

RSU 86 / MSAD 20  
Proficiency Based Diploma - Extension Option 5 Application

**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       | X |
| Cumberland      |   |
| Hancock         |   |
| Kennebec Valley |   |
| Midcoast        |   |
| Penquis         |   |
| Washington      |   |
| Western Maine   |   |
| York            |   |

3. **School Administrative Unit:** RSU 86/MSAD 20  
4. **High School(s):** Fort Fairfield Middle High School  
5. **Name and title of person completing the extension request:** Marc Gendron, Superintendent

6. **Superintendent's name, address, phone number and email:**

Marc Gendron  
28 High School Drive, Suite B  
Fort Fairfield, ME 04742  
[mgendron@msad20.org](mailto:mgendron@msad20.org)      207-473-4455

**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**

**Clear Description of Plan Book EDU Work**

August 2013 – Purchased and implemented a program called Plan Book EDU to track the number of times standards for All curriculum areas were “hit” for all grade levels Pre-K to 12. Standards were based on Common Core, Maine Learning Results, NexGen or other State and national standards available at the time. Copies of sample curriculum alignment sheets are in supporting documents.

**Sample Plan Book EDU**

- Elementary – Sample A
- Middle School – Sample B
- High School – Sample C

August 2013 – Switched to Common Core aligned NWEA testing. This will allow us to better measure proficiency based progress with our students in English Language Arts, Reading, Math and Science. This change in NWEA test will also allow us to better use Descartes and RIT bands to address student needs multiple grade levels. The scores are also invaluable to us in our RTI efforts.

October 2013 - MSAD 20 has been a part of the Northern Maine Educational Collaborative (NMEC) from its inception. We have been active participants at all of the professional development opportunities provided through NMEC during the 2013-2014 school year and are continuing that involvement during 2014-2015. All of the Professional Development at NMEC has centered around the Proficiency Based Education Initiative and has assisted our school district in knowing what we need to do to be ready for this initiative. Our 10 member NMEC team at MSAD 20, represents both buildings and about 15% of our staff. We have attended all NMEC training and have a better understanding of what Proficiency Based Education is and what we have to do to prepare for its continued implementation in the future. In addition to the NMEC meetings, our team has met for a minimum of 1.5 hours after each session to process and plan for sharing with all staff. The supporting documents that we are providing will provide further detail of our proficiency based work completed to date.

**Special Education work on writing standards-based IEP Goals**

October 2013 through April 2014, special education teachers attended regional trainings on writing standards-based IEP goals aligned to the Common Core/State Standards. Information was shared at district special education teacher meeting so all teachers in the district could begin writing high quality standards-based IEP goals.

September 2013 through March 2014 Special Education Director and high school special education teacher attended training on writing comprehensive transition plans for high school students. Transition plans follow LD 1422 expectations that all students will graduate with proficiency based diploma.

#### Sample Documents

- NMEC Charter – Sample D
- NMEC PBE Diploma Boot Camp – Sample E
- Aroostook Plan 2013-14 – Sample F
- 2014 -15 NMEC Training – Sample G
- Sample Staff Training (In-house) and Outcomes April 28, 2014 – Sample H
- Sample Staff Training Agenda June 19, 2014 – Sample I
- IEP Common Core/State Standards aligned goal and objectives – Sample J
- Certificate of attendance – post secondary transition planning – Sample K

#### Clean Connections and Impacts

The sample copies of our work with Plan Book EDU show clear improvements with how we tie our daily lessons to clearly defined standards for all teachers at all grade levels. This is a huge step towards our proficiency based goals.

Our NWEA sample ASG reports, that we tied to the Common Core NWEA test, were very positive for growth at all levels. These are the first consistent numbers that we have that reflect our new standard alignment efforts. All teachers are aware of the timeline for PBE implementation. They are continuing standards based alignment efforts, are using NWEA data to help effectively align instruction with student needs, and are beginning transition efforts toward adoption and alignment to Common Core/State Standard Aligned curriculum.

#### Sample Document L

The School Board has passed and adopted a new set of policies that were recommended by MSMA to facilitate PBE and graduation requirement efforts. They have also attended a workshop on our new Strategic Plan that includes many PBE initiatives.

Some parents and community members have attended the strategic planning workshop mentioned above, but overall parent and community awareness is very low and more work on this area will have to be done. Interestingly, we have had a significant increase in homeschool requests that have mentioned “Common Core” and “National Curriculum” issues as a reason for choosing the home school option.

#### **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

2014-2015 Timeline for Moving to Proficiency Based Education

1<sup>st</sup> Quarter

1. Introduce and provide copies of “Becoming an Effective Teacher”, by Marzano for teachers to provide a framework for PBE transition work.

Activities: Book introduction, monthly readings and discussion time at faculty meetings.

Evidence: Meeting minutes

2. Introduce and solicit participants for Marzano teacher evaluation model.

Activities:

- Choosing up to 10 focus and growth model elements that will support quality teaching and PBE transition.
- Introduce iObservation Tool and work on process

Evidence:

- Minimum of 20 pilot teachers participating
- Documentation of growth plans and pre-evaluation work
- Training administrators and peer evaluation work
- Documentation of PBE tie ins like clearly posted learning goals and rubrics tied to standards

3. Continued work with Plan Book EDU at all levels to track the number of times standards are addressed.

Activities: Continued training and discussion at grade levels and content areas

Evidence: Sample documents of actual instruction

4. Introduction of Common Core/State Standard Aligned Curriculum

Activities: Provide links to curriculum

Provide crosswalk information

NMEC team training and curriculum circles

Evidence: Training attendance

5. Arrange visits to Casco Bay HS and other model PBE schools to observe, learn, and gather student input.

Evidence: Notes of sharing information with colleagues

## 2<sup>nd</sup> Quarter

1. Continued work on Common Core/State Standard Aligned curriculum transition

Activities:

- Pre-K to 6 – Alignment work with Journeys (ELA/Reading) and Everyday Math
- 6-12 - Content area discussions in ELA and Health

Evidence: Cross walk documentation with groups

2. Introduction and pilot work in Curriculum Support Software

- P-K to 5 - choose 3 or 4 pilot teachers to transition from Planbook EDU to the Curriculum Support Software PBE tracking tool
- 6-12 - have teachers begin to transition one of their classes to Curriculum Support Software for PBE tracking purposes

Activities: Continued training

3. Learn how Bea McGarvey's Art and Science of Teaching work can help in PBE work

Activities: Attend training in October and December

Evidence: Documentation of sharing with all staff

4. Continue 1<sup>st</sup> Quarter Work

- More Common Core/State Standard Aligned training
- Continue to support pilot programs
- Continue to gather evidence

## 3<sup>rd</sup> Quarter

1. Get detailed feedback from teacher survey of PBE transition work.

Activities: PBE, Common Core/State Standard Aligned, Curriculum Support Software, Teacher Evaluation survey, and focus groups with both schools

Evidence: Documentation of results; Proof of adjustments to address needs

2. Continue to support 1<sup>st</sup> and 2<sup>nd</sup> quarter initiatives.

Activities:

- Address issues from surveys, etc.
- Update School Board on progress
- Check if Teacher Evaluations are on schedule
- Check student progress with non-window NWEA and other benchmark assessments as needed

3. Sharpen Smarter Balance prepwork because, PBE or not, this will be the one high stakes test that will measure our “public” success.

Activities: Continued use of sample materials; Timed practice test, etc.

Evidence: Copies of practice plans

4. Prepare budget, scheduling and staffing needs for 2015-16. Support changes in RTI, PBE focused coursework and addresses our overall student flexibility.

Activities:

- Develop new courses
- Work on our certificate courses, like Serve Safe, Maine Guide, Yoga, CPR, Lifeguard, BHP, etc.

Evidence: New scheduling options, budget support and staff flexibility

#### 4<sup>th</sup> Quarter

1. Begin community outreach with multiple sources of information concerning PBE, Smarter Balance and other fundamental educational changes.

Activities: Prepare documents; Schedule meetings

Evidence: List of major concerns

2. Conduct focus groups with students and continue to work with them so that we can better understand this issue from their perspective.

Activities: Focus groups

Evidence: List of concerns

3. Continue support of previous initiative and study year end data

Evidence: Smarter Balance, NWEA, etc.

#### 2015 – 2016

- Expand teacher evaluation group to all teachers
- Expand Empower Pilot group in both buildings to include 20% of teachers or classes
- Adjust science Common Core/State Standard Aligned curriculum to reflect NexGen Standards and other content areas as needed
- 30% of staff adopting adjusted Common Core/State Standard Aligned curriculum
- Begin work on standards for Guiding Principles
- Develop model PBE reporting system
- Extensive PBE assessment training

2016 – 2017

- Develop PBE reporting system
- 60% implementation of adjusted Common Core/State Standard Aligned curriculum
- Expand Curriculum Support Software pilot use to 50%
- Complete work on Guiding Principles
- Focus on PBE assessment evidence

2017 – 2018

Pilot PBE reporting system for 3 grade levels including Guiding Principles

2018 – 2019

Same as above “6 Grades”

2019 – 2020

Same as above – Pilot All Grades

2020 – 2021

Full district standards based

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

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

**Criteria:**

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

### Fort Fairfield Elementary School Interventions for Academic Success

In concert with the Title I and Special Education staff, our classroom teachers closely monitor student academic progress. When a student is struggling teachers follow established Response To Intervention (RTI) procedures which enable us to share professional insights on individual children and to identify potential remediation steps. Such interventions are often handled by the classroom teachers with support from Title I and Special Education staff as warranted.

