



22 Knowlton Street
Camden, Maine 04843
(207) 236-3358
FAX (207) 236-7810

Shawn Carlson, Ph.D.
Interim Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/Camden Rockport Schools
Strategic Planning Committee Meeting
Monday, October 3, 2022
4:00 – 6:00 p.m.
CHRHS Cafeteria

AGENDA

Preparation: Read through Cumberland, Falmouth, and Yarmouth strategic plans

1. Quick Introductions – (10 min)
 - a. 15 seconds or less about why this committee interests you
2. Present Charge of Committee (5 min)
3. Present Timeline and Process (10 min)
4. Develop Norms (10 min)
 - a. Present draft
 - b. Strong feelings – additions or deletions

Split into separate groups

5. Review Current Data (20 min)
6. Review Sample Plans (Cumberland, Yarmouth, & Bangor) (30 min)
7. Review Current Vision/Mission (15 min)
8. Determine Which Statements We Want to Have (Vision, Mission, Beliefs, Commitments, etc.) (20 min)
9. Next meeting: October 24, 4:00 – 6:00 p.m. CHRHS Cafeteria



Engage • Empower • Inspire

2018-2021 Strategic Plan Executive Summary

We are proud to present the MSAD #51 Strategic Plan that encompasses the years 2018-21. The ideas presented in this plan are the culmination of multiple years of dialogue, deliberations and planning, that has included the voices of all stakeholder groups in the community.

The ambitious plans outlined in this strategic plan will only be realized through the continued collaboration and support within our community that remain essential to the success of the MSAD #51 schools. Embedded throughout this plan are stakeholder connections that are needed for successful implementation: student voice & engagement, investment in our staff, and parent/ community partners. The multitude of voices that shaped this plan will be equally important in the implementation of these ideas.

The path forward is an exciting one and we invite you to join the district as we continue to improve, refine, and chart a new course for the students of MSAD #51.





Wellness: Foundation for Teaching & Learning

Promote wellness initiatives that advance and sustain healthy, balanced, and well-rounded students and staff.

HOMEWORK:

Develop a balanced progression of homework expectations in grades K-12, taking into account the most recent research and best practice.

MENTAL HEALTH:

Promote education and awareness of mental health resources and interventions.

SUBSTANCE USE:

Raise student, parent, and community awareness regarding substance use issues and available resources and interventions.

DIGITAL CITIZENSHIP:

Create a positive school culture that supports lifelong safe, responsible, and ethical technology use.

FITNESS:

Support and reinforce lifetime fitness knowledge, attitudes, behaviors and skills.

NUTRITION:

Promote safe and healthy eating behaviors and choices through consistent messaging and increased modeling and education.



Early Childhood Education, The Critical Building Block



Review the district's long-term elementary education program and structure, including options for three and four year olds, optimal grade spans, and facilities that address projected enrollment increases over the next decade.

PRE-KINDERGARTEN EDUCATION:

Expand educational offerings for 3 and 4 year olds in line with state legislation.

ELEMENTARY EDUCATION STUDY:

Study early childhood education with a focus on optimal grade configurations and subsequent facility and space needs from PreK - Grade 5.

K-5 INSTRUCTIONAL & PROFESSIONAL TIME:

Study the optimal learning time and instructional needs of elementary school learners, taking into strong consideration the corresponding need for quality professional learning time.



Every Student College & Career Ready

Working together, we can find the right answers to these key questions to promote a growth mindset: What should students learn? How do we know they're learning it? What do we do when they're not learning it? What do we do when they already know it? Focusing on the vital nature of literacy, while continuing to promote STEM, will ensure readiness for college and career.

COLLECTIVE RESPONSIBILITY FOR STUDENT LEARNING:

Set the conditions for collective responsibility for learning by working toward a K-12 coordinated, viable, and coherent curriculum, while using assessments to inform future learning.

RESPONSE TO INTERVENTION (RTI):

Implement the district's RTI Plan, including a focus on research-based methodology and interventions; widening the scope of interventions for reading, math, writing, and behavior; using data protocols to inform instruction; and expanding noncategorical programming.

LITERACY FOCUS:

Ensure all students possess the requisite knowledge and skills in literacy for proficiency in the areas of reading, writing, speaking, listening, and information research.

STEM EXPANSION:

Continue to analyze and expand the current K-12 progression of learning experiences that foster STEM education and identify additional opportunities for growth.



Skills for the 21st Century. Skills for Life.



Students are more likely to engage when learning is meaningful and relevant. Fostering creativity, innovation, and personalization enhances the learning process. Extend access to pathways for all high school students through connections to meaningful career-related field experiences.

HIGH SCHOOL CAREER EXPERIENCE:

All high school students will gain an appreciation for Career Exploration and will be afforded a real-world experience in a chosen field, with alignment to Maine's Guiding Principles and/or 21st Century Skills.

EXTENDED LEARNING OPPORTUNITIES:

Expand opportunities for students to earn high school credit through external experiences aligned to content standards.

LEARNING EXHIBITIONS:

By the end of grades 3, 5, and 8, students will demonstrate evidence of attainment of selected 21st Century Skills through a culminating event that incorporates a public audience, hands-on component, real-world application, and innovation.

CREATIVITY & INNOVATION IN THE CLASSROOM:

Recognize that creativity and innovation, when coupled with contemporary understanding of the human brain, can be powerful tools for motivation, personalization, and student voice.



MSAD #51

Mission, Vision & Core Values

OUR MISSION

The mission of MSAD #51 is to guide all students as they acquire enthusiasm for learning, assume responsibility for their education, achieve academic excellence, and discover and attain their personal best.

OUR VISION

Creating leaders and global citizens prepared to thrive in a changing world. The 21st Century requires an education that prepares students to live and work in an increasingly connected world. Students progress academically, understand diverse perspectives, and contribute to local and global communities. Teachers apply research-based approaches to enhance students' mastery of core academic knowledge by integrating these essential skills: **Communication, Collaboration, Creativity/Innovation, Critical Thinking, & Citizenship.**

OUR CORE VALUES

- We believe in an educational culture that **focuses on students** and their sustained learning.
All students will have the opportunity to engage in personalized intellectual work. Our curriculum and teaching practices will be rigorous, intellectually engaging, and informed by assessment.
- We believe students will be motivated to pursue lifelong learning in an environment that encourages **creativity, communication, collaboration and critical thinking.**
Learning must be promoted anytime, anywhere, and through multiple pathways.
- We believe the ability to adapt and **respond to change** is essential.
If students, staff, and our communities are flexible and proactive, student learning will thrive.
- We believe in promoting a **safe, caring and ethical** learning environment.
Each person will be treated with respect and fairness. Individuals are recognized, valued and supported.
- We believe **quality education** is an investment in our students, our staff, and our communities.
We are committed to fiscal responsibility and long-term planning. We are committed to providing the highest value education within the resources available.
- We believe all **staff members** play an integral part in the education of our students.
Continuous professional staff development is necessary to achieve our mission.
- We believe students, staff, families, and community members have a personal & **collective responsibility** in the educational process.

THANK YOU! *Thank you to the Board of Directors, Strategic Planning Committee and the District Leadership Team. Your time and dedication to this process was instrumental to the overall development of the Strategic Plan.*

MSAD #51 Board of Directors

Kate Perrin, <i>Chair, 18-19, Vice Chair 17-18</i>	Vickie Bell	Margo Harrington	Tyler McGinley	Madelaine Panici, <i>Student Rep</i>
Gigi Sanchez, <i>Chair 17-18</i>	Karen Campbell	Sarah Keep	Mike Simmons	Andrew Eckhart, <i>Student Rep</i>
Mike Brown, <i>Vice Chair 18-19</i>	Kevin Desmond	Ann Kerr		Terra Gallo, <i>Student Rep</i>

Strategic Planning Committee

Kevin Desmond, <i>Chair</i>	Tara Hill	Sheila Mayberry	Jeff Porter	Connie Russell
Karen Campbell	Martha Leggat	Dan McKeone	Melissa Richter	Gigi Sanchez
Patti Dudzinski	Sally Loughlin	Madelaine Panici, <i>Student Rep</i>	Rosemary Roy	

District Leadership Team

Ashley Caswell	Christopher Hoffman	Ken Marks	Scott Poulin	Mar-E Trebilcock
Don Gray	Sally Loughlin	Cory Munsey	Jeff Porter	Dirk Van Curan
Dawna Green	Carol MacArthur	Julie Olsen	Susie Robbins	

For More Information on MSAD #51 and Our Strategic Plan
www.msad51.org

Falmouth Public Schools

Strategic Priorities: Setting the Course for 2022 and Beyond

1

Background

In 2018-2019, the district conducted a comprehensive self-study based on the *New England Association of Schools and Colleges (NEASC) 2020 Standards for Public Schools*. The process involved analysis of a range of performance data as well as constituent surveys (including one conducted by *Challenge Success*), systematic reflection on the systems and structures that we use to serve students, and feedback from an external visiting team from NEASC. At that time, we identified three priority areas for growth:

- Social Emotional Wellness
- Curriculum Alignment
- Grading and Reporting

Although the Covid-19 pandemic created new urgent needs that became a focus of our schools (remote and hybrid education, adapting to new safety measures, etc.), the district made substantial progress in all three priority areas between 2019-2022.

In 2021-2022, the district systematically reflected on the progress made toward addressing our identified priorities through summer reflection sessions and staff team feedback sessions, constituent surveys, an external Equity Audit through Curriculum Management Solutions, Inc. (CMSI) and 3 community dialogues (equity, social emotional wellness, curriculum & assessment). In June 2022, a working group composed of teachers, administrators, parents and School Board members distilled the information into 5 priorities for our future focus.

This document includes the most recent feedback from summer working groups, the Leadership Team, and the School Board.

- The **5 Priorities** are grounded in the Falmouth Public Schools Mission, Vision, and Beliefs & Practices.
- The **Objectives**, or success criteria, for each priority are informed by our Strategic Compass (the guiding directionals that help us ensure we stay on course).
- The **Timelines** for action aspire to inform goal setting at the district, building, team, and individual level.

BEFORE FORMALLY ADOPTING *Setting the Course for 2022 & Beyond*, we seek additional feedback from our constituent groups: staff, students, parents/guardians, and community members.

- [FEEDBACK SURVEY](#) (closes 9/30)
- **Community Informational Workshop & Discussion on October 3, 2022**

Guiding Principles

Our Mission

Navigating Creative Pathways to Courageous, Compassionate,
and Fulfilling Lives

Our Vision

Falmouth Students are:

Clear and effective communicators
Self-directed and lifelong learners
Creative and practical problem solvers
Responsible and involved citizens
Integrative and informed thinkers

Our Beliefs and Practices

We believe ***student learning and growth is our common goal***, and because we believe this, we:

- Collaborate to create common expectations and identify learning targets for grade levels, courses, and grade spans;
- Refer to learning targets in the daily life of a classroom;
- Use common assessment criteria;
- Allow for redrafting of work coupled with reteaching;
- Continue to improve, grow, and learn as professionals;
- Support professionals to improve student learning

We believe ***students learn best when they are engaged***, and because we believe this, we:

- Design instruction that is meaningful, authentic, and relevant;
- Teach students using their concerns and interests;
- Challenge students to help design the work;
- Collaborate to find best practices to enhance student engagement;
- Use reflection and feedback to help students set goals, develop tools for learning, and assess their own work

We believe ***students learn in a variety of ways and at different rates***, and because we believe this, we:

- Facilitate the use of multiple pathways to demonstrate knowledge and skills;
- Allow multiple opportunities to demonstrate learning;
- Offer enrichment opportunities in and out of the classroom;
- Build support systems that can happen as close to the moment when a student needs help as possible and during the regularly scheduled day;
- Commit to a mindset of continuous improvement for all students;
- Give students time to grow in their learning

We believe ***students need practice and feedback before being expected to demonstrate learning***, and because we believe this, we

- Assist students to practice formatively and demonstrate summatively;
- Provide opportunity to practice and make mistakes;
- Give specific, descriptive feedback;
- Communicate progress & performance clearly with students and families;

- Ask students to reflect on their learning goals and growth

We believe ***students need to develop habits of work***, and because we believe this, we

