

*This Strategic Plan is a working document. Any of the targets and objectives can be changed at any time in order to meet the current needs of the district.*

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## SANBORN REGIONAL SCHOOL BOARD

**Dawn Dutton, Chair**

Kingston

**Moira Bashaw**

Kingston

**James Baker**

Newton

**Tammy Mahoney**

At-Large Member

**Jameson Fitzpatrick, Vice Chair**

Newton

**Rick Edelman**

Kingston

**Heather Ingham**

Newton

### **SUPERINTENDENT**

Thomas J. Ambrose

On behalf of The Sanborn Regional School District and our school board, we present our 2022 - 2027 Strategic Plan. Developed over the course of a year, this detailed blueprint represents the collaborative effort of educators, school leaders and community members who drew from a variety of indicators to determine our main goals and develop the operational framework.

Committed to our vision of inspiring and supporting the [Graduate Success Profile](#), our Strategic Plan serves three primary functions:

1. As a roadmap ensuring our work and decision-making is firmly aligned to our key priorities
2. As a rubric by which we measure our district performance outcomes
3. As a way to report to our stakeholders the progress of the school district

Our Strategic Plan is comprised of 5 targets. Fundamental to its design is the core understanding that our organization's success is ultimately measured by the achievement of our students, the trust of our families and the positive regard of our community. We are all committed to the beliefs in this document and collectively pledge to ensure its success.

We encourage you to review our Strategic Plan and to join us as we begin this 5-year journey toward our own organizational greatness.

Fidelity of Implementation will be monitored and communicated through Board and Subcommittee meetings.

## MISSION

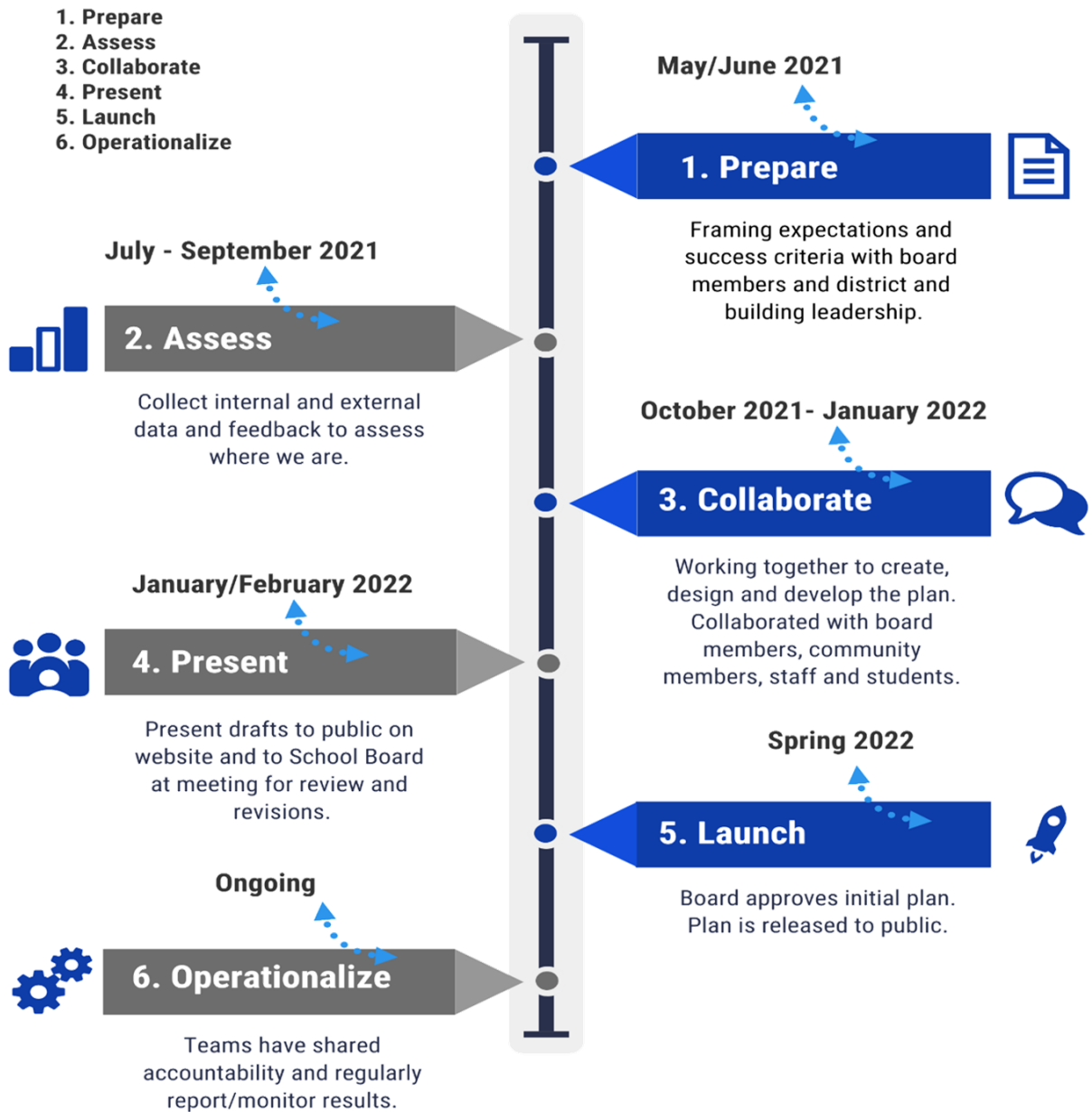
The Mission of the Sanborn Regional School District is to educate all students who attend the Sanborn Regional School District.

