Public Notice of Meeting WILTON-LYNDEBOROUGH COOPERATIVE SCHOOL BOARD MEETING Tuesday, August 9, 2022 Wilton-Lyndeborough Cooperative M/H School 6:30 p.m.

Videoconferencing: meet.google.com/qwq-pvis-iys

Audio: +1 415-779-0229 PIN: 316 578 004#

All videoconferencing options may be subject to modifications. Please check <u>www.sau63.org</u> for the latest information.

- I. CALL TO ORDER-Brianne Lavallee-Vice Chair
- II. PLEDGE OF ALLEGIANCE
- III. ADJUSTMENTS TO THE AGENDA
- **IV. PUBLIC COMMENTS:** This is the public's opportunity to speak to items on the agenda. In the interest of preserving individual privacy and due process rights, the Board requests that comments (including complaints) regarding individual employees or students be directed to the Superintendent in accord with the processes set forth in School Board Policies KE and KEB.

V. BOARD CORRESPONDENCE a. Reports

- i. Superintendent's Report
- ii. Principals' Reports

VI. ACTION ITEMS

a. Approve Minutes of Previous Meeting

VII. COMMITTEE REPORTS

- i. Facilities
- ii. Budget Liaison
- VIII. RESIGNATIONS/APPOINTMENTS/LEAVES a. Resignation-Andrea Petrone-3rd Grade Teacher-FRES
- IX. PUBLIC COMMENTS
- X. SCHOOL BOARD MEMBER COMMENTS
- XI. NON-PUBLIC SESSION RSA 91-A: 3 II (A) (C)
 - i. Review the non-public minutes
- XII. ADJOURNMENT

INFORMATION: Next School Board Meeting-August 23, 6:30 PM at WLC

Wilton-Lyndeborough Cooperative School District School Administrative Unit #63

192 Forest Road Lyndeborough, NH 03082 603-732-9227

Peter Weaver Superintendent of Schools Ned Pratt Director of Student Support Services Kristie LaPlante Business Administrator

SUPERINTENDENT'S REPORT

August 9, 2022

The month of July was a restorative and productive transition month between the end of the 2021-2022 School Year and the starting phases of the 2022-2023 School Year. Superintendent Weaver is on vacation through August 10th and has asked Director of Student Services Ned Pratt and Business Administrator Kristie LaPlante to prepare and present this month's Report.

Our Extended Leadership Team held a retreat on July 13th. The Team reflected on the 2021-2022 School Year and provided comprehensive feedback on what worked well, what challenges we endured, and what energies we want to harness moving in to the 2022-2023 School Year. The Principals and Curriculum Coordinator presented their Data Presentation for the School Board and received feedback for their final draft. The day culminated with a Team Building activity, playing a competitive game of mini golf in 90-degree heat.

We continue to work on filling vacancies for the 2022-2023 School Year. As of the writing of this report, we have 10 staff vacancies in our schools, one vacancy in Food Service, Title I tutors, and substitute openings.

Finally, we met with the District's insurance provider PRIMEX on July 19th for a walk through of the tennis courts to discuss the state of the tennis courts and future steps regarding usage and repairs. PRIMEX noted three areas of concern: wear and tear of the court surface, fence repairs, and develop signage regarding tennis court usage and rules. PRIMEX has recommended we discontinue use of the courts by our tennis team and the community until the repairs to the court surface are complete. We have solicited quotes for surface repair, fence repair, and site work and are still waiting for estimated costs from these vendors.



WILTON-LYNDEBOROUGH COOPERATIVE

MIDDLE SCHOOL / HIGH SCHOOL 57 SCHOOL ROAD WILTON, NEW HAMPSHIRE 03086 (603) 732-9230 www.sau63.org



Dr. Sarah Edmunds, Principal Kathryn Gosselin, Assistant Principal Amanda J. Kovaliv, School Counseling Coordinator Alice Bartoldus, Middle School Counselor

Dennis Pelletier, Athletic Director

WLC Principal's Report August 2022

Summer Professional Development

Multiple WLC educators have been working hard and attending summer professional development. Olympia Clark, Melissa Norton, and Laura Kosentblatt attended a responsive classroom workshop for middle school classrooms in July. Responsive Classroom is an evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness.

Middle school science teachers, Mike Naso and Laura Kostenblatt, attended OpenSciEd training in July as well. This training aims to create a set of exemplary science instructional materials that are aligned with the Framework and NGSS and provide project based, research backed curriculum.

In addition to these trainings, many teachers are spending time writing curriculum for new courses and our new teachers are familiarizing themselves with the curriculum.

Thank You to Our Custodial Team

Words cannot express how thankful we are to Buddy Erb and the entire custodial team. They have been working non stop all summer and the new school year shine is getting us all excited for a fantastic 2022-2023 school year.

The Wilton-Lyndeborough Cooperative School District does not discriminate on the basis of race, color, religion, national origin, age, sex, handicap, veteran status, sexual orientation, gender identity or marital status in its administration of educational programs, activities or employment practice.

"WLC will strive to be a positive learning community that ensures each student has the opportunity to develop to his or her potential."

FLORENCE RIDEOUT ELEMENTARY SCHOOL

TREMONT STREET WILTON, NEW HAMPSHIRE 03086 (603) 732-9230 www.sau63.org

Kathleen Chenette, Principal Christina Gauthier, Administrative Assistant Aimee Gelineau, School Counselor Laura Gifford, School Nurse

SAU 63 July School Board Report

LCS and FRES have been busy places this summer. LCS hosted the summer preschool program and the Summer Academy and Special Education Extended Year programs were held at FRES. All of the programs are wrapping up over the next two weeks.

The custodial staff has worked extremely hard this summer getting the buildings readied for the start of school. The pride these employees have in their work is outstanding. I am very appreciative of all they do and would like to recognize their hard work.

The newly established Elementary School Leadership Team has met twice this summer. The work of these introductory days focused on reviewing team expectations, analyzing school wide data, and determining areas of focus for the upcoming school year.

Letters to students and families will be going out in the next week or so from their classroom teachers. Families will also receive welcome letters full of all of the information they will need to begin the school year successfully.

As of today, Aug 2, 2022, we still have a few positions to fill. They are: special education teacher, a third grade teacher, first grade teacher, and a 5th grade long term substitute. I am optimistic all will be filled well in time for the start of school.

The summer is nearly over and I am very excited to begin my second year in SAU 63!

This concludes the July 2022 Board report.

