Rutland City Public Schools













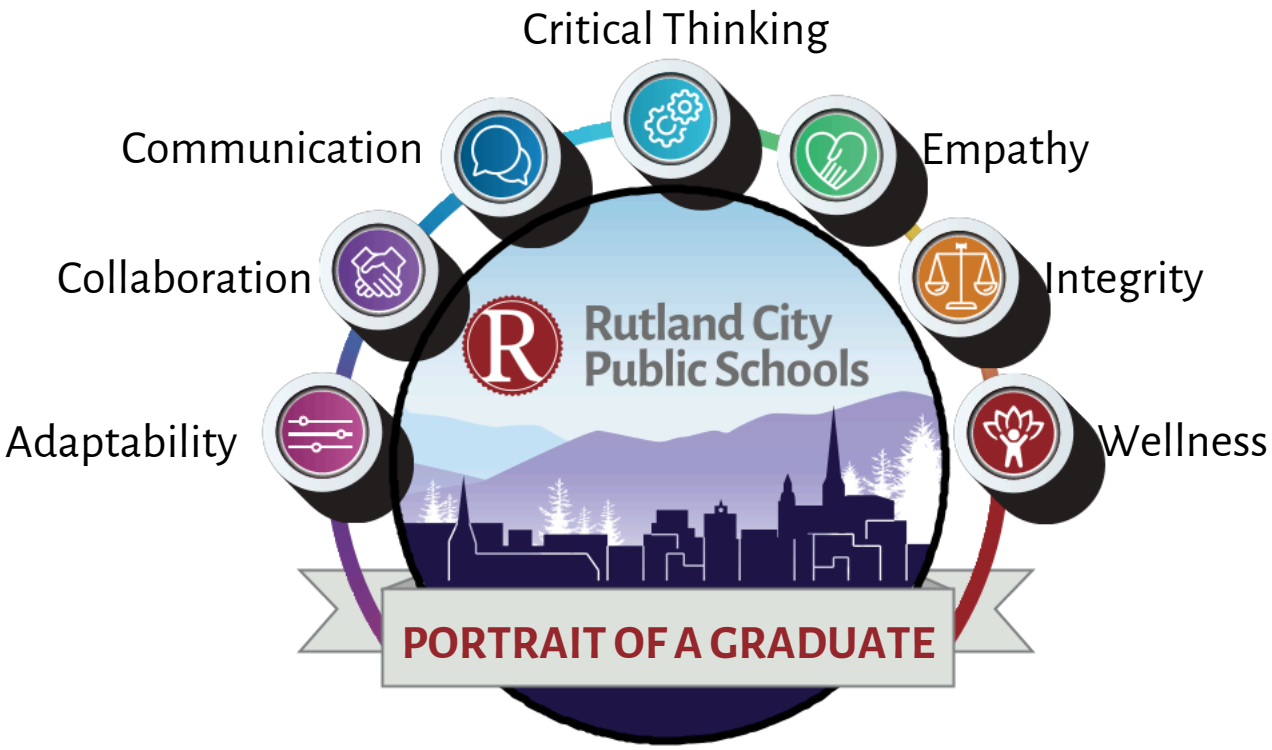
EVERY STUDENT
EVERY DAY!



2026 STRATEGIC PLAN ANNUAL REPORT







ADAPTABILITY contributes to resilience, improvement, and success in the pursuit of a solution, product, or performance.

RCPS graduates navigate ambiguity, criticism, and obstacles and choose to persevere.

COLLABORATION allows the achievement of shared goals by working together.

RCPS graduates integrate their talents into diverse groups, honor the strengths and contributions of others, and incorporate feedback to advance the group's goals.

COMMUNICATION conveys thoughts, feelings, needs, and information and is essential to our interconnectedness.

RCPS graduates listen, observe, and read with attention, openness, and curiosity in order to decipher meaning, intentions, and nuances. They formulate and deliver effective spoken, written, and non-verbal messages for a range of purposes and variety of audiences.

CRITICAL THINKING is explorative, rational, and evidence-based.

RCPS graduates approach problems with creativity. They identify, develop, evaluate, prioritize, and apply ethical, equitable, innovative, and responsible solutions.

EMPATHY fosters compassion and an understanding of others' perspectives.

RCPS graduates acknowledge different perspectives and lived experiences, recognize our shared humanity, and treat one another with dignity and kindness.

