

GORHAM SCHOOL DEPARTMENT

STATE OF THE SCHOOLS REPORT

JULY, 2022



GORHAM SCHOOLS

Prepare & Inspire

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Introduction:

As Geoffrey Moore (management consultant and theorist) said, “Without data, you are blind and deaf in the middle of a freeway.” That isn’t to say that data is everything and that all answers to problems lie in the numbers and information shared in the following pages. However, it is to say that if organizations do not take the time to understand data, review data and use data as part of their regular continuous growth processes the likelihood that dangerous “accidents” may occur raise significantly.

The following State of the Schools report is a collection of pre-identified data designed to help our community reflect on our growth and progress over the course of the previous year and plan for future improvement, achievement, and success. Each school and program within the Gorham School Department will utilize this data to inform the development of Comprehensive School Education Plans (CEPs), and the school department as a whole will use the data to assess its progress in meeting the goals outlined in its strategic plan and prepare for future action to ensure the highest quality education for Gorham’s students.

Following this brief introduction, we have provided demographic information, district-wide student achievement data, school-based data on the Gorham Schools *Metrics for Success*, and an addendum that includes additional data and information from each school. Moreover, for each section, we have provided a brief explanation of the data presented as well as an overview of key takeaways. With that said, we encourage people reviewing this State of the Schools report to analyze the data for themselves and offer feedback to the District Leadership Team.

Two final notes about this year’s data:

First, the Covid-19 pandemic presented significant challenges for schools across the state and the nation. In Gorham, we are proud of the progress we made during the pandemic, but we are well aware of the impacts the pandemic has had on our students, their learning, and our culture and community.

Second, this is the second year that each school within the Gorham Schools collected data as part of the new *Metrics for Success*, which includes our *Portrait of a Graduate* data. Data collected this year will be compared to last year’s baseline data, but will only provide two years worth of trends. We encourage caution in trying to extend any trends that are seen in these comparisons too far out as typically it takes 3-5 years of data to develop stronger trend lines.

As always, we look forward to your questions and feedback.

Gorham Schools Demographic Information

Total Enrollment & % Excluding White Populations

| Year | Great Falls | Narragansett | Village | GMS | GHS | Totals |
|-------------------|-------------|--------------|---------|-------|-------|--------|
| 2020-21 | 485 | 386 | 403 | 611 | 850 | 2735 |
| % Excluding White | 10.02% | 9.47% | 12.96% | 9.26% | 8.92% | 9.93% |
| 2021-22 | 510 | 360 | 418 | 626 | 836 | 2750 |
| % Excluding White | 10.61% | 12.40% | 13.64% | 8.63% | 8.75% | 10.29% |

Between the 2020-21 and 2021-22 School year, our enrollment grew slightly as a district. We are projected to go down in enrollment for the 2022-23 School year by NESDEC. Meanwhile, our percent population excluding white has increased slightly over the past year with most notable gains at the elementary school levels. This indicates that Gorham continues to grow in its diverse populations.

Free and Reduced Lunch

| Year | Great Falls | Narragansett | Village | GMS | GHS | District % |
|---------|-------------|--------------|---------|-----|-----|------------|
| 2020-21 | 16% | 19% | 14.7% | 14% | 10% | 16% |
| 2021-22 | 17% | 15% | 15.6% | 15% | 11% | 16% |

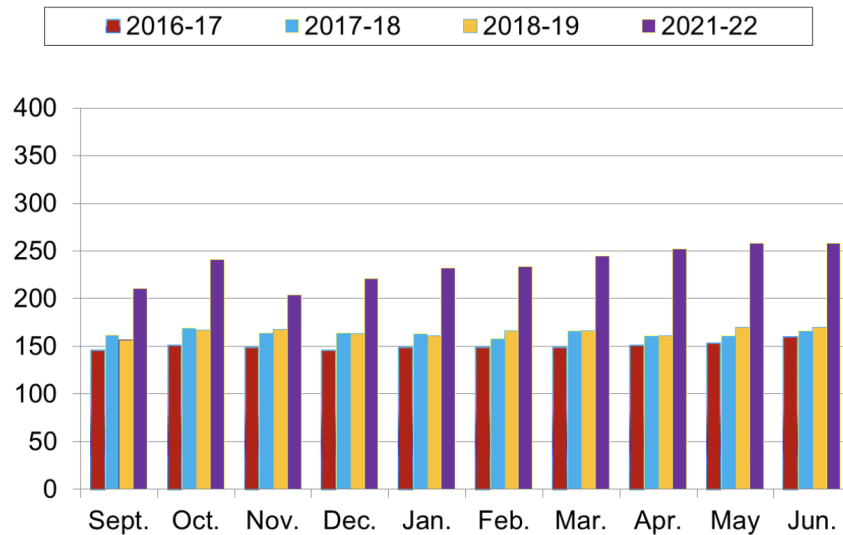
These numbers continue to warrant monitoring regarding the overall funding impacts of the state's universal free breakfast and lunch program. While participation in the free breakfast and lunch program is subsidized at a higher rate from the federal government, it does not encourage families to complete F/R lunch forms. This has larger impacts for EPS funding. Currently, the state of Maine is allowing schools to use whatever the higher percent has been for the past 3 years, but as our overall numbers continue to fall this safety net will run out. As a frame of reference, F/R lunch percentages in Gorham just 3 years ago was 19%. For each percentage point lost in this area, we lose approximately \$80,000.00 in EPS subsidy with broader losses in federal ESEA and Local Entitlement Funding.

We have made concerted efforts to simplify application processes and to communicate to families the importance of completing these forms each year. We will continue these efforts to ensure we maximize these funding streams moving forward.

SNP Participation Rates

Average Daily Participation Gorham School Nutrition Program Narragansett

Type A Lunch



The overall good news for our SNP, however, is that participation rates have climbed significantly as a result of the universal free breakfast and lunch programs. The graph above demonstrates the significant increases in participation across the district's schools. Because of this, our SNP has been able to increase its revenue streams by 57% over the previous years (\$1,620,000.00 in 2021-22 vs. \$1,030,000.00 overall revenue in 2020-21).

Overall, this data demonstrates that we have been able to increase the number of students served through our SNP program in providing high quality, nutritious meals for all students.

2020-21 RTI / 504 / Special Education / ELL / GT Participation Rates

| | Great Falls | Narragansett | Village | GMS | GHS | Totals |
|--------------------------|-------------|--------------|-------------|-------------|-------------|------------|
| RTI (inc. Alt Ed) | 91 | 79 | 145 | 178 | 133 | 497 (18%) |
| 504 | 13 | 10 | 7 | 35 | 65 | 130 (4.8%) |
| Special Education | 70 | 57 | 53 | 91 | 103 | 374 (14%) |
| ELL | 17 | 10 | 15 | 16 | 8 | 66 (2.4%) |
| GT | 12 | 6 | 13 | 75 | 30 | 136 (5%) |
| Totals | 203 (41.9%) | 162 (42%) | 233 (57.8%) | 266 (43.5%) | 339 (39.9%) | 1203 (44%) |

2021-22 RTI / 504 / Special Education / ELL / GT Participation Rates

| | Great Falls | Narragansett | Village | GMS | GHS | Totals |
|------------------------------|-------------|--------------|-----------|-------------|-----------|------------------|
| RTI (inc. Alt Ed) | 153 | 125 | 131 | 108 | 101 | 618 (22%) |
| 504 | 10 | 11 | 7 | 39 | 67 | 134 (4.9%) |
| Special Education | 89 | 56 | 71 | 98 | 100 | 414 (15%) |
| ELL | 16 | 10 | 13 | 15 | 16 | 70 (2.3%) |
| GT | 7 | 7 | 11 | 82 | 43 | 150 (5.5%) |
| Totals | 275 (54%) | 209 (58%) | 233 (58%) | 342 (55.1%) | 321 (38%) | 1,380 (50.3%) |

When we compare the two years, it is clear to see that our numbers are increasing across all student support services offered in the Gorham Schools. As a whole, we have risen from 44% of students receiving support services as listed above to 50.2% of our students receiving these same services in the 2021-22 School year. This is likely a direct reflection of the challenges (both academic and SEL) of the COVID 19 pandemic. Although this number bears continued monitoring, we do believe that our focus on smaller class sizes and SEL these past two years has enabled us to minimize these numbers. As an example, although we have increased our special education population from 14% to 15%, that percent is still far below the state’s average special education identification rate of 19%.

Certainly, as we move forward, this data tells us that our continued focus on smaller class sizes at K-5, and strengthening our SEL support through our Guidance programs K-8 are all placed in the right direction. From the numbers above, it is clear that we need to work to strengthen our RTI services (went up by 10%) especially in the area of Tier II interventions so that we can hopefully provide the needed services to our students at this level rather than have that full “bubble” move into special education programming. As a frame of reference, if you recall our regular per pupil costs stand at \$15,991.00. However, when you look solely at the per pupil costs for special education students, that figure rises significantly to \$19,829.00 per pupil.

2020-21 Number of Classrooms

| Year | Great Falls | Narragansett | Village | GMS | GHS |
|---------|-------------|--------------|---------|-----|-----|
| 2020-21 | 27 | 21 | 22 | 35 | 66 |
| 2021-22 | 28 | 23 | 23 | 37 | 63 |

As a result of our specific planning at the K-5 levels for the 2021-22 School year, you can see that our total number of classrooms at this level increased across the board. This was specifically to try and reduce overall class sizes across these grade levels in order to assist our teachers in dealing with the impacts of the Pandemic. We believe this has been a highly effective strategy for our youngest learners. We have continued this focus for the 2022-23 School year. The total number of classrooms at GMS increased for the 2021-22

School year, however it is worth noting that we will be reducing a teacher at GMS for 2022-23 which will increase class sizes in the 6th grade. The total number of classrooms at GHS was reduced by 3 due to changes in our alternative education program made during fiscal year 2022.

District Wide Achievement Data

Attendance Data

In Gorham, we track attendance closely as it is a strong indicator of the health and vibrancy of a school. For this report, we have provided each school's average daily attendance, which translates to the percentage of enrolled students present each day, and each school's chronic absenteeism, which is the percentage of students who have missed seven consecutive days or ten overall days over the course of the year. One can clearly see that each of our schools reports a very high attendance rate.

| Year | Attendance Data Type | Great Falls | Narragansett | Village | GMS | GHS |
|---------|--------------------------|-------------|--------------|---------|--------|--------|
| 2020-21 | Average Daily Attendance | 98.07 | 97.78 | 98.41 | 95.89% | 97.02% |
| 2020-21 | Chronic Absenteeism | 1.82% | 4.32% | 2.16% | 5.6% | 4.64% |
| 2021-22 | Average Daily Attendance | 94.97% | 95.97% | 95.06% | 93.4% | 94.2% |
| 2021-22 | Chronic Absenteeism | 12% | 4.7% | 11% | 14.4% | 12.7% |

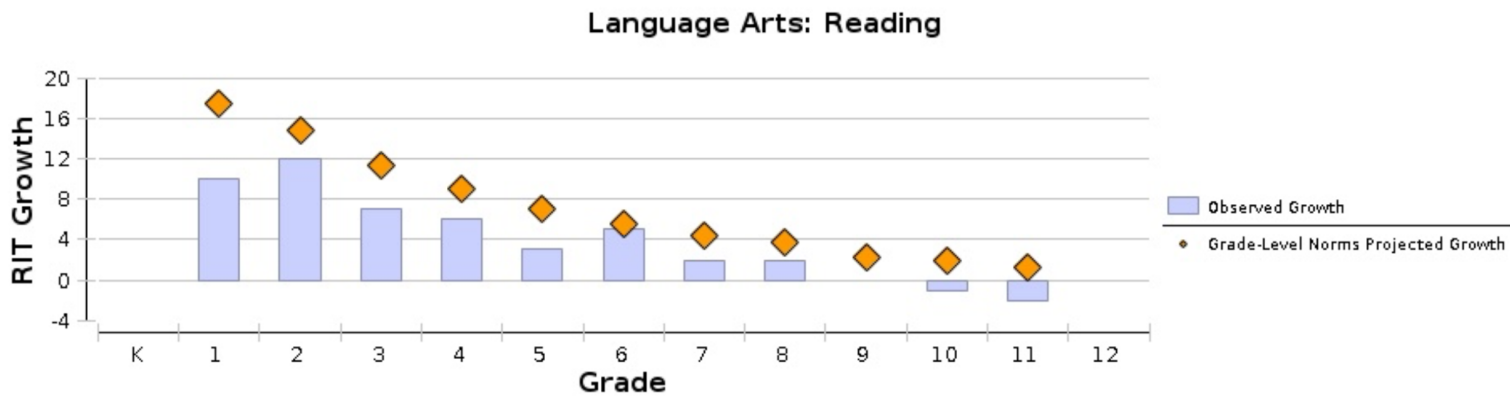
Of note here is our average daily attendance rates went down between these two years. Much of this had to do with the continued challenges of the pandemic as the number of total COVID cases and associated impacts to our schools more than quadrupled over the course of the 2021-22 School year. Even with this drop, however, we still fall well above the state's average of 92.3%. Additionally, our chronic absenteeism rate (total number of students who are absent for 10% or more of the school year) went up by a little more than 8% overall. This number is concerning to us, and we believe directly related to continued impacts of the Pandemic, both in terms of direct absences related to illness and in terms of absences that may be more related to the mental health of our students. We will continue to monitor this data in the coming year as we work to increase services to our students in these key areas.

