

GORHAM SCHOOL DEPARTMENT

STATE OF THE SCHOOLS REPORT

JULY, 2024



GORHAM SCHOOLS
Prepare & Inspire

TABLE OF CONTENTS

<u>Introduction</u>	Pg. 3	
<u>Gorham Schools Demographic Information</u>	Pg. 3	
<u>District Wide Achievement Data</u>	Pg. 9	
<u>Gorham Metrics of Success</u>	Pg. 16	
<u>Elementary Schools</u>		Pg. 16
<u>Gorham Middle School</u>	Pg. 28	
<u>Gorham High School</u>	Pg. 37	
<u>Subgroup Data Analysis</u>	Pg. 48	
<u>Key Takeaways</u>	Pg. 53	
<u>Overall Summary</u>	Pg. 53	
<u>Addendum Information</u>	Pg. 56	
<u>Strategic Plan Update Information</u>	Pg. 56	
<u>General School/Program Information</u>	Pg. 74	
- <u>Great Falls</u> - <u>Narragansett</u> - <u>Village</u> - <u>GMS</u> - <u>GHS</u> - <u>Transportation</u> - <u>Facilities</u> - <u>Special Services</u> - <u>Adult Education</u> - <u>SAIL (G&T)</u> - <u>Multi Lingual</u> - <u>GSD Nurses</u> - <u>Athletics</u> - <u>Aspire</u>		

Introduction:

As the great Sherlock Holmes once said: “It is a capital mistake to theorize before one has data.”

The following State of the Schools report is a collection of pre-identified data designed to help our community reflect on our school district’s growth and progress over the course of the previous year and plan for future improvement, achievement, and success. It is the data that allows us to “theorize” and to attempt to see the overarching strengths of our district and our continued areas of challenge.

Each school and program within the Gorham School Department will utilize this data to inform the development of Comprehensive School Education Plans (CEPs), and the school department as a whole will use the data to assess its progress in meeting the goals outlined in its strategic plan and prepare for future action to ensure the highest quality education for Gorham’s students.

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

As always, we look forward to your questions and feedback. Please email heather.perry@gorhamschools.org with either.

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%
2023-24	498	408	425	668	810	2809
% Excluding White	12.8%	12.5%	12.2%	11.8%	9.9%	11.6%

Between the 2020-21 and 2021-22 School year, our enrollment grew slightly as a district. Then as predicted by NESDEC enrollment studies we went down slightly in the 2022-2023 School Year. Enrollments are back up again in 2023-2024, partially due to an increase of approx. 87 Pre K students that are housed at Narragansett Elementary School. If it were not

for the addition of these Pre K students, our enrollment would be slightly down over the previous year. At the end of the day, what this tells us is that our overall student enrollment remains relatively steady. However, this steadiness does not translate into status quo for staffing because while our numbers remained steady overall, the needs of students went up significantly. Additionally, any enrollment changes that have occurred have been uneven, the density of which does not allow for staffing reductions.

Between the 2020-2021 School year and the 2023-2024 School Year we have seen slow but steady increases in our overall population of “non-white” students. Our Multi-lingual populations continue to increase as well, however the needs of this population have also become more acute moving from roughly $\frac{1}{3}$ of our total ML population requiring levels 1,2,or 3 instruction with $\frac{2}{3}$ only requiring levels 4,5, and 6 to now a reverse with $\frac{2}{3}$ of our ML students requiring the more intense level of instruction (levels 1,2, &3) while now just $\frac{1}{3}$ of our overall ML students require levels 4,5, & 6. Our overall ML population has increased from 78 in 2017-18 to now 110+ in 2023-2024.

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%

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. This past year 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. We hope to continue to emphasize the completion of these forms in order to stabilize these numbers.

Additionally, ESEA has moved to a new form of calculating poverty which uses our direct certification numbers (those families that qualify for TANF services directly through DHHS) and multiplies it by a multiplier of 2.8. With this calculation, we lost just under \$10,000.00 in ESEA funding in FY 24. We anticipated these numbers will remain relatively stable with little additional impact moving forward which has held true in FY 25.

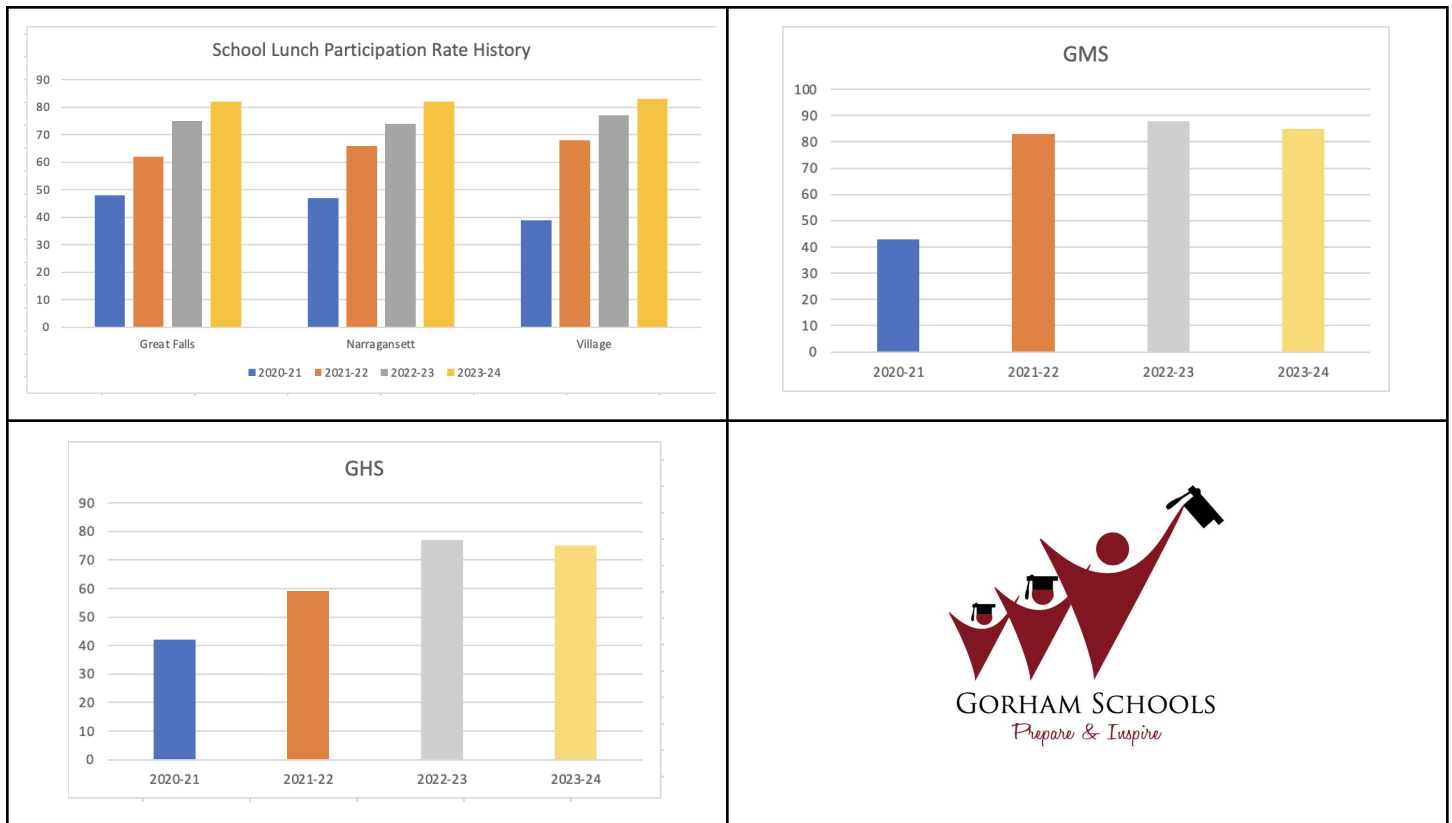
We have made concerted efforts to simplify application processes and to communicate to families the importance of completing these forms each year. We will continue these efforts to ensure we maximize these funding streams moving forward as best we can.

SNP Participation Rates

School	School Year	Total Participation
Great Falls	2020-2021	48%
Great Falls	2021-2022	62%

Great Falls	2022-2023	75%
Great Falls	2023-2024	82%
Narragansett	2020-2021	47%
Narragansett	2021-2022	66%
Narragansett	2022-2023	74%
Narragansett	2023-2024	82%
Village	2020-2021	39%
Village	2021-2022	68%
Village	2022-2023	77%
Village	2023-2024	83%
GMS	2020-2021	43%
GMS	2021-2022	83%
GMS	2022-2023	88%
GMS	2023-2024	85%
GHS	2020-2021	42%
GHS	2021-2022	59%
GHS	2022-2023	77%
GHS	2023-2024	75%

As you can see above, the state's universal free breakfast and lunch program has had a significant impact on our participation rates for breakfast and lunch programs across all five schools. Our participation rates across all schools have skyrocketed when compared to just four years ago. You can see the data better in bar graph form below, broken out by K-5 and then 6-12:



Because of these increases, our SNP program has been able to continue to operate at no cost to local taxpayers. It has also been able to accumulate enough of a fund balance to put back into equipment purchases. Most of our major capital equipment purchases for SNP have been updated over the past two years because of these funds.

On the challenge side of the equation, these increasing numbers have caused us to have to think differently about staffing levels. We have had to add staffing in several locations and continue to struggle with finding substitutes.

Our SNP program continues to provide high quality, nutritious meals for all students at no additional cost to local taxpayers.

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 (41.9%)	162 (42%)	233 (57.8%)	266 (43.5%)	339 (39.9%)	1203 (44%)

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

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

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 (61%)	208 (58%)	269 (63%)	476 (73%)	432 (53%)	1686 (62%)

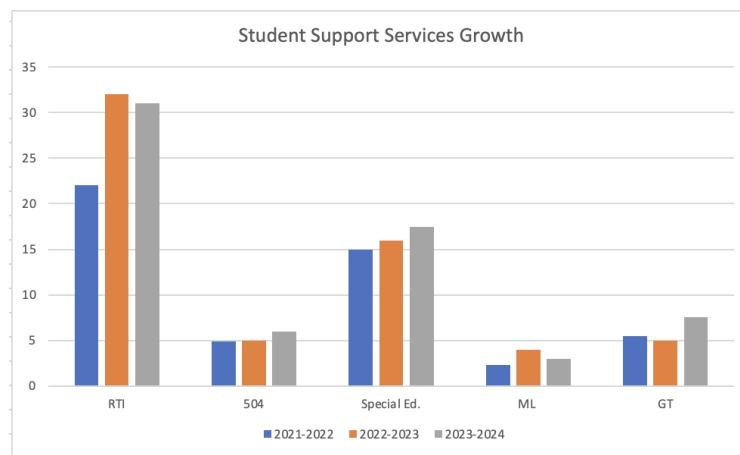
2023-2024 RTI/504/Special Education/ELL/GT Participation Rates

	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 (69%)	269 (66%)	317 (75%)	512 (77%)	379 (47%)	1823 (65%)

Although our overall populations remain relatively stable, the needs of our students for specific support programs continues to climb at a steady rate. We have moved from a total population receiving support services in 2021-22 at 50.3% to 62% in 2022-2023 and now to 65% in 2023-2024. This has definite implications to our overall budget as the per pupil costs for these support services (especially special education) are higher than the per pupil costs for students receiving no additional supports.

An easier way to view the data is via combined bar graph showing the three year growth of participation percentages across each student support service. As you can see, our biggest areas of concern remain RTI and Special Education Services.



Special education increases continue to be an issue we need to maintain focus on, and although we saw a slight decrease in percentage for RTI services, these are still far above what we would prefer these numbers to be (25% is the target). Increases in G&T and 504 are also being seen. Please keep in mind that these figures are based on Oct. 1 counts, so the increase we saw across the 2023-2024 school year in ML services this past year is not fully captured here because much of that growth occurred after Oct. 1 counts were taken.

RTI tier II numbers remain high and with no additional staff serving students at these levels we have concerns that the increases we have seen here over the past few years will accelerate growth in our special education numbers which would have a significant impact on our overall budget moving forward. The more we can do to invest in strengthening our programs in RTI, early childhood programs, and other prevention services the more we can keep our special education numbers from growing exponentially and placing a considerable strain on our budget 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
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As we are moving out of the Pandemic and as our ESSER funds have gone away, you can see that our total numbers of classrooms across grades K-12 have decreased over the past two years. During and immediately after the pandemic we focused on lower class sizes in grades K-5 in order to address learning loss. This has worked well. As ESSER funds have now been expended, we are allowing our Gr. 3-5 numbers to creep back up again while trying to maintain a focus on lower class sizes at the PK-2 levels in order to mitigate the continuing impacts of the pandemic on our earliest learners.

At the middle school we reduced the overall number of teachers in grade 6 for the 2022-23 school year. We maintained that reduction for 2023-2024. In FY 25 we have had to add two additional teachers at GMS in order to address much larger class sizes and the ballooning of our overall GMS enrollment to 700 students, the largest population this school has ever seen. The high school will see one more year of declining enrollment for the 2024-2025 school year and then we anticipate the numbers at GHS to jump back up again relatively rapidly going from this year's 810 students to 823 in 2025-2026 and then 853 in 2026-2027. It was because of this continued declining enrollments that we were able to return our Alt. Ed. program to the high school while cutting 1 English teacher, 1 Mandarin Teacher, and 1 JMG teacher during the FY 25 budget development process. The likelihood is high that we will need to increase core content area teachers at GHS as enrollments once again begin to rise next year.

District Wide Achievement Data

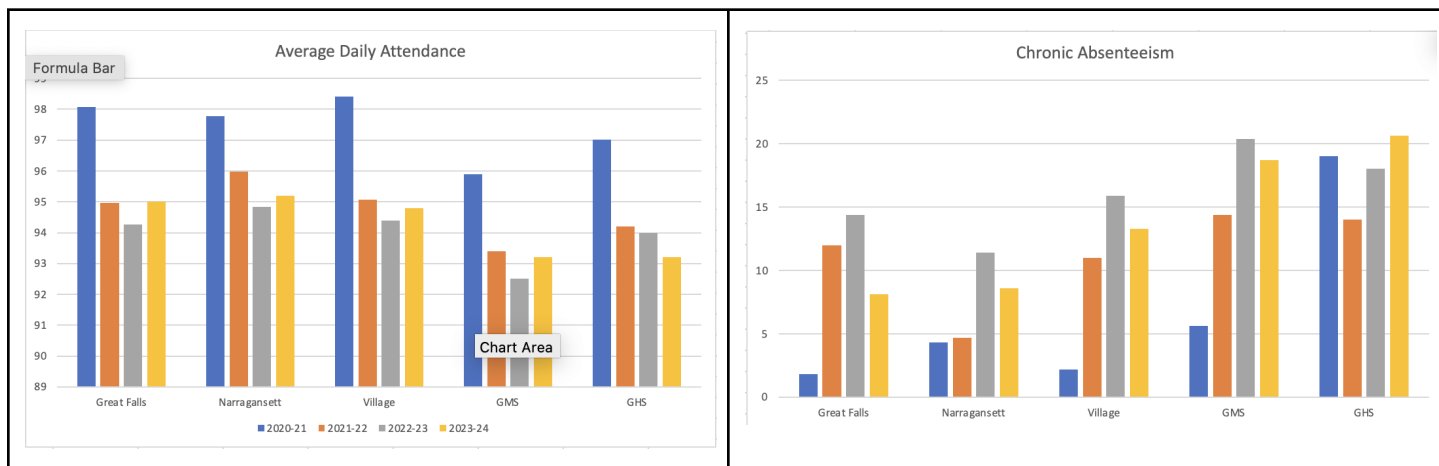
Attendance Data

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 ten 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%
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An easier way to view the data above is to view it in a graphic form below...



Across all schools except for GHS (get to that in a moment), our Average Daily attendance numbers increased over last year and our Chronic absenteeism numbers went down. This is good and demonstrates that our efforts in this area are working and that we need to continue this focus. Our overall goal would be to try and get our attendance numbers back up to pre-pandemic levels over the next 2 years. Each school monitors their data closely and has attendance teams that reach help to reach out to families and make sure we put plans in place to get kids to school and keep them there! So far so good at the PK-8 level...but certainly more work to be done!, especially at the HS level.

At GHS, we continue to see a decrease in ADA and an increase in Chronic Absenteeism over last year's numbers. Please know that this is not the same as tracking "excused" or "unexcused" absences which is what many of our policies are tied to regarding credit penalties for absenteeism. Many of the absences we see at GHS are indeed "excused" absences. Over the past few years we have been emphasizing learning "outside of school" with our students and we are not sure if perhaps some of this data may be in relation to students still learning, but doing so via job shadows, or perhaps taking time for college trips, etc. We need to dive into this data more to see what types of absences are occurring. This will be the focus of the coming year. Once we have a more solid handle on that, we can then begin to create specific action steps at the HS level to address attendance and hopefully improve upon these numbers.

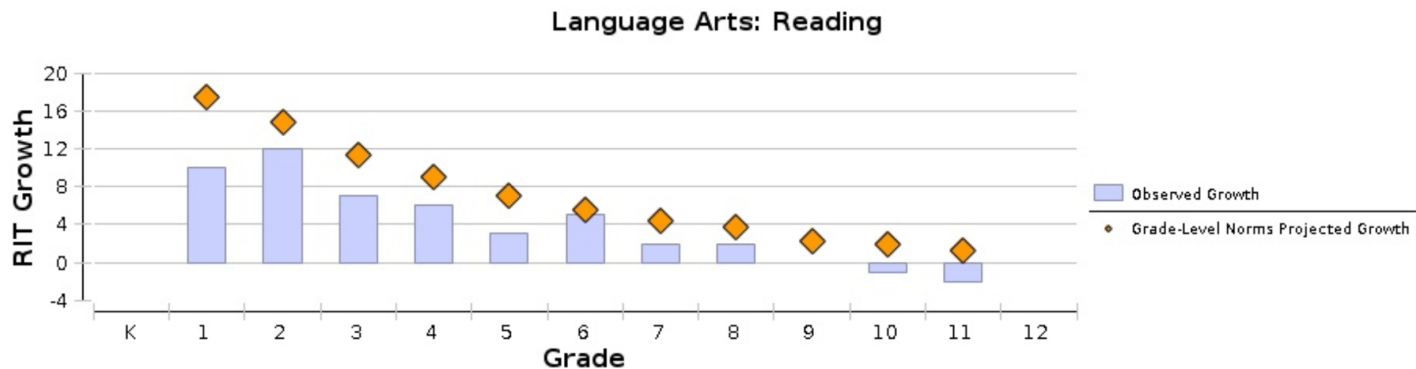
We know that attendance is a key indicator for student success. We need to continue to make a concerted effort to re-engage our families in this knowledge as well in the coming year.

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.

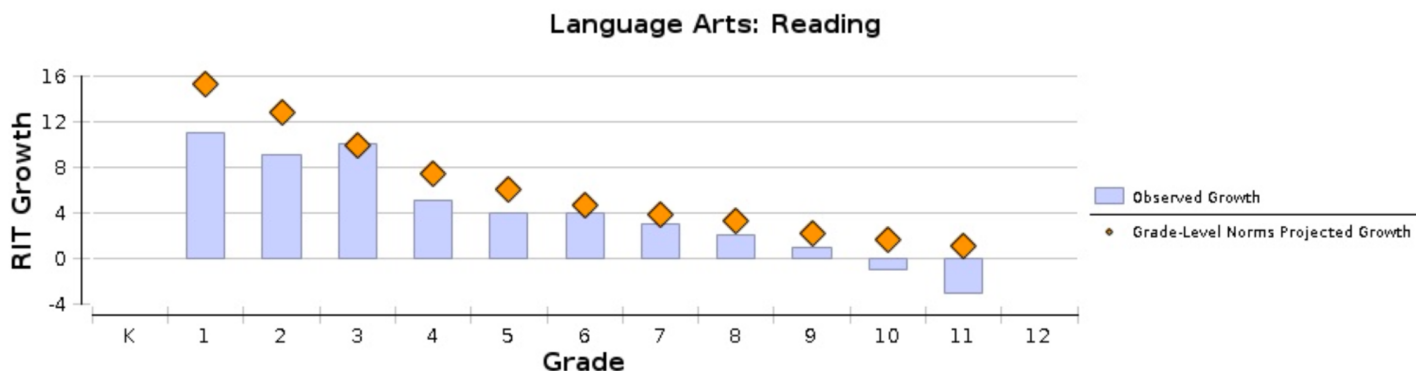
In the first series of charts below, we see data regarding the % of students meeting their growth targets in both Language Arts/Reading and in Math. In these charts, the yellow diamond indicates where students were projected to be in their academic growth while the blue bar indicates how our students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

2020-21 Data



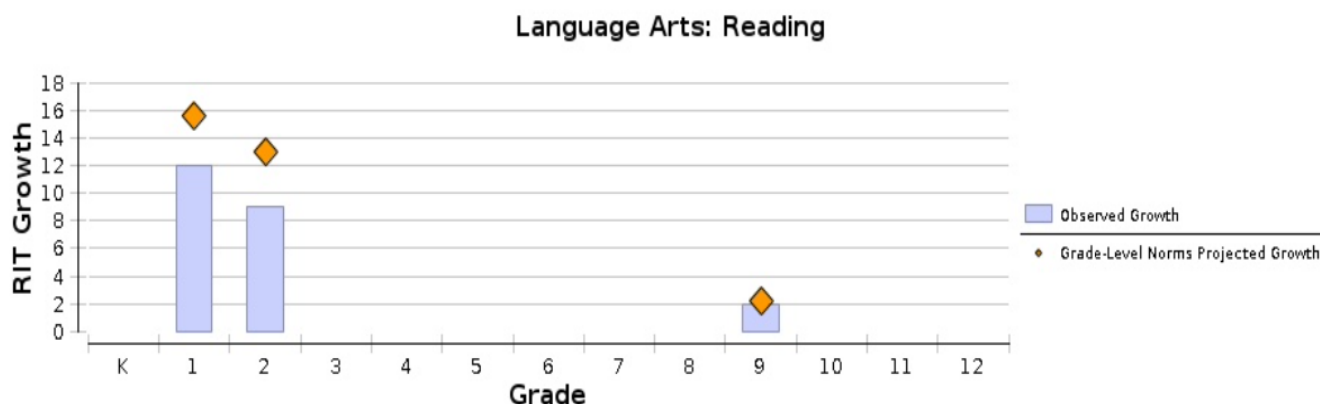
In review of the first chart on reading, one can see that there is a relatively wide gap in the areas of reading between where our first graders should be and where they actually are. A smaller, less concerning gap exists for our other Gr. 1-5 learners in reading. Conversely, our sixth graders performed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



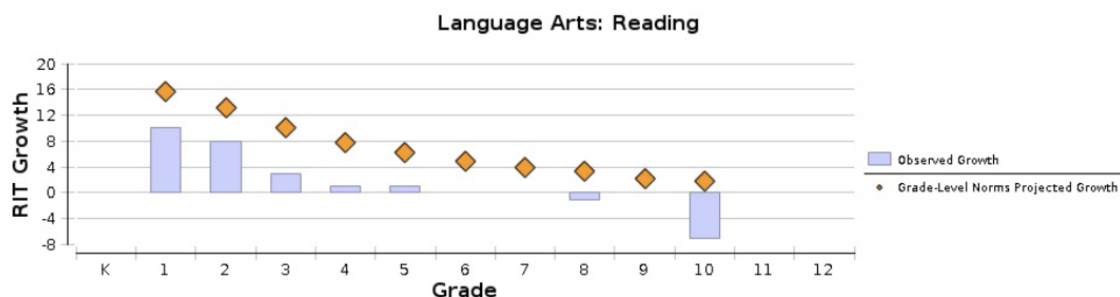
In review of this second chart on reading, one can see that there is still a relatively wide gap in the areas of reading between where our first and now second graders should be and where they actually are. However, one can also see that we were able to close the gap with our third grade reading scores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

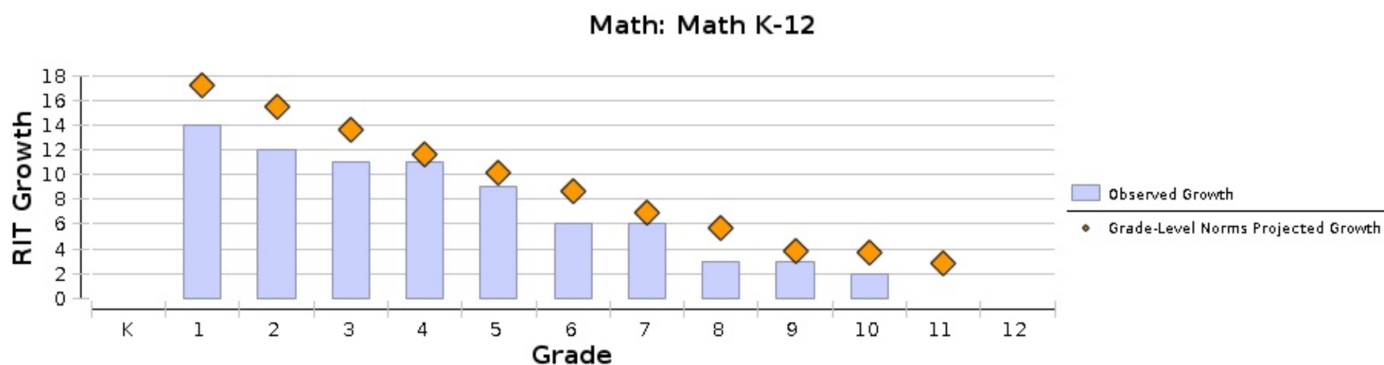


In review of the third chart, you can see that just two grades (Grade 6 and 7) observed no growth while all other grades saw growth. The only grade that met their growth targets in Language Arts, however was grade 10. Once again, it seems like students may not be meeting their growth targets at the earlier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

Generally speaking, we believe that much of this lag in growth is due to the fact that our RTI Tier II numbers have increased significantly and to the point that our current staffing models are likely under capacity, especially at the grades K-5 levels. Funding additional staffing has been difficult in the past few years, so we continue to focus our efforts on maintaining smaller class sizes at the grades K-3 levels, and in investing resources into our Pre K programming to bolster school readiness. Additionally for the coming year we have added two teachers at the GMS level which will significantly lower class sizes. We hope this too will have a positive impact on our ELA/Reading scores for NWEA. We will continue to monitor and report changes.

