

Croydon

School District
SAU #99
Croydon, NH



CSD Strategic Plan 2024-2029

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INTRODUCTION

Croydon School District's Strategic Plan is a unifying document that reaches into the past, roots itself in the present, and envisions the future. The Plan brings together all stakeholders as equal partners guided by common understandings while setting a purposeful direction with specific, actionable steps. As a dynamic document, it is designed to be regularly referenced, monitored, and updated to ensure adherence to the District's objectives.

Croydon's Strategic Planning Committee members constitute a diverse group of community members who worked faithfully, cooperatively, and diligently, guided by a belief in the value of community service and quality education. The Committee's work was multifaceted; it first endeavored to learn about the perceptions of all stakeholders through a community survey and meeting. Vision and mission statements arose from analysis of the information gathered in the survey and meeting. Next, the Committee gathered data about the present state of the District in five focus areas: Facilities and Transportation, Governance and Finance, Curriculum, Instruction and Assessment, Stakeholder Relationships, and Culture and Climate. Using all the accumulated data, the Committee members conducted a SWOT analysis. The Committee aimed to identify Strengths, Weaknesses, Opportunities, and Threats facing the District now and in the foreseeable future. Finally, the members identified a high-value objective in the five focus areas and identified strategies and action steps to reach each objective.

Croydon educates its students through in-town schooling (Croydon Village School - CVS) and a school choice program in partnership with nearby districts and private schools. Although the stated objectives include all Croydon students, it is important to note that many of the strategies and action steps contained herein pertain to CVS.

Although the Plan looks ahead five years, it is designed to be frequently referenced and monitored using the embedded Targets and Performance Indicators. Formal review of the Plan, documentation of progress, and updates should occur yearly. Work on a successor plan should begin in year four of the current Plan.

The Strategic Planning Committee's service to The Croydon School District is admirable, and each member deserves recognition and commendation:

Aaron McKeon	Amanda Leslie
Brenda Williams	Jan Michel
Samantha Nelson	Sharon Grader

District leaders provided guidance, technical assistance, and served as valuable resources for the Committee:

Frank Perotti	Nicole Lackie
Beth Bierwirth	Kathy Ivey

Lynne Howard, Summit Education Consultant, supported and guided the work of the Committee.

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VISION

The Croydon School District strives to empower each student to reach their full potential as an independent, responsible, educated, community-minded citizen and lifelong learner.

MISSION

We facilitate and inspire Croydon students' academic achievement through personalized learning opportunities and educational choices. We foster critical thinking, creativity, responsibility, and real-world learning experiences connected to and supported by our community. As responsible stewards of taxpayer contributions, we maintain fiscal discipline while providing appropriate facilities and retaining high-quality educators. We operate with full transparency, accountability, and open communication.

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SHARED VALUES	COMMITMENTS
All children deserve a high-quality, equitable, personalized education regardless of race, ethnicity, socio-economic status, or ability that begins early and prepares them for life, college, and careers.	As a community, we commit to providing an equitable quality education for the town's children through the investment of our time, energy, and financial resources.
Local control of finances, staffing, and education allows us to directly influence outcomes.	We commit to the efficient, thoughtful, and responsible use of all resources while monitoring outcomes and adjusting as needed.
Early screening, instruction, and frequent monitoring provide a foundation for long-term student success, and research shows this practice ultimately saves money. ¹	We commit to providing early education, assessment, and services needed to ensure that all students have equitable opportunities for success.
Teachers are the primary in-school influence on student achievement. ²	We commit to attracting and retaining highly qualified teachers and staff.
Maintaining safe, secure, and adequately equipped facilities supports student learning and improves employee satisfaction.	We commit to providing time, energy, and financial resources toward safe, secure, and adequately equipped facilities.
Involving the local community in education is important for ensuring that students become community-minded citizens with real-world experience.	We commit to building strong relationships with the community.

