

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– NOVEMBER 9, 2022
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:

___ Colin Cheney	___ Jill Piker
___ Candace deCsipkes	___ Freeport Vacant
___ Jennifer Galletta	___ Michelle Ritcheson
___ Susana Hancock	___ Freeport Vacant
___ Freeport Vacant	___ Madelyn Vertenten
___ Elisabeth Munsen	___ Piper Williams – Student Representative
	___ Teagan Davenport – Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes:

A. Consideration and approval of the Minutes of October 26, 2022 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)
- B. Good News from Freeport Middle School - Ray Grogan (10 Minutes)

7. Public Comments: (10 Minutes)

8. Reports from Superintendent: (10 Minutes)

- A. Items for Information
 - 1. Cross Country Class B State Champions
 - 2. Resignation: Danielle Gismondi, Childhood Education Coordinator

9. Administrator Reports:

- A. Community Programs Goal Review - Peter Wagner (20 Minutes)
- B. Freeport Middle School Goal Review - Ray Grogan (20 Minutes)
- C. Freeport High School Goal Review - Jen Gulko (20 Minutes)

10. Board Comments and Committee Reports:

NA

11. Policy Review:

NA

12. Unfinished Business:
NA

13. New Business: (10 Minutes)

- A. Consideration and approval to appoint members to the following committees:
1. Wellness Committee
 2. Sustainability Committee
 3. Strategic Communications

Motion: _____ 2nd: _____ Vote: _____

14. Personnel:
NA

15. Public Comments: (10 Minutes)

16. Adjournment:

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

**RSU No. 5 Board of Directors Meeting
Wednesday, October 26, 2022 – 6:30 p.m.
Pownal Elementary School - Cafeteria
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 November 9, 2022 meeting).

1. CALLED TO ORDER:

Vice-Chair Elisabeth Munsen called the meeting to order at 6:30 p.m.

2. MEMBERS PRESENT: Colin Cheney (arrived at 6:55 p.m.), Candace deCsipkes, Jennifer Galletta, Susana Hancock, Kara Kaikini, Elisabeth Munsen, Jill Piker (arrived at 6:40 p.m.), Maura Pillsbury (arrived at 6:32 p.m.), Madelyn Vertenten, Valy Steverlynck, and Piper Williams, Student Representative (arrived at 6:46 p.m.)

MEMBERS ABSENT: Michelle Ritcheson

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. VOTED: To approve the minutes of October 12, 2022 (Galletta – Steverlynck) (7 – 0)

5. ADJUSTMENTS TO THE AGENDA:

One additional resignation to report under Item #8.A.2.

6. GOOD NEWS AND RECOGNITION:

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

B. Good News from Pownal Elementary School - Holly Johnson

7. PUBLIC COMMENT:

Tara McDonald, Freeport

8. REPORTS FROM SUPERINTENDENT:

A. Items for Information

1. District Happenings

2. Resignations:

Paul St. Pierre - Maintenance, Fields and Grounds

Traci Beaulieu - Bus Driver

9. ADMINISTRATOR REPORTS:

A. Finance - Peggy Brown

B. Pownal Elementary School Goal Review - Holly Johnson

10. BOARD COMMENTS AND COMMITTEE REPORTS:

A. Board Information Exchange and Agenda Requests:

- Valy Steverlynck spoke about privacy when communicating; school capacity concerns now that the Town of Freeport is moving towards a residential downtown; loss of Challenge Day at Freeport High School; and adding

composting and conversion to propane appliances to the Sustainability Committee agenda.

- Susana Hancock spoke about the privacy aspect of communications; would like a discussion on grants added to the Sustainability Committee agenda; and would like more information on safety drills and our communication to parents.
- Maura Pillsbury and Colin Cheney reported on the Delegate Assembly. All resolutions passed except the resolution about public comment.
- Maddy Vertenten mentioned that there will be a session on public comment at the MSMA conference; acknowledged this is Valy's last meeting and she is grateful for her level of thoughtful dialogue; and she would like to see Challenge Day brought back to the high school.
- Piper Williams spoke about Challenge Day and how she has heard it helps students bond with each other.

- B. Finance Committee
- C. Strategic Communications
- D. Policy Committee

11. POLICY REVIEW:

A. VOTED: To approve 1st Read of the following policies: (Galletta – Kaikini) (10 – 0)
The Student Representative voted with the majority.

