

HISTORICAL SCAN

- ❖ Need to educate the whole child
- ❖ NCLB didn't account for individual differences
- ❖ The impact of brain research on learning (emotional & social), intelligence, adaptability
- ❖ The continuation & evolution of the standards movement
- ❖ Doors have been shut for the non-traditional non-college bound students
- ❖ Title IX afforded women the opportunity to participate equally in all sports
- ❖ Access - Control - Opportunities
- ❖ Huge increases in standardized testing - data collection - has taken away from valuable teaching time and opportunities to individualize instruction
- ❖ School Resource Officer
- ❖ Consolidation of/building a new elementary school
- ❖ Federal and State funding for Adult Education
- ❖ The increase of state intervention to standardized curriculum
- ❖ People see things differently
- ❖ What's good for one child is not necessarily good for another
- ❖ Forming of the CSD - will it endure?
- ❖ Establishment of the College and impact to community
- ❖ Assessing student progress
- ❖ Collaboration
- ❖ Advances in Technology - huge impact good & bad*****
- ❖ Every child has a right to an education
- ❖ Quality of facilities has impact on education
- ❖ Acceptance of diversity for future education**
- ❖ Education will improve with positive access/use of media
- ❖ Increase in health concerns will have impact
- ❖ Loss of basic skills
- ❖ Great starts - Fizzled (ex. MLTI & NWEA - 1st rollout - majoring for differentiated instruction; 2nd rollout - minimal)
- ❖ Pendulum Swing (standardized/programs to integrated/schematic)**
- ❖ Global economy

“PROUD”

- ❖ Secretarial
- ❖ Security
- ❖ Yoga at WES
- ❖ Jump Rope for Heart
- ❖ Student focus
- ❖ Renovations
- ❖ Test score improvements
- ❖ Parent & community involvement*****
- ❖ Student recognition
- ❖ CORE Curriculum
- ❖ Mentoring program
- ❖ School communication
- ❖ Links with community college and library
- ❖ One campus
- ❖ Landscaping/custodial
- ❖ Internet safety at WES
- ❖ Students and test results
- ❖ Many opportunities for kids (academic & sports)
- ❖ Core values**
- ❖ Dedicated, caring staff (educational & support)*****
- ❖ Nutritional offerings
- ❖ Strength in programming
- ❖ Support for teachers to try new trends
- ❖ Dual enrollment ***
- ❖ WES class choices
- ❖ Higher percentage to post secondary schooling
- ❖ Foreign Language
- ❖ K-12 technology coach
- ❖ WES class choices
- ❖ Improved learning results
- ❖ Hiring quality personnel - strive to find the best ***
- ❖ Innovative supports (lower bullying, yoga, anger management, YCCC, summer academy, etc.)
- ❖ Higher level of supports for differentiation
- ❖ Utilization of Technology****
- ❖ Higher level of visibility & involvement of administration
- ❖ Higher performing district
- ❖ Higher teacher support
- ❖ Evolving & adapting curriculum
- ❖ Adult Education - all learners
- ❖ Very supportive administration
- ❖ Wonderful students
- ❖ Did not consolidate
- ❖ Supportive of the Arts
- ❖ Supportive community/board
- ❖ Social issues/groups at WHS
- ❖ Campus model
- ❖ Literacy emphasis
- ❖ Content Coaches

