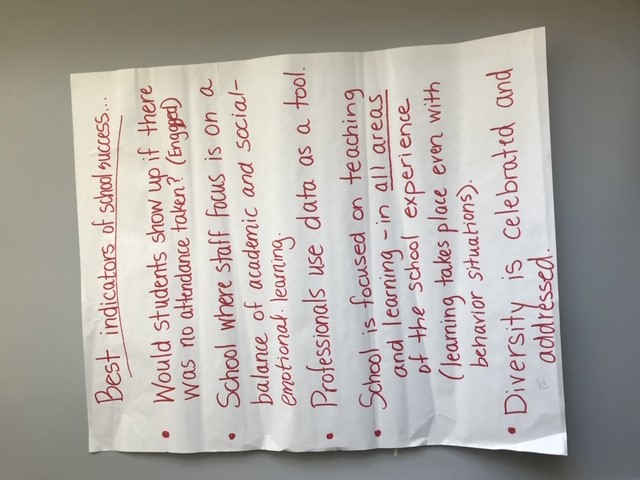
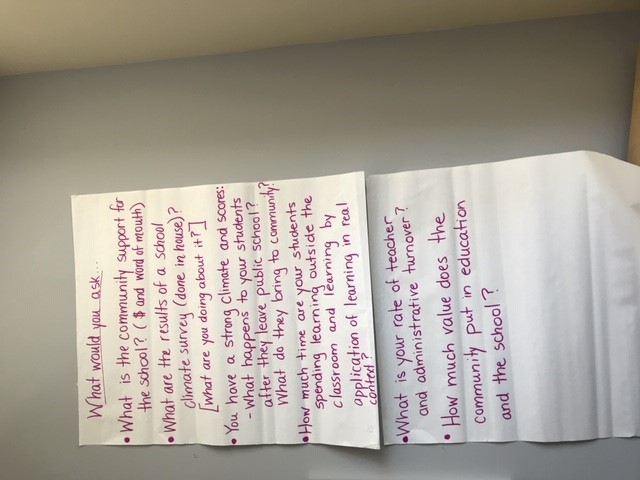
**Maine Defines School Success: Presque Isle and Bangor**



**1** Presque Isle

Image 1 Presque Isle

* Best indicators of school success
  + Would students show up if there was no attendance taken? (engaged)
  + School where staff focus is on a balance of academic and social-emotional learning
  + Professionals use data as a tool
  + School is focused on training and learning – in all areas of the school experience (learning takes place even with behavioral situations)
  + Diversity is celebrated and addressed

