



Medway Middle School
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Medway, Maine 04460
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Fax

To: <i>Diana Doiron</i>	From:
Fax: <i>1-877-227-9838</i>	Pages:
Phone:	Date:
Re:	CC:

Urgent For Review Please Comment Please Reply Please Recycle

Comments:

Resubmitted application for option #5

*East millinocket
Medway
Woodville.*



STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, MAINE 04333-0023

PAUL R. LEPAGE
GOVERNOR

THOMAS A. DESJARDIN
ACTING COMMISSIONER

December 31, 2014

Quenten Clark
Superintendent of Schools
East Millinocket
45 North Street
East Millinocket, ME 04430

Dear Superintendent Clark:

This letter acknowledges receipt of East Millinocket's request for an extension to meet the proficiency-based graduation requirements at Schenck High School. The Department commends you for your efforts to advance proficiency-based education.

Given the evidence provided in the application, the Maine DOE has reservations about the district's readiness to meet the proficiency-based graduation requirements for extension option 3 and recommends that you consider resubmitting an application for extension option 5. The criteria in this extension are more closely aligned with the evidence submitted with your application.

If you do not seek an alternate application, the Maine DOE requests the following additional evidence and adjustments would be needed for East Millinocket's application to be aligned to the criteria in the requested extension option 3:

- Metrics to assess predicted progress toward high school implementation
- Provide evidence of an "RTI" system that provides day to day supports for all students across all content areas, so that, when necessary, students access supports necessary to demonstrate proficiency in the standards
- Provide further evidence that the standards of the content areas and the Guiding Principles at the middle school represent the intended rigor and comprehensiveness of the standards and mechanisms for ensuring this will happen at the high school
- Provide evidence that helps us to see the mechanisms that ensure that all students have opportunity to learn, achieve and demonstrate the standards at the middle school and will also have that opportunity at the high school

Please provide the requested evidence and/or submit an application for a different extension option in the next 10 business days (by 8:00 A.M. on January 19, 2015). If the Maine DOE does not receive the requested materials within the stated timeframe, we will assume that East Millinocket is moving forward with the submitted extension plan notwithstanding the recommendations for adjustments.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Desjardin", written over a horizontal line.

Thomas A. Desjardin
Acting Commissioner of Education



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
 We have already applied by the October deadline for extension option #3. The DOE has requested that we resubmit for option #5. We are requesting this extension for the Medway, East Millinocket, and Woodville School Departments.

Superintendents Region

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

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	X

Washington	
Western Maine	
York	

- 3. **School Administrative Unit:** Medway, East Millinocket and Woodville School Dept.
- 4. **High School(s):** Schenck High School
- 5. **Name and title of person completing the extension request:** Quenten Clark, Superintendent of all 3 units
- 6. **Superintendent's name, address, phone number and email:** Quenten Clark, 45 North St. Suite #2, East Millinocket, ME 04430

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**

K-4: Opal Myrick Elementary School (East Millinocket School Dept.)

5-8: Medway Middle School (Medway School Dept.)

9-12: Schenck High School (East Millinocket School Dept.)

K-4: The report cards for Opal Myrick include some aspects of standard based grading and the guiding principles. Grades 3 & 4 use a report card, which includes standards graded on a 4-1. The overall grade for each discipline is reported by an A-F, which has been converted from a numerical scale. Kindergarten grade reporting is on a 1 -3 scale, which assesses standards in reading, comprehension, writing, listening and speaking, numbers, data, geometry, and algebra.

There is no evidence of when these report cards were implemented, but it was prior to 2010 when standards-based reporting was first introduced to the staff at Opal Myrick. No

revisions have taken place due to lack of staff development and a shift in priorities within the school department. Updating to a full PB report card will require a closer and more detailed look at the standards and over-all learning goals. This will also require updated staff development opportunities and guidance.

The teachers at the K-4 level are teaching to standards and are utilizing rubrics on a limited basis. In order to create a true proficiency-based system, additional direction, staff development and support will be required from the Maine Department of Education.

5-8: Currently, MMS has a 4-point grading scale and standards-based report card.

2012-2013 School Year

Teachers and administration began discussing what standards-based grading and learning looked like. First, teachers and administration worked on separating work habits and academic grades, removing "zeros" from the grading system, and allowing retakes with the use of rubrics with a four-point scale.

Work habits were broken down into 5 skills: participation, listening skills, preparedness, respect and passing in work in a timely manner. We decided to call these "Self-Directed Learner Expectations" or "SDL's." As a staff, we created a 3-point rubric, with "M" for meets the expectation, "PM" for partially meets the expectation, and "DM" for does not meet the expectation. The staff felt that no-one is ever perfect and that it would be difficult, if not impossible, to exceed the expectations of these work habits, therefore the 3-point scale was created. Also, the staff felt that if we use the same scale for academics as with the SDL's, we would confuse parents. So, the SDL rubric was created and piloted for the 3rd trimester of the 2012-2013 school year (See SDL rubric).

OCTOBER: Administration and 2 teachers went to a workshop: "Experts Down the Hall."

DECEMBER 5th: Don Siviski presented to the entire K-12 staff concerning PBG (see letter to staff).

DECEMBER: Family informational night for community members to ask questions about our piloted programs in social studies and math.

JANUARY: All eight content area teachers visited another school that had already implemented SBG (4 went to Troy Howard Middle School and 4 went to Hall-Dale High School). Teachers came back and presented what they learned at our monthly staff meeting (see memo).

MARCH-MAY: 6 teachers (4 from MMS and 2 from Opal Myrick Elementary) and principal attended 4 workshops with Bea McGarvey in Presque Isle concerning MCL and SBG.

Early Release Days: These days were used for teachers to review the CCSS and National Standards (as appropriate) and teachers recorded which standards would be assessed multiple times, with rubrics, for proficiency, that would be placed on the report cards using a 4-1 scale, with a "3" meeting the standard. (See document of all standards measured for proficiency). We read chapters from Inevitable and Mindset.

The principal also created a webpage with resources for parents and community

members. The principal also created several movies to explain the concept of SBG and the changes at MMS and then posted them on the school website (www.medwayms.org).

2013-2014: 5-8

We changed the grading scale from A-F to a 4-1 scale. The principal presented our new system as a "pilot" to parents during our Open House in early September.

The principal presented the new grading scale to the school board and presented an example policy, which was adopted as a pilot policy for the school year. The grading scale was changed 4-1, which was also reflected in the eligibility policy for co- and extra-curricular activities (see attached).

The First Trimester included the new report card, describing the standards assessed multiple times. If a standard was only assessed once, a teacher could override the system and a NA was in place of a 4-1 grade. A letter went home describing the new report card and system.

Early Release days were used to create rubrics and align lessons to the standards.

9-12: High School staff did the DOE self-assessment for proficiency-based learning.

Student, staff and community impact: Staff and students are comfortable with the proficiency based grading system at the 5-8 level, while the K-4 staff has been working with the 4-1 grading system for a few years. When SBG was proposed back in 2008, the school and local community rebelled against the system, and the staff rejected the concept due to the top-down nature of the presentation. Due to the negative experiences of this, we started fresh with the elementary parents and staff to get both parents and students comfortable with the new system. By 2016-2017, the freshmen class will have gone through 9 years of standards-based grading using a 4-1 scale. Our hope is this transition will ease the fears and concerns of our parents and community members.

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

2014-2015

9-12: Administration will review the self-assessment done in 2013-2014 to design staff development needs. Staff will set the proficiency “power” standards based on CCSS and the revised MLR’s for all 8 content areas. Staff will develop expectations and implementation process around the guiding principles. As we are doing professional development around the Bridge Program, staff will gain understanding of the needs of university admissions and issues that will help students become successful in post-secondary education.

K-8: Staff will review and revise power standards that will be measured for proficiency for all grades.

By the end of the 2014-2015 SY, all power standards for proficiency will be documented K-12. The School Board will approve both the academic and work habit standards for implementation during the 2015-2016 school year.

We plan on utilizing the expertise of the DOE to help us formulate staff development opportunities and understanding the concepts around SBG.

2015-2016

9-12: Staff development will focus around proficiency based diplomas, transcripts, 4-1 grading scale. Policy development regarding grading scale, eligibility, honor roll, transcripts, etc, will be done for implementation during the 2016-2017 school year. We will also implement the guiding principles expectations as developed in the previous year.

K-8: Full implementation of 4-1 grading scale.

K-12: Professional development will focus around what proficiency means and what it “looks like.” District-wide definitions will be created to have consistency across grade levels and teaching.

Summer of 2016 for K-12: School Boards will adopt policies regarding proficiency based education and diplomas.

2016-2017

The 4-1 grading scale will be implemented with the incoming Freshmen class. The teachers will also pilot the 4-1 grading scale with 10-12 grade students.

This freshmen class will be the first class to have all grades in their educational experience with the proficiency-based grading and 4-1 grading scale. Due to this, parents and students will be more comfortable with the high school transition.

System of Supports for Student Learning

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

Criteria:

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

5-8: Interventions occur during the school day and during after school programming. We have regular team level meetings to discuss progress, grades, etc. We also have parent support and meetings to discuss progress of individual students. Both special education and Title I ed-tech support to provide small group instruction and reinforcement of the concepts and skills taught by the content area teacher. We try to keep class sizes small to support individualized instruction and differentiation within the classroom. Students are assessed multiple times, in multiple ways, and can retake any assignment. Use of rubrics, written in student language, gives specific feedback and helps students understand what is expected and how they can meet the standard.

K-4: We have intervention programs such as SPIRE, online math support (MobyMax), and Reading Recovery. Teams meet regularly to discuss progress, grades, etc. We also have parent support and meetings to discuss progress of individual students. Both special education and Title I ed-tech support to provide small group instruction and reinforcement of the concepts and skills taught by the content area teacher. We try to keep class sizes small to support individualized instruction and differentiation within the classroom. Students are assessed multiple times, in multiple ways, and can retake any assignment. Use of rubrics, written in student language, gives specific feedback and helps students understand what is expected and how they can meet the standard.

Proficiency-Based Diploma Transition Funds

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

in the following areas:

- **Policy:**
- **Practice:**
- **Community Engagement :**
- **One-year Carry Over: 100%**

Our proficiency based diploma transition funds were carried over. Note, the Woodville School Department will forward its transition funds to the East Millinocket School Department due to having no school in Woodville. All funds will be expended on practice, professional development and community engagement.

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**

Transition funds will be spent on professional development and community engagement opportunities for the 2014-2015 school year. Funds will be used for staff development focusing on standards alignment, guiding principles, and proficiency-based diplomas. We will also schedule interschool visits, outside experts, staff meetings, and professional development days around PBL. Funds will also be used for substitutes to allow release time for vertical team meetings.

These funds will provide scaffolding for the transition for staff, students and community to a new paradigm. Additional funds will be necessary to support this effort.

Option 5 Authorization Page

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

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

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

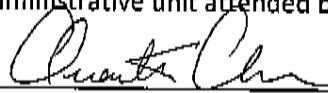
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

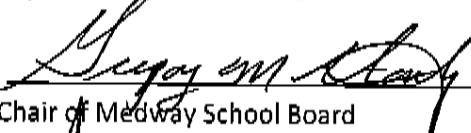
A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;

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

C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.


 _____ 1/12/2015
 Superintendent of Schools Date


 _____ 1/12/2015
 Chair of Medway School Board Date


 _____ 1/13/2015
 Chair of East Millinocket School Board Date


 _____ 1/13/2015
 Chair of Woodville School Board Date

ELIGIBILITY PROCEDURE

Medway Middle School is moving toward a standards-based grading system and is currently using a 4-1 grade scale. Teachers are grading all academic Power Standards using multiple measures with descriptive rubrics. We have also adopted the belief that work ethic and academic knowledge should be graded separately, but are as equally important. The work ethic standards, known as "Self-Directed Learner" expectations (SDL), are described below:

EXPECTATIONS	MEETS	PARTIALLY MEETS	DOES NOT MEET
LISTENING SKILLS	Student listens and pays attention in class	Student listens and pays attention with redirection	Student must be redirected often to listen and pay attention
PREPARED FOR CLASS	Student comes to class focused and materials are ready for class	Student comes to class focused and materials ready for class some of the time	Student rarely comes to class focused and/or materials are not brought to class
PARTICIPATION	Student participates on a regular basis without prompting and is positively engaged in class	Student participates when prompted and is positively engaged in class	Student rarely participates even with prompting and/or is not engaged in class.
RESPECT	Student respects others, their property and ideas	Student sometimes does not respect others, their property, or ideas	Student does not respect others, their property or ideas
PRODUCTIVE WORKER	Student completes work in a timely manner	Student is often reminded to complete work or prompted to work in class	Student does not complete work in a timely manner and/or does not use class time appropriately
USE OF TECHNOLOGY	Student follows the electronic device policy and uses technology to support work completion	Student somewhat follows the electronic device policy OR does not use technology to support work completion	Student struggles to follow the electronic device policy AND does not use technology to support work completion

These six (6) expectations are important for learning and allow teachers to give specific feedback to parents and students around work ethic and classroom behavior.

Meets (M): Where students should be.

Partially Meets (PM): Beginning of a concern to students/parents.

Does Not Meet: (DM): Should be a concern to parents and students.

