Merrimack School District/SAU 26
School Board Meeting
Preliminary Agenda
September 11, 2023 (Monday)
Merrimack Town Hall – Matthew Thornton Room

5:30 p.m. NON-PUBLIC SESSION RSA 91-A:3, II (a) (b) (c) – Merrimack TV Training Classroom

- Staff Welfare

PUBLIC MEETING

6:00 p.m.	**1. CALL TO ORDER and PLEDGE OF ALLEGIANCE**	Ken Martin
6:05 p.m.	**2. PUBLIC PARTICIPATION**	Ken Martin
	3. RECOGNITIONS	Ken Martin
6:15 p.m.	**4. INFORMATIONAL UPDATES**	Ken Martin
	a. Superintendent Update	
	b. Assistant Superintendent for Curriculum Update	
	c. Assistant Superintendent for Business Update	
	d. School Board Update	
	e. Student Representative Update	
6:30 p.m.	**5. OLD BUSINESS**	Ken Martin
	a. Review of Revised 2023 Goal Setting Document	Amanda Doyle
6:45 p.m.	**6. NEW BUSINESS**	Ken Martin
	a. Merrimack High School Highlights	Steve Claire
	b. Discussion Surrounding Extended Learning Opportunities (ELO) at MHS	Harley Hall
	c. Curriculum Instruction & Assessment Update	Amanda Doyle
	d. Gallup Poll Results	Amanda Doyle
	e. Other	
7:45 p.m.	**7. POLICIES**	Ken Martin
	a. Approval of Admission of Homeless Students (JFABD)	
	b. Approval of Education of Children in Foster Care (JFABE)	
	c. Second Review of Suicide Prevention and Response (JLDBB)	
	d. First Reading of Student Dress Code (JICA)	
	e. First Reading of Public Participation at Board Meetings (BEDH)	
8:00 p.m.	**8. APPROVAL OF MINUTES**	Ken Martin
	a. August 14, 2023 Public and Non-Public Minutes	
8:05 p.m.	**9. ACCEPTANCE OF GIFTS AND GRANTS UNDER $5,000**	Everett Olsen
	a. Merrimack Rotary Club to Merrimack High School for $500	
	b. Pro Av Systems to Merrimack High School Golf Team for $500	
8:15 p.m.	**10. CONSENT AGENDA**	Amanda Doyle
	a. Educator Resignation	
	b. Educator Nominations	
8:20 p.m.	**11. OTHER**	Ken Martin
	a. Committee Reports	
	b. Correspondence	
8:30 p.m.	**12. PUBLIC COMMENTS ON AGENDA ITEMS**	Ken Martin
8:40 p.m.	**13. ADJOURN**	Ken Martin

Merrimack School District
Goal Setting Summary

Revised
9/6/2023



Primex³
NH Public Risk Management Exchange

Trust.
Excellence.
Service.

Participants

Ken Martin, Chair

Laurie Rothhaus, Vice Chair

Naomi Halter, Board Member

Jenna Hardy, Board Member

Lori Peters, Board Member

Amy Doyle, Assistant Superintendent for Curriculum

Melissa Fazlic, Director of Human Resources

Everett "Bill" Olsen, Chief Educational Officer

Jason Pelletier, Director of Technology and Learning Systems

Matt Shevenell, Assistant Superintendent for Finance

The session was facilitated by:

Toni Flewelling, Member Services Consultant, Primex³

Purpose and Intended Results

The purpose of this goal setting session was to assist Merrimack School District in establishing short and long-term goals that will move the organization's vision forward. The goals and strategic objectives identified will become part of the organization's ongoing action plan moving forward.

Grounds Rules

At the outset of the session, participants identified a list of ground rules that set the stage for how to proceed. Participants chose the following ground rules for themselves:

- Respect everyone's ideas and opinions
- Listen thoughtfully
- Everyone has a voice (2)
- Be open to outside the box ideas
- Listen with intent to understand
- Be an active listener
- Allow others to express their ideas without interruption
- Listen

Chief Educational Officer Olsen provided a status update on the goals established for 2022-2023. (noted in red)

Goal Category #1: ***Create an engaged, inclusive, and collaborative district culture built on mutual trust and respect.***

Goal Summary: As part of our goal to create a positive culture, we will intentionally recruit, hire, train, and retain quality staff. The school board and district administration will see each individual staff member as a whole person to ensure they feel valued for their uniqueness and contributions. By cultivating connections, we aim to create a school community where all stakeholders are invested in the well-being of staff, students, and the community.

The individual goals that made up the category:

- By creating a safe, supportive inclusive culture where all administrators, teachers, and staff feel valued and empowered so we attract and retain exceptional educators
- Recruit, hire, and retain high quality staff
- Retain good teachers
- Ensure we have the right people in the right number of seats on the bus
- School/district culture – implement norms and a culture of inclusion and open communication
- Reshape our culture from top down to collaborate and connect
- Invest in the social and emotional development and well-being of our students, their families, staff, and community members
- Implement a robust "360" evaluation system and oversee that every employee has one that is submitted to the school board by 6/30/2023 and annually.
- Keep up to date job descriptions to ensure we are "with the times" and staff know what is expected
- Continue the strategic planning process with all stakeholders ensuring collaboration times are accessible to all
- Develop and grow a strong mental health/SEL support system supported by new staff, curriculum, and culture
- Look for patterns in staff turnover through exit interviews, exit surveys, and "stay interviews" to improve turnover and increase recruitment efforts within the district

Strategic Objective #1

WHAT: Develop district strategic plan intentionally involving all stakeholders

WHEN: June 30, 2023

WHO: School Board and Administration

The District will be collaborating with consultant/facilitator this summer.

Strategic Objective #2

WHAT: Create clear, consistent expectations and evaluations through up-to-date accurate job descriptions and evaluation model

WHEN:
1. Board access to evaluations by **June 30, 2023**
2. ADA compliant job descriptions **September 1, 2023**

WHO: Administration and HR, supported by the Board

Teacher evaluation instrument implemented. HR continues to work on updating job descriptions. Policy development continues.

Strategic Objective #3

WHAT: Invest in the social and emotional development and well-being of our staff, students, and their families

WHEN:
- Initial plan by **2nd October meeting 2022**
- Update at **July 2023** meeting
- Annual plan by **September** and update in **July annually**

WHO: Administration in partnership with the Director of Student Wellness

Working with several consultants; work in progress – fine tuning optimal impact on students.

Strategic Objective #4

WHAT: Look for patterns to reduce staff turnover and increase recruitment efforts with the district

WHEN: Report to board in June of each year (public or non-public depending on the nature of turnover)

WHO: Human Resources

Quality of candidates. Not sure of all reasons for staff turnover – higher pay elsewhere. Stay connected with staff. Good relationship with Town Council.

Goal Category #2: *The Pathways to Graduation*

Goal Summary: Create multiple pathways to graduation that include robust course offerings, responsive programming and intervention, and engaging learning experiences for all students. This goal seeks to address the learning and curriculum gaps that exist is the course offerings and programs that lead to the successful completion of high school requirement

The individual goals that made up the category:

- Focus on the creation of an alternative education program at MHS to help those kids in peril and those who feel disengaged from the school population
- Address course offerings at the high school to increase and improve options for students at all levels and on any path to graduation

- Expand course offerings to include partnerships with community to develop and ELO program
- Develop and implement an alternative pathways program (MHS)
- Better understand the needs of our special education population and integrate them into the general education population – also vocational education program!
- Lower dropout rate by establishing multiple paths to graduation

Strategic Objective #1

WHAT: Review of MHS program of studies

Review of class size and caps for running courses

Review of class failure rates and repeats

WHEN: Building – **November 2022**; DLT – **December 2022**; School Board – **January 2023**

WHO: Building – Department Heads, Guidance, Administration, DLT, School Board

This is a priority for 2023-2024 year!

Strategic Objective #2

WHAT: Develop/create innovative ways for students to earn high school credit. This can be done through ELOs, work studies, Voc-Tech, etc.

WHEN: Proposal for **2023-2024**; Budget – **November 2022**

WHO: Guidance, BLT at High School, DLT

Great progress; Vice Chair Rothhaus helped write grant.

Strategic Objective #3

WHAT: Develop/create a system of identifying and supporting at-risk and struggling students that need an alternative path to graduation.

Number of students at risk, what is being done to support them, action plans

WHEN: **December 2022**

WHO: Guidance, Special Education, Director of Wellness, BLT, DLT

Work in progress; district has hired a new guidance director – play into Pathways Program by sophomore year.

Strategic Objective #4

WHAT: Develop and implement a true competency-based grading system that provides multiple opportunities and timelines for students to demonstrate their learning

Include review of current practices – identify areas of improvement

WHEN: Review of practices – **February 2023**

Areas of improvement – **May 2023**

WHO: Guidance, BLT, DLT

Hired consultant – NH Learning Initiative – CBL system. Shifting mindset around accountability.

Invite an admissions rep in to speak about competency-based learning.

Goal Category #3: *Improve our learning outcomes by ensuring our instruction is responsive to the varied needs of our student population*

Goal Summary: Facilitate an educational model that empowers and equips students to meet their full potential. Create opportunities for collaboration on evidence-based district priorities

The individual goals that made up the category:

- Address learning loss by implementing a screening tool with built-in educational tools to target improvement at the individual level (i.e., i-Ready) Elem
- Ensure that our instruction is responsive to the varied needs of our student population.
  - ✓ Includes visible, robust curriculum
  - ✓ Measures of progress monitoring
- Optimize our professional practice model to demonstrate a shared decision-making

  i.e., form taskforce:
  - ✓ Safety
  - ✓ Innovative practices
- Better outcomes for students – make sure our reading, math, and basics are really getting learned at lower levels, and addressing student retention at high school level
- The Merrimack School District is committed to continuing improvement by focusing on results; making decisions that are data based

Strategic Objective #1

WHAT: Create an annual district report card to track progress on key evidence of school success

WHEN: 1. Board and Administration to decide on key rubric by Summer 2023

2. Done annually in May starting May 2024

WHO: School Board and Administration

Work in progress; met with elementary staff for consistency with programming, assessment tools, etc.

