



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 Do iron 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

Note: This application is based on a response to the Maine DOE letters of Dec 31, 2014 and January 12, 2015 regarding Lewiston Public Schools Confirmation of Readiness submitted in October 2014

### Superintendents Region

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

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	

Washington	
Western Maine	X
York	

3. **School Administrative Unit: Lewiston Public Schools**
4. **High School(s): Lewiston High School**
5. **Name and title of person completing the extension request:**

William Webster, Jr., Superintendent of Schools  
 Susan Martin, Chief Academic Officer  
 Shawn Chabot, Principal, Lewiston High School (effective 2/9/15)  
 James Handy, Chairperson, Lewiston School Committee

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

William Webster, Jr.  
 Lewiston Public Schools  
 36 Oak Street  
 Lewiston, Me 04240  
 (207) 795 4100  
 bwebster@lewistonpublicschools.org

**Evidence of Preparedness**

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

**Criteria:**

- **Clear description of the proficiency-based education work completed to date**

Lewiston contracted with Great Schools Partnership (GSP) in the fall of 2013 to conduct a needs assessment and to work with school personnel, the School Committee, and the community to develop a plan to implement proficiency based diploma, as required in LD 1422. The emphasis was on meeting the core principles of Proficiency Based Learning (PBL) while developing an

approach understandable and acceptable to the diverse Lewiston Community. GSP has remained instrumental in all areas of our work.

As described in the attached evidence and on our Proficiency Based web site, Lewiston has addressed the following Core Principles of Proficiency Based Learning with the 2018 Cohort. (current grade 9). That work is highlighted below.

*Principle: Clear and consistent learning expectations and assessments aligned to standards*

Status: ELA, Math, Science, Social Studies, French, Spanish, and fine arts most frequently taken by grade 9 have priority and supporting standards in place, as well as rubrics and summative assessments.

*Principle: Academic standards separate from work habits*

Status: All core courses offered to the 2018 Cohort listed above have separated work habits from academic standards. Acquisition of credit in a course is based entirely on meeting academic standards. Evidence of this division is available at <https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/teaching-and-learning>

*Principle: Formative assessment is used for practice; summative assessment is used for judgment*

Status: Formative assessment is done on a regular basis and data is available to students, parents, and teachers continuously. Students can track progress on each standard and request additional support and to retake an assessment as needed. Extra time and instruction is available for students in a variety of settings including flex time, after school instruction from content teachers, after school help, vacation "camps", and summer work. All reporting and grading is done by standard. Student grades no longer "close" until the standards in that course are attained.

*Principle: Opportunities to improve, revise, and reassess*

Status: Students can constantly access the formative and summative work they have yet to complete. As stated above, student grades no longer "close" until the standards in that course are attained. Students can work until they reach a 3 or 4. All reporting and grading is done by standard. Grades have been changes to a 1 to 4 system with anything less than "proficient" showing up as "not yet" or insufficient evidence".

This can be seen in detail on our web site at

<https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/grading-reports>

- **Clear connection between evidence and the work done**

Lewiston Public Schools web site details much of the work completed including work done at other grade levels. In addition, the attached Transition to Proficiency Implementation Plan and Timeline aligns evidence to steps completed.

- **Clear description of the impact the proficiency-based work is having on students, staff and community**

PBL has transformed the way we think about teaching and learning. Instead of a model based on “seat-time” and a lock step completion of certain tasks, PBL gives students as much or as little time as needed to demonstrate learning. Since the establishment of high schools in the United States and the creation of the Carnegie unit, this is a very different way of thinking about secondary education. Change of this magnitude is never easy or seamless. The most vocal concerns have understandably come from the people for whom the traditional system is working well; our top achievers and their parents. With the support of GSP, the Lewiston School Committee, our teachers, and our students are coming to accept this transition and most are focused on making what we are doing better. There have been many pivotal points in this transition. One significant one was on November 17, 2014 when Duke Albanese, a highly respected education and consultant for GSP, spoke to a room full of teachers, parents, and parents.

Lewiston High School is holding monthly parent/ student meetings for the 2018 cohort. Topics are based on frequently asked questions and next steps. Topics to date have related to Core Principles, Understanding Grading, What is a Rubric Anyway? Attendance is excellent and we are getting good feedback about these meetings.

Another example of growing support is taken from a note to an administrator from a teacher just before Christmas.

*"While this has been one of the most difficulty professional periods of my life, I believe it is helping me become a better teacher. Ten students came to a presentation makeup session after school today, and many of them gave presentations, including some of my most struggling everyday students. I saw them evaluating the rubric and refining speaking and listening skills that they will use in high school and beyond. They are starting to focus on doing things well, instead of doing things just to get them done. It is wonderful to witness."*

In October, we sponsored a round of student focus groups. Questions related to what they liked and disliked, what they did not understand, and what changes they would like to see. Groups will be done later this school year to assist us in communication and fine tuning of our work. Students were articulate about what they liked, what they understood and what their concerns were. We were able to incorporate this information into PD and planning sessions for teachers.

- **Clear alignment to extension option**

The attached Transition to Proficiency Implementation Plan and Timeline highlights actions and target dates. Lewiston plans to develop all components one to two years ahead of the 2018 Cohort with all components in place when the 2020 Cohort enters grade 9 in 2016.

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

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

#### **Criteria:**

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

This is detailed in the attached Lewiston Transition to Proficiency Implementation Plan and Timeline.

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

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

#### **Criteria:**

- **Clear description of the practices/protocols for improving student performance and ensuring feedback is timely, specific to each student and delivered when and where it has the most benefit**

- Clear description of practices for regular monitoring of student progress
- Clear description of equity of opportunity for support in any content area and Guiding Principle

This topic was first addressed in the June 19, 2014 School Committee presentation attached. In addition, Lewiston High School has added additional supports, including help sessions during school vacations and proposed standards access courses for students not meeting proficiency this year. Additionally, professional development is emphasizing multiple pathways. In addition to our district wide PBL Committee, the School committee has created a committee to deal specifically with the needs of student population who are challenged to meet proficiency within traditionally allotted time frames. The committee will follow state legislation and DOE guidance on this issue as well as looking at specific options for Lewiston.

### 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: 57%
- Practice: 43%
- Community Engagement: No costs were devoted solely to this area.
- One-year Carry Over: none

Note: 56% (\$32,000) was used for a contract with Great Schools Partnership to assist us in the work detailed in this report. While that work crossed all of the areas above, for the purposes of this report, it is listed in policy.

**11. Provide a description of the intended impact for your transition funds. Attach a budget for the 2014-2015 transition funds and any 2013-2014 transition funds that were carried over after June 30, 2014. For each expense, identify the amount and date by which it will be expended. Limit your description to 1000 words (Approximately 2 pages single spaced or 4 pages double spaced). Attach a budget document and limit the budget document to 2 pages.**

- Clear description of intended impact for your use of transition funds
- Budget aligns to intended impact

Below is a budget for use of 2014-15 transition funds. It is important to note that this is a small fraction of the staff work and community outreach that will get us to full implementation. Lewiston supplements these funds with Title II and III professional development funds, Local Entitlement professional development funds and local funds. None of the funding referenced

goes to actual programming for students such as teacher extended day or summer programming. That too comes from a combination of local, federal, and state funds.

<u>Item</u>	<u>Cost</u>	<u>Impact</u>
Contract with Great Schools Partnership	20,000	Consultation and professional development will focus on issues specific to implementing grade 10 plans and to addressing issues as they arise. Most of the focus will be on curriculum design, especially strong units of study with summative assessments.
Teacher Stipends	28,000	June curriculum design work for up to 45 staff in grades 7 to 10.
Other professional development resources	8,000	This funding will support conferences, parent work and teaching and learning resources.
Additional vacation and summer leaning time for students	6,000	Additional time will give the 2018 Cohort an opportunity to learn, reassess, and access alternate assessments.