Be well, Kathleen Chenette Principal of FRES

1	WILTON-LYNDEBOROUGH COOPERATIVE
2	SCHOOL BOARD MEETING
3	Tuesday, July 19, 2022
4	Wilton-Lyndeborough Cooperative M/H School
5	6:30 p.m.
6	
7	The videoconferencing link was published several places including on the meeting agenda.
8	
9	Present: Jim Kofalt, Alex LoVerme, Jonathan Vanderhoof, Dennis Golding (remote), Matt Mannarino, Tiffany
10	Cloutier-Cabral (6:45pm), Charlie Post (remote) and Darlene Anzalone
11	
12	Superintendent Peter Weaver, Business Administrator Kristie LaPlante, Principals Sarah Edmunds and Kathleen
13	Chenette, Assistant Principal Katie Gosselin, Director of Student Support Services Ned Pratt, Technology Director
14	Nick Buroker, Curriculum Coordinator Emily Stefanich, and Clerk Kristina Fowler
15	
16	I. CALL TO ORDER
17	Chairman Kofalt called the meeting to order at 6:36pm.
18	
19	II. PLEDGE OF ALLEGIANCE
20	The Pledge of Allegiance was recited.
20	The Fledge of Aneglance was recited.
21	III. PRESENTATIONS
23	i. Lockdown Procedure Consideration
24	Superintendent introduced Fire Chief Don Nourse, Police Chiefs Rance Deware and Eric Olesen, Sergeant Olivia
25	Siekman, and community representative Eddy Anzalone. He provided an overview of why they are here tonight
26	discussing Alice training and showed a brief video which highlights why it may be a good idea to move in this
27	direction. He expressed we are trained that when there is an active shooter we follow the lockdown procedures of
28	locking doors, pulling blinds, moving away from doors and try to be as silent as possible. We have been doing it this
29	way for years although he is not sure why as it is not a logical approach. We didn't question this until year 2000
30	when Columbine happened. There was video footage of that and when it was reviewed, they realized it was not
31	necessarily the best decision that could have been made for those kids. They had to rethink procedures, protocols and
32	how to engage a potential shooter in the building. The Superintendent has been exchanging emails with Sergeant
33	Siekman about the need to seek a different way and have a more proactive approach with strategies and procedures
34	to allow us to make good decisions and make it safer. School board members asked questions of the guests present.
35	They were asked what training they have regarding this. Chief Deware responded none of us has training in Alice but
36	he has taught active shooter classes, SWAT etc. and has a good background in training. Alice has criteria that needs
37	to be met and certified. Their job is to get certified and teach staff how to do all of that. Chief Olesen spoke that most
38	police departments rely on multiple active shooter training classes. He noted they did have active shooter training
39	here at WLC. Sergeant Siekman added that they had training on how to respond to schools, this is about how staff
40	and students act if a shooter came in, rather than hiding. We have all been through active shooter training; we all
41	have had training to respond and are hoping to get everyone else onboard. Chief Nourse spoke that they deal with
42	incident command; it is our role to treat patients and his role as Chief is running it for emergency services. He can't
43	help engage or do anything in the building but will work with leadership to have a command post, triage patients; it
44	is a mass casualty situation from their perspective. Once the incident happens, it is a crime scene and no longer your
45	school. We will need to know who went where, with whom and why etc. and you need once central command to deal
46	with all of that. Chief Olesen expressed as a result of the incident that happened in the past, you hear all of the
40 47	information coming out and it is scrutinized on every level. Anything that has been learned new in the process will
48	be rolled out on a federal level down to the states so we can adopt different strategies as a result of what happened in
49 50	that situation. A question was raised regarding preparation and how to set up the school in a way to avoid a situation,
50	is there anything like this included in the program. Eric Olesen noted this is just another tool, cameras key fobs etc.
51	that will be up to the school board and school specific. For us, we have a specific goal, which is to get into the
52	situation and put an end to it. Chief Nourse added we need to know what your folks will be doing and you need to
53	know what we will be doing. Chief Deware spoke that they worked with the Superintendent and Homeland Security
54	did inspections in the schools and tell us what do in regard to egress, alarms, windows etc. they have a punch list and
55	they will come back before we incorporate Alice so that we get things where they need to be. We need to improve
56	reaction and response and put those three things together. Superintendent spoke of the grants he has been writing to

support communication etc. They just need to be finished and will be submitted this Friday. He spoke of the updates 57 58 he is asking for. He spoke of some changes at LCS that are recommended as well. A question was raised if it is 59 possible to deputize a team of civilians to respond for this type of incident only with training. Chief Deware 60 responded as of now it is not, it is all regulated through the state. Once someone is sworn in, we have 6 months to enroll into the police academy and we have no control with those rules. This was briefly discussed. It was noted that 61 surrounding communities may also respond. Mr. Anzalone pointed out that it is not the police's response, you can't 62 63 mitigate their response, it is how these folks (staff) will respond to the situation. Chairman Kofalt spoke wanting to shift to prevention. He spoke to the Commissioner of Education who had been to a school (not ours), and was able to 64 walk around back finding a door open, and gained entry to the school. Chairman Kofalt noted many situations we 65 hear of is someone is well known to law enforcement and they either crossed wires or did not have the power to do 66 anything about it and were allowed to come back again and again and only intervene when a crime was committed. 67 He asked if you feel you have the tools you need or are there thing that may help you mitigate in that scenario. 68 Superintendent spoke that one of things that happens with lockdown procedures is it is a passive approach and breeds 69 70 complacency. You are trained for years to sit quietly under a table and that breeds the possibility of doors not locked 71 etc. Research shows it only works when there is no active shooter in the building. When there is, it never works. Once he had gone through this training (Alice) he learned we need to revisit all of those other systems we have 72 become complacent with. He gave some examples and notes the kids should have an idea of what options they have. 73 These are the things we need to think about so we can make better decisions. A question was raised if law 74 75 enforcement has the tools they need if a known person keeps coming up and may make threatening statements. Chief Olesen spoke that they do not have the capability to monitor the dark web, they profess their hate and discontent on 76 the dark web and there are agencies in the federal government that monitor that stuff, if they catch any chatter 77 78 coming out of our region we may be notified. Sergeant Siekman spoke that when we get reports of students; we do our job and do investigations. She notes, this is a topic of conversation that would take us hours and we do not have 79 time tonight. She spoke that the idea is not about our response, it is really wanting to focus to get in the mindset of 80 81 how to react. Superintendent spoke that it is training our kids to inform and that it is ok to do so. Kids are good at ratting out each other but if there is a stranger in the hallway, they need to be good about telling someone. Alice is 82 83 about keeping you safe, it shows them it is Ok to call 911, they won't be punished, it is ok, we are allowing them to change the environment. They may have a phone and are afraid to make the call. Alice is a piece of an overall 84 perspective. In the spring it will take a lot of effort, we would need to do simulations and he recommends an 85 86 evacuation, fold in the bus company, how to control traffic, how do we keep other homes safe, where is the 87 reunification location and how we work that. We want to practice it and not when something happens. A question was raised to describe what training the students and teachers would have. Sergeant Siekman responded it is a 88 process, it doesn't happen overnight and the idea is to take a couple officers and a couple administrative personnel 89 90 and send them to training. Doing the train the trainer so that we can then train others. She gave an example of going to training going back to train local law enforcement and probably joining in any surrounding towns, then working 91 with the Superintendent to train administrative staff and then training all staff and students, having one training day 92 93 and practice. We want to change the way you are thinking and change our children's mindset; it is aggressive. We 94 have to look at this as what can we do to protect our children and faculty. They are the protectors of our children and 95 it is important that you have to be aggressive. Sergeant Siekman hopes the school board or select board make the right decision to go with Alice; it has been proven over and over. She cannot provide a piece by piece of what it will 96 97 look like. Hollis-Brookline has this and Milford does something similar but is something they created. A question 98 was raised what kind of training do we give our staff now. Superintendent reviewed this. Chief Deware added (currently) that we train them to be passive and not reactive. Mr. Post thanked the group for what they do for our 99 communities and for coming tonight. The Alice program is good and questioned if there anything we can do in 100 101 addition to supplement this. Chief Deware responded, train, train, train and train more. That is how you get good at it 102 and that is how it starts and ends. The more you do it the easier it is and becomes automatic. Chief Nourse spoke of 103 the Governor updating fire codes and other changes which include fire drills, active assailant, and at least a 104 discussion on that which will force us to get in the room more. Mr. Anzalone spoke from an operational standpoint, 105 the object is to get staff trained and students trained but it is too big, you need to break it down into phases, making 106 improvements on the schools etc. will take time and money. The first place it starts is mindset. We need to make sure they have the wherewithal to get them to understand how to react. He recommends breaking it down, starting with 107 108 teachers then kids and let the police do their thing. He notes the group keeps veering off and looking at the big picture and that doesn't work for this. The Chairman asked to focus on the proposal, noting it gives dollar figures but 109 is not necessarily clear. He asked the Superintendent to review what he is asking for. Superintendent reviewed he is 110 asking for 2 trainers, one internal and 1 law enforcement, the cost is about \$1,500 to get 2 certified over 2 night and 3 111 days but this doesn't include travel cost; there will be a cost for that. He would like to think we can use PD money 112 113 and look at the title grants. The E-Learning is a requirement for every staff member to go through, virtual training

and that cost is \$2,600, and it gives access to training modules for each grade. It looks different for the grades such as 114 Kindergarten and 3rd grade are different. It gives lesson plans and training for coaches, bus drivers and facilities staff. 115 116 Typically, the recommendation is \$2,600 per year for a 3-year period with an incremental CPI increase; if there is a contract, that increase is about 3% but without a contract, it can average about 12%. We do not need to pay for the E-117 Learning over subsequent years if we have internal trainers but we need to be sure doing it repetitively and 118 consistently. He confirms the request is for \$1,600, \$2,600 plus travel a total of \$5,000. He confirms it would be for 119 the 2022-2023 budget. If it is approved, he is working with Sergeant Siekman to find the closest training location and 120 to determine the 2 internal people. Once approved he can schedule it. We would use the earliest PD day to start the 121 122 modules, get everyone on E-Learning and get everyone signed off on completing the training, train administration, teachers and law enforcement after we get the trainers trained. Mid to late spring we would have enough time to 123 prepare for an all encompassed scenario with EMS etc. and maybe the surrounding areas. He sees it taking a year. 124 125 Part of the training for the instructors is how to switch to a proactive approach. We don't know if funding will come out of the grants but we will find the money and would like Board approval tonight. 126

