



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 3**

At the time of the extension application the SAU will:

- Provide evidence of the proficiency based system in place at the middle school or K-8 level as evidence of the SAU's preparedness to expand the proficiency-based system into the secondary level and its preparedness to award diplomas based on proficiency in the standards of the eight content areas and standards of the Guiding Principles after July 1, 2020.
- Provide a description of the overall plan to meet the goal of awarding of diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles. The description should include benchmarks for the 2014-2015 school year and each year for which the extension is requested.
- 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.**

   January 2015 – (resubmittal)

**Superintendents Region**

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

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	√ - MSAD#4 / RSU 80
Washington	
Western Maine	
York	

1. **School Administrative Unit: RSU 80 / MSAD#4**

2. **High School(s): Piscataquis Community Secondary School**

3. **Name and title of person completing the extension request:**

Elaine Bartley – Director of Instruction, Curriculum & Assessment

1. **Superintendent’s name, address, phone number and email:**

Ann Kirkpatrick - School Superintendent - 31 High Street, Suite C, Guilford, ME 04443 (207) 876-3444, akirkpatrick@sad4.org

**Evidence of Preparedness**

1. **Describe the proficiency-based system in place at the middle school or K-8 level as evidence of the SAUs preparedness to expand the proficiency-based system into the secondary level and its preparedness to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. 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**

At PCSS, a secondary school encompassing grades 7-12, we use a triangulated approach to ascertain a student’s opportunity for standards-based instruction and achievement of proficiency against the required standards.

Our first data point comes from work curricular work begun several years ago. Since the mid-2000s, the entire district has worked to document its K-12 curriculum in a local curriculum database. This database requires that each teacher supply the following informational components: Unit topic and subtopic, Essential Understandings and Questions, Learning Targets (what students should know and be able to do), Activities associated with the unit, Resources used in teaching, Assessments used, and any additional information i.e., student trouble-spots or typical misconceptions encountered. In addition to documenting the units taught, each unit has to be “tagged” (indicating alignment) to the applicable state standards. This tagging is done within the database and is also now being converted to a shared Google doc to aid in our efforts for vertical alignment. (Figure 1 below is a snapshot of how two units from the high school Biology course are aligned to various state standards. A full-page version is also available in the supporting documents.)

Figure 1

Tagged To:	Curriculum Unit: What is Biology?
ME.2007	Sc. 3-12-A. Unifying Themes / A2. Models
ME.2007	Sc. 3-12-A. Unifying Themes / A3. Constancy and Change
ME.2007	Sc. 3-12-C. The Scientific and Technological Enterprise / C2. Understanding About Science and Tech
ME.2007	Sc. 9-12-E. The Living Organisms / E1. Biodiversity
ME.2007	Sc. 9-12-E. The Living Organisms / E2. Ecosystems
ME.2007	Sc. 3-12-E. The Living Organisms / E5. Division
Tagged To:	Curriculum Unit: Principles of Ecology
ME.2007	Sc. 3-12-A. Unifying Themes / A1. Systems
ME.2007	Sc. 3-12-A. Unifying Themes / A2. Models
ME.2007	Sc. 3-12-A. Unifying Themes / A3. Constancy and Change
ME.2007	Sc. 9-12-E. The Living Organisms / E2. Ecosystems
ME.2007	Sc. 9-12-E. The Living Organisms / E3. Matter and Energy
ME.2007	Sc. 3-12-E. The Living Organisms / E1. Biodiversity
ME.2007	Sc. 9-12-E. The Living Organisms / E2. Ecosystems
ME.2007	Sc. 3-12-E. The Living Organisms / E5. Division

(Figure 2 below shows how the above information is being converted to a Google doc to aid in vertical alignment efforts. Also available in the supporting documents.)

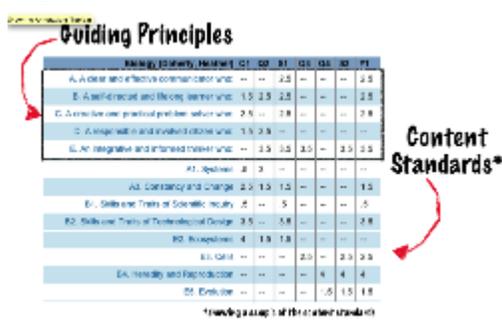
Figure 2:

Standard	A1	A2	A3	A4	B1	B2	C1	C2	C3	D1	D2	D3	D4	D5	E1	E2	E3	E4	E5	
1. Cell and Tissue																				
2. Plant and Animal Cells																				
3. Community and Ecosystems																				
4. Population and Ecology																				
5. Biological Diversity																				
6. Matter and Energy																				
7. Evolution and Speciation																				
8. Science and Society																				
9. History of Life																				
10. Science and Society																				
11. Science and Society																				
12. Health and Society																				
13. Health and Society																				

Our second data point comes from our teachers’ gradebook entries within PowerTeacher. We have uploaded all Maine’s required content standards and the Guiding Principles into our student information system: PowerSchool. As teachers enter a grade into their gradebook, the specific

assignment/project/quiz/assessment etc. is then tagged to reflect the various standards addressed by that assignment/project/quiz/assessment. This allows us to follow a child’s progress against the various individual standards as they take the different courses available to them during their high school years. (Figure 3 depicts a snapshot of a freshman student from last year. This shows both Guiding Principles progress as well as a few of the content standards. Also available in the supporting documents.)

Figure 3:



Our third data point comes from the students’ overall grade earned in each of the high school classes taken. To honor the collective discipline knowledge portrayed by all the specific standards within any one content area, we believe there needs to be a cumulative data point. A student’s course grade serves as that cumulative data point. We mandate that a student earn a cumulative grade of 75 or higher in each standards-based course in order to document proficiency with respect to the cumulative, discipline knowledge. Each individual standard may address a specific component of discipline knowledge but a general proficiency of the cumulative knowledge is also critical. We use a modified grade scale that only recognizes grades of 50 to 100. Any score less than a 50 receives a “NE” (no evidence) grade and a re-do or intervention is prescribed.

The practice of documenting the curriculum and tagging it to required state standards began several years ago in all grades and content areas. The practice of tagging a specific assignment/project/quiz/assessment etc. to a required state standard also began several years ago. The modified grade scale and the requirement of achieving an overall grade of 75 or higher to earn credit began last year. The first two practices have not fully been “practiced” by all teachers. The most recent change - overall grade requirement - was also met with some resistance by teachers, students, and families. Last year we experienced a change in close to 30% of our secondary school staff. As we have hired new administrators and teachers, we have been focused on hiring only those with a firm understanding of standards-based teaching and proficiency-based grading.

Because of our long-standing efforts to move toward standards-based teaching and proficiency-based grading, we believe we are in a good spot to continue moving all teachers to improved practice. Due to our earlier efforts, we are witnessing teachers, students, and families stepping up to the challenges of this new law.

To further explain our current level of readiness, please consider the work we have been doing with various DOE consultants for the past several years.

In August of 2012, our school, Piscataquis Community Secondary School – 7-12 school, was designated as “CIPS” (Continued Improvement Priority School) because we failed to make adequate yearly progress for 2 consecutive years. This status was determined because of results from grades 7, 8, and 11. In late August of that year, a letter was sent home to all PCSS students’ families informing them of this status (see supporting document #7.01). In that letter, it was also shared that we would be working with a DOE consultant to develop a school improvement plan and implement various short-term improvement strategies. The consultant assigned to our school was Alan Struck. As part of that process, a team of teachers representing both math and English/Language Arts in grades 7-12 and Special Education was assembled. The team met several times (supporting documents #7.02-7.04) throughout the school year. We reviewed materials shared by our consultant, did a self-assessment of where we stood, chose topics for inclusion in our improvement plan, developed detailed action steps for each goal in our plan (supporting document #7.05), provided professional development opportunities that supported our action steps (supporting documents 7.06-7.08), and ultimately evaluated our success with respect to each part of our plan (supporting document #7.09). We still have all the digital files associated with each aspect of our CIPS work in a shared Google space and would be more than happy to share any/all of that information with you.

As you can see from our CIPS work, the work we began three years ago included our middle level programs as well as our high school programming. The building is a 7-12 building and our improvement efforts have also had a 7-12 focus. Many positive efforts were begun as part of our participation in the CIPS initiative. The Kelley Gallagher “Readicide” conference attended by 8 of our 7-12 staff members was extremely well received. Those who attended shared their experiences and “take-aways” at a faculty meeting. Our middle level English teacher, who attended the conference but already utilized some of the identified effective strategies, opened her classroom for others to come and visit. Two teachers accepted the invitation and further collaboration ensued. Ideas and strategies learned then are still being implemented in our classrooms and continue to expand the learning opportunities for our students.

Lessons learned about our students of poverty from the Ruby Payne book study also continue to inform how we structure the learning opportunities for many of our disadvantaged students. For example, recognizing that students in poverty rely on the school’s transportation system, we have had to be more creative in designing ways to better assist our students during the school day knowing that staying after school isn’t a possibility. This has helped lead to the development of content specific study periods, more intensive intervention periods, and self-selected academic support opportunities during the lunch period.

Vertical alignment and team planning opportunities moved from the realm of PD days to being built into our master schedule because of the work begun in CIPS. Starting with the 2013-14 school year and continuing this academic year, each core content teacher has not only an individual planning period but also a team planning period. During the 2013-2014 school year the team planning period was organized by content area to help us continue more of our vertical curricular planning. However, to better support the academic and behavioral needs of our students, the FOCUS leadership team determined that, for the 2014-15 academic year, our team planning periods would be organized by grade level. This grade level organization would afford teachers the opportunity to meet with other teachers of students at the same grade level and thereby keep better tabs on the needs of all students.

When the middle level grades were moved from the elementary building to the high school in 2009, there was a period of adjustment in becoming one school ... not two separate schools. Our CIPS involvement really helped us begin the work of building capacity around teacher growth and student learning with a more unified 7-12 goal. Our first group of middle school students will graduate this year! And although the various governing standards have changed during their time here, we have been documenting each student’s growth toward

those standards. While we still have progress to make, we have made significant gains each and every year. The data we have, although incomplete, has helped guide our efforts and remind us of our work. It serves as a constant check and balance for the standards we've planned to teach through our curricular units and those that actually get assessed through our instructional and assessment efforts (supporting document #7.10).

Because of lessons learned during the 2012-2013 school year, we implemented a new master schedule and grading protocol for the 2013-2014 school year. Where necessary, the grading changes were cleared and approved through school board policy committee work prior to implementation. Starting with the 2013-2014 school year, our master schedule switched to 60 minute instructional periods instead of the previous 80 minute periods. This change afforded us the opportunity to provide more instructional experiences for our students and better meet the course needs of our students. In addition, we changed our grading and grade reporting practices. (See Supporting Doc #7.11) One reason for this change was that parents did not understand the sole "standards-based" reporting regarding students' progress. We realized that many teachers were also still a bit unsure of "standards-based" grading and that our instructional practices were more in line with the old way of grading. In an attempt to honor multiple needs while we worked on our instructional practices and "standards-based" understanding, we reported to parents course scores in the more traditional A-F manner ... but continued to make "standards-based" progress available through the PowerSchool portal. We had some teachers (the majority of whom were at the middle level) who were very comfortable with "standards-based" teaching and reporting so we wanted them to be able to continue those practices. As a means of moving our other teachers toward a better understanding of "standards-based" teaching and grading, we allowed a modified return to the A-F system. This modified return, while it may seem like a step back to some, actually has allowed us to move our instructional conversations forward in a very fruitful manner. The modified return implemented three significant components:

1. No grade lower than a 50 was allowable. Any student receiving a score lower than a 50 would receive an "INC" (incomplete) or a "NE" (no evidence) score instead and would be provided additional instruction and/or the opportunity to attempt the work again.
2. Grades needed to reflect content knowledge and could not be adjusted because of work habits (i.e., Guiding Principles). Work habit grades were assigned and recorded separately and "tagged" to specific Guiding Principle standards.
3. A student's course average at the reporting stages (quarterly, semester, etc.) that were either "INC" or below a 75 triggered additional intervention requirements that would be implemented and recorded through the RTI documentation process.

These three changes triggered several conversations. One of the more positive outcomes from this hard work was that students (and parents) eventually realized that we were no longer just going to allow them to fail. Failure was no longer a default grade. If a child was going to "fail", that grade would be earned like any other. When a student did not provide adequate evidence of understanding/work, such that a score greater than 50 could authentically be achieved, then their efforts were determined to be "INC" (incomplete) and could not be graded at that time. Initially we saw a large spike in INC grades. Over time, and still continuing to improve this year, students realized we were serious about our not giving up on them. Another positive outcome from this change is the continued discussion about grading ... in all its various stages. This has led to further PD and study about formative vs. summative assessments, making sure that content grades represent only content scores and that behavioral scores are reflected in our Guiding Principle grades. Additionally, as part of that continued conversation, we will be embarking upon a book study on "A Repair Kit for Grading" by Ken O'Connor. Lastly, to keep our parents apprised of our progress, a new letter offering a correlation between our grade reporting and proficiency-based achievement was shared with families of PCSS students this fall. (See Supporting Doc # 7.12)

When the Maine DOE re-designed how it assessed AYP and school improvement, we moved from a CIPS school to a FOCUS school. Last year was our first year as a FOCUS school and our consultant was Melinda Kopp. Three members of our admin team attended the DirigoStar training and then led our PCSS FOCUS efforts. Last year we had a 15 member team that represented all stakeholder groups: teachers – all content areas grades 7-12 in both regular and special education, parents, community, admin, and school board. As with the CIPS work, we developed a shared Google space and all work was shared through that space. Our consultant was granted access to all materials in our shared space and all required documents were also shared within the DirigoStar environment. Although there were specified research-based indicators from which we needed to craft our improvement plan, every effort was made to include/continue effective work begun under the CIPS plan.

Because our Special Education program testing results contribute to our reason for being a FOCUS school, we recognize the need for making changes to the way we approach special education services. One of the indicators prescribed for year 1 in FOCUS looked at instructional teaming and the development of standards-aligned units of instruction. As part of our action plan for addressing that indicator in year 1, we created two tasks and completed both of them. One task was to conduct additional collaborative work between regular and special educators during the summer of 2014. The second task was to include in the 2014-2015 budget funds to allow release time for continued co-planning / collaboration between those regular and special educators. Both of these tasks were completed. The collaborative planning work began with our middle level teachers during the summer and is continuing during this school year. We are also working to expand it to our secondary folks. At this time we are exploring some secondary mathematics opportunities.

Now that we are in year 2 of FOCUS, again, we are working with our assigned consultant to address applicable indicators and create an improvement plan that will allow us to make both instructional practice and student achievement gains.

### **Overall Implementation Plan**

- 1. Provide a description of 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 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:**

- Overall 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**

Because we are in year two of being a FOCUS school, all of our school improvement plans are channeled through that lens and are developed within the FOCUS framework. All of that paperwork is documented within the DirigoStar database. Our improvement plan and action steps, as well as where we ended the year, are documented within that system. That improvement plan was a 17-page document that I have not included here because George Tucker can grant you access at your end.

