<table>
<thead>
<tr>
<th>Goal Ref No.</th>
<th>Goal Narrative</th>
<th>Correlation with District’s Goals?</th>
<th>Strategies for Success</th>
<th>Person(s) Responsible</th>
<th>Measurable Achievements/Actions</th>
<th>Timeline for Achievement</th>
</tr>
</thead>
</table>
| 2009-2011 G1 | To accommodate an increased student enrollment | Yes! Facilities, Financial Management, Educational/Instructional Leadership, General Management | • Ensure the physical plant meets the needs of the student body  
• Hire necessary and qualified staff to meet the needs of the student body  
• Purchase adequate and necessary supplies | • Administration  
• Leadership Team  
• Director of Maintenance & Operations | • Installation of new modular classrooms  
• Completion of all hiring procedures relative to new staff/personnel prior to the start of the school year  
• Maintenance of class size to meet contractual obligations  
• Provision of necessary teaching supplies | 2009 - 2011 |
| 2009-2011 G2 | To improve the manner in which information and ideas are shared, distributed, and acknowledged | Yes! Educational/Instructional Leadership, General Management, Policy Development, Community & School Relations | • Formulate a job description for a dedicated webmaster  
• Create a community survey to determine format and content preferences for the SHS website  
• Develop additional methods of sharing school-related information and ongoing improvements with students and with the community  
• Expand the roles and responsibilities of elected student representatives, sport captains, and club presidents to include activities above and beyond fundraising and event planning | • Administration  
• Leadership Team  
• Director of Technology | • Employment of a qualified webmaster  
• A website that reflects the needs and interests of the community and that is easily navigable and updated regularly  
• Publication of a principal’s quarterly newsletter, as well as published articles from the principal in The Talon  
• Frequent updates from the principal on Eagle News  
• Professional development programming for teachers on the use of moodies, wikis, websites, and other technology-based strategies  
• Formal leadership training for elected student representatives, sport captains, and club presidents, as well as increased student involvement in the decision-making process | 2009 – 2011 |
| 2009-2011 G3 | To assess and expand educational programs and course offerings | Yes! Educational/Instructional Leadership, Community & School Relations | • Survey students and parents to assess their interests and needs with respect to course offerings and elective options  
• Collaborate with outside agencies to offer internship and job shadowing opportunities  
• Investigate formal career-development programs  
• Research the possibility of instituting a “senior project” during the 2nd semester of the graduation year | • Administration  
• Leadership Team  
• Director of Technology | • Additional interdisciplinary programming, as well as new course offerings and elective options for students  
• Established partnerships with the Neposet Valley Chamber of Commerce  
• A career day event, as well as school-wide completion of career interest surveys  
• Implementation of a senior “capstone” project | 2009 – 2011 |
| 2009-2011 G4 | To improve instructional and assessment practices | Yes! Educational/Instructional Leadership | • Reinforce the value of incorporating essential questions, activators, and summarizers into daily lessons  
• Help facilitate curriculum review cycles in all content areas and align all curricular documents with the Understanding by Design (UbD) model  
• Standardize the contents of course overview/expectations-type handouts  
• Incorporate the use of analytically-designed school-wide rubrics into assessment practices  
• Provide teachers with opportunities to participate in in-house professional development programming, such as The Skilful Teacher and Differentiated Instruction | • Administration  
• Leadership Team  
• Faculty  
• Director of Technology | • Observed and documented use of essential questions, activators, and summarizers in daily lessons  
• Published curriculum documents (as described), as well as identifiable outcomes from the curricular review cycles  
• Standardized course overview/expectations-type handouts  
• Implementation of the school-wide rubrics, as well as identification of specific assessments in each curricular area that demonstrate their use  
• Evidence of teacher enrollment in in-house professional development offerings  
• Observed and documented use of instructional and assessment strategies learned via in-house professional development programming | 2009 – 2011 |
| 2009-2011 G5 | To facilitate a sense of increased student responsibility, spirit, and respect for the school community | Yes! Educational/Instructional Leadership, Policy Development, General Management, Facilities, Community & School Relations | • Promote and reinforce a set of student expectations relative to personal accountability, interactions with others, and facilities/grounds cleanliness  
• Develop school improvement action plans from feedback generated at Teen Speak-Out events  
• Articulate the roles and responsibilities of student leaders and all club/class advisors | • Administration  
• Leadership Team  
• Faculty  
• Director of Maintenance & Operations | • Documented instances of students taking ownership for school-based projects and initiatives that contribute to a positive school environment and school spirit/pride  
• Publicized action plans (as described), as well as outcomes that are evident to the school community  
• Production of a manual that assists student leaders and club/class advisors with the planning, management, and execution of events, and that provides student leaders and club/class advisors with ideas for contributing to school-based decisions and improvement | 2009 - 2011 |