



FOCUS AREA 1 – CULTURE & CLIMATE

Culture of Excellence: By 2031, the Inter-Lakes School District will fully realize a Culture of Excellence where personal and collective achievement, continuous improvement, and a commitment to quality are the norm. Each school will accomplish this through documented, annual strategic actions and measurable growth benchmarks across four core domains: Learning/Professional, Interpersonal, Physical, and Community.

ACTION STEPS:

- **Goal Setting:** Annually, each school will establish building-level goals aligned with the strategic plan's domains and focus areas.
- **Board Presentation:** Annually, each school will publicly present these goals at the November School Board meeting.
- **Annual Report:** Annually, each school will submit a written update for the Inter-Lakes School District Annual Report, highlighting evidence of progress for both current and prior-year goals.
- **Community Showcase:** Annually in April, each school will host a community event to share evidence of progress toward their current and prior-year building-level goals.

School Climate: By 2031, each school will implement a school climate survey process which will include feedback from students, families, and staff and will develop growth goals based on survey results.

ACTION STEPS:

- **Framework Definition:** Identify core school climate standards to be measured, establish data-analysis and goal-setting processes, and determine the school-based administration schedule (annual or bi-annual).
- **Vendor Selection:** Select and contract with an appropriate school climate survey vendor that aligns with the defined standards.
- **Survey Administration:** Administer the climate survey to students, families, and staff according to the established schedule.
- **Data Analysis & Goal Setting:** Analyze the survey results to identify areas of strength and growth, and establish school-based improvement goals and action steps based on the data.



FOCUS AREA 2 – LEARNING

Academic Achievement: By 2031, the Inter-Lakes School District will have shifted to an annual cohort growth model to measure academic achievement on the Reading & Mathematics NWEA (K–8), English Language Arts, Mathematics, & Science NHSAS (3–8, 10), and English Language Arts & Mathematics PSAT–9, PSAT–10, SAT–11. Annual cohort benchmarks will be established by each school.

ACTION STEPS:

- **Process Establishment:** The Principal will establish a formalized building-level process to determine and set annual cohort growth targets.
- **Target Formulation:** Annually, the Principal will execute this process to establish specific annual cohort growth targets for the school.
- **Communication & Board Presentation:** Annually, the Principal will communicate these growth targets to staff, families, and students, and publicly present them at the November School Board meeting.
- **Instructional Alignment:** Annually, instructional plans will be developed and implemented across grade levels to actively work toward reaching the defined cohort growth targets.
- **Evidence of Progress (Reporting):** Annually, each school will include a written analysis of the prior year's cohort growth data in the Inter-Lakes School District Annual Report and share this evidence of progress publicly at the April community event.

Learning Pathways: By 2031, the Inter-Lakes School District will expand and sustain local pathways for students with significant special education needs to ensure high-quality access to Lakes Region learning environments.

ACTION STEPS:

Lakes Region Access

- **Funding Procurement:** Apply for secured Congressionally Directed Spending funds to hire an Executive Director tasked with developing a regional special education program.
- **Model & Sustainability Determination:** Analyze regional data and governance options to formally elect either a NH Chartered Public School path or a Multi-District Collaborative path; this phase must include the development of a long-term, ongoing funding model to sustain the programming regardless of the chosen option.

FOCUS AREA 2 – LEARNING (CONTINUED)

- **Charter Pathway Execution (Conditional):** If the charter model is elected, submit the formal application to the New Hampshire Department of Education (NHED).
- **Capital Activation (Conditional):** If the charter model is elected and subsequently approved by the NHED, secure and deploy the already approved \$1.5 million in startup grant funding to launch the school.

School-Based Programming

- **Preschool Feasibility Study:** Conduct a comprehensive study on the implementation of a universal, full-day, five-day-a-week preschool program within the district.
- **Strategic Plan Realignment:** Based on the findings of the preschool feasibility study, update and adjust the action steps within the broader strategic plan.
- **ILES Resource Realignment:** Reallocate human resources and contracted services at Inter-Lakes Elementary School to develop intensive, temporary school-based programming focused on student regulation skills.
- **ILMHS Staffing Assessment:** Audit and assess current and long-term staffing levels within the Inter-Lakes Middle High School Life Skills Program.
- **ILMHS Resource Allocation:** Address identified staffing needs within the Life Skills Program to ensure long-term stability and high-quality student access.