NWEA Reading and Math Growth Scores

Two years ago now, the Maine Department of Education selected the NWEA MAP Reading and Math assessments as the new state test. The NWEAs measure progress against set standards, which have been aligned to the Maine Learning Results, help us to measure growth over time, and, as the charts below show, indicate whether our students are meeting their projected growth targets.

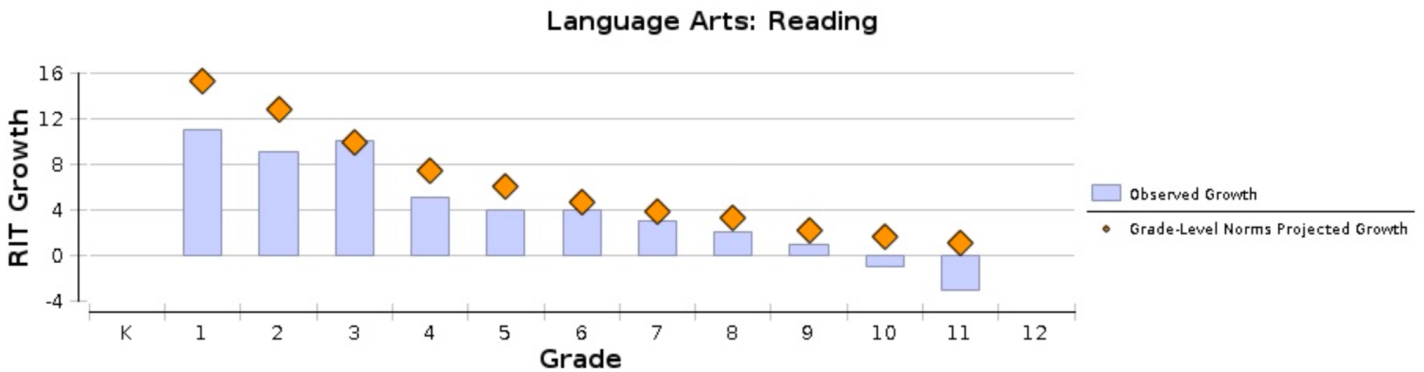
In the first two charts, the yellow diamond indicates where students were projected to be in their academic growth while the blue bar indicates how our students actually performed.

2020-21 Data



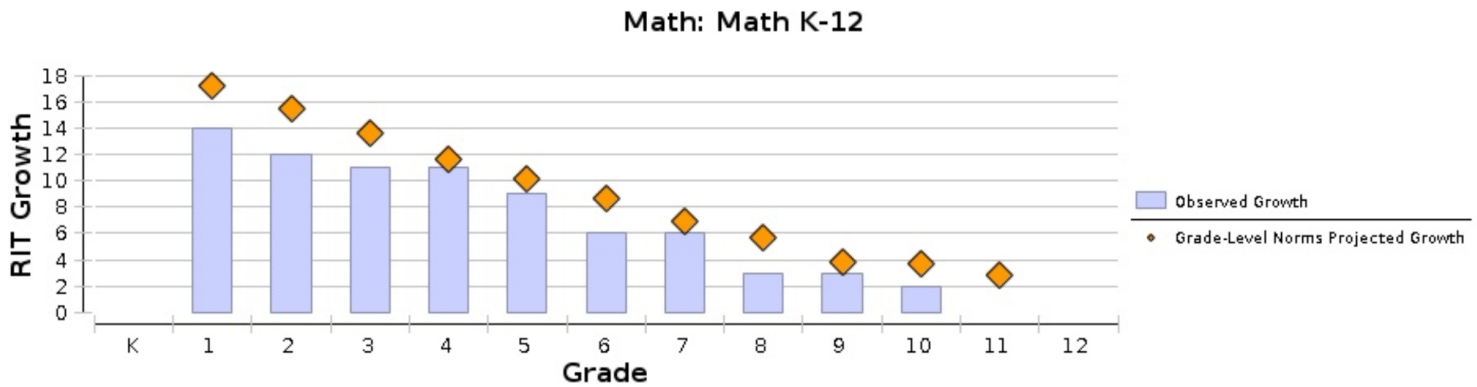
In review of the first chart on reading, one can see that there is a relatively wide gap in the areas of reading between where our first graders should be and where they actually are. A smaller, less concerning gap exists for our other Gr. 1-5 learners in reading. Conversely, our sixth graders performed exactly where they were expected or projected to in the area of reading and our students across grades 7-11 were on par with predicted growth.

2021-22 Data



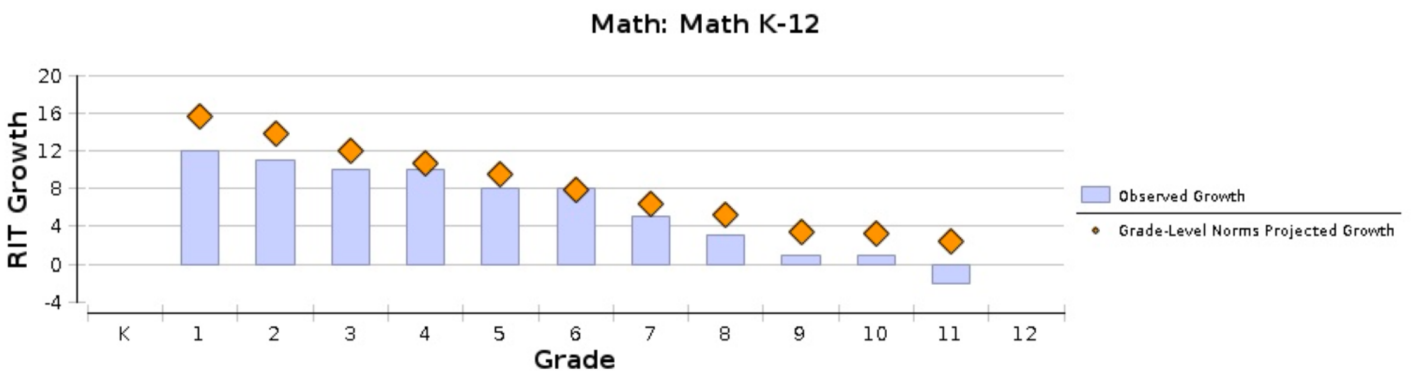
In review of this second chart on reading, one can see that there is still a relatively wide gap in the areas of reading between where our first and now second graders should be and where they actually are. However, one can also see that we were able to close the gap with our third grade reading scores significantly. We were also able to close the gap to a smaller degree for our 4th and 5th graders. We also were able to maintain appropriate growth in grade 6 while closing the gaps again in grades 6 & 7 in the area of reading. Generally speaking, our data demonstrates that our students across grades 6-12 are on par with predicted growth while we still have some work to do with our youngest learners who were likely most impacted by the Pandemic in the area of reading.

2020-21 Data



In review of the 1st growth chart on math, one can see that there is a relatively wide gap in the areas of math between where our first and 2nd graders should be and where they actually are. A smaller less concerning gap exists in grade 3 and then re-appears in grade 6 and 8. Conversely, our 4th, 5th, 7th and 9th graders performed exactly where they were expected or projected to in the area of math and are on par with predicted growth.

2021-22 Data



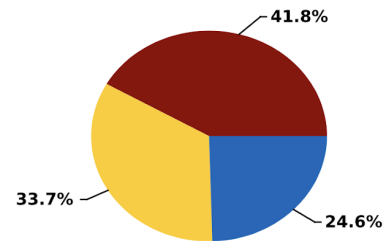
In review of the 2nd growth chart on math, we can see that although gaps still exist for students in grades 1 and 2 between where students should be and where they are, the gap has decreased from the previous year. Additionally,, we can see that we've more significantly closed the gap for 3rd grade students. Students in grades 4-7 are on target with growth. We do notice the gap has grown at the 9th grade level in math between where students should be and where they are.

Math Projected Proficiency

2020-21 Data:

View Linking Study:

| School | Student Count | Below Standards | | Proficient | | Advanced | |
|-------------------------------|---------------|-----------------|--------------|------------|--------------|------------|--------------|
| | | Count | Percent | Count | Percent | Count | Percent |
| Gorham High School | 534 | 168 | 31.5% | 187 | 35.0% | 179 | 33.5% |
| Gorham Middle School | 585 | 272 | 46.5% | 191 | 32.6% | 122 | 20.9% |
| Great Falls Elementary School | 377 | 137 | 36.3% | 138 | 36.6% | 102 | 27.1% |
| Narragansett School | 305 | 136 | 44.6% | 109 | 35.7% | 60 | 19.7% |
| Village School | 349 | 185 | 53.0% | 99 | 28.4% | 65 | 18.6% |
| Total | 2150 | 898 | 41.8% | 724 | 33.7% | 528 | 24.6% |

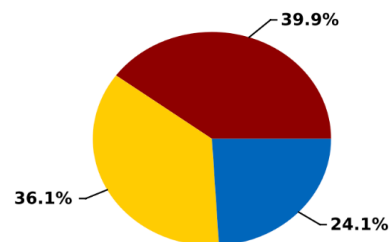


This chart tells us that 58.3% of our students across all five schools met or exceeded proficiency in math based on the spring, 2021 NWEA assessment. Because of our math achievement scores the past few years, we have decided to move away from *Everyday Math* and instead invest in a new K-9 math curriculum through *Reveal Math*. We are excited at the potential to see shifting data over time with this new curriculum being implemented in a more traditional (and less Pandemic) learning environment.

2021-22 Data:

View Linking Study:

| School | Student Count | Below Standards | | Proficient | | Advanced | |
|-------------------------------|---------------|-----------------|--------------|------------|--------------|------------|--------------|
| | | Count | Percent | Count | Percent | Count | Percent |
| Gorham High School | 499 | 186 | 37.3% | 170 | 34.1% | 143 | 28.7% |
| Gorham Middle School | 600 | 256 | 42.7% | 218 | 36.3% | 126 | 21.0% |
| Great Falls Elementary School | 415 | 142 | 34.2% | 154 | 37.1% | 119 | 28.7% |
| Narragansett School | 292 | 105 | 36.0% | 121 | 41.4% | 66 | 22.6% |
| Village School | 335 | 165 | 49.3% | 109 | 32.5% | 61 | 18.2% |
| Total | 2141 | 854 | 39.9% | 772 | 36.1% | 515 | 24.1% |



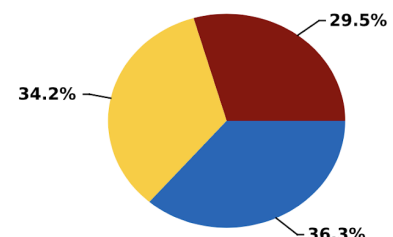
This chart tells us that 60.2% of our students across all five schools met or exceeded proficiency in math based on spring, 2022 NWEA assessment. This is a slight improvement over the previous year (58.3%) which we believe is good progress considering the fact that we continued to face pandemic related challenges during the 2021-22 school year while also implementing a new math curriculum (Reveal Math). We anticipate that with a second year of our new curriculum under our belts and with continued focus on student supports these numbers will continue to increase moving forward.

