

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 32
ASHLAND DISTRICT SCHOOL
P.O. BOX 369
ASHLAND, ME 04732

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Date: 10/17/14 Time 11:00 am

Total Number of Pages Including Cover Sheet: 32

To: Diana Doiron

Fax Number: 1-877-227-9838 Telephone: _____

From: Joel Hall, Ashland District School

Telephone No.: 207-435-3481

Subject: Application Extension ADS

REMARKS

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	X
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	
Washington	
Western Maine	
York	

3. **School Administrative Unit:** Ashland District School, MSAD#32
4. **High School(s):** Ashland District School
5. **Name and title of person completing the extension request:**
Joel Hall, Principal
6. **Superintendent's name, address, phone number and email:**
Dr. Gehrig Johnson
POB 289
180 Presque Isle Rd.
Ashland, ME 04732
(207) 435-3661
gjohnson@sad32.org

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 attached evidence***

1. ***Ashland District School Narrative***
2. ***Northern Maine Educational Collaborative (NMEC) Charter***
3. ***NMEC "Aroostook Plan" Event Calendar***
4. ***Timeline and Benchmarks***
5. ***Empower/Educate Contract Evidence***
6. ***Sample Report Card Through Empower/Educate***

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

*****See attached evidence***

1. *Ashland District School Leadership Team Meeting Dates*
2. *Ashland District School Leadership Team Agenda Sample*
3. *Timelines for targeted goals and benchmarks*
4. *Documentation of work with MCCL curriculum*

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

*****See attached evidence***

1. *Ashland District School System of Supports Narrative*
2. *Ashland District School MS/HS Master Schedule*
3. *Ashland District School RTI Document*
4. *Ashland District School RTI Tier Description*
5. *ESY Schedule Sample*

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 attached evidence**

1. Budget Expenditures for PBE Transition Funds 2013-14

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

****See attached evidence**

1. Intended Impact of Transition Fund Expenditures

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.

****See attached evidence**

1. Board Agenda and Minutes for Approval of Extension Application

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.

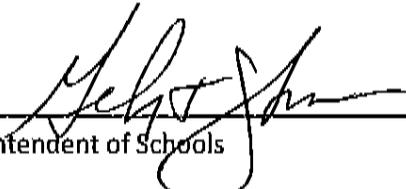
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

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 10/15/14



 Chair of School Board

 Date 10/15/14

Ashland District School Narrative MSAD#32

Over the last few years, Ashland District School (ADS) has worked very hard to improve teaching and learning within our district. ADS underwent the accreditation process through the New England Association of Schools and Colleges (NEASC) with a site visit completed in October of 2013. The process really helped us to turn a reflective eye towards our policies and practices at that time. Through some of the work done in the accreditation process, ADS staff and administration had the opportunity to meet with community members, local business leaders, school board members, parents and students and discuss the future needs of the students at ADS. These meetings resulted in a great deal of introspective work and inspired the creation of a Ashland District Leadership Team (ADLT), that included teachers from each grade level and administrators, in the spring of 2013. The DLT has worked tirelessly to process the information received at those meetings and other sources since that time and provide direction to our ever-improving educational system.

The ADLT is our leading source for guiding professional development. The ADLT has led book studies within our district to include Mindset (Dweck), The Art and Science of Teaching (Marzano), Grading Smarter, Not Harder (Dueck), and The Core Six: Essential Strategies for Achieving Excellence (Silver). With the information and discussions caused from these books, the ADLT began to develop ideas regarding developing our system for a Pre-K-12 Proficiency-based, standards-based system of education within our building. Members of our ADLT recruited other staff members to attend a variety of professional development opportunities as well as site visits at a variety of schools across the state that had further developed systems than we did at that time.