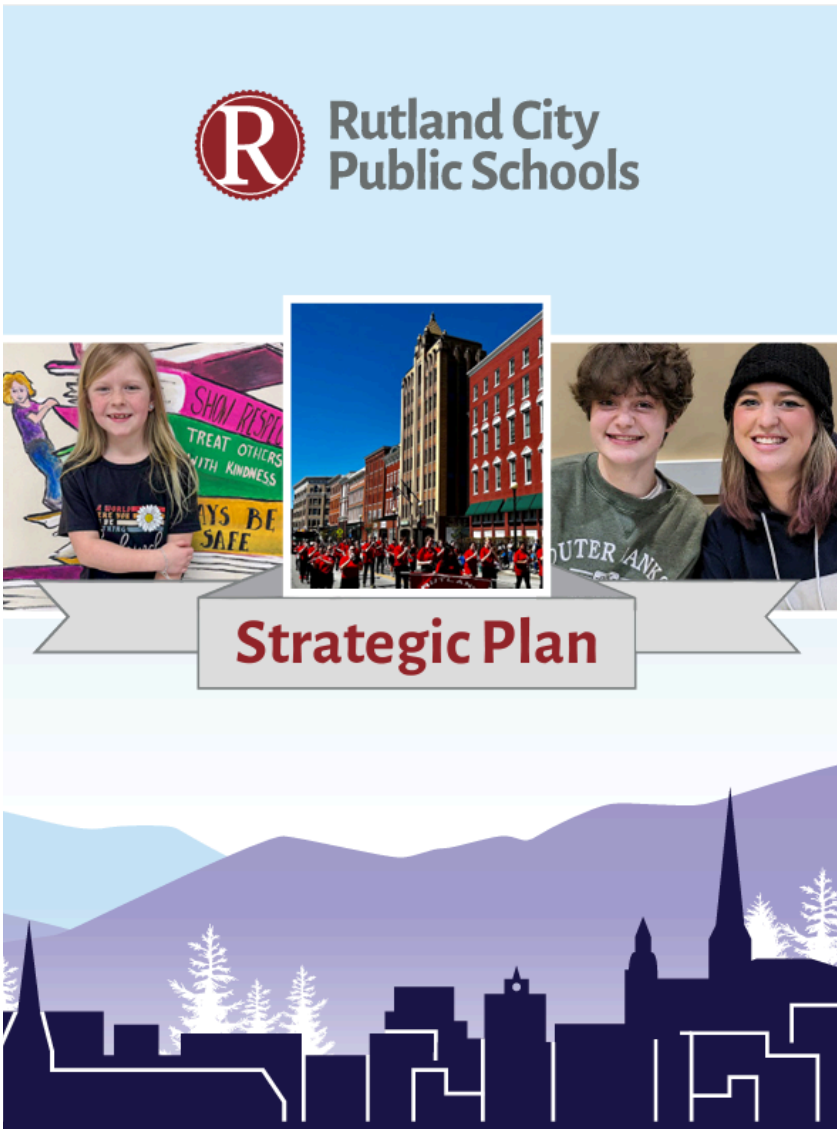
INTEGRITY is demonstrated by an adherence to a shared set of values.

RCPS graduates are honest, reliable, responsible, and trustworthy. They hold themselves and others accountable.

WELLNESS is an evolution of person, place, and practice.

RCPS graduates pursue healthy mental and physical lifestyles and promote communities where all may thrive while striving for balance.

Rutland City Public Schools



Download our Strategic Plan

including glossary of terms

Strategic Plan Overview



PRIORITY AREA 1

Teaching and Learning

Teaching and Learning is structured to provide all students access to high-quality instruction and standards-based content that clearly identifies student learning and supports student growth toward Portrait of a Graduate traits.

PRIORITY AREA 2

Evolution of Wellness through Inclusive School Communities

Embody a culture of well-being through practices and infrastructure to enhance the physical, social, and emotional health of our students and staff, contributing to the vitality of our school community.

PRIORITY AREA 3

Resources for Success

Secure, cultivate, and sustain resources to empower and uplift a diverse community, fostering an environment of adaptability, collaboration, and critical thinking.

Introduction

June 9, 2026

Dear Rutland City Public Schools Community,

It is with immense pride and excitement that I share our June 2026 Strategic Plan Update with you. This milestone marks an extraordinary moment in our collective journey, as the 2025–2026 school year represents the second year of implementing our comprehensive 5-year strategic roadmap. Looking back at the path we have carved out together, I am filled with gratitude for the unwavering commitment our teachers, staff, students, parents, and community members bring to our district every single day.

When we initially set out to build this 5-year plan, our community united to articulate a powerful vision: our Portrait of a Graduate. We promised to guide all Rutland students to become adaptable learners, effective collaborators, skilled communicators, and critical thinkers who lead with empathy, integrity, and wellness. Today, I am thrilled to celebrate the vibrant progress we are making across our three core strategic areas of focus:

- Teaching and Learning: We remain fiercely dedicated to ensuring every single student has equitable access to high-quality instruction and rigorous, standards-based content. By infusing our Portrait of a Graduate traits directly into our daily curriculum and adapting our learning pathways, we are empowering our students to develop true agency and actively take ownership of their educational journeys.
- The Evolution of Wellness for Inclusive School Communities: True education honors the whole child. We are actively cultivating a deep culture of well-being by expanding the infrastructure for physical, social, and emotional health for both our incredible students and our dedicated staff. Our schools are continuing to evolve into places where every individual feels deeply welcomed, safe, respected, and balanced.
- Resources for Success: To bring our grandest academic visions to life, we are securing, cultivating, and equitably distributing our resources systemwide. From investing in robust infrastructure and security upgrades to building innovative pathways that recruit, develop, and retain premier educational professionals, we are building a sustainable foundation for future generations.

This second year of implementation has proven that when the Rutland community dreams together, our achievements know no bounds. The strides highlighted in this June 2026 update are a direct testament to our collective efficacy, passion, and shared belief in the unlimited potential of our youth.

Thank you for your continued partnership, your vibrant energy, and your dedication to making Rutland City Public Schools a place where every child can truly thrive. Let us celebrate how far we have come and step boldly into the third year of our journey together!

With warm regards and deep appreciation,

Sincerely,

Pamela J. Reed

Pamela J Reed, Superintendent of Schools

Goals, Objectives, and Strategies



PRIORITY AREA 1

Teaching and Learning

Teaching and Learning is structured to provide all students access to high-quality instruction and standards-based content that clearly identifies student learning and supports student growth toward Portrait of a Graduate traits.

Objective 1 – Learning Systems

RCPS supports all students in accessing standards-based programming and working towards the Portrait of a Graduate traits by removing barriers to success.

STRATEGIES

· Annually review district-wide curriculum and all grade levels to evaluate curricular offerings, revising for relevance, alignment, gaps, and redundancies.

· Analyze building schedules, personnel, and professional time to identify and make targeted adjustments that respond to issues impacting students including but not limited to vulnerable students, those living in poverty, having a disability, BIPOC, LGBTQ+, MLL, students experiencing homelessness, and high-achieving students.

· Promote and embed Portrait of a Graduate traits within academic and social standards for all K-12 students.

