

SAU 41
HOLLIS BROOKLINE
STRATEGIC PLAN



February, 2013

HOLLIS BROOKLINE STRATEGIC PLAN

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SCHOOL ADMINISTRATIVE UNIT FORTY-ONE

Brookline, Hollis & Hollis/Brookline Cooperative School Districts

November 2012

Dear Members of Our SAU 41 Communities,

I am writing this letter to introduce the *SAU 41 2012-2017 Strategic Plan*, as well as to recognize those who contributed to this, a major undertaking for our school system, and to applaud the communities of Hollis and Brookline for their forward-thinking approach to planning for the education of their students now and for the next five years. What was most impressive to me as the process began in early January 2012 was the amount of participation and effort by all involved, including those who served on the Strategic Planning Steering Committee, chaired by Ernie Pistor from the Brookline School Board. The Steering Committee, realizing the importance of developing a plan that reflected the values of the communities, sought to involve as many of the stakeholders from Brookline and Hollis as possible through the survey and focus forum process. None of us on the Steering Committee anticipated the volume of the responses or the amount of participation that occurred.

Given the tremendous amount of input received, the Steering Committee feels that the mission, vision, goals, and strategies that make up the *Strategic Plan* reflect the educational priorities of Hollis and Brookline's elected officials, School Board members, parents, staff, and students. At each stage of the *Plan's* development, the Steering Committee repeatedly reached out to the public to be sure that what the communities wanted is embodied in the *Strategic Plan* seen in the following pages. The Steering Committee is appreciative of leadership of the New England School Development Council in working with us in this process.

We began the summer of 2012 with a working draft of the mission, vision, and goals of the *Strategic Plan* that the SAU 41 Governing Board accepted in late June. The Steering Committee, particularly the three administrators serving on the Steering Committee, moved forward, outlining the thirty-one strategies that will lead to the achievement of the five goals. With the acceptance of the strategies by the Steering Committee, the SAU 41 Leadership Team drafted the action steps for each of the goals and strategies. In their planning, the Leadership Team incorporated the remaining work from the *2009-2014 Five-Year Plan*, the changes in the state standards from the Grade Level Expectations (GLEs) to the Common Core, and drew from the NH Department of Education's work on two statewide initiatives: teacher and leader effectiveness and college, career, and work force readiness for all students. The goals in the *Strategic Plan* also address our efforts to improve our technology infrastructure and to ensure that our facilities are safe, secure, and provide positive environments for teaching and learning. Another focus area is to attract, reward, and retain high performing staff at all levels of the system. At its November 5, 2012 meeting, the SAU Governing Board approved the *SAU 41 2012-2017 Strategic Plan*. The 2012-2013 goals and deliverables are outline in the *Plan*.

With a great deal of pride, I present this important and valuable resource to the SAU 41 school community and celebrate the collaboration that is reflected in the document that follows.

Respectfully,

Susan E. Hodgdon

Susan E. Hodgdon

SAU 41 - 2012 STRATEGIC PLANNING
Steering Committee Members

School Board

Ernie Pistor, Brookline School District, *Steering Committee Chair*

William Beauregard, Jr., Hollis Brookline Cooperative District

Rob Mann, Hollis School District

Community – At Large

Teresa Ash

Michelle Dowling

Anat Eshed

SAU 41 District Leadership Team

Candi Fowler, Hollis Upper Elementary School, Principal

Susan Hodgdon, SAU Office, Superintendent

Cindy Matte, Hollis Brookline High School, Principal

John Kennedy, Senior Consultant, NESDEC

SAU 41 Strategic Plan: Mission and Vision

Mission

The mission of SAU 41 is to ensure a strong, supportive learning environment focused on academic excellence.

Vision

The vision of SAU 41 is to help students acquire the knowledge and life skills for academic, social, and emotional success.

1. The SAU 41 schools establish and fulfill standards for academic excellence that are competitive at the state, regional, national, and international levels as benchmarked against recommendations by renowned independent bodies.
2. The SAU 41 schools educate students to be critical thinkers, creative problem-solvers, effective communicators, and socially responsible, engaged citizens who are college and workforce ready.
3. The SAU 41 schools use data from multiple and varied assessments to improve student learning; every student makes or exceeds expected annual progress.
4. The staff, services, and culture enhance student self-esteem and employ a variety of strategies to meet the academic, social, emotional, and safety needs of all students.
5. The professional learning community evolves and adopts best practices for learning; administrators and staff members are supported in their work and are compensated fairly and competitively.
6. The School Boards, administrators, and staff engage students, families, and the community through effective communication of priorities, plans, and progress.
7. The school districts in SAU 41 are models for sound fiscal responsibility and integrity.
8. Each district in SAU 41 has a comprehensive district report card that measures its performance against SMART goals.

Adopted by SAU 41 Governing Board: November 5, 2012

SAU 41 Strategic Plan Goals and Strategies

2012- 2017

Goal 1: SAU 41 will strive to continuously improve each student's level of achievement and growth.

Strategy 1.1 – Create a cohesive comprehensive curriculum, instruction, and assessment system aligned to the Common Core Standards.

Strategy 1.2 – Ensure that all students meet or exceed benchmark criteria.

Strategy 1.3 – Continue to prepare students to use digital technologies to appropriately access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.

Strategy 1.4 – Provide a socially, emotionally, intellectually and physically safe school climate for all school members.

Strategy 1.5 – Implement new programs consistent with our vision and mission.

Strategy 1.6 – Develop a financial plan to support instructional programming and student growth.

Goal 2: SAU 41 will recruit, recognize, and develop the most effective personnel.

Strategy 2.1 - Develop and implement consistent competitive compensation packages.

Strategy 2.2 - Establish policies and procedures addressing salaries, salary ranges, and staff hiring practices.

Strategy 2.3 - Strengthen board visibility and opportunities to gain first-hand knowledge of staff, buildings and programs.

Strategy 2.4 - Expand opportunities to highlight and celebrate staff accomplishments.

Strategy 2.5 - Expand the support and capacity-building programs for new teachers and teacher leaders.

Strategy 2.6 – Continue to ensure the most effective observation and evaluation practices are utilized.

Strategy 2.7 - Develop a financial plan to recruit, recognize, and retain innovative and dynamic staff dedicated to the success of all students.

Goal 3: SAU 41 will utilize appropriate technology to enhance student achievement and improve operational efficiency.

Strategy 3.1 – Maintain and improve technologies to support or increase operational efficiency.

Strategy 3.2 – Develop a SAU-wide framework for training in all programs and technologies.

Strategy 3.3 – Increase Information Technology Staff to support opportunities for learning, coordinate technologies, and support hardware.

Strategy 3.4 – Develop a financial plan to support staffing, technology, and training.

Goal 4: SAU 41 will develop and implement consistent practices for teaching grade-appropriate 21st Century learning skills.

Strategy 4.1 – Research best practices surrounding 21st Century learning skills.

Strategy 4.2 – Utilize the 21st Century learning framework to promote understanding of core subject content at higher levels.

Strategy 4.3 – Support expanded opportunities for community and international learning both face-to-face and online.

Strategy 4.4 – Support professional learning communities for educators to collaborate, share best practices, and integrate 21st Century skills into classroom practice resulting in increased student growth.

Strategy 4.5 – Develop and implement a balance of assessments to determine student learning and achievement of 21st Century skills.

Strategy 4.6 – Develop a SAU-wide professional development plan.

Strategy 4.7 – Develop a financial plan to support resources, training, and professional development.

Goal 5: SAU 41 will manage and keep in good repair its physical assets in order to optimize student learning.

Strategy 5.1 – Establish a capital improvement plan to support instructional programming and academic achievement.

Strategy 5.2 – Establish a systemic plan for maintenance.

Strategy 5.3 – Develop a project management training program for all maintenance building leaders.

Strategy 5.4 – Provide and maintain safe and healthy facilities for all students and staff.

Strategy 5.5 – Develop and implement a comprehensive security system for all buildings.

Strategy 5.6 – Maintain a technology infrastructure to support all instructional and facilities needs.

Strategy 5.7 – Develop a financial plan to secure funding for needs identified.

Approved by SAU 41 Governing Board: November 5, 2012

STRATEGIC PLAN – SMART GOALS: 2012-2013

Goal 1: SAU 41 will strive to continuously improve each student’s level of achievement and growth.	
Strategy 1.1 Create a cohesive comprehensive curriculum, instruction, and assessment system aligned to the Common Core Standards.	
SMART GOAL: By June 2013, each grade level/course will have 20% of their core maps aligned to standards completed in core content areas - Math, Science, Social Studies, & English (World Languages - HS Only).	Deliverable: July Board Meeting: Assistant Superintendent report will include the percentages of core maps completed in SAU 41.
SMART GOAL: By June 2013, each grade level/course will have common assessments (formative/summative) for the core maps completed.	Deliverable: July Board Meeting: Assistant Superintendent report will include the percentages of common assessments completed in SAU 41. (No assessments will be shared to protect the fidelity of the assessment.)
SMART GOAL: By June 2013, SAU 41 will have a curriculum review procedure for each core content area.	Deliverable: July Board Meeting: Assistant Superintendent will submit the procedures document for curriculum review for each core content area. (Note – the process may be the same for each content or slightly different – this is to be determined by best practices in the field.)
Strategy 1.2 Ensure that all students meet or exceed benchmark criteria.	
SMART GOAL: By June 2013, SAU 41 will have a procedural document outlining the systematic response for ensuring learning in each building.	Deliverable: July Board Meeting: Assistant Superintendent/Director of Student Services will submit the procedures document for each school that ensures learning (Response to Intervention (RTI)) for students.
SMART GOAL: By February 2013, SAU 41 will have a plan for assessing all students against benchmarks to determine growth using a common tool.	Deliverable: February Board Meeting: Principal Reports will reflect the assessment plan for their building.

STRATEGIC PLAN – SMART GOALS: 2012-2013

Goal 2: SAU 41 will recruit, recognize, and develop the most effective personnel.	
Strategy 2.1 Develop and implement consistent competitive compensation packages.	
SMART GOAL: By June 2013, SAU 41 will research compensation packages from a variety of resources such as: geographic area, regional area, and similar school districts.	Deliverable: July Board Meeting: The Business Administrator will have a comprehensive report.
Strategy 2.2 Establish policies and procedures addressing salaries, salary ranges, and staff hiring practices.	
SMART GOAL: By June 2013, SAU 41 will have current job descriptions for all support staff.	Deliverable: July Board Meeting: The Superintendent will have job descriptions completed and available through the human resource department.
SMART GOAL: By June 2013, SAU 41 will establish consistent hiring processes for professional, support, and non-affiliated staff.	Deliverable: July Board Meeting: The Superintendent will have hiring protocols completed and available through the human resource department.
Strategy 2.5 Expand the support and capacity-building programs for new teachers and teacher leaders.	
SMART GOAL: By June 2013, the SAU Leadership team will have a plan for a three-day orientation to support new hires.	Deliverable: April Board Meeting: The Assistant Superintendent will have a plan and an agenda for the August 2013 orientation.
Strategy 2.6 Continue to ensure the most effective observation and evaluation practices are utilized.	
SMART GOAL: By June 2013, the SAU Leadership Team will have a plan for strengthening the system of professional staff observation/evaluation.	Deliverable: July Board Meeting: Assistant Superintendent will submit the plan for strengthening the system of professional staff observation/evaluation.

STRATEGIC PLAN – SMART GOALS: 2012-2013

Goal 3: SAU 41 will utilize appropriate technology to enhance student achievement and improve operational efficiency.	
Strategy 3.1 Maintain and improve technologies to support or increase operational efficiency.	
SMART GOAL: By January 2013, SAU 41 will establish a system-wide procedural document for software adoption to ensure operational efficiency.	Deliverable: February Board Report: The Network Administrator will submit the procedural document for operational efficiency.
SMART GOAL: By January 2013, SAU 41 will establish a system-wide procedural document for hardware adoption/replacement to ensure operational efficiency.	Deliverable: February Board Report: The Network Administrator will submit the procedural document for operational efficiency.
Strategy 3.2 Develop an SAU-wide framework for training in all programs and technologies.	
SMART GOAL: By June 2013, SAU 41 will establish a system-wide training schedule for all new hardware/software adoptions.	Deliverable: July Board Report: The Network Administrator will submit the training schedule for all new hardware/software adoptions.
Goal 4: SAU 41 will develop and implement consistent practices for teaching grade-appropriate 21st Century learning skills.	
Strategy 4.1 Research best practices surrounding 21st Century learning skills.	
SMART GOAL: By April 2013, SAU 41 will create a best practices research team.	Deliverable: May Board Report: The Superintendent’s report will reflect the establishment and composition of the best practices research team.
Strategy 4.4	

STRATEGIC PLAN – SMART GOALS: 2012-2013

Support professional learning communities for educators to collaborate, share best practices, and integrate 21st Century skills into classroom practice resulting in increased student growth.	
SMART GOAL: By June 2013, SAU 41 schools will have systems in place to ensure high functioning professional learning communities (PLC).	Deliverable: Board Reports of December 2012, March 2013, and June 2013: The Assistant Superintendent’s Report will include status updates of the PLC teams in SAU 41.

Goal 5: SAU 41 will manage and keep in good repair its physical assets in order to optimize student learning.	
Strategy 5.4 Provide and maintain safe and healthy facilities for all students and staff.	
SMART GOAL: By June 2013, SAU 41 will create a facilities maintenance manual to ensure safe and healthy buildings.	Deliverable: July Board Report: The Business Administrator will have the facilities manual available through the SchoolDude system.
Strategy 5.6 Maintain a technology infrastructure to support all instructional and facilities needs.	
SMART GOAL: By January 2013, SAU 41 will create an infrastructure task force that reviews and oversees all hardware/software requirements and requests.	Deliverable: February Board Report: The Business Administrator’s report will reflect the establishment and composition of the task force.
SMART GOAL: By June 2013, the infrastructure task force will establish a system-wide procedural document for building hardware/software requests.	Deliverable: July Board Report: The Business Administrator’s report will submit the procedural document for building hardware/software requests.

**SAU 41's
Strategic Planning Goals and Action Steps**

Goal 1: SAU 41 will strive to continuously improve each student's level of achievement and growth.					
Strategy 1.1: Create a cohesive comprehensive curriculum, instruction, and assessment system aligned to the Common Core Standards.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
1.1.1 Develop a process and cycle for curriculum review by discipline K-12	<i>Reporter:</i> <i>Asst. Supt</i> Leadership Team	Initiate: 2012/13 Review/Revise: 2013/14 Full Implementation: 2014/17	Documented plan of action to include program review cycle	Successful completion of first review cycle	Existing Grants for PD and Consultant support
1.1.2 Conduct a review of each discipline K-12 and update curriculum to match common core to ensure horizontal and vertical alignment	<i>Reporter:</i> <i>Asst. Supt</i> Bldg. Admin PLC teams	Initiate: 2012/13 Review/Revise: 2013/14 Full Implementation: 2014/17	Curriculum aligned with Common Core both vertically and horizontally	Increased student achievement as demonstrated by instruction/assessments	Existing Grants for PD and Consultant support
1.1.3 Develop core maps for each discipline area/course to ensure high quality instruction. Enter core maps into curriculum connector tool	<i>Reporter:</i> <i>Bldg. Admin</i> Asst. Supt PLC teams	Initiate: 2012/13 2012 - 2017	All teams for courses/grade levels complete core maps	Audit of core maps to indicate that all common core standards are thoroughly covered	Existing Stipend funds for Summer Work/Non Contract Hours
1.1.4 Create, review and revise common assessments to ensure student learning is aligned with common core standards	<i>Reporter:</i> <i>Bldg. Admin</i> Asst. Supt PLC teams	2012 - 2017	Well written assessments in all content areas & courses K-12 that are given to all students	Increased student achievement on common assessments	Existing Stipend funds for Summer Work/Non Contract Hours
1.1.5 Research the feasibility of utilizing a standards-based grading system PK - 12	<i>Reporter:</i> <i>Bldg. Admin</i> SAU Admin PLC Teams	By June 2014 - Research Standards-based report cards	Decision about Standards based report card	Summary and recommendations based upon the research	Funded as Needed

Goal 1: SAU 41 will strive to continuously improve each student's level of achievement and growth.					
Strategy 1.2 - Ensure that all students meet or exceed benchmark criteria.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
1.2.1 Develop and implement a systemic <i>Response To Instruction</i> (RTI) process PreK-12	<i>Reporter:</i> <i>Asst. Supt</i> Dir. of Student Services Bldg. Admin RTI Teams PLC Teams	Initiate: 2012/13 2012 - 2017	Data analysis demonstrates student growth Decreased referrals to special education	Common language and understanding of RTI process across SAU Clearly defined RTI model implemented and used across SAU.	Existing Grants for PD and Consultant support
1.2.2 Benchmark and/or common assessments will be administered in grades K-12 for all content areas/courses	<i>Reporter:</i> <i>Bldg. Admin</i> Asst. Supt PLC teams	Initiate: 2012/13 2012 - 2017	All students will participate in benchmarking and/or common assessments	Data utilized to guide instruction	Existing Grants for PD and Consultant support
1.2.3 Differentiated instruction will be provided to all students based on analysis of assessment data	<i>Reporter:</i> <i>Bldg. Admin</i> SAU Admin PLC teams	2012 - 2017	Increase in student achievement Students fully engaged in learning Increased student attendance Reduction in student behavior concerns	Lesson plans Classroom observations, Bldg. walk -throughs Instructional rounds	Supported by existing budget funds
1.2.4 Use data to identify and address achievement gaps	<i>Reporter:</i> <i>Bldg. Admin</i> SAU Admin PLC teams	2012-2013	Gap is closing for student after implementation of supports and services	Identify internal supports as appropriate to address student needs Connect parents with outside supports to address the student needs	Supported by existing budget funds Grant Funds for PD time

Goal 1: SAU 41 will strive to continuously improve each student's level of achievement and growth.					
Strategy 1.3: - Continue to prepare students to use digital technologies to appropriately access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
1.3.1 Investigate methods to integrate current digital tools to assist student learning	<i>Reporter:</i> <i>Bldg. Admin</i> Technology Director and Staff SAU Admin	2012 - 2017	Multiple digital tools are identified for implementation in classroom	Multiple methods of digital tools researched to determine most effective tools for student learning	Supported by existing budget funds Grant Funds for PD time
1.3.2 Integrate into all content areas the use of digital tools for student learning and instruction	<i>Reporter:</i> <i>Bldg. Admin</i> Technology Director and Staff SAU Admin	2012 - 2017	Evidence of student work products and Information/Communication Technology (ICT) portfolios	Review of lesson plans Building walk-throughs Observations	Supported by existing budget funds Additional Funds to purchase equipment
1.3.3 Develop content instruction on appropriate access and use of information obtained via digital resources	<i>Reporter:</i> <i>Bldg. Admin</i> PLC teams	2012 - 2017	Decrease in student referrals for improper use of technology/digital resources Students are responsible users of digital tools and respectful of copyright issues	Review of lesson plans Observations	Supported by existing budget funds Additional Funds to purchase equipment

Goal 1: SAU 41 will strive to continuously improve each student's level of achievement and growth.

