

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 7
 NORTH HAVEN COMMUNITY SCHOOL
 93 Pulpit Harbor Road
 NORTH HAVEN, ME 04853
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Jay Bartner
 Superintendent

Amy Marx
 Principal

FACSIMILE COVER SHEET

Date: 1/11/15

To: Acting Commissioner Rachelle Tome

From: Jay Bartner / Amy Marx

Number of Pages: 29 (including this cover sheet)

Message:

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Jay Bartner
Superintendent

Amy K. Marx
Principal

January 12, 2015

Rachelle Tome, Acting Commissioner
Dept. of Education
23 State House Station
North Haven, ME 04853

Dear Commissioner Tome:

In response to the letter received from your office (dated December 23, 2014), we are re-submitting MSAD#7's (SAU#7) application for Extension Option 3. It is including in this fax submission.

Thank you for your feedback, and if you have any questions please do not hesitate to contact us.

Sincerely,


Amy K. Marx, Principal

cc. Jay Bartner, Superintendent

Proficiency-Based Diploma Extension Option 3

At the time of the extension application the SAU will:

- Provide evidence of the proficiency based system in place at the middle school or K-8 level as evidence of the SAU's preparedness to expand the proficiency-based system into the secondary level and its preparedness to award diplomas based on proficiency in the standards of the eight content areas and standards of the Guiding Principles after July 1, 2020.
- Provide a description of the overall plan to meet the goal of awarding of diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles. The description should include benchmarks for the 2014-2015 school year and each year for which the extension is requested.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the implementation of proficiency-based diplomas

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

Submittal Window

1. Indicate the submitting date.

August 18, 2014, 5 pm September 17, 2014, 5 pm **NA_October 18, 2014, 5 pm

Not Applicable – since re-submitting Application for different Extension Option, as requested in Acting Commissioner, Rachelle Tome's letter dated December 23, 2014

Superintendents Region

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

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	X
Penquis	

Washington	
Western Maine	
York	

3. **School Administrative Unit: MSAD#7 (NHCS K-12)**
4. **High School(s): North Haven Community School (NHCS K-12)**
5. **Name and title of person completing the extension request:**
Amy Marx, Principal
6. **Superintendent's name, address, phone number and email:**
Jay Bartner, Superintendent
MSAD 7 (NHCS K-12), 93 Pulpit Harbor Road
North Haven, Maine 04853
(207) 867-4707; jbartner@sad7.k12.me.us

Evidence of Preparedness

7. **Describe the proficiency-based system in place at the middle school or K-8 level as evidence of the SAUs preparedness to expand the proficiency-based system into the secondary level and its preparedness to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).**

Criteria:

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

MSAD#7 (North Haven Island), which has one K-12 school (North Haven Community School - NHCS K-12), began working intensively on fully shifting to a Proficiency-Based teaching and learning system in September of 2013, and has continued since that time to accelerate our shift to proficiency-based learning in curricula, instruction and assessment. We have made significant progress in identifying K-12 Graduation Standards (pending approval by MSAD 7 School Board) in each content area and in our 21st Century Learning Skills (which are aligned with the Maine Guiding Principles). We also have an existing Graduation Portfolio System in the high school of our K-12 school (and a comparable system leading into this in the K-8 level). We are now working on aligning our existing portfolio system with these revised K-12 Graduation Standards and 21st Century Learning Expectations (MGP). To complete this work and be ready to have

a fully implemented Proficiency-based Learning system to award Proficiency-based Diplomas by June 2020, MSAD#7 (NHCS K-12) is requesting Extension Option 3.

Description of Proficiency-based Education Work to Date — K-8 Level and Expansion to High School (NHCS K-12):

Our MSAD#7 (NHCS K-12) ongoing work on Proficiency-based Education intensified in September of 2013 when our entire staff (K-12) looked at the requirements of LD 1422. Being that North Haven (MSAD#7) has the smallest K-12 school in Maine, with only 63 students, this process has required our entire staff of sixteen teachers be involved to move this work forward for our district. In October 2013, to begin a small group went to a Great Schools Partnerships workshop on Proficiency-based Education and specifically on the shifts required in Grading and Reporting. Subsequent to this, there was a workshop with the entire NHCS K-12 staff on Proficiency-based Grading and Reporting in February and another one in March. Then, as of April 2014, we contracted with Great Schools Partnerships to work with our school through June 2016 to assist in accelerating our work on Proficiency-based Education. This will enable us to have a fully developed and implemented system that includes effective curricula design, instructional practices, and redesigned assessments that support all students in demonstrating proficiency as quickly as possible. We met with our Great Schools Partnerships coach in April, May, June, August, and September to accelerate this work. We have drafted K-12 Graduation Standards in all the content areas, and will have all standards approved by the MSAD #7 school board by Feb. 2015. In addition, we have aligned our existing NHCS 21st Century Learning Expectations with the Maine Guiding Principles (pending school board approval Feb. 2015).

