GORHAM SCHOOL DEPARTMENT

STATE OF THE SCHOOLS REPORT

JULY, 2026

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Introduction:

Data informs good decisions. As management expert W. Edwards Deming famously observed, *"Without data, you're just another person with an opinion."* While experience, relationships, and professional judgment remain essential in education, meaningful data helps us better understand where we are. It helps us celebrate our successes, to more clearly identify areas for growth, and make to make targeted and informed decisions that improve outcomes for students.

The State of the Schools Report is intended to provide our community with a clear picture of the Gorham School Department's progress over the past year. The information presented here reflects key indicators that help us monitor student achievement, organizational effectiveness, and progress toward our mission of ensuring every student graduates "Prepared and Inspired" for future success.

Each school and program within the Gorham School Department uses this information to inform the development of Comprehensive Education Plans (CEPs), while the district as a whole relies on these data to measure progress toward the goals outlined in our Strategic Plan and identify priorities for continuous improvement.

The report begins with district demographic information, followed by student achievement data, our district Metrics for Success, a Strategic Plan update, and additional information from each school/program. Throughout the report, we provide context for the data presented, highlight key takeaways, and encourage readers to explore the information for themselves. We invite you to consider not only what the data show, but also the story they tell about our students, our schools, and our continued journey toward excellence.

As always, we welcome your questions, observations, and feedback. Please feel free to reach out at **heather.perry@gorhamschools.org**.

A Note About the Future: A New Portrait Of A Graduate And Metrics For Success COMING SOON!

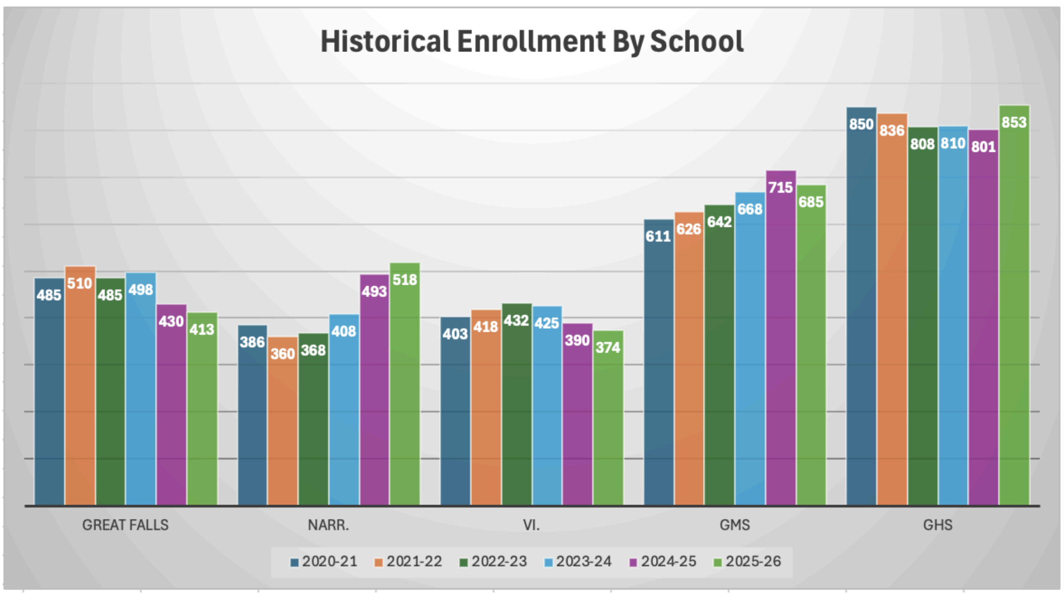
This will be the last State of the Schools Report based upon our existing "Metrics for Success". Over the course of the 2025-2026 School year the Gorham Schools developed a NEW Portrait of a Graduate Framework. During the 2026-2027 School year we will develop a NEW Metrics for Success document that aligns with this new Portrait. Therefore, the measures you see here for the 2025-2026 State of the Schools will be different than what you will see next year. We will do our best to develop crosswalks and to develop connections between data, but longitudinal data may be difficult to see, as we re-establish a new baseline in the coming year. Please stay tuned!

Gorham Schools Demographic Information

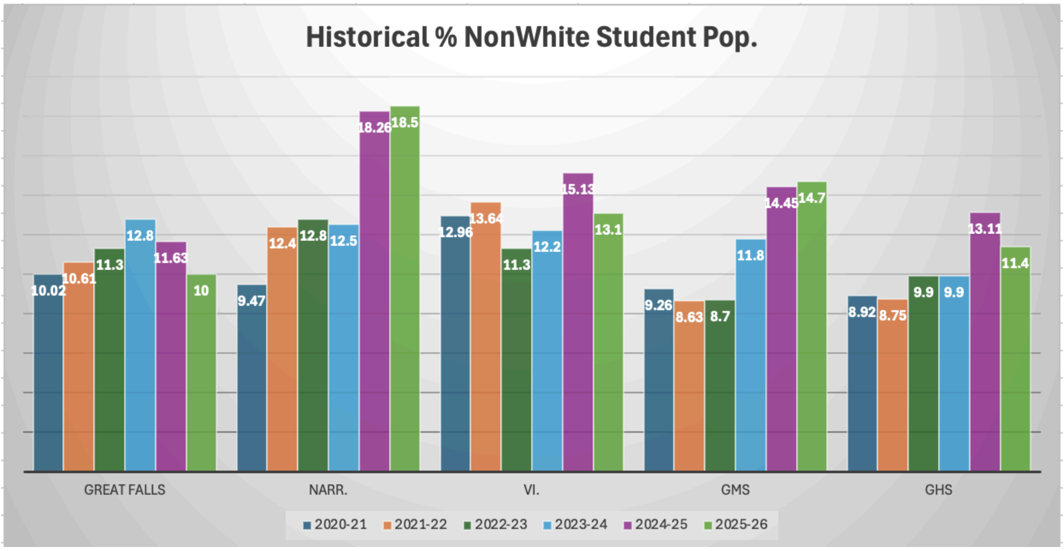
Total Enrollment & % Excluding White Populations

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%
2022-23	485	368	432	642	808	2735

% Excluding White	11.3%	12.8%	11.3%	8.7%	9.9%	10.5%
2023-2024	498	408	425	668	810	2809
% Excluding White	12.8%	12.5%	12.2%	11.8%	9.9%	11.6%
2024-2025	430	493	390	715	801	2829
% Excluding White	11.63%	18.26%	15.13%	14.45%	13.11%	14.4%
2025-2026	413	518	374	685	853	2843
% Excluding White	10%	18.5%	13.1%	14.7%	11.4%	13.5%



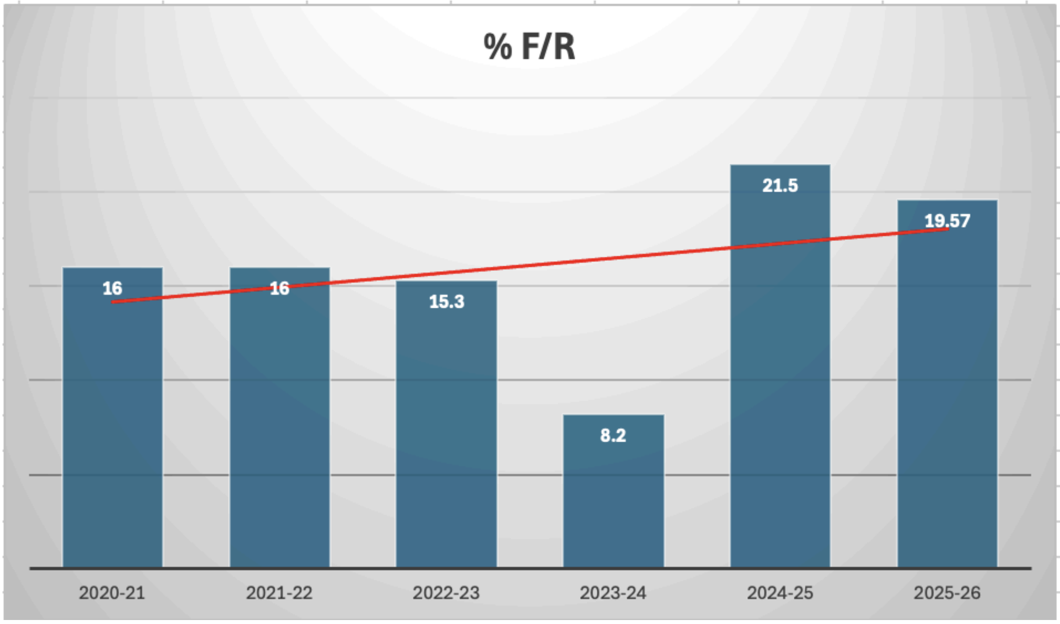
Between the years of 2020-21 and 2025-2026 the following schools saw drops in overall enrollment: Great Falls Elementary School (-72) and Village Elementary School (-29). All other schools have seen an overall increase in enrollment: Narragansett (+132), GMS (+74) and GHS (+3). Across the district, between those same years, we have seen an overall increase in enrollment of +108 students. Most of these can be accounted for via our public Pre K program which began in earnest during the 2023-2024 school year.



In regards to total non white student populations, only one school's total nonwhite populations decreased between the years of 2020-21 and 2025-2026. Great Falls Elementary School (-.02). All other schools saw non-white population growth between those same years: Narragansett (+9.03), Village (+.14), GMS (+5.44) and GHS (+2.48). The largest jumps in these populations were seen at Narragansett and GMS. As a whole district, our total non white population increased slightly moving from 9.93% in 2020-21 to 13.5% in 2025-2026, an increase of 3.57%.

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%
2022-23	17%	14%	15%	14.6%	15%	15.3%
2023-24	8.4%	8.2%	7.7%	7.9%	8.6%	8.2%
2024-2025	23.6%	17.9%	20.8%	23.5%	20.7%	21.5%
2025-2026	17.92%	17.84%	19.58%	21.05%	19.98%	19.57%



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. In 2023-2024 we went down by almost 9% in our overall SES numbers as calculated for the EPS funding formula, resulting in a new loss of just over $450,000.00 in state subsidy. With much emphasis being placed on completing F/R forms this past year, we saw a large jump back up in our numbers (increasing by 13.3%) resulting in a corresponding increase to our subsidy of over $700,000.00! This was good news, but also demonstrates the volatility of these numbers and their impact on our overall state subsidy to support public education in Gorham. It will be important to continually push families to complete these forms each year.

SNP Participation Rates

	Enrollment (as of June 1st)	Average Meals Per Day (includes Lunch, Breakfast, and à la carte)	Reimbursable Lunch Participation Rate	Reimbursable Breakfast Participation Rate
Narr FY23	370	383	72.64%	46.78%
Narr FY24	343	399	78.54%	57.23%
Narr FY25	401	440	75.05%	52.53%
Narr FY 26	398	451	79.13%	51.99%
Village FY23	436	405	71.10%	32.63%
Village FY24	432	446	75.69%	41.57%

Village FY25	389	413	76.79%	44.38%
Village FY 26	377	390	75.8%	41.70%
Great Falls FY23	490	423	70.05%	24.20%
Great Falls FY24	501	494	75.66%	34.49%
Great Falls FY25	430	446	77.75%	39.21%
Great Falls FY 25	415	413	78.07%	32.50%
GMS FY23	640	692	68.34%	22.19%
GMS FY24	665	699	71.59%	23.81%
GMS FY25	716	756	72.98%	21.70%
GMS FY 26	687	692	73.12%	20.27%
GHS FY23	813	708	48.80%	12.65%
GHS FY24	816	602	42.41%	10.99%
GHS FY25	808	647	48.53%	10.98%
GHS FY 26	853	723	55.37%	16.35%
DISTRICT FY23	2749	2611	66.19%	27.69%
DISTRICT FY24	2757	2640	68.78%	33.62%
DISTRICT FY25	2744	2702	70.22%	33.76%
DISTRICT FY 26	2730	2669	72.30%	32.56%

The district's school nutrition data over the past three years shows a consistent participation in school lunch programs across the district. Meal participation rates are relatively stable overall. As a district the % of students participating in school lunch programs rose from 70.22% to 72.30%. Breakfast participation dropped ever so slightly across the district from 33.76% last year to 32.56% this year. As has been in the past, the school with the largest room to grow in participation rates is GHS. We will continue to emphasize and problem solve how to grow those numbers moving forward.

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%)
ML	17	10	15	16	8	66 (2.4%)
GT	12	6	13	75	30	136 (5%)
Totals	203	162	233	266	339	1203

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%)
ML	16	10	13	15	16	70 (2.3%)
GT	7	7	11	82	43	150 (5.5%)
Totals	275	209	233	342	321	1,380

2022-23 RTI / 504 / Special Education / ELL / GT Participation Rates

	Great Falls	Narragansett	Village	GMS	GHS	Totals
RTI (inc. Alt Ed)	166	117	171	245	173	873 (32%)
504	10	9	6	48	69	142 (5%)

Special Education	96	56	71	95	118	436 (16%)
ML	13	19	10	26	29	97 (4%)
GT	16	7	11	62	43	139 (5%)
Totals	301	208	269	476	432	1686

2023-2024 RTI/504/Special Education/ELL/GT Participation Rates

	Great Falls	Narragansett	Village	GMS	GHS	Totals
RTI (inc. Alt Ed)	204	136	181	261	80	862 (31%)
504	13	11	12	50	80	166 (6%)
Special Education	100	86	96	104	106	492 (17.5%)
ML	12	22	11	32	12	89 (3%)
GT	17	14	17	65	101	214 (7.6%)
Totals	346	269	317	512	379	1823

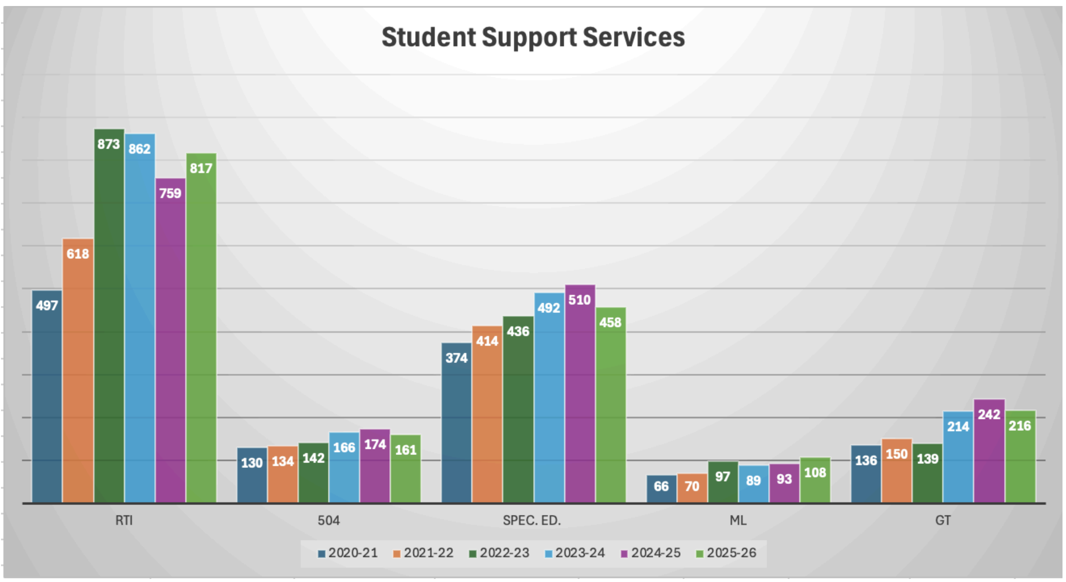
2024-2025 RTI/504/Special Education/ELL/GT Participation Rates

	Great Falls	Narragansett	Village	GMS	GHS	Totals
RTI (inc. Alt Ed)	152	101	171	274	61	759
504	11	19	10	57	77	174
Special Education	95	92	89	116	118	510
ML	11	20	9	30	23	93
GT	24	31	20	88	79	242
Totals	293	263	299	565	358	1778

2025-2026 RTI/504/Special Education/ELL/GT Participation Rates

	Great Falls	Narragansett	Village	GMS	GHS	Totals

RTI (inc. Alt Ed)	168	116	154	263	116	817 (30%)
504	15	13	9	52	72	161 (9%)
Special Education	85	79	68	104	122	458 (17%)
ML	5	42	6	17	38	108 (4%)
GT	20	11	10	90	85	216 (8%)
Totals	293	261	247	526	433	1760 (64%)



Although our overall populations remain relatively stable, the needs of our students for specific support programs continue to climb at a steady rate. We have moved from a total population receiving support services in 2021-22 at 50.3% to 64% of students needing additional support services in 2025-2026. Granted, it is important to understand that students may be counted in more than one category when considering the overall % of students requiring additional services. The reality is that there are students who receive, for example, special education services as well as G&T services, as well as perhaps ML services. The bottom line is that using this same calculation over six years, we are seeing increases in the total % of students requiring additional support services even as our student populations remain steady or decrease slightly overall.

Some good news is that we do see decreases in the number of students receiving special education services, 504 services, and G&T services. Special Education and 504 being two of the more expensive per pupil support programs to operate. However, we have seen an increase in the number of students receiving RTI services, jumping from 759 just last year to 817 students in 2025-2026. We also saw an overall increase in the number of students receiving ML services this year vs. last year.

The more we can do to invest in early childhood education the better to try and stem the tide of increasing numbers of students needing support services. Additionally, we need to analyze more clearly why there was an increase in RTI services this current year. Is it Tier II or Tier III services that saw the increases? Was it more in the area of SEL services than ELA or Math perhaps? A much more in depth analysis needs to be conducted to better understand what is happening, why, and what more we can do to get these numbers under control moving forward.

Number of Classrooms

Year	Great Falls	Narragansett	Village	GMS	GHS	Total
2020-21	27	21	22	35	66	171
2021-22	28	23	23	37	63	174
2022-23	27	19	22	36	63	167
2023-24	26	20	22	36	60	164
2024-2025	23	20	20	36	64	163
2025-2026	22	20	21	36	64	163

This year saw one of our bubble classes from last year move to GHS, giving GMS a little bit of "room" and reduce class sizes at the 7th grade (previous 6th grade) down from 26-27 to 24-25. Still high, but more manageable. The second bubble class group will be 8th graders this year and with the added one year position will see class sizes of 24 students per teacher. Anticipated class sizes for the coming year's 6th grade drop down to 21 students to 1 teacher and the anticipated class sizes for the coming year's 7th grade also drop to 22. We continue to stay within our class size guidelines for K-5 students in the coming year with projected staffing levels. Those class size guidelines are as follows:

- Kindergarten = 16:1
- Gr. 1-2 = 18:1
- Gr. 3-5 = 21:1

District Wide Achievement Data

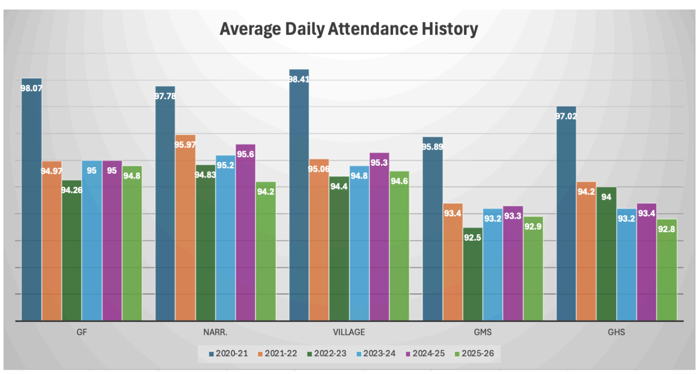
Attendance Data

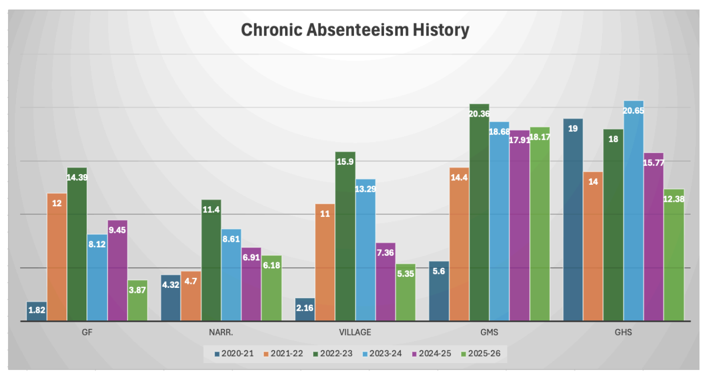
In Gorham, we track attendance closely as it is a strong indicator of the health and vibrancy of a school. For this report, we have provided each school's average daily attendance, which translates to the percentage of enrolled students present each day, and each school's chronic absenteeism rate, which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

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%	19%
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%	14%
2022-23	**Average Daily Attendance**	94.26%	94.83%	94.4%	92.5%	94%
2022-23	**Chronic Absenteeism**	14.39%	11.4%	15.9%	20.36%	18%
2023-24	**Average Daily Attendance**	95%	95.2%	94.8%	93.2%	93.2%
2023-24	**Chronic Absenteeism**	8.12%	8.61%	13.29%	18.68%	20.65%
2024-2025	**Average Daily Attendance**	95%	95.6%	95.3%	93.3%	93.4%
2024-2025	**Chronic Absenteeism**	9.45%	6.91%	7.36%	17.91%	15.77%
2025-2026	**Average Daily Attendance**	94.8%	94.2%	94.6%	92.9%	92.8%
2025-2026	**Chronic Absenteeism**	3.87%	6.18%	5.35%	18.17%	12.38%

An easier way to view the data above is to view it in a graphic form below…





School attendance is crucial to making sure students are present to learn. Poor attendance is typically an indicator of poor academic achievement and performance. Over the past several years we have spent a great deal of time working to improve our overall attendance rates.

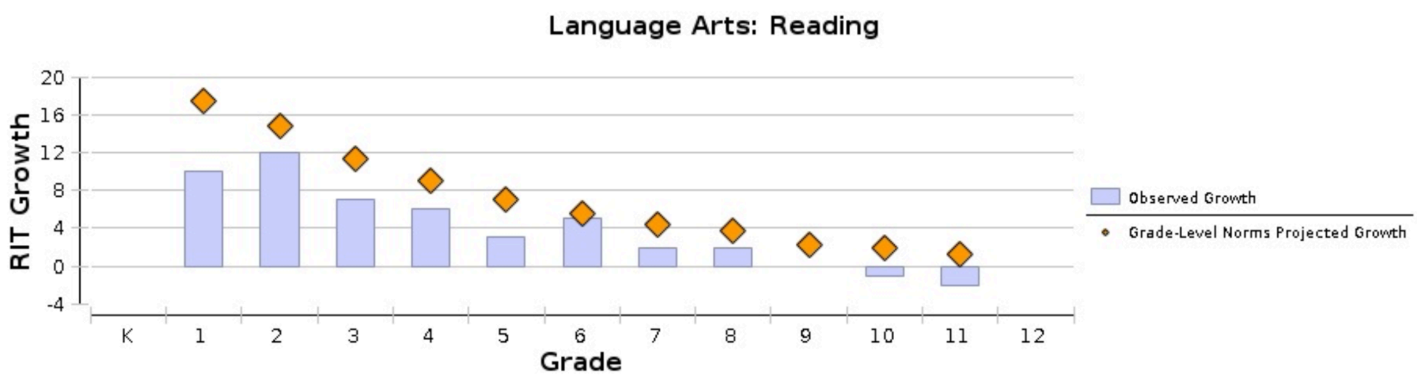
Although our average daily attendance rates have decreased across all five schools this year, they remain above 92%, which is still very good. The more key factor is Chronic absenteeism. Here we want to try and target percentages of 10% or under. In this category all but one of our schools (GMS) worked to lower their chronic absenteeism rates. All three elementary schools now are well below the 10% target with our highest rate at Narragansett of 6.18%. Traditionally the middle school and high school numbers are higher which is the case once again in this year's data. However, the high school's numbers dropped from 15.77 ro 12.38 and is moving in the right direction. Gorham Middle School, however took another increase and stands at 18.17%, the highest in the district. In the coming year, more emphasis will be placed at GMS to see if we can get those numbers moving downward.

NWEA Reading and Math Growth Scores

The NWEAs measure progress against set standards, which have been aligned to the Maine Learning Results. This helps us to measure growth over time. The NWEA's became the state's achievement measure in 2020. Since then the assessment has changed a bit over time, so I would urge caution in placing too much stock in longitudinal growth of things like proficiency levels. However, one way in which we do focus on the use of these assessments is in measuring whether or not students meet their growth targets. This data is particularly interesting to us and something we spend considerable time talking about with staff during the course of any given school year. This data, though should always be taken in as just one piece of a many pieced puzzle. No single set of data says everything there is to say about student learning, but when looked at comprehensively trends in terms of strengths and challenge areas can emerge that help guide decision making at both the school and district levels.

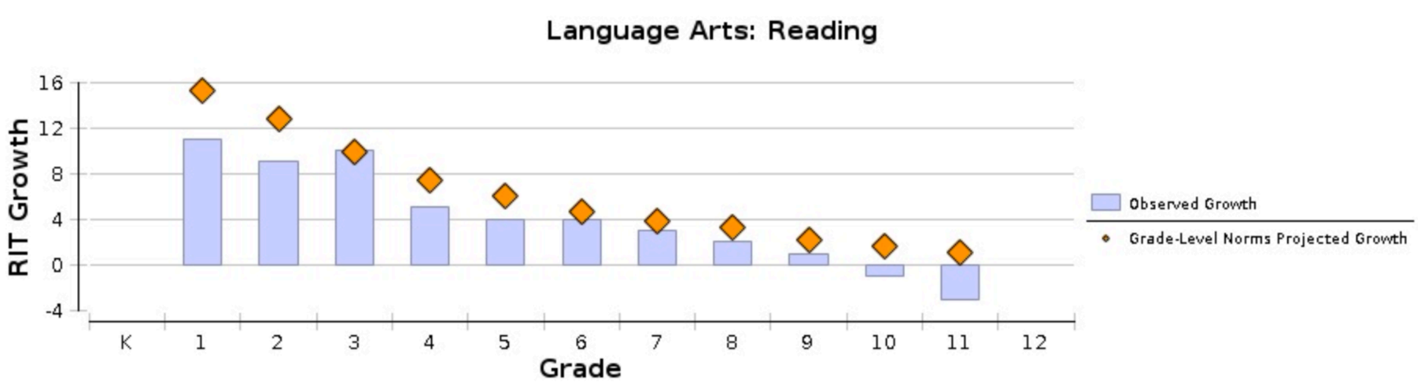
In the first series of charts below, we see data regarding the % of students meeting their growth targets in both Language Arts/Reading and in Math. In these charts, the yellow diamond indicates where students were projected to be in their academic growth while the blue bar indicates how our students actually performed. When you see no blue bar, that means no change (either negative or positive) has occurred.

2020-21 Data



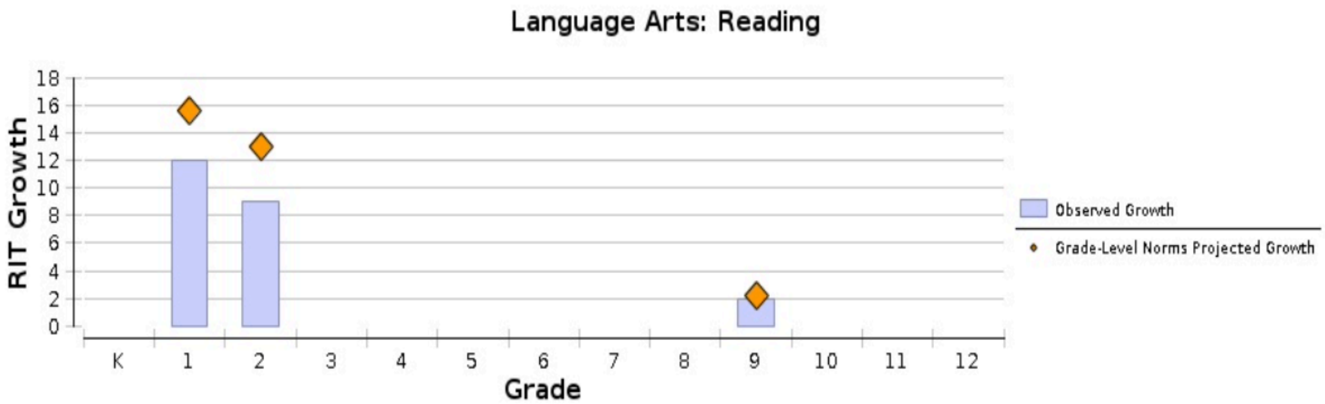
In review of the first chart on reading, one can see that there is a relatively wide gap in the areas of reading between where our first graders should be and where they actually are. A smaller, less concerning gap exists for our other Gr. 1-5 learners in reading. Conversely, our sixth graders performed 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



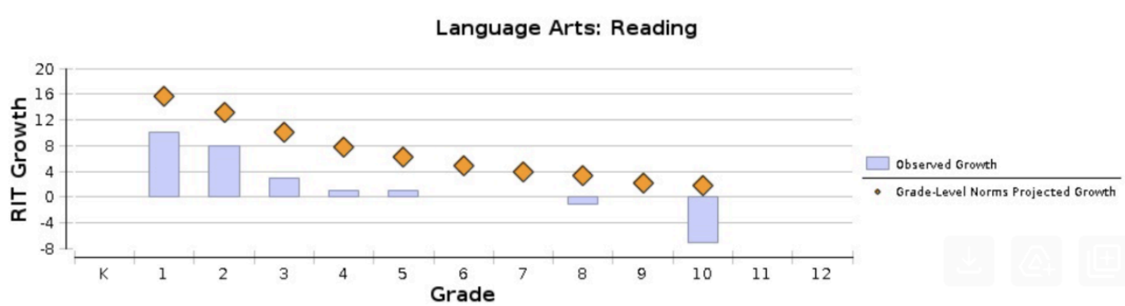
In review of this second chart on reading, one can see that there is still a relatively wide gap in the areas of reading between where our first and now second graders should be and where they actually are. However, one can also see that we were able to close the gap with our third grade reading scores 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.

2022-23 Data



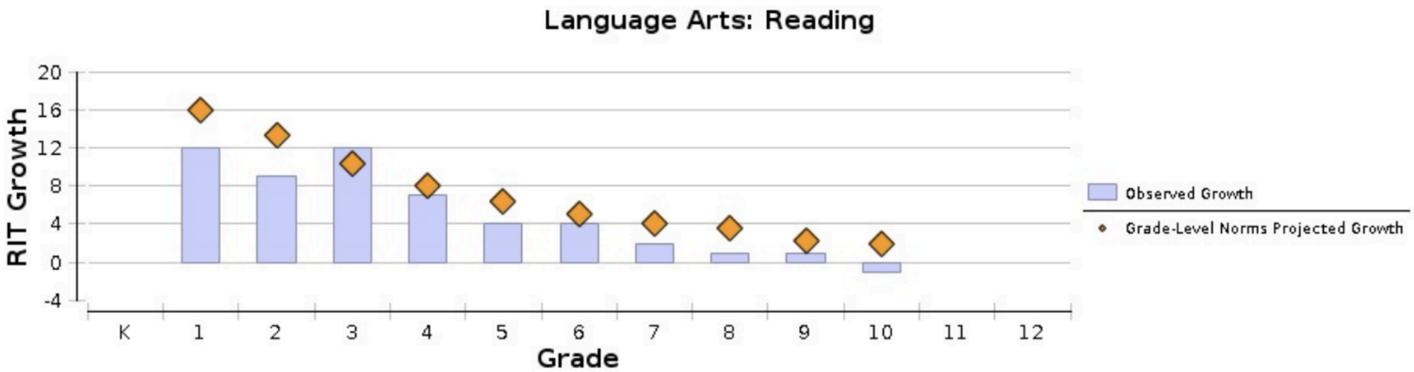
In review of this third chart on reading, please note that we are only able to make comparisons for grades 1,2 and 9 in the chart due to the change made in the type of NWEA testing that the state provided this past spring. For other grade levels we can make a comparison between fall and winter, but it wouldn't take us through the full year. For the grade levels shown, you can see that our 1st and 2nd grades fell below their projected growth in ELA while our 9th grade students hit their targeted growth marks.

2023-2024 Data



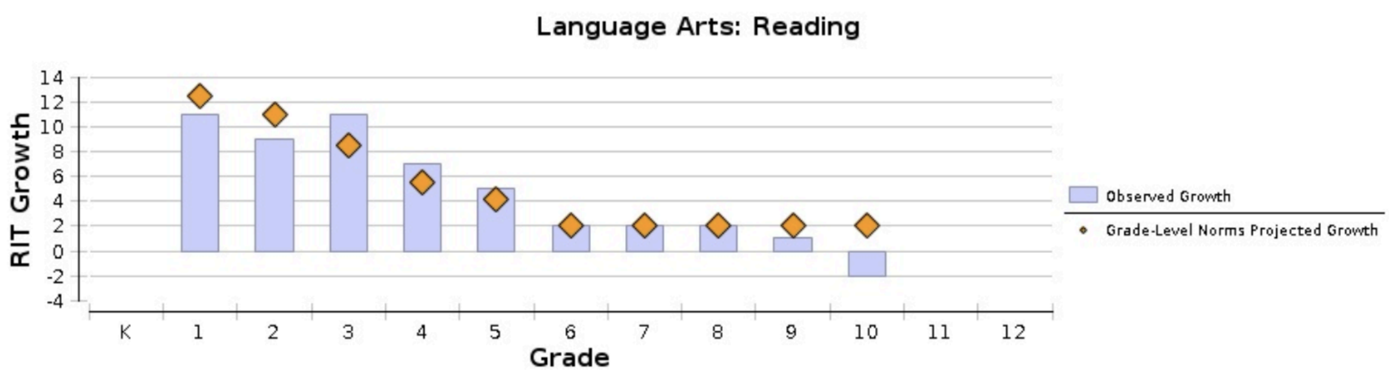
In review of the fourth chart, you can see that just two grades (Grade 6 and 7) observed no growth while all other grades saw growth. The only grade that met their growth targets in Language Arts, however was grade 10. Once again, it seems like students may not be meeting their growth targets at the earlier ages, but are recovering by the time they come into the high school.

2024-2025 Data



In review of the fifth chart, you can see that all grades observed growth. There were four grade levels that met their growth targets in Reading, Grade 3, Grade 4, Grade 6 and Grade 9. This is a significant improvement over last year and shows a pattern of increasing grade levels meeting growth targets as measured by NWEA in the area of Reading.

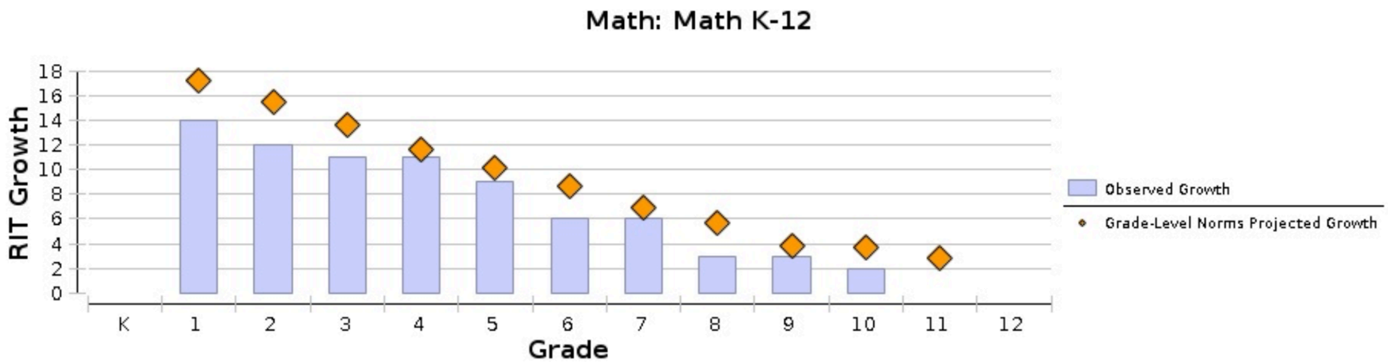
2025-2026 Data



In this year's data we see that 7 of the 10 grades listed met their growth goals in Language Arts, those are: Gr. 3, Gr. 4, Gr. 5, Gr. 6, Gr. 7, Gr. 8 and Gr. 9. The grade levels that did not meet their targeted growth goals are: Gr. 1, Gr. 2 and Gr. 10. For the early grade levels we are seeing a significant gap in writing skills that we plan on focusing on in the coming year in hopes to bring these last remaining grade levels back up to meeting their annual growth goals. Certainly the conversation about technology use and screen time will also be most fruitful at this age level as part of why we believe we are seeing the poor writing skills that we are has more to do with fine motor skills than a willingness to write. A play based focus, with more emphasis on writing will help to strengthen those fine motor skills moving forward. We believe that will be just the lift our students need to meet their goals at these grade levels. We will continue to monitor and report progress.

