



MSAD #14

31 A Houlton Road, Danforth ME 04424

Tel: (207) 448-2882 Fax: (207) 448-7235

www.eastgrandschool.org

Terry A. Comeau
Superintendent

Louise Latvis
Special Education Director

TO:	<i>DIANA DOIRON</i>	FROM:	<i>TERRY COMEAU</i>
FAX:	<i>1 877-227-9838</i>	PAGES:	<i>19</i>
PHONE:		DATE:	<i>10-2-14</i>

Comments:

*SAD #14 EXTENSION APPLICATION
AND MINUTES*



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

Directions for submitting an extension application

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

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

Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

- Provide evidence of active participation in proficiency-based system of supports to address identified critical areas of need, build capacity and the infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles.
- Provide a multi-year implementation plan indicating quarterly benchmarks for 2014-2015 and the annual benchmarks for each year for which the extension is requested that outline the steps the SAU will take to ensure that students graduating after July 1, 2020 will be awarded a diploma based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the implementation of proficiency-based diplomas

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

Submittal Window

1. Indicate the submitting date.

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	<input checked="" type="checkbox"/>
Cumberland	<input type="checkbox"/>
Hancock	<input type="checkbox"/>
Kennebec Valley	<input type="checkbox"/>
Midcoast	<input type="checkbox"/>
Penquis	<input type="checkbox"/>

Washington
Western Maine
York

3. **School Administrative Unit:** RSU 84/MSAD 14
4. **High School(s):** East Grand School
5. **Name and title of person completing the extension request:**
Dawn Matthews, principal
Terry Comeau, superintendent
6. **Superintendent's name, address, phone number and email:**

Terry Comeau
31A Houlton Road
Danforth, ME 04424

Evidence of Preparedness

7. **Provide evidence of active participation in a proficiency-based system of supports to address identified critical areas of need, build capacity and build infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles. Include evidence showing the impact of participation on your district's preparedness. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).**

Criteria:

- Clear description of the proficiency-based education work completed to date
- Clear connection between evidence and the work done
- Clear description of the impact the proficiency-based work is having on students, staff and community
- Clear alignment to extension option

See the following attached evidence:

- Northern Maine Educational Collaborative (NMEC) "Aroostook Plan"
- Participation in 2013-2014 NMEC Board meetings
- Participation in NMEC Professional Development opportunities
- East Grand School (EGS) monthly Teachers' meeting agenda template
- EGS Early Release and Workshop agenda items
- Citizens for a Better East Grand School

Not attached:

- Updates to RSU 84/MSAD 14 School Board and Administrators' Team (ongoing)

Multi-Year 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

See the following attached evidence:

- A Vision of Excellence for East Grand School
- Quarterly Benchmarks for 2014-2015
- Five-Year Plan

System of Supports for Student Learning

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

Criteria:

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

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: 19%
- Community Engagement: 0%
- One-year Carry Over: 81%

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

Proficiency-Based Diploma Transition Funds

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.

Option 5 Authorization Page

Annually the SAU will host a site review from the Maine DOE. During the annual 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.

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

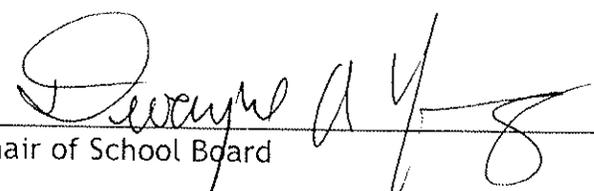
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

- 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 9/15/14



 Chair of School Board

 Date 9-15-14

Evidence of Preparedness
 Northern Maine Educational Collaborative (NMEC)

"Aroostook Plan"

NMEC's "Aroostook Plan" For Proficiency-Based Education

RATIONALE BEHIND THE PLAN

In developing its plan, NMEC focused on four critical components:

1. A Framework for Instruction – the Art and Science of Teaching
2. A Curricular Model – Maine's Cohort Curriculum
3. A System for Assessment and Grading
4. A System for Data Management and Reporting – ex: Educate