Strategic Objective #2

WHAT: Implement a progress monitoring tool to provide targeted instruction for academic skills, address learning loss, and meet each student's individual needs.

WHEN: 1. Committee created by **October 2022**

2. Committee recommendation for final tool by **January 2023**

WHO: Led by Assistant Superintendent for Curriculum

Implement iReady Assessment Suite and Personalized Learning Plans in the 2023-2024 school year.

Strategic Objective #3

WHAT: Develop a process for ongoing curriculum updating and revision to include a timeline for each curriculum area

WHEN: Status report **June 2023**

WHO: Assistant Superintendent for Curriculum along with committee members

Work in progress; more progress anticipated this summer.

Goal Category #4: *Have facilities and equipment that are safe, secure, clean, healthy, current, and appropriate for meeting the educational needs of students and staff*

Goal Summary: Create and maintain a responsible 5-year Capital Improvement Plan that addresses current and future needs for: building access and security; network infrastructure and technology needs; space utilization before, during, and after school. The plan will take into account educational programming, enrollment changes, and current projects such as the MHS/Mastricola Complex Master Plan.

The individual goals that made up the category:

- Do a total evaluation of our technology infrastructure to ensure longevity and continued viability for all students and staff.
- Expand, update, improve, and maintain facilities to meet all students' needs

Strategic Objective #1

WHAT: Create a safety committee and perform a safety and security audit

WHEN: Form committee by **September 30, 2022**; audit will need budget so may take longer

WHO: Not Stated

District-wide safety committee. Security audits completed of all buildings - report expected this summer. School resource officers are a plus. Good working relationship with Merrimack PD.

Strategic Objective #2

WHAT: Evaluate technology and create a network diagram to include:

- Inventory
- Equipment aging
- Plans to maintain student devices
- Plan to maintain operational stability of network

WHEN: September 2022

WHO: Technology Director supported by Administration

Implemented 6-year strategic plan for technology repair/replacement. Documented network inventory – integral to building budget for computer upgrades.

Strategic Objective #3

WHAT: Space utilization project

WHEN: End of **October 2022**

WHO: Administration

Work in progress. In early October 2023, Chief Educational Officer Olsen will be presenting a grade level re-organization for 2024-2025 school year: K-Grade 3, Grades 4-5 (upper elementary), and Grades 6-8 (middle school). Space capacity rationale; fiscal impacts; process to inform parents.

Strategic Objective #4

WHAT: Get regular updates from the Town Community Development Office about current and upcoming housing development. What will the enrollment impact be? Be thinking 3-5 years ahead

WHEN: Annually in **late October**

WHO: Administration

Planning Department Nov 2022. Chief Educational Officer Olsen and Assistant Superintendent for Finance Shevenell met with residential development.

Goal Category #5: *Ongoing review of existing policies to ensure they are compliant and in alignment with district practices*

Goal Summary: To allow for ease of access to up-to-date, compliant policies for all stakeholders

The individual goals that made up the category:

- As a Board, create a committee to evaluate our district policies and set up a method for ongoing evaluations of them, so that everything is reviewed every couple of years

- Review, revise, and implement policies, practices, and procedures that ensure safety and security of our schools.

Strategic Objective #1

WHAT: Form a subcommittee to develop and implement a plan for ongoing policy review

WHEN: **July 2022** – Committee members named; **Fall 2022** – Meetings begins

WHO: School Board and Administration

Policy Subcommittee formed – Admin Team and Naomi Halter

Need to develop grievance procedure policy

Strategic Objective #2

WHAT: Collaborate with New Hampshire School Boards Association (NHSBA) to "red flag" and prioritize policy review and formatting

WHEN: **Fall 2022** – initial review

WHO: School Board and Assistant Superintendent of Business Shevenell

Work in progress; great assistance from legal counsel

Strategic Objective #3

WHAT: Update district website to align with NHSBA "coding"

WHEN: **January 2023**

WHO: Interim Chief Educational Officer Olsen & Administrative Assistant Swanson

Completed

Strategic Plan Categories

Prior to the goal setting session, the following strategic plan categories were identified. The group decided that each area touched upon goals established for 2022-2023 and are noted below.

Teaching and Learning

- Goal #1 Culture, Trust, Respect
- Goal #2 Pathways to Graduation
- Goal #3 Improve Learning Outcomes
- Goal #4 Facilities

School Finance and Resources

- Goal #4 Facilities

Technology and Infrastructure

- Goal #3 Improve Learning Outcomes
- Goal #4 Facilities

Facilities and Operations

- Goal #4 Facilities
- Goal #5 Policies

Human Resources and Culture

- Goal #1 Culture, Trust, Respect
- Goal #2 Pathways to Graduation
- Goal #3 Improve Learning Outcomes

Student and Staff Wellness

- Goal #1 Culture, Trust, Respect
- Goal #2 Pathways to Graduation
- Goal #3 Improve Learning Outcomes
- Goal #4 Facilities

School Security

- Goal #2 Pathways to Graduation
- Goal #4 Facilities

Capital Improvement

- Goal #4 Facilities

One new category added for 2023-2024: Community Relations/Communications

- Goal #4 Facilities
- Goal #5 Policies

Identification and Categorization of Goals

Goals ***were defined as qualitative statements of what Merrimack School District intends to accomplish over a period of 12 to 18 months. These are "big picture" items vital to organizational success.***

Participants were asked to present two new goals to move the organization forward for 2023-2024. As each goal was presented, the individual decided whether the goal was similar to, or different from, a previously stated goal. The individual goals *(bulleted list after the collective goal name)* created a larger collective goal and narrative that took shape during the session. The goals were then named, and a narrative was created by the breakout groups and presented back in the full session for feedback and additions. Goals are presented in the order they were addressed and are not ranked for importance.

Development of Strategic Objectives for Goals

Strategic Objectives *were defined as short- and long-term quantitative results that directly support the goals. Objectives should be measurable, achievable, and consistent with the goals, and should also align with Merrimack School District's overall vision, mission, and core values. These objectives create the basis for an ongoing action plan going forward.*

Participants were broken into groups, and each group was tasked naming and summarizing the larger goal to develop at least two strategic objectives to help Merrimack School District achieve this goal. Each group was assigned to address one of the broad goals listed below. Participants then returned to report their identified strategic objectives to the full group, and the full group had the opportunity to provide additional feedback and direction on the objectives.

Strategic Objectives – Participants were asked to describe WHAT they wanted to happen, as well as WHEN the action/result should happen, and WHO is responsible. In summary:

WHAT will happen?

WHEN it will be completed?

WHO is responsible?

Goal Category #1: ***Create an engaged, inclusive, and collaborative district culture built on mutual trust and respect.*** *(This goal was further developed from last year's goal.)*

Goal Summary: As part of our goal to create a positive culture, we will intentionally recruit, hire, train, and retain quality staff. The school board and district administration will see each individual staff member as a whole person to ensure they feel valued for their uniqueness and contributions. By cultivating connections, we aim to create a school community where all stakeholders are invested in the well-being of staff, students, and the community.

The individual goals that made up the category:

- By creating a safe, supportive inclusive culture where all administrators, teachers, and staff feel valued and empowered so we attract and retain exceptional educators
- Recruit, hire, and retain high quality staff
- Retain good teachers
- Ensure we have the right people in the right number of seats on the bus
- School/district culture – implement norms and a culture of inclusion and open communication
- Reshape our culture from top down to collaborate and connect
- Invest in the social and emotional development and well-being of our students, their families, staff, and community members
- Implement a robust "360" evaluation system and oversee that every employee has one that is submitted to the school board by 6/30/2023 and annually.
- Keep up to date job descriptions to ensure we are "with the times" and staff know what is expected
- Continue the strategic planning process with all stakeholders ensuring collaboration times are accessible to all
- Develop and grow a strong mental health/SEL support system supported by new staff, curriculum, and culture
- Look for patterns in staff turnover through exit interviews, exit surveys, and "stay interviews" to improve turnover and increase recruitment efforts within the district

Strategic Objective #1

WHAT: Develop district strategic plan intentionally involving all stakeholders

WHEN: June 30, 2024

WHO: School Board and Administration

The District will be collaborating with consultant/facilitator beginning Fall 2023 through completion of plan.

Strategic Objective #2

WHAT: Create clear, consistent expectations and evaluations through up-to-date accurate job descriptions and evaluation model

WHEN: ADA compliant job descriptions **on an ongoing basis. Review annually.**

WHO: Administration and HR, supported by the Board

Teacher evaluation instrument implemented. HR continues to work on updating job descriptions. Policy development continues.

Strategic Objective #3

WHAT: Invest in the social and emotional development and well-being of our staff, students, and their families

WHEN:
- Initial plan by 2nd **October meeting 2023**
- Update at **July 2024** meeting
- Annual plan by **September** and update in **July annually**

WHO: Administration in partnership with the Director of Student Wellness

Working with several consultants; work in progress – fine tuning optimal impact on students.

Strategic Objective #4

WHAT: Look for patterns to reduce staff turnover and increase recruitment efforts with the district

WHEN: Report to board annually in June of each year (public or non-public depending on the nature of turnover)

WHO: Human Resources

Quality of candidates. Not sure of all reasons for staff turnover – higher pay elsewhere.
Stay connected with staff. Good relationship with Town Council.

Goal Category #2: *The Pathways to Graduation* (This goal was further developed from last year- noted in red.)

