



NOTE: This is a working summary draft that will be updated with all engagement activities and edited/revised for clarity as needed until June 30, 2025, when drafting the strategic plan begins.

Updating Inter-Lakes School District Strategic Plan

Phase I: Engage all Stakeholders Summary Report

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About Phase 1: Engage all Stakeholders

Community engagement is key in helping achieve any strategic plan. The wealth of knowledge expertise, and experience shared will benefit I-LSD schools. One of many key components of the Inter-Lakes School District Vision, Mission, and Core Values is **community connections** where the “active commitment of family, community and schools is essential for a quality learning experience.”¹ In line with this commitment is **Phase 1 of the Strategic Plan development** (see <https://www.interlakes.org/strategic-plan>). This phase offers students, graduates, families, community, and employees, school staff, and elected officials to participate in the process.

Timing	Mid-March 2025 through mid-June 2025
Objective	Obtain Stakeholder Input on the Vision of School District in 5-year
Process	Engage all stakeholders (parents/guardians, students, community, and staff) through surveys and community based listening sessions. Seek feedback from graduates who graduated within the last ten years.

I-LSD Vision Statement

The Inter-Lakes School District, in partnership with its communities, will provide outstanding educational opportunities and resources for all students to achieve academic excellence in order to reach their highest potential and to succeed as responsible, contributing citizens in a global society.

Engagement Activities

March 2025 - School Board Input

In late winter 2025 New Hampshire Listens² began working with school leadership to prepare for the first of many engagement activities. On March 18, 2025, the Inter-Lakes School Board spent time discussing how to begin framing the strategic plan – what questions would be helpful to ask during the April 2025 conversations? The board hoped to see a focus on opportunities, strengths, and solutions – with students’ many different pathways to success as the central goal.

April 2025 - Community Conversations

School district administration invited everyone to: “**Help Shape Our Future! Together, we can strengthen our Inter-Lakes Community, set meaningful goals, and create a brighter future for all our students!**” All members of the Inter-Lakes community were encouraged to join any of three conversations to help build a shared vision and plan for the future of Inter-Lakes schools.

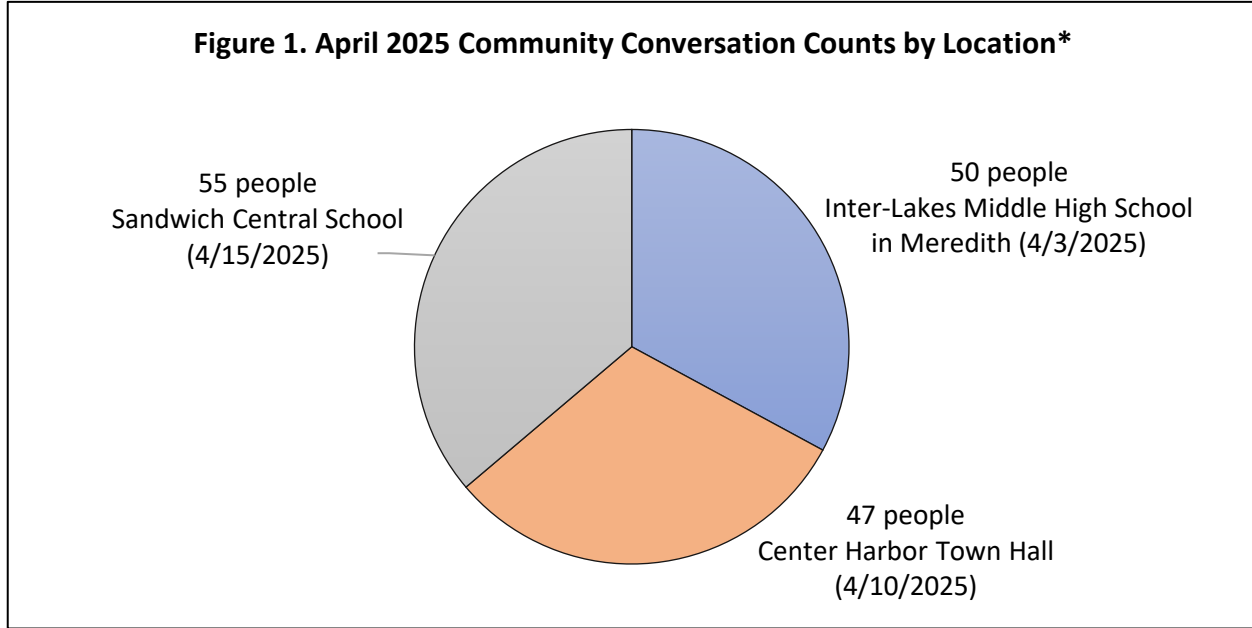
¹ Inter-Lakes School District Strategic Plan webpage - <https://www.interlakes.org/strategic-plan>

² New Hampshire Listens is a civic engagement initiative nestled in the Carsey School of Public Policy’s Center for Engaged Communities at the University of New Hampshire (UNH) – www.nhlistens.org



Summary of Participation

Across all three conversations, 125 people participated³. Figure 1 and Table 1 show how many people participated at each location and their role.



* Figure 1 shows the total number of participants by event including repeaters (n=152). The number of unique participants across all community conversations was 125.

Table 1. April 2025 Community Conversation Counts by Participant Type and Location

Type of Participant	Totals	Meredith (4/3/25)	Center Harbor (4/10/25)	Sandwich (4/15/25)
Staff	59	19	23	17
Parents	40	18	5	17
Community	22	3	9	10
Staff and Parent	11	5	2	4
Students	7	1	3	3
School Board	7	2	2	3
Local Selectmen	4	1	3	0
Town Administrator	1	0	0	1
State Representative	1	1	0	0

NOTE: Fourteen members of the administrative team attended 2 to 3 conversations. Three teachers and one parent also attended more than one conversation. The counts in this table are totals that include repeat participants.

³



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Community Conversation Design and Facilitation

The community conversation design encouraged participants to express their thinking about the content of the strategic plan. And it offered people time to connect with one another about the students’ learning and opportunities for the district. Participants were welcomed by board members and district leadership. Everyone listened to student speeches from Meredith Rotary Club’s annual Four-Way Test Speech Contest and learned about the draft “Vision of a Laker.”⁴

Participants engaged in three rounds of conversation by visiting stations that represent focus areas for the strategic plan (see Table 2). Questions focused on strengths, hopes, sources of information and data, projects, and community collaborations (See Appendix C. April 2025 Community Conversation Guide). District leadership took notes at each station while New Listens staff moderated. The superintendent and principal of the high school were available for anyone who wanted a one-on-one conversation.

Table 2. April 2025 Community Conversation Stations to Support Conversations

Areas of Focus	Description
Teaching & Learning	<ul style="list-style-type: none"> • What and how we teach, what tools we use to teach • How we know if students have learned • What we do to meet the different learning needs for all students • What we provide for professional learning for staff
Co-Curricular & Athletics	<ul style="list-style-type: none"> • How we extend student learning experiences beyond the school day through clubs, sports, and programs (e.g., Destination Imagination, Lakerbots, Interact, Athletics).
Finance & Operations – Facilities, Technology, Human Resources, Transportation	<ul style="list-style-type: none"> • How we budget and allocate funds • How we have safe, functional and future ready physical environments (e.g., buildings, grounds, fields) • How we have safe and future ready technology infrastructure and learning tools; How we operate as an employer • How we transport students to and from school and to other experiences off of the school campus (e.g., field experiences, club/sporting events).
Staff - Culture & Climate, Wellness Social, Emotional, Physical	<ul style="list-style-type: none"> • How we create and sustain a positive, respectful, and connected work environment for all staff.
Students - Culture & Climate, Wellness Social, Emotional, Physical	<ul style="list-style-type: none"> • How we create and sustain learning environments in which every student feels safe, valued, and connected in their school experience.
Family & Community Engagement	<ul style="list-style-type: none"> • How we build strong connections between families, the community, and our schools (e.g., beginning of the school year calls home, conferences, volunteer opportunities, partnerships).

⁴ I-LSD board members: <https://www.interlakes.org/school-board>; Rotary Four-way speech contest winter: https://www.laconiadailysun.com/community/announcements/rotary-hosts-annual-four-way-speech-contest/image_c83f47bc-9320-4f2c-a2da-cceb7c2fbff2.html; **ADD draft vision of a laker link**



The participants in each conversation had infectious, positive energy that showed community connections. Participants' willingness to spend time providing insights will help the district continue to evolve, grow, and thrive.

Themes and Points to Help Develop the Inter-Lakes School District Strategic Plan

A few notes about data collection, analysis and reporting. The following are synthesized notes from the large worksheets participants contributed to at each of the three locations. The themes and examples in this section come from an analysis of the full transcription of notes (see Appendix B. April 2025 Community Conversations - Small Group Raw Transcriptions from Large Worksheets). It's important to remember that these themes and examples are compiled and summarized by New Hampshire Listens. They are from the three April 2025 Community Conversations. They do not necessarily represent the entirety of the Inter-Lakes School District community. More opportunities to engage are forthcoming (see <https://www.interlakes.org/strategic-plan>).