At the K-8 Level, our Proficiency-based Education system is further developed than at our high school level, because our system of assessment, grading, and reporting already splits our 21st Century Learning Expectations (aligned with MGP) from students' Proficiency-based Grading system in K-8 students' report cards. In the high school, we have mid-trimester reports, but our other end-of-trimester grade reports and transcripts are not yet fully aligned with our NHCS K-12 graduation content standards and 21st Century Learning Expectations (aligned to MGP).

In addition, North Haven Community School (NHCS K-12) already has had an existing portfolio process for all students, that is aligned with Common Core Standards in English/Language Arts and Math, the Next Generation Science Standards in Science, and the Maine Learning Results in Social Studies, World Languages, Visual & Performing Arts, Health & Physical Education, and Career & Technical Education. This portfolio process requires all high school students to gather multiple sources of evidence of their demonstration of mastery of the standards and to present this work to representatives of the school board, students, staff, and the community in order to graduate from NHCS.

In the second half of this school year (2014-2015), we will be aligning this portfolio process to the revised NHCS K-12 Graduation Standards and soon-to-be developed Performance Indicators, in English, Math, Science, Social Studies, Health & Physical Education, Visual & Performing Arts, World Languages, and Career & Education Development.

Extension Option 3 enables MSAD #7 (NHCS K-12) to thoughtfully pilot, assess and revise our Proficiency-based grading and reporting system at the high school level beginning in Spring 2015, so that the students who will earn the first Proficiency-based diplomas in 2020 will not be in high school until we have thoughtfully completed this process.

2013-2014 School Year PBD Efforts:

- October 2013: Workshop with Great Schools Partnership on Proficiency-Based Education and Grading & Reporting
- October 2013: Whole Staff Overview of LD 1422 and Requirements for Grading and Reporting
- November 2013: Report to SAU#7 (North Haven) School Board on LD 1422 and Proficiency-based Education
- January 2014 - March 2014: Leadership Team watched proficiency-based webinars from Great Schools Partnerships
- February 2014: Proficiency-based Grading & Reporting whole staff PD session and crosswalk between Maine Guiding Principles and NHCS 21st Century Learning Expectations
- March 2014: Proficiency-based Grading & Reporting whole staff PD #2
- April 2014: Great Schools Partnerships Coach, Jon Ingram, begins work with the full staff on Proficiency-based Education in Elementary, Middle School and High School Teams and works with the SAU#7 School Board regarding policy work necessary at School Board Level
- April 2014: Workshop with parents about Proficiency-based Education with the Parent-Teacher Organization (PTO)
- May 2014: Second Proficiency-based Education professional development session with Jon Ingram
- June 2014: Drafting of changes to 21st Century Learning Expectations (shifts to align with Maine Guiding Principles) and NHCS Graduation Standards in Math and English/ Language Arts
- August 2014: Small teacher committees draft NHCS Graduation Standards in Science and Social Studies and finalize draft of English/ Language Arts Graduation Standards
- August 2014: Full staff professional development with Jon Ingram on Proficiency-based Grading Practices and review/feedback on Draft NHCS Graduation Standards and new 21st Century Learning Expectations
- September 2014: Leadership Team meeting to plan timeline for finalization of K-12 Graduation Standards in all 8 content areas. House Level Meetings with Jon Ingram,

GSP coach, on next steps with Proficiency-based Education. Full Staff finalization of 21st Century Learning Expectations revisions and final feedback on Math and ELA K-12 Graduation Standards

- December 2014: Full Finalization of K-12 Graduation Standards in all 8 content areas
- January 2015: MSAD#7 (North Haven) School District Board Meets to Approve NHCS K-12 Graduation Standards and revised 21st Century Learning Expectations (aligned with Maine Guiding Principles)

2013- Present Progress:

Through these efforts we have accomplished the following:

- NHCS 21st Century Learning Expectations -aligned with Maine Guiding Principles - (pending MSAD#7 School Board Approval in Jan. 2015)
- Rubrics Developed for Assessing 21st Century Learning Expectations at High School Level(MGP)
- NHCS K-12 Graduation Standards in Math, ELA, Science, Social Studies, Health & Physical Education, World Languages, Visual & Performing Arts and Career and Technical Education (pending MSAD#7 School Board approval in Jan. 2015)

Description of the Impact of PBD Work on Students, Staff and the Community:

Community Impact: The community of North Haven has been very supportive of the work of the staff and administration at the school to move our assessment system to be fully linked to Proficiency-based teaching and learning. The community has long understood this kind of system because they have seen the value of students graduating from the school able to present and clearly talk about how their work shows evidence of the state's standards in their graduation portfolio presentations. The community has liked the idea that this system will provide clearer information to parents about their child's mastery of essential state standards throughout their education and will provide supports for all students to reach proficiency in these essential standards.