In 2012, many of the Aroostook County schools were finding themselves in similar situations regarding proficiency-based education. In an effort to pool our limited resources and collaborate on the issues surrounding the transition, thirteen schools created the Northern Maine Educational Collaborative (NMEC). NMEC has been instrumental in assisting its charter schools attract, afford and attend quality presenters in proficiency-based education. Linda Laughlin, Bea McGarvey, Curtis Jack and Deborah Pickering are all presenters that we have access to through the collaborative that we could not afford on our own. Through the NMEC, ADS has purchased the Empower/Educate standards-based grading software at a reasonable price and is now in the process of training the staff and practicing use of the program. Using the program as a guide, the teachers are focusing on developing "Learning Targets" and "Essential Questions" for each of their lessons. Our goal is to have every teacher in the building grading at least one class in the standards-based Empower system by the second semester of the 2014-15 school year.

As work has continued in this process, the Superintendent along with representatives from the ADLT have been updating and informing the Board of progress in the process of transitioning to a proficiency-based system. The Board for its part unanimously approved the changes to district policy regarding the awarding of diplomas with a proficiency-based system as opposed to the credit-based system we are currently using to award diplomas. In support of additional professional development time, the Board also unanimously approved the addition of four early-release days to our district calendar to provide additional time to collaborate as a staff and continue work on these initiatives and meet our goals. ADS has had the full support of our school board during this process and continued support is expected to continue as we progress.

Our current goals include aligning our internal professional development with our district goals calendar. NMEC is providing a long list of professional development activities through the "Aroostook Plan". Our staff and ADLT members will be attending each of those sessions and returning to our district to share what they have learned during professional development days and staff meetings. ADS is continuing to align our growth plan and strategic goals to meet the state's timelines and to provide the professional development and training necessary to continue to grow towards a completely standards-based report card and diploma.

NMEC 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

University of Maine Presque Isle

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

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

Date	ADS Benchmarks for Change for PBE
April 2013	ADS developed an Ashland District Leadership Team (ADLT) and began meeting bi-weekly to create a vision for change of current educational delivery and programming
April - September 2013	ADS finished the committee work and provided the necessary evidence in preparation for a NEASC site visit in regards to accreditation
September - October 2013	NEASC site visit
November 2013	ADS Book Study - <u>The Core Six: Essential Strategies for Achieving Excellence (Silver)</u>
November 2013	ADS developed locally created informational videos to introduce the concepts of PBE to the public
December 2013	ADS showed locally created informational videos at all holiday concerts and programs to continue to educate the public regarding PBE
January 2014	ADS Book Study - <u>Mindset (Dweck)</u>
February 2014	ADS adopted Teacher Evaluation Model based on the Marzano Framework
March 2014	ADS in conjunction with NMEC adopted the "Aroostook Plan" for professional development
March 2014	ADS adopted the MCCL curriculum with other members of the NMEC
March 2014	ADS Book Study - <u>The Art and Science of Teaching (Marzano)</u>
March 2014	ADS provided copies of the "Aroostook Plan" to staff members during meetings in an effort to update them on current professional development opportunities
April 2014	ADS provided professional development on the MCCL curriculum and had the opportunity to use a demo site of the Educate/Empower/Educate software to track student progression
April 2014	ADS provided professional development time to begin discussion of the process of selection of graduation standards in each content area
April 2014	ADLT team members and other staff attended NMEC professional development opportunities with Linda Laughlin in regards to the MCCL curriculum
June 2014	ADS provided professional development time to unpack the Common Core and MCCL Standards
August 2014	ADLT members attended NMEC professional development with Curtis Jack on iObservation
August 2014	ADS adopts the iObservation software to track Teacher Evaluation Data
August 2014	ADLT members attended Teacher supervision and Evaluation training provided by the MPA

September 2014	ADS provided professional development time to train staff in providing Learning Targets and Essential Questions
September 2014	ADS purchases and has made available Empower/Educate/Educate and iObservation to all staff members Pre-k - 12
October 2014	ADS provided professional development time to work on graduation standards for each content area and start development of lessons to be used in all content areas
October 2014	ADS provided professional development time to continue work on the Empower/Educate software and developed lessons to be used in all classrooms



