

## Proficiency-Based Diploma Extension Option 2 Application

Submitting date: October 18, 2014

Superintendents Region: Hancock

School Administrative Unit: Deer Isle – Stonington CSD #13

High School: Deer Isle – Stonington High School

Name and title of people completing the extension request:

Mark Jenkins, Superintendent,  
with much assistance from others.

Superintendent's name, address, phone number and email:

Mark Jenkins  
251 N. Deer Isle Rd.  
Deer Isle, ME 04627  
348-9100  
su76.mjenkins@gmail.com

### Evidence of Preparedness

Describe the SAU's preparedness to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after January 1, 2019.

Work toward proficiency-based education began a number of years ago at the high school level. The passage of statute and the adoption of other regulations, provided the Deer Isle – Stonington CSD with leverage and opportunity to further focus the work of the high school and to solidify and better coordinate the efforts of the elementary school.

A further piece of information relative to our work is the improved regular coordination of efforts at the administrative level and teacher committees to build and maintain this as a K-12 initiative. I think all concerned now fully realize this is not a graduation/high school issue alone.

From late 2013 through to the present time, the principals and superintendent have worked to educate the school board on all of these related matters and possible implications for the future of the district. I believe the school board reached a tipping point over this summer and fall in their understanding of, and full support, for this work.

The previous point is evidenced by the long and thoughtful discussion at the board level on the new Graduation Policy (IFK). The school board realized the importance of this single policy and agreed to double the number of meetings from July through December and to elevate the drafting of proficiency related policies as a whole board task as opposed to it being delegated to sub-committee. The salient points of the graduation policy are now agreed upon and we will have a first official reading of the policy at our next meeting.

The Deer Isle – Stonington CSD is between fully formed, multiyear strategic plans. In the interim, the board has supported one and is part of drafting a second, single action plans. Most of the twenty or so actions steps in each plan were design specifically to improve the work of the staff to better support all students in reaching proficiency. A solid example of this would be 1.D under Student Achievement:

“During the Fall of 2013, the staff of the elementary school will formalize and publish their protocol to detect struggling readers as early as possible, to accurately diagnose concerns, and prescribe a supplemental program for remediation.”

Over the course of a few years, and with more recent refinement and definition, the Deer Isle - Stonington CSD has a system of committees and weekly professional development opportunities to enhance alignment of vision, to draft and adopt a vertically coordinated set of grade level proficiency and graduation standards, and in general to build staff capacity in PBL systems. The groups cover K-12 content areas, building level work, middle school to high school transitions, RTI and so forth.

The CSD hosted a Dine and Discuss PD series of events in spring 2014, facilitated by GSP, that provided both training and planning opportunities for representative staff and administrators, K – 12, as well as a few parents and community members.

The multiple pathways design of the HS curriculum now strives to foster relevance, choice and passion within students' courses through Marine Trades, Health Care, and Arts pathways, leading to a HS diploma. Pathways 101 course is a required on-ramp, co-taught by DIS teachers. The Marine Pathways is in its second year, the Arts Pathway is under active design and its first courses will begin in January 2015, and the Health Pathway is at the concept level with a target date of January 2016 to begin.

DISHS is a founding member of the New England Secondary Schools Consortium's "League of Innovative Schools". This cohort of schools from five New England states are all pursuing innovative secondary school designs, personalized learning systems, and proficiency-based learning. There is extensive exposure to multiple schools' models and philosophies. Also, DISHS has on several occasions presented its work to peer schools.

Based on a NEASC self study, community feedback, and collegial reflection, DISHS added two of Maine's Guiding Principles (Communication; Problem-solving) as full-strength graduation requirements. As a result, DISHS is better prepared than most Maine schools to elevate all five Guiding Principles as diploma requirements, including the creation of school-wide rubrics, course-based (or experienced-based) assessment prompts, and collegially-calibrated scoring of student work.

As is noted below, all of these efforts and more are being tied to a firm timeline of accomplishment to ensure we graduate our students with the skills and abilities to lead productive and successful lives.

Lastly, perhaps the most concrete example of our efforts to ensure our students graduate on time and proficient would be the design and execution of Bridge Classes at the high school. Under the leadership of the principal and through the hard work of the staff, the level of entrance proficiency necessary for students to become successful was established in core content areas and appropriate assessments were found, designed, and administered to all 8<sup>th</sup> grade students during the spring of 2014. Furthermore, the middle school staff was charged with addressing student needs for the balance of the 2013-2014 school year and multiple other learning and assessment opportunities were provided to students over the course of the summer. For those students still below the level of required proficiency to fully enter and benefit from traditional course work, the newly named Bridge Classes have been designed to bring students to that next level.

