

**James House Preschool
2020-21 Building-Based Target Goal**

Rationale: The Kearsarge Regional School District has implemented remote learning for all students for the 2020-21 school year. Engaging preschool aged children in remote learning requires a great deal of creative planning and use of family and student friendly technology and resources. James House Preschool would like to focus on building their repertoire of remote learning resources for preschool aged students to help students and families effectively engage in preschool remote learning.

Specific: During the 2020-21 school year. Each teacher will participate in at least 8 hours (32 total) of professional development or training in remote learning resources for preschool.

Measurable: Teachers will provide evidence of the training/professional development activities by providing certificate of completion or log of activities

Attainable: There are many resources and trainings available for teachers to access in regards to implementing remote learning with preschool aged students.

Relevant: Effective remote learning practices are critical to prevent disruption in preschool student learning during periods of at home remote learning throughout the school year.

Time-Oriented: The goal is to be completed during the 2020-21 school year. A total of professional development hours and activities will be provided at the end of the school year.

*rec'd Oct 2020
approved, WF*

Simonds School Building-Based Target Goal (2020-2021)

Rationale: During the 2018-2019 school year, Simonds School participated in a climate and culture survey with The Center for School Climate and Learning. This survey was administered to staff, parents and students. Simonds staff identified three areas to address for the 2019-2020 school year. During the summer institute, staff developed an intervention plan to address the following two areas:

1. If I don't feel safe there's a safe person or place for me.
2. I have at least one adult in my school who really cares about me and my education.

In both areas, there was a discrepancy between staff/parent and student perceptions. Staff and parents felt strongly (>85%) that these statements were true. However, students responded significantly lower (<67%). For this reason, the staff developed a goal for all staff to have "meaningful interactions with Simonds students to develop closer connections. **During that school year students and staff 'connected' throughout the year via snack groups, quick check-ins, written notes or visits on the playground.**

2020-2021 The staff would like to continue this goal in a social-distanced and/or virtual manner. Staff will continue with the same students from the previous year, adding in new kindergarten and new students. The number and frequency of interactions will need to be adjusted given our current schedule and COVID-19 health restrictions.

Specific: **By May of 2021, Simonds staff will have 8 meaningful interactions with assigned students.**

Measurable: Staff will log interactions utilizing a specific spreadsheet. **Staff will be expected to have one meaningful interaction per month through May.**

Attainable: Each staff member will be assigned a specific number of students, depending on their position and availability. **Most staff will continue with the same students as last year to further develop relationships.** Meaningful interactions must occur outside the 'typical' assignment. This means that a classroom teacher will not be assigned a student in his/her own homeroom. **Examples of social-distanced and/or virtual meaningful interactions may include: Google Meets snack meeting, a pen pal-style letter or correspondence, a social-distanced meeting on the playground (if an At School Remote student) or an email exchange.**

Relevant: Rudasill, Reio, Stipanovic, & Taylor, (2010) note that positive teacher-student relationships have been shown to support students' adjustment to school, contribute to their social skills and positively impact student academic achievement. Additionally, the survey completed by the Center for School Climate and Learning noted a discrepancy between student perception of adult relationships in relation to their parents and staff. It is our hope that by continuing this initiative that we will build even stronger bonds with our students and provide a safe and trusted resource for each student.

Time-Oriented: This goal is based on an **eight-month timeframe with one interaction per month.**

Rec'd Oct 2020
Approved WF

Sutton Central School
Building-Based Merit Target
SY 2020-2021

Promoting Together!

STEP 1: SCS Principal and staff conducted virtual staff meetings in September and October 2020. During these meetings, staff reviewed school climate data and school goals. Through the SCS Norms and Consensus model on October 22, 2020, staff agreed it was important to focus on our connections and collaboration with each other and colleagues throughout the district to adapt with the new remote learning environment for staff and students. During these meetings, staff identified that we have 2 new classroom teachers and additional related service providers supporting our efforts. We also recognized that at times we are limited in our collaboration given the small size of the school (i.e. only one teacher per grade level). It was determined that with a different approach to the learning model we can all benefit from learning from others, especially those in other elementary schools.

STEP 2: As a result of step 1, the following SMART goal was discussed by the staff and adopted as a proposed Building-Based Merit Target for SCS (See below).

