PRIDE

Sanborn Regional School District Strategic Plan

2016-2021

WHAT IF…..

… Every one of our students graduated from high school competent in reading and math and were able to communicate effectively, think critically, and appreciate the diversity of our global society?

….Every one of our students described their learning as personalized?

... Every graduate had the opportunity to be exposed to some type of postsecondary experience that helped inform and guide him or her into adulthood?

... Every student had excellent instruction in every class and at every grade, from kindergarten through graduation?

... Every teacher had the opportunity and ability to implement challenging standards and develop curriculum that exceeded the NH State Standards and integrated 21st century skills?

…Every classroom was a blended learning classroom, where student choice and voice were evident and the norm?

... The school district became a hub for the most talented teachers, principals, school support, and SAU staff?

... The school district became an exemplar for how to use resources effectively to accomplish an ambitious vision and mission?

IF WE WORKED TOGETHER…..

Letter to the Community

Dear Parents, Staff, and Community Members,

On behalf of the Sanborn Regional School District, I am pleased to present to you our Strategic Plan for the next five year period; a plan that will inevitably transform our district. This document will serve as a roadmap that will guide the educational transformation in our schools.

This is the second strategic plan that I am proud to present to the Sanborn community. Our first plan was very successful, with 85% of the goals having been achieved. Goals that were not achieved were largely related to significant changes to our facilities that did not materialize. If it made sense to carry them forward, incomplete items have been included in this Strategic Plan and have been identified accordingly.

During the past 5 years, the Sanborn Regional School District has been transformed into a fully competency based educational system. We are now recognized as a leader in both the State and the Country for our innovative practices supported by both the NH Department of Education and the US Department of Education. The delivery of education today is vastly different from the education most of us received years ago. Today, we are preparing students for careers that are only in their infancy, and in many cases, have not been invented yet.

Moving forward, our Plan focuses on the following six focus areas: 1. Curriculum, Instruction, and Assessment; 2. Professional Standards and Practice; 3. Infrastructure for Learning; 4. Culture of Excellence; 5. Communication; and 6. Resource Optimization. We believe that focusing on these areas will enable Sanborn to achieve its educational goals as well as meeting the needs of the community.

On behalf of the Sanborn Regional School District, I would like to thank the large group of people who participated in this endeavor. I am proud to present this document to the residents of the Sanborn Regional School District and look forward to carrying out this plan as we strive to reach our goals.

In the Interest of our students;
Dr. Brian J. Blake
Superintendent of Schools

17 Reasons to Celebrate

It is important to **celebrate** the work and recognitions presented to our school community. Let's highlight 17 reasons to celebrate. Thank you for being a part of the story, *Sanborn Community!*

REASON 1

District competencies and standards for all grades K- 12 in all content areas developed over three years.

REASON 2

Sanborn Regional School District cut energy cost by 50% over the last eight years; solar panels, fuel cost negotiations, energy efficiency measures, facility management strategies.

REASON 3

SRSD selected as a pilot district for the NHPACE project.

REASON 4

Full day Kindergarten implemented in the district.

REASON 5

Sanborn's Band has grown from 108 to **252** members in five years!

REASON 6

2016-17 school year marks a successful 1:1 technology initiative in the district.

REASON 7

All fours Sanborn schools NEASC Accredited

REASON 8

SRSD named 2015 Larry O'Toole Award Winner – Nellie Mae Foundation **$100,000**

REASON 9

Memorial School recognized as a National PLC School.

REASON 10

In 2016 Sanborn had 87 NH Scholars, 92 in 2015 …89 in 2014, 79 in 2013

REASON 11

24% of students currently enrolled in college courses while in high school.

REASON 12

Students in all courses K-12 have an opportunity to demonstrate competency through problem-based and performance based assessment, which requires a deeper understanding and expectations for applying their knowledge in innovative and creative ways.

REASON 13

Over the past four years, the Sanborn Seminary Trustees have funded nearly $80,000 worth of innovative, educational initiatives developed by Sanborn teachers that enrich the learning experience of our students by offering opportunities above and beyond those provided by District funding. Such projects have included the purchase of resources and training for various programs in the sciences, mathematics, music, business, and career technology programs as well as the sponsorship of a community bee-keeping program.

REASON 14

Grant Funded District Training Team in its 5th year. The team acknowledges the expertise of our teachers (20), creates teacher leadership opportunities, and creates an internal support system for professional development.

REASON 15

Results from the MY VOICE surveys completed by students reported that more than 88% of students felt that their classroom teachers had high expectations for their performance.

REASON 16

Sanborn Regional School District recognized nationally by Tom Vander Ark founder and CEO of Getting Smart as one of the "25 Districts Worth Visiting"….

REASON 17

Mr. Brian Stack, 2017 NH Secondary Principal of the Year.

The Plan : Overview

MISSION

To work in partnership with the community to build, support, and sustain a school community that provides all students with a high quality education that prepares them to graduate as responsible, active citizens ready for success in college and careers and prepared to compete in the global society.

VISION

To become an educational institution that embodies student centered learning and that provides rich and challenging pathways to success.

SHARED VALUES AND BELIEFS

Success of all students: All staff members are focused on the personal and intellectual success of every student, every day. Students have many avenues and opportunities to learn, to achieve, and to celebrate intellectual, personal, and employment success.

High Expectations: Expectations for students, parents, and staff are clearly defined, understood, and shared. Students, parents, and employees are empowered, supported, and trained to meet expectations.

Respect and Integrity: Communication and interaction among and between stakeholders is defined by mutual respect, trust, and support.

Collaboration: The organization works collaboratively and creatively to ensure student success in a supportive environment. Decisions are made with stakeholder input and participation. Successes are recognized and celebrated.

Safety: Schools and work sites are safe and secure for students, parents, and staff.

Effectiveness and Efficiency: Financial and human resources are managed effectively, and prioritized to meet goals and expectations.

Continuous Improvement: Staff, parents, and students collaboratively evaluate progress using multiple, reliable measures, and make changes when needed.

[Stakeholders include students, parents, grand-parents, community members, administrators, town officers and others invested in the responsibility of educating children in our community.]

Strategic Focus Areas

1. Provide all students with equitable access to challenging curriculum with aligned instructional materials and assessments in all content areas and grade levels within a personalized, student-centered environment.

2. Recruit, develop, support, and retain effective teachers and school leaders.

3. Develop infrastructure to support student success.

4. Build and sustain a learning community culture that clearly defines, demands, and supports excellence at all levels of the organization; guiding student aspirations through goal setting and ever-challenging learning experiences, developing high expectations for teaching, learning, and performance, promoting a growth mindset in all levels of the organization, and providing personalized pathways for students to reach their highest trajectories.

5. Communicate effectively with all district stakeholders.

6. Optimize district resources to increase efficiency and effectiveness.

Contents

Nine Characteristics of High Performing Schools

Research has shown that there is no silver bullet – no single thing that schools can do to ensure high student performance. Rather, high performing schools tend to show evidence of the nine characteristics below. The SRSD has a goal to be a premiere district in the State of New Hampshire. Using the Nine Characteristics of High Performing Schools as a compass the district has worked to define and embed in practice the characteristics below.

Clear and Shared Focus

Everybody knows where they are going and why. The vision is shared—everybody is involved and all understand their role in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.

High Standards and Expectations

Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

Effective School Leadership

Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

High Levels of Collaboration and Communication

There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.

Curriculum, Instruction and Assessment Aligned with Standards

Curriculum is aligned with the standards. Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what *is* measured in various assessments and how it *is* measured.

Frequent Monitoring of Teaching and Learning

Teaching and Learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also to improve the instructional program.

Focused Professional Development

Professional development for all educators is aligned with the schools and district's common focus, objectives, and high expectations. It is ongoing and based on high need areas.

Supportive Learning Environment

The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning.
Instruction is personalized and small learning environments increase student contact with teachers.

High Levels of Community and Parent Involvement

There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

Shannon, G.S. & Bylsma, P. (2007). The Nine Characteristics of High-Performing Schools: A research-based resource for schools and districts to assist with improving student learning. (2nd Ed.). Olympia, WA: OSPI.

The Challenge

In 2009, the Sanborn Regional School District embarked on a journey to redesign its schools with the goal of providing a world-class education to the students of Kingston, Newton, and Fremont. In that year, the District, in conjunction with the School Board, established a goal to become one of the top 10% school districts in the State of New Hampshire, as measured by a variety of indicators. The District's overall objective remains the same in 2016, but we now speak of becoming a *premier school district* using the Nine Characteristics of High Performing Schools, as we are no longer content to simply be in the top 10%.