Teaching & Learning

Focus on student growth and different paths for personalized and shared learning. Emphasize experiential and play-based learning. Adapt to students changing needs with a holistic approach.

Examples

- Want children to be ready for the world when leaving and be able to work with others that are different than them (e.g., How to problem-solve, collaborate, soft skills.)
- Real life skills using a variety of teaching methods that encourage thinking, healthy living, and accountability in learning



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- Global skill development – reading and math along with a balance of required course (caution with an over emphasis on STEM, increase a focus on humanities).
- Support students to, “get your hands in the dirt,” (e.g., growing food, farming, trades)
- How is play-based learning is being incorporated into the kindergarten curriculum?
- How can we better prepare students for life after high school, finance, etc.?
- More time outside, develop plans for outdoor classrooms - Weaving in nature-based curriculum. ReTree Us—planting gardens/orchards.
- Keep class sizes small
- Integrate Career and Technical Education into the curriculum across grade levels and across the district. (e.g., Pair higher academics with the Huot Career and Technical Center keep the arts, more science, more tech. Increase in trade classes beyond just Huot Career and Technical Center —maybe at younger levels).

Continue enhancing the competency-based system of learning and teaching. Review for consistent explanations and communication for families (e.g., grading, curricular content).

Examples

- Practices can be confusing and feel inconsistent; how do they show growth over time?
- Inform parents of our assessment expectations—by grade level (formal and informal) and ensuring we implement developmentally appropriately.
- Explain the grading practices (Competent Performer (CP) is not equal to a C+) so that our community understands and colleges (admissions) – keep explaining competency-based learning
- Make Alma (the student information system) more parent-friendly
- Communicate what material is being taught in the classroom and how to know what is required for each grade, what is appropriate

Keep providing evolving and ongoing structures to support data collection that can be utilized across schools and the district – student feedback, parent communication, and staff dialogues.

Examples

- It’s important to make sure we are supporting all learners (with different instruction personalized needs). How are the tools we use to teach meeting evolving needs?
- How are we accommodating different learning styles /adapting our measures of success? How can data, structures, and procedures support students to move on when they ready?
- Use data for forward thinking and planning. How well is Inter-Lakes School District preparing learners for the future (tech skills) beyond facts?
- Opportunities for teachers transfer science of reading (SOR) into math teaching and learning
- Consider a stronger grade 6 transition formative and summative assessment
- Can there be one tool rather than multiple? (Schoology, Alma)
- Real world assessments and alternative assessments
- How to apply technology and evaluate output (artificial intelligence (AI))



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- Enforced feedback policy for all students to complete at the end of a course—so teachers can see student feedback (teaching style, learning pathways, learning styles)

Co-Curricular & Athletics

Build up the strategy for student involvement and carry over between grades and school levels.

Examples

- More within the schools and across the schools before they are all together in Inter-Lakes earlier than 4th grade (e.g., sports and ski program for elementary schools).
- Increase involvement in school news. School paper/ bulletin is too closed off, limits community involvement, limits students' involvement in news
- Fieldtrips that provide life experiences tied to curriculum - travel for language clubs, foreign exchange opportunities

Develop strategies for a sustainable balance of offering a variety of options and modalities.

Examples

- Keep a variety of offerings and increased student involvement – supports community, increases school spirit/pride, and increases personal fitness opportunities.
- Discuss sports options across the district. How can students access options or try something new? (e.g., Can we do series for students to try a sport for 2 weeks? Options: hockey, wrestling, lacrosse, snowboarding, ultimate frisbee, rock-climbing, district-wide skiing club).
- Outline programmatic support and options that emphasize the arts, humanities, world cultures. What is available for kids who are interested in art and humanities? Theatre across grade levels?

Develop or maintain student-led opportunities and physical spaces where creativity, imagination, freedom are centered.

Examples

- Create area where students can work together—free learning
- Free play area where kids do anything they want to solve problems together
- “The jungle is now open” Organized chaos—can we create this space? Lakerbots, Destination Imagination

Create strategies to help students, families, and schools with transportation and activity costs associated with athletics and co-curriculars.

Examples

- Sponsorships for clubs or help with supplies
- Develop pathways for transportation through the school
- Private funding for field lights and club sports
- Fundraising to support student participation in trips etc.
- Transportation to and from activities—smaller buses—taxpayer understanding?



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- Get families involved and invested, use strengths of families and benefit cause. Figure out what roles are needed and find community members who can help.

Integrate communication plans that help with outreach regarding co-curricular activities, opportunities, and athletics in and outside the school communities.

Examples

- Partnership with paper and school
- Expand connection between community and school at multiple avenues
- Reach out to volunteers who aren't current parents—retirees, experts
- Outside organizations seem to be going away - schools could help parks and recreation. The schools could collaborate to have a long-term strategy of opportunities for students.
- Maintain cross-school collaborations and collaborations in communities (e.g., variety in sports and offerings for programs, fundraising; some students are leaning toward club/private activities).
- Community mentors for students (skilled workers, job shadow, internships)

Polling to check in with students regularly about what extracurricular students are interested in

Examples

- Track participation numbers of various groups and evaluate strength of programs.
- Discuss and develop communication about opportunities or needs.
- Survey for interest - Need to know more about the students.

Finance & Operations – Facilities, Technology, Human Resources, Transportation

Keep facilities and infrastructure clean, safe, and secure.

Examples

- Physical maintenance of schools seen as a strength with some targets for updates (e.g., girls' locker room needs updating, clean up heating, playground wood chips for muddiness, boundary between the woods and the playground at Inter-Lakes Elementary School, new lights for fields.)
- Planning for the future. How do we keep our facilities adaptable to periods of growth/reductions? Constant evaluations of buildings.
- Space for outdoor learning and accessibility? (e.g., Inter-Lakes Elementary School greenhouse, Sandwich Central School outdoor garden, better connection of campus to Prescott Park—wheelchair accessible)
- Transportation challenges that persist (e.g., traffic jam, getting to and from co-curriculars)
- School safety – participants mentioned security protocols and safety measures, include a plan for emergency- in/out processes



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Develop strategies that scaffold, and support students, families, and staff use of new and existing technologies integrated into the districts' cultures/practices.

Examples

- Continue funding technology
- Educate parents on access to educational platforms
- Safe and future ready technology needs to be a top priority. Youth has never been more engaged and attracted to technology. Being able to have limits but also growth in an ever-changing and evolving area.

Create a forward-thinking budget – looking at tax rate, attrition, declining enrollment, future capital improvements. Determine what infrastructure is needed for a return on investment.

Examples

- Budgeting-develop process for budget cap.
- Prepare for ever-evolving legislation
- How do we engage all community members with funding? Create more outreach conversations like this.
- As enrollment declines can we look at offerings through hybrid classes, partnerships, etc.
- Attend to special education funding and early identification
- Cost per pupil, how does that tie into data?
- Incorporate statements understanding of how clubs get funding (e.g., the children think more funding goes to sports than clubs.)
- 2 platforms—Schoolology and Alma – is there opportunity for streamlining?
- Plan capital improvement knowing this can be impacted by changing boards/taxpayers, etc.
- Salaries are a barrier

Staff—Culture & Climate, Wellness Social, Emotional, Physical

Include strategies that help support staff's work-life balance and maintain strong relationships and networks (e.g., attending to signs of burnout, shifts in workloads, perception of teachers).

Examples

- School positions and roles may differ across the district, support may also look different
- Empowering teachers to be who they are
- Giving teachers autonomy and trusting them to be unique
- More outdoor and experimental learning allowed for staff

Incorporate a structure and plan for staff to give ongoing feedback with a focus on shared communication across roles and schools.

Examples

- Ask staff if multiage classes are still the right choice
- Keep the following:
 - Engaging professional development opportunities



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- Staff culture of feeling heard by administrators and meaningful staff meetings
- Conversations that are respectful and professional
- Discuss curricular creativity and the challenge of over-testing – need to find a balance
- Staff discussion and support around the shifting nature of student behaviors. They have changed and are affecting the growth of other students.
- Build up opportunities for staff voice:
- Support staff role-modeling and expression of needs
- Help new staff have more voice
- Opportunities to gather more anecdotal data throughout the year

Plan for opportunities that lend to staff bonding and team building (e.g., Morale committee to gauge how things are going, have this team change every few years, sunshine committee exists at ILES, wellness committee exists, come together through social outings).

