

MAINE SCHOOL MANAGEMENT ASSOCIATION

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FROM: Joe Mattos

PLEASE DELIVER THE FOLLOWING TO:

NAME: Diana Doiron

(Business or School)

SENT TO FAX #: 877-227-9838

MESSAGE: This is the extension
application for Islesboro.

faxed by
Debbie Swift

i:\data\msma\FaxCover

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ISTES DOE



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.



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.

Proficiency-Based Diploma Extension Option 6

Submittal Window

1. Indicate the submitting date.

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

Superintendents Region

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

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

3. School Administrative Unit: Islesboro School Department
4. High School(s): Islesboro Central School
5. Name and title of person completing the extension request: Joseph Mattos
6. Superintendent's name, address, phone number and email:

Joseph Mattos
 PO Box 118, Islesboro, Maine 04848
jmattos@islesboro.k12.me.us, # 734-2251

7. Evidence of Preparedness

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

Criteria:

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

For the past two years, the Islesboro School Department has created and implemented goals for establishing a proficiency-based education system. The following narrative describes the challenges and strengths that Islesboro faces in implementing this new educational model.

STRENGTHS

- *During the past two years, the principal and teachers at the Islesboro Central School (ICS) have focused their efforts on creating a written K-12 curriculum for all subject areas. (Prior to this work, there was no written K-12 curriculum for any content areas.) This written curriculum is based on the Common Core State Standards, Maine Learning Results Parameters, and Next Generation Science standards. The ongoing development of this written curriculum will provide all K-12 teachers with a better understanding of PBE requirements. At the August School Committee meeting, the ICS principal reviewed with school committee the progress that ICS teachers had made in developing curriculum standards. Included as Appendix A – Curriculum Review – August 2014, which contains this information.*
- *ICS teachers are using ATLAS curriculum mapping software to document their work in creating K-12 curriculum. This web-based software allows for teachers to create units of study, which includes identified standards, assessments, teaching practices and resources. The ATLAS system will allow teachers to share their work with colleagues, as well as with students and parents. Include is Appendix B with ATLAS information. ATLAS info can also be found at <http://www.rubicon.com/AtlasCurriculumMapping>.*
- *The Islesboro School Committee is supportive of teachers' efforts to improve their learning and for implementing a K-12 PBE system. The school committee budgeted over \$38,000 for professional development to support ICS teachers in acquiring the necessary knowledge and skills for improving their practice and student learning. This was a 30% increase over the prior year's allocation for teachers' professional development.*

- *Due to ICS's isolation and limited capacity to address the implementation of PBE requirements and provide teacher training, ICS has contracted with a consultant to provide needed services. The consultant will work with the ICS principal and teachers to create plans and to provide them with support and training. Monthly professional development meetings for all ICS teachers have been established to address Curriculum, Assessment, Instruction and Remediation (CAIR), intended to provide teachers with opportunities for acquiring needed knowledge and skills.*
- *As a Graduation Requirement, high school students must prepare a portfolio that includes evidence that they have addressed several of Maine's Guiding Principles. High school students work with their portfolio advisor each year (grades 9-12) to insure that they have addressed and documented all portfolio expectations. Portfolios are intended to demonstrate students' proficiency in specific standards (writing, etc.) as well as documentation for demonstrating student achievement of the Guiding Principles. Included is Appendix C with info about the ICS Graduation Portfolio.*

CHALLENGES

- *Based on classroom observations and feedback from teachers, most ICS teachers lack familiarity and comfort in working with standards to inform instruction. Teachers also lack an understanding of how to design student assessments to meet standards.*
- *Most ICS teachers are responsible for teaching multiple, grade levels (k-1, 2-3, 4-5) or are solely responsible for instruction in a content area for grades 7-12. Teachers do not have colleagues to discuss grade level issues and expectations related to curriculum, instruction and assessment.*
- *Geographical isolation as an island poses limits (time and \$) for attending professional development activities and opportunities on the mainland.*
- *There is limited teacher Inservice time available for working on a K-12 Proficiency Based Education system. The school calendar contains only 175 student seat days, 2 teacher conference days, and 3 teacher Inservice days.*

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**

Islesboro School Department

Extension #6 Application

Multi-year Implementation Plan

This Multi-Year Implementation Plan focuses on three areas – Practice, Policy and Community Engagement - which have been identified by the Great Schools Partnership as critical elements in planning for proficiency-based Learning.