STEP 3: A Google form will be developed that staff will use on a monthly basis to record connection and collaboration activities. Checklist of activities will be developed collaboratively by SCS staff. These activities will also be aligned to the 3 school goals. Data will be collected and analyzed via Google Sheets. Staff will analyze data on a bi-monthly basis through its regular Wednesday staff meetings.

Rationale	Specific	Measurable	Attainable	Relevant	Time Oriented
Sutton Central School Goal #3 is focused on school community wellness and mindfulness. School climate survey results (from 2019) indicated 43% of staff experienced moderate to high stress in their jobs; 52% experienced moderate to high stress in terms of self expectations to do their jobs; 53% experienced moderate to high stress related to workload demands; and 57% experienced moderate to high stress related to challenging or disengaged students. With the current COVID19 situation, staff identified work stress as the priority in terms of managing it more effectively during this school year.	By May 1, 2021, 90% of Sutton Central School CBA covered staff will complete one or more connection and collaboration activities as outlined on the Sutton Building Based Merit Target Tracking "activity checklist" per month for a total of 7 months during the 2020-2021 school year.	This target will be measured by the following steps: 1. Staff will document connection and collaboration activities using a specific checklist developed through consensus of SCS staff. 2. Staff will be expected to have one or more meaningful interactions documented on their checklist per month (for a total of 7 months - Nov through May) 3. Activity checklists will be integrated into a Google Form that staff may complete at any time. This data will be collected and analyzed on a school wide Google Spreadsheet.	By providing a checklist of activities and easy access to a Google Form, all staff will have options for meeting this merit target while enhancing connections and collaboration within and outside Sutton Central School. This supports the KRSD word of the year "TOGETHER" and places an emphasis on the routine collaboration that will be needed during this unique and challenging time in education.	Every staff member identifies stress as something they want to manage for this school year. They also identify the importance of not becoming isolated as this is a common emotion associated with stress. Working TOGETHER and learning from each other will help to reduce stress and provide a meaningful learning environment for students, while also maintaining safety parameters for the entire SCS community.	The time provides seven months to complete the goal. It promotes collaboration, effective use of human resources, and importance of staff wellness during this redesign of education. Healthy staff will promote consistency in educational programming for students.

Dec 2 Oct 2020
Approved WF

KRES-NL 2020/2021 Building Based Merit Target

Rationale	Specific	Measurable	Attainable	Relevant	Time Oriented
<p>With Remote Learning in place, and planning for two different learning environments, there is a need for increased support and collaboration among all staff members. Strengthened connections among staff, continuity throughout the school, focused communication and targeted feedback are needed to ensure success among all staff and benefit student growth and climate here at KRES-NL.</p>	<p>By May 1, 2021, 85% of KRES-NL CBA covered staff will meet one or more connection activities as outlined on the KRES-NL Building Based Merit Target Tracking "activity checklist" per month for a total of 7 months during the 2019-2020 school year.</p>	<p>The target will be measured by the following steps: 1. Staff will log interactions utilizing a specific checklist. 2. Staff will be expected to have one or more meaningful interactions documented on their checklist per month (for a total of 7 months). 3. Data will be collected on a school wide Google Spreadsheet.</p>	<p>By providing a checklist of choices and options, all staff will have options for meeting this goal and providing support and collaboration in the building.</p>	<p>This supports the KRSD word of the year 'together', by our commitment to fostering a collegial environment of support throughout the building.</p>	<p>The time provides seven months to complete the goal. It promotes commitment, continuity, and student centered choices.</p>

Staff Reporting Form:

https://docs.google.com/document/d/1RZ0GLqmE4PCiPh_zyTpJLX4O4mwbGzTk4.JDbddpx8io/edit?usp=sharing

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 Approved WF*

Kearsarge Regional Elementary School at Bradford
2020-21 Building-Based Target Goal

Rationale: The Kearsarge Regional School District has implemented remote learning for all students for the 2020-21 school year. Remote learning requires the use of various technologies. The implementation and application of digital tools and skills are more important than ever. Teachers have had to rethink how they provide instruction and present content to students. The use of new digital tools can be used to provide instruction and engage students in learning.

Specific: During the 2020-21 school year. Teachers will implement three new technology tools or electronic resources in their classrooms.

Measurable: Teachers will provide evidence of the technology tools and electronic resources they have implemented.

