

FAX TRANSMISSION COVER SHEET

GORHAM SCHOOL DEPARTMENT

Special Services

75 South Street, Suite 2

Gorham, Maine 04038

Telephone #: 207-222-1002

Fax #: 207-839-5001

To: Diana Daron 6877-227-9838

- From:  Kathleen Hamblen, Director  
 Marcelle Burke, Administrative Assistant  
 Mary-Kate Flaherty, Administrative Assistant  
 Lisa Howe, School Psychologist Specialist  
 Monica Walls, School Psychologist Specialist  
 Larilee English, Behavior Consultant

Date: - Cathy Stankard - Curriculum Coordinator

Message: \_\_\_\_\_  
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Thank you.

Number of pages including cover sheet: \_\_\_\_\_



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 3

At the time of the extension application the SAU will:

- Provide evidence of the proficiency based system in place at the middle school or K-8 level as evidence of the SAU's preparedness to expand the proficiency-based system into the secondary level and its preparedness to award diplomas based on proficiency in the standards of the eight content areas and standards of the Guiding Principles after July 1, 2020.
- Provide a description of the overall plan to meet the goal of awarding of diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles. The description should include benchmarks for the 2014-2015 school year and each year for which the extension is requested.
- 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	X
Hancock	
Kennebec Valley	
Midcoast	
Penquis	
Washington	
Western Maine	
York	

3. **School Administrative Unit:** Gorham
4. **High School(s):** Gorham
5. **Name and title of person completing the extension request:**  
Cathy Stankard, Assistant Superintendent for Instruction
6. **Superintendent's name, address, phone number and email:**  
Ted Sharp  
Gorham School District  
75 South Street  
Gorham, ME 04038  
(207) 222-1012  
ted.sharp@gorhamschools.org

#### **Evidence of Preparedness**

7. **Describe the proficiency-based system in place at the middle school or K-8 level as evidence of the SAUs preparedness to expand the proficiency-based system into the secondary level and its preparedness to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. 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 Gorham School District will be ready to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020 for several reasons. First, teachers at Gorham Middle School and Gorham High School have been grading and reporting to standards as well as in the traditional manner since the 2009-2010 school year. Second, Gorham teachers have kept up with the changes to the Maine Learning Results, modifying their curriculum, assessments, and instruction accordingly. Third, the district is engaging in the work necessary to fully transition to a proficiency-based learning system beginning with the Class of 2021 at the latest.

### Dual Reporting Since 2009-2010

In January, 2007, Brad Smith, then principal of Narragansett School, gave a presentation on standards-based reporting to the Gorham School Committee (and, by extension, to the larger community). In this presentation, he described the rationale for adopting a standards-based reporting system and the plan developed by the district-wide Standards-Based Reporting Committee for initiating this system at the elementary and secondary levels in Gorham. As a result of this committee's efforts and the support of teachers and parents, an exclusively standards-based reporting system has been implemented in grades K-5 since 2008-2009. Components of this system include: 1) separation of "skills for life" (student work habits) from academic achievement in reporting; 2) use of a four-point scale to track and communicate student demonstration of the skills for life; 3) use of a four-point scale to track and communicate student progress to academic standards; 4) elimination of averaging in measuring academic achievement.

In 2009-2010, Gorham Middle School and Gorham High School adopted a standards-based reporting system in addition to a traditional reporting system and have "dual reported" using Infinite Campus ever since. The standards-based portion of the report cards (attached, pp. 1-4) shows student progress to the Maine Learning Results as well as to aspects of the Guiding Principles. Because this system has been in place at the secondary level for five years, teachers are already accustomed to instructing to standards, assessing for proficiency, and tracking and reporting student progress to standards. As important, students and parents are familiar with the philosophy and concepts that undergird proficiency-based learning and with receiving and interpreting achievement data that is aligned to standards.

### Curriculum Changes Based on Revised Maine Learning Results

The Maine Learning Results were adopted by the State Legislature in 1997 and then revised in 2007. They were further updated in 2011 to include the Common Core State Standards (CCSS) for ELA/Literacy in History/Social Studies, Science & Technical Subjects and for Mathematics. In addition, Maine was a lead state in the drafting of the Next Generation Science Standards (NGSS) and incorporation of these standards into the Maine Learning Results is widely anticipated. Gorham teachers at all levels have been actively involved in implementing the CCSS and, at the middle and high schools, the NGSS, and have used the principles of backwards design to create instructional units aligned to these standards. Thus, they are already in compliance with the curricular requirements of LD 1422.

### Transition Work To Date

Over the past two years, Gorham High School teachers have collaborated to develop six school-wide rubrics (attached, pp. 5-14): citizenship, conduct and effort, oral presentation, problem solving, research, and writing. Use of these rubrics is mandated as follows:

Rubric	Course(s)/Department(s)	Frequency
Citizenship	Advisory	once/semester
Conduct and Effort	All	once/quarter
Oral Presentation	Public Speaking, Science	once/semester
Problem Solving	Math, Science, Technology, Foreign Language, Art, Music, and Physical Education	once/semester
Research	Social Studies, Health	once/semester
Writing	English	once/semester

Collaboration on these rubrics has resulted in common definitions of proficiency in the associated topics or skills, all of which align to aspects of the Maine Learning Results (both the eight content areas and the Guiding Principles), and provided a means for assessing them. It has also set a precedent for, and honed the process of, collegial sharing that is necessary to establish a proficiency-based grading and reporting system by learning experience.

More recently, the district has entered into a collaboration with Great Schools Partnership (GSP) and created or reconfigured three positions to assist in the completion of its transition to proficiency-based learning. The GSP coach, assistant superintendent for instruction, 6-12 STEM coordinator, and 6-12 literacy coordinator are facilitating the steps remaining and providing professional development to teachers. Thus far, the following has been accomplished:

- committees consisting of teachers, administrators, students, and parents have been established at the high school and district-wide to consider a wide range of issues related to full implementation of proficiency-based learning and make recommendations to the district administrative team;
- K-12 graduation standards are in the process of being adopted;
- middle and high school teachers are developing or refining performance indicators and summative assessments aligned to the K-12 graduation standards;
- the high school is intensifying its system of interventions to assist students in demonstrating proficiency to standards;
- the grading and reporting software JumpRope is being piloted in grades K-8 to track student progress to standards more efficiently and with greater efficacy; and
- the Gorham School Committee has been apprised of the changes occurring and is preparing to review and revise the district's graduation policies, accordingly.

