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THE SHARE

Demonstrated Success Newsletter



Empowering Educators to Improve Student Learning

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Upcoming Professional Learning

Empowering Math Success:
Building Student
Confidence
and Competence

March 28, 2025
Concord, NH

[LEARN MORE >](#)

SAVE THE DATES

Co-Teaching Institute

June 26-27, 2025
Kittery, ME

Assessment Literacy to
Support Student Learning

Coming Fall 2025
Kittery, ME





The Education Success Platform is Growing!

Demonstrated Success's Education Success Platform (ESP) has undergone a transformation this year, **introducing new capabilities** to support the organizational needs of schools, districts and state education departments. Since its inception, ESP has enhanced and improved systems that support teaching, learning, and operations. The platform's flexibility allows for a wide variety of customizable data collection tools such as rubrics, surveys, forms, and questionnaires, strengthening the capacity of school communities.

This year, our IT team **expanded the platform's capacity to support teacher growth and evaluation**. ESP can now be harnessed to develop classroom observation tools rooted in locally developed observation criteria or any existing evaluation systems such as Marzano, Danielson, or Kim Marshall. Additionally, forms can be included with walkthrough indicators that reflect common frameworks such as Universal Design for Learning (UDL), PBIS, or Responsive Classroom to support analysis of implementation and efficacy. Shared with educators immediately, the data enables them to respond electronically to observers' questions and comments, creating a continuous record of reflection and dialogue. Aggregated information can inform targeted professional development and strategic planning.

The most significant advancement is the **statewide adoption of a version of the platform**, called ESSP, for the New Hampshire Department of Education. ESSP is designed to collect school and district information, conduct facility reviews, gather board member rosters, and identify credentialing shortages, supporting a wide range of administrative needs. Users can create their own data collections and target the collection for school districts, schools, or individuals. ESSP can narrow the collection to specific school types or to specific school roles. Through automated reminders and targeted communication, the system helps to increase compliance, improve accuracy, and reduce costs for IT support. Demonstrated Success is thrilled to be supporting New Hampshire education with ESSP.

Join one of our **free, 30-min webinars** to learn more about how ESP can support the needs of your district.

January 30th: Teacher Evaluation Tracking Through ESP

February 6th: Collecting Climate/Perception Data Through ESP

March 13th: Demonstration of ESP

**11:00 - 11:30 am
REGISTER HERE**



Spotlight: Outstanding Work with Professional Learning Communities

For over a decade, Demonstrated Success has been coaching schools in a highly structured model of Professional Learning Communities (PLC), grounded in data-driven instructional cycles, focused on highest priority learning outcomes. **Our belief that this system can transform collective teacher efficacy and student learning** was galvanized with New Franklin Elementary School in Portsmouth NH. Through their commitment to implementing the PLC instructional cycle, New Franklin progressed from 244th to 2nd in the state over a 5 year period.

Fast forward a decade, and **DS is celebrating a school** determined to pursue a similar trajectory: **Plymouth Elementary**. Recognizing the potential of PLCs, principal Tonia Orlando recently committed to adopting the model and partnered with Demonstrated Success for implementation support.

To begin, Tonia **established critical structures**: weekly, 45-minute grade level or vertical team meeting time, monthly professional development and stipends for PLC facilitators, access to a wide array of benchmark, diagnostic and progress monitoring tools, and blocked time at staff meetings for sharing, problem solving, and most importantly, the celebration of success. **Celebration in this process is essential** for team morale, momentum, and maintaining engagement. Additionally, it supports sustainability of the model by increasing collective efficacy—the shared belief that together, staff can positively impact student outcomes on a greater scale. According to researcher John Hattie’s synthesis of 2,100 meta-analyses, **collective efficacy has one of the highest impacts on student outcomes**, with an effect size of +1.6, a measurement that equates to more than a year and a half of student growth in learning.

After a schoolwide kickoff in September, DS coaches and teams met to create shared, foundational understanding. Since then, **Plymouth Elementary’s PLC facilitators have received monthly support from a DS coach** as they build their team systems from the ground up, embracing the concept of “go slow to go fast.”

