

Londonderry School District Strategic Plan 2019 to 2024



Vision, Mission and Motto

Our Shared Vision:

The Londonderry School District will provide appropriate individualized academic, social, emotional and physical learning opportunities in order to establish a dynamic foundation for quality education and continued student growth.

Our Mission:

Our mission is to provide all students with the vision, skills, and knowledge necessary to maximize their individual potential. Central to this accomplishment is the collaboration among all shareholders and disciplines so that students can become contributing members of society and appreciate that learning is a life-long process.

Our Motto:

“Giving Wings to Children’s Dreams”

2019 to 2024 Londonderry School District Strategic Plan

As we move through the next five years of Londonderry School District’s Strategic Plan, we made two changes to the document:

1. Since the 2017-18 School Year the District Leadership Team has been focusing on a smaller set of prioritized goals that we captured in the two pillars and the five operational goals of the 2019-2024 Strategic Plan. These seven areas encompass all the prioritized work currently underway in the district. The graphic below shows how prior goals from the Strategic Plan transitioned into the new document, as well as which goals are new to the Strategic Plan in our five-year update.

2014 to 2019 Strategic Plan

Goal #1: To ensure that curriculum/instruction and assessment are designed and delivered to enable diverse learners to achieve or exceed district standards.

Prioritized

Goal #3: To provide adequate space in order to meet the educational needs of all students and the effective operations of all school facilities.

Prioritized

Goal #2: To achieve and sustain the highest level of professional competency of all staff members consistent with the District Strategic Plan.

Prioritized

Embedded

Goal #5: To ensure buildings and grounds are maintained.

Updated

Goal #6: To provide students with a the opportunity to participate in a rich variety of sports/co-curricular activities.

Updated

Goal #4: To create and maintain two-way communication among all stakeholders in the School District.

Embedded

New

Embedded

2019 to 2024 Strategic Plan

Pillar #1: Update and align Londonderry’s curriculum, *as needed*, around Competencies.

Pillar #2: Strengthen a Proactive and Positive Culture for All.

Operational Goal #1: Review space needs and infrastructure within our school buildings.

Operational Goal #2: Update and refine Emergency Operations Plan.

Operational Goal #3: Streamline the professional evaluation system. *Professional Development* is now embedded in both pillars and all operational goals when needed.

Operational Goal #4: Continue to maintain buildings and grounds.

Operational Goal #5: Continue to provide a rich variety of sports/co-curricular activities.

Communication to all stakeholders is embedded in both pillars and all operational goals when needed.

Technology Updates are embedded in both pillars and all operational goals when needed.

2019 to 2024 Londonderry School District Strategic Plan

2. We made a format change to each sub goal (the “action”), of both pillars and all five operational goals, that requires us to articulate where the responsibility lies for those sub goals, as well as the evidence we will gather on a yearly basis to determine if we met that sub goal or not. The other format change we made is to capture in table form the year, or range of years, when we intend to work on and complete each sub goal. This one format change dramatically reduced the size of the Strategic Plan by cutting down on the repetitive documents that were contained in prior versions of the Strategic Plan.

Each sub goal (or “action”) articulated with a new coding system

The Xs mark the year, or range of years, when we expect to complete each sub goal, or if they are ongoing

Pillar #1: Update and align Londonderry’s curriculum, <i>as needed</i> , around Competencies.							
Action	Responsibility	Evidence	2019-20	2020-21	2021-22	2022-23	2023-24
P1.A Develop district wide competencies for K to 12 curriculum.	Entire District	A clear “Portrait of a Graduate” developed that anchors the curriculum.	X				
P1.B Revise and refine district wide competencies, <i>as needed</i> , along with other tools such as rubrics after each year of implementation.	Assistant Superintendent	Revised and refined “Portrait of a Graduate” and Competency Rubrics.		X	X	X	X
P1.C Performance Assessments and other measures are developed and implemented as a means to assess student proficiency in terms of our district wide competencies for grade bands 6 to 8, and 9 to 12.	LMS & LHS Teachers and School Leaders	Performance Assessments created, implemented, and revised for all grade bands and courses.	X	X	X		
P1.D Performance Assessments, and other measures are developed and implemented as a means to assess student proficiency in terms of our district wide competencies for grade bands K to 2, and 3 to 5.	LES Teachers and School Leaders	Performance Assessments created, implemented, and revised for all grade bands and courses.				X	X

Where the responsibility of the work for the sub goal lies

What evidence will be collected on a yearly basis to determine status

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Pillar #1: Update and align Londonderry’s curriculum, <i>as needed</i> , around Competencies.							
Action	Responsibility	Evidence	2019-20	2020-21	2021-22	2022-23	2023-24
P1.A Develop district wide competencies for K to 12 curricula.	Entire District	A clear “Portrait of a Graduate” developed that anchors the curriculum.	X				
P1.B Revise and refine district wide competencies, <i>as needed</i> , along with other tools such as rubrics after each year of implementation.	Assistant Superintendent	Revised and refined “Portrait of a Graduate” and Competency Rubrics.		X	X	X	X
P1.C Performance Assessments and other measures are developed and implemented as a means to assess student proficiency in terms of our district wide competencies for grade bands 6 to 8, and 9 to 12.	LMS & LHS Teachers and School Leaders	Performance Assessments created, implemented, and revised for all grade bands and courses.	X	X	X		
P1.D Performance Assessments, and other measures are developed and implemented as a means to assess student proficiency in terms of our district wide competencies for grade bands K to 2, and 3 to 5.	LES Teachers and School Leaders	Performance Assessments created, implemented, and revised for all grade bands and courses.				X	X
P1.E Develop a product map for grades 6 to 8 that articulates how all courses, working together over a three-year period (grades 6 to 8) provide opportunities for all students to demonstrate their proficiency in each competency.	LMS Teachers and School Leaders	A 6th to 8th grade product map that shows each courses alignment to the district wide competencies.		X	X	X	
P1.F Develop a product map for grades 9 and 10 that articulates how all courses, working together over a two-year period (grades 9 and 10) provide opportunities for all students to demonstrate their proficiency in each competency.	LHS Teachers and School Leaders	A 9th to 10th grade product map that shows each courses alignment to the district wide competencies.		X	X	X	
P1.G Develop a product map for grades 11 and 12 that articulates how all courses, working together over a two-year period (grades 11 and 12) provide opportunities for all students to demonstrate their proficiency in each competency.	LHS Teachers and School Leaders	An 11th to 12th grade product map that shows each course’s alignment to the district wide competencies.		X	X	X	

2019 to 2024 Londonderry School District Strategic Plan

Pillar #1: Update and align Londonderry’s curriculum, <i>as needed</i> , around Competencies.							
Action	Responsibility	Evidence	2019-20	2020-21	2021-22	2022-23	2023-24
P1.H Develop a product map for grades K to 2 that articulates how all courses, working together over a three-year period (grades K to 2) provide opportunities for all students to demonstrate their proficiency in each competency.	LES Teachers and LES School Leaders	A K to 2nd grade product map that shows each grades alignment to the district wide competencies.					X
P1.I Develop a product map for grades 3 to 5 that articulates how all courses, working together over a three-year period (grades 3 to 5) provide opportunities for all students to demonstrate their proficiency in each competency.	LES Teachers and LES School Leaders	A 3rd to 5th grade product map that shows each grades alignment to the district wide competencies.					X
P1. J Develop a K to 12 progression for each competency that maps out expectations for performance by major grade bands (K - 2, 3 - 5, 6 - 8, 9 - 12)	Entire District	A K to 12 progression exists for each competency at least, ideally with an interdisciplinary framework.		X	X	X	X
P1. K Develop rubrics to align to K to 12 progressions that can be used with common tasks to guide the assessment of competencies in general outside of common Performance Assessments.	Entire District	Holistic and Scaled Rubrics aligned to each competency at the major grade bands.	X	X	X		
P1. L Revise and update LMS grading policies as needed to align to district wide competencies as well as course and grade specific work.	LMS Teachers and Leadership	Develop grading policies aligned to district wide competencies, and <i>revise current grading policies as needed.</i>	X	X	X		
P1.M Articulate how students academically and socially progress from grades 6 to 8, and eventually earn 8th grade graduation based on their performance on district wide competencies, as well as course level power standards.	LMS Teachers and Leadership, and District Office.	Develop clear articulation of how student progress through LMS and performance needed to graduate in 8th grade.		X	X	X	
P1. N Articulate how students can move faster through a typical 6th to 8th grade academic and social progression to access higher level coursework while still an LMS student in any of the departments at LMS.	LMS Teachers and Leadership, and District Office.	Develop clear articulation of how students can move through departments in a more personalized and accelerated path while at LMS.			X	X	X

