

# Maine School Administrative District No. 60

Berwick Lebanon North Berwick

**Steven B. Connolly**  
*Superintendent of Schools*

**Susan S. Austin**  
*Assistant Superintendent*

**Denise Van Campen**  
*Business Manager*

**Ruth Venell**  
*Special Ed Director*

To: Diana Doiron Date: September 16, 2014

Fax Number: 1-877-227-9838 Number of Pages Including Cover: 41

From:

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| <input type="checkbox"/> Steven B. Connolly, Superintendent  | <input type="checkbox"/> Susan Austin, Asst. Superintendent |
| <input type="checkbox"/> Denise Van Campen, Business Manager   | <input type="checkbox"/> Kevin Moore, Facilities Manager    |
| <input type="checkbox"/> Caitlyn Ramsdell, Payroll   | <input type="checkbox"/> Kathy Vancour, Accounts Payable    |
| <input type="checkbox"/> Maryellen Bourbon, Payroll  | <input type="checkbox"/> Lynn Thyng, Accounts Payable Asst. |
| <input type="checkbox"/> Ellen Larrabee, Payroll   | <input type="checkbox"/> Eva Hamel, Human Resources         |
| <input checked="" type="checkbox"/> Jennifer White, Secretary to the Superintendent & Asst. Superintendent |   |

Message: \_\_\_\_\_  
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**PO Box 819**  
**No. Berwick, ME 03906**  
**Tel: 207-676-2234 - Fax: 207-676-3229**  
**[www.msad60.org](http://www.msad60.org)**



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 4

At the time of the extension application the SAU will:

- Provide evidence of demonstrated preparedness to award diplomas based on proficiency of the standards in English language arts and mathematics in 2018. If there is a demonstrated preparedness to deliver diplomas based on proficiency in the standards of other content areas or the Guiding Principles, include this evidence as well.
- 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

X September 17, 2014, 5 pm

\_\_\_ October 18, 2014, 5 pm

**Superintendent's Region**

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

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	
Washington	
Western Maine	
<b><u>York</u></b>	X

3. **School Administrative Unit:** MSAD #60
4. **High School(s):** Noble High School
5. **Name and title of person completing the extension request:** Joe Findlay, Principal, and Alison Kearney, Assistant Principal; Heidi Early-Hersey, Director of Teaching and Learning; and Steve Connolly, Superintendent.
6. **Superintendent's name, address, phone number and email:** Steve Connolly, PO Box 819 North Berwick, Maine 03906, 207-676-2234, [steve.connolly@msad60.org](mailto:steve.connolly@msad60.org)

**Evidence of Preparedness**

7. **Describe the proficiency-based system in place at the secondary level for students to demonstrate proficiency in English language arts and mathematics. (If there is a demonstrated level of preparedness in other content areas or the Guiding Principles, include these in your description and evidence as well.) 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

**Evidence of Preparedness**

Noble High School is comprised of students from North Berwick, Berwick, and Lebanon, Maine. Forty-seven percent of students are enrolled in the free and reduced lunch program. NHS has two vertical, five-year academies, each comprised of approximately 575 students across grades 8-12. Each vertical academy has

four grade-level teams that are connected through their small learning communities as a semi-autonomous school. Students are grouped heterogeneously. Teamed teachers meet during a common planning block to discuss student development and curriculum. Our academy structure allows each student and parent to have a clearer line of communication, which over time supports quicker, more personalized and responsive solutions to student needs. We believe that through these efforts we enhance each student's learning and success.

Our core values and beliefs drive and support students' achievement of our learning expectations; they also serve as the foundation for the components of our personalized learning model. The NHS Core Values and Beliefs Statement is as follows: *"At Noble High School, we believe all students can learn when provided with a rigorous and personalized education. We use transparent and democratic practices to foster a community of learners that values trust, decency, and equity for all. By creating authentic opportunities for collaboration, performance, and meaningful work, we seek to prepare students through mastery of skills and knowledge so they may participate capably and responsibly in society."* Closely associated with crafting this statement was the generation of the NHS 21st Century Learning Expectations (Supplemental Evidence 1), which are divided into academic, social, and civic domains; NHS 21st Century Learning Expectations align with Maine's Guiding Principles/Standards, which are a part of the Maine Learning Results Parameters for Essential Instruction (Crosswalk: Maine Guiding Principles vs. NHS 21st Century Learning Expectations- Supplemental Evidence 2). During 2013-2014, the NHS School-wide Rubric Committee drafted and piloted school-wide, analytic rubrics to assess student proficiency in each of the NHS 21st Century Learning Expectations. We will be officially implementing the NHS School-wide Rubrics (Supplemental Evidence 3) during 2014-2015. These rubrics also allow us to be in compliance with standards set forth by NEASC and Maine Law LD 1422. Moreover, our proposed plan for the implementation of these rubrics will require that specified departments/content areas be exclusively responsible for assessing students with an assigned school-wide rubric.

Many department/content area Graduation Standards overlap with NHS 21st Century Learning Expectations (e.g., NHS 21st Century Learning Expectation- *Writing* and English Department Graduation Standard- *Writing*); therefore, the school-wide rubrics serve as common assessment tools to determine a student's proficiency in NHS 21st Century Learning Expectations, Graduation Standards, or, in the case of overlap, both. Over the course of five years at Noble High School, students will be required to demonstrate proficiency in each of the NHS 21st Century Learning Expectations. To support our students in reaching this goal, our system has been purposefully designed to ensure that all students are able to practice and achieve each learning expectation multiple times. Each subject area department has taken direct responsibility for teaching particular learning expectation; assignments were based upon alignment with individual, department specific Graduation Standards. The Crosswalk: NHS 21st Century Learning Expectations (School-wide Rubrics) vs. Departments (NHS Graduation Standards)-Supplemental Evidence 4 document shows that all NHS students have a comparable and equitable opportunity to be assessed through school-wide rubrics on our 21st Century Learning Expectations.

This work has had a significant impact on our teachers in terms of time and effort. All eight content areas have aligned their curricula with the Common Core, Next Generation Science Standards and/or Maine Learning Results. They have reconfigured their grade books, developed new instructional units and have developed common assessments. The School Board has been regularly informed of all curricular and grading changes and has changed district policies to support this work and align with state statutes. All parents and students have been informed of the proficiency-based changes the school is making.

We are prepared to implement the awarding of proficiency-based diplomas in all content areas and the Guiding Principles beginning with the class of 2018 with the exception of the content area of world languages. While the world language teachers (Chinese, Spanish and French) have aligned their curricula, instructional units and assessments, we currently do not have the staff available to meet the needs of all students by 2018; therefore, we are applying for "Extension 4" to help us meet this need. World language teachers are currently developing a world language curriculum designed to accommodate all students in grade eight or nine beginning in the school year 2015-16. The world language teachers will work as a team during the 2014-15 school year to develop this course. We have hired a part-time, certified teacher to help lead this work. This project will be completed by the end of the 2014-15 school year and be fully implemented in the fall of 2015.

### 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 English language arts and mathematics in 2018. (If there is a demonstrated level of preparedness in other content areas or the Guiding Principles, include these in your description and evidence as well.) The description should include benchmarks and metrics for the 2014-2015 school year and benchmarks for each year for which the extension is requested to reach the ultimate goal of awarding proficiency-based diplomas in eight content areas and 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:

- 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

### ***Proficiency and Standards-based Grading System***

The Noble High School plan is aligned with the MSAD 60 shared vision focus areas that include:

- *Personalization* of Learning and student centered practices
- *Equity* of both opportunity and outcome for MSAD 60 learners
- Preparing students for *21st century success*
- School-community *partnership*
- Common Core implementation in Math and Reading
- An effective K-12 RTI System
- Proficiency and standards-based education by 9/2/14
- Graduation rate of 80% by class of 2014 and 90% by class of 2016
- Clear academic vision K-12 through a clearly articulated, guaranteed, and viable curriculum
- Develop a culture of excellence through the establishment of professional learning communities

In addition to these focus areas, the design of our standards and proficiency-based grading system is based on a number of other principles: we communicate to students exactly which skills and knowledge they will study and practice; we create opportunities for practice and check in to see how much they are learning; we design assessments that identify what students know and can do; we give them multiple opportunities to demonstrate proficiency; we demand that students demonstrate proficiency in all standards, not just some; and we ensure our grades are accurate indicators of what students know and can do by assigning a separate "Work Habits" grade. At NHS, we have defined three levels of proficiency: **distinguished**, **advanced** and **basic**. At the distinguished level, the student has mastered the targeted skills and knowledge for the grade level and understands and applies key concepts and skills with sophistication, consistency and independence, using challenging texts, sources or materials. The distinguished level of proficiency corresponds to the letter grades A+, A, and A-. At the advanced level of proficiency, the student has consistently demonstrated the targeted skills and knowledge for the class and can apply them at the advanced level as described by the class' rubrics using grade-level or higher texts, sources or materials. The advanced level of proficiency corresponds to letter grades B+, B, and B-. At the basic level of proficiency, the student has demonstrated the targeted skills and knowledge at a basic level and can apply them at an acceptable level as defined by the class' rubrics/scoring guides. The basic level of proficiency corresponds to letter grades C+, C, and C-. Students who do not meet the basic level of proficiency receive an NM (Does Not Meet).

**NHS Graduation Standards, Work Habits, & Tracking Student Progress**

Teachers have studied content areas standards including the Common Core State Standards for Math and English Language Arts, the Next Generation Science Standards, and the Maine Learning Results; we have grouped these standards into clusters of skills, behaviors, and knowledge called Graduation Standards. At Noble High School, we have interpreted Maine Law: *An Act to Prepare Maine People for the Future Economy*, which states that students must meet “all standards in all content areas,” to mean that our students in the graduating class of 2018 and beyond must show basic proficiency in all of our Graduation Standards in order to get a diploma. To earn credit for a course, students in the class of 2018 and beyond must meet all of the Graduation Standards at a minimum of a basic level.

To track students’ progress in demonstrating proficiency in a course’s Graduation Standards, teachers will arrange their Infinite Campus grade books with the course’s Graduation Standards as categories (Supplemental Evidence 5A). Each assessment is aligned with one or more Graduation Standards and is recorded in Infinite Campus accordingly. By arranging grade books by Graduation Standards, teachers can clearly communicate to students and parents how a student is doing in terms of demonstrating proficiency in each standard. We will not be reporting students’ grades in each Graduation Standard on the report card. In our system, a student will receive two grades in each course: a grade that represents the cumulative average of assessment scores within the Graduation Standards associated with the course (See Table1) and a grade for Work Habits (Discussed below; See Table 2).

**Table 1:** Contributing factors toward a student’s cumulative average (based upon Graduation Standards)

Graduation Standard Grade
<p><b>What is included?</b> Any assessment which measures a student’s progress and/or proficiency in a Graduation Standard and which receives a grade in Infinite Campus. Some assessments will assess only one Graduation Standard, while others might assess multiple Graduation Standards (e.g. a test with multiple sections might assess Word Knowledge and Analyzing Literature).</p> <p><b>Summative Assessments:</b> Given at the end of units to assess a student’s understanding of skills and knowledge and to see how well students can demonstrate their learning.</p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> performance assessments, cumulative projects, essays, unit tests, etc.</li> </ul> <p><b>Interim Assessments:</b> Given throughout units to assess a student’s progress and current understanding of skills and knowledge. These can be used to monitor how well a student might perform on a future summative assessment.</p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> graded homework, quizzes, shorter essays &amp; responses, smaller projects, etc.</li> </ul>

We also believe that it is critical that students develop strong work habits as well as content based knowledge and skills, which is why all teachers will also have an additional grade book category called Work Habits (WH). Work Habits will be assessed through the use of a schoolwide, analytic rubric. However, this category will not be averaged into the final grade, and will be weighted at zero, but reported separately on progress reports, report cards, and transcripts. In order to ensure that a student’s grade in the academic standards is a true depiction of what he/she can know and can do, a separate Work Habits grade must be assigned.

**Table 2:** Contributing factors toward a student’s grade in Work Habits

Work Habits Grade
<p><b>What is included?</b></p>

This grade reflects a student's proficiency at managing time and deadlines effectively, being prepared for class, and maintaining an effective organizational system. It's important for students to develop strong work habits as well as content knowledge. The NHS schoolwide Work Habits rubric will be used to assess students.

**Practice Assignments:** Given throughout units as a way for students to practice key skills associated with Graduation Standards and to prepare for graded assessments. Practice assignments **will not** be graded, but **will** be recorded in Infinite Campus and factor into the Work Habits grade. The Work Habits grade is shown on the transcript.

**Check Ins:** Students will have **at least 3** Work Habits check-ins throughout each semester. Students will have the opportunity to self-assess their Work Habits and be assessed by the teacher.

**Notes:**

- Students will be informed if an assignment is considered non-graded practice or a graded assessment.
- Work Habits might also be assessed separately for certain graded assessments.

During 2014-2015, a student in grades 8, 10, 11 or 12 will need to have an academic cumulative average of 75% or higher to receive credit in a course (i.e., they will not be required to obtain a passing average within each Graduation Standard associated with a course as long as the cumulative average is passing); a passing grade in Work Habits is denoted by a 75% or higher. During 2014-2015, a student in grade 9 must demonstrate basic proficiency (75%) in all of the course's Graduation Standards to receive credit for the course. If a student's cumulative average within a course is above a 75%, but the student has a failing average in one or more Graduation Standards, the course grade will be preceded by the letter "I" for "Incomplete." Students can only graduate after all "Incomplete" notations have been removed from their grades.

