

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY- JANUARY 12, 2022
FREEPORT HIGH SCHOOL - CAFETERIA
6:30 P.M. REGULAR SESSION
AGENDA**

1. Call to Order:
The meeting was called to order at _____ p.m. by Chair Michelle Ritcheson
2. Attendance:

___ Colin Cheney	___ Jill Piker
___ Candace deCsipkes	___ Maura Pillsbury
___ Jennifer Galletta	___ Michelle Ritcheson
___ Susana Hancock	___ Valeria Steverlynck
___ Elisabeth Munsen	___ Madelyn Vertenten
___ Dung Nguyen	___ Brady Grogan – Student Representative
	___ Piper Williams – Student Representative
3. Pledge of Allegiance:
4. Consideration of Minutes:
A. Consideration and approval of the Minutes of December 8, 2021 and December 22, 2021 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____
5. Adjustments to the Agenda:
6. Good News & Recognition:
A. Report from Board's Student Representative (10 Minutes)
7. Public Comments: (10 Minutes)
8. Reports from Superintendent: (10 Minutes)
A. Items for Information
 1. District Happenings
 2. Resignations: Ben Boegehold - FHS English Teacher
 3. Retirements (effective at the end of the school year unless noted otherwise):
 - Anne-Marie Spizzuoco, MSS Kindergarten Teacher
 - Nancy Dyer, MSS Educational Technician
 - Martha Maguire, FHS Educational Technician
 - Priscille Allard, Bus Driver
 - Linda Williams, MSS Educational Technician
 - Robin Lowell, FMS Custodian (effective January 3, 2022)
9. Administrator Reports:
 - A. District Scorecard - Cynthia Alexander & Administrators (20 Minutes)
 - B. Update on 2021-2022 District Goals - Becky Foley (20 Minutes)

10. Board Comments and Committee Reports:
NA

11. Policy Review:
NA

12. Personnel:
A. Consideration and approval to employ Gayle Wolotsky as Director of Technology.

Motion: _____ 2nd: _____ Vote: _____

13. Unfinished Business:
NA

14. New Business: (10 Minutes)

A. Consideration and approval to see if the School Board members of Regional School Unit No.5 (RSU5) will vote to:

- i. Add coverage for its IT director under Regular Plan AC effective February 1, 2022.
- ii. Continue to provide coverage under Regular Plan AC for its food service director, data management specialist/project manager and its non-teacher plan, school support employees who were participating in MainePERS with the Durham School Department immediately before becoming employed by RSU5 on July 1, 2009.
- iii. Authorize the Superintendent to sign the Agreement between RSU5 and the Maine Public Employees Retirement System.
- iv. Allow the IT director who is currently employed by RSU5 on February 1, 2022, upon electing to join MainePERS, to purchase credit for past service with RSU5 upon the employee's full payment of all associated costs. RSU5 will not participate in the purchase of past service and so employees are responsible for paying the full liability associated with this service.

Motion: _____ 2nd: _____ Vote: _____

15. Public Comments: (10 Minutes)

16. Executive Session: (20 Minutes)

A. Consideration and approval to enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of discussing the Superintendent's Evaluation Performance Goals.

Motion: _____ 2nd: _____ Vote: _____

Time In _____ Time Out _____

17. Action as a Result of Executive Session:

Motion: _____ 2nd: _____ Vote: _____

18. Adjournment:

Motion: _____ 2nd: _____ Vote: _____ Time: _____

**RSU No. 5 Board of Directors Meeting
Wednesday, December 8, 2021 – 6:30 p.m.
Freeport High School - Library
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the January 12, 2022 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:30 p.m.

- 2. MEMBERS PRESENT:** Colin Cheney, Candace deCsipkes, Jennifer Galletta, Susana Hancock, Elisabeth Munsen, Dung Nguyen, Jill Piker, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck (left at 9:04 p.m.), Madelyn Vertenten, Piper Williams, Student Representative (left at 8:37 p.m.)

MEMBERS ABSENT: None

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. VOTED: To approve the minutes of November 17, 2021.

(Piker – Steverlynck) (11 – 0) The student representative voted with the majority.

5. ADJUSTMENTS TO THE AGENDA:

Move Item #13.A. to after Item #8

Addition of an Executive Session

6. GOOD NEWS AND RECOGNITION:

A. Boys' Cross Country Class B State Champions

B. Report from Board's Student Representative – Piper Williams

7. PUBLIC COMMENT:

Freeport - Robert Landry, Peyton Landsbergen, Keigan Shea, Tara McDonald, and Adam Landry

8. REPORTS FROM SUPERINTENDENT:

A. Items for Information

1. District Happenings

Resignation of David Smail, FHS Science Teacher effective January 14, 2022

2. Update on the Freeport High School Scholarship Foundation

13. NEW BUSINESS:

A. COVID Update - Spectators at Indoor Winter Sports

9. ADMINISTRATOR REPORTS:

A. Technology Goal Review - Gayle Wolotsky

B. Instructional Support Goal Review - Bonnie Violette

10. BOARD COMMENTS AND COMMITTEE REPORTS:

A. Board Information Exchange and Agenda Requests:

1. Maddy Vertenten would like additional information on Responsive Classroom.

2. Beth Munsen asked if the office had received her book from the MSBA conference.

3. Candy deCsipkes reported Karin VanNostrand would like to finish out the year on the Region Ten Board.

4. Susana Hancock would like more information on discipline.

5. Jill Piker - Asked about discipline policies.

B. Finance Committee

C. Policy Committee

11. POLICY REVIEW:

A. VOTED: To approve 2nd Read on the following policies. (Pillsbury – Nguyen) (10 – 0)

1. BED - Remote Participation in School Board Meetings

2. JL - Student Wellness

3. EFC - Nutrition Services: Meals, Meal Charging and Prohibition Against Food Shaming
(old title - Free and Reduced Price Food Services)

12. UNFINISHED BUSINESS:

A. NESDEC 2021-2022 School-by-School Analysis

14. PERSONNEL:

None

15. PUBLIC COMMENT:

None

16. EXECUTIVE SESSION:

VOTED: To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) to discuss a personnel matter. (Piker – Nguyen) (10 – 0)

Time In: 9:45 p.m.