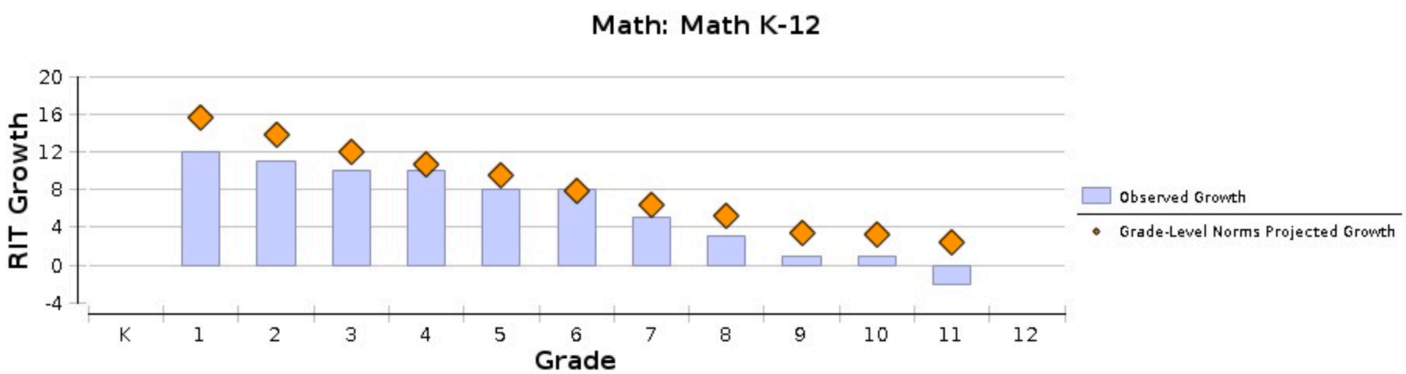
Now we will see a similar series of charts in the area of MATH …

2020-21 Data



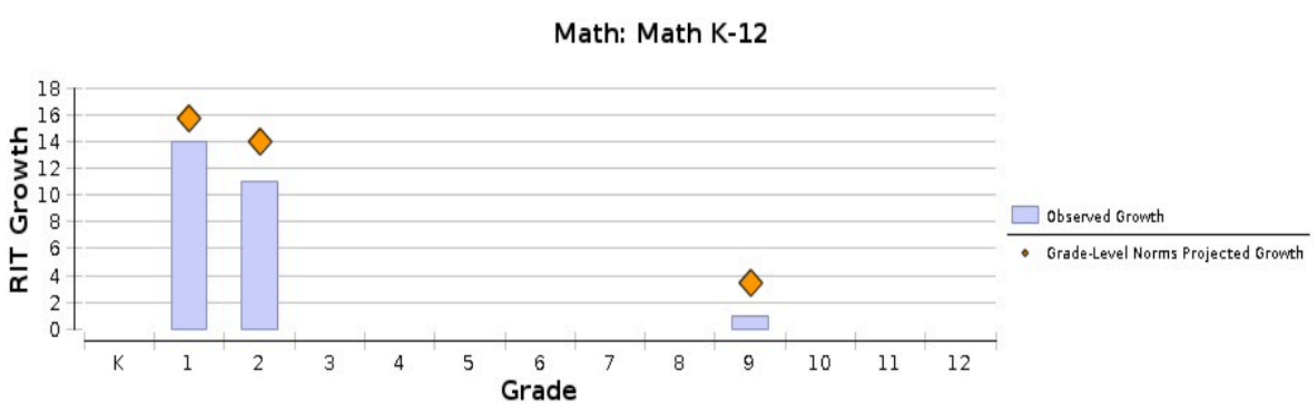
In review of the 1st growth chart on math, one can see that there is a relatively wide gap in the areas of math between where our first and 2nd graders should be and where they actually are. A smaller less concerning gap exists in grade 3 and then re-appears in grade 6 and 8. Conversely, our 4th, 5th,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



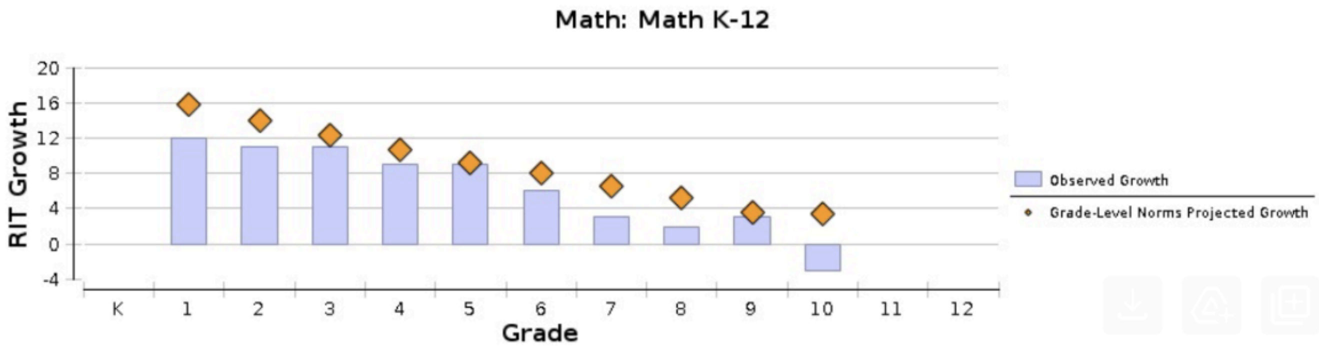
In review of the 2nd growth chart on math, we can see that although gaps still exist for students in grades 1 and 2 between where students should be and where they are, the gap has decreased from the previous year. Additionally,, we can see that we've more significantly closed the gap for 3rd grade students. 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.

2022-23 Data



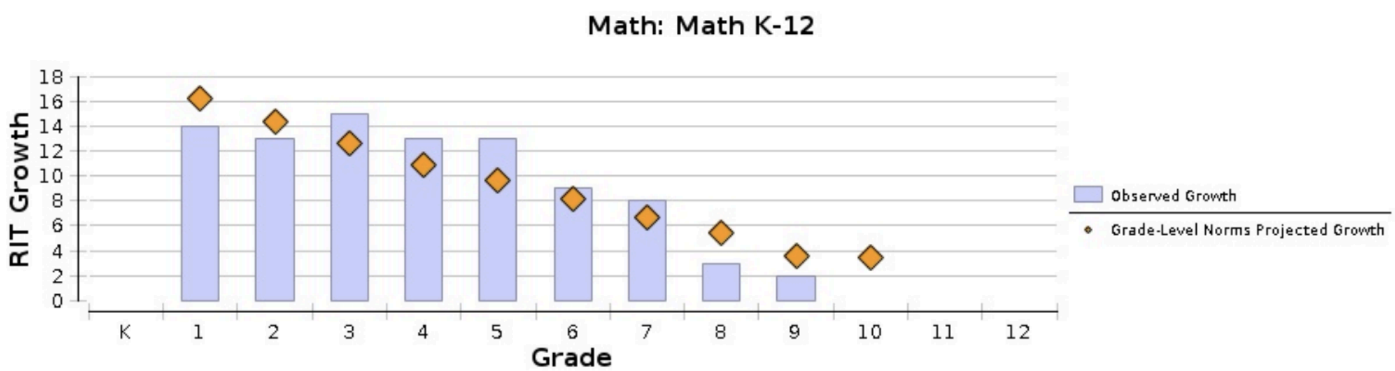
Once again, due to the changes made by the state in our NWEA spring test we are unable to show growth scores for grades 3-8. However, for those that can be seen, we notice that first grade scores fell just below their targeted growth marks which is an improvement over the previous year's scores. In 2nd grade, we can see that the gap between actual performance and targeted growth scores grew a little bit as did the gap in our 9th grade scores between actual performance and targeted growth when compared to the previous year.

2023-24 Data



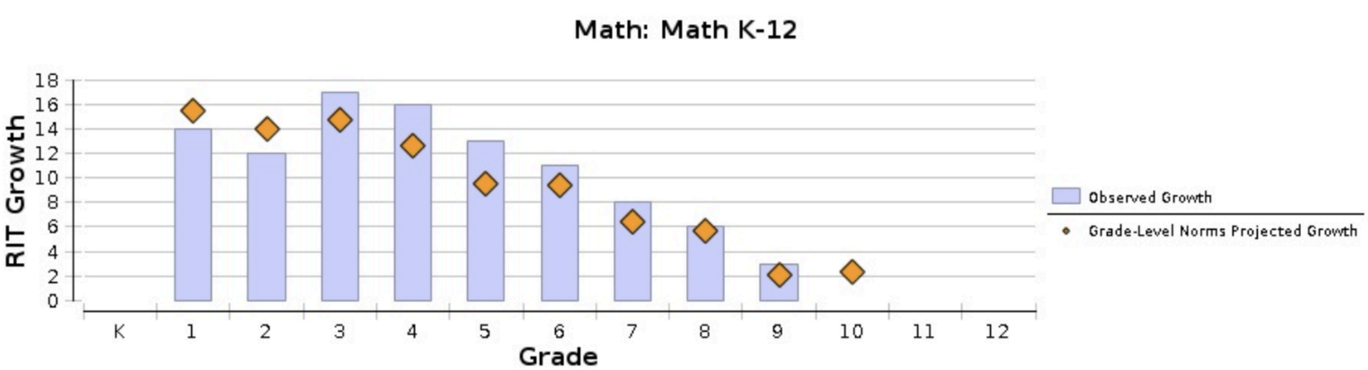
As we look at the fourth NWEA data chart in math growth scores (above), what we can see is that all grades reported made growth. Grades, 3,4,5, and 9 met their growth targets in math while grades 1,2,7, 8 &10 did not.

2024-2025 Data



In the 2024-25 growth chart for math, we see more good news. With the exception of grade 10 all grades made growth. In addition 6 grade levels met their growth expectations (gr. 2, 3,4,5,6 and 7).

2025-2026 Data



This year's math growth scores mirror that of ELA. Seven of the ten grade levels reporting have met their growth goals. Those are: Gr. 3, Gr. 4, Gr. 5, Gr. 6, Gr. 7, Gr. 8, and Gr. 9. Three grade levels did not meet their growth goals in the area of math, those are Gr. 1, Gr. 2 and Gr. 10. Similar to ELA, we are focusing our attention at Gr. PK-2 on purposeful play believing that critical mathematical skills are learned during times when students play. When they have to problem solve, when they have to be creative, and when they have to collaborate with one another. We are hopeful that this focus, along with our continued strong use of our Reveal Math curriculum will make the difference to get these last few grade levels up to meeting annual growth goals in the coming year. We will continue to monitor and report out progress.

Math and Reading Proficiency Scores Over Time

PLEASE NOTE THAT DATA PRIOR TO FALL 2025 IS BASED ON DIFFERENT NATIONAL NORMS SO COMPARISONS BETWEEN FALL 2024 AND EARLIER TO 2025 AND LATER ARE DIFFERENT BASED ON NEW NORMING CONDUCTED BY NWEA IN THE SUMMER OF 2025.

Unlike the charts above that are focused on the % of individual students who are meeting their overall growth scores in the area of math and reading, the scores below show a longitudinal summary of the % of students meeting proficiency in math and reading. Anything prior to Fall 2025 that falls under 70% is highlighted in RED as this was our target under the old norming system. With the new norming system, our new target is 75% so you will see anything under 75% highlighted in red moving forward from Fall 2025.

Math & Reading % Meet or Exceeds as Measured by Fall NWEA

Fall 2020

% Meeting Proficiency Standards by Grade

District

Subject	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Total
Mathematics	80%	66%	69%	74%	64%	72%	70%	72%	77%	82%	**72%**
Reading	81%	57%	80%	75%	80%	76%	79%	83%	90%	88%	**78%**

Fall 2021

% Meeting Proficiency Standards by Grade

District

Subject	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Total
Mathematics	80%	80%	59%	70%	73%	66%	73%	73%	77%	80%	**73%**
Reading	76%	73%	55%	73%	69%	63%	65%	63%	82%	80%	**69%**

Fall 2022

% Meeting Proficiency Standards by Grade

District

Subject	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Total
Mathematics	82%	79%	71%	56%	73%	76%	67%	73%	77%	68%	**72%**
Reading	82%	70%	71%	76%	77%	75%	73%	75%	77%	72%	**75%**

Fall 2023

% Meeting Proficiency Standards by Grade

District

Subject	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Total
Mathematics	82%	84%	70%	64%	59%	76%	78%	70%	85%	76%	**74%**
Reading	82%	76%	70%	76%	75%	76%	80%	77%	83%	77%	**77%**

Fall 2024

% Meeting Proficiency Standards by Grade

District

Subject	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Total
Mathematics	77%	78%	72%	62%	57%	65%	71%	72%	76%	80%	**71%**
Reading	76%	68%	66%	69%	66%	68%	76%	73%	78%	78%	**72%**

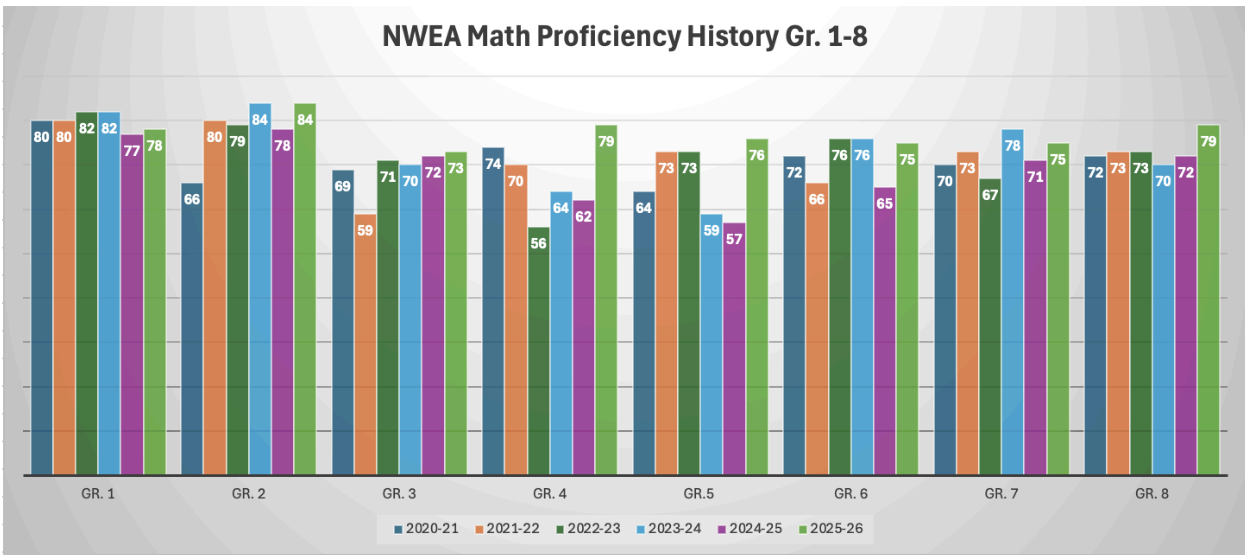
Fall 2025

% Meeting Proficiency Standards by Grade

District

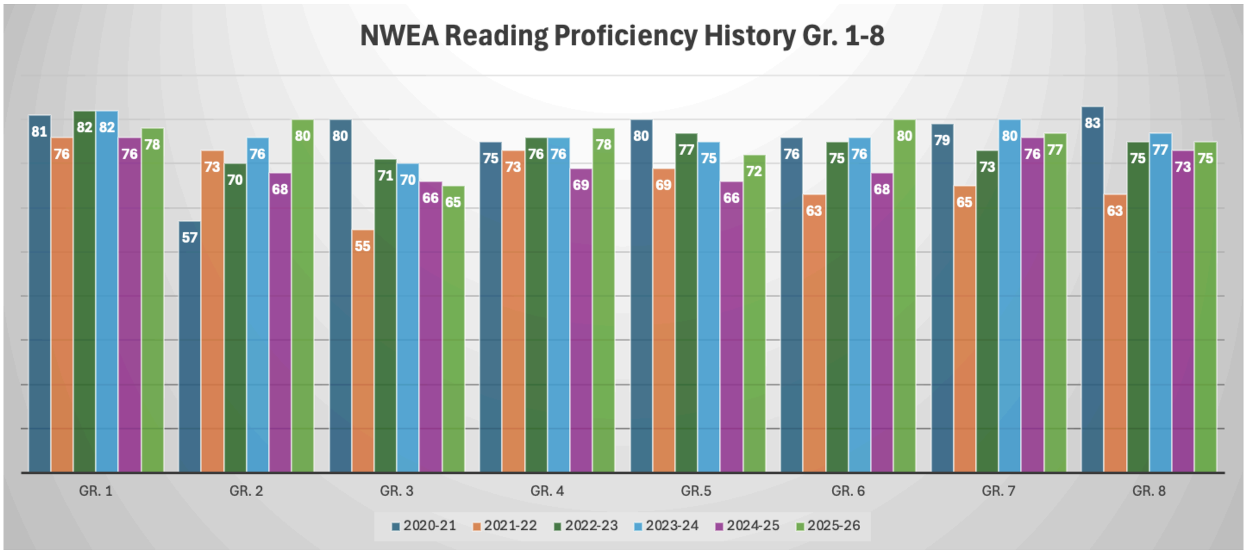
Subject	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Total
Mathematics	78%	84%	73%	79%	76%	75%	75%	79%	78%	73%	**77%**
Reading	78%	80%	65%	78%	72%	80%	77%	75%	86%	83%	**77%**

So what limited patterns and trends can we make of this data understanding that the test changed in Fall of 2025? Perhaps an easier way to view this data is in graph form. I have purposefully excluded grades 9&10 from the graphs below since HS student scores tend to vary far more greatly than the other grade levels as high school students do not necessarily take the testing as seriously as our younger students.



So once again, a reminder that national norms were changed in 2025 so although the scores across the board went up in this year, we can't make any real inferences across years. It is clear that only one grade level fell below the target of 75% (Gr. 3) in math. This is something we will focus our efforts on moving forward. Overall, however, based on these assessments, ⅔ of our students (77%) across grades 1-8 are meeting standards in math. The focus must now be on the ⅓ and better understanding how we can provide additional support and scaffolding to move the needle forward.

In Reading, the historical data chart looks like this:



What we see here is that with the exception of third grade scores, all other grades went up in the % of students meeting proficiency. Again, this is difficult to look at across the board however as norms changed this year. What we can see for this year's results in reading is that only two grades (Gr. 3 & 5) did not meet proficiency targets in reading (i.e. 75%). Across all grades, however, more than ⅔ of our students (77%) are meeting proficiency marks in reading according to Fall 2025 NWEA results.

Overall, for both math and reading, it will be important to compare the coming year to 2025 and see where those numbers stack up using consistent norms.

Gorham Metrics of Success

For a sixth year in a row, we are tracking specific data points outlined in the Gorham Metrics for Success. Our Metrics for Success is a series of data points that have been determined by the administration and School Committee to be a "dashboard" of sorts, used to measure the overall health of our students's readiness for Career and Life Success after they graduate from our schools. These metrics include academic achievement components but do not stop there. They try to look at a broad range of indicators and benchmarks to determine our district's overall "success" in meeting our student's needs.

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.

Important Note: 2023-24 Data was pulled via a different data model. Therefore, we need to use caution when comparing longitudinal data.

- 2023-24 we now have the ability to run a query utilizing our data system (IC) as our home base.
    - Able to run a data set to include Aspire and/or NWEA/IC, and attendance, and career and SFL. Giving us a % of the total grade 5 students who are GMS-ready. Much more reliable and consistent!
    - Includes T3 grades

- 2022 and prior we pulled data from multiple sources, then cross-checked names via paper

- Manually cross-checked names, eliminating those who didn't meet. SFL and GMS ready isn't necessarily representative of all grade 5. It's potentially a % of the subgroup who meets (which would be high).
- Data does not include T3 grades

Bottom line, if you see some anomalies in the 2023-24 data when compared to previous data, this is likely due to this new data collection methodology.

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
2020-21	100%	100%	100%
2021-22	100%	100%	100%
2022-23	100%	100%	100%
2023-24	100%	100%	100%
2024-2025	100%	100%	100%
2025-2026	100%	100%	100%

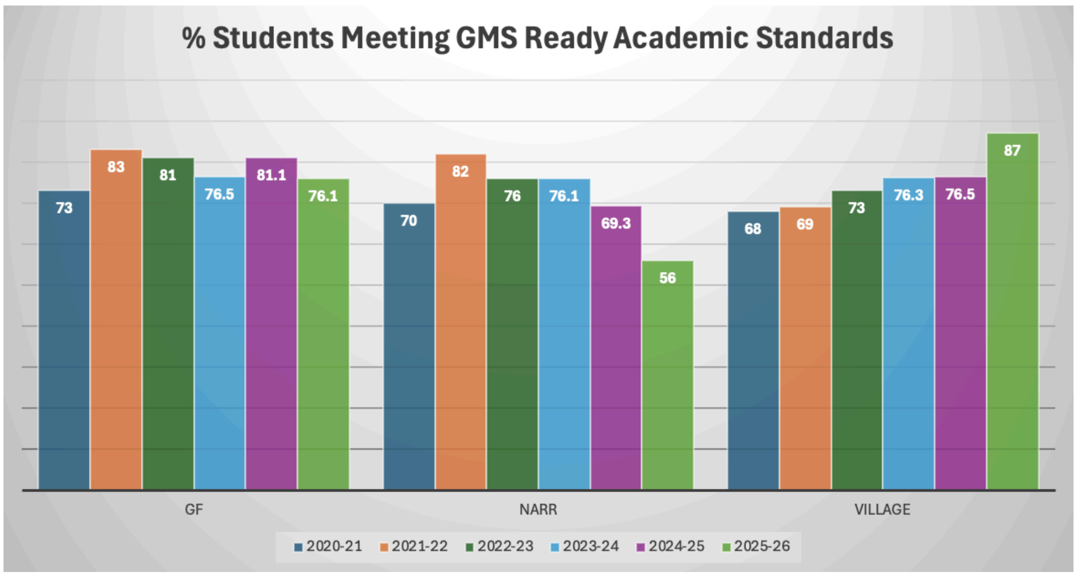
For a sixth year in a row, 100% of our students across grades K-5 participated in at least one program offered by Aspire Gorham with a focus on connecting what students are learning in their classrooms with their future aspirations.

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 2.8 or greater**

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	Great Falls	Narragansett	Village
2020-21	73%	70%	68%

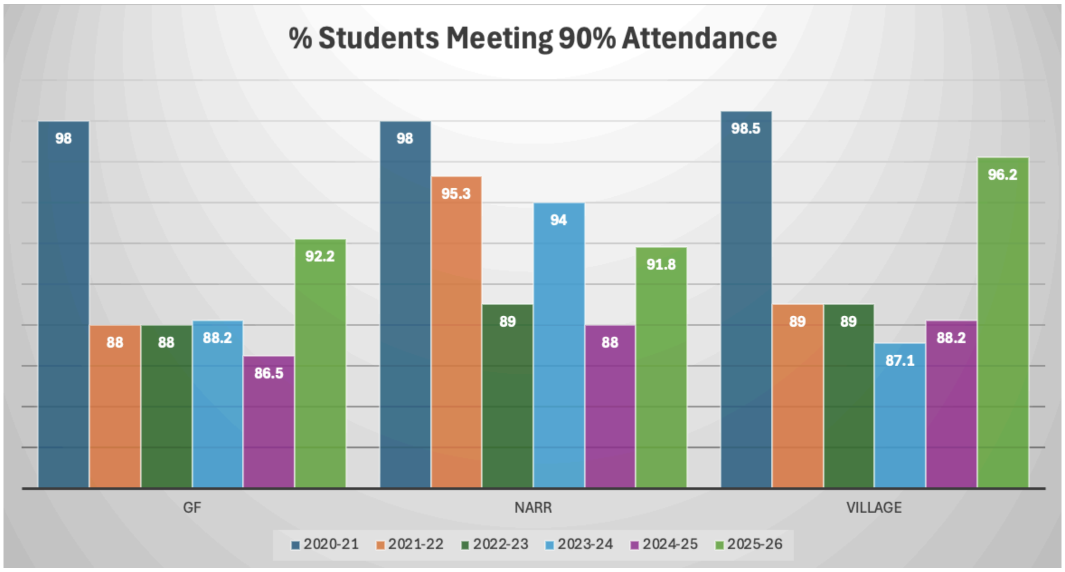
2021-22	83%	82%	69%
2022-23	81%	76%	73%
2023-24	76.5%	76.1%	76.3%
2024-2025	81.1%	69.3%	76.5%
2025-2026	76.1%	56.0%	87.0%



Village Elementary School shows a pretty consistent increase each year in the % of students meeting GMS ready indicators as described above. Great Falls Elementary School went down slightly this year from last year, but percentages still fall above the 2020-2021 levels. Narragansett Elementary School went down significantly in the past year, dropping from 69.3% to 56% in one year. This merits further scrutiny. Upon first glance we think this drop might have to do with the changing population at Narragansett elementary school which has seen its population grow from 340 students to 518 students over the past several years. The type of student has also changed, with Narragansett now being our largest percentage of students receiving ML services. We will continue to provide additional training, and support services and monitor data moving forward.

90% Attendance	Great Falls	Narragansett	Village
2020-21	98%	98%	98.5%
2021-22	88%	95.3%	89%
2022-23	88%	89%	89%
2023-24	88.2%	94%	87.1%
2024-2025	86.5%	88%	88.2%

2025-2026	92.2%	91.8%	96.2%

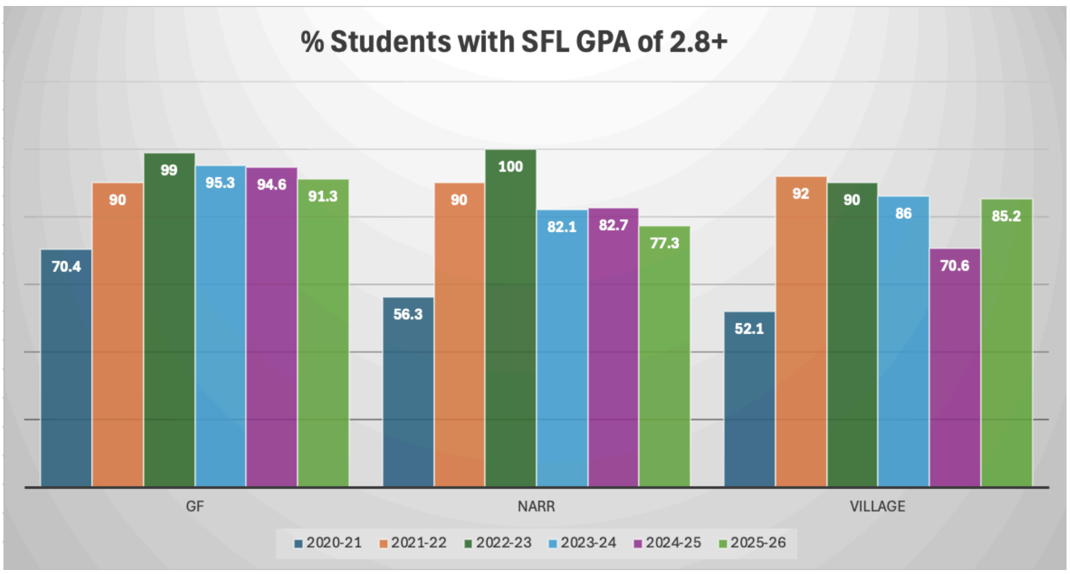


This data flips the chronically absent students data and looks at the total percent of students who are NOT chronically absent. Keeping in mind that the 2020-2021 data year was the pandemic school year where attendance was very high on our A/B schedules, each of the three schools have made significant progress towards improving attendance overall. Both Great Falls and Village saw excellent increases in their data overall, and while Narragansett increased over the previous year, they are still below 94/95% points met in 2021-22 and 2023-24. Our overall goal is to reach and maintain that 90% mark for each school. This year, all three elementary schools met that mark!

Participation in 10-Hours of Career Exploration Activities	Great Falls	Narragansett	Village
2020-21	100%	100%	100%
2021-22	100%	100%	100%
2022-23	100%	100%	100%
2023-24	100%	100%	100%
2024-2025	100%	100%	100%
2025-2026	100%	100%	100%

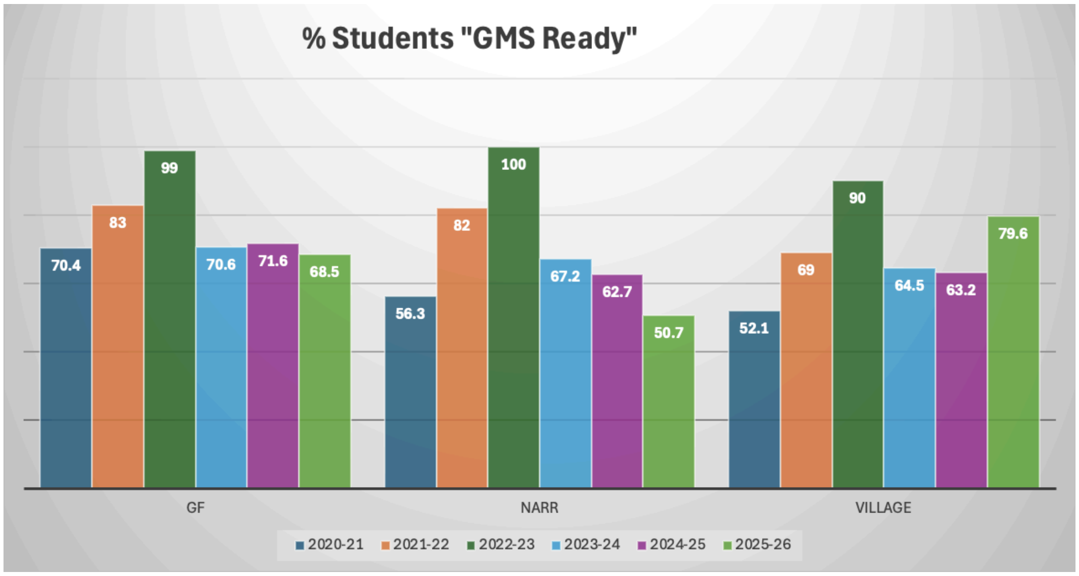
Once again, for a sixth year in a row 100% of our K-5 students participated in at least 10 hours of career exploration activities throughout the course of the 2025-26 school year. Aspire Gorham continues to have a positive impact on our students - helping them to clearly see the connections between what they are learning and how it interacts with their future stories!

SFL GPA of 2.8+	Great Falls	Narragansett	Village
2020-21	70.4%	56.3%	52.1%
2021-22	90%	90%	92%
2022-23	99%	100%	90%
2023-24	95.3%	82.1%	86%
2024-2025	94.6%	82.7%	70.6%
2025-2026	91.3%	77.3%	85.2%



This year Village School's data improved over last year pretty significantly, which we believe likely has a lot to do with the new transitions program. Great Falls numbers dropped slightly but are still over 90%. Narragansett numbers dropped to 77%, which means almost ⅓ of the student population is not meeting proficiency in SFL standards. This is certainly something we want to continue to monitor moving forward. It will be interesting to see what this data does next year when all three schools have fully operational transitions programs.

GMS Ready	Great Falls	Narragansett	Village
2020-21	70.4%	56.3%	52.1%
2021-22	83%	82%	69%
2022-23	99%	100%	90%
2023-24	70.6%	67.2%	64.5%
2024-2025	71.6%	62.7%	63.2%
2025-2026	68.5%	50.7%	79.6%



This data demonstrates a slight net rebound in the overall % of students meeting GMS ready standards across our three elementary schools, increasing from 65.8% last year to 66.3% this year.

- **GMS Ready** - In order to be designated as "GMS Ready" K-5 students must meet each of the categories below.
- Score of 215 or greater on NWEA math AND score of 207 or greater on NWEA reading OR Score of 2.8 or greater in Math and English standards.
- 90% Attendance (not ADA)
- Participation in at least 10 hours of career exploration activities
- SFL GPA of 2.8 or greater

This information is still concerning. This continued pattern of percentages in the mid 60's for students meeting GMS ready standards over the past three years means that approximately ⅓ of our 5th graders going into 6th grade are not meeting our established metrics. We believe much of this has to do with the changing profile of our students. Students are coming in less regulated, with more SEL needs than ever before. Couple that with larger class sizes due to budget constraints and stretched RTI services due to staff absenteeism and we have a receipt for continued reductions.

This past year we emphasized smaller class sizes, and added BCBA services to address behavior challenges, but we still need more. We are hopeful that our focus on purposeful play across grades PK-2 and our new transitions program will jump these numbers in the coming year.

3. **What percent of GF, NARR. or VILLAGE 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. 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	IC ELA	IC Math	IC 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%
K-5 avg.	58%	57%	80%	75%	71%

2021-22 Data:

Great Falls	IC ELA	IC Math	IC 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%
K-5 avg.	74%	78%	96%	70%	71%

2022-2023 Data:

Great Falls	IC ELA	IC Math	IC Science	NWEA ELA	NWEA Math
Kindergarten	70%	88%	100%	83%	79%
Grade 1	70%	97%	91%	75%	81%
Grade 2	76%	81%	100%	56%	65%
Grade 3	84%	89%	95%	67% winter	68% winter
Grade 4	84%	78%	86%	66% winter	67% winter
Grade 5	80%	77%	93%	78% winter	79% winter
K-5 avg.	77%	85%	94%	71%	73%

2023-2024

Great Falls	IC ELA	IC Math	IC Science	NWEA ELA	NWEA Math
Kindergarten	73.7%	94.7%	97.4%	81.6%	88.2%
Grade 1	60.8%	85.1%	91.9%	60.8%	64.9%
Grade 2	79.1%	82.4%	95.6%	59.3%	78.0%
Grade 3	69.6%	77.2%	90.2%	60.9%	65.2%
Grade 4	77.1%	66.3%	84.3%	54.2%	60.2%
Grade 5	85.9%	81.2%	94.1%	57.6%	77.6%

K-5 avg.	74.4%	81.2%	92.3%	62.4%	72.4%

2024-2025

Great Falls	Infinite Campus ELA	Infinite Campus Math	Infinite Campus Science	NWEA ELA	NWEA Math
Kindergarten	56.7%	73.1%	76.1%	67.2%	67.2%
Grade 1	63.4%	83.1%	88.7%	54.9%	64.8%
Grade 2	72.3%	73.8%	96.9%	61.5%	69.2%
Grade 3	71.2%	76.7%	83.6%	75.3%	72.6%
Grade 4	75.0%	77.2%	80.4%	65.2%	66.3%
Grade 5	79.7%	77.0%	93.2%	64.9%	82.4%
K-5 Avg.	69.7%	76.8%	86.4%	64.8%	70.4%

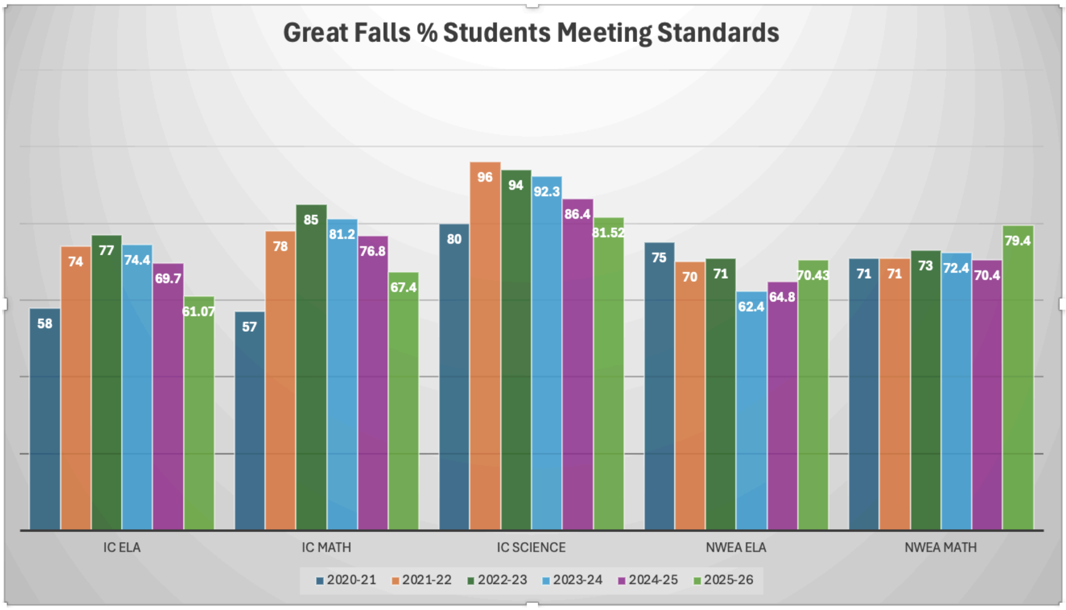
2025-2026

Great Falls	Infinite Campus ELA	Infinite Campus Math	Infinite Campus Science	NWEA ELA	NWEA Math
Kindergarten	63.5%	85.7%	85.7%	67.9%	77.2%
Grade 1	52.2%	68.7%	92.5%	66.1%	69.8%
Grade 2	59.5%	66.2%	89.2%	72.9%	81.4%
Grade 3	80.6%	71.6%	80.6%	69.8%	77.8%
Grade 4	48.6%	56.8%	54.1%	73.2%	85.9%
Grade 5	62.0%	55.4%	87.0%	72.7%	84.3%
K-5 Avg.	61.07%	67.4%	81.52%	70.43%	79.40%

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

- Average scores for Great Falls K-5 went down slightly in all Infinite Campus Categories, but went up significantly in NWEA testing
- This flips the historical trend of IC data being higher than NWEA data.
- Overall, more than ⅔ of our elementary students are meeting standards as defined in our local assessment system. Similarly more than ⅔ of our elementary students are meeting standards as defined by NWEA testing. This shows a stronger corelation between our local grading and nationally normed assessments.