At the end of last year, we were at the stage of more fully developing our RTI documentation and intervention program when we realized there would be significant turnover in both our teaching and administrative staff. Due to that and with approval from our FOCUS consultant, we decided to table that work until this fall. Our new FOCUS team has just completed the development of our new Tier 1 Intervention documentation process. We are currently working to transition our staff members from the older process to our new plan. They have developed a similar documentation process for both academic and behavioral interventions. When teachers document an intervention, the information is automatically gathered to a running record for each individual child and all teachers of that child will have access. This is a definite improvement to the process developed for record keeping last year. It will greatly increase the level of communication between all teachers of the same child. (See supporting document 8.01)

We have just been assigned a new FOCUS consultant and are just getting underway with the evaluation of the required indicators. Our FOCUS leadership team has clustered the indicators into relevant groups and will be evaluating them for inclusion in our improvement plan for this year. (See supporting document 8.02) We will be working with our new coach – Steve MacDougall – to select a sub-set of the indicators for our improvement plan for this year. We are delayed in our work this year because of the large turnover in secondary staff and administration. We have spent a great deal of time this fall simply building a new PCSS academic community.

Based on the work of our FOCUS team from last year, our district has identified three topics for our professional development for the 2014-2015 academic year. Those three topics are 1) Instructional Best Practices, 2) Formative Assessment, and 3) Differentiation. To better meet the individual needs of our teachers, we surveyed all teachers to help identify which topics were of greatest professional interest to them. (See Supporting Document #8.03.) From that information, the administrative team put together a kick-off 2.5 day PD event in November. (See Supporting Document #8.04) During that time teachers were engaged in various sessions around each of their desired topics. The various presentations were conducted by administrators, special educators, teachers, and out-of-district specialists. Teachers from elementary, middle, and secondary levels were among the presenters as we are working to build capacity across the entire district. (See Supporting Document #8.05)

Although our teacher professional development will continue to have a 7-12 focus, each year we will also provide extra support to one of the high school grade level teams. Our plan for the 2014-2015 year is to focus our extra support on the teachers who teach freshmen level courses. For the 2015-2016 year it will be with teachers of sophomores. The 2016-2017 year will be with teachers of junior classes and the 2017-2018 year will be with teachers of senior level classes. This graduated approach allows us to more realistically work within typical personnel time and budget restraints. The additional support may include elements such as: additional team time planning opportunities during the designated year; additional support and guidance from the Director of Instruction and Director of Technology, and additional opportunities to attend out-of-district professional development. Because several of our teachers cross grade levels, this graduated approach means that each will be afforded the opportunity to collaborate with multiple grade levels, where appropriate. The above plan is in relation to the 4 main content areas of English, mathematics, science, and social studies. The other content areas cross all grades and will be included according to the most applicable grade level match.

The 2014-2015 school year is designated as the freshmen team year. During this year our Director of Instruction has been meeting with each of the applicable teachers individually during the first semester and will begin participating in their team level planning meetings during the second semester. These meetings are all documented in work logs kept by either the Director of Instruction or within the general team meeting logs.

During these meetings, instructional practices, standards alignment, proficiency expectations, and concerns are discussed. During this year, we are also examining transition concerns between middle level and high school. In addition to our FOCUS work, our new principal has also initiated several Ad-Hoc, topic-specific meeting opportunities. These meetings help distribute the load and allow teachers to select participation based on need or interest. Feedback from these Ad-Hoc meetings is taken to the FOCUS leadership team for further consideration and inclusion within our overall improvement plan.

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

- 9. Describe the system of supports you have in place for middle school students when proficiency is not demonstrated. Describe your plan for growing the system of supports into the high school. 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**

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

#### **(Overview)**

Because we use a triangulated data-point system to document a child's opportunity and progress toward proficiency, we have multiple opportunities through which we can monitor each child's pathway. As we continue our curriculum development and alignment, we can monitor the various course progressions by which a child has the opportunity to achieve each set of content area standards. In addition, we can use the standards reporting option with PowerSchool to document a child's progress against each of the specific content and Guiding Principles standards. Our quarterly grading system also allows us to identify when students are not achieving the desired overall proficiency grade in any particular class. As part of our FOCUS work, we developed an intervention system (RTI program - under the guidance of our FOCUS team and coaches) that will afford each child the opportunity for improved intervention in a timely manner.

#### **(More Detailed Practices)**

For several years, two of our leading middle school teachers have offered a project-based learning summer school opportunity for struggling or interested middle school students. Last year, as part of our FOCUS RTI work, a handful of struggling middle level students were identified by the 3<sup>rd</sup> quarter and closely monitored. In addition, a more intensive intervention option was provided to the families of those students during the remainder of the school year. Based on intervention success and year-end status, some of those students' families were given the option of participation in summer school or retention. We had families choose both options.

The new principal is currently working with the middle level teachers to develop a more comprehensive summer school opportunity that is even more focused on proficiency attainment or maintenance by our middle level students.

During the school year, our monitoring and intervention practices are the same across all grade levels and content areas. Starting with the 2013-2014 school year, we changed our grading and reporting practices. Due to these changes, all teachers participate in student intervention and documentation of interventions. Although the process was a bit cumbersome during our first year, our record-keeping and documentation of student struggles and teacher intervention is ample. Everything was recorded through a Google Intervention form and all results were kept in the resulting response spreadsheet. We used that data throughout the year to monitor student progress. Our FOCUS leadership team also served as our "Intervention Monitoring Team" for monitoring student growth and progress. We used our Title 1 support personnel to be responsible for Tier 2 intervention and record keeping. Results learned from our work last year have greatly informed and shaped the changes put in place for this year.

Last year we were only able to address academic intervention but we have expanded our 2014-15 intervention program to include behavioral concerns. The new process alluded to earlier is a 7-12 process and will again be monitored by the FOCUS leadership team as well as each grade level team. We are also in the process of hiring additional support to help drive and coordinate the Tier 2 intervention process.

We are a very digitally driven district and have utilized Google drive as a shared space for documents, meetings, and record keeping for many years. We will gladly offer a digital tour of these spaces to anyone from the DOE who would like to see the work we are doing and the data we have been gathering/using.

### **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:**

#### **13-14 Proficiency Based Diploma grant - total \$6423.88**

Expenditures:

Training - \$4400  
Travel - \$1831.60

Local funds used to support this project: \$1030.20

The 13-14 grant funds of \$6423.88 plus an additional \$1030.20 from local district funds were used to send the Director of Instruction, Curriculum, and Assessment and the District Technology Director to PowerSchool University in Florida for a week long, intense training session on advanced PowerSchool systems. PowerSchool is the district's Student Information System. This instruction included working with

standards, building standards reports, report cards, customizing powerschool, and generally digging much deeper into the higher end of Powerschool's capabilities. While we were fairly sure that Powerschool could handle tracking standards, we needed to learn for sure whether or not PowerSchool was truly capable of meeting the requirements of tracking student progress for the proficiency-based diploma. We had many questions we needed to have answered in this training. We also needed to attend this training to build our capacity so that we could return to the district and start the work of customizing PowerSchool and building the standards reports as well as training teachers and administrators on the advanced functions of Powerschool.

**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**

#### **14-15 Proficiency Based Diploma grant - total \$6251.55**

Expenditures so far: \$4214.63

Training - \$897

Travel - \$1378.51

Supplies - \$705

Stipends - \$1234.12

Amount Remaining: \$2036.92

Purchasing book - 15 fixes for Grading by Ken O'Connor to do a book study with 7-12 staff to build local capacity and an improved understanding of sound instructional and grading practices.

Continuing training/programming/hiring a consultant/additional plugins/apps to extend PowerSchool's capability to customize PowerSchool and increase our capacity with this system.

The 14-15 grant has been used to send 3 key people (Director of Instruction, Curriculum, and Assessment, the District Technology Director, and the new PCSS Guidance Director) to the PSUG New England conference in Massachusetts for 3 days this fall to continue to learn more about customizing PowerSchool, meet with consultants who may be able to help extend PowerSchool's capabilities and to build our own capacity to operate the system and better understand PowerSchool's capabilities and limitations so that we can work with our staff to develop the most efficient way of tracking student progress. While we have been documenting students' progress against the standards for many years, we have frequently encountered troublesome issues and are not completely happy with the current configuration.

In November, the district held a 2.5 day teacher workshop focusing professional development to build capacity in the areas of Differentiated Instruction, Formative Assessment and Instructional Best Practices.

As part of this workshop, we paid planning stipends to teachers who presented sessions on these topics. We also used supply money to purchase a VARK subscription and training resources to provide training and build capacity around student and staff learning styles.

The next project that involves this grant money is the purchase of the book: "A Repair Kit for Grading: Fifteen Fixes for Broken Grades" by Ken O'Conner. The plan is to do a book study with all 7-12 staff in order to improve practices in terms of assessing and grading for learning in a standards-based environment. Following this activity, that hopefully sets all necessary foundations for building proficiencies, our staff will be ready to design/redesign Rubrics for all standards that we will be reporting on in each class. This will require additional vertical team time for each content area and guidelines on what structure and components are expected within their rubrics.

We will also be continuing to use the grant funding to continue building capacity in Powerschool, which may well include hiring a consultant to do some of the higher end customizations that we desire in a timely fashion.

**Option 3 Authorization Page**

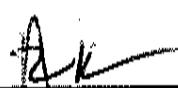
Annually the SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

- evidence of progress toward the identified annual benchmarks;
- goals and 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; and
- 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.


Jan. 13, 2015  
 \_\_\_\_\_  
 Superintendent of Schools Date

  
 \_\_\_\_\_  
 Chair of School Board 1/13/15  
Date

# TAGGED **CONTENT STANDARDS** BY STANDARD -

## **Tagged To:**

*Curriculum Unit*

[Curriculum Unit - What is Biology -](#)

**res\_3521**

- [MLR 2007](#) Sc: 9-12 - A. Unifying Themes / A2. Models
- [MLR 2007](#) Sc: 9-12 - A. Unifying Themes / A3. Constancy and Change
- [MLR 2007](#) Sc: 9-12 - C. The Scientific and Technological Enterprise / C2. Understandings About Science and Tec
- [MLR 2007](#) Sc: 9-12 - C. The Scientific and Technological Enterprise / C4. History and Nature of Science
- [MLR 2007](#) Sc: 9-12 - E. The Living Environment / E1. Biodiversity
- [MLR 2007](#) Sc: 9-12 - E. The Living Environment / E2. Ecosystems
- [MLR 2007](#) Sc: 9-12 - E. The Living Environment / E5. Evolution

## **Tagged To:**

*Curriculum Unit*

[Curriculum Unit - Principles of Ecology -](#)

**res\_3522**

- [MLR 2007](#) Sc: 9-12 - A. Unifying Themes / A1. Systems
- [MLR 2007](#) Sc: 9-12 - A. Unifying Themes / A2. Models
- [MLR 2007](#) Sc: 9-12 - A. Unifying Themes / A3. Constancy and Change
- [MLR 2007](#) Sc: 9-12 - D. The Physical Setting / D2. Earth
- [MLR 2007](#) Sc: 9-12 - D. The Physical Setting / D3. Matter and Energy
- [MLR 2007](#) Sc: 9-12 - E. The Living Environment / E1. Biodiversity
- [MLR 2007](#) Sc: 9-12 - E. The Living Environment / E2. Ecosystems
- [MLR 2007](#) Sc: 9-12 - E. The Living Environment / E5. Evolution

## **Tagged To:**

*Curriculum Unit*

[Curriculum Unit - Communities and Biomes -](#)

**res\_3523**

- [MLR 2007](#) Sc: 9-12 - A. Unifying Themes / A1. Systems
- [MLR 2007](#) Sc: 9-12 - A. Unifying Themes / A3. Constancy and Change
- [MLR 2007](#) Sc: 9-12 - C. The Scientific and Technological Enterprise / C3. Science, Technology, and Society
- [MLR 2007](#) Sc: 9-12 - D. The Physical Setting / D2. Earth
- [MLR 2007](#) Sc: 9-12 - E. The Living Environment / E1. Biodiversity
- [MLR 2007](#) Sc: 9-12 - E. The Living Environment / E2. Ecosystems
- [MLR 2007](#) Sc: 9-12 - E. The Living Environment / E5. Evolution



# Guiding Principles

Biology (Doherty, Heather)	Q1	Q2	S1	Q3	Q4	S2	Y1
A. A clear and effective communicator who:	--	--	2.5	--	--	--	2.5
B. A self-directed and lifelong learner who:	1.5	2.5	2.5	--	--	--	2.5
C. A creative and practical problem solver who:	2.5	--	2.5	--	--	--	2.5
D. A responsible and involved citizen who:	1.5	2.5	--	--	--	--	--
E. An integrative and informed thinker who:	--	3.5	3.5	3.5	--	3.5	3.5
A1. Systems	.5	3	--	--	--	--	--
A3. Constancy and Change	2.5	1.5	1.5	--	--	--	1.5
B1. Skills and Traits of Scientific Inquiry	.5	--	.5	--	--	--	.5
B2. Skills and Traits of Technological Design	3.5	--	3.5	--	--	--	3.5
E2. Ecosystems	4	1.5	1.5	--	--	--	--
E3. Cells	--	--	--	2.5	--	2.5	2.5
E4. Heredity and Reproduction	--	--	--	--	4	4	4
E5. Evolution	--	--	--	--	1.5	1.5	1.5

# Content Standards\*

\*showing a sample of the content standards

*Elaine Bartley Ph.D*  
Instruction, Curriculum  
and Assessment Director



*Elizabeth Mares*  
Special Services Director

*Eric W. Steeves*  
Guidance Director

*Kevin Harrington*  
Principal

**Supporting  
Doc #7.1**

*Brian Gaw*  
Athletic Director

**Piscataquis Community Secondary School**

**Piscataquis Community Middle School**

**www.sad4.com**

**Piscataquis Community High School**

9 Campus Drive • Guilford • Maine • 04443 • (207) 876-4625 • FAX (207) 876-4628

August 14, 2012

Dear Parents/Guardians:

MSAD#4/RSU#80 is committed to providing a high-quality educational program for all children. We are working hard to provide programs to help all students succeed in our Local Educational Agency (LEA).

Your child attends Piscataquis Community Secondary School which receives federal Title I funds. These funds provide help for children to meet state achievement standards.