Next steps and evidence are detailed in the Lewiston Public Schools PBL Implementation Plan and Timeline attached. The document included links to evidence on our local PBL Website <https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/home>

**Additionally the following evidence is attached.**

<b>Attached Documentation</b>	
<b>Item</b>	<b>Provides evidence of</b>
A: School Committee Presentation	Systemic approach and considerations
B: School Committee Presentation	Focus on students who need more support
C: Grading Information for Parents	Transitions in grading and reporting systems
D: Policy NEPN/NSBA Code IKF	Changes in graduation policy
E: Policy NEPN/NSBA Code IKA	Changes in grading and reporting
F: Policy NEPN/NSBA Code JJI-RI	Relationship between academic and work habit expectations
G: Sample Standards	The sample page of the science standards demonstrates how Priority and Supporting Standards interact. The Habits of Work standards demonstrate how SOME of MLR Guiding Principles are being addressed.

## **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 timing of the Department of Education feedback and our revisions has not coincided with a formal School Committee meeting. The School Committee gave informal agreement in a workshop session on January 12. Formal agenda and minutes will be submitted after the next regularly scheduled meeting on Feb 2, 2015.

**Option 5 Authorization Page**

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

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

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

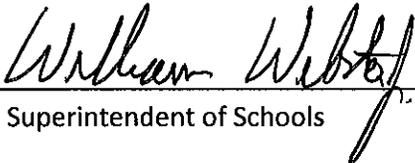
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

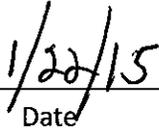
A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;

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

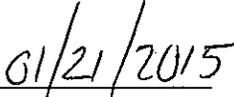
C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

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

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

  
\_\_\_\_\_  
Date

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

  
\_\_\_\_\_  
Date

Lewiston Public Schools  
transition to  
Proficiency Based Learning

Lewiston School Committee  
May 19, 2014

Parent & Student Communication  
Prior to End of Year

- June 23<sup>rd</sup> at 6:00 PM – parent and student meeting at the LMS auditorium
- School messenger to all 8<sup>th</sup> grade parents/guardians the week of June 16<sup>th</sup>
- A reminder of grade 8 meeting at 8<sup>th</sup> grade promotion ceremony

Rolling out the plan  
discussion to Lewiston School Committee

- May 19, 2014: Parent and student communication, professional development
- June 16, 2014: Meeting the needs of ALL students, policy review, proposed first reading
- July 21, 2014: Updates, proposed second reading
- August 18, 2014: Grading, eligibility, other updates

Parent & Student Communication  
Start of School Year 2014-15

- August 26<sup>th</sup> 6:00 PM – parent and student meeting as part of the 9<sup>th</sup> grade orientation at LHS in the gym.
- School messenger to all 8<sup>th</sup> grade parents/guardians the week of August 20<sup>th</sup>
- Throughout the fall, Devil's Advocate weekly meetings will be utilized to share consistent information about proficiency based learning.

Parent and Student  
Communication

Online Parent Communication

- Link on [www.lewistonpublicschools.org](http://www.lewistonpublicschools.org) website
- Curriculum maps
- Priority standards
- Graduation requirements
- How to read the new report card
- FAQ section
- And other relevant information

*Item A  
3 pages  
81*

## Supporting Teachers

7

## LHS Fall

- All 9<sup>th</sup> grade teachers will have common planning time for both team and content area collaboration
- Restructuring of faculty meetings to support this work for all LHS staff

10

## Ongoing Professional Efforts

- Common 7 – 12 curriculum work is ongoing as it has been for over a year
- June collaboration between content specific staff and instructional leaders from LMS and LHS
- Structures are in place to share information, reflect and, and collaborate between LMS & LHS staff

8

## LMS Fall

- 7<sup>th</sup> grade and 8<sup>th</sup> grade enters the planning phase.
  - Stipend workshop day in August to focus on Proficiency Based Learning
  - PLCs will be utilized to further develop units, common assessments, and align content by scope and sequence
  - Develop web resources for students and parents

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## Summer Professional Development

- Summer stipend work
  - State PD funds to support staff development
    - Refine units of study
    - Identify ways to differentiate, scaffold and meet the needs of all students (regular ed, IEPs, ELL, etc.)
    - Clarify common assessments to measure using both formative and summative measures
    - Grade book design process

9

## Elementary Schools

- New kindergarten to Grade 2 reporting system
- Math, literacy, and instructional coaches will support the PK to grade 6 transition

12

## Policies

- Policies to be reviewed:
  - Grading Policy: IKA (Student Grades/Evaluations)
  - Discuss proposed changes on Monday, May 19<sup>th</sup>
  - Possible first reading on June 16<sup>th</sup>

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## Grading & Reporting

- Distinguish between grading and reporting
- Considering eligibility
- Policy to be reviewed: IKA (Student Grades/Evaluations)
- To be discussed in depth August 18<sup>th</sup>, 2014

14

## Success for ALL students

- To be discussed in depth at June 16<sup>th</sup> School Committee Meeting

15

## What will be the same?

(from May 12, 2014 presentation)

- LHS students will accrue credits to graduate
- Standards will be met by taking courses
- LHS students and parents will receive progress reports at the same intervals
- LHS will use a semester calendar
- LHS students will be expected to maintain the teacher pace of instruction

16

## Guiding Student Success Highlights from May 12, 2014

- Providing extra support
  - Standards support class
  - All 9<sup>th</sup> grade students have a study support class on team
  - Flexible teacher schedule for student support
  - Transportation for after school supports
  - Four days per week content specific departments will be available to meet with students
  - Special education teachers will be linked to each 9<sup>th</sup> grade team
- Proficiency acquisition flexibility
  - Demonstrate only proficiencies not yet met
  - No longer replacing the entire course

17

## What will be different?

(from May 12, 2014 presentation)

- LHS will use a common grading policy.
- Grade reports will be A (4.0), B (3.5), C (3.0), Not Yet (2.0, 1.0).
- Grades will be determined by the trend of student performance on summative assessments, not the average of student work.
- LHS will assess and report academic standards separately from work habits.
- LHS will share student progress at regular intervals, but final grades will not be arrived at until the end of the course.

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## Lewiston Public Schools Transition to Proficiency Based Learning

Lewiston School Committee  
June 16, 2014

1

### What will be the same?

- LHS students will accrue credits to graduate.
- Standards will be met by taking courses.
- LHS students and parents will receive progress reports at the same intervals.
- LHS will use a semester calendar.
- LHS students will be expected to maintain the teacher pace of instruction.

4

Lewiston Public Schools remains committed to moving forward as planned with proficiency-based graduation requirements for the Class of 2018. We do this, not because of the law, but because we believe this is best for our students. We have done extensive planning and curriculum work and have made commitments to grade 9 teachers to engage in summer work and training. We have momentum and we look forward to these changes that will allow more students to be successful by meeting and exceeding graduation standards.

Bill Webster  
Superintendent of Schools  
May 29, 2014

2

### What will be different? (only for the Class of 2018)

- LHS will use a common grading policy.
- Grade reports will be A (4.0), B (3.5), C (3.0), Not Yet or Insufficient Evidence (2.0, 1.0).
- Grades will be determined by the trend of student performance on summative assessments, not the average of student work.
- LHS will assess and report academic standards separately from work habits.
- LHS will share student progress at regular intervals, but final grades will not be arrived at until the end of the course.