## VISION

The Sanborn Regional School District serves students in grades K-12 as a New Hampshire Public School District. It is our desire that all students in the school district develop a passion for learning, become self-directed literate individuals, develop a willingness to continuously improve themselves, become informed decision makers and problem solvers, become lifelong learners, prepare themselves for the global world that they will live in, and become community participants who understand and participate in our democratic tradition and values.

## STRATEGIC PLANNING PROCESS

The graphic below represents the process used in developing the plan and in giving stakeholders a voice to contribute to the district's, students' and community's success.



## COMPONENTS OF THIS DOCUMENT

This document includes three different components: Strategic Targets, Objectives, and Tasks and Milestones.

### Strategic Targets

Targets define what an organization wants to accomplish. They answer the question “Where does the organization want to focus its energies, resources, and time?”

### Objectives

Objectives indicate the critical areas to be addressed over the life of the plan. Each objective is broken down and includes a Strategy, Implementation Evidence, and Accountability.

- ◆ The **Strategy** explains what will be done to reach the objective.
- ◆ The **Implementation Evidence** gives the work or proof that the strategy is being implemented.
- ◆ **Accountability** lists the positions responsible for carrying out the strategies. The position in **bold** is the point person for the strategy.

### Tasks and Milestones

The Tasks and Milestones sheets specifically outline the multiple steps that will be executed to carry out the objective. As the tasks, and their steps, are completed, the milestones chart will be filled out by those accountable for the objective.

These are active links to working documents that will last through the life of the plan and will be regularly updated as the tasks are completed.

## STRATEGIC TARGETS

**STRATEGIC TARGET 1:** PROVIDE A COMPREHENSIVE EDUCATION THAT SUPPORTS DEEP LEARNING AND FULFILLS THE [GRADUATE SUCCESS PROFILE](#).

- Objective A** Refine and clarify the district grading practices.
- Objective B** Adopt and implement a rigorous curriculum, K-12, with clearly defined expectations of what students will know and be able to do for each grade level and/or course.
- Objective C** Improve measurable learning outcomes for all students in Literacy and Math.
- Objective D** Establish and implement a K-12 aligned Fine and Performing Arts and co-curricular program.
- Objective E** Implement the Portrait of a Graduate by instructing and assessing the habits and work study practices necessary at each grade level.

**STRATEGIC TARGET 2:** BUILD A DEDICATED WORKFORCE BY RECRUITING, DEVELOPING AND RETAINING EFFECTIVE PROFESSIONALS

- Objective A** Improve the employee retention rate of qualified personnel.
- Objective B** Strengthen the teacher induction and mentoring program and align instructional coaching.
- Objective C** Continue to foster the collaborative culture focused on professional learning and teacher leadership.

**STRATEGIC TARGET 3:** PROVIDE AND MAINTAIN THE APPROPRIATE INFRASTRUCTURE FOR CURRENT AND FUTURE DISTRICT NEEDS.

- Objective A** Maximize efficient use and maintenance of buildings and infrastructure (outlined in Capital Improvement Plan).
- Objective B** Support regular technology upgrades and explore innovative solutions.

**STRATEGIC TARGET 4:** FOSTER POSITIVE RELATIONSHIPS, COMMUNITY PARTNERSHIPS, AND COLLABORATION AMONG ALL STAKEHOLDERS.

- Objective A** Expand family involvement and engagement.
- Objective B** Improve internal communication and public relations with the community.
- Objective C** Bolster community partnerships, K-12.

**STRATEGIC TARGET 5:** PROVIDE A SAFE AND STRUCTURED LEARNING AND WORK ENVIRONMENT.

- Objective A** Strengthen the safe learning and work environment.
- Objective B** Efficiently and effectively utilize personnel and resources across the district.
- Objective C** Improve and streamline transportation.



# STRATEGIC TARGET 1

**STRATEGIC TARGET 1:** PROVIDE A COMPREHENSIVE EDUCATION THAT SUPPORTS DEEP LEARNING AND FULFILLS THE [GRADUATE SUCCESS PROFILE](#).

**Objective A:** Refine and clarify the district grading practices.

Strategy What we will do to REACH this objective	Implementation Evidence How we will know it's happening	Accountability Who is involved with the objective
Establish a grading scale where number grades are mapped to corresponding letter grades.	<ul style="list-style-type: none"> <li>• Grading scale developed</li> <li>• Performance descriptions created for rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Superintendent</b></li> <li>• Building Administrators</li> <li>• Director of Counseling</li> <li>• EISA Subcommittee</li> <li>• Teachers</li> </ul>
Create family guides that communicate the use of grading scales at each level	<ul style="list-style-type: none"> <li>• Elementary grading guide</li> <li>• Middle School grading guide</li> <li>• High School grading guide</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Superintendent</b></li> <li>• <b>Building Administrators</b></li> <li>• Director of Counseling</li> <li>• EISA Subcommittee</li> <li>• Teachers</li> </ul>
Train and provide professional development to all teachers on how to use the grading scale and associated rubrics for assessments	<ul style="list-style-type: none"> <li>• Professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• <b>Building Administrators</b></li> <li>• Director of Counseling</li> <li>• Teachers</li> </ul>

**Tasks and Milestones:** [Strategic Target 1 – Objective A](#)

**STRATEGIC TARGET 1:** PROVIDE A COMPREHENSIVE EDUCATION THAT SUPPORTS DEEP LEARNING AND FULFILLS THE [GRADUATE SUCCESS PROFILE](#).

**Objective B:** Adopt and implement a rigorous curriculum, K-12, with clearly defined expectations of what students will know and be able to do for each grade level and/or course.

