

WINDHAM RAYMOND SCHOOL DISTRICT  
Regional School Unit #14

*SUPERINTENDENT*  
Sanford J. Prince IV

228 Windham Center Road  
Windham, Maine 04062  
(207) 892-1800 Fax (207) 892-1805  
<http://www.windhamraymondschools.org>

*Assistant Superintendent*  
Donn S. Davis

DATE Sept. 16, 2014

TO Diana Dairon

FAX NUMBER 1-877-227-9838

DEPARTMENT D.O.E.

FROM Christine Hester

FAX NUMBER 207-892-1805

PAGES 46

(including cover sheet)

COMMENTS Proficiency-Based Diploma  
Extension Application - option 3  
for R.S.U. 14



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

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

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

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

### Proficiency-Based Diploma Extension Option 3

At the time of the extension application the SAU will:

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

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

#### Submittal Window

1. Indicate the submitting date.

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

#### Superintendents Region

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

Aroostook	
Cumberland	√
Hancock	
Kennebec Valley	
Midcoast	
Penquis	

Washington	
Western Maine	
York	

3. **School Administrative Unit: RSU14**
4. **High School(s): Windham High School**
5. **Name and title of person completing the extension request:**  
**Christine Hesler – Director of Curriculum, Instruction, & Assessment**  
**[chesler@rsu14.org](mailto:chesler@rsu14.org) 207-892-1800 X2013**
6. **Superintendent’s name, address, phone number and email:**  
**Sanford Prince 228 Windham Center Road, Windham, Me 04062**  
**207-892-1800 [sprince@rsu14.org](mailto:sprince@rsu14.org)**

**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:**

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

### Background:

RSU14 asked parents and community members one question on 2010: "Where do we want our students to be 2015?" This question helped to define the current Strategic Plan in the Windham Raymond Schools. **The Vision of RSU14 states:** Every student in our Windham Raymond schools is actively engaged in authentic, individualized, and personally relevant learning, designed and supported by highly effective, qualified, and passionate staff, in a safe learning environment. Students explain why their learning is important, and they are competent in articulating their own progress as they reach ambitious individual goals. Students learn in technology-rich environments, no longer defined by traditional boundaries, engaging with the local and global communities. They are effective stewards of natural and human resources. Every student leaves our schools as a responsible and involved citizen; a collaborative and quality worker; a clear and effective communicator; a creative and practical problem solver; an integrative and informed thinker; and a self-directed and lifelong learner. Our check-point for all we do and plan for the RSU is measured by **our Mission Statement:** The mission of the Windham Raymond School District is to ensure *success for all* learners.

### The Beginning:

In 2012 – 21013 the RSU held a 2-day in-service dedicated to learning about what Proficiency based is and why do we need to change our current practices and structures. All staff was taken off campus to engage in their own learning with consultants from Re-Inventing Schools Coalition (R.I.S.C.). These two days set the foundation of Proficiency based education promoting collegial discussions among the entire staff. We spent this year changing our mindsets and visiting schools who were involved in similar work. The RSU became an associate member of the Maine Cohort for Customized Learning to further engage with others of similar beliefs and practices. The school board received multiple updates from staff sharing student work and information they were learning as a result of Professional Development opportunities.

### Organization of the work:

The implementation of the Strategic Plan was split into Task Groups to move forward with the work. Task Group 1 is the keeper of the vision. This group is made up of staff from K-12 working on the improvement of teaching and learning in the RSU. They are the group to explore opportunities from the advancement of Proficiency Based Education including a grading and reporting system to match a Proficiency Based Education. Task Group 2 is professional development. This group is charged with providing opportunities for staff to in engage in a variety of

trainings in a Proficiency Based Model. Task Group 3 is the Curriculum team. This group is charged with aligning our curriculum K-12 for each content area. The curriculum alignment includes identifying Graduation Standards, Performance Indicators, Scoring Guides, Assessments, and Unit design for each content area in our K-12 system.

#### 2013-2014

During the 2013-2014 school year the RSU made great gains in the area of curriculum. Pairing up with Great Schools Partnership we learned the steps and protocols to develop a PB curriculum. Each content area at Windham High School identified the Graduation Standards and Performance Indicators. **(Attachment 1)** Some of the content areas have also developed the 4-point scoring guides and have assigned course level Learning Targets to help identify instructional practices. At the Middle Level the Standards were adopted for grade 6-8 and performance Indicators were identified. Not all content areas are complete and this is the work we will be continuing during the 2014-2015 school year. The same steps and protocols used at the High School are being used at the Middle and Elementary levels in the RSU.

The Elementary Level has identified foundation standards at the K-2 level and has added these to the list of identified Graduation Standards. Performance Indicators have been identified in the area of ELA and Math for the end of grade 5 and grade 2 with accompanying 4 point scoring guides and grade level learning Targets.

With the work completed at the High School last year, the Middle and Elementary Levels are ready to continue the curriculum process in each of the eight content areas. A link to our K-5 ELA and Math Documents can be found at:

<http://www.symbaloo.com/mix/rsu14elementary>

#### Impact of Staff, Students, Community:

Staff has seen the biggest impact of this work up to date. They have been involved in a number of district and building professional development opportunities. As a RSU we have dedicated full professional development days with Owning the Learning and Classroom Design and Delivery Trainings with R.I.S.C. At the Building Level staff from each building K-12 have participated in multiple day trainings with Bea McGarvey on the Art and Science of Teaching and Debra Pickering with Complex Reasoning Skills. Another group of K-12 teachers have also attended the Instructional Design and Delivery Training with R.I.S.C.

Our teaching staff has also visited other schools and has participated in book student groups around Mindset by Carol Dweck, The Art and Science of Teaching by Dr. Robert Marzano, and Inevitable by Chuck Schwahn and Bea McGarvey

We have seen an impact with students in regards to their classroom procedures. Students in the K-8 level are creating Codes of Cooperation and Standard Operating Procedures with their teachers. They are able to articulate not only the procedures but, why they are important to have in their classroom.

We also see evidence of student voice and choice in their learning as they move their way through clear transparent Learning Targets. Teachers have created matrices and menus to organize the Learning Targets and activities students have to choose from. The Learning Targets, S.O.P's, and Code of Cooperation are clearly posted in the classroom for students know what is expected at all times.

As a community we have invited parents to schools to have discussions regarding what a Student Centered Proficiency Based education looks like and what it means for each student. Each principal has hosted evenings or morning groups and have shared the feedback with our leadership team and Task Group 1. On our local stations we are playing a video we created regarding our journey to Proficiency – Based Education and in the past have had interviews with Sandy Prince about the direction we are going.

A quarterly newsletter, the LINK, is published and sent to each mailing address in the towns of Windham and Raymond and televised School Board Meetings give updates on our progress in implementing our plans for a K-12 aligned system.

**Alignment:**

RSU14 believes in a systemic approach to this work and is the main reason we have chosen Extension #3. We believe we must have an aligned K-8 system in curriculum, instructional practices, grading, and reporting in place before we issue a Proficiency Based Diploma at Windham High School. We are one RSU and believe this change is vital for student success.

**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

Shared Vision and Focus:

RSU14 has a shared vision and focus. This was evident on Opening Day in 2014. Superintendent Prince shared a visual timeline of progress of the RSU. **(Attachment 2)** and showed a video of our Journey of Proficiency Based Education. The video showed where we started and where we are now. It also addressed our next steps so staff could see how far we have come and the work that lies ahead. A link to the video is on our local channels and is located on our website at the following link: <https://rsu14.eduvision.tv/default.aspx>  
Once there look for the RSU14 Opening Day Video.

Benchmarks for 2014-2015 /Action Steps

RSU14's leadership team attending the MPA June Conference and worked with our GSP Coach Angela Hardy to outline our blueprint for the upcoming year. As an RSU we have a similar process to help guide our work and keep PBE in the forefront. Our goal was to create a conceptual framework around PBL that defines expectations for all students and provides equitable opportunities to learn. From this work we identified four strategies and mapped out action steps, evidence, a timeline, a coordinator, participants, external supports, and resources.

Strategy One: Build structures for collaborative practices.

Strategy Two: Develop a communication plan.

Strategy Three: Defining and clarifying expectations for students K-12.

Strategy Four: Assessment Literacy

These action steps can be viewed in their entirety on the following attachments:

**(Attachments 3-6)**

Evidence:

Evidence of the work will be presented to the administrative team and our bi-weekly meetings. The televised school board share with community the process we are making on the blueprint every other month. Our end of the year retreat provides the opportunity for the administrative team and the Individual tasks Groups to reflect on the work completed for the 14-15 school year and ideas to start planning for the future.

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

**Criteria:**

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

Middle School Supports: Jordan Small Middle School:

RSU14 has a system of supports in place for students and both the Elementary and Middle School levels. Students at Jordan Small Middle School who are not at teacher pace for reaching standards are provided additional time and support by teachers or Educational Technicians in the following ways. Intervention periods are built in during week. These two 40 minute interventions are currently provided for Math and ELA for a trimester or longer. All teachers in all subjects provide one after school help session of at least 60 minutes in length for any student who wishes to attend. These sessions are sometimes mandatory with parent consent.

Students who are struggling in multiple classes are referred to the Student Assistance Team. The SAT works with the student and parents to develop a customized plan to support the students' needs. Some students are scheduled into "assisted study halls" with Ed Techs. This is generally part of an IEP but has also been used for students with an SAT plan. Finally at JSMS there are also the typical short (15 minutes) interventions where a teacher pulls a student from lunch or recess when they feel a small intervention would help the student get back on track meeting a standard.

Middle School Supports: Windham Middle School:

Interventions within each academic classroom centering on mathematics and language arts occur five days a week during our REACH block in the morning from 7:15 until 8:00AM. All students below the 40th percentile are included in this

intervention time. Also, more specific in depth interventions take place for targeted students below the 25th percentile during our Immersion programming. This programming occurs everyday during REACH and Applied Arts for 6th and 7th grade students identified in this subgroup.

Basic interventions for all students in need take place during 2 late night blocks after school each week. Students within this group are determined by teachers or through initiatives by students. Student attendance in this setting is supported by parent cooperation.

#### Monitoring of Students:

Monitoring at both Middle Schools consist of the use of the RSU14 Universal Assessments we have set in place. RSU14 is committed to helping students succeed. In order to ensure students are receiving targeted instruction, the RSU has created our K-8 Universal Assessment Document. These assessments will help teachers and support staff identifies students who need extra support in the classroom. RSU14 believes strongly in the Response to Intervention (R.T.I.) Principles.

#### **Response to Intervention Principles**

- All students can learn.
- A majority of students can access the core curriculum
- High quality, standards-based instruction is matched to individual student need and strength.
- Evidence-based practices and research-based interventions are accessible within a tiered framework.
- Continuous monitoring of student achievement occurs.
- Collaborative, data-driven discussion occurs consistently at the district, school, classroom, and student level.

A link to view our K-8 document can be located at the link below:

<https://sites.google.com/a/grsu14.org/rsu-14-curriculum/assessments/district-universal-assessments>

#### Looking ahead:

It is hoped that in the future additional funding will be available to expand options that provide students more time or different instructional methods to meet proficiency.