Another way to view this data for Great Falls Elementary School is through the summary graph below…



Narragansett

2020-21 Data:

Narragansett	IC ELA	IC Math	IC 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%
K-5 Avg..	70%	77%	95%	67%	65%

2021-2022 Data:

Narr.	IC ELA	IC Math	IC 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%
K-5 avg.	82%	90%	99%	70%	74%

2022-2023 Data:

Narragansett	IC ELA	IC Math	IC Science	NWEA ELA	NWEA Math
Kindergarten	94%	90%	94%	88%	84%
Grade 1	94%	97%	97%	73%	84%
Grade 2	68%	78%	NS	53%	68%
Grade 3	80%	85%	90%	61% winter	64% winter
Grade 4	88%	83%	62%	66% winter	66% winter
Grade 5	91%	71%	97%	65% winter	69% winter
K-5 avg.	86%	84%	88%	68%	73%

2023-2024 Data:

Narragansett	IC ELA	IC Math	IC Science	NWEA ELA	NWEA Math
Kindergarten	82.2%	91.1%	93.3%	86.7%	82.2%
Grade 1	82.0%	90.0%	94.0%	66.0%	80.0%
Grade 2	81.5%	81.5%	98.5%	63.1%	84.6%
Grade 3	82.1%	89.3%	94.6%	58.9%	57.1%
Grade 4	73.3%	78.3%	91.7%	55.0%	56.7%
Grade 5	83.6%	77.6%	97.0%	53.7%	61.2%
K-5 avg.	80.8%	84.6%	94.9%	63.9%	70.3%

2024-2025

Narragansett	Infinite Campus ELA	Infinite Campus Math	Infinite Campus Science	NWEA ELA	NWEA Math
Kindergarten	80.8%	84.6%	86.5%	78.8%	78.8%
Grade 1	82.8%	82.8%	92.2%	64.1%	70.3%
Grade 2	59.7%	80.6%	90.3%	53.2%	64.5%
Grade 3	82.0%	84.3%	95.5%	75.3%	79.8%
Grade 4	72.2%	79.2%	83.3%	65.3%	63.9%
Grade 5	72.0%	70.7%	92.0%	54.7%	68.0%
K-5 Avg.	74.9%	80.3%	89.9%	65.2%	70.8%

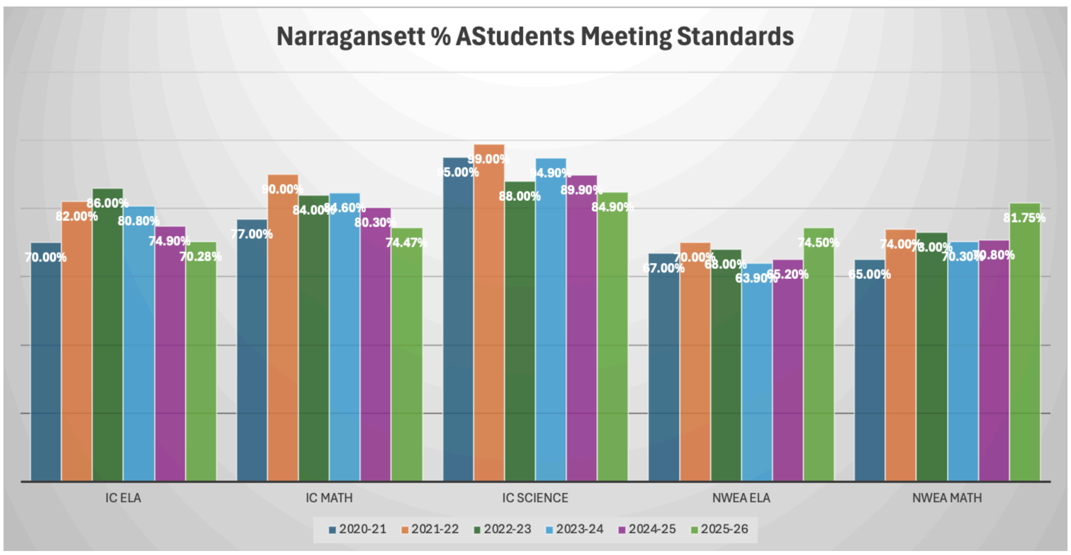
2025-2026

Narragansett	Infinite Campus ELA	Infinite Campus Math	Infinite Campus Science	NWEA ELA	NWEA Math
Kindergarten	61.6%	72.6%	87.7%	64.1%	79.7%
Grade 1	72.2%	77.8%	96.3%	86.3%	88.2%

Grade 2	73.5%	76.5%	82.4%	72.6%	77.8%
Grade 3	69.8%	79.4%	85.7%	71.2%	83.1%
Grade 4	83.3%	77.8%	80.0%	89.0%	87.8%
Grade 5	61.3%	62.7%	77.3%	63.8%	73.9%
K-5 Avg.	70.28%	74.47%	84.9%	74.5%	81.75%

Once again, similar to Great Falls data, we see more alignment between local assessment grades and NWEA nationally normed scores, which is good to see. Overall about ⅔ of our students at Narragansett are meeting proficiency EITHER according to our local assessments or according to NWEA testing. In Math, we see that NWEA nationally normed scores show that over 80% of our students at Narr. are meeting standards and based upon our local assessments, just under 85% are meeting standards in Science. Local assessment scores in Math and Science are down slightly from last year, but both NWEA ELA and Math scores are up from last year.

Another way to look at this data is in the summary chart below…



When comparing these graphs for Narragansett Elementary School, a few things pop out for continued consideration:

- Average scores increased in both ELA and Math as measured by NWEA.
- Scores as measured by GPA in ELA, Math and Science were all lower in 2025-2026 than in 2024-2025.
- The trend of local Infinite Campus scores being somewhat higher than NWEA scores continued for a fifth year in a row.
- Overall, approximately 77% or more of our students are meeting standards in these content areas as shown both in local data and in NWEA data.

Village

2020-2021 Data:

Village	IC ELA	IC Math	IC 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%
K-5 avg.	61%	72%	91%	67%	60%

2021-2022 Data:

Village	IC ELA	IC Math	IC 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%
K-5 avg.	80%	79%	98%	70%	58%

2022-2023 Data:

Village	IC ELA	IC Math	IC Science	NWEA ELA	NWEA Math
Kindergarten	85%	95%	93%	72%	84%
Grade 1	92%	96%	97%	72%	81%
Grade 2	89%	91%	98%	79%	80%
Grade 3	92%	89%	97%	73% winter	63% winter
Grade 4	80%	86%	94%	75% winter	49% winter
Grade 5	90%	86%	99%	71% winter	57% winter
K-5 avg.	88%	91%	96%	74%	69%

2023-2024 Data:

Village	IC ELA	IC Math	IC Science	NWEA ELA	NWEA Math
Kindergarten	77.9%	63.2%	92.6%	67.6%	73.5%
Grade 1	89.7%	94.9%	100.0%	69.2%	66.7%
Grade 2	84.3%	84.3%	94.3%	65.7%	74.3%
Grade 3	57.1%	48.2%	66.1%	42.9%	57.1%
Grade 4	94.0%	85.1%	95.5%	59.7%	55.2%
Grade 5	84.9%	79.6%	86.0%	61.3%	40.9%
K-5 avg.	81.3%	75.9%	89.1%	61.1%	61.3%

2024-2025

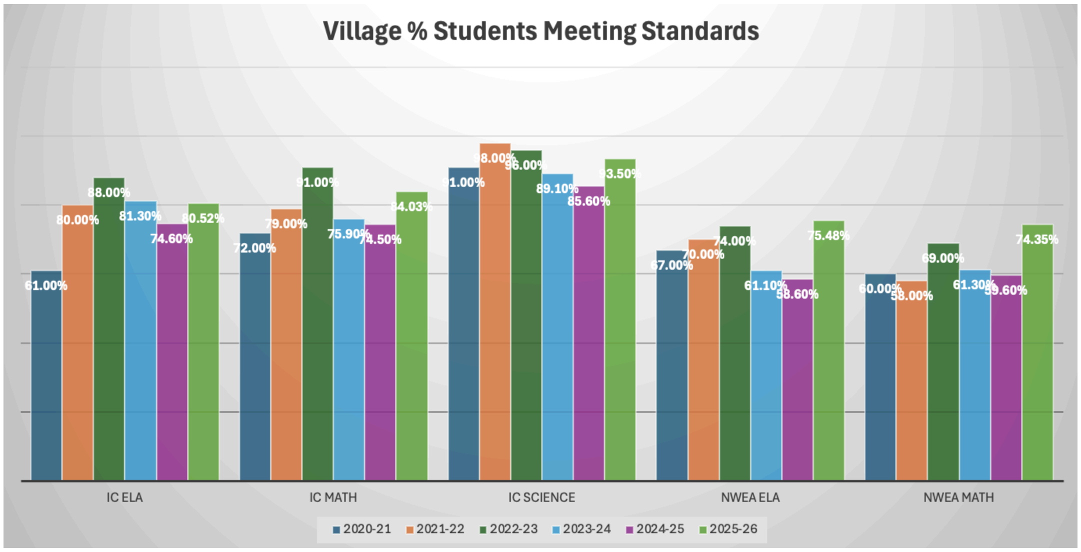
Village	Infinite Campus ELA	Infinite Campus Math	Infinite Campus Science	NWEA ELA	NWEA Math
Kindergarten	83.1%	93.0%	98.6%	52.1%	60.6%
Grade 1	78.0%	84.7%	93.2%	59.3%	55.9%
Grade 2	66.3%	67.5%	73.5%	61.4%	71.1%
Grade 3	80.0%	71.4%	94.3%	60.0%	57.1%
Grade 4	59.3%	50.0%	63.0%	64.8%	55.6%
Grade 5	80.9%	80.9%	91.2%	54.4%	57.4%
K-5 Avg.	74.6%	74.5%	85.6%	58.6%	59.6%

2025-2026

Village	Infinite Campus ELA	Infinite Campus Math	Infinite Campus Science	NWEA ELA	NWEA Math
Kindergarten	85.5%	92.7%	94.5%	79.2%	86.8%
Grade 1	84.5%	91.5%	97.2%	70.6%	70.6%
Grade 2	73.8%	73.8%	91.8%	76.8%	80.4%
Grade 3	69.5%	80.5%	91.5%	80.5%	71.4%
Grade 4	80.9%	75.0%	97.1%	70.8%	60.0%
Grade 5	88.9%	90.7%	88.9%	75.0%	76.9%
K-5 Avg.	80.52%	84.03%	93.50%	75.48%	74.35%

At Village the previous year's trends of local assessment scores being calculated higher than NWEA nationally normed scores continues unlike at both GF and Narr. where things switched up. Regardless, it is clear that when compared to last year's scores both locally and using the nationally normed NWEA, Village scores are up across the board. This may have several factors associated with it, including smaller class sizes, reduced behavior issues with the new Transitions program, and strengthened RTI supports utilizing BARR. This will be worth keeping an eye on to see if this trend continues. At the end of the day, looking at even the lowest scores of NWEA, more than ⅔ of the students are meeting proficiency in ELA and Math.

Another way to look at this data is in the summary chart below…

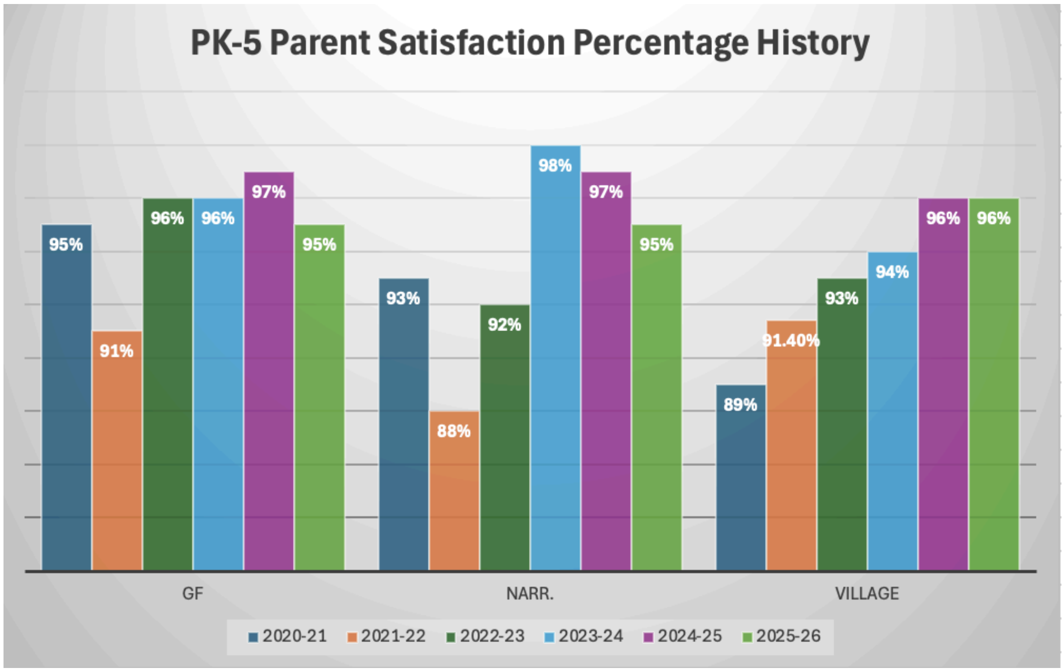


When comparing the graphs for Village Elementary School, a few things pop out for continued consideration:

- Average scores increased across the board in all five categories.
- The trend of local Infinite Campus scores being somewhat higher than NWEA scores continues here at Village School, unlike Great Falls and Narragansett.
- Overall, approximately 82% or more of our students are meeting standards in these content areas as shown both in local data and in NWEA data.

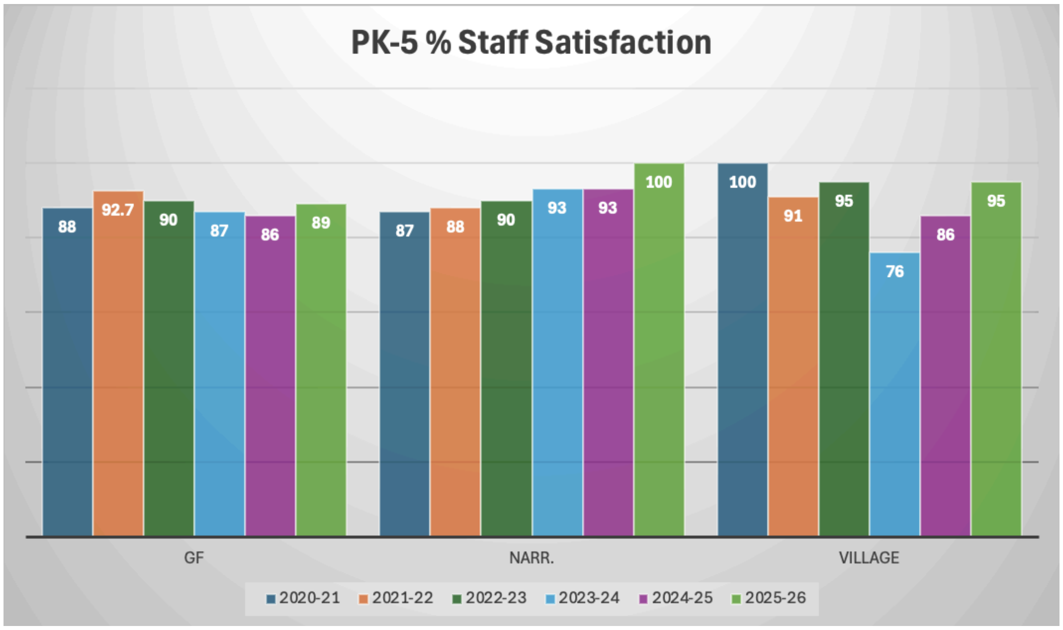
4. What % of our GF, NARRAGANSETT, or VILLAGE students, parents and staff feel positive about your school and district culture?

Parent	Great Falls	Narragansett	Village
2020-21	95%	93%	89%
2021-22	91%	88%	91.4%
2022-23	96%	92%	93%
2023-24	96%	98%	94%
2024-2025	97%	97%	96%
2025-2026	95%	95%	96%



The data above demonstrates parents continuing to provide strong support for our schools, with 95% or more of families across all three schools reporting feeling positive about their child's school. This is great data to build on. This continues to be worth celebrating across all of our elementary schools!

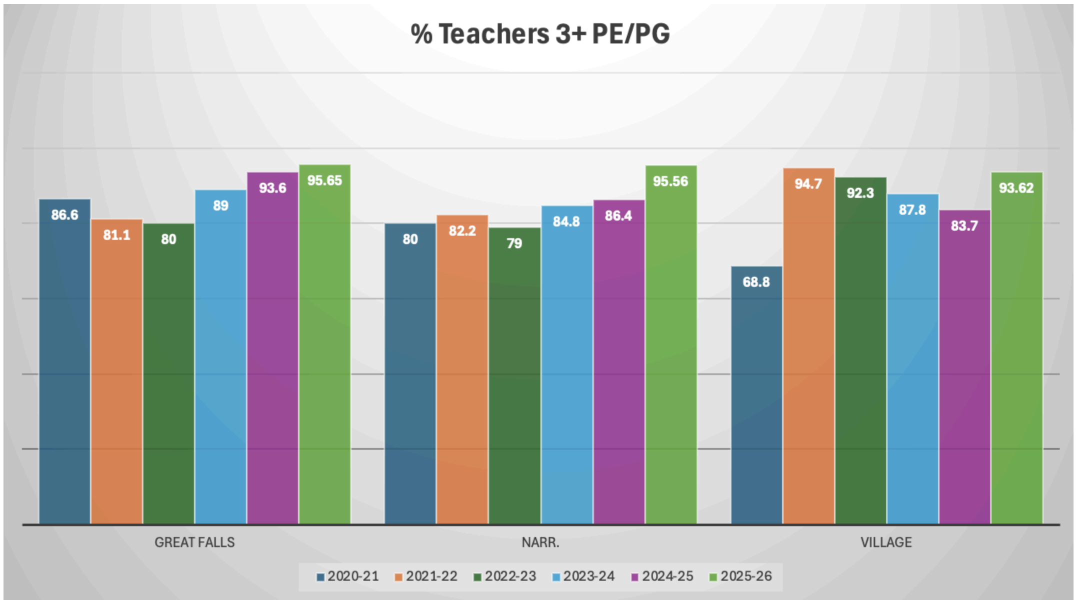
Staff	Great Falls	Narragansett	Village
2020-21	88%	87%	100%
2021-22	92.7%	88%	91%
2022-23	90%	90%	95%
2023-24	87%	93%	76%
2024-2025	86%	93%	86%
2025-2026	89%	100%	95%



The data shows increases across the board in this data for staff approval ratings. The lowest stands at 89% at Great Falls, which is still pretty darn high, while the other two schools boast approval ratings of 95% (Village) and 100% (Narr.) respectively. Overall, our climate remains strong, no question, but is like anything…it must be continually monitored and worked at to maintain.

5. **What % of our GF, NARRAGANSETT, or VILLAGE teachers score a 3 or higher in <u>ALL FOUR</u> 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
2020-21	86.6%	80%	68.8%
2021-22	81.1%	82.2%	94.7%
2022-23	80%	79%	92.3%
2023-24	89%	84.8%	87.8%
2024-2025	93.6%	86.4%	83.7%
2025-2026	95.65%	95.56%	93.62%



We saw a nice increase across the board this year at all three elementary schools in the % of teachers meeting the 3.0 (Proficient) mark on annual evaluation systems.

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.

2020-21	90%
2021-22	100%
2022-23	100%
2023-24	100%
2024-25	100%
2025-25	100%

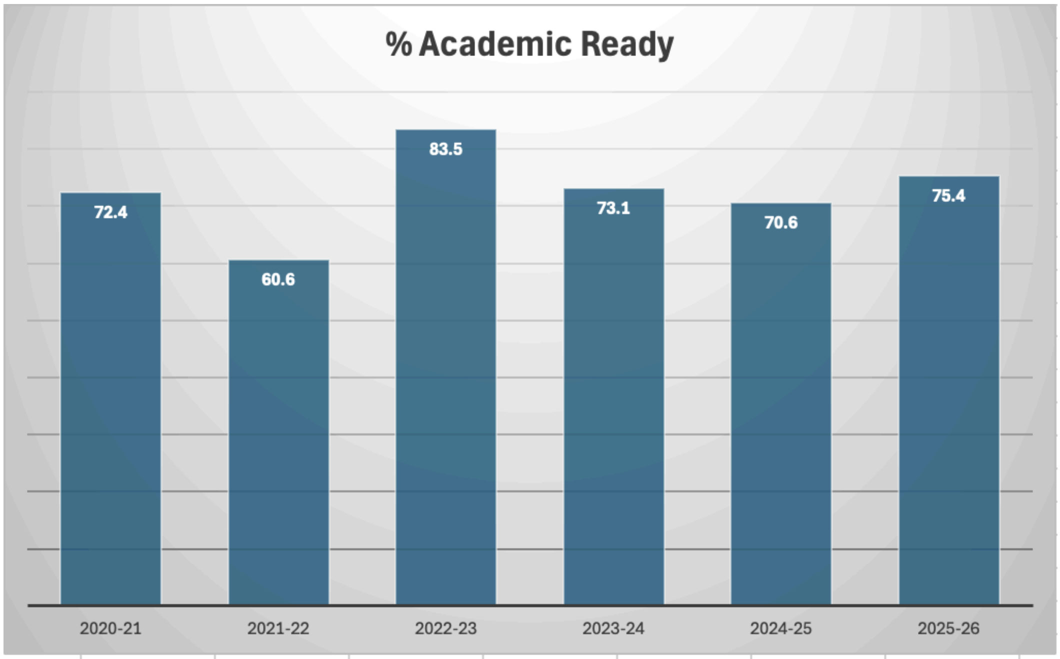
For a sixth year in a row, 100% of GMS students have participated in programs offered by our Aspire Gorham program helping to connect their learning to real life aspirations and careers.

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 227 or greater on NWEA Math AND Score of 216 or greater on NWEA Reading OR a Cumulative GPA of 2.8 or greater
2020-21	72.4%
2021-22	60.6%
2022-23	83.5%
2023-24	73.1%
2024-25	70.6%
2025-26	75.4%

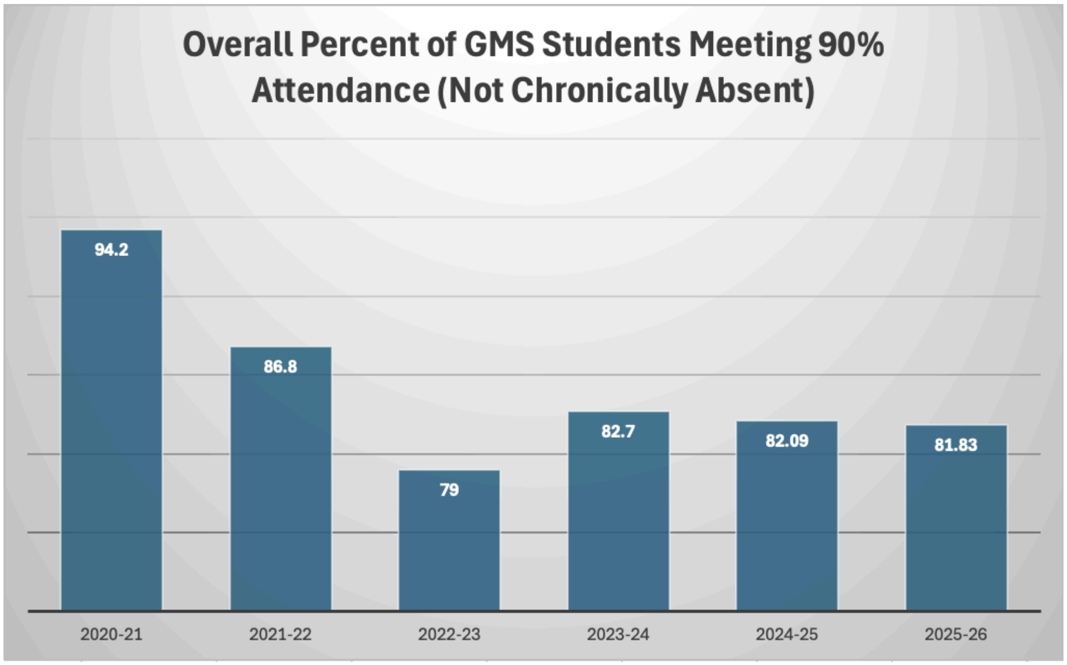
A summary bar graph can also be seen below…



This year, 75.4% of GMS 8th grade students meet the "academic ready" indicators for Gorham High School. This is up from last year's 70.6% but down from what seems to be the height of 83.5 in 2022-2023. More than ⅔ of our 8th grade students are academically ready for high school, but this begs the question, what about the other 24.6%? This is where the work lies!

Years	90% Attendance
2020-21	94.2%
2021-22	86.8%
2022-23	79%
2023-24	82.7%
2024-25	82.09%
2025-26	81.83%

A summary bar graph can be seen below…



In the data above we see a slight decrease over last year's attendance data. Of the five schools, GMS is the only school that has not seen improvement in chronic absenteeism data and although 81.83% are NOT Chronically absent, this means that 18.17% are and in a school of 650+ students, this means that approximately 115 students are chronically absent. GMS remains the highest % of students who are chronically absent across all schools. This impacts all other data and is a place where we need to continue our efforts at improvement moving forward. Use of the "reach my teach" communication tool, strengthening of attendance support teams, and stronger monitoring of the data will be a continued focus in the coming year. Our goal is to get all schools at 90% or above in this area and we are almost there!

Years	10 hours of community service
2020-21	Unknown due to COVID-19 Pandemic - Will track for 2021-2022
2021-22	39.2%
2022-23	52%
2023-24	70.4%
2024-25	NA
2025-26	58.2%

Now that the administrative team at GMS is no longer new, we were able to report this data out once again this year. The data demonstrates that over half the student body at GMS (325+students) volunteered 10 or more hours in the community. We would like to get back up to our 2023-24 mark of 70% and will make that a goal moving forward. Please keep in mind that unlike the high school, GMS students are not required to provide community service, so 70% is an aspirational goal. But we know we can hit it!

Years	Participation in at least 10 hours of career exploration activities
2020-21	41.9%
2021-22	100%
2022-23	100%
2023-24	100%
2024-25	100%
2025-26	100%

For a fifth year in a row 100% of our GMS students have met their 10+ hours of career exploration target!

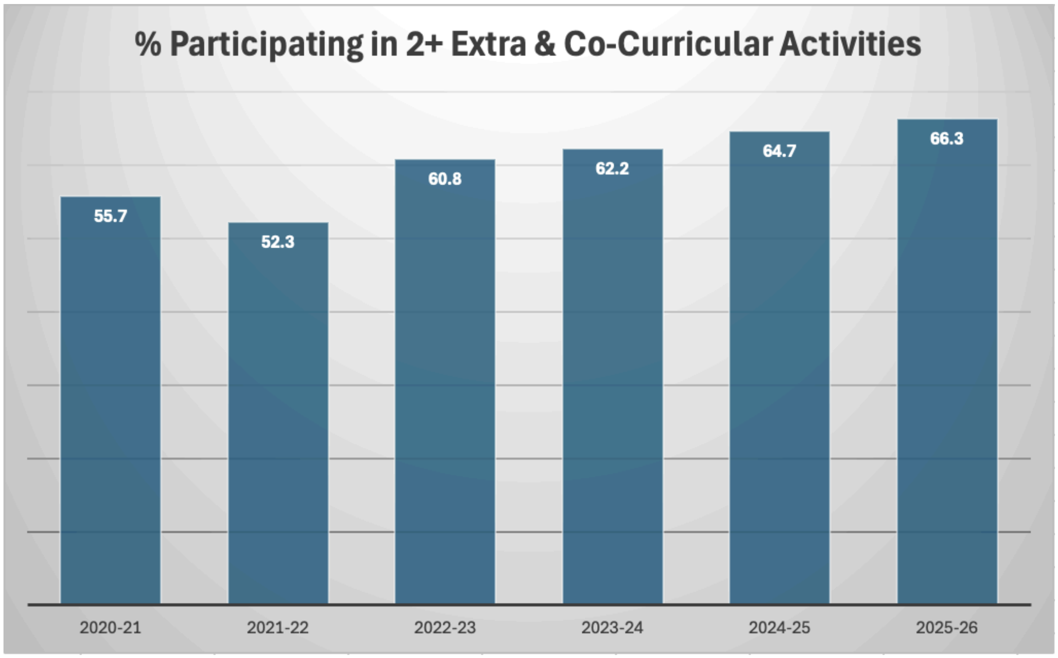
Years	Approved Career Pathway Plan
2020-21	95%
2021-22	100%
2022-23	100%
2023-24	100%
2024-25	100%
2025-26	100%

Similar to the data above, for the fifth year in a row all students have met their goal of having an approved career pathway plan prior to moving on to GHS.

Years	2+ organized co-curricular activities[1]
2020-21	55.7%
2021-22	52.3%
2022-23	60.8%
2023-24	62.2%
2024-25	64.7%
2025-26	66.3%

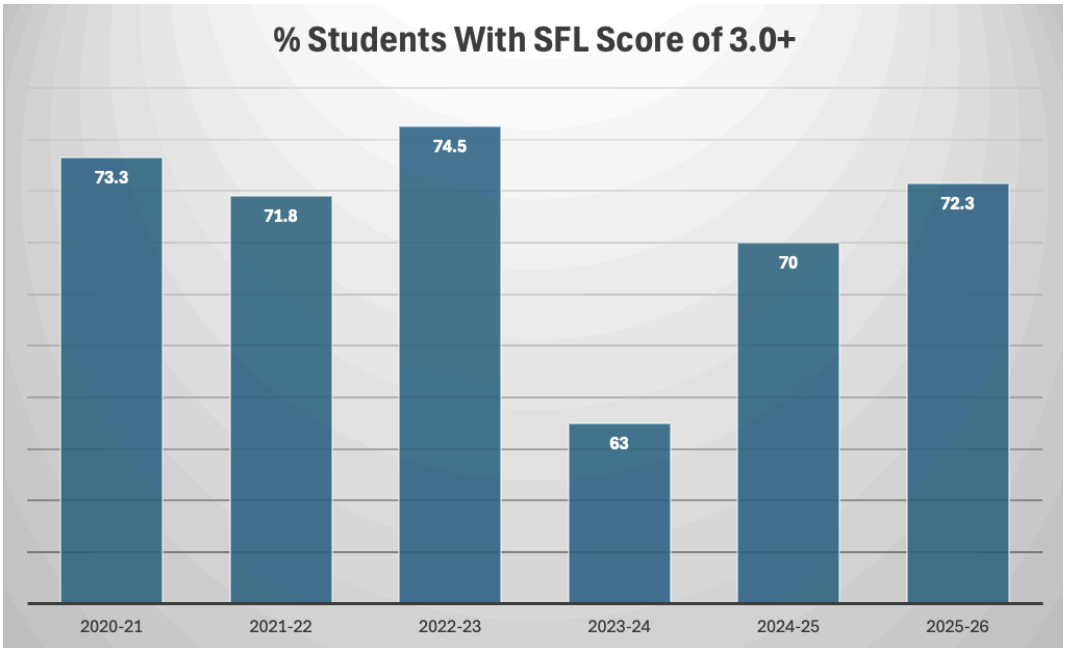
1

A summary bar graph graph can also be seen below…



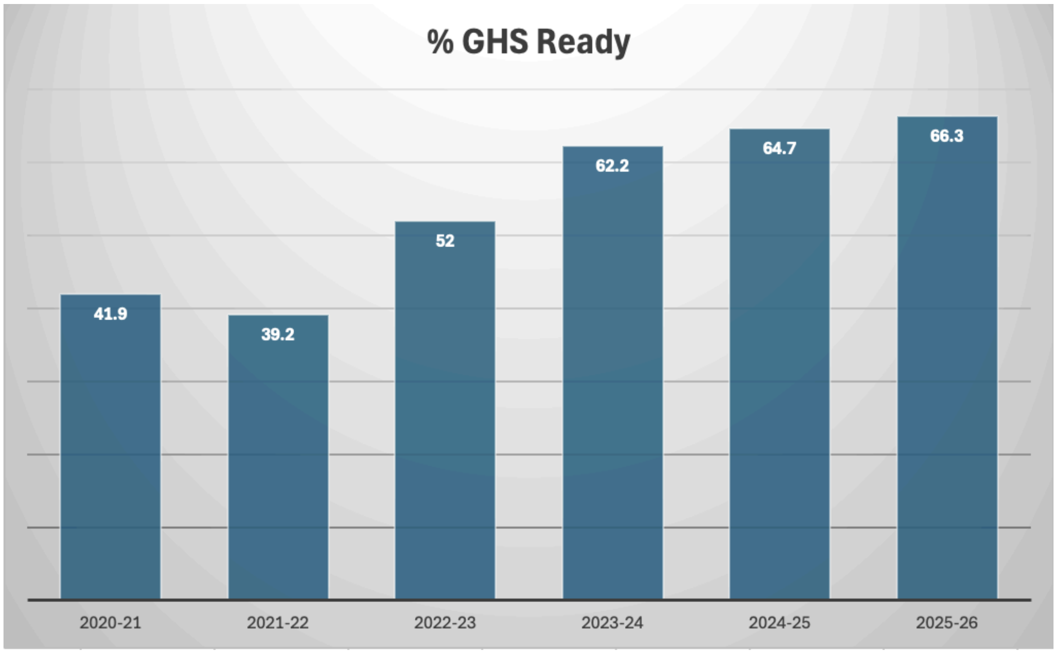
This data shows a continued increase in 2025-2026 participation rates for co and extra curricular activities at GMS. We want to see our students involved in more than just their academic learning and this graph is telling us that each year more and more students are participating in co & extra curricular activities that they find engaging and fun. This promotes an overall sense of belonging for students and improves overall academic performance.

Years	SFL GPA of 2.8+
2020-21	73.3%
2021- 22	71.8%
2022-23	74.5%
2023-24	63%
2024-25	70%
2025-26	72.3%



The data above demonstrates continued improvement in the percentage of students who score a 2.8+ on their SFL scores as recorded in Infinite Campus since the low of 63% in 2023-24. This demonstrates a increase in scores related to student's executive functioning skills which is encouraging especially considering some of the scores related to academic performance. This means there is a solid base to build from to continue to improve academic scores.

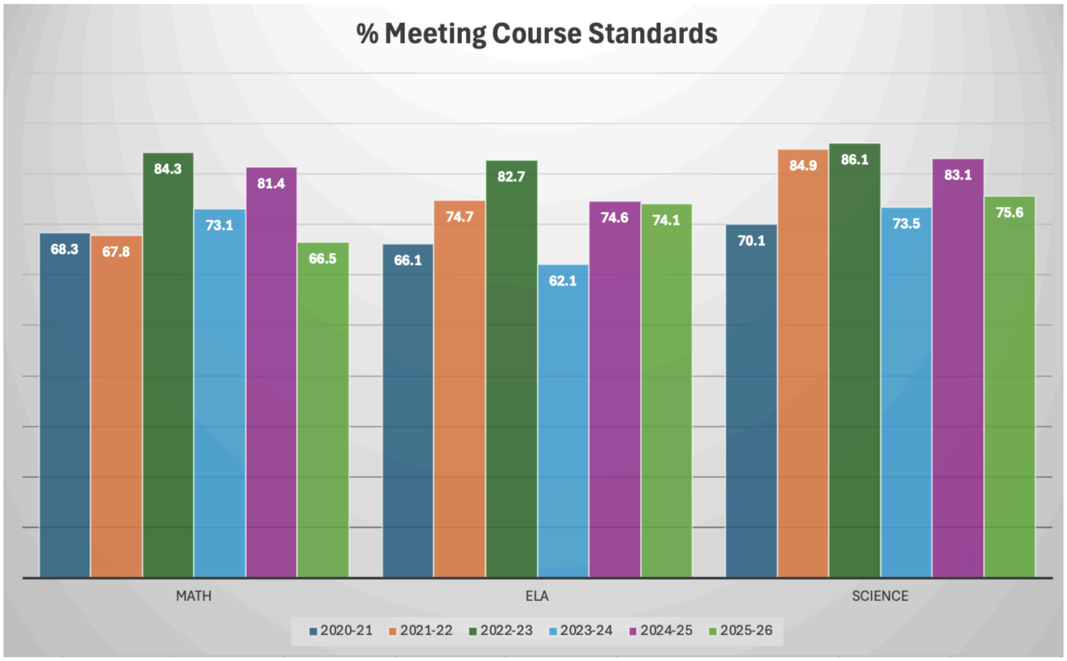
Years	GHS Ready
2020-21	41.9%
2021-22	39.2%
2022-23	52.0%
2023-24	62.2%
2024-25	64.7%
2025-26	66.3%



The score above is based off the lowest score listed in the above data categories. The 66.3% for 2025-26 was the percent of students who participated in co-curricular activities. Over the past five years of collecting this data there is a nice upward trend that we want to see continues.

