

Goal 1: SAU 19 will advance student learning in the PreK-12 setting through systematic, data-driven, multi-tiered instructional model that increases student achievement.		
Responsible for Implementation: Administrators, Professional Staff		
Objectives	Anticipated Activity	Evidence
<p>Objective 1: Implement a vertically aligned and data-driven instructional framework based on local standards that promotes student learning and achievement across all content areas</p> <p>Objective 2: Implement a comprehensive mathematics curriculum aligned with the SAU 19 approved mathematics standards that promotes student learning and achievement.</p> <p>Objective 3: Implement a comprehensive literacy curriculum aligned with the SAU 19 approved literacy standards that promotes student learning and achievement.</p>	<p>SAU Wide:</p> <ul style="list-style-type: none"> • Provide comprehensive and K-12 professional development opportunities for teachers and paraprofessionals to enhance their knowledge and skills in delivering curriculum effectively, using best practices and strategies, to engage students in learning across content areas, including mathematics and literacy • Analyze assessment data at regular intervals to inform instructional decisions across content areas, including mathematics and literacy, identify instructional gaps, and provide targeted support to students • Conduct systematic periodic evaluations of the mathematics and literacy programs to assess their effectiveness in advancing student learning and achievement. Seek feedback from staff and students and review assessment data • Implementation of board-approved programs that support our curriculum standards and address state and district requirements • Provide professional development and integrate strategies from "Building Thinking Classrooms" into instruction across all content areas. • Align instructional practices with local standards to promote student learning and achievement. • Implement the standards-based report card in each grade level, K-6 • Communicate to inform parents/guardians about the standards measured in the new K-6 report card <p>High School:</p> <ul style="list-style-type: none"> • Curriculum review teams/PLC time 	<p>SAU Wide:</p> <p>Mentor Program Feedback (Mentor/Mentee)</p> <ul style="list-style-type: none"> • Teacher Induction Feedback • District-wide assessment data including PSAT, NWEA, AIMSWEB, SAT, NHSAS • Faculty Meetings/PLC Time/Curriculum Meetings • AP Assessments • ASVAB • Wonders assessments • IXL data • Math & YOU assessments • SAVVAS assessments • Advanced Math course enrollments • ALE's • MTSS Data • IEP Progress Notes • Report Card Assessments • Preschool Outcome Measures • Literacy Screening Data • Videos/Open House materials/newsletters • Survey data from Standards-Based report card from parents and

	<p>Middle School:</p> <ul style="list-style-type: none"> • Ongoing curriculum scope and sequence review PLC time • Review and analyze SAS assessment scores • Review and analyze NWEA assessment scores • Review and analyze MTSS referrals and student achievement data • Review and analyze content area assessments <p>Implementation of:</p> <ul style="list-style-type: none"> • Wonders • Mystery Science (Gr. 5) • IXL • SAVVAS • Math & YOU and Big Ideas • Civics • OpenSciEd <p>Elementary:</p> <p>Implementation of:</p> <ul style="list-style-type: none"> • Wonders plus supplemental phonological awareness • Math & YOU • Mystery Science • IXL • Social Studies <p>PreK-K:</p> <p>Implementation of:</p> <ul style="list-style-type: none"> • Play-based instruction (NH State Law) - may require some adaptation of curriculum materials for developmental appropriateness and to meet state law • Wonders plus supplemental phonological awareness • Math & YOU • IXL • Mystery Science 	<p>teachers</p>
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Goal 2: SAU 19 will continue to maintain a secure and nurturing environment across the PreK-12 setting that prioritizes the safety and well-being of all students and staff members.		
Responsible for Implementation: All staff members including administrators, professional staff, paraprofessionals, administrative assistants, custodians, SAU personnel, kitchen employees, coaches/co-curricular advisors, school nurses, contracted services.		
Objectives	Anticipated Activity	Evidence
<p>Objective 1: To ensure a safe and secure environment for all students, staff, and visitors where each school is prepared to effectively respond to all emergencies that might affect the safety or security of students and staff.</p>	<p>SAU Wide:</p> <ul style="list-style-type: none"> Continue to Implement and train students and staff on all elements of the most recent Emergency Operations Plan (EOP) SAU Safety Committee will meet quarterly; which includes SAU, building administration and local first responders Complete all state mandated training exercises in conjunction with local first responders monthly Participate and complete mandated trainings through the Vector platform such as: Signs of Abuse and Neglect, Bloodborne pathogens, Cybersecurity/Phishing, Harassment/Bullying Communicate with students (as developmentally appropriate), staff and the community about the Confidential Reporting System for SAU 19 Maintain the District Threat Assessment Team made up of representatives from the SAU office and each building in the district. 	<p>SAU Wide:</p> <ul style="list-style-type: none"> Documentation of signed EOP, training materials, manuals, calendars, minutes, and participation Documentation of District and School-based training materials, agendas, calendars, and participation for Safety Committee Certificates of completion for all staff for mandated trainings in the Vector platform Threat Assessment Team Flow Chart and analytics on reported activity through the confidential on-line reporting system Joint/Loss Committee documentation
<p>Objective 2: To integrate social-emotional programming and utilize evidence-based resources to foster the</p>	<p>SAU Wide:</p> <ul style="list-style-type: none"> Refine, communicate, and train all staff on behavior expectations across all schools in SAU19 Model and provide guided practice to all students of 	<p>SAU Wide:</p> <ul style="list-style-type: none"> Meeting/Teacher documentation of implementation of Second Step Programming, monthly