2019 to 2024 Londonderry School District Strategic Plan

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Action	Responsibility	Evidence	2019-20	2020-21	2021-22	2022-23	2023-24
P1. O Articulate how students could access more learning time, outside the normal school day and year, to maintain a typical progression from 6th to 8th grade that results in a successful 8th grade graduation.	LMS Teachers and Leadership, and District Office.	Develop more flexible time and grouping options, both within the normal school day and year, as well as outside the school day and year, for students to access additional learning time around district wide competencies and course level power standards.				X	X
P1. P Revise and update LHS grading policies as needed to align to district wide competencies as well as course and grade specific work.	LHS Teachers and Leadership	Develop grading policies aligned to district wide competencies, and <i>revise current grading policies as needed.</i>			X	X	X
P1. Q Revise and update course level standards knowing that the implementation of district wide competencies asks for greater depth of knowledge, over breadth of standards covered.	LHS Teachers and Leadership	Updated course syllabus based on revised and updated course level standards.	X	X	X		
P1. R Articulate how students academically and socially progress from grades 9 to 12, and eventually earn 12th grade graduation based on their performance on district wide competencies, as well as course level standards.	LHS Teachers and Leadership, and District Office.	Develop clear articulation of how student progress through LHS and performance needed to graduate in 12th grade.		X	X	X	
P1. S Articulate how students can move faster through a typical 9th to 12th grade academic and social progression to access higher level coursework while still an LHS student in any department, including both AP and Dual Enrollment Courses.	LHS Teachers and Leadership, and District Office.	Develop clear articulation of how students can move through departments in a more personalized and accelerated path while at LHS.			X	X	X
P1. T Articulate how students could access more learning time, outside the normal school day and year, to maintain a typical progression from 9th to 12th grade that results in a successful 12th grade graduation.	LHS Teachers and Leadership, and District Office.	Develop more flexible time and grouping options, both within the normal school day and year, as well as outside the school day and year, for students to access additional learning time around district wide competencies and course level standards.				X	X

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Action	Responsibility	Evidence	2019-20	2020-21	2021-22	2022-23	2023-24
P1. U Articulate how students could access more learning time, outside the normal school day and year, to maintain a typical progression from K to 5th grade that results in a successful 5th grade promotion, at least in the areas of literacy and numeracy.	LES Teachers, and Leadership and District Office	Develop more flexible time and grouping options, both within the normal school day and year, as well as outside the school day and year, for students to access additional learning time around district wide competencies and course level standards.	X	X	X	X	
P1.V Update and revise K to 1st grade literacy expectations in the areas of phonemic awareness, basic phonics, vocabulary, language comprehension, spelling, and written expression.	LES Teachers, and Leadership and District Office	K to 5 progressions for phonemic awareness, phonics, spelling, vocabulary, passage fluency, reading comprehension, and written expression.	X	X	X	X	
P1. W Based on updated curricular expectations in K and 1st grade, articulate guidance on how to use time and available instructional resources, and range of practices for all students to reach those expectations.	LES Teachers, and Leadership and District Office	Articulation of how to use flexible time approaches to meet curricular expectations with available resources and a range of instructional practices for K and 1st grade			X	X	X
P1.X Update and revise 2nd to 3rd grade literacy expectations in the areas of basic and advanced phonics, vocabulary, language comprehension, reading fluency, reading comprehension, spelling, and written expression.	LES Teachers, and Leadership and District Office	K to 5 progressions for phonemic awareness, phonics, spelling, vocabulary, passage fluency, and reading comprehension, and written expression.	X	X	X	X	
P1. Y Based on updated curricular expectations in 2nd and 3rd grade, articulate guidance on how to use time and available instructional resources, and range of practices for all students to reach those expectations.	LES Teachers, and Leadership and District Office	Articulation of how to use flexible time approaches to meet curricular expectations with available resources and a range of instructional practices for 2nd and 3rd grade.			X	X	X
P1. Z Update and revise 4th to 5th grade literacy expectations in the areas of advanced phonics, vocabulary, language comprehension, reading fluency, reading comprehension, spelling, and written expression.	LES Teachers, and Leadership and District Office	K to 5 progressions for phonemic awareness, phonics, spelling, vocabulary, passage fluency, reading comprehension, and written expression.	X	X	X	X	

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Action	Responsibility	Evidence	2019-20	2020-21	2021-22	2022-23	2023-24
P1. AA Based on updated curricular expectations in 4th and 5th grade, articulate guidance on how to use time and available instructional resources, and range of practices for all students to reach those expectations.	LES Teachers, and Leadership and District Office	Articulation of how to use flexible time approaches to meet curricular expectations with available resources and a range of instructional practices for 4th and 5th grade.			X	X	X
P1.BB Continue the implementation of Math in Focus in grades K to 5th grade with an emphasis on more clearly articulating “Shared Beliefs and Guidelines for Elementary School Math Curriculum, Instruction, and Assessment.”	LES Teacher and Leadership.	Articulation of Grade K, 1, 2, 3, 4, 5 Math in Focus Chapter Outlines that include Anchor Activities for major concepts, Multiple Methods and Standard Algorithms.	X	X	X		
P1.CC Articulate the alignment and recommended use of Math in Focus Assessments related to daily classroom practices as well as grade level standards based report cards.	LES Teacher and Leadership.	Within K, 1, 2, 3, 4, 5 Math in Focus Chapter Outlines, articulation on how to use MIF assessments and other available assessment tools with consistency district wide.		X	X		
P1.DD Articulate how grade levels can access the Singapore Math standards as an advanced focus for students, once they have mastered the Common Core State Standards expectations within their grade level.	LES Teachers, and Leadership and District Office	Develop a K to 5 Singapore Math progression that highlights the advanced math coursework available at each grade level after mastering CCSS math standards.			X	X	
P1.EE As a district, create clear writing progressions in grades 3 to 12 for argumentative, informational, and narrative writing that articulate major grade band expectations that are aligned to our district wide competencies, especially Communication.	All teaching staff and Leadership, and District Office.	An articulated progression of writing skills for grades 3 to 12 specifically aligned to argumentation, informational and narrative writing.		X	X	X	
P1. FF In the subject areas of English Language Arts, Mathematics, Science, and Social Studies, map out the current standards emphasized K to 12 to assess district alignment and feasibility with implementation of competencies.	All teaching staff and Leadership, and District Office.	Curriculum Maps K to 12 by English Language Arts, Mathematics, Science, and Social Studies.	X	X			

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Pillar #1: Update and align Londonderry’s curriculum, *as needed*, around Competencies.

Action	Responsibility	Evidence	2019-20	2020-21	2021-22	2022-23	2023-24
P1.GG In the subject areas and departments of Art, Music, Physical Education & Health, Foreign Languages, Library Media, Business & Technology, and Family and Consumer Sciences, map out the current standards emphasized K to 12, or applicable grade levels to assess district alignment and feasibility with implementation of competencies	All teaching staff and Leadership, and District Office.	Curriculum Maps by applicable grades for Art, Music, Physical Education & Health, Foreign Languages, Library Media, Business & Technology, and Family and Consumer Sciences.	X	X			

Professional Development Opportunities Needed and Available to Achieve this Goal:

The following list highlights both online and in person opportunities that staff and district leaders can use as guidance for professional development opportunities that support the majority of the sub goals for Pillar #1.

- 1) [Understanding by Design](#) - Online course available as well as many in person trainings are available.
 - a) Jay McTighe’s [online collection of performance assessment websites](#) organized for all subjects as well as by departments and grade levels.
 - b) [Upgrade your Teaching: Understanding by Design Meets Neuroscience](#) by Jay McTighe & Judy Willis
 - c) [The Understanding by Design Guide to Creating High Quality Units](#) by Grant Wiggins & Jay McTighe
 - d) [Essential Questions: Opening Doors to Student Understanding](#) by Grant Wiggins & Jay McTighe

- 2) [Quality Performance Assessment](#) - QPA Institutes are hosted by both the Londonderry School District as well as New Hampshire Learning Initiative
 - a) [Performance Assessment Resource Bank](#) - Stanford’s Center for Assessment, Learning, and Equity
 - b) [New Hampshire Learning Initiative](#) hosts many yearly events around competency based education.