Strategy 1.4: - Provide a socially, emotionally, intellectually and physically safe school climate for all school members.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/ Budgetary Support
<p>1.4.1 Schools will develop and/or expand interventions to re-engage students who have become disengaged (as evidenced by truancy, failing grades, recurring disciplinary referrals, substance use, etc.)</p>	<p><i>Reporter:</i> <i>Bldg. Admin</i></p> <p>Supt</p> <p>Asst. Supt</p> <p>Mental Health Staff</p> <p>RTI teams</p> <p>PLC teams</p> <p>Staff</p>	<p>2012 - 2017</p>	<p>Reduction in number of students unsuccessful in one or more courses</p> <p>Reduction in office referrals</p> <p>Reduction in suspension and expulsion rates</p> <p>Behavior plans and contracts</p> <p>RTI participation rates</p> <p>Increased Graduation Rates</p>	<p>Universal screenings will occur to identify students who may be at-risk</p> <p>RTI will provide tiered supports (e.g. counseling, consultation with outside providers, referrals to agencies, etc.)</p> <p>Parent meetings will occur to elicit effective home-school partnerships</p> <p>Academic counseling and/or support will be available during or after school</p> <p>Participation in sports and/or activities when grades meet standards</p> <p>Summer school or alternative learning opportunities will be considered for students demonstrating academic failure</p> <p>Behavior intervention plans and contracts will be developed as needed</p> <p>Ongoing consultation with student support staff and mental health staff</p> <p>Reduction in numbers of students who are truant</p>	<p>Available Federal Grants</p> <p>Supported by existing budget funds</p>

1.4.2 Continue to enhance a school community/classroom culture that promotes social, emotional, intellectual and physical growth.	<i>Reporter:</i> <i>Bldg. Admin</i> Leadership Team	2012 - 2017	Review Percentage of students participating in extra-curricular activities Increased school attendance rate Decreased truancy rate	Increased student engagement in classroom -Appropriate use of manner and respectful behavior -Student leadership -Appropriate supportive relationships student to student; student to teacher; teachers to students	Supported by existing budget funds Grant funding for presentations
1.4.3 Opportunities will be provided to students to engage in extracurricular activities to enhance their social/emotional growth	<i>Reporter:</i> <i>Bldg. Admin</i> Staff	2012 - 2017	Track the numbers of students participating Maintain or increase participation rate Monitor offerings and evaluate and adjust according to student needs/interest	A variety of opportunities available that would appeal to students with a wide array of interests Students will have the opportunity to assume a leadership role	Additional funding needed to stipend coaches and advisors
1.4.4 All students will receive social/emotional support from a variety of district providers	<i>Reporter:</i> <i>Bldg. Admin</i> Staff Student Assistance Teams	2012 - 2017	Track and analyze number of community referrals to assure community referrals are appropriate	Students are connected to at least one adult in the building and social emotional supports are in place for students within the building as appropriate Survey students with valid tool like the Youth Risk Behavior Surveillance System (YRBSS)	Staffing Supported by existing budget funds Data tool additional resources may be required
1.4.5 Provide learning opportunities for all students through a variety of methods including assemblies, advisories, presentations	<i>Reporter:</i> <i>Bldg. Admin</i> SAU Admin	2012 - 2017	Survey data or reflection data from event indicates increased student awareness of topic	Assemblies and presentations have been provided to students	Supported by existing budget funds Grant Funds

<p>1.4.6 Continue to ensure opportunities to celebrate student growth, talent and achievement</p>	<p><i>Reporter:</i> <i>Bldg. Admin</i></p> <p>Staff</p> <p>SAU Admin</p>	<p>2012 - 2017</p>	<p>Documented Events</p>	<p>Planning and Development of the Events/Celebration</p>	<p>Supported by existing budget funds</p>
<p>1.4.7 The use of school space will promote teaching and learning and safety</p>	<p><i>Reporter:</i> <i>Bldg. Admin</i></p> <p>Staff</p> <p>PLC teams</p>	<p>2012 - 2017</p>	<p>Increased student achievement based on student data</p> <p>Safety survey data demonstrates student awareness.</p>	<p>Classroom observation for student space use</p> <p>Instructional</p>	<p>Supported by existing budget funds</p>
<p>1.4.8 Continue to develop and implement meaningful transition activities from grade to grade and building to building</p>	<p><i>Reporter:</i> <i>Bldg. Admin</i></p> <p>Staff</p> <p>SAU Admin</p>	<p>2012 - 2017</p>	<p>Survey of student participation on transition activities</p> <p>Student and Parent participation in Transition meetings</p> <p>Vertical walk-throughs will occur to promote an understanding of different grade level expectations and building level expectations.</p> <p>New families will be invited to visit the school prior to the first day of school</p>	<p>Development/Implementation of transition opportunities and activities</p> <p>Feedback obtained from staff members students and parents</p> <p>Individualized plans developed and written for students as appropriate</p>	<p>Supported by existing budget funds</p>

Goal 1: SAU 41 will strive to continuously improve each student's level of achievement and growth.					
Strategy 1.5: - Implement new programs consistent with our vision and mission.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
1.5.1 Continue to investigate current trends in business and industry to ensure students are college and career ready	<i>Reporter:</i> <i>Asst. Supt</i> Bldg. Admin	Sept 2012 – June 2013	Identified Trends	Completed research	Supported by existing budget funds
1.5.2 Review current trends and implement/update programs to prepare students with skills needed for future success	<i>Reporter:</i> <i>Asst. Supt</i> Bldg. Admin	Sept. 2013 – June 2015	Implementation Plan developed by June 2014 Programs implemented by June 2015	Programs meet student needs as 21st Century learners	Build into Operating Budget Grants
1.5.3 Develop and implement new programs to meet unique student learning needs to allow all students to access their education in their local community	<i>Reporter:</i> <i>Asst. Supt</i> Bldg. Admin Dir. of Student Services	Sept. 2013 – June 2015	Implementation Plan developed by June 2014 Programs implemented by June 2015	Programs meet unique student needs within the local community	Build into Operating Budget Grants

Goal 1: SAU 41 will strive to continuously improve each student's level of achievement and growth.					
Strategy 1.6: - Develop a financial plan to support instructional programming and student growth.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/ Budgetary Support
1.6.1 Develop a funding process to provide budgeted funds to support new instructional programs at each level to meet student needs	<i>Reporter:</i> <i>Bldg. Admin</i> Business Admin	Ongoing to meet all budget deadlines each fiscal year	Programs properly funded each school year	Completed Budgets	
1.6.2 Provide professional development for staff to ensure growth in the areas of technology, assessment, data analysis, RTI, common core implementation and all areas as needed to support goal #1. This to include use of professionals with expertise in each area	<i>Reporter:</i> <i>Asst. Supt</i> Bldg. Admin Dir. of Student Services	2012 - 2017	Properly trained staff Programs successfully implemented	Documented professional development	Grants Release time for staff professional development Build into Operating Budget
1.6.3 Allocate resources in each district for personnel to support instructional programming	<i>Reporter:</i> <i>Asst. Supt</i> Bldg. Admin Dir. of Student Services	Preplanning each year for fall budgets 2012 - 2017	All buildings have proper resources to support programs and students	Resources allocated	If needed: Operating Budget Funds Grants
1.6.4 Continue to provide funding and time to support the PLC initiatives that include work by teams related to curriculum	<i>Reporter:</i> <i>Bldg. Admin</i> Asst. Supt	Ongoing annually within budget timeline	PLC initiatives funded	PLC initiatives implemented	Operating Budget Funds Grants

<p>1.6.5 Continue to provide budgeted funds to support extra-curricular activities that are comparable to like districts</p>	<p><i>Reporter:</i> <i>Bldg. Admin</i> Asst. Supt</p>	<p>Ongoing annually within budget timeline</p>	<p>Extra-Curricular Activities funded</p>	<p>Extra-curricular activities comparable to like districts</p>	<p>Operating Budget Funds Grants</p>
<p>1.6.6 Ensure adequate staffing to support academic, social, emotional, and safety needs of all students</p>	<p><i>Reporter:</i> <i>Bldg. Admin</i> SAU Admin</p>	<p>Ongoing annually within budget timeline 2012 - 2017</p>	<p>Staffing to meet needs</p>	<p>Budgets include proper staffing needs</p>	<p>Operating Budget Funds Grants</p>

Goal 2: SAU 41 will recruit, recognize, and develop the most effective personnel.					
Strategy 2.1 – Develop and implement consistent competitive compensation packages.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
2.1.1 Create a Job Description Work Group	<i>Reporter: Business Admin</i>	Work to be completed by fall 2014	Standard document of all Job Descriptions through SAU 41	Accepted by all stakeholders	Supported by existing budget funds
2.1.2 Create Pay Scale Work Group	<i>Reporter: Business Admin</i>	Spring 2014	Recommended three year regionally competitive pay scale	Accepted by all stakeholders	Supported by existing budget funds
2.1.3 Maintain the Benefits Work Group	<i>Reporter: Business Admin</i>	2012 - 2017	To develop a recommended financially sound benefits package	Accepted by all stakeholders	Supported by existing budget funds

Goal 2: SAU 41 will recruit, recognize, and develop the most effective personnel.

Strategy 2.2 –Establish policies and procedures addressing salaries, salary ranges, and staff hiring practices.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
2.2.1 Clarify and Standardize SAU-Wide Hiring Practices (Committee make up, interview process, and reference checks)	<i>Reporter: SAU Admin</i>	Spring 2013	Creation of Standardized practices for hiring	Clarity of process	Supported by existing budget funds

Goal 2: SAU 41 will recruit, recognize, and develop the most effective personnel.					
Strategy 2.3- Strengthen board visibility and opportunities to gain first-hand knowledge of staff, buildings and programs.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
2.3.1 Create New Board Member Orientation to include comprehensive site visits by board members	<i>Reporter: Supt.</i>	February 2013	Participation by new board members	100% Participation by new board members	Supported by existing budget funds
2.3.2 Invite board members to school events	<i>Reporter: Bldg. Admin</i>	2012 - 2017	Participation in school events	Data collection on participation rates (if possible)	Supported by existing budget funds
2.3.3 Include board members in all correspondences to parents (newsletters and alerts)	<i>Reporter: Bldg. Admin</i>	2012 - 2017	Information is sent	Completion	Supported by existing budget funds
2.3.4 Introductions between staff and board members	<i>Reporter: Bldg. Admin</i>	2012 - 2017	Board participates	Data Collection of Participation Rates	Supported by existing budget funds

Goal 2: SAU 41 will recruit, recognize, and develop the most effective personnel.

Strategy 2.4 – Expand opportunities to highlight and celebrate staff accomplishments

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
2.4.1 Include staff accomplishments in opening day remarks	<i>Reporter: Supt.</i>	Each year – August Welcome Back Address to staff	On the agenda	Completion of Task	Supported by existing budget funds
2.4.2 Create internal and external means to celebrate	<i>Reporter: Bldg. Admin</i>	2012 - 2017	Monthly Recognition in each building	Completion of Task	Supported by existing budget funds
2.4.3 Encourage Presentations at National and State Conferences	<i>Reporter: Bldg. Admin</i>	2012 - 2017	The number of presentation at State and National Conferences	Date Collection	Supported by existing budget funds
2.4.4 Reinforce PLC Culture of Celebrating Small Successes	<i>Reporter: Bldg. Admin</i> PLC Team Leaders	2012 - 2017	Student Performance Data	Submission of meeting minutes	Supported by existing budget funds
2.4.5 Create SAU and /or school celebration committee	<i>Reporter: Principal's PLC</i>	December 2012	Creation of the committee	Review of staff feedback surveys on school culture	Supported by existing budget funds

Goal 2: SAU 41 will recruit, recognize, and develop the most effective personnel.					
Strategy 2.5 - Expand the support and capacity-building programs for new teachers and teacher leaders					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
2.5.1 3-Day Orientation-new hires; review 5-yr plan, evals, nuts & bolts – 3 tiers (classroom, school, SAU)	<i>Reporter: Asst. Supt</i>	August 2013	Creation of 3 day orientation	Survey of new staff. Data collection on retention of new hires	Supported by existing budget funds
2.5.2 Re-energize Mentoring Program; offer stipends, clarify roles	<i>Reporter: Supt.</i>	August 2013	Creation of the mentor program Retention of new staff members	Survey of staff involved in mentor program to measure effectiveness	Stipends for mentors
2.5.3 Create SAU Leadership Academy for Teacher Leaders	<i>Reporter: Asst. Supt</i>	Fall 2014	Creation of leadership academy	Survey of participants	Money for presenters and materials
2.5.4 Continue PLC work-clarify role of team leader	<i>Reporter: Asst. Supt</i>	2012 - 2017	Job description for team leader	Review of progress rubric	Supported by existing budget funds

Goal 2: SAU 41 will recruit, recognize, and develop the most effective personnel.

