

**BE KIND.  
WORK HARD.  
KEEP LEARNING.**

STRATEGIC PLAN 2018-2022



photo by Ellen Curtis

[www.fivetowns.net/sad](http://www.fivetowns.net/sad)

# A MESSAGE FROM THE SUPERINTENDENT



To our students, parents and community,

I am pleased to present MSAD #28's four-year strategic plan. This plan builds on the strong foundation of excellence that has characterized our district for decades while advancing our efforts to improve the conditions of learning for all students. A significant endeavor during the course of this plan that will impact learning for the rest of this century is the new middle school project. As we embark on the largest construction project in the town's history, we appreciate its importance to our communities. We are invested in making sure the project is effectively managed and results in a school facility of which we are all proud.

Strategic planning involves identifying priorities and making deliberate decisions about our areas of focus for the next several years. The process also resulted in defined outcomes and action strategies, as well as performance targets, to help guide the way. It involved the input from many individuals, including students and parents, and will take a continued commitment from our school communities to realize the vision outlined in this plan. We are particularly proud of our new mission which is simple yet bold: Be Kind. Work Hard. Keep Learning. It says a lot about what we value.

We appreciate the enduring support for education in our two communities of Camden and Rockport. Without that support, we would not be the great system we are. I look forward to our future work together.

Sincerely,

A handwritten signature in black ink, appearing to read 'Maria Libby', with a long, sweeping underline.

Maria Libby  
Superintendent of Schools  
MSAD #28



# MISSION, CORE VALUES AND COMMITMENT TO STUDENTS

## MISSION

**BE KIND. WORK HARD. KEEP LEARNING.**



## CORE VALUES

**KINDNESS:** I care about the well-being of others and respect our differences.

**GRIT:** I work towards a goal and stick with it, even when it is hard.

**RESPONSIBILITY:** I do what is expected of me, and I accept the consequences of my actions, both positive and negative.

**SELF-CONTROL:** I manage my actions and words in order to make good decisions.

## COMMITMENT TO STUDENTS

Together, educators and parents will do our best to:

- Provide you an inspiring, high quality education.
- Guide you as you grow into a positive community member.
- Create a safe environment that honors diversity.
- Recognize and encourage your passions, interests and sense of joy.
- Provide the opportunities and culture to grow your mind, body and heart.



# GOAL 1 HEALTHY LEARNING ENVIRONMENT

We will meet the social, emotional, and cognitive needs of students and support staff wellness to improve student achievement and build strong character.

**Rationale:** A safe and healthy learning environment is necessary for all students and adults to experience success.

## ACTION STRATEGIES

- Develop and sustain a program that educates, assesses and intervenes to better support students' mental health.
- Provide school-wide community-building activities.
- Train and support teachers and students in developing a growth mindset.
- Do a school-wide communication self-assessment to determine areas of challenge and develop an action plan to address those areas.
- Gather information about staff work environment.



## OUTCOMES

- All members of the school community understand how to foster and maintain good mental health.
- All members of the school community feel safe and have a sense of belonging.
- All members of the school community take chances and learn from mistakes.
- All members of the school community are inspired to demonstrate our core values and take greater responsibility for the common good.
- All stakeholders communicate effectively (students, teachers, administrators, families, community.)

## PERFORMANCE GOALS

Indicator	CRES		CRMS	
	2017-18	2021-22	2017-18	2021-22
"I am safe at school." [CRES] "I feel safe at my school." [CRMS]	79%	100%	95%	100%
"If I am upset, I can talk to my teacher." [CRES] "At least one of your teachers really cares and gives you help and support when you need it." [CRMS]	65%	100%	86%	100%
"Based on my experiences this year, CRES/CRMS fosters an appropriate social environment with an effective support system to meet the needs of my child."	97%	100%	92%	100%
"Based on my experiences this year, CRES/CRMS maintains a safe physical and emotional environment for students and staff."	98%	100%	96%	100%



# GOAL 2 TEACHING AND LEARNING

Curriculum, instruction, and assessment will provide a continuum of learning opportunities that are engaging and meaningful to students and allow them to thrive.

**Rationale:** Students learn best when engaging in purposeful integrated learning opportunities that stimulate curiosity.

## ACTION STRATEGIES

- Optimize classroom practices and intervention strategies to improve proficiency rates.
- Review educational opportunities and support services for all students to ensure equity.
- Provide professional development in student-centered instruction and assessment practices.
- Create and use efficient student-centered assessment and instructional practices.
- Research, understand, and problem-solve the obstacles families face in accessing quality pre-K programming in our community.
- Provide families information to better support their student's education.
- Develop and implement a sustainable curriculum review system.
- Review both academic and behavioral intervention services to align efforts within/between schools (and data recording tools).



