

FORT STREET SCHOOL  
PO BOX 509  
MARS HILL, ME 04758

(207) 429-8514/429-8515  
FAX (207) 429-8462

DATE: 9-16-14  
TO: Diana Doiron  
FROM: Elaine Boulter  
RE: Waiver

No. of pages including cover sheet: 43



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

#### **Directions for submitting an extension application**

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

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

## Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

- Provide evidence of active participation in proficiency-based system of supports to address identified critical areas of need, build capacity and the infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles.
- Provide a multi-year implementation plan indicating quarterly benchmarks for 2014-2015 and the annual benchmarks for each year for which the extension is requested that outline the steps the SAU will take to ensure that students graduating after July 1, 2020 will be awarded a diploma based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the implementation of proficiency-based diplomas (3199.79)

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

### Submittal Window

1. Indicate the submitting date.

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

### Superintendents Region

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

Aroostook	X
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	

Washington	
Western Maine	
York	

3. School Administrative Unit: SAD 42
4. High School(s): Central Aroostook High School
5. Name and title of person completing the extension request: Elaine Boulier, Curriculum Coordinator
6. Superintendent's name, address, phone number and email: Roger Shaw, 35 Pleasant Street, Mars Hill, ME 04758; 207-425-3771; rshaw@sad42.us

**Evidence of Preparedness**

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

**Criteria:**

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

MSAD 42 has slowly begun the work of transitioning to a proficiency-based system. With this huge initiative, we are reminded of the challenges associated with the change process. MSAD 42 has purposefully decided to move cautiously and take small meaningful steps toward creating a proficiency-based system. As we embarked on this work, we are reminded of the words of Douglas Reeves (2009), "your choice is not perfection, but a choice of two mistakes: action or inaction, evidence or speculation, criticism from cynics or criticism from a future generation. Choose wisely."

MSAD 42 joined the Northern Maine Educational Collaborative in February of 2013. At that time, the various school districts in Aroostook County decided to join together to begin the work of transitioning to a proficiency-based educational system. The various districts met monthly that spring to decide how to move forward—organizing, drafting a charter, collecting dues, deciding on professional development opportunities, etc. At the end of the 2013 school

year, NMEC was officially formed and a professional development calendar for the 2013-14 school year was established (see A-1 to A-3). Judith Enright was hired as the facilitator of the group.

During the 2013-14 school year, a district leadership team consisting of administrators and teachers was established. The team decided to begin its work by completing the Department of Ed. Proficiency-Based System Self-Assessment. The self-assessment served as an important road map toward moving to proficiency. The district leadership team decided to utilize the research of Robert Marzano, Rick Wormelli, Ken O'Connor, the MCCL organization, and Bea McGarvey as its foundation. Initial goals were set and the district leadership team met monthly to work on various components of MNEC professional development opportunities, proficiency-based communication, and the teacher performance evaluation and growth system (see A-4). The leadership team also did a book study on the Khan book, *The One World Schoolhouse*.

One of the goals of the leadership team was to begin the work of building conceptual understanding among the various stakeholders—teaching staff, school board members, parents, and community members. Pamphlets were given to students, mailed to parents, and placed at various community businesses (see A-5, A-6). Along with these, a letter was mailed in January to continue the work of communicating information about the proficiency-based movement (see A-7). The curriculum coordinator made various presentations at the school board meetings ranging from showing proficiency-based videos to presenting a powerpoint presentation on the transition to proficiency based education. Three slides highlighted information on the formation of the NMEC organization and the leadership team to the school board members (see A-8 to A-10).

In addition, curriculum work within the district continued during the 2013-14 school year. Curriculum maps were re-aligned to the Common Core and Next Generation Science standards. The social studies department was encouraged to use the C3 Framework as a guide to curriculum map realignment. Teachers communicated learning targets to their students and parents. All teachers within the district began a book study on the Marzano book, *The Art and Science of Teaching*. Moreover, the work on refining grading practices (Wormelli and O'Connor was used as the framework) continued and will serve teachers and students well as we transition to a proficiency-based system (see A-11 to A-13). Refining grading practices has been an ongoing initiative for the past 4 years. The Grade level meetings were held each week with the K-2, 3-4, 5-6 grade spans; moreover, content meetings were held every 6 weeks for ELA, science, math, and social studies. Teachers from grades 6-12 attended the meetings to discuss various curriculum issues, learning targets, and data analysis.

The 2013-14 school year ended on a good note with a great deal of work having been accomplished. The school board was informed of all the accomplishments of the leadership team at an April meeting (see A-14, 15). The school board members also approved the members of the leadership team at the regular June meeting (see A-16, 17). The junior high teaching staff, high school math department, and several science teachers worked throughout the summer transitioning to proficiency-based classrooms (see A21-22). They have utilized Haiku and Web2School as a data management system and online curricular support system. These teachers will be sharing their learning experiences and journey with the rest of the high school staff during scheduled staff meetings during the 14-15 school year.

As the 2014-15 school year begins, the district is facing an administrative transition as the current superintendent will be leaving his position at the end of December. During these next few months, the search committee will be busy interviewing and selecting a new superintendent to lead MSAD 42. With that in mind, this year's proficiency work will focus on

creating a new vision for the district along with crafting and revising the mission of both the elementary school and junior/senior high school. During one of our beginning workshop days, the PK-12 staff worked collectively to begin articulating district guiding principles; the work will continue at the next scheduled CACE day.

Curriculum work will focus on aligning MCCL curriculum to the current MSAD 42 curriculum. The district has purchased Educate/Empower licenses for the entire teaching staff. Staff members will be encouraged to explore this system and become familiar with it; early release sessions will be devoted to this work. Along with this, the PK-12 staff will continue with their book study on the Marzano book, *The Art and Science of Teaching*. Grade level meetings and 6-12 content meetings will focus on continuing the work of articulating learning targets, essential skills and concepts for each content area.

The district continues its involvement in the NMEC organization. An Aroostook Professional Development Plan has been articulated for the 14-15 school year with the majority of the work focusing on curriculum, instruction, assessment, and grading (see A-18, 19). Linda Laughlin, Bea McGarvey, Deborah Pickering, Curtis Jack, and Ben Hartleb have been hired as "experts" in leading the organization's professional development.

The leadership team will continue its work in bringing the NMEC training to the district teaching staff. A schedule of meeting dates has been developed and disseminated to members of the leadership team (see A-20). The team is committed to the work of transitioning to a proficiency-based system.

### **Multi-year Implementation Plan**

8. **Provide a description of the multi-year plan to meet the goal of awarding diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. The description should include benchmarks and metrics for the 2014-2015 school year and benchmarks for each year for which the extension is requested. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).**

#### **Criteria:**

- Multi-year plan is aligned with the SAU shared vision focus areas
- Benchmarks for progress in 2014-2015 include activities/actions that will support the achievement of the benchmarks and metrics to measure them.
- Evidence included clearly supports the benchmarks

Please see Appendix A, B

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

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

**Criteria:**

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

We have spent a great deal of time and effort in working on our system of supports for students. In recent years, both the elementary, junior high, and high school staff have focused on data driven instruction. The teaching staff has been trained on data analysis; early release sessions are dedicated to looking at the student data to inform instruction and intervention strategies. Teachers utilize classroom measures and assessments along with state assessments to monitor student progress. The district utilizes the Northwest Evaluation Association's (NWEA) Measure of Academic Progress (MAP) as benchmark assessments to monitor progress over the course of the year. The high school administers the Accuplacer to all juniors at the end of the school year in order to identify any additional interventions needed in the senior year. Data is also available for the 7/8 grade students and from the Juniors who take the standardized state assessments. All of these sets of data are analyzed for strengths, weaknesses, curricular and instructional implications. As a result of analyzing the data, students who are in danger of falling behind or are struggling are identified for support.

The junior high and senior high system of supports has evolved over the past several years. Initially, we carved out an RTI period every day to assist those students who needed intensive support or remediation. The RTI period was also utilized as an enrichment time for those students who needed opportunities beyond the classroom curriculum. The RTI period has evolved into the current homeroom period.

The junior high and senior high school utilizes a homeroom period each day as a means of building positive relationships and fostering student support. Each homeroom teacher is expected to assist students in checking their grades, assignment due dates, and make a plan to complete the work within a certain timeframe. In addition, teachers are required to follow the district accountability framework for grading. In particular, teachers are expected to honor the concept of "work redo and second chance opportunities" (see A11-13). Report cards, progress reports, and SECR's (student effort and citizenship report) are utilized as tools to communicate student progress and grades. The SECR is a tool utilized each semester to measure students on indicators such as class participation, time on task, etc. (see A 22). The SECR has been an integral reporting component to inform parents on important work qualities that can have either a positive or negative impact on student performance. In addition, the SECR has allowed the district staff to transition to grading work separately from work habits.

