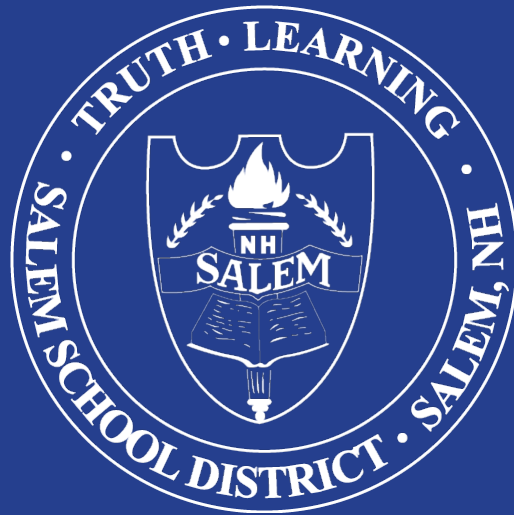


SALEM SCHOOL DISTRICT
School Administrative Unit #57
38 Geremonty Drive
Salem, New Hampshire 03079



Strategic Plan 2013-2018



Table of Contents

Executive Summary	2
Salem School Board	3
Strategic Planning Committee	3
The Strategic Planning Process	4
Mission Statement	4
Critical Strategic Issues	5
Strategic Goals, Overview	6
Strategic Goals Committees Members	7
The Plan – Strategies, Objectives, Key Results, and Performance Indicators	8
Strategy I: To improve and maintain facilities to meet the needs of the 21st century learner	8
Strategy II: To foster community support and engagement through effective communication and partnership.	10
Strategy III: To create student-centered educational opportunities for the 21st Century Learner.	12
Strategy IV: To use technology to enhance, extend, and correct student learning opportunities and learning gaps.	13
Appendix A: Community Profile	16
Appendix B: Strengths, Weaknesses, Opportunities, & Threats (SWOT) Summary	18
Appendix C: Strategic Planning Process – 2012-2013	19
Appendix D: Salem High School Core Values, Beliefs, And Learning Expectations	20

Executive Summary

The Salem School Board initiated a strategic planning proposal in the fall of 2011. With a commitment to undertake such an important process, district officials developed a plan to begin the project in August, 2012. A core strategic planning committee comprised of school officials, teachers, and parents established a year-long schedule of meetings and activities to culminate in the adoption of a strategic plan and provide our community with a shared vision for education. With the help of consultant Jay W. Vogt of Peoplesworth and scores of individuals who contributed to the process, the core committee assembled resources and guided progress that resulted in the forward thinking plan that follows. We are fortunate to have benefited from committed citizens who care about their children and school community.

A critical element of the process was a December community meeting when more than a hundred twenty people came together at Salem High School to identify significant district goals to be addressed within the next three to five years. Themes that emerged from this meeting included community support; technology access; facilities improvement; rigorous curriculum; and student centered 21st century skills. Our Strategic Planning Committee reviewed all the comments, thoughts, and recommendations from the community gathering and completed a thorough analysis of identified district strengths, weaknesses, opportunities, and threats. This resulted in four key goals identified as:

- *To foster community support and engagement through effective communication and partnership.*
- *Use technology to enhance, extend, and correct student learning opportunities and learning gaps.*
- *To create student-centered educational opportunities for 21st Century Learners.*
- *To improve and maintain facilities to meet the needs of the 21st century learner*

Four committees of school officials, parents and other citizens met for three very intense and thought-provoking meetings. Committee members developed objectives to further define each goal, and then described results expected from the work done to achieve those objectives. Finally, committees drafted timelines of indicators to serve as progress checks over three to five years. The committee members' efforts embody our idea of the future and their work will help to navigate the road ahead.



I work diligently to promote 21st century skills among students, and have found that implementing a variety of technological and web based tools has enabled me to better differentiate instruction, while piquing the interest of students. Students are much more engaged when I integrate technological tools into learning experiences, and they invest more of their effort and time when I meet them when they are at technologically and academically.

