

STRATEGIC PLAN

**School Administrative Unit #41
2025-2030**





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I. DEMOGRAPHICS

The SAU 41 School District serves the towns of Hollis and Brookline, NH. The population in the town of Hollis increased by nine percent from 2010 to 2020. The 2021 Census estimate for Hollis was 8,519 residents, which ranked 37th among New Hampshire's incorporated cities and towns. Hollis contains 31.8 square miles of land area and 0.5 square miles of inland water area with a population of 268.1 persons per square mile of land area.

The population in the town of Brookline increased by thirteen percent from 2010 to 2020. The 2021 Census estimate for Brookline was 5,715 residents, which ranked 64th among New Hampshire's incorporated cities and towns. Brookline contains 19.9 square miles of land area and 0.3 square miles of inland water areas with 286.9 persons per square mile of land area.

*Sources Economic and Market Labor Bureau & US Census Bureau

ENROLLMENT DATA

The enrollment for the SAU 41 School District 2389 from Per-K through grade 12 according to the New Hampshire Department of Education.

2022 - 2023 SAU 41 School District Enrollment by School	Total: 2389
Hollis Primary School	377
Richard Maghakian Memorial School	326
Hollis Upper Elementary School	289
Captain Samuel Douglass Academy	256
Hollis Brookline Middle School	382
Hollis Brookline High School	759

New Hampshire Department of Education Data as of January 09, 2023

The SAU 41 School District Free/Reduced Lunch Rate ranges between three and four percent versus a state average of 23.75%

2022 - 2023 SAU 41 School District Free/Reduced Lunch by District	State Average: 23.25%
Hollis	3%
Brookline	3.78%
Hollis Brookline Cooperative	3.42%

New Hampshire Department of Education Division of Education Analytics and Resources Bureau of Educational Statistics

NEW HAMPSHIRE STATEWIDE ASSESSMENT SYSTEM 2022 RESULTS

Hollis Primary School for Grade 3

Achievement Level (%)	Reading	Math
% Above Proficiency	72%	88%

Richard Maghakian Memorial School for Grade 3

Achievement Level (%)	Reading	Math
% Above Proficiency	66%	67%

Hollis Upper Elementary School for Grade 6

Achievement Level (%)	Reading	Math
% Above Proficiency	64%	77%

Captain Samuel Douglass Academy for Grade 6

Achievement Level (%)	Reading	Math
% Above Proficiency	82%	72%

Hollis Brookline Middle School for Grade 8

Achievement Level (%)	Reading	Math
% Above Proficiency	73%	60%

Hollis Brookline High School for Grade 11*

Achievement Level (%)	Reading	Math
% Above Proficiency	90%	61%

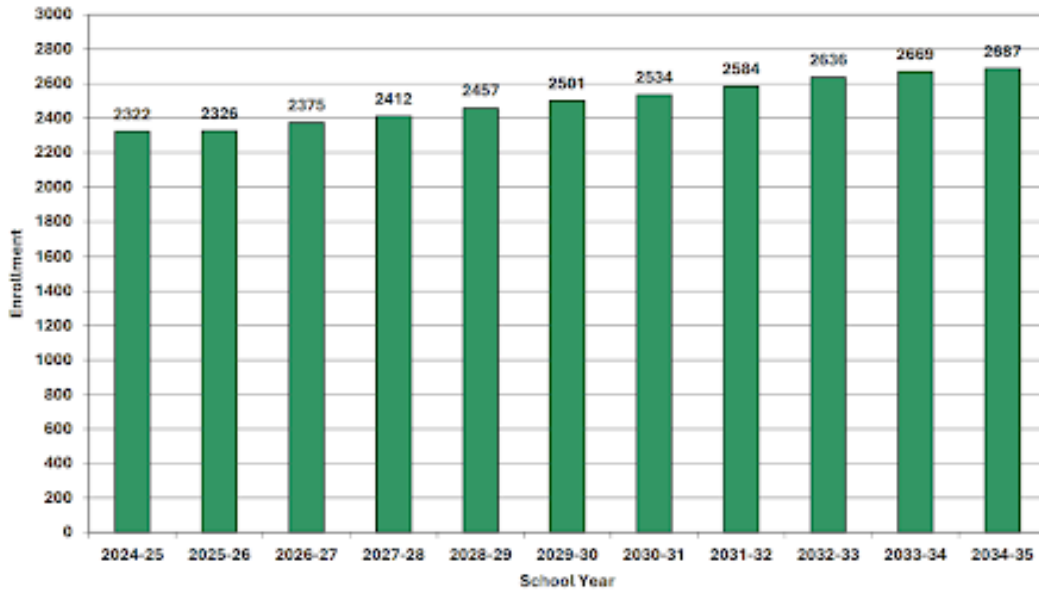
*NH Statewide Assessment for Grade 11 is the School SAT Exam



