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

Directions for submitting an extension application

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

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

Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

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

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

Submittal Window

1. Indicate the submitting date.

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

x other

Superintendents Region

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

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	

Washington	X
Western Maine	
York	

3. **School Administrative Unit: AOS 90**
4. **High School(s): Woodland Jr/Sr High School**
5. **Name and title of person completing the extension request: Patricia Metta, Principal**

6. **Superintendent's name, address, phone number and email: William Braun, PO Box 580, Baileyville, ME 04694 super@aos90.org**

Evidence of Preparedness

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

Criteria:

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

Woodland Jr/Sr High School has been moving towards standards-based grading and learning for several years without even realizing it. Along with developing our mission and expectations (see attached), WHS has been unwrapping the common core standards and choosing the power standards. Standards have been broken into content and skills and departments have written common assessments and rubrics that go hand in hand with the standards and skills. Teachers have been creating curriculum maps (see attached) and determining the level of mastery that meets the standard. Assessments have been created with cover sheets that help teachers, parents and students understand the standards that are being assessed. Teachers will use the scores on these assessments to determine further learning objectives.

Several years ago, WHS worked with the Great Schools Partnership to develop common grading practices. We looked at our weighted grading system and developed a plan where everyone would at least use the same weight for summative assessments. It was agreed that summative assessments would have a minimum weight of sixty percent and teachers could choose what they put into the other forty percent. This change was a big transition for students and parents, but quickly became just “the way we do things.” This year we further revised the grading practices and currently use an eighty percent weight for summative assessments and twenty percent weight for formative assessments. Habits of work are no longer included in the student’s grade.

During the 2012-2013 and 2013-2014 school years, Woodland Jr/Sr High Schools continued their work with Great Schools Partnership and developed a leadership team that would focus on practices that led to proficiency-based reporting and teaching. The leadership team includes teachers from every content area and grade level. The principal and guidance director were also part of the committee. We did not include parents and students on the team at this time because we felt like we needed to wrap our heads around the issues first. The team meets at least one time monthly. The leadership team takes their ideas back to the entire staff during staff meetings and items discussed in the meetings are reviewed. During last school year the team developed 8 core practices, which would lead us toward proficiency-based learning and teaching. The entire staff agreed to these practices and are integrating them into their classrooms this school year. The practices include grading consistencies and work habits vs. skill (see attached Best Practices that Lead to a Proficiency-Based learning and Grading System). These practices and the use of common assessments across all grade spans allow us to see what our students are able to do academically.

As a result of the practices we have put into place, we have also had to institute a remediation time for students. This practice itself has made a difference in success for some students. Because students are allowed to retake assessments for the higher grade, students use this time to work with teachers on the material they did not get the first time around. We also see more students willing to stay after school to get the additional help they need. All after school meetings, with the exception of PLC’s on Mondays and occasional IEP meetings have been moved to workshop days so that teachers can have the additional time with students. We are beginning to see more and more students willing to retake exams, but we have yet to see that grades are improving greatly on the second exam. One other issue we are having with some students as a result of the changes is the refusal to do homework because it has no weight on the overall grade. We are hoping that students come to see that without the practice, they are unable to successfully pass the summative assessments.

One of the goals for the leadership team for this year is to educate students, parents and the school board about proficiency-based learning. Power standards were added to all syllabi that went home to parents this year. Teachers discuss standards with students, put the standards at the tops of papers given to students and even organize student binders by standards. One

teacher has students post the standard on the wall after all students have shown mastery. Two weeks ago we held our annual open house and shared a power point presentation with parents and had an open question session (see attached). This power point was also shared with the school board. The school board also receives copies of articles pertinent to changes required for full implementation to proficiency-based learning.

