

KITTERY SCHOOL DEPARTMENT
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Educating For Life

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OCTOBER 1, 2014

Good Morning ~

Please confirm that you received our APPLICATION and documents of EVIDENCE (A-J). I can also email the document if you would kindly email the address. Many thanks.

Thank you,

Donna Schoff
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Phone: 207-475-1334
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School Administrative Units (SAUs) award diplomas. The Maine Department of Education's role is to ensure that SAUs base the awarding of a diploma on student proficiency for students graduating after January 1, 2018. The following Proficiency-Based Diploma Extension application is intended to provide the Department and the school administrative unit with evidence of a good fit between the district's current progress and their extension request.

Directions for submitting an extension application

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

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

Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

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

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

Submittal Window

1. Indicate the submitting date.

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

Superintendents Region

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

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	

Washington	
Western Maine	
York	X

3. School Administrative Unit:

Kittery School District

4. High School(s):

R.W. Traip Academy

5. Name and title of person completing the extension request:

Allyn Hutton, Superintendent of Schools

Marilyn Woodside, Director of Curriculum, Instruction and Technology

Eric Waddell, Principal R.W. Traip Academy

6. Superintendent's name, address, phone number and email:

Allyn W. Hutton, Superintendent of Schools

Kittery School District

200 Rogers Road

Kittery, ME 03904

207-475-1334

ahutton@kitteryschools.com

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.**

PROFICIENCY-BASED (COMPETENCY-BASED) WORK COMPLETED

At a district level, the Kittery schools are committed to a vision of learning based on proficiency as demonstrated through the passage of the Vision for Success document in September 2014 (Evidence A).

The Kittery School District (KSD) has been working to develop a competency-based system of learning at the secondary level for the last three years as evidenced by the Traip Redesign document (www.kitteryschools/traip-vision) adopted in March 2012. Prior to the Maine Department of Education adopting a vision for proficiency-based work, the Kittery School District was working towards a competency-based system. Thus, please consider these words as interchangeable in our documents.

On a district level, professional development time has been dedicated to identifying the K-12 Learning Standards in all eight content areas. Staff members meeting together as content teams and coming to agreement on the overarching standards accomplished this. (See evidence B). To assist with this process, support was solicited from DOE and content area specialists.

Following the development of the K-12 Learning Standards, the high school staff was provided support and guidance in identifying the competencies aligned with each Learning Standard by course and/or grade level. It was explained that the competencies were the “big concepts” that students MUST prove they know and are able to do before earning “credit” for the class and moving on. (See evidence C). Simultaneously, teachers in grades K-8 began working with Revolutionary Schools (Heather Driscoll) on creating and revising “I can” statements for the area of ELA. (See evidence D) These will be grouped into learning targets, leading to ELA competencies for each grade level. In addition, competencies at grade levels K-8 will be developed in additional content areas, as appropriate.

As part of the NEASC accreditation process, Traip Academy identified the Academic Expectations for learning (See evidence E) that are clearly aligned with the Guiding Principles. These expectations are communicated to all students and parents and permeate the learning across the curriculum. However, at this time Traip Academy is not ready to measure these expectations as required by Maine DOE.

During the 2013-14 school year, a pilot program of standards based learning was implemented at Traip Academy. All students in Freshmen Science and Everyday Algebra were co-taught in a classroom led by two highly qualified math and science teachers. These students and their parents were informed of the competencies they needed to achieve to demonstrate proficiency in math and science. The teachers worked collaboratively to group and re-group students, offer instructional supports and provide alternative assessments to measure student progress. While many parents and students began the year as cynics of the system, most were enthusiastically supportive by the end of the school year. The feedback and lessons learned from this pilot will inform our work moving forward.

As the staff at Traip Academy began planning for the entering class of 2018, extensive professional development time and support was directed to ensuring that the competencies for all freshmen courses were clearly identified. The teachers of freshmen (which included nearly 75% of the high school staff) worked during the summer of 2014 to review the competencies for each course to ensure that they were valid. Work also included developing units of study and quality assessments aligned with the competencies identified. (See evidence F) Based on this excellent work by staff, the incoming freshmen are now operating under a proficiency-based system in all eight

content areas beginning in September 2014. The students will be held to the competencies identified in each course and provided additional instruction, time and support until competencies are met. However, at this time we are NOT prepared to transition to a grading and high school transcript reporting system. Additional work is needed in this area to inform, support and educate students, parents and staff.

The work that has been accomplished by our staff as we move towards a proficiency based system has been supported through school coaching provided by the Great Schools Partnership. Working with the school coach, Jon Ingram, has allowed the Leadership Team at Traip Academy to become active participants of the work, rather than full time facilitators.

The Kittery School Committee has pledged their 100% support for moving towards a proficiency based educational system. In September 2014, the School Committee demonstrated their support by passing the Graduation by Proficiency policy (see evidence G). At that time, they also indicated that even if the Maine DOE, at some future date, decided to not proceed, the Kittery Schools are fully committed to implementation of the PBL system.

IMPACT ON STUDENTS, STAFF AND COMMUNITY

As the competency-based work at the high school has progressed, the staff, students and parents have provided valuable input and raised questions related to work which remains to be done in the Kittery School District. However, as we move forward there is an expectation that our communication/ messaging strategy needs to be greatly expanded. The staff at K-8 needs to become much more engaged in moving towards a proficiency based system.

The Kittery School District is confident that the move to a proficiency-based system is what is best for student learning. At the same time, we are keenly aware that we are about to change the “rules” in an educational system that has operated for many years. This type of change will be difficult and challenging for many.

As we look to the future, it will be critical that we always remain focused on what is “best for the learner”. As we transition to a new system, it our responsibility that no child is harmed by the changes. High school students must become part of the conversation; their voice is crucial. Parents and community members must be thoroughly educated about what these changes do/do not mean for the students of Kittery. Staff and school committee members must be given ample opportunity to learn about the changes, voice concerns and work collaboratively to implement the proficiency-based system K-12.

NEED FOR AN EXTENSION

The Kittery School District requests additional time for full implementation of a proficiency based system to build capacity and infrastructures. Identified areas, which need additional work, include the following:

- Clear expectations regarding the assessing of Traip Academic Expectations (aka Guiding Principles);
- Professional development for staff related to grading / reporting systems and the development for quality assessments;
- Research and implementation of student support systems;
- Professional development and support for the alignment of learning standards/ competencies in grades K-8;
- Development of a tracking/reporting system K-12 including cohesive report cards and transcripts;
- Review and revision of Kittery School District policies, as needed; and
- Ongoing communication / education of all stakeholders regarding proficiency based learning.

Multi-year Implementation Plan

8. Provide a description of the multi-year plan to meet the goal of awarding diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. The description should include benchmarks and metrics for the 2014-2015 school year and benchmarks for each year for which the extension is requested.

TRANSITION TO A PROFICIENCY BASED SYSTEM OF LEARNING

With the goal of reaching full implementation of the proficiency-based system by September of 2016, the Kittery School District has developed a transition plan that includes action steps, timeframe and evidence. (See evidence H). The work has been divided into three focus areas including Policy, Practices/Implementation and Student/Parent/ Community engagement. The transition plan was created based on the District Self-Assessment tool provided by the Department of Education.

POLICY PLANNING

As we move towards a proficiency based learning system, it is critically important the school committee is appropriately educated and informed of the planning and implementation. The Policy Sub-Committee will be responsible for reviewing and updating any relevant policies. As policies are revised, with input from the school attorney and Great Schools Partnership, the public will be urged to provide input and suggestions.

The policies we anticipate needing review and possible revision include the following:

- IK- Assessment of Student Learning
- IKA- Grading and Reporting System
- IKC- Transcripts
- IHCDA- Dual Enrollment and Early College
- IKD- Academic Recognition
- IKE- Promotion, Retention, and Acceleration
- IKFF- Multiple Pathways

PRACTICES / IMPLEMENTATION

In an effort to ensure that the transition process to a proficiency-based system works well for students and staff, some additional infrastructure systems will be needed to guide and support the work.

A district-wide Proficiency-Based Learning (PBL) Steering Committee will be formed to oversee and guide the work. Led by the Superintendent of Schools and the Director of Curriculum, Instruction and Technology, this group will include representatives from the teaching and support staff, administration, School Committee, high school students, parents and community members. The Steering Committee will meet regularly to hear updates related to the work and provide input / guidance on next steps.

During 2014-15, it is critically important that all staff members are engaged in learning about proficiency based learning and what it means at each level. The Superintendent and Director of Curriculum, Instruction and Technology will engage all staff in grades K-8 in professional learning related to PBL and will guide their work throughout the school year with the assistance of the Coach from Great Schools Partnership. Specific tasks that will be addressed with the K-8 staff include the following:

- Reviewing and revising competencies for each grade level
- Creating quality assessments to measure student performance
- Reviewing interventions/ support systems which exist and evaluating the effectiveness of same
- Investigating other supports needed for students who are not demonstrating proficiencies
- Examining grading and reporting practices
- Establishing a cohesive, understandable tracking and reporting system

As the work proceeds at all levels (K-12), it is anticipated, that additional professional development will be needed to support staff. After seeking input and reviewing staff

needs, the Superintendent and Director of Curriculum, Instruction and Assessment will create a comprehensive professional development plan for the 2015-16 school year.