Evidence of Preparedness

Participation in 2013-2014 NMEC Board meetings

Northern Maine Educational Collaborative

03/11/14

Those present: Judi Enright, Rae Bates, Terry Woods, Cameron Adams, Elaine Boulter, Dawn Matthews, Mike Hammer, Larry Fox, Lester Michaud, Melanie Cote Tammy LeBlanc, Fern Desjardins, Gisele Faucher, Diana Doiron, Tim Doak, Scott Richardson, Dave Ouellette, Bernadette Willette

09/12/13

Present: Cameron Adams, Rae Bates, Clayton Belanger, Lisa Bernier, Barbara Blackstone, Elaine Boulter, William Breton, Lois Brewer, Ed Buckley, Fern Desjardins, Tim Doak, Diana Doiron, Larry Fox, Tammy LeBlanc, Dawn Matthews, Frank McElwain, Dave Ouellette, Bernadette Willette, Larry Worcester, Marty Bouchard, Cindy Peterson, Terry Wood, Don Siviski, Lester Michaud, Dawn Dougan, Irene Murphy, Melanie Cote, Mary Harbison

Evidence of Preparedness

Participation in NMEC Professional Development opportunities

Date	Topic	Participant
November 12, 2013	All About Standards	Patti Davis
November 13, 2013	PBE Leadership Team Development	Chris Young, Jenn Gilman
January 15, 2014	PBD Boot Camp	Jenn Gilman, Jill Plummer, Dawn Matthews
February 11, 2014	Formative Assessment	Chris Young
February 12, 2014	Local Curricular Planning	Jill Plummer

March 11, 2014	Grading and Reporting Practices	Jenn Gilman, Dawn Matthews
April 28, 2014	MCCL Curriculum	Dawn Matthews, Chris Young
August 5&6, 2014	Observation Technology and PEPG systems	Patti Davis, Louise Latvis, Dawn Matthews

Evidence of Preparedness

East Grand School (EGS) Teachers' meeting agenda template

Staff Meeting Agenda

2:45 - 3:55

Attendees:

Old Business

1. Professional Development

- **Maine Content Literacy Project (MCLP)** - (10 minutes)
- **Northern Maine Educational Consortium (NMEC)** - Topics: Teacher Evaluation, Shared Leadership Teams for Proficiency-Based Education (PBE), All About Standards, Spreading the Word About PBE, Teaching in a Standards-Based System, Proficiency-Based Diploma, Formative Assessment, Curricular Work, Grading and Reporting, Professional Development Roadmap for PBE
- **Cross-Disciplinary Content Network (CDLN)**

New Business

Evidence of Preparedness

EGS Early Release and Workshop agenda items

Date	Proficiency-Based Education Work
10/1/13	Book Study: <u>Core Six</u>

- | | |
|----------|---|
| 10/9/13 | GRADES 7-12 Data meeting
NWEA
NECAP
SAT
Grades |
| 10/11/13 | <ol style="list-style-type: none"> 1. Secondary data meeting continued – Chris's room 2. CCSS Implementation Planning Template: What we said we would do.... <ul style="list-style-type: none"> • Understand language of common core • Develop a clear message for parents and students • Develop timeline and method to share message • Practice SBAC tests |
| 1/29/14 | <ol style="list-style-type: none"> 1. <u>Core Six</u> book study for teachers 2. Writing Across the Curriculum: Better Answers |
| 3/14/14 | "Meeting Standards by Design: Embedding Standards in the UbD Framework for Curriculum, Assessment and Learning" – Grant Wiggins webinar |
| 3/19/14 | <u>Core Six</u> book study |
| 5/21/14 | Determine ELA Graduation Standards preK-12 |
| 6/19/14 | Determine math and social studies Graduation Standards preK-12 |

Evidence of Preparedness

Citizens for a Better East Grand School "Citizens for a Better East Grand School" "Statement of Purpose"

We believe these five (5) principles that the University of Alaska cited lie at the core of our mission as well.

1. The community and the school forge an educational partnership supporting each other.
2. The school develops a clear focus that unifies and gives purpose to the educational program.
3. The school staff consists of enterprising educators who are not bound to a single image of what a high school looks like and who can design a program fitted to any situation.
4. The school staff has a broad intellectual range and interests that add to the program.
5. The school and central office administrators encourage and engage key local people in the community and fit the instructional program to community priorities.

