

# **Bartlett School District Strategic Plan 2023-2028**

Approved and adopted by the Bartlett School Board on April 4, 2023

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# I. Introduction

The Strategic Planning Steering Committee began its work in August 2022, when it created its mission statement to guide the committee's work.

## Mission Statement:

"The strategic planning committee will engage the community to develop a five-year strategic plan for all students educated in the Bartlett School District. The committee will identify focus areas through community engagement and design objectives addressing these areas. A vision for the future of education in the Bartlett School District will be presented to the Bartlett School Board."

## Committee Work Timeline:

- August 2022 - Committee formed and scope of work defined.
- October 2022 - Community kick-off event and dinner. The planning process was introduced and community feedback was collected on a vision for education in Bartlett. The community survey was opened.
- November 2022 - Focus areas were identified.
- December 2022 - Staff survey was opened.
- January / February 2023 - Focus group work occurred.
- March 2023 - Second community event and dinner. The committee's work and focus group findings were summarized and additional community feedback was collected.
- April 2023 - The plan is presented to the Bartlett School Board for approval.

The Bartlett School Board has adopted the SAU9 Portrait of a Learner tenets and its vision statement: "Realizing the full potential of each and every student." The 2023-2028 Bartlett School Board Strategic Plan is intended to work in concert with SAU9 Portrait of a Learner tenets, providing additional guidance specific to the Bartlett School District.

## II. Focus Areas

### 1. Student Growth and Achievement

#### a: Academic Achievement

The Bartlett community has high expectations for our students. We believe that Bartlett students should be critical thinkers. We value real-world, hands-on learning experiences for our students. We want our students to be part of a culture and climate of learning where they work to achieve excellence. We want our students to be prepared academically to succeed at JBES, high school, and beyond, in a global economy. We believe that standardized and state tests should not be a day-to-day focus for staff or students, but that Bartlett students should be provided with the academic rigor and quality instruction that will ultimately result in improved academic achievement.

Academic Achievement Goals	Action steps	Indicators and measures of success	Goal Completion Date	Responsibility
<p><b>High-Level Goal:</b> Improve student academic achievement to allow every student to perform at their highest level.</p>				
<p><b>Goal I</b> Instructional and curricular coherence. Consistency in implementation of curriculum within and across all grades</p>	<ul style="list-style-type: none"> <li>Provide professional development to ensure all staff and administration have up-to-date best practice knowledge of curricula</li> </ul>	<ul style="list-style-type: none"> <li>All teaching staff and administration engage in professional development on all currently used curricular resources on a rolling 3-year cycle, with annual refresher workshops</li> <li>All new teaching staff receives orientation and professional development in current curricula prior to</li> </ul>	<p>September 2023, ongoing</p>	<p>Administration</p>

		<p>the start of the school year. Where the hiring schedule does not allow for this, these teachers will be given PD on resources and curriculum within the first two weeks of their employment.</p> <ul style="list-style-type: none"> <li>• All new teaching staff engage in high-quality professional learning experiences throughout their first year of employment and with a mentor who will support the implementation of curricular resources to ensure understanding of tools and associated instructional practices</li> </ul>		
	<ul style="list-style-type: none"> <li>• Ensure schoolwide continuity of curriculum resource implementation and highly effective instructional practices across grades</li> </ul>	<ul style="list-style-type: none"> <li>• Continuity of instructional methods are seen across grades. For example, use schoolwide high-frequency word lists, grade-level math performance tasks</li> <li>• Classroom observation by administration</li> </ul>		
	<ul style="list-style-type: none"> <li>• Use professional learning community (PLC) meetings that include general educators, special educators, and paraprofessionals to analyze</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly scheduled PLC meetings, functional use of student data, examples of the application of student data to instructional focus</li> </ul>		

	<p>student data and determine instructional areas of focus for whole groups, small groups, and individuals</p>			
	<ul style="list-style-type: none"> <li>● Evaluate the current schedule to optimize the use of the school day to meet student needs</li> <li>● Ensure sufficient instructional blocks for effective core academic instruction, taking into consideration the recommendations of chosen curricular resources, and time needs for unified arts and co-curricular experiences</li> </ul>	<ul style="list-style-type: none"> <li>● School schedule is reassessed and time use is optimized</li> <li>● School schedule balances recommendations of chosen curricula for time on task</li> <li>● Grade level schedules are publicly available and accurate</li> </ul>		
	<ul style="list-style-type: none"> <li>● Evaluate the current organizational structure of multiage classrooms, focussing on optimizing personalized instruction and the academic growth of each student</li> <li>● Ensure appropriate co-teaching professional development for educators expected to implement that model</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment of classroom organizational structures completed and implemented</li> <li>● Evidence of implementation of concepts/strategies learned during co-teaching professional development is seen during classroom observation by administration</li> </ul>		

