



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

Directions for submitting an extension application

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

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

Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

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

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

Submittal Window

1. Indicate the submitting date.

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

Superintendents Region

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

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	
Washington	X

Western Maine	
York	

3. School Administrative Unit: MSAD #37

4. High School(s): Narraguagus High School

5. Name and title of person completing the extension request:

Lucille Willey, Principal, Narraguagus High School

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

Ronald Ramsay
1020 Sacarap Road
Harrington, ME 04643

207-483-2734
rramsay@msad37.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**

Question 7 of Waiver: Evidence of Preparedness

Prior to the 2013-2014 school year, some preliminary work had been done to lay the groundwork for proficiency-based approach to learning, but the focus of the work done by the High School Leadership Team became proficiency-based in 2013-14.

The work included the following events:

A. Full days where the Leadership Team conducted research, contacted other schools, and worked with colleagues to develop standards, proficiency expectations, learning objectives, formative and summative assessments, and worked as a group to develop policies, reporting, and other proficiency-based topics:

1. August 19, 2013
2. August 26, 2013
3. October 23, 2013
4. March 5, 2014
5. August 4, 2014
6. August 5, 2014
7. August 12, 2014
8. August 20, 2014
9. August 25, 2014

B. Half days where the Leadership Team worked with colleagues to develop standards, proficiency expectations and learning objectives, begin to develop formative and summative assessments, and work on developing policies, reporting and other proficiency-based topics:

1. October 31, 2013
2. February 14, 2014
3. May 13, 2014

C. On October 15, 2103, the Leadership Team attended a Proficiency-Based presentation by Don Siviski.

D. On 9/22/2013 and 9/23/2013, one member of the Leadership Team attended a Proficiency-based Assessment Development State Repository Workshop for Administrators and on 10/8/2013 and 10/9/2013, 3 members of the faculty attended the Proficiency-based Assessment Development State Repository Workshop for Teachers.

E. On October 28 and February 12, two different teams made a site visit to Bucksport High School to observe their proficiency-based system. The first visit included members of the Leadership team and the second visit was freshmen content area teachers, particularly ELA, mathematics, science and social studies.

F. On 3/24/2014 and 2/15/2014, three members of the faculty attended the

Statewide benchmarking for Proficiency-based Assessment Development for State Repository.

G. On 9/2/2014 and 9/3/2014, the Leadership Team met with the entire staff to begin the roll-out of the first year of our timeline for full implementation of proficiency-based.

Beginning with the 2014-2015 school year, Narraguagus High School is prepared to pilot a proficiency-based approach to learning in ELA, mathematics, science, and social studies for grade 9. In each of the content areas, measurable graduation standards have been chosen, aligned with the Maine Learning Results and the Common Core. At Narraguagus High School, students must demonstrate proficiency on 100% of the graduation standards. Achievement is documented in Powerschool, on individual student tracking sheets, as well as a grade on report cards.

Five to ten measurable performance indicators have been chosen for every graduation standard in each content area. Student achievement is measured using common formative and summative assessments. Students must earn an average of 76% on all of the formative assessments in order to be able to take a summative assessment. Students must achieve an average of 76% on summative assessments within a unit in order to demonstrate proficiency on the performance indicator and receive credit. Students will be given multiple opportunities to demonstrate proficiency on every performance expectation under every standard, including opportunities to retake assessments, attempt alternate assessments, as well as more frequent and shorter assessments. Achievement of performance indicators is being documented using powerschool and tracking sheets.

Teachers will unpack each performance expectation into learning objectives. Learning objectives are clearly defined in our proficiency based curriculum and are designed to help the student move toward proficiency of the performance indicators. Students are given multiple opportunities to demonstrate progress. Teachers will assess student progress toward mastery of these tasks and provide feedback with formative assessments and assess proficiency on a performance expectation with summative assessments.

Ninth grade students, for the most part, are beginning to grasp the idea of demonstrating proficiency of an objective, or an expectation before they move on. Others have not yet accepted the reality of that concept and are still fighting to remain under the old system of scrambling the night before grades are due on the rank card to get all their work done and handed in. Parents and the community have not yet seen the impact from the proficiency-based work, as we are just underway with it this fall. We did talk to parents at open house on September 8 to give them some insight into what this year will look like for their student and we sent a letter home to 9th grade parents explaining the changes and what that looks like at Narraguagus High School and for their child. The staff is mixed in their immersion in proficiency-based grading. We spent the previous school year choosing the graduation standards, writing and aligning proficiency expectations and learning objectives, and writing formative and summative assessments. Preliminary ELA, Math, social studies, and science are complete for 9th grade and were piloted to start the school year. Other teachers in other subjects and other grade levels are in varied places of readiness. We have four full day workshops and four early release days dedicated to moving to proficiency based, as well as one hour meetings for all teachers once a month to

address proficiency based topics. We also have periodic meetings of the teacher leaders to keep us on track with our time line.

