

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– NOVEMBER 3, 2021
FREEPORT HIGH SCHOOL - LIBRARY
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:

____ Freeport Vacant	____ Jill Piker
____ Candace deCsipkes	____ Maura Pillsbury
____ Freeport Vacant	____ Michelle Ritcheson
____ Jennifer Galletta	____ Valeria Steverlynck
____ Susana Hancock	____ Madelyn Vertenten
____ Elisabeth Munsen	____ Brady Grogan – Student Representative
	____ Piper Williams – Student Representative
3. Pledge of Allegiance:
4. Consideration of Minutes:
NA
5. Adjustments to the Agenda:
6. Good News & Recognition:
 - A. Report from Board's Student Representative (10 Minutes)
 - B. Good News from Freeport Middle School – Ray Grogan (10 Minutes)
 - C. Good News from Freeport High School - Jen Gulko (10 Minutes)
7. Public Comments: (10 Minutes)
8. Reports from Superintendent:
NA
9. Administrator Reports:
 - A. Freeport High School Goal Review - Jen Gulko (20 Minutes)
 - B. Freeport Middle School Goal Review - Ray Grogan (20 Minutes)
 - C. Community Programs Goal Review - Peter Wagner (20 Minutes)
10. Board Comments and Committee Reports:
NA
11. Policy Review:
NA
12. Unfinished Business:
NA

13. New Business: (10 Minutes)
NA

14. Personnel:
NA

15. Public Comments: (10 Minutes)

16. Adjournment:

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

- **District Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.**
- **FHS Goal 2020-21: By June 2021, Freeport High School will identify a pathway of sustainable practices that support the implementation of thoughtful, iterative, and innovative strategies that inspire an inclusive mindset in the FHS community.**
 - [FHS Equity & Inclusion work 2020-21](#)
 - Administrators: Maine's Cultural Competence Institute, Principals' PLG
 - RISE Program: postponed
 - FHS Strategic Plan: 2015-2021
- **FHS Goal 2020-21: Increase the total number of students in the 9th and 10th grade meeting their individual growth target in both math and reading as measured by the NWEA.**
 - Instructional practices tied to the goal:
 - Math teachers engaged in extensive collaborative work to enhance instructional practices in all math classes 9-12
 - FHS math teachers integrated multiple technology strategies to support teaching math synchronously during Covid
 - FHS math teachers continuously collaborated to design units, lessons and assessments from the Big Ideas Curriculum for Algebra 1, Algebra 2 and Geometry
 - FHS math department meetings, PLD days and PLC meetings all worked to expand instructional strategies used in math classes, such as increasing student mathematical discourse and integrating learning targets during daily lessons
 - Created and utilized reports in PowerSchool to make NWEA data more easily accessible in order to help inform instruction
 - All FHS PLC teams met to learn about data reports in order to analyze student and class data
 - Continued to revise and enhance the math support and literacy intervention classes to give targeted support for 9th and 10th graders below grade level in reading and math; courses will continue this year
 - Due to Covid-19, NWEA tests were not administered in the spring of 2020, resulting in no updated data for the 2019-2020 goal.
 - We administered NWEA tests for the 9th and 10th graders in the spring of 2021. However, it was challenging to have all of our students complete the test due to the hybrid model and parents opting out of testing.
 - Testing completion %:
 - 94% of 9th graders tested
 - 90% of 10th graders tested
 - 81% of 11th graders tested
 - The State added 11th graders to the testing in the spring of 2021. We had not previously ever tested 11th graders in the NWEA.
 - As we did not have 2020 data, we are able to calculate achievement data for the spring of 2021 but we are not able to determine the growth target data for 2021.

- This year, we are giving the NWEA test in the fall and in the spring so we will be able to determine growth this year. Moving forward, Juniors will test in both the fall and spring (per the State testing guidelines) and Sophomores and Freshmen will return to spring to spring testing.
- **2020-21 Goal: The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA math test will increase to 57% for 9th grades and 51% for 10th graders.**

- Spring 2021 ACHIEVEMENT data for math:

- % students at or above state level

- 9th: 89%
- 10th: 86%
- 11th: 85%

Growth target data: (do not have growth data for 2021-22)

- Student GROWTH data from spring 2018 to spring of 2019

- Students meeting individual growth goal:

- 51.0% 9th
- 46.4% 10th

- Student growth data from spring 2017 to spring of 2018

- Students meeting individual growth goal:

- 50.8% of 9th
- 66.3% of 10th

- Student growth data from fall 2016 to spring of 2017

- Students meeting individual growth goal:

- 36% of 9th
- 44% of 10th

- **2020-21 Goal: The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA reading test will increase to 64% for 9th grades and 56% for 10th graders.**

- Spring 2021 ACHIEVEMENT data for reading:

- % students at or above state level

- 9th: 94%
- 10th: 88%
- 11th: 82%

Growth target data: (do not have growth data for 2021-22)

- Student growth data from spring 2018 to spring of 2019
 - Students meeting individual growth goal:
 - 59.3% of 9th
 - 51.2% of 10th

- Student growth data from spring 2017 to spring of 2018
 - Students meeting individual growth goal:
 - 52.7% of 9th
 - 44.9% of 10th

- Student growth data from fall 2016 to spring of 2017
 - Students meeting individual growth goal:
 - 48% of 9th
 - 40% of 10th

FHS Equity and Inclusion meetings & action steps 2020-21

Fall 2020:

- District equity audit and creation & meetings of District DEI Committee
 - FHS Principal, 1 FHS teacher, 3 FHS students on the committee
- Departments begin or continue discussion about diversity, equity and inclusion in curriculum
 - Continued throughout the school year 2020-21

Meeting #1: March 3rd

- Overview of our equity and inclusion work
 - This [video](#) Watch from 2:06 - 8:11 (Color Brave) & discussion questions:
 - Why is it important for us to have open discussions about equity inclusion and race at FHS?
 - What does equity, inclusion and diversity at FHS mean to you?
 - How do we get comfortable with the uncomfortable conversation about race?

Meeting #2: March 12th

- Part 1: Participate in equity workshop provided by the district
 - All school/district staff in all departments will participate
 - Equity audit summary report & full report sent in email
 - Karmen from MAIC leading the workshop
 - Reflection on equity workshop
 - Continuation of equity group discussions from March 3rd

Meeting #3: April 14th

- Read the [article "Speak up at school"](#)
 - Discuss article and review [Speak up cards](#) & review FHS scenarios

Meeting #4: May 12th

- Video: "I am From Here" & discussion
- Reflection: reflect on our equity work this year
 - Reflection #1: *When we think about creating a more equitable environment for our students & our school, what would that look like?*
 - Reflection #2: *When we think about creating a more equitable environment for our students, what could I do differently? Something small or large, in or out of a classroom*

June, 2021

- Applications sent to all student for the new Student Leadership Committee
 - 16 students applied and were selected, representatives from each grade level
- Reached out to staff to inquire who would be interested in facilitator training for staff and student discussions, meetings and events tied to diversity, equity and inclusion.
 - 5 staff members volunteered to participate

August, 2021

- Contracted with Kate Stitham from Integrative Inquiry to lead a facilitator workshop for representatives from FHS (and all RSU5 schools, 19 staff total) in order to support facilitating discussions with students and staff about diversity, equity and inclusion
- Representatives will participate in two half-day workshops in September and October as well as individual coaching from Integrative Inquiry

September/October 2021:

- First Student Leadership Committee meeting, Sept. 9th, 16 students from all 4 grades
- FHS Faculty Equity Committee established (6 faculty members & Principa)
- 2 equity training days on Sept 28 and Oct 12 (19 staff across the district, 7 from FHS)
- Workshop with Karmen from MAEC on Oct 7th (full FHS staff)

FHS Goals 2021-2022

District Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

FHS Strategic Plan: Theory of Action IF FHS develops engaging instruction, purposeful assessments and supports equity and inclusion with strong connections to our community ... THEN, ALL FHS learners will be empowered to learn and grow.

- [FHS 2021-2026 Strategic Plan and yearly action plan](#)

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

FHS Goal: We believe that working on the action steps of the FHS Strategic Plan will enhance student learning and achievement, including increasing the total number of students in the 9th, 10th and 11th grade students meeting their individual growth target in both math and reading as measured by the NWEA.

- **2021-22 Goal: The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA math test will increase to 57% for 9th grades and 51% for 10th graders.**
- **The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA reading test will increase to 64% for 9th grades and 56% for 10th graders.**

Freeport High School
Empower. Learn. Grow.