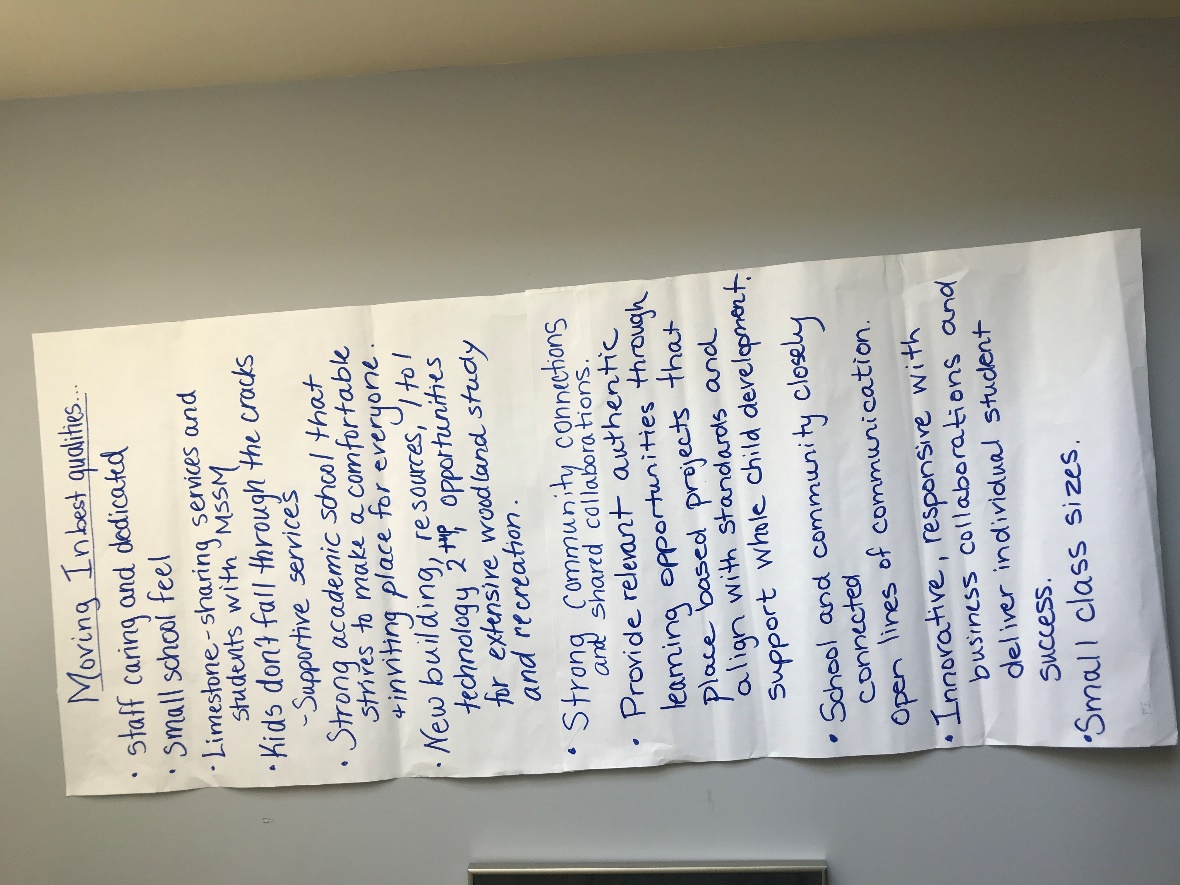


**2** Presque Isle

Presque Isle

Image 2 Presque Isle

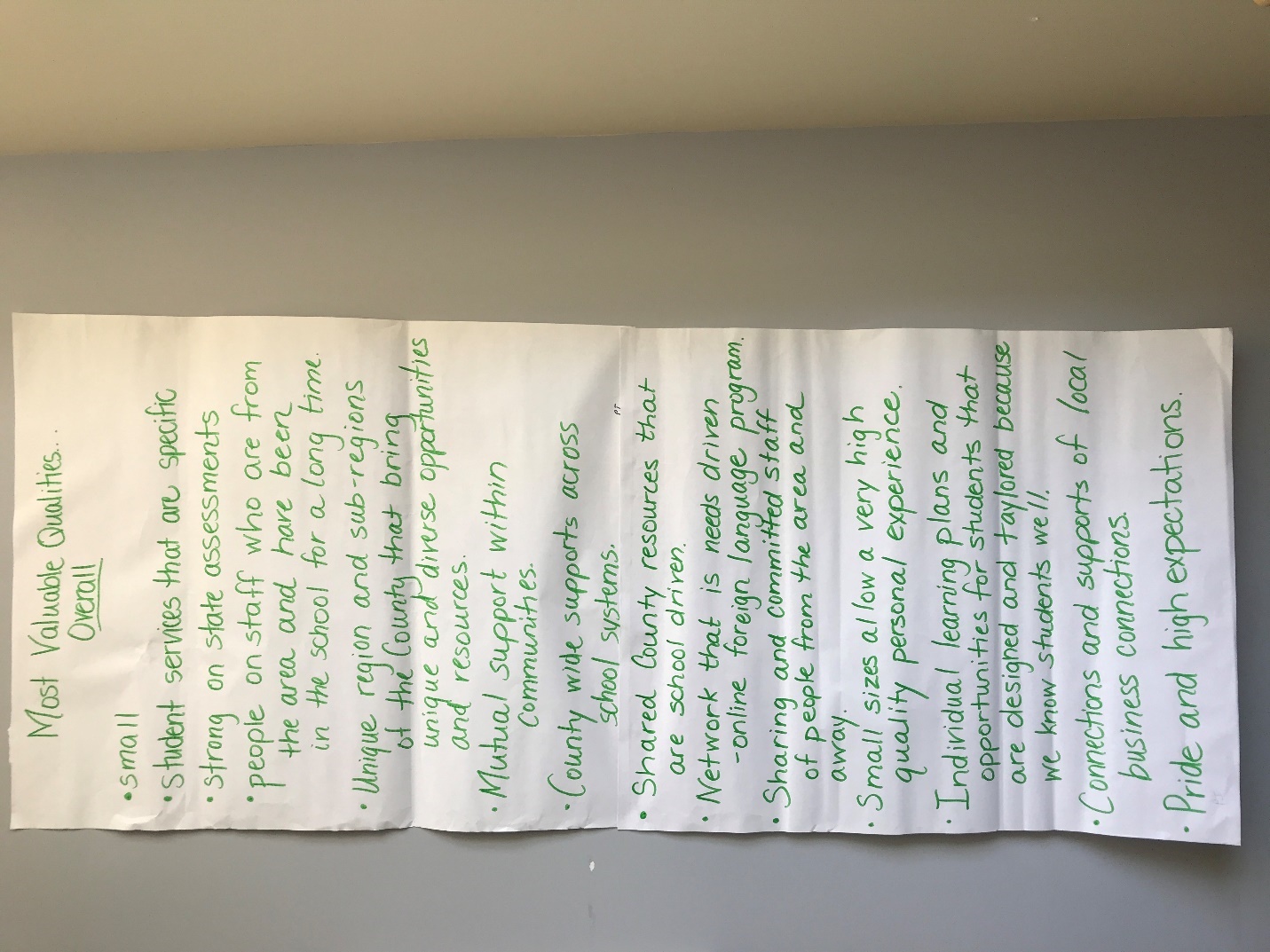
* What would you ask…
  + What is the community support for the school? (money and word of mouth)
  + What are the results of a school climate survey (done in-house)? What are you doing about it?
  + You have a strong climate and scores:
    - What happens to your students after they leave public school? What do they bring to the community?
  + How much time are your students spending learning outside the classroom and learning by application of learning in real context?
  + What is your rate of teacher and administrative turnover?
  + How much value does the community put in education and the school?