Overview

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<ol style="list-style-type: none"> 1. Make standards accessible for all grades and contents 2. Align curriculums that we have to standards 3. Train staff K-12 on standards and curriculum using the CAIR model 4. Explore and pilot a data platform (Rediker) 5. Draft a policy for the graduating class of 2018 6. Parent Forums 7. Staff Feedback 	<ol style="list-style-type: none"> 1. Continue training with CAIR model 2. Create a grading policy 3. Design a common rubric 4. Continue exploration on data platform 5. Reassess Portfolio Process for Guiding Principles 6. Parent Forums 7. Staff Feedback 	<ol style="list-style-type: none"> 1. Continue training with CAIR model 2. Pilot a grading policy 3. Pilot a common rubric 4. Train staff on data platform 5. Fully implement portfolio for Guiding Principles in a PB grading system 6. Parent Forums 7. Staff Feedback 	<ol style="list-style-type: none"> 1. All teachers will pilot proficiency based grading for one grade or content. 2. Edit grading policy 3. Edit common rubric needs 4. Continue training using CAIR model and data platform 5. Parent Forums 6. Staff Feedback 	<p>All teachers will pilot proficiency based grading for additional grade or content</p>	<p>All teachers will be implementing standards based teaching and assessments.</p>

- While extension 6 extends through July 1, 2020, we plan to be ready for the class of 2020, noting that extra time may be needed so we would have a grace period for the class of 2021.
- Two year quarterly benchmarks are provided.
- CAIR Model

- o **C-Curriculum**
 - Align performance indicators to units for thematic needs, assessment opportunities and ensuring all are met.
- o **A-Assessment**
 - Create an assessment (or use one that already exists) and match with the performance indicators. Assessment should model where you expect students to land for the PI at that time.
 - Create a template to measure how a student did on each performance indicator for the one assessment-think about follow up steps for if they are not on pace.
- o **I-Instruction**
 - Develop instruction for individual performance indicators-what does behind pace, on pace and ahead of pace look like for each. Think about instruction in 3 groupings.
- o **R-Remediation**
 - From step 3's template, what will students do when they don't show you that are on pace with performance indicators.

Area of Need and Focus	Actions	Timeline and Completion Date	Leadership (L) and Persons (P) Involved	Needed Resources	Products/Evidence of Completion and Progress
<p>PRACTICE - All ICS teachers need to have knowledge of standards – how to locate, understand, and use standards to inform classroom practice</p>	<p>All ICS teachers will receive monthly training on standards and curriculum using the CAIR model. Training will involve unpacking standards, defining curriculum, defining outcomes from standards, and designing assessments to meet standards.</p> <p>All ICS teachers will input into the Atlas curriculum software units of study for one curriculum area for the 2014/15 school year. These units will include the Common Core State Standards.</p>	<p>November 2014 – May 2015</p>	<p>L - Teacher Leaders L - Carissa Viet L - Heather Knight P -All ICS teachers</p>	<p>Funds for Consultant (\$3600 - \$5,000)</p> <p>Time – Teacher Inservice days, staff Meetings, individual teacher time (\$3,000 - \$5,000)</p> <p>Stipends for teachers for ATLAS work. (\$9,000)</p>	<p>Results of Teacher PBE teacher (pre)survey.</p> <p>Teacher Feedback following each monthly training session.</p> <p>Results of teacher PBE (post) survey.</p>

<p>PRACTICE - ICS needs an electronic data platform for compiling information on students regarding their proficiency on achieving standards.</p> <p>Teachers will need ongoing training and support for the use of this data system.</p>	<p>Identify and pilot a data system platform.</p> <p>Three ICS teachers will pilot the use of this data system, and will be provided with ongoing training and support for using data system.</p> <p>All ICS teachers will participate in May Survey.</p>	<p>October 2014</p> <p>November 2014 – May 2015</p> <p>May, 2015</p>	<p>L - Data System Trainers Teacher Leaders for support P - All ICS Teachers</p>	<p>Funds for purchase of Data System module (\$1500- \$2,000)</p> <p>Funds for Training Costs (\$1,000) Teacher substitutes (\$1,000)</p> <p>Teacher time for using data system</p>	<p>Teacher Feedback following each training session.</p> <p>Results of May teacher surveys regarding Pilot expectations, new learning, and future needs for support and training.</p>
<p>POLICIES - ICS needs to create or revise policies that address or support new Proficiency Based Diploma statute requirements.</p>	<p>The current Graduation Requirements policy will be revised to address required "educational experience" for classes of 2015, 2016, 2017 and 2018.</p> <p>Create draft of Graduation Requirements for Classes of 2019, 2010, and 20121 for school committee review and approval.</p> <p>Identify, create and/or revise policies that are related to the implementation to Proficiency Based Education e.g. grading, alternative courses, curriculum adoption, etc.</p>	<p>October 2014</p> <p>January - May 2015</p> <p>January – June 2015</p>	<p>L - Supt Mattos L- Principal Knight P- ICS Teachers P - School Committee Policy Committee</p>	<p>Time – Supt, Principal, and Policy Committee</p>	<p>Revised Graduation Requirement Policy posted on ICS web site and published in ICS Student Handbook.</p> <p>Minutes from school committee Policy Committee regarding policies that have been created or revised that support a proficiency-based diploma system.</p> <p>New or revised policies posted on ICS web site,</p>