For basketball season 2013-2014:

1. Any student that has a Does Not Meet (DM) for any expectation, for any class, at report cards will be on academic probation for ten (10) school days.
 - a. **Academic Probation:** Student is removed from practice and/or games. It is recommended that the student meet with his/her teacher(s) and work on a plan to improve the grade(s).
2. At the end of the ten (10) days, the Principal will check with teachers to reevaluate the SDL expectations.
 - b. If any DM grades are still present, the student is removed from the team for the remainder of the season;
 - c. If all SDL grades are PM or M, the student may rejoin the team at full participation.

3. Process will begin again at Progress Report time and steps 1 & 2 will be followed as necessary.
4. The Individualized Education Program Team will review eligibility of students governed by an IEP as appropriate.
5. Attendance and conduct eligibility in current policy will still be followed.
6. All students must have a current physical examination prior to beginning practice.

A basketball contract will be given to all athletes that describes the eligibility procedure and will give specific dates for report cards and progress report dates. Both student and parent will sign the contract before participation can begin.

**This procedure follows the current policy in time and expectation. Due to our new grading system, there are no more "F" grades, therefore we must find something comparable for the eligibility policy.*

We believe that learning is a process and never ends, therefore a "2" in academics is OK. We do feel, however, that work ethic and classroom behavior are very important to the learning process and feel this is the best way to address them and hold students accountable for their behavior.

FAMILY INFORMATIONAL NIGHT

Come learn more about your child's NEW Social Studies & Math Curriculum

**Standards-Based
Student-Centered Learning
Technology Driven
Proficiency Model
Customized to your child's needs...**

**Where: MMS Gymnasium
When: Wed., December 12th
Time: 6:00 PM**

AGENDA:

- Presentation from Mrs. Charette & Mrs. Dickinson**
- Students will then share their work 1-1 with parents (students please bring your laptops)**
- Teachers will then be available to answer questions, while students are showing their current progress**

DRAFT1ST READING: 1/14/14

NEPN/NSBA Code: IKA

**MEDWAY SCHOOL BOARD
GRADING SCALE & ACADEMIC RECOGNITION POLICY**

The Medway School Board believes that students should show proficiency and understanding of the standards and expectations set forth in the curriculum. Students should also be held accountable for their behavior and work ethic to support life-long habits for anything a student chooses to do after high school. Therefore, the Medway School will have the following two grade scales that work in conjunction with one another, to adequately give feedback to both students and parents around achievement.

The grading scales for grades 5-8 are as follows:

Academic Content:

4 (Advanced)	3 (Proficient)	2 (Developing)	1 (Emerging)
<ul style="list-style-type: none"> Student work includes complexity, sophistication, originality and application that clearly exceeds what is expected. 	<ul style="list-style-type: none"> Student work meets the standard being assessed and meets all requirements. The expectation is that all students should be proficient in standards assessed. 	<ul style="list-style-type: none"> Student has demonstrated a good attempt to meet the standard, but needs more practice to achieve a 3. This is considered still a "work in progress." 	<ul style="list-style-type: none"> The student does not demonstrate understanding of the standard. The student still needs guidance and prompting for understanding.

Self-Directed Learner Expectations:

In order to be a self-directed learner, students at Medway Middle School will be expected to meet expectations in the following five (5) behaviors/ work habits:

1. Listening
2. Participation
3. Being prepared for class
4. Respect
5. Being a productive worker

Students will receive the following:

- M:** Meets the expectation
- PM:** Partially Meets the expectation
- DM:** Does Not Meet the expectation

DRAFT
1ST Reading: 1/14/14

NEPN/NSBA Code: IKAB

**MEDWAY SCHOOL BOARD
REPORT CARDS/PROGRESS REPORTS POLICY**

The Superintendent will be responsible for ensuring the development of a system for communicating information regarding student achievement and academic progress to students and parents. The board will be apprised of any changes. Within this system, grades, proficiency levels, performance notations, narratives, and other forms of reporting should be understandable to parents and should indicate how the student is progressing relative to achievement of the content standards adopted by the State of Maine, as well as achievement in other specific courses or content that may use national standards. Distinctions will be made between student achievement toward attainment of the state standards, and work ethic and citizenship.

As a component of the system, a report card, depicting achievement, will be issued for each student, at regular intervals, to be reviewed by the student's parent/guardian.

A dual reporting system will work in conjunction together to give feedback to parents and students: academic standard-based grades for subject areas and a separate grading scale for work ethic/ behavior.

Interim progress reports indicating proficiency or deficiency, which requires a need for remedial intervention, or improvement in performance will be issued at the midpoint of each term.

The teacher and administration will meet with the parents of students who may not meet the standards necessary to advance to the next grade. This meeting will occur at mid year to discuss concerns and consider individual program adjustments to help the student succeed.

In May, the office of the principal with teacher/guidance input, will provide written parental and student notification that the student has not met the necessary standards to advance to the next grade. However, opportunities to help the student achieve the standards will be provided, as appropriate, up to the beginning of the next school year.

Cross Reference: IK – Student Achievement/Evaluation of Student Achievement
 IKE – Promotion, Retention and Acceleration
 ILA – Student Assessment/Local Assessment System

Revised 1st Reading: January 14, 2014

Adopted: 1/9/07

**MEDWAY SCHOOL BOARD
CO-CURRICULAR POLICY**

PHILOSOPHY

The primary purpose of co-curricular activities is to contribute to the overall development of the student in concert with the school's philosophy and goals. In this regard it is the responsibility of the school to encourage the participation of all students who wish to be involved in any and all activities. The Medway School Board believes strongly in the development of the total student and thus understands the co-curricular program to be an extension of our school program. We work to meet the individual needs and to provide for successful experiences for the student in the classroom: we extend these goals to all our extra and co-curricular programs.

GUIDELINES FOR ELIGIBILITY

Academic Eligibility

In order to be eligible for an upcoming activity the student must have all "M" or "PM" grades for each self-directed learner expectation.

- A. Student participants who have one or more "DM" in any self-directed learner expectation at the time of either progress reports or report cards will be placed on academic probation for a period of ten (10) school days.
 - a. In order to reengage in the extra curricular activity at the end of ten (10) school days, students must:
 - i. show evidence of receiving help by staying after school and
 - ii. show an effort to the advisor/principal (from the teacher of the course(s) where the "DM" was earned), that indicates improvement and progress toward a "PM" or "M".
 - b. Any student who misses practice to receive extra academic help will not be penalized with regard to participation in the extra curricular event.
 - c. If a student does not show evidence of effort and/or does not earn a "PM" or "M" at the end of the ten (10) school days, the student will be removed from the activity for the rest of the season.
 - d. If the activity is year-round, eligibility will be reexamined at the next ranking period (progress reports or report cards) in which case the steps above will start over.
- C. Incompletes will be interpreted as a "DM" in passing work in a timely manner. Incompletes must be made up within two weeks of the end of a ranking period in order for the student to become eligible to participate.
- D. The Pupil Evaluation Team will review eligibility of students governed by an individual education plan as appropriate.
- E. Students are also ineligible when they are not regularly enrolled, competed under an assumed name or has participated in an outside team to which an objection is made by local school authorities.
- F. Any student may be temporarily removed from practice or games, by the discretion of the principal or AD, due to lack of work completion or behavior.

Draft 1st Reading: 1/14/14

NEPN/NSBA CODE: JJ-R-2

**MEDWAY SCHOOL BOARD
CO-CURRICULAR POLICY****PROCEDURES**

Advisors should work with individual students and use probation, temporary suspension, or removal from any activity if either the student's grades are below base requirements or behavior is unsatisfactory.

The Principal is responsible for ensuring that participants are academically eligible to be able to participate. Advisors should stress the importance of good grades and attitudes. Coaches/Advisors should work with students and teachers to ensure their continued eligibility.

This CO-CURRICULAR POLICY will be reviewed with all students at the beginning of school in September and will be included in the Student Handbook.

Attendance at School

Regular school attendance is required of all participants. Participants absent from school any part of the day of an event or practice shall not participate without an excuse as defined by law. Maine State Law (Title 20-A, Section 5001) lists five reasons for excusable absences. These are:

1. Personal Illness – To be verified by appropriate authority as deemed appropriate by the school administration.
2. Appointments with health professionals that cannot be made outside of the regular school day. Appropriate documentation may be requested by the school administration.
3. Observance of recognized religious holidays when the observance is required during a regular school day. Appropriate documentation may be requested by the school administration. Required means that there is no other opportunity for the observance.
4. Emergency family situations as deemed appropriate by the school administration.
5. Planned absences for personal or educational purposes, which have been pre-approved by the school administration.

If a student is absent the day of an activity because of personal illness (Excusable absence #1 above), the student may not participate in the activity. If a student is absent for other excusable reasons the day of the activity (Excusable absences #2 – 5 above), the coach and the administration shall determine if the student is eligible to participate. Students absent for any unexcused reasons (any reason not listed above) shall not participate.

If an activity is scheduled for a weekend and a student is absent on Friday for an excused reason (Excusable absences #1 – 5 above), the coach and the administration shall verify the reason and determine if the student is eligible to play. The primary consideration shall be the well-being of the student.

Conduct

Participation in co-curricular activities involve certain responsibilities to the school and community.

All students participating in co-curricular activities, do so voluntarily, and are expected to adhere to certain standards commonly accepted as promoting healthy bodies and minds, and in keeping

Draft 1st Reading: 1/14/14

NEPN/NSBA CODE: JJ-R-2

MEDWAY SCHOOL BOARD CO-CURRICULAR POLICY

with the traditions of participation. Students who choose to participate are expected and presumed to understand and accept this responsibility as a condition of their participation.

The following behavior constitutes a violation of Medway School Board standards:

- A. Behavior which results in being found guilty in a court of law or committing a juvenile offense.
- B. Using any form of alcohol or illegal substance (ie. Drugs)- *See Drug & Alcohol Use Policy*
- C. Being suspended or expelled from school.
- D. Being a consistent or serious disciplinary problem in school or while representing the school or community.

Frequent detentions and/or reports of inappropriate behavior may cause a suspension from a team. School administration will determine when a one week suspension is necessary. Students are expected to be on their best behavior when they are representing their school and community at events. Flagrant misbehavior may result in suspension and/or expulsion from the activity to be determined after a meeting between the coach and the administration.

SEASON

The co-curricular season begins with the first practice/rehearsal and will end at the conclusion of the last performance/awards program.

Practice

A practice schedule will be established. Advisors/Coaches will schedule enough practices to adequately prepare students. Practices and/or games will not exceed six days per week. Practice policies will be determined by the advisor/coach, but it is the expectation that all contestants participate during practice sessions in a meaningful way. Practices are to be used for the development of all participants. If it is necessary to miss a practice it is the student's responsibility to notify the coach/advisor before the practice, whenever possible. No practices will be allowed on Thanksgiving Day, Christmas Eve Day, Christmas Day, New Years Day, Sundays and/or Storm Days. Exceptions to Storm Days will be at the discretion of the principal.

MISCELLANEOUS

Awards

Appropriate recognition events will be held for all co-curricular activities.

Dress and Grooming

Students are expected to follow the school dress code when dressing for co-curricular events. We also encourage students to dress nicely when attending an away event (ex. Dress pants, button up or polo shirt (boys), etc.) If clothing for away events becomes a financial hardship, please let the school know ahead of time. Students who do not dress appropriately for away events will be asked to call home for a change of clothes.

Draft 1st Reading: 1/14/14

NEPN/NSBA CODE: JJ-R-2

**MEDWAY SCHOOL BOARD
CO-CURRICULAR POLICY**

Equipment and Clothing

The student will assume responsibility for all issued equipment and clothing and will be assessed for any lost or damaged items. The student will complete a form when issued equipment and/or clothing so that proper records are maintained.

Participation Time

The above mentioned philosophy states that the primary purpose of co-curricular activities is to contribute to the overall development of the student. Keeping in line with the fact that the Medway School Board believes strongly in the development of the total student, all coaches/advisors are strongly encouraged to allow each student to participate in each contest in a meaningful way. All students involved in co-curricular activities must meet all requirements of the coach/advisor for attendance, practice, and behavior.

Travel

When bus transportation is provided, all students are required to travel to and from out-of-town contests with the group. Permission may be granted by the coach to allow a student to be released to his/her parent or guardian provided the parent/guardian makes personal contact with the coach and signs a release form for the student. Permission may be granted by the Administration to allow a student to be taken to events with prior approval from the school office.

ACTIVITIES EFFECTED BY THIS POLICY
CO-CURRICULAR ACTIVITIES

Public Speaking

Math League

Show Choir

Any inter-district co-curricular student activity

And any other student activity determined by the principal to be a co-curricular activity.

Revised 1st Reading: January 14, 2014

Adopted: May 1, 2012

DRAFT
1ST READING: 1/14/14

NEPN/NSBA CODE: JJI-A

MEDWAY SCHOOL BOARD ATHLETIC POLICY

PHILOSOPHY

The primary purpose of interscholastic sports is to contribute to the overall development of the student in concert with the school's philosophy and goals. In this regard it is the responsibility of the athletic program to encourage the participation of all students who wish to be involved in any and all activities. The Medway School Board believes strongly in the development of the total student-athlete and thus understands the athletic program to be an extension of our school program. We work to meet the individual needs and to provide for successful experiences for the student in the classroom: we extend these goals to all our extra and co-curricular programs.

GUIDELINES FOR ELIGIBILITY

Academic Eligibility

In order to be eligible for an upcoming sports season the student must have all "M" or "PM" grades for each self-directed learner expectation.