Time Out: 10:31 p.m.

17. ACTION AS A RESULT OF EXECUTIVE SESSION:

VOTED: To accept, with regret, the retirement of Becky Foley, effective June 30, 2022.
(Munsen – Piker) (10 – 0)

18. ADJOURNMENT:

VOTED: To adjourn at 10:35 p.m. (Pillsbury – Galletta) (10 – 0)


Becky L. Foley, Superintendent of Schools

**RSU No. 5 Special Board of Directors Meeting
Wednesday, December 22, 2021 – 6:30 p.m.
Freeport High School - Library
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the January 12, 2022 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:30 p.m.

2. MEMBERS PRESENT: Colin Cheney, Candace deCsipkes, Jennifer Galletta, Susana Hancock, Elisabeth Munsen, Dung Nguyen, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten.

MEMBERS ABSENT: Jill Piker. There was no student representative in attendance.

3. PLEDGE OF ALLEGIANCE:

4. PUBLIC COMMENT:

None

5. NEW BUSINESS:

A. VOTED: To engage with Maine School Management Association for Superintendent search services. (Hancock – Vertenten) (10 – 0)

6. ADJOURNMENT:

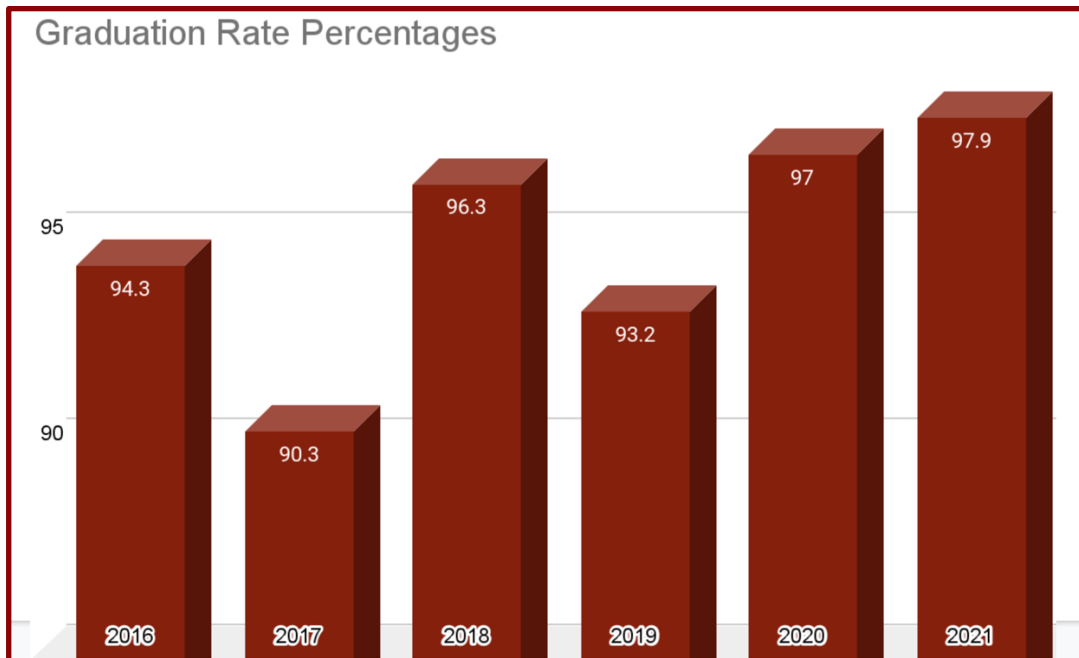
VOTED: To adjourn at 7:41 p.m. (Hancock – Galletta) (10 – 0)


Becky J. Foley, Superintendent of Schools



RSU5 DISTRICT SCORECARD

January 12, 2022



**" Students graduate as compassionate, honest, and respectful citizens
who earn and contribute to their communities for life."**

Academic Indicators

RSU5 Pre-K Programs as of October 1st Enrollment Numbers

Number of Students Enrolled in RSU5 Sponsored Pre-K Programs

Pre-K	2016	2017	2018	2019	2020	2021
District Total	66	95	95	109	92	99
Economically Disadvantaged	8	12	20	20	16	11

Source: October 1 EPS Certification

Report: Enrollment Report

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - F&P

Achievement: % of Grade K Students at or above the benchmark for Fountas & Pinnell (May=C/D)

GRADE K	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Spring 2020 Cancelled	Spring 2021 Count	Spring 2021 Percentage
Reading						
District Total	52.2%	53.0%	46.1%	Covid-19	80 / 129	62.0%
Economically Disadvantaged		32.0%	32.3%		10 / 26	38.5%
Identified Disability		39.3%			11 / 23	47.8%

ACADEMIC ACHIEVEMENT - F&P

Achievement: % of Grade 1 Students at or above the benchmark for Fountas & Pinnell (May=I/J)

GRADE 1	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Spring 2020 Cancelled	Spring 2021 Count	Spring 2021 Percentage
Reading						
District Total	62.4%	47.1%	50.4%	Covid-19	72 / 145	49.7%
Economically Disadvantaged		29.2%	36.8%		10 / 35	28.6%
Identified Disability		11.1%	25.0%		4 / 23	17.4%

