



STRATEGIC PLAN

2021

CONVAL SCHOOL DISTRICT

WORKING TOWARD PROVIDING AN
EXCELLENT EDUCATION FOR EVERY CHILD
EVERY DAY

ConVal School District
Strategic Plan
October 2015- June 2021

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1.1 Letter from the Superintendent

January 2016

As Superintendent, I am happy to present to the ConVal Community the Strategic Plan for the District. This plan covers the years 2015-2016 through 2020-2021, and it is our hope that this document will provide you with important information that provides the roadmap for our vision for curriculum, technology, and facilities over the next several years.

It's important to note that this Strategic Plan is a living document, and as such, will change, adapt, and grow as time passes and new situations arise. Since our purpose is to educate children, our general overall goal is to have students graduate who know "stuff," have options for their future, and are good citizens. This requires a great deal of thought and investment of resources. This Strategic Plan will help guide our thoughts and planning for the future and allocate our resources so we can meet the needs of our children and community in a fiscally responsible manner.

Throughout the process, the District engaged the services of the New England School Development Council (NESDEC) in gathering data and garnering community input. Each of you is an important part of the ConVal Community, and we value your thoughts, opinions, and insights. If after reading through the document you have questions or would like to offer your ideas, please send them along to me or others within the District. Our goal is continuous improvement as we work towards becoming one of the highest-performing school districts within the state and the country.

I can be reached at 603-924-3336 or bminnihan@conval.edu. Thank you for your support.

Sincerely,

Brendan Minnihan

1.2 Strategic Plan Committee Members

Thank you to the community at large and individual members of the Strategic Planning Committee:

Pierce Rigrod - School Board Member
Brendan Minnihan - Superintendent
Kimberly Saunders - Assistant Superintendent
Marian Alese - Business Administrator
Rich Cahoon - School Board Member
Tim Iwanowicz - Teacher, Greenfield Elementary School
Ben Loi - Principal, Peterborough Elementary School
Beecher Clifton-Waite - Student, ConVal High School
Myron Steere - School Board Member
Stephan Morrissey - School Board Member

1.3 Executive Summary

Over the course of the last 18 months, the Strategic Plan Committee worked to complete this Plan with the assistance of an outside consultant to gather school and community input from our 11 schools and nine communities. From this information-gathering process, we created four overarching goals that concentrate on student achievement, culture and community, organizational structure, and operations.

All of our planning documents point to the same overall goal: Becoming one of the highest-performing districts in the State of New Hampshire. Throughout this document you will see references to documents that provided the guidelines for this plan.

The ConVal School District annually updates this five-year Strategic Plan to serve our stated mission, vision, and values, as well as to facilitate five important budgetary functions:

- Guide the Board and Administrative Team in the annual budget process.
- Aid in the prioritization, coordination, and sequencing of various facility improvements.
- Inform all stakeholders of planned improvements and/or program revisions.
- Coordinate with member town capital improvements.
- Facilitate decision making.

Goal 1: Student Achievement/Performance

Recognizing that the primary mission of the ConVal School District is student learning, the ConVal School District will provide high-quality educational opportunities for all students that foster academic growth, the acquisition of identified critical skills, and the development of dispositions that lead to success in higher education and the workplace.

Goal 2: Culture & Community

Recognizing the importance of maintaining a strong, supportive culture among students, staff, families, and fellow ConVal citizens, the ConVal School District will work with these groups to foster a responsive, caring, and high-achieving culture where all feel highly engaged, valued, and included.

Goal 3: Organizational Structure

Recognizing the importance of aligning our schools and staffing with the current best practices, demographic realities, and geographic challenges, the ConVal School District will develop an organizational structure to ensure that all students receive the most equitable high-quality resources and opportunities available.

Goal 4: Operations (including Personnel, Leadership, Facilities, and Technology)

Recognizing that maintaining high-quality learning environments and highly competent staffing is necessary to ensure student success, the ConVal School District will effectively research, plan, and implement best practices around facilities, personnel, leadership, and technology.



1.4 Progress since the Last Strategic Plan

This retrospective attempts to outline for the community at large the goals, accomplishments, and setbacks for the District over the last five years. It also serves as a road map for the years ahead, as we continue to strive for excellence.

2009-2010

We began the process of ensuring a guaranteed curriculum experience for our students by agreeing upon several guiding principles and creating a five-year curriculum renewal plan. The curriculum renewal plan includes a program assessment, a thorough piloting process, and a rigorous adoption schedule.

We developed a three-year technology plan that includes grade-level student performance standards, support structures, and staff expectations. It also included major technology upgrades and launching a web-based tool for parent communication.

We introduced [Keys to Literacy](#) programs at the middle and high schools. These programs involve embedding research-based strategies into classroom instruction in order to better develop and strengthen students' reading, writing, and vocabulary. In grades kindergarten through fifth, we adopted the [enVision Math](#) program. These program changes aligned with the rigorous expectations outlined in state and national standards.

We began an elementary Autism program at Hancock Elementary School, providing an extension of services offered at the Pre-K level.

We established [Professional Learning Communities \(PLCs\)](#) to foster collaboration among and between grade levels in all our schools.



2010-2011

During the 2010-2011 school year, we formed the Elementary Schools Study Committee to analyze the cost of operating individual schools in each of our member towns, including the process for delivering an elementary education. The study also explored alternatives to having one school in every town.

We shifted from a Teaching Principal model to a Supervising Principal model at the Franconia, Greenfield, and Hancock Elementary Schools. Each building had a Teacher-in-Charge to handle daily operations when the Supervising Principal was at another building.

The School Board adopted a long-term goal of becoming a High Performing District, criteria included: student achievement, community involvement, and effective school leadership.

We established Co-Curricular, Academic, and Behavioral Standards for students at ConVal High School. Additionally, students can receive college credits offered at CVHS through Region 14 Applied Technology Center's partnerships with Central Maine Community College and Nashua Community College.

We adopted [Scott Foresman Reading Street](#), a comprehensive core reading and language arts program, at all elementary schools in order to provide consistency in planning and lesson design, instructional delivery, and assessment of student learning. In the fifth through eighth grades, we adopted the [Math Connects](#). Math Connects provides a balanced approach of conceptual understanding, skills practice, and problem-solving application for all students.

Our NH Building Aid plan was approved by the State, which allows reimbursement of 55% of \$7M in capital expenses over a period of seven years.

2011-2012

To start the 2011-2012 school year, CVHS introduced Teams in Academic Service Centers (TASC) as a system of support and enrichment for students. CVHS also increased graduation credit requirements in Science to three.

The Elementary Schools Study Committee became the Model Study Committee and was charged with developing alternative models for the delivery of education in the ConVal School District to be presented to the community for further input.

We were named a District in Need of Improvement by the State of New Hampshire. In response, we developed a plan that included specific strategies to meet the goals for increased parent engagement and improved student achievement.

We focused on using standardized assessments to plan instruction and develop appropriate interventions to meet student needs. We began a formal curriculum- mapping process to align with state and national standards. We began a library media study to determine the current state of existing programs and set the stage for academic goals and objectives.

We instituted a centralized screening process for students entering kindergarten in order to assess thinking skills, language development, and self-help skills.

At the end of the year, Mascenic School District withdrew from Region 14 ATC; remaining participants include ConVal and Jaffrey-Rindge.

AWARD WINNERS

GREAT BROOK MIDDLE SCHOOL WAS NAMED A "MIDDLE SCHOOL OF EXCELLENCE" BY NEW HAMSHIRE EXCELLENCE IN EDUCATION AWARDS, ALSO KNOWN AS EDIES.... GBS WASN'T THE ONLY CONVAL RECEIPT OF AN EDIES AWARD. MARIAN ALESE, THE BUSINESS ADMINISTRATOR FOR THE CONVAL SCHOOL DISTRICT, WAS NAMED "SCHOOL BUSINESS ADMINISTRATOR OF THE YEAR."

2012-2013

South Meadow Middle School was identified as a "Middle School of Excellence" by the New Hampshire Excellence in Education Awards, also known as the "EDies," and the Food Service Program was recognized as a winner at elementary and middle school levels.

We adopted a new high school math program, and the [Holt McDougal Literature: Secondary English Language Arts](#) program in grades sixth through tenth.

Technology infrastructure upgrades were completed at Great Brook and South Meadow Middle Schools, and a \$4M bond was approved so renovations to CVHS gymnasium could be completed.

We formed a collaborative committee between the ConVal School Board and the ConVal Education Association in an effort to provide lower- cost; high quality insurance coverage for District employees.



Criteria for the goal of becoming a High Performing District was further defined, focusing on reading and writing proficiency at all grade levels, post-secondary acceptance rates, and [Advanced Placement \(AP\)](#) studies.

We published [We Are ConVal](#). This publication shares the District's vision, mission, values, and goals. It also includes information about the District's achievements, projected enrollments, and standardized test scores.

We held our first annual ConVal Walk for Wellness. This is a family-friendly 5K walk for all ages and abilities that kicks off the annual [Monadnock Wellness Festival](#)

2013-2014

The 2013-2014 school year had us focused on the transition to the [Common Core State Standards](#) and the [Smarter Balanced Assessment Consortium](#), which is an online assessment system aligned to the Common Core State Standards.

We also made significant revisions to Community Use Policy, reaffirmed agreements between the District and member towns, and established a program review cycle to look at ancillary services such as food service, facilities, and transportation.

We completed technology infrastructure upgrades at Peterborough Elementary School, transitioned to [Google Apps for Education](#), and undertook mobile device pilot programs at the middle and high school levels.

The 2013-2014 school year was the first year for full-day kindergarten at all elementary schools and the expansion of the Emotional Support Program to the middle school level.

2014-2015

Great Brook Middle School was named a "Middle School of Excellence" by New Hampshire Excellence in Education Awards, also known as the "EDies". GBS was awarded this honor due to its phenomenal approach to educating the whole child through caring faculty/staff and an extensive involvement of community resources" ([New Hampshire Sunday News](#), 2014).

GBS wasn't the only ConVal recipient of an "EDies" award. Marian Alese, the Business Administrator for the ConVal School District, was named "School Business Administrator of the Year" for her "extensive knowledge in school budgeting, project financing, and creating appropriate

fiduciary internal controls" ([New Hampshire Sunday News](#), 2014).

Facility upgrades included phone and infrastructure upgrades at multiple schools, LED outdoor lighting conversions at multiple schools, and upgrades to CVHS athletic facilities.

We implemented Self-Regulated Strategy Development (SRSD) in writing, created curriculum maps at all grade levels, and partnered with the [Monadnock Rotary](#) in offering the Camp Quest program for middle school students.

We rolled out a new website, in an attempt to better communicate with our Communities.

Antrim Elementary, Pierce and Dublin Consolidated Schools were recognized for [Positive Behavioral Interventions and Supports \(PBIS\)](#) program, and Peterborough Elementary School was recognized as [Blue Ribbon](#) school for volunteerism.



2.1 Community Profile

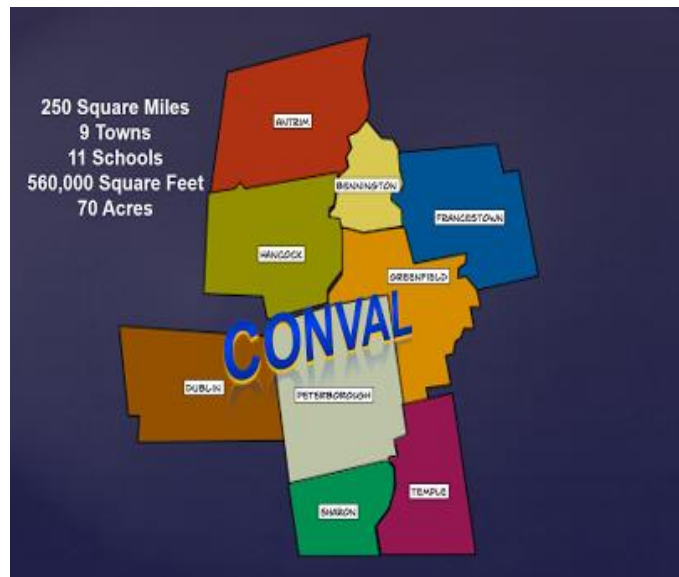
The ConVal School District is a large, public school organization located in the Monadnock Region of Southwest New Hampshire. Dominated by Mount Monadnock at 3,165 feet, the region boasts rivers and lakes, art galleries, music festivals, and the [MacDowell Colony](#), the oldest artists' colony in the United States.

In 1967, the nine towns of Antrim, Bennington, Dublin, Frankestown, Greenfield, Hancock, Peterborough, Sharon, and Temple formed an all -grade cooperative in an effort to create "the most efficient and economical means [of education] that would raise the quality [of their schools] to the highest standard possible."

The Cooperative is governed by its Articles of Agreement, which includes everything from term lengths for individual representatives as Board Members, to how the District's net assessment is to be calculated to the process for amending the governing document.

Currently, the Cooperative educates Pre-K through 12th grade students, covers over 250 square miles, hosts eight elementary schools, two middle schools, and one regional high school.

All members of the ConVal community are committed to offering a guaranteed Pre-K-12 curriculum that promises the same learning opportunities for all students regardless of town of residence or school of attendance.



2.2 Mission Statement

To provide opportunities and inspire our learners to explore interests, pursue new knowledge and skills, learn about self and others, and give of oneself to the greater community.

2.3 Vision Statement and Core Beliefs

In the ConVal community, all learners will achieve academically, act thoughtfully, and contribute to the larger society.