K-12 PROJECTED ENROLLMENT 2024 - 2035



Grades K-12 Projected Enrollment



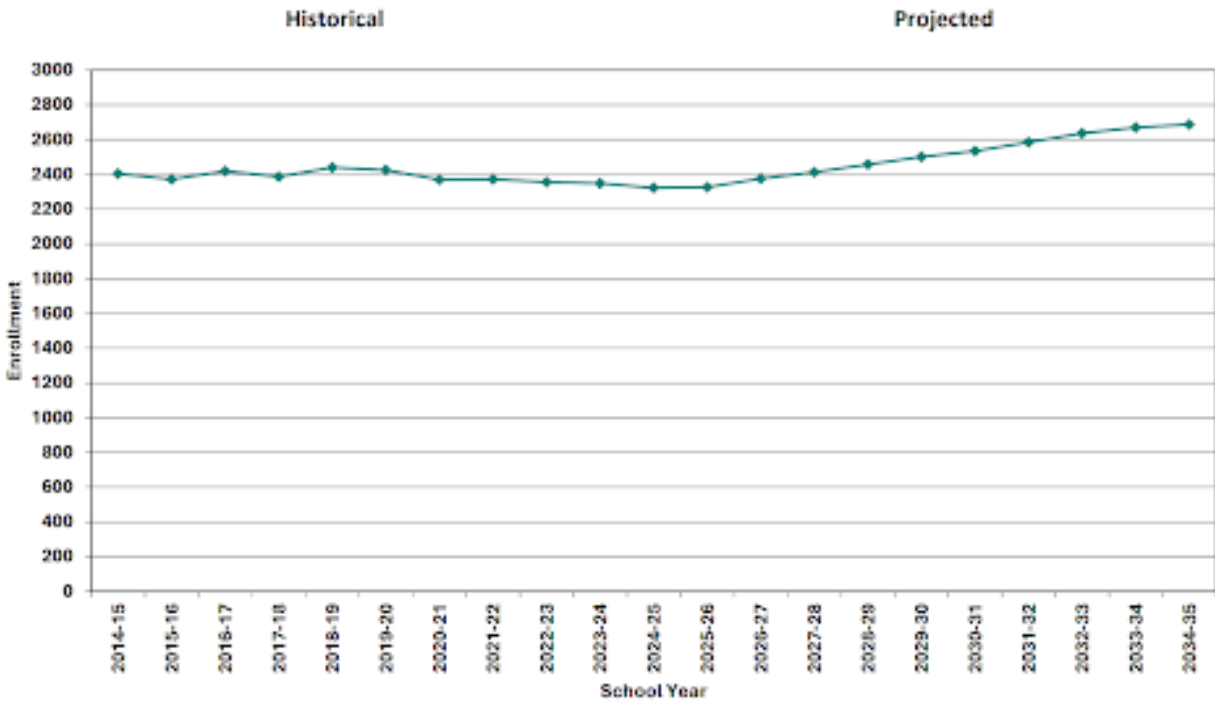
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K-12 HISTORICAL & ENROLLMENT 2012 - 2033



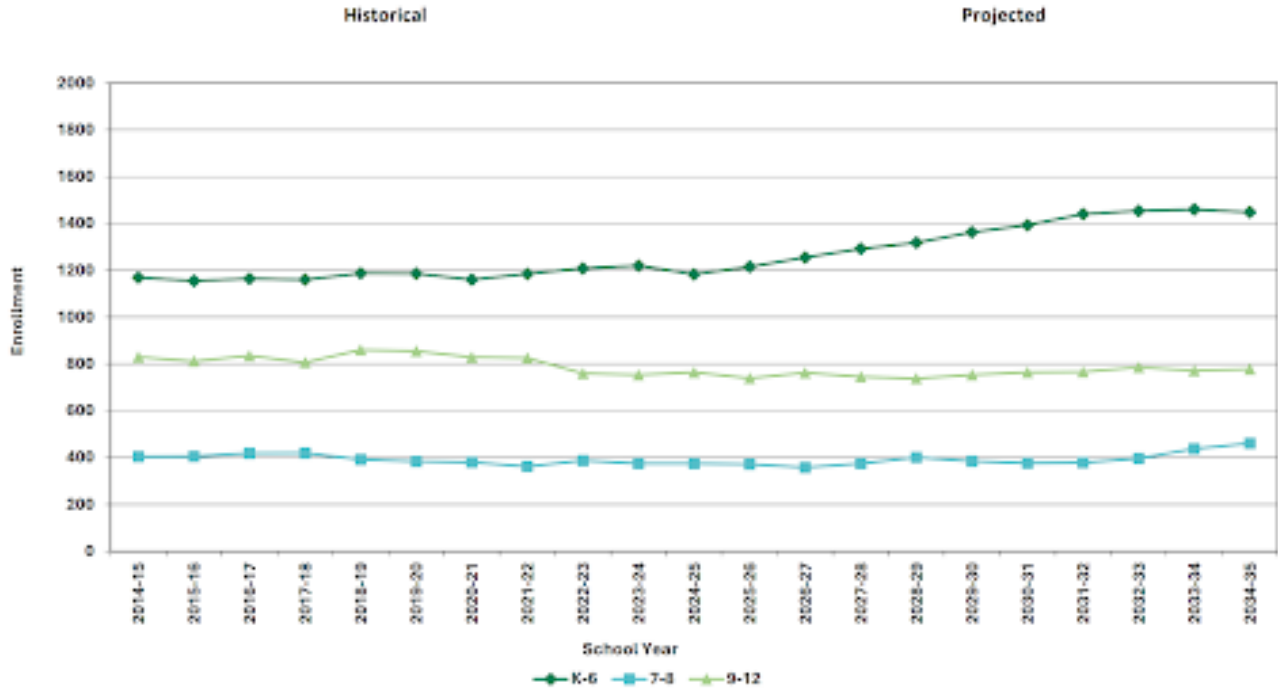
Grades K-12 Historical & Projected Enrollment