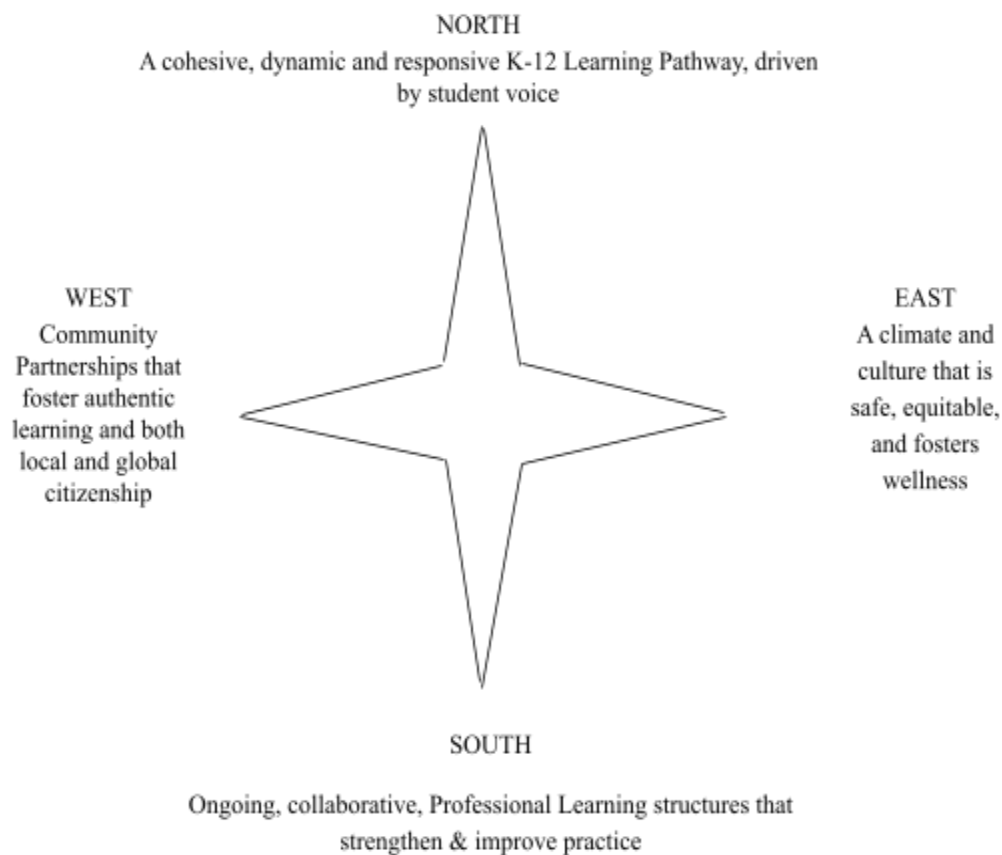
- Consider habits of work separately from academic skills and knowledge;
- Develop work habit criteria for the group and goals for individual students;
- Teach and help students practice habits of work;
- Provide feedback on habits of work

We believe ***professionals use evidence from student work, behavior, and feedback to inform decisions, and because we believe this, we***

- Collect evidence from multiple sources of information;
- Store data in a consistent manner so that it can be accessed;
- Analyze and use data; Improve curriculum, instruction, assessment, and systems based on evidence;
- Create structures and practices to support students academically, socially, and emotionally

Our Strategic Compass

Our compass points help us stay on course and remain true to our mission. The compass helps us navigate our way to achieving strategic priorities.



Priority Areas

- I. Campus Facilities: Falmouth Schools will develop and implement a campus facilities master plan that supports our Guiding Principles

- II. Connected Community: Falmouth Schools will be a place where staff, students, and community members communicate and collaborate effectively

- III. Social-Emotional Learning: Falmouth Schools will integrate and foster Social Emotional Learning that supports readiness to learn and wellness ✦ ✧

- IV. Curriculum, Instruction & Assessment: Falmouth Schools will articulate an aligned program of curriculum and instruction driven by our Vision for Falmouth Students ✦ ✧

- V. Pre-Kindergarten: Falmouth Schools will implement Pre-K program that meets the needs of our community and integrates effectively into our schools

Alignment with External Audits:

- ✧ NEASC Priorities
- ✦ Equity Audit

Priority Area I: Campus Facilities: Falmouth Schools will develop and implement a campus facilities master plan that supports our Guiding Principles.

OBJECTIVES	
NORTH: A cohesive, dynamic and responsive K-12 Learning Pathway, driven by student voice	<ul style="list-style-type: none"> ● Learning spaces (inside and outside) are ample and flexible, able to foster disciplinary, interdisciplinary, and experiential learning in personalized and collaborative contexts, for all learners. ● Facilities provide for varied innovative learning interests, ranging from STEM to Performance, from Athletics to Gardens, from Maker Space to Media Literacy, from Seminar to Virtual Collaborations, from Special Education to Wellness etc.
SOUTH: Ongoing, collaborative, Professional Learning structures that strengthen & improve practice	<ul style="list-style-type: none"> ● Spaces support collaborative work and professional learning in small and larger groups ● Professionals have appropriate spaces in which to do their work ● Resources, materials, and equipment storage spaces support the work of professionals and the needs of students
EAST: A climate and culture that is safe, equitable, and fosters wellness.	<ul style="list-style-type: none"> ● Appropriate, welcoming spaces are created for play and informal gatherings of all staff, students, and community members ● Campus design and systems optimize aesthetics and mental-wellbeing, security, accessibility, sustainability, efficiency
WEST: Community Partnerships that foster authentic learning and both local and global citizenship	<ul style="list-style-type: none"> ● The campus master planning process uses data, input, and feedback from all stakeholders (students, staff, community, etc.) throughout the process. ● The campus design and offerings are responsive to and provide benefit to the broader community ● The process and determinations account for the importance of both long-term vision and fiscal responsibility

Strategic Actions (Campus Facilities)
<p><u>2022-2023</u></p> <ul style="list-style-type: none"> ● Launch a master planning process for all Falmouth Schools facilities and grounds ● Collect and use input / data from relevant stakeholders to ensure design and planning steps accord with outcomes ● Develop & implement strong, clear, ongoing communication strategy to involve community in process <p><u>2023-2027 (tentative, based on annual review)</u></p> <ul style="list-style-type: none"> ● Clarify funding pathways and options, in collaboration with the Town and State ● Identify reasonable and appropriate master plan for moving forward ● Finalize plans following Request for Quotes (RFQ) ● Secure community support (concept and funding) ● Create implementation plan and timeline

Priority Area II: Connected Community: Falmouth Schools will be a place where staff, students, and community members communicate and collaborate effectively.

OBJECTIVES	
NORTH: A cohesive, dynamic and responsive K-12 Learning Pathway, driven by student voice	<ul style="list-style-type: none"> ● <u>Students</u> actively engage in career exploration, job shadows and internships, and extended learning opportunities in the community to help them explore and develop their interests, skills, and talents ● <u>Students</u> and <u>families</u> have a clear understanding about where and how they can access information about both academics and the school opportunities and extracurricular activities ● <u>Student</u> voice is systematically incorporated into school decision-making K-12
SOUTH: Ongoing, collaborative, Professional Learning structures that strengthen & improve practice	<ul style="list-style-type: none"> ● Clarity and transparency exists around <u>staff</u> roles and responsibilities ● Supervision and evaluation of <u>staff</u> is timely and meaningful ● <u>Staff</u> have adequate time for disciplinary and cross-disciplinary, horizontal and vertical, and building-based collaborations ● Structures and opportunities are in place to allow for <u>staff</u> peer observation & professional/peer feedback ● <u>Staff</u> meetings and collaborations are supported by clear purpose, facilitation, and processes
EAST: A climate and culture that is safe, equitable, and fosters wellness.	<ul style="list-style-type: none"> ● Clear Guidelines, routines and mechanism are in place for how, when and where the district communicates information to <u>families</u> (eg. text, email, social media, website) ● <u>Staff</u> and <u>families</u> are clear about expectations and boundaries around communication ● Technology use is thoughtful, intentional, mindful and safe
WEST: Community Partnerships that foster authentic learning and both local and global citizenship	<ul style="list-style-type: none"> ● <u>Families</u> are connected to the school through meaningful communication and conference structures. ● Students, Staff, and Community members engage in meaningful conversations centered on our Mission, Vision, Beliefs & Practices, around topics of importance ● Technology is effectively used to expand attendance and/or participation in Meetings (eg. School Board, PTO, Community Dialogue, etc.) ● Staff and students are celebrated for accomplishments in and outside of the school ● Partnership with universities, local businesses, the Town of Falmouth, alumni, and families expand opportunities for students

Strategic Actions (Connected Community)

2022-2023

- Purchase and install equipment to allow for live-stream and hybrid meetings
- Implement common agendas, protocols, and goal templates across the district.
- Develop district guidelines for communications with feedback from stakeholders: student/family handbooks, principal notes, staff handbooks, staff updates, social media posts, website, email use, and other communications
- Implement and collect feedback on Professional Growth and Professional Evaluation (PGPE) System to determine effectiveness, with emphasis on support for new staff
- Develop a technology use philosophy and steps to create balanced use of technology
- Engage community stakeholders (students, staff, families/guardians/residents) in relevant conversation and feedback opportunities on important topics
- Review the purpose and optimal use of professional time across the district in collaboration with staff, to plan for future schedules
- Strengthen collaborative partnerships with PTO, FEF, Falmouth Town Departments (eg. Community Services, Sustainability, Emergency Services, etc.)
- Develop guidelines and training for substitute teachers and volunteers

2023-2027 (tentative, based on annual review and goal setting)

- Implement schedules and structures to expand teacher collaboration
- Develop and implement structures to include student voice systematically in school decisions
- Develop structures for staff to engage in peer observation and feedback, including training in how to provide peer feedback effectively
- Review and determine effectiveness of communication strategies designed to engage our community
- Review technology philosophy and effectiveness of efforts to create balance
- Implement peer observation and feedback model, collecting feedback and modifying as appropriate
- Expand relationships with community partners (business owners) and develop relationship management systems to support campus connections

Priority Area III: Social Emotional Learning:

Falmouth Schools will integrate and foster Social Emotional Learning that supports readiness to learn and wellness.

OBJECTIVES	
NORTH: A cohesive, dynamic and responsive K-12 Learning Pathway, driven by student voice	<ul style="list-style-type: none"> ● Mechanisms are in place to help students know themselves and be more known by adults they work with (eg. learning profiles) ● Social Emotional Learning is aligned K-12 and includes purposeful implementation of Life / Career Readiness Standards
SOUTH: Ongoing, collaborative, Professional Learning structures that strengthen & improve practice	<ul style="list-style-type: none"> ● Ongoing professional development in Social-Emotional Learning topics ensures staff capacity is maintained (eg. trauma-informed practices, culturally responsive instruction, executive functioning, conflict resolution, digital citizenship, PBIS, etc.) ● Regular community meetings (eg. morning meetings k-5, advisory 6-12) based on clear expectations and ongoing professional support foster positive culture in the buildings
EAST: A climate and culture that is safe, equitable, and fosters wellness.	<ul style="list-style-type: none"> ● All students and families feel safe and included, and have equitable access to learning. ● Positive Behavior Intervention and Support Structures are in place across buildings, guided by a common vision of citizenship ● Clear expectations and boundaries protect staff time and wellness
WEST: Community Partnerships that foster authentic learning and both local and global citizenship	<ul style="list-style-type: none"> ● Transparent structures and resources support allow effective response to crisis situations and encourage proactive addressing of mental health concerns ● Authentic connections with diverse community partners provide opportunities for enhancing understanding of difference.

Strategic Actions (Social Emotional Learning)

2022-2023

- Provide clear expectations and support for implementing community meetings (eg. morning meetings k-5, advisory 6-12)
- Implement proactive strategies to prevent bullying and expand upstander intervention
- Refine role of Intercultural Awareness and Inclusion Committee (IAIC) in providing input and support in achieving equity and inclusion.
- Increase counselor access for all students
- Develop structures to implement Life and Career Readiness Standards
- Develop and align Crisis Protocols effectively guide instruction and implementation of safety measures with staff and students.
- Use Vision of the Graduate to develop k-12 Falmouth Citizenship Expectations

2023-2027 (tentative, based on annual review)

- Implement Falmouth Citizenship Expectations k-12
- Develop a plan for students to create & maintain digital portfolios that include their learning profiles, updated each year
- Expand Opportunities for students to engage with Life and Career Readiness Standards.
- Clarify guidelines/expectations and time for working on digital portfolios

Priority Area IV: Curriculum & Instruction

Falmouth Schools will articulate an aligned program of curriculum and instruction driven by our Vision for Falmouth Students.

