



Wilton-Lyndeborough Cooperative School District
School Administrative Unit #63

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Curriculum Coordinator Report October 20, 2026

Curriculum

Across the district, we continue to prioritize our curriculum development and revision. At LCS/FRES teachers are embedding composting, soil science, and vermiculture into their existing curriculum, giving students hands-on opportunities to learn about decomposition, ecosystems and sustainability. Our middle school continues to work on the Health curriculum, developing middle school competencies that are aligned to the SHAPE standards and build toward the previously developed high school competencies.

Instruction

I've continued to craft a district-wide newsletter designed to keep staff informed, inspired, and connected. Each edition is packed with professional development opportunities, research-based instructional strategies, helpful district-wide resources, and more, all in one convenient place.

The Math Instructional Coach joins our 1st grade team during their IMPACT meetings, and their planning period (when invited) to support their work. Our Instructional Coach has worked closely with the 1st grade team to review the data collected for all students and made adjustments to improve efficiency and reduce redundancy. The coach has also supported teachers during math class by offering instructional strategies that strengthen student learning. In addition, the coach reviewed the students that qualified for WIN (Title 1) against the readiness screener for the new EnVision + math program, and worked with the 1st grade team to develop a plan for students who showed skill deficits. The plan focuses on building those missing skills before students begin the unit where the skills apply.

To make the screener data more useful, the coach also created a data tracking template for the readiness screener. This template has two tabs, one for the students name along with the questions they answered correctly, the second sheet aligns those questions with standards from the previous grade-level that students are missing. After developing this template with 1st grade, the coach created a version for each grade, 1 through 5, so that moving forward every team has the same tool to guide instruction.

Wilton-Lyndeborough Cooperative School District provides a safe and educational environment that promotes student exploration, critical thinking and responsible citizenship.

Professional Learning

We held two in-district professional development days so far this school year. Our first professional development day was September 30, 2026. This was a ½ day for professional development. This was a “Podcast and PD Day” Teachers were given a Google Sheet with several tabs along the bottom with several resources (podcasts, OpenSciEd Webinars, EnVision+ webinars, etc.) to listen to/watch based on what they need to learn more about as educators. This allowed every teacher from Special Education to FaCS and PreSchool to P.E. to have professional learning tailored to them as an individual learner. Some teachers also attended CPR. Teachers were asked for feedback regarding the day and were asked to share one thing they learned these are some of the responses from the teachers “When dealing with behaviors, first try to figure out what skill is missing which is causing the behavior, in order to teach the skill to prevent the behavior from re-occurring.”, “One thing I took away from listening to several episodes of The Teacher Life is that teaching is constantly changing, and it is important to be willing to reflect on what is working and what may need to change. I appreciated hearing practical ideas and reminders about classroom management, student engagement, building relationships with students, and finding ways to make teaching more manageable.”, “I learned how to perform CPR and life-saving first aid measures”. Teachers were also asked what could be done to make professional development more effective. Some of the responses included: “More time to collaborate with team.”, “I loved this PD!”, and “Less options - made it harder to decide which ones to listen to with so many good options!!”.

Our second professional development day was October 9, 2026. This was a full-day professional development day. Based on feedback from surveys last year, we invited Polly Bath to come back again this year, but brought her back later in the year so teachers had experiences to pull from. We had Polly Bath come back for a ½ day with each grade span group K-5, 6-12 to work more closely with each set of teachers to allow the PD to be more targeted at age-specific areas to address. We also had a EnVision+ Educational Consultant come to support our K-5 and 6-8 teachers in implementation of the new math program. She dug deeper into the three different types of math lessons the program has, the different tools available to teachers on the online platform (differentiation tools, support in building scaffolded questions, etc.) and different research-based instructional strategies for math. Other teachers worked on curriculum development, NH SAS planning etc. Teachers were asked for feedback regarding the day and were asked to share one thing they learned these are some of the responses from the teachers “I enjoyed Polly Bath today, it was nice that it was smaller group and we had the chance to ask question and dig deeper.”, “Language in math and how to actually use the proper words / explanations in order to solve these more complex problems”, “One valuable thing I learned is that how I perceive a behavior leads to emotion, which can negatively impact how I respond to a situation. To be more decisive and deliberate about my response to classroom behaviors, I need to remove the emotional component and reassess my perception.” Teachers were also asked what could be done to make professional development more effective. Some of the responses included: “Sharing ideas on how to get the kids out of the classroom and into the community”, “more collaboration time to think and reflect how to best implement the practices learned in the AM session into first grade”, “It was great”.

Assessment

We have completed our fall round of iReady testing in grades K-9. In addition, LCS and FRES have completed their reading and math benchmark assessments using Acadience. Our WIN Coordinator, Bridgette Fuller, and Reading Specialist, Mrs. Cargill, facilitated Data Meetings for grades K-5 to triangulate this data and develop action plans for every student at LCS and FRES. The middle school teams met to analyze their data and determine WIN plans for each of the middle school students.

LCS

I have had the opportunity to be at LCS twice a week, which has allowed me to build meaningful connections with staff and students. During this time, I was able to join the school's field trip to Windy Hill Apple Orchard, and I visit all of the classrooms each day I am there. Being present in this way gives me a firsthand view of the learning taking place and helps me better support teachers and students.

Grants

I continue to manage Title I, Title II, and Title IV grant funding for the district. As part of this responsibility, I meet with the Dean of Pedagogy at High Mowing to discuss their portions of the allocations we receive for Title II and Title IV. I have been asked to consult with their high school administrator this year as well to support their Title IV requests. The most recent grant activities for each grant are as follows:

Title I: Title I Teachers during the school day for all buildings.

Title II: Math Professional Development for the new math program

Title IV: Innovation materials for LCS/FRES

In addition, I have met with Kristie, Peter, and Ned to ensure that we are in compliance with the requirements from the Department of Education for all of our grants. When we meet, we are following the calendar shared from the DOE this summer.