**State of Maine and PCSS results 2011-2012 School Year – Grades 6-8**

Group	% Participation	State Reading % proficient	PCSS Reading % proficient	State Math % proficient	PCSS Math % proficient
2010-2011 Target	95	75	75	70	70
Whole State/School	99	73	54	62	48
Caucasian/White	99	74	55	63	49
African American/Black	98	51	33	34	33
Hispanic	99	68	100	51	50
Asian or Pacific Islander	99	76	0	70	0
American Indian or Native Alaskan	99	65	0	50	0
Economically Disadvantaged	99	62	47	48	41
Student with Disabilities	98	34	12	26	8
Limited English Proficient	98	49	0	37	0

**State of Maine and PCSS results 2011-2012 School Year – High School**

Group	% Participation	State Reading % proficient	PCSS Reading % proficient	State Math % proficient	PCSS Math % proficient
2010-2011 Target	95	78	78	66	66
Whole State/School	96	48	27	48	31
Caucasian/White	96	49	29	49	32
African American/Black	94	26	0	21	0
Hispanic	96	37	0	34	0
Asian or Pacific Islander	94	50	0	58	0
American Indian or Native Alaskan	94	35	0	32	0
Economically Disadvantaged	94	33	20	31	24
Student with Disabilities	90	17	0	15	0
Limited English Proficient	93	11	0	15	0

In the 2011-2012 school year, the school did not meet the adequate yearly progress (AYP) targets in the following areas: Caucasian/White, African American/Black, Hispanic, Economically Disadvantaged and Student with Disabilities. Your child's school is in school improvement which means the school has failed to make adequate yearly progress for 2 consecutive years in the same subject and is required to offer public school choice, develop a school improvement plan and implement short-term improvement strategies.

These school reports are available on our LEA Web site.

Link to LEA School Reports: [www.sad4.org](http://www.sad4.org)

Link to MHSA Report: [http://www.maine.gov/education/mhsa/school\\_reports.htm](http://www.maine.gov/education/mhsa/school_reports.htm)

Link to NECAP Report: <http://www.maine.gov/education/necap/results.html>

The teachers and administrators of Piscataquis Community Secondary School have made program improvement including:

- Implementing reading and math interventions to students who are struggling
- Implementing an intervention block for all students to be able to meet with teachers
- Diversified the English curriculum to meet the needs of all students

And we invite you to help in planning the next steps of our program for this year and the future. If you are interested in helping in this effort please call Dr. Elaine Bartley. Even if you cannot join us in the planning, you can help your child by supporting his/her academic work at home and encouraging best work at all times. Please join up at the following events:

- PCSS Open House - September 6<sup>th</sup>, 2012 - 5:00 pm to 6:30 pm
- Teacher/Parent Conferences - November 13<sup>th</sup>, and 15<sup>th</sup>, 2012
- Financial Aid Night - January 2013
- Other Events scheduled as needed

The No Child Left Behind Act provides you, as a parent, the option to transfer your child to another public school within the LEA with transportation provided by the LEA. However, at this time we do not have a school within the LEA to which your child can transfer.

Please call Dr. Elaine Bartley at 867-4625 if you have any questions about these services. You may also join us to talk about the school's plan for improvement on September 6<sup>th</sup>, 2012 at the PCSS 2012-2012 Open House.

Thank you.

Paul Stearns  
Superintendent

Kevin Harrington  
Principal

Cc: Dr. Elaine Bartley

Meeting Minutes:

11/8/12

3:00 - 4:30 in Jody DiFrederico's room

Attendance: Jody DiFrederico, Beth Weymouth, Robyn Rich, Ann Dall, Jen Soper, Lisa Martell, Elaine Bartley

We met to review what we'd already put into the CIPS plan on the long work day we'd had with Alan. I shared with folks what Alan shared with me why our middle school grades only reflected grade 8. We then reviewed our priority areas and decided if we needed to add or remove anything from there. It was decided that those were in good shape, so we moved on to looking at Implementation Strategies and Activities.

I told the team that Alan had shipped to me a study guide for the Ruby Payne text and that I would share it with them. (Attached to this email.)

To our first priority area (Parent & Community Involvement) we decided to add two new additional activities: 1-C and 1-D.

1-C : Procuring professional crisis counselor support for our students. We are discovering that many students are in need of the type of support that is beyond the typical purview of a high school guidance counselor.

1-D: Creating a District Facebook page so that we can communicate with families "where they are"!

In our second priority area, Professional Development, we set a new activity, 2-B, that reflects the professional development planning we are about to undertake in Nov. This request for planning had come from an earlier CIPS meeting so we decided it should be built into our CIPS plan.

We also decided to create another activity, 2-C, which will put into place a mentorship program for teachers in grades 7-12. This mentorship opportunity is looking at pairing teachers to work together on chosen content issues/ instructional strategies. We will designate 1 day each week during the second semester where we will hire a substitute that will travel during the day. On any day, 4 teachers will be released from one of their teaching periods to observe a particular colleague. The CIPS group will create a Google Doc form that all observers will use. These forms will be made available for viewing by all teachers - thereby making a virtual instructional resource!

We ran out of time to complete discussion on our third priority area, (Assessment, Data, and Instruction), but have planted the seeds for a possible goal and activity. We really want to explore differentiation with respect to low-

achieving boys and the impact an improvement in that realm might have on the overall school score ... with respect to NECAP and making AYP.

More to come....

Our next meeting is Nov. 27th at 3:00.

**CIPS Team Minutes - Jan. 8. 2013**

(3:00 - 4:00 pm)

Members in attendance:

Ann Dall, Lisa Martell, Beth Weymouth, Jody DiFrederico, Elaine Bartley, Kevin Harrington

Members unable to attend:

Alan Struck, Robyn Rich

Hi All,

During today's meeting we did a quick recap on the projects listed in each of our goals/ activities and any progress that has been made.

The parent conference survey results were shared and posted to the Google Doc folder for that activity. Any team member wishing to review the information can find it there. Overall, parents who responded were pleased with the conferences, access to teachers, and the information gleaned from the experience. A few folks did make helpful comments to consider for future conferences. (Activity 1B)

The Crisis Intervention Counselor project is getting underway. Elaine met with Ben Thelwell to discuss initial steps. The email documenting their correspondence has been added to the Google Doc area under that project. At this point, we need to find a day for an initial training for the group of 8 faculty members who have shown an interest in being part of that project. We had hoped that Wednesdays when Ben was in the school might be an option but that is not the case. We are exploring options for that first meeting. Once that happens, we can then start scheduling the subs so that those teachers can participate in some apprentice-like training with Ben and Peer Counselor students here at PCSS. (Activity 1C)

Our third goal is for an improved use of assessment data to inform instructional practices. The group's specific concerns were for under-achieving boys in both math and reading. We have been in conversation with the Maine Math and Science Alliance for suggestions with respect to math intervention. Decisions are still pending there. Robyn discovered that national consultant, Kelly Gallagher, will be speaking in the Bangor this coming April. She furnished the group with a copy of the workshop description. It has also been scanned and added to the Google Doc area. It looks like we might have between 8 and 10 interested reading/ELA teachers. The group thought this would be a good PD choice for the "Reading" component to Activity 3A. (Activity 3A)

The last item discussed was a concern for the group of juniors that attend TCTC and have thus not been able to take any math classes this year. The concern was for their

preparedness for the upcoming SAT testing this spring. Initial ideas for how we can reach them and meet any needs were shared. Elaine will share a list of junior "bubble kids" with the group and we'll brainstorm from there.

Alan, we are sorry you could not join us and hope that you are feeling better. We'll be in touch.

Elaine

Meeting Minutes:

05/23/13

3:00 - 4:10 in Jody DiFrederico's room

Attendance: Jody DiFrederico, Robyn Rich, Ann Dall, Lisa Martell, Beth Weymouth, Elaine Bartley, Kevin Harrington, Alan Struck

We met to review the plan and update Alan on our status with each individual project. Elaine did the recap - confirming the permission to include additional parental involvement activities even though we did not list them in our original plan. Alan confirmed that it was important to share the various ways in which we involve the parents and the community.

Elaine shared the snafu with the recent conference. She also shared the plans for the various projects over the summer.

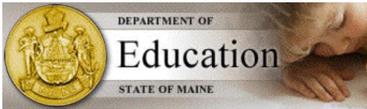
Alan pointed out that one of the positive aspects of the recent school grading was that now all schools, not just Title 1 schools, are being evaluated and graded.

Alan shared his understanding of the new Trajectory system as it is explained in the Waiver request that the Maine DOE is submitting to the feds. This means that CIPS, as we know it, will be no more. However, since we are in CIPS now, next year we will be on monitor status. Therefore, as we wrap up the notes on this year, we also need to provide a detailed plan on how we intend to keep improving and moving forward next year - without the aid of additional funds.

Alan also explained a bit about the new Indistar system that the Maine DOE will be using to guide the improvement of all schools needing assistance.

We planned on meeting during the afternoon of June 18th to wrap up our plan for this year and create our guiding document for next year.

Elaine



**SCHOOL IMPROVEMENT PLAN COVER PAGE**

**STEP 5**

School Name: Piscataquis Community  
Secondary School  
LEA:

School Address: 9 Campus Drive, Guilford, Maine 04443

Title 1:  Targeted Assistance     Schoolwide    2012-2013 10% Set Aside \$ 3,942.00  
2012-2013 CIPS Fund Request \$ 15,030.00  
Total Plan Request \$ 18,972.00

<b>Principal:</b> Kevin Harrington	<b>Secondary Contact/Title:</b> Elaine Bartley - Title 1 Coordinator
<b>Telephone:</b> 207-876-4625	<b>Telephone:</b> 207-876-4625
<b>E-mail:</b> <a href="mailto:kharrington@sad4.org">kharrington@sad4.org</a>	<b>E-mail:</b> <a href="mailto:ebartley@sad4.org">ebartley@sad4.org</a>
<b>Fax:</b> 207-876-4628	<b>Fax:</b> 207-876-4628

**School Improvement Planning Team** (*List name and position; no set number of members*)

<b>Principal</b> - Kevin Harrington	<b>Special Education</b> - Liz Mares, Sp. Ed. Director
<b>Central Office Staff</b> - Elaine Bartley, Curriculum Coordinator	<b>Title 1 Coordinator</b> - Elaine Bartley, Title 1 Coordinator
<b>Regular Education</b> - Lisa Martell, High School Math Teacher	<b>Parent</b> - Beth Weymouth
<b>Representative of Group Not Making AYP</b> - Jody DiFrederico, High School English Teacher	<b>Other</b> - Eric Steeves, Guidance Counselor
<b>Other</b>	<b>Other</b>

**CIPS Status:** CIPS 1

**Group codes:** W=Whole School, C=Caucasian/White, B=African American / Black, H =Hispanic, A= Asian or Pacific Islander, I =American Indian or Native Alaskan, E =Economically Disadvantaged, S=Students with Disabilities, L = Limited English Proficient

*In table below include whether AYP targets were met or not; if not met, include appropriate group code from list to right.*

School Year	Reading*	Math*	Average Daily Attendance/Grad	AYP Status**
2010-11	(MS) No-E,S / (HS) No-W,C,E	(MS) No-W,C,E / (HS) No-E	(MS) 94% / (HS) 73%	Monitor
2011-12	(MS) No-W,C,E / (HS) No-E	(MS) No-W,C,E / (HS) No- W,C,E	(MS) 94% / (HS) 84%	Monitor
2012-13				CIPS 1

\*History must begin with 1<sup>st</sup> year school was on Monitor Status. If more than 3 years history is required, attach extended chart. Data for use in this table may be found at [www.maine.gov/education/pressreleases/ayp/index.html](http://www.maine.gov/education/pressreleases/ayp/index.html).

## **School Improvement Plan Abstract**

### ***A. Demographic / Geographic Information***

The MSAD#4 district is divided into two school buildings: Piscataquis Community Elementary School (PCES) and Piscataquis Community Secondary School (PCSS). PCES serves 372 students in grade PK-6 while PCSS serves 314 students in grades 7-12. Each building has a principal and a guidance counselor. The district shares three positions: Director of Technology, Director of Special Services, and Director of Instruction, Curriculum, and Assessment.

The school attendance area served by the MSAD#4 district can best be described as economically depressed. This district encompasses the various communities of Guilford, Parkman, Sangerville, Abbot, Wellington, and Cambridge. According to the Maine Department of Labor, Piscataquis County is one of six counties with an unemployment rate higher than the state and national averages of 7.6% and 7.8% respectively (Sept. 2012). One year ago, Piscataquis was one of three counties tied for the highest unemployment rate in the state. The U.S. Census Bureau documents 16% of Piscataquis County residents living below the poverty level (2006-2010 statistics.) Given the general economic depression gripping the area, it is not surprising that many of the families served by the MSAD#4 school district are also impoverished. In addition, the same statistics (2006-2010) show that while 88% of persons are high school graduates only 15% have a Bachelor's degree or higher! Over the last several years, the faculty and administration of MSAD#4 have noted additional worrisome conditions in both the school and general community. These conditions include; declining enrollment, increase in bullying, and student disengagement. It is well known that any of these previously mentioned "environmental" conditions can have a negative impact on schooling and students' achievement levels.

### ***B. Process of Involving Others in the Plan Development***

In mid September we convened a stakeholder group with representation from the following: teachers, parents, central office staff, administration, teacher's union, special education, and guidance. Since that time we have met several times. Some of the meetings were held with our State appointed CIPS consultant while others were held in his absence. All meetings are recorded in a shared calendar and minutes available in a shared Google Doc environment.

### ***C. Area in Which Piscataquis Community Secondary School Did Not Make Adequate Yearly Progress***

According to SAT results for grade eleven students, PCSS did not make adequate yearly progress in the "economically disadvantaged" subgroup in reading. In addition, all subgroups in mathematics were not performing at acceptable levels. With respect to NECAP results for students in grades seven and eight, PCMS students did not make adequately yearly progress in any subgroups for either reading or

mathematics.

***D. Overview of Self-Evaluation***

In reviewing data gathered from the self-evaluation process, the CIPS team recognizes significant need in the following areas: Use of Assessment Data to inform instruction, Professional Development for instructional staff, and Parent and Community Involvement. The data represents feed-back provided by 75% of the staff. Because of this recognized need, the CIPS team will work with our state consultant to craft a School Improvement Plan that will propose improvement efforts in each of the previously mentioned “priority” areas.

## Priority Areas for Improvement

**Instructions:** Considering all of the information the team has gathered through the school self-assessment and data analysis processes, what are the priority areas for improvement selected for inclusion in the School Improvement Plan, and what is the rationale for their selection? Complete one sheet for each Priority Area identified.

**Location of student performance gap:** The SAT indicates that there is a need to increase our achievement efforts in all subgroups with respect to mathematics and our economically disadvantaged subgroup in reading. The NECAP indicates that there is a need to increase our achievement efforts in all statistically relevant subgroups with respect to both mathematics and reading.

**Priority Area to be addressed:** *Parent & Community Involvement*

**Specific Need:** *Improved communication with families and improved family involvement.*

**The underlying teaching/learning conditions/issues to be improved in this priority area are:**

- The majority of students served by our school district suffer from the following social conditions: financial hardship, geographic isolation, and cultural deprivation.
- The majority of parents have difficulty understanding the process and value of state level assessments, standards based education,
- The majority of parents do not have the academic or behavioral background to support their children at home.
- Lack of availability of parents at home with the children, at school function, attending parent teacher conferences, etc. due to work obligations or lack of transportation.
- Significant issues with substance abuse by parents as well as students. Fifteen students have been suspended for either alcohol or drug abuse in the first 34 days of school.
- Attendance and truancy are increasing concerns for our students.
- Parent lack of understanding with respect to the various intervention initiatives available.
- Staff lack of understanding about how to reach students and parents who are dealing with extreme poverty conditions.
- Staff understanding and commitment to the use of various available communication tools.
- Staff lack of understanding of the variety of channels of communication that are available to parents.