- ❖ AP Programs at WHS
- ❖ After school opportunities
- ❖ Quality classroom experiences
- ❖ Commitment to common district goals
- ❖ Students First attitude
- ❖ Excellent campus facilities****
- ❖ All day kindergarten
- ❖ Special Education programs
- ❖ Genuine concern for students by staff and administration
- ❖ Empathetic scholars
- ❖ Community Service Projects****
- ❖ Quality of education
- ❖ Cooperation among staff
- ❖ Responsibility for curriculum
- ❖ Learning styles
- ❖ Brain research learning
- ❖ Heterogeneous classes
- ❖ Code of Conduct
- ❖ Alternative assessments
- ❖ Student conflict resolution
- ❖ Cooperative learning
- ❖ Inclusion
- ❖ Disaster preparedness
- ❖ Supportive budget from Board and Community
- ❖ Individual student accomplishments
- ❖ Invested communities
- ❖ High school graduates
- ❖ School works as a family/building environments
- ❖ Sports (opportunities for all)
- ❖ Sportsmanship
- ❖ School pride
- ❖ Willingness to improve - experiment
- ❖ Local assessments
- ❖ Ann Davies' work
- ❖ Professional learning circles
- ❖ Choices offered to families (M.A., looping, graded)
- ❖ Allied Arts - importance of quality of programs
- ❖ Support for quality buildings
- ❖ Collaboration between teachers
- ❖ Academic results
- ❖ Balance of rigorous programs with nurturing and recognizing students and staff
- ❖ Experiences provided for students
- ❖ Efforts and financial support for staying technologically current
- ❖ Support for professional development allowing staff to be life long learners*****

REGRETS

- ❖ Drop out rate
- ❖ Low aspirations
- ❖ Lack of focus on high school building/lack of technology and science*****
- ❖ Lack of opportunities for community service and volunteering at younger ages
- ❖ Foreign Language needed at elementary level***
- ❖ Dialogue between administration & teachers
- ❖ Not taking advantage of our own staff's skills and abilities
- ❖ Drug & tobacco use high
- ❖ Lack of course variety at high school
- ❖ No after school programs - only the rec.**
- ❖ High school graduation requirements are lacking
- ❖ Lack of a budget
- ❖ Recycle & green initiatives
- ❖ Lack of career prep focus
- ❖ Late bus for after school activities**
- ❖ Elementary school should have Ogunquit in the name
- ❖ Elementary campus K-5
- ❖ Top down dec. management (have shifted to)
- ❖ Not carrying through with differentiated instruction
- ❖ Wasted time & money on construction process
- ❖ Facilities - infrastructure - lack of space, old high school
- ❖ Budget freezes
- ❖ Training for staff with software and technology
- ❖ Short sightedness for training student in cyber safety - needs to be done earlier
- ❖ Communication breakdown with parents - technology related
- ❖ Assessment - over - too much time - teach to test
- ❖ Fragmented campuses
- ❖ Funding issues - state and local
- ❖ Lack of basic skill instruction (penmanship, grammar, dress code, manners, etc.)**
- ❖ Should have SMART 6 in all classrooms K-12
- ❖ Losing smaller teams within schools
- ❖ Too much focus on assessment impacting instructional time and time for reflection and creative thinking
- ❖ Inability to mesh vocational programs with academic classes and athletics
- ❖ Post graduation job placement
- ❖ Limited funding determining course offerings
- ❖ Software for a variety of learning opportunities for both students and adults
- ❖ Lack of preparation for all after high school (no internship)
- ❖ Technology funding - not enough to sustain technology
- ❖ Not enough curriculum & choices for all kids (are we forgetting vocations?)
- ❖ Loss of sense of community
- ❖ Schools (WES, WJHS, WHS) seem separate/different districts
- ❖ Lack of pride in self/school → students
- ❖ Lack of District long range plan
- ❖ Not including expertise in community: retirees adjunct at high school?
- ❖ Three separate schools
- ❖ Standardized testing results/data not used for intended purposes...all about the numbers
- ❖ Increases in amount of assessments -- time and types of assessment which are not valuable for teaching - individualization

