

School Board Goal Setting

2018





Definition of Student Success

Career and College Readiness

This document describes the attributes and skills that students will *possess* and *demonstrate* upon completion of a PK-12 education in the Sanborn Regional School District. Students who possess and demonstrate these attributes and skills are determined to be career and college-ready.

Graduates of the Sanborn Regional School District exhibit the knowledge, skills, and way-finding abilities essential for independent lifelong learning and the achievement of personal, career, and postsecondary goals. These personal, career, and post-secondary goals are identified in an actionable plan.

Graduates will demonstrate evidence towards competency in the following focus areas:

- a. Demonstration of competency in the Sanborn Regional School District's Work Study Practices: Collaboration, Communication, Creativity, and Self-Direction.
- b. Math skills for everyday life through completion of at least 3 math courses and 1 math experience in high school;
- c. The ability to write effectively as evidenced by performance on district writing competencies;
- d. Demonstration of ability to use technology for continuous learning and to manage life responsibilities;
- e. Appreciation of the fine arts through completion of at least one fine arts high-school course or its equivalent;
- f. Exhibition of positive lifestyle choices that support and promote physical, mental, and social well-being.

Graduates will demonstrate success in two or more of the following indicators (indicators may be duplicated):

- a. Completion of a New Hampshire Scholars program of study: Standard; Science, Technology, Engineering, and Mathematics (STEM); or Arts;
- B. A grade of Basic Proficient (BP) or better in a dual enrollment (high school/college) course;
- c. Scholastic Aptitude Test (SAT) scores meeting or exceeding the college and career ready benchmark (currently 480 in Evidence-Based Reading and Writing and 530 in Math);
- d. American College Testing (ACT) scores meeting or exceeding the college and career ready benchmark (currently 18 in English, 22 in Mathematics, 22 in Reading, and 23 in Science);
- e. A score of 3, 4, or 5 on an Advanced Placement (AP) exam;

Graduates will demonstrate success in two or more of the following indicators (indicators may be duplicated):

- f. Earning a Career and Technical Education (CTE) industry- recognized credential;
- g. Completion of a New Hampshire career pathway program of study which includes academic coursework, post-secondary career planning, and a work-based internship Extended Learning Opportunity (ELO);
- h. Scoring at least Level III on components of the Armed Services Vocational Aptitude Battery (ASVAB) that comprise the Armed Forces Qualifying Test (AFQT);
- i. Acceptance into an accredited post-secondary institution (4-Year college, 2-Year college, or career/technical school) or acceptance into an apprenticeship reviewed and validated by the Superintendent of Schools.

Definition of Student Success

Graduates will complete an approved menu of community based learning experiences (PK-12) that may include, but not be limited to: personal interest learning activities, community service or service learning projects, and civic engagement opportunities.

All students will complete a menu (PK-12) of defense of learning activities (a series of linked Student Exhibitions), culminating in a personalized Grade 12 capstone exhibition.

Entry Plan/Needs Assessment

Craft the definition of student success and build a plan to support that vision.

Continue to support analysis of data, goal setting, and collaboration by continuing to support the work of Professional Learning Communities.

Increase the number of intervention staff (Paras and teachers) and focus the intervention through the analysis of data and best practices in instruction.

Provide significant professional development that supports curriculum alignment, differentiation of instruction, and student ownership of their work.

Entry Plan/Needs Assessment

Carefully budget, through the analysis of current staff, configuration of the district facilities use and reallocation of resources based on enrollment and needs.

Communicate expectations to parents and the community in a uniform and timely manner.

Increase the rigor across the K-12 system.

Entry Plan/Needs Assessment

Increase the number of extracurricular offerings.

Reach out to the community (particularly the senior citizens) and increase the volunteer base K-8 to mirror the hundreds of people already working with the high school.

Recommended Goal #1: 2 years

The NESDEC study is the beginning of addressing our need to carefully budget through the analysis of current staff, configuration of the district facilities use, and reallocation of resources based on enrollment and needs.

Essential question:

How will the physical layout of our district impact our resources and programming?

Definition of Student Success: We need to begin the process of measuring outcomes. This includes clarifying and revising the strategic plan.

Recommended goal #2: 2 years

We need to begin the process of measuring outcomes and planning interventions for students who are not meeting expectations.

This work includes:

1. Clarifying and revising the strategic plan, and this is linked to:
2. Careful budgeting and resource reallocation
3. Curriculum Materials

Recommended Goal #3: 1 year

Finish the policy review

We have the majority of policy recommendations back from New Hampshire School Board Association (NHSBA).

We are working diligently to process those recommendations and bring them to the board for approval (thanks to a very hard working policy committee)

The central office staff will be loading all of the policies and implementing a clear process to support administration and the board with ample time for input and recommendations to the policy committee.

NESDEC Points to Consider

2018



NESDEC Study Points to consider (\$6.3 Million)

1. The district needs funding for **intervention for students (\$1.5 Million)**
2. The district needs to establish **emergency funds** for immediate, unplanned needs (**\$1 Million**)
3. Money for **professional development (\$300,000)**
4. The district must consider the state of our facilities. The Capital Improvement Plan outlines **\$3.5 million dollars needed at the middle school** over four years. This does not include any other costs.