



Strategic Plan 2024-2030

Letter From the Superintendent:

Dear SAU29 Community,

I am excited to unveil the culmination of a collaborative effort – our new Strategic Plan! This plan embodies our shared vision: **Inspiring and empowering every student to succeed.**

Before I go any further, I would like to express my deep appreciation to the thirty-seven volunteers that made up the Steering Committee and assisted at various times during the year-long development of what follows. Your engagement, reflection, and collaboration along the way was not only insightful and respectful, but also necessary to capture what our communities have told us they expect. Thank you!

And to Great Schools Partnerships, specifically Leah Tuckman and Michelle Milstein, your guidance and support throughout this entire process was invaluable. Your inclusive manners in ensuring voices were heard and captured as well as your uncanny ability to keep us focused and grounded while keeping track of all of the details has led to a document that we can all be proud to call ours.

Through open forums, surveys, and committee meetings, we engaged in thoughtful discussions about the future of our schools that will reflect what our communities have told us they value. We focused on four key pillars critical to student success: **Opportunities, Access, and Pathways; High-Quality Educators; Safe, Positive, and Inclusive Environments; and Partnerships and Outreach for Learning.**

This plan outlines a clear roadmap for achieving our vision. Here's a glimpse into what you'll find:

- **Portrait of a Graduate:** This defines the characteristics we want all our graduates to possess when they leave our school system: career and life readiness, critical thinking skills, effective communication abilities, social awareness, and a commitment to contributing to both local and global communities.
- **Mission Statement:** This reaffirms our unwavering commitment to providing a nurturing environment where every student is **inspired** and **empowered** to reach their full potential.
- **Strategies and Action Steps:** These detailed pillars illustrate how we will achieve our goals. We'll focus on creating equitable learning opportunities, fostering a positive school culture with dedicated educators, ensuring safe and inclusive environments, and strengthening partnerships with our families and community.

Our Strategic Plan is not a static document; it's a living guide that will continue to evolve as we learn and grow. We are committed to ongoing communication and transparency as we implement these strategies and actions. You will find the full plan, with detailed action steps and measures of progress, on the pages that follow as well as on our SAU29 websites.

We are confident that this bold plan will position all schools within SAU29 to provide an exceptional education that **inspires** and **empowers** all students. We invite you to join us on this journey as we work together to shape the future of our schools.

Sincerely,

Robert Malay

Superintendent of Schools



Strategic Planning Committee

Thank you to our strategic planning committee members, who spent countless hours collecting data, analyzing data, engaging with stakeholders throughout the district, reviewing volumes of feedback, and collaboratively drafting an ambitious document that will guide our work for the next five years.

Opportunities, Access, and Pathways	Nurturing High-Quality Educators	Safe, Positive, and Inclusive Environments	Partnerships and Outreach for Learning
Cindy Gallagher Julia Grant (student) Matt Ohlson Richard Towne	Erik Anderson Parker Bolduc (student) Jessica Bono Bill Gillard Tanya Sturtz	George Downing Alix Dumont (student) Lisa Leinau Katherine Moaratty	Kate Abbott Ritu Budakoti Valerie Carey Ege Cordell Victoria Farrington Joanne Mulligan Joan Murphy Solomon Silberstein (student) Anne Louise Wagner



Our Schools



[Cheshire Career Center](#)



[Chesterfield School](#)



[Westmoreland School](#)



[Benjamin Franklin Elementary School](#)



[John H. Fuller Elementary School](#)



[Harrisville Wells Memorial School](#)



[John D. Perkins Academy](#)



[Keene High School](#)



[Keene Middle School](#)



[Marlborough School](#)



[Nelson Elementary](#)



[Jonathan Daniels Preschool](#)



[Keene Community Education](#)



[Symonds Elementary School](#)



[Wheelock Elementary School](#)

The Process

This graphic captures SAU29's year-long process to develop a Portrait of a Graduate, a Mission Statement, Core Values and a Strategic Plan. Each school will develop site-based action plans outlining time-bound, actionable, and measurable goals that align with the SAU29 Strategic Plan.



Portrait of a Graduate



**Career and
Life Ready**



**Critical
Thinkers**



**Effective
Communicators**



**Individually and
Socially Aware**



**Caring Local
and Global Contributors**

Portrait of a Graduate



Career and Life Ready

Our graduates are academically well-prepared, well rounded, goal-oriented, independent, confident, lifelong learners who are resilient and ready to make responsible decisions.



Critical Thinkers

Our graduates are able to use logic, reasoning, and creativity to think critically, and apply knowledge to analyze information and problem-solve on their path to success.



Effective Communicators

Our graduates are active listeners who communicate thoughts and opinions effectively with a variety of audiences and through different platforms. These skills empower graduates to be leaders who can work within a range of settings, as individuals and as part of collaborative teams.



Individually and Socially Aware

Our graduates are kind, empathetic, self-aware, and open-minded. They are socially aware individuals who prioritize relationships and community building by advocating for self and others.