- ❖ “Programs” which have taken over curriculum and teaching process (reading program)
- ❖ Need to raise/higher student aspirations
- ❖ Wells-Ogunquit communities split/issues***
- ❖ Loss of trade classes
- ❖ Not all students are held to same standard or treated equally
- ❖ Need stronger business plan-vision
- ❖ Low recognition of academic vs. recognition of sports
- ❖ Low communication throughout buildings - low vertical teaming
- ❖ Lack of professional collaboration time
- ❖ Bullying? Conduct? “Policies” for those that proactive programming doesn’t reach
- ❖ Emphasis is on testing
- ❖ Loss of Language Arts/Reading time
- ❖ Hurry up and wait is not good for motivated students
- ❖ Bullying issues sometimes are ignored
- ❖ Codes for athletics to include all kids
- ❖ Loss of vision of district as K-Adult
- ❖ Limited Arts at WHS
- ❖ Limited “Home Ec” facilities
- ❖ Loss of vocational opportunities for all students to experience
- ❖ No ATM (distance learning)
- ❖ Need greater local community input and collaboration
- ❖ Ability to adequately respond to less financial resources
- ❖ Need greater collaboration for resources outside WOCSD
- ❖ Need more emphasis on critical thinking
- ❖ Need longer day
- ❖ Report card - blend of grades/standards
- ❖ No vocational programs
- ❖ Need more emphasis on ethics and morality
- ❖ More student participation in youth empowering programs
- ❖ Need more support for new teachers
- ❖ Grade 6 Environmental School - Want it back

BELIEFS AND VALUES

- ❖ Foster Adult Connection - sense of importance, belonging & expectation
- ❖ Practice of teaching anchored in: brain research, best practice, individualization
- ❖ Teaching the WHOLE child - social, wellness, awareness of self, respecting diversity, personal accountability, environmental awareness
- ❖ Foster lifelong learning opportunities - coming from confidence - willingness to try and persist
- ❖ Foundation of essential skills - literacy, numeracy, thinking skills
- ❖ ALL KIDS CAN LEARN**
- ❖ Early preschool/parenting resources and intervention lead to life long learning and success
- ❖ Curriculum/learning must be meaningful for all stakeholders (parents, students, community, etc.)
- ❖ Community committed to individual and individual committed to community
- ❖ Each person's way and manner of learning is unique and educators should know, understand, and respond to each learner's needs...
 - Fosters self motivation
 - Student mentoring programs
 - Personal, caring relationship - building
 - Partnerships between home and school
 - Teacher commitment
 - Students developing critical thinking skills
- ❖ Students learn best in relaxed, encouraging environments where challenges are engaging and rigorous and are linked with experimental opportunities
 - Quality of structure effects quality of learning
- ❖ Exposure to a wide range of educational subjects is critical to life success and forming life lessons
- ❖ Students should be exposed to a rigorous academic experience that focuses on critical learning skills, creativity, cross curricula knowledge and social responsibility
- ❖ Responsibility for high expectations for learners should be shared by school, students, parent and community
- ❖ Parents, students, teachers and community members all responsible for education process
- ❖ Healthy learning environment - safe, nurturing, respectful & accountable
- ❖ Provide foundation for life-long learning
- ❖ The best learning is active, interactive dynamics and applied
- ❖ Valuing the diversity of others through our core values that are taught, modeled and reinforced at home and school
- ❖ Respect - Responsibility - Honesty - Compassion - Trustworthiness
- ❖ Student needs a personal connection with at least one staff member to help them be successful
- ❖ Every student can learn through the shared persistence of students, staff and family
- ❖ The structure of our schools must meet the learning needs of all students and their families in order to prepare each student for the multitude of transitions they will face in their lifetime, to include:
 - Respect
 - Year-round learning
 - Internships
 - Variety in programming and placements
 - Working with others/teamwork

- ❖ Education is the most important factor for the growth and prosperity for our community
 - Education is a lifelong process/pursuit that is the responsibility of the entire community and begins with the family
 - We need to encourage, foster, and prepare families to be a part of the education process
 - Pride and ownership is everyone's responsibility

TRENDS

- ❖ Cultivate lifelong learners
- ❖ Technology*****
- ❖ Globalization****
- ❖ Changing family dynamics*****
- ❖ Cultural differences
- ❖ Economy*****
- ❖ Communication
- ❖ Quality of life
- ❖ All learning styles
- ❖ Competition for diminishing local/state/federal resources
- ❖ Old outnumbering young
- ❖ Preparing students for unknown jobs/careers
- ❖ Accountability and responsibility
- ❖ Sense of entitlement/ownership of choices
- ❖ Decreasing and competition for funds
- ❖ Virtual learning
- ❖ Educating for multiple careers
- ❖ Information overload
- ❖ International awareness
- ❖ Education vs. career placement
- ❖ Ethical choices
- ❖ Extended school
- ❖ Health
- ❖ Community
- ❖ Industry/vocational training
- ❖ Ecological awareness
- ❖ Declining social skills

FUTURE VISIONS

As a community, we will...

