

Strategic Plan Writing Committee

- ❖ **Meeting Dates/Location** - 7/16, 7/23, 7/30, & 8/6 - 5:30 pm - 7:30 pm PLUS Homework before & after meetings; Humiston Building Conference Room.
 - [Google Meet link if needed.](#)
- ❖ **Note** - Deli sandwiches, water, "sweet treats" will be provided

Purpose of Strategic Plan Writing Committee:

- ❖ Create updated draft Vision, Mission, Core Values
- ❖ Create Draft five-year strategic goals with target metrics
 - It is important that the Strategic Plan Writing Committee stay focused on the overarching goals and avoid getting into the "weeds" of how the goals will be met. Specific plans to address strategic goals and ultimately, how to reach desired target metrics will be drafted by the Administrative Team.
- ❖ Assist with presenting DRAFT materials to stakeholders for feedback, respond to feedback with revisions, if necessary, and present Final DRAFT Strategic Plan to School Board for consideration (December 2025)

Timeline - Draft Completed 8/6 (May adjust, if needed.)

Things to keep in mind:

- ❖ This work will be an iterative process; we will brainstorm many ideas, which will be worked and reworked until we have a final cohesive draft.
- ❖ "Rabbit holes" take us off course and limit our ability to meet our goal of a draft completed by 8/06.
- ❖ Less is often more; aiming to keep things as simple as possible and avoiding language that is not understood by all will produce a better product.

STRATEGIC PLAN WRITING COMMITTEE

SAU #2 - Humiston Conference Room

103 Main Street, Meredith, NH

July 16, 2025

5:30 p.m. – 7:30 p.m.

AGNEDA

I. Homework Prior to Meeting:

- Review [Draft Group Agreements](#)
- Read [Final Spring 2025 Community Engagement Summary](#)
- Review [Current Mission, Vision, Core Values](#)
- Review [Draft Vision of a Laker](#)
- Review ILSD One Pager - [Practices, Goals, Focus Areas](#)
- Watch [A Plan is Not a Strategy](#) - Roger Martin

II. Introductions and Share

- Who are you?
- What strengths will you bring to this work?

III. Group Agreements

- Review and Finalize Group Agreements

IV. Engagement Summary

- Identify salient points from Engagement Summary

V. Current Mission, Vision, Core Values

- Initial brainstorm

VI. Strategic Goals and Target Metrics

- Initial brainstorm

VII. Homework for Next Meeting

VIII. Other

ILSD Strategic Plan Writing Committee
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.

Source NH Listens Group Agreements from Listening Sessions



Updating Inter-Lakes School District Strategic Plan

Phase I – Engage All Stakeholders Summary Report



Written by: New Hampshire Listens Faculty and Staff

Carrie Portrie, PhD, Mikayla Townsend, and Maddie Smith, PhD

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. Contact Carrie.Portrie@unh.edu to learn more.



For More Information Contact:

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Visit the strategic plan website: <https://www.interlakes.org/strategic-plan>.

For further discussion about this phase and the data collected contact Mary Moriarty.

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Click the headings to navigate different parts of this document.

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About Phase 1: Engage All Stakeholders

Community engagement is key to any strategic plan. One of many 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 district’s current strategic planning process. **District administration invited community members to join asking people 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!”

Timeline and Overview

- Timing**
- March 2025: School Board input initial session
 - April 2025: Community Conversations
 - May 2025: Upper-level student Conversations, Post-Graduate Survey, and Post-Graduate Reception
 - June 2025: School leadership session and Follow-up community survey
 - July 2025: Strategic Planning Committee begins framing the plan

Objective To inform the Vision of the Inter-Lakes School District over the next 5-years

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.

Disclaimer and Purpose of this Summary

This engagement summary was drafted by New Hampshire Listens to inform the development of Inter-Lakes School District’s strategic planning conversations among district leadership and the mixed stakeholder writing team.

The information compiled here should not be considered the opinion or perspective of the district or New Hampshire Listens nor should they be considered representative of the entirety of the Inter-Lakes School District Community – whether it be students, staff, leadership, families, or community members.

The summary offers those writing the strategic plan and leading the district to engage in dialogue that helps move everyone forward together. This wealth of knowledge, expertise, and experience shared by a variety of stakeholders will benefit Inter-lakes schools for years to come as everyone continues to grow and learn.

¹ From <https://www.interlakes.org/strategic-plan>

Engagement Process and Participation

Winter 2025 - School Board and Superintendent Framing

In late winter 2025 New Hampshire Listens began working with district leadership to prepare for the 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 a central goal.