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K-12 HISTORICAL & PROJECTED ENROLLMENTS IN GRADE COMBINATIONS 2014 - 2035



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DISTINGUISHED AWARDS

HPS

2022 HPS Nominated by Food Rescue as a food rescue leader for recycling efforts.
2022 Tara Happy NH Environmental Science Teacher of the Year

RMMS

2020 Lisa Winters Math Specialist Teacher of the Year Finalist
2019 Steve Label ASCDA Emerging Leader

CSDA

2019 First Lego League Galaxy Builder Off Season Tournament Core Values Award
2019 Greg Smoke Presidential Award for Excellence in Math and Science Teaching
2018 First Lego League Rookie Rumble 1st Place Core Values Award; and Judge's Award

HBMS

2017 School Preparedness Award from the Department of Safety & Homeland Security

HBHS

2023 National Center for Women in Information Technology- individual student awards
2023 #1 Student Score in NH for annual Trig-Star Math Competition.
2021 Rick Barnes NHASP Principal of the Year
2020 Dr. Dawn Breault NH ELO Coordinator of the Year
2018 Christine Heaton NHSLMA Outstanding Library Program Award

cont.

2018 Dave Umstead NHBDA Band Director of the Year

2018 Candice Hancock NH FACS Teacher of the Year

2015 Kristen Roy NHWALT Best Presenter Award (World Language)

2012 Tim Girzone NHAPERD PE Teacher of the Year

2011 Gina Bergskaug Presidential Award for Excellence in Mathematics & Science Teaching

2010 HBHS recognized as a National Blue Ribbon Award winner.

2009 Stacey Plummer Presidential Award for Excellence in Mathematics & Science Teaching

Annual student recognition in All-State musical ensembles (choir, band, jazz band)

Top Ten Ranking in state in US News America's Best High Schools for over thirteen years

II. STRENGTHS, WEAKNESSES, OPPORTUNITIES, & THREATS

A. CURRICULUM, INSTRUCTION, AND ASSESSMENT

The SAU #41 School District is well-known for its academic achievement and excellence across grades PreK-12. The district actively fosters communication and collaboration among families, staff, and other community stakeholders as it strives to fulfill its mission of providing a robust and supportive learning environment with a focus on academic excellence.

Instructional practices are largely driven by teacher teams, as well as Professional Learning Communities (PLCs). Staff across the district are provided with the time needed to effectively collaborate with one another. This time is utilized to review best instructional practices, student data, and feedback from families and administration as they work to provide one of the best educational experiences in the state of New Hampshire.

Students graduate and matriculate at two and four-year colleges at significantly higher rates than many high schools in the state. Students also have broad access to a variety of courses in career and technical education through the district's partnership with Alvirne and Nashua regional centers. These programs can lead to a successful matriculation at two-year, post-secondary programs in a related field.

Students also have access to an increasing number of Extended Learning Opportunities that allow them to research and design their own learning experiences, internships, and externships while earning credit towards graduation.

Strengths

- Teachers develop highly effective academic relationships with their students.
- Staff maintain high expectations for students.
- Staff utilization of Professional Learning Community models to review student data to improve student achievement.
- District implementation, monitoring, and support of Professional Learning Communities for educators to collaborate and share best practices.
- Staff satisfaction with current class sizes.

- State, regional, and national recognition for academic excellence as evident in student, school, and staff awards year over year.
- The existence of a rigorous, relevant, and engaging PreK-12 curriculum that results in some of the best state and national standardized test scores year after year.
- Comprehensive, engaging, and competitive extra and co-curricular activities that provide opportunities for high quality learning outside of the classroom.
- Highly knowledgeable, passionate, and hard-working staff who maintain a focus on the whole student.
- Strong processes to vet new and review existing curriculum PreK-12.
- Staff are highly confident in their ability to use technology as a tool to deliver instruction.
- The district's focus on providing high quality professional development opportunities for staff.
- Annual development, approval, and implementation of a responsible budget that supports the highest quality of curriculum, instruction, and assessment PreK-12.
- Effective communication between the school district and the community, including parents and students, was highlighted as a key strength in the community survey. This includes regular updates, transparency, and responsiveness to concerns and feedback
- Community survey respondents highlighted the dedication, professionalism, and caring nature of the teachers, which significantly contribute to the students' educational experience.
- Community survey respondents highlighted the district's commitment to providing a high-quality education, including a strong curriculum and preparation for college. Respondents appreciated the academic rigor, and the variety of courses offered.

Weaknesses

- Improved communication between the school district and parents, as well as within the schools themselves, was a common theme on the community survey. This includes perceptions regarding transparency about curriculum, timely updates on school events, and better responsiveness to parent concerns.
- Opportunities within the curriculum to support students in becoming culturally aware.
- Staff perception on whether adequate funding exists to support curriculum and instruction in their classrooms.
- Staff perception that communication regarding curriculum initiatives is not shared with them on a regular basis.
- Outdated job descriptions for positions under and outside collective bargaining agreements.

Opportunities

- Competitive salaries and better support for teachers were frequently mentioned as crucial for maintaining a strong educational staff in the community survey. Continued collaboration with the community through communication to allow the district maintaining its' current advantage in a hiring market that is forecast to be increasingly competitive.