- 3) Competency Based Education Resources and Books
 - a) [Competency Works](#) - An online resource and policy group that shares many case studies and research around competency-based education.
 - b) [A Handbook for Personalized Competency Based Education](#) by Robert Marzano
 - c) [Beyond Reform: Systemic Shifts Towards Personalized Learning](#) by Lindsay Unified School District
 - d) [Leading Modern Learning: A Blueprint for Vision Driven Schools](#) by Jay McTighe & Greg Curtis
 - e) [On Your Mark: Challenging the Conventions of Grading & Reporting](#) by Thomas Guskey
 - f) [Charting a Course to Standards Based Grading](#) by Tim Westerberg

- 4) [Language Essentials for Teachers of Reading and Spelling](#) (LETRS) by Louisa Moats & Carol Tolman. Professional Development in LETRS will be supported and hosted in the Londonderry School District for all K to 5 teachers in different cohorts for timeline of the current Strategic Plan, as well as interested Reading Teachers in grades 6 to 12.
 - a) As we pilot and explore different approaches to phonics and spelling, we will support the use of a range of programs available to teachers such as [Foundations](#) and [Words Their Way](#).

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Pillar #1: Update and align Londonderry's curriculum, *as needed*, around Competencies.

- b) As we progress through the timeline in the Strategic Plan for Literacy in the elementary schools, we will provide a more updated range of options for professional development in the areas of vocabulary, reading comprehension, reading fluency and writing.
- 5) Math in Focus
 - a) [Dr. Yeap Ban Har Workshops](#) on K to 5 Lesson Design, Reasoning and Problem Solving, 6th to 8th Grade Modeling and Visualization, Problem Solving Approach to Middle School Mathematics, K to 5 Bar Modeling and Visualization.
 - b) [Bar Modeling Online Courses](#) - there are many available online and in person workshops devoted to Bar Modeling in the Math in Focus classroom.
- 6) Technology Training - by the start of the 2021 school year, we want to articulate professional development expectations around technology best practices in each of the major grade bands for staff, as well as detail the yearly offerings to help staff reach those expectations.

Technology Tools & Investment Needed to Achieve this Goal:

- 1) A consistent replacement cycle for students and staff mobile and stationary devices so that we maintain all devices for 6 years of use within the district to support any digital curriculum and instructional practices.
- 2) A multi-year plan to update the network infrastructure to meet the demands of more mobile devices for users as well as bandwidth associated with the digital curriculum utilized K to 12.
- 3) As updated curriculum documents are created, they will be housed within Londonderry School District's Google Drive for staff. Public curriculum documents for parents and the community will be housed on the school district's website.
- 4) Within the Google Suite of tools, Google Classroom is an option for staff to organize their digital curriculum documents and tools with students.
- 5) ASPEN will continue to be our student information system for the School District. But, over the timeline of this Strategic Plan, we are exploring other systems that potentially can be more useful to support aligning student achievement data on both standardized tests as well as local performance assessments. We are also exploring other systems that can be more useful on the grading and reporting of competencies as well as student achievement on standards.
- 6) i-Ready will continue to be a cloud-based formative assessment and instructional tool for grades 1 to 8. Certain classes in grades 9 and 10 can also access i-Ready if it is a useful tool. If more instructional time becomes an option, we can explore using i-Ready in Kindergarten.

Communication Plan Needed to Achieve this Goal:

- 1) Yearly District and School Based Goals will be shared at the end of the Strategic Plan. These documents will highlight the specific areas of the Strategic Plan that each school will be focusing on, the specific measurement they will make towards these goals, as well as the yearly plan to reach those goals. A yearly review of the Strategic Plan will be held in the fall of each school year with the School Board for the community to view and access. Each school will review their school goals and outcomes internally with staff.
- 2) The Communication Committee of the School Board will host monthly meetings in order to develop more robust protocols and systems for communicating with the public.

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Pillar #1: Update and align Londonderry's curriculum, *as needed*, around Competencies.

- 3) Accent on Achievement will be published and made available each year, along with the Annual Report for the Deliberative Session for the public to look at the many accomplishments and data behind the Strategic Plan.
- 4) The [Londonderry C3 Committee](#) will be an opportunity for staff, parents, and community members to engage more deeply in specific parts and progress of the Strategic Plan.
- 5) During the 2019-20 School Year, a "Portrait of a Graduate" video will be made available to the community that summarizes the ongoing work around Competency-Based Education and the connection to our Portrait of a Graduate. As the timeline of the Strategic Plan progresses, other major accomplishments that the parents and community should be made aware of will be followed up with as well.
- 6) Each school will maintain the yearly range of parent events such as Open Houses, Curriculum Nights, PTA Meetings, Principal Coffees, Parent-Teacher Conferences which will remain the space to keep parents updated on the major parts of the Strategic Plan as needed.

2019 to 2024 Londonderry School District Strategic Plan

Pillar #2: Strengthen a Proactive and Positive Culture for All							
Action	Responsibility	Evidence	2019-20	2020-21	2021-22	2022-23	2023 -24
P2.A Establish a public 'Profile of a Graduate' as a cornerstone of our academic programming.	All District administration and faculty.	Publication of the Profile, indexing of proactive initiatives to it in Accent on Achievement and C3 Committee.	X	X	X	X	X
P2. B Index instructional practices to best practice research to insure a proactive approach to our operations.	District leadership, Building leadership	Established curriculum and assessment review cycles based upon our Profile of a Graduate, as well as outcomes on local assessments and standardized assessments.		X	X	X	X
P2.C Continue to convene a district wide RTI Committee to standardized our district wide practices and streamline our systems	District Leadership and School Based RTI Representatives	Update Londonderry School District's RTI Manual yearly and share updates to staff during August Workshop Days.	X	X	X	X	X
P2.D Incorporate grades 9 to 12 RTI updates in the District's RTI Manual	LHS RTI Committee and District leadership	Within the RTI Manual, incorporate a 9 to 12 RTI process flow chart for at-risk students as well as timelines and standardized forms.	X	X			
P2.E Incorporate grades K to 12 RTI updates in terms of creating behavior flow charts by the major grade bands.	School Based RTI Committees, Assistant Principals, and District leadership	Within the RTI Manual, RTI process flow charts for behavior for grades K to 2, 3 to 5, 6 to 8, and 9 to 12 as well as any standardized forms and timelines.	X	X			
P2.F Continue to convene district wide System of Care Group for Londonderry, as well as continue to collaborate with other south central school districts on multidistrict initiatives.	Londonderry System of Care Committee and representatives	Update Ad Council and School Board on yearly initiatives for Londonderry as well as the multidistrict collaborative.	X	X	X	X	X
P2.G Through the Londonderry System of Care Committee, explore and recommend Tier 1 Social-Emotional Resources for the District that can be utilized and potentially implemented on a larger scale.	Londonderry System of Care Committee and representatives	Document useful and implementable resources to help K to 12 staff articulate and use a Social-Emotional approach in any Tier 1 classroom setting.	X	X	X		

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Pillar #2: Strengthen a Proactive and Positive Culture for All							
Action	Responsibility	Evidence	2019-20	2020-21	2021-22	2022-23	2023 -24
P2.H Based on recommendations of the System of Care Committee, engage the C3 Committee, and staff on the usability and practicableness of any Tier 1 Social-Emotional Resources that could be implemented within the District.	C3 Committee and K to 12 staff	Pilot and incorporate Social-Emotional learning resources into daily classroom practices to then recommend any adoption within the school system.		X	X	X	
P2.I Determine the viability of expanding behavior supports in terms of alternate, in-district settings, for students that have multiple suspensions and repeated actions after those suspensions.	District leadership and School leadership teams.	Make recommendations to the Superintendent for additional in-district alternative settings that are viable for students with a high suspension rate and repeated actions after those suspensions.	X	X			
P2.J Research a restorative discipline approach and different models that may exist K to 12.	District leadership team and RTI Committee	Make findings available in a summary to the Superintendent and C3 Committee.	X	X	X		
P2.K Engage C3 Committee and staff on findings from research on restorative discipline approach to determine need and approach for piloting the findings.	District leadership team, staff, and C3 Committee	C3 Committee will develop a plan for piloting if they determine the approaches are needed in the District.			X		
P2.L Continue and further develop the cultural competency professional development and framework with LHS staff.	LHS leadership team and staff, along with District leadership	Within yearly goal setting process, articulate yearly opportunities for staff as well as outcomes desired.	X	X	X		
P2.M Engage K to 8 staff on researching and understanding cultural competency frameworks and professional development opportunities	K to 8 leadership teams, and K to 8 staff, along with District leadership team.	Make findings available in a summary to the Superintendent and C3 Committee.	X	X			

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Pillar #2: Strengthen a Proactive and Positive Culture for All

Action	Responsibility	Evidence	2019-20	2020-21	2021-22	2022-23	2023 - 24
P2.N Continue to use the District Wellness Committee to support wellness activities for staff throughout the school year.	District Wellness Committee	Wellness Committee activities sponsored throughout the year.	X	X	X	X	X
P2.O Incorporate the Growth Mindset and P.O.P into District Wide Competencies to ensure its continued use and evolution within the District's curriculum.	District leadership and School leadership teams.	Incorporation of Growth Mindset and P.O.P into the District's Portrait of a Graduate and other district wide competency frameworks and resources.	X	X			

Professional Development Plan Needed to Achieve this Goal:

The following list highlights both online and in person opportunities that staff and district leaders can use as guidance for professional development opportunities that support the majority of the sub goals for Pillar #2.