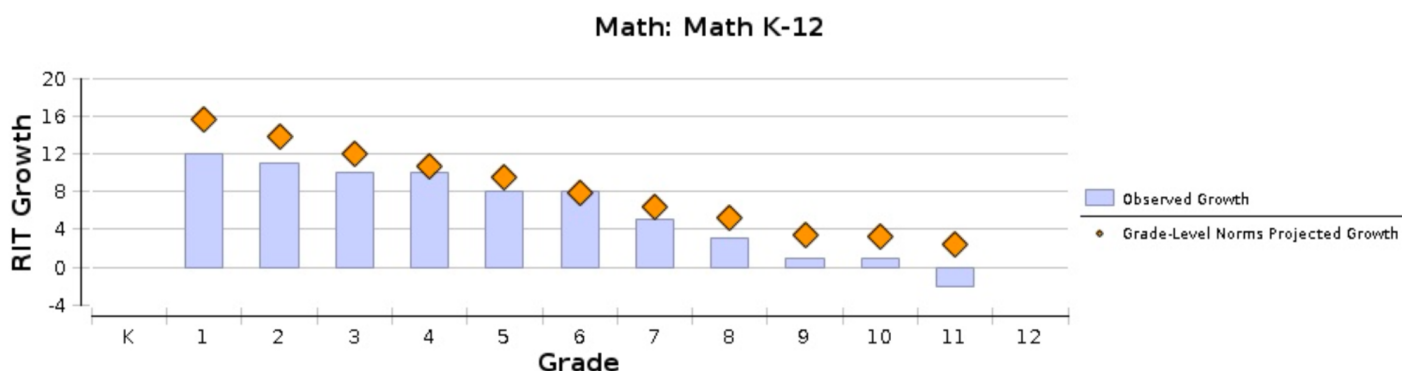
Now we will see a similar series of charts in the area of MATH ...

2020-21 Data



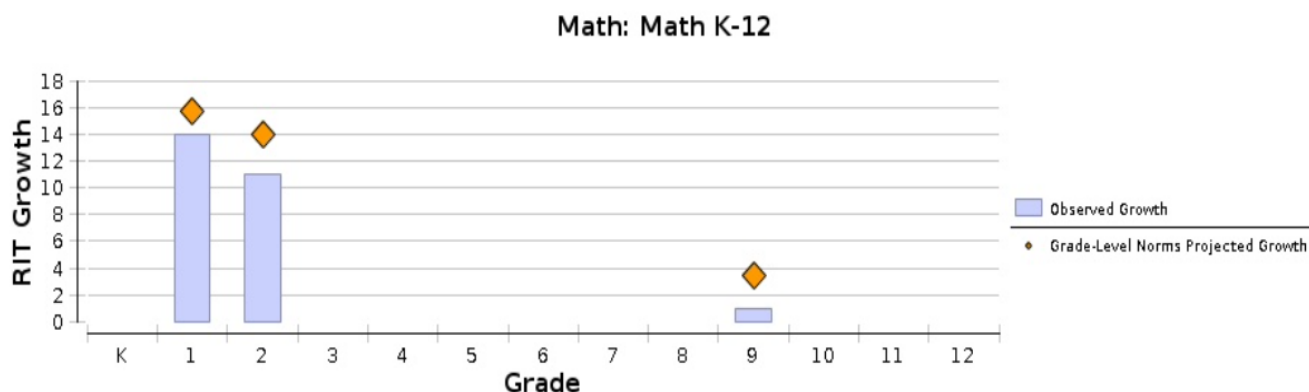
In review of the 1st growth chart on math, one can see that there is a relatively wide gap in the areas of math between where our first and 2nd graders should be and where they actually are. A smaller less concerning gap exists in grade 3 and then re-appears in grade 6 and 8. Conversely, our 4th, 5th,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



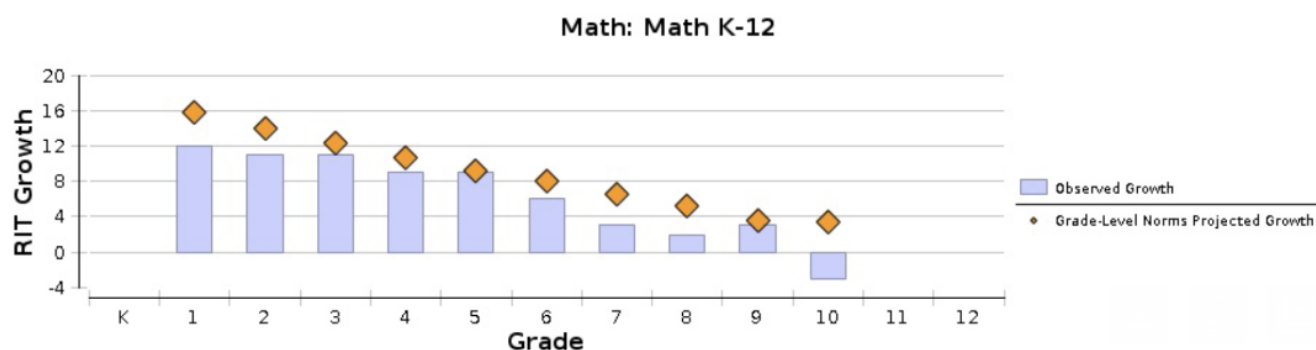
In review of the 2nd growth chart on math, we can see that although gaps still exist for students in grades 1 and 2 between where students should be and where they are, the gap has decreased from the previous year. Additionally,, we can see that we've more significantly closed the gap for 3rd grade students. 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 this most recent NWEA data chart in math growth scores, 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. In the early grades once again we are seeing an increasing number of students in RTI Tier II who are not able to get their services due to the capacity of our labs and the constant pull of covering substitutes. Although our math scores are better (likely having something to do with our recent focus & implementation of our Reveal Math program over the past few years and the implementation of a consistent core curriculum in math across grades K-12), they are still not meeting growth targets as we would like to see. We will continue to maintain our focus on smaller class sizes at K-2, and in implementation of our new Pre K program at the elementary level. For GMS we have added 2 teachers to reduce class sizes which we also believe will be beneficial in increasing these scores. We will continue to monitor and report out achievement results.

Math Proficiency Scores Over Time

Unlike the charts above that are focused on the % of individual students who are meeting their overall growth scores in the area of math, the scores below show a longitudinal summary of the % of students meeting proficiency in math. Anything under 70% is highlighted in red as our "target" has always been that at least 70% of students meet proficiency indicators.

Math % Met or Exceeded proficiency (41st %tile)						
K-5 Combined	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Fall 2019		81%	79%	77%	77%	81%
Fall 2020		81%	67%	69%	73%	64%
Fall 2021	*G2 K-2 test	80%	79%*	60%	70%	73%
Fall 2022	*G2 K-2 test	83%	80%*	72%	57%	73%
Fall 2023	*G2 K-2 test	81%	84%	71%	64%	60%

Math % Met or Exceeded (41st %tile)					
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Fall 2019	79%	78%	81%	84%	84%
Fall 2020	72%	71%	72%	77%	82%
Fall 2021	66%	73%	73%	77%	80%
Fall 2022	76%	67%	73%	77%	68%
Fall 2023	76%	78%	71%	85%	76%

These numbers compare fall scores of each year.

In 2019 you can see that we had no grade levels that fell below 70%. Of course, then the pandemic hit, and had significant impacts on our younger learners especially. In 2020 you can see that there were three grade levels that fell below 70%. In 2021 there were two grade levels that fell below 70%. In 2022 there were three grade levels that fell below 70% and in the most recent year, Fall of 2023 there were two grade levels that fell below 70% proficiency in Math.

In this chart you can track cohorts. For example, you can see that in 2020 Grade 2 did not meet our proficiency targets in math. This same cohort also did not meet proficiencies in 2021, 2022, and 2023. Grade 3 in 2020 did not meet targets but seemed to improve and maintain that improvement over time. Grade 5, like grade 2 did not meet targets in 2020 and has not been able to rise above the 70% mark since then.

What this indicates to us is that there were several key grade levels that were most impacted by the Pandemic who are still lagging skills as they move forward in our grades. An emphasis on smaller class sizes, and in propping up our RTI Tier II services in math would be a good focus moving forward.

Reading Proficiency Scores Over Time

READING % Met or Exceeded (41st %tile)						
K-5 Combined	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Fall 2019		85%	77%	74%	86%	81%
Fall 2020		81%	57%	80%	75%	80%
Fall 2021	*G2 K-2 test	77%	73%*	63%	79%	75%
Fall 2022	*G2 K-2 test	82%	70%*	71%	76%	77%
Fall 2023	*G2 K-2 test	82%	76%	70%	76%	75%

	READING % Met or Exceeded (41st %tile)				
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Fall 2019	79%	82%	80%	81%	84%
Fall 2020	76%	79%	83%	90%	87%
Fall 2021	73%	74%	82%	82%	81%
Fall 2022	75%	73%	75%	77%	72%
Fall 2023	75%	79%	77%	83%	77%

Similar to math scores seen above, these scores demonstrate the % of students meeting proficiency in reading using fall NWEA assessments from 2019-2023. Just as in Math, we highlight those grade levels whose scores fell below the 70% mark as our target. What you see here is that we had some grade levels (i.e. grade 2 in 2020 and grade 3 in 2021 - the same cohort) that fell below the 70% proficiency mark, however since that time has met proficiencies in the past two years. Overall, these scores show that we have maintained proficiency targets very well over the past 5 years even while trying to instruct during a global pandemic and that even those “losses” have been mitigated over time in English Language Arts/Reading NWEA scores.

If individuals wish to see more details in our NWEA scores over time, please review our [NWEA data summary sheet](#) and feel free to ask additional questions.

Gorham Metrics of Success

For a fourth 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%

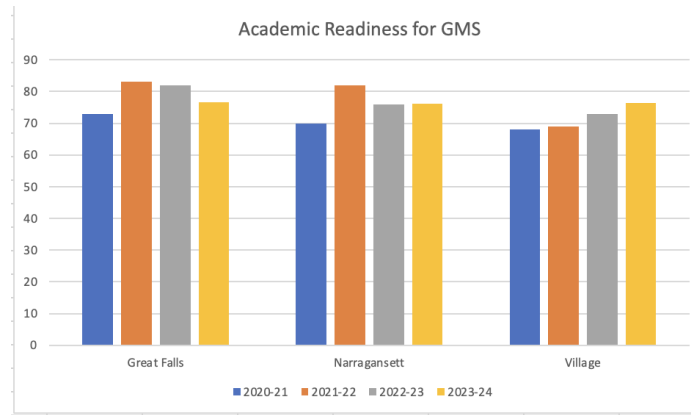
For a fourth year in a row, 100% of our students across grades K-5 participated in at least one program offered by Aspire Gorham with a focus on connecting what students are learning in their classrooms with their future aspirations.

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.

- 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.
- 90% Attendance
- Participation in at least 10 hours of career exploration activities
- SFL GPA of 3.0 or greater

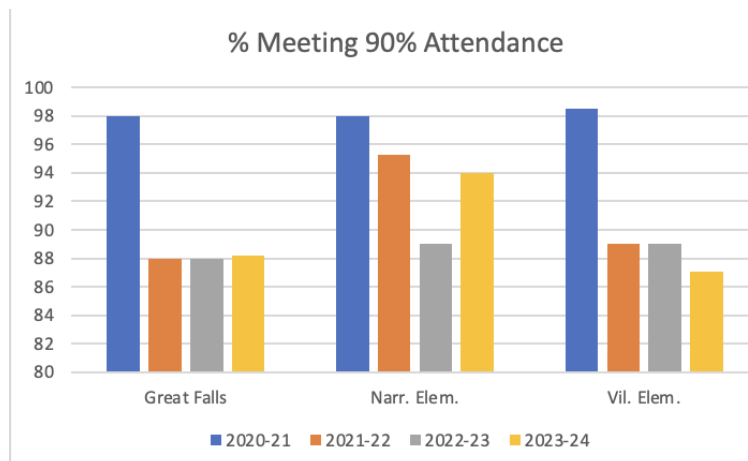
Score of 215 or greater on NWEA/MEA math <u>AND</u> score of 207 or greater on NWEA/MEA reading <u>OR</u> Score of 2.8 or greater in Math and English standards	Great Falls	Narragansett	Village
2020-21	73%	70%	68%
2021-22	83%	82%	69%
2022-23	81%	76%	73%
2023-24	76.5%	76.1%	76.3%



While we see a slight dip at Great Falls this year, the percent of students GMS ready are still far above 2020-21 numbers. Narragansett held steady this year and we see a nice increase at Village.

Overall the data indicates that we have well over 70% of our students 5th grade students leaving our K-5 schools fully academically ready to be successful at GMS. When one considers we are currently at 65% of our overall populations needing academic or SEL support this is a testament to our student support services teams in helping students to overcome these challenges.

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%

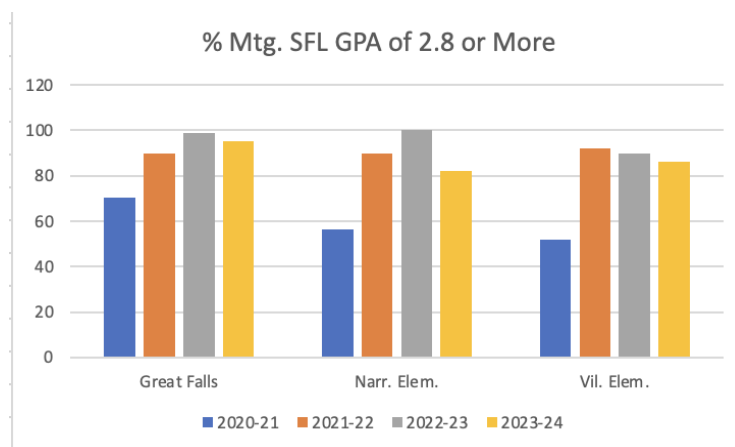


This data flips the chronically absent students data and looks at the total percent of students who are NOT chronically absent. Again, this demonstrates some good improvements over previous years' data with more work to be done to improve overall attendance.

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%

Once again, for a fourth 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 2023-24 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!

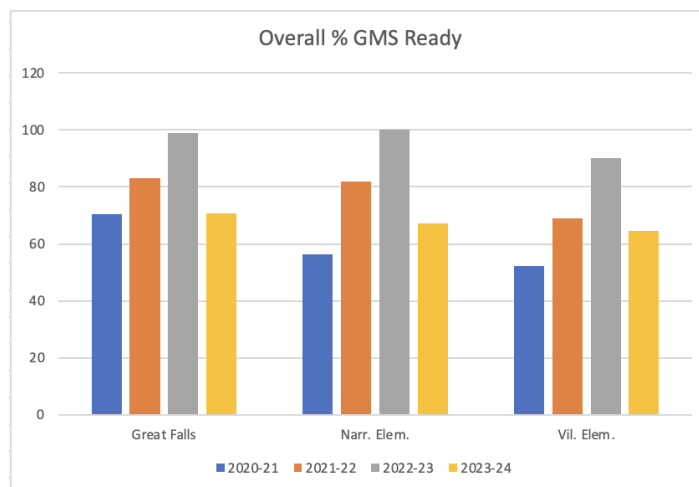
SFL GPA of 2.8+	Great Falls	Narragansett	Village
2020-21	70.4%	56.3%	52.1%
2021-22	90%	90%	92%
2022-23	99%	100%	90%
2023-24	95.3%	82.1%	86%



This data shows a slight decrease in the % of students meeting SFL GPA scores of 2.8 or more across all three elementary schools. This likely has much to do with the overall increase in the number of students requiring RTI Tier II services in the area of SEL. Each of the previous few years saw jumps in these numbers so we will continue to monitor over the course of the next year to determine if we need to do more here than just continue to maintain a focus on small class sizes at Grades PK-2 and our focus on strengthening PreK programs.

GMS Ready	Great Falls	Narragansett	Village
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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%



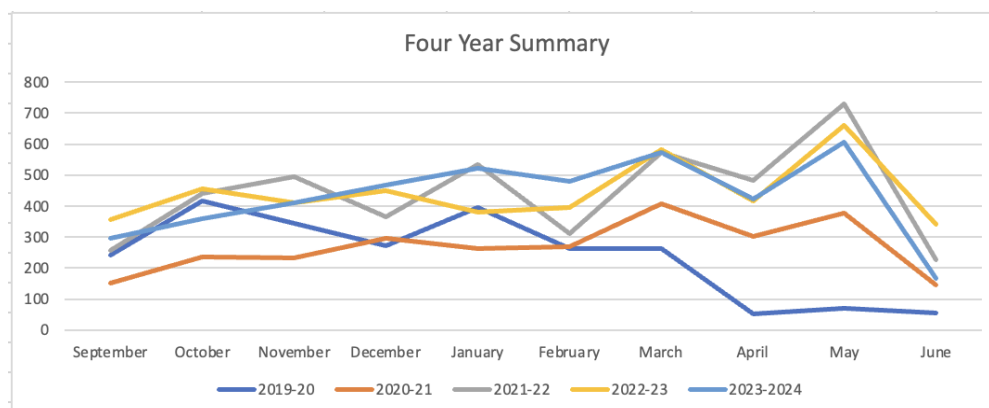
This data demonstrates a net reduction across all three schools of students who are leaving 5th grade “GMS Ready” as defined by our Metrics for Success, which is:

- **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 3.0 or greater

It is important to note that a few calculations have changed this year that we believe make our numbers this year more accurate than in previous years and may have caused inflation in previous year’s numbers. First, our NWEA numbers are slightly different due to the change in the through years assessment at the state level. This adjustment lowered our overall scores when compared to previous years. Second, the way in which we calculated the GMS ready score this year was done via our data coordinator, pulling data together via a database created solely for this purpose. In the past, individual Principals had to hand calculate the % of students GMS ready using the various indicators listed above. The potential for error was significant. With our new methodology we feel confident that we are able to be both more accurate and create a new baseline of data that can be better compared year to year without the significant potential of human error in calculations.

This information does not change the fact that we have seen a decline in the % of overall students GMS ready according to these indicators which is definitely worth noting and digging more deeply into. Re-focusing on high quality instructional pedagogy will be a focus of both our individual Comprehensive Education Plans at each school and our planned PD for the 2024-2025 school year.

Greater emphasis will also be placed on trying to avoid the use of our Learning Lab Ed. Techs for coverages in the classrooms when teachers are out. We have identified this as an ongoing issue for the past few years, but with data now showing a steady decline in the number of teacher absences (See graph below), coupled with increasing rates for substitutes and better training for subs, we are hopeful that we can accomplish this goal during the 2024-2025 school year.



Bottom line, our 2024-2025 focus will be on strengthening instructional practices in literacy and math across all grade levels, as well as strengthening RTI Tier II services across all grade levels in order to better meet the needs of our struggling students in these areas.

3. What percent of GF, NARR. or VILLAGE students are meeting standards in the areas of Math, ELA, and Science? Please use grades via Jump rope 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%

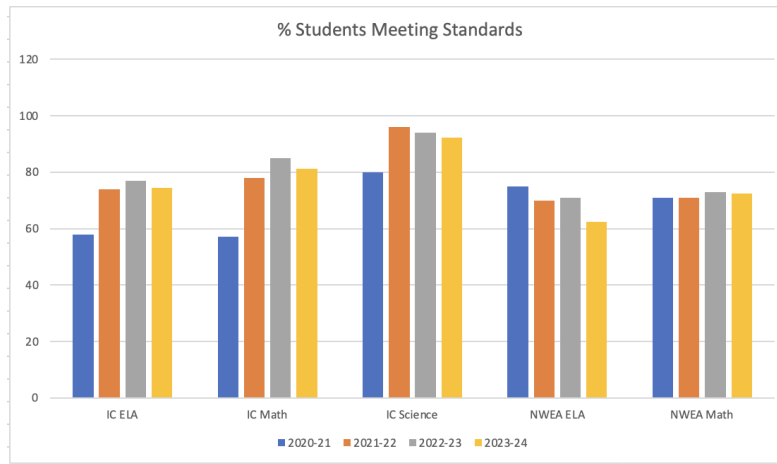
2022-2023 Data:

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%

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



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

- Average scores for K-5 went down slightly in all five categories this year with the largest drop being in the NWEA ELA scores.
- The trend of local Infinite Campus scores being somewhat higher than NWEA scores continued for a fourth year in a row.
- Overall, more than 62% of our students are meeting standards in these content areas as shown both in local data and in NWEA data.

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%
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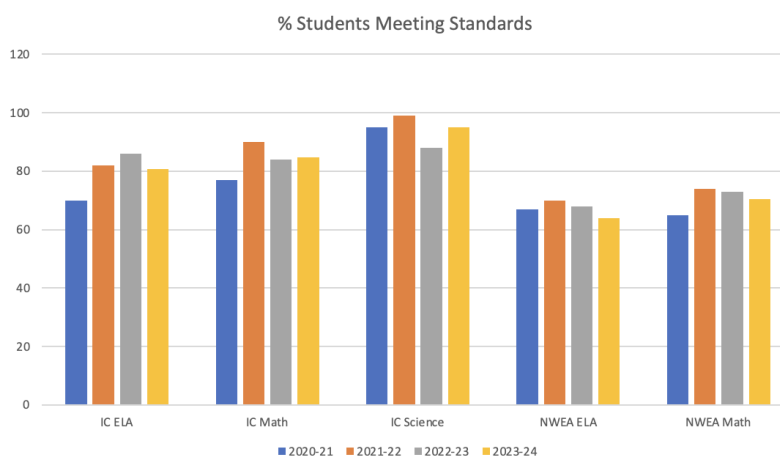
2022-2023 Data:

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%

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 Science.

- NWEA scores in both ELA and Math were lower this year than in the previous year.
- The trend of local Infinite Campus scores being somewhat higher than NWEA scores continued for a fourth year in a row.
- Overall, approximately 64% 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%

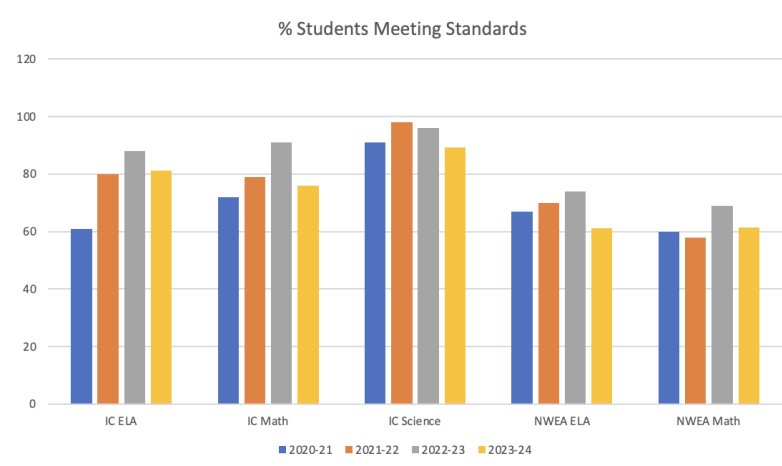
2022-2023 Data:

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%

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

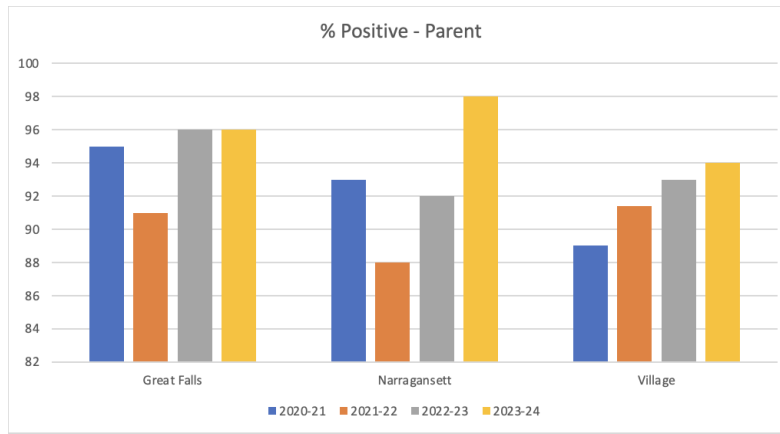


When comparing the graphs for Village Elementary School, a few things pop out for continued consideration:

- Average scores decreased across the board in all five categories.
- The trend of local Infinite Campus scores being somewhat higher than NWEA scores continued for a fourth year in a row.
- Overall, approximately 61% or more of our students are meeting standards in these content areas as shown both in local data and in NWEA data.