<b>Strategy</b> What we will do to REACH this objective	<b>Implementation Evidence</b> How we will know it's happening	<b>Accountability</b> Who is involved with the objective
Establish and regularly update comprehensive frameworks for courses in each of the core content areas (ELA, Math, Science, Social Studies) as well as Unified Arts (Music, Visual Arts, Physical Education, Health/Wellness) based on state and national standards.	<ul style="list-style-type: none"> <li>• Year at a Glance for content areas</li> <li>• <a href="#">Curriculum Review Cycle</a> followed</li> <li>• Development of curriculum maps and associated assessments for all subjects</li> <li>• Grade level overviews for families</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Director of Teaching and Learning</b></li> <li>• Director of Academic Intervention, Assessment and Accountability</li> <li>• Building Administrators</li> <li>• Teachers</li> <li>• EISA Subcommittee</li> </ul>
Develop units of instruction in Understanding by Design (UBD) format for core content areas (ELA, Math, Science, Social Studies) as well as Unified Arts (Music, Visual Arts, Physical Education, Health/Wellness, World Language).	<ul style="list-style-type: none"> <li>• Completed units of instruction for all content areas aligned to graduation competencies and performance indicators</li> <li>• Annual Summer Summits for training and revisions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Director of Teaching and Learning</b></li> <li>• Director of Academic Intervention, Assessment and Accountability</li> <li>• Building Administrators</li> <li>• Teachers</li> <li>• EISA Subcommittee</li> </ul>
Implement cohesive system-wide intervention and multi-tiered systems of support (MTSS).	<ul style="list-style-type: none"> <li>• District Intervention/MTSS Plan of Action</li> <li>• Grade-level benchmarks for core content areas (ELA, Math, Science, Social Studies)</li> <li>• Interventionists at each level</li> <li>• Special Education growth and progress at each school</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Director of Academic Intervention, Assessment and Accountability</b></li> <li>• <b>Director of Counseling</b></li> <li>• Director of Special Education</li> <li>• Building Administrators</li> <li>• Teachers</li> <li>• EISA Subcommittee</li> </ul>
Participate in NEASC District Accreditation Process	<ul style="list-style-type: none"> <li>• Accreditation Seminar</li> <li>• Self-Reflection Report written</li> <li>• Collaborative Conference held</li> <li>• Growth Plan developed and implemented</li> <li>• Summary Report written</li> <li>• Decennial visit held</li> <li>• Report on Progress to NEASC in year 1, 3 and 6</li> <li>• Update Growth Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• <b>Director of Teaching and Learning</b></li> <li>• <b>NEASC Accreditation Team</b></li> <li>• Director of Special Education</li> <li>• Building Administrators</li> <li>• Teachers</li> <li>• SRSD School Board and Subcommittees</li> </ul>

**Tasks and Milestones:** [Strategic Target 1 – Objective B](#)

**STRATEGIC TARGET 1:** PROVIDE A COMPREHENSIVE EDUCATION THAT SUPPORTS DEEP LEARNING AND FULFILLS THE [GRADUATE SUCCESS PROFILE](#).

**Objective C:** Improve measurable learning outcomes for all students in Literacy and Math.

<b>Strategy</b> What we will do to REACH this objective	<b>Implementation Evidence</b> How we will know it's happening	<b>Accountability</b> Who is involved with the objective
Set aligned District and Building Goals around Literacy and Math annually to reach <a href="#">District Targets</a> .	<ul style="list-style-type: none"> <li>• District Goals</li> <li>• Building Goals</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Superintendent</b></li> <li>• Director of Teaching and Learning</li> <li>• Director of Academic Intervention, Assessment and Accountability</li> <li>• Director of Special Education</li> <li>• <b>Building Administrators</b></li> <li>• EISA Subcommittee</li> </ul>
Incorporate reading and writing strategies in all content areas.	<ul style="list-style-type: none"> <li>• Professional development for all teachers in reading/writing instructional strategies</li> <li>• Ongoing use of data to make instructional decisions through the PLC (Professional Learning Community)</li> <li>• Marshall Teacher Evaluation Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Director of Teaching and Learning</li> <li>• <b>Director of Academic Intervention, Assessment and Accountability</b></li> <li>• Director of Special Education</li> <li>• Building Administrators</li> <li>• Teachers</li> </ul>
Implement math programs as designed.	<ul style="list-style-type: none"> <li>• Professional development for math teachers related to math program materials</li> <li>• Ongoing use of data to make instructional decisions through the PLC (Professional Learning Community)</li> <li>• Marshall Teacher Evaluation Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Director of Teaching and Learning</li> <li>• Director of Academic Intervention, Assessment and Accountability</li> <li>• Director of Special Education</li> <li>• <b>Math Coordinator</b></li> <li>• <b>HS Assistant Principal/Curriculum Coord.</b></li> <li>• Building Administrators</li> <li>• Teachers</li> </ul>
Conduct instructional rounds focused on literacy and math to collect data and evidence of learning.	<ul style="list-style-type: none"> <li>• Training for administrative team</li> <li>• <a href="#">Instructional Rounds Planning Tool</a></li> <li>• Administrative team discusses data collected to create action plans for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Superintendent</b></li> <li>• Director of Teaching and Learning</li> <li>• Director of Academic Intervention, Assessment and Accountability</li> <li>• Director of Special Education</li> <li>• Building Administrators</li> </ul>

**Tasks and Milestones:** [Strategic Target 1 – Objective C](#)

**STRATEGIC TARGET 1:** PROVIDE A COMPREHENSIVE EDUCATION THAT SUPPORTS DEEP LEARNING AND FULFILLS THE [GRADUATE SUCCESS PROFILE](#).