While the term “PLC” is often used to describe general team collaboration in education, true PLCs are a highly structured and data-driven process. In this model, educators engage in job-embedded learning as they work through recurring cycles of collective inquiry to achieve better outcomes for the students they serve.

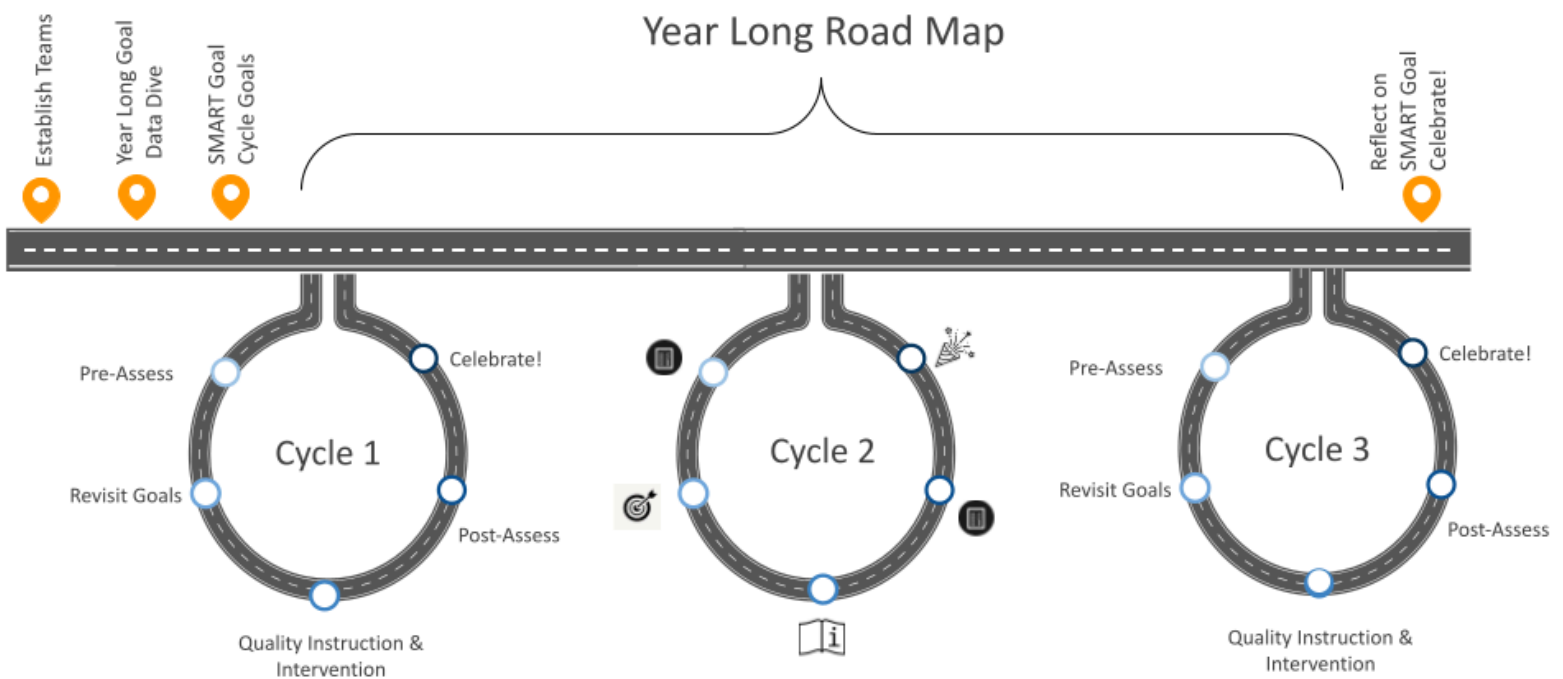
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PLCs, con't

Teams used DS protocols to create **Working Agreements** and defined **Roles** to protect the integrity of the process, used results from a **PLC Functioning Rubric** to identify a goal for team growth.