ACADEMIC ACHIEVEMENT - F&P

Achievement: % of Grade 2 Students at or above the benchmark for Fountas & Pinnell (May=M/N)

GRADE 2	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Spring 2020 Cancelled	Spring 2021 Count	Spring 2021 Percentage
Reading						
District Total	53.3%	47.1%	46.3%	Covid-19	43 / 139	30.9%
Economically Disadvantaged		34.5%	20.8%		6 / 38	15.8%
Identified Disability		18.5%	20.0%		1 / 24	4.2%

Academic Achievement

ACADEMIC ACHIEVEMENT - F&P

Achievement: % of Grade 3 Students at or above the benchmark for Fountas & Pinnell (May=P/Q)

GRADE 3	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Spring 2020 Cancelled	Spring 2021 Count	Spring 2021 Percentage
Reading						
District Total	69.2%	54.6%	41.5%	Covid-19	67 / 130	51.5%
Economically Disadvantaged		33.3%	27.6%		9 / 24	37.5%
Identified Disability		17.4%	26.3%		6 / 20	30.0%

ACADEMIC ACHIEVEMENT - F&P

Achievement: % of Grade 4 Students at or above the benchmark for Fountas & Pinnell (May=S/T)

GRADE 4	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Spring 2020 Cancelled	Spring 2021 Count	Spring 2021 Percentage
Reading						
District Total	58.8%	56.4%	52.4%	Covid-19	58 / 121	47.9%
Economically Disadvantaged		43.2%	33.3%		3 / 18	16.7%
Identified Disability		17.9%	44.4%		1 / 14	7.1%

ACADEMIC ACHIEVEMENT - F&P

Achievement: % of Grade 5 Students at or above the benchmark for Fountas & Pinnell (May=V)

GRADE 5	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Spring 2020 Cancelled	Spring 2021 Count	Spring 2021 Percentage
Reading						
District Total	68.3%	50.3%	41.3%	Covid-19	80 / 127	63.0%
Economically Disadvantaged		38.5%	32.4%		11 / 30	36.7%
Identified Disability		9.5%			7 / 24	29.2%

Source: District EOY Scores (Literacy Strategists)

Report: DCS Data Wall , MLS 3-5 Data Wall , PES 3-5 Data Wall:
Spring 2021 Reads Grade Level Text

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 3 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 3	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Fall 2020 Percentage	Spring 2021 Count	Spring 2021 Percentage
Reading							
District Total	78.0%	74.6%	74.1%	74.4%	74.1%	103 / 128	80.5%
Economically Disadvantaged			36.0%	58.6%	56.5%	17 / 25	68.0%
Identified Disability			52.0%	39.3%	40.0%	10 / 21	47.6%
Math							
District Total	80.1%	71.8%	73.3%	88.7%	60.9%	87 / 129	67.4%
Economically Disadvantaged			76.0%	58.6%	56.5%	15 / 25	60.0%
Identified Disability			60.0%	35.7%	26.3%	6 / 21	28.6%

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 4 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 4	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Fall 2020 Percentage	Spring 2021 Count	Spring 2021 Percentage
Reading							
District Total	83.2%	79.6%	76.0%	75.2%	74.5%	91 / 119	76.5%
Economically Disadvantaged			80.6%	53.3%	43.8%	8 / 19	42.1%
Identified Disability			57.9%	30.8%	23.5%	4 / 15	26.7%
Math							
District Total	83.1%	73.2%	77.4%	71.3%	64.5%	89 / 121	73.6%
Economically Disadvantaged			87.1%	43.3%	38.9%	9 / 19	47.4%
Identified Disability			86.4%	42.3%	33.3%	3 / 15	20.0%

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 5 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 5	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Fall 2020 Percentage	Spring 2021 Count	Spring 2021 Percentage
Reading							
District Total	84.0%	83.3%	80.4%	77.3%	78.5%	94 / 130	72.3%
Economically Disadvantaged			72.7%	65.8%	61.5%	14 / 30	46.7%
Identified Disability			47.6%	33.3%	50.0%	8 / 21	38.1%
Math							
District Total	84.7%	74.4%	78.2%	71.9%	77.0%	99 / 131	75.6%
Economically Disadvantaged			81.8%	55.3%	61.5%	17 / 31	54.8%
Identified Disability			42.9%	34.8%	48.0%	9 / 22	40.9%

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 6 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 6	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Fall 2020 Percentage	Spring 2021 Count	Spring 2021 Percentage
Reading							
District Total	79.3%	81.3%	82.0%	83.4%	79.5%	113 / 144	78.5%
Economically Disadvantaged			69.2%	73.1%	69.6%	18 / 26	69.2%
Identified Disability			47.1%	34.8%	45.5%	6 / 20	30.0%
Math							
District Total	70.1%	70.1%	78.6%	82.8%	74.2%	104 / 145	71.7%
Economically Disadvantaged			48.1%	69.2%	39.1%	13 / 27	48.1%
Identified Disability			38.9%	34.8%	18.2%	4 / 21	19.0%

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 7 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 7	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Fall 2020 Percentage	Spring 2021 Count	Spring 2021 Percentage
Reading							
District Total	82.8%	78.6%	84.2%	90.9%	80.8%	130 / 156	83.3%
Economically Disadvantaged			75.0%	71.0%	66.7%	28 / 37	75.7%
Identified Disability			47.6%	58.8%	44.0%	8 / 19	42.1%
Math							
District Total	75.3%	78.9%	74.8%	85.8%	73.7%	117 / 156	75.0%
Economically Disadvantaged			75.8%	63.3%	50.0%	22 / 37	59.5%
Identified Disability			47.6%	31.3%	40.0%	5 / 19	26.3%