5

### Rolling Out the Plan Updated

- May 19, 2014: Parent and student communication, professional development
- June 16, 2014: Meeting the needs of ALL students, policy review, proposed first reading
- June 23, 2014: Grade 9 Parent-Student meeting, 6 pm, LMS Auditorium
- June 30, 2014: School Committee Workshop session, 6 pm, Green Ladle
- July 21, 2014: Updates, proposed second reading
- August 18, 2014: Grading, eligibility, other updates

3

### Supports for ALL Students Tier One

- Flex on-team support time with all core teachers available
- Freshman team ed tech available during flex and during classes
- Freshman seminar
- Guidance counselor attached to each team

(continued)

6

Item B  
(3 pages)  
1

### Support for ALL Students (continued)

- Team teachers will meet regularly to problem solve and review student progress
- Content area teachers with common preparation time
- Optional after school help

7

### Individual Supports-Tier Three

- 504 and IEP-governed supports
- Increasing in class time by decreasing office referrals and out of school suspension
- 1-to-1 assigned after-school support
- Continued programming and reentry plans for extended suspensions and expulsions

10

### Targeted Support - Tier Two (Small Groups)

Some students will be assigned to after-school programming:

- Math and English teacher with extended day schedule
- Content area teachers available for help after school
- Twenty First Century learning attached to standards

8

### Special Education Support

- One special education teacher per team in grade nine
- At least one special education ed tech per team
- Skills Program - specially designed instruction content team; same curriculum in a more personalized environment as well as behavioral interventions working with teachers, ed. techs, guidance counselors and counselors

11

### Targeted Support - Tier Two (Small Groups) (continued)

- Standards support class-
- Everyday classes (Math & ELA)
- Extended year schedule – summer school

9

### English Language Learner Support

- Level 1 & 2 Students: ELL Foundations courses taught by ELL teachers (Specially Designed Academic Instruction in English)
- Level 3 Students: Everyday English 9 and Everyday Math 9 courses taught by ELL and mainstream teachers (Sheltered Instruction combines grade level content and language learning)

(continued)

12

### English Language Learner Support (continued)

- Monitor/mainstream students: Supported grade level instruction by 2 ELL ed techs in content areas
- All students: Flex period supported by ELL ed techs and ELL teachers
- Standard support class taught by ELL teacher

13

### FAQ updates

- How can we improve alternative pathways for students?  
How quickly will we be able to provide alternatives to students?
- Accommodations for children with IEPs?
- Will assessments apply to all students?
- Meeting students needs, regardless of IEP status?
- How can we understand/address the relationship between chronic absenteeism and its relationship to learning/demonstrating standards?
- Families access to the Internet

16

### Absenteeism

Absent from Class  
Absent from School  
Suspended from School

- Success is NOT based on "seat time"
- Students work until they demonstrate they have met the standard
- Multiple entrance, exit points

(continued)

14

Check out the Proficiency Based  
Learning tab on the LPS  
website

[www.lewistonpublicschools.org](http://www.lewistonpublicschools.org)

17

### Absenteeism (continued)

- District initiative
- Social workers, counselors, behavioral supports
- Increasing in class time by decreasing behavior referrals and out of school suspensions

15

# THANK YOU

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# Proficiency Grading and Reporting

## Lewiston High School

### What is Proficiency-Based Grading?

Proficiency-based grading is a way to assess students knowledge and skills. Lewiston High School will use Proficiency Based Grading for all 9th grade students this year. Your child will be graded using 1, 2, 3 or 4. When a student earns a 2, they are working towards meeting the standard. When a student earns a 3, they have met the standard.

### How will my student and I know they have met the standards and are proficient?

Course work will be assessed two ways, **during** a unit of study to measure student's progress in learning (*Formative Assessments*) and at the **end of a unit** of study to measure the successful completion of work (*Summative Assessment*).

The specific criteria for meeting each of the standards within a course will be provided in a scoring guide or rubric that will inform your student and the teacher of the level of proficiency your student has attained during and at the end of a unit. Your student's results on the scoring guide will help determine their **academic grade**.

**Note:** State Law 1422 states the Class of 2018 will graduate demonstrating "Proficiency" or evidence that they have met National and State standards of learning (Common Core, Maine Learning Results and Next Gen. Science Standards). These guidelines apply to courses that include 9th graders in 2014-15

### What will the academic grades and Work Habit grades look like on my student's work?

LHS will use letter grades on end of year report cards and transcripts. Letter grades are familiar to students, parents, teachers, colleges and employers.

Description	Letter Grade
Distinguished	A
Advanced	B
Proficient	C
Partially proficient	Not Yet
Insufficient Evidence	I.E.

Habits of Work will be assessed using a number scale.

Almost Always	4
Often	3
Sometimes	2
Almost Never	1

### Sample Powerschool Standards Grades

Standards Grades: Student, LHS1		Algebra I	NY	NY	3.7	3.7	3.7
Grades and Attendance	Standards Grades						
		Algebra I	NY	NY	3.7	3.7	3.7
		Analyze or describe an object or idea using mathematical language					
		A-SSE.1a Interpret parts of an expression such as terms, factors and coefficients			3	3	3
		A-SSE.1b Interpret complicated expressions by viewing one or more of their part			4	4	4
		F-LE.2 Construct linear and exponential functions			4	4	4
		Seek, understand, and explain patterns and equivalency	NY	NY	3		
		A-REL.3 Solve linear equations and inequalities in one variable			2	2	3
		A-REI.4b Solve quadratic equations in a variety of ways			3	3	3
		Gather, organize, represent, and/or interpret data	NY	NY	NY	NY	NY
		S-ID.6a. Functions-fit to data to solve problems, emphasize linear/exponential m			3	3	3
		S-ID.6b. Informally assess the fit of a function by plotting and analyzing resid			3	3	3
		S-ID.6c. Fit a linear function for a scatter plot that suggests a linear associa			2	2	2
		S-ID.3 Interpret differences in shape, center, and spread in the context of data			2	2	2

### Are there other expectations at LHS, other than meeting standards?

Your student will also receive a grade on their report card, on progress reports and at the end of the year for their **Work Habits**, based upon Maine's Guiding Principles for graduation. These include: **Self Control in Class, Work Ethic, Attitude, Respect and Integrity**. Students Work Habits will also be assessed by a scoring guide and reported separately from their academic grade.

Item C 4 pages

## Understanding Standards-Based Grading And finding scores in PowerSchool

- A. All standards-based scores will be assessed using a 1-4 point grade scale with “4” being the highest and “1” being the lowest.
- B. What do scores mean? – “4” = Exceeding the standard, “3” = Meeting the standard, “2” = Not Yet meeting and “1” = Insufficient Evidence. Many students will receive “2”’s early on as they practice meeting each standard. Earlier in the year “2”’s are not as much of a concern as they may be towards the end of the academic school year when final grades are assigned.
- C. There are two types of standards that can be assessed (Priority and Supporting).
- Priority Standards** – Students must meet or exceed these standards to get credit for the course.
  - Supporting Standards** – These standards are used to measure a student’s progress toward meeting the Priority Standards.
  - “Rolling Up”** – Lower level standard scores (Supporting) are accumulated over time and are used to calculate the Priority standard scores.
- D. There are three types of assessments given standards-based scores (Formative, Summative and HOW).
- Formative assessments** – Provide students with the opportunity to practice meeting Supporting standards and may be scored with a rubric. **Formative assessments and the attached standard scores do not count towards a student’s course grade.**
  - Summative assessments** – These assessments are generally given at the end of a unit of study and the standard scores attached do count towards a student’s final grade.
- E. Each student is assessed in a standards-based class on how well they are meeting the five HOW (Habits of Work) priority standards.
- The five **HOW standards** are Self-Control in Class, Work Ethic, Attitude, Respect and Integrity.
  - These **HOW standards** are being assessed both formatively and summatively.
- F. A student receiving a “1” on any academic or HOW standard tied to a summative assessment will be considered ineligible at pre-determined Athletic Eligibility check points during the appropriate sports season. Check point dates are: Oct. 1<sup>st</sup>, Oct. 31<sup>st</sup>, Jan. 21<sup>st</sup>, April 3<sup>rd</sup>, May 1<sup>st</sup> and June 10<sup>th</sup>.