Students may remove an "Incomplete" notation by attending Standards Recovery Classes to demonstrate proficiency in the previously unmet Graduation Standards; these courses are available during the school year and during the summer. A summary of our grading policy is described in the document NHS Grading System, 2014-2015 (Supplemental Evidence 5B).

### ***Common Assessments***

Content area departments will continue to work collaboratively to develop common assessments associated with Graduation Standards. These assessments will be reviewed, validated, and scored collaboratively within departments. During the validation process, departments will be using validation tools (NHS Common Assessment Tuning Protocol- Supplemental Evidence 6). Assessments will be reviewed to ensure alignment to 21st Century Learning Expectations and/or content area Graduation Standards (i.e., based upon CCSS, MLRs, and/or NGSS); to ensure the assessment is a reflection of the skills and knowledge outlined within the standards; and to ensure the assessments are scheduled properly in terms of the scope and sequence specified by the course/content area.

### ***Curriculum Alignment K-12***

Content areas will continue to coordinate curriculum and continue to construct common unit frames according to the Understanding by Design backwards planning model. These unit frames will be created using a common, MSAD 60 UBD Unit Template (Supplemental Evidence 7) and will identify the unit's alignment to standards/learning expectations, essential questions, formative/summative assessments, and key vocabulary.

We will continue to work on areas of common assessments, curriculum alignment, and grading practices during our Late Start Thursday professional development time and Best Practices/PLC meetings (Supplemental Evidence 8).

### **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**

#### ***Response to Intervention (RTI)/ Grade 9 Transition Team/Student Support Team***

We will be continuing to improve our Response to Intervention (RTI) system in order to support all students. We consider academic and behavioral interventions to be an extension of our instructional program. RTI will help support students who are struggling to demonstrate proficiency in Graduation Standards and 21st Century Learning Expectations. Teachers will work collaboratively regularly during interdisciplinary team meetings to select intervention options which are implemented before, during, or after school (i.e., aligned to Tier I, II, or III strategies); teachers will also document and monitor the implementation and results of intervention strategies. Each student with an RTI plan will be assigned a teacher advocate who will communicate information about the student's plan to off team stakeholders; RTI plans will be housed within Infinite Campus and allow for plans to be tracked year-to-year as the student progresses through subsequent grade levels. Our Grade 9 Transition Team will further develop an orientation plan for the first day of school to better acclimate freshmen to the operation of the school and learning expectations. That plan will be developed during the summer of 2015 and submitted to the Noble Administrative Team before August, 2015. Additionally, Student Support Teams will continue their work to improve attendance and academic performance. The Administrative Team will solicit teacher participation, chair team meetings, and monitor adherence to the support plans; teacher volunteers will attend meetings and establish protocols. Rosters of participants and preliminary meeting dates will be established and presented to the principal by October 1, 2014.

#### ***KnightTime***

Beginning in 2014-2015, Noble High School will implement a combination intervention and advisory program for students called KnightTime which occurs in school for forty five minutes, four days a week. This program will also serve as a component to our Tier I RTI system. KnightTime advisors meet with students in small groups; advisors will utilize Infinite Campus data regarding each student's progress in achieving our Graduation Standards to develop an individualized plan for enrichment, support, and/or intervention. A student may need additional support or may need materials and concepts to be reinforced in order to demonstrate proficiency in a standard. Additionally, students may benefit from additional enrichment and learning opportunities to move from one level of proficiency to the next. NHS believes that this kind of intervention will promote academic success in meeting our Graduation Standards, foster relationships, and build a community of learners (*Supplemental Evidence 9- KnightTime Handbook*).

#### ***Academic Support Centers***

Noble High School offers a number of academic support services to assist students with meeting Graduation Standards/21st Century Learning Expectations. The NHS Writing Center provides student-to-student writing consulting services and provides support for students struggling to meet Graduation Standards; the NHS Math Lab provides individual and small group support for students struggling to meet math Graduation Standards; and the NHS Literacy Center provides small group instruction for identified students.

#### ***Standards Recovery Options***

Noble High School currently offers a credit recovery program that allows students to make up credit in core courses (e.g., math, English, social studies, science). This program is offered during the school day, after

school, and for four weeks during the summer. Next year, Subject Area Coordinators and teachers will revise existing credit recovery and summer school curricula to ensure that the materials align to current Graduation Standards. Recovery curriculum will be reviewed to ensure that it allows students to meet a basic level of proficiency within a Graduation Standard and that it can exist in an online format. For the class of 2018, standards recovery options will be developed for performing/visual arts and PE/health, and for the class of 2020, standards recovery options will be developed for world languages.

### ***Multiple/Flexible Pathways***

Noble High School currently offers multiple pathways for students to earn credit and demonstrate proficiency in meeting Graduation Standards. These multiple pathways include: Honors Options for most courses for students who are looking for additional challenges and learning opportunities; Advanced Placement (AP) courses for students looking to experience a college level course and possibly earn college credit; a program called "Multiple Pathways" for students who have demonstrated the need for a more personalized and supportive approach to learning. Program components include service learning, job site visits, Outward Bound and Project Adventure activities, wilderness hikes and cultural field trips; Project Excel provides in-school programs in the arts by inviting visiting artists to work with students in theatre, music, and creative writing; EXCEL teachers and interdisciplinary teams work collaboratively to provide richer and more rigorous curricular connections for students who seek a more challenging educational experience; and multiple programs for students interested in earning college credit, including: a Dual Enrollment Program, Academ-e, CLEP, and Cisco Networking. Under certain circumstances, NHS students may also be given the opportunity to do independent study work with a supervising teacher. Additionally, as was described under *Supports & Interventions*, some students may require additional opportunities to meet Graduation Standards (e.g., standards recovery, summer school). Within the classroom, teachers must provide multiple assessment opportunities within each Graduation Standard. This allows students to build a body of work to demonstrate their proficiency. For any graduation standard assessed within a given semester, teachers must enter a minimum of three (3) pieces of graded work (e.g., summative assessments, interim assessments, etc.) within each standard in Infinite Campus. Some students require more time to meet a set deadline, even if they have been working hard to finish the assigned task. If a student requires more time to finish graded work (i.e., projects, papers/essays, research), they may submit an NHS Extension Form (Supplemental Evidence 10), which will enable them to get more time to finish a task without a penalty on their Work Habits grade.

In addition to supporting our proficiency and standards-based system of teaching all of the aforementioned supports and interventions also serve to improve our graduation rates (see Table 3).

**Table 3. NHS Graduation Rates**

<b>Data:</b>	<i>Graduation Rate 2009 – 74.65%</i>	<i>Graduation Rate 2013 – 87.64%</i>
	<i>Graduation Rate 2010 – 80.95%</i>	<i>Graduation Rate 2014 - Pending</i>
	<i>Graduation Rate 2011 – 85.10%</i>	
	<i>Graduation Rate 2012 – 78.99%</i>	

### **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:** The MSAD #60 Board of Directors met during open session to discuss necessary district policy changes (i.e., IKF, IKFF, IKD, IKC, IKA, and IKE). There were no associated costs for this work, and scheduled Professional Development time was utilized at Noble High School for related drafting of recommended policies.

**Practice:** \$32,128.24 was expended from the Proficiency-Based Graduation funds.

**Literacy Institute - 67%**

The majority was expended on a Literacy Institute offered in June, 2014; each teacher received a stipend of \$150 per day - \$450 for the three-day institute (costs also include fringe benefits). A total of 47 teachers participated in the institute. Four educational technicians received their per-diem pay to also attend the institute. The total funds expended was \$21,947.64. The intent of the institute was to bolster teacher implementation of CCSS literacy skills in support of proficiency-based graduation.

**CCSS Pilot Work -31%**

Common Core State Standards Pilot Curriculum Team received a stipend for participating in the development of new curriculum materials in math and ELA that aligned with the CCSS. They also collected initial data on the curriculum's effectiveness during the pilot year. This staff also took on leadership roles within their schools to assist transition from pilot to full implementation. Each pilot teacher received a stipend of \$500. The total stipend and fringe benefit cost of this work was \$10,180.60

**Community Engagement:** There were no financial costs associated with this work. Board workshops were open to the public, and staff workshops occurred during already scheduled professional development time.

**One-Year Carry Over:** \$799.54 (2%)

**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**

Curriculum alignment is a systemic, K-12 endeavor. In addition to the work toward proficiency-based graduation taking place at Noble High School, a great deal of foundational work is underway in grades K-7. Teachers of grades K-7 are implementing newly developed curriculum in English Language Arts as of this September that is fully aligned to the skills and knowledge in the Common Core State Standards. A smaller group of K-5 teachers are piloting a new Common Core aligned math curriculum. The math pilot team will meet throughout the year to continue the develop that curriculum, discuss it's effectiveness and reflect on student performance. These teachers will act as leaders on their grade level teams and their input will be instrumental as our district decides which approach will best support our K-5 students in achieving the necessary proficiencies in Mathematics. If the pilot curriculum is effective, then STAR achievement data should show higher levels of mathematics achievement than their peers, who did not experience the pilot math curriculum.

In addition to a K-5 pilot of new math curriculum, a smaller group of teacher leaders will work with our district Health Coordinator to develop a clearly defined scope and sequence for Health Education that reflects the skills, knowledge and priorities outlined in the Maine Learning Results. This area is one we have identified as a weakness for our district. This work will bring increased consistency, cohesion and integrity to our health education program.

At the end of the 2014-2015 school year we plan to run our second annual NHS Summer Curriculum Institute which will allow approximately 20 teachers to work collaboratively to review skills and knowledge within Graduation Standards; continue to complete common assessments and UbD unit frames; tune common assessments; and analyze student achievement data.

For explanations of expected impact of the world language program development, see detailed descriptions in previous sections.

**Proposed Budget FY 2015**

<b>Activity</b>	<b>Cost</b>	<b>Completion Date</b>
1. Development of a proficiency-based world language program for all students; cost to include teacher release time, stipends for additional work and resources/ materials to support a new world language course.	<b>\$ 9800.00</b>	<b>May 30, 2015</b>
2. Summer High School Curriculum Institute. 19 teacher stipends at \$400/ each	<b>\$7600.00</b>	<b>June 30, 2014</b>
3. Math Pilot teacher stipends, including fringe benefits 14 teachers @ \$700 each	<b>\$10, 245.00</b>	<b>June 1, 2015</b>
4. Subs for teacher release time to work on curriculum alignment. 78 days @ \$65/day, plus fringe benefits	<b>\$5300.00</b>	<b>June 1, 2015</b>
5. Health curriculum development teacher stipends for participation and leadership 2 teachers @ \$500 each	<b>\$1045.00</b>	<b>June 1, 2015</b>
Carryover from FY 2014	<b>\$799. 54</b>	
<b>Total</b>	<b>\$34,789.54</b>	

**Option 4 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.

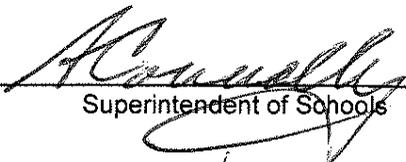
We certify that the criteria for awarding a diploma beginning after January 1, 2018 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

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

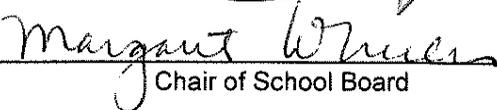
- B. Demonstrate proficiency in meeting state standards in English language arts and mathematics of the system of learning results established under section 6209;
- D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.

We certify that the criteria for awarding diplomas beginning after July 1, 2020 will include the addition of the following criteria from Maine Revised Statutes 20-A §4722-A:

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

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

September 15, 2014  
Date

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

September 15, 2014  
Date

*"At Noble High School, we believe all students can learn when provided with a rigorous and personalized education. We use transparent and democratic practices to foster a community of learners that values trust, decency, and equity for all. By creating authentic opportunities for collaboration, performance, and meaningful work, we seek to prepare students through mastery of skills and knowledge so they may participate capably and responsibly in society."*

# NOBLE HIGH SCHOOL

## 21st CENTURY LEARNING EXPECTATIONS:

### ACADEMIC EXPECTATIONS

**A1. Effective Communication:** Communicates clearly and effectively in a variety of formats.

- i. **Written Communication**
- ii. **Presentations**

**A2. Critical Thinking:** Creatively and accurately applies content knowledge and critical thinking skills to solve novel problems

**A3. Creative Use of Resources:**

- i. **Research-** Uses books, other library resources, interviews, and technology effectively to perform research; Integrates and applies information across disciplines;
- ii. **Technology-** Uses technology to research, solve problems, and design presentations, documents, and other products in a legal and ethical fashion.
- iii. **Design and Professionalism** - Creates neat, well-designed, and professional products.

**A4. Work Habits:** Demonstrates that he or she is a self-directed learner by completing work on time and maintaining an effective organizational system.

