



North Hampton School

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Principal's May School Board Report

June 4, 2026

This month's board report will focus on the important work led by our Leadership Council in the last couple of months around our School Improvement Plan. First, however, I'd like to share some exciting news about one of our 8th graders.

50 Students, 50 Stars

Eighth grader Adeline Hass was selected as one of the 50 stars in the New Hampshire Secretary of State's 50 Students, 50 Stars program! 50 Students, 50 Stars is an initiative the NH Secretary of State instituted as a way to honor and recognize NH K-12 students who have turned foundational civic knowledge into civic action. Adeline is being recognized in part because of her two-year commitment to our student election. Her work has included teaching our students about the voting process and facilitating their opportunity to cast a vote and make their voices heard at NHS. She has also been an active member of Student Government for the last two years.



School Improvement Plan 2025-2026 Reflection

Each staff and faculty member were asked to reflect on this year's School Improvement Plan (SIP). They were provided with guiding questions via a Google Form and provided time to reflect with colleagues or on their own to submit the responses. The Leadership Council synthesized these responses in the reflection below.

SAU 21 POL Focus Area:
Academics

Key Indicator:
Students demonstrate initiative and independence in their learning.

SAU 21 POL Focus Area: Essential Life Skills		Key Indicators: Students will demonstrate the ability to find resources, self-advocate, and cultivate the ability to seek assistance proactively. Students will have regular opportunities to demonstrate skills related to personal finance, household management, public speaking, business communication, and goal setting.	
North Hampton School Goal #1: Because we passionately believe that all students can learn at high levels, we will foster growth, resilience, and independence in our students.			
Action Steps	Resources	Outcomes	THOUGHTS AND OBSERVATIONS
Create a K-8 Executive Functioning (EF) Continuum	• All Staff • School Psychologist • School Counselor • Middle School Advisory Time • Professional Development Time • Title II Funds	• We will develop a road map that includes lessons and Tier 1 structures. • Teachers will provide whole-class, age-appropriate executive functioning lessons. • Grade 3 will pilot a Tier 1 executive functioning curriculum. • Create a bank of resources for teachers and families	Our focus this year was instead on professional development. Our goal was to establish shared understanding of EF skills, develop resources, and engage in an action research cycle. Feedback provides clear steps forward around common language, expectations, spiralling.
Develop a shared understanding of best practices for	• Special Education Teachers • Regular Education Teachers	• EAs will be able to better meet the needs of students across grade levels. • EAs and teachers (Reg Ed and Spec Ed) will develop personalized	EAs engaged in our shared EF PD , including a targeted session with Ali Brown.

EA student support	• Educational Assistants • Related Service Providers • Administration	plans for promoting independence for students with EA support in their IEPs. • EA's will meet regularly with case managers (2 X per month). • We will continue to provide targeted PD for EA's. • We will continue to include EA's in PD alongside teachers where appropriate.	Fortunate to have so many experienced EAs and considering how mentorship could be more formally established. It has been challenging to have time for EAs to meet with the other educators.
Examine K-8 homework expectations.	Research on high school expectations and student experiences Research on best practices Curriculum Coordinator	• We will establish a shared understanding amongst faculty regarding developmentally appropriate expectations. • We will establish developmentally appropriate homework habits for students.	This did not get done this year. We need to examine the latest research and set developmental expectations as a system. We now have a better foundation for connecting this to executive functioning work

SAU 21 POL Focus Area: Physical and Mental Wellness	Key indicators: Students experience and contribute to a positive and inclusive school climate and are recognized for achievements beyond academics. Students participate in Social-Emotional Learning (SEL) opportunities.
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	Students have opportunities for social interaction.		
	Students regularly and actively participate in co-curricular opportunities.		
SAU 21 POL Focus Area: Community Engagement	Key Indicators: Students have regular opportunities to demonstrate critical thought through debate, discussion, and consensus building.		
SAU 21 POL Focus Area: Mindsets	Key Indicator: Students have regular learning opportunities that allow them to demonstrate self-reflection and proactive problem-solving. Students demonstrate resilience in the face of challenges and adapt learning strategies to overcome obstacles. Students regularly demonstrate Habits of Learning (i.e. innovation, communication, self direction, creativity) as measured by shared rubrics.		
North Hampton School Goal #2: Because we passionately believe that all students deserve high quality instruction in all areas, we will foster an inclusive environment and create supportive and developmentally appropriate learning opportunities for all students.			
Action Steps	Resources	Outcomes	THOUGHTS AND OBSERVATIONS
Create regularly scheduled Community Building activities with classroom carryover, in which UA and classroom teachers are present .	Physical Education teachers and classroom teachers Scheduled Community Building time	- Students will work together cooperatively, solving challenges in the outdoor and indoor settings. - Students will engage in challenge-by-choice.	This year has taught us that grades 3-5 are the sweet spot for these types of community building activities. They are not as developmentally appropriate for K-2, and the middle school model focuses on collaboration with school counselor. 7/8 builds on the Kieve experience.

