

RSU 16

Poland, Minot, Mechanic Falls



Our Mission

To prepare and support all students within a culture of excellence
to do their best and to be their best,
so that each can be a successful contributing citizen,
able to adapt to change and to successfully respond to the future.

Strategic Plan

2017 - 2022

Strategic Planning Process

In the fall of 2013, the RSU 16 School Board and Administration developed a strategic plan with significant input from staff, community, and town leaders. The strategic plan is our road map that guides our decision making process. The plan is especially important as we set priorities during the budget process. We review the plan each year to evaluate progress and to make necessary revisions. Revisions were made in the spring of 2017 to ensure our plan matches current district needs and aligns with State and Federal requirements. Major revisions are voted on by the full Board and published on our website and/or community mailings to keep all key constituents informed. Feedback from staff, parents and community members is encouraged and valued.



This plan has **five** goals. Each goal corresponds to a particular element of RSU 16:

A. Equitable Opportunities for Students to Succeed	B. All Students Experience High Quality Staff and Instruction	C. Community Collaboration and Communication	D. Maintain and Improve Financial and Operational Systems	E. Excellent Governance
Students	Teaching Staff	Community	Operations	School Board

Vision - Unified District, Students, Staff

We envision that RSU 16 is a model for regional collaboration, a model for rural public education, and a model for efficient and effective school district administration.

We envision a truly regional school district that generates pride and garners full support from the governments and citizens of Mechanic Falls, Minot, and Poland. While students and families associate with particular schools, there is a strong sense that all schools are part of a **unified district** and that no school is more important or privileged than any others. All schools are our schools.



We envision **students** graduating from our schools who are well equipped for success in the 21st Century. All students have received a well-rounded education and have also been encouraged to excel in pursuit of their particular talents and aspirations. All students have skills and enthusiasm for lifelong learning.

We envision **staff** who are recognized for their leadership and investment in the district. Educators spurred on by regular and meaningful peer-to-peer collaboration about best practices and specific students. All employees believe they are valued and supported as part of a highly collaborative system.

A. Equitable Opportunities for Students to Succeed

Objective A.1. Create policies and practices that promote inclusion and fairness

A.1.a) Update Technology	<ul style="list-style-type: none"> Align goals and budget to enhance all schools’ technology according to the Technology Plan. Invest in resources that improve the RSU’s ability to communicate effectively with all staff, parents and students. Train staff and students to use technology as a tool of teaching, learning, and communication.
A.1.b) Assess Opportunities	<ul style="list-style-type: none"> Annually assess student achievement, staffing levels, student enrollment, program offerings, buildings and other resources to make adjustments, PreK - 12. Annual State of Schools Reports - complete an in-depth review of school/student achievement each year. The review will include comparisons of schools and subgroups within the school's, analysis of strengths and needs. Create data reports that provide current data and also longitudinal data, including attendance data, suspension data, and academic data to focus on the continuous improvement process.
A.1.c) Resource Allocation	<ul style="list-style-type: none"> Annually review resource allocation for alternative programs and staffing needs to support at-risk subgroups (such as, but not limited to low socioeconomic status, gender, English Language Learners) Gather data PreK-12 to identify students who are at risk for not graduating to determine programming needs. Provide alternative programming so all students may have a pathway to a high school diploma. Monitor screening data from pre-kindergarten to identify interventions needed for Kindergarten.

Objective A.2. Provide students with instruction that meets their needs and demonstrates that all students can achieve rigorous standards

A.2.a) Proficiency Based Education	<ul style="list-style-type: none"> Make public, PreK - 12 curriculum maps (Stage 1) in the online Rubicon Atlas Curriculum Mapping system.
A.2.b) Gifted and Talented Education	<ul style="list-style-type: none"> Develop schedule, plans, and staffing requirements for a cohesive Gifted and Talented Education (GATE) program for students identified as gifted. Complete annual program review to determine impact of services on GATE students and make program adjustments based on data.