### SOCIAL EXPECTATIONS

**S1. Collaboration:** Interacts, collaborates, and communicates effectively with others.

**S2. Social Responsibility and Awareness:** Manages personal behavior effectively with consideration for the community.

### CIVIC EXPECTATIONS

**C1. Informed Citizenship:** Exemplifies the characteristics of an informed voter by demonstrating an understanding of governmental processes, global issues, the challenges and opportunities associated with diversity, and the impact of personal actions on the wider community. \*

*\*Students will demonstrate proficiency in the Informed Citizenship expectation by successfully completing their Social Studies coursework for senior year.*

Approved: 5/2014

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**NHS 21st Century Learning Expectations (A-Academic, S-Social, C-Civic)**

- |   |  |                                  |
|---|--|----------------------------------|
| A1. <u>Effective Communication- i. Writing</u>                        | S1. <u>Collaboration</u>                       | C1. <u>Informed Citizenship*</u> |
| A1. <u>Effective Communication- ii. Presentation</u>                  | S2. <u>Social Responsibility and Awareness</u> |                                  |
| A2. <u>Critical Thinking</u>  |  |                                  |
| A3. <u>Creative Use of Resources- i. Research</u>                     |  |                                  |
| A3. <u>Creative Use of Resources- ii. Technology</u>                  |  |                                  |
| A3. <u>Creative Use of Resources- iii. Design and Professionalism</u> |  |                                  |
| A4. <u>Work Habits</u>  |  |                                  |

**Crosswalk: Maine's Guiding Principles & NHS' 21st Century Learning Expectations**

<b>Maine's Guiding Principles*</b> (Part of The Maine Learning Results: Parameters for Essential Instruction)	<b>Maine's Guiding Principles Standards**</b>	<b>NHS 21st Century Learning Expectations</b> (To be assessed with school-wide, analytic rubrics)
<p><b>A. A clear and effective communicator who:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates organized and purposeful communication in English and at least one other language (A1-i., A1-ii.)</li> <li>• Uses evidence and logic appropriately in communication (A1-i., A1-ii., A3-i))</li> <li>• Adjusts communication based on the audience (A1-i., A1-ii.)</li> <li>• Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions) (A1-i., A1-ii., A3-i, A3-ii, A3-iii)</li> </ul>	<p><b>A. A Clear and Effective Communication</b>                      Standard A: Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes.</p>	<p>A1. <b>Effective Communication- i. Writing</b>                      A1. <b>Effective Communication- ii. Presentation</b>                      A3. <b>Creative Use of Resources- i. Research</b>                      A3. <b>Creative Use of Resources- ii. Technology</b>                      A3. <b>Creative Use of Resources- iii. Design and Professionalism</b></p>
<p><b>B. A self-directed and lifelong learner who:</b></p> <ul style="list-style-type: none"> <li>• Recognizes the need for information and locates and evaluates resources (A3-i)</li> <li>• Applies knowledge to set goals and make informed decisions (C1)</li> <li>• Applies knowledge in new contexts (A2)</li> <li>• Demonstrates initiative and independence (A4)</li> <li>• Demonstrates flexibility including the ability to learn, unlearn and relearn (A4)</li> <li>• Demonstrates reliability and concern for quality (A4, A3)</li> <li>• Uses interpersonal skills to learn and work with individuals from diverse backgrounds (S2,S1)</li> </ul>	<p><b>B. A Self-Directed and Lifelong Learner</b>                      Standard B: Understands the importance of embracing and nurturing a growth mindset.</p>	<p>A3. <b>Creative Use of Resources- i. Research</b>                      C1. <b>Informed Citizenship</b>                      A2. <b>Critical Thinking</b>                      A4. <b>Work Habits</b>                      A3. <b>Creative Use of Resources- iii. Design and Professionalism</b>                      S2. <b>Social Responsibility and Awareness</b>                      S1. <b>Collaboration</b></p>

<p><b>C. A creative and practical problem solver who:</b></p> <ul style="list-style-type: none"> <li>• Observes and evaluates situations to define problems (A2)</li> <li>• Frames questions, makes predictions and designs data/information collection and analysis strategies (A2)</li> <li>• Identifies patterns, trends and relationships that apply to solutions (A2)</li> <li>• Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response (A2, A1-i, A1-ii)</li> <li>• Sees opportunities, finds resources and seeks results (A2, A3-i)</li> <li>• Uses information and technology to solve problems (A2, A3-ii)</li> <li>• Perseveres in challenging situations (A4)</li> </ul>	<p><b>C. A Creative and Practical Problem Solver Who:</b> Standard C: Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one.</p>	<p>A2. Critical Thinking A3. Creative Use of Resources- i. Research A3. Creative Use of Resources- ii. Technology A1. Effective Communication- i. Writing A1. Effective Communication- ii. Presentation A4. Work Habits</p>
<p><b>D. A responsible and involved citizen who:</b></p> <ul style="list-style-type: none"> <li>• Participates positively in the community and designs creative solutions to meet human needs and wants (S2, C1)</li> <li>• Accepts responsibility for personal decisions and actions (S2)</li> <li>• Demonstrates ethical behavior and the moral courage to sustain it (S2)</li> <li>• Understands and respects diversity</li> <li>• Displays global awareness and economic and civic literacy (C1)</li> <li>• Demonstrates awareness of personal and community health and wellness (S2)</li> </ul>	<p><b>D. A Responsible and Involved Citizen</b> Standard D: Understands the interdependence within and across systems and brings to each situation the appropriate actions.</p>	<p>S2. Social Responsibility and Awareness C1. Informed Citizenship</p>
<p><b>E. An integrative and informed thinker who:</b></p> <ul style="list-style-type: none"> <li>• Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology (A2, A3-ii)</li> <li>• Evaluates and synthesizes information from multiple sources (A1, S2, A3-i)</li> <li>• Applies ideas across disciplines (A1-i, A3-i)</li> <li>• Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes (C1, A-i, A3-i)</li> </ul>	<p><b>E. An Integrative and Informed Thinker</b> Standard E: Is skilled at using complex reasoning processes to make meaning</p>	<p>A1. Effective Communication- i. Writing A1. Effective Communication- ii. Presentation A2. Critical Thinking A3. Creative Use of Resources- i. Research A3. Creative Use of Resources- ii. Technology C1. Informed Citizenship</p>

\*The knowledge and skills described in the Maine Department of Education Regulation 132 support Maine students in achieving the goals established in Maine's Guiding Principles. \*\* The following Guiding Principles standards were developed in response to Public Law 669, Section 9 Development of standards based tools.



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**Noble High School**  
**21st Century Learning Expectations**  
*Departmental/Subject-area Crosswalk for School-wide Rubrics*

**Goal: *Why are we conducting a school-wide rubrics crosswalk?***

Over the course of four years at Noble High School, students will be able to achieve an acceptable level of performance for each of the 21st Century Learning Expectations **on the accompanying school-wide rubrics**. To **support our students** in reaching this goal, Noble High School will purposefully design a system to ensure that all students are able to practice and achieve each learning expectation. **Each subject-area department will take direct responsibility for teaching particular learning expectations.** Students will take multiple courses that address each learning expectation. A crosswalk is a simple procedure that involves a side-by-side analysis. This crosswalk will ensure that students will have a comparable and equitable opportunity to be assessed on these learning expectations throughout their required coursework/experiences at Noble High School.

21st Century Learning Expectation/ School-Wide Rubric	Department								Total Assessment Opportunities (Minimum)
	English ELA-3: Writing	Math	Social Studies HIST-1: Accessing & Analyzing Information	Science SCI-2: Experimental Design	Visual & Performing Arts	Health & PE HPE-8: Participation & Engagement HPE-7: Personal & Social Interactions	Student-led Conference Roundtable	Senior Project	
Writing	XXXX						XXX	X	7
Presentation							XXX	X	4
Creative Use of Resources I. Research iii Technology iii Design & Professionalism			XXX					X	4
Critical Thinking				XXXX					4
Work Habits	XXXXX	XXXXXX	XXX	XXXX	X or XX	XX		X	21
Social Responsibility & Awareness						XXXX			4
Collaboration						XXXX			4
Informed Citizenship ++			X						1

++Students will demonstrate proficiency in the Informed Citizenship expectation by successfully completing their Social Studies coursework for senior year.

- |  |
|--|
| HIST-2: Civic Engagement (Involved Citizen)                        |
| HIST-3: Civic Engagement (Principles of Constitutional Government) |

Department-wide NHS Graduation Standard and source of assessment data (i.e., individual and school-wide progress toward meeting 21st century learning expectation)

Source of assessment data only (i.e., not a NHS Graduation Standard)

UPDATED 8/31/2014

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### Noble High School

#### Graduation Standards and 21st Century Learning Expectations Crosswalk

NHS 21st Century Learning Expectation	School-Wide Rubric	Subject Area	Graduation Standard (or Requirement)
<b>Effective Communication: Writing</b>	Writing	English	ELA-3: Writing
<b>Effective Communication: Presentations</b>	Presentation	Senior Project/Student-led Conferences	REQ: Senior Project REQ: Student-led Conference Roundtables
<b>Critical Thinking</b>	Critical Thinking	Science	SCI-2: Experimental Design
<b>Creative Use of Resources: Research</b>	Research	Social Studies	HIST- 1: Accessing & Analyzing Information
<i>Creative Use of Resources: Technology</i>	Technology	<i>N/A (Supportive)</i>	<i>N/A (Supportive)</i>
<i>Creative Use of Resources: Design &amp; Professionalism</i>	Design & Professionalism	<i>N/A (Supportive)</i>	<i>N/A (Supportive)</i>
<b>Work Habits</b>	Work Habits	All Departments	<i>N/A</i>
<b>Collaboration</b>	Collaboration	Health/Physical Education	HPE 8: Participation and Engagement
<b>Social Responsibility &amp; Awareness</b>	Social Responsibility & Awareness	Health/Physical Education	HPE 7: Personal and Social Interactions
<b>Informed Citizenship</b>	<i>N/A</i>	Social Studies	HIST-2: Civic Engagement (Involved Citizen) HIST-3:Civic Engagement (Principles of Constitutional Government)

UPDATED 8/31/2014

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## HOW WILL I KNOW HOW MY STUDENT IS DOING?

Using Infinite Campus to View My Student's Progress in Meeting a Course's Graduation Standards

This is a sample of what the Infinite Campus Parent Portal will look like next year. Infinite Campus will look very similar to what you have seen before, but there will be a few important changes. **This sample is from a hypothetical 9th grade English student.**

In each class, the teacher's grade-book is organized according to the **Graduation Standards** for that class. In Infinite Campus, Graduation Standards will show up as **Categories**. Each time the teacher enters a grade for an assessment, the grade is assigned to one of the class' Graduation Standards. This means that when you look at the grade-book, you can see how your student is doing in each Graduation Standard within that class. For example, in English, there are six Graduation Standards:

1. Analyzing Informational Text
2. Analyzing Literature
3. Writing
4. Speaking & Listening
5. Research
6. Word Knowledge

In this sample from Infinite Campus, we can see three of these Graduation Standards; by looking at the student's scores, we can see that the area where he/she needs the most help and the most practice, is **Writing**.

**IMPORTANT:** To receive course credit, a student must be passing **ALL** Graduation Standards within that course. **Even if the student's class average is passing, credit will not be awarded until all Graduation Standards for the course are met.** Students with a passing class average, but who have failed to meet one or more Graduation Standards will receive an "Incomplete" notation assigned to the final course grade. All "incompletes" must be removed before credit can be earned.

In each class you will also see a category called **"Work Habits."** This category is where teachers will record whether or not students are doing the practice assignments that help them prepare for assessments. Teachers will also use this space to record the results of Work Habits check-ins. During check-ins, teachers will use the **NHS Work Habits School-wide Rubric.**

Semester Detail							
Category: Analyzing Informational Text							
Name	Due Date	Assigned Date	Weight	Pts Poss	Score	%	Comments
Diction example	09/10/2013	09/08/2013	1.0	10	10	100	
The Village Welchman	09/17/2013	09/13/2013	1.0	10	10	100	*Late
Jason Collins	09/20/2013	09/18/2013	1.0	10	8	80	
Winston Churchill	10/01/2013	09/24/2013	1.0	10	10	100	
"I Have A Dream" analysis	10/01/2013	10/01/2013	1.0	10	10	100	
Analyzing Informational Text: Test #1	10/04/2013	09/17/2013	1.0	47	46	97.87	
Rhetorical Triangle Poster	10/15/2013	10/15/2013	1.0	50	50	100	
Midterm-Analyzing Informational Text	01/23/2014	01/23/2014	1.0	100	C+	83	
<b>Analyzing Informational Text Totals</b>						<b>95.11%</b>	
Category: Writing							
Name	Due Date	Assigned Date	Weight	Pts Poss	Score	%	Comments
Personal Essay First Draft	11/15/2013	11/01/2013	1.0	5	5	100	
Summary Essay	11/25/2013	11/25/2013	1.0	20	NM	65	
Contest Essay	11/25/2013	10/25/2013	1.0	100	NM	65	
Town Square Paragraph	12/08/2013	12/03/2013	1.0	15	14	93.33	
Borwick/North Berwick/Lebanon Travel Writing	12/20/2013	12/16/2013	1.0	50	C	79	
Childhood Memory	01/13/2014	01/13/2014	1.0	5	5	100	
Time Capsule Final Draft	01/23/2014	01/14/2014	1.0	50	D	0	*Missing
<b>Writing Totals</b>						<b>67.76%</b>	
Category: Word Knowledge							
Name	Due Date	Assigned Date	Weight	Pts Poss	Score	%	Comments
Power Literacy Vocab Test #1	10/04/2013	09/17/2013	1.0	52	52	100	
Tone Words packet	10/22/2013	10/15/2013	1.0	24	24	100	
pumpkin project	10/29/2013	10/29/2013	1.0	30	30	100	
Tone Words Assessment 1	11/03/2013	11/03/2013	1.0	34	34	100	
9 Words	01/10/2014	01/07/2014	1.0	9	9	100	
Places Vocab Quiz	01/14/2014	01/06/2014	1.0	46	43	93.48	
Midterm - Word Knowledge	01/23/2014	01/23/2014	1.0	100	A-	93	
<b>Word Knowledge Totals</b>						<b>96.07%</b>	
Category: Work Habits							
Name	Due Date	Assigned Date	Weight	Pts Poss	Score	%	Comments
Unit 1 Practice #1	9/07/2013	9/03/2013	1.0	10	A	100%	
Unit 1 Practice #2	9/17/2013	9/10/2013	1.0	10	B	88%	
Unit 1 Practice #3	9/22/2013	9/20/2013	1.0	10	B-	85%	
Unit 1 Assessment	10/05/2013	9/30/2013	1.0	25	B+	91%	
Unit 1 Work Habits Check-in	10/15/2013	10/15/2013	1.0	25	B	88%	
<b>Work Habits Totals</b>						<b>90.4%</b>	

Writing Graduation Standard has not been met

Note: A score of 75% (C-, Basic) is minimum passing score within a Graduation Standard.