Throughout the pilot year of proficiency based learning model at Traip Academy conducted by teachers of freshmen during 2014-15, the Steering Committee will solicit feedback from the teachers about what is working / not working in the classroom. Using this feedback will assist in planning next steps for the 2015-16 school year and beyond.

STUDENT / PARENT/ COMMUNITY ENGAGEMENT

As stated previously, the move towards a proficiency based learning system is a dramatic shift for students, parents and community members. We are changing a system that has been the “same” for generations and thus the change requires extensive messaging and communication strategies.

To accomplish this, the Kittery Schools Steering Committee and administrators will work collaboratively with the Kittery School Committee and the PTA to hold a series of community forums to better inform and engage the public. The sessions will be promoted and advertised through the media and streamed “live” on the local community access channel. The forums will focus on the following areas:

- What is proficiency based learning and WHY are we doing it?
- What will the learning standards/ competencies look like for my child?
- How will the grading / reporting systems change?
- What happens if my child is not meeting / or is exceeding the competencies?

These community forums are meant to engage parents across the grade levels and begin including them in a rich conversation leading to a better understanding of the proficiency based learning system.

ROAD TO FULL IMPLEMENTATION~ Class of 2020

Supported by the extensive professional learning and student supports described in the Kittery schools transition plan, we are committed to being prepared to engage in full implementation of the proficiency based learning system for all students in September 2016, leading to the graduation by proficiency of Kittery students in June 2020.

System of Supports for Student Learning

- 9. Describe the system of supports you have in place for secondary school students when proficiency is not demonstrated.**

The Kittery School District has a varied, multi-layered system of supports for student learning that differs among the schools and grade levels. Current supports include such practices as flexible grouping, targeted interventions, data analysis to monitor student progress, and specific time allotted for support centers within and outside the school day. Although foundational

pieces and practices are currently in place, we will be reviewing our current support systems for effectiveness and modifying and /or expanding them to better support our move to a proficiency based learning system. We also need to further develop and/or adjust our data protocols and develop a timely reporting/monitoring system to better assess and meet the needs of struggling students. It will be critical that we identify students who are not meeting competencies and provide timely interventions and support.

Beginning in 2014-15, the high school established the *Success Center*- a specific area within the school where students have the opportunity to receive additional instruction and tutorial support in attaining proficiency in all disciplines. Staffed by a faculty member, the *Success Center* is designed to aid students who have not yet demonstrated proficiency or are currently struggling to meet proficiency within a course. The staff member in the Success Center has constant communication to/from the classroom teacher to ensure alignment with the learning targets/competencies.

In addition, high school students who did not meet proficiency in prior coursework are in a "bridges" course that allows them to remain in the abridged course only for the time needed to demonstrate proficiency in the competencies not previously met. At the high school students also may have a *learning lab*, which is a general all-purpose study hall for students. During this time as well as before/after school students can seek additional support from their classroom teachers.

Within the course of unit planning, as teachers define specific competencies/proficiencies and learning targets, greater specificity has allowed for planning intentional, explicit interventions and supports to help students meet proficiency. Being more explicit with students about the competencies and learning targets in a proficiency-based system also allows students to better self-assess and become aware of their needs and/or areas of support.

During the 2014-15 year we will be looking at a robust tracking and recording tool/system to better monitor student progress toward proficiency, thus allowing teachers to plan for additional instruction, interventions and assessment for students who need it. We will be looking at ways to identify students who are not progressing toward proficiency as soon as possible and employ a varied system of supports. The ability to identify and monitor students also allows for flexible groupings and more direct and intensive support during intervention periods and/or to make recommendations for specific work at the *Success Center*. In addition, having students and parents use a tracking/monitoring/reporting system or portal will help foster students' participation in their own education.

Another area where we hope to expand services is through providing support and time outside the school day and during the summer to support and assist those who are not progressing. In 2013-14, a few teachers offered specific support in meeting proficiency (as opposed to general "extra help") after school and during vacation. Even though it was a voluntary option for

students, several participated and the feedback was positive. However, this practice was limited to one pilot course and more widespread, systemic practices need to be established.

As part of the systems planning for supports and interventions, we will be examining the most effective interventions used at the lower grades (described below) in an effort to replicate them at the high school. For example, we currently have math and ELA coaches at our elementary schools who work both with teachers on instruction and/or differentiation as well as with students. This support is currently not in place at the high school. The Response To Intervention (RTI) system of interventions/ data analysis at the elementary level must be examined and its' successes replicated at the secondary level.

Currently in place at the Grades 4-8 (middle) school is a support/enrichment block called *WIN* where students have time allocated 4-5 days per week to meet with teachers for extra help or enrichment. This time is often used for small group intervention as well as 1-1 targeted instruction/intervention. Also in place this fall is an after school extended learning time that is held for 1 and ½ hours, four times per week. Finally, the middle school employs both math and literacy coaches and Title I-A staff to support instruction (teachers) and learning (students).

The primary school (Grades K-3) has a number of support systems in place to support student learning, particularly in reading and writing (Reading Recovery, Title I-A services, Special Education services). We also employ literacy and a math coach at this school to support teaching and learning. Although we have had a full-day kindergarten for a number of years, beginning with the summer of 2014 we added a Jump Start program (literacy) for some of our neediest incoming students who did not have the pre-K experience to enter kindergarten ready to learn. The primary teachers have also done a considerable amount of work with data walls in reading and math to better track student progress and provide support in a timely manner. This coming year we will focus on ensuring we have competencies/proficiencies and learning targets fully defined in reading, writing and mathematics and to better differentiate support within a classroom.

Finally, we have focused professional development on all components that comprise a proficiency-based system (primarily at the high school). We will continue to build on this foundation to increase teachers' skill set as we continue our move forward with a proficiency based system and expand the professional development to all grade levels.

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: 10% (GSP support for policy updates/ revision)
- Practice: 80% (GSP support for working with staff as outlined below in #11)
- Community Engagement: 10% (GSP support for parent meetings/ communication)
- One-year Carry Over: none

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.

Since the Kittery School District is a minimum receiver district, the funding provided to support the transition to Proficiency Based Learning has been limited. In assessing the best use of these funds, a district determination was made to acquire the coaching services offered through Great Schools Partnership to work closely with the high school administration and teacher leaders during the 2013-14 school year. To acquire these services, the district needed to supplement the transition funds with local operational funding. (See Evidence I)

During 2013-14, the GSP coach has assisted the Traip Academy staff and administration with the following tasks:

- Reviewing and revising policies, as needed
- Developing and refining of competencies
- Developing messaging/ communication strategies
- Examining and creating student support systems
- Creating units of study aligned with competencies

Looking ahead to the 2014-15 school year, we will be using the transition funds from the state (with additional local operating funds) to employ the GSP coach to work/ support staff K-12. In addition to continuing the work above, we will also use the coach to assist staff with the following:

- Assisting with district level work including foundational work on K-8 standards/ systems supporting PBL
- Expanding the communication/ messaging to students, parents and the community
- Supporting the development of quality assessments
- Investigating grading and reporting practices
- Reviewing / expanding student support systems

In addition to the support / assistance from the GSP coach, the district has also supported and will continue to support professional development training, seminars and consultant support to assist teachers in moving towards proficiency based learning in classrooms K-12.

School Board Vote and Approval of the Extension Request

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

The Kittery School Committee took action to approve an extension request for Option #5 on August 26, 2014. (See Evidence J- page 1)

Option 5 Authorization Page

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

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

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

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

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

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

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

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



 Superintendent of Schools

10-1-14

 Date



 Chair of School Board

10/1/14

 Date

A.



Vision for Success

Kittery School District

September 2014

The Kittery School District is committed to preparing all students to reach their full potential as productive engaged citizens and collaborative problems solvers in the 21st century. To ensure that we meet our commitment, we annually establish priorities and create action steps that will move us towards that goal.

To learn well, all students must feel safe, secure and respected. The physical and social safety needs of each student must be a top priority. Working collaboratively with community mentors and outreach programs, we strive to ensure that students have a safe and secure home environment with adequate resources to meet nutritional and health needs. The school culture must be free of bias/harassment and focused on personalization to meet the needs of each unique individual. An inclusive school community shall be developed to create a sense of belonging for each and every student.

To reach his/her full potential and to reach rigorous expectations, each student must be challenged and supported to grow as a learner. Progress will be measured by the demonstration of proficiency rather than advancement based on seat time or chronological age. A focus at all levels will be the student's readiness to progress to the next level. Learning supports and enrichment opportunities need to be ongoing and not limited to a traditional classroom setting. Anytime/anywhere learning becomes the new norm.

To become an engaged, productive citizen, each student needs to become involved in making a difference for others. Students need to become engaged in meaningful service learning experiences within the school and the larger community. Students will become collaborative problem solvers by engaging with the real world. The commitment to making a positive social contribution is a focus across the K-12 curriculum.

The vision for success presents many challenges, but the rewards are great and failure is not an option. Only through a commitment of human capital and financial resources can we transform the Kittery School District into a cohesive organization dedicated to providing an exceptional educational experience. As a result, we ensure that students recognize their individuality as a unique strength, celebrate their academic success as a result of hard work/commitment and assume the responsibility for making a difference in the lives of others.

**Working together, we can, we will, we must
make a positive difference in the life of each and every student!**

B.

Strand 1: English

Standard: 1.1 Students will be able to produce clear and coherent writing appropriate to task, purpose and audience.

