

Timberlane Regional School District

Strategic Plan 2018-2023

TRSD Strategic Planning Committee

Sept 11, 2018

Timberlane Regional School District: Strategic Plan 2018-2023

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I. Introduction

Strategic Planning Process

The Timberlane Regional School District has developed a strategic plan for 2018-2023. This plan involves input from the communities of Atkinson, Danville, Plaistow and Sandown.

A Strategic Planning Committee was established and acted as the steering committee for the work during the 2017-18 school year.

During the summer of 2017, a community survey was created and 750 results were received. A qualitative analysis provided the committee valuable feedback about the mission, vision, and goals of the previous five-year plan. A summary is included in the appendix.

During the Fall of 2017, two community forums were held: one in the town of Plaistow and one in the town of Sandown. Additionally, open forums for staff were held in Atkinson and Plaistow. The input from the community and staff forums yielded a lot of good ideas and information.

The Strategic Planning Committee analyzed feedback from the forums and identified three overarching themes: 1) Academics, 2) Facilities, and 3) Culture and Climate. The Strategic Planning Committee requested that subcommittees establish the goals and objectives in these three priority areas. Three subcommittees were formed and met through the winter months. These goals and objectives are the substance to this Strategic Plan.

The Strategic Planning Committee would like to thank all the community members, parents, students, and staff who participated in the development of this Strategic Plan. It will help guide the district as we move forward in the next five years.

Sincerely,

The TRSD Strategic Planning Committee:

Brian Boyle, Chair of the School Board: *April 2017- March 2018*
Eileen Dube, Budget Committee Member and Community Member
Dr. Kim Farah, Vice Chair of the School Board: *April 2017- March 2018*
Thomas Geary, District Operations Coordinator
Ken Henderson, Director of Technology
Christi Michaud, Director of Data, Assessment and Accountability
Jim Paul, Community Member and Budget Committee Representative
Dr. Roxanne Wilson, Assistant Superintendent

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Other contributors in the beginning stage of planning during 2016-17 include:

Debra Armfield, Director of Curriculum and Professional Development
Peter Bealo, School Board Member
Susan Sherman, School Board Member
Gregory Spero, School Board Member

Strategic Planning Subcommittees:

Sustaining a Focus on Academics and Rigor and 21st Century Skills

Terry Bolduc, Sandown North Teacher
Lucy Canotas, Danville Asst. Principal/Curriculum Coordinator
Rebecca Carlson, Academic Dean of Mathematics
Christine Desrochers, TRMS Curriculum Coordinator
Eileen Dube, Budcom and Strategic Planning Committee Rep
Dr. Kim Farah, School Board and Strategic Planning Committee Rep
Lisa Furman, Danville Teacher
Ken Henderson, Director of Technology
Maegan Koelker, TRMS Teacher
Jennifer Marino, Sandown Central Principal
Christi Michaud, Director of Data, Assessment, and Accountability
Jeanmarie Ward, Atkinson Community Member. Parent
Mary Widman, TRHS Asst. Principal

Improving Facilities

Brian Boyle, School Board Chair
Barry Chooljian, Director of Guidance
Rob Collins, Danville Community Member
Angelo Fantasia, Athletic Director
Thomas Geary, District Operations Coordinator
Rodney Mills, District Maintenance Supervisor
Mark Pedersen, Academic Dean of Science
Heather Roy, TRHS Assistant Principal
Jennifer Silva, Atkinson Community Member, Parent
Susan Takesian, TRHS Business Teacher
Don Woodworth, TRHS Principal

Promoting a Positive School Culture and Climate

Susan Rasicot, Director of Student Services
Susan Sherman, School Board Member
Kayla Jones, TRSD School Psychologist
Barbara Gallant, Atkinson Academy Guidance Counselor
Elizabeth Kosta, Plaistow Community Member, Parent
Meaghan Guanci, TRHS Teacher
Scott Strainge, TRHS Assistant Principal
Cathleen Ryan, Sandown Central Pre-K Teacher

Jay Vogt: Peoplesworth consultant assisted the team during the initial planning stages and in the Community and staff forums.

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II. Demographics

The Timberlane Regional School District (TRSD) is a cooperative school district comprised of four towns: Atkinson, Danville, Plaistow, and Sandown. Together the towns contain approximately 47.5 square miles, according to Community Profiles Reports at NH Employment Security.

NH Department of Education: Department of Education Reports include the following data: As of October 1, 2017: <https://www.education.nh.gov/data/attendance.htm>

- The enrollment for TRSD was 3,556 from preschool through grade 12, according to the District Fall enrollment report of 2017. This ranked TRSD as the 9th biggest school district in the state according to enrollment numbers.
- TRSD ranks 121 out of 162 school districts for students eligible for free and reduced lunch with a 12.57%
- TRSD is 3rd in the State for preschool enrollments of 116, following Manchester and Nashua.
- TRSD has more students scoring in the proficient range than the State average.

