



Central Aroostook COUNCIL ON EDUCATION

STRATEGIC PLAN

2023

Updated
January 25, 2021

CONTENTS

Executive Summary	3
Introduction	7
Our Vision	8
Our Mission	8
Guiding Principles	8
Goals, Strategies and Tasks	
Goal 1: Great Leadership	9
Goal 2: Great Teaching	12
Goal 3: Great Schools	18
Goal 4: Great Partnerships	21
Goal 5: CACE Success	24
Appendix A. Summary of Action, Accountabilities and Priorities	
Appendix B. Governance and Support	

EXECUTIVE SUMMARY

In January 2019, the Central Aroostook Council on Education (CACE) Board of Directors embarked on a 3-year strategic planning process. The process included comprehensive review and refinement of organizational intent and creation of basic principles to guide our actions and define how we do business. The process resulted in numerous near- and longer-term strategies and actions for achieving CACE’s vision to ensure *a quality of leadership at every school and instruction in every classroom that is deserving of every student.*

The following table summarizes the number of actions included in the plan, they are organized by strategy and focus area.

Focus Area	Strategy	Strategic Planning Goals and Actions				
		Great Leadership	Great Teaching	Great Schools	Great Partnerships	CACE Success
Educator Preparation and Employment	Create and support effective use of human resource employment strategies and tools to ensure sound recruitment and selection decisions.	3	3			
	Strengthen new educator on-boarding program.	1	1			
	Address opportunities for career pathways for aspiring educational leaders that do not involve leaving the district.	1				
	Address opportunities for career pathways for teachers that do not involve leaving the classroom.		4			
	Strengthen connections between preservice programs and PK–12 organizations as they look to support the changing needs of students and the skills and knowledge new and existing educators must have to address these needs in schools.		1			
Evaluation and Professional Growth	Realize the potential of educator effectiveness systems to accurately differentiate educator performance, provide meaningful, improvement-focused feedback to educators, identify priorities for continuous improvement, and provide targeted	5	4			

	professional development in the interest of educator development and student learning.					
	Ensure professional learning needs of each educator is understood and supported.	5	7			
Recognition and Reward	Create fair and equitable recognition and reward programs that reinforce district goals and priorities, are culturally compatible and fiscally sustainable.	1	1			
School Environment	Create a system for measuring and monitoring classroom climate and capturing student voice.			2		
	Create a system for measuring and monitoring school climate .			2		
	Create a system for measuring and monitoring professional culture .			2		
Systems and Schedules	Coordinate school schedules .			1		
PD Evaluation	Assess professional development needs and monitor PD quality and effectiveness.			1		
PreK-20	Leverage resources across CACE partners				4	
	Enhance networking and collaboration				2	
	Strengthen collaboration between PreK-12 schools in Aroostook County and those in other parts of the state				1	
Professional Organizations and Associations	Collaborate with other educational collaboratives				2	
	Collaborate with other educational organizations and associations				2	

State Agencies and Legislature	Strengthen collaboration with Maine DOE				2	
Business Community	Strengthen collaboration with Central Aroostook businesses				1	
Collaboration with Higher Education	Collaborate with UMPI				1	
Strategic Management and Monitoring	Define CACE direction and framework for making decisions on allocating resources.					2
	Solicit funding for CACE programming					1
Marketing and Promotion	Enhance CACE image and prestige					1
	Build awareness of CACE mission and organization					1
Learning and Teaching Resources and Support	Continually improve CACE Day event.					1
	Accelerate learning across the districts.					1
Total Strategic Actions		16	21	8	14	7

At the end of each school-year, the strategic plan is to be reviewed by the Board and revised as needed to reflect current realities and changing priorities. **As of January 2021, 35% (23/66) of the action items above have been completed.**

Strategic Plan
Near-Term Priorities
2021-2022

Based on discussion and mutual consent garnered through the annual strategic plan review process, the following action items reflect priority areas for the Board of Directors and will be a focus of CACE efforts during 2021-2022.

Supporting Great Leadership

- 1.5 Develop and pilot “aspiring leaders” program, starting with Fall and/or Spring event and allow to evolve organically based on leadership interests.

Supporting Great Schools

- 3.8 Partner with Regional Education Lab to learn how to evaluate efficacy of professional development

Supporting Great Partnerships

- 4.4 Develop a discussion board for CACE leaders.
- 4.11 Attend all relevant public hearings of Education and Cultural Affairs Committee.
- 4.12 Develop connection with Central Aroostook County Chamber of Commerce for purposes e.g., expanding internships for students, etc.
- 4.13 Coordinate UMPI led ‘School Librarian Day’

CACE Success

- 5.3 Explore grant opportunities
- 5.5 Update and enhance website presence with new information, promotional material (brochures), and user-friendly functionality.
- 5.6 Plan and deliver a beginning-of-the-school-year event that offers a variety of professional learning opportunities for teachers and leaders that are timely, relevant, and effectual in meeting the content and grade-level needs of educators.
- 5.7 Continued development of on-line inventory of school-improvement tools and resources, accessible for use by all educators.

INTRODUCTION

Established in 1994, the Aroostook Council on Education (CACE) has assisted member schools in providing a quality education for all students, PK-16. In pursuit of this mission CACE operated on the following priorities:

- Strengthen the collegial/professional relationship and communication between public schools and the University.
- Provide opportunities for the sharing of resources and maximizing the use of public funds.
- Improve pre-service and in-service education.
- Capitalize on the strengths of all partners
- Seek grants to supplement dwindling local-state-federal funds.
- Provide a forum for the exchange of ideas and to examine research through the lens of daily school experience.
- Develop a technology network to facilitate implementation of the CACE priorities.

