

Raymond School District 2019-2023 Strategic Plan

Approved by the Raymond School Board: July 11, 2018

Update Approved: July 24, 2019

OUR VISION

**Uniting our school district
and community
to prepare students for future success;
*ready for anything!***

The story behind our New Vision and Strategic Plan

In May 2018, members of the SAU 33 Administrative Leadership Team met to review the status of the District's existing Strategic Plan. The team assessed the current Strategic Plan with an emphasis on identifying the skills, knowledge, and habits our students need to be ready to succeed in a rapidly changing, globally competitive, and increasingly complex world.

The administrative team agreed that a focus on redesigning curriculum, instruction and assessment, along with building and developing a stronger

workforce, would best help prepare our students to meaningfully compete and contribute in the 21st century.

In June 2018, the District formed a Strategic Planning Steering Committee to draft a five year Vision and a renewed Strategic Plan for the School District. This Committee, which was facilitated by Mark Dolan of the New Hampshire School Board Association, was made up of members of the school and the community bringing energy, passion and multiple perspectives on a variety of issues. The District thanks the following individuals for serving on this important committee:

Janice Arsenault
Pat Arsenault
Bob Bickford
Fiona Coomey
Mary DeFlumeri
Andrea Elliott
Tina McCoy
Mike Whaland
Jonathan Wood
Kevin Woods
Steve Woodward
Art Wolinsky
Laura Yacek

Stakeholders representing the greater Raymond community were invited to attend a *Community Conversation on Education*, hosted by members of the Steering Committee. This event was held in June of 2018 at the Iber Holmes Gove Middle School, where Members of the Steering Committee were on hand to solicit and record community input on important educational issues that should be considered as the Strategic Plan was renewed.

The committee then used the information gathered from stakeholders to craft a new Vision Statement for the Raymond School District.

Subsequently, it identified corresponding Focus Areas and developed Goals and Strategies that would move the District toward the vision. As stated on the first page of this document, the new vision statement is:

**Uniting our school district and community
to prepare students for future success; *ready for anything!***

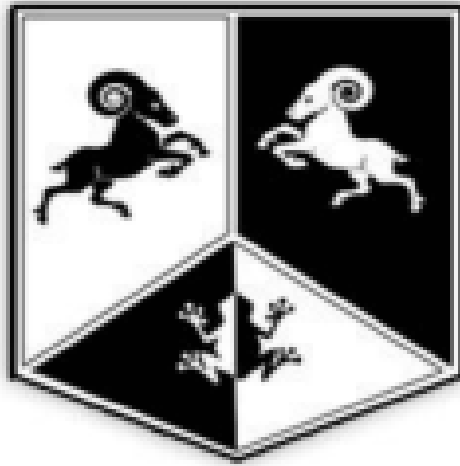
This newly developed vision statement is a key component of the Strategic Plan since it will serve to guide actions and improvements in the next several years. The Vision articulates a future-based picture of where we would like our school system to be in five years' time. It reflects the aspirational themes that emerged as members of the steering committee spoke to stakeholders in the community and within the District. Prior to this renewal, the Strategic Plan for the District did not include a vision statement.

The existing mission statement of the District was reviewed by the committee, which determined that it was still relevant and appropriate.

Our Mission Statement

**The mission of the Raymond School District is to ensure
high levels of learning for all.**

**Through innovation and collaboration with our community,
we will encourage and challenge each student with a
rigorous and relevant program.**



2019-2023 Strategic Plan Goals and Strategies

The following goals and strategies, designed to move our school system toward achieving the District vision, will be revisited and updated annually.

<u>Focus Area:</u> Curriculum, Instruction and Assessment
<u>Goal Statement 1:</u> By 2023, at least 80% of all students in grades K-12 will demonstrate mastery of grade level standards in the subjects of reading, writing and mathematics.

