

SAU 50 Strategic Planning Document 2024-2029



“To endeavor to meet the needs of students of various levels of potential and ability in order to develop in those students academic and social skills, confidence, flexibility, and independence of thought and action.”

Approved by the SAU 50 Joint Board: _____

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Portrait of a Learner Process

With input from various stakeholders including staff, parents, students, School Board members, administrators and community members, SAU 50 has developed a *Portrait of a Learner*. This process included surveys distributed through newsletters, community forums in each district, focused conversations with staff from all schools, and detailed feedback from the administrative team and School Board members.

This document presents the final version of the *Portrait of a Learner* as well as an expanded version with vision statements and descriptors. The expanded version was created from staff input during the March 12th professional development day. Staff were asked to describe what each characteristic looks like in students at their grade level or in the subject they teach. The expanded version is presented in three grade level bands (K-2, 3-5, 6-8). While the list for each could be much longer, this will hopefully give our community a clearer picture of the Portrait of a Learner in practice and open up opportunities for parents and community members to also support the development of these characteristics in our students.

The Portrait of a Learner represents a common set of community values which define the characteristics we strive for all of our students to embody by the time they leave 8th Grade. This can only be accomplished through the collective work of all stakeholders. It provides a clear vision and well articulated goals to monitor our progress. This strategic planning document is meant to guide much of our work on implementing our *Portrait of a Learner* to the fullest extent possible.



Portrait of a Learner Committee

<u>The SAU 50 Joint Board</u>	<u>Administrative Team</u>	<u>Teaching and Learning Team</u>
<ul style="list-style-type: none"> ● Patrick Walsh ● Talley Westerberg ● John Balboni ● Scot Hopps ● Katie Curtis ● Matt Curtin ● Katherine Errecart ● Susan Ross ● Michelle Wheeler ● Laura Belden ● Jane Lannon ● Kate Hermon ● Pam Stearns ● Mandy Murphy ● Jaclyn Karabinas ● Jessica Morgan 	<ul style="list-style-type: none"> ● Steve Zadravec ● Dave Hobbs ● Susan Penny ● Brian Helfrich ● Chris Russo ● Stacey Kirby ● Michelle Pitts ● Anne Gilbert ● Tamara Hallee ● Lauren Teeden ● Peter Latchaw ● Bryan Belanger Jr. ● Meg Louney ● Shonda Thibeault 	<ul style="list-style-type: none"> ● Anna Spaulding ● Amy Reynolds ● Chrissy Vogel ● Tamara Hallee ● Anne Gilbert ● Michelle Pitts ● Jennifer Sabine ● Peter Latchaw ● Michelle Wheeler ● Steve Zadravec ● Dave Hobbs

SAU 50 Adopted Portrait of a Learner

AS A PERSON, I AM:

- Kind- I show empathy, compassion, and consideration for others.
- Confident- I strive to be independent, self-assured, and prepared to achieve goals.
- Creative- I use my imagination to express myself and share original ideas.
- Mindful - I build healthy habits for my personal well being.

AS A CITIZEN, I AM:

- Respectful- I behave courteously and am thoughtful of the feelings, wishes, rights, and traditions of others.
- Engaged- I participate in my community and explore what makes it unique, while keeping a global perspective.
- Responsible- I hold myself accountable and take action when appropriate.
- Collaborative- I listen and communicate effectively and work well with others.

AS A LEARNER, I AM:

- Resourceful- I use tools, materials, and critical thinking skills to address issues and to solve problems.
- Persistent- I keep trying and approach learning with resilience, motivation, and flexibility.
- Prepared- I take on academic challenges and equip myself to succeed in a variety of settings.
- Curious- I explore learning opportunities with wonder and reflection.

Expanded SAU 50 Portrait of a Learner

Traits of a Person: Vision Statement

Our students experience significant personal growth, thanks to the dedicated support of community mentors and active parental involvement. We cultivate an environment where students can embrace their true selves, interact playfully, and develop healthy habits, all while enjoying nutritious farm-to-table meals that support their well-being.

Our committed staff work tirelessly to create a nurturing culture of learning, where every student feels welcomed and safe. We emphasize personal growth by equipping both staff and students with the tools to address interpersonal issues with confidence and to engage in effective conflict resolution.