**2021 - 2026 Freeport High School
Strategic Plan**

Vision: Empower all students to Learn and Grow

Theory of Action: IF FHS develops engaging instruction, purposeful assessments and supports equity and inclusion with strong connections to our community ... THEN, ALL FHS learners will be empowered to learn and grow.

GOAL: Engaging Instruction - Ensure opportunities for the success of all students by providing high-quality, purposeful, skills-based instruction

GOAL: Purposeful Assessments - Increase student engagement through a range of assessment practices that are meaningful and reflective of student learning—using a system of formative assessment and data analysis to reteach and measure student growth and allow opportunities for students to demonstrate complex knowledge and skills.

GOAL: Equity & Inclusion: Provide an equitable educational experience, maximize opportunity and ownership for learning, as well as foster an inclusive school culture that values and seeks out opportunities for continual growth.

GOAL: Community Connections: Foster and maintain community relationships with local businesses, organizations and individuals to strengthen student engagement, student support, and learning through extended learning opportunities

GOAL: Support for learning and growth: Cultivate the social/emotional needs of students and staff to empower all learners to grow, aspire, and achieve.

2021 - 2026 Freeport High School

Strategic Plan

Vision: Empower all students to Learn and Grow

Theory of Action: IF FHS develops engaging instruction, purposeful assessments and supports equity and inclusion with strong connections to our community ... THEN, ALL FHS learners will be empowered to learn and grow.

GOAL: Engaging Instruction - Ensure opportunities for the success of all students by providing high-quality, purposeful, skills-based instruction

GOAL: Engaging Instruction - Long-term objectives

- Support faculty in learning about and implementing a wide range of **research-based instructional methods** i.e. cognitive engagement strategies, discourse strategies, interdisciplinary strategies, questioning strategies, technology strategies, etc.
- Develop and implement a system to prompt meaningful **reflection** and **revision** on instructional planning, curriculum design, and standards-referenced units of instruction
- Provide a **variety of learning opportunities and programs** for all students based on academic progress and interests in order to expand their educational experiences.
- Support staff in learning about, planning and implementing a range of **differentiation strategies** to enhance access to content skills and knowledge.
- Implement **relearning / reteaching processes** in order to provide students with multiple opportunities to demonstrate skills and knowledge

GOAL: Engaging Instruction - Action Steps for 2021-22

- Administrators will develop a school-wide digital library for curriculum plans and each department will add all course curriculum documents (year-long plans & unit plans).
- Teachers of the same course will begin to create year-long plans for courses in which one doesn't exist (after departments review the digital library for missing year-long plans).
- Faculty will reflect on the use of student engagement strategies through peer observations and Instructional Rounds in order to enhance understanding and use of strong cognitive engagement strategies.
- Department chairs will develop a system to ensure the written curriculum aligns with the taught curriculum.
- Teachers of the same course will discuss and define reassessment versus relearning/reteaching and begin to create plans for both.
 - What comes in between the assessment and the reassessment?
- Special education and general education teachers will strengthen collaboration efforts including co-teaching opportunities in order to enhance instructional support for all students.

GOAL: Purposeful Assessments - Increase student engagement through a range of assessment practices that are meaningful and reflective of student learning—using a system of formative assessment and data analysis to reteach and measure student growth and allow opportunities for students to demonstrate complex knowledge and skills.

GOAL: Purposeful Assessments - Long-term objectives

- Design/revise and implement a wide **range of purposeful assessments**
- Designate time for teachers of the same courses to **review and calibrate scoring of student work** (summative) and plan for next steps for instruction.
- Analyze and use **data from formative, summative and/or state/national assessments** to guide and differentiate instructional practices and reteaching.

GOAL: Purposeful Assessments - Action Steps for 2021-22

- Teachers will plan/revise, implement, and reflect on at least **two** unit plans that include:
 - a summative assessment aligned to standards-based scoring criteria
 - daily/lesson learning goals
 - Recommended—a post-unit written reflection, which may include colleague feedback
- Teachers in each common course in each department will develop and/or revise at least one **common** summative assessment.
- Teachers will individually and/or collaboratively reflect on and share data from at least one assessment with student work with PLC team members.
- Teachers will share at least one lesson plan demonstrating revision based on formative assessment data with department and/or PLC team
 - Here's what I did (formative assessment)
 - Here's what I got (data)
 - Here's what I did as a result (action/support)

GOAL: Equity & Inclusion: Provide an equitable educational experience, maximize opportunity and ownership for learning, as well as foster an inclusive school culture that values and seeks out opportunities for continual growth.