- The community survey referenced requests for enhanced support for special education, including more resources, better training for staff, and ensuring that IEPs are followed consistently
- Utilization of new instructional strategies supported by the latest research to ensure that all students meet or exceed benchmark criteria.
- Research the latest best practices on how to inspire more students to learn and reach their fullest potential.
- Current level of satisfaction among staff regarding how curriculum is aligned in their district.
- Increase opportunities within the curriculum to support students in becoming culturally aware.
- Engage with staff on how building and district leadership can be more supportive and responsive to their needs.
- Encourage consistent attendance for all faculty and staff to ensure that all students can reach their maximum potential.

Threats

- Lack of access to many grants to due to district demographic.
- State and federal decisions impact on funding public education in New Hampshire.
- Scarce availability of highly qualified staff hindering the ability of the district to continue to deliver high quality instruction to students.

B. STUDENT WELLNESS

The New Hampshire Department of Education defines student wellness as the recognition by schools, districts, and educational professionals that there are many factors that impact a student’s academic attainment. It is an approach that focuses on supporting the whole child. The dimensions of wellness include: Emotional, Personal, Intellectual, Physical, Environmental, Occupational, and Social Factors.

Strengths:

- A high percentage of staff report feeling that their school is a socially and emotionally safe space for all students.
- An exceptionally high percentage of staff indicated that their school is an intellectually safe space for all students.
- A high percentage of staff feel that their school is an equitable and welcoming space for all students.
- An exceptionally high percentage of staff feel that instruction provided to students should be holistic and inclusive of academics and beyond.
- Implementation of Portrait of a Cavalier at HBHS that values emotional intelligence, resiliency, and cultural awareness.

- The availability and diversity of extracurricular activities, including sports, arts, and clubs, were seen as a significant strength. These activities provide students with opportunities to explore their interests and develop new skills.

Weaknesses:

- Time for teacher training on how to identify and respond to their students' well-being needs.
- Sustainability of student wellness initiatives.
- District and community culture that prioritizes a relentless emphasis on academic achievement.

Opportunities:

- Ensure that mechanisms exist for all students to identify at least one trusted adult in their school.
- More than half of all staff frequently worry about the well-being of their students.
- An exceptionally high percentage of staff report spending a lot of time dealing with the social and emotional needs of their students.
- The community survey referenced the need for improved mental health and wellness supports as well as the implementation of stricter anti-bullying policies and procedures.

Threats:

- The impact of personal electronic devices and social media on adolescent development.
- Availability of funding for student wellness initiatives when weighed against competing budgetary needs.

C. SAFETY & SECURITY

The SAU #41 School District is committed to providing a safe and secure learning environment for all students and staff. The district recognizes that this commitment is in a constant state of evolution. As such, the district is dedicated to designating staff at all levels in the district to review and implement safety and security policies, programs, directives, and training within their district and school. Areas of review will include, but not be limited to, reporting systems, emergency operation plans, staff and faculty training, exercises and drills, school climate, threat assessment, site assessment, student training, and recovery plans.

<https://www.schoolsafety.gov/foundational-elements-school-safety>

Strengths:

- A high percentage of staff in the Hollis district feel that emergency operations planning is a priority at their school and that they are familiar with their school's plan.
- A high percentage of staff in the Brookline School District feel that emergency operations planning is a priority at their school and that they are familiar with their school's plan.

- Significant security upgrades over the last five years at HBMS that included additional security cameras, enhanced security protocols, and outside PA system capabilities.
- Avoid, Deny, Defend training for all staff members in SAU #41.
- Installation of a new fire panel and alarm system at HBHS that significantly increased the quality of communication between the school and the Hollis Fire Department.
- District-wide installation of new high quality VOIP phone system which also included some buildings upgrading their intercom systems.
- Regular CPR training and recertification for all staff members in SAU #41.
- A high percentage of staff across the SAU #41 School District are trained in FEMA IS-100.
- Regular participation by most schools in the district in Homeland Security Emergency Management security audits.

Weaknesses

- Regular audits of district surveillance systems for optimal coverage, equipment maintenance, and timely repairs.
- Accessibility of the school grounds in some districts as outlined in HSEM reports.
- Entrance areas identified in HSEM reports in need of reconfiguration or improved methods of reinforcing entryways.

Opportunities

- Increase the frequency of communication with staff in the Cooperative School District regarding the EOP process and related protocols.
- Continue to seek opportunities for professional development drills around reunification of students to families after a critical incident.
- Ensure that 100% of staff is trained in IS-100 to allow increased awareness of incident command and increased access to school security grants as they become available.
- Ensure the designated functions of the high school as a shelter, voting center, etc. are addressed properly through related memorandums of understanding.
- Provide regular communication regarding the progress of any safety and security renovations, upgrades, and/or initiatives.

Threats

- State and federal decisions impact on funding public education in New Hampshire.
- Current landscaping and exterior elements of certain buildings pose security risks in accordance with HSEM reports.

D. FACILITIES & GROUNDS

The SAU #41 School District consists of seven properties. Five properties are in Hollis and two properties are in Brookline.

SAU 41 District Office

The District Office is located at 4 Lund Lane Hollis, NH 03049.

