

**Extension Application from Mount Desert CSD --
AOS#91/Mount Desert Island Regional School System
February 9, 2015**

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**

Submittal Window

1. Indicate the submitting date. **RESUBMISSION BASED ON RECOMMENDATION OF MAINE DOE -- FEBRUARY 2015**

Superintendents Region

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

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3. School Administrative Unit: **Mount Desert Island CSD (part of AOS 91)**
4. High School(s): **Mount Desert Island High School (MDIHS)**
5. Name and title of person completing the extension request:
Julie Meltzer, Director of Curriculum, Assessment and Instruction, MDIRSS/AOS #91
Julie Koblinsky, Dean of Curriculum, MDIHS
Matt Haney, Principal, MDIHS
6. Superintendent's name, address, phone number and email:
Howard Colter, PO Box 60, Mount Desert, ME 04660; 207-288-5049
hcolter@mdirss.org

7. Evidence of Preparedness

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

Criteria:

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

RESPONSE to #7

Mount Desert CSD, a part of AOS #91/MDIRSS, is applying for Extension Option #5. We believe we have a solid foundation in place and that this Option fits our current level of preparedness AND systemic work currently underway to implement Proficiency-Based Diplomas for the Mount Desert Island High School (MDIHS) class of 2021. An extension will support our steady progress as we thoughtfully move toward a fully based standards-based educational system in time to offer the class of 2021 diplomas that address all of the required components.

MDIRSS is finding that the design and implementation of a coordinated K-12 standards-based educational system is a rich opportunity for community-wide conversation; for increased teacher collaboration, professional development and data-informed instruction; and for improved student engagement and empowerment as learners. We have much in place and a clear vision of what we want to do to collectively "up our game." Our goal is **to develop and implement a coordinated K-12 standards-based educational system to better prepare all of our students for successful engagement in ongoing learning, civic engagement and career choices.**

Current state: Standards-based assessment to certify graduation requirements

Mount Desert Island High School has been practicing standards-based education since 2005 through implementation of a Portfolio System that includes a Senior Exhibition requirement. This framework, currently still in practice, requires students to obtain a modal score of proficient on two or more standards-aligned performance tasks per required content specific course. For all students, this includes the content areas of ELA, mathematics, science and social studies. Scores are not averaged into course scores but are aggregated separately and tracked to certify that the graduation requirement is met. This system includes the required supports needed to ensure student success: teacher leaders who organize the communication and tracking of

standards; Learning Area work where teachers regularly discuss and revise common assessments as needed and meet to calibrate scoring; opportunity and support for students to revise work and meet standards during the school year through the Learning Center; and a structured study hall that regularly organizes teacher supported workshop time to work on portfolio tasks, including over the summer.

Current state: Certification of the Guiding Principles

The Guiding Principles are included as a part of MDI High School's Mission Statement, and all curricular areas use this document to guide decision making. The required Freshmen Service Learning/Solutionary Project and the Senior Exhibition project are keyed to the Guiding Principles and designed to help students show evidence of all five. This strong infrastructure and already established school culture is the starting place upon which we began our work to broaden our practice of standards based education in response to LD 1422 and coupled with the action steps outlined below, enable our readiness to apply for Option #5.

Evidence:

7.1 Portfolio Requirements in the Program of Studies -- see Graduation Requirements
Evidence of standards-based practice prior to the class of 2018

