

# Raymond School District Strategic Plan Update

## Status of Goals and Action items as of September 30, 2017

*Action items marked as complete prior to July 2017 are not included in this update. Prior to the next quarterly update, the information provided here will be incorporated into the Strategic Plan in a more concise manner.*

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

*Competencies in all schools and in all subjects were completed at the end of the 2017-18 school year, as per Superintendent Small and Ms. Lefebvre, former Curriculum Coordinator. At that time the rubrics for Next Generation Science and C3 Social Studies Competencies had not yet been completed. As per former Curriculum Coordinator Lefebvre (July, 2017), teachers were creating the rubrics and performance assessments simultaneously (in progress as of the end of June - as per Ms. Lefebvre).*

Course competencies have been written but the District is now at the point where teachers need to work together to use them to shift their practices in meaningful and sustainable ways, to align with the newly written competencies.

#### **Teachers create rubrics for Next Gen Science and C3 Social Studies Competencies (In Progress):**

Lamprey River teachers worked on NEXTGEN alignment for part of the first teacher workshop day. They are in the process of aligning curriculum and units of study to the newly developed maps/competency documents for science. The rubrics for summative performance assessments will be a part of this work, which will continue during the school year.

At Iber Holmes Gove Middle School competencies and power standards have been written for 4-8 NGSS and C3. Teachers are working on re-aligning their curriculum to the new standards in all 4 grades and have begun to create new common performance assessments. 8th grade is doing a complete overhaul of 8th grade social studies and being true to the new standards. They are creating a whole new inquiry based course. Rubrics will be developed for summative performance assessments.

Raymond High School teachers are beginning to change over their existing rubrics to align to new standards and competencies.

#### **Teachers create curriculum guides with performance assessments based on competencies (In Progress):**

AT LRES, Curriculum guides have been created but need to be adjusted to align to the new competency documents. Teachers collaborated on this during part of our first teacher workshop day. Each team has begun the process of creating one performance assessment for the current school year. We plan to offer Quality Performance Assessment trainings throughout about the school year.

At IHGMS, curriculum guides have not been realigned to the new competencies as of yet. The school has taken down the old curriculum guides off the website as they are no longer accurate. We had considered posting the competency documents but they are not layperson friendly. Training on developing Quality Performance Assessments will take place during the school year.

At RHS, about a third of the teaching staff have had training in creating performance assessments. This year we hope to expand it by paying (through a grant) those teachers to facilitate and support trainings for other teachers to learn about how to create quality performance assessments and critique them in a structured Professional Learning Community format.

### **Goal #2 Implement Educator Effectiveness Evaluation Strategies**

*During the 2016-17 the Educator Effectiveness Plan was implemented across the District.*

On August 23, 2017 the Board approved minor adjustments to the Educator Effectiveness Plan that were recommended by the Educator Effectiveness Committee. **The Educator Effectiveness Plan is in full effect and administrators are working to increase consistency and fidelity of implementation this school year. (Completed)**

### **Goal #3 Develop a District-Wide World Language Program**

*During the 2016-17 school year some students in the after school program were exposed to French for about three weeks through VLACS.*

Currently there are two sections of students at IHGMS are enrolled in Spanish I for high school credit.

### **High school students will come to the elementary school to teach students French and Spanish (In Progress)**

This year, Elaine Jubinville (a certified K-12 French and Spanish Teacher) will work with high school students to develop fun, age appropriate curricula for preschool - through 5 students to learn French and Spanish. They will develop activities that will be fun for the students to engage in, with expectations for each grade level. We will then coordinate with the elementary and middle schools to arrange a schedule for high school students to visit to teach the students the determined language content that embeds some information about cultures associated with the languages. The languages will not be taught at the same time, but during different terms (ultimately the plan will be to teach one series in the fall and the other in the spring). This exciting project is still in the planning stages.

We are currently considering other ways that we might expand and strengthen the foreign language program at IHGMS.

### **Goal #4 Develop Flexible School Schedules for Students and Staff Based on Educational Needs**

*Raymond High School successfully implemented the new modified block schedule; teachers and students have adjusted well to this significant change. Preliminary, narrative reports are very positive. At the end of the first quarter, a more detailed report of this schedule change will be provided.*

### **Integrate intervention and/or tier three services that do not interfere with content instruction (In Progress):**

At LRES students get 25 minutes of math and 25 minutes of literacy intervention each day outside of content instruction.

IHGMS has an intervention block where teachers schedule students for academic supports, interventions and/or enrichments based on student needs. They continually improve the process to make it more effective for our students. They have begun to analyze the new STAR data, and found that

in every grade that 50-59% of the students are at grade level for the baseline testing benchmark. We are currently looking closely at those students who are significantly below grade level and are not already receiving special or Title I supports, in order to plan and carry out interventions.

At RHS the new schedule has been a big help in respect to providing interventions. We are in a better position than ever before to provide interventions outside content area instruction: RAM time is used to provide interventions for students; study hall can also be used to provide interventions for some students. The schedule is working well at this time; the start of Enrichment during RAM time is targeted to start in approximately one month.