Examples

- Help school become the hub of the community and place where people come together
- Bring in outside programs to look into programs (e.g., bring in counselors for staff, include stress relieving strategies for staff)

Student—Culture & Climate, Wellness Social, Emotional, Physical

Develop plans to support students' cellphone and social media use, and technological literacy

Examples

- Keep cellphone bans and addressing social media concerns.
- Less screens, less computer times, less time looking at TV screen in classes
- Continue educations around cell phone use

Strategize for curricular opportunities that support students' ability to adapt and face failure or discomfort – to boost confidence, initiative, and perseverance.

Examples

- Promote student agency – incorporate this into “Vision of a Laker,” and teaching practices.
- Build in “unknown” or “discomfort” so that learners can adapt/react to develop coping tools
- Increase student agency and ownership to boost confidence.
- Keep the variety of options to find themselves at both Inter-Lakes Elementary School and Inter-Lakes Middle-High School.
- Develop and/or maintain structures for student-driven projects and classroom leadership
- Incorporate service learning into students' requirements for school.
- Foster choice in tasks/assessment—choice and voice increase at High school



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Create an adaptable transition plan for students entering school, moving up in schools, moving into the community. Support for students as they experience school culture changes.

Maintain evolving structures and staffing to support students' mental health needs.

Examples

- We are being proactive and thoughtful about the increasing population of students with complex challenges – guidance counselors are key, memorandum of understanding with Growing Roots.
- Develop initiatives and ways to focus on students' mental health and wellness (e.g., use the Youth Risk Behavior Survey (YRBS) to inform areas of focus and progress forward).
- Education on: Sexual assault, Racism, Ignorance, Hatred, Consent, Healthy relationships
- Consider resources and frames such as: self-regulation tools, emotional intelligence, education surrounding conflict resolution, how to understand different interactions between classmates, stepping out of comfort zones etc.)
- Students feel safe at school but sometimes when the whole body is affected by issues of a small group, its uncomfortable

Develop the structure and means to help students and staff move, go and learn outdoors.

Examples

- Keep partnerships: Growing roots support in school, naturalist in classrooms, Greenhouse, Fish and Game (Sandwich Central School), Ossipee watershed (Sandwich Central School), Merrowvista!
- Accommodate student physical needs- physical education instruction, several recesses a day, breaks etc.

Utilize data to help implement culture and climate changes.

Examples

- Sandwich and Inter-Lakes Elementary School mix PreK-4/5 – this is going well.
- Youth Risk Behavior Survey (YRBS) data – thinking together about current environment and how do students think we can implement any changes.

Family & Community Engagement

Develop a unified Communication system to promote shared understanding and involvement.

Examples

- Questions that persist: How do we get all of the information out? What is the best way to contact people? opt in? opt out?
- Unified communication system - Too many communication tools and formats, need an all-inclusive platform for communication
- Increased communication regarding available resources and understanding policies



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- Keep developing family-school connections. Communication from school to home (kindergarten)-it's been helpful! (e.g., Update technology-based tools and focus on capacity for web-updates and communications).
- Improve communication with the greater school community. People not connected to the schools may not know what is really happening.
- Determine means for addressing access challenges (e.g., liability, age-based barriers, technology resources, volunteer process, develop universal fundraising systems).

Develop ways to for cross-school collaboration to wnhance connectedness and access to resources/opportunities.

Examples

- Parent Teacher Organization (PTO) vs Parent Teacher Association (PTA), all the schools need more collaboration
- Bridge between community and students / families with special needs
- Connecting the 3 towns - More cohesion given the varied resources and access
- Connecting with Pre-K children and families
- Involve graduates and community members in learning and teaching through partnerships, visits, fieldtrips, and communication.

Increased family networks and opportunities to join interactive school activities

Examples

- Outline opportunities for families and community to get involved (e.g., develop a family-onboarding group, support sustainability, encourage mutual support among families, opportunities for volunteer supervision roles).
- Build in more opportunities to include families— i.e. volunteer in classrooms, family days, guest readers, game day, art show. Sometimes easier if done monthly/routinely.
- 2nd open house in lieu of March conferences to engage families, students, and community

Build partnerships and increase community presence in the Inter-Lakes School District schools.

Examples

- Educating community members who don't have kids in school about the importance of their involvement-giving them roles that they can grasp
- More outreach between schools and local businesses (internships).
- Student-based community service/outreach
- Rebuilding connections in the community. Reach out to locals. Extend the web.
- Maintain and foster community strength and pride (e.g., student involvement, booster club, Parent Teacher Associations (PTAs), community-based activities, volunteer organizations and efforts, links to the community center and public library).
- Bring in volunteers to present and engage with learners by sharing their personal and professional skills (careers, activities, trades, volunteering, mentors etc.).



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Next Steps for Engagement

Through the end of spring 2025, additional stakeholder engagement activities include:

May 2025	Post-Graduate Survey sent, waiting for results
May 22, 2025	Post-Graduate Reception – Class of 2015-2025 Inter-Lakes Middle High School Cafeteria, Thursday, May 22, 3:30 p.m. - 4:30 p.m.
Anticipated mid-May to mid-June 2025	Upper-level student engagement (Grades 7-12) Follow-up community survey

New Hampshire Listens will summarize all the input gathered during all engagement activities and compile a comprehensive summary. This will be made available to all members of the community via the strategic plan website. The information will be used to create a draft Strategic Plan. **The goal is to share a draft plan fall 2025 for feedback.** This feedback will be used to inform the next iteration before it is presented to the School Board for consideration in December 2025.

Interested in Helping to Write the Strategic Plan?

If you would like to participate in the creation of the draft the summer, you can reach out directly to your superintendent Mary.

Contact:

Mary Moriarty, Superintendent SAU #2
Inter-Lakes & Ashland School Districts
Humiston Building, 103 Main Street Suite 2, Meredith, NH 03253
(603) 279-7947



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Appendix A. Full Strategic Plan Process and Timeline

Learn more here:

Strategic Plan Development Process and Timeline



GOAL

⇒ Completed Strategic Plan with measurable outcomes by January 2026 ⇐

Mid March 2025 – Mid June 2025

PHASE
1

Objective: Obtain Stakeholder Input on a 5 year Vision for the School District.
Process: Engage all Stakeholders (Parents/Guardians, Students, Community, Staff, and School Board) through surveys and community based listening sessions. Seek feedback from graduates who graduated within the last 10 years.

Mid June 2025 – August 31, 2025

PHASE
2

Objective: Use the information gained in Phase 1 to draft a Strategic Plan with measurable outcomes. This draft will be developed through a small working Strategic Planning Committee.

September 2025 – October 2025

PHASE
3

Objective: Share Draft Strategic Plan with Stakeholders (Parents/Guardians, Students, Community, Staff, and School Board) and gain their feedback on the draft Plan.

November 2025

PHASE
4

Objective: Review stakeholder feedback from Phase 3. The Strategic Planning Committee will update the draft Strategic Plan.

December 2025

PHASE
5

Objective: School Board takes action on the proposed Strategic Plan.



Appendix B. April 2025 Community Conversations - Small Group Raw Transcriptions from Large Worksheets

April 3, 2025, 6-7:30pm, Meredith Middle-High School Cafeteria

Teaching & Learning

When you think about our strategic plan for the next five years, what key goals, projects, etc. should we be focused on in this area?

- Healthy adult when leaving
- Want children to be ready for the world when leaving and be able to work with ones that are different than them.
- Culturally aware— “Balance checkbook”
- Be a thinker, make good choices
- More hands on
- Real life skills—check writing, resume building
- Kindergarten-8th grade financially literacy
- 7th grade- be prepared academically; socially—for those next steps
- Holding student accountability
- Variety of teaching methods
- Forward thinking in teaching to prepare students
- Social Emotional Learning (SEL)
- Special Education- 30%
- More outside time and more extension
- Do we have outdoor classrooms?
- Chairs in the classrooms

What does our school district do best that we should keep?

- Small class sizes
- Communication from school to home (kindergarten)-it's been helpful!
- Connections with schools- teachers are responsible, caring, apathetic (exchange students)
- My student is learning cursive!!
- Kindergarten and 2nd grade teachers are amazing-meeting students where they are at-making them succeed no matter what.
- 3rd and 7th grade - Students, teachers are not afraid to teach topics that could be challenging
- Bank program at Inter-Lakes Elementary School (ILES)
- Variety of options to find themselves at both Inter-Lakes Elementary School (ILES) and Inter-Lakes Middle-High School (ILMHS)



What barriers do we face in achieving strategic priorities for our district? Where should we focus areas of improvement?

- World languages 7-12th grade, keeps changing
- Vertical continuity K-12. Different times Elementary and Middle School
- World cultures at Inter-Lakes Elementary School (ILES) has been cut
- Took two and a half years to get an Individual Education Plan (IEP)
- Completely biased grading, parents and teachers don't like it. Kids care less about their grades
- Spelling is not caring about ACTUAL spelling
- As teachers-time crunch
- Class sizes- big (21)
- Teachers using only one data point (NH Statewide Assessment System (SAS))
- More to a student than just the data point
- Enrollment is decreasing and choice might change
- Athletics isn't always the end, should be secondary
- Technology setting boundaries
- Technology literacy programs.... choice in courses
- Disconnect in curriculum with technology and what's being taught
- Students are continually changing with needs

How will community members help achieve the Inter-Lakes School District strategic plan?

