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# **Raymond School District Strategic Plan**

Update: January 3, 2018

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**Information on past progress  
toward Strategic Plan Goals can  
be found on the District website  
at <http://www.sau33.com/>**

# **Goal #1: Use competency-based grading as a way to measure students' goals for success.**

**Action Item:** Teachers create *rubrics* for Next Gen Science and C3 Social Studies Competencies. As of June 30, 2017 the rubrics had not yet been begun. This year-long goal represents an advantageous building block that will facilitate subsequent stages of progress in competency-based education and grading.

**Current status:** In order to advance this action item, we have determined the type of professional development needed and the funding (for both training and compensation for work outside of school hours) needed. This work will proceed through vertical science and social studies teams that will engage in professional development (facilitated by WestEd) and apply their learning by creating high quality rubrics that will be consistently used across the District. These rubrics will serve as the foundation for Quality Performance Assessments in these subject areas.

**Estimated completion date for rubrics:** Behind schedule (Due June 2017; Updated Target June 2018)

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# **Goal #1: Use competency-based grading as a Way to Measure students' goals for success.**

**Action Item:** Teachers create curriculum guides with performance assessments based on competencies.

**Current Status:** In progress - Our administrative team has come to consensus regarding a district-wide template for curriculum documents/guides that is improved from the older format; we are soliciting feedback from teachers and will make final adjustments to the format in January. These guides will be used to communicate the competencies and instructional units at each grade level or subject. They will ultimately define/map the scope and sequence of the K-12 curriculum. The guides will be suitable to help stakeholders understand what is expected or emphasized at each grade level including common summative assessments (some of which will be performance assessments)..

**Estimated completion date:** On time (June 2018)

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# **Goal #1: Use competency-based grading as a Way to Measure students' goals for success.**

**Action Item:** Pilot competency grading with test server.

**Current Status:** The test server has been established and administrators have collaborated to determine the major components of an updated report card (which was necessary to ensure that competencies are loaded and organized properly in the test server). Volunteer teachers will be involved in vetting the preliminary competency based grading reporting system; they will then begin to pilot the system in the third quarter. This will afford us the opportunity to gather feedback and make adjustments to the system before all faculty members gain access to the test server later in the school year.

**Estimated Completion Date:** On time (April 2018)

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# **Goal #1: Use competency-based grading as a Way to Measure students' goals for success.**

**Action Item:** Upload all competencies into PowerSchool

**Current Status:** This will be done after the pilot with the test server has been completed and recommended improvements to the back-end of the PowerSchool grading mechanism have been made.

**Estimated Completion Date:** On time (May 2018)

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# **Goal #1: Use competency-based grading as a Way to Measure students' goals for success.**

**Action Item:** Hold parent information night on competencies.

**Current Status:** This action items fits under an overall campaign to educate stakeholders about competency-based education and grading. Our schools are deliberating and developing articulated competency-based grading practices that will be in place next year. This will allow us to clearly explain to parents and other stakeholders how students will be graded next year and why this will be advantageous to the education of every student. A meeting is scheduled for January 3rd to formalize a timeline for communication with the community, and parent information nights will be integrated into that timeline.

**Estimated Completion Date:** On time (June 2018)

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# **Goal #1: Use competency-based grading as a Way to Measure students' goals for success.**

**Action Item:** Update report card format.

**Current Status:** In order to ensure the appropriate structure of competencies in the test server, the administrative team collaborated to update report card formats at each school before the competencies were loaded. While the competency-based report card formats selected are not identical at each school they do reflect an appropriate developmental flow of competency-based grading from one level to the next. We are very excited about the opportunity to update our report cards, obtain feedback from stakeholders, and easily make adjustments to the format before finalizing it for use in 2018/19.

**Estimated Completion Date:** Ahead of schedule (due June 2018)

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# **Goal #1: Use competency-based grading as a Way to Measure students' goals for success.**

**Action Item:** Prepare information for Facebook, blogs, etc. on competencies.

**Current Status:** Through our newly established community newsletter, social media and administrative blogs we have been communicating with stakeholders about competency-based education. This will continue throughout the school year and must also continue for the next several school years as we transition more deeply to competency-based education. These types of communication strategies will be integrated into our formal 'timeline for communication with the community' as well.

