

GORHAM SCHOOL DEPARTMENT

STATE OF THE SCHOOLS REPORT

JUNE 13, 2018



GORHAM SCHOOLS
Prepare & Inspire

Report Developed by Members of the District Leadership Team and submitted by Superintendent Heather Perry to the Gorham School Committee at their regular June 13, 2018 meeting.

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Introduction:

The purpose of this annual report is to provide a written overview for the Gorham School Committee, the Gorham Schools Staff, students, parents, and the Gorham community as a whole as to the current state of the school system. Through this reading, stakeholders will gain a better understanding regarding the current challenges, opportunities, and accomplishments of the Gorham Schools. Additionally, stakeholders will be better informed as to how the school system plans to address its areas of challenge in meaningful ways moving forward.

The organization of this document will first take us through an overview of district achievement data. This data comes primarily from EmpowerMe Data, and our Universal screener data, but will also include other data associated with the completion of this year's Comprehensive Needs Assessment which was a recent requirement of the Maine Department of Education to complete.

After the sharing of district wide achievement data, the report will then take you through a glimpse at each school and program within the Gorham Schools. An overview of existing information will be provided for each that will assist the reader in gaining a clear understanding of the opportunities and accomplishments that are ongoing in that particular area. At the end of each section, a series of next steps in our work will be outlined in order to help give a sense of our work moving forward.

Please note that each individual Principal/Program Director was asked to respond to a few key prompts in order to compile the data that you see in this report. Principals/Program Directors were asked to respond to the following:

1. Overview information: Enrollment information, F/R lunch information, other pertinent information they wanted to share to give a sense of their school/program.
2. Let's Brag: Recent accomplishments over the past year were shared for each school/program.
3. Current Opportunities: This is where principals/program directors listed areas of identified strengths for their schools and/or programs.
4. Current Challenges: This is where principals/program directors were asked to identify challenges for their school/program and to talk about each.

This report has tried to honor the perspectives of each Principal/Program Director. Therefore, it has kept their individual responses relatively the same as what was submitted. Because of this, some of the formatting may be slightly different, however the content is consistent.

Overview of Schools and Programs:

- K-5 Schools (Great Falls, Narragansett, and Village Elem.)
- Gorham Middle School

- Gorham High School
- Facilities
- Transportation
- School Nutrition
- Special Education
- Athletics
- Technology
- Central Office
- Adult Education

District Wide Achievement Data

K-5 Literacy & Math Data Sources

Literacy: Data Source # 1 Universal Screener K-5

Year	Proficient Student %	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2014-15 Aimsweb K-2 NWEA 3-5	70%	88%	74%	77%	60%	60%	63%
2015-16 Aimsweb K-2 NWEA 3-5	72%	80%	74%	76%	66%	71%	66%
2016-17 Star 360	77%	Data unavailable from platform	Data unavailable from platform	76%	78%	76%	78%

As you can see from the chart above, using the universal screener data for our combined K-5 results, we average in the mid 70% for students across tested grades demonstrating proficiency in the area of literacy over the last three years with our highest year being this past full year. Please note that a universal screener is just that - a screening tool, and we often see % proficient higher using these instruments than we do using state assessments.

Literacy: Data Source # 2 State Assessment K-5

Year	Proficient Student %	Grade 3	Grade 4	Grade 5
2014-15 SBAC	57%	56%	53%	62%
2015-16 MEA Reading	56%	55%	56%	58%

2016-17 MEA Reading	62%	59%	62%	65%
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Once again, you can see a trend of increasing scores over the course of the past three years in the area of reading. We are still not satisfied with 38% of our students not meeting proficiency in this area.

16. Math: Data Source # 1 Universal Screener K-5

Year	Proficient Student %	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2014-15 Aimsweb K-2 NWEA 3-5	76%		85%	62%	72%	79%	81%
2015-16 Aimsweb K-2 NWEA 3-5	69%		83%	53%	68%	75%	68%
2016-17 Star 360	82%		Data unavailable from platform	84%	83%	80%	82%

Once again you can see an increasing trend over the last three years with universal screening data in the area of mathematics. As before, % proficient scores are often higher with universal screeners than with statewide assessments.

Math: Data Source # 2 State Assessment K-5

Year	Proficient Student %	Grade 3	Grade 4	Grade 5
2014-15 SBAC	49%	49%	44%	54%
2015-16 MEA	54%	61%	48%	54%
2016-17 MEA	54%	59%	53%	50%

This chart shows an increase in our % proficiencies between 2015-16, however a stagnation between 2016-17. Once again, although these scores far exceed Maine state averages, we are still not satisfied that 56% of students are not meeting proficiency in Math according to the state assessment.

Data broken down by school K-5 :

Literacy: Data Source # 1 Universal Screener -Great Falls

Year	Proficient Student %	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2014-15 Aimsweb K-2 NWEA 3-5	78%	94%	70%	81%	79%	69%	75%
2015-16 Aimsweb K-2 NWEA 3-5	74%	74%	82%	71%	67%	79%	71%
2016-17 Star 360	76%	Data unavailable from platform	Data unavailable from platform	79%	85%	70%	71%

Literacy: Data Source # 1 Universal Screener -Narragansett

Year	Proficient Student %	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2014-15 Aimsweb K-2 NWEA 3-5	62%	100%	77%	70%	36%	47%	44%
2015-16 Aimsweb K-2 NWEA 3-5	71%	95%	67%	81%	62%	57%	62%
2016-17 Star 360	77%	Data unavailable from platform	Data unavailable from platform	73%	77%	81%	78%

Literacy: Data Source # 1 Universal Screener -Village

Year	Proficient Student %	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2014-15 Aimsweb K-2 NWEA 3-5	71%	69%	76%	81%	66%	64%	70%
2015-16	72%	72%	73%	75%	69%	77%	65%

Aimsweb K-2 NWEA 3-5							
2016-17 Star 360	77%	Data unavailable from platform	Data unavailable from platform	77%	73%	76%	86%

Literacy: Data Source # 2 State Assessment -Great Falls

Year	Proficient Student %	Grade 3	Grade 4	Grade 5
2014-15 SBAC	60%	70%	48%	63%
2015-16 MEA	59%	48%	67%	62%
2016-17 MEA	59%	51%	60%	67%

Literacy: Data Source # 2 State Assessment -Narragansett

Year	Proficient Student %	Grade 3	Grade 4	Grade 5
2014-15 SBAC	51%	41%	52%	60%
2015-16 MEA	52%	61%	41%	54%
2016-17 MEA	56%	63%	53%	53%

Literacy: Data Source # 2 State Assessment -Village

Year	Proficient Student %	Grade 3	Grade 4	Grade 5
2014-15 SBAC	59%	56%	58%	64%
2015-16 MEA	59%	58%	59%	59%
2016-17 MEA	68%	65%	71%	69%

Mathematics: Data Source # 1 Universal Screener - Great Falls

Year	Proficient Student %	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2014-15 Aimswab 1-2 NWEA 3-5	71%		80%	48%	73%	71%	82%
2015-16 Aimswab K-2 NWEA 3-5	72%		80%	56%	66%	76%	83%
2016-17 Star 360	80%		Data unavailable from platform	87%	75%	79%	81%

Mathematics: Data Source # 1 Universal Screener - Narragansett

Year	Proficient Student %	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2014-15 Aimswab K-2 NWEA 3-5	82%		97%	78%	69%	84%	80%
2015-16 Aimswab K-2 NWEA 3-5	71%		100%	61%	70%	73%	53%
2016-17 Star 360	81%		Data unavailable from platform	76%	91%	85%	78%

Mathematics: Data Source # 1 Universal Screener - Village

Year	Proficient Student %	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2014-15 Aimswab K-2 NWEA 3-5	75%		77%	60%	73%	83%	81%
2015-16 Aimswab K-2 NWEA 3-5	64%		69%	41%	67%	75%	68%

2016-17 Star 360	83%		Data unavailable from platform	88%	84%	76%	86%
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Mathematics: Data Source # 2 State Assessment - Great Falls

Year	Proficient Student %	Grade 3	Grade 4	Grade 5
2014-15 SBAC	53%	56%	46%	57%
2015-16 MEA	61%	55%	59%	68%
2016-17 MEA	52%	57%	42%	56%

Mathematics: Data Source # 2 State Assessment - Narragansett

Year	Proficient Student %	Grade 3	Grade 4	Grade 5
2014-15 SBAC	39%	41%	35%	42%
2015-16 MEA	46%	66%	25%	46%
2016-17 MEA	49%	57%	58%	31%

Mathematics: Data Source # 2 State Assessment - Village

Year	Proficient Student %	Grade 3	Grade 4	Grade 5
2014-15 SBAC	55%	50%	52%	63%
2015-16 MEA	58%	63%	62%	48%
2016-17 MEA	61%	63%	65%	54%

6-8 (GMS) Literacy & Math Data Sources

Literacy: Data Source # 1 Universal Screener 6-8

Year	Proficient Student %	Grade 6	Grade 7	Grade 8
2014-15 NWEA	68%	70%	67%	68%
2015-16 NWEA	68%	68%	70%	67%
2016-17 Star 360	74%	75%	75%	71%

Here you can see an increasing trend of % proficiencies over the last three years using our universal screening data.

Literacy: Data Source # 2 State Assessment 6-8

Year	Proficient Student %	Grade 6	Grade 7	Grade 8
2014-15 SBAC	58%	62%	57%	54%
2015-16 MEA Reading	56%	56%	59%	54%
2016-17 MEA Reading	64%	56%	71%	64%

This is our state assessment results. This shows scores dropping between 2015-16 but then coming back up again between 2016-17. Again, we are not satisfied with 46% of our students in grades 6-8 not meeting proficiency in literacy.

Math: Data Source # 1 Universal Screener 6-8

Year	Proficient Student %	Grade 6	Grade 7	Grade 8
2014-15 NWEA	69%	69%	70%	68%
2015-16 NWEA	68%	66%	68%	70%
2016-17 Star 360	83%	81%	85%	82%

This shows a nice jump in % proficient scores using our universal screener between 2016-2017.

Math: Data Source # 2 State Assessment 6-8

Year	Proficient Student %	Grade 6	Grade 7	Grade 8
2014-15 SBAC	46%	53%	49%	37%
2015-16 MEA	50%	45%	56%	48%
2016-17 MEA	46%	44%	48%	47%

This is an area of focus for us in the coming year and one of the reasons why we pushed so hard for GMS math textbooks for FY 19. We are not satisfied that our numbers for students meeting proficiency in math on the state assessment has dropped below 50% regardless of the fact that these scores exceed state standards.

9-12 (GHS) Literacy & Math Data Sources

Literacy: Data Source # 1 Universal Screener (NWEA & STAR 360)

Year	Proficient Student %	Grade 9 Mean	Grade 10 Mean	Grade 11	Grade 12
2014-15	72%	NWEA Spring 2016 72% met or exceeded proficiency	NWEA Spring 2016 71% met or exceeded proficiency	N/A	N/A
2015-16	71%	NWEA Spring 2016 72% met or exceeded proficiency	NWEA Spring 2016 70% met or exceeded proficiency	N/A	N/A
2016-17	71%	STAR 360 Spring 2017 73 % met proficiency (Proficiency defined as 40th%ile)	STAR 360 Spring 2017 69 % met proficiency (Proficiency defined as 40th%ile)	N/A	N/A

This data reflects fairly steady % proficiencies for GHS 9th and 10th grade students over the course of the past 3 years.

Literacy: Data Source # 2 PSAT & SBAC/SAT

Year	Proficient Student %	Grade 9	Grade 10	Grade 11	Grade 12
2014-15	45%	N/A	44% PSAT	46% PSAT 46% SAT	N/A
2015-16	70%	N/A	78% PSAT	66% PSAT 74% SAT	N/A

2016-17	73.5%	N/A	70% PSAT	73% PSAT 74% SAT	N/A
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For this chart, we are showing the % proficient in PSAT, but not using it as the calculation for the green row. The green row is the average between scores taken by 11th grade students for PSAT and SAT. These scores indicate a nice jump in % proficient between 2015-16 and then maintenance of that high performance in 2016-17. Still working on that other 17% proficient!

Mathematics: Data Source # 1

Universal Screener (NWEA & STAR 360)

Year	Proficient Student %	Grade 9	Grade 10 Mean	Grade 11	Grade 12
2014-15	67%	NWEA Spring 2016 67% met or exceeded proficiency	NWEA Spring 2016 66% met or exceeded proficiency	N/A	N/A
2015-16	66%	NWEA Spring 2016 68% met or exceeded proficiency	NWEA Spring 2016 64% met or exceeded proficiency	N/A	N/A
2016-17	86%	STAR 360 Spring 2017 90 % met proficiency (Proficiency defined as 40th%ile)	STAR 360 Spring 2017 82 % met proficiency (Proficiency defined as 40th%ile)	N/A	N/A

We like to see these numbers for 2016-17 for % proficient in math.

Mathematics: Data Source # 2 PSAT & SBAC/SAT

Year	Proficient Student %	Grade 9	Grade 10	Grade 11	Grade 12
2014-15	44%	N/A	44% PSAT	47% PSAT 40% SBAC	N/A
2015-16	49%	N/A	51% PSAT	43% PSAT 53% SAT	N/A
2016-17	46%	N/A	39% PSAT	50% PSAT 53% SAT	N/A

Although these scores are still above average for the state in the area of math, these are not the scores we are satisfied with. We are currently discussing why it is that our universal screener data is so much more inflated than our state data scores in the area of math. We are also taking a stronger look at our curriculum and course content to ensure students are better prepared to succeed in math on the SAT.

Achievement Data Strengths and Challenges

Based upon an overall review of this data that was required through the completion of our Comprehensive Needs Assessment, we have determined the following strengths and areas of improvement moving forward:

<p style="text-align: center;">Strength</p> <p>Multiple stakeholderS developed Gorham School Department mission, vision, and strategic plan</p> <ul style="list-style-type: none"> ● Approved by the School Committee in December 2017 <ul style="list-style-type: none"> ○ GSD Strategic Plan ● Focus areas <ul style="list-style-type: none"> ○ Our Students ○ Our Learning ○ Our Culture ○ Our Human & Capital Resources 	<p style="text-align: center;">Possible Action Step</p> <p>Ensure these documents are “alive” and are utilized to guide our decision-making at every level and program.</p>
<p style="text-align: center;">Strength</p> <p>Multiple stakeholder developed and clearly articulated K-12 Graduation Standards and grade level performance indicators</p> <p>K-12 Graduation Standards and Grade Level Performance Indicators</p>	<p style="text-align: center;">Possible Action Step</p> <p>Utilize our various district-wide committees to ascertain the efficacy and utilization of our K-12 graduation standards and performance indicators. Additionally, to continue our work in creating and utilizing formative and summative assessments that measure student progress on these indicators and standards. This also connects with our professional development.</p>
<p style="text-align: center;">Strength</p> <p>Professional Development: Based upon staff feedback, we offered a comprehensive approach to professional development focused on classroom centered professional development offerings at the district and at the school level. For 17-18, our focus has been on “Developing Formative & Summative Assessments (Danielson 3D) & Advancing Instruction within a PBL system”. The overall purpose of Professional Development (PD) across the Gorham School Department for the this year was to work together to improve our instructional practices, with an emphasis on understanding how to create and implement a variety of high quality formative and summative assessments.</p> <p>This work was done using a variety of methods and topics. We will utilize full day PD days, Early Release PD days, and other structured times during the school day for this focused training. We worked across whole district groups, whole school groups, grade level groups, and content area groups with this single focus on creating student-centered classrooms. We utilized experts, such as Greg Tang, as well as the incredible talents we already have right here within our own staff!</p>	<p style="text-align: center;">Possible Action Step</p> <p>Build upon this work in 18-19, so that we have a cohesive approach to professional development that is not “stand alone.” For 18-19, our PD focus area is to create “Student-Centered Learning Through Enhancing PBL Practices & Fostering Strong Relationships”.</p>

<p>We are also thrilled at the voluntary professional development that has developed in various schools offered by a variety of teachers. Additionally, dozens of our teachers have participated in PBL courses offered in collaboration with USM. Finally, the faculty of our three elementary schools have participated in book groups focused on questioning/discussion techniques and formative assessment.</p>	
<p style="text-align: center;">Strength</p> <p>Gorham School Department is pleased with our improving high school graduation rate and corresponding low drop-out rate.</p> <ul style="list-style-type: none"> ● 14-15: 91.37% ● 15-16: 92.46% ● 16-17: 96.63% 	<p style="text-align: center;">Possible Action Step</p> <p>Continue to offer supports and interventions for students that are struggling K-12, emphasize students developing a “future story” in order to increase aspirations, and work cohesively on drop-out prevention planning in concert with our work on improving attendance K-12.</p>
<p style="text-align: center;">Strength</p> <p>Comprehensive School Plans created after analyzing data with stakeholders and include action steps.</p> <p>Each school, besides GMS, has a 2-year Comprehensive School Improvement plan that is aligned to the district’s mission and vision</p> <ul style="list-style-type: none"> ○ Narragansett School’s Comprehensive Plan ○ Village School CSP 2017-19 ○ Great Falls Comprehensive Plan ○ GHS Comprehensive Plan 	<p style="text-align: center;">Possible Action Step</p> <p>Actualize the school plans and have GMS create a Comprehensive School Plan.</p>
<p style="text-align: center;">Strength</p> <p>Strong parent and community partnerships, such as the following:</p> <ul style="list-style-type: none"> ● 1000+ active volunteers ● Partners in Education (PIE) <ul style="list-style-type: none"> ○ They provide planning for special student and staff events, and work hard to make sure our school’s climate is a supportive and caring one. ● We have created our “Parent Connection” group that utilizes the services of our strong 	<p style="text-align: center;">Possible Action Step</p> <p>Continue to find ways to engage parents and community members in school activities. Work to increase the number of volunteers at the 6-12 level.</p>

