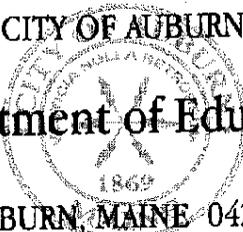


Superintendent
Katherine Grondin

Assistant Superintendent
Dr. Keith S. Laser, Ed.D

Business Manager
Jude G. Cyr

CITY OF AUBURN

 Department of Education
 AUBURN, MAINE 04210

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60 Court Street 4th Floor
Post Office Box 800
Auburn, ME 04212-0800
Fax: 207-333-6628
207-784-6431

FACSIMILE COVER SHEET

TO: Diana Doiron

FAX NUMBER: 1-877-227-9838

FROM: Shelly Mogul

FAX NUMBER: 333-6628

DATE: 9/25/14

We are sending 24 pages NOT INCLUDING this cover sheet.

Special Instructions: Let me know if you don't
get everything.

In the event of a transmission error, please contact our office at (207) 784-6431 during normal business hours (7:30 am to 4:30 pm). Thank you.

CONFIDENTIALITY NOTE

The document accompanying this telecopy transmission may contain information from the Auburn School Department, which is confidential or privileged. The information is intended to be for the use of the individual or entity named on this transmission sheet. If you are not the intended recipient, be aware that the distribution of any information is prohibited. If you have received this telecopy in error, please notify us by telephone immediately so that we can arrange for the retrieval of the original documents at no cost to you.



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 5

At the time of the extension application the SAU will:

- Provide evidence of active participation in proficiency-based system of supports to address identified critical areas of need, build capacity and the infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles.
- Provide a multi-year implementation plan indicating quarterly benchmarks for 2014-2015 and the 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.

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	X
York	

- 3. **School Administrative Unit:** Auburn School Department
- 4. **High School(s):** Edward Little High School
- 5. **Name and title of person completing the extension request:**
Shelly Mogul, Curriculum Director
- 6. **Superintendent's name, address, phone number and email:**
Katherine Grondin
Auburn School Department
60 Court St. Auburn, ME 04210
784-6431
kgrondin@auburnschl.edu

Evidence of Preparedness

- 7. **Provide evidence of active participation in a proficiency-based system of supports to address identified critical areas of need, build capacity and build infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles. Include evidence showing the impact of participation on your district's preparedness. 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 proficiency-based education work completed to date**
- **Clear connection between evidence and the work done**
- **Clear description of the impact the proficiency-based work is having on students, staff and community**
- **Clear alignment to extension option**

The Auburn School Department is one of the nine districts that founded the Maine Cohort for Customized Learning. From the beginning of our work in January of 2011, we have relied upon the cohort to provide opportunity to network, learn from others, and brainstorm solutions to challenges. We have also had a strong relationship with Reinventing Schools Coalition from the beginning of our journey. The training, coaching, and ongoing guidance provided has been invaluable. These two support systems, in place from the start of our work in Auburn, have allowed us to make significant progress toward the creation of a proficiency-based system for all students.

The development of a proficiency-based system in Auburn began with the creation of Vision 2020. *(See Appendix A – Vision 2020)* This vision was created with input from students, staff, parents, and other community members and approved by the School Committee in February of 2012. Auburn's new mission, "Empowering all learners to succeed in a world yet imagined" was added in January of 2013. Since its adoption, Vision 2020 has served as a compass guiding the direction of the entire district and has been the priority of the School Committee.

Auburn has worked closely with the Reinventing Schools Coalition to begin the important transformation of culture and climate. All staff preK-12 have been trained in Classroom Design and Delivery. This training shows teachers how to create a learning environment in which students know the learning target, get the instruction and support they need to reach proficiency, and have the structures in place that allow them to truly take control of their learning. This district-wide work has included explicit training and instruction, frequent reflection by staff as they implement new strategies, a coaching and feedback loop, and opportunities for teachers to get customized professional development to further their learning. Auburn’s intentional focus on building a strong foundation of change has led to widespread evidence of a shifting climate and culture. Students expect and rely on standard operating procedures (SOPs), want their voice to heard in the classroom, and can articulate what they are learning, not just what they are doing. Classrooms across the district are unpacking Vision 2020 to create classroom and/or building wide Codes of Cooperation. The high school created a school wide Code of Cooperation with input from staff and students. This code now serves as the guiding expectations for all members of the learning community, creating a culture based on what students and staff value. *(See Appendix B – Edward Little High School Code of Cooperation)*

Much work is underway at the high school to prepare for the proficiency-based diploma. High school teachers have been working to map the learning targets to courses, forty teachers have been through a multi-day Instructional Design training (creating units aligned to standards), a cross content group of teachers has begun working with the Complex Reasoning and Habits of Mind targets, and planning is underway for the change to proficiency-based grading. Parallel work is taking place in the six elementary schools and at the middle school. For more detail on the work completed so far, see *Appendix C – Prior Work.*

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**

Auburn has given careful thought to designing an implementation plan for the proficiency-based diploma. *(See Appendix D – PB Diploma Implementation Timeline)* With much deep, transformative

work to be done, the decision was made to gradually implement proficiency-based expectations. The Class of 2019 will be required to demonstrate proficiency in the content areas of math, ELA, and science and technology. In the following year (Class of 2020), graduates will additionally have to demonstrate proficiency in social studies, PE and health, visual and performing arts, and career education. Students graduating after July 1, 2020 will be required to demonstrate proficiency in all eight content areas and the Guiding Principles. The decision to bring math, ELA, and science on board first has to do with the readiness of these departments and the progress that teachers have already made in transforming their classrooms and practices. Requiring proficiency for all students in World Languages will mean additional resources. This change will require its own thoughtful planning, hence the delay in implementing the proficiency expectations.