Portrait of a Graduate: By 2031, the Inter-Lakes Portrait of a Graduate (PoG) will be fully implemented into the culture and instructional practices of Inter-Lakes Middle High School.

ACTION STEPS:

Curriculum & Instructional Design

- **Competency Mapping:** Identify where Portrait of a Graduate (PoG) competencies are explicitly introduced, practiced, and demonstrated across all grade levels.
- **Curriculum Revision:** Revise existing curriculum documents to intentionally and explicitly embed PoG core competencies into daily instruction.
- **Performance Task Design:** Design interdisciplinary and course-based performance tasks that align with PoG competencies and incorporate authentic, real-world applications.
- **Instructional Alignment:** Align building-wide instructional expectations with PoG implementation through the targeted use of learning walks and instructional coaching tools.

Professional Systems & Grading

- **Professional Learning:** Provide ongoing professional development focused on performance assessment design, feedback practices, student reflection, and goal-setting.

FOCUS AREA 2 – LEARNING (CONTINUED)

- **Assessment Calibration:** Calibrate the integration and assessment of PoG competencies to ensure rigorous, consistent evaluation across all departments and faculty members.
- **Reporting & Transcripts:** Integrate PoG competencies directly into grading and reporting systems, updating report cards, high school transcripts, and the official school profile.
- **Recognition Systems:** Revise school-based student recognition and award systems to align directly with the mastery of PoG competencies.

Student Demonstration & Graduation Pathway

- **Portfolio System Development:** Develop and implement a comprehensive student portfolio system that requires students to collect, organize, and reflect on evidence of their PoG competency growth over time.
- **Graduation Requirement Alignment:** Align the Portrait of a Graduate with formal graduation requirements by designing a mandatory graduation capstone project or public exhibition framework.

Community & Student Culture

- **Student Ownership:** Normalize student ownership of learning by implementing student-led conferences where students articulate their personal growth in PoG competencies.
- **Public Exhibitions:** Celebrate and showcase student mastery by hosting public exhibitions of learning centered around PoG accomplishments.
- **Partnership Deepening:** Deepen local community partnerships by intentionally aligning student internships, service learning opportunities, and extended career pathways with PoG competencies.
- **Community Engagement:** Actively engage community members and local partners in attending PoG exhibitions and providing authentic feedback on student work.

Sustainability

- **Impact Monitoring:** Continuously monitor and refine the implementation of the PoG by using data and through the New England Association of Schools and Colleges (NEASC) accreditation process—including student work samples, surveys, and post-secondary outcomes—to evaluate the impact and adjust practices/PoG framework accordingly.

FOCUS AREA 2 – LEARNING (CONTINUED)

Technology Standards: By 2031, implement PK – 12 standards for the intentional and balanced use of technology to support digital literacy and student well-being.

ACTION STEPS:

Development & Framework

- **Committee Mobilization:** Establish a district-wide Technology Committee tasked with researching and drafting comprehensive PK–12 technology standards.
- **Standards Formulation:** Define and establish the official PK–12 standards, ensuring a targeted focus on both student digital literacy and digital well-being.

Implementation & Engagement

- **Systemic Integration:** Implement the approved PK–12 technology standards across all classrooms to guide the intentional, balanced use of digital tools.
- **Family Outreach:** Communicate the established standards and expectations to families, providing resources to support balanced technology use at home.

Post-Graduation Planning: By 2031, all graduates will successfully complete a clearly articulated 5 year post-graduation plan.

ACTION STEPS:

Program Design & Continuum

- **Committee Mobilization:** Establish a dedicated committee to design a comprehensive Grade 9–12 continuum of experiences that culminates in a clearly articulated, 5-year post-graduation plan; this group will design the plan's framework to integrate directly into the district's emerging Portrait of a Graduate (PoG) portfolio system.
- **Continuum Integration:** Ensure the designed continuum explicitly embeds financial responsibility planning, job-shadowing experiences, and personal branding—intentionally teaching students to answer the question, "What do I want to be known for, and how am I showing that to the world?" by developing a positive digital footprint, professional communication etiquette, and a clear professional narrative.