- We need people to get involved—take your dad to school

What kind of data do you think would help inform your thinking/suggestions?

- Use data to be useful—forward thinking

Co-Curricular & Athletics

When you think about our strategic plan for the next five years, what key goals, projects, etc. should we be focused on in this area?

- More students involved in co-curricular
- Build community
- Increase school spirit/ pride
- Increase personal fitness opportunities
- Thriving teams

What does our school district do best that we should keep?

- Variety of offerings
- Cooperation with local schools (sports, robotics)
- Inclusion- we make it work
- Elementary Ski/ Snowboard Program



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- Connecting resources to families
- Coaches / advisors building relationships with participants (trusted adults)
- Teams / coaches very welcoming to exchange students
- Team building opportunities with team
- Destination Imagination program
- Effort to raise funds for lights

What barriers do we face in achieving strategic priorities for our district? Where should we focus areas of improvement?

- Small school/ community-so difficult to offer many things
- Schedules (student schedules and adult schedules)
- Co-curricular offerings listed more visible and communicated more often
- Volleyball and football get all the support disagree that there are no cuts
- 24 students on 1 team are too many, need more teams
- Declining student population
- Students choosing club/private activities instead of participating for school team
- Not enough opportunities for younger students
- Middle school model—6th grade at elementary and only included in sports
- 6th grade Spirit Day - Why included just in sports?

How will community members help achieve the Inter-Lakes School District strategic plan?

- Get families involved and invested, use strengths of families and benefit cause
- Figure out what roles are needed and find community members who can help

What kind of data do you think would help inform your thinking/suggestions?

- Track participation numbers of various groups and evaluate strength of programs
- Communication

Finance & Operations – Facilities, Technology, Human Resources, Transportation

When you think about our strategic plan for the next five years, what key goals, projects, etc. should we be focused on in this area?

- Hybrid classes due to enrollment
- As enrollment declines can we look at keeping offerings through hybrid classes, partnerships, etc.

What does our school district do best that we should keep?

- Maintenance Upgrades-blacktop, curbing etc.
- Programming-offerings
- Planning ahead is a plus (budget)



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- Strong Parent Teacher Association (PTA)
- Technology
- Supportive community
- Field/Track

What barriers do we face in achieving strategic priorities for our district? Where should we focus areas of improvement?

- Website not updated
- Financial budget can be challenging with cuts
- Tax rate
- Future planning for Capital-improvement
- Attrition- Does saving money impact curriculum? (i.e., world culture)
- Budget/Timing
- Declining enrollment
- Encouraging teachers to voice their thinking – build up trust and safety for honest conversations

How will community members help achieve the Inter-Lakes School District strategic plan?

- Donate Wood-chips
- Time & Resources

What kind of data do you think would help inform your thinking/suggestions?

- Future planning of new maintenance projects (i.e. lights)
- Improvement of Inter-Lakes Elementary School playground-mud
- Boundary of wood and playground (Inter-Lakes Elementary School)
- Attention to “Little things”- “Tired”
- Balance of full-time equivalent (FTE) vs Administration Support
- Early detection- Special Education

Culture and Climate, Wellness Social, Emotional, Physical (Staff)

When you think about our strategic plan for the next five years, what key goals, projects, etc. should we be focused on in this area?

- What does the community want schools' roles to be?
- Having a better work/life balance
- We want our staff to feel supported

What does our school district do best that we should keep?

- Staff is supportive of one another
- Gratitude award at each staff meeting (for all faculty)



This draft summary will be updated until June 30, 2025, when drafting the plan begins.

- Friday focus in includes a gratitude section
- Strong relationships and networks. Students model this as well
- Staff is approachable
- Parents feel we have good communication
- Amazing teachers—they go the extra mile. Should get more recognition

What barriers do we face in achieving strategic priorities for our district? Where should we focus areas of improvement?

- Concerns about funding
- Post-COVID, there has been a shift in perception towards teachers
- Lack of respect takes an emotional toll
- Schools/ staff being asked to do more and more
- Teacher burnout
- Demands remain the same but there are less people—increasing workload

How will community members help achieve the Inter-Lakes School District strategic plan?

- Families and communities can help give feedback as to what they want school to be
- Community members approach schools worthy an open mind
- Assume staff have best intentions
- Do staff feel supported enough to teach kids?

What kind of data do you think would help inform your thinking/suggestions?

- Staff should have opportunity to provide honest and genuine feedback without fear of repercussion
- Open communication both ways
- How can we better address vaping issue? — this takes a toll on climate.

Culture and Climate, Wellness Social, Emotional, Physical (Students)

When you think about our strategic plan for the next five years, what key goals, projects, etc. should we be focused on in this area?

- Keep all group and personal curriculum (PC) data

What does our school district do best that we should keep?

- Proud of our personal competencies and language
- Appreciative of competency system, rewards vs. punishment
- Communication
- Alma - Access speed of communication - <https://www.getalma.com/>
- Competency grading. And pride
- Proud of middle school phone bans



This draft summary will be updated until June 30, 2025, when drafting the plan begins.

- Consistency of language
- Kids enjoy achievement awards
- Seniors paint their parking spots, there are some the fun things.

What barriers do we face in achieving strategic priorities for our district? Where should we focus areas of improvement?

- Lack of control on social media
- Strong connection to families
- Same team

How will community members help achieve the Inter-Lakes School District strategic plan?

- Continue to support mental health initiatives

What kind of data do you think would help inform your thinking/suggestions?

- Decrease in Youth Risk Behavior Survey (YRBS), negative score, increase social emotional happiness
- Reduce suicide levels
- Tech restrictions
- Ready to leave with useful skills
- Parents fee
- Empowerment

Family & Community Engagement

When you think about our strategic plan for the next five years, what key goals, projects, etc. should we be focused on in this area?

- Resource communication
- I am new to the district.
- Updated technology-based tools
- Universal fundraising systems

What does our school district do best that we should keep?

- Community Center
- Public Library
- Volunteer organizations and efforts
- A sense of community pride
- Parent Teacher Organizations (PTOs)
- Community based activities
- Strong Community support
- Student involvement
- Booster club
- Electronic sign



This draft summary will be updated until June 30, 2025, when drafting the plan begins.

What barriers do we face in achieving strategic priorities for our district? Where should we focus areas of improvement?

- Not taking advantage of parent volunteers
- Before 2020 it was more of a community
- Parents feel pushed out of school, cannot get in
- Laws, regulations, liability
- Age related access and programming
- Cost related to access
- Volunteer registration process
- Getting involved
- 6th grade access to middle school activities
- Transportation
- A lot of parents have given up on going to meetings
- Understanding tech resources
- A lot of teachers feel they will lose their job if they say what they feel.
- Transparency—confidentiality excuse, need to know repercussions

How will community members help achieve the Inter-Lakes School District strategic plan?

- Family on boarding group
- Families supporting families as children grow up
- Volunteer supervision

What kind of data do you think would help inform your thinking/suggestions?

- Family involvement and Communication at school
- Support sustainability

April 10, 2025, 4:30-6pm, Center Harbor Town Hall

Teaching & Learning

When you think about our strategic plan for the next five years, what key goals, projects, etc. should we be focused on in this area?

- Student growth/patience with different paths
- Developing cohesion—school wide
- Clear pathways at graduation
- Math-critical skill globally—we need to increase to ability
- Reading ability as a global skill
- Focus on a balance of required courses—caution on over emphasis of Science, Technology, Engineering and Math (STEM)-increase a focus on humanities
- Differentiation and personalization
- Strong base- science, technology, engineering and mathematics



This draft summary will be updated until June 30, 2025, when drafting the plan begins.

- Build in “unknown” or “discomfort” so that learners learn how to adapt/react to develop coping tools
- How to apply technology and evaluate output (artificial intelligence (AI))
- Push for students to go out of the flow
- Try new things
- Much opportunity for small school size
- More business involvement in school curriculum
- Do students think they are able to choose classes they want?
- Can there be one tool rather than multiple? (Schoology, Alma)
- How can we increase the ratings of our schools?
- Consequences for students—increase them as responses to lack of work production
- Teacher expectations for sub plans so that subs have the access they need
- Increase student agency in additional roles—ownership over leading conflict resolution (CR) activities boost confidence
- How can we make sure our learners are exposed to as variety of courses/programs not just go with the flow
- Desire to find more opportunities to honor the whole child
- Opportunities for teachers transfer science of reading (SOR) into math teaching and learning
- Allow responsible artificial intelligence (AI) use with world language being shifted, how do we maintain the critical lessons of that programming
- Increase STEM because teachers are taking on math instructions
- Inform parents of our assessment expectations—by grade level (formal and informal) and ensuring we implement developmentally appropriately.
- Consider a stronger grade 6 transition formative and summative assessment
- Explain the grading practices (Competent Learner (CP) is not equal to a C+) so that our community understands and colleges (admissions)
- Algebra 2 parts A and B should it be one year
- Hand son learning-screen learning isn't for everyone
- Balance all modes of learning—instructions, student and peers
- Add more interest-based learning
- See learning competency-based learning in action—what are they interested in?