<p>A.2.c) Intensifying Interventions</p>	<ul style="list-style-type: none"> • Use data to provide and measure effectiveness of interventions to accelerate learning of students who do not meet standards. • Establish a coherent PreK - 12 system of effective structures and instructional practices to ensure struggling learners receive academic and behavioral support.
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B. All Students Experience High Quality Staff and Instruction

<p>Objective B.1. Teacher and administrator feedback and evaluations</p>	
<p>B.1.a) Align protocols, processes, and practice of the Teacher Evaluation and Professional Growth System (TEPG) to ensure a valid evaluation.</p>	<ul style="list-style-type: none"> • Yearly training of administrators on key components of the system to provide timely and accurate feedback and to ensure valid ratings among administrators. • Yearly training of returning and new staff on the components, including professional goals, student learning goals, and portfolio to increase effective teaching and student learning. • The TEPG Steering Committee will meet at least twice a year to regularly give feedback on meeting the requirements of the Teacher Evaluation Plan. The Steering Committee will provide recommendations for trainings and protocols to best support teachers growth.
<p>B.1.b) Sustain the Maine Principals Association Administrator Evaluation System as per Chapter 508 of Title 20-A.</p>	<ul style="list-style-type: none"> • Sustain continuous improvement of principal supervision and evaluation that reflect the evolving district needs, priorities. • Yearly training provided on the components of the Maine Principals Association Administrator Evaluation System and the use of student achievement in goal-setting/SIP process. • Provide new administrator orientation on the components of Administrator Evaluation System and the use of student achievement in goal-setting/SIP process.

	<ul style="list-style-type: none"> ● Principals create and implement School Improvement Plans (SIP) focused on curriculum, instruction and distributed leadership. <ul style="list-style-type: none"> ○ Principals monitor SIP progress by gathering evidence to include student assessment data, walk-through and teacher observation data.
<p>Objective B.2. Maintain a supportive, collaborative and appreciative work environment and culture</p>	
<p>B.2.a) Superintendent Advisory Council</p>	<ul style="list-style-type: none"> ● Utilize district-wide group of teacher leaders to develop recommendations, guide collaboration, liaise with the district administration and monitor Strategic Plan progress.
<p>B.2.b) Improve Communication between Administration and Teachers and Demonstrate Appreciation</p>	<ul style="list-style-type: none"> ● Monthly communications from Superintendent to staff and from Principals to staff to keep them informed of events and demonstrate appreciation through positive comments and recognition of staff achievements. ● Administration continuously seeks ways in which teacher input or recommendations are requested, heard and considered from teachers. <ul style="list-style-type: none"> ○ PreK-12 Principals work with Teacher Facilitators and Curriculum, Instruction and Assessment Director to design professional development.
<p>B.2.c) Develop Sustainable, Collaborative Initiatives.</p>	<ul style="list-style-type: none"> ● All staff members are engaged in a variety of professional development activities that support their professional growth and effectiveness. ● Each building utilizes a building-based leadership team in planning, implementing and evaluating professional development based on district and school goals (as identified in SIP). ● Staff members participate in district-wide professional learning communities (PLC) on a consistent basis during Early Release Wednesday.
<p>Objective B.3. Professional development plan and deliberate collaboration</p>	
<p>B.3.a) Enhance our curriculum through analysis</p>	<ul style="list-style-type: none"> ● Create student assessments that are aligned to standards and curriculum, and use the resulting data to inform instruction, identify student needs, utilize interventions, and monitor student progress. <ul style="list-style-type: none"> ○ Annually review state testing data