- 1) [Response to Intervention Modules](#) - Compiled by the American Institute for Research
 - a) [The RTI Action Network](#) - A Nationally recognized advocacy group for RTI Practices.
 - b) [National Center on Response to Intervention](#)
 - c) [NH Response to Instruction Framework](#)

- 2) [CASEL](#) - The Collaborative for Academic, Social, and Emotional Learning
 - a) [Social-Emotional Learning Background and Research](#)
 - b) [Social-Emotional Learning Implementation Tools and Resources](#)

- 3) [NH Bureau of Student Wellness – Department of Education](#)
 - a) [NH Student Wellness Toolkit](#)
 - b) [Youth Mental Health First Aid](#)

- 4) [Trauma Sensitive Schools](#) – An Advocacy and research organization on Helping Traumatized Children Learn.
 - a) [A Two Volume](#) report, policy agenda, and guide for creating and advocating for Trauma Sensitive Schools.
 - b) [Trauma Informed Schools](#)

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Pillar #2: Strengthen a Proactive and Positive Culture for All

- 5) Cultural Responsiveness & Competence
 - a) [Culturally and Linguistically Responsive Teaching and Learning – Classroom Practices for Student Success](#)
 - b) [Culturally Responsive Teaching and the Brain](#)
- 6) Growth Mindset
 - a) [MindsetKit](#) – Developed by the Stanford University Psychology Department where Carol Dweck did her research on the Growth Mindset.

Technology Tools & Investment Needed to Achieve this Goal:

- 1) Currently, we use our internal “Info Site” to house information on any student that receives a formal plan from their school based RTI Committee for any staff member that works with that student to access those documents. Currently, we house our Londonderry School District RTI Manual within our internal staff Google Shared Drive. Currently, we use ASPEN as our Student Information System to flag any students that do have an active RTI plan within our Info Site. We need to determine our RTI processes and documents should continue to exist in three different platforms over the coming years.
- 2) We need to determine if there are other fields we need to use within ASPEN to better track behavior, trauma, and other components of culture for individual students moving forward.
- 3) We need to determine if we need to better vertically align the behavior and other cultural indicators we do track within ASPEN to get a more complete picture of how positive the culture is within the school system.

Communication Plan Needed to Achieve this Goal:

- 1) Yearly District and School Based Goals will be shared at the end of the Strategic Plan. These documents will highlight the specific areas of the Strategic Plan that each school will be focusing on, the specific measurement they will make towards these goals, as well as the yearly plan to reach those goals. A yearly review of the Strategic Plan will be held in the fall of each school year with the School Board for the community to view and access. Each school will review their school goals and outcomes internally with staff.
- 2) The Communication Committee of the School Board will host monthly meetings for the public.
- 3) Accent on Achievement will be published and made available each year, along with the Annual Report for the Deliberative Session for the public to look at the many accomplishments and data behind the Strategic Plan.
- 4) The [Londonderry C3 Committee](#) will be an opportunity for staff, parents, and community members to engage more deeply in specific parts and progress of the Strategic Plan.
- 5) Twice annually Londonderry Middle School and Londonderry High School produce public reports for the School Board on discipline data that is available to the public.

2019 to 2024 Londonderry School District Strategic Plan

Operational Goal #1: Review space needs and infrastructure within our school buildings.							
Action	Responsibility	Evidence	2019-20	2020-21	2021-22	2022-23	2023-24
OG1.A Implement use of Functional Capacity as the primary means of articulating the use of instructional space within our schools.	Facilities Study Committee	Report to School Board - Fall of 2018 - Moose Hill School. Subsequent application of concept to other buildings. Subsequent re-tasking of Facilities Study Committee to recommendations for Moose Hill, Fall'19. Projection of needed facilities upgrades, additions as articulated in a District Ten Year Facilities Master Plan.	X	X			
OG1.B Connection of physical space to student and staff learning programs for which they are intended.	District and building administrators	Budget requests Program requests Articulated curricula	X	X			
OG1.C Ongoing monitoring and documentation of building space usage at all six schools to insure efficient use of space, and to substantiate program integrity.	Building administrators	Updated building maps referenced to programming, functional capacity, and areas for future monitoring or development.		X			
OG1.D Development of Ten Year Facilities Master Plan.	District administration, building administrators and School Board Committee	Articulated Ten Year Facilities Master Plan	X	X	X		
Professional Development Plan Needed to Achieve this Goal:							
Formation of a 10 Year Facilities Master Planning process, equipped with necessary outside resources for training and evaluating the use of current space, needs for additional or reconfigured space going forward, and means of maximizing the benefits to the community. These resources may include building or construction management consultants, engineering studies, training for continued expansion of facilities management systems, or alternative configuration of building schedules or grade level configurations.							

2019 to 2024 Londonderry School District Strategic Plan

Operational Goal #1: Review space needs and infrastructure within our school buildings.

Technology Tools & Investment Needed to Achieve this Goal:

Use of spreadsheets, building maps, and scheduling tools (MUNIS, ASPEN) to insure efficient use of space.

Communication Plan Needed to Achieve this Goal:

- 1) Yearly District and School Based Goals will be shared at the end of the Strategic Plan. These documents will highlight the specific areas of the Strategic Plan that each school will be focusing on, the specific measurement they will make towards these goals, as well as the yearly plan to reach those goals. A yearly review of the Strategic Plan will be held in the fall of each school year with the School Board for the community to view and access. Each school will review their school goals and outcomes internally with staff.
- 2) The Communication Committee of the School Board will host monthly meetings for the public.
- 3) Accent on Achievement will be published and made available each year, along with the Annual Report for the Deliberative Session for the public to look at the many accomplishments and data behind the Strategic Plan.
- 4) The work of the [Facilities Study Committee](#), and any subsequent committees will be made available on the main website of the School District (www.londonderry.org)

2019 to 2024 Londonderry School District Strategic Plan

Operational Goal #2: Update and refine Emergency Operations Plan							
Action	Responsibility	Evidence	2019-20	2020-21	2021-22	2022-23	2023 - 24
OG2.A Maintain and distribute current Emergency Operations Plan documents within the District, and with appropriate outside agencies. (Town EMS, Police, and State agencies)	Emergency Operations Committee	Plan is up-to-date and on file. Submission of the Plan to appropriate state and town agencies. Schedule of ongoing review of the Plan and accompanying procedures.	X	X	X	X	X
OG2.B Establish and maintain a systematic series of measures intended to review on an ongoing basis all practices and procedures relative to emergency preparedness	District and building leadership teams, EOP	Drills conducted on a regular basis, and evaluated with post-operational debriefing. Results of debriefing shared with Ad Council and EOP Committee, adjustments made as needed.	X	X	X	X	X
OG2.C Continue to refine emergency practices based on FEMA training and Incident Command Model	Emergency Operations Committee	Update Emergency Operations Plan on a yearly basis.	X	X	X	X	X
OG2.D Provide annual professional development for drills included armed threat/active shooter as mandated by new NH regulation	District and building leadership teams, EOP	Professional Development opportunities that occur for staff.	X	X	X	X	X
OG2.E Establish a district wide mobile crisis team to be deployed as needed in emergency situations.	Emergency Operations Committee	Creation and use of mobile crisis team and incidents that required its use yearly.	X	X			