Goal Summary: Create multiple pathways to graduation that include robust course offerings, responsive programming and intervention, and engaging learning experiences for all students. This goal seeks to address the learning and curriculum gaps that exist in the course offerings and programs that lead to the successful completion of high school requirements.

The individual goals that made up the category:

- Focus on the creation of an alternative education program at MHS to help those kids in peril and those who feel disengaged from the school population
- Address course offerings at the high school to increase and improve options for students at all levels and on any path to graduation
- Expand course offerings to include partnerships with community to develop and ELO program
- Develop and implement an alternative pathways program (MHS)
- Better understand the needs of our special education population and integrate them into the general education population – also vocational education program!
- Lower dropout rate by establishing multiple paths to graduation

- Improve math and reading scores for all students by end of 5th grade through the use of research-based practices and robust core programs
- Improve graduation rates
  - ✓ Increase number of high school credits from 21 to 24 over the course of 3 years
  - ✓ More personalized school counseling services
  - ✓ Update MHS Program of Studies
  - ✓ Develop a robust offering of Extended Learning Opportunities for students
- Improve, modernize, and expand MHS program of studies including improving performing arts offerings
- Enhance/expand performing and theatre arts programs
- Evaluate staffing levels and distribution in line with MHS program of studies

Strategic Objective #1

WHAT: Review, improve, and modernize the MHS program of studies

Review of class size and caps for running courses

Review of class failure rates and repeats

Review graduation rates and set goals for improvement

Review staffing rates per department to ensure optimal class size for meeting the needs of students

WHEN: MHS BLT – **January 2024;** DLT – **February 2024;** School Board – **March 2024**

WHO: Assistant Superintendent for CIA, MHS Administration, MHS Department Heads, School Counseling Director, School Counselors, Director of Pathways to Graduation, DLT, School Board

Strategic Objective #2

WHAT: Develop/create innovative ways for students to earn high school credit. This can be done through ELOs, work studies, Voc-Tech, etc.

WHEN: Update September 2023, January 2024, June 2024

WHO: School Counseling Director and School Counselors, Director of Pathways to Graduation, MHS Administration, MHS BLT, DLT

Strategic Objective #3

WHAT: Develop/create a system of identifying and supporting at-risk and struggling students that need an alternative path to graduation.

WHEN: December 2023

WHO: School Counseling Director, School Counselors, Director of Pathways to Graduation, MHS Special Education Department, Director of Student Wellness, MHS Administration, MHS BLT, DLT

Strategic Objective #4

WHAT: Develop and implement a true competency-based grading system that provides multiple opportunities and timelines for students to demonstrate their learning

Include review of current practices – identify areas of improvement

WHEN: Review of practices – February 2024

Areas of improvement – May 2024

WHO: Assistant Superintendent for CIA, School Counseling Director, School Counselors, MHS Administrators, MHS BLT, DLT

Goal Category #3: ***Improve our learning outcomes by ensuring our instruction is responsive to the varied needs of our student population*** (This goal was further developed from last year-noted in red.)

Goal Summary: Facilitate a data-informed educational model that includes formative and summative assessments that focus on the improvement of literacy and math skills and empowers and equips students to meet their full potential.

The individual goals that made up the category:

- Address learning gaps by using assessments and educational tools to target improvement at the individual level (i.e., i-Ready, Fundations)
- Ensure that our instruction is responsive to the varied needs of our student population.
  - ✓ Includes visible, robust curriculum
  - ✓ Measures of progress monitoring
- Optimize our professional practice model to demonstrate a shared decision-making i.e., form taskforce:
  - ✓ Safety
  - ✓ Innovative practices
- Better outcomes for students – make sure our reading, math, and basics are really getting learned at lower levels, and addressing student retention at high school level

- The Merrimack School District is committed to continuing improvement by focusing on results; making decisions that are data based
- Find ways to offer more professional development time
- Create district-wide data teams
- Create and share a district plan to shift from balanced literacy to structured literacy (include timeline and PD)
- Increase the embracement of using technology for student learning

Strategic Objective #1

WHAT: Create an annual district report card to track progress on key evidence of school success – State has iPlatform – what data is missing?

WHEN: Annually in **May**

WHO: School Board and General Office Administration

Strategic Objective #2

WHAT: Use progress monitoring data to provide targeted instruction for academic skills, address learning gaps, and meet each student's individual needs

WHEN: Building and District Data Teams meet at least four times per year

WHO: Assistant Superintendent for CIA, Building Administration, Building Leadership Teams, District Leadership Team

Strategic Objective #3

WHAT: Use the established process and tools for ongoing curriculum updating and revision to include a timeline for each curriculum area

WHEN: Annually by June

WHO: Assistant Superintendent for Curriculum, along with District CIA Committee, Building Administrators, Building Leadership Teams, District Leadership team, and content area committee members

Strategic Objective #4

WHAT: Complete an audit of all reading, writing, and math programs K-8 to ensure they are research-based and aligned with best practices and district initiatives.

WHEN: June 2024

WHO: Assistant Superintendent for CIA, Building Administration, District Leadership Team, and Teachers Leaders.

Goal Category #4: ***Have facilities and equipment that are safe, secure, clean, healthy, current, and appropriate for meeting the educational needs of students and staff***
(This goal was further developed from last year-noted in red.)

Goal Summary: Create and maintain a responsible 5-year Capital Improvement Plan that addresses current and future needs for: building access and security; network infrastructure and technology needs; space utilization before, during, and after school. The plan will take into account educational programming, enrollment changes, and current projects such as the MHS/Mastricola Complex Master Plan.

The individual goals that made up the category:

- Do a total evaluation of our technology infrastructure to ensure longevity and continued viability for all students and staff.
- Expand, update, improve, and maintain facilities to meet all students' needs
- Performing Arts Center
- Prepare Stage 1 for budget of Master Plan
- Finalize and act on the Master Plan/New SAU Building

Strategic Objective #1

WHAT: Update Facilities Master Plan for entire district; make sure it is inclusive of all buildings

WHEN: By October 2023

WHO: Assistant Superintendent, Facilities Director, Administration

Strategic Objective #2

WHAT: Prioritize building a new SAU office by adopting a warrant article to fund construction and educate the public about the necessity. The current building is insufficient and unsafe for conducting District business.

WHEN: December 1, 2023

WHO: Assistant Superintendent, Facilities Director, Board, Planning and Building Committee, and District Budget Committee

Strategic Objective #3

WHAT: Begin researching the feasibility of building a performing arts center, including a timeline, location, cost, and community involvement such as fundraising and sponsorships

WHEN: June 2024

WHO: Administration, Board, Community partners

Goal Category #5: Create dynamic relationship between the school district and community through clear and consistent communication. (New goal identified for 2023-2024).

Goal Summary: Develop communication strategies to inform parents, connect with the community, collaborate with boards and committees, encourage engagement from community groups and individuals, and showcase and celebrate the many amazing aspects of the Merrimack School District.

The individual goals that made up the category:

- Create a plan for communicating with parents and the larger community
- District PR strategy
- Firm up and clearly communicate communication pathways for all departments
- Budget committee relations

Strategic Objective #1

WHAT: Align, streamline, and communicate communication pathways within the district to parents and staff

WHEN: Not Stated

WHO: District Communication Committee and Administration

TACTIC: Choose consistent communication template for schools

TACTIC: Establish, communicate, and enforce the appropriate chain of communication.

Strategic Objective #2

WHAT: Create District Communication Committee

WHEN: October 31, 2023

WHO: School Board and Administration

Strategic Objective #3

WHAT: Establish open working relationship with local business partners

WHEN: January 2024

WHO: CEO, Communication Committee, Pathways to Graduation Director

Strategic Objective #4

WHAT: Establish thoughtful and coordinated social media plan district-wide utilizing outside consultants when necessary

WHEN: June 30, 2025

WHO: District Communication Committee and District Administration

Strategic Objective #5

WHAT: Establish guidelines for effective presentations for committees, board meetings, and the public

WHEN: November 2023

WHO: CEO in cooperation with District Administration

Strategic Objective #6

WHAT: Ongoing review of existing policies to ensure they are compliant and in alignment with District practices

