

SAU 24

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

Goal: Fully implement a systematic RTI process for Math/Reading/Behavior aligned with the SAU 24 RTI framework

- Developed and maintained high functioning intervention teams at all schools that address the needs of all learners (completed by HCS and CWES).
- Hired a literacy coach (K-8) and a mathematics coach (K-8) to model best practices and coach all teachers and para-educators in the content areas.

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

Goal: Develop and maintain a systematic process for reviewing student performance data to inform instruction by 2015

- Set SMART goals at all levels that focus on improving student performance
 - Goals for teachers
 - Goals for SAU
- Developed a standards-based assessment and reporting system that clearly represents student learning – CWES

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

Goal: Establish SAUniversity²⁴ as a viable program that promotes SAU-wide goals while building teachers' common knowledge base by September of 2014

- Refined and monitored the operational procedures of SAUniversity²⁴

Goal: Build a common understanding of effective teacher practices with administrators, teachers, and support staff by 2017

- Identified requisite competencies for Para II certification
- Developed curriculum and assessment for Para II training
- Offered workshops that lead to Para II certification

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

Goal: Develop and implement a comprehensive system for evaluating staff aligned with effective teaching practices based on the Danielson Model for Supervision and Evaluation by June of 2013

- Used results from evaluations to inform professional development offerings as well as Individual Professional Development Plans (IPDPs)

Goal: Established a SAU-wide structure for systematically reviewing and monitoring roles and responsibilities

- Co-curricular positions

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

Goal: Develop high-functioning professional learning communities at each school by 2017

- Shifted focus from teaching to learning: Student performance component to evaluation system; use of data; reflective practice
- Promoted decision-making in collaborative teams
- Focused on results: How we are monitoring student progress

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

Goal: To implement efficiencies in purchasing across the SAU by utilizing bidding consortiums whenever possible that will reduce overall budgetary costs

- Explored fuel consortiums vs. local supplier costs and selected the most cost effective vendor

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

Goal: Investigate the feasibility of sharing resources between and among the five schools

- Conducted monthly meeting times for SAU-wide building and grounds personnel to meet, discuss, and share individual areas of expertise
- Conducted monthly meetings to determine best practices and common procedures used throughout the district for buildings and grounds.

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

Goal: Raise the awareness in the communities regarding the many positive initiatives across the SAU by 2016

- Used technology as a vehicle for communication

John Stark Regional High 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.

Goal: Implement a comprehensive RTI process by 2013

- Reviewed the work of all interdisciplinary teams to assess student achievement
 - Humanities teams have met regularly this year and all PLCs will meet in June to identify data points for future collection and evaluation

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

Goal: Focus professional development activities on integrating PLC work in all areas of curriculum revision and instructional practice by 2014

- Provided training in Charlotte Danielson methodologies to enhance professional practice
- Attended conferences on professional learning communities and RTI

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

Goal: Administrators and coordinators will design appropriate processes and practices to insure that all personnel hired at JSRHS are student focused, knowledgeable and current in their field and given structured, ongoing support

- Participated in all aspects of the implementation of the SAU 24 Danielson Model
- Developed and implemented a research-based supervision and evaluation process that focuses on improved teaching and student learning

James Faulkner Elementary School

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

Goal: By June 2014, staff will receive high quality professional development that supports the objectives throughout the strategic plan

- Staff met and discussed the Common Core
- Staff participated in training about the Danielson Framework for teaching

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

Goal: By June 2014, JFES will have an informational campaign strategy so that community is informed about what happens at JFES and its graduates at KMS and KHS

- Developed website for JFES

Henniker Community School

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

Goal: Organized student performance data in the most effective means for more consistent use by staff

- Having an electronic system is an SAU goal. We have a system within HCS; however, we have decided that we need to tie this goal with the SAU to make a K-12 decision

Goal: Developed a standards-based assessment and reporting system that clearly represents student learning

- K-4 standards-based report card almost complete. Will be rolled out for the 2015-2016 school year
- Grades 5-8 continued their curriculum work with the CCSS

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

Goal: Developed and fully implemented a comprehensive system for evaluating staff aligned with effective teaching practices based on the Danielson Model for Supervision and Evaluation by June 2014