It is these principles that we currently propose to guide any/and all discussion, input, planning and implementation of efforts toward making a better school. Success will depend upon a high level of participation. Dated: August 5, 2014

Implementation Plan
 A Vision of Excellence for East Grand School
"CENTERING ON EACH CHILD"

For Students, the Learning Organization will:

- identify children as the center of learning and recognize them as unique individuals with their own learning pace and styles
- empower students to be accountable for learning based upon explicit educational goals

Implementation Plan
 Quarterly Benchmarks for 2014-2015

2014-2015 Quarter	Benchmark	Resources	Metric
1	Determine Graduation Standards in science	MCCL curriculum	Science Graduation Standards
1	Professional development for grades preK-12 teachers to link grades to student learning	<u>15 Fixes</u> book by Ken O'Connor Fixes 1-6	Survey of teacher awareness and understanding of standards-based grading
1	Professional development for grades preK-12 about Educate proficiency-based student tracking software	Teacher Leaders who participated in the NMEC Educate/ Empower Train the Trainer workshop	PreK-6 teacher use Educate for student tracking and reporting

2	Standards-based teaching unit	“Meeting Standards by Design: Embedding Standards in the UbD Framework for Curriculum, Assessment and Learning” - Grant Wiggins webinar	Each teacher writes and teaches one standards-based unit by the end of the year Ongoing classroom observations
2	Professional development for grades preK-12 teachers to link grades to student learning	<u>15 Fixes</u> book by Ken O'Connor Fixes 7-10	Survey of teacher awareness and understanding of standards-based grading
3	Professional development for grades preK-12 teachers to link grades to student learning	<u>15 Fixes</u> book by Ken O'Connor Fixes 11-12	Survey of teacher awareness and understanding of standards-based grading
4	Professional development for grades preK-12 teachers to link grades to student learning	<u>15 Fixes</u> book by Ken O'Connor Fixes 13-15	Survey of teacher awareness and understanding of standards-based grading Parent survey on effectiveness of standards-based reporting Student survey on effectiveness of standards-based reporting



Five-Year Plan

Year Benchmark Resources Metric

2015-2016	Standards-based reporting grades preK-6 Assessment: formative, summative, multiple pathways Add a foreign language teaching position	Professional development	Survey on teacher understanding of the effects of standards-based reporting Parent survey on effectiveness of standards-based reporting Student survey on effectiveness of standards-based reporting
2016-2017	Standards-based reporting grades 7-8	Professional development	Survey on teacher understanding of the effects of standards-based reporting Parent survey on effectiveness of standards-based reporting Student survey on effectiveness of standards-based reporting
2017-2018	Standards-based reporting grades 9-12	Professional development	Survey on teacher understanding of the effects of standards-based reporting Parent survey on effectiveness of standards-based reporting Student survey on effectiveness of standards-based reporting

2018-2019	All grades standards-based reporting	Professional development	Survey on teacher understanding of the effects of standards-based reporting Parent survey on effectiveness of standards-based reporting Student survey on effectiveness of standards-based reporting
2019-2020	Reflect, evaluate, adjust, proceed		

System of Supports for Student Learning

Secondary students at East Grand School have a deep and varied system of supports in place if they are having difficulty in school. From After School Program to Parent Night, our small school environment allows a full body of reinforcement for all struggling learners.

Support systems are in place for all students at East Grand, and especially for those who are not progressing as expected because of difficulties with academics, behaviors, emotions, or anything else that interferes with learning. If a teacher identifies a student in need of support, he documents his concerns based on observations, test scores and anecdotal evidence, and tries interventions within the classroom, documenting those interventions along the way.

If classroom interventions are unsuccessful, teachers raise their concerns with the student's parents, the guidance director, principal, or special education director, continuing to document what they are trying, and the results of those attempts at intervention. Often, the teacher, student and parents meet with the principal, guidance director, or special education director to document concerns and suggest possible new team strategies to help the student achieve success.

