

**Merrimack School District Logic Model**  
**A Roadmap for Success**

<p style="text-align: center;"><b>INPUTS</b></p> <p style="text-align: center;">Describes state/district plans/resources currently in place</p>	<p style="text-align: center;"><b>STRATEGIES</b></p> <p style="text-align: center;">Describes ongoing activities to meet district goals</p>	<p style="text-align: center;"><b>OBJECTIVES</b></p> <p style="text-align: center;">Describes what will be accomplished over the next two years</p>	<p style="text-align: center;"><b>GOALS</b></p> <p style="text-align: center;">Describes what will be in place in five to seven years</p>	<p style="text-align: center;"><b>IMPACTS</b></p> <p style="text-align: center;">Describes long-term results</p>
<p>Improvement Plans: - Focused Monitoring Plan</p>	<p>Provide consistent and sustainable professional development to support anticipated short and long term impacts of the Logic Model.</p>	<p>Students are actively and purposefully engaged through educators employing a repertoire of research-based strategies.</p>	<p>Educators employ consistent systems of support to facilitate student transitions.</p>	<p>Students demonstrate growth in reading and writing achievement.</p>
<p>School Board Policies and Administrative Procedures</p>	<p>Leverage communication tools to keep district stakeholders/ staff abreast of instructional practices, research, professional development experiences and student performance.</p>	<p>Educators facilitate learning through consistent instructional approaches and the use of data from assessments to meet the needs of each student.</p>	<p>Educators continuously monitor student progress for understanding.</p>	<p>Students demonstrate growth in math, science and social studies achievement.</p>
<p>Program and Curriculum Revision and Implementation Process - Standards and Assessments - Competencies and Competency-Based Assessments - Response to Intervention (RTI)</p>	<p>Integrated instructional practices are informed by data and differentiated in response to students' needs.</p>	<p>Students' needs are met through systematic tiered interventions based on academic and behavioral data that provides multiple opportunities for students to learn in a standards and competency-based environment.</p>	<p>Educators model appropriate use of information and technology.</p>	<p>Students leverage appropriate information and technology throughout their learning disciplines and are well-prepared for future applications.</p>

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<p>State and Federal Accountability:                      - Standards for Public School Approval                      - Common Core State Standards/ College and Career Readiness Standards                      - New Hampshire Teacher Effectiveness Framework                      - Special Education Regulations</p>	<p>Collaboration among teams supports professional growth and builds shared responsibility for the social/emotional and academic needs of all students.</p>	<p>Students and educators work collaboratively to leverage information and technology, thus enhancing learning within and beyond the classroom.</p>	<p>Educators and the community collaborate to create a safe learning environment for all students.</p>	<p>Students, parents and staff promote an environment that fosters self-directed, life-long learners.</p>
<p>Educator Support Models/Plans                      - Educator Performance Evaluation Model                      - Individual Professional Development Plan (IPDP)                      - Torchbearer Program                      - Service Learning Projects</p>	<p>Leverage appropriate tools and resources to <i>support</i> instruction and use data to <i>inform</i> instruction.</p>	<p>Students engage in rigorous educational opportunities that will expose them to experiential, co-curricular and global perspectives and learning.</p>		
<p>District Plans                      - Technology Plan                      - Professional Development Master Plan                      - Capital Improvement Plan</p>	<p>Educate staff in the development and use of tiered interventions.</p>	<p>Students articulate and take ownership of individual learning goals through open dialogue, real world application and reflection.</p>		
<p>Operating Budget/Grant Support                      - Parent Group Support                      - School Board Support</p>	<p>Utilize communication tools to keep parents informed about the teaching/learning process.</p>	<p>Educators communicate their learning expectations for students to parents.</p>	<p>Educators communicate consistently with parents.</p>	
<p>Surveys                      - Parent</p>				