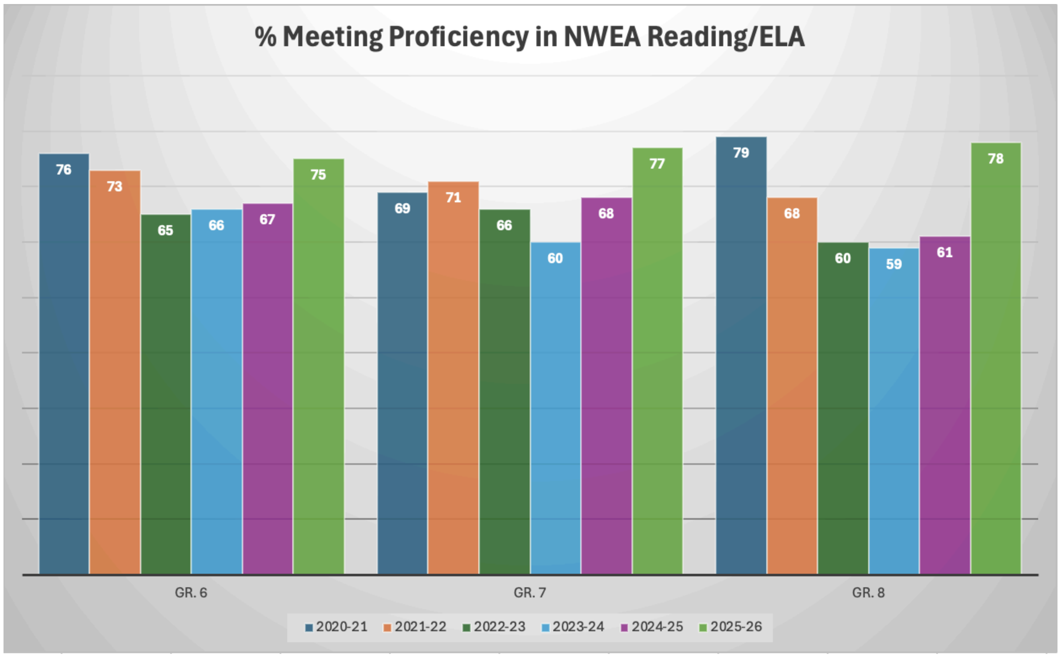
3. **What percent of GMS students are meeting standards in the areas of Math, ELA, and Science? Please use grades via Infinite Campus to report by grade level in these three categories. For those grade levels that test using the NWEA or other State assessment, please list those scores in addition.**

% Meeting Course Standards	ELA	MATH	SCIENCE
2020-21	68.3%	66.1%	70.1%
2021-22	67.8%	74.7%	84.9%
2022-23	84.3%	82.7%	86.1%
2023-24	73.1%	62.1%	73.5%
2024-25	81.4%	74.6%	83.1%
2025-26	66.5%	74.1%	75.6%



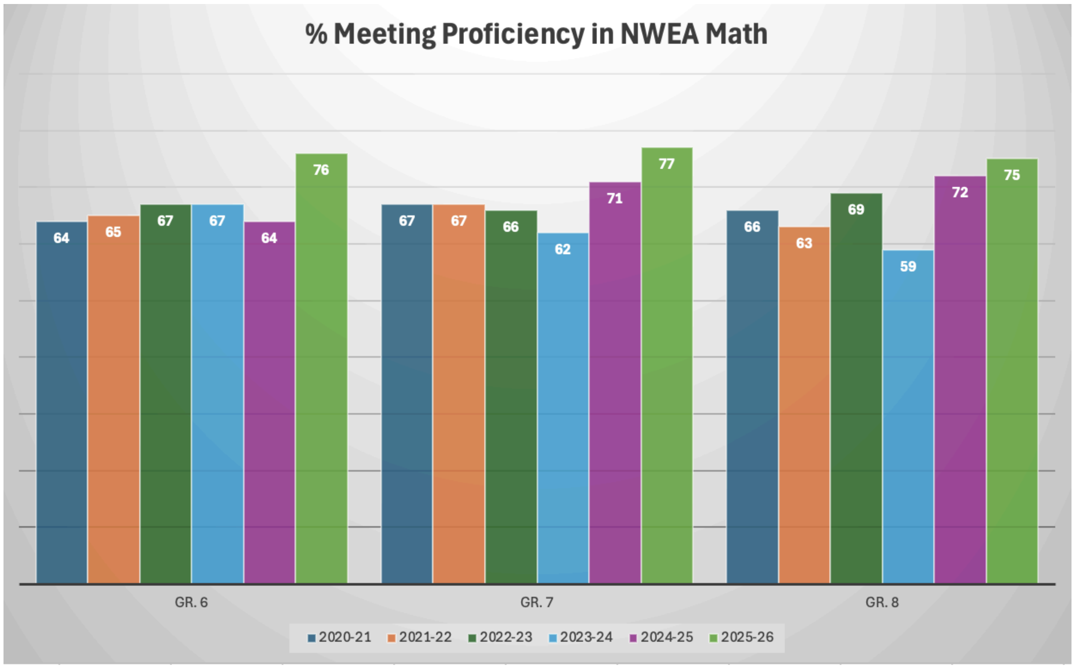
The data above demonstrates that students took a dip in meeting course standards in ELA this year as measured by grades reported in Infinite Campus. In ELA, scores remained about the same, and in Science, scores also fell a bit. Our target is always to have 70% of more of our students meeting proficiencies in these areas and this year that goal was met in ELA and Science, but not in math. This will be a discussion point moving forward and we will continue to monitor the data.

NWEA Reading/ELA	Grade 6	Grade 7	Grade 8
2020-21	76%	69%	79%
2021-22	73%	71%	68%
2022-23	65%	66%	60%
2023-24	66%	60%	59%
2024-25	67%	68%	61%
2025-26	75%	77%	78%



Data above demonstrates an increase in the number of students meeting proficiency on NWEA ELA assessments across all grade levels at GMS. Please keep in mind however, that as explained earlier, NWEA changed their national norms in 2025 so this could explain the jump. We'll need to continue to monitor this data moving forward. The good news is that all of our grade levels at GMS students are meeting Reading/ELA proficiency at or above our 75% target as defined by NWEA assessments.

NWEA Math	Grade 6	Grade 7	Grade 8
2020-21	64%	67%	66%
2021-22	65%	67%	63%
2022-23	67%	66%	69%
2023-24	67%	62%	59%
2024-25	64%	71%	72%
2025-26	76%	77%	75%



In math, we also see an increase across all grade levels in the % of students meeting proficiency, but once again, we need to be cautious as NWEA adjusted its norms in 2025. The good news is that all grade levels are meeting our proficiency target of 75% in Math. This is encouraging. We will continue to monitor this data moving forward.

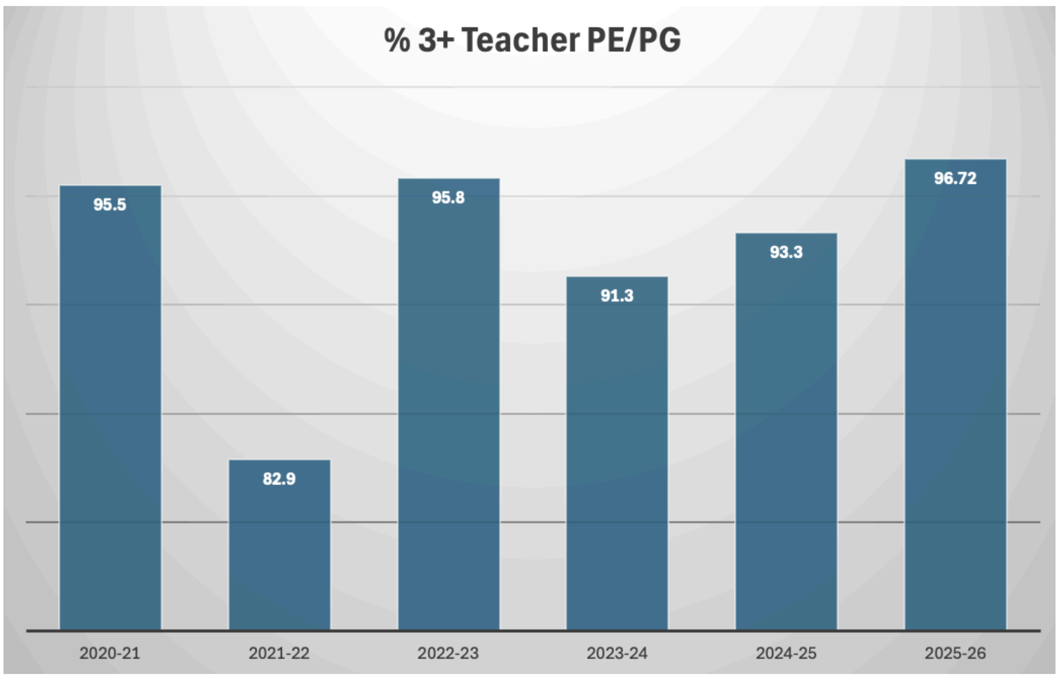
4. What % of our GMS students, parents and staff feel positive about your school and district culture?

% GMS Students, Parents, and Staff who Feel Positive about School and District Culture	GMS Students	GMS Staff	GMS Parents
2020-21	90.6%	91%	84%
2021-22	81.8%	94.9%	78.8%
2022-23	81.2%	72.7%	86.5%
2023-24	84.3%	85.7%	90.5%
2024-25	88.9%	NA	NA
2025-26	89.6%	85%	93.4%

This data demonstrates that over 93% of our families feel positive about the school and district culture and more than 85% of students and staff also feel positive about the school culture. For Middle level students and families, this is no easy task and we are pleased with the results overall. Of course a goal would be to get all three numbers up above 90% so we'll continue to work to see if we can hit that mark moving forward!

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

Years	Teachers who Scored a 3+ in each indicator, across all four domains of the Danielson Evaluation System
2020-21	95.5%
2021-22	82.9%
2022-23	95.8%
2023-24	91.3%
2024-25	93.3%
2025-26	96.72%

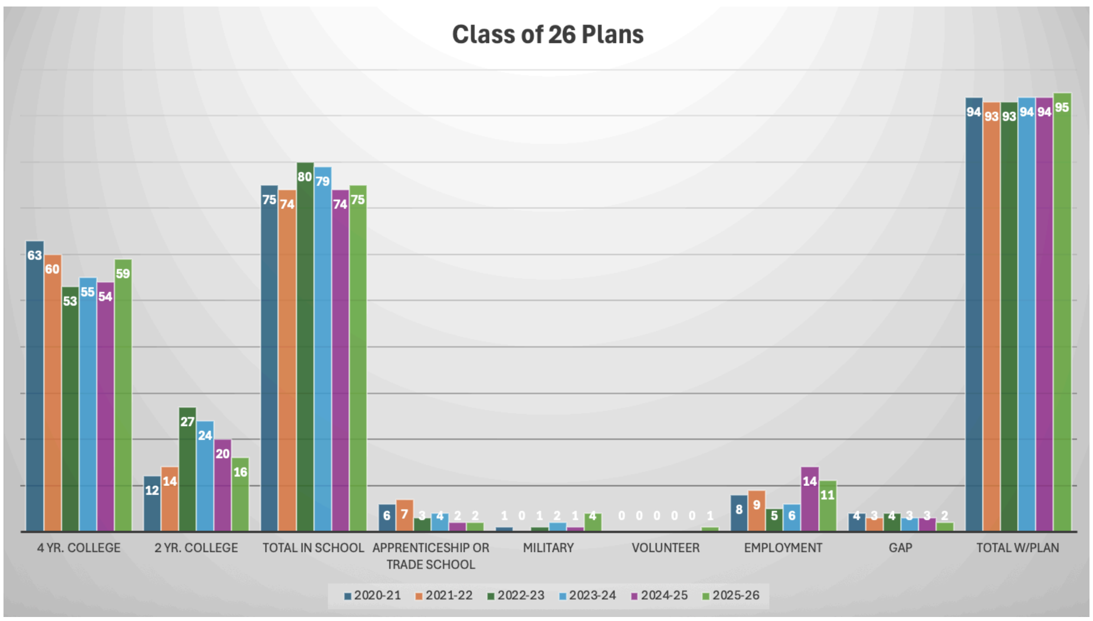


The data above demonstrates that over 96% of our GMS teachers scored a 3 or above in their overall performance rating as measured by our PE/PG system and the Danielson standards that are at its core. This is slightly higher than last year's 93.3% but still much higher than the 2021-22 school year. Having well over 95% of staff scoring all 3's in their PE/PG system proficiencies is very good. We have very talented staff. The big job will be keeping them.

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) <u>OR</u> have full-time employment upon graduation.**

Years	4-Year College	2-Year College	Total in School	Apprentice-ship 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%
22-23	53%	27%	80%	3%	1%	0%	5%	4%	93%
23-24	55%	24%	79%	4%	2%	0%	6%	3%	94%
24-25	54%	20%	74%	2%	1%	0%	14%	3%	94%
25-26	59%	16%	75%	2%	4%	1%	11%	2%	95%



The data above shows that our overall percentage of students graduating from GHS with a clear plan for their future success has remained strong over the past six years. Four year college plans have increased this past year as have total in school while 2 year college plans have decreased slightly. Military went up just a touch this year while apprenticeship or trade school remained the same.

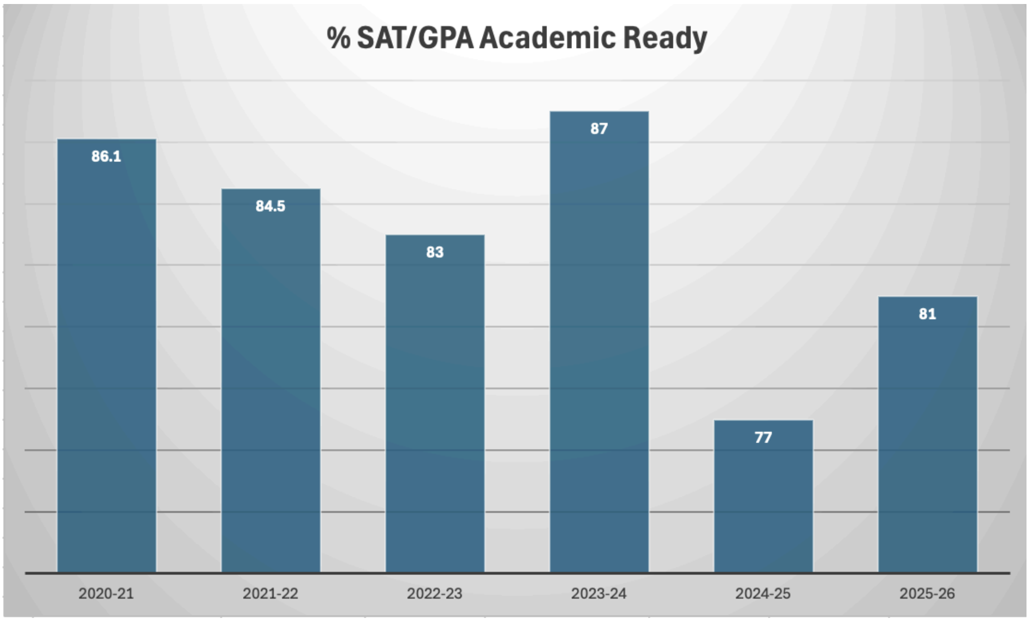
2. **What is GHS's most recent state graduation rate? What is the most recent average of graduate rates among Cumberland County High Schools?**

Years	GHS Graduation Rate	Cumberland County Graduation Rate	State of Maine Graduation Rate
2020-21	94.2%	91.2%	87.5%
2021-22	92.7%	91.1%	86.1%
2022-23	94.9%	88.2%	87.3%
2023-24	96.5%	90%	87.7%
2024-25	95.0%	92.0%	87.0%
2025-26	Not Yet Reported	Not Yet Reported	Not Yet Reported

Our graduation rates remain strong and far above both the Cumberland County and state averages. This data has not yet been reported by the MDOE for the 2025-26 School Year. We will need to wait and update this data in the fall.

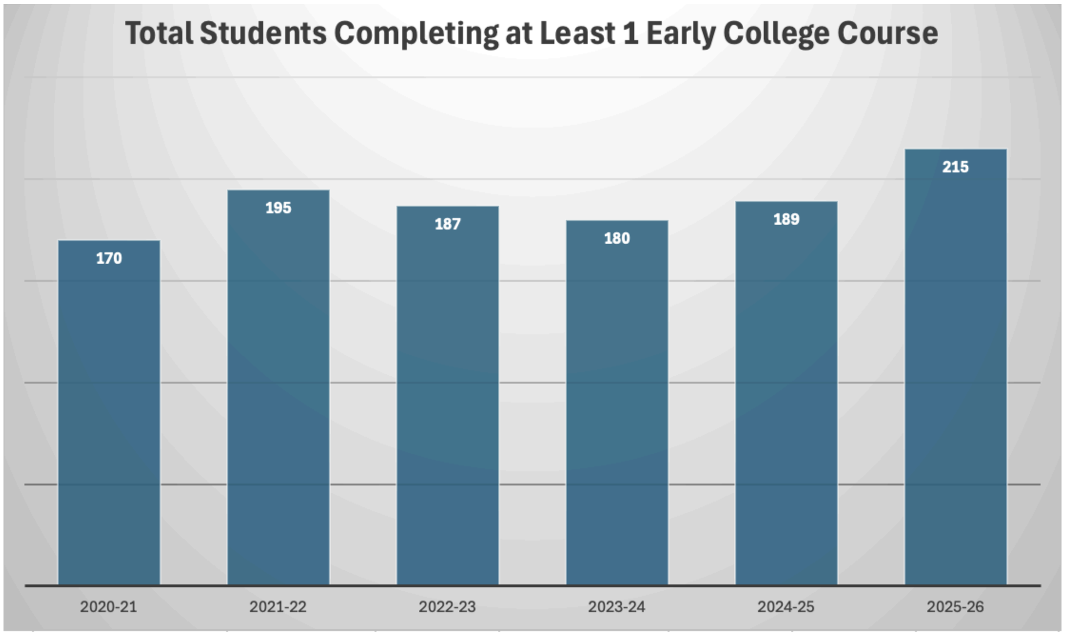
3. **What % of graduating seniors are considered Academic, and/or Career/Life ready using metrics outlined in our Portrait of a Graduate? Please list % for each separately, and then an overall % for those that meet both.**

Years	SAT College Readiness Benchmark OR Cumulative GPA of 2.8+
2020-21	86.1%
2021-22	84.5%
2022-23	83%
2023-24	87%
2024-25	77%
2025-26	81%



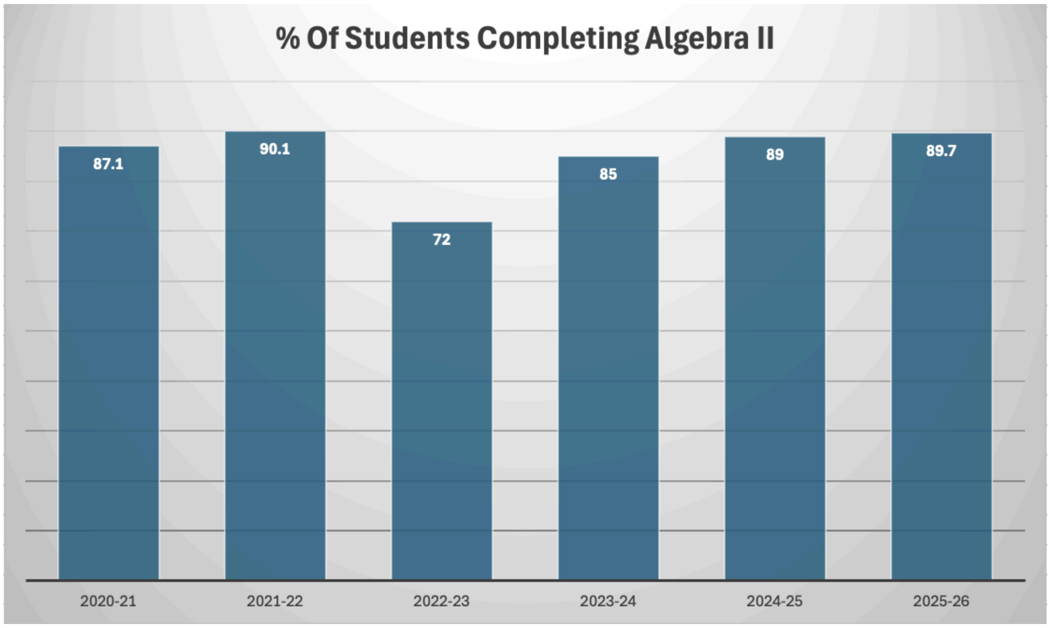
This data demonstrates an increase in the past year in the percent of students who are meeting SAT readiness or GPA academic readiness indicators between 2024-25 and 2025-26. With an 4% overall increase. Our overall goal is to have 100% of our students academically ready, next year we'd like to hit the high of 87 that was in 2023-2024 and grow from there! Work to do as always!

Years	Completion of an Early College Course
2020-21	170
2021-22	195
2022-23	187
2023-24	180
2024-25	189
2025-26	215



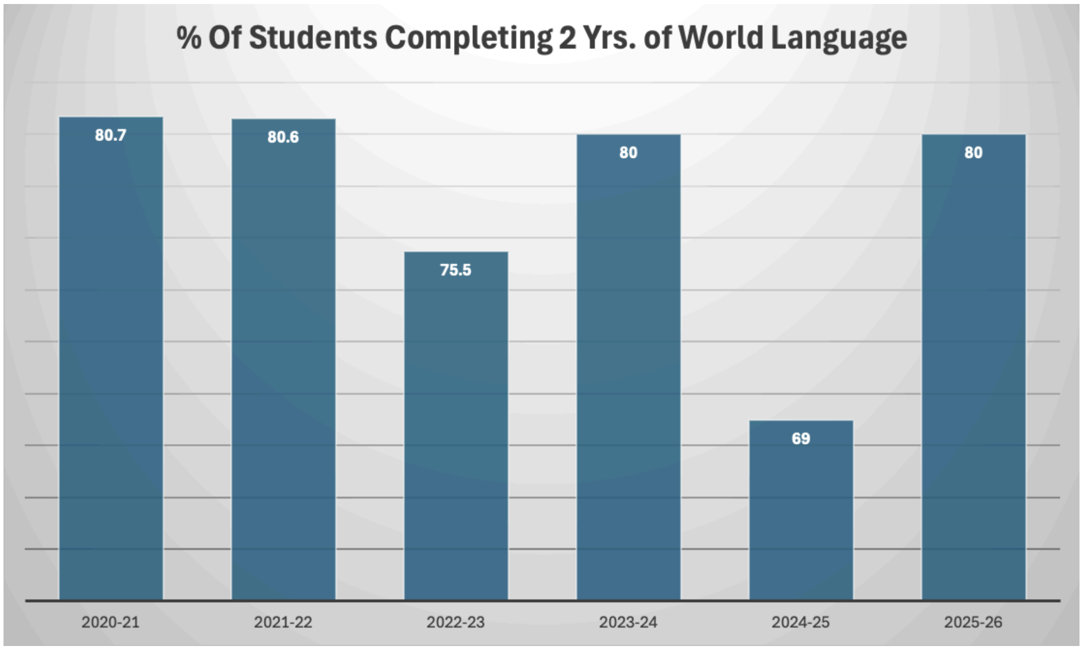
This data demonstrates an increase in the overall number of students completing early college credits through our dual enrollment agreements with USM and SMCC as well as through successful completion of AP courses with a test score of 3.0 or more. This is encouraging growth.

Years	Algebra II Proficiency
2020-21	87.1%
2021-22	90.1%
2022-23	72%
2023-24	85%
2024-25	89%
2025-26	89.7%



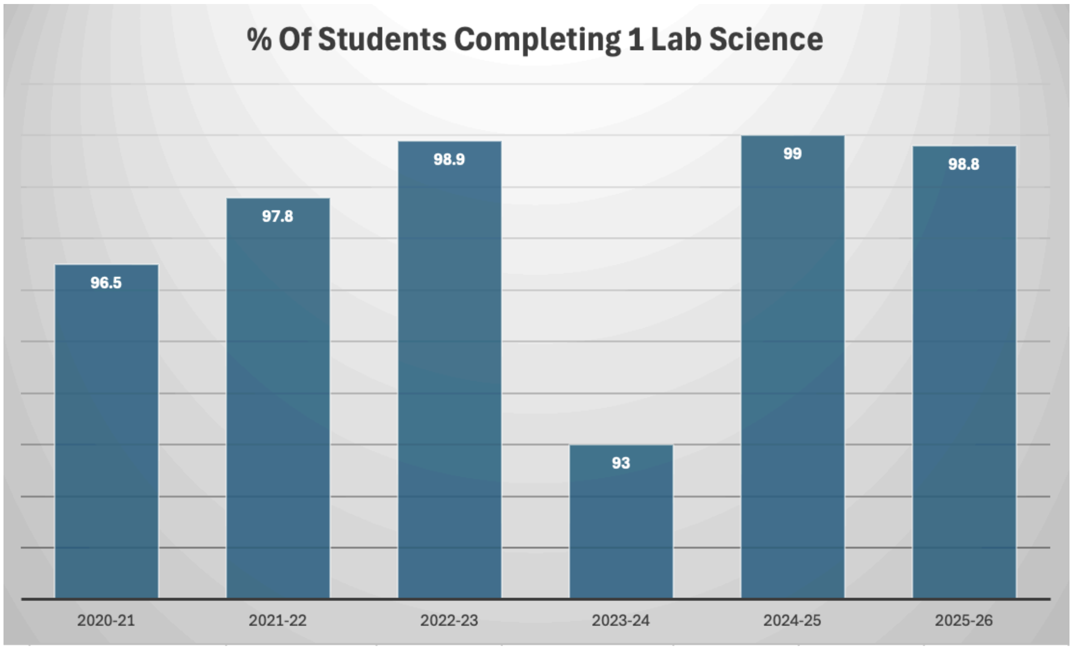
This data demonstrates an increase in the total percent of students who have attained Algebra II proficiency over last year and brings us back up to numbers comparable to 2021-22. This is a percentage of overall students who have completed at least Algebra II level mathematics at GHS.

Years	Completion of 2 Years of WL
2020-21	80.7%
2021-22	80.6%
2022-23	75.5%
2023-24	80%
2024-25	69%
2025-26	80%



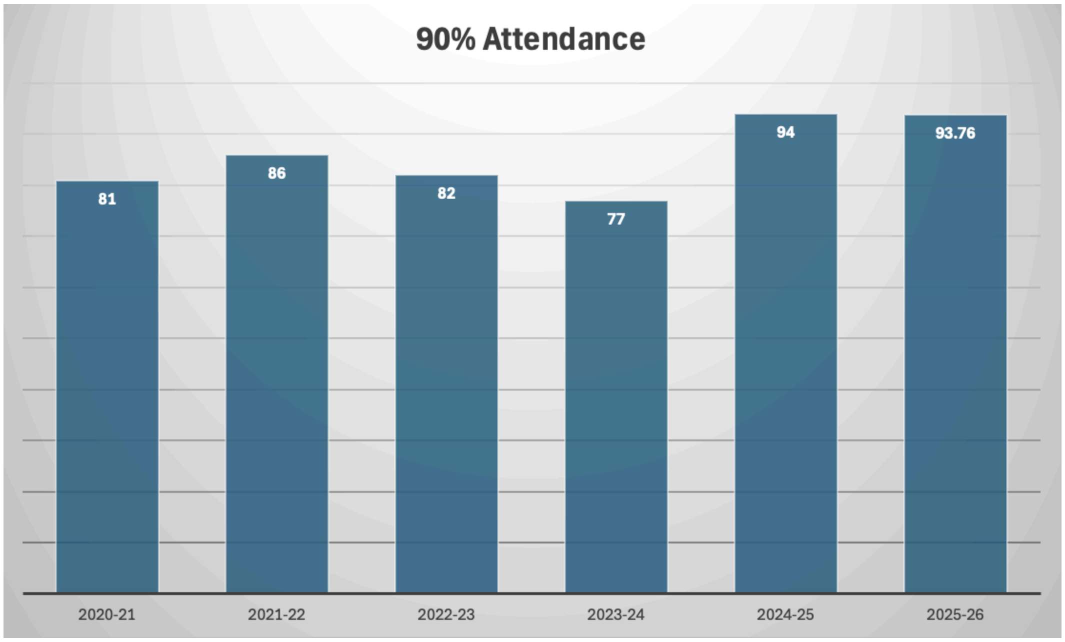
This data shows a return to approximately 80% of students completing 2 or more years of a World Language program at GHS.

Years	Completion of 1 Lab Science
2020-21	96.5%
2021-22	97.8%
2022-23	98.9%
2023-24	93%
2024-25	99%
2025-26	98.8%



This data shows our percentages getting back to 2022-23 levels with almost 99% of our students completing a science with lab course. These bars are a little deceiving as historically we have never fallen below 93% in this category. This bodes well for our student's fundamental knowledge of the sciences.

Years	90% Attendance
2020-21	81%
2021-22	86%
2022-23	82%
2023-24	77%
2024-25	94%
2025-26	93.76%

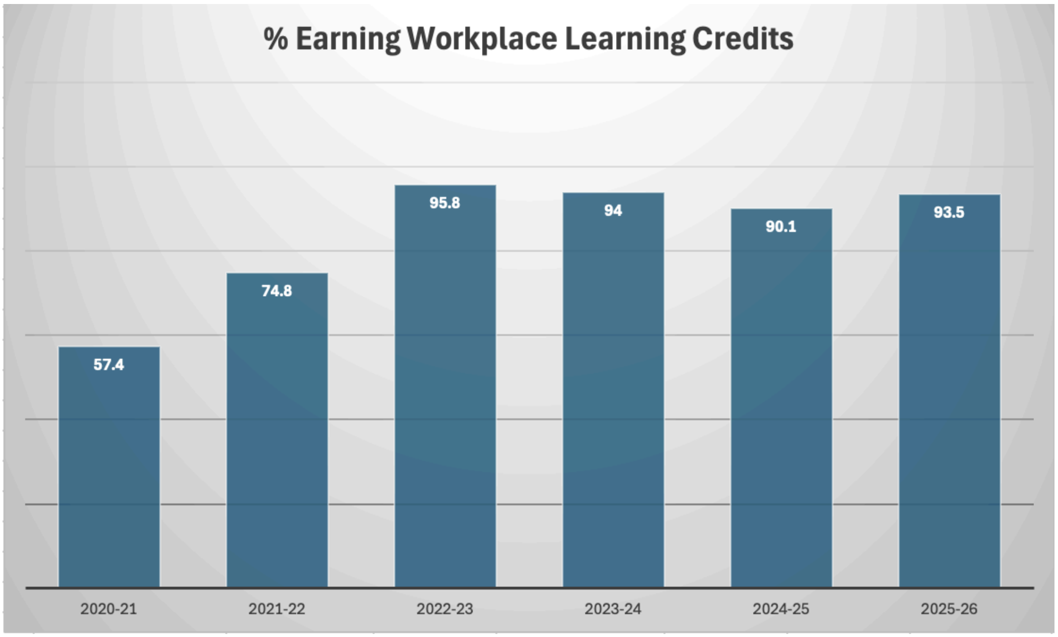


This year our numbers at the high school held steady. It is good to see that our efforts over the two years have paid off. Now we need to keep that good work up!

Years	20 Hours of Community Service
2020-21	99.5%
2021-22	97.8%
2022-23	94%
2023-24	94%
2024-25	98%
2025-26	96.9%

This data indicates that just under 97% of our students earn 20+ hours of community service. This means our students are out in the community helping others and learning valuable life lessons and skills about what it means to be responsible and contributing citizens to a larger community. Even better than these percentages is the fact that many of our students go well beyond the 20 hours because they see the value in serving others!

Years	Workplace Learning Experience (two min.) OR Industry credential (CTE)
2020-21	57.4%
2021-22	74.8%
2022-23	95.8%
2023-24	94%
2024-25	90.1%
2025-26	93.5%



This data indicates an increase in the number of students participating in workplace learning. We had over 150 students participate in Extended Learning Opportunities this school year and once again maxed out our seats at WRVC and PATHS for eligible students. We anticipate once again maxing out our CTE seats in the coming year and more than 200 students participating in ELO's.

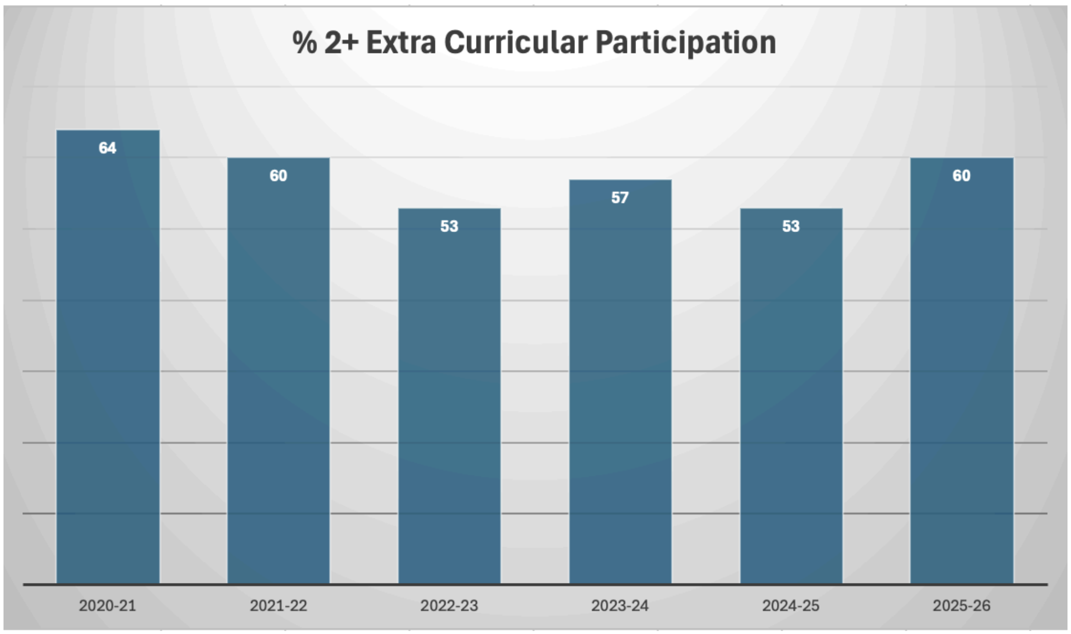
Years	Approved Career Pathway
2020-21	94%
2021-22	93%
2022-23	93%
2023-24	94%
2024-25	94%
2025-26	95%

This data indicates that the vast majority (all but 5%) of our students are leaving GHS with a fully vetted and approved career pathway plan. This is done mostly through the hard work of our guidance office. This isn't to say that every student is going on to a 4 year college (our numbers above are clear about that) but it is to say that the vast majority of our students leave school with a clear plan and a well thought out pathway to attain their goals.

This can still be improved, however. Even with 5%, that means that approximately 10 of our students left GHS this year without a clear plan. This number can/should be reduced.

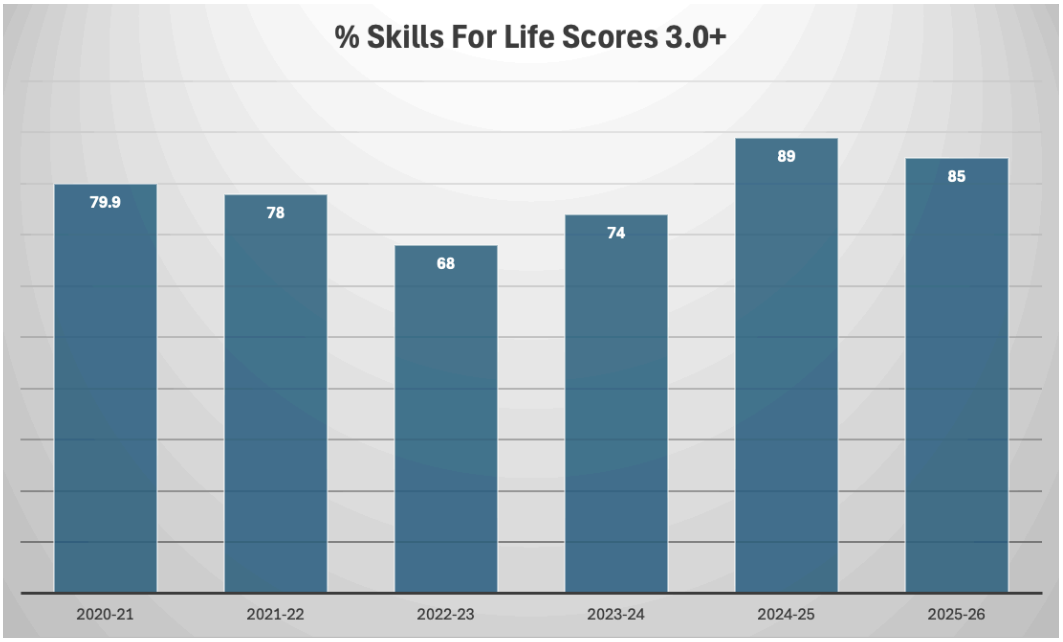
Years	2+ Organized Co-Curricular Activities
2020-21	64%
2021-22	60%

2022-23	53%
2023-24	57%
2024-25	53%
2025-26	60%



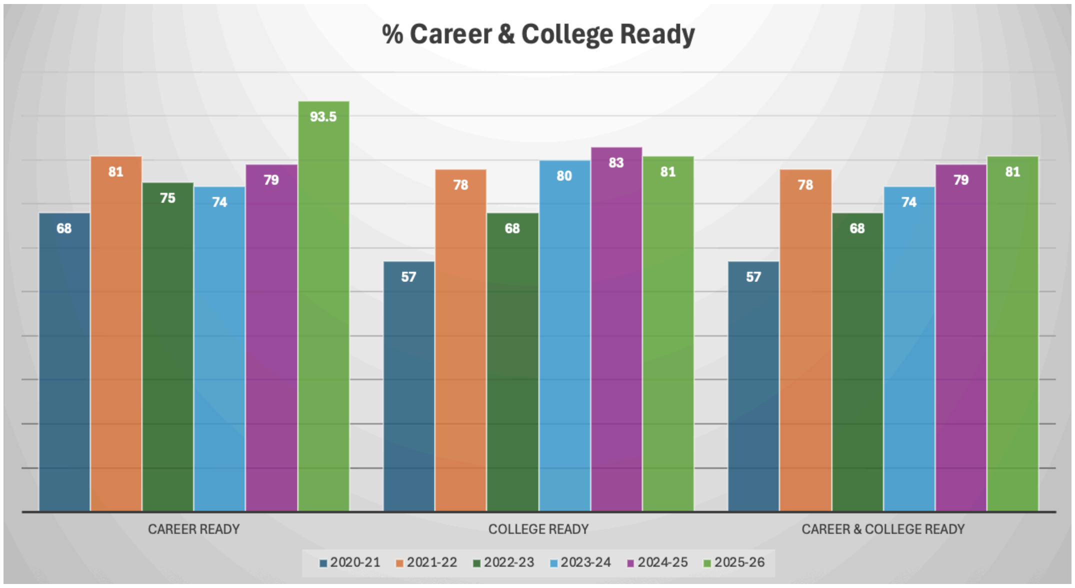
This data indicates an increase in participation over last year. We believe strongly in students participating in these important activities as research demonstrates significant connections between participation in these types of activities and academic success.