### Overall Implementation Plan

Provide a description of the overall 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 January 1, 2019. The description should include benchmarks and metrics that the SAU will meet in the 2014-2015 school year.

As mentioned above, we have laid out a plan of necessary policy work and adoption to promote and support proficiency based learning and graduation. There had been active discussion at the administrative and school board level for months on the concepts that provide the underpinning of proficiency based learning and the necessary policy changes that were coming.

To back up further, the school board and community has been learning about and approving the high school's efforts in proficiency based learning, "any time, any where" learning, and multiple ways to assess learning for perhaps three. I am referring to the Marine Pathways curriculum and program, the Skipper's Program, and similar efforts.

In the late spring or early summer, the sample proficiency policies that were endorsed by the DOE and which were the product of collaboration with MSMA, were distributed to the school board and have formed the basis of our discussions outlined above. To date, only IFK – Graduation has been addressed and is nearing completion. I have no doubt that policy will be adopted no later than our December 2<sup>nd</sup> meeting, and it may well be sooner.

Our next board meeting (October 27<sup>th</sup>) will see the official first reading of IFK. I am not anticipating much further conversation and I am hoping we can spend a substantial amount of time on the next proficiency related policies. We have three scheduled meeting before December and I am optimistic that we can bring Multiple Pathways (IKFF) and Grading and Reporting System (IKA) to the table for final approval as well.

Other proficiency policy work to be adopted by the spring of 2015 includes:

- Academic Recognition (IKD)
- Transcripts (Policy File IKC)
- Dual Enrollment and Early College (IHCDA)
- Assessment of Student Learning (Policy ILA)
- Promotion, Retention, and Acceleration (IKE)
- Demonstrations of Learning, Exhibitions, and Capstone Projects (ILA)
- Academic Interventions (JC DL)
- Personal Learning Plans (ILAPL)
- Portfolios (ILA and ILAPL)
- Attendance (JEA)

Policy is necessary and required to give direction and to outline expectations, but the actual work is done at the building and classroom level. Perhaps the most important or useful document is the approved Timeline for Proficiency Based Education. This document was designed by the administration over the summer and presented to the staff at an August workshop day. It was also presented to the board at the September meeting.

The Timeline lists six steps to be accomplished by every grade or group of grades. These are: Identification of essential standards, creation of rubrics to measure proficiency, the development of curriculum to ensure delivery of the standards, creation of grading and reporting tools, and finishing up with instructional practices and differential. Being realistic with the starting points of the different levels within the district, we assigned the years for each

grade level where these points much be achieved. As the high school is furthest along this route, and is also most under a deadline, their completion dates are earlier than say the primary grades.

#### System of Supports for Student Learning

Describe the system of supports you have in place for secondary students when proficiency is not demonstrated.

We feel our high school has done an admiral job in providing academic support for students not yet demonstrating proficiency. Even prior to the passage of Proficiency Based Graduation, the high school designed and imbedded into the school day "Focused Study." This puts students in front of teachers and/or tutors rapidly when they need academic support or extensions.

The Student Assistance Team also tracks academic and non-academic risk factors (course failures, attendance, discipline) and assigns every student in the school a risk code. There is a ladder of intervention that identifies thresholds for parent contact, student contact, and principal involvement.

For a few years, the high school has also maintained a Learning Center currently staffed by a certified teacher. The Learning Center is open before, during, and after school hours to assist students in their studies

Both the high school and elementary school are collaborating on the design of Bridge Courses for grade 9 students who appear to be entering HS significantly off pace for a successful freshman year. Areas of focus in Bridge Course structure include early identification (grade 7 – 8), allocation of staff resources, allocation of time, and collaboration between HS and MS grades on curriculum, rigor, and pacing.

#### Proficiency-Based Diploma Transition Funds

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: 90%
- Community Engagement: 10%
- One-year Carry Over: 0%

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.

2014-15 Transition Funds	\$4,149.54
<u>JumpRope</u>	<u>-\$2,594.40</u>
Remaining Balance	\$1,555.14

Our only planned expenditure of the transition funds so far this year is for the purchase of "JumpRope." This will be our platform to record and track student progress in reaching proficiency in all of the content areas and other adopted district standards. We have not yet earmarked the use of the balance of the funds.