License Agreement & Service Level Agreement (SLA)

For

Educate District Server Edition

Customer Service Contact:

Barrett@3shapes.com

VPA Music	Overall MT Score
Disciplinary Literacy	3
Creation, Performance, Expression	3
Aesthetics & Criticism	3
Connections	3

VPA Art	Overall MT Score
Disciplinary Literacy	4
Creation, Performance, & Expression	3
Aesthetics & Criticism	3
Connections	3

World Languages	Overall MT Score
Communication	3
Reading	3

Industrial Tech	Overall MT Score
Communication	3
Reading	3

Habits of Mind	Overall MT Score
Collaborative Worker	3
Self-directed Learner	3
Reflective Learner	3

Health	Summative MT Score
Substance Use & Prevention	3
Disease	3

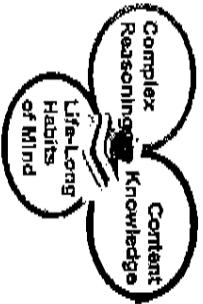
Safety	Summative MT Score
Alcohol	3
Drugs & Inebriants	3
Tobacco	3
Non-Communicable Diseases	3
Reproductive Health	3
Mental Health	3
Nutritional Health	3
Relationships	3
Reproductive Health	3

Reasoning Processes	Summative MT Score
Using Knowledge Addressing Situations & Issues	3
Using Knowledge to Clarify Phenomena & Events	3

Reasoning Processes	Summative MT Score
Decision Making	3
Problem Solving	3
Experimentation	3
Investigation	3
Systems Analysis	3
Comparing	3
Classifying	3
Analogical Thinking	3
Analyzing Perspectives	3
Constructing Support	3
Analyzing Errors in Reasoning	3
Deductive Reasoning	3
Inductive Reasoning	3
Logical Inferences	3

Overall Measurement Topic (MT) Score is the result of averaging scores received for each learning expectations across the scope of the measurement topic.

Reasoning Processes	Summative MT Score
Comprehending Knowledge	3
Retrieving Knowledge	3
Symbolizing	3
Integrating	3
Reasoning	3
Recalling	3
Executing	3



Ashland District Leadership Team Proposed Meeting Dates 2014-15

August 19th 12:30pm
September 2nd 1:00pm
September 16th 11:10 am
September 30th 11:10am
October 21st 11:10am
November 4th 11:10am
November 18th 11:10am
December 2nd 11:10am
December 16th 11:10am
January 6th 11:10am
January 20th 11:10am
February 3rd 11:10am
February 24th 11:10am
March 10th 11:10am
March 24th 11:10am
April 7th 11:10am
April 28th 11:10am
May 12th 11:10am
May 26th 11:10am
June 9th 11:10 am
*June 23rd 1:00pm (Tentative)

