

# Governor Wentworth Regional School District

*Serving the communities of Brookfield, Effingham,  
New Durham, Ossipee, Tuftonboro, and Wolfeboro*

## Strategic Plan 2024-2029

Adopted 3/11/2024



*Helping Each Child Create the Future*

Dear Governor Wentworth Regional School District Community,

It is with great enthusiasm and a profound sense of shared purpose that I extend my gratitude to each member of our esteemed community as we introduce our 2024-2029 Five-Year Strategic Plan. This ambitious initiative is the result of the collaborative efforts of our dedicated educators, valued community members, and the forward-thinking leadership of our School Board.

In August 2023, our Leadership Team and School Board gathered for a Retreat, marking the inaugural step in the development of our new strategic plan for GWRSD. This Retreat provided a platform for meaningful conversations about the current challenges faced by our school district and allowed us to collectively envision future opportunities. The outcomes of this Retreat served as the bedrock for the comprehensive work undertaken by our Strategic Planning Team.

We have chosen to concentrate our efforts on a select few key areas that will act as catalysts for transformative change throughout the entire school district. These Focus Areas were identified through thoughtful consideration of their potential impact on various aspects of our educational community. After thorough discussions, we have identified four pivotal Focus Areas that will guide our Five-Year Strategic Plan: Increasing academic achievement, Creating a culture of belonging, Improving Family and Community Communication and Engagement, and Student wellness and nutritional security.

In September 2023, a dedicated Strategic Planning Committee was formed, comprising members from our school district and the GWRSD community. This committee, informed by the insights through a comprehensive Community Survey, worked diligently to prioritize goals and develop strategies that shape our Five-Year Strategic Plan. Additionally, student focus groups provided valuable input, enriching our understanding of the student experience at GWRSD.

As we embark on the implementation of our Five-Year Strategic Plan, I am filled with inspiration and excitement to collaborate with our students, staff, families, and the broader community. Together, we will bring these goals to fruition, creating an environment that fosters academic excellence, a sense of belonging, robust communication, and holistic student wellness over the next five years.

I extend my deepest appreciation to all those who have contributed their time, thoughts, and ideas to this vital planning process. Your commitment to the future success of our students is truly commendable.

Let us stride forward into the next five years with determination, unity, and the shared vision of a thriving and ever-evolving educational community.

Sincerely,

A handwritten signature in black ink, appearing to read "Caroline Arakelian". The signature is fluid and cursive, with the first name being more prominent.

Caroline Arakelian, Ph.D.

Superintendent of Schools

Governor Wentworth Regional School District

## **Our Strategic Planning Process**

In August 2023, in support of the Strategic Planning process, the Governor Wentworth Regional School District Leadership Team and School Board participated in a Retreat meeting. Retreats are an important first step in the Strategic Planning process and serve as the foundation for the work done later by the Strategic Planning Team. The Leadership Retreat was designed to bring Leadership and the Board together and have a dialogue about the present challenges of the school district, along with a look ahead to future opportunities that need to be addressed in the Strategic Plan.

The Leadership Team and School Board members discussed a set of priorities, referred to as Focus Areas, that will set direction for the school district and will require sustained effort and energy directed to them over the next 1- 3 years.

As a school district, this means that rather than focusing on improving everything, we focus on a few key areas that will serve as catalysts to change the rest of the school district. These are the vital few, major areas that will guide the Strategic Plan.

The group was asked to consider these questions:

- Of all of the important areas to include in our plan, what is considered one of the few most important areas?
- How much will this focus area influence other aspects of the school?

After much discussion, the group identified the following 4 Focus Areas as important starting points for setting goals and developing strategies for a Strategic Plan.

- 1. Increasing Academic Achievement**
- 2. Creating a Culture of Belonging**
- 3. Improving Parent, Family, and Community Communication and Engagement**
- 4. Student Wellness and Nutritional Security**

In September 2023, a Strategic Planning Committee was formed and met every two weeks from September 2023 through January 2024. The Committee was made up of members of the school district and the GWRSD community and brought multiple perspectives on a variety of issues. These Focus Areas guided the development of a prioritized list of goals and strategies that make up the plan. To guide the team's thinking, a set of Theory of Actions was developed to provide a methodology to identify the WHAT, HOW and WHY behind taking certain actions. To help the Strategic Planning Team bring in the perspective of the larger community and the students, a Community Survey was developed with over 240 people responding. Student focus groups were formed and provided a student centered perspective on their learning experiences at GWRSD. We appreciate all of those who took the time to share their thoughts and ideas with the Planning Team.