<p>of student learning</p>	<ul style="list-style-type: none"> • Staff analyzes curriculum maps to discuss effectiveness of teaching activities, design lessons and assessments, and differentiate the curriculum. • K-12 Response to Intervention system developed to support academic achievement, attendance, and behavior.
	<p>2017 - 2019</p> <ul style="list-style-type: none"> • Develop assessments and rubrics, which reflect essential standards. • Create a plan for implementation of Common Assessments for each grade level and/or course. The plan may include a common template for assessments, protocols, timeline for administering assessments, as well as how/when teachers will review results and plan instructional changes or Response to Intervention as necessary • Teachers use a Student Work Review protocol for discussing and reviewing student achievement from common assessments
	<p>2018 – 2020</p> <ul style="list-style-type: none"> • Use a Curriculum Alignment Review Protocol to align curriculum, instructional practices, and assessments. • Evaluate the quality of assessments to include variety of assessment opportunities, essential standards are clearly measured, and skills and content taught are measured by the assessment.
<p>B.3.b) Implement, review, and support the curriculum with methods of instruction to prepare students for a Proficiency-Based diploma.</p>	<ul style="list-style-type: none"> • By 2017-18 the Rubicon Atlas system will host all curriculum PreK-12. • Implement and evaluate the alignment of the curriculum. <ul style="list-style-type: none"> ○ Identify gaps and redundancies by using vertical scope and sequence review. ○ Teachers use the curriculum in Rubicon Atlas and generate feedback. ○ Use early release time to map, meet, dialogue, and reflect within grade level and within grade spans. • Report cards will reflect proficiency based grading system. <ul style="list-style-type: none"> ○ By 2018-2019 all Habits of Work will be graded separately. ○ By 2019-2020 all reporting of student achievement will be through JumpRope reporting system. <ul style="list-style-type: none"> • K-12 Science: Increase the integration of engineering design skills and constraints into science curriculum and instruction. • Provide staff training on NGSS, scientific inquiry, engineering practices and design. • K-12 Social Studies: Provide staff training on inquiry-based teaching practices and Document Based Questions (DBQ's)

	<ul style="list-style-type: none"> ● K - 12 Reading and Writing: Revisit and/or set non-negotiable components of reading and writing. <ul style="list-style-type: none"> ○ K - 12 Reading and Writing Across the Curriculum - content area teachers will teach reading and writing in all content courses. ● Implement math fluency assessment practices, K - 6. ● Develop formative assessment strategies to determine if students are learning or not learning. Use differentiation strategies to meet student needs, K - 12. ● PreK - 12 staff will participate in vertical collaboration to review achievement data, identify best instructional practices and vertically align curriculum and expectations for achievement.
<p>B.3.c) Use intra-organizations to monitor curriculum in all subject areas.</p>	<ul style="list-style-type: none"> ● Follow the timeline for developing, approving and reviewing curriculum in all subject areas. ● Regular meetings of content Task Force teams to continue the cycle of curriculum development, including professional development. ● District-Based Curriculum Team to conduct vertical review of PreK- 12 curriculum prior to Board review and approval. This team is the district's experts in all aspects of curriculum mapping implementation and application.
<p>B.3.d) Establish indicators for career and college readiness.</p>	<ul style="list-style-type: none"> ● Utilize Redefining Ready Framework to determine career and college readiness for RSU 16 students. ● Provide each student with a Readiness Report by 2022 ● Create a district dashboard or summary report card identifying student readiness by 2022.

C. Community Collaboration and Communication

<p>Objective C.1. Community engagement, information exchange, and one-district thinking</p>	
<p>C.1.a) Tri-Town Newsletter and Electronic Information</p>	<ul style="list-style-type: none"> ● Tri-annual newsletter sent to ALL residents. Provides RSU-level updates and news. Highlights positive things happening in the district. ● Conduct tri-annual reviews of district, building and teacher websites and social media for current, relevant and accurate information (September, January, April). Make improvements as necessary.

