

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY- NOVEMBER 8, 2023
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	___ Elisabeth Munsen
___ Candace deCsipkes	___ Maura Pillsbury
___ Malik Farlow	___ Michelle Ritcheson
___ Danielle George	___ Kelly Sink
___ Freeport Vacant	___ Freeport Vacant
___ Kara Kaikini	___ Phoebe Williamson, Student Representative
	___ Lily West, Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes:

A. Consideration and approval of the Minutes of October 25, 2023 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)

1. Items for Information

9. Administrator Reports:

- A. Update from Community Programs and Goal Review - Peter Wagner (20 Minutes)
- B. Update from Transportation Department and Goal Review - Jeremy Arsenault (20 Minutes)
- C. Update from Facilities Department and Goal Review - Glen Reynolds (20 Minutes)
- D. Update from Mast Landing School and Goal Review - Emily Grimm (20 Minutes)

10. Board Comments and Committee Reports:

None

11. Policy Review:

None

12. Unfinished Business:
None

13. New Business:

A. Consideration and approval to request a waiver for the non-school days on October 26 and 27, 2023 through the Maine Department of Education.

Motion: _____ 2nd: _____ Vote: _____

14. Personnel:
None

15. Public Comments: (10 Minutes)

16. Adjournment:

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

**RSU No. 5 Board of Directors Meeting
Wednesday, October 25, 2023 – 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 8, 2023 meeting).

1. **CALLED TO ORDER:**
Vice-Chair Elisabeth Munsen called the meeting to order at 6:36 p.m.
2. **MEMBERS PRESENT:** Colin Cheney, Candace deCsipkes, Malik Farlow, Danielle George, Susana Hancock, Kara Kaikini, Elisabeth Munsen, Maura Pillsbury, Kelly Sink, Madelyn Vertenten and Phoebe Williamson, Student Representative
MEMBERS ABSENT: Michelle Ritcheson
3. **PLEDGE OF ALLEGIANCE:**
4. **CONSIDERATION OF MINUTES:**
VOTED: To approve the Minutes of October 11, 2023. (Pillsbury – Hancock) (10 – 0)
5. **ADJUSTMENTS TO THE AGENDA:**
Add Item #13.B.
6. **GOOD NEWS AND RECOGNITION:**
 - A. Report from Board's Student Representative - Phoebe Williamson
7. **PUBLIC COMMENT:** *(Item #15 Public Comment combined with this item)*
Durham - Heather Sylvester, Gary Sylvester, Emily Moker, Mary Pennington, Melanie Wyman
Freeport - David Webster, Nancy Salmon, Stephen Farrand, Sarah Guzman, Brenda Laverdier, Stephanie Hunt, Nina Weyl, Stacey Ventimaglia, James Arrison, Liz Gardner, Michelle Bosse, Minka Holtrop, Connor Mills-Dudding, Melanie Sachs
Pownal - Liz Dolci
Other - Scott Jordan (Cumberland), Jennifer Curran (Falmouth) Osgood (Portland)
8. **REPORTS FROM SUPERINTENDENT:**
 - A. Items for Information
 1. District Happenings
 2. Resignations: Gabe Wagner, FHS Educational Technician
9. **ADMINISTRATOR REPORTS:**
 - A. Finance - Kelly Wentworth
 - B. Update from Pownal Elementary School and Goal Review - Holly Johnson
10. **BOARD COMMENTS AND COMMITTEE REPORTS:**
 - A. Board Information Exchange and Agenda Requests:
Beth Munsen thanked Maddy Vertenten and Susana Hancock for their service to the Board.