In order for Auburn to achieve the implementation timeline as designed, much work must take place during the current school year. During the first quarter (July – September 2014) of the 2014-15 school year, K-12 Curriculum Committee members in ELA and math have worked to create K-12 scope and sequence documents that align the ELA and math targets to grade levels so that teachers have clear expectations in these content areas. Work has also been underway with Educate/Empower, our selected recording and reporting system. All teachers in the district have been given their logins and are beginning to use this site for accessing the targets. One of the biggest transformations in the move to a proficiency-based system is the change in grading. The high school has completed initial work to understand the transition steps required to move from a traditional 100-point scale to true proficiency-based grading. Action planning for this transition will continue throughout the school year.

Some of the work ahead for the remainder of the 2014-15 school year includes: engaging stakeholders in conversation and planning for the transition to proficiency-based grading, aligning math, ELA, and science instruction and assessments to the learning targets, unpacking the guiding principles and planning the implementation of them into content, moving to a standards-referenced system of grading, and developing initial multiple pathways. For full details on the 2014-15 school year work plan, *see Appendix E – 2014/15 Work Plan.*

Annual benchmarks have also been established for the additional years of the extension. This progression of work includes: planning and implementing World Languages for all students, fully implementing the use of Educate/Empower with staff, students, and parents, establishing a system for ongoing input from parents and other stakeholders, continuing the work of aligning the curriculum targets to the Smarter Balanced Assessment, expanding and redefining student support structures, and developing rich, authentic, multiple pathways to proficiency. For full details on the annual benchmarks, *see Appendix F – Annual Benchmarks for Ongoing Work.*

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**

For the past four years, student achievement has been a central component of teacher work and discussion at Edward Little High School. Teachers, departments, and administration track failure rates, identify students needing extra support, and provide that support in a variety of ways. As we move to a proficiency-based system many of the structures to provide support are already established allowing us to adapt them as needed for this new educational system.

Students at Edward Little have their progress monitored by multiple people. Classroom teachers monitor student success daily and enter grades regularly so students and parents have an accurate representation of student progress. Guidance counselors and assistant principals also regularly check student progress in an attempt to identify students who may be experiencing difficulty. Special education teachers are case managers for a small number of students. These teachers regularly monitor the progress of students on their caseload and provide interventions for students as needed. Finally, all Edward Little students are assigned to small mentor groups. The mentor teacher also helps monitor student progress and works to guide the student to success. Recent review of the mentoring program has focused on highlighting the importance of the mentor as monitor of student success in an effort to ensure it happens with more regularity.

Once it becomes clear that a student needs extra support, many options exist. Special education students receive regular support from a structured special education learning lab. This setting, staffed by special education personnel, provides a place for students to get extra instruction and support in completing assigned work. A few years ago, the math department created Math Labs. These learning labs are staffed by math teachers and are available each period of the day. Students access math labs either voluntarily or by teacher suggestion. Here they receive targeted one-on-one or small group instruction to further their learning in math. These labs have been accessed and praised by many students. Starting in the 2014-15 school year, English department has created Writing Labs, modeled after the support labs provided for math. These types of supports available during the day will need to be expanded as proficiency expectations are put in place.

In addition to structures in place for ongoing support, Edward Little has options open to students needing remediation. ELPM is an after school program that can be accessed by juniors or seniors needing to make up credit. This program does not award credit based on seat time, rather on demonstration of learning. Students come to the program to meet with the teachers, receive instruction, and get assignments. They complete work and return to receive additional instruction and take assessments. Many students remediate credit through ELPM. At the end of the first semester,

students in any grade who have not passed a course are eligible for participation in Up To Passing. This program takes place after school for a few weeks at the end of the semester. Teachers identify the components of the course that were not successfully completed, resulting in the failing grade. Students work with staff members to remediate only those components of the course, bringing their grade up to passing. Summer school uses this same approach and allows students to remediate for the second semester or the whole year.

As Edward Little makes the transition to a fully implemented proficiency-based system, we anticipate that student support will be redefined. Rather than learning opportunities to provide remediation, we will need to find ways to provide learning opportunities for extending learning time. During the 2013-14 school year, two math teachers piloting a customized Algebra course approached the end of the year and had students ask why they couldn't continue their learning progress over the summer. In response to that request, the first ever "Summer Learning Opportunity" math program was created. The teachers were shocked to discover that 80 students were interested in continuing their study of Algebra and attending a two-hour face-to-face session once a week for the duration of the summer. This incredibly successful summer learning program was a glimpse into the type of student support we hope to grow. *(See Appendix F for student support benchmarks)*

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: 0%
- Practice: 68%
- Community Engagement: 18%
- One-year Carry Over: 14% (\$5,145.40)

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

The work of transitioning to a proficiency-based system is multi-faceted and requires a lot of oversight and coordination. Auburn's transition money will go to create a stipend for a transition coordinator. This person will have the responsibility of coordinating the work underway at the high school including arranging trainings, supporting departments in their work, and creating and gathering committees.

Much of the work outlined in *Appendix E* involves teacher training and work. Given the limited amount of workshop days available in the calendar, teachers will need to participate in trainings during the school year and complete development and planning work in the summer. Some of the transition funds will go to pay for substitutes and teacher summer days, allowing for the learning and curriculum, instruction, assessment work to take place.