We envision our school as a space where students evolve into confident problem-solvers who are self-directed and reflective. Our classrooms serve as safe havens that encourage kindness, creativity, and mutual respect. Here, each student and staff member plays a vital role in fostering a supportive, inclusive, and dynamic educational experience that enhances their personal and academic development.



Kind: our students show empathy, compassion, and consideration for others.

In K-2, evidence of kindness is seen in students' everyday interactions and behaviors. Young children demonstrate kindness by greeting others, saying "please" and "thank you," and apologizing when necessary. They show empathy through actions such as offering help, taking turns, sharing, and including others in their play.

What evidence do we see in our K-2 students?

- Greeting, saying please and thank you
- Apologizing
- Offering to help
- Taking turns and sharing
- Including others in play



For students in grades 3-5, kindness extends to more complex social interactions. In addition to the behaviors observed in younger students, these children help younger peers, understand the impact of their actions on others, and stand up for their classmates. They practice treating others as they would like to be treated, celebrate others' successes, and work to repair conflicts.

What evidence do we see in our 3-5 students?

- Including all K-2 evidence
- Helping younger students
- Understanding how actions affect others
- Standing up for others
- Treating others as they would want to be treated
- Applauding the success of others
- Repairing a conflict

By grades 6-8, kindness is reflected in advanced social skills and deeper understanding. These students exhibit strong collaboration, avoid judging others based on differences, and show respect towards peers and staff. They build empathy by understanding different perspectives, engage in active listening, and are willing to share their thoughts and provide constructive feedback.

What evidence do we see in our 6-8 students?

- Including all K-5 evidence
- Offering collaboration
- Not judging others based on differences
- Respectful to peers and staff
- Building empathy and seeing another's' perspective
- Active listening
- Being willing to share thinking and give feedback

Confident: our students are independent, self-assured, and prepared to achieve goals.

In K-2, evidence of confidence in students is seen through their use of positive self-talk and their willingness to take both academic and social risks. They are comfortable making mistakes and are able to initiate and complete tasks independently. These young students show self-advocacy by seeking help when needed and are eager to participate in group activities, demonstrating both independent and collaborative work skills.

What evidence do we see in our K-2 students?

- Positive self-talk
- Taking academic and social risks
- Being OK with making mistakes
- Task initiation and completion
- Advocating for help
- Willingness to share in group time
- Completing work independently and in a group



Students in grades 3-5 exhibit further development of confidence by not only continuing the behaviors seen in K-2 but also by effectively finding and using tools and resources. They are capable of working independently, embrace challenges, and often go beyond the basic requirements of assignments. Additionally, they actively volunteer to share their work and ask insightful questions, reflecting a deeper level of self-assurance.

What evidence do we see in our 3-5 students?

- Including all K-2 evidence
- Understanding how to find and use tools and resources
- Working well independently
- Taking on challenges
- Going beyond the minimum
- Volunteering to share
- Asking questions



By grades 6-8, confidence is marked by a growth mindset and openness to feedback. These students not only continue the behaviors observed in earlier grades but also actively seek out feedback to improve. They persevere through complex problems and maintain a positive attitude towards challenges, demonstrating a mature level of self-assuredness and resilience.

What evidence do we see in our 6-8 students?

- Including all K-5 evidence
- Growth mindset
- Open to feedback
- Asking for feedback
- Persevering through problems

Creative: our students use their imagination to express themselves and share original ideas.

In our K-2 students, we observe a variety of activities that indicate their development and engagement. These young learners often partake in imaginary play, showcasing their ability to create and explore different scenarios. They exhibit flexibility in their choices and interests, frequently trying out new materials and engaging in creative art. Dramatic play is a common occurrence, where children take on roles and act out stories, and journal and creative writing activities help them express their thoughts and ideas.

What evidence do we see in our K-2 students?

- Imaginary play
- Flexibility in choices/interests
- Exploring new materials
- Creative art
- Dramatic play
- Journal and creative writing



As students move into grades 3-5, we continue to see all the evidence from K-2, but with additional layers of complexity and independence. These students begin to make choices based on their interests, demonstrating a deeper understanding and personal connection to their activities. They often put their own unique spin on projects, reflecting their growing sense of identity and creativity. Furthermore, they are capable of coming up with original solutions or ideas, showing an advanced level of critical thinking and problem-solving skills.

What evidence do we see in our 3-5 students?