WHEN: Ongoing with monthly updates

WHO: School Board, Administration and Administrative Assistant Swanson

Wrap-Up, Recap and Action Plan

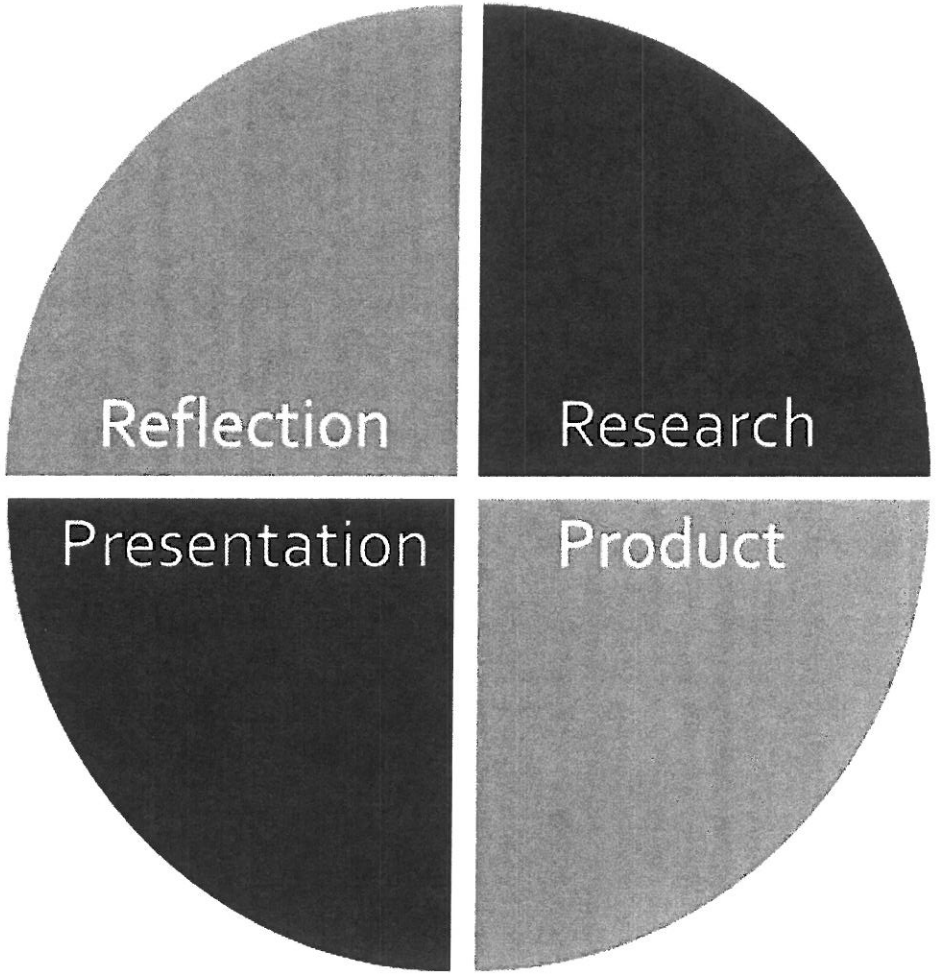
The next step following this session will be for Merrimack School District staff to work together to develop specific tactics for accomplishing the identified goals and objectives. **Tactics *describe specifically* HOW *the goals and objectives will be met.***

Concluding Thoughts

Thank you again for the opportunity to participate in this important process. Primex3 appreciates the opportunity to provide assistance to members with goal setting, and to help governing bodies develop paths to achieve their visions. A forward-looking community that is deliberate, disciplined, and strategic in developing and accomplishing its goals illustrates how *"good management is good risk management."*

MHS Extended Learning Program

Mr. Harley T. Hall
Director of Graduation Pathways
603-424-6204 x2124
harley.hall@sau26.org





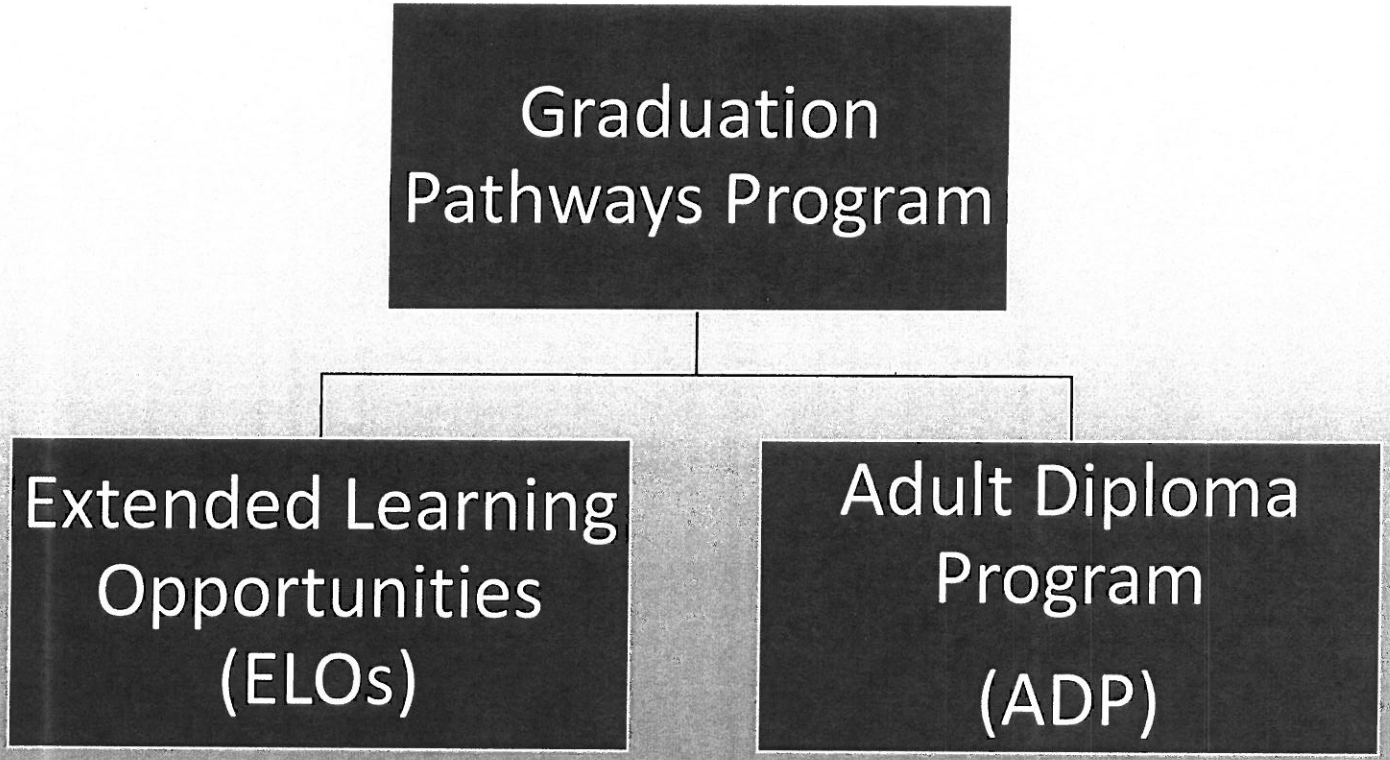
The summer focus for ELO work was building an infrastructure that could absorb the initial push, remain flexible, and grow with student interest

- Policies and Procedures with School Counselors
- Canvas Page for student work
- Social Media pages

Summer work concerns: Will students be interested? Will they want to do ELOs? Will they know how to find information on them?

The summer work mantra:

If you build it, they will come...



The mission of the Graduation Pathways Program is to provide all students with multiple pathways to graduation. Both ELOs and the ADP contribute to this mission and do so in different ways.

Extended Learning Opportunities

What is an Extended Learning Opportunity (ELO)?

- An ELO is a credit-bearing learning experience that takes place outside of the traditional classroom, and often outside of the traditional school day.
- These are very much student-driven. Students can seek out an ELO and tailor it to their interests and their goals.
- It also allows community entities to create opportunities that aren't available within the walls of MHS due to space or other practical considerations.
- Uses mentors (MHS staff or community members) to facilitate learning
- Can be used to fill any elective credit

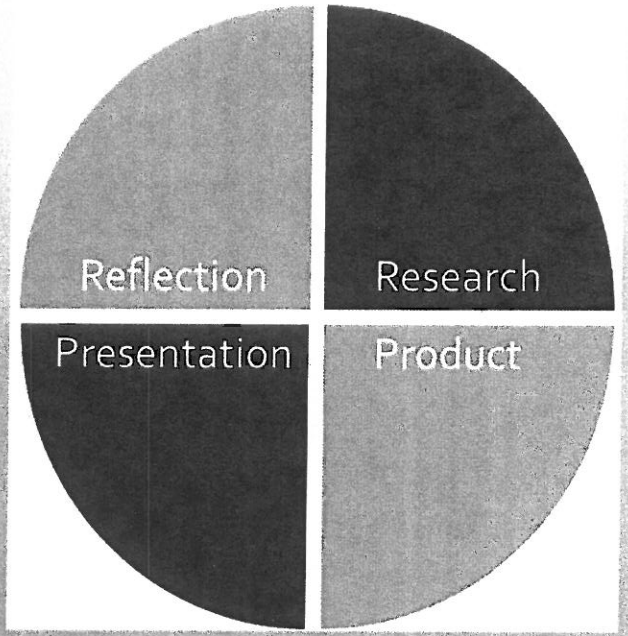
Extended Learning Opportunities

What are the different varieties of an ELO?