**3** Presque Isle

Image 3 Presque Isle

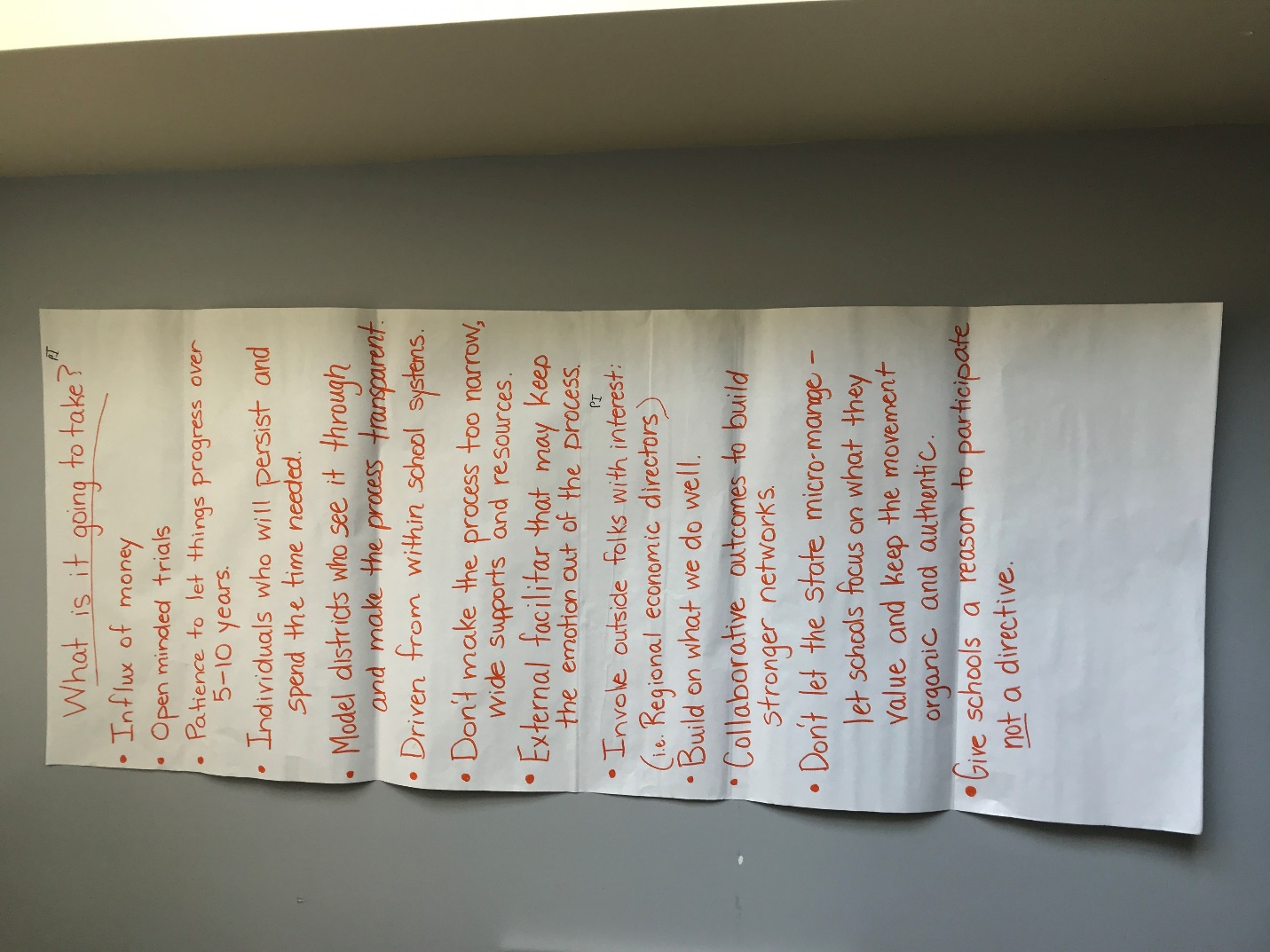
* Moving In best qualities…
  + staff caring and dedicated
  + small school feel
  + Limestone – sharing services and students with MSSM
  + Kids don’t fall through the cracks
    - Supportive services
  + Strong academic school that strives to make a comfortable and inviting place for everyone
  + New building, resources, 1 to 1 technology 2TNP, opportunities for extensive woodland study and recreation
  + Strong community connections and shared collaborations
  + Provide relevant authentic learning opportunities through place-based projects that align with standards and support child development
  + School and community closely connected
  + Innovative, responsive with business collaborations and deliver individual student success
  + Small class sizes



**4** Presque Isle

Image 4 Presque Isle

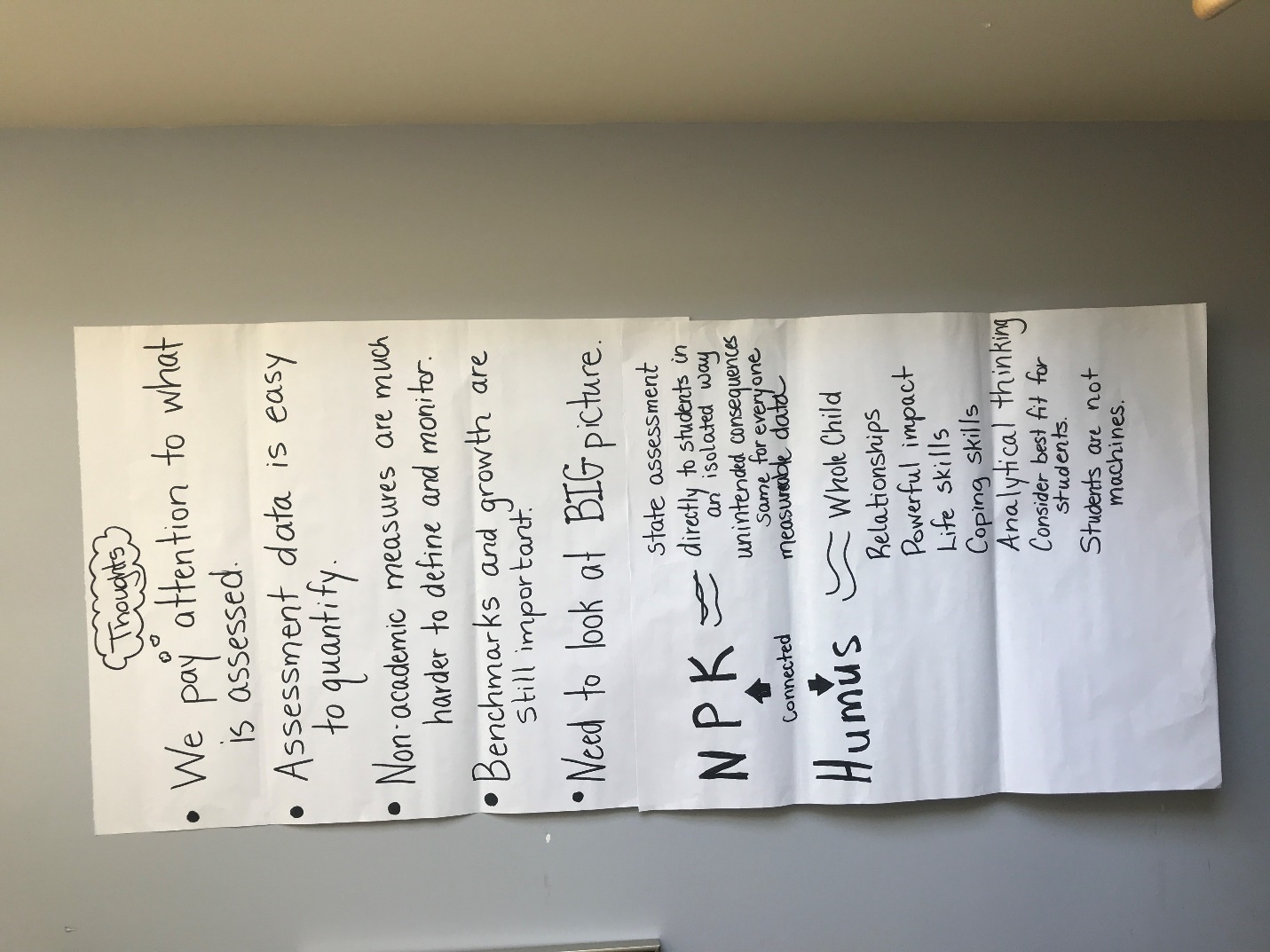
* Most valuable qualities overall
  + Small
  + Student services that are specific
  + Strong on state assessments
  + People on staff who are from the area and have been in the school for a long time
  + Unique region and sub-regions of the country that bring unique and diverse opportunities and resources
  + Mutual support within communities
  + County wide supports across school systems
  + Shared county resources that are school-driven
  + Network that is needs-driven
    - Online foreign language program
  + Sharing and committed staff of people from the area and away
  + Small sizes allow a very high-quality personal experience
  + Individual learning plans and opportunities for students that are designed and tailored because we know students well
  + Connections and support of local business connections
  + Pride and high expectations