**Estimated Completion Date:** On time (2017-18 school year)

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# **Goal #1: Use competency-based grading as a Way to Measure students' goals for success.**

**Action Item:** Create timeline for communication to community.

**Current Status:** In November, a preliminary meeting was held to discuss community communication strategies; on January 3rd, a meeting is scheduled for the purpose of finalizing a formal timeline for communicating to the community regarding the shift to competency based education and grading. The timeline will include a wide range of methods to reach a variety of stakeholders.

**Estimated Completion Date:** On time (January 2018)

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## **Goal #2: Implement educator effectiveness evaluation strategies**

**Action Item:** Align educator effectiveness plan to goal #8 (Ensure rigorous and engaging instruction at all levels through district-wide collaboration).

**Current Status:** The Educator Effectiveness Plan is now in the second year of implementation. The administrative team and the Educator Effectiveness Committee plan to meet early in 2018 to collaboratively determine and recommend adjustments that will make the plan align to goal #8.

**Estimated Completion Date:** On time (March 2018)

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## **Goal #3: Develop a district-wide world languages program.**

**Action Item:** Offer French or Spanish to 8th grade.

**Current Status:** The District continues to offer two sections of Spanish I to students at IHGMS for high school credit.

**Estimated Completion Date:** On time (completed)



## **Goal #3: Develop a district-wide world languages program.**

**Action Item:** RHS students go to LRES to teach basic introductory French or Spanish to students.

**Current Status:** Students from RHS have begun teaching basic French to kindergarten students at LRES; as part of Extended Learning Opportunities, they have planned lessons with a range of age-appropriate activities and have travelled to LRES on Friday mornings to teach kindergarten students. This is ongoing, with plans to expand over time. Some Spanish students have expressed an interest in teaching students at LRES as well.

**Estimated Completion Date:** On time (2017-18 school year)

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## **Goal #4: Develop flexible school schedules for students and staff based on educational needs.**

**Action Item:** Integrate intervention for Tier 3 services (that do not interfere with content instruction).

**Current Status:** Tier 3 services are those that are provided to students who have significant academic deficits; they are targeted to meet the unique remedial needs of students in literacy or mathematics. At all three of our schools, Tier 3 instruction is supplemental. Students are not removed from content instruction to receive these services. Students are not pulled out during content instruction.

**Estimated Completion Date:** Completed (Due in September 2017)

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## **Goal #4: Develop flexible school schedules for students and staff based on educational needs.**

**Action Item:** Provide academic support period in schedule for students.

**Current Status:** Each of our schools currently has an academic support period. At RHS, 204 minutes per week are available in the schedule for academic support. At IHGMS, there are 45-50 minutes daily of AIB (Academic Intervention Block). Both RHS and IHGMS use Enriching students software to match up appropriate supports with student needs and schedule students. At LRES there is a 25 minute period for math support daily as well as a 25 minute period per day reading period for academic support. Some students LRES get a double dose of instruction during additional times, but none are removed from core content instruction.

**Estimated Completion Date:** Completed (due in September 2017)

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## **Goal #5: Implement an induction program for paraeducators.**

**Action Item:** Create an induction manual.

**Current Status:** A draft induction manual has been collaboratively created. The draft will be used for the first run of the induction program, then recommendations for improvement will be solicited from induction program participants and other key stakeholders.

**Estimated Completion Date:** Completed Behind Schedule (Due January 2017; Completed December 2017)

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## **Goal #5: Implement an induction program for paraeducators.**

**Action Item:** Implement the program.

**Current Status:** The induction program for paraeducators will be implemented in January and February as a pilot program. Recommendations for improvement will be solicited from participants, and these will be used to strengthen the program going forward.

**Estimated Completion Date:** Behind Schedule (Due September 2017; Updated Target February 2018)

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## **Goal #5: Implement an induction program for paraeducators.**

**Action Item:** Tie the induction program to the para's professional development.

**Current Status:** Plans are underway to incorporate the induction program into the overall professional development program for paraeducators, and to build on the program by expanding into other essential topics that are relevant to paraeducators (regardless of how long they have been employed in the District).

