



SAU 85

Sunapee School District

Sunapee School District Goal Setting Summary





Participants

- Jesse Tyler, Sunapee School District Board Chair
- Kerri Claus, Sunapee School District Board Member
- Terra Geer, Director of Special Education
- Meagan Reed, Assistant Principal SMHS
- Patrick Gordon, Principal SCES
- Sharon Parsons, Teacher SMHS
- Ray Palin, Library Media Specialist/Teacher SMHS
- Alex Klingerman, Teacher SMHS
- Emily Nester, Teacher SCES
- Simone Auston, Teacher/Special Education Teacher SCES
- Jennifer Correa, Parent
- Amanda Spears, Parent
- Melissa Trow, Parent
- Russell Holden, Superintendent

The session was facilitated by:

Carl Weber, Director of Member Services,
Primex3

Purpose and Intended Results

The purpose of this goal setting session was to assist the Sunapee School District administration in establishing short- and long-term goals that will move the School District's vision forward. The goals identified will become part of the administration staff's ongoing action plan moving forward.

Ground Rules

At the outset of the session, participants identified a list of ground rules that set the stage for how to proceed.

Participants chose the following ground rules for themselves:

- Few Rules – Be open to discussion
- Buy into the process – this will impact our district, staff, and kids
- All parties should have a say
- Include all voices/active participation
- Honor time of the group and different ideas presented
- Assume good intentions



- Be respectful
- Be open to the ideas of others
- Be honest and active
- Be authentic
- No bad ideas
- Honesty, thoughtfulness, fantastic listening

SWOT Analysis

Participants were asked to evaluate the Strengths, Weaknesses, Opportunities, and Threats (SWOT) facing the School District. This structured process helps identify the internal attributes of the organization in the context of its external environment and provides the foundation to help the Sunapee School District maximize its strengths to pursue opportunities and minimize threats by addressing – or at least understanding – its weaknesses. The SWOT Analysis then becomes a lens through which participants evaluate and develop goals and objectives.

Strengths Identified:

- Fantastic teachers
- Community support (e.g. Budget)
- Community is so important here
- The district supports and encourages professional growth and the faculty is committed to professional development and growth as well
- Existing supports for all students
- Sufficient resources/community support
- High quality staff
- Stability among staff
- Faculty/staff/community/people
- Strong sense of pride in our students Pre K-12
- Teachers and Staff – many who have been here a long time
- Absorbs, teaches to increasingly diverse student needs
- Can do attitude – we will do for our students
- Opportunities for our students

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- Academic rigor with individual attention
- Small class sizes
- We have a dedicated staff (teachers, para's, admins, custodians and bus drivers)
- Positive school culture
- Dedicated staff (many with longevity)

Weaknesses Identified:

- Lots of hats, fewer heads
- Seems standards can tend to be high for SCES sometimes Sunapee central, elementary
- Size/small
- Lack diversity
- Pending retirements
- Sometimes our small size can hinder opportunities
- Small size and shake up of classes at elementary
- Ability to provide all experiences
- Large cohort of vital teachers /culture stewards likely to retire in next several years
- Reduced participation and offerings in the arts
- Disconnect between buildings
- Progress/test scores not as high as expected
- Streamlined, effective communication with families
- More vulnerable to school intruders than some schools because of how our buildings and classes are situated
- Small size/high per student cost – viable/sustainable?
- Tiered instructional classes for all
- Capital improvements are needed to continue to maintain our level
 - ✓ Buildings
 - ✓ Fields
- High bar for teachers
- Getting new people integrated and a part of the community
- Number of resources offered lures people into the district though they may not share values

Opportunities Identified:

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- Leverage community expertise
- Outside of the school walls – experience with students
- Broader selection for student interest – clubs/activities
 - ✓ Theater performances
 - ✓ Field trips
 - ✓ Auditorium
 - ✓ Busing
- Resource rich to enrich learning
- Engaging more parents (value/communication increases)
- Natural resources (lake/mountain)
- Community partnerships (employers, RUCC for college credit) ▪ Partnerships with other community resources ▪ Leverage Colby-Sawyer?
- Leverage the community parents/grandparents to help improve communication – maybe lighten loads for teachers
- School choice
- Mentor program for new staff
- Post-Covid ‘catch up’ is universal/global so many educators/districts are sharing ideas and practices that we can draw upon
- “Boosters” people who support us show up!