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A MOTION was made by Mr. LoVerme and SECONDED by Ms. Anzalone to authorize/approve moving forward 128 with the Alice program and training. 129

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131 It was noted that although it is a small district, it does not seem that 2 people getting trained to become trainers is 132 enough, 4 seems more effective. Superintendent responded it was his recommendation and part of that was looking internally and at law enforcement. In 2024, we can have more. The second year out we would want to include 133 additional round of trainers so that we have multiple instructors, for this cycle we can get away with 2. He is here 134 135 along with Sergeant Siekman and he will be here to complete the training. Mr. LoVerme spoke that there should be 136 one person for each building, do it right and spend the money now. 137

MOTION was amended by Mr. LoVerme and SECONDED by Ms. Anzalone to authorize/approve the plan as 138 139 proposed plus two additional trainers. 140

141 It was noted the cost would be approximately \$7,000.

143 Voting: via roll call vote, five ayes; one nay from Mr. Golding and one abstention from Mr. Mannarino, motion carried. 144 145

Chairman Kofalt voiced appreciation for everyone coming, for their time and commitment to our community. 146 147 ii. **School Data Update**

Ms. Stefanich reported this is a district wide approach, we started this process this year and none of us are happy 148 with the scores. She reviewed the PowerPoint (a copy can be found with the minutes). She spoke of the change to 149 150 Iready being K-12. Students will participate in Iready math and reading 3 times a year. This is the first screening; it is 151 not the solution but a tool to understand where students are at. We will continue to use data cycles. One of the issues with STAR is that not everyone was trained in how to use the tool. They will be with Iready. When we met we 152 153 discussed an appropriate goal would be that all student make at least one year of growth. Students have different 154 hurdles; we understand it is not a clear or fair race for all students. We expect one year in should equal one year out. We want to make sure those who can make more growth do. She confirms it is one-year growth for every kid in the 155 156 district. A question was raised how you judge that, how do you judge one year of growth. Ms. Stefanich responded 157 Iready will give us an assessment of where they are we are thinking those students will all end with one year of 158 growth of where they are at. A question was raised; you expect them to learn at the same rate as they start. Ms. 159 Stefanich responded we should be able to guarantee one year is gained at the end of a year. A question was raised if 160 you have a student still below grade level do we keep them back. Principal Chenette responded that it should be considered. There is not a single child behind who will not get the additional intervention and support they need. 161 Principal Chenette reviewed the assessments used for reading noting we want to dig deeper. One says we may have a 162 problem; the others dig deeper to tell us where to start. She reviewed the STAR 360 BOY (beginning of year) and 163 EOY (end of year) data. Typically, you want the first two columns to decrease (urgent intervention and 164 165 intervention). We want kids to move out of those and if they don't we have to dig to find out why. She reviewed the data in the grade 1 STAR 360 and early literacy assessments. She noted the leadership team has already met twice 166 this summer. It was noted that on the elementary STAR 360 reading slide you have more students coming in taking 167 168 the test graduating from the early literacy test. It is almost as if you have a bunch of new kids coming in bringing the curve down. Principal Chenette confirms that is exactly it. She reviewed the Heggerty data. She notes Kindergarten 169 170 didn't start until quarter 3; they had one quarter and look at the outcomes, 32 students, 73% proficient. That is

171 something to celebrate. She reviewed 1st and 2nd grade scores. She reminded everyone that since 2011, your elementary teachers have been given 4-5 math programs. She reviewed the BOY and EOY elementary STAR 360 172 data. NH State Assessment (NH SAS) scores were reviewed. In ELA, 3rd grade 45% at or above proficient, 4th grade 173 39% at or above proficient, 5th grade 71% at or above proficient. NH SAS math scores showed 3rd grade 46% at or 174 above proficient, 4th grade, 53% at or above proficient, 5th grade 25% at or above proficient. A question was raised 175 regarding the NH SAS math in the 5th grade where it shows proficient in the 3rd quarter going from 37% proficient to 176 15%. Principal Chenette confirms the bar is moving higher from the beginning of the year to the end. We also do not 177 know if all the kids took the test. NH SAS science scores showed in grade 5, 31% proficient or above. It was noted 178 179 regarding changing the math programs, the request comes from administration not from the school board and that is a 180 trend that needs to end. Principal Chenette is agrees and suggests to get good at math as opposed to a page turning 181 method. It was noted that there didn't seem to be the same set up for English as math and wondered why it is 182 different. Principal Chenette responded, you are wondering about more of the diagnostic stuff, there is not a ton out there. We identified one tool we will implement in the fall to track data. She believes it is PD, not one and done and 183 184 needs practice. A question was raised if there is anything regarding sending information home to parents. How do you get the information with what they need specifically? We don't have that information at home to help them. 185 Principal Chenette spoke of being more public, you can jump on our website to see math etc. every teacher should be 186 187 listing your child should be able to do x, y, and z etc. it is more communication. We can't make up 2 years alone. 188 Principal Chenette confirms she did not dissect every PD, these are things for us to consider on the action plan. She 189 reviewed the action plan.

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Principal Edmunds spoke of being excited about the way we talk about data, it is not something we are used to. WLC 191 192 has less data than FRES. Some of that will be remedied with Iready. She and Assistant Principal Gosselin reviewed 193 the STAR 360 reading and math data in grades 6-8 noting that we want to see it going from urgent intervention to the other levels (intervention, on watch, proficient or above). We are quite excited about the 7th grade math as urgent intervention is down 29% and proficient is up 35%. The NH SAS MS ELA data shows in 6th grade 60% are at or 194 195 above proficient, 7th grade 57% at or above proficient and 8th grade 72% at or above proficient. NH SAS MS math 196 data shows 6th grade 31% at or above proficient, 7th grade 28% at or above proficient and 8th grade 33% at or above 197 proficient. Principal Edmunds spoke of the NH SAS math scores not being good enough and we need to look into the 198 reasons; this is one of the things that has been so exciting, helping teachers dive into the data. Assistant Principal 199 Gosselin reviewed the MS action plan, which is broken up into instruction, and PD including leveling 7th grade math, 200 201 utilize Title I supports, weekly peer tutoring with NJHA and NHS, period 1/SEER will be a dedicated class, math concept embedded in non-content courses and enhance homework club. Principal Edmunds spoke of PD and needing 202 203 to become better instructors in math. We need to look at how we are assessing students. We will continue to improve 204 our outreach to families and making sure we are reaching out with scores and Iready will help us with that. We also 205 want to point out our science scores are not where we want them to be, we will continue with PD for science 206 teachers. There have been some gains but want to continue with that. The HS data is more difficult. She spoke of the 207 HS SAT and reviewed the College Board information and how the color-coding score ranges are computed. (This not 208 included in the slides.) She spoke of not being where we want to be in math and the need to look at math instruction is high. This shows where we need the most help. She confirmed the only SAT that counts for us is taking it the 209 junior year. They can take it as much as they want but the school only pays for one. They take it twice in 11th grade, 210 211 once in the fall for practice and in spring, it is go time. A question was raised that as a parent, you are throwing out a 212 lot of numbers on assessments. What is the one to look at, the one the public should look at to see how a student and 213 school are doing. Principal Edmunds responded I don't think there is just one. Superintendent explained the best data as a parent is pre and post, when we do Iready 3 times a year we control it so there is consistency in how we take it. 214 215 If he wants to see how his child is doing, he looks at the fall, January and mid-May to see progress and wants him to 216 see the progress too. You took the test 3 times and you are seeing improvements each time. With SAT, there is 217 nothing to compare it to. As a parent, I would advise parents we have a lot of data, it is overwhelming. I want to see 218 the data that shows progress. Discussion was had about seeing a time frame and a number goal to track it and really look at that. Something that says this is where we are and this is what we strive for, maybe you need to set numbers 219 220 for each. What is the number that makes everyone happy? Ms. Stefanich spoke that the first piece is 100% growth of 221 Iready from fall to winter that is our benchmark to start. The SAT test doesn't have a marker and they keep revising 222 it. It is hard to set a benchmark now when the state issuing it are not. Principal Chenette noted those tests are different, one is multiple choice and one asks about knowledge. Mr. Vanderhoof spoke of hoping for a specific 223 224 answer. He understands the goal and general direction, he wants to set and meet goals. This is an ongoing issue, can 225 we set and meet expectations. Principal Chenette expressed when your core and instruction is where it should be then you should have 80% proficient; that is something we would strive for. Superintendent spoke of the SAT, he looks at 226 227 that as the standardized measure in HS, not everyone is going to college and it is measuring college ready. If we are