2019 to 2024 Londonderry School District Strategic Plan

Operational Goal #2: Update and refine Emergency Operations Plan							
<p>OG2.F</p> <p>Continue to review and implement the NH School Safety recommendations as appropriate for Londonderry School District</p>	<p>Emergency Operations Committee, District and building leadership teams</p>	<p>Update Emergency Operations Plan on a yearly basis.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>OG2.G</p> <p>Support implementation of SEL curriculum to support mental health in schools</p>	<p>Emergency Operations Committee</p>	<p>Research, recommendations, and implementation of Social Emotional Learning curriculum.</p>		<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>OG2.H</p> <p>Develop individual building long-term secure campus plans</p>	<p>Emergency Operations Committee, District and building leadership teams</p>	<p>Each of the six school buildings have a secure campus plan.</p>		<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Professional Development Plan Needed to Achieve this Goal:</p> <p>Ongoing training in emergency response techniques and protocol necessary for implementation of the plan on an annual basis with staff. We will continue to plan our yearly trainings with staff based on coordination with the New Hampshire School Safety Plan. We will continue to have our schools practice the 10 Annual Drills with staff and students as well.</p> <p>1) CASEL - The Collaborative for Academic, Social, and Emotional Learning</p> <p> a) Social-Emotional Learning Background and Research</p> <p> b) Social-Emotional Learning Implementation Tools and Resources</p>							

2019 to 2024 Londonderry School District Strategic Plan

Operational Goal #2: Update and refine Emergency Operations Plan

- 2) [NH Bureau of Student Wellness – Department of Education](#)
 - a) [NH Student Wellness Toolkit](#)
 - b) [Youth Mental Health First Aid](#)
 - c)
- 3) [New Hampshire Office of Emergency Management](#): Ongoing communications, collaboration, and training with this and other affiliated State agencies, as well as orientation with appropriate life safety agencies.
- 4) [Londonderry Police Department and Fire Department](#) – ADD Training, Emergency Operations Communication and training

Technology Tools & Investment Needed to Achieve this Goal:

Security tools and features for the physical plant of all buildings in the District, as outlined by the Emergency Operations Plan.

Communication Plan Needed to Achieve this Goal:

- 1) Regular and ongoing updates to staff on each year’s annual focus and trainings.
- 2) Regular Board updates on EOP changes and development as they arise.
- 3) Community notices addressing protocol within the scope allowable by a need for discretion and confidentiality.
- 4) Yearly District and School based goals will be shared at the end of the Strategic Plan. These documents will highlight the specific areas of the Strategic Plan that each school will be focusing on, the specific measurement they will make towards these goals, as well as the yearly plan to reach those goals. A yearly review of the Strategic Plan will be held in the fall of each school year with the School Board for the community to view and access. Each school will review their school goals and outcomes internally with staff.
- 5) The Communication Committee of the School Board will host monthly meetings for the public.
- 6) Accent on Achievement will be published and made available each year, along with the Annual Report for the Deliberative Session for the public to look at the many accomplishments and data behind the Strategic Plan.

2019 to 2024 Londonderry School District Strategic Plan

Operational Goal #3: Streamline the professional evaluation system.							
Action	Responsibility	Evidence	2019-20	2020-21	2021-22	2022-23	2023-24
OG3.A Develop a mini-observation model pilot for school administrators to use as part of their evaluation responsibilities.	District leadership and school principals.	An articulated plan that provides documents to use as well as guidelines for feedback and communication around the Danielson Model in comparison to a formal observation.	X				
OG3.B Develop an evaluation model pilot with flexibility for administrators and staff to use both mini-observations and formal observations as part of the evaluation cycle for staff.	District leadership and school principals.	An articulated plan that provides choice and guidance for staff to agree upon the use of mini-observations and formal observations for their evaluation cycle.	X	X			
OG3.C Gather feedback from staff and administrators on flexible evaluation model pilot on the use of mini-observations as well as formal observations.	District leadership	A survey for staff and school administrators each year of the pilot.	X	X			
OG3.D Based on the feedback and experience of the pilot, update the District’s Professional Development Master Plan to articulate the use of more flexible evaluation models within the Danielson Framework.	District Leadership and Professional Development Master Plan Committee	An updated and submitted Professional Development Master Plan to the NH Department of Education.			X		
Professional Development Plan Needed to Achieve this Goal:							
1) Rethinking Teacher Supervision and Evaluation: How to work smart, build collaboration, and close the achievement gap by Kim Marshall. <ul style="list-style-type: none"> a. Mini-Observations a Keystone Habit b. Five Benefits of Mini-Observations 2) The Danielson Framework for Teaching and Evaluation							
Technology Tools & Investment Needed to Achieve this Goal:							

2019 to 2024 Londonderry School District Strategic Plan

Operational Goal #3: Streamline the professional evaluation system.

Currently, all our evaluation tools, whether they are formal observations or mini-observations, as well as summative evaluations are stored electronically in Google Suites for all the administrators in the District. Paper copies are then turned into the Human Resource Department and then reviewed by the Assistant Superintendent and Superintendent. As we build towards updating our Professional Development Master Plan by the 2021-22 School Year, we should also determine if there is a more efficient use of time and paper to do our evaluations of staff that we current use for all steps along the way.

Communication Plan Needed to Achieve this Goal:

- 1) Yearly meetings with the Londonderry Educator's Association, during 2019-20 and 2020-21, to capture their feedback on any of the new practices with evaluations that have been implemented, as well as share ideas and feedback from the Administration's perspective as well.
- 2) Development of an updated Professional Development Master Plan during the 2021-22 School Year that is shared with the School Board and staff before it is reviewed by the New Hampshire Department of Education.

2019 to 2024 Londonderry School District Strategic Plan

Operational Goal #4: Continue to maintain buildings and grounds.							
Action	Responsibility	Evidence	2019-20	2020-21	2021-22	2022-23	2023 -24
OG4.A Continue performing indoor air quality testing and plan for improvements, as necessary, based on the results.	Director of Buildings and Grounds and staff	Indoor quality air tests with subsequent improvement plans if necessary.	X	X	X	X	X
OG4.B Continue to coordinate efforts with Town departments to share resources and save on expenses.	Director of Buildings and Grounds and staff	Yearly budget with savings outlined if they arise.	X	X	X	X	X
OG4.C Continue to provide training to employees on work safety, building mechanical systems and Maintenance Direct software.	Director of Buildings and Grounds and staff	Training Logs for staff.	X	X	X	X	X
OG4.D Coordinate with the Athletic Fields Task Force for short and long-term field improvements.	Director of Buildings and Grounds and staff	Short-term improvements detailed in yearly budget and Maintenance Trust Fund. Long-term improvement detailed in any larger budgetary requests.	X	X	X	X	X
OG4.E Update the 5-Year Buildings and Grounds Maintenance Plan to align with funding requests of the Maintenance Trust Fund.	Director of Buildings and Grounds and staff	Five-Year Buildings and Grounds Maintenance Plan updated yearly.	X	X	X	X	X
OG4.F Inspect all roofs semi-annually and update the District Wide Roof Maintenance and Replacement Plan	Director of Buildings and Grounds and staff	Semi-annual roof inspection reports. District Wide Roof Maintenance and Replacement Plan updated semi-annually.	X	X	X	X	X
OG4.G Update the long-range plan for replacement of boilers, HVAC replacement and operating controls system.	Director of Buildings and Grounds and staff	Five-Year Buildings and Grounds Maintenance Plan as it relates to boilers, HVAC equipment, and operating controls systems, updated yearly.	X	X	X	X	X

2019 to 2024 Londonderry School District Strategic Plan

Operational Goal #4: Continue to maintain buildings and grounds.

OG4.H Revise/review multi-year plan for building improvements with energy conservation in mind	Director of Buildings and Grounds and staff	Five-Year Buildings and Grounds Maintenance Plan as it relates to energy conservation, updated yearly.	X	X	X	X	X
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Professional Development Plan Needed to Achieve this Goal:

- 1) Specific professional training standards are developed specific to the requirements of designated assignments, and determined by either governing regulatory agencies or by duties to be performed in each job. Where possible, cross training or multiple certifications or licenses are desirable in order to insure full coverage in the Buildings and Grounds Department.

Technology Tools & Investment Needed to Achieve this Goal:

Currently, the Buildings and Grounds Department utilizes School Dude to manage all of their work orders, as well as facility requests, both within the District and from the community. At this time, there does not need to be any further investment in modules that School Dude offers, but that need to use additional modules could change over time. Ongoing maintenance and updating of existing facilities scheduling, maintenance request ticketing, building security, or HVAC energy management software currently deployed within the District. Evaluation of new technology developments in any of these areas that may result in the more efficient operation of our physical plant.