	<ul style="list-style-type: none"> <li>Collaborate with SAU9 to create and adopt curricula and common performance assessments for science and social studies across all grades</li> </ul>	<ul style="list-style-type: none"> <li>Schoolwide alignment on science and social studies curricula and assessment</li> </ul>	Fall 2024	
	<ul style="list-style-type: none"> <li>Develop common performance rubrics and assessments for critical thinking in addition to critical thinking assessments already in place; Apply these assessments to enhance instruction</li> </ul>	<ul style="list-style-type: none"> <li>Schoolwide implementation of critical thinking assessments and rubrics</li> </ul>	Fall 2024	
	<ul style="list-style-type: none"> <li>Ensure that project-based learning experiences are purposeful and are aligned with core curriculum</li> <li>Ensure that project-based learning provides the opportunity for students to demonstrate measurable growth and learning aligned with core curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Development and evidence of consistent application of schoolwide project-based learning rubrics and measurements</li> </ul>	January 2024	
	<ul style="list-style-type: none"> <li>Increase Bartlett School Board knowledge of currently used curricula, such that board members are educated in current best practices and have an understanding of any curricula changes or needs</li> </ul>	<ul style="list-style-type: none"> <li>Bartlett School Board regularly convenes a curriculum committee and has an up-to-date, working knowledge of currently used curricula</li> </ul>	Spring 2023, ongoing	Board

<b>Goal II</b> Maximize the impact of high-quality staff	<ul style="list-style-type: none"> <li>Ensure students with the most significant needs, and those who are one year or more behind in grade level math and reading, receive core instruction in their classroom from certified personnel. This instruction must be supplemented with additional instruction either in basic skills or an acceleration program. It is highly recommended that these services are provided by a certified reading specialist or certified math instructor. If none is available a certified teacher may fill this position until a specialist is found</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of special education, Title I, paraprofessional staffing needs is completed and implemented</li> <li>Needs for reading specialists and curriculum supervisor with credentials to administer teacher evaluation are assessed and roles filled</li> </ul>	September 2023 and ongoing	Administration
	<ul style="list-style-type: none"> <li>Critically analyze the allocation of staff and current staffing levels to ensure student needs are met and efficiency is increased</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of staff levels and allocation completed and implemented</li> </ul>		Board / Administration
	<ul style="list-style-type: none"> <li>Clearly articulate roles/responsibilities for all staff. Ensure roles and responsibilities are defined in job descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Written roles and responsibilities are available for all staff based on job descriptions</li> </ul>		Board / Administration
	<ul style="list-style-type: none"> <li>Meet JBES staff and student needs for math/literacy coaches and/or interventionists</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of needs for math and literacy interventionists and coaches completed, positions created and filled</li> </ul>	Spring 2024	Board / Administration

	<ul style="list-style-type: none"> <li>Revised teacher evaluations recommended which reflect Bartlett's vision, beliefs, and expectations as described in this strategic plan. These evaluation systems should include goals for individual staff professional growth, as well as accountability goals for staff based on benchmarks, testing, student observation, and curriculum expectations</li> <li>Revised non-contracted personnel evaluations recommended to reflect Bartlett's vision, beliefs, and expectations as described in this strategic plan.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of effective evaluation models in other districts and states</li> <li>Revision of teacher evaluations completed and implemented</li> <li>Revised non-contracted personnel evaluations completed and implemented</li> </ul>	Spring 2024	
	<ul style="list-style-type: none"> <li>Increase administration oversight for the improvement and growth of teacher pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>Oversight of teacher evaluations by administration</li> </ul>	March 2024, ongoing	Administration
	<ul style="list-style-type: none"> <li>Evaluate PD needs through observation, staff goals, and staff surveys- develop annual plans; Provide ongoing/job-embedded PD to address identified staff needs and meet the requirements of academic programs in place</li> </ul>	<ul style="list-style-type: none"> <li>Written annual assessment of each staff member's PD needs, including goal setting and tracking</li> </ul>		