These options could include:

-Saturday morning tutoring sessions specifically connected to the standard the student

is struggling with.

-Ed techs providing help sessions during full or early release staff development days.

-A summer program that allows for a student to attend until they have completed the standards that are below proficiency.

### 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: 5%
- Practice: 95%
- Community Engagement: 0
- One-year Carry Over: 11,049.63

**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

**FY14 \$35,535.62 original allocation**

**Balance of FY14 funds: 11,049.63**

Funds spent: \$24,485.99

Professional and Technical Services: 19,450.25

Professional Development: 5,035.74

Books and Periodicals: 0

Amounts carried over to FY15:

Professional and Technical Services: 549.75

Professional Development: 7,499.88

Books and Periodicals: 3,000

These funds were used to employ a coach from Great Schools Partnership. She provided the High School with 20 days of coaching during the 2014-2015 school year. Angela provided the high school with in-house support to identify the Graduation Standards and performance Indicators for each content level. Her support also included working with the administrative team to help understand the process of creating an aligned K-12 curriculum. This four set process is currently being used with all content groups K-12. (**Attachment 8**) Examples Graduation Standards and Performance Indicators from Social Studies and Health may be found in (**Attachment 9**).

These funds were also used to send the Building Curriculum Leaders from Windham High School to attend the New England Secondary School Consortium in March. Here the leadership team was able to have valuable professional development on the process of Proficiency Based Education.

**Leadership Report From Windham High School:**

**STUDENT-CENTERED LEARNING IN A STANDARDS-BASED SYSTEM**

1. All staff developed a goal this year to support the development of a proficiency-based diploma at Windham High School. This goal was the focus of teacher observations as well as the goal setting process. Listed below is a summary of what was completed to this year to support our transition to a proficiency-based system.
  - a. The identification and documentation of graduation standards in each of the eight content areas of the Maine Learning Results. Each of the graduation standards represent what each student should know and be able to do before they graduate from Windham High School.
  - b. The identification and documentation of performance indicators for each of the graduation standards in each of the content areas. The indicators are in direct support of national standards and were developed collaboratively by each of the departments in the building.
  - c. The development and documentation of assessment rubrics for each of the performance indicators in Math, ELA, and Health/Physical education. Significant progress has been completed towards this goal in each of the 5 remaining content areas.
  - d. Through the support of Great Schools Partnership and our proficiency-based coach, staff understanding of proficiency-based education continues to grow. A majority of staff can now articulate the proficiency-based model that we are working to accomplish within the building.
  - e. Several articles explaining the works towards a proficiency -based diploma were published in the local press this year. Each served to inform the public about the work that the high school is completing and the reasons behind that work.
  - f. Significant work was done this year to document the units of instruction within the ATLAS curriculum-mapping program. Staff is working to connect units of study to national standards as well as the graduation standards and performance indicators that have been selected for WHS.
  - g. The groundwork and conceptual understanding for a proficiency based grading and reporting system was completed this past year. Staff from each of the departments will be piloting Jump Rope during this upcoming year.

2. The expansion and creation of additional pathways for students to demonstrate proficiency within content areas.
  - a. An overhaul of the APEX program that now provides opportunity to students to demonstrate mastery of standards in multiple content areas.
  - b. The introduction and implementation of a computer based credit recovery and course software program called Odyssey. The program provided multiple opportunities over the past year for students to demonstrate mastery of standards outside of their traditional class schedule.
3. All staff participated in the Classroom Design and Delivery workshop provided by the Reinventing Schools Coalition. This workshop helped the staff identify best practices in standards based instruction. The Building Achievement council implemented a goal of increasing understanding of Proficiency based teaching and structures. Articles, outside resources, and conferences were used to increase the understanding of teacher leaders through this goal.
4. All building leaders attended the Great School Partnership conference on best practices in High Schools. The conference validated the work that has been completed to date and provided important next steps for building work.

**FY15 Plans:**

Continued coaching support with Great Schools Partnership

Angela Hardy – 20 days

Cost: \$20,900

High School teacher readiness PD

Summer 2015

50 teachers X 8 hours = 400 hours X \$26.00 rate = 10,400

Pilot of Jump Rope Grading and Reporting System Licenses 6-12:

Cost: TBD

Funds used from Carry Over from 2013- 2014

Continue to send HS staff to professional development opportunities in New England when available.

Provide Professional Development Material for HS staff in Proficiency Based Transition, Alignment of the Guiding Principles to the PB Diploma.

**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.

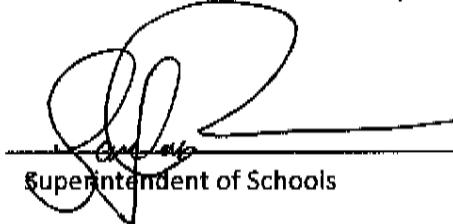
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

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

9/16/2014  
\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

# Progress in RSU14

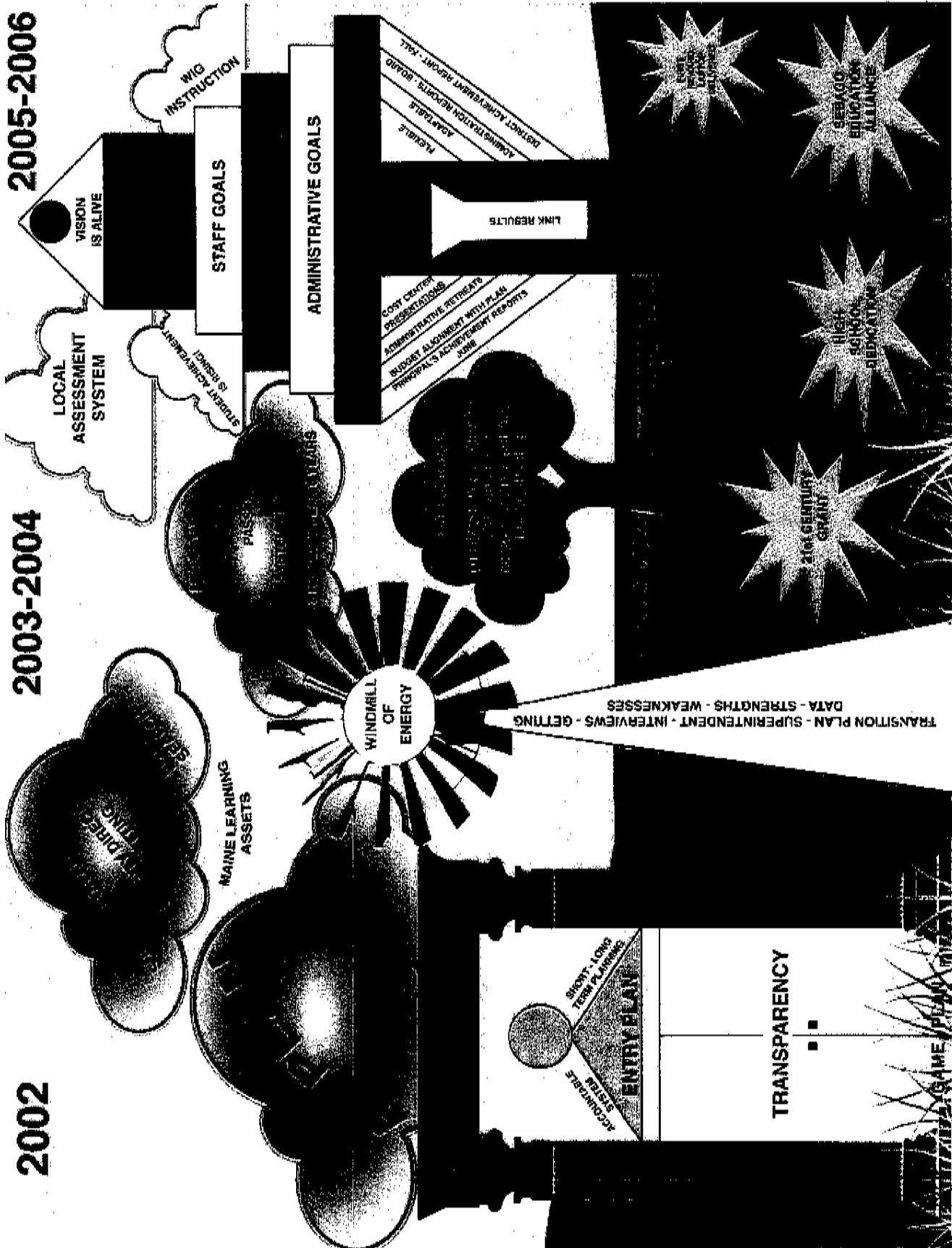
Content Area	ELA	Math	Social Studies	Science	Health	PE	Career Ed	World Language	Visual Arts	Perf. Arts
Adopted Graduation Standards	√	√	√	√	√	√	√	√	√	√
<b>Crafted Performance Indicators</b>										
9 - Diploma	√	√	√	√	√	√	√	√	√	√
6-8	√				√	√	NA		√	
3-5	√	√			NA	√	NA	NA		
K-2	√	√			NA	√	NA	NA		
Mapped Indicators To Grade Level/Courses	9-12 6-8 3-5 K-2	9-12 3-5 K-2	9-12	9-12 6-8	9-12 6-8	9-12	9-12	9-12	9-12	9-12

