



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.

## Maine School Administrative District 59, Madison, Maine

### Proficiency-Based Diploma Extension Option 6

#### Submittal Window

1. Indicate the submitting date.

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

#### Superintendents Region

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

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	MSAD 59
Midcoast	
Penquis	
Washington	
Western Maine	
York	

3. **School Administrative Unit:** MSAD 59
4. **High School(s):** Madison Area Memorial High School
5. **Name and title of person completing the extension request:**  
Todd E. LeRoy, Superintendent of Schools
6. **Superintendent's name, address, phone number and email:**  
Todd E. LeRoy  
205 Main Street  
Madison, Maine 04950

#### 7. Evidence of Preparedness

MSAD 59 has, for the past four years, been dedicated to the development of an exemplary standards-based educational system. Over the last decade, having had significant turnover in the District's leadership, MSAD 59 has lacked direction, and as a result a strong educational focus. The current District leadership is dedicated to improvement one-step at a time, and as a result, has committed to developing a standards-based curriculum. This commitment has

proven both our greatest strength and challenge in transforming to awarding a proficiency-based diploma.

As a district, we have focused for the past three years on mapping our curriculum, identifying critical skills, matching these skills to the Common Core Standards and Maine Learning Results and developing formative and summative assessments in the process of determining student learning and growth. This process has given our staff a strong knowledge and understanding of content-area standards. Without a doubt, this standard knowledge and understanding is our greatest strength in our move to a proficiency-based education and will provide a strong base for moving forward. As evidence, please see Appendix B and C, examples of our mapping through Rubicon Atlas and MasteryConnect.

Our greatest strength has also proven our greatest challenge in the proficiency-based diploma movement. As stated above district leadership believes in doing one thing at a time and doing it correctly. As a result, though we knew of the need of developing a proficiency-based educational system, we had not yet completed our work with standards-based curriculum. We needed to be able to take the additional time to find a place where we felt comfortable utilizing our knowledge of standard use in the development of curriculum and making the jump to proficiency-based education. The need to be confident in our standards-based curriculum has delayed our progress in the area of proficiency. In short, our improvement efforts have given us too little time to put our efforts to this newest requirement, proficiency-based education. In essence, we are just beginning our journey and have much to do. As evidence, please see Appendix A and B, examples of our mapping through Rubicon Atlas and MasteryConnect.

In addition to additional needed time, we have also other challenges in the development of a proficiency-based education/diploma, implementation of the Guiding Principles and our time investment in national accreditation. To date, we have had not had the opportunity to even begin looking at including the Guiding Principles into our curriculum. We will certainly need additional time to develop a plan to incorporate these Principles. Also, until recently, the District has been involved in the process of gaining accreditation, a process requiring a great deal of time and effort. The challenge here, simply put, is the need for time in the completion of this new mandate.

District leadership believes in doing things once and doing them correctly. The criteria for Extension Option Six, "The SAU has just begun the work needed to award diplomas based on proficiency of the standards in all eight content areas and the standards of the Guiding Principles." describes MSAD 59 perfectly. We are well grounded in the standards, but have just begun our efforts to develop a proficiency-based diploma/educational system. In addition, we have not had the opportunity to work with the guiding principles. If we are going to develop an exemplary proficiency-based system, and that is our goal, we will need time. We welcome the assistance of the Department of Education and the time to see other schools program progress.

## **8. Multi-year Implementation Plan**

The goal of the MSAD 59 schools is to use the first two years of the extension to do the legwork and get practical experience using the tools we hope will help us reach our goals. In the second year we also plan to pilot the system with a small group, our eighth and ninth graders. In the following years, our plan is to expand the pilot by one grade down (8 to 7 to 6 to 5) and one grade up (9 to 10 to 11 to 12) until all grades five through twelve are included, We also plan each year to make necessary improvements as they become apparent. If we find we are not able to reach all yearly benchmarks, a priority the next year will be to complete these items. As stated previously, we hope to complete this process once and complete it well. Through the following steps, we believe we can do just that. Please note following each benchmark, evidence of successful completion is delineated.