	<ul style="list-style-type: none"> ● Use cable access channel for RSU 16 purposes and make plans for improvements ● Engage and recruit students to assist the district/school in community communications, public relations and advocacy.
<p>C.1.b) Community Engagement and Input</p>	<ul style="list-style-type: none"> ● Create opportunities for the community members to provide feedback on various topics, (i.e. strategic plan, district goals, proposed policies, Board agendas, budget, current issues and staff recognitions) <ul style="list-style-type: none"> ○ Establish a team of public representatives to help shape and monitor all district efforts to communicate and engage the public. (Friends of RSU 16) ○ Create a link on the RSU 16 website for public to join electronic mailing list. ○ Establish a schedule and topics for public forums to share district information and receive input from the community regarding goal setting, budgets, the direction of the district, and other issues
<p>C.1.c) Budget Process Coordination with Towns</p>	<ul style="list-style-type: none"> ● Follow an annual collaborative and transparent budget process with school leaders and town leaders, composing the RSU 16 Budget Committee, to provide a rigorous analysis of budget, aligns resources with educational priorities, and capitalizes cost-saving opportunities. <ul style="list-style-type: none"> ○ Ongoing communication on budget process/progress with the community. Minutes of every Budget Committee meeting are posted online. Information-sharing meetings held with town officials and the public. ○ Expand the fiscal data provided to the public, making use of district website to share detailed explanations, presentations, minutes, and videos of budget meetings.
<p>C.1.d) Media Plan</p>	<ul style="list-style-type: none"> ● Create a media plan that is proactive and establishes a regular release of information from RSU 16 that demonstrates the high quality of our staff, students and educational system.

D. Maintain and Improve Financial and Operational Systems

Objective D.1. Maintain and improve physical infrastructure

D.1.a) Annual System-Wide Review

- Implement a formal annual system-wide review process that articulates scheduled and regularly anticipated facility needs and ensures incorporation in the District planning and budget process. Priorities will include safety and facility needs that provide optimum support for student learning.
 - Identify for each building a 10-year capital improvement plan that addresses structural, system, instructional, and/or program needs.
 - Address major capital improvements that emerge from the annual system-wide review. This plan will include targeted dates for capital improvement, maintenance and building construction projects that will be reviewed and updated annually to inform our budget process.
- Maintain database of the infrastructure within the district to use with CIP budget development.
- Explore energy savings upgrades and incentives, such as LED lighting fixtures in our schools.
- Review available Federal, State and/or Local funding opportunities for school renovations, upgrades, and/or construction projects.

D.1.b) Middle and High School Construction Project

- Create a safe and engaging learning environment for our Middle School and High School students and staff.
 - Ongoing communication with the community about the building project.
- Resolve egress issues for the property by 2022.

Objective D.2. Maintain and improve transportation systems

D.2.a) Bus Maintenance and Garage Space

- Develop and review, annually, RSU 16 Bus Maintenance Plan, Maintenance Reports and Safety Inspections for efficient use of staff, resources and bus garage space.
- Consider cost-efficient options for future bus garage and/or storage space.

<p>D.2.b) Professional Expectations</p>	<ul style="list-style-type: none"> ● Review yearly: work rule expectations, job descriptions, evaluation and professional development for transportation employees. <ul style="list-style-type: none"> ○ Annually assess staff training needs and opportunities to grow the competence of its staff. ○ Annually, on August 1, transportation director will create a professional development and meeting plan for employees. ○ The Transportation Director will coordinate and cooperate with school administration to establish structures and procedures for addressing behavior expectation and parent communication. ○ Bus drivers will be trained and will implement PBIS and/or other proactive strategies to reduce behavior issues on the bus. ○ Evaluation of bus drivers will be updated to reflect expectations of educating students on behavior expectations and communication with staff and parents. ○ Offer options for cross-training custodians and bus drivers to address staffing issues and improve efficiencies across the departments.
<p>D.2.c) Annual Transportation Review</p>	<ul style="list-style-type: none"> ● Complete a formal annual review that articulates current and anticipated transportation needs. <ul style="list-style-type: none"> ○ Include out-of-district student placement, summer programs, and other special programs statistics quarterly.
<p>Objective D.3. Maintain and improve food service</p>	
<p>D.3.a) Self Sufficiency Plan</p>	<ul style="list-style-type: none"> ● The Food Service Administration will take steps to increase its revenue and efficiencies toward the goal of self-sufficiency. <ul style="list-style-type: none"> ○ Utilize process for collecting unpaid food service bills that is proactive, timely and effective. ○ Establish and review annually guidelines for use of district catering. <ul style="list-style-type: none"> ■ Create menus of options with pricing. ○ Cost saving strategies will be prioritized when planning meals.
<p>D.3.b) Nutritious Offerings</p>	<ul style="list-style-type: none"> ● Conduct an annual review to ensure that the Food Service Program is in alignment with other plans for health and wellness of students and employees.

