

**Principal's Quarterly Report to the Raymond School Board**

Mike Whaland - District Curriculum Coordinator

Quarter 1 – November 14, 2018

<b>Highlights</b>	<p>Over the course of the first quarter many advancements have been made in the areas of curriculum, instruction, and assessment (CIA).</p> <ul style="list-style-type: none"><li>• Work Study Practices Reported on District Report Card.</li><li>• Competed Responsive Classroom Level 1 Training at LRES.</li><li>• Title 1 Spreadsheets Finalized.</li><li>• Master Teacher Paraeducator Learning Network.</li><li>• UNH - Learning Through Teaching.</li><li>• New Hampshire Learning Initiative QPA Development.</li><li>• Organizational Health, PD Offering.</li><li>• RSD NEASC Process.</li></ul>
<b>Acknowledgements</b>	<p>I would like to acknowledge:</p> <ul style="list-style-type: none"><li>• Julie Gamage for instituting the Organizational Health PD opportunity for our RSD educators.</li><li>• Maureen Desrosiers for facilitating the Level 1 Responsive Classroom training at LRES.</li><li>• The LRES &amp; IHGMS Title 1 Teams for continuing to improve services for our students through data reviews, increased communication, and delivery of services.</li></ul>
<b>Updates</b>	<p>Recent updates in curriculum, instruction, and assessment include:</p> <p>RSD Received 31,536.87 in Title IV A Funds. Part of the stipulations for the use of the funds are as follows:</p> <ul style="list-style-type: none"><li>• Provide all students with access to a well-rounded education (no less than 20%) STEM, Music, PE.</li><li>• Safe Schools (no less than 20%) Healthy students, Violence Prevention, School Counselors, Mental Health --Improve school conditions for student learning.</li><li>• Improve the use of technology in order to improve the academic achievement and digital literacy of all students (no more than 60%--cap 15% on infrastructure) Technology, Digital content, Equipment.</li></ul> <p>A Common District Summative Rubric Template.</p> <p>Continued work surrounding district Scope &amp; Sequence Documents</p>

	focus on Essential Questions and “I Can” Statements.
<b>Challenges</b>	<p>The major challenges:</p> <ul style="list-style-type: none"> <li>• Right sizing the quantity and pace for district initiatives.</li> <li>• 2019 Projections - 80% Proficient by 2023</li> </ul> <p><u>ELA Projections</u>  Grade 3 – 34.4  Grade 4 – 57.3  Grade 5 – 67.3  Grade 6 – 49.5  Grade 7 – 54.4  Grade 8 – 70.1</p> <p><u>Math Projections</u>  Grade 3 – 36.6  Grade 4 – 50.5  Grade 5 – 29.1  Grade 6 – 26.7  Grade 7 – 27.2  Grade 8 – 37.9</p>
<b>Discipline</b>	N/A
<b>Student Achievement</b>	<p><u>2018 NH SAS – Achievement Levels Percent - Proficient and Above</u></p> <p><u>Math</u>  Grade 3 – 53.6%  Grade 4 – 50.6%  Grade 5 – 32.7%  Grade 6 – 19.1%  Grade 7 – 61.5%  Grade 8 – 66.7%  Grade 11 - 66% (SAT)</p> <p><u>ELA</u>  Grade 3 – 52.4%  Grade 4 – 47.3%  Grade 5 – 51.6%  Grade 6 – 44.7%  Grade 7 – 78.3%  Grade 8 – 66.6%</p>

	<p>Grade 11 - 38% (SAT)</p> <p><u>Science</u>  Grade 5 – 36%  Grade 8 – 47%  Grade 11 – 48.4%</p>
<p><b>Upcoming Events</b></p>	<ul style="list-style-type: none"> <li>• Tuesday, November 20<sup>th</sup> - Organizational Health</li> <li>• Wednesday, November 28<sup>th</sup> - District Instructional Team</li> <li>• Monday, December 3<sup>rd</sup> – Professional Development Committee</li> <li>• Thursday, December 13<sup>th</sup> - UNH - Learning Through Teaching</li> <li>• Monday, December 17<sup>th</sup> - New Hampshire Learning Initiative QPA Development Workshop</li> <li>• Wednesday, December 19<sup>th</sup> - District Instructional Team</li> <li>• Monday, January 7<sup>th</sup> - Professional Development Committee</li> <li>• Wednesday, January 16<sup>th</sup> District Instructional Team</li> <li>• Thursday, January 17<sup>th</sup> - UNH Learning Through Teaching</li> <li>• Friday, January 18<sup>th</sup> – RSD PD Day</li> </ul>
<p><b>Other</b></p>	<p>As always thank you to all the students, parents, educators, staff, administration, community members, Dr. McCoy and the Raymond School Board who continue to support the progression and advancement of curriculum, instruction, and assessment.  Respectfully Submitted,  Michael E. Whaland</p>