Reading Projected Proficiency

2020-21 Data

View Linking Study:

| School | Student Count | Below Standards | | Proficient | | Advanced | |
|-------------------------------|---------------|-----------------|--------------|------------|--------------|------------|--------------|
| | | Count | Percent | Count | Percent | Count | Percent |
| Gorham High School | 528 | 89 | 16.9% | 184 | 34.8% | 255 | 48.3% |
| Gorham Middle School | 581 | 153 | 26.3% | 217 | 37.3% | 211 | 36.3% |
| Great Falls Elementary School | 376 | 120 | 31.9% | 135 | 35.9% | 121 | 32.2% |
| Narragansett School | 307 | 120 | 39.1% | 91 | 29.6% | 96 | 31.3% |
| Village School | 343 | 148 | 43.1% | 103 | 30.0% | 92 | 26.8% |
| Total | 2135 | 630 | 29.5% | 730 | 34.2% | 775 | 36.3% |



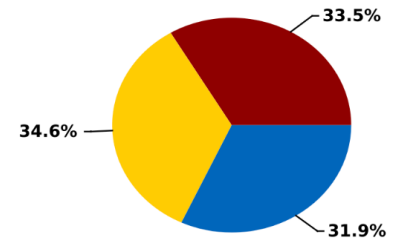
This chart tells us that 70.5% of our students across all five schools met or exceeded proficiency in reading based on the spring, 2021 NWEA assessment.

The NWEA assessment data clearly indicates that our younger students were impacted the most by the pandemic. With a few exceptions, our middle school and high school students performed where they were projected to, but our elementary students underperformed their growth targets on both Reading and Math NWEA MAP assessments. As stated above, we believe providing smaller class sizes, targeted interventions over the course of summer and through the following academic year, tracking progress through continued assessment, and differentiating instruction will help our students close these gaps.

2021-22 Data

[View Linking Study:](#)

| School | Student Count | Below Standards | | Proficient | | Advanced | |
|-------------------------------|---------------|-----------------|--------------|------------|--------------|------------|--------------|
| | | Count | Percent | Count | Percent | Count | Percent |
| Gorham High School | 521 | 153 | 29.4% | 167 | 32.1% | 201 | 38.6% |
| Gorham Middle School | 595 | 177 | 29.7% | 228 | 38.3% | 190 | 31.9% |
| Great Falls Elementary School | 412 | 156 | 37.9% | 137 | 33.3% | 119 | 28.9% |
| Narragansett School | 292 | 114 | 39.0% | 99 | 33.9% | 79 | 27.1% |
| Village School | 336 | 123 | 36.6% | 114 | 33.9% | 99 | 29.5% |
| Total | 2156 | 723 | 33.5% | 745 | 34.6% | 688 | 31.9% |



This chart tells us that 66.5% of our students across all five schools met or exceeded proficiency in reading based on the spring, 2022 NWEA assessment.

This data indicates that while the percent of students who overall scored proficient across the district remained relatively stagnant, the percent that scored advanced dropped by almost 5 percentage points while the percent that scored below standard increased by 4 percentage points. This tells us that a group of students who were excelling dropped to proficient while a group that had been proficient dropped to below proficient in reading. The greater impacts here seem to be at the Grade 6-12 levels. Since this is just a one year trend line, we will continue to monitor this data closely and utilize it to inform additional supports for students throughout the course of the 2022-23 school year.

Gorham Metrics of Success

For a second year in a row, we are tracking specific data points outlined in the Gorham Metrics for Success. Over time, this data will help us see trends in student achievements and better understand whether our schools and our district are meeting the needs of our students and our community as defined by the Gorham School Committee. The data is grouped by grade spans: elementary schools, middle school, and high school. While the data points were not exactly the same among the grade spans due to the fundamental developmental differences between them, there are many of the same data points. It is important to note that the data below serves as a benchmark for future analysis and reflection.

Gorham Elementary Schools

1. What % GF, NARR., or VILLAGE students have participated in programs offered by Aspire Gorham?

| % of Students who Participated in Aspire Gorham | Great Falls | Narragansett | Village |
|---|-------------|--------------|---------|
| 2020-2021 | 100% | 100% | 100% |
| 2021-2022 | 100% | 100% | 100% |

For a second year in a row, 100% of our students across grades K-5 participated in at least one program offered by Aspire Gorham with a focus on connecting what students are learning in their classrooms with their aspirations.

2. What % of 5th grade students meet “GMS Ready” Indicators as listed below:

Note: Each of these data sets focuses on the CURRENT 5th grade class across all three schools. The only data point that is cumulative below is the 10 hours of career exploration activities.

- a. Score of 215 or greater on NWEA/MEA math AND score of 207 or greater on NWEA/MEA reading OR Score of 2.8 or greater in Math and English standards.
- b. 90% Attendance
- c. Participation in at least 10 hours of career exploration activities
- d. SFL GPA of 3.0 or greater

| Score of 215 or greater on NWEA/MEA math <u>AND</u> score of 207 or greater on NWEA/MEA reading <u>OR</u> Score of 2.8 or greater in Math and English standards | Great Falls | Narragansett | Village |
|---|-------------|--------------|---------|
| 2020-2021 | 73% | 70% | 68% |
| 2021-2022 | 83% | 82% | 69% |

All three K-5 schools saw an increase in this data. There was a 12 point increase at Narragansett, and a ten point percentage increase at Great Falls Elementary School. Village Elementary School grew, but by just 1%. It will be interesting to see what data demonstrates next year for a third year look. We will continue to monitor closely but overall this indicates that the percentage of students leaving 5th grade to enter GMS who are “ready” as defined by the indicators above has grown in one year. This is a good sign considering the ongoing impacts of the Pandemic.

| 90% Attendance | Great Falls | Narragansett | Village |
|-----------------------|--------------------|---------------------|----------------|
| 2020-2021 | 98% | 98% | 98.5% |
| 2021-2022 | 88% | 95.3% | 89% |

All three K-5 School saw a decrease in this data set. The likelihood is high that much of this shift is likely due to our going back to pre-pandemic measures of attendance with continued impacts of quarantine upon students. The fact that this data has gone down remains concerning however, and our K-5 schools will be re-emphasizing their attendance team work throughout the course of the coming year.

| Participation in 10-Hours of Career Exploration Activities | Great Falls | Narragansett | Village |
|---|--------------------|---------------------|----------------|
| 2020-2021 | 100% | 100% | 100% |
| 2021-2022 | 100% | 100% | 100% |

Once again, for a second year in a row 100% of our K-5 students participated in at least 10 hours of career exploration activities throughout the course of the 2021-22 school year. Aspire Gorham continues to have a positive impact on our students - helping them to clearly see the connections between what they are learning and how it interacts with their future stories!

| SFL GPA of 2.8+ | Great Falls | Narragansett | Village |
|------------------------|--------------------|---------------------|----------------|
| 2020-2021 | 70.4% | 56.3% | 52.1% |
| 2021-2022 | 90% | 90% | 92% |

This data shows significant increases for each elementary school between 2020-21 and 2021-22. This past year we have focused more on SEL (which includes our SFL indicators). We also worked to streamline our SFL indicators and include executive functioning indicators within the same scoring rubric. The full impact of this work will be felt during the 2022-2023 School Year.

| GMS Ready | Great Falls | Narragansett | Village |
|------------------|--------------------|---------------------|----------------|
| 2020-2021 | 70.4% | 56.3% | 52.1% |
| 2021-2022 | 83% | 82% | 69% |

This data demonstrates that the total percent of students who meet our “GMS Ready” criteria has gone up for each school by more than 10 percentage points. Last year it was the skills for life data that held the percentages down across each of the K-5 schools. This year, the skills for life data rebounded, and our lowest scores were in the academic achievement category. After 3 years of a pandemic and with our extended focus on SEL over that same time frame, it is clear in the data that we need to find a way to maintain our SEL focus while also returning to strengthening rigor and academic achievement. This is going to be a delicate balance indeed as we move into the 2022-23 school year. We will need to find that elusive balance between taking care of the whole child while also making sure academic rigor remains strong and that each student is challenged to be their absolute best. This will definitely be a focal point across all schools.

3. What percent of GF, NARR. or VILLAGE students are meeting standards in the areas of Math, ELA, and Science? Please use grades via Jumprope to report by grade level in these three categories. For those grade levels that test using the NWEA or other State assessment, please list those scores in addition for comparison purposes.

Great Falls:

2020-21 Data:

| Great Falls | JumpRope ELA | JumpRope Math | JumpRope Science | NWEA ELA | NWEA Math |
|--------------|--------------|---------------|------------------|----------|-----------|
| Kindergarten | 54% | 77% | 95% | 79% | 80% |
| Grade 1 | 43% | 31% | 78% | 71% | 74% |
| Grade 2 | 61% | 68% | 83% | 68% | 57% |
| Grade 3 | 53% | 50% | 77% | 79% | 69% |
| Grade 4 | 59% | 48% | 56% | 70% | 65% |
| Grade 5 | 80% | 68% | 89% | 80% | 78% |

2021-22 Data:

| Great Falls | JumpRope ELA | JumpRope Math | JumpRope Science | NWEA ELA | NWEA Math |
|--------------|--------------|---------------|------------------|----------|-----------|
| Kindergarten | 76% | 88% | 97% | 75% | 80% |
| Grade 1 | 58% | 67% | 99% | 61% | 63% |
| Grade 2 | 72% | 77% | 95% | 69% | 75% |
| Grade 3 | 68% | 77% | 98% | 63% | 55% |
| Grade 4 | 78% | 84% | 93% | 77% | 74% |
| Grade 5 | 90% | 74% | 94% | 73% | 81% |

When comparing the two graphs, a few things pop out for continued consideration:

- Jumprope ELA scores jumped significantly in grades K - 3.
- Jumprope Math scores also jumped significantly in grades K-5.
- Jumprope Science scores remained about the same in Kindergarten, but went up significantly across all other grades 1-4.

Narragansett

2020-21 Data:

| Narragansett | JumpRope ELA | JumpRope Math | JumpRope Science | NWEA ELA | NWEA Math |
|--------------|--------------|---------------|------------------|----------|-----------|
| Kindergarten | 69% | 67% | 88% | 75% | 83% |
| Grade 1 | 54% | 76% | 82% | 67% | 75% |
| Grade 2 | 71% | 73% | 100% | 59% | 56% |
| Grade 3 | 83% | 87% | 100% | 70% | 57% |
| Grade 4 | 68% | 75% | 100% | 77% | 64% |
| Grade 5 | 75% | 83% | 98% | 53% | 54% |

2021-2022 Data:

| Narr. | JumpRope ELA | JumpRope Math | JumpRope Science | NWEA ELA | NWEA Math |
|--------------|--------------|---------------|------------------|----------|-----------|
| Kindergarten | 87% | 95% | 100% | 97% | 97% |
| Grade 1 | 77% | 87% | 98% | 65% | 69% |
| Grade 2 | 62% | 80% | 100% | 58% | 71% |
| Grade 3 | 88% | 95% | 98% | 67% | 67% |
| Grade 4 | 93% | 89% | 100% | 63% | 63% |
| Grade 5 | 87% | 94% | 99% | 71% | 79% |

When comparing the two graphs, a few things pop out for continued consideration:

- All scores in each of the three content areas increased with the exception of 2nd grade ELA and grade 3 science.
- Largest increases were in grades K-3.

Village

2020-2021 Data:

| Village | JumpRope ELA | JumpRope Math | JumpRope Science | NWEA ELA | NWEA Math |
|--------------|--------------|---------------|------------------|----------|-----------|
| Kindergarten | 81% | 81% | 96% | 76% | 78% |
| Grade 1 | 42% | 79% | 100% | 54% | 57% |
| Grade 2 | 46% | 55% | 86% | 63% | 39% |
| Grade 3 | 78% | 69% | 83% | 76% | 65% |
| Grade 4 | 75% | 76% | 88% | 66% | 68% |
| Grade 5 | 46% | 71% | 90% | 64% | 50% |

2021-2022 Data:

| Village | JumpRope ELA | JumpRope Math | JumpRope Science | NWEA ELA | NWEA Math |
|--------------|--------------|---------------|------------------|----------|-----------|
| Kindergarten | 76% | 79% | 97% | 64% | 70% |

| | | | | | |
|---------|-----|-----|------|-----|-----|
| Grade 1 | 81% | 91% | 100% | 74% | 61% |
| Grade 2 | 73% | 59% | 97% | 71% | 65% |
| Grade 3 | 81% | 79% | 99% | 64% | 39% |
| Grade 4 | 84% | 79% | 99% | 84% | 62% |
| Grade 5 | 82% | 84% | 98% | 62% | 51% |

When comparing the two graphs, a few things pop out for continued consideration:

- All scores across all three content areas either remained the same or increased with the exception of Kindergarten ELA and Math.
 - Largest gains were seen in ELA and Math in grade 1.
4. **What % of our GF, NARRAGANSETT, or VILLAGE students, parents and staff feel positive about your school and district culture?**

| Parent | Great Falls | Narragansett | Village |
|-----------|-------------|--------------|---------|
| 2020-2021 | 95% | 93% | 89% |
| 2021-2022 | 91% | 88% | 91.4% |

The data above demonstrates that parent's rates of positivity dropped a little at both Great Falls and Narragansett Elementary School between the two years listed while it increased a small amount at Village Elementary School. Even at its lowest, 88% of families continue to remain positive about their schools in our community.

| Staff | Great Falls | Narragansett | Village |
|-----------|-------------|--------------|---------|
| 2020-2021 | 88% | 87% | 100% |
| 2021-2022 | 92.7% | 88% | 91% |

The data above demonstrates that staff rates of positivity increased a little at both Great Falls and Narragansett while it dipped a little between the two years at Village Elementary School. Even at its lowest 88% of our staff continue to remain positive about their schools.

