

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 utilizing the principles of Building Thinking Classrooms (as appropriate).</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"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• Implementation of board-approved programs that support our curriculum standards and address state and district requirements</li> </ul> <p>High School:</p> <ul style="list-style-type: none"> <li>• Curriculum review teams/PLC time</li> </ul> <p>Middle School:</p> <ul style="list-style-type: none"> <li>• Ongoing curriculum scope and sequence review PLC time</li> <li>• Review and analyze SAS assessment scores</li> <li>• Review and analyze NWEA assessment scores</li> <li>• Review and analyze MTSS referrals and student achievement data</li> <li>• Analyze student data from Standards Based Report cards at the conclusion of each trimester in the K-6 setting</li> <li>• Review and analyze content area assessments</li> </ul> <p>Implementation of:</p> <ul style="list-style-type: none"> <li>• Wonders</li> <li>• IXL</li> </ul>	<p>SAU Wide: Mentor Program Feedback (Mentor/Mentee)</p> <ul style="list-style-type: none"> <li>• Teacher Induction Feedback</li> <li>• District-wide assessment data including PSAT, NWEA, AIMSWEB, SAT, NHSAS</li> <li>• Faculty Meetings/PLC Time/Curriculum Meetings</li> <li>• AP Assessments</li> <li>• ASVAB</li> <li>• Wonders assessments</li> <li>• IXL data</li> <li>• Math &amp; YOU assessments</li> <li>• SAVVAS assessments</li> <li>• Advanced Math course enrollments</li> <li>• ALE's</li> <li>• MTSS Data</li> <li>• IEP Progress Notes</li> <li>• Report Card Data</li> <li>• Preschool Outcome Measures</li> <li>• Literacy Screening Data</li> </ul>

	<ul style="list-style-type: none"> <li>• SAVVAS</li> <li>• Inquiry activities associated with OpenSciEd</li> <li>• Math &amp; YOU and Big Ideas</li> </ul> <p>Elementary: Implementation of:</p> <ul style="list-style-type: none"> <li>• Analyze student data from Standards Based Report cards at the conclusion of each trimester in the K-6 setting</li> <li>• Wonders plus supplemental phonological awareness</li> <li>• Math &amp; YOU</li> <li>• Mystery Science</li> <li>• IXL</li> <li>• Social Studies</li> </ul> <p>PreK-K: Implementation of:</p> <ul style="list-style-type: none"> <li>• Analyze student data from Standards Based Report cards at the conclusion of each trimester in the K-6 setting</li> <li>• Play-based instruction (NH State Law) - may require some adaptation of curriculum materials for developmental appropriateness and to meet state law</li> <li>• Wonders plus supplemental phonological awareness</li> <li>• Math &amp; YOU</li> <li>• IXL</li> <li>• Mystery Science</li> </ul>	
<p>Objective 4:</p> <p>Intentionally embed the Portrait of a Graduate framework into instructional practices across K-12 to cultivate critical competencies in all students.</p>	<p>SAU Wide:</p> <ul style="list-style-type: none"> <li>- Embed Portrait of a Graduate language and expectations into curriculum planning, instruction, and school culture.</li> <li>- Provide professional development opportunities to support instructional alignment to Portrait of a Graduate competencies.</li> <li>- Showcase student progress and competencies through authentic tasks and presentations.</li> </ul>	<p>SAU Wide:</p> <ul style="list-style-type: none"> <li>- Professional development records and participation logs</li> <li>- Sample curriculum documents showing alignment</li> <li>- Student work samples or performance assessments</li> </ul>