- B. Strategic Communications Committee
- C. Facilities and Operations Committee
- D. Policy Committee

11. POLICY REVIEW:

- A. **VOTED:** To approve 2nd read of Policy ACAA - Transgender and Gender Expansive Students. (Pillsbury – Farlow) (10 – 0)

12. UNFINISHED BUSINESS:

None

13. NEW BUSINESS:

- A. **VOTED:** To employ two Educational Technicians at Mast Landing School for the 2023-2024 school year (one year positions) instead of a 5th Grade Class Size Reduction Teacher. Funding for the Educational Technicians to come from contingency funds. (Sink – Pillsbury) (10 – 0)

- B. **VOTED:** To employ Ellen Sage as a Teacher of English for Speakers of Other Languages for the 2023-2024 school year (one year only). (Pillsbury – Farlow) (10 – 0)

14. PERSONNEL:

None

15. PUBLIC COMMENT:

This item was combined with Item #7

16. EXECUTIVE SESSION:

VOTED: To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(D) for the purpose of discussing Support Staff Negotiations for RSU No. 5. (Vertenten – deCsipkes) (10 – 0)

Time In: 8:37 p.m.

Time Out: 9:10 p.m.

17. ACTION AS A RESULT OF EXECUTIVE SESSION:

VOTED: To ratify the Coastal Education Association for Educational Support Professional Unit Bargaining Agreement July 1, 2023 – June 30, 2026. (Sink – Pillsbury) (10 – 0)

18. ADJOURNMENT:

VOTED: To adjourn at 9:11 p.m. (Hancock – Vertenten) (10 – 0)


Jean M. Skorapa, Superintendent of Schools

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
<p>Establish a partnership with Freeport Community Library to build a well-attended and effective after-school program for middle school cohort.</p> <p>UPDATE: Goal achieved. \$20,000 grant secured from Davis Family Foundation. Program launched in September 2023. Currently finalizing the schedule for winter/spring. Strong participation and new participants.</p>	<p>Establish working group with executive director at FCL, principal at FMS, and other team members</p>	<p>CP Director</p>	<p>Fall 2022</p>	<p>Investment of leaders in partner organizations</p>
	<p>Survey middle school students and families about after-school activities</p>	<p>CP Director, Recreation & Enrichment Coordinator</p>	<p>Fall 2022</p>	<p>Adequate feedback to guide creation of programs based on interests and needs</p>
	<p>Apply for grant funding to allow for purchase of materials and hire of after-school program manager</p>	<p>CP Director, FCL XD</p>	<p>Fall 2022</p>	<p>Grant application submitted by 2/1/23 deadline; grant funding secured</p>
	<p>Create schedule/menu of programs that can be circulated one or more weeks ahead of time</p>	<p>CP Director, Recreation & Enrichment Coordinator</p>	<p>Winter 2022-23</p>	<p>Achievable, sustainable, engaging program marketed to middle school population</p>

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
<p>Create and sustain the new "Axis of Awesome" group - otherwise known as the Freeport-Area Nonprofit Consortium.</p> <p>UPDATE: Goal achieved, but with challenges. Three meetings between Nov22-Jun23. Difficult to schedule such a varied group of leaders. Summer months prove to be a no-go. Excellent dialogue about issues facing local non-profit agencies.</p>	<p>Invite initial group of participants and convene inaugural meeting.</p> <p>Set regular meeting schedule</p> <p>Grow group as appropriate</p> <p>Maintain fresh content for each agenda</p>	<p>CP Director</p> <p>CP Director and group</p> <p>CP Director and group</p> <p>CP Director and group</p>	<p>Fall 2022</p> <p>First meeting (11/7/22)</p> <p>Ongoing</p> <p>Ongoing</p>	<p>First meeting with quorum of attendees</p> <p>Agreeable timeline found</p> <p>Periodic addition of new members and/or occasional guests</p> <p>Membership remains involved and engaged</p>