**Objective D:** Establish and implement a K-12 aligned Fine and Performing Arts and co-curricular program.

<b>Strategy</b> What we will do to REACH this objective	<b>Implementation Evidence</b> How we will know it's happening	<b>Accountability</b> Who is involved with the objective
Increase opportunities for students to see and participate in exposure activities.	<ul style="list-style-type: none"> <li>• Artist in Residence</li> <li>• Visits from outside organizations with productions</li> <li>• Field trips to see productions of theater and musical groups</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• School Board members</li> <li>• <b>Building administrators</b></li> <li>• Teachers</li> </ul>
Create and adopt schedules and offerings in the Programs of Studies that encourage student participation and appreciation of the fine and performing arts.	<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Co-curricular activity schedule</li> <li>• Summer enrichment schedule</li> <li>• Program of Studies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Building administrators</b></li> <li>• Music Department</li> <li>• Fine Arts Department</li> <li>• Technology Department</li> <li>• Finance Subcommittee</li> </ul>

**Tasks and Milestones:** [Strategic Target 1 – Objective D](#)

**STRATEGIC TARGET 1:** PROVIDE A COMPREHENSIVE EDUCATION THAT SUPPORTS DEEP LEARNING AND FULFILLS THE [GRADUATE SUCCESS PROFILE](#).

**Objective E:** Implement the Portrait of the Graduate by instructing and assessing the habits and work study practices necessary at each grade level.

<b>Strategy</b> What we will do to REACH this objective	<b>Implementation Evidence</b> How we will know it's happening	<b>Accountability</b> Who is involved with the objective
Develop and implement the Work Study Practice Learning Progressions K-12.	<ul style="list-style-type: none"> <li>• Continue and expand the Work Study Practice Committee K-12</li> <li>• Learning progressions</li> <li>• Professional development sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Special Education</li> <li>• Building administrators</li> <li>• <b>Work Study Practice Committee</b></li> <li>• Teachers</li> <li>• EISA Subcommittee</li> </ul>
Incorporate student goal setting to promote executive functioning, emotion management, and making responsible, caring decisions.	<ul style="list-style-type: none"> <li>• Responsive Classroom practices</li> <li>• Goal setting opportunities and reflection conferences between student and teacher during Morning Meeting, Advisory, FLT</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Building administrators</b></li> <li>• Teachers</li> <li>• Parents/families</li> </ul>
Provide students with opportunities to learn and apply skills for daily life (budgeting, filling out applications, sewing on a button, etc.).	<ul style="list-style-type: none"> <li>• Advisory, FLT and Morning Meeting schedules</li> <li>• Career fairs</li> <li>• Guest speakers/demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Director of Special Education</b></li> <li>• <b>Director of Counseling</b></li> <li>• Counseling Department</li> <li>• ELO Coordinator</li> <li>• Building administrators</li> <li>• Teachers</li> </ul>
Establish clear transition procedures for students moving from school to school to assist with resilience and continuation of learning.	<ul style="list-style-type: none"> <li>• Transition plans for grades 2, 5, and 8</li> <li>• Building tours</li> <li>• Move-up Days</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Building administrators</b></li> <li>• <b>Director of Special Education</b></li> <li>• Director of Counseling</li> <li>• Teachers</li> <li>• Parents/families</li> </ul>
Provide training for teachers in trauma-informed practices to provide support to the whole child	<ul style="list-style-type: none"> <li>• Annual training around trauma informed practices to support whole child growth and learning</li> <li>• System of Care Grant support and alignment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Director of Special Education</b></li> <li>• <b>Director of Counseling</b></li> <li>• Counseling Department</li> <li>• Building administrators</li> <li>• Teachers</li> <li>• Wellness Subcommittee</li> </ul>

**Tasks and Milestones:** [Strategic Target 1 – Objective E](#)

## STRATEGIC TARGET 2

**STRATEGIC TARGET 2:** BUILD A DEDICATED WORKFORCE BY RECRUITING, DEVELOPING AND RETAINING EFFECTIVE PROFESSIONALS.

**Objective A:** Improve the employee retention rate of qualified personnel.

Strategy What we will do to REACH this objective	Implementation Evidence How we will know it's happening	Accountability Who is involved with the objective
Develop and implement an employee engagement plan to help increase employee retention.	<ul style="list-style-type: none"> <li>• Employee engagement surveys</li> <li>• Engagement plan</li> <li>• Analysis of areas of critical need (certified as well as non-certified staff)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Director of Human Resources</b></li> <li>• Personnel Subcommittee</li> <li>• Finance Subcommittee</li> </ul>
Review data collected during offboarding to identify areas in need of improvement.	<ul style="list-style-type: none"> <li>• Offboarding process</li> <li>• Report of trends to Personnel Subcommittee</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Director of Human Resources</b></li> <li>• Personnel Subcommittee</li> </ul>
Partner with New England colleges and hold in-person or virtual job fairs.	<ul style="list-style-type: none"> <li>• Job Fairs</li> <li>• Networking meetings</li> <li>• College students as substitutes and student teachers</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Director of Human Resources</b></li> <li>• Personnel Subcommittee</li> </ul>
Use social media and online job search engines to post all available positions.	<ul style="list-style-type: none"> <li>• Social Media announcements</li> <li>• Memberships/accounts with job search engines</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Director of Human Resources</b></li> <li>• Business administrator</li> <li>• Superintendent</li> <li>• Public Relations Subcommittee</li> </ul>

**Tasks and Milestones:** [Strategic Target 2 – Objective A](#)

**STRATEGIC TARGET 2:** BUILD A DEDICATED WORKFORCE BY RECRUITING, DEVELOPING AND RETAINING EFFECTIVE PROFESSIONALS.

**Objective B:** Strengthen the teacher induction and mentoring program and align instructional coaching/specialized training.