- Including all K-2 evidence
- Making choices based on interest
- Putting their own “spin” on projects
- Can come up with original solution or idea

By the time students reach grades 6-8, they incorporate all the evidence from K-5, but their capabilities are even more pronounced. These older students engage in storytelling and fiction writing, where they craft elaborate narratives. They take on student-driven projects that allow them to explore topics of personal interest deeply. Integrating art into their work becomes more sophisticated, and they demonstrate divergent thinking, offering multiple perspectives and innovative solutions to problems. This progression highlights their expanding cognitive and creative abilities as they mature.

What evidence do we see in our 6-8 students? What does this look like in grades 6-8?

- Including all K-5 evidence
- Storytelling, fiction writing
- Student-driven projects
- Integrating art
- Divergent thinking

Mindful: our students build healthy habits for personal well being.

In K-2, students demonstrate self-awareness and self-regulation through their ability to identify and name their feelings, make healthy choices, and use quiet time effectively. They also show self-advocacy by asking for breaks when needed, indicating an early understanding of their own emotional needs and how to manage them.

What evidence do we see in our K-2 students?

- Self awareness and self regulation
- Quiet time
- Self advocacy for breaks
- Identifying and name feelings
- Making healthy choices

Students in grades 3-5 build on these foundational skills by balancing screen time and ensuring adequate sleep. They set personal goals, use a variety of strategies to regulate their emotions, and maintain a balanced diet. Their readiness to learn and ability to manage their personal well-being become more evident as they develop these habits.

What evidence do we see in our 3-5 students?

- Including all K-2 evidence
- Balance of screen time
- Sleeping appropriately
- Setting goals for self
- Using a toolbox of strategies to regulate
- Eating a balanced diet
- Ready to learn

By grades 6-8, students continue to demonstrate self-regulation and personal well-being by engaging in reading and writing for pleasure, reflecting on their experiences, and staying present in the moment. They utilize tools to address anxiety or boredom and recognize when they need a break, showing a more mature approach to managing their well-being and personal growth.

What evidence do we see in our 6-8 students?

- Including all K-5 evidence
- Reading and writing for pleasure
- Reflecting
- Engaged and in the moment
- Having tools to use when anxious or bored
- Recognizing the need for a break

Traits as a Citizen: Vision Statement

Our students are nurtured to become responsible and engaged citizens. Students understand the value of citizenship, regularly volunteering and giving back to their community. They seek opportunities with local businesses, organizations, and neighboring districts to personalize their learning, enrich their understanding, and engage in real-life, project-based learning.

We capitalize on our unique location, incorporating cultural diversity into our programming. Our students, as responsible citizens, support each other, embrace differences, and appreciate each individual's unique gifts. Partnerships between older and younger students foster a collaborative spirit. Volunteers, parents, and community members engage in enrichment activities, enhancing the learning experience.

Recognizing our district's growing diversity, we aim to make our students globally aware, reflecting cultures from around the world. Our community field space and dedicated stage showcase student learning, and a transportation van connects students with the community. UNH students regularly work with our students, further enriching their educational journey.

Our facilities are accessible to all, and we nurture community relationships among students, staff, and mentors. As citizens, students acknowledge their actions and roles, integrate with the community, and collaborate across grade levels. They are self-motivated, environmentally conscious, and have a consistent voice on School Boards.

Our schools offer extensive foreign language classes, and students, as engaged citizens, collaborate with peers across SAU 50 and SAU 52. Parents are invited to see final projects, understanding the learning process, while positive relationships with budget committees and strong PTO initiatives build community support.

Teachers are deeply invested in STEAM teaching and curriculum alignment, supported and challenged as strong leaders. We align schedules and resources across districts, fostering collaboration. Our community has clear opportunities to engage with and understand our district's vision and achievements.



Respectful: our students are thoughtful of the feelings, wishes, rights, and traditions of others.

In K-2, students show positive social interactions through their use of kind words and actions, raising their hand to speak, and demonstrating curiosity about others. They engage in active listening, which helps them build respectful and empathetic relationships with their peers.

What evidence do we see in our K-2 students?

- Using kind words and actions
- Raising hand to speak
- Curiosity about others
- Active listening

Students in grades 3-5 continue to exhibit these behaviors and further develop their social skills by being helpful to others, showing good sportsmanship, and lifting others up. They actively celebrate the successes of their peers, reflecting a deeper sense of community and support.

What evidence do we see in our 3-5 students?