228 at 32% math proficiency can we say if we get to 45% next year that is reasonable if we increase it every 10-15% is 229 that reasonable every year, at some point the data plateaus. I don't know what too high or low is. That is why I look 230 at the pre, post, fall and winter. Chairman Kofalt voiced that he agrees with Mr. Vanderhoof it is useful to put a stake 231 in the ground. Everything you are doing is remarkable, I love getting this level of detail. He spoke of iExplore on the DOE website. There are a couple of numbers that seem to say to him how do we compare. He notes it is a horrible 232 vear to look at SAT scores, you will see a huge drop from 2019-2021 across the board with few exceptions. If you 233 234 look at how we are trending in science, it doesn't look good and part of that is because we spiked up in 2019 and 235 along with everyone else, dropped. There are 4 numbers he suggests looking at to say how we are doing, proficiency math, proficiency ELA, and the 3rd and 4th doesn't make much sense, student growth in ELA and student growth in 236 math. Discussions continued about setting a goal. Ms. Stefanich noted the 2022 data will not be released until 237 238 October. The group is encouraged as a part of the ongoing process to figure out what is the hard number we want to 239 hit, it may be a stretch goal but to say what we are aiming for is motivational in some ways. It may be a growth 240 number or an absolute number like a proficiency number. It was noted nationwide our state does pretty good with 241 education. Principal Edmunds spoke that one of the things she wanted to talk about was looking at assumptions about 242 the SAT and looking at the data to see if our assumptions were correct. We held a math forum after school got out. When we looked into the data, it was not the case. We have to start looking at another reason. She is proud of the 243 math department and how they changed their mindset and are all looking at this, the English department as well but 244 we are heavily involved in math this year. She reviewed the NH SAS 11th grade math data showing 39% proficient. 245 246 Assistant Gosselin reviewed the HS action plan which included utilizing advisory and staff doing SAT prep. PSAT 247 prep, elimination of basic algebra A and including a co-taught Algebra 1 course, 1:1 meetings with students to develop benchmark goals, completing practice tests within the regular classes making them part of the lesson. She 248 249 spoke of Biotrek coursework in the science department, which will start in January, and instructors will be coming 250 in. The PD action plan includes the math department completing a collaborative SLO, PLC focus on all assessments, 251 department meetings and PD to align math curriculum 6-12, continue the Math Summit meetings on a quarterly 252 basis, continue to improve outreach with families especially the need for students to take the NH SAS and utilize 253 student response data. She spoke that if students do not take the NH SAS assessment, it gives us a zero. A question 254 was raised if there is a way to look at grades, students may do poorly on a test but can we look at the grades along 255 with the test scores to get a bigger picture. Principal Edmunds responded that is one our points of data, we look at attendance, testing data, and discipline data. Principal Chenette expressed that this is the first time your staff has been 256 257 engaged at this level, they are just learning. Discussion continued about stabilizing the math program, the scores 258 being a systemic problem, the culture, how we get the kids to take it seriously, how do we get parents to engage them 259 at home and focusing on the data is important but there are other pieces which will take time to turn the corner and 260 finding a balance. It was expressed this was a good presentation. It was suggested to see the same report at the same 261 time next year but with comments and strike outs of this is what we thought it would do for us but didn't so that we can see the process more than just an additional report. Chairman Kofalt voiced that long-term it is good to see the 262 263 trends. He has provided Ms. Stefanich an Excel file with charts, some of those lend to visualization, and perhaps they 264 may want to add those. Overall, this is phenomenal, he applauds the work they are doing and it is putting us on the 265 right track. Mr. Post commented this is great data. He thinks before it was anecdotal and he would like to see a "stake in the ground", we need to see what success looks like. We need to put down hard numbers, this is our goal, teachers 266 and administration can set that and bring back to us a 1, 2, and 3-year goal. If you miss the goal, the school board 267 268 owns that as much as everyone else. He would like to see this before school starts in the fall.

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IV. ADJUSTMENTS TO THE AGENDA

Superintendent reported no adjustments to the agenda.

273 V. PUBLIC COMMENTS

The public comment section of the agenda was read. Superintendent called out all the phone numbers and namesjoined in the meeting asking if they wanted to comment. There was no public comment.

277 VI. Letters/Information

i. Enrollment

Superintendent reviewed enrollment with 13 less students at the end of the year (561) vs. the beginning (first day
574). The drop in enrollment in June was questioned, Superintendent will report back with information on this.

281282 VII. ESSER REQUEST

283 Mr. Pratt on behalf of special education is requesting \$40,000 of ESSER funding to enhance and address documented 284 issues and concerns they have in terms of mental health services in the district. In prior years, we had a full time 285 school psychologist position with benefits who left us a year ago. We could not find any full time candidates. We had 286 a conversation earlier in the year that we were fortunate to find a part time psychologist and social worker. He spoke of 96 students in the district who are receiving substantial mental health services. One of the issue we are talking 287 about is that although we are identifying mental health issues they are not able to address it outside of school. 288 289 Students express their needs in a variety of ways. They can't get support outside of school and are waiting 4-6 290 months. As a director, I feel helpless to provide services. He is not suggesting taking on all society's woes, he has significant concern and is requesting to increase the school psychologist to .80 FTE and the licensed mental health 291 worker (social worker) to 1.0 FTE. We have \$118,970 budgeted including full benefits. With your approval of the 292 293 \$40,000 that will allow us to fund the 2 positions which will have a multi-focus, one to address SPED testing and 294 counseling and 504's but also to work through and provide some needed mental health services and two we need to 295 be thinking of providing a program for students who have significant mental health issues. In the past, we tuitioned 296 students out, this group of counselors and psychologist worked together starting last year to look at the type of 297 program needed to be proactive. Tonight we seek the ESSER funds for one year and if we want to continue this, 298 address it through the budget process. He confirmed the number he has budgeted is \$118,970. A question was raised 299 of the students who got counseling last year, was he able to reach out to them over the summer to see if they 300 continued and if not are they going to need increased counseling for the school year. Mr. Pratt responded we 301 identified through the ESY program that we do have students receiving some counseling over the summer. A 302 question was raised for Mr. Pratt to be more specific about what he is seeing now vs. what he was seeing at budget time. It was noted we have 3 full time school counselors, a part time psychologist and a part time licensed mental 303 304 health worker. Mr. Pratt responded he has seen this all along, students presenting with extreme issues, we have 305 students' threat suicide, students who cut and reach out for extra counseling and not getting it due to a backlog of 306 social services. As a director, we have money available to address a need to help our students. These are the students 307 we know of, there are students not seeking any help. Mr. Pratt was asked to clarify the roles of the counseling staff. 308 He reported the school counselors take care of the day-to-day needs, our school psychologist does testing, 309 evaluations and any other testing on a 3-year basis that caseload can be high. The licensed mental health worker works with students' fortunate enough to have counseling outside of school and provides direct counseling with 310 students who have significant issues typically. It was noted the requested amount seems low. Mr. Pratt confirms the 311 312 contracted service salary is \$158,657 with no benefits. Mr. Pratt was asked if felt .80 FTE was sufficient. He 313 responded it is a team approach; we are trying to figure out how to deal with the situations in front of us. He believes staffing would be adequate for this year and it gives us a good idea of what we may encounter. He notes there are 314 lows and high with mental health, it is not flat. His concern as a director is to address our kids who are hurting. He 315 316 will be able to address the finance piece better in September or October when he can see how it is going. He is fortunate to have the personnel he has. Many districts do not have the staff we have but at the same time, we need to 317 318 address the issues. He is coming to you as a director saying we have an issue. He was asked if ESSER funding were 319 not there what would his solution be. He responded He does not know, he has always tried to balance the budget and 320 right now he doesn't have an option at this particular moment. Mr. Pratt was asked if this was a COVID driven event that we need to solve for the short time because of challenges documented that you are seeing and would you pull it 321 back or is this the nature of society and we will have to continue this going forward. Mr. Pratt responded he does not 322 323 know, as a director he has a group working together and they will be able to address the issues rather quickly but he 324 can't answer that right now. Chairman Kofalt expressed his initial response is where do we draw the line, we 325 increased the MS counselor at one point. It is hard to say no when there is an expressed need, he does not think this was foreseen or expected and it is outside the budget process. He is hesitant; he doesn't know where the line is, how 326 327 much does the district do and how much are we responsible for. Mr. Pratt spoke of one of the difficulties of the 328 budget process is figuring out what you need. It became evident and he believes he started talking to the Board about 329 this in the beginning of 2022. One of the things we are looking at is mental health and programming for students when we typically send students out of district, we want to be fiscally responsible and keep the kids here as much as 330 331 possible. Ms. Cloutier-Cabral spoke that this is important, we do the best we can, and if there is something we have, 332 we give it. When there is a tragedy everyone says we need to get a handle on mental health but no one knows how to do it. For us what we can start doing is start working with the kids in our district. It is important we make those 333 moves when they come up. Mr. LoVerme commented you should be asking for more money. Mental Health is the 334 fastest rising issue out there and is starting with younger people. He spoke of the thing they worry about and they 335 336 have more issues on a daily basis than we had to go through. He suggests asking for more money so we can protect 337 the kids. 338

A MOTION was made by Mr. LoVerme and SECONDED by Mr. Golding to approve \$80,000 in ESSER funding for
 expanding the positions.