Outside trainers may be required for some of the learning scheduled for the 2014-15 school year. Applying some transition money to contracted services will allow Auburn to bring Empower training and workshops on instructional design and strategies to teachers. In addition, Auburn will continue to use an outside facilitator to help with our strategic design and community engagement work.

One of the wonderful things about Auburn’s membership in the Maine Cohort for Customized Learning (MCCL) is the networking opportunity it provides. Opportunities to share in the cost of training often arise through MCCL connections. There are times that it is most cost effective to purchase seats at a training another district is sponsoring. Some of Auburn’s transition money will be dedicated to workshop attendance fees. This will allow staff members (teachers and administrators) the opportunity to attend conferences and workshops relevant to the transition to a proficiency-based diploma.

There are many resources from Marzano and others that are relevant to the work underway in Auburn. A small portion of the transition funds will allow us to expand our collection of resources that support and guide our work, making them more accessible to all staff.

Proposed Budget Table

Category	Description	Amount
Contracted Services	Teacher training and strategic design facilitation	\$15,000
Due and Fees	Workshop attendance fees	\$4,691.97
Summer Days	Pay for teachers completing summer work	\$8,000
Substitutes	Substitutes for teacher training and committee work	\$7,000
Stipend	Stipend for a high school “transitions coordinator”	\$4,800
Books – Soft cover	Resource books	\$2,000
TOTAL:	(Includes one-year carry over of \$5,145.40)	\$41,491.97

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.

The School Committee placed the Extension Request on their Agenda for the September 17, 2014 meeting. They voted 6 to 1 in favor of submitting the extension request on September 17, 2014. *(See Appendix G, page 1 & 2, for School Committee Agenda and Appendix H, page 3 of 4, for School Committee Minutes)*

APPENDIX A

Auburn School Department – Vision 2020

“Empowering life-long learners to succeed in a world yet imagined.”

Every Auburn student is expertly prepared to be successful in a world that is yet to be fully imagined. Our students acquire fundamental knowledge and skills, and apply these creatively to solve every day problems at school, home, work, and in the community.

Our students:

- Communicate effectively, collaborate successfully, think flexibly, and transfer their knowledge and abilities to new situations, technologies, and contexts.
- Set goals with confident self-awareness and develop innovative solutions.
- Grow to internalize the core values of compassion, courage, fairness, honesty, respect and responsibility.
- Understand and expand knowledge in a global society, in social, economic, and political settings, and appreciate diversity.
- Realize that learning is an ongoing process with continuous gains being celebrated along the way.

Our educational program is integrated, flexible, and personalized to maximize every learner’s growth.

Our educational program:

- Serves students socially, physically, cognitively, and emotionally.
- Focuses on student choice, personal goals, and career exploration within the standards-based, interdisciplinary, and integrated curriculum.
- Gives opportunity for student choice both independently and collaboratively.
- Ensures all students will explore and learn in a wide range and variety of venues, in public and private community-based organizations, the “great outdoors,” virtual space and classroom settings.
- Is flexible which allows each student’s learning journey within an adjustable time frame and many possible routes.
- Guarantees every student along the way, rich, authentic, primary experiences that stimulate reflection, dialogue and academic pride.

Our staff members are model learners, and collaborative educational leaders.

Our staff members:

- Work with colleagues, other professionals and community members to research, identify, assess, develop and refine their craft.
- Are knowledgeable, skilled, cooperative professionals and who work with students to set learning goals, identify personalized, individualized learning experiences, coach, support, and assess progress and performance.
- Create environments where it is safe to make mistakes, take risks, and where high expectations challenge and motivate.
- Demonstrate how collaborative thinking and cooperation are valued.

Our community – staff, parents, families and community members – actively share the responsibility for educating our students.

Our community members:

- Contribute to goal setting, problem solving, and decision making, and support learning activities.
- Demonstrate mutual respect and collaboration with all stakeholders, school department, and various stakeholders.
- Support the creation of *state-of-the-art* learning environments with safe, flexible, appropriate, comfortable spaces.
- Provide learning opportunities for students outside the school walls.
- Partner in ensuring that all students are career and/or college ready.

Every Auburn student graduates with high aspirations, hope for the future, a passion for learning, and the capacities to accomplish their dreams. Together, we prepare these citizens of the 21st century to make unique and valuable contributions and thrive on whatever world stages they choose.

Code of Cooperation

EDDIES

Good Citizenship: Eddies are involved, positive role models who support each other and take pride in their school and community.

Academic Achievement: Eddies take pride in their work and give their best effort. Students recognize that a strong educational background is the first step toward a happy, productive future and the staff will do their best to help students achieve that goal.

Responsibility and Accountability: Eddies are present, prepared, and engaged in their learning in order to achieve their academic and personal goals.

Environment: Our environment includes a welcoming, safe, and supportive culture where everyone takes ownership for maintaining a positive attitude toward learning, teaching, and achievement.

Respect: Eddies show respect to themselves, each other, their peers, community members, and opponents to allow for everyone to perform in a safe environment, in turn leading to success in all aspects of their academic, co-curricular, extracurricular, and community lives.

