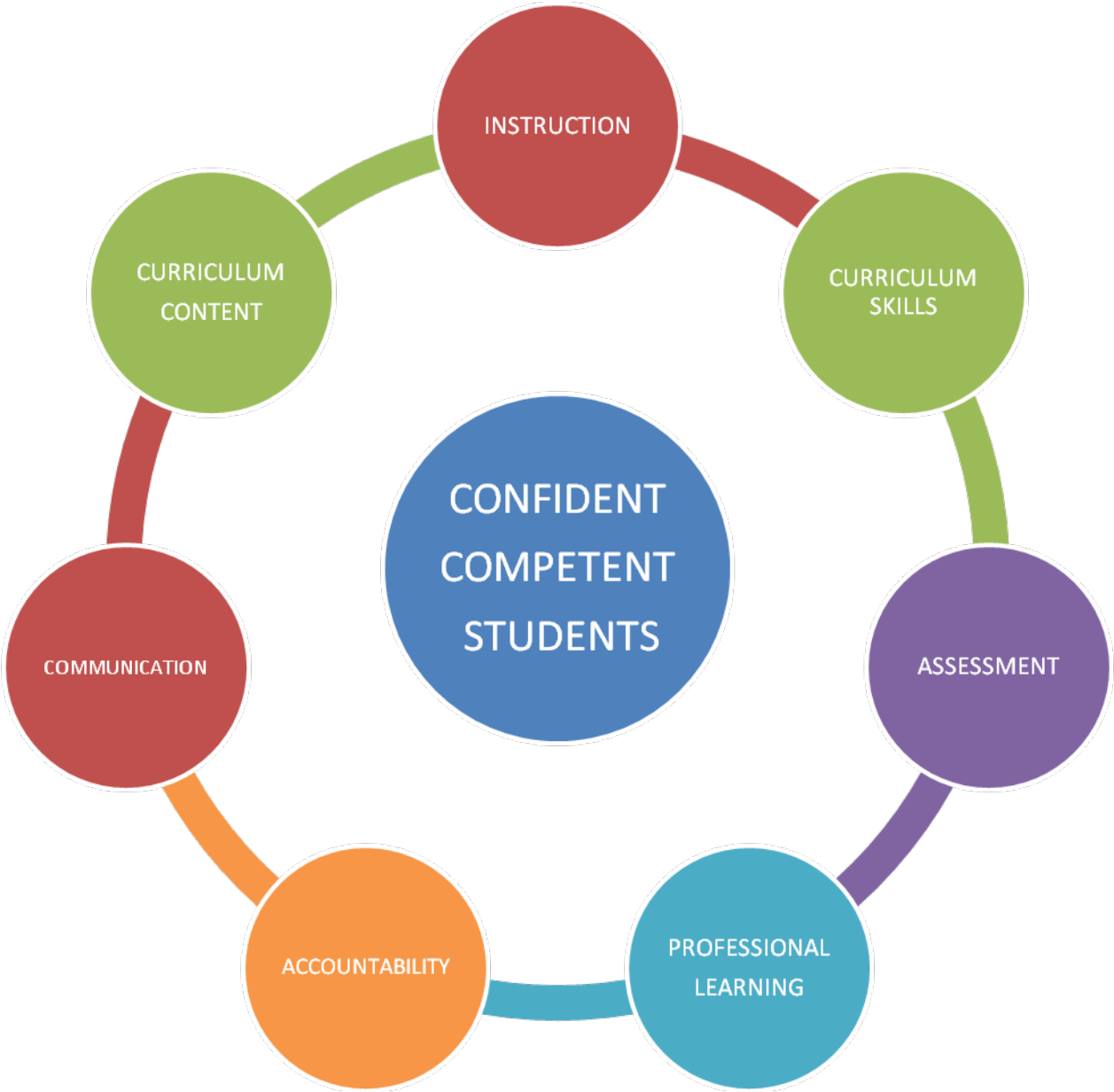


EPPING SCHOOL DISTRICT
21ST CENTURY STUDENT OUTCOMES FOR COLLEGE, CAREER AND LIFE READY STUDENTS



21ST CENTURY CONTENT*

- English, reading, and language arts
- Mathematics
- Sciences
- Social studies
- Unified arts
- World languages