**5** Presque Isle

Image 5 Presque Isle

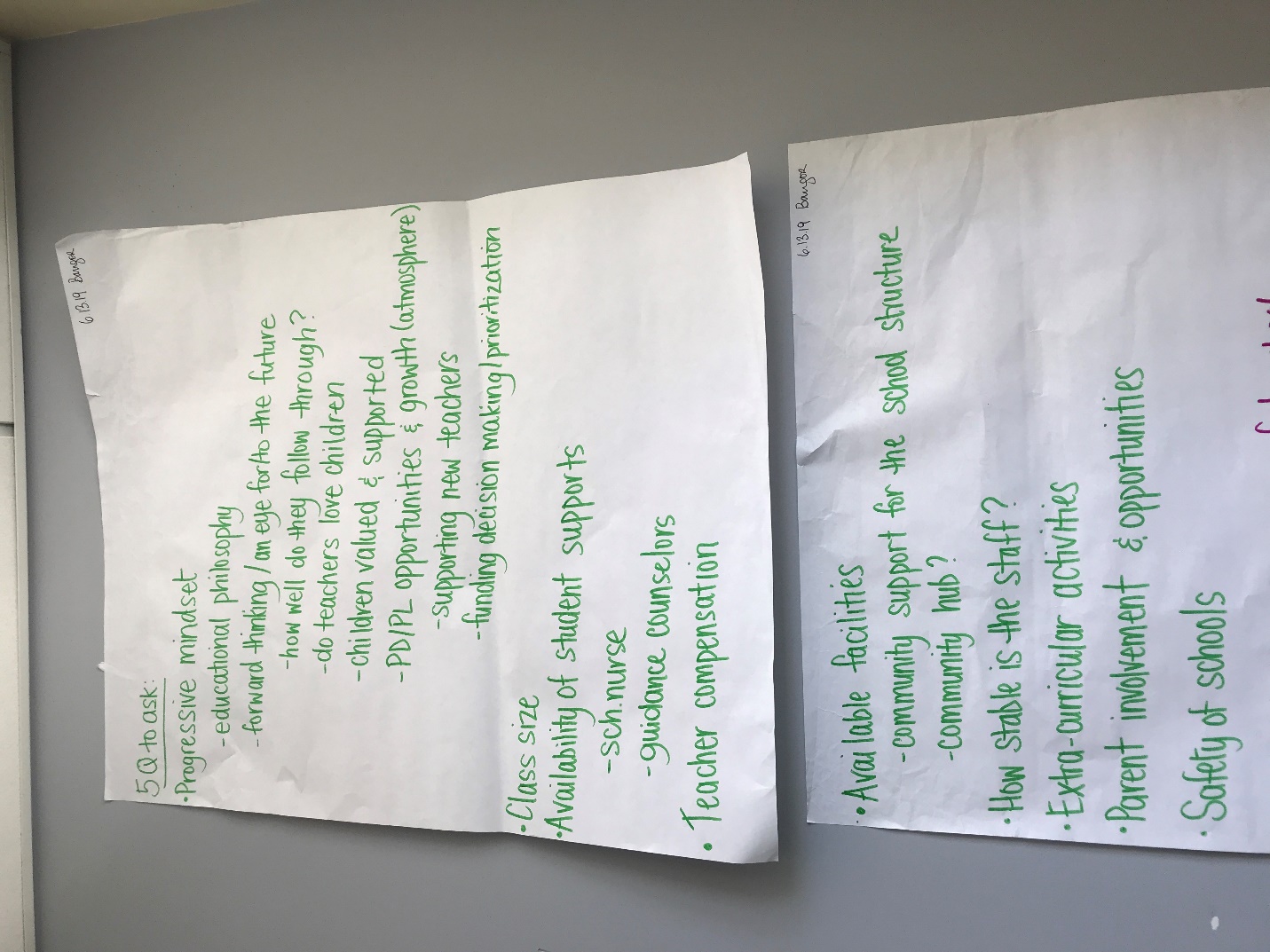
* What is it going to take?
  + Influx of money
  + Open-minded trials
  + Patience to let things progress over 5-10 years
  + Individuals who will persist and spend the time needed
  + Model districts who see it through and make the process transparent
  + Driven from within school systems
  + Don’t make process too narrow, wide supports and resources
  + External facilitator that may keep emotions out of the process
  + Involve outside folks with interest (i.e. regional economic directors)
  + Build on what we do well
  + Collaborative outcomes to build stronger networks
  + Don’t let the state micro-manage -- let schools focus on what they value and keep the movement organic and authentic
  + Give schools a reason to participate, not a directive