Staff Impact: NHCS Staff have been working with assessments that show students' mastery of standards at every grade level for many years, culminating in students' portfolios that are presented to the school board and community for graduation. Therefore, staff at NHCS are overall comfortable with designing instruction and assessments in a way that show mastery of standards. However, there has been substantial work for us as a staff to come to agreement on the wording and design of the 5-8 content standards in each area that we will commonly assess and report on from Kindergarten to 12th grade. Once we complete this process in January of this school year, we will then be able to have staff engage in the extensive work of determining Performance Indicators at each grade level for these standards and the linking of assessments, insuring quality work from students across grade levels.

Student Impact: Students at NHCS have been a part of the NHCS Portfolio System since they entered the school in Kindergarten and are aware that each year seniors present their portfolios to the School Board and the community. In addition, our students are experienced at presenting their evidence of mastery of the standards at our exhibitions of learning, such as our Annual Knowledge Fair and our end of Expedition Exhibitions or Presentations. Therefore, our students are very used to having to demonstrate their mastery of state standards through the culminating work they produce in these extensive projects at NHCS. As we move toward our portfolios, completely aligning with LD 1422 and fully demonstrating our graduates' mastery in all eight content areas and in the 21st Century Learning Expectations, NHCS students will be engaged in how to have their portfolios be even more rich with evidence of their learning in several more content areas. In addition, as we shift our high school report cards to be standards or proficiency based reports, students will be able to provide us with important feedback on the clarity of our system and how it helps them to know the areas of learning in which they need to further develop their skills in order to demonstrate mastery.

Given our progress to date in developing our Proficiency-based Learning System and our existing Graduation Portfolio system which requires students to show mastery of the state's standards to graduate, we are confident that we will be able to meet the requirements of LD 1422 if awarded the Extension Option 3, with Proficiency-Based Diplomas awarded first to students in 2020.

Overall Implementation Plan:

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

Criteria:

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

Overall Plan Aligned & Benchmarks for Progress In 2014-2015:

Benchmark 1: Clear Performance Indicators for K-12 Graduation Standards with Effective Assessments & Reports/Transcripts

By January 2015, NHCS will have developed our K-12 Graduation Standards for all eight content areas. Then, to fully and effectively develop our PBD system, we need to establish clear performance indicators at varying levels and common assessments that will be used to determine whether or not students have demonstrated proficiency of these standards at each level. This will entail collection of student work (evidence of proficiency), developing models and anchors, creating all corresponding rubrics or other proficiency-based assessments, and insuring horizontal and vertical calibration so that timely and effective interventions and multiple pathways can be put in place to support all students reaching proficiency for graduation.

Timeline:

September 2014- January 2015: Finalizing of NHCS Graduation Standards

January - February 2015: Development of performance indicators and assessments for NHCS Graduation Standards

February - March 2015: Scoring calibration and anchor selection completed

March 2015: Drafting of new pilot progress reports across grade levels

April - June 2015: Full piloting of new assessments and reporting tool with the High School

June - August 2015: Make revision based on feedback from students, parents, and staff on the pilot end-of-trimester reports

Benchmark 2: Establish effective system to verify attainment of NHCS 21st Century Learning Expectations

NHCS has established rubrics to assess our 21st Century Learning Expectations in all but two areas. We are now in the process of drafting rubrics for assessing students' mastery in these final areas -- Effective Independent Work Habits and Understanding and Respecting Diversity. Once these final areas have rubrics developed by Jan. 2015, our next step will be to begin using these rubrics at each level (elementary, middle and high school) to assess and provide students with feedback on their demonstration of mastery of the 21st Century Learning Expectations. Students will assess themselves in regards to pieces that demonstrate their mastery of the 21st Century Learning Expectations in their Portfolio advisory groups, particularly at the end of 10th grade, in order to develop a plan for what experiences, projects, or student work they can complete and include in their portfolios in their 11th and 12th grade years in order to show demonstration of mastery of all the 21st Century Learning Expectations throughout their high school career, as is required to graduate with a Proficiency-based Diploma

Timeline:

September 2014: NHCS 21st Century Learning Expectations aligned with Maine Guiding Principles

November- December 2014: Rubrics established for final 21st Century Learning Expectations (Independent Work Habits & Understanding and Respecting Diversity)

January 2015 - March 2015: Teacher and student use of the 21st Century Learning Expectations and gather evidence of students mastery of the 21st Century Learning Expectations and plans to gather further evidence in remainder of year and future years.
March 2015: Draft of pilot report for 3rd Trimester that reports students progress toward mastery of 21st Century Learning Expectations
April - June 2015: Full piloting of new assessment and reporting tool with the High School & Middle School students
June - August 2015: Make revision based on feedback from the pilot
September 2015: Based on feedback continue to improve and revise the system to insure that .