Our greatest remediation is in the area of reading. This invention is available for all grades Kindergarten through Grade 5, and the curriculum used is the Leveled Literacy Intervention (LLI) program. The LLI program operates in cycles of small group instruction to strengthen foundational literacy skills. Students work with specifically trained teachers for 30 – 45 additional minutes of reading support daily. Once a story has been covered in class, the child is given a copy for personal practice with parents and other family members for home reading. This additional time reinforces the new vocabulary while solidifying the practice of reading beyond the school day. Parents document the amount of time spent reading at home which helps the LLI teachers in assessing students' strengths and challenges.

All students 1-5 are tested annually in the fall and spring using the NWEA program. The results from the fall assessments are reviewed and used to cluster students for specific interventions with in-class reading and math instruction. This data also guides grade level discussion among teachers as it pertains to sequence of instruction. Information from the fall testing sessions is shared with parents at the November Parent-Teacher conferences, and following the spring testing cycle, year-end data is sent home with the final report card.

Starting with third graders, quarterly report cards shift to the traditional letter grade (A, B, C, D or F) format. Along with this change comes the distribution of mid-quarter progress reports. Copies of the progress reports are given to each student by the classroom teachers with the expectation that they will be taken home. However, to better ensure that parents are notified when a child is academically under-performing a second copy is mailed home for all students who have a C- or lower in any academic subject. The intention of the progress report is to promote timely communication between the parents or guardians and the child's teacher(s) to discuss factors and interventions to address low mid-quarter marks. Teachers will initiate these conversations if they don't hear from the parent/guardian.

### Fort Fairfield Middle High School – Monitoring of Student Progress

Student progress is monitored continually at FFMHS. If student's are failing or doing poorly in any content area they are placed in an RTI class. We have four 78 minute blocks per day and one 40 minute block set aside for RTI and enrichment. If students are identified by teachers in math, ELA, science or social studies they are placed in an RTI class for that particular content area. These 40 minute RTI classes meet four times per week. Content area teachers help to bring students to a proficient level in these RTI classes. If students attain passing grades they are able to take an enrichment course the

following quarter. If students are doing fine in all of their classes they are able to use this 40 minute period for an enrichment class, such as yearbook or hunter safety.

All students in grades 6-11 are tested annually in the fall and spring using the NWEA tests. The results from the fall and spring assessments are reviewed; if students score below grade level in NWEA testing in math, ELA or science they are placed in an RTI class for the year or until their scores improve. Once again these RTI classes are staffed by classroom teachers who help students develop skills to become more proficient in the subject.

Communication with parents is paramount to the academic success of our students. During the first week of school we hold an open house where parents meet with teachers to establish lines of communication and course expectations. We also hold an at-risk student intervention night in September for parents to meet with teachers. Four weeks into the first quarter at-risk students are identified by teachers and appointments are made with parents to discuss possible intervention strategies. Students and parents have constant internet access to grades on our Web2School program. Parents are encouraged to take an active role in monitoring their child's progress. Mid-quarter progress reports are sent home each quarter so parents can track progress of their child if there is no Internet at home.

### **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:**

*See # 11*

**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**

Response to #10 and #11

Description of Intended Impact 2013-14

Description of Intended Impact 2014-15

|           |                        |             |
|-----------|------------------------|-------------|
| 2013 – 14 | PBE Funds Received     | \$ 4,978.57 |
| 2013 – 14 | PBE Funds Carried Over | \$ 4,978.57 |

|           |                    |  |
|-----------|--------------------|--|
| 2014 - 15 | PBE Funds Received | \$ 5,012.82                                |
| 2014 – 15 | PBE Funds Expended | NMEC ( 5,773.00)                           |
| 2014 – 15 | PBE Funds Expended | Empower ( 2,120.00)                        |
| 2014 – 15 | PBE Funds Expended | Learning Science International ( 1,125.00) |
| 2014 – 15 | PBE Funds Expended | Amazon books ( 973.39)                     |

This year, our expenditures, thus far, have been to purchase Empower (formerly known as Educate) through the company ThreeShapes LLC. The intended outcomes for that expenditure are to change educational practice through providing a digital tool for teachers to use to manage the Common Core/State Standard Aligned curriculum and ensure proficiency of learning targets and standards. The other intended outcome is to eventually utilize the option in Curriculum Support Software to make learning more transparent to families and students by opening the data base to them so they can track their own learning.

Intended outcomes for expenditures in 2013-14 for Practice – professional growth for teachers and administrators through participation in Northern Maine Educational Collaborative. Teachers and administrators participated in 12 workshop (Hot Topics) events sponsored by NMEC and held at the local university (UMPI) with teachers and administrators from all over Aroostook County. Judy Enright facilitated all of those events connecting attendees with PBE practitioners from all over the State. The outcomes were to raise awareness of PBE for some and to support staff during the transition phase of this work. We believe that both outcomes were met as measured by feedback forms collected at all events by the Executive Director of NMEC, Dave Ouellette.

We purchased the full package Marzano Protocol and Library and Teacher Online Study Courses. Both of these will be resources for our teachers.

We purchased Marzano’s “Art and Science of Teaching” for a book study for all staff.

### **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.**

Documents M – Agenda

Document N – Minutes (Item #7)

**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.

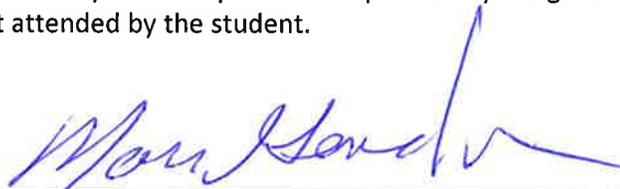
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

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

10/14/2014  
\_\_\_\_\_  
Date

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

10/14/2014  
\_\_\_\_\_  
Date

Supporting

Documents

RSU 86 / MSAD 20

Proficiency Based Diploma

Extension Option 5

## Common Core, Mathematics, 1st Grade

| Code  | Description  | Taught |
|---|--|--------|
| <b>Geometry: Reason With Shapes And Their Attributes</b>                              |  |        |
| 1.G.1   | Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); for a wide variety of shapes; build and draw shapes to possess defining attributes.  | ✓ x 4  |
| 1.G.2   | Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as “right rectangular prism.”)             | ✓ x 6  |
| 1.G.3   | Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.   | ✓ x 4  |
| <b>Measurement And Data: Measure Lengths Indirectly And By Iterating Length Units</b> |  |        |
| 1.MD.1  | Order three objects by length; compare the lengths of two objects indirectly by using a third object.  | ✓ x 7  |
| 1.MD.2  | Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. | ✓ x 10 |
| <b>Measurement And Data: Represent And Interpret Data</b>                             |  |        |
| 1.MD.4  | Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.   | ✓ x 6  |
| <b>Measurement And Data: Tell And Write Time</b>                                      |  |        |
| 1.MD.3  | Tell and write time in hours and half-hours using analog and digital clocks.   | ✓ x 19 |
| <b>Number And Operations In Base Ten: Extend The Counting Sequence</b>                |  |        |

- 1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

 x 18

### Number And Operations In Base Ten: Understand Place Value

- 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:  
 a. 10 can be thought of as a bundle of ten ones — called a “ten.”  
 b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.  
 c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- 1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

 x 16

 x 12

### Number And Operations In Base Ten: Understand Place Value.

- 1.NBT.2.a 10 can be thought of as a bundle of ten ones — called a “ten.” b.

 x 14

- 1.NBT.2.b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

 x 12

- 1.NBT.2.c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

 x 13

### Number And Operations In Base Ten: Use Place Value Understanding And Properties Of Operations To Add And Subtract

- 1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

 x 5

- 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

 x 8

- 1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.



## Common Core, Mathematics, 7th Grade

| Code   | Description  | Taught |
|--|--|--------|
| <b>Expressions And Equations: Solve Real-life And Mathematical Problems Using Numerical And Algebraic Expressions And Equations</b>  |  |        |
| 7.EE.3   | Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $1/10$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. | ✔ x 6  |
| 7.EE.4   | Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.  | ✔ x 4  |
| <b>Expressions And Equations: Solve Real-Life And Mathematical Problems Using Numerical And Algebraic Expressions And Equations.</b> |  |        |
| 7.EE.4.a   | Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?   | ✔ x 4  |
| 7.EE.4.b   | Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.  | ✘      |
| <b>Expressions And Equations: Use Properties Of Operations To Generate Equivalent Expressions</b>                                    |  |        |
| 7.EE.1   | Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.   | ✔ x 4  |
| 7.EE.2   | Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."  | ✔ x 2  |
| <b>Geometry: Draw, Construct, And Describe Geometrical Figures And Describe The Relationships Between Them</b>                       |  |        |
| 7.G.1  | Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and  | ✔ x 8  |

reproducing a scale drawing at a different scale.

