Gilford High School Goals   August 2015-June 2018

1.   Foster a school climate with the expectation that it inspires and promotes optimal, personalized student learning with pride.

      a.   Improve the system for early intervention with students who are not working at a successful level with the expectation that their academic achievement will improve. This will include, but is not limited to, structured study time, before, during and after school, or other program within the existing structure.

      b.   Evaluate and refine the advisor-advisee program to improve relationships between the adults and students in the building with the expectation that it will translate into improved student learning.

      c.   Recognize and celebrate student and staff achievements

2.   Implement 21st century learning skills to promote a common language that ensures all stakeholders understand the skills necessary to be successful for college and career-ready

      a.   Revisit the civic and social expectations for common language used throughout the building

      b.   Develop core values that a GHS student should embody and find avenues for students to demonstrate these qualities

3.   Strengthen literacy development across content areas

      a.   Research and use materials on best teaching practices- specifically in the area of writing instruction and assessment

      b.   Activate subject area/grade level discussions on reading and writing strategies (and consider alignment of writing instruction/assessment)

      c.   Interpret, report, and use assessment data to inform instruction

      d.   Conduct & share literacy demonstrations in each content area at faculty meetings or DEWs

      e.   Expand peer observations beyond the department to strengthen peer collaboration and best practices

      f.   Implement summer reading program for students and assess the success

4.   Evaluate and refine assessment tools, grading practices (formative & summative), and update competencies to accurately inform all stakeholders.

      a.   Expand and implement the use of instructional strategies that involve all students in higher order thinking to promote depth of understanding

      b.   Review and revise competencies so they are available to all stakeholders

      c.   Utilize formative assessments to make informed decisions to support the learning of all students

5.   Increase integration of available technology that will result in improved student learning.

      a.   Expect that faculty will share their knowledge and demonstrate their integration (learned via on-line courses, district training offerings, workshops, etc.) of technology into their classrooms with the entire staff

      b.   Expect that all departments will continue to increase integration of available technology that will result in improved student learning and demonstrate the technology being used in classrooms through staff-led professional development opportunities