

Superintendent of Schools Entry Plan

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Presented to the Cornish School Board

November 21, 2011

What Can SAU #6 Expect?

October 11, 2011

- Acquire accurate and detailed understanding about SAU #6 (*Entry Plan*);
- Establish “targets” to support SAU #6’s meaningful initiatives;
- Address what (if anything) is hindering the progress of SAU #6’s meaningful initiatives;
- Trust and respect;
- *“What is in the best interest of all students?”*

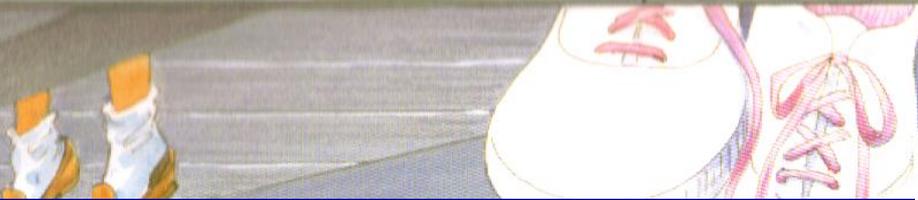
Goals of Entry Plan

- **1. Learn about the Cornish Elementary School, SAU #6 and its people;**
- **2. Examine key issues involving the District's past to clarify how issues were addressed;**
- **3. Identify the norms and values;**
- **4. Identify the tasks which need to be done in a prioritized manner; and,**
- **5. Establish how these tasks should be accomplished.**



The challenges we face with –

- Rigor***
- Relevance***
- Relationships***



Rigor

- What do we want students to know and be able to do as a result of each lesson?
- How will we assess what each student has learned as a result of the lesson?