Department: Community Programs

District Goal: Strengthen diversity, equity and inclusion practices

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>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.</p> <p>UPDATE: Goal partially achieved. The good news: opened new L&L Center at PES with 11 registered children. The bad news: MLS building still awaiting completion. Learning lesson *not* to include as goals projects that have so many contingencies that are beyond my control. Still hopeful for opening sometime during this school year.</p>	<p>Complete site work and complete inspection by Fire Marshal</p>	<p>Facilities Director</p>	<p>Fall 2022</p>	<p>Certificate of Occupancy</p>
	<p>Complete inspection by DHHS licensing team</p>	<p>CP Director</p>	<p>Fall 2022</p>	<p>DHHS childcare license</p>
	<p>Move-in to new building, set up, and open to L&L families</p>	<p>CP Director and L&L and CP teams</p>	<p>Winter 2022-23</p>	<p>Move from MLS to new Center</p>
	<p>Explore addition of one restroom flush to maximize capacity</p>	<p>CP Director and Maintenance</p>	<p>Winter 2022-23</p>	<p>Increase building capacity from 40 students to maximum allowed by square footage</p>
	<p>Evaluate viability of an additional L&L Center elsewhere in the District</p>	<p>CP Director and Childhood Education Coordinator (TBD)</p>	<p>Winter 2022-23</p>	<p>Planning for 2023-24 clarified based on capacity, viability, and need</p>

RSU5 COMMUNITY PROGRAMS 2023-2024 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
In partnership with other nearby organizations (PRFC, Bowdoin College, New England Free Jacks), establish youth rugby program with an eye on growing to a regional league.	Establish working plan	Director, Gareth Roberts	Current	Working document nearing completion
	Engage local partners	Director (thru Rec Depts)	Winter 23-24	Multiple stakeholders
	Market to community for spring 2024	CP team	Winter 23-24	Viability of numbers

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 "Civics 101" program for adult learners	Solicit partnership among individuals and key offices in municipal structure/s	Director	Winter 23-24	Strong buy-in and representation of municipal officials
	Create syllabus	Director & Coordinator/s	Spring 2024	
	Schedule and market	Director & Coordinator/s	Spring 2024	
	Run program	Director & Coordinator/s	Fall 2024?	

Department: Community Programs

District Goal: Strengthen diversity, equity and inclusion practices

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Create sustainable template for engaging ML families in youth sports and summer camps	Collaborate with principals and ML specialists in the schools	Director, Childhood Ed Coordinator	Winter 23-24	
	Enlist participation from one or more ML families who can provide insight	School-based staff	Winter 23-24	
	Hold spaces in Camp Seaside to accommodate for late registrants	CP staff	January 2024	
	Roll out to community in time for summer camps registration	CP staff	Spring 2024	

Transportation Department Goals 2022-2023

Goal Worksheet			
Department Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
Fleet Upgrade	<ol style="list-style-type: none"> 1. Purchase one 77 Passenger Bus: <ol style="list-style-type: none"> a. Powered using gasoline <ul style="list-style-type: none"> ○ Cleaner burning than diesel fuel ○ Better life span than diesel fuel ○ Gasoline available at bus garage 	1/26/23	<p>2023 International Conventional 83 Passenger Diesel School Bus</p>
Diversity, Equity and Inclusion	<ol style="list-style-type: none"> 1. We will continue to train on diversity, equity, and inclusion at upcoming meetings throughout the upcoming year. 	Prior to 2022-2023 school year	<p>All drivers completed required training prior to the start of school.</p> <p>No additional training during meetings due to change in leadership throughout the school year.</p>

Transportation Department Goals 2023-2024

Goal Worksheet			
Department Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
<p>1. Complete evaluation of the fleet including buses and vans.</p>	<ul style="list-style-type: none"> ● Collaborate with the district mechanic to evaluate age, mileage, and condition of each vehicle 	<p>December 2023</p>	<p>Fleet documentation</p>
<p>2. Develop a timeline for replacement of vehicles.</p>	<ul style="list-style-type: none"> ● Based on the evaluation of the fleet, develop a comprehensive timeline for replacement of all vehicles 	<p>December 2023</p>	<p>Replacement timeline</p>
<p>3. Increase recruitment and retention of drivers.</p>	<ul style="list-style-type: none"> ● Attend job fairs to recruit new drivers ● Collaborate with Human Resource Coordinator to strategize advertisement methods 	<p>2023 - 2024</p>	<p>Retention of drivers Addition of drivers</p>

Item # 9C.