Standard: 1.2 Students will be able to apply the writing process for a variety of purposes

Standard: 1.3 Students will be able to demonstrate self-awareness as readers, writers, and thinkers.

Standard: 1.4 Students will be able to read and interact with a variety of texts at an appropriate level.

Standard: 1.5 Students will be able to use a variety of modes of communication in a clear and effective manner.

Standard: 1.6 Students will be able to decode and apply vocabulary.

Standard: 1.7 Students will be able to effectively research and cite a variety of valid sources.

Standard: 1.8 Students will be able to write effectively demonstrating command of standard English conventions.

Strand 2: Math

Standard: 2.1 Understand and make use of relationships between numbers (number sense)

Standard: 2.2 Understand and apply concepts of geometry

Standard: 2.3 Represent, summarize and interpret data

Standard: 2.4 Understand and apply patterns of operations (patterns, functions, Algebraic thinking)

Strand 3: Social Studies

Standard: 3.1 U.S. History: Students will understand the themes of major eras in United States History

Standard: 3.2 World History: Students will understand the themes of major eras in world history.

Standard: 3.4 Cultural Impact: Students will understand how cultural interactions lead to conflict and diffusion

Standard: 3.5 Comparative Political Systems: Students will understand the origin and evolution of political systems, comparative government structures and global interrelationships.

Standard: 3.6 Civic Involvement: Students will understand the various roles, rights, and responsibilities as an involved citizen of their community, state, country, and global community

Standard: 3.7 Physical Geography: Students will understand the impact of various physical geographical features and resources on settlement, development, and movement of peoples.

Standard: 3.8 Cultural Geography: Students will understand the interrelationship between geography and cultural evolution and diffusion.

Standard: 3.9 Foundations of Economics: Students will understand the foundations of the various economic systems.

Standard: 3.10 Economic Impact: Students will understand the impact of economic decision-making on a personal, local, state, national and international level.

Strand 4: Science

Standard: 4.1 Students can demonstrate a knowledge of the structure, properties, and interactions of matter. (pg 106)

Standard: 4.2 Students will understand the relationship between motion, forces, and energy. (pg. 105)

Standard: 4.3 Students will understand the characteristics of living things.

Standard: 4.4 Students will understand the implications of interactions between living and nonliving environments.

Standard: 4.5 Students will understand the characteristics and history of the physical universe.(ESS)

Standard: 4.6 Students will able to implement Science and Engineering practices to become responsible 21st century citizens.

Strand 5: World Languages

Standard: 5.1 Communicate through writing in the target language (writing)

Standard: 5.2 Communicate in direct conversation in the target language (speaking)

Standard: 5.3 Understand and interpret written information in the target language (reading)

Standard: 5.4 Understand and interpret spoken information in the target language (listening)

Standard: 5.5 Interpret and compare cultures through the four modes of communication (reading, writing, speaking, and listening)

Strand 6: Visual and Performing Arts

Standard: 6.1P Disciplinary Literacy: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes

Standard: 6.1V Disciplinary Literacy: Students will demonstrate an understanding of the techniques, processes, elements, and terminology of the arts.

Standard: 6.2P Creation, Performance, and Expression: Students create, perform, and express through the Art Discipline

Standard: 6.2V The Creative Process: Students communicate and express ideas and feelings through the creation of original artwork.

Standard: 6.3P Creative Problem Solving: Students approach artistic problem solving using multiple solutions and the creative process.

Standard: 6.3V Creative Problem Solving: Students approach artistic problem solving using multiple solutions and the creative process.

Standard: 6.4P Aesthetics and Criticism: Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts)

Standard: 6.4V Aesthetic and Critical Response: Students will reflect upon and assess the characteristics and merits of art works.

Standard: 6.5P Visual and Performing Arts Connections: Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

Standard: 6.5V Visual and Performing Arts Connections: Students demonstrate an understanding of the relationships among the arts, history and world culture; and they make connections among the arts to other disciplines, to goal-setting, and to interpersonal interactions.

Strand 7: Health and Physical Education

STANDARD 7.1: Students will apply an understanding of motor skill development to develop a personal physical fitness plan to support his or her life-long pursuit of overall wellness.

STANDARD 7.2: Students will analyze health concepts to develop a personal health plan that supports his or her life-long pursuit of overall wellness.

STANDARD 7.3: Students will use a strong personal-identity to positively impact their peer group and overall wellness.

Strand: 8 Career and Education Development

Standard: 9.1 College and Career Aspirations

Standard: 9.2 Enrichment and Extracurricular Engagement

Standard: 9.3 Academic Planning for College and Career Readiness

Standard: 9.4 College and Career Exploration and Selection Processes

Standard: 9.5 College and Career Admissions Process

Standard: 9.6 Transition from High School

Standard: 9.7 Financial Education

Standard: 9.8 Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Standard: 9.9 Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Standard: 9.10 Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Standard: 9.11 Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Standard: 9.12 Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Standard: 9.13 Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.

* * *

C,

Freshman Science

Standard: 4.1 Students can demonstrate a knowledge of the structure, properties, and interactions of matter. (pg 106)

Competency: 4.1.1 Students can use a model of the atom to explain the relative stability of the nucleus. (pg 109)

Standard: 4.2 Students will understand the relationship between motion, forces, and energy. (pg. 105)

Competency: 4.2.1 Students will be able to qualitatively and quantitatively describe and predict an object's motion in terms of position, speed, velocity and acceleration.

Competency: 4.2.2 Students are able to quantitatively apply Newton's three laws. (pg 116)

Competency: 4.2.3 Students will understand the interdependency and relationship between forces and changes in motion. (pg. 114)

Competency: 4.2.5 Students will be able to provide evidence that waves can be used to transfer energy in ways that can be beneficial and sometimes harmful. (pg. 132)

Standard: 4.5 Students will understand the characteristics and history of the physical universe.(ESS)

Competency: 4.5.3 Students will be able to use evidence from stars to support the formation of the universe.

Standard: 4.6 Students will able to implement Science and Engineering practices to become responsible 21st century citizens.

Competency: 4.6.1 Students will be able to use the engineering design process and communicate the process.

Competency: 4.6.2 Students will be able to complete scientific investigations and communicate the results within the scientific community.

Competency: 4.6.3 Students will be informed and critical consumers of information.

Competency: 4.6.4 Students will develop an understanding of the global impact, the nature of and interdependence among science, engineering, technology.

Algebra 1/Everyday Algebra

Standard 2.1 Understand and make use of relationships between numbers (number sense)

Competency 2.1.1 Use properties of rational and irrational numbers.

Standard 2.2 Understand and apply concepts of geometry

Competency 2.2.1 Use coordinate representations to verify geometric relationships

Standard 2.3 Represent, summarize and interpret data

2.3.1 Understand and apply rules of probability to simple and compound events

Standard 2.4 Understand and apply patterns of operations (patterns, functions, Algebraic thinking)

Competency 2.4.1 Understand and apply the properties of exponents

Competency 2.4.2 Reasons quantitatively and use units to solve problems

Competency 2.4.3 Interprets the structure of expressions

Competency 2.4.4 Solve, build, apply equations in one variable

Competency 2.4.5 Solve systems of equations with two variables

Competency 2.4.6 Perform arithmetic operations on polynomials

Competency 2.4.7 Represent and solve equations and inequalities graphically

Competency 2.4.8 Understand, build, analyze and apply functions

Freshman Composition

Standard 1.1 Students will be able to produce clear and coherent writing appropriate to task, purpose and audience

Competency: 1.1.1EC Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Standard 1.2 Students will be able to apply the writing process for a variety of purposes.

Competency: 1.2.1E12 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

Standard 1.3 Students will be able to demonstrate self-awareness as readers, writers, and thinkers.

Competency: 1.3.1EC Students will understand personal learning strengths and weaknesses; independently seeks help when needed.

Competency: 1.3.2E12 Students will practice self-reflection and evaluation methods to identify level of proficiency and determine a course of action for improvement.

Standard 1.4 Students will be able to read and interact with a variety of texts at an appropriate level.

Competency: 1.4.1EC Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Competency: 1.4.2EC Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Standard 1.5 Students will be able to use a variety of modes of communication in a clear and effective manner.

Competency: 1.5.1EC Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Competency: 1.5.2EC Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Health

STANDARD 2: Students will analyze health concepts to develop a personal health plan that supports his or her life-long pursuit of overall wellness.

Competency 2.1: Students will be able to identify characteristics of overall health.

Competency 2.2: Students will be able to make decisions related to physical health promotion and disease prevention based on data.

Competency 2.3: Students will be able to make decisions related to mental and emotional health based on data.

Competency 2.4: Students will be able to develop and implement a personalized health plan that supports his or her wellness goals.

STANDARD 3: Students will use a strong personal-identity to positively impact their peer group and overall wellness.

Competency 3.1: Students will acknowledge and respond to external influences on decisions and behaviors in a way that supports overall wellness.

Competency 3.2: Students will demonstrate the ability to use communication skills to enhance his or her own wellness.

Competency 3.3: Students will be able to advocate for and contribute to personal and community needs related to overall wellness.

D.