Caring Local and Global Contributors

Our graduates are global contributors who are proud of their local community. They are aware of the world beyond the SAU29 school districts. They understand a variety of perspectives and points of view, and can engage in a range of issues, including civic, environmental, and social justice causes.

Mission

The School Districts of SAU29 commit to providing a high quality, meaningful and relevant public education for all by:

- **Fostering** the development of the whole student by providing multiple opportunities and pathways to success.
- **Nurturing** talented and dedicated educators.
- **Providing** each individual the opportunity to be recognized, take risks, and learn in a safe, positive, and inclusive environment.
- **Integrating** transparent and consistent communication as well as partnering with our families and community.

Our Students



Strategic Plan



Opportunities, Access, and Pathways



Nurturing High-Quality Educators



Safe, Positive, and Inclusive Environments



Partnerships and Outreach for Learning



Opportunities, Access, and Pathways

Guiding Belief: We believe in ensuring all students can achieve academically by fostering the development of the whole student, providing varied opportunities, and creating multiple pathways.

Indicators of Progress/Success:

- Annual K-12 increase in proficiency rates
- Annual K-12 increase in attendance rates (Average Daily Membership)
- Annual 4- and 5-year graduation rate will be at or above the state recommended 90%

Strategies	Action Steps
1A: Ensure equitable opportunities for all students.	<p>1A.1: Develop and utilize a stronger data informed culture using Professional Learning Communities and data informed decision making looking at themes and patterns to establish target measures.</p> <p>1A.2: Analyze all performance data to identify performance gaps and establish target measures for each school.</p> <p>1A.3: Increase proficiency in Math, English Language Arts and Science to be at or above state average within five years, with focused attention on specific achievement gaps.</p> <p>1A.4: Create and implement an annual site-based action plan that includes current performance data and established target measures with community and board input.</p> <p>1A.5: Conduct a policy analysis to identify and address barriers related to academic and co-curricular opportunities.</p>

Strategies	Action Steps
1B: Expanding interdisciplinary and community-based learning opportunities.	1B.1: Implement a portfolio-based pathway. 1B.2: Expand formalized Extended Learning Opportunities (ELOs) at the high school level. 1B.3: Identify and implement strategies to bolster student voice and choice with the goal of increasing personalized learning.
1C: Implement an authentic, relevant and responsive curriculum focused on competency-based education.	1C.1: Conduct focus groups and forums to solicit input from all stakeholders. 1C.2: Analyze data using Professional Learning Communities to make informed decisions improving instruction and assessments. 1C.3: Finalize a competency-based education implementation plan.



Nurturing High-Quality Educators

Guiding Belief: We believe when we hire, invest in, value, and retain dedicated and qualified educators, we foster student success.

Indicators of Progress/Success:

- Increased educator retention
- Increased satisfaction on employee culture and climate survey
- Increased participation in individualized professional development
- Maintain or increase percentage of overall performance at or above satisfactory levels at all sites

Strategies	Action Steps
2A: Create a positive school culture.	2A.1: Identify diversity gaps in our workforce and explore strategies to address them. 2A.2: Increase opportunities for staff to build relationships and network. 2A.3: Implement Professional Learning Communities across all schools. 2A.4: Create and administer an employee culture and climate survey. Implement additional supportive measures for staff based on results. 2A.5: Review all evaluation systems with employee groups to determine effectiveness and consider revising as necessary. 2A.6: Invite students to have increased voice in decisions that impact their experiences in SAU29. 2A.7: Increase educator presence in community events.
2B: Provide professional development.	2B.1: Provide formal time, structures, and professional development for staff to innovate, revise, and collaborate.

Strategies	Action Steps
	<p>2B.2: Develop a “portrait of an educator” to support a shared understanding of what SAU29 is aiming for in terms of high-quality educators.</p> <p>2B.3: Provide professional development on competency-based education and standards alignment.</p> <p>2B.4: Create opportunities with community partners to support personal and professional development in areas such as, but not limited to, mental health and family support.</p> <p>2B.5: Train facilitators to effectively implement Professional Learning Communities.</p> <p>2B.6: Provide ongoing professional development focused on diversity, equity, inclusion, belonging, and justice. As part of this, focus on:</p> <ul style="list-style-type: none"> • Updating curriculum • Engaging and communicating with families in a culturally-responsive manner • Implementing restorative practices with educators and students.
<p>2C: Provide competitive salaries.</p>	<p>2C.1: At each contract negotiation, complete a market analysis of salaries in the region.</p> <p>2C.2: Collect data from staff to determine unique benefits that strengthen recruitment and increase the number of applicants.</p> <p>2C.3: Explore incentives to recruit and retain educators beyond the first three years of teaching.</p> <p>2C.4: Review each collective bargaining agreement (CBA) for unused benefits. Identify pathways to support employee use of existing benefits.</p> <p>2C.5: Analyze each CBA for antiquated policies and update staff handbooks to reflect revisions.</p>
<p>2D: Strengthen and formalize mentoring programs.</p>	<p>2D.1: Identify and implement strategies to expand mentor pool.</p> <p>2D.2: Provide continued support and communication to new staff beyond their first year.</p> <p>2D.3: Develop models and provide exemplars of scopes/sequences, units, lesson plans, assessments, and competencies.</p>



Safe, Positive, and Inclusive Environments

Guiding Belief: We believe each individual deserves the opportunity to be recognized, take risks, and learn in a supportive environment.

