

- Title 1:
 - We are currently working to add activities into the grant that include summer intervention activities for LRES and IHGMS as well as professional development activities for Title 1 staff.
 - We plan to repeat our activity from last year which granted Title 1 students some at home reading books and math practice materials, in order to help prevent attrition in skills over the summer.

- Professional Development:
 - The professional development committee has completed the professional development plan for 2017-2022 and it has been submitted to the DOE for approval.
 - IHGMS teachers continue to work this year with Kevin Perks, an expert in the “Read to Learn” strategy and some LRES teachers continue to take part in the second year of a UNH Partnership Program called “Learning through Teaching.”
 - All RHS teachers participated in a book study through Ruby Payne’s text *A Framework for Understanding Poverty*.
 - RHS plans to offer focused workshops late this spring specific to “Teaching in the Block” and “Creating Integrated Units.”
 - In the process of finalizing our summer offerings. Potential offerings may include:
 - Competency Design Studio- (July 2017) A three day workshop focused around competency based learning and assessment. There are a handful of members of our competency committee who’ve not had an opportunity to attend this.
 - Response to Intervention with Shannon Harken
 - “Supporting Students with Challenging Behavior” workshop
 - Work sessions for teams for writing and vetting Quality Performance Assessments
 - Professional Learning Community (PLC) facilitator training.
 - Work sessions for the LRES Literacy Development Committee
 - Work sessions for the Competency Committee
 - Technology Integration: Cool Tools

- Competency Based Learning:
 - The committee met on 3/29 to continue responding to the PACE readiness questions. (Performance Assessment for Competency Education) support at the We will be meeting on Wednesday, 5/3 in order to continue the discussion about PACE and discussion of the application questions and to discuss grading on competencies in Powerschool.
 - Most teachers/teams have completed their course competencies and are beginning to create and/or refine performance assessments which assess their competencies. A few teams need an additional work session or two.

- District-Wide Reading Committee:
 - Reading proficiency data has now been collected in grades K-9 using the DIBELS (K-6) and the CARI (7-9). The members of the committee at IHGMS and RHS will be meeting to form conclusions about reading instruction based on this data. LRES has already been using this measurement and are consistently making shifts to their interventions based on the data.