Implementation & Reflection

- **Curriculum Delivery:** Implement and deliver the continuum of experiences systematically through scheduled Office Hours and targeted School Counseling lessons.

FOCUS AREA 2 – LEARNING (CONTINUED)

Program Evaluation

- **Impact Assessment:** Evaluate the complete 4-year continuum upon a cohort's graduation to determine if the process provided effective support and directional clarity for students at the time of graduation.

Project Based Learning: By June 2031, 100% of grade-level teams in Grades 4–12 will implement at least one annual Project-Based Learning (PBL) unit, aligned to grade-level competencies, that utilizes local natural assets such as the Laverack Nature Trail, Page Pond, and the Winnepesaukee Basin.

ACTION STEPS:

Capacity Building & Instructional Support

- **Dedicated Instructional Staffing:** Hire a specialized Project-Based Learning Teacher to lead this initiative, working directly with grade-level teams to provide hands-on coaching and collaborative support throughout the unit development process.
- **PBL Training Partnership:** Partner with Antioch University to offer formal graduate-level credit for Project-Based Learning training for participating faculty.
- **Embedded Curriculum Training:** Embed targeted PBL professional development directly into the design phase of each newly introduced grade-level unit.

Asset Mapping & Strategic Rollout

- **Asset Exploration:** Facilitate cross-grade meetings (Grades 4–12), led by the PBL Teacher, to explore regional natural resources and establish a definitive list of specific assets to serve as the core anchors for new PBL units.
- **Staggered Growth Plan:** Develop a strategic, multi-year implementation plan to incrementally add a targeted number of grade levels over the five-year period, avoiding an all-at-once rollout and ensuring manageable, high-quality execution.

Culture & Community Engagement

- **Internal Model Showcasing:** Celebrate and showcase existing grade-level teams who develop and implement high-quality, active PBL units to serve as internal mentors and examples of excellence.
- **Community Highlights Process:** Develop a structured process to annually share student project highlights, innovative solutions, and learning outcomes with the greater Inter-Lakes community.



FOCUS AREA 3 – EXPERIENCE & WELL-BEING

Behavioral Health: By June 2031, each school will reduce the total frequency of Tier 1, Tier 2, and Tier 3 behavioral incidents by 30% per Tier and relative to the 2025–2026 academic year baseline through the consistent application of positive behavioral supports and interventions.

ACTION STEPS:

Systems of Support

- **MTSS–B Development & Framework:** Develop and implement a comprehensive, district-wide Multi-Tiered System of Support for Behavior (MTSS–B) framework tailored to the specific needs of students across grades PK–12.
- **School-Level MTSS–B Goal Setting:** Annually each school will establish school-level MTSS–B goals aligned directly with this priority area, explicitly detailing current-year targets and the positive behavioral supports and interventions to be utilized.
- **Public Board Presentation:** Ensure each school publicly presents its annual MTSS–B goals and targeted action steps to the community at the November School Board meeting.
- **Evidence of Progress Reporting:** Submit a written update for the Inter-Lakes School District Annual Report and present at the April Community Showcase, highlighting clear data and evidence of progress for both current and prior-year MTSS–B metrics.

Expanded Access & Mental Health

- **Service Evaluation & Access Expansion:** Continually evaluate student access to mental health services and adjust offerings based on evaluation data, specifically leveraging and if necessary, expanding the Growing Roots partnership to reduce student waiting lists.
- **Nutritional Support Expansion:** Increase student well-being and readiness to learn by expanding access to free breakfast and lunch programs for families meeting up to 300% of the Federal Poverty Level.
- **Localized Food Security Committee:** Establish an Inter-Lakes Food Security Committee to design, strengthen, and implement targeted initiatives that directly reduce food insecurity for students and families within the Inter-Lakes community.

Student Mentoring Program Implementation

- **Dedicated Program Leadership:** Hire a Part-Time Volunteer Coordinator to build, manage, and oversee the district's mentoring network.
- **Volunteer Mentoring Framework:** Develop a structured, PK–12+ school-based volunteer mentoring program designed to connect students with supportive community positive role models.
- **Volunteer Mentoring Rollout:** Implement and manage the PK–12+ volunteer mentoring program systematically across all grade levels to foster positive school connections and student belonging.