Attachment #2

2002

2003-2004

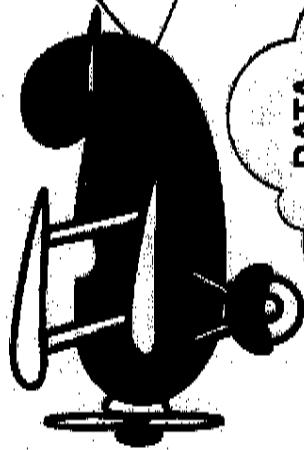
2005-2006





2010-2011

**EVIDENCES**



**DATA  
PLCS**

**21st CENTURY  
GRANT RSU 14  
\$299,000**

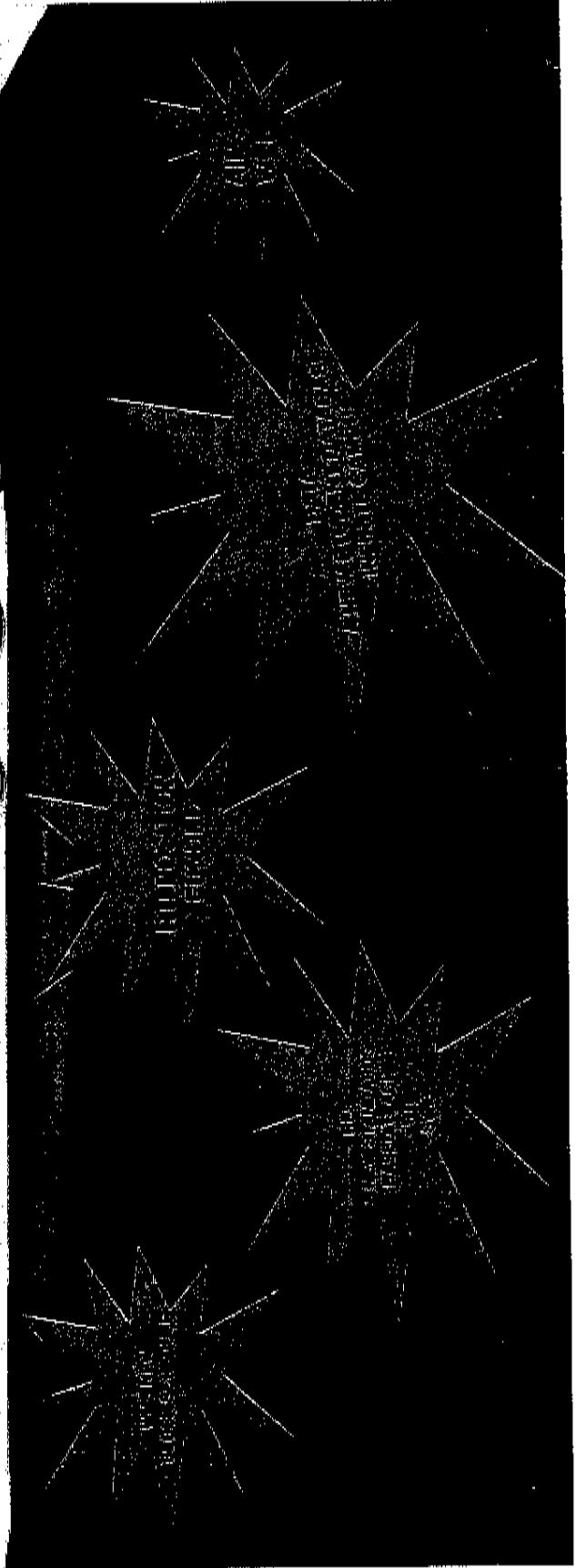
**SWIS DATA  
REPORTING  
STUDENT  
BEHAVIOR**

**POLICY DEVELOPMENT  
CONSOLIDATED  
OVER 100 POLICIES**

**READING  
STREET  
PROGRAM**

**INTERVENTIONIST  
POSITIONS  
RESTRUCTURED WPS**

**RAISES STUDENT PERFORMANCE**



# 2011-2012

\$1 MILLION GRANT  
6-12 CAROL M. WHITE  
PEP GRANT

NEW ONLINE  
TEACHING TOOL  
ODYSSEY  
WMS & WHS

ALL DAY  
KDG  
ADOPTED  
WPS

JSMS REPORTING SYSTEM  
5TH & 6TH NEW LAPTOPS

PRINCIPAL MR. HOWELL REPORTED  
A 38% INCREASE IN THE NUMBER OF  
ADVANCE PLACEMENT EXAMS - 40% INCREASE IN NUMBER  
OF STUDENTS WHO TOOK AN ADVANCED PLACEMENT CLASS.

WHS BOYS  
SWIMMING TEAM  
CAPTURED THEIR  
3RD CONSECUTIVE  
REGIONAL TITLE

STEP BY STEP

CUSTOM  
LEARNING



POWER  
STANDARDS



NEW ENGLAND  
SPORTS TURF  
MANAGERS  
ASSOCIATION  
SEPT. 2012

50  
YARDS

WHS FIELD  
COVER OF NEW  
ENGLAND  
BLADE

STANDARD  
BOARD

MEANINGFUL  
LEARNER  
MAINE  
COHORT  
FOR  
CUSTOMIZED  
LEARNING

ATTENDANCE  
DAILY



SCHOOL SAFETY PROCEDURES

2013 - 2014

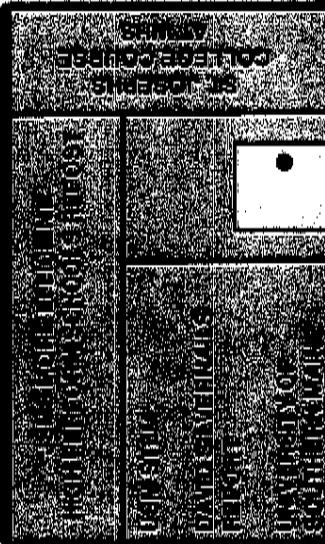
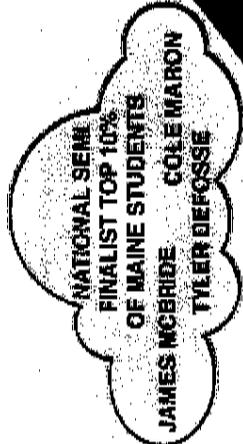
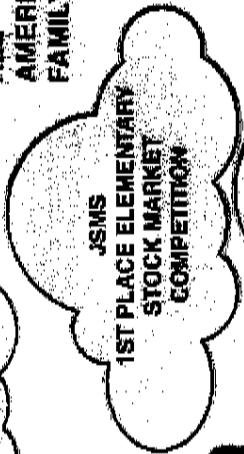
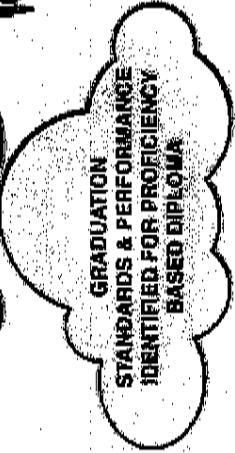
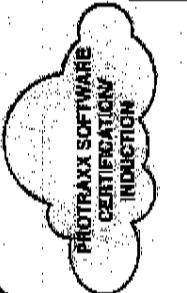
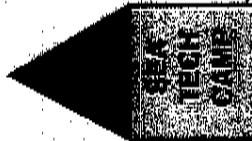


ALL AMERICAN FAMILY HOLIDAY

25 YRS

CHAMBER SINGERS

RICHARD MCKERSON 1987 - PRESENT



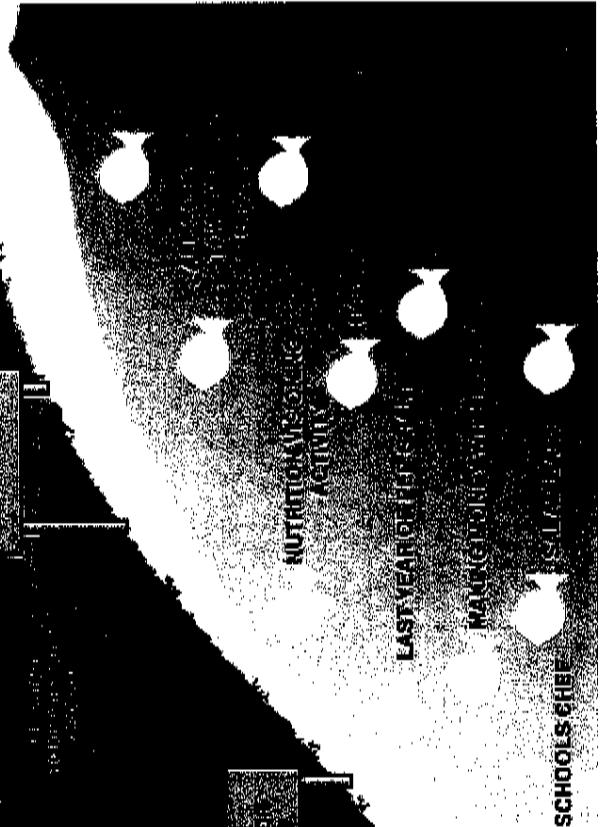
REINVENTING SCHOOLS COALITION

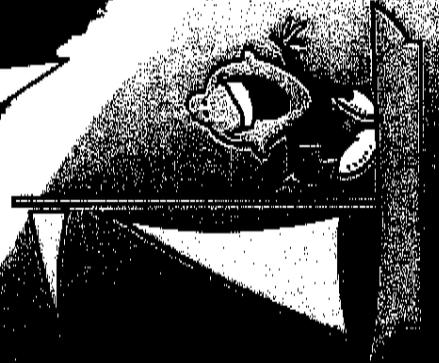
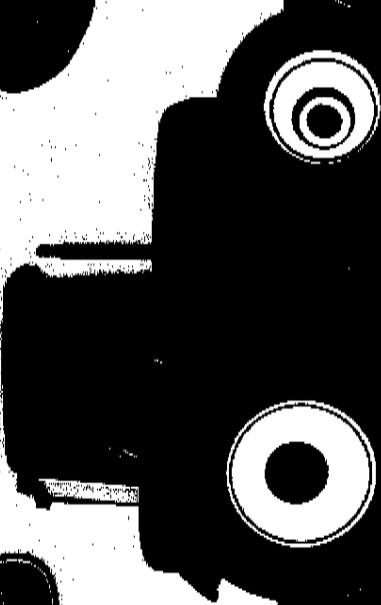
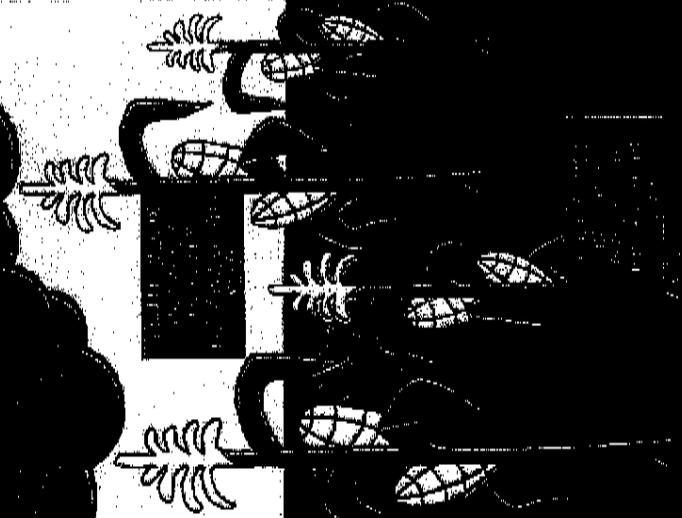
STUDENT OWNERSHIP

MACWORTH ISLAND PORTLAND SCHOOLS PARTNERSHIP

PROFICIENCY BASED LEARNING

MIND SET





HEAR YE, HEAR YE.  
WHS WAS RANKED AS  
ONE OF THE TOP 2,000  
HIGH SCHOOLS IN THE  
COUNTRY BY NEWS  
WEEK MAGAZINE

# 2013 - 2014

COACH WAYNE MARTIN WAS HIGHLIGHTED IN THE PORTLAND PRESS HERALD FOR THE OUTSTANDING WORK IN FOSTERING SUCCESS WITH THE HS TENNIS TEAM