**6** Presque Isle

Image 6 Presque Isle

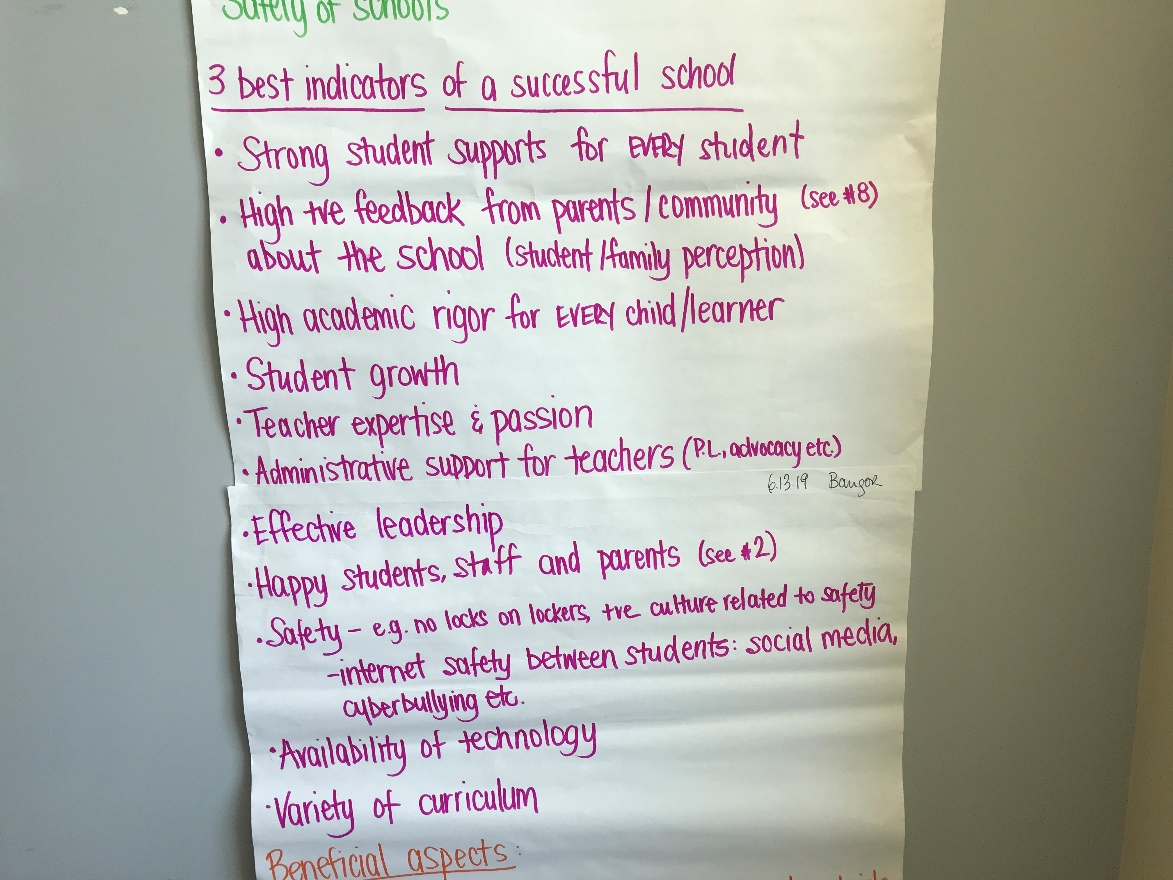
* **Thoughts (related to use of state assessments to determine the success of schools)** 
  + We pay attention to what is addressed
  + Assessment data is easy to quantify
  + Non-academic measures are much harder to define and monitor
  + Benchmarks and growth are still important
  + Need to look at the BIG picture
  + *Analogy based on a reading* NPK (nitrogen, phosphorous, potassium) = state assessment given directly to students in an isolated way; unintended consequences same for everyone; measurable data
  + NPK is connected to Humus
  + Humus = whole child, relationships, power impact, life skills, coping skills, analytical thinking, considering the best fit for students -- students are not machines