#### Overall Implementation Plan

8. 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 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:**

- **Overall 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**

The Gorham School District's plan (attached, p. 15) 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, but possibly in June, 2020, consists of twelve steps divided into three areas: practice, policy, and community engagement.

Elements of practice are captured in the document entitled "Proficiency-Based Learning in Gorham Public Schools" (attached, p. 16), which provides a graphical representation of the connections among curriculum, assessment, and reporting. Practice starts with the adoption of K-12 cross-curricular and content-area graduation standards. As noted above, this work is in the process of being accomplished. It is followed by the articulation of performance indicators by grade-level, course, or learning experience that are aligned to the graduation standards. Elementary school teachers already assess and report student progress to performance indicators. Middle school teachers are on track to complete this work in all content areas by January, 2015. High school teachers will do so by June, 2015. The third step is the development of summative assessments and rubrics or scoring guides that will measure and show a student's level of proficiency relative to each performance indicator. Work on these assessments and rubrics/scoring guides is ongoing and will be completed enough to run a proficiency-based learning pilot in all middle school classes in the second semester of the current school year and in grade 9 during the 2015-2016 school year. Feedback on the pilots will be gathered from students and teachers and used to inform the development of future assessments and rubrics/scoring guides. Typically, assessments sit inside units whose learning objectives represent the fourth step in the area of practice: confirming that all lessons within a course or learning experience are designed with the standards in mind, that is, ensuring students are prepared to demonstrate proficiency on the aligned assessments. Again, this work is ongoing and will be completed as necessary to support the pilots and, in successive years, the progress of the Class of 2020, possibly, or 2021, certainly.

There are four other dimensions to practice contained in Gorham's plan. These include identifying a grading program, establishing a school-wide approach to grading, developing a comprehensive system of interventions for students who struggle, and providing professional development to support implementation of proficiency-based learning. Gorham has selected JumpRope as its software for grading and reporting to standards. Middle school teachers were trained on JumpRope in August in time for the second semester proficiency-based learning pilot. Teachers at the elementary and high schools will also be trained, in November, 2014 and

August, 2015 respectively, so that they are prepared to use JumpRope in the 2015-2016 school year. The district administrative team anticipated the adoption of a school-wide approach to grading by making some of the decisions necessary to pilot JumpRope. These decisions (attached, p. 17) will be explored and possibly revised by the district-wide Proficiency-Based Learning (PBL) Committee, which will then bring them back to the district administrative team for final approval. The PBL Committee will meet regularly over the next two years to consider, and make recommendations regarding, other aspects of the transition to proficiency-based learning including the content of the high school transcript, reporting symbols used, criteria for honors and athletic eligibility, duration of a learning experience, etc. Again, final decision-making authority will rest with the district administrative team. As the response to question 9 makes clear, the high school is devoting significant attention to its intervention protocols and structures. The current supports have been built to ensure all students are equipped to demonstrate proficiency to standards and more will be added as needed to meet this goal. Finally, the district is focused on providing professional development primarily through its yearlong collaboration with Great Schools Partnership and by bringing Gorham teachers together with teachers from other districts who are engaged in the same work.

Two steps on the Gorham School District's plan pertain to policy: specifically, School Committee awareness and support and policy revision. The School Committee has been understanding of the trend toward proficiency-based learning since a standards-based system was first piloted in grades K-5 in the 2007-2008 school year. It has been kept apprised of progress to date through regular presentations and will take a more active role in the coming years, in two ways. First, the Policy Subcommittee chair will participate in the district-wide PBL Committee following the November election. Second, the Policy Subcommittee will revise district policies as necessary to implement proficiency-based learning and promote their adoption by the School Committee as a whole. School Committee meeting time has been set aside for information-sharing, discussion, and, eventually, voting. (See attached calendar, pp. 18-19.)

The last two steps on the plan fall under community engagement and include reminding Gorham parents and other townspeople of the rationale for proficiency-based learning and explaining what full implementation at the secondary level will mean for students. Public forums were held in each of the schools last year and more are anticipated. Communication will also occur through updated curriculum pages with links to all relevant documents on the district's website, detailed letters to parents, and televised interviews with administrators on the town's local access channel.

#### **System of Supports for Student Learning**

- 9. Describe the system of supports you have in place for middle school students when proficiency is not demonstrated. Describe your plan for growing the system of supports into the high school. 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**

The Gorham School District is committed to the belief that all students are capable of demonstrating proficiency to K-12 graduation standards (in any content area and Guiding Principle) and has developed a three-tiered system of supports for instances when proficiency is not demonstrated. Implementation at the middle school occurs as follows. Tier I supports are provided by the classroom teacher to all students who are struggling to meet current grade-level performance indicators as measured by achievement on aligned summative assessments. Timely and specific feedback on formative assessments as well as on summative assessments is a given. Tier I supports consist of teaching strategies that are customized for the needs of a particular student and extra instructional time, after school and, when appropriate, during the daily SSR (silent, sustained reading)/Advisory period. Teachers consult with specialists such as the instructional strategist, Tier II lab teachers, or school counselors to identify the supports most likely to be effective; they also keep track of the supports provided and results achieved. If, after a period of time (the number of weeks flexes depending on the variety and intensity of the Tier I supports), the student is still not demonstrating proficiency, then the teacher will refer the student for Tier II supports by completing a Tier I form (attached, pp. 20-22). The middle school's Response to Intervention (RTI) team, chaired by the instructional strategist, reviews the Tier I form and either recommends other supports for the classroom teacher to try or refers the student for Tier II supports. These are provided during the daily EICAL (enrichment, intervention, content-area literacy) period by Tier II lab teachers, literacy and math specialists who focus on the precise skills necessary to improve the student's learning and whose instruction supplements the Tier I supports. Progress continues to be monitored by the RTI team, including the classroom teacher and Tier II lab teachers. If proficiency is still not demonstrated, then the student may be identified for Tier III supports through Special Education or a 504 plan.