OBJECTIVES	
<p>NORTH: A cohesive, dynamic and responsive K-12 Learning Pathway, driven by student voice</p>	<ul style="list-style-type: none"> ● Curriculum is articulated utilizing the Understanding by Design (UbD) Framework and connected to the Vision for Falmouth Students. ● Student voice, differentiation, and is evident in curricular design ● Common learning tasks and assessments ensure equitable learning opportunities and teach to the rigor of our identified standards ● Feedback is consistent and clear for students and families ● Students and staff understand the Vision, it's purpose, and how it can be achieved at each grade level and content area ● Students have opportunities to review and reflect on their growth over time in relation to the Vision and Curricular Outcomes ● Curricular resources are reviewed on a regular basis for diversity, equity & inclusion, relevance and rigor ● Student performance on identified benchmark assessments indicate high levels of mastery on learning standards
<p>SOUTH: Ongoing, collaborative, Professional Learning structures that strengthen & improve practice</p>	<ul style="list-style-type: none"> ● Staff have adequate time for disciplinary and cross-disciplinary, horizontal and vertical, and building-based planning and collaboration ● Faculty exhibit a deep understanding of the Vision for Falmouth Students, Falmouth Beliefs and Practices, and Understanding by Design (UBD) Framework ● General and Special Educators collaborate to integrate frequent opportunities for differentiation ● Vertical and cross discipline conversations about curriculum and instruction are regular and ongoing ● Systematic and ongoing professional development for new and continuing staff ensure proficiency baseline is maintained
<p>EAST: A climate and culture that is safe, equitable, and fosters wellness.</p>	<ul style="list-style-type: none"> ● Teacher creativity and innovation are encouraged and nurtured ● Criteria guide the selection and evaluation of curricular resources that support diversity, equity and inclusion ● Curriculum review and revision protocols are in place ● Grading & reporting practices are aligned, clear, and provide meaningful information about student learning ● Technology for learning is thoughtfully and safely utilized
<p>WEST: Community Partnerships that foster authentic learning and both local and global citizenship</p>	<ul style="list-style-type: none"> ● Curricular experiences integrate experiential and cross-curricular opportunities. ● Service Learning, Career Exploration, and Extended Learning Opportunities are embedded in the student learning program

Strategic Actions

2022-2023

- Review and Revise graduation requirements
- Expand and strengthen outdoor learning and service learning opportunities for students
- Implement professional training to support understanding of UbD components for faculty
- Collaborate to begin articulating curricular units
- Develop criteria for evaluating curricular resources
- Deepen understanding of math pedagogy (K-5) in support of teacher implementation of Illustrative Mathematics
- Clarify & communicate grading & reporting expectations K-12”
- Develop and confirm performance indicators for our Vision for Falmouth Students, and unpack according to content area
- Deepen understanding of the Vision for all stakeholders (students & families)

2023-2027 (tentative, based on annual review)

- General Ed and Special Educators collaborate to embed differentiation into curricular design
- Provide time for vertical and cross discipline conversations about curriculum & centered around components of the UbD framework
- Evaluate types of assessments, decide on common rubrics and timeline for common assessments (1-3 per year)
- Carve out time for vertical and cross curricular conversations
 - Establish clear purpose and desired outcomes for these meetings
- Carve out time to collaborate across disciplines and to integrate experiential learning opportunities

Priority Area V: Pre-Kindergarten

Falmouth Schools will implement a Pre-K program that meets the needs of our community and integrates effectively into our schools.

OBJECTIVES	
NORTH: A cohesive, dynamic and responsive K-12 Learning Pathway, driven by student voice	<ul style="list-style-type: none"> ● Curriculum is thoughtfully designed to engage young learners, grounded in exploration and hands-on experiences, and designed to generate enthusiasm and preparation for learning. ● Feedback structures for families is consistent and focused on child development
SOUTH: Ongoing, collaborative, Professional Learning structures that strengthen & improve practice	<ul style="list-style-type: none"> ● Highly qualified staff serve students and families. ● Adequate collaborative preparation time is provided to staff, and specialized training is available and ongoing.
EAST: A climate and culture that is safe, equitable, and fosters wellness.	<ul style="list-style-type: none"> ● Curriculum supports development of social emotional skills through collaborative and cooperative classroom activities, in addition to direct instruction. ● Student transportation and schedules ensure a safe and supported experience
WEST: Community Partnerships that foster authentic learning and both local and global citizenship	<ul style="list-style-type: none"> ● Classroom numbers, schedules, and staffing meet the needs of our community ● Strong collaborative relationships are ongoing with our local daycare and preschool facilities ● District resources are efficiently and effectively used in program

Strategic Actions
<p><u>2022-2023</u></p> <ul style="list-style-type: none"> ● Engage the Falmouth community in thoughtful conversation about the needs, hopes, and concerns that exist related to preschool planning (including partnerships with local daycare and preschool facilities) ● Research and design optimal program/curricular framework ● Research and apply for state grant funding to implement new program ● Develop a proposal that includes student numbers, rough schedule, program cost estimate, etc. ● Provide ongoing updates to the Board and to the Community about our progress ● Develop timeline and responsibility plan for implementation (budget, staffing, facilities preparation, resources, etc.) <p><u>2023-2025 (tentative, based on annual review)</u></p> <ul style="list-style-type: none"> ● Implementation ● Plan a comprehensive program review following with first 6 months, and first year, of implementation

BEYOND 2020

EMPOWERING YARMOUTH'S STUDENTS

2022-2027



CONTENTS

- Strategic Planning Process 1**
- Empowering Students 2**
- Beliefs about Learning 3**
- Portrait of a Graduate 4**
- Data Glance 5**
- Enrollment 6**
- Student Demographics 7**
- Student Performance 8**
- Beyond the Classroom 9**
- Personnel 10**
- Expenditures 11**
- Focus Area 1: Supported & Inspired Students 12**
- Focus Area 2: Exceptional & Highly Skilled Educators 13**
- Focus Area 3: Engaged & Inclusive Community 14**
- Focus Area 4: Accessible & Dynamic Opportunities 15**
- Performance Indicators – 2027 Targets:**
 - Performance Goals 16**
 - School Climate Goals 17**



Rowe students share their stories

BEYOND 2020

Dear Friends of the Yarmouth Schools,

I am pleased to introduce you to Beyond 2020: Empowering Yarmouth's Students, 2022-2027. This strategic plan is intended to guide the work of the Yarmouth School Department for the next five years, providing the School Committee, administration, and staff members with a clear statement of mission, vision, and core beliefs to direct both day-to-day and long-term decision-making throughout the school district. While it is understood that no long-term plan can account for every eventuality that may come our way (think "global pandemic" for one example), this plan has been crafted to encourage action on items that are of importance today, while recognizing that flexibility will be required of schools as they face the challenges of tomorrow.

This plan follows on the heels of Vision 2020, the Yarmouth School Department's five-year plan covering the period from 2015 to 2020. We had originally scheduled this rewrite to occur in 2020-2021, but that work was delayed until the fall of 2021 as a result of the COVID-19 pandemic, and we are excited to present this new plan, which is designed to help us focus our energies on student growth, development, well-being and empowerment.

Our commitment to completing the Action Strategies identified in this plan is evidenced by the work done since 2015 to meet the expectations set forth in Vision 2020. As a result of that document and our commitment to the values defined therein, the following actions have been completed, or have been adopted on an ongoing basis, to keep our schools vibrant and relevant:

- Implemented and committed to a cyclical K-12 curriculum review cycle in all learning areas
- Expanded World Language instruction at the elementary level
- Adjusted school start times at all grade levels
- Expanded alternative pathways for high school students
- Hired a district-wide Director of Teaching and Learning
- Implemented consistent hiring practices at all schools
- Increased wellness opportunities for staff
- Expanded professional development opportunities
- Developed and implemented a five-year master plan for facilities, technology, and transportation
- Examined and implemented opportunities for outsourcing support services

All of this work was done while school leaders and employees also responded to the call for greater equity in our schools, completed \$52 million in expansion/renovation projects to account for increasing enrollment, adopted public pre-kindergarten programming and addressed the need for remote and hybrid instruction – all indicators of the School Department's ability to nimbly respond to situations that may develop after adoption of the plan.

Please take a few moments to read through Beyond 2020 to see how our mission of empowering students will be met in the coming years. The engagement of all staff, families and community members has been critical to our success to date, and we look forward to continuing that work through this strategic plan.

Sincerely,
Andrew Dolloff, Ph.D.
Superintendent of Schools

STRATEGIC PLANNING PROCESS

In the fall of 2021, the Yarmouth School Committee directed the Superintendent of Schools to propose a process for creating a five-year strategic plan. After approval of the process, a Strategic Planning Team was formed in October and met throughout the school year to create a vision for where the Yarmouth Schools should be in the year 2027. That team was comprised of parents, staff members, and elected officials as follows:

Liz Cotter Schlax, parent

Shanna Crofton, parent and Director of Teaching and Learning

April Humphrey, parent and Town Councilor

Aurelio LaBella, parent

Mandy Lewis, Principal of Frank H. Harrison Middle School

Karin Ney, parent and Teacher at Yarmouth Elementary School

Tim Shannon, parent and Town Councilor

Kate Shub, parent and School Committee member

Michael Wilbur, parent and School Committee member

Catie Wooten, Teacher at Yarmouth High School

Andrew Dolloff, Superintendent of Schools

Community input was sought through a public survey in the fall, a second survey in the spring, and a public forum in April. Staff members throughout the district participated in two phases of feedback loops at each school. Through those sessions, the Planning Team received a great deal of data and suggestions, which led to the final document presented here.

Following School Committee approval of the plan, the District Leadership Team (comprised of central office and school-based administrators) will operationalize the plan, identifying steps to be taken annually in order to bring all Action Strategies to fruition by the end of the 2026-2027 school year. The Superintendent of Schools will make yearly reports to the School Committee, advising them of progress toward the goals and achievement of performance targets.

MISSION:

Yarmouth Schools empower all students to lead fulfilling lives in a changing world.

VISION:

Yarmouth Schools will enrich the life of each student through meaningful learning opportunities that foster academic curiosity, career aspiration, civic engagement and global awareness.

CORE VALUES:

Achievement

• We encourage and honor the pursuit and accomplishment of individual growth.

Empathy

• Yarmouth students and staff strive to understand the feelings and perspectives of others, and use that understanding to guide their own actions.

Equity

• Yarmouth schools provide equitable opportunities for access and success for each member of the school community.

Integrity

• Yarmouth students and staff are honest, sincere, trustworthy, ethical and fair.

Lifelong Learning

• Our schools foster a curiosity and appreciation for learning that will create a thirst for knowledge well beyond a student's educational career.

Perseverance

• Yarmouth students and staff put forth their best effort and work toward their goals in every setting regardless of obstacles.

Respect

• Yarmouth students and staff respect each other and value diversity in ideas and people.

Responsibility

• We know, understand, consider and accept the impact and consequences of our actions and decisions on others and on the environment.

The **best** learning occurs...

When positive relationships form the foundation for learning	When students are empowered to have an active role in their learning and in the school community	In a culture of collaboration	When teachers and students engage in challenging, relevant learning with appropriate support	When students and staff extend their learning beyond the school	When students and staff are emotionally and physically safe	In an environment of critical thinking, creativity, and innovation
---	---	--------------------------------------	---	--	--	---



Above: Rowe students examine the intertidal buffet

Left: Poetry Kabam! at HMS

PORTRAIT OF A GRADUATE

Yarmouth High School Graduates will...

Communicate effectively

Exhibit personal responsibility, civic engagement, and global awareness

Work independently and collaboratively

Demonstrate critical, creative, and innovative thinking

Develop understanding through inquiry, research, and synthesis



Excited graduates, 2021

DATA GLANCE

CONTEXT

Yarmouth Schools are recognized by a variety of traditional measures as one of the finest public school systems in Maine, and among the highest performing in New England. In recent years, Yarmouth Schools have earned recognition such as:

• **National Blue Ribbon School of Excellence (U.S. Department of Education)**

Yarmouth High School (2019) Yarmouth Elementary School (2018)

The Blue Ribbon program recognizes schools for outstanding academic achievement. Yarmouth was the only district in Maine to have schools recognized in both 2018 and 2019, as only three schools were recognized in Maine each year.

• **National Unified Champion School (Special Olympics)**

Frank H. Harrison Middle School (2020)

This program is aimed at promoting social inclusion through intentionally planned and implemented activities affecting systems-wide change. These are schools where students with disabilities feel welcome and are routinely included in, and feel a part of, all activities, opportunities and functions.