We are working on developing a framework for Student Led Conferences and portfolios for students to demonstrate their progress toward proficiency in the eight content areas and guiding principles. One of the goals of proficiency-based learning is for students to take more ownership of their education and see more of a connection between classroom activities and their knowledge and skills they attain.

As teachers progress through the school year, they are looking for opportunities where students may demonstrate proficiency on a particular guiding principle and document that opportunity so we, as a school, can create a bank of opportunities for meeting the standards of the guiding principles.

INTEGRATED SCIENCE II

Cellular Transport and Homeostasis

E3e - Describe the role of regulation and the process that maintains an internal environment amidst changes in the external environment

E - Life Science STANDARD 3 - Cells - Standard Descriptor e - Performance Expectations

Introduction - Ever wonder why we can't drink salt water? How do our cells get food and oxygen? In this unit you'll learn about the structure of the cell membrane that allows materials in and waste out. Osmosis is a special type of diffusion involving water moving across a semi-permeable membrane that helps to regulate a cell's internal environment with its external environment. This is a short unit but it is interesting!

Assignments/ Activities -

- 2 Column Notes
- Food Color Dispersal
- Wilted Lettuce
- Smelly Balloons
- Osmotic Egg

Objectives

- Describe simple diffusion
- Define osmosis and relate its importance in homeostasis
- Distinguish between passive and active transport
- Identify two types of active transport
- Name the molecule that supplies energy for active transport
- Describe the basic structure of a cell membrane

Assessments

- Osmosis Lab Report
- Test (Multiple Choice and Short Answer)

Assignment Sheet for "What do we learn? and How do we learn it?"

We will read "The Gift of the Magi" by O. Henry in order to *unpack* and understand Henry's use of characterization.

Standard Descriptor: Key Ideas and Details

RL.9-10.1--Cite strong through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.3--Analyze how complex characters (e.g., those with multiple or conflicting motivations develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Objectives: Learn to recognize how an author uses both explicit and implicit characterization to define a character, advance the plot, and support conflict or theme.

- a. Read the short story (as a class, with a partner, and independently)
- b. Keep a triple entry "Characterization Log" for the two major characters.
 1. Label the quotations on the left-hand side of the log as either "Explicit Characterization" or "Implicit Characterization."
 2. Explain how the quotation serves to advance the plot or support the conflict or the theme

Triple Entry "Characterization Log

Direct Quote from the text including MLA-style Citation--Tag the quote as Explicit or Implicit.	Explanation of what the reader learns about the character and how she learns it.	Connect the characterization to plot, conflict or theme

Formative Assessment
Pre-reading Activity
Historical/Cultural Context Review for *The Great Gatsby*

After reading the article from history.com, follow the directions below.

RI.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Directions: Choose seven (7) of the following questions to answer in complete sentences.

1. What, according to history.com, is "the most familiar symbol of the "Roaring Twenties"?"? What does it represent?
2. Name three things that affected women's lives in the 1920's.
3. Name two things that Americans might have spent their extra money (disposable income) on in the 1920's.
4. According to the article, what was the "most important consumer product of the 1920's"?
5. How might young people have spent their free time in the 1920's?
6. What is the 18th Amendment to the Constitution and what was its impact on the nation?
7. What is the 19th Amendment to the Constitution and what was its impact on the nation?
8. To what does the phrase "The Great Migration" refer?
9. Who objected to the great migration and how did these people respond?
10. What is the Volstead Act?
11. What was the unintended effect of the Volstead Act?
12. What was the "Red Scare" of 1919 & 1920?
13. What is the National Origins Act of 1924? To what were the law makers reacting?
14. One historian, according to the article, refers to the conflicts of this time period as a "cultural Civil War." What does this mean?
15. What was the cause of the surge of people joining the Ku Klux Klan in the early 1920's?

Answer the following question in complete sentences:

Based upon what you read discuss what might be the overall effects of the radical changes that took place during the 1920's.

NHS Proficiency-Based Scoring Conversion Chart

Proficient with Distinction	4.0	100		Partially Proficient	2.3	74
	3.9	99			2.2	73
	3.8	98			2.1	71
	3.7	96			2.0	70
	3.6	95			1.9	68
	3.5	94			1.8	67
	3.4	92			1.7	66
	3.3	90			1.6	65
Proficient	3.2	89		Substantially Below Proficient	1.5	64
	3.1	87			1.4	63
	3.0	85			1.3	62
	2.9	84			1.2	60
	2.8	82			1.1	59
	2.7	80			1.0	58
	2.6	78				
	2.5	77				
2.4	76					

Dear Parent/Guardian:

As the parent of a 9th grade student, you will be hearing a lot about the *proficiency-based model of teaching and learning*. This big change in education comes about as a result of legislation passed at the state level in 2012.