- A. Student participants who have one or more "DM" in any self-directed learner expectation at the time of either progress reports or report cards will be placed on academic probation for a period of ten (10) school days.
 1. In order to reengage in the extra curricular activity at the end of ten (10) school days, students must:
 - a. show evidence of receiving help by staying after school and
 - b. show an effort to the AD (from the teacher of the course(s) where the "DM" was earned), that indicates improvement and progress toward a "PM" or "M"
 2. Any student who misses practice to receive extra academic help will not be penalized with regard to participation in the extra curricular event.
 3. If a student does not show evidence of effort to improve and/or does not earn a "PM" or "M" at the end of the ten (10) school days, the student will be removed from the team for the rest of the season.
- C. Incompletes will be interpreted as a "DM" in passing work in a timely manner. Incompletes must be made up within two weeks of the end of a ranking period in order for the student to become eligible to participate.
- D. The Pupil Evaluation Team will review eligibility of students governed by an individual education plan as appropriate.
- E. Students are also ineligible when they are not regularly enrolled, competed under an assumed name or has participated in an outside team to which an objection is made by local school authorities.
- F. Any student may be temporarily removed from practice or games by the discretion of the principal or AD, due to lack of work completion or behavior.

DRAFT**1ST READING: 1/14/14****NEPN/NSBA CODE: JJI-A**

MEDWAY SCHOOL BOARD ATHLETIC POLICY

PROCEDURES

Coaches should work with individual students and use probation, temporary suspension, or removal from any activity if either the student's grades are below base requirements or behavior is unsatisfactory.

The Athletic Director is responsible for ensuring that athletes are academically eligible to remain able to participate. Coaches must stress the importance of good grades and attitudes. Coaches should work with students and teachers to ensure their continued eligibility.

This ATHLETIC POLICY will be reviewed with all students at the beginning of school in September and will be included in the Student Handbook.

Attendance at School

Regular school attendance is required of all student-athletes. Student-athletes absent from school any part of the day of a game or practice shall not participate without an excuse as defined by law. Maine State Law (Title 20-A, Section 5001) lists five reasons for excusable absences. These are:

1. Personal Illness – To be verified by appropriate authority as deemed appropriate by the school administration.
2. Appointments with health professionals that cannot be made outside of the regular school day. Appropriate documentation may be requested by the school administration.
3. Observance of recognized religious holidays when the observance is required during a regular school day. Appropriate documentation may be requested by the school administration. Required means that there is no other opportunity for the observance.
4. Emergency family situations as deemed appropriate by the school administration.
5. Planned absences for personal or educational purposes which have been pre-approved by the school administration.

If a student is absent the day of an activity because of personal illness (Excusable absence #1 above), the student may not participate in the activity. If a student is absent for other excusable reasons the day of the activity (Excusable absences #2 – 5 above), the coach and the administration shall determine if the student is eligible to participate. Students absent for any unexcused reasons (any reason not listed above) shall not participate.

If an activity is scheduled for a weekend and a student is absent on Friday for an excused reason (Excusable absences #1 – 5 above), the coach and the administration shall verify the reason and determine if the student is eligible to play. The primary consideration shall be the well-being of the student.

Conduct

Participation in extracurricular activities involve certain responsibilities to the school and community.

All students participating in athletics, or extracurricular activities, do so voluntarily, and are expected to adhere to certain standards commonly accepted as promoting healthy bodies and minds, and in keeping with the traditions of amateur athletic participation. Students who choose

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NEPN/NSBA CODE: JJI-A

MEDWAY SCHOOL BOARD ATHLETIC POLICY

to participate are expected and presumed to understand and accept this responsibility as a condition of their participation.

The following behavior constitutes a violation of Medway School Board standards:

- A. Behavior which results in being found guilty in a court of law or committing a juvenile offense.
- B. Using any form of alcohol or illegal substance (ie. Drugs)- *See Drug & Alcohol Use Policy*
- C. Being suspended or expelled from school.
- D. Being a consistent or serious disciplinary problem in school or while representing the school or community.

Frequent detentions and/or reports of inappropriate behavior may cause a suspension from a team. School administration and the Athletic Director will determine when a one week suspension is necessary. Students are expected to be on their best behavior when they are representing their school and community at practices and games. Flagrant misbehavior may result in suspension and/or expulsion from the team to be determined after a meeting between the coach and the administration.

Physicals

Student athletes must have a current physical examination prior to beginning practice for an athletic activity. This examination will be valid for two (2) years.

A Student Extra-curricular Activity Information Sheet will be submitted each year, prior to sport participation, to the school nurse for review. Information Sheets needing further evaluation will be sent to the student's personal physician, or school physician, and a physical exam given if indicated.

Insurance

All student athletes must show proof of insurance in order to participate at any practice or game.

INJURIES

Student athletes are to report all injuries immediately to the coach/advisor, regardless of severity.

Practice

Practice policies will be determined by the coach, but it is the expectation that *all* athletes on the team will participate during practice sessions in a meaningful way. Practices are to be used for the development of all participants. If it is necessary to miss a practice it is the student's responsibility to notify the coach before the practice. A practice schedule will be established. Coaches will schedule enough practices to adequately prepare students. Practices and/or games will not exceed five per week at the middle school level. Saturday practices may be scheduled for teams at the middle school level from time to time, but attendance will be optional.

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1ST READING: 1/14/14

NEPN/NSBA CODE: JJI-A

MEDWAY SCHOOL BOARD
ATHLETIC POLICY

MISCELLANEOUS

Awards

Every participating student will be recognized by a certificate and/or a small token. Fall, winter, and spring ceremonies will be held.

Dress and Grooming

Students are expected to follow the school dress code when dressing for athletic events. We also encourage students to dress nicely when attending an away game (ex. Dress pants, button up or polo shirt (boys), etc.) If clothing for away games becomes a financial hardship, please let the school know ahead of time. Students who do not dress appropriately for away games will be asked to call home for a change of clothes.

Emergency Card

Every coach will have an emergency card for each child. The coach will have these cards with them at all practices and/or games.

Equipment and Clothing

The student-athlete will assume responsibility for all issued equipment and clothing and will be assessed for any lost or damaged items. The student-athlete will complete a form when issued equipment and/or clothing so that proper records are maintained.

Playing Time

The above mentioned philosophy states that the primary purpose of inter-scholastic sports is to contribute to the overall development of the student. Keeping in line with the fact that the Medway School Board believes strongly in the development of the total student-athlete, all coaches are strongly encouraged to allow each student athlete to participate in each contest in a meaningful way.

Travel

When bus transportation is provided, all student-athletes are required to travel to and from out-of-town contests with the team. Permission may be granted by the coach to allow a student-athlete to be released to his parent or guardian provided the parent/guardian makes personal contact with the coach and signs a release form for the student. Permission may be granted by the Administration to allow a student to be taken to games with prior approval from the school office.

"No Cut"

All students meeting the above requirements who complete tryouts for a sport shall be assigned to a team.

Revised: May 1, 2012

Adopted Date: 1/20/98

DRAFT
1ST READING: 1/14/14

NEPN/NSBA CODE: JJI-A

MEDWAY SCHOOL BOARD
ATHLETIC POLICY

Code - R

PROCEDURES CONCERNING BASKETBALL TEAM
SELECTION AND SCHEDULING

1. All seventh and eighth grade students who come out for basketball will be assigned to either the A Team or the B Team.
2. From 12 to 15 players will be chosen by the coach for the A Team. The remaining players will be assigned to the B Team.
3. If the resulting B Team has fewer than twelve players as of November 15th, the Athletic Director may allow sixth graders to try out to fill the roster of twelve players.
4. There will be no sixth graders on the A Team.
5. The Athletic Director will limit games to two per week for each team. Exceptions may be made if rescheduling is required due to winter storms or other unforeseen circumstances. If it becomes necessary under these circumstances a maximum of three games may be scheduled in one week.
6. Regular season game limits will be:
 - A. A Team – Fourteen games
 - B. B Team – Eight games
7. The Boys and Girls teams may participate in one post-season tournament: the Eastern Maine Junior High Tournament or its equivalent.

Revised 1st Reading: January 14, 2014

Adopted: May 1, 2012

Medway Middle School

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Medway, Maine 04460

Dawn Pray, Principal

Laurie Stanley, Secretary

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Fax: (207) 746-9435

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November 26, 2012

Dear Staff,

Medway Middle School has been learning more about customized learning and standards-based education. Many schools across the state are a part of the Mass Customized Cohort for Learning, which is supported by the Maine Department of Education and the Commissioner, Stephen Bowen. We are not a part of the cohort, but we want to continue moving forward with training, learning and observing schools that are implementing this model. It is our goal to implement this proficiency-based, student-centered model to help support the success of **all** students at MMS.

Due to our interest of moving forward, I contacted Donald Siviski, from the Maine DOE, to come and speak with the staff about this shift in education. He was previously the Superintendent of RSU #2, where the seniors this year are graduating with a full standards-based diploma. He started this work back in early 2000's and he is now working at the DOE to help implement this state-wide.

Don will be here on Wednesday, December 5th for our Early Release Workshop:

He is meeting with the School Board for lunch to discuss standards-based curriculum and learner-centered pedagogy, which leads to a proficiency-based diploma.

Presentation to AOS #66 Staff: 12:45-2:30 at MMS gymnasium

I sent an invitation to all school board members to attend both the lunch and the presentation, which included some articles to read (see attached). I have also sent an email to each school's conference place with some chapters to read from the books Inevitable (Charles Schwahn & Beatrice McGarvey) and Mindset (Carol Dweck).

He also suggested watching some videos on TED Talk and the Maine DOE website about the paradigm shift in education.

www.ted.com

- Simon Sinek: How great leaders inspire action
- Ken Robinson: Changing education paradigms

www.maine.gov/doe

Don gave me a large binder full of resources, so please feel free to come check it out! You can have anything and everything in there!

Dawn Pray
Medway Middle School Article

Thank you to all the parents and students who attended our fall parent-teacher conferences. The staff at MMS enjoy events like these because it brings life to the building and invites parents and families to see the great things students are doing. This year, we have started a new grading system and we felt it was important to share our beliefs for changing to this system. I held mini-presentations throughout the night for parents to stop in and learn more about our system, while also allowing them to ask questions and share their concerns. Here are some highlights from both the presentation and the parents who attended:

We have been learning a lot of the past two years around standards-based learning and grading. We believe that:

- Kids learn in different ways and at different times
- Whether students learn the information is more important than when they learn it
- Students should focus on the learning goal, not the assignment
- Learning and understanding should be separate from work ethic and behavior
- Students need specific feedback to continue their growth and learning
- School is an environment for learning, and in order to learn you must be able to practice, make mistakes, re-do and fix!

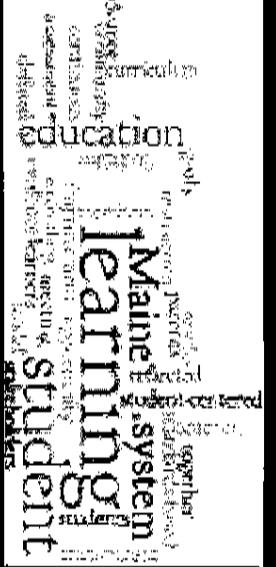
Students will be assessed using rubrics and graded on a 4-1 scale. Teachers work together to create these rubrics and start with a "3"- what do students need to know? From there, students can earn a "4" by applying their knowledge to new ideas. A "2" is considered basic knowledge understanding, while a "1" means your student is at the beginning stages of learning the concept. Many parents are trying to relate this scale to the traditional A-F system, but after speaking to many of them, they are understanding that a "2" does NOT mean a "C"- it means their child is still learning. As one of my teachers explained it, "When on the basketball court, are you going to do the perfect lay-up the first time you try? You need to practice, get feedback, and try again. The first time you do it you might get a "1", that doesn't mean you are bad at basketball, it just means you are new to this skill and need to keep trying. It is the same with learning in school- you need to try, get feedback, and continue working."

Students are assessed multiple times for each standard because we know learning is a process. They are given rubrics for each learning goal to help guide them in what they need to do or learn. The rubrics give students specific feedback on what they know and still need to work on, and then they are allowed to continue their learning. We also feel it is important to give feedback on work ethic and classroom behavior. In the traditional model, these two were put together and usually students lost points for passing in something late, or not being prepared for class. With our Self-Directed Learner (SDL) expectations, students are graded separately, to give both them and their parents feedback on their daily work ethic. We at MMS feel these are equally important and hold these expectations at the same level as the academic standards.

I feel very lucky to work in this community because all the parents I spoke to that night shared their concerns and genuinely listened to why we feel this is best for their children. We are all still learning and with time we feel confident that students and

parents will see how this system will allow for better feedback and higher achievement. Change is hard, but as I told parents that night, "The staff at MMS are excited and passionate about doing what is best for kids. This new way of thinking has really invigorated the staff; that can only mean good things for our kids!"

If you want to learn more, please check out our website at www.medwayms.org. I plan to create short videos explaining our new system and also have links to many resources available.



Teachers are working hard on developing Power Standards for Report Cards. Here are a few you will see...