• **Apple Distinguished School (Apple, Inc.)**

Yarmouth High School (2009-2018) Frank H. Harrison Middle School (2007-2018)

This program recognizes schools for innovative use of instructional technology. Yarmouth has long been a leader in this regard; we strive to balance tried and true instructional strategies with innovative approaches that may or may not make use of computers, laptops, and iPads.

• **Best Schools in Maine/United States (A variety of independent news organizations)**

Although we do not promote our rankings by various media groups, it is worth noting that many individuals seek this information in the online environment when selecting a community to which they may move, thereby impacting the local economy through property values, business development, and purchasing of goods and services that accompany a growing population. From U.S. News to Niche, Yarmouth Schools are consistently identified among the best in Maine on a variety of traditional measures (standardized test scores, most prominently).

• **Higher Performing, More Efficient Schools (Maine Education Policy Research Institute)**

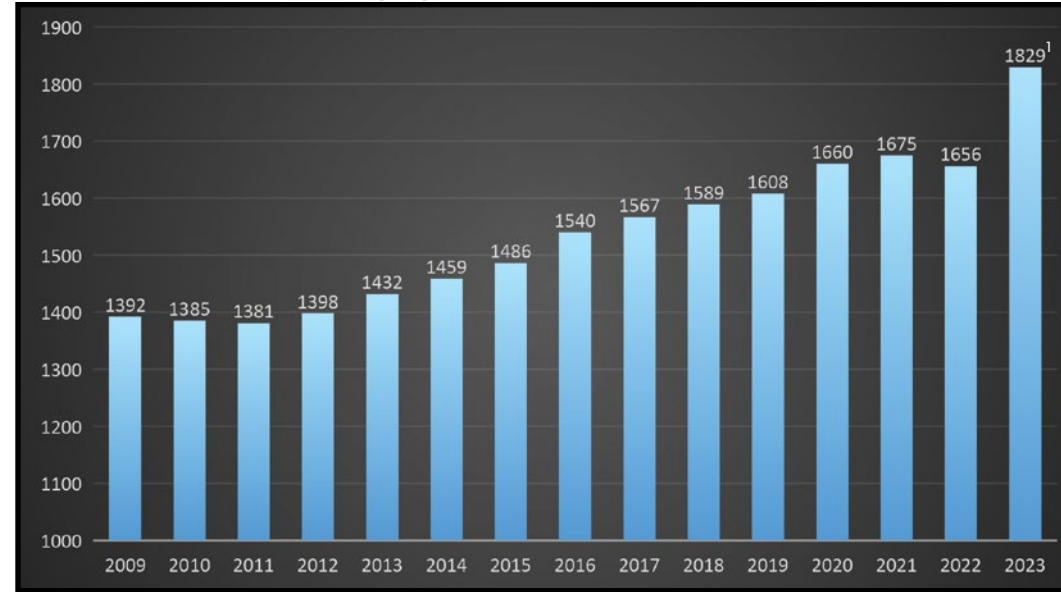
In 2011, the Maine Legislature commissioned a study by the Maine Education Policy Research Institute (MEPRI) to identify Maine's higher performing schools. Taking it one step further, the study also identified "more efficient" schools – those that were performing at a high level while making the most of their resources (doing more with less, so to speak). Both Yarmouth High School and Yarmouth Elementary School were identified among the 17% of schools that met the criteria as Higher Performing, More Efficient schools.

Although this data is now more than ten years old, it should be noted that the academic performance of our students has remained as strong as it was in 2011, and our per pupil expenditures have not grown as quickly as those of the state average, which could lead one to quickly assume that, if this study were to be replicated, Yarmouth Schools would enjoy similar recognition.

ENROLLMENT

Over the past ten years enrollment in Yarmouth Schools has increased by approximately 19%, from 1,396 students in 2010 to 1,656 students in 2022. The COVID-19 pandemic caused an artificial decline in enrollment as some families elected to homeschool, send children to private schools or simply withhold students from enrolling in kindergarten. It is anticipated many of those students will return in 2022-23, putting us back on track to meet the projections that have consistently been exceeded in recent years.

K-12 Enrollment, 2009-2023 (projected)



¹In this chart, the 2023 data includes a maximum of 96 Pre-Kindergarten students. Prior to 2023, Yarmouth Schools did not offer public Pre-K in the district. Without these students, it is projected that Yarmouth Schools will enroll 1,733 students in Kindergarten through Grade 12 in 2022-2023.

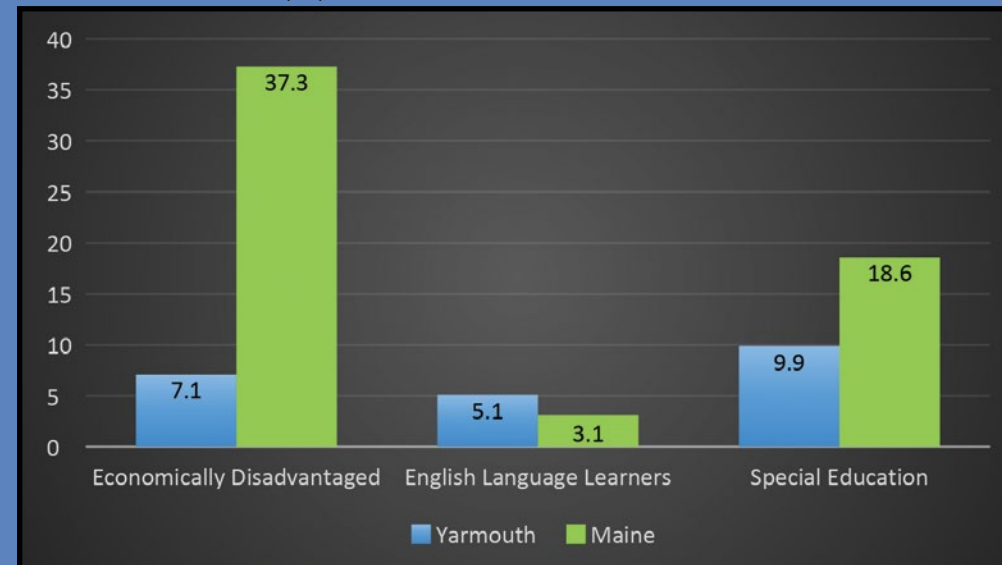
STUDENT DEMOGRAPHICS

Student enrollment in Yarmouth is steadily becoming more reflective of the world into which our students will be entering upon graduation from Yarmouth High School, with more than 15% of students identifying as something other than White on enrollment records – a noticeable increase from prior decades.

School	Total in School	White	Black or African-American	Asian	American Indian or Alaska Native	Native Hawaiian/Pacific Islander	Hispanic or Latina	Multi Race
William H. Rowe School (Grades K-1)	194	163	4	3	0	1	10	13
Yarmouth Elementary School (Grades 2-5) ²	488	403	19	11	2	0	15	38
Frank H. Harrison Middle School (Grades 6-8)	421	370	10	9	0	0	15	17
Yarmouth High School (Grades 9-12)	553	458	26	12	0	0	14	43
Total	1656	1394	59	35	2	1	54	111

²Through the 2021-2022 school year, Yarmouth Elementary School educated students in Grades 2-4, while Frank Harrison Middle School held Grades 5-8. Beginning in the fall of 2022, Grade 5 students will attend Yarmouth Elementary School. The data above reflects that change – as if Grade 5 has been at YES all along – for comparison purposes moving forward.

Student Needs, 2022 (%)



As enrollment has increased overall, so too have numbers of students receiving instructional support, including students identified by statute as requiring special education services, Section 504 accommodations, academic support, English Language instruction, and Gifted and Talented opportunities.

In 2022, 7.1% of Yarmouth students were Economically Disadvantaged, compared to 37.3% statewide. This number has decreased from 10% in recent years, but data may be incomplete due to the State of Maine providing free lunches to all students, thereby lowering the response rate for families requiring assistance.

5.3% of Yarmouth students are English Language Learners, compared to 3.1% statewide. This number changed significantly in April, 2022, as approximately 45 asylum-seeking students joined the Yarmouth Schools when they relocated from countries such as Haiti, Angola, and the Democratic Republic of the Congo.

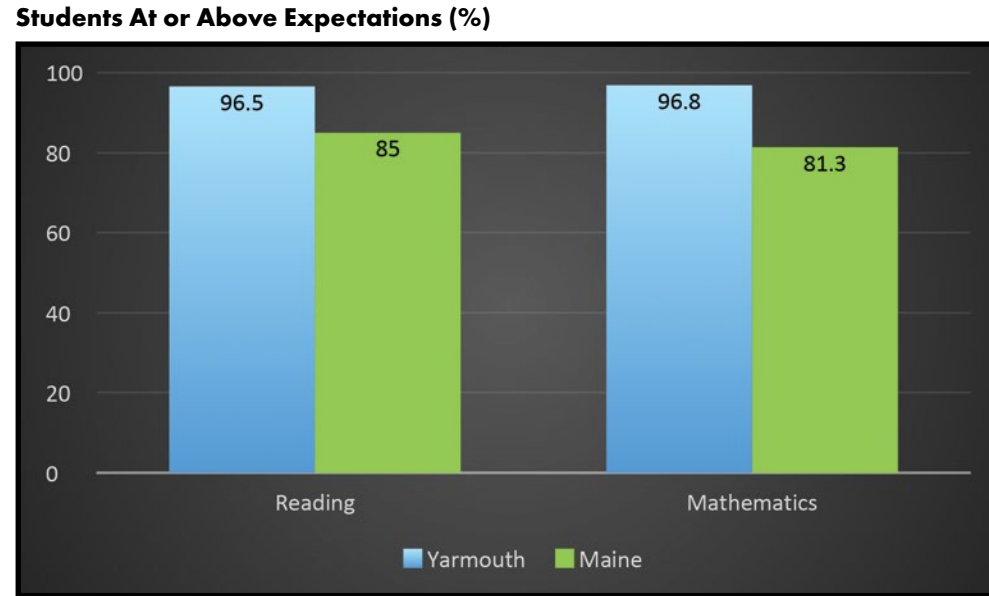
In 2022, 9.9% of Yarmouth students had one or more learning disabilities, compared to 18.6% statewide.

Instructional Supports	2010	2015	2022
Special Education	112	147	167
Section 504	65	137	141
Multi-Tiered Systems of Support	221	205	193*
Multi-Lingual Learners	21	29	88
Gifted and Talented	60	75	85

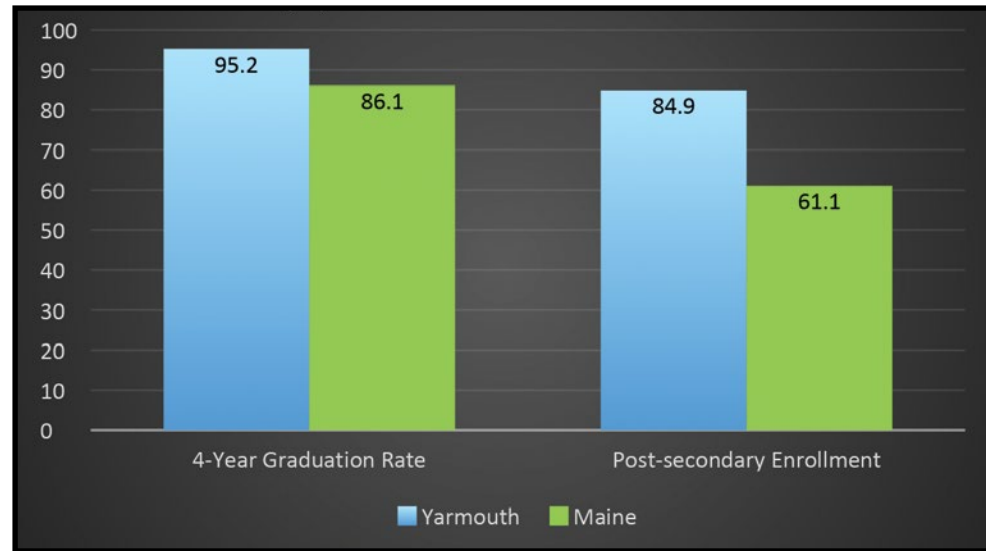
*After 2015, the identification threshold shifted from students at the 50th percentile to students at the 30th percentile.