<p>volunteer program to support the work and activities of our school.</p> <ul style="list-style-type: none"> • Community partners to pull off such great events as our Read Across America Day and our Hearts for Heroes initiative. • The Business Roundtable, a group of school personnel and business/non-profit leaders, meet on a monthly basis to increase understanding and promote collaboration for the enhancement of student educational experiences. 	
<p style="text-align: center;">Strength</p> <p>Each member of the District Leadership Team (DLT) is focusing on one data point this school year to improve in their respective school or program. The work around this data point will be shared with all school leadership teams and district leadership team members in June.</p> <p><u>Data Dashboard Goals 17-18</u></p>	<p style="text-align: center;">Possible Action Step</p> <p>Continue to build a culture of utilizing data to improve and as a way to share best practices.</p>
<p style="text-align: center;">Strength</p> <p>Principal site visits: The overarching purpose of these school site visits is to create a culture of collaboration among the Gorham School’s educational leaders whereby each school leader understands the strengths, challenges, and needs of every school within the Gorham School Dept. and where every school leader works together to help strengthen our schools in ways they may not be able to do alone.</p> <p>Each year there is a “theme” that focuses our work together. Observations that are conducted, and discussions held focus on this theme at a school wide and district wide level. Information gathered and data discussed from the individual classroom level is only used to discuss this theme at a school wide level. Information is no used for staff evaluation purposes.</p>	<p>Expand the visiting teams to include assistant principals and teacher leaders from the other schools.</p>

<p style="text-align: center;">Area for Improvement</p> <p>Need to decrease the % of students that are chronically absent and the % of students that approaching the category of chronically absent.</p>	<p style="text-align: center;">Possible Action Step</p> <p>Utilize the best-practices approaches outlined by <i>Count Me In</i> to systematically address at-risk and chronic absenteeism.</p>
<p style="text-align: center;">Area for Improvement</p> <p>Need to improve standards-based instruction and further the development and utilization of effective formative & summative assessments. This includes the need to create more common formative and summative assessments.</p>	<p style="text-align: center;">Possible Action Step</p> <p>Focus professional development on improving instruction and assessment based upon the Danielson framework.</p>
<p style="text-align: center;">Area for Improvement</p> <p>Aim to increase proficiency scores on local, state, and nationally assessments K-12.</p>	<p style="text-align: center;">Possible Action Step</p> <p>Focus professional development on improving instruction based upon the Danielson framework and providing more “Just in time” interventions for students based upon formative assessments.</p>
<p style="text-align: center;">Area for Improvement</p> <p>Need to increase our knowledge of the social/emotional needs of student and enhance our practices in supporting students in need.</p>	<p style="text-align: center;">Possible Action Step</p> <p>Focus professional development on increasing our knowledge of the social/emotional needs of students and enhancing our practices comprehensively in supporting students in need.</p>

SCHOOL BASED OVERVIEW REPORTS



Great Falls Elementary School

- Becky Fortier, Principal
- Stacey Sawyer, Assistant Principal

Overview Information:

2017-2018 Summary						
Grade Level	Number of Classrooms	2017-2018 Enrollment	Free Lunch Numbers	Reduced Lunch Numbers	Special Education Numbers	RTI Numbers
Kindergarten	6	95	19	1	16	12
Grade 1	6	110	23	4	14	13
Grade 2	4	82	15	4	8	16
Grade 3	4	78	13	5	9	10
Grade 4	4	85	12	10	12	9
Grade 5	4	85	14	12	15	11
Totals	28	535	96	36	74	71

Let's Brag! Recent Accomplishments:

Here's just a few:

☐ **Kids' Clubs:** Our sessions of Kids' Clubs were a tremendous success! The morning session was very well received by parents, teachers, & kids. Club offerings included: Legos, Arts & Crafts, Perler Fuse Beads, Ping-Pong, Mathletes, Pillow-Polo-Hockey, 3-D Printing, Animal Refuge League, Walking, Running, and Yoga.

☐ **Student Ambassadors:** We had over sixty fourth and fifth grade students who have volunteered to be Student Ambassadors this year. These students were required to fill out an application, obtain a reference in order to be selected, and complete community service hours. Students served in a variety of roles including Reader Leaders, Math Mentors, Morning Greeters, Lunch/Recess Buddies, Dismissal Monitors, and Books-on-the-Bus readers.

☐ **Jump Rope for Heart:** Every student enjoyed an assembly showcasing our third, fourth, and fifth grade jump roping talent. Every student participated in this campaign through their PE classes, and Gorham Elementary Schools donated over \$7,000 to the American Heart Association.

☐ **Socktober:** Great Falls participated in our annual sock collection for those in need. We collected over 1,000 pairs of socks that were donated to shelters across the state of Maine.

❑ **Code of Conduct:** We continued with our school-wide focus on the Code of Conduct! Students were nominated monthly and recognized on a daily basis when they became a Citizen of the Code by demonstrating behavior consistent with our district values.

❑ **6th Annual Empty Bowl Project:** The Empty Bowl Project is an international grassroots effort to fight hunger. The basic premise is simple: students create handcrafted bowls and keep the bowls as a reminder of all the empty bowls in the world. All K-5 students created a pottery bowl or piece during their art classes with art teachers, Allie Rimkunas and Patricia Kaczmarek. We asked parents to support our act of kindness by making a donation in any amount to purchase their child's bowl made during art class. The bowls were distributed at the extremely well attended Family Movie Night! Great Falls donated \$1,500 to the Gorham Food Pantry and contributed over a 1,000 pounds of food to both the Gorham Food Pantry and district Backpack Program.

❑ **Art of Literacy Night:** Students and families came together to celebrate literacy as the culminating event for Read Across America week. The school community enjoyed decorations, art projects, reader-theater presentations, and activities all connected to themes of our One School, One Book Project.

❑ **One School, One Book Project:** Great Falls Elementary completed our 3rd annual One School, One Book project. The book we chose to read was *Mr. Popper's Penguins* by Richard and Florence Atwater.

❑ **Learning Beyond the Classroom Experiences:** Each grade level participated in two field experiences to enhance grade level content. In addition, our whole-school community enjoyed *The Power of Yet* assembly as well as multiple author visits, both in-person and via Skype.

❑ **The Teamwork for The Taylor's Event** was a huge success! The Gorham Teachers' Association supported the TEAMWORK FOR THE TAYLOR'S event on Sunday, March 4th at Great Falls. GTA members and other staff donated more than \$4000 for the Taylor family who lost their home in a tragic fire. This significant donation allowed the GTA to apply to the *MEA Partnership for Caring* for \$1500 in matching funds. The event began with a very competitive staff volleyball tournament consisting of 5 teams. Although the championship was a close showdown between the Great Falls' team and GHS, the high school team claimed the victory! We had a ton of laughs, delicious food, and the Taylor family was overwhelmed with the kindness, love, and generosity of the district.

❑ **Great Falls Family Fun and Wellness Fair 2018:** Great Falls held our 7th annual Family Fun and Wellness Fair for 300+ staff, students, family members, and health and wellness vendors. It was a spectacular event bringing together the Gorham business and service community with our school community.

❑ **GHS Mentor Project:** Gorham High School student mentors hosted their buddies for a day at the high school. The students had a great experience. The power of mentorships is amazing!

❑ **King Arthur's Bread:** On Thursday, December 7th, our 4th and 5th graders learned how to make bread from scratch. They discovered that math, science, reading, and baking know-how add up to delicious bread and donated many loaves to the Gorham Food Pantry.

Current Strengths/Opportunities:

□ **Mindfulness:** Jaime Tardif and Stacey Sawyer completed a 12-week training course by Mindful Schools over the summer. They piloted the program with Kindergarten and 4th grade students, as well as other classes that expressed interest. Mindful Schools curriculum is designed to help children develop awareness in order to improve attention, focus, and self control and the concept has been greatly endorsed.

□ **Field and Visiting Author Experiences:** Each grade level participated in two learning beyond the classroom experiences to enhance grade level content. Our school also had a several visiting authors and full school assemblies throughout the year.

□ **School, Parent, and Community Relations:** While we consider Great Falls Elementary School to be a community in and of itself, we understand that building relationships with the parent community and the community at large is important and serves multiple purposes. Great Falls Elementary School believes that clear communication with the parent community fosters a strong home-school link. This is critical for conveying the concepts that school is important and learning does not cease at the end of the school day. We believe that frequent and clear communication of school events and initiatives will foster greater community support. It is also believed that bringing in resources from the community at large will enrich and extend learning for our staff and students. Given this, it is our mission to improve and maintain community relations.

□ **Staff Book Read:** At the completion of Year 2 of our implementation of the PE/PG system, evidence indicated that an area of need at Great Falls fell within *Domain 3: Instruction*, specifically *Component 3d: Using Assessment in Instruction*. Through staff observation data, self-assessment data, and supervision conversations, it was determined that assessment in instruction would be the focus at Great Falls for the 2017-2018 school year. We used our monthly staff meeting time to reflect on our practice, watch relevant videos, and engage in professional discussions around the information from the text. Data was tracked throughout the year on the use of formative assessment. [Great Falls Data Dashboard](#)

□ **Backpack Program:** We continually accepted new enrollees into the Backpack Program for families experiencing food insecurity. Food bags were delivered each week for the student to take home prior to the weekend.

□ **Professional Development Forums [found here:](#)** This focus attends to the art and skill of teaching. It enables the adults in our school community to keep “learning about learning.” We are committed to enriching our school environment by supporting adult learning in a focused manner. Adults must engage in ways to gain knowledge and understanding about theory, content, and practice so as to improve the quality of learning for our students. Given this, it is our mission to enable high-quality professional development. Our goal is to provide relevant and high-quality adult learning opportunities to refine skills and deepen understandings. Great Falls offers all staff an opportunity to individualize their professional development through interest, need, and choice on the Wednesdays when we are not gathering for our staff meeting.

□ **The MELMAC Education Foundation** <http://www.melmacfoundation.org/about-us/> is committed to supporting high quality initiatives that serve the purpose of increasing educational opportunities for Maine people. The Foundation believes that Maine people and the State of Maine will thrive in the new economy by providing access to the appropriate education, skills and training at all levels. Exciting news... In 2017-2018, Great Falls joined forces with Gorham

High School on a special Adopt a Classroom project through GHS's MELMAC work in an effort to promote college and career aspirations. Research shows that college and career aspirations start in elementary school. Every Great Falls' class experienced 3 visits by a pair of GHS students. One student had college aspirations and one student was participating in WRVC or PATHS with career aspirations. The final session will end with our annual Great Falls' Career Fair! Check out this awesome video:

<https://vimeo.com/268032436/2ae2253af2?outro=1&ref=fb-share>.

□K-5 Alternative Planning Program: This successful program works in conjunction with the social worker, instructional strategist, school counselor, and teachers to develop and implement alternative educational planning opportunities for students identified as requiring RTI Tier III Intervention. The goal has been to provide highly individualized planning for students who present as disengaged from the common expectations of traditional school programming and present as “out of the box” learners. Students requiring this level of support remain within their neighborhood school, reinforcing the importance of established relationships and decreasing unnecessary transitions. Alternative Education utilizes a collaborative team approach to addressing the needs of the whole-child in developing effective planning based on data reflecting skill deficits. There is one strategic point-person for service delivery to ensure consistent interventions and rapport building, while upholding the integrity of each individual Personal Learning Plan. Students have modified schedules allowing for least restrictive inclusion in the classroom setting with peers when successfully able to do so. We are excited to see the continued benefits as the program continues.

Current Challenges:

□Standardized Testing: Grades 3-5 completed the implementation of eMPower ME ELA, Math, and the Essay while 5th graders also completed the Science portion of the MEAs. Essentially, testing has been happening for the last two months and has been a huge interruption to teaching and learning. Also, the Great Falls' network has been less than reliable and we were forced to stagger testing start times while testing smaller groups of students throughout many weeks.

□Star 360: Grades K-5 completed the implementation of Star 360 as a formative assessment. This assessment will replace the former assessments, Aimsweb and NWEA, that were utilized as a “snapshot” to check on student growth in the areas of reading and math. Our hope is that the Star 360 assessment will provide more intuitive information that will help to plot the course for what each student needs in their learning. Our spring results have been inconsistent and we are hoping for more streamlined data in the fall.

□Academic Teaching and Learning: The instruction and measurement of student achievement relative to standards in various content areas assists us in understanding the learning targets and needs for each of our students. It requires strategies for the collection and analysis of relevant data for the purposes of informing our practice and advancing the achievement of our students. Given this, it is our mission to enable high quality, continuous progress for all students.

Next Steps to Address Challenges:

□ **Academic Teaching and Learning:** Our goal is to develop curriculum, instruction, assessment, and evidence/data collection that is grounded in rigorous standards of performance in all areas. Staff collaboration and time for content area work will always be a challenge. We continually look for ways to maximize our professional development offerings, utilize PLT time, and develop a school-wide instructional focus that will us to achieve our goal of becoming a PBL district. As a district, the K-12 Grading and Reporting and PBL committees will continue keeping our leadership team and staff informed on how the reporting system is working while recommending areas to improve. The K-5 Content Team under the direction of Kim Fadrigon will include membership of the Great Falls leadership team helping to streamline the district work and connecting to what is happening during PLTs and staff meetings. In addition to such, Great Falls will be focusing on student engagement with the emphasis on student choice to boost student learning, motivation, and achievement. PLTs and staff meetings will be focused on student engagement strategies and how to best measure student proficiency towards the grade level performance indicators.

□ **Being a Reader Implementation:** Great Falls has identified a teacher to serve as *Being a Reader* leader. The leader will provide an optional professional development forum for Great Falls' staff 1x a month. They will also assist in leading trainings and early release professional development opportunities. The Great Falls' *Being a Reader* leader will be able to offer ongoing internal support to teachers with *Being a Reader* implementation questions.

In order to address our overall challenges and school/district goals, the following structures have been put in place for 2017-2018:

- Leadership Team - [Great Falls 2018-2019 Leadership Team](#)
- DRAFT Optional Professional Development Calendar - [Great Falls 2018-2019 Staff and PD Forums](#)



Narragansett Elementary School

- Cynthia Remick, Principal

Overview Data:

Overview Information:

STUDENTS / DEMOGRAPHICS:

- 254 Students Enrolled (K-5)
- Vertical Teaming in Grades 4-5
- District (K-5) Functional Life Skills Program
- 21% Free lunch; 1.3% Reduced lunch
- 17% Special Education
- 5% (of our 4th & 5th graders) Gifted & Talented
- 25 Student Leaders

STAFF:

- 20 Full-time Teachers; 11 Part-time Teachers
- 15 Full-time Educational Technicians
- Building Leadership Team: 8 Members (Admin, Teachers & Educational Technicians)
- 9 Staff Members participate in one (or more) District-wide Committees

VOLUNTEERS:

- 125 Parent / Community Volunteers

OTHER:

- Focus School status will come to an end in June
- New Hires for 2018-2019: Grade 3 Teacher, School Nurse and (one year only) Music Teacher

3. Let's Brag! Recent accomplishments:

SCHOOL-WIDE WRITING ACTIVITY: Narragansett has finished our school-wide shared writing activity where each classroom contributed one page of text and one illustration to a picture book. The writing of the book began with Mrs. Connolly's class. When her students finished writing the opening to the story, the story line was handed over to Mrs. Kenny's class. Students in this class read the first page and then added onto the story by writing (and illustrating) the next page. This process continued until all 16 classes had the opportunity to contribute to the story. Ms. Smith's and Mrs. Grady's classes were responsible for writing the conclusion of the story. Mrs. O'Donnell's class titled the story and created a cover page. Multiple copies of the book, *The Great Adventure*, have been printed so that each class can continue to enjoy the finished product.

REDEDICATING THE DAHLOV IPCAR MURALS: Our art, library and music teachers collaborated with one another to develop an integrated instructional unit focused on the beautiful murals we have in our main lobby area. Mrs. Littlefield read some of the children's books, illustrated by Dahlov Ipcar, to students during library time. Students created works of art, with Mrs. Chiasson, inspired by the murals themselves. Mrs. Stewart taught students to sing some of the artist's favorite folk songs. These songs were performed in a school-wide assembly that honored the artist's contributions to our school on what would have been 100th birthday.

PARTNERSHIP WITH HAPPY, HEALTHY GORHAM

- Moving Naturally: Each class participated in some form of physical activity during the month of September. We also did a staff walk after school.
- Kindling Kindness: During the month of November, Narragansett students participated in numerous activities to promote compassion and kindness.
 - Classroom door decorations with the theme of kindness
 - Use of an Interactive bulletin board to celebrate acts of kindness
 - Student recognition during a school-wide assembly on compassion
 - "Choose Kindness" bracelets were handed out to all students
 - One School, One Book Project: *Wonder* has a theme of "Kindling Kindness"
- Growing Gratitude: During Growing Gratitude week, Narragansett students took the time to write letters of gratitude to one another. Letters were "mailed" internally in an antique mailbox that was temporarily located in the main lobby. Letters were sorted and distributed by our Room 2 and Room 4 friends. All students received at least one letter from a peer right before February vacation.
- Eating Well: Happy Healthy Gorham, in partnership with the Gorham School Nutrition Program, hosted a "Fresh Fruit and Vegetable Festival!" on May 4th. All Narragansett staff were invited to the school cafeteria to enjoy the complimentary salad bars, featuring a variety of fresh fruits and vegetables. The salad bar featured the "favorite" fruits and vegetables of 12 lucky staff members. The students enjoyed the big reveal!