#### Evidence Pages

- 1+2 Timelines for adoption of policies, practices, and engaging the public
- 3 Timelines for completion of the six identified steps for staff
- 4 2013-2014 budget report for the funds
- 5 Purchase order for JumpRope

*RIS CSA*

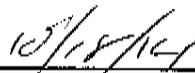
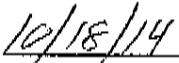
**Option 2 Authorization Page**

The SAU will submit a confirmation report to the Maine DOE by July 1, 2015. This report will include evidence that the SAU is prepared to award students graduating after July 1, 2018 a diploma based on proficiency of the standards of the eight content areas and standards of the Guiding Principles.

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, 2018 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.

 <hr/> Superintendent of Schools	 <hr/> Date
 <hr/> Chair of School Board	 <hr/> Date





### Timeline for Proficiency Based Education

Six steps of reaching Proficiency Based Education:

1. Select essential standards and performance indicators rubrics
2. Create rubrics
3. Develop curriculum
4. Create grading and assessments
  - a. reporting
5. Develop instruction
6. Develop differentiation

The following table shows the steps to be completed during the indicated year.

Year	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Grade					
K	Steps 1-2	1-4	1-6	Done	
1	1-2	1-4	1-6	Done	
2	1-2	1-4	1-6	Done	
3	1-2	1-4	1-6	Done	
4	1-2	1-4	1-6	Done	
5	1-2	1-4	1-6	Done	
6	1-4	1-6	Done	Done	
7	1-4	1-6	Done	Done	
8	1-6	Done	Done	Done	
9	1-6	Done	Done	Done	
10		Done	Done	Done	
11			Done	Done	
12				Done	

## Deer Isle-Stonington CSD Proficiency Grant

Report # 15725

Statement Code: Profency

Account Number / Description	Revised Budget 7/1/2013 - 6/30/2014	Reported Period 7/1/2013 - 6/30/2014	Encumbrances 7/1/2013 - 6/30/2014	Amount Remaining 7/1/2013 - 6/30/2014
<b>Proficiency Based Transition</b>				
2232-0000-0000-43232-000 Proficiency Based Transition	(4,181.60)	(4,181.60)	0.00	0.00
<b>Total Revenues</b>	<b>\$4,181.60</b>	<b>\$4,181.60</b>	<b>\$0.00</b>	<b>\$0.00</b>
2232-0000-2210-51010-900 Prof Based Curric Prof Salaries	0.00	2,101.53	0.00	(2,101.53)
2232-0000-2210-52210-900 Prof Based Curric Medi/FICA Prof	0.00	29.19	0.00	(29.19)
2232-0000-2210-52310-900 Prof Based Curric MSRS Prof	0.00	343.09	0.00	(343.09)
2232-0000-2210-52610-900 Prof Based Curric Uncmp Prof	0.00	8.52	0.00	(8.52)
2232-0000-2210-52710-900 Prof Based Curric Work Comp Prof	0.00	8.20	0.00	(8.20)
2232-0000-2213-53300-300 Prof Based Trans Training&Prof Dev Svcs	4,181.60	1,691.07	0.00	2,490.53
<b>Total Expenses</b>	<b>\$4,181.60</b>	<b>\$4,181.60</b>	<b>\$0.00</b>	<b>\$0.00</b>

We just received FY15 Proficiency Grant last  
month from DOE of \$4,148.54.



**Company Address** **JumpRope Inc.**  
 PO Box 1616  
 New York, NY 10113

**Created Date** 10/16/2014  
**Quote Number** 00001385

**Prepared By** Justin Meyer  
**E-mail** justin@jumprope

**Contact Name** Todd West  
**Phone** (207) 348-2303 x.11

**Bill To Name** Deer Isle-Stonington High School  
**Bill To** 251 N. Deer Isle Rd.  
 Deer Isle, ME 04627  
 USA

**Ship To Name** Deer Isle-Stonington High School

Quantity	Product Code	Product	Sales Price	Total Price
114.00	JR1410	JumpRope Gradebook	\$9.60	\$1,094.40
1.00	JR1480	JumpRope Initial Setup Package	\$1,500.00	\$1,500.00

**Subtotal** \$2,594.40  
**Discount** 0.00%  
**Total Price** \$2,594.40