<p>COMMUNITY ENGAGEMENT - Students and their parents need to be informed and advised in a timely manner as to future graduation requirements and status of ICS efforts to implement PBD</p>	<p>ICS will inform students and parents regarding new state statutes and ICS work towards awarding a proficiency based diploma by using a variety of methods such as Daily (email) Announcements, ICS web site, student meeting and Parent Forums.</p>	<p>October – June January 2015 – Parent Forum May 2015 – Parent Forum</p>	<p>L - Principal P - ICS Teachers P- ICS Students and Parents</p>	<p>Time for creating DA, posting info on web sites. \$ for Parent Forum materials and refreshments. (\$200)</p>	<p>Results of feedback from January and May Parent Forums. Hard copies of info that has been sent to parents relating to a performance based diploma system. Results - Parent Survey.</p>
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Quarterly Benchmarks	Action Items
November 2014	Accessible Standards; CAIR Training; Webinar with Rediker; 2018 Graduation Requirements; Staff survey on CAIR
January 2015	Align Curriculum; CAIR Training; Parent Info Night
March 2015	CAIR Training; Staff Feedback on Recording Process
June 2015	CAIR Training; Grading Platform Decision; 2019+ Graduation Requirements; Parent Info Night; Staff Survey

9. System of Supports for Student Learning

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

SUPPORT SYSTEMS

- For the past 5 years, the Islesboro Central School has provided students with an after school Academic Support program. Students in grades 7-12 whose grades are below 80 are referred by their teachers to Academic Support. This Academic Support program provides students with time and direct teacher support for improving their understanding and/or skills in a specific content area. Included is Appendix D with info on the Academic Support program.
- In addition to afterschool Academic Support program, twice each week for 45 minutes there is Academy Time for grades 7-12 students who need extra help in a particular content area. Students can self-refer or be referred by a teacher for this supplemental instructional assistance.
- High School students are assigned a Portfolio Adviser in grades nine. This advisor assists each student in completing all portfolio expectations e.g. maintaining all documents in portfolio binder, approving community service hours, approving field experiences, etc. Portfolios are intended to demonstrate students' proficiency in meeting specific standards (writing, etc.) as well as documentation for demonstrating student achievement of the Learning Results Guiding Principles.
- ICS conducts monthly reviews of students' progress for all K-12 students. These monthly discussions are conducted with the teachers in grades K-6 and 7-12, the school guidance counselor and principal. Individual informal or formal plans are created for monitoring students' progress or for implementing some type of intervention to address the student's academic or social issue.

ISLESBORO CENTRAL SCHOOL

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:
- Practice:
- Community Engagement:
- One-year Carry Over: 100%

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

2014/15 BUDGET

- *Transition Funds – The Islesboro Central School receives a very limited amount of transition funds for the implementation of a Proficiency Based Education system. Transition funds for 13/14 of \$863.20 were not spent and will be used as carryover funds. Local school funds and NCLB Title V funds (\$3600) will also be used to support the 14/15 Multi-Year Implementation Plan Budget:*
 - *13/14 Carryover Transition Funds of 863.20 plus 14/15 Transition Funds of ???*
 - *Contract with consultant for planning and teacher training - \$5000.*
 - *Curriculum Development - \$9000*
 - *Stipends for Teacher Leadership Team - \$4000*
 - *Professional Development - \$5,000*
- *It is estimated that approximately \$23,000 will be spent on initiatives directly related to the implementation of the Proficiency Based Education System.*

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 Islesboro School Committee approved the PBD Extension #6 at their July 8, 2014 meeting. Included as Appendix E are the Minutes from this meeting – see pages 3 and 4.

These Minutes can also be found on the Islesboro Central School web site at <http://ics.islesboro.k12.me.us/school-board/school-committee-2014-2015>.

Option 6 Authorization Page

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

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

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

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

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

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

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

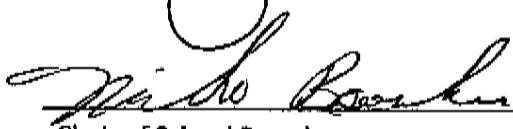
D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.



 Superintendent of Schools

October 24, 2014

 Date



 Chair of School Board

October 24, 2014

 Date

Curriculum Review – August 2014

I would like to provide more information to clarify the charts so as to explain what has been accomplished in the last two years. I have made three charts for the following grade level groupings (K-5, MS and HS) and I had the potential to indicate the items of note: the national curriculum standards used, the status of Proficiency-Based standards' review, and the status of curriculum imported into Atlas.