The high school is dedicating significant resources to growing its system of supports (attached, p. 23). The RTI team, which is chaired by the instructional strategist and includes the 6-12 STEM and literacy coordinators, an assistant principal, guidance counselor, and teachers from all content areas, now meets two to three times per week during the school day. As a result, this team is better able to provide "just-in-time" supports: to act on assessment data reported in Infinite Campus or by a teacher. High school teachers are starting to follow the middle school model of implementing Tier I supports in their classroom and documenting student progress on a Tier I form (attached, pp. 24-25). If these supports prove unsuccessful then the RTI team will consider the student for Tier II supports and, as necessary, Tier III supports. The RTI team is also developing protocols and structures that will improve the high school's capacity to ensure all students are able to demonstrate proficiency to the K-12 graduation standards. It revised the Tier I form to enhance its usefulness and has increased student access to online learning programs. Also under consideration for the 2015-2016 school year is an expansion of RAM

Central, a room staffed by two full-time ed techs under the oversight of the 6-12 STEM and literacy coordinators for students who need academic or guided study support on a Tier I (drop-in) or Tier II (scheduled) basis, and BRIDGES, a comprehensive alternative education program for at-risk 9th graders. Other ideas include the creation of a flex period during the school day for intervention/enrichments and/or devoting early release day mornings and end-of-semester weeks to intervention/enrichment. Perhaps most importantly, as teachers develop performance indicators aligned to the K-12 graduation standards and common definitions of proficiency, they are also designing a wide variety of aligned summative assessments so that students will have multiple pathways to proficiency.

### **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: 100%**
- **Community Engagement: 0%**
- **One-year Carry Over: 0%**

The 2013-2014 proficiency-based transition funds were used to enter into a collaboration with Great Schools Partnership (GSP). GSP is providing a coach to assist high school teachers with the development of performance indicators and summative assessments, all aligned to the K-12 graduation standards (i.e., with professional and program development).

**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**

Gorham has received \$30,342.99 in 2014-2015 transition funds. The intended impact of these funds is to improve our readiness to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. One key limitation in our ability to do so is our reliance on Infinite Campus for tracking student progress to the K-12 graduation standards. We need a tool that will automatically populate fields at the standards level when data is entered at the performance indicator level, that will generate a decaying average in calculating student proficiency, and that has an easily understood graphical interface for teachers, students, and parents. To that end, Gorham has appropriated \$18,600

for a pilot of JumpRope, a proficiency-based grading and reporting software, in grades K-8. Our hope is that use of this software will provide clearer, more actionable data that can be used to raise proficiency levels in these grade levels as well as inform decision making concerning the best software to use in grades 9-12. A second limitation is the time needed to develop both the assessments that will evaluate the achievement of performance indicators and the interventions that will ensure all students are given sufficient support to demonstrate proficiency. Thus, the balance of the transition funds has been allocated for substitutes so that high school teachers can collaborate on assessments and interventions during the school year and for summer work stipends so that they can continue to make progress toward full implementation of proficiency-based learning. This balance will be disbursed by June 30, 2015. (See attached budget, p. 26.)

**Option 3 Authorization Page**

Annually the SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

- evidence of progress toward the identified annual benchmarks;
- goals and 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; and
- a budget for use of additional proficiency-based diploma transition funds.

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

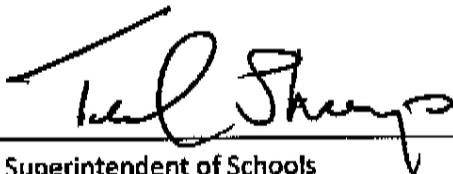
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

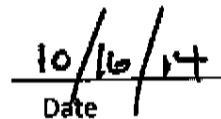
A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;

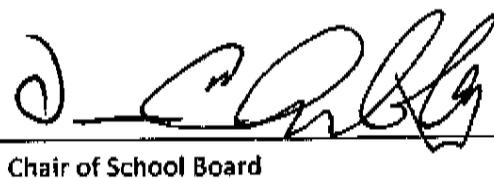
B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;

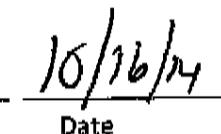
C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

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

  
\_\_\_\_\_  
Superintendent of Schools

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Chair of School Board

  
\_\_\_\_\_  
Date

Student: \_\_\_\_\_  
 School: **Gorham Middle School**  
 Teacher: **TASSEY, LONA G**

ATTENDANCE				
Term	Q1	Q2	Q3	Q4
Days Present	42	39	39	43
Days Absent	2.0	4.0	2.0	4.0
Periods Tardy	0	1	0	1

Academic Performance Level for MS Meets-Exceeds								
Name	Exceeds	Meets	Partially Meets	Does Not Meet	Not Applicable	Consistently	Sometimes	Rarely
Score	4	3	2	1	N/A	C	S	R

MS CREDIT				
	Term			
	Q1	Q2	Q3	Q4
<b>ENGLISH</b>				
Final Grade				B-
<b>FOREIGN LANGUAGE</b>				
Final Grade				
<b>MATH</b>				
Final Grade				A
<b>OTHER</b>				
Final Grade				
<b>PHYS. ED.</b>				
Final Grade				
<b>SCIENCE</b>				
Final Grade				D
<b>SOCIAL STUDIES</b>				
Final Grade				C

MS-STANDARDS				
	Term			
	Q1	Q2	Q3	Q4
Identify prob. understand math to solve and comm. math thinking.				
Cooperation				
Manipulate and work with all real numbers.				
Initiative				
<b>PHYSICAL EDUCATION</b>				
Demonstrates & applies fitness concepts				S
Demos complcy. in many manplive skls & demos prof. in a few manplive skls.				C
Cooperation				C
Part. sfly & coop. w/ others to achv. grp. gls in compl.& coop. phys. actvs.				S
Initiative				S
<b>SCIENCE</b>				
Wrts. shi ans. resp.& compl. lmtd. resp. ques. to show understanding. of print.	1	2	2	2
Cooperation	C	C	C	C
Plans,conducts,observes,records & communicates data.	N/A	N/A	2	3
Initiative	R	S	S	C
<i>Term 2 Comments: _____ attention to his work improved dramatically at the end of the Quarter.</i>				
<b>SOCIAL STUDIES</b>				
<b>AMERICAN DIVISION AND CIVIL WAR</b>	2			
Understands eras, enduring themes & historic influences in US history.	2			
<b>RECONSTRUCTION AND IMPERIALISM</b>			2	
Understands maj. eras, enduring themes & historic influences in US history		2		4
<b>WW1 AND ROARING 20'S</b>				4
Understands eras, enduring themes, and historic influences in US history				
<b>GREAT DEPRESSION AND WW2</b>				3
Understands eras, enduring themes and historic influences in US history.				