## Accessing Standards-Based Grades PowerSchool Parent/Student Portal

**Log into the Parent/Student Portal at <https://powerschool.lewiston.k12.me.us/public>**

**\*Both parents and students have separate usernames and passwords**

- |  |   |
|--|---|
| <p><b>1</b> – Be sure to have clicked on <b>Grades and Attendance</b></p>          | <p><b>4</b> – List your son/daughter's teachers and room numbers.</p>   |
| <p><b>2</b> – Show the class periods in which your son/daughter has classes.</p>   | <p><b>5</b> – To see your son/daughter's standards-based grades click on the two blue dashes in the appropriate quarter. This will open a new page that will show your all of the assessments and scores posted in PowerSchool.</p> |
| <p><b>3</b> – Shows the your son/daughter's attendance for the past two weeks.</p> |   |

**Quick Look Up Screen**

**Grades and Attendance: Student's, Name**

Name Student's guidance counselor is

Navigation

- Attendance
- Grades and Attendance
- Grades History
- Teacher Comments
- School Bulletin
- Balance
- School Information
- LPS Custom

Grades and Attendance | Standards Grades

Class	1	2	3	4	5
1/4(A)					
2/4(A)					
3/4(A)					
4/4(A)					
5/4(A)					
6/4(A)					

Standards-Based Scores Screen	
All standards-based scores are shown for and individual class	
1 - Here you will see the course name, teacher and class period.	5 - List the name of each assessment (assignment) that has been given.
2 - This is where you will see the Final Grade for a standards-based class at the end of the year when all standards have been met. Until all priority standards are met you will not see a final course grade.	6 - Assessments are linked to standards. Using a rubric, a teacher will assess a student's performance level to determine whether they are meeting or exceeding each standard.
3 - This column shows the due date for each assessment (assignment) given.	7 - In most cases the score column will be blank saying ___/4 because standards are being graded and assessments are marked with a green check mark as collected or completed and not with a numerical score.
4 - This column shows which category an assessment was placed in (ie: formative, summative and HOW).	8 - Here is where you will see the standards scores. You will see three types of scores: formative, summative and HOW.
9 - Codes - These provide important information that explain the scores received on individual standards. Scores that are deemed exempt will be grayed out on the screen and not calculated into the final grade.	

■ - Collected, ▲ - Late, ■ - Missing, ◆ - Score is exempt from final grade, ■ - Assignment is not included in final grade

MS - Sign Out  
 School: Lewiston High School Term: 14-15 Year

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**Section Description:** English 9 Academic

**Teacher Comments:**

**Class Period:** 2

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Assessment Scores	Due Date	Category	Score	Code
3	03/02/2014	Formative Assessments		
4	05/04/2014	Formative Assessments		
5	05/04/2014	HOW		
6	05/12/2014	HOW		
7	05/15/2014	Formative Assessments		
8	10/17/2014	Summative Assessments		

Final Grade: 3

Prerequisite: Parts of Speech

Peer Biography

Week 1: Editor Check

Week 2: Binder Check

Writing: Pre-Assessment

Normative Essay: This I Believe\_1

Work Ethic

L.5-10.1 Demonstrate command of the conventions of standard English: grammar and



## GRADUATION REQUIREMENTS

The School Committee recognizes the need to establish minimum standards for awarding a high school diploma that are consistent with state law and regulations and with community educational values and expectations.

Before entering high school, students need to know the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.

The superintendent, through the high school principal and other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year. A copy of this policy will be disseminated to all incoming ninth-grade students at the time of course selection. This policy will also be included in every edition of the high school student handbook.

### I. FOR THE GRADUATING CLASS OF 2017 AND THEREAFTER

For the Class of 2017, diplomas will be awarded to students who meet the following minimum requirements.

- A. The student must successfully complete a total of 24 credits. Of these credits, 15 ½ (fifteen and one-half) must be from the following list:
  1. English/language arts – 4 credits;
  2. Mathematics – 3 credits;
  3. Social studies and history, including one year of American history and government – 3 credits;
  4. Science (including at least two years of lab study) – 3 credits;
  5. Fine arts, which may include art, music, forensics, or drama – 1 credit;
  6. Health – ½ credit; and
  7. Physical education – 1 credit.
  8. Deliver a Developed Oral Presentation.
  9. Use technology effectively.

- B. The state also requires that students demonstrate computer skills according to the school unit's standards for computer literacy, proficiency, and performance.
- C. The remaining credits may be selected by the student based upon the student's interests, abilities, and the requirements of the field that the student plans to enter upon graduation.

A student who is deficient in these requirements may meet these requirements through a post-secondary course, a state-approved adult education course, a distance learning course or correspondence course, approved by the school principal in advance of registration. The student may participate in the next regular graduation ceremony following successful completion of the requirements.

At the principal's discretion, a student who leaves Lewiston High School to attend an accredited, degree-granting institution of higher education may, upon satisfactory completion of the freshman year, be awarded a diploma.

## II. **ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF STANDARDS-BASED DIPLOMAS**

- A. Transfer Students: For students who transfer to Lewiston High School from another state or educational program, the school principal shall determine the value of the student's prior educational experience towards achieving the standards in a manner consistent with the school unit's applicable School Committee policies.
- B. Students Receiving Special Education Services: Students who successfully meet the requirements, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.
- C. Early Awarding of Diplomas: A student who has met the state and School Committee diploma requirements in fewer than four years of high school may be awarded a diploma.

- D. Extended Study: Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.
- E. Participation in Graduation Ceremony: A student must complete all requirements for a high school diploma or successfully meet the requirements as specified in the goals and objectives of their Individual Education Plan (IEP) in order to be eligible to participate in graduation exercises.

Legal Reference: 20-A M.R.S.A. §4722  
Ch. 12 §§7.02 (Me. Dept. of Educ. Rule) (reference for publication and distribution of diploma requirements only)

Cross Reference: IKFA – Early Graduation  
ILA – Testing and Assessment of Students (Local Assessment System)

Adopted: June 30, 2003  
Revised: August 30, 2004  
Corrected: December 3, 2004  
Revised: July 25, 2005  
Revised: August 28, 2006  
Reviewed: September 10, 2012  
Revised: August 19, 2013

## Grading and Reporting System

The purpose of the Lewiston Public Schools' grading policy is to establish a set of guiding principles that all district educators will use to establish a system of grading that fairly, clearly, accurately, and consistently communicates student learning progress and achievement.

### A. Communicating the Grading System

To ensure that every student and family has the information and resources they need to understand and appropriately plan a student's educational decisions, our schools, educators, and staff will clearly and consistently communicate—prior to entering high school and throughout the student's educational career—all important and relevant information related to the grading systems used in Lewiston Public Schools.

The Superintendent, through the Principals or other designees, shall be responsible for ensuring that accurate, up-to-date information concerning the Lewiston Public Schools grading system is (1) readily available to all incoming students and their families in the spring preceding the start of each school year, and (2) published on the district and high school websites. A detailed guide to graduation requirements and grading and reporting practices will be disseminated to all incoming ninth-grade students and their families at the time of course selection. This policy will also be referenced in each edition of the 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 grading system.

### B. Academic Grading

All grading and reporting practices in Lewiston Public Schools will reflect the following design characteristics:

1. The primary purpose of the grading system shall be to fairly, clearly, accurately, and consistently communicate learning progress and achievement to students, families, postsecondary institutions, potential employers, and other relevant stakeholders and audiences.
2. The grading system shall be designed to ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
3. The grading system will measure, report, and document student proficiency against a set of clearly defined cross-curricular and content-area graduation standards developed by the administration, faculty, and staff of Lewiston High School.