Curriculum Standards

1. We have gone through a process under the supervision of the Lead Team with each teacher to approve of the standards in which they will be using to build their curriculum.

We are using the following national standards in these content areas:

1. English/Language Arts = Common Core
2. Mathematics = Common Core
3. Science = Next Generation
4. Social Studies = Parameters (based off of the Maine Learning Results)
5. Career and Education Development/Guidance = Maine Comprehensive School Counseling and the national American School Counselor Association (MCSC and ASCA)
6. Health and Physical Education - National Standards for Physical Education and Maine Learning Results (NASPE/MLR)
7. Technology – National Educational Technology Standards from ISTE (NETS)
8. Art – Maine Learning Results
9. Music – National Association for Music Education (NAfME)
10. World Languages – American Council on the Teaching of Foreign Language (ACTFL)

You can see this information listed first by acronym on the chart in each of the grade levels with each of the content areas.

Proficiency-Based Approach

This past year, we had two meetings in which we began to develop a better understanding of the PBE requirements and the responsibility we had to narrow the focus on the necessary standards that we would be monitoring for high school graduation. It was in our best interest to broaden that scope and approach this from a K-12 perspective in all 9 areas that are required to be monitored under the PBE approach. We did this work in March of this year. We are meeting as individuals or in small groups with Carissa Viet who is the PBE coordinator for Rockland next week to clarify that work and the organize our work around impacts on instruction, management and further action steps of this state requirement.

The English/Language Arts document and the Mathematics document presented to the school board was a large portion of this work that we had on our radar to complete this past year.

You can see on the chart that this work has been noted through the following acronyms:

PBR = There has been a review of Grade 5, Grade 8, and High School Proficiency-based standards which have been reduced to the most important and there has been work to organize standards into courses and/or documents for classroom monitoring and curriculum work.

PB-C = The review is complete and there is a document that indicates course/class in which these standards are monitored by teachers. This work also aligns with our high school graduation requirement.

Content areas that still need to complete this work have no indicator.

B1

Atlas

We had our first training in Atlas in January of 2014. The entire day was given to staff to focus on training in the importing of curriculum information into the Atlas format and then time to continue that work on their own after their training. This work is the final step for staff as they complete their course work. In many cases, staff has written documents of each of their courses aligned with standards. We are working with Atlas and with Carissa to make adjustments to our template to address PBE components and make the document much more effective in helping us complete all the requirements in one location.

You will see on the chart the following acronyms to indicate level of work complete in the last 6 months of time found on Atlas:

Atlas – A = Staff have made an attempt to import information regarding their class/course curriculum information. This amount ranges from just timelines to first quarter work.

Atlas – B = Staff have begun to add to that attempt with more information around standards, assessments and resources and that there is a half a year of information on that class/course.

Atlas – C = Staff have completed the work of one class to include standards, resources, activities, assessments and time frames. This is a significant amount of work to import with highlighting the standards being the most cumbersome.

Atlas – Ready = Staff have produced written documents to the Lead Team that include standards, activities, assessments, resources and time frames but have not imported that information into Atlas.

The K-5 elementary team determined that they needed to work more as a team on their standards before jumping into the Atlas program and they were able to complete the priority areas of language arts and mathematics. The next step is to take the new approach of trimesters and begin importing information into Atlas this upcoming school year.

Kindergarten – Fifth Grade Curriculum – August 2014

Staff And Content	K-1 st	2 nd - 3 rd	4 th - 5 th	Guidance	K-5 Health/PE	K-5 Technology	K-5 Art	K-5 Music	K-5
ELA	Becky Bolduc CC PB - C	Jen McFarland CC PB - C	Betha Howell CC PB - C	Nicole Hatch K-1 MCSC – ASCA PBR Atlas - B	James Graham K-1 NASPE/MLR Atlas - A	Vicki Conover K-1 NETS	Lisa Freeman K-1 MLR Atlas - A	John Oldham K-1 NAFME	World Lang. Kate Legere K-5 ACTFL PBR Atlas - B
Math	CC PB - C	CC PB - C	CC PB - C	2-3 MCSC – ASCA PBR Atlas - B	2-3 NASPE/MLR	2-3 NETS	2-3 MLR Atlas - Ready	2-3 NAFME	2-3 ACTFL PBR
Science	Next Gen	Next Gen	Next Gen	4-5 MCSC – ASCA PBR Atlas - B	4-5 NASPE/MLR	4-5 NETS	4-5 MLR Atlas - Ready	4-5 NAFME	4-5 ACTFL PBR
Social Studies	Parameters	Parameters	Parameters						