Hollis Primary School

Hollis Primary School is located at 36 Silver Lake Road in the Town of Hollis, NH. The Hollis Primary School was built in 1952 and has had additions made in 1958,1964, 1969 and 1978. In 1999 the interior had a significant renovation. In 2020, the school was wrapped and fully insulated. The school building is primarily a single-story building with a basement which houses several classrooms. The school building is constructed of brick, cinder block and concrete utilizing regular, modern construction methods. The Hollis Primary School property includes: the school building; a parking lot to the right of the school building; a parking lot in front of the school building; two playground areas; a garden area; and a driveway which goes around the school building allowing access to Silver Lake Road and Drury Lane. The school provides Pre-K to third grade education.

Hollis Upper Elementary School

Hollis Upper Elementary School is located at 12 Drury Lane in Hollis, NH. Hollis Upper Elementary School was built in 1978 and has had additions made in 1988 and 1998. It is a multi-story building constructed of brick, cinder block and concrete utilizing standard construction methods. The property includes parking areas adjacent to the school main entrance, playground areas, and perimeter roads that allows access to the building on all sides. The school provides fourth to sixth grade education.

Richard Maghakian Memorial School

Richard Maghakian Memorial School (RMMS) is located at 22 Milford Street, in Brookline, NH. The property includes the school building, two parking lots, a sports field, a playground area. RMMS was built in 1961 with structural changes done 1967, 1987, and 1996. In 2022, the building was renovated to include the addition of classroom space and the installation of an elevator to make the building accessible to all. The school building is a single- and two-story building constructed of lumber, brick, cinder block and concrete utilizing regular, modern construction methods and has mostly vinyl siding. The school provides pre-kindergarten through third grade education.

Captain Samuel Douglass Academy

Captain Samuel Douglass Academy (CSDA) is located at 24 Townsend Road, in Brookline, NH. The property includes the school building, a large parking lot on the west side of the building adjacent to the main entrance, recreational fields, a modular building used for classrooms CSDA was built in 2000 with the modular building being added in 2008. The school building is a single-story building constructed of, brick, cinder block and concrete utilizing regular, modern construction methods. The school provides fourth through sixth grade education.

Hollis Brookline Middle School

Hollis-Brookline Middle School is located at 25 Main Street, in Hollis, NH. Hollis-Brookline Middle School was built in 1963 and has had structural changes done in 1990. The building has one- and two-story sections constructed of brick, cinder block and concrete utilizing standard construction methods. The school property is approximately 14 acres in size surrounded by woods and light residential areas. The school provides seventh and eighth grade education.

Hollis Brookline High School

Hollis-Brookline High School is located at 24 Cavalier Court, in the Town of Hollis, NH. Hollis-Brookline High School was built in 1997 and had structural changes done in 2001. The building is three stories high and constructed of brick, cinder block and concrete utilizing standard construction methods. The school property is approximately 76 acres in size surrounded by woods and light residential areas. The property includes a large parking lot to the rear of the building, parking lot adjacent to the school main entrance, outdoor recreation areas, and a long driveway (Cavalier Road) from NH Route 122 to the school building.

Strengths

- Installation of the multipurpose turf field at HBHS that allows for one field per year to rest and undergo maintenance.
- HPS upgrades to include HVAC, window replacement
- Improvement of HBMS athletic fields to include rehabilitation of the baseball and softball infields and the addition of dugouts on the HBMS softball field.
- The addition of a Director of Facilities to provide consistent coordination of efforts across all six buildings resulting in district wide increases in productivity and cost savings.
- The addition of an Athletic Director grades 7-12 to the HB Cooperative School District has brought about significant improvements that include: heightened efficiency, impressive upgrades to indoor and outdoor playing surfaces, and remarkable strides in student achievements within athletics.
- Long term CIP planning process to the budget that provides for replacement cycles for critical infrastructure projects to be absorbed through the regular budgeting process as opposed to bond financing.
- The addition of a Grounds Maintenance position at HBHS and HBMS resulting in a significant improvement in the quality of fields and grounds in the Cooperative District.
- A large percentage of staff across all buildings in the SAU 41 School district feel that their school is a physically safe place.
- Distinguished collaboration between the SAU, School Boards, and related Budget Committees resulting in comprehensive planning and voter approval of Capital Improvement Plans through 2029.

Weaknesses

- Impacts of an unfavorable hiring market for custodians.
- A significant percentage of staff that feel their work environment does not meet standards for cleanliness.

- Under fifty percent of the staff in the Hollis School District feel that there is adequate space for instruction in their school.
- Inadequate water supply to maintain grass playing surfaces during increasingly hot summers and periods of moderate drought.

Opportunities

- Engage student groups such as Student Council, National Honor Society, and Green Group to participate in volunteer campus clean -up events at schools across the district.
- Continue to review, research, and implement renewable energy programs to reduce the district’s carbon footprint while also reducing associated long-term costs.
- Leverage the current CIP planning process to begin saving for projects that provide opportunities to increase instructional space, particularly in the Hollis and Brookline School Districts.
- Identify opportunities and mechanisms to promote past and current accomplishments in all areas to include coordinated social media campaigns, timely updates in the form of photos/videos on the school and district websites, and regular outreach to area news sources.

Threats

- Increasing needs of grounds maintenance and aging facilities that have yet to be updated.
- State and federal decisions impact on funding public education in New Hampshire.
- Decreasing availability of custodial staff to fill empty positions.
- Uncompetitive Salary Scale resulting in significantly lower hourly pay for custodians, maintenance, and grounds employees as compared to neighboring and regional school districts.

