



**Sheepscoot Valley RSU 12**  
**March 2016**  
**Superintendent's Report**  
**Information, Recognitions, and Celebrations**

**Superintendent Report**

The draft budget for fiscal year 2017 is almost complete. Overall, it is predicted that budgeted spending will increase approximately 3.5%. A lower than expected subsidy from the state is making it challenging to keep costs down. The administrative team, the staff, and the Finance Committee are working hard to bring forward a draft budget for debate that continues to achieve our educational goals for our students and families while being sensitive to the taxpayers who support our school system. The draft budget for debate will be posted to the RSU 12 website at the end of March. The RSU 12 Finance Committee will be conducting public budget presentations throughout the month of March, April, and May in every town. A schedule of these presentations is below and published at [www.svrsu.org](http://www.svrsu.org).

Schedule of RSU 12 School Budget Presentations:

- Wednesday, March 9, 2016 - 6pm, Alna Fire Station
- Tuesday, March 15, 2016 - 6pm, Whitefield Town Office
- Tuesday, March 22, 2016 - 6pm, Windsor Town Office
- Wednesday, April 6, 2016 - 7pm, Westport Town Office
- Wednesday, April 13, 2016 - 6:30pm, Chelsea Town Office
- Thursday, April 28, 2016 - 6pm, Palermo Town Office
- Wednesday, May 4, 2016 - 6pm, Somerville Town Office
- Thursday, May 19, 2016 - 6:30pm RSU 12 District Budget Meeting, Chelsea Elementary School

**Curriculum and Technology Report**

**Curriculum and Assessment Development**

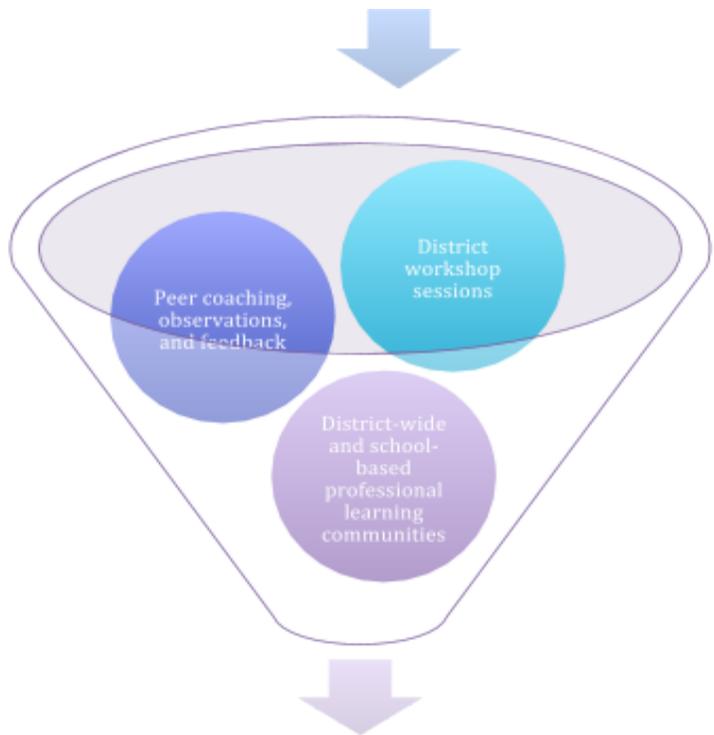
Grade level and content area teams across the district are continuing their work to define continuums of learning and common assessments. I am scheduling half-day meetings with each group to review their work and assess needs and next steps. This work will eventually be housed in our proficiency reporting system, Jumprope.

**State Assessments**

The testing window for the mandated assessment of English Language Learners closed March 7. This marks the conclusion of the first online administration of the State test, which included Reading, Listening, Speaking, and Writing sections. The testing window for the Maine Education Assessment in English Language Arts (ELA) and Math opens March 21. Students in grades 3 through 8 will take online tests in Reading, Writing, and Math as required by the State of Maine. The tests are aligned to the Maine Learning Results.

**Professional Development**

RSU 12 is working to develop and support a cadre of teacher leaders with knowledge of best practices and to create systems within which these teacher leaders can bring their knowledge back to their colleagues to foster continuing development of all staff. Below is a graphic depicting the initiatives and partnerships with which the district is involved. These projects inform the development of a cadre of teacher leaders who bring their expertise back to the staff of RSU 12 through in-district workshop days, peer coaching, school-based professional learning communities, and district-wide grade level and content area meetings. The aim of this work being the development and support of staff for improved outcomes for students.