WHS BOYS SWIM TEAM HAS WON THE 2014 MPA SPORTSMANSHIP BANNER

HS BOYS TENNIS TEAM HAS BEEN AWARDED THE CLASS A WEST GOOD SPORTSMANSHIP BANNER FROM THE MAINE PRINCIPALS ASSOCIATION

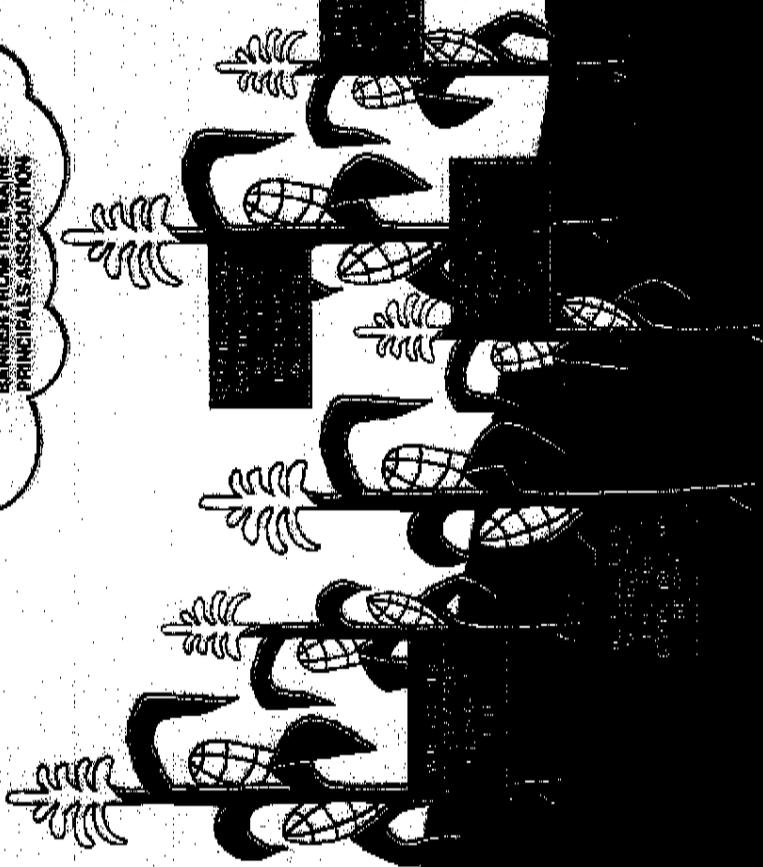
KURT PELLETIER HAS BEEN NAMED SMAA'S WRESTLING COACH OF THE YEAR

BILL HANSEN AWARDED ECOMAINE EXCELLENCE COMMUNITY AWARD

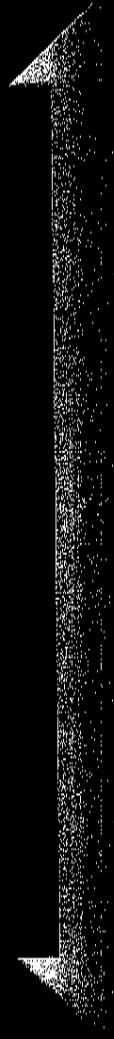
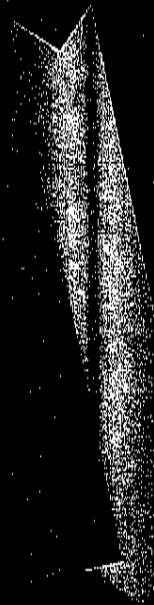
JMG'S PROGRAM APPROVES GRANT MONEY FOR A SECOND JMG POSITION AT THE HIGH SCHOOL

HIGH SCHOOL GRADUATE PROGRAM WITH US 4

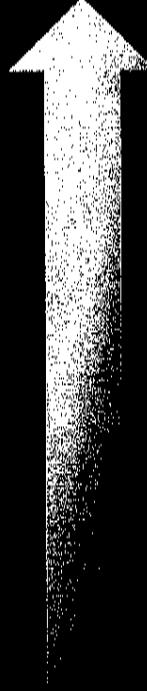
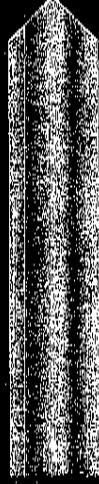
GREAT SCHOOLS PARTNERSHIP



Others



RSU 14



**GREAT SCHOOLS PARTNERSHIP  
ACTION PLANNING  
TEMPLATE**

**GOAL:**

Create a conceptual framework around PBL that defines expectations for all students and provides equitable opportunity to learn.

**RATIONALE:** Collaboration of stakeholders is essential to creating and supporting a Proficiency-based educational system.

**STRATEGY:**

Build structures for collaborative practices

ACTION STEPS	EVIDENCE	TIMELINE	COORDINATOR	PARTICIPANTS	EXTERNAL SUPPORT	RESOURCES
<p>Describe the specific action steps that will be implemented to support of the goal and strategy above.</p> <p>1. Inventory What are we doing for PLC/PLG in each building?</p>	<p>Indicate the data and evidence that will be collected and how it will be tracked and analyzed.</p> <p>Report out from each building</p>	<p>Indicate when the proposed action steps will be carried out and when they will be completed.</p> <p>August</p>	<p>Name the lead coordinator and supply any relevant information about the role.</p> <p>Curriculum director</p>	<p>List the names of additional participants and describe their roles in the process.</p> <p>Principals</p>	<p>Indicate what role (if applicable) any external support provider will play in carrying out the action step</p> <p>GSP list of highly functioning PLC's</p>	<p>List the financial and material resources that will be needed to carry out the action step.</p>
<p>2. Provide necessary support to PLC teams to structure strong productive groups</p> <p>Agreed upon protocols for reviewing teacher and student work.</p>	<p>Protocols used: Facilitator Group norms Structured agendas Group work outcomes Data analysis that results in adjustment of instruction Sharing the work across grade levels/school.</p>	<p>Results will be reviewed monthly by the leadership team</p>	<p>Building admins – leadership teams</p>	<p>Teaching staff Ed techs</p>	<p>Administrator works with PD/PLC group(s) to determine needs of facilitation skills and be a high functioning team.</p>	

3. Provide opportunities for horizontal/vertical teaming (PLC)	<p>Leadership Structured teams</p> <p>And times to meet both horizontally and vertically</p> <p>Group norms</p> <p>Structured agendas</p> <p>Group work</p> <p>Outcomes</p> <p>Data analysis that results in adjustment of instruction</p> <p>Sharing the work across grade level/school/RSU.</p>	Results reviewed at the end of each trimester	Leadership team and administration	Teachers and ed techs
4. Provide opportunities for peer observations	<p>Scheduled observations</p> <p>Feedback form completed</p> <p>Time for discussion/reflection</p> <p>iWalkthrough data</p> <p>Instructional practices are monitored by data collection</p>	August – June school year 14-15	Administration will provide coverage Teachers arrange observations	Teachers
				RISC peer observation forms iWalkthrough training.

5. Include ed techs with teachers in professional opportunities to support collaborative practices

Attendance at professional development offerings with teachers

Membership on PLC teams to collaborate on instructional activities

RES will pilot inclusion of ed techs once a month on a Wednesday pm until 1/15  
Survey of ed tech/teachers on pilot and report back to A team-use this information to structure implementation in k-5

Admin at RES

Teachers and ed techs

A team k-5

Teachers and ed techs

A team

Parking lot issue on how this will work in different locations

GREAT SCHOOLS PARTNERSHIP

GOAL:

Create a conceptual framework around PBL that defines expectations for all students and provides equitable opportunity to learn.

**ACTION PLANNING  
TEMPLATE**

**RATIONALE:** A conceptual framework defines proficiency based, learner centered instruction for RSU 14. All schools use this overarching framework as a filter to ensure that decision-making and action steps are consistent with the vision.

(second revision 6/26/14)

STRATEGY:

Develop a communication plan

ACTION STEPS	EVIDENCE	TIMELINE	COORDINATOR	PARTICIPANTS	EXTERNAL SUPPORT	RESOURCES
Describe the specific action steps that will be implemented to support of the goal and strategy above.  Identify key elements of Prof. Based learning and create easily understood format and communication tools (document, video) for public (including staff)	Indicate the data and evidence that will be collected and how it will be tracked and analyzed.  Video or document – communication tool to use with the public	Indicate when the proposed action steps will be carried out and when they will be completed.  Prior to opening day	Name the lead coordinator and supply any relevant information about the role.  Kyle & Randy	List the names of additional participants and describe their roles in the process.  A -team	Indicate what role (if applicable) any external support provider will play in carrying out the action step  GSP RISC Marzano group	List the financial and material resources that will be needed to carry out the action step.

Task Group 1 identifies "flash points"

List of flash points

End of September

Christine

Task Group 1

Use GSP / S. Abbott

Seek input from building and district admin. regarding questions that have come up so far

ACTION STEPS	EVIDENCE	TIMELINE	COORDINATOR	PARTICIPANTS	EXTERNAL SUPPORT	RESOURCES
Describe the specific action steps that will be implemented to support of the goal and strategy above.	Indicate the data and evidence that will be collected and how it will be tracked and analyzed.	Indicate when the proposed action steps will be carried out and when they will be completed.	Name the lead coordinator and supply any relevant information about the role.	List the names of additional participants and describe their roles in the process.	Indicate what role (if applicable) any external support provider will play in carrying out the action step.	List the financial and material resources that will be needed to carry out the action step.
<p>Messaging from Sandy on opening day to update on our journey of Prof. Based Learning</p>	Presentation	<p>August 25</p> <p>Feedback end of September from task Group 1</p>	Christine	All staff !	GSP	Plane – race video
Communicating grading and reporting to all stakeholders in the community.	<p>Letter of explanation to parents.</p> <p>ListServe</p> <p>Ongoing communication between teachers and parents.</p>	End of Sept.	Building/teacher level	All teachers	GSP Talking Point Template	Jumprope and IC
Cycle back to conceptual framework to determine progress and validity.	<p>High School transcript</p> <p>Feedback on each element of conceptual framework. (surveys?)</p> <p>Student achievement, attendance, behavior data.</p> <p>Student communication through the portfolio of evidence.</p>	November, January, April and June	A- Team	A- Team	Angela Hardy	

Attachment 1

GREAT SCHOOLS PARTNERSHIP

GOAL:

**ACTION PLAN**

Create a conceptual framework around PBL that defines expectations for all students and provides equitable opportunity to learn.