Spring 2025 – Community Conversations and Survey, and Current Student Conversations and Post-Graduate Survey

April – Community Conversations

In April 2025, all members of the Inter-Lakes community were invited to join conversations that would help build a shared vision and plan for the future of their schools. The process for each conversation included time for participants to engage in at stations that represented six areas of focus (see Table 4). Questions included a focus on strengths, hopes, sources of information and data, projects, and community collaborations.

Participants were welcomed by school 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.”² Leadership took notes while New Hampshire Listens moderated. The superintendent and principal of the middle-high school were available for anyone who wanted a one-on-one conversation.



Figure 1. People gathering at tables in Meredith, Center Harbor, and Sandwich for Community Conversations

² Inter-Lakes School 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.



Across all three conversations, 125 different people participated. When counting the people who attended multiple sessions, the total number of participants was 152. Table 1 shows how many people participated at each location and their role.

Table 1. Community Conversation Counts (Participant Type and Location)

Type of Participant	Totals	Meredith (4/3/25)	Center Harbor (4/10/25)	Sandwich (4/15/2025)
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
TOTALS	152*	50	47	55

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

May - Student Conversations and Post-Graduate Survey

In May 2025, students in grades 7-12 engaged in conversations during their advisories, using a similar process, questions, and focus areas as the community sessions in April. Advisory teachers facilitated. The themes from the student conversations are embedded in Table 4.

Additionally, a post-graduate survey was sent out through the superintendents’ office. **Thirty-six graduates responded to the survey sent out by the superintendents’ office in May 2025.** Figure 2 shows how many graduates responded by graduation year. Table 2 shows survey participation by school(s) attended.

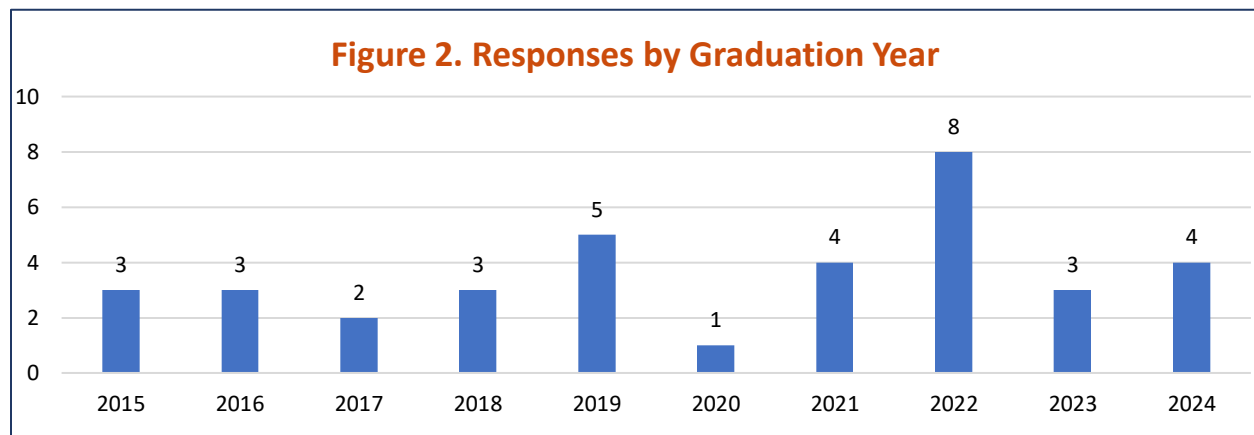




Table 2. Responses by Schools Attended

Schools	Count
Inter-lakes Elementary School	29
Inter-lakes Middle School	33
Inter-lakes High School	34
Sandwich Central School	5

**Note respondents could select more than one option, given many will have attended elementary through high school in the district.*

June - Community-Wide Survey

In June 2025, a community-wide survey was also sent out through the superintendent’s office. Ninety-six community members responded to the survey; see Table 3 for details.

Table 3. Community Connections to Inter-Lakes School District

Type of Participant	Count
Staff	17
Community member (no school age children)	12
Parent/Guardian (with school age children not enrolled in the district)	3
Student	2
Alumni	2
Parents of Alumni	2
Grandparent of school age children enrolled in district	1
Retired Paraeducator	1
Club advisor	1
TOTAL	104*

**Table 4 shows the total number of participants by event including repeaters (n=104). The number of unique participants was 96.*

Synthesis of Themes for Further Discussion³

Community, Student, and Leadership Conversations

The themes in Table 4 are a synthesis of student, community, and leadership conversations. The focus areas resulted from consultation with the school board and superintendent in March 2025. In June 2025, school administrators provided their reflections on community and student conversations that occurred in April and May respectively using summaries developed by New Hampshire Listens, and their own experiences as district leaders and community conversation notetakers.