**Staff Support & Development in Best Practices for Improved Student Outcomes**

**Westport Island Information**

## **Alna Information**

### **Chelsea Elementary School Report**

Chelsea school is very pleased to announce that we have been awarded a grant to provide free shoes to all of our students. The grant and the shoe company has asked to remain anonymous, until the shoes are distributed. We will be sending a letter home to parents soon making them aware of this exciting opportunity and we will be having a measuring and distribution event at a date in the future.

ART News: Every year the Harlow Gallery in Hallowell, Maine, sponsors an exhibit of student art work called YOUNG AT ART. This year the following students had work in the show: Nykee Peaslee - grade 1, Cali Myer - grade 1, Nadia Boynton - grade 2, Rion Kesel - grade 3, Jordan Duff - grade 3, Azailah Lapointe - grade 4, and Mariss Pierce - grade 6. Congratulations to all of these students!

The Chelsea School PTA will be hosting our annual family Skate Night at the Ice Vault on March 25th from 6:00 - 8:00 pm. This family friendly event is always a great event for our students and staffs.

### **Palermo Consolidated School Report**

Congratulations to Cody Devaney, a grade 7 student. He has been notified by the National Geographic Society that he is one of the semifinalists eligible to compete in the 2016 Maine National Geographic State Bee. The competition will be held at the University of Maine Farmington on Friday, April 1.

For the second year Palermo School will be participating in the "Bikes for Books" program with Dirigo Masonic Lodge # 104. Michael Falla, Marshal Dirigo Lodge #104, came to our February Spirit Assembly to kick off this reading incentive program. In this program children are awarded tickets for each book they read. The tickets go into a drawing for a new bike. At an Awards Assembly in June one ticket for a boy and one ticket for a girl in each class will be drawn. The child whose name is on the ticket will win a new bike and helmet. The more books students read the more chances they get to win. A total of 16 bikes will be won.

Palermo's Educational Showcase will be held on Wednesday, March 16 from 6:00 to 7:00 P.M. All students have been working hard on research reports and displays for this event. Each class has chosen a different topic. Kindergarten is doing All About Me. First grade has chosen animals. Second grade is researching birds. Third grade is studying weather. Fourth grade will be a parade of states. Grade 5 is learning about American Indian Tribes. Grades 6, 7 & 8 are doing construction projects to build linguini bridges, and creating new toys complete with marketing strategies.

March is Youth Art Month. Palermo students are participating in two shows. The Harlow Gallery 13<sup>th</sup> Annual Young at Art Exhibition runs from February 20 – March 19 at the Harlow Gallery in Hallowell. Students from 25 area elementary and middle school students have artwork in this show. Participating Palermo students are: Clara Grady, grade 8, Jessica Giguere, grade 7, Isavel Lux-Soc, grade 6, Aidan Tirrell, grade 5, Kinsey Stevens, grade 4, Rory Mangin, grade 3, Addison Turner, grade 2, and Reid Jackson, grade 1. The second show is at Waterfall Arts in Belfast. As part of Arts Advocacy Month in March Waterfall Arts is dedicating their Gallery and both floors of the Corridor Gallery to showing kids artwork. The show, titled "Young Artists' Gallery Takeover", will run from March 4 – April 1. As part of the "Takeover" display, 194 students have contributed to the Waldo County Fantastic Sea Creature Mural Project contest. Palermo students participating in the Mural Project contest are: Aaron Stone, grade 5, Bo Johnson,

grade 5, Sophia Pilotte, grade 5, Holden McKenney, grade 4, Kinsey Stevens, grade 4, Montana Johnson, grade 3, Rory Mangin, grade 3, and Olivia Childs, grade 1.

### **Whitefield School Report**

Whitefield has several exciting events coming up. On March 30<sup>th</sup> we will host the “NED SHOW”. This show promotes students to “never give up, encourage others and to do their best.” For more information on this show visit: <http://www.thenedshow.com>

Students will also be participating in Heavenly Hats. This program raises money to purchase hats for cancers patients throughout the country. Students and staff who wish to wear a hat to school for a day will donate \$1 to this organization.

Please mark your calendar as you are invited to attend our annual Diversity Day. This year’s event will be held on Friday April 29<sup>th</sup> from 8:30am-2pm. This year’s theme is “we all smile in the same language.” We are proud to announce our keynote speak will be Olympian Julia Clukey.

Our 6<sup>th</sup> grade students are gearing up for their Kieve trip. This year’s trip will be from March 28 –April 1<sup>st</sup>. We would like to thank Kieve for allowing us to attend at a discounted rate, making this trip possible. Whitefield School has now been attending Kieve for over 20 years in a row.

Our National Junior Honor Society is currently planning for our second annual United Way “Day of Caring” for May 20<sup>th</sup> (rain date is May 27<sup>th</sup>). Last year our students worked around the school and various locations throughout the community. This year we will be doing the same. If you know of any organization or community member that could use help around their building or home this spring please send us their contact information. We will happily visit.