Multi-year Implementation Plan

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

Criteria:

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

Multiyear Implementation Plan

2014-2015

Time Frame	Initiative	Metrics
Quarter 1 Sept-Nov	Educate parents –Share best practices used by all teachers, share power point at open house, add standards to all syllabi	Parents are asking questions, attending staffings, and emailing teachers with concerns
Ongoing throughout school year	Teachers discuss standards with students and add the standards to all summative and formative assessments	Students are able to tell what standards they are meeting on various assignments and assessments
Ongoing 2014-2015	Teachers will continue to develop and pilot common assessments and scoring guides. Common language will	All departments will have an assessment portfolio

	also be used in assessments	
Quarter 2 Nov-Jan	Power point presentation will be placed on the public access channel, parent-teacher conferences will focus on individual standards students have met and are trying to meet	Parents continue to ask questions and are not voicing dissatisfaction with the school
Monthly throughout school year	Mini sessions with board members using articles pertinent to proficiency-based learning	Board members voting unanimously on issues relates to proficiency-based learning
Ongoing 2014-2015	Students are able to retake summative assessments a minimum of one time, all teachers use the best practices agreements that separate behavior and work habits from what the student actually knows and is able to do	Same as Goal
Ongoing 2014-2015	Remediation is available to all students a minimum of twenty-five minutes daily. Teachers are free after school hours for additional remediation, study groups are held prior to assessments	WHS sees an increase in the number of students taking advantage of remediation and after school help
Quarter 3&4 Jan-June	Investigate reporting systems for the report card. Find out what MMS (the system we currently have for grades) will have available for standards-based grading	Have two reporting systems the school will look at further
Throughout the school year	Develop a sample proficiency-based report card	All staff will agree on a proficiency-based report card

2015-2016

Assessment	All curricular areas will have completed common assessment portfolios which include scoring guides and common language
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Infrastructure	All sophomores will take a foreign language class. We have one Spanish teacher and a Rosetta Stone license
Integrate a 4 th science experience	Determine what experiences in a student's life exemplify a "science experience."
	Consider and research senior capstone projects that would include a science experience for those students not involved in a technical experience and/or not taking a fourth year of science.
Pilot	Pilot ELA 7-12standards-based grading. If a grading system is not in place, we will use two types of report cards. Include habits of work.
Time	Use all workshop days and early release time to work on proficiency-based learning and grading.
Professional Development	Great Schools Partnership will work on an as needed basis with the PBE leadership team and share resources.
Guiding Principles	PLC's will work to determine where the guiding principles are integrated into the curriculum and determining which departments will take primary and secondary responsibility for each.
Extracurricular	The school and community will look at the current eligibility requirements and revise those as appropriate
Policy	Great Schools Partnership and Maine Superintendents Association will share school board policies and the school board will begin to adopt policies which support PBE.

2016-2017

Reporting	Habits of work will be determined and added to the report card. Rubrics will be developed to show what meeting the standard looks like. Teachers will participate in professional development for using the scoring guides. Looking at reporting systems which fit with this.
Infrastructure	PBE leadership team will evaluate the first year of foreign language for all students.
	Develop senior capstone project to meet four year science experience requirement.
Pilot	Pilot Math and Science 7-12standards-based grading. If a grading system is not in place, we will use two types of report cards. Used format of new report card and include habits of work
Time	Use all workshop days and early release time to work on proficiency-based learning and grading.
Professional Development	Great Schools Partnership will work on an as needed basis with the PBE leadership team and share resources.
Guiding Principles	Assessment portfolios will show the integration of the guiding principles and students will be educated about these.

Policy	Great Schools Partnership and Maine Superintendents Association will share school board policies and the school board will begin to adopt policies which support PBE.
Grading System	Decide on grading system and add money to budget for such
Data	Use data from Smarter Balance test in continuing work

2017-2018

Reporting	Pilot habits of work on new grading system
Pilot	Pilot remaining subject areas (History, foreign language, fine arts, physical education and health) 7-12 standards-based grading.
Time	Use all workshop days and early release time to work on proficiency-based learning and grading.
Professional Development	Great Schools Partnership will work on an as needed basis with the PBE leadership team and share resources.
Policy	Great Schools Partnership and Maine Superintendents Association will share school board policies and the school board will begin to adopt policies which support PBE.
Grading System	Pilot new grading system
Infrastructure	Begin looking at transcript requirements, class rank, honor roll, weighted grades, use of credits and quarterly grades
Review	Review work to this point and revise as necessary

2018-2019

Grading	All curricular areas are using the proficiency-based report cards which include habits of work and guiding principles
Policy	School board will finish choosing policies which support PBE
Infrastructure	Continued work on transcript and school practices which support PBE
Revisit	Reevaluate success of remediation, use data to determine success on standards, continue to educate all stakeholders