21ST CENTURY SKILLS*

LEARNING & INNOVATION SKILLS

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Critical Thinking & Problem Solving

- Reason Effectively
- Make Judgments and Decisions
- Solve Problems
- Understand How Things Influence One Another Within a Whole (Systems Thinking)

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA, & TECHNOLOGY SKILLS

Information Literacy

- Access & Evaluate Information
- Use & Manage Information

Media Literacy

- Analyze Media
- Create Media Products

ICT (Information, Communications, and Technology) Literacy

- Apply Technology Effectively

LIFE & CAREER SKILLS

Flexibility & Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals & Time
- Work Independently
- Be Self-directed Learners

Social and Cross-Cultural Skills

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide & Lead Others
- Be Responsible to Others

* (The Partnership for 21st Century Skills)

EPPING SCHOOL DISTRICT MODEL

21ST CENTURY STUDENT OUTCOMES FOR COLLEGE, CAREER AND LIFE READY STUDENTS

MISSION - The mission of the Epping School District is to focus on the potential of every student and engage them to be passionate, confident learners who demonstrate competence and have strength of character to reach their highest aspirations and thoughtfully contribute to a diverse and changing world.

STUDENT LEARNING PK to 12				
CURRICULUM	ASSESSMENT	INSTRUCTION	PROFESSIONAL LEARNING	ACCOUNTABILITY
<u>Guaranteed Curriculum</u> <ul style="list-style-type: none"> • Philosophy & Goals • Learning Expectations • Learning Strategies • Concepts • Topics • I Can Statements • Competency Statements • Vocabulary <u>21st Century Learning</u> <ul style="list-style-type: none"> • Interdisciplinary Themes • Integrated Skills <ul style="list-style-type: none"> • Life & Career • Learning & Innovation • Information, Media, & Technology 	<u>Guaranteed Assessment</u> <ul style="list-style-type: none"> • National & State • Formative & Summative • Authentic Performance Tasks • Common/Proficiency Benchmarks • Rubrics • Grading & Homework • Personal Learning Plans <u>Reporting Student Learning</u> <ul style="list-style-type: none"> • Progress Reports • Report Cards • Student Recognitions 	<u>Guaranteed Instruction</u> <ul style="list-style-type: none"> • Time • Trajectories/Unit Calendars • Unit Plans • Lesson Plans • Inquiry, Problem Solving & Higher Order Thinking • Resources <u>Response to Intervention</u> <ul style="list-style-type: none"> • Student Data • Flexible Student Groupings • Staff Allocation • Instructional Time/Schedule 	<u>Professional Learning</u> <ul style="list-style-type: none"> • Plans • Teams • Mentoring <u>School Teams</u> <ul style="list-style-type: none"> • Data • Professional Development <u>Professional Development</u> <ul style="list-style-type: none"> • Staff • Parents • Community 	<u>Structures</u> <ul style="list-style-type: none"> • Budget • Policies • Resources • Communication <u>Evaluation</u> <ul style="list-style-type: none"> • Administrator • Teacher • Support Staff <u>District Report Card</u> <u>Outside Agency Approval</u> <ul style="list-style-type: none"> • NEASC Accreditation • NH School Approval • NH Program Approval • Financial Audit
PROFESSIONAL READING and RESEARCH				
<ul style="list-style-type: none"> • <i>Understanding by Design</i> – Wiggins & McTighe • <i>Schooling by Design</i> – Wiggins & McTighe • <i>Curriculum 21</i> – Hayes-Jacobs 	<ul style="list-style-type: none"> • <i>Classroom Assessment & Grading that Work</i> – Marzano • <i>Fair Isn't Always Equal</i> - Wormeli 	<ul style="list-style-type: none"> • <i>Classroom Instruction that Works</i> – Marzano, Pickering & Pollock • <i>The Art and Science of Teaching</i> – Marzano • <i>Pyramid Response to Intervention</i> – Buffum, Mattos & Weber 	<ul style="list-style-type: none"> • <i>Schooling by Design</i> – Wiggins & McTighe • <i>Learning by Doing</i> – DuFour, DuFour, Eaker & Many • <i>Results Now</i> – Schmoker • <i>Good to Great</i> - Collins 	<ul style="list-style-type: none"> • <i>Assessing Educational Leaders</i> – Reeves • <i>Enhancing Professional Practice</i> – Danielson • <i>District (School) Leadership That Works</i> – Marzano & Waters (& McNulty) • <i>Rethinking Teacher Supervision & Evaluation</i> (Kim Marshall)