Item E  
Grading  
(3 pages)

4. The grading system will measure, report, and document academic progress and achievement separately from habits of work, character traits, and behaviors.
5. The grading system will ensure consistency and fairness in the assessment of learning, and in the assignment of scores and proficiency levels, across students, teachers, assessments, learning experiences, content areas, and time.
6. The grading system shall not be used as a form of punishment.

### **C. Habits of Work Grading**

All grading and reporting practices for habits of work and behaviors will reflect the following design characteristics:

1. Administration, faculty, and staff will develop and apply a common set of Habits of Work standards, and related scoring criteria, that teachers will use to grade students on work habits, and/or behaviors.
2. The Habits of Work grading system will measure, report, and document habits of work, character traits, and behaviors separately from academic progress and achievement. A student achieving a high level of academic proficiency may demonstrate a low level on Habits of Work proficiency, and vice versa.
3. Habits of Work will be monitored over the duration of a learning experience and scores, as measured and determined using common assessment methods and scoring criteria, will be reported for each student at the end of a term or grading period.
4. The Habits of Work grading system will ensure consistency and fairness in the assessment of work habits, and in the assignment of scores and proficiency levels, across students, teachers, assessments, course, learning experiences, content areas, and time.
5. Habits of Work grades shall be communicated using the same performance levels used for academic reporting.

### **D. Academic Grading**

Lewiston Public Schools will employ a consistent system of grading that reports student learning progress and achievement across a 4-point scale that aligns Proficiency Levels with Proficiency Descriptions.

Using rubrics and scoring guides, individual assessments will be scored in accordance with the following Proficiency Levels and Proficiency Descriptions:

1. Aggregate proficiency scores on graduation standards shall be derived through a common and consistently applied process that is collaboratively developed by the administration, faculty, and staff at the school and approved by the Principal.
2. Aggregate Proficiency Levels and Proficiency Descriptions for academic courses and other learning experiences shall be rounded to a single decimal point and reported in accordance with the following categories:

Proficiency Levels	Proficiency Descriptions	Grade
4.0 – 3.6	Distinguished	A
3.5 – 3.1	Advanced	B
3.0	Proficient	C
2.9 – 2.0	Not Yet	Not yet
1.9 – 1.0	Insufficient Evidence	Insufficient Evidence

#### **F. Changes to the Grading System**

The school administration, faculty, and staff, under the leadership of the Principal, may modify the reporting system based on the evolving needs of students, teachers, families, and other stakeholders, but the Proficiency Levels shall remain fixed, and will continue to measure, report, and document student proficiency against a set of clearly defined and consistently applied cross-curricular and content-area standards.

Approved: July 21, 2014

**LEWISTON HIGH SCHOOL  
ACADEMIC ELIGIBILITY FOR INTERSCHOLASTIC ATHLETICS AND  
EXTRA-CURRICULAR ACTIVITIES**

Extra-curricular activities can be a very important dimension of a student's education. The main purpose of the programs at Lewiston High School is to insist on continued academic growth for all students. Lewiston High School will require a minimum level of academic success as a standard for participation in extra-curricular activities.

**Participation in extra-curricular activities is a privilege.**

The focus of the eligibility policy is to set a clear standard that supports adequate yearly progress towards graduation and establishes the need for responsible civil, social, and academic behaviors and outcomes by students. The goal of the policy is to support the position of the school that academic success and successful work habits are the priority in determining eligibility to participate in extra-curricular activities.

The eligibility policy for extra-curricular activities include any activity that competes under MPA guidelines or represents the school in competitions, performances, and contests which include but is not limited to the following:

- |                   |   |
|-------------------|---|
| Debate and Speech | Marching Band                           |
| Math Team         | After-School Music Ensembles            |
| Drama             | Honors Music Festivals (District/State) |
| Sports            | Mock Trial                              |

**1. Initial Eligibility**

In order to establish initial eligibility prior to each season, the student must have:

- a) Successfully met the academic and work habits requirements set by Lewiston High School for full-time student status during the previous ranking quarter.

**Freshmen:** Must have nothing less than a 2 on any academic & work ethic standards in proficiency based courses and be passing all elective courses being graded in a "traditional" model

**Sophomores:** Must pass a minimum number of courses

Prior to the Fall Season: Four courses

Prior to the Winter/Spring Season: Six courses

**Juniors & Seniors:** Must pass a minimum number of courses

Prior to all seasons: Six courses

- b) Be on track for graduation as established by the accumulated credits identified below:

*F. 3 pages*

2<sup>nd</sup> year (To be a Sophomore): **Four** total credits

3<sup>rd</sup> year (To be a Junior): **Nine** total credits

4<sup>th</sup> year (To be a Senior): **Sixteen** total credits

**Note:**

Standards must be met prior to a student participating, trying out, or competing on any Lewiston High School extra-curricular activity.

Students who are initially ineligible are ineligible for the entire season.

**2. Continuing Eligibility Requirements:**

In order to remain eligible, the student must be passing the minimum number of courses required by Lewiston High School for full-time student status on the date of eligibility checks (approximately half way through the participation season):

Freshman:	Must have nothing less than a 2 on all academic & work ethic standards in proficiency based courses and be passing all elective courses being graded in a "traditional" model
Sophomore:	Must pass six courses
Junior:	Must pass six courses
Senior:	Must pass six courses

On the date of eligibility checks any student not passing the prescribed number of courses required by the extra-curricular eligibility policy will become ineligible to participate on the day following the eligibility check.

Students who become ineligible on the mid-season check date will remain ineligible for the remainder of the season

**3. Eligibility Check Dates:**

	<u>Check Date</u> (Dates set annually)	<u>Date of Ineligibility</u> (Dates set annually)
Fall Season:	Mid-Season	3 to 5 days after mid-season
Winter Season:	Mid-Season	3 to 5 days after mid-season
Spring Season:	Mid-Season	3 to 5 days after mid-season

**4. Appeals/Review:**

All appeals will be directed to the Lewiston High School Athletic Director and submitted to the Lewiston High School Principal for review and action.

## COURSES THAT CONTRIBUTE TO ELIGIBILITY STANDING

For the purposes of determining initial and in-season eligibility, all courses taken will be considered in determining if the student has met the prescribed standard. The following conditions apply:

1. **Dropped Courses**: All dropped courses will be coded as withdraw passing (WP) or withdraw failing (WF). For the purposes of determining eligibility, courses identified as WF will be considered as a failing course.
2. **Independent Study**: Courses taken through independent study will not be counted for the purposes of eligibility.
3. **Flex**: Flex is a guided study required of all freshmen. Flex does not count as a course for the purposes of eligibility.
4. **PLATO, Approved Correspondence, or Credit Arrangements Outside the Lewiston High School Curriculum**: These courses will be counted for the purpose of eligibility. PLATO courses or courses taken for credit recovery will count for establishing initial eligibility.
5. **Early College**: Early college courses, approved for dual enrollment credit purposes will be counted as eligibility. Students enrolled in early college courses will be responsible for submitting pass/fail verification signed by the college instructor on the identified date.
6. **Home Schooled Students**: Home schooled students must be in an approved instruction program as outlined in Maine Law, Chapter 211, Subchapters 1 and 1A and must meet all requirements of Lewiston High School. Home school students will be responsible for submitting pass/fail verification signed by the home-school educator on the identified dates.
7. **Out-of-District Placements**: Students attending Lewiston High School as an out-of-district placement must meet all requirements of the Lewiston High School and Maine Principals' Association eligibility policies.
8. **Other**: The Lewiston High School principal will make a determination on the applicability of any additional credit course work not specifically determined under this policy.