5. **What % of our GF, NARRAGANSETT, or VILLAGE teachers score a 3 or higher in ALL FOUR Domains of the Danielson Evaluation System?**

| Teachers who Scored a 3+ in each indicator, across all four domains of the Danielson Evaluation System | Great Falls | Narragansett | Village |
|--|-------------|--------------|---------|
| 2020-2021 | 86.6% | 80% | 68.8% |
| 2021-2022 | 81.1% | 82.2% | 94.7% |

Gorham Middle School

1. What % GMS students have participated in programs offered by Aspire Gorham?

Note: This is for all three grades, 6,7 & 8.

| | |
|------------------|------|
| 2020-2021 | 90% |
| 2021-2022 | 100% |

2. What % of 8th grade students meet “GHS Ready” Indicators as listed below:

Note: This data is cumulative for the current 8th grade class only.

| Years | Score of 860 or greater on MEA Math <u>AND</u> Score of 860 or greater on MEA Reading <u>OR</u> Score of 227 or greater on NWEA Math <u>AND</u> Score of 216 or greater on NWEA Reading <u>OR</u> a Cumulative GPA of 2.8 or greater |
|------------------|---|
| 2020-2021 | 72.4% |
| 2021-2022 | 60.6% |

Data above demonstrates that overall achievement of our 8th grade students went down by almost 12%. This is not a cohort score, but demonstrates achievement (as measured above) between the 8th grade class of 2021 and the 8th grade class of 2022. Again, it is difficult to extrapolate patterns based on two years of data, but certainly we never like to see data go down. We will continue to closely monitor the data for our incoming 8th grade class.

| Years | 90% Attendance |
|------------------|-----------------------|
| 2020-2021 | 94.2% |
| 2021-2022 | 86.8% |

Data above demonstrates that our overall attendance rates at GMS went down between 2020-2021 and 2021 and 2022. Similar to the K-5 data above, we believe that this is likely due to our moving bck to Pre-pandemic attendance measurements while still dealing with the challenges of quarantines associated with the Pandemic. We will continue to monitor this data closely over the next year.

| Years | 10 hours of community service |
|------------------|---|
| 2020-2021 | Unknown due to COVID-19 Pandemic - Will track for 2021-2022 |
| 2021-2022 | 39.2% |

As can be seen above, last year we had not been able to track the data due to the pandemic. Therefore, this year (2021-22) is the true baseline year for data. This data is cumulative data over the course of grades 6-8. We anticipate that the 39.2% rate measured this past year will increase each year as we continue to monitor this data set over time.

| Years | Participation in at least 10 hours of career exploration activities |
|------------------|--|
| 2020-2021 | 41.9% |
| 2021-2022 | 100% |

During the 2020-21 School year we had to operate many of our Aspire initiatives as “opt in” experiences for students. This year we were able to embed experiences into each grade level so that all students participated in at least 10 hours of career exploration activities. These activities allow our students to see connections between their daily learning and their own future stories!

| Years | Approved Career Pathway Plan |
|------------------|-------------------------------------|
| 2020-2021 | 95% |
| 2021-2022 | 100% |

Similar to the data above, we saw an increase in the percent of students leaving grade 8 with an approved career pathway plan. Typically we aim for 100%. Last year we had a few students who didn't finish their plans until the fall of their freshman year due to pandemic related barriers. We anticipate hitting the 100% mark each year moving forward - barring future pandemics!

| Years | 2+ organized co-curricular activities¹ |
|------------------|--|
| 2020-2021 | 55.7% |
| 2021-2022 | 52.3% |

This data shows a slight drop in the percentage of students participating in co-curricular activities. The Gorham Schools strongly encourages student participation in our co-curricular activities by students as research indicates strong correlations between student participation and increased academic achievement. We will continue to monitor this data for the coming year.

1

| Years | SFL GPA of 3.0+ |
|------------|-----------------|
| 2020-2021 | 73.3% |
| 2021- 2022 | 71.8% |

The data above demonstrates a slight drop in the percentage of students scoring 3 or above in their Skills for Life scores. This is not a significant drop, but certainly warrants continued monitoring moving forward.

| Years | GHS Ready |
|-----------|-----------|
| 2020-2021 | 41.9% |
| 2021-2022 | 39.2% |

The score above is based off the lowest score listed in the above data categories. The 39.2% was the percent of students who served 10 hours of community service or more over their GMS career. This was the first year (baseline) for data. If this data set was not used, the second lowest score would have been 52.3% from the percent of students participating in co-curricular activities. As we continue to move out of the Pandemic, we anticipate that these measures will no longer be the lowest measures and instead this percent will be based more upon the academic performance indicators listed above.

- 3. What percent of GMS students are meeting standards in the areas of Math, ELA, and Science? Please use grades via Jumprope to report by grade level in these three categories. For those grade levels that test using the NWEA or other State assessment, please list those scores in addition.**

| % Meeting Course Standards | ELA | MATH | SCIENCE |
|----------------------------|-------|-------|---------|
| 2020-2021 | 68.3% | 66.1% | 70.1% |
| 2021-2022 | 67.8% | 74.7% | 84.9% |

Data above demonstrates a slight decrease in ELA scores from one year to the next while scores increased in math and science between the two years.

| NWEA Reading | Grade 6 | Grade 7 | Grade 8 |
|--------------|---------|---------|---------|
| 2020-2021 | 76% | 69% | 79% |
| 2021-2022 | 73% | 71% | 68% |

Data above demonstrates a slight decrease in the reading data for grade six and a slight increase in reading data for grade seven. The data also indicates a relatively significant decrease in reading NWEA scores in grade 8. This data, similar to the achievement data listed earlier warrants continued monitoring moving forward.

| NWEA Math | Grade 6 | Grade 7 | Grade 8 |
|-----------|---------|---------|---------|
| 2020-2021 | 64% | 67% | 66% |
| 2021-2022 | 65% | 67% | 63% |

The data above demonstrates pretty consistent scores for NWEA between the 2020-21 and 2021-22 school years. We would prefer to see these numbers up closer to 70% so we will continue to monitor.

4. What % of our GMS students, parents and staff feel positive about your school and district culture?

| % GMS Students, Parents, and Staff who Feel Positive about School and District Culture | GMS Students | GMS Staff | GMS Parents |
|--|--------------|-----------|-------------|
| 2020-2021 | 90.6% | 91% | 84% |
| 2021-2022 | 81.8% | 94.9% | 78.8% |

The data above demonstrates a drop in the percentage of students who feel positive about their school as well a drop in the percentage of parents who feel positive about their school while staff data indicates a slight increase in the percentage of staff who feel positive about their school. Even at its lowest we do see 78.8% of parents feel positive about the school. This is certainly data that we will continue to monitor each year.

5. What % of GMS teachers score a 3 or higher in ALL FOUR Domains of the Danielson Evaluation System?

| Years | Teachers who Scored a 3+ in each indicator, across all four domains of the Danielson Evaluation System |
|-----------|--|
| 2020-2021 | 95.5% |
| 2021-2022 | 82.9% |

Data demonstrates a similar percentage of staff scored 3 or more in each indicator across all four domains of the Danielson Evaluation System as the previous year.

Gorham High School

1. What percent of GHS students have a post-graduation plan that includes acceptance to a college, apprenticeship, trade school, military, or volunteer opportunity (e.g. Americorps) OR have full-time employment upon graduation.

| Years | 4-Year College | 2-Year College | Total in School | Apprenticeship or Trade School | Military | Volunteer | Employment | Gap Year | Total w/ Plan |
|---------|----------------|----------------|-----------------|--------------------------------|----------|-----------|------------|----------|---------------|
| '20-'21 | 63% | 12% | 75% | 6% | 1% | 0% | 8% | 4% | 94% |
| '21-'22 | 60% | 14% | 74% | 7% | <1% | 0% | 9% | 3% | 93% |

2. What is GHS's most recent state graduation rate? What is the most recent average of graduate rates among Cumberland County High Schools?

| Years | GHS Graduation Rate | Cumberland County Graduation Rate | State of Maine Graduation Rate |
|-----------|---------------------|-----------------------------------|--------------------------------|
| 2020-2021 | 94.2% | 91.2% | 87.5% |
| 2021-2022 | 92.7% | 91.1% | 86.1% |

Gorham High School's graduation rate has always been above the state average and the Cumberland County average. This remains true. However, the data indicates that that gap between GHS's graduation rate and the state/county average is decreasing. We will continue to monitor this data over time.

3. What % of graduating seniors are considered Academic, and/or Career/Life ready using metrics outlined in our Portrait of a Graduate? Please list % for each separately, and then an overall % for those that meet both.

| Years | SAT College Readiness Benchmark <u>OR</u> Cumulative GPA of 2.8+ |
|-----------|--|
| 2020-2021 | 86.1% |
| 2021-2022 | 84.5% |

This data demonstrates a small decrease in the % of students who reach our College readiness benchmark between 2020-21 and 2021-22.

| Years | Completion of an Early College Course |
|-----------|---------------------------------------|
| 2020-2021 | 68.8% |
| 2021-2022 | 82.3% |

This data demonstrates a significant increase in GHS students who are successfully completing early college courses while at GHS. This is the third full year of our collaboration with USM that allows for GHS students to earn up to 34 college credits before graduation.

| Years | Algebra II Proficiency |
|-----------|------------------------|
| 2020-2021 | 87.1% |
| 2021-2022 | 90.1% |

This data demonstrates a slight increase in the percentage of students demonstrating proficiency in Algebra II proficiency.

| Years | Completion of 2 Years of WL |
|-----------|-----------------------------|
| 2020-2021 | 80.7% |
| 2021-2022 | 80.6% |

This data is pretty similar between the two years compared.

| Years | Completion of 1 Lab Science |
|-----------|-----------------------------|
| 2020-2021 | 100% |
| 2021-2022 | 100% |

This data is the same as the previous year with 100% of our GHS students completing 1 Lab Science.

| Years | 90% Attendance |
|-----------|----------------|
| 2020-2021 | 97.1% |
| 2021-2022 | 94.4% |

This data demonstrates a slight decrease in the percentage of students who met the 90% attendance threshold for the 2021-22 School year vs. the previous year. Similar to GMS and K-5, this is likely due to our moving back to pre covid attendance measures even while we were still dealing with the impacts of quarantine due to the ongoing nature of the pandemic. We will continue to monitor this data closely.

| Years | 20 Hours of Community Service |
|-----------|-------------------------------|
| 2020-2021 | 99.5% |
| 2021-2022 | 97.8% |

This data indicates a slight drop in the percent of students meeting the 20 hours of community service target.

| Years | Workplace Learning Experience (two min.) <u>OR</u> Industry credential (CTE) |
|-----------|--|
| 2020-2021 | 57.4% |
| 2021-2022 | 77.6% |

This data indicates a significant increase in the percentage of students who have met our workplace learning experience target. We hope to see this trend continue for another year.

| Years | Approved Career Pathway |
|-----------|-------------------------|
| 2020-2021 | 94% |
| 2021-2022 | 93% |

This data indicates a slight drop in the percentage of students who have an approved career pathway at GHS, but this is a very small drop. We will continue to monitor this data in the coming year.

| Years | 2+ Organized Co-Curricular Activities |
|-----------|---------------------------------------|
| 2020-2021 | 64% |
| 2021-2022 | 60% |

This data indicates a slight drop in the percentage of students participating in 2+ Co-curricular activities. We believe strongly in students participating in these important activities as research demonstrates significant connections between participation in these types of activities and academic success. We will continue to monitor this data in the coming year.

| Years | Skills For Life (SFL) GPA of 3.0+ |
|-----------|-----------------------------------|
| 2020-2021 | 79.9% |
| 2021-2022 | 78% |

This data demonstrates a slight reduction in the percentage of students meeting a score of 3+ or more in skills for life. This is a very slight decrease that will continue to be monitored closely over the course of the coming year.

| Years | Career Ready | College Ready | Career & College Ready |
|-----------|--------------|---------------|------------------------|
| 2020-2021 | 57.4% | 68% | 57.4% |
| 2021-2022 | 77.6% | 80.6% | 77.6% |

This data demonstrates a significant increase in the percent of students meeting our career & college ready targets. We will continue to monitor the data in the coming year.