**Possible activities to address the underlying teaching/learning conditions in this priority area**

- Revisit the Ruby Payne initiative.
- Staff commitment to the Communication Initiative put in place at the beginning of the school year.
- Staff commitment to support each other and the school with initiatives that are working but need more support. (SSR, ALEKS, FAME, Intervention Pd., etc.)
- School-wide review and enforcement of stated school policies.
- Improved use of faculty meeting as staff development time.
- Additional training for staff on creating efficient and effective communication tools.

- Additional training opportunities for parents on the use of available technologies.
- Create a district Facebook page.
- Explore Intervention group size to make them smaller so they will be more like Advisory groups.
- Open houses at the end of each semester/trimester that are showcases for what students are learning.
- Incentive (prizes) and available bussing when we have events.

**Anticipated changes/outcomes in student performance will be:**

- Increased parent participation and attendance (keep records of numbers and take survey - Find out how folks heard about it)
- Increase in number of parents supporting intervention initiatives by decrease in the number of calls to guidance asking for child to be removed from an initiative.
- Increase in student attendance
- Anticipated increase in student achievement.
-

## Priority Areas for Improvement

**Instructions:** Considering all of the information the team has gathered through the school self-assessment and data analysis processes, what are the priority areas for improvement selected for inclusion in the School Improvement Plan, and what is the rationale for their selection?  
Complete one sheet for each Priority Area identified.

**Location of student performance gap:** Location of student performance gap: The SAT indicates that there is a need to increase our achievement efforts in all subgroups with respect to mathematics and our economically disadvantaged subgroup in reading. The NECAP indicates that there is a need to increase our achievement efforts in all statistically relevant subgroups with respect to both mathematics and reading.

**Priority Area to be addressed:** Professional Development

**Specific Need:** *Professional development geared for the specific content areas for both teaching and paraprofessional staff.*

**The underlying teaching/learning conditions/issues to be improved in this priority area are:**

- Inconsistency in vertical alignment / coordination within content areas.
- Inconsistent reinforcement of academic literacy both in and for instruction and assessment
- Inconsistent implementation of a comprehensive writing curriculum grades K-12
- Inconsistent understanding of the variety of evidence-based instructional strategies that can be utilized in the content areas.
- Inconsistent opportunities for paraprofessionals to participate in content specific professional development.
- Inconsistent use of student achievement results to set priorities for professional development.

**Possible activities to address the underlying teaching/learning conditions in this priority area**

- Content area meetings to determine professional development needs.
- Content time devoted to the vertical alignment of all content areas as well as in the writing curriculum.
- Content area professional development sessions for all teachers and support staff.

**Anticipated changes/outcomes in student performance will be:**

- Increase in student use and understanding of academic vocabulary in both the instructional and assessment setting.
- Students will experience a greater variety of instructional experiences in the content areas.
- More comprehensive and differentiated curricular experience.

## Priority Areas for Improvement

**Instructions:** Considering all of the information the team has gathered through the school self-assessment and data analysis processes, what are the priority areas for improvement selected for inclusion in the School Improvement Plan, and what is the rationale for their selection?  
Complete one sheet for each Priority Area identified.

**Location of student performance gap:** Location of student performance gap: The SAT indicates that there is a need to increase our achievement efforts in all subgroups with respect to mathematics and our economically disadvantaged subgroup in reading. The NECAP indicates that there is a need to increase our achievement efforts in all statistically relevant subgroups with respect to both mathematics and reading.

**Priority Area to be addressed:** Assessment, Data, and Instruction

**Specific Need:** *Improve understanding of how to use data to differentiate instructional practices.*

**The underlying teaching/learning conditions/issues to be improved in this priority area are:**

- Teachers don't think about the why of what they teach and how it is connected to the bigger picture. Teachers need to think about the purpose of the teaching.
- Inconsistent awareness of the connection between grade level expectations, standards, and what the data is telling us.
- Staff is not disaggregating student achievement data to follow progress of each student.

**Possible activities to address the underlying teaching/learning conditions in this priority area:**

- PD to teach the staff how to analyze data to inform instruction.
- Mentoring opportunities between staff members to learn how to differentiated instruction.
- As part of our vertical alignment PD we will have discussions about why we teach and the connections to GLEs, and standards.

**Anticipated changes/outcomes in student performance will be:**

- Students' engagement will increase because instruction differentiated to their learning styles will increase confidence and success.
- Attendance will increase.
- Positive parent involvement and feedback will increase.

**School Improvement Plan Activities & Implementation Strategies for 2012-2013 (School Year)**

**Instructions:** Use the chart below to describe one of the proposed activities for the School Year. Provide sufficient detail to assist the reviewers in understanding how the activities will lead to improvement in the Priority Areas identified.

<p><b>Priority Area to be Addressed:</b> <u>Parent &amp; Community Involvement</u></p>	<p><b>Goal # 1</b> Increase in parent participation in the school-based lives of their children as well as attendance at school-based activities.</p>		
<p><b>Activity # 1-A :</b> Revisit the Ruby Payne poverty text and conduct staff development sessions with 7-12 faculty that share ideas on how to implement ideas/suggestions within the text.</p>			
<p><b>Scientific Research on Which Activity is Based:</b> <u>A Framework for Understanding Poverty</u> by Ruby K. Payne</p>			
<p><b>Resources/Funding Sources:</b></p> <p><i>Purchase Ruby Payne "A Framework for Understanding Poverty" book for all 7-12 staff members.</i></p> <p>45 books x \$ 20.16 = \$907.20</p>	<p><b>Timeline for initiation and completion:</b></p> <p>Initiation: Nov. – Buy books</p> <p>Dec. 3<sup>rd</sup> – 1<sup>st</sup> faculty meeting – outline upcoming PD timeline.</p> <p>Completion: June</p>	<p><b>Oversight:</b></p> <p>The Principal will be responsible for ensuring total staff participation in the book study.</p> <p>The CIPS team will assist with developing the survey and facilitating the faculty discussions for professional development. The team will use the Ruby Payne study guide shared by our consultant, Alan Struck, to guide our efforts.</p>	<p><b>Monitoring</b></p> <p><i>Implementation:</i> Conduct a pre and post survey on the understanding by the faculty of the effects of extreme poverty on student growth and achievement.</p> <p><i>Beginning in December, the faculty will meet once every three weeks to discuss, share, and evaluate their efforts with respect to meeting the needs of our students. These meetings will be facilitated by members of the CIPS team and will be guided by the study guide provided by the state appointed consultant.</i></p>
<p><b>Total CIPS = \$ 0</b></p> <p><b>Total Set Aside = \$ 907.20</b></p>	<p><i>Effectiveness:</i> Do the post survey. At the end of the book study, each staff member will be asked to reflect on what they have learned and how that has impacted classroom practices. This collection of reflections will be summarized and shared with the faculty.</p>		

**Goal # 1 Continued**

**Activity #1-B** Parent/Teacher Conferences with district-wide advertising, transportation, and refreshments provided. Advertising will be done via local Newspapers, the system-wide all call, district road-side sign, flyers, bus banner, and letter home. Raffle of fuel credit funds for 4 families attending the conferences.

**Scientific Research on Which Activity is Based:** Community Partnerships to Support High School Success (ED517982) research conducted by Harvard Family Research Project

Resources/Funding Sources:	Timeline for initiation and completion:	Oversight:	Monitoring
<p>Pay for transportation, advertising, parent refreshments, and the fuel credit raffle funds, at the conferences.</p> <p>Refreshments for parents: \$500.00</p> <p>Fuel Credits: \$400.00 (4 total winners – each for \$100 fuel credit)</p>	<p>Fall Conference: Nov. 5 – begin advertising and organize refreshments</p> <p>Nov. 13 &amp; 15 – two days of conferences</p>	<p><i>The principal will be responsible for ensuring that appropriate advertising avenues are pursued as well as procuring parent refreshments at all conference sessions.</i></p> <p><i>The Director of Instruction will work with local fuel companies to make sure fuel credit is awarded to family's fuel accounts. Four winning families will be drawn.</i></p>	<p><u>Implementation:</u></p> <ul style="list-style-type: none"> <li>- advertise conference dates on school sign</li> <li>- send home notice about conference dates and transportation availability</li> <li>- initiate a system-wide all call announcing conference dates and transportation availability</li> </ul> <p><u>Effectiveness:</u></p> <p>After the conferences are over the CIPS team will document attendance numbers and conduct a Post – Conference Parent Survey. This information will be shared with the faculty in regularly scheduled staff meetings after conference season.</p>
<p><b>Total CIPS = \$0</b></p> <p><b>Total Set Aside = \$ 900.00</b></p>			

**Goal # 1 Continued**

**Activity #1-C** *Procuring professional crisis counselor training for select staff members and resulting support for our students. (We are discovering that many students are in need of the type of support that is beyond the typical purview of a high school guidance counselor and we need available staff who are capable of providing that support.) The school will contract with an external consultant to train three teachers over six days to provide the counseling support.*

**Scientific Research on Which Activity is Based: School-Based Crisis Intervention: Preparing All Personnel To Assist**

<p><b>Resources/Funding Sources:</b> <i>Must designate 10% set aside expenditures and requested CIPS funds</i></p> <p>Ten copies of the text for use in school PD and as resources in the school's professional library. 10 x \$30 = \$300</p> <p>Independent contractor to lead PD. Anticipated number of contracted days (6). 6 x \$800 = \$4800</p> <p>Teacher compensation for work beyond the school day per school contract. 3 teachers x 6 days x2 hrs/day x \$23.50 school contract compensation rate = \$ 846</p>	<p><b>Timeline for initiation and completion:</b></p> <p><b>Dec. – June</b></p> <p><b>December:</b> Invite teachers to become part of phase 1 training.</p> <p>Contract services of U Maine counselor</p> <p><b>January:</b> Begin PD and onsite apprenticeship training.</p> <p><b>June:</b> Wrap-up phase 1</p>	<p><b>Oversight:</b></p> <p><i>The principal and the Director of Instruction will be responsible for ensuring the selection of phase 1 teacher participants, procuring the services of a University of Maine counselor, purchasing the required materials, and establishing the training schedule</i></p> <p><i>Training schedule will be determined after the teachers are selected in order to ensure an equitable distribution of instructional interruptions..</i></p>	<p><b>Monitoring</b></p> <p><u>Implementation:</u> <i>Log of training dates, attendance, and summary of information shared. (All recorded in the specified Google Docs area.)</i></p> <p><u>Effectiveness:</u> <i>Session Log entries.</i></p> <p><i>At the end of the PD and training sessions, all participants will be required to participate in creating a summary of events, activities, discoveries, and suggestions for next steps in the second round of training.</i></p>
<p><b>Total CIPS = \$ 5946.00</b></p> <p><b>Total Set Aside = \$0</b></p>			

**School Improvement Plan Activities & Implementation Strategies for 2012-2013 (School Year)**

**Instructions:** Use the chart below to describe one of the proposed activities for the School Year. Provide sufficient detail to assist the reviewers in understanding how the activities will lead to improvement in the Priority Areas identified.

<p><b>Priority Area to be Addressed:</b> <u>Professional Development</u></p>	<p><b>Goal # 2</b> <i>Improve content area pedagogy and instructional practice.</i></p>		
<p><b>Activity # 2-A</b> The CIPS team will meet to analyze self-evaluation assessment data to identify our priority areas, implementation steps, and development of the CIPS plan. The team will also continue to monitor the implementation of the plan throughout the year.</p>			
<p><b>Scientific Research on Which Activity is Based:</b> <u>The Basic Guide to Supervision and Instructional Leadership (3<sup>rd</sup> Edition) by Glickman, Gordon, and Ross-Gordon</u></p>			
<p><b>Resources/Funding Sources:</b></p> <p>Teacher compensation for work beyond the school day as per the school contract : 5 teachers X 12 sessions x 1.5hr/session x \$23.50 = \$2115.00</p> <p>Substitute pay 5X100 = \$500 why subs if after school work?</p> <p>Refreshments \$135.80</p> <p>Materials \$25</p>	<p><b>Timeline for initiation and completion:</b></p> <p>Ongoing meetings and activities Oct. – June</p> <p>Nov 1. – full day planning meeting – refreshments and materials purchased.</p>	<p><b>Oversight:</b></p> <p>The principal and the CIPS team will be responsible for ensuring that all members of the team are involved and given the opportunity to participate in the development of the School Improvement Plan.</p> <p>The Director of Instruction will be responsible for establishing and maintaining the Google Doc area where all CIPS related data will be generated, stored, and shared.</p>	<p><b>Monitoring</b></p> <p><u>Implementation:</u> Minutes from the series of CIPS team meetings, some with our state consultant, where we completed our priority area identification.</p> <p>Completed Priority area forms.</p> <p>All data, summaries, minutes, and logs will be generated, collected, and shared through the Google Doc environment.</p>
<p><b>Total CIPS = \$ 641.00</b></p> <p><b>Total Set Aside = \$ 2134.80</b></p>	<p><u>Effectiveness:</u> <i>At the end of the school year, the CIPS team will write up a summary of the effectiveness of the various activities undertaken as part of the School Improvement process. Sources of evidence used to inform the summary will include: surveys, student assessment data, attendance figures, meeting minutes, logs, etc.</i></p>		

**Duplicate as Needed**

**Goal # 2 Continued**

**Activity # 2B** The instructional staff at PCSS will meet to examine the degree of vertical alignment within the various curricular areas between grades 7-12. Through this exploration, they will also consider best practices for test preparedness and other instructional professional development needs will be identified.

