TIMBERLANE REGIONAL
SCHOOL DISTRICT

STRATEGIC PLAN

2023-2028



The Mission of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth.

THE TIMBERLANE GRADUATE

A Timberlane Graduate is prepared to effectively use their knowledge and skills to make informed personal choices and decisions that will lead them to become a responsible contributor and consumer in the 21st Century society as they interact with the challenges and opportunities presented by the global community.

A Timberlane Graduate is...

- Intellectually curious, creative and open to challenges;
- Persevering;
- Resilient;
- A problem solver;
- A digital citizen;
- An effective communicator;
- A collaborative worker;
- A critical thinker;
- Academically literate in: math, science, social studies, technology, reading, writing, and the arts;
- Responsible and respectful;
- Able to understand and apply 21st Century Skills;
- Willing and able to identify when and what they need to learn with the purpose of remaining open to continuous learning.

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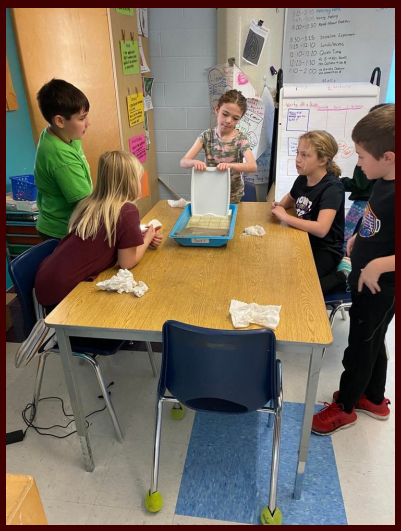
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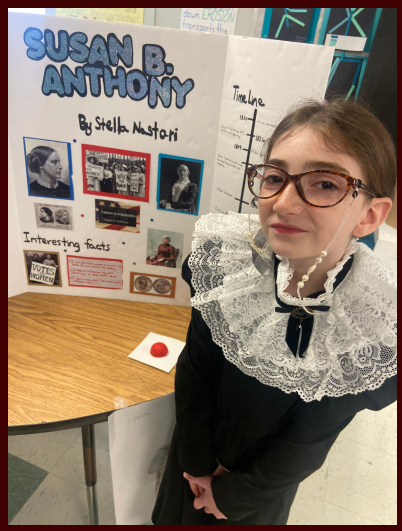
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RATIONALE

If the singular end goal of the Timberlane Regional School District is to support all students in realizing high levels of standardized, personalized, and individualized learning, then it must ensure that...

- the concept of ***learning*** is the primary driver for decision-making for students and staff.

- the ***personnel*** responsible for working directly and indirectly with students are at capacity, healthy, and highly-skilled.

- the experiences of ***community, connections, and communications*** that link all stakeholders are frequent, meaningful, and constructive.

- the ***facilities and learning environments*** that house all school operations are safe and support the opportunities for students to learn and show evidence of that learning.



INTRODUCTION

The Timberlane Regional School District (TRSD), comprising the four towns of Atkinson, Danville, Plaistow, and Sandown, is characterized by both the unique history and local traditions of each town, as well as a regional identity and sense of a larger Timberlane community. Our district grows from within and expands to the wider world. The five district elementary schools are neighborhood schools, grounded in long-standing local traditions that make each learning community unique. These schools also provide learning experiences that connect Timberlane students to the community through a shared Timberlane mission and vision for learning, aligned curricula, and collaboration amongst our educators. The regional middle and high schools unite the students and families of our four towns and also host districtwide community gatherings. Thus, the TRSD is both a regional learning community and the public commonplace of the four towns.

The District has experienced a high level of change over the past several years. On July 1, 2021, the TRSD officially withdrew from School Administrative Unit (SAU) 55 to become SAU 106. This transition to a new SAU was accompanied by a significant level of turnover in both building and district level leadership, as well as the instructional staff in our seven schools. Over the past two years, SAU 106 has begun to construct and shape its new identity. Throughout this transition, the district has remained committed to the alignment of a shared vision for student learning, along with the creation of new district-wide systems to support the implementation of that vision. We believe that our connection with and our commitment to one another empowers all members of our educational community to reach our greatest potential together.

In the end, it's the people who do the work of teaching and learning directly with students and families that are the bedrock of any school system; Timberlane is no different in this regard. Therefore, attracting and hiring the best people are the most important actions Timberlane can take to support the goal of students realizing high levels of standardized, personalized, and individualized learning.

In 2020, the TRSD successfully expanded student access to technology through the implementation of a 1:1 Chromebook initiative. Additionally, our pre-K-12 learning models have adapted over time and continue to shift away from a preponderance of teacher-centered direct instruction to lessons that include opportunities for student inquiry and exploration, student voice and choice, and personalized learning experiences for students of all ages and skill levels. This ongoing transformation of learning supports students in developing the skills, knowledge, and dispositions necessary to meet the needs and demands of an ever-changing local, national, and global society and workforce.