Threats Identified:

- Fear of new
- Free Staters
- Potential employees
- Politics - Comm of Ed. Legislation
- Legislators/legislations
- Anti-public school sentiment among vocal group of community members
- Safety issues at the elementary school
- To some the district is a taker



- Virtual education undermining classroom education
- There are people in the community that care more about pushing agendas and less about the success of our schools
- Lack of local community resources (daycare, transportation, mental health)
- Changing economy, changing work, declining numbers in education programs
- School choice
- Cell phones in the classroom
- When we ask for too much of the community and the majority tips the wrong way on the vote
- Cost per student
- Small elements within the community which undermine staff morale and actively root against the school and the student's success
- Cost of living/lack of affordable housing for young families
- Economic recession and inflation (heating, staff recruitment, capital projects)
- Families leaving the district
- Lack of support from community for life safety/facilities 2x not passing bond with state aid

Identification and Categorization of Goals

Goals were defined as qualitative statements of what Sunapee School District intends to accomplish over a period of 12 to 18 months. These are "big picture" items vital to organizational success.

Participants were asked to present goals to move the organization forward. As each goal was presented, the individual decided whether the goal was similar to, or different from, a previously stated goal. The individual goals (*bulleted list after the collective goal name*) created a larger collective goal and narrative that took shape during the session. The goals were then named, and a narrative was created by the breakout groups and presented back in the full session for feedback and additions.

Goals are presented in the order they were addressed and are not ranked for importance.

Development of Strategic Objectives for Goals

Strategic Objectives were defined as short- and long-term quantitative results that directly support the goals. Objectives should be measurable, achievable, and consistent with the goals, and should also align with Sunapee School District's overall vision, mission, and core values. These objectives create the basis for an ongoing action plan going forward.

Participants were broken into groups, and each group was tasked naming and summarizing the larger goal to develop at least two strategic objectives to help the Sunapee School District achieve this goal. Each group was assigned to address one of the broad goals listed below. Participants then returned to report their identified strategic objectives to the full group, and the full group had the opportunity to provide additional feedback on the objectives.

Strategic Objectives – Participants were asked to describe WHAT they wanted to happen, as well as WHEN the action/result should happen, and WHO is responsible. In summary:

WHAT will happen?

WHEN it will be completed?

WHO is responsible?

Goal Category #1: *Buildings and grounds maintenance, improvement, and student safety*

Goal Summary: No Summary Provided

The individual goals that made up the category:

- Increase building safety through renovations
- Create efficient plans to maintain buildings and grounds in a manner that is cost effective and forward thinking
- Consistent access to outdoor spaces for co-curricular activities
- Increase voices in the room
- Tell our story and controlling the narrative
- Improve student safety
- Renovations – Safety of students
- Continue to make capital investments to address the physical plants operations and safety

Strategic Objective #1

WHAT: Identify and prioritize existing safety threats for all buildings, facilities, and grounds, and make a plan to improve them.

WHEN: Prior to the 2023-2024 budget season

WHO: Building Committee

Strategic Objective #2

WHAT: Evaluate energy efficiency of all buildings and identify improvement and potential cost savings

WHEN: Prior to the 2023-2024 budget season

WHO: Building Committee

Strategic Objective #3

WHAT: Follow up on established needs regarding safety and usability concerns of fields and identify possible solutions

WHEN: Prior to the 2023-2024 budget season

WHO: Building Committee

Goal Category #2: Instruction and Programming

Goal Summary: Review and expand student opportunities and experiences. Review and expand teaching methodologies and practices

The individual goals that made up the category:

- Utilize new technology and instructional habits in a way that maintains commitment to integrity and academic excellence consistent with our vision of the graduate
- Review instructional practices, the curriculums, and availability of services at all tiers to design a system inclusive for all that removes barriers
- Advocate and encourage more vibrant culture in the arts for students
- Create as many diverse experiences as possible for each student using any resource
- Continue to seek out opportunities for new teaching and learning techniques and practices to enhance students' achievement at all levels
- Provide more educational/recreational opportunities for all students
- Expand rigorous/meaningful educational opportunities for all students in and outside of our four walls
- Provide services for kids who need them while not holding them to too high of a standard they can't meet
- More student success
- Increase healthy social emotional learning of whole district
- Strengthen Social Emotional Learning (SEL) supports for all students at elementary level, and enhance tiered system of SEL supports
- Create tiered instruction for social emotional learning
- Identify innovative/alternative approaches to educating students in a way that strengthens operations and maximizes student/teacher engagement

Strategic Objective #1

- WHAT: ID shared vision Social Emotional Learning (SEL)
Require X # of hours of SEL training with integration into the regular classroom setting
Updating the curriculum review cycle to include SEL
- WHEN: June 2024
- WHO: Staff and Administration

Strategic Objective #2

- WHAT: Create a committee to explore, research and review alternative educational opportunities
- WHEN: June 2024
- WHO: Administration – diverse committee of staff

Strategic Objective #3

- WHAT: Multi-tiered System of Supports
- WHEN: (Not specified)
- WHO: (Not specified)

Goal Category #3: Community Engagement

- Goal Summary: Create Adult Education Night (River Valley)
- Crowd source through students to increase parent involvement
 - Reframe the community/school relationships

The individual goals that made up the category:

- Find new ways to engage the school community
 - ✓ Monthly email?
- Improve student wellness by increasing offerings in arts/nature
- Don't throw the baby out with the bath water
- Learn to say No
 - ✓ Social media?
 - ✓ Are there different platforms?
- Increase parent/community involvement
 - ✓ Positive messaging
- Improve community engagement
- Pivot to the future without losing what makes Sunapee special

- Identify new opportunities to engage the school with the community
- Define parent engagement strategy that aligns in an age appropriate way relative to elementary vs. middle vs. high school
- Create a collection of community experts or experiences as a resource for teachers to bring to their students
- Create a parent/community group to facilitate needs (connecting to resources, community support/financial
- Actively engage (new) 6 businesses (new) 40 parents in district programs
- Explore and encourage community/parent involvement in our schools

Strategic Objective #1

WHAT: Reframe the community/school relationship

Community/school dodgeball tournament

½ proceeds to SMHS class/ ½ goes to charity

Utilize the moment to address the crowd

WHEN: Spring 2023

WHO: Three parents, three students, three town representatives

Strategic Objective #2

WHAT: Create Adult Education night

Different activity in different classrooms (job shadows, pairing parents with teachers, buddy system with SCES & SMHS teachers)

WHEN: Fall 2023

WHO: Teachers/Admins in each building

Strategic Objective #3

WHAT: Create a PTO organization type (separate from booster club) to help with communication, fundraising, supporting teacher needs)

Utilize Project Sunapee

Highlight/spotlight a teacher or admin each month

WHEN: (Not specified)

WHO: (Not specified)

Wrap-Up, Recap and Action Plan

The next step following this session will be for Sunapee School District staff to work together to develop specific tactics for accomplishing the identified goals and objectives. **Tactics describe specifically HOW the goals and objectives will be met.**

Concluding Thoughts

Thank you again for the opportunity to participate in this important process. Primex3 appreciates the opportunity to provide assistance to members with goal setting, and to help governing bodies develop paths to achieve their visions. A forward-looking community that is deliberate, disciplined, and strategic in developing and accomplishing its goals illustrates how *“good management is good risk management.”*

Sunapee School District 18-24-month Strategic Action Steps.

Goal #1: *Buildings and grounds maintenance, improvement, and student safety*

Action Steps:

- To complete the CIP facility projected project templates (5year projection), and have these posted on our district website.
- Work with local emergency management organization to better train and practice our emergency management procedures and protocols.
- Look for additional funding opportunities for facility and life safety project.
- Collect data on Bio-Mass to present during budget next year to determine if a Bio-Mass at SMHS would be beneficial. Determine funding for potential Bio-Mass project (\$400,000 NH Dept. of Renewal Energy Grant).
- Identify projects and monies needed to be funded out of established Capital Reserve Accounts.