Enrollment by Grade Level: October 1, 2017:

2017 TRSD Enrollment	Total 3,556
Preschool	137
Kindergarten	220
Elementary	1,252
Middle	789
High	1,158
<i>Department of Education : www.education.nh.gov</i>	

Enrollments by Town: October 1, 2017

2017 Enrollment by Town	Total 3,556
Atkinson	787
Danville	631
Plaistow	1,046
Sandown	1,090
Tuitioned	2
<i>SAU 55 Central Office Report: October 1, 2017</i>	

TRSD Free and Reduced Lunch rates: 2017-18

https://www.education.nh.gov/data/attendance.htm#free_reduced_district

2017 Free & Reduced Lunch	Enrollment 10/01/2017	Free/Reduced Eligible	% Eligible
Timberlane Regional	3,199	402	12.57%
	<i>Grades 1-12 only</i>		

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Preschool Enrollments

Of the largest districts in the State, TRSD ranks 3rd in the number of preschool enrollments in 2017. The State had 3,876 in total in 2017.

<https://www.education.nh.gov/data/attendance.htm>

Preschool Enrollments: October 1 2017	
Manchester	351
Nashua	276
Timberlane Regional School District	137
Merrimack	135
Londonderry	121

State Level Assessment Information

<https://www.education.nh.gov/news/2017/assessment-results.htm>

According to the NH School and District Profiles the 2017 Smarter Balanced Assessment Consortium Grades 3-8 Percent proficient

Achievement Level (%)	English Language Arts		Mathematics	
	TRSD	State	TRSD	State
Proficient: Levels 3 + 4	68%	58%	54%	49%

SAT Grade 11: percent proficient

	TRSD N	TRSD %	State N	State %
Reading	283	67%	12,677	66%
Mathematics	283	45%	12,702	44%

Distinguished Awards:

2014 NH Secondary School of Excellence: Timberlane Regional High School
2013 Distinguished Music Teacher of the Year: Anthony DiBartolomeo, TRSD

III. Strengths, Weakness, Opportunities and Threats

Each Department identified its relative strengths, weaknesses, opportunities, and threats. While strengths and weaknesses are viewed as internal to the school system, opportunities and threats are those items or forces that exist outside the organization that may impact our system.

A. Academic Rigor (Curriculum, Instruction, Assessment)

The Timberlane Regional School District has developed a fully aligned PreK-12 competency based curricula in all content areas developed through the collaborative work of teachers, academic deans, and administrators. Instructional programs, enrichment opportunities, and quality assessment measures have allowed Timberlane educators to begin personalizing instruction and to better meet the varied needs of learners. Data-informed decision making through district and school data teams, professional learning communities, and student support teams allow educators to develop greater understandings of student and program needs, monitor curriculum implementation and pacing, evaluate resources and the effectiveness of various instructional strategies, and identify professional learning needs.

State and district level assessment results have demonstrated consistent gains in achievement as illustrated in the 2015-2016 District Report Card and as shared through various press releases throughout each school year. Maximum class sizes established by school board policy are beneficial, however, meeting the broad range of learners and their individual needs within a classroom is often challenging. Federal grant funding to support effective response to intervention programs, enrichment programs, and staff professional development decreases annually. This loss of revenue results in an increase in school district budgets in order to provide adequate instructional resources and staffing support.

Strengths

- Educator commitment to goal setting and increased achievement.
- Fully aligned preschool through grade 12 curricula in all content areas
- STAR Universal Screening and Benchmarking assessment to monitor student growth
- Data teams-informed decision making
- Effective instructional tools and programs
- Middle School STEAM classes (science, technology, engineering, arts, math)
- World Language opportunities at all schools
- Intervention and Enrichment Blocks to support all learners
- Online learning communities and communication (Google Classroom, PowerSchool, School Messenger)
- Instructional teams working collaboratively to meet student needs

Weaknesses

- Limited number of interventionists to offer additional support to regular education students in small, focused groups
- Need for more math intervention support materials and math coaches
- Few opportunities for collaborative team time to study and develop curriculum

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- Too many standardized state-level tests and local assessments administered in the Spring
- Limited 21st century learning spaces and programs for STEAM, Technical Education, Computer Science, Vocational skills, and Creative Arts
- Limited number of integrated units, project based learning opportunities, and performance based tasks/assessments
- Lack of math instructional coaches to support teachers, similar to the Literacy Specialists/Coaches supporting the teachers in the schools

Opportunities

- Training of educators in Tier 2 and 3 interventions to support various learners
- Building the capacity of elementary educators to teach Science content and skills
- Systems needed for competency recovery
- Less reliance on standardized testing practices
- Further develop a competency-based learning system that incorporates more project-based learning and performance task assessment
- Expand online and blended learning opportunities for student to engage in learning
- Development of programs including STEAM, Computer Science, and Technical Education to meet the diverse interests and needs of students preparing for post-secondary careers or education
- Data literacy and use for instructional decision making at all levels
- Development of integrated curriculum units to support learning across content areas and learning opportunities enhanced with technology tools

Threats

- Annual decreases in federal funding based on census poverty count
- Few accountability measures and responses for students who are chronically absent
- Space constraints and aging facilities
- Community perceptions about the challenges faced in education and need for changes in curriculum, assessment, and instructional methods
- Collective Bargaining Agreements and restrictive school schedules limit flexibility to allow time for teachers to engage in professional and collaborative work
- Lack of substitute teachers when teachers need to participate in professional learning and curriculum development work
- Bus driver shortage is impacting getting students to and from school on a routine basis
- Nursing shortage impacts having a qualified sub when needed

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B. Facilities and Grounds

The Timberlane Regional School District facilities are comprised of nine buildings located on six properties throughout the towns of Plaistow, Atkinson, Danville, and Sandown. The main campus for the District includes the Regional High School, Regional Middle School, Performing Arts Center, and the office building occupied by both SAU 55 staff and Timberlane District staff. Each town in the school district hosts its own elementary school, owned by the district, with the exception of Sandown that has two elementary school buildings.