In addition to this homeroom period, teachers are given the option of having students work with them during lunch time. These lunch work sessions give students another support opportunity. The district also decided to offer support for students after school at both the elementary level and junior/senior high level.

An after-school Academic Academy has been established at both buildings for students needing additional support. Some students, typically those falling behind or failing a class, are required to attend this program. Teachers work with small groups of students one hour every day Monday through Thursday. Once a student's grades have improved, and he/she is not failing, they are not required to continue attending Academic Academy. Students who are struggling but not failing have the option to attend to get

help if they choose to. Students are also encouraged to attend Academic Academy if they have been absent and are in need of a re-teaching opportunity.

There are articulated eligibility periods for students who play sports. These eligibility periods occur every 4.5 weeks; students who are failing more than one class become ineligible for the next 4.5 weeks and are expected to attend Academic Academy. Once students are not failing, they are not required to attend Academic Academy but are encouraged to work with their homeroom teacher to keep their grades up.

Summer school is required of any student that has failed two or more classes and any other student that has failed a class and where both the teacher and parents decide summer school is needed. For students behind on credits, they have the option of taking summer classes in neighboring districts. Transportation and class fees are the parents' responsibility. Junior high students do not pay for summer school since it is offered within the district, but high school students do have to pay to attend in neighboring districts.

In addition to providing an array of extra help for students struggling in their classes, the school uses Apex Learning, a self-paced online curriculum for students who are behind on credits or who have failed a course. Students can retake the course and catch up to their peers. The district has been using Apex Learning for approximately six years. It offers a wide array of courses and in addition to credit recovery it has been used to provide foreign language instruction and accelerated instruction for some students. All teachers have access to Apex Learning and some use components in their classrooms.

Central Aroostook Junior/Senior High School was part of an independent case study that was commissioned by the Department of Education. In its final report, Anabel Aportela, Associate of Lawrence O. Picus & Associates (2013), concluded "that the school has been implementing an Improvement strategy that closely matches the strategies of the Evidence-Based model. At its core, the EB model, and this school, has teachers working in collaborative groups using student data. . .to continuously improve the core instructional program and to identify and monitor the progress of students who need extra help."

**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: 100%**
- **Community Engagement:**
- **One-year Carry Over:**

**2013-14**

ACTIVITY	TIMELINE	BUDGET
NMEC professional development opportunities and trainings	Throughout the 13-14 school year	Substitutes for 3 teachers at each event. 10 events. \$60/sub = \$180/event Total cost: \$1800.00

Book study books for the entire staff—The Art and Science of Teaching	Books were purchased in October	\$24/book. Purchased 50. Total cost: \$1200.00
Book study books for leadership team development—The One World Schoolhouse	Books were purchased in September	\$16/book. Purchased 11. Total cost: \$176
Transition Fund Totals	Approximately \$3,100	Total expended: \$3,176 No carryover funds

**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**

The intended impact of the transition funds is threefold:

- First, the transition funds will provide the community an opportunity to be part of the vision building process. Additionally, the funding will provide opportunity to increase the conceptual understanding of proficiency-based education in the community.
- Secondly, the transition funds will provide teachers the opportunity to gain valuable training in proficiency-based practices. The funds will also provide some teachers with much needed professional development opportunities focused on providing the understanding of how to make the transition.
- Finally, the transition funds will provide a resource for the leadership team to further its development in becoming an integral component of the professional development opportunities and PBE transition in the district.

<b>2014-2015</b>		
ACITIVITY	TIMELINE	BUDGET
NMEC professional development opportunities and trainings	Throughout the 14-15 school year	Substitutes for 3 teachers at each event. Approximately 10 events. \$60/sub = \$180/event Total cost: \$1800.00
Book study books for leadership team development—Becoming a Reflective Teacher	Books were purchased in August, 2014	\$26.80/book. Purchased 11. Total cost: \$294.80
Community engagement—hold a vision café for the community to share the district vision and guiding principles and get feedback	Spring, 2015	\$1000.00 for 1 day with consultant
Communicate PBE to community by creating and distributing PBE pamphlets	Fall, 2014; Spring, 2015	\$200 to get pamphlets printed (\$100 per season)
Transition Fund Totals	Approximately \$3,200	Total expended by year end: \$3294.80 No carryover funds

**School Board Vote and Approval of the Extension Request**

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

See B1-7

**Option 5 Authorization Page**

Annually the SAU will host a site review from the Maine DOE. During the annual site visit which must precede June 1, your SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

- classroom visits
- evidence of progress toward quarterly benchmarks for the year
- goals and quarterly benchmarks for continued progress over the next school year toward the awarding of diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles
- a budget for use of additional proficiency-based diploma transition funds.

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

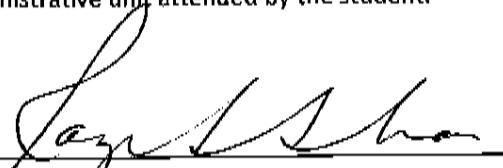
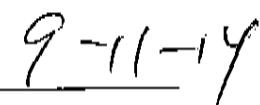
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

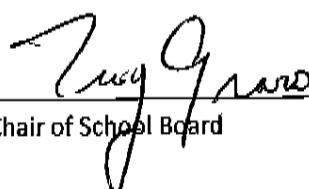
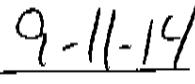
A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;

B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;

C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.


  
 \_\_\_\_\_  
 Superintendent of Schools Date


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

Appendix A

District Proficiency Work  
2014-2015

- \*By December 2014 a new superintendent will be hired
- \*Craft district vision
- \*Develop a strategic plan
- \*Revise mission statements for both buildings
- \*Establish district guiding principles
- \*Give staff opportunities to explore Educate/Empower
- \*Book study (leadership team/building staff)
- \*Continue active membership in NMEC
- \*Elementary and secondary teachers finish the work of identifying learning targets in all content areas
- \*Send teachers/administrators to PD opportunities provided by NMEC and other relevant PD opportunities that occur
- \*Continue developing the capacity of the leadership team
- \*Continue disseminating info to various stakeholders
- \*Pilot proficiency-based model at the junior high (grades 7/8) level and high school math department
- \*Continue grade level and content area meetings to discuss curriculum issues such as gaps, alignment, essential skills and concepts, etc
- \*Begin the work of rewriting, revising district policies to allow the proficiency work to move forward
- \*Hold quarterly grading committee meetings to revisit current district grading framework at various times throughout the year to work through issues that arise (using Ken O'Connor and Wormelli as the framework)

**Benchmarks**

Establish district guiding principles and seek board approval

**Metric:** School board approval (as shown in meeting minutes)

Attend NMEC professional development opportunities throughout the year

**Metric:** Survey staff on PD opportunities, understanding of proficiency-based system

Develop leadership team capacity; hold monthly meetings

**Metric:** Survey leadership team at the end of the year on PBE understanding.

Meet with junior high staff and high school math staff to discuss their pilot year—lessons learned, challenges, changes, etc

**Metric:** Have junior high team and high school math department fill out a self-reflection

Craft a vision for the district and revise building mission statements

**Metric:** School board approval of district vision and building mission statements

Leadership team will develop a strategic plan for moving PBE forward in the 15-16 school year

**Metric:** Articulated and board approved strategic plan that focuses on shared vision

Articulate learning targets for all content areas

**Metric:** Documentation of learning targets on curriculum maps

Appendix B

**8. Multiyear Implementation Plan**

2015-16	2016-17	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>-All staff PK-12 utilize Empower</li> <li>-Begin creating/finding formative and summative assessments for identified learning targets</li> <li>-Expand PBE at the high school level—science department</li> <li>-Expand PBE at the elementary school to include grades 5/6</li> <li>-Continue with district book study, <i>Becoming a Reflective Teacher</i></li> <li>-Revise/develop district policies to support PBE</li> <li>-continue creating supportive learner-centered culture within both school buildings</li> <li>-Avail teaching staff to PD opportunities</li> <li>-Continue developing the role of the leadership team</li> <li>-Continue attending NMEC PD opportunities</li> <li>-Continue being a partner in NMEC</li> <li>-Explore other technology resources for skills recovery beside Khan Academy, IXL, Ateks</li> </ul>	<ul style="list-style-type: none"> <li>-finish policy development</li> <li>-develop a repository of formative and summative assessments</li> <li>-Adopt Marzano's <i>Art and Science of Teaching</i> and <i>Becoming a Reflective Teacher</i> as the framework for common model/language of instruction</li> <li>-Expand PBE at the high school level—ELA and social studies</li> <li>-expand PBE at the elementary school to include grades 3/4</li> <li>-Explore alternative teaching resources</li> <li>-continue with district book study</li> <li>-Avail teaching staff to PD opportunities</li> <li>-Continue developing the role of the leadership team</li> <li>-Continue attending NMEC PD opportunities</li> <li>-Continue being a partner in NMEC</li> <li>-Full implementation of Empower as the data management system</li> </ul>	<ul style="list-style-type: none"> <li>-draft a PBE report card</li> <li>-begin discussion of multiple pathways, possible roadblocks, course organization, scheduling, etc</li> <li>-begin discussion of sports and eligibility</li> <li>-explore other avenues for anytime/anywhere learning</li> <li>Expand PBE at the high school level—PE/health, art, world language</li> <li>-expand PBE at the elementary school to include grades 1/2</li> <li>-begin discussions on proficiency of guiding principles</li> <li>-leadership team an integral component of PD development and district activities</li> </ul>	<ul style="list-style-type: none"> <li>-continue work of guiding principles</li> <li>-expand PBE at the elementary school to include grades PK/K</li> <li>-pilot PBE report card</li> <li>-transcript discussion</li> <li>-other structures to consider: what constitutes a school day, class awards, valedictorian/salutatorian, etc</li> </ul>	<ul style="list-style-type: none"> <li>-refine PBE report card based on teacher, parent, and student feedback</li> <li>-refine structures</li> <li>discussion</li> <li>-finalize work on guiding principles</li> </ul>