JLCD - Administration of Medication to Students

GCFB - Recruiting and Hiring of Administrative Staff

12. UNFINISHED BUSINESS:

None

13. NEW BUSINESS:

None

14. PERSONNEL:

None

15. PUBLIC COMMENT:

None

16. ADJOURNMENT:

VOTED: To adjourn at 7:38 p.m. (Hancock – Pillsbury) (10 – 0) The Student Representative voted with the majority.


Jean M. Skorapa, Superintendent of Schools

RSU5 Community Programs 2021-2022 Department Goals

Item #9.A.

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 Delivered September 2022</p> <p>Creation of safe, attractive, welcoming facilities, both indoors and outdoors, that indicate a first-rate childcare operation to client families Significant delays in delivery, hook-up, and inspections will move this to spring 2023.</p> <p>Facility licensed for max. number of students See delays, above; limited to 40 children due to 20:1 ratio of children:flushes.</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 See above</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>	<ul style="list-style-type: none"> A. Rebuild Adult Enrichment Programming B. Improve MRTQ rating in one or more of our Laugh & Learn Centers C. Improve after-school offerings for DCS middle school students D. Increase number of students participating in the PoHST (Summer Melt) program 	<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 FY21: 46 participants, 12/46 classes ran (26%); FY22: 331 participants, 42/56 classes ran (75%)</p> <p>DCS and/or MSS elevated to Step 2 Incomplete</p> <p>Run more programs in Durham than in FY21; number of DCS students attending programs in Freeport FY21: 11 programs with 89 participants; FY22: 13 programs with 171 participants</p> <p>Engage more students and have a higher completion rate than FY21 FY21: 5 persisted; FY22: 5 persisted; 2022 College Success course: 2/4 persisted</p>

RSU5 COMMUNITY PROGRAMS 2022-2023 DEPARTMENT GOALS

Department: Community Programs

District Goal: Expand curricular and extra-curricular choices that respond to students' interests and needs.

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Establish a partnership with Freeport Community Library to build a well-attended and effective after-school program for middle school cohort.	Establish working group with executive director at FCL, principal at FMS, and other team members	CP Director	Fall 2022	Investment of leaders in partner organizations
	Survey middle school students and families about after-school activities	CP Director, Recreation & Enrichment Coordinator	Fall 2022	Adequate feedback to guide creation of programs based on interests and needs
	Apply for grant funding to allow for purchase of materials and hire of after-school program manager	CP Director, FCL XD	Fall 2022	Grant application submitted by 2/1/23 deadline; grant funding secured
	Create schedule/menu of programs that can be circulated one or more weeks ahead of time	CP Director, Recreation & Enrichment Coordinator	Winter 2022-23	Achievable, sustainable, engaging program marketed to middle school population

Department: Community Programs**District Goal:** Engage all RSU 5 learners in community based learning both in the classroom and out in the community

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Create and sustain the new "Axis of Awesome" group - otherwise known as the Freeport-Area Nonprofit Consortium.	Invite initial group of participants and convene inaugural meeting.	CP Director	Fall 2022	First meeting with quorum of attendees
	Set regular meeting schedule	CP Director and group	First meeting (11/7/22)	Agreeable timeline found
	Grow group as appropriate	CP Director and group	Ongoing	Periodic addition of new members and/or occasional guests
	Maintain fresh content for each agenda	CP Director and group	Ongoing	Membership remains involved and engaged

Department: Community Programs**District Goal: Strengthen diversity, equity and inclusion practices**

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Complete the work of opening and marketing the new Laugh & Learn center at Mast Landing and consider avenues to expand L&L coverage to the RSU5 community.	Complete site work and complete inspection by Fire Marshal	Facilities Director	Fall 2022	Certificate of Occupancy
	Complete inspection by DHHS licensing team	CP Director	Fall 2022	DHHS childcare license
	Move-in to new building, set up, and open to L&L families	CP Director and L&L and CP teams	Winter 2022-23	Move from MLS to new Center
	Explore addition of one restroom flush to maximize capacity	CP Director and Maintenance	Winter 2022-23	Increase building capacity from 40 students to maximum allowed by square footage
	Evaluate viability of an additional L&L Center elsewhere in the District	CP Director and Childhood Education Coordinator (TBD)	Winter 2022-23	Planning for 2023-24 clarified based on capacity, viability, and need