³ Phase 2 (Mid-June–August 2025) 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.



Table 4. Community, Student, and Leadership Conversation Themes

Areas of Focus	Themes to Support Further Discussion*
<p>Teaching & Learning: <i>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</i></p>	<ul style="list-style-type: none"> • Continue to enhance and strengthen implementation of competency-based teaching and learning. <ul style="list-style-type: none"> ○ Use assessment practices to reflect authentic, real-world, collaborative, work-based, performance-based, nature-based approaches. ○ Anchor lesson planning in competency-based education practices and calibrate on the science of learning. ○ Leverage learner-centered, high-engagement instructional practices (i.e., individualized topics of study and passion projects). ○ Utilize evidence-based instructional resources. ○ Develop interdisciplinary experiences. ○ Ensure consistent practices across grade levels and content areas. ○ Support the refinement and operationalization of the “Vision of a Laker.” ○ Continue to develop and support personalized learning pathways for learners (i.e., work-based, technical centers, community-based, career preparations). • Analyze current technology integration practices (including AI) and intentionally develop balanced, age-appropriate experiences and learning expectations.
<p>Co-Curricular & Athletics: <i>How we extend student learning experiences beyond the school day through clubs, sports, and programs (e.g., Destination Imagination, Lakerbots, Interact, Athletics).</i></p>	<ul style="list-style-type: none"> • Develop elementary co-curriculars and athletics. • Develop strategies for sustainable balance of offerings based on student interest and participation. • Develop strategies to create fiscal balance between co-curriculars and athletics. • Integrate communication plans to reach the community outside of schools.
<p>Finance & Operations – Facilities, Technology, Human Resources, Transportation: <i>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).</i></p>	<ul style="list-style-type: none"> • Continue to keep facilities and infrastructure clean, safe, and secure. • Continue to be deliberate and explicit about technology usage in the district and support students, families, and staff on use of technologies. • Create a forward-thinking budget—looking at tax rate, attrition, declining enrollment, future capital improvements. • Continue the practice of analysis of the budget and operational needs to get the most out of the community investment.



Staff – Culture & Climate, Wellness

Social, Emotional, Physical: *How we create and sustain a positive, respectful, and connected work environment for all staff.*

- Include strategies that help support staff’s work-life balance and professional relationships and/or networks.
- Incorporate a structure and plan for staff to give ongoing feedback, ensuring all perspectives are heard and integrated into our collective work.
- Plan for opportunities that lend to staff bonding and team building.

Students – Culture & Climate, Wellness

Social, Emotional, Physical: *How we create and sustain learning environments in which every student feels safe, valued, and connected in their school experience.*

- Develop plans to support students’ intentional cellphone and social media use, and technological literacy.
- Strategize for curricular opportunities that support students’ abilities to adapt and face failure or discomfort—to boost confidence, initiative, and perseverance.
- Maintain evolving structures and staffing to support students’ mental health needs.
- Develop the structure and means to help students and staff move, go, and learn outdoors.
- Utilize data to help implement culture and climate changes.
- Develop and/or refine opportunities for student engagement (e.g., build time for faculty, staff, and students to talk about belonging and checking in with students about the climate, co-curriculars).

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).