Timberlane Regional High School –

Originally constructed in 1966, the building is situated on an approximate 90-acre site shared by an office building, the Performing Arts Center, and the Middle School. Major renovations were completed in 1975, 1987, 1995, and 2001. The single-story building currently serves students in grades 9-12. The finished building square footage is approximately 125,000 square feet. Of the approximately 90 acres of land, roughly 30 acres are used for athletic fields for both High School and Middle School activities. The building is heated using natural gas fuel and has a three-phase electrical feed that serves the current demand.

Timberlane Regional Middle School –

Originally constructed in 1975, the building is situated on an approximate 90-acre site shared by an office building, the Performing Arts Center, and the High School. Major renovations were completed in 1975, 1987, 1996, and 2000. The building serves grades 6-8 from all four towns. The finished building area is approximately 135,000 square feet. Of the approximately 90 acres of land, roughly 30 acres are used for athletic fields for both High School and Middle School activities. The building is heated using natural gas fuel from Unitil and has a three-phase electrical feed from Unitil.

Performing Arts Center –

Originally constructed in 2001, the Timberlane PAC is approximately 30,000 square feet. The building houses a large auditorium that seats 900+ people. Approximately 240 seats are on a unique “turntable” which allows the seating to rotate and view the recital hall. Also included in the building are practice rooms for instruction of music and drama classes. The building’s heat is provided from the boiler plant at the High School. Electrical service is a three-phase service.

Pollard Elementary School (Plaistow) –

Originally constructed in 1912, the approximate 73,000 square foot building is situated on an approximate 30-acre site on Main Street in town. The location of this school is approximately two miles from the Timberlane campus. Major renovations were completed in 1965, 1987, 1995, and 2000. The building is heated using natural gas fuel from Unitil and has a 30 amp three-phase electrical feed from Unitil.

Atkinson Academy –

Originally constructed in 1803, it is claimed to be the oldest co-ed school in the country. Major renovations were completed in 1964, 1980, 1987, 2000, and 2007. Total size of the finished building is approximately 65,000 square feet, situated on approximately 10 acres. The building is heated using oil and has a 30 amp, three-phased electrical feed from Unitil.

Danville Elementary –

Originally constructed in 1960, the 46,000 square foot building sits on an approximately fifteen acre site. Major renovations were completed in 1987 and 2000. The location is approximately six

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miles away from the Timberlane campus. The building is heated using oil and has a 30 amp three-phase electrical feed from Unitil. A back-up generator was recently installed.

Sandown North Elementary –

Originally constructed in 2000, the 55,000 square foot building sits on an approximately 28-acre site. The building currently serves children from grades one to five. Preschool and Kindergarten attend the Sandown Central School. The Sandown North School is approximately eleven miles from the Timberlane campus. The building is heated using oil, and has a 30 amp three-phase electrical feed provided by NH Electric Co-op.

Sandown Central (TLC) –

Originally constructed in 1954, the approximate 38,000 square foot building sits on a site that is approximately 5 acres. Sandown Central School has received major renovations in 1965, 1972, 1977, 1987, 2000, and 2001. The building currently serves the District-wide Preschool TLC program, Sandown Preschool, and also serves the children in Kindergarten from Sandown. Currently, the kitchen at the Sandown Central School is not in service and meals need to be prepared at Sandown North School and transported to Central School. The building is heated using oil, and has a 30 amp, three- phase electrical service provided by Eversource.

District Level Facilities

Strengths

- Effective day-to-day operations of facilities and In-house skilled trades
- Focus on security and safety and liaison with town police departments
- Strong preventive maintenance program - infrastructure in relatively good repair
- Room for expansion on our properties
- Effective process for capital improvement planning

Opportunities

- Add learning space to the main campus
- Construction of an artificial turf field for multi-sport use at main campus
- Future expansion possibilities of Sandown North School was built into the planning and construction of the school
- Construct new parking, redesign of traffic flow at main campus (bus/parent-pick up)
- Consider moving TLC to the main campus - tie it into the HS curriculum
- Current Bond interest rates are below 2%

Weaknesses

- Lack of modern STEM (science, technology, engineering, math) facilities at HS and MS.
- Use of “temporary classrooms” at the HS campus
- Proximity of schools geographic location to one another
- Shortage of field space to institute a proper “resting” program and athletic scheduling demands
- Lack of available parking at the main campus
- Lack of State/Federal funding for school construction
- Lack of modern communication wiring linking all buildings owned by TRSD
- Many spaces throughout the district do not meet current sizing guidelines set by state standards