**RATIONALE: A proficiency-based system cannot operate in the absence of clear learning targets.**

STRATEGY:

**Defining and clarifying expectations for students for K-12**

ACTION STEPS	EVIDENCE	TIMELINE	COORDINATOR	COMMUNICATION PLAN	PARTICIPANTS	EXTERNAL SUPPORT	RESOURCES
Describe the specific action steps that will be implemented to support of the goal and strategy above.	Indicate the data and evidence that will be collected and how it will be tracked and analyzed.	Indicate when the proposed action steps will be carried out and when they will be completed.	Name the lead coordinator and supply any relevant information about the role.	Who and how will we communicate it?	List the names of additional participants and describe their roles in the process.	Indicate what role (if applicable) any external support provider will play in carrying out the action step.	List the financial and material resources that will be needed to carry out the action step.
Identify graduation standards and performance indicators for each of the content areas K-12	They are posted, public documents.	June 2105	Building Leadership Team (Christine)	Building Leadership Teams New Staff Training	All professional staff	Great Schools	Curriculum Committees Time Atlas Staff Training for Atlas Staff training for UbD

ACTION STEPS	EVIDENCE	TIMELINE	COORDINATOR	COMMUNICATION PLAN	PARTICIPANTS	EXTERNAL SUPPORT	RESOURCES
<p>Describe the specific action steps that will be implemented to support of the goal and strategy above.</p> <p><b>Identify</b> performance indicators for the guiding principles K-12</p>	<p>Indicate the data and evidence that will be collected and how it will be tracked and analyzed.</p> <p><b>They are posted,</b> public documents.</p>	<p>Indicate when the proposed action steps will be carried out and when they will be completed.</p> <p>June 2015</p>	<p>Name the lead coordinator and supply any relevant information about the role.</p> <p>Building Leadership Team <b>(Christine)</b></p>	<p>Who and how will we communicate it?</p> <p>Building Leadership Teams</p>	<p>List the names of additional participants and describe their roles in the process.</p> <p>All professional staff</p>	<p>Indicate what role (if applicable) any external support provider will play in carrying out the action step</p> <p>Great Schools</p>	<p>List the financial and material resources that will be needed to carry out the action step.</p> <p>Curriculum Committees Time</p>
<p>Train teachers in UbD and use of Atlas.</p>	<p>Documentation of training date.</p>	<p>Ongoing from September 2014</p>	<p>Atlas Christine</p>	<p>Buildings and curriculum committees</p>	<p>All professional staff</p>		<p>Allas qualified trainers and HS staff.</p>
<p>Develop scoring guides for all performance indicators.</p>	<p>Completed scoring guides for all performance indicators</p>	<p>June 15</p>	<p>Building Leadership Team <b>(Christine)</b></p>	<p>Building Leadership Teams New Staff Training</p>	<p>All professional staff</p>	<p>Great Schools</p>	<p>Curriculum Committees Time</p>

ACTION STEPS	EVIDENCE	TIMELINE	COORDINATOR	COMMUNICATION PLAN	PARTICIPANTS	EXTERNAL SUPPORT	RESOURCES
Describe the specific action steps that will be implemented to support of the goal and strategy above.	Indicates the data and evidence that will be collected and how it will be tracked and analyzed.	Indicates when the proposed action steps will be carried out and when they will be completed.	Name the lead coordinator and supply any relevant information about the role.	Who and how will we communicate it?	List the names of additional participants and describe their roles in the process.	Indicate what role (if applicable) any external support provider will play in carrying out the action step.	List the financial and material resources that will be needed to carry out the action step.
Assign course/ performance level learning targets	Completed course documents.	June 15	Building Leadership Team (Christine)	Building Leadership Teams	All professional staff	Great Schools	Curriculum Committees  Time
Design assessments that align to the scoring guides	Completed set of tasks for all grades and content areas.	August 2015	Building Leadership Team (Christine)	Building Leadership Teams  New Staff Training	All professional staff	Great Schools	Curriculum Committees  Time
Design units of study	Units of study are in Atlas	Ongoing from August 2014	Building Leadership Team (Christine)	Building Leadership Teams	All professional staff	Great Schools	Curriculum Committees  Time  Atlas Staff Training for Atlas Staff training for UbD

**GREAT SCHOOLS PARTNERSHIP**

**GOAL:** Create a conceptual framework around PBL that defines expectations for all students and provides equitable opportunity to learn.

**RATIONALE:** Validation of instruction that engages learners and elevates student progress toward mastering standards leading to graduation and a PB Diploma.

**ACTION PLANNING TEMPLATE**

**STRATEGY: Assessment Literacy**

ACTION STEPS	EVIDENCE	TIMELINE	COORDINATOR	PARTICIPANTS	EXTERNAL SUPPORT	RESOURCES
Describe the specific action steps that will support the goal and strategy above.	List the data and evidences that will be collected, tracked, and analyzed.	Indicate when the proposed action steps will be carried out and completed.	Name the lead coordinator and supply any relevant information about the role.	List the names of additional participants and describe their roles in the process.	Indicate what role (if applicable) any external support provider will play in carrying out the action step.	List the financial and material resources that will be needed to carry out the action step.
Defining Assessment Literacy for staff	<ul style="list-style-type: none"> <li>PD inclusive of the following:</li> <li>How to define clear learning goals.</li> <li>How to make use of a variety of assessment methods to gather evidence of student learning.</li> <li>How to analyze achievement data to make good inferences from the data gathered.</li> <li>How to involve students in the assessment process and communicate their results.</li> </ul>	2014-2015 by building/site	Building Teacher Leaders Administration	All staff		Task Group 2 Great Schools

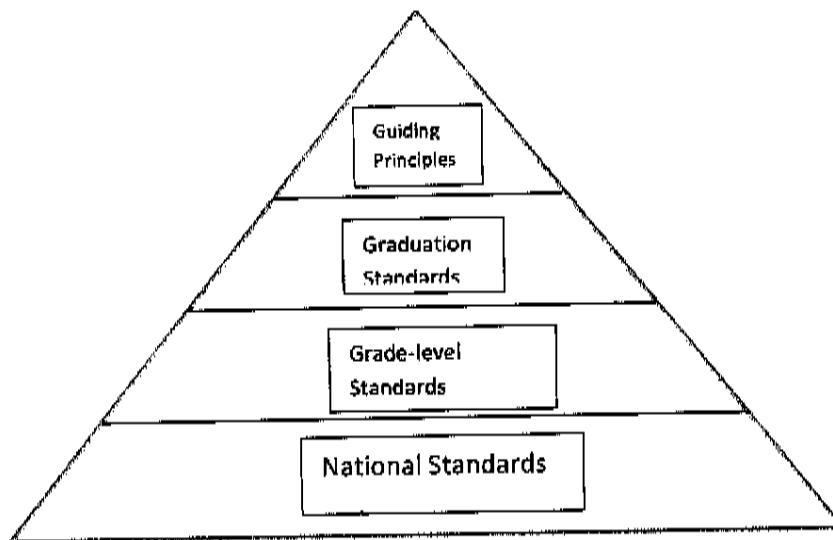
ACTION STEPS	EVIDENCE	TIMELINE	COORDINATOR	PARTICIPANTS	EXTERNAL SUPPORT	RESOURCES
Describe the specific action steps that will support the goal and strategy above.	List the data and evidence that will be collected, tracked, and analyzed.	Indicate when the proposed action steps will be carried out and completed.	Name the lead coordinator and supply any relevant information about the role.	List the names of additional participants and describe their roles in the process.	Indicate what role (if applicable) any external support provider will play in carrying out the action step.	List the financial and material resources that will be needed to carry out the action step.
Defining the data that we have and reviewing it (Do we need it?) Are we collecting data? How are we collecting data? What is it telling us? What are we doing about it?)	Protocols for data collection/analysis/implications.  Documentation of instructional strategies that affect the greatest positive change based upon specific conditions and that can affect the most change dependent upon a PLP. Supporting data analysis to validate and inform instruction by teachers.	2014-2015	Building Teacher Leaders  Administration			
Evaluation of assessments for validity and reliability through PLC analysis.	Documentation of exemplar identified common assessments specific to each content standard.  Inter-rater reliability	2014-2016	Building Teacher Leaders  Administration			

ACTION STEPS	EVIDENCE	TIMELINE	COORDINATOR	PARTICIPANTS	EXTERNAL SUPPORT	RESOURCES
Describe the specific action steps that will support the goal and strategy above.	List the data and evidence that will be collected, tracked, and analyzed.	Indicate when the proposed action steps will be carried out and completed.	Name the lead coordinator and supply any relevant information about the role.	List the names of additional participants and describe their roles in the process.	Indicate what role (if applicable) any external support provider will play in carrying out the action step.	List the financial and material resources that will be needed to carry out the action step.
Explore, define, and implement opportunities for authentic /alternative assessment	Outline of specific pathways that support authentic/alternative learning opportunities but don't limit the possibilities of both to be employed by students.	2014-2015	Building Teacher Leaders Administration			
Determining and supporting Multiple-Pathways within a proficiency-based teaching and learning environment.	Rubric defining the required data pertinent to standards addressed by authentic/alternative assessments. Outline of specific pathways that support Multiple Pathways Rubric defining the required data pertinent to standards addressed by authentic/alternative assessments.	2014-2015	Building Teacher Leaders Administration			

ACTION STEPS	EVIDENCE	TIMELINE	COORDINATOR	PARTICIPANTS	EXTERNAL SUPPORT	RESOURCES
Describe the specific action steps that will support the goal and strategy above.	List the data and evidence that will be collected, tracked, and analyzed.	Indicate when the proposed action steps will be carried out and completed.	Name the lead coordinator and supply any relevant information about the role.	List the names of additional participants and describe their roles in the process.	Indicate what role (if applicable) any external support provider will play in carrying out the action step.	List the financial and material resources that will be needed to carry out the action step.
Communicating with all stakeholders	Communication with students, parents, staff, and community in regard to assessment structures of the PBL environment.	2014-2015	Building Teacher Leaders Administration			
	Protocols for immediate and constructive feedback to students and response alternatives for students.					
	Records within database tracking progress toward graduation,					
	Student portfolios to track and personalize goal attainment toward certification levels and graduation.					
Grading in a Proficiency-based System	Determined proficiency of a standard. Grading within the classroom Trending protocols.	2014-2015	Building Teacher Leaders Administration	All staff		

RSU #14 Conceptual Framework for Proficiency-Based Education

Student Learning



All Actions Supporting

Framework Pillars

Curriculum	Instruction	Assessment
Clear targets	Student voice and choice	Fair & Consistent (valid-reliable)
Guaranteed and viable	Learner-Centered	Student progress monitored and reported on an ongoing basis
Learning is constant	Personalized Learning Planning	To inform instruction for teacher
	Learning and Social-Emotional needs considered for flexible groupings	To individually tailor student instruction and learning
Students know and articulate learning	Authentic	Frequent and relevant student feedback
	Technology-based	
	Targeted	
	Collaborative	

# Action Step 1

## **Develop standards and performance indicators for each content area.**

- a. **Review** the Graduation Standards developed by the high school faculty and the sample MDOE set.
- b. **Reference** the Design Criteria Chart and Graduation Standards + Performance Indicators Protocols.
- c. Can the standards be **shared** vertically?

# Action Step 2

Conduct **course mapping** - map out your units of study and common assessments against the established standards and indicators.

- a. When will students be introduced to standards and indicators? **When** will they have opportunity to practice and then demonstrate proficiency?
- b. What can remain in practice? What needs to be **changed, added or removed** from practice?

# Action Step 3

**Develop common assessments and/or scoring criteria.**

These are assessments used in common across the district, school, grade level or courses.

# Action Step 4

**Conduct unit and lesson planning.**

Ensure consistency in outcomes and develop learning targets that will lead to proficiency of identified standards and performance indicators.