### **Year 1 (2014-2015) Benchmarks and Evidence**

- Develop/Update District Vision and Mission To Align With Proficiency-Based Education/Diploma
  - Evidence – Updated Vision and Mission Statements
  - Evidence - Board Minutes Approving Updated Vision and Mission Statements
- Develop Eight Content Areas Performance Expectations
  - Evidence – List/Rubric of Eight Content Areas Performance Expectations
- Develop Listing of Eight Content Areas Power Standards
  - Evidence - Eight Content Area Power Standards List
- Determine Methodology For Incorporation of Guiding Principles
  - Evidence – Document outlining intended methodology for incorporation of Guiding Principles
- Hold Minimum of Two Community Meetings to Discuss Proficiency-Based Education/Diploma Changes and Field Questions
  - Evidence – Meeting Announcements and Brief Meeting Notes
- Pilot Use of MasteryConnect (Program Monitoring Student Proficiency)
  - Evidence - Copies of Student Proficiency Reports and Data

### **Year 2 (2015-2016) Benchmarks and Evidence**

- Complete Any Incomplete 2014-2015 Benchmarks
  - Same As Above
- Pilot Use of MasteryConnect At Grades Seven, Eight, Nine and Ten
  - Evidence - Copies of Student Proficiency Reports and Data
- Develop/Initiate Use of Proficiency-Based Progress Reporting
  - Evidence – Copies of Proficiency-Based Student Grade/Progress Reports
- Develop Student Multiple Success Pathways Plan
  - Evidence – Multiple Success Pathways Plan
- Make Revisions To Plan As Necessary
  - Evidence – Documentation of Any/All Plan Revisions

- Hold Minimum of One Community Meetings to Discuss Proficiency-Based Education/Diploma Changes and Field Questions
  - Evidence – Meeting Announcement and Brief Meeting Notes

#### **Year 3 (2016-2017) Benchmarks and Evidence**

- Complete Any Incomplete 2015-2016 Benchmarks
  - Complete Any Incomplete 2014-2015 Benchmarks
- Pilot Use of MasteryConnect At Grades Six through Eleven
  - Evidence - Copies of Student Proficiency Reports and Data
- Expand Proficiency-Based Progress Reporting Grades Six through Eleven
  - Evidence – Copies of Proficiency-Based Student Grade/Progress Reports
- Make Revisions To Plan As Necessary
  - Evidence – Documentation of Any/All Plan Revisions

#### **Year 4 (2017-2018) Benchmarks and Evidence**

- Complete Any Incomplete 2016-2017 Benchmarks
  - Same As Above
- Pilot Use of MasteryConnect At Grades Five through Twelve
  - Evidence - Copies of Student Proficiency Reports and Data
- Make Revisions To Plan As Necessary
  - Evidence – Documentation of Any/All Plan Revisions

#### **Year 5 (2018-2019) Benchmarks and Evidence**

- Complete Any Incomplete 2017-2018 Benchmarks
  - Same As Above
- Pilot Proficiency-Based Education/Diploma Program Grades Five Through Twelve
  - Evidence – Grade Five Through Twelve Grade Reports and Grade Twelve Diploma
- Make Revisions To Plan As Necessary
  - Evidence – Documentation of Any/All Plan Revisions

#### **Year 6 (2019-2020) Benchmarks and Evidence**

- Complete Any Incomplete 2017-2018 Benchmarks
  - Same As Above
- Full Implementation Grade Five Through Twelve Proficiency-Based Education/Diploma Program
  - Evidence – Grade Five Through Twelve Grade Reports and Grade Twelve Diploma
- Make Revisions To Plan As Necessary
  - Evidence – Documentation of Any/All Plan Revisions

### **Year 7 (2020 - Ongoing) Benchmarks and Evidence**

- Full Implementation Grade Five Through Twelve Proficiency-Based Education/Diploma Program
  - Evidence – Grade Five Through Twelve Grade Reports and Grade Twelve Diploma

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

MSAD 59 is committed to student success and as such has, or is in the process of developing a program assuring all students find success. At the secondary level, we currently have an enrichment period daily for all students and are in the process of developing/piloting a new standard tracking program called MasteryConnect, as well as a system of safety nets through the use of multiple achievement pathways. Finally, the superintendent is in the process of developing an academy for students who have difficulty finding success in the regular classroom setting. Through these four methods we hope to provide our students with significant support in their quest for proficiency.

Beginning this year, all students have what we call an enrichment period during the day to meet with teachers and receive assistance in meeting the standards and critical skill necessary in finding proficiency. The period, twenty-one minutes daily, is designed to enable teachers who observe students struggling to succeed have the opportunity to individually, in small, or in large groups to meet with these students to give them extra support and help. This enrichment is also available for students who are excelling, as they too are able to meet with educators and challenge themselves with advanced materials. Also, as we move along and incorporate more "Mass Customized Learning" traits will allow Teacher/Facilitators to meet with students, design individual proficiency plans, and monitor student progress.