Appendix B

2015-16	2016-17	2017-18	2018-19	2019-20
Annual Goals	Annual Goals	Annual Goals	Annual Goals	Annual Goals
<ul style="list-style-type: none"> <li>Survey parents on their understanding of PBE</li> <li>Have teachers reflect on their understanding of PBE and what they have done with their curriculum to date</li> <li>Board approval of policies</li> <li>Bring NMEC training back to district staff</li> <li>Implementation of Empower</li> <li>PBE expansion in elementary and high school</li> </ul>	<ul style="list-style-type: none"> <li>Finish board approval of PBE policies</li> <li>Train teachers (NMEC training)</li> <li>Empower becomes a core resource for PBE</li> <li>PBE expansion in elementary and high school</li> <li>Teacher reflection on where they are at on their journey and shifts in thinking</li> </ul>	<ul style="list-style-type: none"> <li>At the end of the year, have a draft PBE report card ready to pilot</li> <li>Identify possible pathways</li> <li>Develop a framework for sports and eligibility</li> <li>PBE expansion in elementary and high school</li> <li>Get teacher input on report card draft/revise if needed</li> </ul>	<ul style="list-style-type: none"> <li>At the end of the year, survey parents and students to gain feedback on the PBE report card</li> <li>Finalize decisions on other structures</li> <li>Final PBE expansion in elementary and high school</li> </ul>	<ul style="list-style-type: none"> <li>Full PBE implementation PK-12</li> </ul>

# NMEC Hot Topics CALENDAR 2013-2014

timothy doak @  
sad27.org

## Oct. 8

- Allagash Rm* 9:00 – 12:00 • **Hot Topic: Teacher Evaluation**
- Open to a total of 2-4 Administrators/Teacher Leaders/Other Reps from NMEC Member Systems
- Aroostook Rm* 1:00 – 2:30 • **After The Hot Topic: Team Work Time**
- Optional Work Time for Hot Topic Participants

## Nov. 12

- Allagash Rm* 9:00 – 12:00 • **Hot Topic: All About Standards**
- Open to a total of 2-4 Administrators/Teacher Leaders/Other Reps from NMEC Member Systems
- Aroostook Rm* 1:00 – 2:30 • **After The Hot Topic: Team Work Time**
- Optional Work Time for Hot Topic Participants

## Jan. 14

- Allagash Rm* 9:00 – 12:00 • **Hot Topic - Teaching in a Standards Based System: Classroom Organization and Instruction**
- Open to a total of 2-4 Administrators/Teacher Leaders/Other Reps from NMEC Member Systems
- Aroostook Rm* 1:00 – 2:30 • **After The Hot Topic: Team Work Time**
- Optional Work Time for Hot Topic Participants

## Feb. 11

- Allagash Rm* 9:00 – 12:00 • **Hot Topic: Formative Assessment**
- Open to a total of 2-4 Administrators/Teacher Leaders/Other Reps from NMEC Member Systems
- Aroostook Rm* 1:00 – 2:30 • **After The Hot Topic: Team Work Time**
- Optional Work Time for Hot Topic Participants

## Mar. 11

- Allagash Rm* 9:00 – 12:00 • **Hot Topic: Grading and Reporting Practices**
- Open to a total of 2-4 Administrators/Teacher Leaders/Other Reps from NMEC Member
- Aroostook Rm* 1:00 – 2:30 • **After The Hot Topic: Team Work Time**
- Optional Work Time for Hot Topic Participants  
local district leadership teams

A-2

**NMEC LEADERSHIP DEVELOPMENT  
BOOT CAMP  
TRAINING CALENDAR 2013-2014**

**OCT 9**

- Allagash Rm* 9:00 – 2:30 • **Leadership Team Development Boot Camp**
- How to develop shared leadership teams to lead the PBE work
  - What's Working with Teams Locally and Elsewhere
  - Open to the chair and 1-3 other members of local district leadership teams

**NOV. 13**

- Allagash Rm* 9:00 – 2:30 • **Leadership Team Development Boot Camp**
- Understanding the Big Picture of PBE: Are We All On the Same Page?
  - How to Develop Initial and Ongoing PBE Awareness for Students, Community, Schools, and School Boards
  - Open to the chair and 1-3 other members of local district leadership teams

**Jan. 15**

- 9:00 – 2:30 • **Proficiency-Based Diploma Boot Camp:**
- Alumni Rm/Wieden*
- A Special Session for Local Leadership Team Reps, HS Principals, and HS Teacher Leaders (2-4 total per system)
  - Focus: Leading the Work on PB Diplomas
  - Sharing of Participant Systems' Best Practices
  - Learning About The Work Elsewhere
  - Team Time to Work on Local Planning

**Feb. 12**

- 9:00 – 2:30 • **Leadership Team Development Boot Camp:**
- CC Room 118/Wieden*
- Local Curricular Planning**
- Where did we/do we start?
  - Where are we now?
  - Where are we going next?
  - Best Practices, Models, Resources
  - Open to the chair and 1-3 other members of local district leadership teams

**Mar. 12**

- 9:00 – 2:30 • **Leadership Team Development Boot Camp:**
- Allagash Rm*
- PD Planning for PBE**
- What are we doing now?
  - Where are we going next?
  - Best Practices, Models, Resources
  - Open to the chair and 1-3 other members of local district leadership teams

A-3

## **NMEC Board Meeting Topics and Calendar 2013-2014**

- |  |              |   |
|--|--------------|---|
| <b>Sept. 12</b><br><i>Aroostook Rm</i> | 12:30 – 2:30 | <ul style="list-style-type: none"> <li>• NMEC Board Member Orientation</li> <li>• Development of the 2013-2014 NMEC Plan</li> <li>• Other NMEC Business</li> <li>• Open to Supt. and 1 other rep from NMEC Systems</li> </ul>                         |
| <b>Oct. 8</b><br><i>Alumni Rm</i>      | 12:30 – 2:30 | <ul style="list-style-type: none"> <li>• NMEC Board: Shared Leadership Teams for Proficiency Based Education (PBE)</li> <li>• Open to Supt. and 1 other rep from NMEC Systems</li> </ul>  |
| <b>Nov. 12</b><br><i>Alumni Rm</i>     | 12:30 – 2:30 | <ul style="list-style-type: none"> <li>• NMEC Board: Spreading The Word about PBE</li> <li>• Initial and On-Going PBE Awareness at the Board, School, and Community Levels</li> <li>• Open to Supt. and 1 other rep from NMEC Systems</li> </ul>      |
| <b>Jan. 14</b><br><i>Alumni Rm</i>     | 12:30 – 2:30 | <ul style="list-style-type: none"> <li>• NMEC Board: Proficiency Based Diploma: Status of the Work in NMEC Member Systems and Elsewhere</li> <li>• Open to Supt. and 1 Other Rep from NMEC Systems</li> </ul>   |
| <b>Feb. 11</b><br><i>Alumni Rm</i>     | 12:30 – 2:30 | <ul style="list-style-type: none"> <li>• NMEC Board: The Current State of Curricular Work in the County and Elsewhere</li> <li>• Open to Supt. and 1 other rep from NMEC Systems</li> <li>• Open to Supt. and 1 other rep from NMEC System</li> </ul> |
| <b>Mar. 11</b><br><i>Alumni Rm</i>     | 12:30 – 2:30 | <ul style="list-style-type: none"> <li>• NMEC Board: A PD Roadmap for PBE</li> <li>• Open to Supt. and 1 Other Rep from NMEC Systems</li> </ul>   |
| <b>Apr. 9</b><br><i>Allagash Rm</i>    | 12:30-2:30   | <ul style="list-style-type: none"> <li>• NMEC Board – The World Café and The Future Search – Models for Visioning and Planning</li> <li>• Open to Supt. and 1 Other Rep from NMEC Systems</li> </ul>  |
| <b>May 13</b>                          | <b>TBA</b>   |   |
| <b>June 10</b>                         | <b>TBA</b>   |   |