This lofty goal presents a significant challenge to the learning community. There are many factors that contribute to the challenge and these factors must be overcome in order for the District's vision to come to fruition. In general terms, the factors contributing to the challenge are institutional, cultural, and economic.

The Gig Economy

by

2020
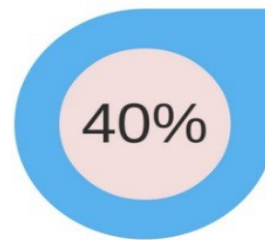
40% of American workers will be independent contractors.

*according to a 2015 Intuit study

community must actively seek to redesign the manner in which schools are organized and managed, from the ground up. We must break free of the traditional limitations of space and seat time to become an institution that promotes *anytime, anywhere* mastery learning. This will require the District and the community to investigate new organizational structures to promote each student's unique trajectory through a personalized and rigorous learning progression.

From a cultural perspective, the District and learning community must come to an agreement on a more modern and accurate definition of excellence in education. Today's classrooms may not look like or feel like the classrooms of yesteryear and this is with good reason.

In many ways, today's educators are preparing students for a workforce, a post-secondary environment, and a global economy that hasn't yet been invented. Let us not forget that we are only one generation removed from a time when the terms *Wi-Fi*, *cellular network*, and *streaming audio* didn't exist. Our classrooms must reflect the reality that technology will continue to grow exponentially and that the current models for employment will continue to evolve.

Teachers and students must be engaged in learning activities that support this future reality. Students must be capable lifelong learners who have mastered both academic and non-academic cognitive competencies (work-study practices) and be prepared to engage with a world that is ever-evolving. Our students' learning must be about more than what they *know*. It must also be about what they *can do.*

From an economic perspective, the District and community must be concerned with the current reality facing students after graduation, where students are entering a highly competitive and global workforce, where many will not work in a traditional full- time job with benefits (in some cases for many years), and where workers will be continuously asked to reinvent themselves throughout their careers, garnering new skills and marketable attributes over a lifetime.

Additionally, the District and community must grapple with and overcome a local economic climate where the ongoing inability to pass collective bargaining agreements has led to a loss of expertise and institutional experience within the District and where the inability to pass school budgets has placed educators and citizens at an impasse.

The Opportunity

Over the course of the past seven years, the Sanborn Regional School District has made significant gains in key areas that will support the work of this new Strategic Plan.

To begin, Sanborn has beautifully maintained, safe learning environments for our students and staff to learn and work. Necessary upgrades, safety improvements, and conservation measures have been completed to enhance the learning environment and find energy efficiencies throughout our system. Leading edge technologies have driven down energy costs and provide ongoing savings to our communities.

Our curriculum is aligned to State and National Standards and a Competency Based Education Model has been fully implemented. That model has positioned Sanborn as a national leader in Competency Based Education and we have been recognized for our work. Early data suggests that our students are being accepted at a more diverse group of colleges and universities than in the past and are experiencing success at the post-secondary level.

This year, Sanborn has embarked on a 1:1 Technology initiative with the purchase of Chromebooks for students in grades 3-11. Current iPad technology was reallocated to grades K-2 while existing laptops were reallocated to grade 12. This provides teachers and students with access to the most up to date information and curriculum materials on a daily basis. It will also reduce the need and expense of textbooks in the future, saving the district thousands of dollars in the process.

The development of the Career Pathway model and internship program ensures that students have opportunities for career exploration, real time/real world work experiences, and targeted curriculum to help them achieve their career goals. This program relies heavily on the surrounding communities to provide the internship opportunities for our students. Still in its infancy, several of our students have taken full time positions at internship sites while others used the experience to solidify their goals for college and the work force.

Sanborn students now have more opportunities to earn college credits in high school than ever before. Strategic partnerships with Northern Essex Community College, Southern New Hampshire University, and NH Community College System enable students to earn up to the equivalent of an Associate's Degree while still in high school. This translates into thousands of dollars in savings for our students and their parents. It is anticipated that this Strategic Plan will also have similar results. The District is poised to continue making significant gains in student achievement and continue our journey to becoming a premier district.

The success of the previous strategic plan (85% of the items were deemed complete) provided much of the foundation that make up the current strategic plan.

Developing the Plan

This is the second Strategic Plan developed under Superintendent Dr. Brian J. Blake. The first strategic plan, developed for the years 2010- 2015 was very successful, laying a solid foundation for future work. It was the first successful strategic plan in many years for the Sanborn Regional School District.

The development of this plan has taken place over the course of 16 months, beginning with School Board conversations and the development of a small planning group made up of administrators and invited community members.

Following an initial analysis of the previous plan and decision-making about items that needed to be carried forward, the group developed the focus areas for the current strategic plan.

These focus areas were included in a survey offered as another vehicle for collecting data and public opinion about the plan. This survey was posted on our website and referenced in the local newspaper, school level newsletters, and electronic communication sent out at the school level. The survey was open to the community including

teachers, parents, students, and community members for several months. The focus areas were also addressed at each school level by administrators and teachers during professional development days. Student and teacher "My VOICE" survey results were also incorporated as part of the data gathering for the plan development.

The planning group reviewed the survey results, incorporating suggestions and rethinking focus areas based on this data.

Another public forum was held to further add to the ideas and feedback for the focus areas. Although not well attended by the public, the individuals in attendance added additional ideas and thoughts which were also reviewed and if appropriate incorporated into the plan.

As a draft the plan was shared with several community readers. These readers provided the final review and feedback for the plan before it was presented to the school board and the community.

District "Big Ideas" Framework

What matters and what we measure for our success as a district is a question the district has debated for several years. What we have learned is that sometimes what matters most isn't measured and what is measured doesn't tell the *whole* story. Collecting information that reflects high standards and student progress is the ideal, yet a challenge to create.

Several years ago our district set a goal to become a premier school district. We researched what defined a successful district and interviewed leaders in those districts. We looked at other districts to determine what characteristics these districts possessed that contributed to their success. We looked at best practices in education and innovative instructional models that positively impacted student performance. Our research helped us define what a premier school district looked like. Using the Nine Characteristics of High

Performing Schools as a compass we developed a vision to become an educational institution that embodies student centered learning and that provides rich and challenging pathways to success. We sought to define what would be measured for progress.

One factor seemed to be a common theme among districts that made significant gains. Successful districts strategically narrowed their work to a few key areas of improvement. A deliberative practice approach to improvement in key areas of the organization provided a focus and direction that helped these districts improve. For many of these districts just starting the process with a few key areas blossomed into improvement in all areas. This research guided our thinking as a district and we worked to identify the key improvement goals for Sanborn.

The district leadership team generated ideas for district improvement and landed on three "big ideas" that we believe are key to improvement; *Competency*, *Collaboration*, and *Culture and Climate.*

Each idea had the traction to unify our staff, as these ideas were also shared at each school and by teams. The ideas provided a seamless connection to each other, and targeted improving student achievement. Each of these ideas were connected to existing strategies that were working in the district. We knew that by working to strengthen these areas of our district, we would strengthen the district as a whole.

For the last several years our district has worked to build and support professional expertise, common practice, and a positive climate. Looking back on the last few years, the professional work our teachers and administrators have done to move us forward as a district is evident across the district. As we move forward in redesigning our district, the pieces are all coming together. Redesigning a district affects every facet of a district and takes time.

Our district work also mirrors the key ideas identified by the State of New Hampshire; what has shaped our thinking and guided our journey as a district is supported by the educational leaders in our state, but also includes local decisions that support the uniqueness and priorities of the Sanborn Community.

Our message is simple; Competency Collaboration, and Culture and Climate are our focus and if we make decisions based on research and best practices, use data to inform our decisions, and build a positive working environment for all, we will hit our target of improving student learning. Focusing on our big ideas and the Nine Characteristics of High Performing Schools, will define what we will need to measure on our journey to become a premier district based on any measure of school success.

Our 3 BIG Ideas

✓ Competency
⚙ Collaboration
☀ Culture & Climate

Student Centered Learning
Defined

When we think about our students and the future they face, it is imperative that we think about what our schools can do to prepare our students to meet future challenges.

We know that for students to find success in college, career, or the work force, that our schools need to provide opportunities to learn the skills of collaboration, student agency, and self-reflection through a more personalized learning experience.