Benchmark 3: Increased Use of Best Practices in Standards-based/ Proficiency-Based Instruction and Assessments/ Reporting to Improve Student Achievement

NHCS will be continuing this year to support our teachers in further developing their understanding of Standards-based or Proficiency-based instruction that links our teaching and learning to clear performance indicators. An additional step is to insure students clearly understand and are able to self-assess or self-report their progress toward meeting these standards. We will be working with teachers to increase students involvement in self-assessing their progress to these clear indicators. In addition, we are working on how we can fully shift our grading processes to a standards-based system and are able to clearly separate the students' mastery of the standard from their work habits/ effort. In the K-8 level, we already clearly separating the student's achievement from their work habits/ effort in reporting to families; however, in the older grade levels (particularly in high school) this is not clearly delineated or separated in our reporting system. Determining the best system for this at each level (elementary, middle and high school) will be our work in the second half of the 2014-2015 school year.

Timeline:

January - February 2015: Performance Indicators determined for content areas at each level
February - March 2105: Professional Development on backwards design, student self assessment (self-report) on progress toward performance indicators, and other best practices in standards-based instruction and assessment
March 2015: Revision of our Trimester Progress Reports at each level (as necessary) to clearly indicate progress toward mastery of standards and 21st Century Learning Expectations (Habits of Work/ Effort)
April - June 2015: Piloting of the new assessment and Trimester Report system
June 2015 - August 2015: Revision of Reporting System based on feedback from staff, students and parents

System of Supports for Student Learning

9. Describe the system of supports you have in place for middle school or K-8 students when proficiency is not demonstrated. Describe your plan for growing the system of supports into the high school. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced) and attach evidence to support the description referencing the name of the document(s) and specific page(s).

Criteria:

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

Our school, as the smallest K-12 school in Maine, has the benefit of very small class sizes (average class size of 8) which enables us to individualize instruction for students and to provide many interventions for students within the classroom. As of the 2013-2014 school year, we also moved to a full day Kindergarten program (instead of a half day program) in order to maximize students' learning in the first year of schooling. During the school year, at all levels, our teachers also provide additional supports for students through tutoring after-school. Additionally, we provide extended year summer services/ summer school for all students identified as needing this based on their end of year assessments.

In addition, NHCS has targeted interventions that we provide for students throughout the school that have not hit the benchmark targets in Reading or Math on our Universal Screenings in September, January or May/June. The universal screening assessments that we use in elementary (K-4th Grade) are the NWEA in reading and math, the DIBELS in reading/literacy, the DRA in reading, and AimsWeb in math. At the elementary level, the Tier 2 interventions for students who have not reached the benchmarks include, small group or individual supplemental literacy blocks where students work on identified intervention needs in literacy or math for a minimum of 3 times a week for 20 mins each.

In NHCS's middle school, during the 2013-2014 school year, students who did not meet the universal screening benchmarks (NWEA and AimsWeb in reading and math) were placed in tutoring in either reading or math. This tutoring occurred at least 2 hours a week and was scheduled either during or after the school day, depending on the students' schedule and availability. Our middle school classrooms also average 8 students, which allows for differentiation, interventions, and individualization to occur more easily within classroom. Our middle school teachers also provide after-school tutoring and support for students in need of intervention. We also use resources such as IXL and ReadWorks to provide additional intervention work for students.

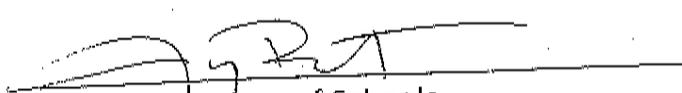
Option 3 Authorization Page

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

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

We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas. We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

- A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;
- B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;
- C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and
- D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.