GOAL: Equity & Inclusion- Long-term objectives:

- Provide staff members with a variety of learning resources and activities that support their **professional learning and growth** about diversity, equity and inclusion.
- **Implement a variety of curriculum resources** that highlight diversity, equity and inclusion.
- Plan, implement, and reflect on **school-wide practices** that promote an inclusive school community.

GOAL: Equity & Inclusion- Action Steps for 2021-22

- Creation of an FHS Faculty leader team for supporting diversity, equity and inclusion work with staff and students
 - Team and faculty will work to define terms used as a school community in regard to DEI work in order to support common language, identity and goals.
 - Team will use faculty and student feedback and DEI workshop for staff to determine areas of focus and actions steps for 2021-22 in terms of DEI.
- District and FHS teachers will participate in a formal process to review our FHS Social Studies curriculum beginning in the fall of 2021.
- Teachers will use department time to begin to explore, plan and/or reflect on inclusionary practices and review curriculum with a lens of equity.
- Administrators and faculty members will provide opportunities for students to engage in discussions about diversity, equity and inclusion at FHS through advisory and the Student Leadership Committee.

- Faculty members will have the opportunity to attend a school visit, a conference and/or workshop during the year to enhance their teaching practices regarding diversity, equity, and inclusion.
- Administrators and advisory coordinators will plan enrichment opportunities that celebrate varied cultural differences.
- Administrators will continue to discuss access for all students to participate in cocurricular activities with district leaders.

GOAL: Community Connections: Foster and maintain community relationships with local businesses, organizations and individuals to strengthen student engagement, student support, and learning through extended learning opportunities

GOAL: Community Connections - Long-term objectives

- Provide **extended learning opportunities** for students that take place in a structured environment outside of the typical school day experience, such as before, during, or after school; during vacations or the summer; and on weekends.
- **Engage community members** by showcasing student work and including them in school programming such as internship and job shadow programs, guest speakers, professional visits, career fairs, whole-school assembly, adult mentorship programs, event sponsorships, and/or volunteering.
- Develop and support a sustainable **internship and job shadowing program** for students that serves as an opportunity for learning and growth.
- Work to **eliminate potential obstacles to student access** to community involvement, such as funding or transportation.

GOAL: Community Connections - Action Steps for 2021-22

- Administrators will plan for three guest speakers from the community who can address a whole school, grade-level or small group assembly.
- Outreach coordinator will implement career exploration workshops and lessons during advisory time, explore job shadow opportunities for juniors that would commence in Spring 2022, inform students about the internship program benefits and opportunities, and explore funding opportunities for an Internship and Senior Project Support Fund.
- Faculty will plan, support and/or promote opportunities for community connections such as field trips, career fairs, virtual or in-person guest speakers, showcasing student work, etc. during the 2021-22 school year.
- The Student Assist Team will identify students in need who could benefit from community support, and initiate a process for providing them with that support (monetary, resources, etc.)

GOAL: Support for learning and growth: Cultivate the social/emotional needs of students and staff to empower all learners to grow, aspire, and achieve.

GOAL: Support for Learning and Growth - Long-term objectives

- Structure an **Advisory program** to support academic and personal growth, social/emotional needs and understand and celebrate student individuality & differences.
- Provide support for staff to **develop their skills in supporting social/emotional needs** of students
- Implement strategies to **support student and staff wellness**

- Utilize a **comprehensive and equitable system of support**, such as RTI and SAT, to ensure all learners meet academic goals, exhibit regular attendance and have access to social/emotional support resources.

GOAL: Support for Learning and Growth - Action Steps for 2021-22

- Expand the availability and use of the Zen room for students and staff by moving it next to the library
- Provide opportunities for staff wellness at least twice per semester.
- Continue to revise system for Targeted Student Support meetings and action steps
- Re-dedicate Wednesdays in advisory to whole advisory activities or school-wide events (no callbacks or club meetings as we did in 2019-2020)
 - Dedicate Wednesdays to focusing on connections with advisees as well as school-wide events.
 - Use faculty meeting and PLC meeting time as needed to support faculty in preparing for Wednesday activities dedicated to SEL or DEI.
 - Begin to develop a system for staff members to become co-advisors (pilot with freshman class and additional volunteers on Wednesdays)
 - Begin to develop a system of peer-led round-table discussions in advisory with groups such as the Civil Rights Team, Student Leadership Committee members, etc.
- Begin to explore logistics needed for systemic changes to advisory such as teacher course load and staffing

Item #9.B.

