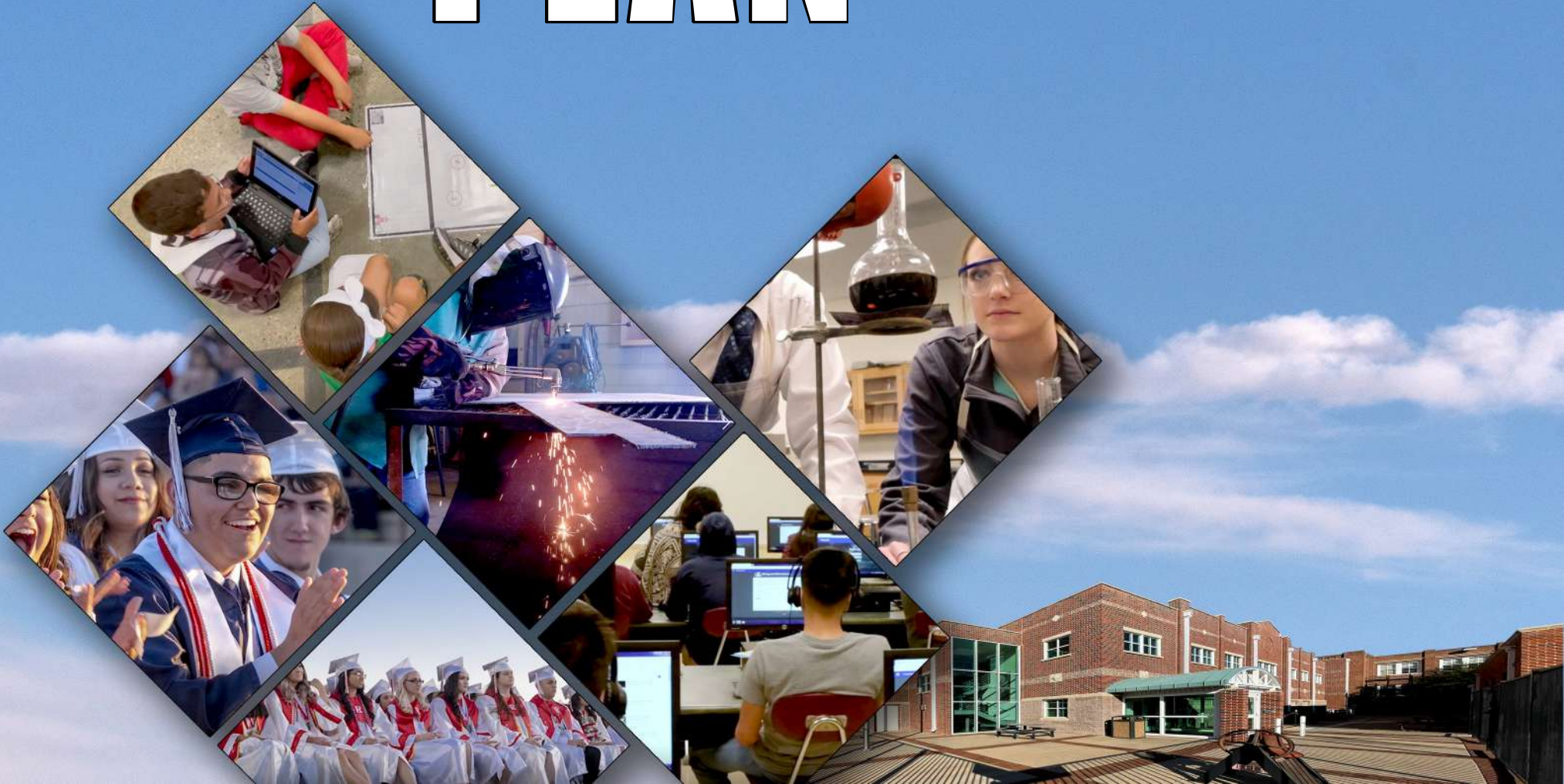


ROSWELL INDEPENDENT SCHOOL DISTRICT

STRATEGIC PLAN 2022-2027



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STRATEGIC PLAN 2022-2027

MISSION STATEMENT

EMPOWER EVERY LEARNER TO EXCEL AND BE SUCCESSFUL
CONTRIBUTORS TO THE LOCAL AND GLOBAL COMMUNITY BY
PROVIDING A UNIQUE, REWARDING, AND CULTURALLY RELEVANT
EDUCATION FOR ALL STUDENTS



GOAL ONE

DEVELOP A STRONG FOUNDATION FOR EARLY LEARNERS TO SUPPORT LONG-TERM STUDENT SUCCESS AND ACADEMIC EXCELLENCE.