Kittery School District's Grade 3 English Expectations

By the end of the 2014-2015 school year, we would like the following statements to be true for our grade 3 students:

- I can acquire and use content-specific and domain-specific words and phrases. (B: Perform Procedures & Explain)
- I can use subject-specific vocabulary to understand that subject. (D: Investigate & Analyze)

FLUENCY

- I can read tier 3 high frequency words. (A: Memorize & Recall)
- I can read tier 3 high frequency phrases. (A: Memorize & Recall)
- I can accurately read grade-level prose and poetry aloud. (C: Generate or Create & Demonstrate)
- I can pause at a comma and an end mark. (A: Memorize & Recall)
- I can correctly read a familiar story at a rate of 80-100 words per minute. (A: Memorize & Recall)
- I can correctly read familiar or previously introduced text at a rate of 90-120 words per minute. (A: Memorize & Recall)
- I can read familiar or previously introduced text silently at a rate of 80-100 words correct per minute. (A: Memorize & Recall)
- I can read familiar or previously introduced text silently at a rate of 90-120 words correct per minute. (A: Memorize & Recall)

COMPREHENSION AND AUTHOR'S CRAFT

- I can give examples from the story that highlight the character's personality. (B: Perform Procedures & Explain)
- I can create connections between the character and myself, the character and others, or the character and the world. (C: Generate or Create & Demonstrate)
- I can identify the major events in the story. (A: Memorize & Recall)
- Based on my extensive reading of a variety of books, I can explain major differences between books that tell stories and books that give information. (B: Perform Procedures & Explain)
- I can generalize the differences between informational and fictional books. (D: Investigate & Analyze)
- When prompted, I can answer specific questions about key details in the literary book I am reading. (B: Perform Procedures & Explain)
- I can answer questions about key details in a literary text. (C: Generate or Create & Demonstrate)
- I can use the pictures and illustrations in a text to gather information. (A: Memorize & Recall)
- I can use the pictures and illustrations to locate key facts or to gather information from an informational text. (A: Memorize & Recall)
- I can use information gained from illustrations and the words in an informational text to demonstrate an understanding of the text. Ex. where, when, why, and how key events occur (B: Perform Procedures & Explain)

Kittery School District's Grade 3 English Expectations

By the end of the 2014-2015 school year, we would like the following statements to be true for our grade 3 students:

- With help, I can tell what an illustration of a person, place, thing, or idea in an informational text represents. (B: Perform Procedures & Explain)
- I can tell you some comprehension strategies to use if what you are reading doesn't make sense. (A: Memorize & Recall)
- I can stop reading when something doesn't make sense. (B: Perform Procedures & Explain)
- I can try more than one comprehension strategy if something I read doesn't make sense. (C: Generate or Create & Demonstrate)
- I can make predictions about what I will read based on background information that I learned. (D: Investigate & Analyze)
- I can make an informed guess based on information I have. (B: Perform Procedures & Explain)
- I can make a guess about what will happen next in the book. (C: Generate or Create & Demonstrate)
- I can make predictions that help me understand the main ideas, characters, setting, etc. (C: Generate or Create & Demonstrate)
- I can make connections between a text and my own life. (C: Generate or Create & Demonstrate)
- I can identify the purpose of the table of contents. (B: Perform Procedures & Explain)
- I can use the introduction/preface to get a sense of the book. (A: Memorize & Recall)
- I can use headings and subheadings in an informational text to locate key facts or information. (C: Generate or Create & Demonstrate)
- I can use the headings and subheadings to find different information within the book. (C: Generate or Create & Demonstrate)
- I can use the labels to gather more information about the illustrations. (A: Memorize & Recall)
- I can gather other examples of labels that give information or are similar. (B: Perform Procedures & Explain)
- I can use bold or italicized text to find different information within the book. (C: Generate or Create & Demonstrate)
- I can use the charts, graphs, or tables to find information within the book. (A: Memorize & Recall)
- I can use maps to find different information within the book. (A: Memorize & Recall)
- I can use diagrams to find different information within the book. (A: Memorize & Recall)
- I can use the index to find different information within an informational text. (C: Generate or Create & Demonstrate)
- I can use the glossary to find the definition of new words in the book. (C: Generate or Create & Demonstrate)
- I can use information gained from illustrations with captions and the words in an informational text to demonstrate understanding of the text. Ex. maps, photographs (C: Generate or Create & Demonstrate)
- I can identify hypertext. (A: Memorize & Recall)

Kittery School District
Grade 6 English Core Curriculum Checklist for 2014-2015

#	Score	Content and Skills	Taught	Mastered	Comments
240	2	WORD STRUCTURE - LEVEL I			
255	2B	Word structure - root word			
		-I can tell you the meaning of many common root words.			
		-If you give me the word, I can remove the prefix or suffix to identify the root word.			
258	2C	Word structure - common prefixes			
		-I can give examples of words with common prefixes.			
		-I can tell you the meaning of many common prefixes.			
		-I can use common prefixes to help me read and understand an unknown word. Ex. re-, un-, pre			
		-If you give me the word, I can identify the root word and common prefix.			
261	2C	Word structure - suffix to show comparison			
		-I can give examples of words with suffixes that show comparison.			
		-I can identify a suffix that shows comparison.			
		-I can tell you the meaning of suffixes that show comparison.			
		-I can use my knowledge of suffixes that show comparison to help me read and understand an unknown word.			
273	3	WORD STRUCTURE - LEVEL II			
279	2A	Word structure - complex prefixes			
		-I can tell you the meaning of many less common prefixes.			
285	2C	Word structure - Irregular plural			
288	2	Word structure - singular possessive			
291	2	Word structure - plural possessive			
294	2	Word structure - common contraction			
297	2	Word structure - complex contraction			
306	2	Word structure - complex abbreviation			
315	4	VOCABULARY - LEVEL I			
337	2	Word meaning - from root word			
341	2	VOCABULARY - LEVEL II			
345	2B	Word relationships - homonyms			
		-Given a prompt or example, I can give examples of alternate meanings for words that are spelled the same.			
		-I can explain what a homonym is.			
		-In my writing, I can correctly use frequently confused homonyms. Ex. fair (appearance), fair (county fair), and fair (reasonable)			
348	2B	Word relationships - homophones			
		-Given a prompt or example, I can give examples of words that sound the same but have different spellings and meanings.			
		-I can explain what a homophone is.			
		-In my writing, I can correctly use frequently confused homophones. Ex. cite, sight, and site; to, too, two; there, their			
354	2C	Word relationships - synonyms			
		-I can generate a list of synonyms.			
		-I can tell you the relationship between a word and its synonym.			

1 = Introduced 2 = Practiced 3 = Mastered

Kittery School District
Grade 6 English Core Curriculum Checklist for 2014-2015

#	Score	Content and Skills	Taught	Mastered	Comments
354	2c	-I can use the relationship between synonyms to better understand each of the words.			
357	2c	Word relationships - antonyms			
		-I can generate a list of antonyms.			
		-I can tell you the relationship between a word and its antonym.			
		-I can use the relationship between antonyms to better understand each of the words.			
360	2	Word relationships - analogies			
363	2	Word relationships - content-specific words			
369	2	Onomatopoeia			
372	2	Simile			
375	2	Idiom			
384	2	Word meaning - from part of speech			
387	2	Word meaning - from Greek root			
390	2	Word meaning - from Greek affix			
399	2	Word origin and meaning - from another language or dialect			
405	2	Word origin and meaning - from new inventions, technology, or current events			
408	2	Word origin, meaning and pronunciation - from reference book			
411	2c	VOCABULARY - LEVEL III			
417	2c	Content-specific vocabulary			
420	1	Analogy			
423	2c	Denotation			
426	1c	Connotation			
435	2	Metaphor			
438	2	Figurative language - analogy			
442	2c	Word meaning - from context			
443	2c	Word meaning - from part of speech			
444	1c	Word meaning - from Greek root			
447	1c	Word meaning - from Greek affix			
450	1c	Word meaning - from Latin root			
453	1c	Word meaning - from Latin affix			
456	1c	Word origin, meaning and pronunciation - from reference book			
831	2	COMPREHENSION - LEVEL II			
888	2	Setting - context			
891	2	Direct characterization			
		-I can describe the traits, motivations, or feelings of characters in a literary text.			
		-I can explain how the actions of characters in a story or play contribute to the sequence of events.			
		-I can give a detailed description of the characters in a literary text.			
894	2c	Plot summary			
		-I can provide an objective summary of a literary text.			
897	2c	Author's message\theme (explicitly stated)			
		-I can determine a theme or central idea of a literary text.			
		-I can determine a theme or central idea of an informational text.			
912	2	Thinking within text - select "just right" reading materials			

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Kittery School District
Freshmen Composition Core Curriculum Checklist for 2014-2015