¹ *Early childhood: High return on investment - center for high impact philanthropy.* Center for High Impact Philanthropy - University of Pennsylvania. (2017, August 24). <https://www.impact.upenn.edu/early-childhood-toolkit/why-invest/what-is-the-return-on-investment/#:~:text=Because%20high%20quality%20early%20childhood.later%20in%20a%20child's%20life.>

² Teachers matter | Rand. (n.d.-b). <https://www.rand.org/education-and-labor/projects/measuring-teacher-effectiveness/teachers-matter.html>

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FOCUS AREAS	OBJECTIVES
FACILITIES & TRANSPORTATION	Provide appropriate facilities to support a positive learning environment along with safe, economical, fair transportation for all students.
GOVERNANCE & FINANCE	Develop policies that align with the District's Vision, Mission, and Values Statements using evidence-based decision-making, transparent processes, and fiscally responsible practices.
CURRICULUM, TEACHING, & ASSESSMENT	Prepare students for the responsibilities and demands of adult life by providing a supportive, engaging, and challenging learning environment.
STAKEHOLDER RELATIONSHIPS	Engage stakeholders in unified support of the students of Croydon while maintaining respectful, honest, trusting relationships.
CULTURE & CLIMATE	Promote and develop a positive, collaborative school culture and climate focused on learning, responsibility, independence, and community-mindedness.

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FOCUS AREA: FACILITIES AND TRANSPORTATION (FT)

FT OBJECTIVE: Provide appropriate facilities to support a positive learning environment along with safe, economical, fair transportation for all students.

FT 1 Strategy: Continue to operate “Little Red” as a schoolhouse and determine which grades levels will be educated in the building.

Action Steps:

FT 1.1 Create and publish a Request for Proposal (RFP) for a full assessment of “Little Red.”

FT 1.2 Choose a vendor to complete an assessment of the building to bring it up to school building code and to optimize it for energy efficiency and operations.

FT 1.3 Analyze several grade-span options and how each option impacts the School District’s operations, educational quality, tax rate, transportation, families, and the community.

- Present three options that align with Croydon’s Vision, Mission, and Values Statements to the school board.
- Hold several public meetings to share information and hear community input, using transparent processes.
- Bring recommended options to the community for a final vote.

FT 1.4 Establish a Facilities Committee composed of administration, a school board member, and members with construction, facilities, contracting, and related knowledge to oversee projects.

FT 1.5 Create and publish an RFP to secure a vendor to implement the assessment firm’s recommendations, along with any upgrades or annexation to “Little Red” as indicated by the community’s vote.

FT 1.6 Use bonding and available aid to fund the project.

FT 2 Strategy: Determine what to do with the modular building - “Big White.”

Action Steps:

FT 2.1 Replace or dispose of “Big White” depending upon which option the town chooses, as outlined in FT1.3.

FT 2.1a If replacing the building with another modular unit:

- Determine space requirements to accommodate classrooms, office space, private areas for meetings, student services, and storage.
- Include safety and security features.
- Obtain several bids for used and new units.
- Determine location for replacement unit.
- Obtain several bids for site work.

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FT 2.1b If removing “Big White:”

- Determine ownership of the modular building.
- Sell, donate, or dispose of the existing modular building, choosing the most cost effective option.

FT 3 Strategy: Implement a transportation model that is in line with the RSA’s and District policy and makes efficient use of taxpayer dollars.

Action Steps:

FT 3.1 Create a list of considerations regarding student transportation, e.g., safety, economy, efficiency. Analyze the current situation and make recommendations for improvements.

FOCUS AREA: GOVERNANCE & FINANCE (GF)

GF OBJECTIVE: Develop policies that align with the District’s Vision, Mission, and Values Statements using evidence-based decision making, transparent processes, and fiscally responsible practices.

GF 1 Strategy: Attract & retain highly qualified staff by offering competitive compensation, evidence-based professional development, and positive work conditions.

Action Steps:

GF 1.1 Create an Employment Agreement in consultation with staff.

GF 1.2 Set a regionally competitive compensation package for existing staff and new hires.

GF 1.3 Offer stipends for extra duties.

GF 1.4 Provide new teachers with a mentor.

GF 1.5 Implement free strategies for supporting teachers, such as regularly checking in regarding satisfaction & needed supports, and commendations.

GF 1.6 Provide paid professional development days for staff to engage in evidence-based PD that aligns with district goals.

GF 1.7 Enhance working environment, e.g., LED lighting with dimming controls, ergonomic workstations, up-to-date equipment, ventilation, and heating and cooling systems in good working order.

GF 1.8 Provide daily duty free planning, collaboration, and lunch periods and paid in-service days for collaboration, planning, & data analysis.

GF 1.9 Provide compensation for work required during designated ‘duty free’ periods.