Student learning is optimized in spaces that are welcoming and safe, accessible to all, and flexible in nature to accommodate different types of learning. The school buildings of the Timberlane Regional School District have not seen any significant upgrades or renovations in over 20 years. Many of the systems are reaching their end of life expectancies and will need to be replaced and/or see significantly increased maintenance. Most of the district buildings are over 60 years of age and therefore, spaces are dated and not conducive to current/future learning environments and needs.

PROCESS

The TRSD Strategic Planning Committee began meeting in July of 2022 and established a goal to have a newly developed five (5) year strategic plan in place by July 1, 2023. The committee is comprised of fourteen (14) TRSD administrators, two (2) school board members (Michael Boucher and Kim McCormick), and one member from the Budget Committee (Sue Sherman).

The committee met monthly (not in August and twice in September) through November. In that time, the committee:

- reviewed progress, achievements, and unaddressed elements of the current strategic plan;
- administered and reviewed "Thought Exchanges" and "Survey Monkey" student surveys to seek feedback from the community, staff, families, and students;
- considered reaching out to consultants;
- reviewed the Capital Improvement Plan and past work / thinking of the Facilities Committee;
- continually grouped the discussion points into broader categories to later inform targeted work.

At the November meeting, the committee analyzed the stakeholder feedback, including the results of the community-wide Thought Exchange and student surveys. Common thoughts and themes emerged from this feedback. Through this process, the committee determined four (4) primary "buckets" to organize the Strategic Plan:

- Learning
- Personnel
- Community, Connections, and Communication
- Facilities and Learning Environments

Each "bucket" was assigned a leader, working members, and the charge to work as a subcommittee, engage with relevant staff stakeholders, and generate draft language to target the following pieces of the Strategic Plan for review as a full committee on February 23, 2023:

- A brief narrative that outlines the current state of the District as related to the "bucket."
- An objective written as a single statement.
- Three (3) to five (5) goal statements to guide future work.
- And three (3) to five (5) discrete tasks with assigned dates to support the attainment of each goal statement.

The full committee met on February 23, 2023 to review the work of each subcommittee. In March, the "Bucket" team leaders met and collaborated to synthesize subcommittee reports and draft a cohesive strategic plan. That group also developed a timeline of work moving forward to June, as outlined on the following page.

PROCESS

Timeline for Future Work

- **April, 2023**: Share draft Strategic Plan with School Board for 1st read on April 6th.
- **April 10th -28th, 2023:** Share with TRSD staff for feedback between April 10th - 28th.
- **May, 2023:** Share draft Strategic Plan with families and community for feedback.
- **May, 2023**: Strategic Plan Committee will review all feedback from April and May and refine the plan itself.
- **June, 2023:** Share Strategic Plan with the School Board for 2nd read.

Methods to collect feedback after first read by the School Board:

- Thought Exchange: This tool may be used to collect public feedback through a system of open-ended questions, options for stakeholders to share thoughts, and opportunities for participants to rate the thoughts shared by others.
- Survey Monkey: This tool may be used to collect feedback through Likert scale ratings and/or ranking systems.
- Public / Staff In-Person Forums



LEARNING

The Timberlane Regional School District strives to engage, challenge, and support students and staff in relevant learning activities that foster their ongoing academic, social, emotional, and personal growth. Timberlane educators monitor, analyze, and reflect on student learning outcomes and seek to adapt their instructional practice to best meet the personalized needs of all learners.

Competency Based Education and Personalized Learning:
The Timberlane Regional School District has been actively involved in ongoing work connected to personalized Competency Based Education (CBE). The elementary schools continue to refine their content specific curriculum units to identify trimester learning and acquisition targets. Elementary teachers have begun to create common unit assessments. The middle and high schools have implemented a hybrid report card that includes both a traditional alpha-numeric grade along with information relative to students' level of mastery of course competencies. The secondary levels have developed competency rubrics and continue to develop and refine unit performance assessments that call for the independent application and transfer of student learning to new tasks and contexts. The high school has expanded on flexible learning pathways for students through the implementation of Extended Learning Opportunities (ELOs) and internships.

Professional Growth and Learning:
The district has made a commitment to job-embedded professional learning opportunities for staff to both enhance their instructional practice and increase consistency in educator training across grade levels and schools. Early childhood educators have expanded on their knowledge of and capacity to design Play-Based Learning experiences for their students. Elementary classroom teachers are actively engaged in inquiry-based cycles of professional learning connected to research behind the Science of Reading. This work is being led and supported by the elementary Literacy Coaches. The elementary schools have also provided opportunities for educators to learn more about best practices in math instruction, including district-wide elementary book studies, revised Geometry curriculum units, and optional week-long summer training through the Ongoing Assessment Project (OGAP).

Social and Emotional Learning:
The district is in year three of a partnership with consultant Mike Anderson to enhance our educators' capacity to design learning experiences that embed student voice and choice, as a means to enhance intrinsic motivation for learning in our students. In addition to this district-wide work, teachers at both the elementary and middle schools have engaged in job-embedded coaching connected to the infusion of Social and Emotional Learning (SEL) skills through academics. The elementary schools have also implemented a Morning Meeting and non-academic soft start to the school day for all students to help increase community and support students in being prepared for the school day. Professional development days have included opportunities for educators to learn practical research-based strategies to support students who exhibit challenging behaviors.