**GWRSD Strategic Planning Team**

<b>Name</b>	<b>Role</b>	<b>Location/ Town</b>
Stefanie King	School Board Member	New Durham
Jim Pittman	School Board Member	Effingham
Charlene Seibel	School Board Member	Wolfeboro
Mary Schillereff	School Board Member	Wolfeboro
Caroline Arakelian	Superintendent	SAU
Heather Cummings	Assistant Superintendent	SAU
Kaitlyn Hills	Director of Curriculum & Instruction	SAU
Andrea Fournier	Principal	Ossipee Central School
Kelly Colby-Seavey	Principal	New Durham School
Sarah Straz	English Teacher/ Academic Coordinator	KRHS
Lara Crane	Head of School Counseling	KRHS
Michael Baker	Parent	Ossipee
Ryan Osgood	Student	KRHS/ Wolfeboro

## Strategic Plan Glossary

**Best Practice Profile:** A comprehensive description or set of guidelines that outlines the most effective and evidence-based instructional strategies, methodologies, and approaches within a specific educational context. It serves as a reference document for educators, offering insights into successful practices that have demonstrated positive outcomes in teaching and learning.

**Competency:** An explicit, measurable, transferable learning objective that empowers students.

- **District Competency:** an overarching, district-wide, transferable learning objective
- **Course Competency** (sometimes called **Reporting Standard**): a course- or grade-specific competency that aligns with the district competencies

**Cultural competence:** The ability of an individual to understand and respect values, attitudes, beliefs, and behaviors that differ across cultures, and to consider and respond appropriately to these differences.

**Differentiated instruction:** Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1. Content – what the student needs to learn or how the student will get access to the information;
2. Process – activities in which the student engages in order to make sense of or master the content;
3. Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and
4. Learning environment – the way the classroom works and feels.

**Equity Audit:** A K-12 equity audit is a systematic and comprehensive examination of policies, practices, and outcomes within a school district to assess the level of equity in educational opportunities and outcomes for all students. The goal of an equity audit is to identify areas of disparity and inequity and to inform the development of strategies and interventions to create a more equitable educational environment.

**Equity Plan:** A comprehensive strategy developed by educational institutions to promote fairness, inclusivity, and equal opportunities for all students, regardless of their background, characteristics, or socioeconomic status. These plans are designed to address disparities in educational outcomes and experiences among students and to create a more equitable learning environment.

**Extended Learning Opportunities (ELOs):** Extended Learning Opportunities allow for the primary acquisition of knowledge and skills through instruction or study outside of the traditional

classroom including, but not limited to: Independent Study, Internships, Community Service, Apprenticeships, Work-Based Learning, and Online Courses.

**Fidelity:** When a practice or program is implemented as intended by the researchers or developers

**Mental health:** The emotional and psychological well-being of students, educators, and staff within the school environment. Addressing mental health in education is crucial for creating a supportive and conducive atmosphere for learning.

**Multi-Tiered Systems of Support - Academic & Behavior (MTSS - A & B):** A framework used in education to provide a comprehensive and systematic approach to addressing the needs of all students, including those with learning difficulties or behavioral challenges. MTSS typically involves three tiers:

Tier 1 - Universal Support:

- This tier focuses on providing high-quality instruction and support to all students in the general education setting. It includes strategies that benefit the entire student population.

Tier 2 - Targeted Interventions:

- Students who may require additional support beyond the universal level receive targeted interventions in Tier 2. This involves small-group interventions to address specific academic or behavioral needs.

Tier 3 - Intensive Interventions:

- For students who continue to struggle despite Tier 2 interventions, Tier 3 provides more intensive and individualized support. This level may involve more specialized and personalized interventions to meet the student's unique needs.