APPENDIX C

AUBURN'S PRIOR WORK		
Date (Year)	Date (Month)	Component
2010-2011	January	Vision 2020 was created with wide input from stakeholders.
	Summer	ELHS pilot teachers - Awareness training
2011-2012	Fall	District team drafted original 5-year plan.
	Fall/Winter	ELHS pilot teachers - Classroom Design and Delivery (CDD) training.
	February	Vision 2020 adopted by School Committee
	Spring	ELHS pilot teachers - CDD training
	Spring	Auburn participated in Maine Cohort for Customized Learning (MCCL) curriculum writing committees.
	June	ELHS staff and K-8 pilot teachers - Awareness training
2012-2013	September	ELHS pilot teachers - Classroom Follow-up Visits (Coaching Observations)
	Fall	Mission created with input from multiple stakeholders.
	November	ELHS teachers and K-8 pilot teachers - CDD training
	November	Title I Project created 7-12 instructional coaches.
	Fall/Winter	Pilot teachers participated in an initial Complex Reasoning (CR) training.
	January	Mission presented to school committee and adopted.
	February	ELHS staff and K-8 pilot teachers - Coaching Observations
	March	K-8 staff - Awareness training
	March	All K-12 pilot teachers - ID training
	Spring	ELHS Code of Cooperation created
	Spring	ELHS Celebration of Learning
	Spring	A-Team discussions on Instructional Framework
	Spring	Teachers participated in CR training
	Spring	Educate was selected as recording and reporting system.
Summer	K-12 committees reviewed MCCL targets and created Auburn's scope and sequence in 4 core content areas (Math, ELA, Science, Social Studies).	
2013-2014	August	K-8 staff - CDD training
	Fall	Established a district design team (with community representation)
	Fall/Winter	Title I carryover maintained 1 Instructional Coach
	Fall/Winter	Coaching Observations
	Fall/Winter	Development committee began working on PE/PG system.
	Fall/Winter	A-Team - Art and Science of Teaching (Instructional Framework) training
	Fall/Winter	HS departments began mapping targets to courses.
	December	Began planning for strategic direction work.
	January	Strategic direction committee began unpacking Vision 2020.
	February/March	Approximately 80 K-12 teachers participated in ID training.
	Spring	Coaching Observations
	Spring	Committee development of PE/PG system
	Spring	AMS staff worked with Instructional Coach to review and draft implementation goals around Habits of Mind
June	ELHS staff represented by 20 members to look at Complex Reasoning and Habits of Mind (Guiding Principles)	

APPENDIX D

AUBURN'S PROFICIENCY-BASED DIPLOMA IMPLEMENTATION TIMELINE

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<p>7th-9th grade proficiency-based education (PBE) system in Math and ELA.</p>	<p>9th grade PBE in Math, ELA, and Science.</p>	<p>9th grade PBE in Math, ELA, Science, Social Studies, PE/Health, Visual and Performing Arts, and Aspirations.</p>	<p>9th grade PBE in all 8 content areas, Complex Reasoning, and Habits of Mind.</p>	<p>9th and 10th grades at full implementation.</p>	<p>9th-10th-11th grades at full implementation.</p>	<p>ELHS at full implementation.</p>
		<p>10th grade PBE in Math, ELA, and Science.</p>	<p>10th grade PBE in Math, ELA, Science, Social Studies, PE/Health, Visual and Performing Arts, and Aspirations.</p>	<p>11th grade PBE in Math, ELA, Science, Social Studies, PE/Health, Visual and Performing Arts, and Aspirations.</p>	<p>12th grade PBE in Math, ELA, Science, Social Studies, PE/Health, Visual and Performing Arts, and Aspirations.</p>	<p>FIRST PBE DIPLOMA TO BE GIVEN IN ALL 8 CONTENT AREAS AND GUIDING PRINCIPLES.</p>
			<p>11th grade PBE in Math, ELA, and Science.</p>	<p>FIRST PBE DIPLOMA TO BE GIVEN IN 3 CONTENT AREAS.</p>	<p>FIRST PBE DIPLOMA TO BE GIVEN IN 7 CONTENT AREAS.</p>	
				<p>12th grade PBE in Math, ELA, and Science.</p>	<p>FIRST PBE DIPLOMA TO BE GIVEN IN 3 CONTENT AREAS.</p>	<p>FIRST PBE DIPLOMA TO BE GIVEN IN 7 CONTENT AREAS.</p>

Appendix E - 2014/15 Work Plan

BENCHMARK		METRIC
Q1 : July - September	K-12 mapping of ELA and math standards/Learning targets to curriculum and Everyday Math program	Completed K-12 scope and sequence documents for math and ELA.
	Initial Empower rollout	Teachers have ability to login to navigate the target browser.
	Discussion begins on transitioning the high school from traditional grading to proficiency-based grading	100% of high school staff participated in August grading workshop.
	Training of trainers for Empower	One teacher per department is trained in basics of Empower and is able to train others
Q2 : October - December		
New hires implementing the goals of Classroom Design and Delivery training	Coaching and feedback data shows evidence of implementation by new staff	
Teachers begin training on Marzano's framework and instructional strategies	All K-12 teachers piloting performance evaluation system participate in instructional strategies workshop	
Coaching for leadership	Instructional coaches report increased coaching knowledge/skills post coaching	
Alignment of Smarter Balanced Assessment to standards/Learning targets	Reference to Smarter Balanced Assessment claims in scoring scales	
Teachers in ELA, math, social studies, and science plan to prepare students for Smarter Balanced Assessment	Department meeting notes and plans for supporting SBAC.	
Proficiency requirements for graduation set in ELA/Math/Science	Document stating the proficiency expectations for policy development	
Create the guiding principles steering committee	Confirmation of participation from staff	
Q3 : January - March		
Audit and revise the 7-12 World Language curriculum	7-12 scope and sequence for World Language	
Increase ELA, math, and science staff understanding of Marzano's Taxonomy	Teacher survey of Marzano's Taxonomy knowledge	
Explore and review options for report cards and transcripts	Multiple versions of proficiency-based report cards and transcripts collected and reviewed by high school staff	
BRIDGES program planning complete	BRIDGES program included in the 2015-16 school year program of studies; cohort of students enrolled in	