What does our school district do best that we should keep?

- Tech programming
- Primary- science of reading (SOR) in all aspects of students' growth
- Data collection
- Teacher/staff engagement (parent), compassion
- Schools are rated well
- K-12 science of reading (SOR) engagement—to begin a solid foundation



This draft summary will be updated until June 30, 2025, when drafting the plan begins.

- Maintain flexibility in programming
- Teacher engagement in learning how learners learn to read
- Continue to learn and keep ahead of new trends – artificial intelligence (AI)
- Very data driven
- Helps teachers know what to target
- School pride/school spirit
- Competency-based learning

What barriers do we face to achieving strategic priorities in our schools? Our Inter-Lakes School District? Where should we focus areas of improvement?

- Space and staff
- Are there fiscal limitations?
- Understanding the grading system
- How to privatize in order to maintain programming
- Big technology reliance—how do we also balance no screen time—use of technology
- Using technology as a tool—to not become dependent on it
- How do we respond to substitute absences?
- Balancing all the many proprieties within the school day—loss of subjects
- Time
- Structure of the schedule
- Buddies
- Frequency of state assessments
- Balance of informal vs. formal assessments
- Grade level collaborations
- Curriculum programs used.
- The removal of world languages
- Class wise/groupings
- Intervention program
- Budget
- How do we get the word out to the community

How will community members help achieve the Inter-Lakes School District strategic plan?

- Promote educations
- Take ownership—Art attendance
- Increase outdoor field trips
- Parents, volunteers
- Students need more time outdoors
- Help fundraising/create opportunities- make sure the com unity learns about student activities



What kind of data do you think would help inform your thinking/suggestions?

- Professional development data
- Assessment data
- Post-grad data
- Social emotional learning (SEL) data (elementary)
- Data collection from recent graduations to garner whether that identify gaps or needs they have

Co-Curricular & Athletics

When you think about our strategic plan for the next five years, what key goals, projects, etc. should we be focused on in this area? What desired outcomes come to mind in this area?

- Revisit pre-Covid goals
- Athletic, faculty, budget
- What is our plan to keep faculty update for all athletics
- Bring back school spirit
- Create real world experiences, farming, skill building
- Redecorate gym at the high school bring back banner
- Programs for younger kids—after school programming
- District wide ski program—sandwich has a program
- Introduce culinary arts with visual arts
- Make it part of the broader curriculum
- Private funding for field lights and club sports

What does our school district do best that we should keep? What are we proud of that we should keep doing?

- Diversity of programs-not just sports
- School history—but update it (new trophies)—hall of fame?
- Promoting clubs and teams
- Internally—could connect more with the community
- Lakerbots— <https://sites.google.com/interlakes.org/lakerbots/2025-competition-events>
- Transportation to and from activities—smaller buses—taxpayer understanding?
- Theatre—kids from different levels

What barriers do we face to achieving strategic priorities in our schools? Our Inter-Lakes School District? Where should we focus areas of improvement?

- Check area where students can work together—free learning
- Free play area
- Limited student involvement t in news
- Programs/ projects for elementary students but carry it over to upper grades
- Do we have enough student enrollment for the diverse programs? Staff? Volunteers?



This draft summary will be updated until June 30, 2025, when drafting the plan begins.

- School paper/ bulletin is too closed off—limits community involvement
- Limited students' involvement in news

How will community members help achieve the Inter-Lakes School District strategic plan?

- Free play area where kids do anything they want to solve problems together
- Bring in community members (careers, activities)
- How do you know what is going on when you don't have a lead in the school system?
Community members would be involved if they knew about them
- Sponsorships for clubs or help with supplies
- Community mentors for students
 - skilled workers
 - job shadow, internships
- More safe opportunities for people to come to the school and exhibit concerns
- Create area where students can work together—free learning
- “The jungle is now open” Organized chaos—can we create this space
- Lakerbots, Destination Imagination

What kind of data do you think would help inform your thinking/suggestions?

- Partnership with paper and school—expand connection between community and school at multiple avenues
- School column/community bulletin
- Polling—can help check in with students regularly about what extracurricular students are interested in
- The activities/or future activities at school, somewhere else?
- School transportation
- What is available for kids who are interested in art and humanities?

Finance & Operations – Facilities, Technology, Human Resources, Transportation

When you think about our strategic plan for the next five years, what key goals, projects, etc. should we be focused on in this area?

- Still have work to do.
- Educate parents on access to educational platforms
- Safe and future ready technology needs to be a top priority. Youth has never been more engaged and attracted to technology. Being able to have limits but also growth in an ever-changing and evolving area.
- Provides necessities
- More funds to real world experience hands on
- Field trips incorporate smaller field trips into the year



This draft summary will be updated until June 30, 2025, when drafting the plan begins.

What does our school district do best that we should keep?

- Providing access, but limiting it
- Continue funding technology
- How are we all locating our resources
- Budgeting-develop process for budget cap. Ever evolving legislation
- Locker room update
- Student safety doing well—transportation
- Safety/ security- Maintenance

What barriers do we face in achieving strategic priorities for our district? Where should we focus areas of improvement?

- Public, parents who want child to have tech access.
- Income, supervision at home
- Aging infrastructure/budget
- Cost

How will community members help achieve the strategic plan?

- They need to be on board
- Communication with community, targeted communication for events

What kind of data do you think would help inform your thinking/suggestions?

- Clean up heating
- Statements understanding of how clubs get funding. The children think more funding goes to sports than clubs. 2 platforms—Schoology and Alma
- Update status on the renovations of the girl locker rooms
- Facilities Sandwich Central School (SCS) good, works for us greenhouse
- Cost per pupil, how does that tie into data.

Culture and Climate, Wellness Social, Emotional, Physical (Staff)

When you think about our strategic plan for the next five years, what key goals, projects, etc. should we be focused on in this area?

- Help staff remember that we do is seen by students—if you are stressed and now showing how to de-stress you are not role modeling
- Helping new staff to have more voice
- More opportunities for staff bonding and team building
- Morale committee to gauge how things are going
- This team changes every few years
- Help school become the hub of the community and place where people come together



This draft summary will be updated until June 30, 2025, when drafting the plan begins.

What does our school district do best that we should keep?

- Gen ed and special ed teaching together
- Proud of teacher communications with each other
- Parent Teacher Organization (PTO) involvement
- Wellness committee
- Sunshine committee at Inter-Lakes Elementary School
- Staff shows up for kids—student centered

What barriers do we face in achieving strategic priorities for our district? Where should we focus areas of improvement?

- Money
- How can we better connect with each other?
- How to bridge connections among teachers
- Non-verbal communication
- Let staff express what their needs
- Fear of sharing too much
- Not a dedicated team to help
- Keep conversations respectful and professional particularly from leadership

How will community members help achieve the Inter-Lakes School District strategic plan?

- Come together through social outing
- Bring in counselors for staff
- Trying to grow more involvement for parents. Not the same parents doing all
- Changing Parent Teacher Organization (PTO) meeting times so more can attend? To accommodate staff.
- Help find what people are good at and recognize strengths.

What kind of data do you think would help inform your thinking/suggestions?

- Include stress relieving strategies for staff
- Bring in outside outside programs to look into programs
- Needs assessment survey
- Well-being survey
- Climate/culture survey—share results

Culture and Climate, Wellness Social, Emotional, Physical (Students)

When you think about our strategic plan for the next five years, what key goals, projects, etc. should we be focused on in this area?

- Outreach-Home/school connections
- Environments outside learning days



This draft summary will be updated until June 30, 2025, when drafting the plan begins.

- Mandatory community service
- Every child feels seen and safe
- Feel belonging
- Individualized/nurturing environment
- Reasonable class sizes
- Outdoor time
- Really captures our Pre-Kindergarten-12th grade range of students
- Keep family involvement strong through high school
- Students taking part in each other's events
- Winter program at elementary school

What does our school district do best that we should keep?