FRESH FRIDAYS: We launched our "Fresh Friday" initiative on November 3rd as part of our *Let's Go! 5210* building plan. All students and staff have been encouraged (but not required) to eat fresh fruits and vegetables each Friday during our mid-morning snack time.

MAINE TEACHER OF THE YEAR NOMINATIONS: Special education teacher, Maryanne Connolly, was nominated by the parent of one of her current students to be considered as a candidate for Maine Teacher of the Year. Way to go Maryanne!!!

MATH-A-LON: Patrick Nichols won 1st place among 3rd graders at Mathnasium's TriMathlon in May. They will be donating \$100 to the school in recognition of his achievement!

OUR STUDENT GIRL SCOUT LEADERS: GIRL SCOUT TROOP 68 MAKES A DONATION TO NARRAGANSETT SCHOOL: Four Narragansett student used the proceeds from their Girl Scout cookie sales to purchase playground equipment for our school. Thank you for the generous gift, Troop 68: Skye, Izzy, Grace and Rose!

DRIVE FOR EDUCATION GRANT: Ms. Durant-Harthorne was awarded a Drive for Education Grant that allowed iPads to be used with students who need an extra boost in reading or math. Thank you to Berlin City for funding this grant. The Drive for Education program has provided \$557,452 to schools in Maine, Vermont and New Hampshire.

PBL SERIES: Congratulations to Courtney Smith who published three articles, in a series on Proficiency-Based Learning.

ACTEM CONFERENCE PRESENTER: One of our very own Narragansett teachers, Jacqueline Durant-Harthorne, presented at the fall ACTEM Conference. The workshop session, *Digital Tools for the Elementary Classroom*, focused on the utilization of the several tools used to assist with parent communication, student assessment and instruction.

SILENT MENTOR PROGRAM: We invited Narragansett staff members to take on the role of a Silent Mentor for specific students identified to have a pattern of chronic absenteeism (missing 10 or more days of school each year) for two or more years. These adults have been working very hard to reach out to these students on a regular basis and to be their biggest cheerleaders! In review of our attendance data, this strategy seems to be making a big difference!

STUDENT ATTENDANCE: The attendance incentive program has been designed to prevent the gaps in learning that can occur with frequent absences.

- **Trimester 1:** 215 students (85% of the school population) met the school-wide attendance goal for the first trimester: missing two or less days of school during the first 3 months of school. All of these students enjoyed an extra recess period to acknowledge their accomplishment.
- **Trimester 2:** 156 students (61% of the school population) met the school-wide attendance goal for the second trimester: missing two or less days of school during the period from November through March. Each of these students was invited to have lunch with the principal on the stage. The special luncheons were spread out across 14 lunch periods, with 10 students invited to each.
- **Trimester 3:** As we approach the final weeks of school, we will again recognize all students who have met the school-wide attendance target for the final trimester. These students will be treated to an extra recess period during the last week of school. We currently have 175 students (69%) on track to reach this goal.
- **Year End:** All students who meet the end of the year attendance goal, missing 6 or less days of school for the entire year, will receive a *Good Attendance* charm and a chain necklace. In addition, each child will be entered into a lottery for a secret grand prize. We currently have 182 students (72%) on track to reach this goal. This is an improvement over last year (64%).

MUSIC EDUCATION: In March, our K-2 students performed for their families in a performance entitled, *Songs of the Season*. Each grade level had the opportunity to shine on stage, singing several songs they have been rehearsing in music class each week. Our music teacher, Mrs. Stewart, incorporates movement and dance into her instruction on a regular basis. Therefore, many of the songs featured hand and body movements.

NARRAGANSETT'S GOT TALENT: Narragansett School was very proud to be able to showcase the various talents of our grade 3-5 students at our third annual Talent Show last month. There were individual, small group and large group performances. We thank Mrs. Stewart and Mrs. Ketch for

organizing this event, including the many rehearsals leading up to the grand event. We were very pleased to be able to offer two shows: one during the school day for our K-2 students, and one in the evening for our families. If you were not able to catch one of the shows, we invite you to use the following [Video Link](#).

OUR STUDENTS MAKE A DIFFERENCE IN THE WORLD:

- **Jump Rope for Heart Fundraiser**: The Spindrifters, from Bristol Elementary School, performed a spectacular Jump Roping Exhibition to help kick off our Jump Rope for Heart campaign. Students had lessons during PE class on the importance of eating healthy and exercising in order to keep their own hearts healthy. Students also watched testimonials from the American Heart Association on why we do Jump Rope for Heart (to help children with sick hearts) and how the donations we raise are used. Students participated in our Jump Rope for Heart Jump-a-Thon in PE class during the week of March 19th-23rd. Narragansett students raised 4,459.55! Half of the funds raised will support the upcoming K-5 Field Days.
- **Food Drive**: In conjunction with the 25th Annual Stamp Out Hunger Food Drive lead by our letter carriers, our Narragansett Student Leaders hosted a food drive. District-wide, our schools collected 1,300 pounds of food; all donated to the Gorham Food Pantry. Our Student Leaders hosted a second food drive in May, also for the local pantry.

SPECIAL OLYMPICS: A dozen of our students had a grand send-off to the Special Olympics in May. The entire school population met out front of Narragansett School, cheering and waving, as our Olympians boarded buses and pulled out of the parking lot. The group was escorted through town, in grand style, thanks to the Gorham police and fire departments. Several Olympians came home with ribbons as a result of their accomplishments.

READ TO RIDE WINNER: The Maine Department of Education sponsored a summer reading challenge. Any student who read at least 500 minutes during the summer of 2016 qualified for a chance to win one of 48 bikes and helmets generously donated by the Maine Freemasons. Two Narragansett students were the lucky winner of one of these prizes.

THIRD GRADER'S ART WINS SPOT ON CASELLA CALENDAR: A third grader at Narragansett School, was speechless when it was announced that her artwork had been chosen as one of 13 winners in Maine to be featured in Casella's 2019 calendar. At a school assembly, a Casella representative presented this student with a \$25 TD Bank gift card and a framed copy of her artwork. Casella Resource Solutions has sponsored this calendar contest for several years, encouraging children to use art to express their ideas about environmental awareness.

4. Current Strengths/Opportunities (this is where you would list areas of identified strength from your school/program. .. maybe its facilities, staff, parent involvement, etc.)

NEW CURRICULUM AND ASSESSMENT TOOLS:

- **Reading Curriculum (Grade 1)**: We are in year one of a three-year implementation cycle with our reading curriculum, *Making Meaning*. The curriculum was implemented in grade 1 this year, and will be implemented in grade 2 the following year and Kindergarten two years from now. Ongoing

professional development was provided throughout the year to the 1st grade teachers by Kim Fadrigan, our in-house (K-8) Instructional Leader.

- **Reading Curriculum (Grade 2 Pilot):** Several second grade teachers from across the district, including Narragansett, have piloted a new reading program called *Becoming a Reader*. This program aligns nicely with the Common Core Standards, our current 3-5 reading program and our K-5 writing program.
- **Social Skills Curriculum (K-2):** K-2 students received social skills instruction for 45 minutes each week throughout the year. Lessons were focused on the development of pro-social interactions, problem solving within social contexts, resolving peer-conflict, and much more. Our new teaching Guidance Counselor, Rachel Dunbar, taught one core lesson each week. Classroom teachers conducted brief follow-up lessons throughout the week to reinforce these lessons and allow students time to practice these new skills in various educational contexts. Specific information regarding the curriculum for these lessons was shared with families on a regular (weekly) basis, so skills could be reinforced at home, if families so chose. This *Second Step* Program aligns nicely with our Code of Conduct and our writing program, *Being A Writer*.
- **Technology Curriculum (3-5):** Students in grades 3-5 had an extra 45-minute period of time each week to learn technology skills to increase their understanding of academic content and/or increase their facility of use with technology tools and programs. Specific lessons were created by our Library Media Specialist, Lori Littlefield, in alignment with the existing library media curriculum, as well as grade level content standards. Abby Mcguire, our new Library Media Ed Tech, taught some of these lessons in the classroom when Mrs. Littlefield was teaching in the library.

ONE BOOK, ONE SCHOOL PROJECT: During the month of November, all Narragansett students were connected to the same book: *Wonder*, by R.J. Palacio. This chapter book was read aloud to all students in grades 3-5. This book tells a moving story of a boy named Auggie, who just wants to belong and to be seen as he truly is. This book will invoke conversations about empathy, compassion, acceptance and friendship. The work that we do with students around the central theme of this book coincided nicely with the *Happy, Healthy Gorham* initiative of “Kindling Kindness,” celebrated in the same month.

The author has published a picture book version of the same story. Our K-2 students read this book, *We're All Wonders* in the classroom and completed related activities. Families were strongly encouraged to read and discuss these books at home with their children as well.

NEW TECHNOLOGY/CHROMEBOOKS: Students in grades 4/5 had the opportunity to utilize *Chromebooks* on a daily basis this year. These devices, which run on a Google platform, combine the benefits of a laptop with the benefits of an iPad (Google Apps). Staff and students re finding many benefits with these devices within the educational setting.





ALTERNATIVE PLANNING SERVICES (K-5): One year ago, Narragansett School added staffing resources to be able to provide highly individualized planning for students who present as disengaged from the common expectations of traditional school programming and present as “out of the box”

learners. Narragansett was able to provide direct services to 15 students this year through this regular education initiative.

Interventions this year included: alternative scheduling, use of an alternative work space, use of regularly scheduled movement breaks, extra support with transitions (daily check-ins and check-outs), recess support, etc. We are thrilled to have dedicated personnel to support this important work. The goal of this program is to maximize the amount of time each student can successfully participate in his/her own classroom community.

PARTNERSHIP BETWEEN NARRAGANSETT AND GORHAM MIDDLE SCHOOL: Brooke Proulx, Social Worker from GMS, has been coming to Narragansett to meet with our students in grades 4 & 5. She has been partnering with our School Resource Officer, Mike Coffin, to teach a series of topics which all directly relate back to reducing the risk of substance use and at-risk behaviors. The goal is to also begin to establish relationships with students in grades 4/5, so when they transition to GMS they have a familiar face and an established relationship with two caring adults. Topics covered in these classes include: Healthy Decision Making Skills, Mindfulness, Internet Safety (including social media and cyber-bullying), and Substance Use. Each class is interactive with discussion, videos, and hands on activities to help engage the students.

STUDENT LEADERS: The Narragansett Student Leadership Team is comprised of 25- 5th grade students who have expressed an interest in:

-  School and Community Service
-  Encouraging School Pride
-  Setting a Good Example
-  Building Communication and Leadership Skills

These students have worked under the guidance of two staff members, Janet Kuech and Tracy Burns. Over the course of the school year our student leaders have helped younger students with academic and social development, assisted younger students in the cafeteria and on the playground, assisted students during arrival, monitored the halls and bus lines during dismissal, planned school spirit days, organized food drives within the community, and organized and lead five school-wide assemblies focused on the Code of Conduct.

HONORING THE U.S. FLAG: A small group of our 5th grade Student Leaders have taken on the responsibility of raising and lowering our school flag each day. Last year, Student Leader Coaches, Janet Kuech and Tracy Burns, reached out to the Maine Air National Guard for guidance. Sergeant Zachary Taylor and Sergeant Gerry Doyon visited Narragansett School on several occasions to teach our Student Leaders how to handle the flag with respect while raising and lowering it. This year, previously trained Student Leaders, have trained others proper handling of the flag.

CODE OF CONDUCT: Over the course of the school year, Narragansett staff members have recognized countless students who have demonstrated one or more of the qualities within our district-wide Code of Conduct. These students were recognized for their compassion, courage, respect, responsibility and/or

honesty. Recognition of these accomplishments were made during one of several school-wide assemblies, where each student received a certificate and a plastic charm that can be proudly worn on a chain necklace.

MULTI-DISCIPLINARY EXPERIENCES: Several classroom teachers and specialists (art, music, PE and library) have collaborated with one another to develop multi-disciplinary experiences for students. For example, Kindergarten students learned about the life cycle of butterflies. Each class had the opportunity to watch their own classroom caterpillars transform into live butterflies. Within this unit of instruction, classroom teachers combined learning targets from the science curriculum with additional learning targets from the reading and writing curriculum. Some of this learning was carried over into library/technology time, when the students were with Mrs. Littlefield. Students utilized specific art techniques and mediums to complete a four-part mobile in Mrs. Chiasson's art class to reinforce what they learned. Kindergarteners demonstrated physical education skills with Mr. Fortier as they participated in a butterfly migration movement activity. Multi-disciplinary experiences, like this one, allow students to develop a deeper understanding of content knowledge and skills because these concepts are reinforced through multiple modalities across several educational settings. Additional multi-disciplinary experiences were developed and implemented for other grade levels at Narragansett this year. We plan to expand this approach in future years.

MAKING LEARNING RELEVANT: Our art, library and music teachers collaborated with one another to develop an integrated instructional unit focused on the beautiful murals we have in our main lobby area. Mrs. Littlefield read some of the children's books, illustrated by Dahlov Ipcar, to students during library time. Students created works of art, with Mrs. Chiasson, inspired by the murals themselves. Mrs. Stewart taught students to sing some of the artist's favorite folk songs. These songs were performed in a school-wide assembly that honored the artist's contributions to our school on what would have been 100th birthday.

CLASSROOM BUDDIES: Each of our classrooms is paired with another classroom at a different grade level. These "Buddy Classrooms" get together on a regular basis to share their learning, complete projects, participate in seasonal activities, and celebrate school-wide activities (i.e. Read Across America Day). Our younger "buddies" look up to their older buddies and find comfort in knowing that they have a special friend that will look out for them during lunch and/or recess. Our older buddies get regular opportunities to demonstrate leadership skills and real responsibility. On Read Across America Day, many of our Buddy Classrooms came together to celebrate the joy of getting lost in a good book.

CIVIL RIGHTS TEAM: Narragansett School started a Civil Rights Team this year. Staff member, Carlie Marsters, partnered with Jen Whitehead (parent) to lead this important work with students in grades 3-5. The team's focus was to engage the school community in thinking and talking about issues related to race and skin color, national origin and ancestry, religion, disabilities, gender, and sexual orientation in an age-appropriate manner.

The Narragansett Civil Rights Team has been working hard on trying to stomp out gender stereotypes at our school and in our community. The team has developed an [informational video](#) that is being shared

across all Narragansett classrooms. Team members also visited classrooms, in small groups, to teach mini-lessons on this important topic. The team ended to year working with the GHS Civil Rights Team.

JUNIOR ACHIEVEMENT: The second grade team partnered with Donna Stephen to bring Junior Achievement to Narragansett. The second grade classes welcomed Donna into their classrooms to learn about what a community is, how to contribute to your community's success, and the benefits of being a good citizen. They engaged in hands on activities to learn a variety of careers within a community and the specific skills required for that career. The children also voted on important community decisions and role played careers within a community. This curriculum tied in nicely with our code of conduct, social studies curriculum and encouraged students to think about their futures.

BACKPACK PROGRAM: The Gorham Schools were excited to launch our new BackPack Program. Healthy snacks and staple meals were being sent home with select students (in their backpacks) each Friday to help combat food insecurities. Special thanks goes to Jennifer Baker, Heather Whitaker and Thom Courtney for bringing this program to Gorham.

STAFF PROFESSIONAL DEVELOPMENT:

The overall purpose of professional development across the Gorham School Department for the current year was be to work together to improve our instructional practices, with an emphasis on understanding how to create and implement a variety of high quality formative and summative assessments with the single focus on creating student-centered classrooms.

- **Book Study / Google Classroom:** Last year, we tried a new model of professional development at the building level, which combined a more traditional book study with an on-line learning environment. *Google Classroom* has allowed our teachers the opportunity to share their ideas and experiences in a way that has positively impacted their teaching practice and student learning. We continued using this model of professional development this year as part of our Comprehensive Plan.

We wrapped up one book study, on questioning and discussion techniques, and began another: *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College*, by Doug Lemov. This book was chosen to support the Narragansett Comprehensive Plan as well as the district's mission and vision.

- **Professional Learning Communities:** Every staff member was part of a Professional Learning Community, "an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators" (*Learning by Doing*, Richard and Rebecca DuFour). Each PLC team developed a specific and measurable goal that guided their professional learning for the year. These groups met once each month, in the morning, before students arrived for school.
- **Grade Span Meetings:** Grade-span meetings were added to our overall professional development plans for the year. These meetings occurred once every two months and allow teachers, within the K-1, 2-3 and 4-5 grade spans, to come together for a common purpose. Having teachers at adjacent

grade levels work together on a regular basis was an effective way to ensure better continuity of curriculum and expectations with the school as a whole.