Threats

- Sandown North and Danville Elementary - no fire suppression systems - wood framed
- Possibility of not meeting NEASC accreditation standards due to outdated facilities
- Increased Homeland Security school safety requirements requiring increased funding

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C. Culture and Climate

The Timberlane Regional School District, students, and families work together to foster a positive culture and climate through the demonstration of core values, a shared vision, responsiveness to individual student needs, an awareness of diversity, planning for successful student transitions, and collaborative and supportive teams in each of our schools. The regular collection of data including Tripod Student Perceptions, Positive Behavior Intervention Supports and other systems for monitoring student behavior allow schools to design effective school-wide and individual interventions. The school district has recognized increasing numbers of students with social/emotional and behavioral challenges; however, supportive programs, community and family outreach are important elements of a positive and strong culture as a critical factor for ensuring student success.

Strengths

- Core values recognized by students and staff (ex: Respect, Responsibility, Right Choices)
- Transition planning for students between grade levels/schools
- Collaborative teaching teams and dedicated, professional staff
- Social-emotional skill development groups
- Advisory programs
- Building culture-based teams (ABC, Universal teams)
- Behavioral data collection and decision making
- Cleaner Greener Committee
- Teachers use the TRIPOD survey for feedback and planning
- Responsive Classroom and PBIS implemented practices
- School-wide efforts and student learning of work-study practices
- Supportive parents and community members
- Community outreach and relation

Weaknesses

- Space constraints in some schools for the delivery of instruction and services
- Not enough trained personnel to respond to the needs of students with social/emotional and behavioral challenges
- Inconsistent practices in some schools

Opportunities

- Further development and implementation of models of systematic supports such as PBIS (Positive Behavioral Intervention and Supports) and Responsive Classroom programs
- Team building for professionals
- Renew the focus of the Advisory program
- Further implement the Second Step school counseling curriculum
- Keep the focus on diversity awareness

Threats

- Increased intensive behavioral needs of some students impacting staff resources
- Increasing number of students and families with substance abuse challenges impacting staff and community resources
- Reduction of State resources for family supports

IV. System Trends

The Strategic Planning Committee identified some internal and external trends that currently affect our school system. These trends can be considered threats or opportunities, but will continue to have an impact on our schools in the next five years.

System trends include:

- Declining enrollments since the last strategic plan
- Reduced State and Federal aid to the schools
- Increased family stress due to economic hardships and some families impacted with drug, opioid, and alcohol issues
- Increase in young children entering school with significant needs, such as health needs and/or incidence of autism, and/or anxiety
- More experienced teachers and staff who are nearing retirement age
- More emphasis on personalized learning to meet everyone's needs
- More emphasis on competencies and outcomes for learning in addition to grades
- More emphasis on equity and diversity issues as we prepare students for a global culture
- Ever-evolving technology used as an everyday tool by staff, students, and parents to interact with their work, home and social environments
- Escalating costs for benefits, retirement, and insurance
- Aging facilities impacting the delivery of the curriculum and specialized services

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V. Mission, Vision, and Beliefs

Parents, staff, and the community continue to support the current mission, vision, and beliefs of the Timberlane Regional School District. This was documented by the results of the community survey and community forums. There were no changes or updates made from the previous strategic plan.

Mission:

The results showed there was an overwhelming sense that our School District Mission was clear and understandable and a majority of respondents felt TRSD was achieving its mission.

The mission statement answers the question, “What is the purpose of our schools?”

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.

Vision:

There is agreement that our schools are meeting the District vision.

Vision answers the question, “What will the desired schools look like?”

The vision of the Timberlane Regional School District states that the Timberlane Regional School District in partnership with the communities of Atkinson, Danville, Plaistow and Sandown will provide resources and programs designed to support students' diverse academic, social, and emotional needs. Effective and dedicated professional educators, administrators and support staff will challenge students with a rigorous curriculum that considers individual learning styles. We will be a school district of excellence that exemplifies best practices in academics, student services, facilities, safety and security. Timberlane graduates will be prepared to assume leadership roles as students in colleges and universities, as professionals in their chosen careers and as citizens in this rapidly changing world.

Beliefs:

There was overwhelming agreement that the nine belief statements were still important.

The statement of beliefs answers the question, “What are our deeply held convictions?”

- 1. We believe that education for the 21st century includes rigorous and relevant academic, technical and problem-solving skills that prepare students for the next level of education.*
- 2. We believe that strong instructional leadership and highly qualified personnel work as colleagues to deepen knowledge and improve instructional practice, creating a rich academic environment.*
- 3. We believe that a learning organization practices the sharing of knowledge, the adoption of new principles, and continuous growth.*

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4. *We believe effective communication connects parents, teachers, students and the community, fostering trust and interdependence.*
5. *We believe that all members of the learning community must promote respect for self, respect for others, and respect for community.*
6. *We believe creative expression and the appreciation of the arts are essential to quality of life.*
7. *We believe all students can achieve high standards and are entitled to demonstrate their knowledge and skills in ways which recognize their individual abilities, talents, and learning styles.*
8. *We believe in modeling democracy by giving voice to all who are directly affected by the school, including students, and addressing all forms of unfairness and injustice.*
9. *We believe quality facilities matter.*

Draft

VI. Themes

Community feedback included agreement that the School District should continue to focus on the goal areas from the previous strategic plan. Through the community forums and surveys, three themes emerged, and they included a focus on Academic Rigor and 21st Century Skills, Facilities, and School Culture and Climate.

