

	Raymond School District	Raymond High School	Iber Holmes Gove Middle School	Lamprey River Elementary School
<b>Curriculum, Instruction and Assessment</b>				
<i>GS #1: By 2023, at least 80% of all students in grades K-12 will demonstrate mastery of grade level standards in the subjects of reading, writing and mathematics.</i>				
<b>Curriculum</b>				
Establish and begin implementation of a formal curriculum review/improvement cycle to include a Board approval process.	This process is developed/started and beginning to become formalized.	This process is developed/started and beginning to become formalized.	This process is developed/started and beginning to become formalized.	This process is developed/started and beginning to become formalized.
Adjust curriculum documents as needed based on student achievement data.	Scope and sequence documents are completed and part of the curriculum revision process.	Documents completed, needs to be evaluated.	Documents completed, evaluated annually.	Documents completed, evaluated annually.
Develop and implement a formal process for measuring the alignment between the written and taught curriculum	A districtwide process has been developed, will need to be implemented using new triangulated data sources.	Process includes review of STAR, SAT, and PowerSchools Standards Report accompanied with teacher evaluations and walkthroughs.	Process includes review of STAR, SAS, and PowerSchools Standards Report accompanied with teacher evaluations and walkthroughs.	Process includes review of STAR, Accadeince, and PowerSchools Standards Report accompanied with teacher evaluations and walkthroughs.
<b>Instruction</b>				
Teachers in all schools will fully instruct in accord with the established and refined curriculum documents.	Completed - Teachers are following curriculum documents adjusted for the 2021 school year.	Teachers met in departments to adjust scope and sequence as a result of remote/hybrid learning implications.	Teachers met in grade level teams to adjust scope and sequence as a result of remote/hybrid learning implications.	Teachers met in grade level teams to adjust scope and sequence as a result of remote/hybrid learning implications.
Common Expectations for the effective use of technology in relation to remote instruction will be established and required.	Completed - Professional development was provided on Google Apps for Education, Powerschool, Screencastify, Flipped Classroom and other remote/hybrid technology tools. Expectations for synchronous and asynchronous learning regarding direct instruction outlined.	Completed - Professional development was provided on Google Apps for Education, Powerschool, Screencastify, Flipped Classroom and other remote/hybrid technology tools. Expectations for synchronous and asynchronous learning regarding direct instruction outlined.	Completed - Professional development was provided on Google Apps for Education, Powerschool, Screencastify, Flipped Classroom and other remote/hybrid technology tools. Expectations for synchronous and asynchronous learning regarding direct instruction outlined.	Completed - Professional development was provided on Google Apps for Education, Powerschool, Screencastify, Flipped Classroom and other remote/hybrid technology tools. Expectations for synchronous and asynchronous learning regarding direct instruction outlined.
Established, and written, procedures to provide multi-tiered systems of support will be implemented, assessed and improved in all three schools.	Ongoing - All schools are contiuously working to improve intervention, differentiation, and early warning systems through MTSS Playbooks.	Developing MTSS Playbook (Ram Time)	Completed MTSS Playbook - SIT, Rtl, Labs, and WIN	Completed MTSS Playbook - SIT Encore and Walk to Enrich
Teachers will be provided with professional development so that they can effectively integrate into learning activities age-appropriate strategies that foster student agency by providing opportunities to set goals and rereflect upon the results to guide their own learning process.	Ongoing through internal and external professional development opportunities (MiF, Flipped Classroom associated trainings, and building level content experts, RC, Newsela, ESpark TBD)	Ongoing through internal and external professional development opportunities (MiF, Flipped Classroom associated trainings, and building level content experts, Newsela.)	Ongoing through internal and external professional development opportunities (MiF, Flipped Classroom associated trainings, and building level content experts, RC, Newsela, ESpark TBD)	Ongoing through internal and external professional development opportunities (MiF, Flipped Classroom associated trainings, and building level content experts, RC, Newsela, ESpark TRD)
Ensure that cursive writing is consistently taught in the third grade, and reinforced in grade four.	Complete			Complete Taught in 3rd grade and reinforced through various activites (Creative Writing/Name on
<b>Assessment</b>				
For all courses and subjects at every grade level, implement at least one common summative assessment and one quality performance assessment per term.	Complete	Common Summatives in Courses with Multiple Sections. QPAs developed and validated/aligned working towards complete calibration	Common Summatives. QPAs developed and validated/aligned working towards complete calibration	Common Summatives. QPAs developed and validated/aligned working towards complete calibration