Next, teams used a data analysis protocol to gain insights from student performance trends on the NH SAS and their Aimsweb Universal Screener. Due to lagging early literacy performance and district initiatives, literacy had already been established as the area of focus school wide. Thus, teams used this lens to articulate a focus area for their PLC work and an associated **Year Long Student Growth Goal**. All data observations and goals were documented on the team's **Notetaking Sheet** and housed online in a grade level PLC folder.



The school's intervention block provided staff with a practical way to develop their PLC process skills, revitalizing a familiar structure with fresh energy. Their "all hands on deck" approach **maximizes the expertise of every available staff member**, enabling high-need students to receive small group or specialized instruction, while other students are grouped to focus on additional learning goals. During their scheduled weekly time, each team meets to discuss their bi-weekly progress monitoring results, challenges, and to share strategies for reteaching. Furthermore, teams will have extended time to look at grade level benchmark data to consider overall progress trends three times during the school year.

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PLCs, con't

As Plymouth Elementary is a K-8 school, **the middle school teams needed to adapt** their implementation to meet their unique structure and more complex learning outcomes. With no intervention block, these teams meet in vertical cross content teams for math, while social studies, science and ELA teachers constitute one PLC focused on literacy instruction across disciplines. Like their K-5 colleagues, they are using benchmark Aimsweb and NH SAS trends to identify areas of strength and weakness. However, they are also **leveraging protocols to generate valuable information directly from student work**. These artifacts, when analyzed deeply, can inform teams about student learning needs and provide a focal point for the sharing of teaching ideas, tools and strategies. Student growth will be measured through curriculum-based formative and summative assessments, along with state assessment and benchmark data.

This past December, team celebrations at their faculty meeting included **measurable student growth, improved communication and team functioning**, and increased skill with using student data. Middle school facilitators were pleased with their adaptation of the framework and celebrated the opportunity to establish consistent literacy expectations across content areas using the CCSS ELA standards for History and Technical Subjects.

Establishing effective PLCs typically takes 2-3 years. **We applaud Plymouth Elementary for beginning this journey**. Their dedication to and willingness to place trust in one another will lead them to the outcomes they seek, and we are honored to support them every step of the way.



PLC RESOURCES

Click a resource to download or make copy to adapt for your team.

- [Working Agreements](#)
- [Roles](#)
- [PLC Functioning Rubric](#)
- [Notetaking Sheet](#)

To learn how DS Coaches can support your PLC initiatives, contact Karen Matso, Director of Professional Development at: Karen.Matso@DemonstratedSuccess.com



Empowering Math Success: Building Student Confidence and Competence

Presented by:
Heather Jenkins and
Marissa Hooper
Demonstrated Success



**DEMONSTRATED
SUCCESS**

Improving student learning by
helping teachers do what they love

Friday, March 28, 2025

9:00 am - 3:00 pm

Christa McAuliffe-Shepard

Discovery Center

Concord, NH

Workshop Description

Many students can experience anxiety in relation to learning mathematics, which research suggests can begin as early as the primary grades and persist into adulthood. In this workshop, participants will consider instructional practices that can undermine student confidence and hinder the self-efficacy necessary to build competence and engage successfully with mathematics. Educators will leave this workshop with practical tools and strategies that will help students build solid conceptual understanding and foster a positive self-concept in learning mathematics.



Goals

- Develop insight into the root causes of math anxiety, its effects on students, and practical strategies to help them overcome it.
- Recognize the significance of clear learning outcomes and their essential role in supporting student achievement.
- Learn effective differentiation methods to meet students' unique needs and close learning gaps.

**REGISTRATION
DETAILS** ➔

Cost

- \$255 per person.
- 10% discount for teams of 4+
- Coffee, snacks, and lunch provided

Audience

Math educators grades (K-8) including: classroom and special education teachers, paraeducators, interventionists, and instructional coaches.