MasteryConnect is a wonderful new standards-tracking program/system. This software enables the teacher to map their curriculum, determining the standards to be addressed/met as well as the critical skills, develop valid formative and summative assessments through the use of data and assessment tools and track student performance and standard proficiency. This tool is highly flexible and enables individual districts to personalize the process while still being able to provide vital proficiency data. MasteryConnect has excited our staff and we believe it is the best proficiency-tracking tool available. Students finding proficiency difficult will be readily apparent and the opportunity for educators to assist students in finding success greatly enhanced. MasteryConnect monitors all students, all standards and all the Guiding Principles; as such, is a wonderful tool for getting help to any and all who need it as well as giving successful students greater challenge.

As required by statute, schools need to develop multiple pathways to proficiency. As indicated in our timeline, we will be developing those multiple pathways in the next year and updating these pathways as deemed necessary. We see clearly the need to change and adapt to the needs of our students today and in the future. Through examining best practice and our student's needs we will be developing a menu of methods students can use to achieve proficiency successfully.

Finally, as part of his recertification program, our superintendent has been developing plans for an academy within the high school. Currently, the plan is to offer a problem-based, community-focused academy allowing students to use their strengths in developing standard proficiency. The academy would work with students who show the needs for a more focused, hands-on education, and working with staff facilitators, develop a personalized education plan and a method to reach proficiency where it may not be possible in a regular education classroom.

MSAD 59 staff and administration has always worked to make assistance and help available to all students. The above-mentioned processes are what we are looking at currently, but certainly will not constitute all possible student safety nets. It is our hope to continue looking for student support opportunities as we progress in our efforts to develop a superior proficiency-based educational/diploma system.

#### **10. 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: 0%**
- **Practice: 7.4%**
- **Community Engagement: 0%**
- **One-year Carry Over: 92.6%**

#### **11. Proficiency-Based Diploma Transition Funds**

##### **2014-2015 Proficiency-Based Diploma Transition Funds Budget**

<b>\$14,287.00</b>	<b>Initial Balance</b>
<b>\$4,500.00</b>	<b>MasteryConnect Subscription: MasteryConnect is a standards-based student-proficiency, curriculum and assessment-tracking tool enabling teacher/facilitators easy access to student proficiency levels and data. The program is designed to make student proficiency tracking simpler and more efficient. Student proficiency level is constantly updated as well as</b>

documented. The data created is vital in determining student proficiency and diploma status. MasteryConnect tracks proficiency, allows curriculum mapping, standard use and assessment development. Funds to be disbursed by June 30, 2015.

- \$2,000.00      **MasteryConnect Webinars, Webinar Supplies and Snacks:** In an effort to get all staff proficient in use of the MasteryConnect platform, MSAD 59 will hold a minimum of three additional webinars. The staff did two days of formal in-service training with MasteryConnect in September of 2014. The program was introduced and many of the simpler functions were utilized. The webinars will be set up at intervals designed to help staff dig deeper and become more proficient with all the program has to offer. Funds to be utilized throughout the 2014-2015 school year, but to be fully expended by June 30, 2015.
- \$2,000.00      **Conferences and Professional Development:** Funds to cover the registration, travel and meal costs of sending staff and administration to conferences and staff development directly related to proficiency-based learning. Once staff have attended such conferences, they will be expected to bring the knowledge back to the District and share with fellow staff and administration aiding in District growth and advancement in development of Proficiency-based system. Funds to be utilized throughout the 2014-2015 school year, but to be fully expended by June 30, 2015.
- \$2,000.00      **Substitute Teachers and Expenses:** Funds to cover cost of substitute teachers on staff work days as well as staff and administrative site visits and to cover the expenses for said site visits. The greatest amount of progress appears to take place when staff and administration have extended periods of time to get together and work through issues and problems holding up progress. We hope to be able to send staff to several schools at various levels of preparation for proficiency-based education/diplomas and steal as much theory and practice as possible to be shared with fellow staff and administration. We desire to only have to go through this process once and we intend on doing it well. Funds to be utilized throughout the 2014-2015 school year, but to be fully expended by June 30, 2015.
- \$1,500.00      **Book Study:** It is our hope to read, as a district, two books directly related to proficiency-based education (titles to be determined) throughout the year and conduct small and large readers circles to discuss the text and how we can utilize what we are reading to make a significant difference in our schools and with our students. Funds to be utilized throughout the 2014-2015 school year, but to be fully expended by June 30, 2015.

