

RAYMOND CENTRAL PUBLIC SCHOOLS - DISTRICT #55-0161
BOARD OF EDUCATION RETREAT/WORKSHOP, MONDAY, JULY 11, 2022 - 5:30 PM
IRONWORKS LOFT
301 N 8TH ST, SUITE 200
LINCOLN, NE 68508

AGENDA

1. Call to Order and Pledge of Allegiance
2. Motion to Excuse Board Member's Absence
3. Open Meeting Law
4. Dinner and Social Time
5. Discussion Items
 - 5.1. Icebreaker
 - 5.2. NASBO BOE Self-Evaluation
 - 5.3. Exit Surveys
 - 5.4. Review Mission, Value Statements and progress on the Strategic Plan
 - 5.5. Discuss the 2022-23 Superintendent Goals
6. Adjournment

2019-2025 Strategic Goals Executive Summary (Summer 2022)

Mission Statement

The Raymond Central community is committed to providing a positive, challenging learning environment which prepares each individual student to be a responsible citizen in an ever-changing society.

Values

- ❖ We will promote a quality education as the cooperative responsibility of students, staff, parents and community.
- ❖ We will provide a safe learning environment where all individuals are treated with dignity and respect.
- ❖ We will encourage parents to reinforce skill building at home.
- ❖ We will promote life-long learning and responsible citizenship.
- ❖ We will empower students to be problem solvers and independent learners.
- ❖ We will provide each student with the opportunity to learn and achieve success.
- ❖ We will meet the needs of individual students through a variety of approaches to learning.
- ❖ We will use available time and resources to stay on top of current educational practices.
- ❖ We will continuously evaluate, update and assess our district's goals.

2019-2020

During the 2019-2020 school year, the district was able to complete two performance indicators on the strategic plan.

- Research and implement an online resource for accepting applications for all open positions. The district purchased and implemented *Unified Talent*, a PowerSchool resource.
- The district will research and implement an anonymous reporting app for students, parents, and staff that will be used in partnership between the school and law enforcement. The District purchased and implemented the *StopIt* application for students to utilize inside and outside of school.

2020-2021

For the 2020-2021 school year, the district focused on the following performance indicators:

- Performance Indicator (1): Develop and implement pathways for teacher leaders that allow them to gain leadership experience and expertise through professional collaboration with other teachers and administrators.
- Performance Indicator (7): The district will research, design and implement a grading and assessment philosophy based on research and best practice.
- Performance Indicator (3): Hire a consultant to assist in future facility planning including the construction of a Performing Arts Center.
- Performance Indicator (2): Develop and implement a district-wide reunification plan as part of the adopted standard response protocol.

2021-2022

During the 2021-22 school year, the district focused on making progress on the following performance indicators:

Goal 1 - Increase the number of students that meet or exceed normal growth rates

- Performance Indicator (1): Students will be provided rigorous academic and real-life learning opportunities to become college and career ready.
 - Continued growth in the number of pathways offered at the HS.
- Performance Indicator (2): Develop and implement a Multi-Tiered System of Support (MTSS) based on a needs-driven model ensuring students at all levels and sites have access to appropriate resources to accelerate performance proficiencies.
 - Worked with Kala Peyton, NDE-MTSS to create a consistent model of support K-12 to include identification of system needs and create a plan of action for rollout.
 - Identification of “Science of Reading” as PD need for K-8 teachers and initial implementation of Students
 - Jr/Sr High created a MTSS Google Site with teacher resources
 - Rolled out Student Problem Solving Teams
 - TLT members attended two day summer training on MTSS
 - Teacher Performance framework is an element of the MTSS framework for Tier 1 Academics
- Performance Indicator (3): Teachers will utilize effective instructional models, including differentiation, based on research and best practice with curriculum aligned to national, state and local standards while continuously assessing and monitoring student progress.
 - Implemented new Teacher Performance Model focused on effective instruction teamed with TeachBoost which provides prompt feedback to teachers and collates instructional data for administrators.
- Performance Indicator (4): Increase Measurement of Academic Progress (MAP) scores to meet or exceed national growth rates from first data collection points to additional collection points through the academic year.

- The MAPS results shared indicates that the majority of our elementary students met this goal.
- Performance Indicator (5): The Board of Education will review student growth data in Reading, Math, and Social, Emotional Behavior, from results in the Formative Assessment System for Teachers, at a minimum of three times per year (fall, mid-year, and spring).
 - The board reviewed academic data three times for reading and math. The NSCAS provides inconclusive data since the test is new. There is evidence that our students do not perform as well as the state and regional in some areas. The preliminary ACT NSCAS indicates achievement above state levels.
- Performance Indicator (6): The district will research and develop a Capstone experience for Raymond Central students serving as a culminating project, or senior exhibition, that will encourage students to incorporate life skills such as critical thinking, problem solving, written and oral communication, and goal setting as they prepare to exit from their #RCJourney and enter a career, college, military or adult life as a responsible citizen in an ever-changing society.
- Performance Indicator (7): The district will research, design and implement a grading and assessment philosophy based on research and best practice.

