



Rye School District Administrator Report
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In lieu of an update in the January Rye School Board Principal’s Report, we will be providing some insight into the work around developing a school based plan that supports our [SAU 50 Strategic Plan](#).

Please see the draft school Action Plans for “as a person” below:

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.

Rye Elementary School:

Portrait of a Learner Theme:

As a person, I am kind, confident, creative, and mindful.

SAU Goals:

All students will complete a self-assessment reflection at chosen grade levels aligned to the Portrait of a Learner characteristics.	All students will evidence success in the SEL curriculum areas appropriate for their grade level.	All students will be able to identify exemplars of <i>Portrait of a Learner</i> characteristics.
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Summary of work for RES:

At RES, we are engaging in valuable conversations that highlight the importance of character development and the Portrait of a Learner characteristics. We anchor this work using the Purposeful People curriculum by teaching a new character trait to our community of learners through all school assemblies. These assemblies allow us to provide

exemplars of traits, such as respect, responsibility and empathy (aligned with the POL characteristics), while providing specific examples of how this might be demonstrated at RES each day through academic and social interactions with adults and peers. As we teach these character traits and embed them in our culture, students will begin to self-assess their learning and understanding based on their developmental stage. In year 1 (2024-2025), we will begin to have these conversations as a staff but prioritize the teaching and modeling of the traits with students. Simultaneously, we are recognizing students for demonstrating these characteristics and working towards a common goal as a community. In year 2 (2025-2026), we will focus on defining and developing ways in which students evidence their social emotional learning. In the end, we hope they can identify exemplars within their school community and vocalize their own progress towards achieving individual pinnacle of kindness, confidence, creativity and mindfulness. In year 3 (2026-2027), a goal will be to solidify and make available various leadership opportunities that align to the POL characteristics, while establishing a process for self-assessment at each grade level. It is currently our goal to ensure students are exhibiting these vital POL characteristics every day and the focus on self-assessment and exemplars of leadership in the various traits will allow us to stay on track with these actions and goals.

Strategies for *as a person* goal:

- Determine the method of self-assessment for each grade level, based on readiness
- Establish tiered methods for learning and exhibiting SEL curriculum “success” for each grade level
- Model exemplars of POL success through a tiered approach, through school assemblies, classroom teaching and leadership programming

Actions for *as a person* goal:

Reflection

Year 1 (2024-2025)	Year 2 (2025-2026)	Year 3 (2026-2027)
<p>-Create school-wide strategies to teach and recognize POL qualities, such as the pom pom (school-wide) and sticker (individual) system.</p> <p>-Hold monthly assemblies to present each character trait in Purposeful People, connecting the POL traits as well.</p> <p>-Begin conversations about self-assessment strategies</p>	<p>-Students in at least two grade levels will complete a self-assessment linked to the POL characteristics.</p> <p>-RES will continue to implement strategies to demonstrate success linked to the POL characteristics through a tiered approach (school-wide, small group and individual)</p>	<p>-Students in all grade levels will self-assess, focusing on the POL and Purposeful People characteristics in the fall and in the spring.</p> <p>-Leadership opportunities will be concrete school-wide (buddies, fourth grade leadership blocks, etc) in an effort to provide exemplars of POL learner characteristics.</p>

at each grade level.		
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Rye Junior High School:

Portrait of a Learner Theme:

As a person, I am kind, confident, creative, and mindful.

SAU Goals:

All students will complete a self-assessment reflection at chosen grade levels aligned to the Portrait of a Learner characteristics.	All students will evidence success in the SEL curriculum areas appropriate for their grade level.	All students will be able to identify exemplars of <i>Portrait of a Learner</i> characteristics.
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Summary of work for RJH:

At Rye Junior High, we understand the necessity of including a comprehensive reflection and SEL program to support the wellness of our students. In Year 1 (2024-2025), students will engage in reflection each quarter in their Explore classes, using a team-developed process. Moving forward to 2025-2026, after the first and third quarters, students in grades 5-6 and 7-8 will reflect on their academic work and achievements through specific processes designed for each grade level. To further this process, in 2026-2027, each quarter students will complete a comprehensive reflection, including goal setting and a follow-up process to assess progress. To support their social-emotional development, students will participate in the state-approved SEL curriculum, "One Trusted Adult," once a week. In Year 2 (2025-2026), a team of staff will research additional SEL programs and select one that best meets the needs of our students at RJH. Staff will receive training and implement the chosen SEL program through Year 3 (2026-2027) and beyond, with a plan to reevaluate student programming needs in 2030. This thoughtful, evolving process will ensure that our students develop strong reflection habits and emotional intelligence, setting them up for success both academically and personally.

Strategies for *as a person* goal:

- Determine how often the reflection will happen: Explore and grade levels
- Create/research reflection tools such as rubrics
- Create a streamlined instructional process for presenting reflection to students.

Actions for *as a person* goal:

Reflection:

Year 1 (2024-2025)	Year 2 (2025-2026)	Year 3 (2026-2027)
Each quarter, students will reflect for Explore classes using a team developed process, using language	After quarter 1 and 3, students will reflect on their academic work and achievements using a 5/6 and	Each quarter, students will complete a comprehensive reflection that reflects elements from the Portrait of a

from the SAU Portrait of a Learner.	7/8 developed process that incorporates language from the Portrait of a Learner.	Learner that includes goal setting and a follow up process to assess goals.
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SEL curriculum:

Year 1 (2024-2025)	Year 2 (2025-2026)	Year 3 (2026-2027)
Students will complete the state approved SEL curriculum, One Trusted Adult, one time per week.	As students complete the SEL program One Trusted Adult, a team of staff will research SEL programs to determine and agree upon one that meets the needs of students at RJH, and most closely reflects Portrait of a Learner characteristics.	Staff will receive training and implement the agreed upon SEL program until 2030, at which time the student programming needs will be reevaluated.

Year 1 (2024-2025)	Year 2 (2025-2026)	Year 3 (2026-2027)
<p>Use the Star SAEBRS to assess social/emotional development for grades 5-8 in the fall and spring.</p> <p>RJH MTSS team will analyze the data from the most recent Star SAEBRS survey to understand students' emotional and social needs. Use this data to inform community-building strategies.</p>	<p>Use the Star SAEBRS to assess social/emotional development for grades 5-8 in the fall, winter, and spring.</p> <p>Provide staff with targeted PD on how to analyze SAEBRS data.</p> <p>Provide one community building event that reflects a need identified from 2024-2025 SAEBRS data.</p>	<p>Use the Star SAEBRS to assess social/emotional development for grades 5-8 in the fall, winter, and spring.</p> <p>Provide PD time for teams to analyze SAEBRS data.</p> <p>Each team creates an event/experience that reflects a need identified from the 2025-2026 data (or recent data).</p>