· Expand understanding of diversity by intentionally including underrepresented and marginalized voices, histories, and experiences into the curriculum, and interacting respectfully in all teaching and learning.

Objective 2 – Assessment

Regular assessment embedded in student learning experiences drives instructional decisions and practices.

STRATEGIES

· Adapt and adjust instructional practices (universal for all students) and interventions (targeted and intensive) based on student outcomes and data.

· Build, support, and align grade-level and cross-disciplinary team competency and structures for reviewing student data, updating and refining assessments, making instructional changes, and providing robust interventions.

· Align and support the role of K-12 teacher leaders and academic coaches to emphasize instructional leadership and develop collective efficacy among all staff.



Objective 3 – Student Agency

Students are empowered to make informed choices and develop agency throughout their educational journey.

STRATEGIES

· Guide students to take ownership in their educational journey by setting goals and identifying progress through self-assessment of their own learning.

· Provide timely, accessible, and inclusive school communication for academic and social purposes.

· Forge multiple RCPS learning pathways that empower students and generate agency supported by strong community and family partnerships.

· Proactively build a healthy community by implementing teaching practices and providing resources that align restorative approaches at all grade levels.

> *We remain fiercely dedicated to ensuring every single student has equitable access to high-quality instruction and rigorous, standards-based content. By infusing our Portrait of a Graduate traits directly into our daily curriculum and adapting our learning pathways, we are empowering our students to develop true agency and actively take ownership of their educational journeys.*
>
> *Pam Reed, Superintendent of Schools*

Status Legend

Completed-Monitor | On Track | Postponed | At Risk

PRIORITY AREA 1:Teaching and Learning

Teaching and Learning is structured to provide all students access to high-quality instruction and standards-based content that clearly identifies student learning and supports student growth toward Portrait of a Graduate traits.

Objective 1: Learning Systems
RCPS supports all students in accessing standards-based programming and working towards the Portrait of a Graduate traits by removing barriers to success.

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 1 RCPS annually reviews district-wide curriculum and all grade levels evaluate curricular offerings, revising for relevance, alignment, gaps, and redundancies.	Prioritized standard documents realigned. Math consultant works on the math curriculum's next steps.	The decision was made to move to a new math curriculum in grades K-8 beginning in school year 26-27, enabling the universal offering of a guaranteed and viable program to all students at tier 1. As a result, we anticipate higher math screener and assessment scores when comparing grade-level end-of-year data over time. RHS conducts an annual curriculum review and adjusts offerings based on student interests and needs. This is reflected in the Program of Studies published each school year and determines how the master schedule is set. Revisions were made to the Literacy and Math standards in grades K-6 to better align with the VT Agency of Education model standard documents. Prioritizing these standards will provide guidance on what we should teach and assess at each grade level. The literacy curriculum was reviewed to determine how we are addressing the 5 Pillars of Literacy. For some of the pillars, we determined where we have relevance, alignment, gaps, and redundancies, and have begun to establish guidelines for grade-level teacher-directed curriculum as well as non-negotiables for specific areas. This work is ongoing. We anticipate better alignment over time, both horizontally and vertically.	On Track

Status Legend

Completed-Monitor | On Track | Postponed | At Risk

PRIORITY AREA 1:Teaching and Learning

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 1 cont. RCPS annually reviews district-wide curriculum and all grade levels evaluate curricular offerings, revising for relevance, alignment, gaps, and redundancies.	Prioritized standard documents realigned. Math consultant works on the math curriculum's next steps.	The school day curriculum is extended with our Tapestry & EPIC 21C Programs. They have worked with teachers to incorporate afterschool and summer enrichment that dovetails with curriculum learning in the school day to enhance academic and SEL learning. As a result, student engagement and growth have improved, as measured by attendance and participation, as well as by student reports of learning and achievement.	On Track

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 2 Analyze building schedules, personnel, and professional time to identify and make targeted adjustments that respond to issues impacting students, *including but not limited to* vulnerable students, those living in poverty, experiencing homelessness, and high-achieving students.	School Year 26-27 building schedules completed with realignment of instructional time.	Adjustments were made to school start and end times to provide more instructional minutes in the primary buildings and better align instructional time with students' ages. The school calendar was adjusted to accommodate in-service and professional development time throughout the year. Half days were implemented for ongoing cross-building data analysis and for instructional development based on that analysis. Determined and communicated to buildings guidance on minimum instructional minutes for Math and Literacy by grade level.	On Track



Status Legend

Completed-Monitor | On Track | Postponed | At Risk

PRIORITY AREA 1:Teaching and Learning

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 3 Promote and embed Portrait of a Graduate traits within academic and social standards for all K-12 students.	District-wide calendar of monthly themes implemented in SEL.	Continued linkage of Portrait of a Graduate traits to reports on Strategic Plan, Continuous Improvement Plan updates, and other similar reports. Monthly themes aligned with Portrait of a Graduate characteristics have been woven into Social-Emotional Learning K-6.	On Track

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 4 Expand understanding of diversity by intentionally including underrepresented and marginalized voices, histories, and experiences into the curriculum, and interacting respectfully in all teaching and learning.	Review of new Education Quality Standards, including IRIS standards. Awaiting further guidance from AOE on EQS adjustments.	The math curriculum review included an examination of inclusiveness, diversity, and accessibility. Connected grant language to allow the investment of funds and purchase of books to support representation in library and class materials at some grade levels.	On Track



Status Legend

Completed-Monitor | On Track | Postponed | At Risk

PRIORITY AREA 1:Teaching and Learning

Objective 2: Assessment
Regular assessment embedded in student learning experiences drives instructional decisions and practices.