B3

High School – 9-12 Curriculum – August 2014

9 th - 12 th HS Math Patty Crawford	9 th - 12 th ELA/SS Kristen Lau	9 th - 12 th Math Jon Bolduc	9 th - 12 th Science Heather Sinclair	9 th - 12 th ELA/SS Katie Hall	9 th - 12 th Guidance Nicole Hatch	9 th - 12 th Health/PE James Graham	9 th - 12 th Technology Vicki Conover (Integrated)	9 th - 12 th Art Lisa Freeman	9 th - 12 th Music John Oldham	9 th - 12 th World Lang Kafe Legere
Math - Modified CC PBR	Film CC PBR	Algebra 1 CC PB - C Atlas - B	Enviro. Sci. Next Gen PBR	Short Story (Last Year) CC PBR Atlas - C	9 th MCSC - ASCA PB - C Atlas - B	HS P.E. NASPE/MLR PB-C	9 th NETS Tech. Plan	HS Art MLR PBR Atlas - Ready	HS Band NAFME	French 1 ACTFL PBR Atlas - Ready
	Speech CC PBR	Geometry CC PBR Atlas - A	Genetics Next Gen PBR	Mythology CC PBR Atlas - Ready	10 th MCSC - ASCA PB - C	Health 1 NASPE/MLR PB-C	10 th NETS Tech. Plan	HS Photo MLR PBR Atlas - Ready	HS Chorus NAFME	French 2 ACTFL PBR
	Brit. Lit. CC PBR	AP Calculus CC PBR Atlas - A	Physics Next Gen PBR	Non Fiction CC PBR Atlas - Ready	11 th MCSC - ASCA PB - C	Health 2 NASPE/MLR PB-C	11 th NETS Tech. Plan		HS Music NAFME	
			Chem. (Last Yr) Next Gen PBR Atlas - B	Academic Writing CC PBR Atlas - Ready	12 th MCSC - ASCA PB - C		12 th NETS Tech. Plan			

C1

Reflection Essay Prompts

As a freshman, sophomore and junior, you will select two work samples and write two essays on how this work demonstrates your understanding and growth in that guiding principle. By the end of your junior year, you will have addresses all six guiding principles.

In your senior year, you will write an essay for both of the following specific prompts:

1. How Have You Grown as a Person?
2. Make a prediction -Who will you be in five years? Where have you landed? How did you get there?

Maine Guiding Principles

Completed Essay Date

_____ 1. A Clear and Effective Communicator

- uses oral, written, visual, artistic, and technological modes of expression;
- reads, listens to and interprets messages from multiple sources; and
- uses English and at least one other language.

_____ 2. A Self-Directed and Life-Long Learner

- creates career and education plans that reflect personal goals, interests and skills, and available resources;
- demonstrates the capacity to undertake independent study; and
- finds and uses information from libraries, electronic data bases, and other resources.

_____ 3. A Creative and Practical Problem Solver

- observes situations objectively to clearly and accurately define problems;
- frames questions and designs data collection and analysis strategies from all disciplines to answer those questions;
- identifies patterns, trends, and relationships that apply to solutions to problems; and
- generates a variety of solutions, builds a case for the best response, and critically evaluates its effectiveness of this response.

_____ 4. A Responsible and Involved Citizen

- recognizes the power of personal participation to affect the community and demonstrates participation skills;
- understands the importance of accepting responsibility for personal decisions and actions;
- knows the means of achieving personal and community health and well-being; and
- recognizes and understands the diverse nature of society.

_____ 5. A Collaborative and Quality Worker

- knows the structure and functions of the labor market;
- assesses individual interests, aptitudes, skills, and values in relation to demands of the workplace
- demonstrates reliability, flexibility, and concern for quality.

_____ 6. An Integrative and Informed Thinker

- applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science, social studies, and career preparation; and
- comprehends relationships among different modes of thought and methods associated with the traditional disciplines.

Personal Statements

C1

Students will produce one essay per year focusing on different self-reflective statements that can be used for employment, college application and scholarship process. You will need to pick different prompt every year.

As a freshman, sophomore and junior, you will choose from the prompts below, participate in a revising process and complete a polished essay for your portfolio.

As a senior, you will complete a college application and use the essays required for that application as one of your senior essays. The other will be the essay required for the scholarship application process. In both cases, you will be involved in a revising process and providing a copy of each final essay for your portfolio.