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 8 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 8	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Fall 2020 Percentage	Spring 2021 Count	Spring 2021 Percentage
Reading							
District Total	86.4%	87.1%	85.1%	84.1%	87.1%	112 / 135	83.0%
Economically Disadvantaged			71.4%	66.7%	74.3%	20 / 31	64.5%
Identified Disability			46.2%	37.5%	45.5%	4 / 14	28.6%
Math							
District Total	80.6%	77.0%	80.4%	77.3%	83.8%	108 / 136	79.4%
Economically Disadvantaged			55.6%	67.6%	71.4%	21 / 32	65.6%
Identified Disability			33.3%	35.0%	42.9%	2 / 15	13.3%

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 9 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 9	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Fall 2020 Percentage	Spring 2021 Count	Spring 2021 Percentage
Reading							
District Total	84.9%	84.7%	89.1%	88.0%	93.2%	138 / 146	94.5%
Economically Disadvantaged			53.6%	65.5%	66.7%	14 / 18	77.8%
Identified Disability			10.0%	40.9%	50.0%		
Math							
District Total	80.6%	72.8%	74.1%	78.1%	93.3%	131 / 146	89.7%
Economically Disadvantaged			28.1%	48.3%	69.6%	13 / 19	68.4%
Identified Disability			8.3%	33.3%	50.0%		

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 10 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 10	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Percentage	Fall 2020 Percentage	Spring 2021 Count	Spring 2021 Percentage
Reading							
District Total	82.9%	72.4%	81.0%	92.5%	89.2%	108 / 123	87.8%
Economically Disadvantaged			6.7%	81.8%	80.8%	21 / 27	77.8%
Identified Disability				16.7%	40.0%		
Math							
District Total	80.7%	72.4%	83.2%	80.3%	88.5%	109 / 127	85.8%
Economically Disadvantaged			13.3%	58.8%	81.5%	21 / 29	72.4%
Identified Disability				16.7%	50.0%		28.6%

Source: NWEA: <https://sso.nwea.org>

Report: Grade Report

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - PSAT

Achievement: % of Grade 10 Students Meets or Exceeds Benchmarks

GRADE 10	2016 Percent	2017 Percent	2018 Percent	2019 Percentage	2020 Cancelled	2021 Count	2021 Percentage
<u>Evidence-Based Reading and Writing</u>							
School Total	85.5%	76.7%	70.9%	71.9%	Covid-19	112 / 148	75.7%
<u>Math</u>							
School Total	69.9%	45.7%	51.5%	44.5%		70 / 148	47.3%
*2017 First year of full grade level Source: College Board							
Report: PSAT/NMSQT Instructional Planning Report							

ACADEMIC ACHIEVEMENT - PSAT

Achievement: % of Grade 11 Students Meets or Exceeds Benchmarks

GRADE 11	2016 Percent	2017 Percent	2018 Percent	2019 Percent	2020 Cancelled	2021 Count	2021 Percent
<u>Evidence-Based Reading and Writing</u>							
School Total	75.0%	89.7%	71.4%	80.7%	Covid-19	89 / 116	76.7%
<u>Math</u>							
School Total	55.9%	64.4%	37.8%	41.2%		46 / 116	39.7%
*2017 First year of full grade level Source: College Board							
Report: PSAT/NMSQT Instructional Planning Report							

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - SAT

GRADE 11	2015-2016 Percentage	2016-2017 Percentage	2017-2018 Percentage	2018-2019 Count	2018-2019 Percentage	2018-2019 Maine State Percentage
English Language Arts						
District Total	60.8%	63.2%	68.4%	81 / 121	66.9%	55.9%
Economically Disadvantaged		25.0%	47.8%	4 / 17	23.5%	37.2%
Identified Disability		10.0%	15.4%			17.3%
Math						
District Total	39.2%	38.7%	54.4%	50 / 121	41.3%	32.6%
Economically Disadvantaged		5.0%	30.4%	3 / 17	17.6%	16.7%
Identified Disability						8.7%
Source: DOE - Maine - lms.backpack.education/public/maine -					Report: SAT Performance Report	

ACADEMIC ACHIEVEMENT - SAT

National Norms Used

GRADE 11	2019-2020 Cancelled	2020-2021 Count	2020-2021 Percentage	
English Language Arts				
District Total	Covid-19	94 / 128	73.4%	
Economically Disadvantaged		8 / 15	53.3%	
Identified Disability				
Math				
District Total		53 / 128	41.4%	
Economically Disadvantaged		3 / 15	20.0%	
Identified Disability				
Source: CollegeBoard Raw Data File			Report: PowerSchool Data Query	

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - ADVANCED COURSEWORK

Advanced Coursework while enrolled at Freeport High School

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<u>Total Number of Students Enrolled in Advanced Placement (AP) Courses</u>							
District Total	79	70	71	102	133	130	130
<u>Percent of Students Scoring 3 or Higher on at Least One AP Exam</u>							
District Total	78.5%	74.3%	71.8%	71.6%	61.7%	79.2%	69.4%
<u>Percent of US AP Students Scoring 3 or Higher on at Least One Exam</u>							
US Total			57.0%	61.3%	60.0%	59.3%	55.8%
<u>Percent of AP EXAMS That Result in a Score of 3 or Higher</u>							
District Total	68.6%	63.1%	61.1%	67.7%	62.4%	69.9%	63.2%
Source: College Board	Report: 5-Yr AP School Score Summary - *Percent of AP Exams 3+: AP Current Year Score Summary						