Strategies:

Curriculum

Year 1 (2018-19):

- Establish a working steering committee for curriculum work in the District, to include a cross-section of stakeholders.
- Basic curriculum documents including scope and sequence, along with major units of instruction, will be developed and vetted for all courses/subjects and grade levels K-12.

Year 2 (2019-20):

- Continue the work of a District level curriculum steering committee to provide input in relation to necessary professional learning activities, potential new programs, and the further refinement of curriculum documents.
- Expand on basic curriculum documents to a higher level of detail to include components such as (but not limited to) essential/overarching questions, cross curricular connections and common assessments.
- Develop a formal process for measuring the alignment between the written and taught curriculum.

Year 3 (2020-21):

- Establish and begin implementation of a formal curriculum review/improvement cycle to include a Board approval process.
- Adjust curriculum documents as needed based on student achievement data.

- Implement a formal process for measuring the alignment between the written and taught curriculum.

Instruction

Year 1 (2018-19):

- Provide targeted professional learning pertaining to student engagement, rigor, differentiated instruction and other instructional strategies as defined in the Raymond Educator Effectiveness Plan.
- At all schools establish or strengthen multi-tiered systems of support that realistically outline how the schools identify and instruct students who are struggling with grade level standards in the areas of reading, writing and mathematics.

Year 2 (2019-20):

- Implement the designated scope and sequence of instruction in all courses and subjects as outlined in curriculum documents.
- Integrate strategies to differentiate, engage and challenge students at all levels as part of general classroom instruction.
- Implement established procedures to provide effective remedial instruction to students who are struggling in accord with criteria established for reading, writing and mathematics.

Year 3 (2020-21):

- Teachers in all schools will fully instruct in accord with the established and refined curriculum documents.

- Established, and written, procedures to provide multi-tiered systems of support will be implemented, assessed and improved at all three schools.
- Teachers will be provided with professional development so that they can effectively integrate into learning activities age-appropriate strategies that foster student agency by providing opportunities to set goals and reflect upon the results to guide their own learning process.

Assessment

Year 1 (2018-19):

- Implement competency based grading.
- Begin to develop and use consistent rubrics in all subject areas and for designated work study practices on competency based report cards.

Year 2 (2019-20):

- Continue to refine and implement rubrics aligned with competency based grading.
- Develop and use assessments that will be commonly used by grade level or (multi-section) course teachers (common summative assessments).
- Continue training on common assessments that require real-world connections and the integration of a wide range of academic skills to solve relevant subject area problems (quality performance assessments).

Year 3 (2020-21):

- For all courses and subjects at every grade level, implement at least one common summative assessment and one quality performance assessment per term.
- Compare cross-class performance as part of embedded professional learning activities for teachers.
- Examine District data and stakeholder input to recommend potential improvements to curriculum documents and grading processes and to ensure alignment with school/District core values and beliefs about learning.

Focus Area: Curriculum, Instruction and Assessment

Goal Statement 2:

By 2022 the District will develop and consistently implement a K-12 STEM (Science, Technology, Engineering and Math) program.

Strategies:**Year 1 (2018-19):**

- Collaboratively research, select and plan for a Pilot of an appropriate K-12 STEM program.
- Ascertain budget implications for a K-12 STEM program, and prepare detailed recommendations for use during budget consideration/cycle for fiscal year 2021.

Year 2 (2019-20):

- Implement a Pilot of the selected program with periodic monitoring, assessment and reflection of implementation effectiveness.
- Propose and justify identified budgetary needs during the budget process.
- Plan and carry out professional development activities for teachers in preparation for K-12 implementation.

Year 3 (2020-21):

- Implement the STEM program K-12.
- Provide ongoing professional development to support the successful implementation of the new program.
- Collaboratively assess and reflect on the program once per term, and make adjustments as warranted.
- Create a formal process for evaluating the effectiveness of the program going forward.