**Scientific Research on Which Activity is Based: “Aligning Instruction (Vertically and to Standards)” by Gamoran, Porter, Smithson, & White (1997) ([http://www.centerii.org/handbook/Resources/7\\_A\\_Aligning\\_instruction.pdf](http://www.centerii.org/handbook/Resources/7_A_Aligning_instruction.pdf)) and “Aligned Curriculum and Student Achievement” a Research Brief by Appalachia Educational Laboratory (AEL) at EDVANTIA (<http://www.edvantia.org/pdta/pdf/Aligned.pdf>)**

<p><b>Resources/Funding</b>  <b>Sources:</b> <i>Must designate 10% set aside expenditures and requested CIPS funds</i></p> <p>Teacher compensation for work beyond the school day as per the school contract by teacher teams. Set to include up to 3 hours of additional team work beyond the original PD sessions in Nov.</p> <p><b>Math:</b> 7 X 3 hours x \$23.50 = \$493.50  <b>Science:</b> 6 X 3 hours x \$23.50 = 423  <b>Social Studies:</b> 5 X 3 hours x \$23.50 = 352.50  <b>ELA:</b> 7 X 3 hours x \$23.50 = \$493.50  <b>Electives:</b> 5 X 3 hours x \$23.50 = 352.50</p> <p>Test Prep PD Help by DOE consultant</p>	<p><b>Timeline for initiation and completion:</b></p> <p>November: Schedule initial PD days for vertical alignment:          Nov. 16 (half day)          Nov. 19 (half day)          Nov. 20 (full day)</p> <p>Early Dec. – meet with each content team</p> <p>Schedule successive PD sessions to address discovered needs:</p> <p>Dec. 21 (half day)          Feb. 15 (half day)          Mar. 15 (full day)          Apr. 12 (half day)</p>	<p><b>Oversight:</b></p> <p>The Director of Instruction, Curriculum, and Assessment will oversee and work with the PCSS staff during the three opening professional development days as well as all successive PD days.</p> <p>The Director of Instruction, Curriculum, and Assessment will contact the DOE to locate PD services regarding test prep.</p>	<p><b>Monitoring</b>  <u>Implementation:</u>  <i>A uniform protocol will be created as a means for documenting the efforts of each content area. This protocol will be created in Google Docs and shared with all members of the staff. Each content area will have their own copy of the protocol on which to record their efforts.</i></p> <p><i>At the end of the professional development days, the Director of Instruction, Curriculum, and Assessment will review what each content area documented. Using this information, she will then meet with each team to discuss and plan for identified test prep and PD needs.</i></p> <p><u>Effectiveness:</u>  <i>A Post PD survey will be shared with the PCSS staff. This survey will gather data with respect to the effectiveness of the vertical alignment planning opportunities, test prep sessions, and teachers’ additional comments/suggestions.</i></p> <p><i>Post surveys will be used at all subsequent PD sessions to gather effectiveness data for each of those sessions as well.</i></p>
<p><b>Total CIPS = \$ 2115.00</b></p> <p><b>Total Set Aside = \$0</b></p>			

**Duplicate as Needed**

**Goal # 2 Continued**

**Activity # 2C** *Create an In-house, content specific mentorship program. This program would make available the opportunity for all teachers to work with colleagues as either a mentor or mentee. In these sessions, mentors would be sharing not only content specific ideas but specific instructional strategies that are well suited to their content area as well as test prep strategies.*

**Scientific Research on Which Activity is Based:** Schmoker, Mike. "Tipping Point: From Feckless Reform to Substantive Instructional Improvement." Phi Delta Kappan 85.6 (Feb. 2004): 424. Expanded Academic ASAP. Gale. Flinders University Library. 12 Jan. 2009.

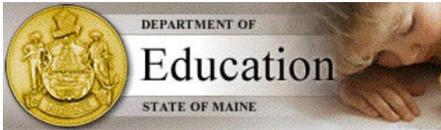
<p><b>Resources/Funding</b>  <b>Sources:</b> <i>Must designate 10% set aside expenditures and requested CIPS funds</i></p> <p>Subs to cover classes for the mentorship times.</p> <p>20 days x 1 sub/day = 20 x \$100 = \$2000</p> <p>There are 40 instructional staff members: 4 per day requires 10 days of substitute coverage for just one experience per teacher.)</p>	<p><b>Timeline for initiation and completion:</b></p> <p>Second Semester</p> <p>Jan – June: One day each week for 20 weeks. Each day will serve 4 teachers.</p>	<p><b>Oversight:</b></p> <p>The Principal and the Dir. of Instruction will be responsible for ensuring that all teachers participate in at least 2 mentorship experiences.</p> <p>The Dir. of Instruction will be responsible for working with members of the CIPS team to create the desired protocol for use in the mentorship sessions. Could be as simple as: "What I wanted to see.", "What I saw", and "What I'm taking away."</p>	<p><b>Monitoring</b></p> <p><u>Implementation:</u>  <i>The CIPS team will approve a "protocol" that will be used to record each mentoring / collaborative session. These will be stored in the Google Doc shared area for all folks to use Ultimately; these records will become a teacher-generated instructional resource.</i></p> <p><i>The Principal and Dir. of Instr. will create a substitute schedule.</i></p> <p><u>Effectiveness:</u>            Log records from each mentorship session.</p> <p>At the end of the year, each staff member will be asked to reflect upon the effectiveness of what was learned in these mentorship/collaborative sessions. This reflection will be submitted to the principal.</p>
<p><b>Total CIPS =</b>  <b>\$ 2000.00</b></p> <p><b>Total Set Aside =</b>  <b>\$ 0</b></p>			

**School Improvement Plan Activities & Implementation Strategies for 2012-2013 (School Year)**

**Instructions:** Use the chart below to describe one of the proposed activities for the School Year. Provide sufficient detail to assist the reviewers in understanding how the activities will lead to improvement in the Priority Areas identified.

<p><b>Priority Area to be Addressed:</b> <u>Assessment, Data, and Instruction</u></p>	<p><b>Goal # 3</b> Improve the use of assessment data to inform instructional practices.</p>		
<p><b>Activity # 3-A</b> Middle School staff members participate in PD sessions to learn how to use data to differentiate instruction for low-achieving boys – especially in math and reading.</p>			
<p><b>Scientific Research on Which Activity is Based:</b> Gender differences in mathematics performance: A meta-analysis. Hyde, Janet S.; Fennema, Elizabeth; Lamon, Susan J. Psychological Bulletin, Vol 107(2), Mar 1990, 139-155.</p>			
<p><b>Resources/Funding Sources:</b> <i>Must designate 10% set aside expenditures and requested CIPS funds</i></p> <p>4 Days of Consulting services 4 x 800 = \$3200 (2 math, 2 reading)</p> <p>Teacher compensation for work beyond the school day as per school contract. (6 middle school teachers, 8 total after school hours). 6X8x23.50 = \$ 1128.00</p>	<p><b>Timeline for initiation and completion:</b></p> <p>December – Find independent contractors</p> <p>Jan – May: Once monthly employ the services of an independent contractor.</p> <p>The contractor would to with the teachers during the day and conduct PD sessions after school.</p>	<p><b>Oversight:</b></p> <p><i>The Principal and the Dir. of Instruction will be responsible for locating and employing the services of an independent contractor. They will also be responsible for setting the schedule of meeting dates.</i></p>	<p><b>Monitoring</b></p> <p><u>Implementation:</u> <i>Log of meeting dates and minutes will be completed and shared in the Google Doc Instructional Improvement environment.</i></p> <p><u>Effectiveness:</u> <i>As part of the last session with the contractor, the middle school staff will reflect upon what has been learned and how that learning has influenced instructional practices in the classroom. This reflection will also include input regarding continuation of the professional development: i.e., next steps.</i></p>
<p><b>Total CIPS = \$ 4328.00</b></p> <p><b>Total Set Aside = \$0</b></p>			





**SIGNATURE PAGE**

**STEP 6**

Principal: Kevin Harrington School: Piscataquis Community Secondary School Enrollment 312

District: MSAD#4 / RSU#80 CIPS Status for 2012-13: CIPS 1

**Sources of Funding:**

**Total 10% Title I Set Aside for 2012-13: \$ 3942.00**

*Note: this amount must be expended before the school can access CIPS funds*

**Total CIPS Funds Requested \$15030.00 Total CIPS Funds Allocated \$ 18972.00**

**Total Cost of Plan: \$ 18972.00**

Principal Signature: \_\_\_\_\_

Title I Director Signature: \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

**This plan must be shared with and reviewed by a *Peer Review School*. That school should be similar in structure (grade levels) and demographics to yours. That school cannot be a CIPS school. Work with your CIPS consultant to determine qualifying schools.**

Peer Review School: Easton Jr./Sr. High School

Peer Reviewer: Jane Sincerbeaux (207-488-7702)

*Note: Signature not required.*

**After you have received a PDF copy of your approved plan from MDOE, an Original Copy of this Signature Page MUST BE MAILED to Steve Vose, State House Station 23, Augusta, ME 04333-0023**

**Title IA School Improvement Consultant: Alan Struck**

## November 16th early release (2 hours)

(12:30 - 3:00)

**Behavior Program Staff**

Liz / Jed (Shelley & Ed -Techs assigned to BIP)

**PCES Faculty**

*Curriculum – ELA/Writing* - Working by grade level to split the writing curriculum out of the ELA/ reading curriculum.

**PCES Special Ed Teachers**

Aligning IEP goals with CCSS.

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**PCSS Faculty**

*CIPS* - Working in content area teams to begin the process of vertical alignment of the various content specific state standards.

**PCSS Special Ed Teachers**

Aligning IEP goals with CCSS and vertically across 7-12 span

## November 19th (all day)

All Staff      **PCES Cafe      (8:00 - 11:30 AM)**

Observation / Evaluation System - an update

- i. Review of current law – correlation with our system - Paul
- ii. Updated observation/evaluation tools - HANDS ON – bring laptop and material needed to input your annual goals - (Crystal)

PowerTeacher Gradebook and Common Core update

11:30 - 12:30 Lunch on your own

12:45 - 3:00 Building Level Content Work

- PCES** *Curriculum Work* – Continue work on separating the writing curriculum from the ELA/reading curriculum. Develop the new units within the database.
- PCSS** *Curriculum Work* – (CIPS) Work on vertical alignment within our stated curriculum. Do? and How do? we teach the different standards at each of our grade levels? Are we addressing all the standards we should be?
- SPED PCES** Those assigned to BIP, and Shelley will prepare to implement the new token system.
- SPED Other** Continue alignment of IEP goals with CCSS
- 3:15 - 4:30 District** **PCES Cafeteria** - IPad session for those folks receiving a new machine or those wanting a refresher.

## **November 20th**

8:00 - 11:30 Building Level Content Work

**PCES** *Curriculum Work* – Continue work on separating the writing curriculum from the ELA/reading curriculum. Develop the new units within the database.

**PCSS** *Curriculum Work* – (CIPS) Continue work on vertical alignment within our stated curriculum. Do? and How do? we teach the different standards at each of our grade levels? Are we addressing all the standards we should be?

**BIP Staff** Advanced Safety Care Specialist Training

**Other SPED Teachers** Continue aligning IEP goals with CCSS, and vertically across 7-12 span

11:30 - 12:30 Lunch on your own

12:45 - 3:00 Building Level Content Work

**PCES** *Curriculum Work* – Continue work on separating the writing curriculum from the ELA/reading curriculum. Develop the new units within the database.

**PCSS** *Professional Develop Plan* – (CIPS) Work in content teams to determine

various professional development opportunities needed by folks on your team. Reflect on issues discovered during your vertical alignment discussions as well as generic instructional strategies suited to your content area: (i.e., teaching for higher-level thinking in the sciences, cooperative learning groups in mathematics, dealing with varying degrees of privilege in the social sciences, drawing parallels between contemporary literature and classic literature, etc.)

As you reflect on your needs, consider the availability of providers both within our own staff or that of colleagues outside the district.

If you have questions about any of these scheduled sessions, please contact your building principal, Liz, or Elaine.

Proposed Content Groups for November Professional Development at PCSS

Supporting  
Doc #7.7

**Math**

Lisa Martell  
Justine Lavigne  
Ann Dall  
Paul Draper  
Larry Holmquist  
Kay Shuster

← Middle SchoolTeacher

← Middle SchoolTeacher

**Social Studies**

Rex Webb  
Erick Murray  
Emily Wilson  
Jayne Lello  
Rod Gudroe

← Middle SchoolTeacher

**Performing Arts**

Les Tomlinson  
Margo M-Busque  
Beth Leavitt  
Brian Gaw  
Joe Gallant

All Teachers are 7-12

**Science**

Bill Thompson  
Mike Witick  
Heather Doherty  
Trisha Moulton  
Jay Marden  
Don Moen

← Middle SchoolTeacher

**English**

Robin Rich  
Donna Bozin  
Jody DiFrederico  
Holly Witick  
Darcy Savage  
Kathy Richards

← Middle SchoolTeacher

	Teacher Observation & Evaluation Tool - Entering Your Professional Goals	Vertical Alignment Sessions - How Helpful Were They?	Vertical Alignment Sessions - Other Comments	Teacher Observation & Evaluation Tool - Entering Your Professional Goals	Change of PCSS Report Card to Include the Content Standards
5					
	5	5	This discussion was long over due. Thanks for taking it on.	I, once again I need one on one time to cover this with you so I have a better understanding on these topics.	Great stuff! This has been discussed upon occasion without significant change. Thanks...
	5	5	"I didn't participate in these sessions. I worked on aligning my Sped goals with		I am concerned about how to link my class activities, etc... with the CCSS. I have grades 7- 12, and often several different activities at several different grade levels all in the same "class" in my grade book. So I am not sure how to do it.
	5	5	the ccss. "	I am finished with them, so it worked out very well for me.	At the PCSS level, it is important to still have the "normal" report card in addition to the standards based one. We still need to have much more group discussion on standards based grading. We have a long way to go before we are all on the same page.
	5	5	So very enlightening to hear what is taught at the lower grade levels and how it compares to student responses and reactions when I present the same material.	Liked having the time together to input our goals with an expert in the room to handle questions that came up using the new technology.	Hard to say at this point.I think everything was covered so far.I think I will have more questions as we progress.
	5	5		Not applicable	"Parents and colleges may not fully understand our efforts, but this should have a positive internal impact on instruction.
	4	5		to improve our contribution to the educational process."	Are we suppose to meet all standards? We do not cover all of the standards do we need more classes? Shouldn't the kindergarten class meet standards before high school?

Teacher Observation & Evaluation Tool - Entering Your Professional Goals	Vertical Alignment Sessions - How Helpful Were They?	Vertical Alignment Sessions - Other Comments	Teacher Observation & Evaluation Tool - Entering Your Professional Goals	Change of PCSS Report Card to Include the Content Standards
4	5		not applicable	I have a real concerns with not being able to give zeros. I also have a problem with going to standards based now when most schools haven't. I think we should wait until the State demands it. I honestly think there are so many issues that we need to work out before we jump on board in the middle of the year.
4	5			I am just wondering if we are giving parents more information than they will understand.
3	5	By going to these sessions I was able to hear what the teacher's expectations were for each of the categories she was teaching. It is helpful for me to know beforehand what is being taught so that I can explain it to my student so that he can cope with what he needs to learn and have an understanding to ease any anxiety he might encounter.	It was easy and good knowing that it was online in a place that I could get to.	Not applicable

# Review of School Improvement Plan Effectiveness

**School/District:** Piscataquis Community Secondary School

**School Year:** 2012-13 Plan

**Goal:1**

**Current Degree of Goal Implementation**

**Goal Descriptor:** Increase in parent participation in the school-based lives of their children as well as attendance at school-based activities.