**Multiple Learning Pathways:** A variety of structured academic opportunities for students to achieve their goal for high school graduation and postsecondary success. Each pathway is defined by its programming and is accessed by each student based on the individual student's academic interest and unique needs. Examples may include Career and Technical Education (CTE) programs, credit recovery and acceleration, Dual Enrollment, and flexible scheduling.

**New Hampshire State Assessment System (NHSAS):** New Hampshire's state standardized test annually assesses students in Grades 3-8 in Mathematics and English/Language Arts and students in Grades 5, 8, and 11 in Science.

**Nutritional needs:** The dietary requirements essential for the physical and cognitive development of students. Adequate nutrition plays a crucial role in supporting overall health, growth, and learning abilities.

**Portrait of a Learner (POL):** A comprehensive and personalized description of an individual student's characteristics, strengths, challenges, learning preferences, and growth aspirations. It

goes beyond traditional academic assessments and encompasses a holistic understanding of a learner's abilities, interests, social-emotional development, and unique qualities.

**Responsive Classroom:** An educational approach and set of practices designed to create a positive and engaging learning environment in schools. It emphasizes the importance of teacher-student relationships, building a sense of belonging, and integrating social skills such as responsibility and respect into the curriculum.

**Sense of Belonging:** The feeling of being connected, accepted, and valued within the learning environment. It involves students, educators, and other members of the school community feeling that they are an integral part of the academic community and that their contributions are recognized and appreciated.

**Social and Emotional Learning (SEL):** The process of acquiring and applying social and emotional skills, such as self-awareness, self-regulation, interpersonal skills, decision-making, and other skills that contribute to effective communication and positive relationships.

**Student Assistance Program (SAP):** A school-based initiative designed to offer support and assistance to students grappling with diverse challenges associated with substance use and misuse, whether it be their own struggles or those of their caregivers or friends. SAP actively collaborates with local drug/alcohol prevention coalitions, enhancing the school's efforts in drug prevention and intervention.

**Sub-population:** A subset of a larger population, e.g., females, Hispanic/Latino, etc.

**Universal Design for Learning (UDL):** A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The framework guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs.

**Validated assessment:** An assessment that has been reviewed by a validation team to evaluate for alignment to standards, clarity and focus, fairness, and other criteria of technical quality.



## **Mission Statement:**

The mission of the Governor Wentworth Regional School District is to ensure that each student acquires knowledge and develops skills and work habits to enable them to become contributing members of society.





## Focus Area 1 – Academic Achievement

**Theory of Action** - **IF WE** make all essential standards accessible through multiple pathways and engaging academics, **INCLUDING** differentiation, knowing students strengths and needs, focusing on growth mindsets and timely interventions, **THEN** educators will ensure free and appropriate education that all students are entitled to, **AND STUDENTS WILL** have the necessary tools to become successful in adulthood.

**Goal:** GWRSD will offer multiple learning pathways to improve academic achievement and make learning universally accessible to all students.

The Goal is achieved through these strategies	Success Measures	Responsible Person(s)
<p>1. By December 2024, establish a Multiple Learning Pathways Task Force.</p>	<p>Establishment of a Multiple Learning Pathways Task Force that includes representation from all partner groups.</p>	<p>SAU</p>
<p>2. By the end of the 2025-2026 school year, fully implement best practices for differentiated instruction and assessment in classrooms (Universal Design for Learning).</p>	<p>Internal list of validated assessments that align to UDL and course competencies.</p> <p>Teachers have participated in training and have support in differentiation and assessment.</p> <p>Students have equitable access to all learning pathways and resources.</p> <p>Development of a “best practice profile” to assess that differentiated instruction and assessment is being applied/reflected in practice.</p> <p>Increase in levels of student proficiency for all sub-populations, as measured by NHSAS scores and internal district competency assessments.</p>	<p>Director of Curriculum and Instruction</p> <p>Teaching and paraprofessional staff</p>
<p>3. By the 2027-2028 school year, fully implement a Portrait of a Learner.</p>	<p>Meeting success criteria as established by Portrait of a Learner.</p>	<p>Portrait of a Learner Team and SAU</p>