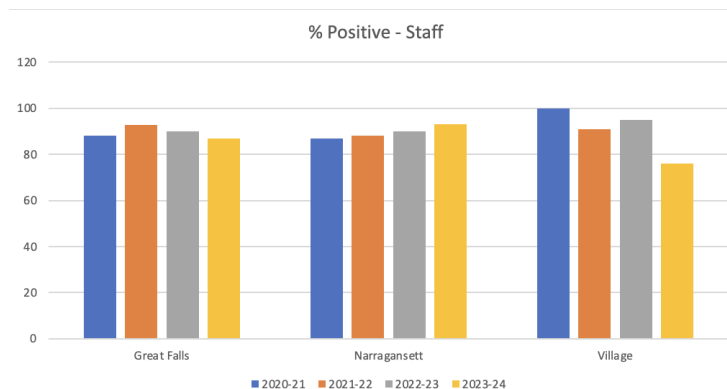
4. **What % of our GF, NARRAGANSETT, or VILLAGE students, parents and staff feel positive about your school and district culture?**

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%



The data above demonstrates that parent’s rates of positivity either remained the same or increased across all three schools from the previous year. We think this has a lot to do with our focused efforts on re-opening our schools to our community this past year after the Pandemic. Even at its lowest, 94% of families continue to remain positive about their schools in our community. This is a great number to continue to build on!

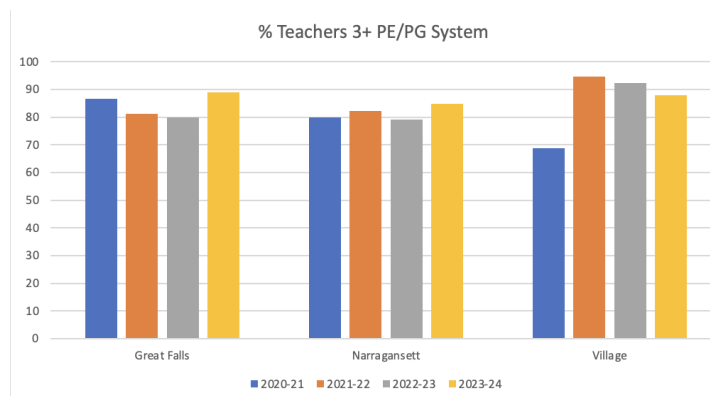
Staff	Great Falls	Narragansett	Village
2020-21	88%	87%	100%
2021-22	92.7%	88%	91%
2022-23	90%	90%	95%
2023-24	87%	93%	76%



The data above demonstrates that two of the three schools saw a decrease in staff positivity rates (Great Falls and Village) while one school (Narragansett) saw an increase in these rates from the previous year. Overall, even at its lowest 76% of our staff continue to remain positive about their schools. This data should continue to be monitored and while 76% is a great number overall, the fact that two schools were slightly lower in their percentages this year vs. last year is concerning especially in today’s employment climate. We will be participating in the “Best Places to Work in Maine” program again this coming year and we will be curious to see what the results of that process are compared to 2023 as another indicator of workplace climate in Gorham. 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 ALL FOUR Domains of the Danielson Evaluation System?

Teachers who Scored a 3+ in each indicator, across all four domains of the Danielson Evaluation System	Great Falls	Narragansett	Village
2020-21	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%



At least 85% of all teachers across all three schools score a summary 3+ on PE/PG system performance proficiencies.

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%

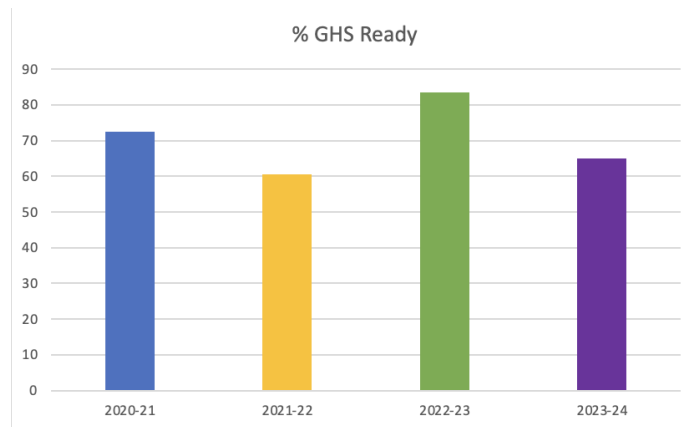
For a third year in a row, 100% of GMS students have participated in programs offered by our Aspire Gorham program helping to connect their learning to real life aspirations and careers.

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 <u>AND</u> Score of 216 or greater on NWEA Reading <u>OR</u> a Cumulative GPA of 2.8 or greater
2020-21	72.4%
2021-22	60.6%
2022-23	83.5%
2023-24	65%

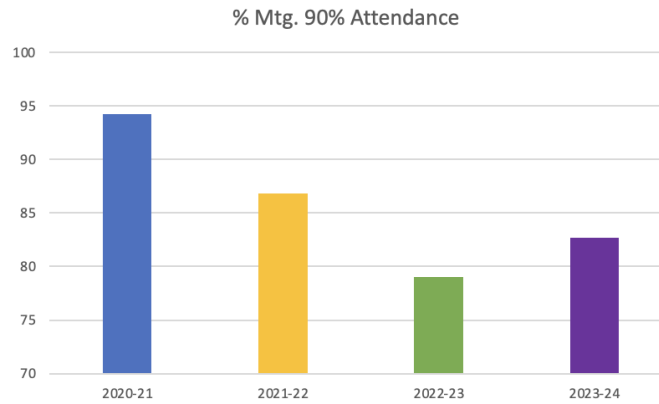
A summary bar graph can also be seen below...



Although the % “GHS” ready as measured by our Portrait of a Graduate has fallen this past year, it remains above 2021-22 numbers. This is likely reflective of our district’s overall reduction in NWEA scores in the areas of both reading and math. Our overall focus on strengthening instructional practices in these two areas will likely benefit these scores greatly as well as the addition of two teachers at GMS for the coming year to reduce class sizes that had been up over 26 students per classroom.

Years	90% Attendance
2020-21	94.2%
2021-22	86.8%
2022-23	79%
2023-24	82.7%

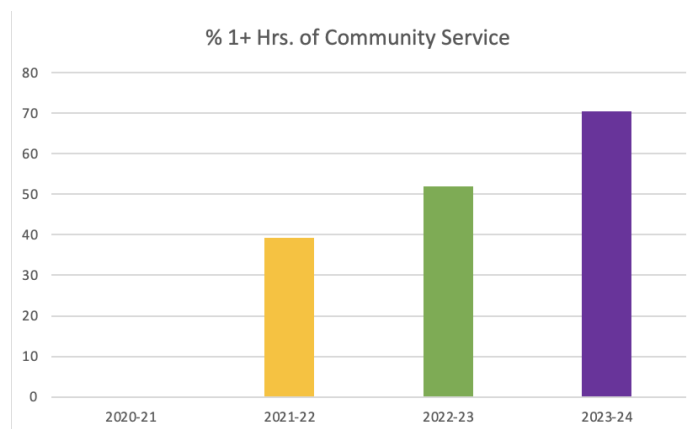
A summary bar graph can be seen below...



It is good to see that with the emphasis on attendance that we had as a district last year we are seeing improved results. Although still not back too where we would like these numbers to be (90% or higher), we have made gains this past year with our emphasis on student attendance at GMS. We will continue to emphasize attendance via our proactive communications, attendance team follow ups with families, and overall encouragement and hopefully will see these numbers meeting targets in the coming year.

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%

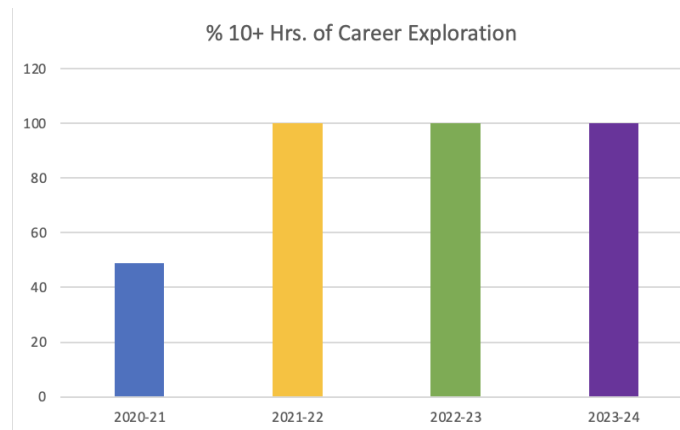
A summary bar graph can be seen below...



We were unable to track this data in 2020-21. The data demonstrates an increase of another almost 23 percentage points in the percent of students who have met their 10 hours of community service target. This means more students getting out into our community!

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

A summary bar graph can be seen below...



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

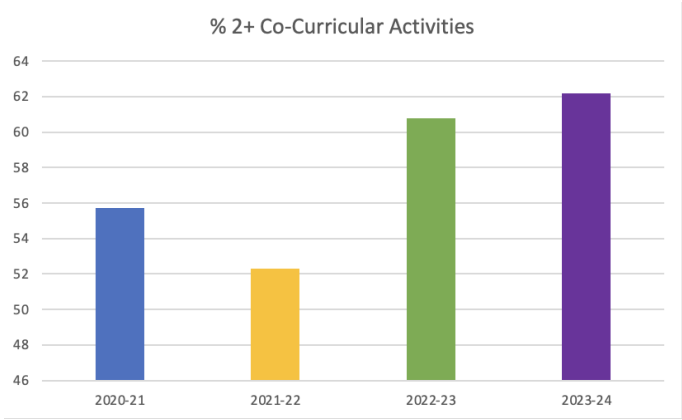
Years	Approved Career Pathway Plan
2020-21	95%
2021-22	100%
2022-23	100%
2023-24	100%

Similar to the data above, for the third year in a row all students have met their goal of having an approved career pathway plan!

Years	2+ organized co-curricular activities¹
2020-21	55.7%
2021-22	52.3%

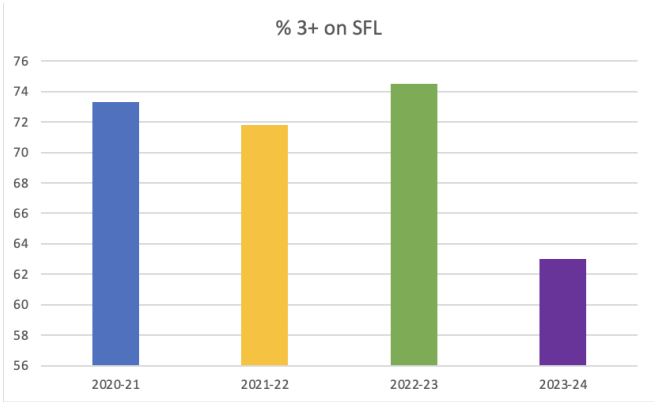
2022-23	60.8%
2023-24	62.2%

A summary bar graph graph can also be seen below...



This data shows a continued increase in 2023-2024 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.

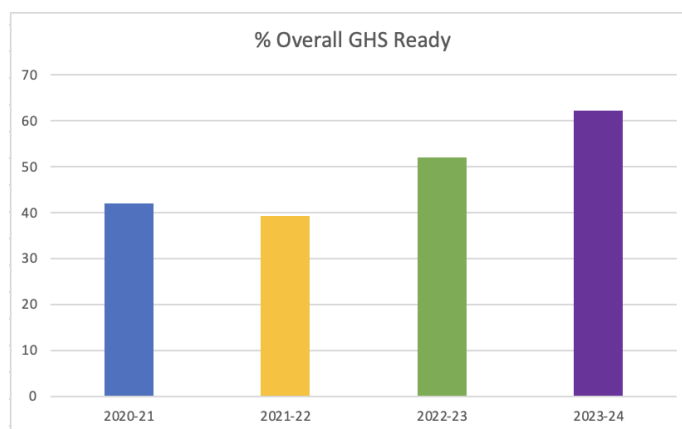
Years	SFL GPA of 3.0+
2020-21	73.3%
2021- 22	71.8%
2022-23	74.5%
2023-24	63%



The data above demonstrates an approximate 10% drop in the percentage of students who score a 3+ on their SFL scores as recorded in Infinite Campus. This demonstrates a drop in scores related to student’s executive functioning skills which is troubling. We believe that a great deal of this is likely due to the large class sizes at GMS in both grades 6 & 7 this past

year with class sizes over 26 in many cases. With the increase of 2 teachers at GMS for the coming school year we hope that more personalized attention can be given to students who may need a little extra “nudge” in this area in order to meet proficiencies in their SFL assessments. With the coming focus on our updated Code of Conduct role out this year we also believe that this will provide for us an opportunity to re-focus on one of our five core values - RESPONSIBILITY, which includes turning things in on time and self advocacy - caring about ones’ work. We will continue to monitor this data.

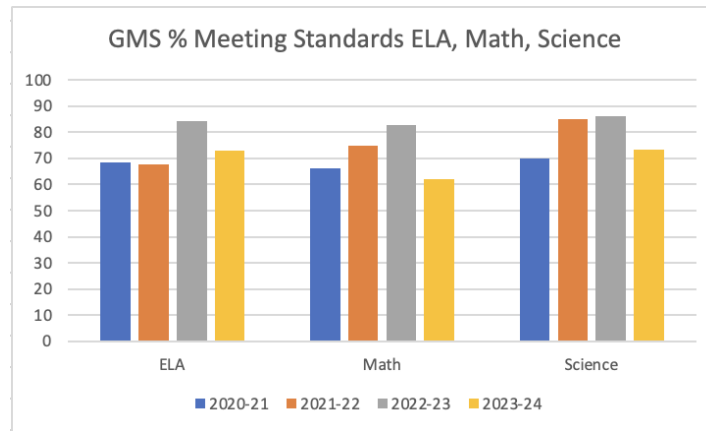
Years	GHS Ready
2020-21	41.9%
2021-22	39.2%
2022-23	52.0%
2023-24	62.2%



The score above is based off the lowest score listed in the above data categories. The 39.2% for 2021-22 was the percent of students who served 10 hours of community service or more over their GMS career. If this data set was not used, the second lowest score would have been 52.3% from the percent of students participating in co-curricular activities. The past year the lowest score came from participation in community service hours. This year’s low score came from the % participating in co & extra curricular activities. Over the past four years of collecting this data there is a nice upward trend that we hope continues.

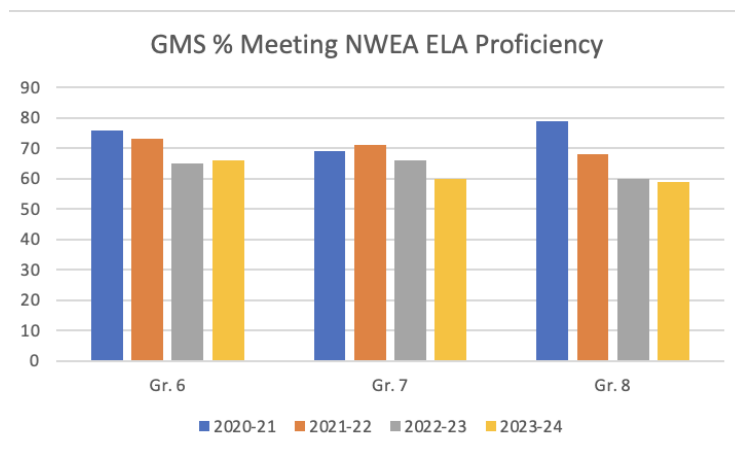
3. What percent of GMS students are meeting standards in the areas of Math, ELA, and Science? Please use grades via Infinite Campus to report by grade level in these three categories. For those grade levels that test using the NWEA or other State assessment, please list those scores in addition.

% 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%



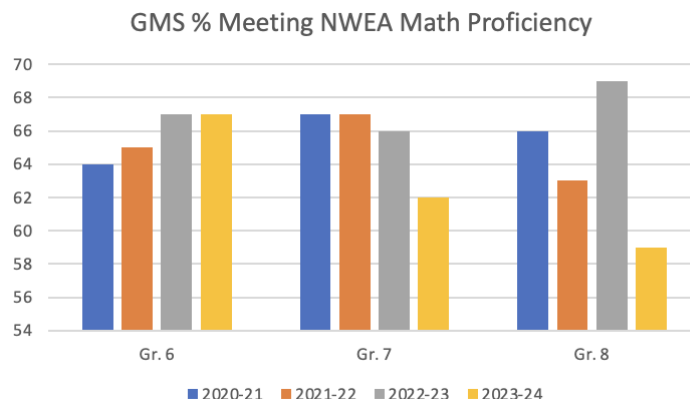
Data above demonstrates a drop in the % of students proficient across all three categories of ELA, Math and Science using Infinite Campus data. This gets us back to ensuring a strong focus on sound instructional practices in ELA and Math this coming year which will be a goal in each school's CEP plan and a focus for professional development across the board this coming school year. This, coupled with smaller class sizes as a result of adding two teachers at GMS should help us to address these numbers. Our target is always to have 70% or more of our students meeting proficiencies in these areas so math will have an extra focus at this level.

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%



Data above demonstrates a slight increase in the number of students meeting proficiency on NWEA ELA assessments in the 6th grade, a decrease in the number meeting proficiency in the 7th grade of 6% and slight dip in the number of students meeting proficiency in the 8th grade. Once again, the coming year's focus on instruction in ELA at these grade levels coupled with a decrease in class sizes will be what we use to address these numbers. We will continue to monitor these numbers with the goal of having at least 70% of our students meet proficiency in ELA across all three grades as measured by the NWEA.

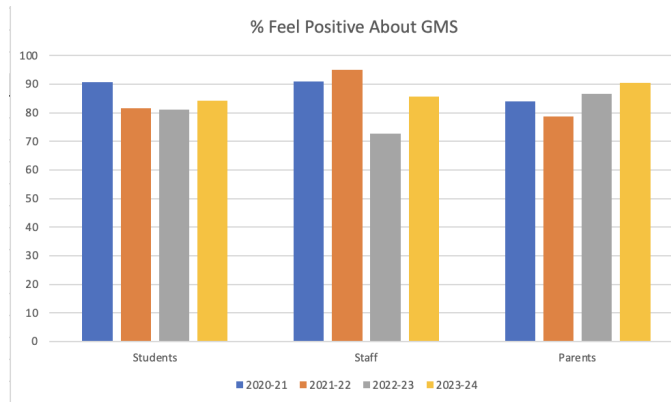
NWEA Math	Grade 6	Grade 7	Grade 8
2020-21	64%	67%	66%
2021-22	65%	67%	63%
2022-23	67%	66%	69%
2023-24	67%	62%	59%



Similarly in math we see the same % of students meeting proficiency in 6th grade as last year as measured by NWEA. We see a drop of 4% in the percent of students meeting proficiency in the 7th grade compared to last year and we see a drop of 10% in the number of students meeting proficiency in the 8th grade in math as measured by the NWEA. These are not numbers that we want to see as our annual targets are 70% of students meeting proficiency as measured by NWEA. Similarly to ELA above, our focus this year will be on smaller class sizes, improved instructional practices and PD to improve these scores overall. 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?

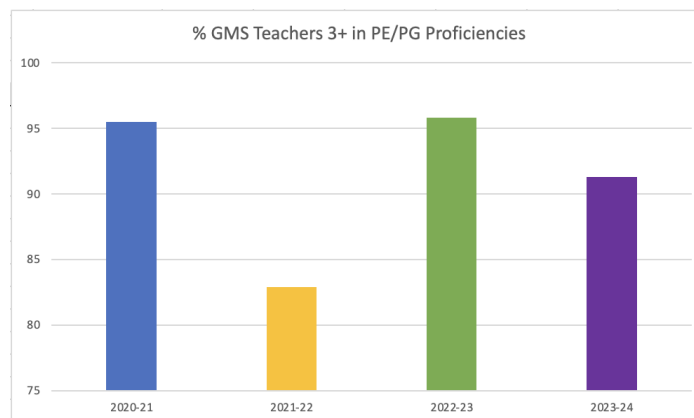
% GMS Students, Parents, and Staff who Feel Positive about School and District Culture	GMS Students	GMS Staff	GMS Parents
2020-21	90.6%	91%	84%
2021-22	81.8%	94.9%	78.8%
2022-23	81.2%	72.7%	86.5%
2023-24	84.3%	85.7%	90.5%



The data above shows a slight increase in the % of students who feel positive about GMS from last year moving from 82.2% to 84.3%. For staff we see a nice jump in feelings of positivity towards GMS from last year moving from 72.7% to 85.7%. Parents also saw a nice increase in positive feelings towards GMS moving from 86.5% to 90.5%. Overall when you can have well over 80% of middle school students feeling good about their school, 86% of staff, and over 90% of parents we must be doing something right!

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

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

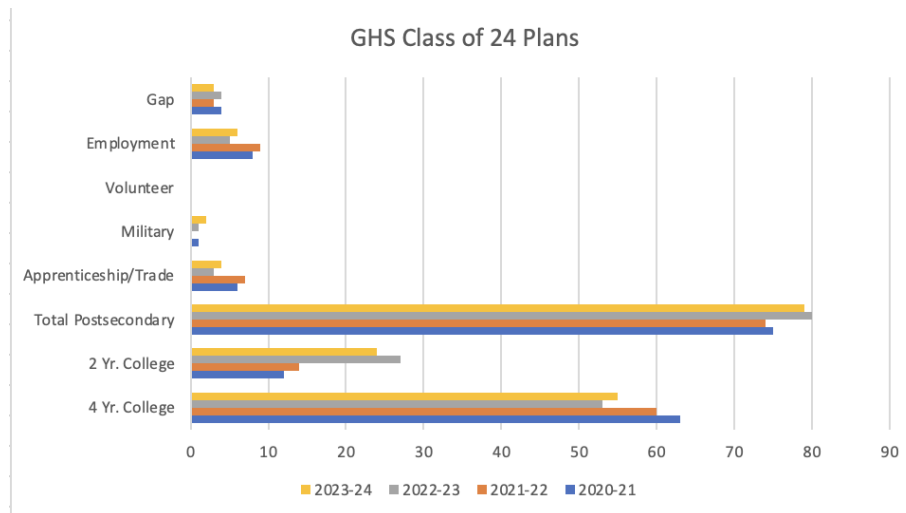


The data above demonstrates that over 91% of our GMS teachers scored a 3 or above in their overall performance rating as measured by our PE/PG system and the Danielson standards that are at its core. This is slightly lower than last year's 95% but still much higher than the 2021-22 school year. Having well over 90% 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) OR have full-time employment upon graduation.

Years	4-Year College	2-Year College	Total in School	Apprenticeship or Trade School	Military	Volunteer	Employment	Gap Year	Total w/ Plan
20-21	63%	12%	75%	6%	1%	0%	8%	4%	94%
21-22	60%	14%	74%	7%	<1%	0%	9%	3%	93%
22-23	53%	27%	80%	3%	1%	0%	5%	4%	93%
23-24	55%	24%	79%	4%	2%	0%	6%	3%	94%



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 four years. When looking more deeply into the chart above, what is interesting is the shift that is clearly occurring between those students planning to attend 4 year colleges and those that are attending 2 year colleges. We have been working on this shift for a while now via Aspire Gorham and re-focusing on the trades which clearly made an impact over the four years. This shift has likely been accelerated due to the free tuition that became available in our community college system in Maine in 2022-23.

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

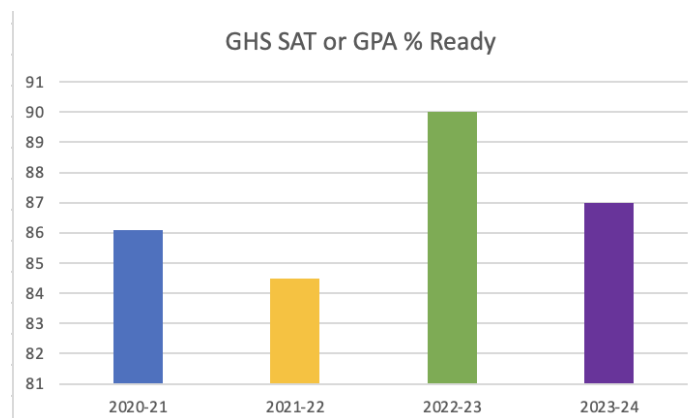
Years	GHS Graduation Rate	Cumberland County Graduation Rate	State of Maine Graduation Rate
2020-21	94.2%	91.2%	87.5%
2021-22	92.7%	91.1%	86.1%
2022-23	94.9%	88.2%	87.3%

2023-24	Not Yet Reported	Not Yet Reported	Not Yet Reported
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Our graduation rates remain strong and far above both the Cumberland County averages and state averages. This data has not yet been reported by the MDOE for the 2023-24 School Year. We will need to wait and update this data in the fall.

