

	Raymond School District	Raymond High School	Iber Holmes Gove Middle School	Lamprey River Elementary School
Curriculum, Instruction and Assessment				
<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>		ELA/Reading: 58% Math: 38% *2019 SAT	ELA/Reading: 59% Math: 39.25% *18/19 SAS	ELA/Reading: 41% Math: 47.5% *18/19 SAS
Curriculum				
Establish and begin implementation of a formal curriculum review/improvement cycle to include a Board approval process.	This process has started and beging to become formalized.			
Adjust curriculum documents as needed based on student achievement data.	Ongoing through district and building vertical teams.			
Develop and implement a formal process for measuring the alignment between the written and taught curriculum.	Conversation regarding protocols has informed a draft of this process and will become formalized and reviewed by Instructional Team.			
Instruction				
Teachers in all schools will fully instruct in accord with the established and refined curriculum documents.	Ongoing	Ongoing	Ongoing	Ongoing
Common expectations for the effective use of technology in relation to remote instruction will be established and required.	Complete via Teaching and Learning Recommendation/Professional Development			
Established, and written, procedures to provide multi-tiered systems of support will be implemented, assessed and improved at all three schools.	All schools are working to improve in this area through building SIT and Project AWARE	Ram Time - Targeted Interventions for Ongoing Competency Recovery	Rtl, Labs, and WIN. Interventionists and Title 1 continue to be highly collaborative to maximize schedule during hybrid/remote learning.	Encore and Walk to Enrich. Interventionists and Title 1 continue to be highly collaborative to maximize schedule during hybrid/remote learning.
Teachers will be provided with professional development so that they can effectively integrated into learning activities age-appropriate strategies that foster student agency by providing opportunities to set goals and reflect 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).			
Ensure that cursive writing is consistently taught in the third grade and reinforced in grade four.	Cursive is incorporated into Foundation Program.		Reinforcement strategies have been discussed, to be formalized.	Cursive is incorporated into Foundation Program.
Assessment				
For all courses and subjects at every grade level, implement at least one common summative assessment and one quality performance assessment per term.	Reintroduced District Template and Refining Documents. District Wide rubric folder has been created to assist with collaborative planning across the district	RHS received updated rubric training. Each department has submitted rubrics. Moving to calibration upon body of student work.	Rubrics are being developed and being used.	LRES received updated rubric training. Rubrics are being developed and differentiated across QPAs and Summative assignments. Moving towards calibration.
Compare cross class performance as part of embedded professional learning activities for teachers.	This goal has been held back during the COVID-19 crisis and PD has been dedicated to pressing needs, remote/hybrid instruction.			
For all courses and subjects at every grade level, implement at least one common summative assessment and one quality performance assessment per term.	Observations, and anecdotal evidence yields positive results. Formal data is being collected.			
Evaluate effectiveness and quality benchmarks assessment system and budget for new assessment suite if appropriate.	Gathered general information and received demos on other products. Given current instructional environment and cost this goal will be moved to next year.			
Develop school wide writing rubrics.	In progress - Funnel from HS down	Humanities Department		
Develop rubric validation and calibration protocols.	In Progress - Protocols complete, gathering ample assessment data.			

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GS #2: By 2022 the District will develop and consistently implement a K-12 STEM (Science, Technology, Engineering and Math) program.				
Implement the STEM program K-8	Complete/In Progress		Materials purchased and on site	Materials purchased and on site; Teacher trained and teaching PLTW modules.
Provide ongoing professional development to support the successful implementation of the new program.	Complete	Budgeted	Budgeted	Budgeted for Train the Trainer K-5
Collaboratively assess and reflect on the program once per term, and make adjustments as warranted.	Not applicable at this time.			
Create a formal process for evaluating the effectiveness of the program going forward.	Not applicable at this time.			
Explore the use of technology for the purpose of hands-on STEM demonstrations or engagement in a remote education environment.	Gathering Feedback			General conversation with PLTW Teacher.
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.				
Build cross curricular connections through Library/Media to integrate and enhance research skills and embed scholarly writing into the general curriculum.	Ongoing			
Provide teachers with training on how to more fully and efficiently access databases and other library resources.	Complete - Each building Library/Media Specialist has delivered a presentation to their respective building.	Search the RHS Library	IHG Library Databases	School-wide Curriculum Databases/Subscriptions
At every level, create age/grade level appropriate units of instruction to teach students about research and inquiry using Library/Media resources.	In Progress awaiting formalization			
Strengthen and Support the Workforce				
GS #1: The Raymond School District will develop a comprehensive induction program for all staff new to the School District.				
Define and improve the human resources and leadership processes and procedures that support the induction programs.	Underway.			
Implement newly developed or improved induction programs during the 2020/21 school year.	Underway.			
Gather feedback from those who participate in the induction programs ; adjust the plans according to relevant feedback.	Not yet.			
Review the effectiveness of the current teacher mentoring program and recommend adjustments if warranted.	Underway.			
Determine the feasibility of holding a new para-educator orientation day just prior to the start of each school year.	Plans to hold a new para day just prior to the start of school have been made.			
GS #2: The Raymond School District will provide opportunities for teachers throughout the District to be supported to continuously increase their skills and knowledge.				