This year, at Narraguagus High School, we have begun to implement standards or proficiency-based grading in the 9th grade English, Mathematics, Social Studies, and Science classrooms. Teachers in those classrooms have clearly identified the essential standards, learning objectives, and performance expectations. They also have developed formative assessments and summative assessments. (see page 2 of the enclosed handout).

Student grades will be based on formative and summative assessments. Students will not be allowed to go to the next objective until they have achieved a minimum of 76% on the summative assessment. We have built into our schedule some opportunities for intervention as a means of keeping students on track for completion of standards. We will be using 45-minute learning labs on Tuesday and Thursday for that purpose, as well as a 38 minute guided study on Monday, Wednesday, and Friday. If a student is still falling behind, we will ask you to allow him/her to stay after school for "Office Hours" to work with a teacher.

Our parent-teacher conference in November will be a chance for your student to demonstrate to you how this system of learning is working, what standards he/she has currently met and which ones he/she is working on. One of the goals of proficiency-based learning is for students to take more ownership in their education and see more of a connection between classroom activities and the knowledge and skills they attain.

Parents are their child's first and most important teachers. Another important goal of a proficiency-based system is to give parents better information, allowing them to become more involved in their education. In a proficiency-based system, instead of asking "Have you done your homework?" you would have access to such information as how well your child is progressing, for example, as an effective writer or in his/her ability to solve multi-step equations.

Please take the time to read the enclosed handout. If you have questions or concerns, please do not hesitate to call me. This is a work in progress for all of us, and none of us have all the answers. This is a huge change in education, but I believe it is one which, once in place, will improve education tremendously in the State.

Thank you for your help and support in this endeavor, and thank you for allowing us to share in the life of your child. Narraguagus High School is an excellent school and, with your help, we seek to make it even better.

Sincerely,

Lucille Willey
Principal

Proficiency Based Education at Narraguagus—What parents need to know.

The state of Maine has mandated that all schools adopt a Proficiency Based Diploma. In order to comply with state law, beginning with the class of 2018, Narraguagus High School will adopt a proficiency-based model of teaching and learning in the content areas of mathematics and English language arts.

What will this look like in the classroom? Teachers will:

- Identify the standards
- Unpack clear learning objectives under the standards
- Design specific learning activities directly related to the objectives
- Give formative assessments and provide feedback to students
- Give summative assessments to assess the standards
- Include only academic scores in grading
- Place a zero in the grade book as a "placeholder" until the student completes the assignment or demonstrates proficiency.
- Provide students with "redos" and "retakes" until proficiency is met
- Provide students with multiple opportunities to show proficiency
- Plan for flexible time frames to demonstrate proficiency
- Plan for a teacher-paced but student-driven classroom

How will this work at Narraguagus High School?

- When a student takes more than one formative or summative assessment within a unit, his final score will be the average of those scores.
- When a student retakes a formative or summative assessment (regardless of the number of retakes) in order to achieve a passing score, he will receive the highest score as opposed to an average of the retake scores.
- Teachers will unpack each performance expectation (breakdown of standard by letter number) into learning objectives e.g., the bite-sized tasks students must master before they can demonstrate proficiency on the performance expectation.
- Teachers will assess student progress toward mastery of these tasks and provide feedback with formative assessments and assess proficiency on a performance expectation with summative assessments.
- Students must earn an average of 76% on all of the formative assessments which lead up to a summative assessment in order to be eligible to take that summative assessment.
- Students must achieve at least 76% on each summative assessment in order to demonstrate proficiency and receive credit towards graduation.
- Students will have multiple opportunities to demonstrate proficiency on every performance expectation under every standard, including opportunities to retake assessments, alternative assessments, as well as frequent, shorter assessments.

Intervention—How we will provide additional help to students:

Learning Labs Students have been assigned to learning labs by grade level. Team teachers with their students will assess where they need help. Science and math will be the focus on one day and English and social studies on the other day. If students are in good shape for all classes, they will be expected to work on literacy skills (reading and writing) or math skills. Redos, retakes, or alternative assignments can be done at this time as well. During the second semester, junior level students may choose to do SAT test prep.

Guided Study Students will have a guided study three times a week on Monday, Wednesday, and Friday. Students have been assigned to their guided study teachers and will be the same grade level as the Learning Labs. This time will be used to make up tests or get extra help, especially for the multigrade-leveled classes.

Office Hours Students will stay after or come early to school for extra help when asked by their teachers.

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**

Waiver Question 8: Overall Implementation Plan

The overall plan to meet the goal of awarding diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles, is outlined in the attached timeline.