Years	Skills For Life (SFL) GPA of 3.0+
2020-21	79.9%
2021-22	78%
2022-23	68%
2023-24	74%
2024-25	89%
2025-26	85%



This data demonstrates a slight decrease in the number of students who are scoring 3's or above in their SFL grading. These skills, which also include executive functioning skills, are the skills many employers and post secondary institutions are looking for in our students to determine their future success. Organization, showing up on time, caring about the quality of work - all of these are the "soft skills" that are needed for postsecondary success. We will continue to monitor this data moving forward.

Years	Career Ready	College Ready	Career & College Ready
2020-21	68%	57%	57%
2021-22	81%	78%	78%
2022-23	75%	68%	68%
2023-24	74%	80%	74%
2024-25	79%	83%	79%
2025-26	93.5%	81%	81%



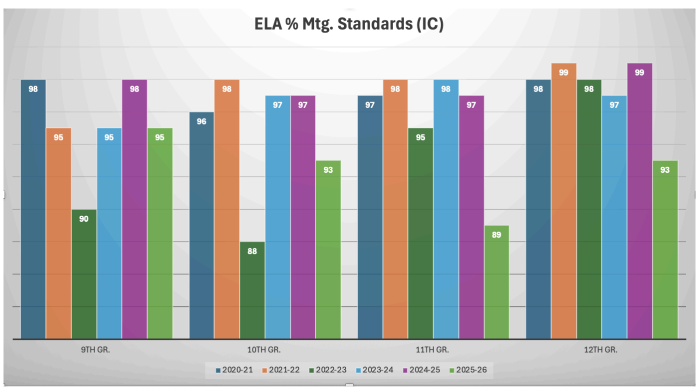
This data demonstrates a clear increase in students meeting career ready markers and a slight decrease in students meeting college ready markers over the previous year. Overall, we see a slight increase in meeting both College & Career Ready indicators. Encouraging data for sure. Our goal is to try and get to 85% for each individual indicator. We've hit one…now to hit the other!

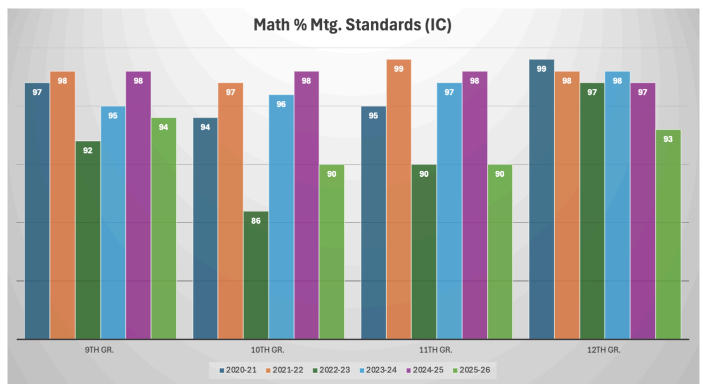
4. **What percent of our students are meeting standards in the areas of Math, ELA, and Science? Please use grades via infinite campus to report by grade level in these three categories.**

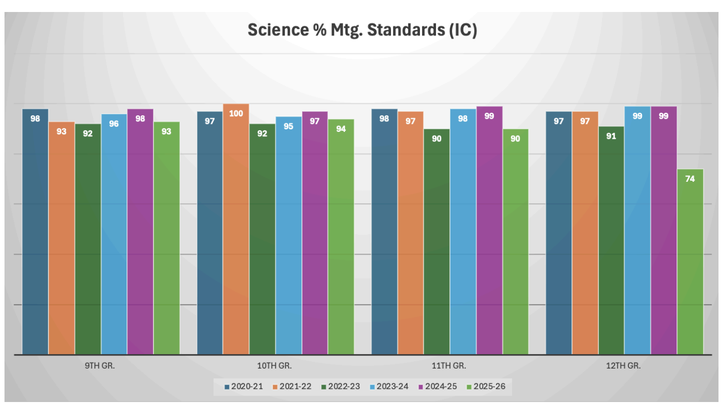
Percent of students in each grade level meeting standards in English, Math, and Science:

	GRADE LEVEL	ELA	MATH	SCIENCE
2020-2021	**9th**	98%	97%	98%
2021-2022	**9th**	95%	98%	93%
2022-2023	**9th**	90%	92%	92%
2023-2024	**9th**	95%	95%	96%
2024-2025	**9th**	98%	98%	98%
2025-2026	**9th**	95%	94%	93%
2020-2021	**10th**	96%	94%	97%
2021-2022	**10th**	98%	97%	100%
2022-2023	**10th**	88%	86%	92%
2023-2024	**10th**	97%	96%	95%
2024-2025	**10th**	97%	98%	97%
2025-2026	**10th**	93%	90%	94%
2020-2021	**11th**	97%	95%	98%

2021-2022	**11th**	98%	99%	97%
2022-2023	**11th**	95%	90%	90%
2023-2024	**11th**	98%	97%	98%
2024-2025	**11th**	97%	98%	99%
2025-2026	**11th**	89%	90%	90%
2020-2021	**12th**	98%	99%	97%
2021-2022	**12th**	99%	98%	97%
2022-2023	**12th**	98%	97%	91%
2023-2024	**12th**	97%	98%	99%
2024-2025	**12th**	99%	97%	99%
2025-2026	**12th**	93%	93%	74%





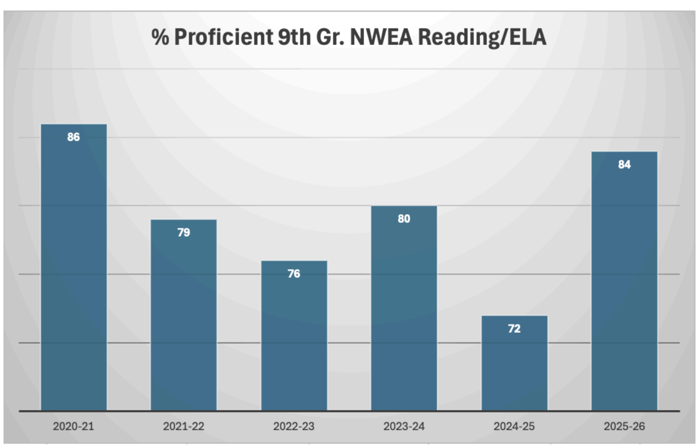


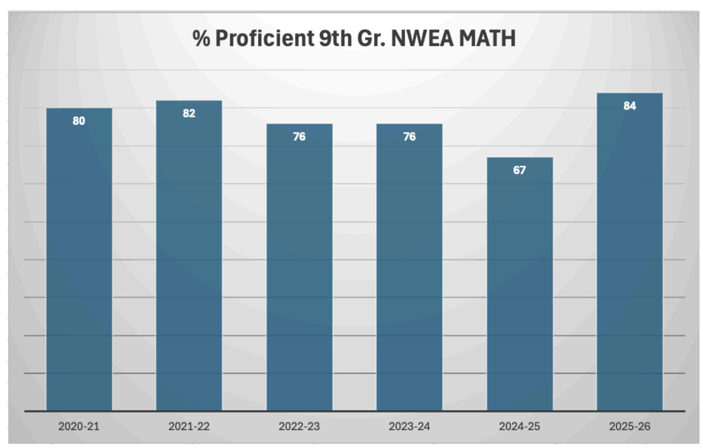
In all three content areas we saw slight decreases in the number of students meeting standards based upon local assessment systems. Most of these decreases were very slight and still are above the 90% mark. The one area that jumps is 12th grade Science with a drop down to 74%. This data will be monitored closely in the coming year to see if this is just a “blip” or a troubling trend that needs to be addressed.

NWEA results are below. Please note that since 2021-2022 NWEA results are only be reported for 9th grade.

	NWEAs	Grade 9	Grade 10	Grade 11
2020-2021	**Reading/ELA**	86%	83%	79%
2021-2022	**Reading/ELA**	79%	73%	61%
2022-2023	**Reading/ELA**	76%	NA	NA
2023-2024	**Reading/ELA**	80%	NA	NA
2024-2025	**Reading/ELA**	72%	NA	NA
2025-2026	**Reading/ELA**	84%	NA	NA
2020-2021	**Math**	80%	80%	80%
2021-2022	**Math**	82%	75%	70%
2022-2023	**Math**	76%	NA	NA
2023-2024	**Math**	76%	NA	NA
2024-2025	**Math**	67%	NA	NA
2025-2026	**Math**	84%	NA	NA

The graphs below provide a summary of this table for 9th grade results only.



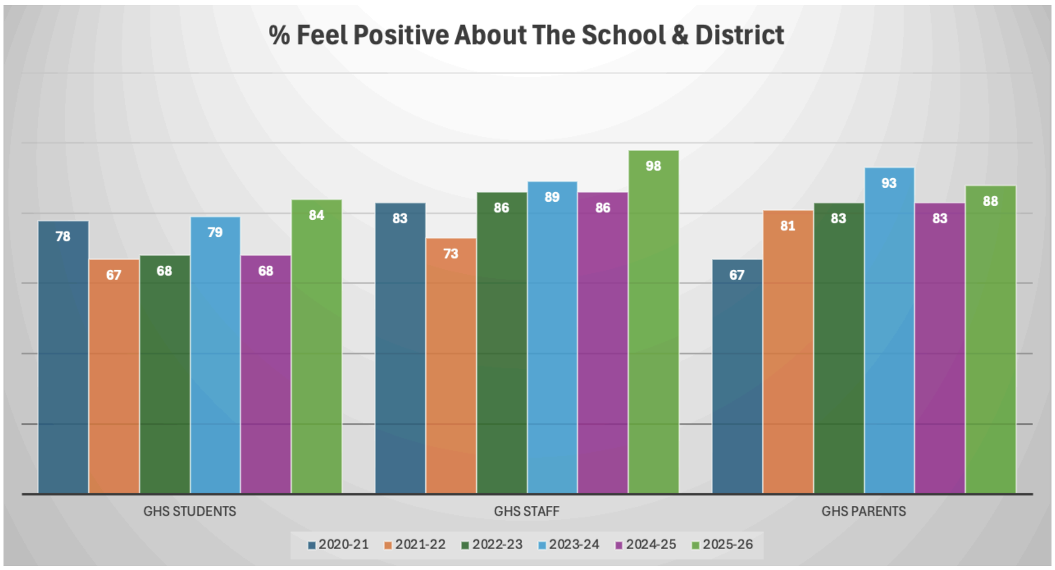


This data shows an increase in the number of students meeting proficiency in reading/ELA based and Math over the previous year utilizing NWEA scores. Please keep in mind that the NWEA test was renormed this year and that might have an impact on overall results. Regardless, 9th grade students met and exceeded the target of 75% meeting proficiency in both ELA and math.

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%	83%	67%

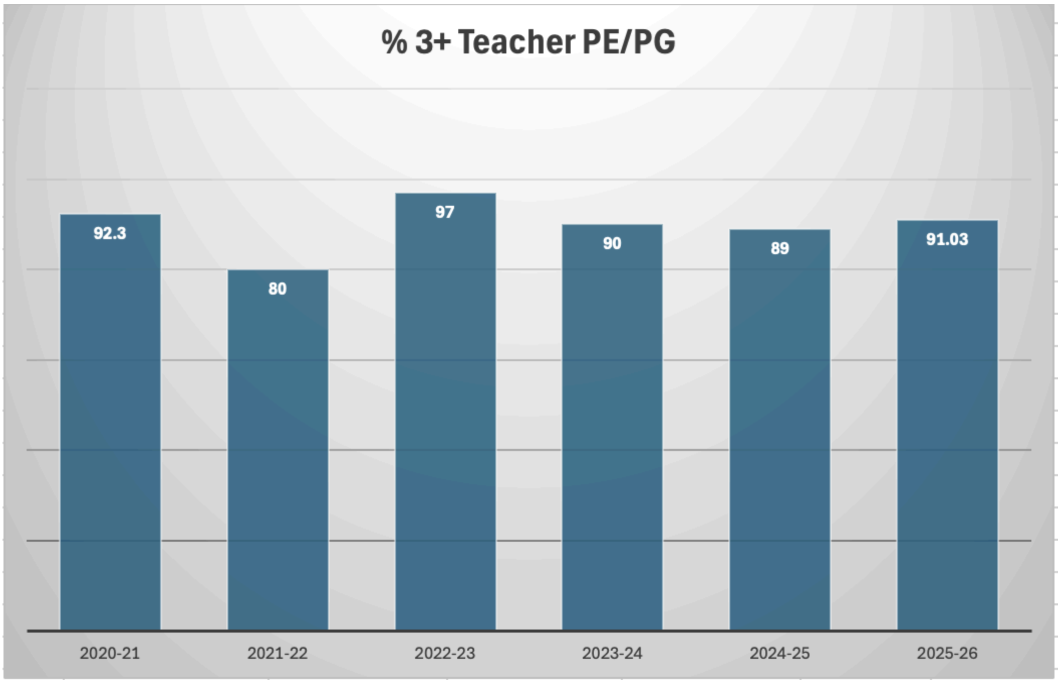
2021-2022	67%	73%	81%
2022-2023	68%	86%	83%
2023-2024	79%	89%	93%
2024-2025	68%	86%	83%
2025-2026	84%	98%	88%



This year's trends see an increase across the board in the % of stakeholders feeling positive about GHS when compared to the previous year. A highlight is 98% of staff feel positive. The 84% mark for students is a six year high and having 88% of parents feeling positive about the school is not easy at the high school level. A goal for each is to be at 95% so more work to do!

6. **What % of GHS teachers score a 3 or higher in <u>ALL FOUR</u> 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%
2022-2023	97%
2023-2024	90%
2024-2025	89%
2025-2026	91.03%



The table above indicates that 91% of GHS teachers scored 3+ in their overall summative evaluation score this past year as part of our PE/PG system. This is up by 2% from the previous year, and significantly increased from the 2021-2022 school year. 91% of anything is typically a good number! Once again, it is clear that we have very talented staff. The big job now is in keeping them!

SubGroup Data Analysis:

2025-2026 State of the Schools

Equity Analysis Report

District-Wide · Grades PK–5 · Grades 6–8 · Grades 9–12

Spring 2026 NWEA Included · Fall 2025 Baseline

This report presents equity analysis data across four domains — Enrollment, Attendance, Discipline, and Academic Achievement — for the district as a whole and for each school level. Data are broken down by gender, race/ethnicity, socioeconomic status, special services, Section 504, gifted/talented, alternative education, and multilingual learner status.

Section 1: District-Wide Equity Analysis

1.1 Enrollment

Group	2023-2024	2024-2025	2025-2026	YoY Change
Male	1,401	1,374	1,371	−0.2%
Female	1,346	1,361	1,344	−1.2%
Diverse/Minority	326	370	355	−4.1%
Econ. Disadv. (SES)	362	551	520	−5.6%
Special Services	475	477	450	−5.7%
Section 504	148	170	172	+1.2%
Gifted/Talented	244	235	227	−3.4%
Alt Ed	93	98	91	−7.1%
Multilingual Learners (ML)	81	103	95	−7.8%
Total	**2,749**	**2,737**	**2,715**	**−0.8%**

1.2 Chronic Absenteeism

Overall: District chronic absenteeism improved from 14.3% (2023-2024) to 11.9% (2025-2026). Multilingual learners (+8.7pp) are the only group that trended upward in 2025-2026.

Group	2025-2026 #	2025-2026 %	2024-2025 %	2023-2024 %	YoY Change
Male	146	10.6%	12.4%	13.1%	↓ −1.8pp
Female	176	13.1%	15.7%	15.5%	↓ −2.6pp

Group	2025-2026 #	2025-2026 %	2024-2025 %	2023-2024 %	YoY Change
Diverse/Minority	54	15.68%	16.2%	17.8%	↓ −1.0pp
SES	129	24.8%	27.2%	26.0%	↓ −2.4pp
Special Services	70	15.6%	18.7%	20.8%	↓ −3.1pp
Section 504	30	17.4%	21.2%	28.4%	↓ −3.8pp
Gifted/Talented	14	6.2%	6.4%	7.8%	↓ −0.2pp
Alt Ed	24	26.4%	27.6%	24.7%	↓ −1.2pp
ML	23	24.2%	15.5%	19.8%	↑ +8.7pp
Total	**322**	**12.48%**	**14.0%**	**14.3%**	**↓ −1.52pp**

1.3 Discipline

Incident Type	2023-2024	2024-2025	2025-2026	YoY Change
Harassment	16	19	8	↓ −57.9%
Bullying	5	5	0	↓ −100%
After-School Det.	38	33	37	↑ +12.1%
Suspensions	123	67	86	↑ +28.4%
Bus Referrals	2	62	47	↓ −24.2%
Alcohol/Drug Ref.	9	6	12	↑ +100.0%
Expulsions	1	0	0	—

Suspension Disproportionality (2025-2026)

Group	% of Enrollment	% of Suspensions	Disproportion
Male	50.5%	77.9%	+27.4pp
SES	19.2%	55.8%	+36.6pp
Special Services	16.6%	47.7%	+31.1pp
Alt Ed	3.4%	16.3%	+12.9pp
Diverse/Minority	13.1%	11.6%	−1.5pp
Gifted/Talented	8.4%	2.3%	−6.1pp

1.4 Achievement — NWEA Fall 2025

Group	Math Tested	Math 0–40%	Math 41–100%	Reading Tested	Reading 0–40%	Reading 41–100%
Male	1,004	21.3%	78.7%	1,008	26.8%	73.2%
Female	1,019	24.1%	75.9%	1,025	18.0%	82.0%
Diverse/Minority	266	35.0%	65.0%	267	27.3%	72.7%

Group	Math Tested	Math 0–40%	Math 41–100%	Reading Tested	Reading 0–40%	Reading 41–100%
SES	380	41.6%	58.4%	379	36.7%	63.3%
Special Services	320	61.6%	38.4%	321	61.7%	38.3%
Section 504	131	19.1%	80.9%	132	19.7%	80.3%
Gifted/Talented	178	0.0%	100.0%	182	1.1%	98.9%
Alt Ed	71	39.4%	60.6%	68	42.6%	57.4%
ML	62	53.2%	46.8%	60	48.3%	51.7%
Total	**2,023**	**22.7%**	**77.3%**	**2,033**	**22.4%**	**77.6%**

1.5 Achievement — NWEA Spring 2026

Reading the table: Values are the percent of tested students scoring in the 0–40 percentile (below average). A higher percentage means lower performance: ↑ marks groups where more students fell below average from fall to spring, ↓ marks improvement.

Participation: Spring participation was strong — 2,218 math (81.7% of enrollment) and 2,232 reading (82.2%), comparable to or above the fall rate — so fall and spring are reasonably matched and the changes below are meaningful, not artifacts of who tested. Alt Ed is omitted from the comparison (only 2 students tested).

NWEA Math — Fall 2025 → Spring 2026 (% below average)

Group	Fall 0–40%	Spring 0–40%	Change	Spring Tested
Male	21.3%	22.4%	↑ +1.1pp	1,101
Female	24.1%	23.5%	↓ −0.6pp	1,117
Diverse/Minority	35.0%	33.4%	↓ −1.6pp	296
SES	41.6%	40.0%	↓ −1.6pp	405
Special Services	61.6%	58.5%	↓ −3.1pp	352
Section 504	19.1%	24.8%	↑ +5.7pp	133
Gifted/Talented	0.0%	0.0%	—	180
ML	53.2%	51.4%	↓ −1.8pp	74
Total	**22.7%**	**22.9%**	**↑ +0.2pp**	**2,218**

Reading slipped while math held: District math was essentially flat fall to spring (22.7% → 22.9% below average), but reading moved the wrong way across nearly every group (22.4% → 25.5%). Male, multilingual, and diverse/minority readers lost the most ground.

NWEA Reading — Fall 2025 → Spring 2026 (% below average)

Group	Fall 0–40%	Spring 0–40%	Change	Spring Tested
Male	26.8%	29.9%	↑ +3.1pp	1,102
Female	18.0%	21.2%	↑ +3.2pp	1,130
Diverse/Minority	27.3%	31.2%	↑ +3.9pp	298
SES	36.7%	40.0%	↑ +3.3pp	413
Special Services	61.7%	62.5%	↑ +0.8pp	365
Section 504	19.7%	20.3%	↑ +0.6pp	133
Gifted/Talented	1.1%	0.6%	↓ −0.5pp	179
ML	48.3%	56.9%	↑ +8.6pp	72
Total	**22.4%**	**25.5%**	**↑ +3.1pp**	**2,232**

Section 2: Grades PK–5 Equity Analysis

Schools: Great Falls · Narragansett · Village · Total Enrollment: 1,185

2.1 Enrollment

Group	2023-2024	2024-2025	2025-2026	YoY Change
Male	647	607	585	−3.6%
Female	628	613	600	−2.1%
Diverse/Minority	167	180	162	−10.0%
SES	176	234	206	−12.0%
Special Services	262	258	237	−8.1%
Section 504	24	39	36	−7.7%
Gifted/Talented	76	74	50	−32.4%
Alt Ed	—	70	58	−17.1%
ML	35	48	48	0.0%
Total	**1,276**	**1,220**	**1,185**	**−2.9%**

Note: Gifted/talented enrollment declined 34.2% over three years (76→50).

2.2 Chronic Absenteeism

Area of concern: Multilingual learner chronic absence rate doubled year-over-year (12.5% →25.0%) — the largest single-year increase of any group at any level.

Group	2025-2026 #	2025-2026 %	2024-2025 %	2023-2024 %	YoY Change
Male	31	5.3%	6.9%	7.4%	↓ −1.6pp
Female	31	5.2%	9.0%	8.6%	↓ −3.8pp
Diverse/Minority	14	8.6%	9.4%	7.2%	↓ −0.8pp
SES	23	11.2%	17.1%	13.1%	↓ −5.9pp
Special Services	14	5.9%	10.9%	11.8%	↓ −5.0pp
Section 504	2	5.6%	15.4%	25.0%	↓ −9.8pp
Gifted/Talented	1	2.0%	2.7%	3.9%	↓ −0.7pp
Alt Ed	6	10.3%	12.9%	—	↓ −2.6pp
ML	12	25.0%	12.5%	14.3%	↑ +12.5pp
Total	**62**	**5.2%**	**8.0%**	**8.0%**	**↓ −2.8pp**

2.3 Discipline

Positive: No suspensions, harassment, bullying, ASD, expulsions, or alcohol/drug referrals at PK–5 schools in 2025-2026. Bus referrals are the only active discipline category.

Category	2023-2024	2024-2025	2025-2026	YoY Change
Suspensions	0	0	0	—
Harassment	0	0	0	—
Bullying	0	0	0	—
Bus Referrals	0	62	47	↓ −24.2%
Expulsions	0	0	0	—
Alc/Drug Ref.	0	0	0	—

Bus referral note: Male students account for 83% of referrals despite being 49.4% of PK–5 enrollment. SES and Special Services students are also overrepresented.

2.4 Achievement — NWEA Fall 2025

Group	Math Tested	Math 0–40%	Math 41–100%	Reading Tested	Reading 0–40%	Reading 41–100%
Male	474	20.0%	80.0%	470	29.8%	70.2%
Female	496	23.6%	76.4%	493	20.7%	79.3%
Diverse/Minority	131	35.1%	64.9%	130	26.2%	73.8%
SES	166	39.8%	60.2%	165	40.6%	59.4%
Special Services	177	55.4%	44.6%	176	64.2%	35.8%

Group	Math Tested	Math 0–40%	Math 41–100%	Reading Tested	Reading 0–40%	Reading 41–100%
Section 504	35	11.4%	88.6%	35	28.6%	71.4%
Gifted/Talented	50	0.0%	100.0%	50	2.0%	98.0%
Alt Ed	46	28.3%	71.7%	45	42.2%	57.8%
ML	36	36.1%	63.9%	36	44.4%	55.6%
Total	**970**	**21.9%**	**78.1%**	**963**	**25.1%**	**74.9%**

NWEA Spring 2026 (PK–5)

> **Participation:** PK–5 spring participation was high — 1,168 math (98.6% of enrollment) and 1,164 reading (98.2%) — across all three PK–5 schools (Great Falls, Narragansett, Village). Spring figures are comparable to the fall baseline.

Group	Math Tested	Math 0–40%	Math 41–100%	Reading Tested	Reading 0–40%	Reading 41–100%
Male	575	22.8%	77.2%	572	31.6%	68.4%
Female	593	23.6%	76.4%	592	24.2%	75.8%
Diverse/Minority	157	33.8%	66.2%	155	34.2%	65.8%
SES	198	43.4%	56.6%	197	45.2%	54.8%
Special Services	226	54.9%	45.1%	223	62.8%	37.2%
Section 504	36	25.0%	75.0%	35	25.7%	74.3%
Gifted/Talented	50	0.0%	100.0%	50	0.0%	100.0%
ML	46	52.2%	47.8%	45	55.6%	44.4%
Total	**1,168**	**23.2%**	**76.8%**	**1,164**	**27.8%**	**72.2%**

Section 3: Grades 6–8 Equity Analysis

School: Gorham Middle School (GMS) · Total Enrollment: 681

3.1 Enrollment

Group	2023-2024	2024-2025	2025-2026	YoY Change
Male	336	359	343	−4.5%
Female	327	354	338	−4.5%
Diverse/Minority	79	94	98	+4.3%
SES	97	158	137	−13.3%
Special Services	105	109	108	−0.9%
Section 504	42	55	57	+3.6%
Gifted/Talented	69	86	93	+8.1%

Group	2023-2024	2024-2025	2025-2026	YoY Change
Alt Ed	—	14	14	0.0%
ML	22	30	16	−46.7%
Total	**664**	**715**	**681**	**−4.8%**

Notable: ML enrollment dropped 46.7% in a single year (30→16). GT enrollment grew 8.1% while overall enrollment declined 4.8%.

3.2 Chronic Absenteeism

Area of concern: GMS is the only level where chronic absenteeism trended upward across all three years (15.5%→16.6%→17.5%). Female, diverse/minority, and Section 504 students all increased in 2025-2026.

Group	2025-2026 #	2025-2026 %	2024-2025 %	2023-2024 %	YoY Change
Male	50	14.6%	15.3%	15.2%	↓ −0.7pp
Female	69	20.4%	17.8%	15.6%	↑ +2.6pp
Diverse/Minority	22	22.4%	17.0%	21.5%	↑ +5.4pp
SES	45	32.8%	31.6%	29.9%	↑ +1.2pp
Special Services	30	27.8%	25.7%	28.6%	↑ +2.1pp
Section 504	13	22.8%	16.4%	19.0%	↑ +6.4pp
Gifted/Talented	7	7.5%	10.5%	7.2%	↓ −3.0pp
Alt Ed	7	50.0%	71.4%	—	↓ −21.4pp
ML	4	25.0%	16.7%	13.6%	↑ +8.3pp
Total	**119**	**17.5%**	**16.6%**	**15.5%**	↑ **+0.9pp**

3.3 Discipline

Positive: Harassment dropped 70.6% (17→5) and bullying reached zero. No bus referrals or expulsions.

Area of concern: Suspensions increased 39.0% (41→57). Special services students account for 59.6% of suspensions from 15.9% of enrollment. After-school detention incidents for special services jumped from 1 (2024-2025) to 13 (2025-2026).

Incident Type	2023-2024	2024-2025	2025-2026	YoY Change
Harassment	12	17	5	↓ −70.6%
Bullying	2	5	0	↓ −100%
After-School Det.	38	33	37	↑ +12.1%

Incident Type	2023-2024	2024-2025	2025-2026	YoY Change
Suspensions	64	41	57	↑ +39.0%
Alc/Drug Ref.	7	2	1	↓ −50.0%

Suspension Disproportionality (2025-2026)

Group	% of Enrollment	% of Suspensions	Disproportion
Male	50.4%	80.7%	+30.3pp
SES	20.1%	56.1%	+36.0pp
Special Services	15.9%	59.6%	+43.7pp
Section 504	8.4%	15.8%	+7.4pp
Alt Ed	2.1%	17.5%	+15.4pp
Diverse/Minority	14.4%	10.5%	−3.9pp

3.4 Achievement — NWEA Fall 2025

Group	Math Tested	Math 0–40%	Math 41–100%	Reading Tested	Reading 0–40%	Reading 41–100%
Male	331	22.4%	77.6%	328	27.4%	72.6%
Female	331	25.1%	74.9%	330	18.2%	81.8%
Diverse/Minority	91	30.8%	69.2%	90	30.0%	70.0%
SES	133	43.6%	56.4%	129	36.4%	63.6%
Special Services	102	69.6%	30.4%	99	56.6%	43.4%
Section 504	54	22.2%	77.8%	53	24.5%	75.5%
Gifted/Talented	93	0.0%	100.0%	93	0.0%	100.0%
Alt Ed	14	42.9%	57.1%	14	42.9%	57.1%
ML	14	71.4%	28.6%	14	64.3%	35.7%
Total	**662**	**23.7%**	**76.3%**	**658**	**22.8%**	**77.2%**

NWEA Spring 2026 (GMS)

> **Participation:** GMS spring participation was high — 665 math (97.6% of enrollment) and 665 reading (97.6%).

Group	Math Tested	Math 0–40%	Math 41–100%	Reading Tested	Reading 0–40%	Reading 41–100%
Male	332	25.6%	74.4%	332	28.9%	71.1%
Female	333	25.5%	74.5%	333	19.2%	80.8%

Group	Math Tested	Math 0–40%	Math 41–100%	Reading Tested	Reading 0–40%	Reading 41–100%
Diverse/Minority	93	35.5%	64.5%	93	30.1%	69.9%
SES	133	40.6%	59.4%	133	39.1%	60.9%
Special Services	99	65.7%	34.3%	100	61.0%	39.0%
Section 504	57	31.6%	68.4%	56	26.8%	73.2%
Gifted/Talented	93	0.0%	100.0%	93	0.0%	100.0%
ML	16	62.5%	37.5%	16	56.3%	43.8%
Total	**665**	**25.6%**	**74.4%**	**665**	**24.1%**	**75.9%**

Section 4: Grades 9–12 Equity Analysis

School: Gorham High School (GHS) · Total Enrollment: 849

4.1 Enrollment

Group	2023-2024	2024-2025	2025-2026	YoY Change
Male	418	408	443	+8.6%
Female	391	394	406	+3.0%
Diverse/Minority	80	96	95	−1.0%
SES	89	159	177	+11.3%
Special Services	108	110	105	−4.5%
Section 504	82	76	79	+3.9%
Gifted/Talented	99	75	84	+12.0%
Alt Ed	93	14	19	+35.7%
ML	24	25	31	+24.0%
Total	**809**	**802**	**849**	**+5.9%**

Context: GHS is the only level with enrollment growth in 2025-2026 (+5.9%). SES enrollment nearly doubled over three years (89→177), likely reflecting a change in identification or economic conditions.

4.2 Chronic Absenteeism

Strong improvement: GHS showed the largest chronic absenteeism decline of any level: 23.2% (2023-2024) → 20.9% (2024-2025) → 16.6% (2025-2026). Diverse/minority students improved 17.4pp and female students improved 7.9pp over three years.

Group	2025-2026 #	2025-2026 %	2024-2025 %	2023-2024 %	YoY Change
Male	65	14.7%	17.9%	20.1%	↓ −3.2pp

Group	2025-2026 #	2025-2026 %	2024-2025 %	2023-2024 %	YoY Change
Female	76	18.7%	24.1%	26.6%	↓ −5.4pp
Diverse/Minority	18	18.9%	28.1%	36.3%	↓ −9.2pp
SES	61	34.5%	37.7%	47.2%	↓ −3.2pp
Special Services	26	24.8%	30.0%	35.2%	↓ −5.2pp
Section 504	15	19.0%	27.6%	34.1%	↓ −8.6pp
Gifted/Talented	6	7.1%	5.3%	11.1%	↑ +1.8pp
Alt Ed	11	57.9%	57.1%	24.7%	↑ +0.8pp
ML	7	22.6%	20.0%	33.3%	↑ +2.6pp
Total	**141**	**16.6%**	**20.9%**	**23.2%**	**↓ −4.3pp**

4.3 Discipline

Positive: No after-school detention, no bus referrals, and no expulsions in 2025-2026. Suspensions rose modestly to 29.

Area of concern: Alcohol/drug referrals rose sharply (4→11), all involving male students in 2025-2026. SES students account for 55.2% of suspensions from 20.8% of enrollment (+34.4pp) — the widest SES gap at any level.

Incident Type	2023-2024	2024-2025	2025-2026	YoY Change
Harassment	4	2	3	↑ +50.0%
Bullying	3	0	0	—
Suspensions	59	26	29	↑ +11.5%
Alc/Drug Ref.	2	4	11	↑ +175.0%
Expulsions	1	0	0	—

Suspension Disproportionality (2025-2026)

Group	% of Enrollment	% of Suspensions	Disproportion
Male	52.2%	72.4%	+20.2pp
SES	20.8%	55.2%	+34.4pp
Special Services	12.4%	24.1%	+11.7pp
Section 504	9.3%	24.1%	+14.8pp
Alt Ed	2.2%	13.8%	+11.6pp
ML	3.7%	13.8%	+10.1pp
Gifted/Talented	9.9%	0.0%	−9.9pp

4.4 Achievement — NWEA Fall 2025

Testing note: Only ~46% of GHS students took Fall ’25 NWEA assessments (Gr. 9 & 10).

Group	Math Tested	% Tested	Math 0–40%	Math 41–100%	Read 0–40%	Read 41–100%
Male	199	44.9%	22.6%	77.4%	19.0%	81.0%
Female	192	47.3%	24.0%	76.0%	11.4%	88.6%
Diverse/Minority	44	46.3%	43.2%	56.8%	25.5%	74.5%
SES	81	45.8%	42.0%	58.0%	29.4%	70.6%
Special Services	41	39.0%	68.3%	31.7%	63.0%	37.0%
Section 504	42	53.2%	21.4%	78.6%	6.8%	93.2%
Gifted/Talented	35	41.7%	0.0%	100.0%	2.6%	97.4%
Alt Ed	11	57.9%	81.8%	18.2%	44.4%	55.6%
ML	12	38.7%	83.3%	16.7%	40.0%	60.0%
Total	**391**	**46.1%**	**23.3%**	**76.7%**	**15.3%**	**84.7%**

NWEA Spring 2026 (GHS)

Lowest participation: GHS spring participation was 385 math (45.3% of enrollment) and 403 reading (47.5%) (Gr. 9 & 10).

Group	Math Tested	Math 0–40%	Math 41–100%	Reading Tested	Reading 0–40%	Reading 41–100%
Male	194	16.0%	84.0%	198	26.8%	73.2%
Female	191	19.4%	80.6%	205	15.6%	84.4%
Diverse/Minority	46	28.3%	71.7%	50	24.0%	76.0%
SES	74	29.7%	70.3%	83	28.9%	71.1%
Special Services	27	63.0%	37.0%	42	64.3%	35.7%
Section 504	40	15.0%	85.0%	42	7.1%	92.9%
Gifted/Talented	37	0.0%	100.0%	36	2.8%	97.2%
Alt Ed	2	0.0%	100.0%	2	0.0%	100.0%
ML	12	33.3%	66.7%	11	63.6%	36.4%
Total	**385**	**17.7%**	**82.3%**	**403**	**21.1%**	**78.9%**

Section 5: Cross-Level Summary

The following tables compare key metrics across all four levels for quick reference.

