

# Welcome Back!

## 2018-2019

Superintendent Woolridge

# Celebrations...

- ❖ Welcome 10 New Staff Members
- ❖ HES Addition/Renovation Project Completed
- ❖ 2018-2019 Budget Passed
- ❖ Three-Year Para Contract Passed
- ❖ One-to-One Computer Initiative 2<sup>nd</sup> Year
- ❖ Five Supportive Board Members

# District Goals 2018-2019

- \* 1. HSD will personalize learning for each student which will result in improved student learning and higher numbers of students reaching proficiency on targeted learning standards by:
  - \* a. Using a Response to Intervention model, which includes core instruction, intervention, and extension, we will provide students with educational opportunities and learning based upon each student's unique needs, interests and learning styles. While we will continue to address learning needs in all content areas, during the 18-19 school year, we will intentionally focus on improving student learning in mathematics, as evidenced by MAP data/results.

# 2018-2019 HSD Goals - Continued

- \* b. Staff will support the implementation of the Tech Committee's Five-Year Plan
- \* c. Staff will provide students with social/emotional learning opportunities which will enhance students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges; and which will result in students learning the skills they need to in order to be successful in today's world – at home, in school, and later in college and work.

# 2018-2019 HSD Goals - Continued

2. In order to improve parent/community involvement/engagement and in order to help parents develop skills to effectively help their child(ren) reach learning goals: HSD will:

- a. create a welcoming environment in all schools
- b. promote a collaborative relationship with the community through a continued commitment to holding regular community forums

# 2018-2019 Goals Continued

3. HSD will recruit best quality staff, grow best quality staff, and retain best quality staff.
4. HSD will conduct financial business in an efficient and effective manner.
5. HSD will continue to review security audit information and move forward, in a fiscally responsible manner, to ensure our buildings are secure and our students are safe.

# Systematic Intervention: By Name and Need

The most effective schools and school systems in the world monitor and intervene at the level of the individual student. The best systems take the process of monitoring student learning and intervention inside schools, constantly evaluating student performance and constructing interventions to assist individual students in order to prevent them from falling behind.

—Barber & Mourshed, 2007

# PACE



## **BREAKING** **WITH** **TRADITION**

THE SHIFT TO COMPETENCY-BASED LEARNING IN PLCS AT WORK™

**Brian M.  
Stack**

**Jonathan G.  
Vander Els**

WITH A FOREWORD BY CHRIS STURGIS



# PACE – (Performance Assessment of Competency Education)

NH PACE is a first-in-the-nation accountability strategy that offers a reduced level of standardized testing together with locally developed common performance assessments. These assessments are designed to support deeper learning through competency education, and to be more integrated into students' day-to-day work than current standardized tests.

# Vision for Assessment

- Grade to Communicate Student Learning
- Use both Formative and Summative Assessment
- Stop Averaging Grades
- Separate Academics from Behaviors
- Allow for Reassessment
- Use Rubrics and Scales, Not Percentage Scores

Ted Dintersmith

“Most Likely to Succeed: Preparing our Kids for the Innovation Era.”

“The best questions come from public school students in New Hampshire because they are doing real work they are proud of and they are evaluated on tangible accomplishments.”

# New Hampshire Learning System

- \* “We are working towards designing a seamless statewide learning system that provides all of our students with a personalized, competency-based and integrated learning experience that enables them to develop the knowledge and skills, when and where they need them. No two children learn the same, and it’s up to our educational system to approach education in a different way to ensure our learning environments are as unique as our students.”

# Focusing on Learning

In a PLC, adults work together to answer the following questions:

- What is it our students must learn as a result of this course, this grade level, and/or this unit of instruction?
- How will we know our students are learning?  
What evidence will we gather to assess their learning?
- How will we respond when they don't learn?
- How can we extend and enrich the learning for those who are already proficient?

—DuFour, DuFour, Eaker, & Many, 2010

# The First Big Idea of a PLC

\*We accept learning as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning.

# The Second Big Idea of a PLC

- \* We are committed to working together to achieve our collective purpose. We cultivate a collaborative culture through the development of high-performing teams.

# Jennifer Doudna

## “Crispr”

- \* **How important is personal chemistry in science collaborations?**

“It’s essential. Working in a lab is analogous to being in a high-school play: you’re rehearsing long hours, it’s crowded, there are stressful things that come up. It’s the same thing in science. Things never work as you think they will, experiments fail and so to have people around that really get along with each other is super important.”



# Third Big Idea of a PLC

- \* We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

# Our Challenge...

- ❖ PACE
- ❖ Professional Learning Communities
- ❖ Social Emotional Learning

“Students from schools where social-emotional learning was a focus fared better than their peers on academic performance, social skills, and avoidance of such negative behaviors as drug abuse.”

# Social Emotional Learning

- Research has shown attention to SEL predicts many important outcomes across different ages, countries, and cultures: **77%** of teachers say that strong SEL skills improve academic performance.
- **87%** of teachers believe that SEL is a major benefit in preparing students for the workforce.
- On average, **every \$1 invested** in SEL-development programs **yields \$11 in long-term benefits**, ranging from reduced juvenile crime, higher lifetime earnings, and better mental and physical health.

# School Culture

- \* Defining school culture, sometimes called school climate, can be difficult, but creating a positive learning atmosphere for students can help improve their confidence, and the research shows it can also help to close the academic achievement gap.

# Angel Perez

\* “We all need someone to pay attention to us. The fact that Irma didn’t know me and she was nice to me drew me in. It was a simple expression of kindness, but it had a big impact on me.”

# Aloe Vera

\* “Looking back on it now, that moment allowed me to make a really joyful connection with the world. It gave me hope. Where I came from, no one was nice to each other. Everyone was working a hustle. But Irma was just being kind. It was a small but incredibly powerful gesture.”

# Rippled Through the Years

- \* “What I learned from Irma is the importance of personal touch, of making a personal connection. All of us need to feel validated. Everyone is looking for that, regardless of his or her story. And that validation can be anything. It can be a conversation. It can be an acknowledgment. It can be someone telling you, ‘You have something special. You should keep going.’” Angel says, “It might not seem like much at the time, but it can go a really long way.”

# Laura Schroff

\* “Everyone has invisible thread connections in their lives. We honor and activate those connections through kindness. Our invisible threads endure beyond this life. The connectedness that defines us is endless.”



# “Won’t You Be My Neighbor”

- \* Mr. Rogers was convinced that "what we see and hear on the screen becomes who we are."
- \* Amy J.. "I grew up watching Mr. Rogers. There were days where he was the only person in my life who modeled patience and kindness. He showed me that adults can behave in a respectable manner."

# Mr. Roger's Quote

\* “You make each day a special day. You know how, by just your being you. There's only one person in this whole world like you. And people can like you exactly as you are.”



Great schools “row as one”; they are quite clearly in the same boat, pulling in the same direction in unison. The best schools... were tightly aligned communities marked by a palpable sense of common purpose and shared identity among staff – a clear sense of “we”.

Source: DuFour et al. Revisiting Professional Learning Communities at Work. 2008. Solution Tree

# Barnes and Noble Tweet



# Have a Great Year



Tomorrow