



SAU 18 Transitional Strategic Plan

2015-2017

SAU 18 Transitional Strategic Plan

Introduction;

The SAU District School Board is responsible for setting a broad direction for the academic success of the students in Franklin and Hill New Hampshire. The Board sets the direction for a strategic planning process.

In an effort to update the last five-year plan, the Board and the Administration started deliberating about the various facets of the plan in the summer of 2014.

A number of significant factors mitigate the current state. Among these is the search for a new Superintendent. The position has been posted. Applicants are being screened and interviewed at this writing.

The Board has decided to create a transitional shorter term strategic plan in order to gather the involvement and ideas of the new superintendent. In this manner, it is believed the mission and vision will be fully embraced.

Finally, in order to create meaningful goals in the area of Student Achievement baseline data must be collected in collaboration with the State Department of Education. In this regard, the State is the overseer of a number of statistics that will drive SAU 18's initiatives in this area.

Some of the data needed to make valid judgments will only be available in late summer of 2015.

For all of the reasons stated above the Board decided to create a transitional strategic plan. The SAU board will determine the process for taking up a longer term plan over the next six months.

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The School Board of Franklin & Hill New Hampshire

Tim Dow, Chairman SAU (Franklin)

Shelly Henry Chairwoman Hill (Hill)

Tamara Feener, Chairwoman Franklin (Franklin)

Nancy Coffin, Vice Chairperson Hill/SAU (Hill)

Greg Husband, Vice Chairman Franklin (Franklin)

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Angie Carey (Franklin)

Chad Carey (Franklin)

Ed Cogan (Franklin)

Peter Heath (Franklin)

Robin Gargano (Franklin)

Lisa Tremblay (Franklin)

Superintendent of Schools:	Robert McKenney
Business Administrator:	Amanda Bergquist
Director of Curriculum:	Virginia Doyle
Directors of Technology:	Adam Hollins
Director of Special Education:	Paul Borsh
Director of Buildings and Grounds:	Ralph Downes
Director of Food Service:	Brenda Petelle
Franklin High School Principal:	Richard Towne
Franklin Middle School Principal:	Kevin Barbour
Paul Smith School Principal:	Michael Hoyt
Jennie D. Blake School Principal:	Jay Lewis

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The Process:

The planning began with discussions by the respective boards and the senior administration. After securing a facilitator for the process, the faculty and staff were surveyed to determine what areas should be addressed in the plan.

The group completed an environmental scan that consisted of determining the strengths and weaknesses of the school programs. In addition, the scan identified, opportunities and threats the district might have before it. This group also offered ideas for goals and objectives in broad terms.

Stakeholder ideas were solicited in an extremely open manner. The community was made aware of a public forum for this purpose that was held on a Friday evening. This meeting was advertised through a variety of methods.

The stakeholder open forum was followed by a daylong session for the creation of an updated vision statement and the determination of goals for the transitional plan. Once again, community stakeholders were asked to participate in this process.

After creating a clear vision the planning group categorized areas to be addressed in the transitional plan. Due to the shorter duration the plan is commensurately sized. However, the plan has rigorous challenges for the SAU.

IDENTIFIED STRENGTHS AND ASSETS	
<ul style="list-style-type: none">• Teachers and support staff• Staff are very flexible to changes• Students• Community support• Business partners• Technology• School Climate• Safety• Professional Development• Leadership	<ul style="list-style-type: none">• Support of the School Board• Parents• Dedicated teachers who personally fund a great many extras for their students and work tirelessly to provide a rigorous, relevant education• Pride in the communities• Innovative approach to teaching and learning• Reflection on Professional Practice

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Our Mission:

The School Boards of Franklin and Hill, New Hampshire are dedicated to meeting the educational needs of all students in a safe learning environment.

Vision:

SAU 18 in partnership with community, families, dedicated and caring staff will provide students a safe and positive learning environment in order to develop the skills and dispositions necessary to become successful contributing members of society as measured through academic and post-secondary achievement.

We the School Board Members, Administration, Faculty and Staff of Franklin and Hill believe:

- Learning must take place at home, in school and in the community.
- Learning is an important aspect of each person's daily life.
- Learning is a lifelong process.
- We must provide educational opportunities from school readiness through adult education.
- Everyone is accountable for improving student achievement.
- All students will learn when their individual needs are met.
- Teaching all students how to learn is essential.
- We must prepare all students for a knowledge-based, technologically rich and culturally diverse future.
- We must provide a safe and secure environment, which is essential for teaching and learning.