CACE is a formal partnership comprised of MSAD #1 (Presque Isle, Mapleton, Chapman, Castle Hill, Westfield), MSAD #20 (Fort Fairfield), MSAD #32 (Ashland, Garfield Plantation, Masardis, Oxbow Plantation), MSAD #42 (Mars Hill), MSAD #45 (Washburn), RSU #39 (Caribou, Stockholm), Easton School System, School Union #122 (New Sweden, Westmanland, Woodland), Limestone Community School and Caswell School Department, Maine School of Science and Mathematics (MSSM) and the University of Maine Presque Isle (UMPI).

CACE is a registered non-profit organization with a board of directors including the superintendent of each school system and the President of the University of Maine Presque Isle. A professional development team made up of educational leaders from across member organizations provides guidance and support to the CACE executive director.

Building on the success of CACE and adjusting to changing needs is the purpose of this multi-year strategic plan to re-set priorities, focus energy and resources, ensure a shared vision, assign accountabilities, and monitor outcomes and impact. This plan will be reviewed annually and refined as needed to meet the goals and priorities of its members.

Theory of Action

If we bring skilled and motivated educators into our schools and develop and support them with ongoing feedback and opportunities for growth, collaboration and leadership; and recognize and reward them fairly and in a way that reinforces district priorities, **then** the educational experience and student learning will improve.

OUR VISION

A quality of leadership at every school and instruction in every classroom that is deserving of every student.

As evidenced by:

- CACE-wide leadership effectiveness index [TBD]
- CACE-wide instructional effectiveness index [TBD]
- CACE-wide student success index [TBD]

OUR MISSION

CACE will support the success of every educator by helping to create conditions, align systems, and deliver the supports necessary to ensure a professional culture across every district, learner centered climate in every school, effective instruction in every classroom, and continual growth of every student.

GUIDING PRINCIPLES

The core philosophies that will drive CACE are captured in a set of guiding principles, known collectively as The CACE Way. These principles are part of our culture, guiding our actions and defining how we do business.

- **We work together**
Through mutual respect, trust, and cooperation, we achieve results that can only be realized through exceptional teamwork.
- **We are open and honest**
We tell it like it is, in direct and straightforward language.
- **We focus on educators**
Our hard work and solution-oriented approach puts our teachers and leaders at the center of everything we do.
- **We make a difference**
We stay informed and ask questions. We create impact with our schools, educators and students through our actions. We respond with agility to the everchanging needs.
- **We reimagine the possible**
We dare to challenge the status quo and try new things. We innovate, test and learn from failure. We have an open mind to the possibilities in every idea.

GOALS, STRATEGIES AND ACTIONS

Goal 1: Great Leadership. To attract, develop and retain a cadre of high performing leaders at the school and district level who collaborate to create and enact a shared vision, build and support a positive, productive teaching and learning environment. Leaders who model hard work, commitment and courage, flexibility, and who support teachers' instructional practices. Leaders who are open, honest and fair in their dealings with others, make consistently good decisions, and hold themselves and others accountable for results.

Characteristics of a great educational leader²:

- A. Great educational leaders lead and inspire their schools to develop, articulate, and commit to a shared and compelling vision of the highest levels of student learning and adult instructional practice.** These leaders advance the mission through collaborative processes that focus and drive the organization toward the vision.
- B. Great educational leaders lead with a sense of urgency and achieve the highest results for all students and adults.** They build organizational capacity by developing leadership in others. These dynamic, forward-thinking educational leaders lead collaborative organizations that realize and sustain positive change that enhances teacher practice and improves student learning.
- C. Great educational leaders ensure that each student and adult in the learning community is known and valued.** These educational leaders develop systems so that individuals are supported socially, emotionally, and intellectually in their development, learning, and achievement.
- D. Great educational leaders ensure that teaching and learning is the primary focus of the organization.** As stewards of learning, these educational leaders lead the implementation of a rigorous, relevant, and balanced curriculum. They work collaboratively to implement a common instructional framework that aligns curriculum with teaching, assessment, and learning, and provides a common language for instructional quality that guides teacher conversation, practice, observation, evaluation, and feedback. They know a full range of pedagogy and make certain that all adults have the knowledge, skills, and dispositions necessary to support student success.
- E. Great educational leaders are ethical.** They consistently demonstrate a high degree of personal and professional ethics exemplified by integrity, justice, and equity. These educational leaders establish a culture in which exemplary ethical behavior is practiced by all stakeholders.

F. Great educational leaders are humble lead learners who make their practice public and view their own learning as a foundational part of the work of school leadership. They are reflective practitioners who build on their strengths and identify areas for personal and professional growth. They adapt their paradigm and practice to result in improved student performance and enhanced teacher instruction through reflective practices.

²Adapted from 2017 Maine Schools for Excellence (MSFE) Leadership Evaluation and Professional Growth (LEPG) rubric.

Focus Area	Strategy	Action	Timeline	
			Start	Complete
Educator Preparation and Employment	Create and support effective use of human resource employment strategies and tools to ensure sound recruitment and selection decisions.	1.1 Develop a human resource planning (template) for leaders, which includes reviewing data and engaging in collaborative planning to address projected and existing staff shortfalls of building administrators and district leadership before they become problematic.	9/2019	6/2020
		1.2 Develop (sample) job descriptions, advertisements, and interview protocols to ensure alignment with district professional practice standards for principals.	2/2019	6/2019
		1.3 Develop (sample) entry and exit surveys and interview protocols for gathering feedback from leaders on district strengths and improvement opportunities.	2/2019	6/2019
	Strengthen new leader on-boarding program.	1.4 Review and improve induction and mentoring program for new leaders and board members to ensure high quality programming, delivery and experience, while also meeting requirements of Chapter 180: Performance Evaluation and Professional Growth Systems.	9/2021	6/2023