 Superintendent of Schools

1/12/15

 Date



 Chair of School Board

Jan. 12, 2015

 Date

NHCS English/Language Arts K-12 Graduation Standards -- DRAFT

1. Reading Foundations (K-5 only): Understand the Concepts of Print and Basic Conventions of English (CCRF)

5th Grade Indicators		
A. Demonstrate an understanding of the organization and basic features of print (RF.1)		
B. Demonstrate an understanding of the spoken words, syllables and sounds (phonemes) (RF.2)		
C. Know and apply grade level phonics and word-analysis skills in decoding words (RF.3)		
D. Read with sufficient accuracy and fluency to support comprehension		

2. Reading Comprehension: Read and Comprehend Complex Literary and Informational Texts Independently and Proficiently (CCRA 10)

3. Reading Interpretation: Interpret, Analyze, and Evaluate Appropriately Complex Literary and Informational Texts (CCRA 7, 10)

4. Writing: Produce Clear and Coherent Writing for a Range of Tasks, Purposes, and Audiences (Argumentative/ Persuasive; Informative/ Explanatory; and Narrative) (CCWA 1, 2, 3, 4, 10)

5. Writing Research: Conduct Short and Sustained Research Projects Based on Focused Questions, Demonstrating Understanding of the Subject Under Investigation (CCWA 7, 10)

6. Writing Process: Develop and Strengthen Writing through the Use of the Writing Process (Planning, Drafting, Revising, Editing and Publishing) (CCWA 5)

- 7. Speaking and Listening Discussion:** Initiate and Participate Effectively in a Range of Discussions, Responding Thoughtfully to Diverse Perspectives, and Expressing Ideas Clearly and Persuasively

- 8. Speaking and Listening Presentation:** Present Information, Findings, and Supportive Evidence, Conveying a Clear and Distinct Perspective (CCSLA 4)

NHCS Math K-12 Graduation Standards

- 1. Numbers & Operations:** Reason and model using units and number systems to solve problems.
- 2. Algebra:** Interpret, represent, create and solve algebraic expressions
- 3. Functions:** Construct functions (i.e. linear, quadratic and trigonometric) to model, interpret and analyze a variety of situations.
- 4. Geometry:** Understand and apply geometric concepts, theorems and constructions to solve problems.
- 5. Statistics & Probability:** Interpret, infer and apply statistics and probability to analyze data and reach and justify conclusions.

NHCS Science K-12 Graduation Standards -- DRAFT

- 1. Physical Sciences: Structure/Properties of Matter, Forces & Interactions:** Understand and analyze matter, reactions, and physical systems as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (PS 1 & PS 2)
- 2. Physical Sciences: Energy, Waves & Electromagnetic Radiation:** Understand and analyze energy and the characteristics and dynamics of waves as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (PS 3 & PS 4)
- 3. Life Sciences: Structure, Function & Information Processes:** Understand and analyze molecular, structural, and chemical biology as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts. (LS 1)
- 4. Life Sciences: Matter and Energy in Organisms and Ecosystems:** Understand and analyze the characteristics, functions, and behavioral interactions within an ecosystem as demonstrated through the integration of scientific and engineering practice and cross-cutting concepts. (LS 2)
- 5. Life Sciences: Growth, Development, and Reproduction of Organisms, Natural Selection, and Adaptations:** Understand and analyze genetics, adaptation, and diversity as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts. (LS 3 & LS 4)
- 6. Earth and Space Sciences: Earth, Space, and the Universe:** Understand and analyze the origins, interactions and relationships between and among earth, our solar system, and the universe as demonstrated through the integration of scientific and engineering practice and cross-cutting concepts. (ESS 1)
- 7. Earth and Space Sciences: Earth Systems:** Understand and analyze earth's systems and the relationship between human activity and the

earth as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts. (ESS 2 & ESS 3)

- 8. Engineering, Technology, and Application of Science:** Demonstrate engineering concepts across multiple disciplines and novel situations as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts. (ETS)

NHCS Social Studies K-12 Graduation Standards -- DRAFT

- 1. Applications of Social Studies Processes, Knowledge and Skills:** Collaboratively and independently, research, present and defend discipline-based processes and knowledge from civics/government, economics, geography and history in authentic contexts. (MLR, A1; CCSS)
- 2. Civic Engagement:** Apply the attributes of a responsible and involved citizen to affect a real world issue based on a local need. (MLR, A2 + A3)
- 3. Civics and Government:** Apply understanding of the ideals and purposes of founding documents, the principles and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, in Maine, the United States and the world. (MLR, B)
- 4. Economics:** Understand and apply the concepts and processes from economics to understand issues of personal finance and issues of production, distribution and consumption in the community, Maine, the United States and the world. (MLR, C)
- 5. Geography:** Analyze the physical, human and environmental geography of Maine, the United States and various regions of the world to evaluate the interdependent relationships and challenges facing human systems in the past, present and future. (MLR, D)
- 6. History:** Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world. (MLR, E)

In high school at NHCS, our universal data screening tool is the NWEA in reading and math, and then we use AimsWeb to progress monitor students' progress in these areas. High School interventions in math have occurred through the small ability grouped math classes (average class size is 5). In reading, we have tried several models of Tier 2 interventions that have included repeated reading and reading fluency work at students' lexile level. This year, school year 2014-2015, still looking for models of intervention in high school that help to motivate these older learners to apply themselves and have proven results in accelerating student's progress in reading. In high school, given our small size of 19 students, teachers are able to provide a much higher level of individualized supports to the students in their classrooms. Teachers are also set-up and provide additional after-school support and tutoring for students who have not yet met the benchmarks in their classes and who need this additional intervention to remain on track for reaching proficiency.