- 4. What percent of our students are meeting standards in the areas of Math, ELA, and Science? Please use grades via infinite campus to report by grade level in these three categories.**

Percent of students in each grade level meeting standards in English, Math, and Science:

| | GRADE LEVEL | ELA | MATH | SCIENCE |
|------------------|--------------------|------------|-------------|----------------|
| 2020-2021 | 9th | 98.2% | 97.3% | 97.7% |
| 2021-2022 | 9th | 94.7% | 97.6% | 93.3% |
| 2020-2021 | 10th | 96.3% | 94.2% | 96.3% |
| 2021-2022 | 10th | 97.5% | 96.5% | 99.9% |
| 2020-2021 | 11th | 97% | 95.3% | 97.9% |
| 2021-2022 | 11th | 96.4% | 98.8% | 97.2% |
| 2020-2021 | 12th | 98.1% | 98.6% | 96.7% |
| 2021-2022 | 12th | 98.8% | 98.4% | 98.3% |

Percent of students in each grade level scoring average or higher on spring NWEA assessments in Reading and Math:

| | NWEAs | Grade 9 | Grade 10 | Grade 11 |
|------------------|----------------|----------------|-----------------|-----------------|
| 2020-2021 | Reading | 86% | 83% | 79% |
| 2021-2022 | Reading | 79% | 73% | 61% |
| 2020-2021 | Math | 80% | 80% | 80% |
| 2021-2022 | Math | 82% | 75% | 70% |

5. What % of our GHS students, parents and staff feel positive about your school and district culture?

| Years | GHS Students | GHS Staff | GHS Parents |
|------------------|---------------------|------------------|--------------------|
| 2020-2021 | 78% | 95% | 82% |
| 2021-2022 | 67% | 73% | 81% |

6. What % of GHS teachers score a 3 or higher in ALL FOUR Domains of the Danielson Evaluation System?

| Years | Teachers who Scored a 3+ in each indicator, across all four domains of the Danielson Evaluation System |
|-----------|--|
| 2020-2021 | 92.3% |
| 2021-2022 | 80% |

Key Takeaways from Metrics of Success Data:

- The Aspire Gorham initiative is having a profound impact on student achievement and programming, both in terms of preparing students for career (e.g. 100% of elementary school students participated in career exploration activities...) and for college.
- We need to do a better job of getting our GMS students more active in our community. Data demonstrates that only 39.2% of students achieved 10 or more hours of community service while more than 95% of our high school students achieved more than 20 hours of community service.
- Across the district, we need to re-focus on attendance as data demonstrates a decline in student attendance this year when compared to last year.
- Achievement scores are reflecting the challenges learning during an active pandemic. We have spent considerable time focusing on SEL these past few years and while we need to maintain this focus, we also now need to double down on our academic work. We need to find that delicate balance between ensuring we are providing supports for the whole child, while making sure we are re-focusing our efforts on rigor so that each student is challenged to do their very best.
- Across all grades feelings of positivity remain high (over 78% across the board). However, some of our scores related to feelings of positivity, especially with students and parents dipped a bit this past year. We will need to continue to monitor this data and ensure student voices are a strong part of our decision making processes.
- Our overall percentage of students who are “GMS ready”, “GHS ready” or “College/Career ready” has grown over the past year.
- Most of our students, 75% of them, go on to a 2 or 4-year college while the remainder attend a trade school, enter the military, work, or take a gap year.
- Although our graduation rate remains higher than both the state average and the Cumberland County average, the gap between these figures has shrunk.
- Skills for Life scores at the K-5 level rebounded nicely from the previous year, improving from last year’s 52% to a new 92% which we feel is a more accurate representation of the realities of our schools.
- Discrepancies that were seen between last year’s NWEA data and student performance via grades in courses has diminished and come into closer alignment. For example, course data indicates that 76% of Kindergarten students met course standards as reported via Jumprope and 75% of that same group demonstrated proficiency in ELA at Great Falls. While discrepancies remain the gaps between data are smaller, which indicates a closer alignment between grade performance as reported in Jumprope and performance as assessed via NWEA.
- Last year was another challenging year for teacher evaluation processes due to the pandemic. Data indicates some discrepancies between scores across schools. This data will be important to continue to monitor while continued focus is placed on the calibration of processes across all five schools.

Overall Summary:

The 2021-22 School year marked the second full year of operating our schools during a global pandemic. The past year continued to be challenging in ways that were ultimately very different than the previous year. Even with these challenges we are proud of what we were able to accomplish with our students and families this past year. Feelings of positivity towards our schools remains strong and our achievement scores demonstrate that our students are holding their own as we continue to navigate these unprecedented times together.

Data clearly demonstrates the challenges created by the Pandemic. Our numbers of students receiving support services has increased significantly while our capacity has not. While we have focused on meeting the needs of the whole child and supporting our staff over the course of the past year we are now at a point where we must layer on a stronger focus on academic rigor and challenging each student to learn and be the very best version of themselves possible. Finding a way to strike this important balance between focusing on SEL and mental health while also challenging our students academically to be their very best will be an important task in the coming year, but one we feel we can meet. We will continue to emphasize smaller class sizes at the K-5 level. We will have added capacity to meet the SEL and mental health needs of our students at grades K-5 (with a new teaching counselor position) and at grades 6-8 with our new guidance counselor position. Our Career Aspirations and ELO coordinator, our new ELO instructor and our Aspire Gorham work will continue to focus on ensuring students see how their daily learning applies directly to their future stories and we will continue to work to ensure that our students, all our students, see themselves reflected in our curriculum.

For the School Committee, a strength of this report is that it indeed exists and is utilized in an ongoing manner to inform our practices. It is important to know that from the top, all the way to the bottom, the Gorham Schools is not “satisfied” with our work and constantly seeks to improve. Our continuous improvement processes are strong and based on a wide variety of data.

As we enter the 2022-23 School Year we will use this baseline data, along with broad-based stakeholder input from our Re-Visioning Process to finalize our new Strategic Plan. Our new strategic plan, coupled with our metrics for success will continue to provide a clear cut methodology to measure our progress and to focus our priorities moving forward. Those priorities will include (but not be limited to):

- SEL/Mental Health Support for students and staff
- Re-focus on instructional practices, differentiation, and academic rigor with a strong focus on relationships and relevance.
- Embedding our Diversity, Equity, and Inclusion work in all that we do
- Continued strengthening of our Aspire Gorham work

We remain excited at the potential for continued success as our community and the schools that serve it continues to grow. Our mission to “Prepare and Inspire” our children for success remains strong. We cannot wait for the coming year! GO RAMS!

Addendum Information:

General Information From Each School/Program

Note: Our new Strategic Plan will not be approved by the School Committee until Fall, 2022. Next year we will be able to include an overview of where we are with our Strategic Plan work as part of this addendum as well.

1. **School/Program: K-5 Elementary Schools (Great Falls, Village, Narragansett)**
2. **Overview Information: (Student enrollment, % Sped., %RTI, %G&T, %504, Total number of regular ed/special ed. Teachers, total number of ed. Techs, F/R lunch % and per pupil expenditure).**

Enrollment:

| | Great Falls | Narragansett | Village |
|--------------------------|--------------------|---------------------|----------------|
| October 1 | 510 | 360 | 418 |
| June 1 | 515 | 363 | 414 |
| % Excluding White | 10.61% | 12.40% | 13.64% |

Free/Reduced Lunch:

| | Great Falls | Narragansett | Village |
|------------------|--------------------|---------------------|----------------|
| 2021-2022 | 17% | 15% | 15.6% |

Average Daily Attendance & Chronic Absenteeism:

| | Great Falls | Narragansett | Village |
|---------------------------------|--------------------|---------------------|----------------|
| Average Daily Attendance | 94.97% | 95.97% | 95.06% |
| Chronic Absenteeism | 12% | 4.7% | 11% |

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

Virtual Author Visit: Our elementary schools were lucky enough to team up to welcome a Virtual Author Visit by Nick Bruel (author of the BAD KITTY series) to share his latest book BAD KITTY GETS A PHONE. Grades 2 &3 were delighted with this visit and had the opportunity to buy his newest book at a discounted rate.

Jump Rope for Heart Campaign: All three elementary schools participated in the JumpRope for Heart campaign and we raised over \$8000! That means that we sent the American Heart Association \$4000! The remaining \$4000 was used to fund our grade level field days. During this campaign, students jumped rope and learned about the American Heart Association, which is a non-profit, voluntary health agency funded by donations. The students learned how the agency provides important education and support for having a healthy heart.

Spring Field Days: All students in Grades K-5 participated in Grade Level Field Days at the Gorham Sports Complex. Students partook in team building events such as potato sack races, tug of war, and hula hooping. We witnessed our students working together, laughing, playing, and enjoying their last days with their classroom communities. It has been a joy to bring back these fun days to our students.

Junior Achievement: The Junior Achievement of Maine program provides financial literacy and career readiness lessons to our second grade students across the district. The mission of the Gorham Schools aligns nicely with Junior Achievement's mission ~ to inspire and prepare young people to succeed. The inspiration piece comes from community volunteers who not only deliver the lessons, but share their experiences. In the process, these volunteers serve as role models helping to positively impact young people's perceptions about the importance of education, as well as critical life skills. We thank Junior Achievement for your ongoing partnership with our schools.

Great Falls School:

GF 10 Year Birthday: Great Falls celebrated its (belated) 10th birthday on Wednesday, May 25. Hundreds of students and their families came out to celebrate, partake in the entertainment, and eat some yummy food from the vendors. It was so refreshing to have a campus full of families, and to celebrate the success of Great Falls and its ten years of existence.

One School/One Author: This year Great Falls continued with our 7th year of our *One School, One Author* program. This year all the students in grades K-2 enjoyed the book *Shelter Pet Squad* and 3-5 read *Touch Blue*. Both books are by author Cynthia Lord. Teachers read the books aloud to students in the classroom and all students and staff were encouraged to read the book from the beginning of January through to February break. Each week there were trivia questions that students answered for a prize. Also, all students received their own copy of the books. We ended our reading of the book and corresponding activities with a visit from the author herself to speak with all of our students!

Village School:

One Book, One School: Village School read Hidden Figures by Margot Lee Shetterly as our One Book, One School event. This event spans over several weeks of reading a common book K-5 and taking part in class discussions about the book. We often have mystery readers and short activities for each class, but mostly it's a great community building activity because we all are immersed in the same learning. This year's book brings to light the story of four African American women mathematicians who worked on a team developing aircrafts and spacecrafts for the United States. These real women role models, previously unsung, are a powerful inspiration to all learners.

Virtual Bingo-Family Bingo Night is a popular event here at Village School. Community events were still important to us even through the Pandemic. For the past two years, we have held Virtual Bingo Nights over zoom. Staff, Students and Families could come together safely to have a night of fun! This event proved to still be a highlight of the school year...zoom and all!

Winter Olympics-We held our school-wide Winter Olympics Event on Friday, February 18th with four events: Curling, Target Game, Obstacle Course, and Hockey Shoot. Each classroom chose a country to represent and made t-shirts and flags as a team building activity. Each class rotated through the four events during a period of time. We were impressed with the students' camaraderie and good sportsmanship.

Spring Fling-This annual spring event is our most well attended event of the year. Due to the pandemic the last two years, this event was canceled. This year we had over 400 people attend this inside and outside event. Highlights were: Dance Dome Bouncy House, Obstacle Bouncy House, Bouncy House and slide, Basketball Shootout, Old Wells Farm planting seeds, Glitter Tattoos, Face Painting, Balloon Animals, Ice Cream, Music and the playground. Families were excited to all be together and also see the inside of the school. Fun was had by all!