EPPING SCHOOL DISTRICT ACTION PLAN

Goal	To implement the Epping School District Model “21 st Century Student Outcomes for College, Career and Life Ready Students.”
Strategy	Align district initiatives with District Mission, 21 st Century Learning Standards and Skills, Common Core State Standards (College and Career Ready), and NEASC Standards.
Anticipated Results and Outcomes	District alignment of curriculum, instruction and assessment within and across schools. Student learning expectations for 21 st century content and skills.

The following strategies will be implemented to achieve this goal

(check all that apply):

- ✓ *Improvement in Curriculum and Instruction*
- ✓ *Establishing or Implementing Local Assessments*
- ✓ *Establishing or Implementing Processes to Follow the Progress of Each Child*
- ✓ *Addressing Specific Needs of Low-Achieving Students*
- ✓ *Professional Development*
- ✓ *Changes in School Systems or Processes*
- ✓ *Leadership/Governance*
- ✓ *Climate/Culture (staff and/or students)*
- ✓ *Implementation of Scientifically-Based Research Programs or Processes*
- ✓ *Parent and Community Involvement*
- ✓ *Extended-Time Learning*

Other (please describe): _____

Curriculum – “What is it we expect students to learn (know, understand, and be able to do)?”

<p align="center">Proposed Activities</p> <p><i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i></p>	<p align="center">Timeline</p> <p><i>When will this activity be done?</i></p>	<p align="center">Oversight</p> <p><i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i></p>	<p align="center">Monitoring</p> <p><i>What evidence will be collected to document implementation & assess effectiveness?</i></p>	<p align="center">Resources</p> <p><i>What existing and/or new resources will be used to accomplish the activity?</i></p>
<p>Develop & approve district curriculum framework PK-12</p> <ul style="list-style-type: none"> • Language arts • Social studies 	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • Director of Professional Learning • District Curriculum Committees • District Leadership Team 	<ul style="list-style-type: none"> • Philosophy & goals • Learning expectations & strategies • Concept organization & visual diagram • Topics 	<ul style="list-style-type: none"> • 21st Century Framework • NH Curriculum (GLE/GSE) • Common Core State Standards
<p>Develop & approve grade level /content curriculum guides</p> <ul style="list-style-type: none"> • Mathematics 9-12 • Science PK-12 • World language 8-12 • Language arts PK-12 • Social studies PK-12 • Unified arts PK-12 	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • Director of Professional Learning • District Curriculum Committees • District Leadership Team 	<ul style="list-style-type: none"> • I can statements PK-8 • Competency statements 9-12 	<ul style="list-style-type: none"> • NH Curriculum (GLE/GSE) • Common Core State Standards • ESD Competencies

Assessment – “How will we know when students have learned it?”

Proposed Activities <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i>	Timeline <i>When will this activity be done?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring <i>What evidence will be collected to document implementation & assess effectiveness?</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>
Develop district assessment framework PK-12	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • Director of Professional Learning • District Committees • District Leadership Team 	<ul style="list-style-type: none"> • Common assessment schedule (national, state & local) 	<ul style="list-style-type: none"> • NH Curriculum (GLE/GSE) • Common Core State Standards
Develop PK-5 common assessments for I can statements <ul style="list-style-type: none"> • Mathematics • Language arts 	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • EES Principal • Director of Professional Learning • Grade Teams • District Leadership Team 	<ul style="list-style-type: none"> • Assessments with proficiency benchmarks • Student work & data • Rubrics 	<ul style="list-style-type: none"> • I can statements • ESD Curriculum Framework & Competencies • LRR & MIF Programs
Develop 6-12 authentic performance tasks assessing I can statements/course competency statements and district competencies	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • EMS/EHS Principal • EMS/EHS Teachers • Director of Professional Learning • District Leadership Team 	<ul style="list-style-type: none"> • Assessments with proficiency benchmarks • Student work & data • Rubrics 	<ul style="list-style-type: none"> • I can statements • Competency statements • ESD Curriculum Framework & Competencies
Link I can, course competency statements & district competencies to student reporting PK-12	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • Director of Professional Learning • Grade/Content Teams • District Leadership Team 	<ul style="list-style-type: none"> • Content & skills lists • Competency-based report 	<ul style="list-style-type: none"> • I can statements • Competency statements • ESD Curriculum Framework & Competencies
Develop student personal learning plan (PLP) framework to provide progression of student choice & voice and assess for district competencies 6-12	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • EMS/EHS Principal • Director of Professional Learning • EMS/EHS Teachers • District Leadership Team 	<ul style="list-style-type: none"> • EMS PLP framework • EHS PLP framework • EMS Projects 	<ul style="list-style-type: none"> • I can statements • Competency statements • ESD Curriculum Framework & Competencies • 21st Century Framework
Develop district assessment policy & guidelines to include non-negotiable assessment goals	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • Superintendent • District Leadership Team 	<ul style="list-style-type: none"> • School Board policy • District guidelines 	<ul style="list-style-type: none"> • District assessment framework

