



Raymond School District Strategic Plan

January 2019 Update



Our Vision

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

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.

Focus Areas

- Curriculum, Instruction and Assessment
- Strengthen and Support the Workforce
- Community, Family and Business Engagement and Student Involvement
- Communication
- Safe and Secure School Environment

Curriculum, Instruction and Assessment

GOAL ONE: By 2013, at least 80% of all students in grades K-12 demonstrate mastery of grade level standards in the subjects of reading, writing and mathematics.

Strategies to achieve this goal in the next five years are divided up under the three areas of curriculum, instruction and assessment.

To Date Progress Toward the CIA Goal 1 (80% K-12)

- ELA
 - LRES - 43.9%
 - IHGMS - 60.1%
 - RHS - 56.1%
 - **District - 53.4%**
- Mathematics
 - LRES -34.9%
 - IHGMS - 30%
 - RHS -42.9%
 - **District -35.9%**

*STAR 360 % *Predicted* to be proficient by end of 18/19 SY

Year 1 Strategies - Goal 1: Curriculum

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.

Curriculum Work

District Curriculum Steering Committees:

January 25th

- ELA
- SS

January 28th

- Math
- Science

Year 1 Strategies - Goal 1: Instruction

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.

Professional Learning

Strong focus on targeted professional development that aligns with district and building goals and strategic plan.

- November 30th - RHS Math Competency Development
- December 4th - RHS SS Competency Development
- December 6th & 7th - RHS MindSpark Problems of Practice
- December 14th - RHS Science & ELA Competency Development
- December 17th - IHG QPA Workshop
- January 18th - RSD Professional Development Day
- January 25th - New Hampshire Learning Initiative QPA RSD Development Summer Planning.

Multi-Tiered Systems of Support

The District Wide Student Intervention Committee has been working to develop strategies and supports to strengthen our academic and social supports.

- Uploaded Local/National Data into Performance+ to allow STAR and SAS data to be located in the same platform.
- Utilized Title IV funds to purchase Second Steps Programing to support Social Emotional Learning, Bully Prevention, and Child Protection.
- Visiting and partnering with other schools at each level to support RTI.
- Completing recommendations (Early Warning Systems and RTI Playbooks) for our next visit with our RTI/MTSS consultant in March.

LRES

- All students K-4 take the STAR and Dibels benchmark assessments 3 times a year. The Intervention team reviews the results of the data to create intervention groups aligned with the 3-tiered levels of support.
- Interventionists for tier 2 and 3 levels of support include Title I teachers, 2 reading specialists and a part-time math specialist.
- Interventionists progress monitor every 4 weeks (monthly)
- Student Intervention Team (SIT) composed of administration, guidance, Lead Interventionists, Special Education Coordinator, & School Nurse. This team looks at school-wide supports and addresses initial teacher concerns regarding specific students. This team meets 2 times a week

IHGMS

- All students are assessed using STAR data to determine supports needed
- Students are grouped according to similar needs, 13-14 groups / grade
 - intervention or enrichment in math or reading
- 45 minutes of targeted instruction every day
- Progress monitoring every six week to measure growth and regroup if indicated by data
- School wide Response to Intervention (Rtl) Team is monitoring process and making recommendations for continuous program improvement
- Rtl team studying other middle school demonstrating success with their MTSS/Rtl programs.

RHS

- All students are assessed using STAR data to determine appropriate course placement.
- Students are assessed via PSAT 8/9, PSAT 10, PSAT and SAT in grades 9 - 12. This data is used to determine course placement and other services.
- The schedule allows students the opportunity to receive up to 166 minutes of targeted instruction every week.
- Progress monitoring via STAR 360 is conducted three times a year to measure growth and identify areas of weakness.
- RHS S.I.T. meets weekly to review academic as well as behavioral data. The team is currently working to expand our services and interventions.

Year 1 Strategies - Goal 1: Assessment

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.

CBE & CBG

Common work study practice (WSP) rubrics are utilized in each building.

All schools have reported out on WSP on the last report card.

RHS Competencies are all completed with exception of a few new courses.

A common summative rubric template has been agreed upon, based on a grade level/teacher created product.

Scope and Sequence documents are being reviewed on the 18th. This work supports the content scaffolded around competency frameworks.

Curriculum, Instruction and Assessment

Goal Two: **By 2022 the District will develop and consistently implement a K-12 STEM (science, technology, engineering and math) program.**

Strategies Year One:

Collaboratively research, select and plan for a Pilot of an appropriate K-12 STEM program.

Ascertain budget implications and for a K-12 STEM program, and prepare detailed recommendations for use during budget considerations for fiscal year 2021.

K-12 STEM

On January 11th ten RSD science educators attended the NHASCD Shifts in Science Instruction to Address the Next Gen Science Standards. This professional development with support using NGSS standards to develop a culture of STEM.

On January 22nd a meeting is scheduled to discuss the possible implementation of Project Lead The Way with a PLTW representative.

A group of six Iber Holmes Gove Middle School educators will be attending a Bureau of Education and Research in March The STEM Conference is designed to bring practical STEM concepts back to the classroom.

Curriculum, Instruction and Assessment

Goal Three: 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.