	<ul style="list-style-type: none"> • Survey students on an annual basis to provide feedback so food menus may be revised with nutrition, appeal, and cost considered for each school. • Menus will include links to nutritional information for parents, students, staff and community members.
D.3.c) Staff Training and Opportunities	<ul style="list-style-type: none"> • Annually assess staff training needs and opportunities to grow the competence of its staff. • Annually, on August 1, create a professional development and meeting plan for Food Service Staff, including specific training for Early Release and Workshop days. • Provide opportunities for all staff to be ServSafe certified and School Nutrition Association (SNA) certified.
Objective D.4. Effectively manage district finances	
D.4.a) Promote Local Partnerships	<ul style="list-style-type: none"> • Increase volunteer involvement and partnerships with local businesses and other community resources, to support existing programs. • The district will explore the possibility of sharing services, or even key personnel, with the district municipalities, or other school systems, toward a more cost effective use of resources. • Research local or county opportunities, such as Alternative Sentencing Program, to complete projects (painting, cleaning, organizing).
D.4.b) Central Office Needs Assessment	<ul style="list-style-type: none"> • Annually evaluate Central Office needs and report to the Board during the budget process. • Investigate technology and software to improve efficiencies and reduce expenses. • Determine what training Central Office staff needs to ensure effective oversight of workers compensation, FMLA, retirement, and health care.
D.4.c) Non-School/Town Use of Facilities	<ul style="list-style-type: none"> • Review bi-annually fees for building/grounds use that compensate the District for the actual use of its facilities by non-profit and non-school/town users. • Establish guidelines and staff schedules to accommodate additional building use. • Annually gather data on building use and total cost vs. funds raised through building use. • Research software options for scheduling facility requests and to monitor if appropriate fees were collected.
Objective D.5. Maintain a safe, secure school environment	
D.5.a) Safety Assessment and Plan	<ul style="list-style-type: none"> • Annually review the district safety plan to provide a safe and secure environment for students, staff, and visitors. • Annual review of safety plans and identification and implementation of improvements: including requiring all staff to wear badges.

	<ul style="list-style-type: none"> • Consider recommendations from Safety Committee in terms of school safety.
Objective D.6. Maintain and improve technology	
D.6.a) Technology	<ul style="list-style-type: none"> • Make district decisions regarding the selection of devices and software based on what is needed to support student learning and implementation of curriculum <ul style="list-style-type: none"> ○ Create an inventory of technology-based subscription services and testing services. ○ The technology director will present recommendations for improvements in the annual budget proposal.

E. Excellent Governance

Objective E.1. Monitor and adjust Strategic Plan	
E.1.a) Monitor Plan	<ul style="list-style-type: none"> • The Board will meet to evaluate and update the Strategic Plan including: <ul style="list-style-type: none"> ○ Ensure Board subcommittees align priorities with the plan. ○ Educational Policy Committee has responsibility to monitor the Strategic Plan. ○ Reports at each Board meeting will reference activities that support Plan goals ○ Superintendent and Board goals will align with the Strategic Plan ○ Superintendent evaluation connected to the Strategic Plan ○ Annual public and staff surveys to determine effectiveness of meeting goals
E.1.b) Annual Board Review	<ul style="list-style-type: none"> • The RSU 16 School Board will dedicate a meeting to review progress on the strategic plan.
Objective E.2. Effective Board expectations and culture	