A-5

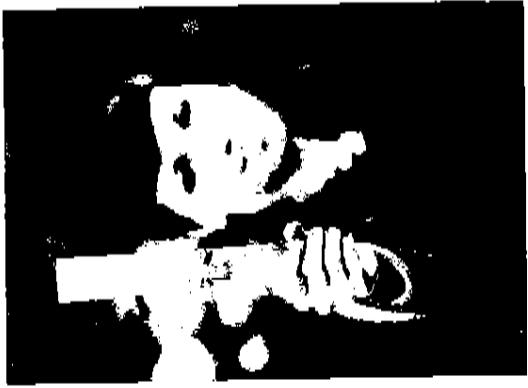
**The challenge**...is to build a system that prepares every student for some type of post-secondary education and the high-skill careers of today and the future....We have to address the basic architecture of the industrial-era model of schooling built more than a century ago. – Education Evolving

# Getting to PROFICIENCY

Helping Maine Graduate Every Student Prepared for Students

In a proficiency-based system, **students** are responsible and involved in their own learning. Their questions are welcome. They collaborate with teachers to set and meet goals. They insist that the school provide support so that they can get to proficiency in every standard. They come to school expecting to succeed.

The **Maine DOE Center for Best Practice** contains resources for districts trying to implement school improvements such as proficiency-based or learner-centered systems. At the CBP you will find extensive case studies of school districts that have begun implementation of such systems. You will also find videos of students and teachers showing the positive impact of proficiency-based education in the classroom



**Maine Department of Education**  
**Center for Best Practice**  
[www.maine.gov/doe/cbp](http://www.maine.gov/doe/cbp)



[www.maine.gov/doe](http://www.maine.gov/doe) 207.624.6600 23 State House Station, Augusta, ME 04333

**The challenge**...is to build a system that prepares every student for some type of post-secondary education and the high-skill careers of today and the future....We have to address the basic architecture of the industrial-era model of schooling built more than a century ago. – Education Evolving

# Getting to PROFICIENCY

Helping Maine Graduate Every Student Prepared for Students

In a proficiency-based system, **students** are responsible and involved in their own learning. Their questions are welcome. They collaborate with teachers to set and meet goals. They insist that the school provide support so that they can get to proficiency in every standard. They come to school expecting to succeed.

The **Maine DOE Center for Best Practice** contains resources for districts trying to implement school improvements such as proficiency-based or learner-centered systems. At the CBP you will find extensive case studies of school districts that have begun implementation of such systems. You will also find videos of students and teachers showing the positive impact of proficiency-based education in the classroom



**Maine Department of Education**  
**Center for Best Practice**  
[www.maine.gov/doe/cbp](http://www.maine.gov/doe/cbp)



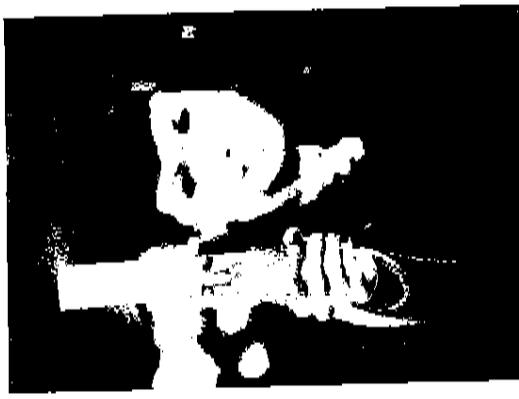
[www.maine.gov/doe](http://www.maine.gov/doe) 207.624.6600 23 State House Station, Augusta, ME 04333

A-6

**The challenge**...is to build a system that prepares every student for some type of post-secondary education and the high-skill careers of today and the future....We have to address the basic architecture of the industrial-era model of schooling built more than a century ago. - Education Evolving

# Getting to PROFICIENCY

Helping Maine Graduate Every Student Prepared for Parents



**Parents** have the ultimate interest in the success of their children. The shift to proficiency can seem difficult. It is unfamiliar, but it allows schools to ensure that every student achieves proficiency in all of the standards of the Maine Learning Results and the Guiding Principles.

The **Maine DOE Center for Best Practice** (CBP) contains resources for districts trying to implement school improvement measures such as proficiency-based or learner-centered systems. At the CBP you will find extensive case studies of school districts that have begun implementation of such systems. You will also find videos of students and teachers showing what proficiency-based education looks like in the classroom

**Maine Department of Education**  
**Center for Best Practice**  
[www.maine.gov/doe/cbp](http://www.maine.gov/doe/cbp)

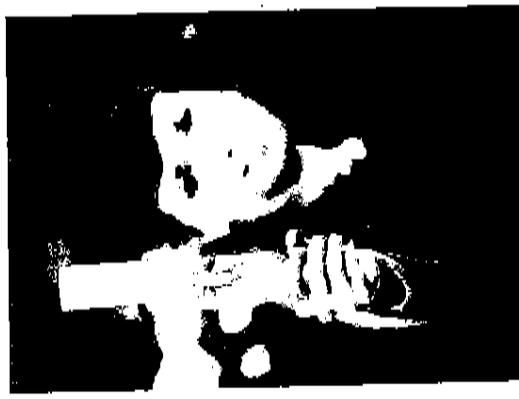


[www.maine.gov/doe](http://www.maine.gov/doe) 207.624.6600 23 State House Station, Augusta, ME 04333

**The challenge**...is to build a system that prepares every student for some type of post-secondary education and the high-skill careers of today and the future....We have to address the basic architecture of the industrial-era model of schooling built more than a century ago. - Education Evolving

# Getting to PROFICIENCY

Helping Maine Graduate Every Student Prepared for Parents



**Parents** have the ultimate interest in the success of their children. The shift to proficiency can seem difficult. It is unfamiliar, but it allows schools to ensure that every student achieves proficiency in all of the standards of the Maine Learning Results and the Guiding Principles.

The **Maine DOE Center for Best Practice** (CBP) contains resources for districts trying to implement school improvement measures such as proficiency-based or learner-centered systems. At the CBP you will find extensive case studies of school districts that have begun implementation of such systems. You will also find videos of students and teachers showing what proficiency-based education looks like in the classroom

**Maine Department of Education**  
**Center for Best Practice**  
[www.maine.gov/doe/cbp](http://www.maine.gov/doe/cbp)



[www.maine.gov/doe](http://www.maine.gov/doe) 207.624.6600 23 State House Station, Augusta, ME 04333

A-7

January 31, 2014

Dear Parents/Guardians,

Maine is currently in a transition regarding student assessment and grading. By 2018, all Maine schools are expected to measure student progress using a proficiency-based system and students will be graduating from high school with a proficiency-based report card. This means that in the future students will be assessed on how well they understand and can demonstrate skills, standards, and learning goals.

MSAD #42 is currently working to move towards proficiency-based education by aligning classroom curriculum to state and national standards. According to current Maine law, next fall's freshmen class will be the first to graduate having demonstrated mastery of all State standards in the eight content areas of the Maine Learning Results and Common Core standards.

As a district we will continue to keep you apprised of what this movement will look like. Please continue to check MSAD #42's website, <http://www.msad42.org>, where helpful links and information will be posted throughout this process.

As always, if you have any questions, please do not hesitate to contact us.

Sincerely,

Mrs. Elaine Boulier

Mrs. Kay York

A-8

## Northern Maine Educational Collaborative (NMEC)

- SAD 42 one of 12 members of NMEC. The NMEC mission is to lead the development, implementation and promotion of learner-centered, proficiency-based learning.
- The 12 member districts will be working together to develop proficiency-based learning environments for their students.
- The consortium has hired a consultant, Judy Enright, to help lead the work.
- Professional development opportunities will be offered to teachers and administrators throughout the year.

A-9

## SO FAR. . .

- Have become an active member of the Northern Maine Educational Collaborative (NMEC)
- Formed a proficiency-based leadership team with administrators and a teacher from every grade span (K-2, 3-4, 5-6, 7-8, 9-12)
- Have leadership team meetings scheduled
- Have begun the work of building conceptual understanding (staff meetings, board meetings, parent mailings)

## 2013-2014 GOALS

- Leadership team functioning as a team
- Build conceptual understanding of proficiency-based education within the district and in the community
- Develop teacher evaluation system
- Begin work of revising/revamping the district vision and mission to reflect shared vision of proficiency-based education
- Hold a vision café in the spring
- Align curriculum, do gap analysis, and begin the work of articulating learning targets

A-10

9/8/2014

## Accountability Framework

MSAD #42  
Grades 9-12

### Our Vision...

The goal of the SAD 42 grading policy is to build a consistent framework and system that supports the learning process, encourages parent involvement and communication, and holds students accountable for their learning.