**1** Bangor

Image 1 Bangor

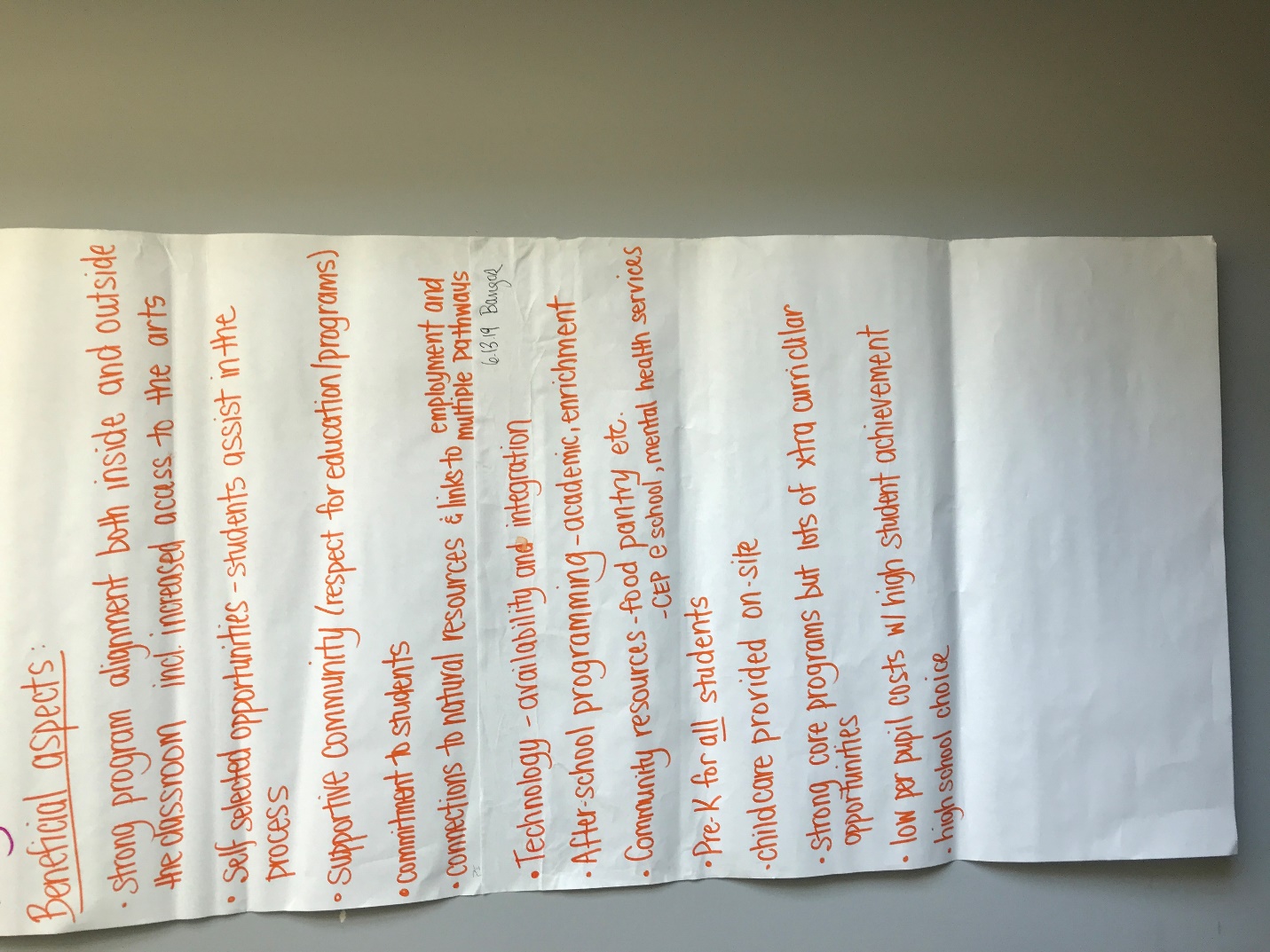
* 5 Q to ask:
  + Progressive Mindset
    - Educational philosophy
    - Forward thinking--an eye for/to the future
      * How well do they follow through?
      * Do teachers love children?
      * Children valued & supported
      * PD/PL opportunities and growth (atmosphere)
        + Supporting new teachers
        + Funding decision making/prioritization
  + Class Size
  + Availability of student supports
    - School nurse
    - Guidance counselors
  + Teacher compensation
  + Available facilities
    - Community support for the school structure
    - Community hub?
  + How stable is the staff?
  + Extra-curricular activities
  + Parental involvement and opportunities
  + Safety of schools



**2** Bangor

Image 2 Bangor

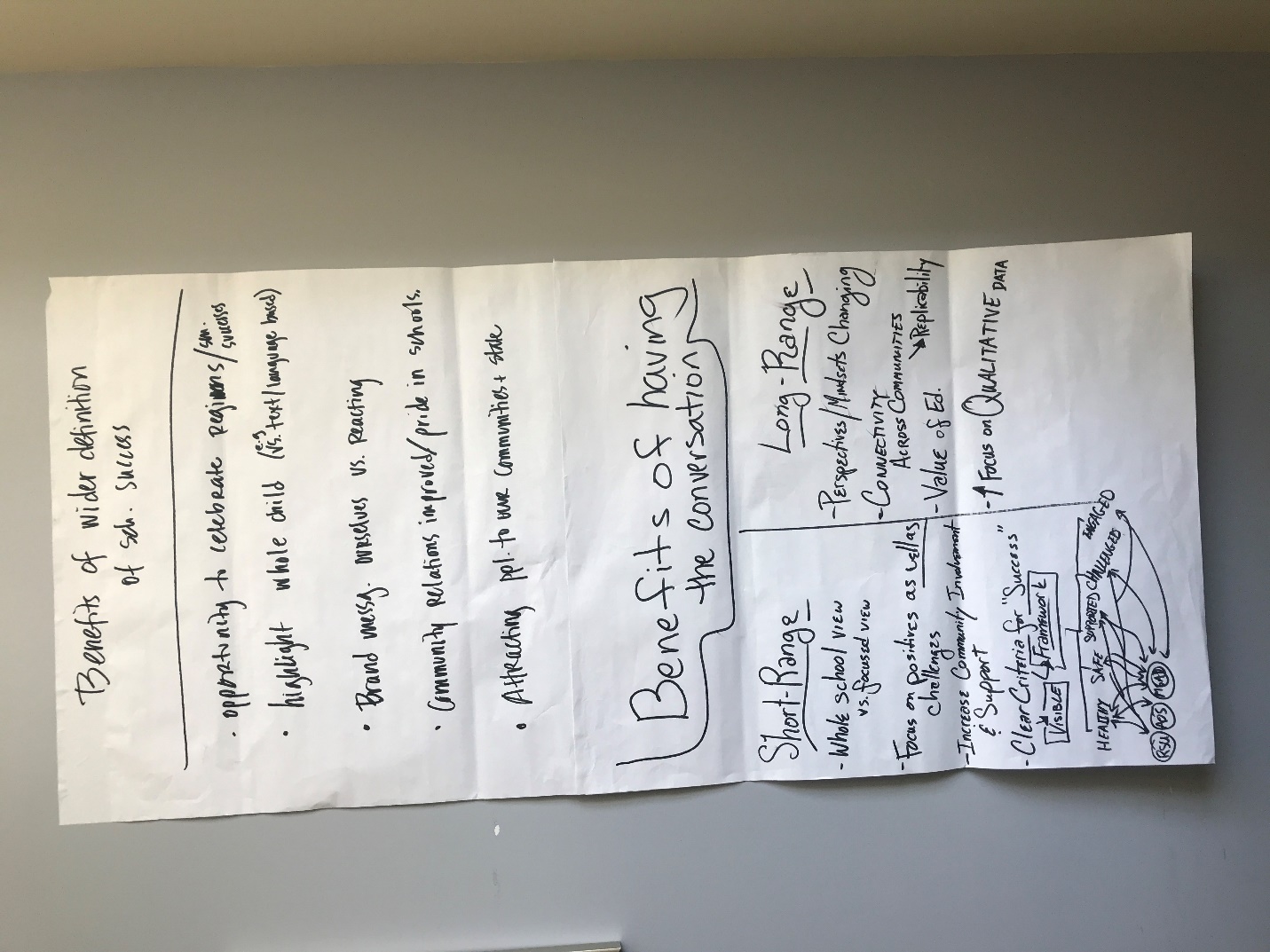
* 3 best indicators of a successful school
  + Strong student support for every student
  + High positive feedback from parents/ community (see #8) about the school (student/family perception)
  + High academic rigor for *every* child/learner
  + Student growth
  + Teacher expertise and passion
  + Administrative support for teachers (P.L., advocacy, etc.)
  + Effective leadership
  + Happy students, staff, and parents (see #2)
  + Safety – e.g. no locks on lockers, the culture related to safety
    - Internet safety between students: social media, cyberbullying, etc.
  + Availability of technology
  + Variety of curriculum