Strategy 2.6 – Continue to ensure the most effective observation and evaluation practices are utilized

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
2.6.1 Develop instructional rounds model	<i>Reporter: Asst. Supt</i>	Spring 2013	SAU 41 Instructional Rounds Model	Participation and feedback from staff	Supported by existing budget funds
2.6.2 Pilot Marzano model	<i>Reporter: Asst. Supt</i>	Fall 2013	Recommendation for changes in the current evaluation model	Compare Danielson to Marzano and collect feedback from participants and administrators	Materials and Professional Development Cost
2.6.3 Explore technology options for walkthrough Apps	<i>Reporter: Asst. Supt</i>	Fall 2013	Walkthrough technology is being utilized to improve student learning	Collect feedback from participants	Material and Software Costs

Goal 2: SAU 41 will recruit, recognize, and develop the most effective personnel.					
Strategy 2.7 – Develop a financial plan to recruit, recognize, and retain innovative and dynamic staff dedicated to the success of all students.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
2.7.1 Collaborate with local colleges to provide opportunities for aspiring teachers, on-site PD, adv. degrees	<i>Reporter: Asst. Supt</i>	Fall 2013	Programs are established	Participation	Supported by existing budget funds
2.7.2 Support participation in prof. organizations	<i>Reporter: Bldg. Admin Asst. Supt</i>	2012 - 2017	Participation level of staff	Dissemination of best practices	Money for memberships in prof. organizations
2.7.3 Create survey – solicit staff input-what works, what doesn't	<i>Reporter: Asst. Supt</i>	Spring 2013	Successful completion of survey	Review of data	Supported by existing budget funds

Goal 3: SAU 41 will utilize appropriate technology to enhance student achievement and improve operational efficiency.					
Strategy 3.1 - Maintain and improve technologies to support or increase operational efficiency.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
3.1.1 Upgrade to latest Operating System (OS)	<i>Reporter:</i> <i>Network Admin</i> IT staff	Fall 2013	Hardware Purchased to support OS as needed Software uploaded to all SAU 41 machines	Percentage of Machines using the latest OS	Build all Fiscal Budgets to support this action item for the 2013/2014 SY
3.1.2 Annual Review of Bandwidth capacity and hardware needs	<i>Reporter:</i> <i>Network Admin</i> Business Admin	Annually Fall timeframe	Technology Report to Business Administrator	Results of the report and Recommendations	Supported by existing budget funds
3.1.3 Conduct Annual review of infrastructure (hardware and network) to ensure the needs of curriculum, technical education and administration are met	<i>Reporter:</i> <i>Network Admin</i> Business Admin IT Staff	Annually Fall timeframe	Technology Report to Business Administrator	Results of the report and Recommendations	Funds to support recommendations built into budgets for the next fiscal year
3.1.4 Continue to develop tools for use (i.e.: curriculum, nursing software, media, observation/evaluations, student information systems, assessment software etc.) where appropriate and cost effective.	<i>Reporter:</i> <i>Network Admin</i> Business Admin Bldg. Admin SAU Leadership	2012 - 2017	Document of current programs in use Analysis of their effectiveness and interconnectivity	End User Input/Feedback Software systems reports and data (i.e.: Destiny data, SchoolDude Data) Recommendations	Supported by existing budget funds

<p>3.1.5 Replacement and Upgrade of workstations, servers, infrastructure, and software.</p>	<p><i>Reporter:</i> <i>Network Admin</i></p> <p>Business Admin</p> <p>IT Staff</p>	<p>Annually Summertime</p>	<p>Work plan</p>	<p>Report of work completion.</p>	<p>Budget Accordingly each fiscal year based upon review conducted</p>
<p>3.1.6 Create an implementation plan for all pieces of software adopted in SAU 41</p>	<p><i>Reporter:</i> <i>Leadership Team</i></p> <p>Business Admin</p> <p>IT Staff</p> <p>Bldg. Admin</p>	<p>2012 - 2017</p>	<p>Comprehensive Procedures Document</p>	<p>Roll Out Plan</p> <p>Training Plan</p> <p>Expectations for implementation</p> <p>Review of process and product</p>	<p>Support training costs (trainers, release time, etc.) as outlined in procedures document</p>

Goal 3: SAU 41 will utilize appropriate technology to enhance student achievement and improve operational efficiency.					
Strategy 3.2 - Develop an SAU -wide framework for training in all programs and technologies.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
3.2.1 Identify technology areas that require training and develop a plan to implement appropriate training to appropriate users	<i>Reporter:</i> <i>Network Admin</i> Business Admin Bldg. Admin	2012 - 2017	Completed Plan Completed Trainings	What is needed? Who needs it? How to provide it? When to provide it?	Support training costs (trainers, release time, etc.) as outlined
3.2.2 Develop a summer technology institute to support SAU 41 programs and technologies	<i>Reporter:</i> <i>Network Admin</i> Bldg. Admin	Annually April	Completed Plan Completed Trainings	What is needed? Who needs it? How to provide it? When to provide it?	Build budget support for courses

Goal 3: SAU 41 will utilize appropriate technology to enhance student achievement and improve operational efficiency.					
Strategy 3.3 - Increase Information Technology Staff to support opportunities for learning, coordinate technologies, and support hardware.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
3.3.1 Identify Technology Areas that require specific expertise	<i>Reporter:</i> <i>Network Admin</i> Business Admin Bldg. Admin	2012 - 2017	Technology Report to Business Administrator		Budget for staffing recommendations
3.3.2 Hire appropriate staff to support specific technology needs	<i>Reporter:</i> <i>Network Admin</i> Business Admin	2012 - 2017	Improved Support and related work products	Appropriate staffing to meet the SAU needs	Budget for staffing recommendations

Goal 3: SAU 41 will utilize appropriate technology to enhance student achievement and improve operational efficiency.					
Strategy 3.4 - Develop a financial plan to support staffing, technology, and training.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
3.4.1 Annually develop budgets in each SAU 41 entity that supports the technology needs identified from each strategy in the strategic plan	<i>Reporter:</i> <i>Network Admin</i> Business Admin Bldg. Admin	Annually	Developed Budget	Items Funded	Supported by existing budget funds

Goal 4: SAU 41 will develop and implement consistent practices for teaching grade-appropriate 21st Century learning skills.					
Strategy 4.1 – Research best practices surrounding 21st Century learning skills.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
4.1.1 Create an SAU-wide team to research best practices	<i>Reporter:</i> <i>Asst. Supt</i> Leadership team	2012-2013	Report of findings with recommendations	Documentation, list of best practices in 21st Century learning with citations Meeting agendas, and minutes	Supported by existing budget funds
4.1.2 Contact and/or visit other school systems within the region and nationally	<i>Reporter:</i> <i>Asst. Supt</i> SAU 41 Research Team	2012-2013	Reports of the visiting teams List of school systems contacted with documentation of conversations	Documentation of meetings: agendas, minutes Set of common questions to be asked during visits Establish teams of personnel to conduct visits, contact school systems	Current FY13 budgetary funding for professional development – school visits and travel
4.1.3 Audit current practices in SAU 41 and begin a lexicon of terminology	<i>Reporter:</i> <i>Asst. Supt</i> SAU 41 Research Team	2012-2013	Draft Framework generated with beginning lexicon of terminology	Survey results showing current state of 21st Century learning	Supported by existing budget funds
4.1.4 Develop a 21st Century framework for SAU 41 that includes a definition of terms	<i>Reporter:</i> <i>Asst. Supt</i> SAU 41 Research Team	2013-2014	Final draft of Framework with completed lexicon of terminology	Feedback from SAU 41 Leadership Team and other key stakeholders	Supported by existing budget funds

Goal 4: SAU 41 will develop and implement consistent practices for teaching grade-appropriate 21st Century learning skills.					
Strategy 4.2 Utilize the 21st Century learning framework to promote understanding of core subject content at higher levels					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
4.2.1 Embed 21st Century themes into the core subjects as developmentally appropriate	<i>Reporter:</i> <i>Bldg. Admin</i> Professional Learning Committee (PLC) Teams	2012-2014	Formative and summative assessments to measure student understanding of themes	Themes are represented in core maps at each grade level PLC meeting agendas and minutes; Curriculum Connector	Supported by existing budget funds
4.2.2 Integrate 21st Century learning and innovation skills into existing curricula	<i>Reporter:</i> <i>Bldg. Admin</i> PLC Teams	2013-2015	Formative and summative assessments to measure student understanding of learning and innovation skills	Learning and innovation skills are represented in core maps at each grade level PLC meeting agendas and minutes; Curriculum Connector	Supported by existing budget funds
4.2.3 Embed 21st Century information, media, and technology skills into existing curricula	<i>Reporter:</i> <i>Bldg. Admin</i> PLC Teams	2012-2015	Formative and summative assessments to measure student knowledge of information, media, and technology skills within the curricula	Information, media, and technology skills are represented in core maps at each grade level PLC meeting agendas and minutes; Curriculum Connector	Financial funding for staff training and professional development

4.2.4 Integrate 21st Century life and career skills	<i>Reporter: Bldg. Admin</i> PLC Teams	2012 - 2017	Formative and summative assessments to measure student understanding of life and career skills	Life and career skills are represented in core maps at each grade level PLC meeting agendas and minutes; Curriculum Connector	Supported by existing budget funds
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Goal 4: SAU 41 will develop and implement consistent practices for teaching grade-appropriate 21st Century learning skills.					
Strategy 4.3 Support expanded opportunities for community and international learning both face-to-face and online					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
4.3.1 Create opportunities within the existing curricula to reach out to and communicate with students across the country and around the globe	<i>Reporter: Bldg. Admin</i> Technology Integration Specialist PLC Teams	2013-2017	Lesson plans reveal student communication and collaboration with students outside of the school Feedback from students and teachers from contact sites	Documentation of the frequency with which students collaborate and communicate with others Student reflection; student journal responses	Network capacity to accomplish the national/international collaboration
4.3.2 Develop opportunities within the existing curricula for students to participate in online learning	<i>Reporter: Bldg. Admin</i> Technology Integration Specialist PLC Teams	2013-2017	Frequency and duration of online learning experiences	Documentation of the frequency with which students participate in online learning Student work products	Network capacity to afford all students access to online learning

Goal 4: SAU 41 will develop and implement consistent practices for teaching grade-appropriate 21st Century learning skills.					
4.4 Support professional learning communities for educators to collaborate, share best practices, and integrate 21st Century skills into classroom practice resulting in increased student growth.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
4.4.1 Provide dedicated, ongoing time within the contracted day for professional learning communities' teams to focus on learning, growth and data analysis.	<i>Reporter:</i> <i>Bldg. Admin</i> SAU Admin PLC Teams	2013-2017	Completed Core curriculum maps Completed Common (formative and summative) Assessments Teachers engaged in effective data analysis to inform instruction Number of faculty engaged in coaching colleagues	Building Schedules include PLC meeting time within the contracted day PK-12 Professional development day agendas Early release day agendas Retreat day(s) agendas Staff surveys and feedback from PD sessions	Supported by existing budget funds On-going budget development Grants Professional development budget lines
4.4.2 Build capacity by engaging staff in structured, focused opportunities to participate in peer observations and instructional rounds	<i>Reporter:</i> <i>Bldg. Admin</i> SAU Admin PLC Teams	Pilot: 2013-2014 Expand: 2014-2015 Full Implementation: 2015-2017	Instructional rounds model is evident with cross-level teams Professional staff regularly schedule peer observations Classrooms reflect the practices that have been discussed/seen	PLC meeting minutes reflect the participation in instructional rounds/peer observations The number of instructional rounds conducted and debriefed	Expand substitute and professional development lines in the FY 14 budget Consultant support ongoing

Goal 4: SAU 41 will develop and implement consistent practices for teaching grade-appropriate 21st Century learning skills.					
Strategy 4.5 Develop and implement a balance of assessments to determine student learning and achievement of 21st Century skills					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
4.5.1 Create an SAU-wide assessment team to identify and develop a comprehensive system of assessments	<i>Reporter:</i> <i>Asst. Supt</i> SAU Assessment Team	2012-2014	Formation of assessment team and agreement on the team's purpose	Meeting agendas and minutes	Consultant support ongoing
4.5.2 Support, design, and use a balance of assessments, including high-quality standardized testing, along with effective formative and summative classroom assessments	<i>Reporter:</i> <i>Asst. Supt</i> Assessment Team PLC Teams	2013-2017	Teachers provide useful feedback on student performance that is embedded in everyday learning Teachers use assessment results to better inform their instruction of 21st Century learning embedded into daily instruction	Comprehensive plan of assessments Minutes from instructional rounds teams PLC meeting minutes Annual teacher goals expressed through the supervision/evaluation process	Funding for standardized testing Consultant support
4.5.3 Develop and implement rubrics, portfolios, and demonstrations of learning to measure student acquisition of 21st Century skills	<i>Reporter:</i> <i>Asst. Supt</i> Assessment Team PLC Teams	2014-2017	Students engaged in the preparation of portfolios and demonstrating 21st Century learning skills	Sets of grade-appropriate rubrics Criteria for portfolio development at appropriate grade levels Criteria for demonstrations of learning articulated	Supported by existing budget funds

Goal 4: SAU 41 will develop and implement consistent practices for teaching grade-appropriate 21st Century learning skills.					
Strategy 4.6 - Develop an SAU-wide professional development plan.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
4.6.1 Create a plan that enables teachers to develop their abilities to create environments that support differentiated teaching and learning	<i>Reporter:</i> <i>Asst. Supt</i> SAU Admin	Pilot: 2013-2014 Expand: 2014-2015 Full Implementation: 2015-2017	The plan is developed and being used by administration and teachers Evidence of collaboration with colleagues, i.e. special educator personnel, guidance counselors	Student portfolios and demonstrations of learning Teacher lesson plans Teacher annual goals as delineated in the Professional Growth Model	Supported by existing budget funds
4.6.2 Highlight ways teachers can seize opportunities for integrating 21st Century skills, tools, and teaching strategies into their teaching practice	<i>Reporter:</i> <i>Asst. Supt</i> Bldg. Admin PLC Teams	Pilot: 2013-2014 Expand: 2014-2015 Full Implementation: 2015-2017	Teacher professional development activities are aligned with annual goals set with building administrator Collaboration with colleagues through the PLC process Classrooms show evidence of integration of the skills, tools, and strategies Students engage in collaboration as part of their learning	Informal and formal observations of embedded practice by teachers PLC Team minutes Teacher lesson plans Student surveys, i.e. checks for understanding, etc.	Ongoing budget development process

<p>4.6.3 Enable professional learning communities for teachers that model blended learning that best promotes 21st Century skills for students</p>	<p><i>Reporter:</i> <i>Bldg. Admin</i></p> <p>Asst. Supt</p> <p>Leadership Team</p> <p>PLC Teams</p>	<p>Pilot: 2013-2014</p> <p>Expand: 2014-2015</p> <p>Full Implementation: 2015-2017</p>	<p>A significant number of students engaged in blended learning as a common practice</p> <p>Increased opportunities and tools available to students for online and traditional learning</p>	<p>Data collected showing numbers of students</p> <p>PLC Team Minutes</p> <p>Reflections of students through journals and logs</p>	<p>Ongoing budget development process</p>
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Goal 4: SAU 41 will develop and implement consistent practices for teaching grade-appropriate 21st Century learning skills.

Strategy 4.7 - Develop a financial plan to support technology, training, and professional development.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/ Budgetary Support
4.7.1 Analyze the results of past audits of hardware and software to screen for 21st Century learning needs	<i>Reporter: SAU Leadership Team/Business Admin</i> Network Admin	2013-2017	Analysis reveals effective use of software and hardware for learning	SAU Leadership Team Agendas and Meeting Minutes Technology Plan	Ongoing budget development process
4.7.2 Create a five-year plan to address financial support for the technology needs across the SAU	<i>Reporter: SAU Leadership Team/Business Admin</i> Network Admin	2012-2017	Technology budgets adopted by Boards and Budget/Finance Committees are approved at District Meetings	Adopted budgets Technology Plan	Ongoing budget development process
4.7.3 Articulate a short-term and long-term financial plan for the training and professional development of staff	<i>Reporter: Asst. Supt</i> Leadership Team	2012-2017	Support among stakeholders of the short- and long-term financial goals in the professional development plan	A plan that articulates the short- and long-term financial support for professional development	Ongoing budget development process

Goal 5: SAU 41 will manage and keep in good repair its physical assets in order to optimize student learning.					
Strategy 5.1 - Establish a capital improvement plan to support instructional programming and academic achievement.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
5.1.1 Assess facilities needs in each building related to physical and programmatic requirements (library, instructional, office, health services, locker rooms, bathrooms, et al)	<i>Reporter:</i> <i>Business Admin</i> Bldg. Admin	2012 - 2014	Completed detailed plan for each school/district	Educational priorities identified Facilities Assessment	Supported by existing budget
5.1.2 Develop a specific building by building five-year capital improvement plan (CIP) – annually including budget-grade estimates	<i>Reporter:</i> <i>Business Admin</i> Bldg. Admin Board Members Supt	2012 - 2017	Approval of existing CIP's Establishment of a maintenance trust fund for the HB Cooperative District	Approved and funded by the board for CIP. Trust Fund to be approved by voters	Supported by existing budget
5.1.3 Secure funding for items identified in 5.1.2	<i>Reporter:</i> <i>Business Admin</i> Bldg. Admin Board Members	2012 - 2017	Clearly defined source of funding for each project on the CIP	Budget adopted to support requirements	Future warrant article/fund balance/ Supported by existing budget

Goal 5: SAU 41 will manage and keep in good repair its physical assets in order to optimize student learning.					
Strategy 5.2 - Establish a systemic plan for maintenance.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
5.2.1 Develop and implement custodial standards and processes for interior and exterior cleaning including a prioritized checklist	<i>Reporter:</i> <i>Business Admin</i> Maintenance Supervisors	Full Implementation: 2015	Development of custodial manual	Establishment of time based standards Measurement of performance against core duties	Supported by existing budget
5.2.2 Develop and implement a comprehensive preventative maintenance plan	<i>Reporter:</i> <i>Business Admin</i> Maintenance Supervisors	Full Implementation: 2015	Utilize online maintenance program across all facilities	Adherence to plan	Supported by existing budget
5.2.3 Provide ongoing PD for custodial staff	<i>Reporter:</i> <i>Business Admin</i> Maintenance Supervisors	Full Implementation: 2015	Establishment of regular trainings	Measured performance related to procedures developed in manual and involvement in PD meetings	Supported by existing budget
5.2.4 Evaluate staffing needed to achieve this strategy	<i>Reporter:</i> <i>Business Admin</i> Maintenance Supervisors	Full Implementation: 2016	Matching of staffing levels to time based metrics of job requirements	Increase in efficiency of staff utilization	Supported by existing budget

Goal 5: SAU 41 will manage and keep in good repair its physical assets in order to optimize student learning.