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 1 Adapt and adjust instructional practices (universal for all students) and interventions (targeted and intensive) based on student outcomes and data.	Continued review, adjusted assessment calendar with articulated assessments.	A common assessment schedule was agreed upon at the start of the school year. This has ensured time to complete and analyze screener assessments. The Data Coordinator worked with building-based teams to review assessment data to inform instruction and better meet student needs. Contracted with a math consultant to observe and provide instructional professional development and coaching to improve instruction in grades K-8. Adjustments to staffing and budget planning for the 26-27 school year to allow for new "Coordinator of Instruction" roles and additional interventionists in some buildings in order to support teacher and student needs as demonstrated by current data analysis. Adjusted grant funds to increase staffing capacity for reading intervention and academic tutoring to address student needs.	On Track



Status Legend

Completed-Monitor | On Track | Postponed | At Risk

PRIORITY AREA 1:Teaching and Learning

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 2 Build, support, and align grade-level and cross-disciplinary team competency and structures for reviewing student data, updating and refining assessments, making instructional changes, and providing robust interventions.	RCPS Annual Data Inventory completed and school CIP plans completed and approved by AOE-June 30, 2026.	Continuous Improvement Plans for the 26-27 school year have all been submitted to the Agency of Education for initial review. Teacher leader meetings have been structured to support professional development in instruction, data analysis, and related topics, and have allowed groups to work across grades and buildings. Coordinators have worked closely with specific building teams on data review, standards alignment, and instructional shifts to better align horizontally and vertically. Piloted and set up a common gradebook in grades K-6 to allow for regular and common assessment reporting. This will be implemented in the 26-27 school year.	On Track



Status Legend

Completed-Monitor | On Track | Postponed | At Risk

PRIORITY AREA 1:Teaching and Learning

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 3 Align and support the role of K-12 teacher leaders and academic coaches to emphasize instructional leadership and develop collective efficacy among all staff.	Increased collective efficacy across all roles.	Continued refinement of teacher leader roles as we move into the 26-27 school year. Teacher leaders will have district- and school-level responsibilities in specific areas of focus to better align vertically and horizontally. The structure of communication from this work will be strengthened in the next school year to flow from and to teacher leader focus areas, teacher leader building teams, and grade levels/ departments/ teams. During the 25-26 school year, teacher leader meetings have been structured to support professional development in instruction, data analysis, and related topics, and have allowed groups to work across grades and buildings. Adjustments were made to staffing and the budget for the 26-27 school year to allow for new “Coordinator of Instruction” roles to support instructional leadership and stronger alignment across schools and programming.	On Track



Status Legend

Completed-Monitor | On Track | Postponed | At Risk

PRIORITY AREA 1:Teaching and Learning

Objective 3: Student Agency
Students are empowered to make informed choices and develop agency throughout their educational journey.

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 1 Guide students to take ownership in their educational journey by setting goals and identifying progress through self-assessment of their own learning.	Review structures for student goal setting in each building.	This has not been a district-wide focus this year.	Postponed



Status Legend

Completed-Monitor | On Track | Postponed | At Risk

PRIORITY AREA 1:Teaching and Learning

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 2 Provide timely, accessible, and inclusive school communication for academic and social purposes.	Increased commonality across the district in the frequency and mode of communication.	Increased consistent communication from schools to families regarding student results on the universal screener assessment at least once per year. Moved to a consistent communications tool (SeeSaw) for grades K-6. Translated several documents for more accessible communication for families. Worked with staff to explain tools available and allowable for translation. Built translation services into School Messenger, a district communication tool. Piloted a gradebook system for grades K-6, which will allow for more efficient, aligned, and regular input of assessments on student progress. This will be rolled out in the 26-27 school year for faculty use. Report cards will be common across grade levels, with consistent progress reporting. Provided communication on home-school event linkage and offered access through communication to transportation to some events for those in need. This enabled more families to attend and engage in the programming. The Tapestry & EPIC 21C programs use consistent communication tools to regularly connect with families, including translating documents and using School Messenger translation services. As a result, there has been an increase in family engagement, building stronger relationships.	On Track



Status Legend

Completed-Monitor | On Track | Postponed | At Risk

PRIORITY AREA 1:Teaching and Learning

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 3 Forge multiple RCPS learning pathways that empower students and generate agency supported by strong community and family partnerships.	Review the continuum for opportunities and engagement across schools.	Through the Stronger Connections grant, we increased offerings and access to community partners and resources. This included several guest presentations, both during and outside the school day. The Community Resource Night in January was expanded to a district-wide event, with staff from all schools providing support in planning and operating the event. Communication efforts for families were increased, allowing more families to stay informed and attend events. Increased accessibility to some school events beyond the day by offering transportation and increasing other resources. Continued to explore and run community-connected events such as the Financial Reality Fair at RHS with several community partners. RMS EPIC engaged community partners to introduce students to financial literacy, explore health careers, and engage in discussions about health & wellness topics. Student confidence and inquiry, as well as critical thinking, were areas of improvement among attendees.	On Track



Status Legend

Completed-Monitor | On Track | Postponed | At Risk

PRIORITY AREA 1:Teaching and Learning

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 4 Proactively build a healthy community by implementing teaching practices and providing resources that align with restorative approaches at all grade levels.	Continue to look at the continuum across schools. Connected to Wellness work.	Continued to include morning meetings, community blocks, and advisory time in K-12 schedules to promote healthy community skills, dialogue, and programming. Staff professional development focused on restorative practices extends beyond the traditional school day, as Tapestry & EPIC staff continue to hone their restorative practices skills. Additionally, the Tapestry staff at Northeast and Northwest have earned national certification in Mental Health Literacy Awareness this month. (The first afterschool staff anywhere to achieve this!). Professional learning will continue in June for Tapestry and EPIC staff, focusing on trauma-informed practices.	On Track





PRIORITY AREA 2

Evolution of Wellness through Inclusive School Communities

Embody a culture of well-being through practices and infrastructure to enhance the physical, social, and emotional health of our students and staff, contributing to the vitality of our school community.