School: Freeport Middle School 2020-21

District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Results
<p>Create and begin to implement a plan/pathway for current and future practice at FMS to support and improve equity, diversity, and inclusion</p> <p>All teachers develop technology skills to be able to teach full time synchronously in red or yellow, allowing students at-home to attend daily live classes to improve student learning (and improve on the skill as the year progresses)</p>	<ul style="list-style-type: none"> Develop an action plan based on the results of the district equity audit. Work on classroom libraries to ensure books are relevant, engaging and reflect diversity. All teachers participate in a book group focused on equity and diversity. 	Principal, leadership team, and teachers	After the audit is complete	Diversity, equity and inclusion action plan	Created a building Equity Committee. Started the process of book review; this will continue 21-22; all teachers participated in book groups. There were several titles to pick from for staff. Next steps are in the 21-22 goal
		Principal and teachers	Fall 2020		
	<ul style="list-style-type: none"> Determine technology equipment that is needed. Teachers will work with the technology coach to help develop the needed skills for synchronous teaching and learning. Teachers will collaborate with one another to share successes and failures: <ul style="list-style-type: none"> Teachers will collaborate with their team, department and others Teachers reflect on synchronous practice and the effects on students and student progress Continue to revise and improve synchronous instruction 	All teachers	All school year	Feedback from teachers on technology needs. Schedules for additional synchronous learning	Multiple surveys to determine PD and hardware needs of teachers were given, technology strategist responded and supported teachers.
		Principal and all teachers Teachers, Technology coach Teachers, Technology coach Teachers, Technology coach	Fall/Winter All year long All year long	Multiple student, teacher and parent surveys will be sent out and improvements will be made based on survey data. Improved scores in literacy/math (NWEA/MEA)	Teachers, students and parents were all surveyed multiple times for feedback to improve synchronous instruction, teachers, technology coach updated instruction and plan as needed. NWEA Growth: 18-19 63.3% made growth goals 20-21 63.8% made growth goals

School: Freeport Middle School 2021-22

District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Results
Begin to implement a plan/pathway for current and future practice at FMS to support and improve equity, diversity, and inclusion	<ul style="list-style-type: none"> Continue to work on classroom libraries to ensure books are relevant, engaging and reflect Diversity. Participate in group discussions to learn more about DEI Participate in Equity Maine Training Increasing our own understanding as staff - book clubs; discussion groups etc Integrative Inquiry - Courageous Dialogue training and use with staff Equity Maine training for staff Teaching Tolerance resources uses Social studies curriculum review 	Admin, leadership team, and teachers Admin, Equity team, teachers All staff Equity team All Staff All Staff SS teachers	Ongoing All year Fall All year Fall Fall Fall All year	<ul style="list-style-type: none"> Updated library and classroom library collections Data collection from student and teacher surveys Plan developed and next steps determined for SS curriculum 	
Align responsive classroom guiding principles and teaching practices with advisory lessons and activities to support social/emotional competencies.	<ul style="list-style-type: none"> Offer Professional Development opportunities to train staff in Responsive Classrooms. Provide staff with materials for implementing teaching practices and activities. All advisories complete RC lessons regularly. Staff is provided PD time to learn more about RC and plan advisory lessons accordingly. 	Admin, all teachers Admin, all teachers All teachers All Year	Summer, All Year Fall All Year Year	<ul style="list-style-type: none"> Observations and feedback during Advisory from teachers and students All staff trained in Responsive Classroom. Student survey data 	

Community Programs

2020-2021 Goals



RSU5's mission is to inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

Goal 1: Adult Education will achieve measurable growth in adult participants and will add at least two services to those available to high-school-aged learners.

Evidence: Re-engagement of lapsed learners and ~monthly collaboration with the Dropout Prevention Committee.