- **Staff Meetings:** Our staff came together once each month to discuss and address school-improvement initiatives. This included the implementation of our comprehensive plan, and other work related to our PBL system.
- **Early Release Days:** Beginning in December, we offered our K-5 teaching staff some differentiated professional development opportunities. Our building administrators facilitated book study sessions, over a three month period of time, focusing on assessment practices as it relates to our PBL system. The art, music and PE departments also worked on common assessments and scoring criteria/rubrics.
- **Math Professional Development:** Greg Tang, nationally renowned math education expert, spent the day in Gorham in April. He provided a professional development session for our K-5 teachers in the afternoon and met with Gorham parents in the evening. We were also lucky enough to have Mr. Tang visit Narragansett School in the morning of this same day to work with our second graders. He got our students excited about math while improving their math fluency skills.
- **Technology Training:** This year, teachers were trained or refined their skills on several new, or relatively new, technology tools.
 - **Star 360:** During a day-long workshop, teachers had the opportunity to learn more about this new assessment tool that the district is using to monitor the progress of students over time. Staff took time to download student performance reports, analyze those reports and work with grade level colleagues to determine how best to meet the needs of all students.
 - **JumpRope:** This standards-based electronic grade book is used to record student performance over time for each learning target in all content areas.
 - **Frontline / My Learning Plan:** This is a professional growth management software system. Each staff member has used this new platform to complete a self-assessment, to develop annual goals for professional growth, and to upload artifacts that demonstrate professional learning.
 - **Website Development:** Narragansett staff had the opportunity to take part in a variety of optional professional development sessions designed to increase the effective use of technology within instruction. These sessions will take place from January through June.

STUDENT GROWTH / PBL: Teachers focused on student growth measures this year as part of their evaluation cycle.

COMMUNITY CONNECTIONS:

- **Volunteers:** We are extremely fortunate at Narragansett School to have a broad base of regular volunteers – 125 this year! These volunteers perform a variety of tasks that are of great benefit to our students and staff. Some volunteers assist students in the classroom during independent work time or center activities. Other volunteers work with individual students on the mastery of basic literacy and/or math skills. Volunteers also read with small groups of students, with a focus on comprehension. Our school is so appreciative to have this ongoing support and partnership with our community members.
- **Community Connections:** School Resource Officer, Mike Coffin, has been helping our students make meaningful connections to our community. Officer Coffin visited each of our classrooms this year to read a book, share his role in the community, answer questions and discuss important student issues: cyber bullying, peer pressure, decision-making, etc.

Our kindergarten classes learned about rocketry from Dr. Brockman, another member of our Gorham community. Narragansett School welcomed Andrea Paul, Hannaford Dietician, to speak at a school-wide assembly about the 5210 Initiative in order to help launch our “Fresh Fridays” campaign.

KIDS KLUBS: Eighty children at Narragansett School enjoyed attending our latest round of morning Kids Klubs! It was great to hear the children's laughter and excitement each Tuesday morning. We are all looking forward to next year's sessions.

5. Current Challenges (this is where you would like areas of identified challenges from your school/program . . . maybe its facilities, maybe it is money, lack of programs, shifting student populations, etc.):

GROWING SOCIAL / EMOTIONAL AND BEHAVIORAL NEEDS: We have had 15 students benefit from services in our new Alternative Planning Program. Several of these students, at the K-1 level, have needed a significant amount of support during recess periods, which has put a strain on our limited staffing resources.

INSTRUCTIONAL SPACE: This year, we have maximized the available instructional spaces within the building. Beginning in 2018-2019, we will be faced with identifying some ways to effectively address our spacing needs as a result of steadily increasing enrollment.

GROWING FLS PROGRAM: Narragansett houses the district K-5 Functional Life Skills Program. We have seen a steady increase in enrollment in this program. We will be beginning the year at maximum student enrollment for this one classroom. We will also be challenged by the number of staff members needed to support this program: 1 teacher, 7 educational technicians and 1 private nurse.

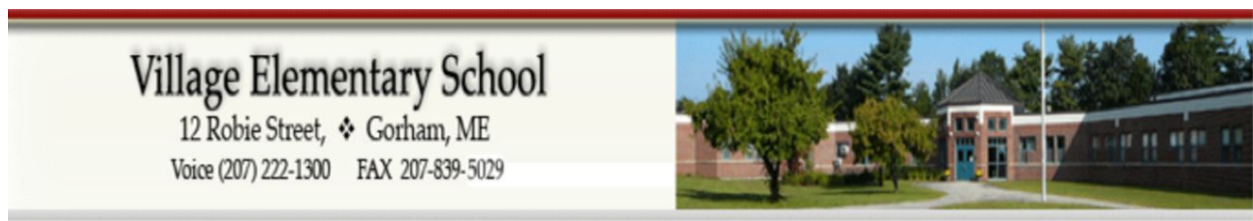
6. Next steps to address Challenges (this is where you would outline a few ideas that you are thinking of to address the challenges identified earlier moving forward):

GROWING SOCIAL / EMOTIONAL AND BEHAVIORAL NEEDS:

- **Second Step Curriculum:** We will continue to use *Second Step*, a social skills program, within all of our K-2 classes next year. This is a program that has been purchased district-wide to actively teach pro-social skills and expected behaviors. We are also looking for ways to support our youngest students during recess periods.
- **K-2 Teaching Guidance Counselor:** We will continue to offer a 5th special to our K-2 students next year to specifically address the growing social / emotional needs of our K-2 learners. A teaching Guidance Counselor will be teaching 45-minute classes to each of our classroom communities. This work will reinforce what classroom teachers will be doing throughout the week, as both will be utilizing the various components of the *Second Step* curriculum.
- **Alternative Planning Options:** As we look ahead to our third year with Alternative Planning at the K-5 level, we are exploring additional ways to increase student engagement and ownership within their school. Our current thinking is leading up in two directions: special projects and leadership opportunities.

INSTRUCTIONAL SPACE: We will be faced with identifying some ways to effectively address our spacing needs as a result of steadily increasing enrollment. These possible solutions will need to be considered in preparation for the FY19 budget development process in Dec. 2018. Recommendations from the Reconfiguration Study Committee and School Committee may yield a possible solution to this problem in preparation for the FY19 budget.

GROWING FLS PROGRAM: We will work closely with the special education department to make decisions about the future of this program. Again, some decisions will need to be made by Dec. 2018 in preparation for the FY19 budget development process.



Village Elementary School

- Brian Porter, Principal

- Cheryl Fotter, Assistant Principal

Overview Information:

Grade Level	Number of Classrooms	2017-18 Enrollment	Free & Reduced Lunch Numbers	Special Education Numbers	RTI Numbers*
Kindergarten	4	67	11 / 16%	9 / 13%	22 / 33%
Grade 1	3	59	7 / 12%	12 / 20%	21 / 36%
Grade 2	4	72	16 / 22%	10 / 14%	36 / 50%
Grade 3	5	91	19 / 19%	17 / 19%	30 / 33%
Grade 4	4	77	13 / 17%	15 / 19%	17 / 22%
Grade 5	3	66	10 / 15%	7 / 11%	14 / 21%
Totals:	23	432	76 / 18%	70 / 16%	140 / 32%

*Some students are counted in both RTI/Spec ed

Students / Demographics:

- 432 Students Enrolled (K-5)
- Free and Reduced Lunch Rates as noted above.
- District (K-5) Behavioral Support Program is housed at Village School which currently includes 12 students
- Students in Special Education: 70 Students or 16%
- Below is a table noting Students involved with Gifted & Talented programming through our SAIL Program:
 - Village School SAIL Program Data- SY 2017-2018

Grade Level	Academic Plans	VPAMonitor	Academic Monitor
K	-	1	-
1	-	1	-
2	-	2	3
3	*	-	28
4	15	2	1

5	10	4	4
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*May RTI meetings will identify grade 3 students requiring learning plans for SY18-19. Those recommended students will be moved from Academic Monitor to Academic Plans.

- Students involved in Student Leadership through Village School Ambassadors Program:
 - 5th grade ambassadors: 35
 - 4th grade ambassadors (in training): 30
- Flexible Teaming Models are in place at various grade levels

Staff:

- 65 Staff Members (2 Administrators, 1 Administrative Assistant/1 School Secretary, 46 Professional Staff (including itinerant), 12 Ed Techs, Village School Nutrition Program, Maintenance, and Custodial Personnel)
- 12 Members on the Village School Leadership Team (Admin, Teachers & Educational Technicians)
- District Committee Staff Participants
- District and School Wide Professional Development Focal Points for our work this year:

Curriculum and Assessment

- Proficiency-Based Learning, including Jump Rope and Assessments
- K-12 Curriculum Coordination
- Formative and Summative Assessment Understandings and Implementation

Instruction

- Instructional Delivery Models – Vertical Teaming and Cross Team Grouping for Math & Reading
- Administrator and Educator Effectiveness Systems (Professional Evaluation / Professional Growth) through OASYS
- Data Analysis through PLC's
- Focus on Student Centered Classrooms

Affective

- School Culture
- Deepening of RTI Socio-Emotional Supports

Programming

- K-5 Alternative Education
- Kindergarten JumpStart Programming during the first 5 weeks of school for most at risk learners
- [Village School Monthly Staff Meeting Links 2017-18](#)
- The Village School Leadership Team continues to work together to facilitate the professional development at our school. Weekly meetings of grade level professional learning communities allow teams to focus on student work and performance data in order to inform optimal programming and instructional decisions. Teams have also set individual Grade Level Team SMART goals.

Within our Leadership Team work, we continue to discuss school level programming, activities, events and needs. Articles & discussions in leadership afford reflective conversations to assist team members professional growth.

Students:

- Village School Alternative Programming as part of our RTI System: Focus on strengthening and academic offerings
- RTI Ongoing Data Monitoring / PLP Reviews / GT Reviews
- STAR 360 Assessments for K-5 Students (Fall/Winter/Spring) / eMPowerME Testing in Spring
- Making Meaning Full Implementation for Grades 3-5
- Being a Writer Full Implementation for Grades K-5
- 2nd Steps Community Building Program Full Implementation in K-2
- Development and integration of “5th Special” Offerings: K-2 Social Skills / 3-5 Technology
- We are working under the goals and objectives as defined in our new 2017-19 *Village School Comprehensive Plan, aligned with the new District Vision and Statement of Beliefs*: [Village School CSP 2017-19](#)

Volunteers:

- 250 Active Parent / Community Volunteers

General Information Regarding Village School:

Village School has a rich history as one of the key schools within the “Village” of Gorham. In November 2013, Village School celebrated its 50th Birthday as an elementary school within the town of Gorham and hosted a gathering, bringing together past administrators, colleagues, parents and community members. Over the past 54 years, Village School has been host to students in various grade level configurations. For a majority of this time, it has served as an intermediate elementary school – primarily for grades 4-6, and 3-5, welcoming students from the former Narragansett and White Rock Primary Schools. Beginning in Fall 2011, Village School became one of three K-5 elementary schools in Gorham.

Currently, Village School serves 432 children and accommodates 23 classrooms in Grades K-5. It is diverse in terms of ethnicity, as evidenced by our growing English Language Learner population, and children come from a wide range of socio-economic backgrounds.

Village School provides a wide spectrum of special education and regular education support services. These range from regular education Math and Literacy Lab supports to Special Education Resource Room supports that work with children in their regular classroom activities, as well as taking them out for small group work when/if necessary. As one of the three K-5 elementary schools in Gorham, Village School houses the Behavioral Support Program for those students whose handicapping condition is manifested

behaviorally. The goal of this program is to teach students, for whom self-regulation is very challenging, the skills to interact positively in their school environment so as to fully access their education. Maximizing time in the classroom is key to this program, but pullout is available if needed. Additionally, Village School has an Instructional Strategist to assist in consultation work with staff through our *Response to Intervention (RTI)* Process. As part of this, we have recently implemented Alternative Programming Instruction, for those students in regular education who are in need of “alternative” affective and academic supports to help them be successful throughout their school day.

Village School has a wide range of staff members to attend to our children’s academic and affective needs. A team of teachers in the “Creative Arts” services all students at Village School. This team consists of Physical Education, Art, Music, and Library-Media. We have a strong team of educational technicians that work within special education and regular education capacities. Regular education ed techs work with students who do not qualify for special education services, but are in need of remedial support in Reading and / or Mathematics through a Learning Lab environment. Additional in-school support services include our school counselor, social worker, occupational therapist, physical therapist, and speech-language clinician. We are fortunate to have a Literacy Specialist and Math Lead Teacher who oversee Literacy and Math Support Services at our school. Gifted and Talented services are delivered through a “tiered approach” in programming options.

Additionally, other supports provide for students during the school day. We have a full-service breakfast and lunch program. Village School is fortunate to have an active parent volunteer program. It is also a USM ETEP site (Extended Teacher Education Program) as well as working with interns from St. Joseph College. Our district is part of regional school improvement efforts, the Sebago Education Alliance and the Southern Maine Partnership. At Village School we have an on-site school resource officer from our local police department who works with students in a variety of ways. Extra-curricular activities include band at 5th grade, access to the Gorham Grades 3-5 Musical and Chorus, Village School Ambassadors, the Village School Store, and our Kids’ Clubs Before School Exploratory Program.

All in all, Village School is diverse in our composition and programs. There are 65 adults who service our students. Of our 23 classroom teachers, about half have 2--10 years experience, and the other half are veterans with more than 10 years experience. Continued and ongoing focus on school climate and culture, adult professional development and communication is vitally important to us in order for our school to stay high-functioning and maintain our positive, engaging learning environment; therefore, we are forever attending to ways to keep people talking and learning together. Ed techs meet as a team once a month, and are afforded additional professional development opportunities and supports in between these meetings that are more specific to their job assignments. Special Parent Information Events and Connection Meetings, as well as student-based activities keep our parent community in the loop of our educational practices, and provide a place for their input as well. Student-led, parent-student-teacher conferences occur twice a year at Village School.

Teachers attend one or two staff meetings monthly (dedicated to professional development work) and meet weekly as Grade Level Professional Learning Communities and Creative Arts / Special Education Teams. In addition to these meeting times, there are four full district in-service days and eight early-release days for district / school-specific professional development work, as well as conference times. These times are supplemented by ad hoc workshops (topics are teacher generated) and less formal monthly inquiry group discussions (topics also teacher generated). Certainly, there are many opportunities for adults in our school to convene, but quality, connectedness and authenticity are a constant focus to truly maximize this time. It is our belief that this adult time fosters discovery, exploration, and reflection that translate into rich, equitable learning experiences for our children.

We are very proud of the welcoming tone of Village School. As exemplified in the physical spaces of our reception area(s), bulletin boards, and common areas, we pride ourselves in creating a positive and inviting learning environment.

[Village School Brochure 2017-18](#)

Let's Brag! Recent Accomplishments:

Programmatic:

- ***The Pineapple Board - enjoying the process of teaching and learning from one another!*** Village School is offering a new Professional Development Framework: 5th Grade Team Member, Beth Kellogg has introduced this idea to staff. The Pineapple Chart is a system that allows teachers to invite one another into their classrooms for informal observation. The chart is set up in some location where teachers go on a daily basis; on the chart, teachers “advertise” the interesting things they are doing in their classrooms, activities they think others might want to observe. The chart represents one week of school. When a teacher sees something on the chart she (or he) is interested in, she goes to that classroom at the designated time, sits down in an out-of-the-way spot, and watches. The key word here is informal, and it’s the best way for teachers to learn lots of skills and techniques just when they need them. We are excited about this new opportunity for staff to learn from each other and grow professionally.
- ***Greg Tang Presentation - April 4, 2018:*** Gorham Schools hosted Greg Tang, Mathematician, for a special staff presentation to K-5 folks during our Early Release Day on April 4, 2018. Focus areas included the basic premise that visual models helps to understand the deeper conceptual frameworks inherent in understanding math.
- ***Westbrook-Gorham Rotary Group Reading Assistance Program:*** A new volunteer

program continued this year with a Literacy Support Project through the Westbrook-Gorham Rotary Group. This program involves 6-8 volunteers who work with a small group of students over time, focusing on literacy skills and relationship building. The Rotarians work with students once per week for an hour, practicing oral reading fluency as a Tier 1 RTI Intervention. Special thanks are offered to Jacquie Lortie, Village School Literacy Specialist, and Kate Wight, President of the Westbrook-Gorham Rotary Group, both of whom are facilitating this endeavor to benefit our students.

- ***Village School Resource Officer Lessons:*** Mike Coffin, Village School Resource Officer, visited classrooms again this year every Monday. One of his roles has been to interact with students in the classroom and general areas of the school building, to promote the profession of a police officer and be a positive role model. Increase the visibility and accessibility of police to the school community. Additionally, he read to our students in Grades K-3, and worked more directly with our students in Grades 4 & 5 with a four-week decision-making and awareness lessons that helps to assist in developing skills in the areas of peer interactions, technology, and managing transitions. The lessons he taught help students recognize and deal with the pressures that they may experience in the areas of bullying, different types of harassment, and Internet safety. A follow-up staff and student survey will provide feedback to be considered by the K-5 Administrative Team as we look to revise and solidify our SRO program supports within the K-5 schools. Joining Mike for some of these presentations has been Grades 4-8 Substance Abuse Counselor, Brooke Proulx, who has been co-teaching on substance abuse and prevention. His presence is an intrinsic part of our Village School Community.
- ***K-5 Village School Alternative Education Programming:*** We continue to be excited about our expanding options for our Alternative Education Programming at Village. In addition to addressing a myriad of special student support needs such as social skills groups, interventions and individualized alternative behavior management assists, our focus has been on expanding academic programming options to include the following: REDY Walk / alternative Creative Arts specials (Music / Art / etc.), Community Art Enrichment, book groups, K-12 partnered community project groups (e.g. Tulip Planting, etc.), STEM projects, and local business outreach (Carter's Automotive, Bridge Building, etc.). This level of programming builds upon children's strengths, improves attendance and behavior, affords community outreach opportunities and enhances personal responsibilities.
 - **Village School Alternative Education Programming Notes:**
 - [Village School Alternative Education Visioning Conversations 2017-18](#)
 - [Village School Alternative Programming Options 2017-18](#)
 - **Village School Alternative Education Photo Album 2017-18:** [VIEW ALBUM](#)

Students:

- ***Village School Confetti Parties:*** Many times, a special celebration occurs in the

Village School Office when a child is recognized for a particular achievement - such as improving attendance, graduating from a specialized programming support, having many good days in a row, or a myriad of other occasions. This recognition comes in the form of an "Office Confetti Party," wherein office staff and anyone around will gather quickly to hear the child's accomplishment, let him or her ring the bell, and get rained upon with confetti to celebrate their good work! It has become an established practice at Village School, and motivates students to be their best.