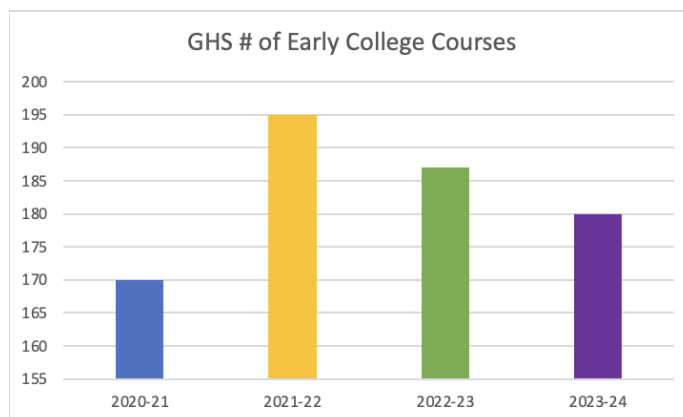
3. What % of graduating seniors are considered Academic, and/or Career/Life ready using metrics outlined in our Portrait of a Graduate? Please list % for each separately, and then an overall % for those that meet both.

Years	SAT College Readiness Benchmark <u>OR</u> Cumulative GPA of 2.8+
2020-21	86.1%
2021-22	84.5%
2022-23	90%
2023-24	87%



This data demonstrates a slight decrease in the percent of students who are meeting SAT readiness or FPA academic readiness indicators between 2022-23 and 2023-24. With just a 3% drop, this is data we will continue to monitor.

Years	Completion of an Early College Course
2020-21	170
2021-22	195
2022-23	187
2023-24	180

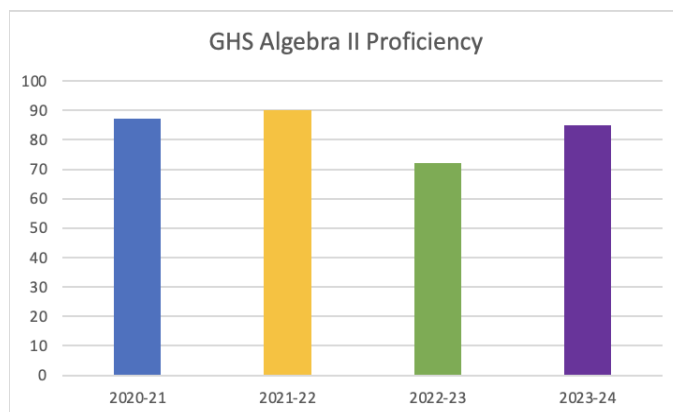


This data demonstrates a small dip in the overall number of students completing early college credits thorough our dual enrollment agreements with USM and SMCC. This is a slight dip of just 7 students total. Our numbers are still well up over the original cohort numbers from 2020-21 and we anticipate this to continue. Also, keep in mind that although the numbers of students participating may be slightly lower, the total number of credits earned has increased. See chart below for details.

	2019-20	2020-21	2021-22	2022-23	2023-24
Early College Studies					
Early College Studies Seats	43	50	61	51	46
Number of Students	11	16	46	39	27
College Credits Earned	62	86	185	160	140
Dual Enrollment					
Dual Enrollment Seat	168	299	370	328	444
Number of Students	143	153	164	181	159
College Credits Earned	736	1067.5	1257.5	1312	1519.5
Combined Early Studies & Dual Enrollment					
ES & DE Seats	212	345	431	470	490
Total Number of Students	160	170	195	187	180
Total Number of College Credits Earned	828	1204.5	1442.5	1542.5	1659.5
Total Savings to the Community					
Total Credits X Undergraduate Tuition Rate (\$288 per credit)	\$238,464	\$346,896	\$415,440	\$444,240	\$477,936

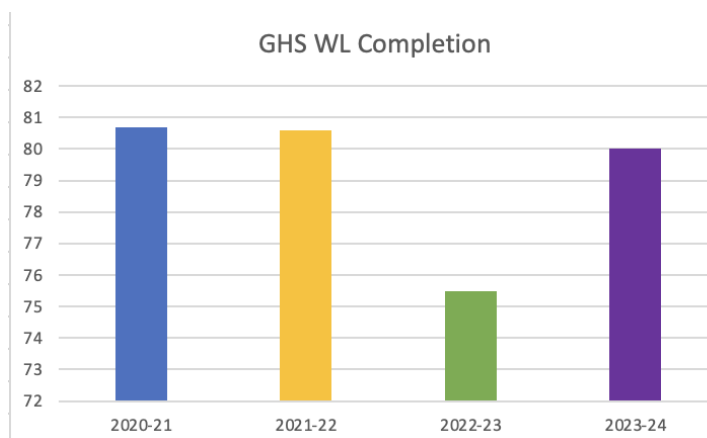
Overall, this is an incredible program that offers much opportunity for our students to take college credits while still in high school and explore their interests in a safe environment - all while ultimately SAVING MONEY for their families regardless of the choices they make once they graduate!

Years	Algebra II Proficiency
2020-21	87.1%
2021-22	90.1%
2022-23	72%
2023-24	85%



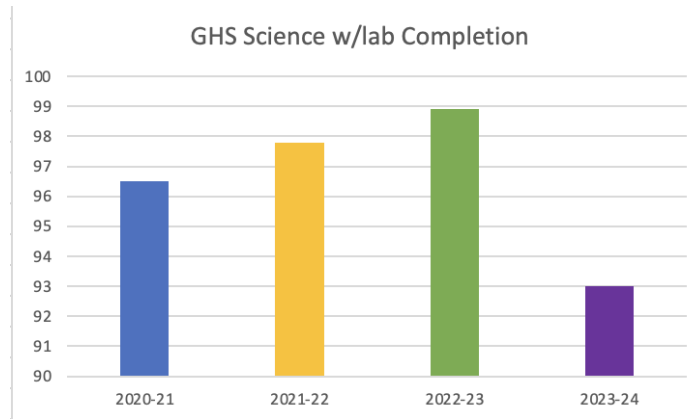
This data demonstrates a significant increase in the total percent of students who have attained Algebra II proficiency over last year and brings us back up to numbers comparable to 2020-21 and 2021-22. This is a percentage of overall students who have completed at least Algebra II level mathematics at GHS.

Years	Completion of 2 Years of WL
2020-21	80.7%
2021-22	80.6%
2022-23	75.5%
2023-24	80%



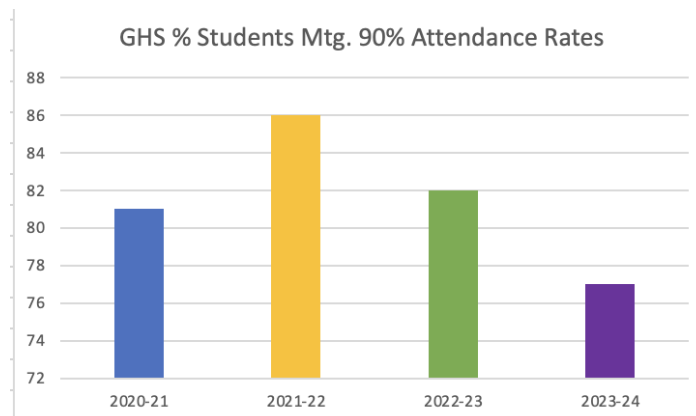
This data shows an increase of 5% in the number of GHS students completing 2 years of a world language. This data brings us back to 2021-22 numbers.

Years	Completion of 1 Lab Science
2020-21	96.5%
2021-22	97.8%
2022-23	98.9%
2023-24	93%



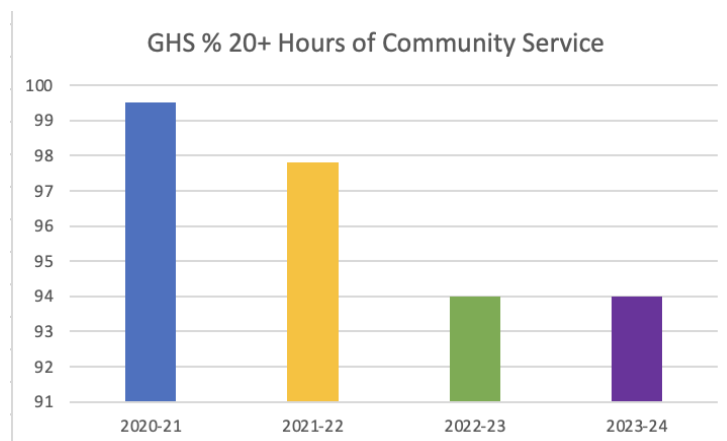
This data shows a decrease of about 5 percent of students who are completing a science with lab course at GHS. We still remain well above 90% so although this data is a drop, it isn't concerning just yet. We will continue to monitor this data moving forward.

Years	90% Attendance
2020-21	81%
2021-22	86%
2022-23	82%
2023-24	77%



Although we have seen gains in our K-8 attendance data, it seems that GHS is still seeing declining attendance in terms of the number of students who are absent less than 10% of the overall school year. This is concerning because we all know how important school attendance is to the overall success of our students. Keep in mind that this is overall attendance and does NOT differentiate between “excused” and “unexcused” absences. If we were to look at that data, our attendance at GHS would be up over 94% likely due to our policy of credit reduction for students who are absent unexcused over a certain threshold. This data is certainly concerning and will be something we continue to concentrate on moving forward - taking lessons from some of the work that has been done at the K-8 levels where improvement in these numbers have been seen.

Years	20 Hours of Community Service
2020-21	99.5%
2021-22	97.8%
2022-23	94%
2023-24	94%

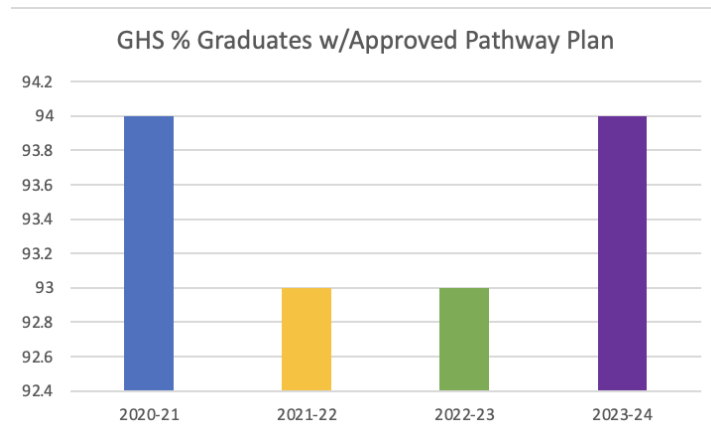


This data indicates that 94% of our students earn 20+ hours of community service. This means our students are out in the community helping others and learning valuable life lessons and skills about what it means to be responsible and contributing citizens to a larger community. Even better than these 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.) <u>OR</u> Industry credential (CTE)
2020-21	57.4%
2021-22	74.8%
2022-23	95.8%
2023-24	94%

This data indicates a slight decrease in the percent of students meeting our targets in this area. This is likely due to our continued constraints in CTE seats that are available for our students.

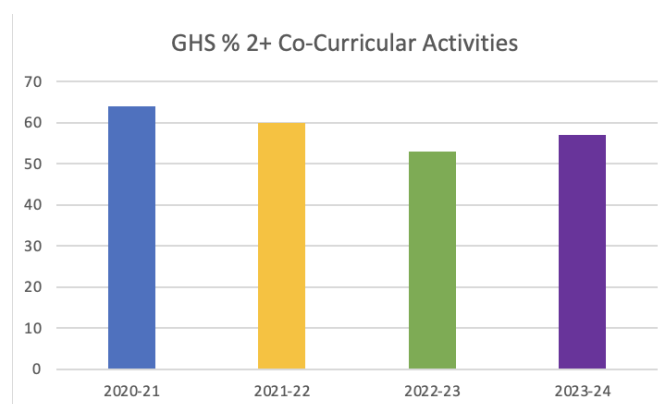
Years	Approved Career Pathway
2020-21	94%
2021-22	93%
2022-23	93%
2023-24	94%



This data indicates that the vast majority (all but 6-7%) 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.

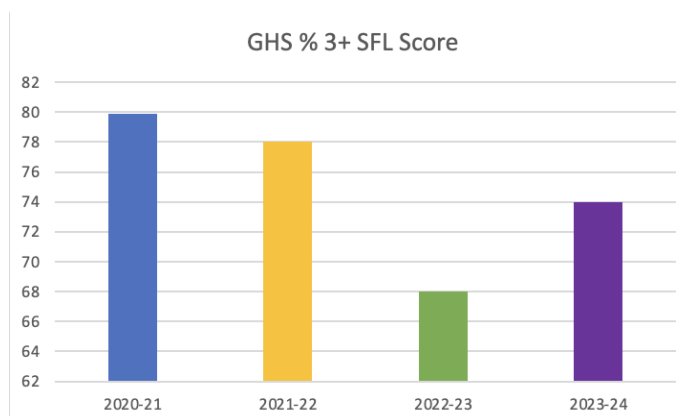
This can still be improved, however. Even with 7%, that means that approximately 12 of our students left GHS this year without a clear plan. This number can/should be reduced.

Years	2+ Organized Co-Curricular Activities
2020-21	64%
2021-22	60%
2022-23	53%
2023-24	57%



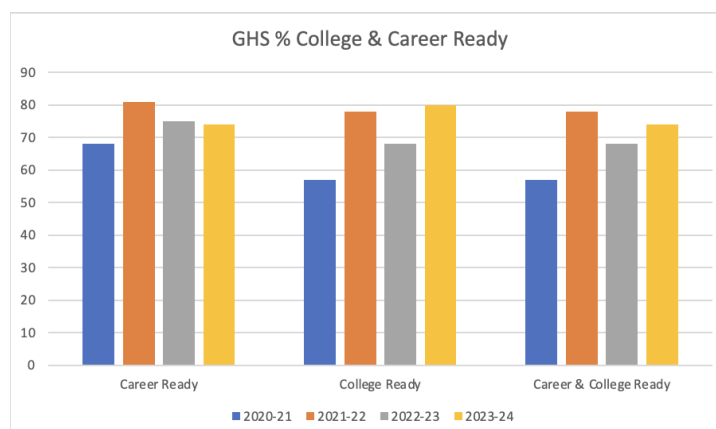
This data indicates a slight increase in the percentage of students participating in 2+ Co-curricular activities. These are excellent life lessons for students, especially in the area of executive functioning skill practice. It can be hard for our students to balance school, and a job, and a club or other co/extra-curricular activity. 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%



This data demonstrates an increase 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 work to continue this upward trend.

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%

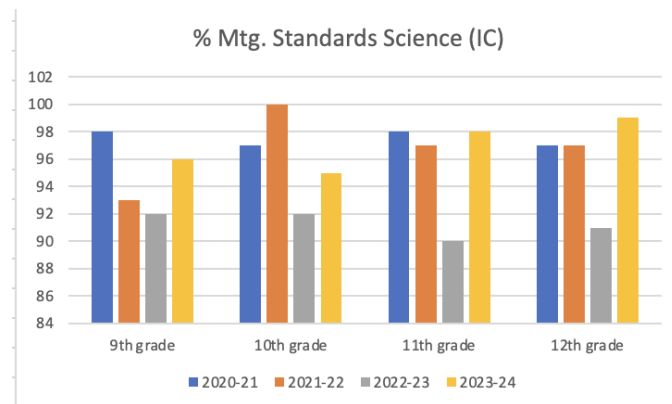
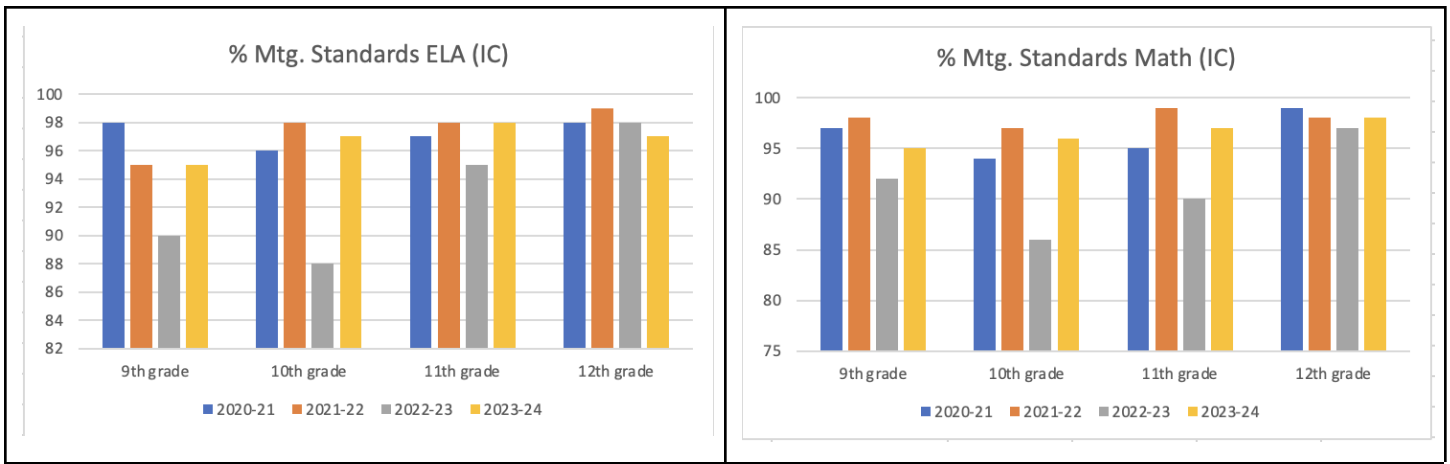


This data demonstrates a slight drop in Career ready indicators but only by a single percentage point. We see a pretty significant increase in the percent of College Ready students. Overall, the % of students both college and career ready increased by 6% over the previous year.

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

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

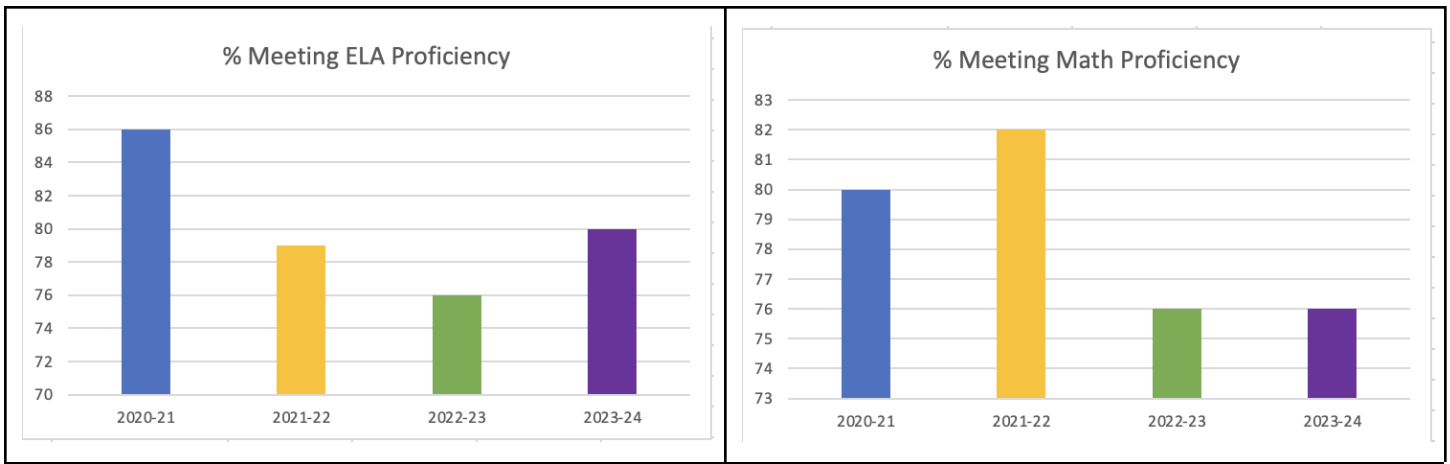
	GRADE LEVEL	ELA	MATH	SCIENCE
2020-2021	9th	98%	97%	98%
2021-2022	9th	95%	98%	93%
2022-2023	9th	90%	92%	92%
2023-2024	9th	95%	95%	96%
2020-2021	10th	96%	94%	97%
2021-2022	10th	98%	97%	100%
2022-2023	10th	88%	86%	92%
2023-2024	10th	97%	96%	95%
2020-2021	11th	97%	95%	98%
2021-2022	11th	98%	99%	97%
2022-2023	11th	95%	90%	90%
2023-2024	11th	98%	97%	98%
2020-2021	12th	98%	99%	97%
2021-2022	12th	99%	98%	97%
2022-2023	12th	98%	97%	91%
2023-2024	12th	97%	98%	99%



All three content areas have over 94% of their students meeting standards across all three content areas. This is data reported by teachers via Infinite Campus using local assessment results. NWEA results are below. Please note that since 2021-2022 NWEA results can 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
2020-2021	Math	80%	80%	80%
2021-2022	Math	82%	75%	70%
2022-2023	Math	76%	NA	NA
2023-2024	Math	76%	NA	NA

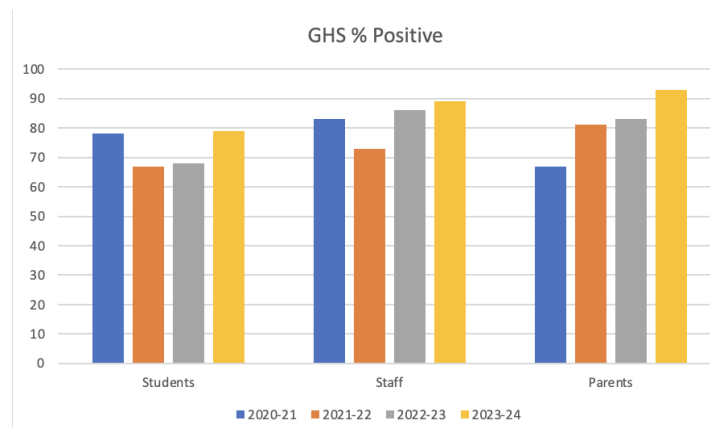
The graphs below provide a summary of this table for 9th grade results only.



This data shows an increase in the number of students meeting proficiency in reading/ELA based upon NWEA scores. The data also shows us holding steady at 76% meeting proficiency in Math Scores at 9th grade levels. Both ELA and Math are above the targeted number of 70%. This is good, but still definitely worth monitoring moving forward.

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%



Well over 90% of parents feel positive about GHS while well over 80% (almost 90%) of staff continue to feel positive about GHS. The percent of students who feel positive about GHS saw a pretty significant increase this year by rising 11 percentage points from 68% last year to 79% this year. All positive trends - we must be doing something right!

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

Years	Teachers who Scored a 3+ in each indicator, across all four domains of the Danielson Evaluation System
2020-2021	92.3%
2021-2022	80%
2022-2023	97%
2023-2024	90%

The table above indicates that 90% of GHS teachers scored 3+ in their overall summative evaluation score this past year as part of our PE/PG system. This is down by 7% from the previous year, but significantly increased from the 2021-2022 school year. 90% 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:

The Gorham School Department aims to ensure each school creates a welcoming equitable culture and inclusive environment that reflects and celebrates the diversity of the district's student population, their families, the community, and an environment that reflects our Code of Conduct. As one means to this end (of many), we continue to look at key data trends in the areas of achievement, attendance, and behavior through the lens of our subgroups to determine if there are concerns that need to be addressed.

Every year our Assistant Principals take a closer look at our data via the lens of our subgroups. An overview of the process is below.

Process

- Disaggregated NWEA achievement data, chronic absenteeism, and behavior (office referrals, suspensions), by subcategories ([grade level](#), [gender](#), [special education services](#), [ELL](#), [socioeconomic status](#), [Alternative Programming](#), [racial diversity](#), [504](#), [Gifted and Talented](#))
- Reviewed data to establish potential areas of inequity
- Used data to find common themes and trends to help guide next steps in improving instructional practice for all students.
- Grade level data was averaged by school; Elementary data was averaged across grades 1-5 across all three schools

Key data points created by this group that will be shared with each school's leadership team. Identified action steps will be incorporated into [each school's annual Comprehensive Education Plan development process](#). [For a full review of data presented CLICK HERE](#). Highlights of the data created are below.

GHS Achievement TRENDS

	2021 Math Averages % indicates 40th% and below for grades 9-11	2022 Math Averages % indicates 40th% and below for grades 9-11		2021 Reading Averages % indicates 40th% and below for grades 9-11	2022 Reading Averages % indicates 40th% and below for grades 9-11
SES	39%	55%		35%	46%
Diverse	35%	47%		29%	31%
Special Services	66%	74.5%		55%	68.5%
Alt Ed		100%			90%
ELL	44%	Not enough data		61%	Not enough data



GHS Attendance TRENDS

	18-19	21-22
Male	60% - 39/65 total	48% - 77/160 total
Female	40% - 26/65 total	52% - 83/160 total
SES	58% - 38/65	
Special Education	28% - 18/65	24% - 39/160 total
504		20% - 32/160 total

Chronically absent = missing 10% or more of school per year. Statistics for 22-23 are trending upwards in % of chronic absenteeism.

GHS Behavior TRENDS

	2018-2020	2021-2023
Males	64%	97% 2022 - 68/75 2023 - 50/83
Special Education	48%	36% 2022 - 19/75 2023 - 43/83
SES	43.5%	45.5%
Alt Ed		21.5%



The high school pulled suspension data from Infinite Campus. Subgroups with elevated reporting included males, special education and SES.

GHS Implications and Next Steps

Considerations

- All previous data reviewed was prior to the pandemic.
- The subgroups in Gorham continue to grow.



Implications

- What does the data from the year after Covid mean?
- Do we need to change the way we review data?