Heith Vierow – Salem High



Collaboration, technology, and critical thinking are forefront in today's teaching, and the workshop model allows us to work with small groups so that children receive individualized instruction while offering multiple opportunities to review and extend upon previously taught concepts and providing students with the skills to be confident and successful learners.

Amy Jasperson – Soule

Today, schools are complex organizations required to address matters beyond what could have been imagined even a decade ago. The School Board demonstrated wisdom by advancing this planning process that provides a forward thinking framework. Our core committee worked aggressively to ensure a timely outcome and all of our goal committees shared a passion for defining our children's needs in a technology rich world.

An education equalizes every child's opportunities. A shared vision and focused goals will ensure that our students benefit from those opportunities.

Salem School Board

- Bernard H. Campbell, Chair
- Patricia Corbett, Vice-Chair
- Peter Morgan, Secretary
- Pamela Berry, Member
- Michael Carney, Member

Strategic Planning Committee

- Matthew Barry, Dean of Students, Salem High School
- Pamela Berry, Salem School Board
- Bernard H. Campbell, Salem School Board
- Michael Delahanty, Superintendent of Schools
- Christopher Goodnow, Parent
- Kristine Nippert, Parent
- Anna Parrill, Principal, Soule Elementary School
- Deborah Payne, Director of Finance, Salem School District
- Erin Richard, Fifth Grade Teacher, North Salem School
- Jay Vogt, Consultant, Peoplesworth

The Strategic Planning Process

To be completed meaningfully, strategic planning should be a community event. As such, the process requires ideas and input from many stakeholder groups. We began the 2012-2013 planning process in August by completing an analysis of the school district's strengths, weaknesses, opportunities, and threats (SWOT). From there, the Strategic Planning Committee identified several key strategic issues framed as essential questions:

- *How can we best deliver education in the next twenty years?*
- *How can we get broad community engagement and connection to our schools?*
- *How can we ensure future capital investments to provide adequate facilities and infrastructure?*
- *How can we best respond to the powerful external challenges impacting our schools?*

These questions directed a community visioning discussion held in December and attended by more than one hundred citizens. Attendees included parents, business owners, school staff, students and local officials. Participants at the visioning forum generated hundreds of thoughts and ideas to drive improvement opportunities for students. These aspirations were used to identify four key goals that will guide the district's planning for the next three to five years.

From February through April, committees used these goals to develop objectives and action plans intended to provide a foundation for school district priorities. Teams identified expected results and the actions by which progress will be measured.

Mission Statement

The Salem School District is a dynamic organization committed to serving the citizens of Salem. By providing a quality education for our students and learning opportunities for the community at large, we strive to enhance the quality of life for our students and promote a lifelong love of learning.

Salem School Board Goals and Principles 2012-2013

1. To continue to improve the delivery of all instruction, including non-traditional instruction methods, with priority on literacy and mathematics instruction, and to quantify the educational performance of all students through a multi-dimensional assessment model.
2. That an environment conducive to learning requires that students show respect to staff and fellow



students, and that school district personnel should model and expect such conduct and promote student self-worth.

3. To continue to appropriately infuse technology into every aspect of how the Salem School District operates and delivers services to students in the learning process, to teaching staff in the instructional process, to administrative staff in the way we do business, and to the community in outreach and informational efforts.
4. To promote public involvement and awareness in school district initiatives through broader dissemination of information.

Literacy Vision Statement:

The Salem School District understands that a literate person thinks and communicates through reading, writing, speaking, listening, presenting, and viewing using a variety of print and technological tools to lead a fulfilling life in our changing world. All students enter our schools with diverse literacy experiences that are honored and expanded through purposeful, differentiated instruction by all Salem School District staff members. Our schools foster a collaborative community for active, responsible, life-long learning.

Assessment Vision Statement:

The Salem School District as a learning community, values the use of data collected from a comprehensive assessment system. Data is used to inform students, parents, and teachers about what students know and are able to do. Assessment data directs dynamic instructional practices and decision making across all content areas.

Critical Strategic Issues

The Strategic Planning Team identified several critical strategic issues expected to impact and play a role in the school district's success as the community's primary education provider.

How can we best deliver education in the next twenty years?