### Student Responsibilities

- Complete work in a timely manner
- Be responsible with deadlines and quality of work
- Be responsible in checking W2S weekly and formulating a plan to improve achievement
- Be respectful to teachers and classmates
- Be a good citizen
- Work hard

### Teacher Responsibilities

- Grade work within one week of due date
- Provide effective, timely feedback to students
- Honor redo policy
- Articulate grading practices including individualized homework grading in syllabus, as well as discipline procedure for missing work
- Be careful not to have a big project due on the Fridays that grades close
- Contact parents as soon as student is not handing in work, failing tests, quizzes, or is not working to his/her potential

A-12

9/8/2014

### Administrative Responsibilities

- Hold teachers accountable for W2S grading scheme, number of grades, and timeliness of grading
- Support teachers by assisting with parent communication
- Support teachers by setting up parent, teacher, administration, and student meetings
- Articulate student responsibilities, specifically quarter and progress report deadlines and the impact on grading, during grade-level meetings. Provide multiple scenarios for students in regards to calculation of grades.

3

### Web2School Expectations

1. Teachers of grades 3-12 will be expected to grade work within one week of due date
2. Use accurate due dates on Web2School
3. Insure there are grades in each category of the grade book and that categories total 100%
4. No single assignment, project, test, quiz, or assessment may be worth more than 10% of the overall quarter grade (including a mid-term or final exam).
5. There must be the same number of items as % of category (ie: in a 30% category, you need at least 3 grades)
6. The homework category will not be worth more than 10%, and there can not be more than one homework-type category
7. The lowest grade that can be recorded on a report card for any quarter is 50

4

### Web2School Legend

- The following legend must be used by all teachers:
- REC (the work has been received, but not graded)
  - 0 (the use of a zero is only for work not received)
  - ABS (absent and not able to hand in work, which will be changed to a zero after two days for each day absent)
  - IWS (Incomplete work shown due to lack of work)
  - IA (Incomplete due to absence—used on progress report and end of quarter only)
  - Ex (Excused from assignment)

5

### Late Work

- Late work may result in a lunch time work session with the teacher.
- Is due one week from the day it was originally due unless student meets with the teacher to make a plan for completion. Failure to follow through on the plan will result in a meeting with parents.
- Students will earn no more than an 80 for late work unless there is a legitimate reason for the late work.
- Homework policies are at the teacher's discretion.
- If a student does not turn in work on a particular day, they are immediately assigned to Academic Academy and must stay there until the work is completed satisfactorily.

6

### Redo Work

- Students who receive a D or F (less than a 77) grade are **required** to meet with the teacher to develop a relearning plan.

**Relearning Plan:**

1. Teacher will have a face-to-face meeting with the student to clarify assignment and/or testing criteria
2. Establish an agreed upon re-teaching date and time with the student
3. Establish an agreed upon assignment completion date and/or reassessment date and time
4. Design, if appropriate, an alternative assessment for the student
5. Contact the appropriate Sped. teacher if the student has an IEP or 504 plan
6. Contact the parent if the student does not agree to a relearning plan, reassessment time, or neglects to complete the assignment within the agreed upon time frame
7. Teacher will maintain records of communication with the student, parent, and resource room teachers (if appropriate)

- Students cannot earn more than an 80% on redo work

### Second Chance Opportunities

- Second-chance opportunities shall be made available to students who have:
  - ~missed an assignment/assessment
  - ~who have failed an assignment/assessment
  - ~who have earned below an 80% on an assignment/assessment
- Students who missed an assignment/assessment for a legitimate reason (excused absence or emergency) will be graded without penalty. The student must hand work in according to the district absence policy in the handbook.
- If a student missed an assignment/assessment for an unexcused reason, failed an assignment/test, or earned below an 80 on an assignment/test may have a second chance opportunity to earn **up to an 80%**. The work must be completed within one week. A teacher **may require** students to complete a relearning plan as part of the second chance opportunity.

### Progress Reports

Teachers and students must adhere to the deadlines:

1. Work handed in by the end of the student day on Friday of eligibility will be graded and posted by the following Wednesday at 4:00 pm
2. Any work handed in after the Friday review will not count toward eligibility, but must be graded in a timely manner to be reflected on the quarter grade
3. All work assigned and graded between the Friday of eligibility and the Wednesday afternoon of grading posting, shall not be entered in Web2School or added to the student's grades until after Wednesday at 4:00 pm.
4. It is possible a student may be failing on Friday of the progress report, but the grade may reflect that he/she is passing by the following week, however, the progress report grade will be used for eligibility (athletic and academic)

### A FINAL THOUGHT

- Ensure your curriculum is aligned to standards
- Be cautious about grading enrichment opportunities (ie: field trips, competitions, etc)
- Provide a variety of formative assignments and activities; regularly assess whether students have met their learning targets
- Remember that the final grade should reflect the student's body of work
- "In the best classrooms, grades are only one of many types of feedback provided to students."
  - *Douglas Reeves*

A-14

# Elementary Principal's Report

Elaine Boulier

*Knowledge will bring you the opportunity to make a difference.*

~Claire Fagin

April 3, 2014

- We will be holding PK/K registration on April 11<sup>th</sup>. There will be no PK classes on that day.
- Grades for the third quarter will close tomorrow, April 4<sup>th</sup>; report cards will be going home on the 11<sup>th</sup>.
- Fort Street will be taking part in the Smarter Balance ELA test pilot during the April 28-May 19 timeframe. MEA science test administration will be from May 5-9. NWEA district testing will be from May 12-23.
- Renowned author, Donn Fendler, will be talking and working with students in grades 4-12 on May 27<sup>th</sup>. Mr. Fendler wrote the book, *Lost on a Mountain in Maine*, based on his own experience of being lost on Mount Katahdin in 1939 at the age of 12.
- The Leadership Team has met every month throughout this year; the team has done a great deal of work. I will share some of the work of the team at the meeting.
- We will be doing a quick activity around SAD 42 Guiding Principles at the meeting.
- Enrollment currently stands at 230.

PK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6
25	20	36	30	33	18	36	32

## PROFICIENCY-BASED LEADERSHIP TEAM

### 2013-2014 Accomplishments

- The proficiency-based leadership team was formed with administrators, representation from the elementary staff, secondary staff, special ed. department, and technology department
- The team has established meeting norms and meeting protocol
- The team established a schedule of meeting dates
- The team has set five goals for this year; all goals will be attained by the end of the school year
  - Goal 1: begin to build an understanding of proficiency—based education among all stakeholder groups;
  - Goal 2: do a team book study;
  - Goal 3: begin developing a comprehensive teacher evaluation system;
  - Goal 4: attend NMEC professional development team building opportunities;
  - Goal 5: begin the work of revising the district vision statement
- Various staff members from both buildings have attended Hot Topic professional development sessions
- The team continues to refine its understanding of proficiency-based education

A/16

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 42

Board of Directors

There was a regular meeting of the Board of Directors of Maine School Administrative District No. 42, Thursday, June 12, 2014 following the District Budget Meeting, at the District Office, 35 Pleasant St., Mars Hill, Maine.

School Board Members present were Chair – Troy Grass, Vice Chair – Jason Woollard, Frank Courture, Greg Day, Carolee Hallett, Joshua Tweedie, Shawn Gillen, and Brian Harris.

Administration present: Superintendent- Roger Shaw, Jr/Sr High School Principal – Kay York, Elementary Principal/Curriculum Coordinator – Elaine Boulier, Assistant Special Ed Director – Fred Boyd, and Athletic Director – Ryan Guerrette.

Also present: Guidance Counselor – Sadie Shaw, Teachers – Heather Johnston, Bethany Kimball, Natasha Brewer and Ty Thurlow, and Citizen – Kevin Grass.

The meeting was called to order at 9:45 p.m by Chair – Troy Grass.

1. Pledge of Allegiance

2. Consideration of Minutes

Dispensed with the minutes of the May 14, 2014 Regular Meeting.

\*\*\*\*\*

3. Financial

3.1

The May 2014 Accounts Payable and Payroll Warrants were signed.

3.2

Motion: B. Harris To approve the May 2014 financial statement.

Second: F. Couture

Voted: 8-0

3.3

The bids for financing for the lease/purchase of the new school bus were reviewed.

Motion: C. Hallett To accept the proposal from Aroostook Savings and Loan with a low bid of 2% per year fixed for a 5 term loan. To borrow \$65,000.00 with Superintendent Shaw to execute the loan.

\*\*\*\*\*

4. Elementary Principals Report

Elementary Principal Elaine Boulier provided a written report. (See attached)

Curriculum Coordinator Elaine Boulier presented the names of the District Leadership Team to be approved by the Board.

Motion: G. Day To approve the Leadership Team as presented.

Second: B. Harris

Voted: 9-0

A17

14. Other

There was no other business

\*\*\*\*\*

15. Adjournment

Motion: B. Harris

To adjourn at 10:25 p.m.