- Make inferences and cite evidence at grade level
- Determine themes and ideas at grade level
- Determine meaning of words and phrases at grade level
- Understand point of view at grade level
- Research to build and present knowledge at grade level
- Write arguments to support claims
- Write clear and organized pieces of writing
- Determine the meaning of symbols, key terms and vocabulary
- Apply accumulated knowledge of musical notation to a musical performance
- Students perform music of various styles and genres
- Understands relationship between units of measure
- Skilled at basic operations using scientific notation

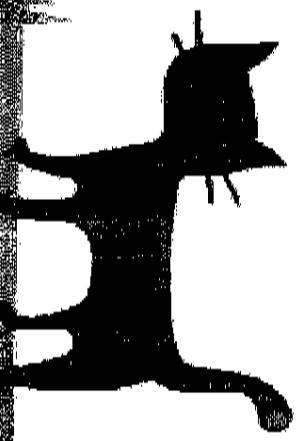
Learning Targets vs. Assignments

Students will be assessed for different learning targets, which align to the Power Standard.

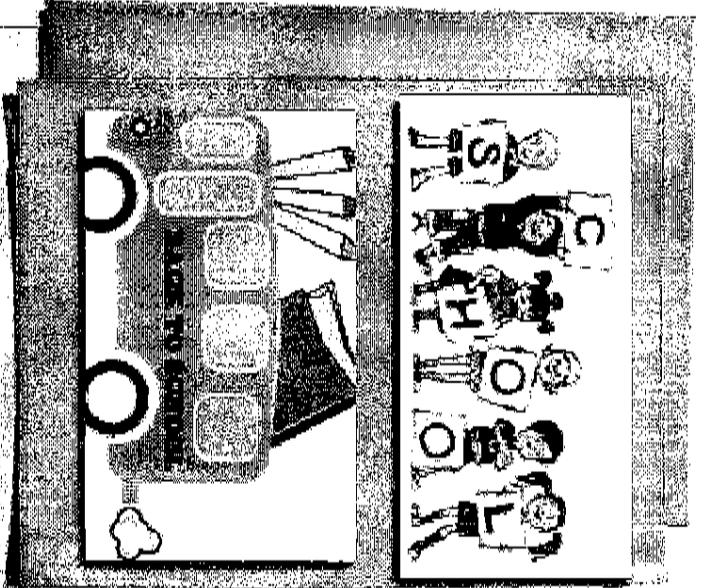
You will no longer see a grade next to a specific assignment; you may see a completed check mark, but not a 0-100 grade.

Students will have rubrics that will help define how to meet the standard.

Please be patient with us; this is new to all of us and we want to work together throughout the year to make this successful!

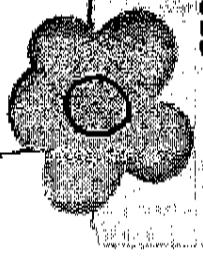


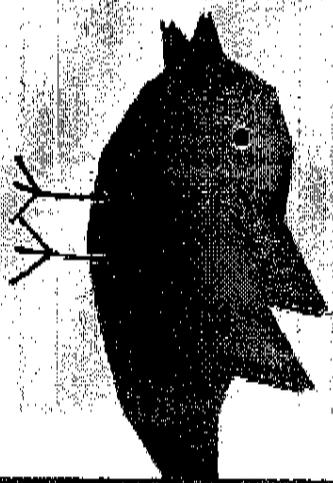
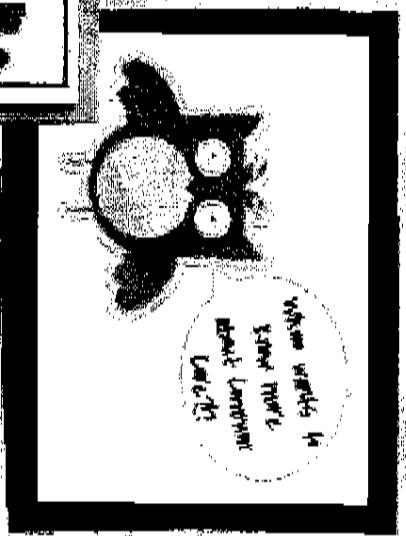
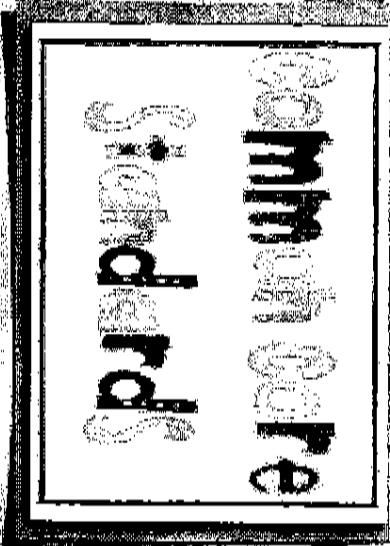
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MMMS
STANDARDS-BASED
GRADING

2013-2014



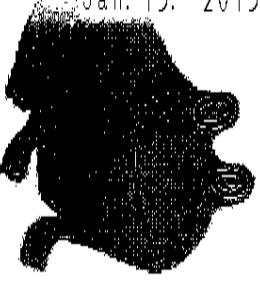


Self-Directed Learner Standards

We feel it is important to hold students accountable for work ethic and behavior, but we also want to make sure it is separated from their knowledge and understanding. Due to this, students will be expected to meet the following standards for being a

"Self-Directed Learner" at MMS:

- Listening Skills
- Prepared for Class
- Participation
- Respect toward others, themselves and school
- Productive Worker
- Use of Technology
- M: Meets the expectation
- PM: Partially meets the expectation



STANDARDS-BASED GRADING

MMS will be transitioning to a 4-1 grading scale starting September. Here is a brief explanation of proficiency based education.

Students will be graded on specific power standards. We will also separate work ethic from understanding of the content.

EXCEEDS THE STANDARD

Students will find a lesson quite easy, sophisticated, enjoyable and applicable and feel confident with the expected

MEETS THE STANDARD

Students will meet the standard but may need more assistance

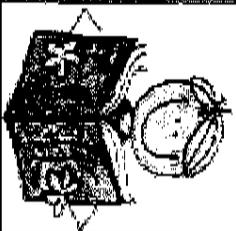
NEARLY MEETS THE STANDARD

Students demonstrate a good understanding of the standard but need more assistance

Students demonstrate progress and struggle to be on the grade level

IT DOES NOT MEET

The student does not demonstrate understanding of the standard



Students demonstrate a good understanding of the standard but need more assistance

We use Learning Goals about the Standard, and students are to be able to write reports and perform these skills. We are using a 4-1 grading scale. We are not keeping averaging grades. You will be able to see your child's scores specifically along with what they will need to work on.

MMS ACADEMIC POWER STANDARDS
2013-2014 School Year

READING: Grades 5-8

Power standards are for the same for reading informational text and reading literature. There are 14 power standards based on CommonCore:

RL: Student can make inferences and cite evidence at grade level	RI: Student can make inferences and cite evidence at grade level
RL: Student can determine themes and ideas at grade level	RI: Student can determine themes and ideas at grade level
RL: Student can determine meaning of words and phrases at grade level	RI: Student can determine meaning of words and phrases at grade level
RL: Student can analyze structure of a text at grade level	RI: Student can analyze structure of a text at grade level
RL: Student can understand point of view at grade level	RI: Student can understand point of view at grade level
RL: Student can integrate knowledge and Ideas at grade level	RI: Student can integrate knowledge and Ideas at grade level
RL: Student can read and comprehend text independently at grade level	RI: Student can read and comprehend text independently at grade level

A writing standard is also incorporated into reading class for a total of 15 power standards assessed throughout the year.

W: Student can research to build and present knowledge at grade level

LANGUAGE ARTS: Grades 5-8
 Language arts standards incorporates writing, speaking and listening, and language standards based on CommonCore.

Grade 5:

W5: Student can write opinions to support claims at grade level	
W5: Student can write informative text to convey ideas at grade level.	
W5: Student can write narratives to develop events at grade level	
W5: Student can write clear and organized pieces of writing at grade level.	
W5: Student can research to build and present knowledge at grade level.	
L: Student uses appropriate conventions at grade level.	
L5.6: Student can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L5.6: Student can determine the meaning of unknown and multiple-meaning words and phrases.	
SL5.8: Student can engage effectively in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly.	
SL: Student can summarize a written text read aloud or information presented in diverse formats.	
SL: Student can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	

Grade 6:

L5.8: Student uses appropriate conventions at grade level.	
L5.8: Student can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L5.8: Student can determine the meaning of unknown and multiple-meaning words and phrases.	
W6.8: Student can write arguments to support claims at grade level.	
W6.8: Student can write to examine a topic and convey ideas, concepts, and information through selection, organization and analysis of relevant content.	
W6.8: Student can write narratives to develop events and relevant details at grade level.	
W6.8: Student can produce clear and organized writing appropriate to audience and purpose.	
W6.8: Student can conduct short research projects to answer a question and use several sources.	
W6: Student can gather relevant information from multiple sources, paraphrase and use bibliographic information.	

SL5-8: Student can engage effectively in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly.

SL6: Student can interpret information presented in different formats.

SL6: Student can differentiate between argument and evidence from claims that are not

SL6-8: Student can present claims appropriately and use eye contact, adequate volume and clear pronunciation.

SL6-8: Student can include multimedia components and visual displays in presentations to clarify information.

Grade 7 & 8:

SL5-8: Student can engage effectively in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly.

SL6-8: Student can present claims appropriately and use eye contact, adequate volume and clear pronunciation.

SL6-8: Student can include multimedia components and visual displays in presentations to clarify information.

SL7-8: Student can adapt speech to a variety of contexts and tasks.

L5-8: Student uses appropriate conventions at grade level.

L5-8: Student can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L5-8: Student can determine the meaning of unknown and multiple-meaning words and phrases.

W6-8: Student can write arguments to support claims at grade level.

W6-8: Student can write to examine a topic and convey ideas, concepts, and information through selection, organization and analysis of relevant content.

W6-8: Student can write narratives to develop events and relevant details at grade level.

W6-8: Student can produce clear and organized writing appropriate to audience and purpose.

W7-8: Student can develop and strengthen writing as needed by planning, revising, and/or rewriting.

W7-8: Student can use technology to produce and publish writing, cite and link to sources, and collaborate with others.

W6-8: Student can conduct short research projects to answer a question and use several sources.

W7-8: Student can draw evidence from literary or informational texts to support analysis, reflection and research.

SCIENCE: Grades 5-8

Science power standards are based on the Next Generation Science Standards and focus on the process of doing science and practicing inquiry. The content in which the students reach these standards will change depending on grade level. The curriculum will loop throughout all four grades to provide a solid foundation for more specific content area classes in high school. All grades will be introduced to physical science, life science, Earth and space science concepts.

SCI: Student can gather, analyze and interpret data
W: Student can research to build and present knowledge at grade level
SCILIT: Student can construct and present explanations or arguments using evidence
SCI: Student can conduct an investigation, evaluate the experimental design and provide evidence
SCI: Student can develop and use a model to show understanding of a concept or idea
SCILIT: Student can determine the meaning of symbols, key terms and vocabulary

SOCIAL STUDIES: Grades 5-8

Social Studies standards are based on the CommonCore State Standards, which focus on informational reading. The content of each grade level will focus on history, geography, civics and government, and Maine history.

SS:RH 1.5-8 Student can cite evidence to support analysis of primary and secondary sources at grade level
SS:RH 2.5-8 Student can determine the main ideas of a primary or secondary source: provide an accurate summary of the source separate from prior knowledge and opinions at grade level
SS:RH 3.5-8 Student can identify key steps in a text's description of a process related to history/social studies at grade level
SS:RH 4.5-8 Student can determine the meaning of words and phrases, including content specific words and phrases, as they are used in grade level text
SS:RH 5.5-8 Student can describe how a text is organized at grade level
SS:RH 6.5-8 Student can identify aspects of a text that reveal an author's point of view or purpose at grade level
SS:RH 7.5-8 Student can integrate visual information with other information in print and digital texts at grade level
SS:RH 8.5-8 Student can compare and contrast primary and secondary sources at grade level
SS:RH 9.5-8 Student can comprehend history/social studies texts independently at grade level
W: Student can research to build and present knowledge at grade level

MATH: Grades 5-8
Math standards are from the CommonCore State Standards.

Grade 5:

- M5.OA1: Student can write and interpret numerical expressions.
- M5.OA2: Student can analyze patterns and relationships.
- M5.NBT1: Student can understand the place value system.
- M5.NBT2: Student can perform operations with multi-digit numbers.
- M5.NBT3: Student can perform operations with decimals to hundredths.
- M5.NOF1: Student can use equivalent fractions as a strategy to add and subtract fractions.
- M5.NOF2: Student can apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- M5.MD1: Student can convert like measurement units within a given measurement system.
- M5.MD2: Student can represent and interpret data
- M5.MD3: Student can understand concepts of volume and relate volume to multiplication and to addition.
- M5.G1: Student can graph points on the coordinate plane to solve real-world and mathematical problems.
- M5.G2: Student can classify two-dimensional figures into categories based on their properties.

Grade 6:

- M6.RP1: Student can understand ratio concepts and use ratio reasoning [and percents] to solve problems.
- M6.NS1: Student can apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- M6.NS2: Student can compute fluently with multi-digit numbers and find common factors and multiples.
- M6.NS3: Student can apply and extend previous understandings of numbers to the system of rational numbers.
- M6.EE1: Student can apply and extend previous understandings of arithmetic to algebraic expressions.
- M6.EE2: Student can reason about and solve one-variable equations and inequalities.
- M6.EE3: Student can represent and analyze quantitative relationships between dependent and independent variables.
- M6.G3: Student can solve real-world and mathematical problems involving area, surface area, and volume.
- M6.SP1: Student can develop understanding of statistical variability.
- M6.SP2: Student can summarize and describe distributions.