-----Meets the Standard-----			
A+ = 99% - 100% Distinguished	B+ = 91% - 92% Advanced	C+ = 83% - 84% Basic	NM = 0% - 74% Does not meet content standards
A = 96% - 98% Distinguished	B = 88% - 90% Advanced	C = 79% - 82% Basic	
A- = 93% - 95% Distinguished	B- = 85% - 87% Advanced	C- = 75% - 78% Basic	

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**Noble High School grading and credit system is based on our shared beliefs about teaching and assessment:**

- Students should have a clear picture of which skills and knowledge they will study and practice.
- Grades should clearly communicate what students know and are able to do in each class.
- Students should have multiple opportunities to show what they know and are able to do.
- It is critical for students to develop strong work habits as well as content skill and knowledge.

**In 2014-2015:**

- All teachers at NHS will organize their Infinite Campus gradebooks with the course's Graduation Standards as categories. **This is the single most important thing that we can do to ensure that we are aligning the work we do in our classes with the standards, and to help kids understand where they are in terms of meeting the standards.** This practice will enable us to demonstrate that a student has met all of the Graduation Standards in each class in order to receive a passing grade, which is the law in Maine for all students in the class of 2018 and beyond.
- All teachers will also have an additional gradebook category called Work Habits (WH)\* which will not be averaged into the final grade, but reported separately on progress reports, report cards and transcripts. **This category must be weighted as zero.**
- The class grade will be calculated by averaging the student's grade in each of the Graduation Standards. When entering grades, teachers will use the same NHS grade-scale that we have been using: A- B-C-NM. The Work Habits grade will not be averaged into this calculation, but will be reported separately on the report card and transcript.
- *(This policy only applies to to the class of 2018 in core subjects and required global classes: for all other students, their grade will be equal to the average of their grades on each category.)* If the average of a freshman's Graduation Standards is above a 75, **but that student has a failing average in one or more Graduation Standards**, their grade will be preceded by the letter I for Incomplete. The student will attend credit recovery for that standard; when they have demonstrated proficiency, then the "I" will be removed from their grade. Students can only graduate after all "Incomplete" notations have been removed from their grades.
- All teachers will be able to assign deadlines for work and hold students accountable to those deadlines. Work that is not submitted will be entered into the gradebook as an "M" for "missing". **If this work is part of what the teacher considers practice (like homework), the assignment will be weighted at zero so that it does not affect the final grade:** if the assignment is an assessment of the student's skills and knowledge, then the assignment can be weighted however the teacher chooses. When a student does not submit a major out-of-school project the teacher must make his/her best effort to assess the student's skills and knowledge in an alternate fashion. The teacher may set a policy that this assessment *can only be used to demonstrate a basic level of proficiency (C)*.
- If teachers decide to accept and grade a late assessment, they CANNOT take points off for lateness. The teacher must enter a grade that reflects the level of proficiency demonstrated in the work and flag it as late. The lateness of the work can be reflected in the WH grade, but **the grade for the work must reflect the student's level of achievement.** All teachers must explain their late work policy in their syllabus.
- **Teachers must provide multiple assessment opportunities within each Graduation Standard.** This allows students to build a body of work to demonstrate their proficiency. Teachers must enter a minimum of three (3) pieces of graded work (i.e., summative assessment, interim assessments, Socratic discussions, other) within each standard in Infinite Campus per semester.
- **NHS Extension Request Policy:** Noble High School's heterogeneously grouped classrooms require teachers to differentiate instruction and personalize learning for students. Within such a system, some students require more time to meet a set deadline, even if they have been working hard to finish the assigned task. If a student requires more time to finish graded work (i.e., projects, papers/essays, research), they may submit an NHS Extension Form, which will enable them to get more time to finish a task without having their Work Habits grade marked down.

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The following chart (created by the Standards-Based Grading Committee) indicates how letter grades and numerical grades equate to one another in this system.

MEETS THE STANDARD →

Level of Proficiency	Letter Grade	Number Grade	Performance Descriptors
<b>DISTINGUISHED</b>	A+ A A-	99%-100% 96%-98% 93%-95%	The student has mastered the targeted skills and knowledge for the grade level. Understands and applies key concepts and skills with sophistication, consistency and independence, using challenging texts, sources or materials.
<b>ADVANCED</b>	B+ B B-	91%-92% 88%-90% 87%-85%	The student has consistently demonstrated the targeted skills and knowledge for the class and can apply them at the advanced level as described by the class' rubrics using grade-level or higher texts, sources or materials.
<b>BASIC</b>	C+ C C-	83%-84% 79%-82% 75%-78%	The student has demonstrated the targeted skills and knowledge at a basic level and can apply them at an acceptable level as defined by the class' rubrics/scoring guides.
<b>DOES NOT MEET</b>	NM	0%-74%	

\*The Work Habits grade on the NHS report card and transcript communicates the student's proficiency at managing time and deadlines effectively, being prepared for class, and maintaining an effective organizational system. Teachers will use the scale above when assigning grades for work habits, which will show up on the report card as A:WH, B:WH, C:WH or N:WH. These grades will not factor into the GPA.

Teachers will use this school-wide rubric to assess students' work habits.

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**Questions about NHS' Grading System:**

<p><b>Report Cards &amp; Transcripts</b></p>	<p><i>Question: Why are we averaging the grades for each Graduation Standard and only reporting one academic grade? Shouldn't we be reporting a separate grade for each graduation standard?</i>                  What we will be doing next year will be a hybrid system in terms of reporting. In terms of the <u>students' experience in the classroom</u>, our system will be fully standards and proficiency-based. Students will experience lessons that are aligned to learning targets and assessments that are clearly aligned to standards. Grades will be recorded in the teacher's gradebook according to what standard was being assessed. When the student or parent looks at the gradebook, they will be able to see exactly how a student is progressing in terms of each Graduation Standard.</p> <p>However, when grades are assigned on report cards, NHS will be more traditional. One grade will sum up the level of proficiency that the student demonstrated on the full set of skills and knowledge covered by that class, during the time period of that class. Another grade will communicate the student's work habits (WH).</p> <p><i>Question: Why not just list all the Graduation Standards on the report card?</i>  <b>One reason is practical:</b>                  If we reported on all Graduation Standards separately, we would have to move to a lengthy, multi-page report card. We would need to put in a lot of energy to train community members to understand and support the new grading design and language, while also trying to figure it out ourselves. This would be a huge effort, but we don't really know if kids derive a benefit from having their <i>report card</i> grades disaggregated into individual Graduation Standards.</p> <p>In addition, listing standards like this would immediately call into question all of our practices in terms of teaming, how kids move through the grades, and how we use electives. We think that we will be better equipped as a school to consider these possible changes once we have all experienced a full year with our classes organized around the standards.</p> <p><b>The second reason is philosophical:</b>                  All of the surveys and discussions that we have had as a school about our values have indicated that people very much believe in the value of heterogeneity, community, interdisciplinary work, and collaborative work in their classes. They believe in the idea of a course as an <i>experience that is engaged in by a group of students during a defined period of time</i>. Because of this, it makes sense to report students' grades as a composite picture of their performance during that period of time. If, after working with standards-based and common assessments for a year, many teachers want to move to a vision of school where a class is a place where students work more individually on their own goals and standards-based work, it may make sense to move to a proficiency-based report card.</p> <p>By arranging our gradebooks by Graduation Standards, we can clearly communicate to students and parents how a student is doing in terms of demonstrating proficiency of each standard. This is the important part.</p> <p><i>Question: Why are we reporting on work habits separately?</i>                  By separating out work habits, we can ensure that a student's class grade better depicts what a student knows and can do in terms of the academic standards. In the current system, a student who gets a C because they do all the work (i.e. strong work habits), but have low comprehension looks exactly the same as a student who gets a C because they have poor work habits but have excellent comprehension. By separating these out, we can achieve a report card and transcript that indicate more clearly a student's strengths and weaknesses.</p>
<p><b>NHS Grade Scale</b></p>	<p><i>Question: Why did we keep A-B-C grades? Shouldn't we be using new codes?</i>                  Keeping A-B-C grades is a good choice for us for these reasons:</p> <ul style="list-style-type: none"> <li>• A, B, and C are codes for three levels of proficiency - a basic level, an advanced level and a</li> </ul>

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distinguished level. Students, parents, employers, colleges, and the military all understand these codes. Since report cards and transcripts are mostly tools for communicating with a broad range of people and institutions outside of our school, it makes sense to use codes that everyone recognizes.

- Keeping A, B, and C enables us to describe three levels of proficiency - a basic level, an advanced level, and a distinguished level. This is critical in view of Maine Public Law 669 (a.k.a. Title 20-A, Section 4722-A of the Maine Revised Statutes), which requires that students meet ALL standards in ALL subject areas in order to graduate. 1-2-3-4 grading scales tend to be set up in such a way that "2" means "approaching proficiency" and "3" means "meeting the standard." If we moved to a 1-2-3-4 system, then we would have to make a choice about how to define the level of skill and knowledge that we would call "meeting the standard."
  - If we defined the "3" (Meeting the Standard) as the level that we currently define as being the minimum level of achievement for passing - 75% - then we would be setting a low bar for many kids. In addition, this would create problems in terms of calculating GPA, because our "3," which would indicate that a student had met the minimum standards, would be equal to what most institutions call a "2."
  - If we defined the "3" (Meeting the Standard) as the level that we currently call a "B" or advanced, then all kids who now get "Cs" would need to do credit recovery or not graduate. This would mean that every NHS graduate would need to have a 3.0 GPA or higher.

**Infinite Campus**

*Question: Where do I enter scores for homework? I used to have it as a separate category. Should I still do it like this?*

You should enter homework scores within the standard to which the homework applies. If the homework is intended to enable the student to practice the skills or knowledge in that standard, then when you create the assignment you should weight it at zero. If the homework is an assessment of skills and knowledge, then you should weight it as you choose within that standard.

*How many graded assessments (as opposed to practice) do I need to perform in each standard in order to assess whether a student has met that standard?*

Three.

**Missing/Late Work**

*Question: Will I have to accept late work? If so, why?  
Will there be a limit to when kids can turn in work late?  
Will this be just like the "Not Yet" policy?*

Our goal at Noble High School, as stated in our Statement of Core Values and Beliefs, is to provide each student with **"a rigorous and personalized education"** and to **"prepare students through mastery of skills and knowledge so they may participate capably and responsibly in society."**

In order to do this, we need to ensure that our grading practices enable us to assess, with the highest degree of accuracy, what a student knows and can do in each content area. This means that when a student does not complete an assessment, we need to figure out other ways to gather data about that student's skills and knowledge so that we know how close or far they are from mastery. It is important to record the fact that the student had poor work habits, but it is also important to try to assess what that student knows and can do.