All students who are in interventions for reading or math participate in progress monitoring every 4-6 weeks. In the elementary level, we use the DIBELS for progress monitoring in reading/literacy and we use AimsWeb for progress monitoring in math. In the middle school we use AimsWeb for progress monitoring in reading (CBM & MAZE) and also AimsWeb for progress monitoring in math (Computation and Concepts & Applications). In high school, we also use the AimsWeb for monitoring in math (Concepts & Applications) and in reading (CBM & MAZE).

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: 10%
- Practice: 90%
- Community Engagement: 0%
- One-year Carry Over: 0%

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

Clear Description of the Intended Impact of Transition Funds:

Our transition funds have been and will continue to be used to assist with the funding of the professional development for our staff from our Great Schools Partnerships coach, Jon Ingram. Jon Ingram is working with us for 10 days over the 2013-2014 and 2014-2015 school years. In these days, he is working with all the teachers throughout the school and also with the SAU#7 Board on the policy work that the Board will engage in from October 2014 through June 2015 (and beyond if necessary).

	2013-14 PBD Funds	2013-14 District Funds	Total Funds '13-'14	2014-15 PBD Funds	2014-15 District Funds	Total Funds '14-'15
Professional Development with Staff	\$586.00	\$3,414	\$4,000	\$400	\$3,000	\$3,400
Policy Support for SAU#7 School Board	\$0	\$0	\$0	\$186	\$500	\$686
			\$4,000			\$4,086

EXPECTATIONS FOR STUDENT LEARNING

21st CENTURY LEARNING EXPECTATIONS

Academic

A1 -- Evaluate information, synthesize ideas and carry them out in the real world. (MGP-B1, B2, C1, C3, E1, E2, E4)

A2 -- Communicate ideas clearly to a variety of audiences, incorporating appropriate media. (MGP-A1, A2, A3, A4, B7)

A3 -- Use multiple strategies to adapt to novel problem solving situations. (MGP-A4, B3, C1, C2, E3)

A4 -- Use creative expression to develop and communicate in their own voice. (MGP-A1, A4, B3, C6)

Social

S1 -- Successfully assume multiple roles in a group, including leader and team member as appropriate. (MGP-B7)

S2 -- Independently manage time and resources. (MGP-B4, B6)

S3 -- Persevere to successfully overcome failures, setbacks and obstacles. (MGP-B2, B4, B5, B6, C4, C7, E4)

S4 -- Seek out, evaluate, apply and give constructive feedback. (MGP -B5, B6, C5)

S5 -- Assume responsibility for their own learning, personal decisions, and actions. (MGP- B1, B5, B6, D2)

Civic

C1 -- Apply what they have learned to real world issues in their local *and/or global* community. (MGP - B3, B7, D1)

C2 -- Engage with current events locally *and/or globally* through reading, viewing, discussion and debate. (MGP -B7, D5)

C3 -- *Demonstrate an understanding of and respect for diversity.* (MGP - D3, D4)