To Parent/Guardian of \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

MS-STANDARDS				
	Term			
	Q1	Q2	Q3	Q4
Initiative.	3	S	C	C
Cooperation.	S	C	C	C
Research a SS topic & presents knowledge in an expository piece of writing	3	N/A		3
WORLD LANGUAGES				
Creates, compr. & respnds to phrs & simp sent in an oral and/or written frmt.	2	N/A		
Ident. sim. & diff. related to prac. of cult in which the tar lang. is spkn.	N/A	N/A		
Cooperation	C	S		
Initiative	R	R		

Student: [REDACTED]  
 School: Gorham High School  
 Teacher: ZARRILLI, JEANNE M  
 Counselor: Bedrosian, Kimberly  
 Generated on: 10/16/2014 08:40:30 AM

HS-STANDARDS				
	Term			
	Q1	Q2	Q3	Q4
<b>ART</b>				
<b>ART 2</b>				
Use of the Elements & Principles of Design	3	3	3	4
Creativity	4	3	4	4
Craftsmanship	3	2	3	4
<b>ENGLISH</b>				
<b>12 ADVANCED</b>				
Writing		3		3
Reading	3			2
<b>MATHEMATICS</b>				
<b>FINANCIAL ALGEBRA</b>				
Algebra	3	3	3	3
Computation	3	3	3	3
Graphs, Tables and Spreadsheets	3	3	3	3
Terms and Concepts	3	3	3	3
<b>SCIENCE</b>				
<b>CHEMISTRY II</b>				
Kinetic Theory & Gas Laws		3		
Reactions & Mechanisms of Reactions				3
Reactions & Mechanisms of Reactions				3
Water Polarity Solutions Acids & Bases			3	

WRITING				
	Term			
	Q1	Q2	Q3	Q4
Statement of Purpose/Thesis		3		3
Critical Thinking & Analysis		2		2
Organization & Ideas		3		3
Elaboration of Evidence		2		3
Language & Vocabulary		3		3
Conventions		3		3

ORAL PRESENTATION				
	Term			
	Q1	Q2	Q3	Q4
Preparation				3
Content				3
Organization				3
Delivery				3
Materials				3

RESEARCH				
	Term			
	Q1	Q2	Q3	Q4
Research Question				
Quality of Information				
Evaluation and Synthesis				
Works Cited/Documentation				

PROBLEM SOLVING				
	Term			
	Q1	Q2	Q3	Q4
Define		3		3
Plan		3		3
Solve (Alt Energy Sources for Maine)				
Solve (Art 2)		3		3
Solve (Chemistry II)				3
Solve (Financial Algebra)		3		
Presente		3		3
Review		3		3

CONDUCT AND EFFORT				
	Term			
	Q1	Q2	Q3	Q4
Conduct (Alt Energy Sources for Maine)	2	3		
Conduct (Art 2)	4	3	4	4
Conduct (Chemistry II)	3	3	3	4
Conduct (English 12 Advanced)	2	3	3	3
Conduct (Financial Algebra)	3	3	3	3
Conduct (Modern Chinese History&Culture)	3	3		
Conduct (The American Civil War)			3	
Effort (Alt Energy Sources for Maine)	3	3		
Effort (Art 2)	3	2	4	4
Effort (Chemistry II)	3	3	3	3
Effort (English 12 Advanced)	2	3	2	2
Effort (Financial Algebra)	3	3	3	3
Effort (Modern Chinese History&Culture)	3	3		
Effort (The American Civil War)			3	

CITIZENSHIP				
	Term			
	Q1	Q2	Q3	Q4
Citizenship		3		

\*Comments: RUBRIC KEY  
 Distinguished 4  
 Proficient 3

To Parent/Guardian of [REDACTED]  
 [REDACTED]  
 [REDACTED]

Developing 2  
Beginning 1

If you have questions regarding standards based reporting,  
please contact the instructor of each course.

STUDENT NAME:

Gorham High School  
**CITIZENSHIP RUBRIC**

CIRCLE THE BOX THAT MOST ACCURATELY DESCRIBES YOUR CITIZENSHIP AT GORHAM HIGH SCHOOL AND THE GORHAM COMMUNITY.

	<b>Distinplished 4</b>	<b>Proficient 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>
<b>CITIZENSHIP</b>	a. Consistently participates in the school and community b. Consistently demonstrates awareness of personal and community health and wellness	a. Often participates in the school and community b. Often demonstrates awareness of personal and community health and wellness	a. Occasionally participates in the school and community b. Occasionally demonstrates awareness of personal and community health and wellness	a. Rarely participate in the school and community b. Rarely demonstrate awareness of personal and community health and wellness

GIVE EXAMPLES AND REASONS TO SUPPORT YOUR SELF-EVALUATION:

School Participation-

Community Participation-

Health and Wellness-

Plans/goals-

✓

## Gorham High School CONDUCT AND EFFORT RUBRIC

Student Name: \_\_\_\_\_

CONDUCT	2	1	0
Respect Honesty Courage Responsibility Compassion	Distinguished 2	Proficient 1	Developing 2
<p><b>CONDUCT</b> Respect Honesty Courage Responsibility Compassion</p>	<p>a. Behavior helps the student excel in class</p> <p>b. Behavior consistently supports others in the classroom, school and community</p> <p>c. Consistently accepts responsibility for personal decisions and actions</p> <p>d. Consistently demonstrates ethical behavior and moral courage</p> <p>e. Consistently demonstrates respect for diversity</p> <p>f. Consistently demonstrates ethical and balanced use of technology</p>	<p>a. Behavior helps the student's performance in class</p> <p>b. Behavior adequately supports others in the classroom, school and community</p> <p>c. Often accepts responsibility for personal decision and actions</p> <p>d. Often demonstrates ethical behavior and moral courage</p> <p>e. Often demonstrates respect for diversity</p> <p>f. Often demonstrates ethical and balanced use of technology</p>	<p>a. Behavior occasionally interferes with the student's performance.</p> <p>b. Behavior does not support others in the classroom, school and community</p> <p>c. Seldom accepts responsibility for personal decision and actions</p> <p>d. Seldom demonstrates ethical behavior and moral courage</p> <p>e. Seldom demonstrates respect for diversity</p> <p>f. Seldom demonstrates ethical and balanced use of technology</p>
	<p>a. Behavior hinders the student's performance</p> <p>b. Behavior often disrupts the classroom environment</p> <p>c. Rarely accepts responsibility for personal decision and actions</p> <p>d. Rarely demonstrates ethical behavior and moral courage</p> <p>e. Rarely demonstrates respect for diversity</p> <p>f. Rarely demonstrates ethical and balanced use of technology</p>		