Attainable: This year there are many professional development offerings in the area of technology, digital skills and online tools. Teachers implement new skills and technology regularly.

Relevant: Effective implementation of technology is imperative to the student academic growth and progress this school year.

Time-Oriented: The goal is to be completed during the 2020-21 school year. A report of the skills and tools that have been implemented will be developed and submitted.

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Approved WF*

KRMS 2020-2021 Merit SMART Goal

Rationale	Specific	Measurable	Attainable	Relevant	Time oriented
<p>KRMS is operating a robust middle school in the midst of a worldwide pandemic. As a direct result, teachers have to work with new and evolving technologies to create and deliver curriculum and educational services remotely, to both at-home and at-school learners. To meet these increased needs, KRMS staff will:</p> <ol style="list-style-type: none"> 1) Complete technology focused professional development outside of school hours (Choice Time) such as ISTE Micro Courses, Webinars, or District offered sessions. 2) Submit a lesson on the Remote Learning Template which incorporates technology to enhance student learning. 3) Reflect on their implementation of that lesson by answering specific questions. 	<p>By March 10, 2021 KRMS staff covered by the KREA Collective Bargaining Agreement will be responsible for submitting evidence of the three areas of the goal on a Google form using the designated lesson and reflection templates. Professional Development will also be submitted in My Learning Plan.</p> <p>The lesson will illustrate the use of new pedagogy, app, or platform for online learning or the provision of educational services that will improve student outcomes.</p>	<p>Of the 51 KRMS staff covered by the KREA Collective Bargaining Agreement, 43 (85%) must successfully fulfill the three goal areas and submit them using the google form and templates.</p>	<p>All KRMS staff are involved in the implementation of remote instruction and provision of educational services. Teachers have been provided introductory training and will be provided ongoing information about professional development opportunities which support the goal.</p> <p>The professional development must be completed outside of the contracted day.</p>	<p>Our current situation requires staff to develop new skills and acquire new knowledge by learning and using technology beyond anything that has ever been expected.</p> <p>Teachers working to develop new skills in the LMS of Google Educational Suite, Chrome Extensions, and the correlated apps and platforms will improve student performance and engagement.</p>	<p>By achieving this goal by March 10, 2020 teachers will be able to share and implement ideas and strategies from their colleagues.</p> <p>KRMS administration will provide professional development and/or faculty meeting time after the completion of the goal for this purpose.</p>

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Building Based Merit Target KRHS 2020-2021

"By May 1st of 2021 KRHS teachers will identify and learn how to use a new technology tool (such as Pear Deck, Hyperdocs, Jamboard, etc.) that will be used to support and enhance remote learning. Additionally, upon learning the new technology, teachers will implement the new technology in all their classes for use in at least 2 lessons for each class.

Rationale	Specific	Measurable	Attainable	Relevant	Time-Oriented
<p>KRHS has started the year with the goal of being better in remote teaching than last Spring as well as being better than other homeschool based online options by offering a robust synchronous learning environment for all students regardless of physical learning environment. Through reaching for this goal, our staff will work with colleagues, learn from colleagues, and teach colleagues new technology supporting platforms that enhance learning.</p>	<p>By January 15, 2021 a minimum of 85% of KRHS CBA covered staff will have identified and learned how to utilize a new technology tool/platform, such as Pear Deck, Jamboard, Hyperdocs, etc. By May 1st, those same staff members will have implemented the tool into all of their classes and used the platform in at least 2 lessons for each class.</p>	<p>Each staff will submit a professional review upon the use of the tool and how it enhanced, changed, impacted, etc. their remote teaching and all submissions will be digitally cataloged for other staff members to review.</p>	<p>All KRHS staff have been showcased several new tools this year through introductory professional development. This goal encourages staff members to seek the deeper understanding of these tools and implement them with fidelity to enhance the learning of all students regardless of their physical learning environment.</p>	<p>All students are learning through a remote format this school year and as part of our reopening plan, we offered several modes of learning through a synchronous learning environment to benefit and keep our community safe. These tools are items that can enhance the learning environment and help staff use them more fluidly with fidelity.</p>	<p>By benchmarking two separate deadlines over the school year, it allows staff time to identify and learn a new tool through professional development, peers, and experimentation and then develop lesson plans and implement them using the tool by May 1st of 2021.</p>

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