Freeport High School Goals 2025-2026 Review			
School/Department: Freeport High School			
Goals	**Strategies and Action Steps (Responsibility)**	**Timeline**	**Evidence of Effectiveness**
District Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. **FHS 25-26 Goal #1:** 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 2025-26 Actions Steps of the FHS strategic plan.	From 25-26 FHS Strategic Plan: **Engaging Instruction:** ● Engage in professional development to develop executive functioning strategies. ● Engage in professional development to learn strategies to support differentiated instruction and assessment ● Freshman Horizontal Alignment Committee will work to align 9th grade curriculum, instructional strategies, and processes. **Purposeful Assessment:** ● Implement common summative assessments for any course taught by multiple teachers. ● Discuss common processes/strategies in all departments for reteaching/relearning practices in courses (tied to reassessment) ● Focusing on equitable instruction and grading practices **Equity and Inclusion:** ● Support student leader groups with the implementation of action steps to foster a school culture of respect and belonging ● Promote respectful discourse and interactions among school community members **Community Connections:** ● Identify opportunities for making connections between curriculum and community. ● Share information with students about community service and Extended Learning Opportunities	2025-2026 school year (ongoing through PLC meetings, Department meetings, PLD days, and Faculty meetings, faculty leader team meetings).	For highlighted action steps: ● FHS faculty members had the option to participate in two book studies through PLC tied to further developing executive functioning strategies in the classroom. ● Faculty members participated in professional development through PLCs, meetings, and PLDs. For all strategic plan steps: ● PLC, PLD, faculty meeting agendas were often tied to executive functioning and differentiation. ● Many teachers did implement new strategies into practice in these areas. This overall goal is more of an aspirational expectation for shared practices, not one that was tracked and measured deliberately. We will be moving away from this type of building

	(ELOs). **Support for Learning and Growth:** ● Implement processes for advisory, Habits of Work, cell phones ● JED Team will continue to work on action steps to promote mental health		goal that is so broad, difficult to track.
FHS 25-26 Goal #2: Reduce chronic absenteeism by 5% to below 12%. Continue to focus on reduction of per period absences and half day absences (tardies and dismissals).	**MTSS:** ● Attendance rates will factor in at monthly Targeted Student Support meetings and BOOST meetings **Staff professional development:** ● Workshops tied to attendance data and school strategies (Assistant Principal and Student Assist Team members attended Count ME In conference in September, '25). **Communication:** ● Emphasis on attendance research and information at family events like 9th grade parent night/orientation ● More regular communication through phone calls, emails, PowerSchool attendance alerts, and ReachMyTeach updates ● Regular reminders to students and families about expectations for attendance and impact on learning ● Electronic information for students and families and print resources about important of attendance	September 2025-June 2026 September 2025-June 2026 September 2025-June 2026	**Attendance Data:** <u>SY 2022-23</u> 21.5% (136 students out of 632) <u>SY 2023-24</u> 16.9% (109 students out of 645) <u>SY 2024-25</u> 16.9% (101 students out of 599) **<u>SY 2025-26</u>** **16.7% (97 students out of 580)** Did not make significant statistical progress, however the increased focus/attention led to productive shifts in practice: ● More regular use of attendance data in TSS process ● Increase proficiency using ReachMyTeach across the faculty ● Changes in athletic eligibility expectations as it relates to attendance

Freeport High School Goals 2026-2027				
School/Department: Freeport High School				
Goals	**Strategies and Action Steps Responsibility**	**Connection to District Strategic Plan**	**Timeline**	**Evidence of Effectiveness**
2026–27 is a foundation-building year. Our goal is not to create a long list of initiatives or claim that we can transform every indicator in the strategic plan in one year. Instead, we are focusing on three manageable areas where we can establish consistent practices, collect meaningful evidence, and use what we learn to determine our next steps. In order to be aspirational, we must be focused and diligent.				
Goal #1 By June 2027, FHS will increase the consistency with which students reflect on their learning, identify areas for growth, and determine next steps by establishing and implementing reflection practices across departments.	● Admin will support departments in identifying at least one practical reflection/goal-setting strategy that fits naturally within its courses (defining specific reflection practices for learning performance and goal tracking). ● Departments implement the strategy during the year rather than creating a new schoolwide program. ● Faculty share examples and student work during department collaboration time, with administrative support. ● Administration collects a small sample of evidence at the end of the year.	1B: Foster student agency through reflection, collaboration, goal setting, and self-advocacy in learning. 4C: Cultivate resilience, perseverance, and a growth mindset through supportive learning environments that normalize challenge and reflection.	26-27 SY	● 100% of departments identify a reflection/agency practice. ● At least 80% of departments provide evidence of implementation by June ● A brief end-of-year student survey measures whether students report being able to: - identify what they did well, - identify an area for improvement, - identify a next step. ● Review a small sample of student reflection artifacts collected across departments to evaluate quality and depth of student practice.