**“Ashland District School”
Leadership Team Meeting
September 17th, 2014**

Agenda

WELCOME & THANKS

EDUCATE/EMPOWER UPDATE

IPAD UPDATES

PE UPDATES

**OBSERVATION/EVALUATION UPDATE
COMMITTEE FORMATION - VOTES
WHAT ARE OUR NEXT STEPS?**

CACE DAY SCHEDULE

OTHER

NEXT MEETING - OCTOBER 1ST, 2014



Ashland District School Vision for Change



← 2013 Actions under the ADS Vision For Change 2020 →

Form Leadership Team (ADLT)	Engage ADLT in Concept Understanding	Engage Staff with ADLT in Concept Understanding	Engage School Board in Concept Understanding	Engage Community in Concept Understanding	Review progress Bi-weekly with ADLT
Prepare/Complete Accreditation Visit for NEASC Accreditation	Book Study with Staff on Dweck's <i>Mindset</i>	Develop Proficiency Based System as evidenced in Marzano's <i>The Art & Science of Teaching</i> with ADLT	Book Study with staff on <i>The Core Six: Essential Strategies for Achieving Excellence</i>	Attend NMIEC "Arrostook Plan" Workshops and professional development	Developing student support system
ADLT Attending Professional Development on State Evaluation System	Nomination and approval of District Evaluation Committee with Staff and School Board	Staff Development on Marzano's Teacher Evaluation Model	District Evaluation Committee to select pilot standards for Marzano's Evaluation Model pilot year	Pilot small group iObservation under Marzano's Teacher Evaluation Model	Implement full evaluation system with full staff
Develop 21 st Century Learning Goals & Rubrics	Unpack Common Core Learning Standards	Adopt MCCL Curriculum and align Common Core under those standards	Develop Lessons using MCCL with Learning Targets and Essential Questions	Develop Student Supports & Interventions System	Identify student supports for learning
Incorporate 21 st Century Learning Goals and Rubrics	Review current assessments with staff	Identify Power/Graduation Standards within the CCIS/MCCL curriculum	Adopt Educate/Empower and pilot standards based grading	Develop multiple pathways for Individualized student learning	Refine standards based grading system
					Fully implement standards based grading system with Empower/Educate

The Vision for Change is a living document that will be adapted and changed as necessary by the ADLT

Ashland District School Tentative Timeline for Proficiency-Based Diplomas (Pending Extension)

Diplomas (Pending Extension)

2014-15	2015-16	2016-17	2017-18	2018-2019	2019-2020
<p>Identify Graduation Standards</p> <p>All instructors should be grading with PBE standards in one class second semester</p>	<p>Integrate habits of Mind and Complex Reasoning</p>	<p>All Freshmen at ADS shall be held accountable for proficiency on identified standards in all content areas</p>	<p>All Freshmen and Sophomores at ADS shall be held accountable for proficiency on identified standards in all content areas</p>	<p>All Freshmen, Sophomores and Juniors at ADS shall be held accountable for proficiency on identified standards in all content areas</p>	<p>All students at ADS shall be held accountable for proficiency on identified standards in all content areas</p>
<p>Purchase Educate/Empower equipped with the MCCL curriculum</p>	<p>Develop a plan for a master schedule that allows for PBE classrooms (Block Schedule???)</p>			<p>5-year report on NEASC Accreditation</p>	<p>Ashland District School will be awarding its first PBE Diplomas</p>
<p>Undergo Professional Development to develop comprehension of the MCCL Curriculum and practice using it</p>	<p>2-year report for NEASC Accreditation</p>				
<p>Develop Learning Targets and Essential Questions for Assessments</p>	<p>All teachers should be grading with PBE standards in three classes first semester</p>				
<p>Professional Development on Common Grading practices</p>	<p>Develop plan for what progress reports and report cards will look like in conjunction with</p>				
<p>Develop a community awareness plan to share the changes with our stakeholders</p>	<p>Educate/Empower software</p>				
<p>Start discussions on student supports for failing students</p>	<p>Continue Community Communication</p>				

Using these critical thinking skills

Reasoning Processes

Using Knowledge: Decision Making, Problem Solving, Invention, Experimental Inquiry, Investigation, & Systems Analysis

Analyzing Knowledge: Comparing, Classifying, Analogical Thinking, Analyzing Perspectives, Constructing Support, Analyzing Errors, Deductive & Inductive Reasoning

Comprehending Knowledge: Symbolizing & Integrating

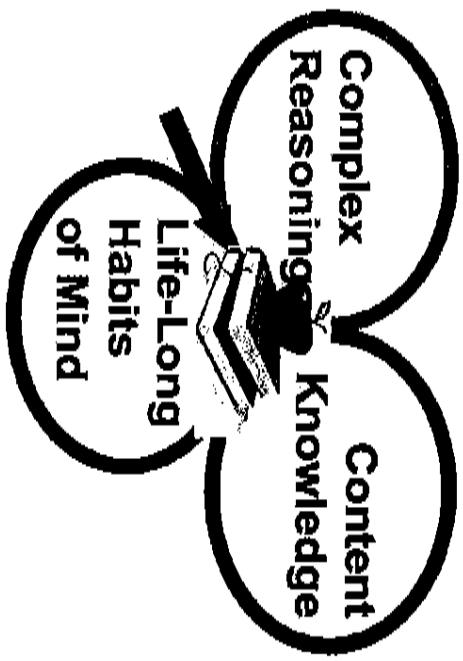
Retrieving Knowledge: Recognizing, Recalling, & Executing