	Address opportunities for career pathways for aspiring educational leaders that do not involve leaving the district.	1.5 Develop and pilot “aspiring leaders” program, starting with Fall and/or Spring event and allow to evolve organically based on leadership interests.	1/2020	4/2021
Evaluation and Professional Growth	Realize the potential of educator effectiveness systems to accurately differentiate educator performance, provide meaningful, improvement-focused feedback to educational leaders, identify priorities for continuous improvement, and provide targeted professional development in the interest of educator development and student learning.	1.6 Support PEPG Steering Committee in reviewing and improving evaluation and professional growth program for building administrators.	9/2021	6/2022
		1.7 Provide evaluator training and ongoing calibration support to Superintendents, including centralized and site-based observer training and coaching, as well as video-based observer calibration tools.	9/2021	6/2022
		1.8 Develop and pilot leadership 360° (or multi-rater) survey for all principals / assistant principals – formative use only.	TBD	TBD
		1.9 Develop and pilot leadership 360° (or multi-rater) survey for superintendents – formative use only.	TBD	TBD
		1.10 Develop and pilot leadership 360° (or multi-rater) survey for school board members.	TBD	TBD
	Ensure professional learning needs of each educational leader are understood and supported.	1.11 Develop system for using annual evaluation data and other resources (surveys, etc.) to inform professional learning needs and priorities.	TBD	TBD
	1.12 Identify list of high leverage practices from the evaluation standards and for each, develop and deliver cohort-based professional learning modules to educational leaders.	TBD	TBD	
	1.13 Develop a peer observation and support program and deliver training across CACE districts.	TBD	TBD	

		1.14 Pilot Harvard’s Certification in School Management and Leadership (CSML) program, and evaluate results.	10/2018	10/2019
		1.15 Pilot a monthly “leader-connect” program aimed at strengthening CACE principal community of practice.	3/2019	12/2019
Recognition and Reward	Create fair and equitable recognition and reward programs that reinforce district goals and priorities, are culturally compatible and fiscally sustainable.	1.16 Support districts interested in exploring improvements and/or supplements to the traditional pay program.	TBD	TBD

GOAL 2: Great Teaching. To attract, develop and retain a workforce of high performing teachers who model and champion the knowledge, skills, and mindsets that every student deserves.

Characteristics of a great teacher¹:

- A. **Great teachers are committed to students and their learning, and earn their students respect.** The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his or her students and uses this information to differentiate his or her approaches to students and instruction. The teacher demonstrates an understanding of how students develop and learn. The teacher creates a respectful, trusting and positive environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.
- B. **Great teachers know the subjects they teach and how to teach those subjects to students.** The teacher demonstrates an understanding of how knowledge and skills in his or her subject domain are created, organized, and linked to those of other disciplines as appropriate. The teacher creates learning experiences that make the discipline accessible and meaningful for students to ensure mastery of the content. The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.

- C. **Great teachers are responsible for managing and monitoring student learning.** The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings. The teacher sets high expectations and encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement. The teacher employs multiple methods to regularly measure student growth and progress, and uses this information to provide feedback to students and adjust instructional decision making.

- D. **Great teachers think systematically about their practice and learn from experience.** The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about adjustments in practice and goals for professional growth. The teacher uses current research-based resources, ongoing feedback from others, and professional learning opportunities to accomplish professional growth.

- E. **Great teachers are members of learning communities.** The teacher contributes to school effectiveness by collaborating with colleagues as a lifelong learner on activities that support school improvement and student learning. The teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.

¹Adapted from National Board for Professional Teaching Standards (NBPTS) Core Propositions and 2017 Maine Schools for Excellence (MSFE) Teacher Evaluation and Professional Growth (TEPG) rubric.

Focus Area	Strategy	Action	Timeline	
			Start	Complete
Educator Preparation and Employment	Create and support effective use of human resource employment strategies and tools to ensure sound recruitment and selection decisions.	2.1 Develop a human resource plan (template) for teachers, which includes reviewing data and engaging in collaborative planning to address projected and existing staff shortfalls before they become problematic.	9/2019	6/2020
		2.2 Develop (sample) job descriptions, advertisements, and interview protocols to ensure alignment with district professional practice standards for teachers.	3/2019	6/2019
		2.3 Develop (sample) entry and exit surveys and interview protocols for gathering feedback from teachers on district strengths and improvement opportunities.	3/2019	6/2019
	Strengthen connections between preservice programs and PK-12 organizations as they look to support the changing needs of students and the skills and knowledge new and existing educators must have to address these needs in schools.	2.4 Create and pilot a PK-20 Leadership Council to provide ongoing input and advice on ways to continually strengthen educator preparation, human resource planning and employment across CACE schools.	TBD	TBD
	Strengthen new teacher on-boarding program.	2.5 Review and improve induction and mentoring program to ensure high quality programming, delivery and experience for all new teachers, while also meeting requirements of Chapter 180: Performance Evaluation and Professional Growth Systems.	9/2019	6/2020

Address opportunities for career pathways for teachers that do not involve leaving the classroom.	2.6 Identify and adopt teacher leader standards.	9/2021	6/2022
	2.7 Explore career ladder and/or lattice approaches to better recognize and reward teachers.	9/2021	6/2022
	2.8 Provide training for teachers in leadership skills through CACE and partnerships with higher education programs.	9/2021	6/2022
	2.9 Support teachers to lead improvement efforts in their districts through teacher leadership summits (e.g., Teach-to-Lead event)	2/2019	6/2022

Evaluation and Professional Growth	Realize the potential of educator effectiveness systems to accurately differentiate educator performance, provide meaningful, improvement-focused feedback to educators, identify priorities for continuous improvement, and provide targeted professional development in the interest of student learning.	2.10 Provide evaluator training and ongoing calibration support. Support CACE districts with training and ongoing calibration of observers/evaluators of teachers, including centralized and site-based evaluator training and coaching, as well as video-based observer calibration tools.	TBD	TBD
		2.11 Draw from current and evolving tools, templates and training on quality assessment development and the development and approval of student learning objectives, to support district efforts at ensuring quality measurement, and monitoring of student growth and achievement.	TBD	TBD
		2.12 Explore piloting use of outside evaluators across CACE districts to improve observer reliability and ratings data validity.	TBD	TBD
		2.13 Coordinate recruitment and training of cadre of instructional coaches available to CACE districts for one-on-one coaching support; centrally trained to ensure high quality, consistent standards, and approach.	TBD	TBD