GF 1.10 Continue advertising on multiple online platforms & local papers.

GF 1.11 Publish a page on the District’s website highlighting job opportunities, employment benefits, possibly including written or video testimonials

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GF 2 Strategy: Make effective & efficient use of resources and pursue opportunities to add value with an eye toward sustainability, being mindful of the impact on taxpayers.

Action Steps

- GF 2.1 Remain aware of, apply for, and use funding sources, including private and government grants.
- GF 2.2 Use all available federal funds to improve student outcomes and support teachers' knowledge and practice.
- GF 2.3 Use Title II funds to support teachers, including induction and mentoring programs for new teachers and to support the retention and development of teachers, and follow the recommended strategies outlined in ESSA Title II Part A Guidance: Building Systems of Support for Excellent Teaching and Leading.
- GF 2.4 Create and maintain a Budget Advisory Group.

GF 3 Strategy: Set policies requiring the use of Evidence-Based Practice (EBP) to guide policy creation, resource use, instructional programs, and practices.

Action Steps:

- GF 3.1 Require the use of EBP to guide policy for each key area of the District (policy making, finance, resource management, service contracting, instructional programs and practices, and behavior management). Review practices and update annually.
- GF 3.2 Monitor program delivery or initiatives to measure effectiveness
- GF 3.3 Use evidence to improve programs, and redirect funds away from ineffective programs and practices.
- GF 3.4 Monitor the progress of CSD Strategic Plan using performance indicators and targets and update on a yearly basis

GF 4 Strategy: Create procedures for sharing financial, policy, and programming with stakeholders.

Action Steps:

- GF 4.1 Create and maintain a dedicated position to maintain and update the District's website.
- GF 4.2 Update website with biographies of SAU staff and board members, and update all committee minutes.
- GF 4.3 Reorganize the District's website to make important information and updates more easily noticed and accessible.
- GF 4.4 Update Curriculum tab on website.
- GF 4.5 Communicate assessment data and decision-making protocol and intervention programs on the website.
- GF. 4.6 Publish partner school profiles on the District's website

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GF 5 Strategy: Align the work at all levels of the District with the Croydon School District Strategic Plan.

Action Steps:

GF 5.1 All personnel work toward achieving Performance Targets.

GF 5.2 Establish teams responsible for completing the Action Steps.

GF 5.3 Document performance on a yearly basis & make adjustments as needed.

FOCUS AREA: CURRICULUM, TEACHING, & ASSESSMENT (CTA)

CTA OBJECTIVE: Prepare students for the responsibilities and demands of adult life by providing a supportive, engaging, and challenging learning environment.

CTA 1 Strategy: Improve literacy and math outcomes for all students in alignment with the Common Core State Standards (CCSS).

Action Steps:

CTA 1.1 Require and fund professional development around evidence-based instructional practices.

CTA 1.2 Support and fund literacy and math interventions.

CTA 1.3 Create a policy for minimum performance standards for partner schools.

CTA 2 Strategy: Create a multi-tiered system of support (MTSS) framework at Croydon Village School to maximize academic achievement and support students' social, emotional, and behavior needs.

Action Steps:

CTA 2.1 Continue to use valid and reliable math and literacy screening and progress monitoring tools.

CTA 2.2 Use a variety of assessments to determine risk, inform instruction, monitor progress, and assess learning outcomes.

CTA 2.3 Create a decision-making flow chart for students who are not performing at grade level that includes a set of diagnostic assessments and recommended instructional practices and programs based on diagnostic assessment data.

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CTA 3 Strategy: Provide personalized learning opportunities that require critical thinking, problem solving, collaboration, and various forms of communication, involving the community when possible.

Action Steps:

CTA 3.1 Utilize project-based learning (PBL) to engage students with diversity and real-world experiences, connected to and supported by the community.

CTA 3.2 Invite community members to share knowledge and skills with students.

CTA 3.3 Create opportunities for students to join with community members for service-based projects.

CTA 3.4 Use flexible grouping for instruction, considering students' age and abilities.

CTA 3.5 Use technology, including computer adapted programs.

CTA 3.6 Improve internet connectivity within and outside of the school building.

FOCUS AREA: STAKEHOLDER RELATIONSHIPS (SR)

SR OBJECTIVE: Engage stakeholders in unified support of the students of Croydon while maintaining respectful, honest, trusting relationships.