	Diploma endorsement planning	program Matrix comparing options for diploma endorsements Visitations to schools offering diploma endorsements
Q4 : April - June	<p>ELA, math and science teachers proficient in the goals of Classroom Design and Delivery training</p> <p>Policies revised to align to proficiency-based system</p> <p>Proficiency-based units and assessments in math/science/ELA aligned to standards/learning targets (priority focus on 9th grade)</p> <p>Implementation and staff training plan created for Guiding Principles</p> <p>Increased stakeholder engagement</p> <p>Increased use of Empower</p> <p>Fully implemented standards referenced grading</p> <p>Expanded extended learning options for students</p>	<p>Coaching and feedback data shows evidence of proficiency by teachers</p> <p>Revised policies approved by School Board</p> <p>3 units aligned in each content area, including an option for achieving a "4"</p> <p>Guiding principle steering committee meeting log and completed plan</p> <p>Minimum of 3 parent meetings, creation of a parent advisory group, creation of student leadership group, completed district strategic planning document</p> <p>100% of math, ELA and science teachers trained to navigate and score targets.</p> <p>All assignments and assessments are standards referenced</p> <p>Increase in the number of summer learning opportunities for students in summer 2015</p>

Appendix F - Annual Benchmarks for Ongoing Work

SCHOOL YEAR	BENCHMARK	METRIC
2015-16	Proficiency requirements for graduation set in social studies, PE/health, career education, and visual/performing arts	Document stating the proficiency expectations for these content areas
	Social studies, PE/health, career education, and visual/performing arts teachers proficient in the goals of Classroom Design and Delivery training	Coaching and feedback data shows evidence of proficiency by teachers
	Proficiency-based units and assessments in social studies, PE/health, career education, and visual/performing arts aligned to standards/learning targets (priority focus on 9 th grade)	3 units aligned in each content area, including an option for achieving a "4"
	Proficiency-based units and assessments in math/science/ELA aligned to standards/learning targets	All units aligned in each content area, including an option for achieving a "4"
	9 th grade teachers in all content areas receive training on complex reasoning and habits of mind curricula	100% of 9 th grade teachers participate in professional development on complex reasoning and habits of mind AND 9 th grade units integrate complex reasoning and habits of mind
	Teaching and assessing complex reasoning and habits of mind is practiced	9 th grade teachers enter practice scores for complex reasoning and habits of mind
	Plan for implementing proficiency in World Languages is prepared	Plan for World Languages presented to School Committee for consideration
	Parents actively engaged in the transition	Quarterly parent advisory group meetings
	Students actively engaged in the transition	Quarterly student leadership team meetings
	Math, ELA, and science piloting proficiency-based grading	Math, ELA, science "grades" reported in proficiency-based format (no traditional grade)
Provide student/parent access to Empower	9 th grade students and parents have Empower access	
Students and parents are provided training on Empower	Parent and student training sessions held	
High school transcript revised	New high school transcript in place for 9 th graders	
Diploma endorsements developed	Plan for offering diploma endorsements presented to School Committee	
Internship design and planning	Partnerships for diploma endorsements established Overview of internship purpose, audience, possible format created	

<p>Possible support needs identified</p> <p>Smarter Balanced Assessment data informs instruction</p>	<p>Data on 9th grade students in proficiency-based content areas analyzed for support needs</p> <p>Minutes of Math and ELA meetings indicate SBAC discussion and resulting modifications to instruction and curriculum</p>
<p>2016-17</p>	
<p>Proficiency requirements for graduation set in World Languages and Guiding principles</p> <p>World Language teachers proficient in the goals of Classroom Design and Delivery training</p> <p>Proficiency-based units and assessments in World Languages aligned to standards/learning targets (priority focus on 9th grade)</p> <p>Proficiency-based units and assessments in social studies, PE/health, career education, and visual/performing arts</p> <p>Increased engagement with businesses</p>	<p>Document stating the proficiency expectations for these content areas</p> <p>Coaching and feedback data shows evidence of proficiency by teachers</p> <p>3 units aligned in World Languages, including an option for achieving a "4"</p> <p>All units aligned in each content area, including an option for achieving a "4"</p> <p>Meetings to discuss guiding principles (complex reasoning and habits of mind curriculum)</p> <p>AND</p> <p>Partnerships created for development and implementation of internship opportunities</p>
<p>Continued parent and student engagement</p>	<p>Quarterly meetings of parent advisory group and student leadership team</p> <p>100% of 10th grade teachers participate in professional development on complex reasoning and habits of mind</p> <p>AND</p> <p>10th grade units integrate complex reasoning and habits of mind</p>
<p>10th grade teachers in all content areas receive training on complex reasoning and habits of mind curricula</p>	<p>9th grade teachers enter scores for complex reasoning and habits of mind</p> <p>Students in 9th and 10th grade have standards-based grades in specified content areas (no traditional grades)</p>
<p>Teaching and assessing complex reasoning and habits of mind is piloted</p>	<p>Student support structures currently providing remediation are redesigned to provide additional learning time for students</p>
<p>Expanded standards-based grading</p>	<p>Teachers use Empower data to design instruction based on needs of students</p>
<p>New student supports in place</p>	<p>Written curriculum for diploma endorsements</p>
<p>Empower data drives instruction</p>	<p>System for certifying proficiency in other settings created</p>
<p>Curriculum for diploma endorsements established</p> <p>Work done to allow students to demonstrate proficiency in other educational settings</p>	