**Therefore, as teachers, we will need to use many strategies to ensure that we assess students as thoroughly as possible.** Here are some strategies that teachers may use next year to ensure that they are gathering sufficient data about students' skills and knowledge:

1. Use the Knight Time block strategically to keep kids on track before they fall behind.

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	<p>2. If a student does not complete an assessment on time, then the teacher will have several options in terms of making sure that they can still assess that student's skills and knowledge:</p> <ul style="list-style-type: none"> <li>A. Use the Knight Time block to have students complete missed or incomplete assessments or revise their work after getting feedback from the teacher. If late work is accepted, points <u>cannot</u> be deducted for lateness. Enter a grade that reflects the level of proficiency demonstrated in the work and use the Work Habits grade to reflect the lateness of the work.</li> <li>B. Teachers who choose to do so can use the Knight Time block to give students an alternate assessment. <i>The teacher may set a policy that this alternate assessment can only be used to demonstrate a basic level of proficiency (C).</i></li> <li>C. <b>If a student does not use the opportunity given to them to make up late work or to take an alternate assessment, then the zero for the missing work will remain</b> and will be considered an accurate reflection of the skills and knowledge they have demonstrated.</li> </ul> <p><i>Question: Why are you allowing teachers to enter assessments as an M (which equals a grade of zero) if the work is missing? Doesn't this indicate that this is <b>not</b> a completely proficiency-based system?</i></p> <p><i>We are asking teachers to use their imagination and creativity to try to ensure that they are assessing student's skills and knowledge. However, if a teacher has used the options outlined above, and the student has not demonstrated anything, then the teacher needs to be able to let the zero stay in the gradebook and move on. "If a student does not use the opportunity given to them to make up late work or to take an alternate assessment, then the zero for the missing work will remain and will be considered an accurate reflection of the skills and knowledge they have demonstrated."</i></p>
<p><b>Electives</b></p>	<p><i>Question: How are electives going to work next year?</i></p> <p>Next year, we will spend the year assessing our elective* system. The question we need to answer is whether it is practical for kids to use electives to move towards proficiency in the standards that they have not met.</p> <p>For <b>NEXT YEAR</b>, electives will continue to be used to enable sophomores, juniors, and seniors to make up credit. This is ok, because the only students in our school next year covered by Public Law 669 (a.k.a. Title 20-A, Section 4722-A of the Maine Revised Statutes) are freshmen, and they will not be in electives because of failure. (Freshmen who fail classes first semester will need to make up the credit through credit recovery.) We will use next year to revamp and revise our credit recovery system.</p> <p><i>*The term elective refers to optional courses that are offered by core subject faculty, (such as the Genetics or Sports Writing courses). This terms does not refer to Global classes.</i></p>
<p><b>"Incomplete" Grades</b></p>	<p><i>Question: Who will be responsible for removing the "I" from a student's grade after they show proficiency in the standard they missed?</i></p> <p>The Guidance Department will do this.</p>

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## Noble High School Common Performance Assessment Tuning Protocol

The goal of this protocol is to collaboratively tune an assessment task. Please designate a facilitator/time keeper. This process should take about 35 minutes.

### Part I: Examining the task

Ideally, elements of the task should be shared with participants ahead of time so they can read the work prior to engaging in this analysis. Presenter can email docs. If that is not occurred, then time will need to be added for teachers to read the assessment materials.

- **Presentation (5-7 minutes)**

Presenter(s) share the work, point out key elements, and explain the context of the assessment.

- **Clarifying Questions (2 minutes)**

Clarifying questions are of a simple nature. They should be limited to questions that can be answered quickly with a yes/ no or short explanation.

### Part II: Analyzing the task

- **Group discussion (15-20 minutes)**

The group should discuss the quality of the assessment task in each of the following areas. Conversation should occur among consulting teachers. Presenting teachers should listen and take notes during this discussion.

#### **I. Alignment:**

- Assessment is clearly aligned to the standards (CCSS, NGSS, MLRs) and /or Noble High School's 21st Century Learning Expectations associated with the unit of study.  
*Look carefully at the questions or tasks that this assessment presents to students. Are these questions/tasks well suited to assessing students' mastery of the standards being assessed?*
- Assessment reflects a focus on the specific skills and knowledge outlined in the standards
- The assessment is scheduled appropriately in the year.

#### **II. Level of Complexity:**

- The assessment requires students to tackle complex, novel and challenging tasks. Compare the **verbs** in your assessment to those found in one or two of the the following:
  - Bloom's Taxonomy
  - Hess' Cognitive Rigor
  - Webb's Depth of Knowledge
  - Marzano's Taxonomy

#### **III. Clarity and Focus**

- Addresses an essential issue, big idea, or key concept or skill of the unit/course.
- Directions clearly indicate what the student is being asked to do.
- Is linked to ongoing instruction (within a unit of study/course).

#### **IV. Student Engagement**

- Provides for ownership and decision making, requiring the student to be actively engaged.
- Focuses on significant content and addresses authentic or novel problems and issues from the world outside the classroom

**V. Fairness, Presentation and Design**

- Assessment states the NHS Core Values & Beliefs Statement
- Assessments states Graduation Standards and/or NHS 21st Century Learning Expectations aligned with assessment
- Rubric or scoring guide is present and clear. Rubrics use NHS common rubric format.
- Format/layout conveys focus of expected tasks and products.
- Questions are marked with graphic cues (bullets, numbers, etc.)
- Instructions are free of wordiness and irrelevant information.
- Material is familiar to students from identifiable cultural, gender, linguistic, and other groups. The task is free of stereotypes.
- Assessment conditions are equitable.
- The task can be reasonably completed under the specified conditions.
- Allows for accommodations for students with IEPs/504

**Part III: Wrap Up****• Presenter Debrief (5 minutes)**

Presenters respond to what they heard in the group discussion and describe any take-aways or potential changes they will make as a result of the conversation

**• Protocol debrief (2-3 minutes)**

Group discusses briefly the effectiveness of the protocol and any changes they might suggest for the next time they use it.

**MSAD60 K-12 Unit Planning Template**  
***Common Core State Standards & National Standards***

**Grade Level:**

**Unit Title:**

**Estimated Time:**

**Unit Narrative Summary** (Critical understandings. By the end of this unit...., any important previous/current context)

**STAGE 1: Desired Results** “What you want them to know and be able to do”

**Enduring Understandings and Essential Questions:**

**Common Core State Standards Addressed/ National Standards addressed:** *These standards should be taught to mastery and assessed in this unit.*

L

**MSAD60 K-12 Unit Planning Template**  
***Common Core State Standards & National Standards***

**21st Century Learning Expectations:** *Check all that apply*

**A1. Effective Communication:** Communicates clearly and effectively in a variety of formats

**A2. Critical Thinking:** Creatively and accurately applies content knowledge and critical thinking skills to solve novel problems

**A3. Creative Use of Resources:** Uses research and technology to perform research; integrates and applies information across disciplines in a neat, well-designed way.

**A4. Work Habits:** Demonstrates that he or she is a self-directed learner by completing work on time and maintaining an effective organizational system.

**S1. Collaboration:** Interacts, collaborates, and communicates effectively with others.

**S2. Social Responsibility and Awareness:** Manages personal behavior effectively with consideration for the community.

**C1. Informed Citizenship:** Exemplifies the characteristics of an informed voter by demonstrating an understanding of governmental processes, global issues, the challenges and opportunities associated with diversity, and the impact of personal actions on the wider community.

**Learning Targets: "I can..." statements:** *Statements of skill and knowledge for this unit, written in kid friendly language.*

**Key Unit Vocabulary:** *Important to include key assessment vocabulary*

**MSAD60 K-12 Unit Planning Template**  
***Common Core State Standards & National Standards***

**Stage 2- Performance Assessment:**

A summative assessment that challenges students to perform a task which requires them to apply their skills and knowledge to a situation, problem or text that they have not seen before. Performance Assessments have clear criteria, expectations, and processes that measure how well a student transfers knowledge and applies complex skills. (well designed test, project, etc.)

**Summative Assessments:** Paste a link to your assessment (s) here. Please include a paragraph describing each assessment.

**Stage 3- Lesson Planning:** What instruction/activities are you to use in the classroom to ensure understanding?

**Sample Formative Assessment Tasks:**

**Link to Lesson Planning and Activities:**

**Recommended Texts and Sources:** (books, websites, program materials, audio/video, community resources)

**Student Work Exemplars:**

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### **NHS Professional Development Calendar for Late Start Thursdays**

2014-2015

#### **Goals:**

#### **1. Continue Graduation Standards and Curriculum Work.**

- a. Members of each department will collaboratively develop at least **2 common assessments** for each grade level along with accompanying **UBD unit frames** (i.e., a list of the standards to be addressed, Essential Questions, formative assessments, key vocabulary, and the summative assessment--not necessarily day-to-day lesson plans) using the **MSAD 60 Unit of Study** template. These units may be based on a unit that has already been designed by a teacher in the department.
  - i. Members of each department will work together to **review** and **validate** the common assessments they developed.
  - ii. Field test at least one of these units and **collaboratively score** student work.
  - iii. Collect **student work exemplars** to demonstrate what basic, distinguished, and advanced work looks like at each grade level.
  - iv. Discuss and revise unit as necessary.
  - v. Submit completed unit, including the common assessment and student work exemplars to Heidi Early at the end of the year.
- b. Prepare standards recovery and summer school curriculum to be aligned with Graduation Standards.

#### **2. Develop structures and processes for a successful NEASC self-study;**

- a. Departments will continue to integrate assigned NHS School-wide rubrics in alignment with NHS 21st Century Learning Expectations/NHS Graduation Standards.
- b. Teachers will determine students' progress toward meeting NHS 21st Century Learning Expectations/Graduation Standards.

#### **3. Build capacity of all teachers and interdisciplinary teams to analyze student achievement data to inform instruction and to support the district literacy goal.**

- a. Grade level teams, global departments and individual faculty members will utilize common assessments, formative assessments and standardized test scores to identify student strengths and weaknesses and will use that information to inform their planning and instructional practices.

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**NHS Professional Development Calendar for Late Start Thursdays**

2014-2015

**PLEASE NOTE: Items on this calendar are subject to change.**

Date	Professional Development
9/2	<b>NO LATE START.</b> Teacher In-Service Day: Setting Up your Infinite Campus Gradebook by Graduation Standards, Google Classroom
9/4	<b>NO LATE START:</b> First Student Day Gr. 10-12
9/11	Team Time (Set Norms, Plan Structures, Team Websites)
9/18	Presentation: Ali K. Presents PD Plan/Graduation Standards Curriculum Work in Departments
9/25	Graduation Standards Curriculum Work in Departments
10/2	Graduation Standards Curriculum Work in Departments
10/9	Presentation: Progress Report Expectations/Teacher Data Time in Departments (Finalize grades for progress reports; strategic planning for students struggling to meet Graduation Standards)
10/16	Graduation Standards Curriculum Work in Departments
10/23	Graduation Standards Curriculum Work in Departments
10/30	Graduation Standards Curriculum Work in Departments
11/6	<b>NO LATE START:</b> Teachers arrive at 9:40 am: P/T Conferences from 3:00-7:00.
11/13	<b>NO LATE START:</b> Teachers arrive at 9:40 am: P/T Conferences from 3:00-7:00.
11/20	Reminder: Progress Report Expectations/Teacher Data Time in Departments (Finalize grades for progress reports; strategic planning for students struggling to meet Graduation Standards)
	<b>THANKSGIVING BREAK</b>
12/4	Graduation Standards Curriculum Work in Departments
12/11	Graduation Standards Curriculum Work in Departments
12/18	Graduation Standards Curriculum Work in Departments
	<b>WINTER BREAK</b>
1/8	Graduation Standards Curriculum Work in Departments ( <b>Re-work, revise or tune final assessments</b> )
1/15	Presentation: Submitting Final Grades/Graduation Standards Curriculum Work in Departments ( <b>Re-work, revise or tune final assessments</b> )
1/22	<b>NO LATE START: SEMESTER 1 FINALS</b>
1/29	Teacher Design Time in Departments (Preparing to submit final grades)/Graduation Standards Curriculum Work in Departments ( <b>Revise or create standards recovery forms/curriculum</b> )

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2/5	Graduation Standards Curriculum Work in Departments ( <b>Revise or create standards recovery forms/curriculum</b> )
2/12	Graduation Standards Curriculum Work in Departments ( <b>Re-work, or create standards recovery form/curriculum</b> )
2/26	Presentation & Training: Student-Led Conferences (Meg F./Katie R.)
3/5	<b>NO LATE START:</b> Teachers arrive at 9:40 am: P/T Conferences from 3:00-7:00.
3/12	<b>NO LATE START:</b> Teachers arrive at 9:40 am: P/T Conferences from 3:00-7:00.
3/19	Reminder: Progress Report Expectations/Teacher Data Time in Departments (Finalize grades for progress reports; strategic planning for students struggling to meet Graduation Standards)/Graduation Standards Curriculum Work in Departments
3/26	Graduation Standards Curriculum Work in Departments
4/2	Graduation Standards Curriculum Work in Departments
4/9	Graduation Standards Curriculum Work in Departments
4/16	Graduation Standards Curriculum Work in Departments
4/30	Reminder: Progress Report Expectations/Teacher Data Time in Departments (Finalize grades for progress reports; strategic planning for students struggling to meet Graduation Standards)/Graduation Standards Curriculum Work in Departments
5/7	Graduation Standards Curriculum Work in Departments ( <b>Re-work, revise or tune final assessments</b> )
5/14	Graduation Standards Curriculum Work in Departments ( <b>Re-work, revise or tune final assessments</b> )
5/21	Teacher Data Time in Departments (Create or revise standards-based curriculum for summer school)
5/28	Teacher Data Time in Departments (Create or revise standards-based curriculum for summer school)
6/4	<b>NO LATE START: SEMESTER 2 FINALS</b>
6/11	Reminder: Submitting Final Grades/Individual Teacher Time (Final grades)

*Teacher In-Service Dates:*

- Tuesday, 9/2
- Friday, 10/10
- Monday, 11/24 & Tuesday, 11/25

**\*\*\*\*PLEASE SEE FOLLOWING PAGES FOR HELPFUL RESOURCES RELATED TO THIS WORK!**

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### NHS Best Practices Calendar

2014-2015

#### Goals:

#### 1. Establish "Best Practices Teams"- PLCs

##### Focus Areas:

- ◆ **Interventions:** Effective use of KT
- ◆ **Personalization & Instructional Practices:** Getting to proficiency in Graduation Standards by multiple pathways (e.g., differing modes of assessment, student choice, relevance - tied to student goals), differentiation, formative assessment
- ◆ **Grading Practices:** Work Habits

2. Teams will be familiar with 2-3 different meeting protocols that they can use to successfully run a professional learning meeting.
3. Teachers will develop an understanding of the Growth Mindset and will have 2-3 strategies to implement/discuss with students (Starting in Grade 8).
4. Teams will utilize STAR data to establish SMART goals and choose Core 6 literacy strategies.