7.2 MDIHS Mission Statement:

Evidence of how the Guiding Principles are part of our Mission Statement

7.3 Senior Exhibition:

Evidence of one way we currently assess Guiding Principles

Work done over the 2013-2014 school year

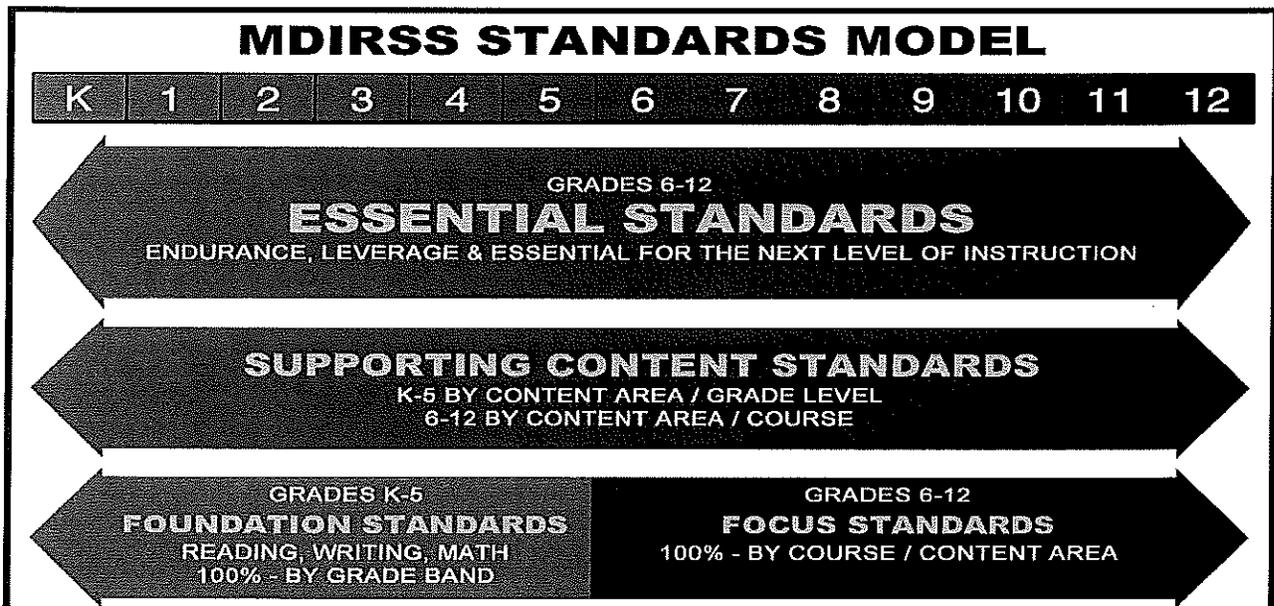
During the 2013-2014 school year, with the support of new administration in curriculum both at the district and high school level, content-focused teams of K-12 teachers engaged in a comprehensive review of the Maine Learning Results for the content areas of math, English, social studies, and science, refining the K-12 scope and sequence to better coordinate between the K-8 feeder schools and the high school and establishing Essential Standards in each of the four areas. A K-12 Standards-Transition Committee reviewed the district standards-based grading and reporting practices and developed a K-12 model for standards based education that included sorting standards into categories that worked together to support vertical instructional and assessment methods.

The new MDIRSS Standards Model and new Scope and Sequence documents were presented to the AOS #91 Board and examined closely by grade 6-8 teachers in math, ELA, Social Studies and Science during four day-long sessions (one per content area) in May, 2014. These sessions were co-facilitated by the Director of Curriculum for the district and the Dean of Curriculum at the high school. Freshmen team members were

selected. To expand the district’s tracking and reporting of standards, new software (MasteryConnect) was researched and was adopted in the spring of 2014. In June 2014, grade 6-9 teachers of ELA, math, science and social studies were trained on how to use the MasteryConnect standards tracking system. Eighth and ninth grade teachers engaged in intensive summer work that included standards-based curriculum redesign.

MDIRSS has put into place a robust Standards-based Model for Curriculum, Instruction and Assessment. Essential Standards, which are keyed to the Guiding Principles, will be taught and assessed K-12. Supporting Content Standards and additional Foundational or Focus Standards are taught and assessed at the appropriate grade or within the relevant course. This ensures both a vertical approach to graduation readiness, which emphasizes a collective mission, flexibility, and depth; and a horizontal approach, which maintains the integrity of various disciplines, their corresponding content area standards, and breadth. The curriculum framework being developed includes standards based grading practices and common performance tasks.

- **MDIRSS Standards-Based Model**



Evidence:

7.4 MDIRSS Essential Standards in ELA, Math, Science and Social Studies Coded to the Guiding Principles:

Evidence of the approach we are taking to assessing the Guiding Principles

7.5 Draft MDIHS Standards Based Grading Practices

Evidence of work we are doing to align and calibrate reporting

Overall 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

RESPONSE to #8

The AOS#91 Vision Statement is reviewed periodically by the AOS Board and is **consistently reaffirmed as describing the district's vision of education**. Since almost all of the students from the district's eight K-8 schools go to MDIHS, **a systems approach** to this work is necessary if we are to truly prepare our students to be able to meet more rigorous expectations. Our goal in engaging in this process is develop and implement a **coordinated K-12 standards-based educational system** to better prepare all of our students for successful engagement in ongoing learning, civic engagement and career choices. Our plan, as you will see below and in the enclosed evidence and implementation timeline, is to hold ourselves to a very high bar. We have started to revisit all aspects of our curriculum, instructional practices, supports, educational programming, structures, assessment practices, reporting practices, and communication with stakeholders to ensure that we are making a collective and concerted effort to support the success of every student in pursuing a rigorous, engaging path of learning leading to a proficiency-based diploma that truly reflects each student's level of accomplishment.