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342 Mr. Vanderhoof expressed being on the fence, he points out to bump the funding up without Mr. Pratt's request is odd to him. A question was raised if he was saying if we had more people here, we may be able to keep some kids in 343 district. Mr. Pratt responded he would come to the Board with a formalized program, we would look at a tier 1 344 structured program but that is at least a year off and would need to go through the approval process. Mr. Post spoke 345 346 encouraging Mr. LoVerme to withdraw his motion and dwindling the ESSER funds. They can come back to ask for more if necessary. We have a heartfelt presentation from Mr. Pratt and doubling the amount is not proper use of these 347 funds. They are for a specific purpose and we have access for now and need to be more judicial. He will vote no for 348 \$80,000 in funding. He would like some consensus rather than a narrow vote. Ms. Cloutier-Cabral spoke that we 349 started our meeting on how to teach our kids to react to an active shooter and an ask for \$40,000 is a really 350 responsible ask, and it is responsible of us to approve the \$40,000. Mr. Vanderhoof voiced because he believes Mr. 351 352 Pratt will be responsible with the funds he would reluctantly vote yes. He doesn't think this is the right avenue for it and doesn't understand it but would reluctantly support the \$40,000 request. If additional funds are needed, he would 353 need to come back to the Board. Chairman Kofalt reviews it sounds like we have a consensus, the current motion is 354 for \$80,000 and he asks Mr. Pratt if he has a plan for \$80,000. Mr. Pratt responds he does not; he has a plan for 355 \$40,000 now. He is certainly comfortable coming back to the Board if there is a need for more. Mr. LoVerme is not 356 357 agreeable to amending his motion. 358

Voting: via roll call vote, five nays, from Ms. Anzalone, Mr. Vanderhoof, Mr. Post, Mr. Mannarino, Ms. Cloutier
Cabral, two ayes; motion fails.

A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Mr. Mannarino to approve the request of

363 *\$40,000 in ESSER III funding to expand counseling services in the 2022-2023 school year.*

Voting: via roll call vote, five ayes; two abstentions from Mr. LoVerme and Mr. Golding, motion carried.

VIII. ACTION ITEMS

IX.

a. Approve Minutes of Previous Meeting

A MOTION was made by Mr. Vanderhoof and SECONDED by Mr. Mannarino to approve the minutes of June 28,
2022 as written.

- 370 *Voting: via roll call vote, five ayes; two abstentions from Mr. LoVerme and Mr. Post, motion carried.*
- 371 372

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COMMITTEE REPORTS

i. Policy Committee

Ms. Cloutier-Cabral reported the committee has a lot of work to do and has done a lot of work. At the last meeting,
they looked at old business and there are some policies that need additional updates as changes were made after we
updated them. There are new policies they are looking at as well. They reviewed parts of the policies to see if they
are compliant. The next meeting is August 18 at 7:30pm.

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X. RESIGNATIONS / APPOINTMENTS / LEAVES

a. Resignation-Michele Boette-LCS-Paraprofessional

Resignation-Stephanie Gaarder-FRES-RBT

382 Superintendent reviewed the resignations.

b.

c.

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Appointment-Samantha Sappet-District Curriculum Coordinator

385 Superintendent reviewed the nomination for Curriculum Coordinator. He spoke of Ms. Stefanich doing a great job.

A MOTION was made by Mr. Vanderhoof and SECONDED by Ms. Cloutier-Cabral to appoint Ms. Samantha Sappet
 as District Curriculum Coordinator at a salary of \$65,000.

Voting: via roll call vote, all aye; motion carried unanimously.

391 XI. PUBLIC COMMENTS

The public comment section of the agenda was read. Superintendent called out all the phone numbers and names joined in the meeting asking if they wanted to comment. There were no public comments.

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395 XII. SCHOOL BOARD MEMBER COMMENTS

- 396 Mr. Post commented that this was a good meeting and apologized for not being able to attend in person.397
- Ms. Anzalone thanked the team for the data presentation and for those coming in; she congratulated Ms. Sappet onher new position.
- 401 Mr. Mannarino commented it was a great presentation. He thanked Ms. Stefanich for all she has done over the past
 402 year, we gave her a pretty long list of tasks and she leaves us in a better place than she found us. He congratulated
 403 Ms. Sappet on her new position.
- Ms. Cloutier-Cabral commented the presentation was informative and very helpful; she wants to see more of that.Ms. Stefanich has been great, we really appreciate that and she is proud of Ms. Sappet.
- 408 Mr. Vanderhoof commented that it was a good meeting, he thanked those who presented the data noting that is the 409 kind of thing he enjoys hearing and discussing. The thanked them and appreciated all the hard work.
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- 411 Chairman Kofalt spoke that sometimes people do not always take a step back and look at the big picture, we have an
- 412 amazing team in place right now and from where he is sitting, he sees that and saw that tonight. There is no
- replacement for Ms. Stefanich, we are sorry to see her go, she did great things in the district and he is exciting to see what Ms. Sappet is going to do. Manifests need to be signed this week, he asked for a volunteer from
- 414 what ivis, sapped is going to do. Trainfests need to be signed this week, he asked for a volunteer from
 415 Lyndeborough. Ms. LaPlante noted they would not be ready until after noon tomorrow. Mr. Post volunteered.
- 416 Chairman Kofalt requested volunteers for August 2 and August 18 and encouraged members to sign up through the
- 417 shared Google document.
- 418 419

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XIII. NON-PUBLIC SESSION RSA 91-A: 3 II (A) (C)

- 420 A MOTION was made by Mr. Mannarino and SECONDED by Mr. Vanderhoof to enter Non-Public Session to
- 421 review non-public minutes. RSA 91-A: 3 II (A) (C) at 9:53pm.
- 422 *Voting: via roll call vote, all aye, motion carried unanimously.*423

RETURN TO PUBLIC SESSION

- 425 The Board entered public session at 11:09pm.426
- 427 *A MOTION was made to seal the non-public session minutes by Mr. LoVerme and SECONDED by Ms. Anzalone.*
- 428 *Voting: all aye; motion carried unanimously.* 429
- 430 XIV. ADJOURNMENT
- A MOTION was made by Mr. LoVerme and SECONDED by Mr. Mannarino to adjourn the Board meeting at
 11:10pm.
- 433 Voting: six ayes; one nay from Mr. Golding, motion carried.
- 434
- 435 *Respectfully submitted,*
- 436 Kristina Fowler
- 437

SUMMER 2022 DATA PRESENTATION

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21



Agenda

- Overview >
- Data and Action > Steps > Summary
- > Questions



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21



District Wide Approach

- Continued shift to Data Driven culture
- Improved student performance on benchmark assessments and standardized testing
- Continued communication between the community and the schools around performance and growth



MOVE TO IREADY PLATFORM

- > All students K-12 will participate in iReady Math and Reading <u>three</u> times a year (fall, winter, spring)
- > Data cycles following each test administration
- Professional Development 4 sessions for staff,
 1 for administrators
- > Regular reports to community and families

Goal: All students will make at least one year of growth on iReady Assessments from fall to spring administration.





ELEMENTARY SCHOOL

Kathleen Chenette

Overview of The Assessments used for Reading

STAR 360

STAR 360 consists of two customized reading and one Math test for students to take on a computer. As a student takes the assessment, the software selects items based on the student's responses. If the student answers the item correctly, the software increases the difficulty level of the next item. We use this as a **universal** screening tool.