A. Sustaining a Focus on Academics and Rigor and 21st Century Skills.

- Quality of teaching and teachers
- College and career readiness including dual enrollment
- Academic opportunities
- Enrichment, advanced opportunities, extended learning opportunities
- Personalized learning, online learning
- Technology

B. Improving Facilities

- Capital and infrastructure improvements across the district
- Safety and security
- Class size
- Athletic/Sports needs
- Space and program needs for quality teaching

C. Promoting a Positive School Culture and Climate

- Student supports
- Student discipline and expectations
- Respect, diversity, equity
- Sense of community

VII. Goals

A. Sustaining a Focus on Academics and Rigor and 21st Century Skills.

Goal 1: The Timberlane Regional School District will engage PreK-12 students in personalized, competency based educational experiences to include 21st century knowledge and skills needed to be successful in school, work, and life.

Objective 1 *Personalize learning opportunities for students in environments that are flexible and learner-centered.*

Action Steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Advance the work of the district focused on providing students with career pathways, extended learning opportunities, vocational experiences, dual enrollment, and non-traditional courses.		X	X	X	
b) Train educators and implement school-wide flexible approaches that personalize learning for students, including designing lessons that provide students with multiple ways to engage in and represent their learning.	X	X	X		
c) Increase student use of technology to create, analyze, synthesize, and evaluate while learning.	X	X	X		
d) Increase support for students using systematic approaches and proven effective interventions in the areas of Social-Emotional Learning, Mathematics, and Literacy for learning with varying needs.		X	X	X	
e) Explore the development of a district funded full-day Kindergarten program.			X	X	X

Objective 2 *Create PreK-12 STEAM opportunities that promote collaboration, problem solving, creativity, and the confidence needed for the 21st century learning and careers.*

Action Steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Create STEAM labs and Makerspaces in schools for all students to participate in.		X	X	X	
b) Engage students PreK-12 hands-on experiences with coding, computing, and other Computer Science standards as well as greater access to CS courses credit at the secondary level for students interested in in-	X	X	X		

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depth study for career and college preparation.					
c) Train teachers in cross-disciplinary instructional practices necessary for facilitating classrooms where students create, think analytically and logically, integrate technology literacy and fluency, and problem solve collaboratively with peers.	X	X	X	X	
d) Provide classrooms with STEAM resources, materials, and project ideas.	X	X	X	X	X
e) Explore adding and implementing courses at TRHS that focus on vocational skills, trades, and career development.			X	X	

Objective 3 *Implement competency-based education, PreK-12, providing students with project based learning opportunities, performance based assessments, and accurate systems of reporting focused on increasing levels of rigor, achievement, and soft skills acquisition.*

Action Steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Train educators in project-based learning practices.	X	X	X		
b) Design performance based assessments and rubrics, and reduce the number of standardized assessments.	X	X	X		
c) Focus instruction on deeper understanding of topics and the application of learning to new tasks.	X	X	X	X	X
d) Build in greater accountability measures for students who do not meet competency standards, including competency recovery procedures.		X	X	X	
e) Design and implement reporting tools for secondary schools that reflect a traditional grade and supplemental information on competency acquisition.	X	X	X	X	
f) Collect data on preparedness for college, workplace, and career, and on success post college via survey for TRSD graduates 2 -6 years post-graduation.			X	X	X
g) Re-evaluate the model and description of a “Timberlane Graduate” and use it to guide the vision district-wide and in the community.		X	X		
h) Identify performance benchmarks and exemplars so students can strive for mastery.		X	X	X	X

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A. Sustaining a Focus on Academics and Rigor and 21st Century Skills.

Goal 2: The Timberlane Regional School District will attract, hire, develop, and retain professional educators and support staff who can effectively engage students in rigorous curriculum and 21st century learning.

Objective 1 *Develop and provide a systemic program of job-embedded, on-going, training that supports collaborative practices and educator empowerment.*

Action Steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Develop a district-wide structure of Professional Development that allows teacher input into the New Teacher Induction and Mentoring program, ongoing PD offerings, needs assessments, and goal setting.	X	X			
b) Create learning environments that allow educators to take risks, and explore and evaluate creative approaches which can be used to inform instruction		X	X		
c) Work together with TTA to incentivize educators and to develop collaborative professional learning communities (PLCs) that provide time for educators to work across content areas, to share integrated lessons and new practices, engage in data review cycles, and support the curriculum.		X	X	X	

Objective 2 *Develop common beliefs, understandings, and practices to inform the implementation of STEAM and competency based education.*

Action Steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Develop an action plan that articulates common beliefs and goals around personalized, competency based learning that will be shared district-wide and monitored for implementation and progress.		X	X	X	
b) Develop an action plan that articulates common beliefs and goals around STEAM education that will be shared district-wide and monitored for implementation and progress.		X	X	X	
c) Train teachers in specific practices and approaches to personalize learning and effectively teach learners of varied abilities.	X	X	X	X	X