- *Student teacher relationship*
- *Professional development*
- *Common core standards*
- *Technology*
- *Data collection and use*
- *Innovation*
- *21st century skills*
- *Restructuring organization*



As early as the first grade, it is important that I teach my students to be creative, think critically, communicate effectively and to collaborate. Our economy demands these 21st Century skills so I am sure to incorporate them into my classroom.

Kristina Stevenson – Fisk

How can we get broad community engagement and connection in our schools?

- *Adequate communication to and from the community*
- *Business support*
- *Support for facilities and renovation*
- *Proactive educational conversations*
- *Support for initiatives*
- *Buy-in from the community*
- *Parent support*
- *Educated community*
- *Increased community awareness about and appreciation of the schools*

How can we ensure future capital investments to provide adequate facilities and infrastructure?

- *Implementing planned renovations*
- *Technology infrastructure*

How can we best respond to the powerful external challenges impacting our schools?

- *Increasing Federal and state mandates*
- *Reduced Federal and state budget funding*
- *Economic recession*
- *Increasing costs*
- *Increasing needs for efficiencies*

Strategic Goals, Overview

FACILITIES

Improve and maintain facilities to meet the needs of the 21st century learner.

TECHNOLOGY

Use technology to enhance, extend, and correct student learning opportunities and learning gaps.

COMMUNITY

Foster community support and engagement through effective communication and partnerships.

21st CENTURY LEARNING

To create student-centered educational opportunities for the 21st Century Learners.



Infusion of technology has provided my students with authentic, engaging, and meaningful learning opportunities. The electronic whiteboard, in particular, has greatly altered my delivery of instruction by offering an enhanced modality for my visual learners.

Denise Tager – Barron

Strategic Goals Committees Members



Facilities

Matt Barry, Co-Chair
Bernard H. Campbell
Larry Disenhoff
Chris Dodge
Jack Messenheimer
Matt Norcross
Jan Radowicz
Karen Roy
David Rozumek
Todd Stanganelli, Co-Chair
Melissa Szymansky

Community

Bob Berthel
Carrie Burns
Pat Corbett
Kristen Dacey
Sherry Kilgus-Kramer
Linda Michalczyk
Melanie Norcross
Dan Norris
Allison Plante, Co-Chair
Erin Richard, Co-Chair
Jamie Santo
Ellen Tanguay

Technology

Tracy Acker
Robert Brockway
David Halpin
Jeff Liptrap
Lexi Mckeon
Damon Norcross
Deb Payne, Co-Chair
Andrew Ramsey, Co-Chair
Jennifer Raskow
Cherie Smeltzer

21st Century

Pam Berry
Josh Boutin
Tina Doherty
Lisa Keller
Angela Markley
Hari Nath
Kristine Nippert
Leawndra Oseghali
Maura Palmer, Co-Chair
Anna Parrill, Co-Chair
Melissa Sorcinelli

The Plan – Strategies, Objectives, Key Results, and Performance Indicators

Strategy I: To improve and maintain facilities to meet the needs of the 21st century learner

Objective #1: To develop and obtain approval for a comprehensive renovation plan for Salem High School to serve our community for more than twenty-five years.

Key Result: An Architect’s conceptual design for a renovated high school will be completed by the fall.

Performance Indicators:

- *Public forums will provide opportunities for the public to brainstorm ideas and provide comment on a high school renovation solution. (June or August, 2013)*
- *Cost estimates for a Salem High School renovation project will be available for School Board review. (September, 2013)*
- *A warrant article requesting support for a measure of funding for a high school renovation project will be prepared for the March, 2014 warrant. (October, 2013)*
- *The budget committee will support a high school renovation project with recommendation. (October, 2013)*

Key Result: A marketing plan for a high school renovation project will be created and implemented.

