



DEPARTMENT OF CORRECTIONS
LONG CREEK YOUTH DEVELOPMENT CENTER

AR Gould School
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To: Diana Doiron
Fax#: 1-877-227-9838
From: Caroline Hall
Date: 10/17/14
Subject: Diploma Extension
Pages: 15, including this one

MESSAGE:

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School Administrative Units (SAUs) award diplomas. The Maine Department of Education's role is to ensure that SAUs base the awarding of a diploma on student proficiency for students graduating after January 1, 2018. The following Proficiency-Based Diploma Extension application is intended to provide the Department and the school administrative unit with evidence of a good fit between the district's current progress and their extension request.

Directions for submitting an extension application

1. Complete the document and provide evidence to support the responses. Our intent is to keep the process streamlined and reasonable and have therefore set word limits of 1000 words for each section in the application and request that districts submit a total of no more than 25 pages of evidence.
2. Convert the extension application document and all pages of evidence to a PDF format and fax your complete application to Diana Doiron at the following fax number: 1-877-227-9838.

Note: Extension applications that are incomplete or lack sufficient evidence will receive feedback requesting additional information. Our plan is to process all submissions within a month of the submittal window. This plan is dependent on the number of submissions received per submittal deadline.

Proficiency-Based Diploma Extension Option 6

At the time of the extension application the SAU will:

- Provide evidence of the SAU’s greatest strength and its greatest challenge as it transitions to awarding diplomas based on proficiency in the standards of all 8 content areas and the standards of the Guiding Principles.
- Provide a multi-year implementation plan indicating quarterly benchmarks for 2014-2015 and annual benchmarks for each year for which the extension is requested that outline the steps the SAU will take to ensure that students graduating after July 1, 2020 will be awarded a diploma based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the implementation of proficiency-based diplomas

LIMIT RESPONSES TO QUESTIONS TO 1000 WORDS PER QUESTION AND LIMIT TOTAL ATTACHED EVIDENCE TO 25 PAGES

Submittal Window

1. Indicate the submitting date.

August 18, 2014, 5 pm September 17, 2014, 5 pm October 18, 2014, 5 pm

Superintendents Region

2. Indicate the superintendent region in which your SAU is a member.

Aroostook	
Cumberland	√
Hancock	
Kennebec Valley	
Midcoast	
Penquis	
Washington	
Western Maine	
York	

3. **School Administrative Unit:** Long Creek Youth Development Center
4. **High School(s):** Arthur R. Gould School
5. **Name and title of person completing the extension request:**
Deborah Howard – Consultant
Caroline Hall – Assistant Principal
Robin Herrick – Special Education Coordinator
Peter Hennessey – Guidance Counselor
6. **Superintendent's name, address, phone number and email:**
Jeffrey D. Merrill II
675 Westbrook Street
South Portland, Maine 04106
207.822.2617
Jeff.merrillii@maine.gov

Evidence of Preparedness

7. Describe the SAU's greatest strength and its greatest challenge as it builds capacity and builds infrastructures to award diplomas based on proficiency in the standards of all 8 content areas and the standards of the Guiding Principles. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).

Criteria:

- Clear description of the SAU's greatest strength and greatest challenge in transitioning to awarding a proficiency-based diploma
- Clear connection between evidence and description of the greatest strength and greatest challenge
- Clear alignment to extension option

Attached: Strengths and Challenges, English Standard Mastery, English Standards Tracking, Mathematics Standards Report Card, Mathematics Student Tracker

Multi-year Implementation Plan

8. Provide a description of the multi-year plan to meet the goal of awarding diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. The description should include benchmarks and metrics for the 2014-2015 school year and benchmarks for each year for which the extension is requested. Limit your description to 1000 words (approximately 2 pages

single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).

Criteria:

- **Multi-year plan is aligned with the SAU shared vision focus areas**
- **Benchmarks for progress in 2014-2015 include activities/actions that will support the achievement of the benchmarks and metrics to measure them.**
- **Evidence included clearly supports the benchmarks**

Attached: Benchmarks 2014-2020

System of Supports for Student Learning

9. Describe the system of supports you have in place for secondary school students when proficiency is not demonstrated. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced) and attach evidence to support the description referencing the name of the document(s) and specific page(s).