*Beginning* [1      2      3      4] *Full*    **If measuring the**

**activities completed this would be a 4. If measuring this goal and where we want to be, a 2 would be appropriate.**

Activity (# and brief descriptor)	
<p><b>Activity #1a</b>                      Revisit the Ruby Payne poverty text and conduct staff development sessions with 7-12 faculty that share ideas on how to implement ideas/suggestions within the text.</p> <p>Funding Source(s)                      Total CIPS =                      \$ 0</p> <p>Total Set Aside =                      \$ 907.20</p>	<p>This activity did take place. The text was purchased for each staff member. The principal led the discussion monthly throughout the year.</p> <p>Impact on the staff- There was a reinforcement of ideas that were already known. The information from the book also made a difference in understanding the issues that students deal with to get to school activities like Summer School. It made you stop and rethink the difference between the poverty that we may have experienced and the poverty now in our community.</p> <p>Impact on students- Awareness of staff has made them more sensitive to the needs of students. The senior exit project was a good example of the need for learning problem solving, getting communication to the people who need to hear what is going on. It had an impact on how student discipline was delivered. Keeping students on campus for discipline instead of sending them home was more successful.</p> <p>The next step is looking for another book to continue the conversation and information sharing. This activity will continue next year. One of the first activities will be the attendance of between 8-10 staff members at the Dr. Beegle Poverty workshop in October. This workshop is being held in Dover and Dr. Beegle is a national presenter on overcoming poverty. As a staff, we will also include discussing values that society expects and how that juxtaposes what they may be experiencing at home.</p> <p>Budget- expended</p>

<p><b>Activity #1b</b>  Parent/Teacher Conferences with district-wide advertising, transportation, and refreshments provided. Advertising will be done via local Newspapers, the system-wide all call, district road-side sign, flyers, bus banner, and letter home. Raffle of fuel credit funds for 4 families attending the conferences.</p> <p>Funding Source(s)  Total CIPS = \$0</p> <p>Total Set Aside = \$ 900.00</p>	<p>This activity did take place. The highlights:  Parents were impressed that food was provided. This helped to include all members of their families. There was a survey done after the event. Next time will do an exit survey on site instead of mailing them home. The food and transport were appreciated.  The timing of the event was an eye opener. The earlier time was better received. Folks said that once they are home they don't come back out. Extra expense for gas might have been a contributing factor.</p> <p>Other issues that were addressed in parent forums were :  April 4<sup>th</sup>- climate survey night was held by the Civil Rights Team to discuss issues like the bomb scare the school experienced and gang violence. The students raised a lot of positive points they want to work on like school spirit and student ownership of how the building looks. The event enlarged the source of information for many students from just the dinner table conversation.</p> <p>Had an assessment celebration for those who scored proficient or above on state testing. The community was very favorable toward the event. Liked recognizing the academic achievements of their students.</p> <p>Impact on students= Positive night with parents. Acknowledgement of their achievements, publically.</p> <p>Impact on staff- Opportunity to speak in a positive venue to parents. Catching kids doing well. The parent involvement in these kinds of events helps the communication between school and home.</p> <p>This is an activity that would like to be continued next year.</p> <p>Budget- Expended and beyond using funds from other activities</p>
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<b>Activity</b> (# and brief descriptor)	<b>Analysis of Activity by CIPS team</b> (What worked? What didn't work? What impact did our work have on student learning/school practices? Were there any surprises in the outcomes? ( <b>*Next steps? See following page</b> )
<b>Activity #1c</b> Procuring professional crisis	This was a very successful activity. Eight staff took part. They had weekly coaching from

<p>counselor training for select staff members and resulting support for our students. (We are discovering that many students are in need of the type of support that is beyond the typical purview of a high school guidance counselor and we need available staff who are capable of providing that support.) The school will contract with an external consultant to train three teachers over six days to provide the counseling support.</p> <p>Funding Source(s) Total CIPS = \$ 5946.00</p> <p>Total Set Aside = \$0</p>	<p>UMO from the counseling program. These staff members worked with students as issues came up. The staff involved in the program was invited to attend a conference that was created because of this activity. Each participant received a certificate of completion from the Counseling program at UMaine.</p> <p>PCSS was also involved in a peer counseling program. The mixture of the crisis staff that and the peer counselors made a nice merging of goals.</p> <p>Impact students- students helping students was favorably spoken about. Staff noted reduction of behavioral issues. The goal was to have more services available. Feel on the right track. Need more “Staff” not just teachers, involved in the training. Need to develop other interventions to help students and staff deal with crisis.</p> <p>Impact on staff- This is a resource in the making. Having the opportunity to have the training was highly prized. This got a team feeling going working with these students. Feels this may be a piece of why there was fewer crises. There was eight staff willing to step up and learn how to have a positive impact on the behavior of the students. In a small staff like this it was a critical number, which was a very visible message to the students and community. Creating a crisis team provided more options to the students and also raised the awareness that there is a need for a more immediate action team. It was mutually beneficial to the Counseling program at the U. Gave it a new twist in their training program. The school has made good contacts there.</p> <p>Next steps- continue the crisis counseling work. There is a new counselor coming in. Hope to continue working with the U.</p> <p>Budget- The fact that there was assistance from the U made the requirement for the budget listed less. Some of the original designated funds were applied to other activities.</p>
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## Review of School Improvement Plan Effectiveness

Goal Descriptor: Improve content area pedagogy and instructional practice.

Beginning [1 2 3 4] Full

<p><b>Activity</b> (# and brief descriptor)</p>	<p><b>Analysis of Activity by CIPS team</b> (What worked? What didn't work? What impact did our work have on student learning/school practices? Were there any surprises in the outcomes? ( *Next steps? See following page)</p>
<p><b>Activity #2a</b> The CIPS team will meet to analyze self-evaluation assessment data to identify our priority areas, implementation steps, and development of the CIPS plan. The team will also continue to monitor the implementation of the plan throughout the year.</p> <p>Funding Source(s) Total CIPS = \$ 641.00</p> <p>Total Set Aside = \$ 2134.80</p>	<p>This activity was completed. Highlights- Found there was a lot of commonality in the thinking and understanding of what had to be focused on. There was a good open discussion as the plan was developed. It was important that they had their say on what happened and was included in the plan . We had ownership.</p> <p>Next step- Would like to continue. District Admin team looking at a strategic plan, which may have this similar look to it.</p> <p>Budget- Will be expended</p>
<p><b>Activity #2b</b> The instructional staff at PCSS will meet to examine the degree of vertical alignment within the various curricular areas between grades 7-12. Through this exploration, they will also consider best practices for test preparedness and other instructional professional development needs will be</p>	<p>This activity has helped the school to make great strides toward a goal they have had for a long time. PD days were used to do the curriculum and vertical alignment work. Conferences helped move this activity along.</p> <p>This activity impacted students by- changing the schedule next year.</p> <p>STEM work will be added in the Middle School.</p> <p>STEM also appearing in HS curriculum.</p> <p>More to be done with mentoring, sharing of ideas. Team planning was put back in the schedule to allow for this. Data and instruction discussion will be a major part of the agenda of these meetings. This plan was part of the catalyst for getting this change going.</p>

<p>identified.</p> <p>Funding Source(s) Total CIPS = \$ 2115.00</p> <p>Total Set Aside = \$0</p>	<p>Next step- This discussion must continue. These are the hard issues that will impact student achievement positively.</p> <p>Professional practice will be the crux of the PD program next year.</p> <p>Budget - Money was expended</p>
--	---

***Copy this as the first page for additional goals***

<p><b>Activity</b> (# and brief descriptor)</p>	<p><b>Analysis of Activity by CIPS team</b> (What worked? What didn't work? What impact did our work have on student learning/school practices? Were there any surprises in the outcomes? ( <b>*Next steps? See following page)</b>)</p>
<p><b>Activity #2c</b> <i>Create an In-house, content specific mentorship program. This program would make available the opportunity for all teachers to work with colleagues as either a mentor or mentee. In these sessions, mentors would be sharing not only content specific ideas but specific instructional strategies that are well suited to their content area as well as test prep strategies.</i></p>	<p>The implementation of the Activity was more informal than the descriptor had written. Found value in the following:</p> <p>Dialog was constant between classes, after school, and faculty meetings,. When folks went to PD conferences there was sharing of ideas when they got back. Going into classes is seen as a valuable activity. However, finding the time and resources i.e. subs, to do it still needs to be pursued. When common time was available it was used productively.</p> <p>Next Step- The planning time available next year will allow more flexibility in going into others rooms.</p> <p>This activity needs to be moved up on the priority list in the time of tight budgets. It needs to be seen as an inexpensive way to have PD using the expertise of the staff.</p> <p>Budget- Some expended on this activity. Will be redirected for other things .</p>

Funding Source(s) Total CIPS = \$ 2000.00  Total Set Aside = \$ 0	

## Review of School Improvement Plan Effectiveness

**School/District:** Piscataquis Community Secondary School

**School Year:** 2012-13 Plan

**Goal: #3**

**Current Degree of Goal Implementation**

**Goal Descriptor:** Improve the use of assessment data to inform instructional practices.

*Beginning* [1    2    3    4] *Full*    **As far as the goal this**

**was a 4 , as far as where this is going 2.**

<b>Activity</b> (# and brief descriptor)	<b>Analysis of Activity by CIPS team</b> (What worked? What didn't work? What impact did our work have on student learning/school practices? Were there any surprises in the outcomes? ( <b>*Next steps? See following page)</b>
<p><b>Activity #3a</b>            Middle School staff members participate in PD sessions to learn how to use data to differentiate instruction for low-achieving boys – especially in math and reading.</p>	<p>This activity was modified in the following way.            There was an addendum for the staff to attend Kelly Gallagher conference which was about low achieving readers and the strategies to use to improve their achievement.            The addendum allowed more staff to attend the conference and this gave a wider input to the whole staff when they returned to share. Eight staff attended. Seven from this school. Professional materials were purchased to supplement these activities.</p> <p>Impact on students- There is more reading being done. The library has grown reflecting the tastes of the students and their needs. Increased the volumes available for the reluctant readers. More books were put in hands of students. A free book is given to students each quarter. Goals are set to encourage boys, particularly, to read more. There is a summer goal of two books read by each student.</p>



<b>Activity</b> (# and brief descriptor)	<b>Analysis of Activity by CIPS team</b> (What worked? What didn't work? What impact did our work have on student learning/school practices? Were there any surprises in the outcomes? ( <b>*Next steps? See following page</b> )
<p><b>Activity #1c</b>            Would like to move funds from this project to one of the other projects b/c the University of Maine has latched on to this project and will be helping with some of the expenses so we will not need all that was budgeted. Therefore, we'd like to use some of the budget funds in a different project to expand opportunities there.</p> <p>Funding Source(s)            Move \$1500</p>	<p>The funds were moved and registration took place. The team traveled to Portland and spent the night in anticipation of the event the next morning. It wasn't until that morning that the team was informed that the event was cancelled.</p>
<p><b>Activity #2b</b>            For Project 2B, we did not anticipate the opportunity to attend a local workshop that could help us learn best practices for</p>	

implementation of the new Common Core Curriculum in English Language Arts. The workshop to which I'm referring is found here: <http://www.iedseminars.org/index.cfm>. From this general page you'll need to choose Maine from their list to see the Maine offerings. There are two that deal with Common Core in ELA. We are interested in the Grades 6-12 one.

We would like to send a team of about 6 CIPS members and other teachers to this workshop so they can bring back the information to share with the rest of the staff.

Funding Source(s) Increase allocated funds to this project by \$1500 to cover cost of workshop for 6 teachers.

***Copy this page for additional activities***

Quick Lookup

Print A Report

Switch Student

←  
List (71)  
→

Information

- Access Accounts
- Addresses
- Custom Screens
- Demographics
- Emergency/Medical
- Family
- Health
- Modify Info
- Other Information
- Student Email
- Parents
- Parent Preferences
- Photo
- State/Province - ME
- Transportation

Academics

- Attendance
- Cumulative Info
- Graduation Plan
- Progress
- Graduation Plan Selection
- Graduation Progress
- Historical Grades
- Honor Roll
- Standards
- Teacher Comments
- Term Grades
- Test Results

Start Page > Student Selection > Standards Grades



## Standards Grades

12 1035 PCSS

Quick Lookup

Standards Grades

Show Completed Classes

AP Biology (Doherty, Heather)	Q1	Q2	S1	Y1
AP Biology Guiding Principles	3	4	3	3
A. A clear and effective communicator who:	3	4	3	3
B. A self-directed and lifelong learner who:	3	4	3	3
C. A creative and practical problem solver who:	4	4	4	4
D. A responsible and involved citizen who:	3	4	3	3
E. An integrative and informed thinker who:	4	4	4	4
A. Unifying Themes	3	--	3	3
A2. Models	3	--	3	3
A3. Constancy and Change	3	--	3	3
A4. Scale	3	--	3	3
C. The Scientific and Technological Enterprise	4	--	4	4
C3. Science, Technology, and Society	4	--	4	4
E. The Living Environment	3	3	3	3
E1. Biodiversity	3	4	3	3
E2. Ecosystems	3	--	3	3
E3. Cells	4	3	3	3
E4. Heredity and Reproduction	3	3	3	3
E5. Evolution	3	3	3	3
AP Calculus AB (Lavigne, Justine)	Q1	S1	Y1	
A. A clear and effective communicator who:	3	3	3	
B. A self-directed and lifelong learner who:	3	3	3	





- Quick Lookup
- Print A Report
- Switch Student
- ←
- List (71)
- 



## Standards Grades

1035 PCSS

[Quick Lookup](#) [Standards Grades](#)

- Information
- Access Accounts
- Addresses
- Custom Screens
- Demographics
- Emergency/Medical
- Family
- Health
- Modify Info
- Other Information
- Student Email
- Parents
- Parent Preferences
- Photo
- State/Province - ME
- Transportation
- Academics
- Attendance
- Cumulative Info
- Graduation Plan
- Progress
- Graduation Plan
- Selection
- Graduation Progress
- Historical Grades
- Honor Roll

[Hide Completed Classes](#)

### COMPLETED CLASSES

ACCEL SCI 10-CHEM 1 (Witick, William)	P2	S1	P3	P4	S2	Y1
A. Unifying Themes	4	4	3.9	4	4	4
A1. Systems	4	4	3.9	4	4	4
A2. Models	4	4	3.9	4	4	4
A3. Constancy and Change	4	4	3.9	4	4	4
A4. Scale	4	4	3.9	4	4	4
B. The Skills and Traits of Scientific Inquiry and Technological Design	4	4	3.95	4	4	4
B1. Skills and Traits of Scientific Inquiry	4	4	3.9	4	4	4
B2. Skills and Traits of Technological Design	4	4	4	4	4	4
C. The Scientific and Technological Enterprise	4	4	3.88	4	4	4
C1. Understandings of Inquiry	4	4	4	4	4	4
C2. Understandings About Science and Technology	4	4	3.68	4	4	4
C3. Science, Technology, and Society	4	4	--	4	4	4
C4. History and Nature of Science	--	--	4	4	4	4
D. The Physical Setting	4	4	3.9	4	4	4
D3. Matter and Energy	4	4	3.9	4	4	4
9-12 Science and Technology Span	4	4	3.9	4	4	4

Quick Lookup

Print A Report

Switch Student



List (71)



Information

- Access Accounts
- Addresses
- Custom Screens
- Demographics
- Emergency/Medical
- Family
- Health
- Modify Info
- Other Information
- Student Email
- Parents
- Parent Preferences
- Photo
- State/Province - ME
- Transportation