In 2015 the Sanborn Regional School District received the Lawrence O'Toole Award from the Nellie Mae Foundation. This award recognizes districts who are exhibiting great leadership in moving student centered approaches to learning forward in New England. The district has is redesigning instructional approaches that engage students in different ways and that look at student-centered strategies rather than—a top-down, one-size-fits all approach.

The NELLIE MAE Student Centered Learning Definition is as follows:

Student-centered learning engages students in their own success—and incorporates their interests and skills into the learning process. Rather than having educators hand down information, students can engage with teachers and their peers in real-time—preparing them to participate in a skilled workforce later in life.

What are Student-Centered Approaches? Students engage with learning in different ways, so public schools need student-centered strategies—rather than a top-down, one-size-fits all approach.

Student-centered approaches to learning highlight four key tenets, drawn from the mind/brain sciences, learning theory, and research on youth development that are essential to students' full engagement in achieving deeper learning outcomes:

Learning is personalized: Personalized learning recognizes that students engage in different ways and in different places. Students benefit from individually-paced, targeted learning tasks that start from where the student is, formatively assess existing skills and knowledge, and address the student's needs and interests.

Learning is Competency-Based: Students move ahead when they have demonstrated mastery of content, not when they've reached a certain birthday or endured the required hours in a classroom.

Learning Happens Anytime, Anywhere: Learning takes place beyond the traditional school day, and even the school year. The school's walls are permeable--learning is not restricted to the classroom.

Students Take Ownership Over Their Learning: Student-centered learning engages students in their own success—and incorporates their interests and skills into the learning process. Students support each other's progress and celebrate success.

http://studentsatthecenterhub.org/otoole-award-winner/

Pathway to Success

The Pathway to Success is a series of milestones from the beginning of a student's education in the Sanborn Regional School District through enrollment in college, technical school, military or work force. Monitoring these milestones will inform the district about how its students are doing at critical moments in their SRSD careers. This information will help the district identify at what points the students are having success and when a new approach or additional intervention may be necessary for improvement. Parents and family members can also use the Pathway as a tool to make sure their students are on track for academic success.

| Reading to learn at the end of 3rd grade | Prepared for middle school at the end of 5th grade | Prepared for high school at the end of 8th grade | On track to graduate at the end of 9th grade | Ready for college and career success at the end of 11th grade | Graduating from high school in 4 years | College/ technical school enrollment, military or work force ready |

Based on the ultimate goal, the plan identifies a set of core measures of progress toward the goal and sets five-year targets for each measure. The district will report annually on these student outcome measures, and over time, there should be substantial improvement on each measure as a result of effective plan implementation. The district will also report progress on a set of measures tied to key strategies. Improvement on these measures will indicate effective implementation; lack of improvement would indicate the need for better execution, refined processes, or a new strategy.

The district administration intends to develop and publish an annual report that includes a district scorecard that reports on both student outcomes and plan implementation measures.

Targeted Outcomes

The district will hold itself accountable by tracking and reporting on the progress of students on the Pathway to Success using the measures described below. Every fall the district will report on student progress at each of the Pathway milestones. Over the next five years, the district intends to meet or exceed all of the targets.

Milestone *What are we aiming for?*	Measure *How will we measure it?*
Reading/writing to learn at the end of 3rd grade	% of students proficient ELA (Grade 3) on the annual state assessment **SBAC**
	% of students proficient in READING (Grade 3) on NWEA
	% of students proficient in READING (Grade 3) on Fountas & Pinnell
Problem-solving to learn at the end of 4th grade	% of students proficient in MATH (Grade 4) on the annual state assessment **SBAC**
	% of students proficient in MATH (Grade 4) on NWEA
Prepared for middle school at the end of 5th grade	% of students proficient in READING (Grade 5) on NWEA
	% of students proficient in MATH (Grade 5) on NWEA
Prepared for high school at the end of 8th grade	% of students proficient in ELA on the annual state assessment. **SBAC**
	% of students proficient in READING (Grade 8) on NWEA
	% of students proficient in MATH on the annual state assessment. **SBAC**
	% of students proficient in MATH (Grade 8) on NWEA

Targeted Outcomes

The district will hold itself accountable by tracking and reporting on the progress of students on the Pathway to Success using the measures described below. Every fall the district will report on student progress at each of the Pathway milestones. Over the next five years, the district intends to meet or exceed all of the targets.

| Milestone
What are we aiming for? | Measure
How will we measure it? |
|---|---|
| On track to graduate at the end of 9th grade
College experiences during high school | % of students proficient/competent on READING NWEA |
| | % of students proficient/competent on MATH NWEA |
| | **%** of students successfully completing one credit each in English, Social Studies, Science and Math, and have earned at least three additional credits for a total of seven credits. |
| On track to graduate at the end of 10th grade
College experiences during high school | % of students proficient/competent on READING NWEA |
| | % of students proficient/competent on ELA PSAT |
| | % of students proficient/competent on MATH NWEA |
| | % of students proficient/competent on MATH PSAT |
| | **%** of students successfully completing all previous requirements plus one additional credit each in English, Social Studies, Science, and Math and have earned at least three additional credits for a total of fourteen credits. |
| | % of 10TH grade students participating in dual enrollment course work. |
| Ready for college and career success at the end of 11th grade
College experiences during high school | % of students proficient/competent on the ELA **SAT** |
| | % of students proficient/competent on the MATH **SAT** |
| | **%** of students successfully completing all previous requirements plus one additional credit each in English, Social Studies, and Math and have earned at least four additional credits for a total of twenty-one credits. |
| | % of 11ᵗ grade students participating in dual enrollment course work. |
| End of 12th grade | % of 12th grade students participating in dual enrollment course work. |
| Graduating from high school in 4 years | **%** of students entering 9th grade cohort who graduated 4 years later (not including transfers to other districts) |
| College or technical school enrollment | % of graduates enrolled in a 2 or 4 year college or certified technical school within 6 months of graduation |
| College Success | % of FEMALE graduates completing their second year of college. 2013 |
| | % of FEMALE graduates completing their second year of college. 2014 |
| | % of MALE graduates completing their second year of college. 2013 |
| | % of MALE graduates completing their second year of college. 2014 |

ASSUMPTIONS

- ☑ Although the state test for ELA and Mathematics changed with the introduction of the SAT to measure College and Career Readiness for 11th grade in 2016, the percentage of students meeting proficiency will continue to be an important measure.
- ☑ Closing the achievement gap for special education students and other cohort groups is also a major target; the district will annually report progress by demographic group.

Current
Where are we now?

SRSD Target for 2016-17
Where do we want to be in five years?

GRADE	SRSD 2014-15	NH 2014-15	SRSD 2015-16	NH 2015-16	2016-17 PROJECTED
3	SRSD 2014-15 ▪ ELA 58 % ▪ MATH 68 %	NH 2014-15 ▪ ELA 55 % ▪ MATH 53 %	SRSD 2015-16 ▪ ELA 60% ▪ MATH 59%	NH 2015-16 ▪ ELA 56 % ▪ MATH 57 %	Surpass by 10 % the district's percentage of all students who score "proficient" on state assessments. **ELA** SMARTER BALANCED **MATH** NH PACE
4	SRSD 2014-15 ▪ ELA 53 % ▪ MATH 47 %	NH 2014-15 ▪ ELA 56 % ▪ MATH 49 %	SRSD 2015-16 ▪ ELA 46 % ▪ MATH 49 %	NH 2015-16 ▪ ELA 57 % ▪ MATH 51 %	Surpass by 10 % the district's percentage of all students who score "proficient" on state assessments. **ELA** NH PACE **MATH** SMARTER BALANCED
5	SRSD 2014-15 ▪ ELA 64 % ▪ MATH 66 %	NH 2014-15 ▪ ELA 63 % ▪ MATH 45 %	SRSD 2015-16 ▪ ELA 58 % ▪ MATH 54 %	NH 2015-16 ▪ ELA 63 % ▪ MATH 48 %	Surpass by 10 % the district's percentage of all students who score "proficient" on state assessments. **ELA** NH PACE **MATH** NH PACE
8	SRSD 2014-15 ▪ ELA 35 % ▪ MATH 33 %	NH 2014-15 ▪ ELA 58 % ▪ MATH 44 %	SRSD 2015-16 ▪ ELA 73% ▪ MATH 53%	NH 2015-16 ▪ ELA 62 % ▪ MATH 47 %	Surpass by 10 %the district's percentage of all students who score "proficient" on state assessments. **ELA** SMARTER BALANCED **MATH** SMARTER BALANCED
11	SRSD 2014-15 ▪ ELA 75 % ▪ MATH 31 %	NH 2014-15 ▪ ELA 59 % ▪ MATH 37 %	SRSD 2015-16 ▪ ELA 55 % ▪ MATH 28 %	NH 2015-16 ▪ ELA 66 % ▪ MATH 40 %	Surpass by 10 % the district's percentage of students who are ready for college and career success at the end of 11th grade. **ELA** SAT **MATH** SAT
12	SRSD 2014-15 ▪ GRADUATION RATE 89%	NH 2014-15 ▪ GRADUATION RATE 88%	SRSD 2015-16 ▪ GRADUATION RATE	NH 2015-16 ▪ GRADUATION RATE	Surpass the district's GRADUATION RATE percentage.
12	SRSD 2014-15 ▪ COLLEGE ENROLLMENT 75 %		SRSD 2015-16 ▪ COLLEGE ENROLLMENT 75 %		Surpass the district's percentage of all students who enroll in college and technical school.