Heggerty PA

The Heggerty Phonemic Assessment is used to gather information about students and monitor progress with phonemic awareness. Phonemic awareness is the ability to understand that spoken words are made up of individual sounds called phonemes, and it's one of the best early predictors for reading success. We use this as a diagnostic tool.

CORE Phonics

The CORE Phonics Survey assesses the phonics and phonicsrelated skills that have a high rate of application in beginning reading. Each survey presents a number of lists of letters and words for the student to identify or decode. We use this as a **diagnostic tool**.

Purpose of The Assessments used in Reading

STAR 360

Universal Screener

Administered whole group at the Beginning (BOY), middle (MOY) and end of year (EOY) to all students K-5.

Used to flag students who may need intervention in reading or math and monitor growth.

Heggerty PA

Diagnostic Tool

Administered 1:1 at the Beginning (BOY), middle (MOY) and end of year (EOY) to all students K-1 and select students in 2-3.

Used to identify the **phonemic awareness** skills to target during intervention & to monitor growth.

CORE Phonics

Diagnostic Tool

Administered 1:1 at the Beginning (BOY), middle (MOY) and end of year (EOY) to all students K-3.

Used to identify **phonics** skills to target during intervention & to monitor growth.

ELEMENTARY SCHOOL STAR DATA READING AND MATH

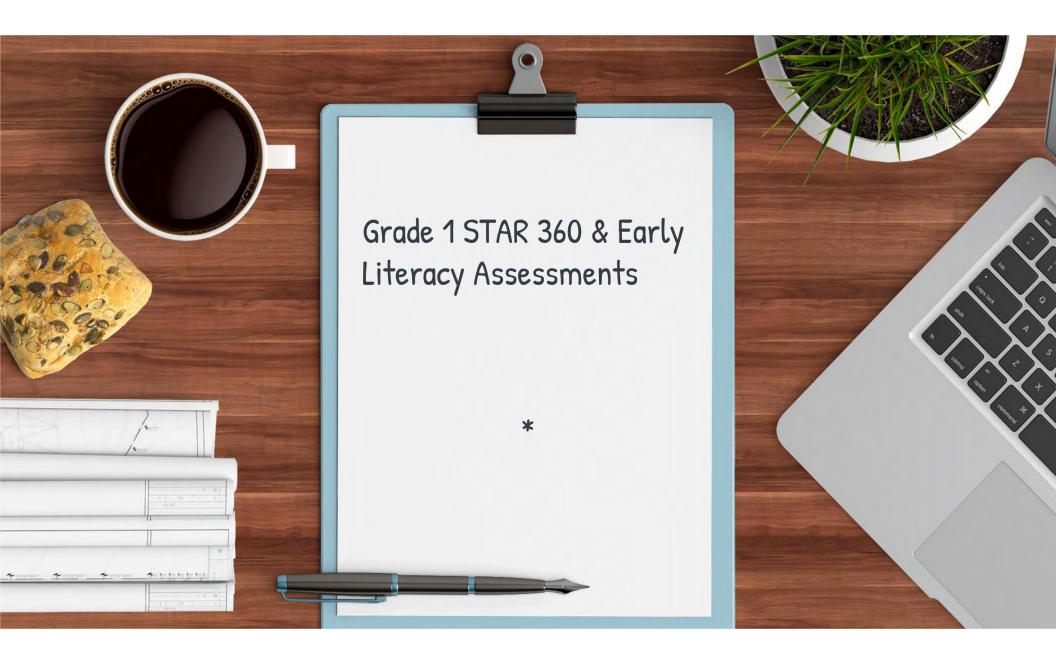
K - 5

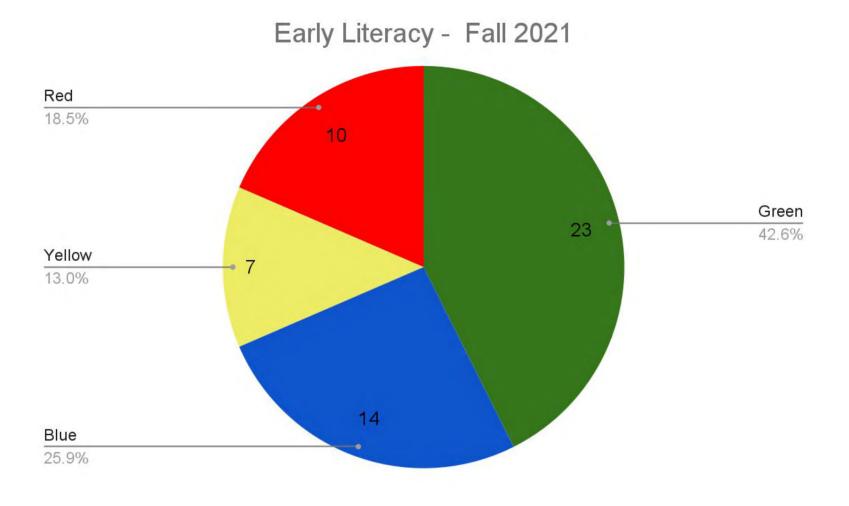
BOY → EOY ELEMENTARY DATA- STAR 360 READING

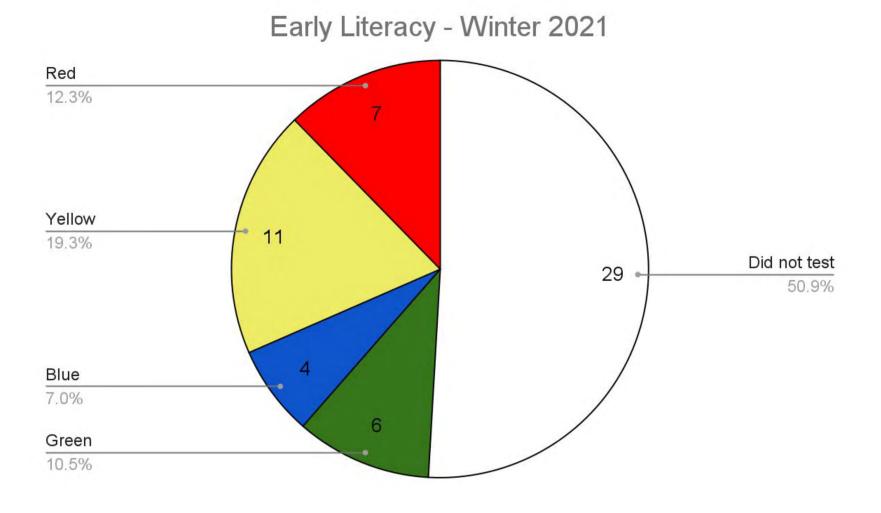
<mark>30Y → EOY</mark> Grade	1-Urgent Intervention	2- INTERVENTION	3- On Watch	4– Proficient or above
K (only eoy)	28%	26%	6%	40%
1	22%→28%*	13%→26%*	24%→6%*	39%→40%*
2	25%→13.5%	13.5%→13.5%	28%→16%	33%→57%
3	27%→19%	13%→5%	20%→25%	40%→51%
4	9%→0%	14%→3%	34%→49%	34%→48%
5	10%→9%	22%→9%	24%→35%	44%→47%