Communication Plan Needed to Achieve this Goal:

- 1) Yearly District and School Based Goals will be shared at the end of the Strategic Plan. These documents will highlight the specific areas of the Strategic Plan that each school will be focusing on, the specific measurement they will make towards these goals, as well as the yearly plan to reach those goals. A yearly review of the Strategic Plan will be held in the fall of each school year with the School Board for the community to view and access. Each school will review their school goals and outcomes internally with staff.
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2019 to 2024 Londonderry School District Strategic Plan

Operational Goal #5: Continue to provide a rich variety in sports/co-curricular activities.							
Action	Responsibility	Evidence	2019-20	2020-21	2021-22	2022-23	2023 -24
OG5.A To offer opportunities for students in learning and mastering the skills, techniques and knowledge necessary to competitively engage in the co-curricular activity/sport they are participating	Athletic Director, Music Director, school leadership teams	Enrollment in yearly co-curricular activities within District.	X	X	X	X	X
OG5.B To continue to review, revise and expand the Athletic Council to communicate the goals of our athletic program and our individual sports	Athletic Director, school leadership teams	Yearly recommendations from the Athletic Council.	X	X	X	X	X
OG5.C To review and revise the roles of the Athletic/Co-curricular Sub-committee which will provide input which will be used in conjunction with student-athlete evaluations to assist with future strategic planning	Athletic Director, Music Director, , school leadership teams	Yearly recommendations from the athletic/co-curricular sub-committee.	X	X	X	X	X
OG5.D To continue to offer our coaches/advisors opportunities for professional development to enhance their skill set to improve our students overall performance level	Athletic Director, Music Director, school leadership teams	Yearly professional development offerings and participation rate documented.	X	X	X	X	X
OG5.E To support our teams/co-curricular programs as they participate in community outreach programs	Athletic Director, Music Director, school leadership teams	Yearly community outreach programs enacted and documented.	X	X	X	X	X
OG5.F To prepare all participants mentally and physically for the demands of their activity by utilizing the resources available to implement appropriate support programs to maximum preparation	Athletic Director, Music Director, school leadership teams	Documentation of yearly student surveys from sports and co-curricular activities.	X	X	X	X	X

2019 to 2024 Londonderry School District Strategic Plan

Operational Goal #5: Continue to provide a rich variety in sports/co-curricular activities.

Professional Development Plan Needed to Achieve this Goal:

Appropriate training in Coaching certification, transportation, or First Aid / CPR are maintained within the District.

Technology Tools & Investment Needed to Achieve this Goal:

Technology tools or investments needed at this time Re specific to each activity or sport. No additional District resources are needed to support this operational goal.

Communication Plan Needed to Achieve this Goal:

- 1) Yearly District and School Based Goals will be shared at the end of the Strategic Plan. These documents will highlight the specific areas of the Strategic Plan that each school will be focusing on, the specific measurement they will make towards these goals, as well as the yearly plan to reach those goals. A yearly review of the Strategic Plan will be held in the fall of each school year with the School Board for the community to view and access. Each school will review their school goals and outcomes internally with staff.
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2019 to 2024 Londonderry School District Strategic Plan

Londonderry High School Goals for 2019-20

LHS Stated School Goals for 2019-20	How will the school measure the effectiveness of the goal throughout 2019-20?	What Action Steps will the school take to reach this goal during 2019-20?
<p>Curriculum: Implement assessments aligned to competencies using established rubrics.</p>	<ul style="list-style-type: none"> • Measure alignment to competencies and depth of knowledge by each quarter’s assessments • Establish Classroom Baseline Data of Standards and Competencies. • Compare school data points around PSATs and SATs to Competency Assessments. • Course evaluations related to Competency Based Education. 	<ul style="list-style-type: none"> • Standards established, reviewed and refined. • Competencies identified then implemented. • Attend Quality Performance Assess Institute • Ongoing department meeting work • PD Work 6-12 / onsite Visits from Center for Collaborative Education • LEED Team meetings / presentations • Review assessments to Identify DOK • Weave all work into the NEASC process
<p>Culture: Increase awareness around mental health and cultural competency in our school.</p>	<ul style="list-style-type: none"> • Student / staff feedback on presentations and events • Community involvement in events • Review of Discipline Report to look at instances of insensitivity around mental health and cultural competency. 	<ul style="list-style-type: none"> • PD / training (Trauma Sensitive Schools) • Defining “Lancer Nation” to this goal. • Staff-wide training w/ Dr. Dottie Morris • Development of Diversity Council • Community Awareness Events • Explore Challenge Day Program (Title 4\$) • <i>Angst</i> (Film) across Londonderry School District • Awareness on World Suicide Prevention Day • Assistant Principals and Counselors coordination with the Upper Room and Manchester Mental Health • Weave all work into the NEASC process
<p>Safety: Continue to implement and execute School Safety Protocols by following the NH 7 as determined by the Emergency Operational Procedures (EOP)</p>	<ul style="list-style-type: none"> • Response time to evacuation drills • Reporting trends to EOP • Student / staff response • Community response 	<ul style="list-style-type: none"> • Evacuation Drills • Lockdown Drills • EOP Meetings • Work with LPD and LFD • Correspondence to families • Debrief w/District Team • Debrief w/ LPD and LFD

2019 to 2024 Londonderry School District Strategic Plan

LHS Stated School Goals for 2019-20	How will the school measure the effectiveness of the goal throughout 2019-20?	What Action Steps will the school take to reach this goal during 2019-20?
		<ul style="list-style-type: none"> • School Board Updates • Implement recommendations from constituents • Weave all work into the NEASC process
<p>Career & College Ready: LHS students are College and Career Ready.</p>	<ul style="list-style-type: none"> • National Clearinghouse Data compared to prior years' cohorts • Guidance and admin curriculum • Feedback from Faculty Council • Student Survey • Futures Lab stats • Naviance / Digital Portfolio completion 	<ul style="list-style-type: none"> • Continue to examine how the use of time within our school day and calendar year supports our educational goals and prepares students for a transition to a college schedule • Faculty briefings throughout the year • Parent Night / Class Meeting Focus • Curriculum brought into the classrooms • Financial Aid Night for parents and students • College Fair for students • 4 Years of C and CR Goals Completed • Weave all work into the NEASC process
<p>NEASC Accreditation: Prepare for and adhere to the new NEASC Re-Accreditation Standards and Visitation process including the Collaborative Conference Visit in the fall of 2019.</p>	<ul style="list-style-type: none"> • Standards meetings • Self-Reflection Report • Visit from NEASC Commission • Development of Growth Plan • Results of the visit 	<ul style="list-style-type: none"> • Convene Steering Committee • Schedule meetings w/ Standards Chairs • Outreach to NEASC Commission • Regular review / submission of reports • Hosting Collaborative Conference

2019 to 2024 Londonderry School District Strategic Plan

Londonderry Middle School 2019-20 School Goals

LMS Stated School Goals for 2019-20	How will the school measure the effectiveness of the goal throughout 2019-20?	What Action Steps will the school take to reach this goal during 2019-20?
<p>Curriculum: 50% of the staff will show evidence of an instructional shift, at the PLC level, based on feedback from competency development, implementation, and reflection.</p>	<p>A) Notes in PLC journal will document conversations around student achievement.</p> <p>B) Staff reflection after each trimester competency implementation will be completed on a created form for Lead Team feedback.</p> <p>C) This goal will be reflected in the 19-20 summative evaluations progress towards school and district goals.</p> <p>D) By the end of the year, three competency assessments will be uploaded into the Articulated Curriculum Folder for each PLC.</p> <p>E) All curriculum areas will develop 2 more proficiency statements for 2 more power standards and adjust their common assessments to be evidence of those standards</p>	<p>A) SPED case managers will meet with content area PLC's at least 1x a month to be part of the planning process to shift instruction</p> <p>B) Provide feedback to LEAD team on the rubric</p> <p>C) BLT will include feedback in the summative evaluations</p> <p>D1) All curriculum areas will have implemented 3 competency assessments based on the competency their PLC chose.</p> <p>D2) They will score competency assessments based on the district rubric.</p> <p>D3) They will have shared student evidence of the assessment and calibrated scoring of the competency-based on the rubric.</p> <p>E1) Teachers will upload, by the end of the year, 3 standards-based common assessments (with their proficiency statement) into the articulated drive standards-based assessments folder</p> <p>E2) PLC's will meet in dedicated PLC meetings to achieve these goals</p>
<p>Culture: All staff, working as teams, will teach and assess the</p>	<p>A) Review "Self-Direction" scores on Work Habit Rubric (end of trimester one) to acquire baseline data</p>	<p>A) Develop I Can Statements (performance indicators) that blend the language of our former POP skills with the new language of the Self-Direction Competency</p>