#	Score	Content and Skills	Taught	Mastered	Comments
1056		COMPREHENSION - LEVEL III			
1059	1B	Thinking Within the Text -When reading a text, I can use specific strategies, such as annotations (text to self/world/etc), to help comprehend the meaning of the text.			
1125	2	Author's message\theme			
1128	1B	Theme -I can analyze a literary text (short stories, poetry, or plays) to determine the theme or central idea and how it is developed over the course of the text. -I can analyze a theme or central idea of a literary text and reveal how it develops its relationship to the characters, setting, and plot over the course of the text. -I can determine a theme or central idea of a text.			
1134	1B	Theme analysis - universal themes -I can determine a universal theme of a text and how it is conveyed through particular details.			
1137	1B	Theme analysis - embedded themes -I can determine an embedded theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.			
1158	2	Thinking beyond text - paraphrase author's key ideas			
1161	2	Thinking beyond text - use prior knowledge			
1164	2	Thinking beyond text - deepen understanding with primary and secondary sources			
1167	2	Thinking beyond text - infer causes and\or effects			
1170	2	Thinking beyond text - synthesize connections within a text			
1173	2	Thinking beyond text - synthesize connections across texts			
1185	2	Thinking about text - distinguish fact from opinion			
1188	2	Thinking about text - evaluate accuracy of information			
1191	2	Thinking about text - evaluate text and defend personal opinion			
1194	2	Thinking about text - build informed opinions			
1197	c	COMPREHENSION - LEVEL IV			
1200	1B	Thinking Beyond the Text -When reading a text, I can use specific strategies, such as annotations (text to self/world/etc), to help comprehend the meaning of the text.			
1257	1B-c	Theme analysis - universal themes -I can determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details -I can determine the universal themes in literature. -I can identify two or more universal themes or central ideas in a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.			
1260	1B-c	Theme analysis - embedded themes -I can determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.			
1263	2	Social and cultural perspectives			

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Kittery School District
Freshmen Composition Core Curriculum Checklist for 2014-2015

#	Score	Content and Skills	Taught	Mastered	Comments
1284	3	Informational Text Analysis			
1377	3	AUTHOR'S CRAFT - LEVEL III			
1452	3	AUTHOR'S CRAFT - LEVEL IV			
2600	3	SENTENCE STRUCTURE - LEVEL III			
2601	3	Subject-Verb Agreement			
		-I can use correct subject-verb agreement in my writing and evaluate my peers work for subject-verb agreement			
2637	2	Sentence Type			
2644	3	PARAGRAPH STRUCTURE			
2646	3	Parts of a Paragraph			
		-I can identify the parts of a paragraph.			
2648	3	Topic sentence			
		-I can write a hook to engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.			
		-I can write a topic sentence for a paragraph.			
		-When editing, for myself or my peers, I can critique the quality of the topic sentence.			
2650	3	Topic development			
		-I can develop a topic that is appropriate to the audience.			
		-I can develop a topic that is appropriate to the purpose.			
		-I can develop a topic that is appropriate to the task.			
		-I can support my claims when I write arguments by using credible sources.			
		-I can write arguments using clear reasons and relevant evidence to support the topic.			
		-In a paragraph, I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			
		-When editing, for myself or my peers, I can critique the quality of the supporting sentences.			
		-When generating and writing a paragraph, I can include supporting sentences.			
		-When writing a paper based on research, I can quote the data and conclusions of others while avoiding plagiarism.			
		-When writing arguments, I can demonstrate an understanding of the topic or text.			
		-When writing informational/expository texts, I can develop the topic by using facts, definitions, concrete details, quotations, or other information and examples related to the topic.			
2654	3	Concluding sentence			
		-When editing, for myself or my peers, I can critique the quality of their concluding sentences based on a given set of criteria.			
		-When generating and writing a paragraph, I can include a concluding sentence.			
2656	3	Complete Paragraph			
		-When generating and writing a paragraph, I can organize the topic, supporting and concluding sentences into a complete paragraph.			
2658	3	Paragraphs in a Multi-Paragraph Piece			

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Kittery School District
Freshmen Composition Core Curriculum Checklist for 2014-2015

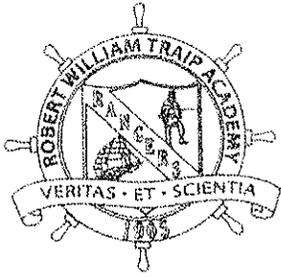
#	Score	Content and Skills	Taught	Mastered	Comments
2658	3c	-I can preserve paragraph structure, and naturally transition between paragraphs, in my longer pieces of writing.			
2660	3c	Transitions Between Paragraphs -I can use transitions between paragraphs to show the relationships among experiences and events.			
2844	3c	PUNCTUATION - LEVEL IV			
2846	3c	Comma - -In my writing, I can use a comma to separate words, phrases, and sentences.			
2860	2c	Semicolon			
2862	2c	Semicolon between independent clauses not joined by coordinating conjunction			
2898	2	TEXT STRUCTURE			
2900		TEXT STRUCTURE-SPECIFIC WRITING			
2901	2	Descriptive			
2902	3	Opinion			
2903	2	Cause and effect			
2908	2	Comparison			
2916	2	Problem and resolution			
2918	c	NARRATIVE WRITING			
2920	2	Personal			
2922	2	Memoir			
2944	3	REFLECTIVE WRITING			
2946	3f	Essay -When writing an essay, I can share my thoughts, observations, and impressions clearly in a way that is appropriate to task, purpose, and audience.			
2950	2	Journal or diary entry			
2952	3f	Self-assessment -I can evaluate my self-assessment based on a set of given criteria.			
2954	2	WRITING IN RESPONSE TO LITERATURE			
2956	2	Reader response			
2966	2	Theme analysis			
2968	2	Analysis of author's style			
2970	2	Analysis of author's purpose			
2972	2	Comparative analysis			
2986	3c	EXPOSITORY WRITING			
2988	3c, d	Informational writing -I can produce clear and coherent informational writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
2996	3f	Informational essay -I can write an informational essay with a well-developed topic that includes supporting evidence (facts, definitions, concrete details, quotations or examples). -When writing an informational text I can conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.			

1 = Introduced 2 = Practiced 3 = Mastered

Kittery School District
Freshmen Composition Core Curriculum Checklist for 2014-2015

#	Score	Content and Skills	Taught	Mastered	Comments
3006	c	PERSUASIVE WRITING			
3010	3c	Persuasive argument -I can produce a clear and coherent persuasive essay in which the development and organization are appropriate to task, purpose, and audience.			
3020	c	WRITING ACCORDING TO THE WRITING PROCESS			
3022	3c	Planning with graphic organizers -I can use graphic organizers to strengthen my writing as needed by planning.			
3024	3c	Prewriting activities -I can use prewriting for a range of discipline-specific tasks and purposes. -I can write routinely to express my opinion.			
3026	3c	Draft writing -I can write routinely over extended time frames for the purpose of revision. -With some guidance and support from peers and adults, I can develop and strengthen my writing as needed by rewriting, or trying a new approach. -With some guidance and support from peers and adults, I can make revisions to improve my writing as needed by rewriting.			
3027	2c	Rewrite			
3028	2c	Revise writing			
3030	2c	Edit writing			
3032	2	Conference on writing			
3036	3	WRITING QUALITY AND CRAFT			
3128	3	WRITING QUALITY - LEVEL III			
3144	3b	Supporting evidence -I can write arguments using clear reasons and relevant evidence to support the topic. -When writing arguments, I can establish the significance of my claim(s). -When writing arguments, I can support my claims by using credible sources.			
3148	3c	Thesis or organizing statement -I can write a thesis statement. -When writing an argument, I can create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. -When writing arguments, I can organize the reasons and evidence clearly to support my thesis, main topic.			
3152	3c	Introduction -I can write a clear and appropriate introduction that synthesizes information and makes connections to a broader world of ideas.			
3154	3c	Body of text -In my writing, I can generate the body of a text using supporting details that support the thesis.			
3156	3d	Conclusion -In my writing, I can provide a concluding statement or section that follows from the argument presented and articulates the implications or the significance of the topic.			

1 = Introduced 2 = Practiced 3 = Mastered



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E.



NEW ENGLAND
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R. W. TRAIPI ACADEMY CORE BELIEFS & VALUES

The Traip Academy community believes that all students

- can and want to learn.
- learn in different ways and at different rates.
- can and want to become effective members of the greater community.
- can and want to set and reach personal goals for their own success.

The Traip Academy community values

- perseverance and adaptability.
- individuality and collaboration.
- responsibility and integrity.
- creativity and curiosity.

As a result of those beliefs and values, Traip Academy educators will

- meet the educational needs of all learners every day.
- meet all learners at their personal learning level.
- challenge all learners to reach their full potential.
- ensure all learners are provided with multiple pathways (both inside and outside of the classroom) to be successful.

As a result of those same beliefs and values, Traip Academy learners will

- engage in and contribute to their learning community.
- challenge themselves to reach their full potential.
- demonstrate the 21st century skills and academic competencies necessary to succeed as productive and engaged citizens.

21st CENTURY LEARNING EXPECTATIONS

To be successful in the 21st century, all Traip Academy graduates will be

- creative and practical problem-solvers.
- clear and effective communicators.
- responsible and collaborative citizens.
- integrative and informed thinkers.
- reflective and dedicated learners.

Approved by the Traip Academy faculty: November, 2013

F.

America & the World

Unit Title: Scientific Revolution

Unit Description: Students will study the Scientific Revolution to learn how it drastically reshaped Western society. Students will also be introduced to reading strategies for primary sources and citing sources using MLA format, even though they will not be formally assessed on either skill.

Start Date: 2014-09-03

End Date: 2014-10-17

Stage 1

Essential Questions

In what ways did the Scientific Revolution contribute to change and progress within European society? (Teacher ED)

Enduring Understandings

21st Century Learning Expectations

High School

Standard: 1 Learning Expectations

Competency: 1.2 Critical and Practical Problem Solver

Learning Target(s):

1.2.4 Evaluates Resources

Kittery School Department Standards

Social Studies

Department: 3 Social Studies

Standard: 3.2 World History: Students will understand the themes of major eras in world history.