Windham High School  
Graduation Standards  
Social Studies

*The RSU14 Social Studies Curriculum Leaders in grades 9-12 developed the following Standards and Performance Indicators. These individuals used resources from the Maine State Learning Results and Great Schools Partnership to identify the end of 12<sup>th</sup> grade performance indicators.*

STANDARD	PERFORMANCE INDICATORS
<p><b>A. Applications of Social Studies Processes, Knowledge, and Skills.</b> <i>Students will be able to collaboratively and independently research, present, and defend discipline-based processes and knowledge in authentic contexts.</i></p>	<ol style="list-style-type: none"> <li>1. Students will develop compelling inquiry questions and conduct research on current social studies issues by applying appropriate methods and ethical reasoning skills, and using relevant tools, technologies, and sources from social studies fields to conduct the inquiry. <b>MLR A1, A2, A3, CCSS WH 7-9</b></li> <li>2. Students will gather, synthesize, and evaluate information from multiple sources representing a wide range of views; making judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. <b>MLR A1, CCSS RH 1-3, 6-9</b></li> <li>3. Students will evaluate various explanations and authors' differing points of view on the same event or issue, citing specific textual evidence from primary and secondary sources to support analysis. <b>MLR A1, CCSS RH1, 3-6, 10</b></li> <li>4. Students will develop informative/explanatory texts about social studies topics and present a coherent set of findings orally and in writing. <b>MLR A1, CCSS WH 4-6, 10</b></li> <li>5. Students will construct and present arguments both orally and in writing which claims, counterclaims, reasons and evidence demonstrate their relevance to each other and the overall argument, and the piece is organized anticipating the audience's knowledge level, concerns, values, and possible biases. <b>MLR A1, CCSS WH 4-6, 10, SL 4-6</b></li> </ol>
<p><b>B. Civic Engagement</b> <i>Students will apply the attributes of a responsible and involved citizen to affect a real world issue.</i></p>	<ol style="list-style-type: none"> <li>1. Student will research and present a real or simulated decision on an issue related to classroom, school, community or other civic organization from Maine, the US or International entity by applying appropriate and relevant social studies knowledge. <b>MLR A2, A3</b></li> <li>2. Student will use ethical reasoning and present a real or</li> </ol>

	<p>simulated decision on an issue related to classroom, school, community or other civic organization from Maine, the US or International entity by applying appropriate and relevant social studies knowledge. <b>MLR A2, A3</b></p> <p>3. Students will make &amp; <i>orally</i> present decisions based on multiple points of view, prioritizing the pros and cons of their ideas. <b>MLR A2; CCSS SL1 &amp; SL 3</b></p> <p>4. Students will make &amp; present decisions in <i>writing</i> based on multiple points of view, prioritizing the pros and cons of their ideas. <b>MLR A2, CCSS SL1 &amp; SL3</b></p> <p>5. Students will collaboratively make &amp; present decisions, building off the ideas of others in an attempt to sway people's opinions. <b>MLR A2, CCSS SL1 &amp; SL3</b></p>
<p><b>C. Civics and Government</b> <i>Students will 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.</i></p>	<p>1. Students will use democratic ideals from founding documents, like the Constitution, to evaluate current events. <b>MLR B1</b></p> <p>2. Students will explain why and how democratic institutions, and interpretations of democratic ideals, have changed over time. <b>MLR B1</b></p> <p>3. Students will compare and contrast how various forms of government and political systems impact societal issues. <b>MLR B1, B3</b></p> <p>4. Students will analyze constitutional principles and identify the role of citizens as well as their rights, duties, and responsibilities of United States citizens. <b>MLR B2</b></p> <p>5. Students will use examples of historical or current issues to analyze the political systems, power, and viewpoints of Native Americans, various historical and recent immigrant groups in Maine and the United States, and various cultures in the world. <b>MLR B3</b></p>
<p><b>D. Economics</b> <i>Students will 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.</i></p>	<p>1. Students will explain and analyze the role of financial institutions, the stock market, and government including fiscal, monetary, and trade policies in personal, business, and national economics. <b>MLR C1</b></p> <p>2. Students will evaluate the different strategies of money management and the positive and negative impacts that credit can have on personal finances, using economic reasoning. <b>MLR C1</b></p> <p>3. Students will explain and apply the concepts of specialization, economic interdependence, comparative advantage, and supply and demand as they relate to economic conditions or issues. <b>MLR C1</b></p> <p>4. Students will compare different economic systems in a</p>

	<p>variety of regions and groups including Maine, Maine Native Americans, the United States, and various regions in the world. <b>MLR C2</b></p> <p>5. Students will explain the relationship between the region's economic system and its government, and the resulting costs and benefits in a variety of regions and groups including Maine, Maine Native Americans, the United States, and various regions in the world. <b>MLR C2</b></p>
<p><b>E. Geography</b>  <i>Students will 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.</i></p>	<ol style="list-style-type: none"> <li>1. Students will analyze the organization of places on the Earth's surface using mental maps, geographic concepts and representations. <b>MLR D1</b></li> <li>2. Students will draw conclusions about the organization of people on the Earth's surface using mental maps, geographic concepts and representations. <b>MLR D1</b></li> <li>3. Students will apply geographical concepts, skills and tools to interpret the past, address the present, and plan for the future. <b>MLR D1</b></li> <li>4. Students will evaluate how culture and experience influence people's perceptions of the physical and human characteristics of places and regions. <b>MLR D1 &amp; D2</b></li> <li>5. Students will analyze the interaction of human actions and environmental systems, and evaluate the meaning, use, distribution, and importance of resources in various regions of the world. <b>MLR D2</b></li> </ol>
<p><b>F. History</b>  <i>Students will 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.</i></p>	<ol style="list-style-type: none"> <li>1. Students will apply an understanding of the forces of continuity and change to analyze the evolution of historical eras and the significance of turning points in Maine, Native American cultures, the nation, and the world. <b>MLR E1, E2</b></li> <li>2. Students will trace and evaluate the development and persistence of enduring themes and their impact on societal issues, trends, and events. <b>MLR E1</b></li> <li>3. Students will identify and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support varying interpretations. <b>MLR E1, E2</b></li> <li>4. Students will identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States. <b>MLR E1, E2</b></li> <li>5. Students will trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and world using historical sources. <b>MLR E1, E2</b></li> <li>6. Students will apply their knowledge of historical eras and enduring themes by evaluating the implications for current issues related to Maine Native American, the nation, and the world. <b>MLR E1</b></li> </ol>



# Windham High School Graduation Standards

## Health Education

*The RSU14 Health and Physical Education Curriculum Leaders in grades 9-12 developed the following Standards and Performance Indicators. These individuals used resources from the Maine State Learning Results and Great Schools Partnership to identify the end of 12<sup>th</sup> grade performance indicators.*

### Health Education

#### STANDARD

#### PERFORMANCE INDICATORS

#### **A. Health Concepts**

Students comprehend concepts related to health promotion and disease prevention to enhance health. (MLR A)

1. Predict how the following impact health status; a. analyzing individual responsibility b. barriers to healthy behaviors c. personal susceptibility and potential injury for illness.(MLR A1)
2. Analyze the interrelationships of physical, mental/ intellectual, emotional and social health.(MLR A2)
3. Explain causes of common diseases, disorders, and other health problems and propose ways to reduce prevent or treat them. (MLR A3)
4. Analyze and describe how the environment, genetics, family history, and access to health care, are interrelated and can impact personal health. (MLR A4)
5. Describe the characteristics of human growth and development through the various stages of life. (MLR A5)
6. Analyze complex health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol and other drug use prevention. (MLR A6)

#### **B. Health Information, Products and Services/Influences on Health**

Demonstrate the ability to access valid health information, products and services and analyze influences to enhance health. (MLR B, D)

1. Evaluate the validity and accessibility of health information, products and services. (MLR B1)
2. Determine when professional health services may be required and access valid and reliable health information, products and services. (MLR B2)
3. Analyze and evaluate influences on health and health behaviors. (MLR D1)
4. Investigate how public health policies and government regulations can influence health promotion and disease prevention (MLR D1f)

### **C. Health Promotion and Risk Reduction**

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (MLR C)

5. Evaluate the impact of technology, including medical technology, on personal, family, and community health. (MLR D2)

1. Demonstrate healthy practices/behaviors to maintain or improve the health of self and others (MLR C1)

2. Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.(MLR C2)

3. Analyze how some health risk behaviors, can influence the likelihood of engaging in unhealthy behaviors. (MLR D3)

4. Design, implement and evaluate a plan for stress management. (MLR C3)

### **D. Communication and Advocacy Skills:**

Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

1. Exhibit effective communication skills including asking for and offering assistance to enhance the health of self and others. (MLR E1a)

2. Utilize refusal, negotiation, and collaboration skills to enhance health and avoid and reduce health risks. (MLR E1b)

3. Test strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. (MLR E1c)

4. Utilize accurate peer and societal norms to formulate a health-enhancing message. (MLR E2a)

5. Demonstrate an ability to work cooperatively as an advocate for improving personal, family, and community health. (MLR E2c)

### **E. Decision-Making and Goal-Setting Skills:**

Students demonstrate the ability to make decisions and set goals to enhance health.

1. Students apply a decision-making process to enhance personal health. (MLR F1)

2. Evaluate the effectiveness of a health-related decision. (MLR F1e)

3. Develop a plan to attain a short-term personal health goal that addresses strengths, needs, and risks from an assessment of health status. (MLR F2a and b)