2019 to 2024 Londonderry School District Strategic Plan

LMS Stated School Goals for 2019-20	How will the school measure the effectiveness of the goal throughout 2019-20?	What Action Steps will the school take to reach this goal during 2019-20?
<p>non-cognitive skill of Self-Direction as a means to personalize learning and developing the whole child.</p>	<ul style="list-style-type: none"> • By the end of the year, 80% of all students will achieve a 3 or higher in “Self-Direction” by the end of T3 <p>B) By the end of the year, all 9 teams will show evidence of intentionally teaching “Self-Direction”</p>	<p>A) Make posters of I Can statement for each teacher to hang in the classroom</p> <p>A) Implement Self-Direction Rubric for the 2019-2020 school year</p> <p>B) BLT will conduct informal walk-throughs specifically targeting the observation of intentional instruction of “Self-Direction.”</p> <p>B) Keep a record of walk-through evaluations in a Google doc or form for our records and future goals</p> <p>B) Create and communicate a standard statement informing staff of this aspect of informal walk-through evaluations</p> <p>B) Identify specific resources, professional development, and current routines/practices to address the teaching of Self-Direction</p> <ul style="list-style-type: none"> • Lead Team • BLT <p>B) Use of Storm Time by grade-level teams, school counseling, and programs, to build upon classroom practices (focused on students needing intentional reinforcement of self-direction skills)</p>
<p>LMS Goal: Develop and embed Social Emotional Learning (SEL) to create a cultural shift that will result in a safe</p>	<p>A) Definition of what social-emotional learning is to our building</p> <p>B) Evidence of how SEL is embedded in classrooms, on teams, and among staff as recorded on a Google Form.</p>	<p>A1) Staff will read 3 articles about SEL and write a reflection on each article</p> <p>A2) Specific faculty meetings will be set aside for developing our building-wide definition of SEL.</p>

2019 to 2024 Londonderry School District Strategic Plan

LMS Stated School Goals for 2019-20	How will the school measure the effectiveness of the goal throughout 2019-20?	What Action Steps will the school take to reach this goal during 2019-20?
<p>place for all students to be more available for learning.</p>	<p>C) Based on the pilot SEL group, the number of “coffee chats” in Monday Storm Time will increase by 100% as compared to the initial 20 staff members holding the chats.</p> <p>D) Based on a baseline assessment administered in the Fall, the student comfort level will improve 50% by Spring as measured by the same assessment.</p>	<p>B1) Have to develop a culture among staff as well as with and among students</p> <ul style="list-style-type: none"> • Point out how staff acts counter-intuitive among themselves compared to what we want to see with and among students. <p>B2) The BLT will pick 1 SEL strategy, each trimester, that they embody in every meeting run by an administrator.</p> <p>B3) Staff will develop and use a common language about SEL</p> <p>C1) SEL pilot group will meet monthly to share out progress and make plans for continued implementation.</p> <p>C2) Pilot group will have planned share outs with the rest of the staff during specific meetings.</p> <p>D1) Monthly ideas will be for SEL integration will be shared with all staff along with professional readings or videos that tell or show the ideas.</p>

2019 to 2024 Londonderry School District Strategic Plan

NS Stated School Goals for 2019-20	How will the school measure the effectiveness of the goal throughout 2019-20?	What Action Steps will the school take to reach this goal during 2019-20?
<p>Culture: To continue to build upon our PBIS model cultivating a safe and respectful learning environment and providing SEL training for staff and students</p>	<ul style="list-style-type: none"> • A 10% decrease in conduct incidents 	<ul style="list-style-type: none"> • Continuing to build upon our Kindness initiative, recognizing, modeling and celebrating kindness within our PBIS model • Establishing IGYB Club for 3, 4 and 5 grade to build off the work of student council • Monthly Focus Areas within our Bear Tracks to Success • Creation of our Chill Out Space • Redefining Universal Team and renaming Bear Tracks Team • Book Group • March 10 Speaker - Jessica Minahan • Sharing of conduct data with Universal Team and Staff on a trimester basis

2019 to 2024 Londonderry School District Strategic Plan

Matthew Thornton 2019-20 School Goals

MT Stated School Goals for 2019-20	How will the school measure the effectiveness of the goal throughout 2019-20?	What Action Steps will the school take to reach this goal during 2019-20?
<p>Curriculum Math: To increase the frequency and depth of questioning, processing, and inquiry-based lesson plans used during math instruction.</p>	<ul style="list-style-type: none"> • Increase grade level performance (a year’s growth in a year’s time) • Give 100% of teaching staff constructive feedback directly related to MIF or critical thinking in Google feedback thread • Increase number of students in Tier One by 10% 	<ul style="list-style-type: none"> • PLC Focus Areas--share best practices/anchor activities / math curriculum focus once a month • Continued Math in Focus Professional Development • Grade level meetings/peer observations on lesson plans • Use Google classroom as the primary mechanism for feedback after walk-throughs • Share Early on Grade Level and other pertinent i-Ready data to shape practice and support through Data Meetings
<p>Curriculum Literacy: To examine and redesign literacy instruction to focus on half hour of phonics instruction in grades 1 and 2 and half hour of appropriate independent reading in grades 3 -5.</p>	<ul style="list-style-type: none"> • Increase grade level performance (a year’s growth in a year’s time) • Give 100% of teaching staff constructive feedback directly related to literacy instruction or critical thinking in Google feedback thread • Increase number of students in Tier One by 10% 	<ul style="list-style-type: none"> • Collaborate amongst teacher teams to create timeline of literacy plans for 2019-20 • PLC Focus Areas--share best practices/anchor activities / literacy curriculum focus twice a month • Focus on Literacy for Professional Development • Literacy research and pilots in grades 1-3 • District Literacy Committee work will be shared in PLCs • 2019-20 monthly timeline for literacy work • LETRS training throughout grade levels and administration • Grade level meetings/peer observations on lesson plans • Use Google classroom as the primary mechanism for feedback after walk-throughs • Share Early on Grade Level and other pertinent i-Ready data to shape practice and support through Data Meetings
<p>Culture: To increase parent engagement and foster positive relationships and buy-in.</p>	<ul style="list-style-type: none"> • Survey of parents at year’s beginning to establish baseline data and at year’s end to monitor growth • PTA feedback • Attendance at events 	<ul style="list-style-type: none"> • Make effective use of parent evenings to convey important information and create buy-in especially for literacy and reading at home • Weekly emails communicating the building happenings / resources • Integrate more use of YouTube channel for community outreach • Bi-monthly coffees

2019 to 2024 Londonderry School District Strategic Plan

MT Stated School Goals for 2019-20	How will the school measure the effectiveness of the goal throughout 2019-20?	What Action Steps will the school take to reach this goal during 2019-20?
<p>Mental Health & Cultural Responsiveness: Bring awareness of mental health issues and strategies for cultural responsiveness in the classroom in hopes of decreasing conduct incidents</p>	<ul style="list-style-type: none"> • Note conduct data • Record effectiveness of SEL curriculum in primary grades 	<ul style="list-style-type: none"> • Define cultural responsiveness for faculty at September meeting • Continue SEL curriculum for grades 4 & 5 • Look into SEL programs for primary grades • First grade SEL pilot • Research ideas / implement interventions to help support boys as they account for 88% of conduct infractions • Book study on mental health issues

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South School 2019-20 School Goals