**3** Bangor

Image 3 Bangor

* Beneficial aspects
  + Strong program alignment both inside and outside the classroom including increased access to the arts
  + Self-selected opportunities -- students assist in the process
  + Supportive community (respect for educational programs)
  + Commitment to students
  + Connections to natural resources and links to employment and multiple pathways
  + Technology – availability and integration
  + After-school programming – academic enrichment
  + Community resources – food pantry, etc.
    - CEP at school, mental health services
  + Pre-K for all students
  + Childcare provided on site
  + Strong core programs but lots of extra-curricular opportunities
  + Low per pupil costs with high student achievement
  + High school choice

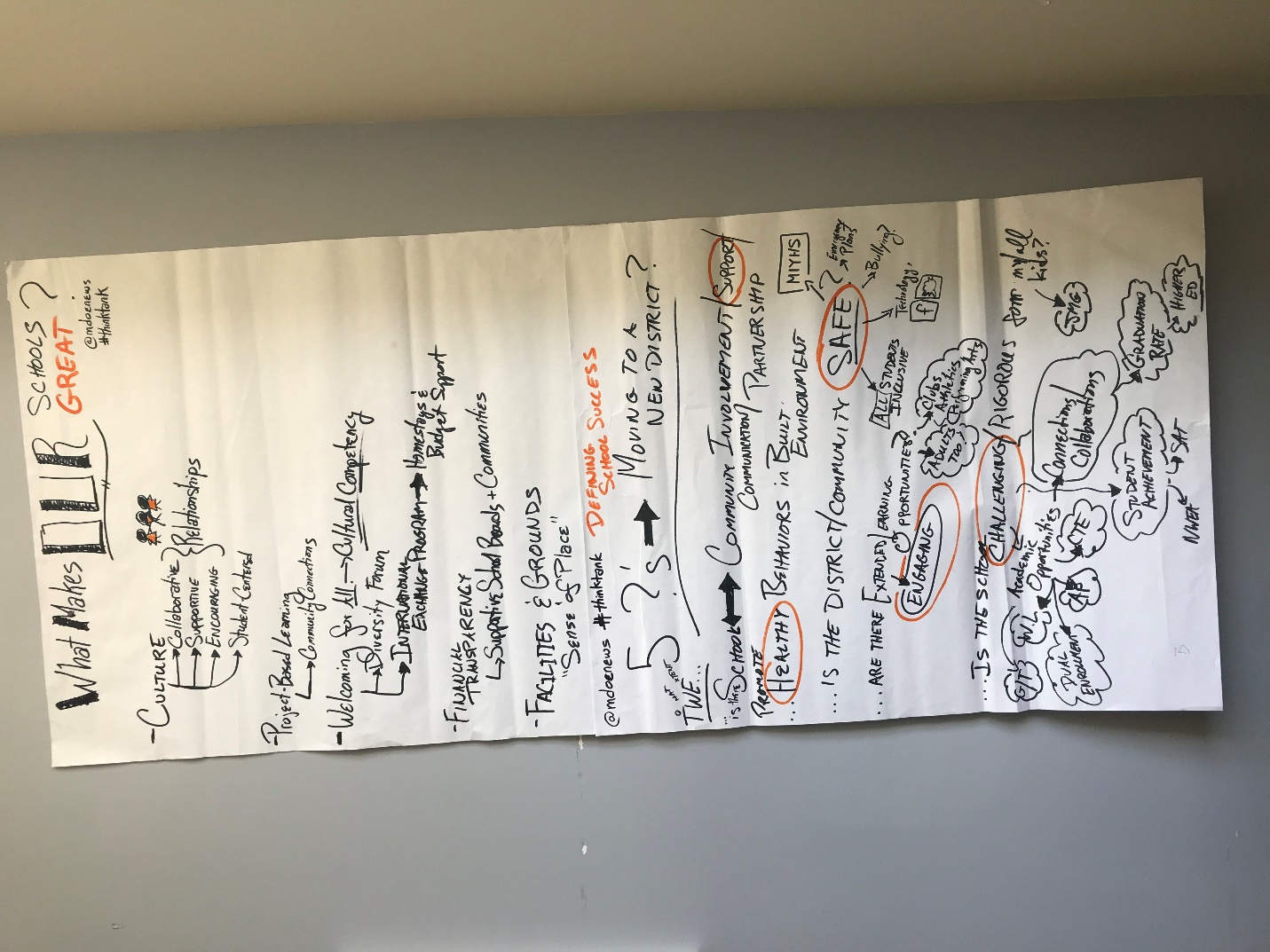


**4** Bangor

Image 4 Bangor

* Benefits of wider definition of school Success
  + Opportunity to celebrate region/SAU successes
  + Highlight whole child (e.g. vs. text/language based)
  + Brand message -- Ourselves vs. reacting
  + Community relations improved/pride in our schools
  + Attracting people 6to our communities + State of Maine