2019-2021

Student Choice	Integrate more student choice in showing mastery of standards (projects, portfolios, etc)
Differentiating for all students	Research and use more alternative instructional sources (early college, odysseyware, khan academy, virtual school)
Grading	Transcripts are in place and report grades, habits of work, guiding principles and testing

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

The systems of support in place for struggling students are a work in progress and will be ongoing for many years. The RTI team has developed a fully functional tool for finding students who may be struggling. The RTI team, which includes teachers and an educational technician, will review referrals and then choose a team to represent the student. This team will include the student, parents, administration, and teachers. Guidance and the nurse will be included when appropriate. The school is using Google docs to look at all students when compared to their peers. We currently use the NECAP as our universal screener but know that this is an ineffective tool. WHS has looked at the STAR Math and STAR Reading programs as possible universal screeners, but the school board has yet to approve the additional expense in the school budget.

The school additionally has instituted a remediation/achievement period. The period is twenty-five minutes a day and students can be requested by individual teachers and students can request individual teachers. The system of requesting students is done with Google docs and students are notified of their weekly schedule during their advisory period on Monday. This method alleviates the wasted time sometimes associated with not knowing where one is going. These instructional periods are four days a week. The school's plan is to increase the time available for additional help to one full period. We also would like to offer enrichment activities for students who do not need to meet with individual teachers. These enrichment periods would all be academic in nature and further build on required standards. Remediation is also available before school, after school and during teacher planning periods.

The school also uses IXL math and reading at the middle school level and in special education to improve student skills. Odesseyware is another program that is used with students to help them retrieve credits they have lost by not meeting the standards in specific areas. Odesseyware aligns its entire curriculum to the common core and learning results. Additionally, we offer a senior math which focuses on readying students for taking the accuplacer and ASVAB test. Woodland Jr/Sr High School also offers summer programming when needed.

Proficiency-Based Diploma Transition Funds

10. Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures in the following areas:

- Policy:
- Practice: 100%

Consultation Great Schools Partnership-2 Professional Development Days for PBE	\$1300
Travel for inservice days	\$92.40
Virtual support from Great Schools Partnership for the 2014-2015 school year	\$1530.73
Total expended	\$2923.13

- Community Engagement:
- One-year Carry Over:
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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

Budget for 2014-2015

Proficiency readiness Professional Development Summer work to develop report card, research reporting systems and have ELA in place for pilot	6 teachers @150.00 each for three days \$2700 We only receive

School Board Vote and Approval of the Extension Request

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

Woodland Jr/Sr High School
Best Practices that lead to a Proficiency-Based Learning and Grading System

Agreements for 2014-2015

- Participation and work habits will not be part of a student's academic grade. These behaviors will be reported using the comment section of the report card.
- Late work will not reduce the overall grade for a student. Passing work in late is a behavior and does not show what a student knows and is able to do. Students should be able to see for themselves that lack of practice makes it very difficult for them to be proficient on assessments.
- Students who participate in academic dishonesty will need to repeat the assignment on their own time under the supervision of the teacher for full credit. The teacher and office will administer consequences for the behavior.
- Students will be graded only on individual achievement and not scored based on group scores.
- Students will be given an incomplete grade when they miss an assessment.
- Students will be graded 80% on summative assessments and 20% on formative assessments (formative assessments may include homework).
- All students will be given the opportunity to repeat summative assessments a minimum of one time. If students receive a higher grade on the second assessment, that grade will be placed in the gradebook, not averaged.
- Additional points to any given grade will only be given for evidence of exceeding the standard.

To aid in this transition

- All plan books should reflect the standard and performance indicators for each lesson.
- Students will be given the opportunity to self assess.
- Students will be provided with clear expectations for assessment tasks.
- Only quality assessments, that directly reflect required standards, will be used.
- Students are made aware of the required standards and educated in the system of proficiency-based learning.
- Teachers will begin looking proficiency based upon evidence of trends, not the mean of scores.

MOTTO: RESPECT, RESPONSIBILITY & KNOWLEDGE

Mission Statement:

Our mission is to develop a school, home, and community partnership, which promotes knowledge, respect and responsibility.