Criteria:

- **Clear description of the practices/protocols for improving student performance and ensuring feedback is timely, specific to each student and delivered when and where it has the most benefit**
- **Clear description of practices for regular monitoring of student progress**
- **Clear description of equity of opportunity for support in any content area and Guiding Principle**

A.R. Gould is comprised of small class sizes, this allows teachers to individualize instruction and provide support as needed. Content Departments are comprised of 1-3 teachers, this allows a strong sense of collaboration. Currently, there is daily communication between content teachers and the Special Education staff. Nearly 70% of the students are on an Individualized Educational Plan (IEP), these goals and objectives, which are aligned to the Common Core State Standards and Maine Learning Results, guide and support individualized learning. The school contracts with a Highly Qualified English as a Second Language teacher to assess progress in English proficiency and develop and support implementation of Individualized Language Acquisition Plans (ILAPs). Teachers meet weekly with the Correctional Staff working within the Units in which students are living. These meetings focus on both on behavior and academics.

As we move towards a standards based system, documents, such as rubrics and checklists, will be developed and implemented to document and support student progress. The use of these will allow teachers to adjust learning strategies as appropriate.

On campus is an additional program entitled SOLO. This program allows students who have aged out to continue their education to receive a GED.

Proficiency-Based Diploma Transition Funds

10. Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures in the following areas:

- **Policy:** There have not been any policy or procedure changes at this time.
- **Practice:** 18% of funds for 2014-2015 have been utilized to date, there were no carry-over funds from 2013-2014. The remaining 82% will be used for Professional Development to implement this plan. \$2,500 from NCLB funds will support outside workshops and trainings.
- **Community Engagement:** A.R. Gould is not part of the South Portland community. Students come from 24 different school districts. Project Impact is a program that facilitates the re-integration of both detained and committed youth from this facility to their home district school. This encompasses about 25% of the students. This program is funded through DOE. Juvenile Program Managers, Classification Directors and Program Social Workers will be included in some Professional Development trainings. Trainings will occur within the facility, no additional funds are needed.
- **One-year Carry Over:** There are no carry-over funds from 2013-2014.

11. Provide a description of the intended impact for your transition funds. Attach a budget for the 2014-2015 transition funds and any 2013-2014 transition funds that were carried over after June 30, 2014. For each expense, identify the amount and date by which it will be expended. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced). Attach a budget document and limit the budget document to 2 pages.

Criteria:

- **Clear description of intended impact for your use of transition funds**
- **Budget aligns to intended impact**

Transition funds will provide in-house Professional Development that includes both school-wide and individualized trainings as well as outside opportunities. These sessions will be a combination of exploring current practices, established Content Units, assessments and resources to determine which are aligned to a Standards Based System, which need fine-tuning and which should be discarded. Once the educational staff has completed this work, Professional Development will focus on developing Teaching Units and assessments to continue the journey to providing appropriate learning opportunities and feedback to allow students to demonstrate proficiency of the standards.

School Board Vote and Approval of the Extension Request

12. Provide the agenda and minutes from your SAU school board meeting reflecting a formal board vote and approval of the extension request. Reference the page numbers that specifically address the board vote and approval of the extension request option.

Attached: 9 10 14 GAT minutes

Option 6 Authorization Page

Annually, the SAU will host two site visits from the Maine DOE. During the second site visit which must precede June 1, your SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

- classroom visits
- evidence of progress toward quarterly benchmarks for the year
- goals and quarterly benchmarks for continued progress over the next school year toward the awarding of diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles
- a budget for use of additional proficiency-based diploma transition funds.
- one of the site visits must include a meeting with the members of the SAU School Board to discuss the development and adoption of policies supporting the awarding of proficiency-based diplomas

We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.

We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

- A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;
- B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;
- C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.

Jeffery D. Merrill 10/17/14
Superintendent of Schools Date

Caroline A. Hall 10/17/14
Chair of School Board Date

A. R. Gould School at the Long Creek Youth Development Center
Gould Action Team (GAT) Minutes
9/10/14

All members present: Caroline Hall, acting principal, Deb Barrows, technology director, Peter Hennessy, guidance counselor, Robin Herrick, special education director, and Lisa Wojcik, library media specialist.