Indicators of Progress/Success:

- Increased participation by families who have historically not participated or historically been marginalized
- Positive data trends related to perception of safety on the Youth Risk Behavior Survey
- Increase in sense of belonging and voice for students, staff, and families (Culture/Climate survey)
- Decrease in truancy and discipline incidents

Strategies	Action Steps
3A: Evaluate and develop structures and activities that orient, welcome and give voice to <u>all</u> families, students, and staff in our community.	<p>3A.1: Finalize and implement School Counseling Framework that defines, manages, and assesses the delivery of services to all students.</p> <p>3A.2: Evaluate current policies, structures, resources, communication, and participation in order to increase connection with traditionally underrepresented and marginalized families.</p> <p>3A.3: Develop and administer an annual culture and climate survey to solicit feedback from students, staff, and families.</p> <p>3A.4: Review and communicate survey data and plan steps to address areas of concern.</p> <p>3A.5: Host and co-host community events to connect new and existing families to the community at large.</p> <p>3A.6: Ensure availability of interpreters to communicate with multilingual families and students.</p> <p>3A.7: Acknowledge international and multicultural events/holidays of historical and/or cultural importance across schools.</p> <p>3A.8: Develop strategies to highlight positive achievements.</p>

Strategies	Action Steps
	<p>3A.9: Evaluate the effectiveness of creating and consider implementing a position to oversee and develop DEIJB (Diversity, Equity, Inclusion, Justice, Belonging).</p> <p>3A.10: Investigate issues with attendance and discipline and develop a plan to re-engage students and families.</p> <p>3A.11: Involve student leaders/facilitators in implementation of restorative practices.</p>
<p>3B: Review curriculum to pursue and promote diversity, equity, inclusion, justice and belonging.</p>	<p>3B.1: Ensure each grade level addresses diversity, equity, inclusion, and justice content in alignment with state requirements.</p> <ul style="list-style-type: none"> • Research and use well-developed curricula, materials, and frameworks that support staff and students in developing a deeper understanding of diversity, equity, inclusion, and justice. <p>3B.2: Create opportunities in classroom instruction at all levels for students to engage in civil discourse around topics related to diversity, equity, inclusion, justice, and belonging.</p>
<p>3C: Create and maintain safe environments for all students and staff.</p>	<p>3C.1: Conduct quarterly Joint Loss Management Committee meetings.</p> <p>3C.2: Identify and review data that measures actual and perceived safety concerns in order to prioritize.</p> <p>3C.3: Continue crisis intervention program for students and evaluate effectiveness.</p> <p>3C.4: Implement restorative practices across all schools and train students to take on leadership roles.</p> <p>3C.5: Review Emergency Response Plans and implement emergency drills annually.</p> <p>3C.6: Assist all students to identify at least one trusted adult within their building.</p>



Partnerships and Outreach for Learning

Guiding Belief: We believe in partnering with our families and community in support of student learning by using consistent, transparent communication and outreach through multiple platforms.

Indicators of Progress/Success:

- Increased understanding of school events and accessibility of information in Culture/Climate survey results
- Increased participation in school events/activities

Strategies	Action Steps
4A: Increase opportunity for community members to access SAU29-related information.	4A.1: Perform an analytical review of existing methods of communication and outreach to determine access strengths and gaps. As part of this, ask stakeholders how they prefer to receive information and their preferred language. Pay attention to the needs of historically marginalized groups and multilingual families. 4A.2: Evaluate SAU29 websites and create a current and cohesive, singular access point for SAU29 schools. 4A.3: Create a clearinghouse of resources, information, contacts, and events. 4A.4: Establish an SAU29 communication and outreach plan for all levels of the organization with the goal of communicating consistently and transparently using multiple platforms.
4B: Increase engagement through events designed to build community and interest in our schools.	4B.1: Evaluate existing engagement successes and create opportunities to enhance or expand. 4B.2: Create opportunities to host community events at all levels that connect and energize the relationships of greater SAU29 communities. 4B.3: Utilize student transitions as a time to build interest and community by demonstrating cohesion for students and families. (e.g. Entering K, Middle School and High School).

Strategies	Action Steps
<p>4C: Promote meaningful partnerships to enhance student learning.</p>	<p>4C.1: Inventory existing learning partnerships and categorize by type (business, non-profit, social services, etc.).</p> <p>4C.2: Solicit input on needs of students, families, educators/school staff, and SAU29 community and use community data to increase learning partnerships.</p> <p>4C.3: Create events to invite families and communities into the schools.</p> <p>4C.4: Establish and implement routine data collection in order to evaluate current partnerships.</p>