with this knowledge

Content Knowledge

English Language Arts, Mathematics, Social Studies, Science, World Languages, Industrial Technology, Career Development, Health, Physical Education, Visual & Performing Arts, & Technology/Education



to practice getting better at being a reflective, & self directed learner, & a collaborative worker



Reflective Learner: Understanding Oneself; Understanding One's Learning Style; Cultivating Creativity & Imagination; Maintaining a Growth Mindset; Responding Appropriately to Feedback

Self-Directed Learner: Improving Oneself; Meeting Quality Standards; Persevering; Setting & Monitoring Goals; Managing Impulsivity

Collaborative Worker: Working With Others; Working Toward Team Goals; Listening With Understanding/Empathy; Seeking to Resolve Conflicts

Ashland District School System of Supports for Student Learning

Our system of supports for students that are not demonstrating proficiency is an area of need for Ashland District School (ADS). This is a targeted area of development for the school years 2014-15 and 2015-16. The supports that ADS currently has in place need to be further expanded in regards to availability and amount of supports within the infrastructure of the district. ADS is a small, rural school with limited personnel and resources. A complete overhaul of the master schedule will be necessary to accommodate the needs of learners that are unable to meet proficiency within a four year time period in all content areas.

Ashland District School is a Pre-k – 12 school that has several supports in place school-wide. The entire school has screening processes in order to collect data regarding our students' progress. Multiple measures including NWEA, standardized testing scores (NECAP, PAAP), classroom observations and performance, attendance and behavior are used to collect data that is then reviewed periodically by the district Response to Intervention (RTI) team. This team includes administrators, classroom teachers, special education teachers, guidance staff, school nurse and counseling staff members. With a small staff serving a large range of grade levels, collecting and reviewing data on a timely basis is difficult and is a focus of the work being done in the extension period.

Ashland District School currently runs an after-school program where the students have four days a week in which staff members are available to help students who need extra time and enrichment. The **After School Homework LAND (ASHLAND)** and co-curricular academic study halls are manned by highly trained and certified staff to assist students for up to 2 hours, four days a week. The after-school program, as well as our daily instructional program, have a variety of supplemental programs to assist in this process to include IXL, AccuPlacer practice, PLATO, SPIRE and MobyMax

ADS also has a supported study hall built directly into the daily schedule. Students are assigned to the teacher in which they have the lowest grades delineated by three-week progress reports and quarterly rank cards. All students are assigned to that instructor to receive additional time and small group tutoring in the content area that they are demonstrating the lowest performance. If a student is able to increase the performance within the three-week period, they can be moved to a different content area to receive additional help as well.

ADS is piloting a Science and Math Recovery Credit Recovery program in the 2014-15 school year. Students that have failed to receive a credit from a Physical Science or Math course earlier in their high school career can be assigned to a small

group led by a highly qualified, certified staff member that can guide the students through the coursework necessary to receive the credit they had failed previously.

Special education staff members work with parents and teachers to review IEPs and continue to amend them to maximize student potential and achievement. The individual goals include standards at grade level to continue to build skills toward completion of a standards-based diploma.

ESY services have been made available to low-performing students, although no other students are turned away, through an extension of our after-school program. The program was based upon creating a transitional program in the month of August before school started after Labor Day each year. The goals were to increase skills retention over the summer, team building and social skill development. The program includes grade levels between 2nd grade and 8th grade. The program ran for three and half hours a day four days a week and also included a free lunch to all students attending. Each day in the program featured a different activity designed to address a variety of topics and learning targets. There were community service days, sessions in Lego building, moviemaking, Agriculture, Robotics, and Origami. The program was well attended and well received.