<p><b>Goal III</b> Identifying measures of student academic achievement. Using data from these measures in formative and summative assessments to inform instruction. Quality instruction results in higher academic achievement.</p>	<ul style="list-style-type: none"> <li>Identify measures of student academic achievement and growth, including but not limited to: NHSAS, NWEA, Fountas and Pinnell, high-frequency word progression assessment, common performance assessments, and IEP goals</li> </ul>	<ul style="list-style-type: none"> <li>Measures of student academic achievement at JBES are clearly defined</li> </ul>	September 2023	Administration
	<ul style="list-style-type: none"> <li>Establish data team procedures for how all of the academic achievement indicators are used to determine student proficiency and identify learning needs</li> </ul>	<ul style="list-style-type: none"> <li>Data is used in a formative and summative manner, to inform instruction and determine targets for improvement</li> </ul>	September 2023, ongoing	
	<ul style="list-style-type: none"> <li>Increased student academic achievement is seen across all identified measures</li> </ul>	<ul style="list-style-type: none"> <li>JBES will demonstrate continuous schoolwide improvement across all measures of achievement and growth, students will be at or above state average in standardized statewide testing</li> <li>At least 80% of students will demonstrate proficiency in each content area as indicated by multiple measures applicable to the grade level cohort</li> <li>All students will demonstrate at least one year's worth of growth in literacy and all other</li> </ul>	Ongoing, reported out bi-annually	

		<p>content areas as indicated by grade level assessments and expectations, and/or IEP goals</p> <ul style="list-style-type: none"> <li>• Growth and achievement will be tracked and reported in both grade level cohorts (followed longitudinally ie, grade 2 in year 1 is grade 3 in year 2), and in students who have been enrolled in JBES for at least 3 consecutive years</li> </ul>		
<p><b>Goal IV</b> Student and family engagement</p>	<ul style="list-style-type: none"> <li>• Create systems for improving student attendance</li> </ul>	<ul style="list-style-type: none"> <li>• All students show at least 90% annual attendance.</li> <li>• Use monthly attendance data to monitor trends and outcomes</li> </ul>	<p>June of 2025, report attendance monthly</p>	<p>Administration</p>
	<ul style="list-style-type: none"> <li>• Develop methods to showcase student learning</li> <li>• Provide opportunities for families to learn about curricula</li> <li>• Effectively communicate student current performance levels</li> </ul>	<ul style="list-style-type: none"> <li>• Increased family engagement with student learning and progress, improved parent/guardian understanding of the curriculum (Measures: Family attendance at curriculum informational events, school events, and student-led conferences. Family Surveys each winter and summer)</li> </ul>	<p>June 2023 and ongoing</p>	

	<ul style="list-style-type: none"> <li>Enhance school-wide processes for collecting and presenting data (achievement, growth, engagement, attendance)</li> </ul>	<ul style="list-style-type: none"> <li>School-wide data is reported out to the community twice a year</li> </ul>	Fall 2023 and ongoing	
<b>Goal V</b> Technology and resources	<ul style="list-style-type: none"> <li>Ensure students and staff have reliable, dynamic access to online teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Update the Bartlett School District Technology Plan to ensure funds are budgeted over time to support obsolescence/updates of devices, access to new technologies, and development of infrastructure</li> </ul>	January 2024 and ongoing annually	Administration / Board
	<ul style="list-style-type: none"> <li>Connect families with resources for technology access outside of school as needed</li> </ul>	<ul style="list-style-type: none"> <li>All students have suitable technology access inside and outside of school</li> </ul>		
	<ul style="list-style-type: none"> <li>Ensure books and other classroom resources are assessed regularly keeping them relevant to the student population, accessible to student's academic needs and growth, and updated at no personal cost to staff</li> </ul>	<ul style="list-style-type: none"> <li>Inventory, cataloging, and assessment of classroom resources completed. All classrooms have up-to-date books and resources</li> <li>Ongoing monitoring of classroom resources</li> </ul>		

## b: Social Emotional Learning

We believe that our students should demonstrate self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. We value kindness and compassion, self-motivation, and independence. We want our students to be successful, confident, and important members of their community. Our vision is to have all students ready to learn when school starts each morning. School should be a safe space where students feel that they belong and are able to access the support they need.