Strategy 5.3 - Develop a project management training program for all maintenance building leaders.

Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
5.3.1 Hold quarterly or monthly status meetings with administration to status current and plan for future projects	<i>Reporter:</i> <i>Business Admin</i> Building Admin Maintenance Supervisor	Full Implementation: 2013	Stakeholder agreement on building projects timelines and resource requirements	Awareness of ongoing activities within each building by administration and staff	Supported by existing budget
5.3.2 Create standardized reporting tools for building staff updates on projects	<i>Reporter:</i> <i>Business Admin</i>	Full Implementation: 2013	Creation of standardized forms to facilitate meetings	Audit of accuracy and effectiveness of forms	Supported by existing budget
5.3.3 Develop online status of current work in buildings to ensure all staff is aware of ongoing projects	<i>Reporter:</i> <i>Business Admin</i> Bldg. Admin Maintenance Supervisor	Full Implementation: 2013	Go-live of online notification	Staff/student feedback regarding project awareness	Supported by existing budget

Goal 5: SAU 41 will manage and keep in good repair its physical assets in order to optimize student learning.					
Strategy 5.4 - Provide and maintain safe and healthy facilities for all students and staff.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
5.4.1 Assess climate control in all buildings and upgrade as needed	<i>Reporter:</i> <i>Business Admin</i> Bldg. Admin Maintenance Supervisors	Throughout the year - annually	Analysis of ongoing climate monitoring	Effectiveness of HVAC system	Future warrant article/fund balance/ Supported by existing budget
5.4.2 Indoor air quality	<i>Reporter:</i> <i>Business Admin</i>	2012 - 2017	Completion of state mandated forms	Meeting state requirements	Supported by existing budget
5.4.3 Monitor asbestos and abate as needed	<i>Reporter:</i> <i>Business Admin</i> Maintenance Supervisors	2012 - 2017	Completion of annual asbestos compliance audits	State approval	Supported by existing budget
5.4.4 Evaluate waste disposal and recycling procedures and implement necessary changes	<i>Reporter:</i> <i>Business Admin</i> Bldg. Admin Maintenance Supervisors	Full Implementation: 2013	Implementation of a recycling plan	Reduction of waste costs	Supported by existing budget
5.4.5 Update chemical safety and hazardous waste procedures and implement necessary changes	<i>Reporter:</i> <i>Business Admin</i> Bldg. Admin Maintenance Supervisors	Full Implementation: 2015	Staff trained related to chemical usage Accounting of all chemicals on-site	Monitoring of compliance with chemical storage and usage plans	Supported by existing budget

5.4.6 Update integrated pest management plan and implement necessary changes	<i>Reporter:</i> <i>Business Admin</i> Bldg. Admin Maintenance Supervisors	Full Implementation: 2014	Consolidate to one pest control company	Standardized approach across all districts	Supported by existing budget
5.4.7 Implement required radon testing plan	<i>Reporter:</i> <i>Business Admin</i> Bldg. Admin Maintenance Supervisors	Full Implementation: 2014	Consolidate to one management company	Standardize approach across all districts	Supported by existing budget
5.4.8 Monitor underground storage tanks	<i>Reporter:</i> <i>Business Admin</i> Bldg. Admin Maintenance Supervisors	Full Implementation: 2014	Consolidate to one management company	Standardize approach across all districts	Supported by existing budget
5.4.9 Maintain fire and lift safety systems (alarms, smoke, heat, carbon monoxide, fire doors, sprinklers)	<i>Reporter:</i> <i>Business Admin</i> Bldg. Admin Maintenance Supervisors	Full Implementation: 2014	Consolidate to one management company	Standardize approach across all districts	Supported by existing budget
5.4.10 Implement green cleaning products	<i>Reporter:</i> <i>Business Admin</i> Bldg. Admin Maintenance Supervisors	Full Implementation: 2014	Implementation "green" cleaning approach.	Effectiveness and cost of alternative products	Supported by existing budget

Goal 5: SAU 41 will manage and keep in good repair its physical assets in order to optimize student learning.					
Strategy 5.5 - Develop and implement a comprehensive security system for all buildings.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
5.5.1 Update the crisis response manual and systematically review and practice	<i>Reporter:</i> <i>Bldg. Admin</i> Supt. School Resource Officer Local PD/FD	Full Implementation: 2015	Detail plan development for each facility	Through drills, evaluate effectiveness	Supported by existing budget
5.5.2 Develop and implement a staff training program	<i>Reporter:</i> <i>Bldg. Admin</i> Supt.	Full Implementation: 2015	Development of training requirements to support crisis plan	Staff adherence and familiarity to procedures	Supported by existing budget
5.5.3 Conduct a physical audit including exterior doors, interior secure locations, and implement recommendations	<i>Reporter:</i> <i>Business Admin</i> Bldg. Admin School Resource Officer	Full Implementation: 2014	Completed audit that identifies facility weaknesses and areas of improvement	Implementation of recommendations	Future warrant article/fund balance/ Supported by existing budget
5.5.4 Design and implement a secure entry system in all buildings	<i>Reporter:</i> <i>Business Admin</i> Bldg. Admin Supt.	Full Implementation: 2015	Specific plans developed for each facility to address entrance issues	Periodic drills to test effectiveness	Future warrant article/fund balance/ Supported by existing budget

5.5.5 Evaluate staffing requirements to enhance building security and implement recommendations as required	<i>Reporter:</i> <i>Business Admin</i> Bldg. Admin Supt.	Full Implementation: 2014	Evaluation of security needs at off-peak hours	Implementation of training to address security weaknesses	Supported by existing budget
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Goal 5: SAU 41 will manage and keep in good repair its physical assets in order to optimize student learning.					
Strategy 5.6 - Maintain a technology infrastructure to support all instructional and facilities' needs.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
5.6.1 Evaluate vulnerability to physical and cyber attack and make necessary corrections	<i>Reporter:</i> <i>Network Admin</i> Business Admin	Full Implementation: 2014	No cyber breaches	Determine effectiveness of existing systems.	Supported by existing budget
5.6.2 Review and enhance the SAU 41 technology plan	<i>Reporter:</i> <i>Network Admin</i> Business Admin	Full Implementation: 2014	Development of a plan that meets goal #3.	Ability to implement education & operational enhancements within network infrastructure.	Supported by existing budget

Goal 5: SAU 41 will manage and keep in good repair its physical assets in order to optimize student learning.					
Strategy 5.7 - Develop a financial plan to secure funding for needs identified.					
Action Steps	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financial/Budgetary Support
5.7.1 Public Funding	<i>Reporter:</i> <i>Business Admin</i>	2012 - 2017	Plan developed that prioritizes need for facility needs	Funding acquired	Warrant Article
5.7.2 Private Funding	<i>Reporter:</i> <i>Business Admin</i>	2012 - 2017	Plan developed that prioritizes need for facility needs	Funding acquired	Warrant Article

APPENDIX

Glossary of Terms

	Term	Definition
1	Achievement gap	The observed disparity on a number of educational measures between the performance of groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status. The achievement gap can be observed in the results from a variety of measures, including standardized tests, grade point averages, dropout rates, and college enrollment and completion rates.
2	Advisory program	A program, typically at the middle school level, or in some cases at the upper elementary/middle/freshman levels, that includes regularly scheduled meetings between a small group of students and a faculty member. The goal is to build appropriate, positive relationships between the advisor and advisees.
3	Assessment/testing	Assessment is the systematic collection of data, review, and analysis of the data for purposes of improvement. Testing is an assessment tool used to collect data.
4	Benchmark assessment	Assessment used to gauge a student's learning relative to content standards at a particular point in time.
5	Best practices	A set of research-based instructional strategies that have proven effective in raising student achievement. These include: integrative units, small group activities, representing-to-learn, classroom workshop, authentic experiences, and reflective assessment.
6	Blended/hybrid learning	An instructional approach that combines traditional, face-to-face classroom methods with computer-based activities. The approach is said to create a more integrated approach for both teachers and students. The terms "blended," "hybrid," and "web-enhanced instruction" are used interchangeably in the research. Among the varieties of blended learning are e-learning, flip teaching, networked learning, and virtual education. The NH Department of Education offers a comprehensive set of resources at its web site regarding online learning.
7	Building capacity	The process by which an organization increases its ability to: a) perform core functions, solve problems, define and achieve goals; and b) understand and deal with needs in a sustainable manner.

8	BWG/Benefits Working Group	A subcommittee of the SAU Governing Board whose charter is to identify, assess, and analyze viable options for savings regarding healthcare benefits in SAU 41. Membership consists of a representative group of Board members, bargaining unit representatives, the Superintendent/Business Administrator, and staff not affiliated with a bargaining unit that meets monthly. The BWG is tasked with bringing recommendations to the SAU Governing Board for the Governing Board's discussion and decision-making.
9	CCSS/Common Core State Standards	These standards establish a single set of clear educational standards for English Language Arts and Mathematics. The standards have been informed by the best available evidence and highest state standards across the country and globe. The standards were designed by a diverse group of teachers, experts, parents, and administrators. The standards were benchmarked to international standards to guarantee that our students are competitive in the emerging global marketplace.
10	CIP/Capital Improvement Plan	A short-range plan, usually four to ten years, which identifies capital projects and equipment purchases, provides a planning schedule and identifies options for financing the plan. The plan provides a link between a school district, and a comprehensive and strategic plans and the entity's annual budget.
11	CORE maps	Mapping exactly what curriculum standards are essential to teach and essential to student learning in each subject or course.
12	CurriculumCONNECTOR	A software that allows PreK-12 educators to develop, manage, and analyze standards-based curriculum, including curriculum mapping and curriculum assessments.
13	Danielson model	The Charlotte Danielson comprehensive approach to the supervision and evaluation of professional staff based a framework that identifies aspects of teachers' responsibilities aimed at improving student learning. It defines what teachers should know and be able to do in the exercise of their profession.
14	Differentiated instruction	A teaching theory based on the premise that instructional approaches should vary and be adapted in relation to the individual and diverse students in classrooms (Tomlinson, 2001). This model requires teachers to be flexible in their approach to teaching and to adjust the instruction rather than expecting the students to adapt to the instructional approach.

15	ICT Portfolio/Information Communications Technology portfolio	Portfolios that are digitally maintained and that showcase a student's ability to convey information through a variety of software programs such as <i>Word</i> , <i>Excel</i> , <i>PowerPoint</i> , etc.
16	Federal Entitlement Grant	An entitlement grant is funding made available to the school district to pay for allowable services based on federally-set criteria.
17	Formative and summative assessment	Formative assessment demonstrates progress while students are engaged in active learning, informing teachers' decisions about instruction and providing students with feedback on their learning. Summative assessment is used by teachers to measure what students have learned after the teaching is completed.
18	Instructional rounds	A four-step process of identifying a problem of practice, observing classrooms, debriefing/sharing observations/analyzing evidence, and focusing on the next level of work (recommendations for the school or school system to make progress on the problem of practice). The rounds team is often made up of teachers, building administrators, and central office administrators.
19	Leadership Academy	A yearlong initiative sponsored by the New Hampshire Administrators Association. The goals of this initiative are to identify, inspire, and support individuals who are currently serving in educational leadership positions and to support future educational leaders. During the sessions, aspiring and practicing leaders explore the essential ingredients for leading New Hampshire Schools and school districts.
20	Marzano model	The Dr. Robert Marzano model is a comprehensive approach to the supervision of professional staff. A defining characteristic of the model is its unique granular approach that allows for specific feedback to teachers and specific guidance to teachers that can be provided by administrators and instructional coaches. Finally, the model is designed to help teachers systematically improve on weakness in their instructional practices over an extended period of time.
21	Mentoring	A practice designed to support and guide professional staff new to a district. The goal of a mentor program is to develop and retain highly effective professionals.

22	OS/Operating System	An operating system is a collection of programs that control the application software that users run and provides a link between the hardware and software currently running on the computer. The operating system is also responsible for the management and control of all resources (memory, hard drives, monitor, etc.) that are shared amongst the different application programs that may be running simultaneously. <i>Windows 8</i> is an example of an OS.
23	PD/Professional Development	Professional learning for educators that has a focus on student learning, includes rigorous measurement of adult decisions, has a focus on people and practices – not programs (Reeves, 2010). Opportunities for educators to enhance their skill and knowledge.
24	PLC/Professional Learning Community	Mutually-aligned small groups of educators engaged in the ongoing study of student learning, using results (data) to make decisions, and in the establishment of a sustainable, collaborative culture.
25	Pre-K-12	The grades in SAU 41, prekindergarten through grade twelve
26	Procedures document	A document outlining software adopted in SAU 41 and the implementation plans.
27	Professional Growth Model	The Professional Growth Model (PGM) in SAU 41 outlines the plan for professional and certified paraprofessional growth of staff members establishing job-related goals and participating in approved professional development related to the goals during a three-year cycle. The PGM also includes the outline for supervision and evaluation using the Danielson model.
28	Roles and responsibilities/ organization chart	A flow chart outlining the various positions, responsibilities, and the chain of command in a school system.
29	RtI/Response to Instruction	A systematic approach to ensure that the academic, social, and emotional needs of all students are being met. RtI ensures that resources and interventions are appropriate and targeted to serve all underachieving learners as soon as possible through high quality instruction. RtI and differentiation are closely aligned.
30	Rubric	A scoring scale used to assess performance based on a task-specific set of criteria.

31	SAU 41	School Administrative Unit comprising the districts of Hollis, Brookline, and Hollis Brookline Cooperative District.
32	SAU Leadership Team	A cross-district leadership team made up of the principals and assistant principals from each school and the SAU, including the Superintendent, Assistant Superintendent, Director of Student Services, Assistant Director of Student Services, Business Administrator, and Network Administrator.
33	SchoolDude	SAU-wide software providing maintenance management of facilities and for logging and tracking technology-related help desk requests and responses.
34	Stakeholders	A person, group, organization, member, or system that affects or can be affected by an organization's actions. A stakeholder is an entity that can be affected by the results of that in which they are said to be stakeholders, i.e., that in which they have a stake.
35	Standards based	A process of teaching, learning, and assessment focusing on national, state, and local educational frameworks.
36	Transition	Services intended to prepare students as they make the transition from the world of school to the world of adulthood (at the high school). Transition activities between school buildings that help students prepare for the differences in learning environments as they progress from the lower to the upper elementary grades, and from the upper elementary grades to the middle school, and then on to the high school.
37	21 st century skills	There are alternative models/frameworks that define 21 st century skills and that feature the influence of sophisticated information and communication technologies. Included in the models are such skills as: core subjects; 21 st century themes (global awareness and various literacies); learning and innovation skills; information, media, and technology skills; life and career skills; and 21 st century education and support systems, including standards and assessments, curriculum and instruction, professional development, and learning environments (The Partnership for 21 st Century Skills Framework for 21 st Century Learning, 2009).
38	Universal screening	A type of assessment that is designed to monitor age-appropriate skills for early learning.
39	Vertical alignment	A systematic curricular alignment to best support instruction and learning from grade level to grade level, PreK -12.

40	Walk throughs	Brief, structured, non-evaluative classroom observations by administrators that may be followed by a conversation between the administrator and teacher about what was observed.
41	YRBSS/Youth Risk Behavior Survey System	A survey that monitors six types of health-risk behaviors that contribute to the leading causes of death and disability among adolescents, young adults, and adults.

Profile of the Present State of the District



New England School Development Council

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PROFILE OF THE PRESENT STATE OF THE DISTRICT

January 2012

HOLLIS AND BROOKLINE, NEW HAMPSHIRE

Hollis and Brookline are located in Hillsborough County, approximately eight miles west of Nashua, 22 miles southwest of Manchester and 50 miles northwest of Boston, Massachusetts. Hollis has a land area of 32.3 square miles while Brookline's land area encompasses 20.1 square miles. Both Hollis and Brookline have easy access to State Routes 101, 111, 111A, and each community is in close proximity to Interstate Routes 93, 293 and U.S. Route 3.

The towns, which are governed by a Town Meeting form of government, both have interesting histories. Hollis, which was named after Thomas Pelham Holles, was incorporated in 1746, while Brookline's incorporation occurred in 1769. Both communities had citizens who served in the Militia during the American Revolution. Historical accounts indicate that at least seven Hollis residents participated in the Battle of Bunker Hill.

DEMOGRAPHIC ANALYSIS

Population Trends

General Population – In 2000, the U.S. Census Bureau reported that the Town of Hollis had a population of 7,015. According to the Census Bureau's 2010 Report, the population of Hollis increased to 7,684. Brookline's population grew from 4,181 in 2000 to 4,991 in 2010. The combined population of the two communities increased by 1,479 persons during the past decade.