Goal 2 - Research and implement strategies to recruit, hire, develop, support, and retain the highest quality staff

- Performance Indicator (1): Develop and implement pathways for teacher leaders that allow them to gain leadership experience and expertise through professional collaboration with other teachers and administrators.
 - Created ‘Teacher Leadership Team (TLT)’ at elementary and jr/sr high levels. Creating teams of 6-9 teacher leaders who engaged in the work of developing campus goals and action plans as well as the designing and implementation of professional development aligned with those action plans. The TLT also served as the MTSS Leadership Team.
 - Collaborated with the NSEA to implement the Educators Leading the Profession (ELP) mentoring program for teachers in their 1-2 years of teaching. Soft data gathered indicated positive results.
- Performance Indicator (2): To encourage high performance, develop and implement a performance-based program that recognizes individuals for their accomplishments.
- Performance Indicator (3): Review 2019-2025 staff exit surveys to determine patterns and trends.
- Performance Indicator (4): [Research and implement an online resource for accepting applications for all open positions.] *[completed 2019-2020]*

Goal 3 - Increase Student Enrollment

- Performance Indicator (1): Develop a positive ratio of option-enrolled students through advertising and showcasing the accomplishments of Raymond Central students using a variety of social and media outlets.
 - Experienced a positive ratio of option-enrolled students.

Goal 4 - Maintain and Improve Current Facilities

- Performance Indicator (1): Continue to update the RC 5-10 year facilities plan.
 - The Facilities Committee met in the fall and made updates to the plan
- Performance Indicator (2): Explore creative/innovative classroom and campus concepts.
- Performance Indicator (3): Hire a consultant to assist in future facility planning including the construction of a Performing Arts Center.
 - Hired BVH Architects to do a facility review and audit and assist us in developing facility plans into the future.

Goal 5 - Technology

- Performance Indicator (1): Continue to stay up-to-date with devices and infrastructure.
 - Used ESSER money and local money to purchase 225 new chromebooks and maintain up to date devices.
- Performance Indicator (2): Update and maintain the district website frequently to keep all stakeholders informed.
- Performance Indicator (3): Teachers will utilize technology targeting student-centered learning, differentiated instruction and digital citizenship. The district will provide training opportunities for teachers to enhance their skills in this area.
 - Continued implementation of EIR grant which focuses on utilization of technology in STEM learning. Next year branches out to include additional teachers as first followers. Currently 20 teachers and 16 students are participating in the grant and the training.

Goal 6 - Staff Professional Development

- Performance Indicator (1): Provide meaningful and relevant staff development training to improve instruction. Professional Learning Communities will be the major vehicle for accomplishing this task by using teacher collaboration.
 - Implementation of Teacher Leadership Teams to assist in creating school improvement plans and identifying, developing and delivering campus professional development.

- Performance Indicator (2): Develop a data collection process to ensure high yield instructional strategies are implemented with fidelity to the GANAG lesson design.
 - Implemented TeachBoost which is an online data collection of teachers' progress on the new Teacher Performance Framework which focuses on immediate feedback and summative data regarding the high yield instructional strategies that are part of the Teacher Performance Framework.

Goal 7 - Mental Health Action Plan

- Performance Indicator (1): Provide ongoing professional development in mental health issues for staff, students, parents and community.
- Performance Indicator (2): Develop and implement a progress monitoring evaluation tool for RC mental health programs: Move This World Social/Emotional Curriculum (PK-6); mental health therapist (7-12); other.
 - Restructured Elementary Staff to provide .5 counselor/.5 reading support at each building to build consistency of availability and delivery of programs.
 - Using Title IV dollars to add an additional day of Licensed Mental Health Practitioner services in 2022-23.

Goal 8 - Ensure all students learn in a safe environment

- Performance Indicator (1): Conduct annual external safety audits at each school site.
- Performance Indicator (2): Develop and implement a district-wide reunification plan as part of the adopted standard response protocol.
- Performance Indicator (3): Provide ongoing safety training for staff and students.
 - Students and staff trained on Standard Response Protocols for hold, secure, lockdown, evacuate, and shelter.
- [Performance Indicator (4): [The district will research and implement an anonymous reporting app for students, parents, and staff that will be used in partnership between the school and law enforcement.] *[completed 2019-2020]*
- Performance indicator (5): Continue to engage all stakeholders in school safety issues.
 - Engaged public in implementation of LLPHD mandates this school year as needed.