E. CULTURE & CLIMATE

The SAU 41 School District is committed to collaborating with students, families, and the community at large to create and support a positive school culture and environment. This is evident in the numerous awards highlighting the achievements of students, staff, and schools over time. Additionally, there were a number responses indicating high levels of collegiality and respect amongst the staff.

The district maintains strong community support as evident through parent participation in groups such as the local chapters of the PTA, private fundraising efforts, and support for budgets and negotiated staff contracts over time.

The district continues to refine its’ Multi-Tiered System of Supports for students vertically aligned PreK-12. This system aims to extend beyond academics to be inclusive of student wellness outcomes allowing the district to strengthen the culture and climate as it currently exists.

The district recognizes that effective communication, transparency, and outreach to all stakeholders is critical to ensuring the success of the district. Sharing information, celebrating

success, and identifying areas of growth will improve upon the existing positive school culture and climate.

Strengths

- A high percentage of staff report that they enjoy working with their colleagues.
- The existence of multiple formal and informal methods of recognizing student achievement in and out of the classroom.
- Numerous national, state, and local awards reflect an unwavering commitment to excellence among the staff, schools, and communities they serve.
- The strong involvement and support from the community, including parents and local organizations, were noted as a major strength. This involvement helps create a supportive and collaborative environment for students.

Weaknesses

- The number of opportunities stressing the importance of open communication and collaboration between staff and families.
- Less than half of staff feel that district policies and building procedures are implemented in a fair and consistent manner.
- Approximately one third of staff express satisfaction with how information is communicated in their school.

Opportunity

- Increase awareness and recognition around staff achievements.
- Identify opportunities within the curriculum to teach students about respect and nurture values of empathy.
- Strengthen partnerships between building administration and staff for mutual appreciation in contributing to student success.
- Foster a stronger sense of community by providing appropriate incentives for staff and administration to increase their visibility at school events after hours.
- Examine the impact of student reliance on personal electronic devices by grade level.
- Promote events fostering a student's ability to become culturally aware.

Threats

- Decreasing availability of highly qualified staff in all areas.
- Staff perception of the impact of legislation at the state level on their ability to provide instruction to students.



III. DISTRICT & COMMUNITY TRENDS

Internal and external trends currently affecting the SAU 41 School District include:

- Stable student enrollments that are predicted to rise.
- Competing needs for space in some buildings to support curricular and extracurricular activities.
- Staff perception regarding the efficacy of building and district communication.
- Reduced state and federal aid to schools.
- Escalating costs for benefits, retirement, and insurance.
- Increasing student wellness needs.
- A shift to a balanced and holistic educational focus to meet the needs of the whole child.
- Associated costs and resources needed for maintaining facilities and grounds that have yet to be updated.
- Impact of state legislation on classroom instruction.



IV. GOALS

CURRICULUM, INSTRUCTION, & ASSESSMENT

Goal 1: SAU #41 will continuously improve each student’s level of achievement and growth.

Objective: Guarantee access to a viable, rigorous, and relevant curriculum that is accessible to all students in the SAU #41 School District.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Ensure the continued operation of standing Curriculum Committees that meet on a quarterly basis (or more as needed) tasked with monitoring, reviewing, and adjusting the vertical and horizontal alignment of curriculum for grades PreK-12 on an ongoing basis.					
b. Review and update the district’s comprehensive and rigorous curriculum, instruction, and assessment system to ensure that all students can meet and exceed state and national standards.					
c. Utilize a variety of mechanisms to communicate progress on initiatives to the school boards, staff, students, families, and the community at large.					
d. Establish district-level Communication Task Forces with the mandate to develop and implement effective and inclusive communication systems, ensuring seamless dissemination of information to all stakeholders concerning district initiatives related to curriculum, instruction, and assessment.					
e. Develop and continuously update a robust financial plan that ensures the implementation of the latest research-based best instructional practices, thereby providing all students with access to high-quality programming tailored to their individual needs.					
f. Identify areas in the curriculum for students to participate in learning experiences allowing them to demonstrate cultural awareness.					

Goal 2: SAU #41 will enhance outcomes for all students through comprehensive and innovative professional development for all staff.

Objective: Expand upon existing robust professional development offerings for staff to ensure that students have continuous access to the highest quality instruction.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Continually monitor and update district wide Professional Growth Model.					
b. Continue to support Professional Learning Communities for educators to collaborate, share best practices, and integrate knowledge gained from PD opportunities into their delivery of instruction to students.					
c. Create and maintain a financial plan that supports comprehensive and innovative professional development for all staff.					
d. Create and maintain a financial plan that supports the district's Professional Growth Model.					

Goal 3: The SAU #41 School District will recruit, recognize, and develop the most effective personnel

Objective 1: Review and implement a research based, innovative mentoring program for teachers new to the district.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Align the mentoring program to the district's goals and objectives.					
b. Ensure program flexibility that can be tailored to the individual needs of the teacher.					
c. Establish regular feedback mechanisms between mentor, mentee, and district program coordinator to monitor the efficacy of the program on a quarterly basis.					
d. Create a financial plan that prioritizes resources at the district and building levels to ensure adequate funding for the program.					

Objective 2: Achieve and maintain peak professional competency for all staff in alignment with both the SAU 41 Strategic Plan and individual districts’ professional development plans.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Implement a regular and systematic performance evaluation system for all instructional staff to ensure consistently high standards district-wide.					
b. Ensure the proportional use of professional development funds be utilized towards achieving district and building level goals as determined by administration.					
c. Develop, implement, and revise highly competitive compensation and benefit packages to retain the highest quality staff district-wide.					