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Compare cross-class performance as part of embedded professional learning activities for teachers.	Complete/Ongoing	Synchronous Learning	Synchronous Learning, PLC, Reading, Math	Synchronous, Co-teaching, Multi-Aged, SEL, Math
Examine District data and stakeholder input to recommend potential improvements to curriculum documents and grading processes and to ensure alignment with school/District core values and beliefs about learning.	Complete/Ongoing	Complete/Ongoing (Coffee Hours, Curriculum Meetings, Forums, Forever Green)	Complete/Ongoing (Coffee Hours, Curriculum Meetings, Forums, Forever Green)	Complete/Ongoing (Coffee Hours, Curriculum Meetings, Forums, Forever Green)
Evaluate effectiveness and quality of benchmark assessment system and budget for new assessment suite if appropriate.	Complete/Ongoing	STAR	STAR	STAR/Acadience
Develop schoolwide writing rubrics.	Pocketed: Will need to be fully addressed Summer/Fall 2021			
Develop rubric validation and calibration protocols.	Complete	Raymond Protocol	CCE Protocols	CCE Protocols
<b>GS #2: By 2022 the District will develop and consistently implement a K-12 STEM (Science, Technology, Engineering and Math) program.</b>				
Implement the STEM program K-8.	Completed.		Completed	Completed
Provide ongoing professional development to support the successful implementation of the new program.	Completed/Ongoing	Summer 21	Completed	Completed
Collaboratively assess and reflect on the program once per term and make adjustments as warranted.	Ongoing			Ongoing
Explore the use of technology for the purpose of hands-on STEM demonstrations or engagement in a remote education environment.	Completed (Mystery Science, Labs, Modules, PBL, Maker Space Activites, etc)			
<b>GS #3: By 2021 the library/media program for students in all three of our K-12 schools will be restructured to reflect a consistent philosophy and approach that promotes library-media services as an integral resource for classroom instruction, and supports the teaching and learning process by emphasizing research skills and curriculum-based critical thinking.</b>				
Build cross curricular connections through Library/Media to integrate and enhance research skills and embed scholarly writing into the general curriculum.	Completed	Provides support in research skills, scholarly writing, and citation of sources.	Curating up to date nonfiction resources that tie into the curriculum for each grade level	Provides support for grade level teams specific to Sci/SS research projects
Provide teachers with training on how to more fully and efficiently access databases and other library resources.	Completed	Provided building based PD in Nov.	Provided building based PD in Nov.	Provided building based PD in Nov.
At every level, create age/grade level appropriate units of instruction to teach students about research and inquiry using library-media resources.	Ongoing	Resources are shared and updated. Intergrating research and scholarly writing into courses.	Developed media literacy units, via teach tech skills NewsLitCamp and teaching research	The Library Commons model supports students in K/1 with direct instruction and supports 2/3 with resources
<b>Strengthen and Support the Workforce</b>				
<b>GS #1: The Raymond School District will develop a comprehensive induction program for all staff new to the School District.</b>				
Define and improve the human resources and leadership processes and procedures that support the induction programs.	Still ongoing; this has been an unprecedented year in the HR department.			
Implement newly developed or improved induction programs during the 2020-21 school year.	In process.			

