

STRATEGIC PLAN WRITING COMMITTEE

SAU #2 - Humiston Conference Room

103 Main Street, Meredith, NH

September 16, 2025

5:30 p.m. – 7:30 p.m.

AGENDA

- I. Welcome**
- II. [Review notes of August 6, 2025, meeting](#)**
- III. Finalize Working Draft. Purpose, Mission, Vision, and Guiding Principles**
- IV. Other**

Reference Materials:

- [Group Agreements Finalized](#)
- [Current Mission, Vision, Core Values](#)
- [Draft Vision of a Laker](#)
- [Practices, Goals, Focus Areas](#)
- [Previous Strategic Plan](#)
- [Spring 2025 Community Engagement Summary](#)

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.
- ❖ If someone shares a personal story that someone shares to inform the work and it is one that the individual wants to remain private, the group will honor this request.

Source NH Listens Group Agreements from Listening Sessions



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.



INTER-LAKES SCHOOL DISTRICT STRATEGIC PLAN

The Inter-Lakes School District Strategic Plan represents the district’s pursuit and desire to accomplish impressive achievement and it serves as the district’s impetus for action for the educational future of the district. As the educational leaders of the district, achievement for students serves as our catalyst and we know that a binding commitment to these efforts is the first step to making the strategic plan an educational reality. We believe that it is essential to know what we want and where we are going. This plan is not a list of things to be checked off or items that will happen immediately, but instead a systematic blueprint for growth and achievement for the district over time. Over the next decade, the Inter-Lakes School Board will identify priorities, as outlined in the strategic plan, and take deliberative and direct steps to implement changes that will improve the educational program for students. The strategic plan is a call to action for improvement, that over time will transform the district to ensure *our students are future ready*.

“There are risks and costs to a program of action. But they are far less than the long range risks and costs of comfortable inaction.” *John F. Kennedy*

VISION

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

To 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...

1. *personalizing each student’s education, while focusing on effective communication and critical and creative thinking, inspires learning and maximizes success.*
2. *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.*
3. *people learn best when their intellectual, social, and physical needs are met, where students feel supported in a structured and collaborative environment.*

4. *active commitment of family, community and schools is essential for a quality learning experience.*
5. *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.*

Core Value #1
Personalized Learning

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

GOAL #1: CURRICULUM

- Blend a variety of content learning opportunities into anywhere, anytime learning, allowing students to progress (through the academic competencies) at their optimal pace.
- Develop and implement processes/procedures that allow students to progress through the competencies (educational markers that demonstrate achievement or accomplishment) at their optimal pace.
- Provide students and teachers with resources and training to participate in continuous, anywhere, anytime learning.
- Promote the use of a wide variety of rigorous learning opportunities to meet learner needs, interests and/or learning style for all students.

GOAL #2: INSTRUCTION

- Personalize/customize instruction, based on a growth model, (growth model measures the amount of students' academic progress between two points in time) with individually designed and paced learning activities to achieve high-level learning goals.
- Design/develop learning activities that provide opportunities for students to progress through curricular competencies by working individually or in flexible groups.
- Develop a mentoring system that supports students in a variety of venues.

GOAL #3: ASSESSMENT

- Aligned K - 12 student assessments are based on the demonstration of achieved competencies. Assessments identify individual strengths and weaknesses, as well as require regular student self-reflection of personalized learning and performance goals. Assessments are given at the end of the learning period, once the student has met the competency, regardless of when that achievement occurs.
- Assessments of student academic competencies include a growth model and are aligned with curriculum and instruction.
- Assessments of student personal competencies address qualitative measurement (measured by the quality of something rather than its quantity) of student work habits and accountability, both individually and as collaborative team members.
- Include individual qualities needed to complete tasks of high quality, at an optimal pace, with expectations met:
 - Productive, self-directed, active engagement with a high level of effort
 - Persistence, problem solving and resilience when obstacles arise
 - Organization of time, materials, and resources to meet timelines
 - Self-management including personal responsibility and regulating his/her responses to opportunities and challenges
 - Collaborative team member qualities include those that result in cooperative, successful work completion within a group:
 - Effective communication with group members, as a listener and as a speaker
 - Flexibility and adaptability in response to changing conditions
 - Acceptance of group members regardless of social, cultural, or personal variances
 - Demonstrated leadership in managing oneself and others effectively

CORE VALUE #2

The Arts

We believe that 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.

GOAL #1: The arts are recognized as a vital part of the overall curriculum.