STRATEGIC PLAN FOCUS AREAS

FOCUS 1
Curriculum, Instruction, & Assessment

Provide all students with equitable access to challenging curriculum with aligned instructional materials and assessments in all content areas and grade-levels within a personalized, student centered environment.

FOCUS 2
Professional Standards and Practices

Recruit, develop, support, and retain effective teachers and school leaders.

FOCUS 3
Infrastructure for Learning

Develop infrastructure to support student success.

FOCUS 4
Culture of Excellence

Build and sustain a learning community culture that clearly defines, demands, and supports excellence at all levels of the organization; guiding student aspirations through goal-setting and ever-challenging learning experiences, developing high expectations for teaching, learning, and performance, promoting a growth mindset in all levels of the organization, and providing personalized pathways for students to reach their highest trajectories.

FOCUS 5
Communication

Communicate effectively with all stakeholders.

FOCUS 6
Resource Optimization

Optimize district resources to increase efficiency and effectiveness.

FOCUS 1

Curriculum, **I**nstruction, & **A**ssessment

Provide all students with equitable access to challenging curriculum with aligned instructional materials and assessments in all content areas and grade-levels within a personalized, student centered environment.

Strategic Initiatives

1.1- Design a learner-centered educational system comprised of the four tenets of student- centered approaches to learning—personalization, competency education, anytime, anywhere, and student-owned— comprise the components of education experiences essential to students' full engagement in achieving deeper learning outcomes on the path to college, career, global and civic readiness.

Students move ahead based not on the numbers of hours they spend in the classroom but on their ability to demonstrate mastery of core competencies and bodies of knowledge. Tasks and learning units are individualized or collective, and students have multiple means and opportunities to demonstrate mastery through performance-based and other assessments. Each student must be provided with the scaffolding and differentiated support needed to keep progressing at a pace appropriate to reaching college, career, and civic outcomes, even when unequal resources are required to achieve a more equitable result.

1.2- Create a system that focuses on a student's goals and aspirations, graduation competencies and demonstration of learning, learning progression, and work study habits in and beyond the classroom for career, college, and life success.

Students have equitable opportunities to learn outside of the typical school day and year, and outside of the classroom or school, often by using digital technologies that allow them to study and complete assignments at any location and at any time. In short, the school's walls and schedules are viewed as permeable. Students understand how to get "smarter" by applying effort strategically to learning tasks in various domains and content areas. They have frequent opportunities to direct and to reflect and improve on their own learning progression toward college and career ready standards with the help of formative assessments that help them understand their own strengths and learning challenges. Students take increasing responsibility for their own learning, using strategies for self-regulation when necessary. Students also support and celebrate each other's progress and experience a sense of commitment and belonging to the learning group.

1.3- Continue to refine a comprehensive assessment system that relies on multiple measures of student learning and progress.

Develop and implement a system that uses varying types of assessments and student work to determine student competency. Provide training and support for teachers' use of assessment data to guide instruction. Assess schools' technology infrastructure to determine needs; develop a plan to use available resources to meet technical infrastructure needs including wiring, network capacity and hardware.

1.4- Promote instructional supports for emerging literacy and numeracy in the primary grades.

To address the needs of students entering school without reading and numeracy skills, teachers need aligned instructional professional development and external partnerships with organizations focused on early learning/readiness to provide extra support to preK-3 students and their teachers. Ensure that primary students have the foundational skills and knowledge necessary to stay on track academically in later grades

1.5- Redesign mathematics curriculum, instruction, and assessment practices for teachers and students in order to improve academic outcomes for students.

The design and implementation of mathematics curriculum and instruction needs to better align with 21st century expectations for learning, critical thinking, and authentic mathematics applications. The program will be designed as a problem-based model with expectations for integrated math knowledge and skills.

1.6- Create a multi-year plan for providing a comprehensive Science/Technology/ Engineering/ Mathematics (STEM) program throughout the district. Explore adding ART.

Appoint a District Committee of business, higher education, and STEM experts to work with district leadership to develop a multi-year STEM education plan. In addition to identifying curricula and links to career pathways; the plan should address facility, equipment, and teaching expertise questions. Explore adding ART to STEM for STEAM.

Focus 1 Timeline

	2016-17	2017-18	2018-19	2019-20	2020-21
Strategic Initiative 1.1	⟶				
1. Research and Pilot personalized learning approaches K- 12; evaluating, analyzing, and identifying best practices for the district.	• NG2 Project K-2 focused on a Unit of Study				
2. Expand Blended Learning instructional strategies through the use of technology and the design of classroom experiences that mirror real-world learning.	• Explore the use of Chromebooks for personalizing learning				
3. Provide all students with educational experiences that are appropriate for their readiness to learn and move forward; allowing a student to engage in a personal pathway for learning and acquiring competency.	• Develop Self–Assessment tools for students to use K-12	• Define Pathways for learning across the system			
4. Provide all students with the resources/tools needed to personalize learning regardless of economic circumstances or learning disabilities.	• Chromebook Initiative • Lap Tops Grade 12 • IPAD distribution K-2				
5. Course curriculum and instruction are designed to offer students choice in selecting instructional resources.	• Use Atlas Curriculum Mapping software to measure opportunities for student choice in units				
6. Map to district competencies Extended Learning Opportunities (ELOs) and early college experiences and incorporate more opportunities for anytime, anywhere learning as evidence of acquiring competency.	• Generate student ideas for ELOs				
7. Provide opportunities for authentic learning by advancing the practice of project-based/problem-based learning in all content areas.	• Provide professional development to teachers for PBL				
8. Create and use learning progressions (explicit definitions and evidence descriptors for competency) in all content areas K-12 as a framework for creating a move-on-when- ready system.	• Continue using and expand OGAP to grades 6-8				
9. Continue to foster an awareness and enthusiasm among staff, students and the school community of the real world relevance and connection to mathematical education.	• Showcase PBL at each school				

Focus 1 Timeline

	2016-17	2017-18	2018-19	2019-20	2020-21
Strategic Initiative 1.2					
10. Expand Career Pathways model to include multiple levels of engagement, as well as internship experiences for all students, specific diploma designations upon graduation, and defense of learning exhibitions.	• Continue defining pathways for students				
11. Facilitate the development and measurement of individual student goals relative to work study practices; communication, creativity, collaboration, self-direction.	• District Work Study Practices team				
12. Develop exhibition expectations for transitional grades [5, 8, & 11] where student's present their learning to the community.	• Design Senior exhibition with state for PACE				
13. Leadership and career opportunities for students are defined, supported, and enhanced within the district, school, classroom, extra-curricular experiences, and community organizations.	• Work with students and teachers to design opportunities				
14. Students set goals for learning and monitor their progress during the school year.	• Work with teachers Work Study Practices WSP to research current practices and next steps				
Strategic Initiative 1.3					
15. Investigate and adopt comprehensive assessments for mathematics.	• Math Team meeting to design assessments				
16. Create a district protocol and system for the collection of student work demonstrating competency.	• Using the NHPACE as a model for collecting student work in all courses				
17. Design a program for Student Exhibition/Capstone at each level elementary, middle, and high school as a culminating demonstration of competency.	• High School designing student exhibition for NHPACE				
18. Investigate and purchase a technology tool for assisting students in documenting, storing, and reflecting on their learning and acquisition of competency.	• Google Classroom Use • Investigating learning platforms that can be grant funded				
19. Continue to develop performance assessments that measure deeper understanding and learning.	• Review of assessments in Rubicon Atlas for DOK				
20. Develop a systematic approach to applying formative assessment practices and progress monitoring protocols to track student learning.	• Using the district assessment cycle to guide the review of formatives for learning				
21. Continue to generate individualized learning pathways for students.	• Survey students to determine areas of interest				
22. Continue to enhance the district internal and reciprocal accountability measures with the state.	• Use professional development focused on NHPACE to support the district as a whole.				