Regan Thibodeau-Dr. Regan Thibodeau shared her story with students at Village Elementary School on Friday, May 13th. Dr. Thibodeau is a professor of American Sign Language (ASL) and deaf culture at USM. She is also a freelance deaf interpreter and advocate for policies that create a bridge between the deaf and hearing community. In 2019, Regan was the first deaf person in Maine to earn a doctorate degree (PhD). She is passionate about inspiring the next generation of interpreters and using education to improve the lives of deaf people. During her presentation, Dr. Thibodeau helped Village students see that differences don't have to be deficits. Her message connects directly to the themes explored in the school's shared reading of *Hidden Figures*, the untold story of the Black women mathematicians who helped win the space race. The event was collaboratively produced by Alison Penley, a teacher leader at Village, and Eliza Keigsberg of Aspire Gorham.

Amazing Race: This Aspire sponsored event was a collaboration between Village School and GMS. Students navigated a scavenger hunt through the Gorham Village. Students used clues and a map to direct them to area businesses.

Goals for Students:

- To learn about multiple types of businesses that exist in the heart of Gorham.
- To practice core employability skills in a positive manner.
- To learn about key skills employers look for in their employees.
- To make positive connections with adult community members outside of their families and teachers.

Narragansett:

One School / One Book Project: This year, we celebrated the power of the individual. All classrooms within our school community read the book, *Only You* by Linda Krantz. The underlying message in the book is, "There's only one you in this great big world. Make it a better place." As an extension of this book, all students painted a unique image on a small rock. These rocks now line the flowerbeds at the main entrance of the school.

Virtual Author Visit: Narragansett's 4th and 5th Grader students participated in a Virtual Author's Visit with Gordon Korman, author of numerous children's books. With grant funds, we were able to purchase a copy of Korman's latest novel, *Linked*, for each of our 4th and 5th graders.

Student Leaders: Our 5th grade student leaders worked very hard this year to help all Narragansett students focus on Courage, Compassion, Respect, Responsibility and Honesty within our school community and our lives. The student leaders worked together to develop a series of videos that teachers could share with their classrooms that inspired all students to keep our Code of Conduct alive. In addition to the videos, the student leaders shared notes of inspiration during our morning announcements.

Civil Rights Team: Our Civil Rights Team worked on several projects this year that helped to reinforce that Narragansett is an inclusive school community that values diversity. In the fall, the Narragansett Team designed two “All Are Welcome” banners. Representatives from the team went to all classrooms to share the banners and explain the meaning behind the message. A small team also presented their mission and fall work to the full school committee in January. These banners are now proudly displayed at two entrances to our school.

In February, the Narragansett Civil Rights Team completed a special project in honor of Black History Month. After completing research about Black Americans who made considerable contributions to our country, the students created an “ABC” summary that was then shared with the entire school community over the morning announcements. Each morning during this month, information about a different American was shared and celebrated.

Coin Drive for Compassion: Laurie Kenny’s First Graders were INSPIRED after watching a Scholastic News Video about Melody, a wheelchair bound student who worked to create more accessible playground equipment that ALL students could play with together. As a result, these 1st grade students put together a coin drive fundraiser to purchase more inclusive pieces of equipment. The students also donated toys and books to sell at a community yard sale. The coin drive was a huge success!! These first graders raised enough money to purchase three pieces of playground equipment: a glockenspiel, a percussion panel and a Tic-Tac-Toe game.

Other Donation Drives: In the fall, Narragansett School collected and donated 547 pairs of socks, 28 hats, and 16 pairs of gloves to the Maine Homeless Veterans Alliance. We were able to donate over 200 food and hygiene items to the Gorham Food Pantry during the month of February. At the end of the school year, we held a donation drive for the Animal Refuge League of Greater Portland. In June, Ms. Burns and Mrs. Woods took several students to the ARLGP to personally drop off the donations (pet food, toys and more) and to have some furry snuggles!

Kindness Campaign: Although we encourage and celebrate kindness everyday, our school community did an extra push during the month of February through a formal Kindness Campaign. Students went out of their way to identify ways of being extra kind to their peers, teachers and family members. Students were encouraged to recognize kindness in their peers.

Award for Excellence: Congratulations to Sarah Poirier for winning the Glenn Nerbak Award for Excellence in Elementary Social Studies Education! This award is sponsored by the Maine Council for Social Studies. Mrs. Poirier is on the cutting edge of teaching social studies with an emphasis on the history of people who have, in the past, been left out of the narrative.

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

Great Falls:

Staff Meetings and Optional Professional Development Forums: Great Falls continues to focus on 4 areas: staff and student wellness, restorative practices, REVEAL math, and DEI. Several times a month, staff facilitators coordinate an optional PD forum that builds upon the knowledge and strategies of our amazing staff in these focus areas. It is our goal that all Great Falls students learn in safe, positive, and inclusive environments that encourage the development of interpersonal skills. Our staff are committed to building strong, caring relationships with all students and will prioritize enriching and constructive classroom

environments built on collective respect and focused on student achievement. The ongoing forums allow staff to continually build their toolboxes and bring back new ideas and strategies to their students.

Grade Level and Department PLTs: (Professional Learning Teams) met bimonthly with the focus on advancing teaching and student learning. This time is for educators to work together as a team to gather evidence of student progress, develop strategies to improve teaching and learning, to implement strategies, analyze the impact on student learning, and apply new knowledge. This work is critical, as the Great Falls staff continue to improve collaboration to benefit all students.

PE/PG: Mini Observations: Great Falls administrators completed staff mini observations throughout the course of the school year. While traditional observations serve a central and important role in assessing new staff quality and providing feedback, research has shown that formal observations can be superficial and ineffective for veteran and tenured staff. Mini-observations are short, frequent, and unannounced. Mini observations can lead to a more authentic look at actual classroom practice than formal observations, and can result in feedback that is more relevant to ongoing instruction and will be continued next year.

Village:

Grade Level Professional Learning Communities: Grade level teams developed measurable goals based on data that focused on the social emotional development of our students. The teams met bimonthly to reflect on their goals, share instructional practices and celebrate progress toward the goals. The teams measured progress using an online dashboard called the Small Wins Dashboard that helped to visually represent their progress.

Partners in Education: Our parent group planned and organized many events and recognitions for staff. It was wonderful to be able to invite them back into our school and have parents partner with us to support students and staff. They planned teacher appreciation, family events and school wide fundraisers.

Continued work on inclusive practices (DEI): We started the school year with setting the stage for our work, by participating in an identity walk that had us focus on what students and staff bring to school everyday in an invisible backpack. We also learned about the danger of a single story and how we all have bias. In addition, we had a group of teachers who participated in a training, facilitated by MICC, that will support our continued focus on inclusion next school year. We looked at procedures and notifications sent from the school and ensured inclusive language.

Staff Wellness: Staff wellness was a significant focus this year. We provided opportunities for staff to focus on their own wellbeing and self care. To this end, we had a staff wellness coordinator, had Sara Nelson provide wellness training, mindfulness opportunities and celebrations. The year ended with a staff wellness and kindness campaign. Staff were all given 10 tokens to give out to colleagues and thank them for their support. The tokens went into a basket and we had a drawing at the end of the year for two Ooni ovens that were donated to us for the campaign.

Narragansett:

The vision “We Rise by Lifting Others” was the guide to our collective work for the 2021-22 school year, and helped to define our collegial and peer relationships. Our Leadership Team, Professional Learning Teams (PLTs) and full faculty devoted professional development time to our three top priorities – effective instructional strategies, building a sense of community and implementing restorative practices across our school.

Instructional Practices in Mathematics: The K-5 schools implemented a new math curriculum this year. *Reveal Math* is a complete core math program built on contemporary academic research and designed so all your students can succeed in mathematics. The program is built on the premise that math students thrive on exploration, conversation, and reflection.

In addition, our Learning Labs utilized the *Arrive Math* Program, a connected intervention program that targets instruction with flexible, multi-modal lessons to address students' needs. Our teachers participated in numerous training sessions throughout the year, to help them implement these new mathematical practices.

Using Data to Drive Instruction: The Narragansett staff conducted a deep dive into multiple years of student achievement and growth data in order to identify potential academic gaps. Once these gaps were identified, grade level Professional Learning Teams (PLTs) worked together to identify specific instructional strategies that would begin to address these academic gaps. Our Learning Labs and Special Education teams were instrumental in this work as well.

Diversity, Equity, Inclusion and Belonging: This year, Grade level teams examined the social studies curriculum and instructional resources through a DEI lens. This work was informed by a partnership with Educational Consultant, Lawrence Alexander and led by our district's Curriculum Team. Modifications were made to the curriculum to include a broader cultural consideration. Grade level teams worked collaboratively to identify books and other instructional materials that would be more culturally inclusive.

The Narragansett Intercultural Leadership Cohort, composed of eight teachers and administrators met monthly to discuss important issues regarding diversity, equity and inclusion. This work was facilitated by Deb Breiting from the Maine Intercultural Communications Consultants (MICC).

Building Community: Student and staff wellness remain a priority at Narragansett. We made a concerted effort to develop regular opportunities to unite as a school community. This took many forms - monthly school spirit days (Crazy Sock Day, Twin Day, Gorham Colors Day, etc.), monthly school-wide events (Virtual BINGO Night, Pumpkin Painting, Chalk the Walk, Spring Clean-up Day, etc.), our One School / One Book Project, our Special Olympics Send-off, celebrating our GHS Seniors and Narragansett 5th graders. We also spent additional time bringing the school staff together in fun, imaginative ways - during the first 10 minutes of a staff meeting, with food celebrations and dress-up competitions.

Restorative Practices: This year, all Narragansett staff members learned about a variety of restorative practices that will enhance the quality of the relationships within our school community. This professional learning included a book study, work with an educational consultant and devoted staff meeting time. Our building Leadership Team completed a 2nd book study and began discussing ways to implement restorative practices in a systematic way across all settings within the school. We are excited to see this work continue into the 2022-23 school year and beyond.

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

Great Falls:

Technology: The projectors original to the building are no longer operating in a manner conducive to quality instruction and use. The replacement devices have been a necessary addition to Great Falls. This year we were scheduled to complete the projector replacement project but, unfortunately, the project was cut from the

FY23 budget. We already are experiencing classrooms and instructional spaces that do not have working projectors to start the 2022-2023 school year.

Facilities: The past year has been an extreme struggle to maintain necessary cleanliness and positive physical presentation of our building due to the poor service of the BSC/GDI cleaning companies. This has negatively affected our overall school climate. Due to the lack of attention, Great Falls is in dire need of a deep cleaning to be in good physical shape to welcome our students and staff back to the 2022-2023 school year.

Budget Reductions: Having to reduce 19% in the Great Falls proposed FY23 budget is going to negatively impact the work we do with our students. This will significantly reduce the amount of instructional supplies that classroom teachers will have access to for specific learning activities and projects as well as the opportunity to purchase replacement books for reading groups and classroom libraries. Materials and replacement equipment for creative arts has also been reduced forcing our art, music, pe, library, and technology teachers to think creatively and do more with less supplies.

Parent Connections: While operating in a pandemic, we were forced to shut our doors to many past activities that welcomed parents and community members into our building. This has, unfortunately, weakened the home/school connection especially with new families.

Village:

Budget reductions: The budget reductions in the FY23 budget will significantly impact Village School. The reductions have impacted the supplies we will need next year to program for our students. We have had to greatly reduce our professional development line, which limits the opportunities for teachers to receive much needed supports for new programs they are still becoming familiar with. The creative arts staff are being asked to program with fewer supplies, which impacts programming.

Facilities: Facilities continue to be a struggle, our building is in need of many repairs. Our floors are buckling, there are leaks in our roof and the sidewalks have holes in them. Cleanliness has also been a struggle this year and has had a negative impact on morale in an already tough year.

Staff Wellness and turnover: Finding coverage this year has been a struggle. We have had many staff out for personal and family illness. We have had a few staff members on leave and a few resigned their positions during the school year.

Narragansett:

Social Emotional Needs of Students: The pandemic has had a significant impact on our students' social-emotional development. Remote learning and hybrid learning models have not allowed students to experience the socialization that typically occurs within the typical school structure. As such, students are presenting with lagging skills with things like emotional regulation, conflict resolution, perseverance and collaboration. This is putting increased demands on classroom teachers, school counselors, social workers and administrators.