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Gather feedback from those who participate in the induction programs; adjust the plans according to relevant feedback.	Not implemented.			
Review the effectiveness of the current teacher mentoring program and recommend adjustments if warranted.	The current program is in need of improvement; basic recommendations include common, required training for mentors and regular times set aside for group meetings at each school.			
Determine the feasibility of holding a new para-educator orientation day just prior to the start of each school year.	Plans are underway to make this happen on the same day as the New Teacher Orientation.			
<b>GS #2: The Raymond School District Leadership Team will provide opportunities for employees throughout the District to be supported to continuously increase their skills and knowledge.</b>				
The committee will evaluate the effectiveness of the program to date, and gather feedback from participants. Warranted adjustments to the program will be made.	The committee adjusted strategies to meet the challenges of the pandemic, and created a shared google space, conducted virtual trainings and arranged collaboration times in the classroom with support from administration.			
The adjusted and refined Teachers Supporting Teachers program will be finalized in writing and implemented across the District.	In writing and accessible to teachers via technology.			
The Educator Effectiveness Plan Committee will meet to review the peer coaching program and consider whether or not it should be incorporated into the Educator Effectiveness Plan and, if so, in what way.	The Teachers Supporting Teachers representatives strongly believe that this program should not be part of Ed Effectiveness; all research on peer coaching supports this recommendation.			
<b>Community, Family, Business Engagement and Student Involvement</b>				
<b>GS #1: The Raymond School District will develop a written and actionable plan to increase targeted community, family and business engagement in our schools.</b>				
Gather baseline data/informatin about parent participation in parent-teacher conferences.	Ongoing			
Endeavor to renegotiate the terms and structure of parent-teacher conferences in the District.	Good progress was make in this respect. The District and REA developed tentative agreements but the contract failed.			
Lay the groundwork for student-led conferences at grades K-12 by providing training to teachers.	This issue was addressed during negotiations, and the proposed CBA included advancements. However, the contract failed.			
Devise a school calendar that aligns with any changes in the Collective Bargaining Agreement to allow for the practical implementation of student led conferences.	A calendar to allow for this was developed and approved, but later changed by the School Board.			
<b>GS #2: The Raymond School District will develop a plan to increase availability of shadowing/internship/work study with professional organizations, business, and entrepreneurs.</b>				

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Increase the percentage of high school students who engage in one or more internships or work-study experiences during the middle or high school career.		36 students involved and over 40 active ELOs this year. This number includes 2 seniors involved in paid Apprentice programs		
Identify and redefine Extended Learning Opportunity terminology at the District level. Implement grant funding towards development of the Workforce to Learn Program.		Still in the works at the State level. Ongoing - Next year the goal is to fund more interested students into specific Trades Programs. This possible through school funding and exploration in a larger/diverse number of businesses through year 2 of the Workforce to Learn Development Grant.		
Build relationships with new business partners to increase student options and participation.		New partnerships have been cultured with local trade schools and businesses.		
Begin to target internships in high-need (high opportunity) fields that are not addressed through the Seacoast School of Technology.		Electrical and HVAC, students engaged in paid work based learning and students exploring introductory Trades Programs.		
<b>Communication</b>				
<i>GS #1: The Raymond School District will expand communication to the larger community beyond students and parents through targeted messages.</i>				
Gather information about the effectiveness of the communication strategies in place; evaluate the data gathered and make appropriate adjustments as appropriate.	Website was upgraded to be more accessible to all, and more cost effective over time. The Fall DOE School Culture/Climate Survey assessed elements of family engagement and communication with caregivers. The District has identified this as an area to strengthen. We are in the process of learning more from families on how we can strengthen communication.			
Continue to support the implementation of consistent procedures and in relation to school event calendars, school newsletters and social media posts.	Ongoing.			
Create and disseminate informational folders or flyers about the District, to be shared with local realtors' offices.	Draft flyer developed but not finalized/distributed.			
Invite local realtors to meet to learn more about Raymond Schools and give feedback regarding the impact of informational folders or flyers on housing in the community.	Not yet implemented due to challenges of the pandemic.			
Create a minimum of one news story per month from each school and the District that promote the education of students in Raymond.	Ongoing.			
<i>GS #2: The Raymond School District will use technology to centralize information relevant for the community and any members of the public and make it easy to access, readily understandable and appealing to the general public.</i>				
Improve the accessibility of the District and School based websites, while also enhancing the organization and appeal of the website across the District.	Our website, sau33.com was overhauled, our new design was built and activated. PDF files of articles linked to the weekly newsletters are linked and hosted on our news website.	Ongoing	Ongoing	Ongoing