	Project Adventure resources Outdoor Spaces		Project Adventure high ropes used with Mr. Guidi in PE/OE. Communication with teachers/parents could help the community know about how we're using our elements. Teachers don't want to step on toes but those trained would like to use the elements more.
Expand opportunities to support students' developing SEL competencies (Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness)	All staff Parent Community Possibly the School Board and/or Town Library Unstructured learning activities Lessons planned using the UDL framework CARES/HOL rubrics Tier 1 and 2 lessons with School Counselor	• Students exercise developmentally appropriate SEL skills and have the opportunity to practice them during both structured and unstructured times. • Promote consistent behavior expectations across all settings, for example, recess, lunchroom, hallways, all-school assemblies, and classrooms. • We will coordinate with entities such as the Town Library and/or the NHS School Board to support a parent book group or sharing of research from <u>Anxious Generation</u> by Jonathan Haidt.	Faculty are happy with their classrooms and guidance connection. Lunch room and recess are better with consistency in expectations. Hallways are guided by PK-3, but upstairs is less clear. Sometimes their release is staggered from a UA. Modeling by teacher and EAs is helpful, and revisiting midyear. All adults should feel empowered to address any issue with any child. <i>Anxious Generation</i> Book Group was a successful collaboration between the town and school.

Provide UDL exemplars	Administration Faculty meeting time UDL resources UDL Coaching Consultant	- Administration will continue to model use of the UDL framework. - Teachers will have access to UDL coaching opportunities.	UDL was incorporated/modeled in our PD experiences, but EF has taken much more of a focus.
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Conclusion: A lot of Goal 2 now just needs refinement and maintenance.

<u>SAU 21 POL Focus Area:</u> Academics		Key Indicator: Students will demonstrate evidence of learning through local, state, and national assessment platforms. Students will demonstrate evidence of learning through local, state, and national assessment platforms. Students utilize various learning pathways and resources that cater to different learning styles and preferences.	
<u>North Hampton School Goal #3:</u> Because we passionately believe that all students deserve access to relevant, challenging and engaging curriculum, we will continue to build our curriculum and resources.			
Action Steps	Resources	Outcomes	THOUGHTS AND OBSERVATIONS
Examine the current Middle School UA model and explore other models to offer	2025-2026 UA Committee Title II Funds	We will establish a new committee with representation from UA, special education, and content teachers at the Elementary and Middle School levels.	The AOC presented offerings to the students and had parent approval. Currently scheduling students and finalizing those two blocks for the UA schedule.

choice to middle school students		• We will examine various approaches to MS UAs that could offer more student choice. • If appropriate, we will develop a proposal to present to Leadership Council and the School Board.	2026-2027 is considered a pilot to determine next steps. Presentation to the School Board in June. Share that presentation with the staff.
Continue Curriculum Updates	All staff Committees (i.e Literacy Leadership) Research, including SoR and 306s Curriculum Coordinator Title II Funds	• Assess curriculum resources, assessment practices, and review of data to drive next steps • We will reflect on grade-level data for reading and math. • We will review student work and writing rubrics collaboratively in grade level teams. • Literacy Leadership Team will conduct a thorough review of vocabulary resources and elementary writing programs in order to make recommendations for future purchases and curriculum alignment.	LLT created: Word Study Group (3-5). Last meeting of the year is 5/13. They introduced UFLI to 4th grade and examined the new Foundations product for 4th. LLT created: Aimsweb committee. This group provided PD for K-5 teachers and supported accessing and sharing reports. LLT created: Middle School ELA data. They piloted STAR ELA and ELA Freckle. Work that still needs a strong focus is Writing and Vocabulary.
Create Opportunities for Vertical Team Time	All staff Professional Development	• Grade-span teams will work on curriculum alignment in all content areas. • Grade-span teams will examine student work and grading practices (ie rubrics, scaffolding supports). • Middle School teachers will select ELA and Math normed assessment tools.	Vertical team times didn't really happen. TLC time could be used for this, but team members were often already committed. Vertical team time needed for curriculum, expectations, classroom norms.

			MS teams piloted assessments this year and will be working with CC to determine next steps.
Create an Intervention and Special Education Collaboration Time	Special educators Interventionists Administration Common Planning Times Assessment Data–PM and Benchmark	• Grade-level Literacy Progress Monitoring meetings will be attended by classroom teachers, interventionists, and special educators to review progress. • Grade-level Literacy Benchmark Data meetings will be attended by classroom teachers, interventionists, and special educators to review progress • We will examine structures and tools for math data team meetings.	It has been great having Spec Ed members available to attend the grade-level meetings. Interventionists at 6-8 week meetings to review data is helpful. As aimsweb is new, we did not do data meetings beyond examining intervention needs.
Provide resources and training in the use of AI as an aid to our curriculum work	Technology Interventionist Faculty Meetings Professional Development Days	• Adults will become more familiar with the everyday use of AI tools in their work. • Adults will recognize student work in which AI was utilized. • Continued PD will be provided.	We have had no AI training this year, but one of our faculty members is on the SAU AI team. Teachers have expressed interest in learning more about using AI as a tool for their own productivity and opportunities to differentiate for students (reading level, ELL) Teachers also expressed an interest in how to determine if students used AI.