- Administrators continued to obtain training
- Used results from evaluation to inform Professional Development and Professional Development plans

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

Goal: Maintained a positive climate and culture for a safe and effective learning environment as measure by student behavior data

- Acts of Kindness assemblies

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

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

- Maintained a long-range plan for facility needs
- Conducted facilities committee meetings each month to ensure that the facilities needs were properly prioritized and that the school board remained up-to-date of all facility needs

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

Goal: Used effective communication tools to ensure that the community is aware of what is happening at the school

- Sent bi-weekly newsletters via Blackboard Connect and backpack mail
- Utilized Instagram and Twitter to share highlights and get out information
- Discontinued the quarterly newsletter

Center Woods Elementary School

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

Goal: By 2017, all students will receive scheduled core programs which engage students in all three tiers of enrichment and intervention as measured by common assessments and differentiated assessments

- Purchased materials/texts to support Science and Social Studies
- Offered differentiation for all students in the way of lessons, projects and assessments

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

Goal: Fully implement a systematic RTI process for Math/Reading/Behavior aligned with the SAU 24 RTI framework by 2014

- Worked with a SAU literacy coach (K-8) and a mathematics coach

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

Goal: Develop and maintain a systematic process for reviewing student performance data to inform instruction by 2015

- Established SMART goals for our teams. Goals for students, grade levels, teachers, and the school drive decision making

Assessment and Data: Utilize a variety of assessment practices to measure students' understanding and skills for academic growth. (ASD2)

Goal: Teachers will use assessment data (DIBELS, NECAP, NWEA, and Common Assessments) to drive instruction which will increase student performance. All students will make progress

- Trained all teachers in data and assessment best practices
- Examined assessment schedule to ensure that over-testing does not occur (i.e., all test/assessments don't occur on Fridays)

Professional Development: Provide opportunities to staff for continuous professional growth. (PD 1)

Goal: By 2017, all teachers will have received professional development in data and assessment, current programs within the school which improve student learning, and current technology

- Continued to provide Professional Development in Science and Social Studies, Daily 5, Responsive Classroom, EDM, Houghton Mifflin, Language I, Foundations, and RTI
- Provided professional development in using the core literacy curriculum numeracy programs with fidelity while addressing all curriculum standards

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

Goal: We will improve the climate of the school over the baseline collected in September 2012 by September 2013

- Incorporated team building activities within faculty meetings due to narrowed focus from staff feedback
- Provided steps to a healthy living to the staff (i.e., staff versus student Volleyball Club)

Facilities and Operations: Provide and maintain facilities that support teach and learning

Goal: CWES will provide a safe and clean environment to support learning

- Installed a vapor barrier in the upper hallway and replace tiles
- Cleaned the ventilation system and tested air quality to ensure safety
- Dispersed bark mulch on the playground. Actively sought community support
- Re-wired the facility to support the technical needs within the building

Facilities and Operations: Provide and maintain facilities that support teaching and learning (F O 2)

Goal: By 2017, students will learn with the assistance of 21st century technology as measured by the increased technology within the building

- Provided Promethean Boards in classrooms (Note: See Professional Development regarding training) Year 1 completed
- Purchased three (3) Google Chrome Carts which are accessed and utilized daily
- Formulated a committee to assess the technology needs within the building

Facilities and Operations: Search for ways to conduct business in the most efficient and effective manner. (F O 3)

Goal: By 2016, all doors will be able to lock with ease and students will be able to safely perform during fire drills to exit the building within 3 minutes

- 2014-2015 school year, will replace all remaining door locks. Continually replacing key pads and doors based on present conditions
- Provided funding to replace and repair rotted outside doors. 2013-2014: replaced doors and frames

Community Support and Involvement: Promote positive relationships with the entire community to support education. (CS | 1)

Goal: Raise the awareness of the positive initiatives within the community

- Used technology as a vehicle for communication

Community Support and Involvement: Promote positive relationships with the entire community to support education. (CS | 2)

Goal: By March 2013, work to educate the Weare community to the importance of obtaining an approved teacher's contract

- Created a timeline for public relation steps up to voting day
- Reinforced the present reality of the salary schedule and the disparity between the towns through letters to the editor and public release of information
- Continued to share the successes within the school on our website, at school board meetings, newsletters, and other media sources

Weare Middle School

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

Goal: To improve instruction through the strategies of the Professional Learning Communities and provide everyday enrichment activities to improve students' ability to use higher order thinking skills.