2017-18	
Proficiency-based units and assessments in World Languages	All units aligned in World Languages, including an option for achieving a "4"
11 th and 12 th grade teachers in all content areas receive training on complex reasoning and habits of mind curricula	100% of 11 th and 12 th grade teachers participate in professional development on complex reasoning and habits of mind AND All units integrate complex reasoning and habits of mind
Teaching and assessing complex reasoning and habits of mind is in place	9 th and 10 th grade teachers enter scores for complex reasoning and habits of mind
Increased engagement with businesses	Internships piloted in local businesses
Diploma endorsement pathways established	Diploma endorsements appear in Program of Studies and students are enrolled in these pathways
Senior capstone projects designed	Draft of requirements and guidelines for senior capstone projects
Allowing students to demonstrate proficiency of standards/learning targets in other educational settings	Evidence of students demonstrating proficiency in other settings
2018-19	
Ongoing curriculum review and revision	District wide committees meet to review and revise curriculum as needed
Ongoing review and revision of student support systems	Student support needs identified and support systems revised as needed
Expanded internship opportunities	More students participate in internships
Ongoing engagement	Continued meetings of parent advisory group and student leadership team
2019-20	
Ongoing continuous improvement	Strategies and structures reviewed and revised as necessary
Increased college and career readiness	100% of students participate in early college and/or internship experience
Review of Vision 2020	Assessment of level of success in achieving Vision 2020 AND Review and revision of Vision 2020 as necessary to guide ongoing district work

APPENDIX G.

**AUBURN SCHOOL COMMITTEE
REGULAR MEETING AGENDA
September 17, 2014 7:00 PM**

5:30 PM – Tour of RETC**I. Call to Order /Pledge of Allegiance****II. Consent Agenda**

- A. Approval of Agenda
- B. Approval of Minutes for September 3, 2014
- C. Communications

_____ Moved to approve the Consent Agenda.
 _____ Seconded
 _____ Motion passed/defeated _____ to _____ approve the Consent Agenda.

III. Public Participation

The School Committee asks the Public to remember our System-Wide Code of Conduct and the six core values of Respect, Honesty, Courage, Compassion, Fairness, and Responsibility while directly addressing the group. Our policy JIC states that we expect people to 'Treat others as you would like to be treated, Use language that is appropriate and kind, and be truthful and forthright in speech and actions.' Per our policy, BEDH - Public Participation at School Committee Meetings: Citizens may comment on any general topics related to the school system during this portion of the agenda. Comments related to specific agenda items may be held until the appropriate time. Please be succinct and speak once for less than three minutes. Other limitations may be necessary. The School Committee may respond to your concerns at a later date by answering through the administration or by placing the item on a future agenda. It is requested that comments related to specific personnel be channeled privately to the appropriate administrator.

IV. Student Information Items**V. Superintendent Report****A. Planning and Development****1. Update on ELHS Students University of Maine's The SMART Institute**

ELHS students will provide an update on the University of Maine's The SMART Institute, which aims to engage a diverse group of students and teachers in the implementation of science, technology, engineering and mathematics (STEM) while addressing an important environmental issue of Storm water management. Students will share their projects and goals for the coming year.

2. Summer Jumpstart Program - Update

Teachers will be sharing information about the summer Jumpstart program that took place at Washburn School for incoming kindergarten students.

3. Girls' Ice Hockey/Alpine Skiing - Update

The Superintendent and Dan Deshaies, Athletic Director, will provide an update on a request by several Poland Regional High School girls hockey players who are requesting to play for the Red Hornets.

The Superintendent and Dan Deshaies, Athletic Director, will provide an update regarding the impact on ski teams if Lost Valley does not open for the season.

B. Business**1. Proficiency-based Diploma Application for Extension**

The Superintendent will request approval to submit the Application for Extension for the Proficiency-based Diploma.

_____ Moved to approve the application for extension for the Proficiency-based diploma as presented.
 _____ Seconded

APPENDIX G.

_____ Motion passed/defeated _____ to _____ approve the application for extension for the Proficiency-based diploma as presented

2. Finance Report – August 2014

The Finance Committee will present the August 2014 Finance Report.

_____ Moved to approve the Finance Report for August 2014 as presented.

_____ Seconded

_____ Motion passed/defeated _____ to _____ approve the Finance Report for August 2014 as presented.

VI. Information / Committee Reports

- City Council Update
- District Customized Learning Design Committee
- Leveraging Learning Institute III
- Finance Subcommittee
- Policy Subcommittee
- Communications Subcommittee
- Curriculum Subcommittee
- New High School Steering Committee
- Wellness Subcommittee
- Audit Subcommittee
- Transportation Appeals
- Community Learning Center
- SHARECenter

VII. Upcoming Meetings

- Regular School Committee Meeting – October 1st at 7:00 PM Auburn Hall
- Regular School Committee Meeting – October 15th at 7:00 PM Auburn Hall

VIII. Future Agenda Items-Request For Information

IX. Executive Session

If the School Committee makes a motion to enter executive session, the precise nature of business to be considered will be indicated in the motion. The items, which may be discussed, by law, may include one or more of the following:

1. To discuss personnel.
2. To discuss or consider the suspension or expulsion of a student.
3. To discuss or consider the condition, acquisition, or the use of real or personal property only if premature disclosure would prejudice the competitive or bargaining of the body or agency.
4. To discuss labor contracts, proposals and/or meetings related to negotiations.
5. To consult with the School Committee's attorney concerning legal rights, pending litigation, and settlement offers, when premature public knowledge would give the School Committee substantial disadvantage.
6. To discuss records made, maintained, or received by the School Committee or department, of access is prohibited by statute.

