

Appendix B
Completed Goals -2013/2014

SAU 24

Curriculum and Instruction: Offer a rigorous and relevant curriculum to all students.

- Align current curriculum and instruction in grades 5 and 6 to Common Core State Standards (CCSS) in ELA and math.
 - Accomplished through SAU-wide curriculum committees
- Review course competencies in grades 9-12 in terms of alignment to Common Core State Standards (CCSS) in ELA and math
 - Accomplished through PLC at John Stark
- Align course competencies in grades 9-12 to the Common Core State Standards (CCSS) in ELA and math.
 - Accomplished through PLC at John Stark

Assessment and Data: Utilize a variety of assessment practices to measure students' understanding and skills for academic growth.

- Set SMART goals at all levels that focus on improving student performance.
 - Accomplished for grade levels via curriculum committees and for schools in ELA and math

Professional Development: Provide opportunities to staff for continuous professional growth.

- Provide opportunities for collaboration among administrators to calibrate evaluative practice.
 - Accomplished during 2013-2014 Leadership Team meetings lead by the SAU staff and at building sites lead by individual principals
- Revise Professional Development Master Plan.
- Professional Development Master Plan completed and submitted by SAU Professional Development Committee under the direction of the Assistant Superintendent.
- Establish SAUniversity 24 in-service credit hours to move beyond the final track on the salary matrix in all districts.
 - Accomplished during collective bargaining negotiations across the SAU
- Establish permanent funding sources.
 - Accomplished during the planning for the 2015 budget

Personnel: Recruit and retain professional, innovative, and dynamic staff dedicated to the success of all students.

- Align the forms and practices of each district to the Danielson Model for supervision and evaluation.
 - Accomplished during negotiations
- Provide opportunities for collaboration among administrators to calibrate evaluative practice.
 - Accomplished during leadership workshops. Written evaluations were shared and discussed.
- Systematically review and monitor roles and responsibilities across the SAU. Review and revise job descriptions.
 - Administrative positions/certified professional positions/curriculum coordinator positions/teaching support staff positions reviewed

Facilities and Operations: Provide and maintain facilities that support teaching and learning.

- Explore and select lowest cost providers of utilities while maintaining high quality services
 - Accomplished in the area of electricity with other areas to investigate
- Obtain sub-contractor services through a local bid process as needed.
 - The SAU has had several projects during the period 2012-2014 whereby the Districts were able to realize cost savings for products and services by obtaining services through the bidding process.

Community Support and Involvement: Promote positive relationships with the entire community to support education.

- Continued support for the distribution of information and community outreach through a variety of means.
 - Accomplished through the hiring of a Community Outreach Coordinator

John Stark Regional High School

Curriculum and Instruction: Offer a rigorous and relevant curriculum to all students.

- Ensured compliance with school improvement progress report and action plan for DINI requirements
- Conducted Curriculum Coordinator meetings to focus on internal professional development
- Formed a follow up team on curriculum and instruction in conjunction with NEASC recommendation
- Evaluated structure and responsibilities for curriculum implementation; time has been scheduled into the school day for PLCs to regularly meet to review curriculum and instruction
- Regularly developed opportunities for teachers to work in collaborative teams at both department and grade level
- Reviewed grouping practices to ensure effective student learning in accordance with our 21st Century Learning Expectations; we are prioritizing speech, language and reading ability groups in order for more effective interventions to occur

Curriculum and Instruction: Promote instructional practices for all students that are engaging, connect disciplines, and allow students to apply knowledge and develop higher order thinking skills.

- Ensured that the next review of the core values, beliefs about learning, and the learning expectations, include students and parents as partners in the review, and included discrete beliefs about learning based on a review of current educational research
- Developed and implemented a process to ensure that all teachers employ the use of formative assessments and provide students with specific feedback
- Ensured that all teachers are regularly involved in the review of student work for the purpose of improving instruction and assessment practices
- Ensured the school is equitable, inclusive, and fosters heterogeneity and that every student over the course of the high school experience has enrolled in a heterogeneously grouped core course, and report the core courses in which every student has enrolled
- Confirmed completion and implementation of the developmental guidance curriculum
- Submitted the school's civic and social expectations
- Implemented a plan to provide more focused time for teachers to collaborate across content areas

Assessment and Data: Utilize a variety of assessment practices to measure students' understanding and skills for academic growth.

- Formulated a follow-up team on assessment in conjunction with NEASC recommendations

Assessment and Data: Utilize multiple data sources to inform decision-making.

- Designed follow up teams as required to implement the two and five year targeted plans

Professional Development: Provide opportunities to staff for continuous professional growth.