STUDENT PERFORMANCE

In 2021, 96.5% of Yarmouth students (Grades 3-8 and 11) performed at or above expectations on the NWEA English Language Arts assessment (Maine average: 85%). The same year, 96.8% of Yarmouth students performed at or above expectations on the NWEA Mathematics assessment (Maine average: 81.3%). While assessments administered by the State have changed several times in the past ten years, Yarmouth student performance has remained among the strongest in Maine.



Student Performance (%)



Yarmouth High School's four-year cohort graduation rate in 2021 was 95.2% (Maine: 86.1%). Of those graduates, 84.9% enrolled in postsecondary education in the first academic year following graduation (Maine: 61.1%). These numbers are reflective of Yarmouth's historical performance, as the vast majority of students graduate on time and enroll in post-secondary schooling in the first year after graduation.

BEYOND THE CLASSROOM

Yarmouth Schools have consistently been recognized for excellence outside of the classroom. More than 70% of students participate in student activities, performing arts or athletics by the time they graduate from high school. While this tradition extends well beyond the previous decade, since 2015 Yarmouth High School has earned the following recognition:



YHS Playmakers with their 2022 Festival Plaque

- Baseball
- Basketball
- Cross Country
- Football
- Golf
- Ice Hockey
- Jazz Band/Orchestra/Choir
- Lacrosse

- One Act Play
- Robotics
- Soccer

- Softball
- Skiing

- Speech and Debate

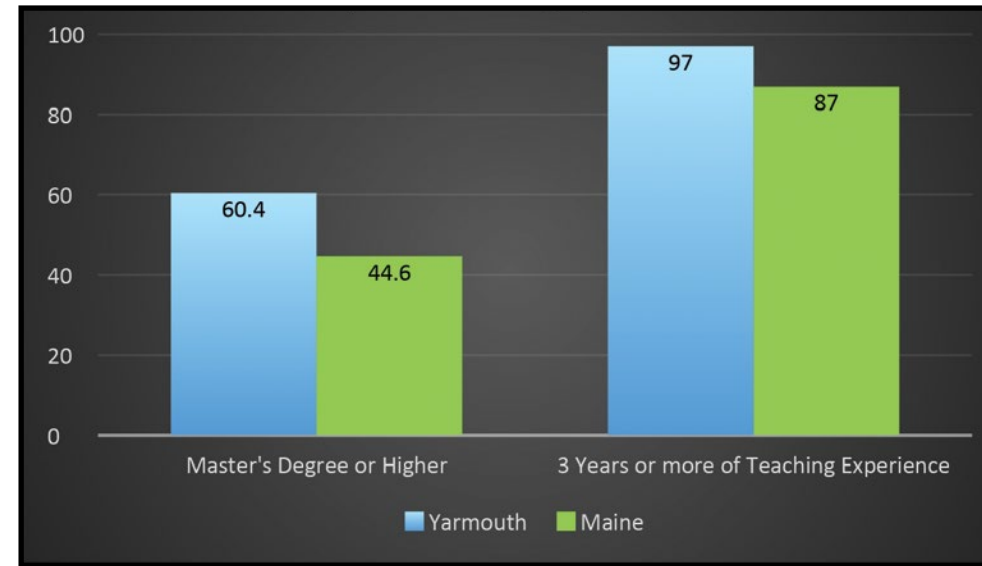
- Tennis
- Volleyball

- State Champions (2017)
- Boys' State Champions (2022)
- Girls' State Champions (2015, 2017)
- Regional Champions (2015)
- State Champions (2021)
- Boys' State Runner-up (2016)
- All-State Festival – As many as 19 students have participated each year since 2015
- Girls' Regional Champions (2016, 2017, 2018, 2019), State Champions (2015, 2021)
- Boys' Regional Champions (2015, 2016, 2017), State Champions (2019, 2021)
- State Champions (2015, 2019), Regional/Festival Champions (2018, 2020, 2022)
- World Championship Qualifier (2019, 2021), State Design Award Winner (2015)
- Boys' State Champions (2015, 2016, 2017, 2019, 2021)
- Girls' State Champions (2016, 2017)
- State Champions (2015)
- Girls' Alpine State Champions (2015, 2022)
- Girls' Nordic State Champions (2015, 2016, 2018, 2019)
- Boys' Nordic State Champions (2022)
- Maine District Champions for Congressional Debate (2021, 2022)
- Leading Chapter Award (2021)
- Boys' Regional Champions (2017), State Champions (2019, 2021, 2022)
- State Champions (2018, 2019, 2021)

PERSONNEL

YSD employs approximately 350 individuals in all classifications (administrative, instructional, co-curricular and support personnel). In 2022, the Maine Department of Education reported that 60.4% of YSD teachers have a Master’s Degree or higher, compared to a statewide average of 44.6%. The same year, MDOE stated that 97% of Yarmouth teachers have three years or more of teaching experience, compared to a statewide average of 87%.

Teacher Education and Experience Levels (%)



Instructional staff ready to welcome students to school

It is also worth noting that 100% of Yarmouth teachers are teaching in the subject or field for which they are certified, and 0% are teaching with emergency, targeted need, or transitional credentials.

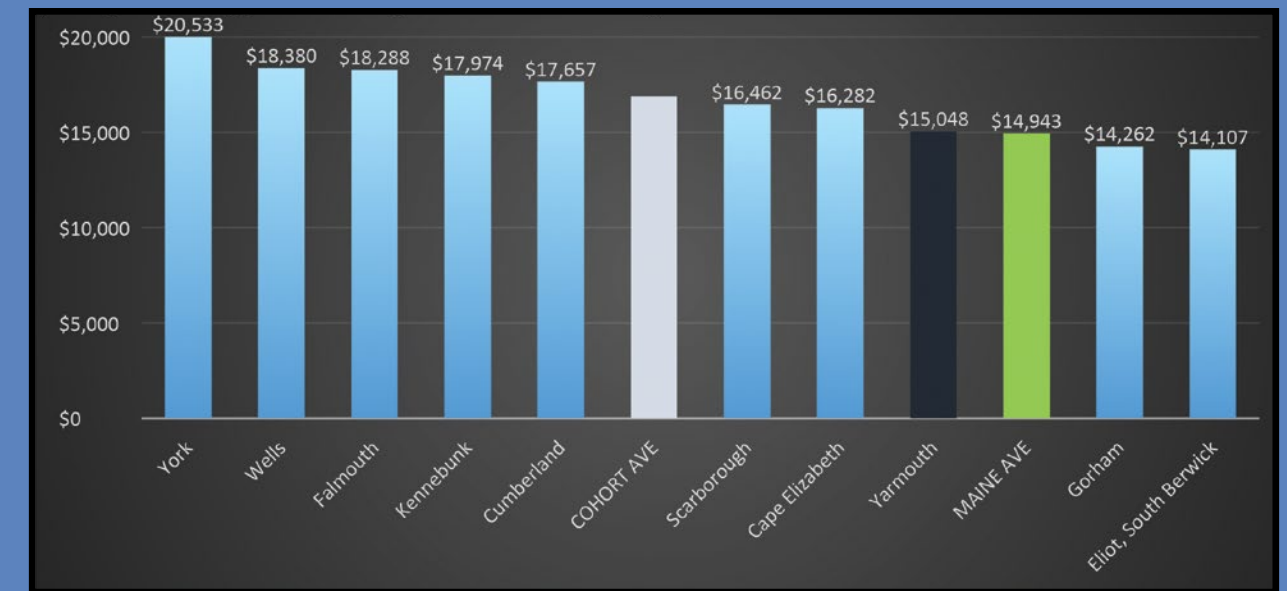
Since 2015, Yarmouth has produced one Cumberland County Teacher of the Year, one National Distinguished Principal and Maine Principal of the Year, and Maine’s Superintendent of the Year.

EXPENDITURES

Across the State of Maine, the average per pupil expenditure in FY20 (the most recent year of complete data) was \$14,943. Yarmouth spent \$15,048 per pupil, approximately .7% more than the Maine average. Comparison districts in southern Maine spent an average of \$16,899 per pupil.



FY20 Total Per Pupil Expenditures (All expenditures, per Maine Department of Education)



FOCUS AREA 1: SUPPORTED & INSPIRED STUDENTS

Vision

Each student will feel supported as an individual and inspired to become a lifelong learner and productive citizen.

Rationale

An environment that ensures individual safety and empowerment, while encouraging personal and collaborative achievement, is a hallmark of high-performing schools. Mental health and wellness are critical for students to meet aspirational academic goals; students who feel safe and supported are better able to learn and strive for their personal best.

Objectives

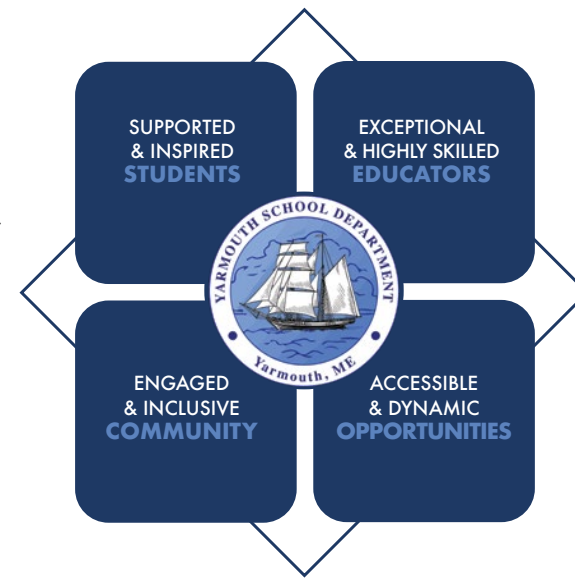
- That our schools will create positive cultures that connect each student with a caring adult
- That our students will show respect, empathy, responsibility, and kindness to all members of the school community
- To promote success for each student by ensuring multiple pathways exist, including appropriately challenging academic and alternative programming
- That all learning spaces and opportunities can be accessed equitably by each student
- That opportunities will be provided for each student to connect the curriculum to the world beyond the classroom and prepare them for real-world challenges
- That each student will be inspired by a relevant, representative, robust curriculum that leads to lifelong learning
- That our facilities will be safe, functional, well-maintained spaces in which each student can learn

Action Strategies

We will:

- Leverage daily Morning Meetings or Advisory Groups to build positive relationships between and among students and staff
- Implement a well-designed, consistent Social Emotional Learning (SEL)* curriculum within all grade levels
- Expand the current curriculum and programming to include greater access to multiple pathways, such as interdisciplinary, experiential and extended learning opportunities
- Assess the current curriculum at all grade levels to ensure that all students are represented in inspirational ways
- Consider hiring School Department staff to adequately maintain all school buildings and facilities
- Examine opportunities to enhance student and staff safety

*SEL includes self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making, among others.



FOCUS AREA 2: EXCEPTIONAL & HIGHLY SKILLED EDUCATORS

Vision

Each employee in our schools will be a highly-effective professional. We will continue to identify, recruit, develop, support and retain a deep and diverse pool of highly qualified employees, including teachers who are subject-matter experts and skilled instructors.

Rationale

Highly-skilled, engaged and vested educators are the key to student growth, empowerment and achievement.

Objectives

- To provide and support rich, meaningful and research-based professional learning for all staff members
- To improve student learning through creative and innovative lesson planning
- To promote staff health and wellness as foundational aspects of effective schools
- To build a professional culture that embraces diversity, equity and inclusion and fosters intercultural competence
- To ensure a diverse candidate pool for professional openings that will further strengthen the quality of instruction for all students
- To encourage and facilitate collaboration among staff to improve student learning and well-being
- To support and develop staff through effective in-service learning opportunities and consistently applied professional growth and evaluation measures

Action Strategies

We will:

- Expand opportunities in a wide range of settings for rich professional growth in subject matter expertise and instructional practice
- As part of in-service and curriculum work, provide more opportunities for employee collaboration and communication (e.g. common course and grade-level team planning time, learning walks) within each school and across the district
- Prioritize faculty and staff well-being and implement programming to promote wellness
- Implement hiring protocols that promote a more diverse applicant pool and are mindful of bias
- Continue and enhance professional learning opportunities that encourage greater recognition and awareness of diverse perspectives
- Provide dedicated time for meaningful peer mentoring

FOCUS AREA 3: ENGAGED & INCLUSIVE COMMUNITY

Vision

Each member of the Yarmouth community will be welcomed into our schools. They will see the schools as community assets, to be used and enjoyed by all, and will engage with and support the schools through employment, volunteerism, funding, and attendance at school events.

