CAMDEN HILLS REGIONAL HIGH SCHOOL
Strategic Plan 2017-2021
Charting a Course for Success
The Five Town Community School District (CSD) serves students in grades 9–12 from the towns of Appleton, Camden, Hope, Lincolnville, and Rockport at Camden Hills Regional High School.
I am pleased to present the Five Town CSD’s four-year strategic plan, “Charting a Course for Success.” The plan provides a framework for ensuring that Camden Hills Regional High School (CHRHS) continues to strive to become the best version of an educational system that we can be.

CHRHS is a school where excellence across a broad spectrum of arenas is valued and is energetically supported. All of our school improvement initiatives honor the school’s strengths and traditions while constantly seeking for improvement through refinement and innovation.

We appreciate the enduring support for education in all five of our communities — Appleton, Camden, Hope, Lincolnville and Rockport. This support allows us to be a great place for students and we have garnered wide recognition for it.

Maria Libby
Superintendent of Schools
Five Town CSD
The last strategic plan for the Five Town CSD was developed in 2003, three years after the high school opened. For 13 years, CHRHS has been guided by that strategic plan. As the world changes, so must the mission of our schools. By 2016 it became clear that an updated strategic plan was necessary to guide the work of CHRHS students and faculty. Therefore, we created a four-year plan to coincide with a student’s tenure in high school.

During the 2016-2017 school year a Strategic Planning Committee was established to develop a new Strategic Plan. The committee met monthly to review and revise their work. The development of the Strategic Plan began by updating our Mission Statement, Core Values and Commitments to Our Students. Based on these tenets, the committee developed Strategic Goals and Performance Goals. At every step in the process the committee gathered feedback from students, faculty and parents to guide the development of the strategic plan. This final plan is a synthesis of the ideas, values, and beliefs of our entire school community.

PLANNING COMMITTEE:

Rafael Baeza, Teacher
Johanna Billington, School Counselor
Jennifer Brassbridge, Teacher
Wendy Byrd, Parent
Annalee Carroll, Student
Lynda Chilton, School Board
Matt Dailey, School Board
Lisa Delfino, Teacher
Anastasia Fischer, Parent
Noah Heidorn, Student
Maria Libby, Superintendent
Hector Linares, Parent
Sarah Bradley Prindiville, Parent
Lindsey Pincheck, Hope Resident
Bob Sampson, High School Principal
MISSION
A learning community that fosters intellectual and creative excellence while building strong character.

CORE VALUES
(PRIDE)

PERSONAL RESPONSIBILITY
Owning the consequences of one’s actions.

RESPECT
Recognizing and valuing diversity of ideas, people and our environment.

INTEGRITY
Having moral courage and making ethical decisions.

DRIVE
Pursuing personal excellence with perseverance.

EMPATHY
Feeling and showing compassion for others.

OUR COMMITMENT TO STUDENTS
➢ We will strive to provide the highest quality education possible in order to prepare you to set and reach your goals.
➢ We will recognize and cultivate each individual’s passions, aspirations, and sense of joy.
➢ We will provide the culture and resources to grow your mind, body, and heart.
➢ We will challenge and expand your limits of thought, tolerance, and performance.
➢ We will inspire and enable you to create a positive impact on your community.
Strategic Goal 1

TEACHING AND LEARNING

The curriculum will be meaningful, instruction will be engaging, and our students’ educational experience will provide a strong foundation from which to pursue their goals after high school.

RATIONALE: As the world changes rapidly, it is important that students have strong foundational skills, know how to think critically, take initiative, and are creative and independent.

OUTCOMES

➢ Improve proficiency rates in reading, math, and science based on our Performance Goals.
➢ Close the performance gap between economically disadvantaged and other students.
➢ Increase the use of student-centered instructional and assessment practices.
➢ Students readily access and are recognized for multiple pathways toward a diploma.
➢ Coursework is engaging and is relevant to students’ lives and the world.
➢ All students will be college and career ready upon graduation.
➢ Build an environment where creative and collaborative problem solving are an integral part of teaching and learning.

ACTION STRATEGIES

➢ Optimize classroom practice and intervention strategies to improve proficiency in math, reading, and science.
➢ Review the breadth of high school programs to identify and remove barriers so that all students have equal access to CHRHS opportunities.
➢ Train and support teachers in further shifting to student-centered instruction and assessment.
➢ Establish a committee of students and teachers to collaborate on ways to increase the use of creative problem solving in the curriculum.
➢ Conduct a review of our policies to evaluate and revise language to better support diverse learning experiences, multiple pathways, and the pursuit of a passion.
➢ Develop a “capstone” project program.
Strategic Goal 2

SCHOOL CULTURE

We will intentionally shape a school culture that supports the development of a strong personal character in a healthy and safe environment where everyone is committed to doing their best and helping others do the same.

RATIONALE: A safe and healthy culture is necessary in order for all students and adults to experience success.

OUTCOMES

➢ Improve strategies to cope with life’s challenges while reducing detrimental stress.
➢ Increased engagement in personal growth.
➢ Foster a greater sense of belonging at school and in the community.
➢ Continually inspire all members of the school to demonstrate our core values and take greater responsibility for the common good.
➢ Reduce drug and alcohol use among students.