<p>4. By the 2027-2028 school year, implement coordinated systems to ensure all students have access to the variety of relevant and comprehensive learning pathways that prepare students for post-secondary opportunities.</p>	<p>Offering a multitude of learning pathways, including traditional and alternative programming (expanded Extended Learning Opportunities (ELOs)).</p> <p>Establishment of a process so that every student can discover their own pathway(s), such as goal-setting and student-driven portfolios.</p> <p>Development of a comprehensive career exploration program that begins in elementary school.</p>	<p>Director of Curriculum and Instruction</p> <p>Administrators and staff, grades 5-12</p> <p>Multiple Learning Pathways Task Force</p> <p>School counselors</p> <p>Special educators</p>
<p>5. By the end of the 2027-2028 school year, implement a robust multi-tiered system of support for academics and behavior (MTSS-A &amp; B) with fidelity.</p>	<p>Use of a data integration platform for MTSS-A &amp; B to make data-based decisions around instruction and intervention.</p> <p>Selection and/or development of a fidelity tool to assess MTSS-A &amp; B implementation.</p> <p>Development and implementation of a district-wide enrichment plan.</p> <p>Increase in levels of student proficiency for all sub-populations, as measured by NHSAS scores and internal district competency assessments.</p>	<p>Administration, Team Leaders, Academic Coordinators, School Data Teams, and existing MTSS-B Teams</p> <p>Staff</p>

## Focus Area 2 – Student Wellness

**Our Theory of Action - IF WE** work together with families and the community toward common student wellness goals, **INCLUDING** identifying and meeting student mental health, nutritional, physical, and social-emotional needs, **THEN** we empower students to be physically and mentally well and to build healthy relationships, **AND STUDENTS WILL** be more resilient and prepared for life’s challenges.

**Goal:** GWRSD will identify and support student wellness, including mental health, nutritional, physical, and social-emotional needs.

The Goal is achieved through these strategies	Success Measures	Responsible Person(s)
<p>1. By October 2024, the district will identify, gather, and analyze data relative to student wellness to assess risk/protective factors and needs, understand existing efforts and resources at Tiers 1-3, and evaluate community partnerships.</p>	<p>Aggregation of school and community data relative to multiple dimensions of student wellness and presentation. A report would clearly describe existing strengths/ resources and needs/ gaps.</p>	<p>Counseling Departments and Director of Spec Ed &amp; Counseling  Contracted Service provider</p>
<p>2. By November 2024, propose a District-level student wellness coordinator position who will oversee nursing, overarching mental and behavioral health services and systems (MTSS-B), and relationships with community partners to support wellness.</p>	<p>A written job description that includes goals and justification based on data-identified needs.  A proposal for the position has been presented to the finance committee, the full Board, and the position is incorporated into the budget.</p>	<p>Superintendent &amp; SAU Leadership</p>
<p>3. By the start of the 2025-2026 year, understand options and feasibility of providing nutritious meals to all students through public and private partnerships.</p>	<p>A comprehensive report of options will be shared with all relevant partner groups.</p>	<p>Superintendent &amp; SAU Leadership</p>
<p>4. By the start of the 2025-2026 school year, collaborate with local drug/alcohol prevention coalitions to strengthen drug prevention efforts.</p>	<p>Development of a Student Assistance Program at KRMS and KRHS.  Employ a Student Assistance Program (SAP) counselor (SAP) through grant funding with the Student Assistance Network.</p>	<p>Director of Wellness and/or Counselors  KRHS and KRMS Administration</p>

## Focus Area 3 – Culture of Belonging

**Theory of Action - IF WE** can create a culture of belonging to help each student to access their “belonging”, find their place, and value independent thinking **INCLUDING** building relationships within all schools, improving transition into and out of Middle School, conducting professionally created equity/interest audits, consistent PD/training on DEI, partner with staff to instill a sense of pride and community, involve the community and create focus groups, recognizing strengths, assets and successes **THEN** educators, administrators, students, and families will foster a sense of belonging and inclusivity for all students **AND STUDENTS WILL** feel valued and safe.

**Goal:** GWRSD will create a culture of belonging that fosters equity and values individuality wherein each student feels safe, finds their place, and makes healthy connections.