**Instruction – “How do we teach so all students learn? How will we respond when students have already learned it?
How will we respond when students don’t learn?”**

<p align="center">Proposed Activities</p> <p><i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i></p>	<p align="center">Timeline</p> <p><i>When will this activity be done?</i></p>	<p align="center">Oversight</p> <p><i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i></p>	<p align="center">Monitoring</p> <p><i>What evidence will be collected to document implementation & assess effectiveness?</i></p>	<p align="center">Resources</p> <p><i>What existing and/or new resources will be used to accomplish the activity?</i></p>
<p>Develop district instructional framework</p> <ul style="list-style-type: none"> • Instructional framework PK-12 • Literacy plan PK-8, 9-12 • Mathematics plan PK-8, 9-12 	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • Director of Professional Learning • Content Teams • District Leadership Team 	<ul style="list-style-type: none"> • Instruction framework • Time guidelines • Templates • Literacy plan • Math plan 	<ul style="list-style-type: none"> • ESD Curriculum Framework & Competencies • FEI Framework • Reading Workshop • Math Program
<p>Update annual trajectories PK-5</p> <ul style="list-style-type: none"> • Reading • Writing • Mathematics 	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • Director of Professional Learning • Grade Teams • District Leadership Team 	<ul style="list-style-type: none"> • Annual trajectories • Unit Plans • Lesson plans 	<ul style="list-style-type: none"> • ESD Curriculum Framework • I can statements • Reading/writing program • Math program
<p>Update annual unit calendars in all subjects 6-8</p>	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • Director of Professional Learning • Content Teams • District Leadership Team 	<ul style="list-style-type: none"> • Annual unit calendars • Unit Plans • Lesson plans 	<ul style="list-style-type: none"> • ESD Curriculum Framework & Competencies • I can statements
<p>Develop annual unit calendars in all subjects 9-12</p>	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • Director of Professional Learning • Content Teams • District Leadership Team 	<ul style="list-style-type: none"> • Annual unit calendars • Unit Plans • Lesson plans 	<ul style="list-style-type: none"> • ESD Curriculum Framework & Competencies • Competency statements
<p>Develop district instruction policy & guidelines to include non-negotiable instruction goals</p>	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • Superintendent • District Leadership Team 	<ul style="list-style-type: none"> • School Board policy • District guidelines 	<ul style="list-style-type: none"> • ESD Curriculum Framework & Competencies
<p>Refine “response to intervention” system & brainstorm ideas to contribute to instructional framework development & improve student learning</p>	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • EES & EMS/EHS Principals • Grade Teams • District Leadership Team 	<ul style="list-style-type: none"> • Student data reports • Flexible student groupings • Staff allocation • Instruction time & school schedules 	<ul style="list-style-type: none"> • Research

Professional Learning – “How will we grow professionally to support student learning?”