In 2014-2015, for the graduating class of 2018, we are piloting proficiency-based learning in Mathematics, English Language Arts, social studies, and science. Preliminary standards and learning objectives have been identified and chosen for all four content areas and performance expectations have been laid out in the curriculum. We continue to design formative and summative assessments, providing students multiple opportunities to demonstrate proficiency. A tracking system has been put in place, which will be a work in progress. We have determined a minimal level of proficiency for formative and summative assessments and have agreed, as a faculty, that 100% of the graduation standards must be met. A team of teachers presented the high school work to elementary and junior high teachers on October 14, 2014 and also presented to the Board of Directors on October 28, 2014. Professional development in the area of proficiency-based is ongoing. The 9th grade ELA, math, science, and social studies teachers have been provided with the time to meet twice a week for the first nine weeks to collaborate on current practice.

In the 2016-2017 school year, we will add Career and Education Development to the four content areas that we are piloting this year, for all ninth graders. Career education and development will be integrated into activity periods where all 9th graders will do an activity at least once per month, giving students opportunities to meet the standards in that content area. Work is currently underway to create the activities and align the standards, expectations, and objectives to the Maine Learning Results.

In the 2016-2017 school year, our plan is to pilot Health/PE, visual and performing arts, and world languages to the list of content areas in which students will need to demonstrate proficiency. Standards, expectations, and objectives, as well as formative and summative assessments are currently on their way to being completed. The three additional content areas will be added in the 9th, 10th, and 11th grades. By the year 2017-2018, our plan is to be piloting proficiency-based in all eight content areas.

For the guiding principles of the Maine Learning Results, in the current year, 2014-2016, teachers and students are looking for opportunities within the curriculum for students to demonstrate proficiency of any of the standards, as well as develop a portfolio system to document the results. By the year 2016-2017, our plan is for students, to provide the evidence that a guiding principle has been met. In 2017-2018, and in each consecutive year, we plan to transition to having students provide the evidence that they have met the standards of the guiding principles in a portfolio system.

Narragagus High School Proficiency Based Diploma Timeline

Update 1/7/15

<p>2018 Graduation 2014-2015</p> <p>Content Math & English--Proficiency Based--9th Pilot Science & Social Studies--Pilot--9th</p>	<p>Content Math, English, Science, & Social Studies--9th & 10th Pilot</p>	<p>Guiding Principles (All 5) Teachers and students look for opportunities to meet the Guiding Principles.</p>	<p>Intervention Learning Lab by grade-level Tuesday--1/2 of students Math & Science, 1/2 of students ELA & Social Studies Thursday--1/2 of students ELA & Social Studies, 1/2 of students Math & Science</p>
<p>2019 Graduation 2015-2016</p>	<p>Content Math, ELA, Science, SS Health/PE, Art, Music, & Language--9th, 10th, & 11th Pilot Integrate Career and Education Development (One Activity Period per month--Guidance.)</p>	<p>Guiding Principles (All 5) Teachers and students look for opportunities and create pathways for meeting the Guiding Principles.</p>	<p>Intervention Learning Lab by grade-level Tuesday--1/2 of students Math & Science, 1/2 of students ELA & Social Studies Thursday--1/2 of students ELA & Social Studies, 1/2 of students Math & Science</p>
<p>2020 Graduation 2016-2017</p>	<p>Content Math, ELA, Science, SS Health/PE, Art, Music, + Career Education Development --9th Implementation 10th, 11th, & 12th--Pilot</p>	<p>Guiding Principles (All 5) Students provide evidence of meeting the Guiding Principles--Pilot.</p>	<p>Intervention Learning Lab by grade-level Tuesday--1/2 of students Math & Science, 1/2 of students ELA & Social Studies Thursday--1/2 of students ELA & Social Studies, 1/2 of students Math & Science</p>
<p>2021 Graduation 2017-2018</p>	<p>Content Math, ELA, Science, SS Health/PE, Art, Music, + Career Education Development --9th Implementation 10th, 11th, & 12th--Pilot</p>	<p>Guiding Principles (All 5) Students provide evidence of meeting the Guiding Principles--9th Implementation</p>	<p>Intervention Learning Lab by grade-level Tuesday--1/2 of students Math & Science, 1/2 of students ELA & Social Studies Thursday--1/2 of students ELA & Social Studies, 1/2 of students Math & Science</p>

Proficiency Based Education Overview

Highlights

Waaaaay back in May the faculty came to consensus on the following:

1. Each department will determine their own graduation standards based upon the Maine Learning Results and the Common Core.
2. Students must demonstrate proficiency on 100% of these graduation standards.
3. Students must earn an average of 76% on all of the formative assessments which lead up to a summative assessment in order to be eligible to take that summative assessment.
4. Students must achieve an average of 76% on summative assessments within a unit in order to demonstrate proficiency and receive credit towards graduation.

Definitions

Assessments for each class must be designated as formative (30%) and summative (70%)--see Power School screen shots.