Performance Indicators:

- *Key individuals will be identified to create a marketing plan and key messaging strategy. (September, 2013)*
- *Key groups will be identified to help disseminate information about the high school renovation plan. (October, 2013-March, 2014)*
- *Public forums will be held for key community audiences such as PTAs; political groups; citizens without children in the schools; seniors; will provide opportunities to have the renovation concept explained. (January, 2014-March, 2014)*
- *The high school renovation plan bond article will pass. (March, 2014)*



The tools and technology available today allow us to assess our students in a more efficient and diverse manner than ever before. I’m able to quickly review the data that is collected to identify specific needs within my classroom. We all benefit.

Ellen Tanguay – Woodbury

Objective #2: To complete, open, and occupy a contemporary high school designed for the 21st century learner in accordance with an established construction phasing schedule.

Key Result: We will maintain safe functional buildings during renovations.

Performance Indicator:

- *Classes will continue during the renovation project with minimal impact on student instruction and no negative impact on student safety. (September, 2015)*

Key Result: The renovated school will accommodate both school and community uses as identified through the planning process, including security, technology, and extra-curricular activities as established.

Performance Indicators:

- *The community will be satisfied that the renovated facility will address the school and community's needs for more than 25 years. (August, 2018)*
- *The renovated high school will meet the 21st century learning needs of today's students and teachers while also flexibly addressing the community's facility use needs. (September, 2018)*

Objective #3: To advance the Board's facilities master plan as dictated by needs and to create a plan to maintain the renovated schools' infrastructures.

Key Result: The district's facilities master plan will be revisited and revised to reflect current population and economic conditions as well as contemporary education needs.

Performance Indicators:

- *The high school will maintain its accreditation status throughout the next ten year cycle (September, 2014)*
- *A plan will be developed identifying the future of Haigh School as a viable district facility. The plan will include revised renovation concepts for Woodbury School. (September, 2014)*
- *All facilities will satisfy Department of Education standards and comply with state and local space, health, and safety needs. (July, 2015)*

Key Result: A plan will reflect preventative maintenance needs and requirements for the contemporary facilities designed for 21st century learners.

Performance Indicator:

- *An electronic preventative maintenance plan will direct annual projects with the explicit intention of informing necessary requirements to ensure safe 21st century school environments. (September, 2015)*

Key Result: The school district's facilities master plan, including Woodbury School, through intentional school board decisions, will ensure coordination with town capital projects.

Performance Indicator:

- *We will coordinate a school project schedule with town officials and experience no competition for capital project support. (June, 2014)*

Strategy II: To foster community support and engagement through effective communication and partnership.

Objective #1: To create a communications and public relations plan for the Salem School District.

Key Result: A community survey will be drafted, efficiently and effectively distributed, collected and analyzed to ascertain public perception and identify primary opportunities.

Performance Indicators:

- *Key community members will be identified to ensure the survey is completed and results analyzed. (September, 2013)*
- *Survey results will be published on the district website and opportunities for improvement will be identified. (January, 2014)*
- *Target audience will include broad age ranges and individuals with and without students in the school district. (September, 2013)*

Key Result: We will identify specific messaging strategies for target audiences identified through survey results.

Performance Indicators:

- *Identified strategies will direct district information to the appropriate audiences as efficiently and effectively as possible. (January, 2014)*
- *A district brand, develop by media staff members, will be consistent through the messaging strategies. (March, 2014)*

Objective #2: To establish effective communication through the use of media and technology resources.

Key Result: We will establish consistent messaging through social media and other available resources.

Performance Indicators:

- *Monitoring systems will be in place to measure message quantity and will indicate an increase in information disseminated to the community. (April, 2014)*
- *The Salem School District's social media presence will be expanded from current. (January, 2014)*
- *The Alumni Association Facebook site will be tracked for increased "likes". (May, 2014)*



Technology has enormous potential to help differentiate our instruction so that all students can learn, regardless of student needs, abilities, or learning styles. I love motivating my students with technology and watching them succeed in the classroom.

Jennifer Raskow – North Salem

Key Result: A District newsletter will be created and distributed to the community at specified intervals.

Performance Indicators:

- *A newsletter will be distributed, in a manner to be identified, at least twice annually and posted on the school district's web site. (September, 2014)*
- *The newsletter will request feedback to a specific electronic forum (September, 2014)*
- *The school district website will provide website links to local businesses. (October, 2015)*

Key Result: The school district's web site will be re-designed to be more dynamic, timely, upscale, and inviting.