- New Art / Technology Teacher – Discussed; who the position will serve, what certifications will work, how the time will be split between Voc (SOLO) and HS, what the job description will look like. Deb agreed to make a google doc for us to share in the development of the job description. Lisa will find the course work needed to satisfy the 620 Visual Arts endorsement. The position description will be discussed at the next GAT meeting.
- Robin brought extension options regarding the standard based diploma requirements. Peter suggested extension Option 6 and it was agreed that we would use it. Deb Howard is going to file the extension for us. Robin will ask for Deb's credentials in acting on our schools behalf and she will share them with the team. The extension request will be filed prior to the October 17th deadline.
- Mr. Jackson's new appointment as the Project IMPACT director was discussed briefly. It was agreed that in addition to being supervised by Caroline, and having Julie Coombs as his assistant, his support personnel would be Peter and Robin.
- Peter and Deb talked about the upcoming changes to Powerschool. The new standards based system will transcend the present system. Peter will get more info about timing, training, and expenses and will share it with the team.
- The teacher tuition pilot program was discussed. The union is also discussing a correct process for teacher tuition reimbursement. It was agreed that any faculty that has a sign approval from prior principal Jim Boisvert will be reimbursed for one course during the fall 2014 semester. It was also agreed upon that the program would be on hold for the spring semester, until the process is restructured. Lisa will continue to investigate what was past procedure and will report back to the team.
- It was agreed that the GAT team will at 2:15 each Thursday. Robin had a potential conflict in her schedule and Caroline offered to make sure she could attend.
- Going forward with future meetings, Caroline will formulate the agenda. Lisa will keep the minutes.
- Next meeting will be Thursday 9/18 at 2:15.

BENCHMARKS 2014-2015

Begin introducing students to vocabulary and intention of the standards.

Document teaching units and assessments that are now aligned to standards, including tracking documentation.

Pilot an exit portfolio with two teachers and selected students.

For Special Needs students, IEP goals are aligned to the Common Core State Standards and Maine's Guiding Principles. For ELL students, teachers are able to connect English Language Development Standards at a student's English Proficiency level to the classroom learning objectives and are aligned to the Common Core State Standards and Maine Learning Results.

Teachers are provided Professional Development time to attend trainings and work sessions, both on campus and at appropriate outside agencies. Professional Development will be focused on moving the school towards a Proficiency Based System aligned to State of Maine Department of Education Policies and Procedures. Professional Development opportunities maybe be school-wide or specific to individual teacher need.

BENCHMARKS 2015-2016

Review of the pilot Student Exit Portfolios, is this an appropriate measure for the students attending AR Gould who may not meet graduation requirements before aging out or do we need to develop a more appropriate system.

Each content teacher creates at least 2 additional performance based tasks or assessments aligned to the Common Core State Standards, Maine Learning Results, or Guiding Principles within their own content area. Performance Tasks and Assessments may cross disciplines.

Continue to develop grading shifts such as rubrics or checklists that include student friendly language demonstrating proficiency.

Teachers continue to be provided Professional Development time to attend trainings and work sessions, both on campus and at appropriate outside agencies. Professional Development will be focused on moving the school towards a Proficiency Based System aligned to State of Maine Department of Education Policies and Procedures. Professional Development opportunities may be school-wide or specific to individual teacher need.

BENCHMARKS 2016-2017

Work continues in each content area to develop performance based tasks or assessments aligned to the Common Core State Standards, Maine Learning Results, or Guiding Principles within their content area. Performance Tasks and Assessments may cross disciplines.

Teachers continue to be provided Professional Development time to attend trainings and work sessions, both on campus and at appropriate outside agencies. Professional Development will be focused on moving the school towards a Proficiency Based System aligned to State of Maine Department of Education Policies and Procedures. Professional Development opportunities may be school-wide or specific to individual teacher need.

BENCHMARKS 2018-2019

Work continues in each content area to develop performance based tasks or assessments aligned to the Common Core State Standards, Maine Learning Results, or Guiding Principles within their content area. Performance Tasks and Assessments may cross disciplines.

Teachers continue to be provided Professional Development time to attend trainings and work sessions, both on campus and at appropriate outside agencies. Professional Development will be focused on moving the school towards a Proficiency Based System aligned to State of Maine Department of Education Policies and Procedures. Professional Development opportunities may be school-wide or specific to individual teacher need.