Births – The average number of births to residents of the Hollis-Brookline District declined during the past decade. Between 2000-2004 births averaged 121, while the average during the period from 2005-2009 was 98 births per year.

Age Cohorts – According to the U.S. Census Bureau 2010 Report, the Hollis-Brookline District’s under-18 age cohort increased by an estimated 11 persons between 2000 and 2010. The Hollis-Brookline 20-34 child-rearing age cohort experienced a decrease of approximately 36 persons during the same time period. The Census Report indicates that in 2010 the 50+ cohort, which includes the “Baby Boomer” population, totaled 4,506 or 36% percent of the District’s total population.

NEAR-TERM RESIDENTIAL GROWTH OUTLOOK (two-three years)

Several factors currently are having a negative impact on the Hollis-Brookline District’s near-term population and residential growth. These include:

Regional Factors

- The November 18, 2011 New England Economic Forecast, sponsored by the New England Economic Partnership which was held in Manchester, New Hampshire, noted that nationally, and in New England, the economic recovery is “On Thin Ice.” Unemployment and housing growth are expected to be problematic well into 2013 and the New England area is not expected to see employment reach pre-recession levels until 2014-2015.

Although the general economic outlook at the conference was not very positive, the situation in New Hampshire was viewed as being better than that of the other New England states and New Hampshire is expected to lead the way down the road to full recovery.

Residential Construction – Hollis-Brookline

- The Planning Departments and the Building Inspectors in both communities report that the level of new construction single-family permitting remains considerably below pre-recession levels. In Hollis, during 2011, the Building Department issued six single-family permits, while in Brookline, during the same time period, seven single-family permits were issued. Comparatively few new proposals are in the pre-approval process and those projects which have been

approved have postponed construction or are moving forward at a slow and cautious pace.

- Local and regional realtors report that since the Stimulus Real Estate Incentive ended in the fall of 2010, existing-home real estate sales have been “slow.” The large number of short sales and foreclosures continue to depress home prices and slow the recovery in this area. Realtors also note that lenders are more cautious in qualifying buyers and that despite low interest rates, many young potential buyers are excluded from the market because of 20% down-payment requirements. Nationally, and in the Hollis-Brookline area, realtors do report that there has been an increase in sales activity during the past few months, as compared to this time period last year. The sales activity has been mainly concentrated in the area of lower priced starter homes.
- Realtors also note that although many of the “Baby Boomers,” who make up more than one quarter of the population of Hollis and Brookline, have indicated a desire to downsize, most have postponed a move until their home equity and 401 K accounts rebound. While this is unlikely to occur in the short term, the sale of these three- and four-bedroom homes is likely to have an impact on school enrollments in the latter part of this decade.
- Other factors impeding increased residential growth include zoning regulations and a lack of town water and sewer. These factors, when combined, make real estate development more costly.
- Strong conservation and open space initiatives also have an impact on buildable land availability and pricing.
- The Planning Department and realtors indicate that although industrial land is available in both towns, access, water, and sewer issues impede development. Industrial development tends to increase demand for residential housing.
- Those interviewed indicated that there are no imminent major changes on the regional level which would have either a major positive or negative impact on the demand for residential housing in Hollis and Brookline. Several of those interviewed did believe that the opening of the Shopping Center in Merrimack will have a positive effect.

THE LONG-TERM RESIDENTIAL GROWTH OUTLOOK (four-eight years)

Hollis-Brookline's Capacity for Additional Growth

A well-managed town with good amenities and a reputation for quality of life and good schools can experience additional school enrollments. Despite the current conditions regarding the residential housing market, there are presently-existing factors which indicate that the Hollis-Brookline District is likely to experience significant housing turnover and new home construction during the course of the next decade. These factors include the following:

- On the national level, the “Baby Boom” generation will be turning 65 years of age at the rate of 7,000 per day for the next 18 years! According to realtors, many from this age cohort are likely to downsize to smaller homes, once the housing market rebounds from its present slump. Members of this group would be vacating three- and four-bedroom homes which would most likely be inhabited by families with school-age children.
- There are several approved sub-divisions in both communities which have temporarily placed construction on hold and are likely to renew building once the housing market turns. These developments have a total of over 250 buildable lots.
- It is reasonable to assume that some of the larger parcels of land may be placed on the market during the course of the next decade.

Due to the present uncharted economic times, it is impossible to predict when these growth factors might begin to affect population and enrollments. *The accelerated housing turnover and the other listed factors, when they do occur, have the potential to increase the Hollis-Brookline District's enrollments above the status quo projections.*

THE HOLLIS-BROOKLINE SCHOOL DISTRICT – SAU 41

General Description

The Hollis-Brookline School District had an October 1, 2011 K-12 student enrollment of 2,545.

Hollis and Brookline each operate elementary schools within their communities. The Hollis Primary School serves Grades PK-3 and the Hollis Upper Elementary School

includes Grades 4-6. The Hollis Elementary Schools are governed by a five-member elected School Board. In Brookline, the Richard Maghakian Memorial School serves PK-3 and the Captain Samuel Douglass Academy provides instruction for students in Grades 4-6. The Brookline Elementary Schools are also governed by a five-member elected School Board.

The Hollis Brookline Cooperative operates the Hollis Brookline Middle School which includes Grades 7-8, as well as the Hollis Brookline High School which is a Grade 9-12 facility. The Cooperative is governed by a seven-member School Board.

Enrollment History

According to historical data provided by the District between 2001 and 2011, the Hollis-Brookline K-6 enrollment declined by 230 students (1,434 in October 2001 v. 1,204 in October 2011). During the 2001-2011 time period, the K-6 population in Hollis declined by 239 students, while the Brookline population at that grade span grew by nine students.

Between 2001 and 2011, the Hollis-Brookline 7-12 population grew by 223 students (1,118 in 2001 v. 1,341 in 2011). Most of the growth at this grade span occurred at the 9-12 level.

Enrollment Projections

The total K-12 District enrollment is projected to decline by 537 students between 2011 and 2021. This projection, if it holds true, indicates a more rapid enrollment decline during this decade than during the 2000-2010 time span. At the K-6 level, student enrollments are expected to decline by 169 students (101 fewer students in Hollis; 68 fewer students in Brookline). At the 7-12 grade span, the total enrollment is expected to decline by 368 students.

NESDEC typically recommends that districts keep a close watch on changes in variables such as annual births, building permits and existing home sales. These factors play a key role in defining the assumptions upon which enrollment projections are based. If any of these assumptions need to be altered in the future, so too will the projections.

Test Results – AYP

In 2010, all Hollis-Brookline Schools met AYP requirements for whole school performance in Reading and Mathematics and all District schools scored in the top 10% or above when compared to other schools in the State of New Hampshire.

All District schools also met AYP requirements for the Economically Disadvantaged Sub-group and three of the six District schools met Reading and Mathematics AYP requirements for the Students with Educational Disabilities Sub-group (2011 NECAP results have not yet been reported by the State of New Hampshire).

Curriculum, Assessment, Professional Development, and Technology Initiatives

The District Leadership Team is working on the third year of a Five-Year Plan which emphasizes data driven decision-making, curriculum alignment, student growth and capacity building. Professional Learning Communities have been developed using a model geared toward engaging all instructional staff members in the process of mapping the curriculum, assessing student progress and modifying instructional practices to meet student needs.

A Technology Plan for 2011-2014 has established goals for student achievement and skill development, replacement of the technology infrastructure and professional development and staff training.

Budget Outlook – Regional

The general budget outlook for schools and government agencies extending through the 2013-2014 budget cycle indicates that the situation will continue to be difficult. With the curtailment of Federal Stimulus Funds and the continuation of difficult times in the areas of housing and employment, it is likely that state funding will continue to be increasingly more limited. At the New England Economic Partnership Conference, Dennis Delay of the New Hampshire Center for Public Policy studies noted, “Tight government budgets and the associated downsizing have brought us to a point in the business cycle where government retrenchment is now a drag on economic growth. Federal stimulus aid will eventually dry up. Nominal state and local spending will have to remain flat for the remainder of this fiscal year and next if states are to balance their budgets, even assuming moderate tax revenue growth.”

Hollis-Brookline Strategic Plan

The Hollis-Brookline School District SAU 41 has embarked on a Strategic Planning Process geared toward accomplishing the following:

- Revision of the District Mission Statement
- Definition of Strategic Focal Points
- Development of District Goals and Goal Attainment Activities based on the Focal Points
- Drafting a Strategic Planning Outline
- Implementing the Strategic Plan

The New England School Development Council will be assisting the Hollis-Brookline District with the development of the Strategic Plan.

Survey Data Summary

HOLLIS-BROOKLINE SURVEY DATA SUMMARY

1. Please check ALL that apply. I am a:

		Response Percent	Response Count
Resident of Brookline		35.7%	260
Resident of Hollis		53.4%	389
Parent of student(s)		48.2%	351
Current student in SAU 41		34.6%	252
Staff member/educator in the district		19.1%	139
Over 18		61.8%	450
Under 18		22.4%	163
Senior citizen		3.3%	24
Area business person/employer		7.0%	51
Public official (elected or appointed)		5.1%	37
		answered question	728
		skipped question	3

2. If you have children in the schools, which school(s) do/does your child(ren) attend?

		Response Percent	Response Count
HPS		17.9%	83
RMMS		17.5%	81
CSDA		14.7%	68
HUES		18.1%	84
HBMS		24.6%	114
HBHS		53.8%	249
		answered question	463
		skipped question	268

3. What are your MOST FREQUENT sources of information about the District schools?

		Response Percent	Response Count
Print media		49.9%	347
Written communications from the schools (e.g., newsletters, notices, flyers, etc.)		50.0%	348
Parent-Teacher Conferences; phone calls from schools		12.8%	89
Parent-Teacher Organization meetings		6.5%	45
School Board meetings		16.4%	114
Other School Committee meetings		5.9%	41
AlertNow messages		62.1%	432
From my children		29.7%	207
Word-of-mouth		50.4%	351
District or School website		34.3%	239
Email		44.7%	311
Other online sources		5.7%	40
		Other (please specify) Show Responses	41
		answered question	696
		skipped question	35

4. If you included PRINT MEDIA in your rankings above, please indicate which print media you use most frequently:

		Response Percent	Response Count
The Brookliner		17.3%	72
Hollis/Brookline Journal		87.8%	366
The Hollis Times		12.5%	52
The Telegraph		47.5%	198
The Union Leader		7.4%	31
		Other (please specify) Show Responses	6
		answered question	417
		skipped question	314

6. How effective are each of the following methods at fostering positive relationships and connections between the schools and communities? Please rate each area using numbers 1-5 as follows: 1-least effective; 2-somewhat effective; 3-effective; 4-very effective; 5-the most effective

	1	2	3	4	5	Rating Average	Response Count
Parent-Teacher Organization meetings	8.9% (37)	25.5% (106)	27.0% (112)	25.8% (107)	12.8% (53)	3.08	415
School Board meetings	18.2% (79)	26.2% (114)	33.1% (144)	16.1% (70)	6.4% (28)	2.66	435
Other School/Budget or Finance Committee meetings	25.2% (102)	30.9% (125)	26.7% (108)	11.9% (48)	5.4% (22)	2.41	405
Parent-Teacher Conferences	6.0% (29)	9.4% (45)	18.5% (89)	31.7% (152)	34.4% (165)	3.79	480
Emails and phone calls from Staff	6.5% (31)	6.7% (32)	17.1% (82)	31.5% (151)	38.2% (183)	3.88	479
Websites – School and Staff	5.2% (26)	11.6% (58)	23.7% (119)	32.5% (163)	27.1% (136)	3.65	502
Open House	5.4% (26)	11.6% (56)	26.4% (127)	37.0% (178)	19.5% (94)	3.54	481
Parent Information Nights	4.9% (22)	11.1% (50)	26.3% (119)	36.1% (163)	21.7% (98)	3.59	452
Parent Education Series	13.0% (42)	20.1% (65)	34.6% (112)	22.8% (74)	9.6% (31)	2.96	324
Newsletters	4.0% (19)	10.2% (49)	27.7% (133)	36.7% (176)	21.5% (103)	3.61	480
Plays and Concerts	9.5% (44)	11.7% (54)	24.2% (112)	31.4% (145)	23.2% (107)	3.47	462
Academic Ceremonies	10.7% (47)	15.5% (68)	27.3% (120)	30.5% (134)	16.1% (71)	3.26	440
Sports Teams and Events	8.2% (36)	10.0% (44)	27.9% (123)	31.7% (140)	22.2% (98)	3.50	441
PowerSchool and AlertNow portal	4.6% (22)	6.1% (29)	16.2% (77)	29.4% (140)	43.7% (208)	4.01	476
					Other (please specify): Show Responses		11
					answered question		552
					skipped question		179

8. How important are the following to student growth and achievement? Please rate each area using Numbers 1 to 5 as follows: 1-least important; 2-somewhat important; 3-important; 4-very important 5-the most important

	1	2	3	4	5	Rating Average	Response Count
Core academic curriculum	0.4% (2)	0.4% (2)	6.8% (33)	21.7% (105)	70.6% (341)	4.62	483
Standardized testing	16.1% (78)	22.4% (108)	36.4% (176)	18.4% (89)	6.6% (32)	2.77	483
Academic support in classroom	0.6% (3)	1.6% (8)	8.6% (42)	29.4% (143)	59.7% (290)	4.46	486
Academic support at home	1.4% (7)	2.9% (14)	9.1% (44)	29.3% (142)	57.3% (278)	4.38	485
Assessment of student learning	2.5% (12)	6.0% (29)	22.5% (108)	41.3% (198)	27.7% (133)	3.86	480
Projects	5.8% (28)	16.5% (79)	36.0% (173)	34.6% (166)	7.1% (34)	3.21	480
Classroom and planning space	4.2% (20)	9.9% (47)	33.0% (157)	35.5% (169)	17.4% (83)	3.52	476
Electives and specials (Art, Music, etc.)	3.5% (17)	6.0% (29)	19.4% (94)	33.4% (162)	37.7% (183)	3.96	485
Visual and Performing Arts	5.2% (25)	8.7% (42)	27.4% (132)	30.6% (147)	28.1% (135)	3.68	481
World and Classical Languages	3.1% (15)	9.5% (46)	20.9% (101)	36.2% (175)	30.2% (146)	3.81	483
Sports	5.6% (27)	13.8% (66)	31.7% (152)	29.2% (140)	19.8% (95)	3.44	480
Before/after school offerings	7.2% (34)	11.4% (54)	28.6% (135)	30.7% (145)	22.0% (104)	3.49	472
Other extracurricular activities (clubs)	3.5% (17)	10.6% (51)	29.4% (141)	33.5% (161)	22.9% (110)	3.62	480
Guidance Counseling	4.4% (21)	9.3% (44)	25.3% (120)	31.4% (149)	29.5% (140)	3.72	474
School to Career Counseling	5.6% (25)	10.4% (46)	24.5% (109)	30.0% (133)	29.5% (131)	3.67	444
					answered question	489	
					skipped question	242	

9. How well do the schools provide programs that support student achievement and growth in the following areas? Please rate each area using a number 1-5 as follows: 1-least effective; 2-somewhat effective; 3-effective; 4-very effective; 5-the most effective

		answered question		skipped question		419 312	
Hollis Primary School							
	1	2	3	4	5	Response Count	
Core academic curriculum	6.6% (7)	6.6% (7)	16.0% (17)	39.6% (42)	31.1% (33)	106	
Standardized testing	10.0% (9)	13.3% (12)	31.1% (28)	22.2% (20)	23.3% (21)	90	
Academic support in classroom	7.3% (7)	8.3% (8)	19.8% (19)	36.5% (35)	28.1% (27)	96	
Academic support at home	13.1% (11)	10.7% (9)	22.6% (19)	25.0% (21)	28.6% (24)	84	
Assessment of student learning	7.9% (7)	12.4% (11)	28.1% (25)	21.3% (19)	30.3% (27)	89	
Projects	7.8% (7)	13.3% (12)	45.6% (41)	18.9% (17)	14.4% (13)	90	
Classroom and planning space	3.7% (3)	12.2% (10)	31.7% (26)	30.5% (25)	22.0% (18)	82	
Electives and specials (Art, Music, etc.)	1.2% (1)	9.3% (8)	25.6% (22)	38.4% (33)	25.6% (22)	86	
Visual and Performing Arts	11.4% (9)	16.5% (13)	40.5% (32)	20.3% (16)	11.4% (9)	79	
World and Classical Languages	16.3% (14)	22.1% (19)	25.6% (22)	22.1% (19)	14.0% (12)	86	
Sports	17.3% (13)	32.0% (24)	24.0% (18)	17.3% (13)	9.3% (7)	75	
Before/after school offerings	26.1% (18)	29.0% (20)	21.7% (15)	14.5% (10)	8.7% (6)	69	
Other extracurricular activities (clubs)	20.5% (15)	28.8% (21)	24.7% (18)	15.1% (11)	11.0% (8)	73	
Guidance Counseling	11.0% (9)	15.9% (13)	26.8% (22)	24.4% (20)	22.0% (18)	82	
School to Career Counseling	51.2% (21)	19.5% (8)	17.1% (7)	2.4% (1)	9.8% (4)	41	