Goal # 2: Instruction and Programing: Review and expand student opportunities and experiences. Review and expand teaching methodologies and practices.

Action Steps:

- The SAU and School Board will determine if tuition agreements or other understanding can be established with local choice communities to increase student numbers and potential shared SAU cost.
- Re-establish SEL K-12 committee to identify strategies and practices for buildings and grade levels.

Goal # 3 Community Engagement

Action Steps

- To have quarterly Superintendent/Parent meetings to keep parents informed of various school and district initiatives that are occurring in their child's schools. Every quarter we will invite parents to attend a meeting with an identified topic.
Topics: Assessment Results, Summer Activities, Student Involvement, Policy, Program Needs.
- Working with the Adjustment Councilor on developing activities for parents on parenting issues, dealing difficult students situations, guest speakers, book reviews, films, and panel discussions.

Sunapee Middle High School Strategic Plan Actions Steps 23-24

Goal #1: Buildings and grounds maintenance, improvement, and student safety

Action #1:

What: Identify and prioritize existing safety threats for all buildings, facilities, and grounds, and make a plan to improve them.

Action #2:

What: Implement, train, and conduct drills of the energy operation plan (EOP) for efficiency of all buildings and identify areas for edits/improvements.

Action #3:

What: Follow up on established needs regarding safety and usability concerns of the fields and identify possible solutions

Goal #2: Review and expand student opportunities and experiences. Review and expand teaching methodologies and practices.

Action #1:

What: Provide professional development specifically targeting new and improved teaching methodology and practices

From Strategic Plan Goals	From NEASC Recommendations
<ul style="list-style-type: none"> ● Utilize new technology and instructional habits in a way that maintains commitment to integrity and academic excellence consistent with our vision of the graduate ● Continue to seek out opportunities for new teaching and learning techniques and practices to enhance students' achievement at all levels ● Identify innovative/alternative approaches to educating students in a way that strengthens operations and maximizes student/teacher engagement ● Don't' throw the baby out with the bathwater 	<ul style="list-style-type: none"> ● Provide greater professional development opportunities for teachers to share expertise with colleagues ● Expand the use of strategic differentiation of instruction across the curriculum to better meet the learning needs of each student ● Provide planned additional professional development, curriculum development opportunities, and time for collaboration ● Develop and implement new learning experiences in which all learners have increased opportunities to demonstrate independence, flexibility, and persistence on open-ended tasks ● Assess the vision of the graduate's implementation and use that data to inform instruction and interventions as appropriate

Action #2:

What: Develop, teach and support a SEL curriculum of common language and strategies to be implemented in grades K-12. In grades 6-12, the curriculum will be integrated into the advisory program and health programs.

When: Develop in the Spring and Summer of 2023 for implementation in the 2023-2024 school year.

Who: Trained district staff to include the adjustment counselor, school psychologist, guidance counselor(s), occupational therapist, and case manager(s)/special educator(s)

From Strategic Plan	From NEASC Recommendations
<ul style="list-style-type: none">• Increase healthy social learning of the whole district• Create tiered instruction for social emotional learning	NEASC made no recommendations in this area

Goal Category #3 Community Engagement

Action #1:

What: Create a new channel, targeted toward parents and community members, providing regular updates on what is happening in our schools.

When: 2023-2024 school year

Who: SMHS administration

From Strategic Plan	From NEASC Recommendations
<ul style="list-style-type: none">• Find new ways to engage school community• Increase parent/community involvement• Improve community engagement• Identify new opportunities to engage with the school community• Explore and encourage community/parent involvement in our schools	<ul style="list-style-type: none">• Implement the future plan to make the term vision of the graduate ubiquitous scores all curricula and grade levels to increase familiarity with the term among students and parents

From Strategic Plan	From NEASC Recommendations
<ul style="list-style-type: none">• Reduce cost per student• Increase student population, thereby lowering per pupil costs and beginning to overcome shortcoming in our small size	

Sunapee Central Elementary School Strategic Plan Actions Steps 23-24

Goal #1: Buildings and grounds maintenance, improvement, and student safety

Action Steps:

- Work with the SPTO to develop a plan to create design and fundraise for the new playground and playground equipment for SCES
- Work with the facility department to address safety concerns that are identified throughout the year.