Ensure professional learning needs of each teacher and paraprofessional are understood and supported.	2.14	Develop a content-area advisory team to provide ad hoc input and advice on current and emerging professional learning / instructional needs of teachers and Ed Techs.	9/2021	6/2022
	2.15	Develop system for using annual evaluation data and other resources (surveys, etc.) to inform professional learning needs and priorities.	TBD	TBD
	2.16	Develop a list of high leverage practices and for each, faculty qualified to serve as mentors. Utilize mentors for regular and ad hoc training and support throughout the school year and/or for summer institutes.	TBD	TBD
	2.17	Identify micro-credentialing opportunities and pilot program with CACE districts, prioritizing professional development aligned to high leverage professional practice standards.	TBD	TBD
	2.18	Develop and pilot a peer observation and support program and deliver training across interested CACE districts.	TBD	TBD
	2.19	Develop greater awareness, interest and support in achieving National Board certification.	TBD	TBD
	2.20	Develop training program for Ed Techs	9/2021	6/2022

Recognition and Reward	Create fair and equitable recognition and reward programs that reinforce district goals and priorities, are culturally compatible and fiscally sustainable.	2.21 Support districts interested in exploring improvements and/or supplements to the traditional pay program.	TBD	TBD
------------------------	--	--	-----	-----

Goal 3: Great Schools. To develop and sustain consistently high performing schools across each CACE district. Schools that seek out and nurture great leaders and great teachers, invest in professional development that is focused on fostering success, share challenges and successes with their families and communities, and engage parents as partners in the child’s education. Schools that incorporate opportunities for formative assessment and feedback for staff and students, provide differentiated teaching and support, ensure a safe, positive school climate that encourages peer to peer and student-teacher collaboration and a sense of belonging.

Characteristics of a great school³:

- A. A clear and shared focus,** everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.
- B. High standards and expectations for all students,** teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.
- C. Effective school leadership,** effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders have different styles and roles -- teachers and other staff, including those in the district office, often have a leadership role.
- D. High levels of collaboration and communication,** there is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.
- E. Curriculum, instruction and assessments, aligned with state standards.** The planned and actual curricula are aligned with essential academic learning

requirements. Research-based teaching strategies and materials are used. Staff understands the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.

- F. Frequent monitoring of learning and teaching**, a steady cycle of different assessments identifies students who need help. More support and instructional time are provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.
- G. Focused professional development**, a strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.
- H. Supportive learning environment**, the school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.
- I. High level of family and community involvement**, there is a sense that all have a responsibility to educate students, not just teachers and staff in schools. Families, as well as businesses, social service agencies, and community colleges/universities, all play a vital role in this effort.

³Adapted from Nine Characteristics of High-Performing Schools Second Edition -
- Resource List, G. Sue Shannon, Ed. D. Senior Researcher Assessment and Student Information
Office of Superintendent of Public Instruction

Focus Area	Strategy	Action	Timeline	
			Start	Completed
School Environment	Create a system for measuring and monitoring classroom climate and capturing student voice.	3.1 Develop (sample) and pilot classroom climate survey for use across CACE districts, to provide teachers and schools with data related to how aspects of their instructional decision making and relationships with students are perceived by students to be supportive to their learning.	3/2019	12/2019
		3.2 Provide guidance to districts in aligning survey items to the district professional practice standards; as well as provide related professional development designed to assist districts with data analysis, action planning, and strategies to improve student purpose, engagement and self-worth.	TBD	TBD
	Create a system for measuring and monitoring school climate .	3.3 Develop (sample) and pilot school climate surveys and/or focus groups to students, family and school and district staff to identify how districts are supporting the creation of safe and positive environments conducive to student learning, as well as providing programs and professional development designed to reduce bullying and improve student engagement and experiences at school.	3/2019	12/2019
		3.4 Provide guidance to districts in aligning survey items to district professional practice standards; as well as provide related professional development designed to assist districts with data analysis, action planning, and strategies to continually improve school climate.	TBD	TBD

	Create a system for measuring and monitoring professional culture .	3.5 Develop and pilot school culture survey across the districts, to assess degree to which the district offers educators opportunities for leadership, collaboration, and growth which contributes directly to educator retention and the ability to create a positive climate for students. 3.6 Provide guidance to districts with analyzing data and identifying priorities and resources for improvement.	9/2021 TBD	6/2022 TBD
Systems and Schedules	Coordinate school calendar / bell schedules .	3.7 Coordinate school calendars / bell schedules where possible to accommodate joint PD/ course offerings/training efforts.	3/2018	12/2018
PD Evaluation	Monitor PD effectiveness	3.8 Partner with REL to (develop and administer PD needs assessment survey) and learn how to evaluate efficacy of professional develop activities.	3/2020	12/2021

Goal 4: Great Partnerships. To cultivate purposeful and strategic collaborations within and across districts, higher education, and the community to support a PK-20 model of excellence in learning and teaching.

Characteristics of a great partnership⁴:

- A. Great partnerships are guided by a **shared vision and mission** that builds trust and recognizes the value-added by their partnership and contribution of all members.
- B. Great partnerships possess **shared “can-do” values, mutual understanding, and an acceptance of differences** (e.g., norms, ways of working) as they discuss common goals, monitor progress in achieving them while turning vision into reality.
- C. Great partnerships promote an **atmosphere of learning**. This may involve monitoring and evaluation aimed at improving members’ performance. An open mindset and the desire to invest in partners’ skills and knowledge will create

opportunities to shape each other’s work and learn together. In this environment, members can reflect honestly on both successes and failures.