Academics

- Attendance
- Cumulative Info
- Graduation Plan
- Progress
- Graduation Plan Selection
- Graduation Progress
- Historical Grades
- Honor Roll
- Standards
- Teacher Comments
- Term Grades
- Test Results

Start Page > Student Selection > Standards Grades



## Standards Grades

1035 PCSS

Quick Lookup

Standards Grades

[Hide Completed Classes](#)

### COMPLETED CLASSES

COMPLETED CLASSES							
<b>Art 1 (Busque, Marjolaine) P1 P2 S1</b>							
A1. Artist's Purpose		3	3.5	3.24			
A2. Elements of Art and Principles of Design		3	3.5	3.16			
A3. Media, Tools, Techniques, and Processes		3	3	3			
B1. Media Skills		--	3	3			
B3. Making Meaning		2.82	2.82	2.82			
<b>Freshman Focus (Savage, Darcy) P1 S1</b>							
A1. Self-Knowledge and Self-Concept		2.91	2.91				
A2. Beliefs and Behaviors that Lead to Success		3.83	3.83				
A3. Interpersonal Skills		3.5	3.5				
B2. Skills for Individual/Personal Success in the 21st Century		3.72	3.72				
<b>Graphic Arts (Moen, Donald) P3 P4 S2</b>							
A2. Elements of Art and Principles of Design		--	4	4			
A3. Media, Tools, Techniques, and Processes		3.5	3.32	3.39			
B1. Media Skills		4	--	4			
B2. Composition Skills		4	--	4			
<b>Pre-AP BIOLOGY (Doherty, Heather) P1 P2 S1 P3 P4 S2 Y1</b>							
A1. Systems		3.9	--	3.9	--	--	3.9
A3. Constancy and Change		--	3.76	3.76	--	--	3.76
C2. Understandings About Science and Technology		--	--	4	--	4	4
C3. Science, Technology, and Society		3.4	--	3.4	--	--	3.4

Quick Lookup

Print A Report

Switch Student



List (71)



Information

- Access Accounts
- Addresses
- Custom Screens
- Demographics
- Emergency/Medical
- Family
- Health
- Modify Info
- Other Information
- Student Email
- Parents
- Parent Preferences
- Photo
- State/Province - ME
- Transportation

Academics

- Attendance
- Cumulative Info
- Graduation Plan
- Progress
- Graduation Plan Selection
- Graduation Progress
- Historical Grades
- Honor Roll
- Standards
- Teacher Comments
- Term Grades
- Test Results

Start Page > Student Selection > Standards Grades



## Standards Grades

1035 PCSS

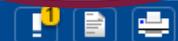
Quick Lookup

Standards Grades

[Hide Completed Classes](#)

### COMPLETED CLASSES

8 Art (Busque, Marjolaine) P3 P4 S2								
A1. Artist's Purpose	3	--	3					
A2. Elements of Art and Principles of Design	3.5	2	2.74					
A3. Media, Tools, Techniques, and Processes	3.5	3.24	3.32					
B3. Making Meaning	--	3	3					
C1. Application of Creative Process	--	3	3					
E1. The Arts and History and World Cultures.	--	3.24	3.24					
8 Physical Education (Gallant, Joseph ) P3 P4 S2								
G2 Movement Skills	4	4	4					
G4 Skill Improvement	--	4	4					
I1 Cooperative Skills	--	4	4					
I2 Responsible Behavior	4	--	4					
I3 Safety Rules and Rules of Play	--	4	4					
8 Science (Draper, Paul) P1 P2 S1 P3 P4 S2 Y1								
A. Unifying Themes	--	3.24	3.24	--	4	4	3.5	
A1. Systems	--	--	--	3	--	3	3	
A2. Models	4	--	4	--	--	--	4	
C1. Understandings of Inquiry	3	--	3	--	3	3	3	
D1. Universe and Solar System	--	--	--	--	3.16	3.16	3.16	
D2. Earth	--	3.66	3.66	--	3	3	3.39	
D3. Matter and Energy	3.42	3	3.25	3	3.5	3.22	3.25	



Quick Lookup

Print A Report

Switch Student

←

List (71)

→

- Information
- Access Accounts
  - Addresses
  - Custom Screens
  - Demographics
  - Emergency/Medical
  - Family
  - Health
  - Modify Info
  - Other Information
  - Student Email
  - Parents
  - Parent Preferences
  - Photo
  - State/Province - ME
  - Transportation

- Academics
- Attendance
  - Cumulative Info
  - Graduation Plan
  - Progress
  - Graduation Plan Selection
  - Graduation Progress
  - Historical Grades
  - Honor Roll
  - Standards
  - Teacher Comments
  - Term Grades
  - Test Results
  - Truancies



## Standard Grades: M.6-8.SPAN

**[Redacted]** 12 1035 PCSS

2009-2010	Y1
M.6-8.SPAN - 6-8 Mathematics Span	3.09
M.6-8.A - A. Number	3.16
M.6-8.A1.G6 - A1 Whole Number	3.00
M.6-8.A1.G7 - A1 Whole Number	
M.6-8.A1.G8 - A1 Whole Number	
M.6-8.A2.G6 - A2 Rational Number	3.39
M.6-8.A2.G7 - A2 Rational Number	3.20
M.6-8.A2.G8 - A2 Rational Number (CC 8.NS.1 CC 8.EE.1)	
M.6-8.A3.G6 - A3 Real Number	
M.6-8.A3.G7 - A3 Real Number	
M.6-8.A3.G8 - A3 Real Number	
M.6-8.B - B. Data	3.03
M.6-8.B1.G6 - B1 Measurement and Approximation	2.82
M.6-8.B1.G7 - B1 Measurement and Approximation	
M.6-8.B1.G8 - B1 Measurement and Approximation	
M.6-8.B2.G6 - B2 Data Analysis	2.00
M.6-8.B2.G7 - B2 Data Analysis	3.07
M.6-8.B2.G8 - B2 Data Analysis	3.75
M.6-8.B3.G6 - B3 Probability	
M.6-8.B3.G7 - B3 Probability	
M.6-8.B3.G8 - B3 Probability	
M.6-8.C - C. Geometry	3.26
M.6-8.C1.G6 - C1 Geometric Figures	4.00

[Quick Lookup](#)

[Print A Report](#)

[Switch Student](#)



[List \(71\)](#)



#### Information

[Access Accounts](#)

[Addresses](#)

[Custom Screens](#)

[Demographics](#)

[Emergency/Medical](#)

[Family](#)

[Health](#)

[Modify Info](#)

[Other Information](#)

[Student Email](#)

[Parents](#)

[Parent Preferences](#)

[Photo](#)

[State/Province - ME](#)

[Transportation](#)

#### Academics

[Attendance](#)

[Cumulative Info](#)

[Graduation Plan](#)

[Progress](#)

[Graduation Plan](#)

[Selection](#)

[Graduation Progress](#)

[Historical Grades](#)

[Honor Roll](#)

[Standards](#)

[Teacher Comments](#)

[Term Grades](#)

[Test Results](#)

<b>2008-2009</b>	<b>Y1</b>
M.6-8.SPAN - 6-8 Mathematics Span	3.22
M.6-8.A - A. Number	3.31
M.6-8.A1.G6 - A1 Whole Number	3.00
M.6-8.A1.G7 - A1 Whole Number	
M.6-8.A1.G8 - A1 Whole Number	
M.6-8.A2.G6 - A2 Rational Number	
M.6-8.A2.G7 - A2 Rational Number	
M.6-8.A2.G8 - A2 Rational Number (CC 8.NS.1 CC 8.EE.1)	
M.6-8.A3.G6 - A3 Real Number	
M.6-8.A3.G7 - A3 Real Number	
M.6-8.A3.G8 - A3 Real Number	
M.6-8.B - B. Data	3.25
M.6-8.B1.G6 - B1 Measurement and Approximation	
M.6-8.B1.G7 - B1 Measurement and Approximation	
M.6-8.B1.G8 - B1 Measurement and Approximation	
M.6-8.B2.G6 - B2 Data Analysis	
M.6-8.B2.G7 - B2 Data Analysis	
M.6-8.B2.G8 - B2 Data Analysis	
M.6-8.B3.G6 - B3 Probability	
M.6-8.B3.G7 - B3 Probability	
M.6-8.B3.G8 - B3 Probability	
M.6-8.C - C. Geometry	3.08
M.6-8.C1.G6 - C1 Geometric Figures	
M.6-8.C1.G7 - C1 Geometric Figures	
M.6-8.C1.G8 - C1 Geometric Figures	
M.6-8.C2.G6 - C2 Geometric Measurement	
M.6-8.C2.G7 - C2 Geometric Measurement	
M.6-8.C2.G8 - C2 Geometric Measurement	
M.6-8.C3.G6 - C3 Transformations	

## Grading Scale Explanation and Changes -

### For ACADEMIC Content

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
50 - 59	F

(Same 100 point scale used for homework, tests, quizzes, etc.)

Grade of 75 or better ... *meets standard*. In order to earn credit toward graduating with a “Standards Based Diploma”, all relevant course work should be completed with a 75 or better.

**NO grade lower than 50 will be accepted\***

- If a student earns, through effort, a score of 50 or better, the score will be entered in PowerTeacher.
- If a student scores something below a 50, an entry of “NE” will be used in PowerTeacher in place of a grade. This entry signifies that there wasn’t enough evidence provided by the student to determine whether they truly attempted the assignment or simply gave up.
- “NE” scores will be allowed to be made up within a stated amount of time.
- “NE” scores should be a flag for necessary intervention.
- “NE” scores should be reconciled within the grading period in which they were entered. However, extenuating circumstances may be considered.
- If any “NE” scores are still on the books at the end of a grading period, a grade of “Inc.” will be entered. An “Inc.” will prevent a student from being considered for honors or high honors recognition unless it is immediately reconciled.

(\*The main reason for this change is that failure should no longer be the default. Failure, like any other determination of success should be the result of some level of effort.)

### For Guiding Principles (Pirate Code of Conduct)

There will be different grades that reflect a student’s effort with respect to *Maine’s Guiding Principles*. However, the same grading scale will be used and a rubric will be made available.

*Elaine Bartley, Ph.D.*  
Instruction, Curriculum  
and Assessment Director

*Deborah McPhail*  
Guidance Director



*Elizabeth Mares*  
Special Services Director

*Brian Gaw*  
Athletic Director

*John Keane*  
Principal

## Piscataquis Community Secondary School

Piscataquis Community Middle School

[www.sad4.com](http://www.sad4.com)

Piscataquis Community High School

9 Campus Drive ● Guilford ● Maine ● 04443 ● (207) 876-4625 ● FAX (207) 876-4628

November 6, 2014

Dear Parents/Guardians,

As you know, instruction in Maine's public schools are guided by grade level standards in each of the content areas. What you may not often think about is that these are "Year-End" standards. This means that as teachers develop their curriculum and day-to-day lessons, they are breaking these year-end standards down into smaller developmentally appropriate "stepping stones of learning". These smaller stepping stones are sequenced and paced through out the year in order to help your child work toward achieving those year-end standards.

As we approach the first progress reporting period in this school year, it is important that you remember the scores the children receive are scores that reflect their individual level of proficiency with the different "stepping stones". These scores DO NOT reflect a child's level of proficiency with respect to the full meaning of the year-end standards.

Think of it as climbing a mountain. By the end of the year, the goal for each child is that they reach the top of their mountain. No one expects any child to reach the top of their mountain in a month or even a quarter. Our collective goal is that all children will reach the top by the end of the course or year. The teachers work with all their students to guide them up the mountain - realizing that there will be times when the ascent is smooth and other times when it will be down-right rocky! Sometimes all the children will be together in the same spot on the mountain and then other times some children will forge ahead while others may temporarily struggle and need to rest.

So as you read your child's progress report, remember that this is information about how your child is doing with respect to the smaller stepping stones of learning. Keep in mind that your child may do better with some stepping stones and really struggle with some of the others. Considering the grading scale used at PCSS, this means that scores of 2 and 3 are extremely common. A score of 2 means that your child is often capable of independently handling the current stepping stones being learned but that sometimes s/he still needs assistance and guidance. A score of 3, on the other hand, means that your child is quite independent in handling the current stepping stones and rarely, if ever, needs assistance or guidance. Occasional scores of 1 are also common. A score of 1 does not mean that your child is failing, it simply means that s/he is struggling with the current stepping stones being learned and that additional assistance or guidance is needed on a regular basis. It might mean that s/he needs some additional time and assistance both at school and at home to become more proficient (independent) with that stepping stone. A score of 4 is also not very common. A 4 means that the stepping stones being learned not only come relatively easily to your child but that s/he is proficient at a level atypical of his/her peers.

Although there is NO direct way to transfer what you remember as the grading system in use when you were in school with the way of “grading” students under a Proficiency-Based system of education, we all try to make sense of an unknown system by comparing it to something we know. So, as a way to help you make this unfamiliar system more “known” to you, we’ve provided the chart below.

<b>4-Proficient with Distinction</b>	<b>3 - Proficient</b>	<b>2 - Partially Proficient</b>	<b>1 - Does not Meet the Standard</b>
(Old School) - A+	(Old School) - A/B/C+	(Old School) - C/D	(Old School) - F
(Score Range) 100-96 (98)	(Score Range) 95-75 (85)	(Score Range) 74-60 (67)	(Score Range) 59-50 (55)
(Proficiency-Based) At this level, students are not only <i>proficient</i> but they are successfully applying or transferring skills associated with the standard in more sophisticated ways than taught or expected.	(Proficiency-Based) At this level, students <i>consistently</i> demonstrate the ability to <i>perform</i> the skills associated with the standard <i>independently</i> or with minimal guidance/ assistance from the teacher.	(Proficiency-Based) At this level, students do demonstrate the ability to <i>perform</i> the skills associated with the standard but their success is still dependent on frequent guidance or assistance from the teacher. Consistent independence is not yet achieved.	(Proficiency-Based) At this level, students rarely, if ever, independently demonstrate the ability to perform the skills associated with the standard. Guidance and assistance from the teacher is still required for the student to be successful. Independence with the standard is not possible.
(Intervention) Student requires no intervention.	(Intervention - Tier 1) Student requires only typical / regular classroom review or intervention when experiencing difficulty.	(Intervention-Tier 1-2) Student frequently requires additional small group or individual intervention from the classroom teacher or other instructional personnel. Regular practice of skills would greatly benefit the student. Instructional adjustments to mode of presentation as well as more detailed feedback could also be of significant value.	(Intervention-Tier 2-3) Student consistently requires additional individual intervention from the classroom teacher or other instructional personnel. The need for independence with prerequisite skills is evident and must be addressed before independence with the current standard is possible.

If you have any questions about standards and proficiency-based grading, please do not hesitate to contact the school principal, Mr. Keane, or me.

Sincerely,

Elaine Bartley  
Director of Instruction, Curriculum, and Assessment

# PCSS - Tier 1 - RTI Academic Intervention Record

Your username ([ebartley@sad4.org](mailto:ebartley@sad4.org)) will be recorded when you submit this form. Not [ebartley?](#) [Sign out](#)

\* Required



**1. Intervention Date? \***

Please document the date of the intervention.