Grade 7:

- M7.NS1: Student can apply and extend previous understandings of operations with fractions to add and subtract rational numbers.
- M7.NS2: Student can apply and extend previous understandings of operations with fractions to add and subtract rational numbers.
- M7.EE1. Student can use properties of operations to generate equivalent expressions.
- M7.EE2 Student can solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- M7.RP1. Student can analyze proportional relationships and use them to solve real-world and mathematical problems.
- M7.RP2 Student can solve multi-step percent problems.
- M7.G1. Student can draw, construct, and describe geometrical figures and describe the relationships between them.
- M7.G2 Student can solve real-life and mathematical problems involving angle measure, arc, surface area, and volume.
- M7.SP1. Student can use random sampling to draw inferences about a population.
- M7.SP2 Student can draw informal comparative inferences about two populations.
- M7.SP3 Student can investigate chance processes and develop, use, and evaluate probability models.

Grade 8:

- M8.G1. Student can understand congruence and similarity using physical models, transparencies, or geometry software.
- M8.G2 Student can understand and apply the Pythagorean Theorem.
- M8.G3 Student can solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
- M8.EE1. Student can work with radicals and integer exponents.
- M8.EE2 Student can understand the connections between proportional relationships, lines, and linear equations.
- M8.EE3 Student can analyze and solve linear equations and pairs of simultaneous linear equations.
- M8.EE4 Student can define, evaluate, and compare functions.
- M8.EE5 Student can use functions to model relationships between quantities.
- M8.NS1 Student knows that there are numbers that are not rational, and approximate them by rational numbers.
- M8.SP1. Student can investigate patterns of association in bivariate data.

MUSIC 5-8
 Music standards are for 5th grade music theory class, band and chorus.

Grade 5 Music:

MUS5: Student can demonstrate accumulated knowledge of rhythm notation
MUS5: Student can demonstrate accumulated knowledge of musical terms and symbols
MUS5: Student can perform and demonstrate knowledge of various forms of music
MUS5: Student can perform and demonstrate accumulated knowledge of various genres and styles of music
MUS5: Student can perform and demonstrate accumulated knowledge of a variety of choral textures
MUS5: Student can apply a variety of ensemble singing techniques to a musical performance

Grade 5 Band:

BAND5: Student demonstrates appropriate use of and care for his/her instrument.
BAND5: Student demonstrates appropriate posture and playing technique on his/her instrument.
BAND5: Student establishes appropriate practice patterns.
BAND5: Student plays simple songs alone, using correct rhythm and notes.
BAND5: Student plays simple unison and 2-part songs as part of an ensemble, using correct rhythm and notes.
BAND5: Student demonstrates appropriate demeanor as part of an ensemble.

Band & Chorus 6-8

MUS6-8: Student can apply accumulated knowledge of musical notation to a musical performance
MUS6-8: Student can apply accumulated knowledge of musical symbols to a musical performance
MUS6-8: Student can apply accumulated knowledge of musical terminology to a musical performance
MUS6-8: Student can perform music of various styles and genres
MUS6-8: Student can set goals related to time management, interpersonal interaction or skill development
MUS6-8: Student can demonstrate positive interpersonal skills

PHYSICAL EDUCATION: Grades 5-8

PE5-8: Student can practice safe and responsible behaviors that promote personal and group success in physical activity settings.
PE5-8: Student can actively participate regularly in a variety of individual and group physical activities.
PE5-8: Student can apply motor skills and strategies that enable participation in meaningful physical activity.

FOREIGN LANGUAGE: Grades 5-8
The standards below are based on both National Standards and Maine Learning Results.

GRADE 5

- WL1.1 Interpersonal Communication: Engage in Conversations
- WL1.2 Interpretive Communication: Reading and Listening
- WL1.3 Presentational Communication: Written and Oral
- WL2 Cultures: Gain knowledge and understanding of other cultures

GRADE 6

- WL1.1 Interpersonal Communication: Engage in Conversations
- WL1.2 Interpretive Communication: Reading and Listening
- WL1.3 Presentational Communication: Written and Oral
- WL2 Cultures: Gain knowledge and understanding of other cultures
- WL3.1 Connections: Connect with other disciplines

GRADE 7

- WL1.1 Interpersonal Communication: Engage in Conversations
- WL1.2 Interpretive Communication: Reading and Listening
- WL1.3 Presentational Communication: Written and Oral
- WL2 Cultures: Gain knowledge and understanding of other cultures
- WL4.1 Comparisons: Compare target language with their own
- WL4.2 Comparisons: Compare target culture with their own

GRADE 8

- WL1.1 Interpersonal Communication: Engage in Conversations
- WL1.2 Interpretive Communication: Reading and Listening
- WL1.3 Presentational Communication: Written and Oral
- WL2 Cultures: Gain knowledge and understanding of other cultures
- WL3.1 Connections: Connect with other disciplines
- WL4.1 Comparisons: Compare target language with their own
- WL4.2 Comparisons: Compare target culture with their own

ART GRADES 5-8

- ART5-8: Student can show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology and processes.
- ART5-8: Student can apply artistic processes and skills using a variety of media to communicate ideas.
- ART5-8: Student can approach artistic problem solving using multiple solutions and the creative process.
- ART5-8: Student can describe, analyze, interpret and evaluate art.
- ART5-8: Student can understand the relationship among the arts, history and world culture, as well as make connections to other disciplines and goal setting.

Student Name
 Homeroom Teacher

November 26, 2013

Dear Parents & Students,

Our report cards look a bit different this trimester, due to our new grading system. Attached you will see:

- Each class with a list of standards underneath them.
- Each standard has been assessed multiple times.
- Most standards will be assessed throughout the school year, so the grade could change in trimester 2.

Grade scale:

4 (Advanced)	3 (Proficient)	2 (Developing)	1 (Emerging)
-Your child can apply his/her knowledge to new ideas and concepts -Your child can use higher order thinking skills (apply, create, evaluate, analyze) -Your child will not always get a 4, but can always work to try and earn one	-Exactly where your child should be -Your child knows the content and understands/ uses the skills necessary	-Your child knows the basic knowledge: terms, definitions -Your child is still learning the concepts -Your child is still working on his/her learning	-Your child is at the beginning stages of learning the concept or idea -Every child will start at this stage at one point or another -When a child first learns something new, most likely, he/she will earn a 1

What if my child has a lot of "2's" or "1's"? Should I be concerned?

At the end of the trimester, our hope is that students will have been assessed multiple times, which means they should be receiving a "3". If your child has a "2" or "1", it means that they are still in the process of developing his/her skills and understanding. If those grades continue throughout the second trimester, you should contact your child's teacher for more information.

Self-Directed Learner Expectations: (Please see attached Rubric)

MI (Meets the Standard)	PM (Partially Meets the Standard)	DM (Does Not Meet the Standard)
-Exactly where you want your child to be	-Start a conversation with your child, "Why are you getting a PM in this class?"	-Should be a concern for parents & students -Used for eligibility purposes for extracurricular activities

Honor Roll eligibility is still being discussed. We plan to have something in place for the second trimester.

ATTENDANCE:

Don also gave me a large binder with research, readings, etc., focusing on this way of learning and teaching. Along with many articles, I have a few reading excerpts from the books Inevitable: Mass Customized Learning by Charles Schwahn & Beatrice McGarvey and Mindset by Carol Dweck. Both of these books are very interesting and help focus the shift toward student-centered learning. I will bring copies of these to the next school board meeting for you to read. If you are interested in having anything else in the binder, please let me know.

I am very excited to continue this work and feel this is a positive step in the right direction. Feel free to call or email me anytime.

Sincerely,



Dawn Pray

P.S.

Please join us on Saturday, December 1st, for our Technology Benefit Supper

4:30-6:30 PM- Spaghetti & Beans

Wreath Sale (8th grade fundraiser)

Auction

50/50 Raffle

Book Fair in cafeteria

Student work displayed in the hall

*All proceeds from the dinner, auction and raffle will go toward Technology at MMS

Medway Middle School

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MEMO

TO:	Teachers
FROM:	Dawn <i>Dawn</i>
DATE:	12-7-12
RE:	Visits to other schools

I have been in contact with many schools to start visiting and observing both multi-grade situations and standards-based learning. So far I have heard from the following:

- Hall-Dale (RSU#2): MCL in action. Previous district of Don Siviski- they have been developing this since 2002.
- Maranacook Middle School: 6, 7, & 8th grade multi-grade team
- Troy Howard Middle School: MCL & Academy Structure (which I believe is an interdisciplinary approach)

So far, I have scheduled two visits:

Monday, January 14th: Hall-Dale (Not finalized which school, but I am hoping middle level)

- Rick, Patty, Laurie & Mary O.

Tuesday, January 15th: Troy Howard Middle School: Innovative Practices Seminar

- Alyssa, Pauline, Michele & Donna

I am still waiting to hear specific dates from Maranacook (6,7, &8 grade multi-grade team)

- Dawn, Alyssa, Lynn and _____ (who would like to join us?)

I have scheduled people to attend the dates above, but if there is a conflict, please let me know. My goal is to have all teachers visit a school where one, or both, of these models can be seen "in action."

If a team comes back and says, "You need to see this," then I will contact that school again to send another team. Hall-Dale has two other days in March we can attend, so after the first team visits, we may be able to send another set of teachers, if we feel it will be beneficial.

Please get together as a group to decide who will be driving. Also, you will need to pass in your professional leave form ASAP so Laurie can start contacting substitutes. Since 4 people will be out at one time, it will be important to schedule them early.

Also, at some point, I would like to send specialists and ed-techs to see this in action. It will be important that all stakeholders see this work to have a foundation to work on. That way, when we start developing our own way of doing things, everyone has some background knowledge.

The schools would also like to know "what we want to see." So, please get me a list of things you would like to see and I will email the schools. It would also be good to check out their websites before the observation.

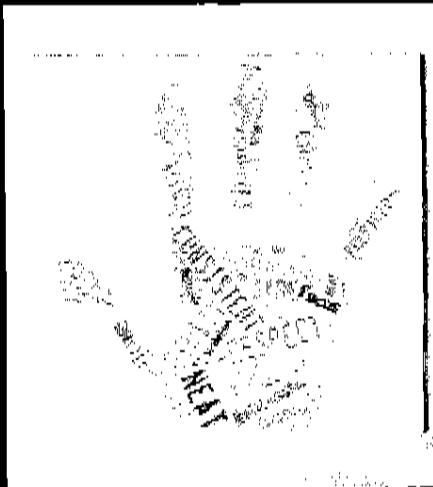
www.thms.rsu20.org

www.kidsrsu.org

www.mcms.maranacook.org

SELF-DIRECTED LEARNER EXPECTATIONS

EXPECTATIONS	MEETS	PARTIALLY MEETS	DOES NOT MEET
PREPARED FOR CLASS	Student comes to class focused and materials are ready for class	Student comes to class focused and materials ready for class some of the time	Student rarely comes to class focused and/or materials are not brought to class
LISTENING SKILLS	Student listens and pays attention in class	Student listens and pays attention with redirection	Student must be redirected often to listen and pay attention
PARTICIPATION	Student participates on a regular basis without prompting and is positively engaged in class	Student participates when prompted and is positively engaged in class	Student rarely participates even with prompting and/or is not engaged in class
RESPECT	Student respects others, their property and ideas	Student sometimes does not respect others, their property, or ideas	Student does not respect others, their property or ideas
PRODUCTIVE WORKER	Student completes work in a timely manner	Student is often reminded to complete work or prompted to work in class	Student does not complete work in a timely manner and/or does not use class time appropriately



Medway Middle School

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March 27, 2013

Dear Parents/ Guardians,

The Medway Middle School staff has been working hard this year to learn more about curriculum and how students learn best. To do this, we have had experts present about standards-based learning, have visited other schools in Maine, have read books and articles, and have also surrounded ourselves with research. One thing is certain, we feel it is important to keep learning about new and better ways to reach the needs of all our students.

We plan to pilot a new grading system for Trimester 3. Through our research and visits, we have come to the conclusion that it is important to separate academic knowledge from work ethic/ behavior. Why do we take away points on an assignment when a student passes it in late? Does that grade reflect what they know or understand? We want to be able to assess students' knowledge, while still holding students accountable for their behavior and work ethic. Therefore, during Trimester 3, you will see something different on your child's progress report and report card:

We have created "**Self-Directed Learner**" standards for each class at MMS. In order to be a "Self-Directed Learner," your child must be able to:

1. Listen and stay on task
2. Organize class work and bring necessary materials to class
3. Participate in class and be positively engaged
4. Respect the rights and property of others
5. Complete assignments on time
6. Show best effort toward quality of work
7. Have regular attendance that supports continued learning
8. Use technology appropriately (mostly 7th & 8th graders this year)

You will see a letter next to each standard, for each class:

M: Meets the standard (Right where your child should be)

PM: Partially meets the standard (Sometimes your child meets, sometimes he/she doesn't)

DM: Doesn't meet the standard (This should concern parents, as this means your child is doing poorly in this area)

We are piloting this to get any "kinks out" for the 2013-2014 school year. Our hope is to move forward with standards-based grading for all subjects, and we feel strongly that the first step is to remove work behavior from the overall grade of a class. This way, when you see an overall grade, it will reflect what your child knows, not his/her work ethic. Next year, we hope to continue this work with academic knowledge and understanding by translating the regular A-F system into a standards-based, 4-1 system. This way, teachers, students and parents can really discuss knowledge and understanding of concepts and topics.