Goal 2 Instruction and Programing Review and Expand student opportunities and experiences. Review and expand teaching methodologies and practices.

Sunapee Central Elementary School will foster a framework that uses data to help match academic and social-emotional behavior resources to each student's needs.

Action Step #1: Multi-Tiered System of Supports

Sunapee Central Elementary School will develop an MTSS Implementation plan that includes:

- A clear vision of MTSS.
- A teaming structure.
- A problem solving framework that utilizes data-driven decision making.
- Ongoing professional development informed by continuous data and includes coaching and continuous improvement.

Action Step #2: Social-Emotional Learning

Sunapee Central Elementary School will define core behavior and social-emotional practices for the whole school and supplemental and intensive instruction to be provided based on clear data decision rules and methods for monitoring progress.

Action Step #3: Curriculum

Through the implementation of the iReady Math curriculum and diagnostic, Sunapee Central Elementary School will engage in assessment that informs instruction and intervention planning; identifies students who are at-risk; determines why students are at-risk; monitors student growth and progress; and determines if outcomes are met.

Goal # 3 Community Engagement

Sunapee Central Elementary School will nurture relationships with families and the greater Sunapee community.

Action Steps:

- Develop a back to school night for the community to showcase the completed SCES project improvements.

- The School Counselor and Adjust Counselor will develop workshop for parents on a variety of topics impacting our students' daily experiences.
- Foster relationships between the school and local businesses and community organizations that support and expand upon our the school's mission.

Student Services Strategic Plan

2023

Goal # 2: Instruction and Programing: Review and Expand student opportunities and experiences. Review and expand teaching methodologies and practices.

Action Step #1:

What: Provide professional development to all staff about high quality accommodations and modifications, when it is appropriate to provide them and how to implement them effectively.

When: 2023-2024 school year

Who: Student Services Administrator in combination with Building Administrators

Action Step #2

What: Implement a system to monitor and document the use of accommodations and modification in the classroom.

When: 2024-2025 school year

Who: Student Services Administrator in combination with student services staff

Goal # 3 Community Engagement

Action Steps #1:

What: Provide professional development to staff about relationship building, having difficult conversations and effectively engaging parents in education planning.

When: 2023-2024 school year

Who: Student Services Administrator

Action Step #2

What: Provide a parent workshop/community group to facilitate connecting families to community resources.

When: 2023-2024 school year

Who: Student Services Administrator in combination with student services staff

Strategic Plan Action Steps Technology

Goal Category #1: Buildings and grounds maintenance, improvement, and student safety

Action Steps #1

- Cybersecurity training and introduction of MFA

Action Step #2

- Reduce server footprint/electrical consumption. More efficient technologies (Promethean boards)

Goal Category #2: Instruction and Programming

Action Step #1

- Maintain 4 year replacement, Build upon tech comm, Seek input for new technology

Goal Category #3: Community Engagement

Action Step #1

- Engage community, through multichannel surveys, for where they get information. Collaborate with the town?

Sunapee Food Service Strategic Action Step

Goal #1: Buildings and grounds maintenance, improvement, and student safety

Goal #2: Review and expand student opportunities and experiences. Review and expand teaching methodologies and practices.

Goal Category #3 Community Engagement

Cafeteria Goals:

The purpose of this statement is to address, twofold, the building characteristics of the schools specific to the cafeterias. Both SCES and SMHS require design and structural change in order to continue to serve the community in the years to come.

Specifically:

The food service department would like to see an increase in the number of participants in the breakfast and lunch program in order to drive revenue through meal and a la carte sales. This will be achieved at both schools in the district. The department wishes to see a new energy infused into the cafeterias through design and renovation creating an increased response from the students via visual sighting, modernized equipment and marketing methods. With respect to the two schools the dynamics are different as the elementary school is the priority while the middle/high school is the showpiece.