Social Emotional Learning Goals	Action steps	Indicators and measures of success	Goal Completion Date	Responsibility
<p><b>High-Level Goal</b>            Improve student and staff Social Emotional Learning (SEL) so that all are able to come to school ready to learn/work, be positive, contributing members of the school community and feel a sense of belonging.</p>				
<p><b>Goal I</b>            Student and Family Engagement</p>	<ul style="list-style-type: none"> <li>Provide opportunities for families and community to learn about SEL at JBES</li> </ul>	<ul style="list-style-type: none"> <li>SEL info is readily available in areas such as the website, newsletters, posters, etc.</li> </ul>	Fall 2023	Administration
	<ul style="list-style-type: none"> <li>Develop methods for communicating student SEL learning and achievement</li> </ul>	<ul style="list-style-type: none"> <li>Parents and guardians have a good understanding of SEL learning and achievement as measured by family engagement and family surveys</li> </ul>	Fall 2024, ongoing	
	<ul style="list-style-type: none"> <li>Increase opportunities for parents and guardians to be part of their child's classroom community</li> </ul>	<ul style="list-style-type: none"> <li>Families are present in school, engaged with field trips and activities, classrooms have parent volunteers</li> </ul>	January 2025, ongoing	

<b>Goal II</b> Consistent, School Wide SEL	<ul style="list-style-type: none"> <li>Schoolwide development of consistent practices in SEL teaching and assessment</li> <li>Expansion of Personal Success Skills use</li> </ul>	<ul style="list-style-type: none"> <li>Schoolwide implementation of common SEL practices</li> <li>Personal Success Skills used consistently across grades</li> </ul>	September 2023	Administration
	<ul style="list-style-type: none"> <li>Develop and implement schoolwide expectations and messaging for behavior and behavioral responses</li> </ul>	<ul style="list-style-type: none"> <li>Staff and students have shared expectations of behavior and consistent responses as appropriate for student developmental stage</li> </ul>	January 2024	
	<ul style="list-style-type: none"> <li>Use project based learning and outdoor experiences to allow students to demonstrate growth and achievement in Personal Success Skills</li> </ul>	<ul style="list-style-type: none"> <li>Development and evidence of consistent application of schoolwide project-based learning rubrics and measurements</li> </ul>	January 2024	
	<ul style="list-style-type: none"> <li>Create an SEL committee to monitor and address SEL use and implementation</li> </ul>	<ul style="list-style-type: none"> <li>SEL Committee formed and has regularly scheduled meetings; Committee provides recommendations on improving SEL processes</li> </ul>	January 2024	
	<ul style="list-style-type: none"> <li>Regularly assess staffing and training needs in the SEL team to meet the needs of all grade levels, provide proactive responses, and support classroom instruction</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient appropriately qualified staff are available to meet the needs of students with no delay, and without reassigning current staff from their scheduled work</li> </ul>	January 2025	

<b>Goal III</b> Improve SEL for Students	<ul style="list-style-type: none"> <li>Regular consistent SEL instruction such as Success Classes in the school schedule across grades</li> </ul>	<ul style="list-style-type: none"> <li>School schedule has time for regular SEL instruction for all grades</li> <li>All students will meet identified growth targets for personal success skills</li> <li>At least 80% of students will demonstrate proficiency in Personal Success Skills</li> </ul>	January 2025	Administration
	<ul style="list-style-type: none"> <li>Ensure all students have appropriate and timely social, emotional, and behavioral supports through school and community based mental health services</li> <li>Develop a system for tracking student needs, interventions and referrals</li> </ul>	<ul style="list-style-type: none"> <li>Minimized delays in students accessing resources</li> <li>Data is collected and used to analyze trends in student needs, referrals, and interventions to inform staff training, school strategies, and staffing decisions</li> </ul>		
	<ul style="list-style-type: none"> <li>Increase school-wide events and opportunities for students to interact across and within grades</li> </ul>	<ul style="list-style-type: none"> <li>Peer relationships and cross-grade relationships developed as seen by increased student interaction in school activities</li> </ul>		
<b>Goal IV</b> Improve SEL for Staff	<ul style="list-style-type: none"> <li>Find opportunities to celebrate staff accomplishments and efforts</li> <li>Review all staff job descriptions and ensure that roles are clearly communicated</li> </ul> <p>***See the "Communication" and</p>	<ul style="list-style-type: none"> <li>Staff job satisfaction and morale is improved as seen by bi-annual staff surveys</li> </ul>	Ongoing	Administration