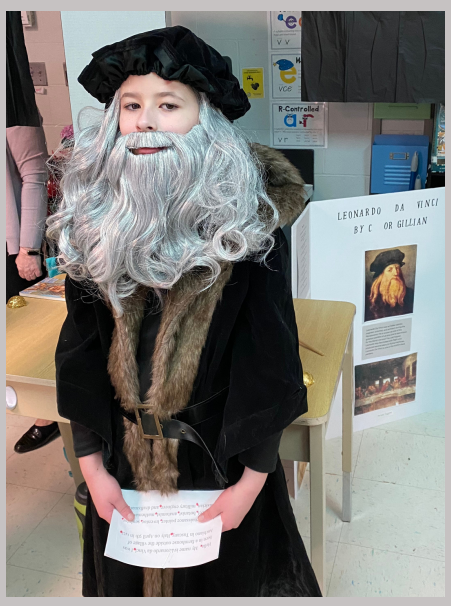
LEARNING

Data Protocols and Tiered Intervention Systems:
The district is in year two of implementation of the i-Ready Assessment and Learning platform across grades K-8. This assessment system has increased the level of data on students in mathematics and reading. This data is used, along with other measures of student learning, to identify student intervention needs through a rank order process in accordance with the level of need. The elementary schools are in year two of implementation of a new intervention model and the middle school is in the first full year of implementation of the What I Need (WIN) block for all students and grade levels. These intervention systems are currently not in place at the high school level.

Identified Need for Ongoing Development of Systems of Learning:
While the district has made significant strides in the areas of student and professional learning, there remains a need to develop district-wide systems in the areas of curriculum, instruction, assessment, and professional learning to increase educator capacity, improve alignment of school and district initiatives, empower educators, and ultimately improve student learning outcomes. The following general areas have been identified as areas of ongoing need for this section of the TRSD Strategic Plan:

- The development of systems for ongoing educator training in the areas of curriculum, instruction, and assessment to better address student needs, personalize learning, and improve student learning outcomes;
- The development of systems designed to remove barriers to learning for all students across both regular and special education settings;
- The development of systems connected to the generation of data and evidence of student learning and protocols for data-based decision-making;
- The development and implementation of a district-wide multi-tiered systems of support for academics, SEL, mental health, and behavior;
- The development of systems to personalize professional learning for all educators and increase educator capacity to implement high-leverage practices to respond to student needs and personalize learning.





LEARNING OBJECTIVE

The Timberlane Regional School District will provide meaningful and flexible learning opportunities in a safe and connected learning environment to ensure that Timberlane students achieve the necessary knowledge, skills, and dispositions to participate in a rapidly changing global society and find success in school, work, and life.









LEARNING GOAL 1

Goal 1: Systems to Support Competency-Based and Personalized Student Learning

The Timberlane Regional School District will engage PreK-12 students in personalized, competency based educational experiences to develop the necessary knowledge, skills, and marketable traits to be successful in school, work, and life, as measured by completion of the following tasks:

Task	Checkpoint
1. Train educators and implement school-wide flexible approaches that personalize learning for students, including designing lessons that provide students with multiple means to engage in, represent, and express their learning. ◦ Explore NH networks and programs to support student access to learning; ◦ Design systems of support that remove barriers to learning for all students across both regular and special education settings.	June 2026
2. Train educators to identify and implement high-impact teaching and instructional practices designed to generate evidence of student learning.	June 2027
3. Provide opportunities for students to explore career pathways, Extended Learning Opportunities (ELOs), vocational / Career and Technical Education (CTE) experiences, internships, dual enrollment, and other non-traditional educational experiences.	June 2028
4. Review and refine assessment, grading and reporting practices across grades K-12 to provide consistent evidence and feedback on student learning outcomes.	June 2028







LEARNING GOAL 2

Goal 2: Systems of Data and Evidence of Student Learning

Develop systems to expand on the collection, evaluation, and interpretation of data and evidence of student learning, as a means to drive instructional decision-making and improve student learning outcomes, as measured by completion of the following tasks:

Task	Checkpoint
1. Form school and district-level data teams that implement systematic data protocols, rooted in models of ongoing evaluative thinking and data-based decision-making.	June 2024
2. Increase educator access to data on student learning.	June 2024
3. Train and provide opportunities for educators to engage in reflective and evaluative thinking regarding their instructional practice: ◦ Collect and evaluate data and other evidence of student learning. ◦ Reflect on the impact of instructional practice and lesson design on student learning outcomes. ◦ Use this information to make decisions on next steps for instruction at both the student and classroom level.	June 2026