- D. Great partnerships require **effective communication** at all levels within the partnership and inside each partner organization. In addition, strong feedback loops should be outlined from the beginning of the relationship so that all stakeholders receive timely information.
- E. Great partnerships require an **appropriate structure, management practices, and leadership support and resources must be in place** to achieve the intended purpose of the partnership. Members must promote their partners in their shared communities, come to the table ready to shoulder their part of the common work, and demonstrate both accountability for their actions and ownership for delivering on the objectives and targets for which they are responsible.

⁴Adapted from Partnerships: Frameworks for Working Together, Strengthening Nonprofits: A Capacity Builder’s Resource Library, 2010.

Focus Area	Strategy	Action	Timeline	
			Start	Complete
PreK-20	Leverage resources across CACE partners	4.1 Explore regionalizing alternative education options for meeting needs of students in smaller districts.	2/2019	9/2019
		4.2 Explore regionalizing programming across CACE districts (e.g., world languages, math, etc.)	2/2019	9/2019
	Enhance networking and collaboration	4.3 Develop opportunities for PreK-20 educators to network with each other within the CACE Day format and throughout the year, e.g., to implement state mandates	9/2019	6/2020
		4.4 Develop a discussion board for CACE leaders	9/2021	6/2022
	Strengthen collaboration between PreK-12 schools in Aroostook County	4.5 Develop a structure for networking and sharing best practices and lessons learned to improve learning and teaching.	9/2020	6/2022

	and those in other parts of the state			
Professional Organizations and Associations	Collaborate with other educational collaboratives	4.6 Coordinate as needed with Northern Maine Educational Collaborative (NMEC) Executive Director regarding professional development offerings and opportunities.	2/2019	6/2023
		4.7 Develop partnership with Executive Directors at other educational collaboratives in Maine (e.g., WMEC, WCEC, PREP, etc.) and elsewhere to share emerging ideas and opportunities.	2/2019	6/2023
	Collaborate with other educational organizations and associations	4.8 Develop relationships with contacts at key educational organizations, such as NWEA, Marzano, National Board for Professional Teaching Standards, Frontline Technologies, American Institutes for Research, WESTAT, WESTED, Carnegie, Quaglia, Battelle for Kids, Drummond and Drummond, CCSO, etc. to stay informed of relevant issues and opportunities.	2/2019	6/2023
		4.9 Develop connections with local and national professional educational associations, such as MSMA, MPA, MEA, MADSEC, MCLA, ASCD, NAESP, APA, etc. to stay informed of relevant issues and opportunities.	2/2019	6/2023
State Agencies and Legislature	Strengthen collaboration with Maine DOE	4.10 Establish relationships with key leaders at Maine DOE to stay informed of relevant issues and opportunities.	2/2019	6/2023
		4.11 Attend all relevant public hearings of Education and Cultural Affairs Committee	2/2019	6/2021

Business Community	Strengthen collaboration with Central Aroostook businesses	4.12 Develop connection with Central Aroostook County Chamber of Commerce for purposes e.g., expanding internships for students, etc.	3/2019	6/2021
Collaboration with Higher Education	Collaborate with UMPI	4.13 Coordinate UMPI led 'School Librarian Day'	3/2021	4/2021

Goal 5: CACE Success. To deliver on the mission, goals and timeline as determined by the Board of Directors, while honoring the guiding principles of the CACE organization.

Focus Area	Strategy	Action	Timeline	
			Start	Complete
Strategic Management and Monitoring	Define CACE direction and framework for making decisions on allocating resources.	5.1 Develop a strategic plan for the CACE organization, with mechanism for annual review and refinement.	10/2018	6/2019
		5.2 Review and simplify, where possible, CACE general ledger accounts and budgeting process.	1/2019	6/2019
	Solicit funding for CACE programming	5.3 Explore grant opportunities to help advance CACE mission and goals	1/2019	6/2022
Marketing and Promotion	Enhance CACE image and prestige	5.4 Refresh the CACE brand with a new logo, and marketing material.	10/2018	6/2019
	Build awareness of CACE mission and organization	5.5 Update and enhance website presence with new information, promotional material (brochures), and user-friendly functionality.	1/2019	6/2022

Learning and Teaching Resources and Support	Continually improve CACE Day event.	5.6 Plan and deliver a beginning-of-the-school-year event that offers a variety of professional learning opportunities for teachers and leaders that are timely, relevant, and effectual in meeting the content and grade-level needs of educators.	12/2018	9/2021
	Accelerate learning across the districts.	5.7 Develop on-line inventory of school-improvement tools and resources, accessible for use by all educators.	1/2020	12/2021

Appendix A
Summary of Action, Accountabilities and Priorities

Goal 1: Supporting Great Leadership

Focus Area	Strategy	Action	Priority (High/ Med/ Low)	Accountable	Responsible	Consult	Inform
Educator Preparation and Employment	Create and support effective use of human resource employment strategies and tools to ensure sound recruitment and selection decisions.	1.1 Develop a human resource plan (template) for leaders, which includes reviewing data and engaging in collaborative planning to address projected and existing staff shortfalls of building administrators and district leadership before they become problematic.	Medium	Supt	ED / Supt	PD Team Business Mgr A-Team	Board
		1.2 Develop (sample) job descriptions, advertisements, and interview protocols to ensure alignment with district professional practice standards for principals.	High	Supt	ED	PD Team Principal rep(s) UMPI rep(s)	Board
		1.3 Develop (sample) entry and exit surveys and interview protocols for gathering feedback from leaders on district strengths and improvement opportunities.	High	Supt	ED	PD Team Supt	Board HR