Facilities Department Goals 2022-2023

Goal Worksheet			
Department Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
<p>Ensure all facilities are operating efficiently and effectively.</p>	<ol style="list-style-type: none"> 1. Conduct an energy audit to identify needed improvements in RSU 5 facilities 2. Conduct a water use and savings audit. 3. Continue to prioritize the five year capital plan collaborating with all stakeholders. 	<p>Early December 2022</p> <p>After completion of energy audit</p> <p>2022 - 2023</p> <p>Prior to 2022-2023 school year</p>	<p>Incomplete due to change in change in leadership and position</p> <p>Projects Completed:</p> <ul style="list-style-type: none"> ● Maintenance Drop Trailer ● Maintenance Dump Truck Body ● PES Steamer ● MSS Elevator ● MLS Steamer and Range. ● MLS Exterior Door. ● FMS Siding. <p>Incomplete due to change in change in leadership and position</p> <ul style="list-style-type: none"> ● PES Security ● PES Pave rear walkway <p>All facilities personnel completed required training prior to the start of school.</p> <p>No additional training during meetings due to change in leadership throughout the school year.</p>
<p>Diversity, Equity and Inclusion</p>	<ol style="list-style-type: none"> 1. We will continue to train on diversity, equity, and inclusion at upcoming meetings throughout the upcoming year. 		

Facilities Department Goals 2023-2024

Goal Worksheet			
Department Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
<p>Ensure all facilities are operating efficiently and effectively.</p>	<p>1. Replace Pownel Septic/leach field.</p>	<p>2023/2024</p>	<p>Having an engineering firm complete a design build so the project can go out to bid.</p>
	<p>2. Conduct a full district energy audit including water usage to identify needed improvements in RSU 5 facilities.</p>	<p>2023/2024</p>	<p>Report findings to Facilities Committee /Board.</p>
	<p>3. Conduct a comprehensive building assessment</p>	<p>2023/2024</p>	<p>Completion of the following items:</p> <ul style="list-style-type: none"> ● PES Security ● PES Pave rear walkway
	<p>4. Complete the following 22/23 carry-over items:</p> <ul style="list-style-type: none"> ○ PES Security ○ PES Pave rear walkway 	<p>2023/2024</p>	

2022-2023 Goals

School: Mast Landing School

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

Goal	Strategies and Action Steps (<i>Responsibility</i>)	Timeline	Evidence of Effectiveness
<p>RSU5 Strategic Goal: All RSU 5 students regularly engage in meaningful student centered learning.</p> <p>Goal: Reduce chronic absenteeism rate to >10%</p> <p>Baseline 2021-2022 School Year 17.62%</p> <p>2022-2023 Chronic Absenteeism: 13.85%</p>	<p>Disaggregate attendance to better understand trends and patterns</p> <ul style="list-style-type: none"> • Calculate volume of partial day and early dismissal absences and examine early dismissal based on both time of day and day of the week (<i>Susan Albertini, Emily Grimm, Sara Handspicker</i>) • Identify responsive strategies in response to patterns identified (<i>leadership team, SAT team, Emily Grimm, Susan Albertini</i>) <p>Improve universal communication to parents regarding expectations for school attendance</p> <ul style="list-style-type: none"> • Include regular reminders and expectations about the importance and impact of school attendance in family communication (<i>Emily Grimm</i>) <p>Develop responsive strategies to support regular school attendance for students at risk of chronic absenteeism</p> <ul style="list-style-type: none"> • Engage in weekly review of school-wide attendance data (<i>Susan Albertini, Emily Grimm, Sara Handspicker, Erika Skiff</i>) • Alert families when a student reaches threshold of chronic absenteeism and partner with these families to develop a plan to support consistent school attendance (<i>Susan Albertini, Emily Grimm</i>) <p>Strengthen students' connections to the school community to support regular school attendance</p> <ul style="list-style-type: none"> • Provide sustained opportunities for students to build connections to peers and adults in the school community (<i>leadership team, all staff</i>) 	<p>Fall 2022</p> <p>Fall 2022-Spring 2023</p>	<p>Disaggregated attendance data (but weekday, time of day, grade, etc.)</p> <p>School newsletters and communication</p> <p>Strategies identified and evidence of implementation (SAT minutes, weekly attendance tracking, etc.)</p> <p>Attendance data: >10% chronic absenteeism</p>