Academic Growth

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 3 Students Meeting or Exceeding Projected Growth NWEA

GRADE 3	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Percent	Fall 2020 to Spring 2021 Count	Fall 2020 to Spring 2021 Percent
Reading					
District Total	53.2%	53.6%	53.7%	60 / 115	52.2%
Economically Disadvantaged	46.4%	47.6%	53.6%	13 / 22	59.1%
Identified Disability	50.0%	35.0%	50.0%	11 / 19	57.9%
Math					
District Total	33.1%	55.6%	50.8%	72 / 114	63.2%
Economically Disadvantaged	32.1%	50.0%	50.0%	11 / 22	50.0%
Identified Disability	36.4%	52.4%	32.1%	8 / 19	42.1%

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 4 Students Meeting or Exceeding Projected Growth NWEA

GRADE 4	Fall 2015 to Spring 2016 Percent	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Percent	Fall 2020 to Spring 2021 Count	Fall 2020 to Spring 2021 Percent
Reading						
District Total	58.1%	54.5%	65.7%	53.3%	58 / 104	55.8%
Economically Disadvantaged	55.6%	42.3%	69.6%	46.4%	6 / 13	46.2%
Identified Disability	46.7%	50.0%	50.0%	50.0%	6 / 12	50.0%
Math						
District Total	38.8%	39.6%	68.9%	55.1%	64 / 106	60.4%
Economically Disadvantaged	60.0%	30.8%	56.5%	35.7%	5 / 15	33.3%
Identified Disability	61.5%	31.3%	60.0%	45.8%	4 / 11	36.4%

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 5 Students Meeting or Exceeding Projected Growth NWEA

GRADE 5	Fall 2015 to Spring 2016 Percent	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Percent	Fall 2020 to Spring 2021 Count	Fall 2020 to Spring 2021 Percent
Reading						
District Total	60.0%	55.3%	64.1%	58.9%	59 / 122	48.4%
Economically Disadvantaged	53.6%	57.7%	66.7%	68.6%	11 / 27	40.7%
Identified Disability	57.1%	50.0%	38.9%	63.6%	9 / 19	47.4%
Math						
District Total	41.6%	35.8%	72.3%	51.8%	79 / 119	66.4%
Economically Disadvantaged	48.3%	38.5%	60.0%	45.7%	16 / 31	51.6%
Identified Disability	40.0%	11.8%	33.3%	33.3%	13 / 20	65.0%

Academic Growth Continued

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 6 Students Meeting or Exceeding Projected Growth NWEA

GRADE 6	Fall 2015 to Spring 2016 Percent	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Percent	Fall 2020 to Spring 2021 Count	Fall 2020 to Spring 2021 Percent
Reading						
District Total	60.8%	60.3%	59.1%	60.7%	65 / 129	50.4%
Economically Disadvantaged	59.4%	60.0%	52.2%	64.0%	15 / 22	68.2%
Identified Disability	47.1%	47.1%	47.1%	57.1%	8 / 18	44.4%
Math						
District Total	58.7%	58.3%	67.3%	62.7%	101 / 138	73.2%
Economically Disadvantaged		36.4%	39.1%	54.2%	18 / 25	72.0%
Identified Disability		53.3%	35.3%	61.9%	11 / 19	57.9%

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 7 Students Meeting or Exceeding Projected Growth NWEA

GRADE 7	Fall 2015 to Spring 2016 Percent	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Percent	Fall 2020 to Spring 2021 Count	Fall 2020 to Spring 2021 Percent
Reading						
District Total	63.9%	58.9%	63.9%	65.4%	97 / 149	65.1%
Economically Disadvantaged		48.3%	44.8%	79.3%	24 / 34	70.6%
Identified Disability		52.2%	35.3%	81.3%	10 / 17	58.8%
Math						
District Total	63.7%	57.1%	56.3%	66.9%	107 / 151	70.9%
Economically Disadvantaged		48.3%	60.0%	71.4%	24 / 34	70.6%
Identified Disability		50.0%	66.7%	66.7%	10 / 17	58.8%

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 8 Students Meeting or Exceeding Projected Growth NWEA

GRADE 8	Fall 2015 to Spring 2016 Percent	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Percent	Fall 2020 to Spring 2021 Count	Fall 2020 to Spring 2021 Percent
Reading						
District Total	56.2%	65.4%	62.0%	60.5%	76 / 134	56.7%
Economically Disadvantaged		48.7%	57.1%	66.7%	13 / 31	41.9%
Identified Disability		38.5%	37.5%	91.7%	6 / 13	46.2%
Math						
District Total	45.2%	54.5%	61.7%	58.6%	72 / 133	54.1%
Economically Disadvantaged		36.1%	50.0%	26.7%	14 / 32	43.8%
Identified Disability		41.7%	47.8%	53.3%	5 / 13	38.5%

Academic Growth Continued

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 9 Students Meeting or Exceeding Projected Growth NWEA

GRADE 9	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Percent	Fall 2020 to Spring 2021 Count	Fall 2020 to Spring 2021 Percent
Reading					
District Total	48.3%	52.7%	59.3%	58 / 142	40.8%
Economically Disadvantaged	36.4%	58.3%	55.6%	5 / 17	29.4%
Identified Disability	33.3%	37.5%	47.6%		
Math					
District Total	36.0%	50.8%	51.0%	83 / 143	58.0%
Economically Disadvantaged	30.0%	60.7%	37.0%	12 / 18	66.7%
Identified Disability	33.3%	40.0%	47.6%		

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 10 Students Meeting or Exceeding Projected Growth NWEA