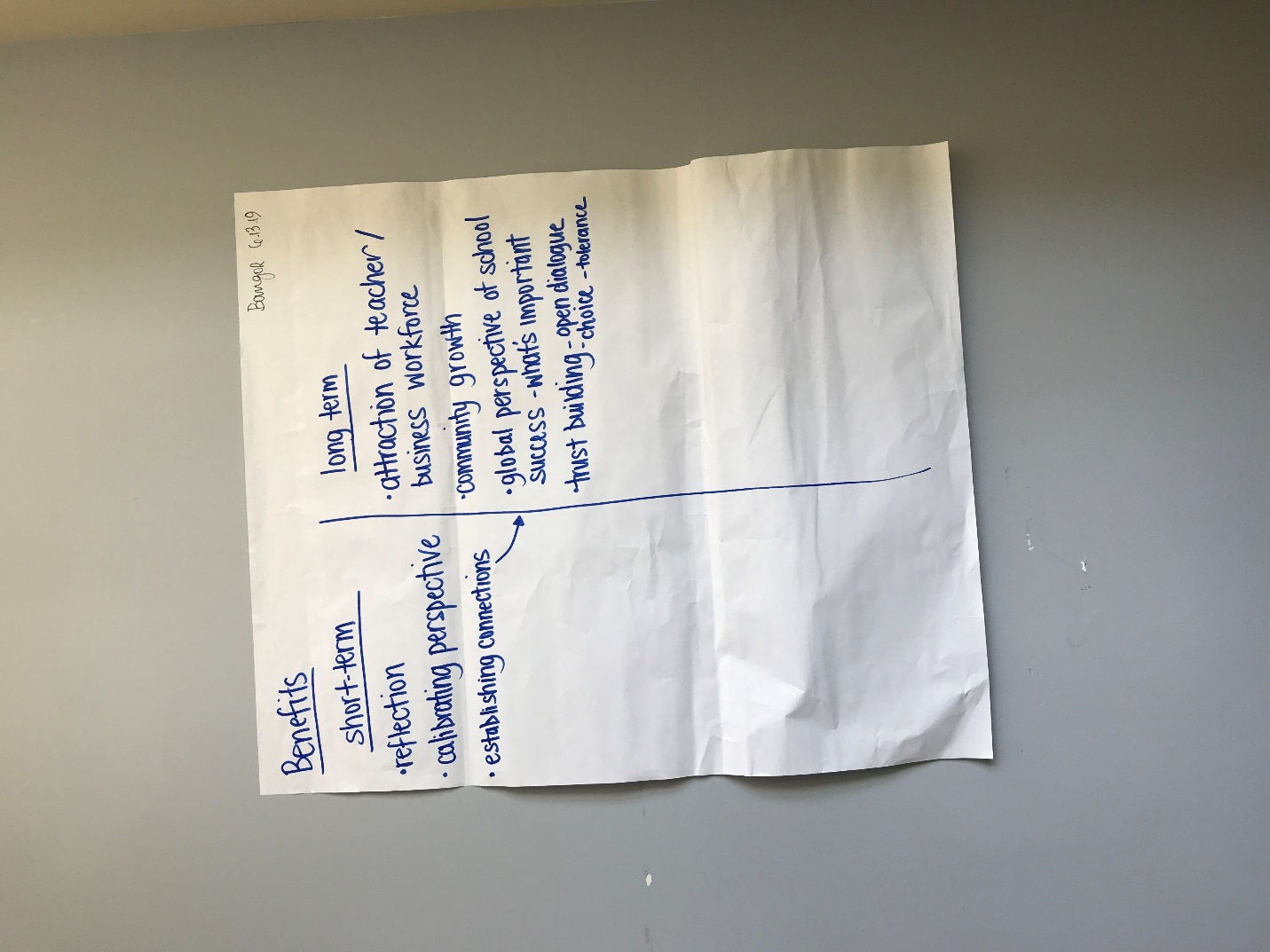
|  |  |
| --- | --- |
| **Short Term** | **Long term** |
| Whole school view v. focused view | Perspectives / mindsets changing |
| Focus on positives as well as challenges | Connectivity across communities (replicability) |
| Increase community involvement and support | Value of ed. |
| clear criteria for “success”    visible framework  l  l l l l l  healthy safe supported challenged engaged | Increased focus on qualitative data |



**5** Bangor

Image 5 Bangor

* **What makes our schools great?** 
  + Culture – collaborative, supportive, encouraging, student-centered
    - Relationships
  + Project- based learning
    - Community connections
  + Welcoming for all – cultural competency
    - Diversity forum
    - International exchange program – homestays and budget support
  + Financial transparency
    - Supportive school boards and communities
  + Facilities and grounds
    - “sense of place”



**6** Bangor

Image 6 Bangor

What are the short and long term benefits of having this conversation?

|  |  |
| --- | --- |
| **Short Term** | **Long term** |
| Reflection | Attraction of teacher/ business workforce |
| Calibrating perspective | Community growth |
| Establishing connections | Global perspective at school success – what’s important |
|  | Trust building – open dialogue  Choice – tolerance |