Objective 1 – Students

As RCPS students gain confidence in making healthy lifestyle choices, they enhance their physical, social, and emotional well-being.

STRATEGIES

· Align and promote district-wide consistency when monitoring and responding to social, emotional, and physical needs of students.

· Identify and integrate resources and strategies, especially from health, physical education, and social-emotional learning curriculums, into complementary learning experiences across all content areas.

· Encourage active participation by all stakeholders to support and promote the pursuit of healthy and balanced mental and physical lifestyles.

Objective 2 – Staff

Staff achieve a greater sense of success in their work, encompassing work-life balance, connections and community with students, peers, and the greater community.

STRATEGIES

· Implement a problem-solving framework that encourages collaboration and involves team members in identifying and proposing solutions to challenges.

· Foster a positive and collaborative culture that values diverse perspectives and ideas, and recognizes and appreciates contributions, promoting a sense of belonging.

· Model and promote practices and protocols that encourage work-life balance and healthy lifestyle choices.



Objective 3 – Infrastructure

Students, staff, and visitors to RCPS facilities and programs feel welcome, safe, respected, and represented.

STRATEGIES

· Promote a safe and secure environment for all students, staff and visitors, who lawfully enter upon District property or who travel in District for the purposes of this District.

· Create inclusive and representative physical spaces through both design and commitment to fostering a culture of respect and dignity.

· Promote participation in and access to co-curricular opportunities for all students.

· Raise awareness of and provide opportunities for skill development concerning digital wellness and safety.

> *True education honors the whole child. We are actively cultivating a deep culture of well-being by expanding the infrastructure for physical, social, and emotional health for both our incredible students and our dedicated staff. Our schools are continuing to evolve into places where every individual feels deeply welcomed, safe, respected, and balanced.*
>
> ***Pam Reed, Superintendent of Schools***

Status Legend

Completed-Monitor | On Track | Postponed | At Risk

PRIORITY AREA 2: Evolution of Wellness through Inclusive School Communities

Embody a culture of well-being through practices and infrastructure to enhance the physical, social, and emotional health of our students and staff, contributing to the vitality of our school community.

Objective 1: As RCPS students gain confidence in making healthy lifestyle choices, they enhance their physical, social, and emotional well-being.

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 1 Align and promote district-wide consistency when monitoring and responding to the social, emotional, and physical needs of students.	Review/analyze behavioral data to identify progress and trends, and make adjustments accordingly. Review/analyze information on student safety to assess progress and trends.	District-wide consistency in data input was established in the fall and maintained throughout the year, enabling analysis of trends and progress within each building. Each school's Continuous Improvement Plan annual report included information from data collected and analyzed, focused on behavior, which was an effort facilitated by building leaders and the RCPS data manager. The district-wide Functional Behavior Assessment, Behavior Intervention Plan, and Behavioral Threat Assessment processes have been implemented, enabling prompt and thorough evaluation of threats and the use of effective interventions. Beyond the school day, Tapestry now utilizes the VT Immunization Registry to access student information. This leads to increased family engagement and the ability to identify safety or student health concerns.	On Track



Status Legend

Completed-Monitor | On Track | Postponed | At Risk

PRIORITY AREA 2: Evolution of Wellness through Inclusive School Communities

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 2 Identify and integrate resources and strategies, particularly from health, physical education, and social-emotional learning curricula, into complementary learning experiences that span all content areas.	None were anticipated for the 2025-2026 school year.	The Physical Education/Health educators engaged in professional learning with partners from the Department of Health to discuss and refine curriculum related to students' needs. Physical Education/Health Educators and Nurses participated in training focused on youth mental health. Equipment was purchased to increase outdoor activities, including biking, gardening, and team sports, for students in both during- and after-school programs. Our alternative programs have also expanded access to outdoor activities that integrate a therapeutic element, including bike access to community trails, snow sports, and access to a skate park. Interactive games were also acquired to encourage face-to-face interactions among students, improving social skills and building connections among peers. The RMS EPIC program introduced a Wellness Q&A in partnership with the Vermont Dept of Health, in response to student interest in learning about health topics and resources. Building relationships with trusted health professionals, improving student engagement, and fostering student agency were among the outcomes of this initiative.	On Track

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 3 Encourage active participation by all stakeholders to support and promote the pursuit of healthy and balanced mental and physical lifestyles.	None were anticipated for the 2025-2026 school year.	A districtwide “Wellness Team” was added to our teacher leader groupings. The Team, with representatives from all buildings, has focused on a systemic approach to wellness, constructing activities and events for RCPS employees in the coming year. The group has integrated the Vermont Educational Health Initiative’s Path to Wellness program into all district programs and schools.	On Track

Status Legend

Completed-Monitor | On Track | Postponed | At Risk

PRIORITY AREA 2: Evolution of Wellness through Inclusive School Communities

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 3 cont. Encourage active participation by all stakeholders to support and promote the pursuit of healthy and balanced mental and physical lifestyles.	None were anticipated for the 2025-2026 school year.	Life-long sports programs have been implemented in our primary schools and at Rutland Middle School. Through Anti-Tobacco Grant Funds, every RCPS student will go into summer with outdoor activities to promote healthy habits.	On Track

Objective 2: Staff achieve a greater sense of success in their work, encompassing work-life balance, connections, and community with students, peers, and the greater community.