Focus Area: Curriculum, Instruction and Assessment

Goal Statement 3:

By 2021 the library/media program for students in all three of our K-12 schools will be restructured to reflect a consistent philosophy and approach that promotes library-media services as an integral resource for classroom instruction, and supports the teaching and learning process by emphasizing research skills and curriculum-based critical thinking.

Strategies:

Year 1 (2018-19):

- Review survey results and recommendations from the library/media work group to determine specific next steps and align work across buildings to create comprehensive district initiative.

Year 2 (2019-20):

- Optimize each school's unified arts schedules to provide integration of library media specialists as a push in service and resource rather than a stand-alone unified arts course.
- Collaboratively outline and implement consistent K-12 processes, procedures and strategies to maximize the value of library-media services as a resource for students and educators.

Year 3 (2020-21):

- Build cross curricular connections through Library/Media to integrate and enhance research skills and embed scholarly writing into the general curriculum.

Focus Area: Strengthen and Support the Workforce

Goal Statement 1:

The Raymond School District will develop a comprehensive induction program for all staff new to the School District

Strategies:**Year 1 (2018-19):**

- Establish a diverse Workforce Committee to gather feedback from current staff and to collaborate to improve the induction program for all new employees.
- Gather and review feedback from current staff.
- The Workforce Committee will develop a draft/pilot induction program which may include, but will not be limited to, trainings, learning resources, formal mentoring or peer coaching.

Year 2 (2019-20):

- Resources necessary to fully implement all newly developed employee induction programs will be proposed as part of the

fiscal year 2021 budget process.

- The induction programs will be tested/piloted to the greatest extent possible without specifically designated funding.
- Gather feedback from those who participate in the pilot induction programs; adjust the plans according to relevant feedback.

Year 3 (2020-21):

- Implement all newly developed or improved induction programs during the 2020/21 school year in accord with the established budget.

Goal Statement 2:

The Raymond School District Leadership Team will provide opportunities for employees throughout the District to be supported to continuously increase their skills and knowledge.

Strategies:

Year 1 (2018-19):

- A committee will be established to investigate peer coaching models and select an approach through research, book studies and communication with staff and students.

Year 2 (2019-20):

- The committee will solicit and select volunteers from across the district, engage in training, and serve as peer coaches to other

employees in accord with the recommended approach/model.

- By the end of the school year, the committee will evaluate the effectiveness of the program to date, and gather feedback from participants. Warranted adjustments to the program will be made.

Year 3 (2020-21):

- The adjusted and refined peer coaching program will be finalized in writing and implemented across the District.
- The Educator Effectiveness Plan Committee will meet to review the peer coaching program and consider whether or not it should be incorporated into the Educator Effectiveness Plan and, if so, in what way.

Focus Area: Community, Family, Business Engagement and Student Involvement

Goal Statement 1:

The Raymond School District will develop a written and actionable plan to increase targeted community, family and business engagement in our schools.

Strategies:

Year 1 (2018-19):

- Identify specific events and/or subject areas or courses that community members or family members with special skills or expertise may be able to assist the schools with.
- Conduct strategic outreach to community organizations (i.e. churches, senior center, community organizations and businesses, etc.), to solicit help with specific events or content.
- Create and maintain a database of parental/community organizations/business resources by activity type, content and availability. Develop and distribute information regarding the steps/processes necessary for District employees to appropriately access the targeted volunteers.

Year 2 (2019-20):

- Designate one employee at each school to serve as a volunteer coordinator or point person.
- Implement the Program and devise a consistent way to gather constructive feedback from participants (volunteers, employees, and students as appropriate).
- Assess the effectiveness of the program and incorporate improvements as needed.

Year 3 (2020-21):

- Update the database and establish a viable protocol for keeping it updated and accessible on a regular basis.
- Continue to implement the program and evaluate its effectiveness.

Goal Statement 2:

The Raymond School District will develop a plan to increase availability of shadowing/internship/work study with professional organizations, businesses, and entrepreneurs.