<b>Strategy</b> What we will do to REACH this objective	<b>Implementation Evidence</b> How we will know it's happening	<b>Accountability</b> Who is involved with the objective
Review and conduct critical assessment of current mentoring program.	<ul style="list-style-type: none"> <li>• Program review report</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Teaching and Learning</li> <li>• <b>Director of Academic Intervention, Assessment and Accountability</b></li> <li>• Mentor Coordinators</li> </ul>
Examine different mentoring/training programs to select one for SRSD.	<ul style="list-style-type: none"> <li>• Review of programs</li> <li>• Analysis report of options</li> <li>• Enactment of selected program</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Teaching and Learning</li> <li>• <b>Director of Academic Intervention, Assessment and Accountability</b></li> <li>• Mentor Coordinators</li> </ul>
Train staff as instructional coaches and trainers to match district goals.	<ul style="list-style-type: none"> <li>• Identification of interested staff for train-the-trainer and instructional coach opportunities</li> <li>• Instructional coach training</li> <li>• Specialized area training</li> </ul>	<ul style="list-style-type: none"> <li>• Building administrators</li> <li>• Director of Human Resources</li> <li>• Director of Teaching and Learning</li> <li>• <b>Director of Academic Intervention, Assessment and Accountability</b></li> <li>• Director of Special Education</li> <li>• Director of School Counseling</li> </ul>

**Tasks and Milestones:** [Strategic Target 2 – Objective B](#)

**STRATEGIC TARGET 2:** BUILD A DEDICATED WORKFORCE BY RECRUITING, DEVELOPING AND RETAINING EFFECTIVE PROFESSIONALS.

**Objective C:** Continue to foster the collaborative culture focused on professional learning and teacher leadership.

<b>Strategy</b> What we will do to REACH this objective	<b>Implementation Evidence</b> How we will know it's happening	<b>Accountability</b> Who is involved with the objective
Increase vertical grade and content area meetings across the district.	<ul style="list-style-type: none"> <li>Vertical content meeting dates and minutes</li> </ul>	<ul style="list-style-type: none"> <li><b>Director of Teaching and Learning</b></li> <li>Director of Academic Intervention, Assessment and Accountability</li> <li>Director of Special Education</li> <li><b>Building administrators</b></li> <li>Teachers</li> </ul>
Provide enriching professional development opportunities and programs.	<ul style="list-style-type: none"> <li>District Professional Development Plan</li> <li>Teacher professional development surveys</li> <li>Professional Development Committee meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> <li><b>Director of Teaching and Learning</b></li> <li>Director of Academic Intervention, Assessment and Accountability</li> <li>Director of Special Education</li> <li>Building administrators</li> <li>Professional Development Committee</li> <li>Finance Subcommittee</li> </ul>
Ensure that the structure and function of a PLC is being followed across the district.	<ul style="list-style-type: none"> <li>PLC meeting minutes</li> <li>District and Building goals</li> <li>Professional development on PLC structure and function</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> <li><b>Director of Teaching and Learning</b></li> <li>Director of Academic Intervention, Assessment and Accountability</li> <li>Director of Special Education</li> <li><b>Building administrators</b></li> <li>Team leaders</li> </ul>
Cultivate teacher leaders and encourage collaborative discussions at all levels.	<ul style="list-style-type: none"> <li>Building Team Leader Meetings</li> <li>Professional development for team leaders</li> <li>PLC meetings</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> <li><b>Director of Teaching and Learning</b></li> <li>Director of Academic Intervention, Assessment and Accountability</li> <li>Director of Special Education</li> <li><b>Building administrators</b></li> </ul>

**Tasks and Milestones:** [Strategic Target 2 – Objective C](#)



## STRATEGIC TARGET 3

**STRATEGIC TARGET 3:** PROVIDE AND MAINTAIN THE APPROPRIATE INFRASTRUCTURE FOR CURRENT AND FUTURE DISTRICT NEEDS

**Objective A:** Maximize efficient use and maintenance of buildings and infrastructure (outlined in Capital Improvement Plan\*)

Strategy What we will do to REACH this objective	Implementation Evidence How we will know it's happening	Accountability Who is involved with the objective
Improve cost to provide lighting and heating systems.	<ul style="list-style-type: none"> <li>• Investigate LED lighting</li> <li>• Install heating controls</li> <li>• Comparison of energy usage</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Business Administrator</b></li> <li>• Facilities and Grounds Manager</li> <li>• Finance Subcommittee</li> <li>• Facilities Subcommittee</li> </ul>
Ongoing reevaluation of current district and building spaces that can be refreshed to provide additional instructional opportunities.	<ul style="list-style-type: none"> <li>• Annual Report</li> <li>• Capital Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• <b>Business Administrator</b></li> <li>• Facilities and Grounds Manager</li> <li>• Finance Subcommittee</li> <li>• Facilities Subcommittee</li> </ul>
Identification of concerns and recommendations to protect the structural integrity of district facilities.	<ul style="list-style-type: none"> <li>• Annual Report</li> <li>• Capital Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• <b>Business Administrator</b></li> <li>• Facilities and Grounds Manager</li> <li>• Finance Subcommittee</li> <li>• Facilities Subcommittee</li> </ul>

**Tasks and Milestones:** [Strategic Target 3 – Objective A](#)

*\*Approval of Strategic Plan is not incumbent upon approval of Capital Improvement Plan (CIP). CIP approval will happen at a School Board meeting prior to December 2022.*