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 1 Implement a problem-solving framework that encourages collaboration and involves team members in identifying and proposing solutions to challenges.	None were anticipated for the 2025-2026 school year.	While a formalized "problem-solving framework" has not been implemented, several initiatives have provided opportunities for staff to collaborate and propose solutions. Examples include: cell phone procedures, schedule implementation, merging of Allen Street and Pierpoint Campuses, changes in our Early Childhood Special Education programs, development of a mentor program, and the selection of a math program. The administrative team will engage in professional development focused on leading change during the summer of 2026. The training focuses on the communication, collaboration, and commitment needed to align teams, peers, and communities during organizational change. It is anticipated that the workshop will help leaders further implement processes that encourage collaboration and involve team members in identifying and proposing solutions to challenges.	On Track

Status Legend

Completed-Monitor | On Track | Postponed | At Risk

PRIORITY AREA 2: Evolution of Wellness through Inclusive School Communities

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 2 Foster a positive, collaborative culture that values diverse perspectives and ideas, recognizes and appreciates contributions, and promotes a sense of belonging.	None were anticipated for the 2025-2026 school year.	The beginning-of-year in-service time was adjusted to allow for a gathering of all staff, with an adopted tone of celebration and fellowship. Staff feedback on the event was very positive. A similar celebration will be included for the fall of 2026. All buildings have adjusted meeting times to allow for various teams to collaborate, with many providing a structured framework. Looking forward to the 2026-2027 school year, grade-level teams at the Rutland Intermediate School will have a longer block of time to collaborate, and the Professional Learning Community times at the middle and high schools will be aligned to provide opportunities for curriculum alignment. Our curriculum leaders have provided avenues for teacher leaders to collaborate and represent their building colleagues in decision-making. This has enhanced opportunities to recognize diverse perspectives and ideas and has built a sense of districtwide belonging. During staff appreciation week, efforts were made to ensure all staff were recognized through both building- and central-office celebrations. Administrative staff organized events and activities that fostered building relationships with colleagues and having “fun” together. Central office administration visited all staff during the week and sent personal notes to those they did not see. The annual end-of-year gathering will be offered to all staff and past retirees, providing an opportunity to celebrate those retiring from RCPS. All staff were provided the opportunity to receive discounts on district apparel to foster a sense of district community.	On Track

Status Legend

Completed-Monitor | On Track | Postponed | At Risk

PRIORITY AREA 2: Evolution of Wellness through Inclusive School Communities

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 2 continued Foster a positive, collaborative culture that values diverse perspectives and ideas, recognizes and appreciates contributions, and promotes a sense of belonging.	None were anticipated for the 2025-2026 school year.	We have intentionally had a stronger presence on social media to share information about upcoming events and to celebrate our students and staff. Families have come to rely on our posts for pictures of various school events, and prospective employees report using them to learn more about our district. Our Human Resources Manager reached out to our newer staff (hired in the last 2 years) to gather information about their experiences in the district, helping us to shape and adjust our "onboarding" process. As a result, we will offer a more robust mentoring program for beginning teachers and a more comprehensive orientation for new RCPS staff.	On Track

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 3 Model and promote practices and protocols that encourage work-life balance and healthy lifestyle choices.	None were anticipated for the 2025-2026 school year.	A districtwide "Wellness Team" was added to our teacher leader groupings. The Team, with representatives from all buildings, has focused on a systemic approach to wellness, constructing activities and events for RCPS employees in the coming year. The group has integrated the Vermont Educational Health Initiative's Path to Wellness program into all district programs and schools. Building leaders have supported wellness activities for staff that nurture both physical and emotional health, while being mindful of the balance we strive to achieve between responsibilities at work and home. An example is frequently using the "schedule send" feature to send emails during the school day rather than in the evenings, which communicates respectful boundaries and the need for a work-life balance.	On Track

Status Legend

Completed-Monitor | On Track | Postponed | At Risk

PRIORITY AREA 2: Evolution of Wellness through Inclusive School Communities

Objective 3: Students, staff, and visitors to RCPS facilities and programs feel welcome, safe, respected, and represented.

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 1 Promote a safe and secure environment for all students, staff, and visitors who lawfully enter upon District property or who travel in the District for the purposes of this District.	Begin reviewing & revising the RCPS Crisis Manual. Install the "swipe card" system at Allen Street Campus. Assess the camera system's functionality to identify areas for improvement.	The "swipe card" system has been installed at Allen Street Campus and additional entrances at the Northwest School. Given the district's safety and crisis response needs, we have developed a position focused on the multitude of responsibilities, grounded in providing a safe learning environment where students can thrive. One of the priorities for the Coordinator of School Safety and Crisis Response will be to review and revise the RCPS Crisis Manual, creating protocols for use in emergencies. Emergency Operating Procedures, developed with Rutland's Emergency Response partners, will be submitted to the Vermont Agency of Education. Additionally, the Coordinator of School Safety will work collaboratively with our leadership team to ensure that procedures focused on hazing, harassment, and bullying, as well as Title IX, are consistently applied.	On Track



Status Legend

Completed-Monitor | On Track | Postponed | At Risk

PRIORITY AREA 2: Evolution of Wellness through Inclusive School Communities

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 2 Create inclusive and representative physical spaces through both design and commitment to fostering a culture of respect and dignity.	Continue planning and designing for the RIS/RMS kitchen/cafeteria renovation. Order and secure equipment, plan for installation.	Many hallways and blank spaces in our buildings have come alive with murals designed and painted by our students, in collaboration with community artists. Allen Street, Pierpoint Campuses, and Rutland Intermediate and Rutland Middle School are the most recent campuses to work with Artists in Residence. Rutland High School and the EPIC 21C program are currently in the planning stages. Students who are highly motivated by experiential learning can now enjoy greater access to outdoor spaces, including the hammock circle, a sugaring shack, pollinator gardens, and exercise space at the Allen Street and Peirpoint Campuses. Primary building staff, including our Early Childhood Special Education Programs, have focused on designing classroom spaces that encourage focus. The Library Avenue renovation project includes the kitchen and cafeteria. In addition, given the status of handicapped accessibility, designs for renovations to achieve ADA compliance in the front hallway are being considered. Additional accessibility issues throughout the district will continue to be integrated into our improvement plans.	On Track