If you have any questions about this new system, feel free to contact your child's homeroom teacher or myself at any time. We also have resources on our website under the Parents/Student tab, "Standards-Based Learning." Thank you for your support and we urge you to speak to your child about the changes at MMS.

Sincerely,

Dawn Pray

Grade 1 Writing Rubric

Opal Myrick School

Student Literacy # _____

Scorer Initials _____

Date _____

Overall Score (average) _____

D,P,M,E _____

Ideas _____

Organization _____

Voice _____

Word Choice _____

Sentence Fluency _____

Conventions _____

Name - _____
Date - _____
Story _____
process - _____

Rubric

2 = Consistently demonstrates
1 = Inconsistently demonstrates
0 = Does not demonstrate

		Ideas		1	2	3	4
0	1	2	The idea is clear and coherent.	0-2	3-4	5	6
0	1	2	The text is well-developed.				
0	1	2	Interesting details create meaning for the reader.				
		Organization		1	2	3	4
0	1	2	There is a clear beginning and middle.	0-2	3-4	5	6
0	1	2	Ending is attempted.				
0	1	2	Basic sequencing is evident.				
		Voice		1	2	3	4
0	1	2	The writing is individual.	0-2	3-4	5	6
0	1	2	There are moments of audience awareness.				
0	1	2	The writing captures a general mood such as happy, sad, or mad.				
		Word Choice		1	2	3	4
0	1	2	The writer uses descriptive words and phrases.	0-2	3-4	5	6
0	1	2	The writer uses some strong nouns and verbs to create a clear picture.				
0	1	2	The writer experiments with new and interesting words.				
		Sentence Fluency		1	2	3	4
0	1	2	The writer uses complete sentences.	0-2	3-4	5	6
0	1	2	Sentences begin in different ways.				
0	1	2	Sentences are different lengths.				
		Conventions		1	2	3	4
0	1	2	Most high-frequency words are spelled correctly and others are spelled phonetically.	0-2	3-4	5	6
0	1	2	The writer usually uses capitals properly.				
0	1	2	Ending punctuation is usually correct.				

Medway Middle School

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November 26, 2012

Dear School Board Member,

Medway Middle School has been learning more about customized learning and standards-based education. Many schools across the state are a part of the Mass Customized Cohort for Learning, which is supported by the Maine Department of Education and the Commissioner, Stephen Bowen. We are not a part of the cohort, but we want to continue moving forward with training, learning and observing schools that are implementing this model. It is our goal to implement this proficiency-based, student-centered model to help support the success of **all** students at MMS.

Due to our interest of moving forward, I contacted Donald Siviski, from the Maine DOE, to come and speak with the staff about this shift in education. He was previously the Superintendent of RSU #2, where the seniors this year are graduating with a full standards-based diploma. He started this work back in early 2000's and he is now working at the DOE to help implement this state-wide.

Don will be here on Wednesday, December 5th:

Lunch with School Board Members: 11:00-12:15 at the Aerie Restaurant

Presentation to AOS #66 Staff: 12:45-2:30 at MMS

Don would like to meet with the School Board to discuss standards-based curriculum and learner-centered pedagogy, which leads to a proficiency-based diploma. Lunch will be provided by the district and we hope you all can attend. Please RSVP to Mary DeSantis by Dec 4th, so we can give a head count to the restaurant.

Don will then share a presentation with the staff at MMS. School Board members are encouraged to come to that presentation as well. He will be available afterward for questions.

I have enclosed a few articles for you to read before the presentation. Also, you can watch some videos on TED Talk and the Maine DOE website about the paradigm shift in education.

www.ted.com

- Simon Sinek: How great leaders inspire action
- Ken Robinson: Changing education paradigms

www.maine.gov/doe

Name _____

Date _____

Read-Aloud Rubric

1

- My reading doesn't sound like talking.
- I needed to ask for help with most of the "tricky" words.
- I didn't try to figure out the "tricky" words.
- I usually paid no attention to punctuation marks.

2

- My reading sounded like talking some of the time.
- I used strategies to figure out "tricky" words some of the time.
- I read the punctuation marks some of the time.

3

- My reading sounded like talking most of the time.
- I used strategies to figure out the "tricky" words most of the time.
- I read the punctuation marks most of the time.

4

- My reading sounded like talking.
- I used strategies to figure out the "tricky" words.
- I read the punctuation marks.

ASSESSMENT

Scoring Guide: Reading Retell

Excellent

Characters

- Describes all main and secondary characters
- Describes traits of main characters

Plot

4

- Provides analysis, including inferences
- Makes personal connections to the story
- Retells main and secondary events in order with detail

Theme

- Relates a message that demonstrates understanding of world issues

Setting

- Includes specific details about place or time

Problem/Solution

- Describes problem and resolution
- Designates climax
- May evaluate tension level

Moderate

Characters

- Identifies all main characters
- Describes some character traits

3

Plot

- Includes a description of key events in order
- Includes main idea, beginning, middle, end of story

Setting

- Accurate information about time and place

Problem/Solution

- Can identify problem and resolution

Minimal

Characters

- Names some characters

Plot

2

- Limited summary
- Limited understanding of author's message

Problem/Solution

- Limited or missing

1 - no retell



**School Union 113
Opal Myrick Elementary School
Kindergarten Progress Report
2013-2014**

Student: _____

Teacher: _____

Performance Levels:
 3 = Meets Standard
 2 = Making progress towards mastery of grade level standard
 1 = Student has not made adequate progress toward grade level standard

 Blank = Not assessed at this time and/or Not Applicable

Attendance	Nov.	Mar.	June	Total
Days Absent				
Days Tardy				
Days Dismissed				

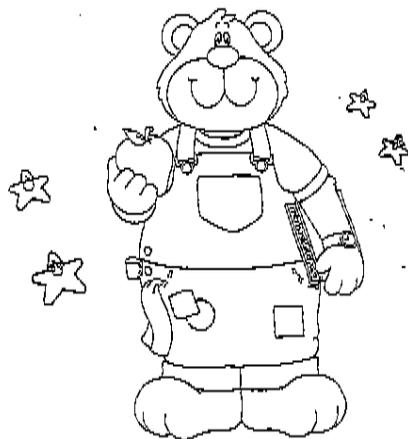
English/Language Arts	Nov.	Mar.	June
A. Reading			
Seeks out and enjoys experiences with books			
Is developing concepts about print			
Is developing letter/sound connections			
Is developing a variety of reading strategies			
Reads grade level sight words			
Is developing phonological/phonemic awareness			
Recognizes lower/capital letters			
A1. Comprehension			
Uses comprehension strategies to understand text			
Makes predictions			
Reads fluently and accurately with appropriate pacing and expression			

English/Language Arts	Nov.	Mar.	June
B. Writing			
Writes first/last name using appropriate letters			
Participates in shared and independent writing			
Applies letter sound knowledge in writing			
Demonstrates knowledge of writing organization			
Demonstrates knowledge of writing conventions			
Writes upper/lowercase letters correctly			
Expresses ideas in pictures and stories			
Spells grade level sight words correctly			
C. Listening and Speaking			
Uses early listening skills			
Uses speaking skills to communicate			

Mathematics	Nov.	Mar.	June
A. Numbers			
Counts orally to ___ 25, ___ 50, ___ 100			
Matches quantities ___ 0-10, ___ 0-20			
Identifies numerals ___ 0-10, ___ 10-20			
Counts by 5s to 100			
Counts by 10s to 100			
Writes numbers ___ 0-5, ___ 0-10, ___ 0-20			
B. Data			
Understands positional terms (above/below, in/out)			
Identifies coins (penny, nickel, dime)			
Understands comparative terms (like/different, more/less)			
Sequences the days of the week			
Sequences the months of the year			

Mathematics (continued)	Nov.	Mar.	June
C. Geometry			
Identifies and draws circle, square, triangle, and rectangle			
Classifies sets of objects into two or more groups using their attributes.			
D. Algebra			
Understands how to create, identify, describe, and extend patterns given a pattern or a rule			
Understands and used procedures to add and subtract whole numbers with one digit			
Specialty Classes	Nov.	Mar.	June
Art - Mrs. Pooler			
Library - Mrs. Steeves			
Music - Mrs. Miller			
Physical Education - Mrs. Deabay			
Social Studies			
Science			

Interpersonal Skills	Nov.	Mar.	June
Accepts responsibility for personal behavior			
Respects others			
Follows school rules and demonstrates safe behavior			
Follows directions			
Produces work to best ability			
Works independently and completes work in a timely manner			



November Report Comments
March Report Comments
June Report Comments

Your student has been: promoted to grade ____
 transferred to grade ____
 retained in grade ____

Teacher's Signature: _____ Principal's Signature: _____



East Millinocket Schools

Opal Marick Elementary School

Progress Report 2012-2013

Grade One



Name:	Teacher:
--------------	-----------------

SUBJECTS	Nov.	Mar.	June
READING			
Reading-Overall Grade			
Fluency			
Vocabulary			
Comprehension			
Phonics/Decoding			
Language Arts			

SUBJECTS	Nov.	Mar.	June
SPECIALS			
Physical Ed. w/ Mrs. Deabayl			
Art w/ Mrs. Pooler			
Library w/ Mrs. Watson			
Music w/ Mrs. Miller			
Recorder w/ Mrs. Miller			
Handwriting w/ Teacher			

WRITING			
Writing-Overall Grade			
Ideas			
Organization			
Voice			
Word Choice			
Sentence Fluency			
Conventions			

INTERPERSONAL SKILLS			
Pays attention during instruction			
Respects adults and classmates			
Follows directions (verbal & written)			
Produces quality work consistently			
Productive during classroom time			
Completes homework on time			

SPELLING			
Spelling-Test Grade			

RATING SYSTEM				
A+=98-100	B+=87-89	C+=77-79	D+=67-69	
A=94-97	B=84-86	C=74-76	D=64-66	
A-=90-93	B-=80-83	C-=70-73	D-=60-63 F<60	
<i>4=Exceeds Expectations 3=Meets Expectations</i> <i>2=Partially Meets Expectations 1= Does Not Meet Expectations</i> <i>Blank=Not assessed at this time</i>				

SUBJECTS	Nov.	Mar.	June
MATH			
Math-Overall Grade			
Number Sense			
Computation			
Problem Solv.			

	Nov.	Mar.	June
ATTENDANCE			
Tardy			
Dismissed			
Absent			

COMMENTS



East Millinocket Schools

Opal Marick Elementary School

Progress Report 2012-2013

Grade One



Name:	Teacher:
-------	----------

**School Union 113
Opal Myrick Elementary School
Grade 1 Progress Report
2014-2015**

Student: _____

Teacher: Michaud, Kelley

Performance Levels:

4 = Exceeds the Expectation
 3 = Meets or Exceeds the Expectation
 2 = Partially Meets the Expectation
 1 = Does Not Meet the Expectation
 Blank = Not assessed at this time
 and/or Not Applicable

Attendance	Nov.	Mar.	June	Total
Days Absent	0	0	0	0
Days Tardy	0	0	0	0
Days Dismissed	0	0	0	0

English/Language Arts	Nov.	Mar.	June
A. Reading			
A1. Decoding and Fluency			
Identifies letter names and sounds			
Uses a variety of reading strategies/cues to decode words			
Reads grade level sight words			
Reads with fluency (sounds like talking)			
A1. Comprehension			
Retells text			
Identifies main story components			
Makes predictions			
Makes connections (text-to-text, text-to-life, & text-to-world)			

English/Language Arts	Nov.	Mar.	June
B. Writing			
Uses the writing process to communicate ideas			
Writes stories that describe an experience			
Writes to inform on a specific topic			
C. Language			
Spells grade level words correctly			
Applies the rules of capitalization, punctuation, and spelling to communicate			
E. Listening and Speaking			
Uses early active listening skills			
Uses speaking skills to communicate			

Mathematics	Nov.	Mar.	June
A. Numbers			
Counts, reads, writes whole numbers to 25, 50, 100			
Understands and uses procedures to add and subtract whole numbers with one and two digits			
Memorizes addition facts through 10			
Memorizes subtraction facts through 10			
Compares numbers 0-20			
Counts by 1s, 5s, and 10s to 100			
Counts by 2s to 20			
B. Data			
Tells time to the hour and half hour			
Identifies coins (e.g., penny, nickel, dime, quarter) and corresponding value			
Identifies combinations of coins that equal the same value			
Reads, constructs and interprets picture graphs			
C. Geometry			
Identifies circle, square, triangle, and rectangle			
Draws circle, square, triangle, and rectangle			
D. Algebra			
Understands how to create, identify describe, and extend patterns given a pattern or a rule.			