Second: S. Gillen

Voted: 8-0

Respectfully submitted,



Roger S. Shaw, Secretary

**The next regular meeting will be held in the Board Room, Thursday, July 24, 2014 at 7:00 p.m in the Board Room, 35 Pleasant Street, Mars Hill.**

A-18

**The Assessment Plan 2014-2015: Strategic Direction & Alignment**

Curriculum	Instruction	Assessment & Grading	Reporting
<p><b>MCCL Curriculum Model Trainings</b></p> <ul style="list-style-type: none"> <li>• Overview Training: 1 day - Linda Laughlin</li> <li>• Planning within the Circles of the Model: 1 Day - MCCL Implementers</li> <li>• Pathway Development: 1 Day - Linda Laughlin</li> </ul>	<p><b>Marzano's Art &amp; Science Instructional Framework Trainings</b></p> <ul style="list-style-type: none"> <li>• Art &amp; Science Consortium: 3 days - Beal Megawrey</li> <li>• Reasoning Processes: 4 days - Debra Pitkaning</li> <li>Added Benefits:                     <ul style="list-style-type: none"> <li>• Preparation for Teacher Performance Evaluation</li> <li>• Preparation for Student Performance Evaluation</li> </ul> </li> </ul>	<p><b>Assessment &amp; Grading</b></p> <ul style="list-style-type: none"> <li>• Included in Marzano's Art &amp; Science Instruction Framework Trainings</li> <li>• Included in MCCL Consortium</li> <li>• Included in Curriculum Training</li> <li>• Formative Assessment &amp; Standardized Grading</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase iObservation Software - Learning Sciences</li> <li>• Online Resources - Ex: Julie Mathieson</li> <li>• Ex. Leadership - Apple: Mary Callan</li> </ul>

**A Capacity Building Model**

Foundational Work Continues with NIMEC Change Partner J. Enright & Leadership Work Continues with CACE and Administrator Groups

UMPI Partnership for PD and Coursework?

*Handwritten signature/initials*

**AROOSTOOK PLAN (Draft 8/20/14)**  
**Calendar for Professional Development 2014-2015**

**NMEC Aroostook Plan CALENDAR**  
**2014**

- August 4                      Tech Coordinators Educate (AM) 8:30-11:30  
 Tech Coordinators iObservation (PM) 12:30-3:30  
 Allagash Room
- August 5                      Ben Hartlieb- Educate/Empower Train the Trainer  
 PIHS Cafeteria 8:30-3:00
- August 5-6                    Curtis Jack- iObservation training for administrators and  
 Teachers 8:30-3:00  
 MPR Room
- Linda Laughlin:    Sept. 11 individual district team meetings by appt.  
 Sept. 12      Curriculum (circles)
- Bea McGarvey:    Oct., 28-29    Art and Science of Teaching
- Bea McGarvey:    Nov. 19-20    Art and Science ( Second day place-held for the  
 diploma/grading conversation).
- Linda Laughlin:    Dec 9            Last day of curriculum presentation

**2015**

- Linda Laughlin:    Jan. 21 Topic TBA
- Jan 22 TBA based on NMEC needs.
- Linda Laughlin:    Feb. 26 Topic TBA (25<sup>th</sup> space was unavailable)
- Feb 27 based on NMEC needs. (Please notice this new date )
- Bea McGarvey:    April 28, 29 Topic TBA
- Debra Pickering    Sept. 21, 22    Complex Reasoning
- Debra Pickering    Nov. 3, 4        Complex Reasoning

A-20

**LEADERSHIP TEAM**

**2014-2015**

**MEETING DATES**

SEPTEMBER 4

OCTOBER 23

NOVEMBER 20

DECEMBER 18

JANUARY 15

FEBRUARY 12

MARCH 19

APRIL 16

MAY 21

JUNE 10

A21

## Junior High Grading Policies

### Why Proficiency Based?

The Junior High Team strongly believes that students need to be pushed beyond learning general knowledge and facts to mastering skills and concepts. In this digital age students need to be able to apply knowledge and skills. By creating specific learning goals we can better target student's individual gaps and attack specific skills on an isolated basis. If a student does not understand a specific skill we will know exactly where to target. Furthermore, all students, regardless of current achievement, will be challenged to make growth.

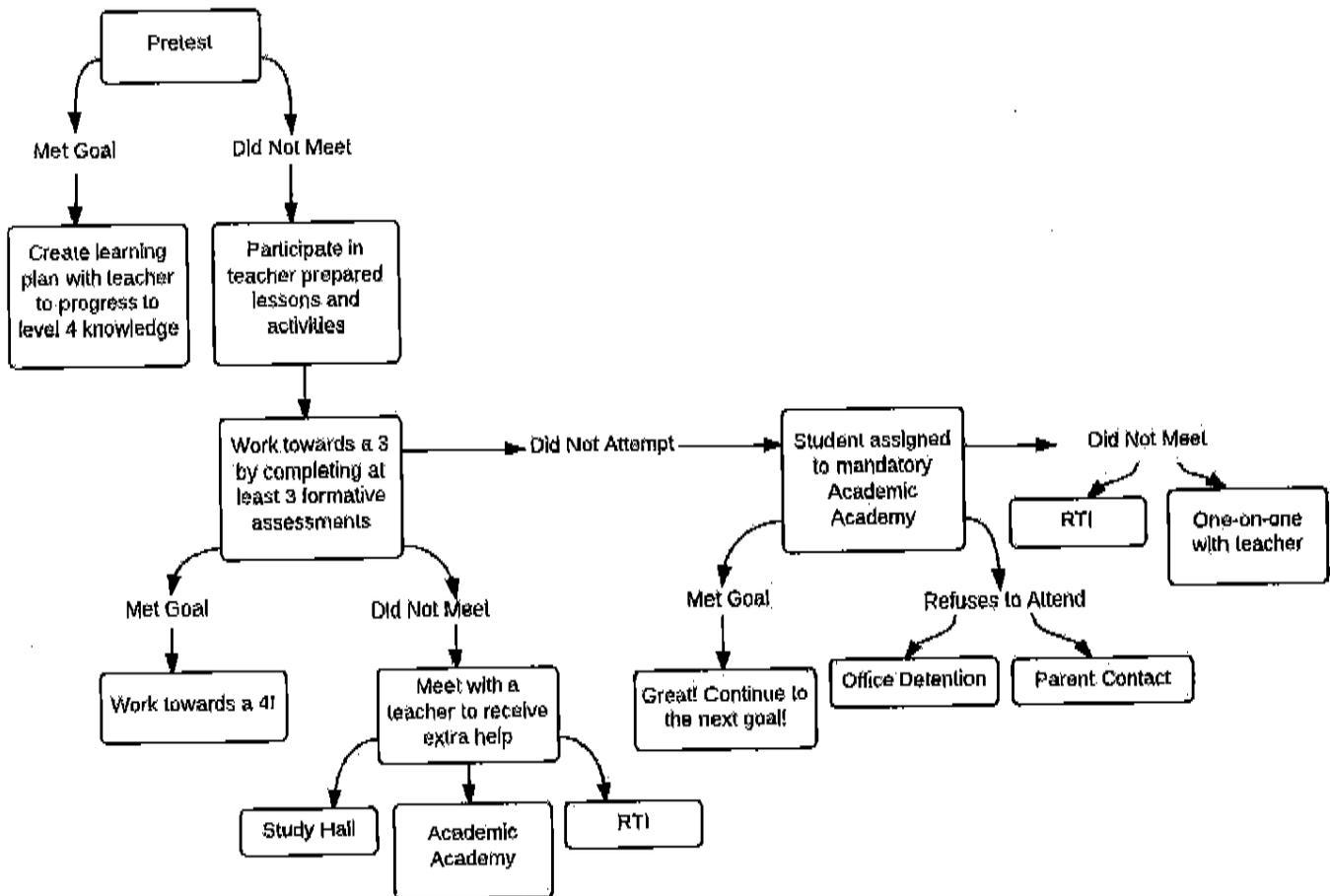
### Grading Policies and Procedures

Grade	Rubric Score	Meaning
100	4.0	In addition to Score 3.0 performance, in-depth inferences and applications that go beyond what was taught.
93	3.5	In addition to Score 3.0 performance, partial success at inferences and applications that go beyond what was taught.
<b>87</b>	<b>3.0</b>	<b>Student has met learning goal!</b> <b>No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.</b>
80	2.5	No major errors or omissions regarding the simpler details and processes, and partial knowledge of the more complex ideas and processes.
75	2.0	No major errors or omissions regarding the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.
69	1.5	Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.
63	1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
57	0.5	With help, a partial understanding of some of the simpler details and processes, but not the more complex ideas and processes.
0	0	Even with help, no understanding or skill demonstrated

A-22

The Junior High School will move toward proficiency based education. This means:

- Every lesson begins with a learning goal.
- Each student will take a pretest to show his/her knowledge of that learning goal.
- Each student will then follow the attached flowchart to work towards meeting and/or mastering the learning goal.
- Students will receive a final score in Web2School for each learning goal when three or more assessments have been completed.
- All assessment scores will be recorded in Haiku.