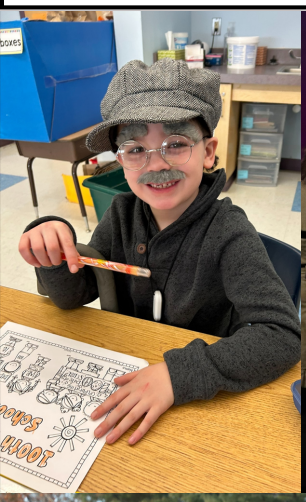


LEARNING GOAL 3

Goal 3: Multi-Tiered Systems of Student Support (MTSS)

Implement a comprehensive system of academic, social, emotional, and behavioral supports to promote student wellness and improve engagement in learning, as measured by completion of the following tasks:

Task	Checkpoint
1. Establish and implement a district-wide multi-tiered system of academic, behavioral, and social and emotional supports, (based on the NH MTSS-B framework), that includes universal approaches, targeted supports, and individualized services.	June 2025
2. Provide opportunities for students to develop and apply Social and Emotional Learning (SEL) skills through their academic work to support positive learning environments.	June 2026
3. Increase opportunities for students to have voice and choice in their learning, as a means to develop intrinsic motivation in students.	June 2025









LEARNING GOAL 4

Goal 4: Systems for Professional Learning

Develop a comprehensive professional development plan for all levels to provide a systematic program of job-embedded, on-going, training that supports collaborative practices and educator empowerment, as measured by completion of the following tasks:

Task	Checkpoint
1. Revise the Professional Development (PD) Master Plan.	August 2023
2. Train staff with regard to revisions to the PD Master Plan.	January 2024
3. Identify required professional learning areas for all Timberlane educators including, but not limited to best practices in literacy instruction, mathematics, instructional design, assessment, evaluative thinking, and SEL.	June 2024
4. Develop a comprehensive plan to provide training on all required professional learning topics to educators, through ongoing flexible and job-embedded learning opportunities.	August 2024
5. Engage building leaders in planning for the implementation of goals, objectives, and action steps in the strategic plan.	September 2023



PERSONNEL

Staffing
The Timberlane Regional School District currently budgets for 734 total staff and maintains / expects 65 vacancies; 50 instructional positions and 15 non-instructional positions. Moreover, 33 of the 65 vacancies are in the special education domain. An analysis of staffing data from FY15 to FY23 yields the two (2) primary trends. First, the total number of staff has leveled since FY18 and the number of vacancies each FY has increased. Anecdotally, the latter trend is more complicated by the fact that the educational job market is increasingly competitive while concurrently the number of candidates applying for positions is decreasing.

CBA Status / Dates and Non-Affiliated Staff
There are six (6) collective bargaining units operating within the Timberlane Regional School District. Of the 734 total staff, (#) are governed by a union agreement and (#) are non-affiliated.

- The TTA (teachers and other professional / certified staff) has a one-year agreement effective July 1, 2023. Negotiations for a new contract can begin to take place on July 1, 2023. This bargaining unit operated without a new contract in 2022-2023.
- The TAU (some district and all building administrators) has a three-year agreement effective July 1, 2023. Negotiations for a new contract are expected to begin on July 1, 2025. This group has operated the last three years without a contract.
- The TAAM (admin assistants, secretaries, and skilled maintenance employees) has a three-year agreement effective July 1, 2023. Negotiations for a new contract are expected to begin on July 1, 2025.
- The TSSU (paraeducators) has a three-year agreement effective July 1, 2023. Negotiations for a new contract are expected to begin on July 1, 2025.
- The TCU (custodians) is in the midst of a contract that is set to expire on June 30, 2025. Negotiations for a new contract are expected to begin on July 1, 2024.
- The TCWU (cafeteria workers) is in the midst of a contract that is set to expire on June 30, 2025. Negotiations for a new contract are expected to begin on July 1, 2024.

Existing Partnerships
The Timberlane Regional School District currently partners with the following colleges and universities to host student pursuing degrees and certificates in education:

- Southern New Hampshire University
- University of New Hampshire
- North Shore Community College



PERSONNEL

Future Programming

The Timberlane School District is exploring establishing special education programming to meet the needs of students within their home districts. This exploration entails consideration of student identification, staffing, facilities, and the approval processes at the state level.

Considerations for Future

- Succession Planning for Leadership
- Human Resource Information System Fluidit with Other Personnel Systems
- Recruitment Staff in Human Resources
- Employee Assistance Program Accessibility



PERSONNEL OBJECTIVE

The Timberlane Regional School District will attract, secure, grow, and retain high quality staffing across all levels of the District in order to drive student learning and the learning of all staff.