SS Stated School Goals for 2019-20	How will the school measure the effectiveness of the goal throughout 2019-20?	What Action Steps will the school take to reach this goal during 2019-20?
<p>Group A</p> <p>Curriculum: For our learners to build greater math understanding and discover new meaning, teachers will improve their depth of questioning and inquiry-based lesson planning (MATH)</p>	<p>Math</p> <ol style="list-style-type: none"> 1. 85% of learners will meet the grade level target GROWTH Sept. 2019 - June 2020 2. Increase the number of students in Tier One by 40% from September 2019 diagnostic to June 2020 diagnostic. 3. Increase the number of students in Tier One for Numbers and Operations from September 2019 to June 2020 by 40%. 4. Increase the number of students in Tier One for Algebra and Algebraic Thinking from September 2019 to June 2020 by 40%. 5. Increase "Time on Task" and "% Lessons Passed" by 25% (Math i-Ready - May 2020) over May 2019 results. 6. Anecdotal data from classroom visits (Google Classroom) showing increased evidence of by May 2020: <ul style="list-style-type: none"> o Depth of questioning in math o Inquiry-based lesson planning related to Math-in-Focus 	<ul style="list-style-type: none"> ● Professional Development from outside sources (not necessarily MiF) Ban Har, Greg Tang; broken down by smaller groups of grades (K-1, 2-3, 4-5) ● Specify focused-area (number sense - what this looks like in gr. 1, 2, & 3 and 4, 5?). ● District wide Scope and Sequence for each grade level - meaning order of math chapters in Math in Focus (to allow for more time to get depth with inquiry-based learning) ● Clarify the use Math in Focus common core math strand as opposed to the Singapore Math Strand. ● Math Enrichment may adjust timing of some geometry concepts, and look to math (thinking skills) standards per grade. ● Revision of report card to better align with the program ● Schedule i-Ready math off math lesson time. Teachers will teach 5 days of math lesson and not lose one to i-Ready. ● Focus first month on number sense (i.e. decomposing numbers) (gr. 1 & 2) ● Re-encourage teachers to take Piedmont online course for number sense and bar modeling. ● Chart progress with "Time on Task" and "Lessons Passed" on i-Ready. (Self-Report or Class Goal).
<p>Group B</p> <p>Culture 1: To increase learner engagement as reflected by increased time and volume of daily reading and writing. Independence and ownership during learning will be reflected in the quality of the learners' writing, speaking, and performance in reading</p>	<p>Reading/Writing</p> <ol style="list-style-type: none"> 1. 85% of learners will meet the individual targeted typical GROWTH September 2019 - June 2020. 2. Increase number of students in Tier One by 40% from September 2019 diagnostic to June 2020 diagnostic. 3. Increase "Time on Task" and "% Lessons Passed" by 25% (Reading i-Ready) from August 2019-May 2020. 	<ul style="list-style-type: none"> ● Dedicated amounts of time to increase the volume of reading, writing and speaking in the classroom ● Continue with conferring model ● Daily explicit instruction and opportunities to engage in authentic practice using the reading and writing workshop model ● Provide access to a wide variety of texts, including the integration of i-Ready ● 30 minute daily phonics instruction ● Students will read appropriate level books according to assessment data. ● Celebrate reading and writing success.

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comprehension (print, digital and i-Ready).	<ol style="list-style-type: none"> 4. Increase # of areas of strength areas in providing a rich reading and writing environment which will improve learner stamina, independence and ownership through a self-reflection survey (annual data point). 5. Increase effective conferring strategies and recordkeeping through a self-reflection survey (annual data point). 6. Increase the positive goal setting and stamina self-reflection responses by 20% on Executive Functioning/POP Student Survey (annual data point). 7. Anecdotal data from classroom visits (Google Classroom) showing evidence of: <ul style="list-style-type: none"> o Increased stamina as shown by time and volume of daily reading and writing o Increased independence with workshop routines o Increased ownership in goal setting for reading and writing (conferring notes) o Increased quality of speaking, writing and performance in reading comprehension 8. Cluster sample matching running records with i-Ready Lexile (YOG 2030) 	<ul style="list-style-type: none"> • Establish a clear workshop routine that promotes independence • Develop year-long Literacy Plan 2019-2020 - August to June - defining actions based on assessment results for Staff Meetings, PLC's & Parent Communication in the areas of "Phonics Push" gr. 1 & 2, and "Reading in and out of School" gr. 3 - 5. • Develop a plan to lengthen the school day for individual students performing below benchmarks in the area of phonics.
<p>Group C</p> <p>Culture 2: Increase learner awareness of self-regulation and the effects of their actions on others</p>	<p>Behavior Reports</p> <ul style="list-style-type: none"> • Reduce the # of incidents in each behavioral category by 10% from August 2019 - May 2020 • Reduce the # of high frequency behaviors by 20% from August 2019 - May 2020 • Reduce the # of Intervention Team Responses by 20% from August 2019 to June 2020 • Reduce the # of Bullying incidents by 10% • Reduce the # of Suspensions by 50% with the replacement responses of Behavior School, Restorative Practices, & 9-Second Gateway behavior response. • Increase Positive Responses on the Choose Love pre (September 2019) & post (June 2020) Educator and Student Surveys (gr. 1 -2, Gr. 3 - 5, Educator) • Increase the # of positive recognitions by 15% 	<ul style="list-style-type: none"> • Teach "Zones" for universal language and understanding of levels of behavior • Choose Love program school wide • Teach (staff) how to use hallway and classroom self-regulation resources • Create more South School related posters and videos of Mystery Hawk engaged in self-regulation exercises • Create "calm-down" areas in classrooms (Have tools and resources available) • Use of restorative dialogue with common language (scripts) • Reintroduce PBIS Expectations for all school areas (Staff needs training on how to teach the expectations.) • Behavior School • Respond to Gateway Behaviors with the 9-second rule • All adults enforce expectations

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		<ul style="list-style-type: none"> • All adults participate year-long in a classroom morning meeting daily to learn the Choose Love objectives and to become another important adult to the children in this classroom. • Continue to produce a monthly newsletter called "Classroom Times" to highlight specific student behavioral issues and possible adult responses. • Develop a plan to lengthen the school day for individual students performing below expectations in the area of social emotional learning.

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Moose Hill 2019-20 School Goals

MH Stated School Goals for 2019-20	How will the school measure the effectiveness of the goal throughout 2019-20	What action steps will the school take to reach this goal during 2019-20?
<p>Curriculum: To increase the frequency and depth of questioning, processing, and inquiry-based lesson plans used during instruction</p>	<ul style="list-style-type: none"> • Increase in scores on Common Formative Assessments from beginning of the year to the end of the year <ul style="list-style-type: none"> ○ 80% of students will meet essential standards as determined by the end of the year scores • Increase grade level performance through teacher observation and feedback from the observer • Students will increase their DIBELS scores from Fall benchmark to Spring benchmark testing <ul style="list-style-type: none"> ○ 85% of students will meet the Fall 2019 DIBELS benchmark (FSF & LNF) ○ 80% of students will meet the Winter 2019 DIBELS benchmark (FSF, LNF, PSF, NWF) ○ 80% of students will meet the end-of-year Spring 2020 DIBELS benchmark (LNF, PSF, NWF) 	<ul style="list-style-type: none"> • Identify essential math standards and align anchor tasks with these standards • Examine and rework reflection section of anchor tasks as needed • Increase reflective practices during math instruction • PLC Focus Areas - Math Journal and Reflection • Increase intentional phonemic awareness and phonics instruction during daily Literacy block <p>** FSF – First Sound Fluency ** LNF – Letter Naming Fluency ** PSF – Phoneme Segmentation Fluency ** NWF – Nonsense Word Fluency</p>
<p>Curriculum: To address social and emotional needs of our students and families</p>	<ul style="list-style-type: none"> • Document conduct data • Reduce the number of behavioral reports from classroom teachers • Teachers will record the effectiveness of the Social and Emotional Curriculum 	<ul style="list-style-type: none"> • Provide Social Skills Groups to address social and emotional needs • Research Social and Emotional programs • Identify and implement a Social and Emotional Curriculum • Offer social and emotional professional development to staff

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MH Stated School Goals for 2019-20	How will the school measure the effectiveness of the goal throughout 2019-20	What action steps will the school take to reach this goal during 2019-20?
<p>Culture: To increase parent and family engagement and foster positive relationships</p>	<ul style="list-style-type: none"> • Response to parent goal/aspiration survey <ul style="list-style-type: none"> ○ 80% of families will return the parent goal/aspiration survey • Increase attendance and involvement at parent/family activities and events • Increase attendance at monthly PTA meetings • Faculty Representative will attend monthly PTA meetings • Distribute hard copy classroom newsletter to families or post online 	<ul style="list-style-type: none"> • Understand parents' expectations of their child's academic and social/emotional goals <ul style="list-style-type: none"> ○ Send home a parent goal/aspiration survey • Review parent survey responses <ul style="list-style-type: none"> ○ Seek to understand parents' goals, hopes, concerns, and feedback for their child • Keep parents apprised of services offered by the school <ul style="list-style-type: none"> ○ Send weekly/monthly newsletters informing parents of school activities ○ Faculty Representative will participate in monthly PTA meetings to inform parents of school activities and volunteer opportunities ○ Faculty Representative will notify staff of any information or updates from the PTA ○ Host parent information/family nights at school to engage parents in activities and introduce curriculum concepts and ideas (i.e. Parent Information Night, Open House, Family Night for incoming students, End-of-Year Celebrations)
<p>Facilities and Kindergarten Program: To develop Kindergarten and Facilities options for School Board consideration</p>	<ul style="list-style-type: none"> • Planning and attendance at Facilities Study Committee meetings (including sub-group meetings) • Develop draft proposals for School Board review 	<ul style="list-style-type: none"> • Facilities Study Committee will meet to study various options for a Full Day Kindergarten program and potential modifications to the Moose Hill School building • Conduct a Physical Space and Facilities Study