- ***Village School Ambassadors:*** The Village School Student Leadership Team is comprised of 65 4th & 5th grade students who have expressed an interest in:
 - School and Community Service
 - Encouraging School Pride
 - Setting a Good Example
 - Building Communication and Leadership Skills

These students have worked under the guidance of our School Counselor, Becky Hayward. Over the course of the school year our student leaders have helped younger students with academic and social development, assisted younger students in the cafeteria and on the playground, assisted students during arrival, monitored the halls and bus lines during dismissal, planned school spirit days, organized food drives within the community, and served in various mentorship roles within the Village School Community.

- ***Village Tech Group:*** Mrs. Gauley started a small tech group, wherein participants learn about innovative technology practices and then are able to act as consultants and advisors to other Village School students and staff members. They are learning about things such as: how-to-do animation, coding, use of green screen graphics and google draw. The first thing they learned was how to create and edit self portraits into backgrounds. The second thing was how to use animation in technology presentations. This group meets on a weekly basis and is an exciting way for students and adults to work together, fostering our technology literacy.
- ***Girls on the Run:*** Girls on the Run at Village School meets 2 days a week to practice strategies that help them in their lives, and run together. At the end of their season, they celebrate by having a 5k. One of the strategies they practice is how to include others. This is why they raised money last year for a buddy bench for their community service project. The buddy bench is near the playground, and is for kids who don't have anybody to play with at recess. If someone does not have anyone to play with, they can sit on the bench and other kids can invite them to play. That way, everyone is included in recess fun. Girls on the Run continues to be a growing and most influential program offering for students at Village School.
- ***Village School Olympics Day - February 15, 2018:*** Brian Penley, Village School Student Wellness Coordinator, worked with staff to complete our Village School Olympic Day. This was a special day whereby all classes united as a country of their

choice to learn more about it, and participate throughout the day in a series of fun activities. There was an "opening ceremonies" at 9:05-9:25 a.m. followed by a myriad of engaging events in classrooms that engaged students and staff members throughout the day. Volunteers were on hand to assist at every event station. It was a fun day for students, without the stress of any prep for teachers or other staff.

- ***K-5 Music Instruction and Spring Concerts:*** Throughout the spring, our K-5 students performed for their families during evening performances held at the Gorham Middle School Auditorium. Each grade level had the opportunity to shine on stage, singing several songs they have been rehearsing in music class each week. Our music teacher, Ms. Jennifer Precopio, incorporates movement and dance into her instruction on a regular basis. Therefore, many of the songs featured hand and body movements.
- ***Read Across America*** at Village School took place from February 26 - March 2, 2018. Assistant Principal, Cheryl Fotter, met with parents in our PIE meeting to discuss ways they may support this effort. Parents came in the Sunday that ended vacation week to paper doors in preparation for our Door Decorating Celebration. Teachers swapped students to read to different classes. Each day, we read a Dr. Seuss Book portion and used as a dress up theme for spirit week. Village School held a special DEAR (Drop Everything and Read) time on Friday and guest speakers came to read to classes. It was a very exciting time to celebrate reading at Village School!
- ***Monte Selby - Visiting Singer / Songwriter - March 28, 2018:*** Village School is so fortunate to have welcomed Monte Selby on March 28th for two assemblies: Grades K-2 from 9:15-10:00 a.m. and Grades 3-5 from 10:15-11:15 a.m. Dr. Monte Selby is a Grammy Award winning songwriter, recording artist, educator, author, and speaker. Known as "education's songwriter", Monte has written and performed hundreds of songs with over 36,000 students around the world. Village School is pleased to have offered a day with Monte Selby to share songs and workshop sessions for classes around mindfulness. This special offering was coordinated and funded by the Village School PIE group. It was an amazing time for all students and staff!!
- ***Music in Our Schools Month - Village Visitation - March 20, 2018:*** Each March for the past eight years the GHS Choirs have embarked on a tour of the Gorham Schools. This day commemorates national Music In Our Schools Month and serves as an opportunity for us to give the younger students of Gorham an opportunity to see what lies ahead. To honor this, Village School hosted Matt Murray and GHS Choral groups in a 30 minute performance for interested students and staff. Our special thanks and appreciation is offered to Matt and GHS students for an inspiring presentation!
- ***Odyssey of the Mind Gifted and Talented Competitions:***

- o After months of preparing, 13 Village students competed in the Regional competition for Odyssey of the Mind on March 17, 2018. Please congratulate the following students for their participation and hard work on their theatrical problem – Addison Rush, Stephen Richards, Jack Cyr, Bennett Deveau, Lily Beardsley, and Sam Merrow. Congratulations also go to Libby Springer, Natalie Miner, Evelyn Rush, Ellery Herrick, Ella Goff, Winnie Dubail, and Lucy Dubail. These students earned first place for their division’s classical problem and will compete in the State Finals in April.
 - o Additionally, five students from Village School performed at the Odyssey of the Mind Tournament for Primary teams in Auburn on Saturday, March 24, 2018. After months of planning, script writing and practice, these K-2 students entertained the crowd with their wonderful skit and impressed judges with their spontaneous problem solving! Congratulations to Emma Howe, Aidan Beardsley, Nara Holland, Tucker Curtis, and Sawyer Wheaton. Great Job!!
 - o On Saturday, April 7, 2018, Village School students competed in the State Tournament for Odyssey of the Mind in Biddeford. Congratulations to Libby Springer, Natalie Miner, Evelyn Rush, Ellery Herrick, Ella Goff, Winnie Dubail, and Lucy Dubail. These students earned second place for their creative solution to the Classics problem in their division... and an invitation to attend World Finals in May!
 - o Congratulations are offered to these Village students for their hard work and for representing our school so well at Regionals. We are proud of all of you!
- ***Lynne Plourde, Author Visit - May 3 & 4, 2018:*** Visiting Author, Lynne Plourde came to Village School for two days in the beginning of May! We got a GEF grant to cover this awesome event. She was able to do a whole school assembly and then smaller sessions with each grade level, plus a book signing! It was a wonderful opportunity for our students!
 - ***Celebration of Creativity Exhibition - May 9, 2018:*** Mrs. McColl, Alternative Program Planning Facilitator, would like to offer the following eight students that have expressed interest to attend the Celebration of Creativity exhibition on May 9th at Gorham Middle School. Many of the students may be unable to attend after school. Therefore, Mrs. McColl has organized a field trip for the eight students to attend during the school day with the appropriate approval from Administration and additional adults that will be accompanying the students. This is exciting because the exhibit includes artwork from Elementary, Middle and High School students as well as artwork from the Alternative Education Community Art classroom. Allowing Alt Ed students the opportunity to see their work within an art exhibit as well as the opportunity to see others work and where art and more may take them. The list of students are: Dominic P (Landry), Hazen R (Downing / Richards), Arwen B. (Stuart), Brodie B. (Reynolds), Levi W (Reynolds), Ashleigh H (Kellogg), Madisson W (St. Amand / Meggison), and Amanda M (St. Amand / Meggison). We look forward to their time at this important exhibition!

Community Service:

- ***Jump Rope for Heart Fundraiser:*** In March, Village School students participated in the American Heart Association's Jump Rope for Heart fundraiser. Students from all three elementary schools raised \$14,663 for the American Heart Association, of which Village School's share was \$4470. Half of the proceeds are donated to the AHA, with the other half of the funds raised supporting the upcoming K-5 Field Days and programmatic needs at each school.
- ***"Socktober" - Gorham Elementary Students Helping:*** Village School joined forces with Narragansett and Great Falls Schools this October to donate socks to the homeless in the state of Maine. Students brought in NEW socks to school between October 10th- October 20th in order to help the following organizations with our donations of socks: Maine Homeless Veterans Association, We Care Maine, Waldo County Clothing Shed, and the Portland Boys and Girls Clubs.
- ***Penny Drive for Hurricane Victims:*** Our very compassionate Village School Students have done an amazing job donating money to our Hurricane Relief Fund! We are so proud of them all. Our three week drive ended on Sept. 29th and Village School students were able to donate over \$400 to this effort.
- ***Bridge Building Project for Village School in conjunction with Great Falls Builders - 2017-18:*** Great Falls Builders has teamed with Village School 5th Graders to work through a design project with the end goal of developing and choosing a final model for the new bridge that will connect Village School to the new Station Square construction project near the Gorham Post Office. Great Falls Construction staff members came to work with the group. They taught the group all the steps involved in the real life projects Great Falls Construction does, including safety rules, town rules, and how to get permits. The group also did a Mystery Science lesson to explore different styles of bridges and how bridges get support. Students tested paper bridges to see which designs held the most weight. They learned that you need support from the bottom, which could be an arch or an A shape, and support on the sides. Sometimes bridges have a truss, which is an X shape, that creates support, but doesn't weigh too much. The next step was to work with Val from Great Falls Construction, who informed the students about drawing bridge designs with three different views- front view, side view, and top view. These views show how the bridge will look from all angles. Finally, the group worked on drawing different plans for our designs for the bridge. All students collaborated to come up with three different designs that combined parts of everyone's plans. They also created scaled wooden models so that kids at Village School can vote on which they think is the best model. Village School students are now in the process of voting for the model they like the best. After the voting, the 5th graders are going to submit their design to Great Falls Construction. If it follows all of the protocols, it will get accepted and we can start working on the real bridge.
[Bridge Building Project](#)

- **Yellow Tulip Project** -Gorham High School Alternative Education partnered with Village School Alt Ed. in the planting of hope. Mrs. McColl chose six Village School students representing each grade to work with GHS students on Tuesday, November 7th. Upon arrival to Village, Ms. Denick (GHS Alt. Ed educator) facilitated introductions and gave instructions. Gorham High students brought approximately 40 yellow tulip bulbs to plant around the Village School flagpole. One Village student partnered with one GHS student in choosing a spot, digging a hole and placing a bulb in the soil. When all tulips were planted Ms. Denick requested all to gathered in a circle to share one word that described how this project made them feel. Some of the words shared by students were dirty, fun, exciting, and surprising. The Village school student representing kindergarten made the comment that he would look every day during the spring for yellow tulips.
- **King Arthur's Bread:** On Thursday, December 7th, our 4th and 5th graders learned to make bread from scratch. They discovered that math, science, reading, and baking know-how add up to delicious bread! Our students are excited to take ingredients and their new skills home to bake two loaves; one to keep and enjoy and one to donate to the Gorham Food Pantry.
- **Backpack Program:** We are continually accepting new enrollees into the Backpack Program for families experiencing food insecurity. This may be in the form of short-term support for families experiencing a challenging circumstance or extended support for the school year for those families in chronic need of food support. Food bags are delivered each week for the student to take home prior to the weekend. [Backpack Program Info](#)
- **Girl Scout Troop Donation:** Mrs. Proulx's Girl Scout Troop from Ms. West's class have decided to purchase playground items (jump ropes, kick balls, footballs, hula hoops, chalk, and basketballs) to all our local elementary schools. These were delivered to Village School this past week. A special note of thanks is offered to Brooke Proulx and the following girl scouts: Sophia Proulx, Abigail McCrillis, Allison Merrow, Fiona Lane and Althea Webber.
- **Village School Season of Giving:** Thursday, December 21st, Village School recognized the work of our extended Season of Giving (November 2017 through February 2018) with an assembly. A group of students from Kindergarten and 1st Grade talked about making cards for our seniors to enjoy as they receive their meals from Meals on Wheels, which occurred during late November into December. 2nd and 3rd grade students will collect items for the Animal Refuge League in January. A member of the Westbrook Shelter came to speak with our students about the importance of their giving to the health and well being of animals in their care. During January and February, Village School 4th and 5th grades are starting their project as part of our school-wide kindness campaign. Their project is based on kindness and gratitude. The theme for Happy Healthy Gorham in February is

Growing Gratitude. As they note, “The word grateful to us means being thankful for what you have, appreciating what you have, and not being greedy. We will collect items as a school for Preble Street Shelter in Portland, Maine. Preble Street provides services to people experiencing homelessness, hunger, and poverty.” The shelter offers meals, clean clothes, showers, a place to stay, and healthcare, among many other services. It also helps people when they need it and also helps them find longer term solutions to homelessness and hunger. Thank you for supporting our local community!

Activities:

- ***Village School Harvest Run:*** Village School was pleased to host our third annual family fun run to celebrate moving as a family, as well as raising money for our field trips. Our Harvest Run was held on October 1st 4-5:30. Pre-run warm Up by our very own Dawn Stevens and some Girls On the Run participants helped everyone get in the spirit of the race. Over 150 people participated in this wonderful 5K family event, complete with games, music and fun! Thanks to all who participated.
- ***Bingo Night - January 18, 2018:*** A HUGE thank you to all of the staff that helped make this BINGO Night a HUGE success! We had a packed house! A big “Shout Out” to Meg O’Neil and Brian Penley for calling out our numbers, Jan Galloway and Cindy Blake for keeping track of the numbers on the white boards, Donna Landry and Brandon Poulin for checking Bingo cards with me...and to Alison Penley and Rebecca West for attending with their kids. This was such a fun and well attended event...much bigger than last year.
- ***Village School Movie Night - February 9, 2018:*** Families and staff members came to “Chill Out” at Village School for Movie Night last week. We showed a “throwback” movie called Ice Age! Families enjoyed a picnic dinner, light concessions and overall a relaxing, enjoyable time with our students to round out a busy week. Overall, it was a great turnout for this Village School Community Event!
- ***Greg Tang Parent Presentation:*** Greg held a parent workshop for K-8 Parents at GMS from 6:30-7:45 p.m. on April 4, 2018. “In just one hour, Greg makes sense of new and unfamiliar teaching methods by focusing on three important aspects of effective math instruction: visualization, reasoning and number sense. Parents come away with an instant appreciation of visual models, number bonds, and the work our teachers are doing, and in a stunning turnaround, even the most vocal critics become supportive and enthusiastic about learning more. Greg’s parent workshops are some of the most important work he does.”

Current Opportunities and Overall Strengths of Village School :



- Positive school culture and climate throughout all levels of our school community
- Strong teacher collaboration through PLC's – focus on teaching and learning / use of formative and summative assessments to inform instruction; common planning times for teams a priority
- Systematic and purposeful framework of professional development with staff during our 7 years together:
 - Year 1 Focus: Culture Building – creating a brand new K-5 school
 - Year 2 Focus: Transformation – moving from concepts of change to transformation
 - Year 3 Focus: Strengthening Relationships – creating a deeper capacity to work together
 - Year 4 Focus: Mindset – transforming our mindsets toward growth
 - Year 5 & 6 Focus: Executive Functioning in Adolescents and Children – How We Think
 - Year 7 Focus: Classroom Questioning for Instruction and Assessment
- Strong sense of trust and collegiality within and among staff and administration – allows us to tackle the tough issues inherent in school culture building and new initiatives
- Cohesive Leadership Team that promotes shared leadership through purposeful coaching and professional development
- Shared behavior management framework that allows common language (123 Magic, 0-4 Levels, Code of Conduct)... common language is so important!
- Investment of staff that these are all of our children in our collective work together
- Maximizing student learning potential by movement through team flexible grouping
- Student monitoring and intervention supports:
 - RTI Grade Level Meetings
 - Social-Emotional Bi-weekly Check In Meetings
 - Alt Ed Programming Weekly Check In Meetings
 - Attendance Oversight Bi-weekly Check in Meetings
 - Instructional Strategist Weekly Check In Meetings
 - Wraparound Student Support Meetings as needed
 - Special Education IEP and Special Support Meetings
- Alt Ed Programming expansion to include more comprehensive options to meet social-emotional and academic needs:
 - Social Skills Groups
 - REDY Walk / Alternative Behavior Management Assists
 - Alternative Creative Arts Specials (Music / Art / etc.)
 - Community Art Enrichment

- Book Groups
- K-12 Partnered Community Project Groups (e.g. Tulip Planting, etc.)
- STEM Projects
- Local Business Outreach / Field Trips (Carter’s Automotive, Bridge Building, etc.)

