



Timberlane Regional School District Minutes

Type of Meeting	Strategic Planning Committee
Date	6/12/23
Facilitator	Justin Krieger
Attendees	Mark Sherwood, Kim McCormick, Sandy Allaire, Brie Woodworth, Karl Ingoldsby, Don Woodworth, Justin Krieger, Meaghan Guanci
Agenda	Review the feedback from the community and review the Strategic Plan
Notetaker	Meaghan Guanci

TOPIC: Reviewing Jack's Feedback

Discussion:

- Acronyms utilized throughout may not transfer well to those not in the education field
- Seems to be more support for staff than for students-> will this translate to students directly benefiting?
- SEL- Concerns regarding students potentially being taken out of classroom more or support in SEL-> some staff have expressed to board members that they wish to have more staff in building vs. SEL resources and are some of the SEL pieces taking away from academic time.
 - Soft start time
 - Group discussed that most students are arriving in buildings between 8:20-8:35 and some then grab breakfast. Soft start refers to students having choices in the AM when entering the classroom and waiting for all of their peers to arrive. Many classrooms involve choices connected to academics as well.
- Personalized Competency Based Education- What is that?
 - Law in NH since 2008 that schools are competency based
 - Competencies at their truest level are individualized-> there are infinite number of ways for students to showcase and demonstrate their knowledge (students have multiple ways to demonstrate their learning to attain the same goal)
 - Discussion surrounding students who may lack motivation and how does that translate
 - Discussion surrounding examples of how competencies are measured and if it pinpoints true student acquisition of skills and knowledge
 - I.e. Research and writing-> students have the ability to select a topic of their choice -> student passionate about mechanics in an American Studies course writes a research paper about how the automobile shaped the culture and the interstate highway system
 - Discussion about personalizing learning in order to best meet students where their needs are
 - Example from a board member shared about her daughter's experience
 - Regents NY example



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- Competency based learning-> think of driving a car- one student can pass the test with 100% but when they're on the road, they can be the worst driver-> we're asking kids to drive the car- the bar is high and in some respects may be harder
- Discussion about intrinsic and extrinsic motivation
- Underrepresented populations
- Conversation around blended systems (grading and competencies) and how a student can progress
 - Example about Foreign Language competencies-> the competencies are the same to each level BUT the language proficiency progresses to become more complex

Conclusions:	
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Action Items	Person Responsible / Deadline

TOPIC: Strategic Plan- Piece by piece
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Discussion:	
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Discussion about the Timberlane Graduate

- Do we use this? What is our goal?
- This captures a “good human being”- these are all skills that parents, teachers, staff can all agree upon
- Discussion about test scores

Discussion about tasks and action steps

- Rationale behind tasks and some may be difficult to reach-> setting a high bar and working towards reaching each one. If a task is not reached, that brings us question to look at the work, the goal and why it wasn't reached, what needs to be put in place to support, etc.
- Discussion about previous Strategic Plan and how it was too large of a document, too many boxes to check, etc. this one is crafted to be more user friendly and with suggested end dates-> it is a fluid document that will continue to be revisited
- Discussion about the purpose of the Strategic Plan
 - Glossary will be added as a supportive measure to make document more accessible in regards to terminology that may not be clear to those who are not in education.
 - This will not occur prior to Thursday's board meeting
- Team reviewed goals in each section
 - Made some revisions to the tasks associated with Goal 3 in Community, Connection, and Communication



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Conclusions:		
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