PERSONNEL GOAL 1

Goal 1: Collective Bargaining Agreements (CBAs)

The Timberlane Regional School District will successfully negotiate all collective bargaining agreements in a timely manner, with a fiscal mindset and competitiveness, based on the input of building and district administrators, as measured by completion of the following tasks:

Task	CBA	Checkpoint
1. Identify an instructional district administrator to serve as liaison and school board members to lead negotiating teams for each upcoming collective bargaining agreement.	TTA TAU TCWU TAAM TSSU TCU	June 2023 June 2024 June 2024 June 2025 June 2025 June 2025
2. Liaison seeks feedback from school district and building administrators specific to recommendations for contractual language changes to improve student learning and works with school board members of the negotiating team to create a one-page focus document to set intended goals for each upcoming negotiation.	TTA TAU TCWU TAAM TSSU TCU	July 1, 2023 July 1, 2024 July 1, 2024 July 1, 2025 July 1, 2025 July 1, 2025
3. Negotiating team (consisting of the liaison, business administrator, human resource director, and school board members) meet to run financial scenarios that are aligned to the one-page focus document.	TTA TAU TCWU TAAM TSSU TCU	Aug. 1, 2023 Aug. 1, 2024 Aug. 1, 2024 Aug. 1, 2025 Aug. 1, 2025 Aug. 1, 2025
4. Negotiating teams reach a tentative agreement for each collective bargaining unit.	TTA TAU TCWU TAAM TSSU TCU	Dec. 2023 Dec. 2024 Dec. 2024 Dec. 2025 Dec. 2025 Dec. 2025
5.Superintendent works with the school board to draft warrant articles reflective of each realized agreement.	TTA TAU TCWU TAAM TSSU TCU	Jan. 15, 2024 Jan. 15, 2025 Jan. 15, 2025 Jan. 15, 2026 Jan. 15, 2026 Jan. 15, 2026

PERSONNEL GOAL 2

Goal 2: Staffing

The Timberlane Regional School District will fill 100% of the positions in approved budgets and develop contingency plans for the sharing of work in the event that 100% staffing level is not achieved, as measured by completion of the following tasks:

Task	Checkpoint
1. Refine, develop, and share with relevant administration a hiring flow for all categories of staffing positions.	January 1, annually
2. Identify and develop timelines for each non-traditional recruiting method for all staffing positions.	September 1, 2023
3. Build a framework for job fairs onsite and offsite and identify specific site locations and dates over a five-year window of time.	January 1, 2024
4. The Superintendent's Leadership Team (SLT) will build a contingency plan with building administration for each unfilled staffing position by September 1st of each school year (and ongoing as vacancies occur during the operational school year).	September 1, annually
5. The Superintendent will set up an advisory committee consisting of members from all collectiveing bargaining units and administration.	January 1, 2024
6. The advisory committee will submit non-monetary recommendations for staff attraction, growth, and retention.	June 2024





PERSONNEL GOAL 3

Goal 3: Continued Staff Learning

The Timberlane Regional School District will develop and sequence opportunities to engage all staff in training within District systems in order to increase the capacity of each individual and the larger District team, as measured by completion of the following tasks:

Task	Checkpoint
1. Review and refine new teacher induction systems after hire.	August 1, 2023
2. Through solicitation from staff, identify district systems that are in need of improvement and those systems in which staff need more training to access effectively.	January 1, 2024
3. Working within a committee comprised of staff and administrators, develop a plan to both engage in change processes where there is an identified need and to build training experiences where there is an identified need.	August 1, 2024
4. Through solicitation from staff, identify professional learning that is in individualized, personalized, and need based upon staff positional category.	October 1, 2023
5. Working within a committee comprised of staff and administration, develop an annual plan to prioritize and map out contractual professional learning days.	August 1, annually
6. Map a calendar that places staff at school board meetings to present District systems or their own professional learning that increases student learning.	Jan. 1, 2024





PERSONNEL GOAL 4

Goal 4: Future Programming

The Timberlane Regional School District will staff all future changes to educational programming in a manner that supports the attainment of the explicit outcomes articulated within said programming, as measured by completion of the following tasks:

Task	Checkpoint
1. Identify an exhaustive list of potential future programming names and staffing needs within each respective program over a five-year window of time.	July 1, 2023
2. For each identified program, set an operational start date and post staffing needs and / or reallocate current staff to meet the needs of the respective program.	60 days in advance of operational start date
3. For each identified program, develop and publish a program description, operating procedures, and goals / objectives.	30 days in advance of operational start date
4. Identify required learning and professional development for staff in each respective program and map out a timeline to fulfill said training over the course of one calendar year.	June 2024
5. Educate Timberlane staff and community on all start-up programming.	within 30 days of operational start date





PERSONNEL GOAL 5

Goal 5: Partnerships

The Timberlane Regional School District will continue to seek, develop, and sustain partnerships with outside organizations that can immediately, in the short-term and in the long-term, increase the personnel resources of the district, as measured by completion of the following tasks:

Task	Checkpoint
1. Identify all current partnerships specific to staffing and the needs they fill.	August 1, 2023
2. Develop a list of areas of need by school building and potential community partners that may fill those respective needs.	January 1, 2024
3. Examine the volunteer policy and procedures and task each building principal with reaching a proportional target of their student enrollment to secure regular volunteers.	June 1, 2024
4. Explore and share a set of recommendations to the Superintendent specific to partnering with surrounding schools and districts to benefit the academic achievement and social / emotional well-being of Timberlane students.	January 1, 2025
5. Develop a system through human resources to notify, attract, and partially retain retiring staff to remain connected to Timberlane to either work directly with students or provide professional development to staff.	January 1, 2024





COMMUNITY, CONNECTIONS, AND COMMUNICATION

Community, connections, and communication is at the heart of a cohesive school district. Members of the school community thrive socially and academically on connections and relationships. We believe the schools of Timberlane Regional School District should serve as the community hub. In order to maintain a positive relationship with its constituents, Timberlane Regional School District is committed to engaging in consistent communication with its stakeholders, fostering a relationship of transparency and trust.