SR 1 Strategy: Rebuild trust between School Board and community and create a respectful collaborative environment.

Action Steps:

SR 1.1 Collaboratively develop and use Norms of Collaboration to set expectations for all meetings.

SR 1.2 Use consensus building protocols

SR 1.3 Include Mission and Vision Statements in all meeting agendas and notices.

SR 1.4 Hold an annual board meeting focused on gathering public feedback.

SR 1.5 Implement a yearly strategy and goal-focused School Board retreat.

SR 2 Strategy: Improve communication and understanding among stakeholders.

Action Steps:

SR 2.1 Update website and make improvements to increase visibility of timely and important information.

SR 2.2 Publish important District information in printed form, e.g., newsletters, local paper, and Coniston Store.

SR 2.3 Create a public relations strategy.

SR 2.4 Create a regular time for a student or a community member to speak at school board meetings to speak about their experience, e.g., "Student Spotlight" or "Focus on the Community."

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SR 3 Strategy: Promote behavioral alignment with Vision and Mission Statements.

Action Steps:

SR 3.1 Post Vision and Mission Statements throughout all District facilities and on the District's website.

SR 3.2 Refer to the Statements when decisions are being made.

FOCUS AREA: CLIMATE & CULTURE (CC)

CC OBJECTIVE: Promote and develop a positive, collaborative school culture and climate focused on learning, responsibility, independence, and community-mindedness.

CC 1 Strategy: Develop cultural symbols and rituals to communicate understanding of shared meanings, values, and behaviors.

Action Steps:

CC 1.1 Work with students and staff to revise the school motto and align it with the District's Vision and Mission statements.

CC 1.2 Work with students and staff to update the school mascot "The Cubs," e.g., what are the essential elements of being a "cub?" How does the mascot unify and convey values?

CC 1.3 Identify and celebrate routine rituals, e.g., awards ceremonies, Veterans Day observation, Reading Buddies, and Halloween parade.

CC 1.4 Create a school district logo as a unifying symbol and statement of values.

CC 2 Strategy: Foster interaction between in-town and tuitioned students.

Action Steps:

CC 2.1 Provide opportunities for tuitioned students to engage with younger students through community service projects and by providing childcare for school or town meetings.

CC 2.2 Establish a "Senior Walk-through" or a "Senior Breakfast" as a way for students who are in their senior year of high school to visit the younger students in Croydon.

CC 2.3 Hold a "Partner School Fair" as an opportunity for students to learn about their "Choice School" options.

CC 2.4 Locally recognize graduating seniors and/or honor roll students.

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CC 3 Strategy: Invigorate Parent Teacher Organization PTO.

Action Steps:

CC 3.1 Make school needs known to the PTO and suggest ways to support the school.

CC 3.2 Suggest specific projects for PTO to work on in alignment with Strategic Plan objectives

CC 3.3 Work with PTO to set goals and monitor progress.

CC 4 Strategy: Appreciate and understand the staff's experience and needs.

Action Steps:

CC 4.1 Create and conduct a yearly staff survey.

CC 4.2 Establish focus groups, facilitated by an unbiased third party, to understand and work on specific issues and goals.

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DEFINITIONS

Equality - Every student gets the *same* access to resources and opportunities. This could refer to the same funding for all schools, the same quality of and abundance of materials and facilities, and/or the same quality of instruction.

Equity - Every student gets the kinds of opportunities and resources they need *depending on their specific situation*. Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.

Evidence-Based Practices (EBP) - Practices that have been shown through multiple large-scale, high-quality studies to have a positive impact on student outcomes. EBPs have been reviewed by reputable organizations, such as What Works ClearingHouse.

*Caution must be used when evaluating programs because descriptions written by vendors might claim to be evidence-based even though they are not backed by rigorous research, e.g., research may be funded by the program's publisher.

Personalized Learning - Learning is tailored for each student's strengths, needs and interests. Students have voice and choice in what, how, when and where they learn and are provided flexibility and support to ensure mastery of the highest standards possible.

<https://michiganvirtual.org/research/publications/what-do-we-mean-when-we-say-student-centered-learning/>

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REFERENCES

Education Drivers

<https://www.winginstitute.org/education-drivers>

ESSA - Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading

<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>

Evidence-Based Decision Making

<https://www.winginstitute.org/ed-drivers-evidence-based-decision-making>

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