

EPPING DISTRICT GOALS 2021-2024

2023-2024 Update
Annual Review

COMMUNICATION GOAL:

The Epping School District encourages community communication and will always strive to improve and continue its responsibilities to communicate the district's direction.

The Epping School District is committed to open, honest, and productive communication; we maintain and develop conversations with our community, parents, educators, and students. These conversations are essential for building relationships and developing and identifying the best possible direction for our schools.

The Epping School District will utilize a model for stakeholder engagement that will consist of a Parent Advisory Council (P.A.C.), Student Advisory Council (S.A.C.), and Faculty Advisory Council (F.A.C.) at each of our buildings. This model will not only communicate progress toward our goals; it will include stakeholders to assist in moving our schools forward.

Lastly, the Epping School District is committed to improving the quality of communication and utilizing more communication methods, including social media, websites, and video.

2023-2024

As we continue to improve communication using Parent Square, improved newsletters, and videos this year, our focus will be on our website and social media. In particular, schools will update the school calendars on the website to make this tool useful and valuable to our parents, students, and the community. In addition, we will begin identifying and planning for a website redesign with a user-friendly app integration to update our communication methods for our district.

We wish to share more of the great work our educators and students are engaged in. This year, students and educators will be invited to attend School Board meetings to communicate and answer questions to gain a better perspective of the work being done in our district.

LIFE READY GOAL:

The Epping School District is committed to preparing students to gain the skills identified in our Graduate Profile. The Epping Community identified the following eight characteristics as the most important for our graduates:

- Adaptable
- Motivated and Self-Directed
- Confident
- Curious and Creative
- Problem Solver
- Responsible
- Resilient and Hardworking
- Effective Communicator

The Epping School District will strive to incorporate and ensure all eight characteristics are part of our curriculum, assessments, and every aspect of students learning where possible. Epping Educators will utilize work-study practices to incorporate these eight essential graduate skills. It is our goal that all students graduate from Epping possessing these identified skills.

2023-2024

The Portrait of a Graduate (Learner) continues to be integrated into our classrooms, and we continue to identify the next steps to instruct students in our identified characteristics and work-study practices. This year, we will define the characteristics and post them in classrooms. The definitions will be age-appropriate, and students will be recognized for demonstrating these characteristics at recognition ceremonies. Evidence of meeting the W.S.P. and characteristics will continue to be part of student goal-setting and student-led conferences.

The district will start a digital learning portfolio team to plan for the integration of a digital portfolio plan K-12, where students will identify and store evidence of meeting work study practices and the district's characteristics. The portfolio will be implemented in limited grade levels beginning 2024-2025, with the plan for the first capstone project requirement for the class of 2028.

STUDENT ACHIEVEMENT GOAL:

The Epping School District will use assessment and data to measure individual student progress. Data will be reviewed to identify individual student needs and provide more appropriate instruction based on individual needs.

The Epping School District is committed to improving student achievement by providing more move-when-ready opportunities. We wish to design a model that allows students to achieve at a pace that best meets their needs. Epping Educators recognize that not all students learn at the same pace, and our education model should provide opportunities to better meet our students' needs. Epping Schools will continue incorporating CBE strategies to increase student achievement and move away from the traditional age-graded model.

2023-2024

We have several initiatives ongoing and new this year to raise student achievement. This year, we continue our professional development with Universal Design for Learning and small group instruction to further train our educators to better structure their teaching to meet diverse student needs. We are expanding our use of student reflection and increasing their ownership of learning by incorporating more opportunities for this reflection with lesson closures, end-of-units, and after summatives.

This year, we are revising and updating our data team meetings at EES to identify better and address student learning. We are starting NWEA testing in 9th and 10th grade and using this data to start new data teams to help identify and address students' needs.

CURRICULUM/ INSTRUCTIONAL GOAL:

The Epping School District will develop and refine learning progressions to align with district competencies and curriculum frameworks, including performance assessments.

The Epping School District will build our educator's capacity to instruct using CBE strategies. We will further develop the U.D.L. team to include all staff members, implement instructional rounds, and use resources from NHLI and district P.D. days to support this growth.

2023-2024

Literacy skills and curriculum remain our main focus for this year. We wish to identify the curriculum with the highest-rated outcomes for elementary students. At EES, we are training educators in the Science of Reading and Language Essentials Teachers of Reading and Spelling (LETRS). We identified a need to strengthen our educators' capacity to deliver high-quality literacy instruction.

At EMHS, we are committed to strengthening our tier 1 interventions and identifying students who need additional support. We are utilizing an outside consultant to work with our educators to accomplish this goal.

CULTURE AND CLIMATE GOAL:

The Epping School District is committed to improving the culture and climate of our schools and community. Students and staff perform best when they are in environments where they are safe, supported, challenged, and engaged. School environments must foster all students' social, emotional, and academic success. We are committed to developing positive relationships to raise student achievement and educator satisfaction. Our goal is to lower turnover in our schools and retain highly qualified educators. This goal requires the support of students, parents, staff, administration, school board, and the community. We all impact the culture and climate of our schools and the reputation of Epping.

2023-2024

The culture and climate of Epping schools continue to improve with the encouragement of ensuring parent, student, and educator voices are heard and are a meaningful part of decisions. This year, we will continue to ensure the Parent Advisory, Student Advisory, and Educator Leadership teams are involved in the decision-making process. This year, we will expand our student restorative justice practices at EMHS and expand our student support at EES with the addition of the new K-8 Student Assistant Counselor. We will review our social-emotional learning programs and develop a plan for our 9-12 students to better meet their needs in a more age-appropriate way. This will be the last year working with Bill Preble and his team as we will transition that work to our leadership teams.

