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Soaring to Excellence

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Dear Members of the SAU #34 Community and Staff:

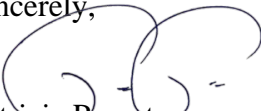
For the past two years, a large number of dedicated individuals including students, staff, family and community members, local business representatives and administrators worked together to develop a strategic plan for SAU #34. This plan outlines our long-term goals and the steps necessary to complete the identified goals by first recognizing where we are now, where we want to be and what needs to be done to achieve our goals.

The committee was formed and comprised of multiple stakeholders responsible for drafting a Strategic Plan that would clearly shape and articulate long term goals over the next five years. These goals would not only align with the mission and vision of SAU #34 but would guide decisions regarding allocation of resources. As a first step in this process, the committee created a Portrait of a Graduate, a vision that articulated the aspirations for all students. Given the societal changes that have occurred over the past generation, the committee identified the following competencies and qualities we will strive to foster and model for all SAU #34 graduates: adaptive perseverance, learner's mindset, communication, responsibility, global citizenship, critical thinking and collaboration.

The Committee continued to develop the Strategic Plan by incorporating the competencies identified in the Portrait of SAU #34's Graduate. The Strategic Plan is organized into three overarching goals: student success, culture, and learning environments. The plan includes a reflective process designed to assess progress and allows for flexibility for change and ongoing improvement on a continuous basis and should be used to guide the budget in a fiscally responsive manner.

Providing a quality education is a shared responsibility and this Strategic Plan reflects that collaboration. On behalf of the Board Members who served on our committee, I would like to recognize and thank the many people who contributed in one way or another to the completion of SAU #34's Strategic Plan.

Sincerely,



Patricia Parenteau
Superintendent of Schools

Translating Strategic Priority Areas to Goals & Objectives

Priority Area:

Student Success: Every student deserves an exceptional education—one grounded in purposes larger than themselves, regular and meaningful opportunities for self-determination, feedback about the increasing difference they are making in matters important to them, and growing relationships.

Goal : SAU 34 will provide high quality educational opportunities for all students that foster the acquisition of critical academic skills, embedding the tenets identified in the Portrait of a Graduate (adaptive perseverance, responsibility, learner’s mindset, global citizenship, communication, critical thinking and collaboration), meeting the expectations for success in post-secondary education and the workplace.

Objective 1: SAU 34 will develop and implement curriculum frameworks that integrate all content standards including career and technical education with Portrait of a Graduate tenets throughout PreK-12 as evidenced by the development and completion of the same by 2025.

Strategies	Person Responsible	Timeline	Indicators of Success
1) Establish a curriculum committee with the charge, timeline, and resources to develop the integrated learning framework and the expectations for its use in teaching and learning.	Director of Curriculum, Instruction & Assessment and Building Principals	2020-2021	Create a template 6/30/2021 and establish a framework that can be utilized across grade levels and content areas 6/30/2025
2) Research and review how other districts have developed and implemented an integrated learning framework.	Director of Curriculum, Instruction & Assessment and Building Principals	2020-2021	Create a template 6/30/2021 and establish a framework that can be utilized across grade levels and content areas 6/30/2025
3) Develop Elementary, Middle, and High School Student Advisory Committees to amplify student voice and choice, help inform SAU 34 programming for their academic, career and technical education, and post-K-12 life, and to build student engagement in their learning (ongoing)	*Building Principals Leadership Team	Annually April	Annual written report/presentation to the Leadership Team

Objective 2: SAU 34 will develop and implement an equitable and balanced assessment program that supports and informs instructional practices to ensure progress towards student proficiency of the integrated curriculum frameworks, by 2025.			
Strategies	Person Responsible	Timeline	Indicators of Success
1) Engage in professional development opportunities related to performance assessment.	*Director of Curriculum, Instruction & Assessment and Building Principals	2021	Staff will engage in professional development regarding performance assessments and implement performance strategies in the classroom as evidenced by data collection.
2) Charge a lead teacher team with learning about and reporting back to leadership about the student benefits and challenges of project-based learning.	*Building Principals	Beginning 2021-2022 and ongoing	Report out to the leadership team with recommendations for next steps.
3) Establish a preK-12 representative committee with the charge, timeline, and resources to develop and implement a comprehensive assessment plan, based on the work of the 2020-2021 Curriculum Committee.	*Director of Curriculum, Instruction & Assessment and Building Principals	2022-2023	Create a template 2022-2023 and establish assessment plans that support the curriculum frameworks 2025
Objective 3: SAU 34 will evaluate current programming and develop additional educational opportunities outside the traditional classroom setting.			
Strategies	Person Responsible	Timeline	Indicators of Success
1) Building Principals will form recommendations for leadership to consider and implement regarding student learning pursuits outside of the traditional classroom.	*Building Principals	2021-2023	Recommendations for implementation are made to the leadership team and next steps are agreed upon.

