

SAU #9 Goals 2024-2025

Strategic Plan Focus Area 1: Personnel

Goal: During the 2024/25 school year, we will recruit, recognize, and retain innovative and dynamic staff.

A. SAU Performance Indicators - *Recruit, Recognize & Retain Effective Personnel*

- Using the SAU #9 business plan, update roles and responsibilities of current central office staff members to include: website design and update, social media communication, and develop new recruiting strategies
- Implement salary schedules in accordance with collective bargaining agreements and /or policy development that are competitive with Comp 1 & 2 of the strategic plan
- Negotiate multi-year/flexible contracts that balance the interests of employees and taxpayers
- Analyze long term costs of obligations beyond retirement with balanced interest to early retirement benefits
- Review benefits in CBAs and personnel policies for consistency in language and practice (i.e. Explore free/tuitioned enrollment for children of non-resident employees.)
- Engage in relationships with local, state and national teacher preparatory programs.

● School Performance Indicators

- In collaboration with HR Coordinator, participate in recruitment fairs at colleges and other locations both for education majors and regular career fairs for college graduates
- Work with Personnel Committee to create accurate job descriptions for certified and non-certified positions. Ensure that roles and responsibilities are identified for the specifics of each position.
- Recognize staff at school assemblies, school board meetings, SAU #9 board meetings, and in staff and family newsletters.
- Work to identify and implement incentives for retainment and recruitment of teachers.

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B. SAU Performance Indicators - *Develop Effective Personnel*

- Propose revisions to the current teacher evaluation instrument and create consistency in processes for observation, feedback, and summative evaluation across schools.
 - Provide personalized and embedded professional development instruction, assessment and environment based on individual needs including a robust mentoring and New Teacher onboarding program.
 - Explore new strategies for providing professional development consistently throughout the school year beyond TW/ER days with minimal impact on families.
 - Survey staff annually in order to identify individualized professional development needs, school climate, and job satisfaction
 - Continue to build administrative capacity and consistency through leadership meetings, evaluation and professional development
 - Utilize agreed upon curricular materials, assessment maps, and other curricular resources consistently at the school and district levels
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- **School Performance Indicators**
 - Establish a comprehensive system for annual professional goal setting and monitoring of teacher development to be implemented across all schools
 - Maximize goal setting and evaluation opportunities to provide instructional feedback for growth
 - Utilize specialists/coaches to informally observe (non-evaluative) lessons and provide feedback for teacher's professional growth and students' success
 - Develop model for peer to peer feedback around instructional practices (similar to instructional rounds for teachers)
 - Utilize existing staff to provide mini workshops for teachers around instruction, assessment, and classroom practices
 - Utilize evaluation and professional development as a unified model for growth

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Strategic Plan Focus Area 2: Student Growth

Goal: During the 2024/25 school year, we will increase students' level of achievement and growth (academic, social, emotional) using multiple measures.

- **SAU #9 Performance Indicators:**

- Expand data collection and reporting system in all schools K-8 with a pilot in CTE and 9-12
- Reestablish curriculum teams to ensure consistency in implementation of curricular resources and instruction, assessment and reporting practices
- Create processes and tools to gather data on students accessing mental health supports both in and out of school. (i.e. DHHS episodes of treatment, 988 access, outside counseling services, etc.)
- Define roles of instructional specialists/coaches
- Develop a plan to review the current status of early childhood education and opportunities for expanded access and/or growth within SAU #9
- Continue to calibrate assessment practices using our local system of assessment to drive curricular and instructional action steps
- Develop criteria to locally define student achievement based upon the Portrait of a Learner and processes for demonstration/documentation
- Create consistency in the definition of Habits of Learning/Work Ethic and the data collection and reporting processes across all schools
- Support the development of equitable and inclusive learning environments for all students to thrive
- Utilize SAU #9 report card to identify trends, strengths, and opportunities for growth

- **School Performance Indicators:**

- Utilize student led conferencing and learning exhibitions to demonstrate academic and personal growth
- Ensure that PoL components are thoughtfully integrated into all curricular areas
- Build structures to support personalization of academic and social emotional instruction for each and every student
- Provide an equitable and inclusive learning environment for all students to thrive
- Ensure that an increased number of students and families know of and have equitable access to all programs including, but not limited to: ELOs, IRCs (Industry Related Credentials), dual enrollment courses, Project SUCCEED, co-curriculars.

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- Commit to regularly scheduled school and district PLC meetings during which educators review performance assessments and focus on student achievement data (both the tools and the student work)
- Expand school wide knowledge of NWEA and other data points for academic growth in Math and ELA
- Collaboratively develop exploratory pathways connecting content from all areas with each other (for students and staff)

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Strategic Plan Focus Area 3: Community

Goal: During the 2024/25 school year, we will build our school environments and communities in collaboration with the MWV community to foster a professional and positive educational climate and culture.

- **SAU #9 Performance Indicators:**

- Communicate regularly with faculty and families to provide timely information, highlight successes in each school, encourage participation in our schools, and to promote a sense of belonging
- Foster a positive relationship with local media
- Continue to educate community and school board members about the mission and vision of SAU #9 to aid in decision making
- Enhance access to school and school board information for community members via the SAU #9 website and social media
- Foster SAU #9 wide climate that is positive, equitable and inclusive for all students, staff and community members

- **School Performance Indicators:**

- Invite families and community members into our schools for unified arts & academic events regularly throughout the school year
- Encourage and evaluate student and staff participation in community service opportunities
- Develop cross-school relationships and collaboration through shared events, activities, and student/teacher mentorship
- Foster vibrant collaboration between schools and local community organizations to enhance learning within and beyond the classroom walls.
- Continue to enhance opportunities for building home school connections for students and families through regular communication, outreach and programming (transition programs, before and after school programs, etc.)
- Research and implement best practices from educational research for family and community engagement

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Strategic Plan Focus Area 4: Facilities

Goal: During the 2024/25 school year, we will provide and maintain safe, healthy, and supportive school facilities to promote teaching and learning for all students and staff.

- **SAU #9 Performance Indicators:**

- Develop, annually update, and communicate a five-year and ten-year plan to secure funding for identified facility and physical resource needs
- Continue to maximize efficiency and utilization of all SAU #9 facilities and resources that meet the needs of our students and communities
- Create and maintain equitable and inclusive school facilities for all students, staff and community members

- **School Performance Indicators:**

- Collaborate with state and local organizations to systematically evaluate facilities to increase safety and security
- Identify and address areas of improvement to provide equitable access for all students, staff, and community members
- Increase focus on the need to provide welcoming, clean, and inviting school facilities for students, staff, and the community