<p>social/emotional development of all students.</p>	<p>behavior expectations across all schools in SAU 19</p> <ul style="list-style-type: none"> • Implement strategies from evidence-based resources such as <i>Social Emotional Learning in the Classroom</i> (“Red Book”), <i>One Trusted Adult</i>, and the <i>Teachers’ Guide to Trauma</i> for strategies to utilize in all instructional environments • Maintain MTSS-B procedures • Utilize Second Step digital programming in grades K-8 • Collaborate, partner, and reflect between school counselors, behavioral specialists, psychologists and classrooms teachers across the SAU • Continue to utilize a digital SEL program to support the needs of all students in grades K-8 in SAU 19 • Improve students’ SEL skills in the areas incorporating self-awareness, social awareness, self-management, responsible decision-making, and relationship management • Foster the ongoing development of SEL skills through the creation and maintenance of a safe, caring learning environment in the classroom and overall school community <p>High School:</p> <ul style="list-style-type: none"> • Host Challenge Day • Implementation of School Counseling Curriculum • Involvement of Class Advisors to promote involvement in class/school activities • Communicate schoolwide expectations through grade level assemblies <p>Middle School:</p> <ul style="list-style-type: none"> • DARE in Grade 6 (NB and MVMS) • Second-Step programming 	<ul style="list-style-type: none"> • Behavior Data analysis • Samples of behavior rollout/ communication expectations • Lesson plans with intentionality of the use of strategies from the “Red Book,” <i>One Trusted Adult</i>, <i>Teachers’ Guide to Trauma</i> or other evidence-based resources • MTSS-B Notes with intervention strategies • Staff Retention Rate <p>High School:</p> <ul style="list-style-type: none"> • Fewer disciplinary incidents (% improvement?) • Event attendance/ participation records <p>Middle School:</p> <ul style="list-style-type: none"> • DARE essays and final assembly for grade six students • Paws Pride Assemblies & Community Meetings • PBIS Rollouts & Incentives
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<p>Objective 3: The SAU 19 Educational Community is committed to protecting the health, safety, and welfare of its students and school community. As part of an ongoing plan, the SAU will continue to provide training.</p>	<p>SAU Wide:</p> <ul style="list-style-type: none"> • Implement suicide prevention education as approved by the Goffstown School District, to all students in Grades 7 through 12 • Communicate suicide prevention programming objectives/supports with families as well as provide information on mental health community supports • Foster a thriving learning community supports and encourages regular attendance for students and staff • Allocate professional development time for school counselors to continue to develop and reflect on the Suicide Prevention presentations completed for all students in Grades 7 through 12 • Suicide Prevention Policy accessible for all staff • Communication of community resources available, like Mobile Crisis • Offer CPI trainings/refresher courses throughout the year for all staff members 	<p>SAU Wide:</p> <ul style="list-style-type: none"> • Documentation of training material and agendas • Samples of instructional materials developed and implemented in student and parent communication of content associated with suicide prevention training • Certificate of completion for CPI training for new professional staff • Student and Staff attendance data

Goal 3: SAU 19 will promote responsible digital citizenship by teaching students to adapt to an ever-changing technological landscape.		
Responsible for Implementation: Administrators, Professional Staff, IT Department		
Objectives	Anticipated Activity	Evidence
<p>Objective 1: Provide and promote ongoing communication with access to information through technology to advance student learning.</p> <p>Objective 2: SAU19 staff will expand their understanding of digital literacy and use these skills to increase students' higher order thinking skills, provide creative and individualized options for students to express their understandings, and leave students better prepared to manage ongoing technological changes in society and the workplace.</p>	<p>SAU Wide:</p> <ul style="list-style-type: none"> • Provide comprehensive professional development opportunities for teachers to enhance their knowledge and skills in utilizing and integrating Schoology, using best practices and strategies, to engage students in learning across content areas • Conduct yearly evaluation of the learning management system and district expectations effectiveness in advancing student learning and achievement. Seek feedback from staff, students, and community members • Foster an understanding of ethical, cultural, and societal issues related to technology • Employ technology in the development of strategies for solving problems in the real world • Utilize technological tools to enhance written and spoken messages • Utilize technology to evaluate information from a variety of sources • Utilize telecommunications to collaborate, publish, and interact with teachers and peers • Utilize analytics from the LMS integrated applications to track student progress and to inform instruction • Students will access the LMS for important course documents, District-approved online curricular resources (such as IXL, Kaltura, Savvas), classwork, homework, and contact information for teachers • Parents will be able to access the LMS to monitor their student's progress in all classes, access relevant 	<p>SAU Wide:</p> <ul style="list-style-type: none"> • Implementation of <i>Schoology</i> courses for all classes, K-12 • Digital walkthroughs by administrators of <i>Schoology</i> courses utilizing the Schoology Expectation document as a guide • Use the grading feature that integrates with PowerSchool (7-12) • Analytic data from integrated applications that demonstrate student progress (such as IXL, Kaltura, Savvas) • Student feedback on the accessibility and use of <i>Schoology</i> (LMS) to access relevant and current course information about their educational experiences • Utilization of Schoology groups for district-approved extracurricular activities, and clubs • Utilize the SportsYou app for all athletic communications at the middle/high school level • Creation of <i>Schoology</i> groups to facilitate staff professional development and collaboration both vertically and horizontally. • Continued collaboration of Schoology leadership team at the district and building levels

	<p>course information and student materials, see upcoming assignment due dates, and contact information for their student's teachers</p>	<ul style="list-style-type: none">• ICT online portfolios• Quality student-created digital products• Positive online interactions with teachers and peers• Increased fluency with District-approved hardware and software applications• Compliance with copyright law and plagiarism policy• Compliance with district AI policy and expected usage• Creative synthesis of information from multiple sources• Attendance/participation in events communicated through identified methods• Consider shared resources and vocabulary to use with all staff and students for digital citizenship. For example: Pause & Think Online Common Sense Education as a starting place for administration review and discussion
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