2) A review of the opportunities and challenges that exist throughout the k-12 experience for educational opportunities outside the traditional classroom at all grade levels. And make recommendations to increase access for all students by identifying and removing barriers to educational opportunities outside the traditional classroom.	*Building Principals	Review and Plan Annually April H-DES to begin the process 22-23 Full implementation 2025	Annually review and make a plan to increase access for all students by identifying and removing barriers to educational opportunities outside the traditional classroom. 2025 Opportunities outside the traditional classroom will be implemented at all grade levels
Objective 4: Examine, develop and implement career and technical education experiences for all students, grades 6-12.			
Strategies	Person Responsible	Timeline	Indicators of Success
1) Research and explore the latest developments and insights about career and technical education.	Superintendent, Director of Curriculum, Instruction & Assessment and Middle School and High School Principals	December 2020	Report out to the Leadership Team with recommendations for next steps toward the expansion and implementation of career and technical education opportunities.
2) Visit successful career and technical education programing.	Superintendent, Director of Curriculum, Instruction & Assessment and Middle School and High School Principals	December 2020	Report out on the observed successes and challenges and make recommendations for next steps.
3) Educate both the school and larger communities regarding the benefits, characteristics, and challenges of career and technical education programming.	Superintendent, Director of Curriculum, Instruction & Assessment and Middle School and High School Principals	Beginning in March of 2021 and on-going	<ul style="list-style-type: none"> ● Methods for stakeholder input and feedback ● Regularly reports out to the leadership team ● Adapts and adjusts to the needs of school community
4) Create the necessary physical and structural resources to support career and technical programming at the	Superintendent, Director of Curriculum, Instruction & Assessment and Middle School and High School	Beginning in the fall of 2022	<ul style="list-style-type: none"> ● Implementation of career and technical programming at the middle and high school

middle school and high school.	Principals		levels.
Objective 5: SAU 34 will develop and implement an embedded professional development program annually that will include instructional strategies and supports for delivering equitable access to the integrated curriculum frameworks informed by the balanced assessment program.			
Strategies	Person Responsible	Timeline	Indicators of Success
1) Empower the professional development committee with the charge, timeline, and resources to develop and implement a professional development program aligned with the priorities and pacing of the strategic plan.	Director of Curriculum, Instruction & Assessment	Annually	<ul style="list-style-type: none"> ● Methods for stakeholder input and feedback ● Regularly reports out to the leadership team ● Adapts and adjusts to the needs of school community ● Resources are consistently allocated to support the professional development program
2) Gauge the effectiveness of the structure(s) by which professional development is delivered and to make recommendations about its improvement.	Director of Curriculum, Instruction & Assessment and Building Principals	On-going	<ul style="list-style-type: none"> ● Methods for stakeholder input and feedback ● Regularly review feedback and recommend updates and improvements
3) Expand the use of peer observation and opportunities for reflective practice to promote the development of classroom practices that engage and support learning for all students.	Director of Curriculum, Instruction & Assessment and Building Principals	Peer observations begin Fall 2020 Structure established in each building by January 2021 Fall of 2022 all participate Show evidence 2023	<ul style="list-style-type: none"> ● Develop and implement a structure that provides peer observation opportunities to all educators ● All educators participate in a minimum one peer observation cycle per year ● Educators will show evidence of reflective practice through continual improvement in their instruction

Priority Area:

Culture: Staff and students thrive in positive learning and work environments where they feel physically, psychologically, and emotionally safe and connected; supported; reasonably autonomous; and driven by a strong sense of purpose and meaning.

Goal: SAU 34 will develop and maintain a welcoming environment that supports the tenets of the Portrait of a Graduate, ensuring students, staff and families feel valued, safe and supported to foster a responsive and high achieving culture.

Objective 1: SAU will foster an empathetic culture that respects and values all individuals and focuses on a culture of continuous improvement based on the Portrait of a Graduate tenets.