- Including all K-2 evidence
- Helpful to others
- Demonstrate good sportsmanship
- Lifting others up
- Celebrate the success of others

By grades 6-8, students build on the skills observed in earlier grades by following along during mini-lessons and respecting the learning environment by minimizing distractions. They seek permission for various activities and are open to different opinions and views, demonstrating a mature understanding of respect and inclusivity in their interactions.

What evidence do we see in our 6-8 students?

- Including all K-5 evidence
- Following along during mini lessons
- Respecting the learning environment by not distracting others
- Asking for permission to do things
- Accepting of different opinions and views

Engaged: our students participate in their community and explore what makes it unique, while maintaining a global perspective.

In our K-2 students, we observe various indicators of engagement and enthusiasm for learning. They actively participate in learning activities, demonstrating on-task behavior and the ability to work both independently and in groups. These young learners exhibit excitement about learning and begin to collaborate within their community.



What evidence do we see in our K-2 students?

- Participating in learning activities
- On task behavior
- Working independently and in groups
- Excited to learn
- Collaborating in the community

For our 3-5 students, all the evidence seen in K-2 remains relevant, but we also notice additional signs of their growth and involvement. These students display their work both in school and in the community, engage in extracurricular activities, and participate in morning meetings. Their continued enthusiasm for learning is evident as they increasingly take pride in sharing their achievements.

What evidence do we see in our 3-5 students?

- Including all K-2 evidence
- Students display work in school and community
- extracurricular activities
- Participation in morning meeting

In our 6-8 students, we observe all the behaviors noted in K-5, with further developments that showcase their maturity and deeper connection to their surroundings. These students ask curious questions, tie their projects into school or town events, and interact with the public during showcase events. They also actively participate in town events, reflecting a strong bond with their community and an understanding of their role within it.

What evidence do we see in our 6-8 students?

- Including all K-5 evidence
- Asking curious questions
- Tie projects into school or town events
- Interacting with public during showcase events
- Participating in town events

Responsible: our students hold themselves accountable and take action when appropriate.

In our K-2 students, we observe them applying regulation strategies, following directions and classroom procedures, and seeking adult assistance when appropriate. They also display encouraging behavior towards peers and offer help to others, showing early signs of social responsibility and cooperation.

What evidence do we see in our K-2 students?

- Applying regulation strategies
- Encouraging
- Following directions and classroom procedures
- Offering help
- Seeking adult assistance when appropriate

For our 3-5 students, all the evidence seen in K-2 continues to be present, along with additional indicators of personal growth. These



students engage in honest conversations, come to class organized and prepared, and take accountability for their actions. They reflect on their own behavior, demonstrate empathy towards others, and play fair, showcasing a deeper understanding of social interactions and responsibility.

What evidence do we see in our 3-5 students?

- Including all K-2 evidence
- Honesty in conversations
- Organized and prepared for class
- Being accountable for taking action
- Reflecting on own behavior
- Empathy towards other
- Playing fair

In our 6-8 students, we see all the behaviors noted in K-5, with further advancements that highlight their maturity and independence. They turn in work on time, seek help when needed, and take initiative by doing positive things without being asked. These behaviors reflect their growing sense of self-regulation, responsibility, and proactive engagement in their learning and community environment.

What evidence do we see in our 6-8 students?

- Including all K-5 evidence
- Turning in work on time
- Seeking help when needed
- Doing positive things without being asked

Collaborative: our students listen, communicate effectively, and work well with others.

In our K-2 students, we observe several key indicators of positive social interaction and cooperation. They encourage peers to meet common goals, take turns, and show interest in others. These young learners work well in small groups, engage in turn-and-talk activities, ensure everyone has a voice, and resolve conflicts with their peers.

What evidence do we see in our K-2 students?

- Encouraging peers to meet common goals
- Turn taking
- Showing interest in others
- Working well in small groups
- Turn and talk
- Everyone has a voice
- Resolving conflict with peers

For our 3-5 students, we see all the evidence noted in K-2, along with additional signs of their growing interpersonal skills. They practice reflective listening, balance listening to others with offering their own ideas, and work well with all peers. These students also support the efforts of others, demonstrating a

deeper level of empathy and teamwork.

What evidence do we see in our 3-5 students?