**PLEASE NOTE: Items on this calendar are subject to change.**

Semester	Month	Best Practice/Focus Area
1	September	STAR Assessment Data/SMART Goals/Core 6 Strategies
1	October*	STAR Assessment Data/SMART Goals/Core 6 Strategies
1	November*	Grading Practices
1	December*	Interventions
1	January*	
2	February*	Personalization & Instructional Practices
2	March*	Interventions
2	April*	Grading Practices
2	May*	STAR Assessment Data/SMART goals/Core 6 Strategies
2	June*	

\*Note: Teams will also be conducting the RTI process during regularly scheduled meeting times.

# Noble High School

## KnightTime



### Handbook 2014-2015

*“At Noble High School, we believe all students can learn when provided with a rigorous and personalized education. We use transparent and democratic practices to foster a community of learners that values trust, decency, and equity for all. By creating authentic opportunities for collaboration, performance, and meaningful work, we seek to prepare students through mastery of skills and knowledge so they may participate capably and responsibly in society.”*

## SECTION I: KnightTime Introduction

### KnightTime Vision

NHS KnightTime is successful because it creates structures to support students and to help them achieve success. Students will be accountable for their learning and will receive credit for their active participation. We value KnightTime; its purpose is to promote academic success, foster relationships, and build community.

### KnightTime (KT) Overview

Each KnightTime Advisor meets with their KT students on Monday for 45 minutes. This time is spent reviewing academic progress and goals in order to book the student's time for the rest of the week. By the end of Monday's KT, every student will have a scheduled place to be for KT on Tuesday, Wednesday, and Friday. During KT the rest of the week, students will report directly to the location they are booked and remain there for the duration.

### KnightTime Schedule

Prior to Monday	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Pre-Booking</b>  -Teachers can pre-book students who need extra support in their classes	<b>Planning Time</b> 45 minutes  -Meet with KT Advisor  -Review grades on Infinite Campus  -Make a plan for the week and <i>book</i> where needed	<b>Academic Time</b> 45 minutes  -All students booked in locations throughout the school	<b>Academic Time</b> 45 minutes  -All students booked in locations throughout the school	<b>Late Start</b>  No Knight Time	<b>Academic Time</b> 45 minutes  -All students booked in locations throughout the school

- If there is a snow day on Monday, booking day will be the next day back to school and there will be fewer booked days for the week.
  - **Columbus Day:** On October 6th, KT Advisors will book their KT students for the week of October 6th and October 13th (5 Academic Time blocks).
  - Second semester Monday holidays and exam weeks will be determined at a later date.
- If there is a snow day during the week, that booked day is eliminated from the schedule.

### KnightTime Credit

- Students will receive one of the following marks for each day of KT:
  - Present/Active
  - Present/Inactive
  - Absent
  - Cut
- Students must receive at least 75% present and participating for the semester in order to earn credit in KT. Students will receive .25 credits per year for KT.

## SECTION II: Student Responsibilities

### KnighTime Student Academics

KT activities will vary by subject area, grade level, and individual teachers.

Students may...

- Clarify assignments and/or grades with a teacher
- Work on understanding concepts that have been presented in class
- Practice fundamental skills needed for successful completion of **Graduation Standards**
- Work on long term class and group projects
- Receive assistance with make up work
- Complete missed assessments, labs, classwork, etc.
- Request enrichment activities
- Meet with guidance counselor for a predetermined purpose

### KnighTime Student Expectations

Students will...

- Use Infinite Campus to review their academic status and prioritize bookings in order to work with their advisor to make a schedule for the week.
  - Go to Noble High School Web Page
  - Click on MSAD #60 link at the top of the page
  - Click on Infinite Campus Login tab
  - Click on Student/Parent Login
  - Username is always their Student ID #
  - Password is whatever they have chosen as a password
  - If any student is having difficulty logging in to Infinite Campus, it is the student's responsibility to notify his/her KT Advisor.
- Check their email for their schedule and connect with their advisor to review/update in the event of an absence on Monday (Planning Time)
- Record their KT schedule in their Google calendar.
- Remain in their booked site for the entirety of KT (except for a necessary meetings with guidance, administration, and the nurse).
- Actively participate in KT in order to support their learning and academic advancement by arriving on time, bringing all required materials (Chromebook, charger, etc.), and
  - KT attendance requirements are consistent with the NHS Attendance Policy (as found in the NHS Student Handbook)

**SECTION III: KnightTime Advisor/Teacher Responsibilities****KnightTime Teacher Academics**

KT activities will vary by subject area, grade level, and individual teachers.

Teachers may...

- Assist students with coursework to meet **Graduation Standards**
  - Understanding essential concepts
  - Practicing fundamental skills
  - Working on long-term/group projects
- Make arrangements with students to complete missing assignments
- Provide enrichment activities
- Organize academic support groups based on individual student needs

**KnightTime Advisor Expectations (Monday)**

Advisors will...

- Work with each student during the Monday Planning Time
- Book each student for the week into locations that will enhance their academic progress
- Create a schedule for any student who is absent during the Monday Planning Time
- Check with students to make sure they record their schedule into their Google Calendar
- Respectfully communicate with other teachers to mediate pre-bookings or booking discrepancies.
- Maintain a substitute folder with attendance roster and clear expectations for what students and the substitute teacher are responsible for during KT
  - Notify KT Teacher Partner and Janice Eldridge by email in the event of a Monday absence

**KnightTime Teacher Expectations (Tuesday, Wednesday, Friday)**

Teachers will...

- Arrive to their KT locations on time and support students for the entirety of KT Academic Time
- Pre-book students needed for the week prior to Monday morning
- Respect students and their colleagues by limiting extensive/continuous pre-booking of particular students or groups of students
- Use effective and varied strategies to meet the individualized needs of as many students as possible during KT

- Hold students accountable for their academic engagement

## **SECTION IV: Special Circumstances**

### ASSEMBLIES

The number of school-wide assemblies will be limited in an effort to not interfere with KT. Occasionally KT times will be modified to accommodate other school-wide activities or presentations

### TEAM TIME

Team teachers can coordinate to pre-book their entire team on an as needed basis.

### OTHER

Any other special, long-term, group bookings will need to be submitted and approved by the KT Board (Janice Eldridge and Julie Gagnon). Only academic proposals will be eligible for approval.

## **SECTION V: Guidelines for Non-Classroom Areas**

### ART

Art rooms are available for students currently enrolled in an art class who are working on a project, making up class time, and/or meeting with an art teacher. Other students may be pre-booked to the art rooms by any of the art teachers for a predetermined purpose.

### GUIDANCE

Guidance counselors may pre-book students individually, or in groups, for any discussions or presentations as needed. Students cannot be booked to a guidance counselor by their KT advisor.

### GYM / FITNESS ROOM

Gyms and the fitness room are available for students who need to make up class time or activities. Students are only permitted in these areas if they are pre-booked by an athletic department teacher.

### LEARNING CENTER

Students may be booked to the Learning Center for guided work time. Students may be booked to their specific case manager if they require more specific one-on-one help.

### LIBRARY

Students may be booked to the library for any research or book access. The library is also available as a quiet environment for studying or reading. Students should *not* be booked to the library for group project work.

## MATH LAB

Any student may be booked to the Math Lab as long as space is available.

## MUSIC

A student who is currently a member of Band, Jazz Band, Chorus, or Chamber Singers may be booked to the music rooms for extra practice sessions. Students currently enrolled in a music class may be booked to make up class time or for extra help. Other students may be pre-booked to the music rooms by any music teacher for a predetermined purpose.

## **SECTION VI: KnightTime Vocabulary**

- **Planning Time**
  - 45 minutes on Mondays when students meet with their advisor to plan their KnightTime schedule for the week and book locations
  - Advisors and students determine appropriate locations based on where academic support is needed
  
- **Academic Time**
  - 45 minutes on Tuesdays, Wednesdays, & Fridays when students receive academic support in the classes they book with advisor during Planning Time
  
- **Pre-Booking**
  - Prior to Monday morning, NHS staff members can book students who need more support in their classes for the upcoming week.
  - Pre-booked locations will appear on the students' schedules when they are meeting with KnightTime Advisors during Monday Planning Time
  
- **Enriching Students**
  - An RTI software program that runs all the bookings and attendance for KnightTime
  - Students can be emailed their schedule for the week using the software

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### NHS Extension Request Form

SOME STUDENTS REQUIRE MORE TIME TO MEET A SET DEADLINE, EVEN IF THEY HAVE BEEN WORKING HARD TO FINISH THE ASSIGNED TASK. USE THIS FORM TO REQUEST AN EXTENSION OF A DEADLINE TO COMPLETE A SUMMATIVE ASSESSMENT TASK. **AN EXTENSION WILL NOT BE GRANTED AUTOMATICALLY.**

**If you require an extension due to medical reasons—illness or injury—this may be negotiated with your teacher.**

- This form is to be used by a student requesting an extension to submit a summative assessment task for other than medical reasons.
- This form may not be used to request more time to study for in-class tests/exams.
- If an extension is granted, the teacher will decide how much extra time the student will have to complete the task. If the assignment is not handed in on the new due date, it will be entered as "Missing" in Infinite Campus.
- If an extension is granted, the student may submit the work at an agreed upon date **without a penalty on their Work Habits grade.**

**There are three criteria for any request for an extension to be granted:**

1. You must make the request for an extension at least two school days before the submission date for the task.
2. You must provide the teacher with evidence of the work you have completed to the date you make the request.  
If you do not have a draft or any evidence of work completed your request will be denied automatically.
3. You must provide to your teacher a valid reason for requesting an extension.  
You cannot use the following or similar reasons:
  - I had a big project due in another class.
  - I had to participate in an athletic event.
  - I had to participate in an extracurricular event (i.e., dance recital, band/chorus concert, etc.)
  - I had to go on vacation.

\*\*\*\*\*

**STEP #1: STUDENT REQUEST (to be completed by the student)**

SUBJECT: \_\_\_\_\_ TASK: \_\_\_\_\_

TEACHER: \_\_\_\_\_

1. Please list the course Graduation Standards this assignment was designed to assess:
2. Why are you requesting this extension?
3. In addition to more time, what support do you think you will need to complete this assignment (i.e., Knight Time, Learning Center, etc.)?
4. What course work, practice and/or studying have you already finished to be successful in completing this assignment?
5. Student *proposed* extension deadline: \_\_\_\_\_

"At Noble High School, we believe all students can learn when provided with a rigorous and personalized education. We use transparent and democratic practices to foster a community of learners that values trust, decency, and equity for all. By creating authentic opportunities for collaboration, performance, and meaningful work, we seek to prepare students through mastery of skills and knowledge so they may participate capably and responsibly in society."

### NHS Extension Request Form

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#### STEP 2: SIGNATURES & CHECKLIST (to be completed by the student/parent)

Check the boxes to make sure that you have done everything you need to do to seek an extension. If you cannot check all boxes your request will be denied.

- Have you made the request for an extension at least two school days before the submission date?
- Have you submitted evidence of the work you have completed?
- Have you thoroughly answered all questions in STEP 1: STUDENT REQUEST?
- Is the reason for your request valid?

Student signature: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

\*\*\*\*\*

#### STEP 3: TEACHER REVIEW OF REQUEST (to be completed by teacher)

- Approval of extension:** *The student will be granted an extension.*

Teacher signature to approve request \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Extended Due Date: \_\_\_/\_\_\_/\_\_\_

- Denial of extension:** *The student will not be granted an extension.*

Reason: \_\_\_\_\_

Note: Teachers should retain this form after granting/denying the student's request.

1. Please explain how proficiency in the Guiding Principles will be calculated for meeting the proficiency-based requirements for a diploma in 2018.

### **Maine Guiding Principles & NHS 21st Century Learning Expectations:**

Currently, during 2014-2015, at Noble High School, our 21st Century Learning Expectations align with Maine's Guiding Principles; thus, through the demonstration of proficiency in NHS 21st Century Learning Expectations, students demonstrate proficiency in the Maine Guiding Principles. The [NHS 21st Century Learning Expectations \(Supplemental Evidence 1\)](#), are divided into academic, social, and civic domains; NHS 21st Century Learning Expectations' alignment with Maine's Guiding Principles/Standards (Maine Learning Results Parameters for Essential Instruction) is evidenced through the following document: [Crosswalk: Maine Guiding Principles vs. NHS 21st Century Learning Expectations- Supplemental Evidence 2](#). During 2013-2014, the NHS School-wide Rubric Committee drafted and piloted school-wide, analytic rubrics to assess student proficiency in each of the NHS 21st Century Learning Expectations (Maine Guiding Principles). We are formally implementing the [NHS School-wide Rubrics \(Supplemental Evidence 3\)](#) during 2014-2015 school year. These rubrics also allow us to be in compliance with standards set forth by NEASC and Maine Law LD 1422. **Moreover, our 2014-2015 implementation of these rubrics will require that specified departments/content areas be exclusively responsible for assessing students with an assigned school-wide rubric and for determining students' proficiency in NHS 21st Century Learning Expectations (Maine Guiding Principles).** Departmental responsibilities were assigned based upon alignment with individual, department- specific **Graduation Standards** (an explanation on Graduation Standards is provided below).