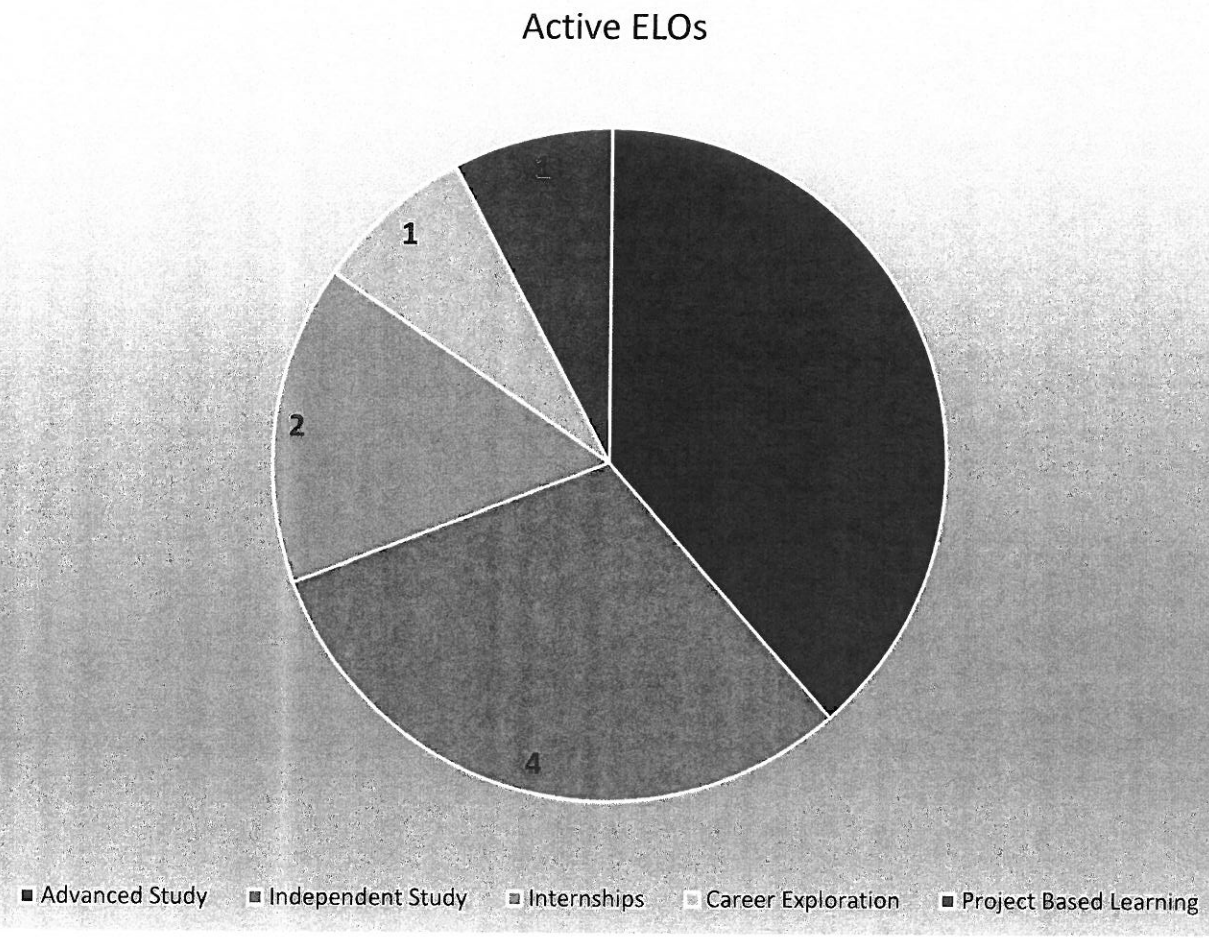
- Independent Coursework
  - Students who want to take a course but can't fit it into their schedule. (*Teacher Mentor)*
- Career Exploration
  - Students can explore a specific occupation or career/career cluster path. (*Teacher or Community Mentor)*
- Advanced Study
  - Taking coursework beyond levels we offer here, such as AP Physics II. (*Teacher Mentor)*
- Internship
  - Temporary, unpaid position where a student is paired with a professional in the community. (*Teacher or Community Mentor)*
- Project Based Learning
  - Students use previous learning to tackle scientific, civic, social, or economic questions. (*Teacher or Community Mentor)*

Extended Learning Opportunities

- **<u>ELOs are for all students.</u>**
  - Learners of all levels and interests should investigate ELOs.
  - SOME do have grade-level restrictions due to schedule changes.
  - There is no limit on how many ELOs you can take while at MHS
    - Usually a "one-at-a-time" for the first ELO, but that is just a guideline
    - Grading choices: Pass/Fail, Comp. Credit, some chances for Honors credit



Extended Learning Opportunities



ELOs as of 9/7/23:

- 13 Active ELOs
- 6 ELOs in planning stages for S1
- 2 ELOs planned for S2 start

Extended Learning Opportunities

Plans for growth:

- Parent outreach the first full week of school from Mr. Claire included ELO information
- Social Media Presence: Instagram, Facebook, and Twitter
  - ELO Program has a dedicated page for all the above platforms
  - Use local social media pages to advertise new program
- Business outreach as part of the District's involvement with the Chamber of Commerce; potential Rotary involvement
- NH ELO Network cooperation and program sharing continues
- Community groups have already shown a willingness to host students:
  - Merrimack Historical Society
  - Merrimack Police Department
- ELOs will be available over the summers as the Director position is year-round

Extended Learning Opportunities

Questions or comments?

ELO Website:
https://sites.google.com/sau26.org/extendedlearningopportunities

Facebook: MHS ELOs
Instagram: mhsgradpathways
Twitter: @MerrimackELOs

Pathways Website: https://www.sau26.org/domain/1348

Update from CIA

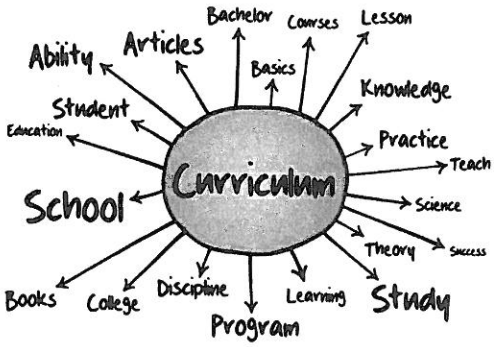
Merrimack School District

Curriculum Updates



- Literacy
  - Full implementation of Fundations & Geodes in Kindergarten through Grade 2; UFLI will be used in Grade 3
  - Continued use of Hegerty in K-2
  - Spelling Connections in Grades 3, 4, 5, and 6 (replacing Words Their Way)
  - Pilot of Wit & Wisdom in Grades 5 & 6
  - High school English department course and text realignment
- Mathematics
  - Implementing most up-to-date version of enVisions K-6
  - Implementing most up-to-date version of Big Ideas Grades 7 & 8

Curriculum Updates



- Science
  - Mystery Science K-5
  - New high school Physical Science textbooks
  - Need to prioritize materials in Grades 6-8
- Social Studies
  - Implemented Civics Education requirements as per RSA 189:11
  - Half-year middle school course will be in Grade 8
  - We need to prioritize common materials in K-6
- SEL/School Counseling
  - Continued use of Second Step - K-6
  - Character Strong/Wayfinder pilot - Grades 7 & 8, possibly
  - Wayfinder - Grades 9-12

EduPlanet21 Update

- Significant progress was made this summer on updating, aligning, and revising our curriculum using EduPlanet 21
- We hope to have the MSD District Blueprint posted this fall to include Course Overviews, Abstracts, and Unit Lists

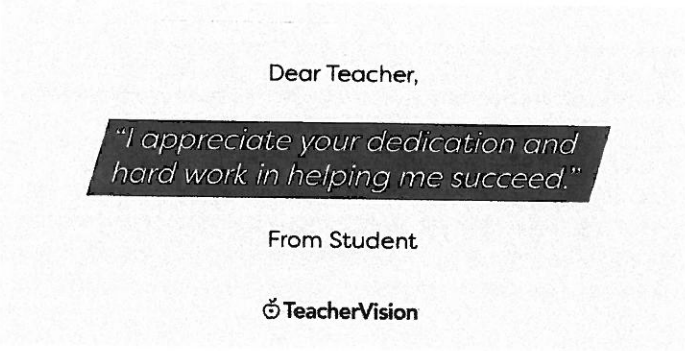


Instruction Updates

- New school-wide schedules at Merrimack Middle School and Merrimack High School
- These revised schedules will work to maximize instructional minutes and provide designated time for an advisory period
- We are excited about TFS's participation in the NHED's Bridging the Gap in the 603: Pathways to Literacy Proficiency grant, which will provide access to state resources, high quality training in the science of reading, instructional coaching, support, and tools

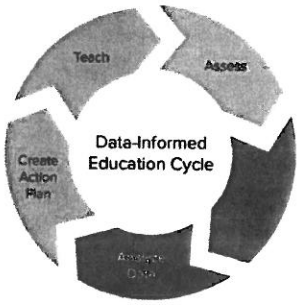
Professional Learning Updates

- Of note is the targeted professional learning we have scheduled through iReady, NHLI (K-12), and Wilson Language Trained practitioners (K-3)
- Upcoming Early Release on September 22, 2023 will provide required training on Bullying & Harassment



Assessment Updates

- MSD Assessment Calendar has been updated and posted
- STAR 360 has been replaced with iReady in Kindergarten - Grade 8
  - iReady will be our screener for dyslexia and related disorders as per HB 377 and RSA 200:59
  - Secondary assessments will correlate with the core components of literacy instruction
- We will no longer be administering the Fountas & Pinnell assessment to students
- Students in Grades 7 & 8 will no longer take the GRADE Assessment
- Students in Grades 9 & 10 will take the PSATs in March; MHS is working on an assessment day to coordinate administration of the PSATs and SATs
- The DESSA will be used K-6 this fall; piloted in Grades 7 & 8 in the winter; exploring use in Grades 9-12




QUESTIONS

MERRIMACK SCHOOL DISTRICT
School Administrative Unit #26
36 McElwain Street
Merrimack, New Hampshire 03054
Tel. (603) 424-6200 Fax (603) 424-6229

AMANDA S. DOYLE
Assistant Superintendent for Curriculum

EVERETT V. OLSEN, Jr.
Chief Educational Officer

MATTHEW D. SHEVENELL
Assistant Superintendent for Business

To: Ken Martin
Laurie Rothhaus
Lori Peters
Jenna Hardy
Naomi Halter
Shaun Evidente

From: Amanda S. Doyle

Date: September 6, 2023

Subject: New Hampshire Student Gallup Poll Results

In May of 2023, I provided a memo to the Board regarding an invitation for the Merrimack School District to participate in a three-year longitudinal study of student engagement, hope, entrepreneurship and financial literacy, and career-connected learning as measured by the New Hampshire Student Gallup Poll. Recall that our partners at the New Hampshire Learning Initiative (NHLI), in collaboration with Gallup, and a state-wide work-based advisory group, worked together to create a NH specific, 24 item, web-based, anonymous, and voluntary, academic survey that seeks to capture students' involvement in and enthusiasm for school, as well as their ideas and energy for the future based on their school experience.

In June of 2023, Merrimack students in Grades 7-12 were provided the opportunity to participate in the Poll and the district has received an overall scorecard based on group data. The results for Merrimack Middle School and Merrimack High School are included with this memo.

As suggested by the experts at Clifton Strengths, who manage the Gallup Student Poll and its database, we will unpack this data at the building and district levels and focus our efforts on our lowest scores, as well as those areas that represent the biggest gap between our school results and the Gallup Student Poll Database.