**STRATEGIC TARGET 3: PROVIDE AND MAINTAIN THE APPROPRIATE INFRASTRUCTURE FOR CURRENT AND FUTURE DISTRICT NEEDS**

**Objective B: Support regular technology upgrades and explore innovative solutions**

<b>Strategy</b> What we will do to REACH this objective	<b>Implementation Evidence</b> How we will know it's happening	<b>Accountability</b> Who is involved with the objective
Match user-end technology to current curricular needs.	<ul style="list-style-type: none"> <li>• Aligned software with curriculum</li> <li>• Hardware renewal cycle</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Director of Technology</b></li> <li>• Business Administrator</li> <li>• Director of Teaching and Learning</li> <li>• Director of Special Education</li> <li>• Finance Subcommittee</li> <li>• Facilities Subcommittee</li> </ul>
Align network needs with user-end technology.	<ul style="list-style-type: none"> <li>• Transition from in-house servers and storage to cloud-based solutions</li> <li>• IT equipment inventory changes</li> <li>• Upgraded wireless/Wi-Fi network capabilities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Director of Technology</b></li> <li>• Business Administrator</li> <li>• Finance Subcommittee</li> <li>• Facilities Subcommittee</li> </ul>

**Tasks and Milestones:** [Strategic Target 3 – Objective B](#)

## STRATEGIC TARGET 4

**STRATEGIC TARGET 4:** FOSTER POSITIVE RELATIONSHIPS, COMMUNITY PARTNERSHIPS, AND COLLABORATION AMONG ALL STAKEHOLDERS

**Objective A:** Expand family involvement and engagement.

Strategy	Implementation Evidence	Accountability
What we will do to REACH this objective	How we will know it's happening	Who is involved with the objective
Provide training to parents/families on Student Information System and other software used by students and schools	<ul style="list-style-type: none"> <li>• Training videos</li> <li>• Open House Demos</li> </ul>	<ul style="list-style-type: none"> <li>• Building administrators</li> <li>• Teachers</li> <li>• <b>Technology Department</b></li> <li>• Parents/Families</li> </ul>
Provide video demos/resources related to curriculum and content area programs for families to review at home with students	<ul style="list-style-type: none"> <li>• Links to demo videos on school websites</li> <li>• Links of resources for families on school websites</li> <li>• Google Classroom links</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Building administrators</b></li> <li>• Teachers</li> <li>• Parents/Families</li> </ul>
Combine performances and celebrations/exhibitions of learning with parent conference nights and open houses	<ul style="list-style-type: none"> <li>• Schedules</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Building administrators</b></li> <li>• Teachers</li> <li>• Parent/Teacher Organizations/Boosters</li> </ul>

**Tasks and Milestones:** [Strategic Target 4 – Objective A](#)

**STRATEGIC TARGET 4:** FOSTER POSITIVE RELATIONSHIPS, COMMUNITY PARTNERSHIPS, AND COLLABORATION AMONG ALL STAKEHOLDERS

**Objective B:** Improve internal communication and public relations with the community.

<b>Strategy</b> What we will do to REACH this objective	<b>Implementation Evidence</b> How we will know it's happening	<b>Accountability</b> Who is involved with the objective
Implement a text-messaging option for families/stakeholders for notifications.	<ul style="list-style-type: none"> <li>• Software solution chosen for multiple means of communication (phone, text, email)</li> <li>• Communication channels being used by buildings</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• <b>Technology Department</b></li> <li>• Business Administrator</li> <li>• Building administrators</li> <li>• SRSD School Board</li> </ul>
Regularly update information on website and cross-post to social media accounts.	<ul style="list-style-type: none"> <li>• Current information on district webpages</li> <li>• Current information on school webpages</li> <li>• Current information on School Board webpages</li> <li>• Calendars up-to-date</li> <li>• Align information on social media with website</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• <b>Technology Department</b></li> <li>• Building administrators</li> <li>• SRSD School Board</li> <li>• SRSD Budget Committee</li> </ul>
Explore expansion of use of SRSD YouTube channel and videos by stakeholders.	<ul style="list-style-type: none"> <li>• Increased videos available on YouTube channel and SRSD website</li> <li>• Increased traffic statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• <b>Technology Department</b></li> <li>• Building administrators</li> <li>• SRSD School Board</li> </ul>

**Tasks and Milestones:** [Strategic Target 4 – Objective B](#)

**STRATEGIC TARGET 4:** FOSTER POSITIVE RELATIONSHIPS, COMMUNITY PARTNERSHIPS, AND COLLABORATION AMONG ALL STAKEHOLDERS

**Objective C:** Bolster community partnerships, K-12.

<b>Strategy</b> What we will do to REACH this objective	<b>Implementation Evidence</b> How we will know it's happening	<b>Accountability</b> Who is involved with the objective
Expand Extended Learning Opportunities (ELOs) in classrooms and in the community.	<ul style="list-style-type: none"> <li>• List of businesses hosting ELO students</li> <li>• Contacts with professionals in the community</li> <li>• Surveys of students on correlation between ELOs and real-world application</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Building administrators</li> <li>• <b>ELO Coordinator</b></li> <li>• Public Relations Subcommittee</li> <li>• Teachers</li> </ul>
Expand community-based and school-to-school enrichment programs.	<ul style="list-style-type: none"> <li>• Artist/Author in Residence programs</li> <li>• Outreach from student organizations to community organizations (senior center, etc.)</li> <li>• Guest readers and/or speakers</li> <li>• Career days</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• <b>Building administrators</b></li> <li>• Finance Subcommittee</li> <li>• Public Relations Subcommittee</li> <li>• SRSD School Board</li> </ul>

Tasks and Milestones: [Strategic Target 4 – Objective C](#)