Goal #2 By June 2027, every FHS department will identify and implement at least one authentic, community-connected, experiential, or place-based learning experience, and FHS will begin documenting these experiences to build a sustainable schoolwide model.	• Administration conducts an initial inventory to identify departments with existing experiential learning practices and determine support needed for departments where these practices are not yet established. • Administration support all departments in planning and executing at least one experiential or community-connected learning opportunity.	3A: Provide authentic, experiential, and place-based learning opportunities for all grade levels.	26-27 SY	• 100% of departments identify and plan one experiential or community-connected learning unit/experience by mid-year. • At least 80% of departments fully execute their planned experiential learning experience during the 2026–27 school year. • By June 2027, a complete schoolwide inventory and model are established to baseline and scale future community-connected experiences.

Goal #3
 	
By June 2027, FHS will establish full and consistent implementation of the revised grading and reassessment expectations and evaluate their impact on student learning and achievement, using grading data, reassessment participation, and student/teacher feedback to identify adjustments for 2027–28.
	• Administration will provide faculty support and collaboration around consistent implementation.
	  ○ Oversight through PLC to help transition to new grading system, with deliberate planning
	  ○ Admin will review gradebooks with teachers as part of professional growth & evaluation process
	• Admin will establish a small set of common measures to monitor implementation and impact.
	• Admin will examine student achievement data alongside reassessment participation and outcomes.
	• Admin will gather student and teacher feedback about how the new practices are affecting learning.
	• Admin will use the evidence to determine what should be refined for 2027–28, in partnership with faculty leadership.
		1A: Design and utilize curriculum that is rigorous, interdisciplinary, and iterative.
		
		1B: Foster student agency through reflection, collaboration, goal setting, and self-advocacy.
		
		4C: Cultivate resilience, perseverance, and a growth mindset through supportive learning environments that normalize challenge and reflection.
			26-27 SY	• Gradebook audit confirms 100% of course sections adhere to updated grading and reassessment guidelines by midyear.
				• Data review shows measurable growth in academic achievement between initial assessments and reassessments across key student cohorts.
				• End-of-year teacher and student feedback indicates increased clarity and positive perception of grading practices, informing 2027–28 refinements.

Freeport High School

2025–26 Goals Review & 2026–27 Strategic Direction

Strategic Plan Progress & Chronic Absenteeism

2025–26 Goals Review

Goal 1: Strategic Plan Implementation

- “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 2025-26 Actions Steps of the FHS strategic plan.”
- We did that. This goal included 12 action steps of varying quality/feasibility.
- Difficult to track deliberately; future goals will be more targeted.

Highlights:

- Increased our school’s focus on building executive functioning skills
- Affirmed the work of our Freshman Horizontal Alignment Committee
- Spent time engaging in internally-driven meaningful professional development

Strategic Plan Progress & Chronic Absenteeism

2025–26 Goals Review

Goal 2: Reduce Chronic Absenteeism

- **Definition:** Students who miss 10% or more of the days they have been enrolled.
- **Target:** Reduce by 5% to below 12%.
  - **2022-23**
    - 21.5% (136 students out of 632)
  - **2023-24**
    - 16.9% (109 students out of 645)
  - **2024-25**
    - 16.9% (101 students out of 599)
  - **2025-26 Outcome:** 16.7% (97 out of 580 students).