- 7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. ✓ x 4
- 7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. ✗

#### Geometry: Solve Real-life And Mathematical Problems Involving Angle Measure, Area, Surface Area, And Volume

- 7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. ✓ x 4
- 7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. ✓ x 2
- 7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. ✓ x 6

#### Ratios And Proportional Relationships: Analyze Proportional Relationships And Use Them To Solve Real-world And Mathematical Problems

- 7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks  $\frac{1}{2}$  mile in each  $\frac{1}{4}$  hour, compute the unit rate as the complex fraction  $(\frac{1}{2})/(\frac{1}{4})$  miles per hour, equivalently 2 miles per hour. ✓ x 2
- 7.RP.2 Recognize and represent proportional relationships between quantities. ✓ x 8
- 7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. ✓ x 4

#### Ratios And Proportional Relationships: Analyze Proportional Relationships And Use Them To Solve Real-World And Mathematical Problems.

- 7.RP.2.a Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. ✓ x 18
- 7.RP.2.b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. ✓ x 14
- 7.RP.2.c Represent proportional relationships by equations. For example, if total cost  $t$  is proportional to the number  $n$  of items purchased at a constant price  $p$ , the relationship between the total cost and the number of items can be expressed as  $t = pn$ . ✓ x 9

Share Group

 Account
  Help
  Logout

## Maine, Health Education, High School

| Code                                    | Description   | Taught |
|---|---|--------|
| <b>Advocacy Skills</b>                  |   |        |
| HE.E2.HS                                | Students demonstrate ways to influence and support others in making positive health choices.  | ✗      |
| HE.E2.HS.a                              | Utilize accurate peer and societal norms to formulate a health-enhancing message.   | ✗      |
| HE.E2.HS.b                              | Adapt health messages and communication techniques for different audiences.   | ✓ x 12 |
| HE.E2.HS.c                              | Demonstrate an ability to work cooperatively as an advocate for improving personal, family, and community health.   | ✓ x 3  |
| <b>Avoiding/reducing Health Risks</b>   |   |        |
| HE.C2.HS                                | Students demonstrate a variety of behaviors to avoid or reduce risks to self and others.  | ✓ x 3  |
| HE.C2.HS.a                              | Develop ways to recognize, avoid, or change situations that threaten the safety of self and others.   | ✓ x 21 |
| HE.C2.HS.b                              | Develop injury prevention and response strategies including first aid for personal, family and community health.  | ✗      |
| <b>Basic Health Concepts</b>            |   |        |
| HE.A6.HS                                | Students analyze complex health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention. | ✓ x 15 |
| <b>Compound Effect of Risk Behavior</b> |   |        |
| HED3.HS                                 | Students analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.  | ✗      |
| HED3.HS.a                               | Analyze the influence of alcohol use on individual and group behavior.  | ✗      |
| HED3.HS.b                               | Analyze the influence of drug use on individual and group behavior.   | ✗      |

**Decision making**

- HE.F1.HS Students apply a decision-making process to enhance health. ✕
- HE.F1.HS.a Compare the value of thoughtful decision-making to quick decision making in a health-related situation. ✓ x 3
- HE.F1.HS.b Justify when individual or collaborative decision-making is appropriate. ✓ x 9
- HE.F1.HS.c Generate alternative approaches to situations involving health related decisions and predict the potential short-term and long-term impact for themselves and others for each alternative. ✕
- HE.F1.HS.d Defend the healthy choice when making a decision. ✕
- HE.F1.HS.e Evaluate the effectiveness of a health-related decision. ✕

**Dimensions of Health**

- HE.A2.HS Students analyze the interrelationship of physical, mental/intellectual, emotional, and social health. ✓ x 18

**Environment & Personal Health**

- HE.A4.HS Students determine the interrelationship between the environment and other factors and personal health. ✓ x 6
- HE.A4.HS.a Analyze how environment and personal health are interrelated. ✕
- HE.A4.HS.b Describe how genetics and family history can impact personal health. ✕
- HE.A4.HS.c Analyze the relationship between access to health care and health status. ✕

**Goal setting**

- HEF2.HS Students develop and analyze a plan to attain a personal health goal. ✓ x 12
- HEF2.HS.a Assess personal health practices and overall health status. ✕
- HEF2.HS.b Develop a plan to attain a short-term personal health goal that addresses strengths, needs, and risks. ✕
- HEF2.HS.c Implement strategies and analyze progress in achieving a personal health goal. ✕

SAMPLE D

# Charter

Northern Maine Educational Collaborative  
Approved October 8, 2013 with proposed amendments from June 10, 2014

## ARTICLE 1 NAME, PURPOSE, OUTCOMES

**Section 1. Name.** The name of the organization is the Northern Maine Educational Collaborative (NMEC).

**Section 2. Purpose.** The Northern Maine Educational Collaborative is a coalition of school systems, organizations, and individuals committed to supporting learner-centered proficiency-based education in Northern Maine school systems. The official mission of the NMEC is "to lead the development, implementation and promotion of learner-centered proficiency based learning."

**Section 3. Outcomes.** The intended outcomes of the organization's work are the following:

### 1. A well developed and refined Proficiency Based model of education to include:

- Clear definition of what learners need to know and be able to do, including dispositions for learning / Habits of Mind;
- A system that supports learner goal setting and monitoring of his/her progress to proficiency;
- A system that facilitates fluid movement of students among multiple learning opportunities;
- A comprehensive, user friendly, transparent recording and reporting system;
- A model of successful integration of technology that effectively supports student progress toward proficiency; and
- Continuous improvement practices embedded in the system .

### 2. Collaborative systems/structures to support the work of the organization

- Shared resources;
- Shared planning for professional development;
- Shared networking with post secondary and other education organizations;
- Shared understanding and communication of proficiency based learning including students, staff, parents, community; and
- Shared successes and challenges.

### 3. Overall Outcomes:

- Improvement of student achievement through effective and efficient use of human, fiscal, and technological resources.
- Development of independent learners who participate in their own paths to proficiency.

## ARTICLE 2 MEMBERSHIP

Each member must commit to sharing the mission of the organization which is "to lead the development, implementation and promotion of proficiency based learning." Members must also commit to sharing development and implementation costs (including payment of annual dues), and access to previous development work. Members are expected to participate in monthly Northern Maine Educational Collaborative meetings, and to partner in the planning of future development and implementation work. All additional members will be selected and approved by consensus/majority vote of the membership.

Membership consists of the following:

Easton School Dept.

Madawaska

MSAD 1 - Presque Isle, Mapleton, Chapman, Castle Hill, Westfield

MSAD 14- Danforth

MSAD #20 Fort Fairfield

MSAD 24-Van Buren, Hamlin, Cyr Plantation

MSAD 27 - Fort Kent, Eagle Lake, New Canada, St. Francis, St. John Plantation, Wallagrass, Winterville Plantation

MSAD 29 - Houlton, Littleton, Monticello, Hammond

MSAD 33 - St. Agatha, Frenchville

MSAD 70 – Hodgdon- Amity, Cary Plt, Haynesville, Hodgdon, Linneus, Ludlow, and New Limerick

MSAD 32- Ashland, Masardis, Garfield Plantation, Oxbow Plantation

MSAD 42 - Mars Hill, Blaine

MSAD 45- Perham, Washburn, Wade

RSU 39 - Caribou, Limestone, Stockholm

Caswell

Union 122 - Woodland, New Sweden, Westmanland

Sample E

## **NMEC PBE DIPLOMA BOOT CAMP**

**January 15 (8:30-3:00\*)**

\*Please note this new time frame only  
for this boot camp session

**Kelly Commons - UMPI**

### ***Special Leadership Team Development*** **Boot Camp Session Devoted to PBE Diploma Work**

*Recommended Participants: 4-6*

*Central Office Leaders, HS Principal, MS Principal, HS Teacher Leaders,  
and/or other PBE Leadership Team Members*

#### **Agenda to Include:**

**Sharing PBE First Steps Across Systems**

**Brief Legislative History and Update**

**Setting the Context for the SBE Diploma**

**Special Guests via Tandberg**

- **Linda Laughlin, Asst. Supt. RSU 18**
- **Matt Shea, Coordinator of Student Achievement, RSU 2**
- **Todd West, HS Principal from Deer Isle Stonington HS**

**Plenty of Team Conversation and Action Planning Time**

**Diploma Matrix, Planning Template, and Other Resources**

Please note: For this session all **HANDOUTS** and other information must be printed **BEFORE YOU ARRIVE**. NMEC will not be providing copies of any handouts. All handouts can be accessed one week before the training at the CACE site

at [http://www.cacepartnership.org/index.php?option=com\\_content&view=article&id=52&Itemid=97](http://www.cacepartnership.org/index.php?option=com_content&view=article&id=52&Itemid=97)

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: Judy Enright, Rae Bates, Terry Woods, Cameron Adams, Elaine Boulier, Dawn Matthews, Mike Hammer, Larry Fox, Lester Michaud, Marc Gendron, Melissa Perley, Melanie Cote, Tammy LeBlanc, Fern Desjardins, Gisele Faucher, Diana Dorion, Tim Doak, Scott Richardson, Dave Ouellette, Bernadette Willette