	<ul style="list-style-type: none"> ● Identify students at risk of chronic absenteeism and identify relevant interventions, which may include mentorship, participation in the BOUNCE program, or other opportunities (<i>SAT team, Susan Albertini, Emily Grimm</i>) 	Fall 2022-Spring 2023	
<p>RSU5 Strategic Goal: All RSU 5 students regularly engage in meaningful student centered learning.</p> <p>Reading Goal: 60% students meet grade-level benchmark (BAS)</p> <p>Baseline: 45.7% at grade-level benchmark fall 2022 (BAS)</p> <p>Spring 2023: 56.1% at grade-level benchmark (BAS)</p> <p>Writing Goal: Establish grade-level baseline writing data Update: Tabled</p>	<p>Deepen content area knowledge to inform planning for and writing instruction (carryover from 2021-2022)</p> <ul style="list-style-type: none"> ● Refine practices for small group instruction and conferring work to support the development of targeted skills in writing through partnership with Teachers College professional developer (<i>grade-level teachers, special education teachers, Susan Dee</i>) ● Engage in vertical grade collaboration to deepen understanding of writing skill development across grades and calibrate understanding of grade-level expectations (<i>grade-level teachers, Susan Dee</i>) ● Utilize collaborative time to plan for conferring and small-group work in writing (<i>grade-level teachers</i>) ● Engage in grade-level team coaching cycles to inform instruction (<i>grade-level teachers, Susan Dee</i>) <p>Build understanding of phonics and effective word study instruction</p> <ul style="list-style-type: none"> ● Staff read of <i>Making Sense of Phonics</i> to develop foundational and collective understanding (<i>grade-level teachers, special education teachers, Emily Grimm, Susan Martling and Susan Dee</i>) ● Identify word study curricula to pilot (<i>word study pilot team including grade-level teacher representatives and literacy strategists</i>) ● Pilot word study curricula and collect data to inform selection of a word study curriculum (<i>word study pilot grade-level teacher representatives</i>) <p>Create protocol for more systematic progress monitoring of school-wide writing data</p> <ul style="list-style-type: none"> ● Collect representative writing samples across classrooms and grades (<i>Emily Grimm, Susan Dee</i>) 	<p>Fall 2022-Spring 2023</p> <p>Fall 2022-Spring 2023</p> <p>Fall 2022-Spring 2023</p> <p>January-April 2023</p> <p>Fall 2022</p> <p>Winter/Spring 2023</p>	<p>Implementation of targeted small-group instruction in writing</p> <p>Identified word study curricula to pilot and selection of curriculum to implement</p> <p>Systematic process for progress monitoring writing data</p>

	<ul style="list-style-type: none">● Use representative samples to calibrate writing samples using grade-level rubrics (<i>grade-level teachers, Susan Dee</i>)● Continue collection of representative sample across the school year to progress monitor and inform instruction (<i>grade-level teachers, Susan Dee, Emily Grimm</i>)		<p>Baseline writing data</p> <p>Reading (BAS) Spring 2023: 60% students meet grade-level benchmark</p>
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2023-2024 Goals