BENCHMARKS 2019-2020

Work during this school year will focus on fine-tuning to ensure that A.R. Gould has developed sufficient units and proficiency based assessments to effectively award a Proficiency Based diploma that is aligned to the Guiding Principles and Shared Standards.

A Report card that is aligned to standards and operable within PowerSchool.

READING STANDARDS

R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- 1) Student demonstrates the ability to create different levels of questions through the use of a QAR on at least 3 grade-appropriate pieces of literature; AND
- 2) Student finds textual evidence to support answers to the QAR questions.

R2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

- 1) Student provides a concise summary of at least 3 grade-appropriate pieces of literature, either verbally or in writing; AND
- 2) Student completes two SQE charts for at least 3 grade-appropriate pieces of literature

R3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

- 1) Student compares and contrasts a story or play with a movie version and addresses how the changes impacted their experience as a reader; OR
- 2) Student discusses what they would do if they were a screenwriter and had to write a movie version of the same piece of literature; AND
- 3) Student discusses the dynamic nature of one or more characters in a novel, specifically addressing how and when they changed, and why this helped to advance the piece's theme(s).

R4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Pick out a passage from each of 3 texts that includes figurative language and demonstrate how the language contributes to advance the author's purpose

R10: Read and comprehend literature, including stories, dramas, and poems, in the grades 11 or 12CCR text complexity band proficiently, with scaffolding or independently

- 1) Read 5 pieces of grade-appropriate literature, defined by meeting the lexile range of 940L to 1210L.

INFORMATIONAL TEXTS

I1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- 1) Student demonstrates the ability to create different levels of questions through the use of a QAR on at least 3 grade-appropriate pieces of non-fiction; AND
- 2) Student finds textual evidence to support answers to the QAR questions.

I6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

- 1) Student reads and explains the author's purpose in 3 different grade-appropriate persuasive essays, and describes the primary points used to achieve that purpose.

WRITING

W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 1) Student writes a persuasive letter or other piece from a personal point-of-view to present an opinion that is supported by clearly reasoned ideas; AND
- 2) Student writes an academic 5 -paragraph thesis-driven essay that uses rhetoric to support an arguable interpretation of a piece of literature.

W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Student chooses one of the following assignments:

- a. Descriptive – explain a subject that the student enjoys
- b. Profile – write about someone who has made a difference in the student's life
- c. Interview – learn more about someone at Long Creek and summarize what is learned
- d. Directions – explain how to do a skill

W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- 1) Student writes a piece that tells a story about an event in their life; OR
- 2) Student writes a creative piece that tells a story about a real and/or imaginary character

W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Take one of the pieces of writing above and revise it into three different versions designed for different audiences and purposes

W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

Student creates multiple drafts of each of the 4 pieces of writing listed in W1 to W3, not only editing for mechanics but also revising for meaning and word choice.

W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- 1) Student freewrites throughout the semester, averaging at least one per week;
AND
- 2) Student spends at least one week on each of the 4 pieces of writing listed in W1 to W3 above

SPEAKING AND LISTENING

SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 1) Student moderates a 15 -minute discussion on a topic of their choice; AND
- 2) Student actively participates in a 15-minute discussion on a topic of a teacher's choice; AND
- 3) Student actively participates in a 15-minute discussion on the themes of a class-read piece of literature.

SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

- 1) Watch a TED Talks video and summarize the speaker's main ideas; AND
- 2) Choose a local or national issue and watch a video on the issue, explaining to the class the stance the speaker takes on it

SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- 1) Create a Keynote or other digital presentation to introduce your topic for the student-led discussion; AND

- 2) Provide additional info in support of the issue-oriented watched for SL3 and create a presentation with this info included.

SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

Maintain civil and formal language during all 3 discussions referenced for SL1

LANGUAGE

L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Self-edit three writing assignments (without teacher notes)

L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Self-edit three writing assignments (without teacher notes)

L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- 1) Student rewrites 3 paragraphs from their writing to explore different syntax choices that might be made; AND
- 2) Student analyzes a complex piece of text to examine sentence syntax

L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

Teacher provides students with 3 selections from grade-appropriate literature—student identifies the meaning of selected words through context, checking the dictionary to discover which meaning best fits their passage.

L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Student writes 3 poems that rely on effective use of figurative language