Core Beliefs

These beliefs are those ideals, thoughts, and attributes that we feel must exist for our students, our community, and our society to thrive.

- We believe that ALL must mean ALL. We must provide the opportunity for each and every student to reach his/her maximum potential.
- We believe that there is more than one path to student success and achievement. We must offer students a variety of learning opportunities to achieve his/her version of success.

- Although we value the unique characteristics of each of our schools, we believe that all ConVal schools should provide a guaranteed, viable curriculum and be equitable in terms of learning opportunities and services.
- We believe that ConVal should continue to participate and “give back” to our local communities.
- ConVal is committed to full inclusion for students with disabilities. ConVal will ensure teachers and staff are supported to ensure all students have access to a rigorous curriculum within the general education setting and by presuming competence of all students.
- We believe that understanding the learning process is paramount in our work, we are committed to knowing when students are and are not learning, and we believe that it is our responsibility to ensure that learning and student growth occur.
- We believe that positive relationships are the fundamental building blocks for learning.



3.1 Survey and Focus Group Process

A survey (included in the appendices) was developed and sent out via the US Postal Service to all residences in the nine towns that comprise the ConVal School District. Individuals also had the ability to complete the survey electronically. In total, approximately 10,000 surveys were distributed and about 900 were completed.

In an effort to expand stakeholder input regarding the Strategic Plan, the New England School Development Council (NESDEC), with assistance from the members of the Strategic Planning Committee and the Central Office, conducted 13 focus group sessions during the first week of June 2015.

The focus group session process included the following steps:

- Introduction of NESDEC facilitators and a brief statement regarding NESDEC's background
- Explanation of the Strategic Planning process that preceded focus group sessions
- Development of a Strategic Planning Survey for all stakeholders
- Tabulation of survey results

The focus group sessions included:

- The General Public (Two sessions)
- Parents (Two sessions)
- Teachers and Staff (Two sessions)
- Business Leaders (Two sessions)
- The SAU 1 School Board (One session)
- Senior Citizens (One session)
- High School Students (One session)
- Town Officials (One session)
- School Administration (One session)

A total of 92 stakeholders participated in the focus group sessions.



3.2 Key Findings from Survey and Focus Groups

Four of the survey questions were geared toward providing information concerning general themes that could be considered in the development of Strategic Planning goals. The four question topics included:

- Identification of the District's greatest strength
- Identification of the greatest challenge facing the District
- Listing of what the respondent felt was the major priority that the District should address
- A ranking of the level of importance of seven generally accepted themes

Once the surveys were sent out, completed, and returned, the Central Office team analyzed the results and compiled a listing of general themes based on responses to the four general theme questions.

Four core concepts emerged throughout the process. Though some stakeholders were concerned with declining enrollments, all were clear that student achievement, culture and community, organizational structure, and District leadership were important areas to focus on in the coming years.

SOME KEY FINDINGS BY CORE CONCEPT

STUDENT ACHIEVEMENT: ACADEMIC SUPPORT IN THE CLASSROOM, PROJECT-BASED LEARNING, ENRICHMENT, AND RIGOROUS CURRICULA HAD THE HIGHEST PERCENTAGE OF SURVEY RESPONSE AS “VERY IMPORTANT” OR “IMPORTANT” WITH RESPECT TO RESPONDENTS’ PERSPECTIVE ON STUDENT GROWTH AND ACHIEVEMENT.

CULTURE & COMMUNITY: GENERALLY, MOST PEOPLE RESPONDED THAT THE SCHOOLS ARE WELL SUPERVISED, STAFF MODEL SAFE AND RESPECTFUL BEHAVIORS, AND STUDENTS ARE ACTIVELY INVOLVED WITH THEIR SCHOOLS.

ORGANIZATIONAL STRUCTURE: APPROXIMATELY 70% OF RESPONDENTS EITHER “STRONGLY AGREED” OR “AGREED” THAT HAVING A LOCAL SCHOOL IN THEIR COMMUNITY WAS IMPORTANT.

DISTRICT LEADERSHIP: 72% OF RESPONDENTS BELIEVE THAT THE CONVAL SCHOOL DISTRICT DOES A GOOD JOB AT RETAINING HIGH -QUALITY STAFF, BUT LESS THAN HALF FEEL THAT THE DISTRICT PROVIDES A RIGOROUS ACADEMIC CURRICULA OR MAINTAINS STRONG PUBLIC SUPPORT FOR BUDGETS.

3.3 Goals 1-4: Strategies and Action Steps (General Version)

Goal 1: Student Achievement

Recognizing that the primary mission of the ConVal School District is student learning, the ConVal School District will provide high- quality educational opportunities for all students that foster academic growth, the acquisition of identified critical skills, and the development of dispositions that lead to success in higher education and the workplace.



Focus Areas

- 1.1 The School District will implement research-based learning frameworks, as they relate to content area, teaching strategies, critical thinking, and problem -solving skills to increase student learning and student achievement.
- 1.2 The School District will implement a fully inclusionary and equitable model across all school buildings. All students will be included fully in the general education experience to the greatest extent possible.
- 1.3 The School District will utilize a balanced student assessment program to assess student progress toward curriculum goals, inform instruction, and determine appropriate intervention for students.
- 1.4 The School District will prepare students to participate fully in their careers and workplace experiences.
- 1.5 Students will become partners in their own education and in the process of their own learning.

We believe that in order to provide our students with a world-class education, one that will prepare them to be college and career ready, we must be a fully inclusive school district where “all means all.” To accomplish this goal, we must look toward research, as well as best practice, provide equitable educational opportunities for all students, systematically monitor and report on our students’ progress, offer experiences that prepare students for the workplace, and have students become partners and architects of their own learning. We believe that if we work toward these focus areas and accomplish them, we will not only provide every child with an excellent education, we will also become a national model for educational excellence.

The ConVal School District continuously examines the programming for students through a rigorous and systematic process that ensures programs, curriculum, assessment, and instruction are up-to-date, clearly articulated, relevant, and balanced. Following a systematic approach to examining academic research and implementing pilots of the researched-based instructional strategies, we strive to deliver the most effective instruction for our students. We have successfully done this in our Writing curriculum as we implement strategies that align with Self-Regulated Strategy Development (SRSD) at the elementary and middle school levels, moving toward full implementation at all school levels. We have also begun to pilot the [Ongoing Assessment Project \(OGAP\)](#), a formative math assessment system.

Beginning in the fall of 2015, a research team started to examine the instructional strategies associated with Science. This team will closely examine what the most successful strategies are, determine the strategies to be piloted to see how well they can be implemented in the ConVal School District, and then make recommendations regarding how Science instruction can best be implemented within the ConVal School District. As we continue toward providing our students with an exceptional education, we will also use a similar research approach for World Language (2016) and Reading (2017). Each area will have a discussion around where we are, where we would like to go, and how to best get there.

To move all students toward an equitable learning experience, the District will closely examine the practices of inclusion and how the least-restrictive environment can best be utilized to leverage success for all students. By applying to become a District that promotes a [School Wide Integrated Framework for Transportation \(SWIFT\)](#), the District will participate in a careful analysis of our present practices around the equity of access and service to students at all school levels. Through this we will become more aware of our strengths and areas of growth to best meet our students’ needs. We will be able to identify ways in which to decrease the number of students who participate in self-contained educational experiences.

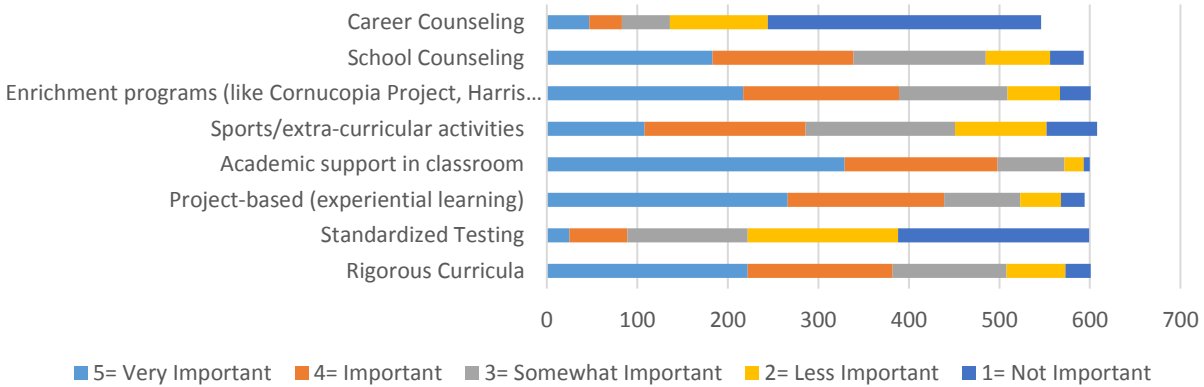
We will assess our progress toward these focus areas (as well as other focus areas) by identifying clear indicators of success and establishing reliable evaluation criteria, both of which can be found in the detailed version of this Strategic Plan (see pages 24-49).

While being recognized as a national model for educational excellence is an aspirational goal, the more important accomplishment will be attained by achieving our goal of providing an excellent education for every child, every day.

Results from the community survey, which informed our goals, focus areas, and action steps, identified academic support in the classroom, project-based learning, enrichment, and rigorous curricula as either “very important” or “important” with respect to respondents’ perspectives on student growth and achievement (see chart on next page).



How important do you believe each item is to student growth and achievement?



Focus Areas	Action Steps
<p>1.1 The School District will implement research-based learning frameworks, as they relate to content area, teaching strategies, critical thinking, and problem- solving skills to increase student learning and student achievement.</p>	<ul style="list-style-type: none"> • 1.1.1 The School District will perform a review of mathematics content and instruction, and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data. • 1.1.2 Having performed a review of writing instruction based on research and analysis of CVSD student data, the School District will implement SRSD at all school levels. • 1.1.3 The School District will perform a review of Science content and instruction, and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data. • 1.1.4 The School District will perform a review of World Language content and instruction, and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data. • 1.1.5 The School District will perform a review of Reading content and instruction, and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data. • 1.1.6 The School District will include integrated critical thinking, technology, collaborative, and real-world problem solving skills in all curricular areas. • 1.1.7 The School District will identify competencies for each level, grade, and subject area K-12 that meet or exceed the NHDOE developed competencies and national content area standards. • 1.1.8 The School District will examine the potential of participating in the International Baccalaureate (IB) programs. • 1.1.9 The School District will explore the potential of applying for distinction as a Blue Ribbon School District and having schools designated as Blue Ribbon Schools.

Focus Areas	Action Steps
<p>1.2 The School District will implement a fully inclusionary and equitable model across all school buildings. All students will be included fully in the general education experience to the greatest extent possible.</p>	<ul style="list-style-type: none"> • 1.2.1 The School District will work in conjunction with the NHDOE to explore the opportunities associated with becoming a SWIFT (School Wide Integrated Framework for Transformation) district. • 1.2.2 The School District will reduce the number of special education self-contained classes. • 1.2.3 The School District will conduct a study of the region's birth to 4 populations to discover the present challenges and trends of incoming students. • 1.2.4 To the greatest extent possible, each child will participate fully at their community school. • 1.2.5 The School District will align intervention strategies and support services with daily instruction. • 1.2.6 The School District will develop and implement an extended school day and year on an as- needed basis for students to assure that all students make or exceed a year's worth of growth. • 1.2.7 All opportunities that are made under the auspices of the District will promote inclusion and equity for all students.
<p>1.3 The School District will utilize a balanced student assessment program to assess student progress toward curriculum goals, inform instruction, and determine appropriate intervention for students.</p>	<ul style="list-style-type: none"> • 1.3.1 The School District will develop a measure for a year's worth of growth for every subject and grade level. • 1.3.2 The School District will work in conjunction with the NHDOE to explore the opportunities associated with becoming a Performance Assessment of Competency Education (PACE) district. • 1.3.3 The School District will publish a framework of established common assessments - which all students are expected to take- that indicates the year, subject, type, and purpose of each assessment. • 1.3.4 The School District will develop and implement a communication plan for the assessment system. • 1.3.5 The School District will train teachers in the use of data and clarify expectations for using data to make instructional decisions, set instructional goals, and establish student learning objectives.
<p>1.4 The School District will prepare students to participate fully in their careers and workplace experiences.</p>	<ul style="list-style-type: none"> • 1.4.1 The School District will develop a process for students to explore and study post-secondary career opportunities. • 1.4.2 The School District will establish appropriate and meaningful work opportunities by offering an increased number of work and internship experiences. • 1.4.3 The School District will review the present ATC offerings in relation to workforce projections and make appropriate programmatic changes. • 1.4.4 The School District will collaborate with other community organizations and businesses to provide extended learning opportunities.

Focus Areas	Action Steps
<p>1.5 Students will become partners in their own education and in the process of their own learning.</p>	<ul style="list-style-type: none"> • 1.5.1 Teachers will engage students in reviewing their educational progress and developing goals for improvement, extension, and enrichment. • 1.5.2 Students and teachers will participate in student-led goal setting and student-led conferences in which students explain to the appropriate audiences their individual learning progress. • 1.5.3 Students will have multiple opportunities for flexible, personalized learning. • 1.5.4 ConVal High School will research the implementation and viability of senior capstone projects.



Goal 2: Culture & Community

Recognizing the importance of maintaining a strong, supportive culture among students, staff, families, and fellow ConVal citizens, the ConVal School District will work with these groups to foster a responsive, caring, and high-achieving culture where all feel highly engaged, valued, and included.