\$1,287.00	Community Outreach: Experience teaches us in MSAD 59, community involvement is minimal. Experience also teaches us where there is food they will come. In our initial meetings with the community to discuss the implementation of proficiency-based education we will hold multiple informal meetings (minimum of 2 – see Criteria 8). In an effort to make these meetings well attended, we will provide light snacks and hold the meetings in less formal settings than usual. Normally we hold such meetings in the auditorium, but again, in an effort to keep these discussions informal, we will look for meeting places that lack the confrontational history, such as the auditorium, home of budget meetings, town meetings and other meetings where often the news is not good. Funds to be utilized throughout the 2014-2015 school year, but to be fully expended by June 30, 2015.
\$12,787.00	Total Expenditures
\$1,500.00	Remaining Balance Carry Over – Professional Development Year Two

## **12. School Board Vote and Approval of the Extension Request**

See Appendix C, D and E:

Appendix C: August Board Agenda With Formal Vote To Submit Option 6 Extension – Page 2

Appendix D: August Board Meeting Minutes Approval of Option 6 Extension - Page 2

Appendix E: September Board Minutes With August Minutes Approval – Page 1-2

**Option 6 Authorization Page**

Annually, the SAU will host two site visits from the Maine DOE. During the second 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.
- one of the site visits must include a meeting with the members of the SAU School Board to discuss the development and adoption of policies supporting the awarding of proficiency-based diplomas

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

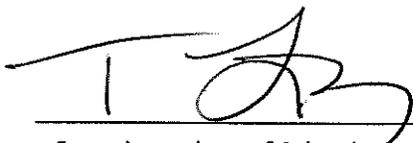
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

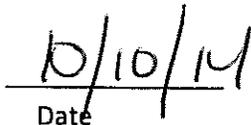
A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;

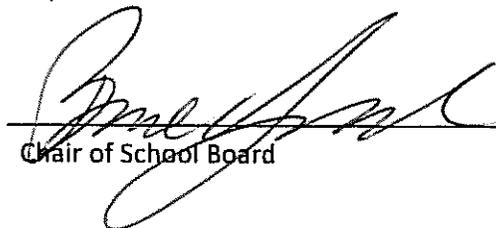
B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;

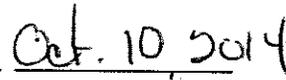
C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

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



**Diary Curriculum Map 2013-2014**  
**Maine School Administrative District #59**  
**Collaboration / Grade 1: Author Study\* (D)** / **Grade 1 (Madison Elementary School)**  
 Sunday, August 18, 2013, 7:59AM



**Appendix A**  
**Mapping Example - Rubicon Atlas**

**ERIC CARLE**  
 (Week 33, 4 Weeks)

**Learning Results/CCSS**

**Content**

**Critical Skills**

**Assessment Instructional Resources**  
**Techniques**

--Sample Titles of Books by Eric Carle:

1. The Very Hungry Caterpillar
2. Hello, Red Fox
3. The Very Busy Spider
4. Do You Want to be my Friend?
5. A House for Hermit Crab

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 1, Reading:**

**Literature Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.1.1. Ask and answer questions about key details in a text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.1.2. Retell stories, including key details, and demonstrate understanding

**Comprehension**

A. Thinking Within the Text: Solve Words, Monitor & Correct, Search for and Use Information, Summarize, Maintain Fluency

B. Thinking Beyond the Text: Predict, Make Connections, Synthesize, Infer

C. Thinking About the Text: Analyze, Critique

**Writing**

D. Writing About Reading: Genres & Forms, Goals  
 E. Writing: Purpose & Genre, 6 Traits, Conventions, Writing Process

**Phonics, Spelling, & Word Study**

F. Phonics/Sound Work: Accuracy, Letter/Sound Relations, Spelling Patterns, High-Frequency Words, Word-Solving Actions, Expand Vocabulary

**Oral, Visual, & Technological Communication**

G. Selecting Goals: Listening & Speaking, Presentation, Technology

A1. Identify orally the problem in a story

B1. Infer orally characters' feelings

B2. Interpret orally illustrations

D1. Express orally and in writing opinions about a story

D2. Use the name of the author/illustrator

D3. Use text as a resource for words, phrases, ideas

D4. Compose 1 or 2 simple sentences with information about the author/illustrator

E1. Create texts that have some of the characteristics of published texts (cover, author, illustrations, events in a sequence)

G1. Listen with attention to oral reading of stories

**Narrative Writing Summative:**

**Written: Narrative**

E1. Students create their own narratives mimicking a book by Eric Carle (evaluation: rubric)

[Eric Carle's official website](#)

*gamp... map (Grade 1)*  
*PR-12*  
*last 3 yrs*  
*PR-4 NOW*  
*Bill transition*  
*into mastery*  
*2015-2016*

on their central message or lesson.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.1.3. Describe characters, settings, and major events in a story, using key details.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for

grade 1.