Students will have multiple opportunities to demonstrate proficiency on every performance expectation under every standard, including opportunities to retake assessments, alternative assessments, as well as frequent, shorter assessments.

What is the difference between formative and summative assessment?

Formative assessment

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally *low stakes*, which means that they have low or no point value. Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback

Summative assessment

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often *high stakes*, which means that they have a high point value. Examples of summative assessments include:

- a final project
- a paper
- a senior recital

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

<http://www.cmu.edu/teaching/assessment/basics/formative-summative.html>

Assessments Continued...

When a student takes more than one formative or summative assessment within a unit, his final score will be the average of those scores.

When a student retakes a formative or summative assessment (regardless of the number of retakes) in order to achieve a passing score, he will receive the highest score as opposed to an average of the retake scores.

Assignment sheets for units, projects, texts, and other large chunks of work should include:

- a. The CCSS/MLR Standard
- b. The performance expectation (breakdown of standard by letter/number)
- c. Objectives—that which student will be able to do, know, and or understand...
- d. The formative assessments included in the unit (and alternatives when possible)
- e. The summative assessments included in the unit (and alternatives when possible)

- f. CC Literacy opportunities (where applicable)
- g. Technology integration (where applicable)

**See model assignment sheets for examples.

Teachers will unpack each performance expectation (breakdown of standard by letter/number) into learning objectives e.g., the bite-sized tasks students must master before they can demonstrate proficiency on the performance expectation.

Teachers will assess student progress toward mastery of these tasks and provide feedback with formative assessments and assess proficiency on a performance expectation with summative assessments.

Maine Learning Results Guiding Principles Standards

Standard

Opportunities for students to demonstrate proficiency:

Standard A. A Clear and Effective Communicator understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes.

Standard B. A Self-Directed and Lifelong Learner understands the importance of embracing and nurturing a growth mindset.

Standard C. A Creative and Practical Problem Solver is skilled at selecting and applying a process of problem-solving to deepen understanding and determine ... a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one.

Standard D. A Responsible and Involved Citizen understands the interdependence within and across systems and brings to each situation the appropriate actions.

Standard E. An Integrative and Informed Thinker is skilled at using complex reasoning processes to make meaning.

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**

9. Describe the system of supports you have in place for secondary school students when proficiency is not demonstrated.

The levels of academic intervention will continue to be first, at the classroom level for all students, including providing multiple opportunities for achievement of an objective, proficiency expectation, or standard, using a variety of formative and summative assessments. Formative assessments inform daily teaching practice, providing feedback to teachers and students. Feedback from formative assessments is posted on Powerschool. All students also have a learning lab which is another source of feedback from formative assessments. Learning labs meet twice a week on Tuesday and Thursday. Students are divided by content area and use that time for redoing assessments until they reach an average 76% level of proficiency. If students are in good shape for all classes, they will be expected to work on literacy skills (reading and writing) or math skills during learning lab time. All students also have a guided study three times a week, where students are assigned by grade level and use the time to get help catching up, getting ready for a retake on an assessment, or doing sustained silent reading if all work is on target. For those students who are still behind, teachers hold office hours before and after school and students are requested to stay. Extra help is also available through EdGE, an afterschool program provided by a grant from the Maine Seacoast Mission.

Also, Professional Learning Communities meet once a week after school. Professional Learning Communities are made up of grade level teachers who look at individual students who are falling behind. When students are identified as in need at a PLC meeting, a plan for additional intervention is set up, usually starting with a Student Assistance Team meeting, which includes the student, the student's teachers, and the student's parents.

EdGE also provides for a mentor-mentee program which meets once a week on Tuesdays, where any 9th grader who have been identified as a possible at-risk student, will be paired up with an older, more focused student who will be the 9th graders mentor for at least the first year of high school. The mentor provides both academic and social support for their mentee.

INTERVENTION 2014-2015

NHS level 1 intervention will be composed of Learning Labs, Guided Study Hall, and PLC meetings.

Learning Labs

Learning labs will be by grade level.

The freshmen team – Heidi, Todd, John, Gabi, and Joan (math)

The sophomore team – Melissa, Lisa, Helen, and Gail

The junior team – Elizabeth, Michele, Julia, Jim, and Joan (math)

The senior team – Tracey, Michelle, Donna, and Debbie

Students have been assigned to learning labs by grade level. Team teachers with their students will assess where they need help. Science and math will be the focus on one day and English and social studies on the other day. It is suggested that the science and math teachers meet with half of the students in a large group setting and assess who needs what support. English and social studies would do the same with the remaining half. On the other day the groups switch teachers and subject areas allowing team teachers to have access to all of the students in the grade level throughout the week. Students may move laterally between grade-level teachers. If students are in good shape for all classes, they will be expected to work on literacy skills (reading and writing) or math skills. Redos, retakes, or alternative assignments can be done at this time as well. During the second semester, junior level students may choose to do SAT test prep.