09/12/13

Present: Cameron Adams, Rae Bates, Clayton Belanger, Lisa Bernier, Barbara Blackstone, Elaine Boulier, William Breton, Lois Brewer, Ed Buckley, Fern Desjardins, Tim Doak, Diana Dorion, Larry Fox, Marc Gendron, Tammy LeBlanc, Dawn Matthews, Frank McElwain, Dave Ouellette, Melissa Perley, 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

| Date              | Topic                           | Participant |
|-------------------|---------------------------------|-------------|
| November 12, 2013 | All About Standards             | NMEC Team   |
| November 13, 2013 | PBE Leadership Team Development | NMEC Team   |
| January 15, 2014  | PBD Boot Camp                   | NMEC Team   |
| February 11, 2014 | Formative Assessment            | NMEC Team   |
| February 12, 2014 | Local Curricular Planning       | NMEC Team   |
| March 11, 2014    | Grading and Reporting Practices | NMEC Team   |

**AROOSTOOK PLAN Final Draft April 7  
Calendar for Professional Development 2014-2015**

SAMPLE 6

**NMEC Aroostook Plan CALENDAR  
2014**

Linda Laughlin: April 28 MCCL Curriculum intro (8:30 am)

Stacy Penna May 13 AM iObservation (9:00 am)

Cutis Jack May 13 PM Suggestions for Marzano observation  
implementation (after lunch around 12:25).

June 10 Board business meeting??

Linda Laughlin: Sept. 12 Curriculum (circles)

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

Linda Laughlin: Nov. 14 Last day of curriculum presentation

Bea McGarvey Dec 9-10 Second day place-held for the diploma/grading  
conversation.

**2015**

Deborah Pickering: Jan. 21-22 (Snow date Jan. 28-29) Complex Reasoning

Deborah Pickering: Feb. 25 & 26 (Snow date March 3 & 4)

Bea McGarvey: April 28 TBA

# Proposed Groups for NMEC Presentation on April 18, 2014

SAMPLE H

Team Names are based on the Top 9 movies  
as determined by the American Film Institute (1998)

Suggestion: As part of the warm-up ask a member of each group  
to hold title card, and arrange themselves in order 1 to 9?

Bonus: Subway Card for first to name which movie comes next?

|   |   |  |
|---|---|--|
| <p><b>Group One:</b><br/><b>The Wizard of Oz</b><br/><b>Facilitator: Melissa Perley</b></p> <p>Tanya Belanger<br/>Kelly Kozial<br/>Andrew Mabry<br/>Cynthia Jones<br/>Sarah Wilcox<br/>Beth Hotham</p>                                | <p><b>Group Two:</b><br/><b>The Graduate</b><br/><b>Facilitator: Jacquie Martin</b></p> <p>Tim Watt<br/>Jeff Roberts<br/>Jessica Hayes<br/>Becky Woodman<br/>Lisa Sirois<br/>Pam Martin</p>                                   | <p><b>Group Three:</b><br/><b>Casablanca</b><br/><b>Facilitator: John Ala</b></p> <p>Dave McCrea<br/>Melissa Gallagher<br/>Robyn Daigle<br/>Erla Duncan<br/>Olivia Hollingsworth<br/>Annette Thompson</p>              |
| <p><b>Group Four:</b><br/><b>Lawrence of Arabia</b><br/><b>Facilitator: Kim Sutherland</b></p> <p>Lynn Flewelling<br/>Kerrie Alley<br/>Paul Lamoreau<br/>Katie Ouellette<br/>Ashley Bouchard<br/>Chris Lundquist<br/>Arna McNamee</p> | <p><b>Group Five:</b><br/><b>Citizen Kane</b><br/><b>Facilitator: James Smith</b></p> <p>Darlene Ouellette<br/>Todd Alley<br/>Bonnie Theriault<br/>Nikki McPherson<br/>Megan Flannigan<br/>Susan Russell<br/>Edie Greiner</p> | <p><b>Group Six:</b><br/><b>Gone With The Wind</b><br/><b>Facilitator: Chelsea Buck</b></p> <p>Garrett Martin<br/>Gail Doughty<br/>Anna Watt<br/>Paige Doody<br/>Jay McKenney<br/>Debbie Ketch<br/>Emily Ala</p>       |
| <p><b>Group Seven:</b><br/><b>On the Waterfront</b><br/><b>Facilitator: Marc Gendron</b></p> <p>Larry Gardner<br/>Jamie Selfridge<br/>Penny Bernard<br/>Mary Anne Ayoob<br/>Raeleen Haley<br/>Mari-Jo Hedman<br/>Mark Dillon</p>      | <p><b>Group Eight:</b><br/><b>The Godfather</b><br/><b>Facilitator: Pam Sayers</b></p> <p>Bob Osterblom<br/>Sue Towle<br/>Roxanne Poole<br/>Karen Wark<br/>Franny Cote<br/>Kevin Senal<br/>Renee Felini</p>                   | <p><b>Group Nine:</b><br/><b>Schindler's List</b><br/><b>Facilitator: Sue Parks</b></p> <p>Julio Morin<br/>Sharon Kozura<br/>Jody Coiley<br/>Patty Smith<br/>Heather Rogers<br/>Michelle Rochester<br/>Erin Graves</p> |

*Marc Gendron*

## Exit Ticket Questions and Comments

- 11 Staff concerns (class size, teacher/student ratio, available support staff, time to collaborate with colleagues)
- 11 How will this look in our classrooms; need models of exemplar schools to study
- 6 What will the report card look like and when will it change?
- 4 How do motivate students who can't meet standards or don't want to be in school?
- 3 How will this affect what Ed. Tech do to support in the classroom?
- 3 How will we educate the parents and community?
- 3 What about SPED and Title I students and programs? How do they fit in?

### **Commitment ~ Financial and Training Questions:**

Does it work?

All staff members must have the same mindset ... possible?

It's important to see the whole picture and then the parts.

How do we begin to implement PBE? The way this can be implemented is over a broad spectrum – from teaching to specific standards in courses to student lead/self-paced courses. What place on the spectrum will we be at?

How much will money dictate the decision-making process? It would be interesting to see how Belfast makes it work.

What supports will be given to teachers and students to make approach effective?

How will SAD #20 go about training teacher to understand PBE since are 4-5 years behind other schools?

### **Deciding Proficiency Questions:**

What does proficiency look like at the different levels? Who decides?

Who decides what is proficient?

Who will have input as to what qualifies as proficient in each standard?

How are we going to know where to draw the line of knowing if they are ready to go on?

Where do you draw the line and say if they've succeeded and can or cannot move on?

Right now I have 7-12 performance groups -- making it difficult to cover all standards at all levels. Will I be able to have the flexibility to hand-select the standards that I feel are the most important or will I be expected to cover them all?

### **Pacing Questions:**

How will they deal with students that older, but lower standards – or the other way around?

How do we have kids work at their own pace, hold student to the learning continuum and keep our sanity?

How will we find time to create individual lesson plans for each child to meet the standard at his/her own pace?

What if a few students pass onto another standard, but many do not? Are they with different teachers/classmates?

How are we going to decide who/how long a student is in a grade level?

How doe we sufficiently support those students on the cusp? Will they make it or drop out?

What about a kid who is bored or doesn't want to do the work, but can test out and prove they know the standards?

**Implication for SAD #20 students:**

How do we sufficiently support those students on the cusp? Will they make it or drop out?

What about a kid who is bored or doesn't want to do the work, but can test out and prove they know the standards?

How do you keep the student feeling good about themselves if they continue not to meet standards?

How will this affect children socially?

**General Questions and Comments:**

How far will the government/DHHS go to help with truancy, poor behavior, and lack of parenting?

skills, etc. to remove burden off educational settings to graduate students?

Will schools end up collaborating with online charter schools?

How do we enforce attendance if disconnected from grade?

How is this going to help the population?

Is this maybe a step backwards? In reference to proficiency-based grading – draw a line in the sand as to what standards are learned. Grades do not reflect behavior, attendance, etc.

Diplomas – college or trade, military or GED, etc.

How will proficiency based education affect someone getting a diploma v. certificate of attendance and further affect employment?