Academic Support for Tier II Students: The analysis of recent student achievement and growth data has revealed a larger than normal "Tier 2" population. Generally speaking, these students are not yet meeting grade level benchmarks for reading and/or mathematics, but they do not qualify for additional (Tier 3) support in our learning labs. This is putting increased demands on our classroom teachers.

Staff Wellness and Retention: To say that education has not been the same for the last two years, would be the understatement of the century! The demands within the profession have increased dramatically. This has caused some staff to retire early, transfer to different careers, or move out of Gorham. We are doing our best to balance school improvement initiatives with staff wellness needs. Staff wellness and community building will need to remain a priority for the coming school year.

Cleanliness of Facilities: We have been faced with significant challenges regarding the cleanliness of our building. Our Narragansett teachers and staff are removing their own trash, replenishing soap and paper towel dispensers, and even cleaning toilets and sweeping. Our school is in need of a DEEP CLEAN this summer.

Budget: This has been a challenging budget development process. With the last minute budget cuts of this magnitude, all areas will be impacted. Taking the biggest hits will be instructional supplies and professional development. This is the 7th year in a row that there have been cuts to instructional supplies, which has a direct impact on students. The other area of significant impact is the ability to fully staff our main office with two full-time staff members. We have not been successful at increasing our school secretary position from half-time to full time for four consecutive years. This has a direct impact on students, staff and families.

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 in #5 moving forward):

Great Falls:

Technology: The technology department has already started moving still working projectors from less impact areas in our building and replacing the projectors that are no longer functioning in classroom spaces. This band aid approach will only work for so long and will certainly negatively impact overall access to this important and necessary technology.

Facilities: The hiring of a new cleaning company is very exciting! We have high hopes that the physical space will be clean and ready for staff and students to return to campus.

Budget Reductions: The reduction of 19% to the Great Falls discretionary lines means that we will have to rethink current projects and activities. Administrators will encourage staff to access Ruth's Reusables and apply for grants when necessary.

Parent Connections: We aim to focus on reestablishing events and activities in the coming year that foster positive home/school relationships.

Village:

Budget Reductions: The reductions in our budget means that we will need to get creative and look for alternative funding sources through grants and business partners in order to prevent having a negative impact on our students and programming.

Facilities: The return of Benchmark is exciting. We have already made a list of areas in the school that need special attention (cleaning of walls and floors). We have worked with facilities to determine the greatest needs and developed a work plan to address these needs.

Staff Wellness: We will continue to focus on ways to support staff and their social emotional well-being. We have hired people to fill vacancies and we are excited to welcome them to our incredible community.

Furthermore, we will focus on strengthening the climate and culture of our school now that we are easing our way out of a pandemic.

Narragansett:

Social Emotional Needs of Students: The K-5 team has advocated for hiring an additional teaching counselor to teach the K-5 social skills classes. This will free up the three school counselors from any teaching responsibilities, so they can focus solely on the SEL needs of students within the school. The K-5 Admin team will continue to discuss ways to embed SEL support within the instructional process, including responsive classroom strategies, restorative practices and intercultural competencies.

Academic Support for Tier II Students: We will encourage grade level PLTs to consider working collaboratively to meet the academic needs of Tier 2 students. Some viable strategies to consider are flexible grouping between classrooms and regular intervention blocks that are above and beyond core instruction. Parent volunteers could be used to work with a small group of students while the teacher works with those students with greater needs.

Staff Wellness and Retention: Staff wellness and community building will continue to be a priority during the 2022-23 school year. As we move beyond the pandemic, we may be able to return to some strategies from the past: staff volleyball, walking clubs, etc. It will also be important to work with district personnel to develop an effective “onboarding” and retention plan.

Cleanliness of Facilities: We have already met with the Vice President of the new cleaning company to discuss expectations and procedures. We are looking forward to a deep cleaning this summer and consistent cleaning for the entire 22-23 school year. Having multiple staff members who each work in specialty areas, with high accountability, should help tremendously.

Budget: Teachers and staff will need to think creatively about how to do more with less. We may see an increase in grant requests to fund necessary instructional supplies. Staff may need to utilize free webinars to a greater extent next year.

1. School/Program: **Gorham Middle School**

2. Overview Information: (Student enrollment, % Sped., %RTI, %G&T, %504, Total number of regular ed/special ed. Teachers, total number of ed. Techs, F/R lunch % and per pupil expenditure).

Enrollment:

| | GMS |
|--------------------------|------------|
| October 1 | 626 |
| June 1 | 622 |
| % Excluding White | 8.63% |

Free/Reduced Lunch Rate:

| Year | GMS |
|-------------|------------|
| 2021-22 | 15% |

Average Daily Attendance & Chronic Absenteeism:

| | GMS |
|---------------------------------|------------|
| Average Daily Attendance | 93.4% |
| Chronic Absenteeism | 14.4% |

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

- New Don't Quit Fitness Center- All students accessed our new fitness center during physical education classes as well as during WIN times. Many staff also used this beautiful new space.
- Tech Start Partnership with WRVC- 50 8th students took advantage of the partnership with WRVC and spent one period a day for a semester at the CTE center exploring their programs.
- Staff and Student DEI Work- Gorham middle school students and staff participated in interactive presentations on microaggressions and dangers of a single story presented by Lawrence Alexander. Staff, in conjunction with MICC, developed an Intercultural Leadership Cohort aimed at continued awareness of DEI practices at GMS.
- Career Exploration Activities- All students participated in career exploration activities while participating in our Try it Days and an Amazing Race around Gorham meeting with local businesses.
- Reimplementation of Clubs, Activities, School Dance- In-person clubs and activities took place again this year. Many students participated in these vital face-to-face activities.

4. **Current Opportunities (this is where you would list areas of identified strength from your school/program. . . maybe its facilities, staff, parent involvement, etc.**
- Staff commitment to supporting students and one another
 - Schoolwide commitment to DEI learning and growth
 - Supportive parent community
 - Engaged and positive student population
5. **Current Challenges (this is where you would list areas of identified challenges from your school/program . . . maybe its facilities, maybe it is money, lack of programs, shifting student populations, etc.)**
- Large class sizes in 6th grade due to teacher reduction
 - Larger percentage of students needing academic intervention supports
 - Ongoing social emotional challenges
 - Greater number of absent students in the 21-22 school year
 - Ongoing need for DEI learning and growth
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 in #5 moving forward):**
- Focus on student academic needs in mathematics and literacy. (Provide content specific professional development for teachers and refine data driven focus during RTI and SSR time utilizing ALEKS).
 - Focus on developing thinking routines that allow for more frequent incorporation of higher-order thinking and real world learning in middle school classroom (*The Power of Making Thinking Visible book study*).
 - Continue focus on DEI through cohort work, time built into staff meetings, further curriculum review, and staff and student professional development.
 - Utilize advisory program to make connections with absent students and integrate the *Attendance Works* strategies.

1. School/Program: **Gorham High School**

2. Overview Information: (Student enrollment, % Sped., %RTI, %G&T, %504, Total number of regular ed/special ed. Teachers, total number of ed. Techs, F/R lunch % and per pupil expenditure).

Enrollment:

| | GHS |
|--------------------------|------------|
| October 1 | 825 |
| June 1 | 827 |
| % Excluding White | 9.07% |

Free/Reduced Lunch Rate:

| Year | GHS |
|-------------|------------|
| 2021-22 | 9% |

Average Daily Attendance & Chronic Absenteeism:

| | GHS |
|---------------------------------|------------|
| Average Daily Attendance | 94.2% |
| Chronic Absenteeism | 12.7% |

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

- We continue to increase the number of students interested in Career and Technical Education (CTE). This year, the most students we have ever had signed up for a program at Westbrook Regional Vocational Center (WRVC) and Portland Arts and Technology High School (PATHS). In fact, because there were not enough seats in those programs to meet our students' interest, we pursued, and were awarded, a grant that will fund a position to create internship, apprenticeship, and other workplace learning experiences specifically designed for the students who did not get into WRVC or PATHS.
- Gorham High School students and staff participated in interactive presentations on microaggressions and dangers of a single story presented by Lawrence Alexander. Staff, in conjunction with MICC, developed an Intercultural Leadership Cohort aimed at continued awareness of DEI practices at GHS. We also created guidelines for the use of the N-word in school to include ways to respond to students who use N-word in school or academic materials that contain the N-word.

- For the first time since the start of the COVID-19 pandemic, student clubs, activities, school dances, music concerts, and other events (e.g. awards nights) were conducted in-person. Many students participated in these vital face-to-face activities.
- Teachers recommitted to instructional practice, including using professional time this year to learn about trauma-informed practice, re-aligning curriculum that had come out of alignment during the pandemic, and discussing best practices in the areas of instruction and assessment.
- The GHS staff responded to the elimination of the former Alternative Education program. This was a significant change for GHS, and our staff responded with professionalism and took care of our students.

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

- Staff commitment to supporting students and one another.
- Schoolwide commitment to DEI learning and growth.
- Supportive parent community.
- Engaged and positive student population.
- Many extracurricular activities, including athletics and clubs.

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

- Larger percentage of students needing academic intervention supports.
- Ongoing social emotional challenges.
- Greater number of absent students in the 21-22 school year.
- Ongoing need for DEI learning and growth.
- Space and facilities continue to be a significant challenge.

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 in #5 moving forward):

- Focus on student academic needs in mathematics and literacy.
- Continue to focus on social and emotional needs through professional development in trauma-informed practices.
- Continue focus on DEI through cohort work, time built into staff meetings, further curriculum review, and staff and student professional development.
- Engage the school community in a conversation about attendance.

1. School/Program: Special Services

Kathy Hamblen, Director
Nicole Poole, Assistant Director

2. Overview Information:

Section 504 Student Count = 134

Special Education Student Count = 421, 15% (Oct 1 count was 410, 14.8%)

Per pupil expenditure = \$

- 73 students entered in Special Education this year (28/53 qualified and 15 transferred in and 30 students came in from CDS
- 70 students exited Special Education this year (34 students no longer qualified, 11 transferred out to another district, 2 dropped out)
 - 23 graduated
- 7 students in Special Purpose placements

Starting 22-23 year off with: 464, 17%

- 64 incoming K
- 2 incoming transfers so far

| Populations at Each School on June 1, 2022 | | | | | |
|--|--|--|---|--|--|
| | Great Falls | Narragansett | Village | GMS | GHS |
| Special Ed Population | 87 | 59 | 73 | 98 | 97 |
| Support Staff | 6 Spec Ed Teachers 13.5 Ed Techs .5 SW % OT 2 FTE Speech 1 Instructional Strategist | 3 Spec Ed Teachers 9 Ed Techs .5 SW % OT 1.3 Speech 1 Instructional Strat | 3 Special Ed Teachers 6 Ed Techs .5 SW 1 FTE OT 1.2 Speech 1 Instructional Strat | 7 Spec Ed Teachers 14 Ed Techs .5 SW % OT .5 Speech 1 Instructional Strat | 7 Spec. Ed Teachers 12 Ed Techs 1 SW % OT .5 Speech 1 Instructional Strat |

District Wide Staff

- 1 Director
- 1 Assistant Director
- 3 School Psychologists
- 1 Behavior Specialist
- 1 Admin. Assistant
- .5 Secretary
- 2 consulting doctoral psychologists
- 1 Physical Therapist
- 1 Adapted PE teacher
- 1 consulting audiologist
- 1 Consulting Assistive Communication Specialists
- 2 Consulting BCBA's

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

- Our staff and students survived another pandemic year! Due to all their hard work, students remained on track to meet their annual goals.
- Conducted professional development for K-12 Special Educators on understanding Orthographic Processing and this training was sought out by MADSEC for directors and teachers across the state, which was presented by our psychologists.
- Continued to increase professional development training opportunities in reading interventions for our staff.
- Had MDOE Special Education triennial review of our regulatory paperwork and did well overall! Already working on fixing errors that were found prior to their visit.
- Managed to keep programs going and students growing despite staff leaving in the middle of year. All staff jumped in to fill holes and took on extra to keep programs open and moving forward.