For struggling students and others, East Grand School provides several alternatives to promote favorable outcomes. The After School Program is a quiet two-hour slot of time twice a week to do homework, get help with academics, grab a snack, and have a safe place to hang out. Online courses are offered to students in their junior and senior years, not only to broaden the students' horizons, but also to help uncover their strengths and weaknesses with regard to online learning. Last year, students in grades 4-12 took part in Academic Olympics, which was a community-based project-based learning

experience that highlighted the talents of those learners who typically did not shine in their academic course work because the projects' outcomes were focused on the Guiding Principles. At Parent Night in the fall, an informational session on the Odyssey Program is provided for parents and community members to demonstrate what the program is and how they may access this program at home with their children. In addition, we communicate with parents and community members by means of newsletters, the school website and direct phone calls through Alert Now to keep them informed of changes and events happening at East Grand School. These types of support, while not targeted, are helpful when gathering data on students and student performance.

Student data meetings are a foundation to learning at East Grand School, and have been in place at the elementary level for nine years. Last year, the secondary staff gathered in the fall and in the spring to review students' performance based on class grades, NWEA scores, SAT scores, and behaviors, including attendance. As a result of these meetings, student placement in 2014-2015 Targeted Intervention class was determined.

Targeted Intervention meets every other day for 45 minutes, and is a ½ - credit high school course that consists of two components: Compass Learning and targeted intervention. As mentioned earlier, students are assigned to an intervention period teacher based on each individual student's needs according to NWEA results and classroom performance. During Targeted Intervention period, all students spend 20 minutes working online at their own level in the Compass/Odyssey Learning program, which has pre-loaded assignments from NWEA RIT bands. After completing the Compass exercise, students work directly with the appointed teacher to build foundational skills. Both Compass Learning and the teacher intervention are targeted to the student's needs based on performance. At the end of each quarter, the data team convenes to determine student placement in Targeted Intervention period for the next grading period. Although we made an unsuccessful attempt last year to use Compass Learning with Title 1 students, we feel confident that this year's Targeted Intervention period with all students will be more profitable.

Because we have a small student population and a very caring staff at East Grand School, support for student learning is very strong. As we move along the continuum of providing interventions to individual students, we expect to see improved performance for not only those who are struggling, but also those students who are proficient.

Proficiency Based Learning Transition Funds

We intend to use our transition funds to help teachers, students, and community members gain a better understanding of the rationale behind proficiency based teaching and learning. We plan to invest the funds in

professional development and training for our teachers and administrators.
See NMEC's professional development calendar below:

2014

Linda Laughlin: Sept. 12 Understanding the taxonomy and designing pathways for learning.

Bea McGarvey: Oct. 28-29 Art and Science of Teaching

Bea McGarvey: Nov. 19-20 Art and Science (Second day place-held for the diploma/grading conversation).

Linda Laughlin: Dec 9 Curriculum Circles

2015

Linda Laughlin: Jan. 21 Topic TBA

Jan 22 TBA based on NMEC needs.

Linda Laughlin: Feb. 26 Topic TBA (25th space was unavailable)

Feb 27 based on NMEC needs.

Bea McGarvey: April 28, 29 Topic TBA

Debra Pickering Sept. 21, 22 (May change to 14-15) Complex Reasoning

Debra Pickering Nov. 3, 4 Complex Reasoning



**Maine School Administrative District #14
Board of Director's Meeting
Monday, September 15, 2014 5:00 P.M. at the East Grand School Cafeteria
Minutes**

The MSAD #14 Board of Directors held a board of directors meeting on Monday, September 15, 2014, in the Cafeteria. The meeting was called to order at 5:00 P.M. by Dwayne Young

Members Present: Marcus Russell, Dwayne Young, Evelyn Kinney, Therese Shelton, Tonya Osnoe

Members Absent:

Also Present: Terry Comeau, Tammy Cropley

Staff Present:2

Audience Present: 1

Action Items:

(1) Public Comment Time

There were no public comments

(2) Minutes of August 14, 2014

It was moved by Marcus Russell, seconded by Therese Shelton and voted unanimously to approve the minutes of the August 14, 2014 meeting as read.

(3) Agenda Adjustments/Order/Approval

Any adjustments will be talked about during Administrative Announcements.

4. FY-14 Test Results

The Principal reported on the fall 2013 and spring standardized test results to the board.