.....  
*Example: December 15, 2012*

**2. Who is the teacher documenting the intervention? \***

.....

**3. For which student was the intervention made? \***

.....

**4. For which content area(s) was the intervention made? \***

*Check all that apply.*

- English
- Math
- Science
- Social Studies
- Health/PE
- World Languages
- Art
- Music
- Technology
- Other: .....

**5. Required Classroom Academic Practice - Organizational Tools \***

The following list of organizational tools are several that we use to help students with their time management and keep up with their homework. Please indicate all those you use in your classroom.

*Check all that apply.*

- Edmodo
- eBackpack
- Class Website
- Posted Class Agendas

- Google Classroom
- Posted Classroom Charts and Calendars
- Other: .....

**6. Required Classroom Academic Practice - Content Organizer \***

The following list of organizational tools are several that we use to help students access the taught content. Please indicate all those you use in your classroom.  
*Check all that apply.*

- Graphic Organizer
- T-Charts
- KWL
- Flow Chart
- Venn Diagram
- Provided Notes
- Study Guides
- Other: .....

**7. Required Classroom Academic Practice - Universal Design \***

(this one needs further information)

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**8. Required Classroom Academic Practice - Differentiation of Instruction / Assessment \***

The following list of differentiation strategies are several that PCSS expects to be considered with planning instructional lessons. Please indicate all those you used in planning and implementing the lessons for which the student required intervention.  
*Check all that apply.*

- Student Interest Inventory
- Learning Style Consideration
- Learner Profile
- Pre-Assessment / Readiness
- Materials Match to Student Reading Level
- Formative Assessments
- Multiple Pathways for Demonstrating Proficiency of the Standards
- Posted Rubrics of Required Elements of Proficiency
- Other: .....

**9. Intervention Strategy - Reteaching of Content \***

The reteaching of content and the student's opportunity to revise submitted work or complete replacement work is one of the required PCSS intervention practices. Please indicate which strategy you used for the reteaching in this intervention.

*Check all that apply.*

- 1 on 1 instruction - after school
- 1 on 1 instruction - during school
- after school support
- academic lab support
- homeroom support
- Other: .....

**10. Goals of Intervention session? \***

Please provide information regarding the overarching goal for the intervention.

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**11. Intervention Strategy - Inclusion of Parent / Parent Contacts \***

The inclusion of the parent(s) in any intervention is critical. Please indicate which types of parent contact have been used with the student in this intervention.

*Mark only one oval.*

- Quick phone check-in (1-3 times)
- Multiple phone check-ins (more than 4 times)
- Parents included in the creation of the intervention plan
- Parents included in the monitoring and updating of the intervention plan
- Parent Teacher Conference
- Other: .....

**12. Please provide any information or feedback about your contact with parent/guardian. \***

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**13. Intervention Strategy - Consultation of Additional Colleagues \***

It is important to include the other teachers (who also teach the child) into a discussion of how the child is performing in their classes as well as possible intervention ideas or strategies that are being successful for them. Please indicate the other teachers that you have included in your conversations.

Mark only one oval.

- Other Content Area Teachers
- Guidance Counselor
- Principal
- Exploratory Teachers
- Coaches / Extra-curricular Advisors
- Other: .....

**14. Intervention Strategy - Meeting with the Student \***

It is important to include the child in all plans for their academic success. Please explain what you have discussed with the child and their level of involvement in the creation of their plan.

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Send me a copy of my responses.

Indicator	Description * Means Extra Indicators Chosen by Team	√
IF 07 *	Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)	√
IF 12	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (2880)	
IE 06	The principal keeps a focus on instructional improvement and student learning outcomes. (57)	
IE 07	The principal monitors curriculum and classroom instruction regularly. (58)	
IE 09 *	The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)	
IID 09	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)	
IID 10	Instructional Teams use student learning data to plan instruction. (107)	
IID 11	Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)	
IIA 02	Units of instruction include standards-based objectives and criteria for mastery. (89)	
IIIA 07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)	
IIIA 09 *	All teachers clearly state the lesson's topic, theme, and learning objectives. (3084)	
IIB 05	All teachers re-teach based on post-test results. (95)	
IIIA 31	All teachers interact instructionally with students (explaining, checking, giving feedback). (140)	
ID 11 *	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)	

## MSAD #4 Professional Development: 2014-2015

Over the summer, the admin team met to discuss professional development goals for the district for the upcoming school year. At that time, we decided to go with the three topics selected by the FOCUS leadership group at the secondary school. These three topics are: 1) Instructional Best Practices, 2) Differentiation, and 3) Formative Assessment. While these topics were selected at the Secondary school, they are totally in sync with comments and thoughts shared by many at the Elementary school. Therefore, to help us map out district-wide professional development plans, we would like your individual input. We need to know where to focus our initial as well as long-term efforts. We also need to determine if there are folks in-house that may be willing to share their expertise in any of these areas.

Please take a few moments to answer the questions below. We need this input by Thursday, Sept. 18th as we are meeting with some potential PD providers on the 19th.

Thanks,  
The Admin Team

Your username (**ebartley@sad4.org**) will be recorded when you submit this form. Not **ebartley**? [Sign out](#)

\* Required

1. **Of the three topics being offered for PD this school year, which is of primary interest to you? \***

*Mark only one oval.*

- Instructional Best Practices  
 Differentiation  
 Formative Assessment

2. **What is of secondary interest to you and your professional growth needs? \***

*Mark only one oval.*

- Instructional Best Practices  
 Differentiation  
 Formative Assessment

3. **Are there specific ideas / requests that you have within these three broad categories? \***

*Mark only one oval.*

- Yes  
 No

**4. If you answered "Yes" above, please explain your ideas / requests.**

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**5. Would you be willing to share your expertise in any of these areas with your colleagues? \***

As in ... you would be willing to conduct one of the PD sessions offered.

*Mark only one oval.*

Yes

No

**6. If you said you were willing to share your expertise with your colleagues, please identify which topic and what you would be willing to share.**

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Send me a copy of my responses.



PROFESSIONAL DEVELOPMENT

**FRIDAY, NOVEMBER 21, 2014 12:00 - 3:15 @PCES**

ALL TEACHING STAFF AND EDUCATIONAL TECHNICIANS

**12:00 P.M. LUNCH AT PCES**

12:30 OVERVIEW BY ANN KIRKPATRICK

1:00-3:00 BREAK OUT WITH SCHOOLS

-PCES IN CAFETERIA

-PCSS IN MUSIC ROOM

3:00 - 3:15 WRAP UP/SIGN UP FOR MONDAY AND TUESDAY

**MONDAY, NOVEMBER 24, 2014 8:00 - 3:15 @PCSS**

7:30-8:00 COFFEE AND CONVERSATION IN THE CAFETERIA

8:00- 10:15 BREAK OUT SESSIONS

10:30-11:30 ROUND TABLE DISCUSSIONS

**11:30- 12:15 POT LUCK SPONSORED BY PCSS STAFF**

12:15-1:00 TAKE 2

1:00- 3:15 BREAK OUT SESSIONS

**TUESDAY, NOVEMBER 25, 2014 8:00 - 3:00 @PCSS**

7:30- 8:00 COFFEE AND CONVERSATION IN THE CAFETERIA

8:00-10:15 BREAK OUT SESSIONS

10:30-11:30 ROUND TABLE

**11:30-12:15 POT LUCK SPONSORED BY PCES STAFF**

12:30-2:45 BREAK OUT SESSIONS

2:45 - 3:00 WRAP UP - CAFE W/ ANN KIRKPATRICK

# **Professional Development Days** - Nov. 24th & 25th

Available Sessions - Please read before going to the survey to indicate desired choices!

## **1. Flipperentiate Your Lessons!**

- Brenda Post - K-12 - All Content Areas

Ingredients:

- backward design
- flipped classroom
- differentiated instruction
- teacher willing to step outside the box

Join this session to try out a “recipe” that will let you meet the needs of more of your students more of the time while deepening their understanding and increasing their engagement. Sound too good to be true? It's not. You have all the tools you need right at your fingertips to make this happen, you just have to be willing to give it a try!

If you're intrigued, bring resources and plans for an upcoming unit. Science is a lot of fun to flipperentiate, but it can be done for any subject. We'll have plenty of “cooking” time to see what you can create!

## **2. Using Accommodations & Collaboration to Differentiate Instruction**

- Sue Chase & Liz Mares - K-12 - All Content Areas

Different is Good!

- Understand cognitive differences.
- Understand the link between cognitive differences and classroom accommodations that support successful student outcomes.
- Analyze the visual aspect of your learning materials in order to adapt them for all learners - Bring an assignment, activity or learning resource you commonly use - there will be time for differentiation makeovers!

Collaboration is Good!

- Explore the benefits of co-planning for working effectively and efficiently with colleagues to differentiate and improve outcomes for all students. This session will provide a framework for your future co-planning opportunities.

### 3. **Two in one! Brain Gym and CAFE Pensive**

*- Jolane Clawson - K-12 SPED or K-6 All Content Areas*

Looking for ways to get your students ready to learn? Come find out about Brain Gym, S'cool Moves for Learning, Cup-stacking, and other strategies designed to help students maintain focus. You will learn which movement activities help over-active students, and which will help under-active students.

Looking for ways to ensure a common thread of reading instruction between support services and general education classrooms? Come find out about the electronic CAFE Pensive.

### 4. **Today's Way to Modify Tomorrow's Instruction**

*- Heather Doherty & Justine Lavigne - 7-12 - All Content Areas*

This session will describe and model pre-assessment and formative assessment techniques. These techniques allows teachers to gather quick data to ascertain prior and current knowledge levels and modify future instruction. The techniques will include:

- KWL Charts
- Square Off
- Boxing
- Thumbs Up/Thumps Down
- Padlet
- Kahoot
- E-clicker

**\*\*All staff attending this session need to bring iPads.**

### 4. **Using Language to Promote Growth Mindset and the Workshop Model**

*- Heidi Hall - K-12 - All Content Areas*

During this session we will discuss teacher language/mindset. Books that will be referenced are Opening Minds by Peter Johnston and Mindset by Carol Dweck. We will then move onto the workshop model. We will discuss the components of a workshop and how to manage it. Please bring a lesson/unit that you teach and you will have time to work on turning that lesson into one taught using the workshop model.

5. **Purposeful & Effective Instruction - Formative Assessment and Disciplinary Literacy**

- Denise Thomas - K-12 - All Content Areas

What does formative assessment look like and why is it successful? What does disciplinary literacy mean and why does it matter? How is disciplinary literacy different from content area reading? What does reading, writing, speaking, and listening look like in your classroom? How can you be more purposeful and effective in your instruction? Let's explore these questions together. Please bring a text book or informational book your students use in your classroom.

6. **"Move Away From the Book"**

- Robyn Rich - 4-12 - English/Language Arts, Social Studies, Science

How do you teach "the book" when you have readers with abilities all over the place? Stop teaching "the book"! Think about the bigger picture - what do you want the students to learn through their reading? Is it "the book" you want them to know or larger concepts, skills, issues, or genres?

In this session you will learn how to differentiate units and your reading materials through a thematic planning approach. Thematic planning starts with standards, big ideas, and essential questions. From there, it's a matter of finding the materials you need to meet the varying reading needs of your students. We'll also explore differentiation of assessments to meet learning styles and student interests.

5. **Vark Assault -**

- John Keane & Anita Wright - K-12 - All Content Areas

Are you looking for a simple, but effective, way to differentiate your classroom for the various learning styles of your students. This session will provide instruction on using the simple tool VARK to assess the learning styles of your students and also to provide instruction on how to use this tool to plan for instruction. All levels and all subjects are welcome to attend and will hopefully get something out of this session.

## 7. **Differentiated Projects by Design**

*- Crystal Priest - K-12 - All Content Areas*

This session will walk you through designing a standards based project for your course. You will have the opportunity to experience a project from the student perspective, dissect the unit and then we will walk through a framework for building your own project starting with the standards/learning objectives that you want students to learn, include an assessment plan and then build in the project activities.

## 8. **PBIS/RTI**

*- Deb McPhail - K-12 - All Content Areas*

Response to Intervention (RTI) is defined as “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions” (Batsche et al., 2005). Based on a problem-solving model, the RTI approach considers environmental factors as they might apply to an individual student’s difficulty, and provides services/intervention as soon as the student demonstrates a need. Focused primarily on addressing academic problems, RTI has emerged as the new way to think about both disability identification and early intervention assistance for the “most vulnerable, academically unresponsive children” in schools and school districts (Fuchs & Deshler, 2007, p. 131, emphasis added).

Positive Behavioral Interventions and Supports (PBIS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007). Positive Behavioral Interventions and Supports (PBIS) is a process that is consistent with the core principles of RTI. Similar to RTI, PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems.

Both RTI and PBIS are grounded in differentiated instruction. Each approach delimits critical factors and components to be in place at the universal (Tier 1), targeted group (Tier 2), and individual (Tier 3) levels.

## 9. **Student Data - Where to Find It & How to Use It**

*- Elaine Bartley - K-12 - All Content Areas*

Our students engage in more formal testing at all grade levels. So, where is this data stored and how can/do you use it? During this session we will look at the different “test” scores stored in the Curriculum Database and how that information can be helpful to you. Participants will be given the time to explore various students’ records and collaborate with their colleagues. If time permits, we will also explore outside test data sources: NWEA, NECAP/MEA, etc.

## 10. **Best Practices in Visual Notetaking to Enhance Learning**

*- Ann Marie Quirion Hutton - K-12 - All Content Areas*

Join Apple MLTI Professional Development Specialists for a session on Visual Notetaking. Explore how visual notes can support learning. Discover techniques to create, share and integrate visual notes into your instructional practice. Participants should bring their updated and charged Apple MLTI Devices.

## 11. **Differentiating Learning with eBackpack**

*- Ann Marie Quirion Hutton - 7-12 - All Content Areas*

Join Apple MLTI Professional Development for an eBackpack overview. Explore how eBackpack supports learners through effective digital workflow. Create assignments, provide feedback to students, hand in, hand out, differentiate instruction and reinforce understanding of digital classroom workflows with eBackpack. Participants should bring their updated and charged Apple MLTI Devices as well as some classroom assignments.

## 12. **Differentiate Instruction & Personalize Learning with iBooks and iTunes U**

*- Tim Hart - K-12 - All Content Areas*

Join Apple MLTI Professional Development for a hands on session utilizing iBooks as a tool to differentiate instruction and personalize learning. Explore iTunes U collections of rich educational resources. Discover ways to enrich your curriculum and reach your learners. Participants should bring their updated and charged Apple MLTI Devices.

### 13. **Capturing Evidence of Learning**

*- Tim Hart - K-12 - All Content Areas*

Join Apple MLTI to explore multiple ways of recording evidence of learning. Capturing audio, video, pictures, samples, or creating documents can be valuable learning tools for assessment. Use many of the built in tools on the iPad, and those provided by MLTI to support your classroom goals. Participants should bring their updated and charged Apple MLTI Devices as well as some classroom assignments/resources.