- Provided training in Charlotte Danielson methodologies to enhance professional practice
- Held Curriculum Coordinators' Retreat
- Attended conferences on professional learning communities and RTI
- Held full faculty presentations on differentiated learning
- Provided "Twisted Tech Tuesdays" to JSRHS faculty
- Provided Professional Development that focuses on differentiated instruction

Personnel: Recruit and retain professional, innovative, and dynamic staff dedicated to the success of all students.

- Enhanced ongoing mentorship program
- Participated in the Three Day Orientation Program for new teachers
- Refined hiring documents as needed
- Ensured inclusive interview teams to involve multiple stakeholders.
- Survey new staff and mentors
- Participated in all aspects of the implementation of the SAU 24 Danielson Model

Culture and Climate: Promote an atmosphere that supports a forward-thinking, professional learning community to meet the needs of 21st century education.

- Increased communication among all stakeholders in the JSRHS community
- Increased opportunities for positive student participation and student voice
- Maintained student presence on the School Board and ensure student participation and recognition at these meetings
- Organized pep rallies and other functions to enhance school spirit
- Increased the number of clubs to broaden student participation in co-curricular activities
- Implemented advisory program with ongoing professional support

- Implemented the planned formal, on-going program in which each student has one adult in addition to the school counselor who knows the student well and assists the student in achieving the school's learning expectations

Facilities and Operations: Provide and maintain facilities that support healthy teaching and learning.

- Held ongoing meetings among administrators, Board Chair, Athletic Director, the SAU Business Administrator and the Buildings and Grounds Director to ensure building maintenance
- Formed a schedule for the follow up team on facilities in conjunction with NEASC recommendations
- Conducted regular walk-throughs and meetings to review the building's condition for health, safety and positive learning climate
- Purchased, implemented, and utilized Promethean Boards for instruction

Facilities and Operations: Search for ways to conduct business in the most efficient and effective manner.

- Implemented and maintained infrastructure, phones, cable and Wi-Fi capacity

Community Support and Involvement: Promote positive relationships with the entire community to support education.

- Maintained a strong website presence to inform the community about school events
- Maintained regular school newsletters
- Enhanced the quality and frequency of school and community events
- Provided opportunities to parents and community members for building visits and tours

James Faulkner Elementary School

Curriculum and Instruction: Promote instructional practices for all students that are engaging, connect disciplines, and allow students to apply knowledge and develop higher order thinking skills.

- Created opportunities for teachers to become knowledgeable and familiar with the Common Core

Assessment and Data: Utilize a variety of assessment practices to measure students' understanding and skills for academic growth.

- Investigated and adopted a system that allows monitoring and tracking of individual student progress over time

Professional Development: Provide opportunities to staff for continuous professional growth.

- Staff met and discussed the Common Core State Standards
- Staff received training on PowerSchool to manage appropriate tasks
- Staff participated in training on the Danielson Framework for Effective Teaching

Facilities and Operations: Provide and maintain facilities that support teaching and learning.

- Identified our current needs pertaining to space, technology, personnel, and resources

Community Support and Involvement: Promote positive relationships with the entire community to support education.

- Developed a monthly senior luncheon

Henniker Community School

Curriculum and Instruction: Offer a rigorous and relevant curriculum to all students.

- To improve writing scores by fully implementing a systematic and explicit approach to teaching writing Kindergarten through eighth grade by September, 2014.
 - All staff participated in a Collins Writing workshop on March 13, 2014.
 - Most staff began to utilize the Collins Writing program within their rooms.
 - All necessary material was ordered for next school year and is prepared for complete implementation of the Collins Writing program.

Assessment and Data: Utilize a variety of assessment practices to measure students' understanding and skills for academic growth.

- Developed a system of tracking professional development in all district-directed focus areas for all staff to ensure that staff are current on all areas of focus

Personnel: Recruit and retain professional, innovative, and dynamic staff dedicated to the success of all students.

- Developed and fully implemented a comprehensive system for evaluating staff aligned with effective teaching practices based on the Danielson Model for Effective Teaching
 - Trained all teachers
 - Administrators continue to obtain training
 - Refined forms and protocols
 - Used results from evaluation to inform Professional Development and Professional Development plans
 - Administrators meet with staff at the beginning of the year to review summative evaluations and formulate a plan for the school year.

Culture and Climate: Promote an atmosphere that supports a forward-thinking, professional learning community to meet the needs of 21st century education.

- Maintained a positive climate and culture for a safe and effective learning environment as measured by student behavior data
 - Trained all K-6 teachers in Responsive Classroom
 - Held school-wide Responsive Classroom assemblies
 - Continued to embed the FISH! philosophy into the school culture
 - Revitalized AOK (Acts of Kindness)
 - Developed and maintained buddy program between middle school and elementary students

Facilities and Operations: Provide and maintain facilities that support teaching and learning.