Performance Indicators:

- *The web site will have features designed to draw viewers, including video, photos, social media links, and timely district information. (January, 2014)*
- *The school district will experience an increase in website viewers after re-design. (October, 2015)*

Objective #3: To build partnerships with key community organizations and stakeholders and with Salem High School alumni.

Key Result: Community organizations will partner with the Salem School District to provide opportunities for students and publicity to the organizations.

Performance Indicators:

- *The school district will have five community partners that share common interests and concerns, including Salem Family Resources, The Boys and Girls Club of Salem, and at least one professional medical facility. (June, 2015)*

Key Result: An alumni association will be formed to provide timely information to Salem High School alumni, family and friends and a central place for Salem High Alumni news.

Performance Indicators:

- *Salem High School apparel will be for sale with PayPal available as a payment option (September, 2014)*
- *A dedicated space will be available via the district's web site to an external alumni site link. (December, 2014)*
- *Key class members will provide updates for classmate news via Facebook. (September, 2015)*
- *Dollars for Scholars will provide alumni scholarship news and information via the Alumni site. (January, 2016)*



Teaching is no longer only about educating the students in the areas of reading, writing, and math. I feel that limiting them to the more traditional methods of teaching inhibits students from experiencing and navigating through the world as it is today and as it will be in their future.

Kristen Mosher – Haigh

Strategy III: To create student-centered educational opportunities for the 21st Century Learner.

Objective #1: To align district curriculum documents to meet Common Core State Standards, and ensure instructional alignment between what is written, taught, tested, and reported.

Key Results: Develop curriculum documents that support the transition to Common Core State Standards.

Performance Indicators:

- *We will develop Common Core Math and English/Language Arts (ELA) curricular documents. (September, 2013)*
- *We will develop a local assessment plan to capture evidence of student achievement towards Common Core State Standards. (October, 2013)*
- *We will create Math and ELA assessments based on the local assessment plan. (September, 2013)*
- *We will develop and deliver training and planning time for Math and ELA teachers to support the implementation of the Common Core. (September, 2013)*

Objective #2: To demonstrate flexibility in the structure of the school day to meet individual needs of learners.

Key Result: Reconsider the way school time is structured with the intent to change the way we look at learning time.

Performance Indicators:

- *We will explore additional time for a variety of purposes, including day-to-day scheduling. (January, 2014)*
- *A plan will be completed to extend learning time beyond the current structure of the school day for some or all students. (September, 2014)*
- *We will explore current scheduling practices to maximize time for student learning and provide flexibility to meet various students' needs. (January, 2014)*
- *We will address the impact of scheduling changes on the current teacher schedule and teacher contract. (January, 2014)*

Objective #3: Enhance instructional practices of teachers to meet the varied learning styles of all students.

Key Result: Teachers will use strategies developed to meet the diverse needs of the students within their classrooms.

Performance Indicators:

- *We will identify strategies for Differentiated Instruction. (September, 2013)*
- *We will develop a shared understanding of Differentiated Instruction and 21st Century Learning. (January, 2014)*
- *We will provide Professional Development for all teachers in the identified strategies and elements of 21st Century Learning. (September, 2014)*
- *Protocols for analyzing assessment data will be established. (September, 2013)*
- *Professional Development for the leadership team and all teachers for use of data protocols will be provided. (September, 2013)*

- *A District Data Team will be created to analyze state and national assessment data. (October, 2013)*
- *Building Data Teams will be created to analyze local assessments to determine if instructional practices are advancing learning for all students. (October, 2013)*

Objective#4: To form authentic community and business partnerships that advance student learning.

Key Results: Establish at least one business/community partnership in every elementary school, at least three at the middle school, and increase the number of partnerships at SHS.