Village School Leadership Team Professional Development:

- Professional Learning Community ongoing work and refinement
- Setting individual /Leadership Team Growth and Grade Level Team SMART goals
- Focused Professional Development: The Five Disciplines of PLC Leaders

Village School Staff Professional Development:

- **Current Curriculum and Assessment Tools for K-5:**
 - Reading Curriculum (Grades 3-5): Teachers in grades 3-5 have been using our new reading program, called *Making Meaning*. The program is designed to deepen teacher understanding of effective instruction in the area of reading comprehension and vocabulary development. The curriculum intentionally combines these academics with social and emotional learning to create an environment in which students learn to collaborate, agree and disagree respectfully, and take responsibility for their own learning. This connects beautifully to our Code of Conduct.
 - Being a Writer – This writing framework has been integrated into our K-5 classrooms over the last 4 years and is now in full Implementation for Grades K-5. It features a “Writers’ Workshop” model and has held great success in creating enthusiasm and skill attainment in our K-5 student populations.
 - Reading Curriculum (Grade 1 Implementation / Grade 2 Pilot): Several second grade teachers from across the district, including Village, have piloted a new reading program called *Becoming a Reader*. This follows a successful 1st Grade Pilot last year. *Becoming a Reader* aligns nicely with the Common Core Standards, our current 3-5 reading program and our K-5 writing program.
 - Social Skills Curriculum (K): Our Kindergarten teachers across the district implemented a new program designed to teach pro-social skills last year. This *Second Step* Program aligns nicely with our Code of Conduct and our writing program, *Being A Writer*. This program is now delivered through our K-5 School Counselors as a “5th Special Social Skills” Offering to all students in grades K - 2.
 - Mystery Science Lesson Materials (K-5): This online curriculum tool supports

the implementation of the Next Generation Science standards and Gorham's grade level performance indicators. Teachers have found that these lessons capture the interest and attention of all of our learners.

- o STAR 360 Reading and Math Progress Monitoring Tool: Our students (K-5) participated in the STAR 360 assessment several times this year. This assessment allows teachers to identify a current level of achievement for each student in the areas of reading and mathematics; and because this assessment is given three times each year, it also allows teachers to measure student growth over time.
- o JumpRope - This Proficiency Based Learning Student Progress Framework allows teachers an online organizational tool to document individual students' progress in meeting key standards, performance indicators and other skills in topical areas necessary to meet the Maine Learning Results. This tool also act as a reporting system for grades K-5 beginning this year.
- **District Professional Development Themes:**
 - o Curriculum and Assessment
 - Proficiency-Based Learning, including Jump Rope and Assessments
 - K-12 Curriculum Coordination
 - o Instruction
 - Instructional Delivery Models – Vertical Teaming and Cross Team Grouping for Math & Reading
 - Administrator and Educator Effectiveness Systems (Professional Evaluation / Professional Growth), including OASYS
 - o Ongoing work with Data Analysis through PLC's
 - o Focus on Student Centered Classrooms
 - o Affective Focus Areas:
 - School Culture
 - Deepening of RTI Socio-Emotional Supports
 - o Programming Focus Areas:
 - K-5 Alternative Education Programming Options
 - Kindergarten JumpStart Programming during the first 5 weeks of school for most at risk learners
- We are working under the goals and objectives as defined in our new 2016-2019 *Village School Comprehensive Plan, aligned with the new District Vision and Statement of Beliefs* [Village School CSP 2017-19](#)
- Proficiency Based Grade Level Teaming continues at Village School with several flexible grouping models in Math with 2nd, 3rd, and 4th Grade Teams

Current Challenges:



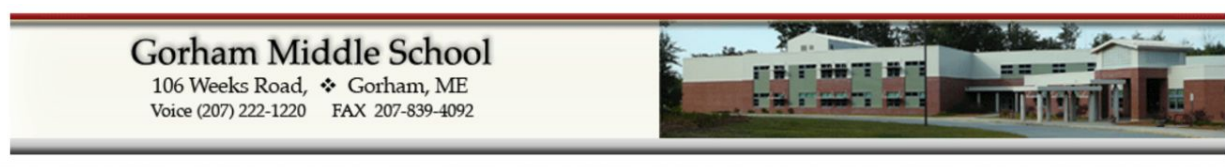
- Tightness of Schedules (core programming demands and support services – allows little flexibility and interruptions to learning time) / Time within the school day to incorporate all learning demands
- Scheduling necessary academic and affective supports within constraints of grade level schedule or existing flexible grouping models
- Professional development time for staff / management of JumpRope, OASYS, STAR360 and new areas
- Increasing student support demands in terms of meeting IEP / PLP / 504 plans
- Meeting the diversity and complex nature of increasing student social emotional and academic learning needs within the limitations of classroom settings.
- Professional Development around Social Emotional Supports and Trauma-based Needs
- Space needs for growing population and FY19 Projected Enrollments at Village School

Next steps to address Challenges:



- PLC structures solidly in place (5th year) / Greater focus on data and assessment work as it informs professional practice
- Professional development plans at the district and school level
 - Village School Professional Development Yearly Focus on Questioning
 - GSD K-5 Early Release Professional Development Options
 - GSD PBL Professional Development and Subject Area Teams
- PBL Action Plan Implementation, including JumpRope
- Proficiency Based Grade Level Teaming at Village School with several flexible grouping models

- Integration staff evaluation framework into our daily work... preceded by Fall Entry and Spring Reflective Conferences
- Strong Response to Intervention Framework in both academic and socio-emotional domains with 6-week review of all grade levels and Gifted & Talented, as well as trimester annual data screenings.
- K-5 Alternative Programming as expanding coverage and base from that of purely behavioral based intervention strategies to academic programming options at all grade levels
- Looking toward professional development in the areas of: Proactive Social-Emotional / Social Skills / Trauma
- 2 additional classrooms to address increasing enrollment as part of the FY19 Budget Package, as well as 2 additional portable classrooms to house current literacy and math lab classrooms.



Gorham Middle School

- Robert Riley, Principal

- Susie Hanley, Assistant Principal

Overview Information: (Enrollment info, F/R lunch info, other pertinent info you'd like to share to give a sense of your school/program)

As we approach the close of another school year, our enrollment is 674 students. This is a bit of a reduction from the previous school year when we had 686 students enrolled.

Below, I will highlight the Backpack Program we have at GMS. It is borne out by the fact that we have 21.8% of our students who benefit by the Free and reduced Lunch program. The percentages are just that, percentages, but what it actually represents is 147 of our students who have some sort of food insecurity in their household.

Let's Brag! Recent accomplishments: (try to stick within just this year please)

Our students made considerable gains in the technology of 3-D Printing. Thanks to several grants from the Perloff Foundation, we were able to acquire several good sized 3-D Printers. We have one printer in each grade level wing, as well as printers in designated areas around the school.

Several teachers use the devices to create models that they can use to demonstrate a part of their learning toward the grade level graduation standards. The students have been quite remarkable in their inventiveness and creativity with what they want to accomplish using the devices.

The most notable use was designing and creating a syphon pipe to be used on the fish tank that supports the Aquaponic closed loop system in a 7th grade science class. The students demonstrated a dogged determination and resilience as they struggled to draft and print a pipe that would work properly.

Our use of technology in helping our students prepare for their world, is second to none. All of our teachers employ the one-to-one opportunities very well, and almost with a 100 percent participation rate at the Modification and Redefinition stage of the SAMR Model(<http://www.schrockguide.net/samr.html>).

However, our students were also very active in the realm of the Social Emotional world they inhabit. Over the course of the school year our GMS Community Garden raised more than 1000 pounds of produce to be distributed to the Ecumenical Food Pantry of Gorham. The Student Council collected enough non-perishable foods to provide both Thanksgiving and Holiday meals for more than 40 families, as well as collect enough gifts for each child of these families so that they may experience a joyous holiday season.

Our staff also collected several accolades and accomplishments during the school year. Art teacher, Amy Cousins was selected by her peers as the Maine Middle Level Art Teacher of the Year for 2018. Several of our teachers were selected to present the work of their classrooms as national, regional and local workshops, up and down the East Coast.

The work of Heather Whitaker, Thom Courtney and Jenn Baker, as well as a host of volunteers organized by Heidi McGouldrick in developing and maintaining the Backpack Program. The Backpack Program provides food baskets for several students throughout the district, making sure that they will have something to eat over the weekend and school vacations. This is a monumental task of fundraising, ordering food product, filling the backpacks and distribution of the backpacks. Because of their work, many students will be provided nourishment that would not be available otherwise.

Current Strengths/Opportunities (this is where you would list areas of identified strength from your school/program. . . maybe its facilities, staff, parent involvement, etc.)

The faculty at GMS is a very dedicated group of educators who endeavor to provide the absolute best learning experiences possible. Their dedication to improving their professional practice, especially in the area of Proficiency Based Learning, is worthy of note. They constantly challenge themselves and each other to embrace the idea that all that they should be about student learning. Many of our teachers are deeply engaged in learning about PBL by participating in the courses offered by USM in our district and then sharing their learning with their peers.

I have mentioned elsewhere in this report, that several teachers have presented at several professional conferences, sharing what they have learned, and, more importantly, what they are working on learning. Their willingness to expose themselves to failure, and yet continue to work, is a wonderful model for our students to see.

Current Challenges (this is where you would like areas of identified challenges from your school/program . . . maybe its facilities, maybe it is money, lack of programs, shifting student populations, etc.):

It should not be a surprise to anyone to hear that adolescents developing a sense of empathy is a major challenge for all schools, and especially at our school. Early adolescence is a time when relationships become more important. We know that acceptance of peers and peer groups during adolescents is a good indicator of success later in adolescence and into adulthood.

We also know that, in most cases, students come to the middle school from a much smaller population of students, usually one or two classrooms, and from three separate schools. Each school, even though all efforts are made to provide a similar experience, offers a different environment. Students then come to GMS as a single class divided into three academic teams,

that spend a considerable amount of time in whole class activities. Thus, this amalgamation of three separate ethos into one requires a significant learning curve for our students. Understanding where they fit in the grand scheme of the school, forging new acquaintances and friendships, and managing the inherent conflict that comes with such a shift, must

Proficiency Based Learning is something that the staff of GMS has been working on for more than ten years. As we bring on new staff, we strive to hire people who have a grasp of the basic tenets of the concept that it is about the acquisition of new learning, and not the acquisition of grades. Our staff has worked hard to span that shift in thinking about student work, and we have made great strides forward in this work. We have come miles, but we have miles to go.

Next steps to address Challenges (this is where you would outline a few ideas that you are thinking of to address the challenges identified earlier moving forward):

Our focus has been on the social emotional development of our students, or more appropriately identified as the Affective Realm of our students' lives. We need to re-energize our efforts in this area, as the need continues to increase as our students become more, and more connected via technology and social media.

It should not surprise anyone that our students acquire more, and faster methods to communicate with each other. In fact, many of our young people, perhaps unknown to them, have developed a whole new literacy to accommodate this communication. Snapchat, Instagram (surprisingly, not Facebook!) are but a few of the media they use. What we don't see, or hear about are the methods of communicating through Multi-Player gaming and consoles we once thought were only for gaming. Our young people have discovered a whole universe that many parents are not aware of to elicit information or exchange ideas and thoughts.

If we are not even aware of these many different platforms for communication, how can we address the issues that arise there that have a definite impact on their social lives in schools.

We need to address all this with families so that they are more than just aware of the existence of these spaces, but the parents know how to interpret the literacy so that it can make sense to them.

At our 5th Grade Parent Night, we outlined a new book group that we would like to start to begin to address these issues. We have set up a form for parents who are interested in participating in this group to purchase a book called **Bullying Today** by Sameer Hinduja and Justin Patchin. These are two researchers who have an extensive body of work on the topic of Bullying.

If this group has a modicum of success, I would expect to continue this with the work of Dana Boyd, author of **It's Complicated**. Ms. Boyd has a considerable body of work on the social lives of connected teens.

The PBL work will continue. One area our teachers have asked us to address is in developing a better understanding of assessment and how it can be used to inform instruction and help our students change the dialogue from “What did I get?” and “Can I do extra credit to raise my grade?” to “What did I learn?” “What do I need to learn next?” and “How do I learn it?”



Gorham High School

- Brian Jandreau, Principal

- Ryan Watts, Assistant Principal
- Christina Cifelli, Assistant Principal

Overview Information: (Enrollment info, F/R lunch info, other pertinent info you'd like to share to give a sense of your school/program)

- Currently 854 students
- 244 AP exams were ordered this year (some students took multiple exams)
- 170 students are being recognized with academic awards on May 22nd at our first awards night (grades 9-12)
- 196 students are graduating this year on June 10th at Merrill Auditorium
- 12.8% free lunch; 3.4% reduced lunch
- 19% Special Education
- 15 Advanced Placement courses
- 97.1% graduation rate
- 1.44% drop out rate
- 76 teachers
- 20 ed. Techs.
- 5 secretaries

Let's Brag! Recent accomplishments: (try to stick within just this year please)

Numerous teachers led a variety of professional development opportunities for their colleagues, including **Nan Acker-Wolfhagen, Scott Becker, Luci Bowers, Claudine Emerson, Brian Garrity, Kerry Herlihy, Darren Panagakos, Adam Parvanta, Kate Riker, and Jessica Soule,**

The **INTERACT Club's** massive yoga event during Auxilium for Happy, Healthy Gorham's Moving Naturally Day. Please check out a video of their event here:

<https://vimeo.com/236329248>.

The **Gorham Girls XC** team for winning the inaugural Southern Maine XC Classic held in Gorham this past fall. There were over 700 athletes from 25 schools at this meet. Top 25 individual finishers included **Anna Slager, Iris Kitchen, Meadow Fortier and Kate Tugman.** Special acknowledgement to **Coach Jason Tanguay** for his time and effort in organizing this very large event. Please check out the highlight video here: <https://vimeo.com/234920380>.

Alexander Ousback for being named a National Merit Scholarship semifinalist.

Sarah Shields, Josephine Smith, and Lydia Valentine for being published by Maine Public Radio. Click [here](#) to hear or read their stories.

Lucas Roop who earned the title of Class A Golf Runner-up with an even score of 72!

The **Girls XC Team** for earning the title of Class A Regional XC Champions. Top finishers included: **Anna Slager, Iris Kitchen, Kate Tugman, Sarah Johnson, and Meadow Fortier.**

Jason Tanguay for being named Cross Country Girls Coach of the Year!

Kyle King for being voted as the Travy Award winner for 2017 for soccer.

Virginia Hugo-Vidal who was one of two students from Maine to be selected to attend the **Maine United States Senate Youth Program.** Virginia received a \$10,000 college scholarship.

The following students were accepted to the 2018 Maine All-State Music Festival: **Nathan Bachner, Sierra Cummings, Vy Duong, Grant Hawkes, Mason Hawkes, Autumn Heil, Sarah Johnson, Sam Langevin, Sadie LaPierre, Shelby Leach, Joy Lemont, Zach Pierce, Jackson Robbins, Maddie Rossignol, Simon Roussel, Leah Scontras, Abbie vanLuling, and Erin Wentworth.**

Aaliyah Biamby, Emily Chapin, Marissa Collins, Emily Emmons, Autumn Heil, Garrett Higgins, Erica Mallory, Matilda McColl, Leah Scontras, and Jonathan Scribner were recognized by Scholastic for their writing. **Autumn, Erica, and Leah** achieved the “Gold Key” level and will have their work considered for national-level recognition.

Mackenzie Holmes for scoring her 1000th point as a member of the GHS Ladies Varsity Basketball Team! Please check out the highlight reel here:



Iris Kitchen for winning the SMAA Championship in the Jr 800 and for **Iris, Meadow Fortier, Kate Tugman and Anna Slager** for winning the SMAA Championship in the 4 X 800 Relay,

setting another new school record. **Anna Slager** also won the "outstanding distance runner" award for the SMAA girls.

The Lady Rams Basketball Team who soundly defeated Scarborough to become regional champs.

Abbie vanLuling placed in the top five at the regional Poetry Out Loud competition!

The cast and crew of *Small Actors* placed 1st at the regional One Act Festival! In addition to placing first, the cast of *Small Actors* won the "Ensemble Acting Award." Also, **Emily Paruk, Isaac Martel, and Sawyer Hanscome** received "All Festival Cast" awards, which recognizes excellence in acting.

Garrett Babineau, Cole Perreault, Jack Richards, and Lucas Roop were named Class B South Boys' Hockey All-Stars!

The students in our JMG program who took 1st place at their recent conference!



Our Unified Basketball Program!



Current Strengths/Opportunities (this is where you would list areas of identified strength from your school/program. . . maybe its facilities, staff, parent involvement, etc.)

- A new schedule that adds more class time and preserves our intervention block Auxilium
- Our Jobs for Maine's Graduates program and the possibility of a new collaborative relationship between JMG and MELMAC.
- Adopt-A-Classroom with Great Falls Elementary School, through the MELMAC grant, fosters elementary school student aspirations. High school students share inspiring stories of their experiences at GHS and through CTE programs and talk about their hopes and plans for life after high school.
- A blooming relationship with the University of Southern Maine where our students can take college courses for little money during the day, as well as increasing the number of our teachers who mentor future teachers through the USM ETEP program
- Lots of course offerings that prepare our students for life after high school, including the addition of Mandarin, technology, the arts, and core programming
- A robust intervention system with RAM Central (reading and math tutoring) and Auxilium
- An annual Financial Fitness Fair
- Sophomore and Junior college visits funded through our MELMAC grant that allows our students to tour colleges in Maine and New Hampshire, which research shows increases student aspirations
- The creation of a Youth Court where a dozen GHS students have been trained in restorative practices

Current Challenges (this is where you would like areas of identified challenges from your school/program . . . maybe its facilities, maybe it is money, lack of programs, shifting student populations, etc.):

- Our facility is our biggest challenge, but the addition of a portable should help quite a bit.
- We need to find a way to give Skills for Life teeth.