Rationale

The most effective schools enjoy the support and involvement of the entire community. This includes residents who support our schools financially and through volunteerism, parents who view our schools as the schools of choice for their children, and businesses that employ, train, and engage students through experiential opportunities.

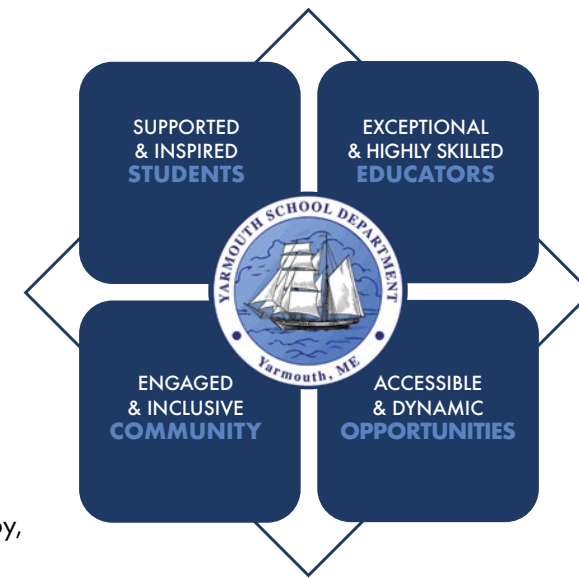
Objectives

- To connect students at all grade levels with community members of varied ages and backgrounds for learning and community service opportunities
- To demonstrate the value and promote the importance of active civic engagement and citizenship
- To engage, and honor the perspectives, of all parents and guardians in the Yarmouth school community
- To ensure that all residents, family members and those who work in Yarmouth feel they are part of the school community through collaboration and partnership

Action Strategies

We will:

- Enhance dialogue and engage the community in ways that will encourage understanding of and support for varied academic and social-emotional student needs
- Seek additional ways to collaborate with Yarmouth Community Services (YCS) to provide and promote engaging opportunities for students, parents, families, and community members to learn through the schools
- Promote opportunities for the community to come into the schools for recreation and learning
- Enhance parent/guardian engagement opportunities (conferences, meetings, open houses, etc.) to ensure they are inclusive and welcoming of all
- Develop age-appropriate programs at each grade level to engage with the community and surrounding region



FOCUS AREA 4: ACCESSIBLE & DYNAMIC OPPORTUNITIES

Vision

Each student in our schools will have access to engaging learning activities that support the development of empowered, educated, globally-minded citizens.

Rationale

For schools to have their greatest impact, each student must be provided access to high-quality learning opportunities and a wide range of well-executed curricular and extracurricular offerings that support their development and practice of Yarmouth's core values.

Objectives

- To maintain high academic standards and expectations for each student
- To provide a continuously updated curriculum through a blend of research-based tried-and-true and innovative instructional methods that encourage and inspire students to reach their highest potential
- To provide and support a robust variety of extracurricular activities, clubs, and athletics
- To engage students in a range of learning opportunities that prepare them for the next step in their development, whether that be the next grade level, college, training programs, the armed forces or employment
- To ensure that each student is appropriately challenged

Action Strategies

We will:

- Use an equity tool to review current curriculum and programs in order to provide greater, more equitable opportunities for students
- Review and develop curriculum and programs that teach:
Effective communication – Creative, critical and innovative thinking – Civic engagement – Global awareness – Digital citizenship
- Implement K-12 technology benchmarks to ensure all students gain appropriate skills
- Review and update financial literacy curriculum
- Evaluate graduation requirements at the High School
- Expand learning opportunities in Math and Science and STEAM* throughout the district
- Increase instructional support opportunities for all students
- Re-invigorate the curriculum review process to ensure continuity and consistency of programming
- Encourage instruction in all content areas that provides authentic opportunities for students to access their natural surroundings, community connections and resources
- Seek opportunities to increase student access to extracurricular activities

*STEAM is integrated Science, Technology, Engineering, Arts, and Mathematic instruction that occurs outside of the core Math/Science curriculum, providing opportunities in problem-solving, design, inquiry and critical thinking.

PERFORMANCE INDICATORS – 2027 TARGETS

PERFORMANCE GOALS

Standardized Assessment (GRADES 1-8, and 11)	Percentage of students that are meeting or exceeding performance target on statewide assessments will be 90%. Percentage of students that are meeting individual growth targets (fall to fall) will be 60%.
Enhanced Learning	85% of students will have successfully completed at least one enhanced learning experience (e.g. Extended Learning Opportunity, Advanced Placement/Early College, Dual Enrollment/Jobs for Maine Graduates/Career & Technical Education programming) prior to graduation.
Post-Secondary Planning	100% of graduates will receive support in developing a post-graduation plan before leaving high school.
Attendance	95% of students will compile fewer than 10 absences during the school year.
Graduation	97% of students will graduate with their four-year cohort.
Post-secondary education	90% of graduates will enroll in post-secondary education, including two-year and four-year colleges, military, and trade programs, or workplace apprenticeships.



YES students complete their STEAM project



YES Chorus – returning to live performances

SCHOOL CLIMATE GOALS

On annual School Quality Surveys, our aspiration is that:

ROWE SCHOOL

All students will agree or strongly agree with the following statements:
“My teacher expects me to do my best.”
“I like Rowe School.”

YARMOUTH ELEMENTARY SCHOOL

All students will agree or strongly agree with the following statements:
“My teacher expects me to do my best.”
“I like Yarmouth Elementary School.”

HARRISON MIDDLE SCHOOL

All students will agree or strongly agree with the following statements:
“At least one adult in my school really cares and gives me help and support when I need it.”
“I feel safe at my school.”

YARMOUTH HIGH SCHOOL

All students will agree or strongly agree with the following statements:
“At least one adult in my school really cares and gives me help and support when I need it.”
“I feel safe at my school.”

It is understood that these goals are aspirational in nature. Although reaching them is desirable, the Yarmouth School Committee recognizes that lofty goals such as these are seldom attainable. With that in mind, it is important to note that continual improvement is the real goal, with year over year advancement the measure of success.



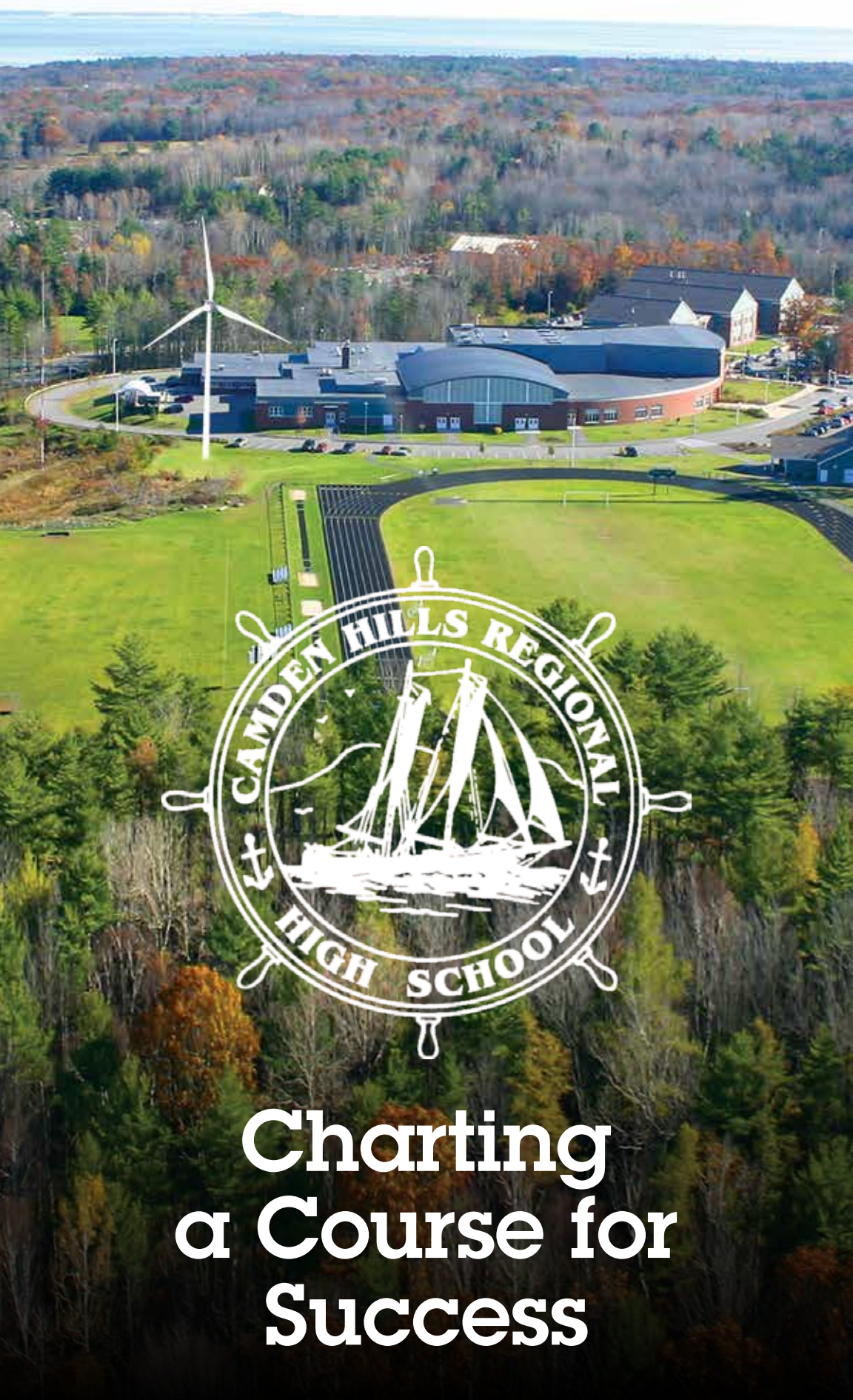
HMS Fifth graders enjoying their work

EMPOWERING ALL STUDENTS TO CREATE FULFILLING LIVES IN A CHANGING WORLD



YARMOUTH SCHOOL DEPARTMENT
101 McCartney Street, Yarmouth, Maine 04096
yarmouthschools.org

CAMDEN HILLS REGIONAL HIGH SCHOOL **Strategic Plan 2017-2021**



**Charting
a Course for
Success**

CONTENTS

Superintendent Message	2
Strategic Planning Process	3
Our Mission, Core Values, and Our Commitments to Students	4
Strategic Goal 1	5
Strategic Goal 2	6
Strategic Goal 3	7
Performance Goals	8
Glossary of Terms	9
Summary	10

FIVE TOWN CSD **Camden Hills Regional High School**

The Five Town Community School District (CSD) serves students in grades 9–12 from the towns of Appleton, Camden, Hope, Lincolnville, and Rockport at Camden Hills Regional High School.



Charting a Course for Success

A MESSAGE FROM THE SUPERINTENDENT



I am pleased to present the Five Town CSD's four-year strategic plan, "Charting a Course for Success" The plan provides a framework for ensuring that Camden Hills Regional High School (CHRHS) continues to strive to become the best version of an educational system that we can be.

CHRHS is a school where excellence across a broad spectrum of arenas is valued and is energetically supported. All of our school improvement initiatives honor the school's

strengths and traditions while constantly seeking for improvement through refinement and innovation.

We appreciate the enduring support for education in all five of our communities — Appleton, Camden, Hope, Lincolnville and Rockport. This support allows us to be a great place for students and we have garnered wide recognition for it.

A handwritten signature in black ink, appearing to read 'ML', with a long, sweeping underline that extends to the right.

Maria Libby
Superintendent of Schools
Five Town CSD



STRATEGIC PLANNING PROCESS

The last strategic plan for the Five Town CSD was developed in 2003, three years after the high school opened. For 13 years, CHRHS has been guided by that strategic plan. As the world changes, so must the mission of our schools. By 2016 it became clear that an updated strategic plan was necessary to guide the work of CHRHS students and faculty. Therefore, we created a four-year plan to coincide with a student's tenure in high school.

During the 2016-2017 school year a Strategic Planning Committee was established to develop a new Strategic Plan. The committee met monthly to review and revise their work. The development of the Strategic Plan began by updating our Mission Statement, Core Values and Commitments to Our Students. Based on these tenets, the committee developed Strategic Goals and Performance Goals. At every step in the process the committee gathered feedback from students, faculty and parents to guide the development of the strategic plan. This final plan is a synthesis of the ideas, values, and beliefs of our entire school community.