Guided Study

Guided study will still be three times a week on Monday, Wednesday, and Friday. It will be a separate period rather than rotating through the regular class schedule. This change will be accomplished by reducing class time by 7 minutes, which will increase your teaching time. Same guidelines apply to guided study – students will need passes to see other teachers. Students have been assigned to their guided study teachers and will be the same grade level as the Learning Labs. This time will still be used to make up tests or get extra help, especially for the multigrade-leveled classes.

PLC

Our PLC teams will be the same as LL and GS teams. This should make for more continuity and make it easier to identify student needs and plan for intervention. PLC meetings will continue to be on Monday.

Level 2 – In addition to level 1

Office Hours

Students can be “asked” to stay after or come early to school for extra help. Instead of calling it an academic detention, Office Hours feels more positive. With a call home students are “asked” to stay for intervention.

SAT meeting

On-Line classes – Gradpoint

Level 3 – In addition to levels 1 & 2

Referral– To special services that might include special ed, counseling, or other

Guided Study 2014-2015

The guided study is an opportunity for students to supplement their class time and to have additional time to complete assignments or to get extra help. For some students who do not have access to the Internet at home this time will afford that access. Students are assigned to grade level teachers and may, with prior approval, move to any teacher they need assistance from. It is intended that the guided study period will be used to check PowerSchool and to conference with teachers as necessary.

If the student is completely up-to-date in the guided study class, he/she has two choices. One option is to get a pass from another teacher in order to complete work or get extra help. If this is the case, the student must get a pass from the other teacher before the beginning of the class period. If a student *thinks* she *might* need to see another teacher during Guided Study, she is advised to request a pass. No student will be allowed to leave the Guided Study class to get a pass from another teacher.

A student will only be allowed to use the library during guided study periods if it is necessary to work with the librarian in order to complete an assignment or check out materials. A pass must be obtained in advance from the teacher for which the work is being done, signed by the classroom teacher (if different from the teacher for which the work is being done), and signed by the librarian. Students who wish to check out materials will be allowed a reasonable amount of time to do so and then must return to the Guided Study class.

If a student has no work for the Guided Study period, and there is no other academic work pending, he/she will engage in sustained silent reading. The student will not be allowed to leave the classroom to read and is expected to bring reading materials to class. Computers will be used during guided study for academic work ONLY and under the direct supervision of the teacher. The guided study period will be quiet and the atmosphere conducive to learning and silent reading. Students who need to collaborate or help one another for a legitimate academic purpose should be permitted to do so, quietly, in the hall outside the classroom at the discretion of the Guided Study teacher.

Guided Study is CLASS TIME; Guided Study is QUIET; Guided Study is PRODUCTIVE.

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: 2%**
- Practice: 47%**
- Community Engagement: 4%**
- One-year Carry Over: 47%**

Of the 53% of the transition funds that we used in the 2013-2014 school year, 11% was spent on substitutes and mileage for 3 different teams to visit Bucksport High School and Hall-Dale High School, and for members of the Leadership Team to attend a Proficiency-based Assessment Development State Repository Workshop. The other 42% was paid as stipends to the Leadership team to meet on several occasions during the summer to work as a group to develop policies, reporting, and other proficiency-based topics.

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**

One of the intended impacts for transition funds is to provide opportunities for professional development for our staff as we move toward our goal of 100% proficiency. Our plan is to have staff members go out to see other schools who have been working with proficiency-based for a period of time. We have a new math teacher who we will be sending out, as well as the health and physical education teachers, language teacher and special education teachers. We also plan to provide the opportunity for the music teacher to collaborate with others in her field who are also transitioning to proficiency-based learning. Our leadership team is providing professional development to our staff in-house and also to elementary teachers. The budget will provide for substitute teachers when necessary, travel expenses for staff going out to other schools, and supplies for in-house professional development.

Another of the intended impacts for the transition funds is in the area of tracking assessments and standards. We are researching various options. Our preference would be to purchase an upgrade to powerschool, provided it will effectively show the standards for each course, and progress toward meeting the standard. Otherwise, we will be looking at Educate or some other student information system, which will make the process of tracking student progress more efficient.

Budget for Transition Funds

Expense	Amount	Category	To Be Spent By:
Postage	100	Community Engagement	06/30/15
Online tracking system	4700	Practice	06/30/15
Salary, Substitute Teachers: 2 groups of teachers to visit a proficiency-based schools release for teachers to collaborate release for proficiency-based team to collaborate	\$2,000.00	Professional Development	06/30/15
Supplies for professional development materials and resources,	\$500.00	Professional Development	
Supplies or licenses for Student portfolios	\$1,000.00	Practice	06/30/15

In FY 2014, we used \$3013.11, leaving us a balance of \$2651.18. In FY 2015, the amount of money awarded to SAD 37 was \$5651.54, for a total of \$8302.72.