	Strengthen new leader on-boarding program.	1.4 Review and improve induction and mentoring program for new leaders and board members to ensure high quality programming, delivery and experience, while also meeting requirements of Chapter 180: Performance Evaluation and Professional Growth Systems.	Medium	Supt	ED	PD Team Supt Principal rep(s) MSMA	Board Principals
	Address opportunities for career pathways for current and aspiring educational leaders that do not involve leaving the district.	1.5 Develop and pilot “aspiring leaders” program, starting with Fall and/or Spring event and allow to evolve organically based on leadership interests.	High	Supt	ED	PD Team, Supt Principal rep(s)	Board Principals AP’s GSP
Evaluation and Professional Growth	Realize the potential of educator effectiveness systems to accurately differentiate educator performance, provide meaningful, improvement-focused feedback to educational leaders, identify priorities for continuous improvement, and provide targeted professional development in the interest of educator development and student learning.	1.6 Support PEPG Steering Committee in reviewing and improving evaluation and professional growth program for building administrators. [Take an inventory of member programs, identify common components, provide group training on common components.]	Medium	Supt	ED	PEPG Steering Comm PD Team	Board Principals CARIC(?)
		1.7 Provide evaluator training and ongoing calibration support to Superintendents, including centralized and site-based observer training and coaching, as well as video-based observer calibration tools.	Medium	Supt	ED	PEPG Steering Comm Supts PD Team	Board
		1.8 Develop and pilot leadership 360° (or multi-rater) survey for all principals / assistant principals – formative use only.	Low	Supt	ED	PD Team Supt Principal rep(s)	Board Principals APs

		1.9 Develop and pilot leadership 360° (or multi-rater) survey for superintendents – formative use only.	Low	Supt	ED	PD Team Board rep(s) Supt	Board
		1.10 Develop and pilot annual leadership 360° (or multi-rater) survey for school board members.	Low	Supt	ED	PD Team Supt Board rep(s)	Board
Ensure professional learning needs of each educational leader are understood and supported.	1.11	Develop system for using annual evaluation data and other resources (surveys, etc.) to inform professional learning needs and priorities.	Low	Supt	ED Supt	PD Team Supt Principal rep(s)	Board Principals
	1.12	Identify list of high leverage practices from the evaluation standards and for each, develop and deliver cohort-based professional learning modules to educational leaders.	Low	Supt	ED Supt	PD Team Supt Principal rep(s) MPA	Board Principals
	1.13	Develop a peer observation and support program and deliver training across CACE districts.	Low	Supt	ED Supt	PD Team Supt Principal rep(s) MPA	Board Principals
	1.14	Pilot Harvard’s Certification in School Management and Leadership (CSML) program, and evaluate results.	High	Supt	ED	Harvard GSE Supt	Board Principals
	1.15	Pilot a monthly “leader-connect” program aimed at strengthening	High	Supt	ED	PD Team Principal reps	Board Principals

		CACE principal community of practice.					
Recognition and Reward	Create fair and equitable recognition and reward programs that reinforce district goals and priorities, are culturally compatible and fiscally sustainable.	1.16 Support districts interested in exploring alternatives or supplements to the conventional, fixed-cost pay program.	Low	Supt	ED	PD Team Principal rep(s) MPA	Board Principals

Goal 2: Supporting Great Teaching

Focus Area	Strategy	Action	Priority (High/ Med/ Low)	Accountable	Responsible	Consult	Inform
Educator Preparation and Employment	Create and support effective use of human resource employment strategies and tools to ensure sound recruitment and selection decisions.	2.1 Develop a human resource plan (template) for teachers, which includes reviewing data and engaging in collaborative planning to address projected and existing staff shortfalls before they become problematic.	Medium	Supt	ED / Supt	PD Team Business Mgr A-Team	Board
		2.2 Develop (sample) job descriptions, advertisements, and interview protocols to ensure alignment with district professional practice standards for teachers.	High	Supt	ED	Teacher rep(s) Principal rep(s) UMPI rep(s)	Board MEA
		2.3 Develop (sample) entry and exit surveys and interview protocols for gathering feedback from teachers on district strengths and improvement opportunities.	High	Supt	ED	Supt	Board HR
	Strengthen connections between preservice programs and PK–12 organizations as they look to support the changing needs of students and the skills and knowledge new and existing	2.4 Create and pilot PK-20 Leadership Council to provide ongoing input and advice on ways to continually strengthen educator preparation, human resource planning and employment across CACE schools.	Low	UMPI Pres	ED Supt	UMPI reps, including AM, WM, JS Principal rep(s) Teacher rep(s)	Board

	educators must have to address these needs in schools.						
	Strengthen new teacher on-boarding program.	2.5 Review and improve induction and mentoring program to ensure high quality programming, delivery and experience for all new teachers, while also meeting requirements of Chapter 180: Performance Evaluation and Professional Growth Systems.	High	Supt	ED	PEPG Steering Committee PD Team Supt Maine DOE MEA	Board
	Address opportunities for career pathways for teachers that do not involve leaving the classroom.	2.6 Identify and adopt teacher leader standards.	Medium	Supt	ED	PD Team TTL Maine	Board Teachers
		2.7 Explore career ladder and/or career lattice approaches to better recognize and reward teachers.	Medium	Supt	ED	PD Team Teacher reps Principal reps NEA/AFT/MEA	Board Teachers
		2.8 Provide training for teachers in leadership skills through CACE and partnerships with higher education programs.	Medium	Supt	ED	PD Team UMPI reps Teacher reps MEA	Board Teachers
		2.9 Support teachers to lead improvement efforts in their districts through teacher leadership summits (e.g., Teach-to-Lead event)	Medium	Supt	ED	PD Team Teacher reps TTL Maine UMPI Reps	Board Teachers
Evaluation and Professional Growth	Realize the potential of educator effectiveness systems to accurately differentiate educator performance, provide meaningful, improvement-focused feedback to educators, identify priorities for continuous improvement, and provide targeted professional	2.10 Provide evaluator training and ongoing calibration support. Support CACE districts with training and ongoing calibration of observers/evaluators of teachers, including centralized and site-based evaluator training and coaching, as well as video-based observer calibration tools.	Low	Supts	ED	PD Team Marzano reps Principal reps Teacher reps	Board Principals Teachers