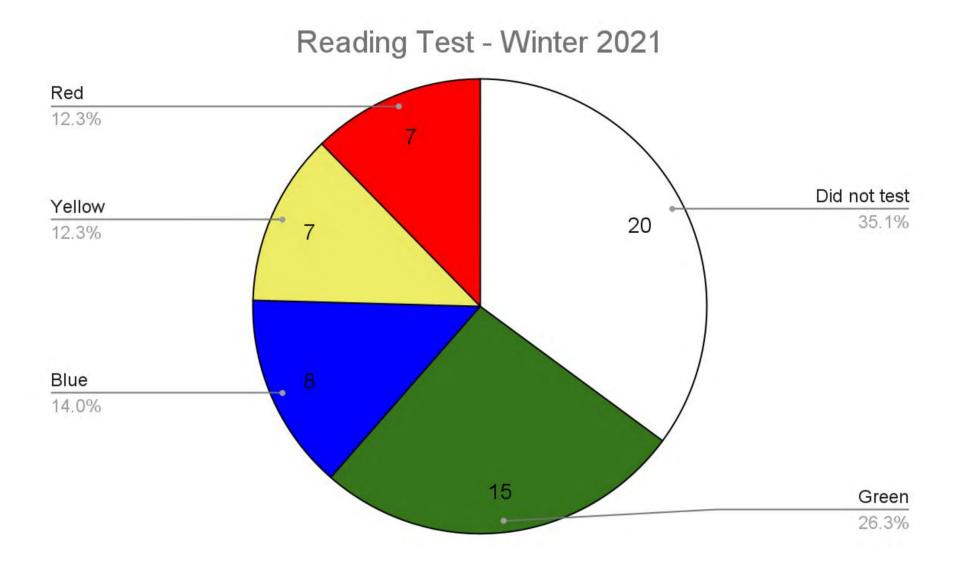
*= DATA IS FURTHER DISAGGREGATED

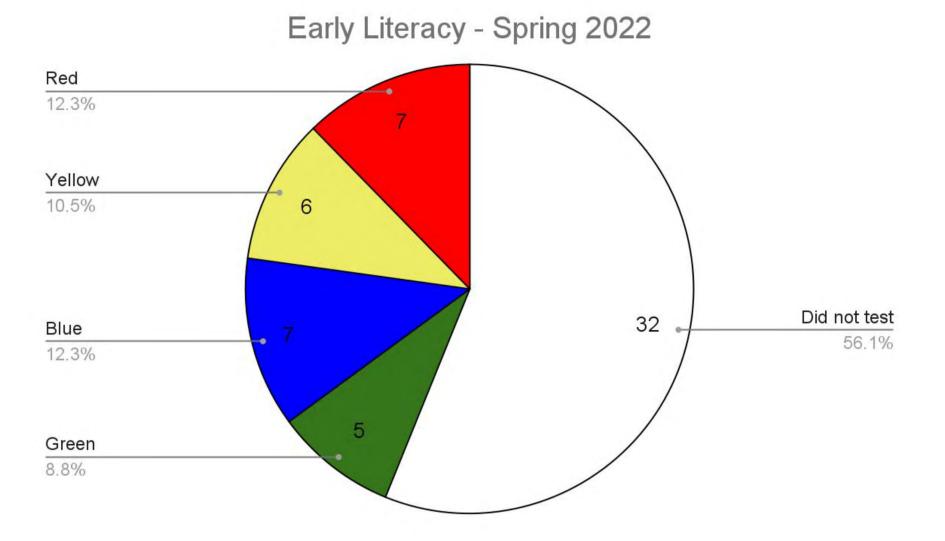
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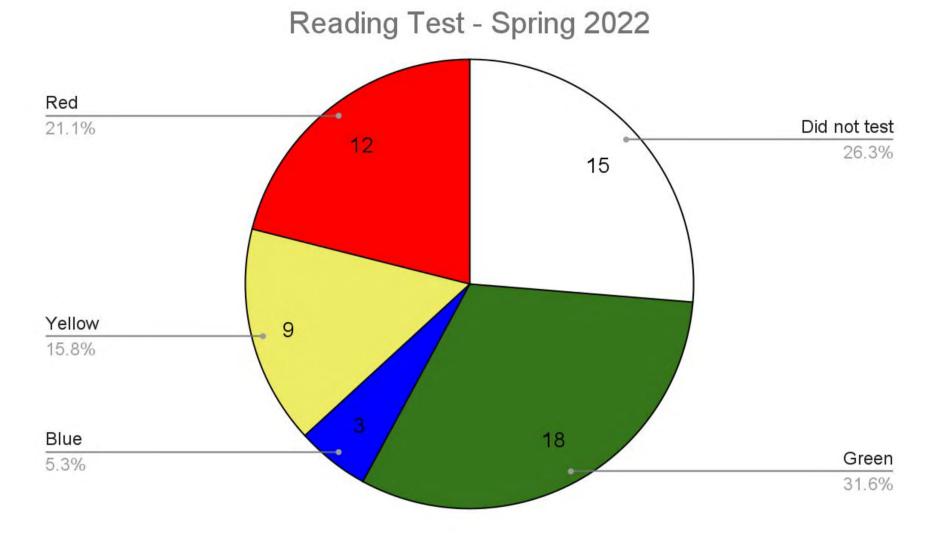




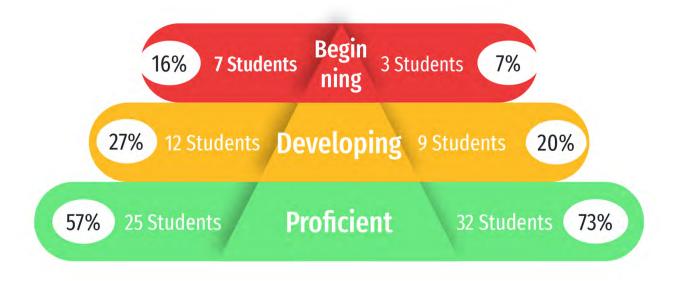






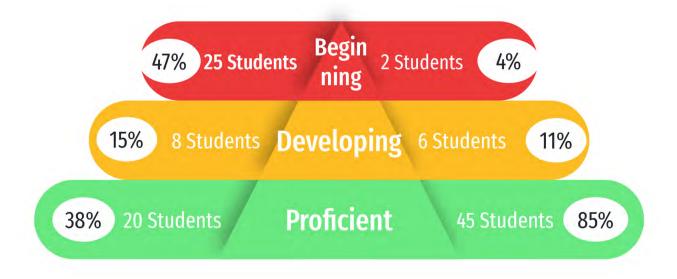


Heggerty Phonemic Awareness *Composite Q3 and EOY* Scores Kindergarten (44 Rising 1st Graders)



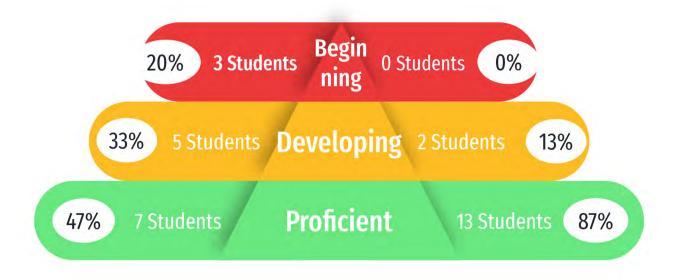
Heggerty classifies levels of need as: Proficient, Developing, and Beginning

Heggerty Phonemic Awareness *Composite BOY and EOY* Scores Grade 1 (53 Rising 2nd Graders)

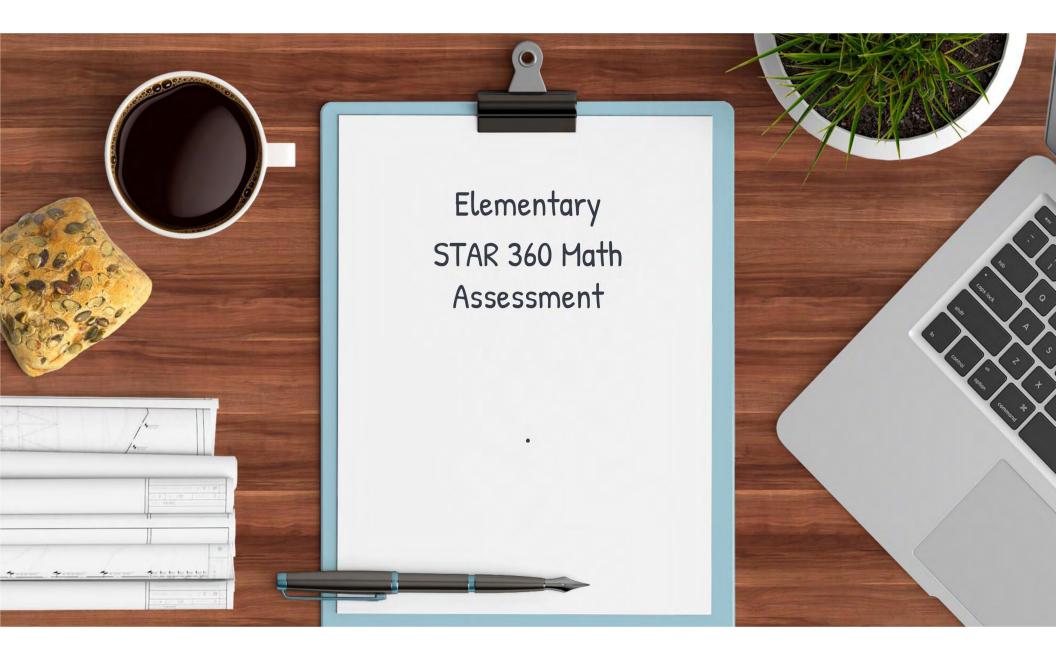


Heggerty classifies levels of need as: Proficient, Developing, and Beginning

Heggerty Phonemic Awareness *Composite BOY and MOY* Scores Grade 2 (15 Rising 3rd Graders)