Co-Curricular & Athletic Participation: By 2031, efforts to increase participation in athletics and co-curricular activities will cultivate increased participation in all grades 7 to 12, such that at least 90% of students participate in at least one athletic team or co-curricular activity per academic year.

ACTION STEPS:

Data Foundation & Baseline

- **Data Collection Infrastructure:** Develop and implement a centralized system to accurately track individual student enrollment and multi-season participation in all co-curricular clubs and athletics at Inter-Lakes Middle High School.
- **Baseline Establishment:** Utilize the 2026–2027 academic year to collect comprehensive participation data, establishing a clear baseline metric to measure progress against the 90% target over the five-year period.
- **Barrier Assessment:** Survey students in grades 7–12 during the baseline year to identify hidden barriers to participation, such as transportation, scheduling conflicts, out-of-pocket student expense, or a lack of offering alignment with student interests.

Viability, Sustainability & Program Realignment

- **Formal Review Process:** Implement a rigorous, recurring review process for all athletic and co-curricular offerings at Inter-Lakes Middle High School to ensure they meet established student participation thresholds and remain viable amidst declining enrollment.
- **Strategic Offerings Management:** Balance the menu of programs by sunseting low-interest, unsustainable offerings and repurposing those resources to launch new clubs and activities that capture a wider range of current student interests.

Barrier Reduction & Engagement Optimization

- **Targeted Barrier Action Plans:** Utilize the data gathered from the baseline year's barrier assessment to develop and execute targeted plans to systematically address identified obstacles to student participation, such as transportation or scheduling constraints.
- **PK–12 Co-Curricular and Athletic Program of Studies Development:** Develop and publish a comprehensive PK–12 "Co-Curricular and Athletic Program of Studies" guide that clearly outlines program pathways, eligibility standards, resource commitments, and registration timelines to serve as a transparent roadmap for families.
- **Targeted Student Outreach:** Create an internal routing process where school counselors and advisors can proactively identify "zero-participation" students and thoughtfully match them with clubs or teams that fit their personal strengths.

Competitive Performance: By June 2031, increase collective co-curricular and athletic performance at Inter-Lakes Middle High School by achieving consistent annual growth in overall program-specific success metrics (including win-loss percentages, competition advancement, and juried tiers) across all programs, while ensuring 100% of teams and activities meet established standards for fostering resilience, integrity, and student well-being.

ACTION STEPS:

Performance Metrics & Alignment

- **Success Metrics Definition:** Define and formalize the calculation for the growth goal across all offerings; this includes win-loss percentages for sports, regional/national advancement brackets for robotics (Lakerbots) and Destination Imagination, and juried/placement tiers for arts and music.
- **Goal Orientation:** Formally roll out these high-performance expectations and tracking metrics to all student participants, coaches, advisors, and families.
- **Athletic Classification & Program Evaluation:** Evaluate Inter-Lakes Middle High School's current NHIAA division level and act on findings (i.e., stay Division III or switch Division IV for high school), while exploring and considering joining the NHIAA Middle School Program to optimize early competitive alignment.
- **Competitive Theater Exploration:** Coordinate opportunities for the high school theater program to attend regional performances hosted by the New Hampshire Educational Theatre Guild (NHETG) and the New England Drama Council (NEDC); utilize these experiences to evaluate student interest and readiness to formally pursue competing in these theater festival arenas.

Skill Development & Feeder Systems

- **Middle School Athletic Competitive Levels:** Formalize and implement Middle School Athletic Levels – A Team Competitive Tryouts (Grades 6–8); B/C Teams Skill Development.

- **Community Feeder Program Evaluation:** Audit and evaluate existing community youth sports, arts, and robotics programs across the Inter-Lakes community to identify coverage gaps, structural needs, and areas where existing programming requires reinforcement or closer alignment with middle high school tracks.
- **Feeder Program Collaboration:** Use evaluation findings to design and implement a targeted action plan that supports, strengthens, and connects local youth feeder programs to build a continuous, resilient student pipeline.
- **Extended Skill Development:** Develop and implement grades 3–8 athletic skill development co-curriculars to foster early physical literacy and sport-specific competencies based on identified gaps.
- **Off-Season Preparation:** Develop and implement a comprehensive plan to increase voluntary student participation in off-season conditioning and specialized competitive preparation workshops.