Next steps to address Challenges (this is where you would outline a few ideas that you are thinking of to address the challenges identified earlier moving forward):

- Continue pursuing a building renovation or new building project.
- Continue reviewing the way Alternative Education services are delivered at GHS to make sure we are meeting the needs of all learners
- Continue implementing a PBE system along with honing intervention systems like Auxilium to ensure all students are being successful.

PROGRAM BASED OVERVIEWS



Student Support Services

- Chris Record, Assistant Superintendent

Overview Information: (Enrollment info, F/R lunch info, other pertinent info you'd like to share to give a sense of your school/program

- Focus on the following (among other things):
 - Supervision/Evaluation
 - K-5 Principals
 - Adult Ed. Director
 - Athletic Director
 - GT Coordinator
 - Title I, II, & IV
 - Professional Development
 - PE/PG (evaluation protocols)
 - OASYS Evaluation Platform
 - Assessment (MEA & STAR360)
 - Curriculum
 - School Nurses
 - Gifted and Talented
 - Emergency Management
 - Policy
 - Personnel
 - Comprehensive Needs Assessment
 - Dropout Prevention Committee
 - School Day Committee
 - K-12 World Language Vision
 - K-12 Alternative Education
 - Volunteer Coordinators

Let's Brag! Recent accomplishments: (try to stick within just this year please)

- Providing comprehensive School Day Report & Recommendations to the School Committee regarding Start Times & Length of the School Day

- Providing comprehensive K-12 World Language Vision Report & Recommendations to the School Committee
- Collaborating with Gorham PD & Fire/Rescue to offer an Active Shooter Training to nearly 100 officers from Cumberland County and Gorham school district employees

Current Strengths/Opportunities (this is where you would list areas of identified strength from your school/program. . . maybe its facilities, staff, parent involvement, etc.)

- Offering professional development on instruction and assessment that is focused on addressing needs as expressed by our staff.
- Over 1,000 active volunteers
- Successful second year of OASYS Evaluation Platform & Protocols

Current Challenges (this is where you would like areas of identified challenges from your school/program . . . maybe its facilities, maybe it is money, lack of programs, shifting student populations, etc.):

- In order to meet the necessary requirements under Elementary and Secondary Education (ESEA) Federal Programs and the Every Student Succeeds Act (ESSA), we (& every other school district in the state) have to complete a **Comprehensive Needs Assessment and develop a SAU Consolidated Plan** for Maine DOE review. This significant undertaking necessitates involvement from a variety of school personnel. The massive report is due to the Maine DOE by July 1st. The Needs Assessment guides the development of the Consolidated Plan and suggests benchmarks for its evaluation, and, as such, is closely linked to all aspects of the Consolidated Plan implementation. The Needs Assessment is based on information about all students in the school, including students who are economically disadvantaged, children with disabilities, English Learners, homeless, and migrant. The components of the Needs Assessment include the following: Planning Team; Data Collection & Analysis; Professional Practice; Personnel Policy & Procedures; Family & Community Engagement; Accountability; English Learner Data Collection & Analysis; Coordination; & Evaluation & Reevaluation.

Next steps to address Challenges (this is where you would outline a few ideas that you are thinking of to address the challenges identified earlier moving forward):

- Guiding the pursuit of the three goals articulated in our Comprehensive Needs Assessment and Consolidated Plan.
 - **Goal #1:**
 - **Decrease Absenteeism:** We aim to decrease the % of students that are chronically absent and the % of students that are approaching the category of chronically absent. According to Maine DOE data, in 16-17 Gorham had 6.3% of students fall into the chronically absent category. Chronic absenteeism is a new indicator in Maine's Accountability system, which was designed as part of the federal Every Student Succeeds Act (ESSA). Current research shows chronic absenteeism has a clear relationship to negative consequences for students, including lower

achievement, disengagement from school, course failure, and increased risk of dropping out.

- **Goal #2:**
 - **Improve Instruction & Assessment:** Need to improve standards-based instruction and further the development and utilization of effective formative & summative assessments. This includes the need to create more common formative and summative assessments. Aim to increase proficiency scores on local, state, and nationally assessments K-12.
- **Goal #3:**
 - **Social/Emotional Needs of Students:** Need to increase our knowledge of the social/emotional needs of student and enhance our practices in supporting students in need in order to better address the needs of students so they can better access their learning.



Special Education:

- Kathy Hamblen, Special Education Director

Overview Information: (Enrollment info, F/R lunch info, other pertinent info you'd like to share to give a sense of your school/program)

Our October 1 Child Count was 355 and we are currently at 358 students (had been 365 a month ago)

-80 students entered Special Ed this year: 30 students transferred in (+ 24 CDS); 26 were referral that qualified for Special Ed this year.

-there were 77 Special Ed students dismissed this year: 42 moved out of district; 35 exited back to regular education

-we are looking to possibly start the year at 373 in September.

Let's Brag! Recent accomplishments: (try to stick within just this year please)

The Special Ed Department had their review done by the DOE last winter, which occurs every 6 years (will now be every 4 years). This entails a self-review of 20% of our Special Ed files, a DOE review of 20% of those files and a final findings based on both reviews. We are monitored on ... areas of regulatory paperwork and expected to be 100% in each area. We are 100% in ... areas and had only one or two errors in most of the other categories. The few exceptions were addressed through staff meetings by myself and the Instructional Strategists, so those errors are already fixed.

Our FLS teacher at the high school, Eric Lelansky, led a highly successful first season of Unified Basketball. He is very excited for next year's season as he felt that it was amazing to see non-disabled students not only working with his students, but forming true lasting friendships that were seen both on and off the court.

We had Special Olympics teams from each FLS/Autism program attend several competitions this spring. Our athletes were amazing, as were the volunteers and parents who supported them on the side!

Current Strengths/Opportunities (this is where you would list areas of identified strength from your school/program. .. maybe its facilities, staff, parent involvement, etc.)

Instructional Strategists are being utilized for many areas and seen as leaders in most schools. Professional Development for ed techs has been consistent and well received by the majority.

Gail Trefethern-Kelley, one of our own OT's, delivered several ½ days of PD to the ed techs on a number of topics that all addressed K-12 student needs. She had a vision doctor from Portland (volunteered time) come for one of the days to talk about visual tracking and its effect on learning.

A new program at Strive was developed with the help of their director and several area schools, including Gorham. This program called TOPS is made for students with disabilities in their 5th or 6th year of high school and focuses on independence in the community (use of public transportation, personal budgeting, etc..). It takes the lessons learned from their school program and brings them to the next level of independence in preparation for the move to independent adult living, career navigation, and, for some, makes them eligible for USTRIVE, a 2 year college experience for young adults with significant developmental disabilities. We have our 2nd student graduating the program this year!

Current Challenges (this is where you would like areas of identified challenges from your school/program . . . maybe its facilities, maybe it is money, lack of programs, shifting student populations, etc.):

Our populations continue to grow and shift continually. We plan for one specialty program to grow, only to see another grow faster. We have had to think creatively on how to best use

existing staff to support our students and the staff have been amazing in dealing with the challenges that this brings.

There are concerns that we may be increasing our population due to errors in eligibility and this is being monitored as best as we can.

Visibility has been a difficult issue for the director as she has not been in the buildings the past two years the way that admin used to; staff noted this on the Director's survey and have shared that they understand that she is busy, but do feel that it is important that she sees what is happening in classrooms more often to insure an understanding of student, staff and program needs. The Director agrees!

Growing population of Functional Life Skills/Autism. Our K-5 FLS program is full for next fall, so we will need to think very creatively should another eligible student move in. Our GHS FLS program has grown, and we are looking to the future as far as space issues that are already occurring, but will multiply in another 4 years when a larger population arrives at GHS and knowing that the current population will still be attending as they will have 5-6 years at GHS.

Next steps to address Challenges (this is where you would outline a few ideas that you are thinking of to address the challenges identified earlier moving forward):

Eligibility - it is hoped that with an addition of an Assistant Director, we will both be able to split attendance at eligibility meetings to better monitor qualifications for services.

The Director will work with the new Assistant Director to be more visible in the buildings and will have the Assistant Director do many observations of special ed staff as part of the entry plan in the fall; any info gathered will be shared with the Director to address planning and supervision needs.

GHS FLS - TOPS program will help assist in programming for some of our students in the future; there is concern that with an increasing FLS population, we will have need of a 2nd FLS teacher at GHS in 5 years. We will be working on this to plan thoughtfully and creatively.



Business Office:

- Hollis Cobb, Business Manager

Overview Information:

With great appreciation to our District Leadership Team and the School Committee for their support, the Business Office has been adequately staffed since 2017. Our operation includes a full time Business Manager, Accounting Assistant, Payroll Specialist/AESOP Coordinator, Payroll & Benefit Manager as well as a part time Receptionist. By having these positions, we are able to efficiently operate the Business side of education more effectively than we have in the past. With the staffing level we currently have, we are able to appropriately segregate duties, provide improved communication and support to district staff and implement procedures to ensure timely and accurate reporting.

The Business Office is responsible for the management and compliance related to our \$39 million dollar general fund budget and \$2.5 million in grant and fiduciary funds. In addition to the routine business and financial services we provide, we also provide substitute teacher coordination, absence management, workplace safety, federal, state and local compliance & policy adherence, employee training, employee identification/badge issuance, student work permits, among many more.

In 2018 (thru May), We:

- Processed 2,387 purchase orders
- Paid 588 employees
- Created and managed over 30 new grants

Approximately 79% of our budget is appropriated to the cost of human resources. Beginning in 2009, we process payroll in two pay cycles, semi-monthly and bi-weekly. Teachers are paid on a semi-monthly basis, 1st and 15th of each month, which prevents the complication of having 27 pay cycles from occurring in a 26 week fiscal year. All other staff are paid on a bi-weekly basis. Approximately half of the time, these pay cycles are processed in the same week. Non-payroll weeks allow the payroll department to complete other required reports, bank reconciliations and maintain employee files.

The remainder of the budget is process through the accounts payable process. We pay invoices on a weekly warrant which provides payment for all contracted services, utilities, materials, equipment and supplies.

Let's Brag! Recent accomplishments:

As we close upon another fiscal year-end, it is clear we will again be ending the year with a healthy fund balance within the target established by our independent auditing firm.

In FY18, we strategically secured funding to purchase 5 busses which will remove older, aging busses from our fleet and replace with new ones.

Over the past 18 months, the Business Office took over financial responsibility for a student activity account which had presented challenges in the previous 5 years financial reports. During this year's preliminary audit, it was recognized that the problems appear to be resolved and were able to return the account back to the school in the spring of 2018.

The District Safety Committee has been re-energized and met quarterly to improve the safety of students and staff in our buildings. We have collaborated with the Fire Marshall and Loss Control agent from our insurance carrier to ensure compliance and ensure a safe workplace for all.

Over the past year, we have developed internal procedures to improve the management operations and reduce risk and liability. This includes but is not limited to the development of policies related to purchase cards and gift cards.

Current Strengths/Opportunities

The Business Office produces a great deal of work each and every day. Our work is often deadline driven and requires extreme accuracy and compliance with state, federal and local policy. We are a team of highly knowledgeable, motivated individuals who work with the highest level of ethics and integrity.

Current Challenges

The most significant challenge I see facing us is the need to develop long term planning strategies helping us to overcome the financial challenges we continue to face. When we were faced with the recession, we did everything in our power to ensure the delivery of high quality education to the families in Gorham. During that time, we drastically reduced our fund balance in order to keep programs in tact and the mil rate palatable. We are now on the other side of the recession and it is important that we operate proactively, not reactively to ensure the delivery of those high quality services. We need to develop a fund balance policy and a policy that allows us to accumulate funds for reinvestment in our capital infrastructure. We need to stop balancing the needs of students and programs against the need to maintain buildings.

We recognize that rapid growth has had an overwhelming impact on our programs, resources and infrastructure. This challenge has the single greatest impact on our financial condition above almost any other barrier we've faced. While the educational leadership continues to work on possible solutions to help alleviate the financial impact this puts on our district, we need to explore all our cost-savings opportunities. We need to ask ourselves if there is a better way of doing things. Any savings we can recognize through reducing operating costs can be applied to student needs or a reduction of the local appropriation need. A well developed long term planning document will help guide that work.

Next steps to address Challenges

We need to continue asking ourselves why we do things the way that we do them. Is there a better way to provide services at a reduced cost that yields a comparable or better outcome? Are we duplicating efforts and can we streamline our work to create efficiencies? Over the past year, we have explored different opportunities for purchasing such as Amazon Business and P-Cards, we have issued RFP's for services we have had for decades. Some have worked, others have not. The point is, we are exploring those options in an effort to improve efficiencies, reduce costs and deliver the product we love.



TECHNOLOGY

Technology Department

- Dennis Crowe, Technology Director

Overview Information: (Enrollment info, F/R lunch info, other pertinent info you'd like to share to give a sense of your school/program)

- 1) Every student, grades 6-12, is assigned a computer, with Chromebooks in grade 6 and MacBook Airs in grades 7-12. In grades 4 & 5, each classroom has a ratio of one new Chromebook to every two students, and one ten-year-old MacBook for every two students. Essentially, grades 4 & 5 are one to one with two different devices. Grads 2-5 have a ratio of one MacBook for every two students. Grade one has a ration of one MacBook to every three students and kindergarten classrooms have five iPads in each room. In addition, each school has a computer lab with 25 laptops and rolling carts to provide additional devices to the classroom when needed.

Let's Brag! Recent accomplishments: (try to stick within just this year please)

- 1) We had a very successful implementation of almost 500 Chromebooks in grades four through six. The feedback has been very positive from all involved. This was a very good, cost effective, solution.

- 2) For the last couple of years, we have been working to connect all school and town building with private fiber. The project has progressed so that High School, Middle School, Village Elementary School, and Narragansett Elementary School are all connected. Also connected are the police and fire stations. This connection will significantly improve Internet connectivity and reliability, and improve security.
- 3) A new transcript was needed for Gorham High School. The hope was that our student information system, Infinite Campus would provide a canned report that would work for our students. Since one was not provided, the technology department went to work, collaborating closely with the high school guidance department and high school principal, and created a transcript that all parties feel will work well. It was a great deal of work and it saved the school department thousands of dollars that would cost if we would have had to pay a vendor to create this transcript.

Current Strengths/Opportunities (this is where you would list areas of identified strength from your school/program. . . maybe its facilities, staff, parent involvement, etc.)

- 1) In looking at other technology departments in area schools, we have one of the smallest departments in the area. Eight people support 600 staff and over 2,700 students. That is a deployment of over 3,300 computers. That is over 400 computers per member of this department. And that doesn't even count all the software support and other related devices like printers, projectors, networks, etc. This department does very well keeping things up and running.
- 2) In addition to the obvious cost savings from keeping the department

Current Challenges (this is where you would like areas of identified challenges from your school/program . . . maybe its facilities, maybe it is money, lack of programs, shifting student populations, etc.):

- 1) 10 year old laptops - how long will they last

Next steps to address Challenges (this is where you would outline a few ideas that you are thinking of to address the challenges identified earlier moving forward):

- 1) We are reinstituting the formation of our district technology committee for the coming year and working on the creation of a revised technology plan that will help to outline how we will move forward over the course of the next 5-10 years. Hope to have report and revised plan completed in time for budget development processes for FY 20!



Transportation

- Norm Justice, Transportation Director

Overview Information: (Enrollment info, F/R lunch info, and other pertinent info you would like to share to give a sense of your school/program)

Operate 30 Regular Full Size Buses, 3 Mini Buses and 3 passenger vans.

Let's Brag! Recent accomplishments: (try to stick within just this year please)

Gorham School was approved for 4 bus replacements from MEDOE. Two additional propane buses were added to the fleet. We now have 5 Propane Buses offering a cleaner alternative fuel. We had our largest participation ever by our bus drivers in a Regional Safety Workshop.

Current Strengths/Opportunities (this is where you would list areas of identified strength from your school/program...maybe its facilities, staff, parent involvement, etc.)

We have 30 dedicated drivers that put student safety first. Our drivers go above and beyond looking out for the safety of our students.

Current Challenges (this is where you would like areas of identified challenges from your school/program . . . maybe its facilities, maybe it is money, lack of programs, shifting student populations, etc.):

We face several challenges in transportation. Finding qualified drivers is a problem facing the transportation industry across the country.

Another challenge is safety issues related to daily changes in student transportation stops.

Next steps to address Challenges (this is where you would outline a few ideas that you are thinking of to address the challenges identified earlier moving forward):

We continue offering an "Earn to Learn" training program for new drivers to become CDL Bus Drivers.

Recent change in Transportation Policy will help address some of the safety concern with daily changes



Facilities Maintenance

- Norm Justice, Facilities Director

Overview Information: (Enrollment info, F/R lunch info, and other pertinent info you would like to share to give a sense of your school/program)

3- K-5 Schools 181,000 Sq. Ft.

1- Middle School (6-8) 136,000 Sq. Ft.

1- High School (9-12) 134,000

Let's Brag! Recent accomplishments: (try to stick within just this year please)

Playground expansions! As part of the “We Love Gorham Day” the Facilities Department worked closely with local churches and volunteers to provide ADA assessable equipment at all three elementary schools.

We completed a lighting replacement at Village School with Dimmable LED lighting. We anticipate a 30% reduction in our electrical usage for lighting.