Next Steps

- Share data with GHS leadership and staff.
- Revise student handbook and align discipline with a restorative practice model.
- Review RTI model and look to provide additional supports to underperforming subcategories.
- Continue to focus on SEL practices that help support students and make them want to be in school.
- Maintain our weekly SSS meetings to identify students in need of academic or behavioral interventions.

GMS Achievement TRENDS

GMS Achievement trends were averaged from the last two years..

Math

- **two subgroups that showed decline were students with IEPs and those in alternative education.
- **Math fall NWEAs an average of 81% of students with IEPs scored in the 40th percentile or below.
- **On the same test 73% of Alt. Ed. students score at 40th percentile or below.
- **ELL students scored on average 60% in the 40 or below range.
- ** All other subgroups scored overwhelmingly in the 41st or above category.

Reading

- **In Reading 74% of students with IEPs scored in the 40 percentile or below.
- **On the same test 56% of Alt. Ed students scored in the 40 percentile or below.
- **Interestingly 71% of ELL students scored in the 41st percentile or above on the reading NWEAs.

- **All other subgroups scored overwhelmingly in the 41st percentile of above.
- **SES subgroup using F/R lists are no longer available to APs so we were unable to collect that data and data from 20-21 was skewed due to free meals



GMS Attendance TRENDS

GMS attendance trends for 2021-2022 also showed interesting trends.

- **Boys tended to be chronically absent a bit more than girls at 57% to 43% respectively.

- **Low Socioeconomic students were the next highest Representing 29% of the chronically absent students. Students with IEPs made up 26% of the students who were Chronically absent. This may be skewed due to free lunches paid for by the state.

- **Each of the other subgroups made up 5% or less of the chronically absent students.



GMS Behavior TRENDS

GMS Behavior trends continued to be very similar to previous years.

** Boys made up an average of 86% of the after school detentions And suspensions for the 2021-2022 school year.

**Special services was the next highest making up 46% of the after school detentions and suspensions.

**Socio-economic status has been a tough category to quantify due Free lunches and inconsistent access to the data. In the past this has been a subcategory that stood out as having many behavior referrals.



GMS Implications and Next Steps

Considerations

- Achievement norms are pre-COVID
- Data collected is first two "typical" years
- Many subgroups are very small
- Do our best to alleviate barriers for Sp.Ed. teachers to keep them at GMS.

Implications

- Be careful of interpretations based on small subgroups and data collected after 2-3 years during pandemic.



Next Steps

- Continue sharing data with staff at Leadership and regular staff meetings.
- Share new data with ILC/ DEI committee
- Continue realignment of Student Support Services incorporating new School Counselor hired for 22-23 (including classroom instruction)
- Continue to review grade level achievement data for students with IEPs (achievement level and growth.)

K-5 Achievement TRENDS



	Fall 2021 Math Averages	Fall 2022 Math Averages		Fall 2021 Reading Averages	Fall 2022 Reading Averages
SES	59%	45%		63%	49%
Diverse	30.5%	36%		34.5%	35%
Special Services	48%	53.4%		63.7%	58%
ALT	45%	27%		38.5%	25%
ELL	50%	30%		40.5%	43%

Each % indicates number of students in 40th%ile and below in each subgroup

K-5 Behavior TRENDS

Using the District's school bus behavior report as a data point shows certain subgroups with elevated reporting - Males, SES, Special Services, Diverse/Minority

	2017-2020	2021-2022
Special Services	27%	49%
Boys	73%	81%
Low SES	40%	43%
Diverse	4%	16%



K-5 Attendance TRENDS

Chronic absenteeism (10% or more) has increased substantially since our original data collection

*21-22 data	2018-2019	2021-2022
Great Falls	3.5%	14.39%
Village	5.0%	11%
Narragansett	4%	7%
* The trend continues to rise (or remain high) as we dig into 2022/23 data.		



Specific sub groups, where absenteeism is on the rise across all 3 schools (SES, Special Services, all above 20ish%). CA is really a more general problem, not necessarily a subgroup "problem".

K-5 Next Steps



BEHAVIOR:

Bus Behavior

work with bus drivers on restorative practices
bus report/bus slip
make a new bus slip

Building Behavior:

(Increase in these incidents as well.)
internal behavior tracking form
tool for future data collection

ACHIEVEMENT:

continue to beef up instructional practices (as Heather mentioned) post pandemic

Putting focus back on academics vs SEL



ATTENDANCE:

generate ideas around incentives for attendance

encourage teacher outreach

be more intentional about reaching out to families - letters vs personal reach out vs mass mailings

Count Me In!

Key Takeaways from Metrics of Success Data:

- Our student population continues to become more diverse, albeit at a relatively slow but steady pace. We have increased by 1.67% in four years from 9.93% in Fall of 2019 to 11.6% in Fall of 2023 and I we anticipate these numbers to jump again in Fall of 2024.
- Although poverty numbers are dropping significantly (from 16% in 2020-21 to 8.2% in 2023-24) we do not believe this is a true reflection of our community.
- The overall % of students that require additional support services has increased sharply over the past four years from 44% in 2020-21 to 65% in 2023-24.
- Attendance has improved across all schools except GHS.
- Only 2 grades met their NWEA growth goals in Reading/ELA while four grade levels met their growth goals in math.
- We are seeing more students meeting proficiency in ELA and Math overall, although there are still 2 grade levels that are not meeting proficiency targets in math (Grades 4&5) using Fall NWEA results.
- We need to continue to pay attention to our subgroups and identify inequities in our practices paying special attention to our boys and to our special education students who seem to struggle more than other subgroups in areas such as behavior, attendance, and academic achievement.
- Well over 70% of our elementary students end their 5th grade year “GMS” ready to succeed as middle school students. 65% of our 8th grade students are entering GHS ready for wholistic success, and 74% of our GHS students are graduating Career and College Ready as defined by our “Portrait of a Graduate” - ready to take on the complex challenges of today’s world “Prepared and Inspired” for their success!

Overall Summary:

The 2023-24 School Year got started in an awkward way having gone through three budget referendums over the summer to get to an approved budget. This left many staff members uncertain and unsteady as we opened up the school year with many classrooms not fully prepared due to supplies not having arrived with late purchasing. To say it was a bit of a “shakey start” is likely putting it mildly, but our staff are incredible and they all banded together with our Gorham families to kick off the school year on the right foot.

There is no question that we are still feeling the impacts of the Pandemic upon our students. Students who were in the early elementary grades during the Pandemic are now beginning to move their way on up to the middle school level. Challenges abound with an unprecedented number of students requiring Tier II RTI services, with increased special education populations and with the continued mental health needs of our students still high. These challenges exist, but what we have seen is that our incredible staff have worked hard to mitigate the long term impacts of the pandemic on our student’s learning. ELA/Reading scores are increasing as are math scores and we are seeing the needs of our students “level out”. This has not occurred by accident.

We have increased our capacity across all schools to work with student’s mental health needs. We have embedded second step SEL curriculum into our K-2 classrooms as well as our grades 6-8 advisories. We have strengthened our Aspire Gorham initiative, placing more and more students in ELO and apprenticeship experiences, and making sure to expose students to learning opportunities outside the four walls of our classrooms. We have worked to keep class sizes low at the K-2 levels. We have invested in early learning programs in our schools and in our community. We have worked hard to recruit and retain the best teachers and support staff around. We have re-opened our schools to our community and to our families. We have emphasized the importance of Rigor, but not by itself. Instead, in conjunction with Relevance and Relationships! We have successfully worked through our NEASC accreditation review and we have passed our budget (albeit by a very slim count).

We are creating our new “normals” after the Pandemic and the good news is that the things we are focused on are working well. The challenge is that we can’t possibly focus on all of our needs at one time, so we still have plenty of work to do for our students moving forward.

We need to continue to strengthen our instructional practices through targeted, effective, and just in time professional development. We need to make sure our staff are present as much as we want our students to be present. We need to stabilize and increase the capacities of our RTI programs to better serve the burgeoning numbers of students needing Tier II interventions so that they do not become our next “balloon population” for special education students and the associated costs that go along with. We need to continue to support the mental health needs of our students and their families during these unprecedented times of uncertainty and we need to continue to make smart investments in our staff and in prevention programs that make sure we are getting the biggest “bang for our buck” with every dollar spent on public education.

Our major challenges moving forward will be in the areas of:

- Continued focus on strengthening instructional practices while supporting the overall SEL and Mental Health needs of our students.
- Maintaining small class sizes, especially at the K-2 levels.
- Ensuring strong core curriculum, especially at grades PK-8.
- Investing in prevention programming (such as RTI and Early Childhood programming) to try and tamp down the growth of our special education populations with their associated higher costs.
- Investing in our staff so that we are able to recruit and RETAIN our high quality staff and avoid the costs associated with the constant churn of staff members.
- Public relations. Not just telling the good stories of our schools that really do exist, but making sure to better involve the full community in our schools to our mutual benefit, especially our older populations in Gorham.

Specific things we plan on focusing on in 2024-2025 to address these challenges via our Comprehensive Education Plan work include, but are not limited to, some of the following:

- A focus on rolling out our “Refreshed” Code of Conduct across all schools in order to strengthen our SEL work and ensure ALL our students feel a sense of belonging and pride at being a “Gorham Ram”.
- Continued focus on subgroup data to address inequities that are identified.
- Specific goal development regarding improving instructional practices in the areas of ELA and Math across all grade levels.
- Embedding Diversity, Equity, Inclusion and Belonging in all that we do and making sure that it is our student’s voices leading the work.
- Continue to strengthen our Aspire Gorham program - increasing ELO’s, increasing CTE access, Apprenticeships, Pre-Apprenticeships and other “authentic” learning opportunities across all grade levels.
- Model for our students how to learn via curiosity when tackling complex change issues like the utilization of A.I. in our classrooms.
- Investing in our people. Strong salaries and benefits are one way, but other ways are to make sure our staff feel supported and impactful. In addition to training, having a solid cadre of substitutes ready and willing to work to fill in gaps as they occur is also paramount.
- Involving our community - our full community - in mutually beneficial ways in creating learning environments for our students and families.

Overall, I believe the data outlined in this report generally points to a school system that is doing great work in meeting its mission and vision to “Prepare and Inspire” students for their future success. We are seeing good trends overall in our academic data, albeit not the skyrocketing upward trends we may have want to see sometimes. We are seeing the positive impacts of increasing work place learning opportunities for our students and embedding authentic real world learning into the work we do each day for our students. Students are seeing and making the connections they need to make between

what they are learning in our classrooms and how this knowledge will be directly beneficial to them “out there” after they graduate. We are seeing that our behavior data is not overwhelming our abilities to teach as can be seen in other schools across the nation. We continue to find ways to support our student’s SEL and mental health needs. We continue to seek to find that all importance balance between focusing on SEL and mental health while also challenging our students academically to be their very best. We continue to see strong support for our schools across our community. It is clear that Gorham understands the importance of strong public schools to the overall health and success of our entire community.

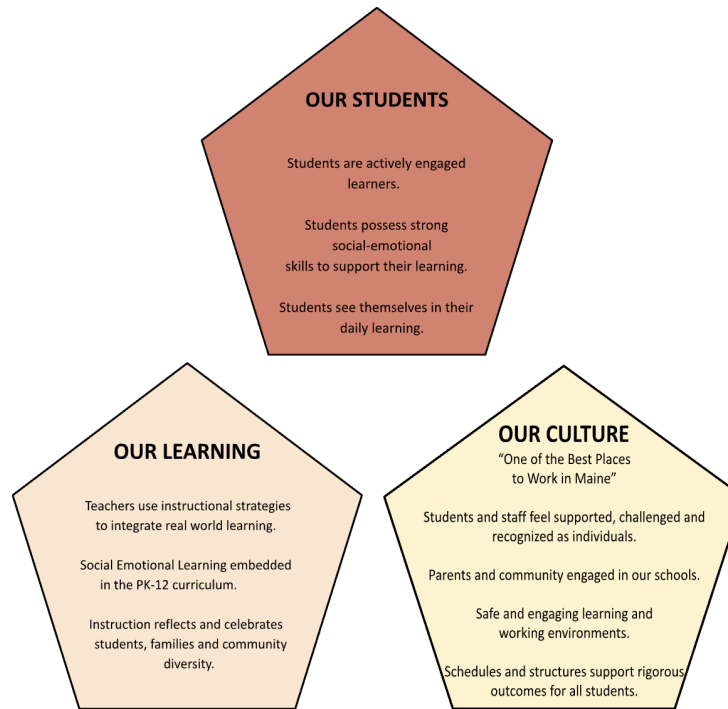
For the School Committee, a strength of this report is that it indeed exists and is utilized in an ongoing manner to inform our practices and to ask the important questions. It is important to know that from the top, all the way to the bottom, the Gorham Schools is not “satisfied” with our work and constantly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

We remain excited about this continued work and the success it will bring our schools and our community as a whole as it continues to grow. Our mission to “Prepare and Inspire” our children for success remains strong. We cannot wait for the coming year! GO RAMS!

Addendum Information:

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 - This specific action step has been completed. This could also state "Completed and Ongoing" if the work has been done and will be maintained over time as well.

In Progress - This specific action step has been started but has not yet been completed.

Not Yet Started - This specific action step has not yet been started.

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	Summer 2023 Update
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.
1.2 - Provide consistent	Metrics for	Training and PD	K-5 Fall, 2027 and	In Progress.

opportunities for student voice and choice to navigate their learning.	success (student survey)	\$	ongoing.	Metrics for Success is present and established. Need more during course of year.
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 Will keep this moving via Aspire work and via emphasis on rigor/relevance & Instructional Practices.
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 Aspire work + ELO work need to be maintained.
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. Need specific focus on Tier II interventions. Need more capacity in Learning Labs to address increasing Tier II numbers across K-8.
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. - SFL 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 K-2 SEL fully in place via allied arts. Gr. 3-12 embedded in curriculum and SFL focus.
2.2 - Provide learning opportunities for families to	- Metrics for Success to	Anti-racism and Equity	Fall, 2023 and ongoing.	Completed and ongoing

support their student's social emotional learning.	include behavior data, attendance data, student survey and parent survey data.	committee \$		Blog post resources, family nights, GATY sponsored events. Partnership with Online mental health resources & more.
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.	In Progress Work began 2020. Will re-do assessment in 2025 to see growth.
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	In Progress T&L Committee will re-look at Metrics for Success document during 2024-2025 school year.
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. Ripple effects training now baseline for all employees. Starting Graduate certificate with USM Fall 2023. Continued work with Anti-Racism & Equity Committee.
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.	In progress. Need more student voice on Anti-Racism & Equity Committee.

				Working to establish a student advisory committee to meet with Superintendent at least quarterly.
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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	Summer, 2023 update
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. Signature practices were created by DLT in spring 2024 using Small Wins Dashboard. 2024-2025 will be spent working with their leadership teams with these dashboards to refine.
1.2 - Strengthen and broaden 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.)	- Updated Gorham Learning System Document - Portrait of Graduate to include 8th grade and senior plans. - Updated program of studies (GHS)	DLT conversations involving curriculum committees, teacher leaders. Continued access to resources from Aspire Gorham \$\$\$	Fall, 2024 and ongoing.	In Progress T&L Committee will work to strengthen metrics for success document over course of 2024-2025 school year. GHS Program of studies has been updated.
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	- Increased number of students in extended learning programs. - Updated Program of	ELO and DOL grants Aspire Gorham resources \$\$\$	Fall, 2025 and ongoing.	Completed and Ongoing. We now have a vibrant ELO program at GHS level. Need to extend further to

businesses.	studies (GHS)			GMS as next step.
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.	In Progress CTE numbers have remained high. Need to create more opportunities for CTE both at HS and MS level. Alt. Learners have new program at GHS. Alt. Ed. Vision Committee will complete its work this year as well for a PK-12 vision for alt. learning.
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 JA added across grades 2, 7 and high school. Titan Challenge added. Financial literacy embedded into coursework at GHS levels.
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 Specific focus on instructional strategies. Rigor as part of Rigor/Relevance/Relationships framework.
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 Gorham Schools that embeds skills PK-12.	- Completed SFL revision and implementation plan.	PD and training \$	Fall, 2022	Completed Executive functioning added Fall of 2022.
2.2 - Incorporate explicit teaching	- Reported	PD and training	Fall, 2023 and	Completed and

of "Skills for Life" (SFL) PK-12.	student skill level for SFL across grades PK-12.	\$	ongoing.	ongoing
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.	In progress Will begin conversations with T&L committee next year once work to revise Metrics for Success document is completed.
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 advisory now used for SEL curriculum.
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 PD plan for 2024-25 emphasises these points and more.
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 Ripple effects training baseline for all staff. Continued work of Anti-Racism & Equity Committee, Partnership with USM, etc.
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 Work being done via Anti-Racism & Equity Committee in partnership with SC Policy Committee.
3.3 - Examine and strengthen the curriculum and instructional	- Expansion of World	Resources for continued	Fall, 2022 and ongoing.	Completed and ongoing.

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.	- Languages Program - Completed Curriculum audit work and annual reports.	curriculum committee work. \$		Will re-do equity curriculum audit in 2025 to gauge growth.
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. Have made this a part of our District Data Retreat process that occurs every other year.
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.

OUR CULTURE:

Goal #1: All Gorham Employees feel supported, challenged, and recognized as individuals.				
STRATEGIES	MEASUREMENT	RESOURCES REQUIRED	TIMELINE FOR SUBSTANTIAL COMPLETION	Summer 2023 Update
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 Wellness teams at each school. Still struggle with staff absences.
1.2 - Build agency and efficacy (ability to control your destiny/feeling good about your contributions to the organization) for all employees.	- Staff surveys - Gorham identified as one of the best places to work in Maine	Resources required to participate in "Best Places to Work in Maine" program. Conversation with DLT and teacher leaders \$\$\$	Fall, 2023 (building) Fall, 2026 for Best Places to Work.	Completed and ongoing Best Places to Work process has been conducted. Continued measurement via State of Schools Report each year.
1.3 - Expand structured time within the workday for all	- PD Plan - School	Funding support	Fall, 2027	Not yet Started

employees to access professional development to achieve district goals.	Calendar	\$\$\$		
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	Completed and Ongoing Diversity Hiring Toolkit created, training provided to all hiring committee chairs, Windmills training provided to all hiring committee chairs. Improved posting practices. Still Need HR capacity.
1.5 - Reaffirm the Gorham School's Code of Conduct.	Completed "refreshed" Code of Conduct.	Conversation with DLT and staff leaders \$	Winter/Spring, 2023.	Completed and Ongoing Refreshed COC being rolled out to staff, students and community when school opens up Fall 2024.
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/procedures via Student Support Services K-5. - Added SEL Direct instruction K-5.	Conversation with DLT and staff leaders. \$	Fall, 2026	Completed and Ongoing NEASC focus during review. Need more work on advisory at GHS level.
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 Continuous increases in student participation in co & extra curriculars. Increases in community service hours. Continued focus

				moving forward with focus on older Gorham populations.
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 Restorative practices have been supported across K-12 with PD and structures. Need to continue to strengthen and support structurally.
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 Will be rolled out to staff, students, and community Fall 2024.
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, curriculum corner, listening tour, syllabi posted, curriculum overviews posted, schools re-opened fully after pandemic.
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 Numbers are back up to pre-pandemic levels.
3.3 - Reaffirm the Gorham School's Code of Conduct.	- "Refreshed" Code of Conduct.	Conversation with parents/guardians \$	Winter/Spring, 2023.	Completed and Ongoing Will be rolled out to staff, students, and community Fall 2024.

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	In Progress GHS outdoor RREV grant has really helped to move this along.
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 Communication s system. \$\$\$\$\$	Fall, 2023 and ongoing.	Completed and Ongoing Revised Gold Plans, Revised district plans, Lynx system up and fully operational. Continued practice. Need to do an off-site evacuation drill.
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
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.	Not Yet Started
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.	Conversations with stakeholders.	Fall, 2025 and ongoing.	In Progress Data has been gathered on program participation rates, etc. Need to do a space study and more specific feedback from community/parent

	- Parent/Guardian survey data	\$		s.
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OUR HUMAN & CAPITAL RESOURCES:

STRATEGIES	MEASUREMENT	RESOURCES REQUIRED	APPROX. TIMELINE FOR FOCUS	Summer, 2023 Update
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	Completed and ongoing Emphasis on creation of cybersecurity plan & AI Guidelines document.
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 AI guidelines will be shared this fall when school opens (F24)
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	Not Yet Started
1B.2 Identify available but underutilized technology that could improve education or practice.	Completed inventory of PD needs.	Tech staff \$	Spring, 2025	Not Yet Started
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	Not Yet Started
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.

		\$\$\$\$\$		
2.2 - Approve Capital renewal bonds on schedule.	SC/TC Referendum Voter Approval	Engineering Opinion of cost Concept Design \$\$\$\$\$	Fall, 2022, Fall, 2025 and Fall, 2027	In Progress
2.3 - Participate in and complete revised long term plan for Robie Park	New Robie Park plan	Participant Input Engineering Legal \$	Fall, 2022	Completed
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
Goal #3A - TRANSPORTATION - Address Capacity issues within the Transportation Department.				
3A.1 Create a separate Transportation Director Position.	Hired position.	Budget \$\$\$	Summer, 2023	In progress
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	Dropped this due to expense.
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
3A.4 Automate time card systems.	New System in place	Business office staff \$\$\$	Fall, 2024	Completed and ongoing.
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
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
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
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
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.	In progress
4B.2 Streamline and strengthen special ed. staff training programs.	Special. Ed. PD plan.	Sped. admin. And District PD committee. \$\$\$	Spring, 2023 and ongoing.	In progress
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
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	In Progress
4C.2 Work with GSEA directors to develop plan.	Completed plan.	Sped. admin. \$	Winter/Spring, 2025	In progress
4C.3 Present plan to GSEA board for funding approval.	GSEA board agenda	Sped. admin. \$	Winter, 2026	In progress
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
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	Not yet started
5A.2 Re-locate tennis courts	Approved CIPS budget	Admin. Support Town Support \$\$\$\$\$	Spring/Summer, 2024	In Progress
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	Not yet started
5B.2 Identify needed programming changes (+/-)	Programming ideas liste created.	Admin. Support \$	Spring, 2025	Not yet started
5B.3 Develop implementation plan and associated timeline and funding sources.	Completed plan	Admin. Support \$	Fall, 2025	Not yet started
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	Not yet started
GOAL #6A - ADULT EDUCATION - Increase Programming Diversity & Strengthen Professional Development				
6A.1 Increase overall staff - instructors	Increase programming options	Tuition \$\$\$	Fall, 2024	Completed
6A.2 Increase workforce programming - DOL Apprenticeship grant - Corporate training - Survey community partners	Advisory, community partners	Tuition \$\$\$	Fall, 2024	Completed
6A.3 Increase ELL programming - Hire instructors - Market programming - Reach out to community	Advisory, community resources/partners	Tuition \$\$\$	Fall, 2023 and ongoing	Completed
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
6B.2 Shared staff - Re-evaluation sharing • Director • MCCA/CTE • Potentially another Coordinator	Revised Contract	Admin. Support \$	Winter/Spring, 2023	Completed
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
7A.2 Survey parents and staff for input	Completed Survey	Parent & staff participation. \$	Spring, 2024	Not yet started
7A.3 Begin pilot program at K-5 level.	Average Daily Participation increase	Principals Teacher Support Custodial SNP Staff \$	Fall, 2025	Not yet started
Goal #7B - SCHOOL NUTRITION - Reorganize staffing to address capacity issues				
7B.1 Review Participation Rates	Productivity Report	SNP Managers \$	Fall, 2023	Completed
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

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 and ongoing
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 and ongoing
8B.2 Work with business office staff, and DLT to develop a plan for improvement.	Completed plan	Admin. Support \$	Winter/Spring, 2025	In Progress
8B.3 Present plan to DLT and Superintendent for implementation.	Minutes of DLT meeting	Admin. Support \$	Fall, 2025	In progress
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
9A.3 Create implementation team to oversee process	Meeting agenda	Admin. Support Town Support \$	Spring, 2023	Completed
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
9B.3 Update forms as necessary	Updated forms	Admin. Support \$	Fall, 2025	Completed
9B.4 Share operating manual with DLT and Superintendent	Completed manual	Admin. Support \$	Spring, 2026	Completed
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 and ongoing
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

1. School/Program: **Great Falls Elementary School, 2023-2024**

Becky Fortier, Principal

Deanna Etienne, Assistant Principal

2. Overview Information

Great Falls Elementary ****FY24 Total Enrollment = 498**** 26 classes (as of 6/6/24)					
Kindergarten = 76					
16	14	14	16	16	
Grade 1 = 72					
19	18	18	17		
Grade 2 = 90					
17	17	18	19	19	
Grade 3 = 92					
23	23	23	23		
Grade 4 = 83					
21	21	21	20		
Grade 5 = 85					
21	21	21	22		

Great Falls Summary 2023-2024							
Number of Students	Free/ Reduced Lunch	Special Education	Autism	G/T	RTI	504	ML
498	14.5%	15.2%	5.1%	3.4%	41%	2.6%	2.4%

3. Recent Accomplishments:

Story Walks with the Civil Rights Team: This year, our Civil Rights Team and classrooms enthusiastically participated in our Story Walks. The final Story Walk of the year was a notable success. Members of the CRT collaborated with classrooms to guide students through the building, reading pages from the book at each kiosk. This session featured the book "Come Over To My House" by Eliza Hull. Additionally, each classroom received a copy of the book for their library.