**Expected Completion Date:** On time (September 2018)

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## **Goal #6: Increase parent awareness of the importance of education.**

**Action Item:** College and Career Counselor meets with parents/students to develop 5 year plan options.

**Current Status:** The structure is in place for the College and Career Counselor to meet this action item this year. She meets with groups of students and individually with parents and students as needed to counsel them in relation to various pathways that are available to them as they proceed through RHS toward their post-secondary education goals. This year we are expanding the involvement of the RHS Guidance Department with IHGMS as students prepare to sign up for 9th grade courses.

**Estimated Completion Date:** Completed (October 2017)

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## **Goal #6: Increase parent awareness of the importance of education.**

**Action Item:** Create charts of economics of education costs.

**Current Status:** The charts have been created; they have been added to the RHS website. These describe the value of education in terms of average earning power throughout the course of one's lifetime.

**Estimated Completion Date:** Completed (October 2017)

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## **Goal #6: Increase parent awareness of the importance of education.**

**Action Item:** Investigate an online community discussion group.

**Current Status:** Preliminary discussion with key administrators and social media coordinators took place in November. A follow-up planning meeting is set for January 3, 2018 to continue the process of analyzing options, advantages and disadvantages of a potential online community discussion group. This may be part of our formal timeline for communicating with the community, if deemed appropriate.

**Estimated Completion Date:** On time (January 2018)

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## **Goal #6: Increase parent awareness of the importance of education.**

**Action Item:** At least 20% of high school students will be enrolled in college courses/post high school.

**Current Status:** Ongoing.

**Estimated Completion Date:** On time (October 2018)

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## **Goal #7: All students will read at or above grade level.**

**Action Item:** Research reading resources for all levels of readers.

**Current Status:** Through the work of the literacy committee, reading resources for all levels have been researched. Initially, most of the research focused on emergent and early readers. However, the committee has expanded its research to include reading resources for middle and high school level students.

**Estimated Completion Date:** Behind Schedule (Due October 2017; Updated Target Date February 2018)

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## **Goal #7: All students will read at or above grade level.**

**Action Item:** Ensure literacy is embedded into all competencies.

**Current Status:** Literacy is embedded into the competencies of all major areas of academic content. Unified Arts teachers are coming together in small content-area groups to collaboratively examine their competencies, ensure that they are vertically aligned and that literacy is embedded to the greatest extent practicable. Some of the UA content-area groups plan to meet during school (with substitutes provided) and some will be compensated to meet after school. At LRES all UAs have student learning goals related to literacy. AT RHS, literacy is embedded into UA classroom instruction frequently, but this needs to be formally added to curricula.

**Estimated Completion Date:** Behind Schedule (Due June 2017; Updated Target February 2018 - before winter break)

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## **Goal #7: All students will read at or above grade level.**

**Action Item:** Pilot suggested new resources.

**Current Status:** At LRES Lucy Calkins reading/writing workshop is being piloted. The pilot began with writing and segued into reading. The Fundations program is also being piloted at LRES. IHGMS is positioned to pilot Lucy Calkins in the 5th grade. If other resources are selected through the research of the committee, then they will be piloted at the appropriate grade levels. At RHS, January Star Data analysis may inform the selection of reading resources that will be selected to pilot.

**Estimated Completion Date:** On time (May 2018)

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## **Goal #7: All students will read at or above grade level.**

**Action Item:** Purchase reading resources.

**Current Status:** Pending outcome of pilots.

**Estimated Completion Date:** On time (September 2018)

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## **Goal #7: All students will read at or above grade level.**

**Action Item:** Assess effectiveness of reading resources.

**Current Status:** Not yet implemented.

**Estimated Completion Date:** On time (May 2019)

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## **Goal #8: Ensure rigorous and engaging instruction at all levels through district-wide collaboration.**

**Action Item:** Professional Development on Danielson, Webb's Depth of Knowledge, and Educator Effectiveness Plan.

**Current Status:** All three schools had a training regarding the Educator Effectiveness Plan (based on Danielson) at the beginning of the school year. At LRES, in January and February, there will be trainings on Webb's Depth of knowledge at staff meetings. Across the District we will continue to explore options to expand professional learning offerings in this area during the school year, including ways for teachers to deepen their understanding of Danielson's rubrics. Our work with QPAs is very conducive to integrating and Webb's Depth of Knowledge work.