Competency: 3.2.1AW Explain the factors that contribute to change and progress within society.

Analyze the impact of the Scientific Revolution on European society

S

Identify the causes of the Scientific Revolution

K

Identify the major advancements made during the Scientific Revolution

K

Explain the difference between change and progress

K

State and National Learning Expectations

Stage Two - Assessment

Assessment Evidence

Choose one discovery/invention from the Scientific Revolution and analyze the ways it helped to create change and progress in European society. (Keynote presentation - in small groups)

Honors Challenge - choose one discovery/invention from the Scientific Revolution and analyze the long-term effects of it on the scientific community.

Stage Three - Activities

Learning Activities

Resources

Additional Resources

Unit Reflections

Please comment on any of the elements from each stage and the resources section. (Reflections are editable by editor teachers and read-only teachers assigned to this course.)

Freshman Physical Science (includes Honors)

Unit Title: Nuclear Chemistry

Unit Description: Students will explore the science behind and potential impact of Nuclear Reactions.

Start Date: 2014-09-02

End Date: 2014-10-17

Stage 1

Essential Questions

How do/ will nuclear reactions impact my life? (Teacher EO)

How have the development of nuclear technology and world history impacted one another? (Teacher EO)

Enduring Understandings

Potential impact, both positive and negative, need to be considered when decided if/ when to use Nuclear technology.

The development of nuclear technology was impacted by world events.

21st Century Learning Expectations

High School

Standard: 1 Learning Expectations

Competency: 1.1 Integrative and Informed Thinker

Learning Targets:

1.1.2 Authentic

1.1.8 Perspective

Competency: 1.2 Critical and Practical Problem Solver

Learning Targets:

1.3.1 Content

Competency: 1.3 Clear and Effective Communicator

Learning Targets:

1.3.5 Mode

Kittery School Department Standards

Science, Technology and Engineering

Department: 4 Science

Standard: 4.1 Students can demonstrate a knowledge of the structure, properties, and interactions of matter. (pg 106)

Competency: 4.1.1 Students can use a model of the atom to explain the relative stability of the nucleus. (pg 109)

Students are able to compare fission and fusion in terms of their mechanism, the amount of energy released, and how we control them. K

Students are able to represent changes in the composition of the nucleus during fission, fusion, and radioactive decay reactions. K

Students can identify the fundamental forces of nature and how each plays a role in atomic stability. K

Students can identify the sub-structure of the atom. K

Students understand that nuclear processes, including fusion, fission, and radioactive decays involve changes in nuclear binding energies. K

Competency: 4.1.3 Students will be to provide evidence to support the Law of Conservation of Matter. (pg. 116)

Students are able to use nuclear reactions to illustrate Conservation of Matter. * This will be taught as an introduction/ exposure to this competency in the freshman course but the competency will not be met until the Chemistry course. K

Standard: 4.6 Students will able to implement Science and Engineering practices to become responsible 21st century citizens.

Competency: 4.6.1 Students will develop an understanding of the global impact, the nature of and interdependence among science, engineering, technology

Students will be able to analyze how the introduction of a new technology has or could influence human activity and how human activities have driven the advancement of new technologies.	S
Students will understand that advances in science, engineering, and technology have influenced the ways in which people interact with one another and with their surrounding natural environment.	S
Students will understand that science, engineering, and technology complement each other in the cycle known as research and development (R&D) and are mutually supportive.	S
Students will understand the human impact on living and nonliving systems.	S

State and National Learning Expectations

Strand: NGS.7 Structure and Properties of Matter

Standard: HS-PS1-1 Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

Competency: HS-PS1-1-PS1.A.1.LC1 - Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons [Structure and Properties of Matter]

Standard: HS-PS1-8 Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

Competency: HS-PS1-8-CC1.N.CC1 - In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. [Energy and Matter]

Competency: HS-PS1-8-PS1.C.DC1 - Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process. [Nuclear Processes]

Competency: HS-PS1-8-SEP165.P - Develop a model based on evidence to illustrate the relationships between systems or between components of a system. [Developing and Using Models]

Strand: NGS.18 Chemical Reactions

Standard: HS-PS1-7 Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

Competency: HS-PS1-7-CC165.DC - The total amount of energy and matter in closed systems is conserved. [Energy and Matter]

Competency: HS-PS1-7-CC165.DC - Science assumes the universe is a vast single system in which basic laws are consistent. [Scientific Knowledge Assumes an Order and Consistency in Natural Systems]

Competency: HS-PS1-7-PS1.B.DC1 - The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions. [Chemical Reactions]

Competency: HS-PS1-7-SEP170.P - Use mathematical representations of phenomena to support claims. [Using Mathematics and Computational Thinking]

Stage Two - Assessment

Assessment Evidence

Students are given traditional quizzes focused on each indicator. Alternative assessments are offered for students who prefer a more hands-on method of demonstrating knowledge.

Assessment Task: Quiz/Test

Facet of Understanding: Application

Uploaded File: Unit 1 Rubric.docx

Students are then asked to argue for or against the creation of new Nuclear Power plant in our geographic region. They need to include short and long-term implications of using this technology.

Assessment Task: Authentic Task

Facet of Understanding: Perspective

Facet of Understanding: Application

Stage Three - Activities

Learning Activities

Resources

Additional Resources

G.

Policy: IKF**Graduation Requirements / Graduation by Proficiency**

Awarding a high school diploma based on the accumulation of credits earned for passing courses has been a longstanding practice in American high schools, but this system has not ensured that all students meet high academic standards and demonstrate proficiency. Consequently, many graduates leave high school unprepared to succeed in postsecondary education and modern careers.

To ensure that all students graduate from our schools with the knowledge, skills, and work habits they will need in adult life, the Kittery School Department has adopted a proficiency-based system of teaching, learning, promotion, and graduation. Beginning with the Traip Academy graduation cohort of 2018, all students will need to demonstrate achievement of all content-area graduation standards before receiving a high school diploma. These new graduation requirements will ensure that each student provides evidence that s/he has achieved learning standards, and acquired the knowledge, skills, and work habits that will prepare him/her for postsecondary education and modern careers.

The district's proficiency-based diploma system also requires our school system to provide the interventions, support systems and personalized-learning pathways that each student needs to meet the standards and graduate college and career-ready.

A. Communicating Graduation Requirements

To ensure that every student and family has the information and resources they need to appropriately guide the student's educational decisions, our educators and staff will clearly and consistently communicate—prior to entering high school and throughout the student's educational career—the graduation standards and diploma requirements that must be met to earn a high school diploma.

The Superintendent, through the high school principal or other designee, shall be responsible for ensuring that accurate, up-to-date information concerning all graduation standards and diploma requirements are available to all incoming students and their families. This policy will be referenced in each edition of the online high school student handbook and on the district and high school websites.

As soon as it is practical and feasible, the School Committee expects the Superintendent or designee to inform all students and their families of any modifications made to the district's graduation requirements, which extends to all applicable changes in relevant state law, rules, or regulations.

B. Academic Requirements for Graduation

For the classes of 2015–2017, the following graduation requirements remain in effect:

Total Credits Required: 24

English 4 credits	Fine Arts 1 credit
Mathematics 3 credits	Physical Education 1 credit
Science 3 credits	Health 1 credit
Social Studies 3 credits	40 hours of community service
	Demonstration of Computer Proficiency
	Career Exploration ½ credit

NOTE: Credit requirements listed above are minimum requirements. Students are strongly encouraged to take additional courses in areas of special interest and in preparation for post secondary schooling. Students must complete the required number of credits and may select from the elective offerings found in the current Program of Studies.

Beginning in the fall of 2014, all first year students entering Traip Academy must meet the following graduation requirements:

B1. All students will demonstrate that they have achieved proficiency in the content-area graduation standards of the Maine Learning Results. Meeting the standard entails demonstrating proficiency in competencies identified in each of the following content areas prior to graduation:

1. English Language Arts
2. Mathematics
3. Social Studies
4. Science and Technology
5. Health and Physical Education
6. Visual and Performing Arts
7. World Languages
8. Career and Education Development

The Traip Academy administration and faculty will develop and apply a set of graduation competencies and learning targets that align with the content-area standards of the Maine Learning Results. The locally-identified competencies may be embedded in and addressed across the content-area learning experiences.

To satisfy graduation requirements, all students must be engaged in proficiency-based educational experiences in the content areas of English Language Arts, Mathematics, Social Studies, and Science/Technology in **each year** of their secondary school program.

B2. Capstone projects which demonstrate proficiency must be completed and presented by all students. Students will demonstrate their knowledge, skills, and work habits by conducting in-depth research, using technological applications, producing a high-quality exhibition of learning, and presenting their research and findings to a review panel.

B3. While most students will satisfy graduation requirements over the course of a four-year academic program, students may also satisfy Traip Academy's graduation requirements at either an accelerated or lengthened pace, based on their distinct learning needs.

C. Multiple Pathways

Traip Academy offers all students multiple learning options to demonstrate proficiency of learning standards and satisfy graduation requirements. Traip Academy also encourages its students to explore a broad range of learning experiences, including expanded learning opportunities.

To receive pre-approval from administration for the opportunity to pursue expanded learning opportunities, students must work with the Expanded Learning Opportunities Coordinator. He/she must outline learning experiences/expectations in a plan, including how the anticipated experience will satisfy both graduation requirements and cross-curricular and content-area competencies.