Essay Prompts

Completed Essay Date

- _____ 1. What one person has had the greatest impact on your life? Give several examples to support your answer.
- _____ 2. What is one thing that you want to accomplish? What is it that keeps you from accomplishing this?
- _____ 3. Evaluate a significant experience, achievement, risk you have taken and its impact on you.
- _____ 4. Discuss some issue of personal concern that may be connected to a local, national or international situation. Please describe your feelings around how it's being handled and your suggested solutions.
- _____ 5. What makes you a unique person? Provide at least 3 specific examples.
- _____ 6. Who do you compare yourself in a positive way? Provide 3 details on how you are the same.
- _____ 7. Describe a character in fiction, a historical figure or a creative work (as in art, science, music, etc.) that has had an influence on you and explain that influence.
- _____ 8. If you could do one thing in high school differently, what would it be? Why? Please provide 2 examples.
- _____ 9. What are you really good at here at school? What are you really good at that falls outside the school realm? How do you know you are good at it? How could you be better at this?
- _____ 10. Does your high school record accurately reflect your effort and ability? Why or why not? Please provide 2 examples.
- _____ 11. How you define success? What are the indicators? How is your definition the same or different than other people you know?
- _____ 12. Tell us about your personal choice activities and how it relates to your post secondary plans.

3

Portfolio Advisor Responsibilities:

- a. Provide an overview/explanation for the purpose of the portfolio process
- b. Pick and post a due date for each task to be completed
- c. Assist students with selecting prompts
- d. Read and edit required reflections and essays as needed and suggested
- e. Provide feedback on written work, missing items, needed student action
- f. Facilitate discussions on student interests, work sample selection, course selection, and post secondary expectations
- g. Review portfolio prior to progress reports and fill out status on progress report
- h. Use student check list as a way to record student completion of work
- i. Reviews with the student the organization of the portfolio on a regular basis
- j. Review portfolio prior to report cards and fill out status on report card to indicate the following:
 - i. PASS – indicates that all required items have been completed to your satisfaction, have been signed and have supporting documentation attached, as needed.
 - ii. INCOMPLETE – indicates that portions of the required items have not been completed to your satisfaction. You have filled out the grade level check list and handed to the guidance counselor for afterschool support and necessary completion of missing work.
 - iii. FAIL – This grade is to be given by the advisor and the guidance counselor. This indicates that the student, given afterschool support and 10 days, has not completed the necessary work and will need to complete the work during summer school.
- k. Keeps portfolio binders in a location that is accessible to students and staff

Guidance Counselor Responsibilities:

- a. Provides clarity and support to each of the advisors
- b. Provides support to students due to advisor's absence
- c. Works with students in collaboration with advisor and communicates with advisor on a regular basis
- d. Organizes senior portfolio presentation at the beginning of May
- e. Ensures a grade change to PASS once the class advisor and guidance counselor meet to review student portfolio
- f. Provides written letter of communication to parents and student regarding the process of completing the portfolio and the consequences when it is not complete
- g. Organizes afterschool support and summer school support to complete portfolio pieces as determined by policy
- h. Organizes and provides timely, complete communication on job shadowing opportunities for students
- i. Ensures and coordinates that each grade participates in the following activities with support from advisor

Grade	Region 8	College Fair	F. Trip – College	F. Trip - Other	Actual College Visits	Other Options
Freshmen	✓	✓ one				*
Sophomore	*	✓ two		*	U Maine	*
Junior			✓	*	✓	*
Senior			✓	*	✓	*

*As determined by student interest, advisor counsel and guidance counselor suggestion

D1

Academic Support Outline

The purpose of Academic Support is to offer a quiet and supportive work place for students. It is here to assist all students in meeting their goals and to send the message that we are here to help.

Tuesdays and Thursdays at 3:00 -4:15 – Held Upstairs

How students and staff are involved in this approach.

YELLOW:

Students are always able to self refer.

This means all students in grades 6 – 12 are welcome to attend.

A quiet space with assistance, materials, editing support and, of course, snacks. We always offer food.

ORANGE:

An assignment is overdue or underdone and needs immediate attention.

Content area teachers will first attempt in class to address the assignment.

If this is unsuccessful, students will be referred to Support.

Student and parent will be notified that there has been a referral to Academic Support.

Student will come to support until assignment has been successfully completed.

Content area teacher will email Ms. Betha and the student when the assignment is complete.

RED:

Students are referred to Academic Support based on their grades approaching or falling below an 80.

Teachers will import grades and those grades will be reviewed just before the 1st and the 15th of the month.

Students will meet with content area teachers to discuss referral.

Red referrals will happen after a review of the grades by content area teachers as to updates and recommendations. Students and parents will receive an email from the office that there has been a referral to Academic Support.

Students will remain on this cycle for two weeks – 4 sessions – to meet with content area teachers and/or to be in a quiet space to receive specific support around time management, organization, preparing for tests or other specific work habits.