	“Personnel” sections of the plan for more action steps			
<b>Goal V</b> Social Media and its impact on the Classroom	<ul style="list-style-type: none"> <li>• Direct instruction of technology skills, digital citizenship and appropriate social media use</li> </ul>	<ul style="list-style-type: none"> <li>• Technology skills, digital citizenship and social media use included in SEL teaching time</li> </ul>	June 2025	Administration
	<ul style="list-style-type: none"> <li>• Continue to offer support to families, meeting families desires and needs for workshops, online resources, or other types of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Families are engaged with their preferred method of increasing knowledge and obtaining social media support</li> </ul>		
	<ul style="list-style-type: none"> <li>• Include resources for families on our website to support appropriate technology use at home and offer guidance to work through challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Website contains regularly updated technology and social media resources suitable for family use</li> </ul>		

## c: Co-Curricular

We believe that all students should have the opportunity to be engaged in co-curricular activities that they enjoy, and that appeal to their interests. Our community values before and after-school enrichment opportunities for our students, and through these, their social and personal development, and their connection to our community. We value the connections that are built when students and families are engaged in Bartlett-based activities and athletics.

Co-Curricular Goals	Action steps	Indicators and measures of success	Goal Completion Date	Responsibility
<b>High-Level Goal</b> Increase Co-Curricular offerings and participation with a focus on building Bartlett-based activities and athletics.				
<b>Goal I</b> Student participation	<ul style="list-style-type: none"> <li>● Increase student participation in Bartlett co-curricular activities</li> <li>● Survey and respond to community desires for programming options</li> <li>● Support Bartlett-based enrichment opportunities for all ages throughout the year</li> <li>● Remove accessibility barriers that limit student participation (i.e. coordinate programming with bussing; develop sliding scale/scholarships as needed)</li> <li>● Ensure that co-curricular activities are funded appropriately</li> <li>● Create development programs for sports from elementary through middle school</li> <li>● Coordinate progressive athletics programming with a mentoring role of older students (i.e. middle school students engage with younger</li> </ul>	<ul style="list-style-type: none"> <li>● The majority of Bartlett students are engaged with at least one JBES co-curricular activity offering per school year</li> </ul>	May 2024	Board / Administration
		<ul style="list-style-type: none"> <li>● The majority of Bartlett students are engaged in at least one JBES co-curricular activity offering per trimester</li> </ul>	May 2026	



	grades, and middle school to meet high school role models)			
	<ul style="list-style-type: none"> <li>Ensure that any third-party co-curricular providers for JBES meet JBES needs and expectations, and that a written contract is in place which defines costs and expectations</li> </ul>	<ul style="list-style-type: none"> <li>Written contracts are in place that define costs and expectations</li> </ul>	September 2024	Board / Administration
<b>Goal II</b> Before and after school enrichment	<ul style="list-style-type: none"> <li>Conduct an annual needs assessment to identify what types of before and after school programming are most in demand</li> <li>Implement a comprehensive outreach plan to promote the availability and benefits to families and the community</li> <li>Assess funding requirements and sources</li> <li>Develop an evaluation plan to assess the effectiveness of programming in meeting the needs and expectations of the school community</li> </ul>	<ul style="list-style-type: none"> <li>Needs assessment completed</li> </ul>	January 2024	Board / Administration
		<ul style="list-style-type: none"> <li>Logistical and financial plan is developed to support identified needs</li> </ul>	June 2024	
<b>Goal III</b> Community engagement	<ul style="list-style-type: none"> <li>Foster community relationships to encourage mentors and coaches for after-school programming</li> <li>Increase community support and attendance of programming through communicating and celebrating student activities</li> </ul>	<ul style="list-style-type: none"> <li>Increased community engagement with student activities as seen by attendance at events</li> <li>Community mentors and coaches are readily available</li> </ul>	January 2024	Administration

## 2. Community and Communication

We believe that excellent communication within school, and from school to our community, is the backbone of providing quality education, creating a positive school culture, and engaging our community. We believe communication should be predictable, consistent, timely, and responsive. Families have a desire for ease of communication with school and easy access to information. Staff desires simple and effective internal communication processes. We value the sense of community that exists in school and beyond. We value opportunities for our community to come into our school and share their expertise, and to have the opportunity to build relationships