Goal 2: SAU 19 will 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:</p> <p>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"> <li>• Implement and train students and staff on all elements of the revised Emergency Operations Plan (EOP)</li> <li>• SAU Safety Committee will meet quarterly; which includes SAU, building administration and local first responders</li> <li>• Complete all state mandated training exercises in conjunction with local first responders monthly</li> <li>• Participate and complete baseline, self-paced courses for all administrators and professional staff provided by FEMA/ICS Resource Center (ICS-100)</li> <li>• Communicate with students (as developmentally appropriate), staff and the community about the Confidential Reporting System for SAU 19</li> <li>• Maintain the District Threat Assessment Team made up of representation from the SAU office and each building in the district.</li> </ul>	<p>SAU Wide:</p> <ul style="list-style-type: none"> <li>• Documentation of signed EOP, training materials, manuals, calendars, minutes, and participation</li> <li>• Documentation of District and School-based training materials, agendas, calendars, and participation for Safety Committee</li> <li>• Certificates of completion for all administrators and professional staff members participating in ICS Resource Center courses/trainings</li> <li>• Threat Assessment Team Flow Chart and analytics on reported activity through the confidential on-line reporting system</li> <li>• Joint/Loss Committee documentation</li> </ul>
<p>Objective 2:</p> <p>To integrate social-emotional programming and utilize evidence-based resources to foster the social/emotional development of all students.</p>	<p>SAU Wide:</p> <ul style="list-style-type: none"> <li>• Refine, communicate, and train all staff on behavior expectations across all schools in SAU19</li> <li>• Model and provide guided practice to all students of behavior expectations across all schools in SAU 19</li> <li>• 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</li> <li>• Maintain MTSS-B procedures</li> <li>• Utilize Second Step digital programming in grades K-8</li> </ul>	<p>SAU Wide:</p> <ul style="list-style-type: none"> <li>• Meeting/Teacher documentation of implementation of Second Step Programming, monthly</li> <li>• Behavior Data analysis</li> <li>• Samples of behavior rollout/communication expectations</li> <li>• 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</li> <li>• MTSS-B Notes with intervention strategies</li> <li>• Staff Retention Rate</li> </ul>

	<ul style="list-style-type: none"> <li>• Collaborate, partner, and reflect between school counselors, behavioral specialists, psychologists and classrooms teachers across the SAU</li> <li>• Continue to utilize a digital SEL program to support the needs of all students in grades K-8 in SAU 19</li> <li>• Improve students' SEL skills in the areas incorporating self-awareness, social awareness, self-management, responsible decision-making, and relationship management</li> <li>• 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</li> </ul> <p>High School:</p> <ul style="list-style-type: none"> <li>• Host Challenge Day</li> <li>• Implementation of School Counseling Curriculum</li> <li>• Involvement of Class Advisors to promote involvement in class/school activities</li> <li>• Communicate schoolwide expectations through grade level assemblies</li> </ul> <p>Middle School:</p> <ul style="list-style-type: none"> <li>• DARE in Grade 6 (NB and MVMS)</li> <li>• Second-Step programming</li> <li>• PBIS Implementation</li> </ul> <p>Elementary:</p> <ul style="list-style-type: none"> <li>• Second-Step programming</li> <li>• School-wide Positive Behavior Implementation</li> <li>• MTSS-B and Student Success Program</li> </ul> <p>PreK-K:</p> <ul style="list-style-type: none"> <li>• Schoolwide Pyramid Model implementation</li> <li>• Trauma Informed Early Childhood Practices</li> <li>• Second-Step programming</li> </ul>	<p>High School:</p> <ul style="list-style-type: none"> <li>• Fewer disciplinary incidents (% improvement)</li> <li>• Event attendance/ participation records</li> </ul> <p>Middle School:</p> <ul style="list-style-type: none"> <li>• DARE essays and final assembly for grade six students</li> <li>• Paws Pride Assemblies &amp; Community Meetings</li> <li>• PBIS Rollouts &amp; Incentives</li> <li>• Behavioral Data</li> <li>• Performance Tasks</li> </ul> <p>Elementary:</p> <ul style="list-style-type: none"> <li>• Behavioral Data</li> <li>• Performance Tasks</li> <li>• School-wide Positive Behavior Rollouts</li> </ul> <p>PreK-K:</p> <ul style="list-style-type: none"> <li>• Behavioral data</li> </ul>
Objective 3: The SAU 19 Educational Community is committed to	SAU Wide:	SAU Wide: <ul style="list-style-type: none"> <li>• Documentation of training material and agendas (when appropriate)</li> </ul>

