

Raymond School District Strategic Plan

April 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 2023, 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 - 45.1%
 - IHGMS - 60.7%
 - RHS - 50.0%
 - **District - 51.9%**
- Mathematics
 - LRES -43.8%
 - IHGMS - 33.7%
 - RHS -41.2%
 - **District -39.6%**

*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:

- Science Vertical Meeting
- Social Studies Economic Standards
- K-4 Standards Alignment Alignments
- UbD Pilot Group

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.

- January 28th Science Steering Committee
- February 14th Teaching Through Learning
- February 18th QPA Workshop
- March 11th Shannon Harken
- March 12th Shannon Harken & RSD PD Day
- March 14th Teaching Through Learning
- March 8th QPA Workshop
- March 11th Teaching Through Learning

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 Programming to support Social Emotional Learning, Bully Prevention, and Child Protection at IHGMS.
- Shannon Harken Visit to support RtI work, scheduled 2 additional visits for LRES and IHG in May

LRES

- We have administered 2 benchmark assessments and reviewed the data with teachers and interventionists. We continue to use the results of the data to create intervention groups aligned with the 3-tiered levels of support.
- Grades 3 & 4 will begin implementing a walk to enrich practice for students in Tier 1 and Tier 2, beginning in May.
- 3rd Trimester benchmark data will be used to group students for intervention and walk to enrich for the fall.
- The Student Intervention Team (SIT) is working on developing a list of available resources for classroom teachers. These will be used for immediate implementation in the classroom, for students in need of support, in the area of academics and/or behavior.

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 (RtI) Team is monitoring process and making recommendations for continuous program improvement
- RtI team continues to study other middle school demonstrating success with their MTSS/RtI programs; working with consultant Shannon Harkin.

RHS

- Course competencies are currently in place. RHS is working to solidify our curriculum and develop quality performance assessments.
- 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 develop skills for SAT.
- Ram Time allows students the opportunity to receive up to 166 minutes of targeted instruction every week.
- Progress monitoring via STAR 360 is conducted 3x a year to measure growth and identify areas of weakness. This data is also used for course selection purposes.
- RHS S.I.T. meets weekly to review academic as well as behavioral data. The team is developing MTSS for the upcoming school year.

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.

Pursuing work on grade level rubrics rooted in building level proficiencies.

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 finished up.

Competency and Power Standard review sessions are occurring at each grade level.

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

Early in 2019 ten RSD science educators attended the NHASCD Shifts in Science Instruction . This professional development supports using NGSS standards to develop a culture of STEM.

The District has identified Project Lead the Way as the most promising STEM program that could be implemented over the next few years in Raymond. Budgetary implications and training logistics are under consideration. The Computer Science strand is of particular interest.

A PLTW overview presentation is planned for the Board at an upcoming meeting.

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

Based on the survey results and their own collaborative work, our library media specialists have developed a model and philosophy 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, as outlined in the strategic plan.

The library-media specialists have developed a presentation to the Board and are ready to implement the plan in the 2019-20 school year.

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 survey was developed and conducted; results were reviewed by the committee and preliminary ideas for improving induction were generated and recorded.
- The administrative team reviewed the work of the committee and added their own ideas.
- The committee meets again (4/16) to refine and prioritize all of the the ideas that were generated.
- Next steps include vetting by additional stakeholders in various employee groups and the assembly of the information into user-friendly units.

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 SIT team along with our assistant principals and three outstanding volunteer teachers have made great progress in relation to this strategy. They have developed:

- Guiding philosophy and parameters of a Peer Coaching Program
- Considerations and logistics related to future implementation
- A presentation to the Board is planned for an upcoming meeting
- The work will continue into the summer as we move into next year and budget season

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

The strategies were completed but could not yet yield the desired outcome of increasing community engagement.

The District acknowledges the need to have a dedicated professional to address these important needs.

For the 2019-20 school year resources will be reallocated to create a position of Extended Learning Opportunity Coordinator to strengthen and sustain these strategies on an ongoing basis.

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

- One strategy (survey students) was completed but others could not yet be successfully carried out without a designated person in charge.
- The District acknowledges the need to have a dedicated professional to address these important needs and expand opportunities for all students..
- For the 2019-20 school year resources will be reallocated to create a position of Extended Learning Opportunity Coordinator to strengthen and sustain these strategies on an ongoing basis.

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.
- Efforts have been made to improve communication outside the District, but there is a need to reach more people within and outside of Raymond. We have entered into agreement with a public relations firm that specializes in municipal organizations with very limited resources (time and money). We are in the initial stages of that relationship and are very optimistic.

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

- We are establishing a news blog that will be overlaid on our District website; this will be searchable.
- Our technology department continues to search for a consistent communication tool that can be used by District and all schools that would make our outgoing information searchable.

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 continues to track bullying investigations (both substantiated and unsubstantiated) to look for relevant patterns that need to be addressed.
- All schools have identified a need to promote Social Emotional Learning more systematically; LRES course is going well, IHGMS is planning teacher and student training on bullying in the fall.
- Students at both RHS and IHGMS are now wearing ID badges at all times. The LRES entryway reconfiguration project will take place this summer.

Questions