Parents are directed to talk with their child and to contact the content area teacher around other specific elements of this situation.

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ISLESBORO SCHOOL DEPARTMENT
SCHOOL COMMITTEE MEETING

July 8, 2014

A meeting of the Islesboro School Committee was held on Tuesday, July 8, 2014 at 7 pm in the Music Room of the Islesboro Central School.

AGENDA/MINUTES

I. *Call to order and roll call*

- *Chairperson Mike Boucher called the meeting to order at 7:06 pm.*
- *School Committee members present: Bill Boardman, Mike Boucher, John Gorham, and Shey Conover.*
- *Others present: James Graham, Principal Heather Knight and Supt Joe Mattos*
- *Motion by Bill to take agenda items out of order and discuss Replacement of Uniforms under Unfinished Business. Motion seconded by Shey. Vote: 4-0*

II. *Approval of Minutes*

A. *School Committee Meeting – June 10, 2014*

- *Motion by Shey to approve the June 10, 2014 School Committee Meeting Minutes as edited. Motion seconded by Bill. Vote: 4-0*

III. *Review of Financial Records*

A. *School Revenue and Expense Reports*

- *Supt Mattos stated that that we have received all state subsidy revenue and there is still about \$10,000 outstanding in Magnet Student Tuition from 3 students. The parents of these Magnet students will be contacted. All balances need to be paid before a Magnet student can enroll in September.*
- *It was stated that final school budget balances will be available at the August meeting, at which time Supt Mattos will make recommendations for covering over expended cost centers.*

B. *School Lunch Accounts*

- *Principal Heather Knight reported that parents are being contacted about their outstanding lunch balances and that arrangements are being made to pay off these balances prior to September 1.*

C. *School Activity Accounts*

- *Principal Knight stated that Krysti Hall is working on preparing the final School Activity Account Report for FY 14. New balances for all school accounts starting July 1, 2014 will be available at the August school committee meeting.*

IV. *Open Session (comment from the public)*

- *None*

V. *Correspondence and Communications*

A. *Islesboro Teachers' Association*

- *No report*

- B. *Mike stated that he had received email correspondence from the MFA rep (Krystyna D.) regarding setting up a date for a Level II Grievance meeting with the school committee. Choices of dates for this meeting were July 22, 23, 24, or 25. It was agreed that this grievance meeting would be*

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scheduled for Tuesday, July 22 at 2:30 pm. Mike will send Krystyna an email regarding this date and time.

It was recommended by Mike and Supt Mattos that Committee/Administrative Reports be moved back in the agenda in order to discuss Unfinished Business and New Business agenda items. Motion by Bill to take agenda items out of order. Motion seconded by Shey. Vote: 4-0

VI. Committee/Administrative Reports

A. Principal

- *Principal Knight provided school committee members with a copy of her July 8 Principal's Report. This report included the following information: Student Roster for 2014/15, Handbook Review, Lead Team Update, and Items to be worked on during the summer months. Heather briefly reviewed each of these items with the school committee.*

B. Superintendent

- *Supt Mattos distributed to school committee members information from Maine School Boards Association regarding Accidental Death and Dismemberment Insurance, which is provided to school committee members at no charge through MSBA. School committee members interested in this insurance needed to complete a form, which will be kept in the superintendent's office.*

C. Region 8

- *Bill reported that he had attended the last Region 8 Board meeting and there was a very interesting presentation about the Acuplacer test. This test is used to identify areas in which students may need additional help in demonstrating academic standards needed for entrance to college or other post-secondary learning opportunities. This test was helpful in identifying Algebra as an area of needed improvement for students.*

D. Committee Reports

- *Policy Committee - The next Policy Committee meeting is scheduled for Tuesday, July 22 from noon to 2 pm.*
- *School Facilities Committee - Mike updated the school committee regarding work being done on the reconstruction of the grades 2/3 outside wall. He also reported that the gym floor had been refinished. It was recommended that the floor be mopped regularly with a damp cloth and to not use the floor scrubber.*
- *Educator Effectiveness Steering Committee - Next meeting scheduled for Tuesday, July 15 from 1 to 3 pm.*

VII. Unfinished Business

A. Discussion - Review Progress on 13/14 School Committee Goals

- *Supt Mattos discussed with the school committee plans for reviewing what progress had been made in attaining the school committee's 13/14 goals. He recommended that this be the only agenda item for the August school committee meeting. He will provide the school committee with information on each of the goals, as well as information about student performance before the August meeting.*
- *It was recommended that ICS teachers be involved in reviewing these goals and in helping set goals for the 2014/15 school year.*
- *It was recommended that a meeting be scheduled on August 21 from 6 to 7 pm in order to share information about ICS goals and students' performance with parents and community members. Tours of the school and ICS Orchard/Garden could also be scheduled prior to this meeting. Supt Mattos and Heather will coordinate this event.*