X. Adjournment

_____ Moved to adjourn at _____ P.M.

_____ Seconded

_____ Motion passed/defeated _____ to _____ adjourn at _____ P.M.

APPENDIX H

AUBURN SCHOOL DEPARTMENT
AUBURN, MAINE

REPORT OF REGULAR SESSION MEETING OF THE AUBURN SCHOOL COMMITTEE

5:30 PM – Tour of RETC

Auburn Hall

September 17, 2014

Members Present:	Ms. Bonnie Hayes	
	Mr. Thomas Kendall	Mr. Lawrence Pelletier
	Ms. Mary LaFontaine	Mr. Ron Potvin
	Mr. Peter Letourneau	Ms. Laurie Tannenbaum

Others Present: Katherine Grondin, Superintendent, Jude Cyr, Business Manager, Michelle McClellan, Assistant Superintendent; Jake Bazinet and Riley McCurdy, Student Representatives.

I. CALL TO ORDER/PLEDGE OF ALLEGIANCE

A. Introductions

Mr. Pelletier called the meeting to order at 7:00 PM and led the Pledge of Allegiance. Committee members introduced themselves and stated which ward they represent.

II. CONSENT AGENDA

- A. Approval of Agenda
- B. Approval of Minutes for 3, 2014
- C. Communications

It was moved by Mr. Kendall, seconded by Ms. Tannenbaum and voted unanimously to approve the Consent Agenda for tonight’s meeting.

III. PUBLIC PARTICIPATION

IV. STUDENT INFORMATION ITEMS

Mr. Bazinet reported that a PT Red Eddies meeting was held tonight to raise funds for the Dempsey Challenge; a representative from CMCC will be at ELHS Thursday and a USM representative will be at ELHS on Friday; also on Friday night sophomores and their mentors get in free for the Friday night football game if they wear their mentor shirts.

Ms. McCurdy provided a presentation to report on activities at the elementary schools. She reported on recent and upcoming activities at Walton, Washburn, East Auburn Community Schools. Ms. McCurdy also reported that ELHS would be hosting the Marching Band Show on September 20th at the Walton Field.

V. SUPERINTENDENT’S REPORT

A. Planning and Development

- 1. Update on ELHS Students University of Maine’s The SMART Institute

Ms. Grondin welcomed ELHS Students along with teachers, Brandy McFadden and Maureen Edgerton.

ELHS students introduced themselves and stated their grade at ELHS. They provided an update on the University of Maine’s The SMART Institute, which aims to engage a diverse group of students and teachers in the implementation of science, technology, engineering and mathematics (STEM) while addressing an important environmental issue of Storm water management. They shared a PowerPoint presentation highlighting activities and learning highlights at the SMART Institute, noting how they will apply the skills they gained and why these skills are so important.

APPENDIX H

School Committee members expressed appreciation for the presentation, noting that they were pleased and proud to see the representation from ELHS in this program. Students responded to questions from members.

Ms. Grondin noted that this is another example of reaching out for those opportunities for students to make learning relevant, engaging, and taking learning outside the classroom.

3. Summer Jumpstart Program - Update

Ms. Grondin noted that this is a program that Ms. Levesque learned about through the Maine School Management Conference. She noted that Ms. Levesque brought this information back and asked that Auburn look into this in an effort to better prepare students.

Teachers, Michelle Gagne, Sue Larue, Brianna Crocker, and Bill Grant, Director of Adult Education, provided information about the summer Jumpstart program that took place at Washburn School for incoming kindergarten students. They noted that Marcie Kenniston, Speech Clinician also participated in this program.

Ms. Gagne explained what Response to Intervention means with respect to this program, what the research shows, and why this program can help and why they feel it is the best program for Auburn. She noted that this program identifies students in need and responds to those needs so students can be on target with literacy. She expressed that the program is data driven, research-based, high energy, includes sensory, gross motor, fine motor, kinesthetic learning as well as speech, language, and occupational therapy. She stated that this program integrates learning throughout the whole body bringing better literacy memory and balance of knowledge for each child. She explained that the training involved the Assistant Special Education Director, a Literacy Coach, and two kindergarten Teachers. Ms. Gagne noted that the goal was to identify 15 students who were identified as developing behind their developing peers. She explained that the design is for 4 hours per day, five days per week, for five weeks during the summer. Ms. Gagne stated that the program has a home and school connection, free breakfast and lunch as well as free transportation for the students.

Ms. Crocker explained that parent involvement is key to the success of students. She noted that this program provided a backpack that each student took home at night filled with a minimum of three books, a DVD, and some activities that parents could do with their children.

Mr. Grant explained that the Adult Education Program understands that they need to have a partnership with to have success for these students. Adult Education played the role of highlighting the importance of the parent participation and helped to provide an incentive to parents to become involved with their students in this program. He noted that he made contact with parents to encourage participation and saw direct correlation between the parent participation and the results achieved by students.

Ms. Gagne reviewed the budget for this program noting that the total cost for the program was \$14,400 and explained the benefits reaped from this investment. She explained the focus of the program, the results the data provided, and the progress results today. She noted that this group would continue using this program throughout the year and would report back to the committee at a later date. She expressed appreciation to those who contributed to this program.

They responded to questions from committee members to clarify specifics of the program, the budget implications, how the concept is shared throughout the district, and why this program is so important for our teachers, students and their parents.