Performance Indicators:

- *We will develop and implement a school-wide project at every elementary school that partners with a local business/community group and incorporates 21st century skills. (April, 2016)*
- *We will develop and implement a grade level project at the middle school that partners with a local business/community group and incorporates 21st century skills. (November, 2016)*
- *We will increase the number of business/community partnerships at SHS for the purpose of student learning. (September, 2016)*
- *Teachers will be provided with learning opportunities and Professional Development to learn how to incorporate community partnerships in an authentic manner. (September, 2014)*

Strategy IV: To use technology to enhance, extend, and correct student learning opportunities and learning gaps.

Objective #1: To develop a district wide technology plan.

Key Result: A technology committee including community members, district staff, district IT staff, and students will be established to develop and implement a technology plan.

Performance Indicators:

- *Key individuals will be identified and contacted to create a technology plan. (July, 2013)*
- *The committee will begin its work. (September, 2013)*
- *Following creation of the technology plan, the committee will continue to meet related to the outcomes of the plan. (September, 2014)*
- *Quarterly reporting out to superintendent and district staff will occur. (September, 2013)*

Key Result: A district wide technology plan will be created and implemented to include student and staff technology benchmarks. (2014-2015)

Performance Indicators:

- *A district wide technology plan will be created and implemented and include student and staff technology benchmarks, skills to learn/master, for staff and students by grade, in alignment with current state educational standards. (September, 2014)*
- *An updated acceptable use policy and publishing work guidelines will be implemented. (September, 2014)*
- *Implementation of annual technology student reporting system will occur. (January, 2015)*
- *We will complete a re-evaluation and revision of the technology plan. (October, 2017)*

Key Result: Upgrade of SSD infrastructure network

Performance Indicators:

- *Upgrade of infrastructure network will be completed. (2013-2014)*

Objective #2: To provide professional development as required by the technology plan.

Key Result: As new initiatives are introduced, key building personnel will be identified to offer colleague technology support.

Performance Indicators:

- *Key individuals will be identified and contact information will be shared throughout district. (September, 2014)*
- *Regular, on-going technology sharing sessions will be organized in each building, similar to the Learning Through Colleagues (LTC) model. (September, 2014-May, 2015)*
- *Best technology practices will be available on the SSD website. (January, 2014)*

Key Result: On-going training in a variety of formats will be provided to support initiatives based on recommendations from the technology plan and a staff needs analysis.

Performance Indicators:

- *A staff technology skills needs analysis will be conducted based on expected use. (spring, 2014)*
- *Short technology training or technology sharing will become a regular part of monthly building staff meetings. (September, 2015)*
- *One professional development day or two delayed opening days during the school year will be dedicated to technology professional development. (September, 2015)*
- *Teachers will be directed to the district's intranet that will include links to technology training modules. (October, 2014)*

Objective #3: To acquire and deploy consistent equipment and technology tools district wide based on the outcomes of the technology plan.

Key Result:

Consistent, district wide technology equipment and resources will be implemented according to the technology plan.

Performance Indicators:

- *Wireless components will be upgraded to ensure 100% of staff and students are able to access wireless signal 100% of the time. (2014-2015)*
- *The master technology inventory will be updated with equipment lifespan and requirement needs. (November, 2013)*
- *An adequate supply of testing-approved computers will be in place across the district. (April, 2015)*
- *Ceiling projectors and interactive whiteboards will be mounted in each classroom as part of the phase II project. (August, 2014)*
- *Ceiling projectors and interactive whiteboards will be mounted in renovated phase I project buildings. (August, 2015)*
- *Ceiling projectors and whiteboards will be mounted in Woodbury classrooms. (August, 2016)*

- *1-1 computing will be in place district wide based on a plan developed by the technology committee (BYOD or district purchased equipment). (August, 2017)*

Objective #4: To engage families and the community in available Salem School District technology resources.

Key Result: Families will be educated on technology resources used to enhance, extend, and correct their children's learning and learning gaps.