Community and Communication goals	Action steps	Indicators and measures of success	Goal Completion Date	Responsibility
<b>High-Level Goal</b> Improve internal and external communication processes and increase community engagement.				
<b>Goal I</b> Internal staff and administration communication processes	<ul style="list-style-type: none"> <li>Initiate bi-monthly all staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>Regularly scheduled staff meetings that meet the needs of staff and administration for communication</li> </ul>	August 2023	Administration
	<ul style="list-style-type: none"> <li>Create a simple process for internal communication pathways with defined roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Administration and staff have defined roles and responsibilities related to communication</li> </ul>	August 2023	
	<ul style="list-style-type: none"> <li>Provide forums for continuous evaluation of internal communication processes</li> </ul>	<ul style="list-style-type: none"> <li>Positive staff feedback on communication methods as seen in annual climate survey</li> </ul>	Ongoing	

<b>Goal II</b> Emergency Communication processes	<ul style="list-style-type: none"> <li>• Conduct a full assessment of current day-to-day and emergency communication protocols and processes; Collect internal and external data and information on potential communication solutions</li> <li>• Make recommendations for procedures and hardware updates</li> <li>• Ensure necessary hardware for established communication process is available to all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment completed and appropriate recommendations made to the board</li> <li>• Hardware updates are completed</li> </ul>	August 2023  Pending Assessment	Board / Administration
	<ul style="list-style-type: none"> <li>• Define and clearly communicate roles to all staff</li> </ul>	<ul style="list-style-type: none"> <li>• All staff have clear roles and expectations</li> <li>• All building staff have up-to-date and demonstrated awareness of emergency protocols</li> </ul>	September 2023	
<b>Goal III</b> School to family/community communication	<ul style="list-style-type: none"> <li>• Create a simple and consistent process for internal to external communications</li> <li>• Define staff roles and expectations in communication processes</li> </ul>	<ul style="list-style-type: none"> <li>• Improved school-to-family communication as seen by positive feedback in bi-annual family surveys</li> <li>• Ongoing positive feedback on communication processes in bi-annual staff surveys</li> </ul>	June 2023 and ongoing	Administration
	<ul style="list-style-type: none"> <li>• Launch and maintain a new high-quality school website</li> </ul>	<ul style="list-style-type: none"> <li>• High-quality, well-maintained website that meets family and community needs; Positive feedback on the website from the community</li> </ul>	Ongoing	

	<ul style="list-style-type: none"> <li>● Critically evaluate the current use of 3rd party apps for parent communication</li> </ul>	<ul style="list-style-type: none"> <li>● Selective 3rd party app use for communication and positive staff and parent feedback on their use</li> </ul>	December 2023 and ongoing	
	<ul style="list-style-type: none"> <li>● Create a communications advisory group of parents, community members, and staff to evaluate ongoing communication and make recommendations</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing feedback on communication needs is collected and used to continually optimize procedures</li> </ul>	June 2023 and ongoing	
	<ul style="list-style-type: none"> <li>● Communicate a broader community understanding of JBES successes, plans, and events via local media, social media, and in-person events</li> </ul>	<ul style="list-style-type: none"> <li>● Increased communication to the Bartlett community via local media and social media</li> <li>● Increased family and community attendance at school events</li> </ul>	ongoing	
<b>Goal IV</b> Community engagement	<ul style="list-style-type: none"> <li>● Create opportunities for community members to contribute to and attend school events</li> <li>● Create opportunities for student work to be showcased</li> </ul>	<ul style="list-style-type: none"> <li>● Annual events are open to the community and are well marketed and attended</li> </ul>	September 2024 and ongoing	Administration
	<ul style="list-style-type: none"> <li>● Encourage opportunities for community members to share their areas of expertise with students</li> </ul>	<ul style="list-style-type: none"> <li>● JBES develops and maintains community resources; Community members are welcomed for co-curricular programming, classroom assistance, and specific areas of student enrichment.</li> </ul>		

	<ul style="list-style-type: none"><li>• Foster a relationship with the PTO that benefits students, staff, and families</li></ul>	<ul style="list-style-type: none"><li>• PTO is an integrated part of JBES that is welcomed to provide support for JBES activities and needs</li></ul>		
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### 3. Personnel

The Bartlett community values our caring and dedicated staff who know their students well. The Bartlett School District recognizes that high job satisfaction with positive workplace morale, a supportive community, competitive salaries, and investment in individual growth are all critical in hiring and retaining excellent staff. All staff want to feel valued, respected, and supported, have job satisfaction, and want to be able to grow in their role.