Strategies	Person Responsible	Timeline	Indicators of Success
1) Research and explore the characteristics of a quality, high performing, and personally rewarding culture and its implications for leadership and all organizational members.	Superintendent, Director of Curriculum, Instruction & Assessment, and Principals	December 2020	Report out to the Leadership Team with recommendations for next steps
2) A team comprised of representation from across the SAU will research methods and develop tools to systematically collect regular evidence of culture and climate and analyze the results to determine action steps.	Superintendent, Director of Curriculum, Instruction & Assessment, and Principals	Research complete by December 2020 Tool developed by February Initial recommendations made by May On-going cycle	<ul style="list-style-type: none"> ● Implementation of the measurement tools and analysis of results with recommendations made to the Leadership Team for next steps. ● Annually review and revise measurement tools ● At a minimum annually review of results and make recommendations for the following year and beyond
3) A team comprised of representation from across the SAU will determine what it means for SAU leaders and staff to embody the tenets	Superintendent, Director of Curriculum, Instruction & Assessment, and Principals	Recruiting and Hiring Protocols by March 2021 Review and revision of all job descriptions complete by 2025	<ul style="list-style-type: none"> ● Develop and implement recruiting and hiring protocols and procedures aligned with the Portrait of a

<p>of the Portrait of a Graduate and its organizational implications.</p>		<p>Review and revision of evaluation protocols and procedures by 2023</p>	<p>Graduate</p> <ul style="list-style-type: none"> ● Review and revise all job descriptions across the SAU to reflect the tenets of the Portrait of a Graduate ● Review and revise evaluation protocols and procedures to reflect the tenets of the Portrait of Graduate
<p>Objective 2: SAU 34 will genuinely engage all stakeholders in a collaborative culture of learning and continuous improvement.</p>			
<p>Strategies</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Indicators of Success</p>
<p>1) A team comprised of representation from across the SAU will clearly define meaningful and effective community engagement and develop a prioritized set of practices and programs for implementation.</p>	<p>SAU and Building Leadership</p>	<p>Definition and recommendations May 2021</p> <p>Action Plan Developed Summer 2021</p> <p>Implementation begins August 2021</p>	<ul style="list-style-type: none"> ● Clear definition of meaningful and effective community involvement ● Make recommendations for next steps to leadership team ● Develop an action plan that defines the responsibilities at each grade span and for the district as a whole ● Implement the plan
<p>2) A team composed of representation from across the SAU will research and develop recommendations for community advisory groups designed to create mutually beneficial school and community based experiences..</p>	<p>SAU and Building Leadership</p>	<p>Recommendations May 2021</p> <p>Implementation begins Summer 2021</p> <p>Implementation complete January 2022</p>	<ul style="list-style-type: none"> ● Recommendations for implementation of community advisory groups for the SAU and each school are made to the leadership team and next steps are agreed upon. Recommendations will include the membership and charge of each advisory group.

			<ul style="list-style-type: none"> ● Implement community advisory groups.
3) A team comprised of representation from across the SAU will research and develop recommendations to actively pursue parent participation in the PreK-12 school experience, emphasizing meaningful involvement all the way through secondary school.	SAU and Building Leadership	<p>Recommendations May 2021</p> <p>Action Plan Developed Summer 2021</p> <p>Implementation begins August 2021</p>	<ul style="list-style-type: none"> ● Make recommendations for next steps to leadership team ● Develop an action plan that defines the responsibilities at each grade span and for the district as a whole ● Implement the plan
Objective 3: SAU will promote a culture of health and wellness for all members of the school community			
Strategies	Person Responsible	Timeline	Indicators of Success
1) A team comprised of representation from across the SAU will research and recommend strategies to support staff and student well-being that embed the Portrait tenets.	Director of Student Support Services and Principals	Spring, beginning 2021	Annual recommendations for next steps made to the SAU leadership.
2) Compare existing extra-curricular offerings with an inventory of current students interests, identify gaps, and recommend actions to ensure maximum student engagement.	Director of Student Support Services and Principals	<p>Annual review of after school offerings each Spring</p> <p>Triannual review of CBA tied offerings.</p>	Regularly recommend extra-curricular programming revisions to the leadership team.
3) A team comprised of representation from across the SAU will conduct a comparative study of current school structures and best practices relative to health and wellness for all members of the school community.	Director of Student Support Services and Principals	Annual recommendations in April	<ul style="list-style-type: none"> ● Make recommendations for next steps to leadership team ● Develop an action plan ● Implement the plan