### **NHS 21st Century Learning Expectations (Maine Guiding Principles) & NHS Graduation Standards:**

Over the past two years, teachers have studied content areas standards including the Common Core State Standards for Math and English Language Arts, the Next Generation Science Standards, and the Maine Learning Results; we have grouped these standards into clusters of skills, behaviors, and knowledge called Graduation Standards. At Noble High School, we have interpreted Maine Law: *An Act to Prepare Maine People for the Future Economy*, which states that students must meet "all standards in all content areas," to mean that our students in the graduating class of 2018 and beyond must show basic proficiency in all of the Graduation Standards associated with core classes and required globals in order to get a diploma. **To earn credit for a course, students in the class of 2018 and beyond must meet all of the Graduation Standards associated with that course at a minimum of a basic level. NHS' defined levels of proficiency are articulated in our NHS Grading System document ([NHS Grading System, 2014-2015 \(Supplemental Evidence 5B\)](#)).**

**To track and record students' progress in demonstrating proficiency in a course's Graduation Standards, teachers will arrange their Infinite Campus grade books with the course's Graduation Standards as categories ([Supplemental Evidence 5A](#)).** Administrators have supervisory access to all of our teachers' electronic gradebooks and have incorporated a review of teacher grade books into of supervision and evaluation protocol. Each assessment/graded assignment is aligned with one or more Graduation Standards and is recorded in Infinite Campus accordingly. By arranging grade books by Graduation Standards, teachers can clearly communicate to students and parents how a student is doing in terms of demonstrating proficiency in each standard. We will not be reporting students' grades in each Graduation Standard on the report card. In our system, a student will receive two grades in each course: a grade that represents the cumulative average of assessment scores within the Graduation Standards associated with the course and a grade for Work Habits

**In our currently operating and recently developed system, which is being implemented during 2014-2015, many department/content area Graduation Standards overlap with NHS 21st Century Learning Expectations (Maine Guiding Principles)** (e.g., NHS 21st Century Learning Expectation- *Writing* and English Department Graduation Standard- *Writing*); school-wide, analytic rubrics and common assessments serve, in part, to determine a student's proficiency in NHS 21st Century Learning Expectations (Maine Guiding Principles), Graduation Standards, or, in the case of overlap, both. As a result of the overlap between NHS Graduation Standards and NHS 21st Century Learning Expectations (Maine Guiding Principles), over the course of five years (8-12) at Noble High School, students will be required to demonstrate proficiency in each of the NHS 21st Century Learning Expectations (Maine Guiding Principles). To support our students in reaching this goal, our system has been purposefully designed to ensure that all students are able to practice and achieve each 21st Century Learning Expectation (Maine Guiding Principles) multiple times. Each subject area department has taken direct responsibility for teaching a particular 21st Century Learning Expectation (Maine Guiding Principle); responsibilities were assigned based upon alignment with individual, department- specific Graduation Standards. The [Crosswalk: NHS 21st Century Learning Expectations \(School-wide Rubrics\) vs. Departments \(NHS Graduation Standards\)-Supplemental Evidence 4](#) document shows that all NHS students have a comparable and equitable opportunity to be assessed through school-wide rubrics on our 21st Century Learning Expectations. Students in the graduating class of 2018 and beyond must demonstrate proficiency in each of the Graduation Standards, and concomitantly the NHS 21st Century Learning Expectations (Maine

Guiding Principles), in order to receive credit in core courses and required globals, which, in turn, is required to receive a diploma.

The following table articulates how students will be meeting each of the NHS 21st Century Learning Expectations (Maine Guiding Principles) by meeting the Graduation Standards associated with required courses.

**Table 4: Student Demonstration of Maine’s Guiding Principles through Demonstration of Proficiency in NHS 21st Century Learning Expectations/Graduation Standards.** Example: As can be seen in the first row, the NHS 21st Century Learning Expectation of “A1-Effective Communication (Writing)” is also a NHS Graduation Standard, “ELA-3 Writing.” The English Department has responsibility for assessing, measuring, and tracking students’ demonstration of proficiency in this NHS 21st Century Learning Expectation (Maine Guiding Principle)/Graduation Standard. Assessment between teachers is validated through the use of the school-wide, analytic writing rubric and common assessments. Students will demonstrate mastery in this NHS 21st Century Learning Expectation (Maine Guiding Principle) by meeting the aligned Graduation Standard, which is required to pass the associated required course(s).

<b>NHS 21st Century Learning Expectation</b> (Maine Guiding Principle)	<b>NHS Graduation Standard Alignment</b> ( <i>these standards must be met for students in the class of 2018 and beyond to receive a diploma from NHS</i> )	<b>Academic Department</b> (Subject area assigned to assessing specified NHS 21st Century Learning Expectation)	<b>Course Alignment</b> (List of courses that are a part of the required core sequence for NHS students, grades 9-12)
A1- Effective Communication (Writing)	ELA 3- Writing (9-12)	English	ENG 101 (Grade 9) ENG 201 (Grade 10) ENG 301 (Grade 11) ENG 401 (Grade 12)
A1- Effective Communication (Presentation )	Student-Led Conference: Roundtable (9-11) (Graduation Requirement)  AND  Senior Project (12) (Graduation Requirement)	Graduation Portfolio	PORT 101 (Grade 9) PORT 201 (Grade 10) PORT 301 (Grade 11) INST 401 (Grade 12)
A2- Critical Thinking	SCI 2- Experimental Design	Science	SCI 101 (Grade 9) SCI 201 (Grade 10) SCI 301 (Grade 11) SCI 401 (Grade 12)
A3- Creative Use of Resources (Research)	HIST 1- Accessing & Analyzing Information	Social Studies	HIST 201 (Grade 10) HIST 301 (Grade 11) HIST 401 (Grade 12)
A4- Work Habits	N/A (*note: Students who fail to demonstrate proficiency in work habits may do so by successfully completing INST 401, Senior Project)	All Departments	All Courses
A5- Collaboration	HPE 8- Participation & Engagement	Health/PE	HPE 101 (Grade 9 or 10) HPE 501 (Grade 11 or 12)
A6- Social Responsibility & Awareness	HPE 7- Personal & Social Interactions	Health/PE	HPE 101 (Grade 9 or 10) HPE 501 (Grade 11 or 12)
A7- Informed Citizenship	HIST 2- Civic Engagement (Involved Citizen) HIST 3- Civic Engagement (Principles of Constitutional Government)	Social Studies	HIST 201 (Grade 10) HIST 301 (Grade 11) HIST 401 (Grade 12)

## **NHS 21st Century Learning Expectations (Maine Guiding Principles) & Graduation Portfolio**

In addition to the demonstration of NHS Graduation Standards within required courses, as a vehicle for students to demonstrate proficiency in NHS 21st Century Learning Expectations (Maine Guiding Principles), **students must also demonstrate proficiency in NHS 21st Century Learning Expectations (Maine Guiding Principles) through successful completion of the NHS Graduation Portfolio and the NHS Senior Project.** The NHS Graduation Portfolio is an online site where students keep electronic copies of required work and documents from each year in high school ([Graduation Portfolio & Student-Led Conference Supplemental Evidence 11](#)). The student's Graduation Portfolio advisor will review each student's portfolio, prior to the student's presentation, to ensure that the required elements are present. Students will present the elements of the portfolio during student-led conferences (Roundtables). During the student-led conference, the student will lead a discussion regarding the progress that he/she has made toward meeting NHS 21st Century Learning Expectations (Maine Guiding Principles) and/or Graduation Standards. Students must include artifacts that demonstrate how he/she has met each NHS 21st Century Learning Expectation (Maine Guiding Principle). To further document the successful demonstration of NHS 21st Century Learning Expectations (Maine Guiding Principles) all students are required to do the following:

- During Grade 9, 10, and 11, all NHS students must document a minimum of three 21st Century Learning Expectations (Maine Guiding Principles) that have been met in that academic year. By the end of Grade 11, students must have documented all of the 21st Century Learning Expectations (Maine Guiding Principles) in the portfolio.
- Students will document the completion of NHS 21st Century Learning Expectations (Maine Guiding Principles) through evidence of school work. For each NHS 21st Century Learning Expectation (Maine Guiding Principle), students will need to provide evidence of the assignment, activity, or experience, as well as an explanation of how the 21st Century Learning Expectation (Maine Guiding Principle) has been met through this assignment, activity, or experience and include the associated NHS School-Wide Rubric.
- On each 21st Century Learning Expectation (Maine Guiding Principle) Artifact page, students will need to insert either a copy of the assignment or other evidence of the assignment. Evidence of the assignment could include:
  - A photo of a poster, artwork, or other visual
  - A Powerpoint, Keynote, or Google Presentation
  - A video of a performance, presentation, or demonstration
- On each 21st Century Learning Expectation (Maine Guiding Principle) Artifact page, students will change the title of the page to show the NHS 21st Century Learning Expectation (Maine Guiding Principle) that is being documented and the assignment name (Ex: LE Artifact 1: Writing - Lord of the Flies Essay)
- Students must also include a scan or photo of the NHS School-wide rubric used to grade the assignment
- On the NHS 21st Century Learning Expectation (Maine Guiding Principle) Reflection page, students will write a short reflection for each NHS 21st Century Learning Expectation (Maine Guiding Principle). This reflection will include the following information:
  - An explanation of the assignment:
    - For what class did you complete this assignment?
    - What were the major requirements of the assignment?
    - What content did you learn or share in this assignment?
  - The 21st Century Learning Expectation (Maine Guiding Principle) you met through this assignment:
    - Which 21st Century Learning Expectation (Maine Guiding Principle) was being assessed?
    - How does this assignment show you met the 21st Century Learning Expectation (Maine Guiding Principle) ?
  - A short reflection on how well you met the 21st Century Learning Expectation (Maine Guiding Principle):
    - How well did you show mastery of this 21st Century Learning Expectation (Maine Guiding Principle)?
    - What part(s) of the 21st Century Learning Expectation (Maine Guiding Principle) could you still improve on?

Through successful complete of the Student-Led Conference (Roundtable) Presentation, students will also meet the 21st Century Learning Expectation (Maine Guiding Principle) A1- Effective Communication-Presentation, which is assessed through the NHS School-wide Presentation Rubric. Students complete Student-Led Conferences (Roundtable) presentations and an online Graduation Portfolio during Grades 9, 10, and 11. **Successful completion of each Student-Led Conference (Roundtable) will be tracked on the student's report card and transcript.**

2. The benchmarks for progress and metrics to measure them are unclear in MSAD 60's overall implementation plan (pages 5-8 of MSAD 60's Extension 4 application). Please provide written articulation of the 2014-2015 benchmarks and their metrics.

**NHS Graduation Standards, Work Habits, & Tracking/Reporting Student Progress (**

As mentioned above, over the past two years, NHS Teachers have studied content areas standards including the Common Core State Standards for Math and English Language Arts, the Next Generation Science Standards, and the Maine Learning Results; we have grouped these standards into clusters of skills, behaviors, and knowledge called Graduation Standards. The Graduation Standards for NHS courses are listed in the 2014-2015 Program of Studies (Supplemental Evidence 12). At Noble High School, we have interpreted Maine Law: An Act to Prepare Maine People for the Future Economy, which states that students must meet "all standards in all content areas," to mean that our students in the graduating class of 2018 and beyond must show basic proficiency in all of our Graduation Standards in order to get a diploma. To earn credit for a course, students in the class of 2018 and beyond must meet all of the Graduation Standards at a minimum of a basic level.

To track students' progress in demonstrating proficiency in a course's Graduation Standards, teachers are currently arranging their Infinite Campus grade books with the course's Graduation Standards as categories (Supplemental Evidence 5A). At the start of 2014-2015, we conducted Infinite Campus training with our Subject Area Coordinators to ensure that each department and each teacher's grade book was properly aligned to the required Graduation Standards. Each assessment students take is aligned with one or more Graduation Standards and is recorded in Infinite Campus accordingly. By arranging grade books by Graduation Standards, teachers are clearly communicating to students and parents how a student is doing in terms of demonstrating proficiency in each standard. We will not be reporting students' grades in each Graduation Standard on the report card. In our system, a student will receive two grades in each course: a grade that represents the cumulative average of assessment scores within the Graduation Standards associated with the course (See Table1) and a grade for Work Habits (Discussed below; See Table 2). Both of these grades will be printed on the report card and transcript. This mode of reporting will occur during the 2014-2015 school year.

**Table 1:** Contributing factors toward a student's cumulative average (based upon Graduation Standards)

Graduation Standard Grade
<p><b>What is included?</b> Any assessment which measures a student's progress and/or proficiency in a Graduation Standard and which receives a grade in Infinite Campus. Some assessments will assess only one Graduation Standard, while others might assess multiple Graduation Standards (e.g. a test with multiple sections might assess Word Knowledge and Analyzing Literature).</p> <p><b>Summative Assessments:</b> Given at the end of units to assess a student's understanding of skills and knowledge and to see how well students can demonstrate their learning.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> performance assessments, cumulative projects, essays, unit tests, etc.</li> </ul> <p><b>Interim Assessments:</b> Given throughout units to assess a student's progress and current understanding of skills and knowledge. These can be used to monitor how well a student might perform on a future summative assessment.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> graded homework, quizzes, shorter essays &amp; responses, smaller projects, etc.</li> </ul>

We also believe that it is critical that students develop strong work habits as well as content based knowledge and skills, which is why all teachers will also have an additional grade book category called Work Habits (WH). Work Habits will be assessed through the use of a schoolwide, analytic rubric. However, this category will not be averaged into the final grade, and will be weighted at zero but reported separately on progress reports, report cards, and transcripts. In order to ensure that a student's grade in the academic standards is a true depiction of what the student knows and can do, a separate Work Habits grade must be assigned.