Objective 3: Enhance organizational efficiency and employee clarity by conducting a thorough review and update of all job descriptions district-wide.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Establish a district wide committees charged with the review and regular update of all job descriptions in accordance with timelines established by administration in collaboration with the school boards.					

STUDENT WELLNESS

Goal 1: The SAU 41 School District will foster a safe and inclusive school environment.

Objective 1: Ensure that all students can identify at least one trusted adult in the school.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Define the “one trusted adult” concept by each school in the district.					
b. Create mechanisms to monitor student access to their one trusted adult in their school.					

Objective 2: Maintain and strengthen the perception of the school and district as a socially, emotionally, and intellectually safe and welcoming space.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Define the “one trusted adult” concept by each school in the district.					
b. Create mechanisms to monitor student access to their one trusted adult in their school.					

Goal 2: The SAU 41 School District will enhance its commitment to nurturing student well-being.

Objective 1: Reduce the percentage of staff who frequently worry about the well-being of students by an agreed upon percentage within one academic year

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Provide staff with training and professional development opportunities that aid them in recognizing and addressing students' well-being needs.					

Goal 3: The SAU 41 School District will strengthen its current wellness initiatives.

Objective 1: Promote the sustainability of student wellness initiatives through the annual budgeting process.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Develop comprehensive proposals highlighting the impact and benefits of long-term wellness initiatives.					
b. Create an online resource hub for teachers to access district approved tools and information.					

Goal 4: The SAU 41 School District will balance academic achievement with holistic development.

Objective 1: The SAU 41 School District will continue to shift the district culture to prioritize a balanced approach to education focusing on well-being and holistic development.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Promote collaboration between district leadership and community stakeholders to promote a balanced educational philosophy.					

Goal 5: The SAU 41 School District will address challenges to student well-being.

Objective 1: Mitigate the impact of personal electronic devices and social media on student development.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Develop and implement digital citizenship and media literacy programs.					

Objective 2: Dedicate funding for student wellness initiatives within budgetary constraints.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Present data on the positive impact of wellness initiatives during the annual budgeting process.					

SAFETY & SECURITY

Goal 1: The SAU 41 School District will provide and maintain safe and secure facilities for all students and staff.

Objective 1: Utilize comprehensive communication systems that allow for the fluid sharing of information in a timely manner between the district, parents, students, and first responders

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Continue to employ a district wide messaging system as the primary way to deliver messages from the office of the superintendent and building principals.					
b. Continue to ensure consistent methods for communication exist across all buildings that deliver information to students and parents on a weekly basis.					
c. Employ social media, as appropriate, to deliver information on a regular basis to students, families, and the community at large.					

Objective 2: Continue to designate staff to oversee safety and security policies, programs, directives, and training for the SAU 41 School District.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Identify existing committees responsible for safety and security and determine whether they meet the needs of the district as identified in the strategic plan.					
b. Review and update existing plans to ensure the utilization of the latest best practices as they pertain to safety and security policies, procedures, programs, directives, and training.					
c. Continue to conduct table top/live scenario exercises in all districts and buildings annually.					
d. Ensure all school buildings participate in simulated reunification training.					
e. Continue to provide time during school-wide professional development days to ensure all staff are CPR/First Aid certified.					
d. Identify time during school-wide professional development days to ensure that all staff are have completed Introduction to Incident Command System Course 100.					

Objective 3: Ensure that all buildings participate in regular audits conducted by the NH Department of Safety Division of Homeland and Security and Emergency Management and seek to implement recommendations as appropriate.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Conduct regular audits of district surveillance systems for optimal coverage, equipment maintenance, and timely repairs.					
b. Develop and implement plans that address all identified issues in the related school security audits.					
c. Regularly review and update existing protocols around the entry of students, staff, parents, and guests in collaboration with building/district level health and safety committees.					
d. Continue to develop financial plans as part of the regular budgeting process that address the needs as determined through outside audits and internal recommendations.					
e. Continue to apply for state and federal grants to offset costs identified in the regular budgeting process.					

FACILITIES & GROUNDS

Goal 1: The SAU #41 School District will continue to maintain and keep in good physical repair its physical assets as they relate to all facilities and grounds.

Objective: Continue to maintain and enhance facilities and grounds to support and improve student engagement and achievement.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Continue regular maintenance of school buildings to ensure safe and high-quality spaces for student learning.					
b. Continue regular maintenance of athletic fields and grounds to ensure safe playing surfaces and the extension of student learning and achievement outside of the classroom.					
c. Update regularly priority lists of potential projects related to critical infrastructure needs inclusive of desired outcomes and timelines for completion.					
d. When appropriate, seek opportunities with the towns of Hollis and Brookline on shared enhancements to facilities, grounds, and surrounding fields.					
e. Maintain district-wide Joint Loss Management Committee that meets on a quarterly basis to examine workplace policies and safety practices in all buildings in the district.					
f. Implement the latest best practices regarding routine cleaning of all facilities and grounds in the district.					
g. Maintain and monitor a ticketing system accessible to all staff in the school district to track and prioritize routine maintenance and cleaning requests from entry to completion in a timely manner.					
h. Utilize the existing CIP process to identify, plan, and save for future enhancements to instructional space to support current and future student enrollment that is projected to increase by over 14% by 2033.					
i. Regularly update students, staff, families, and the community on district Capital Improvement Plan progress through a variety of methods.					