Measurable:

Studies have been done in New York city examining different types of cafeteria styles. Such as two serving lines, open displays for grab and go items. It has been established that the rolling gate line, as it is at SMHS, creates the lowest average daily participation (ADP) than other types of lines. See [The Relationship between School Infrastructure and School Nutrition Program Participation and Policies in New York City - PMC](#)

There is also discussion that satellite kitchens as is presently used at SCES lowers the ADP as students like to see that items are made on site. See the introduction in the above links. Not only does the kitchen area need an infusion of energy, so does the actual dining area. A modernized, decorated and enthusiastic dining hall increases participation. Keene St. built a new dining hall 12/15 years ago and saw a mid 20% increase in participation. The following link shows the results in a Greensboro, NC high school:

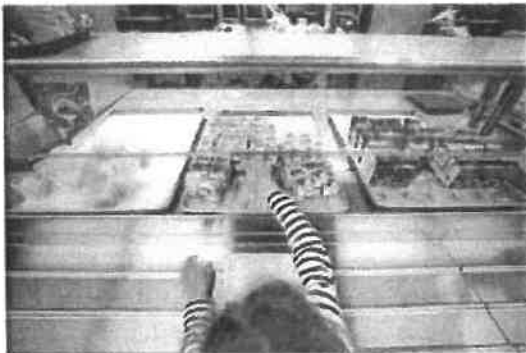
[High school cafeteria's face-lift increases participation](#)

What level of participation increase is a success is up for discussion. Going from 40% now to 42% is not a welcome change. A more realistic goal of going from 40% to the mid 60's should be the bar. Daily and monthly reports would be used to measure. The dollar figures outlined in the New York study may be realistic though it is not known what actually was done. An expense of approximately \$5-\$7,000 would need to be realized to find out a cost for the district.

Attainable:

It is now April 2023. Redesigning the SCES cafeteria with a more open kitchen plan complete with new traffic flow, kid friendly serving areas with multiple offerings would drive increased participation. Modernizing the kitchen with hot/cold wells for service. Allowing for multiple offerings. Milk slides instead of dorm refrigerators are visually more appealing. Using existing

dealing with the satellite kitchen issue. This upgraded design and flow would allow us to maximize our POS systems, allowing for greater accountability thus increasing revenue. Since the core building will not be affected by this, any renovation and remodeling could be done over a summer period. Conceivably an upgraded SCES cafeteria and dining area could be open for the 2024/25 school year.



At SMHS a greater emphasis on design is needed to help drive ADP. Opening up the whole front of the cafe where the roll gate is would create that open air theme. New wells both hot and cold would be installed inside the current serving area creating a walk through serving area. One side would be the lunch and breakfast area complete with heat lamps for quick grab and go items.

The other side would be a la carte snack items, novelties, cookies etc. where students can add onto their purchases. Consolidating existing coolers and freezers into smaller ones, using milk slides will create the space needed for this. The removal of non essential equipment and the addition of new technologically advanced equipment in the back of the house would be arranged and designed for maximum output, space usage and productivity.

The photo below, though maybe extreme, outlines the different levels whether it be cold or hot foods and the all around use of space to streamline the service and POS areas.

Again by identifying the needs such as power sources, support beams and so on, the renovation/remodel would be done over a summer period and operational for the 2024/25 school year. A few punch list items may be left but not many.

Dining area design would be a collaborative effort involving the art department students with outside input.



Relevance:

Is the time right for this? Does the district risk falling behind in the times nutritionally compared with other schools? And is it worthwhile? Yes it is. Developing a concept now would prepare the kids for a healthier future and further achieve academic success. Healthier eating and learning go hand in hand. See attached link:

[Eating Healthier at School.](#)

It makes all the sense in the world to give the kids the best opportunity to succeed. And this is one avenue. Aiming high is the priority.

Time:

While following the attainable renovation time frame above, within five years of completion of all renovations I expect to see the positive results. During this time yearly refocusing on trends and methods will be implemented to ensure growth and ADP. After that period we would start to think ahead. What do we do for the next ten years, twenty? Programs must be installed to keep everything relevant. A culinary program for instance after five years. Or sooner. Could it evolve into a summer food truck operation. Possibilities are endless As my time begins to wind down, overseeing a restructuring of the food service would be ideal. As the end gets closer, younger, fresher ideas, complete with newer trends and marketing, can take over to lead the program in the next 20/30 years.



Have a great lunch!