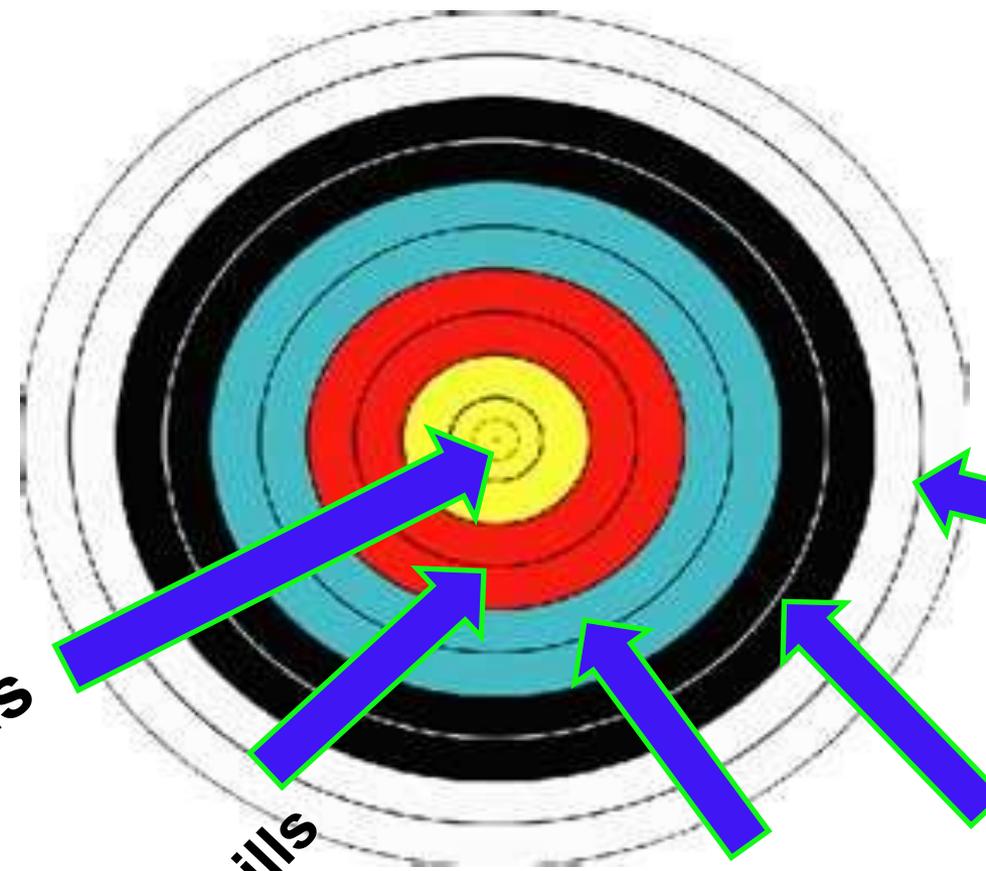
Essential Skills

Very Important Skills

Important Skills

“Nice to Know”

Unimportant



SKILLFUL TEACHING

**STUDENT
RESULTS**

**SKILLFUL
LEADERSHIP**

**SKILLFUL
USE OF DATA**

Major Findings

- 1. Some of the concerns expressed:**
 - a) NECAP test scores;*
 - b) School culture (collaborative; congenial);*
 - c) Attracting and retaining excellent teachers and administrators;*
 - d) Academic expectations (curriculum and instruction);*
- 2. It is unclear whether the Cornish staff are prepared to fully implement the K-8 Power Standards by September 2012;**
- 3. The current SAU #6 website is not user friendly. Subsequently, communication with parents and community members is limited;**
- 4. The cost of Special Education is a concern;**

Major Findings, cont.

- 5. The Cornish community values their school, but is uncertain with student progress as measured by NECAP results. Many expect more academic progress as a result of their investment;**
- 6. Some question if Cornish students are prepared for the academic demands of high school following eighth grade.**

Recommendations

1. Prepare for full implementation of K-8 Power Standards in September 2012;

- a) *Provide teachers and administration time for cross-grade and common grade articulation discussions to clarify the Power Standards for each grade level (ESSENTIAL SKILLS → “What do we want students to know, and be able to accomplish, by the end of each school year?”);*
- b) *Provide teachers and administration opportunities for cross-grade discussions to address the challenges associated with transitioning from grade to grade;*
- c) *Use of Common Formative and Summative Assessments involving Power Standards to inform instruction, and identify students who require intervention and/or enrichment.*

Recommendations, cont.

- 2. Sustain opportunities for the SAU #6 building leadership to focus on “best practices” involving supervision and evaluation of staff with the goal of improving instruction and learning;**
- 3. Examine all K-8 student programs, courses and policies to determine if any are outdated, or no longer relevant with preparing students for the 21st century world;**
- 4. Implement a strategic planning effort to review the mission, goals, and programs resulting in a combined focus and clarity for administration, teaching staff, School Board, and community;**

Recommendations, cont.

- 5. School Board presentations by building principal and staff to illustrate how Cornish Elementary School utilizes data to inform instruction, identify students in need of academic intervention, and determine budgetary priorities regarding curriculum and instruction;**
- 6. Annually survey former Cornish students to evaluate how well prepared each was for high school, and beyond;**
- 7. Review the Cornish Elementary School's bullying intervention protocols;**
- 8. Complete a Special Education program audit to assess programs, staff, and student intervention models;**

Recommendations, cont.

- 9. Complete a district-wide evaluation of the SAU #6 schools' technology infrastructure to identify and implement a multi-year instructional technology hardware plan supported by technology training for staff;**
- 10. Expand and upgrade SAU #6 and Cornish Elementary School websites.**

Prioritized Recommendations

2011-2012

1. Prepare for full implementation of **K-8 Power Standards** in September 2012;
2. Sustain opportunities for the SAU #6 building leadership to focus on “best practices” involving supervision and evaluation of staff with the goal of **improving instruction and learning**;
3. **Examine** all **K-8 student programs, courses** and **policies** to determine if any are outdated, or no longer relevant with preparing students for their 21st century world;
4. Candid discussion involving the Cornish Elementary School **culture** (collaboration; congeniality);

Cornish Elementary School will be a High Performing School

- ❑ Instructional practices that focus on student learning
- ❑ School-wide agreement involving academic expectations
- ❑ Cross-grade ownership of student achievement results