I welcome your questions, concerns, or points of clarification regarding this data and assessment measure.

Gallup Student Poll
Engaged Today — Ready for Tomorrow

Merrimack High School

2023 SCORECARD

INTRODUCTION

This Gallup Student Poll - provided by the New Hampshire Learning Initiative - is a 24-question survey that measures engagement, hope, entrepreneurship and financial literacy, and career-connected learning of students in 5th through 12th grade.



Engagement: The involvement in and enthusiasm for school.



Hope: The ideas and energy students have for the future.



Entrepreneurship and Financial Literacy



Career-Connected Learning

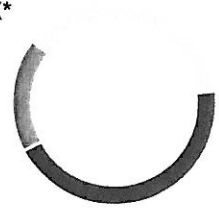
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Engagement

The Involvement in and Enthusiasm for School

ENGAGEMENT INDEX*
N=291



18% Engaged

38% Not Engaged

44% Actively Disengaged

ENGAGEMENT GRANDMEAN	Your School PAST	Your School CURRENT	NHLI Participants PAST	NHLI Participants CURRENT	Overall GSP Database**
Overall	-	**3.36**	-	**3.46**	**3.83**
At this school, I get to do what I do best every day.	-	2.98	-	3.16	3.52
My teachers make me feel my schoolwork is important.	-	3.32	-	3.46	3.97
I feel safe in this school.	-	3.53	-	3.36	3.84
I have fun at school.	-	2.80	-	3.04	3.43
I have a best friend at school.	-	4.20	-	4.31	4.34
In the last seven days, someone has told me I have done good work at school.	-	3.09	-	3.26	3.58
In the last seven days, I have learned something interesting at school.	-	3.23	-	3.29	3.82
The adults at my school care about me.	-	3.36	-	3.50	3.82
I have at least one teacher who makes me excited about the future.	-	3.74	-	3.76	4.06

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
-	-	-	-	-	-	-	-

ITEM RESPONSES	TOTAL N	%1 Strongly Disagree	%2	%3	%4	%5 Strongly Agree
At this school, I get to do what I do best every day.	284	8	19	43	24	5
My teachers make me feel my schoolwork is important.	294	5	17	31	34	13
I feel safe in this school.	297	5	10	32	35	19
I have fun at school.	298	15	22	35	22	5
I have a best friend at school.	292	6	5	9	24	56
In the last seven days, someone has told me I have done good work at school.	290	27	12	12	24	25
In the last seven days, I have learned something interesting at school.	296	13	17	24	26	20
The adults at my school care about me.	290	9	12	32	31	17
I have at least one teacher who makes me excited about the future.	295	11	9	15	24	41

*A minimum n size of 100 is required for full index results and an n size of 30 for percentage engaged only results.

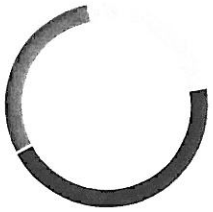
**Overall GSP Database reflects results from previous five school years.

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Hope

The Ideas and Energy Students Have for the Future

HOPE INDEX*
N=289



30% Hopeful
25% Stuck
45% Discouraged

HOPE GRANDMEAN	Your School PAST	Your School CURRENT	NHLI Participants PAST	NHLI Participants CURRENT	Overall GSP Database**
Overall	-	**3.94**	-	**3.96**	**4.25**
I know I will graduate from high school.	-	4.60	-	4.46	4.61
I have a great future ahead of me.	-	3.97	-	4.03	4.35
I can think of many ways to get good grades.	-	3.83	-	3.83	4.13
I have many goals.	-	3.79	-	3.80	4.11
I can find many ways around problems.	-	3.71	-	3.65	3.87
I know I will find a good job in the future.	-	3.76	-	3.95	4.33

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
-	-	-	-	-	-	-	-

ITEM RESPONSES	TOTAL N	%1 Strongly Disagree	%2	%3	%4	%5 Strongly Agree
I know I will graduate from high school.	293	0	3	8	15	74
I have a great future ahead of me.	284	4	3	22	36	36
I can think of many ways to get good grades.	293	5	8	22	30	35
I have many goals.	295	4	12	20	27	36
I can find many ways around problems.	297	2	9	29	34	25
I know I will find a good job in the future.	289	3	9	27	29	32

*A minimum n size of 100 is required for full index results and an n size of 30 for percentage hopeful only results.
**Overall GSP Database reflects results from previous five school years.

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Entrepreneurship and Financial Literacy

ENTREPRENEURSHIP AND FINANCIAL LITERACY

N=298

ENTREPRENEURSHIP AND FINANCIAL LITERACY	Your School		NHLI Participants	
	PAST	CURRENT	PAST	CURRENT
I am learning how to start and run a business in school.	-	1.97	-	2.31
I am learning how to save and spend money in school.	-	2.44	-	2.65

ITEM RESPONSES BY GRADE

	5th	6th	7th	8th	9th	10th	11th	12th
I am learning how to start and run a business in school.	-	-	-	-	1.74	2.24	1.97	1.96
I am learning how to save and spend money in school.	-	-	-	-	2.00	2.87	2.53	2.44

ITEM RESPONSES

	TOTAL N	%1 Strongly Disagree	%2	%3	%4	%5 Strongly Agree
I am learning how to start and run a business in school.	289	45	27	20	5	4
I am learning how to save and spend money in school.	294	32	24	18	20	6

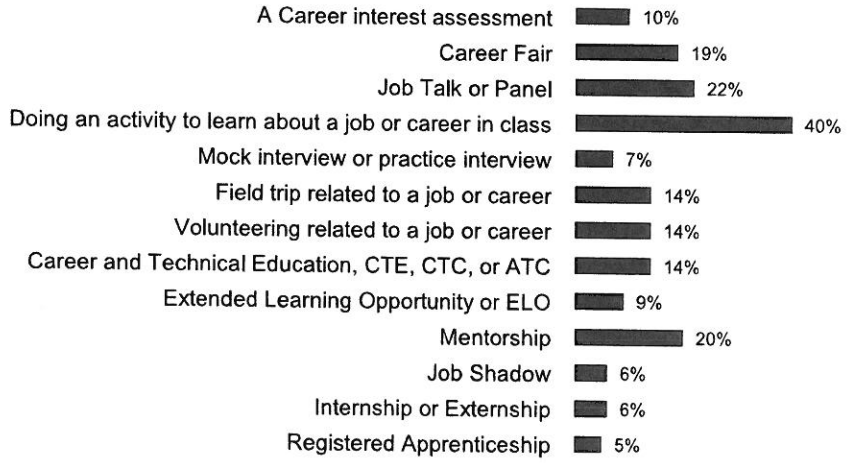
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Career-Connected Learning

CAREER-CONNECTED LEARNING
N=298

CAREER-CONNECTED LEARNING	Your School		NHLI Participants	
	PAST	CURRENT	PAST	CURRENT
My school offers many Career-Connected Learning opportunities.	-	2.99	-	3.43
I would like to participate in more Career-Connected Learning opportunities at my school.	-	3.65	-	3.59
The Career-Connected Learning opportunities at my school have informed what I plan to do after high school.	-	2.52	-	2.97
While at school this year, I learned about a job or career that I had not heard of before.	-	2.74	-	3.10
My experiences at this school make me feel like there are many different types of jobs that could be a good fit for me.	-	2.93	-	3.20
The job or career activities at my school include the types of jobs and careers I'm interested in.	-	2.74	-	3.01

Have you ever participated in the following Career-Connected Learning opportunities through your school?



ITEM RESPONSES	TOTAL N	%1 Strongly Disagree	%2	%3	%4	%5 Strongly Agree
My school offers many Career-Connected Learning opportunities.	276	13	20	29	31	7
I would like to participate in more Career-Connected Learning opportunities at my school.	288	9	5	22	42	23
The Career-Connected Learning opportunities at my school have informed what I plan to do after high school.	251	25	24	33	13	6
While at school this year, I learned about a job or career that I had not heard of before.	284	23	21	21	28	7
My experiences at this school make me feel like there are many different types of jobs that could be a good fit for me.	292	14	19	34	27	7
The job or career activities at my school include the types of jobs and careers I'm interested in.	278	19	22	34	19	7

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ITEMS BY GRADE

	Your School							
	5th	6th	7th	8th	9th	10th	11th	12th
ENGAGEMENT GRANDMEAN BY GRADE	-	-	-	-	-	-	-	-
At this school, I get to do what I do best every day.	-	-	-	-	3.00	2.92	3.03	2.98
My teachers make me feel my schoolwork is important.	-	-	-	-	3.32	3.46	3.22	3.20
I feel safe in this school.	-	-	-	-	3.37	3.50	3.66	3.69
I have fun at school.	-	-	-	-	2.79	2.89	2.78	2.69
I have a best friend at school.	-	-	-	-	4.29	4.00	4.49	3.91
In the last seven days, someone has told me I have done good work at school.	-	-	-	-	2.98	2.90	3.12	3.60
In the last seven days, I have learned something interesting at school.	-	-	-	-	3.27	3.23	3.32	2.98
The adults at my school care about me.	-	-	-	-	3.01	3.35	3.63	3.64
I have at least one teacher who makes me excited about the future.	-	-	-	-	3.28	3.98	3.82	4.18
HOPE GRANDMEAN BY GRADE	-	-	-	-	-	-	-	-
I know I will graduate from high school.	-	-	-	-	4.45	4.56	4.71	4.84
I have a great future ahead of me.	-	-	-	-	3.79	3.96	4.13	4.09
I can think of many ways to get good grades.	-	-	-	-	3.76	3.86	3.87	3.89
I have many goals.	-	-	-	-	3.54	3.93	4.01	3.71
I can find many ways around problems.	-	-	-	-	3.52	3.64	3.90	3.91
I know I will find a good job in the future.	-	-	-	-	3.62	3.77	3.99	3.70
ENTREPRENEURSHIP AND FINANCIAL LITERACY BY GRADE								
I am learning how to start and run a business in school.	-	-	-	-	1.74	2.24	1.97	1.96
I am learning how to save and spend money in school.	-	-	-	-	2.00	2.87	2.53	2.44
CAREER-CONNECTED LEARNING BY GRADE								
My school offers many Career-Connected Learning opportunities.	-	-	-	-	3.33	3.03	2.79	2.56
I would like to participate in more Career-Connected Learning opportunities at my school.	-	-	-	-	3.54	3.84	3.70	3.47
The Career-Connected Learning opportunities at my school have informed what I plan to do after high school.	-	-	-	-	2.57	2.67	2.34	2.39
While at school this year, I learned about a job or career that I had not heard of before.	-	-	-	-	2.77	2.85	2.73	2.51
My experiences at this school make me feel like there are many different types of jobs that could be a good fit for me.	-	-	-	-	2.84	3.00	3.08	2.78
The job or career activities at my school include the types of jobs and careers I'm interested in.	-	-	-	-	2.82	2.72	2.66	2.72