Learning options may include, but are not limited to, the following:

1. Academic courses offered by the school
2. Dual enrollment or early college courses
3. Career and technical education programming
4. Online or blended learning options
5. Alternative or at-risk programming
6. Apprenticeships, internships, field work, or exchange experiences
7. Independent studies or long-term projects, including service learning projects
8. Adult education courses

D. Transfer Students

For students who transfer to Traip Academy from another state, country, school, program, or home-schooling situation, including educational programs that are not aligned with Traip Academy's cross-curricular and content-area graduation standards, the Principal, in consultation with the appropriate content teacher(s) shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. After enrolling in Traip Academy, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal. The Superintendent will ultimately determine whether these students are eligible to receive a diploma.

Page 4 (IKF)

E. Students Receiving Special-Education Services

Students who successfully meet Traip Academy's content-area graduation standards, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

F. Delayed Awarding of Diplomas

If a student leaves high school prior to the completion of all School Committee requirements for a high school diploma to attend an accredited, degree-granting institution of higher education, the student may, upon satisfactory completion of the freshman year, be awarded a high school diploma, provided that the student has notified the Principal at the time of the early admission.

G. Extended Study

Students are eligible for extended years of study to complete the school's graduation requirements if they have not reached the age of 20. Students eligible for extended years of study may be referred to adult education or other programs and resources.

H. Participation in Graduation Ceremony

A student must complete all School Committee requirements for a high school diploma to participate in graduation exercises. If extenuating circumstances exist an appeal may be made to the Superintendent, whose decision is final.

Legal Reference:	20-A M.R.S.A. § 4722-A (as revised) Proficiency-Based Diploma Standards Ch. 127 § 7 (Me. Dept. of Ed. Rule) (as revised)
Cross References:	IK: Assessment of Student Learning IKA: Grading and Reporting System IKC: Transcripts IHCDA: Dual Enrollment and Early College IKD: Academic Recognition IKE: Promotion, Retention, and Acceleration IKFF: Multiple Pathways
Adopted:	January 21, 1997
Revised:	March 3, 1998
Revised:	June 18, 2002
Revised:	September 2, 2014

2014-2016 Transition Plan / Proficiency-Based Learning K-12

H.

FOCUS AREA: POLICY

ACTION STEPS	TIMEFRAME	RESPONSIBLE PERSON(S)	EVIDENCE
Engage School Committee in learning about Proficiency Based Learning (PBL)	SY 2014-15	Supt/Leadership Team, GSP	Minutes/Handouts
Review and revise policies related to PBL	SY 2014-15	Policy Committee/stakeholders	Revised policies/minutes from SC meeting
Solicit policy input from parents/committee members	Ongoing	Superintendent	Posted policies
Adopt and communicate new policies	SY 2014-15	School Committee/Superintendent	Final adopted policies/publishing on the district website

I.

**Kittery Schools District
2013-2015
Budget for Transition to Proficiency Based Learning**

2013-14	Transition funding / DOE \$11,669	Expenditures \$15,744
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Expenditures included Great Schools Partnership coach and professional development conferences/ seminars for staff.

2014-15	Transition funding /DOE \$11, 682 (anticipated)	Expenditures \$20,000+
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Anticipated expenditures to include Great Schools Partnership coach, professional development/ seminars for staff, community forum expenses and consultant support.



GREAT SCHOOLS PARTNERSHIP, INC.
CONTRACT FOR SERVICES

THIS CONTRACT was made and entered into by and between Kittery School Department hereinafter referred to as the (School) and The Great Schools Partnership, Inc., hereinafter referred to as (GSP).

WHEREAS GSP AND THE SCHOOL DO MUTUALLY AGREE THAT:

- 1. This contract shall not exceed Fourteen Thousand Nine Hundred Dollars (\$14,900.00). This includes \$14,000 for school coaching, plus no more than \$900 for travel by the coach.
2. The Period of Performance is from July 1, 2014 through June 30, 2015.
3. Contract Specifications are contained in Attachment A which is incorporated herein by reference.
4. Special Terms and Conditions contained in Attachment A shall take precedence in this Contract.
5. GSP shall furnish all personnel, materials, supplies, and services, excluding travel; necessary for the completion of this contract.
6. GSP shall perform as an independent contractor for whom no federal or state income tax will be deducted by the School; and for whom no retirement benefits, social security benefits, group life insurance, vacation and sick leave, workmen's compensation and similar benefits available to School employees will accrue.
7. GSP shall indemnify and hold the School, its trustees, officers, agents and employees harmless from and against any and all claims, damages, lawsuits, judgments and expenses, including reasonable attorney's fees, that the School may become liable to pay or defend as the result of publication, translation, reproduction, delivery, performance, use or disposition of any data furnished by GSP under this contract, or based on any libelous or other unlawful matter contained in such data, or as a result of the negligent acts or omissions of GSP, its employees, agents and subcontractors, arising out of or in connection with the performance of GSP's obligations under this contract, except nothing in this section shall require GSP to indemnify the School for any liability arising out of the School's own negligence.
8. This contract may be amended only in writing with the mutual consent of both parties.
9. This contract may be terminated with ten days written notice by either party.
10. This contract may not be assigned in whole or in part.
11. This contract shall be governed by the laws of the State of Maine as to interpretation and performance.

IN WITNESS WHEREOF, GSP and the School have executed this contract.

FOR THE SCHOOL: Kittery School Dept.

FOR THE GREAT SCHOOLS PARTNERSHIP, INC.:

Authorized Signature Date

Authorized Signature Date

Allyn W. Hutton, Superintendent of Schools
Kittery School Department
200 Rogers Road
Kittery, ME 03904

David J. Ruff, Executive Director
482 Congress Street, Suite 500
Portland, ME 04101

EIN#:

EIN#: 26-383460

ATTACHMENT A FOLLOWS



**GREAT SCHOOLS PARTNERSHIP, INC.
CONTRACT FOR SERVICES**

ATTACHMENT A

AGREEMENTS: The School, Kittery School Department, and the Great Schools Partnership, Inc., do mutually agree to the following:

SPECIFICATIONS OF WORK TO BE PERFORMED:

School/District Coaching:

10 days (on and off site) of school coaching - **Cost - \$14,000**, plus travel to be invoiced separately.

GSP Suite of Services:

iWalkthrough - Action Planning - **Cost - \$99 – WAIVED**

Services and activities for the school coach shall include school and district-based support for school redesign activities around proficiency based learning and graduation collaboratively designed and agreed to by the school coach and school, including, but not limited to: action planning, data analysis, and implementing foundational organizational and instructional processes.

PAYMENTS:

Total Costs: **\$14,000**

First payment of **\$7,000** due on July 1, 2014

Second payment of **\$7,000** due on January 1, 2015

Travel: is estimated at **\$900** and will be invoiced separately.

Great Schools Partnership will charge a 1.5% late fee per month for all payments over 30 days late.

SPECIAL TERMS AND CONDITIONS:

Approved By:

School: _____
signature

GSP: _____
signature

END OF ATTACHMENT



**GREAT SCHOOLS PARTNERSHIP, INC.
CONTRACT FOR SERVICES**

THIS CONTRACT was made and entered into by and between Kittery School Department and Traip Academy hereinafter referred to as the (School) and **The Great Schools Partnership, Inc.**, hereinafter referred to as (GSP).

WHEREAS GSP AND THE SCHOOL DO MUTUALLY AGREE THAT:

1. This contract shall not exceed **Thirteen Thousand Nine Hundred Dollars (\$13,900.00)**. This includes \$13,000 for school coaching, plus no more than \$900 for travel by the coach.
2. The **Period of Performance** is from **October 22, 2013** through **June 30, 2014**.
3. **Contract Specifications** are contained in **Attachment A** which is incorporated herein by reference.
4. **Special Terms and Conditions** contained in **Attachment A** shall take precedence in this Contract.
5. GSP shall furnish all personnel, materials, supplies, and services, excluding travel; necessary for the completion of this contract.
6. GSP shall perform as an independent contractor for whom no federal or state income tax will be deducted by the School; and for whom no retirement benefits, social security benefits, group life insurance, vacation and sick leave, workmen's compensation and similar benefits available to School employees will accrue. GSP will be responsible for compliance with all applicable laws, rules, and regulations involving, but not limited to, employment, labor, hours of work, working conditions, payment of wages, payment of taxes, such as unemployment, social security and other payroll taxes including other applicable contributions from such persons when required by law. GSP further understands that annual information returns as required by the Internal Revenue Code and Maine's income tax law will be filed by the School with copies being sent to GSP.
7. GSP shall indemnify and hold the School, its trustees, officers, agents and employees harmless from and against any and all claims, damages, lawsuits, judgments and expenses, including reasonable attorney's fees, that the School may become liable to pay or defend as the result of publication, translation, reproduction, delivery, performance, use or disposition of any data furnished by GSP under this contract, or based on any libelous or other unlawful matter contained in such data, or as a result of the negligent acts or omissions of GSP, its employees, agents and subcontractors, arising out of or in connection with the performance of GSP's obligations under this contract, except nothing in this section shall require GSP to indemnify the School for any liability arising out of the School's own negligence.
8. This contract may be amended only in writing with the mutual consent of both parties.
9. This contract may be terminated with ten days written notice by either party.
10. This contract may not be assigned in whole or in part.
11. This contract shall be governed by the laws of the State of Maine as to interpretation and performance.