<p>E.2.a) Board Expectations and Culture</p>	<ul style="list-style-type: none"> ● Schedule an annual Board workshop that will summarize Board expectations and culture including: <ul style="list-style-type: none"> ○ Annual review of Board job expectations based on annual assessment survey of Board Members <ul style="list-style-type: none"> ■ Determine professional development needed to perform job expectations. ○ Expected interaction with town officials, staff, students and community members ○ Expected familiarity with Board policies and ethics ○ Review and acceptance of Board’s norms
<p>E.2.b) New Board Member Orientation</p>	<ul style="list-style-type: none"> ● Conduct new Board Member orientation and training following elections, or as necessary, to provide education on job duties, community involvement and protocol.
<p>Objective E.3. Effective Board structure and function</p>	
<p>E.3.a) Board Meetings and Processes</p>	<ul style="list-style-type: none"> ● Following the Board survey each year, evaluate and consider improvements to Board meetings and other operations including: rules of order, decision making steps, rules for public participation, and reading the mission statement on the top of every Board meeting agenda.
<p>E.3.b) Subcommittees</p>	<ul style="list-style-type: none"> ● Annually review and revise subcommittee responsibilities and calendar <ul style="list-style-type: none"> ○ Determine the level of involvement that community members will have on special committees ● Review mandates and operations of Subcommittees. Elect a subcommittee chair by Sept 1
<p>E.3.c) Board Goals</p>	<ul style="list-style-type: none"> ● By Sept 30 annually, the RSU 16 Board will identify and approve goals that align with the Strategic Plan ● Conduct an annual Board Survey to identify accomplishments, challenges and opportunities ● The Board Chair will complete an annual assessment of the RSU 16 Board Goals and present them at a Board meeting.
<p>Objective E.4. Engage effectively with staff and students</p>	

<p>E.4.a) Staff Interaction and Communication</p>	<ul style="list-style-type: none"> ● The Board will use RSU 16 publications to communicate with staff and provide updates on policies, budget and goals. ● Annually establish at least two opportunities per year for School Board members to interact with RSU 16 staff and teachers in a less-formal way (such as opening day breakfast, a picnic or other gathering).
<p>E.4.b) Student Involvement</p>	<ul style="list-style-type: none"> ● Form a plan for the School Board to become more aware of what’s going on in schools and to encourage student involvement. Example: <ul style="list-style-type: none"> ○ Provide orientation for the Student Representative(s) on the Board. ○ Encourage student presentations at School Board meetings throughout the year. ○ Periodic School Board attendance at student events. ○ Communicate the role of the Board to students. ○ Student Surveys (grades 7 – 12).
<p>Objective E.5. Engage effectively with our local and state leaders</p>	
<p>E.5.a) Ongoing Communication</p>	<ul style="list-style-type: none"> ● Annually establish a series of meetings among School Board, RSU leaders and town/state leaders, such as: <ul style="list-style-type: none"> ○ Special meetings on current issues ○ Designate School Board members to attend periodic town meetings or legislative hearings ○ Invite town/state leaders to School Board meetings ● Identify issues that impact our local schools and towns and advocate with town and state leaders through written communications, phone calls and invitations for face-to-face meetings.



RSU 16 Board of Directors

Chair - Mary Martin (2019)

Vice Chair - Joe Parent (2020)

Norm Beuparlant (2019)

Jennifer Boenig (2018)

Norm Davis (2019)

Lisa Dulac (2018)

Laura Hemond (2019)

Melissa Hodgkin (2018)

Stephen Holbrook (2019)

Leonard Lamoreau (2018)

Tina Love (2018)

Aaron Ouellette (2019)

Edward Rabasco Jr. (2020)

Julie Rioux (2020)

Jack Wiseman (2020)

RSU 16 Superintendent

Tina Meserve