Personnel goals	Action steps	Indicators and measures of success	Goal Completion Date	Responsibility
<b>High-Level Goal</b> Improve staff retention and qualified candidate pool for open positions.				
<b>Goal I</b> Develop competitive compensation offerings.	<ul style="list-style-type: none"> <li>● Perform an analysis of the total compensation packages (salary, health insurance, other benefits) of regional and statewide schools, for use in informing contract negotiations and policies</li> <li>● Adjust compensation for contracted and non-contracted staff to be competitive with equivalent positions in regional schools</li> </ul>	<ul style="list-style-type: none"> <li>● Compensation analyses are completed</li> <li>● Ensure that all staff is at least at the median salary wages of comparative regional and statewide districts</li> </ul>	2023 and ongoing	Board

	<ul style="list-style-type: none"> <li>• Perform an annual analysis of benefits packages (retirement, health insurance, quality of life benefits) to remain competitive with regional and statewide schools while managing increased costs to the community</li> <li>• Foster family-friendly workplace practices (examples are maternity and paternity leave, flexible work hours, children of non-Bartlett resident staff attend JBES with reduced / no tuition) in concert with considerations of the needs of JBES staff, students, and the community</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis completed and recommendations made</li> </ul>	2024 and ongoing	
<b>Goal II</b> Culture and vision, staff retention	<ul style="list-style-type: none"> <li>• Conduct an annual all-staff climate survey to identify factors leading to retention</li> <li>• Use information from exit surveys and interviews to address future staff retention</li> </ul>	<ul style="list-style-type: none"> <li>• Exit interviews and annual surveys are used to identify and address staff retention needs</li> </ul>	June 2027	Administration
	<ul style="list-style-type: none"> <li>• Develop a whole school vision of success; Align professional development and evaluations with this vision</li> <li>• Provide career development and growth opportunities for all staff through professional development, mentoring and coaching, and effective goal setting and evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Annual staff turnover is 10% or less.</li> <li>• Improve staff-reported job satisfaction on an annual school-wide climate survey</li> </ul>	By 2028  Ongoing	

	<ul style="list-style-type: none"> <li>• Create a positive school climate and culture through whole school and staff events</li> <li>• Improve administration and staff communication through simplified and consistent communication methods</li> </ul> <p>** See communication goals</p>			
<b>Goal III</b> Hiring	<ul style="list-style-type: none"> <li>• Develop partnerships with local educator training institutions to increase qualified applicants</li> <li>• Regularly evaluate salary schedule to attract experienced teaching staff to JBES</li> </ul>	<ul style="list-style-type: none"> <li>• Experience competitive hiring processes for all open positions with many qualified candidates</li> </ul>	September 2024	Board / Administration
	<ul style="list-style-type: none"> <li>• Review collective bargaining agreements and personnel policy language to support the hiring of highly qualified and experienced staff members</li> </ul>	<ul style="list-style-type: none"> <li>• Fill open positions with qualified candidates in a timely manner</li> </ul>	September 2025	
	<ul style="list-style-type: none"> <li>• Reassess starting salaries for new staff to be competitive with regional and district schools</li> </ul>	<ul style="list-style-type: none"> <li>• Starting salaries and salary schedules are competitive with comparative regional and statewide districts</li> </ul>	June 2024	



## 4. Preschool

Our community values the enrichment and services that the JBES preschool provides. We want to maintain our public preschool and ensure it continues to meet the needs of our community

Preschool Goals	Action steps	Indicators and measures of success	Goal Completion Date	Responsibility
<b>High-Level Goal</b> Ensure that JBES Preschool meets the needs of our community				
<b>Goal I</b> Preschool needs assessment	<ul style="list-style-type: none"> <li>● Perform an annual assessment of the preschool waitlist</li> <li>● Perform an annual estimate of future community preschool needs</li> </ul>	<ul style="list-style-type: none"> <li>● Preschool operates with a zero waiting list and all student needs are met appropriately, while managing increased costs to the community</li> </ul>	Annual (Fall)	Board / Administration
<b>Goal II</b> Preschool resources assessment	<ul style="list-style-type: none"> <li>● Match preschool staffing and facilities to waitlist and estimated future needs</li> <li>● Assess options for busing</li> </ul>	<ul style="list-style-type: none"> <li>● Annual assessment of projected needs and costs is carried out</li> </ul>	Ongoing	Board / Administration

## 5. High School

Our community wants an excellent high school experience for our students. We value the Career and Technical Education available at Kennett High School, and the flexible educational options available to all students. Our community is curious to learn about alternative high school options and wants to be able to make informed decisions about high school education for our students after 2027