- Develop a scope and sequence aligned to learning goals to ensure all students demonstrate growth in reading and math in Pre-K through third grade
- Administer interim progress monitoring and provide differentiated support to ensure by third grade all RISD students will be at or above the state average for reading and math proficiency
- Ensure up-to-date curriculum adoptions for all core areas, timely staff training on curriculum and resources that are aligned to the district standards and goals
- Build an aligned short-cycle assessment system that will support classroom continuous improvement by using data to drive improvement at the school and district level through Professional Learning Communities (PLCs)
- Conduct quarterly meetings to collaborate with community Pre-K programs to assist in assessing and meeting Kindergarten entry standards
- Use exit surveys to assess the effectiveness of district led/selected staff professional development to ensure quality as it relates to targeting continuous improvement, high yield learning strategies and empowered students
- District-wide emphasis K-3 on phonemic awareness and phonics instruction

2021-22 Data Points:

- iStation Reading and Math grade K-2
- Heggerty Phonemic awareness
- Lexia
- Dyslexia screening at First Grade
- Kindergarten Observational Tool for students enrolled in KG (completed once a year)
- Early Childhood Observational Tool for students in EC 3 years and NM Pre-K (completed three times a year)
- MLSS Needs Assessment
- K-3 Scope and Sequence, classroom lesson plans

District Support:

- Data and Assessment, Instruction and Curriculum
- Early Childhood Coordinator and Parkview Administration



GOAL TWO

DEVELOP SCHOOL-WIDE SYSTEMS, PROCEDURES, AND SUPPORTS TO SUPPORT WHOLE STUDENT GROWTH AND LEARNING THAT WILL MINIMIZE DISRUPTIONS AND MAXIMIZE LEARNING

- Ensure every school has a full-time counselor and/or social worker on premises at all times
- Provide annual staff training so that teachers understand Multi-Level Systems of Support (MLSS)
- Implement Positive Action at all Schools to impact Social and Emotional well-being
- Each school will reduce the number infractions that result in suspension (in-school or at-home) by implementing Multi-Level Systems of Support, implementation of (PBIS), a Level 1 MLSS strategy
 - Minor infraction reduced by 25 %
 - Major infraction reduced by 40 %
- District personnel will conduct observations on campuses and provide support as needed related to: Incident assistance, demonstration of best practices within the classroom/educational setting, and submit written recommendations as needed as part of referral processes
- Create a safe and welcoming learning environment
- Consistent documentation of infractions across the district

2021-22 Data Points:

- Suspensions: Long-term suspensions, Short-term suspensions, In-School Suspensions
- Threat assessments completed (self or others)
- Counselor vacancies and social worker vacancies
- MLSS Needs Assessment
- Yearly parent surveys
- Educators Handbook Data

District Support:

- Human Resources Director
- Director of Special Education
- SAT/RTI Facilitator
- Behavior Specialist
- Superintendent



GOAL THREE

IMPROVE SCHOOL GRADUATION RATES TO MEET TOP 10 PERCENT IN NEW MEXICO TO ENSURE MORE STUDENTS ARE PREPARED TO BE SUCCESSFUL IN COLLEGE OR QUALITY CAREERS

- Evaluate and balance the availability of Advanced Placement, Career and Technical Education (CTE), and Concurrent Enrollment (Early College and comprehensive high schools) offerings and provide adequate/equitable facilities for these programs
- Provide no-cost credit recovery courses for students identified as behind on credit accumulation
- Expand CTE offerings for students at all schools and annually review to ensure equitable availability and use of resources
- Annual training and goal setting for all high school counselors through cross-school collaboration
- In addition to annual Freshman Orientation, develop a campaign plan that is easily accessible to students and families related to the requirements, options, and supports available related to graduation
- Ensure that all 6th - 8th grade students have participated in Career Exploration
- Ensure that all 8th grade students have explored the Career Pathways available
- By 10th grade, all students will be enrolled in a college or career pathway
- 12th grade students will have the opportunity to be completers in a Career Pathway that provides industry certification
- Utilize the AVID model for successful progression from elementary school to post-secondary success
- Continue to encourage family and community culturally-relevant experiences within the school setting
- Increase the number of students participating in the bilingual/biliteracy seal pathway by 10% each year

2021-22 Data Points:

- District Graduation Rates: 2019- 70.1%, 2020- 73.8%, 2021- 66.8%, 2022-pending review
- Career and Technical Course enrollment
- Attendance
- Next-Step Plans
- CTE Concentrator and CTE Completers
- Enrollment in secondary bilingual programs, path to biliteracy seal

District Support:

- Work-Based learning Liaison
- Director of Secondary Education
- Assistant Superintendent of Instruction
- Assistant Superintendent of Data and Assessment
- Superintendent