Strategies:**Year 1 (2018-19):**

- Identify the areas of interest or need (i.e. health care, finances, trade, STEM, etc.) by surveying students.
- Identify corresponding organizations or resources (i.e. health care facilities, bank, financial services, trade unions, technology and engineering firms, etc.) as potential partners to allow or sponsor learning opportunities for students.
- Create a database of organizations/resources.
- Conduct outreach to professional organizations to determine interest or willingness to collaborate with the District by allowing job shadowing, internships or work study opportunities.

Year 2 (2019-20):

- Identify and propose the financial resources necessary to significantly expand community based extended learning opportunities (job shadowing, internships and/or work study programs) in the District as part of the budget development process.
- Outline, refine and write practices and procedures for the placement of students and responsibilities of participating organizations.
- Determine the criteria for assessing credit for activities, and promote the potential increased opportunities at the designated locations with eligible students.

- Work with students to arrange the extended learning (job related) opportunity placements for as many students as feasible.

Year 3 (2020-21):

- Using the database and protocols, implement the program as developed.
- Increase the percentage of high school students who engage in one or more internships or work-study experiences during their middle or high school career.
- Develop and implement a consistent mechanism or strategy for assessing the educational benefits each placement at each organization, as well as the effectiveness of the overall program.

Focus Area: Communication

Goal Statement 1:

The Raymond School District will expand communication to the larger community beyond students and parents or guardians through targeted messages.

Strategies:**Year 1 (2018-19):**

- Identify all segments of the community to reach and the communication methods/tools that are available.
- Match the most appropriate methods to the identified segments of the community.
- Match the specific types of messages to the identified segments of the community and communication methods.

Year 2 (2019-20):

- Improve the consistency, the stakeholder appeal, and the organization of the District and school websites, electronic calendars and weekly parent communications.
- Assess the effectiveness of the revised communication strategies identified and implemented.
- Make necessary adjustments to further enhance communication to the population beyond parents and students.

Year 3 (2020-21):

- Conduct focus groups with a range of stakeholders to gather information about the effectiveness of the communication strategies in place.
- Evaluate the data gathered and make adjustments as appropriate.

Goal Statement 2:

The Raymond School District will use technology to centralize and

index information for the public to access as part of an information hub for outgoing and incoming communications.

Strategies:

Year 1 (2018-19):

- Identify the technology that can be used to index public information to make it 'searchable' by any interested party.
- Outline the method or process that will make this a standard operating procedure.
- Begin implementing the process using current resources.
- Identify the type of individual or amount manpower necessary to support the process, and propose any identified funds during the fiscal year 2020 budget process.

Year 2 (2019-20):

- Routine, outgoing communication from the District and schools intended to inform parents or guardians and/or the public will be archived in a consistently organized fashion and made available on the school or District website in a conspicuous location.

Year 3 (2020-21):

- Conduct focus groups to assess the functionality and effectiveness of the District's and schools' communication systems (ex. Ease of searches, user-friendliness, etc.).
- Make adjustments to communication methods or strategies based on user feedback.

Focus Area: Safe and Secure School Environment

Goal Statement 1:

The students of Raymond School District will express or demonstrate that they feel safe and supported, and that they believe their voices are heard and valued.

Strategies:

Year 1 (2018-19):

- Conduct or examine a baseline student survey and data to take steps to strengthen the District-wide campaigns/programs that provide social and emotional support for students (e.g. anti bullying).
- Provide ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training to all staff and students.
- Include budget requirements for expanded this programs or campaigns as part of the proposed 2019-20 school budget.

Year 2 (2019-20):

- Expand staff training on staff-student relationship building and positive school culture to high school staff and new hires.

- Examine student data (behavioral and survey) to determine potential impact, gauge the effectiveness of training and/or initiatives and adjust the programs going forward.

Year 3 (2020-21):

- Ongoing training, targeted programming and formal evaluation of effectiveness of programs designed to strengthen student safety and positive school culture while reducing discipline challenges and bullying.