High School Goals	Action steps	Indicators and measures of success	Goal Completion Date	Responsibility
<p><b>High-Level Goal</b> Ensure that all Bartlett students are afforded excellent opportunities for high school education.</p>				
<p><b>Goal I</b> Develop a plan for educating grade 9-12 students after the expiration of the Conway tuition agreement (2027)</p>	<ul style="list-style-type: none"> <li>Establish a committee to explore all options for educating grade 9-12 students</li> </ul>	<ul style="list-style-type: none"> <li>Subcommittee will be established and will make recommendations to the BSB</li> </ul>	August 2023	Board
	<ul style="list-style-type: none"> <li>Review the current tuition contract and make recommendations for negotiations (Kennett and/or others)</li> </ul>	<ul style="list-style-type: none"> <li>Notify Conway of intent to continue with contract or not</li> <li>Negotiate a tuition contract with a school of record for 9-12 students</li> </ul>	June 2024  December 2026	
	<ul style="list-style-type: none"> <li>Explore options for educating individual students outside of tuition agreements (i.e. EFA-Education Freedom Accounts, VLACS, Charter Schools, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Establish procedures for families and students to access educational opportunities outside of tuition agreement</li> </ul>	December 2026	

	<ul style="list-style-type: none"> <li>Assess options for student transportation including scheduling and cost</li> </ul>	<ul style="list-style-type: none"> <li>All student transportation needs are met in an efficient manner</li> </ul>	2026	
<b>Goal II</b> Communication	<ul style="list-style-type: none"> <li>Ensure that data collected around high school options are available to all, and that decision-making processes are transparent and clearly communicated</li> </ul>	<ul style="list-style-type: none"> <li>The Bartlett school community has readily accessible, up to date, relevant information about high school options, tuition contract negotiations, and decision processes</li> </ul>	ongoing	Board

## 6. Facilities

The health and safety of our students while at school is vital to their ongoing health and wellness. We believe that students and staff should be safe while in the building. We believe that the school building and grounds should be maintained to meet the needs of current and future students.

Facilities	Action steps	Indicators and measures of success	Goal Completion Date	Responsibility
<b>High-Level Goal</b> Provide and maintain safe and healthy facilities for all students and staff				
<b>Goal I</b> School safety	<ul style="list-style-type: none"> <li>Review recent assessments of facilities, identify and prioritize recommendations adopted and those yet to be completed</li> </ul>	<ul style="list-style-type: none"> <li>Needs are prioritized in collaboration with the Facilities Committee and budgeted accordingly</li> <li>Funding is available to support recommended safety measures</li> </ul>	July 2023  ongoing	Board / Administration
	<ul style="list-style-type: none"> <li>Collaborate with appropriate organizations (including but not limited to Homeland Security, NH DOE Facilities, Local, County, and State Police, and local Fire &amp; Rescue) to re-evaluate the facility and identify opportunities to increase safety and security</li> </ul>	<ul style="list-style-type: none"> <li>Work with emergency management staff for training, practice drills, and procedures</li> </ul>	annually	

<b>Goal II</b> Facilities maintenance	<ul style="list-style-type: none"> <li>Develop, annually update, and communicate a five-year plan to secure funding for identified facility and physical resource needs</li> </ul>	<ul style="list-style-type: none"> <li>Annual plan is reviewed by the Bartlett Facility Committee and used to develop a budget strategy to address prioritized needs</li> </ul>	Ongoing	Board / Administration
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### III. Recommendations for Implementation and Tracking

- The Bartlett School Board will collaborate with JBES administration to identify the most significant priorities in this strategic plan.
- Reports on progress against goals will be provided by the board and administration on the following schedule, with dates to be decided by the Bartlett School Board:
  - 2023 / 2024 - quarterly
  - 2024 / 2025 - quarterly
  - 2025 / 2026 - biannually
  - 2026 / 2027 - biannually
  - 2027 / 2028 - annually
- A strategic plan monitoring tool will be developed and used to track progress against goals.

## IV. Acknowledgments

The Bartlett School Board Strategic Planning Steering Committee would like to thank the many people who have contributed their time and effort to the development of this plan. We are grateful for the dedication that administration, staff, parents, and community members have shown their commitment to developing a vision for The Bartlett School District for the next 5 years.

Emily Calderwood, Andrew Light, Kevin Richard, Joe Yahna, Kristina Beadle, Kelly Tonkery, and Steve Hempel  
(The Bartlett Strategic Planning Steering Committee)