development in the interest of student learning.	2.11	Draw from current and evolving tools, templates and training on quality assessment development and the development and approval of student learning objectives, to support district efforts at ensuring quality measurement, and monitoring of student growth and achievement.	Low	Supt	ED	PD Team Teacher reps Principal reps Outside SLO expertise (e.g., Paul Stautinger, CTAC, etc.)	Board Teachers Principals	
	2.12	Explore piloting use of outside evaluators across CACE districts to improve observer reliability and ratings data validity.	Low	Supt	ED	PD Team Marzano rep Maine DOE	Board Principals Teachers	
	2.13	Coordinate recruitment and training of cadre of instructional coaches available to CACE districts for one-on-one coaching support; centrally trained to ensure high quality, consistent standards, and approach.	Low	Supt	ED	PD Team	Board Teachers Principals	
	Ensure professional learning needs of each teacher and paraprofessional are understood and supported.	2.14	Develop a content-area advisory team to provide ad hoc input and advice on current and emerging professional learning / instructional needs of teachers and Ed Techs.	Medium	ET	ED	PD Team	Board
		2.15	Develop system for using annual evaluation data and other resources (surveys, etc.) to inform professional learning needs and priorities.	Low	Supt	ED	PD Team District IT	Board
		2.16	Develop a list of high leverage practices and for each, faculty qualified to serve as mentors. Utilize mentors for regular and ad hoc training and support	Low	Supt	ED	PD Team Supt Principals	Board Teachers Principals

		throughout the school year and/or for summer institutes.					
		2.17 Identify micro-credentialing opportunities and pilot program with CACE districts, prioritizing professional development aligned to high leverage professional practice standards.	Low	UMPI Pres	ED	UMPI reps, including Heather Nunas	Board Teachers Principals
		2.18 Develop and pilot a peer observation and support program and deliver training across interested CACE districts.	Low	Supt	ED	PD Team PEPG Steering Comm Chair MEA Teacher Reps Principal Reps	Board
		2.19 Develop greater awareness, interest and support in achieving National Board certification.	Low	Supt	ED	PD Team	Board Teachers
		2.20 Develop training program for Ed Techs, informed by survey of EdTech needs	Medium	Supt	ED	PD Team Ed Techs	Board Ed Techs
Recognition and Reward	Create fair and equitable recognition and reward programs that reinforce district goals and priorities, are culturally compatible and fiscally sustainable.	2.21 Support districts interested in exploring improvements and/or supplements to the traditional pay program.	Low	Supt	ED	PD Team Teacher reps Principal rep(s) NEA/AFT/MEA	Board

Goal 3: Supporting Great Schools

Focus Area	Strategy	Action	Priority (High/ Med/ Low)	Accountable	Responsible	Consult	Inform
School Environment	Create a system for measuring and monitoring classroom climate and capturing student voice.	3.1 Develop (sample) classroom climate survey for use across CACE districts, to provide teachers and schools with data related to how aspects of their instructional decision making and relationships with students are perceived by students to be supportive to their learning.	High	Supt	ED Supt	PD Team Teacher reps Principal reps Outside expertise in climate studies	Board Teachers Principals
		3.2 Provide guidance to districts in aligning survey items to the district professional practice standards; as well as provide related professional development designed to assist districts with data analysis, action planning, and strategies to improve student purpose, engagement and self-worth.	Low	Supt	ED Supt	PD Team Teacher reps Principal reps Outside support in data analysis / action planning	Board Teachers Principals
	Create a system for measuring and monitoring school climate .	3.3 Develop (sample) school climate surveys and/or focus groups to students, family and school and district staff to identify how districts are supporting the creation of safe and positive environments conducive to student learning, as well as providing	High	Supt	ED Supt	PD Team Teacher reps Principal reps Outside expertise in climate studies	Board Teachers Principals

		<p>programs and professional development designed to reduce bullying and improve student engagement and experiences at school.</p> <p>3.4 Provide guidance to districts in aligning survey items to district professional practice standards; as well as provide related professional development designed to assist districts with data analysis, action planning, and strategies to continually improve school climate.</p>	Low	Supt	ED Supt	<p>PD Team Teacher reps Principal reps Outside support in data analysis / action planning</p>	<p>Board Teachers Principals</p>
<p>Create a system for measuring and monitoring professional culture.</p>	<p>3.5 Develop and pilot school culture survey across the districts, to assess degree to which the district offers educators opportunities for leadership, collaboration, and growth which contributes directly to educator retention and the ability to create a positive climate for students.</p>	<p>3.6 Provide guidance to districts with analyzing data and identifying priorities and resources for improvement.</p>	Medium	Supt	ED Supt	<p>PD Team Teacher reps Principals reps Outside expertise in culture survey design</p>	<p>Board Teachers Principals</p>
			Low	Supt	ED Supt	<p>PD Team Teacher reps Principal reps Outside support in data analysis / action planning</p>	<p>Board Teachers Principals</p>

Systems and Schedules	Create uniform school calendars / bell schedules.	3.7 Coordinate school calendars / bell schedules where possible to accommodate joint PD/ course offerings/training efforts.	High	Supt	ED Supt	PD Team Principals	Board Teachers Principals
PD Evaluation	Monitor quality and effectiveness of professional development	3.8 Partner with REL to develop a professional development needs assessment learn how to evaluate efficacy of professional develop activities.	High	Supt	ED Supt	PD Team Teacher leaders	Board Teachers Principals

Goal 4: Supporting Great Partnerships

Focus Area	Strategy	Action	Priority (High/ Med/ Low)	Accountable	Responsible	Consult	Inform
PreK-20	Leverage resources across CACE partners	4.1 Explore regionalizing alternative education options for meeting needs of students in smaller districts.	High	ET	SUPT ED	MDOE	Board
		4.2 Explore regionalizing programming across CACE districts (e.g., world languages, math, etc.)	High	ET	SUPT ED	PD Team Principal reps Teacher reps	Board