Objective 4: SAU will research and implement practices and identify resources that promote positive student behavior.			
Strategies	Person Responsible	Timeline	Indicators of Success
1) Teacher and administrative leadership will research and recommend the design of a multi-tiered system of support that reduces negative behavior and fosters a positive school climate and culture and develop professional development designed to meet the specific needs of all staff.	Director of Student Support Services and Principals	Professional development - immediate and on-going Development complete - Summer 2021 Full implementation by August 2022	<ul style="list-style-type: none"> ● Staff will engage in professional development regarding the multi-tiered system of supports. ● Develop a multi-tiered system of supports that meets the specific needs of the school community ● Implement a multi-tiered system of supports that reduces school violence, bullying, behavior problems, suspensions, substance abuse and punitive/exclusionary discipline practices and implement it as evidenced by data collection.
2) Implement strategies that involve students in supporting the behavioral environment of their peers and include student voice and choice over their daily lives so they contribute to the positive behavior, climate and culture of their schools.	Director of Student Support Services and Principals	Structure in place at each school WES by the end of 21-22 H-DES 22-23 H-DMS by the end of 21-22 H-DHS in place Substantial Improvement WES 22-23 school year H-DES 23-24 H-DMS 22-23 school year H-DHS 20-21 school year	<ul style="list-style-type: none"> ● A structure is in place in each school that involves student voice and choice. ● Substantially improve the engagement of school, families, and youth in decision-making at the policy, practice and individual levels as evidenced by data

			collection.
3) Provide the tools staff need to implement effective supports for students in light of the increasing mental health needs and instances of trauma.	Director of Student Support Services and Principals	Training is immediate and on-going Reduced need by 2025	<ul style="list-style-type: none"> ● Reduce the need for intensive treatment, out-of-home placement, hospitalization, or incarceration of children and youth as evidenced by data collection.
Objective 5: SAU 34 will develop and implement an embedded professional development program that will include strategies and supports for fostering a positive and empathetic culture that prioritizes relationship building, responsiveness and continuous improvement by June 2022.			
Strategies	Person Responsible	Timeline	Indicators of Success
1) Each school leadership team will review the opportunities and resources for embedded professional development in their building and cross reference them with their needs.	Director of Curriculum, Instruction & Assessment, Director of Student Support Services, and Principals	Annually in January	Principals will annually present their findings to the district leadership team, which will determine next steps.
2) The district leadership will conduct an annual review of the format and structure of professional development.	Director of Curriculum, Instruction & Assessment, Director of Student Support Services, and Principals	Current and on-going with annual review in January	The district leadership will review and revise the format and structure of professional development opportunities for the following year.
3) A team comprised of representation from across the SAU will gauge the effectiveness of the structure(s) by which professional development is delivered and to make recommendations about its improvement.	Director of Curriculum, Instruction & Assessment, Director of Student Support Services, and Principals	On-going	<ul style="list-style-type: none"> ● Methods for stakeholder input and feedback ● Regularly review feedback and recommend updates and improvements

Priority Area:

Learning Environments: Few investments serve as such high-profile demonstrations of how we value the education of our students as the facilities we use. The facilities in which we spend our time together provide daily cues and clues that affect the learning and work cultures for students and staff, respectively.

Goal: SAU 34 will provide and maintain facilities that support a high quality, future focused, teaching and learning environment that allows multiple educational opportunities.

Objective 1: SAU 34 will provide and maintain facilities that support a high quality future focused teaching and learning environment that allows multiple educational opportunities.			
Strategies	Person Responsible	Timeline	Indicators of Success
1) The district leadership team will establish the environmental characteristics that support future focused, meaningful, relevant, and practical learning experiences that impact SAU learning environments	SAU Administrators Building Principals Facilities Director Technology Director	Annual update January	Document annual progress toward long range facilities plans using cost and timeline as measures
2) The District Leadership Team will monitor the state of school facilities relative to their present capacity to support future focused learning environments.	*Principals Facilities Director Technology Director	Annual update January	Annual Report to SAU Board at the spring meeting that outlines recommendations for next steps.
3) Members of the district leadership team will visit school organizations known for future focused facilities to learn how preK-12 is evolving its infrastructure to better support deeper and more meaningful learning experiences for all students	*Superintendent Members of the Leadership Team	Annually, beginning no later than October/November	<ul style="list-style-type: none"> ● Develop and implement District Visitation Checklist ● Information and recommendations for next steps presented to appropriate school boards annually