Kids Clubs: We are pleased to announce the successful return of Kids Clubs! This spring, we had an impressive participation of nearly 285 students from Grades 1-5. Our diverse offerings included cooking classes, art, Legos, jump rope, running, storytelling, and more. This achievement would not have been possible without the dedication of our staff and parent volunteers who generously facilitated our 18-morning clubs. These activities provided a wonderful way to start our Tuesdays, fostering fun, new experiences, and friendships.

DECK Days: Great Falls School has introduced a heartwarming initiative to cultivate compassion and kindness throughout the community with the launch of monthly DECK Days (Drop Everything and Cultivate Kindness). This

program unites students, staff, and families in meaningful acts of service and connection. Each month, DECK Day focuses on a specific theme, featuring activities such as student-led book walks, community collections, and special events.

Hiring for the 24/25 School Year: We are pleased to announce the completion of our hiring process for the open positions of Art Teacher, Grade 1, Grade 3, and Grade 4. The applicant pool was highly competitive, featuring many experienced educators. We are excited to welcome our new staff members in August and are confident they will be outstanding additions to our Great Falls team.

Staff Appreciation: This year, our staff has demonstrated remarkable dedication within their classroom communities and as colleagues throughout the building. To ensure they felt seen and appreciated, we provided them with delicious meals, “room service,” gift card giveaways, and new Great Falls attire. We are immensely grateful for our incredible staff and, while we make sure they feel valued throughout the year, we aimed to make this year's staff appreciation extra special.

Retirement Celebration: On May 22, we came together as a whole staff to celebrate the retirement of six remarkable colleagues from Great Falls, each with over 30 years of experience. Their contributions have touched countless lives, and they will be dearly missed. It was heartwarming to hear staff members speak about each retiree, spend time together, and celebrate this significant milestone. We wish them all the best in their future endeavors.

Special Olympics: One of our favorite days of the year saw our school community come together to send off our students to the Special Olympics. Lining the bus loop, students made signs and cheered on their classmates as they embarked on their exciting day. The support and enthusiasm displayed by our students were truly heartwarming. Our participants performed exceptionally well in their events, and we are immensely proud of their achievements.

Partners in Education: At our final PIE meeting of the year, we were pleased to see a significant turnout. Parents gathered to hear from our Grade Level Team Leaders, who provided an overview of what the next grade and classroom will entail for their children. Each Team Leader discussed academic and SEL expectations, curriculum, and activities. Parents had the opportunity to ask questions and gain a foundational understanding of what to expect in the upcoming school year for their students. It was an excellent way to prepare for the next academic year and foster communication between parents and educators.

Code of Conduct: We continued to emphasize our school-wide focus on the Code of Conduct. Students were nominated monthly and recognized daily when they became a Citizen of the Code by demonstrating behavior consistent with our district values. At Great Falls, our Code of Conduct is a constant reference point. Each Character of the Code visits classrooms reads a story and engages in activities with the class. Our students are consistently working towards being "Citizens of the Code" at Great Falls.

Field Days: We are fortunate to uphold the long-standing tradition of Grade Level Field Days for our K-5 students. Students from all three schools enjoy rotating through various games and stations, collaborating, and having a blast engaging in physical activities. Parents have the opportunity to watch, teachers frequently join in the fun, and students consistently rave about the enjoyable experience. We are grateful to USM for graciously allowing us to utilize their fantastic space for this event.

EOY Family Picnic: Our final family event of the year was a tremendous success, just as we envisioned - bustling with families, delicious food from various food trucks, live entertainment, and an abundance of smiles! Hundreds of families gathered to enjoy a picnic dinner and spend a delightful evening together in the sunshine, surrounded by friends from Great Falls. A special shout-out to our food trucks, Sparks Ark, and The Stay at Home Dads, for adding to the festivities. We had an absolute blast with everyone who attended! We are incredibly fortunate to have such a supportive school

community that consistently shows up for one another. It was a lovely conclusion to the year, and we are already eagerly anticipating our next big event when we return in the fall!

4. **Current Opportunities:**

Cohort Meetings: To support our school goals, we will be working in mixed cohorts this year, meeting once a month to discuss key topics outlined in our Comprehensive Plan: Wellness, DEIB (Diversity, Equity, Inclusion, and Belonging), Instructional Practices, and Restorative Practices. These meetings, facilitated by members of the Leadership Team, will focus on a different topic each month. The objectives are to foster meaningful conversations, strengthen collegial relationships, and equip colleagues with strategies for classroom implementation. Our discussions so far have covered Community Circles and Inclusive Celebrations.

Grade Level and Department PLTs: Professional Learning Teams have been meeting bimonthly, focusing on advancing teaching and student learning. These sessions provide educators with the opportunity to collaborate as a team, gather evidence of student progress, develop and implement strategies to enhance teaching and learning, analyze the impact on student outcomes, and apply new knowledge. This collaborative effort is crucial as the Great Falls staff continues to enhance teamwork for the benefit of all students.

Engagement Strategies Presentations: Recognizing the evolving needs of our students, and informed by our conversations with colleagues and interactions with students, we understand the importance of supporting students of all abilities. To address this, we invited Heather Whitaker, a middle school alternative programming teacher, to lead discussions with our entire staff on student support and engagement strategies. Our staff greatly appreciated this opportunity to enhance their skill set and add valuable "tools" to their "toolbox."

Optional PD Forums: Our Optional PD Forums continue to be a great success. Our Comprehensive School Plan facilitators have conducted four sessions on each of the following topics: DEIB, Wellness, Restorative Practices/Community Circles, and Instructional Practices. These forums have been extremely well attended, consistently leaving our staff motivated and inspired to collaborate and implement new strategies. We are grateful for our passionate and dedicated staff who continually pursue their own professional development to benefit our students.

Comprehensive School Plan: Building on the momentum of our goal areas from the 2022-2023 school year, our Leadership Team has worked diligently to create attainable and measurable goals for this year in the areas of Instructional Strategies, DEIB, Student Wellness, and Restorative Practices. To view our Comprehensive School Plan, please click [\[HERE\]](#).

Parent/Teacher/Student Conferences: The primary purpose of our conferences is to facilitate one-on-one connections between parents and their child's teacher, providing updates on academic progress and essential life skills. These sessions include students sharing their work, setting goals, and presenting various assessments alongside their teacher. This year, we successfully conducted these conferences in person, achieving great participation and engagement.

School, Parent, and Community Relations: The primary purpose of our conferences is to facilitate one-on-one connections between parents and their child's teacher, providing updates on academic progress and essential life skills. These sessions include students sharing their work, setting goals, and presenting various assessments alongside their teacher. This year, we successfully conducted these conferences in person, achieving great participation and engagement.

5. **Current Challenges**

Student Needs: Our students face significant challenges daily, often arriving at school grappling with trauma and numerous Adverse Childhood Experiences. The extent of these needs necessitates a substantial focus on social and emotional learning and support before academic learning can effectively occur. This is a current challenge as our resources are stretched thin. Our social and emotional team and administrators dedicate a considerable amount of time each day to addressing student dysregulation and crises. Additionally, staff members are not always equipped with the skills and resources required to adequately meet the needs of our students.

School and Parent Community: The Great Falls community is working on reintegrating school, parent, and community events into the school environment. While we have hosted several successful family events, attendance at our monthly PIE meetings has been low. However, we have seen an increase in volunteer participation and are encouraged by the willingness of families to engage with our school community. Our ongoing challenge is to effectively welcome families back to campus and strengthen the home-school connection.

Diversity, Equity, and Inclusion: All K-5 teaching staff have completed training in cultural competency, with many ready to advance diversity, equity, and inclusion initiatives in our school and district. However, some staff members are still at the polarization and minimization stages of cultural competency. This necessitates a strategic approach from our administrators in planning professional development. Our challenge is to determine the most effective structure to progress this important work.

Instructional Strategies: Recent data analysis has revealed that our NWEA scores do not consistently correlate with the daily achievement and proficiency levels of our students. This discrepancy indicates the need for a deeper examination of our assessment methods and their alignment with our students' actual performance. As a learning community, we are committed to addressing this issue by placing additional emphasis on instructional delivery and effective strategies. Our focus will be on refining our teaching methods to ensure they meet the diverse needs of our students, thereby enhancing their overall academic success.

6. Next Steps to Address Challenges

Student Needs: The growing needs of our students underscore the importance of dedicated collaborative discussions that involve all stakeholders. In the upcoming 2024-2025 school year, we will maintain our Response to Intervention meetings, providing ample time to review student progress and strategize on meeting their needs effectively. Additionally, we will uphold our full-school agreements on restorative practices, expectations, and the facilitation of community circles, fostering a positive school environment. Furthermore, we are committed to providing ongoing professional development opportunities to ensure our staff are equipped to address the evolving needs of our students effectively. This will enable us to continue delivering high-quality education and support to our diverse student body.

School and Parent Community: The Leadership Team at Great Falls has prioritized school, parent, and community outreach in our Comprehensive School Plan for the 2024-2025 academic year. Our focus is on identifying activities and events that effectively cater to the needs of students, families, and staff, while also being mindful of promoting diversity, equity, and inclusion. We will concentrate on enhancing engagement in our Partners in Education program.

Diversity, Equity, Inclusion, and Belonging: Great Falls has appointed a dedicated teacher to serve as our DEIB (Diversity, Equity, Inclusion, and Belonging) facilitator. This leader will continue to organize and conduct professional development forums for our staff throughout the academic year, as well as assist in leading training sessions and early release professional development opportunities. Additionally, the DEIB facilitator will provide ongoing internal support to teachers, addressing any questions or concerns related to DEIB initiatives.

Instructional Strategies: We are realigning our Comprehensive School Plan to cultivate an inclusive environment that encourages collaboration, with a focus on prioritizing differentiated instructional strategies and approaches rooted in collective respect and centered

on student achievement and holistic well-being. Our professional learning teams will engage in data-driven discussions surrounding instructional practices and student needs to further support this endeavor.

1. School/Program:

Narragansett Elementary School

Erin Eppler, Principal

Sean Hanson, Assistant Principal

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

Enrollment Information

FY 24 Total Enrollment= 403 (as of June 3, 2024)			
Pre-K= 60			
(AM) 15	(AM) 15	(PM) 15	(PM) 15
Kindergarten= 44			
14	15	15	
Grade 1= 50			
16	17	17	
Grade 2= 65			
21	22	22	
Grade 3= 56			
18	18	20	
Grade 4= 61			
20	20	21	
Grade 5= 67			
22	22	23	

Program Enrollment Overview (data from January 10, 2024)

Grade FY24	# Students	Special Ed Speech	Special Ed RR	Special Ed FLS	MLL	504	RTI Literacy	RTI Math	Alt Ed	Social Work	School Counseling	OT	PT	Adaptive Physical Education	G/T	Free Lunch	Reduced Lunch
PK 2 teachers	61	14 23.0%	7 11.5%	0 0.0%	4 6.6%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	4 6.6%	0 0.0%	0 0.0%	-	5 8.2%	0 0.0%
K 3 teachers	44	6 13.6%	5 11.4%	3 6.8%	3 6.8%	0 0.0%	1 2.3%	4 9.1%	3 6.8%	1 2.3%	3 6.8%	5 11.4%	1 2.3%	1 2.3%	-	6 13.6%	0 0.0%
1st 3 teachers	50	3 6.0%	5 10.0%	1 2.0%	1 2.0%	0 0.0%	7 14.0%	1 2.0%	3 6.0%	3 6.0%	3 6.0%	5 10.0%	1 2.0%	0 0.0%	-	4 8.0%	0 0.0%
2nd 3 teachers	65	3 4.6%	7 10.8%	1 1.5%	3 4.6%	1 1.5%	8 12.3%	7 10.8%	2 3.1%	6 9.2%	14 21.5%	3 4.6%	1 1.5%	1 1.5%	-	5 7.7%	0 0.0%
3rd 3 teachers	57	0 0.0%	6 10.5%	1 1.8%	4 7.0%	1 1.8%	8 14.0%	5 8.8%	1 1.8%	4 7.0%	13 22.8%	5 8.8%	1 1.8%	1 1.8%	-	6 10.5%	0 0.0%
4th 3 teachers	63	2 3.2%	14 22.2%	1 1.6%	2 3.2%	5 7.9%	5 7.9%	8 12.7%	7 11.1%	13 20.6%	10 15.9%	4 6.3%	1 1.6%	1 1.6%	5 7.9%	16 25.4%	1 1.6%
5th 3 teachers	66	0 0.0%	6 9.1%	2 3.0%	5 7.6%	4 6.1%	2 3.0%	6 9.1%	1 1.5%	15 22.7%	14 21.2%	5 7.6%	1 1.5%	0 0.0%	9 13.6%	9 13.6%	0 0.0%
Totals 20 teachers	406	28 6.9%	50 12.3%	9 2.2%	22 5.4%	11 2.7%	31 7.6%	31 7.6%	17 4.2%	42 10.3%	57 14.0%	31 7.6%	6 1.5%	4 1.0%	14 3.4%	51 12.6%	1 0.2%

Attendance Data FY24

95.35% Average Daily Attendance

6.41 % Chronic Absenteeism

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

Successful Implementation of Gorham School Department Free and Public Pre-K Program

The Gorham School Department, in conjunction with community partners Gorham Arts Alliance and Seedlings to Sunflowers, provided a high quality, free, public Pre-K program for 93 Gorham children. Students engaged in a purposeful play model of instruction using the research-based Pre-K for ME open source curriculum, that meets the needs of MDOE Chapter 124: Public Preschool Program Standards. Students participating in the Pre-K Program were supported by highly qualified teachers, Ed Techs, and service providers who worked collaboratively to build social-emotional, executive function, language, literacy, math, and vocabulary skills. As part of the Pre-K program, the East Wing playground at Narragansett Elementary School was enhanced by adding natural play elements, a bike path, and inclusive playground equipment that is used by students during the day and by community members in the evenings.

Attendance Focus

Students need to be in school to learn and grow, and Assistant Principal Sean Hanson created an initiative to reduce the number of chronically absent students. His efforts included an attendance contest, conversations with students, working collaboratively with the district's new data specialist to develop a real-time attendance tracking system, facilitating Attendance Oversight Committee (AOC) meetings, and communicating with families. This work resulted in decreasing Narragansett's chronic absenteeism from 9.53% during the 2022-23 school year to 6.41% for this school year!

Adopt-A-Classroom Game Days

Narragansett continued the Adopt-A-Classroom program, a monthly partnership with students from Gorham High School. This year Narragansett students took a page out of Village Elementary School's book and structured the visits around the theme of Game Day. Students of all ages, along with volunteers, played a variety of board games, card games, and word games, during which they practiced perseverance, problem solving, and conflict resolution.

Civil Rights Team Participation in Eat & Learn Event

Fourth and fifth grade members of Narragansett's Civil Rights Team created unique art pieces for the Gorham Anti-Racism and Equity Committee's Eat and Learn event in March. Student displays demonstrated the concept of advocacy, and included artistic tributes to advocates such as Martin Luther King, Jr. and Rosa Parks. Teachers Sarah Poirier and Lila Weiser served as Civil Rights Team advisors.

ASPIRE Field Experiences for Students

Every student at Narragansett participated in an ASPIRE-sponsored field experience focused on exposing students to various career opportunities. Students learned about careers in the following industries: marine, postal, map making, farming, community services, grocery, land preservation, fine arts, and publishing.

The Return of the Talent Show

The heartfelt request of a fifth grader led to an extremely successful talent show, which hasn't happened at Narragansett for many years! Students in grades three through five bravely shared their talents with the school community during a daytime performance and their families during an evening performance. Ed Techs Peggy Dean and Gael Ketch, along with Social Worker Courtney Burns volunteered to organize the talent show, including auditions, rehearsals and the big event!

PK-5 Social Media Safety Night

An increase in inappropriate use of technology, and in collaboration with the Gorham Action Team for Youth (GATY) led to a Social Media Safety Night for families with children at all three elementary schools. Gorham Middle School Technology Integrator, Terri Dawson, presented information about how to support student's social and emotional learning in a digital world.

Kids Connect Clubs

Kids Connect Clubs were more popular than ever this year at Narragansett! These before school clubs were facilitated by volunteers and provided an opportunity for students to connect with each other while engaging in fun, themed activities, like Cooking Club, Harry Potter Club, and Chess Club. Teacher Stephanie O'Donnell coordinated all Kids Club volunteers and activities.

Student Leaders

Fifth grade students support the Narragansett Community by serving as Student Leaders over the course of the school year. Our Student Leaders, identifiable by their labeled red vests, model the Code of Conduct for all students and can be seen practicing literacy and math fluency with younger students, helping students during bus dismissal, and showing up at after school events to sell popcorn and treats. Teachers Susan Cataldo and Marie Whitney served as Student Leader Advisors.

Community Support Campaigns

The Narragansett Community embraces the Code of Conduct trait of compassion over the course of the school year. Our generous community supported the Maine Homeless Veterans Alliance in November, the Gorham Food Pantry in February, the Animal Refuge League in April and worked with the World of Change organization in May to collect coins to donate to charities in Maine.

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

Professional Learning Groups Facilitated by Narragansett Staff Members

Narragansett staff were eager to engage in differentiated learning opportunities designed to meet the specific needs of students. Math Interventionist Amy Spagnoli facilitated sessions about enriching math instruction, FLS Teacher Sarah Little and Instructional Strategist Rose Dyer facilitated sessions about inclusion and executive functioning, and Resource Room Teachers Sarah Boynton and Amy Hughes facilitated sessions about academic and behavior differentiation.

Welcoming New Families to Narragansett Due to Attendance Rezoning

Narragansett is welcoming 68 new students in the fall due to a recent attendance rezoning. Multiple transition and welcoming events occurred to ensure students and their families are feeling welcome. Parent information nights were held at Great Falls and Village, personal phone calls were made to all incoming families, and school tours were hosted. A Welcoming Night occurred in May where current Narragansett students and their parents were nominated as Welcoming Ambassadors and participated in welcoming activities with new-to-Narragansett students and families. Incoming students met their new teachers and classmates during Step Up Day in June, and parent representatives from each grade level are hosting optional summer "hang outs."

Addition of K-5 Autism Program

Narragansett is excited to expand our Functional Life Skills (FLS) program to include students with autism. By hosting an autism program at Narragansett, students will be able to attend their neighborhood school. Narragansett will be welcoming new staff to support this program.

Supporting Multilingual Learners Presentation

The number of multilingual (ML) families joining the Narragansett community is increasing! The Gorham School Department's Multilingual staff, Cecely Conrad, Erica Woods, Heather Alden and Narragansett teacher Kate Bishop created and delivered a professional learning opportunity for teachers to build their knowledge and skills to best support these learners.

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

Increase in Student Needs

There has been an increase in student needs, both academic and social emotional. Many individual students require multiple supports which make scheduling support services a challenge.

Supporting Effective Differentiation for Students

School wide data indicates an area for improvement in literacy. Specifically, the number of Tier 2 students has increased, which is an indication efforts to differentiate instruction are not as effective as they could be.

Meaningful Parent Involvement

Family survey data indicates families are looking for ways to engage with the school community and would like to participate in more school-sponsored activities.

Diversity, Equity, Inclusion and Belonging

All Narragansett staff have participated in meaningful and structured diversity, equity, inclusion, and belonging work through a series of professional learning opportunities. The increase of diverse learners at Narragansett has created challenges that are reminders this work is never finished, and staff must be committed to continuous learning to ensure all students feel safe, welcome and respected.

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

Increase in Student Needs

Narragansett will use a collaborative approach, involving staff from a variety of perspectives, to generate a master school schedule that ensures all students receive the supports they need while ensuring there is time to develop strong and supportive classroom communities.

Supporting Effective Differentiation for Students

Classroom teachers in grades 3-5 are receiving updates to their literacy curriculum, transitioning from Making Meaning to Being a Reader. To ensure successful implementation, the Pre-K-5 Administrative Team worked collaboratively to develop a comprehensive professional development plan focused on literacy. As part of this plan, teachers will have access to regular, high-quality professional development offered by Collaborative Classroom, combined with opportunities to work in grade level teams to re-engage with best practices.

Additionally, staff will engage in professional learning focused on strengthening Tier 2 literacy supports for students, which will include effective differentiation.

Meaningful Parent Involvement

Narragansett will plan two new family events designed to provide opportunities for families to make connections with each other. Parent volunteers will be heavily recruited to help plan and implement these events.

Diversity, Equity, Inclusion and Belonging

Narragansett's Intercultural Leadership Cohort (ILC) will dedicate the upcoming year to continued learning and work closely with staff and the Civil Rights team to align goals and values of all members of the Narragansett community, families, staff, and students.

1. School/Program: K-5 Elementary Schools **(Village Elementary School)**

Principal: Jodi Mezzanotte Assistant Principal: Cheryl Fotter

Kindergarten

Special Ed Speech	Special Ed BSP FLS Autism	Special Ed RR	504	RTI Literacy	RTI Math	Alt Ed	SEL RTI	SEL IEP	PT	OT	ML	G / T
17/67 25%	8/67 12%	2/67 3%	2/67 3%	15/67 22%	5/67 8%	3/67 5%	8/67 12%	3/67 5%	2/67 3%	10/67 15%	0	0

Grade 1

Special Ed Speech	Special Ed BSP FLS Autism	Special Ed RR	504	RTI Literacy	RTI Math	Alt Ed	SEL RTI & IEP	PT	OT	ML	G/T
13/78 17%	5/78 7%	10/78 13%	2/78 3%	12/78 16%	7/78 9%	4/78 5%	11/78 14%	2/78 3%	15/78 19%	0	0

Grade 2

Special Ed Speech	Special Ed BSP FLS Autism	Special Ed RR	504	RTI Literacy	RTI Math	Alt Ed	SEL RTI & IEP	PT	OT	ML	G/T
10/70 14%	1/70 2%	6/70 9%	2/70 3%	10/70 14%	5/70 7%	0	16/70 23%	1/70 2%	4/70 6%	5/70 7%	0

Grade 3

Special Ed Speech	Special Ed BSP FLS Autism	Special Ed RR	504	RTI Literacy	RTI Math	Alt Ed	SEL RTI & IEP	PT	OT	ML	G/T
1/55 2%	0	7/55 13%	2/55 4%	8/55 15%	9/55 16%	2/55 4%	10/55 18%	0	6/55 11%	1/55 2%	0

Grade 4

Special Ed Speech	Special Ed BSP FLS Autism	Special Ed RR	504	RTI Literacy	RTI Math	Alt Ed	SEL RTI & IEP	PT	OT	ML	G/T
0	1/65 2%	8/65 12%	0	9/65 14%	3/65 5%	3/65 5%	18/65 28%	0	5/65 8%	1/65 2%	4/65 6%

Grade 5

Special Ed Speech	Special Ed BSP FLS Autism	Special Ed RR	504	RTI Literacy	RTI Math	Alt Ed	SEL RTI & IEP	PT	OT	ML	G/T
3/94 3%	1/94 1%	27/94 29%	5/94 5%	9/94 10%	8/94 9%	6/94 7%	27/94 29%	2/94 2%	5/94 5%	2/94 2%	5/94 5%

Village Elementary School
FY24 Total Enrollment = 429
Classrooms= 22

Grade Level	Student Enrollment	Class Size Range
Kindergarten	67	16-17
1st Grade	78	19-20
2nd Grade	70	16-19
3rd Grade	55	18-19

4th Grade	65	21-22
5th Grade	94	23-25

Let's Brag! Recent accomplishments:

Socktober

Village School families collected new socks to donate to families who are unhoused. We collected over 500 socks that were matched with shoes for families.

Circle Up Books

The goal of the Circle Up initiative was to encourage safe, stronger relationships within the classroom community and to foster critical thinking beyond the scope of one's own experiences through the use of children's literature. These read-alouds replaced the One School, One Book event and provided an exciting and cohesive school-wide literature experience for our students.

I Am Your Neighbor Books

We borrowed the I am Your Neighbor books from the traveling collection, which provides perspective about the immigrant and refugee experience for children.

World Read Aloud Day

World Read Aloud Day was a fantastic event this year. Our Librarian, Gigi McAllister, set up a virtual author visit for each grade level to come to the Library and participate in.

Game Day

The Adopt a Classroom initiative and the continuation of our Game Day format fostered a more interactive and engaging learning environment. This program provided students with hands-on experiences and team-building activities that enhanced their educational experience and social skills.

Village School Junction Bowl Bowling Unit

Each grade level participated in a two-week unit at Junction Bowl again this year, focusing on bowling and running a business in our community. Students toured Junction Bowl and had two days of learning the ins and outs of bowling. Fun was had by all!

New and Exciting Family Events

This year, we introduced a variety of new and unique family events that strengthened our school community. These events provided opportunities for families to engage with the school and each other in meaningful ways, enhancing the overall sense of belonging and support within our community. We hosted a Family Paint Night, a STEAM Night, and a Family Glow Run. We are sure these will become traditions at Village.

BARR Training and PLC Structures

Our staff benefited greatly from the Building Assets, Reducing Risks (BARR) training, which equipped us with strategies to better support our students academically and emotionally. Additionally, the implementation of Professional Learning Community (PLC) structures facilitated more effective collaboration among teachers, promoting consistent and improved teaching practices.