Create a solid emotionally & physically safe environment for student and staff.

- New or renovated high school
- Bully prevention continued and expanded (ie., cyber bullying prevention)
- School Resource Officer (continued funding)
- Mentoring program at all schools
- Health & wellness initiatives expanded

Support and encourage family involvement throughout students education process

- Continued PTSA and PAC
- Open House
- Continue parent conferences two time per year
- Maintain parental access to student achievement through technology
- Family to family mentorships

We guarantee -

- Success for all students
- A safe learning environment
- Appropriate facilities
- The last technology
- Preparation for the 21st Century
- Support for the ever changing family dynamic
- Opportunities for civic involvement
- Well-rounded, open-minded, productive global citizens

WOCSD Consent Agreement

We Believe Education...

is the most important factor for the growth and prosperity for our community...

Therefore...

we expect all members of the community to actively partner with WOCSD to ensure that all students receive relevant programming to meet individual +/-

We Believe Education...

must integrate our Core Values, Beliefs, Morals, and Ethical Principles

Therefore...

the culture, curriculum and instruction will embed Respect, Teamwork, Trustworthiness, Compassion, Responsibility, and Pride in achieving these goals

We Believe Education...

is transcending throughout one's lifetime

Therefore...

our education structure system and methods will continuously adapt

All students graduate with the skills, abilities, and values to be an asset to their community.

We dream that our children can dream and realize those dreams.

We believe that the best learning is active, interactive, dynamic, and applied.

Vision Haiku

Respect and values
Asset to community
Opportunities

Vision Acrostic

Plan and prepare for the future
Using best practices and research
Respectful and resourceful
Promote communication
Opportunities for life long learning
Skills and knowledge for success
Empowerment through ownership

- Have recognition of their own strengths and uniqueness to appreciate diversity
- Have a safe and caring learning environment

WOCSD learners of the 21st century will be able to understand themselves as learners which will build the foundation for each to become integral and contributing members of their community.

Each student shall:

- * Have a foundation of essential skills
- * Have the support of a collaborative educational team
- * Have an expectation of community service K-12 to increase personal responsibility and awareness
- * Have opportunities to learn outside of school (district networking, non academic opportunity)
- * Develop the persistence and willingness of continuous life long learning

We want all Wells-Ogunquit C.S.D. scholars (birth to adult) to be life-long learners as critical thinkers with core values who are connected and invested in our community and to be prepared with the skills to be successful for the unknown careers that lie ahead in their future.

As a community, we will...

Provide a broad, high quality educational program that prepares students for a high tech, global, and ever-changing market place.

- Social skills/cultural training for a global economy
- Continue AP classes and connections with YCCC
- Offer a variety of courses and experiences
 - Personal finance (credit counseling), foreign languages, arts & cultural opportunities, voc tech classes for any student
- Technology training
- Elective courses for the purpose of exploring life opportunities
- Internships in various fields
- Environmental education and experimental learning

As a community, we will...

Foster an educational system that trains and inspires students to continually learn, grow and evolve throughout their lives.