- Prioritized building needs to complete projects from a high impact level to a low impact level in a fiscally responsible manner

- Continued to work with the Facilities Manager, Business Administrator and all contractors to facilitate the repair of the Cogswell entrance. This is complete with the exception of adding snow guards to the roof above the entrance.
- Maintained a long-range plan for facility needs

Community Support and Involvement: Promote positive relationships with the entire community to support education.

- Used effective communication tools to ensure that the community is aware of what is happening at our school.
 - Sent bi-weekly newsletters via AlertNow and backpack mail
 - Updated website weekly
 - Utilized Instagram and Twitter to share highlights and share information
 - Utilized newspaper coverage to highlight school activities
 - Projected pictures of students involved in school activities at evening events and meetings

Center Woods Elementary School

Curriculum and Instruction: Offer a rigorous and relevant curriculum to all students.

- Widen scope of evening events to include science, social studies and writing.
- Offer Tier 2 enrichment to all students.
- Offer Tier 3 enrichment to all students
 - Completed early.

Assessment and Data: Utilize a variety of assessment practices to measure students' understanding and skills for academic growth. (AD1/AS D 2)

- Discussed the NECAP results in grade level meetings
- Used data to analyze current program and curriculum
- DIBELS assessments will be used at the beginning of the year to create a baseline
- Students will be identified for the RTI process
- The DIBELS assessments will be done again to benchmark student progress
- Distributed student achievement results to individual teachers and summary results to grade levels
- Developed a standards-based report card that clearly represents student learning
- Trained all teachers in data and assessment best practices
- Trained a Data Team in Performance Pathways and NWEA and in turn, they will train new teachers and work with teams
- Scheduled a secured time throughout the year for grade level teams to analyze student data and create action steps at least four times a year

Assessment and Data: Utilize multiple data sources to inform decision-making. (AD 3)

- Reviewed the assessment schedule for the entire school, including NWEA, NECAP, common assessment, writing prompts, DIBELS, and any other school testing.

Professional Development: Provide opportunities to staff for continuous professional growth.

- Provided Professional Development in Science and Social Studies, Daily 5, Responsive Classroom, EDM, Houghton Mifflin, Language !, Foundations, and RTI.
- Provided professional development in best practices of PLC to support the RTI process and to build a culture of collaboration that focused on results

Personnel: Recruit and retain professional, innovative, and dynamic staff dedicated to the success of all students.

- Offered assistance in developing Individual Professional Development Plans following evaluations

Facilities and Operations: Provide and maintain facilities that support teaching and learning. (FO1)

- Dispersed bark mulch on the playground
- Met quarterly with the safety committee to discuss present needs within the building
- Replaced the roof

Facilities and Operations: Provide and maintain facilities that support teaching and learning. (FO2)

- Provided a Promethean Board in each classroom
- Purchased one class set of iPads

Facilities and Operations: Search for ways to conduct business in the most efficient and effective manner. (FO3)

- 2013-2014 school year; replaced 10 more doors with traditional locks and keys

Community Support and Involvement:

- Continued to add articles to the District Wide Newsletter
- Offered at least two academic evenings where community members are invited into the school

Weare Middle School

Curriculum and Instruction: Promote instructional practices for all students that are engaging, connect disciplines, and allow students to apply knowledge and develop higher order thinking skills.

- Provided teams with extended learning and enrichment blocks to enhance instruction for struggling learners

Assessment and Data: Utilize a variety of assessment practices to measure students' understanding and skills for academic growth.

- Maintained a safe, positive and productive learning environment through the use of PBIS/SWIS data to determine the behavioral areas needing further improvement
- Designed a Master Schedule that allows dedicated time for teachers to collaborate on strategies to improve student performance

Assessment and Data: Utilize multiple data sources to inform decision-making

- Provided curriculum meeting time during the school day allowing teachers to align curriculum both horizontally and vertically

Professional Development: Provide opportunities to staff for continuous professional growth

- During early release days, teacher workshop days, common day workshop, staff meetings and other professional development opportunities, staff participated in professional development for personal growth in current research based instructional strategies.
- Conducted orientation and training for all new staff in district initiatives, research based instructional strategies and the use of data to inform instruction.
- Trained mentors to support novice teachers
- Dedicated time for teacher collaboration around curriculum, assessment, and instruction

Personnel: Recruit and retain professional, innovative, and dynamic staff dedicated to the success of all students.

- Organized a step-by-step process for determining qualified candidates for interviews
- Developed consistent, school based interview questions to use with all prospective teaching candidates
- Developed consistent, job performance focused reference check questions

Facilities and Operations: Provide and maintain facilities that support teaching and learning.

- Installed panic buttons and exterior surveillance cameras

- Repaired and maintained soffits, fascia and vinyl siding. Installed gutters in specific areas of the school