Focus Areas

The focus of this goal is to continue to strengthen the culture and relationships that exist within the schools, between the schools, and among the various communities that comprise the ConVal School District.

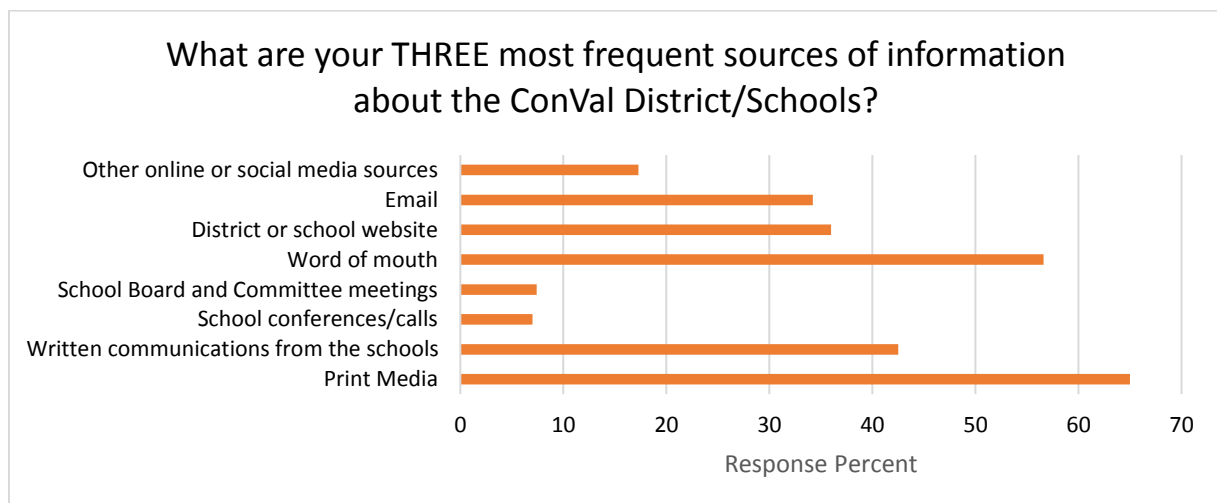
Research has shown schools that have a strong and positive culture where students and staff treat one another with kindness and respect are more successful than schools that have a less hospitable culture. Further, research confirms that schools are more successful when they have the support,

financial and otherwise, of the larger school community.

- 2.1 Students with special education and behavioral needs will be integrated into the general education classroom to the maximum extent appropriate to meet their needs.
- 2.2 The School District will promote collaboration between students, staff, and community by demonstrating respect for self, peers, adults, and the facility.
- 2.3 The School District will provide enhanced curricular opportunities through community partnerships.
- 2.4 The School District will showcase student activity and achievement to increase school visibility in community.
- 2.5 The School District will provide clear communication tools for use by students, staff, and community.
- 2.6 The school district will engage the community in determining and assessing District goals.

The ConVal School District covers nine towns, each with distinct traditions and character. This diversity is wonderful, yet it requires us to put extra care into communicating our ideas and celebrating our successes. The essence of this goal is to foster strong, long-term relationships among our students, staff, and the larger ConVal community.

The community survey conducted this past spring suggests that most individuals in the community receive their information through the local media and/or word of mouth. As a result, we want to ensure that the community is hearing about the great things happening in our schools.

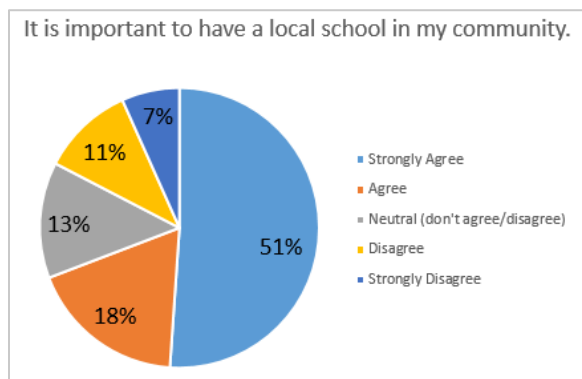


Focus Areas	Action Steps
<p>2.1 Students with special educational and behavioral needs will be integrated into the general education classroom to the maximum extent appropriate to meet their needs.</p>	<ul style="list-style-type: none"> • 2.1.1 The School District will implement co-teaching models at all levels. • 2.1.2 The School District will train staff to provide interventions that address behavior concerns. • 2.1.3 The School District will implement the use of instructional strategies that positively impact all learners. • 2.1.4 The School District will apply to become a SWIFT district. • 2.1.5 The School District will train applicable personnel in SWIFT practices. • 2.1.6 The School District will begin implementation process for SWIFT. • 2.1.7 The School District will promote and support collaboration between parents or guardians, staff, and outside agencies. • 2.1.8 The School District will partner with behavioral health and substance abuse task force.
<p>2.2 The School District will promote collaboration between students, staff, and community by demonstrating respect for self, peers, adults, and the facility.</p>	<ul style="list-style-type: none"> • 2.2.1 The School District will train students to create personalized Plans for Success (document that outlines their goals and how to attain them). • 2.2.2 The School District will implement community/school recognition programs. • 2.2.3 The School District will create local internships related to Applied Technology career paths. • 2.2.4 The School District will establish service learning opportunities that require interaction with area service agencies.
<p>2.3 The School District will provide enhanced curricular opportunities through community partnerships.</p>	<ul style="list-style-type: none"> • 2.3.1 The School District will expand middle/high school summer opportunities. • 2.3.2 The School District will create partnerships with local businesses. • 2.3.3 The School District will establish articulation agreements with other local institutions. • 2.3.4 The School District will expand partnerships with Harris Center, Cornucopia Project, and ConVal Youth Sports Association.
<p>2.4 The School District will showcase student activity and achievement to increase school visibility in community.</p>	<ul style="list-style-type: none"> • 2.4.1 The School District will create District-wide Arts and Science/Tech Days in conjunction with local events.
<p>2.5 The School District will provide clear communication tools for use by students, staff, and community.</p>	<ul style="list-style-type: none"> • 2.5.1 The School District will update District website. • 2.5.2 The School District will create a social media presence where appropriate.

Focus Areas	Action Steps
	<ul style="list-style-type: none"> • 2.5.3 The School District will create parent portals at all grade levels. • 2.5.4 The School District will increase the number of teacher websites available to stakeholders. • 2.5.5 The School District will create community curriculum nights. • 2.5.6 The School District will increase visibility in local print media. • 2.5.7 The School District will post clearly articulated planning and budget documents on website. • 2.5.8 The School District will provide parents and community with opportunities for input via surveys.
<p>2.6 The School District will engage the community in determining and assessing District goals.</p>	<ul style="list-style-type: none"> • 2.6.1 The School District will conduct a biannual survey of stakeholders. • 2.6.2 The School District will actively solicit community members to serve on school-based committees. • 2.6.3 The School District will research ConVal Foundation - 501-3C as a mechanism for raising private donations for the School District.

Goal 3: Organizational Structure

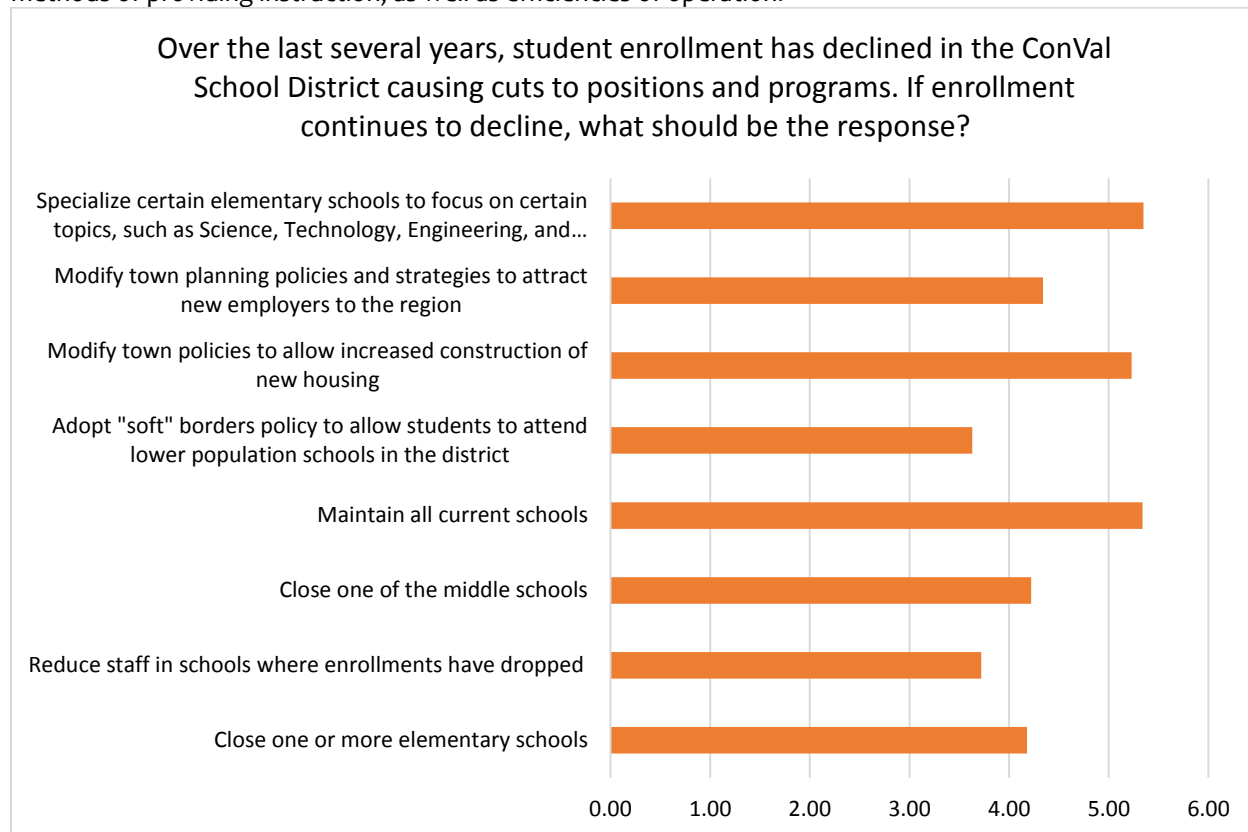
The ConVal School District will develop an organizational structure to ensure that all students receive the most equitable high- quality resources and opportunities possible.



Focus Areas

- 3.1 Consider multi-grade/multi-age as a philosophy for providing instruction in the community schools rather than a monetary decision.
- 3.2 Pursue the notion of a ConVal Culture
- 3.3 Provide students, families, and community members with different, educationally sound, organizational structure options to determine which one(s) may be most acceptable to our students and the broader ConVal community.
- 3.4 3.4 Develop a framework for considering new school configuration options.
- 3.5 Consider additional uses for excess space.
- 3.6 Finalize plans for renovating the high school in order to improve, and cluster, arts and sciences, as well as to improve logistics and meet new curricula standards.
- 3.7 Explore financial impacts and conduct an analysis of cross subsidies.

The ConVal School District was formed in order to provide the students of the nine towns that comprise the District with high-quality learning environments, while increasing the efficiency of school operations. However, over time there has been a change in the demographics of the region. While there has been a decline in our school -age population, there has also been a subsequent increase in the amount of student needs for services. These changes necessitate a periodic reexamination of our organizational structure to search for better methods of providing instruction, as well as efficiencies of operation.



Focus Areas	Action Steps
<p>3.1 Consider multi-grade/multi-age as a philosophy for providing instruction in the community schools rather than a monetary decision. Students in a multi-age classrooms are taught and assessed according to their developmental stage rather than their age or grade designation. In multi-grade classrooms, teachers maintain grade- specific groups and students are expected to learn their grade-level curriculum.</p>	<ul style="list-style-type: none"> • 3.1.1 Read relevant research on potential educational benefits of multi-grade/multi-age. • 3.1.2 Determine whether to pursue multi-grade/multi-age as District practice. • 3.1.3 Develop a policy on use of multi-grade/multi-age classes.
<p>3.2 Pursue the notion of a “ConVal Culture.”</p>	<ul style="list-style-type: none"> • 3.2.1 The School District will examine existing policy on student requests to attend schools other than their assigned schools. • 3.2.2 The School District will promote activities that bring the different schools together.
<p>3.3 Provide students, families, and community members with different, educationally sound, organizational structure options to determine which one(s) may be most acceptable to our students and the broader Conval community.</p>	<ul style="list-style-type: none"> • 3.3.1 The School District will review possible school and grade- level organizational structures. • 3.3.2 The School District share with broader ConVal Community results of educationally sound school and grade- level organizational structures. • 3.3.3 The School District will develop a plan for any changes to school and/or grade -level organizational structures. • 3.3.4 The School District will share with ConVal Community the plan for any changes to current school and/or grade -level organizational structures. • 3.3.5 The School District will implement any change in organizational structure.
<p>3.4 Develop a framework for considering new school configuration options. School configuration options would explore how to best group students in different grades across schools (e.g., K-4, K-6, K-8).</p>	<ul style="list-style-type: none"> • 3.4.1 The School District will develop a process and list of criteria to be applied when considering school configuration and consolidation options. • 3.4.2 The School District will share process and criteria to be applied with ConVal Community.
<p>3.5 Consider additional uses for excess space.</p>	<ul style="list-style-type: none"> • 3.5.1 The School District will research space usage throughout the district. • 3.5.2 The School District will determine possible uses for excess space. • 3.5.3 The School District will develop a process and list of criteria to be applied when considering uses for excess space.