**Table 2:** Contributing factors toward a student's grade in Work Habits

<b>Work Habits Grade</b>
<p><b>What is included?</b></p> <p>This grade reflects a student's proficiency at managing time and deadlines effectively, being prepared for class, and maintaining an effective organizational system. It's important for students to develop strong work habits as well as content knowledge. The NHS schoolwide Work Habits rubric will be used to assess students.</p> <p><b>Practice Assignments:</b> Given throughout units as a way for students to practice key skills associated with Graduation Standards and to prepare for graded assessments. Practice assignments <b>will not</b> be graded, but will be recorded in Infinite Campus and factor into the Work Habits grade. The Work Habits grade is shown on the transcript.</p> <p><b>Check Ins:</b> Students will have <b>at least 3</b> Work Habits check-ins throughout each semester. Students will have the opportunity to self-assess their Work Habits and be assessed by the teacher.</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"><li>• Students will be informed if an assignment is considered non-graded practice or a graded assessment.</li><li>• Work Habits might also be assessed separately for certain graded assessments.</li></ul>

Proficiency: Three Levels

**At NHS, our current, 2014-2015 standards and proficiency-based grading system is based on a number of principles:** we communicate to students exactly which skills and knowledge they will study and practice; we create opportunities for practice and check in to see how much they are learning; we design assessments that identify what students know and can do; we give them multiple opportunities to demonstrate proficiency; we demand that students demonstrate proficiency in all standards, not just some; and we ensure our grades are accurate indicators of what students know and can do by assigning a separate "Work Habits" grade. At NHS, we have defined three levels of proficiency: **distinguished, advanced** and **basic**. At the distinguished level, the student has mastered the targeted skills and knowledge for the grade level and understands and applies key concepts and skills with sophistication, consistency and independence, using challenging texts, sources or materials. The distinguished level of proficiency corresponds to the letter grades A+, A, and A- and to corresponding number grades 99%-100%, 96%-98%, and 93%-95%. At the advanced level of proficiency, the student has consistently demonstrated the targeted skills and knowledge for the class and can apply them at the advanced level as described by the class' rubrics using grade-level or higher texts, sources or materials. The advanced level of proficiency corresponds to letter grades B+, B, and B- and to the corresponding number grades 91%-92%, 88%-90%, and 85%-87%. At the basic level of proficiency, the student has demonstrated the targeted skills and knowledge at a basic level and can apply them at an acceptable level as defined by the class' rubrics/scoring guides. The basic level of proficiency corresponds to letter grades C+, C, and C- and to the corresponding number grades 83%-84%, 79%-82%, and 75%-78%. Students who do not meet the basic level of proficiency receive an NM (Does Not Meet).

We have decided to keep A, B, and C codes because students, parents, employers, colleges, and the military all understand these codes. Since report cards and transcripts are mostly tools for communicating with a broad range of people and institutions outside of our school, it makes sense to use codes that everyone recognizes. Keeping A, B, and C enables us to describe three levels of proficiency - a basic level, an advanced level, and a distinguished level. This is critical in view of Maine Public Law 669 (a.k.a. Title 20-A, Section 4722-A of the Maine Revised Statutes), which requires that students meet ALL standards in ALL subject areas in order to graduate. 1-2-3-4 grading scales tend to be set up in such a way that "2" means "approaching proficiency" and "3" means "meeting the standard." If we moved to a 1-2-3-4 system, then we would have to make a choice about how to define the level of skill and knowledge that we would call "meeting the standard." If we defined the "3" (Meeting the Standard) as the level that we currently define as being the minimum level of achievement for passing - 75% - then we would be setting a low bar for many kids. In addition, this would create problems in terms of calculating GPA, because our "3," which would indicate that a student had met the minimum standards, would be equal to what most institutions call a "2." If we defined the "3" (Meeting the Standard) as the level that we currently call a "B" or advanced, then all kids who now get "Cs" would need to do credit recovery or not graduate. This would mean that every NHS graduate would need to have a 3.0 GPA or higher.

**During 2014-2015, a student in grades 8, 10, 11 or 12 will need to have an academic cumulative average of 75% or higher to receive credit in a course (i.e., they will not be required to obtain a passing average within each Graduation Standard associated with a course as long as the cumulative average is passing); a passing grade in**

**Work Habits is denoted by a 75% or higher. During 2014-2015, a student in grade 9 must demonstrate basic proficiency (75%) in all of the course's Graduation Standards to receive credit for the course. If a student's cumulative average within a course is above a 75%, but the student has a failing average in one or more Graduation Standards, the course grade will be preceded by the letter "I" for "Incomplete." Students can only graduate after all "Incomplete" notations have been removed from their grades.**

Students may remove an "Incomplete" notation by attending Standards Recovery Classes to demonstrate proficiency in the previously unmet Graduation Standards; these courses are currently available during the 2014-2015 school year and during the summer of 2015. A summary of our current, 2014-2015 grading policy is described in the document [NHS Grading System, 2014-2015 \(Supplemental Evidence 5B\)](#).

### **Common Assessments**

**Content area departments will continue to work collaboratively to develop common assessments associated with Graduation Standard; this work commenced during the 2013-2014 school year. Our plan regarding the continued generation of these common assessments can be viewed in our Late Start Thursday Calendar for the 2014-2015 school year ([Supplemental Evidence 8](#)).** The following will be completed during the 2014-2015 school year:

- (1) Members of each department will collaboratively develop at least two common assessments for each grade level along with accompanying UbD unit frames (i.e., a list of Graduation Standards to be address, essential questions, formative assessments, key vocabulary, and the summative assessment) using the MSAD #60 Unit of Study template;
- (2) Members of each department will work together to review and validate common assessments that are developed- assessments will be reviewed to ensure alignment to 21st Century Learning Expectations and/or content area Graduation Standards (i.e., based upon CCSS, MLRs, and/or NGSS); to ensure the assessment is a reflection of the skills and knowledge outlined within the standards; and to ensure the assessments are scheduled properly in terms of the scope and sequence specified by the course/content area;
- (3) Members of each department will field test at least one of these units and collaboratively score student work
- (4) Members of each department will collect student work exemplars to demonstrate what basic, distinguished, and advanced-level proficiency work looks like at each grade level; and
- (5) Members of each department will discuss and revise units prior to submission of completed work to the Principal, Assistant Principal, and Curriculum Coordinator. These assessments will be reviewed, validated, and scored collaboratively within departments. During the validation process, departments will be using validation tools ([NHS Common Assessment Tuning Protocol- Supplemental Evidence 6](#)).

**Here is an example common assessment from a grade 11 English Class ([AIT Common Assessment: Author's Talk](#)).**

### **Curriculum Alignment K-12**

During the 2013-2014 school year, each department defined its Graduation Standards. A listing of these Graduation Standards can be found in the 2014-2015 NHS Program of Studies ([NHS Program of Studies- Supplemental Evidence 14](#)). Additionally, all Subject-Area Coordinators submitted course scope and sequence documents (i.e., an outline of the standards and recommended teaching order for each required course at each grade level) on October 27, 2014.

During the 2014-2015 school year, content areas will continue to coordinate curriculum and continue to construct common unit frames according to the Understanding by Design backwards planning model. As described above, these unit frames will be created using a common, [MSAD 60 UBD Unit Template \(Supplemental Evidence 7\)](#) and will identify the unit's alignment to standards/learning expectations, essential questions, formative/summative assessments, and key vocabulary. We will continue to work on areas of common assessments, curriculum alignment, and grading practices during our Late Start Thursday professional development time and Best Practices/PLC meetings during the 2014-2015 school year ([Late Start Thursday Calendar Supplemental Evidence 8](#)).

**The system we are currently implementing during the 2014-2015 school year, as described in our original extension request and this clarification document, allows us to be on track for the awarding of proficiency-based diplomas in all content areas and the Guiding Principles beginning with the class of 2018 with the exception of the content area of world languages.** While the world language department (i.e., Chinese, Spanish and French teachers) have aligned their curricula, instructional units, and assessments; designed Graduation Standards; and developed course scope and sequences documents, we currently do not have the capacity (i.e., number of required staff) to meet the needs of all students (i.e., to enroll all current grade 9 students in a world language course) by 2018; therefore, we are applying for "Extension 4" to help us meet this need.

At NHS, during 2014-2015, we currently offer the following world language courses:

- GR8SPANEXP- Spanish Exploratory 8
- FREN101- French I (Grades 9-12)
- FREN201- French II (Grades 10-12)
- FREN301- French III (Grades 11-12)
- FREN401- French IV (Grades 11-12)
- FREN501- French V (Grades 11-12)
- SPAN101- Spanish I (Grades 9-12)
- SPAN201- Spanish II (Grades 10-12)
- SPAN301- Spanish III (Grades 10-12)
- SPAN401- Spanish IV (Grades 11-12)
- CHIN101- Chinese I (Grades 9-12)
- CHIN201- Chinese II (Grades 10-12)
- CHIN301- Chinese III (Hybrid Virtual Learning) (Grades 11-12)

In 2013-2014, the World Language Department has identified the following Graduation Standards associated with each course:

- WL 1: Conversational
- WL2: Listening & Reading
- WL 3: Planned Speaking & Writing
- WL 4: Grammar & Word Knowledge
- WL 5: Culture & Communities

The NHS Graduation Standards in for world language were constructed in 2013-2014 by grouping skills and knowledge based on the Maine Learning Results; ACTFL Standards for Foreign Language Learning in the 21st Century, ACTFL Proficiency Guidelines and Standards for Classical Language Learning. Scope and sequence documents have been developed for each of the grades 9-12 courses ([World Language Department Scope & Sequence Supplemental Evidence 13](#))

All world language teachers have adopted and fully implemented a proficiency and standards-based grading system for existing courses being offered in 2014-2015; however, we do not have all grade 9 students (i.e., class of 2018) currently enrolled in a world language course. Our plan to build the capacity for all students by the class of 2020 to demonstrate proficiency in the NHS Graduation Standards for world languages by requiring all NHS students, starting with the class of 2020, to enroll in an exploratory world languages course during grade 8 and/or complete a full year of another NHS world language course. To build this capacity, we plan to do the following during the 2014-2015 and 2015-2016 school year:

**Strategy: Students in the class of 2020 will meet NHS Graduation Standards in World Language**

Action Steps	Evidence	Timeline	Roles (Individual(s) responsible)
Continue to develop curriculum documents (i.e., scope and sequence, instructional materials, assessments) for GR8SPANEXP- Spanish Exploratory 8	<ol style="list-style-type: none"> <li>1. Complete scope and sequence document</li> <li>2. Develop UbD units frames</li> <li>3. Develop curricular materials (i.e., notes handouts, formative assessments, practice etc.)</li> <li>4. Develop, tune, and validate common assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete scope and sequence documents by 1/1/2015</li> <li>2. Develop two complete UbD units frames by 6/10/2015</li> <li>3. Develop curricular materials (i.e., notes handouts, formative assessments, practice etc.) by 9/1/2015</li> <li>4. Develop, tune, and validate two common assessments by 6/10/2015</li> </ol>	World Language Department Teachers, Subject- Area Coordinator, World Language Exploratory Program Curriculum Director

<p>Develop curriculum documents (i.e., scope and sequence, instructional materials, assessments) for French Exploratory 8</p>	<ol style="list-style-type: none"> <li>1. Complete scope and sequence document</li> <li>2. Develop UbD units frames</li> <li>3. Develop curricular materials (i.e., notes handouts, formative assessments, practice etc.)</li> <li>4. Develop, tune, and validate common assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete scope and sequence documents by 9/1/2015</li> <li>2. Develop two complete UbD units frames by 6/10/2016</li> <li>3. Develop curricular materials (i.e., notes handouts, formative assessments, practice etc.) by 9/1/2015</li> <li>4. Develop, tune, and validate two common assessments by 6/10/2016</li> </ol>	<p>World Language Department Teachers, Subject- Area Coordinator, World Language Exploratory Program Curriculum Director</p>
<p>Develop curriculum documents (i.e., scope and sequence, instructional materials, assessments) for Chinese Exploratory 8</p>	<ol style="list-style-type: none"> <li>1. Complete scope and sequence document</li> <li>2. Develop UbD units frames</li> <li>3. Develop curricular materials (i.e., notes handouts, formative assessments, practice etc.)</li> <li>4. Develop, tune, and validate common assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete scope and sequence documents by 9/1/2015</li> <li>2. Develop two complete UbD units frames by 6/10/2016</li> <li>3. Develop curricular materials (i.e., notes handouts, formative assessments, practice etc.) by 9/1/2015</li> <li>4. Develop, tune, and validate two common assessments by 6/10/2016</li> </ol>	<p>World Language Department Teachers, Subject- Area Coordinator, World Language Exploratory Program Curriculum Director</p>
<p>Enroll grade 8 (class of 2020) students in an exploratory world language course</p>	<p>Student schedules</p>	<p>6/10/2015</p>	<p>Guidance Department</p>