Currently, the district utilizes many tools for communicating out to stakeholders. These include:

- Social media (Facebook, Twitter, and Instagram):The district and each school have their own accounts in all three social media applications.
- Emails, texting, and robo phone call abilities through School Messenger to both TRSD families and staff groups.
- District and schools websites that house information such as the calendars of events, documents, departmental (transportation, food service, technology, etc.) information, and postings of events and school happenings.
- The TEN (Timberlane Educational Network) cable channel that is broadcast on local cable providers in all four towns.
- In addition to the above means of communication, school closings and delays are posted on WMUR, as well as several Boston Channels.
- PowerSchool parent and student application: This app, available on both Apple and Android platforms, provides information on student schedules and assignments at grades 6-12 as well as attendance and report card information for all grades.
- PickUp Patrol: An app that parents use to communicate student absences, tardiness, and school plan changes with each school.
- Livestream and Vimeo streaming services: The district uses Livestream for live events including student concerts, parent informational nights, school board and budget committee meetings and more. Vimeo is used to archive these videos in appropriate categories and provides closed captions and varied speed playback.
- Smugmug: This is an online application used to store school and district wide pictures of student centered and other events.
- Survey tools such as Thought Exchange, Google Forms, and Survey Monkey are used to provide targeted feedback on a number of areas for all TRSD stakeholders.





COMMUNITY, CONNECTIONS, AND COMMUNICATION OBJECTIVE

The Timberlane Regional School District is committed to building connections by increasing two-way communication in order to foster a positive, supportive school community.









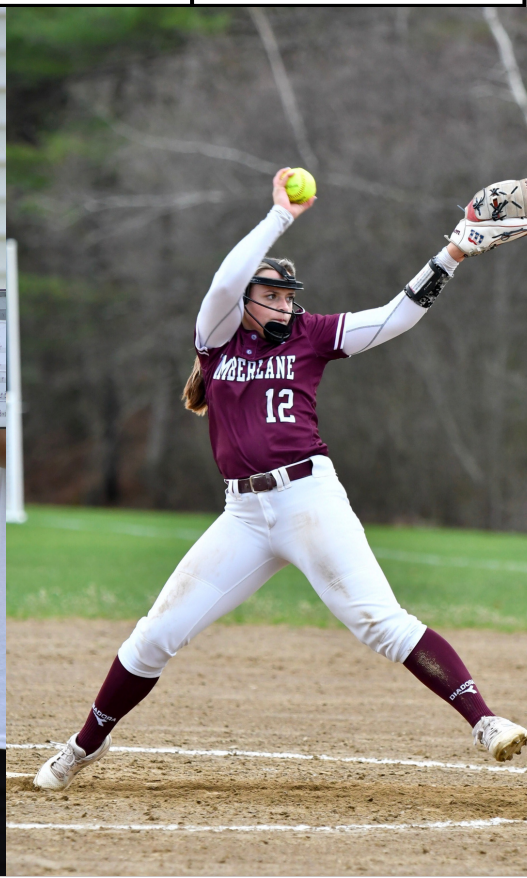
COMMUNITY, CONNECTIONS, AND COMMUNICATION, GOAL 1

Goal 1: Two-Way Communication

The Timberlane Regional School District will increase connection with its stakeholders through frequent, transparent two-way communication to ensure all voices are heard, as measured by completion of the following tasks:

Task	Checkpoint
1. Work in collaboration with local agencies to develop a plan to create a unified approach with communication around appropriate events.	June 2025
2. TRSD administration and PTAs will collaborate to encourage engagement with district families and create coordinated support of community events.	Beginning in August, 2023 and ongoing
3. Develop a coordinated plan to message families and increase the opportunity for two-way communication.	June 2024
4. Increase the usage of a two-way communication tool and further explore opportunities to elicit on-going feedback and questions.	June 2024





COMMUNITY, CONNECTIONS, AND COMMUNICATION, GOAL 2

Goal 2: District as Community Hub

The Timberlane Regional School District will serve as the hub of the community, providing opportunities for engagement, educational and social programming for families, and supporting the overall well-being of all community members, as measured by completion of the following tasks:

Task	Checkpoint
1. Develop a plan to create and manage community partnerships to increase opportunities for students.	June 2024
2. Determine educational and social needs to establish programming for families.	June 2025
3. Create a Timberlane Community Advisory Forum and focus on ways to increase attendance and create extensions of learning through a variety of means.	January 2024









COMMUNITY, CONNECTIONS, AND COMMUNICATION, GOAL 3

Goal 3: Measures of Recognition

The Timberlane Regional School District will boost its recognition of student and staff accomplishments and achievements, as measured by completion of the following tasks:

Task	Checkpoint
1. Utilize a consistent plan/approach district-wide to highlight school events, in addition to student and staff accomplishments and achievements both in and outside of Timberlane.	December 2023
2. Investigate ways to create more effective and engaging communication, including ways to make communication more student driven.	June 2024
3. The TRSD SAU Administration and School Board will commit to focusing on student accomplishments and the schools themselves during board meetings.	August 2023









COMMUNITY, CONNECTIONS, AND COMMUNICATION, GOAL 4

Goal 4: Increased Engagement

The Timberlane Regional School District will support and increase the engagement for diverse and underrepresented populations within the community to ensure equal access to educational opportunities, as measured by completion of the following tasks:

Task	Checkpoint
1. Determine a plan to best engage with diverse and underrepresented populations by pinpointing challenges and creating measures of support.	December 2024
2. Provide opportunities for all stakeholders to share experiences, cultures, and perspectives.	December 2025



FACILITIES AND LEARNING ENVIRONMENTS

Building	Constructed	Approximate Size	Features
Atkinson Academy	Constructed in 1803; Major renovations completed in 1964, 1980, 1987, 2000, and 2007	65,000 square feet situated on 10 acres	Serves Pre-K-5; Heated using oil and has a 30 amp, three-phased electrical feed from Unitil.
Danville School	Constructed in 1960; Major renovations completed in 1987 and 2000	46,000 square feet situated on 15 acres	Serves Pre-K-5; Heated using oil and has a 30 amp three-phase electrical feed from Unitil. A back-up generator was recently installed.
Pollard School	Constructed in 1912; Major renovations completed in 1965, 1987, 1995, and 2000	73,000 square feet on a 30 acre site on Main Street in town	Serves Pre-K-5; Heated using natural gas fuel from Unitil and has a 30 amp three-phase electrical feed from Unitil.
Sandown Central / Timberlane Learning Center	Constructed in 1954; Major renovations completed in 1965, 1972, 1977, 1987, 2000, and 2001	38,000 square feet situated on 5 acres	District-wide preschool program; Sandown Pre-K-K; The kitchen is not in service Meals are prepared at and transported from Sandown North. Heated using oil, and has a 30 amp, three-phase electrical service provided by Eversource.
Sandown North	Constructed in 2000	55,000 square feet situated on 28 acre site	Serves grades 1-5; The building is heated using oil, and has a 30 amp three-phase electrical feed provided by NH Electric Co-op.

FACILITIES AND LEARNING ENVIRONMENTS

Building	Constructed	Approximate Size	Features
Timberlane Performing Arts Center	Constructed in 2001	30,000 square feet situated on 90-acre site shared by the SAU Office, TRMS, TRHS, and PAC; approximately 30 acres used for athletic fields	Serves all grades and is a community hub; Auditorium seats over 900; 240 seats are on rotating turntable that allows separate Recital Hall; Houses practice rooms for music and drama classes; Heat is provided from the boiler plant at the High School. Electrical service is a three-phase service.
Timberlane Regional Middle School	Constructed in 1975; Major renovations completed in 1975, 1987, 1996, and 2000	135,000 square feet situated on 90-acre site shared by the SAU Office, TRMS, TRHS, and PAC; approximately 30 acres used for athletic fields	Serves grades 6-8; Heated using natural gas fuel from Unitil and has a three-phase electrical feed from Unitil.
Timberlane Regional High School	Constructed in 1966; Major renovations completed in 1975, 1987, 1995, and 2001	125,000 square feet situated on 90-acre site shared by the SAU Office, TRMS, TRHS, and PAC; approximately 30 acres used for athletic fields	Serves grades 9-12; Heated using natural gas fuel and has a three-phase electrical feed that serves the current demand.