Heggerty classifies levels of need as: Proficient, Developing, and Beginning



BOY → EOY ELEMENTARY SCHOOL DATA- STAR 360 MATH

<mark>BOY → EOY</mark> Grade	1-Urgent Intervention	2- INTERVENTION	3- On Watch	4– Proficient or above
1 (EOY ONLY)	5%	12%	19%	64%
2	3%→3%	10%→5%	30%→16%	55%→76%
3	16%→11%	16%→15%	22%→25%	45%→49%
4	6%→6%	3%→6%	34%→20%	49%→68%
5	15%→12%	17%→14%	24%→14%	44%→60%

0



$2021 \rightarrow 2022$ ELEMENTARY SCHOOL – NH SAS ELA

<mark>2021 → 2022</mark> ELA Grade	1- Below Proficient	2- Approaching Proficient	3- Proficient	4– Above Proficient
3	35%	20%	29%	16%
4	9% → 19%	48% → 42%	24% →23%	18% →16%
5	18% → 17%	24% →12%	34% →49%	24% →22%

3th Grade- 45% at or above proficient 4th Grade- 39% at or above proficient 5th grade- 71% at or above proficient

2021 → 2022 ELEMENTARY SCHOOL – NH SAS MATH

<mark>2021 → 2022</mark> MATH Grade	1- Below Proficient	2- Approaching Proficient	3- Proficient	4- Above Proficient
3	29%	25%	32%	14%
4	15% →13%	33% → 34%	39% →31%	12% → 22%
5	24% → 22%	32% → 54%	37% →15%	8 % → 10%

3th Grade- 46% at or above proficient 4th Grade- 53% at or above proficient 5th grade- 25% at or above proficient

ELEMENTARY SCHOOL - NHSAS SCIENCE

GRADE	1 – Below Proficient	2 - Approaching Proficient	3 - Proficient	4 - Above Proficient
5	40%	29%	14%	17%

31% Proficient or Above

~ ELEMENTARY SCHOOL ACTION PLAN ~

Continue benchmark and interim data meetings (<u>EOY DATA</u> <u>MEETING</u>example)

Continue NH standards alignment and understanding within and across grade levels. Identify diagnostic tools for math and implement Fall 2022. Year long professional development in high yield math instructional strategies.

Schedule and monitor 60 minutes of math learning and practice **daily** in all classrooms.

Envisions Math Program implementation year 2 with fidelity. Continued weekly Impact Team meetings with Admin facilitating, weekly math chat on agenda.

Consider leveling math by math level and need as opposed to grade level.

Maximize resources in Title 1 as best we can.

ACTION PLANNING CONTINUED

Increased math homework practice in all grade levels.

Increase fact fluency development opportunities.

Specials teachers embedding math concepts into their content (fractions in counting beats and measures). Recognize the benefits of productive struggle in the classroom.

Build capacity in the area of collecting and using multiple math data points.

Move math to the morning in all grade levels. Work with WLC to build a peer mentor program with a focus on math.

Develop common formative assessments.

Teacher ~ teacher mini observations with feedback.

Math in the Community making connections to real life.



MIDDLE/HIGH SCHOOL

Sarah Edmunds Kathryn Gosselin

MIDDLE SCHOOL DATA- STAR 360 READING

SPRING and (Spring to Fall Growth) Grade	1-Urgent Intervention	2- Intervention	3- On Watch	4- Proficient or above
6	2% (0%)	15% (↓27%)	24% (0%)	59% (†12%)
F	7% (†43%)	13% (↓31%)	39% (↓5%)	41% (†2.5%)
8	5% (0%)	13% (†39%)	41% (†5%)	41% (†10%)

0

MIDDLE SCHOOL DATA- STAR 360 MATH

SPRING MATH Grade	1- Urgent Intervention	2- Intervention	3- On Watch	4- Proficient or above
6 Grade	7% (0%)	15% (↑ 40%)	24% (↓14%)	54% (↑ 9%)
f	7% (↓29%)	13% (↓31%)	40% (↓1%)	40% (†35%)
8	8% (0%)	5% (↓60%)	33% (†12%)	54% (↓2%)

0

2021 → 2022 MIDDLE SCHOOL DATA- NH SAS ELA

<mark>2021 → 2022</mark> ELA Grade	1- Below Proficient	2- Approaching Proficient	3- Proficient	4- Above Proficient
6	10% → 11%	23% → 29%	51% → 42%	15% → 18%
F	21% → 5%	44% → 38%	23% ightarrow 49%	13% → 8%
8	6% → 9%	30% ightarrow 19%	52% ightarrow 59%	12% → 13%

6th Grade- 60% at or above proficient 7th Grade- 57% at or above proficient 8th grade- 72% at or above proficient

2021 → 2022 MIDDLE SCHOOL DATA- NH SAS MATH

<mark>2021 → 2022</mark> Grade	1- Below Proficient	2- Approaching Proficient	3- Proficient	4- Above Proficient
6	13% → 26%	33% → 42%	28% →26%	26% → 5%
F	36% → 30%	46% → 53%	15%→18%	3% → 10%
8	18% → 15%	56% → 42%	15% →30%	12% → 3%

6th Grade- 31% at or above proficient 7th Grade- 28% at or above proficient 8th grade- 33% at or above proficient

MIDDLE SCHOOL ACTION PLAN

Instruction

-7th grade math will be leveled

-6th and 7th grade math will have one section co-taught with a special educator

-Period 1/SEER will be competency based on reinforcement of skills

-Utilize Title 1 supports

-Weekly Peer Tutoring with NJHS and NHS

-Math concepts embedded in non-content courses (ie-FACS)

-Enhance our Homework Club (3 days per week for two hours each day)

Professional Development

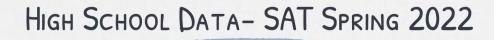
-Focus groups on Universal Design for Learning

-PLC and department meetings to focus on all assessments (ie- pre and post assessments)

-Professional development on curriculum alignment

-Continue and improve outreach to families

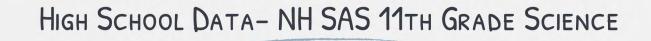
-Continued professional development for science teachers to address areas of student need.



Color-Coded Score Ranges - SAT Suite | College Board

(Red:200-500, Yellow: 510-520, Green: 530-800)

SAT 2022 Data



Grade	1- Below	2- Approaching	3-	4- Above
	Proficient	Proficient	Proficient	Proficient
11	48%	13%	39%	0%

HIGH SCHOOL ACTION PLAN

Instruction

-Embedded SAT and PSAT style questions and vocabulary within curriculum

-SAT/PSAT prep during advisory on a weekly basis to include personalized 1:1 sessions, small group prep, and whole class preparation

-Elimination of Basic Algebra A and including a co-taught Algebra 1 course

-1:1 meetings with students to develop benchmark goals

-Complete practice assessments within regular courses

-Biotrek coursework in science department

(https://www.armiusa.org/)

Professional Development

-Math department to complete a collaborative SLO in math

-PLC focus on all assessments

-Department meetings and PD to align math curriculum 6-12

-Math Summit meetings to continue on a quarterly basis with use of iReady and PSAT/SAT data

-Continue and improve upon our outreach to families

-Utilize student response data from a post-SAT/PSAT survey sent from administration



CLOSING AND QUESTIONS

Wilton-Lyndeborough Cooperative School District School Administrative Unit #63

192 Forest Road Lyndeborough, NH 03082 603-732-9227

Peter Weaver Superintendent of Schools Ned Pratt Director of Student Support Services Kristie LaPlante Business Administrator

To: Andrea Petrone FROM: Peter Weaver DATE: August 9, 2022 RE: Resignation

In accordance with Policy GCQC:

"A resignation by a licensed employee who is under contract to the school should be submitted to the Superintendent. Said resignation of a licensed employee may take effect on a date approved by the Superintendent acting as agent of the School Board.

I am in receipt of your letter dated July 25 that you intend to resign your position as 3rd Grade Elementary Teacher effective August 23.

CC: WLC School Board Personnel Folder

Wilton-Lyndeborough Cooperative School District provides a safe and educational environment that promotes student exploration, critical thinking and responsible citizenship.