Focus 1 Timeline

	2016-17	2017-18	2018-19	2019-20	2020-21
Strategic Initiative 1.4	→				
23. Designing early intervention protocols for assessing and for identifying targeted assistance for students not demonstrating readiness to move on to the next expectation of learning based on the learning progress for the discipline.	• Enrichment Study				
24. Continue to provide evidence-based tiered interventions of support based on ongoing progress monitoring.	• Special Education analyzing				
25. Screen and identify students, Grades K-1 for dyslexia and other related reading disorders that could impact emergent literacy skills, starting in 2018 (new legislation), and tailor program services around their needs.	• Reading Specialists identifying and creating a plan				
Strategic Initiative 1.5					
26. Redesign mathematics programming (6-12) with a problem-based approach to curriculum, instruction, and assessment; modeling real-world, authentic, and rigorous outcomes.	• District Math Team researching and creating a plan				
27. The Middle School will work closely with High School Redesign Team to ensure program compatibility at the middle level; Fremont will be invited to be part of the redesign team communication.	• District Math Team researching and creating a plan				
28. Systematize the use of online SAT mathematics preparation programming available through the partnership between the College Board and Khan Academy.	• District Math Team researching and creating a plan				
29. Provide opportunities through scheduling to promote interventions and enrichments as indicated throughout K-5 grade levels.	• District Math Team researching and creating a plan				
30. Ensure that all new staff at the Elementary level receive professional development in the OGAP methodology to support /enrich the Everyday Math curriculum.	• K-5 Math Coordinator addressing training needs and providing training				
31. Use on-line mathematical instructional tools for learners K-12 to support students moving on when ready.	• District Math Team researching and creating a plan				

Focus 1 Timeline

Focus 1 Timeline	2016-17	2017-18	2018-19	2019-20	2020-21
Strategic Initiative 1.6	→				
32. Develop a team that explores various models for delivering STEM education in use in other successful districts.	• STEM TASK FORCE meets for two years studying STEM integration	• STEM TASK FORCE meets for two years studying STEM integration			
33. Review and include appropriate recommendations from the Governor's Task Force on STEM Education.	• Review TASK FORCE recommendations in STEM Committee				
34. Assess the costs associated with the development of the model and build an appropriate budget to support it.	• STEM committee in the district researching costs associated with STEM study				
35. Pilot STEM programing at each level.	• Begin defining STEM projects	• Pilot STEM experiences	• Design courses for competency based on STEM		
36. Expand STEM Program to include all students.	• Create evaluation matrix for STEM readiness				
37. Study the feasibility of a STEM Magnet School Grades 4- 8.	• Explore a committee to study Magnet School Design				

FOCUS 2

Professional Standards and Practices

Recruit, develop, support, and retain effective teachers and school leaders.

Strategic Initiatives

2.1- Continue to develop recruiting and hiring practices, compensation models, evaluation protocols, and recognition systems that value talent and that makes it possible for Sanborn to compete for the services of educators who are most likely to be successful with SRSD students.

Work to identify, build, and continuously update a research-based profile of teachers and school leaders with the skills, knowledge, abilities, experiences, and attitudes necessary for success with a competency-based, personalized learning environment. Work with institutions of higher education to build a pipeline of candidates who match the profile. Align position requirements and the selection process with the expectations described in the Educator Competencies for Personalized, Learner-Centered Teaching. Build a recruiting and hiring process that ensures the timely hiring of an effective teacher and school leader workforce that more accurately reflects the demographics of the SRSD student population.

2.2- Provide teachers and school leaders with individualized, high-quality professional development and protect professional development investments.

Concentrate professional development resources on supporting the expectations described in the Educator Competencies for Personalized, Learner-Centered Teaching, including use of new curricula, materials, assessments, and the resulting data. Professional development topics will include effective instructional practices, including data-driven instruction and data analysis, classroom management skills, work study practices, and tools for helping families to support student learning. The new professional development system will address the individual needs of teachers and leaders based on evaluations and student performance data.
Infuse all professional development with the

commitment to have great expectations for every student.

2.3- Promote employment retention.

To encourage teacher retention, introduce programs that provide incentives for teachers to stay in the district. Investigate the feasibility of providing child care in the district to employees *as a part of the district's career pathway for child development and education selected by high school students. Research the benefits of offering tuition opportunities for children of employees in the district to attend district schools.*

2.4- Create incentives for positive risk-taking and innovation.

To encourage innovative practice, a system needs to develop a culture of innovation and risk- taking. Incentives and opportunities for leadership as well as supporting creative approaches and use of resources will support an innovation culture.

2.5- Recognize teacher and school leader successes and provide opportunities for advancement.

To encourage high performance, implement a teacher leadership schedule that provides compensation for teachers who take on leadership roles in the district. This system will include the development and implementation of a career pathway plan for teachers and leaders which allows them to gain leadership experience and expertise while assisting other teachers and leaders within SRSD. The career pathway program will develop, reward, recognize, and retain highly effective educators.

2.6- Provide supports for learning communities at all levels of the organization.

A professional learning community supports professional growth and student learning when the community focuses on looking at student work and when appropriate time is dedicated to meeting as a community.

Focus 2 Timeline

	2016-17	2017-18	2018-19	2019-20	2020-21
Strategic Initiative 2.1	➡				
1. Continue to research comparable districts' union agreements and work on passing a contract.	• SAU Human Resources				
2. Build community support for our staff.	• Continue to get the word out the community about the positive aspects of the district.				
3. Research and evaluate our recruiting processes and application software. Expand upon our recruitment strategies to include things like visibility at job fairs, visibility with area colleges and universities, and visibility on other more widely distributed and utilized recruitment sites such as School Spring, etc.	• SAU Human Resources				
4. Investigate the feasibility of using a teacher's professional development hours as a tool to convert into steps as a component of the teacher contract, recognizing teachers who obtained more training.	• Work with union to determine feasibility or interest.				
5. Investigate the feasibility of a series of financial incentives to recruit and retain quality staff such as the ability to receive increased pay for additional training / micro-credentials / certifications in the salary schedule, longevity, leadership responsibilities, and the ability for the Superintendent to hire for critical shortage areas at a higher pay.	• SAU Human Resources				
6. Build trust and communicate support from the community for our staff.					
Strategic Initiative 2.2					
7. Provide teachers with high level peer coaching over multiple years that allows them to effectively assimilate into the Sanborn community and develop a deep understanding of competency education over time.	• School Administrators and Leadership Team New Staff Training				
8. Develop a reciprocal relationship with colleges and universities that allows for increased partnerships and teacher internship placements within our schools.	• Design partnership with SNHU	• Begin partnership with SNHU			

Focus 2 Timeline

	2016-17	2017-18	2018-19	2019-20	2020-21
Strategic Initiative 2.3	→				
9. Explore other incentives that can be provided to staff.	• Work with union to determine feasibility or interest.				
10. Investigate compensation alternatives that further incentivize staff to opt into other healthcare options available in the household.	• SAU, School Board, Superintendent Human Resources Union				
11. Maintain competitive salaries.	• SAU, School Board, Superintendent Human Resources Union				
12. Create incentives for positive risk-taking and innovation.	• SAU, School Board, Superintendent Human Resources Union				
Strategic Initiative 2.4					
13. Provide training in the philosophy and practice of professional learning communities for all new staff, as well as updated training for all staff.	• School Administrators and Leadership Team New Staff Training				
14. Modify/adapt the school day schedule to ensure adequate meeting time, especially at the elementary level.	• School Administrators and Leadership Team				
Strategic Initiative 2.5					
15. Investigate different types of salary scales for teachers based on leadership roles.	• SAU, School Board, Superintendent Human Resources Union				
16. Continue to recognize teacher expertise and excellence though teacher leaders as trainers in areas of need in the district; leaders of PLCs	• SAU, School Board, Superintendent				
Strategic Initiative 2.6					
17. Continue to provide personalized mentoring to new and struggle teachers in the district.	• School Administrators and Leadership Team				

FOCUS 3

Infrastructure for Learning. Develop infrastructure to support student success.