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Objective 3 *Re-evaluate the mentoring programs for professional and support staff within their first years in the district, and revise the program as needed.*

Action Steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Survey teachers to understand mentoring program strengths and opportunities for improvement		X			
b) Establish a mentoring and induction committee to analyze and propose changes to the current program.			X	X	

Objective 4 *Motivate and incentivize educators to be career educators in TRSD and life-long learners.*

Action steps	School Years				
	18/19	19/20	20/21	21/22	22/23
a) Encourage teachers to self-reflect, set goals, and engage in personalized and self-initiated professional learning.	X	X	X		
b) Encourage teachers to apply for SIM project funds via TTA contract to work on projects that are intrinsically motivating, to explore creative programs/activities, or find solutions to problems.	X	X	X	X	X

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B. Improving Facilities

Goal 3: Timberlane schools will be known as providing quality facilities that are safe and will ultimately increase student opportunities and activities for 21st century learning.

Objective 1 *Develop a comprehensive Facilities Master Plan that will serve the Timberlane community for the next twenty years. This plan shall include major renovation and construction projects.*

Action Steps	School Year				
	18/19	19/20	20/21	21/22	22/23
a) The District will create a long-term facilities steering committee	X				
b) The Committee will complete a comprehensive needs assessment on current facilities and building components with the assistance of a design professional.	X				
c) The Committee will establish a multi-year renovation and building plan which will include schematic design and cost estimates with the assistance of a design professional.	X				
d) Each year, the steering committee will obtain approval from the TRSB to continue the planning of renovating and building 21st century learning environments.	X	X	X		
e) The plan shall satisfy disparities in instructional needs for Science, Technology, Engineering, and Math, as well as, CTE and Athletics.			X		

Objective 2 *Obtain community support for the Facilities Master Plan through effective communication about the process.*

Action Steps	School Year				
	18/19	19/20	20/21	21/22	22/23
a) The Steering Committee will seek approval of Facilities Master Plan from the School Board	X	X			
b) The District and Board will keep the public and voters informed of the progress of the Facilities Master Plan by updating content on a regular basis.	X	X	X		

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c) The District will create marketing materials and messages		X	X		
d) The Board and District will host informational nights		X	X		
e) The District will reach out to towns and constituents on starting a new Strategic Plan for 2023-2028					X

Objective 3 *Prioritize short and long term projects and build the projects into the budget process.*

Action Steps	School Year				
	18/19	19/20	20/21	21/22	22/23
a) The Superintendent’s Leadership Team, CIP Committee, and the School Board shall collaboratively prioritize projects through a predefined process based on safety, educational need, and life cycle.	X	X	X	X	X
b) The TRSD Budget Committee and the School Board shall make a commitment to budget and fund, on an annual basis, the projects put forward.	X	X	X	X	X

C. Promoting a Positive School Culture and Climate

Goal 4: TRSD Schools will be collaborative learning environments that are built on mutual respect, support, and positive engagement.

Objective 1 *Create a 5-year action plan that includes interventions and supports that align with the District core values for climate and culture.*

Action Steps	School Year				
	18/19	19/20	20/21	21/22	22/23
a) Create a stakeholder group that includes students, school staff, paras, parents, students’ families, and community members within the Timberlane Regional School District to give feedback and guidance to the 5 year action plan.	X				
b) Establish and adopt “District Core Values for Climate and Culture” through discussions with stakeholders.	X				
c) Create a 5 -year action plan with a focus on implementing strategies and interventions aligned to the Core Values.		X			
d) Implement strategies and identify programs that promote the Core Values for Climate and Culture in each school.		X	X	X	X
e) Annually evaluate the implementation of the action plan and reflect to modify the plan.		X	X	X	X

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Goal 5: TRSD Schools will foster collaborative engagement of parents and the community to address the social, emotional, health, and wellbeing of students.

Objective 1 *Create and implement a District-wide response system that will offer interventions and supports to children and families in crisis.*

Action Steps	School Year				
	18/19	19/20	20/21	21/22	22/23
a) Identify and adopt school strategies that will promote parent and family involvement.	X				
b) Partner and communicate with community resources in order to support parents and families.	X				
c) Create a “System of Care” that includes specific strategies and responses to students and families in crisis or needing social and emotional supports.	X	X	X		
d) Establish a communication plan with families and the community to increase awareness, provide supports, and develop solutions.		X	X	X	X
e) Provide diversity awareness training to students and staff and implement corresponding strategies that are incorporated into the schools’ culture.		X		X	

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VIII. Next Steps

The Strategic Planning Committee would like to thank all the community members, parents, staff, and administrators who participated in the development of this Strategic Plan. A wealth of information was gathered and used as the basis for the three priority areas and the five goals that emerged from the year of study.

Sustaining a Focus on Academics and Rigor and 21st Century Skills

1. Timberlane Regional School District will engage PreK-12 students in personalized, competency based educational experiences to include 21st century knowledge and skills needed to be successful in school, work, and life.
2. Timberlane Regional School District will attract, hire, develop, and retain professional educators and support staff that can effectively engage students in rigorous curriculum and 21st century learning.