Strategic Collaboration	Enhance networking and collaboration	4.3 Develop opportunities for PreK-20 educators to network with each other within the CACE Day format and throughout the year, e.g., to implement state mandates	Medium	ET	SUPT ED	PD Team Teacher reps Principal reps	Board
		4.4 Develop a discussion board for CACE leaders	High	ET	ED SUPT	PD Team Principal reps UMPI / District IT	Board Principals
	Strengthen collaboration between PreK-12 schools in Aroostook County and those in other parts of the state	4.5 Develop a structure for networking and sharing best practices and lessons learned to improve learning and teaching. (clearinghouses for best practices for teachers)	Medium	ET	ED SUPT	PD Team Principal reps Teacher reps UMPI / District IT	Board Teachers Principals
Professional Organizations and Associations	Collaborate with other educational collaboratives	4.6 Coordinate as needed with Northern Maine Educational Collaborative (NMEC) Executive Director regarding professional development offerings and opportunities.	High	ET	ED	NMEC ED / Board	Board
		4.7 Develop partnership with Executive Directors at other educational collaboratives in Maine (e.g., WMEC, WCEC, PREP, etc.) and elsewhere to share emerging ideas and opportunities.	High	ET	ED	Education Collaboratives	--
	Collaborate with other educational organizations and associations	4.8 Develop relationships with contacts at key educational organizations, such as NWEA, Marzano, National Board for Professional Teaching Standards, Frontline Technologies, American Institutes for Research, WESTAT, WESTED, Carnegie, Quaglia, Battelle for	Medium	ET	ED	Educational Organizations	--

		<p>Kids, Drummond and Drummond, CCSSO, etc. to stay informed of relevant issues and opportunities.</p> <p>4.9 Develop connections with local and national professional educational associations, such as MSMA, MPA, MEA, MADSEC, MCLA, ASCD, NAESP, APA, etc. to stay informed of relevant issues and opportunities.</p>	Medium	ET	ED	Professional Educational Associations	--
State Agencies and Legislature	Strengthen collaboration with Maine DOE	<p>4.10 Establish relationships with key leaders at Maine DOE to stay informed of relevant issues and opportunities.</p> <p>4.11 Attend all relevant public hearings of Education and Cultural Affairs Committee [Invite ECAC member David McCrea of Fort Fairfield to attend CACE meetings to provide update on Committee work / bills.]</p>	High	ET	ED	Maine DOE	--
Business Community	Strengthen collaboration with Central Aroostook businesses	4.12 Develop connection with Central Aroostook County Chamber of Commerce for purposes e.g., expanding internships for students, etc.	High	ET	ED	Chamber of Commerce	--
Collaboration with Higher Education	Collaboration with UMPI	4.13 Coordinate UMPI led 'School Librarian Day'	High	ET	ED	UMPI Librarian Maine DOE	School librarians

Goal 5: CACE Success

Focus Area	Strategy	Action	Priority (High/Med/Low)	Accountable	Responsible	Consult	Inform
Strategic Management and Monitoring	Define CACE direction and framework for making decisions on allocating resources.	5.1 Develop a strategic plan for the CACE organization, with mechanism for annual review and refinement	High	ET	ED	PD Team	Boards Principals Teachers
		5.2 Review and simplify, where possible, CACE general ledger accounts and budgeting process.	High	ET	ED	UMPI Finance	--
	Solicit funding for CACE programming	5.3 Explore grant opportunities to help advance CACE mission and goals	High	ET	ED	Maine DOE U.S. DOE Nellie-Mae	--
Marketing and Promotion	Enhance CACE image and prestige	5.4 Refresh the CACE brand with a new logo, and marketing material	High	ET	ED	UMPI Community and Media Relations	Board
	Build awareness of CACE mission and organization	5.5 Update and enhance website presence with new information, promotional material (brochures), and user-friendly functionality.	High	ET	ED	UMPI Community and Media Relations	Board

Learning and Teaching Resources and Support	Continually improve CACE Day event.	5.6 Plan and deliver a beginning-of-the-school-year event that offers a variety of professional learning opportunities for teachers and leaders that are timely, relevant, and effectual in meeting current content and grade-level needs of educators.	High	ET	ED	PD Team Teacher reps Leader reps	Board
	Accelerate learning across the districts.	5.7 Develop on-line inventory of school-improvement tools and resources, accessible for use by all educators.	High	ET	ED	PD Team Teacher reps Principal reps Maine DOE	Board

Appendix B Governance and Support

Board of Directors – determines staffing, provides overall direction, develops goals and priorities, supports and evaluates program success, ensures adequate funding of the CACE organization.

Board Member	Position	Organization
Elaine Boulier, Chair	Superintendent	MSAD 42
Tim Doak	Superintendent	RSU 39 and MSAD 20
William Dobbins	Superintendent	Limestone Community School and Caswell School Department
Gehrig Johnson, Ph.D.	Superintendent	MSAD 32
Karla Michaud	Superintendent	Union 122
David Pearson	Executive Director	Maine School of Science and Mathematics
Ray Rice, Ph.D.	President	University of Maine at Presque Isle
Mark Stanley	Superintendent	Easton School System
Larry Worcester	Superintendent	MSAD 45

Professional Development Team – provides guidance and ongoing support in identifying opportunities and carrying out goals and activities that advance the vision, mission and strategic plan of the CACE organization.

Team Member	Position	Organization
Jennifer Bourassa, Ed.D.	Curriculum Director	MSAD 1
Larry Fox	Curriculum Director	Easton School System
Wendi Malenfant, Ph.D.	Faculty, School of Education	University of Maine at Presque Isle
Alana Margeson, Ed.D.	Faculty, School of Education	University of Maine at Presque Isle
Jane McCall	Assistant Superintendent	MSAD 39
Sue Parks	Principal	Fort Fairfield Elementary School
Kay York, Ed.D.	Principal	Mars Hill Jr./Sr. High School

Content Area Advisors – provides input and advice on issues relating to current and emerging professional learning needs and opportunities.