**Estimated Completion Date:** On time (throughout 2017-2018 school year)

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## **Goal #8: Ensure rigorous and engaging instruction at all levels through district-wide collaboration.**

**Action Item:** Training on Professional Learning Communities

**Current Status:** Teachers at IHGMS are participating in their third year of PLC training as facilitated by WestEd. PLC training has also begun at LRES this year; this has begun with training of teacher (team) leaders who participate once per month to learn how to facilitate PLC work. At RHS our trained i3 professionals have been strategically placed on PLC teams that are doing accreditation work. They are modeling PLC facilitation; PLC models/norms are used at each meeting at RHS.

**Estimated Completion Date:** On time (throughout 2017-2018 school year)

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## **Goal #8: Ensure rigorous and engaging instruction at all levels through district-wide collaboration.**

**Action Item:** Create data teams at all three schools and district-wide.

**Current Status:** Data teams at each school and the district level have been recommissioned; each school team has a similar composition and a clear and consistent charge. The district-wide team includes representatives from the school teams. At IHGMS the data team has established their own norms and ground rules; using the data examination (PLC) protocol is going well. LRES held its first restructured data team meeting; the training team leaders have had in data protocols has proven to be valuable. RHS data team will meet monthly beginning in early January. Data has been shared with RHS staff more frequently this school year.

**Estimated Completion Date:** Completed behind schedule (October 2017)

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## **Goal #8: Ensure rigorous and engaging instruction at all levels through district-wide collaboration.**

**Action Item:** Complete PACE application and analyze the value of continuing.

**Current Status:** The Competency Based Education Committee met several times to analyze the value of submitting a PACE application; a draft application has been completed and a presentation has/was given to the School Board on 12/20/17.

**Estimated Date of Completion:** Completed behind schedule (December 2017)

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## **Goal #8: Ensure rigorous and engaging instruction at all levels through district-wide collaboration.**

**Action Item:** Vertical team meetings to look for gaps and redundancies in competencies.

**Current Status:** At LRES, starting in January, there will be time set aside in the schedule for vertical team meetings once per month for each subject area. The development of District level (K-12) teams is underway; an application for volunteers is available and methods of compensation for team participants have been determined.

**Estimated Completion Date:** On time (in progress during the 2017-18 school year)

## **Goal #8: Ensure rigorous and engaging instruction at all levels through district-wide collaboration.**

**Action Item:** Peer coaching at all three schools.

**Current Status:** The District is not approaching this action item as an 'add on' (additional activity) but is working instead to leverage the ongoing PLC work (which embeds collaborative coaching) to increase and systematize peer coaching at all levels. At IHGMS teachers have planning time that can be used to observe other grade level teachers. They have been engaged in training on coaching as part of their PLC work and will continue to move in that direction. At LRES, through PLCs, teachers are beginning to analyze work samples together, visit each other's classrooms to prompt discussion; teacher led professional development is also taking place. RHS plans to implement instructional rounds, where PLCs/teachers visit other classrooms to learn about and provide non-judgmental feedback to peers.

**Estimated Completion Date:** On time (February 2018 then ongoing)

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## **Goal #8: Ensure rigorous and engaging instruction at all levels through district-wide collaboration.**

**Action Item:** Research student input/feedback.

**Current Status:** Not yet addressed.

**Estimated Completion Date:** On time (May 2018)

## Goal #8: Ensure rigorous and engaging instruction at all levels through district-wide collaboration.

**Action Item:** PLC teams to write and analyze common performance assessments.

**Current Status:** The curriculum work that is underway will serve to strengthen teachers' capabilities in relation to common performance assessments by refining common units of instruction. At IHGMS grade level teams continue to develop, vet and administer common performance assessments but have yet to formalize the process of examining student work together; their goal is to write 3 CPAs per year. At LRES teacher leaders are working with WestEd to learn how to facilitate the development of common writing prompts and collaborative, analysis of student writing together. At RHS i3 trained professionals have common performance assessments; the school will try to leverage their knowledge and skills to inform and train other teachers on a voluntary basis.

**Estimated Completion Date:** On time (June 2018)

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## **Goal #8: Ensure rigorous and engaging instruction at all levels through district-wide collaboration.**

Action Item: Staff Survey.

Current Status: Not yet implemented.

Estimated Completion Date: On time (June 2018)