ACTION STRATEGIES

➢ Develop and sustain an advisory program to better support student personal growth.
➢ Expand internship opportunities to support students’ interests and skill development.
➢ Create a community task force to define and implement strategies to reduce drug and alcohol use among students.
➢ Provide more school-wide engaging non-academic activities.
➢ Plan additional opportunities to strengthen the sense of belonging and community for all incoming students during the 8th or 9th grade year.
➢ Develop a student-to-student mentor program for incoming 9th grade students.
➢ Create a student governance structure to replace student council that equitably represents the sending towns and the cultural diversity of the student body.
➢ Be intentional about sharing decision-making responsibility with a variety of employee groups.
Strategic Goal 3
RESOURCE MANAGEMENT

The Five Town CSD will manage resources in a strategic, insightful, and visionary way that balances educational opportunity with fiscal and environmental responsibility.

RATIONALE: We pride ourselves in offering a high quality education which includes a wide array of programming to meet the needs of a diverse population while recognizing our need to be fiscally and environmentally responsible.

OUTCOMES
➢ Follow a review process that ensures efficient use of resources and is aligned with educational priorities and fiscal responsibility.
➢ Employ a forward-looking budgeting approach that supports both immediate and long-term financial planning.
➢ Follow an annual budget process that provides clear communication of expenditures.
➢ Use time wisely.
➢ Effectively use community resources to enhance high school programs.
➢ Be a consistent leader in environmental stewardship.

ACTION STRATEGIES
➢ Develop and implement a review system that enables an objective evaluation of program effectiveness.
➢ Develop and implement a five-year master plan for programming, facilities, technology, and transportation that is reviewed annually in light of a changing financial landscape.
➢ Provide user-friendly fiscal data for the public, making use of the website, public meetings, and the media to share information.
➢ Evaluate time usage across all areas of the district and find opportunities to increase efficiencies.
➢ Continually seek opportunities to collaborate with organizations such as municipalities, local business and organizations, and neighboring districts.
➢ View financial decisions through a lens of environmental responsibility giving due consideration to treading lightly on the planet.
<table>
<thead>
<tr>
<th>GRADE</th>
<th>MEASUREMENT</th>
<th>BASELINE 2017</th>
<th>TARGET 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Maine High School Assessment (% of students will meet or exceed Reading proficiency)</td>
<td>80%</td>
<td>85%</td>
</tr>
<tr>
<td>11</td>
<td>Maine High School Assessment (% of students will meet or exceed Math proficiency)</td>
<td>55%</td>
<td>70%</td>
</tr>
<tr>
<td>11</td>
<td>Maine High School Assessment (2016 data) (% of students will meet or exceed Science proficiency)</td>
<td>60%</td>
<td>70%</td>
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<tr>
<td>11</td>
<td>Maine High School Assessment — Performance for Economically Disadvantaged Students (2016 data) (Eliminate the performance gap* between our Economically Disadvantaged proficiency rates compared to those at the state level)</td>
<td>Reading Gap: 14%</td>
<td>Reading Gap: 7%</td>
</tr>
<tr>
<td>12</td>
<td>Post-Secondary Plans (% of students will leave CHRHS with a post-secondary plan)</td>
<td>88%</td>
<td>100%</td>
</tr>
<tr>
<td>12</td>
<td>AP/Dual Enrollment/Industry Certification (% of seniors who will have completed either an AP course, dual enrollment course, or earned an industry certification)</td>
<td>56%</td>
<td>75%</td>
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<tr>
<td>9−12</td>
<td><strong>“My school is a welcoming and friendly place.”</strong> (agree or strongly agree)</td>
<td>74%</td>
<td>100%</td>
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<tr>
<td>9−12</td>
<td><strong>“My level of stress is well balanced.”</strong> (agree or strongly agree)</td>
<td>27%</td>
<td>50%</td>
</tr>
<tr>
<td>9−12</td>
<td><strong>“The school promotes, supports, and models creative and innovative thinking and inventiveness.”</strong> (agree or strongly agree)</td>
<td>49%</td>
<td>75%</td>
</tr>
<tr>
<td>9−12</td>
<td><strong>“I feel valued at school for who I am.”</strong> (agree or strongly agree)</td>
<td>61%</td>
<td>100%</td>
</tr>
<tr>
<td>9−12</td>
<td><strong>“There is at least one adult at school who I feel well connected to.”</strong> (agree or strongly agree)</td>
<td>68%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Reading Gap: 14%, Math Gap: 11%
GLOSSARY OF TERMS

Advanced Placement (AP) Course: A program that offers courses with college-level content to high school students, including the opportunity to earn college credit.

Dual Enrollment: A student enrolled in two distinct academic programs or educational institutions at the same time. The term most commonly refers to high school students taking college courses.

Economically Disadvantaged: A member of a household that meets the income eligibility guidelines for free or reduced meals under the National School Lunch Program.

Maine High School Assessment: For the past decade Maine high schools have administered the SAT exam to all third year students as part of federally and state mandated testing.

Multiple Pathways: Refers to the various courses, programs, and learning opportunities that allow students to earn academic credit.

Performance Gap: Refers to any significant and persistent disparity in academic performance of educational attainment between different groups of students. For example, if 80% of the general population of students are proficient on a reading test, but only 60% of economically disadvantaged students are proficient, the performance gap is 20%.

Post-Secondary Education: Any opportunity a student pursues after high school to earn an academic degree or professional certification.

Post-Secondary Plan: Any opportunity a student pursues after high school, including (but not limited to) an academic degree, professional certification, full-time employment, military service, or a gap year.

Proficiency Rates: Students achieving or failing to achieve academic proficiency levels determined by tests and assessments that are connected to the Maine Learning Results.

Student-Centered Instruction and Assessment: Refers to a wide variety of approaches that shift the focus from the teacher to the students, who are actively engaged with their learning.
SUMMARY

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Camden Hills Regional High School
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