Student Name \_\_\_\_\_ Teacher/Class \_\_\_\_\_

**SAD#42**

**Student Effort and Citizenship Report**

Criteria	3	2	1
<b>Organization Skills</b>	Consistently organizes classwork. Consistently brings necessary materials to class	Usually organizes classwork. Usually brings necessary materials to class	Needs assistance to organize classwork. Needs frequent reminders to bring materials to class
<b>Time on Task</b>	Consistently stays on task and uses time wisely	Usually stays on task and usually uses time wisely	Needs to be reminded to stay on task and work wisely
<b>Follow Directions</b>	Consistently follows teacher's direction and assignment directions	Usually follows teacher's direction and assignment directions	Needs to be reminded to follow teacher's directions and assignment directions
<b>Assignment Completion</b>	Consistently completes assignments on time	Usually completes assignments on time	Needs to be reminded to complete assignments on time
<b>Quality of Work</b>	Consistently shows best effort toward quality work	Usually shows best effort toward quality work	Needs to show an increased effort in producing quality work
<b>Class Participation</b>	Consistently participates appropriately in individual, group and class activities	Usually participates appropriately in individual, group and class activities	Needs reminders to participate appropriately in individual, group and class activities
<b>Citizenship</b>	Consistently respects the rights and property of others	Usually respects the rights and property of others	Needs frequent reminders to respect the rights and property of others

Adopted from Troy Howard Middle School (student effort and behavior report) 11\_12

B-1

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 42  
Board of Directors

*"Use your brain to find the facts. Use your heart to face them."*

Author unknown

There will be a regular meeting of the Board of Directors of Maine School Administrative District No. 42, Thursday, September 11, 2014, at 7:00 p.m. in the Board Room, 35 Pleasant Street, Mars Hill.

School Board Members Present: Chair- Grass  Vice Chair- Woollard  Gillen  Harris  Couture  Tweedie  Day  Hallett

School Board Members Absent: Chair- Grass  Vice Chair- Woollard  Gillen  Harris  Couture  Tweedie  Day  Hallett

Administration Present: Superintendent-Shaw  Jr/Sr High School Principal- K. York  Elementary Principal- E. Boulier  Assistant Spec.Ed Director-F. Boyd  Athletic Director- Guerrette

Other Staff/Guests Present: H. Johnston , N. Brewer , S. Shaw , B. Kimball

The meeting was called to order at \_\_\_\_:\_\_\_\_ p.m. by Chair- T. Grass   
V. Chair- J. Woollard

1. Pledge of Allegiance

2. Public Participation

3. "Meet and Greet"

**An opportunity for the Board to meet recently hired professional and support staff .**

\*\*\*\*\*

4. "Proficiency-based Education"

An opportunity for the Board to be introduced to the Middle School model of Proficiency-based education.

5. Consideration of Minutes

Dispense with the minutes of the August 21, 2014 Regular Meeting.

B-2

**6. Financial**

6.1 Review and sign the August 2014 Accounts Payable and Payroll warrants.

6.2 Approve the August 2014 financial statement.

Motion: \_\_\_\_\_  
Second: \_\_\_\_\_ Oppositions: \_\_\_\_\_  
Voted: \_\_\_\_\_ Abstentions: \_\_\_\_\_

\*\*\*\*\*

**7. Elementary Principals Report**

7.1 Review Proficiency-Based diploma extension option #5

7.2 Act on Proficiency-Based diploma extension option #5 as presented.

Motion: \_\_\_\_\_  
Second: \_\_\_\_\_ Oppositions: \_\_\_\_\_  
Voted: \_\_\_\_\_ Abstentions: \_\_\_\_\_

**8. Secondary Principals Report**

**9. Athletic Directors Report**

\*\*\*\*\*

**10. Staffing**

10.1 To act on a staff resignation (Donna Chasse-effective June 30, 2015)

Motion: \_\_\_\_\_  
Second: \_\_\_\_\_ Oppositions: \_\_\_\_\_  
Voted: \_\_\_\_\_ Abstentions: \_\_\_\_\_

10.2 To act on a staff resignation (Roger Shaw-effective December 31, 2014)

Motion: \_\_\_\_\_  
Second: \_\_\_\_\_ Oppositions: \_\_\_\_\_  
Voted: \_\_\_\_\_ Abstentions: \_\_\_\_\_

10.3 To act on the Superintendent's nomination of a Virtual/Regular Teacher.

Motion: \_\_\_\_\_  
Second: \_\_\_\_\_ Oppositions: \_\_\_\_\_

B-3

Voted: \_\_\_\_\_ Abstentions: \_\_\_\_\_

10.4 To act on the Superintendent's recommendation for Winter Sports Season sub-varsity coaches.

Motion: \_\_\_\_\_

Second: \_\_\_\_\_

Oppositions: \_\_\_\_\_

Voted: \_\_\_\_\_

Abstentions: \_\_\_\_\_

\*\*\*\*\*

**11. Policy Development**

Approve the 2014-2015 Student Handbooks as Board Policy. (2nd Reading)

Motion: \_\_\_\_\_

Second: \_\_\_\_\_

Oppositions: \_\_\_\_\_

Voted: \_\_\_\_\_

Abstentions: \_\_\_\_\_

\*\*\*\*\*

**12. Superintendents Report (Distribute)**

**13. Board Chair's Report**

**14. Board Round Table**

**15. Communications**

**16. Other**

**17. Adjournment**

Motion: \_\_\_\_\_

Second: \_\_\_\_\_

Oppositions: \_\_\_\_\_

Voted: \_\_\_\_\_

Abstentions: \_\_\_\_\_

Time: \_\_\_\_\_

NOTES: The next Board meeting will be a Regular Meeting to be held in the Board Room on **Monday, October 20, 2014 at 7:00 pm.** (facilities tour)

B-4

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 42

Board of Directors

There was a regular meeting of the Board of Directors of Maine School Administrative District No. 42, Thursday, September 11, 2014 following the District Budget Meeting, at the District Office, 35 Pleasant St., Mars Hill, Maine.

School Board Members present were Chair – Troy Grass, Vice Chair – Jason Woollard, Greg Day, Shawn Gillen, Carolee Hallett, Joshua Tweedie, and Brian Harris.

Absent with excuse: Frank Couture.

Administration present: Superintendent- Roger Shaw, Jr/Sr High School Principal – Kay York, Elementary Principal/Curriculum Coordinator – Elaine Boulier, and Athletic Director – Ryan Guerrette.

Also staff and guest present: Teachers – Natasha Brewer, Bethany Kimball, Heather Johnston, Julie Conrad, Jerusha Benn, Brian Mosher, Guidance Director – Sadie Shaw and Superintendent Intern – Nicole Francis.

The meeting was called to order at 7:05 p.m by Chair – Troy Grass.

1. Pledge of Allegiance

2. Public Participation

There was no public participation.

3. Meet and Greet

English Teacher Brian Mosher was introduced to the Board.

4. Proficiency Based Education

Jerusha Benn and Julie Conrad presented a PowerPoint on Proficiency Based Education and answered questions and provided examples to the Board.

5. Consideration of Minutes

Dispensed with the minutes of the August 21, 2014 Regular Meeting.

6. Financial

6.1

The August 2014 Accounts Payable and Payroll Warrants were signed.

6.2

Motion: C. Hallett To approve the August 2014 financial statement.

Second: B. Harris

Voted: 7-0

\*\*\*\*\*

B-5

7. Elementary Principals Report

7.1

Elementary Principal Elaine Boulier distributed a written report. (See attached) Curriculum Coordinator Elaine Boulier also distributed copies of the Proficiency Based Diploma Extension Option that will be filed with the State Department of Education. The extension was reviewed.