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- Stakeholder involvement, which includes partnerships with parents, community, businesses and governmental agencies, enhances student achievement.
- We must treat all individuals with respect and dignity.
- Stakeholder involvement and input are valuable tools for decision-making.
- Professional development ensures a quality school district.
- We must promote cultural diversity and the reinforcement of positive character education.
- Responsible citizens are the foundation of a democratic society.

Our Values:

- Student Focus
- Communication, Trust, Teamwork
- Benchmark the Best
- Excellence
- Ethics, Integrity
- A Sense of Community



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Academics		
Goal 1– To Advance Academic Achievement	Lead Person Responsible and measurement used	Due Date
<p>Goal 1- Objective 1 Gather and create baseline data in order to indicate specific levels of student knowledge through triangulation of sources by building - to include competencies, standardized tests, and local assessment (DRAs, iReady, Study Island, etc.).</p>	<p>Curriculum Director —— The measure will be the completion of the baseline</p>	<p>November 1, 2015</p>
<p>Goal 1- Objective 2 Create a team of teachers and specialists for establishing metrics to identify measurable goals.</p>	<p>Curriculum Director and Superintendent —— The measure will be the team has been created and metrics are established</p>	<p>June 30, 2015</p>

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<p>Goal 1 -Objective 3</p> <p>Set Team schedule for bi-monthly meetings to establish local trends.</p> <p>The team will set meeting dates for September, November, January, March, and May</p>	<p>Curriculum Director and Team members</p> <p style="text-align: center;">—</p> <p>The measure will be the schedule is posted</p>	<p>September 30, 2015</p>
<p>Goal 1-Objective 4</p> <p>Prepare an Academic Achievement Report for each school board to be presented in November, February, and May.</p>	<p>Curriculum Director and Team members.</p> <p style="text-align: center;">—</p> <p>The measure will be three (3) reports presented in the first year.</p>	<p>Ongoing</p>
<p>Goal 2 – To Assure Vertical Curricular Alignment</p>	<p>Lead Person Responsible</p>	<p>Due Date</p>
<p>Goal 2-Objective 1</p> <p>Assessment of the current status of teacher awareness.</p>	<p>Curriculum Director and Principals</p> <p style="text-align: center;">—</p> <p>Assessment prepared for distribution</p>	<p>June 30, 2015</p>

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<p>Goal 2-Objective 2</p> <p>To conduct a bi-annual review of teacher compliance of established vertical curriculum via: Observation; Review of plan.com; Student performance; Teacher self-checks. Action Step 1. Set dates</p>	<p>Curriculum Director and Principals</p> <p style="text-align: center;">—</p> <p>The measure will be two (2) reviews presented in the first year.</p>	<p>Ongoing</p>
<p>Goal 2-Objective 3</p> <p>To provide twelve (12) hours of district workshops designed to refine implementation of standards as appropriate to the curriculum. Action Step 1. Set dates</p>	<p>Curriculum Director and Superintendent</p> <p style="text-align: center;">—</p> <p>Workshops Scheduled</p>	<p>September 1, 2015</p>

Student Success		
Goal 3 To decrease the overall dropout rate	Lead Person Responsible and measurement used	Due Date
<p>Goal 3 - Objective 1</p> <p>To decrease the dropout rate as is issued by the</p>	<p>Superintendent, Curriculum Director, Principals,</p>	<p>January 1, 2017</p>

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<p>report sent from the Department of Education</p>	<p>Teachers, Counselors and Parents.</p> <p style="text-align: center;">—</p> <p>Dropout rate will decrease from 3.81% in 2014 to 2% by 2017</p>	
<p>Goal 3 - Objective 2</p> <p>Create a committee to establish alternative learning programs and to establish criteria for acceptance into the programs. Action Step 1. Set dates to meet</p>	<p>Superintendent, Curriculum Director, Principals</p> <p>The measures will be the committee is in place and the criteria are set.</p>	<p>June 30, 2015</p>
<p>Goal 3 - Objective 3</p> <p>To provide alternative programs to all students who meet criteria. This requires staffing assignments to be in place. Action Step 2. Draft a program design.</p>	<p>Superintendent, Curriculum Director, Principals</p> <p>Committee Members</p> <p style="text-align: center;">—</p> <p>The measures will be: assignments have been made, are in place, and the criteria are set.</p>	<p>June 30, 2015</p>
<p>Goal 3 - Objective 4</p> <p>To provide personalized learning plans to create student success and utilize</p>	<p>Curriculum Director, Guidance, and teachers</p> <p style="text-align: center;">—</p> <p>The measures will be</p>	<p>October 15, 2015</p>