Current Strengths/Opportunities: (this is where you would list areas of identified strength from your school/program . . . maybe its facilities, staff, parent involvement, etc.)

Our skilled and dedicated maintenance crew provide for a safe and welcoming learning environment.

Current Challenges: (this is where you would like areas of identified challenges from your school/program . . . maybe its facilities, maybe it is money, lack of programs, shifting student populations, etc.)

Both the capacity and aging of the High School facility is the District’s major challenge. New enrollment projects predict even greater space needs at the High School in the near future. In addition to capacity issues, many of the High School components are beyond their useful life.

Replacing these aged components in a piecemeal manner will not be cost effective and should be done as part of an addition and renovation project.

Gorham's increasing residential growth is continuing to impact facility capacity at all levels. While the High School is beyond its intended capacity our primary schools have exceeded their design capacity. Portable classrooms will be added to both the High School and Village this summer at the primary schools. In the next five years there will be a shortage of 10-15 classrooms K5

Next steps to address Challenges: (this is where you would outline a few ideas that you are thinking of to address the challenges identified earlier moving forward)

The planning for the High School Expansion and Renovation will need to be completed with hopefully a successful referendum to meet our growing needs.

Completion of the K-5 Facilities Study will help determine immediate direction for capacity at Primary schools. A Long Range Planning Committee should be established to determine the course of action for K-8 anticipated capacity requirements.

The School Committee should work closely with Town Council on understanding the impact of residential growth on our schools. The School Committee and Town Council also need to develop a long term strategy for funding our Capital Improvement Plan.



School Nutrition:

- Michael Sanborn, School Nutrition Program Director

Overview Information:

The School Nutrition Program had two primary objectives for the school year 2017-18. One of those objectives was to increase participation in each school by 6%.

A second objective was to strengthen our relationships with building Administration and create new partnerships within the community.

Let's Brag! Recent accomplishments: Although not all schools reached the goal of a 6% increase in breakfast and lunch participation, the school nutrition operation saw an overall increase of three and a half percent . Two schools increased participation significantly over the school year: Narragansett Elementary School with a 12% increase and Gorham High School with an increase in lunch participation of 16%. These increases were achieved through modification of cycle menus based on student feedback and the use of social media to market the individual school programs. Efforts to increase quality and variety of foods offered also contributed to the increased participation.

In an attempt to strengthen relationships with administration, principals and assistant principals were invited to work alongside school nutrition staff to serve lunch to students throughout the year. Additionally, Gorham School Nutrition Program partnered with a local outreach program, Happy Healthy Gorham, to sponsor a fruit and vegetable festival for all district staff.

Current Strengths/Opportunities: Increases in participation, as well as cost containment measures, have resulted in a healthier fund balance, providing the opportunity for the school nutrition program to be self-sufficient once again for school year 2018- 19.

Current Challenges: The challenge facing the school nutrition program for school year 2018-2019 will be adjusting the lunch schedules in some of the schools to accommodate growing enrollment.

Next steps to address Challenges: In order to meet the serving needs at all schools, staff schedules will be adjusted in order to continue to provide quality product in a timely manner. Ongoing monitoring of labor costs will ensure cost containment for the programs.



Gifted and Talented:

- Diane Knott, G&T Coordinator

Overview Information: (Enrollment info, F/R lunch info, other pertinent info you'd like to share to give a sense of your school/program

2017-2018 SAIL Program Student Data

2017-2018 SAIL Student Data				
Grade Level	Academics (3-5%)	Arts (3-5%)	Monitored	General Population
Pre-ID (1-2)	0	0	24	
K-5	43	13	48	1220
6-8	75	20	15	674
9-12	59	29	18	817
Column Total	177	62	105	2711

Let's Brag! Recent accomplishments: (try to stick within just this year please)

- GSD's FLL Robotics team competed in the Regional Tournament, earning an invitation to State Finals on Dec. 9, 2017. This year Gorham students tied for 10th place among a field of over 60 teams, our best performance in recent years.
- Student participation in Odyssey, and other level II programs, remained consistent with last year resulting in 8 teams going to regional tournaments. All GSD teams earned high scores during the Odyssey State Competition, placing 1st or 2nd in their problem's division.
- Great Falls School students participated on two new Odyssey of the Mind teams.
- This year fourteen students from GMS and Village are traveling to ISU in Iowa to compete in World Finals, May 23-26, 2018.
- A Celebration of Creativity took place on May 9, 2018. The event highlighted student work from all five schools, museum style artwork displays, hands-on robotics, Odyssey of the Mind performances, and a student-created song writing presentation. Parents and community members attended.

Current Strengths/Opportunities (this is where you would list areas of identified strength from your school/program. .. maybe its facilities, staff, parent involvement, etc.)

- Parent volunteers continue to support enrichment opportunities. This year six new coaches were trained and worked with Division 1 teams, for grades K-5. Two Odyssey coaches worked with GT staff during the school day, supporting critical and creative thinking skill development.
- Site-based teams of teachers and administrators participate in K-8 GT identification meetings to maintain reliability and equity in SAIL screening and identification.

- Requests for SAIL support continues to grow with the number of monitored students increasing in four of the five schools and the number of academic plans increasing at GMS during 2017-2018.

Current Challenges (this is where you would like areas of identified challenges from your school/program . . . maybe its facilities, maybe it is money, lack of programs, shifting student populations, etc.):

Current challenges include:

- Recent GT data exceeds the 3-5% State recommendation for academics and is below recommendation for VPA identification
- A large number of GMS students will be moving to GHS, presenting a challenge, requiring clarity around GT identification levels, options for programming, and appropriate use of staff for support
- Response to the need for STEM related enrichment options
- Consistent level of programming support at different schools, given student distribution data and school schedules or space

Next steps to address Challenges (this is where you would outline a few ideas that you are thinking of to address the challenges identified earlier moving forward):

Increased attention to student identification, programming consistency, and placement of staff will help us move forward and address identified challenges in our GT program. The addition of a GT teacher will help in the implementation of the following ideas:

1. We will want to review identification protocols next year to maintain reliability, given recent changes in achievement testing tools, increased numbers of students, and shifts in currently identified student population.
2. To address the need for consistency in programming we may want to gather input from administrators, look for examples of success, and work with site-based staff to facilitate alternate, rather than additional, experiences for students (per Chapter 104)
3. Given the growing demands for program options in STEM related content, increased resources will be needed to maintain access to consistent and appropriate enrichment options.

Overall Themes and Summary

When reading this report, several themes emerge across all buildings and programs. For identified strengths, the theme of our caring and committed staff as well as our supportive community and parents was a clear theme. Additionally, other themes emerged such as having a clear set of standards to guide instruction, creating a professional development program that is clearly aligned to meeting goals associated with our strategic plan and mission/vision, and

each of our schools working together to create a wholistic K-12 educational experience for all children that we can be proud of.

Several themes also emerged under the category of challenges across our schools and programs. Some of these include:

- Our increasing student populations and the stress these increasing numbers are putting both on the capacity of our existing staff to provide appropriate programming and on our supporting programs, facilities and other infrastructure to support instruction.
- Our continued work to create a successful Proficiency Based System of Learning with a particular focus on Assessment and grading practices and the need to align, calibrate and consistently communicate what those practices are.
- The increasing social/emotional needs of our students. Before students can learn how to add or subtract, they need to be in a safe place emotionally. Children coming into our schools are experiencing trauma in larger and larger numbers and this impacts our ability to do what we need to do in our classrooms. Connected to this issue is also the issue of absenteeism, which creates a clear challenge because we cannot provide needed services to students who are not present.
- Addressing our increasing facilities needs. GHS building project to include fields is just one large component, but we also have capacity issues at our K-5 schools and the need to be thinking about portable classroom spaces and a long term vision for configuration and facilities planning.

Over the course of the next few years, our focus will be on enhancing our strengths and on addressing our challenges head on through many of the suggested action steps outlined within this report.

Some of those “larger ticket” items that may impact the coming budget will be:

- GHS and athletic field capital construction project planning, etc.
- Making decisions regarding the long term vision for our K-5 schools.
- Addressing needs of space and capacity at our K-5 schools through the possible purchase of additional portable classrooms.
- Addressing the social/emotional needs of our learners through additional curriculum materials, programs, and field experiences.

Although our Strategic Plan was approved at the mid-point of this school year (December, 2017), there has not been enough time to truly “dig in” to the action steps that were associated with this school year. A listing of those planned action steps are below along with an indication as to whether the work is “in progress” or “completed”. Those items that are “in progress will continue into the coming school year:

Our Learning:

3.0 Long Term Goal #1: (Student Centered Learning) - By 2021 ALL Gorham Students will consistently experience student-centered learning designed to meet their specific needs and interests.

Short Term Goal: By June, 2019 ALL Gorham staff members will be engaged in professional development focused on enhancing skills in implementing student centered learning practices.

Action Strategies	Person Responsible	Initiation Date	Completion Date	Progress Indicators	Update
3.1 Develop a self-assessment on personal practice and student centered learning (Use existing definition)	Asst. Superintendent	F, 2017	W, 2017	<ul style="list-style-type: none"> - Completed self evaluation tool - Summary of school based and district results. 	In Progress
3.4 Define and implement a process for assessing progress towards meeting short term goal	Superintendent	F, 2017	F, 2017	<ul style="list-style-type: none"> - Completed metrics to measure success. 	In Progress
3.5 Plan PD based on self-assessment from teachers regarding use of student centered practices in the classroom.	Asst. Superintendent	S, 2018	S, 2018	<ul style="list-style-type: none"> - Completed PD plan for 2018-19 School Year. 	In Progress
3.6 Define and implement a process for assessing progress towards meeting long term goal	Superintendent	S, 2018	F, 2018	<ul style="list-style-type: none"> - Completed metrics to measure success. 	In Progress

Our Learning:

5.0 Long Term Goal #3: (Meaningful Use of Time) - By 2021 student learning time in the Gorham Schools will be structured to be more effectively aligned to our mission/vision and strategic plan and be more efficient.

Action Strategies	Person Responsible	Initiation Date	Completion Date	Progress Indicators	Update
5.1 Research and make recommendations to the School Committee regarding the length of day, and start/end times to maximize learning.	Asst. Superintendent	F,2017	W,2017	<ul style="list-style-type: none"> - Completed report from School Day Committee - SC Agenda and minutes. 	Complete
5.2 Review and implement changes to each school's schedule in order to maximize student learning.	Asst. Superintendent	S,2018	F,2018	<ul style="list-style-type: none"> - DLT meeting agendas and notes. 	In Progress

Our Culture:

7.0 Long Term Goal #2: By 2021 The Gorham Schools will strengthen already existing, and create new community partnerships with area businesses, postsecondary institutions, nonprofit organizations, and the Town. (Note this is closely tied to Goal #2 of “Our Learning”).

Action Strategies	Person Responsible	Initiation Date	Completion Date	Progress Indicators	Update
7.1 Develop Pre-K community support collaborations with K-12 system to ensure students coming into our schools are “school ready”.	Superintendent	F,2017	F,2018	<ul style="list-style-type: none"> - Meeting agendas and notes. 	In Progress
7.2 Develop post secondary community support collaborations with K-12 system to ensure all students graduate from GHS “Career and College” ready.	Superintendent	F,2017	F,2018	<ul style="list-style-type: none"> - Meeting agendas and notes. 	In Progress

Our Culture:

8.0 Long Term Goal #3: By 2021 The Gorham Schools will utilize a comprehensive system of internal collaboration to better support student learning.

Action Strategies	Person Responsible	Initiation Date	Completion Date	Progress Indicators	Update
8.1 Provide opportunities K-12 for content level conversations between and among teachers.	Asst. Superintendent	F,2017	S,2018+	- PD Plan	In Progress

9.0 Technology Long Term Goal: By 2021 the Technology Department will assess the alignment of our technology plan to support our district’s new mission/vision and strategic plan and make necessary changes to ensure that alignment exists.

Action Strategies	Person Responsible	Initiation Date	Completion Date	Progress Indicators	Update
9.1 Re-form the district wide technology committee to review existing plan and make adjustments necessary to insure alignment to mission/vision.	Technology Director	S,2018	F,2020	- Tech Committee meeting agendas and minutes.	In Progress

10.0 Facilities Long Term Goal: By 2021 the district’s buildings and grounds will support our district’s new mission/vision and strategic plan.

Action Strategies	Person Responsible	Initiation Date	Completion Date	Progress Indicators	Update
10.1 Work with GHS building committee, school committee, and town council to garner voter approval for major capital renovation bond for GHS building and athletic facilities	Asst. Superintendent and Superintendent	F,2017	S,2019	- Approved bond.	In Progress
10.2 Open up stronger lines of communication between town planning office and Superintendent’s office to assist in planning for growth in student enrollments	Superintendent	F,2017	S,2018+	- Completion of updated enrollment projections.	In Progress
10.3 Work with K-5 configuration study group, school	Superintendent	F,2017	F,2018+	- Approved FY 19 budget that	In Progress

committee and town council to address K-5 facilities issues related to our increasing student population (i.e. modular classrooms, leases, etc.)				<ul style="list-style-type: none"> - includes \$ for this purpose - School Committee meeting agendas and minutes. 	
10.4 Increase financial resources to support our Capital Improvement Plan (CIPS)	Superintendent	S,2018	S,2018+	<ul style="list-style-type: none"> - Approved FY 19 Budget (and beyond) with fully funded CIPS budget. 	In Progress (Not successful for FY 19)

11.0 Transportation Long Term Goal - By 2021 the Gorham School's transportation system will assist the schools in providing meaningful learning opportunities to students.

Action Strategies	Person Responsible	Initiation Date	Completion Date	Progress Indicators	Update
11.1 Recruit and train additional spare drivers so that there are ample drivers to use in support of field experiences for our students.	Transportation Director	F,2017	S,2018+	<ul style="list-style-type: none"> - Healthy pool of spare drivers. 	In Progress
11.2 Review existing policies related to transportation to ensure effective and efficient practices that allow the maximum amount of money to flow into classrooms.	Asst. Superintendent	F,2017	W,2018	<ul style="list-style-type: none"> - Policy Committee meeting agendas and notes. - Revised policies. 	Changes Complete and will be revisited in Jan. 2018
11.3 Update bus replacement cycle that is feasible even without state funded replacement of buses	Business Manager	W, 2017	S,2018	<ul style="list-style-type: none"> - Completed replacement cycle plan. - Finance Committee meeting agendas and minutes. 	Completed

12.0 School Nutrition Long Term Goal - By 2021 The Gorham School’s School Nutrition Program will strengthen its support for our most needy students and families with food insecurity.

Action Strategies	Person Responsible	Initiation Date	Completion Date	Progress Indicators	Update
12.1 Support the “backpack program” for students K-12 to assist with food insecurity.	SNP Director	F,2017	S,2018+	- Fully implemented and sustainable program.	Completed

13.0 Personnel Long Term Goal #1 - By 2021 Gorham will hire only those prospective employees whose beliefs align with those of our new mission/vision and strategic plan.

Action Strategies	Person Responsible	Initiation Date	Completion Date	Progress Indicators	Update
13.1 Revise writing prompts used during hiring processes to focus on mission/vision	Superintendent	W,2017	S,2018	- Revised documents.	In Progress
13.2 Revise template interview questions to include questions that demonstrate alignment (or not) to core beliefs	Superintendent	W,2017	S,2018	- Revised documents	In Progress
13.3 Revise Superintendent’s final interview to specifically ask candidates to talk about Gorham’s mission/vision and how they see themselves contributing to its achievement.	Superintendent	W,2017	S,2018	- Revised Documents.	Complete
13.4 Revise new staff orientation training to focus on our new mission/vision and strategic plan	Asst. Superintendent	S,2018	F,2019	- Updated new staff orientation agenda	Complete

14.0 Personnel Long Term Goal #2 - By 2021 staff professional development opportunities and practices will align with our new mission/vision and strategic plan.

Action Strategies	Person Responsible	Initiation Date	Completion Date	Progress Indicators	Update
14.1 Align professional development plan to specific aspects of mission/vision and strategic plan	Asst. Superintendent	F,2017	S,2018+	- Aligned PD plan.	Completed
14.2 Align school level comprehensive plans to district's mission/vision and strategic plan	School Principals	S,2018	F,2018+	- Completed and aligned school comprehensive plans.	Completed
14.3 Ensure continued alignment between PBL action plan and implementation and our mission/vision and strategic plan	Superintendent	S,2018	Summer, 2018+	- Completed and aligned PBL Action plan.	Completed

15.0 Finance Long Term Goal - By 2021 Gorham's School Budget will reflect priorities that align with our new mission/vision and strategic plan.

Action Strategies	Person Responsible	Initiation Date	Completion Date	Progress Indicators	Update
15.1 Hire consultant to work with DLT and School Committee to assist in creating an alignment between both in budget development work	Superintendent	F,2017	S,2018	- Meeting agendas and notes.	Completed
15.2 Include specific statements in budget development process that help make clear to the school committee how individual budget initiatives align and promote ten new mission/vision and strategic plan.	Superintendent	S,2018	S,2018+	- Completed budget booklets with statements included.	Completed
15.3 Include a "one-pager" as part of communicating the proposed budget to town council and the public that makes clear the connections between the proposed	Superintendent	S,2018	S,2018+	- Completed budget booklets with one pager included.	Completed

budget and implementation of our mission/vision and strategic plan.					
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