Strategic Initiatives

3.1- Build and maintain mutually beneficial educational partnerships between the schools and individuals, businesses, and organizations in our local communities that support, enhance, and increase student learning opportunities, options, and community needs.

Work to identify, build, and maintain mutually beneficial educational partnerships that allow individuals and local and regional business, community, and youth organizations of all sizes the opportunity to contribute to the academic and personal success of every Sanborn Regional School District student while offering partners the opportunity to raise their profiles in our communities. These personalized partnerships will foster and support high achievement and student aspirations for students in all grade levels Pre-K through Grade 12 and allow students the opportunity to develop working relationships with positive role models and mentors who can highlight the academic, social, and civic goals that will help students be successful.

Partnerships would take many forms, including volunteer time, in-kind contributions, and financial resources. Community partners could lead projects; donate supplies to supplement the curriculum; participate in the high school's career pathway program as a career speaker, job shadow mentor, or internship partner; sponsor student teams and competitions; sponsor student and/or school events, or serve as a guest speaker in one of our schools.
The schools could provide community organizations and businesses space and professional staff for community events and trainings; serve on boards and committees; feature community partners and businesses in school publications; assist with community service projects; provide complimentary tickets to school events; and provide music groups for community and business functions.

3.2- Develop and support a Pre-K through Grade 12 system that allows for the flexible grouping of students to meet their individual learning needs

To encourage student agency, personalization and the development of deeper, more authentic learning opportunities for all students, the district will develop and support a structure whereby all students Pre-K through Grade 12 will be flexibly grouped into multi-age learning settings that best meet their learning needs at any given moment. Placements would be based on data from

competency-based learning, performance assessments, and Pre-K through Grade 12 learning progressions. This will result in increased academic and social outcomes for all students, increasing student agency and personal investment in their chosen educational pathways.

3.3- Promote the tenets of a personalized learning approaches for all students in all schools Pre-K through Grade 12.

Work to research and develop an action plan to embed the principles of a personalized learning framework throughout the Pre-K through Grade 12 system, resulting in a focus on continued improvement and flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged. This system will reduce barriers in instruction, provide appropriate student accommodations, supports, and challenges, and maintain high achievement expectations for all students, including students with disabilities.

3.4- Provide all students access to technology and online resources that support intellectually deep and,real-world learning.

To encourage intellectually deep, real-world learning, support a district-wide one-to-one initiative that allows all students access to a personal digital computing device for their learning and access to unlimited anytime, anywhere information and resources such as library databases and e-books, primary sources for research, and current news information and media. Such an initiative will allow students to extend their own learning beyond the school day, participate in class and have an active voice through a variety of formats, collaborate and share information in the cloud, personalize their learning experience using a variety of tools to accommodate own learning style, create and present multimedia content using sound, video, and graphics in the classroom, write for a variety of purposes and audiences, develop a greater sense of ownership, pride, and accountability for work, use assistive technology, to accommodate special education needs, self-reflect on own work and receive peer feedback, learn in an environment that is more student-centered and less teacher-centered, and further engage in learning and embrace more critical thinking opportunities

Focus 3 Timeline

	2016-17	2017-18	2018-19	2019-20	2020-21
Strategic Initiative 3.1	→				
1. Expand the role of extended learning opportunities to students in grades Pre-K-12.	• SRHS expands its ELO opportunities by involving a wider range of teachers in the process	• SRMS designates a staff member to spend part of their day developing ELO's for the middle level	• SRHS designates one full time teaching position to manage the school's ELO programs	• Elementary schools develop ELO's in grades 3-5	• Elementary schools develop ELO's in grades Pre-K-2
2. Research a district-level partnership coordinator to build and maintain educational partnerships on behalf of the district on a full-time basis.	• Develop job description for position	• Develop job description for the partnership coordinator and make a new budget request	• Hire for position and train new partnership coordinator.	• Coordinator works with building principals to develop school-wide partnerships at each level.	• Coordinator assumes complete responsibility for development of district-wide partnerships.
3. Expand the district's role in local and regional civic and business organizations.	• SRHS is active in Plaistow Area Commerce Exchange (PACE) and Haverhill Chamber of Commerce (HCC)	• SAU, Elementary, and Middle Schools become active in PACE and HCC	• The district develops a list of ways to expand partnership with businesses and organizations	• The district begins to implement its partnership opportunity list with select businesses and organizations	• The district expands the number of businesses and organizations reached through partnerships
4. Seek opportunities for businesses and organizations to sponsor and/or provide direct support for school programs, initiatives, or organizations.		•	• Newly hired partnership coordinator identifies ways businesses and organizations can support schools	• Partnership coordinator begins to establish support and sponsorship partnerships with businesses and organizations	• Partnership coordinator expands the number of support and sponsorship partnerships with businesses and organizations
5. Hire a social worker with a focus on supporting families, in-district.	• School Administrators and Leadership Team	• Develop job description for an elementary school social worker and make a new budget request	• Hire for position and train new elementary school social worker	• Develop job description for secondary school social worker and make a new budget request	• Hire for position and train new secondary school social worker
Strategic Initiative 3.2					
6. Research and pilot personalized learning by participating in NG2 initiative to create units that blur the lines of grade levels.	• School Administrators and Leadership Team • K-2 Teachers				
7. Investigate the advantages and disadvantages of multi-age grouping.	• School Administrators and Leadership Team • Grade –level Teachers				
8. Expand early college and dual enrollment opportunities for high school students.	• SRHS starts dual enrollment initiative with SNHU	• SRHS expands dual enrollment initiative with SNHU	• SRHS identifies a college to partner with on an early college program	• SRHS begins early college program	• SRHS continues early college program
9. Expand the use of VLACS courses and modules in all grades as a pathway for learning.	• SRHS allows VLACS as an option for students	• SRMS begins to allow VLACS as an option for students	• SRHS encourages all students to enroll in at least one VLACS course while in high school	•	•

10. Support the use of flexible learning times in our schools such as WIN (What I Need) at Bakie, LEAP (Learning for Each and Every Person) at Memorial, Success Block at the middle school, and FLT (Focused Learning Time) at the high school.	• Continue to support flexible learning times at all levels	• Continue to support flexible learning times at all levels.	• Continue to support flexible learning times at all levels	• Continue to support flexible learning times at all levels	• Continue to support flexible learning times at all levels
11. Research and develop a district wide Autism Program.	• Director of Student Services and Special Educators				
12. Continue to offer summer enrichment camp opportunities (arts, technology, drama, math, ELA, etc.,)	• Offer at least 4 week-long programs for elementary school students	• Offer at least 5 week-long programs for elementary and middle school students	• Offer at least 6 week-long programs for elementary, middle, and high school students	• Collaborate with a business, organization, or college to expand enrichment camp opportunities	

Focus 3 Timeline

	2016-17	2017-18	2018-19	2019-20	2020-21
Strategic Initiative 3.3	→				
13. Expand and internalize the tenets for the use of UDL (Universal Design for Learning) principles in all grade levels in all classrooms.	• SRHS begins a UDL study group. Bakie implements UDL with a small cohort of teachers	• SRHS, Bakie double the UDL cohorts. SRMS, Memorial begin study groups	• All four schools support UDL cohorts of teachers in their buildings	• District makes UDL training and support a priority for all staff	• District expects all teachers to implement UDL in their classrooms at all grade levels and provides ongoing UDL support for teachers
14. Work with students to develop personalized learning plans and multiple pathways for success.	• Grade Level Teachers	• Establish K-12 Personalized Learning Pathway Steering committee, charged with task of developing 3-year plan for each grade level	• Implement year 1 of the plan to implement personalized pathways in each school as identified by steering committee	• Implement year 2 of the plan to implement personalized pathways in each school as identified by steering committee	• Implement year 3 of the plan to implement personalized pathways in each school as identified by steering committee
Strategic Initiative 3.4					
15. Continue to work towards the goal of 1:1 devices for all students and staff in the Sanborn District.	• Devices made available for all students. For grades PreK-8, devices stay in the classroom. At SRHS, students permitted to take	• Students in grades 6-8 permitted to take devices home.	• Students in grades 4-5 permitted to take devices home.	•	•
16. Recognizing how quickly new technology and online resources come into the market, develop a system to continually review and adopt the best technology and online resources to make available for our students.	• Establish a protocol whereby teachers can submit a request to add an online resource to a Sanborn "app store". Principals and Curriculum Coordinators must	• Establish an Online Instructional Resource Committee made up of teachers representing all grade levels and the Curriculum and Technology Directors to review and approve online resource requests	• Direct Online Instructional Resource Committee to develop a protocol to continually research, review, and make recommendations for new technology devices for students	• Entrust Online Instructional Resource Committee to support and monitor	• Entrust Online Instructional Resource Committee to support and monitor
17. Make use of the online platform Google Classroom in every classroom Pre-K - 12	• Train all staff on Google Classroom. All classes at SRHS must use Google Classroom	• District provides training to parents 6-12 on Google Classroom. All classes at SRMS must use Google Classroom	• District provides training to parents 4-12 on Google Classroom. Grade 4-5 teachers must use Google Classroom	• District provides training to parents K-12 on Google Classroom. Grade K-3 teachers must use Google Classroom	•
18. Pilot software that supports students' ability to move when ready.	• Investigate Motivis and other software that the state could provide.	• District establishes an ad-hoc committee to research software that supports student ability to move when ready	• Implement software at the elementary level (grades 3-5)	• Expand software implementation to grades 6-8	• Expand software implementation to grades 9-12