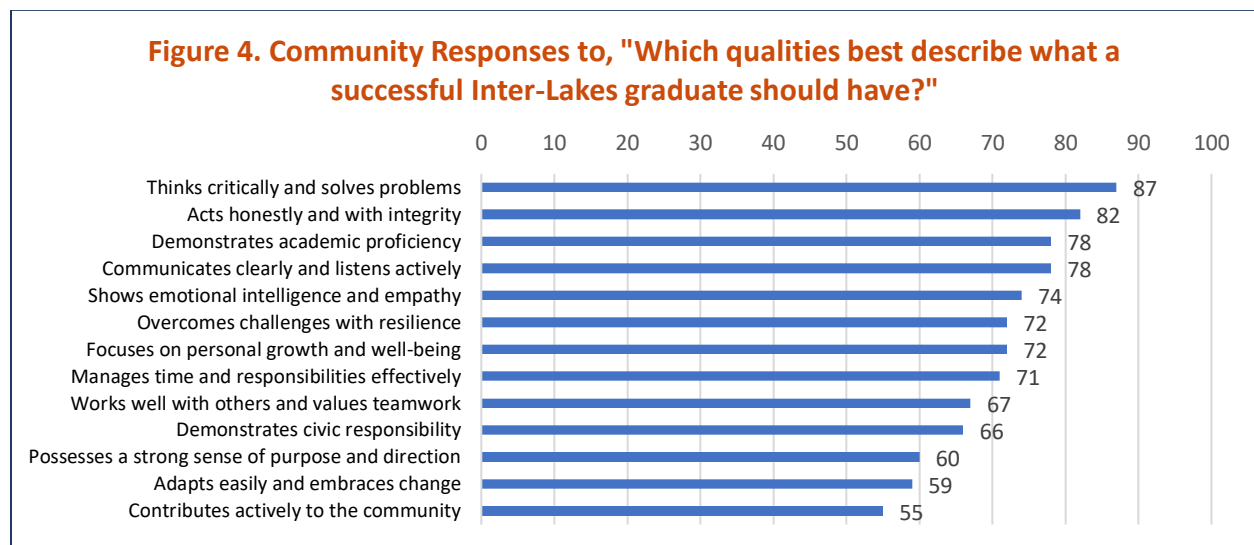
- Develop a unified communication system to promote shared understanding and involvement across a range of stakeholders (community members, families, inter-generational, roles, towns, etc.)
- Develop ways for district-wide collaboration to enhance connectedness and access to resources/opportunities across age spans and towns.
- Increase inter-family networks and opportunities for community and families to join interactive school activities.
- Increase partnerships and increase community presence in the Inter-Lakes schools.
- Plan for intentional invitations into the school buildings for families throughout the school year.
- Balance the spectrum of digital and physical resources/materials for students and families.

Post-Graduate and Community-Wide Survey

Summary of Closed-Ended Responses

The graduate and community perspectives from the surveys reveal alignments in their desire for the district to continually build a relevant, well-rounded education that aligns with life and career preparedness and success. Areas of focus included real-world preparation (e.g., financial literacy, study skills, and career readiness), academic rigor, staff quality, and student well-being.

Their combined feedback suggests a desire for the district to prepare students beyond academics, but also socially and practically for life beyond graduation. Figures 3 and 4 show responses from graduates and community members respectively that focused on learning and success. These figures can support further discussion (note: people could select more than one response. Totals do not equal the number of respondents, see pages 4 and 5 for participation).



Themes from Open-Ended Question

When asked, “If you could describe your time as a student in the Inter-Lakes School District in three words, what words would you choose?” graduates who responded to the survey most often said, “fun!” memorable, and engaging. A few graduates expressed challenges in school and a less positive experience. The word cloud in Figure 5 depicts all the responses from graduates.



Figure 5. Word Cloud of open-ended responses about graduate experiences during school.

There are many overlaps among the community and student conversation themes and those that were discerned from graduate and community survey responses. Table 5 shows these themes from the surveys and serves as a means for framing further discussion during the next phases of strategic planning and perhaps beyond.

Table 5. Graduate and Community Survey Open-Ended Response Themes

Source	Themes to Support Further Discussion
Post-Graduate Survey	<ul style="list-style-type: none"> • Financial Literacy & Life Skills • Academic Rigor & College Preparation • Study Skills & Personal Development • Diversity, Cultural Awareness & Communication • Career/Vocational Preparation
Community Survey	<ul style="list-style-type: none"> • School Culture/Community and Family Engagement • Academic Quality, Curriculum, and Rigor • Student Behavior & Accountability • Qualified/Accountable Staff and Support Services • Life Skills and Career Preparation • Intentional Use of Technology



Communication Preferences

A final area of interest was communication – this was true for all types of stakeholders. Communication is an evolving process in every school district and community. When asked their preferences community survey respondents leaned more toward text messaging and email newsletters, followed by updates on the district website and social media. Table 6 shows all responses (note: people could select more than one).

Table 6. Communication Preferences Shared by Community Survey Respondents

Type of Communication	Count
Text messages or alerts	63
Email newsletters	59
District website	44
Social media	39
Flyers sent home with students	25
Phone calls or robocalls	25
Local newspaper or community bulletin	24
School board or community meetings	19
Other	3
Monthly reports on school wide activities and opportunities	1
Weekly reports on classroom activities	1

Next Steps

The goal is to share a draft strategic 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. To stay up to date and learn more, visit the strategic planning website: <https://www.interlakes.org/strategic-plan> or contact Mary Moriarty.



ILSD Vision, Mission, & Core Values

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.

MISSION STATEMENT

We will inspire and sustain learning and achievement by providing:

- quality teaching practices
- student-centered learning
- a safe environment
- community connections
- access to resources

CORE VALUES

We believe that...