GRADE 10	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Percent	Fall 2020 to Spring 2021 Count	Fall 2020 to Spring 2021 Percent
Reading					
District Total	39.5%	44.9%	51.2%	39 / 121	32.2%
Economically Disadvantaged	31.3%	30.8%	42.9%	9 / 26	34.6%
Identified Disability	23.1%	42.9%	66.7%		
Math					
District Total	44.2%	66.3%	46.4%	76 / 123	61.8%
Economically Disadvantaged	50.0%	53.8%	34.4%	14 / 27	51.9%
Identified Disability	20.0%	57.1%	50.0%		

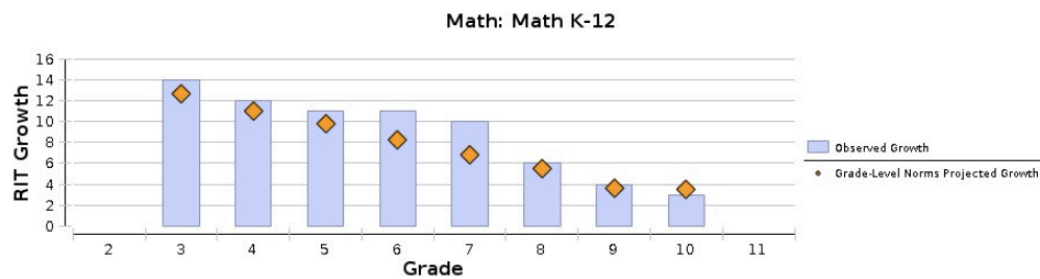
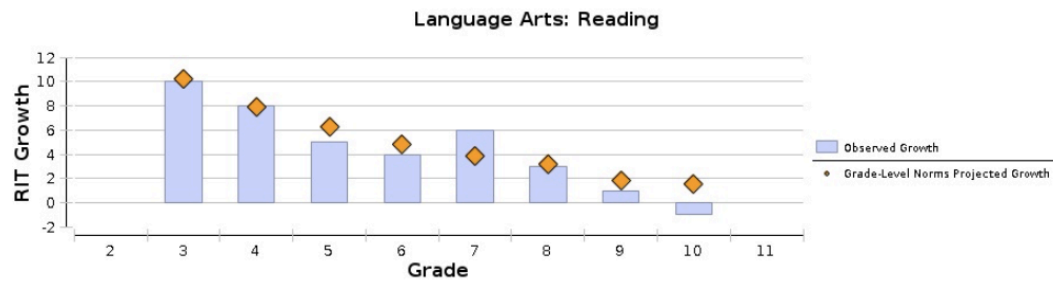
Source: NWEA: <https://sso.nwea.org>

Report: Student Growth Summary

Academic Growth Continued

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

NWEA Student Growth Fall 2020 to Spring 2021



Source: NWEA: <https://sso.nwea.org>

Report: District Growth Summary

Post Secondary Readiness & Success

GRADUATION COHORT

FREEPORT HIGH SCHOOL

	2016 Cohort	2017 Cohort	2018 Cohort	2019 Cohort	2020 Cohort	2021 Cohort
District Total	94.3%	90.3%	96.3%	93.2%	97.0%	97.9%

Source: Data Warehouse, DOE-NEO

Report: Graduation Rates (NEO 4YR Graduation Rate)

Post Secondary Enrollment and Persistence

Number of Students Enrolled in College or Program in the First Year After Graduation

	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021
District Total in Class	72/116	80/114	75/110	96/139	90/128	
District Percent Enrolled	62.1%	70.2%	68.2%	69.1%	70.3%	
Total Enrolled in Public	39	41	49	50	54	
Total Enrolled in Private	33	39	26	46	36	
Total Enrolled in 4-Year	57	67	58	85	69	
Total Enrolled in 2-Year	15	13	17	11	21	
Total Enrolled in State	38	42	44	58	58	
Total Enrolled Out of State	34	38	31	38	32	

Source: National Clearinghouse, Page 11 of 45

Report: Count of Students Enrolled in College During the First Year After High School

Second Year Students Enrolled in Postsecondary Experiences

Number of Students Continuing College or Programming for a Second Year

	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
District Total in Class	68/129	73/125	66/116	72/114	64/110	
District Percent Enrolled	52.7%	58.4%	56.9%	63.2%	58.2%	
Total Enrolled in Public	33	30	35	36	37	
Total Enrolled in Private	35	43	31	36	27	
Total Enrolled in 4-Year	60	64	56	64	54	
Total Enrolled in 2-Year	8	9	10	8	10	
Total Enrolled in State	35	24	32	37	33	
Total Enrolled Out of State	33	49	34	35	31	

Source: National Clearinghouse, Page 21 of 45

Report: Count of Students Enrolled in College Freshman to Sophomore Persistence

**Board Goals' Update
January 12, 2022**

Board Strategic Goal 1: All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Objective 1.1 Strengthen and align all social/emotional development systems

- A. Implement recommendations per details in the plan:
 - a. Enhance FHS/FMS Advisory system
 - i. Freeport High School
 - 1. Wednesdays: no callbacks, no club meetings, focus on social emotional activities, mental wellness, community building or school-wide events (like the curriculum fair).
 - 2. Added Student Advisory Leaders
 - a. 41 leaders (one per advisory for every grade)
 - b. Principal meets with two faculty advisory coordinators to plan events for advisories
 - 3. In November/December, FHS Equity Committee and some members of Student Services Team led community-building discussions in every advisory (talking about identity of self and others)
 - a. Advisory Student Leaders planned a follow up activity for all advisories that was student-led
 - b. Equity team is planning another follow-up activity in advisory for second semester
 - 4. Hoping to have more community connections and guest speakers. This has been challenging with Covid (many outside organizations not doing in-person events or visits).
 - ii. Freeport Middle School
 - 1. In the process of training all teachers for a Responsive Classroom advisory model. This will continue through next summer.
 - 2. Formed an Student Advisory Council of students who meet multiple times a month.
 - 3. Equity team will continue to plan activities for advisories.
 - b. Professional Development
 - i. Trauma Informed Practice
 - 1. Lynn Lyons training was completed for all staff on Oct. 8.
 - 2. Parent session was completed Oct. 6.
 - 3. Lynn Lyons training was completed for all Service Team staff on Jan. 5.