FOCUS 4

Culture of **E**xcellence

Build and sustain a learning community culture that clearly defines, demands, and supports excellence at all levels of the organization; guiding student aspirations through goal setting and ever challenging learning experiences, developing high expectations for teaching, learning, and performance, promoting a growth mindset in all levels of the organization, and providing personalized pathways for students to reach their highest trajectories.

Strategic Initiatives

4.1 **-** Focus district efforts on a small number of high leverage, centering ideals focused on excellence that create a cascade of positive impacts on student learning and community culture: Competency, Collaboration, Culture and Climate.

In order to provide excellence throughout the learning community, we must select a few, high leverage centering ideals --- supported by specific and measured action steps --- that will have a synergistic impact on all aspects of the organization.

4.2 **-**Clearly define, articulate, and communicate an evolving description of excellence in education.

Today's education system must evolve to meet the ever-changing needs of our learners, aligning the work of school to the work of college and career. The definition of excellence in education must fully describe the roles of each stakeholder and include an expectation for real-world learning experiences, solving authentic community-based problems, personal choice and voice in learning, and a depth of knowledge that exceeds what can be captured on traditional paper and pencil tests.

4.3 **-** Develop partnerships with national experts (individuals, organizations, and agencies) in school innovation, school redesign, and continuous school improvement.

Identify areas for ongoing growth and progress in the learning community's quest to become a competency-based educational system and a strong Professional Learning Community, including the development of models to promote personalized learning experiences, a move when ready approach to teaching and learning, and a focus on the mastery of both academic and non- academic competencies.

4.4-Continue to influence and advance New Hampshire Graduation Competencies and develop programming to shepherd students through progressions of learning that culminate in students meeting and surpassing the competencies.

Approaching learning with a growth mindset is a key tenet of competency-based education. Our goal is to improve student learning from a position of emerging skills to proficiency (and beyond), demonstrating growth on a learning progression continuum and culminating in the learner's mastery of graduation competencies.

4.5 Value, identify, develop, and promote talent at all levels of the organization.

Develop hiring practices, compensation models, evaluation protocols, and recognition systems that value talent, protect professional development investments, promote employment retention, and create incentives for positive risk- taking and innovation.

4.6 Develop a district performance reporting system that defines expectations and outcomes for all stakeholders [students, parents, and teachers] and monitors and reports on the expectations and outcomes.

There are many aspects of a school system that can be quantified and reported, including, but not limited to: student learning outcomes; school accountability measures; teacher preparation, effectiveness, training, and longevity; school leadership preparation, effectiveness, training, and longevity; public financial support for school functions; support by elected officials; and progress on strategic initiatives and school goals. The district reporting system should define expectations and outcomes for each of these groups and monitor progress on achieving targeted outcomes

Focus 4 Timeline

	2016-17	2017-18	2018-19	2019-20	2020-21
Strategic Initiative 4.1					
1. Continue middle school's work with AMLE and NELMS.	• Participate in available training				
2. (HS) Further develop a relationship with MIT for the advancement of competency-based education as well as a possible partnership for pre-service teacher placement.	• Continue conversations investigating possible projects				
3. Continue and enhance relationships with Next Generation Learning, iNACOL, and Nellie Mae.	• Continue conversations investigating possible projects				
Strategic Initiative 4.2					
4. Continue to encourage and educate the school community to stay current on the research and best practices in education and how they could be implemented in our community.	• Continue sharing research and information provided by the educational experts.				
5. Expand the definition of college and career-ready.	• Continue to support pathways for student success				
Strategic Initiative 4.3					
6. Focus on Culture, Competency, and Collaboration.	• Use community surveys, teachers evaluations, and student feedback to determine progress				
Strategic Initiative 4.4					
7. Continue to cultivate growth mind-set mode.	• Provide continued support for teachers in understanding student perceptions of success				
8. Collect post-secondary success data.	• Use NAVIANCE data to research student post-secondary success				

Focus 4 Timeline

	2016-17	2017-18	2018-19	2019-20	2020-21
Strategic Initiative 4.5	→				
9. Continue to provide and develop new stipend positions that utilize our staff's expertise.	• Find grants to support stipends				
10. Ensure equity at all levels preK-12.	• Evaluate all programs for bias				
11. Provide forum of discovery to identify individual talents of personnel.	• Continue to ask teachers to volunteer to support their peers as trainers				
12. Continue to develop opportunities for student leadership and student agency.	• Student leadership groups and grade level teams work to provide more opportunities for student leadership.				
Strategic Initiative 4.6					
13. Develop communication avenues to create and support an understanding of our reporting system.	• Create online modules for navigating the gradebook for parents				

FOCUS 5

Communication

Communicate effectively with all district stakeholders.

Strategic Initiatives

5.1- Provide opportunities for the community who do not have students in the schools to be in the buildings and become comfortable so they feel welcomed.

Our community has reached a "tipping point" in that there are more families in town with no connection to the school district than those who have children or grandchildren in the District. It is imperative that the district develops opportunities for the larger community to utilize the school buildings and be invited to events to see what is happening in our schools. While all SRSD employees are responsible for making the community welcome in our buildings, principals are accountable for ensuring that their buildings are welcoming and responsive to parents, families and the community at large.

5.2- Determine the most efficient systems to reach all stakeholders including local news media, social media (Facebook, twitter, etc.) and cable TV.

By establishing a variety of communications tools and utilizing them effectively, the District will be able to reach more of our educational community via their preferred mode of receiving information. Provide assistance to school based staff to strengthen communication with parents and community members about school and district priorities and initiatives.

5.3- Create and publish a monthly calendar of district activities and important events to assist parents and community members in advanced planning.

There are a great many things going on each day in the Sanborn Regional School District from sporting events to drama productions.
Publishing a monthly calendar will ensure that the greater community is aware of these events and participate as appropriate.

5.4- Develop a system for communicating both academic and other types of success as well as the needs of the district.

Our community needs to hear about the successes and needs of our school district. Providing up to date, accurate information regarding the successes and needs of the district is critical in gaining long-term support for our schools.

5.5- Develop a mechanism to share student successes (at all levels) with the community. At the high school level, highlight specific skills students have acquired during their schooling to show "your tax dollars at work".

Our community deserves to be made aware of how their tax dollars are impacting our students. Sharing student success at all levels and helping the community to see the outcomes of the dollars spent on education will help to build support for our ongoing efforts in the system.