21st Century Skills	Exceeds expectations	Meets expectations	Partially meets expectations	Does not yet meet expectations
<p>Social Skill S1 Group Work</p> <p>Student successfully assumes multiple roles in a group, including leader and team member as appropriate.</p> <p>A. Leadership roles</p> <p>B. Team member roles</p>	<p>Student successfully assumes multiple roles in a group, including leader and team member as appropriate.</p> <p>a. As leader, the student is able to: <ul style="list-style-type: none"> work independently of adult support at times </p> <p>• demonstrate an understanding of group protocols and procedures</p> <p>• when needed, he/she will seek adult advice</p> <p>• works with the group to find and implement solutions</p> <p>• understands and foresees problems</p> <p>• respect differing opinions, compromises, encourages</p> <p>• acknowledges others' contributions.</p> <p>b. As a group member, the student is able to:</p> <ul style="list-style-type: none"> share ideas volunteer work well with all teammates work independently to meet group deadlines when necessary. 	<p>Student successfully assumes multiple roles in a group, including leader and team member as appropriate.</p> <p>a. As leader, with occasional adult support, the student is able to:</p> <ul style="list-style-type: none"> demonstrate an understanding of group protocols and procedures accepts advice from adults works with the group to find and implement solutions recognize problems as they arise respects differing opinions, leads group members in a positive, encouraging manner. <p>b. As a group member, the student is able to:</p> <ul style="list-style-type: none"> share ideas accept tasks work with other group members to meet deadlines achieve success with little intervention. 	<p>Student assumes the roles of leader and team member but does not fully understand the roles.</p> <p>a. As leader, with consistent adult support the student is able to:</p> <ul style="list-style-type: none"> demonstrate some understanding of group protocols and procedures sometimes accepts advice from adults sometimes works with the group to find and implement solutions to problems. recognizes problems when pointed out by others may not always respect or acknowledge others' opinions demonstrates an effort to encourage group members. <p>b. As a group member, the student is able to:</p> <ul style="list-style-type: none"> occasionally share ideas occasionally accept tasks with support, will work toward group goals, although the work may not be complete and deadlines may not be met. achieve success with consistent adult support 	<p>Student is not yet able to function effectively as a leader or a group member.</p> <p>a. As leader, the student is able to:</p> <ul style="list-style-type: none"> seldomly demonstrate ability to follow pre-determined protocols and procedures with adult support rarely accept advice from adults depend on others to find and implement solutions to problems. rarely recognize problems when pointed out by others seldomly acknowledge others' opinions rarely demonstrate an effort to encourage group members <p>b. As a group member, the student is able to:</p> <ul style="list-style-type: none"> rarely share ideas unwillingly accept tasks with intervention, rarely work toward group goals, work is not complete and deadlines not met achieve minimal success with adult intervention

21st Century Real World Connections Rubric revised April 22, 2013

	Exceeds	Meets	Partially Meets	Does Not Meet
A-1 Evaluate information, synthesize ideas and carry them out in the real world	Student thoroughly researched, analyzed and synthesized materials from multiple sources, including primary sources, in order to plan and successfully carry out her or his project in the real world.	Student researched, analyzed and synthesized materials from multiple sources, in order to plan and successfully carry out her or his project in the real world.	Student researched, analyzed and synthesized materials from a few sources, to plan and carry out her or his project with minimal consideration to the real world.	Student does little or no research, and shows weak analysis of materials from sources, in order to plan and carry out his or her project with little reference to the real world.
C-1 Apply what they have learned to real world issues in her or his community	Student integrates and applies her or his learning to real world issues in her or his local community or beyond and is able to explain and analyze multiple connections.	Student integrates and applies her or his learning to real world issues in her or his local community and is able to explain and analyze a connection.	Student integrates and applies her or his learning to a real world issue in her or his local community and is able to explain a connection.	Student shows minimal connections to his or her learning of real world issues in her or his local community.
C-2 Engage with current events through reading, viewing, discussion and/or debate	Student thoughtfully and thoroughly applied her or his topic to current events through reading, viewing, discussion, and/or debate	Student applied her or his topic to current events through reading, viewing, discussion, and/or debate	Student referenced current events without a clear connection to her or his topic.	Student did not make any reference to current events.

21st Century Learning Expectations: Communication Rubrics Draft 4-22-13

21st Century Learning Expectations	Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does Not Yet Meet Expectations
Academic Skill A2 Communicate ideas clearly to a variety of audiences, incorporating appropriate media.	Student expresses ideas clearly and creatively in chosen modality	Student is able to communicate ideas clearly in chosen modality	Student is developing the ability to communicate ideas clearly in chosen modality	Student is not yet able to communicate ideas clearly in chosen modality
A. Communicate ideas clearly in chosen modality (visual, oral, written, kinesthetic)	Student tailors her/his project, presentation or performance to an audience; responds knowledgeably and appropriately to audience questions.	Student's project, presentation or performance is accessible to a variety of audiences; student responds appropriately to audience questions.	Student does not successfully adapt her/his "ppp" to a variety of audiences; student sometimes responds appropriately to audience questions.	Student is unable to communicate ideas clearly to any audience, and does not respond to audience questions.
B. Student communicates to a variety of audiences	Student uses appropriate media and materials creatively to express a personal perspective in communicating ideas	Student uses appropriate media and materials to communicate ideas	Student uses appropriate but limited media and materials to communicate ideas	Student's use of media and materials is too limited to support her/his ideas.
C. Student incorporates appropriate media and materials (what they use to communicate)				

21st Century Learning Expectations: Communication Rubrics Draft 4-22-13

21st Century Learning Expectations	Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does Not Yet Meet Expectations
A4 Student will be able to use creative expression to communicate in her/his own voice				
A. Student uses creative expression	Student creates work that conveys an idea, or feeling and has personal meaning	Student creates work that conveys an idea or feeling	Student creates work that is not fully developed in terms of ideas or feelings	Student is not yet able to create a complete work to convey any idea or feeling
B. Student communicates in her/his own voice	Student is aware of and intentionally creates work that communicates in his/her own voice	Student is able to create work that communicates in his/her personal voice	Student is developing the ability to create work that communicates in his/her personal voice	Student is not yet able to create work that communicates in his/her personal voice