SAMPLE I



# SAD #20 District NMEC Team Meeting

June 19, 2014 9:00 – 3:00  
Superintendent's Conference Room  
~ a light lunch will be provided ~

\*\*\* Bring your charged MacBook \*\*\*

District NMEC Members: John Ala, Chelsea Buck, Marc Gendron, Jacquie Martin, Sue Parks, Melissa Perley, Pam Sayers, James Smith and Kim Sutherland

## Agenda:

### 1. 2014-2015 NMEC Training Sessions

- a. Review NMEC Calendar
- b. Discuss dates and plans to share information with District Staff
- c. Discuss I observation Domains

### 2. Three Major NMEC Components

Break into three groups to talk and share reflections on:

- a. iObservation
- b. MCCL/Common Core
- c. Educate (<http://www.educatek12.com/demo>  
User: Teacher 1 Password: changeme)

Pick standards game!  
Project  
need help  
See Email

### 3. Paperwork

- a. Determine essential papers and link
- b. Set up folders
  - i. NMEC Team Members
  - ii. District Staff ✓

### 4. Establish Five Essential Goals for our District for 2014-2015

\*\*\* Come prepared to share 2 or 3 ideas \*\*\*

Good

### 5. Professional Reading Discussion

- a. NMEC Team
- b. District Staff

### 6. Begin drafting agenda(s) with potential goals/outcomes for August workshops

- a. August 12 – District NMEC team
- b. August 19 or 20 – District Staff ✓

c 1/2 -

How do make myself  
and attractive  
natural, outdoors  
uniqueness,  
- Senior Rhetoric Research  
Project -

Measurable Goal (MUSER IX.3.A.(1)(b)&(c))

Focus: Instructional

Reading: By 10/5/15 given multiple text formats and reading opportunities with direct instruction, student will increase his overall reading drawing inferences from text, stating the theme or central idea, determine the meaning of unknown words, and identify view points of characters and the author (CCSS.ELA.RL.7 & RI.7). student will increase his Reading NWEA RIT score to 214.

Objectives:

A. By 10/5/15 given multiple text formats and reading opportunities with direct instruction, student will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (CCSS.ELA.RL.7.1) & cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (CCSS.ELA.RI.7.1).

B. By 10/5/15 given multiple text formats and reading opportunities with direct instruction, student will determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text (CCSS.ELA.RL.7.2) & determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text (CCSS.ELA.RI.7.2).

C. By 10/5/15 given multiple text formats and reading opportunities with direct instruction, will determine the meaning of words and phrases as they are student used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama (CCSS.ELA.RL.7.4) & determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone (CCSS.ELA.RI.7.4).

D. By 10/5/15 given multiple text formats and reading opportunities with direct instruction, student will Analyze how an author develops and contrasts the points of view of different characters or narrators in a text (CCSS.ELA.RL.7.6) & determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others (CCSS.ELA.RI.7.6).

# Certificate of Attendance

**Pamella Sayers**

attended the workshop

*SPDG Goal 5 Superintendent Region Effective  
Post-Secondary Transition Planning Cadre Meeting*

for 7.5 contact hours at the University of Maine, Orono, Maine

**March 4, 2014**



*Deborah L. Rooks-Ellis*

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Deborah L. Rooks-Ellis, Project Coordinator: Maine Autism Leader Team

The contents of this PD and TA were developed under a grant from the USDOE. However, the contents do not necessarily represent the USDOE, and you should not assume endorsement by the Federal Government

Sample K

## Student Growth Summary - Fall 2013 to Spring 2014

School: Fort Fairfield Middle

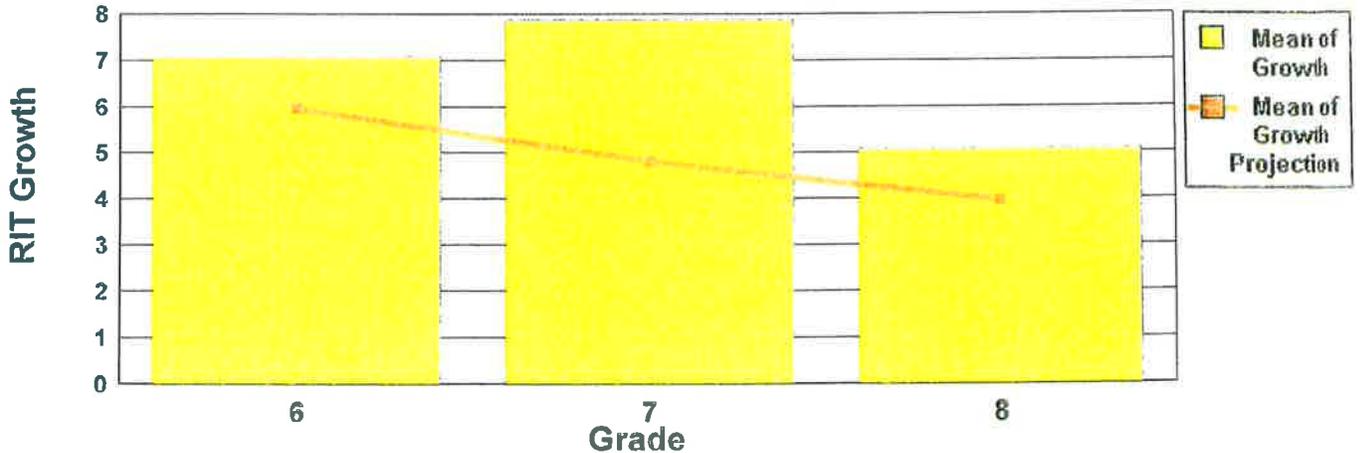
SAMPLE L

*→ NPR - National RIT Scores For Comparison*

\*(Small Group Summary Display is OFF)

| Mathematics         |                   | Fall 2013 |         | Spring 2014  |         | Growth |         |                | Mean **           |              |                       | Count Meeting Growth Projection | Percent Meeting Growth Projection |
|---------------------|-------------------|-----------|---------|--------------|---------|--------|---------|----------------|-------------------|--------------|-----------------------|---------------------------------|-----------------------------------|
|                     |                   | Mean RIT  | Std Dev | Mean RIT     | Std Dev | Mean   | Std Dev | Sampling Error | Growth Projection | Growth Index | Percent of Projection |                                 |                                   |
| Grade (Spring 2014) | Count             |           |         |              |         |        |         |                |                   |              |                       |                                 |                                   |
| Grade 6             | <i>+</i> 225.6 43 | 220.3     | 12.5    | <u>227.4</u> | 12.7    | 7.1    | 6.6     | 1.0            | 6.0               | 1.1          | 118.2                 | 27                              | 62.8                              |
| Grade 7             | <i>-</i> 230.5 32 | 215.9     | 19.0    | <u>223.8</u> | 18.0    | 7.9    | 9.7     | 1.7            | 4.8               | 3.0          | 162.6                 | 20                              | 62.5                              |
| Grade 8             | <i>-</i> 234.5 39 | 225.4     | 18.1    | <u>230.5</u> | 14.9    | 5.1    | 7.7     | 1.2            | 4.0               | 1.1          | 130.3                 | 22                              | 57.9                              |

### Mathematics



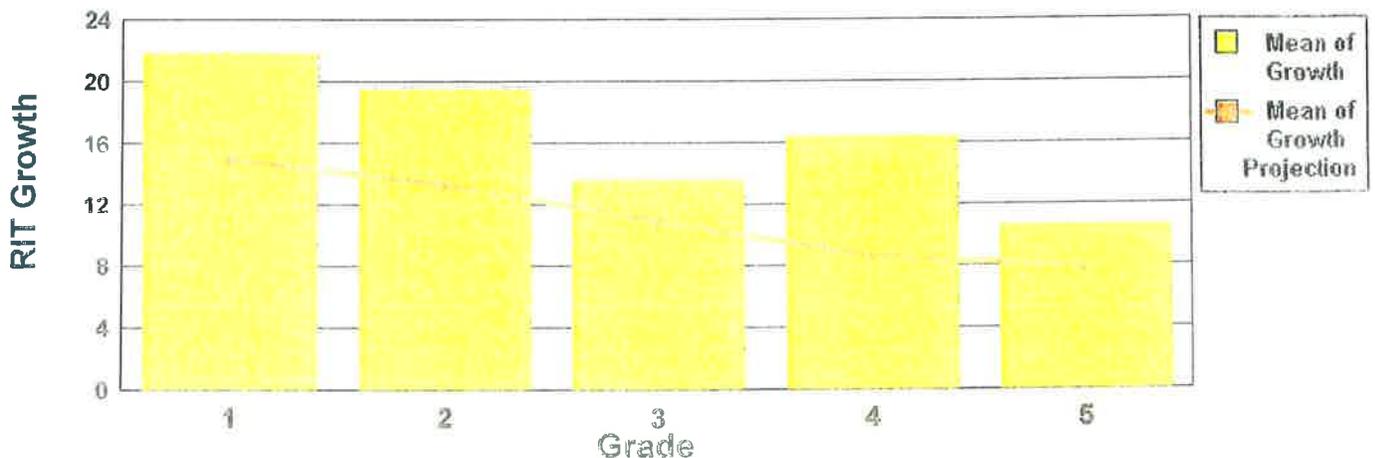
## Student Growth Summary - Fall 2013 to Spring 2014