Curricular Connections & Personnel Support

- **Physical Education & Unified Arts Alignment:** Complete a comprehensive curriculum review of the PK–12 Physical Education and Fine/Performing Arts programs to update competencies, map scopes and sequences, and align daily instruction with advanced competitive skills.
- **Advisor & Coach Mentor Program:** Develop and implement a formal Coach and Advisor Mentor Program to share best practices on preparation, team culture, and positive youth development.
- **Volunteer Capacity & Succession Planning:** Recruit assistant coach and co-curricular advisor volunteers for remaining unfunded positions to achieve the goal of having a secondary leadership role filled for each team and activity.

Leadership, Partnership & Community Pride

- **Student Leadership Development:** Continue to develop and utilize the Student Athlete & Activity Leadership Team (SALT) & Student Council to build peer accountability, resilience, and student voice within all programs.
- **Booster & Community Partnerships:** Continue to partner actively with the Inter-Lakes Parent Teacher Organization, Sandwich Central School ASC, Athletic Boosters, Inter-Lakes Grandparents Club, Inc., and local businesses in support of co-curricular and athletic programming.
- **Audience & Spectator Engagement:** Develop and implement a systematic process to collect spectator attendance data at athletic events and co-curricular showcases, using baseline data to establish annual goals that drive increased community attendance and school spirit.



FOCUS AREA 4 – COMMUNITY CONNECTION & CIVIC PARTNERSHIP

Civic Governance: By June 2027, establish and maintain a formal schedule for regular, collaborative civic governance and advocacy between the School Board, Local Select Boards, and State Legislators to support district interests.

ACTION STEPS:

- **Annual Stakeholder Summit:** Continue to organize and host an annual leadership summit with the School Board, Inter-Lakes towns' Select Boards, and State Legislators to discuss future plans, challenges, and shared community solutions.
- **Town Select Board Updates:** Schedule and deliver at least an annual presentation at a regularly scheduled Select Board meeting in each member town to share student achievements and school district updates.
- **Personalized Invitations:** Continue to issue personalized invitations to local municipal leaders and state legislators for timely, topical school district public meetings.

Community Outreach: Continue the implementation of communication tools that will reach and inform the nearly 10,000 residents of Center Harbor, Meredith and Sandwich with consistent district news, achievements, and engagement opportunities.

ACTION STEPS:

- **Communications Personnel:** Hire a part-time Communications Director to manage district-wide messaging, media relations, and community outreach.
- **Annual Communications Plan:** Establish and implement a comprehensive annual communications plan that utilizes multiple media channels to regularly connect with the greater community.
- **Digital Community Membership:** Increase community follower growth and active engagement by 5% annually across established social media platforms to build broader, more dynamic connections with residents, alumni, and local stakeholders.

Elementary Service Learning: By June 2031, Inter-Lakes Elementary School and Sandwich Central School will each maintain an annual, Student Council-led community service initiative that actively engages 100% of students across all grade levels in addressing local community needs.

ACTION STEPS:

Leadership & Structure

- **Student Council Leadership:** Utilize the Elementary Student Council at both schools as the central organizing body to propose, plan, and lead the annual school-wide community service initiatives.
- **Advisor Responsibilities & Stipends:** Incorporate the management of this comprehensive school-wide service initiative into the formal Student Council Advisor responsibilities at both buildings and adjust the associated stipends accordingly.

Multi-Grade Engagement & Execution

- **Grade-Level Engagement Planning:** Task the Student Councils and Advisors with designing a project framework that assigns specific, age-appropriate roles to each grade level (PK–6) so every student actively participates in a piece of the initiative.
- **Project Launch & Operations:** Formally execute the community service project within each school community, ensuring student leaders help coordinate the collection, outreach, or activities across the different classrooms.

Celebration & Reflection

- **School-Wide Reflection:** Facilitate simple, age-appropriate classroom reflections or school-wide meeting highlights that connect the project's impact back to foundational community values, early collaboration skills, and Personal Competencies.
- **Community Sharing:** Partner with the district communications channel to share the individual project highlights and collective student impact from both Inter-Lakes Elementary and Sandwich Central School with the wider community.

Middle High School Service Learning: By 2031, 100% of students in Grades 7–12 will participate in an annual, student-led community service project developed and implemented to address local needs.