4. Girls' Ice Hockey/Alpine Skiing - Update

The Superintendent noted that the Maine Principal's Association requires that we inform you that they received a request by several Poland Regional High School girls hockey players who are

APPENDIX H

requesting to play for the Red Hornets. She explained that the costs for this program are shared with Leavitt High School. She noted that this team does a lot of fundraising to help offset the costs and the fee that Poland pays will reduce the need for fundraising.

Mr. Miller reported that there are three girls from Poland that are joining the team. He explained the process for students participating in teams with other schools, noting that this is not the only time this has been done. He noted that because this is a team sport, the Maine Principals require that we notify the School Committee about this. He noted that the Maine Principals just notified us that this request has been made and that they approve of the request.

The Superintendent reported that Dan Deshaies, Athletic Director, Jim Miller, Principal and various coaches discussed what might happen regarding the impact on ski teams if Lost Valley does not open for the season.

Mr. Miller reported that we did not use Lost Valley exclusively, but we did use it from time to time. He explained that we are discussing options to share transportation with other schools

Mr. Kendall reported that there is a fundraising effort to raise enough to open the red chair or to fully open the mountain. He noted that this is an asset to the community and encouraged people to visit the Crowd Raise site and make a donation.

B. Business

1. Proficiency-based Diploma Application for Extension

The Superintendent requested approval to submit the Application for Extension for the Proficiency-based Diploma as presented at the previous meeting of the School Committee meeting.

It was moved by Mr. Kendall, seconded by Mr. Tannenbaum and voted 6 to 1 to approve the application for extension for the Proficiency-based diploma as presented with Mr. Potvin opposed.

2. Finance Report – June 2014

Mr. Bussiere provided the Finance Report for August 2014. Revenue at 17.23% and expenditures are at 8.24% due to salaries not posted yet for this month. He reviewed projects that have been completed.

Ms. Hayes reported that the Finance Committee is watching the enrollment at Charter Schools. She also noted that we are settling the diesel and gas contracts this week since prices are low. She also reported that we purchased two vans to be used in the Special Education department, which will save some money on transportation.

Mr. Cyr reported that the cost associated with the van purchase comes from Entitlement funds that we were required to expend.

Ms. Grondin noted that this purchase saves almost \$20,000 to transport one student.

It was moved by Mr. Kendall, seconded by Ms. Tannenbaum and voted unanimously to approve the August 2014 Finance Report as presented.

VI. INFORMATION/SUB COMMITTEE REPORTS

Ms. LaFontaine reported that thanks to Councilor Walker's efforts we have moved ahead on the CIP Budget. She noted that we are not far from beginning a new budget cycle and she is hopeful that the City and the School Department can work more closely upfront to work around the issues. She stated that she is hopeful that a joint meeting is scheduled in the near future and preferably before the holidays.

Mr. Potvin suggested that a representative from the State DOE might be invited to discuss the EPS situation at a joint meeting.

APPENDIX H

Mr. Potvin stated that he has had a lot of interest in participation in the Educational Conference. He wondered if anyone would be turned away.

Ms. Grondin replied that nobody would be turned away and requested that citizens simply call or e-mail to register. She noted that there are currently 25 people registered and the framework for the conference would simply be a dialogue about what you like about the vision, what do you see as important, what do you see as good steps to implementing the 2020 Vision.

Mr. Bussiere and Mr. Kendall reported that the Learning Institute will be held in November and there are 30 people from Sweden who will be joining us for the Institute. Mr. Kendall noted that there are still a few slots available.

Mr. Kendall reported that the PEPG Steering Committee had its first meeting today with approximately 16 people in attendance. He noted that there has been excellent progress. He reported that a handbook has been developed and they are moving ahead with the process.

Ms. Tannenbaum reported that Mr. Horn presented information to the Curriculum Committee regarding the SMART Grant. She noted that Mr. Horn also spearheaded the visit to Worchester Technical High School that is an integrated technical and non-technical high school in Massachusetts. She noted that they are meeting again on October 9th.

Ms. Grondin reported that upcoming meetings might include enrollment update, possible discussion on I20 Certification, suspension numbers, and a request for Waiver of Facilities Use Fees.

Ms. Hayes requested a meeting to review goals and revise them, if necessary. Members requested that this be scheduled sooner rather than later and suggested dates at the end of October. Ms. LaFontaine will suggest November 1st or October 8th as a date for a joint meeting with the City Council.

- City Council
- Emergency Response Team
- Audit
- Communications
- Curriculum
- District Design Team (hold until fall)
- Finance
- Negotiations
- Performance Evaluation/Professional Growth
- Policy
- SHARECenter
- Transportation Appeals
- Wellness

VII. UPCOMING MEETINGS

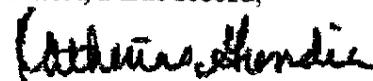
- Regular School Committee Meeting – October 1st at 7:00 PM Auburn Hall
- Joint School Committee/City Council Meeting- October 9th at 7:00 PM Auburn Hall
- Regular School Committee Meeting – October 15th at 7:00 PM Auburn Hall
- Executive Session- October 21 at 6:00 PM Auburn Hall
- NEASC Accreditation Meeting- October 26 at 2:15-3:15 PM at ELHS
- NEASC Welcome Reception- October 26 at 4:15-5:15 PM at ELHS

IV. EXECUTIVE SESSION

III. ADJOURNMENT

It was moved by Ms. Hayes seconded by Mr. Kendall and voted unanimously to adjourn from regular session at 8:45 PM.

Attest, a true record,


Katherine Grondin, Secretary
Superintendent of Schools

KQG/rmw