School: Mast Landing School

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

Goal	Strategies and Action Steps (<i>Responsibility</i>)	Timeline	Evidence of Effectiveness
<p>RSU5 Strategic Goals:</p> <ul style="list-style-type: none"> ● All RSU 5 students regularly engage in meaningful student centered learning. ● All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. <p>Goal: Reduce chronic absenteeism rate to >10%</p> <p>Baseline Data: 2021-2022 17.62% 2022-2023 13.85%</p>	<p>Strengthen students' connections to the school community to support regular school attendance (Tiers 1 and 2)</p> <ul style="list-style-type: none"> ● Continue to provide sustained opportunities for students to build connections to peers and adults in the school community (<i>leadership team, all staff</i>) ● Continue to identify students at risk of chronic absenteeism and identify relevant interventions, which may include mentorship, participation in the BOUNCE program, or other opportunities (<i>SAT team, Susan Albertini, Emily Grimm</i>) <p>Strengthen universal supports for student well-being (Tier 1)</p> <ul style="list-style-type: none"> ● Implement 15-minute/day school wide walk/run block (the "daily mile") to increase the volume of physical activity students engage in each day and create increased opportunity for social connection and belonging <p>Refine systems for consistent and thorough monitoring of student attendance and response to absenteeism (Tier 2)</p> <ul style="list-style-type: none"> ● Utilize monthly attendance team meetings to review aggregated data of chronically absent and at-risk students and implement proactive and responsive strategies (<i>Susan Albertini, Emily Grimm, Sara Handspicker, Erika Skiff</i>) ● Identify additional Tier 2 strategies (targeted support) for chronically absent students ● Continue to alert families when a student reaches threshold of chronic absenteeism and partner with 	<p>August 2023- June 2024</p> <p>September 2023- June 2024</p> <p>August 2023</p> <p>September 2023- June 2024</p> <p>October 2023- June 2024</p>	<p>Attendance data: >10% chronic absenteeism</p> <p>Strategies identified and evidence of implementation</p> <p>Daily schedule that includes daily mile block</p> <p>Attendance tracking document</p>

	<p>these families to develop a plan to support consistent school attendance (<i>Susan Albertini, Emily Grimm</i>)</p> <p>Improve universal communication to parents regarding expectations for school attendance (Tier 1)</p> <ul style="list-style-type: none"> ● Include regular reminders and expectations about the importance and impact of school attendance in family communication (<i>Emily Grimm</i>) 		<p>School newsletters and communication</p>
<p>RSU5 Strategic Goal:</p> <ul style="list-style-type: none"> ● All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. <p>Goal: Increase students' opportunities to learn and develop social and emotional skills throughout the school day</p>	<p>Plan for and embed targeted practice of social and emotional skills into the school day</p> <ul style="list-style-type: none"> ● Utilize the Collaborative for Academics, Social and Emotional Learning (CASEL) framework to prioritize areas of need (<i>all teachers</i>) ● Utilize collaborative time (faculty meetings, Professional Learning Days) to utilize the Collaborative for Academics, Social and Emotional Learning (CASEL) framework to identify ways to embed social emotional learning into our existing curricular and Responsive Classroom frameworks (<i>all teachers</i>) ● Facilitate daily opportunities for students to learn and practice social emotional skills in morning meeting, interactive learning structures, and other parts of the school day (<i>all teachers</i>) ● Continue to provide all students with weekly explicit SEL instruction facilitated by the school counselor (<i>Susan Albertini</i>) 		<p>Lesson plans developed in response to prioritized skill areas</p>

<p>RSU5 Strategic Goal: All RSU 5 students regularly engage in meaningful student centered learning.</p> <p>Reading Goal: 60% students met grade-level benchmark</p> <p>Baseline: 2022 Fall: 45.7% 2023 Spring: 72.7% 2023 Fall: TBD</p>	<p>Deepen content area knowledge to inform planning for and implementation of reading and writing instruction (continued)</p> <ul style="list-style-type: none"> ● Engage in vertical grade collaboration to deepen understanding of writing and reading skill development across grades and calibrate understanding of grade-level expectations (<i>grade-level teachers, Susan Dee</i>) ● Continue to refine instructional practices through the effective use of mentor texts, student partnerships, and the writing process (<i>grade-level teachers, Susan Dee</i>) <p>TABLED UNTIL 2024: Build understanding of phonics and effective word study instruction</p> <ul style="list-style-type: none"> ● Pilot word study curricula and collect data to inform selection of a word study curriculum (<i>word study pilot grade-level teacher representatives</i>) <p>TABLED UNTIL 2024: Create protocol for more systematic progress monitoring of school-wide writing data</p> <ul style="list-style-type: none"> ● Collect representative writing samples across classrooms and grades (<i>Emily Grimm, Susan Dee</i>) ● Use representative samples to calibrate writing samples using grade-level rubrics (<i>grade-level teachers, Susan Dee</i>) ● Continue collection of representative sample across the school year to progress monitor and inform instruction (<i>grade-level teachers, Susan Dee, Emily Grimm</i>) 		<p>Implementation of targeted small-group instruction in writing and reading</p>
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