5.1 Chronic Absenteeism — All Levels 2025-2026

Group	District	PK–5	6–8 (GMS)	9–12 (GHS)
Overall	11.9%	5.2%	17.5%	16.6%
Male	10.6%	5.3%	14.6%	14.7%
Female	13.1%	5.2%	20.4%	18.7%
Diverse/Minority	15.2%	8.6%	22.4%	18.9%
SES	24.8%	11.2%	32.8%	34.5%
Special Services	15.6%	5.9%	27.8%	24.8%
Alt Ed	26.4%	10.3%	50.0%	57.9%
ML	24.2%	25.0%	25.0%	22.6%

5.2 NWEA Math Achievement (% at/above average) — Fall 2025

Group	District	PK–5	6–8 (GMS)	9–12 (GHS)
Overall	77.3%	78.1%	76.3%	76.7%
Diverse/Minority	65.0%	64.9%	69.2%	56.8%
SES	58.4%	60.2%	56.4%	58.0%
Special Services	38.4%	44.6%	30.4%	31.7%
Alt Ed	60.6%	71.7%	57.1%	18.2%
ML	46.8%	63.9%	28.6%	16.7%
GT	100.0%	100.0%	100.0%	100.0%

5.3 NWEA Math Achievement (% at/above average) — Spring 2026

Participation note: Spring math participation was high district-wide (PK–5 98.6%, GMS 97.6%) except at GHS (45.3%), so the GHS spring column reflects Gr. 9 & 10. Alt Ed is omitted (≤2 spring test-takers per level).

Group	District	PK–5	6–8 (GMS)	9–12 (GHS)
Overall	77.1%	76.8%	74.4%	82.3%
Diverse/Minority	66.6%	66.2%	64.5%	71.7%
SES	60.0%	56.6%	59.4%	70.3%
Special Services	41.5%	45.1%	34.3%	37.0%
ML	48.6%	47.8%	37.5%	66.7%
GT	100.0%	100.0%	100.0%	100.0%

5.4 Suspension Rate by Group (% of group population) — 2025-2026

Group	District	PK–5	6–8 (GMS)	9–12 (GHS)
Overall	3.2%	0%	8.4%	3.4%
Male	4.9%	0%	13.4%	4.7%
SES	9.2%	0%	23.4%	9.0%
Special Services	9.1%	0%	31.5%	6.7%
Alt Ed	15.4%	0%	71.4%	21.1%
ML	4.2%	0%	0.0%	12.9%
GT	0.9%	0%	2.2%	0.0%

5.5 Key Findings and Areas for Follow-Up From Equity Analysis Data

Chronic absenteeism is improving district-wide

Overall rates declined significantly from 2023-2024 to 2025-2026. GHS showed the strongest gains. However, GMS is the only level where absenteeism has increased every year and warrants targeted intervention.

Alt Ed chronic absenteeism is persistently high

Alt Ed students at GMS (50%) and GHS (57.9%) have chronic absence rates far above all other groups and have not improved. A targeted support plan is recommended.

ML attendance declined at PK–5

Multilingual learner chronic absence doubled at the PK–5 level (12.5%→25.0%) in a single year, the largest YoY jump of any group at any level.

Special Services suspension disproportionality is growing at GMS

Special services students accounted for 59.6% of GMS suspensions from 15.9% of enrollment (+43.7pp) — the widest single disproportionality at any level. After-school detention incidents for this group jumped from 1 to 13 in one year.

SES suspension disproportionality is among the widest in the district

At GHS, SES students account for 55.2% of suspensions from 20.8% of enrollment (+34.4pp), the widest SES gap of any level; the district SES gap is +36.6pp. This pattern is consistent across GMS and the district overall.

Achievement gaps are widest for Special Services, ML, and Alt Ed

These three groups consistently show the largest proportion of students in the 0–40 percentile range across all levels. Alt Ed and ML math gaps are most severe at GHS (81.8% and 83.3% below average, respectively).

GT enrollment at PK–5 declined 34%

Gifted/talented enrollment dropped from 76 to 50 over three years at the PK–5 level while growing at GMS and GHS.

Spring 2026 NWEA is complete: reading slipped from F25 while math held

With the full spring window now included (all schools, both subjects, ~82% participation — comparable to or above fall), district math was essentially flat (22.7%→22.9% below average) while reading moved the wrong way (22.4%→25.5%). Male, multilingual, and diverse/minority readers lost the most ground; Special Services (−3.1pp) and SES (−1.6pp) narrowed slightly in math.

Key Takeaways from Metrics of Success Data:

- **Elementary "GMS Ready" readiness ticked up slightly but remains a concern.** District-wide, students meeting all four GMS-ready benchmarks rose from 65.8% to 66.3% — but roughly one-third of 5th graders are still not fully ready for middle school, a pattern that has held for three years.
- **Village Elementary had a standout year.** Village improved across all five measured categories (ELA, Math, Science by both local and NWEA assessment), the only elementary school to do so, with gains attributed to smaller class sizes, the new Transitions program, and strengthened RTI/BARR supports.
- **Narragansett Elementary needs closer attention.** Narragansett's "GMS Ready" rate dropped from 69.3% to 56.0% this year, and its SFL GPA proficiency (executive-functioning skills) fell to 77.3%. The school's population has grown substantially (340→518 students) with a rising share of multilingual learners, which the report flags as a likely contributing factor.
- **Elementary attendance hit a milestone.** For the first time, all three elementary schools met the 90% attendance target in 2025-26.
- **Gorham High School graduation and post-secondary outcomes remain strong.** GHS's graduation rate (95.0% in 2024-25) continues to outpace both Cumberland County (92.0%) and Maine state averages (87.0%), and 95% of seniors leave with an approved post-graduation plan.
- **GHS school culture ratings hit multi-year highs.** Positive-culture ratings rose sharply this year: students 68%→84% (a six-year high), staff 86%→98%, and parents 83%→88%.
- **GHS chronic absenteeism improved the most of any level.** It declined for three straight years — 23.2% (2023-24) → 20.9% → 16.6% (2025-26) — with the biggest gains among diverse/minority (-17.4pp) and female students (-7.9pp) over that span.
- **Gorham Middle School is the one level trending the wrong way on attendance.** GMS chronic absenteeism has risen every year for three years (15.5%→16.6%→17.5%) and is now the highest of any level district-wide — an estimated 115+ students are chronically absent.
- **GMS also shows the widest equity gaps in discipline.** Suspensions rose 39% this year, and Special Services students account for 59.6% of GMS suspensions despite being just 15.9% of enrollment (+43.7 percentage-point disproportionality) — the largest gap at any level.
- **District-wide reading achievement slipped this spring while math held steady.** Using full-participation NWEA spring data, the percent of students not meeting proficiency in reading rose from 22.4% to 25.5%, with multilingual learners, male students, and diverse/minority students losing the most ground; math stayed essentially flat (22.7%→22.9%).
- **Alternative Education students have persistently high absenteeism.** Chronic absence rates for Alt Ed students at GMS (50%) and GHS (57.9%) are far above all other groups and have not improved — the report itself recommends a targeted support plan.
- **Career and workplace-readiness outcomes remain strong across the district.** 100% of K-5 and GMS students participated in Aspire Gorham career-exploration activities for a sixth consecutive year; GHS "Career Ready" rates hit a six-year high of 93.5%; and early college course completions reached a six-year high of 215 students.
- **Parent and family satisfaction remains very high.** 95% or more of parents across all three elementary schools reported feeling positive about their child's school in 2025-26.
- **Socioeconomically disadvantaged (SES) students face the widest suspension disproportionality districtwide.** SES students are suspended at more than double their share of enrollment at both GMS and GHS, with the gap widest at GHS (55.2% of suspensions vs. 20.8% of enrollment).

Overall Executive Summary & Strategic Next Steps

This is the final report built on the district's original Metrics for Success framework; beginning in 2026-2027, results will be reported against the newly developed Portrait of a Graduate and Metrics For Success. Overall, the data show a district with real strengths — particularly at the high school level — alongside a few clear, actionable challenges that merit focused attention in the year ahead.

Where We're Succeeding

- **Strong outcomes at GHS.** Gorham High School graduation rates (95.0%) continue to outpace both Cumberland County (92.0%) and the state average (87.0%), and 95% of seniors leave with an approved post-graduation plan.

- **Rising school culture and engagement.** Student, staff, and parent culture ratings at GHS reached multi-year highs this year (students 84%, staff 98%, parents 88%), and chronic absenteeism there fell for a third consecutive year (23.2% → 16.6%).

- **Elementary gains and strong career preparation.** Village Elementary improved across every measured academic category this year. Career-readiness participation remains at or near 100% district-wide (Aspire Gorham, workplace learning, career pathway plans), and 215 students completed at least one early college course — a six-year high.

- **High family satisfaction.** 95% or more of parents across all three elementary schools, and GMS and GHS families overall, report feeling positive about their child's school experience.

Areas Requiring Focus

- **Gorham Middle School attendance and discipline.** GMS is the only level where chronic absenteeism has risen for three straight years (15.5% → 17.5%), now the highest rate in the district. Suspensions there rose 39% this year, with Special Services students accounting for 59.6% of suspensions despite being 15.9% of enrollment.

- **Growing student support needs.** District-wide, the percentage of students requiring RTI, 504, special education, multilingual, or gifted/talented support climbed from 50.3% to 64% over five years, straining staff capacity even as overall enrollment stays flat

- **Reading proficiency slipped this spring.** Fall-to-spring NWEA data show district reading performance moved in the wrong direction this year (22.4% → 25.5% of students not meeting proficiency), while math held steady. Male, multilingual, and diverse/minority readers lost the most ground.

- **Persistent equity gaps in discipline and attendance.** Socioeconomically disadvantaged and Special Services students are suspended at more than double their share of enrollment at both GMS and GHS. Alternative Education students at GMS (50%) and GHS (58%) have chronic absenteeism rates far above every other group and have not improved.

- **Identification and readiness gaps at the elementary level.** PK-5 gifted/talented enrollment dropped 34% over three years (76 → 50 students), and Narragansett Elementary saw its “GMS Ready” rate fall from 69.3% to 56.0% amid rapid enrollment growth and a rising multilingual learner population.

Strategic Next Steps

1. **Launch a targeted GMS attendance and behavior intervention.** Work with GMS Principal to convene a dedicated team to analyze root causes of rising chronic absenteeism and suspension disproportionality at the middle school, with particular attention to Special Services students, and implement a monitored improvement plan for 2026-2027.

2. **Strengthen early literacy, with emphasis on Grade 3 and multilingual learners.** Direct additional coaching, intervention time, and progress monitoring toward the reading skills gap identified in this year's fall-to-spring NWEA data, prioritizing the groups that lost the most ground.

3. **Conduct a formal equity review of discipline practices.** Work with GMS and GHS Principals to examine the drivers of suspension disproportionality for SES and Special Services students at GMS and GHS and establish concrete, monitored targets for narrowing these gaps.

4. **Expand early childhood investment and RTI capacity planning.** As recommended in the report itself, study whether Tier II/Tier III services, SEL, or academic needs are driving the district's rising support-service population, and evaluate expanded early intervention as a longer-term cost and capacity strategy.

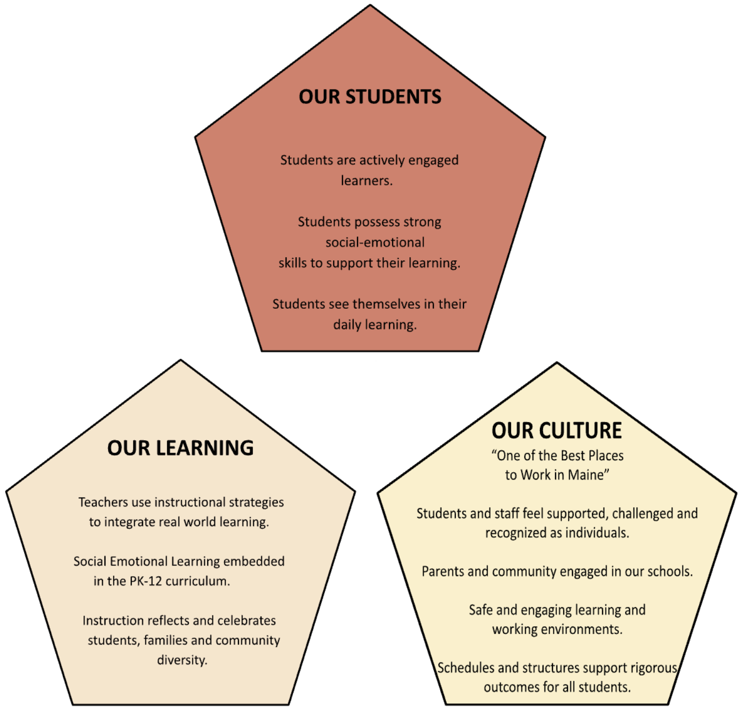
5. **Build a dedicated support plan for Alternative Education and multilingual learner attendance.** These groups show the highest and most persistent chronic absenteeism rates in the district; a targeted, resourced plan is needed given multiple years without improvement.

6. **Manage the transition to the new Portrait of a Graduate framework deliberately.** As this is the final year of reporting under the current Metrics for Success model, establish clear crosswalks between old and new indicators so the Committee and public can track continuity, not just a reset baseline, in 2026-2027.

Addendum Information:

Strategic Plan Update

2022-2027 Goals At A Glance:



Below, please find tables with updates on progress towards meeting expected outcomes using the following Key:

- Completed
- Completed and ongoing
- In Process
- Not Yet Started

With each rating, if there are items of note to mention, I have done so in the appropriate box. Please keep in mind that this is a multi-year strategic plan so there are many Strategies that have not yet started.

Overall Summary for 2022-26 Goals:
- Total Action Steps for 2022-2026 - 117
- Those Completed/Ongoing - 91 (78%)
- Those in Process - 16 (14%)
- Those Not Yet Started - 9 (8%)

92% of all goals for 2022-2026 are Either Completed and Ongoing or In Process.

Links to Each Section:

- Our Students
- Our Learning

- [Our Culture]
- [Our Human and Capital Resources]

OUR STUDENTS:

Goal #1: Students are actively engaged learners who take ownership of their own learning, and are effective, resilient, and creative problem solvers.				
STRATEGIES	**MEASUREMENT**	**RESOURCES REQUIRED**	**TIMELINE FOR SUBSTANTIAL COMPLETION**	**UPDATE COLUMN December, 2023**
1.1 - Connect student aspirations with learning across the curriculum, i.e. Aspire Gorham, Alternative Pathways, etc.	- Metrics for Success - Portrait of a Graduate - SFL Rubric	Training and PD Sustainability of Aspire Gorham $	Fall, 2022 and ongoing.	**Completed and ongoing** Metrics for Success have been created and are now in their sixth year of use as is our Portrait of a Graduate. We have revised a new Portrait of a Graduate and will be creating a new metrics of success over the course of the 2026-2027 School year. SFL Rubric has been adjusted to include executive functioning skills and was rolled out August, 2022. Aspire Gorham is stronger than ever, now offering specific programs birth – adult in Gorham. Sustaining existing offerings and ideas for expanding new opportunities are ongoing, as we deepen these programming options.
1.2 - Provide consistent opportunities for student voice and choice to navigate their learning.	- Metrics for success (student survey)	Training and PD $	K-5 Fall, 2027 and ongoing.	**Completed and ongoing** We have always strived to include student voice in decision making, we are working on the "consistent" part of this strategy in strengthening our student leadership teams across grades K-12. Recently, we have also developed a new annual student voice survey that will be given broadly to students in grades 5-12 for the 2nd time this fall. **Update: Student Leader Groups Per Grade level:** K-5: - CRT teams at each of the three schools

				- 5th grade leadership teams at each of the three schools. - Girls on the run at each of the three schools 6-8: - CRT team - Student council - Student advisory team 9-12: - CRT team - Student council - NHS - Interact Club - Key Club - Rainbow League **Update: Student membership on district wide committees:** - Anti-Racism & Equity Committee - Teaching & Learning Committee - AI Handbook Committee **Frequent use of surveys and focus groups to gather student voice. Annual Student climate survey for each school.**
1.3 - Continue to incorporate opportunities for students to practice critical thinking and problem-solving skills.	- Metrics for Success - Portrait of a Graduate - SFL Rubric	Training and PD $	Fall 2022 and ongoing.	**Completed and ongoing** Getting back to "instruction" has been a major theme of our schools this year. With our (REVEAL) math curriculum and with continued emphasis and training provided to staff during ER days and PLC's this has been a focus for this year and will continue to be a focus. Metrics for Success and Portrait of a Graduate are in their sixth year of implementation and data should begin to tell a clear story in this year's State of the School's Report. Our SFL rubric has been revised to include specific executive functioning skills and was rolled out to staff in August, 2022. Staff members at each grade (span) level are finding ways to deepen the integration of these into their ongoing work with students. We hope that our efforts will be clearly demonstrated in this year's State of the School's report

1.4 - Integrate opportunities for students to develop grit, perseverance, and accountability in their learning.	- Metrics for success (student survey)	Training and PD Sustainability of Aspire Gorham $	Fall 2023 and ongoing.	**Completed and Ongoing** We have utilized a re-focus on the topic of RIGOR to get at these pieces. We have integrated a focus on rigor across all CEP plans for 2023-24. We have also brought in Anita McCafferty from USM to work with our DLT on the topic of rigor. Work since then has been ongoing.
1.5 - Provide student access to strong and timely intervention supports.	- Metrics for Success - Portrait of a Graduate	Training, PD and adequate staffing. $$$	Fall, 2022 and ongoing.	**Completed and Ongoing** In the past two years we have made significant gains in this area with the resurgence of our GHS Lynx program and now the creation of our K-5 Transitions Program. These programs, coupled with stronger data collection and monitoring systems have helped us to ensure students receive the timely supports they need. We do continue to have high numbers of students in Tier III RTI support which is something we need to continue to work on. Otherwise, we are in good shape now with this action step and will need to now work to maintain.
Goal #2: Students possess strong social-emotional skills to support their learning and lives.				
2.1 - Students receive consistent instruction in the area of social emotional learning integrated across all grades.	- Metrics for Success to include behavior data, attendance data, student survey and parent survey data. - SKL Rubric	Develop language that is accessible and understood by everyone to assist in clarifying the importance of this work in our schools $$$	Fall, 2023 and ongoing.	**Completed and Ongoing** We continue to focus in this area. At K-2 we have direct instruction in Second Step. We have made sure that each Elementary School has both a full time guidance counselor and a full time social worker. We have added U-times across all three elementary schools. We have added a counselor at GMS. We have also added the second step curriculum across grades 6-8 along with a focus on Second Step curriculum for 6-8 staff. At grades 9-12 we increased capacity in our guidance office when we added the Gr. 6-8 counselor. We have four full time guidance counselors and three full time social workers. We have worked to strengthen our RTI

				process for this area at these grade levels as well. PD has been provided to all staff across grades PK-12 and will continue to be ongoing. We will continue this focus moving forward.
2.2 - Provide learning opportunities for families to support their student's social emotional learning.	- Metrics for Success to include behavior data, attendance data, student survey and parent survey data.	Anti-racism and Equity committee $	Fall, 2023 and ongoing.	**Completed and Ongoing:** GATY continues to be a strong network to assist us in this ongoing effort. We have developed a strong partnership with the Cook Center for Human Connection and Parent Guidance.org to provide free resources to all families in this area. We have had several webinars available for families to participate in for free Last year we added a community wide book talk opportunity on "The Anxious Generation" that has been very well attended. We continue to actively involve parents in important committees such as the AI handbook committee and the T&L Committee.
Goal #3: Students see themselves and a variety of other perspectives in the curriculum, activities and resources used daily in their learning.				
3.1 - Complete curriculum audit process for each content area across PK-12.	- Curriculum audit	Continued funding to work with consultant. $$$	Winter 2025 and ongoing.	**Completed and Ongoing** We completed Phase I and Phase II of a curriculum audit and now continuously work ith our curriculum committees and Teaching & Learning Committee to ensure equity across our curriculum. Our school based ILC teams remain in place and strong and they help to monitor this ongoing work to provide feedback to leadership and training to staff.
3.2 - Develop mechanisms to monitor continued need for adjustments to the curriculum.	- Metrics for Success to include student and parent survey data.	Teaching & Learning Committee Support. $	Winter, 2025	**Completed and Ongoing** We have build in structures with our grade level curriculum committees lead by our PK-8 Instructional leader. We also have the district wide T&L Committee to continue to monitor success.

3.3 - Continue Professional Development in the area of Diversity, Equity, and Inclusion.	- Professional Development Plan	Continued funding for consulting and specific PD. $$$	Fall, 2022 and ongoing	**Completed and Ongoing** We have ensured all staff (including support staff) have received baseline DEI training. We have also developed an annual plan that makes sure any new staff receive this same training. We have established our school based ILC teams which will be sustained over time via stipends. There is ALWAYS work to do in this area and we will continue to listen to recommendations from ILC's, Principals Associations, and professional consultants to inform continued efforts.
3.4 - Expand opportunities for incorporating student voice in our diversity, equity and inclusion work, i.e. curriculum audits, school-based DEI leadership teams and committees	- Student membership and participation.	Admin. Support. $	Fall, 2023 and ongoing.	**Completed and Ongoing** We have students as active members on all key district wide committees. As part of the ongoing work of the Anti-Racism & Equity Committee student voice is a major theme.

OUR LEARNING

Goal #1: Learning experiences partner academic excellence with real world application, and are aligned with our proficiency-based system of learning.

STRATEGIES	MEASUREMENT	RESOURCES REQUIRED	TIMELINE FOR SUBSTANTIAL COMPLETION	UPDATE COLUMN December, 2023
1.1 - Identify, document and communicate signature Gorham School Department instructional practices for all classrooms.	- Updated Gorham Learning System Document - Updated program of studies (GHS)	DLT conversations involving curriculum committees, teacher leaders. $$$	Fall, 2023	**Completed and ongoing** We shifted this work to per school work using the Small Wins Dashboard measurement tool. Each school creates their own CEP goals focused on this important work and then measures this work via the small wins dashboard. Data is collected and will be shared at upcoming data retreats.
1.2 - Strengthen and broaden	- Updated Gorham	DLT	Fall, 2024 and	**Completed and Ongoing**

instructional methodologies to develop real world application within rigorous instruction across all grades (i.e. Project Based Learning, Experiential Learning, Global Learning, Service learning, etc.)	Learning System Document - Portrait of Graduate to include 8th grade and senior plans. - Updated program of studies (GHS)	conversations involving curriculum committees, teacher leaders. Continued access to resources from Aspire Gorham $$$	ongoing.	GHS program of studies has been updated. All 8th graders develop plans for entering GHS. All GHS students create and keep up to date a 4 year plan as 9th graders. Our learning System document is updated annually. Aspire Gorham is stronger than ever, now offering specific programs birth – adult in Gorham. Sustaining existing offerings and ideas for expanding new opportunities are ongoing, as we deepen these programming options. More work to do, but we are definitely making progress!
1.3 - Expand access to extended learning activities outside the traditional classroom ie., Aspire Gorham, Career and Technical Education (CTE), Dual-enrollment, Internships and Apprenticeships including connections with local businesses.	- Increased number of students in extended learning programs. - Updated Program of studies (GHS)	ELO and DOL grants Aspire Gorham resources $$$	Fall, 2025 and ongoing.	**Completed and Ongoing** We have added a new ELO instructor at GHS and in collaboration with our already existing JMG and Aspire Programs, we have increased the numbers of students participating in ELO experiences several fold. Our CTE numbers continue to increase, which has caused problems on the other side as we have exhausted our seats, but we have been able to focus our efforts on ELO's for those not able to participate in CTE at this time. More work here is needed to increase CTE seats for GHS interested students. Numbers of students participating in internships and apprenticeships continues to grow - mostly through emphasis on ELO program. Dual Enrollment numbers continue to grow. We will continue to monitor the efficacies and expansion of these learning opportunities to our GHS students, as well as the financial implications that are benefiting families in the community, as graduating GHS seniors already have significant college credits completed upon graduation.
1.4 - Construct multiple pathways with interconnected choices that allow students to flexibly create their future stories.	- Updated Gorham Learning System Document - Updated Program of studies (GHS)	High School pathway review requiring facilitated conversations.	Fall, 2026 and ongoing.	Completed and Ongoing Traditional pathways, Aspire Gorham, Internships, Apprenticeships, CTE programs, Dual Enrollment Programs. These

		$		are all pathways our students now have options to explore. We have completed out alternative education vision and re-instituted Alt. Ed. programming at GHS. Ultimately our goal is to allow our students to have "one foot at GHS and one foot in the real world" by Senior Year. We are well on our way to making that a reality.
1.5 - Expand access to everyday life skills for all students, ie. transportation, financial services, etc.	- Updated Gorham Learning System Document	DLT conversations involving curriculum committees, teacher leaders. $$$	Fall 2024, and ongoing.	**Completed and Ongoing** Through our ongoing and strengthening partnership with Junior Achievement, along with alignment with already existing core programming, we have been able to provide strong programming in financial literacy to our students across all grades. We have emphasized getting students "out there" in their learning this year with our Aspire work. Because our staffing has improved with drivers, we have been able to manage this. If a driver shortage occurs again this could once again become a challenge area. More to do!
1.6 - Provide professional development to staff on instructional methodologies.	- Professional Development Plan	Resources for additional PD and training. $	Fall 2022 and ongoing	**Completed and Ongoing** Full day and ER professional days have been devoted to this work. Focused on Rigor, then differentiation, and now on how do we measure student success in meaningful ways. Our Aspire program continues to ensure students have access to meaningful authentic learning opportunities that connect classroom experiences to real world application. PD in areas of instruction is ALWAYS an ongoing piece…hence the ongoing!
Goal #2: Social and Emotional Learning Instruction is fully embedded in the PK - 12 Curriculum.				
2.1 - Create a comprehensive "Skills for Life" framework with alignment for instruction in the	- Completed SFL revision and implementation	PD and training	Fall, 2022	**Completed and Ongoing** This was rolled out to teachers in August, 2022.

Gorham Schools that embeds skills PK-12.	plan.	$		The likelihood is high that revisions will be coming forward as we work to incorporate stronger focus on Executive functioning an skills associated with AI into our work.
2.2 - Incorporate explicit teaching of "Skills for Life" (SFL) PK-12.	- Reported student skill level for SFL across grades PK-12.	PD and training $	Fall, 2023 and ongoing.	**Completed and Ongoing** Again, this was rolled out in August, 2022 and teachers are utilizing our new SFL rubric for specific instructional approaches during the course of the 2022-23 School year and beyond. We will continue to provide PD and training on its continued use, as staff members work to integrate this into the everyday fabric of teaching and learning.
2.3 - Expand trauma-informed instructional practices targeting safety, choice, collaboration, trustworthiness, and empowerment.	- Completed checklist of classroom instructional expectations	Conversations with curriculum committees and DLT. $	Fall, 2025 and ongoing.	**Completed and Ongoing** We have offered a great deal of training to staff on Trauma Informed practices and will continue to do so. We have determined that a specific set of classroom expectation is not effective and instead have focused our work on providing ongoing PD to staff in this area.
2.4 - Strengthen advisory programming at middle and high school level to meet social/emotional learning needs.	- Revised middle and high school advisory programming.	Possible need for consultant $	Fall, 2026	**Completed and Ongoing** GMS has now embedded the SEL Curriculum of Second Step into all grade level advisories. This has helped to strengthen their advisory programming with specific focus on meeting the SEL needs of students. GHS has also worked to strengthen advisories and is using a significant amount of time to seek student voices in various decisions during this time, hence increasing ownership, and listening to the SEL needs of students - voiced by students.
2.5 - Provide professional development to staff on these skills.	- Professional development plan.	Resources for additional PD and training $	Fall, 2023 and ongoing.	**Completed and Ongoing** This is a constantly supporting process. PD committee meets annually to develop plans for the coming year. Those items that are focus points moving forward will be identified and incorporated into planning each year as needed in

				alignment with this plan.
Goal #3: Learning experiences reflect and celebrate the diversity of the student population, their families, the community, and our world.				
3.1 - Continue to train all administrators, teachers, and staff in cultural competency and anti-racist practices.	- Staff survey data. - Professional development plan.	Resources for consultants. $$$	Fall, 2022 and ongoing.	**Completed and Ongoing** We have trained all staff in Ripple Effects training to ensure basic knowledge of DEI. We have established our school based ILC teams which will be sustained over time via stipends. Anti-Racism & Equity Committee subcommittees continue to provide great ideas and frameworks/tools to continue these important conversations as well. There is ALWAYS work to do in this area and we will continue to listen to recommendations from ILC's, Principals Associations, and professional consultants to inform continued efforts.
3.2 - Review existing policies, programs, professional development, and revise as necessary in an effort to promote equity.	- Policy revisions utilizing data where applicable.	Discussions with School Committee Re: Policy & Teaching & Learning Committee. $	Fall, 2023 and ongoing.	**Completed and Ongoing** Again there is always work that needs to be done in this area, but we have made this a priority and will continue to do so. We have created an equity toolkit, equity hiring guidelines, and have provided training to staff in their use. Policy Committee continues to undertake review of existing policy language and makes adjustments whenever it is needed to bring language into alignment with our beliefs.
3.3 - Examine and strengthen the curriculum and instructional materials for all grades to ensure they reflect cultural and racial diversity and include a range of perspectives and experiences, particularly those of historically underrepresented groups.	- Expansion of World Languages Program - Completed Curriculum audit work and annual reports.	Resources for continued curriculum committee work. $	Fall, 2022 and ongoing.	**Completed and Ongoing:** Curriculum audits have been completed and Identified needs are being incorporated into the FY 27 budget development process. Committees will continue to meet and our work with the Anti-Racism & Equity Committee will also continue, as well as our school based ILC's. Goal would be to embed this work into our regular curriculum review cycle and ensure needed resources

				are incorporated into our annual budget development processes.
3.4 - Examine demographic participation rates in curriculum (including co and extra curricular activities) programming and opportunities to identify areas for continued improvement based on data.	- District Data Retreat - Metrics for Success to include student attendance, chronic absenteeism, truancy, and behavior data.	Discussions with AP's and teacher leadership groups. $	Spring, 2023 and ongoing.	**Completed and Ongoing** Data has been analyzed and shared with DLT and School level teacher leaders. Based on this data, CEP plans were created at each school with DEI focus points. This data collection and sharing is now embedded into our every other year "data retreat" held in June and is also included in our annual State of the Schools Report.
3.5 - Support active DEI and Civil Rights Teams at each school that include students and staff.	- DEI and Civil Rights Teams at each school - Meeting agendas and notes	Support for stipends. $$$	Fall, 2022 and ongoing.	**Completed and ongoing** Each school K-12 has an active CRT that is driven by students and facilitated by staff. Each school also has a staff ILC team. The goal will be to more closely link these two groups over time in our ongoing work and to expand student voice into other student groups - not just CRT.

OUR CULTURE

Goal #1: All Gorham Employees feel supported, challenged, and recognized as individuals.

STRATEGIES	MEASUREMENT	RESOURCES REQUIRED	TIMELINE FOR SUBSTANTIAL COMPLETION	UPDATE COLUMN December, 2023
1.1 - Identify desirable and sustainable work/life balance practices that support employee recruitment, retention and overall wellness.	- Wellness committees at district and school level - Foundational "practices" identified and shared.	Conversation with DLT and Teacher leaders Wellness committee stipends. $$$	Spring, 2022 and ongoing.	**Completed and Ongoing** Recent changes at the CO level to emphasize HR services have been instrumental in meeting this goal. Results of Best Places to Work Survey indicate individuals know they are supported in these endeavors. Wellness committee at district level has been reformed and sponsors several activities for staff each year..
1.2 - Build agency and efficacy (ability to control your destiny/feeling good about your	- Staff surveys - Gorham identified as	Resources required to participate in	Fall, 2023 (building)	**Completed and Ongoing** Annual staff surveys have been

contributions to the organization) for all employees.	one of the best places to work in Maine	"Best Places to Work in Maine" program. Conversation with DLT and teacher leaders $$$	Fall, 2026 for Best Places to Work.	created and will continue to be utilized. In 2025 we were selected as one of Maine's Best Places to Work again. This time we moved up in ranking from 22 to 17 in the state for large employers! Of course we aren't done…this work needs to continue.
1.3 - Expand structured time within the workday for all employees to access professional development to achieve district goals.	- PD Plan - School Calendar	Funding support $$$	Fall, 2027	**Completed and Ongoing** We have continued to focus on trying to make sure professional staff get planning time and that it is able to be used effectively. We added a PD day in October to align with GSEA schools and worked collaboratively to offer regional PD opportunities that went very well this year. PD plan is created annually by teachers and approved by DLT. We have been able to maintain funding to support teachers in attending workshops and conferences that align to their needs.
1.4 - Recruit, support, and retain a diverse and talented workforce.	- Staff Demographics	Resources for consulting contract and/or additional CO HR position. Time/support for training and PD. $$$	Fall, 2024 and ongoing	**In Process** We have diversified our posting locations. We are working with GSEA and Live and Work In Maine and MDOE on encouraging folks to come here for quality of life. We continue to monitor barriers and work to remove them. This will be ongoing work for some time.
1.5 - Reaffirm the Gorham School's Code of Conduct.	- Completed "refreshed" Code of Conduct.	Conversation with DLT and staff leaders $	Winter/Spring, 2023/24.	**Completed and Ongoing** Code of Conduct has been revised and refreshed, rolled out to schools and re-emphasized across all grade levels.
Goal #2: All Gorham Students feel supported, challenged and recognized as individual learners.				
2.1 - Strengthen strategies and structures to ensure every student has at least one adult with whom they have a supportive and positive relationship.	- Updated advisory programs 6-12. - Updated processes/proce	Conversation with DLT and staff leaders.	Fall, 2026	**In Process** Strengthened advisory programs at GMS and GHS. Added alternative education programs at HS level and K-5 levels.

	dures via Student Support Services K-5. - Added SEL Direct instruction K-5.	$		
2.2 - Build students' individual and collective ownership and responsibility to our school and broader community.	- Metrics for success to include student surveys. - Data Retreat to include behavior management data, attendance data, etc. - Co/extra curricular participation rates.	Conversation with DLT and staff leaders Continued resources from Aspire Gorham. $$$	Fall, 2027	**Completed and Ongoing** We have added components to encourage community service at MS levels and our HS students consistently meet and well exceed their community service hours. We now have 350+ business partners working with our Aspire program and are able to get 100% of our students involved in these programs that are often integrated with community based experiences. Our ongoing partnerships with Baxter Library have been strengthened. We see continuation of strong participation rates in extra and co-curricular activities, especially with recent changes at GHS which allow clubs to meet during the day.
2.3 - Pursue alternative behavior management practices (i.e. restorative practices, PBIS, Responsive Classroom, etc.)	- Metrics for success to include student surveys. - Data retreat to include behavior management data, attendance data.	Support for training and PD as needed. $	Fall, 2022 and ongoing.	**Completed and Ongoing** We have never been a district that looks at only one effective system for behavior management practices because we understand that each student, and therefore each circumstance we deal with is unique and requires potentially different tools. We have provided specific PD to staff in the area of restorative practices and will do more in this area. Our goal is to utilize restorative practices to create a common structure and language, but to not shy away from the utilization of other alternative behavior approaches as well. Each school has a representative group of staff members who support and share restorative practices, often in conjunction with administrators and through (optional/full staff meetings.)

				Policies continue to be reviewed with an eye towards restorative practices.
2.4 - Reaffirm the Gorham School's Code of Conduct	- "Refreshed" Code of Conduct	Support for consultant as needed. Conversation with students. $	Winter/Spring, 2023	**Completed and Ongoing** Code of Conduct has been revised and refreshed and rolled out strongly across all schools.
Goal #3: Parents/Guardians and the community are fully engaged within our schools.				
3.1 - Work with parents and the community to increase transparency and access to Gorham Schools through Open House, School Councils, PIE, etc.	- Superintendent's annual goals - Increased number of community activities per school	Conversations with DLT and teacher leaders. $	Fall, 2022 and ongoing.	**Completed and ongoing** Blog posts, listening tours, recorded podcasts, and more.
3.2 - Engage parents in volunteer opportunities within our schools	- Increased numbers of volunteers	Support for Volunteer Coordinators $	Fall, 2022 and ongoing.	**Completed and ongoing** Vounteerism remains strong in our schools with 1500+ volunteers each year.
3.3 - Reaffirm the Gorham School's Code of Conduct.	- "Refreshed" Code of Conduct.	Conversation with parents/guardians $	Winter/Spring, 2023.	**Completed and Ongoing** Code of Conduct has been revised and refreshed and rolled out across all five schools.
Goal #4: Ensure Facilities provide safe and engaging learning and working environments.				
4.1 - Expand access to and utilization of outdoor classroom spaces.	- Student survey data - Staff survey data	Resources to support needed supplies/equipment. $$$$$	Fall, 2027	**Completed and Ongoing** Still work to do - but Village Elementary School's work with the Ecology School and place based learning has been very helpful this year. With recent grant at GHS from MDOE we have expanded outdoor learning activities through Academie M projects. Pre K outdoor play/learning center has been completed and is widely used. PK-2 now focused on purposeful play initiatives.

