have come under that schools are not meant to be places to deal therapeutically with such issues, we must find the balance between identifying and treatment. The addition of the adjustment councilor to our district has been instrumental in dealing with many SE issues as they relate to school and home.



#### **2.4 Parent Education Forums**

The Superintendent continues to hold forums for the public. In December we held a forum on vaping which was well attended. Based on the feedback we will have two student assemblies on vaping with hope to better educate our students on the dangers.

#### **2.4 Early Childhood Outreach**

The district has worked closely with the SE department in reviewing our preschool options. A study conducted earlier this year by our preschool teacher identified specific numbers of 1, 2, 3 years olds in town that would all benefit from a preschool program. We also have recognized that several preschool programs have closed or will be closing. We have been able to establish an afternoon program for 6 students that started in January. Our conversation now is based on establishing universal preschool within our school district and the pro and cons. The greatest issue facing us is space.

#### **5.1 Recruitment**

As our district faculty continues to become more senior, we are finding the need to hire new faculty. Depending on the specific certification, that process can be difficult. In the upcoming years we will see a need for specific certified high school science teachers as well as a specialist in the area of SE. Our faculty has been very forthcoming with retirements giving us the time needed to complete a wider search for the best candidates.

#### **5.4a Staff Evaluation**

With the implementation of our directors/principals 360 evaluation process, greater feedback can be received to help develop goals to move individuals forward. All staff will be evaluated several times a year which will be used to determine salary increases.



### **Emergency Management Preparedness**

The Sunapee School District has been actively involved with both Homeland Security and our local police department to review and assess our emergency procedures, evaluate our facilities for potential safety issues, conduct on site and table top drills and provide ongoing opportunities to practice our emergency plans.

We are committed to: (Continuing)

- Strengthen partnerships with local law enforcement agencies
- Strengthen district capacity to mitigate, prevent, prepare for, respond to and recover from crises and emergencies
- Update life/safety/ security equipment and standards for schools and facilities
- Enhance specific guidelines and standard operating procedures (SOP) for emergency situation.

**Both schools have completed a full facility study with Home land Security this year. Both school entrances have been remodeled to ensure better control of people entering our buildings.**

### **Sunapee School District Budget Commitment**

- Develop a transparent budget that supports the strategic plan goals and share details with community stakeholder
- To implement parameters for developing responsible budgets that support educational measures which advance student learning
- Develop a budget with the aim of maintaining the long-term financial stability of the School
- Submit the annual budget to the Board in October, review the budget at subsequent Board meetings before the March town vote
- Closely monitor the School's compensation and employee benefit programs.

**The Board worked with the admin team and ABC to develop a budget under 2% this year. A three year contract between the Board and STA was also successfully negotiated. The percent increase without steps are 2.0%, 2.25%, and 2.45% over the three years. The**



**Board was also able to adjust the health insurance plan to a higher prescription plan saving the district about \$42,000.**

### **Sunapee School District Facility Commitment**

- Maintain and enhance School Facilities to support and enrich the School Programs for 21st century learning.
- Develop the Capital Improvement planning document that will guide the board regarding the issues needed to maintain and enhance the school building and grounds.
- Provide students, parents and teachers with facilities that are up to state and federal codes in safety, environmental issues, and ADA compliance.

**The district has put a warrant article for a \$25 000,000 for the addition and renovation to the current SCES facility. Home Land Security has completed a new facility review process. We have been working with Honeywell on a plan to replace/upgrade the HVAC and other infrastructure project at SMHS. Including a proposal for renewable solar energy and switching to high efficiency propane boilers.**