Personalizing each student's education, while focusing on effective communication and critical and creative thinking, inspires learning and maximizes success.

The purpose of education is to produce responsible citizens through developing self-aware and self-reliant learners by extending beyond core academics to include the arts, cultural awareness, and physical, social, and emotional well-being.

People learn best when their intellectual, social, and physical needs are met, where students feel supported in a structured and collaborative environment.

Active commitment of family, community and schools is essential for a quality learning experience.

Quality learning requires the attraction and retention of exceptional teachers and staff members who are continually supported by relevant professional development and provided with necessary resources.

Vision of a Laker:

A Laker graduate is someone who is well-rounded, adaptable, and prepared to contribute to a global society as they pursue their personal fulfillment. They are equipped not only with the knowledge necessary to navigate their chosen paths, but also with the mindset and emotional intelligence to make meaningful impacts in their communities and beyond. Their journey is shaped by a combination of self-awareness, resilience, and a deep sense of purpose.

Core Values:

1. **Resilience** – The ability to bounce back from adversity, stay strong in the face of challenges, and maintain focus on long-term goals.
2. **Empathy** – Understanding and sharing the feelings of others, fostering compassion, and cultivating strong, supportive relationships.
3. **Integrity & Honesty** – Holding oneself to a high standard of ethical behavior and transparency in all actions.
4. **Citizenship & Community Engagement** – A strong sense of responsibility toward one's community and society, aiming to contribute positively and participate actively as informed and responsible citizens.
5. **Personal Fulfillment & Well-being** – The pursuit of happiness, mental health, and personal growth, ensuring a balanced and meaningful life.
6. **Purpose** – A sense of direction and intention that drives their actions, focusing on creating value and making an impact.

Six Non-Negotiable Skills for Success:

1. **Resilience**
 - A Laker must be able to persevere through setbacks and stay focused on their goals despite challenges. The ability to learn from failure and adapt to new circumstances is key to long-term success.
2. **Critical Thinking & Problem Solving**
 - Lakers must approach problems with a curious and analytical mindset, breaking down complex issues into manageable parts and applying creative solutions to solve them. This skill is foundational for both personal and professional growth.
3. **Effective Communication**
 - Being able to articulate ideas clearly and actively listen to others is crucial in both personal and professional environments. Lakers must be able to communicate confidently, whether through writing, speaking, or digital media, and collaborate effectively with others.
4. **Collaboration & Teamwork**
 - A Laker must be able to work cooperatively with diverse teams, understanding the value of collective intelligence and shared effort. Collaboration includes respecting differing perspectives, engaging in productive dialogue, and contributing to common goals.

5. Adaptability & Flexibility

- In a rapidly changing world, a Laker needs to be comfortable with uncertainty and able to pivot when faced with new challenges. Adaptability is about embracing change with a positive attitude, continuously learning, and applying new skills.

6. Self-Regulation & Time Management

- Lakers must be able to manage their time effectively, balancing academic, professional, and personal demands. They should also have the ability to self-regulate—managing their emotions, actions, and behaviors in a way that aligns with their values and long-term objectives.



Inter-Lakes School District Teaching and Learning Practices Align to...

- Competencies, Learning Goals & Proficiency Scales
- Design Principles
- Competency-Based Instruction Learning Progression

Inter-Lakes School District Tradition

- Welcome to New School Year Family Phone Call (by September 30)

ILSD Performance Goals 2024 – 2025

- District/School Goals: This school year, our district and school goals are the same and focused on achievement *and* growth:
 - [NHED Accountability Goals](#) as measured by NH SAS (Grades 3-8 & 11), the SAT (Grade 11) and NWEA MAP Growth Spring (Grades K-2)

2025 Proficiency Goals: ELA 67.69% and Mathematics 52.70%

- 70% of learners will meet their growth target as measured by the NWEA: Spring to Spring (K-8) and pre- and post- (Grade 9)

Focus Areas 2024 – 2025

- [Foster and Strengthen Relationships](#): Cultivate new connections and reinforce existing relationships within our school and district communities.
- [Enhance Special Education and 504 Implementation](#): Meet our legal obligations for special education and 504 plans while striving for excellence in their implementation to support student success.
- [Prioritize Daily Safety](#): Adopt a proactive approach to daily safety through vigilant and consistent student supervision.
- [Explore AI Integration](#): Continue to explore and thoughtfully integrate artificial intelligence into our practices.
- [Contribute to Strategic Vision](#): Actively participate in the process of updating the Inter-Lakes School District Strategic Plan to align with our evolving goals and community needs.