- Provided on-going professional development in differentiated instruction, integration of technology, RTI, best practices and Common Core State Standards as well as co-teaching training to assist teacher in collaborative teach activities
- Implemented the RTI process to provide a systematic approach to determine the needs of all students and provide focused instruction to improve students' performance. The RTI process is a work in progress and these revisions will continue into 2015 as needed (better at aligning with ELB time to provide focused interventions and enrichments)
- With the addition of a full-time Enrichment Coordinator, improved and enhanced the opportunities for those students who get content concepts and encourage teachers to enhance their Tier II enrichments in the classroom

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.

Goal: Improve classroom instruction, provide embedded enrichment activities, and improve students' ability to use higher order thinking skills through the use of the practices of Professional Learning Communities.

- Content teachers provided the opportunity to meet, on a regular basis, to discuss curriculum both horizontally and vertically to allow for accurate alignment as well as scope and sequence.
- Provided on-going professional development in differentiated instruction, integration of technology, RTI, best practices and Common Core State Standards as well as co-teaching training to assist teacher in collaborative teaching activities on early release days, staff meetings and professional development opportunities outside of the district
- Provide instructional staff the opportunity to delve deeper into student data and determine specific student needs, as all as improving teacher instruction strategies during PLC days, RTI, grade level and team meetings
- Provided teams with extended learning and enrichment blocks that will enhance instruction who grasp daily concepts as well as differentiate for struggling learners

- With the addition of a Reading Specialist/Interventionist and the current Reading Specialist, provided a greater number of struggling students assistance in reading and comprehension skills

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

Goal: Develop and maintain a systematic process for reviewing student performance at a to inform instruction by 2015

- Through the use of NWEA Measure of Progress, NECAP & Smarter Balance student data, instructional staff aligned instruction with the content essentials to meet the needs of the individual student
- Through the continuous monitoring of student progress, instructional staff identified student strengths and challenges to assist these students in meeting their individual academic goals
- Provided a valid and consistent method of assessing student work, instructional staff developed and increased the use of Rubrics to assess student work
- Through the collaborative review of curriculum, assessments and instruction strategies, the curriculum coordinators and instructional staff will improve the quality of instruction and improve student academic performance

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

Goal: Develop and maintain a systematic process for reviewing effective practice in the areas of Curriculum and Instruction, Culture and Climate, Supervision and Evaluation of Personnel, Professional Development, Community Support and Involvement, and Facilities and Operations

- Through the use of available student data, teaching staff continued to utilize research-based strategies that created an effective, safe and engaging learning environment
- Through the use of formal and informal assessments and observations of student performance, teachers collaborated to support and improve the Response to Intervention model (Adapt to use with ELB)
- Used informal surveys, from staff and students, to assist in making decisions that would improve school culture and reinforce positive environmental culture
- Provided students with intervention and enrichment activities, embedded into instruction, that are continuously monitored to inform and adjust individualized student instruction (Continue revising and improving the activities as the implementation of the new Master Schedule and Extended Learning Blocks continue to improve)

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

Goal: Build a common understanding of effective teaching practices with teachers and support staff by 2015

- Developed a train the trainer model to maintain and sustain district and building initiatives in the area of researched based instructional practices
- Provided resources and support for individualized professional development for all staff

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

Goal: Continue to address preventive maintenance at Weare Middle School and ensure that the building is well maintained and in proper condition to provide a positive learning environment

- HVAC: Refitted to air intakes on RTUs at WMS (preventative maintenance for RTUs such as belts, fans and filters)
- Boiler: Updated programming of control system to provide more efficient operation of the units
- Card Reader System Upgrade
- Fire Suppression System: Upgraded system to eliminate condensation in cast iron piping and rusting of said piping

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

Goal: By March 2013, work to educate the Weare District community to the obtaining of an approved teacher's contract

- Continued to add articles to the District Wide Newsletter and the WMS School Newsletter
- Continued to share the successes within the school on our website, at school board meetings, newsletters, and other media sources