- Continued Adult Education classes
- Training for ongoing technological changes
- Learning buddies in other cultures
- Improve financial opportunities/incentives for learning throughout life

- Wider variety of learning options (online, distance learning, etc.)
- Alternative start/end to student day
- Scheduling the school day based on age not bus schedule
- Mentors for students
- Every student graduates
- Every student has a future vision and a plan to accomplish it
- Core values are taught, modeled, and reinforced by all
- Critical thinking and brain research are taught and used
- Family/intergenerational learning opportunity
- Community service projects are required
- Foreign language begins at WES
- Students involved with after school activities/sports
- Longer/alternative time frame to accomplish their requirements
- Dual enrollment
- Optional home visitation for families (birth to school)
- Optional preschool
- Teaching/valuing life-long learning
- Renovated high school
- Education will match/take into account changes in the world
- Every scholar will develop skills to be an active member to an increasingly global society
- All educational achievements will be valued/celebrated
- Technology and preparedness for our future careers
- “Just Learn It”

Top Choices

Core Values

- Core values are taught, modeled, and reinforced by ALL stakeholders
- Promote & model core values at school, home and in the community
 - Responsibility
 - Honesty
 - Respect
 - Trustworthiness
 - Compassion
- Model, teach and expect our core values, beliefs, moral and ethical principles

Safe Environment

- Environment, safe, healthy, motivating, appropriate, fluid, expanded campus
- Continue to create a safe environment for learners and staff by teaching respect, valuing diversity, and Staff Resource Officer
- Create a solid emotionally and physically safe environment for all

Global Citizen

- Involvement, family, mentorships, community, global
- Prepare student for Global - 21st Century - Environment (green)
 - Communication
 - Competition
 - Languages
 - Cultural
- Preparing students for ever-changing global economy
 - Offer a variety of courses
 - Social skills, cultural training

Community & Family Support

- Community, contribution, interaction, support, involvement, two way street, financial
- Respect and value
 - Self and other
 - Family Unit
 - Responsibility
- Developing a partnership with the community/families/students
- Community - mentoring - service
- Community/family involvement & connectedness
- Community connection
 - Involvement
 - Mandatory K-12 service
 - Environmental stewardship
 - Collaboration
 - Problem solving
- Support and encourage family involvement throughout students educational process
 - Continue parental access to student
 - Achievement through technology
 - Family to family mentorships

Appropriate Facilities

- Improved high school facility
- Developmentally appropriate facilities
 - Safe, healthy, up-to-date, maintained physical plant
- Appropriate, safe, and healthy facilities/environment
- New 21st century high school
- A new or renovated high school and maintain current facilities

Life Long Learning

- Promote life long learning
 - Adult Ed
 - Life skills
 - Continuous
 - Seamless
- Instill life-long learning to adapt to global challenges
- Promote school readiness (Preschool - Adult)
- Foster opportunities for life-long learning
 - Improve financial opportunities/incentives for learning throughout life
 - Learning buddies in other cultures
 - Training for on-going technological changes
 - Continued Adult Ed classes
- Lifelong learning - multi-generational opportunities
- Life long learning by helping students create a vision for their future and a plan to accomplish it and by offering learning opportunities throughout their lifetime

Preparation for Future

- Preparing learners with skills to be successful for unknown future careers in our increasingly technological and global society
- Prepare student for technology
 - Digital citizenship
 - Ever-changing/flexibility
 - Ethical
- Continuously adapt to ever-changing technology
- Broad and flexible learning opportunities
 - Exploratory
 - YCCC
 - Class choices
 - Internships
 - Foreign languages
 - Vocational
 - Experimental
 - Non-academic exploration
- Flexible scheduling (day, year, alternatives)
- Student centered schedule

Differentiation

- Emphasize essential skills
 - Critical thinking
 - Reading
 - Writing
 - Math
 - Organizational
- Relevant curriculum/instruction to meet every individual
- Essential skills
 - Literacy
 - Numeracy
 - Thinking skills
 - Technology
 - Social skills
- Skills and knowledge
 - Basics
 - Technology
 - Integrated curriculum
 - Dynamic
 - Whole person
 - Best practices
- Provide broad integrated curriculum
 - Offer various courses - personal finance, foreign language, arts and cultural opportunities, voc tech classes for all students
 - Internships in various fields
 - Expand opportunities for high achieving students at high school
- Develop and maintain longer term state, federal, local financial plan
- Rigor - individual