IN WITNESS WHEREOF, GSP and the School have executed this contract.

FOR THE SCHOOL: Kittery Schools/Traip Academy

FOR THE GREAT SCHOOLS PARTNERSHIP, INC.:

Authorized Signature

Date

Allyn W. Hutton, Superintendent of Schools
Kittery School Department
200 Rogers Road
Kittery, ME 03904

Authorized Signature

Date

David J. Ruff, Executive Director
482 Congress Street, Suite 500

Portland, ME 04101

EIN#:

EIN#: 26-383460

ATTACHMENT A FOLLOWS



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CONTRACT FOR SERVICES**

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School/District Coaching:

10 days (on and off site) of school coaching - **Cost - \$13,000**, plus travel to be invoiced separately.

GSP Suite of Services:

iWalkthrough - Action Planning - **Cost - \$99 – WAIVED**

Services and activities for the school coach shall include school and district-based support for school redesign activities around proficiency based learning and graduation collaboratively designed and agreed to by the school coach and school, including, but not limited to: action planning, data analysis, and implementing foundational organizational and instructional processes.

PAYMENTS:

Total Costs: **\$13,000**

First payment of **\$6,500** due on November 22, 2013

Second payment of **\$6,500** due on February 1, 2014

Travel: is estimated at **\$900** and will be invoiced separately.

Great Schools Partnership will charge a 1.5% late fee per month for all payments over 30 days late.

SPECIAL TERMS AND CONDITIONS:

Approved By:

School: _____
signature

GSP: _____
signature

END OF ATTACHMENT

J

Kittery School Committee Meeting
26 August 2014 - Town Hall Chambers - 6:00 p.m.
REGULAR BUSINESS MEETING

Before the Regular School Committee meeting, A workshop was held at 6:00 p.m. and Proficiency Based Learning was discussed.

I. ASSEMBLY OF SCHOOL COMMITTEE MEMBERS:

A., B. & C. The meeting was called to order by Chair Lemont at 7:15 p.m. Supt. Hutton, Kim Bedard, Julie Dow, Patti Ayer, David Batchelder, Robert Wiles, and Gavin Barbour were present. Also present were school administrators. School Committee members pledged allegiance to the flag.

D. Warrants: It was **MOVED** by Kim Bedard, **SECONDED** by Patti Ayer and **VOTED** 7-0-0 in favor to approve the warrants.

E. Adjustments to the Agenda:

Adjustment to the Agenda was an addendum VII.F., New Business.

F. Minutes:

The Minutes of August 12, 2014 were approved as presented.

II. PUBLIC COMMENT: None.

III. CORRESPONDENCE: None.

IV. STAFF REPORTS/PRESENTATIONS: None.

V. UNFINISHED BUSINESS:

A. Action to approve the Superintendent to request an Option five (5) extension of the Proficiency Based diploma.

It was **MOVED** by Gavin Barbour, **SECONDED** by Kim Beard and **VOTED** 7-0-0 to have the Superintendent request an Option Five (5) Extension of the Proficiency Based Learning diploma.

VI. SUPERINTENDENT'S REPORT:

A. Supt. Hutton reported that as of today all vacant classroom vacancies have been filled.

B. Supt. Hutton updated the School Committee on the summer building projects.

C. Supt. Hutton updated the School Committee on the Federal Impact Aid.

D. Supt. Hutton reviewed the following events regarding the opening of school/
August 19, 2014 - Back to School Bash
August 21, 2014 - New Staff Orientation

August 27/28, 2014 - Staff Professional Development days
Sept. 2, 2014 - Students return to school for the 2014-15 school year

VII. A. Action to appoint the following for the 2014-15 school year.

1. It was **MOVED** by Julie Dow, **SECONDED** by Patti Ayer and **VOTED** 7-0-0 in favor to appoint Betsy Oulton as Affirmative Action Officer for the 2014-15
2. It was **MOVED** by Julie Dow, **SECONDED** by Patti Ayer and **VOTED** 7-0-0 in favor to appoint Allyn Hutton as Attendance Officer for the 2014-15 school year.
3. It was **MOVED** by Julie Dow, **SECONDED** by Kim Bedard and **VOTED** 7-0-0 in favor to appoint Mike Roberge as Chemical Hygiene Officer for the 2014-15 school year.
4. It was **MOVED** by Julie Dow, **SECONDED** by Patti Ayer and **VOTED** 7-0-0 in favor to appoint Marilyn Woodside as York County Certification Committee Representative for the 2014-15 school year.
5. It was **MOVED** by Kim Bedard, **SECONDED** by Patti Ayer and **VOTED** 6-0-0 in favor to appoint Jane Durgin as Dropout Prevention Coordinator for the 2014-15 school year. Julie Dow abstained.
6. It was **MOVED** by Kim Bedard, **SECONDED** by Patti Ayer and **VOTED** 6-0-0 in favor to appoint Jane Durgin as Homeless Liaison for the 2014-15 school year. Julie Dow abstained.
7. It was **MOVED** by Julie Dow **SECONDED** by Patti Ayer and **VOTED** 7-0-0 in favor to appoint Allyn Hutton as Wellness Committee Representative for the 2014-15 school year.

B. Action to appoint Dr. Trevor Braden, MC as School Physician (Kittery Family Practice) for the 2014-15 school year.

It was **MOVED** by Julie Dow, **SECONDED** by Patti Ayer and **VOTED** 7-0-0 in favor to appoint Dr. Trevor Braden, MC as School Physician (Kittery Family Practice) for the 2014-15 school year.

C. Action to create a Traip Head Fall Cheering Coach position for the 2014-15 school year.

It was **MOVED** by Julie Dow, **SECONDED** by Patti Ayer and **VOTED** 7-0-0 in favor to create a Traip Head Fall Cheering Coach position for the 2014-15 school year

D. Action to approve the following Extra Co-Curricular positions:

It was **MOVED** by Julie Dow, **SECONDED** by Kim Bedard and **VOTED** 7-0-0 in favor to approve the following co-curricular positions:

1. Jessica Pearson as Traip Humanities Content Team Leader for the 2014-15 school year.
2. Lori Becker as Traip National Honor Society Advisor for the 2014-15 school year.
3. Larissa Simonds as Traip Boys JV Soccer Coach for the 2014-15 school year.
4. Jessica Foye as Shapleigh Head Field Hockey Coach for the 2014-15 school year.
5. Bridget Clevinger as Traip Head Fall Cheering Coach for the 2014-15 school year.

E. Action to approve first reading of Policy IKF - Graduation Requirements.

It was **MOVED** by Julie Dow, **SECONDED** by Kim Bedard and **VOTED** 7-0-0 in favor to approve first reading of policy IKF - Graduation Requirements.

F. Action to appoint Sarah Lane as Administrative Assistant II at Central Office for the 2014-15 school year.

It was **MOVED** by Julie Dow, **SECONDED** by Kim Bedard and **VOTED** 7-0-0 in favor to appoint Sarah Lane as Administrative Assistant II at Central Office for the 2014-15 school year.

VIII. COMMITTEES AND REPORTS:

A. Finance Committee: The Finance Committee did not meet.

B. Policy Committee: The Policy Committee did not meet.

C. CIP Committee: The CIP Committee met WITH Town Council and discussed bonds.

D. ACIL - ACIL has not met.

E. MSBA Update: MSBA had a conference call and discussed Candidate's Night.

F. Wellness Committee: The Wellness Committee has not met.

G. Other: None.

IX. QUESTIONS/COMMENTS/CONCERNS:

Robert Wiles commented that some members of public have informed that have trouble emailing the Supt. and asked that her email be shown on the district homepage.

Kim Bedard commented that website for Adult Education has the start time listed but not the duration of the class. She also commented that the retreat was very informative. She questioned the status of the cottage meetings.

X. EXECUTIVE SESSION: None.

Kittery School Committee

August 26, 2014

Page 4

XI. ACTION ON EXECUTIVE SESSION: None.

XII. ADJOURNMENT:

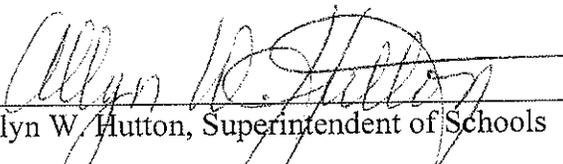
It was **MOVED** by Robert Wiles, **SECONDED** by Julie Dow and **VOTED** 7-0-0 unanimously on a **VOICE VOTE** to adjourn at 8:37p.m.

Respectfully submitted by:

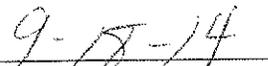
Janis Marshall-Colby, Recorder

Approved by Kittery School Committee:

September 16, 2014



Allyn W. Hutton, Superintendent of Schools



Date

Evidence attached from the Kittery School District- Sept. 2014

- A) Kittery Schools Vision for Success
- B) K-12 Learning Standards
- C) Samples of Course Competencies (Class of 2018)
- D) Sample "I can" statement (Grades K-3)
- E) Traip Academy Academic Expectations (Guiding Principles)
- F) Samples of Units of Study (developed for Class of 2018)
- G) Graduation by Proficiency policy
- H) Transition Plan (action steps, timeline, evidence)
- I) Budget Use of Transition funds (including contracts with GSP)
- J) School Committee minutes approving Extension Option 5 (August 2014)