Highlights:

- While statistical progress was not met, productive shifts occurred including:
  - Increased proficiency using ReachMyTeach by the faculty/staff
  - More regular use of attendance data in Targeted Student Support meetings.
  - Students understanding that sometimes Mr. Mellon may actually show up and drive you to school if necessary
  - We remain under national (~24%) and state (~23.5%) averages for high schools

2026–27 Goals 1 & 2: Reflection & Experiential Learning

2026-27 is a foundation-building year focusing on establishing consistent practices in high-leverage areas.

Goal 1: Student Reflection

• By June 2027, FHS will increase the consistency with which students reflect on their learning, identify areas for growth, and determine next steps by establishing and implementing reflection practices across departments.

Target: 100% of departments identify a reflection practice; 80% provide evidence of implementation by June; Collect reflective feedback from students about implementation.

Goal 2: Community-Connected Learning

• By June 2027, every FHS department will identify and implement at least one authentic, community-connected, experiential, or place-based learning experience, and FHS will begin documenting these experiences to build a sustainable schoolwide model.

Target: 100% of departments identify an experience; 80% provide evidence of implementation by June; Build a cross-department inventory to serve as a baseline for future expansion.

2026–27 Goal 3: Revised Grading/Reassessment Expectations & Implementation

Establishing full, consistent implementation and structured administrative monitoring by June 2027.

01

Core Objective

Full & Consistent Adoption

Establish consistent grading/reassessment practices across all courses by June 2027.

Evaluate impact using grade data, participation metrics, and direct stakeholder feedback.

02

Admin Oversight

- **PLC Guidance:** Active oversight during transition using deliberate total-points planning trackers.
- **Gradebook Audits:** Administrative reviews to confirm 100% course section compliance by midyear.
- **Evaluation Alignment:** Check-ins tied to professional growth.

03

Impact Evaluation

- **Reassessment Participation:** Track student involvement rates across departments.
- **Growth Tracking:** Measure academic growth from initial to reassessment tasks.
- **Grade Reports:** Cross-reference eligibility, GPAs, and low-grade reports.

04

Refinement Plan

- **Survey Feedback:** Gather end-of-year teacher/student perceptions on policy clarity.
- **Faculty Partnership:** Collaborate with faculty leaders to review findings.
- **2027–28 Adjustments:** Implement data-driven policy refinements for next school year.

TOTAL-POINTS GRADING — Tracker for formatives and summatives

The course grade is always Total Points Earned ÷ Total Points Possible.

Running Points Possible = cumulative points assigned through that row.

Assignment Categories	**Point range**
Low Weight Formatives: E.g., daily work, homework, and practice	
High Weight Formatives: E.g., quizzes and smaller assessments	
Summatives: E.g., tests, performance & self assessments, final exams	

Assignment	**Category**	**Points Possible**	**Running Points Possible**

Course Summary

Total Points Possible	0

Category Summary	**Category Points**	**Category Percentage**
LOW weight Formative	0	
HIGH weight Formative	0	
Summative	0	
Total points	0	

TOTAL-POINTS GRADING — Tracker for formatives and summatives

The course grade is always Total Points Earned ÷ Total Points Possible.

Running Points Possible = cumulative points assigned through that row.

Assignment Categories	Frequency
Low Weight Formatives: E.g., daily work, homework, and practice	7 minimum/unit
High Weight Formatives: E.g., quizzes and smaller assessments	1-3 per unit
Summatives: E.g., tests, performance & self assessments, essays, and final exams	1-2 per unit

Assignment	Category	Points Possible	Running Points Possible
Vocab HW 1	LOW weight F…	5	5
Practice Sentences 1	LOW weight F…	20	25
Vocab Quiz 1	HIGH weight F…	30	55
Culture reading Qs	LOW weight F…	15	70
Vocab HW 2	LOW weight F…	5	75
Vocab HW 3	LOW weight F…	5	80
Vocab HW 4	LOW weight F…	5	85
Practice Sentences 2	LOW weight F…	20	105
Grammar Quiz	HIGH weight F…	30	135
Summative 1	Summative	80	215
Vocab HW 5	LOW weight F…	5	220
Practice Sentences 3	LOW weight F…	20	240

Course Summary

Total Points Possible	650

Category Summary	Category Points	Category Percentage
LOW weight Formative	190	29.2%
HIGH weight Formative	180	27.7%
Summative	280	43.1%
Total points	650	