- Longevity of community multigenerational
- Safety plan for emergency. In/out processes
- Huot Career and Technical Education Center
- Supporting learners needs
- Multi modal learning
- Memorandum of Understanding (MOU) with growing roots outside the therapists
- Student clubs/student leadership
- Longevity of community
- Acknowledge students as individuals
- Develop relationships
- Community
- Career Partnership Program
- Pathway program
- Yearlong English
- Brain breaks—outside walks
- Welcoming of everyone regardless of economic background

What barriers do we face in achieving strategic priorities for our district? Where should we focus areas of improvement?

- Social emotional learning/ anxiety (screens, social media)
- Refusal to go to school
- World events/politics
- Increased needs of student population
- Still have these needs while paying attention to regular ed students
- Balance Social Emotional Learning (SEL) and academics
- Schedule/time/priorities is limited
- Space for differing needs



This draft summary will be updated until June 30, 2025, when drafting the plan begins.

- Adults to support (in school suspension (ISS))
- Opportunities to involve families

How will community members help achieve the Inter-Lakes School District strategic plan?

- Community services for students—mentorship and apprenticeship
- Shared responsibility
- Have families come into school more often
- Family volunteers
- Parent Teacher Organization (PTO)
- Regular attendance
- Believe in education and promote learning
- Strong two-way communication

What kind of data do you think would help inform your thinking/suggestions?

- Block scheduling
- Tools/training to help increase culture and climate naturally
- Data about whole child not just academic data

Family & Community Engagement

When you think about our strategic plan for the next five years, what key goals, projects, etc. should we be focused on in this area?

- Unified communication system
- Increased communication around events
- More community-based events / classroom events
- Bridge between community and students / families with special needs
- MHS conferences
- Increased partnerships
- Improved communication
 - with the greater school community (beyond enrolled families)
 - regarding available resources
 - and opportunity to understand policy
- Increased presence at school by community members

What does our school district do best that we should keep?

- Communication with enrolled families
- Parent Teacher Organization (PTO) support and presence
- Parent, student, teacher conferences
- Interact club
- Rotary
- First phone call of the year



This draft summary will be updated until June 30, 2025, when drafting the plan begins.

- Recreation programs/partnership
- Community center
- Theatre program
- Got lunch
- Greater Meredith program
- Staff engagement

What barriers do we face in achieving strategic priorities for our district? Where should we focus areas of improvement?

- Too many communication tools – formats
- 3 communities – varied resources and access
- Security protocols and safety measures
- The time it takes to establish relationships and routines
- Too little or too much information
- Accede to information regarding policy
- Curriculum/time limits
- Management of community outreach

How will community members help achieve the Inter-Lakes School District strategic plan?

- Understanding and participating in desired outcomes
- 2nd open house in lieu of marches conferences to engage families in any opportunities for remainder of year
- Increased family to family network
- Community members sharing their professional and personal skills (mentoring)
- Outreach between schools and local businesses (internships)

What kind of data do you think would help inform your thinking/suggestions?

- Extended learning opportunities and outcomes and participation
- Participation data
- Build in more opportunities to include families— i.e. volunteer in classrooms, family days, guest readers, game day, art show. Sometimes easier if done monthly/routinely.
- Resource library
- History of schools and district connection to past and present
- Communication and implementation of policies and



April 15, 2025, 6-7:30pm, Sandwich Central School

Teaching & Learning

When you think about our strategic plan for the next five years, what key goals, projects, etc. should we be focused on in this area?

- How to problem-solve, collaborate, (soft skills)
- How can we ensure learners are developed citizens, prepares for engagement with other, different people?
- It's important to make sure we are supporting all learners (with different instruction personalized needs)
- How can we be creative with future programming—as we shrink-resources are finite. (Other districts, extended learning opportunities (ELOs), Virtual Learning Academy Charter School (VLACS))
- I would like to know how play based learning is being incorporated into the kindergarten curriculum
- How can we better prepare students for life after high school, finance, etc.
- Pair higher academics with the Huot Career and Technical Center keep the arts, more science, more tech
- Real world assessments
- Project-based learning community involvement with assessments
- Pertinent professional development to staff—ask them what they need and use national and local climate to aide
- What do we do right now to meet students' needs.
- Student teaching is the best way to learn
- Experimental education
- Learn by doing “getting your hands in the dirt”
- Reduce pressure from testing/assessments
- More world language opportunities for younger students
- Support continued for the arts and music
- Outside time more
- Increase in trade classes beyond just Huot Career and Technical Center —maybe at younger levels
- Recognizing and supporting all possible career paths
- Life success, finances, etc.
- Trade programs need to return wood shop, Huot Career and Technical Center
- Smaller classroom sizes
- Outreach science center etc.
- Skills learning (cooking, knitting)
- Outdoor classroom



This draft summary will be updated until June 30, 2025, when drafting the plan begins.

- Opportunities to apply academic skills in really world settings
- Rebuilding connections in the community with kids
- Weaving in nature-based curriculum. ReTree Us—planting gardens/orchards.
- Non-profit provides educational layout. Right in sandwich
- Less tech for the younger kids
- Reaching out to locals. Extending the web
- I think community involvement is key in helping achieve any strategic plan—there is a wealth of knowledge expertise, and experience that can be shared to our students benefit.
- A key goal is to give students access to all types of further education opportunities whether that is college, trades etc.
- Maintain focus on basics but don't lose sight of the arts
- Be more open to trade professionals. Not everyone needs to go to college
- Accesses for all students for all post-graduate trades
- Physical skills i.e., how to grow food
- Weaving in nature-based curriculum, school gardens, orchards
- Keep the basics, everyone needs to know how to read and write
- Increasing outdoor activity
- Increasing more opportunities for community engagement
- Physical skills. How to grow food, community connection
- More interactive classes
- Enforced feedback policy—at the end of classes have a teacher feedback form required by IL
- Different learning pathways
- Peer conversation
- Consistency
- Less screens, less computer times, less time looking at TV screen in classes
- Textbook to backup lessons
- Break in between classes to be able to move/walk
- More learning, for learners' sake, not to just complete assignments
- Grading practices can be confusing and may be inconsistent—and may not be able to show growth over time
- Elementary curriculum should be coherent because all learners move to Inter-Lakes Middle-High School (ILMHS) —and this includes within grade level—teachers use too much autonomy and it's not a benefit for learners
- Shifts from Sandwich Central School (SCS) are different from Inter-Lakes Elementary School (ILES) especial with differentiation
- How do we foster the love of reading? Reading and writing classes integrate both classics and nontraditional texts to meet all interest—English curriculum
- Increase time outdoors? Learning time outdoors, continue through High school



This draft summary will be updated until June 30, 2025, when drafting the plan begins.

- Foster student choice in tasks/assessment —choice and voice increase at High school
- To have a structured literacy program
- Wave pool—to bring back opportunities for integrated experiences for learners
- Perhaps there can be a process for math and science to follow similar to the elementary literacy process.
- Caution the integration of technology
- Facilities clean/safe and secure

What does our school district do best that we should keep?

- Shifting to competency-based learning
- We have re-learning and reassessment policies to support learners
- Teaching to students learning style and ability
- Hands on learning and getting outside
- Helping staff stay on top of latent research in education
- Not too much emphasis/use of technology/ with younger students
- Making sure kids are prepared for jobs (not necessarily standard curriculum)
- Teachers use rubrics to communicate expectations to learners
- Opportunities for students to lead in the classroom
- Multi-age classrooms
- Current partnerships
- NH fish and game
- Green Mountain Conservation
- Lots of opportunities to move their bodies
- Free play time
- Different learning approaches
- Project based learning
- Keep outdoor engagement
- Multi-age classrooms
- Literacy—we have made a lot of progress, and we need to build on a knowledge-based curriculum and that will connect to strengthen all other content areas
- Community connections: putting knowledge into context—page pond, Prescott, etc.
- Personal connections that make an identity

What barriers do we face in achieving strategic priorities for our district? Where should we focus areas of improvement?

- Grading can be subjective—How do you know that learners can apply knowledge
- Focus on skills and skill development
- Covid shifted course duration—how do we ensure learners are informed citizens—history courses—how can we monitor the standard for graduation



This draft summary will be updated until June 30, 2025, when drafting the plan begins.

- How can learners move when ready—if we are competency-based?
- Inter-Lakes Elementary School (I-LES) and Sandwich Central School (SCS) now always offering the same opportunities
- Pressure on students in regard to testing
- Conflicts between Advanced Placement classes and Huot Career and Technical Center in class times and schedule
- Different teaching teams can have very different philosophies which is tough for students. (i.e., class management)
- Fostering an individual child's strengths
- Community members not connected to the schools may not know what is really happening in our schools
- Requirements for annotations can detract from the love of reading a text—texts are covered with sticky notes
- Helping kids learn to love reading more and beyond High school
- Ensure alignment of activities and approaches to the core values vision and mission
- There is a need to balance family time/connections with school
- How are we evolving how the tools we use to teach to meet evolving needs of our communities, etc.
- Who is figuring out measures of success and the way we define it?
- Core values and what we can do with curriculum to maximize focus on this deep knowledge building
- Math—follow a tragedy like the one we did in choosing literacy curriculum
- Look at portrait if a graduate vision of a laker
- More for lower grades
- World history and other classes cut down to a quarter at the high school
- Replacing teaching staff instead of shifting positions
- Strength: teaching staff

How will community members help achieve the Inter-Lakes Strategic Plan?

