

---

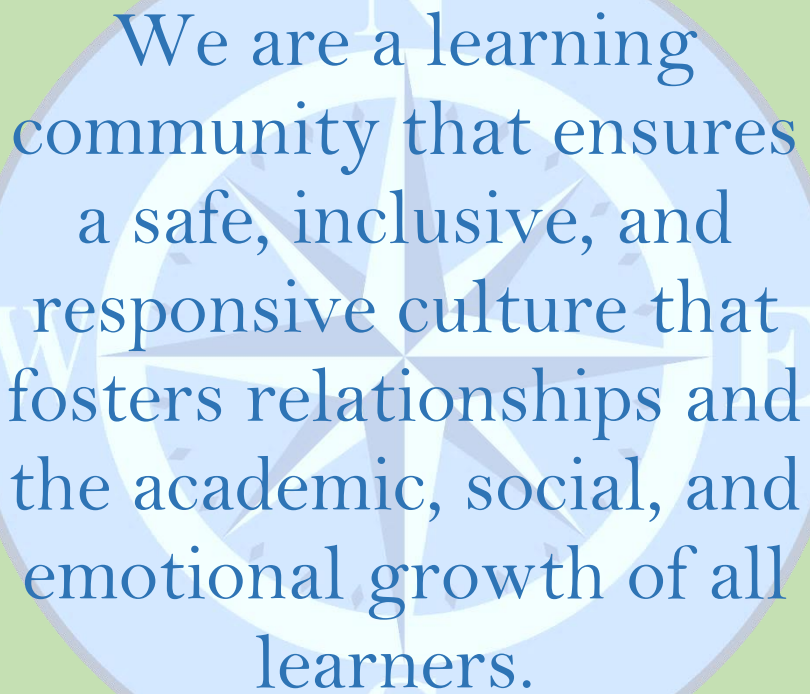
# Schools of Our Future 2.0 Educational Vision

---





# RSU 13's Educational Vision



We are a learning community that ensures a safe, inclusive, and responsive culture that fosters relationships and the academic, social, and emotional growth of all learners.

# Central Goals Guiding Our Work

- ④ Relationships:



RSU 13 will have a comprehensive Social Emotional learning approach Pre-K through grade 12.

- ④ Proficiencies:



Schools in RSU 13 will have clear Pre-K through grade 12 academic standards and expectations for student learning.

- ④ Pathways:



RSU 13 will expand differentiated pathways for students to learn and demonstrate their learning.

# Relationships

- ⦿ RSU 13 will have a comprehensive Social Emotional Learning approach Pre-K through grade 12 so that we can consistently address non-academic barriers to increase student engagement with the result of increasing academic achievement.



# Relationship Objectives

- ④ Designate an SEL Advisory Group to help further refine RSU 13's SEL goal, objectives, and action steps
- ④ Identify appropriate data collection tools and establish a baseline
- ④ Identify effective practices based on review of data
- ④ Identify and implement Pre-K through grade 5 elements of effective practice (school-based and classroom-based)
- ④ Provide ongoing (and sustainable) professional development

# Proficiencies

- ⊕ Schools in RSU 13 will have clear Pre-K through grade 12 academic standards, guiding principles, and learning progressions embedded in RSU 13 curriculum so that all teachers have a clear understanding of student performance expectations and how to instruct in a standards based environment and so that all students have the opportunity to understand their academic growth through consistent and predictable measures.



# Proficiency Objectives

- ④ Identify and map the standards through a common language from grades PreK-12 and ensure a logical progression.
- ④ Create clear performance expectations / measurement tools
- ④ Align assessments to performance expectations
- ④ Mentoring new teachers, professional development around assessments / use rubric language
- ④ Elevate teacher leadership roles and build leadership capacity
- ④ Align reporting mechanism (design a coherent and family friendly, RSU-wide system of grading, reporting, and communicating)

# Pathways

- ④ To expand differentiated pathway offerings for students to learn and demonstrate learning so that RSU 13 can meet the needs of individual learners and foster growth in each student.





# Pathway Objectives

- ④ Improve the efficacy of our approach to RTI 1 and 2 for academic and behavior
- ④ Support and train teachers in intervention, differentiated instruction, and RTI 1 and 2
- ④ Provide cross-curricular learning opportunities (integration of content areas)
- ④ Deepen community involvement through internships or extended learning opportunities






Relationships



Proficiencies




Pathways



# Learning is complex... it is more than a score.

## In RSU 13,

- ④ We want to know that students are ready to learn each day. **(Relationships)**
  - ④ We want to know that students *are* learning. **(Proficiencies)**
    - We want to know *what* students are learning.
    - We want to know *how* students are learning.
    - We want to know *that students know what* they are learning.
  - ④ We want to know that their aspirations reach beyond a diploma. **(Pathways)**
- 



**Oceanside High School**



**Oceanside Middle School**



**Ash Point Community School**

# ◆ Our Schools ◆



**Cushing Community School**



**South School**



**Thomaston Grammar School**