4. Lynn Lyons' additional training will be held for all staff during staff meetings.
- ii. Elementary Responsive Classroom
 1. In August of 2021, staff training was completed, including all new staff.
 2. Additional training occurring during the professional development times throughout the school year.
- iii. Advanced Elementary Responsive Classroom
 1. Staff trained in June of 2021.
- iv. Middle School Responsive Classroom
 1. Several staff members trained in summer of 2021. Those who attended are training other staff during professional development times.
 2. Additional training is pending for the summer of 2022.
- v. FHS: Focus on cognitive engagement
 1. Working in faculty meetings, PLC meetings & PLD days to learn about, plan and implement strategies to enhance cognitive engagement.

Board Strategic Goal 1: All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

- A. Create multiple opportunities to ensure student voice is encouraged and strengthened at the classroom, school, and district level.
- B. Explore options at each school for increasing student voice, including researching best practices.
- C. Recommend practices and structures to increase student voice.
- D. Implement new practices and structures that increase student voice.
 - a. DCS:
 - i. Student voice is an integral component of the workshop model and is evident across subject levels.
 - ii. Morning meeting time is also designed to encourage and support student voices.
 - iii. In middle school, there is a process for students to submit questions and/or suggestions for improving the school experience and then attend a weekly meeting with an administrator and a member of the teaching team to provide an opportunity to explain their suggestion.
 - b. PES:
 - i. Assemblies have shifted to include more student voices. This has had an overwhelmingly positive response. Classrooms take turns leading these assemblies. Students help determine content, share, and activities.

- ii. **The Principal's Advisory continues to meet every other week. Members visit classrooms to gather feedback and help make decisions about changes to routines and organize special events.**
 - iii. **Teachers hold problem solving lunches with small groups when needed.**
 - iv. **Closing circle often provides opportunities for students to give feedback on what is working well and areas for improvement.**
- c. **MSS:**
 - i. **Foundational work is taking place in all our classrooms in all curriculum areas, where students are encouraged to share their thinking and form an opinion.**
 - ii. **Our Responsive Classroom framework integrates student voice throughout the practices. Student voice is always present in rule creation, goals for the class community and problem solving.**
 - iii. **Recently students were asked to create drawings to express what Morse Street means to them which in turn influenced the design for the new mural that is on the wall outside the school entrance.**
- d. **MLS:**
 - i. **Opportunities for students to inform decision making and have choice in their learning occurs in both small and large ways across our school community. Our Civil Rights Team, Student Council, and Drama Club all integrate opportunities for students to inform decision making and for students' voices to be part of the school experience.**
 - ii. **The Responsive Classroom framework integrates voice in the establishment of classroom expectations and daily morning meetings offer daily opportunities for student voice.**
 - iii. **There are also curriculum-embedded opportunities for students to inform decision making. For example, students in each grade engage in opinion writing units. Third grade classrooms each recently presented speeches on an aspect of school they would like to improve.**
- e. **FMS:**
 - i. **Active Civil Rights Team**
 - ii. **Student Advisory Council**
 - iii. **Enhanced Advisory / Responsive Classroom**
 - iv. **Continue to build on project based learning**
- f. **FHS:**
 - i. **Newly formed Advisory Student Leaders (41 new leadership positions)**
 - ii. **Newly formed Student Leadership Committee**
 - iii. **Class officers, student council, club leaders (including Civil Rights Team, GSA, RSVP, social justice issues)**
 - iv. **Advisory activities for all grade levels**

Board Strategic Goal 1: All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Strengthen diversity, equity, and inclusion practices.

- A. Complete the audit from MAEC.
 - a. The high school is finalizing the re-coding of the discipline data to resubmit to MAEC for analysis.
 - b. MAEC is working on the analysis of the academic data.
- B. Develop and recommend a plan for improvement based on audit recommendations.
 - a. We have identified a need for a more consistent process to record the disciplinary occurrences and consequences. A protocol is being developed for consistency and new reports are being created in PowerSchool.
- C. Continue to revise policies related to equity.
 - a. The policies reviewed and annotated by MAEC were reviewed and revised by the policy committee and were Board approved. This work is completed.
- D. Continue to implement recommendations of the audit.

Board Strategic Goal 2: All RSU 5 students regularly engage in meaningful student centered learning.

- A. Expand curricular and extra-curricular choices that respond to students' interests and needs.
 - a. Catalog and review all current RSU 5 curricular and extra-curricular offerings.
 - i. This is being done as part of the budget process.

Board Strategic Goal 2: All RSU 5 students regularly engage in meaningful student centered learning.

Objective 2.4: Ensure that student growth is measured and communicated in meaningful ways and responds to stakeholder feedback.

- A. Identify needed improvements in assessment, grading and reporting practices, based on stakeholder feedback.
 - a. Have not begun this work

Board Strategic Goal 3: All RSU5 school-parent-community partnerships are based on strong communication and active involvement to support student success.