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 1, Writing**

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include *some details*

...  
 regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 1, Speaking and Listening**  
 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**LAURA NUMEROFF**  
 (Week 5, 4 Weeks)

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 1, Reading:**

- 2. Determine central ideas or themes of a text and analyze their development; summarize the key

**Comprehension**

A. Thinking Within the Text: Solve

- Words, Monitor & Correct, Search for and Use Information, Summarize, Maintain Fluency
- B. Thinking Beyond the Text: Predict, Make Connections, Synthesize, Infer
- C. Thinking About the Text: Analyze, Critique

- A1. Identify orally important ideas in a text and report them in an organized way
- A2. Identify orally the problem in a story
- A3. Mimic the teacher's intonation and stress when joining in on refrains or repetitive text
- B1. Predict orally what a character is likely to do

**Narrative Summative: Written: Narrative**

Using a similar plot (If you Give a \_\_\_\_\_ a \_\_\_\_\_), students will create a narrative with a character is likely to do

-- Sample Titles of Books by Laura Numeroff:

1. *If You Give a Mouse a Cookie*
2. *If You Give a Moose a Muffin*
3. *What Grandmas Do Best*
4. *When Sleep*

supporting details and ideas.

- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.1.3. Describe characters, settings, and major events in a story, using key details.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Integration of Knowledge and Ideas  
7. Integrate and

### Writing

D. Writing About Reading: Genres & Forms, Goals  
E. Writing: Purpose & Genre, 6 Traits, Conventions, Writing Process

### Phonics, Spelling, & Word Study

F. Phonics/Word Work: Accuracy, Letter/Sound Relations, Spelling Patterns, High-Frequency Words, Word-Solving Actions, Expand Vocabulary

### Oral, Visual, & Technological Communication

G. Selecting Goals: Listening & Speaking, Presentation, Technology

B2. Compare orally and in writing two or three texts by the same author (similarities and differences)

C1. Explain orally the characteristics of the author's work

C2. Explain orally that realistic fiction is a story that could be real and that fantasy is a story that could not be real

D1. Compose sentences in a letter to the author

D2. Create a graphic representation of a story

D3. Create a narrative piece that is an innovation of the author's work (similar plot with different characters)

characters.

evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**CCSS: ELA &  
Literacy in  
Grade 1**

**History / Social  
Studies, Science,  
& Technical  
Subjects K-5,  
CCSS: Grade 1,  
Reading:  
Foundational  
Skills**

**Fluency**

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.

**CCSS: ELA &**

**Literacy in  
History/Social  
Studies, Science,  
& Technical  
Subjects K-5,  
CCSS: Grade 1,  
Writing**

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 1, Speaking and Listening**

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**LYNN PLOURDE**  
(Week 14, 5 Weeks)

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 1, Reading: Literature**  
Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### **Comprehension**

- A. Thinking Within the Text: Solve Words, Monitor & Correct, Search for and Use Information, Summarize, Maintain Fluency
- B. Thinking Beyond the Text: Predict, Make Connections, Synthesize, Infer
- C. Thinking About the Text: Analyze, Critique

#### **Writing**

- D. Writing About Reading: Genres & Forms, Goals
- E. Writing: Purpose & Genre, 6 Traits, Conventions, Writing Process

#### **Phonics, Spelling, & Word Study**

- F. Phonics/Word Work: Accuracy, Letter/Sound Relations, Spelling Patterns,

A1. Tell the characters and important details about them

A2. Describe orally information from illustrations

A3. Explain orally the problem in a story

A4. Read along with others

demonstrating accuracy

B1. Infer and explain orally characters' feelings

B2. Predict orally what will happen next

B2. Compare orally similarities and differences between an author's texts

C1. Explain orally the difference between realistic fiction and

-- Sample Titles of Books by Lynn Plourde:

1. *Science Fair Day*
2. *School Picture Day*
3. *Only Cows Allowed*
4. *Pigs in the Mud*
5. *The Dump man's Treasures*
6. *Moose, of Course*

 [Author's official website](#)

- K.L.1.1. Ask and answer questions about key details in a text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- R.L.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- R.L.1.3. Describe characters, settings, and major events in a story, using key details.

Craft and Structure  
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- R.L.1.4  
Identify words

High-Frequency Words, Word-Solving  
Actions, Expand Vocabulary

### Oral, Visual, & Technological Communication

G. Selecting Goals: Listening & Speaking,  
Presentation, Technology

fantasy

C2. Identify orally words or phrases the author has used to make text interesting or funny

D1. Write language to describe how something looks, smells, tastes, feels, or sounds

E1. Apply new words or phrases from reading and try them out in writing

E2. Write captions under pictures (capital letter, spacing, appropriate punctuation - periods, question marks, exclamation points)

and phrases in stories or poems that suggest feelings or appeal to the senses.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- **RL.1.7 Use** illustrations and details in a story to describe its characters, setting, or events.