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
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 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 Participated in Integrative Inquiry - Courageous Dialogue training and used with staff Equity Maine provided multiple sessions for staff on gender, gender bias, gender identification, pronouns SS teachers worked on multiple units with DCS and Cynthia A Teaching Tolerance used with staff and advisories Staff PLC, book groups, trainings and discussions about DEI topics
	<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 Initial RC training for teachers, train the trainer model Dedicated staff time in team and staff meeting meetings for advisory planning Advance training will be offered 2023 onsite for staff All staff have completed RC advisory lessons, advanced training needed to improve our RC work

School: Freeport Middle School - 2022-2023 Building Goals

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

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Improve mainstream instruction for ESOL students</p> <p>Improved communication to students and parents at Freeport Middle School</p>	Learn computer-based translation skills for content and communication	Apple provided training, FMS tech leaders	Fall 2022 (and ongoing)	Teachers able to translate necessary material for students, teachers able to communicate with students
	Work to determine essential learnings in each stage of language acquisition	FMS teaching strategist, admin, teachers	All year as students enter different stages of learning	Students doing more in English as the year progresses
	Outside professional development to focus specifically on instruction for where our kids presently are	Admin	2022-23 school year	Students doing more in English as the year progresses
	Creating a phased progression of learning targets for students, linked to data (WIDA/NWEA)	FMS teaching strategist, admin, teachers	2022-23 school year	NWEA / WIDA test score improvement
	Review parent / teacher conference set up and make changes as needed	Admin	2022-23 school year	Parent / teacher Feedback
	New students support team	Admin	2022-23 school year	Survey data of new students
	Weekly emails with news and information sent to parents and students	Teachers, Admin (teaching staff to use Bright Arrows)	2022-23 school year	Weekly emails sent
	Teachers/teaching teams sending monthly communications to parents	Teachers	2022-23 school year	Monthly communication
	Google Classroom updated in advance of classes so all students know the plan for the class	Teachers	2022-23 school year	Updated Google Classroom assignments

FHS Goals 2021-2022 Review

Item #9.C.

• 2021-22 Goal #1:

- **District Strategic Goal:** All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.
- **FHS Goal:** 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 2021-22 yearly action plan
 - Progress/reflection on selected action steps

• 2021-22 Goal #2

- **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.
- 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 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 enhancing cognitive engagement for each and every student during class 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
- Challenges with 11th grade testing: same time as AP tests and Science MEA, did not meet participation rates due to opt outs.

MATH NWEA:

- Spring 2022 ACHIEVEMENT data (MATH):
 - % students at or above state level
 - 9th: 83% (*down 6%, achievement was 89% in spring 2021*)
 - 10th: 85% (*down 1%, achievement was 86% in spring 2021*)

2021-22 MATH NWEA 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.

- Student GROWTH data from spring 2021 to spring of 2022 (MATH):
 - Students meeting individual growth goal:
 - 9th: 54% (*goal not met, down 3%)
 - 10th: 51% (*goal met)

READING NWEA:

- Spring 2022 ACHIEVEMENT data (READING):
 - % students at or above state level
 - 9th: 84% (*down 10%*)
 - 10th: 85% (*down 3%*)

2021-22 READING NWEA 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.**
- Student GROWTH data from spring 2021 to spring of 2022 (READING):
 - Students meeting individual growth goal:
 - 42% 9th (*was 59% in spring 2019*) *goal not met
 - 44% 10th (*was 51% in spring 2019*) *goal not met

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

FHS Strategic Plan Action Steps: 2021-22

Action Step progress/status: *FHS worked on all action steps and these are some highlights of progress/areas of focus*

<p><u>Engaging Instruction</u></p> <ul style="list-style-type: none"> ● 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. ● Special education and general education teachers will strengthen collaboration efforts including co-teaching opportunities in order to enhance instructional support for all students. 	<p><u>Progress/reflection from 2021-22:</u></p> <ul style="list-style-type: none"> ● Continued work on curriculum documents including year-long plans and an organization system for documents on Google drive. ● Extensive work on cognitive engagement strategies: <ul style="list-style-type: none"> ○ Summer workshop ○ Full faculty workshop #1 in December ○ Full faculty workshop #2 in February ○ Peer observations in April ● Co-taught classes for ELA 9 and Global Studies (9th grade Social Studies course) with a General Ed and Special Education teacher together full time
<p><u>Purposeful Assessments</u></p> <ul style="list-style-type: none"> ● Teachers in each common course in each department will develop and/or revise at least one <u>common</u> summative assessment. ● Teachers will share at least one lesson plan demonstrating revision based on formative assessment data with department and/or PLC team <ul style="list-style-type: none"> ○ Here's what I did (formative assessment) ○ Here's what I got (data) ○ Here's what I did as a result (action/support) 	<p><u>Progress/reflection from 2021-22:</u></p> <ul style="list-style-type: none"> ● Continued work on curriculum documents including common assessments and unit plans. ● All teachers shared formative assessment in PLC meetings: reflection on data and feedback from colleagues
<p><u>Equity & Inclusion-</u></p> <ul style="list-style-type: none"> ● Creation of an FHS Faculty leader team for supporting diversity, equity and inclusion work with staff and students ● District and FHS teachers will participate in a formal process to review our FHS Social Studies curriculum beginning in the fall of 2021. 	<p><u>Progress/reflection from 2021-22:</u></p> <ul style="list-style-type: none"> ● Creation of and monthly meetings with FHS Equity team <ul style="list-style-type: none"> ○ Designed and implemented lessons in advisory tied to personal identity ○ Reviewed data from District Scorecard with a lens of equity to inform action steps for faculty ● FHS team met and will continue to meet with district team to review Social Studies curriculum and work on units with a lens of equity.