Proposed Activities <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i>	Timeline <i>When will this activity be done?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring <i>What evidence will be collected to document implementation & assess effectiveness?</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>
Provide professional development for new math program	<ul style="list-style-type: none"> • 2011-2012 • 2012-2013 	<ul style="list-style-type: none"> • Director of Professional Learning • EES & EMS/EHS Principals • District Leadership Team 	<ul style="list-style-type: none"> • Annual district PD plan • Curriculum, instruction & assessment products • PD resources on website 	<ul style="list-style-type: none"> • MIF PD • Math consultant • District & School PD Committees • Professional Learning Teams
Provide professional development to align with district action plan <ul style="list-style-type: none"> • Curriculum, assessment & instruction • Evaluation 	<ul style="list-style-type: none"> • 2011-2012 • 2012-2013 	<ul style="list-style-type: none"> • Director of Professional Learning • District Leadership Team 	<ul style="list-style-type: none"> • Annual district PD plan • Curriculum, instruction & assessment products • PD resources on website 	<ul style="list-style-type: none"> • Consultants • District & School PD Committees • Professional Learning Teams
Implement teacher mentoring to align with district action plan	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • Director of Professional Learning • Teacher Mentees 	<ul style="list-style-type: none"> • Annual mentoring plan • Principal & mentee feedback 	<ul style="list-style-type: none"> • ESD Teacher Expectations • Research
Align professional learning plans to district action plan & differentiate for years of service	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • Director of Professional Learning • Teachers • Director of Special Services • Paraprofessionals • District Leadership Team 	<ul style="list-style-type: none"> • Year 1 learning plans • Year 2-3 learning plans • Year >3 learning plans • Year 4-5 learning plans • Teacher improvement plans 	<ul style="list-style-type: none"> • District PD Master Plan • District & School PD Committees • School Data Teams

Accountability – “How will we hold ourselves accountable for student learning?”

<p align="center">Proposed Activities</p> <p><i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i></p>	<p align="center">Timeline</p> <p><i>When will this activity be done?</i></p>	<p align="center">Oversight</p> <p><i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i></p>	<p align="center">Monitoring</p> <p><i>What evidence will be collected to document implementation & assess effectiveness?</i></p>	<p align="center">Resources</p> <p><i>What existing and/or new resources will be used to accomplish the activity?</i></p>
<p>Implement evaluation systems to align with ESD Frameworks & PD Master Plan</p> <ul style="list-style-type: none"> • Administrators • Teachers • Paraprofessionals • Support Staff 	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • Superintendent • District Leadership Team 	<ul style="list-style-type: none"> • Administrators’ observation round schedule • Observation & evaluation database 	<ul style="list-style-type: none"> • NHDOE Evaluation Initiative • ESD Frameworks • ESD PD Master Plan
<p>Develop district accountability policy & guidelines to include non-negotiable accountability goals</p>	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • Superintendent • District Leadership Team 	<ul style="list-style-type: none"> • School Board policy 	<ul style="list-style-type: none"> • District frameworks • District report card
<p>Develop plans for school resources as required for NEASC accreditation</p> <ul style="list-style-type: none"> • Counseling services • Library/media services • Health services • Special education, 504 & ESOL services 	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • Director of Professional Learning • District Committees • Director of Special Services • District Committees 	<ul style="list-style-type: none"> • Plans • School Board presentations 	<ul style="list-style-type: none"> • ESD Frameworks • School Board policy • Research
<p>Develop maintenance, inventory & long range plans as required for NEASC accreditation</p> <ul style="list-style-type: none"> • Facilities • Technology 	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • Business Administrator • Facilities Supervisor • Technology Director • Technology Committee 	<ul style="list-style-type: none"> • Maintenance plans • Equipment inventories • Capital plans 	<ul style="list-style-type: none"> • ESD Facility Master Plan • ESD Technology Plan

Communication – “How do we communicate the plan, rationale, and progress?”

<p align="center">Proposed Activities</p> <p><i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i></p>	<p align="center">Timeline</p> <p><i>When will this activity be done?</i></p>	<p align="center">Oversight</p> <p><i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i></p>	<p align="center">Monitoring</p> <p><i>What evidence will be collected to document implementation & assess effectiveness?</i></p>	<p align="center">Resources</p> <p><i>What existing and/or new resources will be used to accomplish the activity?</i></p>
<p>Communicate district action plan & progress</p>	<ul style="list-style-type: none"> • 2011-2012 	<ul style="list-style-type: none"> • Superintendent • District Leadership Team 	<ul style="list-style-type: none"> • District staff meetings • District leadership team meetings • PD events for school staff • PD events for parents & community • Updates in school newsletters • Curriculum, assessment, instruction & professional learning products on website 	<ul style="list-style-type: none"> • PD for parents & community • District website • Epping television • Media