Ashland District School needs to further develop supports for high school age students that are failing to meet grade level learning targets. Our small staff and tight master schedule allows for little freedom without additional resources. A significant amount of time over the next two years will be spent in looking at creating additional supports for our low-performing students and those qualified under Special Education IEPs.

Ashland District School

What Is Response to Intervention (RTI)?

Response to Intervention is a method used to identify and assist those students who due to academic difficulties need to have further educational interventions in order to be successful in school.

10 Steps of RTI

1. All students will receive high quality general education through classroom instruction. The procedures used and the extent of student learning will be verified regularly highly qualified teachers and assessments
2. Collect levels of all students' performance several times throughout the year using a variety of assessments and data points.
3. Identify students who score below the benchmark for their grade.
4. When a concern arises for a student, that case will be taken to the Response to Intervention (RTI) committee in the building. Parents will be informed of this concern, as well as the District Intervention Coordinator, staff that work with the student and the building principal.
5. The RTI committee, the special education staff and the teacher will work together to determine strategies for supplemental instruction. Stakeholders will be informed of these strategies.
6. The student will receive this supplemental in-class supports instruction for at least six weeks throughout the Tier 1 process.
7. Intervention staff will document student learning during this supplemental instruction. Attendance for instruction as well as progress will be documented and shared with the student, classroom teacher, principal and parents.
8. At the end of the six-week period, a review of the students' progress will be done. Based on the results the supplemental instruction will be continued, revised or discontinued. Parents, classroom teacher and the student will be informed of the decision.
9. If a student has not shown progress during the first review, the intensity, duration and/or frequency of the supplemental instruction will be increased. This should move a student into the Tier II level of RTI. Pull-out instruction by trained staff will occur at least once per week specifically targeting needed skills.
10. If an additional six weeks of Tier II intervention does not result in sufficient progress, classroom teacher, special education teacher, RTI staff, or other stakeholders should reconvene to discuss consideration of special education referral (Tier III). Include parents on team and/or share results of the meeting. If the student is showing progress at any level, the student will remain at that level until an evaluation shows that he/she needs to move to another level or be removed from RTI entirely.

Ashland District School
Response to Intervention (RTI)
Tier Descriptors

	<ul style="list-style-type: none"> • Credit Recovery (PLATO) • Alternative Education Program • One-on-One Ed Tech • Summer Programming • Special Education Services
<p><u>Tier II</u></p> <p><u>Pull-out interventions</u></p>	<ul style="list-style-type: none"> • One-on-one pullout time to work on targeted needs with trained teacher/educational technician • Modifications/Accommodations to assignments • Modifications/Accommodations to Assessments • Counseling Support • Peer Tutoring
<p><u>Tier I</u></p> <p><u>In-class supports</u> <u>Accommodations</u></p>	<ul style="list-style-type: none"> • Modified Assignments • In-class Accommodations • Differentiated Instruction • Communication with Stakeholders • 21st Century After-School Program • After School Homework LAND (ASHLAND)
<p><u>Key Personnel</u></p> <p><u>Who will be involved?</u></p>	<p>Administration Special Education Staff Classroom Teachers Counseling Staff Parents Students</p>

Ashland District School 21st CCLC Summer Program

August 2014

NOTES:

Activities are subject to change due to weather conditions.

All staff members will attend any field trips so if a student is not attending please do not send them to the program.