9. How well do the schools provide programs that support student achievement and growth in the following areas? Please rate each area using a number 1-5 as follows: 1-least effective; 2-somewhat effective; 3-effective; 4-very effective; 5-the most effective

Richard Maghakian Memorial School						
	1	2	3	4	5	Response Count
Core academic curriculum	6.3% (5)	11.4% (9)	21.5% (17)	44.3% (35)	16.5% (13)	79
Standardized testing	11.8% (8)	14.7% (10)	39.7% (27)	23.5% (16)	10.3% (7)	68
Academic support in classroom	5.2% (4)	10.4% (8)	20.8% (16)	40.3% (31)	23.4% (18)	77
Academic support at home	7.5% (5)	14.9% (10)	28.4% (19)	25.4% (17)	23.9% (16)	67
Assessment of student learning	7.1% (5)	15.7% (11)	37.1% (26)	27.1% (19)	12.9% (9)	70
Projects	11.1% (7)	19.0% (12)	36.5% (23)	31.7% (20)	1.6% (1)	63
Classroom and planning space	1.5% (1)	12.1% (8)	40.9% (27)	31.8% (21)	13.6% (9)	66
Electives and specials (Art, Music, etc.)	5.6% (4)	11.1% (8)	34.7% (25)	30.6% (22)	18.1% (13)	72
Visual and Performing Arts	25.4% (16)	17.5% (11)	28.6% (18)	23.8% (15)	4.8% (3)	63
World and Classical Languages	31.7% (19)	28.3% (17)	25.0% (15)	11.7% (7)	3.3% (2)	60
Sports	31.1% (19)	11.5% (7)	31.1% (19)	14.8% (9)	11.5% (7)	61
Before/after school offerings	23.7% (14)	20.3% (12)	28.8% (17)	16.9% (10)	10.2% (6)	59
Other extracurricular activities (clubs)	36.8% (21)	21.1% (12)	29.8% (17)	10.5% (6)	1.8% (1)	57
Guidance Counseling	27.0% (17)	15.9% (10)	34.9% (22)	11.1% (7)	11.1% (7)	63
School to Career Counseling	66.7% (24)	0.0% (0)	33.3% (12)	0.0% (0)	0.0% (0)	36

9. How well do the schools provide programs that support student achievement and growth in the following areas? Please rate each area using a number 1-5 as follows: 1-least effective; 2-somewhat effective; 3-effective; 4-very effective; 5-the most effective

Captain Samuel Douglass Academy						
	1	2	3	4	5	Response Count
Core academic curriculum	5.2% (4)	7.8% (6)	22.1% (17)	42.9% (33)	22.1% (17)	77
Standardized testing	11.0% (8)	12.3% (9)	28.8% (21)	37.0% (27)	11.0% (8)	73
Academic support in classroom	8.0% (6)	13.3% (10)	17.3% (13)	34.7% (26)	26.7% (20)	75
Academic support at home	5.0% (3)	8.3% (5)	23.3% (14)	35.0% (21)	28.3% (17)	60
Assessment of student learning	11.9% (8)	9.0% (6)	31.3% (21)	29.9% (20)	17.9% (12)	67
Projects	7.4% (5)	14.7% (10)	38.2% (26)	26.5% (18)	13.2% (9)	68
Classroom and planning space	6.1% (4)	13.6% (9)	31.8% (21)	34.8% (23)	13.6% (9)	66
Electives and specials (Art, Music, etc.)	7.2% (5)	7.2% (5)	34.8% (24)	36.2% (25)	14.5% (10)	69
Visual and Performing Arts	17.5% (11)	14.3% (9)	42.9% (27)	22.2% (14)	3.2% (2)	63
World and Classical Languages	21.5% (14)	36.9% (24)	23.1% (15)	12.3% (8)	6.2% (4)	65
Sports	19.7% (12)	29.5% (18)	29.5% (18)	8.2% (5)	13.1% (8)	61
Before/after school offerings	19.7% (12)	23.0% (14)	32.8% (20)	9.8% (6)	14.8% (9)	61
Other extracurricular activities (clubs)	19.7% (12)	26.2% (16)	32.8% (20)	11.5% (7)	9.8% (6)	61
Guidance Counseling	23.8% (15)	11.1% (7)	33.3% (21)	20.6% (13)	11.1% (7)	63
School to Career Counseling	53.3% (24)	13.3% (6)	26.7% (12)	6.7% (3)	0.0% (0)	45

9. How well do the schools provide programs that support student achievement and growth in the following areas? Please rate each area using a number 1-5 as follows: 1-least effective; 2-somewhat effective; 3-effective; 4-very effective; 5-the most effective

Hollis Upper Elementary School						
	1	2	3	4	5	Response Count
Core academic curriculum	5.0% (5)	11.9% (12)	17.8% (18)	47.5% (48)	17.8% (18)	101
Standardized testing	6.7% (6)	14.6% (13)	30.3% (27)	28.1% (25)	20.2% (18)	89
Academic support in classroom	5.6% (5)	18.0% (16)	23.6% (21)	34.8% (31)	18.0% (16)	89
Academic support at home	8.9% (7)	16.5% (13)	30.4% (24)	25.3% (20)	19.0% (15)	79
Assessment of student learning	6.0% (5)	12.0% (10)	30.1% (25)	32.5% (27)	19.3% (16)	83
Projects	7.1% (6)	9.5% (8)	48.8% (41)	23.8% (20)	10.7% (9)	84
Classroom and planning space	3.8% (3)	6.3% (5)	39.2% (31)	29.1% (23)	21.5% (17)	79
Electives and specials (Art, Music, etc.)	1.2% (1)	9.8% (8)	20.7% (17)	43.9% (36)	24.4% (20)	82
Visual and Performing Arts	6.3% (5)	10.0% (8)	38.8% (31)	28.8% (23)	16.3% (13)	80
World and Classical Languages	9.5% (8)	34.5% (29)	25.0% (21)	20.2% (17)	10.7% (9)	84
Sports	9.3% (7)	30.7% (23)	30.7% (23)	20.0% (15)	9.3% (7)	75
Before/after school offerings	17.6% (12)	36.8% (25)	27.9% (19)	8.8% (6)	8.8% (6)	68
Other extracurricular activities (clubs)	18.1% (13)	23.6% (17)	29.2% (21)	22.2% (16)	6.9% (5)	72
Guidance Counseling	20.0% (15)	21.3% (16)	32.0% (24)	20.0% (15)	6.7% (5)	75
School to Career Counseling	57.9% (22)	18.4% (7)	15.8% (6)	0.0% (0)	7.9% (3)	38

9. How well do the schools provide programs that support student achievement and growth in the following areas? Please rate each area using a number 1-5 as follows: 1-least effective; 2-somewhat effective; 3-effective; 4-very effective; 5-the most effective

Hollis Brookline Middle School						
	1	2	3	4	5	Response Count
Core academic curriculum	4.6% (7)	7.8% (12)	17.0% (26)	33.3% (51)	37.3% (57)	153
Standardized testing	11.6% (16)	18.1% (25)	31.2% (43)	26.1% (36)	13.0% (18)	138
Academic support in classroom	7.2% (10)	10.8% (15)	20.9% (29)	29.5% (41)	31.7% (44)	139
Academic support at home	11.5% (13)	7.1% (8)	29.2% (33)	25.7% (29)	26.5% (30)	113
Assessment of student learning	9.4% (12)	9.4% (12)	30.5% (39)	35.2% (45)	15.6% (20)	128
Projects	13.4% (17)	11.0% (14)	33.9% (43)	29.1% (37)	12.6% (16)	127
Classroom and planning space	6.4% (8)	6.4% (8)	32.0% (40)	35.2% (44)	20.0% (25)	125
Electives and specials (Art, Music, etc.)	8.6% (11)	7.0% (9)	26.6% (34)	36.7% (47)	21.1% (27)	128
Visual and Performing Arts	6.6% (8)	9.1% (11)	30.6% (37)	39.7% (48)	14.0% (17)	121
World and Classical Languages	7.7% (10)	14.6% (19)	23.1% (30)	32.3% (42)	22.3% (29)	130
Sports	4.0% (5)	7.9% (10)	26.2% (33)	35.7% (45)	26.2% (33)	126
Before/after school offerings	12.0% (13)	10.2% (11)	32.4% (35)	27.8% (30)	17.6% (19)	108
Other extracurricular activities (clubs)	6.1% (7)	21.7% (25)	27.0% (31)	25.2% (29)	20.0% (23)	115
Guidance Counseling	23.1% (27)	10.3% (12)	23.9% (28)	23.1% (27)	19.7% (23)	117
School to Career Counseling	48.1% (39)	8.6% (7)	19.8% (16)	11.1% (9)	12.3% (10)	81

9. How well do the schools provide programs that support student achievement and growth in the following areas? Please rate each area using a number 1-5 as follows: 1-least effective; 2-somewhat effective; 3-effective; 4-very effective; 5-the most effective

Hollis Brookline High School						
	1	2	3	4	5	Response Count
Core academic curriculum	3.3% (7)	5.1% (11)	18.2% (39)	37.9% (81)	35.5% (76)	214
Standardized testing	13.0% (25)	18.2% (35)	32.8% (63)	23.4% (45)	12.5% (24)	192
Academic support in classroom	7.6% (15)	10.1% (20)	30.3% (60)	34.3% (68)	17.7% (35)	198
Academic support at home	13.5% (22)	17.2% (28)	24.5% (40)	24.5% (40)	20.2% (33)	163
Assessment of student learning	9.8% (18)	16.8% (31)	32.1% (59)	29.3% (54)	12.0% (22)	184
Projects	8.7% (16)	16.9% (31)	37.2% (68)	25.7% (47)	11.5% (21)	183
Classroom and planning space	16.8% (31)	15.8% (29)	37.5% (69)	19.6% (36)	10.3% (19)	184
Electives and specials (Art, Music, etc.)	6.7% (13)	7.2% (14)	24.7% (48)	36.6% (71)	24.7% (48)	194
Visual and Performing Arts	3.1% (6)	8.9% (17)	26.7% (51)	36.6% (70)	24.6% (47)	191
World and Classical Languages	5.6% (11)	11.1% (22)	29.3% (58)	33.8% (67)	20.2% (40)	198
Sports	2.6% (5)	6.9% (13)	18.5% (35)	37.0% (70)	34.9% (66)	189
Before/after school offerings	6.5% (11)	9.4% (16)	36.5% (62)	27.1% (46)	20.6% (35)	170
Other extracurricular activities (clubs)	1.1% (2)	9.2% (16)	27.0% (47)	37.9% (66)	24.7% (43)	174
Guidance Counseling	10.6% (20)	16.9% (32)	21.7% (41)	28.6% (54)	22.2% (42)	189
School to Career Counseling	20.0% (32)	15.0% (24)	26.3% (42)	25.0% (40)	13.8% (22)	160

10. How important are the following to student growth and achievement? Please rate each area Using number 1 to 5 as follows: 1-least important; 2-somewhat important; 3-important; 4-very important; 5-the most important

	1	2	3	4	5	Rating Average	Response Count
A safe social setting for learning	1.9% (9)	0.6% (3)	7.6% (36)	23.2% (110)	66.7% (316)	4.52	474
A safe emotional setting for learning	2.8% (13)	1.5% (7)	7.2% (34)	25.0% (118)	63.6% (300)	4.45	472
Reinforcing cyber-communication etiquette and safety	4.0% (19)	8.3% (39)	21.0% (99)	32.7% (154)	34.0% (160)	3.84	471
Modeling and teaching emotional self-control skills	4.7% (22)	7.0% (33)	18.7% (88)	29.8% (140)	39.8% (187)	3.93	470
Modeling and teaching empathy	5.7% (27)	6.2% (29)	18.9% (89)	30.1% (142)	39.1% (184)	3.91	471
Modeling and teaching social communication	2.8% (13)	5.7% (27)	16.7% (79)	31.4% (148)	43.4% (205)	4.07	472
Modeling and teaching conflict resolution skills	4.4% (21)	4.2% (20)	12.3% (58)	31.4% (148)	47.7% (225)	4.14	472
					answered question		474
					skipped question		257

11. How well do the schools provide and implement the following areas? Please rate each area using a number 1-5 as follows: 1-least effective; 2-somewhat effective; 3-effective; 4-very effective; 5-the most effective

	1	2	3	4	5	Rating Average	Response Count
A safe social setting for learning	2.1% (9)	6.5% (28)	16.9% (73)	42.0% (181)	32.5% (140)	3.96	431
A safe emotional setting for learning	3.0% (13)	6.0% (26)	20.7% (89)	42.1% (181)	28.1% (121)	3.86	430
Reinforcing cyber-communication etiquette and safety	4.8% (19)	13.5% (54)	29.6% (118)	31.8% (127)	20.3% (81)	3.49	399
Modeling and teaching emotional self-control skills	5.1% (21)	13.4% (55)	31.3% (128)	31.5% (129)	18.6% (76)	3.45	409
Modeling and teaching empathy	6.4% (26)	14.5% (59)	31.0% (126)	30.5% (124)	17.7% (72)	3.39	407
Modeling and teaching social communication	4.4% (18)	14.8% (61)	29.2% (120)	33.3% (137)	18.2% (75)	3.46	411
Modeling and teaching conflict resolution skills	6.6% (27)	14.7% (60)	30.3% (124)	31.3% (128)	17.1% (70)	3.38	409
						answered question	432
						skipped question	299

13. How important are each of the following areas in preparing students for success in a changing world? Please rate each area using number 1 to 5 as follows: 1-least important; 2-somewhat Important; 3-important; 4-very important; 5-the most important

	1	2	3	4	5	Rating Average	Response Count
Learning to use technology effectively	1.1% (5)	1.6% (7)	9.3% (41)	29.6% (131)	58.4% (258)	4.43	442
Being an effective team member	1.6% (7)	3.6% (16)	12.2% (54)	36.1% (160)	46.5% (206)	4.22	443
Developing study and presentation skills	0.2% (1)	1.6% (7)	11.5% (51)	35.4% (157)	51.2% (227)	4.36	443
Using effective oral and written communication	0.0% (0)	0.7% (3)	6.3% (28)	25.6% (113)	67.3% (297)	4.60	441
Using creativity and innovations for applied problem solving	0.2% (1)	2.0% (9)	10.6% (47)	32.8% (145)	54.3% (240)	4.39	442
Developing global awareness of cultural differences	4.3% (19)	7.5% (33)	22.3% (98)	30.7% (135)	35.2% (155)	3.85	440
Using project and time management skills	1.1% (5)	2.7% (12)	14.9% (66)	32.8% (145)	48.4% (214)	4.25	442
Developing entrepreneurial skills	4.8% (21)	11.2% (49)	29.3% (128)	30.2% (132)	24.5% (107)	3.58	437
Citizenship and community awareness/involvement	3.4% (15)	8.2% (36)	20.4% (89)	33.9% (148)	34.1% (149)	3.87	437
Using World and Classical Languages	5.2% (23)	10.7% (47)	30.2% (133)	29.5% (130)	24.3% (107)	3.57	440
					answered question		443
					skipped question		288

14. How effectively are the following 21st Century skills currently being integrated into student learning?
Please rate each area using number 1 to 5 as follows: 1-not effectively at all; 2-somewhat effectively;
3-effectively; 4-very effectively; 5-the most effectively

	1	2	3	4	5	Rating Average	Response Count
Learning to use technology effectively	3.7% (14)	9.2% (35)	28.3% (108)	38.2% (146)	20.7% (79)	3.63	382
Being an effective team member	3.1% (12)	13.8% (53)	33.9% (130)	35.8% (137)	13.3% (51)	3.42	383
Developing study and presentation skills	2.6% (10)	16.9% (64)	33.9% (128)	32.0% (121)	14.6% (55)	3.39	378
Using oral and written communication	2.1% (8)	11.7% (45)	29.0% (111)	37.6% (144)	19.6% (75)	3.61	383
Using creativity and innovation for applied problem solving	5.3% (20)	18.0% (68)	34.7% (131)	28.9% (109)	13.0% (49)	3.26	377
Developing global awareness of cultural differences	8.3% (31)	18.0% (67)	33.6% (125)	27.4% (102)	12.6% (47)	3.18	372
Using project and time management skills	6.1% (23)	19.1% (72)	31.3% (118)	30.2% (114)	13.3% (50)	3.25	377
Developing entrepreneurial skills	19.8% (71)	29.9% (107)	30.7% (110)	14.2% (51)	5.3% (19)	2.55	358
Citizenship and community awareness/involvement	11.1% (41)	23.1% (85)	31.3% (115)	23.9% (88)	10.6% (39)	3.00	368
Using World and Classical Languages	9.6% (35)	20.3% (74)	32.1% (117)	28.6% (104)	9.3% (34)	3.08	364
					answered question	392	
					skipped question	339	