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B. Discussion – Replacement for Sports Uniforms

- *Athletic Director James Graham and Principal Heather Knight presented to the school committee information requested by the school committee at their June meeting regarding replacement of sports uniforms. AD Graham provided the school committee with written and oral comments explaining his rationale for recommending the replacement of uniforms for each sports team. Principal Knight provided the school committee with a chart of information on uniform replacement for each sport. This information included the year the uniforms were purchased, the current number of uniforms, the condition of uniforms, the replacement plan and the costs for replacing uniforms. AD Graham recommended that uniforms for Cross Country and Soccer be replaced every 4-5 years and that Ultimate Frisbee uniforms are replaced each year (\$300). He also recommended that Middle School and high school basketball uniforms for both boys and girls be replaced every year, with athletes keeping their uniforms. Cost of replacing MS uniforms for boys and girls is approximately \$1100. The cost for replacing boys and girls HS varsity uniforms is approximately \$3100. Funds for paying for the replacement of these uniforms would come from the school budget (\$1000) and from school fundraising events. Athletes and their parents would not be responsible for paying any monies for sports uniforms.*
- *School Committee members asked questions about who would be responsible for coordinating fundraising events. AD Graham said that it would be a shared responsibility between the AD, coaches, athletes and parents.*
- *Motion by John to approve the plan presented by AD Graham for the replacement of sports uniforms, with AD Graham being responsible for coordinating fundraising events. Motion seconded by Shey. Vote: 4-0*

VIII. New Business

A. Nomination for Special Education Teacher

- *Supt Mattos presented to the school committee his nomination of Chelsea Fairbank for the position of Special Education Teacher at ICS. Bill, who was member of the screening and interviewing committee, provided school committee members with some brief comments about Chelsea's background, experiences and what she will bring to ICS. He mentioned that ICS was very fortunate to be hiring an individual as talented and capable as Chelsea.*
- *Motion by Bill to approve the superintendent's nomination of Chelsea Fairbank as Special Education Teacher. Motion seconded by John. Vote: 4-0*

B. Proficiency-Based Diplomas

- *Supt Mattos explained to the school committee that he had recently attended the MDOE Commissioner's Conference, which provided school systems with information on the new state statute for implementing Proficiency-Based Diplomas (PBD), starting with the class of 2018. Supt Mattos distributed information about PBD, which included info about PBD from MDOE web site, a copy of the statute, and six options for PBD Extensions.*
- *Supt Mattos stated that after discussing with Principal Heather Knight the current status of ICS work thus far in preparing to implement PBD, he was recommending that the school committee file for an Extension. Specifically, he asked the school committee to apply for Extension #6, which would allow ICS three extra years to meet all PBD requirements. This Extension requires school systems to create a multi-year implementation plan thru July 1, 2020, which outlines the steps that ICS will take to meet all PBD requirements.*
- *Supt Mattos stated that he and Heather had some preliminary conversations about who would develop this plan (ICS Lead Team) and oversee its implementation (PDB Oversight Committee made up of parents, community members, teachers, school committee members and school administration). Supt Mattos also mentioned that resources (time, \$, technology,*

EJA

etc.) would be needed to support the implementation of ICS's PBD plan. Heather stated that she has been talking with an individual who has been hired by Rockland School Department to create and implement their PBD system. This person has agreed to be a consultant to ICS in helping to create the ICS Extension Plan.

- Lastly, Supt Mattos stated that in order to file for this Extension, the Islesboro school committee would need a formal board vote for approval of the Extension request—
- Motion by Bill to approve the PBD Extension #6 Request to MDOE. Motion seconded by Shey. Vote: 4-0

C. Appointments

- Supt Mattos informed the school committee that he was reappointing James Graham to the position of Athletic Director for the 14/15 school year. As with all appointments, school committee members are not required to take any action.

IX. Other Business

- None

X. Executive Session

A. Labor Contract – 1 M.R.S.A Section 405 (6) (D)

- Motion by Bill to go into Executive Session to discuss Labor Contract as per state statute 1 M.R.S.A. Section 405 (6) (D). Motion seconded by Shey. Vote: 4-0 (8:47 pm)
- School Committee returned to regular session at 10 pm. No actions taken.

XI. Adjournment

- Motion by Bill to adjourn the meeting. Motion seconded by Shey. Vote: 4-0 (10:01 pm)
- The next school committee meeting is scheduled for Tuesday, August 12, 2014 at 7 pm.

Respectfully Submitted,


Joseph Mattos
Superintendent of Schools – Islesboro