## STRATEGIC TARGET 5

### STRATEGIC TARGET 5: PROVIDE A SAFE AND STRUCTURED LEARNING AND WORK ENVIRONMENT

#### Objective A: Strengthen the safe learning and work environment.

<b>Strategy</b> What we will do to REACH this objective	<b>Implementation Evidence</b> How we will know it's happening	<b>Accountability</b> Who is involved with the objective
Collaborate and calibrate with state, local and regional safety partners.	<ul style="list-style-type: none"> <li>Quarterly meetings of Superintendent's Safety Task Force</li> <li>Tabletop safety exercises</li> <li>Building Emergency Operation Plans</li> </ul>	<ul style="list-style-type: none"> <li><b>Superintendent</b></li> </ul>
Assess and update building security and fire measures.	<ul style="list-style-type: none"> <li>Security and fire equipment audit</li> <li>Tabletop safety exercises</li> <li>Building Emergency Operation Plans</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> <li>Business Administrator</li> <li><b>Facilities and Grounds Manager</b></li> <li>Facilities Subcommittee</li> <li>Finance Subcommittee</li> </ul>
Ensure staff are trained in safety procedures, protocols and handling of student behavior as outlined in state law and district policy.	<ul style="list-style-type: none"> <li>ALICE training and organizational certification</li> <li>CPR/First Aid/Defibrillator training</li> <li>Bloodborne pathogen training</li> <li>Sexual harassment and Title IX training</li> <li>Cyber Security training</li> <li>Know and Tell training for child abuse</li> <li>Suicide Prevention training</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> <li>Director of Teaching and Learning</li> <li><b>Director of Human Resources</b></li> <li><b>Director of Special Education</b></li> <li>Director of School Counseling</li> <li>Building administrators</li> </ul>
Establish safety and health regulations for the protection of employees in the public sector.	<ul style="list-style-type: none"> <li>Joint Loss Management Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li><b>Director of Human Resources</b></li> <li>Business Administrator</li> <li>Joint Loss Management Committee</li> <li>Superintendent</li> </ul>
Provide students with safe and secure school environment.	<ul style="list-style-type: none"> <li>Anti-bullying training</li> <li>Responsive Classroom practices</li> <li>Regular policy updates</li> <li>Morning Meeting, Advisory and FLT</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> <li><b>Director of Special Education/Title IX Coordinator</b></li> <li>Policy Subcommittee</li> <li>Finance Subcommittee</li> <li>Facilities Subcommittee</li> <li>Building administrators</li> <li>Teachers</li> </ul>

Tasks and Milestones: [Strategic Target 5 – Objective A](#)

**STRATEGIC TARGET 5:** PROVIDE A SAFE AND STRUCTURED LEARNING AND WORK ENVIRONMENT

**Objective B:** Efficiently and effectively utilizing personnel and resources across the district.

<b>Strategy</b> What we will do to REACH this objective	<b>Implementation Evidence</b> How we will know it's happening	<b>Accountability</b> Who is involved with the objective
Utilize personnel in such a way as to provide opportunities for all students to participate in non-core content classes/courses and extracurricular activities.	<ul style="list-style-type: none"> <li>• School master schedules</li> <li>• Program of studies</li> <li>• Extracurricular activity offerings at each school</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Building administrators</li> <li>• <b>Athletic Director</b></li> <li>• Director of Special Education</li> </ul>
Increase the use of athletic fields and performance space by professional staff for teaching and learning opportunities.	<ul style="list-style-type: none"> <li>• School master schedules</li> <li>• Program of studies</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Building administrators</li> <li>• <b>Athletic Director</b></li> <li>• Director of Special Education</li> <li>• Teachers</li> </ul>
Assess and update the staffing needs at each building and adjust accordingly.	<ul style="list-style-type: none"> <li>• School master schedules</li> <li>• Program of studies</li> <li>• Extracurricular activity offerings at each school</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Superintendent</b></li> <li>• Building administrators</li> <li>• Athletic Director</li> <li>• Director of Human Resources</li> <li>• Director of Teaching and Learning</li> <li>• Director of Academic Intervention, Assessment and Accountability</li> <li>• Director of Special Education</li> </ul>

**Tasks and Milestones:** [Strategic Target 5 – Objective B](#)

**STRATEGIC TARGET 5: PROVIDE A SAFE AND STRUCTURED LEARNING AND WORK ENVIRONMENT**

**Objective C: Improve and streamline transportation.**

<b>Strategy</b> What we will do to REACH this objective	<b>Implementation Evidence</b> How we will know it's happening	<b>Accountability</b> Who is involved with the objective
Expand the types of transportation available for small group needs.	<ul style="list-style-type: none"> <li>• Analysis of transportation opportunities available in the area</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• <b>Business Administrator</b></li> <li>• Director of Special Education</li> <li>• Athletic Director</li> </ul>
Purchase or lease vehicles to improve transportation options.	<ul style="list-style-type: none"> <li>• Lease options</li> <li>• Contracts</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• <b>Business Administrator</b></li> <li>• Director of Special Education</li> <li>• Athletic Director</li> </ul>
Review and revise District policies related to transportation.	<ul style="list-style-type: none"> <li>• District Policies</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• <b>SRSD School Board</b></li> <li>• Policy Subcommittee</li> </ul>
Review current bus routes including number of students, stops, and time students spend on the bus.	<ul style="list-style-type: none"> <li>• Bus routes</li> <li>• Analysis of transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• <b>Business Administrator</b></li> <li>• <b>Director of Special Education</b></li> <li>• Contracted Bus Provider</li> </ul>

**Tasks and Milestones: [Strategic Target 5 – Objective C](#)**



## GLOSSARY OF TERMS USED

### **ALICE drill**

ALICE Training is a safety protocol for individuals to use in the unlikely event of an armed intruder in the building. The letters ALICE stand for Alert, Lockdown, Inform, Counter and Evacuate: Alert – inform people of the threat, giving as much information as possible. Lockdown – barricade the room. Inform – communicate the violent intruder’s location and direction in real time. Counter – create noise, movement, distance, distraction with the intent of reducing the shooter’s ability to shoot accurately. Evacuate – If it is safe to do so, all are encouraged to evacuate the building, and remove themselves from the threat.