Adopted: August 18, 2014

Identifier	Name of Priority Standard	Subject Area	Description
<b>CC1</b>	<b>Patterns</b>	Earth Systems	<b>Observed patterns of events prompt questions about relationships and the factors that influence them.</b> Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
ESS1-5	Age of continental crust versus oceanic crust	Earth Systems	<b>Understand cause and effect relationships used to effect change. Events have causes, sometimes simple, sometimes multifaceted.</b>
<b>CC2</b>	<b>Cause and Effect</b>	Earth Systems	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
ESS2-4	Variations in energy result in climate change	Earth Systems	<b>Use size, time and energy to recognize changes that affect a system's structure. Scale, proportion, and quantity are used in algebraic thinking to predict the effect of a change in one variable on another.</b>
<b>CC3</b>	<b>Scale, Proportion, and Quantity</b>	Earth Systems	Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
ESS1-1	The sun, Earth, and radiation	Earth Systems	<b>Define a system and describe it in terms of components and interactions.</b>
<b>CC4</b>	<b>Systems and System Models</b>	Earth Systems	Computational representation of the relationship between humans and Earth's systems.
ESS3-6	Human impact on Earth systems	Earth Systems	<b>Track energy and matter to understand a system's possibilities and limitations</b>
<b>CC5</b>	<b>Energy and Matter</b>	<b>Earth Systems</b>	Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
ESS1-2	Big Bang Theory	Earth Systems	Communicate scientific ideas about the way stars, over their life cycle, produce elements.
ESS1-3	Life cycles of stars	Earth Systems	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
ESS2-6	Modelling the carbon cycle	Earth Systems	<b>Understand the properties and functions of objects and living things</b>
<b>CC6</b>	<b>Structure and Function</b>	<b>Earth Systems</b>	Plan and conduct an investigation of the properties of water, Earth materials, surface processes.
ESS2-5	Interaction between water cycle and rock cycle.	Earth Systems	<b>Use conditions of stability and change to understand natural and built systems.</b>
<b>CC7</b>	<b>Stability and change</b>	Earth Systems	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
ESS2-1	Constructive and destructive mechanisms of plate tectonics	Earth Systems	

Ivan Carter

# Lewiston High School HABITS OF WORK 2014-15

<input type="checkbox"/> Q1 <input type="checkbox"/> Q2 <input type="checkbox"/> Q3      STUDENT NAME                      CLASS <input type="checkbox"/> Q4  <p style="text-align: center;">DATE</p> <hr/> <p style="font-size: small;">1 = Almost Never · 2 = Sometimes · 3 = Often · 4 = Almost Always ·</p>		
	Student Self-assessment and Comments	Teacher Score and Comments
<b>SELF CONTROL in CLASS</b> <b>(Guiding Principle B: A self directed and life-long learner)</b> Comes to class prepared Manages time well Pays attention, resists distractions, and does not distract other		
<b>WORK ETHIC</b> <b>(Guiding Principle B: A self directed and life-long learner)</b> <b>(Guiding Principle C: A creative and practical problem solver)</b> Completes required work Meets deadlines Locates appropriate resources to help solve problems Finishes whatever s/he begins Is self-motivated Takes pride in his/her work		
<b>ATTITUDE</b> <b>(Guiding Principle B: A self directed and life-long learner)</b> <b>(Guiding Principle C: A creative and practical problem solver)</b> Participates in a positive manner Is willing to redo work or relearn skills Is open-minded and willing to learn new and/or challenging materials/skills Remains committed when faced with challenges		
<b>RESPECT</b> <b>(Guiding Principle D: A responsible and involved citizen)</b> Allows others to speak without interrupting Shows respect to adults and peers Is willing to listen to others' ideas, criticism, and feedback		
<b>INTEGRITY</b> <b>(Guiding Principle D: A responsible and involved citizen)</b> Completes his/her own work Takes ownership of his/her actions Asks questions and advocates for him/herself Accepts responsibility for personal decisions and actions		

# LHS Habits of Work Rubric 2014-15

	4 - Almost always...	3 - Routinely...	2 - Sometimes...	1 - Needs Improvement
<b>Self-Control in Class</b> <i>Guiding Principle B: A self directed and life-long learner</i>	<ul style="list-style-type: none"> <li>Comes to class prepared with required materials and/or completed assignments/reading</li> <li>Pays attention</li> <li>Remains on-task, resists distractions and encourages other to do the same</li> </ul>	<ul style="list-style-type: none"> <li>Comes to class prepared with required materials and/or completed assignments/reading</li> <li>Pays attention</li> <li>Remains on-task and resists distractions</li> </ul>	<ul style="list-style-type: none"> <li>Comes to class prepared with required materials and/or completed assignments/reading</li> <li>Pays attention</li> <li>Occasionally needs reminders to stay on-task, is distracted easily and/or distracts others</li> </ul>	<ul style="list-style-type: none"> <li>Rarely comes to class prepared with required materials and/or completed assignments/reading</li> <li>Rarely pays attention</li> <li>Frequently needs reminders to stay on-task off-task and/or distracted; a distraction to others</li> </ul>
<b>Work Ethic</b> <i>Guiding Principle B: A self directed and life-long learner</i> <i>Guiding Principle C: A creative and practical problem solver</i>	<ul style="list-style-type: none"> <li>Completes required assignments</li> <li>Meets deadlines or hands in work early</li> <li>Locates appropriate resources to help solve problems, directs peers to resources</li> <li>Finishes tasks appropriately; takes initiative towards next task</li> <li>Submits work that contains evidence of attention to detail</li> </ul>	<ul style="list-style-type: none"> <li>Completes required assignments</li> <li>Meets deadlines</li> <li>Locates appropriate resources to help solve problems</li> <li>Finishes tasks appropriately</li> <li>Submits work that contains evidence of attention to detail</li> </ul>	<ul style="list-style-type: none"> <li>Completes required assignments</li> <li>Meets deadlines</li> <li>Locates resources to help solve problems with assistance</li> <li>Finishes tasks appropriately, with encouragement</li> <li>Submits work that may be messy/lack attention to detail</li> </ul>	<ul style="list-style-type: none"> <li>Does not complete most required assignments</li> <li>Fails to meet most deadlines</li> <li>Gives up when confronted with problems</li> <li>Inappropriately leaves work unfinished</li> <li>Submits work lacking attention to detail, hands in careless products</li> </ul>
<b>Attitude</b> <i>Guiding Principle B: A self directed and life-long learner</i> <i>Guiding Principle C: A creative and practical problem solver</i>	<ul style="list-style-type: none"> <li>Participates in a positive manner</li> <li>Will redo work or relearn skills</li> <li>Is open-minded and willing to learn new and/or challenging materials/skills</li> <li>Remains committed when faced with challenges; encourages positive morale within a group</li> </ul>	<ul style="list-style-type: none"> <li>Participates in a positive manner</li> <li>Will redo work or relearn skills</li> <li>Is open-minded and willing to learn new and/or challenging materials/skills</li> <li>Remains committed when faced with challenges</li> </ul>	<ul style="list-style-type: none"> <li>Participates in a positive manner</li> <li>Will to redo work or relearn skills</li> <li>Is open-minded and willing to learn new and/or challenging materials/skills</li> <li>Remains committed when faced with challenges</li> </ul>	<ul style="list-style-type: none"> <li>Chooses not to participate in class activities or contributes negatively</li> <li>Does not redo work or attempt to relearn skills</li> <li>Refuses to learn new and/or challenging materials/skills</li> <li>Reacts negatively when faced with challenges</li> </ul>