Improving Facilities

3. Timberlane Schools will be known as providing quality facilities that are safe and will ultimately increase student opportunities and activities for 21st Century learning.

Promoting a Positive School Culture and Climate

4. Timberlane Schools will be collaborative learning environments that are built on mutual respect, support, and positive engagement.
5. Timberlane Schools will foster collaborative engagement of parents and the community to address the social, emotional, health, and wellbeing of students.

Each of the goals has objectives and action steps associated with the five-year plan. These action steps are a roadmap for the School District to follow, and as such, they will need to be flexible as the real work begins. There will need to be annual evaluations of the goals and action steps based on the actual results. The ultimate outcome is to have these goals drive the work of the School Board and schools, and to assist in making decisions about School District resource allocations.

The next steps include:

1. Creating Action Teams for each of the three priority areas by October 2018.
2. Developing Action Plans for each goal which include who will be responsible, specific outcomes or benchmarks to show progress, and how the goals will be measured by January 2019.
3. Providing the Action Teams the financial support and resources needed to accomplish the goals and action plans throughout each year.
4. Adding money into the yearly budget process in order to accomplish the priority goals as needed.
5. Reporting progress on the Strategic Plan on an annual basis.

Appendix

Draft

Timberlane Regional School District Strategic Plan

Community Survey Results

8/21/2017

The Strategic Planning Committee conducted a survey in order to get feedback about our District mission, beliefs, vision, and goals from the previous Strategic Plan of 2009-15. Seventy-six percent of the 780 respondents indicated they were parents of children in the School District. Here are the results at a high level analysis.

Rank order of five priorities:

Using a scale of one through five, the results were: Academics at 4.5, Facilities at 3.1, Technology at 3, The Arts at 2.4 and Athletics/Sports at 2.

Mission:

The results showed there was an overwhelming sense that our School District Mission was clear and understandable and a majority of respondents felt TRSD was achieving its mission.

Beliefs:

There was overwhelming agreement that our nine belief statements were still important. There was an average ranking of 71% in the “very important” scale, and an average ranking of 28% in the “important” scale. The top three statements that received the highest rating in the “very important” scale were: 1) all students achieving high standards at 91%, 2) promoting respect for self and the community at 85%, and 3) effective communication at 84%.

Vision:

There is agreement that our schools are meeting the District vision with an average of 72% of the responses being “yes” or “for the most part”. The statement about staff challenging students was ranked the highest with 79% of the responses being “yes” or “for the most part.”

Goals:

The seven priority goals from the last strategic plan received very high levels of agreement that the School District should continue to focus on these areas. The top three goals were 1) increasing achievement at 98%, 2) applying 21st century skills at 96%, and 3) producing proficient technology users at 96%. All of these were ranked as “very important” or “important.”

Comments:

There were three questions that allowed respondents to add comments. All the comments were read and categorized into various topics. These were the top three results in rank order for each question:

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Question 5: other high priorities

- 1) Students supports/Student discipline/Safety and security
 - 2) Academics/Instruction/Vocational programs
 - 3) Quality of teaching and teachers
- *Facility improvements, Budget and Resources were also mentioned

Question 18: other beliefs statements

- 1) Students supports/Student discipline/Safety and security/Culture
 - 2) Academics/Instruction/Vocational programs/College and career ready
 - 3) Quality of teaching and teachers
- *Budget and Athletics were also mentioned

Question 23: other vision statements

- 1) Academics/Instruction/Vocational programs/College and career ready
 - 2) Facilities
 - 3) Culture and climate
- *Quality of staff and student supports were also mentioned

Summary:

Based on the analysis of all the survey data, the Strategic Planning Committee identified three overarching themes that emerged through the 780 responses to the survey. The broad categories are: Academic Rigor and 21st Century Skills, Facilities, and School Culture and Climate.

1. Sustaining a Focus on Academics and Rigor and 21st Century Skills.

- Quality of teaching and teachers
- College and career readiness including dual enrollment
- Academic opportunities
- Enrichment, advanced opportunities, extended learning opportunities
- Personalized learning, online learning
- Technology

2. Improving Facilities

- Capital and infrastructure improvements across the district
- Safety and security
- Class size
- Athletic/Sports needs
- Space and program needs for quality teaching

3. Promoting a Positive School Culture and Climate

- Student supports
- Student discipline and expectations
- Respect, diversity, equity
- Sense of community

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Community Profiles <https://www.nhes.nh.gov/elmi/products/cp/index.htm>

Atkinson

Population Trends: Population change for Atkinson totaled 5,779 over 55 years, from 1,017 in 1960 to 6,796 in 2015. The largest decennial percent change was a 125 percent increase between 1960 and 1970, followed by a 92 percent increase between 1970 and 1980. The 2015 Census estimate for Atkinson was **6,796** residents, which ranked 48th among New Hampshire's incorporated cities and towns.