School: Fort Fairfield Elementary

\*(Small Group Summary Display is OFF)

| Mathematics         |                    | Fall 2013 |         | Spring 2014  |         | Growth |         |                | Mean **           |              |                       | Count Meeting Growth Projection | Percent Meeting Growth Projection |
|---------------------|--------------------|-----------|---------|--------------|---------|--------|---------|----------------|-------------------|--------------|-----------------------|---------------------------------|-----------------------------------|
|                     |                    | Mean RIT  | Std Dev | Mean RIT     | Std Dev | Mean   | Std Dev | Sampling Error | Growth Projection | Growth Index | Percent of Projection |                                 |                                   |
| Grade (Spring 2014) | Count              |           |         |              |         |        |         |                |                   |              |                       |                                 |                                   |
| Grade 1             | <i>+</i> 179 37    | 168.8     | 9.9     | <u>190.8</u> | 10.1    | 22.0   | 6.9     | 1.1            | 15.0              | 7.0          | 146.7                 | 30                              | 81.1                              |
| Grade 2             | <i>+</i> 191.3 41  | 176.6     | 12.6    | <u>196.3</u> | 9.4     | 19.7   | 8.1     | 1.3            | 13.4              | 6.3          | 146.8                 | 32                              | 78.0                              |
| Grade 3             | <i>+</i> 205.1 31  | 191.2     | 12.1    | <u>205.0</u> | 10.8    | 13.8   | 9.8     | 1.8            | 11.0              | 2.7          | 124.9                 | 16                              | 51.6                              |
| Grade 4             | <i>++</i> 212.5 40 | 205.6     | 11.6    | <u>222.1</u> | 12.4    | 16.5   | 7.6     | 1.2            | 8.7               | 7.9          | 191.1                 | 32                              | 80.0                              |
| Grade 5             | <i>++</i> 221 27   | 220.0     | 10.2    | <u>230.8</u> | 10.1    | 10.8   | 5.3     | 1.0            | 8.0               | 2.8          | 134.7                 | 19                              | 70.4                              |

### Mathematics



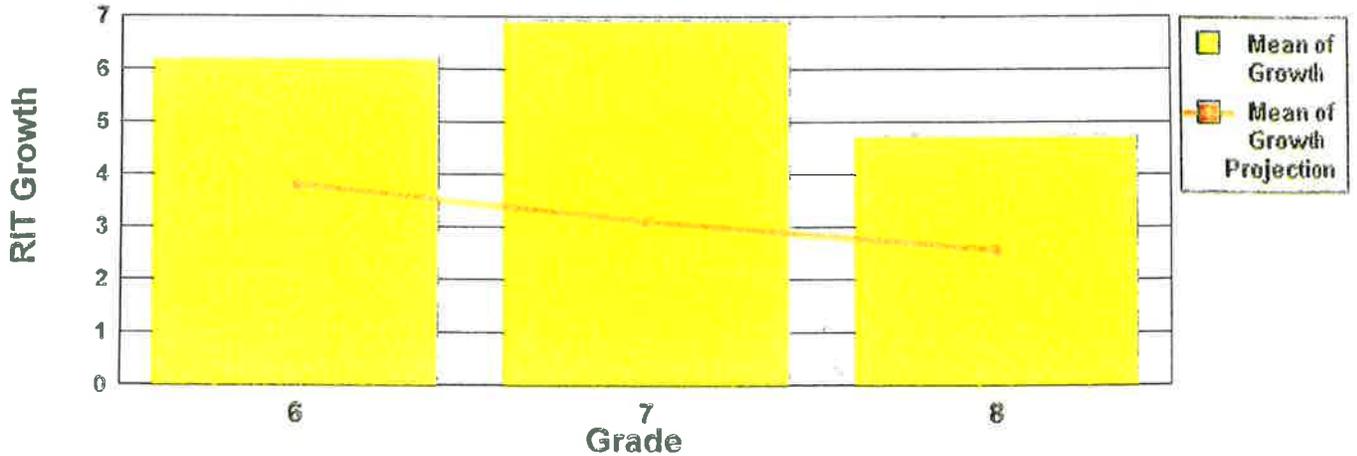
## Student Growth Summary - Fall 2013 to Spring 2014

School: Fort Fairfield Middle

\*( Small Group Summary Display is OFF)

| Language Usage      |       | Fall 2013 |         | Spring 2014 |         | Growth |         |                | Mean **           |              |                       | Count                     | Percent                   |
|---------------------|-------|-----------|---------|-------------|---------|--------|---------|----------------|-------------------|--------------|-----------------------|---------------------------|---------------------------|
| Grade (Spring 2014) | Count | Mean RIT  | Std Dev | Mean RIT    | Std Dev | Mean   | Std Dev | Sampling Error | Growth Projection | Growth Index | Percent of Projection | Meeting Growth Projection | Meeting Growth Projection |
| Grade 6             | 42    | 211.5     | 13.5    | 217.8       | 10.5    | 6.3    | 7.4     | 1.1            | 3.9               | 2.4          | 161.7                 | 30                        | 71.4                      |
| Grade 7             | 32    | 210.3     | 15.5    | 217.2       | 11.7    | 6.9    | 6.6     | 1.2            | 3.2               | 3.8          | 219.8                 | 24                        | 75.0                      |
| Grade 8             | 37    | 220.2     | 10.9    | 224.9       | 9.4     | 4.7    | 5.5     | 0.9            | 2.6               | 2.1          | 187.2                 | 25                        | 69.4                      |

### Language Usage



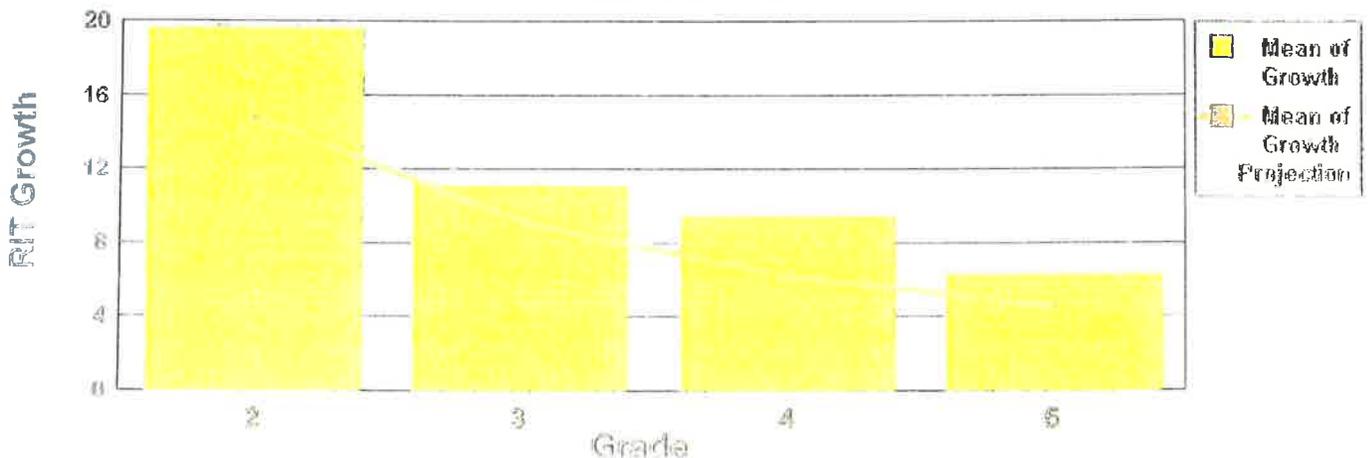
## Student Growth Summary - Fall 2013 to Spring 2014

School: Fort Fairfield Elementary

\*( Small Group Summary Display is OFF)

| Language Usage      |       | Fall 2013 |         | Spring 2014 |         | Growth |         |                | Mean **           |              |                       | Count                     | Percent                   |
|---------------------|-------|-----------|---------|-------------|---------|--------|---------|----------------|-------------------|--------------|-----------------------|---------------------------|---------------------------|
| Grade (Spring 2014) | Count | Mean RIT  | Std Dev | Mean RIT    | Std Dev | Mean   | Std Dev | Sampling Error | Growth Projection | Growth Index | Percent of Projection | Meeting Growth Projection | Meeting Growth Projection |
| Grade 2             | 41    | 173.7     | 16.0    | 193.4       | 13.2    | 19.7   | 9.0     | 1.4            | 14.9              | 4.9          | 132.8                 | 31                        | 75.6                      |
| Grade 3             | 30    | 191.0     | 12.3    | 202.3       | 13.3    | 11.3   | 9.6     | 1.7            | 9.2               | 2.0          | 121.7                 | 19                        | 63.3                      |
| Grade 4             | 40    | 199.8     | 13.6    | 209.3       | 10.9    | 9.5    | 7.0     | 1.1            | 6.3               | 3.3          | 152.6                 | 29                        | 72.5                      |
| Grade 5             | 27    | 212.2     | 10.0    | 218.6       | 7.3     | 6.4    | 6.6     | 1.3            | 4.6               | 1.8          | 138.7                 | 18                        | 66.7                      |