- Merge the performing, language and fine arts throughout the curriculum.
- Create a strong STEAM program for students in grades K-12, integrated and infused in the school day and throughout the curriculum. (STEAM = Science, Technology, Engineering, Art, and Mathematics)
- Sponsor an annual Arts Celebration Week that ends with a District-wide show of performance, language and fine arts.
- Reach out to area businesses, artists and organizations to form artistic partnerships that support the curriculum and student learning.

GOAL #2: Students are encouraged to develop extended learning opportunities (ELO) in the arts.

- Include information about Extended Learning Opportunities (internships) in the arts in the ILHS Program of Studies.
- Create a resources list of local and regional arts organizations in which students can participate, including scholarship information to promote participation.
- Invite area arts organizations annually, to participate in an arts fair to showcase outside opportunities in the arts.

GOAL #3: Students will develop skills and knowledge regarding character and citizenship.

- Develop an understanding of the role of democracy: government of, by and for the people, exercised through the voting process
- Show respect for and acceptance of authority: the need for and primacy of authority, including the law, in given circumstances
- Support and pursue the beliefs around equality: the right and opportunity to develop one's potential as a human being
- Understand and demonstrate tolerance for freedom of conscience and expression: the right to hold beliefs, whether religious, ethical or political, and to express one's views Justice: equal and impartial treatment under the law
- Show tolerance for others: the allowable deviation from a standard. Indulgence for beliefs or practices differing from or conflicting with one's own
- Demonstrate fairness and good sportsmanship: freedom from favoritism, self-interest or indulgence of one's likes and dislikes; abiding by the rules of a contest and accepts victory or defeat graciously

Goal #4: Students will demonstrate respect for themselves and others

- Accountability: responsibility for one's actions and their consequences
- Self-Esteem: pride and belief in oneself and in achievement of one's potential
- Work Ethic: belief that work is good and that everyone who can, should work

CORE VALUE #3

Wellness

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

GOAL #1: Promote student wellness throughout the school day.

- Instruction in wellness and health education at all educational levels.
- Instruction and substance abuse issues.
- Instruction and support in making good choices as it relates to health, wellness, and social emotional issues.

GOAL #2: Implement a multi-faceted program to address substance abuse use and prevention in the Inter-Lakes School District.

- Provide a district-wide program that addresses substance abuse.
- Provide programs and instruction on prevention programs for substance abuse.

- Connect and collaborate with community programs to support the prevention or treatment of substance abuse in families.

GOAL #3: Implement a multi-faceted program to address social interactions, bullying, and social media use in the Inter-Lakes School District.

- Provide a district-wide program that addresses bullying.
- Review of current policies and practices used to deal with bullying ensuring consistency and effectiveness K-12. Policies and procedures regarding bullying should be evaluated on a yearly basis.

GOAL #3: Implement an annual comprehensive training program to ensure a safe environment for all students and staff.

- Provide staff with annual training in the Schools' Crisis Plans
- Provide staff with annual training in supervision and positive intervention for behavioral issues.
- Provide staff with annual training in accessing and using safety equipment (fire extinguishers, AEDs, epipens, walkie talkies, intercom systems, etc.).
- Offer CPR and First Aid Trainings yearly to school staff members.

GOAL #4: Implement programs, processes, and trainings to increase social, emotional, and physical safety of the school community.

- Provide ongoing training to staff to assist students with social cognitive thinking (processing, and applying information about other people and social situations.)
- Train staff members in the use of instructional strategies that assist students with strengthening their ability social interactive with others appropriately.
- Implement appropriate social contracts with students to help them monitor and control their behavior in and out of school

GOAL #5: The Inter-Lakes School District will promote staff wellness.

- Increase staff awareness of available programs and services through the Health and Wellness Committee.
- Provide opportunities to Inter-Lakes School District staff members in increased regular physical activity that goes beyond the current Slice of Life Program.

CORE VALUE #4 Involvement

We believe that active commitment of family, community and schools is essential for a quality learning experience.

GOAL #1: The district will improve its efforts to build a strong connection with families as full partners in their child's learning and development.

- Develop a district "Parent Involvement Plan".
- Involve families and parents in their child's personal learning.

GOAL #2: The district will improve and increase the amount and type of communication with parents/community to solicit their involvement when making decisions regarding curriculum, instruction, assessment, and/or other major elements relative to the operation and programs of the school district.

- Increase the number of informational events that provide parents/community members with opportunities to become better informed about the district's educational programs and practices
- Invite parents and members of the community to serve on school district committees

GOAL #3: A district-wide program will be implemented to recruit, train, support, and recognize volunteers.