Focus 5 Timeline

	2016-17	2017-18	2018-19	2019-20	2020-21
Strategic Initiative 5.1	→				
1. Network with specific community organizations to communicate with their constituent's events and opportunities to be in our buildings.	• Hire a public relations person in the district.				
2. Create opportunities for the community members to come into the buildings and work with our students.					
3. Continue outreach to the over 55 communities in our towns via music performances/visits by students and providing tickets to shows, games, etc.	• Calendar printed and distributed, advertised, free tickets available to community members				
Strategic Initiative 5.2					
4. Stay abreast of current trends and technology that our community accesses to stay informed including non-traditional means such as church bulletin boards etc.	• Analyze the effectiveness of CONSTANT CONTACT				
5. Ascertain from the community the way they prefer to receive information from the school district.	• Continue annual survey to evaluate preferences and changes				
6. Develop a steady stream of news from the school district, duplicating the information on multiple social media outlets.	• District focus on TWITTER, FACEBOOK communication				
Strategic Initiative 5.3					
7. Use a shared GOOGLEDOC to create an event calendar across the district.	• Calendar created				

Focus 5 Timeline

	2016-17	2017-18	2018-19	2019-20	2020-21
Strategic Initiative 5.4	→				
8. As part of the system, develop high quality student led Parent Teacher Conferences enabling students to showcase their academic and WSP successes.	• Elementary and Middle Level Student Led Conferences Fall 2016				
9. Work with Student Council and National Junior Society to establish "Student Success Nights" where Band, Chorus, Art, Clubs, and Sports teams highlight their accomplishments (bi- annually).	• Agenda items for 2016-17				
Strategic Initiative 5.5					
10. Increase the success of communication with parents by utilizing the preferred communication methods garnered from the parent survey.	• Evaluate parent survey				

FOCUS 6

Resource Optimization

Optimize district resources to increase efficiency and effectiveness

Strategic Initiatives

6.1-Explore hiring a grant writer/researcher to support district initiatives.

There is a considerable amount of grant funding available for school districts that meet funding criteria. The Sanborn Regional School district currently receives grant money from state and federal sources, but foundation money is still available to those districts with the resources to fill out the extensive grant applications. Grant funds can be used to enhance and supplement our curriculum and local tax efforts.

6.2-Review bidding policies to ensure that local businesses have equal opportunity to provide services and supplies in the district.

As the largest employer in the two towns, the Sanborn Regional School District has the opportunity to provide benefit to local businesses through the competitive bidding process. While some bids may be too large for local businesses to handle, efforts should be made so that our local community businesses are given preference when possible.

6.3-Finalize a plan to bring to the voters regarding the Seminary Building and related real estate.

The Sanborn Seminary building itself was identified as one of the "Seven to Save" buildings in NH and has sat dormant for the past 11 years. It is now a stand-alone building with a separate heat supply. Other services have been severed. A plan put forth in 2012 to the voters failed at the polls. Newton and Kingston have "competing" interests in the building while the building belongs to the School District itself. The large piece of real estate that the Seminary sits on includes the Swasey Gymnasium and Chase fields, both used extensively by the school district and the town of Kingston. The recent Charette conducted by Plan NH provided some additional insights to possible uses for the building.

6.4-Continue to develop alternative learning opportunities for our students.

Sanborn Regional School District has made great strides in providing students with alternative learning opportunities for our students in recent years. In some cases, these ALPs prevent students from being sent to out of district placements. In other cases, the ALPs provide students with additional learning opportunities in the community that help to hone their career goals and college interests. Tying into this notion of ALPs is the notion that students are able to "move on when ready", where students who have demonstrated competency in particular areas are able to move on to other areas/interests without the roadblock of "seat- time".

6.5-Ensure that resources are shared across the district.

Identifying resources that can be shared and spaces and buildings that can be utilizing across the district, minimizes the need to invest in additional facilities and personnel.

6.6-Investigate the consolidation of district resources.

The continued evaluation of district resources aligned with enrollment, student needs, and community priorities will help the district be proactive in addressing issues.

Focus 6 Timeline

	2016-17	2017-18	2018-19	2019-20	2020-21
Strategic Initiative 6.1	→				
1. Employ grant writer/researcher to support initiatives.	• SAU, Leadership Team, School Board				
Strategic Initiative 6.2					
2. Support policies and procedures to address when it makes sense to use a local business over another that is not local even when it costs more.	• SAU, Leadership Team, School Board				
3. Make the effort to individually invite relevant local businesses.	• SAU, Leadership Team, School Board				
4. Establish public forums annually for local businesses that describe the district's future needs.	• SAU, Leadership Team, School Board				
Strategic Initiative 6.3					
5. Incorporate the recommendations of community studies when appropriate.	• SAU, Leadership Team, School Board				
6. Need to educate community on how much they use district resources that they would have to provide if they didn't have our facilities.	• SAU, Leadership Team, School Board				
Strategic Initiative 6.4					
7. Work to develop partnerships with organizations, businesses, and higher education to create pathways for student learning.	• SAU, Leadership Team, School Board				
8. As our own student population declines, seek ways to develop partnerships with other districts to bringing in tuition students.	• SAU, Leadership Team, School Board				
9. Investigate/develop alternative programming for "non-traditional high school students including alternative schedules.	• SAU, Leadership Team, School Board				
10. Develop innovative or alternative programming for students, i.e. internship options, non- traditional.	• High School Admin				
11. Continue to build in-district special education programs as a savings to the district.	• Director of Student Services				

Focus 6 Timeline

	2016-17	2017-18	2018-19	2019-20	2020-21
Strategic Initiative 6.5					
12. Create a resource map that is shared across schools.	• SAU, Leadership Team, School Board				
13. Effectively share resources across the district including facilities, materials, programming, staff --- taking multiple factors into account, including short and long-term needs, projected enrollment, etc.	• SAU, Leadership Team,				
Strategic Initiative 6.6					
14. As enrollment decreases, consider grade alignment throughout the district.	• SAU, Leadership Team, School Board				
15. Make recommendations for reorganization of the district based on class sizes and the needs of the student population.	• SAU, Leadership Team, School Board				
16. Continue to use a competitive bidding process for all services and supplies, soliciting bids from local vendors.	• SAU, School Board				
17. Increase efforts to reach feasible solution/use of old campus.	• SAU, School Board				

Acknowledgements

Creating a strategic plan takes many hours and many minds. We would like to thank the parents, teachers, and community members who participated in the process by joining us at planning forums and completed the district strategic plan survey.

We would also like to thank the community reviewers who gave up their time and shared their expertise to help review the document and make suggestions for its improvement. We were able to involve many individuals in the community to be part of the process, by sharing the process and drafts electronically.

Community Reviewers and Participants in Planning Forums

Valerie Boutin	Newton	Julie Mathieu	Kingston
Pamela Brown	Newton	Debra Metcalfe	Newton
Annie Collyer	Newton	Virginia Morse	Kingston
Cathy Hermann	Fremont	Theodore Quint	Newton
Lesley-Ann. Hume	Kingston	Rick Edelman	Kingston
Corey Mason	Newton	Kurt Baitz	Kingston
Steve Kossakoski	Kingston	Jan Bennett	Newton
Cheryl Gannon	Kingston	Sabre Leek	Kingston
Alex Pagnatorro	Kingston	Rocky Breslin	Newton
Patty Stephan	Newton	Sally L'antigua	Kingston
Charles Sanborn	Seminary Trustee	Caroll Winch	Seminary Trustee
John Conant	Seminary Trustee		

Community Strategic Planning Survey

Thank you to the individuals who took the time to complete the district survey regarding the strategic plan. The survey results garnered many thoughtful and innovation ideas which have been incorporated into the plan. Thank you for your support and your willingness to be part of our continued improvement.

District Teachers School Strategic Planning Survey and School Meetings

Thank you to the teachers of D. J. Bakie, Memorial, Middle, and High School who took the time to take the survey for the strategic plan as well as a survey on student voice. The results of these surveys played an integral role in bringing together the focus areas and strategies for the plan.

Teachers worked together at the school level to generate ideas and strategies for the plan during staff meetings at each school.

District Teacher Leader Strategic Plan Review

Teacher Leaders in the district were invited to review the first draft of the plan. Their comments and suggestions contributed to the edits and additions.

Heather Wheeler	High School	Amy MacDougall	Memorial School
Michelle Wheeler	High School	Bonnie Banyas	Memorial School
Jennifer Washko	High school	Sharon DesRosiers	Memorial School
Amanda Bradley	High School	Jennifer Manning	Memorial School
Connie Carson	High School	Shannon Cole	Memorial School
Lisa Collibee	Middle School	Samantha Kaminski	Memorial School
John Croteau	Middle School	Rich LaPorte	Memorial School
Lorraine Bilodeau	Middle School	Susan Clark	Memorial School
Mary Ellen Colford	Middle School	Justina Austin	Memorial School
Sarah Wisecarver	D. J. Bakie School	Joyce Corbin	Memorial School
Kate MacAskill	D. J. Bakie School	Kimberly Conant	D. J. Bakie School
Mariane Klemarcyk	D. J. Bakie School	Eileen Kossakoski	D. J. Bakie School
Kate MacAskill	D. J. Bakie School	Eric Larcomb	D. J. Bakie School
Theresa Barnard	D. J. Bakie School	Donna Donnell	D. J. Bakie School