4.2 - In collaboration with community partners, ensure safety practices across all schools are in alignment with current best practices.	- Updated District Emergency Plans. - Updated School Gold Plans - School Based Teams Trained. - Lynx System operational - Completed trainings	MDOE training Conversations with GPD, GFD and other community first responders. Conversations with DLT. Resources for SRO's Resources for Lynx Communications system. $$$$$	Fall, 2023 and ongoing.	**Completed and Ongoing** District Emergency Plan has been updated. Gold plans have been updated at each school. Additionally, Comprehensive School Threat Assessment Teams (CSTAG) have been trained and are the process of being integrated within each school to actively work with students who may be at risk in situational (crisis) incidents, requiring a whole team approach to mitigate and inform emergency responses. Lynx System is fully operational. Recently completed an off site evacuation and reunification practice drill with USM.
Goal #5: Schedules and Structures of our schools support rigorous outcomes for ALL students.				
5.1 - In collaboration with CTE centers, adjust start times for students to align to developmentally appropriate practices based on research.	- New start times	Conversations with CCSA Superintendents and CTE directors. $$$	Fall, 2027	**Not Yet Started** Need to try and bring this work through CTE advisory committees and through GSEA. Not sure all Superintendents are up for this change.
5.2 - Define and develop school day schedules that are more student centered.	- Revised school schedules	Conversations with DLT and teacher leaders $	Fall, 2026 and ongoing.	**In Progress** GMS and GHS have worked to improve their schedules for this purpose. Will be hard to make significant adjustments without 5.1 above.
5.3 - Explore revisions to existing specialized program structures (i.e. special ed, RTI, Alt. Ed., etc.) to ensure equity in space and resources.	- Data Retreat data to include breakdowns of student populations participating by demographic. - Staff survey data - Student survey data. - Parent/Guardian survey data	Conversations with stakeholders. $	Fall, 2025 and ongoing.	**Completed and Ongoing** Adjustments to autism programs K-5 have been made. Adjustments being considered for K-5 BSP program Adjustments made to GMS spaces due to enrollment needs. Additional ML teacher has been added. Additional BCBA's have been added

				Training for all Ed. Techs as BSP's is almost complete. GHS alt. ed. program has been revived.

OUR HUMAN AND CAPITAL RESOURCES

STRATEGIES	MEASUREMENT	RESOURCES REQUIRED	APPROX. TIMELINE FOR FOCUS	UPDATE COLUMN December, 2023
Goal #1 A - TECHNOLOGY - Develop an improved Technology Onboarding process for all staff.				
1A.1 Meet with HR, Facilities, and technology staff to assess technology needs.	Inventory of needs	Time with HR and tech. Staff. $	Winter, 2023	Completed and ongoing
1A.2 Develop a set of practices to address.	Staff are ready in advance from day one with logins, passwords, equipment and accesses.	Time with HR and tech. Staff. $	Spring, 2023	In progress
1A.3 Implement initial measures and review for improvement	Staff are ready in advance from day one with logins, passwords, equipment and accesses.	Time with HR and tech. Staff. $	Spring, 2023	In progress
Goal #1 B - TECHNOLOGY - Develop a regular Technology Professional Development Plan				
1B.1 Poll staff on self-assessed technology competencies and needs.	Completed survey	Time, Tech staff. $	Winter, 2025	In progress
1B.2 Identify available but underutilized technology that could improve education or practice.	Completed inventory of PD needs.	Tech staff $	Spring, 2025	In progress
1B.3 Develop training in identified areas and work with district PD committee to implement.	Suggested trainings to match with list of needs and plan with PD committee to implement.	Integration staff $	Spring, 2025	In progress
Goal #2 - FACILITIES - BY 2027 Our buildings and grounds will be in alignment with and fully support our district's mission and vision for learning.				
2.1 - Complete 10 year capital improvement plan.	SC/TC Referendum Voter Approval	Bond or CIP's budget $$$$$	On track Fall, 2027	Completed and ongoing We were able to get about half of what we needed approved in Nov. 224referendum. Will need to look at another referendum for Nov. 26.
2.2 - Approve Capital renewal bonds	SC/TC Referendum	Engineering	Fall, 2022, Fall,	Completed and ongoing

on schedule.	Voter Approval	Opinion of cost Concept Design $$$$$	2025 and Fall, 2027	New bond approved for GHS Phase I modular expansion and cafeteria expansion. New track and ADA improvements at Narr. also approved. Now preparing to bring forward 5 more projects for consideration for Nov. 2026.
2.3 - Participate in and complete revised long term plan for Robie Park	New Robie Park plan	Participant Input Engineering Legal $	Fall, 2022	**Completed** Town Planning Committee created and new vision approved.
2.4 - Add needed PK space and playground equipment at Narr.	Design Plans	Civil Engineering Capital Funding CIP's $$$$$	Spring, 2023	**Completed**
2.5- Plan for final re-districting.	Revised maps	Transportation Dept. time, planning dept. Time. $$$	Winter, 2023	**Completed**
2.6 - Complete MDOE Capital Applications for GHS project and K-5 project.	Completed Applications	Engineering $$$	Spring, 2023	**Completed** Did not receive funding, but will try again the next cycle!
Goal #3A - TRANSPORTATION - Address Capacity issues within the Transportation Department.				
3A.1 Create a separate Transportation Director Position.	Hired position.	Budget $$$	Summer, 2023	**Completed** FY 26 success!
3A.2 Hire Consultant to review transportation routes, software systems, etc. to identify possible efficiencies within the program.	Signed contract with consultant and final report from consultant.	Budget $$$	Fall, 2026	**Completed and ongoing** Purchased new Bus Right software in FY 26 which has helped tremendously.
3A.3 Strengthen training programs to more quickly train and onboard new drivers.	Decreased time between beginning of training and successful completion of license requirements.	Transportation staff $$$	Fall, 2024	**Completed and Ongoing** Our earn to learn program has finally delivered. We hope to keep it going as we are fully staffed.
3A.4 Automate time card systems.	New System in place	Business office staff $$$	Fall, 2024	**Completed** Munis implementation completed

Goal #3B - TRANSPORTATION - Create safe and efficient parking area for school buses.				
3B.1 Complete redesign for expanded parking & pavement of bus & staff parking	Design/Engineering/ Permitting	Facilities Dir. time. $$$	Fall, 2024	**Completed** Now we just need funding!
3B.2 Approved bond or CIPS budget to support project	SC/TC Referendum Voter Approval	School Committee support $$$	Fall, 2025	**Not Yet Started.**
3B.3 Completed project	Complete Construction	Facilities Dir. time $$$$$	Fall, 2026	**Not Yet Started.**
GOAL #4A - STUDENT SUPPORT SERVICES - Create Training/apprentice programs to recruit new staff in order to avoid staffing shortages.				
4A.1 Create Apprentice Program with SMCC	Final program recruitment flyer and overview of coursework	SMCC, USM staff support. $	Fall, 2022	**Completed and ongoing** First cohort August, 2022, Second cohort Jan. 2023. Third August, 2023. Fourth Jan. 2024. Total of 84 apprentices anticipated.
4A.2 Link SMCC Apprentice Program with USM.	Approval of DOL apprentice program.	SMCC, USM staff support. Identified funding streams. $	Spring, 2023	**Completed and Ongoing** Phase II of program with USM has been approved. So far 5 students have continued.
4A.3 Strengthen utilization of workplace learning experiences as part of formal coursework.	Course Syllabi	SMCC, USM staff support. $$$	Fall, 2022 and ongoing.	**Completed and Ongoing** Both apprentice program partners (SMCC and USM) have agreed to have half credits be “traditional” while the other half are based on workplace learning experiences. Mentors have been assigned to each apprentice and will oversee skill development in assigned workplace learning experiences.
GOAL #4B - STUDENT SUPPORT SERVICES - Strengthen retention programs for existing staff.				
4B.1 Identify and implement ways to reduce admin. burden on staff.	List of possible ways to reduce admin. Burden. Budget requests to act on ideas.	Sped. staff and admin. $	Winter, 2022 and ongoing.	**Completed and Ongoing** Maine Care Billing, New ECSE program, added 2nd Assistant Director position, and strengthened strategist positions.
4B.2 Streamline and strengthen	Special. Ed. PD plan.	Sped. admin.	Spring, 2023	**Completed and Ongoing**

special ed. staff training programs.		And District PD committee. $$$	and ongoing.	This year's PD has been more differentiated than in year's past. Continuing to try and carve out time for special education PD.
4B.3 Research compensation systems to identify possible ways to improve.	Report on possible ways to reconsider compensation systems for special ed. staff.	Sped. admin. $$$	Fall, 2025	**Completed and Ongoing** Added differentiated pay for specialized support staff.
GOAL #4C - STUDENT SUPPORT SERVICES - Work with GSEA members to create regional Maine Care Billing Hub to allow us to bill for Maine care eligible services.				
4C.1 Work with MDOE to develop pilot site.	Meeting notes	Sped. admin. $	Winter, 2025	**Not Yet Started.**
4C.2 Work with GSEA directors to develop plan.	Completed plan.	Sped. admin. $	Winter/Spring, 2025	**Not Yet Started.**
4C.3 Present plan to GSEA board for funding approval.	GSEA board agenda	Sped. admin. $	Winter, 2026	**Not Yet Started.**
4C.4 Begin operations of approved MDOE billing hub.	MDOE approval	Sped. admin. $$$	Fall, 2027	**Not Yet Started.**
GOAL #4D - STUDENT SUPPORT SERVICES - Implement 50/50 Pre-K Program				
4D.1 Write MDOE Pre-K expansion Grant application.	Completed grant application	Pre-K planning team and writing group. $	Fall, 2022	**Completed** Grant approved 12/22
4D.2 Make renovations to existing classrooms at Narr. (2).	Renovations budget and completed renovations.	Facilities director, funding support. $$$$$	Spring/Summer, 2023	**Completed**
4D.3 Make renovations to existing playground at Narr.	Playground design, budget, and project completion	Facilities director, funding support. $$$$$	Spring/Summer, 2023	**Completed**
4D.4 Open 50/50 Pre-K program operated by Gorham Schools.	64 students enrolled	Admin. Support, funding support. $$$	Fall, 2023	**Completed**
GOAL #5A - EXTRA & CO-CURRICULAR - Upgrade/renovation Outdoor				

Facilities.				
5A.1 Replace Track on competition field.	Approved CIPS budget	Admin. Support $$$$$	Spring/Summer, 2024	In Progress Will be done Fall 2026
5A.2 Re-locate tennis courts	Approved CIPS budget	Admin. Support Town Support $$$$$	Spring/Summer, 2024	Completed Was determined not to move the space, but renovate existing site which was completed Fall 2025
5A.3 Upgrade fields to Synthetic Turf	Approved Bond	Admin. Support $$$$$	Spring/Summer, 2027	Not Yet Started.
Goal # 5B. - EXTRA & & CO-CURRICULAR - Evaluate program offerings				
5B.1 Survey students to gauge interest in current and potential future activities.	Completed survey and summary data.	Admin. Support Tech. support $	Fall, 2024	In Progress
5B.2 Identify needed programming changes (+/-)	Programming ideas liste created.	Admin. Support $	Spring, 2025	In Progress
5B.3 Develop implementation plan and associated timeline and funding sources.	Completed plan	Admin. Support $	Fall, 2025	In Progress
GOAL #5C - EXTRA & & CO-CURRICULAR - Increase capacity for the Athletic Department				
5.1C - Create an Assistant Athletic Director to assist in day to day operations and game coverage	Budget Funded	Admin. Support $$$	Spring, 2027	Not Yet Started.
5.2C - Add an Assistant Groundskeeper to assist in day to day operations of outdoor facilities	Budget Funded	Admin. Support $$$	Winter, 2023	In Process We've tried to add something here several times, but with other direct student needs overtaking this, difficult to get into the budget. Were able to budget for a painting robot which has been effective in helping in this area.
GOAL #6A - ADULT EDUCATION - Increase Programming Diversity & Strengthen Professional Development				
6A.1 Increase overall staff - instructors	Increase programming options	Tuition $$$	Fall, 2024	Completed and Ongoing ELL Instructor has been hired. Working to hire a new Navigator position for DOL grant. Recently hired new Career Coordinator

				position.
6A.2 Increase workforce programming ● DOL Apprenticeship grant ● Corporate training ● Survey community partners	Advisory, community partners	Tuition $$$	Fall, 2024	**Completed and Ongoing** DOL apprentice programs will be wrapping up successfully this fall.
6A.3 Increase ELL programming ● Hire instructors ● Market programming ● Reach out to community	Advisory, community resources/partners	Tuition $$$	Fall, 2023 and ongoing	**Completed and Ongoing** Part time ELL instructor has been hired, marketing and outreach has begun.
6A.4 Survey staff - PD needs	Completed survey	Admin. Support $	Fall, 2023 and ongoing	**In Progress**
6A.5 Provide additional Professional Development through the State AE Office and Hub partners	Adult education PD through state and/or Hub	Admin. Support $	Fall, 2023 and ongoing	**In Progress**
Goal #6B - Adult Education - Revisit Westbrook partnership in order to strengthen overall programming for both partners.				
6B.1 Revenue - Re-evaluation sharing ● CTE Revenue 50%	Revised Contract	Admin. Support $	Winter/Spring, 2023	**Completed and Ongoing** We no longer share services with Westbrook
6B.2 Shared staff - Re-evaluation sharing ● Director ● MCCA/CTE ● Potentially another Coordinator	Revised Contract	Admin. Support $	Winter/Spring, 2023	**Completed and Ongoing** We no longer share services with Westbrook.
GOAL #7A. - SCHOOL NUTRITION - Add breakfast in the classroom K-8				
7A.1 Share benefits of programmatic change to school staff and families	Meeting notes	Principals Teacher Support Custodial SNP Staff $	Fall, 2023	**Completed and Ongoing** Social media sites up and fully operational.
7A.2 Survey parents and staff for input	Completed Survey	Parent & staff participation. $	Spring, 2024	**In Progress**
7A.3 Begin pilot program at K-5 level.	Average Daily Participation increase	Principals Teacher Support Custodial SNP Staff $	Fall, 2025	**In Progress**
Goal #7B - SCHOOL NUTRITION - Reorganize staffing to address capacity issues				

7B.1 Review Participation Rates	Productivity Report	SNP Managers $	Fall, 2023	Completed and Ongoing
7B.2 Identify and make needed staffing adjustments.	Productivity Report	SNP Managers $$$	Winter/Spring, 2024	Completed and Ongoing
7B.3 Monitor individual staffing duties and adjust as needed.	Productivity Report	SNP Managers $	Fall, 2024	Completed and Ongoing
Goal #7C - SCHOOL NUTRITION - Update Capital Equipment Inventory				
7C.1 Physical Inventory Make/Model Age of Equipment Equipment Life Expectancy Replacement Cost	Full Report	SNP Managers Admin Assistant $	Fall, 2025	Completed and Ongoing
GOAL #8A - HR/PERSONNEL - Reorganize business office staffing responsibilities to address overall needs of a growing organization.				
8A.1 Conduct individual interviews of business office staff to gather input and feedback.	Completed feedback summary sheet.	Admin. Support $	Fall, 2022	Completed
8A.2 Work with Superintendent and Business office staff to develop 5 year plan.	Completed Plan	Admin. Support $	Winter/Spring, 2023	Completed
8A.3 Present 5 year plan to School Committee.	Minutes of SC meeting.	Admin. Support $	Fall, 2023	Completed
GOAL #8B - HR PERSONNEL - STRENGTHEN EMPLOYEE HIRING/ONBOARDING PROCESS				
8B.1 Interview business office staff, hiring managers,and recent hires to identify areas of challenge.	Completed feedback summary sheet.	Admin. Support $	Fall, 2024	Completed
8B.2 Work with business office staff, and DLT to develop a plan for improvement.	Completed plan	Admin. Support $	Winter/Spring, 2025	Completed
8B.3 Present plan to DLT and Superintendent for implementation.	Minutes of DLT meeting	Admin. Support $	Fall, 2025	Completed
GOAL #9A - FINANCE - IMPLEMENT NEW ACCOUNTING SOFTWARE				
9A.1 Work with Town to Develop implementation plan and timeline	Draft plan and timeline	Admin. Support Town Support $	Fall, 2022	Completed
9A.2 Share plan and timeline with Finance Committee & report out on progress.	Meeting notes	Admin. Support Town Support	Winter/Spring, 2023 and ongoing.	Completed and ongoing

		$		
9A.3 Create implementation team to oversee process	Meeting agenda	Admin. Support Town Support $	Spring, 2023	Completed and ongoing
9A.4 Move over financial systems to new software.	Reports	Admin. Support Town Support $	Winter, 2024	Completed
GOAL #9B - FINANCE - ESTABLISH STANDARD OPERATING MANUAL FOR BUSINESS OFFICE PROCEDURES				
9B.1 Interview business office staff and members of DLT to identify areas of challenge.	Completed feedback summary.	Admin. Support $	Fall, 2024	Completed and Ongoing
9B.2 Develop manual outline	Completed outline	Admin. Support $	Winter/Spring, 2025	Completed and Ongoing This work began in January 2023, as a joint effort within the Business Office, as protocols, forms and accountability tracking are being integrated and communicated between and to members of the Business Office, DLT, staff members and outside constituencies. Link to GSD Business Office Landing Page
9B.3 Update forms as necessary	Updated forms	Admin. Support $	Fall, 2025	Completed and ongoing This work began in January 2023, as a joint effort within the Business Office, as protocols, forms and accountability tracking are being integrated and communicated between and to members of the Business Office, DLT, staff members and outside constituencies. Link to GSD Business Office Landing Page
9B.4 Share operating manual with DLT and Superintendent	Completed manual	Admin. Support $	Spring, 2026	Completed and ongoing This work has began in January 2023, as a joint effort within the Business Office, as protocols, forms and accountability tracking are being integrated and communicated between and to members of the Business Office, DLT, staff members and outside constituencies. Link to GSD Business Office Landing Page
GOAL #9C - FINANCE - STRENGTHEN GRANT MANAGEMENT PROCESS				

9C.1 Interview business office staff, members of DLT and teachers to identify areas of challenge.	Completed Feedback summary.	Admin. Support $	Fall, 2025	**Completed**
9C.2 Work with business office staff and DLT to develop a grant management flow chart.	Meeting notes	Admin. Support $	Fall, 2026	**Completed**
9C.3 Share updated flow chart with DLT and Superintendent for implementation.	Meeting notes Completed grant process flow chart.	Admin. Support $	Fall, 2027	**Completed**

General Information From Each School/Program

Great Falls Elementary School:
Principal: Becky Fortier
Assistant Principal: Deanna Etienne

1. **Overview Information (include data such as enrollments, etc.):** Great Falls Elementary School serves approximately 411 students in grades Kindergarten through Grade 5 and is one of three elementary schools in the Gorham School Department. Great Falls is committed to fostering a positive, inclusive, and student-centered learning environment where connection is viewed as the heart of learning. Our school provides comprehensive academic programming, special education services, multilingual learner support, social-emotional learning opportunities, and a variety of enrichment experiences designed to meet the diverse needs of all learners. Great Falls benefits from a highly collaborative staff, strong family partnerships, and active community involvement.
2. **Let's Brag! Recent Accomplishments**
    - Continued implementation of our schoolwide motto, *"Connection is the Heart of Learning,"* through monthly Connection Time activities that bring students and staff together across grade levels.
    - Expanded opportunities for student leadership, including Adopt-a-Classroom partnerships and Extended Learning Opportunities with Gorham High School students and schoolwide community-building initiatives.
    - Successfully hosted grade-level family breakfasts, family engagement events, and school celebrations that strengthened school-home connections.
    - Increased focus on positive school culture through Code of Conduct assemblies and Kindergarten visits featuring all of the characters: Ricky the Respectful Raccoon, Kiki the Compassionate Kangaroo, Carlos the Courageous Crocodile, Ollie the Honest Octopus, and Billy the Responsibility Bunny
    - Continued development of innovative social-emotional and behavioral programming, including planning for the district's *Transitions Program* to support students requiring additional behavioral and emotional support.
    - Maintained strong collaboration among staff through professional learning communities, peer observations, instructional coaching, and district-supported professional development.
    - Provided meaningful enrichment opportunities through music, art, physical education, library/media programming, schoolwide celebrations, and student recognition events.
    - Demonstrated resilience and flexibility in meeting the evolving academic, behavioral, and social-emotional needs of students while maintaining a positive school climate.
    - Continued to strengthen family communication through improved website resources, newsletters, social media outreach, and community events.
3. **Current Opportunities**
    - Highly dedicated, collaborative, and student-centered staff committed to continuous improvement.
    - Strong positive school culture grounded in relationships, belonging, and connection.
    - Exceptional family and community support for school initiatives and events.
    - Active partnerships with district departments, community agencies, and local organizations.
    - Growing focus on social-emotional learning and behavioral support systems.
    - Strong leadership team and teacher leaders who support school improvement efforts.
    - Opportunities to further expand student voice and leadership across grade levels.
    - Well-established traditions and community events that foster school pride and engagement.
    - Supportive district leadership committed to innovation and student success.
4. **Current Challenges**
    - Increasing student social-emotional and behavioral needs require more intensive interventions and support structures.

- Staffing challenges related to recruiting highly qualified special education and specialized support personnel.
- Growing need for alternative programming and interventions for students with significant behavioral and emotional needs.
- Increasing demands on classroom teachers and support staff due to the complexity of student needs.
- Limited time and resources to provide intensive intervention services while maintaining strong core instruction.

5. **Next Steps to Address Challenges**
   - Implement and evaluate the district's *Transitions Program* to provide proactive behavioral and social-emotional support for students requiring additional interventions.
   - Continue strengthening Multi-Tiered Systems of Support (MTSS) practices to identify and address student needs earlier and more effectively.
   - Expand staff professional development focused on behavior support, regulated classroom, social-emotional learning, and inclusive instructional strategies.
   - Explore creative staffing models and partnerships to increase intervention capacity and specialized support services.
   - Strengthen collaboration between school staff, families, and community agencies to support student success across settings.
   - Continue utilizing data to monitor academic, behavioral, and social-emotional outcomes and inform decision-making.
   - Advocate for resources and supports that address increasing student needs while maintaining high-quality instructional programming.
   - Explore opportunities to enhance student leadership, engagement, and belonging to further strengthen school climate and connectedness.
   - Continue building systems that support both staff wellness and student success, recognizing that strong relationships remain the foundation of a thriving school community.

Narragansett Elementary School
Principal - Erin Eppler
Assistant Principal - Sean Hanson

1. **Overview Information (include data such as enrollments, etc.):**

Enrollment Information

FY 26 Total Enrollment= 458 (as of 6/2/26)			
Pre-K= 63			
(AM) 15	(AM) 16	(PM) 16	(PM) 16
Kindergarten= 64			
15	16	16	17
Grade 1= 52			
17	17	18	
Grade 2= 64			

21	21	22	
Grade 3= 61			
19	21	21	
Grade 4= 84			
20	21	21	22
Grade 5= 70			
23	23	24	

Program Enrollment Overview November 2025

Grade Level	Number of Students	IEP: Speech	IEP: Resource Room	IEP: FLS/ASD	Multilingual Learners	504	RTI Literacy	RTI Math
Pre-K	64	16	4	0	8	0	0	0
K	68	12	7	2	5	0	9	4
1st	52	8	2	1	6	1	2	5
2nd	63	9	7	1	3	3	6	4
3rd	61	11	8	5	5	3	7	4
4th	85	7	12	2	7	2	6	8
5th	70	5	12	1	8	4	11	9
Totals	**463**	**68**	**52**	**12**	**42**	**13**	**41**	**34**

Grade Level	Alternative Education	Social Work	School Counseling	Occupational Therapy	Physical Therapy	Adaptive Physical Education	Gifted & Talented	Free Lunch	Reduced Lunch
Pre-K	0	0	0	4	0	0	0	14	4
K	2	4	4	6	3	0	0	13	2
1st	3	7	4	3	0	0	0	10	0
2nd	3	4	7	4	0	1	0	8	2
3rd	4	9	68	8	1	1	0	10	1
4th	1	11	19	5	1	2	16	7	4
5th	4	7	11	6	1	1	5	10	0
Totals	**17**	**42**	**113**	**36**	**6**	**5**	**21**	**72**	**13**

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

Purposeful Play Expands Across Grades K-3

During the 2025-2026 school year, Narragansett Elementary continued to strengthen its commitment to student engagement by expanding the use of purposeful play beyond Pre-K classrooms. Recognizing the connection between play, engagement, and academic learning, a team of Kindergarten through Grade 2 educators attended the Mainely Play LAB Conference in the fall. They returned inspired to incorporate play-based instructional strategies that promote collaboration, creativity, and deeper learning.

One of the most significant outcomes of this professional learning was the implementation of daily "Studios." These learning experiences provide students with opportunities to demonstrate understanding of academic standards through hands-on creation, problem solving, and authentic application of skills. For example, during a Grade 2 mathematics unit on two-digit addition, students designed products to sell during a "Studio Store" experience. They created storefronts, determined pricing, marketed their products, and used play money to make purchases and calculate change, applying mathematical concepts in a meaningful and engaging context.

As the year progressed, additional grade levels adopted the Studios model, resulting in increased student engagement, enthusiasm for learning, and opportunities for creativity across the school day. There was a decrease in the number of students accessing Alternative Education programming during instructional time after implementing Studios, suggesting that increased classroom engagement and meaningful learning experiences contributed to students remaining successfully engaged in their general education classrooms.

The expansion of purposeful play represents an important shift in instructional practice at Narragansett Elementary and reflects the school's ongoing commitment to creating engaging, student-centered learning environments that support both academic growth and student well-being.

First Responders and Military Appreciation Day

After several weather-related cancellations and rescheduling efforts, Narragansett Elementary proudly hosted its inaugural First Responder and Military Appreciation Day. Led by Physical Education teacher and active National Guard member Colin Loveless, this schoolwide event featured a "Touch-a-Truck" experience and outdoor activity stations that honored the service of first responders and military members. The event was made possible through partnerships with the Gorham Police Department, Gorham Fire Department, and members of the Maine National Guard. A memorable highlight of the day was former Narragansett student Patrick Vanmeter singing the National Anthem as the school community gathered around the flagpole, creating a meaningful moment of reflection and appreciation.

Attendance Initiative

Promoting student attendance remained a priority at Narragansett Elementary throughout the 2025-2026 school year. To encourage regular attendance while recognizing the importance of keeping students home when they are ill, the school launched the "Didn't Miss a Minute" attendance recognition program. Each month, students who "didn't miss a minute" of school were recognized during an assembly with gold stickers and public acknowledgment. By celebrating attendance on a monthly basis, the initiative emphasized that each new month provides every student with a fresh opportunity for success. Two students achieved the remarkable accomplishment of not missing a single minute of school throughout the entire school year!

Planning for Pre-K Expansion: Early Childhood Special Education (ECSE)

The 2025-2026 school year marked an important milestone as the Gorham School Department prepared to assume responsibility for providing Free Appropriate Public Education (FAPE) services for four-year-old students with disabilities, a role previously managed by Child Development Services (CDS). This transition required extensive planning, collaboration, and staffing across multiple departments. Beginning in fall 2026, Narragansett Elementary will open a self-contained Early Childhood Special Education (ECSE) classroom for four-year-old students. To support this expansion, additional special education and speech-language staff were hired, and a new Early Childhood Special Education Administrative Assistant position was approved. This role will support the Assistant Director of Early Childhood Special Education while assuming administrative responsibilities for Gorham Public Pre-K that were previously managed by the Narragansett office staff.

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

Intercultural Learners Cohort (ILC)
Narragansett's Intercultural Learners Cohort (ILC) continued its important work to foster a school community where every student and family feels welcomed and included. This year, the ILC partnered with the school librarian to lead a schoolwide art project inspired by the book A Feast for Joseph by Terry Farish and O.D. Bonny. The project culminated in the "Feast for Narragansett," an end-of-year family picnic where families gathered to enjoy dinner together and shared special family treats with one another, celebrating the diversity and strong sense of community that make Narragansett special.

Continued Schoolwide Literacy Focus
Narragansett educators continued to strengthen Tier 2 literacy instruction through collaborative planning and data-informed decision making. Teachers made excellent use of newly embedded weekly Professional Learning Community (PLC) time to identify student needs, design targeted interventions, and monitor student progress. These efforts contributed to meaningful improvements in student reading achievement. During the 2025-2026 school year, 51% of students met their reading growth targets, an increase from 38% in 2024-2025. This positive trend reflects the collective commitment of both teachers and students to developing strong literacy skills that will support lifelong learning.

Collaboration to Create New Work Spaces to Support ECSE
Significant collaboration across multiple departments made the expansion of Early Childhood Special Education (ECSE) at Narragansett Elementary possible. To prepare for the new program, more than half of the school's classrooms were relocated, three classrooms underwent major renovations, including the addition of an ADA-compliant bathroom, and five office spaces along with two shared work areas were created to support the additional staff. This complex project required careful planning and coordination among the Facilities Department, Special Services Department, Narragansett office staff, and the custodial team. Their collective efforts ensured the school will be prepared to welcome students and staff for the program's launch in fall 2026.

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.)

Increases in Student Needs
During the 2025-2026 school year, Narragansett Elementary experienced a significant increase in both the number and complexity of students requiring intensive behavioral and social-emotional support, particularly in kindergarten. Meeting these needs required substantial adjustments to staffing, with team members frequently providing support beyond their typical responsibilities to ensure safe and productive learning environments. School staff worked closely with district behavioral support specialists to develop, implement, and continuously refine individualized behavior plans. Although these challenges required considerable time and resources, the collaborative efforts of staff across Narragansett remained focused on maintaining safe, supportive classrooms where all students could engage in learning.

Continued Focus in Literacy Instruction: Writing
Providing high-quality writing instruction continues to be a priority at Narragansett Elementary. Over the past several years, the school has seen an increase in students being referred for RTI writing interventions and, in some cases, Special Education services, highlighting the need to strengthen Tier 1 writing instruction for all learners.

Narragansett's current writing curriculum, Being a Writer, adopted in 2012, is due for an update to better reflect current research, instructional best practices, and the evolving needs of students. While staff have worked collaboratively to provide effective writing instruction through professional learning and the use of shared instructional resources, ongoing budget constraints have delayed the adoption of a new writing curriculum. Addressing this need remains an important priority as the school continues its efforts to improve writing outcomes for all students.

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)**:**

Transitions Program
To better meet the increasing behavioral and social-emotional needs of students, Narragansett Elementary expanded its existing Alternative Education and RTI supports through the development of the Transitions Program. Designed as a tiered behavioral intervention program, Transitions provides levels of support based on individual student needs and is staffed by a behavior interventionist and an educational technician. The program was successfully piloted at Village Elementary during the 2025-2026 school year, and ongoing collaboration with the Village team will support a smooth and effective implementation at Narragansett. This expanded programming creates additional opportunities for students to receive targeted behavioral instruction while maintaining access to their education, helping them build the skills needed to be successful in the classroom and throughout the school community.

Writing Curriculum Pilot and Professional Learning
To strengthen writing instruction across Narragansett, the district curriculum committee will pilot a new writing program during the 2026-2027 school year. This work will be supported by a yearlong professional learning focus that includes collaborative planning of a narrative writing unit, opportunities for teachers to engage in collaborative scoring of student writing, and grade-level collaboration to strengthen instructional practices and ensure consistency in writing expectations.

Village Elementary School:
Principal: Cheryl Fotter
Assistant Principal: Jennifer Baker

Village Elementary School is a kindergarten-through-grade-5 school serving approximately **385 students**. Village School is committed to providing a safe, positive, and inclusive learning environment where all students feel a sense of belonging and are supported academically, socially, and emotionally. Through strong relationships, high-quality instruction, and a focus on student engagement, Village School strives to help every child reach their full potential.

Let's Brag! Recent Accomplishments

- Continued implementation and strengthening of the school's **Code of Conduct and Culture of Belonging initiatives**, creating a positive and supportive school climate.
- Expanded opportunities for students to build leadership skills through the **Ambassador Program** and cross-grade partnerships.

- Successfully hosted numerous family engagement events throughout the year, including literacy, math, and community-building activities with strong participation from families.
- Continued implementation of **BARR (Building Assets, Reducing Risks)** practices to support student relationships and social-emotional growth.
- Increased collaboration among grade-level teams to strengthen literacy and mathematics instruction.
- Expanded opportunities for students to engage in **Game Day**, hands-on learning experiences, and collaborative problem-solving activities.
- Continued focus on flexible grouping and targeted interventions to support student growth in literacy and mathematics.
- Strengthened community partnerships and volunteer involvement to support student learning and school initiatives.
- Maintained a strong focus on creating inclusive classroom environments where students feel welcomed, valued, and connected.

Current Opportunities

- Dedicated and highly collaborative staff committed to continuous improvement and student success.
- Strong relationships between staff, students, and families contribute to a positive school culture.
- Schoolwide commitment to belonging, inclusion, and social-emotional learning.
- Active family engagement and strong participation in school events and activities.
- Effective use of intervention supports and flexible grouping structures to address student needs.
- Continued implementation of research-based literacy and mathematics programs.
- Strong special education and student support services that promote access and success for all learners.
- Growing use of student leadership opportunities, including ambassadors and peer mentoring.
- Opportunities to continue strengthening vertical alignment and collaboration across grade levels.
- Supportive district leadership and community partnerships that enhance programming and resources for students.

Current Challenges

- Increasing academic and behavioral needs among students require additional intervention and support services.
- Limited staffing resources to fully meet the growing range of student needs during the school day.
- Continued need to address unfinished learning and skill gaps in literacy and mathematics.
- Balancing intervention services with core instructional time to minimize disruptions to classroom learning.
- Supporting student regulation, executive functioning, and social-emotional needs while maintaining high academic expectations.
- Increasing demands on staff time related to communication, intervention planning, data analysis, and student support.
- Ensuring consistency in the implementation of instructional practices and interventions across grade levels.
- Supporting multilingual learners and families with diverse communication and access needs.
- Maintaining and expanding opportunities for meaningful family engagement as schedules and family needs continue to evolve.

Next Steps to Address Challenges

- Continue strengthening Tier I instruction and ensuring consistent implementation of core literacy and mathematics curricula across all grade levels.
- Expand the use of data-informed decision-making to identify student needs early and provide timely interventions.
- Refine intervention schedules and service delivery models to maximize student access to both core instruction and targeted support.
- Continue professional learning focused on evidence-based instructional practices, student engagement, and behavior support.
- Strengthen collaboration among classroom teachers, interventionists, special educators, and support staff to better coordinate services.
- Continue developing systems and structures that support student regulation, social-emotional learning, and positive behavior.
- Explore additional opportunities for flexible grouping, enrichment, and intervention supports.
- Increase access to family communication tools and resources to better support all families, including multilingual households.
- Continue expanding leadership opportunities for students and strengthening schoolwide belonging initiatives.
- Seek opportunities for additional staffing, resources, and community partnerships to address increasing student needs and support long-term growth.

This version reflects Village School's strengths in belonging, collaboration, BARR, family engagement, and intervention work while acknowledging realistic challenges facing many elementary schools today.

Gorham Middle School
Principal: Lucas Witham
Assistant Principal: Vanessa Nickerson

1. **Overview Information (include data such as enrollments, etc.):**

Each grade level consists of three different "teams". In each grade level, there is a team of two teachers, and two teams of four teachers. Additionally, we have Team "Katahdin" that is comprised of 16 students that make up our alternative education program for 7th and 8th-grade students.

Gorham Middle School has 39 general education teachers, including 10 allied arts teachers who are comprised of 2 Foreign Language teachers, 2 Health teachers, 2 Music teachers, 2 Art teachers, and 2 PE teachers. In addition to the 38 general education teachers, there are 6 special education teachers, which include one Behavior Support Teacher and one Functional Life Skills teacher. Special education teachers do not push-in to general education classrooms and the school does not follow a co-teaching model.

In addition to the teaching staff, the Middle School also has 11 Ed. Techs. Of the 11 Ed. Techs., 5 of them work with our special education teachers throughout the grade levels, 7 of them work with our FLS program, and 1 of them works with our Alternative Education program.

Gorham Middle School also has 14 members who are a part of the support and resource team, which includes the following:

- 2 Social Workers
- 2 School Counselors

- 1 Nurse
- 2 Interventionists (1 Math, 1 Reading)
- 1 Gifted & Talented Teacher & Ed Tech
- 1 ML teacher
- 1 Psychologist
- 1 SLP
- 1 Instructional Specialist
- 1 Adapted PE teacher

The 2025-2026 enrollment numbers for Gorham Middle School are below -

Gorham Middle School Enrollment					
Grade Level	**Number of Students**	**SWD**	**Multilingual**	**Economically Disadvantaged**	**504**
Grade 6	218	35	8	48	12
Grade 7	241	38	9	48	26
Grade 8	221	34	2	39	20
Total	**680**	**107**	**19**	**135**	**58**

2. **Let's Brag! Recent accomplishments:** (try to stick within just this year please)
    - We refined our grading practices to keep standards based grading while more accurately reflecting students' work across the full quarter rather than letting a single early stumble define a grade.
    - We created a behavior and response matrix that brought real consistency to discipline and significantly decreased the number of physical altercations and threats at GMS.
    - We worked with our data specialist to build an MTSS Dashboard in Power BI, turning scattered data into a single living view of student need.
    - We let students take the lead on passion projects like the Ram's Rack, a student run space where peers could get clothes when they needed them or simply thrift shop, which moved more than 300 items in the last quarter of the year alone.
    - We saw significant increases in the number of students identified as at or above grade level on both the Math and Reading NWEA.
    - We created a body of family facing resources, including our family resource hub on the school website and our 6th grade Family FAQ page.
    - We achieved a significant reduction in student suspensions and in days missed due to suspension.
    - We held our inaugural 8th Grade Wellness Day during Q4, where students chose from wellness activities like walking, team sports, baking, and yoga to focus on their physical and mental health.
    - We earned high marks for school and district culture, with 98.6 percent of students, 85 percent of staff, and 93.4 percent of families reporting that they feel positive about it.