Comment: \_\_\_\_\_

<b>EFFORT</b>					
<ul style="list-style-type: none"> <li>a. Always on time to class</li> <li>b. Utilizes a personal organization plan</li> <li>c. Always prepared for class with materials</li> <li>d. Always completes homework</li> <li>e. Takes effective notes</li> <li>f. Effective use of time</li> <li>g. Asks for help when needed</li> <li>h. Always focused</li> </ul>	<ul style="list-style-type: none"> <li>a. On time to class</li> <li>b. Often utilizes a personal organization plan</li> <li>c. Almost always prepared for class with materials</li> <li>d. Completes homework on a very regular basis</li> <li>e. Almost always takes notes as needed</li> <li>f. Evidence of effective use of time</li> <li>g. Often asks for help when needed</li> <li>h. Usually focused</li> </ul>	<ul style="list-style-type: none"> <li>a. Late to class on occasion</li> <li>b. Seldom utilizes a personal organization plan</li> <li>c. Is occasionally prepared for class with materials</li> <li>d. Occasionally completes homework</li> <li>e. Seldom takes notes</li> <li>f. Little evidence of effective use of time</li> <li>g. Occasionally asks for help</li> <li>h. Occasionally focused</li> </ul>	<ul style="list-style-type: none"> <li>a. Is seldom on time to class</li> <li>b. Rarely uses a personal organization plan</li> <li>c. Is rarely prepared for class with materials</li> <li>d. Rarely completes homework</li> <li>e. Rarely takes notes</li> <li>f. No evidence of effective use of time</li> <li>g. Rarely ask for help</li> <li>h. Is not focused</li> </ul>		

Comment:

<b>CITIZENSHIP</b>					
<ul style="list-style-type: none"> <li>a. Consistently participates in the school and community</li> <li>b. Consistently demonstrates awareness of personal and community health and wellness</li> </ul>	<ul style="list-style-type: none"> <li>a. Often participates in the school and community</li> <li>b. Often demonstrates awareness of personal and community health and wellness</li> </ul>	<ul style="list-style-type: none"> <li>a. Occasionally participates in the school and community</li> <li>b. Occasionally demonstrates awareness of personal and community health and wellness</li> </ul>	<ul style="list-style-type: none"> <li>a. Rarely participate in the school and community</li> <li>b. Rarely demonstrate awareness of personal and community health and wellness</li> </ul>		

Comment:

## Gorham High School ORAL PRESENTATION RUBRIC

Student Name: \_\_\_\_\_

	Exceeding	Proficient	Developing	Beginning	Measure
<b>PREPARATION</b>	Demonstrates thorough research and knowledge of material and careful consideration of audience and purpose	Demonstrates adequate research and knowledge of material and considers audience and purpose	Demonstrates some research and knowledge of material, some lack of purpose and/or consideration of audience	Demonstrates limited or no research and/or knowledge of material, little or no consideration given to audience or purpose	

Comment: \_\_\_\_\_

<b>CONTENT</b>	Content is relevant to purpose; use of (verifiable) sources enhances presentation	Content supports purpose; use of (verifiable) sources support presentation	Content somewhat supports purpose; use of (verifiable) sources enhances presentation	Content does not support purpose; use of (verifiable) sources do not enhance presentation	
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Comment: \_\_\_\_\_

<b>ORGANIZATION</b>	Presentation flows smoothly and logically, enhancing content; engages audience from the outset; arrives at a clear and compelling conclusion	Presentation is effective in delivering content logically; enables audience to understand content; contains a clear introduction and conclusion	Presentation may begin or end with an announcement; fails to engage audience; contains weak introduction and/or conclusion	Presentation lacks organization, transitions or conclusions; lacks logical flow, confusing audience; does not contain a clear introduction or conclusion	
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Comment: \_\_\_\_\_

Criteria	Strong	Proficient	Developing	Beginning	Measure
<b>DELIVERY</b>	<p>Strong, clear voice; superior expression (varying tempo and volume); excellent pacing</p> <p>Presenter establishes superior eye contact; exhibits strong composure and confidence; has excellent posture; appearance enhances presentation</p>	<p>Clear voice; good expression (some variation of tempo and volume); appropriate pacing</p> <p>Presenter establishes good eye contact; exhibits good overall poise and composure; has good posture; appearance is appropriate to presentation</p>	<p>Mostly clear voice; limited expression (soft voice and/or mumbling); too fast/slow</p> <p>Presenter uses inadequate eye contact; demonstrates an overall lack of composure; has poor posture (fidgeting, etc.) or inappropriate appearance</p>	<p>Unclear voice; weak expression (monotone and poor audibility); distracting pacing</p> <p>Presenter uses little or no eye contact; demonstrates complete lack of composure; has posture and appearance that detract from presentation</p>	
<b>MATERIALS</b>	<p>Use of support materials greatly enhances presentation; material is used smoothly and logically</p>	<p>Use of support materials improves overall presentation; material is used effectively</p>	<p>Use of support materials detracts from overall presentation; material is not used effectively</p>	<p>Little or no use of support materials in presentation</p>	

Comment:

## Gorham High School PROBLEM SOLVING RUBRIC

Student Name: \_\_\_\_\_

	Exemplary 5	Proficient 4	Developing 3	Beginning 2	Measure
<b>DEFINE</b>	Identifies and defines the problem with precision and accuracy Analyzes all of the relevant data in detail	Identifies and defines the problem accurately Analyzes most of the relevant data in detail	Identifies and defines the problem, but with some misunderstandings Analyzes some of the relevant data but with limited details	Unable to identify and define the problem Uses irrelevant data or fails to identify data	
Comment: _____					

<b>PLAN</b>	Synthesizes multiple strategies to find a solution	Uses an appropriate strategy to find a solution	Applies few or inappropriate strategies to find a solution	Has no plan or uses incorrect strategies to find a solution	
Comment: _____					

<b>SOLVE</b>	Solves the problem without errors in multiple ways Gives a logical answer related to important details, facts, and concepts	Solves the problem with minor errors Gives a reasonable answer related to the important details	Partially solves the problem with significant errors Gives an answer which omitted important details	Unable to solve the problem Gives no answer, or gives an unreasonable answer	
Comment: _____					

	Explains	Progress	Developing	Beginning	Measure
	2	2	2	1	
<b>PRESENTS</b>	Presents work logically and explains processes in a clear and organized manner	Presents work logically and explains process in a clear and organized manner	Presents work illogically or incorrectly explains the process	Presents work in an unclear, disorganized manner	