Status Legend

Completed-Monitor | On Track | Postponed | At Risk

PRIORITY AREA 2: Evolution of Wellness through Inclusive School Communities

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 3 Promote participation in and access to co-curricular opportunities for all students.	Revise the survey to be able to include RMS athletes. Administer the survey partway through all athletics and activities opportunities to participants in grades 7-12. Review and analyze surveys to identify trends, including areas for growth. Transportation will be offered to students and their families for required school events (i.e., STEM Fair) and the RCPS Community Resource Night.	The student survey has been implemented for all RMS and RHS athletes who participated in sports during all 2025-2026 seasons, gaining feedback on their experiences and using their perspectives to guide decisions. In the coming year, a student survey will be created to allow administrators to elicit input from students participating in activities beyond the school day. Transportation was offered to families for required school events, with approximately 5-8 families accessing the service per event.	On Track

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 4 Raise awareness of and provide opportunities for skill development concerning digital wellness and safety.	None were anticipated for the 2025-2026 school year.	Given the addition of legislation prohibiting the use of personal mobile devices during the school day, the administrative team, with input and collaboration from school staff, developed a districtwide procedure that includes differentiation for developmental levels. As we prepare for implementation, additional instruction for digital wellness and safety will be integrated into each program.	On Track



PRIORITY AREA 3

Resources for Success

Secure, cultivate, and sustain resources to empower and uplift a diverse community, fostering an environment of adaptability, collaboration, and critical thinking.

Objective 1 – Staff

Recruit, develop, and retain highly qualified staff committed and connected to the ideals of our Portrait of a Graduate.

STRATEGIES

· Analyze and articulate procedures to recruit and retain diverse and highly effective teachers, staff, and administrators.

· Develop partnerships with the community, create opportunities for students to become RCPS employees, attract professionals to the area, and provide pathways for advancement.

· Provide resources to staff that support their specific areas for growth to include professional development, mentoring/coaching opportunities, and a reflective evaluation system.

Objective 2 – Equitable Resources

Ensure the equitable distribution of resources to support the district's goals.

STRATEGIES

· Develop an annual budget based on Strategic Plan priorities.

· Audit and align our continuum of services to support students with the resources and environment that best meets their needs.

Objective 3 – Infrastructure

Ensure that all facilities, equipment, and infrastructure are properly maintained and support the function of the environment

STRATEGIES

· Invest in a district-wide infrastructure that focuses on functionality, reliability, school improvement, and innovation.

· Develop plans and protocols to address emerging security, safety, and health needs.

· Leverage technology infrastructure in order to facilitate clear and equitable communication among students, families, and staff.

Status Legend

Completed-Monitor | On Track | Postponed | At Risk

PRIORITY AREA 3: Resources for Success

Secure, cultivate, and sustain resources to empower and uplift a diverse community, fostering an environment of adaptability, collaboration, and critical thinking.

Objective 1: As RCPS students gain confidence in making healthy lifestyle choices, they enhance their physical, social, and emotional well-being.

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 1 Analyze and articulate procedures to recruit and retain diverse and highly effective teachers, staff, and administrators.	Survey staff (hired within the last three years) about their motivations for joining Rutland, mentoring experience, and other data. Survey veteran staff about their reasons for staying in Rutland. Compare personnel data to regional, state, and national benchmarks. Establish baseline diversity measures for recruitment and retention. Establish an "exit" procedure that includes gathering information from those departing RCPS.	In January, the district hired a Human Resource Manager, who has helped facilitate this work. The survey for new(er) staff was distributed in the early spring. This feedback, with input from veteran staff, has led to the creation of a more robust orientation and mentoring program to be implemented for the 2026-2027 school year. The program has been developed by a districtwide committee, with mentor recruitment underway. Training will occur in the summer of 2026. Salary and benefits for non-aligned personnel were compared to regional, state, and national benchmarks. Prior to issuing contracts for the 2026-2027 school year. As a result of this work, differentiation for salary increases was applied. Our approach to hiring has shifted from a passive model to a more active, aggressive one. Adjusting the locations for posting, as well as the quality and content of the postings, are strategies we have implemented. RCPS has agreements with two international recruitment agencies to retain diverse, highly effective teachers. Appropriate software to assist with human resources procedures and processes is being explored, with the goal of building a more effective, comprehensive system for welcoming new staff. A survey for staff departing RCPS in June 2026 has been developed and will be distributed in June 2026, with responses reviewed for trends and further consideration.	On Track

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PRIORITY AREA 3: Resources for Success

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 2 Develop partnerships with the community, create opportunities for students to become RCPS employees, attract professionals to the area, and provide pathways for advancement.	None were anticipated for the 2025-2026 school year.	Cards have been sent to recent graduates pursuing education to build connections for the future workforce. The district entered into agreements with two international organizations to recruit candidates for difficult-to-fill positions. Several recent hires for the 2026-2027 school year are relocating to our area. RCPS has partnered with local rental owners to share housing information with our new community members. The district has provided paraeducators with information about a statewide initiative to further their professional skills and earn credentials toward a teaching license, and has offered support for their enrollment in the initiative. When possible and appropriate, provisional professional licenses have been secured for staff to advance their career.	On Track



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PRIORITY AREA 3: Resources for Success