Goal 2: The SAU #41 School District will recruit, recognize, and develop the most effective maintenance, custodial, and grounds personnel.

Objective: Establish effective hiring practices to recruit, attract, and retain the highest quality personnel.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Collaborate with school boards within SAU #41 to negotiate a highly competitive CBAs for all custodians, maintenance, and grounds workers					
b. Collaborate with school boards within SAU #41 to negotiate highly competitive salary and benefit packages for administrative positions responsible for the supervision of the facilities, grounds, and maintenance.					
c. Employ the use of social media to advertise new job openings in the district.					
d. Advertise open position on a consistent basis in principal and SAU communications to families with students in the district.					

Goal 3: The SAU 41 School District will review the latest research and best practices around sustainability efforts for their potential impact and implementation in the school district.

Objective: Establish and maintain a district-wide committee inclusive of key district personnel and community stakeholders to determine the need and impact of new and existing sustainability efforts in the district.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Provide quarterly status updates regarding the mission, goals, and desired outcomes as determined by the committee at regularly scheduled school board meetings.					
b. Utilize the existing CIP process to fund needs as identified by the committee and approved by the board.					
c. Communicate progress on sustainability projects on a regular basis through a variety of methods to students, staff, families, and the community at large.					

CULTURE AND CLIMATE GOALS

Goal 1: Identify more opportunities to strengthen engagement and recognition for students and staff.

Objective 1: Strengthen existing recognition programs that recognize student achievements and contributions in and out of the classroom.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Explore and expand recognition initiatives to celebrate varied student achievements, including performing arts, athletics, and clubs, in order to amplify their well-deserved recognition.					

Objective 2: Increase staff awareness of their strengths and contributions.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Conduct job satisfaction surveys for staff to identify areas of strength to build upon.					
b. Establish recognition programs to celebrate staff achievements and contributions.					

Objective 3: Improve communication and collaboration between staff and families in the district.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Develop and implement a communication plan to promote open dialogue staff and families.					
b. Organize regular meetings for staff and families to foster ongoing collaboration.					

Goal 2: Enhance district curriculum and values education

Objective 1: Where appropriate, identify areas of the curriculum for the implementation of lessons regarding respect and empathy.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Develop teaching materials and resources for these lessons.					

Goal 3: Foster an environment of mutual appreciation and collaboration.

Objective 1: Ensure fair and consistent implementation of district policies and procedures.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Establish mechanisms for feedback for staff to provide input on building and district policies and procedures.					
b. Provide professional development opportunities to staff and administration on the implementation of policies and procedures.					

Objective 2: Promote staff and student visibility at after school events.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Create incentives for staff and administration visibility at before, during, and after school events.					
b. Identify opportunities through the negotiation of future collective bargaining agreements that require staff attendance at their choice of events throughout the school year.					

Goal 4: Continue to address outside challenges confronting staff.

Objective 1: Continue to mitigate the impact of legislative change at the state and federal level on staff.

Action Steps	School Year				
	25/26	26/27	27/28	28/29	29/30
a. Continue to stay informed and share about the latest changes affecting education at the state and national level.					

VI. MOVING FORWARD

Every area of the strategic plan has goals, objectives, and related action steps. The plan is intended to be used as a roadmap for the SAU 41 School District to follow. As the district begins the process of implementation, flexibility will be key.

VII. APPENDIX

Community Survey Results: N/A

Community Profiles:

Brookline: <https://www.nhes.nh.gov/elmi/products/cp/profiles-htm/brookline.htm>

Hollis: <https://www.nhes.nh.gov/elmi/products/cp/profiles-htm/hollis.htm>

BROOKLINE

Population change for Brookline totaled 4,488 over 50 years, from 1,167 in 1970 to 5,655 in 2020. The largest decennial percent change was a 75 percent increase from 1990 to 2000; population increased 51 percent from 1970 to 1980. The town's population increased by 13 percent from 2010 to 2020. The 2021 Census estimate for Brookline was 5,715 residents, which ranked 64th among New Hampshire's incorporated cities and towns.

Income, Inflation Adjusted \$ (ACS 2017-2021)		Population (US Census Bureau) (Decennial/ACS 2017-2021)		
Per capita income	\$54,066	Total Population	Community	County
Median family income	\$158,448	2021	5,591	420,504
Median household income	\$150,893	2020	5,639	422,937
Median Earnings, full-time, year-round workers, 16 years and over		2010	4,991	400,721
Male	\$101,835	2000	4,211	382,384
Female	\$75,030	1990	2,411	336,549
Individuals below the poverty level	0.2%	1980	1,766	276,608

HOLLIS

Population change for Hollis totaled 5,746 over 50 years, from 2,616 in 1970 to 8,362 in 2020. The largest decennial percent change was a 79 percent increase from 1970 to 1980. The town's population increased by nine percent from 2010 to 2020. The 2021 Census estimate for Hollis was 8,519 residents, which ranked 37th among New Hampshire's incorporated cities and towns.

Income, Inflation Adjusted \$	(ACS 2017-2021)
Per capita income	\$80,944
Median family income	\$154,219
Median household income	\$144,514
Median Earnings, full-time, year-round workers, 16 years and over	
Male	\$122,122
Female	\$76,912
Individuals below the poverty level	1.3%

Appendix I

CIP Docs