- Create a district program Volunteer Involvement Program with the goal of recruiting and training community members.
- Survey annually volunteers and staff to solicit feedback relative to their experience and to assess the quality of the support and training they received.
- Recognize all volunteers throughout the district for their participation.

GOAL #4: The district will develop activities designed to involve families and the community in learning about timely and important topics within our district (ex: parenting skills, curriculum and instruction, Common Core Standards, student services, etc.).

- Develop an inventory of current school-community partnerships, including the nature of the partnerships and

activities being conducted.

- Develop an inventory of current parent training opportunities and activities for each school.
- Collaborate with community agencies and other organizations to provide resources and training opportunities to strengthen school programs, families, and student learning.

CORE VALUE #5

Resources

We believe that 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.

GOAL #1: The Inter-Lakes School District attracts exceptional teachers that are highly qualified and passionate about education.

- Promote successful programs, along with staff and student achievement, to showcase the strengths of the district.
- Ongoing recruitment of exceptional staff.
- Interviewing process is rigorous and consistent across all schools for new hires.

GOAL #2: Inter-Lakes School District retains highly qualified staff who have high expectations for students and themselves.

- Participation for all new staff in a district mentor program that is connected to the curriculum, and uses the resources of the district.
- Experienced teachers will participate in programs that promote teacher excellence and retention.

GOAL #3: All staff embraces the importance of continuous learning and increased knowledge in subject areas.

- Developed to promote leadership and identify excellence in education in and among the staff.
- Align the district staff development plan with district initiatives to meet the needs all staff.
- Ensure the Professional Development Master Plan is current and the Professional Development Committee is active.
- Strategies to support innovation, best practices, and student achievement is aligned with district goals.
- Engage in anytime, anywhere professional development learning that is personalized for the educator.

GOAL #4: The Inter-Lakes District promotes the use of technology to enhance instruction and increase student achievement.

- Equip classrooms with current technology to enhance learning and student achievement.
- Develop and implement a technology plan which includes a vision, professional development structure for enhancing digital literacy geared towards a 1:1 computing environment, as well as develop and maintain the infrastructure to support it.
- Establish a district wide technology committee to guide technology integration in all areas of instruction.
- Recognize effective technology integration as a district initiative.

Acknowledgements

Through great dedication to the community and students of the Inter-Lakes School District, the following individuals gave time, energy, and commitment to the strategic planning process, the vision and the mission of the Inter-Lakes School District. The core values, crafted by the Steering Committee, provided the foundation on which the Strategic Plan was crafted by the those volunteers who gave of their time, effort and spirit. The following document represents a true community effort in shepherding the educational direction for the Inter-Lakes School District for years to come. It is with profound appreciation that we thank these individuals:

Steering Committee

Phil McCormack - Superintendent	Lisa Merrill - School Board	Jack Carty - School Board
Richard Hanson - School Board	Jen Brady - Student	Patti Kennelly - Administrator
Chuck Bates - Educator	Sandy Spiro - Educator	Rebecca Dowd - Educator
Mark Billings - Resident	Sandra Mucci - Resident	Justin Van Etten - Resident
Kay Anderson - Resident	John Edgar- Local Government	Miller Lovett - Local Government

Committee Members

Mark Billings - Resident/ School Board	John Edgar - Parent/community member	Erin Apostolos - Community Member
Jack Carty - School Board/Resident	Leasa Armour - District Technology	Alesia Parks - Educator
Lucy Glenday - Parent	Christina Gribbon - Administrator	Steve Roberts - Educator
Connie Ryan - Educator	John Hansen - Administrator	Kay Marini - Educator
Kathleen Hill - Administrator	Sandy Spiro - Educator	Kay Mulcahy - Administrator
Patti Kennelly - Administrator	Nancy Wiggen - Parent	Allan Hale - Administrator
Gail Ledger - Parent	Jennifer Salamanca - Educator	Chuck Yaeger - Educator
Ariane Shuffleton - Educator	Wendy Taylor - Educator	Sara Shanelaris - Parent
Lisa Hibbert - Educator	Toni Brown - Educator	Dr. Steve Kelley - Administrator
Rhoda Young - Educator	Chris Wald - Administrator	Seth Wheeler - Parent
Everett Bennett - Administrator	Angela Stutzman - Parent	Patty Browher - Educator
Emily Enyon - Educator	Chuck Bates - Educator	Chuck DiCecca - Administrator
Kay Anderson - Community Member	Johanna Halperin - Business Member	Mary Ellen Ormond - Administrator



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:

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

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.