School Improvement Plan 2025-2026

Leadership Council completed the draft during the retreat, and the faculty provided feedback electronically and in-person.

SAU 21 POL Focus Area: Mindsets

Key Indicators:

Students have regular learning opportunities that allow them to demonstrate self-reflection and proactive problem-solving.

Students demonstrate resilience in the face of challenges and adapt learning strategies to overcome obstacles.

Students regularly demonstrate Habits of Learning (i.e. innovation, communication, self direction, creativity) as measured by shared rubrics.

SAU 21 POL Focus Area: Essential Life Skills

Key Indicators:

Students will demonstrate the ability to find resources, self-advocate, and cultivate the ability to seek assistance proactively.

Students will have regular opportunities to demonstrate skills related to personal finance, household management, public speaking, business communication, and goal setting.

North Hampton School Goal #1: Because we know executive functioning skills are critical to students' ability to successfully meet their academic and life goals, we will design developmentally appropriate environments that support students in building these skills.

Action Steps

- Establish an Executive Functioning committee.
- Establish common grade level expectations and goals (**EF PK-8 Continuum**) in the area of Executive Functioning (including spiraling elements that repeat each year).
- Create and maintain a bank of resources to be used by educators for planning, instruction, and the classroom environment.
- Provide support to parents by creating an "Executive Functioning" partnership between the school and community.
- Establish developmentally appropriate homework habits for students.

Resources

All Educators
Professional Development Time
TLC Time
Title II Funds
Curriculum Night
Parent Square
Social Media
Action Research from 2025-2026

Outcome: By the end of the 2026-2027 school year, North Hampton School will have a draft Executive Functioning Continuum. One hundred percent of educators will design their learning environments informed by the resource bank.

SAU 21 POL Focus Area: Physical & Mental Wellness

Key Indicator:

Students have opportunities for social interaction, access to mental health support, and models for healthy technology use.

North Hampton School Goal #2: Because we recognize that technology can enhance education, we will explore and implement developmentally-appropriate, best practices to enhance and maximize student learning.

Action Steps

- Respond to the work of the SAU21 Artificial Intelligence (AI) Committee recommendations.
- Provide professional development for using AI to enhance instruction and productivity.
- At the classroom level, reflect on current practices for student use of technology and adjust practices to align with research-based best practices.
- At the building level, evaluate the effectiveness of the technology tools being used.

Resources

All Staff
Professional Development Time
Recommendations from SAU21 AI Committee

Outcome: By the end of the 2026-2027 school year, one hundred percent of students will use technology to enhance their hands-on learning, communication, problem-solving, creativity, and engagement. Technology use will be age-appropriate and balanced with direct instruction and social interaction.

SAU 21 POL Focus Area: Academics

Key Indicators:

Students will demonstrate evidence of learning through local, state, and national assessment platforms.

Students demonstrate initiative and independence in their learning.

Students utilize various learning pathways and resources that cater to different learning styles and preferences.

Students have the opportunity to collaborate with peers as well as the larger community through authentic learning opportunities.

North Hampton School Goal #3: Because we passionately believe that all students deserve access to relevant, challenging and engaging curriculum, we will continue to collaboratively build our curriculum and resources.

Action Steps

- Pilot the new 7th and 8th grade Unified Arts model designed to provide students' voice and choice.
- Prioritize collaboration opportunities between teachers, special education, interventionists, related service providers, and educational associates.
- Assess curriculum resources, assessment practices, and review of data to drive improvement.
- Reflect on grade-level data for reading and math.
- Develop writing rubrics and review student work
- Review of vocabulary resources and elementary writing programs to make recommendations for future purchases and curriculum alignment.
- Improve vertical alignment of curricula alignment in all content areas, including the examination of student work and grading practices (i.e., rubrics, scaffolding supports).
- Finalize Math and ELA assessment tools and aligned digital programs for PK - 8.

Resources

2026-2027 Academic Offerings Committee

Literacy Leadership Team

Vertical Team Time

All staff

Committees (i.e., Literacy Leadership)

Research, including SoR and 306s

Curriculum Coordinator

Title II Funds

Outcome: Over the course of the 2026-2027 school year, the educators of NHS will strengthen instructional coherence and student-centered learning by collaboratively building shared curriculum materials and resources that support effective instruction to meet the diverse needs of all students. This will be evidenced by the review of student data within the school-based teams.

Sincerely,
Becca Carlson

Building Enrollment

Grade	PK	K	1	2	3	4	5	6	7	8	Total
	10	31	33	21	36	26	28	34	31	35	285
change											

Dates to Remember:

June 6: Spring Soiree
June 8: 7th & 8th Grade Concert
June 11: 8th Grade Graduation
June 12: Last Day of School - Half Day