Aspire Program: Speakers and Field Trips

The Aspire program connected students with inspiring speakers/authors and educational field trips, exposing them to a range of career possibilities and real-world experiences. These opportunities enriched our students' learning and had an impact on community engagement.

New Staff Members with Special Education Expertise

We welcomed new staff members with backgrounds in Special Education, significantly boosting our capacity to support students with diverse needs. Their expertise has been invaluable in providing tailored support and ensuring that all students have access to the resources they need to succeed.

Alternative Education Offerings

The enhancement of the alternative education programs ensured that we could reach all students, regardless of their learning styles or challenges. These offerings provided flexible and personalized educational pathways, helping every student to thrive. Our Alt Ed program was able to reach every student at Village this year.

Spring Fling

This annual spring event is our most well-attended event of the year. This year we had over 400 people attend this event. Highlights included the Dance Dome Bouncy House, Obstacle Bouncy House, Bouncy House and Slide, Basketball Shootout, Glitter Tattoos, Face Painting, Balloon Animals, Ice Cream, Music, and the playground. Fun was had by all!

Author Visit

In October, we were treated to an author visit by Dusti Bowling for all 4th and 5th grade classes.

Amazing Race

This Aspire-sponsored event was a collaboration between Village School and GMS. Students navigated a scavenger hunt through the Gorham Village, using clues and a map to direct them to area businesses.

Grade-Level Professional Learning Communities

Grade-level teams developed measurable goals based on data that focused on instructional practices. The teams met weekly to reflect on their goals, share instructional practices, and celebrate progress toward the goals. The teams measured progress using an online dashboard called the Small Wins Dashboard that helped to visually represent their progress.

Small Wins Dashboard

The staff used the Small Wins Dashboard as a tool to capture the little victories we had throughout the year. Seamlessly blending simplicity with effectiveness, the Small Wins Dashboard provides a visual representation of daily triumphs with our students and reflections on our Comprehensive School Plan, reminding us that every effort counts.

Current Challenges

Partners in Education

Low attendance of our PIE group.

Facilities

Facilities continue to be a struggle. Village School is in need of repairs, and our sidewalks need to be replaced. The building could benefit from painting the exterior doors, maintenance of gardens and playground and replacing the interior hallway floors that often buckle.

Staff Absences

Finding coverage this year has been a struggle. We had several staff members out for various reasons, and finding coverage has been challenging. Due to the volume of daily coverage needs, we have needed to use our math/literacy educational technicians to cover classrooms, which has resulted in Tier 3 students not being seen.

Staff Culture

There was a significant, confidential personnel matter that took a toll on the staff and created a bit of uneasiness that impacted our culture.

Next Steps to Address Challenges

Partners in Education

We are working to revamp our PIE group and provide differentiated offerings sponsored by PIE. Our plan is to survey parents at the beginning of the year to determine the topics of these events.

Facilities

We will continue conversations and advocacy for our building needs. Some staff members and their families have volunteered to maintain the gardens and playground; however, this is not sustainable.

Staff Absences

We will continue to focus on ways to support and incentivise staff to be present on a regular basis. Having full-time substitutes would be helpful in the future.

Staff Culture

Culture will be the focus of the upcoming school year to rebuild a cohesive, trusting, and supportive work environment.

1. School/Program: Gorham Middle School

Principal: Quinton Donahue Assistant Principal: Lucas Witham

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

Gorham Middle School is a 6-8 school in Gorham, Maine, which is a charming town known for its blend of small-town warmth and modern amenities, located 20 minutes west of Portland. Gorham Middle School currently has 676 students this school year and is anticipating 700 students during the 2024-2025 SY. The current demographic breakdown of our students is as follows:

- 580 Students (86%) - White
- 41 Students (6%) - Black
- 23 Students (3%) - Hispanic
- 15 Students (2%) - Asian
- 13 Students (2%) - 2 or More
- 4 Students (< 1%) - American Indian

As of today, 110 students at GMS have an IEP (16.3%), and 55 students at GMS have a 504 (8.2%). Gorham Middle School welcomes students from three different elementary schools that are all located within Gorham, Maine.

Narragansett Elementary, Village Elementary, and Great Falls Elementary are the three elementary schools that send students to Gorham Middle. The Gorham School Division has only one middle school and one high school, so all 8th-grade students transition to Gorham High School for their 9th-grade year.

Each grade level consists of three different “teams”. In each grade level, there is a team of two teachers, a team of three teachers, and a team of four teachers, allowing for some students to be intentionally placed on teams based on the student’s needs. Additionally, we have one extra 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 37 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 37 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 13 Ed. Techs. Of the 13 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 16 members who are a part of the support and resource team, which includes the following:

- 2 Social Workers
- 2 School Counselors
- 1 Nurse
- 2 RTI Interventionists (1 Math, 1 Reading)
- 1 Gifted & Talented teacher
- 1 ESL teacher
- 1 Psychologist

- 1 SLP
- 1 Instructional Specialist
- 1 Technology Integrator
- 3 computer technicians
- 1 ASPIRE coordinator
- 1 Adapted PE teacher

Currently, 39% of our student population sees one of our school counselors or school social workers at least once per week in some capacity, including tier III interventions and lunch bunches.

- 3. Let's Brag! Recent accomplishments:** (try to stick within just this year please)
 - Implemented Second Step Social Emotional Learning (SEL) program in all Advisories
 - Utilized Second Step for Adults with staff for SEL professional development
 - Reorganized school lunch and recess plan leading to greater levels of supervision and lower behavior rates.
 - Piloted Reach My Teach, a communication program that let us safely text families and communicate with all families in their first language
 - GMS welcomed multiple area professionals on various days throughout the school year to give career talks.
 - GMS 6th graders took part in our annual Try it Day. They got a chance to connect with community members that introduced them to multiple career areas
 - 8th grade students participated in the Amazing Race of Gorham as mentors for Village 5th grade students.
 - GMS hosted an amazingly well attended STEAM night. There were multiple engaging activities connected to Science, Technology, Engineering, Art and Math.
- 4. Current Opportunities** (this is where you would list areas of identified strength from your school/program. .. maybe its facilities, staff, parent involvement, etc.
 - a. Student engagement in co and extra curricular activities
 - b. Community collaboration and participation (Aspire Gorham partnerships, STEAM night, SMCC)
 - c. Increased collaborative instruction between classroom teachers across grade levels and content areas.
 - d. Spring Testing?
- 5. Current Challenges** (this is where you would list areas of identified challenges from your school/program . . . maybe its facilities, maybe it is money, lack of programs, shifting student populations, etc.)
 - a. Chronic Absenteeism - Currently at 16.99% for the 2023-2024 SY. Finished the 2023-2024 SY at 20.9%.
 - b. Decrease the suspension gap between students based on socioeconomic status. Currently, 16% of our students are considered to be of low socioeconomic status. That group of students makes up nearly 50% of our suspensions during the 2023-2024 SY.
 - c. Maximizing supervision during unstructured times, such as lunch and recess.
 - d. Becoming more intentional regarding cultivating and sustaining structure in class periods outside of core classes/allied arts.
- 6. Next steps to address Challenges** (this is where you would outline a few ideas that you are thinking of to address the challenges identified in #5 moving forward):
 - a. Be more intentional about educating families regarding what chronic absenteeism is, monitoring chronic absenteeism, consistently communicating with families who have students near the 90% threshold, etc.
 - b. Increase data transparency with staff, offer professional developments that are founded on what poverty does to the brain, trauma-informed practices, and create more opportunities for restorative approaches

- c. Review the schedule before the start of the school year (during the summer) to find opportunities to pull staff members for duties during lunch/recess
- d. Short term - Develop committees at GMS and be more intentional in GMS leadership meetings to discuss our vision for advisory and WIN periods, and create a product based on that vision.
 - i. Long-term - Develop a committee and eventually a steering committee to discuss potential changes in our bell schedule that would help increase supervision in those spaces.

School/Program: Gorham High School

Principal: Brian Jandreau Assistant Principal Christina Cifelli Assistant Principal Marc Sawyer

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

Professional Staff	74
Ed Techs	16
Secretaries	6
GSNP	4
Facilitites	1
Principals	3

Student Enrollment*

Years	Males	Females	% Population Excluding White not of Hispanic Origin	Totals
2013–2014	425	437		862
2014–2015	424	440		864
2015–2016	433	424		856
2016–2017	430	427		856
2017–2018	433	422		866
2018–2019	437	435		875
2019–2020	434	448		882
2020–2021	442	411	8.9%	853
2021–2022	413	412	9.1%	825
2022–2023	396	413	9.9%	809
2023-2024	421	391	10.22%	812

*Based on October 1st Enrollment

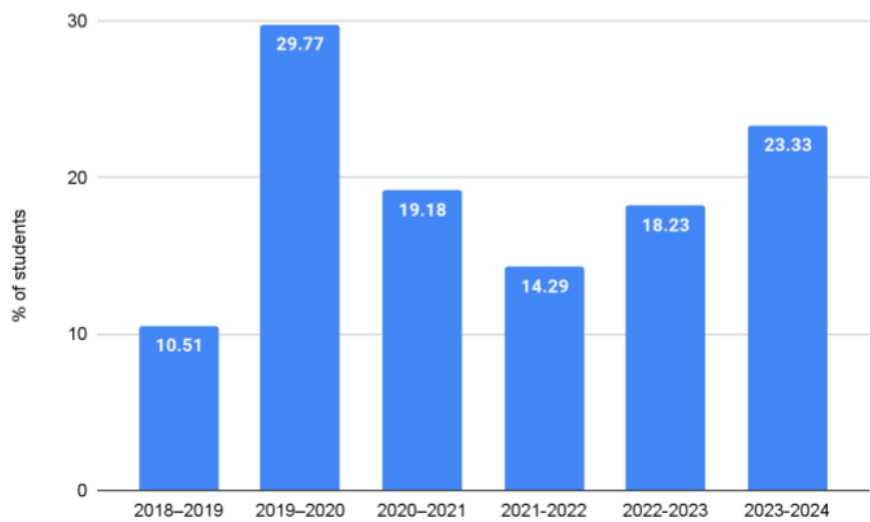
Free and Reduced Lunch

Years	Reduced	Free	Totals	% Students
2013–2014	17	150	167	19%
2014–2015	19	53	72	26%
2015–2016	44	189	233	27%
2016–2017	18	95	113	13%
2017–2018	28	105	133	15%
2018–2019	27	102	129	15%
2019–2020	29	97	126	14%
2020–2021	37	163	200	23%
2021–2022	14	75	89 (736 DID NOT APPLY)	9%
2022–2023	20	85	105 (701 Did not Apply)	13%
2023–2024	6	83	89 (720 Did not apply)	10.9%

Average Daily Attendance

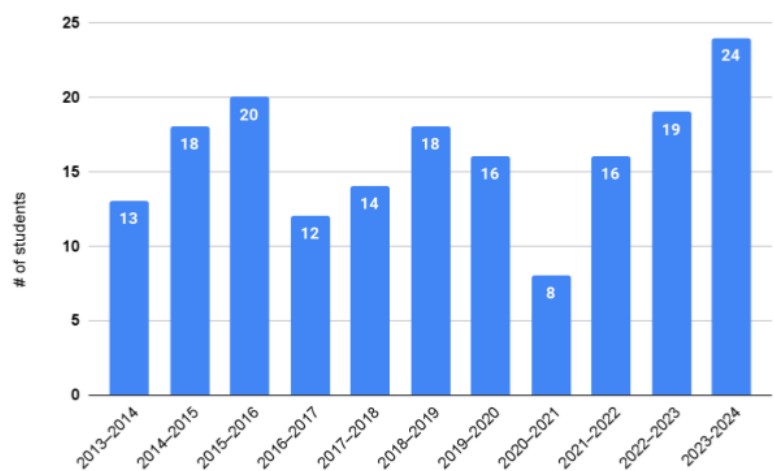
Years	Grade 9	Grade 10	Grade 11	Grade 12	Avg. Daily Attendance
2013–2014	96%	95%	95%	95%	95%
2014–2015	96%	96%	95%	94%	96%
2015–2016	96%	96%	96%	95%	96%
2016–2017	97%	95%	95%	96%	96%
2017–2018	95%	95%	94%	94%	94%
2018–2019	96%	95%	95%	95%	95%
2019–2020	97%	97%	96%	97%	97%
2020–2021	97%	97%	97%	98%	97%
2021–2022	94%	94%	93%	95%	94%
2022–2023	94%	92%	93%	95%	94%
2023–2024	94%	94%	92%	95%	94%

Chronic Absenteeism



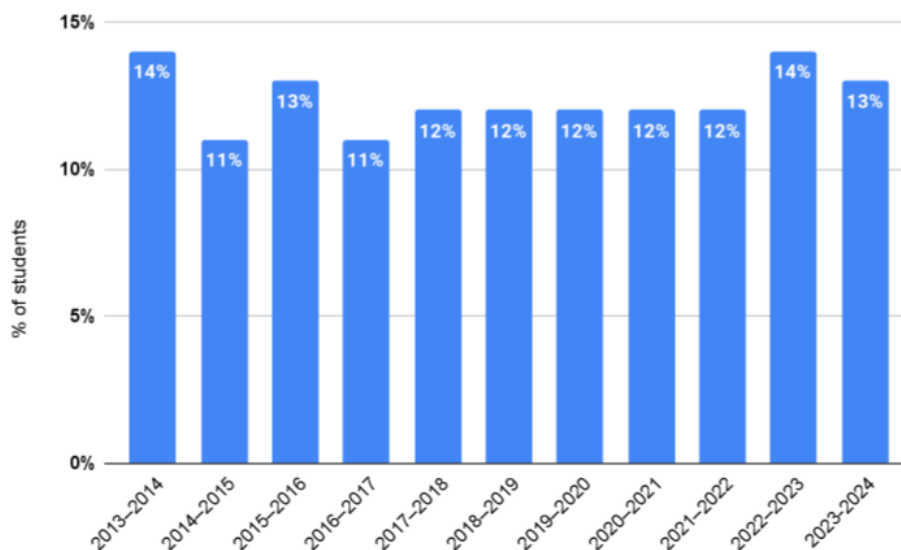
Chronic absenteeism defined as missing 10% or more of the school year.

Multilingual Learners



*Individual Language Acquisition Plan

Special Education



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

The Gorham High School faculty and staff is proud to have completed a comprehensive self reflection process that culminated in a visit by the New England Association of Schools and Colleges (NEASC). The visiting committee shared many commendations with our staff, including:

- The collaborating between building leaders, faculty, staff, students, families, and community stakeholders.
- The strong commitment to building relationships and creating a sense of belonging.
- The consistent course syllabi and unit planning documents that allow stakeholders to clearly understand course requirements and how each course fulfills not only graduation requirements but also connects to the vision of a graduate.
- The robust classroom technology that supports learning, including 1:1 devices for students and teachers, access to a wide variety of digital platforms, and projectors for each classroom.
- The common planning time for nearly all departments that is generally well-used and valued.
- The trust teachers feel as professionals, empowered to make program and curricular decisions based on their view of student learning needs.
- The use of the Roosevelt Room to support students' social and emotional needs throughout the day.
- The Aspire Gorham program that provides students with community-based learning opportunities.
- The clarity and specificity of district and school planning and safety documents.
- The continued effort to utilize spaces creatively to best serve the needs of student learning in the face of highly constrictive space and funding.

As noted above, Aspire Gorham is a community-wide initiative that encourages students in every grade and Gorham school to consider their futures. Collaborating with businesses and community organizations in and around Gorham, Aspire connects students to community mentors for career exposure, exploration, and experience opportunities from kindergarten through 12th grade.

As Aspire Gorham wraps up its sixth year, students in all Gorham schools have opportunities for career exposure, exploration, and experience. This supports our district goal of connecting student aspirations with learning and expanding access to learning outside the classroom (strategic plan student goal 1.1; learning goal 1.3). It provides the foundation for

students to engage in deep and meaningful career experiences at GHS. This year, we continued our CareerX series, piloted Career Treks, and expanded our Extended Learning Opportunity Program.

Here's a snapshot of this year's accomplishments at GHS:

Experience (9-12)	# of Events	Student Participation	Community Participation
CareerX: Health, PE & Technology	1	451	15
Career Treks	12	194	32
Extended Learning Opportunities	Ongoing	67	65
Senior Experience	Ongoing	183	183
Adopt A Classroom	9	105	n/a

Aspire Gorham is evaluated each year through a rigorous data analysis conducted by Stepwise Data Solutions. The results are clear: Aspire Gorham has shifted mindsets. Our data shows that staff feel greater responsibility for our students' post-secondary success. In turn, students see a greater connection between classroom learning and their future lives. Aspire Gorham is so notable that it is being used as a model for school districts throughout the state.

Finally, we graduated nearly 230 students this year. These students were the class who left in March when they were in 8th grade, transitioned to the high school the year students attended every-other-day, and have managed to thrive despite auspicious beginnings. We are very proud of their accomplishments as well as our ability to support them.

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

In addition to building upon the strengths and successes described above, we are excited to reestablish our alternative education program. Students who would have been in alternative education the past few years have really struggled. They will now have a supportive program that meets their unique needs.

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.)

Based on our NEASC self reflection and feedback from the visiting committee, future areas of growth at GHS include the following:

- Increase the focus and prioritize professional development and policies to emphasize and strengthen the understanding of and commitment to diversity, equity, inclusion, and belonging
- Promote norms and protocols that empower students to support respectful discourse, including diverse perspectives, experimentation, innovation, and a disposition to listen well and learn from others
- Ensure that the vision of a graduate is being embedded into the curriculum in a way that is educational and measurable
- Develop and clarify structured educational and emotional support programming for at-risk students
- Develop consistent and concise policies around assessment practices, retakes, homework, and expectations around the use of technology in the classroom
- Determine and implement methods to assess the vision of the graduate and communicate student growth to students, families, and the community
- Identify and document the intersections between the vision of the graduate and the existing curriculum
- Implement further tier I interventions across the school to support differentiation and other methods to increase learner outcomes

- Identify and utilize opportunities for further interdisciplinary opportunities, both formal and informal, at the school
- Engage families as partners in each learner's education and reach out specifically to those families who have been less connected with the school
- Increase the systematic use of data by individual teachers and at the department level to inform and shape curriculum and instruction and to identify and respond to inequities in student achievement
- Ensure that educators engage in formal and informal professional development, including peer observation, and apply skills and knowledge to practice
- Ensure that educators maintain currency with best practices and content-specific instructional practices
- Develop strategies and systems to support the population of students whose academic and social needs are currently being met by current structures and interventions
- Ensure that non-traditional learners have access to timely, coordinated, and directive intervention strategies that support their success and well-being
- Develop and implement a written developmental program and goals for counseling services.
- Ensure that students have consistent access to the student health office.
- Ensure that the library media center is open and available for students and adults before, during and after school.
- Develop and implement clear and actionable plans to address the school's many aging and space issues.
- Ensure that the core values, beliefs about learning, and vision of the graduate help drive decisions about which staffing positions to add or cut from budgets.
- Develop additional opportunities for staff to collectively and collaboratively participate in professional development that supports school and student needs.
- Ensure that the school has infrastructure and protocols to provide a physically safe environment for students and adults.

Next Steps to Address Challenges: This year the faculty and staff will begin responding to the areas for growth as outlined above

School/Program: **Transportation**

Norm Justice, Transportation Director

Judy Philbrick, Assistant Director

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

- Operate 31 Regular Full-Size Buses (22 Propane, 9 Diesel), 6 Mini Buses, 8 passenger vans.

24 FT Bus Drivers, 8 Van Drivers and 16 PT spare drivers (6 teachers)

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

- Bus Banners continue to be a success in attracting new driver applicants. We're currently training 3 additional drivers for CDL's.
- K5 attendance zone redistricting was successfully completed for implementation for fall of 2024.
- We were able to fully staff transportation for the 23-24 school year in spite of a national shortage of drivers.

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

- We have an extremely dedicated Assistant Director that makes our day-to-day operations run smoothly. Judy goes above and beyond day in and day out. Barbara Hines, the addition to PT routing support, has been a huge help.
- Don Hines, our new driver trainer, has done a great job with the new Federal Training requirements and successfully licensing new drivers.
- We also have 30 dedicated drivers that put student's safety first. Our drivers go above and beyond looking out for the safety of our students.

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

- The lack of additional day-to-day support at transportation with the office/scheduling/ routing and dispatching, is more than one individual can handle efficiently. This puts our operations at risk in an emergency and creates inefficiencies.
- With the combined Director of Facilities and Transportation Director as one position, it is extremely challenging, especially with added major CIP Bond projects. The added Capital projects, along with expanded transportation requirements, warrants separating these positions into two separate Directors. Both Judy and I are getting much closer to retirement and separate Director positions would help with providing continuity of services when that occurs.
- The lack of Capital Improvement funding continues to negatively impact transportation services. The absence of a paved parking for both buses and drivers contributes to safety issues as well as accelerated depreciation of our bus fleet.
- The expansion of our fleet is straining the ability of Public Works to keep up with maintenance.

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

- The School Committee should anticipate continued requests for a Director of Transportation, FT Dispatcher and an additional mechanic support at Public Works in the FY25 Budget.
- Funding for Transportation Site Improvements in the 10-Year Bonding Plan should be a priority.

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)

2. Let's Brag! Recent Accomplishments:

- We completed the High School LED lighting project with an estimated energy savings of \$25,000 annually.
- The High School HVAC Mechanical upgrade began in the summer of 2023. The boiler room work was completed in the fall of 2023 and J & J is now on schedule for completing the mechanical upgrade of the entire mechanical system to include adding AC to classrooms this summer of 2024. The completion of mechanical projects at both the Middle School and High School will reduce maintenance and operational cost as well as providing for appropriate ventilation and air quality systems in these schools
- Phase IV Modularity at Narragansett School was completed this spring of 2024 and will be ready for occupancy in fall of 2024.
- With the assistance of Lavalley/Brensinger Architects, the DOE Major Construction Applications are being prepared for submission this August for Gorham High School, Narragansett and Village Schools.

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

- Our skilled and dedicated maintenance crew provide for a safe and welcoming learning environment.
- The completion of mechanical projects at both the Middle School and High School will reduce maintenance and operational cost as well as providing for appropriate ventilation and air quality systems in these schools

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

- The lack of 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 Capital Projects or State approved Facilities Projects.
- The Narragansett HVAC upgrades need to be addressed. Capital Renewal Bonding is unavoidable given the deficiencies identified in the Facilities Study.

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 #4 moving forward):

- Interim funding of capital projects: Until the High School funding needs can be fully addressed through an application and approval for construction with the State of Maine, a November 2024 referendum should be considered for the High School Café expansion and modular addition to address anticipated space needs at both the MS and HS. It's important to note, these are multiyear projects before occupancy can occur.
- Completion of the K-5 Facilities Study and the School Committee's decision to focus on growth at Narragansett School has provided interim direction for addressing capacity issues at Primary schools. An application for State of Maine Funding for K-5 needs will need to be submitted this August.

- The Sustainability Committee should address how the Town will fund renewal of its aging infrastructure.

1. School/Program: Special Services

2. Overview Information:

Section 504 Student Count = 124

Special Education Student Count = 450, 16.8% (Oct 1 count was 483, 17.2%)

- 101 students entered in Special Education this year (31 qualified, 40 transferred in and 30 students came in from CDS)
- 112 students exited Special Education this year (68 students no longer qualified, 25 transferred out to another district, 2 dropped out, 17 graduated)
- 10 students in Special Purpose placements

Starting 24-25 year off with: 489 + transfers

- 47 incoming K
- 9 PreK so far

Population Growth in Special Education Students (based on Oct 1 Count)

10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	Expect
350	327	299	290	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 17.2%	490

Special Ed Staff at Each School

	Great Falls	Narragansett	Village	GMS	GHS
Special Ed Staff	6 Spec Ed Teachers 15 Ed Techs .5 SW 1 OT 2 Speech Therapists 1 Instructional Strat	3 Spec Ed Teachers 7 Ed Techs .5 SW 3/5 OT 1 Speech 1 Instructional Strat	4 Special Ed Teachers 12 Ed Techs .5 SW 1 OT 1.5 Speech 1 Instructional Strat	6 Spec Ed Teachers 13 Ed Techs .5 SW 1/2 OT .5 Speech 1 Instructional Strat	8 Spec. Ed Teachers 14 Ed Techs 1 SW 1/2 OT .5 Speech 1 Instructional Strat

District Wide Staff

1 Director
1 Assistant Director
3 School Psychologists
2 BCBA/ Behavior Specialist
1 Admin Assistant
.5 Secretary
1 Contracted Doctoral Psychologists
.5 Contracted Physical Therapist
1 Adapted PE Teacher
Consulting Audiologist

3. **Let's Brag! Recent accomplishments:** (try to stick within just this year please)
 - a. Conducted professional development for K-12 Special Educators on understanding the nuances of identifying Multilingual Students for Special Education and this training was sought out by MASP for School Psychologists across the state, which was presented by our psychologists.
 - b. Continued to increase professional development training opportunities in reading interventions for our staff.
 - c. Increase in students participating in Summer Work Experience with Vocational Rehabilitation.
 - d. Successful implementation of Apprentice program - 8 participants in Gorham and 42 altogether from increasing participation of districts in Cumberland, York counties; will be extending program to Piscataquis Valley in the fall.
 - e. Managed to keep programs going and students growing despite not being fully staffed some of the year. All staff jumped into fill holes and took on extra to keep programs open and moving forward, particularly the GMS Special Ed Staff.