Focus Areas	Action Steps
3.6 Finalize plans for renovating the high school in order to improve, and cluster, arts and sciences, as well as to improve logistics and meet new curricula standards.	<ul style="list-style-type: none"> • 3.6.1 The School District will create preliminary documents regarding high school and ATC renovation and space reconfiguration. • 3.6.2 The School District will share preliminary documents regarding high school and ATC renovation and space reconfiguration. • 3.6.3 The School District will prepare a bond for renovation work at the high school and ATC. • 3.6.4 The School District will share bond information regarding high school and ATC renovation and space reconfiguration.
3.7 Explore financial impacts and conduct an analysis of cross subsidies.	<ul style="list-style-type: none"> • 3.7.1 The School District will conduct an impact study in the event of a proposed change in existing configurations

Goal 4: Operations

Recognizing that maintaining high -quality learning environments and highly qualified staff is necessary to ensure student success, the ConVal School District will effectively research, plan, and implement best practices around facilities, personnel, leadership, and technology.

Focus Areas (Facilities)

- 4.1** The School District will maintain safe physical schools and grounds.
- 4.2** Emergency Management Plan is current.
- 4.3** Centralized building data sites for access by all appropriate personnel.

Focus Areas (Personnel)

- 4.4** The School District will hire, train, and retain highly competent, efficient staff.
- 4.5** Negotiate fair and competitive collective bargaining agreements and compensation packages.
- 4.6** Create an evaluation system that identifies best practices in all disciplines for each group of employees.
- 4.7** Develop a targeted professional development master plan for all staff members that supports each staff member's attainment of articulated District standards for exemplary performance.

Focus Areas (Leadership)

- 4.8** The School District will provide support for physical, social, and academic needs of students, staff, and community.
- 4.9** The School District will create a process to develop and provide internal leadership opportunities as appropriate.
- 4.10** The School District will promote the use of its facilities as a community resource.

Focus Areas (Technology)

- 4.11** The School District will provide equitable access to technology across all schools at each level.
- 4.12** The School District will provide standardized software access for each school.
- 4.13** The School District will develop a consistent K-12 Technology experience and set of competencies for students and staff.
- 4.14** The School District will transform school libraries into Learning Commons.
- 4.15** The School District will create digital learning environments for students.
- 4.16** The School District will promote digital citizenship and media literacy at all grade levels.
- 4.17** The School District will create and maintain an updated, interactive, user- friendly website linked to community, state, and regional sites, where applicable.

Focus Areas (Facilities)

Currently, prioritized facility maintenance plans, efficiency upgrades, and program needs must meet the requirements of the NH Department of Education's (NHDOE) approval process for educational facilities and the receipt of state aid. It is essential that facility- centered spending decisions be developed within a context that is consistent with both our educational mission and basic building needs. Carefully programmed spending is particularly essential within a changing educational climate where program initiatives may often require facility modifications and upgrades.

All ConVal school facilities will adhere to all local, state, and federal physical plant requirements. All ConVal school facilities will also function at peak efficiency, resulting in successful annual inspections and reduced energy costs. Annual Indoor Air Quality programs will be reviewed and updated accordingly, as will applicable policies, procedures, and practices. Long- range maintenance and capital plans are updated on an annual basis to reflect current facility needs. Included in this plan is a proposal for a bond in the amount of \$2M to renovate the oldest part of ConVal High School.

Focus Areas (Facilities)	Action Steps
4.1 The School District will maintain safe physical schools and grounds.	<ul style="list-style-type: none">• 4.1.1 The School District will create a comprehensive inventory of building components and condition.• 4.1.2 The School District will develop comprehensive maintenance schedules for all major systems.• 4.1.3 Facility staff members will be cross trained in advanced competencies.• 4.1.4 The School District will create and implement procedure and policy manuals for specific tasks and/or trades.
4.2 Emergency Management Plan is current.	<ul style="list-style-type: none">• 4.2.1 The School District will create digital maps of networks, phones, evacuation routes, sprinkler and fire suppression systems.• 4.2.2 The School District will create and implement building security policies and procedures.• 4.2.3 E911 protocols are in place.• 4.2.4 The School District will update paging systems in all schools.• 4.2.5 The School District will train personnel on Incident Command System (ICS) 100.• 4.2.6 The School District will draft Emergency Management Plans for each school.
4.3 Centralized building data site for access by all appropriate personnel.	<ul style="list-style-type: none">• 4.3.1 The School District will create centralized building data site.• 4.3.2 The School District will populate site with applicable information.• 4.3.3 The School District will roll out Community Use of School Facilities policy.

Focus Areas (Personnel)

ConVal believes that along with parents and the community, our staff must set high expectations for student growth, and that our schools must provide a safe and caring environment for teaching and learning. To that end, we will establish a fair and efficient process for hiring highly qualified staff. Once that staff is hired, we will provide evaluation and professional development plans that identify best practices within each applicable field, provide opportunities for professional growth, and offer recognition and appreciation for excellence.

Focus Areas (Personnel)	Action Steps
4.4 The School District will hire, train, and retain highly competent, efficient staff.	<ul style="list-style-type: none">• 4.4.1 The School District will train administrators in current interviewing and hiring practices.• 4.4.2 The School District will inventory all present job descriptions to determine which ones need revision or creation.• 4.4.3 The School District will inventory all policies and practices to determine which ones need revision or creation.• 4.4.4 The School District will create process for revision of job descriptions, policies, and practices.• 4.4.5 The School District will revise job descriptions, practices, and policies to reflect current practices.
4.5 Negotiate fair and competitive collective bargaining agreements and compensation packages.	<ul style="list-style-type: none">• 4.5.1 The School District will survey regional districts to determine present levels of total compensation.• 4.5.2 Board presents an equitable and competitive proposal to voters.• 4.5.3 The School District will maintain total compensation package that attracts highly qualified staff.
4.6 Create an evaluation system that identifies best practices in all disciplines for each group of employees.	<ul style="list-style-type: none">• 4.6.1 The School District will identify groups to be evaluated.• 4.6.2 The School District will determine responsibility for building an evaluation system for each group.• 4.6.3 Group members work in conjunction with stakeholders to build and adopt an evaluation model.• 4.6.4 Stakeholders and evaluators are given comprehensive training on the selected model and tool.• 4.6.5 Model is put into OASYS to be digitized.• 4.6.6 Evaluation model piloted for one year, and stakeholders have opportunity to give feedback towards potential adjustments.



Focus Areas (Personnel)	Action Steps
<p>4.7 Targeted professional development master plan for all staff members that supports each staff member's attainment of articulated District standards for exemplary performance.</p>	<ul style="list-style-type: none"> ● 4.7.1 The School District will identify groups to be included and persons responsible to develop the plans. ● 4.7.2 The School District will develop format for a master plan and the components, including (but not limited to): district-based needs, building-based needs, and individual job responsibilities (e.g., deficiencies, areas of growth). ● 4.7.3 The School District will identify and develop set of standards for each group. ● 4.7.4 Approved plans entered into MyLearningPlan for staff access. ● 4.7.5 The School District will provide staff training on MyLearningPlan. ● 4.7.6 The School District will provide mentoring support for new staff members. ● 4.7.7 The School District will add "Recognition of Excellence" to existing staff recognition practices.

Focus Areas (Leadership)

Effective leadership provides the vision and motivation necessary for a team to work towards a common goal. It is the way to equip others with the training and tools necessary to realize both an individual's and an organization's full potential.

Focus Areas (Leadership)	Action Steps
<p>4.8 The School District will provide support for physical, social, and academic needs of students, staff, and community.</p>	<ul style="list-style-type: none"> ● 4.8.1 The School District will revise staffing as appropriate, consistent with District core beliefs. ● 4.8.2 The School District will use program review process to determine staffing. ● 4.8.3 The School District will assure that staff have access and are proficient in the use of available resources. ● 4.8.4 The School District will review, revise, and create school and community partnerships to ensure efficiencies, relevance, and community needs.
<p>4.9 The School District will create a process to develop and provide internal leadership opportunities as appropriate.</p>	<ul style="list-style-type: none"> ● 4.9.1 The School District will evaluate the effectiveness of the Keene State College (KSC) Leadership Cohort program to develop internal leaders. ● 4.9.2 The School District will continue to develop internal candidates for leadership roles.

Focus Areas (Leadership)	Action Steps
4.10 The School District will promote the use of its facilities as a community resource.	<ul style="list-style-type: none"> • 4.10.1 The School District will revise community use and access policies to ensure access to appropriate groups. • 4.10.2 The School District will develop clear procedures for community use. • 4.10.3 Facility use process is accessible to the public through the use of SchoolDude software.

Focus Areas (Technology)

Today our learning environments must support college, career, and life readiness. The effective use of technology provides enhanced opportunities for students and employees to succeed in school and the workplace. Within a district that spans nine towns across 250 square miles, technology is seen as a potential equalizer for schools separated by miles of country roads.

The [ConVal Technology Plan](#) is designed to support the development of inquisitive, creative, resourceful thinkers; effective problem solvers; and ethical participants in our globally networked society. The goals and objectives of this plan are aimed at developing transformative learning environments, which support the ability of staff and students to effectively use information, tools, and technology, and foster a commitment to lifelong learning.

Through its interwoven emphasis on teaching and learning, rather than solely on hardware and software, this plan intends to shift the center of gravity of the technology conversation to where it belongs—the learning and teaching experiences of students and staff as they endeavor, together, to engage with the guaranteed and viable curriculum to which the ConVal School District subscribes.

ConVal continues to review current research and recommendations for providing access to, and the best use of, information and communication technologies (ICT), while engaging in the following five important tasks:

- Support teachers and staff to seamlessly and effectively integrate ICTs into the K-12 curriculum and other District business.
- Strengthen efforts to use student e-portfolios at all grade levels.
- Develop awareness of, and increase in, digital citizenship behaviors.
- Update technology inventories.
- Review and revise policies and procedures in support of effective 21st century learning.

Focus Areas (Technology)	Action Steps
4.11 The School District will provide equitable access to technology across all schools at each level.	<ul style="list-style-type: none"> • 4.11.1 The School District will implement a systematic cycle for replacement hardware. • 4.11.2 The School District will train staff in use of SchoolDude for technology request. • 4.11.3 The School District will use SchoolDude software to generate lists for replacement. • 4.11.4 The School District will use SchoolDude to staff technology department as appropriate.

Focus Areas (Technology)	Action Steps
<p>4.12 The School District will provide standardized software access for each school.</p>	<ul style="list-style-type: none"> • 4.12.1 The School District will ensure infrastructure and devices meet the needs to provide an adequate experience. • 4.12.2 The School District will catalogue and distribute software/subscription offerings to all staff based on program needs.
<p>4.13 Develop a consistent K-12 Technology experience and set of competencies for students and staff.</p>	<ul style="list-style-type: none"> • 4.13.1 The School District will develop a set of competencies for each grade level. • 4.13.2 The School District will create corresponding rubric for competencies. • 4.13.3 The School District will incorporate competencies into existing curriculum. • 4.13.4 The School District will identify existing and upcoming technologies to include in District curriculum. • 4.13.5 The School District will develop district-wide framework for training in software and other technologies. • 4.13.6 The School District will develop a set of competencies and standards for staff members. • 4.13.7 The School District will identify “power users” and coordinate training model with Professional Development groups.
<p>4.14 The School District will transform school libraries into Learning Commons.</p>	<ul style="list-style-type: none"> • 4.14.1 The School District will define Learning Commons. • 4.14.2 The School District will assure that adequate resources are available for implementation. • 4.14.3 The School District will implement Learning Commons model.
<p>4.15 The School District will create digital learning environments for students.</p>	<ul style="list-style-type: none"> • 4.15.1 The School District will research and evaluate current Learning Management Systems (LMS). • 4.15.2 The School District will implement LMS at specific grade levels.
<p>4.16 The School District will promote digital citizenship and media literacy at all grade levels.</p>	<ul style="list-style-type: none"> • 4.16.1 The School District will define digital citizenship and media literacy expectations at each grade level. • 4.16.2 The School District will review and revise policies and practices as appropriate. • 4.16.3 The School District will develop curriculum to appropriately deliver content at each grade level.
<p>4.17 The School District will create and maintain an updated, interactive, user- friendly website linked to community, state, and regional sites, where applicable.</p>	<ul style="list-style-type: none"> • 4.17.1 The School District will redesign existing website. • 4.17.2 The School District will redesign School Board website. • 4.17.3 The School District will provide training to appropriate personnel.

Focus Areas (Technology)	Action Steps
	<ul style="list-style-type: none"> • 4.17.4 The School District will create staff portal. • 4.17.5 The School District will link website with social media as appropriate. • 4.17.6 The School District will establish and adhere to website redesign schedule.



3.4 Goals 1-4: Focus Areas and Detailed Action Steps

The following section offers the detailed version for each of the four goals—student achievement/performance, culture and community, organizational structure, and leadership. While the general version presents the specific focus areas and the aligned action steps, the detailed version outlines for each action step (a) who is responsible for making sure the action step is completed, (b) when the action step will be completed, and (c) how the action step will be measured and evaluated.

Goal 1: Student Achievement

Recognizing that the primary mission of the ConVal School District is student learning, the ConVal School District will provide high- quality educational opportunities for all students that foster academic growth, the acquisition of identified critical skills, and the development of dispositions that lead to success in higher education and the workplace.