Strategic Objective	Action Strategies:	Person Responsible	Progress Indicators
Increased participation from lapsed adult learners and paired services with FHS students outside of the HiSET program.	<ul style="list-style-type: none"> A. Outreach to all lapsed learners from 2018-2020 B. CASAS testing and reintroduction to learning programs C. Coordination between learner, instructor, and student D. Involve Youth Build Alternatives and Summer Melt programs to the DPC E. Identify students for programs and initiate contacts 	<ul style="list-style-type: none"> Adult Ed Coordinator Adult Ed Coordinator Adult Ed Coordinator Director Director, Adult Ed Coordinator, Guidance Counselors 	<ul style="list-style-type: none"> A. Number of re-engaged learners Contacted 21 students; 8 returned B. CASAS testing rate reported to State Now meeting state standards C. Instructional attendance and measurable gains Complete D. Presentations at DPC Complete; Summer Melt (PoHST) was huge success E. Quantify enrollments in YBA and SM programs 11 of 13 PoHST students enrolled in college!

Goal 1: Community Programs will grow a multi-faceted outdoor Recreation program.

Evidence: Significant investment in outdoor recreation equipment and increased participation in corresponding programs.

Strategic Objective	Action Strategies:	Person Responsible	Progress Indicators
Invest in outdoor recreation equipment and offerings to make outdoor recreation a larger part of the RSU5 Community Programs brand for both children and adults.	<ul style="list-style-type: none"> A. Purchase equipment to outfit outdoor Rec programs B. Build cohort of outdoor sports instructors and guides C. Market cold-weather and warm-weather programs among appropriate audiences, and register participants D. Partner with local organizations to build access to sites and qualified instructors E. Continue supporting Pownal Impact group 	<ul style="list-style-type: none"> Director Recreation Coordinator Recreation Coordinator Director, Recreation Coordinator Director 	<ul style="list-style-type: none"> A. Inventories suitable to allow wide participation Complete B. At least one leader each for children and adults in each sport Complete C. Measurements of program capacities vs registrations Complete D. Each program includes at least one local partner agency or individual. Complete E. Impact offers at least one outdoor recreation activity each season. Complete

Community Programs

2021-2022 Goals



RSU5's mission is to inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

Goal 1: Laugh & Learn will establish a new permanent home at Mast Landing School.

Evidence: Delivery, hookup, and outfitting of a mobile classroom unit at MLS - able to accommodate students as early as summer 2022 but no later than the start of the 22-23 school year.

Strategic Objective	Action Strategies:	Person Responsible	Progress Indicators
Invest in a mobile classroom unit (using CRF grant) to create a lasting home for Laugh & Learn programs that is insulated from the transience associated with fluctuating school populations.	<p>A. Select and purchase appropriate mobile classroom unit</p> <p>B. Create site plan for the new L&L corner of campus, including the building, playground, fencing, signage, and vehicle/pedestrian access</p> <p>C. Secure DHHS licensing for new Center</p> <p>D. Marketing and Grand Opening of new Center</p>	<p>Director (with Facilities Director)</p> <p>Director and Childhood Education Coordinator (with Facilities Director)</p> <p>Director and Childhood Education Coordinator</p> <p>Director and Childhood Education Coordinator</p>	<p>Unit secured which satisfies all program needs</p> <p>Creation of safe, attractive, welcoming facilities, both indoors and outdoors, that indicate a first-rate childcare operation to client families</p> <p>Facility licensed for max. number of students</p> <p>Open to L&L programs no later than opening of the 22-23 school year, with no fewer students than the 21-22 school year</p>

Goal 1: Community Programs will build on its growth and successes of the past two years and enhance its reach and professionalism across the program.

Evidence: Measurable progress/evolution in Recreation, Adult Education, and Childhood Education

Strategic Objective	Action Strategies:	Person Responsible	Progress Indicators
<p>Improve the effectiveness of core Community Programs offerings in Adult Enrichment, Laugh & Learn, and Recreation Programs</p>	<p>A. Rebuild Adult Enrichment Programming</p> <p>B. Improve MRTQ rating in one or more of our Laugh & Learn Centers</p> <p>C. Improve after-school offerings for DCS middle school students</p> <p>D. Increase number of students participating in the PoHST (Summer Melt) program</p>	<p>Office Coordinator, Director</p> <p>Childhood Ed Coordinator, Director</p> <p>Recreation Coordinator, Director</p> <p>Adult Ed Coordinator, Director</p>	<p>Raise number of total participants and lower percentage of cancelled programs from FY21 adult enrichment programs</p> <p>DCS and/or MSS elevated to Step 2</p> <p>Run more programs in Durham than in FY21; number of DCS students attending programs in Freeport</p> <p>Engage more students and have a higher completion rate than FY21</p>