<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Student Leadership Committee partners with Cortico from MIT to train student facilitators and support students leading student-led discussions about school culture. Data from discussions led to action steps for spring 2022 and school year 2022-23. ● Staff PD: <ul style="list-style-type: none"> ○ October workshop with Karmen from MAEC ○ Crucial Conversations training with Integrative Inquiry (Equity Committee members) ○ April: Faculty meeting, led by Equity Committee ○ May: GSA presenting in Faculty meeting
<p><u>Community Connections</u></p> <ul style="list-style-type: none"> ● 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. ● 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.) 	<p><u>Progress/reflection from 2021-22:</u></p> <ul style="list-style-type: none"> ● Expanded career exploration with students through advisory meetings; Internships limited by Covid and work will continue in 2022-23 school year. ● SAT Team: led monthly Targeted Student Support meetings with all faculty, connected with BOOST (dropout prevention committee) ● Added "Success Block" at the end of the day, 2:20-2:30 so all students have access to teacher support before buses depart
<p><u>GOAL: Support for Learning and Growth - Action Steps for 2021-22</u></p> <ul style="list-style-type: none"> ● 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 	<p><u>Progress/reflection from 2021-22:</u></p> <ul style="list-style-type: none"> ● Moved the Zen room, expanded use ● Offered staff wellness workshops both semesters in 2021-22 ● TSS meetings (see above) <ul style="list-style-type: none"> ○ Positive impact to students with failing grades & social/emotional challenges ● Wednesday advisory planning: advisory-wide, grade level-wide or school wide events, social/emotional topics,

- 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)

equity, college & career preparation, school spirit

- Anxiety/mental health support
 - October: Lynn Lyons PD workshop
 - January: Guidance Counselors training with Lynn Lyons
 - February: Faculty meeting to prepare for Lynn Lyons Feb. follow up workshop
 - February: Lynn Lyons FHS only workshop

FHS Goals 2022-2023

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

FHS 2022-23 Goal #1: We believe that focusing on our FHS Strategic Plan will enable us to provide meaningful learning opportunities for our students while supporting both their academic and personal, social-emotional growth. Our FHS Goal is to make significant progress and/or meet the goals of the 2022-23 Action Steps of the FHS Strategic Plan.

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](#)
 - [2022-23 yearly action plan](#)

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

FHS 2022-23 Goal #2: 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 and 10th grade students meeting their individual growth target in both math and reading as measured by the NWEA.

2022-23 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 59% for 9th grades and 56% 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 50% for 9th grades and 52% 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: 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: 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: 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: 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.

Freeport High School
Empower. Learn. Grow.

VISION: *Empower* all students to *learn* and *grow*

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

SUPPORT FOR LEARNING AND GROWTH

GOAL 1: Engaging Instruction - Ensure opportunities for the success of all students by providing high-quality, purposeful, skills-based instruction

GOAL 2: 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 3: 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 4: 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 5: Support For Learning and Growth: Support the social/emotional needs of students and staff to empower all learners to grow, aspire, and achieve.