Objective 3.2 Engage all RSU 5 learners in community based learning both in the classroom and out in the community.

- A. Identify and assess the effectiveness of current existing school-community learning partnerships.
 - a. MSS:
 - i. Weekly mentoring between students and community members
 - ii. Partnership with FHS - student apprenticeship
 - iii. Annual Thanksgiving Food Drive - donations to FCS
 - iv. Local Dentist visits the school to teach about oral hygiene with first graders
 - b. MLS:
 - i. Weekly mentoring between students and community volunteers
 - ii. Community Service Day, which involves all students volunteering in local communities
 - iii. (New) BOUNCE Program: RTI B program that focuses on building students' self regulation, executive functioning and social skills. Students participate in community-based learning opportunities on alternating Fridays.
 - iv. (New) 3rd Grade Farm Fridays: 3rd grade students attend ½-day programming at Wolfe's Neck Farm for six Fridays in the fall and six Fridays in the spring
 - v. (New) WinterKids Challenge
 - c. FMS:
 - i. 7th Grade working with Gulf of Maine Institute
 - ii. FMS work with Acadia National Park
 - iii. Community Mentor Program: mentors assigned to at-risk students for personal support and aspiration building
 - iv. Local artists, authors, and business people interacting with our students
 - v. Casco Bay CAN events (in person and virtual during Covid) to address student support topics (i.e. substance use prevention, social media awareness, addressing anxiety)
 - d. FHS:
 - i. Internship program tied to Senior Project led by Dede Bennell
 - ii. Online state-wide virtual career fair, open to all FHS students, connection to many professionals and organizations
 - iii. Connections in some classes: visiting musicians for performing arts classes, 3 community lawyers working with the award-winning Mock

- Board Strategic Goal 3: All RSU5 school-parent-community partnerships are based on strong communication and active involvement to support student success.**
- Objective 3.3 Encourage and support strong staff-parent partnerships to enhance student success.***

- iii. Administrators meet and collaborate with PTSO for events and parent information
 - iv. Parent volunteers for grade level events (i.e. Senior Week, Class fundraisers) and booster organizations (athletics, Performing Arts)
 - v. Parents participate as community mentors for at-risk students
 - vi. Hope to bring back Principals' Coffee meetings (done prior to Covid, general meetings or meetings about specific topics)
- c. FMS:
 - i. Parent volunteers in school / coaching
 - ii. Regular communication with school announcements
 - iii. PTSO plans events for students and staff
 - iv. PTSO supports field trips with financial funding
- d. MLS:
 - i. Freeport Elementary PTC, which plans community-based events to engage families
 - ii. Bi-weekly school newsletter
 - iii. Parent volunteers
- e. MSS:
 - i. Freeport Elementary PTC, which plans community-based events to engage families
 - ii. Bi-weekly school newsletter
 - iii. Parent volunteers
- f. DCS:
 - i. Weekly newsletter from school; classroom letters from elementary staff
 - ii. PTA support for staff and students
 - iii. Significant family support for Care Team initiatives around Thanksgiving and Christmas.
 - iv. Parent team working towards providing middle school students with social opportunities.
 - v. Majority of coaches are parents of students.
 - vi. Student led conferences in Fall and Spring
- Explore/research strategies for improving/expanding/strengthening school-parent partnerships.
- Develop and recommend a plan of action to encourage more and stronger school-parent partnerships.

Board Strategic Goal 4: RSU 5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.

Objective 4.1 Ensure that all staff and students have quality facilities to meet their needs.

- A. Explore options for improving facilities expansions/renovations.
 - a. Enrollment study
 - i. Study was presented to the Board on April 28, 2021.
 - ii. Follow up work completed by NESDEC after Board presentation that was more building specific and based on Oct. 1, 2021 enrollment.
 - 1. All buildings have adequate space; however, enrollment trends need to be followed closely.
 - i. Board meeting discussion on December 8, 2021.
 - ii. Goal completed.

Board Strategic Goal 4: RSU 5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.

Objective 4.2 Attract and retain highly effective staff

- A. Evaluate attrition rate, and other relevant data
 - a. New human resource coordinator has been hired
 - i. She has reached out to USM to discuss potential recruitment and relationship building opportunities between RSU5 and USM.
 - b. Infinite Visions has been implemented except for the time management system.

Board Strategic Goal 4: RSU 5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.

Objective 4.3 Improve and assure student access to the highest quality school nutrition program.

- A. Inventory and evaluate major equipment and facilities in all schools, prioritizing repairs and replacement, resulting in an annual maintenance schedule.
 - a. Photo and general information collection began in December of 2021 and asset management tracking procedure and scope is in development.
- B. Make recommendations to the Superintendent

Board Strategic Goal 4: RSU 5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.

Objective 4.4 Provide all students transportation that supports their participation in curricular and extra-curricular programs.

- A. Make recommendations to improve services for students, with appropriate stakeholder input.
 - a. Offering a bus training course.
- B. Implement recommended improvements.
 - a. Created a system to manage vans and van drivers.
 - b. Budget recommendation to hire additional bus driver/custodian.

Board Strategic Goal 4: RSU 5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.

Objective 4.6 Ensure that all facilities are operating efficiently and effectively

- A. Conduct Energy Audit to identify needed improvements in RSU5 facilities.
 - a. Mechanical Services conducting audit
 - i. First needs identified included reviewing ventilation systems due to Covid.
 - ii. Spent \$472,000 improving the ventilation system at MSS.
 - iii. Work completed in fall with the exception of one unit which will be installed early summer.
 - iv. Lighting audit to begin soon.

Other

- A. Covid related work is still labor intensive
- B. Cost Sharing