## LHS Habits of Work Rubric 2014-15

<p><b>Respect</b> <i>Guiding Principle D: A responsible and involved citizen</i></p>	<ul style="list-style-type: none"> <li>• Allows others to speak without interrupting; listens actively</li> <li>• Respects adults and peers</li> <li>• Seeks others' ideas and feedback; responds thoughtfully</li> </ul>	<ul style="list-style-type: none"> <li>• Allows others to speak without interrupting; listens actively</li> <li>• Respects adults and peers</li> <li>• Seeks others' ideas and feedback; responds thoughtfully</li> </ul>	<ul style="list-style-type: none"> <li>• Allows others to speak without interrupting; listens actively</li> <li>• Respects adults and peers</li> <li>• Seeks others' ideas and feedback; responds thoughtfully</li> </ul>	<ul style="list-style-type: none"> <li>• Interrupts while others are speaking; does not listen</li> <li>• Disrespectful towards adults and peers</li> <li>• Ignores/refuses others' ideas, and feedback</li> </ul>
<p><b>Integrity</b> <i>Guiding Principle D: A responsible and involved citizen</i></p>	<ul style="list-style-type: none"> <li>• Completes his/her own work; fulfills individual responsibilities within a group</li> <li>• Asks questions; advocates for him/herself and peers</li> <li>• Accepts responsibility for personal decisions and actions</li> </ul>	<ul style="list-style-type: none"> <li>• Completes his/her own work; fulfills individual responsibilities within a group</li> <li>• Asks questions; advocates for him/herself</li> <li>• Accepts responsibility for personal decisions and actions</li> </ul>	<ul style="list-style-type: none"> <li>• Completes his/her own work; fulfills individual responsibilities within a group</li> <li>• Asks questions; advocates for him/herself</li> <li>• Accepts responsibility for personal decisions and actions</li> </ul>	<ul style="list-style-type: none"> <li>• Violates academic honesty policy; does not complete responsibilities w/in a group</li> <li>• Does not ask questions or self-advocate</li> <li>• Denies responsibility for personal decisions and actions</li> </ul>

**Lewiston Public Schools Transition to Proficiency Implementation Plan and Timeline**  
**Class of 2018, 2019, 2020 and beyond**  
**Updated January 2015**

**Notes:**

All target dates are listed at the end of the annual quarter as required for DOE reporting

Evidence in **BOLD** is complete, other evidence is in process or to be developed

Underlined items refer specifically to Department of Education 12/31/14 feedback

Policy				
	Evidence	Completed	Details	Target Date
<a href="https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/meetings/documents">Work with Great Maine Schools Partnership(GMSP) to develop 2018 Cohort Plan , https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/meetings/documents</a>	<b>web link to 5/12 and 5/19/14 School committee presentation</b>	6/1/2014		
Work with GMSP to develop 2019 Cohort Plan	School Committee (SC) updates, Program of Studies		Consultation on going	3/30/2015
Work with GMSP to develop 2020 Cohort Plan	SC update, Program of Studies		Consultation on going	3/30/2016
<a href="https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/meetings/documents">School Committee (SC) workshops and presentations, https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/meetings/documents</a>	<b>web link</b>		Semi- monthly SC and community meetings	Ongoing
<u>SC adds Guiding Principles to Graduation Requirements for 2019 cohort and beyond</u>	revised policy		Guiding Principles being aligned with academic standards	3/30/2015

SC adds World Language (WL) to Graduation requirements for 2020 Cohort	revised policy		Determine multiple pathways to WL including first language proficiency and addition of American Sign Language	3/30/2016
<a href="https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/meetings/documents">Formalize School Based and District PBL Committee structure,</a> <a href="https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/meetings/documents">https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/meetings/documents</a>	<b>web link</b>	12/30/2014	Minutes and agendas will be posted	
<a href="https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/gr-9---getting-extra-help">SC identifies options for students not meeting all standards in available time frame,</a> <a href="https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/gr-9---getting-extra-help">https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/gr-9---getting-extra-help</a>	web link		Dependent of local committee and Maine Legislative review	6/30/2016
SC studies and develops policy for intervention at multiple points in PK to 12 school career	SC rewritten of promotion and retention policy		As k-8 systems emerge, SC will need to articulate transition points and actions for reviewing student progress	8/30/2017

**Practice**

	<b>Evidence</b>	<b>Completed</b>	<b>Details</b>	<b>Target Date</b>
<a href="https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/teaching-and-learning">Develop priority standards and supporting standards by content area in traditional grade 9 ELA, Math, Social Studies, Science, Art, French, Spanish,</a> <a href="https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/teaching-and-learning">https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/teaching-and-learning</a>	<b>web link</b>	8/30/2014		
<a href="https://sites.google.com/a/lewistonpublicschools.org/pbl-content-rubrics/">Develop summative assessments for all courses traditionally taken by 2018 cohort;</a> <a href="https://sites.google.com/a/lewistonpublicschools.org/pbl-content-rubrics/">https://sites.google.com/a/lewistonpublicschools.org/pbl-content-rubrics/</a>	Assessments on file: rubrics at web link		Ongoing	3/30/2015

Align work with state standards and MLR Guiding Principles for 2018 Cohort	proposed Graduation Policy for 2019 cohort			6/30/2015
<a href="https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/gr-9---getting-extra-help">Evidence of strategies currently in use to close achievement gaps in all content areas for students in the 2018 cohort;https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/gr-9---getting-extra-help</a>	<b>web link</b>	6/30/2014	Based on data, options will be modified and increased	
<u>Plan for students who have demonstrated proficiency in all math, ELA, science and technology standards earlier than the expected</u>	Program of Studies 2016-17		Menu of education experiences and process for documenting. Available to all cohorts in fall of 2016. Fluid document	6/30/2016
<u>Implement Multiple Pathways in Standards based courses 2018 cohort</u>	Alternate assessments will be kept on file		Design in spring, pilot at least one per core area in summer 2015	6/30/2015
All courses taken by students need to articulate standards assessed and met	Standards posted for all electives			8/30/2016
Develop priority standards and supporting standards by content area in traditional grade 10 ELA, Math, Social Studies, Science, Art, French, Spanish for 2018 AND 2019 Cohort	Gr 10 standards posted			3/30/2015
Develop summative assessments for traditional gr 10 courses taken by 2018 and 2019 Cohort	Gr 10 rubrics posted			6/30/2015
Continue to formalize and add to additional support for 2018 and 2019 Cohorts	Section web page will be continuously updated			
Develop priority standards and supporting standards by content area in traditional grade 11-12 ELA, Math, Social Studies, Science, Art, French, Spanish for 2018 AND 2019 Cohort	Gr 11-12 standards posted			6/30/2016

Develop summative assessments for traditional gr 11-12 courses taken by 2018 and 2019 Cohort	Gr 11-12 rubrics pasted			8/30/2016
Continue to formalize and add to additional support for 2018 and 2019 Cohorts	Section web page will be continuously updated		Added in grade 9 and 10 over the next two years as needed	
Implement Multiple Pathways in Standards based courses 2019 cohort	Section web page will be continuously updated		Implement in grade 9 at start of year for 2019 Cohort	8/30/2015
<u>Assure that all students taking courses at Lewiston Regional Technical Center can track and demonstrate standards met.</u>	LRTC Program of Studies		Implement when 2018 Cohort is eligible for LRTC	6/30/2016
<u><a href="https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/grading-reports">Develop system for reporting on achievement of student learning and student progress on standards, https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/grading-reports</a></u>	<b>web link</b>	8/30/2014	Updated continuously	
<b>Community Engagement</b>				
	<b>Evidence</b>	<b>Completed</b>	<b>Details</b>	<b>Target Date</b>
<u><a href="https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/meetings/documents">Roll out and continual updates to SC, https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/meetings/documents</a></u>	<b>web link</b>	6/30/2014	All meetings related to PBL will be archived	Ongoing
Parent , student meetings	<b>web link</b>	ongoing	Continue at least semi monthly	ongoing
Parent-student sessions for 2019 Cohorts	will be posted			3/30/2015
Parent -student sessions for 2020 Cohort	will be posted			3/30/2016
<u><a href="https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/meetings/upcoming-meetings">Fall parent conferences 2018 cohort, https://sites.google.com/a/lewistonpublicschools.org/proficiency-based-learning/meetings/upcoming-meetings</a></u>	<b>web link</b>	12/30/2014		
Offer additional spring parent, student conference for 2018 Cohort	info forthcoming			3/30/2015

