



**FACSIMILE COVER SHEET**

RSU 54/MSAD 54  
196 WEST FRONT STREET  
SKOWHEGAN, ME 04976

DATE:

10/17/14

TO:

Diana Dorrin

FROM:

Andrew McAniff

RE:

Extension Application

Total Number of Pages (including cover sheet):

13

**If you do not receive the correct number of pages, please call our office immediately (207) 474-9508. FAX number: (207) 474-7422.**



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

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

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

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

## Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

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

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	X
Midcoast	
Penquis	
Washington	
Western Maine	
York	

3. **School Administrative Unit: RSU 54/MSAD 54**
4. **High School(s): Skowhegan Area High School**
5. **Name and title of person completing the extension request:**  
Andrew McAuliff, Assistant Superintendent RSU 54/MSAD 54
6. **Superintendent's name, address, phone number and email:**  
Brent Colbry, Superintendent 196 W. Front St. Skowhegan, ME 04976  
(207)474-9508 bcolbry@msad54.org

### **Evidence of Preparedness**

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

#### **Criteria:**

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

High school administrators and staff have attended conferences focused on the Common Core, the development of standards and proficiency based diplomas. Two staff members recently attended the SBAC and ELA session offered by MECLA. Several faculty members are also registered for the Maine Curriculum Leader's Association offering on proficiency-based diplomas in October, 2014. Over the past few years each department, representing all eight content areas, has developed Power Standards. These standards are aligned with common assessments by grade level and course. The Math Department has piloted the use of detailed standards in their teaching and grading of students. In addition, the entire faculty has been introduced to the Getting to Proficiency website and will spend time reviewing the resources by subject area as we begin to select our SAHS Graduation Standards. Finally, the entire campus, to include

Skowhegan Area High School, Somerset Career and Education Center, Marti Stevens Learning Center (alternative education) and Adult Education, have all met as a combined staff to review the Guiding Principles and to begin collaboration as we work together to provide evidence of student proficiency in the five standards. To expedite, extend and refine our efforts, school-wide, we have hired a consultant to facilitate our work.

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

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

#### **Criteria:**

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

The following multi-year plan has the unanimous approval of all 23 RSU 54/MSAD School Board members. During the past few years the Board has been regularly apprised of the high school's work on standards and thoroughly supports their efforts.

**2014-15:** Select Graduation Standards in all 8 content areas. All staff will be provided with opportunities to become more knowledgeable of the Common Core, SBAC, the development of standards, the Guiding Principles and Proficiency Based Diplomas. Inform all stakeholders (board, parents, students, and community members) of the work that we plan to do over the next few years regarding standards and PBDs. Also, work with K-12 teachers and administrators on articulating curriculum and standards by subject area.

- 1st quarter: Work with curriculum leaders from all eight content areas to explain and discuss the proficiency based diploma legislation. We will also work to define graduation standards, performance indicators, common assessments and rubrics. We will meet as a full campus to discuss the Guiding Principles and to investigate opportunities for students to meet them in their four year journey through high school.
- 2nd quarter: Curriculum leaders will share the above information with their respective departments and begin work investigating the sample graduation standards and any possible alignment with current curriculum. They will also use the Maine Learning Results, Common Core State Standards, and the Next Generation Science Standards to guide their discussions and to ensure alignment. Faculty will continue to work with “Power Standards” selected for each course, though we will work to clarify the definition of standards as we move towards proficiency based diplomas. We will also continue our work as a full campus (Skowhegan Area High School, Somerset Career and Technical Center, Adult Education, and our Alternative Education school) in the discussion of Guiding Principles and how these will be met.
- 3rd quarter: In addition to continued work with standards based instruction with the assistance of our consultant, we will begin discussions on defining proficiency for the students at SAHS. This will provide a strong foundation for us as we work to better understand and implement standards based instruction. We will investigate opportunities to attend sessions on PBD provided throughout the state, and we will also investigate visits to schools who are ahead of us with this

work. We will formally update the Educational Policy and Program sub-committee of the MSAD #54 School Board on our work to date.

4th quarter: We will assess our work to date in our Curriculum Leader group to identify goals for summer projects and to set timelines and action steps by departments. We will also work with district administration on how to best inform parents and community members of the changes that will take place over the next few years at SAHS. In addition, we will begin discussions with K-12 administrators, particularly in the four core departments, related to articulated curriculum throughout the district. (This work has begun with science teachers and was reported to be a successful professional development experience.)

2015-16: Begin to develop common assessments and rubrics for performance indicators in all 8 content areas. Broaden and deepen our work across the campus with Guiding Principles. Update all stakeholders (board, parents, students, and community members) of the work that we plan to do over the next few years regarding standards and PBDs. Continue work with K-12 teachers and administrators on articulating curriculum and standards by subject area.

2016-17: Finalize performance indicators in all 8 content areas as well as the Guiding Principles and seek School Board approval. Finalize graduation policies. Complete work on assessments and rubrics in all 8 content areas, as well as the Guiding Principles for the class of 2021, freshman year. Continue work on assessments and rubrics in all 8 content areas for sophomore year. Update all stakeholders (board, parents, students, and community members) of the work

that we plan to do over the next few years regarding standards and PBDs.

Continue work with K-12 teachers and administrators on articulating curriculum and standards by subject area.

**2017-18:** Implement standards for the class of 2021. Complete work on assessments and rubrics in all 8 content areas and for the Guiding Principles for sophomore year. Review, assess, evaluate, and potentially revise implementation of PBDs and accompanying standards.