Attached is a trial balance for period ended June 30, 2014 showing \$3013.11 expended.

Maine School Administrative District #37

Trial Balance

Report # 26833

Account Group: ProfBadExp
 Accounts: (First) - (Last)
 Dates: 07/01/2013 - 06/30/2015
 Book Type: Actual
 Sort By: Account Number
 Detail Option: No Detail
 Include Zero Activity Accounts: No
 Subtotal First Account Segment: No
 Select Accounts Utility: No

Account Number	Description	Class	Beginning Balance	Total Debits	Total Credits	Net Change	Ending Balance
2232-0000-2213-51230-300	Salary-Substitute Teach-Prof Based Grant	Expense	0.00	270.00	0.00	270.00	270.00
2232-0000-2213-51500-300	Supend, Prof Based EJ (S)	Expense	0.00	2,400.00	0.00	2,400.00	2,400.00
2232-0000-2213-52230-300	SS/Medicare, Substitute Teachers-ProfBad	Expense	0.00	8.27	0.00	8.27	8.27
2232-0000-2213-52330-300	MSRS, Substitute Teachers-Prof Based Grt	Expense	0.00	1.59	0.00	1.59	1.59
2232-0000-2213-52630-300	Unemployment, Substitute Teachers-ProfBad	Expense	0.00	2.16	0.00	2.16	2.16
2232-0000-2213-59800-300	TRAVEL-Prof Based Grant	Expense	0.00	331.09	0.00	331.09	331.09
Report Totals:			\$0.00	\$3,013.11	\$0.00	\$3,013.11	\$3,013.11

6 Accounts Listed.

School Board Vote and Approval of the Extension Request

12. Provide the agenda and minutes from your SAU school board meeting reflecting a formal board vote and approval of the extension request. Reference the page numbers that specifically address the board vote and approval of the extension request option.

The SAD #37 School Board does not meet again until January 28, 2015. The approval of this extension request is on that agenda and minutes will be provided as soon as they are available.

Also, several policies are currently in the status of "first reading" for the school board and will be provided as soon as they are approved by the School Board. They are IKF, IKE, IKFF, IKD, IKC, and IKA.

MAINE SCHOOL ADMINISTRATIVE DISTRICT #37
January 29, 2015

The Regular Meeting of the Board of Directors of RSU/MSAD #37 was held at Milbridge Elementary School, Milbridge, Maine, on Thursday, January 29, 2015, at 7:30 p.m. to consider and act upon the following items of business:

Board Members Present: Everett Grant, Beth Hartford, Ronald Kennedy, Brandi Lovejoy, Debra Murphy, Charles Peterson, Jr., Vance Pineo, Jr., and Sally Thompson

Board Members Absent: Angela Alley, Drusilla Ray, Michael W. Strout, and Mark Wright

Other persons present: Ronald Ramsay, Lorna Greene, Susan Meserve, Maria White, Lucille Willey, Ron Green, Denise Vose, Robin Newman, Rebecca Torrey, Chris and Stephanie Rolfe, Kandi Robertson, Tiffany Strout, Suzen Polk-Hoffses, Melinda Reynolds, Mary Fickett, Brittany Ray, Ron Smith, Elizabeth Holub, Dawn Fickett, and other citizens

MINUTES

A. INTRODUCTORY BUSINESS

1. **The meeting was called to order at 7:00 p.m. by Chairman Grant.**
Denise Vose asked to address article C-5 at the appropriate time.
2. **RE: APPROVAL OF MINUTES**
 - a. **December 17, 2014 Annual Meeting**
 - b. **December 17, 2014 Regular Meeting****ACTION:** Motion by Vance Pineo, Jr., second by Sally Thompson, and voted (unanimously) to approve the minutes of the December 17, 2014 Annual and Regular Meetings as printed.
3. **RE: REPORT—SUPERINTENDENT OF SCHOOLS (Including Legislative Updates)**
INFORMATION: Superintendent Ramsay reported that he had received a letter of resignation from Elizabeth Joyce, Food Services Director, effective at end of school year. He mentioned the snow days used by the district. Two days were used this week, the first due to the actual storm, the second because there was so much snow to clean up. He reported that he had met the new Commissioner of Education in Augusta a couple of weeks ago at a meeting. The same news is coming from Augusta that we've been getting every year at this time—flat funding of education...this leaves less for us as costs increase and the mill rate goes up. It means we have to raise more locally through taxation. He also noted that he attended a meeting in August last week on the Pre-K grant. We were approved as one of 14 districts to be a part of the grant. The state has approved new Pre-K guidelines since the grant was approved. This makes it even more important for us to participate in order to receive start-up funds that we could probably never afford on our own.
4. **RE: REVIEW OF FINANCIAL STATEMENTS FOR DECEMBER, 2014**
INFORMATION: Fifty percent of the year is gone in this statement, and we have 62% of the budget remaining. This puts us in good shape to get through the rest of the year and have money for summer payrolls and balance forward.
5. **RE: SUBCOMMITTEE REPORTS**
INFORMATION:
 - **Athletics/Student Activities**—has not met. Debi Murphy asked that the Board receive some kind of evaluation of the Grade 3 & 4 basketball program at the appropriate time.
 - **Curriculum & Instruction**—has not met.
 - **Negotiations & Grievance**—has not met, but a meeting is scheduled for next week.