Performance Indicators:

- *We will use school district website and cable TV channel 6 for Infinite Campus parent portal overview. (October, 2013)*
- *We will incorporate technology programs/software used in the school district during open house and orientation evenings. (October, 2014)*
- *Tables for registration of parents for Infinite Campus portal accounts will be available at each open house, orientation, and parent/teacher conference session. (October, 2013)*
- *90% of district's parents will be registered with a parent portal account. (January, 2014)*
- *An annual survey will be conducted to get frequent feedback and ascertain effectiveness of IC student and parent portal. (April, 2014)*
- *We will use the parent portal notes section to make available district log-in information for subscription web tools. (January, 2014)*

Key Result: Grants will be written annually to expand technology opportunities for students and staff.

Performance Indicator:

- *Minimum of one proposal submitted annually by district. (January, 2014)*

Key Result: Local businesses will be engaged to support staff training and technology funding.

Performance Indicators:

- *Chamber of Commerce member invited to join technology committee. (July, 2013)*
- *Attract 3-5 volunteers from the Salem business community for technology support during 2013-2014 with 1-2 volunteer increase annually thereafter. (October, 2013)*
- *Local service organizations approached to support ten families annually with technology devices. (October, 2014)*

Appendix A: Community Profile

According to the Economic and Labor Market Information Bureau, and the 2010 census, Salem has 28,776 residents. Salem serves as an employment and business center with more than 320 retail establishments and 90 restaurants. There are also 100 wholesale trade establishments and more than 130 businesses classified as professional, scientific, and technical services. The 2011 labor force was 17,056, with many workers commuting from outside Salem. Seventy percent of the local workforce comes from surrounding New Hampshire or Massachusetts communities. More than fifty-one percent of Salem’s work force commutes out of state and eighteen percent commute to a surrounding New Hampshire community. The strongest rate of commercial and residential growth occurred during the 1960s with the development of Interstate 93. With access to Boston and its vicinity so much easier, the population surged during the 1960’s and 1970’s. During this increase, Salem built its current high school and three of its six elementary schools.

Salem’s per capita income is \$33,751; the median household income is \$70,502; and 1.8% of all families live below the poverty level.

Salem’s age groups break down as follows:

Under age 5:.....	1,465
Age 5 to 19:.....	5,745
Age 20 to 34:.....	4,169
Age 35 to 54:.....	9,667
Age 55 to 64:.....	3,726
Age 65 and over:.....	4,127
Median Age:.....	42.3 years

In addition to an elected School Board, Salem elects a Board of Selectmen and a Municipal Budget Committee. The tradition of a town meeting for both town and school matters has been modified with the impact of Senate Bill 2, which includes a provision for a deliberative session and ballot voting for financial matters. Salem is growing in its diversity; however almost 95% of the current population is white. The median house value is \$331,800 and the tax rate (2011) is \$20.14/\$1000 of valuation. Salem has a vibrant and comprehensive recreation department and program. The Salem Boys and Girls Club, and its Eclipse Teen Center, serve thousands of children’s needs.

Salem’s student enrollment is projected to decline over the next several years. Our current student enrollment is 4215. Enrollment figures for incoming classes of five and six year olds for the next several years indicate class sizes of between 180 and 200 students. We are expected to have 800 fewer students by the start of the 2018 school year. Demographic and economic variables can impact these figures. Salem voters have approved facility improvements for five of our six elementary schools and the Salem School Board is planning a comprehensive renovation project for Salem High School.

The community's educational attainment:

High School graduate or higher:.....90.4%
 Bachelor's Degree or higher:.....29.2%

Educational Profile:

Category	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Dropout Data	1.0%	.30%	.20%	.23%	NA
Graduation Rate	93%	94%	93%	95%	NA
Graduation Plans 4 year College	59%	62%	63%	59%	NA
2 year College	26%	23%	21%	23%	NA
Military	2%	3%	2%	3%	NA
Work	12%	6%	11%	9%	NA
Unknown	1%	5%	3%	7%	NA
Limited English Proficiency	2%	2%	2%	2%	NA
Special Education	16%	17%	16%	15%	NA
% Reduced Lunch	3%	5%	5%	4%	NA
% Free Lunch	9%	9%	12%	14%	NA
Per pupil cost	\$8,671	\$9,240	\$9,944	\$10,427	NA
Enrollment					
K-5	1,918	1,799	1,788	1,733	1,653
6-8	1,117	1,150	1,104	1,050	975
9-12	2,194	1,845	1,682	1,498	1,433
K-12 staff reductions 2009-12	21.75	Includes addition of 9 K teachers in 2009			
K-12 enroll. reductions 2009-12	728	Includes Windham H.S. reductions and K additions			
SAT Scores Critical Reading	505	501	493	494	NA
Mathematics	511	511	513	503	NA
Writing	498	497	502	489	NA