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Create a basic template for teachers to use as a minimum example of a required Google Webiste for their classrooms.	A blank template has been built for each school. These templates are available in our district shared folders and accessible to all new and current teachers in the district.	Available in IT_Shared	Available in IT_Shared	Available in IT_Shared
Provide professional learning for teachers who will be required to create Google Websites for their classrooms.	This training is now provided via video and slide show. It is presented in person on New Teacher Orientation day at the beginning of each year.	Ongoing	Ongoing	Ongoing
All teachers in the District will create a Google Website, linked to the school's website, to provide information about the classes, supportys or services that they conduct or provide.	At the beginning of every year the building based technicians are tasked with reviewing all links for their school and assist teachers as needed.	Ongoing	Ongoing	Ongoing
Conduct baseline website survey to ascertain the public's opinion regarding the organization and accessibility of information stored there.	A survey was completed to gain input for the new design of the website. After taking all of the feedback and input a new web design was put in place.	Completed	Completed	Completed

### Safe and Secure School Environment

*GS #1: The students of Raymond School District will be consistently supported by a coordinated system of strategies, programs and protocols designed to proptect their safety and well-being while nurtuint resilience and the adaptive coping strategies they need to thrive in school and in life.*

Ongoing training, targeted programming and formal evaluation of effectiveness of programs designed to strengthen student safety and positive culture while reducing discipline challenges and bullying.	Extensive collaboration and training took place this year in relation to mental health, positive behavior supports, student engagement and positive school culture. Behavioral Health Staff received training on Multi Tiered System of Supports and delivering services at the tier II and tier III level to students. They also have received Trauma Informed Care Training with Cassie Yackley, and additional training in suicide prevention and response as those identified as part of the response team. School Social Workers and Assistant Principals have been trained in functional behavioral analysis so support students at risk for discipline.			
Conduct planning and preparation to implement a threat assessment model.	To prepare for implementation of a threat assessment model, the Director of Facilities and Safety, along with the Director of Student Behavioral health connected with DOE to learn what other districts have done. We will work with NaBITA to review policies and complete interviews with building, district and community stakeholders. NaBITA will recommend changes in policy and or training needed to support a high fidelity comprehensive threat assessment model. NaBITA will initiate this scope of work in May 2021.			
Conduct a thorough review of the District's Comprehensive Guidance Plan and make adjustments where appropriate.	The counseling team has met in both district wide meeting and school based meetings throughout the 20/21 school year to revise the "Comprehensive School Counseling Plan". This team has made significant revisions to the document and redefined their mission. Because of the changes in schedule with pandemic it is anticipated that the team will need 1-2 more meetings to finalize this document.			
Engage teachers at all levels in ongoing training related to effective positive behavioral supports as well as increasing awareness of mental health issues among school aged youth.	Lamprey River Elementary School worked closely with Constellations to train staff and support positive behavior through classroom management approaches based in applied behavioral analysis. This was a resource available district wide, but most heavily used by LRES. Teachers have had training in mental health issues throughout the year.			

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Review and improve suicide prevention and response protocols, provide accompanying training for students and staff, and begin community education.	District Wide NAMI Suicide Prevention and Response Training occurred this year. Protocols have been created and initiated at each school building. Raymond School District also has an at risk brochure for caregivers of students with such needs. This brochure walks them through risk factors, ways to increase safety, contact info for behavioral health staff and community resources. Training for students this year related to mental health and substance use prevention.			
Engage teachers at all levels in training to learn strategies to promote a positive classroom culture, personal connectedness and social emotional learning.	Iber Holmes Gove Middle School Completed four days of Responsive Classroom training this year. The Director of Student Behavioral Health will work with the Assistant Principal to create an implementation plan. Raymond High School piloted student engagement training with Deo Mwano. Data will be reviewed from this pilot to identify more global implementation.			
Begin training targeted staff in trauma informed schools approaches/philosophy and other related evidence based models.	All staff received an overview training at the start of the year; more extensive training took place with key professionals.			
Outline the procedures and systems by which all students with significant cognitive or sensory impairments are instructed, prepared (if needed) for emergency situations.	Ongoing	RHS worked with a consultant specializing the education of students with significant impairments to improve curriculum and instruction in all areas including safety and self		