Comment:

<b>REVIEW</b>	Reviews process with thorough consideration of successes and possible misunderstandings	Reviews process with some consideration of successes and possible misunderstandings	Reviews process with little consideration of successes and possible misunderstandings	Reviews process with no consideration of successes and possible misunderstandings	
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Comment:

## Gorham High School RESEARCH RUBRIC

Student Name: \_\_\_\_\_

	Exceeds Expectations 3	Proficient 2	Developing 2	Beginning 1	Measure
<b>RESEARCH QUESTION</b>	Product is guided by a complex, open-ended, and insightful research question	Product is guided by a clear open-ended research question	Product is guided by a question that may be limited, vague, or unclear	Product is not guided by, a research question	

Comment: \_\_\_\_\_

<b>QUALITY OF INFORMATION</b>	Product is based on extensive sources  Sources demonstrate complexity and significant depth, relevance, and reliability	Product is based on a required sources  Sources demonstrate appropriate depth, relevance, and reliability	Product is based on limited sources  Sources demonstrate minimal depth, relevance, and/or reliability	Product is based on insufficient sources  Sources do not demonstrate depth, relevance, and/or reliability	
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Comment: \_\_\_\_\_

<b>EVALUATION AND SYNTHESIS</b>	Product demonstrates superior understanding of the topic  Conclusions are insightful, logical, exceptionally well developed, and clearly relate to research topic	Product demonstrates sufficient knowledge of the topic  Conclusions are logical, appropriately developed, and clearly relate to research topic	Product demonstrates limited knowledge of the topic  Conclusions are somewhat logical, developed, and related to research topic	Product demonstrates minimal knowledge of the topic  Conclusions are not logical, developed, or clearly related to research topic	
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Comments: \_\_\_\_\_

	Oversees 2	Proficient 3	Developing 2	Beginning 1	Measure
<b>WORKS CITED/ DOCUMENTATION</b>	MLA or APA Works Cited page contains no errors	MLA or APA Works Cited page contains few errors	MLA or APA Works Cited page contains several errors	Reference and citation errors detract significantly from paper	
	MLA or APA in-text citations contain no errors	MLA or APA in-text citations contain few errors	MLA or APA in-text citations contain several errors	No in-text citations	

Comment:

**Gorham High School  
WRITING RUBRIC**

Student Name:

CRITERIA	Distinguished 4	Proficient 3	Developing 2	Beginning 1
<b>STATEMENT OF PURPOSE/THESIS</b>  Measure:	Claim or thesis is insightfully stated in the context of the introduction.	Claim or thesis is logically stated in the context of the introduction.	Claim or thesis is inadequately stated; not embedded properly in the introduction.	Claim or thesis is not stated; missing from the introduction.
<b>CRITICAL THINKING AND ANALYSIS</b>  Measure:	Writing demonstrates sophisticated application and analysis of information; coherent and cohesive synthesis of ideas; thorough presentation of position, solution, or perspective(s); and detailed, insightful conclusions.	Writing demonstrates logical application and analysis of information; reasonable synthesis of ideas; adequate presentation of position, solution, or perspective(s); and valid conclusions.	Writing demonstrates inconsistent application and analysis of information; flawed or limited synthesis of ideas; insufficient presentation of position, solution, or perspective(s); and questionable or elementary conclusions.	Writing demonstrates flawed application and analysis of information; no synthesis of ideas; incomplete presentation of position, solution, or perspective(s); and illogical conclusions.
<b>ORGANIZATION &amp; IDEAS</b>  Measure:	Writing is organized effectively using transitional strategies, logical progression of ideas, compelling introduction and conclusion for appropriate audience.	Writing is organized logically using adequate transitional strategies, coherent progression of ideas, adequate introduction and conclusion for appropriate audience.	Organization of writing is inconsistent using minimal transitional strategies, uneven progression of ideas, may be missing weak introduction and conclusion for appropriate audience.	Writing is disorganized and lacking few if any transitional strategies. Progression of ideas is difficult to follow. Weak introduction and conclusion for appropriate audience.
<b>ELABORATION OF EVIDENCE</b>  Measure:	Writing provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details.	Writing provides adequate support/evidence for the writer's claim that includes the use of sources, facts, and details.	Writing provides uneven support/evidence for the writer's claim that includes inconsistent use of sources, facts, and details; evidence taken out of context.	Writing provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details.
<b>LANGUAGE AND VOCABULARY</b>  Measure:	The writing clearly and effectively expresses ideas. Vocabulary is engaging and appropriate for the audience and purpose.	The writing adequately expresses ideas. Vocabulary is appropriate for the audience and purpose.	The writing does not express ideas clearly. Vocabulary may at times be inappropriate for the audience and purpose.	The writing lacks clarity and is confusing. Vocabulary is limited; may make little sense to audience and purpose.
<b>CONVENTIONS</b>  Measure:	The writing demonstrates command of mechanics and has few, if any, errors in usage and grammar.	The writing demonstrates adequate command of mechanics despite some errors in usage and grammar.	The writing demonstrates a partial command of mechanics; it has several errors in usage and grammar.	The writing demonstrates a lack of command of mechanics; it has frequent errors which obscure meaning.

Comments:

# Gorham PBL Action Plan 2014-2015

Area	Step	Goal	Lead Group	August	September	October	November	December	January	February	March	April	May	June
Policy	School Committee Awareness & Support	Elicit the support of the School Committee through information on PBL and its implementation in Gorham	Supt, Asst Supt, School Committee Chair			10/22 School Committee Workshop: Pedagogy-Based Learning in Gorham	11/15 Policy Subcommittee Meeting: Begin identifying policies						5/27 School Committee Workshop: Pedagogy-Based Learning in Gorham	
	Policy Revision	Identify, then revise, relevant policies (including graduation, honor, equity, etc.) in support of proficiency-based learning	Supt, Asst Supt, Policy Subcommittee Chair											
Practice	K-12 Graduation Standards	Develop set of cross-curricular and content-area graduation standards	District Admin Team	Adopt K-12 Cross-Curricular Graduation Standards			Adopt K-12 Content-Area Graduation Standards							
	Alignment	Articulate aligned expectations vertically and ensure all graduation pathways provide opportunities to meet proficiency	District PBL Committee, GHS PBL Committee				11/10 Inservice Day: Develop Performance Indicators	12/10 ER: Develop Performance Indicators	1/14 ER: Develop Performance Indicators	2/14 ER: Develop Performance Indicators	3/27 Inservice Day: Finalize Performance Indicators	4/1 ER: Develop ESSESTrials	5/13 ER: Develop assessments	
Unit Design	Develop units of instruction and learning experiences that lead to demonstration of proficiency	Teachers (2015-2016)												
Assessment Design & Literacy	Develop assessments and rubrics/ scoring guides that determine students' level of proficiency	Teachers												
Instructional Support & Professional Development	Provide ongoing professional development to support teachers' implementation of proficiency-based learning	District Admin Team, General Schools, Paraprofessional District PBL Committee, District PBL Committee, GHS PBL Committee	8/11 Retreat: GSP to Admin Team, 8/25 Inservice Day: GSP/ Admin to GHS Staff	9/24 ER: GSP/ Admin to GHS Staff			11/10 Inservice Day: GSP/ Admin to GHS Staff							
Grading Practices	Establish school-wide approach to grading (components of a grade, symbols to be used, etc.)	District PBL Committee, District Admin Team (2015-2016)												
Supports & Interventions	Develop competency-based system to ensure students who struggle receive tailored, timely support	District PBL Committee, GHS PBL Committee, GHS RTI Team	ongoing	ongoing	ongoing									
Reporting System	Identify and implement student-based grading and reporting software	District Admin Team	Adopt JuniperOne, 8/26 Inservice Day: Train GMS teachers											
Community Engagement	Amplify & Support	Educate the community on the rationale for PBL and how it will be implemented in Gorham	District Admin Team, District PBL Committee ongoing	ongoing	ongoing									
	8th Grade Transition	Prepare materials and plan events leading to the successful transition of incoming Class of 2020	District Admin Team, District PBL Committee (2015-2016)											

PHIL JampRope  
in K-2 month 3  
5 (E.A.) 5-9 (el  
content areas)

5

# Proficiency-Based Learning in Gorham Public Schools

**Reporting  
Method**

**Transcripts and  
Report Cards**

**K-12 Cross-Curricular  
Graduation Standards**  
5 Guiding Principles  
taught in all content areas

**Assessment  
Method**

**Body of Evidence**  
Students demonstrate achievement of cross-curricular graduation standards through their demonstration of proficiency in aligned content-area graduation standards

**Transcripts and  
Report Cards**

**K-12 Content-Area  
Graduation Standards**  
3-8 standards for each content area

**Verification of Proficiency**  
Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time

**Report  
Cards**

**Performance Indicators**  
Approximately 4-6 indicators by grade/grade span or course/ learning experience for each content-area standard that move students toward the achievement of graduation standards

**Summative Assessment**  
Graded summative assessments that assess to evaluate the achievement of performance indicators

**Personal  
Feedback**

**Learning Objectives**  
Learning objectives guide the design of curriculum units that move students toward the achievement of performance indicators

**Formative Assessment**  
Graded formative assessments that provide feedback to students and inform instruction



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## **JumpRope 7/16/14**

**Attendees:** Ted Sharp, Chris Record, Luci Bowers, Polly Brann, Kim Fadrigon, Cheryl Fötter, Sara Needleman (JumpRope), Justin Meyer (JumpRope), Dennis Crowe, Cathy Stankard, Bob Riley

**Distribution list:** Attendees, plus Jane Esty, Brian Porter, and Terry Bartick

### **Meeting Notes:**

#### What Was Agreed

- use of the following labels/types within JumpRope:

##### Labels

*Advisory Label:* Homeroom (K-5); Advisory (6-12)

*Assessment Label:* Assessment

*Unit Label:* Unit

*Standard Label:* Performance Indicator

##### Standard Types

*Academic Types:* Academic (weighted)

*Non-Academic Types:* Skills for Life (unweighted)

##### Assessment Types

Formative (weighted .01)

Summative (weighted 1 or more)

- use of the following grading options within JumpRope
  - 1-4 scale (red = 1.0-1.9; yellow = 2.0-2.9; green = 3.0-4.0)
  - decaying average (set at 66%)
- K-12 adoption of Great Schools Partnership (GSP) "Proficiency-Based Learning Simplified" pyramid (Guiding Principles Graduation Standards, Content-Area Graduation Standards, Performance Indicators, Learning Objectives)

#### What Needs Further Discussion

- Missing work code(s)
- Grading and reporting in 2014-15 by grade span
- Final grade conversions

September 17, 2014

REVISED

*School Committee Meetings & Workshops, 2014-2015  
With Program Reviews*

*8/27/14, Meeting/Workshop @ 7:00pm, Program Review: Summer Maintenance Report, Norm Justice, Conference Rm.*  
*9/10/14, Executive Session, Conference Rm. @ 6:00pm, Conference Rm; Meeting @ 7:00pm, Council Chambers, Program Review: ELL, Staff; Executive Session, Conference Rm.*  
*9/15/14, Finance Committee @ 6:00pm, Conference Rm.*  
*9/16/14, Policy Committee @ 6:00pm, Conference Rm.*  
*9/24/14, Workshop @ 7:00pm, Program Review, Jumpstart, Kathy Hamblen*  
*10/8/14, Personnel @ 6:00pm; Meeting @ 7:00pm, Program Review: Class of 2014 Post Secondary Plans, Surveys, Kim Bedrosian; Senior Internships, Junior Job Shadows, Chris Record*  
*10/20/14, Finance @ 6:00pm*  
*10/21/14, Policy @ 6:00pm*  
*10/22/14, Workshop @ 7:00pm, Program Review: Proficiency-Based Learning, Cathy Stankard, Ted Sharp*  
*11/12/14, Personnel @ 6:00pm; Meeting @ 7:00pm, Program Review: Adult Education, Kate Rotroff*  
*11/17/14, Finance @ 6:00pm*  
*11/18/14, Policy @ 6:00pm*  
*11/19/14, Dine & Discuss w/Administrators, 6:00-8:00pm, GMS Cafeteria*  
*12/10/14, Personnel @ 6:00pm; Meeting @ 7:00pm, Program Review: All Day Kindergarten, K-5 Principals*  
*12/15/14, Finance @ 6:00pm*  
*12/16/14, Policy @ 6:00pm*  
*1/14/15, Personnel @ 6:00pm; Meeting @ 7:00pm, Program Review: Technology, Dennis Crowe*  
*1/20/15, Policy Meeting @ 6:00pm*  
*1/26/15, Finance Meeting @ 6:00pm*  
*1/28/15, Workshop @ 7:00pm, Program Review: Sebago Educational Alliance, Ted Sharp, Darryl Wright, Cathy Stankard*  
*2/11/15, Personnel @ 6:00pm; Meeting @ 7:00pm, Program Review: Narragansett Vertical Teaming, Polly Brann*  
*2/23/15, Finance @ 6:00pm*  
*2/24/15, Policy @ 6:00pm*  
*2/25/15, Workshop @ 7:00pm, Program Review: Drug/Substance Abuse Education & Initiatives, Ad Hoc Committee*  
*3/7/15, Budget Workshop, 8:00am-4:00pm*  
*3/11/15, Personnel @ 6:00pm; Meeting @ 7:00pm, Program Review: Teacher Effectiveness Pilot Update, Amanda Cooper, Cathy Stankard, Ted Sharp*  
*3/16/15, Finance @ 6:00pm*  
*3/17/15, Policy @ 6:00pm*  
*3/21/15, Budget Workshop, 8:00am-4:00pm*