FHS 2022-23 Strategic Plan Action Steps

1. GOAL 1: Engaging Instruction Action Steps

- Teachers will update/revise YLPs and/or create year-long plans for courses in which one doesn't exist (after departments review the digital library for missing year-long plans).
 - Teachers will put all curriculum documents in the shared drive folders for the FHS digital curriculum library.
 - Time in PLC (monthly) will be allocated for YLP revision work in 2022-23.
 - Department chairs will collaborate with department members to ensure the written curriculum aligns with the taught curriculum using the digital curriculum library (i.e. classroom teaching matches the curriculum documents)
- Faculty will increase equity of instruction for all students by using and reflecting on differentiation strategies to enhance access to instruction.
 - Faculty members will share at least one strategy for differentiation with colleagues that they have used and/or learned about during each semester (in PLC and Department meetings)
- Faculty will reflect on the use of student engagement strategies through peer observations in order to enhance understanding and use of strong cognitive engagement strategies.
 - All faculty will participate in at least 2 peer observations during the school year with a focus on student engagement strategies (Peer observations will be completed during PLC time).
- Faculty will begin learning about & discussing instructional and grading practices with a lens of equity
 - Reassessment vs. relearning
 - Habits of Work
 - Equitable grading policies and practices (common assessments)
 - Reflect on common practices within departments and school-wide with the goal of alignment of practices and equity for all students

2. GOAL 2: Purposeful Assessment

- Teachers in common courses in each department will continue to develop and/or revise common summative assessments.
 - Teachers of common courses will identify which common assessments have been created for each unit and which still need to be created.
 - Teachers will add existing common assessments to the digital curriculum library
 - PLC and Department meeting time will be allocated to making common assessments
- Teachers of common courses will collaboratively score and reflect on data from at least one common assessment in order to inform instruction.
 - PLC and/or Department meetings will be used for this reflection
 - Teachers of "singleton" courses will share and reflect on assessment data with colleagues in the department and/or 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 will do (or did) as a result (action/support)

GOAL 3: Equity & Inclusion Action Steps

- The Equity Team and faculty will work to define and clarify terms used as a school community and areas of focus in regard to DEI work in order to support common language, identity and goals.
 - Access/Data review
 - Student Voice
 - PD
- Faculty and staff will participate in professional development during the 2022-23 school year to support English Language Learners in all classrooms.
- District and FHS teachers will continue to participate in a formal process to review and revise our FHS Social Studies curriculum.
- Faculty will use department time to learn about and/or reflect on inclusionary practices and review curriculum with a lens of equity.
 - Grading practices (tied to Engaging Instruction action step)
 - Supporting all student identities
- Administration and faculty will create opportunities for student leaders to participate in and/or lead discussions about school culture, policies and practices in order to support efforts to promote an inclusive school community.
- Administrators will continue to discuss access for all students to participate in cocurricular activities with district leaders:
 - *Transportation
 - *Eligibility process

4. GOAL 4: Community Connections Action Steps

- Outreach coordinator will implement career exploration workshops and lessons during advisory time, explore job shadow opportunities for juniors that would commence in Spring 2023 and begin planning an FHS Internship program to pilot in fall 2023.
- Faculty will plan, support and/or promote opportunities for community connections such as field trips, virtual or in-person guest speakers, showcasing student work, etc. during the 2022-23 school year.
 - Collaborate with Outreach Coordinator to help with planning these opportunities
- Volunteer faculty members will begin planning an in-school Senior Project/Senior Seminar opportunity for the last month of school for Seniors.

5. GOAL: Support For Learning And Growth

- Expand availability of spaces for students to use during advisory (library, open track, open gym)
 - Increasing awareness for students of opportunities for clubs and sign out spaces
- Continue to revise system for Targeted Student Support meetings and action steps (SAT team leading the planning)
- Use faculty meeting and PLC meeting time as needed to support faculty in preparing for activities dedicated to SEL or DEI.
- Provide opportunities for staff wellness at least twice per semester.
- Continue to learn about and implement strategies to proactively support students with anxiety
 - Action steps from 2021-22 work
 - "Reset" posters in specific locations around school
 - Anxiety posters in each classroom
 - Explicit conversations with classes prior to assessments about normalizing anxiety and anticipating anxiety to show up
- Administrators will begin to explore logistics needed for systemic changes to advisory such as teacher course load and staffing

**RSU No. 5 Board of Directors
Committee Membership
2022-2023**

POLICY COMMITTEE

Colin Cheney
Candy deCsipkes
Maddy Vertenten

FINANCE COMMITTEE

Beth Munsen
Maura Pillsbury
Michelle Ritcheson

NEGOTIATIONS COMMITTEE

Professional: Michelle Ritcheson, Jen Galletta, Susana Hancock
Support: Candy deCsipkes, Maddy Vertenten