16. How much do you agree with the following statements regarding technology? Please indicate your Level of agreement with each statement using a number 1-5 as follows: 1-strongly disagree; 2-somewhat disagree; 3-no opinion; 4-somewhat agree; 5-strongly agree

	1	2	3	4	5	Rating Average	Response Count
The effective use of technology is essential to the success of our students now and in the future.	1.9% (8)	1.2% (5)	3.1% (13)	21.9% (92)	71.9% (302)	4.61	420
Technology such as PCs, tablet computers, notebooks, Smart Boards, the Internet, electronic textbooks, and computer-based learning and testing are important for the instructional strategies of our students.	2.2% (9)	5.8% (24)	9.2% (38)	30.1% (125)	52.8% (219)	4.26	415
My student(s) has the technology, training and classroom support s/he needs to support his/her learning.	5.0% (18)	9.9% (36)	20.4% (74)	42.4% (154)	22.3% (81)	3.67	363
SAU 41 uses technology effectively in an administrative capacity.	8.5% (32)	13.8% (52)	27.3% (103)	37.1% (140)	13.3% (50)	3.33	377
The current SAU 41 technology infrastructure is modern and appropriate.	9.3% (35)	21.4% (81)	29.1% (110)	28.3% (107)	11.9% (45)	3.12	378
The SAU 41 and schools' websites are well-designed and effective sources of information.	11.7% (47)	18.4% (74)	22.1% (89)	34.6% (139)	13.2% (53)	3.19	402
					answered question		420
					skipped question		311

17. How well does SAU 41 provide and implement the following areas? Please rate each area using a number 1-5 as follows: 1-least effective; 2-somewhat effective; 3-effective; 4-very effective; 5-the most effective;

answered question						340
skipped question						391
Hollis Primary School						
	1	2	3	4	5	Response Count
Computers, software and network	10.9% (7)	17.2% (11)	32.8% (21)	21.9% (14)	17.2% (11)	64
Smart Boards, projectors, overheads, audio devices	14.8% (9)	11.5% (7)	24.6% (15)	32.8% (20)	16.4% (10)	61
Electronic textbooks for home use	62.7% (32)	15.7% (8)	11.8% (6)	7.8% (4)	2.0% (1)	51
Computer-based learning and testing at home	45.8% (27)	20.3% (12)	16.9% (10)	10.2% (6)	6.8% (4)	59
Computer-based learning in the classroom	25.4% (15)	13.6% (8)	33.9% (20)	16.9% (10)	10.2% (6)	59
Technology education for administration	21.1% (8)	18.4% (7)	36.8% (14)	13.2% (5)	10.5% (4)	38
Wireless network	28.9% (11)	15.8% (6)	28.9% (11)	18.4% (7)	7.9% (3)	38
Website as a source of information	14.5% (8)	29.1% (16)	25.5% (14)	18.2% (10)	12.7% (7)	55
Email Communication	6.2% (4)	10.8% (7)	27.7% (18)	32.3% (21)	23.1% (15)	65
Teacher blogs	35.4% (17)	16.7% (8)	27.1% (13)	12.5% (6)	8.3% (4)	48
Powerschool	45.2% (14)	12.9% (4)	16.1% (5)	19.4% (6)	6.5% (2)	31

17. How well does SAU 41 provide and implement the following areas? Please rate each area using a number 1-5 as follows: 1-least effective; 2-somewhat effective; 3-effective; 4-very effective; 5-the most effective;

Richard Maghakian Memorial School						
	1	2	3	4	5	Response Count
Computers, software and network	6.3% (3)	16.7% (8)	47.9% (23)	18.8% (9)	10.4% (5)	48
Smart Boards, projectors, overheads, audio devices	15.9% (7)	25.0% (11)	27.3% (12)	20.5% (9)	11.4% (5)	44
Electronic textbooks for home use	80.5% (33)	12.2% (5)	7.3% (3)	0.0% (0)	0.0% (0)	41
Computer-based learning and testing at home	15.6% (7)	28.9% (13)	31.1% (14)	20.0% (9)	4.4% (2)	45
Computer-based learning in the classroom	23.3% (10)	27.9% (12)	32.6% (14)	11.6% (5)	4.7% (2)	43
Technology education for administration	17.6% (6)	41.2% (14)	23.5% (8)	8.8% (3)	8.8% (3)	34
Wireless network	41.2% (14)	5.9% (2)	29.4% (10)	14.7% (5)	8.8% (3)	34
Website as a source of information	12.2% (6)	18.4% (9)	44.9% (22)	14.3% (7)	10.2% (5)	49
Email Communication	7.4% (4)	20.4% (11)	20.4% (11)	35.2% (19)	16.7% (9)	54
Teacher blogs	51.6% (16)	32.3% (10)	9.7% (3)	3.2% (1)	3.2% (1)	31
Powerschool	40.0% (10)	24.0% (6)	16.0% (4)	16.0% (4)	4.0% (1)	25

17. How well does SAU 41 provide and implement the following areas? Please rate each area using a number 1-5 as follows: 1-least effective; 2-somewhat effective; 3-effective; 4-very effective; 5-the most effective;

Captain Samuel Douglass Academy						
	1	2	3	4	5	Response Count
Computers, software and network	4.0% (2)	18.0% (9)	30.0% (15)	32.0% (16)	16.0% (8)	50
Smart Boards, projectors, overheads, audio devices	12.8% (6)	21.3% (10)	29.8% (14)	27.7% (13)	8.5% (4)	47
Electronic textbooks for home use	67.5% (27)	20.0% (8)	7.5% (3)	5.0% (2)	0.0% (0)	40
Computer-based learning and testing at home	32.7% (16)	28.6% (14)	18.4% (9)	18.4% (9)	2.0% (1)	49
Computer-based learning in the classroom	14.9% (7)	27.7% (13)	34.0% (16)	19.1% (9)	4.3% (2)	47
Technology education for administration	14.7% (5)	35.3% (12)	26.5% (9)	17.6% (6)	5.9% (2)	34
Wireless network	39.5% (15)	7.9% (3)	18.4% (7)	18.4% (7)	15.8% (6)	38
Website as a source of information	6.3% (3)	22.9% (11)	35.4% (17)	20.8% (10)	14.6% (7)	48
Email Communication	5.7% (3)	20.8% (11)	22.6% (12)	28.3% (15)	22.6% (12)	53
Teacher blogs	55.2% (16)	31.0% (9)	13.8% (4)	0.0% (0)	0.0% (0)	29
Powerschool	48.3% (14)	17.2% (5)	13.8% (4)	10.3% (3)	10.3% (3)	29

17. How well does SAU 41 provide and implement the following areas? Please rate each area using a number 1-5 as follows: 1-least effective; 2-somewhat effective; 3-effective; 4-very effective; 5-the most effective;

Hollis Upper Elementary School						
	1	2	3	4	5	Response Count
Computers, software and network	5.4% (3)	19.6% (11)	44.6% (25)	19.6% (11)	10.7% (6)	56
Smart Boards, projectors, overheads, audio devices	5.6% (3)	11.1% (6)	29.6% (16)	33.3% (18)	20.4% (11)	54
Electronic textbooks for home use	42.9% (21)	26.5% (13)	22.4% (11)	4.1% (2)	4.1% (2)	49
Computer-based learning and testing at home	29.6% (16)	27.8% (15)	29.6% (16)	11.1% (6)	1.9% (1)	54
Computer-based learning in the classroom	15.4% (8)	25.0% (13)	38.5% (20)	17.3% (9)	3.8% (2)	52
Technology education for administration	15.2% (5)	24.2% (8)	36.4% (12)	12.1% (4)	12.1% (4)	33
Wireless network	18.2% (6)	18.2% (6)	27.3% (9)	24.2% (8)	12.1% (4)	33
Website as a source of information	16.0% (8)	20.0% (10)	28.0% (14)	28.0% (14)	8.0% (4)	50
Email Communication	5.6% (3)	16.7% (9)	25.9% (14)	31.5% (17)	20.4% (11)	54
Teacher blogs	14.6% (7)	22.9% (11)	25.0% (12)	27.1% (13)	10.4% (5)	48
Powerschool	38.7% (12)	16.1% (5)	22.6% (7)	12.9% (4)	9.7% (3)	31

17. How well does SAU 41 provide and implement the following areas? Please rate each area using a number 1-5 as follows: 1-least effective; 2-somewhat effective; 3-effective; 4-very effective; 5-the most effective;

Hollis Brookline Middle School						
	1	2	3	4	5	Response Count
Computers, software and network	11.3% (11)	11.3% (11)	41.2% (40)	25.8% (25)	10.3% (10)	97
Smart Boards, projectors, overheads, audio devices	12.3% (10)	19.8% (16)	30.9% (25)	24.7% (20)	12.3% (10)	81
Electronic textbooks for home use	32.1% (27)	25.0% (21)	17.9% (15)	21.4% (18)	3.6% (3)	84
Computer-based learning and testing at home	29.9% (26)	29.9% (26)	20.7% (18)	13.8% (12)	5.7% (5)	87
Computer-based learning in the classroom	16.9% (14)	26.5% (22)	24.1% (20)	22.9% (19)	9.6% (8)	83
Technology education for administration	13.0% (7)	22.2% (12)	29.6% (16)	25.9% (14)	9.3% (5)	54
Wireless network	18.0% (11)	11.5% (7)	29.5% (18)	24.6% (15)	16.4% (10)	61
Website as a source of information	9.1% (8)	9.1% (8)	36.4% (32)	29.5% (26)	15.9% (14)	88
Email Communication	11.5% (11)	12.5% (12)	21.9% (21)	27.1% (26)	27.1% (26)	96
Teacher blogs	30.2% (19)	27.0% (17)	19.0% (12)	15.9% (10)	7.9% (5)	63
Powerschool	0.0% (0)	11.7% (11)	9.6% (9)	30.9% (29)	47.9% (45)	94

17. How well does SAU 41 provide and implement the following areas? Please rate each area using a number 1-5 as follows: 1-least effective; 2-somewhat effective; 3-effective; 4-very effective; 5-the most effective;

Hollis Brookline High School						
	1	2	3	4	5	Response Count
Computers, software and network	8.9% (14)	15.3% (24)	41.4% (65)	24.8% (39)	9.6% (15)	157
Smart Boards, projectors, overheads, audio devices	7.5% (11)	19.2% (28)	25.3% (37)	30.1% (44)	17.8% (26)	146
Electronic textbooks for home use	35.4% (51)	27.1% (39)	25.7% (37)	7.6% (11)	4.2% (6)	144
Computer-based learning and testing at home	47.1% (65)	26.1% (36)	16.7% (23)	8.7% (12)	1.4% (2)	138
Computer-based learning in the classroom	24.6% (33)	29.9% (40)	29.1% (39)	11.2% (15)	5.2% (7)	134
Technology education for administration	25.8% (24)	23.7% (22)	31.2% (29)	10.8% (10)	8.6% (8)	93
Wireless network	13.8% (17)	24.4% (30)	26.8% (33)	22.0% (27)	13.0% (16)	123
Website as a source of information	10.8% (16)	11.5% (17)	38.5% (57)	25.0% (37)	14.2% (21)	148
Email Communication	10.4% (16)	11.0% (17)	26.6% (41)	29.2% (45)	22.7% (35)	154
Teacher blogs	31.0% (36)	27.6% (32)	26.7% (31)	11.2% (13)	3.4% (4)	116
Powerschool	1.9% (3)	11.4% (18)	16.5% (26)	31.0% (49)	39.2% (62)	158

17. How well does SAU 41 provide and implement the following areas? Please rate each area using a number 1-5 as follows: 1-least effective; 2-somewhat effective; 3-effective; 4-very effective; 5-the most effective;

SAU Office						
	1	2	3	4	5	Response Count
Computers, software and network	21.6% (8)	24.3% (9)	29.7% (11)	18.9% (7)	5.4% (2)	37
Smart Boards, projectors, overheads, audio devices	30.4% (7)	21.7% (5)	17.4% (4)	17.4% (4)	13.0% (3)	23
Electronic textbooks for home use	50.0% (8)	37.5% (6)	6.3% (1)	6.3% (1)	0.0% (0)	16
Computer-based learning and testing at home	62.5% (10)	25.0% (4)	0.0% (0)	6.3% (1)	6.3% (1)	16
Computer-based learning in the classroom	29.4% (5)	23.5% (4)	41.2% (7)	5.9% (1)	0.0% (0)	17
Technology education for administration	44.4% (12)	22.2% (6)	22.2% (6)	11.1% (3)	0.0% (0)	27
Wireless network	26.1% (6)	13.0% (3)	21.7% (5)	21.7% (5)	17.4% (4)	23
Website as a source of information	45.9% (17)	16.2% (6)	27.0% (10)	10.8% (4)	0.0% (0)	37
Email Communication	30.0% (12)	25.0% (10)	12.5% (5)	25.0% (10)	7.5% (3)	40
Teacher blogs	47.4% (9)	21.1% (4)	10.5% (2)	21.1% (4)	0.0% (0)	19
Powerschool	21.7% (5)	17.4% (4)	8.7% (2)	26.1% (6)	26.1% (6)	23

19. What do you believe are the most important factors in attracting and retaining high quality Personnel? Please rate each area using number 1 to 5 as follows: 1-least important; 2-somewhat important; 3-important; 4-very important; 5-the most important

	1	2	3	4	5	Rating Average	Response Count
Collaborative work environment	1.3% (5)	3.3% (13)	13.8% (55)	33.6% (134)	48.1% (192)	4.24	399
Multiple pathways for professional growth (coursework, training, peer collaboration, etc.)	1.0% (4)	5.8% (23)	15.8% (63)	38.8% (155)	38.6% (154)	4.08	399
A challenging and rich curriculum	0.5% (2)	2.0% (8)	16.2% (65)	35.9% (144)	45.4% (182)	4.24	401
The availability of needed resources	0.3% (1)	2.3% (9)	14.3% (57)	35.2% (140)	48.0% (191)	4.28	398
Competitive salaries and benefits	1.3% (5)	4.0% (16)	9.1% (36)	28.7% (114)	56.9% (226)	4.36	397
Support for budgets that maintain the quality of education	2.5% (10)	2.8% (11)	9.4% (37)	26.6% (105)	58.6% (231)	4.36	394
Open and respectful dialogue	1.3% (5)	1.8% (7)	9.5% (38)	28.6% (114)	58.8% (234)	4.42	398
Active parent involvement	1.3% (5)	4.8% (19)	22.3% (89)	33.8% (135)	37.8% (151)	4.02	399
					answered question		404
					skipped question		327

21. How well maintained are the following facilities? Please rate those with which you are familiar, as follows: 1-poor; 2-fair; 3-good; 4-very good; 5-excellent

Hollis Primary School						
	1	2	3	4	5	Response Count
Cleanliness	1.2% (1)	0.0% (0)	23.5% (20)	31.8% (27)	43.5% (37)	85
Overall repair and maintenance	2.7% (2)	5.5% (4)	38.4% (28)	31.5% (23)	21.9% (16)	73
Overall appearance	1.2% (1)	11.1% (9)	33.3% (27)	29.6% (24)	24.7% (20)	81
Use of cafeteria	1.5% (1)	9.2% (6)	33.8% (22)	30.8% (20)	24.6% (16)	65
Use of theatre	31.8% (7)	36.4% (8)	9.1% (2)	13.6% (3)	9.1% (2)	22
Use of gymnasium	6.8% (4)	13.6% (8)	35.6% (21)	25.4% (15)	18.6% (11)	59
Use of classrooms	0.0% (0)	1.5% (1)	35.3% (24)	30.9% (21)	32.4% (22)	68
Temperature regulation	25.8% (16)	25.8% (16)	25.8% (16)	12.9% (8)	9.7% (6)	62
Acoustics	6.5% (3)	21.7% (10)	32.6% (15)	23.9% (11)	15.2% (7)	46
Space	3.1% (2)	15.6% (10)	39.1% (25)	25.0% (16)	17.2% (11)	64
Furniture (desks, chairs)	0.0% (0)	12.3% (8)	40.0% (26)	36.9% (24)	10.8% (7)	65
After-hour usage	7.7% (3)	25.6% (10)	43.6% (17)	17.9% (7)	5.1% (2)	39
Grounds	6.0% (4)	10.4% (7)	35.8% (24)	28.4% (19)	19.4% (13)	67
Athletic Fields	18.0% (9)	14.0% (7)	34.0% (17)	26.0% (13)	8.0% (4)	50

21. How well maintained are the following facilities? Please rate those with which you are familiar, as follows: 1-poor; 2-fair; 3-good; 4-very good; 5-excellent

