



Date: November 18, 2008

To: Normand Tanguay, Superintendent, and the Fremont School Board

From: Gary Baker, NESDEC

Re: Proposed Strategic Targets for the Fremont Strategic Plan

**FREMONT SCHOOL DISTRICT
(NH SAU #83)**

Proposed Strategic Targets

The following strategic targets came from the input received at the three focus group meetings with:

- the school board and administration held on November 11, 2008
- the staff of the schools held on November 12, 2008
- the community also held on November 12, 2008

The highest priority issues or concerns that were identified are listed in order from highest to lowest priority for each of the three groups. The strategic targets have been determined by combining the top priorities from each of the three focus groups. Highest priority is given to those that are repeated or are similar in two or three of the focus groups. Two questions were asked, one related to the strategic plan and one related to the principal search. The same question related to the strategic plan was asked of all three groups:

What issues or concerns do you think the school district should address in the next few years?

School Board and Administration Focus Group, Nov.11, 2008 (8 participants)

1. Focus on communications
2. How to attract a strong staff
3. Fremont students attaining Annual Yearly Progress (AYP)
4. Support from the community
5. Facility needs
6. Implementing the Follow the Child Program
7. Defining a “community school”
8. Addressing inequity in Sanborn High School tuition
9. Cost effectiveness
10. Work with community on what children need to know and be able to do
11. What grade configuration is best for Fremont (e.g. grade 5 in elementary or middle school)
12. Foreign language throughout the grades
13. Develop standards based curriculum
14. Determine whether middle school meets state standards
15. Align curriculum to the Sanborn High School curriculum
16. Develop adult/community education program
17. Use data to improve instruction
18. Improve public perception of Fremont education

The following items mentioned in the brainstorming did not receive any points in the prioritizing process:

- Full day Kindergarten
- Uniformity between the elementary and middle school levels as appropriate
- Tracking Fremont students at the High School
- Teacher and Administrator mentoring programs

Staff Focus Group, Nov. 12, 2008 (19 participants)

1. Communications (administration to staff)
2. Consider two schools (instead of one)
3. Space problems
4. A Special Education Director (separate from the principal)
5. Professional Development (especially more direction on the three year certification plan)
6. Differences between administrators K-8, need for collaboration for one message
7. Time for curriculum discussion among staff
8. Curriculum sequence
9. Curriculum Director
10. Emphasize positives of the Ellis School with the community
11. Need for science experiments and practical arts i.e. hands on curriculum

12. Help students prepare for the high school experience, i.e. have parallel support systems
13. Security
14. Give earlier notice of staff projects, need prep time

The following items mentioned in the brainstorming did not receive any points in the prioritizing process:

- *Discipline consistency*
- *Foreign language*
- *Coordination with Sanborn High School curriculum*
- *School-community communications*
- *Provide for Fremont students as is provided for students in other town*

Community Focus Group, Nov. 12, 2008 (30 participants)

1. Re-focus on the basic academic program (e.g. reading, math, science, history, foreign language, technology) not exploratory programs
2. Emphasize academic excellence, improve test scores
3. Discipline
4. School-parent communications
5. Strong leadership
6. Respect for all in district from the top down
7. Review PBIS as a disciplinary program
8. Zero tolerance for misbehavior, in school and on busses
9. Safety
10. District-parent communications
11. Space
12. Review standard-based reporting
13. Restore honor roll
14. Make teachers and students accountable
15. Control costs and waste
16. Expand music (e.g. band)
17. Clarify behavior expectations and misbehavior consequences
18. Establish balance between regular education and special education
19. Clarify mission statement (should be visible throughout district)
20. Train teachers for standard-based education
21. More challenging courses
22. Implement anti-bullying program
23. Establish consistency from class to class
24. More communications to parents re: grades, ranks
25. School ranking vs. other schools in the state

The following items mentioned in the brainstorming did not receive any points in the prioritizing process:

- Criteria for special education students leaving classrooms
- Cleanliness and organization of building
- Policy for “going Green”
- Review cafeteria time etc.
- Review “Everyday Math”
- Review recess policy (e.g. the number of recesses at every level)

Strategic Targets

In analyzing the responses from the three focus groups there were just a few topics that all three groups had in common that were among their highest priorities. One was related to communications (communications between the administration and staff, between the district and community and between teachers and parents). Another was concerned with curriculum or student achievement. A third area mentioned as a high priority in all three focus groups was staffing/staff development.

Not mentioned as frequently, but still a high priority in all three groups was facility or space needs. Clarifying student expectations, both academically and behaviorally, was referenced fairly often and was a high priority in two of the groups. Grade and administrative organization was a high priority in one of the groups and was mentioned in the other two groups.

Therefore, it would seem that six strategic targets should be considered for the strategic plan. They are listed below. Each is followed by the focus group references, numbered in order of priority. Some specific suggestions were related to more than one strategic target.

1. Communications

Board/Administration Focus Group References: 1, 4, 7, 10, 16, 18

Staff Focus Group References: 1, 7, 10,14

Community Focus Group References: 4, 6,10,17,19, 24

(Total References: 16, Highest Priorities: 1, 1, 4)

2. Curriculum or Student Achievement

Board/Administration Focus Group References: 3, 6, 10, 12, 13, 14, 15, 16, 17

Staff Focus Group References: 7, 8, 9, 11, 12

Community Focus Group References: 1, 2, 12, 13, 16,18, 21

(Total References: 21, Highest Priorities 1, 3, 7)

3. Staffing and Staff Development

Board/Administration Focus Group References: 2

Staff Focus Group References: 4, 5, 9

Community Focus Group References: 5, 14, 20

(Total References: 7, Highest Priorities: 2, 4, 5)

4. Student Expectations, Academically and Behaviorally

Board/Administration Focus Group: 3, 19

Staff Focus Group References: 12, (Mentioned in brainstorming)

Community Focus Group References: 3, 7, 8, 14, 17, 22

(Total References: 10, Highest Priorities: 3, 3, 12)

5. Facility/Space Needs

Board/Administration Focus Group References: 5

Staff Focus Group References: 2,3

Community Focus Group References: 11

(Total References: 4, Highest Priorities 2, 5, 11)

6. Grade and Administrative Organization

Board/Administration Focus Group References: 11

Staff Focus Group References: 2, 4, 6, 9

Community Focus Group References: 18, 23

(Total References: 7, Highest Priorities: 2, 11, 18)

Please let me know if there is agreement with the strategic targets that I have identified from the focus groups. I will then begin to develop a draft of the goals and objectives for each strategic target as part of the strategic plan.