The Goal is achieved through these strategies	Success Measures	Responsible Person(s)
1. By late fall 2024, conduct a professionally-created equity and activity audit that examines opportunities and outcomes for students within and across schools.	Baseline data established through school surveys.  Improved sense of belonging based on data from periodic student focus groups.	Equity Team facilitated by contracted service provider and supported by SAU Leadership  Administration and staff facilitators
2. Beginning during the 2024-2025 school year, improve Diversity, Equity, and Inclusion practices across the district through district-wide DEI training for all staff, a DEI curriculum review, and other activities that arise from the Equity Audit.	Development of a district Equity Plan.  Improved sense of belonging based on data from periodic student focus groups.	Administration and staff facilitators  District-wide Equity Team
3. Beginning in the 2024-2025 school year, formally celebrate the successes and strengths of all students.	Purposeful formal celebrations of student successes and strengths.  Family involvement in student celebrations.	Principals
4. By the end of the 2024-2025 school year, increase opportunities to involve under-represented community members.	Identify and implement ways to bring the community into schools.  Improved sense of belonging among under-represented community groups.	Director of Wellness and/or Counselors  Administrators

<p>5. By the end of the 2025-2026 school year, train all K-8 staff in Responsive Classroom and achieve high-fidelity implementation of core Responsive Classroom practices.</p>	<p>Use the Responsive Classroom Kaleidoscope Observational Tool to measure fidelity.</p> <p>Improvements in attendance data, student involvement, and behavior data.</p>	<p>K-8 staff, SAU, and Principals</p>
<p>6. By the end of the 2026-2027 school year, establish and implement proactive, restorative and trauma-informed responses to behavioral issues.</p>	<p>A revised discipline policy that incorporates restorative and trauma-informed practices.</p> <p>Revised student handbooks that define proactive and restorative approaches to behavior.</p> <p>Reduction of exclusionary discipline actions (in- and out-of-school suspension).</p> <p>An increase in prosocial behaviors among students.</p>	<p>Administration, School Board, and staff</p>

## Focus Area 4 – Family & Community Communication and Engagement

**Theory of Action - IF WE** implement a comprehensive engagement and communication plan preschool-grade 12, **INCLUDING** assessing current practices, identifying community partner wants and needs, and offering diverse engagement opportunities, **THEN** educators, administrators, and families will have stronger, trusting relationships and be invested in our students and schools, **AND STUDENTS WILL** benefit from the investment of the greater community.

**Goal:** GWRSD will engage and communicate with families and community members based on partner wants and needs to build stronger relationships among educators and families in order to benefit students and schools.

The Goal is achieved through these strategies	Success Measures	Responsible Person(s)
<p>1. By the end of the 2024-2025 year, create a family and community communication and engagement plan that is founded on a strengths-based vision around family engagement.</p>	<p>A representative team of family/community members from each town in the district, district administrators, and teachers is formed by the fall of 2024.</p> <p>District has a completed plan to include definitions of engagement and communication, annual activities given input from families representing all communities, and a process to sustain ongoing engagement and communication.</p>	<p>Superintendent &amp; Admin Team Family/Parent Group</p>
<p>2. By the 2025-2026 school year, provide professional development to staff around family communication and engagement, to include cultural competence and guidance on collaboration with families.</p>	<p>Positive staff feedback regarding efficacy of professional development.</p>	<p>SAU</p>
<p>3. By the 2025-2026 school year, provide frequent opportunities for families to partner with the school to guide and support their child's learning and behavior.</p>	<p>Increased family participation at conferences.</p> <p>Increased accessibility and communication about student successes and minor behaviors.</p>	<p>SAU and school administrators, counselors, and staff</p>

	Development of in-person and online resources for families.	
4. By the 2025-2026 school year, improve communication between the district/school board and home/community (be timely, two-way, and transparent).	<p>Increase real-time access to School Board meetings.</p> <p>Community participation at district listening sessions.</p>	SAU and School Board
5. By the 2026-2027 school year, establish and reinforce consistent common language around academic and social-emotional expectations.	<p>Common syllabi.</p> <p>Template for family/teacher conferences using common language.</p>	Tier 1 teams at each school, families/caregivers