Please Note: Dates appearing in red reflect new dates that were approved by the ConVal School Board on 05-May-2017.

Focus Area 1.1 The district will implement research-based learning frameworks, as they relate to content area, teaching strategies, critical thinking, and problem- solving skills to increase student learning and student achievement.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.1 The School District will conduct a review of the mathematics content and instruction, and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data. (For review steps see District Curriculum Renewal Process.)	<ul style="list-style-type: none"> Assistant Superintendent 2 Community Principals/Math Coaches Specific Teachers 	3/25/2016 – 2/28/2017 2/28/2018	As a result of the most recent review (14-15) of Mathematics curriculum and instruction K-12, the School District will implement OGAP and Problem-Based Learning for instruction of Mathematics.	Benchmark measures for 2017, 2018, and 2019 needed. 90 percent of students will show an increase of a year or more of growth/proficiency in Mathematics by Spring of 2020, as measured by a triangulation of local performance assessments, NWEA standardized assessment (or other locally administered standardized assessments), and statewide testing measurements, as applicable. (Example: A first grade student will make a full year of academic growth from the developmental milestones from which he or she entered.)
1.1.2 Having performed a review of writing instruction based on research and analysis of CVSD student data, the School District will implement SRSD at all school levels.	<ul style="list-style-type: none"> Assistant Superintendent 2 Community Principals/Writing Coaches 	3/25/2016 – 6/30/2017	SRSD is applied as is developmentally appropriate across all school levels in a systematic way.	Benchmark measures needed. Ninety percent of students will show an increase of a year or more of growth/proficiency in Writing by Spring of 2020, as measured by a triangulation of local performance assessments, NWEA standardized assessment (or other locally administered standardized assessments), and statewide testing measurements, as applicable.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.3 The School District will perform a review of the Science content and instruction, and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data. (For review steps see District Curriculum Renewal Process .)	<ul style="list-style-type: none"> Assistant Superintendent Specific Teachers 	9/1/2016 – 6/29/2018	A fully vetted research-based instructional process for Science will be instituted K-12.	90 percent of students will show an increase of a year or more of growth/proficiency in Science by the Spring of 2020, as measured by a triangulation of local performance assessments, NWEA standardized assessment (or other locally administered standardized assessments), and statewide testing measurements, as applicable.
1.1.4 The School District will perform a review of the World Language content and instruction and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data. (For review steps see District Curriculum Renewal Process .)	<ul style="list-style-type: none"> Assistant Superintendent 	9/1/2016 – 6/29/2018 9/1/2017 – 6/30/2019	A fully vetted, research-based instructional process for World Language will be instituted K-12. Report out to Education Committee the findings of program review and research with recommendations for World Language programming in the ConVal district by Spring of 2017.	The number of students who participate in World Language will increase by 15 percent by the Spring of 2020. By the Spring of 2020, 90 percent of students in World Language study will increase the amount/level of World Language learning beyond year two of a specific language.
1.1.5 The School District will perform a review of Reading content and instruction and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data. (For review steps see District Curriculum Renewal Process .)	<ul style="list-style-type: none"> Assistant Superintendent Specific Teachers 	9/1/2016 – 4/1/2018 6/30/2018	A fully vetted, research-based instructional process for Reading will be instituted K-12.	Ninety percent of students will show an increase of a year or more of growth/proficiency in Reading by the Spring of 2020, as measured by a triangulation of local performance assessments, NWEA standardized assessment (or other locally administered standardized assessments), and statewide testing measurements, as applicable.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.6 The School District will include integrated critical thinking, technology, collaborative, and problem- solving skills in all curricular areas.	<ul style="list-style-type: none"> Assistant Superintendent School Principals 	3/25/2016 – 6/30/2020	Enhanced integration of 21st century skills across all grades and curriculum areas.	Twenty First century skills will be included on all curriculum maps by 2018 and measured for implementation by rubrics/report cards by Spring of 2020. (A determination of a clearly measurable outcome will be determined following the collection of baseline data.)
1.1.7 The School District will identify competencies for each level, grade, and subject area K-12 that meet or exceed the NHDOE -developed competencies and national content area standards.	<ul style="list-style-type: none"> Assistant Superintendent School Principals 	9/1/2016 -- 6/30/2021	Competencies for each level, grade, and subject area have been developed and adopted.	Competencies are included on all curriculum maps by Spring of 2018 and measured for implementation by rubrics/report cards by Spring of 2020.
1.1.8 The School District will examine the potential of participating in the International Baccalaureate (IB) programs.	<ul style="list-style-type: none"> Assistant Superintendent CVHS Leadership 	7/4/2017— 10/4/2017	Decision on whether to become an IB school at the secondary level.	Authorization and approval as an IB school at the secondary level.
1.1.9 The School District will explore the potential of applying for distinction as a Blue Ribbon School District and having schools designated as Blue Ribbon Schools.	<ul style="list-style-type: none"> SAU Leadership Team Building Administrators 	7/4/2017— 10/4/2017	Recognition as Blue Ribbon School/District.	Overall academic excellence or progress in closing achievement gaps among student subgroups.

Focus Area 1.2 The School District will implement a fully inclusionary and equitable model across all school buildings. All students will be included fully in the general education experience to the greatest extent possible.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.2.1 The School District will work in conjunction with the NHDOE to explore the opportunities associated with becoming a SWIFT (School Wide Integrated Framework for Transformation) district.	<ul style="list-style-type: none"> Assistant Superintendent Assistant Director of Student Services School Principals 	10/1/2015 – 12/15/2020	Report to the School Board about SWIFT , the benefits of SWIFT to the District , and a recommendation to the Board about the District's participation	<p>Board decision on participation.</p> <p>Successful application to become a SWIFT site and the award of associated grants/in-kind support.</p>
1.2.2 The School District will reduce the number of special education self-contained classes.	<ul style="list-style-type: none"> Assistant Superintendent Director of Student Services School Principals 	10/1/2015 – 6/30/2021 Wait for Dir. Of Spec. Ed. to be hired before meeting with the Strategic Plan Committee to discuss this action step.	Increase of the number of classes that are being co-taught by general and special education teachers with a corresponding decrease in the number of special education self-contained classes.	<p>2015-16: Decrease of special education self-contained classes by 50 percent of the 2014-15 total.</p> <p>2016-17: Decrease of special education self-contained classes by 65 percent of the 2014-15 total.</p> <p>2017-18: Decrease of special education self-contained classes by 75 percent of the 2014-15 total.</p> <p>2018-2019: Decrease of special education self-contained classes by 85 percent of the 2014-15 total.</p> <p>2019-2020: Decrease of special education self-contained classes by 95 percent of the 2014-15 total.</p>
1.2.3 Conduct a study of the region's birth to 4 populations to discover the present challenges and trends of incoming students.	<ul style="list-style-type: none"> Director of Student Services 	9/1/2016 – 5/31/2017	Report to the School Board specific needs that will present over the next five years and how we can best meet those needs in specific buildings.	Report will lay out needs for specific programming, professional development, as well as how to best meet those needs in the community schools.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.2.4 To the greatest extent possible, each child will participate fully at their community school.	<ul style="list-style-type: none"> Director of Student Services School Principals 	1/1/2016 -- 12/31/2020	Ninety percent of all ConVal students will have the educational option to attend their community school.	Eighty five percent of all students will attend their community school.
1.2.5 Align intervention strategies and support services with daily instruction.	<ul style="list-style-type: none"> Assistant Superintendent Director of Student Services School Principals 	9/1/2015 – 6/29/2017 9/1/2016 – 6/30/2020	Ninety percent of students will receive instruction from the regular classroom teacher or in a co-taught classroom.	Achievement gap between identified students and the general school population will decrease by 15 percent by the year 2020, as measured by a triangulation of local performance assessment, NWEA standardized assessment (or other locally administered standardized assessment), and statewide testing measurement.
1.2.6 Develop and implement an extended school day and year on an as-needed basis for students. to assure that all students make or exceed a year's worth of growth.	<ul style="list-style-type: none"> Assistant Superintendent Director of Student Services School Principals 	9/30/2016 – 6/29/2018 06/29/2020	Report to board on recommendations, needs, and structure for extended day and extended year programs. Implementation of pilot programs beginning in 2017-2018 school year. Report out to board in December 2018 on findings of pilot.	Seventy-five percent of students participating in the program will have completed or exceeded a year's growth at the completion of the program.
1.2.7 All opportunities that are made under the auspices of the District will promote inclusion and equity for all students.	<ul style="list-style-type: none"> Superintendent School Principals 		All co-curricular will be offered in a way (place, time, transportation) to promote and maximize student participation.	Ninety percent of all students will participate in 1 co-curricular or extracurricular opportunity before graduation from high school.

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

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.3.1 The School District will develop a measure for a year's worth of growth for every subject and grade level.	<ul style="list-style-type: none"> Assistant Superintendent Director of Student Services Specific Teachers 	10/2/2015 – 10/30/2017 New date pending	Measures based on research, standardized assessment information, and local student samples of performance assessment will be determined and published.	Published Measures
1.3.2 The School District will work in conjunction with the NHDOE to explore the opportunities associated with becoming a PACE (Performance Assessment of Competency Education) district.	<ul style="list-style-type: none"> Assistant Superintendent School Principals Specific Teachers School Principals 	10/3/2016 – 3/31/2017	<p>Report to board about PACE.</p> <p>Develop a team of teachers and administrators to explore and apply to the NHDOE as a potential PACE site.</p>	Successful application to the state for acceptance as a PACE district.
1.3.3 The School District will publish a framework of established common assessments (all students are expected to take) that indicates the year, subject, type, and purpose of each assessment.	<ul style="list-style-type: none"> Assistant Superintendent 	10/31/2017 – 4/30/2018 New date pending	Report to Education Committee on present state of assessment with recommendation on those assessments that should remain and any that should be eliminated.	Published Framework of Assessments
1.3.4 The School District will develop and implement a communication plan for the assessment system.	<ul style="list-style-type: none"> Assistant Superintendent School Principals 	7/1/2016 – 4/1/2017 7/1/2016 – 8/31/2017	Communication plan is developed and published for all stakeholders.	Survey of stakeholders indicates that 80 percent have received and understand the purpose and results of their students' assessments.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.3.5 The School District will train teachers in the use of data and clarify expectations of using data to make instructional decisions, set instructional goals, and establish student learning objectives.	<ul style="list-style-type: none"> Assistant Superintendent 	10/4/2016 -- 4/4/2018 6/30/2020	<p>Professional development opportunities will be available for teachers each month from October of 2015 through the Spring of 2017 for the use of data.</p> <p>Expectations for the use of data will be published in Fall of 2016.</p>	<p>A survey of teachers will indicate that 80 percent of them have a general understanding of how to apply data to instructional decision-making how to use data to set instructional goals, and how to establish learning objectives.</p> <p>The survey will also indicate that 95 percent of the teachers understand the expectations for the use of data.</p>

Focus Area 1.4 The School District will prepare students to participate fully in their careers and workplace experiences.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.4.1 The School District will develop a process for students to explore and study post-secondary career opportunities.	<ul style="list-style-type: none"> • Director of School Counseling • School to Career Coordinator • School Principals • ATC Reps • School Counseling Reps 	11/3/2016 – 4/3/2018 4/18/2018	A clear process has been developed and piloted.	Eighty-five percent of students surveyed believe that the process was helpful in their thought process and decision making decision-making related to post-secondary career opportunities.
1.4.2 The School District will establish appropriate and meaningful work opportunities by offering an increased number of work and internship experiences.	<ul style="list-style-type: none"> • Director of School Counseling • School to Career Coordinator • ATC Reps • School Counseling Reps 	10/3/2016 – 6/30/2018	Report to Education Committee on present opportunities and plan for increasing opportunities.	By the Fall of 2018, there will be a fifteen percent increase in work and internship opportunities.
1.4.3 The School District will review the present ATC offerings in relation to workforce projections and make appropriate programmatic changes.	<ul style="list-style-type: none"> • Director of ATC 	3/31/2017 – 11/30/2017	<p>Report recommendations to the Education Committee by Fall 2016.</p> <p>Implement recommendations approved by the Board.</p>	<p>By 2018 appropriate changes to programming will be made and implemented.</p> <p>By 2020 a new cycle of examination will be completed and recommendations will be made.</p>

1.4.4 The School District will collaborate with other community organizations and businesses to provide extended learning opportunities.	<ul style="list-style-type: none"> • Director of School Counseling • School to Career Coordinator • Director of ATC • ATC Reps • School Counseling Reps 	10/1/2016 – 10/2/2018	<p>Report to the Education Committee on present opportunities and plan for increasing opportunities.</p> <p>Plan for increasing opportunities is implemented.</p>	By Fall of 2017, there will be a twenty five percent increase in extended learning opportunities for students.
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Focus Area 1.5 Students will become partners in their own education and in the process of their own learning.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.5.1 Teachers will engage students in reviewing their educational progress and developing goals for improvement, extension, and enrichment.	<ul style="list-style-type: none"> • Teachers • Students • School Principals 	10/2/2017 – 10/2/2020	Students will set educational goals for themselves in conjunction with their teachers.	<p>Fall of 2018: Fifty percent of students will have at least one goal established in conjunction with his/her teacher.</p> <p>Fall of 2019: Sixty percent of students will have at least one goal established in conjunction with his/her teacher.</p> <p>Fall of 2020: Seventy-five percent of students will have at least one goal established in conjunction with his/her teacher.</p>
1.5.2 Students and teachers will participate in student-led goal setting and student-led conferences in which students explain to the appropriate audiences their individual learning progress. Tabled this action	<ul style="list-style-type: none"> • Teachers • Students • School Principals 	10/2/2017 – 9/29/2021	Students will be leading student learning conferences with parents and teachers on their individual progress.	<p>Fall 2018: Twenty-five percent of all students in 3rd through 12th grade will lead at least one conference.</p> <p>Fall of 2019: Fifty percent of all students in 3rd through 12th grade will lead at least one conference.</p> <p>Fall of 2020: Sixty five percent of all students in 3rd through 12th grade will lead at least one conference.</p>

1.5.3 Students will have multiple opportunities for flexible, personalized learning.	<ul style="list-style-type: none"> • Assistant Superintendent • Systems Administrator • Teachers 	7/1/2016 – 8/31/2020	Pilot on-line learning platforms. Opportunities for extended school day and extended school year are being utilized.	By December of 2019, at least forty percent of all students have participated in either an online learning opportunity and/or an extended school day/extended school year program.
1.5.3 ConVal High School will research the implementation and viability of senior capstone projects. Tabled this action	<ul style="list-style-type: none"> • High School Principal • ConVal Leadership Team 	3/31/2016 – 6/30/2018	Report to Education Committee on viability of senior capstone projects with implementation timeline for a pilot.	By 2018, pilot for capstone project is implemented with 10 percent participation of the senior class.