### **Windsor Elementary School Report**

Now that we deep into the academic year, I thought it best to report out what’s happening in Windsor in terms of progress against our four goals. Because so many of our strategies and improvements address more than one goal, I have not divided them within the sections of each goal.

1. **Communication with Caregivers:** Educators use multiple modes of communication to efficiently, effectively, and consistently inform caregivers of students’ progress, elicit information about learners, and enlist caregiver support in fostering learning and good habits.
2. **Assessment Design:** Educators design standards-based assessments and rubrics that are aligned to curriculum, that are adapted for various student needs, and that clearly articulate multiple levels of proficiency.
3. **Understanding and Using Student Assessment Data:** Educators use data from a variety of assessments to monitor individual and class learning, to adjust instruction based on students’ zones of proximal development, and to provide specific feedback to students and caregivers in order to provide a proficiency-based learning environment and instructional design.
4. **Integration of Technology:** Educators use various technology tools efficiently and effectively to support individualized learning and a proficiency-based learning environment.

EVERY Windsor teacher now has a classroom-based system for communicating with caregivers e.g. weekly newsletter, email classroom websites, at home/school daily folders

Grades four and five are conducting a **Read-a-thon** to raise funds for Tanglewood. They will be reading for sponsorships during the week of March 14th, but on Friday, March 18th they will be in the Windsor Elementary School Library for a reading marathon. They will make themselves comfy and read from 2:30pm-4:30pm. Pizza from 4:30pm-5:00pm. All of the money collected will be divided equally amongst all of the students to reduce the cost for Tanglewood Science Camp.

The **Night at the Museum** lived up to its reputation as a busy, happy night. The fruit of our students' hard work, research and creativity were on display for all to appreciate (and learn from). The integration of art and technology enriched the presentations, and the artifacts, edibles and equine visitor made it a truly multi-sensory experience. The parking lot was filled with cars parked for almost a mile in each direction of community members. Each student had a museum display to demonstrate their research and learning of a choice topic within a focused area. Our illustrious art teacher worked with classes to create artifacts. The students owned their unique projects and themes. They brainstormed. They solved problems alone and together both self and peer assessing their work against the project's rubric. They used multiple resources to create accurate replicas. The students informed (and often corrected!) each other on the details and facts of their themes. It was amazing and wonderful to experience.



A description of the **use of technology** by Kim St. Onge, our fifth grade teacher:

In recent years, we have been blessed with the gift of technology in the classroom. Although there is no way to capture how the effects of technology contribute to our students' education fully, I am going to attempt to help you visualize and understand how important technology is to our students' daily studies. Because of the number of devices we have, the movement towards proficiency based learning and differentiation has been that much easier. In math, it is not uncommon to see four groups of students using technology in different ways. For example, one group is using 1-2 ipads to scan QR codes checking their works, another group of students is working on Front Row in their area of need, another group is working on an assessment project collaboratively using a combination of laptops and ipads and another group is with me, an ipad in hand, working through problems collaboratively in guided practice. Within reading, students are taking AR tests or CBMS. They are reading articles online and completing assignments within Google Classroom. You may find students working on their vocabulary skills; students work in small groups to explore Greek and Latin roots. They often create mini-google presentations to teach the rest of the class about their findings. In writing, students are busily creating multimedia presentations. They utilize both the ipads and computers to create videos with voice-overs, sharing documents with peers to help revise or typing in google docs and sharing with me. Since many documents are shared with them on google docs, you will often find them using technology for self reflection and assessment. Our technology allows students to readily access content and standards individualized to them. It allows me as a teacher to plan more individually for each student and monitor their progress. It saves me time and energy that can be better used teaching the students what they need individually.



Mr. Dave Cheever from the Maine Archives visited the Windsor 8th grade on February 25, 2016. Mr. Cheever delivered a presentation about crucial battles of the Civil War and the involvement of soldiers from Windsor, Maine in those battles. He is coming back May 10th to describe what was happening in the home front in Windsor during the Civil War. The book *What Every Middle School Teacher Should Know About Middle Schoolers* inspired our teachers to create more real life connections for our students in their studies.



Windsor Elementary School in Windsor, Maine just celebrated Read Quest (formally known as Read the Most from Coast to Coast) Friday February 26th. Teachers, staff, and students dressed up as their favorite book characters and read lots of books all day long. This Kindergarten through 8th grade school read 1,289 books that equaled 5,241,407 words for the day. The 3rd through 5th grade teachers were dressed up as characters from the books of author Jan Brett. We are in the process of trying to win a visit from her through a contest on her web site. We are in 20th place and are the only school in Maine that is a front runner. We need a lot more people to vote for us. They just need to enter our address and vote once on

[www.janbrett.com/contests.htm](http://www.janbrett.com/contests.htm) or Jan Brett on Facebook. Windsor Elementary School, 366 Ridge Road, Windsor, Me. 04363. Staff members dressed up as characters from *The Mitten* by Jan Brett. Hedgehog, Badger, and Nicki.