ACTION STEPS:

Leadership & Structure

- **Class Advisor Expansion:** Expand the "Class of X" Advisor model to begin in Grade 7 and continue through Grade 12.
- **Advisor Responsibilities & Stipends:** Incorporate the management of the annual service-learning project into the formal Class Advisor responsibilities and adjust the associated stipends accordingly.

FOCUS AREA 4 – COMMUNITY CONNECTION & CIVIC PARTNERSHIP (CONTINUED)

Project Development & Execution

- **Project Selection:** Coordinate an annual meeting where Class Officers collaborate with Class Advisories to select a community service project for the school year.
- **Planning & Participation:** Task Class Officers and Class Advisors with developing a comprehensive execution plan that provides participation opportunities for every student in the class.
- **Launch & Implementation:** Formally launch, manage, and complete the designated community service project within the school year.

Reflection & Community Sharing

- **Portrait of a Graduate Reflection:** Facilitate a student reflection process to evaluate project outcomes, local impacts, and individual growth aligned with the Portrait of a Graduate competencies:
 - *Critical Thinking & Effective Communication:* Analyzing complex problems and articulating ideas clearly.
 - *Collaboration:* Working seamlessly within teams to achieve shared objectives.
 - *Time Management & Perseverance:* Navigating rigorous schedules while maintaining long-term resilience.
- **Community Highlights:** Develop and implement a process to annually share project highlights and student impacts with the greater community.

Family Engagement: By June 2031, each school will annually establish and achieve targeted family engagement growth goals, utilizing School Climate Survey data to design responsive opportunities that strengthen the partnership between home and school.

ACTION STEPS:

Data Analysis & Goal Setting

- **Survey Data Diagnostics:** Review and analyze the most recent School Climate Survey data at the school level to identify specific areas where families desire deeper connection or communication.
- **Annual Goal Formulation:** Utilize the survey findings to establish school-specific family engagement growth goals at the start of each academic year, ensuring opportunities are designed to accommodate diverse family schedules.

Accountability & Reporting Timeline

- **November Board Presentation:** Present each school's annual family engagement growth goals and planned initiatives to the School Board during the regularly scheduled November meeting.

FOCUS AREA 4 – COMMUNITY CONNECTION & CIVIC PARTNERSHIP (CONTINUED)

- **Annual Report Integration:** Feature a comprehensive summary of family engagement goals, progress metrics, and survey growth trends within the district’s published Annual Report.
- **April Community Showcase:** Highlight successful family partnership initiatives, student learning outcomes, and community engagement milestones during the annual April community event

Volunteer Office: By June 2031, develop a consolidated volunteer office to effectively match community talents with the evolving needs of the Inter-Lakes School District.

ACTION STEPS:

Infrastructure & Staffing

- **Unified Personnel Strategy:** Hire a part-time Volunteer Coordinator to serve a dual purpose: leading the **Student Mentoring Program** proposed in Focus Area 3 (*Experience & Well-being*) and managing the broader district-wide volunteer office.
- **District Needs Assessment:** Identify and catalog specific operational, academic, and extracurricular needs across all schools that can be supported by community volunteers.

Recruitment & Targeted Training

- **Targeted Recruitment:** Launch recruitment efforts within Center Harbor, Meredith, and Sandwich to actively match community talents with identified school needs and the mentoring network.
- **Need-Specific Training:** Develop and implement tailored training protocols to ensure volunteers and mentors are fully prepared, vetted, and equipped for their specific roles.

Evaluation & Effectiveness

- **Program Assessment:** Define key performance metrics—such as placement accuracy, total service hours, retention rates, and staff feedback—to evaluate the overall effectiveness of the consolidated volunteer office.



FOCUS AREA 5 – OPERATIONS, FACILITIES & STEWARDSHIP

Facility Design: By 2031, the School District will have school facilities designed to support the delivery of current and future curriculum, programs, co-curriculars, athletics, and services.

ACTION STEPS:

Phase 1: Long-Range Facility Master Plan: Fall 2026 – Spring 2028.

- **Consultant Budgeting:** Budget for facilities planning consultants during the Fall 2026 cycle for the 2027–2028 fiscal year.
- **Master Plan Development:** Develop a *Long-Range Facility Master Plan* by Spring 2028 to identify, assess, and prioritize district capital needs (such as special education learning spaces, school locker rooms, bathroom updates, parking, and athletic field facilities).
- **School Board Evaluation:** Present the final Master Plan proposal to the School Board for review and formal consideration in Spring 2028.