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

- Additional funds were provided from IDEA through our federal Local Entitlement Grant to assist in Covid Impact needs. We used some of these funds to assist in our summer programming as well as cover additional needs of students, which has left us with a higher than usual carryover from FY22 LE funds; this will allow us to fund BCBA consultation for additional assistance with our significant needs programs as we had to take the BCBA out of the budget requests this year, as well as increase the school psychologist position from ¾ to FTE as we have an increased student population with more evaluation needs expected from incoming Kindergarteners.
- MDOE conducted their triennial regulatory review of our district, which is always a good professional development opportunity for us and staff.
- We have dedicated, resilient staff that pitched in wherever they could this year as the district found its way through the pandemic and a lack of human resources; we were short teaching or ed tech positions all year long.

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

- Our Autism and Functional Life Skills programs continue to grow and that growth is now moving into our 6-12 levels, but we have lost an FLS Teaching position to the budget constraints; it isn't just about the number of students, but the needs of the students that we have to consider
- Special Ed Staff are hard to find - we, as has most of the state for years, are having a difficult time finding staff for open positions, particularly ed tech positions.
- Itinerant staff continue to be challenged with changing schedules between schools
- Increased incoming CDS population - we had a new average of 40 the past few years and this year we had 64 possible incoming students.
 - This is causing a significant increase in our resource population at Great Falls, along with many transfers
 - This has caused an increased workload on our Instructional Strategists to prep and cover all the IEP meetings, as well as other staff who need to attend.
- Changing laws/regulations coming -

- CDS Movement to K-12 schools - several bills were introduced to the legislature and did not pass due to lack of detail of the transition; it is expected we will see this back next winter for a push for schools to take it on in 2024
 - We very much want to work with our 3-5 year olds
 - Will need to work to develop regular ed preschool programs so that our 3-5 year olds with disabilities will have FAPE and inclusive opportunities

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 in #5 moving forward):

- We have advertised for positions outside of Maine and are beginning to see an increase in applicants
- We will be hiring additional ed techs to assist in the population increase coming from CDS; did need to take two ed tech positions to make a K-5 Resource position
- Continue to support the development of the Ed Tech Training program with SMMC and recruit individuals
- Work with MDOE on understanding funding for CDS and seek support for reimbursement for a CDS Strategist position that will assist us in setting up programming within Gorham Schools and also take on the transition services
 - This will help alleviate some of the increased work load on K-5 Instructional Strategists, as well as assist us in developing needed pre-K programming that will ease the transition when legislation requires it
- While we did well overall in our MDOE review, there have been some changes to expectations from MDOE that were not shared with districts beforehand, so we will use this as an opportunity to refresh our staff on expectations and will focus on concerns that came up with individuals during supervision meetings

1. **School/Program:** **SAIL, Student Advancement In Learning, GT Program**
2. **Overview Information: (Student enrollment, % Sped., %RTI, %G&T, %504, Total number of regular ed/special ed. Teachers, total number of ed. Techs, F/R lunch % and per pupil expenditure).**

See information above.

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

SAIL Level III content sessions were reintroduced to students during this post-hybrid SY21-22, allowing for small, cross-classroom groups to gather in-person. During sessions students explore accelerated or enrichment activities linked to SAIL Learning Plans planned in collaboration with classroom teachers.

SAIL Level II opportunities included Guided Study options, K-5 excursions, and Odyssey of the Mind teams for grades 6-12 with students participating. This was the first in-person State Tournament in three years.

SAIL Level I programming continues to grow with increased collaboration between classroom teachers and SAIL staff participating in scheduled RTI and opportunity for collaboration between schools via convenient e-meeting access.

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

SAIL staff is experienced and able to implement research-based strategies for meeting the needs of students requiring SAIL GT learning plans. Although Covid programming forced us to pivot and adapted under ever changing conditions, we learned to use new technologies. This year allowed us to re-engage students and community with in person programming, using tools from prior years and keeping the new techniques, learned during remote/hybrid resources.

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

- Onboarding new staff and a new G&T Coordinator position.
- Re-connecting to parents/families and more fully re-engaging them in programming with students.
- Continued capacity challenges as populations requiring services continues to grow.

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 in #5 moving forward):**

- Develop and fully implement a entry plan for new coordinator.
- Emphasize full family connections with programming
- Find more ways to engage families
- Advocate for additional staffing needs in future budget processes.

1. **School/Program:** **Adult Education**
2. **Overview Information:** We are a small program staff-wise but not in offerings. Director, Coordinator, Administrative Assistant, Evening Administrative Assistant, various instructors.

Enrollment:

| Academic | ELL | CTE | Enrichment |
|---|------------------------------|---|-----------------------|
| 12 Students total 11 HiSet Diploma 1 Adult Education Diploma 4 Graduates 6 Credit Recovery Students | 13 Students - various levels | 78 Substitute Teacher 14 CDL 3 CDL Instructor 40 CNA | 622 - Various classes |

3. **Let's Brag! Recent accomplishments: (try to stick within just this year please)**
This year has been a great growth year for us.

We finished our academic year with 4 graduates. 3 HiSet (Maine High School Equivalency Diploma) and 1 Adult Education diploma. We also have a few students who are just a test away from completing.

We have grown in our ELL program with the support of our partnership with Westbrook. We are able to serve 13 English Language students. These students are working at various levels.

We are growing our CTE program. We partner with Westbrook Adult Education to offer CDL and CNA programs. We partner with various businesses to provide employment opportunities for our students. All of our students who have completed our programs have been fully hired.

In partnership with the Gorham School District, we were awarded a grant to expand our CDL and CNA programming to include apprenticeship opportunities.

As we continue to partner with the high school and JMG, we continue to offer support for Gorham students. This year, we supported 6 students with providing programming to grant credit recovery to 6 students.

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

Even though we are a small program in staff size, we are a medium size program in our offerings. We are becoming a program that is on our community's radar. We have become a known program to provide excellent training opportunities and provide English Language programming for our community.

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

The challenges that we currently face is with growth. The demand for more programs or offerings is causing us to be on the constant hunt for instructors. It is a double-edged-sword, we have the need but

finding and keeping excellent, qualified instructors has been a challenge. There are so many opportunities for excellent, qualified instructors.

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 in #5 moving forward):

Instructor shortage will need to be addressed, especially with our most popular programming needs. We will need to look at our instructor pay and see where we can make adjustments or apply for more grant funding.

1. School/Program: Gorham School Nutrition Program

2. Overview Information:

The School Nutrition Program had two primary objectives for the school year 2021-22. The first objective was getting back into a “normal” routine given that we haven’t seen “normal” in two or three years.

The second objective was to strengthen our staffing. Over 75% of our staff was either new to the program, had only worked during the unusual circumstances of COVID or had been transferred from other schools here in Gorham.

3. Let’s Brag:

Recent accomplishments: September 2021 was one of the most difficult openings I can recall. However, like all of our schools and staff, we found a way to move forward to create a positive back to school atmosphere.

All of our schools have seen significant increases in breakfast and lunch participation this year as shown below.[ADP](#)

| | <u>Breakfast</u> | <u>Lunch</u> |
|-------------------------|------------------|---------------|
| Narragansett | 264% † | 52% † |
| Village | 23% † | 12% † |
| Great Falls | 18% † | 15% † |
| GMS | 300% † | 245% † |
| GHS | 47% † | 88% † |
| Schools Combined | 61% † | 48 % † |

The program has also increased its revenue by **57%** (\$1,620,000 this year vs. \$ 1,030,000 in 2020/2021) [SNP 2021-22 P & L](#)

These increases were achieved through modification of cycle menus based on student feedback and the use of “Thought Exchange” media to market the individual school programs. Efforts to increase quality and variety of foods offered also contributed to the increased participation.

4. Current Opportunities:

Increases in participation and in overall quality of food being offered, have resulted in a solid fund balance. This provides the opportunity for the school nutrition program to be self-sufficient once again for school year 2021-22 and beyond.

5. Current Challenges:

The challenge facing the school nutrition program for school year 2022-2023 will be adjusting the ongoing shortages that we have seen from our food and paper distributors. Similarly to other businesses, lack of inventory and shortage of product will undoubtedly continue.

6. Next steps to address Challenges:

In order to meet the serving needs at all of our schools, staff schedules will need to be reevaluated and adjusted in order to continue to provide quality product in a timely manner. Ongoing monitoring of food and labor costs will ensure cost containment within the programs.

1. School/Program: **Facilities Maintenance**

Norm Justice, Facilities Director

2. Overview Information (Student enrollment, % Sped., %RTI, %G&T, %504, Total number of regular ed/special ed. Teachers, total number of ed. Techs, F/R lunch % and per pupil expenditure):

- 1 Director
- 1 Admin Assistant
- 1 Foreman
- 5 Maintenance Staff
- 1 PT Facilities Scheduler
- 3, K-5 Schools 193,000 Sq. Ft. (2-portable Classrooms @ Village, Narragansett Modular Complex approximately 19,600 sq. ft.)
- Middle School (6-8) 136,000 Sq. Ft.
- High School (9-12) 134,000 (6-portable classrooms)

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

We added 6 additional modular classrooms to the complex at Narragansett School which now includes 12 classrooms, student bathrooms, café, kitchen and electrical network room of approximately 19,600 sq. ft.

In addition of Phase III Narragansett Modular Expansion, we completed Middle School Sidewalk Replacement, Narragansett Bus Loop Replacement and High School Athletic Field Lighting Replacement. The Middle School Heat pump project is scheduled for completion in summer 2022.

The Town/School completed a comprehensive Facilities Study that should guide the community in planning capital renewal and replacement.

4. Current 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.

Capital planning and the completion of the Town/School Facilities Study, along with Capital Bonding request, will help guide and assist in addressing our capital needs.

Anticipated Bond request for fall 2023, include Phase IV Modular Expansion at Narragansett School, Modular & Café Expansion at High School, Mechanical Systems Replacement at High School and Narragansett, along with Flooring Replacement at Village School.

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

Deficiencies identified in the Town/School Facilities Study will need to be addressed in the near future either through Capital Projects or State approved Facilities Projects.

Capital Renewal Bonding is unavoidable given the deficiencies identified in the Facilities Study.

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 in #5 moving forward):

Completion of the Facilities Study will require interim funding of capital projects until the High School needs can be fully addressed with funding through an application and approval for construction with the State of Maine.

Completion of the K-5 Facilities Study and the School Committee's decision to focus on growth at Narragansett School has provided interim direction for addressing capacity issues at Primary schools. An application for State of Maine Funding for K-5 needs will need to be submitted in the next round of funding. In the Interim Phase IV, an additional 8 classrooms will be proposed for bonding fall of 2022.

The School Committee should continue to 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/Program: Transportation

Norm Justice, Transportation Director
Judy Philbrick, Assistant Director

1. Overview Information (Student enrollment, % Sped., %RTI, %G&T, %504, Total number of regular ed/special ed. Teachers, total number of ed. Techs, F/R lunch % and per pupil expenditure):

- Operate 31 Regular Full Size Buses (20 Propane, 11 Diesel)
- 6 Mini Buses
- 7 passenger vans
- 3 lunch vans.

22 FT Bus Drivers, 6 Van Drivers and 3 Van/CDL in training.

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

We returned to normal routing and ridership after COVID in 2021-22 school year. Offered \$2,000 hiring bonus for CDL drivers, attracted 6 new drivers. We are now nearly fully staffed as of June 2022. Installed stop-arm cameras on 10 buses for added safety and enforcement of red light violations.

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

We have an extremely dedicated Assistant Director that makes our day-to-day operations run smoothly. Judy goes above and beyond day in and day out.

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

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

The lack of additional day-to-day support at transportation to support office/scheduling/ routing and dispatching, is more than one individual can handle efficiently. This puts our operations at risk in an emergency and creates inefficiencies.

The combined Director of Facilities and Transportation Director as one position is challenging. The added capital projects along with expanded transportation requirements, warrants separating this position into two separate Directors.

The lack of Capital Improvement funding continues to negatively impact transportation services. The absence of a paved parking for both buses and drivers contributes to safety issues as well as accelerated depreciation of our bus fleet.

We continue to face the challenge in transportation of finding qualified drivers. This is a problem facing the transportation industry across the country.

The expansion of our fleet is straining the ability of Public Works to keep up with maintenance.

5. Next steps to address Challenges (this is where you would outline a few ideas that you are thinking of to address the challenges identified in #5 moving forward):

School Committee should anticipate continued request for a Director of Transportation, Dispatcher and an additional mechanic support at Public Works in the FY24 Budget.

Funding of Transportation Site Improvements in the Bonding Plan.

Note: Due to a recent transition in our Technology Director, the general information from the Technology Department will not be shared in this year's State of Schools, however we will ensure that next year this section is completed.