Appendix B: Strengths, Weaknesses, Opportunities, & Threats (SWOT) Summary

Strengths

- *Clear unified vision*
- *Professional development*
- *Quality teachers*
- *Parent support*
- *Transitions*
- *Band and athletics*
- *Leadership and staff commitment*
- *Strong, effective finances*
- *Special ed services*
- *Strong curriculum*
- *Community support*
- *Strong positive culture*

Weaknesses

- *Special education staffing*
- *Schedules*
- *Not using data*
- *Facilities*
- *Technology*
- *Late bus*
- *Staff resistance*
- *Personnel gaps*
- *Lack of enrichment*
- *Lack of community support*
- *Lack of full day kindergarten*
- *Budget restrictions*

Opportunities

- *Technology*
- *Virtual, on-line learning*
- *Rethinking the calendar*
- *Community/business support*
- *Stable multi-year contracts*
- *High school renovations*
- *Full time kindergarten*

Threats

- *Aging town population*
- *Charter schools*
- *Community disagreements*
- *Testing and scores*
- *Political leadership*
- *Declining enrollment*
- *Economic crisis*

Appendix C: Salem School District Strategic Planning Process – 2012-2013

The Salem School Board and Superintendent Dr. Michael Delahanty formed a Strategic Planning Committee (SPC) in the summer of 2012. The District contracted with Jay W. Vogt of Peoplesworth to design a strategic planning process with the committee and lead it to a successful conclusion.

The SPC worked with the consultant at meetings throughout the fall to:

- *Define a table of contents for the final plan; and a plan-to-plan*
- *Revise the district mission and other guiding ideas*
- *Conduct an assessment of internal strengths and weaknesses*
- *Conduct an assessment of external opportunities and threats*
- *Identify critical strategic issues facing the district*

The SPC hosted a community vision forum on December 4, 2012, at which approximately 125 community members identified district values and visionary aspirations.

Following the community visioning forum, the SPC identified four strategic goals, based on this community input, and established four goal teams, including community volunteers, to further define them, co-chaired by:

21st century learningAnna Parrill and Maura Palmer
TechnologyDeborah Payne and Andrew Ramsey
FacilitiesMatthew Barry and Todd Stanganelli
Community engagement ...Erin Richard and Allison Plante

The four goal teams met three times each to:

- *Assess needs in their specific area*
- *Identify objectives and performance indicators related to their goal*
- *Identify a road map of time frames for implementation*

The SPC assembled a full draft strategic plan, based on the work of these goal teams, and the assistance of internal district resources. After its own approval of the final plan, the SPC recommended it to the School Board on May 21, 2013 for approval on May 28, 2013.

Appendix D: Salem High School Core Values, Beliefs, And Learning Expectations Approved by SHS Faculty, September 20, 2012

At Salem High School, we value:

1. Comprehensive education, with rigorous academic, arts, and career and technical education (CTE) programs
2. A shared responsibility between the school, students, families, and community as it pertains to student learning
3. A safe school environment that is conducive to learning

We believe:

1. All students have the ability to learn
2. Students are individuals
3. Students and staff deserve mutual respect
4. Students must have access to a variety of educational experiences, career guidance, and extracurricular activities
5. Students must be prepared for college, career, and citizenship
6. That open communication among staff, students, and parents is important to a successful school community
7. That staff and student feedback is valuable

Students are able to effectively:

1. Research and apply information.
2. Read and understand various types of text.
3. Write for a variety of purposes and audiences.
4. Create and deliver an effective presentation.
5. Apply self-management skills as respectful, active learners.
6. Collaborate with staff and other students.
7. Understand the responsibilities and benefits of citizenship and community.