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 a well balanced, passionate staff that keeps students at the forefront and helps make the significant decisions that push our school forward.

- We use family surveys to make sure our families and students are receiving the experience they deserve. This year we sent several.
    1. A survey to 6th grade families gathering feedback on their student's transition from elementary school to middle school.
    2. A survey to all of our families new to the Gorham community, asking how their move to a new town and school has gone and whether they needed anything they felt was missing from a whole community perspective.
    3. A survey to all families gathering feedback on what they think we are doing well and where we can improve.
- We continued our work with Aspire and increased the career exploration exposure our middle school students are getting. This was our second year with our Aspire Champion, Emma Ambrose, and the direction of that movement feels clearly and evidently positive.
- We refined systems, practices, and procedures to reduce cognitive load for staff, students, and families. We began the year with new LMS expectations for teachers, new WIN procedures for teams, and a new behavior and consequence matrix, then added gradebook expectations for teachers as we refined our grading practices.

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.)
    - Chronic absenteeism remains a real concern. Middle schools nationally are still struggling to get back to their pre covid numbers, and we have not made much progress either, with nearly one in five students at GMS chronically absent during the 2025-2026 school year.
    - Staffing continues to be a legitimate concern, even though next year will be better. For the 2026-2027 school year our student to teacher ratio will be 22.8, which is still the highest among all middle schools in Cumberland County. When we revert to 29 teachers in the 2027 to 2028 school year and lose our bubble class, that ratio will climb to 23.2.
    - Odd staffing numbers do not support the middle school teaming model. Continuing to figure out, after the 2026-2027 school year, how to properly and correctly implement the team model at the middle school level is a genuine concern.
    - Without a dedicated technology integrator, the gap gets felt across the whole building, and as technology and AI keep moving at a rapid pace, it often feels like we're falling behind instead of keeping up.

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)**:**
    - **Chronic Absenteeism**
        1. Now that our MTSS Dashboard is built, refine our MTSS team and structure at GMS so the system has clear ownership and a clear process running behind the data.
        2. Increase our communication and awareness with families, so families understand both the reasons attendance matters and its real impact early, rather than after a pattern has already set in.
        3. Refine our advisory program and ensure it is the daily relationship and communicatoin anchor.
    - **Staffing**
        1. Continue to advocate, clearly and persistently, for why holding GMS at 30 teachers matters so much, since that single number is what protects our ability to run a true teaming model, keep our student to teacher ratio at a more manageable number, and preserve our "programming."
        2. Work directly with our teachers to build a plan for when we revert to 29 teachers, so we are best-prepared for the 27-28 SY.
    - Technology Integration
        1. Lean on the staff who already have strong technology skills to share what they know through PLCs and informal coaching, so the learning spreads instead of staying in pockets.

ii. Carve out dedicated time in our professional development calendar to focus on practical technology and AI tools, so staff get hands on support rather than being left to figure it out on their own.
iii. Keep the conversation going with district leadership about reestablishing a technology integrator at Gorham Middle School, because the lasting fix is real staffing, not just stretching the people we already have.

Gorham High School:
Principal: Brian Jandreau
Assistant Principal Christina Cifelli
Assistant Principal Marc Sawyer

1. **Overview Information (include data such as enrollments, etc.):**

   Total Enrollment (2025–2026): 858 students
   - Males: 450
   - Females: 407
   - Other: 1

   Enrollment Projections: Student population is anticipated to grow to approximately 900 students within the next two to three years.

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

   - Achieved a 95% graduation rate, continuing our trend of exceeding county and state averages.
   - Successfully completed our NEASC accreditation visit, with commendations for collaboration, consistent curriculum documentation, and instructional use of technology.
   - Launched a highly successful second year of our alternative education program, resulting in significant increases in student engagement and a marked reduction in course failures among enrolled students.
   - Implemented a broader extended learning opportunities (ELO) model, leading to a significant increase in student participation (reflecting an 800% total expansion since 2020). We are actively developing plans to award core academic credit for ELOs in the coming year.
   - Saw continued growth in the number of students earning college credits while in high school, including AP, dual enrollment, and Southern Maine Community College partnerships.
   - 98% of seniors completed the community service requirement, with the Class of 2025 averaging over 45 hours per student.
   - Demonstrated a marked increase in the percentage of students meeting "Skills for Life" benchmarks.
   - Experienced a notable reduction in course failure rates, reflecting improvements in instructional support and student engagement.
   - Achieved a drastic reduction in student suspensions and days missed due to suspension through the implementation of restorative practices, contributing to a more supportive and inclusive school culture.
   - Realized a reduction in staff absences, supporting continuity of instruction and improved building-wide climate.

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

- A dedicated and experienced faculty, many of whom are engaged in leadership roles, curriculum development, and innovative instructional practices.
- A growing network of community and business partnerships, supporting real-world learning and career exploration through the Aspire Gorham initiative and ELOs.
- Strong administrative and student support teams committed to maintaining a safe, inclusive, and future-focused learning environment.
- Continued community investment in technology, infrastructure, and school programming, creating strong conditions for teaching and learning.

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.)

    - Our facility does not fully meet the needs of our growing student population or the demands of our evolving programming. The lack of adequate parking continues to be a concern for students, staff, and visitors, and space constraints are beginning to impact program delivery and scheduling flexibility.
    - Staffing remains a significant challenge, particularly in light of anticipated enrollment increases. We currently face unmet needs for additional support in the library, nurses' clinic, and several academic departments, which impacts both daily operations and instructional capacity.

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)**:**

    - Strengthen our Multi-Tiered Systems of Support (MTSS) to address both academic and social-emotional needs, including professional development and support for Tier 1 interventions.
    - Continue to review our course offerings and scheduling structures to maintain breadth of opportunities within fiscal constraints.
    - Improve communication and engagement with families about attendance expectations and support

School/Program: Transportation
Mitzii Smith, Transportation Director

1. **Overview Information**

- Operate 31 Full size buses (24 Propane, 7 Diesels), 6 Mini buses, 8 vans
- 23 Full-Time CDL Bus Drivers
- 6 Non-CLD Van Drivers (2 training for CDL)
- 9 Spare Drivers utilized for daily route coverage and athletic trips
- 1 Crossing Guard assigned to Village School

2. **Let's Brag! Recent Accomplishments**
This has been a successful year under new leadership. Having an onsite Transportation Director has had a positive impact on staff morale, communication, and the overall culture within the department. We have focused on building relationships, increasing visibility, and creating an environment where employees feel supported and valued.

    Our recruitment efforts have been successful, allowing us to hire several new drivers and significantly reduce our reliance on contracted transportation services. This not only strengthens our own workforce

but will also have a positive impact on the transportation budget moving forward.
This year also marked the successful implementation of our new BusRight routing software. While the transition presented challenges, our staff worked together to learn a new system while continuing to provide safe and reliable transportation for our students.

3. **Current Opportunities**
As a new director, much of this year was spent evaluating our current operations, identifying strengths, and determining where improvements can be made to better support our staff and students.
Professional development has become a major focus within our department. This year:

- One driver was recognized nationally by NAPT for excellence in training.
- Two drivers became members of NAPT and have begun working toward professional certification.
- Increased staff involvement with MAPT Regional training
- One driver successfully completed the Maine School Safety Specialist Program through EMCC.

Our greatest strength continues to be our people. Judy Philbrick's knowledge and dedication help keep our daily operations running smoothly, and our team of 31 drivers and support staff take great pride in providing safe transportation for Gorham students each and every day.**4. Current Challenges**

Although we have seen positive results from our recruitment efforts, staffing will continue to be one of transportation's greatest challenges. As experienced drivers retire and the available workforce becomes smaller, we must continue building and maintaining a strong team to ensure uninterrupted service.

The continued expansion of Pre-K programming presents additional transportation challenges. Meeting the needs of our youngest students requires careful planning, specialized equipment, appropriate vehicle availability, and ongoing staff training.

Driver training and professional development remain an area where we can continue to grow. Building a strong culture of continuous learning will better prepare our staff for changing regulations, evolving student needs, and the daily challenges of student transportation.

Office staffing will also require continued evaluation. With one Director and a Dispatcher working a reduced schedule moving forward, we will need to assess future staffing needs to ensure we can continue meeting the demands of daily operations.

4. **Next Steps to Address Challenges**

Over the coming year, our focus will be on continuing to strengthen the department while improving efficiency and maintaining our commitment to student safety.
Our priorities include:

- Utilizing the full capabilities of our BusRight transportation software to improve routing efficiency and maximize available resources.
- Evaluating opportunities to consolidate routes where appropriate to help address future staffing shortages.
- Reviewing daily office responsibilities to develop a clear understanding of future staffing needs and operational efficiencies.
- Continuing to pursue grant opportunities that support student transportation and help reduce financial impacts on the district.

- Working closely with Special Services to ensure we continue meeting the transportation needs of both our special education and expanding Pre-K populations.
- Continuing to build a strong driver training program while increasing professional development opportunities for all transportation staff.
- Maintaining a positive team culture where employees feel supported, respected, and recognized for the important role they play in safely transporting Gorham students each day.

School/Program: Facilities Maintenance
Norm Justice, Facilities Director

1. **Overview Information:**

1 Director, 1 Admin Assistant, 1 Foreman, 5 Maintenance Staff, 1 PT Facilities Scheduler:

- 3, K-5 Schools 212,886 Sq. Ft. (2-portable Classrooms @ Village, Narragansett Modular Complex approximately 30,125sq. ft.)
- Middle School (6-8) 136,000 Sq. Ft.
- High School (9-12) 153,314 (6-portable classrooms) Under construction GHS Café & Modular expansion addition of 12,322 sg. ft.)

2. **Let's Brag! Recent Accomplishments:**

We are currently under construction of a 12,322 sq. ft construction of a cafeteria expansion and seven modular classrooms addition to Gorham High School. This addition will be complete for occupancy in August 2026.

The failed High School Track is currently being replaced, thanks to a voter approved bond, and will be completed in August 2026 in time for fall sports.

In collaboration with the Town the High School, Tennis courts were replaced last summer. Additionally, sidewalks at Great Falls and repaving and an additional drive will be completed this summer at Village School

With the assistance of Lavallee/Brensinger Architects, the DOE Major Construction Applications were submitted in August 2025 for Gorham High School, Narragansett and Village Schools. These projects rated low in priority for applications submitted.

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

While we lost several seasoned maintenance staff members, we have been fortunate to bring on several experience new staff members. Our skilled and dedicated maintenance crew provide for a safe and welcoming learning environment.

The addition of the High School Café and modulars will provide needed space. Continued support of 10-year bonding request will help address identified deficiencies in Lavallee Brensinger & CHA studies

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.)**:**

With the expansion of Narragansett & High School, we have added more than 42,000 sq. ft. in the last few years without adding staff. The additional square footage along with capital projects has stretched our facilities staffing. Adding additional athletic field support would reduce the shared facilities position thereby freeing up maintenance staff to support facility's needs.

The continued lack of funding of our annual Capital needs only further delays the inevitable need to reinvest in capital renewal of our facilities through bonds. The hole is becoming significantly deeper.

Deficiencies identified in the Town/School Facilities Study will need to be addressed in the near future, either through Annual Capital Projects or local Bonding.

Capital Renewal funding is desperately needed. We are becoming reactionary to growing facility needs.

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)**:**

Given Gorham Schools did not rate high enough to receive DOE Major Construction projects funding, the Town of Gorham will need to focus on reinvesting in its schools. As often mentioned, the hole is getting very deep. Without appropriate funding the quality of our schools will suffer. Our operational budgets will suffer as we become more reactionary to facility operations. Unplanned emergency repairs are far more costly than planned replacement of facilities equipment.

School/Program: Nutrition
Director: Raina Lee Cooper

1. **Overview Information (include data such as enrollments, etc.):**

	Enrollment (as of June 1st)	Average Meal Equivalents Per Day (includes Lunch, Breakfast, and à la carte)	Reimbursable Lunch Participation Rate	Reimbursable Breakfast Participation Rate
Narr FY23	370	383	72.64%	46.78%
Narr FY24	343	399	78.54%	57.23%
Narr FY25	401	440	75.05%	52.53%
Narr FY26	398	451	79.13%	51.99%
Village FY23	436	405	71.10%	32.63%
Village FY24	432	446	75.69%	41.57%
Village FY25	389	413	76.79%	44.38%
Village FY26	377	390	75.80%	41.70%
Great Falls FY23	490	423	70.05%	24.20%
Great Falls FY24	501	494	75.66%	34.49%
Great Falls FY25	430	446	77.75%	39.21%

Great Falls FY26	415	413	78.07%	32.50%
GMS FY23	640	692	68.34%	22.19%
GMS FY24	665	699	71.59%	23.81%
GMS FY25	716	756	72.98%	21.70%
GMS FY26	687	692	73.12%	20.27%
GHS FY23	813	708	48.80%	12.65%
GHS FY24	816	602	42.41%	10.99%
GHS FY25	808	647	48.53%	10.98%
GHS FY26	853	723	55.37%	16.35%
DISTRICT FY23	**2749**	**2611**	**66.19%**	**27.69%**
DISTRICT FY24	**2757**	**2640**	**68.78%**	**33.62%**
DISTRICT FY25	**2744**	**2702**	**70.22%**	**33.76%**
DISTRICT FY26	**2730**	**2669**	**72.30%**	**32.56%**

2. **Let's Brag! Recent accomplishments:** (try to stick within just this year, please)
   - Exceeded USDA professional standard training requirements, with staff completing 465.5 hours of training compared to the required 134 hours!!
   - Increased student engagement through taste tests, Apple Crunch Day, the GMS Wellness Day, and hosted the John C Stalker Institute for our students to try new menu items
   - Student and Staff involvement with the menu: GHS bee club honey used at all 5 schools, Sam Person's Maple Syrup served at the 3 elementary schools, GMS garden tomatoes for fresh salsa, Angela Gospodarek's turkeys served at GMS!
   - Partnered with USM Environmental Policy Students for a waste management study
   - Strengthened Staff Development: Launched SNP New Employee Orientations, Hosted ServSafe Certification class and test, hands-on culinary training opportunities, and staff field trips to Vertical Harvest and local farms, etc
   - 3 staff members (max allowed) attended a week-long culinary training event, which was Gorham's first year in attendance!!
   - Significantly expanded local food procurement
   - Fostered Community and GSD Staff relations with Whoopie Wellness, Staff Salad bar featuring local veggies, and Midterm Breakfast sandwiches from Mr Bagel!
   - Improved operational efficiency through professional kitchen evaluations, updated meal accountability software, and planning for serving line improvements at GMS and GHS!
   - Completed the MDOE Harvest of the Month program and participated in MDOE-sponsored trainings and events
   - The breakfast and lunch participation at GHS has surpassed all expectations!! Shout out to Jon and the GHS team for unparalleled work this year!! 🌟

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 the BEST NUTRITION PROFESSIONALS IN THE STATE OF MAINE, who served nearly half a million meals this year!! Their dedication, compassion, and commitment to our students are second-to-none!! Every day, they work hard to provide fresh, nutritious meals in a welcoming environment, while continually embracing new ideas, training, and ways to improve our program!

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.)

   - Maintaining consistency in operations, training, and implementation of expectations across five schools
   - Increasing use of less-processed and local foods
   - Increasing student participation in the School Breakfast Program
   - Strengthening communication with parents
   - Increase opportunities for student feedback

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)**:**

   - Increase time spent in kitchens to support managers and help to strengthen consistency across all schools
   - Expand communications with families by becoming a consistent portion of the newsletters that schools send home
   - Continue growing local food partnerships
   - Provide student engagement activities throughout the year, and opportunities to provide feedback

School/Program: Special Services
Director: Kathy Hamblen
Asst. Director: Nicole Poole

1. **Overview Information (include data such as enrollments, etc.):**
   Section 504 Student Count = 165
   Special Education Count = 451, 16% (October 1 count was 467, 16.5%)
   - 103 transferred in (37 qualified out of 64 referred; 30 moved in; 36 CDS (12 of the expected CDS students moved or stayed with CDS)
   - 117 exited (23 graduated, 26 moved, 3 drop out, 65 dismissed from services

   Starting 25-26 with: 477 + transfers
   - 48 incoming K next fall
   - PreK: 43 with 23 in referral

Population In Special Education based on October 1 Count

13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	Ended year	Expecting
290 10.9%	286 10.5%	319 11.7%	343 12.6%	355 13%	373 13.7%	374 13.4%	406 14.8%	410 14.8%	454 16.6%	483 17.6%	482 17.1%	467 16.5%	451 16%	520 Includes 43 PreK

Special Ed Staff at Each School

	Great Falls	Narragansett	Village	GMS	GHS
Special Ed Staff	4.5 Spec Ed Teachers 12 Ed Techs .5 SW	4.5 Spec Ed Teachers 10 Ed Techs .5 SW	6 Special Ed Teachers 10 Ed Techs .5 SW	7 Spec Ed Teachers 10 Ed Techs .5 SW	8 Spec. Ed Teachers 16 Ed Techs 1 SW

	1 OT 2 Speech Therapists 1 Instructional Strategist	3/5 OT 2 Speech 1 Instructional Strat	1 OT 1.5 Speech 1 Instructional Strat	⅕ OT .5 Speech 1 Instructional Strat	⅕ OT .5 Speech 1 Instructional Strat

District Wide Staff

1 Director
1 Assistant Director
3 School Psychologists
4 BCBA/ Behavior Specialist
1 Admin Assistant
1 Mainecare Billing Specialist/Secretary
2 Contracted Doctoral Psychologists
.4 Contracted Physical Therapist
1 Adapted PE Teacher
Consulting Audiologist
Consulting Assistive Communication Specialist

2. **Let's Brag! Recent accomplishments:** (try to stick within just this year please)
   - In October, we began the process to develop Special Education programming for students who would be 4 years old by October 15th and will have it in place for these students on August 27th!
   - Continued to increase professional development training opportunities in reading interventions for our staff.
   - Continued to have high school students participating in Summer Work Experience with Vocational Rehabilitation as well as Goodwill Bootcamp during the school year for several groups of students in Special Education.
   - Safety Care Training for 118 staff members across the district from six trainers and a number of refresher training throughout the year as staff asked for.
   - Successful implementation of Apprentice program - 5 participants from Gorham and 46 altogether from increasing participation of districts in Cumberland, York counties; York Community College is seeking to start this program, as well.
   - Managed to keep programs going and students growing despite not being fully staffed for part of the year; worked with staff to think creatively on how to create positions or use current positions differently. All staff jumped into fill holes and took on extra to keep programs open and moving forward.
   - Our Speech, OT, and PTs are successfully implementing Mainecare billing; began the Behavior Health Professional (BHP) training for all ed techs in our Behavior and FLS programs which will allow us to bill Mainecare for some of their services in the future; this training will be complete later next year.

3. **Current Opportunities** (this is where you would list areas of identified strength from your school/program. .. maybe its facilities, staff, parent involvement, etc.
   - Talented staff that want the best for their students and are strong advocates
   - Continue to build community opportunities for job shadows and paid job experiences at the high school and middle school levels

- Collaboration with PreK partners in our community and CDS to increase student services PreK and with PreK partners in the district
- Continued collaboration with SMCC and USM to grow Special Educators programming to increase staff for Maine
- Collaboration with Voc Rehab to deliver the Goodwill Bootcamp in the fall for GHS for several groups

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.)
    - Need to build more opportunities for job experiences for our high school students
    - Growing student population in our Functional Life Skills classrooms with higher level of needs and increasing number of students with significant behavioral needs throughout our programs
    - Staffing issues (staff out on leave, difficulty filling open positions- lack of applicants).
    - There is a lack of teachers with appropriate experience in the applicant pool
    - Prepare for taking on FAPE for 3 year olds for the 27-28 school year in our Early Childhood Special Education (ECSE) program.

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)**:**
    - Train ed techs at the high school to be job coaches through Voc Rehab which will allow students to be paid for job experiences through VR
    - Increased our behavior supports with additional BCBA's on staff who are training more of our support staff on specific programming, such as Applied Behavior Analysis and reading programs for students with significant disabilities.
        - Need to find space (or use it differently) at GMS/GHS for this population as it will be doubling in the next few years
    - Build experiences of current ed tech staff to build into teachers through Apprentice Program and other training
    - Work with CDS and community partners to develop Special Education programming for 3 year olds for the 27-28 school year.

School/Program: Adult Education
Director: Bridget Kahn

YTD Student Enrollment

Program	Students
Multilingual Learner Programming	119
Workforce Training: Healthcare Apprenticeships	32
High School Equivalency and Adult Basic Education	24
HiSET Graduates	9*
Enrichment and Community Education	612
Total	**787**

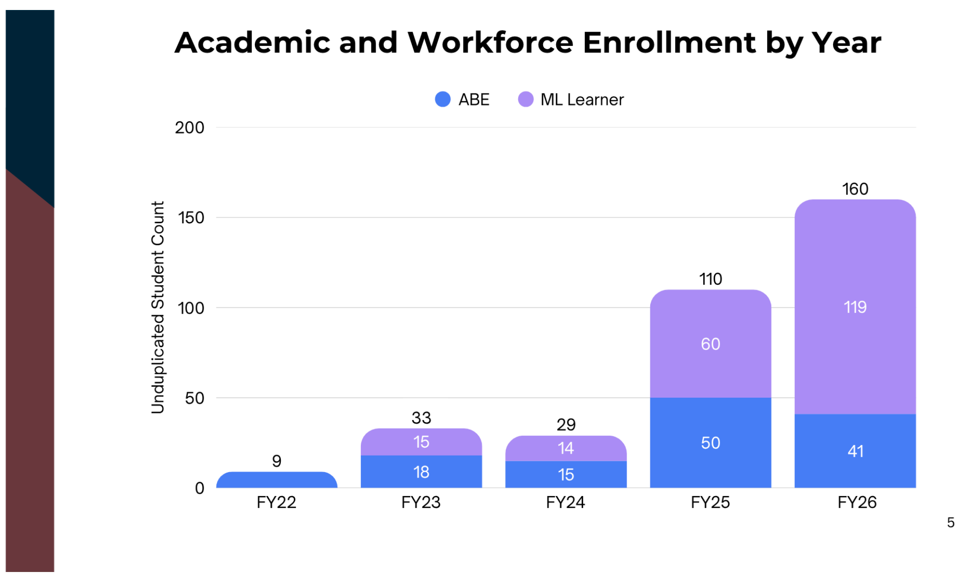
GAE Staff:

- Bridget Kahn - Director
- Tania Kabambi - Academic Coordinator
- Kate Points - Program Coordinator
- Kristen Poulin - Admin/Enrichment Coordinator
- Amanda Brockway - Supported CNA English Teacher, ESOL Level 1 and 2.
- Melanie Doran - HiSet Math Teacher
- Briana Bizier - HiSet Lab Teacher
- Amy Hughes - ESOL Teacher, Level 3
- Ralph Dibacco - ESOL/Teacher, Levels 4-6

Let's Brag! Recent accomplishments:

Our Impact and Reach: Year-end data snapshot

July 1st, 2025- June 1st, 2026



GAE has grown exponentially over the past two years. Academic and workforce training enrollment has grown by 400% due in part to:

- Development of ESOL program, levels 1 through 6
- Increased awareness and interest in HiSET programming
- Collaboration with Hub partners for outreach and recruitment

160 enrolled in Academic and Workforce Training

Ages range from 17 to 68

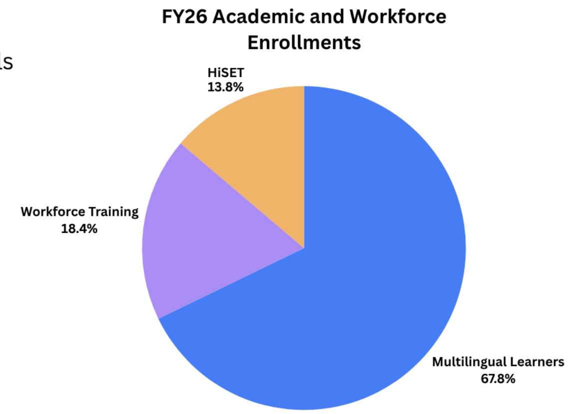
65% identify as low-income

76% identify as BIPOC

Originate from 18 different countries

GAE Offers

1. ESOL classes from beginner to advanced levels
2. HiSET Maine’s high school equivalency exam
3. Workforce Training: Healthcare Apprenticeships
4. English for Healthcare Careers- Integrated Education and Workforce Training
5. Maine College and Career Access: advising and college prep
6. Community Enrichment classes

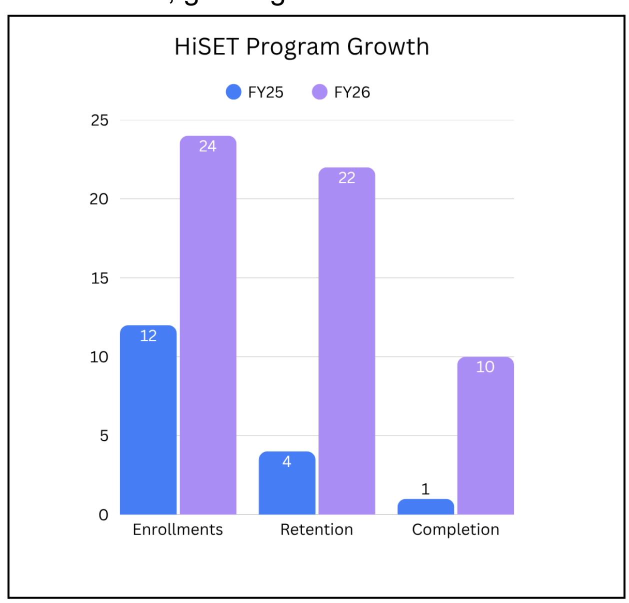


HiSET Data

Graduates: 63% of students who began the testing process completed all 5 tests, earning their High School credential.

Retention: 92% of the 24 HiSET students either completed their HiSET or are actively enrolled and attending.

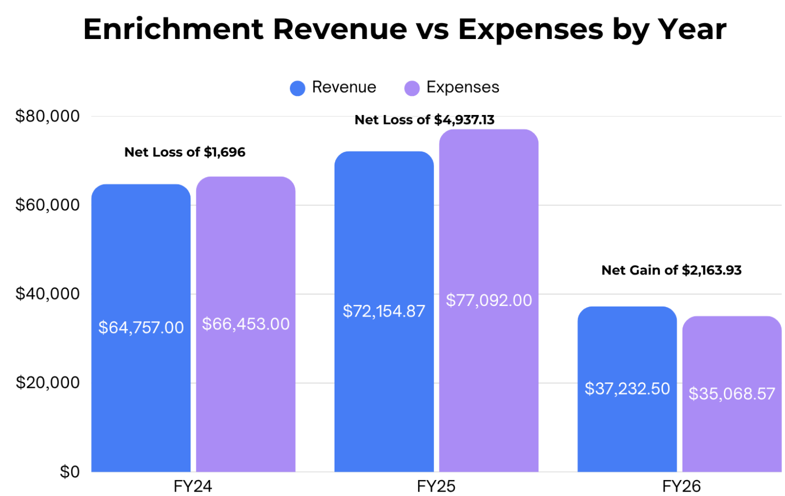
Enrollment: HiSET enrollments doubled from FY25 to FY26, growing from 12 to 24.



Current Opportunities

Enrichment Program Growth

One goal that we set for our Enrichment Program was to ensure that our programming either breaks even or results in net gains. While the revenue from the previous two years was about double that of FY26, so too were the expenses, resulting in net losses both years. One of the biggest contributing factors to this change was the decision to amend and/or pause our partnership with Gorham Arts Alliance as the cost of managing their registrations added significant work to our small staff and we actually lost money on each transaction.



5

Another factor contributing to suppressed registrations may be due to Maine Adult Education Association's (MAEA) change of vendors for both our registration system and website management. Both staff and community members needed to learn to navigate these new platforms. Additionally, our staff lost access to the GAE Facebook page for a number of months while the primary account administrator was on long-term leave and, ultimately, resigned.

Growing the Enrichment Program's offerings and enrollments while maintaining a balanced budget is a goal for FY27. With the addition of our newly hired Program Coordinator, Kate Points and the continuation of Academic Coordinator, Tania Kabambi there is more capacity for supporting the Enrichment Program under Kristen Poulin's leadership.

Skilled and Cohesive Team

One focus of the last two years has been building a solid GAE team. To this end, we will be starting next year with an extremely skilled team of 3 ESOL teachers, 2 HiSET teachers, 2 Program Coordinators, an Enrichment Coordinator/Administrative Assistant, and an increase in workdays for the Director position (from 172 to 193).

Healthcare Apprenticeship Expansion

In May, GAE staff submitted a proposal to the Maine Department of Labor to expand our current healthcare apprenticeship programs. The proposal was submitted in partnership with Westbrook Adult Education, South Portland Adult Education, and Gray-New Gloucester Adult Education. The project seeks to address the healthcare workforce shortage in Maine by expanding on our successful Healthcare Apprenticeship model, serving as an intermediary sponsor for Healthcare employers in Southern Maine. The proposal seeks to strengthen workforce pipelines and create more accessible pathways for adults who seek to enter or advance in the healthcare field by providing employer-driven training opportunities combined with foundational skills development to remove barriers for employers and job seekers. The Healthcare apprenticeship project seeks to expand the number of available healthcare apprenticeship programs in Southern Maine by supporting new sponsors and/or serving as the intermediary sponsor with up to 7 new employers as well as expand the types of occupations to include behavioral health, and neuro-rehab. Additionally, The Healthcare apprenticeship project will ensure the accessibility and success of the new and existing healthcare apprenticeship programs by developing and implementing pre-apprenticeship programs which will support the foundational skill development of potential jobseekers and act as a pipeline of qualified candidates to these vital care-giving roles.

Current Challenges

Space:
The biggest challenge facing GAE for the next year is determining where the program will be located, in the short and long term. The current configuration of GAE in the middle school allows for the use of one classroom which is used as offices for the 4 full-time staff and workspaces for the 5 hourly teachers. Additionally, GAE has access to one classroom during the day.

Due to the limited space, the need to limit the interactions between adult learners and middle school students, and the location which is not easily accessible without a car, most of GAE's classes take place remotely or off-site at multiple locations: the First Congregational Parish in Gorham, NeuroRestorative clinic in Standish, and Brentwood Rehab & Nursing in Yarmouth. The Enrichment classes are spread out between GMS, Village School, and the Municipal Center. While there are many advantages to utilizing space for classes from community organizations and employer partners, it also adds significant logistical and supervisory burdens to GAE staff. It also becomes a challenge for students and staff to build relationships and a feeling of community.

Next steps to address challenges:
Currently GAE staff is working closely with GSD Facilities to explore alternative options for a GAE location which would better serve our students' and programmatic needs. At the same time, opening up the use of two additional classrooms for GMS. GAE staff, and the Facilities and Technology departments are working together with the owner of 381 Main Street to develop a comprehensive outline of the costs involved in a potential move this summer.

School/Program: Athletics
Director: Tim Spear

1. **Overview Information:**
   31 varsity athletic programs
   61 stipend coaches (HS)
   20+ volunteer coaches (HS)
   370 scheduled events combined Fall/Winter/Spring and postseason (HS)
   23 Middle School Programs
   31 Stipended Coaches (MS)
   250 scheduled events Fall/Winter/Spring (MS)

   See attached program information – PROGRAM PARTICIPATION

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

Fall 2025 - Volleyball - Class A State Champions!! Back to back to Back

34 student-athletes received SMAA All-Conference recognition
25 student-athletes received SMAA All-Academic recognition (seniors only)

Winter 2025/26 – Boys Ice Hockey Class "B" South Regional Runner-up
Cheering - MPA Sportsmanship Award
Wrestling - MPA Sportsmanship Award
Girls Swim - Class A Individual State Champion Hannah Logan
Indoor Track Individual State Champion - Jack Cyr

34 Student-Athletes received SMAA All Conference recognition
23 student-athletes received SMAA All-Academic recognition (seniors only)

Spring 2025 - Baseball Class A State Champions
Track, Multiple school records broken
Track - Individual State Champions - Jack Cyr, Nick Sallinen, Brayden Logan, Adam Auricchio - 4X400 Relay

28 Student-Athletes received SMAA All Conference recognition
28 Student-athletes received SMAA All-Academic recognition (seniors only)

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

- Currently we offer almost ALL sport opportunities that are offered in High School Sports
- Participation rates remain high in both our HS and MS programs and with increasing enrollment our percentage has remained the same, meaning more student athletes
- Retaining coaches has been essential to continuing successful programming

3. **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.)
    - Facilities remain a major challenge. Tennis courts have been a great addition!!
    - The track project is underway and will be great when complete.
    - Budget restraints are beginning to hinder the ability to replace/update aging equipment, uniforms and other needed items
    - Must find a way to add an assistant groundskeeper position. Keeping up with our outdoor facility is becoming way too much for one position.
    - Athletic website updates along with the roll out of the Gorham Rams app, has been a positive addition for communication and community outreach.

4. **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)**:**

- Need to continue to address the facilities in the comprehensive plan. Where these projects are listed in priority, needs to be evaluated. Our athletic facilities MUST BE considered classroom space.
- Assistant Grounds keeper is a necessity and will be a budget priority
- Assistant AD / MS AD combined position will be looked at in next budget cycle.

Gorham Athletic Programs & Participation 2025/26

Fall 2025		Winter 2024/25		Spring 2026	
Cross Country	31	Boys B-Ball	30	Baseball	39
Boys Soccer	63	Girls B-Ball	25	Softball	33
Girls Soccer	42	Girls Indoor Track	27	Boys Lax	38
Field Hockey	31	Boys Indoor Track	52	Girls Lax	40
Football	54	Cheering	19	Boys Track	77
Cheering	22	Boys Ice Hockey	29	Girls Track	55
Golf	20	Girls Ice Hockey	18	Boys Tennis	27
Volleyball	42	Boys Alpine Ski	0	Girls Tennis	24
		Girls Alpine Ski	4	Unified Bocce	15
		Boys Swim	7		
		Girls Swim	16		
		Wrestling	14		
		Unified Basketball	24		
Total	305	Total	210	Total	348

Individuals participating in HS Athletics 513 **student athletes 860 of GHS students participated in at least 1 sport**
High School Participation (includes multi-sport athletes) 863

Middle School Athletics

Fall 2025		Winter 2024/25		Spring 2025	
Cross Country	52	Boys B-ball	30	Baseball	27
Boys Soccer	45	Girls B-Ball	28	Softball	22
Girls Soccer	38	Indoor Track	68	Track	85
Field Hockey	27	Cheering	26	Boys Lax	29
Tennis	33	Swim	30	Girls Lax	27
Total	195	Total	182	Total	187

Middle School Total Participation (includes multi-sport athletes) 564

School/Program: Aspire Gorham
Coordinator: Kelli Deveaux

1. **Overview Information:** Aspire Gorham continues to support career aspirations across all schools and grades. There was at least one event that reached each student over the year.

2. **Let's Brag! Recent accomplishments:** While this was a transition year for the program, the Aspire Champions expanded the opportunities in each of their respective schools, and have begun the conversation about collaboration across buildings. The Career Fair at Great Falls, with over 40 presenters was a huge success; the thematic days organized at Narragansett were varied and robust experiences, and the STEAM night at Village was a door busted evening with hundreds in attendance. The middle school expanded opportunities, including simulators for Try It Day, a travelling Bio Lab, a trip to SMCC to learn about the trades, and increased collaboration to make The Amazing Race even bigger and better. The high school increased field experiences and

the bringing of community into classrooms, with more guest speakers. Nearly every eligible senior participated in the Senior Experience, and our ELO numbers were up from 110 last year to 144 this year, with 215 students requesting to do an ELO next school year.

3. **Current Opportunities:** Aspire continues to benefit from wide community recognition and support, with mentors and partners willing to engage and support the classroom learning and experiences. Our database of business partners continues to go, with over 350 currently entered, and more being added over the summer, and teacher buy-in and collaboration is up. 10 elementary teachers have expressed interest in curriculum review and development in connection to Aspire work, and 11 middle school teachers have done the same. Content teachers at the high school are interested in supporting ELOs and next year we have 5 teachers who will be helping to oversee cohorts of ELO learners based on career clusters. Students in the Education cohort are earning college credit, and the medical occupations cohort students will be earning .5 health credit toward the high school graduation requirements. Our middle school and high school guidance staff is working over the summer to further build out curriculum that aligns with one another and the Aspire goals. We will be moving into a new community space in the new section of the high school and this will be designed to invite community in and to simulate for students the professional work environments they will encounter during their ELOs.

4. **Current Challenges:** This has been a transition year for the program, and as such, there has been effort in maintaining the program and a need to reign in attempts to move the program forward at a pace that is ahead of the needed relationship building and buy-in development. It has become clear that there are varying levels of understanding and buy-in to Aspire's goals and attempts to be partners and supporters for educators.

5. **Next steps to address Challenges:** Money helps to make friends. Offering this as summer curriculum money seems to have at least brought people into the conversation. A bus tour of local businesses is being planned for August, and I have met with one and will meet with the other 2 elementary school principals to talk about furthering collaboration and being present regularly in their building.