5. Nutrition Program

This was postponed until the next meeting.

6. Review of the Comprehensive Educational Plan

The Superintendent briefly went over the plan and informed the board that the Comprehensive Educational Plan book is in the Superintendent's Office. A review of the index of the plan highlights all changes to the plan over the last year. The plan will be reviewed individually.

7. Snow Removal and Diesel Bids

Barry Gillis submitted a bid of \$7,600 for snow removal, it was moved by Tonya Osnoe, seconded by Evelyn Kinney and voted unanimously to accept the bid from Barry Gillis.

The Mill yard submitted a bid of 10 cents over the rack for diesel, it was moved by Therese Shelton, seconded by Tonya Osnoe and voted unanimously to accept the bid from the Mill yard.

Page 2 minutes of September 15, 2014

8. Proficiency Based Education Extension Application

The Principal reported on Proficiency Based Education waiver. After much discussion it was moved by Therese Shelton, seconded by Dwayne Young and voted unanimously to authorize the Superintendent and Chair to sign the waiver application and send it as written to the State.

9. Professional Evaluation- Professional Growth System

The PEPG team met twice and discussed the requirements and timeline. We will be using the Marsano Teacher Evaluation Plan along with the I Observation Software which monitors 7, 10 minutes class walk through observations per year.

10. Policy Considerations

Policy JICI Student use of cell phones is now in approved form and will be added to the policy book.

It was moved by Marcus Russell, seconded by Dwayne Young and voted unanimously to approve a first reading of the recommended Policy of Public participation at board meetings code BEDH.

Parent involvement in Title I were reviewed and no changes were recommended as MSMA will be reviewing them as part of our policy review.

11. Employment Considerations

It was moved by Dwayne Young, seconded by Tonya Osnoe and voted unanimously to approve the resignation of Laurel A. McHugh. The Superintendent reported on the following recent support staff employment.

Ed Tech III Position

From the original pool of 6 candidates I have employed Ann Napoli as an Ed Tech III.

Ed Tech II Position

David Cropley

Co-Curricular/Athletic Positions

Paul Armstrong- Middle School Boys Soccer

Jackie Wood – 9th Grade Class Advisor

Judy Crone/April Crone – 8th Grade Class Advisors

Ruthie Stewart – Student Council

Holly Stoddard – Sophomore Class Advisor

The following positions need to be filled:

- Ed Tech II and Ed Tech III- These positions have been advertised for.
- ½ Art Teacher- currently there is a substitute that is not highly qualified and I have requested a waiver from the Commissioner of Education for her to continue substituting until a qualified teacher can be found.

Page 3 minutes of September 15, 2014

12. Scheduling of Meetings

- September 16, at 5:00 p.m. is the Parent Meeting and Dinner all board members were invited to attend.
- Region II Board of Directors September 23, at 6:00 P.M.
- October 6, Safety works will be here to do a check.
- October 7, at 6:00 P.M. Community group will meet with the Danforth Selectmen.
- October 8th & 15th from 12:30 P.M. to 1:30 P.M. Proficiency based webinar
- October 23-24th Fall Conference in Augusta. Dwayne was elected as a delegate for the meeting.
- October 22nd is the Superintendent's meeting
- October 20th regularly scheduled board meeting.

13. Administrative Announcements

- It was moved by Marcus Russell, seconded by Dwayne Young and voted unanimously to approve Louise Latvis to commit district funds for Special Education Services.
- The Principal reported that there will be an early release day on Wednesday, September 17th. Staff will work on writing, software for proficiency based and grading. September 26th Pre-K – 5 is going on a field trip to Treworgy's in Levant to pick apples and do the corn maze.
- Patti Davis Title I coordinator reported that the Title I, Title II and the performance reports have all been accepted.
- The Superintendent reported that all area Superintendent's agreed to two hour delays for bad weather. Full day consideration will be by individual district. Also the list of repairs that are needed are as follows: Front entrance of school, Drainage by driveway and a roof over the step by locker rooms.

14. Adjournment

It was moved by Dwayne Young, seconded by Tonya Osnoe and voted unanimously to adjourn the meeting at 7:00 P.M.

Respectfully Submitted,



Terry A. Comeau
Superintendent