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<p>off-site programs.</p> <p>Action Step 3. Set up a pilot program to test logistics.</p>	<p>that identification of offsite programs and pilot program design submitted to the Superintendent</p>	
<p>Goal 3 - Objective 5</p> <p>To provide peer support teams supervised by a staff employee that will help address outside issues.</p> <p>Action Step 4. Create a peer counseling training program.</p> <p>Action Step 5. Establish criteria for acceptance into the training program.</p> <p>Action Step 6. Train a pilot test group</p> <p>Action Step 7. Provide and assess peer to peer counselling</p>	<p>Guidance counselors, School Social Workers, and Building Management</p> <p>—</p> <p>The measures will be that all related action steps are completed satisfactorily</p>	<p>March 1, 2016</p>
<p>Goal 3 - Objective 6</p> <p>To establish early interventions with students at elementary age by the end of the first trimester.</p> <p>Action Step 8. Define</p>	<p>Superintendent, Curriculum Director, Building Management, Teachers, Counselors and Parents.</p> <p>—</p>	<p>March 1, 2016</p>

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various intervention strategies.	The measure will be the list of acceptable interventions	
Goal 4. Expand Extended Learning Opportunities Program	Lead Person Responsible and measurement used	Due Date
Goal 4 – Objective 1 To increase the number of students participating in Extended Learning Opportunities (ELO) from 16 ELOs or 4% to 60 ELOs or 15% by 2017.	Curriculum Director and teachers Extended Learning Opportunity Coordinator The designated goal is reached.	March 1, 2017
Goal 4 – Objective 2 To have a staff member designated on a part time basis (maybe omit this altogether – see below) to assist students to learn and enroll in Extended Learning Opportunities. Designate a district-wide Extended Learning Opportunity Coordinator to oversee student enrollment and engagement in ELOs.	Superintendent and Curriculum Director — An Extended Learning Opportunity Coordinator is in place.	August 1, 2015

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<p>Goal 4 – Objective 3</p> <p>The advisory class will make students aware of the Extended Learning Opportunities.</p> <p>Action Step 1. Prepare information sheets for advisory class distribution</p>	<p>Principals and Extended Learning Opportunity Coordinator</p> <p>The first appropriate Advisory Class has ELO’ on the agenda.</p>	<p>Ongoing</p>
<p>Goal 4 – Objective 4</p> <p>Give the opportunities for students who have taken advantage of Extended Learning Opportunities to share their experience during advisory class.</p>	<p>Principals and Extended Learning Opportunity Coordinator</p> <p>The first appropriate Advisory Class has Extended Learning Opportunity Coordinator on the agenda.</p>	<p>Ongoing</p>
<p>Goal 4 – Objective 5</p> <p>The staff designee will have the opportunities to observe Extended Learning Opportunities in other school districts that are successful.</p> <p>Action step 2. Create a list of ELO’s provided by other NH schools.</p>	<p>Principals and Extended Learning Opportunity Coordinator</p> <p style="text-align: center;">—</p> <p>Observation (s) has taken place</p>	<p>October 1, 2015</p>
Goal 5 -To increase the number of non- identified	Lead Person	Due Date

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students who have a formal Personalized Learning Plan	Responsible and measurement used	
<p>Goal 5. Objective 1 To increase the number of non- identified students who have a formal Personalized Learning Plan from 0 to 50 by 2017 as measured by staff.</p> <p>Action step 2. The district will define what a formal Personalized Learning Plan is.</p>	<p>Superintendent, Curriculum Director, Building Management, Teachers, Counselors</p> <p style="text-align: center;">—</p> <p>The designated goal is reached.</p>	<p>January 1, 2016</p>
<p>Goal 5. Objective 2 To provide professional development in Personalized Learning Planning.</p>	<p>Superintendent, Curriculum Director, Principals, Teachers, Counselors</p> <p style="text-align: center;">—</p> <p>Workshops will have been scheduled</p>	<p>February 1, 2016</p>
<p>Goal 5. Objective 3 The district will send a team of teachers to observe Personalized Learning Plan in other school districts that are successful.</p>	<p>Superintendent, Curriculum Director, Principals</p> <p style="text-align: center;">—</p> <p>Observation trip(s) will have been scheduled and completed.</p>	<p>March 15, 2016</p>

A special thanks~

To: Dennis Martino for his help in organizing, facilitating and generating our strategic plan!

Thank you to the Franklin Community Members Wanda Jackson, William Grimm and Al Warner who spoke during public participation on Friday, March 23, 2015 before the SAU18 Transitional Strategic Planning commenced.

A special thanks and gratitude to Franklin Community Member, William Grimm, who dedicated his time, energy and contributions to the discussions during our two days (March 23, and 24, 2015) to help develop and finalize the SAU18 Transitional Strategic Planning document.