

Cape Schools Open Minds and Open Doors

Community • Academics • Passion • Ethics

Indicators of Success

1. By September 2016, we will have in place a system to help students K-12 identify passions and interests through examination of strengths and growth areas, and to tailor learning experiences to cultivate those areas. These experiences can include participating in internships, service learning, dual-enrollment courses, on-line courses, independent studies, and extended learning opportunities, and student involvement will increase to a total of 160 students by June 2018.
2. By June 2017, students K-12 will regularly have the opportunity to pursue areas of passion and interest for inclusion in their electronic portfolios. These in-depth research projects will be done in collaboration with supporting adults and will align with proficiency standards for core academic areas.
3. By June 2018, 95% of assessed students will annually demonstrate a year or more growth in writing*, reading, and mathematics across all data points. ([overall growth in 2013-2014 for grades 3-8: mathematics, 79%; reading, 87%] *growth data not currently available for writing)
4. By June of 2018, we will have closed the academic gap in reading, writing, and mathematics for underperforming* students by 20% (baseline for grades 3-8--students with disabilities: 41% gap in reading, 45% gap in math, 46% gap in writing; writing: 29% gap for boys, SES data only reported at gr 8: 47% gap in reading, 20% gap in mathematics, 38% gap in writing)
5. By June 2018, every course will have a written curriculum that identifies learning targets with connections to [Maine's Learning Results](#).**
6. By June 2018, each student K-12 will maintain an electronic portfolio, demonstrating transferable knowledge and skills, including the embedded use of technology tools and concepts of digital citizenship.
7. By January 2017, at least 85% of middle and high school staff and students report in a survey and in anecdotal focus groups that derogatory and intolerant language is unusual to hear in Cape Elizabeth High School and Cape Elizabeth Middle School. (No baseline available, question to be added to survey for 2014-2015.)

8. Annually, beginning in December 2015, at least 90% of students will report that they feel connected to and well-supported by at least one adult in school. (baseline average 75%, [grades 7-12 Maine Integrated Youth Health Survey](#) and [5-12 National Center for School Leadership surveys](#))
9. By June 2017, all students K-12 will receive feedback from adults concerning their academic, social, and ethical behavior reflecting student growth connected to the [Maine Guiding Principles](#).
10. Beginning in 2016, students K-12 will have the opportunity to provide feedback to their teachers and administrators regarding classroom instruction, culture, and community.
11. Annually, beginning in 2014, staff will have the opportunity to provide feedback to building and district administrators regarding district climate, culture, and professional support.
12. Annually, beginning in 2015, building administrators will have the opportunity to provide feedback to district administrators regarding district climate, culture and professional support.
13. Annually, beginning in 2014, parents will have the opportunity to provide feedback to the district regarding engagement and satisfaction with school programs and services.
14. By June 2017, at least 15% more students 5-12 will give positive responses related to questions about engagement, interest, and challenge in their work (mean for NCSFL questions 15, 17, 25, 26, 27, 32, 33, 35, and 36: 48%).
15. Beginning in the 2015-2016 school year, implement a professional growth process that provides regular feedback and supports teachers and administrators in reaching individual and district goals.

NOTE: Baselines for academic data will change with the introduction of the Smarter Balanced Assessments in the spring of 2015. We will not have comparable data available for our accountability assessments until fall of 2016.

*Underperforming students include those who are not demonstrating proficiency on the NECAP or MEA exams, STAR or NWEA assessments. Some--not all--of these students are receiving special education services, free/reduced lunch, or English language learner instruction. Another identified subgroup includes males on writing assessments, whose scores are often far below their female counterparts.

**Maine Learning Results include Common Core English Language Arts and Mathematics as well as the Maine Guiding Principles. As of August 2014, the Next Generation Science Standards are not yet formally adopted by the Maine DOE; however, in an effort to be forward thinking, they have been used to guide the CESD Strategic Plan.

Adopted: November 18, 2014