- Including all K-2 evidence
- Reflective listening
- Balance listening to others and offering ideas
- Works well with all peers
- Supports efforts of others

In our 6-8 students, the evidence from K-5 is still present, with further development in their social and cooperative abilities. They exhibit flexibility, help others without adult prompting, and take responsibility in group projects. These students follow through with commitments and engage in dialogue rather than debate, reflecting their maturity and strong sense of accountability.

What evidence do we see in our 6-8 students?

- Including all K-5 evidence
- Being flexible
- Helping without adult prompting
- Being responsible in group projects
- Following through with commitments
- Dialogue vs. debating

Traits as a Learner: Vision Statement

Our students are active, engaged learners provided with clear learning targets and unique educational opportunities. We ensure continuous tracking of student progress, both in the classroom and through state testing, across all school levels. This collaborative effort involves teachers, administration, parents, and students, guaranteeing proficiency in standards and fostering deep, meaningful learning.

We have established a comprehensive assessment system to monitor student development, integrating regular and special education seamlessly. Our students, as learners, are critical thinkers and problem-solvers, immersed in enrichment and leadership opportunities that create an intellectually stimulating environment. In language arts and writing, we track their progression beyond grades and state tests using a robust system.



Vertical teaming between SAU 50 and SAU 52 ensures smooth transitions for students between elementary, middle, and high school. Our schools feature outdoor learning spaces, artistic activity areas, afterschool programs, and integrated sensory spaces. Students have agency and choice in their learning, challenging themselves within a rigorous environment that emphasizes project-based learning and comprehensive capstone projects.

Students and staff use AI responsibly, adhering to district policies, and benefit from up-to-date technology and advanced STEAM opportunities. Personalized learning is a cornerstone, meeting students where they are and providing them with the necessary tools for success. Flexible grouping within classrooms and between grades ensures equitable access to unique opportunities for all learners.

Teachers collaborate across all grades, creating an integrated curriculum and equitable access to opportunities. They are trained in research-based programming, are lifelong learners, and utilize technology appropriately for deep intellectual work. Students have access to varying academic pathways, including coding, and are engaged in project-based learning at every grade level.

Our schools offer personalized learning based on student needs, with students excelling as readers, writers, and mathematicians. Staff collaboration and cross-grade partnerships unify our schools, creating a cohesive learning journey and fostering a supportive, innovative educational environment for all learners.

Resourceful: our students use tools, materials, and critical thinking skills to address issues and to solve problems.

In our K-2 students, we see clear evidence of their growing familiarity with the classroom environment and their developing social skills. They know where materials are located in the classroom and understand the importance of sharing with their peers. These young students also demonstrate problem-solving abilities, knowing what to do if something breaks or a mess is made. Additionally, they use appropriate tools for tasks in various content areas, indicating their understanding of the resources available to them.

What evidence do we see in our K-2 students?

- Knowing where materials are in the classroom
- Knowing how to share
- Knowing what to do if something breaks or makes a mess
- Using appropriate tools for tasks in content areas

For our 3-5 students, all the evidence observed in K-2 remains present, but they show enhanced capabilities and independence. These students apply previous knowledge to new tasks, demonstrating their ability to build on what they have learned. They effectively use tools to solve problems and are increasingly able to complete work independently, showcasing their growing confidence and self-reliance.

What evidence do we see in our 3-5 students?

- Including all K-2 evidence
- Applying previous knowledge to a task
- Applying tools to solve problems
- Able to complete work independently

In grades 6-8, students continue to exhibit all the evidence seen in K-5, with added sophistication and depth in their skills. They utilize primary sources for their work, indicating an advanced level of critical thinking and resourcefulness. Consulting with peers becomes more common, reflecting their ability to

collaborate and seek diverse perspectives. Furthermore, these students engage in independent research, highlighting their initiative and capability to explore topics in greater detail on their own.

What evidence do we see in our 6-8 students?

- Including all K-5 evidence
- Utilizing primary sources
- Consulting with peers
- Independent research

Persistent: our students keep trying and approach learning with resilience, motivation, and flexibility.

In our K-2 students, we observe a resilient and curious mindset. They show persistence by not giving up when things get hard, continually trying their best and making repeated attempts to succeed. These young learners are also willing to try something new, demonstrating an openness to new experiences and a desire to explore.

What evidence do we see in our K-2 students?