STRATEGIC COMMUNICATIONS COMMITTEE

Candy deCsipkes
Maddy Vertenten

RSU5 COMMUNITY PROGRAMS COMMITTEE

Maura Pillsbury

MAINE REGION 10 TECHNICAL HIGH SCHOOL BOARD

Candy deCsipkes
Jen Galletta

DROPOUT PREVENTION COMMITTEE (BOOST)

Jill Piker

STIPEND REVIEW COMMITTEE

Jennifer Galletta
Beth Munsen

FREEPORT CABLE TV BOARD

Susana Hancock

FREEPORT PERFORMING ARTS CENTER COMMITTEE

Maddy Vertenten

SAFETY COMMITTEE

Colin Cheney
Jill Piker

WELLNESS COMMITTEE



DIVERSITY, EQUITY AND INCLUSION (DEI) COMMITTEE

Colin Cheney

Susana Hancock

SUSTAINABILITY COMMITTEE

Susana Hancock



Board of Directors Approved:

COMMITTEE MEMBERSHIP

Required / Highly Recommended			
Tier 1 Finance (3) Region 10 (2) Dropout (1) Stipend (2) Negotiation (2-3) Chair/Vice (2)	Tier 2 Policy (3) Strategic Comm - (2-3) Equity (2)	Tier 3 Safety Wellness Sustainability	Tier 4 Cable Board FPAC Community Prog

(recommended membership)

* Advisory Committees (membership doesn't change yearly)

Beth Vice Chair Finance Stipend	Candy Support Negotiations Region 10 Policy Strategic Comm	Jen Stipend Prof. Negotiations Region 10	Colin Policy Equity Safety	Jill Dropout Safety	Susana Prof. Negotiations Equity Sustainability Cable Board	Kara	Maddy Support Negotiations Policy Strategic Comm FPAC	Maura Finance Comm Prog	Michelle Chair Finance Prof. Negotiations	Vacant
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** Maura is also a member of the MSBA Board

Updated:

Committees

Chair	See attached policy BDB
Vice-Chair	See attached policy BDB
Negotiations	Two or three members for professional and two members for support staff. Take part in active contract negotiations on behalf of the school system with each employee union. Activities may involve negotiating successor agreements. The major time commitment arises when current contracts require renewal.
Policy	Three members. Policy topics and issues are generated by referral from the Board, at the request of the Superintendent, changes in law and recommendations from MSMA. Meets monthly.
Finance	Three members, one representative from each town per policy. Committee provides oversight for finance operations of the RSU. Meets at 5:00pm before the first Board meeting of the month
Strategic Communications	Two or Three members. The Strategic Communications Committee provides oversight for the Strategic Framework implementation and facilitates communication between the RSU5 Board and the public. Typically meets four times a year.
RSU5 Community Programs Committee	One member. This group is advisory to Community Programs. A board member attends regularly as a liaison.
Maine Region Ten Technical High School	Two Board members serve on the Maine Region Ten Technical High School Board of Directors. Meetings are held monthly at Region 10 (3 rd Monday of the month) All traditional Board functions are carried out by the Region 10 board which is made up of representatives of the three sending school towns (Brunswick, Freeport and SAD 75) Note: we have filled one of the positions with a community member in the past.
Dropout Prevention (BOOST)	One Board member per policy serves as a representative. The committee is charged with meeting at least annually to plan for decreasing the number of students who do not complete their education. Meetings are scheduled for 2:30 p.m.
Stipend Review	Two members sit on the committee per CBA. Contractually any new stipend request comes with Administrator approval to the committee; their recommendation goes to the CEA then the full Board for final action. Reviews all stipend positions periodically. Two to seven meetings per year that take place after 3:45pm.
Freeport Cable TV Board	One member serves as the school representative on the Freeport Cable TV Board. Meetings are held at least quarterly.

Freeport Performing Arts Center Committee	One member serves. The Committee meets two times a year to consider procedures, fees, and review data regarding operation of the FPAC.
Safety Committee	Two members sit on the committee, charged with annual review/update of the Safety Plans. Meetings vary depending upon the workload. Typically, three meetings a year.
Wellness	One member. Monthly district Wellness Committee meetings.
Diversity, Equity and Inclusion (DEI) Committee	Two members sit on the committee. Committee meetings second Tuesday of the each month at 7:00 a.m.
Sustainability Committee	Two members sit on the committee. Committee meets first Tuesday of each month at 7:30 a.m.
School Attorney	Drummond Woodsum
School Physician	Dr. Phelps