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The committee will evaluate the effectiveness of the program to date, and gather feedback form participants. Warranted adjustments to the program will be made.	Teachers supporting teachers is well underway and planning a survey to all teachers.			
The adjusted and refined Teachers Supporting Teachers program will be finalized in writing and implemented across the District.	The program is going well for now; technology tools are being used to help teachers share information and ideas.			
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.	All information points to the fact that this type of support should not be evaluative. This is ongoing, however.			
Community, Family, Business Engagement and Student Involvement				
<i>GS #1: The Raymond School District will develop a written and actionable plan to increase targeted community, family and business engagement in our schools.</i>				
Gather baseline data/information about parent participation in parent-teacher conferences	Ongoing			
Endeavor to renegotiate the terms and structure of parent-teacher conferences in the District.	Underway.			
Lay the groundwork for student-led conferences at grades K-12 by providing training to teachers.	Not yet addressed.			
Devise a school calendar that aligns with any changes in the Collective Bargaining Agreement (CBA) to allow for the practical implementation of student led conferences.	Not yet addressed.			
<i>GS #2: The Raymond School District will develop a plan to increase availability of shadowing/internship/work study with professional organizations, business, and entrepreneurs.</i>				
Increase the percentage of high school students who engage in one or more internships of work-study experiences during their middle or high school career.		At this time we have nearly 30 students engaged in ELO, despite COVID-19 challenges.		
Identify and define Extended Learning Opportunity (ELO) terminology at the district level.		Well underway - we are very fortunate to have an experienced ELO Coordinator to lead this; she is working with others across the State to bring common terminology to RHS.		
Implement grant funding towards development of the Workforce to Learn Program.		Ongoing - working with one business.		
Build relationships with new business partners to increase student options and participation.		Well underway - business partnerships continue to be developed. Going well despite obvious challenges related to pandemic.		
Begin to target internships in high-need (high opportunity) fields that are not addressed through the Seacoast School of Technology.		Limited; one student did complete training in gas piping and we are working to leverage other trade schools to tap into these interests/needs.		
Communication				

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GS #1: The Raymond School District will expand communication to the larger community beyond students and parents through targeted messages.				
Gather information about the effectiveness of the communication strategies in place; evaluate the data gathered and make adjustments as appropriate.	In progress.			
Continue to support the implementation of consistent procedures and in relation to school event calendars, school newsletters and social media posts.	In progress			
Create and disseminate information folders or flyers about the District, to be shared with local realtors' offices.	Not yet accomplished.			
Invite local realtors to meet to learn more about Raymond schools and give feedback regarding the impact of informational folders of flyers on housing in the community.	Not yet accomplished.			
Generate a minimum of one news story per month from each school and the District (minimum average on one per week) that promote the education of students in Raymond Schools.	Progress has been made in respect to the use of our electronic calendars and weekly parent communications (consistency has increased). We have used our news blog site to share much relevant (and uplifting) information during the COVID-19 crisis and will continue to do so. Ongoing.			
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.				
Improve the accessibility of District and School based websites, while also enhancing the organization and appeal of the website across the District.	New website to go live later this month.			
Create a basic template for teachers to use as a minimum example of required Google Websites for their classrooms.	Template created; the work on sites needs to continue.			
Provide professional learning for teachers who will be required to create Google Websites for their classrooms.	Ongoing.			
All teachers in the District will create a Google Website, linked to the school's website, to provide information about the classes, supports or services that they conduct or provide.	Ongoing; many teachers have done this but we need to continue to ensure that every teacher has a quality site.			
Conduct baseline website survey to ascertain the public's opinion regarding the organization and accessibility of information stored there.	All school newsletters (weekly email) are now in the same format that is more appealing and similarly organized. Next steps include archiving them and storing them in an obvious, accessible location on the website.			
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 protect their safety and wellbeing while nurturing resilience and the adaptive coping strategies they need to thrive in school and in life.				

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Ongoing training, targeted programming and formal evaluation of effectiveness of programs designed to strengthen student safety and positive school culture while reducing discipline challenges and bullying.	Underway at all levels.			
Conduct planning and preparation to implement a threat assessment model.	Well underway; admin training was conducted at the start of the school year.			
Conduct a thorough review of the District's Comprehensive Guidance Plan and make adjustments where appropriate.	This work is underway by counselors at all levels through their collaboration.			
Engage teachers at all levels in ongoing training related to effective positive behavioral supports as well as increasing awareness of mental issues among school aged youth.	Extensive training and support is underway K-12; also under the leadership of our Director of Student Behavioral Health resources are being aligned and bolstered to support the mental health needs of students through staff training and direct service.			
Review and improve suicide prevention and response protocols; provide accompanying training for students and staff, and begin community education.	This collaborative work is well underway; the District is poised to provide updated, ongoing training as required by updated law.			
Engage teachers at all levels in training to learn strategies to promote a positive classroom culture, personal connectedness and social emotional learning.	Middle school staff have engaged in Responsive Classroom training; training and support at RHS is provided through Project Aware (Deo Mwano consultancy).			
Begin training targeted staff in trauma informed schools approaches/philosophy and other related evidence based models.	Began on opening day and ongoing.			
Outline the procedures and systems by which all students with significant cognitive or sensory impairments are instructed, prepared and (if needed) for emergency situations.	Emergency preparedness training is underway; more focus on programs for students with significant cognitive disabilities will occur during the year.			