Population Density and Land Area, 2015 (US Census Bureau): 607.9 persons per square mile of land area. Atkinson contains 11.2 square miles of land area and 0.2 square miles of inland water area

Income, Inflation Adjusted \$ (ACS 2011-2015)	
Per capita income	\$43,938
Median family income	\$111,383
Median household income	\$102,018
Median Earnings, full-time, year-round workers, 16 years and over	
Male	\$82,570
Female	\$54,335
Individuals below the poverty level	3.2%

Danville

Population Trends: Population change for Danville totaled 3,841 over 55 years, from 605 in 1960 to 4,446 in 2015. Danville had the 12th highest 55-year percent increase, with the largest decennial percent change, an 88 percent increase, between 1980 and 1990. The 2015 Census estimate for Danville was **4,446** residents, which ranked 82nd among New Hampshire's incorporated cities and towns.

Population Density and Land Area, 2015 (US Census Bureau): 381.6 persons per square mile of land area. Danville contains 11.7 square miles of land area and 0.2 square miles of inland water area.

Income, Inflation Adjusted \$ (ACS 2011-2015)	
Per capita income	\$33,448
Median family income	\$101,352
Median household income	\$91,250
Median Earnings, full-time, year-round workers, 16 years and over	
Male	\$61,797
Female	\$51,393
Individuals below the poverty level	3.1%

Plaistow

Population Trends: Population change for Plaistow totaled 4,686 over 55 years, from 2,915 in 1960 to 7,601 in 2015. The largest decennial percent change was a 62 percent increase between 1960 and 1970; the smallest, a seven percent increase between 1990 and 2000. The 2015 Census estimate for Plaistow was **7,601** residents, which ranked 40th among New Hampshire's incorporated cities and towns.

Population Density and Land Area, 2015 (US Census Bureau): 716.4 persons per square mile of land area. Plaistow contains 10.6 square miles of land area and 0 square miles of inland water area.

Income, Inflation Adjusted \$ (ACS 2011-2015)	
Per capita income	\$32,956
Median family income	\$79,524
Median household income	\$78,191
Median Earnings, full-time, year-round workers, 16 years and over	
Male	\$64,896
Female	\$50,098
Individuals below the poverty level	3.4%

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Sandown

Population Trends: Sandown had the second largest percent change, with the largest decennial percent change of 178 percent between 1970 and 1980; the population doubled between 1960 and 1970. Population change for Sandown was 5,810 over 55 years, from 366 in 1960 to 6,176 in 2015. The 2015 Census estimate for Sandown was **6,176** residents, which ranked 54th among New Hampshire's incorporated cities and towns.

Population Density and Land Area, 2015 (US Census Bureau): 441.5 persons per square mile of land area. Sandown contains 14.0 square miles of land area and 0.4 square miles of inland water area.

Income, Inflation Adjusted \$	(ACS 2011-2015)
Per capita income	\$37,429
Median family income	\$97,388
Median household income	\$83,281
Median Earnings, full-time, year-round workers, 16 years ad over	
Male	\$62,030
Female	\$39,620
Individuals below the poverty level	6.5%

Draft

Timberlane Regional School District: Plaistow, NH

Strategic Plan at a Glance

1

One Mission: What is the purpose of our schools?

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.

1

One Vision: What will the desired schools look like?

Timberlane Regional School District in partnership with the communities of Atkinson, Danville, Plaistow, and Sandown, will provide resources and programs designed to support students' diverse academic, social, and emotional needs. Effective and dedicated professional educators, administrators and support staff will challenge students with a rigorous curriculum that considers individual learning styles. We will be a school district of excellence that exemplifies best practices in academics, student services, facilities, safety and security. Timberlane graduates will be prepared to assume leadership roles as students in colleges and universities, as professionals in their chosen careers and as citizens in this rapidly changing world.

5

Five Goals:

1. The Timberlane Regional School District will engage PreK-12 students in personalized, competency based educational experiences to include 21st century knowledge and skills needed to be successful in school, work, and life.
2. The Timberlane Regional School District will attract, hire, develop, and retain professional educators and support staff who can effectively engage students in rigorous curriculum and 21st century learning.
3. Timberlane Schools will be known as providing quality facilities that are safe and will ultimately increase student opportunities and activities for 21st Century learning.
4. Timberlane Schools will be collaborative learning environments that are built on mutual respect, support, and positive engagement.
5. Timberlane Schools will foster collaborative engagement of parents and the community to address the social, emotional, health, and wellbeing of students.

9

Nine Beliefs: What are our deeply held convictions?

- *We believe that education for the 21st century includes rigorous and relevant academic, technical and problem-solving skills that prepare students for the next level of education.*
- *We believe that strong instructional leadership and highly qualified personnel work as colleagues to deepen knowledge and improve instructional practice, creating a rich academic environment.*
- *We believe that a learning organization practices the sharing of knowledge, the adoption of new principles, and continuous growth.*
- *We believe effective communication connects parents, teachers, students and the community, fostering trust and interdependence.*
- *We believe that all members of the learning community must promote respect for self, respect for others, and respect for community.*
- *We believe creative expression and the appreciation of the arts are essential to quality of life.*
- *We believe all students can achieve high standards and are entitled to demonstrate their knowledge and skills in ways which recognize their individual abilities, talents, and learning styles.*
- *We believe in modeling democracy by giving voice to all who are directly affected by the school, including students, and addressing all forms of unfairness and injustice.*
- *We believe quality facilities matter.*