Richard Maghakian Memorial School						
	1	2	3	4	5	Response Count
Cleanliness	9.9% (7)	7.0% (5)	16.9% (12)	39.4% (28)	26.8% (19)	71
Overall repair and maintenance	6.3% (4)	10.9% (7)	35.9% (23)	31.3% (20)	15.6% (10)	64
Overall appearance	4.3% (3)	13.0% (9)	30.4% (21)	39.1% (27)	13.0% (9)	69
Use of cafeteria	9.3% (5)	9.3% (5)	40.7% (22)	25.9% (14)	14.8% (8)	54
Use of theatre	45.0% (9)	20.0% (4)	25.0% (5)	5.0% (1)	5.0% (1)	20
Use of gymnasium	5.4% (3)	16.1% (9)	32.1% (18)	33.9% (19)	12.5% (7)	56
Use of classrooms	3.6% (2)	7.3% (4)	27.3% (15)	41.8% (23)	20.0% (11)	55
Temperature regulation	12.2% (6)	20.4% (10)	20.4% (10)	28.6% (14)	18.4% (9)	49
Acoustics	9.8% (4)	17.1% (7)	41.5% (17)	24.4% (10)	7.3% (3)	41
Space	0.0% (0)	20.4% (10)	44.9% (22)	24.5% (12)	10.2% (5)	49
Furniture (desks, chairs)	5.8% (3)	9.6% (5)	46.2% (24)	26.9% (14)	11.5% (6)	52
After-hour usage	6.7% (3)	11.1% (5)	42.2% (19)	24.4% (11)	15.6% (7)	45
Grounds	5.3% (3)	10.5% (6)	33.3% (19)	40.4% (23)	10.5% (6)	57
Athletic Fields	10.6% (5)	17.0% (8)	27.7% (13)	34.0% (16)	10.6% (5)	47

21. How well maintained are the following facilities? Please rate those with which you are familiar, as follows: 1-poor; 2-fair; 3-good; 4-very good; 5-excellent

Captain Samuel Douglass Academy						
	1	2	3	4	5	Response Count
Cleanliness	0.0% (0)	1.4% (1)	11.3% (8)	33.8% (24)	53.5% (38)	71
Overall repair and maintenance	4.4% (3)	1.5% (1)	22.1% (15)	38.2% (26)	33.8% (23)	68
Overall appearance	0.0% (0)	0.0% (0)	16.2% (12)	40.5% (30)	43.2% (32)	74
Use of cafeteria	1.7% (1)	6.8% (4)	30.5% (18)	30.5% (18)	30.5% (18)	59
Use of theatre	14.8% (4)	18.5% (5)	22.2% (6)	14.8% (4)	29.6% (8)	27
Use of gymnasium	1.6% (1)	0.0% (0)	23.0% (14)	39.3% (24)	36.1% (22)	61
Use of classrooms	0.0% (0)	3.6% (2)	17.9% (10)	35.7% (20)	42.9% (24)	56
Temperature regulation	4.1% (2)	20.4% (10)	26.5% (13)	22.4% (11)	26.5% (13)	49
Acoustics	6.4% (3)	14.9% (7)	29.8% (14)	25.5% (12)	23.4% (11)	47
Space	0.0% (0)	12.0% (6)	40.0% (20)	30.0% (15)	18.0% (9)	50
Furniture (desks, chairs)	0.0% (0)	1.8% (1)	35.7% (20)	39.3% (22)	23.2% (13)	56
After-hour usage	1.9% (1)	9.6% (5)	34.6% (18)	25.0% (13)	28.8% (15)	52
Grounds	1.9% (1)	7.4% (4)	37.0% (20)	35.2% (19)	18.5% (10)	54
Athletic Fields	4.0% (2)	16.0% (8)	40.0% (20)	28.0% (14)	12.0% (6)	50

21. How well maintained are the following facilities? Please rate those with which you are familiar, as follows: 1-poor; 2-fair; 3-good; 4-very good; 5-excellent

Hollis Upper Elementary School						
	1	2	3	4	5	Response Count
Cleanliness	2.8% (2)	4.2% (3)	22.2% (16)	34.7% (25)	36.1% (26)	72
Overall repair and maintenance	1.6% (1)	16.1% (10)	40.3% (25)	22.6% (14)	19.4% (12)	62
Overall appearance	4.4% (3)	4.4% (3)	35.3% (24)	38.2% (26)	17.6% (12)	68
Use of cafeteria	0.0% (0)	9.7% (6)	32.3% (20)	37.1% (23)	21.0% (13)	62
Use of theatre	5.9% (2)	14.7% (5)	32.4% (11)	20.6% (7)	26.5% (9)	34
Use of gymnasium	1.7% (1)	3.4% (2)	28.8% (17)	33.9% (20)	32.2% (19)	59
Use of classrooms	0.0% (0)	8.3% (5)	26.7% (16)	36.7% (22)	28.3% (17)	60
Temperature regulation	19.0% (11)	22.4% (13)	32.8% (19)	19.0% (11)	6.9% (4)	58
Acoustics	2.2% (1)	23.9% (11)	34.8% (16)	26.1% (12)	13.0% (6)	46
Space	0.0% (0)	8.3% (5)	40.0% (24)	36.7% (22)	15.0% (9)	60
Furniture (desks, chairs)	1.7% (1)	8.6% (5)	48.3% (28)	36.2% (21)	5.2% (3)	58
After-hour usage	6.0% (3)	12.0% (6)	36.0% (18)	28.0% (14)	18.0% (9)	50
Grounds	6.3% (4)	14.3% (9)	49.2% (31)	22.2% (14)	7.9% (5)	63
Athletic Fields	20.3% (12)	23.7% (14)	39.0% (23)	11.9% (7)	5.1% (3)	59

21. How well maintained are the following facilities? Please rate those with which you are familiar, as follows: 1-poor; 2-fair; 3-good; 4-very good; 5-excellent

Hollis Brookline Middle School

	1	2	3	4	5	Response Count
Cleanliness	0.0% (0)	3.5% (4)	17.4% (20)	33.9% (39)	45.2% (52)	115
Overall repair and maintenance	1.0% (1)	5.7% (6)	20.0% (21)	41.9% (44)	31.4% (33)	105
Overall appearance	0.9% (1)	4.6% (5)	20.4% (22)	42.6% (46)	31.5% (34)	108
Use of cafeteria	4.3% (4)	7.4% (7)	24.5% (23)	22.3% (21)	41.5% (39)	94
Use of theatre	11.1% (6)	7.4% (4)	29.6% (16)	25.9% (14)	25.9% (14)	54
Use of gymnasium	3.1% (3)	6.1% (6)	20.4% (20)	26.5% (26)	43.9% (43)	98
Use of classrooms	1.0% (1)	7.3% (7)	22.9% (22)	33.3% (32)	35.4% (34)	96
Temperature regulation	12.4% (11)	23.6% (21)	25.8% (23)	28.1% (25)	10.1% (9)	89
Acoustics	4.1% (3)	14.9% (11)	36.5% (27)	28.4% (21)	16.2% (12)	74
Space	1.1% (1)	10.8% (10)	32.3% (30)	34.4% (32)	21.5% (20)	93
Furniture (desks, chairs)	2.2% (2)	8.7% (8)	40.2% (37)	29.3% (27)	19.6% (18)	92
After-hour usage	6.0% (5)	6.0% (5)	28.9% (24)	36.1% (30)	22.9% (19)	83
Grounds	4.3% (4)	11.7% (11)	43.6% (41)	24.5% (23)	16.0% (15)	94
Athletic Fields	7.5% (7)	11.8% (11)	31.2% (29)	31.2% (29)	18.3% (17)	93

21. How well maintained are the following facilities? Please rate those with which you are familiar, as follows: 1-poor; 2-fair; 3-good; 4-very good; 5-excellent

Hollis Brookline High School

	1	2	3	4	5	Response Count
Cleanliness	0.5% (1)	2.7% (5)	18.7% (34)	44.5% (81)	33.5% (61)	182
Overall repair and maintenance	1.2% (2)	2.3% (4)	24.0% (41)	46.8% (80)	25.7% (44)	171
Overall appearance	0.6% (1)	1.7% (3)	18.2% (32)	50.0% (88)	29.5% (52)	176
Use of cafeteria	15.4% (26)	21.9% (37)	27.8% (47)	20.7% (35)	14.2% (24)	169
Use of theatre	3.8% (6)	6.3% (10)	18.8% (30)	35.0% (56)	36.3% (58)	160
Use of gymnasium	1.2% (2)	3.6% (6)	16.4% (27)	37.6% (62)	41.2% (68)	165
Use of classrooms	5.6% (9)	8.8% (14)	26.9% (43)	33.1% (53)	25.6% (41)	160
Temperature regulation	24.2% (38)	22.3% (35)	29.3% (46)	19.1% (30)	5.1% (8)	157
Acoustics	3.1% (4)	13.0% (17)	36.6% (48)	36.6% (48)	10.7% (14)	131
Space	16.8% (26)	26.5% (41)	29.0% (45)	18.1% (28)	9.7% (15)	155
Furniture (desks, chairs)	3.8% (6)	10.8% (17)	41.4% (65)	31.8% (50)	12.1% (19)	157
After-hour usage	4.1% (6)	6.2% (9)	28.3% (41)	35.2% (51)	26.2% (38)	145
Grounds	4.3% (7)	7.5% (12)	27.3% (44)	45.3% (73)	15.5% (25)	161
Athletic Fields	5.8% (9)	11.6% (18)	31.6% (49)	32.3% (50)	18.7% (29)	155

21. How well maintained are the following facilities? Please rate those with which you are familiar, as follows: 1-poor; 2-fair; 3-good; 4-very good; 5-excellent

SAU Office						
	1	2	3	4	5	Response Count
Cleanliness	15.4% (4)	7.7% (2)	26.9% (7)	19.2% (5)	30.8% (8)	26
Overall repair and maintenance	19.2% (5)	26.9% (7)	19.2% (5)	26.9% (7)	7.7% (2)	26
Overall appearance	24.1% (7)	24.1% (7)	10.3% (3)	31.0% (9)	10.3% (3)	29
Use of cafeteria	25.0% (1)	25.0% (1)	0.0% (0)	0.0% (0)	50.0% (2)	4
Use of theatre	0.0% (0)	25.0% (1)	25.0% (1)	0.0% (0)	50.0% (2)	4
Use of gymnasium	0.0% (0)	25.0% (1)	25.0% (1)	25.0% (1)	25.0% (1)	4
Use of classrooms	0.0% (0)	25.0% (1)	25.0% (1)	0.0% (0)	50.0% (2)	4
Temperature regulation	31.6% (6)	36.8% (7)	21.1% (4)	0.0% (0)	10.5% (2)	19
Acoustics	9.1% (1)	27.3% (3)	45.5% (5)	9.1% (1)	9.1% (1)	11
Space	19.0% (4)	42.9% (9)	19.0% (4)	9.5% (2)	9.5% (2)	21
Furniture (desks, chairs)	30.0% (6)	30.0% (6)	20.0% (4)	20.0% (4)	0.0% (0)	20
After-hour usage	37.5% (3)	25.0% (2)	0.0% (0)	25.0% (2)	12.5% (1)	8
Grounds	21.1% (4)	26.3% (5)	21.1% (4)	15.8% (3)	15.8% (3)	19
Athletic Fields	20.0% (1)	0.0% (0)	40.0% (2)	20.0% (1)	20.0% (1)	5

23. Do you think SAU 41’s organizational structure should stay the same or should it change in one of The two ways described below? Please select only one of the following:

	Response Percent	Response Count
Yes, keep the three separate districts that share the services of the SAU 41 Office.	53.5%	197
No, combine the three districts by forming a single Pre-Kindergarten to Grade 12 Hollis-Brookline Cooperative District.	34.0%	125
No, dissolve the Hollis-Brookline Cooperative District and form a Hollis School District (Grades Pre-Kindergarten to 12) and Brookline School District (Grades Pre-Kindergarten to 12).	12.5%	46
	answered question	368
	skipped question	363

26. Thank you for taking the time to provide your suggestions: Now that you have completed the Survey, please take a few minutes to rank, by order of importance, the seven areas. Please Rate by checking the number 1-7, where 1 is the area you feel is the least important and 7 is the Area you feel is the most important.

	1	2	3	4	5	6	7	Rating Average	Response Count
Community Involvement	23.8% (83)	17.8% (62)	20.3% (71)	15.8% (55)	11.2% (39)	7.7% (27)	3.4% (12)	3.10	349
Student Achievement and Growth	2.3% (8)	2.3% (8)	1.7% (6)	4.0% (14)	7.2% (25)	11.2% (39)	71.3% (248)	6.30	348
21st Century Learning	11.9% (40)	10.7% (36)	14.0% (47)	19.1% (64)	18.8% (63)	20.6% (69)	4.8% (16)	4.03	335
Technology	3.9% (14)	13.0% (46)	14.4% (51)	23.4% (83)	24.8% (88)	12.1% (43)	8.5% (30)	4.22	355
Personnel	2.2% (8)	2.5% (9)	8.7% (31)	10.9% (39)	19.0% (68)	40.8% (146)	15.9% (57)	5.28	358
Facilities and Operations	14.4% (51)	25.1% (89)	21.8% (77)	16.9% (60)	14.1% (50)	6.5% (23)	1.4% (5)	3.17	354
Organizational Structure	33.7% (125)	23.2% (86)	14.3% (53)	11.3% (42)	9.2% (34)	5.4% (20)	3.2% (12)	2.69	371
								answered question	388
								skipped question	343

Executive Summary
Focus Group Meetings

EXECUTIVE SUMMARY

Focus Groups

In an effort to expand stakeholder input regarding the Strategic Plan, NESDEC, with the assistance of members of the SAU 41 Strategic Planning Steering Committee conducted 14 Focus Group sessions in March of 2012.

The Focus Group sessions included the following:

- Six sessions which were open to parents and the general public

- Individual cohort group sessions which included:
 - Local and State Government Officials
 - Senior Citizens
 - Brookline Elementary Staff
 - Hollis Elementary Staff
 - Hollis Brookline High School
 - Hollis Brookline Middle School Staff
 - Hollis Brookline Middle School Students
 - Hollis Brookline High School Students

All Focus groups were asked the following discussion prompts:

- Discussion Prompt #1: The strengths of the SAU #41 Hollis-Brookline School District are:

- Discussion prompt #2: The following are challenges which will require the attention of the SAU # 41 District:

Those responses for which there was a convergence of opinion have been categorized and listed on pages 91 and 92.

Discussion #1: The following are strengths of the Hollis-Brookline School District:

(Not in priority order)

- **Academics/Programs/Instruction/Curriculum**

Hollis-Brookline SAU 41 is a high performing district. Students are highly valued and there is a focus within the district on providing a diverse curriculum and extra-curricular programming which meet the needs of all students. The school system has a strong technology program which is geared toward promoting technological proficiency among all members of the student body. The Special Education department provides appropriate assistance for children.

- **Staff**

The staff and administration are generally viewed as caring, well-educated, qualified, trained and seasoned.

- **School Culture**

The school culture is seen as promoting a safe, secure and friendly environment, which is conducive to learning. There is strong collaboration between the schools and families which is directed toward maintaining a positive school climate.

- **Community**

Parents are engaged, supportive and involved in the schools. The wider community is also viewed as being supportive of strong educational programming. In general, there is a sense of pride in the school system and its accomplishments.

- **Facilities**

The facilities are well-maintained and have the capacity to support current instructional programming.

Discussion #2: The following are emerging issues or challenges that will require the attention of the SAU 41 Hollis-Brookline School District:

(Not in priority order)

- **Financial Issues**

A developing question is how to maintain program and service/support for students with the ever shrinking availability of funds. Maintaining the pupil/teacher ratio, providing for professional development, continuing the technology applications to instruction, maintaining facilities and facility infrastructure all require attention and funding. Cost efficiencies must continue to be explored and priorities need to be reviewed on a regular basis.

- **Community**

There is need expressed by many to develop greater cohesiveness among the member towns of the SAU 41 District. This issue is likely to continue to be a challenge until the status of the cooperative district is more clearly determined and articulated.

- **Academics/Programs/Instruction/Curriculum**

There is a general consensus that SAU 41 is a high performing district. Several observations, however, referenced the need to continue to expand curriculum coordination between the elementary programs. Also referenced were, the need to continue to develop consistent criteria for measuring program success, the importance of challenging all students, the review of Special Education expansion and the need to improve access to vocational programming.

- **Facilities.** As the school buildings age, the demand for increased maintenance and infrastructure renewal will increase. A larger question centers on the spaces that will be required if the population continues to decline as projected. Will consolidation of classrooms become a viable option? Can economies of scale be maintained? Obviously, a plan for this is necessary.

- **Planning.** A strategic plan is underway in the district which has included outreach to the various constituents in the community. Many of the issues identified in this summary will be addressed in the Strategic Planning Document. Planning will help focus on perceived needs and will bring together the resources to address priorities, plan the steps, monitor activities, assess success and report on progress.