Goal 2: Culture & Community

Recognizing the importance of maintaining a strong, supportive culture among students, staff, families, and fellow ConVal citizens, the ConVal School District will work with these groups to foster a responsive, caring, and high-achieving culture where all feel highly engaged, valued, and included.

Focus Area 2.1 Students with special educational and behavioral needs will be integrated into the general education classroom to the maximum extent appropriate to meet their needs.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
2.1.1 The School District will implement co-teaching models at all levels.	<ul style="list-style-type: none"> Level Coordinators School Principals 	9/1/2015 – 6/30/2018	Co-teaching models exist in most schools.	Sixty percent of schools have a co-teaching model operating in the school.
2.1.2 The School District will train staff to provide interventions that address behavior concerns.	<ul style="list-style-type: none"> Leadership Team Administrative Council 	9/2/2015 – 6/30/2021	Reduction in amount of office referrals.	Ten percent drop districtwide in the number of behavior referrals.
2.1.3 The School District will implement the use of instructional strategies that positively impact all learners.	<ul style="list-style-type: none"> Level Coordinators Professional Development 	9/2/2015 – 12/15/2020	Instructional strategies training for teachers in writing and mathematics.	Eighty percent of students will achieve a year's worth of growth in writing and mathematics.
2.1.4 The School District will apply to become a SWIFT district.	<ul style="list-style-type: none"> Assistant Superintendent Level Coordinators Administrative Council 	9/2/2015 – 10/1/2015	District application is accepted.	District accepted to SWIFT from NHDOE.
2.1.5 The School District will train applicable personnel in SWIFT practices.	<ul style="list-style-type: none"> Professional Development 	9/2/2015 – 8/25/2016	Staff ready for fall implementation.	All applicable staff have been trained.
2.1.6 The School District will begin implementation process for SWIFT.	<ul style="list-style-type: none"> Leadership Team Administrative Council 	8/26/2016 – 9/1/2016	Access to technical assistance and funds.	Student achievement

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
2.1.7 The School District will promote and support collaboration between parents or guardians, staff, and outside agencies.	<ul style="list-style-type: none"> Leadership Team Administrative Council Level Coordinators 	9/1/2015 – 9/30/2015 6/30/2021	Increase in the number of meetings between families, outside agencies and staff.	One hundred percent of schools will document the number and type of interactions with families and outside agencies.
2.1.8 The School District will partner with behavioral health and substance abuse task force.	<ul style="list-style-type: none"> Director of School Counselors 	9/1/2015 – 9/30/2015	Document outlining steps taken.	Document with proposed steps and goals is completed.

Focus Area 2.2 The School District will promote collaboration between students, staff, and community by demonstrating respect for self, peers, adults, and the facility.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
2.2.1 The School District will train students to create personalized plans for success.	<ul style="list-style-type: none"> Building-level Administration and Staff 	9/1/2016 – 6/30/2017 9/1/2017 – 6/30/2018 06/30/2020	All students in grade 7 have completed personalized plans for success.	One hundred percent of 7th grade students have completed a personalized plan for success.
2.2.2 The School District will implement community/school recognition programs.	<ul style="list-style-type: none"> Building-level Administration and Staff 	9/1/2016 – 6/30/2017	Students develop a positive understanding of selves and others.	All schools will have a program that recognizes the accomplishments of students, staff, and community.
2.2.3 The School District will create local internships related to Applied Technology career paths.	<ul style="list-style-type: none"> ATC Director Internship Director HS Principal 	9/1/2017/ -- 12/1/2017	Number of internship opportunities related to ATC career paths increases.	See a 10 percent increase in the number of internship opportunities related to ATC career paths.
2.2.4 The School District will establish service learning	<ul style="list-style-type: none"> School Principals School Counselors 	9/1/2018 – 12/31/2018	Create viable service learning opportunities.	Fifty percent of students will have the opportunity to participate in service

opportunities that require interaction with area service agencies.				learning activities.
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Focus Area 2.3 The School District will provide enhanced curricular opportunities through community partnerships.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
2.3.1 The School District will expand middle/high school summer opportunities.	<ul style="list-style-type: none"> High School and Middle School Principals 	7/1/2016 – 8/31/2016	Summer academy programming offered at high school and middle school levels.	One hundred percent of the two middle schools and one high school will offer at least one summer academy offering.
2.3.2 The School District will create partnerships with local businesses.	<ul style="list-style-type: none"> Superintendent School Principal 	8/30/2019 – 10/31/2019	Established partnerships with local businesses	Each school CVHS ATC will have established at least one partnership with a local business.
2.3.3 The School District will enter into articulation agreements with other local institutions.	<ul style="list-style-type: none"> ATC Director High School Principal Superintendent 	4/29/2016 – 11/1/2016	New articulation agreements will be created.	At least two additional articulation agreements will be done.
2.3.4 The School District will expand partnerships with Harris Center, Rotary Camp Quest, and ConVal Youth Sports Association.	<ul style="list-style-type: none"> Superintendent Assistant Superintendent Athletic Director School Principals 	3/1/2017 – 6/30/2017	More expansive partnerships will be created.	At least two of the groups will have a larger range of activities with ConVal.

Focus Area 2.4 The School District will showcase student activity and achievement to increase school visibility in community.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
2.4.1 The School District will create District-wide Arts & Science/Tech Days	<ul style="list-style-type: none"> Superintendent Teachers 	4/4/2016 – 6/28/2016	Art event occurs.	At least one art event occurs in conjunction with other community event.

in conjunction with local events.				
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Focus Area 2.5 The School District will provide clear communication tools for use by students, staff, and community.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
2.5.1 The School District will update the District website.	<ul style="list-style-type: none"> Technology and Leadership 	9/1/2015 – 10/1/2015	User- friendly responsive website available to public.	As measured by survey results to students and families, the ease of use of the new website will be noted.
2.5.2 The School District will create District social media presence, where appropriate.	<ul style="list-style-type: none"> Technology and Leadership 	4/4/2016 – 6/29/2016 12/30/2017	Twitter and Facebook accounts utilized to communicate.	Twitter and Facebook accounts integrated into District website.
2.5.3 The School District will create a parent portal at all grade levels.	<ul style="list-style-type: none"> Technology Leadership Team 	9/1/2015 – 7/1/2019	Parent portal utilized to communicate.	Parent portal utilized at 100 percent of the schools to communicate information.
2.5.4 The School District will increase number of teacher website access for stakeholders.	<ul style="list-style-type: none"> Technology Leadership Team Administrative Council 	9/1/2015 – 7/1/2019	Teachers have a website presence.	One hundred percent of the teachers have a website presence (2016 - 25%, 2017 - 50%, 2019 - 75%, 2020 - 100%).
2.5.5 The School District will create community curriculum nights.	<ul style="list-style-type: none"> Leadership Team Administrative Council 	7/3/2017 – 9/28/2017	Schools host curriculum nights.	At least 55 percent of schools offer a curriculum night to parents and community members.
2.5.6 The School District will increase visibility in local print media.	<ul style="list-style-type: none"> Leadership Team School Board 	4/4/2016 – 6/30/2017	One article per month on what's happening in the schools in local media.	Local media includes regular updates on school events.
2.5.7 The School District will post clearly articulated planning and budget documents on website.	<ul style="list-style-type: none"> Leadership Team School Board 	9/1/2015 – 4/4/2016	Applicable documents are current and easily accessible.	Survey or questionnaire to show that stakeholders are aware of plans and timelines.
2.5.8 The School District will provide	<ul style="list-style-type: none"> Leadership Team 	9/1/2016 –	Participation rates	Dependable level of response to surveys.

parents and community with opportunities for input via surveys.	School Board	10/31/2017 Complete	greater than 10%.	
Focus Area: 2.5A: Review and revise applicable policies: KCA, KCB, KDA, KDCA, KMA				

Focus Area 2.6 The School District will engage the community in determining and assessing District goals.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
2.6.1 The School District will conduct a biannual survey of stakeholders.	<ul style="list-style-type: none"> Technology Leadership Team School Board 	4/3/2017 – 6/30/2017	Increase in the number of responses.	More than 800 responses will be gathered.
2.6.2 The School District will actively solicit community members to serve on school-based committees.	<ul style="list-style-type: none"> Leadership Team Administrative Council School Board 	7/1/2016 – 6/28/2019	Committee membership represents majority of stakeholders.	Community members have high level of familiarity with programs and goals.
2.6.3 The School District will research ConVal Foundation - 501-3C as a mechanism for raising private donations for the school district.	<ul style="list-style-type: none"> Business Administrator 	6/1/2016 – 6/27/2016 12/30/2018	ConVal Foundation feasibility investigated.	ConVal Foundation (501-3C) established as long as it is deemed feasible.

Goal 3: Organizational Structure

The ConVal School District will develop an organizational structure to ensure that all students receive the most equitable high quality resources and opportunities possible.

Focus Area 3.1 Multi-grade/Multi-age as a philosophy for providing instruction in the community schools rather than a monetary decision.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.1.1 Read relevant research documents on the potential educational benefits of multi-grade/multi-age.	<ul style="list-style-type: none"> Assistant Superintendent Education Committee 	9/1/2016 – 1/30/2017	Bibliography of relevant research articles referenced.	Successful completion of literature review.
3.1.2 Make a determination on whether to pursue multi-age/multi-grade as a District practice.	<ul style="list-style-type: none"> Superintendent Education Committee School Board 	11/15/2016 – 11/15/2017 10/30/2020	Report out on the pros/cons of multi-grade as a philosophy.	Decision made for possible implementation in 2017-2018.
3.1.3 Develop policy on use of multi-age/multi-grade classes.	<ul style="list-style-type: none"> Assistant Superintendent Policy Committee School Board 	11/16/2016 – 1/30/2017 12/13/2018 9/30/2018	Develop a policy or practice on when to apply multi-age.	Successful completion of policy.

Focus Area 3.2 Pursue the notion of a “ConVal Culture.”

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.2.1 Examine existing policy on student request to attend school other than their assigned school.	<ul style="list-style-type: none"> Superintendent School Principals Policy Committee School Board 	11/1/2016 – 1/30/2017	Policy either revised or determined to remain the same.	New or existing policy in place.
3.2.2 Promote activities that bring the different schools together.	<ul style="list-style-type: none"> Superintendent School Principals 	Ongoing	Activity that brings students together from all elementary schools.	Activity has occurred (e.g., Field Day, Art Show, Science Fair, joint field trips).

Focus Area 3.3 Provide students, families and community members with different, educationally sound, organizational structure options to determine which one(s) may be most acceptable to our students and the broader ConVal Community.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.3.1 The School District will review different possible school and grade level organizational structures.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • Education Committee • School Board 	Ongoing	Listing of educationally sound school and grade -level organizational structures.	Report on different, educationally sound school and grade -level organizational structures has been completed.
3.3.2 The School District will share with broader ConVal Community results of educationally sound school and grade- level organizational structures.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • Education Committee • School Board 	7/3/2017 – 12/29/2017 October 2018	Information has been disseminated and gathering feedback meetings have occurred.	Community provides feedback on different organizational structures.
3.3.3 The School District will develop plan for any changes to school and/or grade level organizational structures.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • Education Committee • School Board 	June 2017 11/30/2018	Plan developed for the implementation of any change in organizational structure.	A viable plan has been completed.
3.3.4 The School District will share with broader ConVal Community the plan for any changes to current school and/or grade- level organizational structures.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • Education Committee • School Board 	September 2017 11/30/2018	Plan has been disseminated and gathering feedback meetings have occurred.	Community provides feedback on plan for changes to current school and/or grade- level organizational structures.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.3.5 The School District will implement any change in organizational structure.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • School principals • Education Committee • School Board 	August 2018 June 2021	Organizational change has occurred (if deemed useful).	Organizational structure change has occurred successfully (if deemed useful).