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 1, Reading: Foundational Skills**

**Print Concepts**

RF.1.1. Demonstrate understanding of the organization and basic features of print.

- **a. Recognize** the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**Fluency**  
RF.1.4 Read with

sufficient accuracy and fluency to support comprehension.

- b. Read grade-level text orally with accuracy, appropriate rate, and expression.

**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 1, Language**

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - L.1.2b. Use end punctuation for sentences.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.1.5. With guidance and support from

adults,  
demonstrate  
understanding  
of word  
relationships  
and nuances in  
word  
meanings.

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Last Updated: Sunday, August 18, 2013, 7:58AM

[<< Previous Year](#)

Atlas Version 7.2.6

# Appendix B Mapping Example and Proficiency Tracking - MasteryConnect



MasteryTracker

Common Assessments

Resource Plans

Learning Community

Trackers

Curriculum Maps

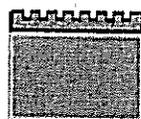
Students

Created (3)

Archived (0)

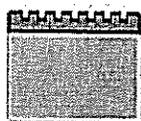
Shared (1)

Created



STUDENTS: 15  
CORE: CCSS: Traditional  
SECTION: 1741-20302-MATH 3

Edit | Archive



STUDENTS: 15  
CORE: CCSS: Traditional  
SECTION: 1741-20303-MATH 3

Edit | Archive



STUDENTS: 18  
CORE: CCSS: Traditional  
SECTION: 1741-20301-MATH 3

Edit | Archive

*Training June 14th!  
Webinar Oct. 10  
w/currgang.*

*New Program  
6/15-1/22  
Sample GRG  
Submitting an  
community id. 1/14.*





**Appendix C  
Board Agenda**

**MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 59**

**AGENDA FOR REGULAR BOARD OF DIRECTORS MEETING**

*MONDAY, AUGUST 18, 2014*

*7:00 P.M.*

*MJHS*

*MADISON JUNIOR HIGH SCHOOL LIBRARY*

- I. Call to order
- II. Pledge of Allegiance
- III. Welcome Guests
- IV. Adjustments to the Agenda
- V. Communications
- VI. Routine Items
  - A. Staff Certification Presentation – Lee Harper
  - B. Superintendent’s Report
  - C. Board Issues of Concern
    - Tax Abatement Concerns
    - Other Issues as Presented By The Board
- VII. Old Business
- VIII. New Business
  - A. To see what action the Board wishes to take regarding approval of the Minutes of the Regular meeting of July 21, 2014
  - B. To see what action the Board wishes to take regarding approval of energy savings projects as presented by Siemens.
  - C. To see what action the Board wishes to take regarding approval appointing the following personnel:
    - Katherine Lyons – Elementary Music Teacher (80%)
    - TBD - Special Education Teacher
    - Amber Noyes – Junior High Special Education Ed Tech
    - Kerri Everett - Part-Time Junior High Title I Ed Tech
    - Kimberly Petrey - Part-Time Elementary Title I Ed Tech
  - D. To see what action the Board wishes to take regarding approval appointing the following Schedule C personnel:
    - Erin Wood – Junior Varsity Soccer
    - Mike Whalen – Assistant Football Coach
    - Tobin Curtis – Assistant Football Coach

- E. To see what action the Board wishes to take regarding the approval of the first reading of updated Policy JKAA – Use of Physical Restraint and Seclusion.
  - F. To see what action the Board wishes to take regarding the approval of District submission of Proficiency-Based Diploma Extension Option Six.
  - G. To see what action the Board wishes to take regarding approval of the High School Student Handbook.
- IX. Adjournment

**Policy BEDB(1)(B): The Superintendent, in consultation with the Chair, shall prepare an agenda for each meeting of the Board. Board members, school unit staff, groups or organizations, and members of the public may submit written requests to the Board through the Chair or the Superintendent for items to be placed on the agenda. The request must be received a minimum of seven days prior to the meeting at which the group or individual wishes the item to be addressed by the Board in order for it to be considered for the agenda of that meeting. The Chair and Superintendent shall make the final decision regarding placement of items on the agenda.**