GOAL FOUR

ENSURE ALL SCHOOLS WILL PERFORM WITHIN THE TOP 10 PERCENT OF NEW MEXICO SCHOOLS ON STATE MEASURES

- Develop a curriculum adoption calendar and system of support to ensure high quality curriculum in all core subjects are up to date for K-12 related to the adoption cycle and training of staff for curriculum/resources [CLICK HERE TO SEE THE RISD CURRICULUM AND INSTRUCTIONAL MATERIALS REPORT](#)
- Certify at least 15 staff members as Certified Academic Language Practitioners (CALP), with each elementary school having at least one CALP staff member
- Student learning data will be used to develop school 90 day plans, including targeted teacher training/support, interventions, and family engagement
- Provide free tutoring for students in core subject areas at all schools
- Train and support instructional leaders to provide individualized support for teachers
- Train and support building leaders to enhance their ability to implement systems of support for students
- At least 75% of parents district-wide will participate in parent/teacher conferences and ninth-grade orientation to learn more about their child's progress and opportunities to support their learning
- At least 75 percent of parents of seniors will participate in senior meetings regarding graduation and post-secondary planning

2021-22 Data Points:

Attendance, iStation Reading and Math grade K-2, Dyslexia screening at First Grade, Kindergarten Observational Tool for students enrolled in KG, Early Childhood Observational Tool for students in EC 3 years and NM Pre-K, Lexia, iMSSA Interim data for grades 3-8, NM-MSSA summative data for grades 3-8, Access for ELs K-12, College Board PSAT data for 8th, 10th and 11th grades, Khan Academy usage and growth in math ability for all students grades 8-12, SAT School Day exit-level assessment, Graduation Rate

District Support:

- Work-Based Learning Liaison, Director of Elementary and Pre-K Programs, Director of Educator Sustainability/School Support, Director of ESL and Bilingual Programs, Early Childhood Director, SAT/RTI Coordinator
- Assistant Superintendent of Instruction
- Assistant Superintendent of Data and Assessment



GOAL FIVE

ENSURE A SAFE, PRODUCTIVE WORK AND LEARNING ENVIRONMENT

- Work with a district committee to review/update a survey to annually assess and report staff satisfaction with workplace environment and district services
- Ensure district schools vacancy rates will not exceed 10%
- Utilize survey data to drive decisions related to staffing and support
- Reduce district worker compensation costs year over year
- Reduce employee turnover for all positions
- Utilize Exit Survey data to inform practices in all district operations
- Implement annual school training for staff related to school security, including communication systems
- Conduct perimeter audits of each school building annually
- Ensure each school has access to a security officer, SRO, or other staff member related to school security
- Install security vestibules at all campuses
- Install remote-operated doors with cameras at all primary entrances

2021-22 Data Points:

- Active Shooter Drills, Fire Drills, Reunification Drills, Lock-Down Drills
- Audit of security systems at all buildings
- Consultation with local law enforcement and fire department first responders
- Employee Exit Surveys

District Support:

Navigate 360, SRO Officers, Safety Liaison, District-Level coordination with local law enforcement and fire department first responders
Assistant Superintendent for Human Resources
Director for Human Resources



GOAL SIX

IMPROVE THE DISTRICT LEADERSHIP SYSTEM AND DISTRICT COMMUNICATION SYSTEM

- Identify how district and department leaders are supporting the goals outlined in the strategic plan
- Evaluate school and district administrators on the progress towards meeting goals of the strategic plan and school/department goals
- Align the roles and responsibilities of district-level administrators to optimize the effort of personnel and minimize the need for administrative positions
- Refine the new principal program utilizing assistant principals and teacher leaders
- Expand the future teachers program to develop teachers committed to teaching in Roswell (Ed Fellows, Career ladder)
- Provide leadership training on support systems improvement and continuous improvement to building administrators and aspiring leaders
- Comprehensive review of all district departments to ensure maximum return of community investment in local education
- Provide relevant information (to include school incidents, school closure, and staff training) to 100% of RISD staff in timely manner
- Utilize district resources to drive equitable, high quality, education to ensure student achievement and well-being
- Increase the use of online platforms that can be used by parents that provide access to student information and assessment results
- Increase the use of social media by the District to reach parents and the community
- Expand the talent pool to increase diversity in the work force

2021-22 Data Points:

Informal district audit reports, Stakeholder surveys, State and district testing, annual staff surveys

District Support:

Technology Department, Human Resources,
Assistant Superintendent of Assessment



GOAL SEVEN

ENSURE EFFICIENT AND EFFECTIVE DISTRICT AND SCHOOL OPERATIONS

- Yearly monitoring of safety protocols training
- Adhere to all state and community safety standards
- Continuous monitoring of use of Personal Protection Equipment by personnel at the work sites
- Provide opportunity for industry certification as it relates to needs of the district
- Involve Human Resources in active recruiting for support personnel
- Develop/update a district maintenance plan
- Conduct a yearly review of certifications to ensure timely reapplication for certification renewal
- Continue with the current plan for renovation or construction of new facilities
- Provide opportunities for building administrator input in the form of yearly surveys
- Provide opportunities for public input at community forums or surveys
- Ensure district communication is available in Spanish as well as English
- Expand the talent pool to increase diversity in the work force

2021-22 Data Points:

Incident/Accident reports, Workmen's Comp claims, Navigate 360 data, PSFA reports, Stakeholder surveys, annual financial audit

District Support:

District Building Maintenance and Custodial Support Team,
Human Resources, District Safety Liaison