PLANNING COMMITTEE:

Rafael Baeza, Teacher

Johanna Billington, School Counselor

Jennifer Brassbridge, Teacher

Wendy Byrd, Parent

Annalee Carroll, Student

Lynda Chilton, School Board

Matt Dailey, School Board

Lisa Delfino, Teacher

Anastasia Fischer, Parent

Noah Heidorn, Student

Maria Libby, Superintendent

Hector Linares, Parent

Sarah Bradley Prindiville, Parent

Lindsey Pincheck, Hope Resident

Bob Sampson, High School Principal



MISSION

A learning community that fosters intellectual and creative excellence while building strong character.

CORE VALUES (PRIDE)



PERSONAL RESPONSIBILITY

Owning the consequences of one's actions.



RESPECT

Recognizing and valuing diversity of ideas, people and our environment.



INTEGRITY

Having moral courage and making ethical decisions.



DRIVE

Pursuing personal excellence with perseverance.



EMPATHY

Feeling and showing compassion for others.

OUR COMMITMENT TO STUDENTS

- We will strive to provide the highest quality education possible in order to prepare you to set and reach your goals.
- We will recognize and cultivate each individual's passions, aspirations, and sense of joy.
- We will provide the culture and resources to grow your mind, body, and heart.
- We will challenge and expand your limits of thought, tolerance, and performance.
- We will inspire and enable you to create a positive impact on your community.



Strategic Goal 1

TEACHING AND LEARNING

The curriculum will be meaningful, instruction will be engaging, and our students' educational experience will provide a strong foundation from which to pursue their goals after high school.

RATIONALE: As the world changes rapidly, it is important that students have strong foundational skills, know how to think critically, take initiative, and are creative and independent.

OUTCOMES

- Improve proficiency rates in reading, math, and science based on our Performance Goals.
- Close the performance gap between economically disadvantaged and other students.
- Increase the use of student-centered instructional and assessment practices.
- Students readily access and are recognized for multiple pathways toward a diploma.
- Coursework is engaging and is relevant to students' lives and the world.
- All students will be college and career ready upon graduation.
- Build an environment where creative and collaborative problem solving are an integral part of teaching and learning.

ACTION STRATEGIES

- Optimize classroom practice and intervention strategies to improve proficiency in math, reading, and science.
- Review the breadth of high school programs to identify and remove barriers so that all students have equal access to CHRHS opportunities.
- Train and support teachers in further shifting to student-centered instruction and assessment.
- Establish a committee of students and teachers to collaborate on ways to increase the use of creative problem solving in the curriculum.
- Conduct a review of our policies to evaluate and revise language to better support diverse learning experiences, multiple pathways, and the pursuit of a passion.
- Develop a "capstone" project program.



Strategic Goal 2

SCHOOL CULTURE

We will intentionally shape a school culture that supports the development of a strong personal character in a healthy and safe environment where everyone is committed to doing their best and helping others do the same.

RATIONALE: A safe and healthy culture is necessary in order for all students and adults to experience success.

OUTCOMES

- Improve strategies to cope with life's challenges while reducing detrimental stress.
- Increased engagement in personal growth.
- Foster a greater sense of belonging at school and in the community.
- Continually inspire all members of the school to demonstrate our core values and take greater responsibility for the common good.
- Reduce drug and alcohol use among students.

ACTION STRATEGIES

- Develop and sustain an advisory program to better support student personal growth.
- Expand internship opportunities to support students' interests and skill development.
- Create a community task force to define and implement strategies to reduce drug and alcohol use among students.
- Provide more school-wide engaging non-academic activities.
- Plan additional opportunities to strengthen the sense of belonging and community for all incoming students during the 8th or 9th grade year.
- Develop a student-to-student mentor program for incoming 9th grade students.
- Create a student governance structure to replace student council that equitably represents the sending towns and the cultural diversity of the student body.
- Be intentional about sharing decision-making responsibility with a variety of employee groups.



Strategic Goal 3

RESOURCE MANAGEMENT

The Five Town CSD will manage resources in a strategic, insightful, and visionary way that balances educational opportunity with fiscal and environmental responsibility.

RATIONALE: We pride ourselves in offering a high quality education which includes a wide array of programming to meet the needs of a diverse population while recognizing our need to be fiscally and environmentally responsible.

OUTCOMES

- Follow a review process that ensures efficient use of resources and is aligned with educational priorities and fiscal responsibility.
- Employ a forward-looking budgeting approach that supports both immediate and long-term financial planning.
- Follow an annual budget process that provides clear communication of expenditures.
- Use time wisely.
- Effectively use community resources to enhance high school programs.
- Be a consistent leader in environmental stewardship.

ACTION STRATEGIES

- Develop and implement a review system that enables an objective evaluation of program effectiveness.
- Develop and implement a five-year master plan for programming, facilities, technology, and transportation that is reviewed annually in light of a changing financial landscape.
- Provide user-friendly fiscal data for the public, making use of the website, public meetings, and the media to share information.
- Evaluate time usage across all areas of the district and find opportunities to increase efficiencies.
- Continually seek opportunities to collaborate with organizations such as municipalities, local business and organizations, and neighboring districts.
- View financial decisions through a lens of environmental responsibility giving due consideration to treading lightly on the planet.



PERFORMANCE GOALS

GRADE	MEASUREMENT	BASELINE 2017	TARGET 2021
11	Maine High School Assessment (% of students will meet or exceed Reading proficiency)	80%	85%
11	Maine High School Assessment (% of students will meet or exceed Math proficiency)	55%	70%
11	Maine High School Assessment (2016 data) (% of students will meet or exceed Science proficiency)	60%	70%
11	Maine High School Assessment – Performance for Economically Disadvantaged Students (2016 data) (Eliminate the performance gap* between our Economically Disadvantaged proficiency rates compared to those at the state level)	Reading Gap: 14%	Reading Gap: 7%
		Math Gap: 11%	Math Gap: 5%
12	Post-Secondary Plans (% of students will leave CHRHS with a post-secondary plan)	88%	100%
12	AP/Dual Enrollment/Industry Certification (% of seniors who will have completed either an AP course, dual enrollment course, or earned an industry certification)	56%	75%
9–12	“My school is a welcoming and friendly place.” (agree or strongly agree)	74%	100%
9–12	“My level of stress is well balanced.” (agree or strongly agree)	27%	50%
9–12	“The school promotes, supports, and models creative and innovative thinking and inventiveness.” (agree or strongly agree)	49%	75%
9–12	“I feel valued at school for who I am.” (agree or strongly agree)	61%	100%
9–12	“There is at least one adult at school who I feel well connected to.” (agree or strongly agree)	68%	100%



GLOSSARY OF TERMS

Advanced Placement (AP) Course: A program that offers courses with college-level content to high school students, including the opportunity to earn college credit.

Dual Enrollment: A student enrolled in two distinct academic programs or educational institutions at the same time. The term most commonly refers to high school students taking college courses.

Economically Disadvantaged: A member of a household that meets the income eligibility guidelines for free or reduced meals under the National School Lunch Program.

Maine High School Assessment: For the past decade Maine high schools have administered the SAT exam to all third year students as part of federally and state mandated testing.

Multiple Pathways: Refers to the various courses, programs, and learning opportunities that allow students to earn academic credit.

Performance Gap: Refers to any significant and persistent disparity in academic performance of educational attainment between different groups of students. For example, if 80% of the general population of students are proficient on a reading test, but only 60% of economically disadvantaged students are proficient, the performance gap is 20%.

Post-Secondary Education: Any opportunity a student pursues after high school to earn an academic degree or professional certification.

Post-Secondary Plan: Any opportunity a student pursues after high school, including (but not limited to) an academic degree, professional certification, full-time employment, military service, or a gap year.

Proficiency Rates: Students achieving or failing to achieve academic proficiency levels determined by tests and assessments that are connected to the Maine Learning Results.

Student-Centered Instruction and Assessment: Refers to a wide variety of approaches that shift the focus from the teacher to the students, who are actively engaged with their learning.



SUMMARY

MISSION

A learning community that fosters intellectual and creative excellence while building strong character.

CORE VALUES (PRIDE)



PERSONAL RESPONSIBILITY

Owning the consequences of one's actions.



RESPECT

Recognizing and valuing diversity of ideas, people and our environment.



INTEGRITY

Having moral courage and making ethical decisions.



DRIVE

Pursuing personal excellence with perseverance.



EMPATHY

Feeling and showing compassion for others.

OUR COMMITMENT TO STUDENTS

- We will strive to provide the highest quality education possible in order to prepare you to set and reach your goals.
- We will recognize and cultivate each individual's passions, aspirations, and sense of joy.
- We will provide the culture and resources to grow your mind, body, and heart.
- We will challenge and expand your limits of thought, tolerance, and performance.
- We will inspire and enable you to create a positive impact on your community.

STRATEGIC GOALS

1 Teaching & Learning

The curriculum will be meaningful, instruction will be engaging, and our students' educational experience will provide a strong foundation from which to pursue their goals after high school.

2 School Culture

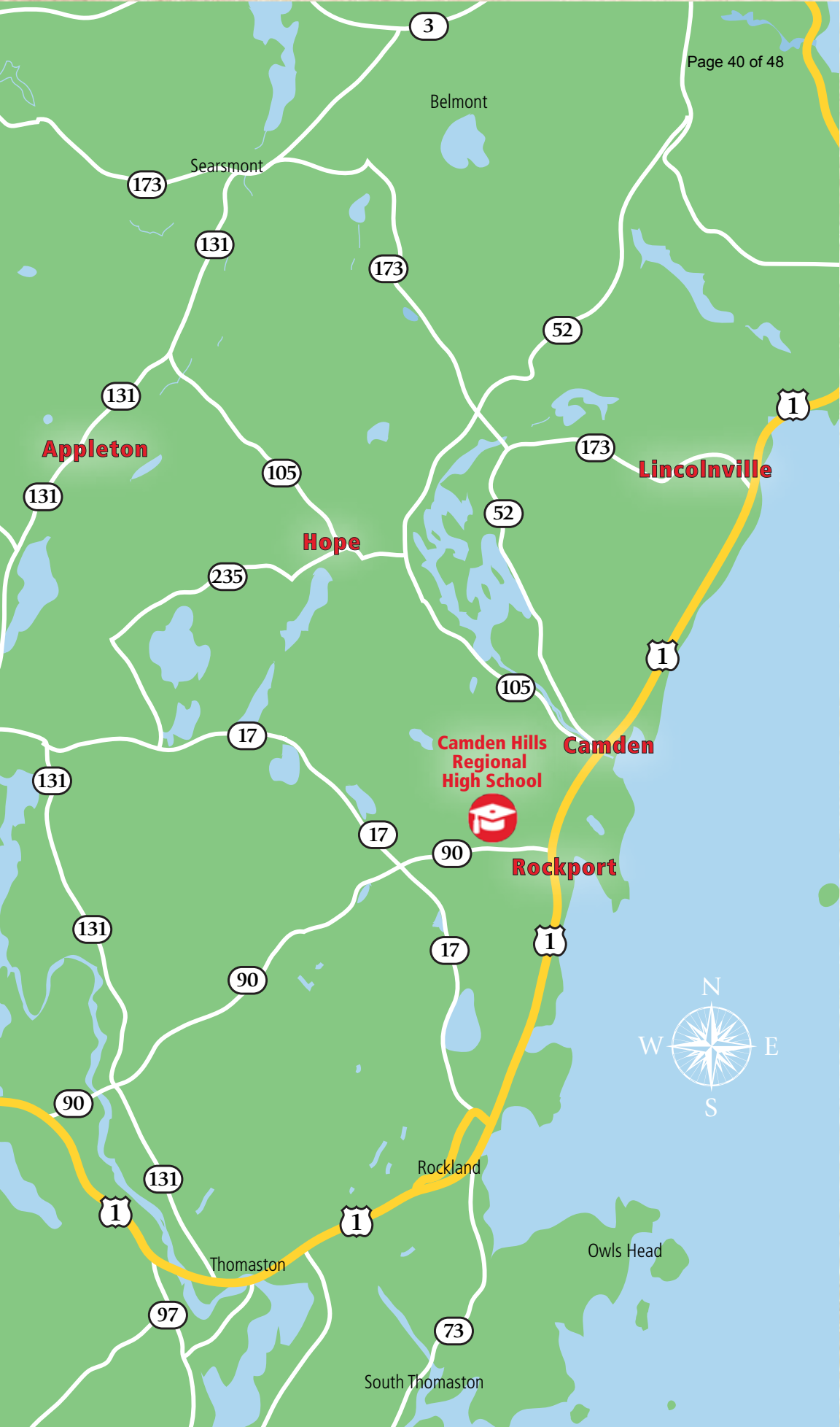
We will intentionally shape a school culture that supports the development of a strong personal character in a healthy and safe environment where everyone is committed to doing their best and helping others do the same.