<p>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>	<ul style="list-style-type: none"> <li>• Complete state mandated training on Suicide Prevention training in August/September 2025 for all staff utilizing Vector</li> <li>• Implement suicide prevention education as approved by the Goffstown School District, to all students in Grades 7 through 12</li> <li>• Communicate suicide prevention programming objectives/supports with families as well as provide information on mental health community supports</li> <li>• Access to all trainings for staff, either in person or online via Vector, such as: Signs of Abuse and Neglect, Bloodborne pathogens, Cybersecurity/Phishing, Harassment/Bullying</li> <li>• Foster a thriving learning community supports and encourages regular attendance for students and staff</li> <li>• Suicide Prevention Policy accessible for all staff members</li> <li>• Communication of community resources available, like Mobile Crisis</li> <li>• Offer CPI trainings throughout the year for all staff members who work with students</li> </ul>	<ul style="list-style-type: none"> <li>• Samples of instructional materials developed and implemented in student and parent communication of content associated with suicide prevention training</li> <li>• Certificate of completion for all mandated yearly training activities (via Vector)</li> <li>• Certificate of completion for CPI training for new professional staff</li> <li>• Student and Staff data on completion rates</li> </ul>
<p><b>Objective 4:</b></p> <p>Implement NABITA-aligned protocols for threat assessment and develop a Behavioral Intervention Team (BIT) to support early identification and intervention related to safety risks.</p>	<p><b>SAU Wide:</b></p> <ul style="list-style-type: none"> <li>- Provide professional development on NABITA risk rubric and tools.</li> <li>- Form and train a multidisciplinary BIT team representing all schools.</li> <li>- Integrate threat assessment processes into existing safety protocols.</li> <li>- Communicate protocols and expectations to appropriate staff members</li> </ul>	<p><b>SAU Wide:</b></p> <ul style="list-style-type: none"> <li>- BIT meeting agendas</li> <li>- Training participation records</li> <li>- Completed threat assessments using NABITA tools</li> <li>- Documentation of follow-up actions and referrals</li> </ul>

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"> <li>• 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</li> <li>• 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</li> <li>• Foster an understanding of ethical, cultural, and societal issues related to technology</li> <li>• Employ technology in the development of strategies for solving problems in the real world</li> <li>• Utilize technological tools to enhance written and spoken messages</li> <li>• Utilize technology to evaluate information from a variety of sources</li> <li>• Utilize telecommunications to collaborate, publish, and interact with teachers and peers</li> <li>• Utilize analytics from the LMS integrated applications to track student progress and to inform instruction</li> <li>• 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</li> <li>• Parents will be able to access the LMS to monitor their student's progress in all classes, access relevant course information and student materials, see upcoming assignment due dates, and contact information for their student's teachers</li> </ul>	<p>SAU Wide:</p> <ul style="list-style-type: none"> <li>• Implementation of <i>Schoology</i> courses for all classes, K-12</li> <li>• Digital walkthroughs by administrators of <i>Schoology</i> courses utilizing the Schoology Expectation document as a guide</li> <li>• Use the grading feature that integrates with PowerSchool (7-12),</li> <li>• Analytic data from integrated applications that demonstrate student progress (such as IXL, Kaltura, Savvas)</li> <li>• Student feedback on the accessibility and use of <i>Schoology</i> (LMS) to access relevant and current course information about their educational experiences</li> <li>• Utilization of Schoology groups for district-approved extracurricular activities, clubs, and athletics</li> <li>• Creation of <i>Schoology</i> groups to facilitate staff professional development and collaboration both vertically and horizontally.</li> <li>• Continued collaboration of Schoology leadership team at the district and building levels</li> <li>• ICT online portfolios</li> <li>• Quality student-created digital products</li> <li>• Positive online interactions with teachers and peers</li> <li>• Increased fluency with District-approved hardware and software applications</li> <li>• Compliance with copyright law and plagiarism policy</li> <li>• Creative synthesis of information from multiple sources</li> <li>• Attendance/participation in events communicated through identified methods</li> </ul>

		<ul style="list-style-type: none"> <li>Consider shared resources and vocabulary to use with all staff and students for digital citizenship. For example: <a href="#">Pause &amp; Think Online   Common Sense Education</a> as a starting place for administration review and discussion</li> </ul>
<p>Objective 3:</p> <p>Promote the ethical use of Artificial Intelligence (AI) with both staff and students, aligned with district policy and digital citizenship principles.</p>	<p>SAU Wide:</p> <ul style="list-style-type: none"> <li>- Provide training and guidelines to staff and students on appropriate AI tool use.</li> <li>- Encourage critical thinking about AI's impact in society through curriculum integration.</li> <li>- Embed digital ethics into technology courses and LMS resources.</li> </ul>	<p>SAU Wide:</p> <ul style="list-style-type: none"> <li>- AI policy document</li> <li>- Training sign-in sheets and materials</li> <li>- Examples of classroom practices using AI tools ethically</li> <li>- Student work samples reflecting responsible AI use</li> </ul>