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
3						1	2
	4	5	6	7		8	9
	10	11	12	13	14	15	16
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

For more information or questions please call the school 207-435-6341

Ashland District School Transition Funds 2013-14

Total Received Transition Funds: \$3891.90

Transition Monies were used as follows:

NMEC Dues: \$875

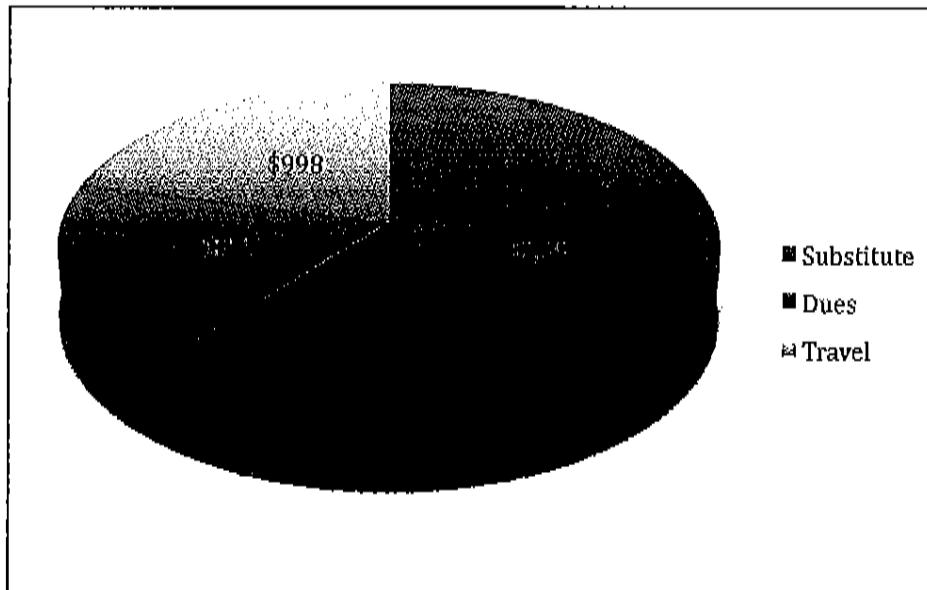
NMEC Dues include registration fees for any workshops hosted by NMEC for all staff members in Ashland District School – Aroostook Plan Professional Development Calendar is included in prior evidence

Substitute Pay: \$2890.90

Substitute fees are for replacing teachers that replace those that take part in NMEC professional development

Travel: \$998

Due to our rural location, a significant amount of travel is necessary to reach NMEC professional development opportunities



Ashland District School Impact of Transition Funds 2014-15

The intended impact of the provided transition funds for the school year 2014-15 is to focus on professional development of teachers and providing guidance and support as they continue to transition to a proficiency-based education system and diploma. The staff at ADS needs to gain a deeper understanding of the requirements for running a proficiency-based classroom.

With a full Pre-k - 2 building, the limited amount of resources will make spending of the transition funds limited to a small amount of areas. Nearly a full third of the funds will be used to pay for the NMEC dues. This is a very efficient use of funds as it allows us unlimited staff access to professional, expert-level presenters available through the NMEC to include Bea McGravey, Curtis Jack, Linda Laughlin and others as presented in the "Aroostook Plan". Teachers also need time to continue to work towards these goals and alternate staffing options, such as substitutes will chew up a considerable amount of money as well.

Activity	Timeline	Budget Carryover: \$3955.65
Release time for HS teachers to create Power /Graduation Standards	Throughout the 2014-15 school year	2 days/teacher @ \$60/day for substitute(10 teachers) = \$1200
NMEC Dues	Throughout the 2014-15 school year	\$875
Proficiency-based community Informational sessions	January 2015	\$250 for refreshments and materials
Materials for Workdays	School year 2014-15	Books, other work materials = \$150
Substitutes for HS teachers to attend NMEC professional development opportunities	Throughout the 2014-15 school year	2 days/teacher @ \$60/day for substitute (10 teachers) = \$1200
Travel for NMEC Professional development opportunities	Throughout the 2014-15 school year	50 miles Round-trip @ \$.44/mile(23 vehicles) = (\$506) \$505.65
		=\$3955.65

A regular meeting of the Board of Directors of SAD #32 will be held on Wednesday, October 15, 2014 at 6:00 p.m. The meeting will be held in the cafeteria.