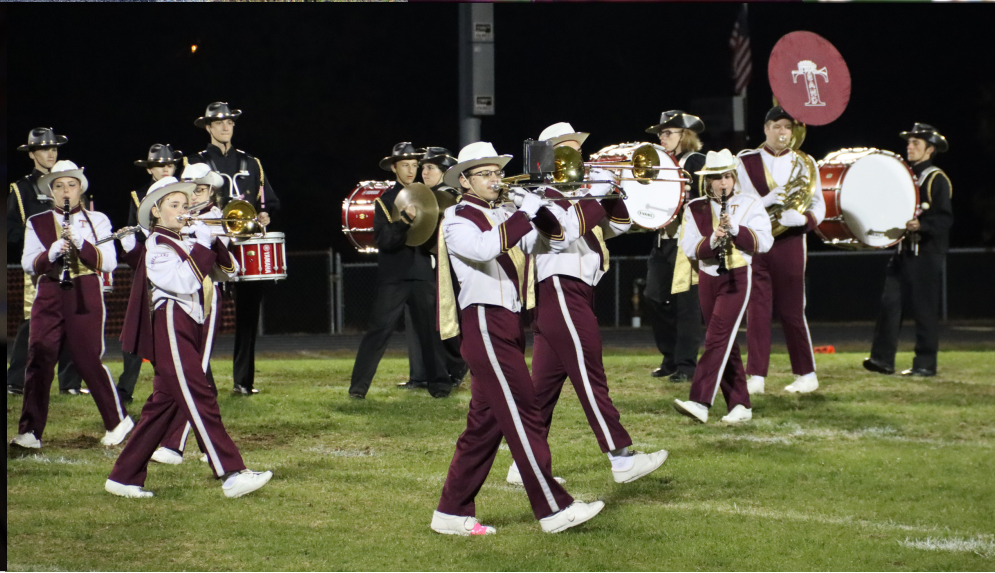
FACILITIES AND LEARNING ENVIRONMENTS OBJECTIVE

This strategic plan will highlight the significant facility needs while providing a path to address the many inadequacies in order to create learning environments that meet both current and future educational needs for all Timberlane students.









FACILITIES AND LEARNING ENVIRONMENTS GOAL 1

Goal 1: Facilities Master Plan

Develop a long range Facilities Master Plan to address Pre-K-12 building deficiencies, educational program planning, and athletic program needs. This plan will serve and guide, the Timberlane community for the next twenty years and include major renovation and construction, and capital projects, as measured by completion of the following tasks:

Task	Checkpoint
1. Review all documents and assessments ascertained by the district regarding facility needs including but not limited to: • NEASC concerns from 2017-2018 • Facility based items not addressed in the 2009-2015 and 2016-2022 Strategic Plans • EEI Assessments	Jan. 1, 2024
2. Highlight the current status of the facilities and learning environments in the seven schools and the district offices.	Jan. 1, 2024
3. Provide evidence of educational space needs and how we meet or do not meet these needs. (How do we want the learning environment to look?)	Jan. 1, 2024
4. Prioritize short and long term projects and build the projects into the budget / Capital Improvement process.	Jan. 1, 2024



FACILITIES AND LEARNING ENVIRONMENTS GOAL 2

Goal 2: Community Outreach and Support

Obtain community support for the Facilities Master Plan, Strategic Plan, and Capital Improvement Plan through effective communication and an engaging partnership throughout the process, as measured by completion of the following tasks:

Task	Checkpoint
1. Interview TRSD educational leadership (principals, assistant principals, directors, etc.) to solicit input on building needs and facilities planning.	December 2023
2. Involve community members in a Facilities Advisory Committee (Or some other committee name) to get buy-in from the community.	June 2024
3. Educate the community about proposed building projects, the current state of the specified facility, and how these projects will improve the student experience in learning and/or extracurricular activities.	Ongoing, in connection with each project



FACILITIES AND LEARNING ENVIRONMENTS GOAL 3

Goal 3: Plan Implementation

Define a path to implement renovations/new construction to address the identified needs, as measured by completion of the following tasks:

Task	Checkpoint
1. Increase community awareness of the current situation in order to raise the necessary funds to support the needs.	June 2024
2. Understand the tax implications for the various towns and how that will impact the passing of the projects.	Ongoing and annually
3. Investigate how other NH districts had their school projects passed. "How was it marketed to the community?"	June 2025
4. Explore ways to finance facility projects to lessen the impact upon constituents within the four towns including, but not limited to: • Grants, • State Building Aid • Review the Articles of Agreement between the four towns.	June 2025



GLOSSARY

Acronym	Term	Page
Amp	Ampere (unit of electric current)	33
CBA	Collective Bargaining Aggrement	22
CBE	Competency Based Education	12
Co-op	Cooperative	34
CTE	Career and Technical Education	15
EEI	Energy Efficient Investment Inc.	36
ELO	Extended Learning Opportunity	12, 15
FY	Fiscal Year (July 1-June 30)	19
K	Kindergarten	13, 33
MTSS	Multi-Tiered Systems of Student Support	16
NEASC	New England Association of Schools and Colleges	36
NH	New Hampshire	15
OGAP	Ongoing Assessment Project	12
PAC	Performing Arts Center	34
PD	Professional Development	18

GLOSSARY

Acronym	Term	Page
Pre-K	Pre-Kindergarten	4, 7, 9, 15, 33, 36
PTA	Parent Teacher Association	29
SAU	School Administrative Unit	9, 31, 34
Co-op	Cooperative	34
SEL	Social and Emotional Learning	12, 13, 16, 18
SLT	Superintendent's Leadership Team	23
TAAM	Timberlane Administrative Assistants and Skilled Maintenance Employees	19, 22
TAU	Timberlane Administrators Union	19, 22
TCU	Timberlane Custodians Union	19, 22
TCWU	Timberlane Cafeteria Workers Union	19, 22
TEN	Timberlane Educational Network	27
TRHS	Timberlane Regional High School	34
TRMS	Timberlane Regional Middle School	34
TRSD	Timberlane Regional School District	6, 9, 10, 11, 13, 27, 29, 31, 37
TSSU	Timberlane Support Staff Union	19, 22

GLOSSARY

Acronym	Term	Page
TTA	Timberlane Teachers Association	19, 22
WIN	What I Need	13
WMUR	Television Station located in Manchester, NH	27