3. RE: HIRING PEE-WEE BASKETBALL AND CHEERING COACHES

ACTION: Motion by Debra Murphy, second by Beth Harford, and voted (unanimously) to approve the following pee-wee basketball/cheering coaches as recommended by the Superintendent:

School	Pee Wee Boys' Basketball	Pee Wee Girls' Basketball	Pee Wee Cheering
DW Merritt	Daniel Kane Keith Newman, vol asst	Nancy McCarthy	Cecilia Robbins
Harrington	David Fraser	Yvonne Hayward	Pamela Whittier
Milbridge	Aaron Beal	Donald Parker	Robin Newman

4. RE: ACCEPTANCE OF \$1,000 GRANT FROM MCMH-KEEPING KIDS ACTIVE IN WINTER
ACTION: Motion by Debra Murphy, second by Sally Thompson, and voted (unanimously) to accept the \$1,000 grant for Milbridge Elementary.

5. RE: APPROVAL OF 2015-2016 SCHOOL CALENDAR

ACTION: Denise Vose reported that the Teachers' Association met to review the calendar. They were pleased that the start date is before Labor Day, but concerned about the two full weeks at Christmas. Principals noted that they have had positive feedback from staff about the full two weeks off.

Superintendent Ramsay noted that he had met with Machias on the calendar since we are not supposed to have more than five dissimilar days in our calendars. They were happy with the calendar and had agreed to follow ours with the exception of a couple of days. This keeps us in compliance with statute. If changes are made, he will need to go back to them again to make sure we are still in compliance.

Motion by Vance Pineo, Jr., second by Charles Peterson, Jr., and voted (unanimously) to approve the 2015-2016 School Calendar as proposed.

6. RE: CONSIDERATION OF 1ST READINGS OF POLICIES/PROCEDURES

- a. EFC Free and Reduced Price Food Services
- b. EFC-R Meal Charging Procedures—Supt. Ramsay noted that Elizabeth Joyce, Food Service Director, recommended one slight revision to this draft. It is to offer students in Grades 4-12 a fruit or vegetable along with a sandwich and milk, when in overdue status. This would allow us to consider the meal "reimbursable" according to state guidelines and we could get the count for it.
- c. EFE Competitive Food Sales
- d. IKF Graduation Requirements
- e. JL Student Wellness

ACTION: Motion by Vance Pineo, Jr., second by Sally Thompson, and voted (unanimously) to approve the first readings of the above policies/procedures with the suggested revision to EFC-R Meal Charging Procedures.

7. **RE: APPROVAL OF PROFICIENCY-BASED EXTENSION OPTION #5 FOR NHS**
ACTION: Superintendent Ramsay noted that the stated denied the request for us to use Option 4 for Proficiency Based Diplomas. They recommended Option 5, which gives us more time and more support. It takes some of the pressure off. He recommends we go with this option, but the Board needs to approve it as well. It doesn't mean we won't continue doing what we are doing with Proficiency-based work, but just lets us extend the timeline out a bit further.

Motion by Debra Murphy, second by Beth Hartford, and voted (654-yes, 108-abstentions) to approve submission of the Proficiency-based Extension Option #5 for NHS to the Department of Education. (Kennedy abstained.)

8. **RE: ADJOURNMENT**
ACTION: Motion by Charles Peterson, Jr., and voted (unanimously) to adjourn the meeting at 9:25 p.m.

Respectfully submitted,


Ronald C. Ramsay
Secretary to the Board

MEETING SUMMARY—January 29, 2015

A. INTRODUCTORY BUSINESS

2. Approved the minutes of the 12/17/14 Annual and Regular Meetings;
7. TABLED agenda adjustment;

B. OLD BUSINESS

None

C. NEW BUSINESS

3. HIRED Pee Wee Coaches;
4. ACCEPTED \$1,000 grant from MCMH—Keeping Kids Active in Winter;
5. APPROVED 2015-2016 School Calendar;
6. APPROVED 1st reading of policies/procedures—EFC, EFC-R, EFE, IKF, JL;
7. APPROVED applying for Proficiency-based Extension Option #5 for NHS

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

2/6/15
Date



Chair of School Board

2/12/15
Date