Develop record keeping system that tracks standard acquisition across HS career	Explanation of system		Revised and update as needed	6/30/2015
<u>Provide individual student evidence of guiding principles</u>	Program of Studies			6/30/2015
Determine format for transcript	Program of Studies		Draft in place	3/30/2015
Develop plan for student recognition including designation of honors and determination of class rank	Updated Student Handbook for 15-16		Draft in place	3/30/2015
<u>Update Program of Studies 2018 Cohort</u>	Program of Studies			3/30/2015
<u>Update Program of Studies 2019 Cohort</u>	Program of Studies			12/30/2015
<u>Update Program of Studies 2020 Cohort</u>	Program of Studies			12/30/2016

**MINUTES OF THE LEWISTON SCHOOL COMMITTEE MEETING HELD MONDAY, FEBRUARY 3, 2015 AT 6:45 PM IN THE WILLIAM P. FRYE BOARD ROOM AT THE DINGLEY BUILDING.** (NOTE: These minutes are not official until approved by the School Committee. Such action, either to approve or amend and approve, is anticipated at the **February 23, 2015** meeting).

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**Members Present:** James Handy, Linda Scott, Cynthia Mendros, Jama Mohamed, Matthew P. Roy, Thomas Shannon, , Paul St. Pierre, William Webster, Jr., Secretary, Student Rep: Sophie Mitchell

**Members Absent:** Kristen Cloutier (E), Trinh Burpee, Student Rep: Muna Mohamed

**Administrator Present:** Elaine Runyon, Sue Martin, Leigh Lardieri, Jay Dufour, Jake Langlais, Jill Hastings, JoAnne Dowd

**Others Present:** Tina Hutchinson, Brian Banton, Jamie Watson, Diane Chamberlain, Sean Andrews, Bonnie Washuk, Marnie Morneault, Jeff Larimer, Samantha Garrett, Luke Jensen, Erica Gallant

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**CALLED TO ORDER**

Chairman James Handy called the meeting to order at 7:10 PM, and the Pledge of Allegiance was recited.

The Consent Agenda was adopted with this correction to the minutes.

**SET ASIDE ITEM:**

Matthew Roy corrected the proposed minutes for January 12, 2015 stating that he was in attendance and did not arrive late.

**CONSENT AGENDA**

**Elections:**

**Management:**

\*Leigh Lardieri, Special Education Supervisor, Lewiston Middle School effective February 3, 2015 (will be acted upon separately by committee)

**Teachers:**

Robert Thompson, Special Education Teacher, Lewiston Middle School effective February 3, 2015

**Ed. Techs.:**

Jason Tarr, Educational Technician III (In-School Suspension), Longley Elementary School effective February 2, 2015

**Coaches:**

Jeff Begin, 7<sup>th</sup> Grade Baseball Coach, Lewiston Middle School effective March 2, 2015

**Support Staff:**

Carol Gagnon, Adult Education ESOL Teacher, Adult Education Program effective January 20, 2015  
Sheila Smith, Adult Education Evening Receptionist effective January 21, 2015

**Resignations:**

**Ed. Techs.:**

Bethany Bradbury, Special Education Educational Technician III, Farwell Elementary School effective February 6, 2015  
Robert Mitton, III, Special Education Educational Technician III, Lewiston Middle School effective January 30, 2015  
Heather Upchurch, Special Education Educational Technician III, McMahon Elementary School effective February 14, 2015

**Teacher:**

Michael Loveless, Physical Education Teacher, Lewiston Middle School effective January 23, 2015  
Leanne Young, Guidance Counselor, Longley Elementary School effective January 26, 2015

**Support Staff:**

Tracy Beaucage, Food Service Aide P/T, Martel Elementary School effective February 13, 2015

**Retirements:**

**Teachers:**

Christine Poulin, Grade 7 Math Teacher, Lewiston Middle School effective end of school year 2015-2016  
Althaea White, ELL K-6 Teacher, Geiger Elementary School effective February 4, 2015

**Transfers:**

**Administration:**

Shawn Chabot, Principal, Lewiston High School effective February 9, 2015

Linda MacKenzie, Principal, Lewiston High School to Alternative Education Program Director effective February 2, 2015

**Teachers:**

Theresa Godfrey, Grade 5 Teacher, McMahon Elementary School to K-6 ELL Teacher, McMahon Elementary School effective February 10, 2015

**Ed. Techs.:**

Sonja Morrison, Special Education Educational Technician III, McMahon Elementary School to Title I Educational Technician III, McMahon Elementary School effective January 12, 2015

**Support Staff:**

Joline LaPerriere, Special Education Secretary, Montello Elementary School to Special Education Secretary, Longley Elementary School

**NOMINATION OF LEWISTON HIGH SCHOOL ASSISTANT PRINCIPAL**

Superintendent Bill Webster presented

**VOTED: (1)** Motion to approve the nomination of Lewiston High School Assistant Principal, Jay Dufour. Thomas Shannon – Linda Scott (6-0)

**NOMINATION OF LEWISTON MIDDLE SCHOOL SPECIAL EDUCATION SUPERVISOR**

Superintendent Bill Webster presented.

**VOTED: (2)** Motion to approve the nomination of Lewiston Middle School Special Education Supervisor, Leigh Lardieri. Matthew Roy – Linda Scott (6-0)

**PUBLIC INPUT**

There was much discussion and interest in the Superintendent communicating with DOE to provide a paper assessment of the technology issues which are not resolved. Tina Hutchinson, parent of class 2018, had concerns regarding PBL and had handouts for the school committee. She asked that these items be put on a future agenda. Jamie Watson and Diane Chamberlain also spoke on concerns about PBL. Brian Banton spoke regarding Smarter Balanced Testing and issues with iPads.

**REPORT FROM SCHOOL COMMITTEE REPRESENTATIVE**

Sophie Mitchell thanked the Superintendent for snow days. She reported that Spirit week was going on. KVAC, swimming and winter track state championship are this weekend.

**LEWISTON HIGH SCHOOL FIELD TRIP REQUEST**

Teacher Laura Corey presented.

**VOTED: (3)** Motion to approve Lewiston High School's field trip request to travel to Spain. Thomas Shannon – Cynthia Mendros (6-0)

**REDISTRICTING COMMITTEE PRESENTATION**

Chairman of the Redistricting Committee, Linda Scott presented.

**VOTED: (4)** Motion to approve the recommendation from Redistricting Committee to combine Longley and Martel in a preK-6<sup>th</sup> grade school at a site to be determined and with the focus to meet city-wide enrollment needs; and to have the borders of the new district represent a combination of the existing two districts. Linda Scott – Thomas Shannon (5-1) (Matthew Roy)

**PROFICIENCY BASED LEARNING**

Susan Martin presented.

**VOTED: (5)** Motion to approve revisions to DOE Proficiency Based Learning application. Thomas Shannon – Linda Scott (6-0)

**FACILITIES COMMITTEE UPDATE**

Chairman of the Facilities Committee, Thomas Shannon, presented an update on the site selection process.

**LEWISTON CAPITAL IMPROVEMENT PLAN**

Superintendent Bill Webster presented an update on the Lewiston Capital Improvement Plan.

**REPORT FROM CITY COUNCIL REPRESENTATIVE**

NONE

**REPORT FROM SCHOOL COMMITTEE CHAIR**

NONE

**REPORT FROM SCHOOL SUPERINTENDENT**

The Superintendent reported on the preliminary work of the new committee on graduation requirements for special populations.

**OTHER**

NONE

**ADJOURN**

**VOTED: (6)** Motion to adjourn. Jama Mohamed – Thomas Shannon (6-0). (8:45 PM).

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William Webster, Jr.  
Superintendent of Schools

WW/spt