- Not giving up when things get hard
- Trying their best
- Trying again
- Willing to try something new

As students progress to grades 3-5, they retain all the characteristics seen in K-2, but their attitudes and motivations become more nuanced. They develop a growth mindset, understanding that effort leads to improvement. These students are intrinsically motivated, driven by internal satisfaction rather than external rewards. They actively take on new challenges and engage in healthy risks, showcasing their willingness to push boundaries and expand their capabilities.

What evidence do we see in our 3-5 students?

- Including all K-2 evidence
- Growth mindset
- Intrinsically motivated
- Taking on new challenges
- Intrinsically motivated
- Engaging in healthy risks

By grades 6-8, students exhibit all the traits from K-5 with an increased level of ambition and initiative. They consistently go above and beyond in their efforts, often taking on new challenges with enthusiasm. This demonstrates their commitment to personal growth and excellence, highlighting their maturity and dedication to achieving higher standards.

What evidence do we see in our 6-8 students?

- Including all K-5 evidence
- Going above and beyond
- Taking on new challenges

Prepared: our students take on academic challenges and equip themselves to succeed in a variety of settings.

In our K-2 students, we see a strong foundation for learning and engagement. They consistently show up with a positive attitude and a readiness to learn, putting forth their best effort in all activities. These young students follow classroom routines and expectations, indicating their understanding of the classroom environment and their role within it.

What evidence do we see in our K-2 students?

- Showing up with a positive attitude and ready to learn
- Putting forth best effort
- Following classroom routines and expectations

As students advance to grades 3-5, they continue to demonstrate all the positive behaviors seen in K-2, with added enthusiasm and accomplishment. They are excited about learning and successfully complete assignments, showing solid basic skills and conceptual understanding. These students understand expectations clearly and begin to take on choice challenges, reflecting their growing independence and willingness to explore new opportunities.

What evidence do we see in our 3-5 students?

- Including all K-2 evidence
- Excited about learning
- Completing assignments successfully
- Solid basic skills and conceptual understanding
- Understanding expectations
- Taking on choice challenges



In grades 6-8, students build upon the evidence observed in K-5 with greater adaptability and application of their learning. They adeptly handle different academic challenges and apply their knowledge in multiple real-world contexts. These older students are willing to take risks and solve complex problems, demonstrating advanced critical thinking skills. They communicate their thinking effectively and utilize multiple resources and sources to support and enhance their problem-solving efforts, showcasing their ability to engage in sophisticated, independent inquiry.

What evidence do we see in our 6-8 students?

- Including all K-5 evidence
- Adapting to different academic challenges
- Applying learning in multiple real world contexts
- Willing to take risks
- Solving complex problems
- Communicating their thinking
- Using multiple resources to solve problems
- Using multiple sources to support thinking

Curious: our students explore learning opportunities with wonder and reflection.

In our K-2 students, we see a natural curiosity and eagerness to learn. They frequently ask questions, try new things, and engage in a variety of explorations. These young learners are excited to learn and show a keen interest in exploring their individual passions.

What evidence do we see in our K-2 students?

- Asking questions
- Trying new things
- Engaging in a variety of explorations
- Excited to learn
- Exploring individual interests

As students progress to grades 3-5, they retain all the qualities observed in K-2, with an increased depth of engagement. They reflect on their experiences and make meaningful connections, often self-assessing their progress. These students ask questions about the world around them, exploring and making connections that enhance their understanding.

What evidence do we see in our 3-5 students?

- Including all K-2 evidence
- Reflecting on experiences and making connections
- Self assessing
- Asking questions about the world around them
- Exploring and make connections

By grades 6-8, students build upon the evidence from K-5 with more sophisticated critical thinking and inquiry skills. They challenge assumptions, showing comfort with uncertainty and a readiness to explore new ideas and projects. These students make connections between different disciplines and seek new evidence to support their claims or connections, demonstrating an advanced level of analytical and integrative thinking.

What evidence do we see in our 6-8 students?

- Including all K-5 evidence
- Not accepting something at face value
- Being comfortable with uncertainty
- Coming up with new ideas and projects
- Making connections between disciplines
- Finding new evidence to support a claim or connection



SAU 50 Potential Common Sources of Data

There are multiple sources of data across our SAU. The SAU 50 administrative team has been looking at assessment practices in each school to determine metrics that can be used to monitor our progress as an SAU on multiple indicators of student success. Below is a list of potential data sources, not all of which are currently common across all schools.