- English language development —how can we enhance programming?
- Intellectual development, agility and knowledge need to be central.
- Partnerships with Moultonborough for example for other classes
- Internship programs more of these
- Audience members for extended learning opportunities (ELOs) /senior presentations
- Checking Alma more parents friendly
- Communications what material is being taught in the classroom
- Parents can reinforce material being learned
- Knowing what levels standards are required for grade appropriate
- Help with regard to hands-on skill classes



This draft summary will be updated until June 30, 2025, when drafting the plan begins.

- Community organizations i.e. nature center to help support active learning
- Are there opportunities for community-based projects?
- People want to teach kids new skills
- Community partners for nature-based programming
- How do we lessen screen time/social media
- How can we tell the community/parents into our schools—increase connections
- How are we accommodating different learning styles /adapting our measures of success to learning styles
- Intellectual development and agility and knowledge need to be central for one of six goals, the others are reports
- Knowledge, agility, know to learn

What kind of data do you think would help inform your thinking/suggestions?

- How well is Inter-Lakes School District preparing learners for the future (tech skills) beyond facts
- How can data and structures/procedures support move on when ready?
- Alternative assessments
- Enforced feedback policy for all students to complete at the end of a course—so teachers can see students feedback (teaching style, learning pathways, learning styles)
- Who is determine how we are measuring success and is that future-proof?
- Make curricular data more public-teacher anecdotes

Co-Curricular & Athletics

When you think about our strategic plan for the next five years, what key goals, projects, etc. should we be focused on in this area?

- Experiences for all kids in addition to the big popular ones and for younger ages
- More within the schools and across the schools before they are all together in Inter-Lakes earlier than 4th grades
- Meaningful and resilient
- Greater push to be involved in sports/clubs from school, to show value in being a part of them
- More sports
- Greater morale in sports
- Better coaches, more equipment etc.
- More merchandise
- Language clubs—visiting those countries
- Other clubs and more field trips
- Develop foster passions outside of standard curriculum that can extend beyond adolescence
- Can we do series of sports for people to try for 2 weeks



This draft summary will be updated until June 30, 2025, when drafting the plan begins.

- More options: hockey, wrestling and lacrosse
- Sports team morale
- Support all the arts and programs with enough students
- Sports program for elementary school
- Ski program elementary school
- Internships for job experience
- Snowboarding club
- Funding for Lakerbots

What does our school district do best that we should keep?

- Lakerbots
- Support for independent projects
- Keep and more in person gatherings to do something
- Sandwich and Inter-Lakes mix Prek-4/5
- Good variety past 4th grade
- More short clubs—5 weeks, or rotations
- Would love to see some less structured “outdoor play” club
- Love robotics
- Emersion into places where you fine tune passions
- Provide supplemental activities that combine with academic curriculum
- Keep the bots—the kids love robotics
- Learning experiences in community: science center 1
- Science, Technology, Engineering and Mathematics (STEM) programs
- Languages
- Foreign exchange
- Trades programs
- Diversity within athletics, ultimate frisbee, rock climbing

What barriers do we face in achieving strategic priorities for our district? Where should we focus areas of improvement?

- More connected to the tone and school more options
- Connect sandwich folks to Meredith in stronger way
- Support more students to find extended learning opportunities (ELOs)
- Funding
- More life experiences tied to curriculum field trips
- Learn beyond the classroom
- We need as families and educators to focus on a few experiences
- People want more options and there are too many options
- Family rule of let’s finish this first



This draft summary will be updated until June 30, 2025, when drafting the plan begins.

- More to discuss here too many options vs not enough
- Options- the mix experience
- Trips offered but too much money
- Self-supporting programs in case funding changes
- Ability for all students to participate
- Time required and timing of activities
- Variety of activities/athletics (funding, programs)
- Get kids outside more
- More choice and options in athletics
- Ski program at Inter-Lakes and snowboarding
- Funding for Lakerbots
- Ways for all to participate
- Limited choices
- Options for lower grades too?

How will community members help achieve the Inter-Lakes School District strategic plan?

- Reach out to volunteers who aren't current parents—retirees, experts
- The ages mix at sandwich was nice. Keep some of the positive things about that (7th and 8th being told to separate)
- Bring in professionals to show their skills
- More community-based learning experiences
- Outside organizations seem to be going away. Schools could help parks and recreation. The schools could collaborate to have a long-term strategy of opportunities to students.
- Incentives for people to coach/lead
- Bring in professionals
- Hand to get people to help
- Hand to keep what is needed
- Feel welcomed

What kind of data do you think would help inform your thinking/suggestions?

- Survey for interest
- Need to know more about the students process all info they are interested in
- Trend of students having a great fear of being caught in a mistake of trying something and failing
- Some club statistics/data go no where
- How to help kids try and fail
- Would like to see schedule change
- Performance activities
- How do we deal with endless choices



This draft summary will be updated until June 30, 2025, when drafting the plan begins.

- Support teachers by trusting them to craft their culture
- Keep it personal
- Barriers = conformity
- Not adding one more thing
- Sports with lower numbers of individual sports
- What programs are currently being offered
- What challenges do they face
- How do students manage the different activities along with family and academics
- Focusing on students' overall experience beyond the classroom

Finance & Operations – Facilities, Technology, Human Resources, Transportation

When you think about our strategic plan for the next five years, what key goals, projects, etc. should we be focused on in this area?

- Balance of screen time with “Air” time (fresh air)
- Programming opportunities outside of traditional methods
- Resilience
- Better connection of campus to Prescott Park—wheelchair accessible
- Transportation: figure out traffic jam
- Strategic plan should stay within budget
- Facilities clean

What does our school district do best that we should keep?

- Field experiences—but are they enough?
- Planning—infrastructure projects for the future
- Use of money

What barriers do we face to achieving strategic priorities in our schools? Our Inter-Lakes School District? Where should we focus areas of improvement?

- Space for outdoor learning
- Inter-Lakes Elementary School (ILES) greenhouse
- Sandwich Central School (SCS) outdoor garden
- Field experiences
- What infrastructure is needed to see the return on investment?
- How do we keep our facilities adaptable to periods of growth/reductions?
- Capital improvement impacted by changing boards/taxpayers, etc.
- More focus on relationships/less teaching
- Cellphone—barrier/engagement
- Funding—how do we engage all community members with funding



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- Salaries are a barrier

How will community members help achieve the Inter-Lakes School District strategic plan?

- Bring in volunteers to present and engage with learners'
- Advocacy for adequate state funding

What kind of data do you think would help inform your thinking/suggestions?

- More outreach conversations like this
- Budget—forward thinking to plan for big money projects
- Constant evaluations of buildings

Culture and Climate, Wellness Social, Emotional, Physical (Staff)

When you think about our strategic plan for the next five years, what key goals, projects, etc. should we be focused on in this area?

- Empowering teachers to be who they are
- Giving teachers autonomy and trusting them to be unique
- More outdoor and experimental learning allowed for staff
- Ask staff if multiage classes are still the right choice

What does our school district do best that we should keep?

- Engaging professional development
- Support for staff and students
- Strong support for sandwich school, strong feeling if wanting to keep school
- Sandwich Central School (SCS) staff feel very supported
- Friday Focus newsletter
- Small class sizes
- School family
- Our staff at Sandwich Central School (SCS)
- Sandwich Central School (SCS) staff are so approachable and invested in curriculum and in our children
- Staff support each other step into any role that is there
- Staff are feeling heard by administrators
- Staff meetings have been meaningful

What barriers do we face in achieving strategic priorities for our district? Where should we focus areas of improvement?

- Staff having to adhere to certain curriculum and initiatives
- Losing creativity
- Sandwich Central School (SCS) positions may not directly compare to Inter-Lakes Elementary School (ILES) positions that are the “same” we need support!



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- Won't be the same as how we support at other school
- Multi-age teachers
- Student behaviors have changed and are affecting the growth of others
- More support from general classroom paras
- Needing to cover for absent staff
- Over testing, looking for a balance

How will community members help achieve the Inter-Lakes School District strategic plan?

- Community can support staff at both schools, particularly teachers who teach multi-age
- Community showing up at open houses to form personal connections
- Community members doing field trips and sharing knowledge

What kind of data do you think would help inform your thinking/suggestions?

- More anecdotal data, hearing stories from people who previously went here or worked here
- Results from staff climate survey
- More group reflections
- If there is another survey—looking for results to be shared
- Revisit surveys that were done in past

Culture and Climate, Wellness Social, Emotional, Physical (Students)

When you think about our strategic plan for the next five years, what key goals, projects, etc. should we be focused on in this area?