**Draft Plan for Great Schools Partnership with
Jon Ingram, Proficiency-Based Grading and Reporting**

Tuesday, May 6th

11:15 - 12:15

Meet with Elementary Team

K - Kate
1st/2nd - Math - Sylvia
3rd/ 4th - OK

12:15 - 1:30

Meet with High School Team

Math - Louis Carrier -- Hope Sage?
Study -- Ms. Julia -- Stacy
Art -- Mr. Jones -- Independent Work/ Office check-ins
French 10 - Ms. Jones - Sylvia

1:30 - 2:30

Meet with the Middle School Team

5th/6th Science - 1:15 - 2:00 - Sylvia covers
7th/8th Social Studies - 1:30 - 2:30 - Kate covers

**MSAD #7 SCHOOL BOARD MEETING
Tuesday, September 23, 2014 5:30 PM
NORTH HAVEN COMMUNITY SCHOOL**

AGENDA

- 1. Call to Order (A)
- 2. Approval of Agenda
- 3. Approval of Minutes for September 9, 2014 ✓ (A)
- 4. Correspondence ✓
- 5. Public Comment ✓
- 6. Reports
School Committee Chair
Superintendent
Principal
- 7. Old Business (I)(D)(A)
 - a. 2nd Reading Policy ILD, Educational Research: Student Surveys, Analyses and Evaluations
 - b. 2nd Reading EBCC, Bomb Threats
 - c. 2nd Reading Policy EFE, Competitive Food Sales
 - d. 2nd Reading Policy JLCD, Administration of Medication to Students.
- 8. New Business (I)(D)(A)
 - a. Payroll and AP Warrants ✓
 - b. 2014-2015 Coaches Salary
 - c. 1st Reading Policy JIC, Student Code of Conduct
 - d. 1st Reading Policy KBF, Parent Involvement in Title I
 - e. 1st Reading Policy IMBB, Exemption from Required Instruction
 - f. 1st Reading Policy JLDBG, Reintegration of Students from Juvenile Correctional Facilities
 - g. The Use of Life Preservers and Student Water Safety, Policy Development
 - h. Proficiency Based Extension Application Decision
- 9. Other Business
 - a. October 23rd MSMA Fall Conference
- 10. Financial Report (I)
- 11. Adjourn

A- ACTION D- DISCUSSION I- INFORMATION

NORTH HAVEN COMMUNITY SCHOOL STAFF WORKSHOP DAYS

Wednesday and Thursday, August 27th and 28th, 2014

Weds., Aug. 27th - 5:30 pm - WELCOME BACK POTLUCK at Amy's Yard (or Haven's House if weather is rainy) - Welcome to New Staff. Bring something yummy to share!

Wednesday, August 27th

- 8:00 AM Coffee, Juice, Donuts in School Library
- 8:10 AM Welcome Back, Sharing, Re-Connecting & Welcoming New Staff (Amy)
- 8:40 AM **Overview of the Year -Proficiency-based Learning & Getting All to Proficiency (Timely/Effective Interventions & Growth Mindset)**
- Learning Expeditions -- Place-based, Project-based Learning at Our Heart -- Clear Skill Work Embedded & Authentic Proficiency-based Outcomes
 - Proficiency-based Learning & Reporting -- Shifting Grading and Reporting & Finalizing Content Standards/21st Century Expectations
 - Getting All to Proficiency - Response to Interventions & Growth Mindset- Streamlining Assessments & Continued Improvements
 - Teacher Support and Evaluation -Small Group Pilot - Danielson Model
- 9:00 AM **Team Building with Ken & Haven**
- 9:30 AM **Whole School Strategic Planning Process - NHCS Assets and Challenges in Light of Our Own Knowledge and Data**
- 10:45 AM Break
- 11:00 AM **Proficiency- Based Learning Next Steps (Jon Ingram)**
- 12:00 Noon Lunch in Kitchen/ School Common Area (Calderwood Hall Pizzas)
- 12:30 PM **Proficiency-Based Learning Ongoing Work (Jon Ingram)**
- 3:15 PM Closing Circle

Thursday, August 28th

- 8:00 AM Coffee, Juice, Treats in Kitchen & School Commons
- 8:10 AM Team-building & Fun!! - Amy, Ken and Haven
- 8:30 AM **NHCS Mission/ Vision Work Revisited (Amy & Leadership Team)**