Building Data-Driven Schools: A Partnership for Lasting Impact

We are excited to share a **new national report highlighting New Hampshire's K-12 data use**. The report identifies the strategic approach to data use that our NH educators continue to implement. Demonstrated Success is proud to serve as the lead agent in building a culture of data use across New Hampshire. Our model, along with Hawaii's, are being shared to expand best practices across the country. We are proud of our national leadership work.

In the spring of 2024, The Institute of Education Sciences (IES) Statewide Longitudinal Data Systems (SLDS) team reached out to Demonstrated Success to collaborate on the report because of our partnership with the New Hampshire Department of Education (NH ED). With funds from the SLDS grants, **the NHED has been able to partner with DS for over eight years**, to help grow the statewide culture of data use through targeted training, coaching, and Professional Learning Communities (PLCs).

The national SLDS Data Use Standards framework organizes data use into five actionable steps: **Prepare, Explore, Evaluate, Leverage, and Enhance**. This cycle provides a roadmap for educators to navigate data collection, analysis, and application systematically. Coaching from Demonstrated Success has brought this model to life by equipping educators with the skills and tools needed to transform data into actionable insights.

Through the NHED/Demonstrated Success partnership, DS provides comprehensive training and data coaching to New Hampshire educators, ranging from foundational webinars to semester-long hybrid courses. Central to this work is the Data Dive Protocol, **which provides educators with a structured process to examine and interpret data**. These tools empower teams to set SMART goals, analyze trends, and target instruction directly to student needs.

The impact is compelling. Schools applying these strategies have achieved measurable growth, **with some transitioning from low-performing to nationally recognized Blue Ribbon status**. In fact an independent "analysis of student growth and achievement between 2018 and 2023 for schools designated as Comprehensive Support and Improvement (CSI) schools showed measurable improvement compared with the next lowest-performing New Hampshire schools."

By equipping educators with tools, templates, and ongoing support, **Demonstrated Success ensures that data isn't just collected but leveraged** to improve teaching and learning at every level. Our partnership exemplifies the power of collaboration and continuous improvement in New Hampshire's schools.



**Click above to
view the full
report.**



Save the Dates

Coming Fall 2025

Assessment Literacy to Support Student Learning Kittery, ME

This two-day, interactive workshop is designed to help New England teachers, and administrators leverage a variety of assessment data to inform instruction, provide actionable feedback to students, as well as identify broader needs for students and staff development. Each day will include a mix of whole group and role-specific collaboration.

Interested in these events?



Click here to be sure you receive the email as soon as registration opens.



**Chester Academy Co-teaching team
Co-Teaching Institute, June 2023**

June 26-27, 2025: Co-Teaching Institute Kittery, ME

Last June, over 50 educators from across Vermont, New Hampshire, and Maine gathered for a two-day Co-Teaching Institute, hosted by Demonstrated Success. Designed to support schools **looking to establish or improve co-teaching practices**, the institute explored the essential question: *How can more collaborative planning, instruction, and assessment increase access to learning for all students?*

While co-teaching models are often linked to special education, they can also **include ESOL** (English for Speakers of Other Languages) teachers. English learners have goals related to listening, speaking, reading, and writing—applicable across all content areas—making co-teaching ideal for **inclusive instruction that fosters multilingual proficiency**. Classroom teachers can merge their knowledge of curriculum with instructional practices that ESOL teachers use effectively with their students. ESOL teachers are well-versed in tools like [this rubric](#) that can support a shared understanding of appropriate goals for students learning English, while allowing them full access to the curriculum.

Regardless of role, co-planning time is often scarce. Most schools structure collaboration to support identified students, but ESOL and classroom teachers rarely share information with each other. Not only does this diminish access to the full curriculum, it is a missed opportunity for educators to **share expertise that benefits their current and future students**.

Looking to leverage co-teaching in your school or district? **Consider bringing a team to the institute this June for dedicated time to name and confront barriers**, build synergy, and explore co-teaching models that maximize staff roles and improve student outcomes.