### **Assessments**

Assessment of learning summarizes what students know, understand and can do at specific points in time.

### **Curriculum maps**

A curriculum map is a visual layout of a subject’s education standards and the resources that a teacher uses to address those standards in the classroom.

### **ELOs**

Extended Learning Opportunities allow for the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom including, but not limited to: Independent study, Private instruction, Performing groups, Internships, Community service, Apprenticeships, and Online courses.

### **Executive Functioning**

Also known as self-regulation skills, these are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. The brain needs this skill set to filter distractions, prioritize tasks, set and achieve goals, and control impulses.

### **Instructional Rounds**

A process that school districts and schools use to better understand teaching and learning in schools in order to improve learning at scale. In an instructional rounds session, a group of educators, from perhaps 20 to 40 in size, makes a series of visits to multiple classrooms to observe what is taking place, notes are taken and then used to create a data picture of what has been seen in teaching and learning practices throughout the school so that improvements can be made.

### **Intervention Plan of Action**

An intervention plan of action is a blueprint for helping a student build specific skills or reach a goal. In other words, it's an action plan. In general, intervention plans include a goal, intervention strategy, timeline, and progress monitoring method.

### **Mentor training program**

Mentoring structures and activities are linked to specific challenges that early-career educators, and educators new to the district, encounter in the classroom and in their new district. Mentors support teachers' entry into professional communities. The program emphasizes both teacher and mentor growth.

### **MTSS: Multi-tiered Systems of Support**

A framework many schools use to give targeted support to struggling students. This framework includes support for students in academics as well as behavior.

### **Offboarding**

Offboarding is the process that leads to the formal separation between an employee and a company through resignation, termination, or retirement. It encompasses all the decisions and processes that take place when an employee leaves including transferring that employee’s job responsibilities, deactivating access rights and passwords, turning in equipment and talking to the employee to learn more about their reasons for leaving and receive feedback about the organization, including school culture, management effectiveness and more.

## **Performance level**

The academic level of mastery at which a student is performing in relation to a specific standard or competency.

## **PLC: Professional Learning Community**

A group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.

## **Responsive Classroom**

A student-centered, social and emotional learning approach to teaching and discipline, designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.

## **RTI: Response to Intervention**

Aims to identify struggling students early on and give them the support they need to thrive in school. Teachers can provide targeted teaching — called interventions — to help struggling students catch up.

## **Scope and sequence**

Scope refers to the breadth and depth of content and skills to be covered. Sequence refers to how these skills and content are ordered and presented to learners over time.

## **Stage 1 UbD**

Stage 1 focuses on “transfer of learning.” This is the stage to determine learning goals, examine established content standards (national, state, province, and district), and review curriculum expectations. Important knowledge and skill objectives, targeted by established standards, are also identified in Stage 1. Key questions to guide the work in stage 1 are: *What should students know, understand, and be able to do? What is the ultimate transfer of learning we seek as a result of this unit? What enduring understandings are desired? What essential questions will be explored in-depth and provide focus to all learning?*

## **Stage 2 UbD**

Stage 2 focuses on assessment in the form of authentic performance tasks and ongoing collection of evidence. The performance tasks ask students to apply their learning to a new and authentic situation as means of assessing their understanding and ability to transfer their learning. Determining the full slate of evidence to show learning, such as traditional quizzes, tests, observations, and work samples, help round out the assessment picture to determine what students know and can do. The key to this stage is to ensure that we are assessing everything that we are trying to achieve as listed in Stage 1. Key questions to guide the work in stage 2 are: *What evidence will be collected to show that students understand the concepts? How will students be assessed and show transfer of their learning?*

## **Stage 3 UbD**

Stage 3 is where teachers plan the most appropriate lessons and learning activities to ensure that students understand the content in a deep way. Stage 3 ties in the first 2 stages, and carries out the goals set in Stage 1 and prepares for the assessments in Stage 2. Key questions to guide the work in stage 3 are: *What activities, experiences, and lessons will lead to achievement of the desired results and success at the assessments? How will the learning plan help students with acquisition, meaning-making, and transfer? How will the unit be sequenced and differentiated to optimize achievement for all learners? How will progress be monitored?*

## **Summer Summits**

Summer meetings, per the Collective Bargaining Agreement, where teachers gather to complete work outside of the school calendar.

## **Tabletop safety exercise**

Discussion-based sessions where team members meet in an informal, classroom setting to discuss their roles during an emergency and their responses to a particular emergency situation.

## **Team leader**

Serves as the key communication link between the administration and the faculty. Team leaders are expected to enhance the capacity of their team to work interdependently to achieve common goals for which team members hold themselves mutually accountable.

**Train the trainer**

A framework for training potential instructors or subject matter experts to enable them to train other people in their organizations.

**Trauma informed practices**

An understanding of how trauma can impact learning and behavior. With this approach, educators think about what student behavior may be telling them and they reflect on their teaching practices to find ways to better support students who may be experiencing trauma.

**Understanding by Design**

An educational planning approach that is an example of backward design, the practice of looking at learning outcomes in order to design curriculum units, assessments, and classroom instruction.

**Vertical content meeting**

A group of teachers with representation from each grade level that meet to determine unified skills and strategies needed throughout the K-12 classrooms and ensure a unified teaching approach.

**Whole child**

Approach to education that promotes the long term development and success of children.