#### **Goal #5 Implement an Induction Program for Para-Educators**

*As of June 2017, the established stakeholder committee had not accomplished the creation of an induction manual; I have not been provided with a draft manual for review. This goal was significantly behind schedule. It was not possible to craft the induction manual prior to the start of school.*

**Create and Implement Induction Plan (In Progress):** Special education administrators and paraprofessional representatives worked to complete the draft induction plan on the afternoon of our Teacher Workshop Day. The draft plan addresses all basic knowledge and skills needed for successful onboarding of new paraprofessionals, and is linked to the expectations for paraprofessionals outlined in the Educator Effectiveness Plan. The draft induction plan will be piloted this fall with new paraprofessionals, who will be asked to provide feedback regarding the program. In the early spring, the new induction program will be adjusted and improved based on stakeholder feedback (from participants and administrators). It will then be ready for full, ongoing implementation the following year.

**Incorporate Induction Plan into Professional Development of Para-Educators (In Planning Stage):** We have begun discussions and planning regarding professional development for all paraprofessionals during the 2018-19 school year that will expand on the induction program and provide a sustained, job-embedded professional development progression for our paraprofessionals. This includes discussions regarding the challenges of limited designated time for training and a shortage of substitutes if/when release time is needed.

#### **Goal #6 Increase Parent Awareness of the Importance of Education**

*As of July, 2017 All activities due to be accomplished by June 2017 were in place.*

##### **College and Career Counselor meets with parents/students to develop five-year plan options (In Progress):**

The College and Career Counselor meets with groups of RHS students (targeting freshmen) and groups of parents. On a rolling basis, she also meets individually with parents and students to counsel them regarding their educational paths and options at RHS.

The college and career counselor has been solely at the high school; we plan to increase her interaction with 8th grade students and parents this year. The middle school does do a career interest survey unit in 8th grade technology education class.

### **Create Charts of economics of education costs (Completed):**

The College and Career Counselor has created charts/information that is incorporated into a PowerPoint Presentation which is given to all Freshmen to help them understand the economic value of education during the course of their lifetimes.

### **Goal #7 All Students Will Read At or Above Grade Level**

*Staff members engaged in multiple professional development opportunities pertaining to best practices in reading instruction. Additionally, the District-Wide literacy committee researched best practices in literacy instruction and corresponding resources. The focus was primarily on the lower grades. Competencies in Mathematics, Science and Social Studies were completed with literacy embedded into them. Unified Arts and other courses do not yet have literacy formally embedded into the competencies.*

### **The literacy committee will continue to research effective, research-based literacy instruction resources for students at all levels of our school system in order to conduct a pilot of selected resources (In Progress):**

This year the committee will begin to expand their focus from the elementary level to middle and high school levels.

Unified Arts teachers and teachers of other courses will collaborate during the school year to incorporate literacy into their course competencies.

### **Goal #8 Ensure Rigorous and Engaging Instruction at All Levels Through District-Wide Collaboration**

#### **Professional Development on Charlotte Danielson, Webb's Depth of Knowledge and the Educator Effectiveness Plan (In Progress):**

IHGMS began to incorporate this into school-wide professional development during the before-school opening activities for teachers. Ongoing professional development related to rigor and student engagement will take place at all levels throughout the District. At the high school level, through the NEASC process they are looking at programming and offerings to ensure that range of courses that are rigorous and engaging. The curriculum committee and instruction committees at RHS will be looking at this.

#### **Training on Professional Learning Communities (In Progress):**

The elementary school has teamed up with the middle school on our work with WestEd, focused on effective collaboration to promote student learning through Professional Learning Communities. All team leaders have been trained and will be facilitating PLCs during using the protocols and processes established. Team leaders will receive one day a month of training throughout the school year.

PLC work is relatively well established at the middle school. There is an expectation of a minimum of 80 minutes per week. We have collaboratively developed a purpose statement for our PLC's and it is guiding the work on curriculum, instruction and assessment work for the 29th at our school. "The purpose of our PLC work is to validate, reflect and provide new ideas and feedback in a supportive, structured environment to promote growth oriented professional practice".

Professional Learning Communities are an essential part of the NEASC accreditation process. At RHS, about one third of the teaching staff have already had training in how to run protocols to conduct effective Professional Learning Community work. All NEASC committee co-chairs have had training. This year we plan to send more teachers to trainings and use our 'already trained' staff to assist and mentor others.

**Create Data Teams at all three schools and District-Wide (In Progress):**

Key administrators examined the existing school data teams and their composition and suggested consistent restructuring and a clear, differentiated purpose for school v.s. District teams. The school revised school teams and the re-established District Data Team now have stated purposes and delineated with roles. Specific individuals to fill these roles are still being finalized. Plans are also underway to re-establish a (district-wide) School Intervention Team Steering Committee.

**Complete the PACE application process and analyze the value of continuing (In Progress):**

The Competency Team has completed the PACE application with the exception of the timelines for implementation. This committee will develop a final recommendation for the School Board (as to whether or not to continue with the PACE application). If the recommendation is to proceed, the suggested timelines will be completed and incorporated into the application. If the recommendation is to discontinue the process, those sections will not be completed. A presentation to the Board will be scheduled this fall.

**Vertical meetings K-12 to look for gaps and redundancies in competencies (In Progress).**

The importance of vertical collaboration has been repeatedly communicated to the professional staff, so they know this will be a priority this year. However, we have not yet had the opportunity to hold vertical team meetings.

**Peer coaching at all three schools (Planning Stage):**

The Instructional Leadership team plans a book read to build understanding and consensus regarding peer coaching and how it can most effectively be approached and implemented. This will be done prior to implementation of a pilot program.