Academic Expectations

- Students demonstrate literacy skills (read, write, speak, think and listen) across the curriculum
- Students demonstrate the ability to critically analyze and solve problems in a variety of ways.
- Students demonstrate competencies in utilizing a variety of technology.
- Students develop an understanding for a variety of art forms.
- Students demonstrate improvement and maintenance of personal wellness.

Social Expectations

- Students will demonstrate respect for themselves and others.
- Students will make choices that demonstrate responsibility.
- Students will contribute to a safe school environment.
- Students will be informed and demonstrate an understanding of the benefits of life-long learning.

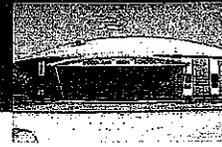
Civil Expectations

- Students will be informed of their rights and demonstrate age-appropriate levels of responsibility and accountability as productive citizens.

PBL in a Nutshell...

- Students know what they need to learn and be able to do.
- Change structures to allow flexibility for students to better meet their individual needs.
- Learning, and not time, is the constant!

Proficiency Based Learning



*Parent Information Session
Tuesday, October 21, 2014*

Why PBL?

• We believe:

- All students can learn
- All students deserve a rigorous and personalized education that allows them to pursue post secondary dreams
- Parents and community members have the right to know exactly what their child knows and is able to do

What is Proficiency-Based Learning (PBL) ?

Proficiency-Based Learning *IS*:

- a system of teaching and learning where students demonstrate mastery of clearly defined learning targets (standards).
- transparent and clear about what students need to know and be able to do.

- Not all students learn at the same rate. Some students may need additional supports in order to meet standards
- All Maine schools are required to implement LD1422: An Act to Improve Maine People for the Future Economy.

- the implementation of consistent grading methods by teachers across our 7-12 grade span.
- the opportunity for teachers to have more flexibility in how they teach
- common and consistent method used to evaluate students

Best Practices

- Participation and work habits not included in the student's academic grade. Behaviors reported separately.
 - Grade averaging
 - Work habits still very important (State looking at eligibility with this)
 - Shows what STUDENTS know and are able to do (Colleges, what do our grades really tell us)

The Law

Beginning January 1, 2017, a diploma indicating graduation from a secondary school must be based on student demonstration of proficiency as described in this section. The commissioner may permit a school administrative unit to award diplomas under this section prior to January 1, 2017 if the commissioner finds that the unit's plan for awarding diplomas meets the criteria for proficiency-based graduation under this section.

1. Requirements for award of diploma. In order to receive a diploma indicating graduation from secondary school, a student must:
 - A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;
 - B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;
 - C. Demonstrate proficiency in each of the guiding principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and
 - D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.

Late work will not reduce the overall grade
(Students still accountable)

- Academic dishonesty does not equal zero (student still held accountable)
- Students graded only on individual work not group work
- Missing assessments will receive an incomplete until made up

The Law

2. Method of gaining and demonstrating proficiency. Students must be allowed to gain proficiency through multiple pathways, as described in section 4703, and must be allowed to demonstrate proficiency by presenting multiple types of evidence, including but not limited to teacher-designed or student-designed assessments, portfolios, performances, exhibitions and projects.

- Woodland High School has requested a waiver for the 2017 deadline and will be sending a plan for implementation to the state by November 14, 2014.

So what steps are we taking that will lead to a proficiency-based diploma?

2012-2014

- 80% on summative assessments, 20% on formative assessments (So where does homework fit in?)
- ALL summative assessments may be repeated a minimum of one time (Remediation) (Student gets higher grade) Additional points are only given for evidence of exceeding the standard (Extra credit?)

- Common standards determined
- Leadership team developed
- School board introduced
- Common assessments being developed
- Best practices that lead to a proficiency-based learning and grading system developed

Questions?

- Students will be given opportunities to participate in remediation prior to retaking an exam.
- Students are made aware of the required standard

How will classrooms change?

- Students will *know* the standards/targets they are working on and what is next in their learning
- Standards/targets posted in classrooms; referred to; listed on assessments
- Remediation time added during the day and after school

Steps for this year...

- Educate parents, school board, and community
- Be clear with students about what they are expected to know and be able to do
- Create an action plan for a 2020 full implementation
- Teachers will be implementing standards; developing common definitions of what meeting a standard/target looks like; increasing intervention and extension opportunities for students
- Follow our outlined best-practices agreements