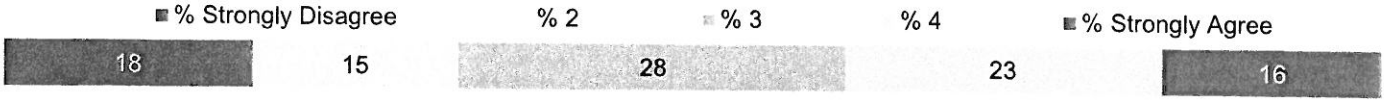
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SELF-REPORTED ITEMS

These items are used for statistical purposes only.

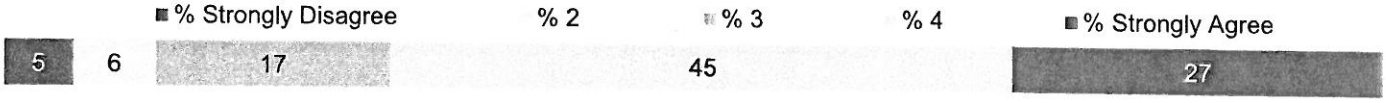
I HAVE A MENTOR WHO ENCOURAGES MY DEVELOPMENT.



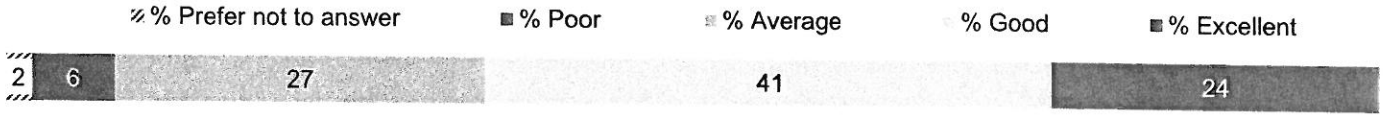
I AM INVOLVED IN AT LEAST ONE ACTIVITY, SUCH AS A CLUB, MUSIC, SPORTS, OR VOLUNTEERING.

% Yes	% No
74%	26%

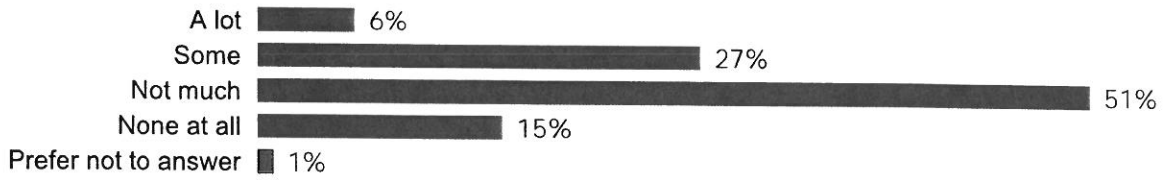
COMPARED TO MOST STUDENTS, I DO WELL IN SCHOOL.



WHICH OF THE FOLLOWING BEST DESCRIBES THE GRADES YOU GET AT SCHOOL?



HOW OFTEN DID YOU MISS SCHOOL LAST YEAR?



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Appendix

GALLUP STUDENT POLL METHODOLOGY AND LIMITATIONS OF POLLING

The annual Gallup Student Poll is available for schools and districts in the U.S. and Canada for a fee. The online poll is completed by a convenience sample of schools and districts. Gallup does not randomly select schools participating in the annual Gallup Student Poll. Schools and districts receive a scorecard with school or district-specific data. Participation rates vary by school. The poll is conducted during a designated survey period and available during school hours Monday through Friday only. The Gallup Student Poll is administered to students in 5th through 12th grade. The Gallup Student Poll adds additional elements for understanding school success beyond cognitive measures.

The overall data from the annual administration of the Gallup Student Poll may not reflect responses from a nationally representative sample of students. The overall data are not statistically weighted to reflect the U.S. or Canada student population; therefore, local schools and districts should use the overall data cautiously as a data comparison. School and district data and scorecards provide meaningful data for local comparisons and may inform strategic initiatives and programming, though the results are not generalizable beyond the participating school or district.

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Gallup Student Poll
Engaged Today — Ready for Tomorrow

Merrimack Middle School

2023 SCORECARD

INTRODUCTION

This Gallup Student Poll - provided by the New Hampshire Learning Initiative - is a 24-question survey that measures engagement, hope, entrepreneurship and financial literacy, and career-connected learning of students in 5th through 12th grade.



Engagement: The involvement in and enthusiasm for school.



Hope: The ideas and energy students have for the future.



Entrepreneurship and Financial Literacy



Career-Connected Learning

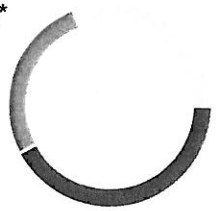
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Engagement

The Involvement in and Enthusiasm for School

ENGAGEMENT INDEX*
N=389



27% Engaged

31% Not Engaged

42% Actively Disengaged

ENGAGEMENT GRANDMEAN	Your School PAST	Your School CURRENT	NHLI Participants PAST	NHLI Participants CURRENT	Overall GSP Database**
Overall	-	**3.45**	-	**3.46**	**3.83**
At this school, I get to do what I do best every day.	-	3.06	-	3.16	3.52
My teachers make me feel my schoolwork is important.	-	3.47	-	3.46	3.97
I feel safe in this school.	-	3.79	-	3.36	3.84
I have fun at school.	-	3.12	-	3.04	3.43
I have a best friend at school.	-	4.56	-	4.31	4.34
In the last seven days, someone has told me I have done good work at school.	-	2.86	-	3.26	3.58
In the last seven days, I have learned something interesting at school.	-	3.12	-	3.29	3.82
The adults at my school care about me.	-	3.49	-	3.50	3.82
I have at least one teacher who makes me excited about the future.	-	3.65	-	3.76	4.06

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
-	-	3.57	3.32	-	-	-	-

ITEM RESPONSES	TOTAL N	%1 Strongly Disagree	%2	%3	%4	%5 Strongly Agree
At this school, I get to do what I do best every day.	389	6	20	41	29	5
My teachers make me feel my schoolwork is important.	406	6	16	28	28	23
I feel safe in this school.	403	4	8	23	34	31
I have fun at school.	406	12	19	27	30	13
I have a best friend at school.	401	3	2	6	14	75
In the last seven days, someone has told me I have done good work at school.	384	28	17	16	18	21
In the last seven days, I have learned something interesting at school.	391	17	18	22	22	21
The adults at my school care about me.	390	6	15	26	31	22
I have at least one teacher who makes me excited about the future.	400	9	13	19	24	36

*A minimum n size of 100 is required for full index results and an n size of 30 for percentage engaged only results.

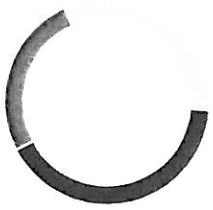
**Overall GSP Database reflects results from previous five school years.

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Hope

The Ideas and Energy Students Have for the Future

HOPE INDEX*
N=393



26% Hopeful
33% Stuck
41% Discouraged

HOPE GRANDMEAN	Your School		NHLI Participants		Overall GSP Database**
	PAST	CURRENT	PAST	CURRENT	
Overall	-	**3.91**	-	**3.96**	**4.25**
I know I will graduate from high school.	-	4.41	-	4.46	4.61
I have a great future ahead of me.	-	3.97	-	4.03	4.35
I can think of many ways to get good grades.	-	3.76	-	3.83	4.13
I have many goals.	-	3.84	-	3.80	4.11
I can find many ways around problems.	-	3.62	-	3.65	3.87
I know I will find a good job in the future.	-	3.90	-	3.95	4.33

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
-	-	3.85	3.99	-	-	-	-

ITEM RESPONSES		%1	%2	%3	%4	%5
	TOTAL N	Strongly Disagree				Strongly Agree
I know I will graduate from high school.	396	2	3	9	24	62
I have a great future ahead of me.	391	3	5	19	39	35
I can think of many ways to get good grades.	405	5	10	19	38	29
I have many goals.	405	5	12	15	29	39
I can find many ways around problems.	407	3	12	28	35	23
I know I will find a good job in the future.	387	4	7	19	34	36

*A minimum n size of 100 is required for full index results and an n size of 30 for percentage hopeful only results.
**Overall GSP Database reflects results from previous five school years.