7.2

Motion: C. Hallett To approve the Proficiency Based Diploma Extension Option 5  
Second: S. Gillen as presented.  
Voted: 7-0

8. Secondary Principals Report

Secondary Principal Kay York distributed a written report (See Attached)

\*\*\*\*\*

9. Athletic Directors Report

Athletic Director Ryan Guerrette distributed a written report. (See Attached)

\*\*\*\*\*

10. Staffing

10.1 To act on staff resignations if applicable.

Motion: C. Hallett To accept the resignation of Donna Chasse as Elementary  
Second: S. Gillen School Library Ed Tech effective June 30, 2015.  
Voted: 7-0

10.2

Motion: J. Tweedie To accept the resignation of Superintendent Roger Shaw  
Second: J. Woollard effective December 31, 2014.  
Voted: 7-0

10.3 Teacher

Motion: B. Harris To approve the Superintendent's nomination of Justin  
Second: G. Day Fereshetian as the Virtual APEX/Secondary Teacher.  
Voted: 7-0

10.4 Winter Sports Sub Varsity Coaches

Motion: J. Tweedie To approve the Superintendent's recommendations for  
Second: S. Gillen Winter Sports Sub Varsity Coaches including: *Boys Jr.*  
Voted: 7-0 *Varsity Basketball – Jason Woodworth, Middle School*  
*Boys Basketball – Logan McLaughlin, and Middle School*  
*Girls Basketball Mia Pangburn.*

\*\*\*\*\*

**11. Policy Development**

**11.1**

Motion: C. Hallett  
Second: B. Harris  
Voted: 7-0

To approve the 2014-2015 Student Handbooks for Fort Street Elementary School and the Central Aroostook Jr/Sr High as Board Policy. (2nd Reading)

\*\*\*\*\*

**12. Superintendent's Report**

- Superintendent Shaw distributed a written report. (See Attached)  
The Superintendent advised the Board that we were required by the the Dept of Education School Nutrition Program to increase our School Lunch price by \$.05 per meal effective immediately. The price increase will go into effect following the Harvest Break on October 14<sup>th</sup>.

Motion: B. Harris                      To approve the recommended increase to school lunches.  
Second: C. Hallett  
Voted: 7-0

- Shaw informed the Board that the gym floors in both school buildings and the Community Center will be completed during the Harvest Break along with general routine cleaning and maintenance.
- He announced that the Easton School Board had also approved pursuing the cooperative Softball and Baseball Varsity teams for the 2015 season. Athletic Director Ryan Guerrette will proceed with the application.
- Representative and Alternate Representative to the MSBA Delegate Assembly were selected. Carolee Hallett will serve as Representative and Troy Grass will serve as Alternate Representative.
- The Superintendent distributed the Maine School Board Association Fall Conference brochures along with the Committee Assignments prepared by Chair Troy Grass.
- He informed the Board that he had locked in heating oil for the 2014-2015 school year at \$3.11 per gallon (Transport). This was anywhere from \$.03 to \$1.12 less than any year since 2008.
- Shaw presented finalized Board Meeting Schedules and there was a short discussion on the candidate forum that was held in Caribou.

\*\*\*\*\*

**13. Board Chairs Report**

The Board Chair did not have a report.

\*\*\*\*\*

**14. Board Round Table**

Board Members were given an opportunity to dialog items of interest to the District.

\*\*\*\*\*

**15. Communication**

There were no communications

\*\*\*\*\*

**16. Other**

There was no other business

\*\*\*\*\*

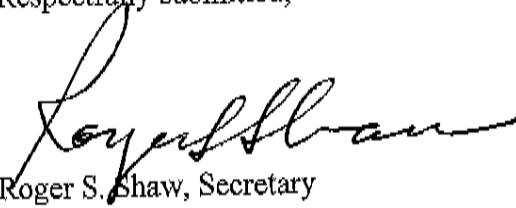
**17. Adjournment**

B-7

Motion: J. Woollard  
Second: J. Tweedie  
Voted: 7-0

To adjourn at 8:40 p.m.

Respectfully submitted,



Roger S. Shaw, Secretary

**The next regular meeting will be held in the Board Room, Monday, October 20, 2014 at 7:00 p.m in the Board Room, 35 Pleasant Street, Mars Hill, and will include a Facilities Tour of both buildings.**

A-18

# The Aroostook PD Plan 2014-2015: Strategic Direction & Alignment

Curriculum	Instruction	Assessment & Grading	Reporting
<p><b>MCCL Curriculum Model Trainings</b></p> <ul style="list-style-type: none"> <li>• Overview Training: 1 day - Linda Laughlin</li> <li>• Planning within the 3 Circles of the Model: 1 Day - MCCL Implementers</li> <li>• Pathway Development: 1 Day - Linda Laughlin</li> <li>• Added Benefit: NMEC Access to IMCL Curriculum</li> </ul>	<p><b>Marzano's Art &amp; Science Instructional Framework Trainings</b></p> <ul style="list-style-type: none"> <li>• Art &amp; Science Consortium: 3 days - Bea McGarvey</li> <li>• Reasoning Processes: 4 days - Debra Pickering</li> <li>• Added Benefit: Foundation for Teacher Effectiveness Process</li> <li>• Potentially/Additional Support for Teacher Eval. Process: see Curriculum Proposal</li> </ul>	<ul style="list-style-type: none"> <li>✓ Included in Marzano's Art &amp; Science Instruction Framework Training</li> <li>✓ Included in IMCL Consortium</li> <li>✓ Included in Curriculum Training</li> <li>• Formative Assessment &amp; Standards-Based Grading - 1 day - Debra Pickering</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase Educate - by <sup>Handwritten: Educate</sup> Scott Bacon</li> <li>• Purchase iObservation Software - Learning Sciences</li> <li>• Online Resources - Ex: Julie Mathieson</li> <li>• Ex. Leadership - Apple: Mary Callan</li> </ul>

## A Capacity Building Model

Foundational Work Continues with NMEC Change Partner J. Enright & Leadership Work Continues with CACE and Administrator Groups

UMPI Partnership for PD and Coursework?

A21

## Junior High Grading Policies

### Why Proficiency Based?

The Junior High Team strongly believes that students need to be pushed beyond learning general knowledge and facts to mastering skills and concepts. In this digital age students need to be able to apply knowledge and skills. By creating specific learning goals we can better target student's individual gaps and attack specific skills on an isolated basis. If a student does not understand a specific skill we will know exactly where to target. Furthermore, all students, regardless of current achievement, will be challenged to make growth.

### Grading Policies and Procedures

Grade	Rubric Score	Meaning
100	4.0	In addition to Score 3.0 performance, in-depth inferences and applications that go beyond what was taught.
93	3.5	In addition to Score 3.0 performance, partial success at inferences and applications that go beyond what was taught.
<b>87</b>	<b>3.0</b>	<b>Student has met learning goal!</b> <b>No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.</b>
81	2.5	No major errors or omissions regarding the simpler details and processes, and partial knowledge of the more complex ideas and processes.
75	2.0	No major errors or omissions regarding the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.
69	1.5	Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and processes.
63	1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
57	0.5	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.
0	0	Even with help, no understanding or skill demonstrated

## Appendix A

### District Proficiency Work 2014-2015

- \*By December 2014 a new superintendent will be hired
- \*Craft district vision
- \*Develop a strategic plan
- \*Revise mission statements for both buildings
- \*Establish district guiding principles
- \*Give staff opportunities to explore Educate/Empower
- \*Book study (leadership team/building staff)
- \*Continue active membership in NMEC
- \*Elementary and secondary teachers finish the work of identifying learning targets in all content areas
- \*Send teachers/administrators to PD opportunities provided by NMEC and other relevant PD opportunities that occur
- \*Continue developing the capacity of the leadership team
- \*Continue disseminating info to various stakeholders
- \*Pilot proficiency-based model at the junior high (grades 7/8) level and high school math department
- \*Continue grade level and content area meetings to discuss curriculum issues such as gaps, alignment, essential skills and concepts, etc
- \*Begin the work of rewriting, revising district policies to allow the proficiency work to move forward
- \*Hold quarterly grading committee meetings to revisit current district grading framework at various times throughout the year to work through issues that arise (using Ken O'Connor and Wormelli as the framework)

#### **Benchmarks**

1. Establish district guiding principles and seek board approval  
**Metric:** School board approval (as shown in meeting minutes)
2. Attend NMEC professional development opportunities throughout the year  
**Metric:** Survey staff on PD opportunities, understanding of proficiency-based system
3. Develop leadership team capacity; hold monthly meetings  
**Metric:** Survey leadership team at the end of the year on PBE understanding.
4. Meet with junior high staff and high school math staff to discuss their pilot year—lessons learned, challenges, changes, etc  
**Metric:** Have junior high team and high school math department fill out a self-reflection
5. Craft a proficiency-based learning vision for the district and revise building mission statements to reflect proficiency-based learning  
**Metric:** School board approval of district vision and building mission statements; discussions will center around student proficiencies; data-driven discussions—where are students at, how much growth, what is the target, how will we support the learning, etc?
6. Leadership team will develop a strategic plan for moving PBE forward in the 15-16 school year  
**Metric:** Articulated and board approved strategic plan that focuses on shared vision
7. Articulate learning targets for all content areas and align curriculum to MCCL curriculum  
**Metric:** Documentation of learning targets on curriculum maps, on classroom walls, boards, etc; use of learning targets in the classroom; building administrators will be focusing on MCCL use and visual evidence of articulated learning targets, essential skills in use as part of the teacher evaluation; curriculum meetings will focus on MCCL curriculum, discussions of essential skills, student progress, growth, etc.
8. Build Teacher capacity with the data management system—Empower  
**Metric:** Evidence of increased understanding and comfort with using Empower

## Appendix A