Focus Area 3.4 Develop a framework for considering new School Configuration Options.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.4.1 The School District will develop a process and list of criteria to be applied when considering school configuration and consolidation options.	<ul style="list-style-type: none"> • Superintendent • Budget and Property • Education Committee • School Board 	7/3/2017 – 8/1/2017	Publish a process and criteria to be applied when considering school consolidation options.	Process and criteria document has been produced.
3.4.2 The School District will share with broader ConVal Community the process and list of criteria to be applied when considering school configuration and consolidation options.	<ul style="list-style-type: none"> • Superintendent • School Board 	8/8/2017 – 8/8/2017 11/30/2018	Process and criteria has been disseminated and gathering feedback meetings have occurred.	Community provides feedback on process and criteria to be applied when considering school consolidation options.

Focus Area 3.5 Consider additional uses for excess space.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.5.1 The School District will research space usage throughout the District.	<ul style="list-style-type: none"> • Superintendent • School Principals • Budget and Property • School Board 	10/3/2016 – 12/22/2016 2021	Assess current baseline state of building space usage.	Report completed on space usage throughout the District.
3.5.2 The School District will determine possible uses for excess space.	<ul style="list-style-type: none"> • Superintendent • School Principals • Budget and Property • School Board 	10/3/2016 – 12/22/2016 2021 12/30/2018	Possible uses for excess space has been determined based on school/community and amount of space available.	Report documenting possible uses for various excess space throughout the district.
3.5.3 The School District will develop a process and list of criteria to be applied when considering uses for excess space.	<ul style="list-style-type: none"> • Superintendent • School Principals • Budget and Property • School Board 	10/3/2016 – TBD 2021 11/30/2018	Publish a process and list of criteria to be applied when considering uses for excess space.	Process and criteria document has been produced.

Focus Area 3.6 Finalize plans for renovation of the high school to “improve and cluster” arts and sciences to improve logistics and meet new curricula standards.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.6.1 The School District will create preliminary documents regarding high school and ATC renovation and space reconfiguration.	<ul style="list-style-type: none"> • Superintendent • Business Administrator • Director of Facilities • High School Principal • Budget and Property 	6/1/2015 – 9/30/2016	Schematics completed.	Preliminary schematics completed by Hutter.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.6.2 The School District will share preliminary documents regarding high school and ATC renovation and space reconfiguration.	<ul style="list-style-type: none"> • Superintendent • Business Administrator • Director of Facilities • High School Principal • Budget and Property • School Board 	10/3/2016 – 3/31/2017	Preliminary documents have been disseminated, tours of the facilities have occurred, and gathering feedback meetings have occurred.	Community provides feedback on plan for renovation and space reconfiguration at the high school and ATC.
3.6.3 The School District will prepare bond for renovation work at the high school and ATC.	<ul style="list-style-type: none"> • Superintendent • Business Administrator • Budget & Property • School Board 	9/1/2016 – 9/30/2016	Bond is prepared to go forward for voter approval.	All backup documents are available regarding the bond request.
3.6.4 The School District will share	<ul style="list-style-type: none"> • Superintendent 	10/3/2016 –	Bond information has	Community provides feedback on bond for

bond information regarding high school and ATC renovation and space reconfiguration.	<ul style="list-style-type: none"> • Business Administrator • Director of Facilities • High School Principal • Budget and Property • School Board 	3/31/2017	been disseminated, tours of the facilities have occurred, and gathering feedback meetings have occurred.	renovation and space reconfiguration at the high school and ATC.
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Focus Area 3.7 Financial Impacts / analysis of cross subsidies.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.7.1 The School District will develop criteria for an impact study in the event of proposed consolidation of schools.	<ul style="list-style-type: none"> • Superintendent • Business Administrator 	Complete	Criteria to be used in determining a proposed consolidation plan.	Published report of financial impacts to communities based on standard cost measures, including subsidies and cross subsidies.

Goal 4: Operations

Recognizing that maintaining high- quality learning environments and highly qualified staff is necessary to ensure student success, the ConVal School District will effectively research, plan, and implement best practices around facilities, personnel, leadership, and technology.

Focus Area 4.1 (Facilities) The School District will maintain safe physical schools and grounds.

Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.1.1 The School District will create a comprehensive inventory of building components and condition.	<ul style="list-style-type: none"> Facility Maintenance Techs 	4/1/2016 – 9/30/2016 08/30/2018 (Requested)	Updated facility assessment reports are contained in SchoolDude software.	Accurate assessment of building condition and systems that is used to drive future operating and capital costs.
4.1.2 The School District will develop comprehensive maintenance schedules for all major systems.	<ul style="list-style-type: none"> Facility Maintenance Techs 	8/1/2016 – 1/30/2017	Detailed preventive maintenance schedules exist in SchoolDude software.	Preventive maintenance schedules ensure the efficiencies of facilities and the preservation of assets.
4.1.3 Facility staff members will be cross- trained in advanced competencies.	<ul style="list-style-type: none"> Director of Facilities Facility Maintenance Technicians 	7/1/2016 – 7/28/2017	Staff are consistently and appropriately cross-trained in their appropriate discipline(s).	Priority work orders will be cleared in three days or less.
4.1.4 The School District will create and Implement procedure and policy manuals for specific tasks and/or trades.	<ul style="list-style-type: none"> Facility Maintenance Technicians 	Fall 2016 – Fall 2017	Policy and procedure manuals exist for each major task and trade.	Policy and procedure manuals are accessible and clearly written.

Focus Area 4.2 (Facilities) Emergency Management Plan is current.

Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.2.1 The School District will create digital maps of networks, phones, evacuation routes, sprinkler and fire suppression systems.	<ul style="list-style-type: none"> Director of Facilities Facility Maintenance Technicians Technology 	9/16/2016 – 4/31/2017 12/01/2018 (Requested)	Digitally accessible maps of life safety systems.	Maps are accessible by appropriate personnel and EMS.
4.2.2 The School District will create and implement building security policies and procedures.	<ul style="list-style-type: none"> Facilities Director Business Administrator Human Resources 	3/8/2016 – 7/12/2016	Adopted policies and initial security measures are in place.	Drills conducted according to plan documents.
4.2.3 E911 protocols are in place.	<ul style="list-style-type: none"> Facilities Director Technology 	4/1/2016 – 9/1/2017 09/01/2018 (Requested)	State Guidelines/approval	All schools will have capability for direct inward dialing numbers (DID).
4.2.4 The School District will update paging systems in all schools.	<ul style="list-style-type: none"> Facilities Director Business Administrator Technology 	7/1/2016 – 11/30/2016	Annual budget reflects appropriation for upgrades.	By 2018, all schools will have functioning paging systems.
4.2.5 The School District will train personnel on ICS 100.	<ul style="list-style-type: none"> Business Administrator Human Resources 	7/1/2016 – 5/24/2017 05/30/2018 (Requested)	Year 1: Administrative positions are trained in ICS.	Emergency Management Plans reflect ICS configuration.
4.2.6 The School District will draft Emergency Management Plans for each school.	<ul style="list-style-type: none"> Leadership Administrative Council 	4/1/2016 – 9/1/2016	Plans in place for drills.	Plans updated as a result of drill responses and results.

Focus Area 4.3 (Facilities) Centralized building data sites for access by all appropriate personnel.

Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.3.1 The School District will create centralized building data site.	<ul style="list-style-type: none"> Technology Facilities Director 	4/1/2016 – 6/30/2016	Digital storage of public information related to facilities.	Public able to access appropriate information regarding facility maintenance.
4.3.2 The School District will populate site with applicable information.	<ul style="list-style-type: none"> Facilities Director Business Administrator 	7/1/2016 – 6/30/2017 Request feedback for possible date change	Ability to access policies, maintenance plan.	Facility staff have access to building plans and system schematics.
4.3.3 The School District will roll out Community Use of School Facilities.	<ul style="list-style-type: none"> Business Administrator Technology 	9/1/2016 – 9/29/2016	Public access to facility policies, and fee schedules.	SchoolDude software facility use data.

Focus Area 4.4 (Personnel) The School District will hire, train, and retain highly competent, efficient staff.

Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.4.1 The School District will train administrators in current interviewing and hiring practices.	<ul style="list-style-type: none"> Human Resources 	2/1/2016 – 3/3/2016	Survey of AC to determine level of understanding.	Hiring process is “smoother.”
4.4.2 The School District will inventory all present job descriptions and determine which ones need revision or creation.	<ul style="list-style-type: none"> Human Resources Business Administrator Technology Facilities Director 	1/5/2016 – 5/31/2016	Complete list of positions lacking formal job descriptions.	Job description for every position

Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.4.3 The School District will inventory all policies and practices to determine which ones need revision or creation.	<ul style="list-style-type: none"> Human Resources Business Administrator Technology Facilities Director 	7/1/2016 – 4/31/2017 08/15/2019 (Requested)	Complete list of policies and practices that need revision/creation.	Policies and practices are current.
4.4.4 The School District will create process for revision of job descriptions, policies, and practices.	<ul style="list-style-type: none"> Human Resources Business Administrator Technology Facilities Director 	4/1/2016 – 6/30/2016	Schedule of review and revision process.	Job descriptions, policies, and practices are scheduled for review.
4.4.5 The School District will revise job descriptions, practices, and policies to reflect current practices.	<ul style="list-style-type: none"> Leadership Team 	7/1/2016 – 6/29/2018 08/15/2019 (Requested)	Human resource documents are current.	All positions have current job descriptions.

Focus Area 4.5 (Personnel) Negotiate fair and competitive collective bargaining agreements and compensation packages.

Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.5.1. The School District will survey regional districts to determine present levels of total compensation.	<ul style="list-style-type: none"> Human Resources Director Business Administrator 	7/3/2017 – 8/2/2017	Current, relevant data is available for comparison.	Comparison of CVSD compensation packages to other equitable districts.
4.5.2. Board presents an equitable and competitive proposal to voters.	<ul style="list-style-type: none"> Human Resources Director School Board 	1/10/2018 – 1/10/2018	Proposed agreements are approved by voters.	Fair and equitable compensation packages are in place.
4.5.3. The School District will maintain total compensation package that attracts highly qualified staff.	<ul style="list-style-type: none"> Human Resources Director. School Board 	7/3/2017 – 12/1/2017	Vacant positions are filled with highly qualified staff.	Multiple candidates are available for consideration to fill vacancies.

Focus Area 4.6 (Personnel) Create an evaluation system that identifies best practices in all disciplines for each group of employees.

Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.6.1 The School District will identify groups to be evaluated.	<ul style="list-style-type: none"> • Leadership Team 	9/1/2015 – 9/15/2015	Groups to be evaluated are identified.	List of employee groups.
4.6.2 The School District will determine responsibility for building evaluation system for each group.	<ul style="list-style-type: none"> • Leadership Team 	9/1/2015 – 9/30/2015	Team leader for each group.	Groups are formed and begin work.
4.6.3 Identified members work in conjunction with stakeholders to build and adopt an evaluation model.	<ul style="list-style-type: none"> • Human Resources • Business Administrator • Technology • Facilities Director • Superintendent 	9/1/2015 – 12/31/2015	Work begins on each evaluation model.	Evaluation model to be used.
4.6.4 Stakeholders and evaluators are given comprehensive training on model and tool.	<ul style="list-style-type: none"> • Human Resources • Business Administrator • Technology • Facilities Director • Superintendent 	9/1/2015 – 5/2/2016	Stakeholders are trained in process.	Evaluation model is used for performance and merit increases.
4.6.5 Model is put into OASYS to be digitized.	<ul style="list-style-type: none"> • Human Resources • Business Administration • Assistant Superintendent 	9/1/2015 – 10/15/2015	OASYS is ready for use.	OASYS is used by all groups.
4.6.6 Evaluation model piloted for one year during which stakeholders have opportunity to give feedback towards potential adjustments	<ul style="list-style-type: none"> • Leadership Team • Administrative Council 	9/1/2015 – 8/31/2016	Adjustments, if required, made to CBA model.	Model for CBA ready for full implementation.

Focus Area 4.7 (Personnel) Targeted professional development master plan for all staff members that supports each staff member's attainment of articulated District standards for exemplary performance.

Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.7.1 The School District will identify groups to be included and persons responsible to develop the plans.	<ul style="list-style-type: none"> • Leadership Team • Administrative Council 	3/25/2016 – 4/1/2016	Groups identified.	Professional Development teams in place.
4.7.2 The School District will develop format for a master plan and the components, including (but not limited to) district-based needs, building-based needs, and individual job responsibilities (e.g., deficiencies, areas of growth, and areas of interest).	<ul style="list-style-type: none"> • Professional Development Teams 	8/1/2016 – 5/31/ 2017	Format for plan.	Plan template used to develop master and individual plans.
4.7.3 The School District will identify and develop set of standards for each group.	<ul style="list-style-type: none"> • Professional Development Teams 	5/31/2016 – 5/31/2017	Set of standards/staff “profile” to be used for each group, based on articulated skills/and or certification where required.	Professional Development Plans are ready to submit to HR.
4.7.4 Approved plans entered into MyLearningPlan for staff access.	<ul style="list-style-type: none"> • Human Resources • Business Administrator • Professional Development 	8/12/2016 – 5/31/2017	Staff access to MyLearningPlan.	All staff can access professional development plans through MyLearningPlan.

Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.7.5 The School District will provide staff training on MyLearningPlan.	<ul style="list-style-type: none"> Human Resources Business Administrator Professional Development 	9/6/2016 – 5/31/2017	MyLearningPlan is used for all professional development requests.	Reports generated through MyLearningPlan.
4.7.6 The School District will provide mentoring support for new staff members.	<ul style="list-style-type: none"> Human Resources Assistant Superintendent 	9/1/2015 – 5/31/2017	Process in place to support new staff members.	New staff members are supported by mentors.
4.7.7 The School District will add “Recognition of Excellence” to existing staff recognition practices.	<ul style="list-style-type: none"> Leadership Team Administrative Council 	9/1/2016 – 5/31/2017	Criteria for award established.	Recognition of Excellence awards are given to specific staff members on a regular basis.

Focus Area 4.8 (Leadership) The School District will provide support for physical, social, and academic needs of students, staff, and community.

Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.8.1 The School District will revise staffing as appropriate, based on District core beliefs.	<ul style="list-style-type: none"> Leadership Team Administrative Council 	4/4/2016 – 6/30/2021	Staffing at each school appropriately reflects the needs of students.	Individual student or group needs are met in their home schools.
4.8.2 The School District will use program review process to determine staffing.	<ul style="list-style-type: none"> Leadership Team Administrative Council 	4/4/2016 – 6/30/2021	Staffing levels are most efficient for program needs.	Staffing models are able to withstand enrollment changes.
4.8.3 The School District will assure that staff have access and are proficient in the use of available resources.	<ul style="list-style-type: none"> Leadership Team Administrative Council Professional Development 	7/14/2016 – 6/30/2021	Staff are able to access and use available resources.	Student achievement is reflective of the use of available resources.

Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.8.4 The School District will review, revise, and create school and community partnerships to ensure efficiencies, relevance, and needs.	<ul style="list-style-type: none"> • Leadership Team • Administrative Council 	4/4/2016 – 6/30/2021	Community partnerships that benefit students and the larger community.	Larger number of participants in partnership programs by students and members of the community.

Focus Area 4.9 (Leadership) The School District will create a process to develop and provide internal leadership opportunities as appropriate.

Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.9.1 The School District will evaluate the effectiveness of the KSC Leadership Cohort program to develop internal leaders.	<ul style="list-style-type: none"> • Leadership Team • Administrative Council 	6/1/2016 – 6/30/2017	Participants in the program are able to assume leadership roles.	Participants exhibit leadership qualities and begin to assume appropriate roles within the District.
4.9.2 The School District will continue to develop internal candidates for leadership roles.	<ul style="list-style-type: none"> • Leadership Team • Administrative Council 	7/1/2016 – 6/30/2018	Leadership vacancies are filled by internal candidates.	Participants exhibit leadership qualities and begin to assume appropriate roles within the District.

Focus area 4.10 (Leadership) The School District will promote the use of its facilities as a community resource.

Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.10.1 The School District will revise community use and access policies to ensure access to appropriate groups.	<ul style="list-style-type: none"> • Business Administrator • Facilities Director • Budget and Property 	2/17/2016 – 5/25/2016	Buildings are used by multiple community groups as appropriate.	District facilities are considered an accessible resource by the ConVal community.

4.10.2 The School District will develop clear procedures for community use.	<ul style="list-style-type: none"> • Business Administrator • Facilities Director • Budget & and Property 	4/4/2016 – 5/27/2016	Clear and concise procedures that are understood by all stakeholders.	Facilities are used and supported by appropriate community groups.
4.10.3 Facility use process is accessible to the public through the use of SchoolDude software.	<ul style="list-style-type: none"> • Business Administrator • Facilities Director • Technology 	8/1/2016 – 9/30/2016	Facility use requests are web-based and processed through SchoolDude software.	SchoolDude reports and graphs show access by the community.

Focus Area 4.11 (Technology) The School District will provide equitable access to technology across all schools at each level.

Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.11.1 The School District will implement a systematic cycle for replacement hardware.	<ul style="list-style-type: none"> • Technology 	9/1/2015 – 9/10/2015	Systematic replacement cycle for type of device in each school.	Devices are replaced according to schedule.
4.11.2 The School District will train staff in use of SchoolDude for technology request.	<ul style="list-style-type: none"> • Technology 	7/1/2016 – 11/30/2016	All technology requests are in SchoolDude.	Technology needs are accurately reflected.

Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.11.3 The School District will use SchoolDude software to generate lists for replacement.	<ul style="list-style-type: none"> • Technology 	9/1/2017 – 9/30/2017	Clear replacement cycle is used for budget and capital planning.	Published replacement schedule for all levels.
4.11.4 The School District will use SchoolDude to staff technology department as appropriate.	<ul style="list-style-type: none"> • Technology • Leadership Team 	10/3/2016 – 9/29/2017	Technology staffing accurately reflects needs.	Technology requests are closed within 48 hours.

Focus Area 4.12 (Technology) The School District will provide standardized software access for each school.

Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.12.1 The School District will ensure infrastructure and devices meet the needs to provide an adequate experience.	<ul style="list-style-type: none"> Facilities Director Technology 	By 2017-2018	All schools will have sufficient infrastructure upgrades to support devices and software.	All schools devices will be able to access software and web- based applications as required.
4.12.2 The School District will catalogue and distribute software/subscription offerings to all staff based on program needs.	<ul style="list-style-type: none"> Technology 	7/1/2016 – 6/29/2017 08/30/2018 (Requested) 6/30/2019	Software and subscriptions are equitably distributed at each grade level.	All staff/students will have access to appropriate software and subscriptions.
4.12.3 Evaluation of software objective	<ul style="list-style-type: none"> Technology 	Requested 08/30/2018		

Focus Area 4.13 (Technology) Develop a consistent K-12 Technology experience and set of competencies for students and staff.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.13.1 The School District will develop a set of competencies for each grade level.	<ul style="list-style-type: none"> Technology Assistant Superintendent 	8/25/2016 – 2/23/2018	Set of competencies to be used for achievement of standards.	Competencies are understood and fully integrated into all curricula.
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria

4.13.2 The School District will create corresponding rubric for competencies.	<ul style="list-style-type: none"> Technology Assistant Superintendent 	8/28/2016 – 2/26/2018	Assessment rubric.	Students/staff use rubric to assess technology skills.
4.13.3 The School District will incorporate competencies into existing curriculum.	<ul style="list-style-type: none"> Technology Assistant Superintendent Professional Development 	7/1/2018 – 6/30/2019	Integrated technology standards into existing curriculum standards.	Students demonstrate appropriate technology skills at each grade level.
4.13.4 Work with stakeholders (tech integrators, librarians, teachers and Asst. Super) to identify existing and upcoming technologies to include in district curriculum.	<ul style="list-style-type: none"> Technology Leadership Team Administrative Council 	7/1/2016 – 6/30/2021	Technology standards are fully integrated into all curricula.	Staff are able to identify and assess applicable student technology standards.
4.13.5 The School District will develop a set of competencies and standards for staff members.	<ul style="list-style-type: none"> Technology 	8/25/2016 – 2/23/2018	Set of standards that drives professional development in technology.	Professional development opportunities include a technology component on a regular basis.
4.13.6 The School District will develop district-wide framework for training in software and other technologies.	<ul style="list-style-type: none"> Technology Professional Development 	8/1/2016 – 6/30/2017	Training model is applicable to all staff members.	Internal training models exist for all applicable software applications.
4.13.7 The School District will identify “power users” and coordinate training model with Professional Development groups.	<ul style="list-style-type: none"> Leadership Team Administrative Council 	7/3/2017 – 10/27/2017	Systematic technology training model.	Scheduled trainings for targeted technologies and/or groups.

Focus Area 4.14 (Technology) The School District will transform school libraries into Learning Commons.

Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
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4.14.1 The School District will define Learning Commons.	<ul style="list-style-type: none"> • Learning Commons Advisory Council 	8/5/2015 – 9/1/2015	Stakeholders understand the term.	Stakeholders understand how a Learning Commons may differ at each level (elementary, middle, high).
4.14.2 The School District will assure that adequate resources are available for implementation.	<ul style="list-style-type: none"> • Leadership Team • Administrative Council 	7/3/2017 – 1/1/2018	List of needed resources (student assessment, technology, etc.)	Survey results; 2017-2018 goals; staffing needs; technology services.
4.14.3 The School District will implement Learning Commons model.	<ul style="list-style-type: none"> • Learning Commons Advisory Council • Leadership Team • Administrative Council 	7/2/2018 – 6/28/2019	Individual school implementation plans.	Ready to begin fall rollout by building.

Focus Area 4.15 (Technology) The School District will create digital learning environments for students.

Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.15.1 The School District will research and evaluate current Learning Management Systems (LMS).	<ul style="list-style-type: none"> • Technology • Assistant Superintendent 	Ongoing	Recommended LMS for ConVal use.	Ease of use; cost for delivery; assessment capability; skills-gap analysis; competency based; expansion to all grade levels.
4.15.2 The School District will implement LMS at specific grade levels.	<ul style="list-style-type: none"> • Technology • Assistant Superintendent 	11/7/2016 – 12/7/2016	LMS available for student use.	Ability to expand course offerings at all levels.

Focus Area 4.16 (Technology) The School District will promote digital citizenship and media literacy at all grade levels.

Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
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4.16.1 The School District will define District digital citizenship and media literacy expectations at each grade level.	<ul style="list-style-type: none"> Technology 	2/2/2016 – 12/30/2016	Appropriate definition of behavior and standards for each level.	Staff/students use technology appropriately.
4.16.2 The School District will review and revise policies and practices as appropriate.	<ul style="list-style-type: none"> Technology Policy Committee 	1/2/2017 – 7/4/2017 08/30/2018 (Requested)	Policies and practices accurately reflect expectations with regard to technology.	Policies accurately reflect current practices.
4.16.3 The School District will develop curriculum to appropriately deliver content at each grade level.	<ul style="list-style-type: none"> Technology Assistant Superintendent 	7/5/2017 – 6/28/2019	Curriculum standards are ready for implementation.	Standards are integrated and students exhibit appropriate behaviors.

Focus Area 4.17 (Technology) The School District will create and maintain an updated, interactive, user- friendly website linked to community, state, and regional sites, where applicable.

Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.17.1 The School District will redesign existing website.	<ul style="list-style-type: none"> Technology Leadership Team 	Completion by June 2016	Newly designed website is easier to maintain.	Website is accessed by stakeholders for relevant District information.
4.17.2 The School District will redesign School Board website.	<ul style="list-style-type: none"> Technology Leadership Team 	Fall 2015	School Board website is easy to access.	Website is accessed by stakeholders.
4.17.3 The School District will provide training to appropriate personnel on new website(s).	<ul style="list-style-type: none"> Technology Leadership Team 	June 2016	Appropriate staff are able to maintain new websites.	Website content is current and fresh.
Action Steps	Person (s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.17.4 The School District will create staff portal.	<ul style="list-style-type: none"> Technology Leadership Team 	Winter 2016	Staff portal available for access to software	Staff portal used as one of the major means of communication in District.

			applications and relevant information.	
4.17.5 The School District will link website with social media as appropriate.	<ul style="list-style-type: none"> • Technology • Leadership Team 	Spring 2016	ConVal has appropriate social media presence.	Stakeholders receive “feeds” of what’s happening in the District.
4.17.6 The School District will establish and adhere to website redesign schedule.	<ul style="list-style-type: none"> • Technology • Leadership Team 	Spring 2016	Scheduled website redesign	Website design is current and responsive.

Glossary

Balanced Assessment – the strategic use of formative, interim, and summative measures of student performance in a way that addresses immediate student needs, informs ongoing instructional adjustments, and guides long-term educational improvement.

Core Reading Program – a comprehensive, standards-based reading program that provides teachers with research-based tools for instruction and assessment. Effective Core Reading programs contain instructional material supporting phonemic awareness, phonics instruction, fluency instruction, vocabulary development and text comprehension.

Curriculum Mapping – a method that creates a time-sequenced document that organizes student learning objectives and educational standards by subject and by grade level.

[Curriculum Renewal Plan](#) – a five-year planning tool that projects grade level and curriculum topics scheduled for revision. The five-year action sequence includes program review and recommendation, pilot cycle, systematic adoption, systematic implementation, systematic implementation continued.

Goals – are broad, general and timeless. They identify essential elements of what we do that support the mission.

Inquiry based Science instruction – Pedagogical approach that encourages students to learn inductively with the help of real-world exemplars. This approach focuses on student learning through concrete experiences and observation.

[Mission](#) – describes the school system's reason for being. This is our statement of purpose; it describes what we do every day.

Objectives – are the specific, measurable, achievable, realistic and time-bounded part of the plan. Objectives identify the work in each of the next five years.

OGAP- OGAP is a systemic and intentional formative assessment system in mathematics grounded in the research on how students learn mathematics. Through extensive professional development, supported by tools and resources, teachers learn how to use formative assessments in their classrooms and analyze the resulting information about student thinking to guide subsequent instruction.

For more information: <http://www.ogapmath.com/overview>

OASYS- MyLearningPlan OASYS, a web-based Observation and Appraisal Management System. Click here for more: <https://www.mylearningplan.com/content/products/mlpoasys/>

Strategic Focuses – are the most significant themes from the data. These are the topics that will get our primary attention for improvement over the next five years.

SWIFT – School Wide Integrated Framework for Transformation is a national K-8 technical assistance center that builds school capacity to provide academic and behavioral support to improve outcomes for all students through equity-based inclusion.

For more information: <http://www.swiftschools.org/>

Values – represent the system’s core beliefs. These statements reflect how we want to interact and engage in the teaching-learning process.

Vision - a statement of the preferred future. This represents our long -term picture of what we want for our school system.