4. Implement strategies and analyze progress in achieving a personal health goal. (MLR F2c)

5. Formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies. (MLR F3)

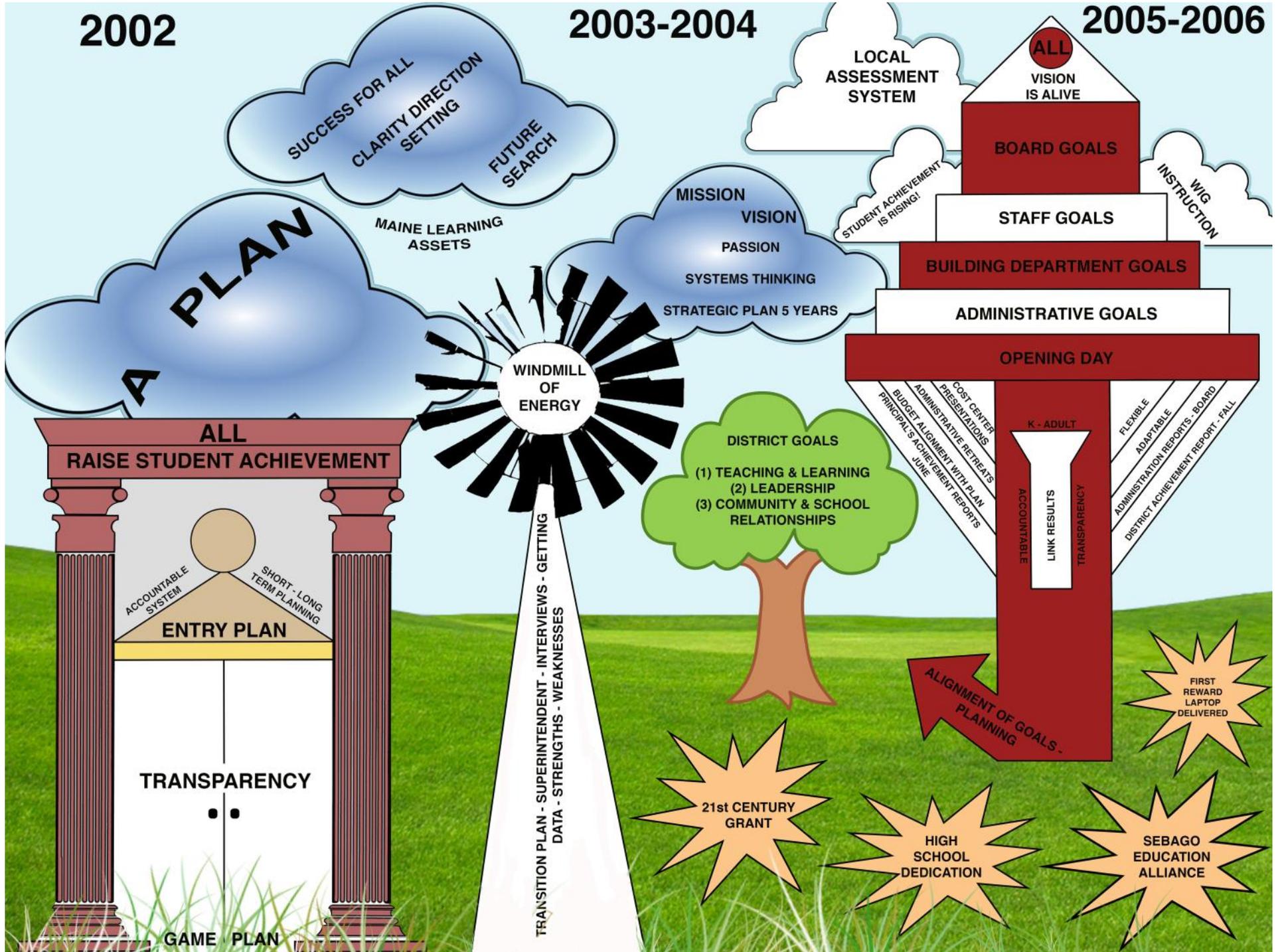
# Progress in RSU14

Content Area	ELA	Math	Social Studies	Science	Health	PE	Career Ed	World Language	Visual Arts	Perf. Arts
Adopted Graduation Standards	√	√	√	√	√	√	√	√	√	√
Crafted Performance Indicators										
9 - Diploma	√	√	√	√	√	√	√	√	√	√
6-8	√				√	√	NA		√	
3-5	√	√			NA	√	NA	NA		
K-2	√	√			NA	√	NA	NA		
Mapped Indicators To Grade Level/Courses	9-12 6-8 3-5 K-2	9-12 3-5 K-2	9-12	9-12 6-8	9-12 6-8	9-12	9-12	9-12	9-12	9-12

2002

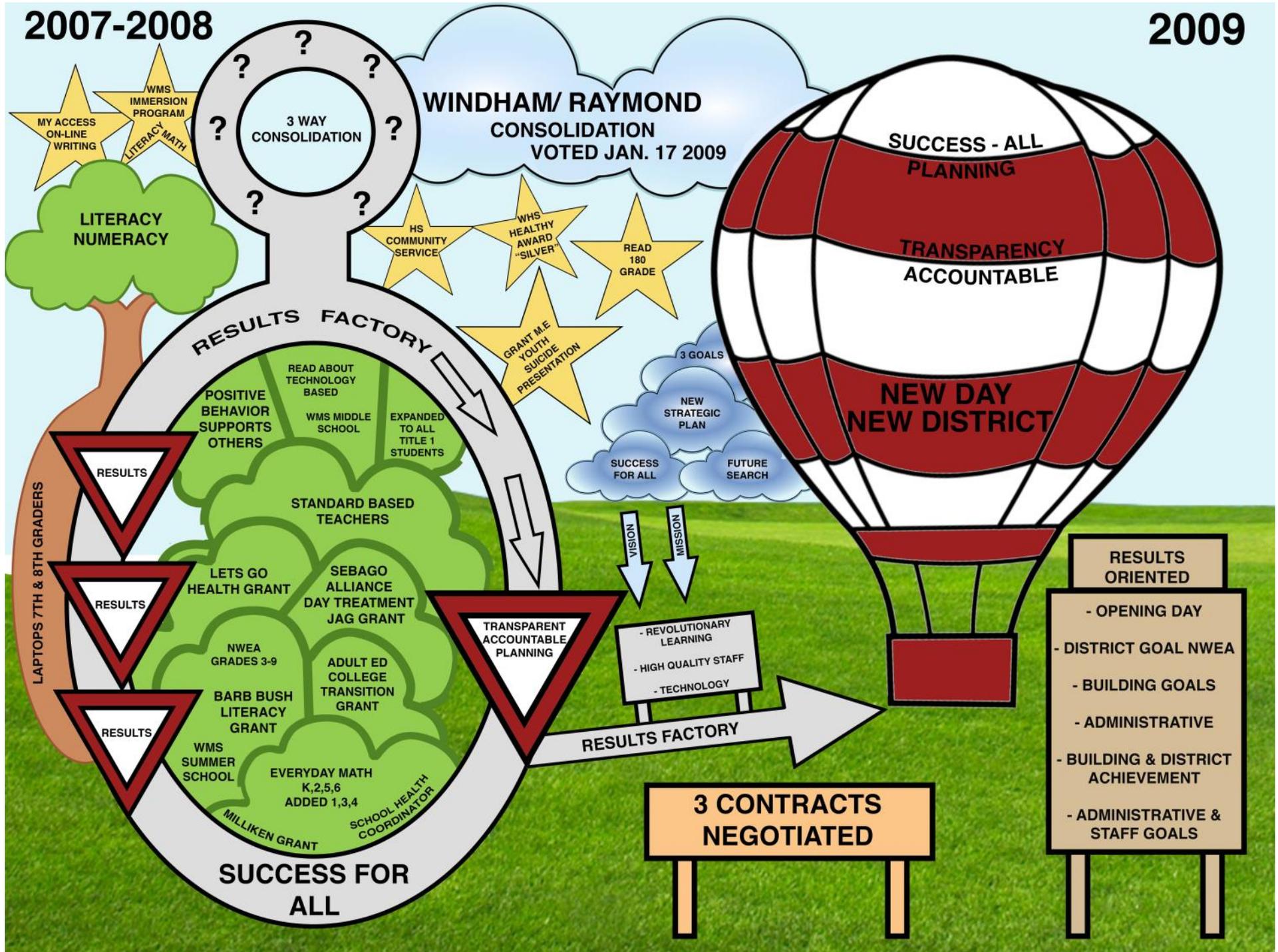
2003-2004

2005-2006



2007-2008

2009



2010-2011



**EVIDENCES**

SWIS DATA REPORTING STUDENT BEHAVIOR

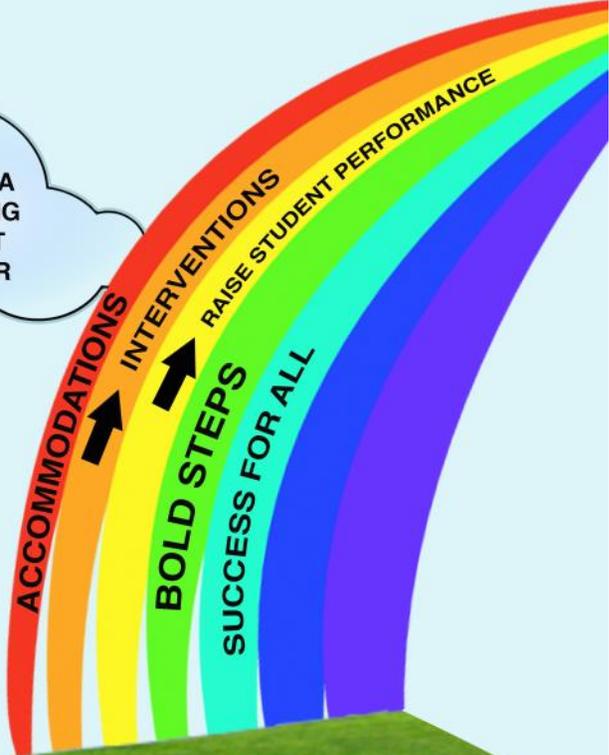
DATA PLCs

21st CENTURY GRANT RSU 14 \$299,000

POLICY DEVELOPMENT CONSOLIDATED OVER 100 POLICIES

INTERVENTIONIST POSITIONS RESTRUCTURED WPS

READING STREET PROGRAM



WMS NEW BLOCK SCHEDULE

RTI POSITION FUNDED

RES NEW STANDARDS BASED TEACHER  
- RTI  
- SWIS

DATA: A NEW STUDENT DATABASE, INFINITE CAMPUS

AIMS WEB

# 2011-2012

\$1 MILLION GRANT  
6-12 CAROL M. WHITE  
PEP GRANT

PRINCIPAL MR. HOWELL REPORTED  
A 38% INCREASE IN THE NUMBER OF  
ADVANCE PLACEMENT EXAMS - 40% INCREASE IN NUMBER  
OF STUDENTS WHO TOOK AN ADVANCE PLACEMENT CLASS.

JSMS REPORTING SYSTEM  
5TH & 6TH NEW LAPTOPS

WHS BOYS  
SWIMMING TEAM  
CAPTURED THEIR  
3RD CONSECUTIVE  
REGIONAL TITLE

NEW ONLINE  
TEACHING TOOL  
ODYSSEY  
WMS & WHS

STEP BY STEP

CUSTOM  
LEARNING

ALL DAY  
KDG  
ADOPTED  
WPS

STANDARD  
BOARD

PILOT NEW

POWER  
STANDARDS

TEACHER  
EVALUATION  
TOOL

NEW ENGLAND  
SPORTS TURF  
MANAGERS  
ASSOCIATION  
SEPT. 2012

50  
YARDS

WHS FIELD  
COVER OF NEW  
ENGLAND  
BLADE

1ST STUDENTS TO HAVE  
A SEAT ON RSU 14  
BOARD OF DIRECTORS  
KALE KNEELAND &  
COLE MORAN

DID YOU  
KNOW  
LAND

RACHEL'S  
CHALLENGE

KRIS GRANT  
ASST. PRINCIPAL  
OF YR 2012

SCHOOL SAFETY PROCEDURES

MAINE  
COHORT  
FOR  
CUSTOMIZED  
LEARNING

MEANINGFUL  
LEARNER

JMG DR.

CAREER COUNSELING  
BLVD.