Interpersonal Skills	Nov.	Mar.	June
Accepts responsibility for person behavior			
Respects others			
Follows school rules and demonstrates safe behavior			
Follows directions			
Produces work to best ability			
Works independently and completes work in a timely manner			
Specialty Classes	Nov.	Mar.	June
Art - Mrs. Pooler			
Library - Mrs. Steeves			
Music - Mrs. Miller			
Physical Education - Mr. Friel			

Please note that Science, Social Studies, and Health are an integrated part of our Literacy and Math Curriculums.
~Mrs. King and Mrs. Chambers

Explanation of Performance Levels

1 = Does Not Meet the Expectation	The student's work on this particular skill does not meet the expectation at the time of this report. The student demonstrates minimal understanding even with frequent teacher support.
2 = Partially Meets the Expectation	The student's work on this particular skill sometimes meets the expectation. Therefore, proficiency is inconsistent and requires teacher support.
3 = Meets or Exceeds the Expectation	The student's work on this particular skill consistently meets and/or at times exceeds the expectation. The student independently demonstrates proficiency and has very few errors.
4 = Exceeds the Expectation	The student's work on this particular skill consistently exceeds the expectation.

K-4 Guided Reading Book Levels

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Levels A-C	Levels D-J	Levels K-M	Levels N-P	Levels Q-R

November Report Comments

We, at Opal Myrick Elementary School, are committed to your child's learning, and we feel that frequent communication about progress is very important. Although this report card cannot communicate all that your student has learned this trimester, it does give you information about his/her progress toward meeting our school's standards. Please call us (746-3520) with any questions that you may have; we feel that your child will be much more successful if we work together. We look forward to hearing from you. --Mrs. Chambers and Ms. Michaud

March Report Comments

June Report Comments

Your student has been: promoted to grade _____
 transferred to grade _____
 retained in grade _____

Teacher's Signature: _____ Principal's Signature: _____

East Millinocket Schools
Opal Myrick Elementary School
Progress Report 2013-2014
Grades 3 and 4

Name:	Teacher: Lisa Gagnon
--------------	-----------------------------

SUBJECTS	Nov.	Mar.	June
READING			
Reading-Overall Grade			
Fluency			
Vocabulary			
Comprehension			
Phonics/Decoding			
Language Arts			

WRITING			
Writing-Overall Grade			
Ideas			
Organization			
Voice			
Word Choice			
Sentence Fluency			
Conventions			

SPELLING			
Spelling-Test Grade			

SUBJECTS	Nov.	Mar.	June
MATH			
Math-Overall Grade			
Number Sense			
Computation			
Problem Solv.			
Data			

SUBJECTS	Nov.	Mar.	June
SPECIALS			
Physical Ed. w/ Mr. Friel			
Art w/ Mrs. Pooler			
Library w/ Mrs. Watson			
Music w/ Mrs. Miller			
Recorder w/ Mrs. Miller			
Handwriting w/ Teacher			

INTERPERSONAL SKILLS			
Pays attention during instruction			
Respects adults and classmates			
Follows directions (verbal & written)			
Produces quality work consistently			
Productive during classroom time			
Completes homework on time			

RATING SYSTEM				
A+=98-100	B+=87-89	C+=77-79	D+=67-69	
A=94-97	B=84-86	C=74-76	D=64-66	
A-=90-93	B-=80-83	C-=70-73	D-=60-63 F<60	
<i>4=Exceeds Expectations 3=Meets Expectations</i> <i>2=Partially Meets Expectations 1= Does Not Meet Expectations</i> <i>Blank=Not assessed at this time</i>				

SUBJECTS	Nov.	Mar.	June
ATTENDANCE			
Tardy			
Dismissed			
Absent			

COMMENTS			

Jan. 15. 2015 10:38 AM

Social Studies			
Science			
Health			

This student has been:	promoted to grade _____	retained to grade _____	transferred to grade _____
------------------------	-------------------------	-------------------------	----------------------------

Teacher's Signature: _____

Principal's Signature: _____

Schenck High School Quarter 4 Report Card - June 2009 for

This report card contains several pieces of information about your son's progress so far this year. If you have any concerns, please contact your son's teachers at 207-746-3511.

Points
 1.0-1.49
 1.5-2.49
 2.5-3.49
 3.5-4.0

STANDARDS REPORTING KEY **PERFORMANCE LEVEL** **REGULAR GRADE SCALE**

Poor performance. Please call the teacher. 1 = Does not meet the standard **Grade** **Percentage** **Grade Percentage**
 Scores < 2.0 are below grade level. 2 = Partially meets the standard A 93-100 D 70-76
 Your child is performing on grade level. 3 = Meets the standard B 85-92 F Less than 70
 This is an exceptional grade. 4 = Exceeds the standard C 77-84 P Pass, course not graded
 Your child is working above grade level.

Period	Course	Teacher	Q1	Q2	S1	Q3	Q4	S2	Exam	Final Grade
1(G)	Spanish 1	House, Deanna	72	71	72	65	68	67	--	70
1(W)	English 9	Dickey, Cathy			86					86
1(W)	English 9 S	Dickey, Cathy	2.8	2.8	2.8	2.7	2.9	2.8	3.1	2.8
2(G)	College Geometry	Cousins, William			87				--	86
2(G)	College Geometry S	Cousins, William	2.8	2.8	2.8	2.6	2.9	2.8	2.4	2.8
2(W)	Physical Science	Faloon, Peter			86					88
2(W)	Physical Science S	Faloon, Peter	2.8	2.7	2.8	3.0	3.0	3.0	--	2.9
3(G)	Economics	Libby, Don	83	86	88					
3(G)	History of Citizen/Govt	Sawtelle, Brian				76	87	82	--	82
3(W)	Physical Education	Friel, Greg	96	89	93	89	90	90	72	90
4(G)	Computer Applications 1	Ruggeri, Rich	84	89	87	84	86	85	91	87

NOTES:

self assessment Proficiency Based Learning for Great Northern AOS 66

Policy

Completed by 9-12 teachers

Policy Step 1 Engage school board in developing conceptual understanding about proficiency-based learning

District: 0%

- A. Has the school board engaged in a discussion concerning proficiency-based learning? District: 36%
- B. Has the school board reviewed the statute describing the requirements of a proficiency-based diploma? District: 10%
- C. Has the school board had an opportunity to learn about similar successful models currently implemented? District: 10%
- D. Has the board led the development of a mission and vision that supports 21st century learning? District: 24%
- E. Have you shared a framework for the implementation of proficiency-based learning with the school board? District: 16%
- F. Does the school board understand this framework? District: 13%
- G. Does the school board support the framework and the general direction being developed? District: 20%

Policy Step 2 Review existing policies

District: 0%

- A. Has the school board engaged a committee to review current policies to District: 25%

- B. Has the school board developed a plan and timeline for policy revision? District: 0%

Policy Step 3
Draft new and revised policies District: 0%

- A. Has the board reviewed policies from other districts implementing proficiency-based learning? District: 0%
- B. Has the board's policy committee identified, revised, and written policies that support proficiency-based learning? District: 0%

Policy Step 4
Refine policies based on feedback District: 0%

- A. Has the board reviewed the feedback from parents and the public? District: 0%
- B. Has the board revised its proposed new policies taking this feedback into account? District: 0%

Policy Step 5
Adopt new and revised policies District: 0%

- A. Has the board secured approval of the revised policies? District: 0%
- B. Has the board updated its policy manual to reflect the newly passed policies? District: 0%

Practice

Practice Step 1 District: 0%

self assessment Proficiency Based Learning for Great Northern AOS 66

Policy

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- | | |
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|---|---------------|

determine which policies need to be revised or replaced?

B. Has the school board developed a plan and timeline for policy revision?

District: 0%

Policy Step 3

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District: 0%

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Practice

Practice Step 1

District: 0%

District-wide proficiency-based committee

- A. Have you established a district-wide committee focused on proficiency-based learning? District: 24%
- B. Does the committee include representation from each school building and from the central office? District: 20%
- C. Are there central office administrators, principals, and teachers on the committee? District: 36%

Practice Step 2

Establish school-wide proficiency-based committee(s)

District: 0%

- A. Have you established a school-based committee or assigned an existing committee to coordinate implementation of proficiency-based learning? District: 8%
- B. Does the committee include representation from various building constituents including students? District: 10%
- C. Are there both administrators and teachers on the committee? District: 20%

Practice Step 3

Collaboratively develop the conceptual framework with faculty and staff

District: 0%

- A. Has the faculty engaged in a discussion concerning proficiency-based learning? District: 56%
- B. Have you identified a framework to implement proficiency-based learning? District: 24%
- C. Does the faculty understand this framework? District: 45%

District: 10%

Practice Step 4

Engage faculty and staff in professional development on proficiency-based learning

District: 0%

- A. Does the district have a comprehensive professional development plan for proficiency-based learning? District: 10%
- B. Does each school have a school-based plan that is coordinated with the district plan? District: 10%
- C. Do the plans provide opportunities for learning for all faculty? District: 13%

Practice Step 5

Engage faculty in professional development on proficiency-based curriculum design and instruction

District: 0%

- A. Does the PD support the development of instructional units aligned with the district's graduation standards and performance indicators? District: 10%
- B. Does the PD plan provide opportunity and time to learn about unit design models? District: 13%
- C. Does the PD plan provide opportunities and time for ongoing support, learning, and feedback? District: 13%

Practice Step 6

Engage faculty in professional development on assessment literacy

District: 0%

- A. Is there a plan in place that provides teachers with the knowledge and skills District: 16%

...necessary to develop assessments aligned with district graduation standards and performance indicators?

B. Does the plan provide sufficient time to learn about appropriate assessments for proficiency-based learning?

District: 27%

C. Does the plan provide opportunities for ongoing support, learning, and feedback?

District: 60%

Practice Step 7

Develop cross-curricular graduation standards that describe how students demonstrate proficiency in Maine's Guiding Principles

District: 0%

A. Does the district have clearly identified cross-curricular graduation standards that describe how students demonstrate proficiency in Maine's Guiding Principles?

District: 8%

B. Are these standards aligned with the Common Core and the MLR Guiding Principles?

District: 33%

C. Are these standards understood by a majority of faculty members?

District: 33%

D. Have these standards been integrated into courses or grade levels (which could be multiple)?

District: 33%

Practice Step 8

Develop performance indicators for cross-curricular graduation standards that describe how students demonstrate proficiency in Maine's Guiding Principles

District: 0%

A. Does the district have clearly identified performance indicators for each cross-curricular graduation standard that describe how students demonstrate

District: 16%

B. Does the district have clearly identified performance indicators for each cross-curricular graduation standard that describe how students demonstrate proficiency in Maine's Guiding Principles at the 8th grade level?

District: 16%

C. Does the district have clearly identified performance indicators for each cross-curricular graduation standard that describe how students demonstrate proficiency in Maine's Guiding Principles at the 5th grade level?

District: 16%

Practice Step 9

Develop body-of-evidence assessment process for demonstration of cross-curricular graduation standards that illustrate how students meet proficiency in Maine's Guiding Principles

District: 0%

A. Has the district created a process to assess student proficiency on the cross-curricular graduation standards to award a diploma that indicates how students are proficient in Maine's Guiding Principles?

District: 0%

B. Has the district created a process to assess student proficiency on the cross-curricular graduation standards that indicates how students are proficient in Maine's Guiding Principles at the 8th grade level?

District: 8%

C. Has the district created a process to assess student proficiency on the cross-curricular graduation standards that indicates how students are proficient in Maine's Guiding Principles at the 5th grade level?

District: 8%

Practice Step 10

District: 0%

Develop content-area graduation standards

- A. Does the district have clearly identified graduation standards for each content area? District: 28%
- B. Are these standards aligned with the Common Core and state learning standards? District: 10%
- C. Are these standards understood by a majority of faculty members? District: 35%
- D. Have these standards been 'assigned' to courses or grade levels (which could be multiple)? District: 35%

Practice Step 11

District: 0%

Develop a process for verifying achievement of content-area standards

- A. Has the district developed a process for verifying student proficiency in each content area graduation standard? District: 28%

Practice Step 12

District: 0%

Develop performance indicators for content-area graduation standards

- A. Does the district have clearly identified performance indicators for each content area graduation standard at the graduation level? District: 28%
- B. Does the district have clearly identified performance indicators for each content area graduation standard at the 8th grade level? District: 60%
- C. Does the district have clearly identified performance indicators for each content area graduation standard at the 5th

self assessment Proficiency Based Learning for Great Northern AOS 66

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Practice Step 4

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Practice Step 9

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- C. Does the district have clearly identified performance indicators for each content area graduation standard at the 5th grade level? District: 45%

Practice Step 13

District: 0%

Develop system for reporting on the achievement of student learning

- A. Has the district created an electronic platform to record, save and analyze information regarding student proficiency on the performance indicators? District: 36%
- B. Do parents and students have access to this information? District: 45%
- C. Do teachers have appropriate access to this information? District: 36%

Practice Step 14

District: 0%

Align curriculum with performance indicators

- A. Are over 50% of all performance indicators aligned in one or more places in the curriculum that all students experience? District: 20%
- B. Are over 75% of all performance indicators aligned in one or more places in the curriculum that all students experience? District: 0%
- C. Are over 90% of all performance indicators aligned in one or more places in the curriculum that all students experience? District: 0%

Practice Step 15

District: 0%

Develop assessments for performance indicators

- A. Do all teachers understand how to create and implement appropriate assessments District: 24%

EAST MILLINOCKET, MEDWAY AND WOODVILLE SCHOOL BOARD
TUESDAY, JANUARY 13, 2015, 6:00 pm

SCHENCK HIGH SCHOOL LIBRARY

Bruce Cox
Christine McLaughlin (a)
George McLaughlin, Vice Chairperson (a)
Greg Stanley, Chairperson
Dawn York

1. Call to order – Medway

The meeting was called to order at 6:00 pm by Greg Stanley, Chairperson

Shirley Pelkey
Kapricemari Tompkins – Vice-Chairperson (a)
Mary Tompkins - Chairperson

2. Call to order – Woodville

The meeting was called to order at 6:00 pm by Mary Tompkins, Chairperson

Dan Byron (arrived 7:00)
Angel Danforth – Vice Chairperson
John MacLeod (a)
Mark Wallace - Chairperson
Ryan Whitehouse

3. Call to order – East

The meeting was called to order at 6:00 pm by Mark Wallace, Chairperson

4. Bridges presentation

Mr. Fred Woodman did a presentation on the Bridges program. He thoroughly reviewed all aspects of the program including:

- School's responsibility
- Qualified personnel
- Student qualifications
- Time lines
- Detail of the cohort
- Financial incentives
- Cost

Medway continues

5. Approval of the minutes of the December 10, 2014 school board meeting

A motion was made by Bruce Cox and seconded by Dawn York to approve the minutes of the December 10, 2014 school board meeting.