AGENDA

1. Call meeting to order.
2. Public participation.
3. Approval of the minutes of September 9, 2014.
4. Chairperson's report.
 - a. Finance Committee
5. Superintendent's report.
 - a. New hire
 - b. Coaches
 - c. Upcoming activities
 - d. Other
6. Approval of snow plow bid
7. Approval PBE extension application.
8. Approve Evaluation Development Team.
9. Next meeting – November 10, 2014 (tentative)
10. Adjourn.

NOTE: A FINANCE MEETING WILL BE HELD ON WEDNESDAY, OCTOBER 15, 2014 AT 5:30 P.M. IN THE KING THOMAS CONFERENCE ROOM. MEMBERS ON THE COMMITTEE ARE SHEILA LYONS, SHERRI CALHOUN, SANDY LABELLE AND BRENDA CLARK

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 32

MINUTES

Meeting of the Board of Directors of
Maine School Administrative District No. 32

October 15, 2014
6:03 p.m.

Directors present:

Sheila Lyons
Sherri Calhoun
Sandy LaBelle
Brenda Clark

Lisa Martin
Jim Laveway
Jenn Hammond
Julie Gardner

Directors absent: None

- 1. Call meeting to Order.

The meeting was called to order by Chair Sheila Lyons, at 6:03 p.m.

- 2. Public participation.

None

Jon Simonoff and students from his guitar class performed for the Board.

- 3. Approval of the minutes of September 9, 2014.

A motion was made by Sherri Calhoun, seconded by Julie Gardner, to approve the minutes of September 9, 2014. Chair declared the vote was unanimous.

- 4. Chairperson's report.

A motion was made by Sherri Calhoun, seconded by Brenda Clark, to approve the warrants for the month September, 2014. Chair declared the vote was unanimous.

- 5. Superintendent's report.

The Board was informed that Hope Doughty has been hired as a one-on-one ed. tech

The Board was informed that the following coaches have been hired.

Holly Chasse	Middle School Girls Basketball
Trevor Hews	Varsity Boys Basketball
Lucas Belanger	Middle School Boys Basketball and Boys and Girls Volleyball

Dr. Johnson reported that several playoff soccer games will be played at home and profits from the concessions will go towards a donation to the elementary school for t-shirts and the remainder will go to mats for the gym walls.

It was reported that Megan Stanley received \$500.00 for a grant she had applied for supporting the Outing Club.

6. Approval of snow plow bid.

A motion was made by Sherri Calhoun, seconded by Brenda Clark, to award the snow plow bid to Rodney Carney for \$18,000.00. Chair declared the vote was unanimous.

7. Approve PBE Extension Application.

Joel Hall presented the PBE Extension Application to the Board. A motion was made by Sherri Calhoun, seconded by Julie Gardner, to approve the PBE Extension Application as presented. Chair declared the vote was unanimous.

8. Approve Evaluation Development Team.

A motion was made by Brenda Clark, seconded by Julie Gardner, to approve the Evaluation Development Team as presented. Chair declared the vote was unanimous.

9. Next meeting – November 10, 2014 (tentative).

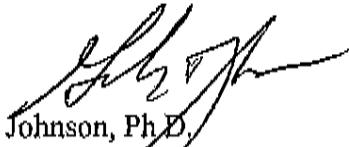
A motion was made by Brenda Clark, seconded by Julie Gardner, to approve Sherri Calhoun as the Board Delegate at the Maine School Management Fall Conference. Chair declared the vote was unanimous.

10. Adjourn.

A motion was made by Sherri Calhoun, seconded by Julie Gardner, to adjourn. Chair declared the vote was unanimous.

The meeting adjourned at 6:35 p.m.

Respectfully submitted,


Gehrig T. Johnson, Ph.D.
Superintendent of Schools