DAILY  
ATTENDANCE

LOOKOUT  
TOWER  
DISTRICT  
GOAL

2013 - 2014

NATIONAL SEMI FINALIST TOP 10% OF MAINE STUDENTS  
JAMES MCBRIDE COLE MARON TYLER DEFOSSÉ

MANCHESTER SCHOOL LET'S GO! 5-2-1-0 SILVER AWARD

ALL AMERICAN FAMILY HOLIDAY



25 YRS CHAMBER SINGERS



RICHARD NICKERSON 1987 - PRESENT

**HIGHER EDUCATION**

JSMS MORE EFFICIENT HIGH PERFORM SCHOOLS REPOST

USM STEM

DAVID SILVERNAILS REPORT

UNIVERSITY OF SOUTHERN MAINE

ST. JOSEPHS COLLEGE COURSE AT WHS

JSMS 1ST PLACE ELEMENTARY STOCK MARKET COMPETITION

GRADUATION STANDARDS & PERFORMANCE IDENTIFIED FOR PROFICIENCY BASED DIPLOMA

PROTRAXX SOFTWARE CERTIFICATION/ INDUCTION

SEA TECH CAMP

REINVENTING SCHOOLS COALITION

BEA MCGARVEY TRAININGS

STUDENT OWNERSHIP

MACWORTH ISLAND PORTLAND SCHOOLS PARTNERSHIP

PROFICIENCY BASED LEARNING MIND SET



LAND OF AMERI-CORP

GRANT OF \$133,000



JUMPSTART TO KINDERGARTEN PROGRAM

INCLUDES STUDENTS FOR FIRST TIME

LAKE WELLNESS

ALL SCHOOLS MOVE TOWARD LOCALLY GROWN FOOD

NUTRITION VISIONING ACTIVITY

USDA NUTRITION GUIDELINES

LAST YEAR OF PEP GRANT

WMS CAFE MAKEOVER

MAKING MONEY WITH LUNCH PROGRAM

SCHOOLS CHEF

SALAD BARS

SCHOOL NUTRITION AND WELLNESS DIRECTOR

**2013 - 2014**

DEB LUCE  
NOMINATED  
FOR THE 2013  
VETERAN OF  
FOREIGN  
WARS  
SMART/MAHER  
NATIONAL  
CITIZENSHIP  
EDUCATION  
TEACHER  
AWARD

LISA MCLELLAN,  
HS SCIENCE  
TEACHER, HAS  
BEEN CHOSEN  
AS MAINE  
STATE-LEVEL  
FINALIST IN THE  
2013  
PRESIDENTIAL  
AWARD FOR  
EXCELLENCE IN  
MATH AND  
SCIENCE

ELIZA ADAMS, MS  
HEALTH TEACHER,  
NAMED HEALTHY  
SCHOOLS PROGRAM  
AMBASSADOR BY THE  
ALLIANCE FOR  
HEALTHIER GENERATION

CRAIG HALMS,  
REAL SCHOOL TEACHER  
NOMINATED FOR  
GOVERNOR'S FOR  
EXCELLENCE IN  
SERVICE LEARNING

DR. RICK NICKERSON, MUSIC  
TEACHER & CHAMBER  
SINGERS DIRECTOR, IS ONE  
OF 217 QUARTERFINALISTS  
FROM ACROSS THE U.S. FOR  
THE FIRST-EVER MUSIC  
EDUCATOR AWARD

SABRINA NICKERSON,  
MANCHESTER TEACHER  
HAS BEEN AWARDED THE  
LOCAL LEGENDARY MAINE  
IN CIVIL WAR GRANT

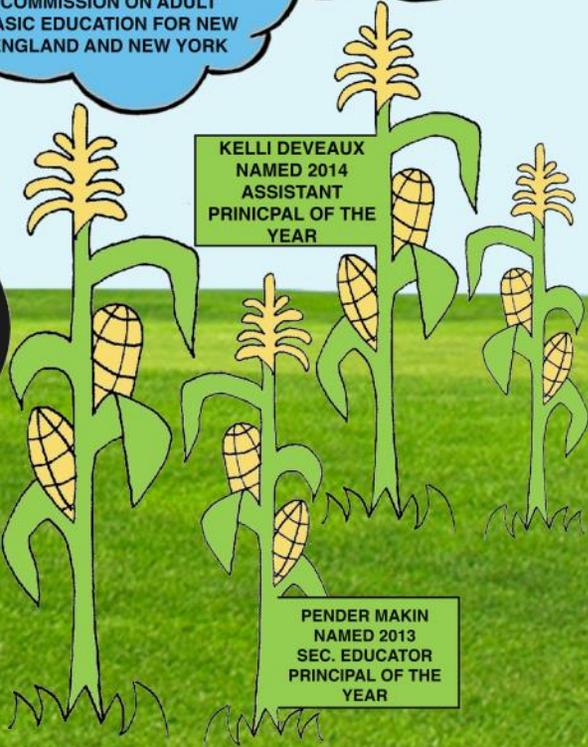
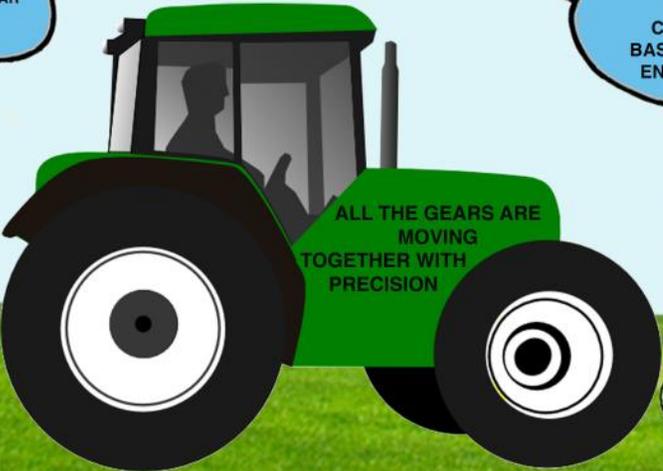
DOUG DAIGLE, HS  
SOCIAL WORKER, HAS  
BEEN SELECTED BY THE  
ADVISORY COMMITTEE  
ON TRUANCY, DROPOUT  
AND ALTERNATIVE  
EDUCATION AS THE  
RECIPIENT OF THE ME.  
DEPT. OF ED.  
COMMISSIONER'S  
RECOGNITION AWARD

PATRICIA GORDON, MUSIC TEACHER,  
HAS BEEN SELECTED TO BE ONE OF  
35 TEACHER LEADERS OF THE  
MAINE ARTS ASSESSMENT INITIATIVE

JEANNE REILLY, FOOD  
SERVICE DIRECTOR, HAS  
BEEN SELECTED FOR THE  
NORTHEAST REGIONAL  
AWARD FOR OUTSTANDING  
DIRECTOR OF THE YEAR

TOM NASH, ADULT  
EDUCATION DIRECTOR, HAS  
BEEN ELECTED  
PRESIDENT OF THE  
COMMISSION ON ADULT  
BASIC EDUCATION FOR NEW  
ENGLAND AND NEW YORK

HEAR YE, HEAR YE.  
WHS WAS RANKED AS  
ONE OF THE TOP 2,000  
HIGH SCHOOLS IN THE  
COUNTRY BY NEWS  
WEEK MAGAZINE



KELLI DEVEAUX  
NAMED 2014  
ASSISTANT  
PRINCIPAL OF THE  
YEAR

PENDER MAKIN  
NAMED 2013  
SEC. EDUCATOR  
PRINCIPAL OF THE  
YEAR



# 2013 - 2014

COACH WAYNE MARTIN WAS HIGHLIGHTED IN THE PORTLAND PRESS HERALD FOR THE OUTSTANDING WORK IN FOSTERING SUCCESS WITH THE HS TENNIS TEAM

BILL HANSEN AWARDED ECOMAINE EXCELLENCE COMMUNITY AWARD

WHS BOYS SWIM TEAM HAS WON THE 2014 MPA SPORTSMANSHIP BANNER

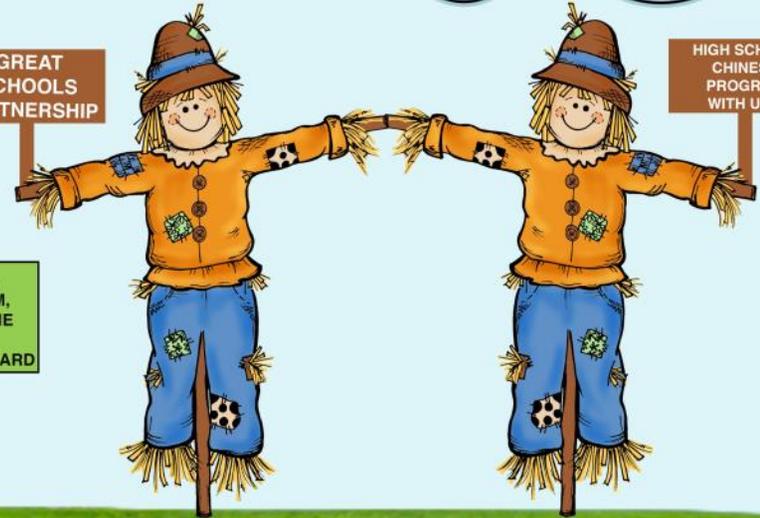
KURT PELLETIER, HAS BEEN NAMED SMAA'S WRESTLING COACH OF THE YEAR

HS BOY'S TENNIS TEAM HAS BEEN AWARDED THE CLASS A WEST GOOD SPORTSMANSHIP BANNER FROM THE MAINE PRINCIPALS ASSOCIATION

JMG'S PROGRAM APPROVES GRANT MONEY FOR A SECOND JMG POSITION AT THE HIGH SCHOOL

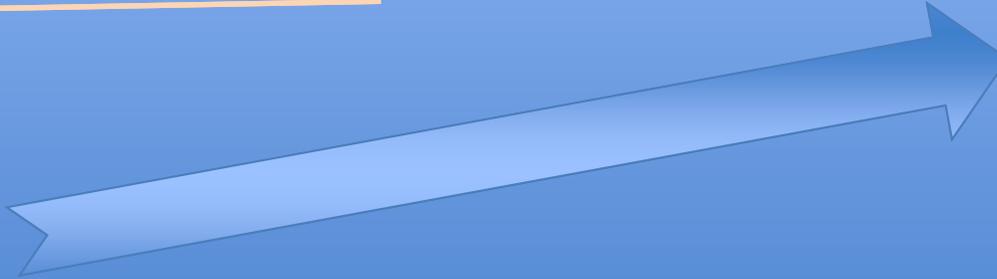
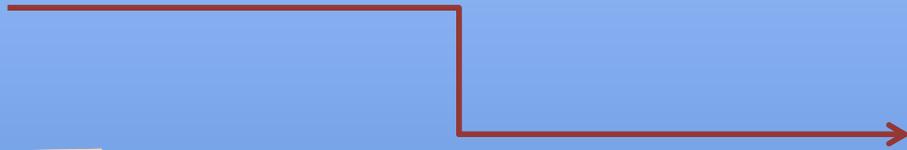
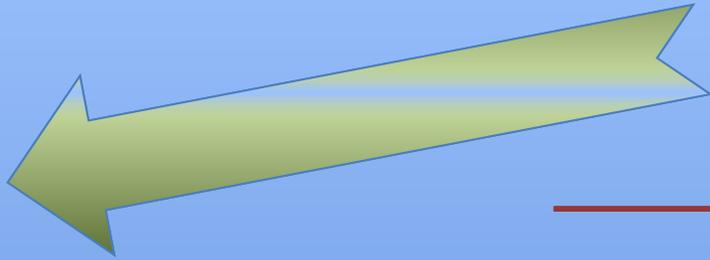


GREAT SCHOOLS PARTNERSHIP



HIGH SCHOOL CHINESE PROGRAM WITH USM

Others



RSU 14