Discussion: None

Vote: 3 yes 0 no 0 abs

6. Adjustments to the agenda: Added 18A: Proficiency Based Diplomas

7. Public comment: None

8. Project discussion and progress

The energy efficient lights will soon be install by McLaughlin Electric.

9. Increase in adult lunch price

A motion was made by Bruce Cox and seconded by Dawn York to increase the adult lunch price to \$5.50 effective immediately.

Discussion: The price is in line with costs. There are many students who do not eat hot lunch, therefore the student count is low.

Vote: 3 yes 0 no 0 abs

10. Coaches stipends

A motion was made by Bruce Cox and seconded by Dawn York to pay the basketball coaches the full stipends for coaching both the A and B teams.

Discussion: They are currently doing both positions now.

Vote: 3 yes 0 no 0 abs

11. First reading new policy: DFD: Admission to Athletic Events

A motion was made by Bruce Cox and seconded by Dawn York to approve the first reading of new policy DFD: Admission to Athletic Events.

Discussion: None

Vote: 3 yes 0 no 0 abs

12. Financial report

Budget reports were placed in packets.

Woodville continues:

13. Adjustments to the agenda: added 18A: Proficiency based diplomas

14. Approval of the minutes of the December 10, 2014 school board meeting

A motion was made by Mary Tompkins and seconded by Shirley Pelkey to approve the minutes of the December 10, 2014 school board meeting barring any errors or omissions.

Discussion: None

Vote: 2 yes 0 no 0 abs

15. Public comment: None

16. Financial report

Budget reports were placed in the packets.

Joint meeting:

17. Administrator reports

• **Catharine Steeves, Principal East Millinocket Schools**

- Enrollment remains stable: Opal - 127 & Schenck - 128
- The Winter Concerts were well attended. Congratulations to Mr. Bennett and the students for great performances.
- On Monday, Dec. 15th, some students and staff from Schenck assisted The EM Rec Dept. with the annual Christmas Dinner at the Municipal Building.
- The plaque for induction into the Maine Basketball Hall of Fame has been presented to the East Millinocket Schools by the family of Durward Heal. This plaque is being placed in the lobby for all visitors to enjoy.
- Cole's Transportation selected Schenck High School to receive 3 Apple TVs for classroom use. This package includes the Applecare Protection Plan, an Ergotron WorkFit-P-Sit-Stand Workstation and the HDMI cabling. The one requirement is that at least 50 of our students visit the Cole Land Transportation Museum. This requirement will be fulfilled in the spring once the museum reopens for the spring.

The New Year has gotten off to a great start, and I look forward to delving into the new initiatives such as the Bridge Program and expanding our Outdoor Ed program. The teacher evaluation system should be in place to pilot this year and hopefully, the basketball teams will extend their season to include some trips to the Cross Insurance Center.

January 13, 2015 School Board Meeting

Many walkers are taking advantage of the school hall ways during the cold weather.

- **Dawn Pray, Principal Medway Middle School**

- Enrollment: 110 students
- I will be attending a DOE training around our new state assessment on the 14th. I will bring the board back information as I learn it, but it will be online this year and will assess the state learning results, which include the CommonCore standards. Due to the new testing, we will not be graded this school year from the DOE.
- I had to mail home letters to all parents notifying them that their child may participate in the MIYHS survey (Maine Integrated Youth Health Survey). Parents may opt their child out, but this survey gives the state information about the health of our youth.
- We will also be participating in the NAEP assessment, the National Assessment of Educational Progress. It is a national test that supports the Nation's Report Card. Medway was chosen to participate, which will be sometime in February.
- I have started talking with Lincoln's curriculum coordinator, Heather Rockwell, around standards and expectations. I will keep you posted on how our discussions move along.
- The staff and I are already working on next year's budget.
- Show Choir practice has officially started. It should be another great show this year!
- Progress reports will be going home on January 30th. These reports will affect eligibility for Show Choir. An AlertNow message was sent to all parents in early January to remind them to continue to check PowerSchool for grades. Students who are not eligible at progress reports will NOT be able to participate in regionals or states, but will be able to perform at the school-based shows.

Pre-K

- Enrollment:
 - East: 5
 - Medway: 5
 - Woodville: 2
 - Millinocket: 5
 - Grindstone: 1
- We have another meeting on January 15th, so I will bring you more information during our February meeting. We are also meeting as an admin team to start discussing budgets for next year's program.
- 39 of 56 of the poetry submission have been accepted for publishing.

- **Eric Steeves, Guidance Director 9-12**

- ❖ The first in a series of Financial Aid nights for seniors and parents began on December 22nd. Two more are planned for January 22nd and January 29th. Special thanks to Sgt. Galen Thompson for presenting a "paying for college" seminar in late December.
- ❖ I will be meeting with the admissions director at the University of Maine at Fort Kent to discuss a collaborative venture to offer online courses from their campus to our juniors and seniors next year. This is a unique program UMFK is doing with high schools in northern Maine and could provide some great opportunities for our students.

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- ❖ I conducted the first of a series of career prep classroom guidance endeavors for the freshmen class prior to Christmas vacation. I will be doing a second series of college and career prep class lessons with the juniors the end of the month.
- ❖ I have a meeting with officials at Region III on January 21st to plan for the implementation of the Bridges program. Our screening committee is meeting later this week, here at Schenck, to select qualified sophomores to invite to participate in the program.
- ❖ At present, 3/4ths of the seniors have applied to a college or technical school. We also have one student who has enlisted in the armed services.
- ❖ I took eight seniors to the Katahdin Region Higher Education Center so they could complete the required accuplacer exam for admission consideration. Special thanks to Deb Rountree, and her staff at the center, for arranging and conducting the testing for our students.

- **Stacie Smith, Director of Guidance K-8, SpEd Coordinator**

- Fifteen IEP meetings were conducted during the month of December and through January 13th.
- The Special Education teachers and I are working on next year's budget.
- On the early release day (January 16th) I will be conducting a workshop with the Special Education teachers regarding IEP development, specifically goal writing and the inclusion of behavioral intervention plans when needed.
- Special Education teachers and I will be having regularly scheduled meetings as a team to review policies and procedures, IEP development, services provided, and evaluation procedures to be sure that we are meeting the current and future needs of students.
- I have been reviewing files, visiting classrooms, meeting with individual Special Education teachers, and meeting individually with students who receive services.

School Counselor (K-8)

- As co-testing coordinator (K-12), On January 14th, I will be attending a DOE training around our new state assessment. Dawn Pray and I will be bringing back more information. The new state assessment is online this year and will assess the state learning results which include the CommonCore standards. Due to the new testing, we will not be graded this school year by the DOE.
- Teacher input has been requested on the role of the School Counselor at Opal Myrick and Medway Middle. In an email and through individual interactions, I have requested teacher input on classroom guidance lessons, group sessions, and students who may benefit from individual counseling.
- School Counselor (K-4)
- Individual counseling sessions have begun.

School Counselor (5-8)

Mr. Steeves and I facilitated my transition as the new School Counselor at Medway Middle School by introducing me to the 7th and 8th graders during classroom guidance sessions.

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- On January 21st the remaining tour to our local community college (KATEC) will occur. One 8th grade section has yet to attend the tour.

- John Montgomery, Athletic Director

Schenck High School

- The Boys' Varsity team is in 6th place and has a record of 7-2 while the JV's are 3-3. The Top 16 teams make the tournament. The boy's program currently has 23 players and 1 manager.
- The Girls Varsity team is in 3rd place with a record of 7-1 and the JV's are 3-2. The top 16 teams make the tournament. The program has 18 team members and 1 manager.
- The Cheerleading Squad has 8 members with three being seniors.
- The East board authorized Mr. Montgomery to give some excess basketballs to the Medway Middle School. They are not needed at Schenck.

Medway Middle School

- The teams are off to a competitive start and have played about half the schedule. Team Records: The numbers have stayed very consistent the boys are 3-5 and the girls are 4-4.
- The board agreed to a basketball tournament on February 7 and 8 in Millinocket. The \$100 fee will come from the activity account.

18. Superintendent report

John Farrington has been doing some plowing around the school, the town crew has indicated that they are able to do this. The town crew will be contacted.

18A. Proficiency based diplomas

East:

A motion was made by Dan Byron and seconded by Ryan Whitehouse to apply for a waiver for the proficiency based diplomas.

Discussion: This is to comply with a request from the state.

Vote: 4 yes 0 no 0 abs

Medway

A motion was made by Bruce Cox and seconded by Dawn York to apply for a waiver for the proficiency based diplomas.

Discussion: This is to comply with a request from the state.

Vote: 3 yes 0 no 0 abs

Woodville

A motion was made by Mary Tompkins and seconded by Shirley Pelkey to apply for a waiver for the proficiency based diplomas.

Discussion: This is to comply with a request from the state.

Vote: 2 yes 0 no 0 abs

**19. Executive session pursuant to 1 MRSA § 405 (6) (A) Personnel matter:
Superintendent**

East Millinocket:

A motion was made by Dan Byron and seconded by Ryan Whitehouse to enter into executive session pursuant to 1MRSA § 405(6) (A) **Personnel matter:
Superintendent**

Vote: 4 yes Time in: 7:28pm Time out: 7:51pm

Action taken as a result of executive session: None

Medway:

A motion was made by Bruce Cox and seconded by Dawn York to enter into executive session pursuant to 1MRSA § 405(6) (A) **Personnel matter:
Superintendent**

Vote: 3 yes Time in: 7:28pm Time out: 7:51pm

Action taken as a result of executive session: None

Woodville:

A motion was made by Mary Tompkins and seconded by Shirley Pelkey to enter into executive session pursuant to 1MRSA § 405(6) (A) **Personnel matter:
Superintendent**

Vote: 2 yes Time in: 7:28pm Time out: 7:51pm

Action taken as a result of executive session: None

20. Future meeting dates and/or agenda items
- a. February 10, 2015, Tuesday, monthly meeting
 - b. January 22, Thursday

21. Woodville and Medway adjourn

Medway:

A motion was made by Bruce Cox and seconded by Dawn York to adjourn.

Vote: 3 yes Time adjourned: 7:54pm

Woodville:

A motion was made by Mary Tompkins and seconded by Shirley Pelkey to adjourn.

Vote: 2 yes Time adjourned: 7:54pm

East Continues:

21A: Executive session pursuant to 1MRSA 9 405 (6) (D) Labor Contract Negotiations: Ed Techs

A motion was made by Dan Byron and seconded by Ryan Whitehouse to enter into executive session pursuant to 1MRSA 9 405(6) (D) Labor Contract Negotiations: Ed Techs

Vote: 4 yes Time in: 7:55pm Time out: 7:58pm

Action taken as a result of executive session: None

22. Approval of the minutes of the December 10, 2014 school board meeting

A motion was made by Dan Byron and seconded by Angel Danforth to approve the minutes of the December 10, 2014 school board meeting barring any errors or omissions.

Discussion: None

Vote: 4 yes 0 no 0 abs

23. Adjustments to the agenda: Item 26 changed to executive session 1MRSA 9 405 (6) (D) Labor contract negotiations: Ed Techs and moved to item 21A.

24. Public Comment: None

25. Increase in adult lunch prices

A motion was made by Dan Byron and seconded by Angel Danforth to increase the adult lunch price to \$4.00 effective immediately.

Discussion: The price is in line with costs

Vote: 4 yes 0 no 0 abs

**26. Executive session pursuant to 1MRSA§ 405 (6) (D) Labor Contract
Negotiations: Ed Techs – moved to 21A**

27. Schenck/Stearns shared sports discussion

A motion was made by Angel Danforth and seconded by Ryan Whitehouse to allow Stearns students to participate in tennis at Schenck High School

Discussion: This is an individual sport.

Vote: 4 yes 0 no 0 abs

A motion was made by Ryan Whitehouse and seconded by Dan Byron to apply for a waiver for Schenck to remain in class “D” for the 2014-15 school year and to apply for the establishment of cooperative fall sports teams with Stearns High School (boys and girls’ soccer, football, field hockey).

Discussion:

If students from Stearns participate in soccer, Schenck would go up in a class because the student population in both schools is considered when classifications are made

Vote: 4 yes 0 no 0 abs

28. Financial report

Reports were placed in the packets.

29. Adjourn

A motion was made by Dan Byron and seconded by Angel Danforth to adjourn.

Vote: 4 yes Time adjourned: 8:12pm

Respectfully submitted,

Quenten K. Clark
Superintendent of Schools