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 3 Provide staff with resources that support their specific areas for growth, including professional development, mentoring/coaching opportunities, and a reflective evaluation system.	Review and revise the RCPS Mentor program for beginning teachers. Assess the effectiveness of the revised evaluation system, and make changes as needed. Plan professional development and in-service topics for 2026-2027.	A districtwide mentor committee met throughout the year to develop a comprehensive model for mentoring beginning and new RCPS educators. Recruiting for mentors is underway, and training will occur in the summer of 2026. A revised supervision and evaluation system was implemented during the 2025-2026 school year, which included more frequent "walk-through" observations. These observations provide educators with more frequent and timely feedback. Professional development has focused on math, literacy, phonics, technology, and other topics. Internal and contracted services for coaching, coursework, and workshops have been methods of instruction. The district has contracted with a math consultant and coach to support improvements in math instructional practices. Beginning in the summer of 2026, teachers will have increased access to the "Skillful Teacher." This coursework provides practical, research-backed strategies to help educators navigate diverse classrooms, improve instructional practices, and boost student achievement. The Coordinator of Instruction roles have been redefined to enhance coaching in specific areas. While instructional coaching positions have been unfilled during the 2025-2026 school year, 2 of the 3 positions have been hired for the 2026-2027 school year. Based on students' instructional needs, a districtwide Professional Development Plan has been developed for the 2026-2027 school year.	On Track

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PRIORITY AREA 3: Resources for Success

Objective 2: Ensure the equitable distribution of resources to support the district's goals.

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 1 Develop an annual budget aligned with the Strategic Plan's priorities.	None were anticipated for the 2025-2026 school year.	The FY27 budget was developed by reviewing all staff positions and aligning roles and resources, including software and curriculum, across both local and grant funds, to focus and improve instruction, as well as other Strategic Plans. A five-year capital plan has been drafted. Alignment of the technology hardware replacement cycle has been reviewed. A process was developed and implemented to review and approve undbudgeted project requests and pursue grants to determine current and future budget needs.	On Track



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PRIORITY AREA 3: Resources for Success

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 2 Audit and align our continuum of services to support students with the resources and environment that best meet their needs.	None were anticipated for the 2025-2026 school year.	The 2026-2027 school year budget was developed by reviewing resources to allow for a strong continuum of services for students. Prek-2 outdoor playground equipment has been enhanced to improve accessibility. The Early Childhood Special Education programs have been relocated to the primary buildings, reducing transitions and providing additional access and opportunities to RCPS's youngest learners. During the 2026-2027 school year, the district will closely monitor Rutland's pre-k students receiving services from community partners, leading to an audit of our current staffing and resources and to recommendations. An analysis of the effectiveness of the "Wellness in the Wild", Outdoor Adventure, and Bridges programs at the Middle School is currently underway. Given an analysis of resources and student needs, plans are underway to adjust the age of the student populations attending our Allen Street and Pierpoint Campuses. Our younger students who have been at our Pierpoint Campus will transition to Allen Street, while our oldest students will have a redesigned campus at Pierpoint. The students receiving services through our Reaching Independence Through Education programs have made great gains with the addition of intensified Speech Language Pathology (SLP) services. To support students, RCPS teams have been fine-tuning their internal processes when a student needs a higher level of support, resulting in a more responsive system.	On Track

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PRIORITY AREA 3: Resources for Success

Objective 3: Ensure that all facilities, equipment, and infrastructure are properly maintained and support the function of the environment.

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 1 Invest in a district-wide infrastructure that focuses on functionality, reliability, school improvement, and innovation.	None were anticipated for the 2025-2026 school year.	Grant funding and local funds were used to purchase and install a new playground at Northeast and to install some playground structures at Northwest. These components will allow for greater accessibility and an inclusive environment for all learners. The renovation plans for the kitchen and cafeteria space are to improve access and functionality. The district is currently seeking to secure a Project Manager to oversee the next step in the remodel. Given the limited accessibility for people with disabilities in the Rutland Middle School lobby, the renovation designs include ADA compliance. Adjustments have been made to the school start and end times for the 2026-2027 school year to allow for additional instructional minutes in the primary buildings and to aim for a better instructional time window based on student developmental ages.	On Track



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PRIORITY AREA 3: Resources for Success

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 2 Develop plans and protocols to address emerging security, safety, and health needs.	Begin review of RCPS Crisis Manual and Safety Protocols.	A Coordinator of School Safety and Crisis Response position was designed, recruited, and secured for the 2026-2027 school year. The Medicaid Administrative Claiming (MAC) Grant was revised to use funding to support student health needs for the 2025-2026 school year and to add a Lead Nurse stipend for the 2026-2027 school year. The Lead Nurse will ensure consistency and implementation of expectations throughout the district. The school nurses attended a regional conference during in-service days and have had additional time during the school year to follow up on new learning. Security at our entrances has been modernized with the use of appropriate software and procedures. The upgrade enhances safety and improves tracking of building access. In collaboration with the Rutland Education Association, the Safety Team and Environmental Health Team held ongoing meetings with teachers, paraeducators, and administrators.	On Track



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PRIORITY AREA 3: Resources for Success

Strategy	Predicted Milestone	Progress Update	Year End Status
Strategy 3 Leverage technology infrastructure in order to facilitate clear and equitable communication among students, families, and staff.	Purchase SeeSaw K-6 July 1, 2025. SeeSaw training August 2025. Deploy 7-12 product July 1, 2025. Training for teachers and admins August 2025.	Using grant funds, technology was purchased to support multilingual learners and communication. Parents and students in grades K-6 are using SeeSaw as their primary mode of communication. This platform is now used across all buildings, providing a consistent, secure way for teachers and administrators to communicate with families. Across our primary buildings, S'more software is being used for newsletters. Providing staff with approved translation tools has increased accessible communication. Several documents have been translated, and translation has been built into School Messenger. District and building communication has occurred more frequently, especially when changes, decisions, and adjustments are made. School Messenger, the district website, social media, local publications, and PEG TV are all avenues used to relay messages and build connections with families and caregivers. RCPS is in the early planning stages for implementing a new Voice Over Internet Protocol system.	On Track