- Computer/screens too much!!!
- Internships-more community members to come in
- Student exchange programs
- More hands-on discussion
- Students value educations—meet those individual needs
- Movement past 6th grade programming
- How kids are assessed vs portraits of graduate—cultural shift
- Projects: student driven
- No cell phones
- Build a policy for district—pledge
- Continue educations around cell phone use
- Education on:
 - Sexual assault
 - Racism
 - Ignorance
 - Hatred



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- Consent
- Healthy relationships
- Interpersonal time with child
- School counselor—get to know all the kids’ names at the beginning of the year
- Sandwich Central School (SCS) builds community within classroom
- Transitioning from Sandwich Central School (SCS) to Inter-Lakes Middle-High School (ILMHS) was such a culture school
- Help those students find their interests that does not interfere with education
- Self-regulation tools
- How to understand interactions between classmates
- Step out of comfort zones
- Conflict resolution skills need to be taught
- Power of failure—as a learning tool
- Friday program - Timbernook (balance and barefoot book)
- Students feel safe at school but sometimes when the whole body is affected by issues of a small group, its uncomfortable
- Supporting youth mental health needs

What does our school district do best that we should keep?

- Growing roots support in school
- Naturalist in classrooms
- Greenhouse
- Guidance classes
- Fish and game - Sandwich Central School (SCS)
- Ossipee watershed - Sandwich Central School (SCS)
- Smaller class sizes
- Personal connections
- Transparency
- Merrowvista! 6th grade
- Technology skills-typing
- Sandwich Central School (SCS)-outdoor time
- Small class sizes, building classroom community
- Sandwich Central School (SCS) -no Chrome zone, lunch Bunch
- School counseling groups continue
- Growing roots
- Naturalist in classroom
- Greenhouse
- Guidance counselors



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- We are being proactive and thoughtful about the increasing population of students with complex challenges

What barriers do we face in achieving strategic priorities for our district? Where should we focus areas of improvement?

- Kids are tired at the end of the day—being told what to do all the time
- Agency missing from the portraits of a graduate
- Focus should shift from Statewide Assessment System (SAS) testing about what students are learning
- More information for families-resources about racism, sexual assault, talked about at home
- Ignorance lack of ready information
- Time met/transitions
- Financial and resource challenges
- Building community once they leave Sandwich Central School (SCS) to Inter-Lakes Middle-High School (ILMHS)
- Opportunities can be lost at Sandwich Central School (SCS) because they are so small
- Technology should be balances with other activities with teaching
- Statewide Assessment System (SAS) testing— technology such as typing is a struggle
- Bullying goes unnoticed

How will community members help achieve the Inter-Lakes School District strategic plan?

- Graduates coming back to discuss their experiences
 - College
 - Trade
 - Job
- Local community to continue to bring in K-6 more!
- Meredith support from sandwich—more collaborative
- Parent Teacher Organization (PTO) vs. Parent Teacher Association (PTA) between all the schools need more collaboration
- More school events
- Have safe affordable housing
- Parents support cell phone policy!!!
- Check in with kids—dialogue with their wellbeing
- Talk about topics at home and provide information and sources to help facilitate those conversations
- Educating community members who don't have kids in school about the importance of their involvement-giving them roles that they can grasp
- Provide safe opportunities



What kind of data do you think would help inform your thinking/suggestions?

- Youth Risk Behavior Survey (YRBS) —small group presently at Inter-Lakes Middle-High School (ILMHS)
- Timbernook
- Youth Risk Behavior Survey (YRBS) data, how do people feel about current environment and how do students think we can implement change
- Youth Risk Behavior Survey (YRBS), local businesses, mental health services
- Literacy- specifically to encouraging love of reading through middle and Highschool
- Conversation on sexual assault, consent, sex at high school levels
- Serious and student led information and impact of racism and adj students especially middle school levels
- Strengths—student access to services in school, including growing roots
- Accommodating student movements and physical needs-physical education (PE) instruction, several recesses a day, breaks etc.
- Making sure that students gain access to mental health services and flexibility with those health needs
- Make sure all students feel valued arts school and that it's worthwhile to them
- Emotional intelligence
- Educations surrounding conflict resolution
- Keep cell phones out of classrooms
- Helping kids step out of comfort zones
- Focus on core values
- How can we maximize on core values
- Mindfulness
- Reduce cell phone at Highschool
- Reduce focus on practicing for Statewide Assessment System (SAS)
- Deep knowledge building curriculum
- Anxiety/emotional health support
- Respect and understanding

Family & Community Engagement

When you think about our strategic plan for the next five years, what key goals, projects, etc. should we be focused on in this area?

- Taking advantage of professional, personal, culture attributes
- Students based community service/outreach
- All-inclusive platform for communication
- Distinct collaborating with groups to get info out
- Student volunteer hours for all
- Connecting with families prior to Kindergarten



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- Community connections and communications behind enrolled families
- Providing families with strategies and resources
- Family resources/education around personal experiences

What does our school district do best that we should keep?

- Community events
- Trusted/established relationships
- Student led conferences
- Newsletters
- Home calls
- Parental involvement across classes and grade levels
- Career connections
- Public events and celebrations
- Parent student conferences
- Sandwich Central School (SCS) builds community
- Knowing each student
- Knowing kids have intricate and various needs
- Celebrating together

What barriers do we face in achieving strategic priorities for our district? Where should we focus areas of improvement?

- Complexity of systems
- Is it allowed?
- Security
- Schedule of working families
- Isolation of community members
- As kids get older how do we stay connected?
- Connecting with Pre-Kindergarten children and families
- Expansion of career connections
- The “island” of center harbor

How will community members help achieve the Inter-Lakes School District strategic plan?

- Letting community members know how they can help?
- What role can Parent Teacher Organization (PTO) play in
- Offering volunteer opportunities to fulfill requirements
- Connecting the 3 towns
- More cohesion
- Parent, teacher, student conference/communication
- How to help students with personal competencies at home



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- How to make transition from elementary to Middle-High School feel
- School-based events
- People trending toward isolation

What kind of data do you think would help inform your thinking/suggestions?

- How do we get all of the information out?
- What is the best way to contact you?
- opt in? opt out?
- Town resident data

Working Draft



Appendix C. April 2025 Community Conversation Guide

April 2025 Community Conversations Inter-Lakes School District Strategic Planning



Sign-ins, Settling in, and Welcome – 6:00-6:15pm

Goals and purpose for the evening

- Superintendent welcome
- Student speaker
- NH Listens’ Role – www.nhlistens.org

Group Agreements

- Share airtime so everyone gets a chance to be heard.
- It’s okay to disagree, but don’t personalize it. Focus on the idea, not the person. If you disagree, consider asking a question rather than arguing to prove your point.
- Use “I-statements,” and speak from your own perspective or noticing versus for your district or a group of people.
- We all share responsibility for making the group productive.

Overall Framing Question: When you think about our strategic plan for the next five years, what key goals, projects, etc. should we be focused on?

Conversation Time - 6:15-7:15pm

Stations (3 rounds, choose the topics of most interest to you)

1. Teaching & Learning	What and how we teach, what tools we use to teach, how we know if students have learned, what we do to meet the different learning needs for all students, what we provide for professional learning for staff.
2. Co-Curricular & Athletics	How we extend student learning experiences beyond the school day through clubs, sports, and programs (e.g., Destination Imagination, Lakerbots, Interact, Athletics).
3. Finance & Operations – Facilities, Technology, Human Resources, Transportation	How we budget and allocate funds; How we have safe, functional and future ready physical environments (e.g., buildings, grounds, fields); How we have safe and future ready technology infrastructure and learning tools; How we operate as an employer; How we transport students to and from school and to other experiences off of the school campus (e.g., field experiences, club/sporting events).



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4. Culture and Climate, Wellness Social, Emotional, Physical (Staff)	How we create and sustain a positive, respectful, and connected work environment for all staff.
5. Culture and Climate, Wellness Social, Emotional, Physical (Students)	How we create and sustain learning environments in which every student feels safe, valued, and connected in their school experience.
6. Family & Community Engagement	How we build strong connections between families, the community, and our schools (e.g., beginning of the school year calls home, conferences, volunteer opportunities, partnerships).

Questions at each station on Worksheet

NOTES about process: Start by doing a round where each person answers the most important question for them. Then open up for further discussion.

- When you think about our strategic plan for the next five years, what key goals, projects, etc. should we be focused on in this area?
- What does our school district do best that we should keep?
- What barriers do we face in achieving strategic priorities for our district? Where should we focus areas of improvement?
- How will community members help achieve the strategic plan?
- What kind of data do you think would help inform your thinking/suggestions?

Large Group Reflections and Next Steps – 7:15-7:30pm