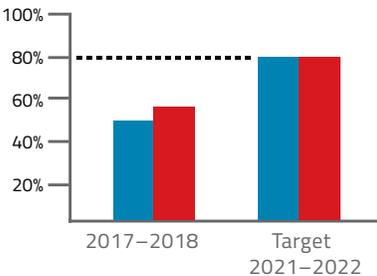
## OUTCOMES

- Proficiency rates in literacy and math improve.
- Student-centered instructional and assessment practices are clearly visible in classrooms.
- Performance gaps are identified and narrowed.
- The district provides equitable access to educational opportunities.
- Intervention systems within our district are aligned.
- The K-8 curriculum is rigorous, relevant, and aligned.

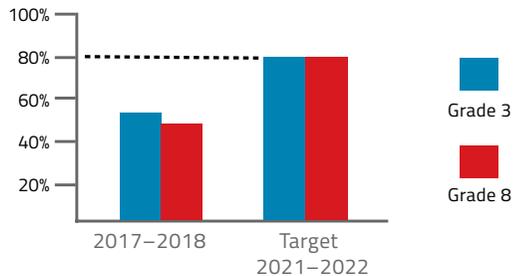
## PERFORMANCE GOALS

### Maine Educational Assessment Data

English Language Arts (ELA)



Mathematics



Data is from the Maine Educational Assessment indicating the percent of students scoring a 3 or 4 (proficiency).



# GOAL 3 EFFECTIVE MANAGEMENT OF THE MIDDLE SCHOOL CAMPUS PROJECT

The district will provide effective and fiscally responsible oversight in the development of the middle school campus project that is sensitive to community needs.

**Rationale:** This is a complex, high-stakes construction project, with a significant demand on personnel that will leave a profound legacy in our community.

## ACTION STRATEGIES

- Build and maintain strong relationships with the architects, contractors, building committee members, project representatives (clerk of the works, commissioning agent, owners representative), and the community.
- Provide leadership for diligent oversight through committee work, regular meetings between key representatives, walkthroughs, and financial analysis.
- Effectively plan for and manage the move into the new building.
- Minimize disruption to the educational process during construction.
- Use best practices to maintain a safe campus environment during construction.
- Evaluate policy and procedures to improve community access.



## OUTCOMES

- The development process is as transparent and inclusive as practical.
- The project is completed on time and within budget.
- The building and grounds are developmentally appropriate to the physical, social, cognitive and emotional needs of students.
- The facility incorporates environmentally responsible systems and materials.
- The community feels welcomed and utilizes the campus to the fullest extent possible.

## GLOSSARY OF TERMS

**CLERK OF THE WORKS:** Hired by the architect to be their on-site eyes and ears. The CoW provides an independent assessment of the construction, quality of the build, M&E, structural and architectural works.

**COMMISSIONING AGENT:** Authenticates building systems and equipment and verifies that systems are installed, tested and operate in accordance with designer plans, specifications, contract documents and owner recommendations.

**OWNERS REPRESENTATIVE:** Works to advise and represent the Owner (district) from the earliest stages of the project, starting with conceptual design, through the final design, permitting, pre-construction, bidding construction, commissioning, move-in and preliminary occupancy stages.

**PERFORMANCE GAP (ACHIEVEMENT GAP):** Any significant and persistent disparity in academic performance or educational attainment between different groups of students (ex. white students and minorities.)

**STUDENT CENTERED:** Broadly encompasses teaching that shifts the focus of instruction from the teacher to the student. Student-centered learning aims to develop learner autonomy and independence by putting responsibility for learning in the hands of students.



# SUMMARY A SNAPSHOT OF OUR FOUR-YEAR STRATEGIC PLAN



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## GOALS

### HEALTHY LEARNING ENVIRONMENT

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### TEACHING AND LEARNING

Curriculum, instruction, and assessment will provide a continuum of learning opportunities that are engaging and meaningful to students and allow them to thrive.

### EFFECTIVE MANAGEMENT OF THE MIDDLE SCHOOL CAMPUS PROJECT

The district will provide effective and fiscally responsible oversight in the development of the middle school campus project that is sensitive to community needs.



# STRATEGIC PLANNING PROCESS

## THE COMMITTEE'S APPROACH

During the 2017-2018 school year, a Strategic Planning Committee was established to develop a four-year Strategic Plan. The committee met monthly to review and revise their work. The development of the Strategic Plan began by creating a Mission Statement, Core Values and Commitments to Our Students. Based on these tenets, the committee developed Strategic Goals and accompanying 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.

### COMMITTEE MEMBERS

**Victoria Condon**, Parent  
**Gail Curtis**, Student  
**Matt Dailey**, School Board  
**Marcia Dietrich**, School Board  
**Jacob Eichenlaub**, CRMS Math Teacher  
**Amber Kennedy**, CRES Third Grade Teacher  
**Maria Libby**, Superintendent and Chair  
**Mackenzie Lyman**, Parent  
**Debra McIntyre**, Assistant Superintendent

**Lynda Pierce**, CRES First Grade Teacher  
**Jessica Quinn**, Parent  
**Eric Schenk**, Parent  
**Matt Smith**, CRMS Assistant Principal  
**Chris Walker-Spencer**, CRES Principal  
**Oliver Worner**, Student  
**Christina Young**, CRMS Librarian  
**Tanya Young**, Counseling Department