### Language Usage



## Student Growth Summary - Fall 2013 to Spring 2014

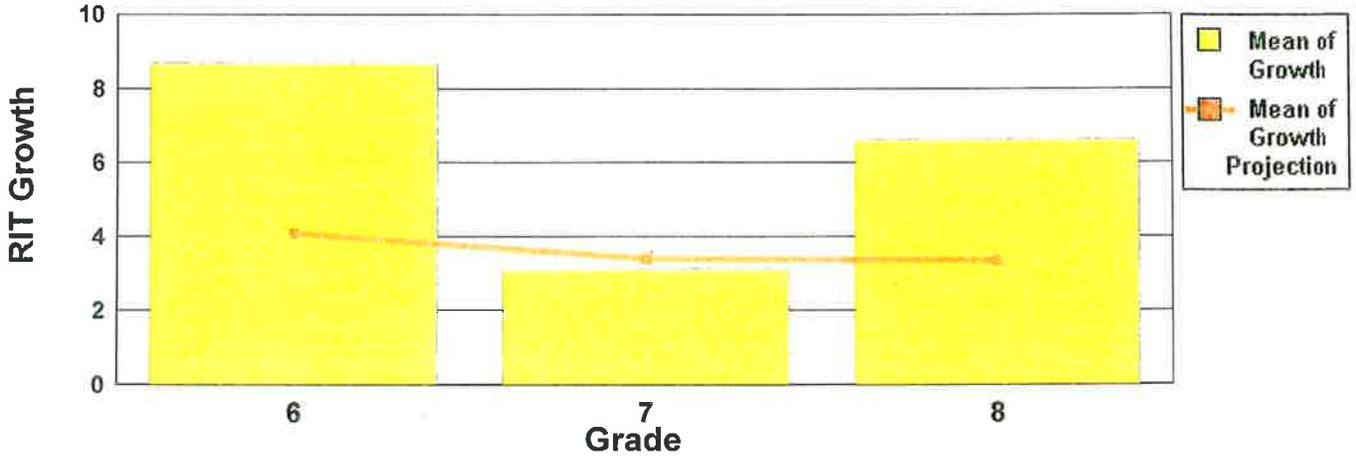
School: Fort Fairfield Middle

*PEER RIT*

\*( Small Group Summary Display is OFF)

| Reading                |       | Fall 2013 |         | Spring 2014  |         | Growth |         |                | Mean ** |              |                       | Count          | Percent        |
|------------------------|-------|-----------|---------|--------------|---------|--------|---------|----------------|---------|--------------|-----------------------|----------------|----------------|
| Grade (Spring 2014)    | Count | Mean RIT  | Std Dev | Mean RIT     | Std Dev | Mean   | Std Dev | Sampling Error | Growth  | Growth Index | Percent of Projection | Meeting Growth | Meeting Growth |
| Grade 6 + <i>216.4</i> | 43    | 210.0     | 13.4    | <u>218.7</u> | 13.3    | 8.7    | 6.9     | 1.1            | 4.1     | 4.6          | <u>211.3</u>          | 33             | 76.7           |
| Grade 7 - <i>219.7</i> | 31    | 214.0     | 14.2    | <u>217.1</u> | 14.1    | 3.1    | 5.6     | 1.0            | 3.5     | -0.3         | 90.7                  | 16             | 51.6           |
| Grade 8 = <i>222.4</i> | 39    | 216.6     | 20.2    | <u>223.2</u> | 15.7    | 6.6    | 11.7    | 1.9            | 3.4     | 3.2          | <u>200.0</u>          | 23             | 60.5           |

### Reading



## Student Growth Summary - Fall 2013 to Spring 2014

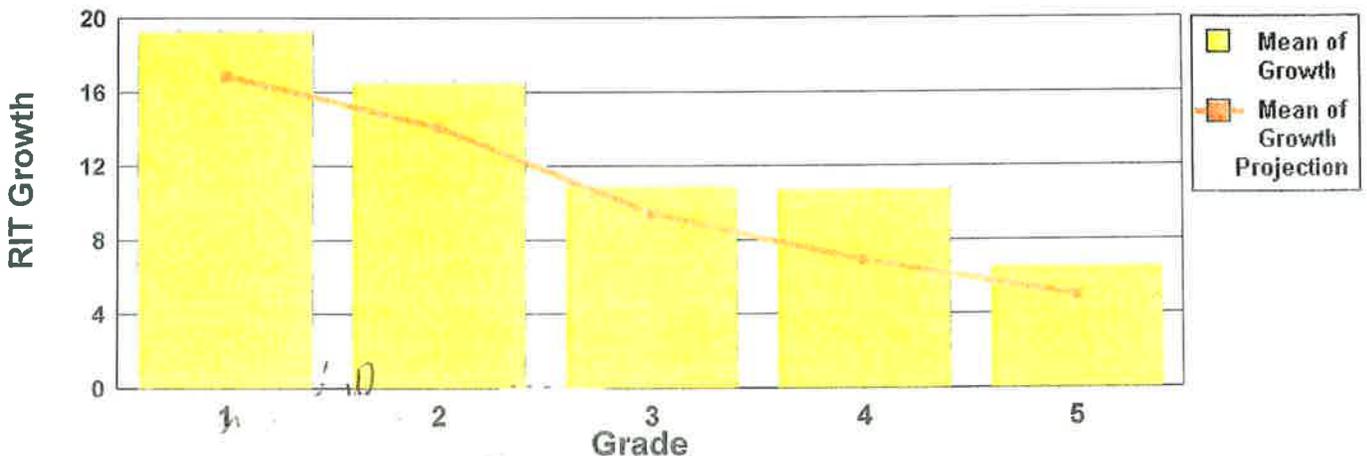
School: Fort Fairfield Elementary

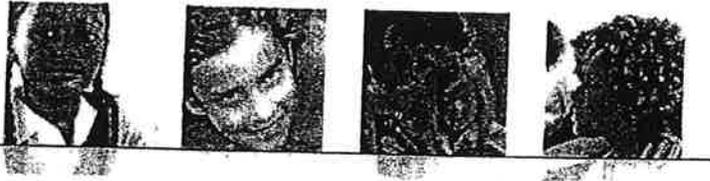
*PEER RIT*

\*( Small Group Summary Display is OFF)

| Reading                 |       | Fall 2013 |         | Spring 2014  |         | Growth |         |                | Mean ** |              |                       | Count          | Percent        |
|-------------------------|-------|-----------|---------|--------------|---------|--------|---------|----------------|---------|--------------|-----------------------|----------------|----------------|
| Grade (Spring 2014)     | Count | Mean RIT  | Std Dev | Mean RIT     | Std Dev | Mean   | Std Dev | Sampling Error | Growth  | Growth Index | Percent of Projection | Meeting Growth | Meeting Growth |
| Grade 1 ++ <i>176.9</i> | 37    | 166.6     | 10.7    | <u>185.9</u> | 9.3     | 19.3   | 7.5     | 1.2            | 16.9    | 2.4          | 114.2                 | 25             | 67.6           |
| Grade 2 = <i>189.6</i>  | 41    | 172.9     | 17.9    | <u>189.5</u> | 15.6    | 16.6   | 12.0    | 1.9            | 14.1    | 2.4          | 117.2                 | 26             | 63.4           |
| Grade 3 = <i>199.2</i>  | 31    | 188.8     | 14.8    | <u>199.8</u> | 12.4    | 11.0   | 10.0    | 1.8            | 9.5     | 1.5          | 116.0                 | 21             | 67.7           |
| Grade 4 + <i>206.7</i>  | 39    | 198.4     | 13.2    | <u>209.2</u> | 13.3    | 10.8   | 7.7     | 1.2            | 6.9     | 3.9          | 155.7                 | 28             | 71.8           |
| Grade 5 + <i>212.3</i>  | 27    | 209.8     | 9.7     | <u>216.4</u> | 9.6     | 6.6    | 5.6     | 1.1            | 5.0     | 1.6          | 131.6                 | 16             | 59.3           |

### Reading





Welcome MSAD #20

*More*

- Menu
- Home
- Log Out
- Actions
- Upload Roster
- Upload Files
- Test Term Progress
- Declare Testing Complete
- Order Reports
- Retrieve Reports
- Retrieve Files
- Comprehensive Data File
- Change Password
- Online Reports
- Logins and Teacher Reports
- Class Rosters
- Enrollment Summary
- Test Upload

**Class Breakdown by Overall RIT Score for MSAD #20  
Fort Fairfield Elementary - Spring 2014  
School, Elementary and V1ES School Grade5 Virtual**

The Class Breakdown by Overall RIT Report provides a visual representation of the academic diversity in performance of a class in Reading, Language Usage, Mathematics, and Science.

- Click on the Subject to drill into the Class Breakdown by Goal report.

The score in parentheses by the student's name (i.e. Name (219)) represents their overall RIT score for this subject.

Create PDF for printing on Legal size (8½ x 14) paper.