4. **Current Opportunities** (this is where you would list areas of identified strength from your school/program. .. maybe its facilities, staff, parent involvement, etc.)
 - a. Continue to build community opportunities for job shadows and paid job experiences at the high school and middle school levels
 - b. School Psychologists are investigating the ways to evaluate ML students when a need presents to determine a possible disability; they have teamed with the ML teachers who have reviewed a presentation they have done for Spec. Ed staff next fall
 - c. Collaboration with CDS to increase student services PreK and with PreK partners in the district
 - d. Collaboration with SMCC and USM to grow Special Educators programming
 - e. Collaboration with Voc Rehab- Goodwill Bootcamp in the fall for GHS, Walgreens REDI program

5. **Current Challenges** (this is where you would list areas of identified challenges from your school/program . . . maybe its facilities, maybe it is money, lack of programs, shifting student populations, etc.)
 - a. Need to build more opportunities for job experiences for our high school students
 - b. Growing student population in our Autism/FLS classrooms with higher level of needs
 - c. Staffing issues (staff out on leave, difficulty filling open positions- lack of applicants).
 - d. There is a lack of teachers with appropriate experience in the applicant pool
 - e. Increase in special education referrals- overwhelming school psychologists.

6. **Next steps to address Challenges** (this is where you would outline a few ideas that you are thinking of to address the challenges identified in #5 moving forward):
 - a. 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
 - b. Need to be thinking out of the box on how to support the Autism/FLS programs in different ways, such as increasing behavioral supports, teachers, specialists; also need to train more of our support staff on specific programming, such as Applied Behavior Analysis and reading programs for students with significant disabilities.
 - i. Need to find space at GMS/GHS for this population as it will be doubling in the next few years
 - c. Build experiences of current ed tech staff to build into teachers through Apprentice Program and other training

1. School/Program: **Adult Education**

2. **Overview Information (include data such as enrollments, etc.):** Gorham Adult Education continued its partnership with Westbrook Adult Education for FY24. This year was a challenging year in our partnership working through the “co-director” model. FY24 continued to see growth in both adult education programs across all programming. The program that saw the most growth in Gorham was our Multilingual Learner program. We doubled our numbers from last year. As we look to FY25, we will be dissolving our partnership with Westbrook.

	Gorham Adult Education		Westbrook Adult Education
Program			
Enrichment	861		116
Multilingual Learners	38		761
Citizenship	0		3
Academic	40		39
Credit Recovery	0		32
College Prep	0		3
HiSet Graduates	8		13
CTE	42		84
Total Enrollment	989		1038

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

This was another banner year for Adult Education:

- Highest number of Enrichment enrollments in both programs
- Highest number of HiSet graduates
- Highest number of Multilingual learners in both programs

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

- With our partnership with our community:
 - Enrollment numbers across programming
 - Various Programming
 - Community involvement and partnerships

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

- Funding - As our state and federal funding (grants, subsidy) continues to decline, funding for our growing enrollment numbers especially in the areas of academics and multilingual learner programming will continue to be a struggle;
- Space - As we offer more in-person classes, finding appropriate space will become a challenge;
- Staff - As our programs continue to grow, the need for more staff (teachers) will become a challenge

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

- Funding - continue to pursue various forms of funding to support ML and Workforce trainings
 - Grants
 - Scholarships
 - Sponsorships
 - Corporate trainings
- Space - As we continue to offer more enrichment opportunities throughout the school year, we will look to continue to partner with various community organizations which would allow on-site classes.

School/Program: SAIL Gifted and Talented

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

The SAIL program provides services for students identified as gifted in grades 4-12, in accordance with state guidelines. We are currently staffed by two teacher-coordinators for grades 6-8 and 9-12, as well as an ed tech for grades 4 and 5.

Student Data:

Grade Level	School Year	Total Level II Monitor: Academic & VPA	Total Level III Academic	Total Enrollment
K-5	2021-2022	25	35/1290 (2.7%)	60
K-5	2022-2023	34	31/1291 (2.4%)	65
K-5	2023-2024	40	42/1330 (3.1%)	82
K-5	2024-2025 (Projected)	31	40/1306 (3.0%)	71
MS	2021-2022	10	68/623 (10.9%)	78
MS	2022-2023	62	58/650 (8.9%)	120
MS	2023-2024	40	65/668 (9.7%)	105
MS	2024-2025 (Projected)	35	81/699 (11.6%)	116
HS	2021-2022	70	43/834 (5.2%)	113

HS	2022-2023	69	39/807 (4.8%)	108
HS	2023-2024	65	42/812 (5.2%)	107
HS	2024-2025 (Projected)	68	48/793 (6.1%)	116

- ID Definition: Students identified with approved screening and identification protocols by Maine's Dept. of Education for GT programming, required under Chapter 104.
- Monitor Definition: Referred students, not qualifying under Chapter 104, are reviewed yearly for GT programming level changes based on current scoring and identification data.

Staffing Data:

School Year	Total Staff (In FTEs)
2021-2022	3 (2 Teachers / 1 Ed Tech)
2022-2023	3 (2 Teachers / 1 Ed Tech)
2023-2024	3 (2 Teachers / 1 Ed Tech)
2024-2025 (Projected)	3 (2 Teachers / 1 Ed Tech)

2. Let's Brag! Recent accomplishments:

Elementary

- Provided weekly pull-out programs to 4th and 5th graders at three elementary schools, offering students valuable opportunities for enrichment and growth.
- Encouraged students to set personal and academic goals for the year and reflect on their progress; this helped boost their self-esteem and motivation.
- Developed challenging differentiated activities in ELA and Math content, including STEM projects
- Established an Odyssey of the Mind at the elementary level this year and the team placed 1st at the regional tournament.

Middle School

- Provided engaging weekly pull-out programs for students in grades 6-8 for ELA, Math, Social Studies, and Science.
- All three Odyssey of the Mind teams placed at the regional tournament.
- Created the curriculum and qualifications for an accelerated 6th-grade Math class, which will go into effect next fall.

High School

- Matched students with extension opportunities such as ELOs/Independent Studies, as well as college courses
- Provided support to twice-exceptional students, and consulted with other staff as needed to maintain continuity of services.
- Mrs. Ambrose taught AP Computer Science Principles and AP Computer Science A this year. GHS had not been able to offer the AP Computer Science A course (coding in Java) for several years. Offering this course met a need both for the school in general, as well as for a population of our identified and monitored GT students.

K-12

We have made progress toward refining our identification procedures in order to improve transparency for all stakeholders:

- Began to develop criteria for identification of students in Science and Social Studies and in the Visual and Performing Arts
 - Implemented new PLP forms/student reflections
 - Piloted SS/Science programs
 - Updated criteria for the GT identification process (changed monitor status)
 - Research Project by Rebecca Ambrose:
 - The 9-12 GT Teacher has been looking at data to determine how closely our GT population mirrors the general population of the district, with the goal of ensuring that the identification process is as equitable as possible. The team is working with the administration to implement a system of Universal Screening is this one step we can take toward a more inclusive process
 - [SAIL Data by Birth Month](#)
- 3. Current Opportunities** (this is where you would list areas of identified strength from your school/program. ... maybe its facilities, staff, parent involvement, etc.)

Elementary

- Prioritizing self-efficacy growth in our GT student populations with effective goal setting.
- Meeting the needs of students with differentiated activities/projects. Activities include STEM projects (Open A Food Truck, Mini-Golf Course Design), writing contests, and piloted Social Studies/Science opportunities.

Middle School

- Many programming opportunities are offered to meet the various interests of our students. These include STEM activities, Odyssey of the Mind, USM CubeSat Challenge, creative writing contests, book groups, and [Findings from the Field](#) journal submissions.

High School

- GT services are primarily delivered through the guided study model
- All SAIL students are invited to participate in academic ELOs and Independent Studies under the supervision of Ms. Ambrose. Students complete Interest Inventory surveys to identify areas of interest and preferred learning styles and activities. Ms. Ambrose also consults with Aspire Gorham staff to connect students with career resources and experiences as needed.
- Regular check-ins are provided for students in need of executive functioning support.
- Consultation with content area teachers is provided as needed.

- 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.)

Elementary

- At the elementary level, we are in need of a full teacher position in order to enhance GT opportunities, provide differentiation support for classroom teachers, and offer challenging activities based on students' needs.
- When students are scattered among classrooms, we are limited in the level of support we can provide. Clustering students will enable us to push in, co-plan, and work with students more frequently.

Elementary & Middle School

- Empowering teachers with ongoing professional development to ensure they have the latest tools and strategies to effectively support the unique needs of gifted students.

Middle School

- Heterogeneous grouping isn't ideal for gifted students, who tend to be outliers in a group. Giving them a peer group helps us meet their social/emotional needs and provide appropriate academic rigor. We hope to accomplish this by establishing an advanced math program for grades 7-8 and cluster group ELA students.

High School

- Our biggest challenge at the high school level is the scheduling constraints that exist within the master schedule. Ideally, the guided study model would work best if students were able to be grouped by grade level.
- An additional goal is the grouping of Freshman Academy students in core classes. This would not only facilitate collaborative work among SAIL students, but also SAIL support for differentiation in content area classes.

K-12

- The varying building/school schedules make it challenging for us to offer support at various sites throughout the day.
- Implementation of Universal Screening - The team is working with the administration to implement a system of Universal Screening as one step we can take toward a more inclusive process.

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):

- Provide yearly professional development to staff on differentiation strategies and characteristics and behaviors of gifted learners.
- Create an RTI template for meeting with classroom teachers to discuss the strategies they have implemented in the regular classroom.
- Implement an Advanced Math program at the Middle School to enable accelerated students to be grouped in grades 6-8.
- Move the K-5 Ed Tech position to a full teacher position. This would help the program to function more effectively and efficiently. She would be able to help with testing, RTI meetings, contact parents, create PLPs, and make elementary programming decisions.
- Secure district funding for Universal Screening

1. School/Program: Multilingual Learner Program

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

ML Presentation to the GSC: Here is a link to the Multilingual Team presentation with the School Committee regarding our growing ML population and needs in this area.

- [Multilingual Learner Programming in the Gorham Schools, 2023-24](#)

Administrative Briefings/Presentations:

- [Multilingual Learner Programming in the Gorham Schools, 2023-24](#)
- [Supporting Multilingual Learners Training Overview](#)
- [Pathways to Communication](#)
- [Utilizing the Individual Language Acquisition Plans \(ILAPs\) for Multilingual Learners](#)
- [Adapting Instruction and Expectations for Stages of Language Acquisition](#)
- [Early Release PD Presentation](#)

3. Let's Brag! Recent accomplishments:

- Professional Development: International TESOL Convention, Tampa, FL - Attended by all ML staff.
- Professional Development: EMME Conference, Lewiston, ME - Attended by all ML staff. (Educators for a Multilingual Maine)
- Strong overall ACCESS score growth

- Creation of a multilingual SEL breakfast group at Narragansett School which is highly attended
- Creation of Village Multicultural Center to welcome families and register students
- Widespread implementation of admin/teacher/nurse-to-home communication translation tools Talking Points, Reach My Teach, and Language Line phone interpretation
- Screened 22 new students K-5, including training and use of the new pre-K screener
- Screened 14 new students 6-12
- Eight ML GHS graduates!
- Piloted New Curriculum Materials
- Addition of a new ML teacher dedicated to GMS
- Shift to allow one dedicated full-time ML teacher at GHS
- Maintained Multicultural Center space at GHS for student cultural practices and needs
- Held 3 International potluck lunches in GHS Multicultural space

4. Current Opportunities

- New curriculum materials K-12
- Substantial increase in our multicultural libraries K-12, including bilingual books
- Fall '23 opening of a Multicultural Center based at Village School to host parent evenings in 2024-2025
- High parent involvement through translation tools
- Newly translated registration documents in six languages
- Confirmed date for fall 2024 International Food Festival at GHS

5. Current Challenges

- Continued staffing shortage in our program exacerbated by the growth of the incoming student population
- Two ML K-5 staff for three K-5 schools
- GMS ML teaching space is extremely limited, especially given the projected number of students for 2024-2025
- Difficult to meet needs of mid-high level English language learners due to increased newcomer population
- Newcomer students are drastically underserved
- Lack of staff knowledge about the needs of ML students and the language acquisition process

6. Next Steps to Address Challenges

- Possible newcomer program at the highest needs schools (i.e., Narragansett and GMS)
- More staff development re: classroom support for ML students and reasonable expectations of ML specialists
- Co-teaching model between ML specialist and content area teachers (Algebra 1) at GHS
- Offer K-5 ML sessions that supplant RTI literacy for some ML students
- Providing pre-k slots to ML students with limited English proficiency

1. School/Program: **GSD School Nurses**

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

2023-24 Health ServicesProgram Student Summary Data

Grade Level	School Year	Total Student Served by Clinics
Great Falls	2021-2022	2217
Great Falls	2022-2023	4352
Great Falls	2023-2024	4050
Narragansett	2021-2022	2135

Narragansett	2022-2023	2453
Narragansett	2023-2024	1687
Village	2021-2022	2497
Village	2022-2023	4043
Village	2023-2024	3395
GMS	2021-2022	2946
GMS	2022-2023	4560
GMS	2023-2024	4089
GHS	2021-2022	977
GHS	2022-2023	2879
GHS	2023-2024	3250

2023-24 Nursing Staffing Data:

School Year	Total Staff (In FTEs)
2021-2022	5 FTE RN's + 1 FTE Float Nurse + Per Diem Substitutes as needed
2022-2023	5 FTE RN's + 1 FTE Float Nurse + Per Diem Substitutes as needed
2023-2024	5 FTE RN's + 1 FTE Float Nurse + Per Diem Substitutes as needed

Key Rationale Points to give context to visitation numbers:

- 2020-21 through 21-22
 - Unusually low because of Covid
 - Sick kids not allowed / healthy kids didn't come to nurses
 - Much of our nursing time was tracking COVID-19 cases
- 2022-23
 - Resume to more "normal" time - all students / all time
- 2023-24
 - Much greater social-emotional needs (e.g. anxiety, lack of coping skills, etc.)
 - More students coming to the nursing clinics in general
 - Residual covid impacts
 - Consistent increases for school nurses in general

New Directions in Data Summary Information:

The Nurses' Team is working with the GSD Data Specialist to:

- Create an immunization interface between the State of Maine IMMPACT database and Infinite Campus to import existing immunization data without requiring the manual import of records

- Create an immunization compliance dashboard for easier tracking and administrative action
- Tailor the Health Office Visit portion of Infinite Campus to allow for better annual data collection about reasons that students access the clinics

Administrative Briefings/Presentations:

- [K-5 Admin 10/12/23 Mtg - Nurse Team Update](#)
- [GSD Nurse's Update: DLT Mtg 2/27/24](#)

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

- Addition of Full Position GSD Float RN for FY25
- Updated Medical Policies & Procedures
- Successful completion of CPR Training for District Staff Members
- Introduction of Narcan Accessibility in GMS/GHS with Training Opportunities
- Immunization Clinic at GHS
- Translation of health-related enrollment documents into various languages to support the needs of our ML families
- Peer Observations: using School Nurse Evaluation Rubric.
- District Consistency with Information re: illness, procedures, health requirements, and data entry into IC.
- Implemented "More You Know" nurse presentations at all nurse meetings.
- Virtual Clinics for each School Website and District Website

4. Current Opportunities:

- Student Registration - Adding PCP to Summary Page in IC
- Data Extraction from IC - working w/ District Data Specialist.
- IC Conditions: entry consistency and flagged conditions.
- Data Extraction from IC - working w/ District Data Specialist.
- IC Health Office Note - preloaded complaints/interventions.
- Document with Co-Leadership Responsibilities.
- Immunization Compliance: District System Improvement

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

- Despite adding several new per diem nurses to the roster this year, we continue to lack coverage for staff illness or other unplanned absences and have to pull our Float Nurse from other duties to cover.
- We continue to work toward consistency in data collection, registrations, and distinct immunization compliance
- We continue to strive to meet the more intensive health needs, coupled with emerging social-emotional needs that are inherent in our post-pandemic operations

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

- Continuing to bolster the hiring of Per Diem Support Nursing Staff
- Working with the nursing team and data specialist to enhance data collection and efficiencies
- Onboarding new to Maine Families at registration
- Continue PreK-5 Admin / Nurse Updates & DLT Updates
- Deepening self-efficacy and accountability practices by implementing goal setting with a nurse peer and respective building administrator

1. School/Program: **Athletics**

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

31 varsity athletic programs
61 stipend coaches (HS)

20+ volunteer coaches (HS)
375 scheduled events combined Fall/Winter/Spring and postseason (HS)
23 Middle School Programs
31 Stipended Coaches (MS)
250 scheduled events Fall/Winter/Spring (MS)

3. Let's Brag! Recent accomplishments:

Fall 2023 Volleyball Class A State Champions
Coach Emma Tirrell, SMAA & MVCA Coach of the Year
Girls Soccer Class A Regional Runner-up
Field Hockey Coach Rebecca Manson, SMAA Coach of the Year
32 SMAA All-Conference Selections
42 SMAA All-Academic Recipients (Seniors Only)

Winter 2023-24

Boys Basketball Class AA South Regional Champions,
Class AA State Runner-up, MPA Sportsmanship Award
Coach Ryan Deschenes, SMAA & State Coach of the Year
Girls Basketball Class AA South Regional Champions,
Class AA State runner-up
Girls Ice Hockey Class A South Regional Runner up.
Girls Indoor Track MPA Sportsmanship Award
Boys Swimming, Coach Will York, League Coach of the Year
31 SMAA All-Conference Selections
34 SMAA All-Academic Recipients (Seniors only)
Individuals--
Luke Burns - Wrestling, State Champion 190lbs (2-time)
Griffin Gammon - Indoor Track, State Champion, High Jump
Aidan Lee - Indoor Track, State Champion, Hurdles
Ashton Leclerc - Boys Basketball, SMAA Player of the Year
Elle Gay - Girls Basketball, SMAA Player of the Year

Spring 2024

Boys Track and Field Class A State Runner-Up
SMAA Runner-Up
30 SMAA All-Academic Recipients (Seniors Only)
28 SMAA All-Conference selections
Individuals-
Griffon Gammon - High Jump State & New England Champion
Nolan Feyler - 400M State Champion
Aiden Lee, Joshua Wright, Dylan Phillips, Nolan Feyler
4X400 SMAA & Class A State Champions

4. 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
- Purchasing the Turf Tank (Robot Painter) will help our groundskeeper tremendously.
- See Attached [Participation Document](#)

- 5. Current Challenges** (this is where you would list areas of identified challenges from your school/program . . . maybe its facilities, maybe it is money, lack of programs, shifting student populations, etc.)
- Facilities remain a major challenge. Specifically Tennis Courts and Track. **MUST REPLACE!!!**
 - Budget restraints are beginning to hinder the ability to replace/update aging equipment, uniforms and other needed items
 - Managing expectations from parents
- 6. Next steps to address Challenges** (this is where you would outline a few ideas that you are thinking of to address the challenges identified in #5 moving forward):
- Need to address the facilities in the comprehensive plan. Where these projects are listed in priority, needs to be updated. The 10 year plan is not an option.
 - Is private funding for athletic facility upgrades an option?
 - Communication with students as it pertains to leadership will become a focus. Captain's Council to be re-implemented

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

2. Overview Information:

Aspire Gorham is a community-wide initiative that encourages students in every grade and Gorham school to consider their futures. Collaborating with businesses and community organizations in and around Gorham, Aspire connects students to community mentors for career exposure, exploration, and experience opportunities from kindergarten through 12th grade.

3. Let's Brag! Recent accomplishments:

As Aspire Gorham wraps up its sixth year, students in all Gorham schools have opportunities for career exposure, exploration, and experience. This supports our goal of connecting student aspirations with learning and expanding access to learning outside the classroom (strategic plan student goal 1.1; learning goal 1.3).

Here's a snapshot of this year's accomplishments:

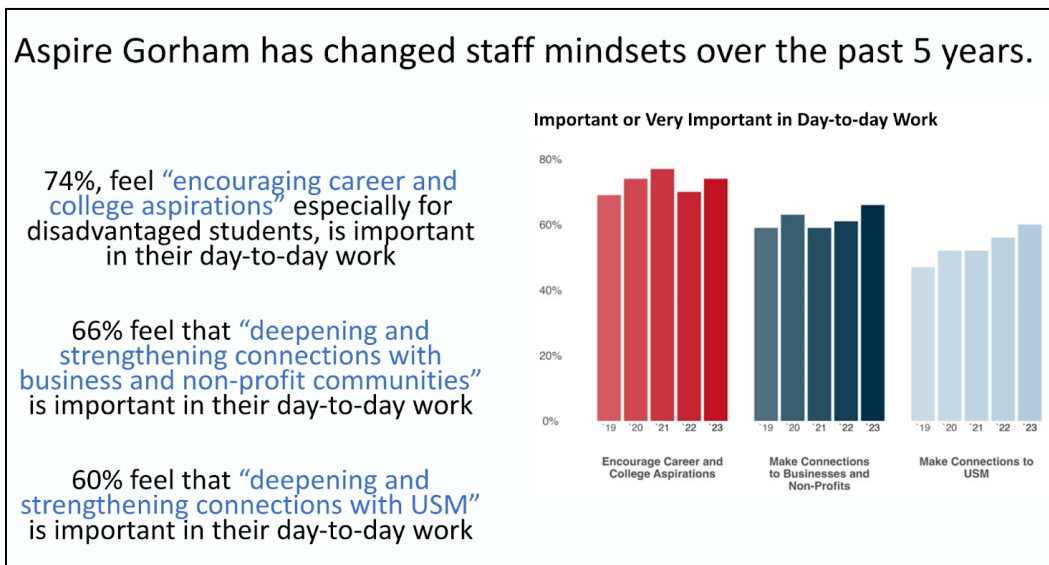
Exposure (PK-5) Activity Description	# of Events	Student Participation	Community Participation
Littlest Learner Literacy Program	Monthly	1,525	n/a
K-2 Social Skills	Weekly	~633	n/a
Class / Grade Level Aspire Experiences	31	2033	62
Author Visit	1	854	1
Village 5th Grade Amazing Race	1	91	33
Adopt A Classroom	9	~646	n/a
STEAM Night	1	-	-
Exploration (6-8) Activity Description	# of Events	Student Participation	Community Participation
Class & Team Aspire Experiences	6	232	13
6th Grade Try It Day	1	221	12
7th Grade JA in a Day	1	230	16
8th Grade Amazing Race	1	20	33

Author Visit	1	650	1
STEAM Night	1	~100	~175
Experience (9-12) Activity Description	# of Events	Student Participation	Community Participation
CareerX: Health, PE & Technology	1	451	15
Career Treks	12	194	32
Extended Learning Opportunities	Ongoing	67	65
Senior Experiences	Ongoing	183	183
Adopt A Classroom	9	105	n/a

This is not an exhaustive list of activities but a thematic overview of the breadth of Aspire Gorham’s reach throughout the district.

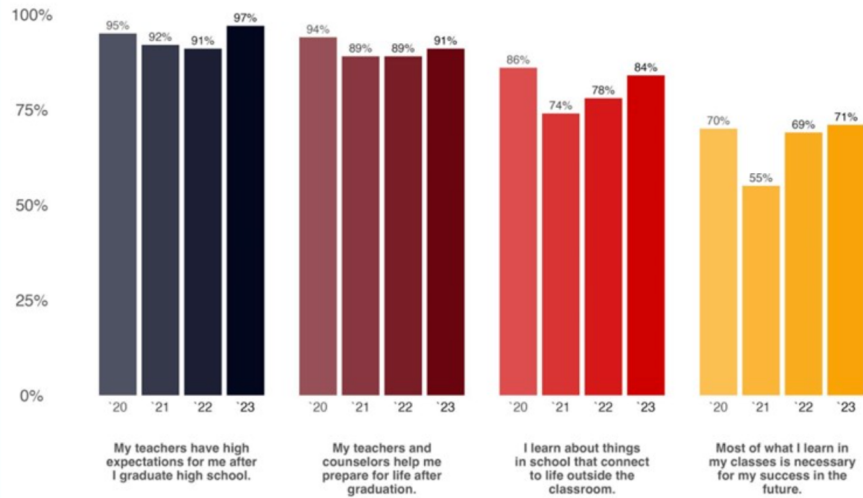
4. Current Opportunities:

Each year, Aspire Gorham is evaluated through a rigorous data analysis conducted by Stepwise Data Solutions. The results are clear: Aspire Gorham has shifted mindsets. Our data shows that staff feel greater responsibility for our students’ post-secondary success. In turn, students see a greater connection between classroom learning and their future lives. Aspire Gorham is so notable that it is being used as a model for school districts throughout the state.



Student Opinions:

Student opinions improved in all questions with nearly all students saying their teachers have high expectations.



[Link to 2023 Year 5 Student and Staff Engagement Data²](#)

5. Current Challenges:

With the sunset of our MELMAC grant this summer, we will no longer have the support of the Aspire Communications Coordinator.

6. Next steps to address Challenges:

To maintain momentum, we'll need to find a way to manage funding requests, provide regular newsletters, and support elementary and middle school programming. We're exploring the possibility of providing a stipend for an Aspire Champion at each school and revising the responsibilities of the Career Aspirations & Extended Learning Coordinator and ELO Instructor.