

## Hampton Falls School Board Goals Rubric (2021-2024)

### Performance Indicators

1. Beginning: Does not meet strategic objectives based on projected timeline.
2. Developing: Progressing toward strategic objectives based on projected timeline.
3. Proficient: Meets strategic objectives based on projected timeline.
4. Advanced: Exceeds strategic objectives based on projected timeline.



**Lincoln Akerman School**

**Communication:** The Hampton Falls School Board will maintain open communication with all stakeholders through the sharing of information on activities, building and fiscal management, and opportunities for engagement with the school and greater Hampton Falls communities.

Measurable Outputs	Beginning	Developing	Proficient	Advanced	Parties Responsible
Develop and disseminate community newsletters on a quarterly basis.	<i>Single newsletter; distributed through school email and/or mailed to town.</i>	<i>Multiple newsletters/year are sent through town and school email lists. SB has released spring and fall 2021 newsletters; summary to be in town newsletter; coordinated with BOS to disseminate; dedicated page on LAS website</i>	<i>In addition to quarterly newsletters email from school and town lists; summary notes are provided in town newsletter distributed every two months. LAS provides summary updates for each town newsletter, distributed every two months.</i>	<i>In addition to quarterly newsletters email from school and town lists; summary notes are provided in town newsletter distributed every two months as informed by measurable community input and/ or feedback.</i>	Jill Swasey
Transparent and concrete communication with the community prior to	<i>Meetings shared on SAU &amp; LAS calendars, shared</i>	<i>Meetings schedule shared via newsletters</i>	<i>Meetings listed on school and SAU calendars and</i>	<i>Town signs notifies residents; school board meetings</i>	Jill Swasey

scheduled meetings.	<i>on social media</i>		<i>shared through SB newsletters and town newsletters.</i>	<i>tracked on community calendar.</i>	
Meet with identified community organizations and leaders to build trust and transparency.	<i>SB and BOS have shared communications, no regular meetings. Need to ID potential groups.</i>	<i>SB and BOS need to schedule a work session. SB needs to identify potential groups to reach out to.</i>	<i>SB and BOS convene 1/year to discuss shared topics of interest.</i>	<i>SB and BOS collaborate on shared topics of interest.</i>	Board Chair

**Fiscal Management:** The Hampton Falls School Board will provide resource allocation to support and align with the school's competency-based education, professional development, facilities maintenance/CIP, and technology plans – while maintaining fiscal responsibility to the town and community members of Hampton Falls.

Measurable Outputs	Beginning	Developing	Proficient	Advanced	Parties Responsible
Ensure sustained funding allocated to Competency Based Education (CBE), including, grading, assessment and reporting, interventions, and climate/culture.	<i>Budget conversations identify resources related to curriculum development, student information and support systems.</i>	<i>Board ensures adequate funding and resources related to curriculum development, student information and support systems.</i>	<i>Board ensures adequate funding and resources related to curriculum development, student information and support systems based on delineated CBE outcomes.</i>	<i>Board ensures adequate funding and resources related to curriculum development, student information and support systems informed by a comprehensive strategic planning process at the SAU level.</i>	Greg Parish / TBD
Ensure sustained funding allocated to training and professional development needs as identified through the CBE plan and professional employee goals.	<i>Budget conversations identify building CBE priorities.</i>	<i>Professional development budget is coordinated to reflect building CBE priorities.</i>	<i>Professional development budget and Federal Funds are coordinated to reflect building CBE priorities.</i>	<i>Professional development budget and Federal Funds are coordinated to reflect building CBE priorities and are integrated across SAU 21 and SAU 90.</i>	Barbara Goodman
Ensure sustained funding allocated to short and long-term facilities needed to create educational	<i>Budget conversations address facilities-related or space issues and needs.</i>	<i>Facilities committee conducts quarterly meetings with administration to identify facilities and</i>	<i>Board works with administration to research identified facilities needs,</i>	<i>Formal capital improvement plan details short and long-term projects to address facilities</i>	Jason Farias

space and environment for optimal learning.		<i>space needs.</i>	<i>meets with stakeholders to gain input, and engage in a collaborative planning process.</i>	<i>needs with accompanying verified costs/designs. Plan is incorporated into the budgeting process at the operating budget and warrant article level.</i>	
Ensure sustained funding allocated to meet the technology needs of students, teachers, and staff to best leverage and utilize technology in curriculum and the learning process.	<i>Board identifies funding and technology resources to meet the needs of students, teachers, and staff.</i>	<i>Board ensures adequate funding and technology resources to meet the needs of students, teachers, and staff.</i>	<i>Board ensures adequate funding and resources based on a comprehensive technology plan.</i>	<i>Board ensures adequate funding and resources based on a comprehensive technology plan that is integrated across SAU 21.</i>	Anthony Lang