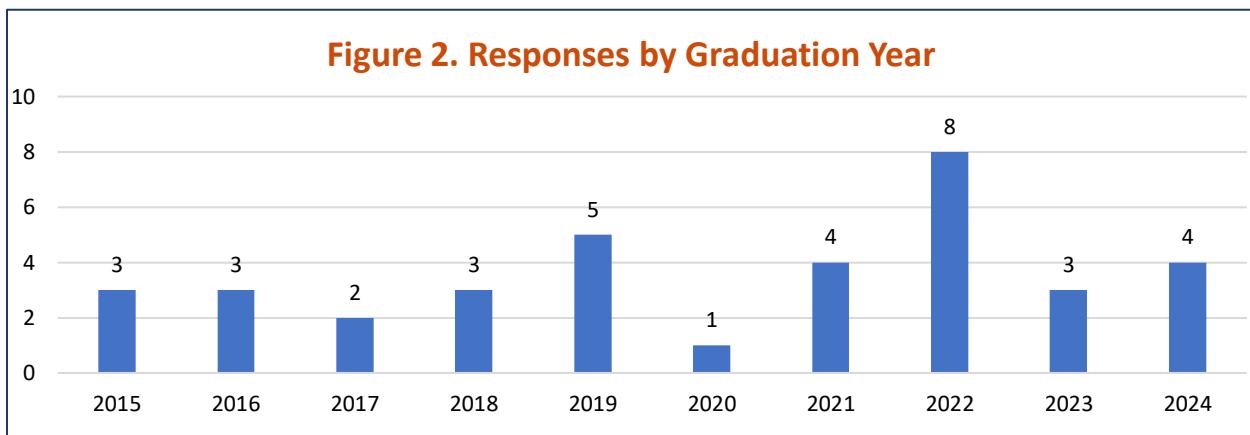




Table 2. Responses by Schools Attended

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).

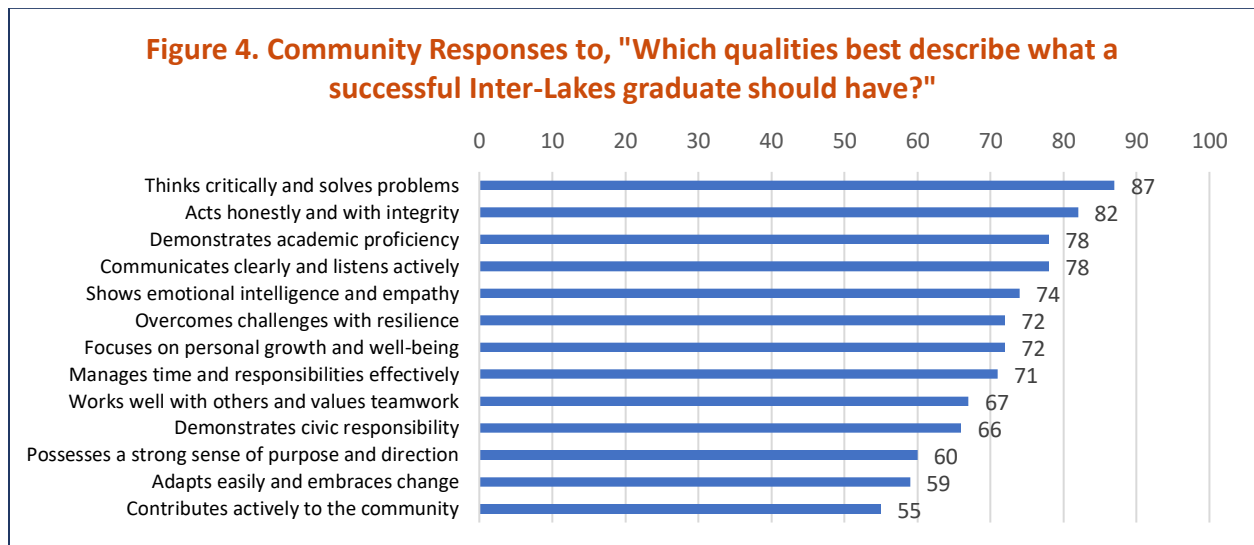
- Develop a unified communication system to promote shared understanding and involvement across a range of stakeholders (community members, families, inter-generational, roles, towns, etc.)
 - Develop ways for district-wide collaboration to enhance connectedness and access to resources/opportunities 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.