As a Person

- Teacher observations
- SEL Screeners
- Exhibitions
- Student clubs and activities
- Student and parent surveys
- School awards and recognitions
- Attendance and discipline data
- MTSS-B Data
- HOWLS

As a Citizen

- Community service projects
- After school activities
- Teacher rubrics
- Social studies seminar products
- Student government products
- Community mentor engagement
- Opportunities to practice public speaking

As a Learner

- State assessment data (SAS)
- STAR Assessment
- MTSS-A Data
- Performance Assessment Rubrics
- High school success indicators
- Classroom assessments
- Common PBL projects and/or rubrics
- Early literacy assessments
- Kindergarten readiness screeners
- Participation in academic clubs (Math Team, Robotics, etc.)
- Enrollment in advanced coursework



SAU 50 Goals, Strategies and Action Steps (2024-2029)

Traits as a Person: <ul style="list-style-type: none"> ● Kind: our students show empathy, compassion, and consideration for others. ● Confident: our students are independent, self-assured, and prepared to achieve goals. ● Creative: our students use their imagination to express themselves and share original ideas. ● Mindful: our students build healthy habits for personal well being. 		
<i>Goal</i>	<i>Strategies and Action Steps</i>	<i>Current Programming/ Initiatives</i>
All students will complete a self-assessment reflection at chosen grade levels aligned to the Portrait of a Learner characteristics.	<ul style="list-style-type: none"> ● Create a self-assessment tool for students aligned with <i>Portrait of a Learner</i> characteristics. ● Use HOWLS to evidence traits where aligned. ● Use SAEBRS where aligned. 	
All students will evidence success in the SEL curriculum areas appropriate for their grade level.	<ul style="list-style-type: none"> ● Deepen SEL programming at each grade level and align with <i>Portrait of a Learner</i> characteristics. 	
All students will be able to identify exemplars of <i>Portrait of a Learner</i> characteristics.	<ul style="list-style-type: none"> ● Expand opportunities for modeling and recognition of students displaying certain characteristics from the <i>Portrait</i>. ● Create opportunities to partner with parents on strategies to develop certain characteristics from the <i>Portrait</i>. 	

Traits as a Citizen:

- Respectful: our students are thoughtful of the feelings, wishes, rights, and traditions of others.
- Engaged: our students participate in their community and explore what makes it unique, while maintaining a global perspective.
- Responsible: our students hold themselves accountable and take action when appropriate.
- Collaborative: our students listen, communicate effectively, and work well with others.

<i>Goal</i>	<i>Strategies and Action Steps</i>	<i>Current Programming/ Initiatives</i>
All students will participate in a meaningful community service project at least once by the end of 5th grade and again by the end of 8th grade.	<ul style="list-style-type: none"> ● Develop community service projects, embedded in project-based learning, and aligned with priority standards. 	
All students will show evidence of citizen focused traits by the end of 8th grade.	<ul style="list-style-type: none"> ● Develop rubrics for <i>Portrait of a Learner</i> characteristics or embed the characteristics in existing rubrics. ● Use HOWLS to evidence traits where aligned. ● Use SAEBRS where aligned. 	
All students will have meaningful engagement in their community.	<ul style="list-style-type: none"> ● Expand opportunities for student government. ● Engage community members and local government in mentoring opportunities. 	

Traits as a Learner:

- Resourceful: our students use tools, materials, and critical thinking skills to address issues and to solve problems.
- Persistent: our students keep trying and approach learning with resilience, motivation, and flexibility.
- Prepared: our students take on academic challenges and equip themselves to succeed in a variety of settings.
- Curious: our students explore learning opportunities with wonder and reflection.

<i>Goal</i>	<i>Strategies and Action Steps</i>	<i>Current Programming/ Initiatives</i>
Every student will annually achieve at least one year’s worth of growth in each core academic area as measured by relevant data sources.	<ul style="list-style-type: none"> ● Develop a comprehensive assessment system including all core subjects and both quantitative and qualitative data. 	
All students will successfully engage in project-based learning units connected with established priority standards each year.	<ul style="list-style-type: none"> ● Develop anchor PBL projects at each grade level aligned with priority standards. ● Expand pathways for students to engage in rigorous and authentic learning experiences. ● Use HOWLS to evidence traits where aligned. 	
All students will show academic success on established PMS and PHS metrics (enrollment, grades, etc.).	<ul style="list-style-type: none"> ● Establish a dashboard of success indicators to track SAU 50 students at PHS. 	