3 Resource Management

The Five Town CSD will manage resources in a strategic, insightful, and visionary way that balances educational opportunity with fiscal responsibility and environmental responsibility.



Charting a Course for Success



A learning community that fosters intellectual and creative excellence while building strong character.

Camden Hills Regional High School

25 Keelson Dr • Rockport, ME 04856 • 207.236.7800

www.fivetowns.net/chrhs/

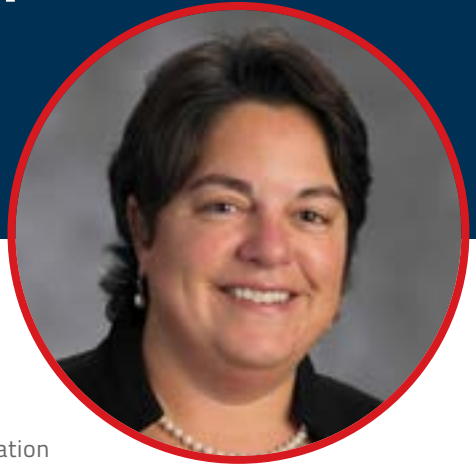
BE KIND. WORK HARD. KEEP LEARNING.

STRATEGIC PLAN 2018-2022



photo by Ellen Curtis

A MESSAGE FROM THE SUPERINTENDENT



To our students, parents and community,

I am pleased to present MSAD #28's four-year strategic plan. This plan builds on the strong foundation of excellence that has characterized our district for decades while advancing our efforts to improve the conditions of learning for all students. A significant endeavor during the course of this plan that will impact learning for the rest of this century is the new middle school project. As we embark on the largest construction project in the town's history, we appreciate its importance to our communities. We are invested in making sure the project is effectively managed and results in a school facility of which we are all proud.

Strategic planning involves identifying priorities and making deliberate decisions about our areas of focus for the next several years. The process also resulted in defined outcomes and action strategies, as well as performance targets, to help guide the way. It involved the input from many individuals, including students and parents, and will take a continued commitment from our school communities to realize the vision outlined in this plan. We are particularly proud of our new mission which is simple yet bold: Be Kind. Work Hard. Keep Learning. It says a lot about what we value.

We appreciate the enduring support for education in our two communities of Camden and Rockport. Without that support, we would not be the great system we are. I look forward to our future work together.

Sincerely,

A handwritten signature in black ink, appearing to read 'Maria Libby', with a long, sweeping underline.

Maria Libby
Superintendent of Schools
MSAD #28



MISSION, CORE VALUES AND COMMITMENT TO STUDENTS



MISSION

BE KIND. WORK HARD. KEEP LEARNING.



CORE VALUES

KINDNESS: I care about the well-being of others and respect our differences.

GRIT: I work towards a goal and stick with it, even when it is hard.

RESPONSIBILITY: I do what is expected of me, and I accept the consequences of my actions, both positive and negative.

SELF-CONTROL: I manage my actions and words in order to make good decisions.

COMMITMENT TO STUDENTS

Together, educators and parents will do our best to:

- Provide you an inspiring, high quality education.
- Guide you as you grow into a positive community member.
- Create a safe environment that honors diversity.
- Recognize and encourage your passions, interests and sense of joy.
- Provide the opportunities and culture to grow your mind, body and heart.



GOAL 1 HEALTHY LEARNING ENVIRONMENT

We will meet the social, emotional, and cognitive needs of students and support staff wellness to improve student achievement and build strong character.

Rationale: A safe and healthy learning environment is necessary for all students and adults to experience success.

ACTION STRATEGIES

- Develop and sustain a program that educates, assesses and intervenes to better support students' mental health.
- Provide school-wide community-building activities.
- Train and support teachers and students in developing a growth mindset.
- Do a school-wide communication self-assessment to determine areas of challenge and develop an action plan to address those areas.
- Gather information about staff work environment.



OUTCOMES

- All members of the school community understand how to foster and maintain good mental health.
- All members of the school community feel safe and have a sense of belonging.
- All members of the school community take chances and learn from mistakes.
- All members of the school community are inspired to demonstrate our core values and take greater responsibility for the common good.
- All stakeholders communicate effectively (students, teachers, administrators, families, community.)

PERFORMANCE GOALS

Indicator	CRES		CRMS	
	2017-18	2021-22	2017-18	2021-22
"I am safe at school." [CRES] "I feel safe at my school." [CRMS]	79%	100%	95%	100%
"If I am upset, I can talk to my teacher." [CRES] "At least one of your teachers really cares and gives you help and support when you need it." [CRMS]	65%	100%	86%	100%
"Based on my experiences this year, CRES/CRMS fosters an appropriate social environment with an effective support system to meet the needs of my child."	97%	100%	92%	100%
"Based on my experiences this year, CRES/CRMS maintains a safe physical and emotional environment for students and staff."	98%	100%	96%	100%



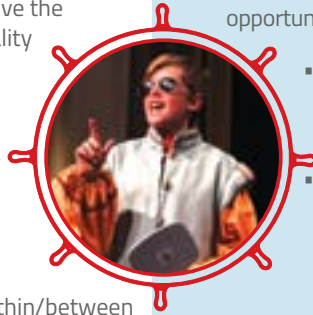
GOAL 2 TEACHING AND LEARNING

Curriculum, instruction, and assessment will provide a continuum of learning opportunities that are engaging and meaningful to students and allow them to thrive.

Rationale: Students learn best when engaging in purposeful integrated learning opportunities that stimulate curiosity.

ACTION STRATEGIES

- Optimize classroom practices and intervention strategies to improve proficiency rates.
- Review educational opportunities and support services for all students to ensure equity.
- Provide professional development in student-centered instruction and assessment practices.
- Create and use efficient student-centered assessment and instructional practices.
- Research, understand, and problem-solve the obstacles families face in accessing quality pre-K programming in our community.
- Provide families information to better support their student’s education.
- Develop and implement a sustainable curriculum review system.
- Review both academic and behavioral intervention services to align efforts within/between schools (and data recording tools).



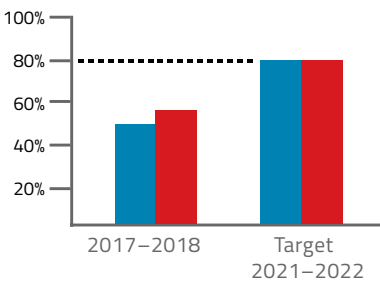
OUTCOMES

- Proficiency rates in literacy and math improve.
- Student-centered instructional and assessment practices are clearly visible in classrooms.
- Performance gaps are identified and narrowed.
- The district provides equitable access to educational opportunities.
- Intervention systems within our district are aligned.
- The K-8 curriculum is rigorous, relevant, and aligned.

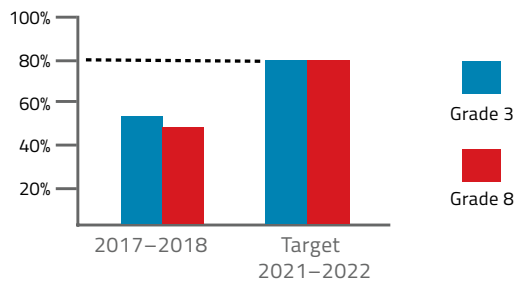
PERFORMANCE GOALS

Maine Educational Assessment Data

English Language Arts (ELA)



Mathematics



Data is from the Maine Educational Assessment indicating the percent of students scoring a 3 or 4 (proficiency).



GOAL 3 EFFECTIVE MANAGEMENT OF THE MIDDLE SCHOOL CAMPUS PROJECT

The district will provide effective and fiscally responsible oversight in the development of the middle school campus project that is sensitive to community needs.

Rationale: This is a complex, high-stakes construction project, with a significant demand on personnel that will leave a profound legacy in our community.

ACTION STRATEGIES

- Build and maintain strong relationships with the architects, contractors, building committee members, project representatives (clerk of the works, commissioning agent, owners representative), and the community.
- Provide leadership for diligent oversight through committee work, regular meetings between key representatives, walkthroughs, and financial analysis.
- Effectively plan for and manage the move into the new building.
- Minimize disruption to the educational process during construction.
- Use best practices to maintain a safe campus environment during construction.
- Evaluate policy and procedures to improve community access.



OUTCOMES

- The development process is as transparent and inclusive as practical.
- The project is completed on time and within budget.
- The building and grounds are developmentally appropriate to the physical, social, cognitive and emotional needs of students.
- The facility incorporates environmentally responsible systems and materials.
- The community feels welcomed and utilizes the campus to the fullest extent possible.

GLOSSARY OF TERMS

CLERK OF THE WORKS: Hired by the architect to be their on-site eyes and ears. The CoW provides an independent assessment of the construction, quality of the build, M&E, structural and architectural works.

COMMISSIONING AGENT: Authenticates building systems and equipment and verifies that systems are installed, tested and operate in accordance with designer plans, specifications, contract documents and owner recommendations.

OWNERS REPRESENTATIVE: Works to advise and represent the Owner (district) from the earliest stages of the project, starting with conceptual design, through the final design, permitting, pre-construction, bidding construction, commissioning, move-in and preliminary occupancy stages.

PERFORMANCE GAP (ACHIEVEMENT GAP): Any significant and persistent disparity in academic performance or educational attainment between different groups of students (ex. white students and minorities.)

STUDENT CENTERED: Broadly encompasses teaching that shifts the focus of instruction from the teacher to the student. Student-centered learning aims to develop learner autonomy and independence by putting responsibility for learning in the hands of students.



SUMMARY A SNAPSHOT OF OUR FOUR-YEAR STRATEGIC PLAN



COMMITMENT TO STUDENTS

Together, educators and parents will do our best to:

- Provide you an inspiring, high quality education.
- Guide you as you grow into a positive community member.
- Create a safe environment that honors diversity.
- Recognize and encourage your passions, interests and sense of joy.
- Provide the opportunities and culture to grow your mind, body and heart.

MISSION

BE KIND. WORK HARD. KEEP LEARNING.

CORE VALUES

KINDNESS: I care about the well-being of others and respect our differences.

GRIT: I work towards a goal and stick with it, even when it is hard.

RESPONSIBILITY: I do what is expected of me, and I accept the consequences of my actions, both positive and negative.

SELF-CONTROL: I manage my actions and words in order to make good decisions.



GOALS

HEALTHY LEARNING ENVIRONMENT

We will meet the social, emotional, and cognitive needs of students and support staff wellness to improve student achievement and build strong character.

TEACHING AND LEARNING

Curriculum, instruction, and assessment will provide a continuum of learning opportunities that are engaging and meaningful to students and allow them to thrive.

EFFECTIVE MANAGEMENT OF THE MIDDLE SCHOOL CAMPUS PROJECT

The district will provide effective and fiscally responsible oversight in the development of the middle school campus project that is sensitive to community needs.



STRATEGIC PLANNING PROCESS

THE COMMITTEE'S APPROACH

During the 2017-2018 school year, a Strategic Planning Committee was established to develop a four-year Strategic Plan. The committee met monthly to review and revise their work. The development of the Strategic Plan began by creating a Mission Statement, Core Values and Commitments to Our Students. Based on these tenets, the committee developed Strategic Goals and accompanying Performance Goals. At every step in the process the committee gathered feedback from students, faculty and parents to guide the development of the strategic plan. This final plan is a synthesis of the ideas, values, and beliefs of our entire school community.

COMMITTEE MEMBERS

Victoria Condon, Parent
Gail Curtis, Student
Matt Dailey, School Board
Marcia Dietrich, School Board
Jacob Eichenlaub, CRMS Math Teacher
Amber Kennedy, CRES Third Grade Teacher
Maria Libby, Superintendent and Chair
Mackenzie Lyman, Parent
Debra McIntyre, Assistant Superintendent

Lynda Pierce, CRES First Grade Teacher
Jessica Quinn, Parent
Eric Schenk, Parent
Matt Smith, CRMS Assistant Principal
Chris Walker-Spencer, CRES Principal
Oliver Worner, Student
Christina Young, CRMS Librarian
Tanya Young, Counseling Department

