

M.S.A.D. No. 75
School Board/School Initiatives 2009-2010

District Mission

The four communities of M.S.A.D. No. 75 are united in our dedication to develop confident, life-long learners. It is our mission to work together to ensure a community of fluent learners, critical thinkers and creative contributors to our society.

Board Goals

- ∞ Focus on and achieve high levels of learning for all students
- ∞ Increase our capacity for learning
- ∞ Increase the number of students applying for and successfully attending post-secondary training and decrease the number of disaffected students
- ∞ Increase the involvement of parents and community in our schools in our school in the community
- ∞ Emphasize character development that sets high standards for tolerance, diversity and democracy education

Fluent Learners - Relevant Board Goals

- ∞ Achieve high levels of learning for all students
- ∞ Increase our capacity for learning – engage and personalize, healthy (staff and students)
- ∞ Increase number of students attending post-secondary training and decrease the number of disaffected students

We are committed to developing “fluent learners.” We are building an instructional and organizational model based on the precepts of **Response to Intervention**. Response to Intervention is focused on literacy, with the understanding that being able to read well forms the foundation for learning in all content areas. It requires much more formative assessment of student progress against benchmarks and much more conversation among teachers to explore options and interventions to assure the continuous progress of students. In the schools in the District where RTI is most robust we have seen above normal gains for all students. To put this in place will require staff development, organizational changes and the redistribution of resources. It will be a multi-year effort to implement this K-12 and will require a sustained commitment from the Board of Directors. Student success will foster greater student confidence in their academic efforts and will help address our goal to increase post-secondary aspirations and to decrease the disaffected population.

Critical Thinkers (21st Century Learning)-Relevant Board Goals

- ∞ Achieve high levels of learning for all students
- ∞ Increase our capacity for learning – engage and personalize, healthy

- ∞ Increase the number of students attending post-secondary training and decrease the number of disaffected students
- ∞ Increase involvement of parents and community in our schools and our schools in the community
- ∞ Character development that sets high standards for tolerance, diversity and democracy education

We understand that what we are calling 21st century learning is about developing students who can make informed decisions about the flood of information available to them, work creatively with that information, understand how to approach constant fast-paced change and successfully adapt to a changing environment. Learning with technology is a very large piece of this. The District has embraced a **1 to 1 laptop initiative 7-12** and continues to introduce instructional strategies and learning that require technology and software. It will be a major goal of this District next year to lift both the infusion of 900 laptops into the high school and the new student information system **Infinite Campus** across the District so that both can reach the potential we envision. The high school is looking at on-line “credit recovery” as a technology-assisted RTI intervention.

Digital Citizenship is critical to this effort as we expect students to make appropriate and wise choices about on-line environments and the uses of technology to enhance learning. **Parents** need to **partner** with the schools to help students understand how technology can be a powerful tool for learning and how it can be used most effectively for personal growth. This is a K-12 effort. Staff development about what it means to be a **digital learner** and how instruction and student engagement is enhanced through technology will be provided in various ways.

Creative Contributors to our Society – Relevant Board Goals

- ∞ Achieve high levels of learning for all students
- ∞ Increase our capacity for learning – engage and personalize
- ∞ Increase the number of students attending post-secondary training and decrease the number of disaffected students
- ∞ Increase the involvement of parents and community in our schools and our schools in the community
- ∞ Emphasize character development that sets high standards for tolerance, diversity and democracy education.

The District is committed to graduating students who are prepared and wanting to contribute in positive ways to their world. A number of efforts are underway K-12 to reach this goal. Service Learning, the Unity Project, the Ambassador Actors, Challenge Day, and Stay on Track all address this effort. The Trust for our Future encourages teachers to help students explore their interests and address learning and social issues. **Parent support and partnering** is essential for these efforts to succeed. An aspect of

students learning **Digital Citizenship** skills is the degree to which they are supported and reinforced by parents.

We are exploring various ways to engage parents and community members in conversations about District initiatives. One is **Study Circles**, which brings small groups of interested individuals together to discuss issues of interest and importance to them in order to enhance their understanding of a topic.

Two new efforts this year will focus on helping students understand their place in society, and the importance of finding purpose in their school work. A better understanding of how to provide students with **positive behavioral supports** will be undertaken, particularly at the Middle school, but will look as well at high school students. We have dedicated stimulus money to this effort. The high school **Capstone Project** will be embedded in the school's advisory program to provide a structure for students to explore their future options, set goals and engage in self discovery. It sees a 3-4 year implementation, beginning with a sophomore passage portfolio and ending with a senior exhibition.