**Appendix D**  
**Board Meeting Minutes**

**MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 59**

**MINUTES OF THE REGULAR BOARD OF DIRECTORS MEETING**

*MONDAY, AUGUST 18, 2014*

*7:00 P.M.*

*MJHS*

- I. Call to order: Chair Bruce Theborge called the meeting to order at 7:05 pm pm. The following Board members were absent: Troy Emery
- II. Pledge of Allegiance
- III. Welcome Guests
- III. Adjustments to the Agenda: Add as VIII(G) – Approval of High School Student Handbook, Add Robert Saucier, Cross Country Coach to item VIII(D)
- V. Communications
- VI. Routine Items
  - A. Staff Certification Presentation: Mr. Harper discussed: Mr. Harper discussed Chapter 115 – School Personnel Certification and Chapter 118 Mentoring Support Systems
  - B. Superintendent’s Report: Superintendent LeRoy discussed: Mr. LeRoy discussed contract negotiations as well as what the school can do now and in the future to help the community with its current tax concerns.
  - C. Board Issues of Concern
 

Tax Abatement Concerns were discussed. Robert Hagopian discussed teacher evaluations as well as the state’s system for grading schools. Mr. Mitchell discussed the system used by the state to determine elementary school’s grades.
- VII. Old Business : There was none.
- VIII. New Business
  - A. To see what action the Board wishes to take regarding approval of the Minutes of the Regular meeting of July 21, 2014
 

A motion was made by Kristie LeBlanc to approve Minutes of the Regular Board Meeting of July 21, 2014. John Krasnavage seconded the motion and the motion passed by the following vote:

6 Yes    0 No
  - B. To see what action the Board wishes to take regarding approval of energy savings projects as presented by Siemens.
 

A motion was made by John Krasnavage to approve Siemens energy savings proposal. Kristie LeBlanc seconded the motion and the motion passed by the following vote:

5 Yes    1 No

- C. To see what action the Board wishes to take regarding approval appointing the following personnel:

A motion was made by John Krasnavage to approve the appointment of the listed individuals. Jeff Wright seconded the motion and the motion passed by the following vote:

6 Yes 0 No

Katherine Lyons – Elementary Music Teacher (80%)  
 Amber Noyes – Junior High Special Education Ed Tech  
 Kerri Everett - Part-Time Junior High Title I Ed Tech  
 Kimberly Petrey - Part-Time Elementary Title I Ed Tech

- D. To see what action the Board wishes to take regarding approval appointing the following Schedule C personnel:

A motion was made by Jeff Wright to approve the appointment of the listed individuals. John Krasnavage seconded the motion and the motion passed by the following vote:

5 Yes 1 No

Erin Wood – Junior Varsity Soccer  
 Mike Whalen – Assistant Football Coach  
 Tobin Curtis – Assistant Football Coach  
 Robert Saucier – Varsity Cross Country Coach

- E. To see what action the Board wishes to take regarding the approval of the first reading of updated Policy JKAA – Use of Physical Restraint and Seclusion.

A motion was made by Kristie LeBlanc to approve the first reading of Policy JKAA – Use of Physical Restraint and Seclusion. Jeff Wright seconded the motion and the motion passed by the following vote:

6 Yes 0 No

- F. To see what action the Board wishes to take regarding the approval of District submission of Proficiency-Based Diploma Extension Option Six.

A motion was made by John Krasnavage to approve the District submission of Proficiency-Based Diploma Extension Option Six. Ken Curtis seconded the motion and the motion passed by the following vote:

6 Yes 0 No

- G. To see what action the Board wishes to take in approving the High School Student Handbook.

A motion was made by Jeff Wright to approve the High School Student Handbook. Ken Curtis seconded the motion and the motion passed by the following vote:

6 Yes 0 No

- IX. Adjournment:

Chairman Thebarga adjourned the meeting at 9:03 pm.

Respectfully Submitted,



Todd E. LeRoy, Superintendent of Schools

**Appendix E**  
**Approval of August Minutes**

**MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 59**

**MINUTES FOR REGULAR BOARD OF DIRECTORS MEETING**

*MONDAY, SEPTEMBER 15, 2014*

*7:00 P.M.*

*MJHS*

*MADISON JUNIOR HIGH SCHOOL LIBRARY*

- I. Call to order: Chair Bruce Theborge called the meeting to order at 7:00 pm. The following Board members were absent: Troy Emery
- II. Pledge of Allegiance
- III. Welcome Guests
- IV. Adjustments to the Agenda: NA
- V. Communications: NA
- VI. Reports and Routine Items
  - A. Town Manager Presentation, Mr. Berry discussed the reduction in UPM's property assessment, budget reductions and cooperation between the Town and the District.
  - B. Buildings and Grounds Project Update, Mr. LeBlanc discussed the completion of the roofing projects, water damage needing repair in the buildings and the best use of reduced custodial staff to obtain the best results.
  - C. School Kickoff Principal Reports:
    - a. Mr. Mitchell discussed the opening of school, the elementary school open house, enrollment, inspection of playground equipment; replacement of the swings and that things had been going well.
    - b. Ms. Levesque discussed how pleased she was with the transition to the high school and the MDA fundraiser.
  - D. Administrative Goals Report: See attached documents: The administrative team reported out on their goals for the 2014-2015 school year, answered Board questions and will make updates where necessary.
  - E. Superintendent's Report, Mr. LeRoy discussed the status of Superintendent's Agreements and the negotiations Board Workshop on October 15.
- VII. Old Business: NA
- VIII. New Business
  - A. To see what action the Board wishes to take regarding approval of the Minutes of the Regular meeting of August 18, 2014