**2018-19:** Implement standards for the class of 2022. Complete work on assessments and rubrics in all 8 content areas and for the Guiding Principles for junior year. Review, assess, evaluate, and potentially revise implementation of PBDs and accompanying standards.

**2019-20:** Implement standards for the class of 2023. Complete work on assessments and rubrics in all 8 content areas and for the Guiding Principles for senior year. Review, assess, evaluate, and potentially revise implementation of PBDs and accompanying standards.

**2020-21:** Implement standards for the class of 2024. Graduate class of 2021. Review, assess, evaluate, and potentially revise implementation of PBDs and accompanying standards.

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

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

#### **Criteria:**

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

Informal monitoring of student progress is on-going by classroom teachers through formative assessments in all 8 content areas. Formal assessment of student progress happens 4 times during the school year, midway through the first semester and at the end of the first semester, midway through the second semester and at the end of the second semester in all 8 content areas. Students can receive support through during or after school tutoring, expanded formal class time from 80 minutes every other day to 80 minutes on day 1 and 40 minutes on day 2 in math, Winter School and Summer School. We will also investigate providing a remediation/augmentation block for all during the school day.

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

10. Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures in the following areas:
- Policy:
  - Practice:
  - Community Engagement:
  - One-year Carry Over:

2013-14 transition funds were not used in 2013-14 and carried over to 2014-15.

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

2013-2014 Transition carryover funds,	\$30,462.32
2014-2015 Anticipated Transition funds,	<u>\$30,462.32</u>
Total	\$60,924.64

Intended use:

Great Schools Partnership Consultant	\$15,000
The consultant will meet with School Leadership Group and staff 15 times In 2014-15	
Supplies (for professional development and community engagement)	\$ 2,000
After school and summer work (\$25.00 per hour x 40 hours x 16 staff)	\$16,000
Data management system & training	\$ 5,000
Conferences (throughout 2014-15)	\$ 3,000
Travel (throughout 2014-15)	\$ 1,500
Teacher Leader Stipends (2014-15)	\$ 8,000
Carryover for 2015-16	\$10,424.64

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

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

**RSU 54/MSAD 54**

A regular meeting of the Board of School Directors of RSU 54/MSAD 54 will be held on **THURSDAY, OCTOBER 16, 2014 at 7:00 p.m. at the Skowhegan Area Middle School**

**AGENDA**

1. Call to Order
  - a. Flag Salute
2. Good News and Recognitions – Jennifer Dorman - 2015 Maine Teacher of the Year
3. Approval of Minutes – 10/2/14
4. Communications
  - a. Letters
  - b. School Personnel
  - c. Visitors
5. Committee Reports
  - a. Educational Policy/Program Committee – 10/7/14
  - b. Support Services Committee – 10/9/14
6. Superintendent's Report
  - a. Vacancies, nominations, recommendations
  - b. Report on Assessment Payments to Date
  - c. Report on Universal Lunch Program
  - d. Other
7. Assistant Superintendent and Business Administrator
8. Old and Unfinished Business
9. Introduction of New Business not listed on the Agenda
10. Adjournment

**Future Committee Meeting Dates:**

**Personnel Committee** – Thursday, October 16, 2014 at 6:00 p.m. at Skowhegan Area Middle School  
**Support Services Committee** – Thursday, November 13, 2014, at 6:00 p.m. at Superintendent's Office  
**Educational Policy/Program Committee** – Tuesday, November 18, 2014, at 6:00 p.m. at Superintendent's Office

Any Board member is welcome to attend Committee meetings.

**ADA NOTICE:** If you have special needs that must be met to allow you to fully participate in this meeting, please call the Superintendent's Office at 474-9508.

**RSU 54/MSAD 54**

**Meeting of Board of Directors**

**October 16, 7:00 PM**

**Skowhegan Area Middle School**

A regular meeting of the Board of Directors of Maine School Administrative District No. 54 was held on October 16, 2014, at 7:00 PM at Skowhegan Area Middle School. Tim Spencer\* and Shane Sours\* were absent.

\*excused

5. a. Educational Policy/Program Committee – 10/7/14

**ON A MOTION BY Jean Franklin, seconded by Heidi Chartrand, the Board voted to enter the minutes of the Educational Policy/Program Committee meeting of 10/7/14 into the public record. (687 yes, 232 no)**

Noella DesPres, Chair, reviewed the minutes and asked the Board to vote on the following recommendation:

**ON A MOTION BY Dixie Ring, seconded by Theresa Howard, the Board voted to approve the District request of Extension 5 and the accompanying plan's documents for issuing Proficiency Based Diplomas.**

**The Board unanimously approved the recommendation. (919 yes)**

The next meeting of the Educational Policy/Program Committee is scheduled for November 18<sup>th</sup> at 6:00 p.m.

The complete minutes of the Board meeting will be forthcoming.

Respectfully Submitted,

Brent H. Colbry  
Superintendent of Schools

**Option 5 Authorization Page**

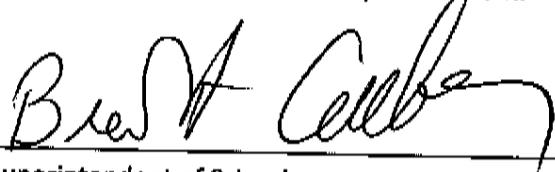
Annually the SAU will host a site review from the Maine DOE. During the annual site visit which must precede June 1, your SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

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

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

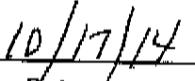
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

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

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

  
\_\_\_\_\_  
Date

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

  
\_\_\_\_\_  
Date