**Curriculum and Instruction:** The Hampton Falls School Board will support a flexible educational program consistent with CBE that will prepare the students of Lincoln Akerman School for the next step in their educational career.

Measurable Outputs	Beginning	Developing	Proficient	Advanced	Parties Responsible
In conjunction with Curriculum Coordinators, develop and implement a communication plan focused on the LAS Competency Based Education initiative.	<i>Board meeting agendas identify CBE progress and priorities at the classroom and school level.</i>	<i>Board meeting agendas provide formal opportunities to share CBE progress and priorities at the classroom and school level.</i>	<i>Board meeting agendas, as well as quarterly newsletters, provide consistent opportunities to share CBE progress and priorities at the classroom, school and SAU level.</i>	<i>Board meeting agendas, as well as quarterly newsletters provide consistent opportunities to share CBE progress and priorities at the classroom, school and SAU level as informed by measurable community input and/ or feedback.</i>	Board Chair
Make all CBE presentations available to the School Board and public through the established CBE Presentation Library.	<i>CBE presentations are recorded and posted on the SAU website.</i>	<i>Real-time CBE presentations are curated and celebrated through administrative and board communication.</i>	<i>Real-time CBE presentations, including parent tutorials, are curated and celebrated through administrative and board communication.</i>	<i>Real-time CBE presentations, including parent tutorials, are curated and celebrated through administrative and board communication and are informed by measurable community input and/ or feedback.</i>	Board Chair

Annually, prior to the budget cycle, review progress of LAS toward SAU 21 planning documents (i.e. CBE Plan, Technology Plan, Professional Development Plan)	<i>Board meeting agendas include a review of the annual CBE, Technology &amp; PD Plans.</i>	<i>Board meeting agendas provide opportunities to share the CBE, Technology &amp; PD Plans.</i>	<i>Board meeting agendas, as well as quarterly newsletters, provide opportunities to share the CBE, Technology &amp; PD Plans as a basis to define future priorities.</i>	<i>Board meeting agendas, as well as quarterly newsletters, provide opportunities to share the CBE, Technology &amp; PD Plans as informed by a comprehensive strategic planning process at the SAU level.</i>	Board & Building Principal
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**Operations and Governance:** The Hampton Falls School Board will onboard new board members and provide continued support as to the roles and responsibilities of being an effective member of a high functioning school board.

Measurable Outputs	Beginning	Developing	Proficient	Advanced	Parties Responsible
Develop a written new board member roadmap with the intent of codifying expectations, responsibilities, and limitations of board membership as well as available resources and supports related to membership on the LAS and SAU21 Joint Boards.	<i>Road map document details links, timeline and summary of expectations for new board members and is shared annually.</i>	<i>Road map document provides detailed explanations of roles, responsibilities, policies pulling from LAS, SAU, and NHSBA resources.</i>	<i>Road map document is complete and recognized as a critical component to onboarding. There is board adoption and ownership to implement and maintain.</i>	<i>Road map document is updated and aligned with SAU wide on-boarding and maintenance of board members.</i>	Jill Swasey
New and existing members attend NHSBA training seminars devoted to The Roles and Responsibilities of a School Board Member, Right to Know laws, Meetings and Non-Meetings and other topics as offered.	<i>New board members are aware and registered with the NHSBA and attend an initial SB training from NHSBA.</i>	<i>New and existing board members are updated on NHSBA offerings, and attend ongoing training with NHSBA.</i>	<i>At least % existing board members attend trainings on identified topics, share key lessons with other board members.</i>	<i>The value and commitments to NHSBA trainings are explicit in board operations and board members through attendance to trainings and interaction with NHSBA leadership.</i>	Board Members