A motion was made by Kristie LeBlanc to approve Minutes of the Regular Board Meeting of August 18, 2014. John Krasnavage seconded the motion and the motion passed by the following vote:

6 Yes 0 No

- B. To see what action the Board wishes to take regarding approval of Skowhegan Savings as the District's Primary Financial Institution

A motion was made by Jeff Wright to approve Skowhegan Savings as the District's Primary Financial Institution. John Krasnavage seconded the motion and the motion passed by the following vote:

6 Yes 0 No

- C. To see what action the Board wishes to take regarding seeking community approval to utilize \$255,000.00 of undesignated fund balance dollars to replace approved town revenue loan enabling the Town to utilize approved loan funds for property tax relief.

No action was necessary or taken on advice of legal counsel.

- D. To see what action the Board wishes to take regarding approval appointing the following personnel:

A motion was made by Jeff Wright to approve the appointment of the listed individuals. Kristie LeBlanc seconded the motion and the motion passed by the following vote:

6 Yes 0 No

Keelin Trask – Nurse  
Alison Ouellette – Special Ed Ed Tech I

- E. To see what action the Board wishes to take regarding approval appointing the following Schedule C personnel:

A motion was made by Jeff Wright to approve the appointment of the listed individuals. John Krasnavage seconded the motion and the motion passed by the following vote:

6 Yes 0 No

Erin Demshar and Cindy Worthen – Senior Co-Lead Advisors  
Raelene Allen – Junior Lead Advisor  
Jen Wiltse and Abby Michaud – Sophomore Co-Lead Advisors  
Ruth Haszko – Freshmen Lead Advisor  
Cheryl Seamens – Fall Drama Coach  
Raelene Allen – Yearbook Advisor  
Raelene Allen – Business League  
Lindsay Hartwell, Ryan Arnold and Al Veneziano Co-Math Team Coaches

- F. To see what action the Board wishes to take regarding the approval of the second reading of updated Policy JKAA – Use of Physical Restraint and Seclusion.

A motion was made by Kristie LeBlanc to approve the second reading of Policy JKAA – Use of Physical Restraint and Seclusion. John Krasnavage seconded the motion and the motion passed by the following vote:

6 Yes 0 No

- G. To see what action the Board wishes to take regarding allowing a former Madison student, now a convict, to give a motivational presentation to high school students, as in a “Scared Straight” fashion.

Kristie LeBlanc made a motion to table allowing a former Madison student, now a convict, to give a motivational presentation to high school students, as in a “Scared Straight” fashion. Jeff Wright seconded the motion and the motion passed by the following vote:

6 Yes 0 No

- H. To see what action the Board wishes to take regarding appointment of a Delegate to attend the MSMA Delegate Assembly.

A motion was made by Jeff Wright to appoint John Krasnavage and Ken Curtis as our delegates to the Delegate Assembly. John Krasnavage to act as the voting delegate. Ken Curtis seconded the motion and the motion passed by the following vote:

6 Yes 0 No

- I. To see what action the board wishes to take regarding entering executive session to discuss employee discipline as provided in M.R.S.A. Title I §405 (6)(B).

A motion was made by Kristie LeBlanc to enter executive session to discuss employee discipline as provided in M.R.S.A. Title I §405 (6)(B). Bob Hagopian seconded the motion and the motion passed by the following vote:

6 Yes 0 No

Executive session was entered at 9:45 pm.

Executive session exited at 10:20 pm.

- IX Other Issues as Presented By The Board: Bob Hagopian discussed his belief coop sports should pay equal amounts for student involvement and reemphasized the need to look for budget cuts and cost savings due to current economic conditions.

- X. Adjourn: Meeting adjourned at 10:43.

Respectfully Submitted



Todd LeRoy, Board Secretary

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**or organizations, and members of the public may submit written requests to the Board through the Chair or the Superintendent for items to be placed on the agenda. The request must be received a minimum of seven days prior to the meeting at which the group or individual wishes the item to be addressed by the Board in order for it to be considered for the agenda of that meeting. The Chair and Superintendent shall make the final decision regarding placement of items on the agenda.**