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

Review Library/Media Survey

The team met (Robert Lemoine, Sarah Arsenault, Abigail Samsel and Mike Whaland) on January 14th to create an action plan to shift the current model to an approach that promotes library-media services an integral resource for classroom instruction, and supports the teaching and learning process by emphasizing research skills and curriculum-based critical thinking, as outlined in the strategic plan.

Action steps are based around the 2017/2018 library/media survey results.

Strengthen and Support the Workforce

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

Year One Strategies:

Establish a diverse Workforce Committee to gather feedback from current staff and to collaborate to improve the induction program for all employees.

Gather and review feedback from current staff.

Develop a draft/pilot induction program which may include, but will not be limited to, trainings, learning resources, formal mentoring or peer coaching.

Workforce Committee

The Workforce Committee, with representatives from different employee groups within the District, met to begin the work of improving our induction programs. Those serving are:

- Patrick Arsenault - LEAP Program Director
- Michael Chouinard - IHGMS Assistant Principal
- Emily Denn - IHGMS Case Manager
- Jennifer Heywood - Administrative Assistant
- Carli Hughes - RHS Para-Educator
- Marlene Jones - LRES Teacher
- Lisa Nigl - LRES Food Service
- Amie Payette - LRES Head Custodian
- Karen Stuart - Human Resources Coordinator
- Tricia Wentworth - RHS Guidance Counselor
- Tina McCoy - Superintendent

Workforce Committee

- The committee reviewed existing induction practices for various employee groups within the District, and developed an employee survey to gather ideas about how the District can improve the types of training, information or supports that are provided to new employees so that they can transition successfully into their positions.
- The employee survey is now open; we will continue to encourage participation in the next two weeks.
- The committee will soon reconvene to examine the survey results and collaboratively begin to develop draft recommendations relevant to each employee group.

Strengthen and Support the Workforce

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

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

Peer Coaching

- The District Student Intervention Team, headed by Mike Chouinard and Kate Grieve, had some discussions about a well-received peer coaching program that was used in the past. This was a natural venue since the SIT team is looking at multiple strategies to improve teaching and learning in the District.
- Peter Weaver, a member of the District SIT team, has been designated to spearhead the work of a subgroup of professionals to take on this specific endeavor in a more detailed manner. That group will report back to the SIT and ultimately the administration and Board to provide a recommendation regarding a peer coaching program that can be implemented next year.
- The group will research, exam approaches, and deliberate to recommend a peer coaching plan that fits with and enhances other District improvement efforts.

Community, Family, Business Engagement and Student Involvement

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

Year One Strategies:

Identify specific events and/or subjects or courses that community members or family members with special skills or expertise may be able to assist the schools with.

Conduct outreach to community organizations to solicit help with specific events or contents.

Create, maintain, distribute and use a database for use by District employees.

Increase Targeted Engagement

- Teachers and employees were surveyed to determine what courses, activities or events would be most enhanced by volunteers with specific knowledge, skills or experiences.
- A survey was sent out in our community newsletter. We are grateful for the few responses we received from community members.
- We plan to build up the information we have to create/expand the database.
- We are struggling with this improvement strategy because we do not yet have the internal structure to carry out coordinated community-school volunteer outreach.

Community, Family, Business Engagement and Student Involvement.

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

Strategies Year One:

Identify the areas of interest or need by surveying students.

Identify corresponding organizations or resources 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.

Increase internship options

- Students at RHS were surveyed by the Guidance Department in November; results showed a rich list of different job and career fields that our students are interested in (for internships or job shadowing).
- Next steps are to build a 'starting point' database of fields of interest and to disseminate this information broadly in the community. potential organizations to contact.
- This strategy is a challenge because we have no designated Extended Learning Opportunity Coordinator; we are considering how we might re-allocate or restructure human resources in order to make that happen with no impact on our operating budget in the future.

Communication

Goal One: The Raymond School District will expand communication to the larger community beyond students and parents through targeted messages.

Strategies Year One:

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.

Expand communication

- The district-wide administrative team collaboratively generated a list of the segments of the community, beyond parents and staff members, that we should reach out to, and the types of messages that would be appropriate for each stakeholder group.
- The administration acknowledges the need for the District to launch a public relations campaign to inform stakeholders in the community, and others *across the region and state*, of the accomplishments of our students and teachers. Realistic alternatives are now under consideration.

Communication

Goal Two: 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:

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 resource using current resources.

Identify the resources necessary to support this process and propose funds in the FY 20 budget process.

Communication Indexing

- The administration determined that the most efficient way to allow for indexing of outgoing information is to have the entire District use the same tool (ex. Constant Contact) that is conducive to that capability. Constant Contact is a tool that we are strongly considering. To move ahead with that we will need to pay a fee for the use of that tool and train employees to use it properly.
- This was taken into account in the budget process; this year we will begin training key employees to use Constant Contact so that we will be prepared to use it consistently and properly next school year.

Safe and Secure School Environment

Goal One: 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:

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.

Provide ALICE training to all staff and students.

Include budget requirements for expanded programs or campaigns as part of the proposed FY 20 budget.

Safe and Secure School Environment

- The administration at all three schools are tracking bullying investigations (both substantiated and unsubstantiated) to look for relevant patterns that need to be addressed.
- The administrative team has identified the need for a universal screening tool to determine which students may be at risk due to adverse childhood experiences (which may give rise to school difficulties).
- ALICE training has been going well; scenario trainings for new employees continue, and ALICE online training is integrated into the hiring process.

Questions