Phase 2: Funding & Community Consideration: Late Fall 2028 – March 2029.

- **Funding Strategy:** Determine the optimal funding structures (such as a single comprehensive bond, one-time capital reserve expenditures, or a multi-year phased investment model).
- **Warrant Article Submission:** Present the Master Plan funding proposal as a Warrant Article for voter consideration at the March 2029 Annual School District Meeting.

Phase 3: Project Execution & Delivery Models: January 2030 – June 2031.

- **Unified Bond Approach:** If a single comprehensive bond or one-time funding is approved in March 2029, launch construction on all master plan priorities simultaneously in January 2030, with full project completion across the district by June 30, 2031.
- **Phased Investment Approach:** If incremental funding is utilized, initiate construction on the highest-priority projects in January 2030, scheduling remaining upgrades sequentially over time based on the rolling funding plan.

FOCUS AREA 5 – OPERATIONS, FACILITIES & STEWARDSHIP (CONTINUED)

Efficient Scheduling: By 2031, implement a restructured 7–12 schedule designed for fiscally sustainable and efficient staffing models while to the degree possible maintaining strong programmatic offerings.

ACTION STEPS:

Study (School Year 2026 – 2027)

- **Unified Schedule Models:** Study models for scheduling that create one unified schedule for the Middle High School.
- **Learning Opportunities:** Study models that support increasing learning opportunities within the school schedule.

Model Selection (School Year 2027 – 2028)

- **Process Design:** The Middle High School Principal designs a process to select a scheduling model designed for fiscally sustainable and efficient staffing models while to the degree possible maintaining strong programmatic offerings.
- **Process Implementation:** The Middle High School Principal implements the process to select a scheduling model designed for fiscally sustainable and efficient staffing models while to the degree possible maintaining strong programmatic offerings.

Professional Learning (School Year 2027 – 2028)

- **Instructional Readiness:** Identify and provide professional learning to support instruction within the selected scheduling model.

Implementation (School Year 2028 – 2029)

- **Schedule Deployment:** Implement the selected scheduling model designed for fiscally sustainable and efficient staffing models while to the degree possible maintaining strong programmatic offerings.

Administrative Efficiency: By 2031, review administrative processes in Human Resources, Professional Development, Business Operations, and Student Registration to increase operational efficiency and reduce or eliminate paperwork friction for families and staff.

ACTION STEPS:

Multi-Year Review Schedule

- **Establish the Review Calendar:** Develop a multi-year rotating schedule that designates specific years for deep-dive reviews of each targeted administrative department (Human Resources, Professional Development, Business Operations, and Student Registration).

Process Study & Discovery

- **Operational Audits:** Following the established review calendar, study the current workflows, software platforms, and forms within the designated departments to discover opportunities for greater efficiency.
- **Friction Identification:** Actively identify and catalog points of paperwork friction, readability, redundant steps, and administrative bottlenecks that impact families and staff.

Implementation & Continuous Improvement

- **Process Streamlining:** Implement the modernized, streamlined processes discovered during the audit phase.
- **Review and Revision:** Continuously review and revise newly implemented processes as necessary to ensure long-term efficiency.

Targeted Staffing & Bandwidth Audits

- **ILES Leadership Capacity Assessment:** Evaluate the administrative staffing model at Inter-Lakes Elementary School (ILES) to determine if there is sufficient administrative bandwidth to effectively manage and lead the school.

Fiscal & Human Capital Stewardship: Continue to develop and present annual school budgets that prioritize student excellence and the attraction and retention of a high-caliber staff, while remaining fiscally responsible to the taxpayers of Center Harbor, Meredith, and Sandwich.

ACTION STEPS:

- **Open Enrollment Revenue:** Evaluate annually the open enrollment number for the high school level as a possible means of revenue.
- **Banner Program:** Maintain the Charles G. Burrows Memorial Athletic Field Banner Program for upgrades to the athletic program/facilities with the established partnership with the Inter-Lakes Grandparents Club, Inc. support for sales.
- **Competitive Grants:** Hire a Part-Time Competitive Grant Writer to pursue competitive grants.