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Entrepreneurship and Financial Literacy

ENTREPRENEURSHIP AND FINANCIAL LITERACY

N=409

ENTREPRENEURSHIP AND FINANCIAL LITERACY	Your School		NHLI Participants	
	PAST	CURRENT	PAST	CURRENT
I am learning how to start and run a business in school.	-	2.22	-	2.31
I am learning how to save and spend money in school.	-	3.13	-	2.65

ITEM RESPONSES BY GRADE

	5th	6th	7th	8th	9th	10th	11th	12th
I am learning how to start and run a business in school.	-	-	2.37	2.05	-	-	-	-
I am learning how to save and spend money in school.	-	-	3.33	2.91	-	-	-	-

ITEM RESPONSES

	TOTAL N	%1 Strongly Disagree	%2	%3	%4	%5 Strongly Agree
I am learning how to start and run a business in school.	380	33	30	23	11	3
I am learning how to save and spend money in school.	402	14	15	24	37	10

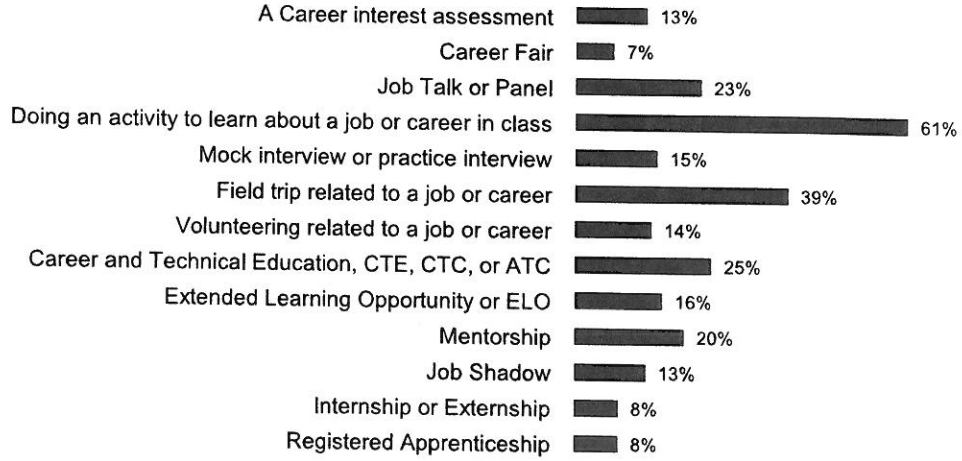
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Career-Connected Learning

CAREER-CONNECTED LEARNING
N=409

CAREER-CONNECTED LEARNING	Your School		NHLI Participants	
	PAST	CURRENT	PAST	CURRENT
My school offers many Career-Connected Learning opportunities.	-	2.71	-	3.43
I would like to participate in more Career-Connected Learning opportunities at my school.	-	3.57	-	3.59
The Career-Connected Learning opportunities at my school have informed what I plan to do after high school.	-	2.69	-	2.97
While at school this year, I learned about a job or career that I had not heard of before.	-	2.89	-	3.10
My experiences at this school make me feel like there are many different types of jobs that could be a good fit for me.	-	2.96	-	3.20
The job or career activities at my school include the types of jobs and careers I'm interested in.	-	2.56	-	3.01

Have you ever participated in the following Career-Connected Learning opportunities through your school?



ITEM RESPONSES	TOTAL N	%1 Strongly Disagree	%2	%3	%4	%5 Strongly Agree
My school offers many Career-Connected Learning opportunities.	370	15	26	36	20	4
I would like to participate in more Career-Connected Learning opportunities at my school.	388	6	9	28	35	22
The Career-Connected Learning opportunities at my school have informed what I plan to do after high school.	349	17	23	39	15	6
While at school this year, I learned about a job or career that I had not heard of before.	392	18	22	20	31	8
My experiences at this school make me feel like there are many different types of jobs that could be a good fit for me.	386	13	19	34	28	6
The job or career activities at my school include the types of jobs and careers I'm interested in.	359	20	25	38	14	3

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ITEMS BY GRADE

	Your School							
	5th	6th	7th	8th	9th	10th	11th	12th
ENGAGEMENT GRANDMEAN BY GRADE	-	-	3.57	3.32	-	-	-	-
At this school, I get to do what I do best every day.	-	-	3.17	2.95	-	-	-	-
My teachers make me feel my schoolwork is important.	-	-	3.59	3.33	-	-	-	-
I feel safe in this school.	-	-	3.81	3.77	-	-	-	-
I have fun at school.	-	-	3.22	2.99	-	-	-	-
I have a best friend at school.	-	-	4.63	4.47	-	-	-	-
In the last seven days, someone has told me I have done good work at school.	-	-	3.10	2.58	-	-	-	-
In the last seven days, I have learned something interesting at school.	-	-	3.19	3.03	-	-	-	-
The adults at my school care about me.	-	-	3.62	3.33	-	-	-	-
I have at least one teacher who makes me excited about the future.	-	-	3.77	3.51	-	-	-	-
HOPE GRANDMEAN BY GRADE	-	-	3.85	3.99	-	-	-	-
I know I will graduate from high school.	-	-	4.32	4.50	-	-	-	-
I have a great future ahead of me.	-	-	3.89	4.06	-	-	-	-
I can think of many ways to get good grades.	-	-	3.76	3.75	-	-	-	-
I have many goals.	-	-	3.69	4.01	-	-	-	-
I can find many ways around problems.	-	-	3.63	3.61	-	-	-	-
I know I will find a good job in the future.	-	-	3.85	3.97	-	-	-	-
ENTREPRENEURSHIP AND FINANCIAL LITERACY BY GRADE								
I am learning how to start and run a business in school.	-	-	2.37	2.05	-	-	-	-
I am learning how to save and spend money in school.	-	-	3.33	2.91	-	-	-	-
CAREER-CONNECTED LEARNING BY GRADE								
My school offers many Career-Connected Learning opportunities.	-	-	2.75	2.67	-	-	-	-
I would like to participate in more Career-Connected Learning opportunities at my school.	-	-	3.41	3.74	-	-	-	-
The Career-Connected Learning opportunities at my school have informed what I plan to do after high school.	-	-	2.62	2.76	-	-	-	-
While at school this year, I learned about a job or career that I had not heard of before.	-	-	2.88	2.90	-	-	-	-
My experiences at this school make me feel like there are many different types of jobs that could be a good fit for me.	-	-	2.95	2.98	-	-	-	-
The job or career activities at my school include the types of jobs and careers I'm interested in.	-	-	2.59	2.52	-	-	-	-

- No Data available

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SELF-REPORTED ITEMS

These items are used for statistical purposes only.

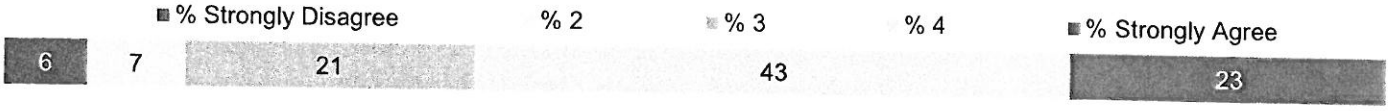
I HAVE A MENTOR WHO ENCOURAGES MY DEVELOPMENT.



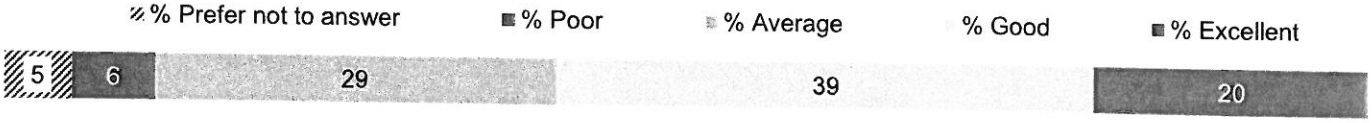
I AM INVOLVED IN AT LEAST ONE ACTIVITY, SUCH AS A CLUB, MUSIC, SPORTS, OR VOLUNTEERING.

% Yes	% No
75%	25%

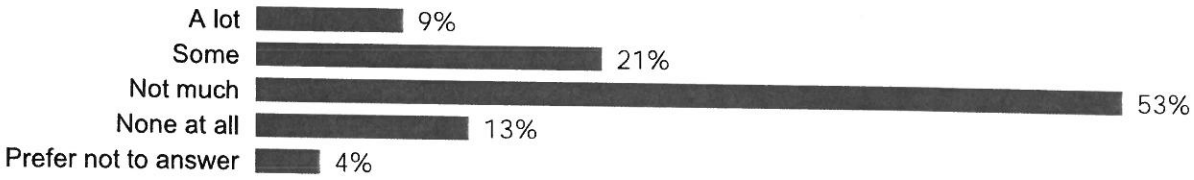
COMPARED TO MOST STUDENTS, I DO WELL IN SCHOOL.



WHICH OF THE FOLLOWING BEST DESCRIBES THE GRADES YOU GET AT SCHOOL?



HOW OFTEN DID YOU MISS SCHOOL LAST YEAR?



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Appendix

GALLUP STUDENT POLL METHODOLOGY AND LIMITATIONS OF POLLING

The annual Gallup Student Poll is available for schools and districts in the U.S. and Canada for a fee. The online poll is completed by a convenience sample of schools and districts. Gallup does not randomly select schools participating in the annual Gallup Student Poll. Schools and districts receive a scorecard with school or district-specific data. Participation rates vary by school. The poll is conducted during a designated survey period and available during school hours Monday through Friday only. The Gallup Student Poll is administered to students in 5th through 12th grade. The Gallup Student Poll adds additional elements for understanding school success beyond cognitive measures.

The overall data from the annual administration of the Gallup Student Poll may not reflect responses from a nationally representative sample of students. The overall data are not statistically weighted to reflect the U.S. or Canada student population; therefore, local schools and districts should use the overall data cautiously as a data comparison. School and district data and scorecards provide meaningful data for local comparisons and may inform strategic initiatives and programming, though the results are not generalizable beyond the participating school or district.

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