To create a PDF report of the chart below, click here

|                    | < 201 | 201-210 | 211-220   | 221-230  | 231-240   | 241 +                                     |
|--------------------|-------|---------|---|--|---|---|
| <b>Mathematics</b> |       |         |   | J. (223)<br>J. (224)<br>D. (224)<br>S. (227)<br>I. (228)<br>A. (228)<br>A. (229) | B. (232)<br>(234)<br>B. (235)<br>(235)<br>M. (237)<br>G. (237)<br>(238)<br>A. (238)<br>(239)<br>(240) | (241)<br>(241)<br>(241)<br>(242)<br>(244) |
| <b>Reading</b>     |       | (207)   | (211)<br>T. (211)<br>(211)<br>(212)<br>(214)<br>A. (214)<br>(215) | I. (221)<br>R. (221)   |   |   |

- 10/7/2014
- Summary
  - Students Not Tested
  - Students Not Rostered
  - Students Unassigned
  - Class By Subject
  - Grade By Subject
  - MAP for Primary Grades
  - Instructional Resources
  - Class By RIT
  - Data-Tools
  - DesCartes

NWEA: Class by RIT

|                       |          |                   |  |  |                         |
|-----------------------|----------|-------------------|--|--|-------------------------|
|                       |          |                   | L. (216)<br>D. (216)<br>A. (218)<br>J. (218)<br>A. (219)<br>H. (220)   | (222)<br>B. (222)<br>(224)<br>(224)<br>Q. (224)<br>(227)   | (231)<br>(231)<br>(233) |
| <b>Language Usage</b> |          |                   | A. (211)<br>J. (211)<br>J. (213)<br>S. (214)<br>B. (216)<br>J. (217)<br>J. (219)<br>J. (219)<br>A. (219)<br>S. (219)<br>D. St. (219) | K. (221)<br>I. (221)<br>(221)<br>M. (222)<br>A. (222)<br>K. (223)<br>K. (223)<br>(223)<br>H. (223)<br>A. (227)<br>J. (229)<br>R. (229)<br>O. (229) |                         |
|                       | J. (196) | L. (207)<br>(210) |  |  |                         |

**NWEA Student Summary Report for High School  
Spring 2014**

| Grade 9:        |                                |                         |           |               |  |
|-----------------|--------------------------------|-------------------------|-----------|---------------|--|
| Subject         | % of students who met/exceeded | Overall % Projected RIT | FFHS Mean | National Mean |  |
| Math            | 67.7%                          | 236.5%                  | 229.3     | 236.0         |  |
| Reading         | 71.0%                          | 352.4%                  | 223.1     | 222.9         |  |
| Language Usage  | 59.4%                          | 26.9%                   | 217.4     | 221.3         |  |
| General Science | 65.6%                          | 131.3%                  | 213.3     | 214.3         |  |

| Grade 10:       |                                |                         |           |               |  |
|-----------------|--------------------------------|-------------------------|-----------|---------------|--|
| Subject         | % of students who met/exceeded | Overall % Projected RIT | FFHS Mean | National Mean |  |
| Math            | 70.4%                          | 196.8%                  | 245.5     | 236.6         |  |
| Reading         | 51.7%                          | 87.9%                   | 229.1     | 223.8         |  |
| Language Usage  | 51.7%                          | 58.6%                   | 229.5     | 222.7         |  |
| General Science | 66.7%                          | 126.7%                  | 220.6     | 216.2         |  |

School Board Meeting

October 14, 2014 at 6:00 p.m.

**AMENDED**

Pledge of Allegiance

1. Consider the minutes of the September 9, 2014 school board meetings. (MN)
2. Distribute warrants for review and signing.
3. Next Meeting Date – November 10, 2014
4. Public Participation
5. Building Reports
6. Consider discussion of Strategic Plan and Approval (MN)
7. Consider approval of Proficiency Based Diploma Waiver Option 5 Application (MN)
8. Consider coaching recommendations (MN)
9. Consider approval for school lunch positions (MN)
10. Consider approval of Superintendent's recommendation to opt out of NEASC Accreditation process. (MN)
11. Superintendents Report
  - a. Financial Update
  - b. Heidi's Hope / Awareness Day
  - c. Projected October 1 Count / Home School Discussion
  - d. Gear Up Grant
  - e. Solar Panel Project update and possible timeline
  - f. Harvest survey
  - g. Student search update
  - h. Athletic Coach Opening
12. Roundtable –
13. Correspondence – Commendation to Special Ed Dept.
14. Adjourn

M.S.A.D. #20  
School Board Meeting Minutes

Meeting:  
October 14, 2014  
Superintendent's Conference Room

Board Members Present: Paula Perkins; Megan Barnes; Scott Clark; Karen Reynolds; Joe Cassidy

Administrators Present: Marc Gendron; Tim Watt; Pam Sayers; John Kaleta; Sue Parks

Others Present: Kevin Ricker; Cody Closson; David Deschesne; John Theriault

Absent:

The meeting was opened with a Pledge of Allegiance by Board chair, Paula Perkins at 6:00 p.m.

1. The minutes of the September 9, 2014 meeting were accepted as presented.  
Motion: Scott Clark Second: Joe Cassidy Vote: Unanimous
2. The warrants were distributed by Chairperson, Paula Perkins for signing.
3. Next Meeting Date – November 10, 2014
4. Public Participation – Cody Closson spoke about recent behavior accepting responsibility for his actions and apologized to the Board and community members for his mistake.
5. Building Reports –

Elementary School: There was a good turnout for the annual Fall Open House. Approximately 76% of the children had at least one caring adult in attendance. Elementary School is continuing with NWEA testing for Kindergarten through Grade 5 students. The process is going smoothly as students appear to be engaged and focused on giving their best efforts. Mrs. Smith is working with students for musical performances in October and November. The September 26<sup>th</sup> professional development day was a full day of learning for all district teachers. Efforts are moving forward with the iObservation personal surveys in anticipation of piloting the TPEG program.

High School: At the Middle High School parent conferences were held prior to harvest break for at-risk students. About 75% of the parents invited attended with staff making phone contact with those who didn't attend. NWEA testing continues for grades 6-11. Student discipline is showing an improvement with fewer out of school suspensions. Attendance is being reviewed and contact is being made with parents of students halfway to the allowable limit of 12 for full year courses. Field trips have been taken by various classes both for academic ties and rewards for good behavior.

6. The Board discussed and approved the MSAD #20 Strategic Plan.  
Motion: Scott Clark Second: Joe Cassidy Vote: Unanimous
7. The Board discussed and approved the Proficiency Based Diploma Waiver Option 5 Application.  
Motion: Joe Cassidy Second: Scott Clark Vote: Unanimous
8. The Board approved the following coaching recommendations:  
HS JV Boys Basketball: Andrew Forsman  
Motion: Joe Cassidy Second: Scott Clark Vote: Unanimous  
  
Middle School Basketball: Matt Tompkins – Grade 7  
Motion: Joe Cassidy Second: Scott Clark Vote: Unanimous  
  
Middle School Basketball: Kevin Ricker – Grade 8  
Motion: Scott Clark Second: Megan Barnes Vote: Unanimous
9. The Board approved the following positions in the School Lunch Program:  
Elementary Kitchen Manager: Tiffany Daigle  
Middle High School Cook: Rhonda Chapman  
Motion: Scott Clark Second: Joe Cassidy Vote: Unanimous
10. The Board approved a recommendation from the Superintendent to opt out of NEASC Accreditation process.  
Motion: Scott Clark Second: Megan Barnes Vote: Unanimous
11. Superintendent's Report
  - a. Financial Update – Mr. Gendron shared recent financial statements with the Board. First payments from Efficiency Maine have been received for the lighting project. This is a capital improvement item. Computers and Instructional Software lines were explained to address expenditures. Large expenditures in the first quarter (i.e. boiler and bus payments) will be covered as the reimbursement payments are received.
  - b. Heidi's Hope / Awareness Day – Mr. Gendron made the Board aware of our strong student participation in the Heidi's Hope projects through Aroostook Aspirations and the Gauvin County Scholarship Fund.
  - c. Projected October 1 Count / Home School Discussion – Mr. Gendron presented the District's projected October 1 Count for EPS funding, projected to be down by 2-4 students. He also informed the Board that we have had an increase in the number of students being Home Schooled. Mr. Gendron will be contacting these families to discuss their decisions in order to learn the motivation for home schooling.
  - d. Gear Up Grant – Confirmation received for this three year grant. Further information will be shared in coming weeks.
  - e. Solar Panel Project Update and Possible Timeline: Brochures and preliminary plans were shared. Local site visits are slated, with a formal presentation scheduled for the December meeting. No commitment has been made at this time.
  - f. Harvest Survey – The middle high school will be completing a survey of students to determine what percentage of our students are working the harvest.

- g. Student Search Update – The plan is still in place, but it is difficult to get trained dogs and handlers for the proposed search.
- h. Athletic Coach Opening – Mr. Gendron informed the Board that a coach was dismissed and that the position would be advertised immediately.

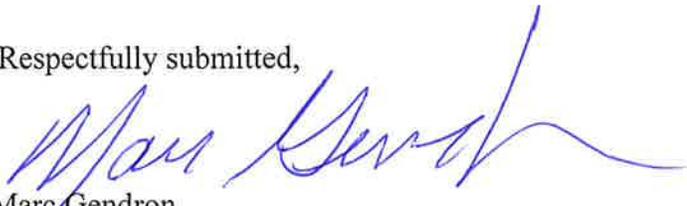
12. Round Table – None

13. Correspondence – Mr. Gendron shared with the Board a letter recently received from the Dept. of Education commending our Special Education Department for their high level of performance in data and records.

14. The meeting was adjourned at 6:43 p.m.

Motion: Scott Clark    Second: Joe Cassidy    Vote: Unanimous

Respectfully submitted,



Marc Gendron  
Secretary