The 3rd through 5th grade students were rewarded with a play about the Mitten by Jan Brett.

Fancy Nancy Reading to Her Class.



Man in the Tall Yellow Hat, Curious George, and the Paper Boy too!



Our illustrious K-2 Team as Fancy Nancys



The Middle School Team proving once again true teamwork!

K-5 have been participating in a book study as part of their professional development. The book is Eric Jensen's Keeping Poverty in Mind. The book focuses on recent research on strategies to help our children in poverty. The rate of childhood poverty has doubled in just this decade in Maine. Windsor teachers understand the need to address the challenges of students who come to our school. Below is findings from their professional learning community:

## Strategies to Incorporate into Daily Lessons

### Before Class

#### Create Positive physical environment

- play music, pictures or calming videos (ie - yule log) on TV screen
- classroom - orderly, kid friendly, avoid clutter, materials accessible
- proper lighting
- temperature of room

### Collect Data - Review Data

- Know your students
- Surveys
- Styles of Learning
- Multiple intelligence screening

### Planning

- How will I engage students?
- How will I make content come alive?
- How will I ensure it is memorable?
- Creating reminder cards for ourselves (hope building p. 112, physical breaks - Adventure to Fitness)
- Hope building strategies - verbal and posted daily affirmations, asking to hear student hopes and offer support, provided needed academic resources, help set goals and build goal setting skills, tell true stories of hope that students can relate to, offering help, encouragement and caring often, teaching life skills in small daily chunks, avoid complaining about student deficits - if they don't have it, teach it, treat all kiddos in class as potentially gifted
- Prepare cards with life skills to focus on weekly (problem - how would you handle this?)

### Class Time

#### First 10 minutes

- Class song
- dividing class into teams - "Sit with your home team."
- encouraging peers helping peers
- building personal relationships- greet every student in the morning with a positive affirmation (esp. Monday).
- knowing what the kids are coming in with that day (ie - pets and family concerns)
- efficient administrative tasks
- connecting with real life- tell the kids a story from your own weekend
- jump starting the brain - quick reviewing, KAHOOT

### Core Lesson

- THE HOOK - making it relevant, why is it important to me, learning target
- Hope Building (cards with strategies)
- Operating system - CHAMPS - mindset, hopeful effort, attentional skills, memory, processing skills, sequencing skills
- Getting Physical- every 12-15 minutes we should be moving!
- Acknowledging vary paces of students - setting up peers to help peers
- Signal cards - red, yellow, green - Red: help, Yellow: please leave me alone, Green: I know what I am doing and I can help others
- Use personal style to engage students

### Last 10 minutes

- strengthening memory - pulling it all back together, easy to recall format

### Closing the Day

- Riddles at the end of class
- Tell me something you learned today
- Brain Quest
- Tickets for bringing in additional “homework”
- Box of donations for classroom store

CONCLUSION: We need more social programming. More direct instruction. Society is failing our children and they are not being taught values, discipline, etc. Second Step is a social curriculum that provides language of positive behavior for our students: Get more staff involved so that language continues in cafe, art room, etc. This is not only affecting children in poverty but rather all socioeconomic groups.

The middle school has been providing students with an **authentic sense of audience** by entering writing contests throughout the United States. They are also using community judges to foster a stronger engagement with the community. The winners of a recent writing contest with YES magazine were:

First Place: Essay No School, No Future: Jordan Linscott

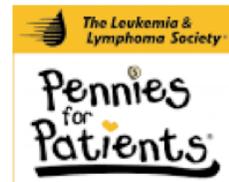
Tie for Second Place: Ricocheting Us to Power: Alyssa Savage and Be the Flame: Parker King

Honorable Mentions: Fearless Control: Hailee Turner and Could You Stand Up Against a Bullet? Jakob Mills



brainstorming focus for the upcoming We Are RSU Movie project

Students throughout the school are collecting **Pennies for Patients**. This is a charitable drive facilitated by Kristen Grasse, our school nurse. Unfortunately childhood Leukemia has touched our school on a personal level.



Thank you to Bonnie Squire for coming to our monthly assembly and kicking off the “**Bikes for Books**” program with Dirigo Masonic Lodge # 104. This reading incentive program provides bikes for children. Word count based on the Accelerated Reading program calibrates by grade level who the lucky boy and girl will be. A total of 16 bikes will be won.