3/25/15, Public Forum, FY16 School Department Budget, 6:00-7:00pm, Council Chambers; Workshop @ 7:00pm, Council Chambers  
 4/8/15, Personnel @ 6:00pm; Meeting @ 7:00pm, Program Review: Student Government @ GHS, Chris Record & Student Government Leaders  
 4/13/15, Finance @ 6:00pm  
 4/14/15, Policy @ 6:00pm  
 4/29/15, Workshop @ 7:00pm, Program Review: New Teacher Effectiveness Protocol, Amanda Cooper, Cathy Stankard, Ted Sharp; New Principal Effectiveness Protocol, Chris Record, Ted Sharp  
 5/13/15, Personnel @ 6:00pm; Meeting @ 7:00pm, Program Review: Athletic & Student Activities, Tim Spear, Principals  
 5/18/15, Finance @ 6:00pm  
 \*5/19/15, Policy @ 6:00pm, Town Council meeting on School Department Budget @ 7:00pm, Council Chambers  
 5/27/15, Workshop @ 7:00pm, Program Review: Curriculum & Instruction Protocol, Cathy Stankard  
 \*6/2/15, Town Council Public Hearing, FY16 Budget; TC Consideration & Action, FY16 Budget  
 \*6/9/15, Citizen Referendum, FY16 School Department Budget  
 6/10/15, Executive Session @ 6:00pm; Meeting @ 7:00pm, Program Review: Annual Assessment Report, Cathy Stankard  
 6/15/15, Finance @ 6:00pm  
 6/16/15, Policy @ 6:00pm  
 6/17/15, Executive Session @ 6:00pm, Special Meeting/Workshop @ 7:00pm

- *These dates/times are tentative!*

*Please Note:*

- *Meetings are in Council Chambers @ 7:00pm unless otherwise noted.*
- *Workshops & Subcommittee meetings are in the Central Office Conference Room unless otherwise noted.*
- *Meetings & Workshops scheduled other than the regular cycle (2<sup>nd</sup> & 4<sup>th</sup> Wednesdays) are usually a result of holidays and/or school vacations.*
- *During the summer months (Mid-June to late August), meetings/workshops may be scheduled as needed (Ex: Personnel Appointments).*
- *Additional meetings/workshops may be scheduled for budget deliberations and expulsion hearings.*
- *Primary Program Review presenters are listed and others may assist, as appropriate.*



XXXX  
DATE?

NWEA RIT/%	Spring 2013	Spring 2012	Spring 2010	Classroom data
Reading				XXXX
Math				
Language				
NECAP	2013-2014	2012-2013	2011-2012	
NECAP Reading				
NECAP Math				
NECAP Writing				

**4. Clear Statement of Concerns:**

**5. Relevant Intervention Data:** Refer to Intervention Strategies List and record chosen intervention below:  
*\* at least 3 strategies must be listed with 3-6 specific data points. Strategies to be progress monitored for 8-12 weeks.*

Intervention/Accommodations	Date Started	Date Ended	Progress Data

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XXXX  
DATE?

Referral to Tier II  
(date)

Response to Intervention – Multi-tiered System of Support  
Gorham High School

Tier I –meeting the needs of most students	Tier II	Tier III
Universal screening – NWEA, SBAC/Maine Test PSAT, SAT	RAM Central -Math Lab -Guided Study	
Standards based and differentiated instruction	Freshman Focus course to support students in English 9 Standard	
Curriculum based measurements; formative assessments	Weekly or daily check in's with nurse, guidance, other trusted adult	
Using data to guide instruction	Social Work Services	BRIDGES
Reporting systems – progress reports and report cards	PLATO credit recovery – other options for computer assisted instruction?	Humanities
Ninth grade academies	Access to existing special education supports through combined services model	
Advisory system	Science Support Lab – p.4	
Guidance Specialist System – focus on 8 <sup>th</sup> /9 <sup>th</sup> transition, assessment, placement, support	Alternative Geometry	Referral to 504 team
Well defined Behavioral Expectations/Skills for Life	ELL Support	Referral to special education
Parent Contact/ Involvement	Schedule change – may include study hall with course or subject teacher; possibly late arrival/early release	
Consultations with colleagues	Summer School	
Variety of electives; vocational school and CO-OP options	Attendance Contract	
Student Activities/ Athletic Teams/Clubs and Organizations	Behavior Plan	
Job shadows; senior Internships	Home visit from Pooch	



**Tier I Running Data \***

Please identify the instructional strategies and outcomes tried to help the student be successful. For a comprehensive list of strategies, please click the following link: (Literacy)

[https://docs.google.com/document/d/1jiTN44L8yE1\\_To7TWke5VOMM3NfdR3KBJA2KWzblfBY/edit?usp=sharing](https://docs.google.com/document/d/1jiTN44L8yE1_To7TWke5VOMM3NfdR3KBJA2KWzblfBY/edit?usp=sharing) (Math)

[https://docs.google.com/a/gorhamschools.org/document/d/1Nb3kSIXiNVX\\_20Lw\\_10Cib8JorqrE-WgzNzDAeBfOMA/edit?usp=sharing](https://docs.google.com/a/gorhamschools.org/document/d/1Nb3kSIXiNVX_20Lw_10Cib8JorqrE-WgzNzDAeBfOMA/edit?usp=sharing) (Testing)

<https://docs.google.com/a/gorhamschools.org/document/d/1ydyheBxmMZsW5ZMGGe8fULa6wNcUnuPX1rgoioA1Wvc/edit?usp=sharing> (Work Completion) ✓

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100%: You made it.

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