VISION STATEMENT

OPTIMAL LEARNING FOR ALL

All students have the opportunity to experience excellence and to pursue a challenging program which holds all to the high set of standards established by Mount Desert Island Regional School System - AOS #91. In their efforts to build a solid base of knowledge and skills, and to meet their own individual learning needs, students have the opportunity to choose within the curriculum to explore their own interests, pursue their talents, and seek personal challenges. Study that is both independent and collaborative invites student questions as teachers and students work as partners to develop challenging and measurable projects. Assessment is on-going, varied and an integral part of the learning process. There is a seamless quality to our student's learning experiences that crosses space, time, age, roles, and components of the curricula. The schools are centers for the learning activities of all members of the learning community and students use the wider learning community as a laboratory. The natural environment and

community resources unique to our school district provide opportunities to understand and participate in caring, responsible, and meaningful, social change. All members of the school and extended community maintain high expectations for all students and teachers and strive to demonstrate respect and reflection in meeting the shared responsibility for the education of each student.

Legal References: 20-A M.R.S.A. §§ 1001 et seq. 4511.3, A. Chapter 127 (Maine Department of Education Rules)

Our intent is to gradually implement more rigorous graduation standards over the next two years, making sure that we have a K-12 aligned system and increasing support, as well as alternate pathways, in place at the high school. Beginning with the class of 2021, we intend to award full proficiency-based diplomas. To date, we have taken a number of specific steps to ensure that the system will be fully implemented when the class of 2021 enters high school:

- **New Freshmen Team Structure with Standards-based Curriculum, Instruction and Assessment in Place**

Teaching assignments for 9th grade classes were reassigned and a collaborative structure in the form of a Freshman Team was put into place to ensure ongoing support and calibration during this time of transition to a full proficiency-based system. The Freshman Team is comprised of two content specific teachers per subject, a special education teacher, a gifted and talented teacher, and a math and a literacy specialist. Each teacher is assigned a course that is taught at the same time as his/her teaching partner. Together, they look at data and design lessons designed to scaffold students to meet standards. This often includes using flexible grouping to ensure students receive responsive instruction. Common planning time ensures time for the team to discuss instruction with the Dean of Curriculum, and behavioral supports with the Freshman Guidance Counselor and Dean of Students on a weekly basis. Additional professional development and time for whole team calibration and support is included during monthly PLC meetings. Regular communication occurs between the Freshman Team and the school at large via current leadership structures in Learning Areas.

Evidence:

8.1 MDI Freshman Team Structures in place for 2014-2015

Evidence that we have begun to change how we deliver instruction

- **Professional development and common performance task development for math, ELA, social studies and science teachers of grades 6-9**

A plan of action is in place to strengthen standards-based curriculum, assessment, and instructional practices at the feeder schools (grades 6-8) in order to support upcoming classes and enable us to increase the rigor of graduation standards over the next three years. Grade 6-9 teachers of math, ELA, social studies and science will meet for multiple sessions during the 2014-2015 year to ensure that the 6-9 program is anchored by agreed upon standards, performance task design and approaches to grading.

MDIRSS Agreements About Design of Common Performance Tasks

1. 1+ Essential Standards/Guiding Principles
2. Include Literacy Anchor Standards and/or Math Practices
3. 1+ Content-specific supporting standards
4. 1+ Complex Reasoning Processes
5. Some student choice: process, product or content
6. Have clear directions
7. Describe necessary pre-requisite content and skills
8. Include rubric to assess quality of performance

● **Professional development and standards agreements for teachers of other content areas and of grades 10-12**

Grade 10-12 teachers of math, ELA, social studies and science are receiving professional development in the areas of standards-based grading, assessment development and a focus on effective instruction. All Monday meetings (weekly professional development time) have been reserved for standards work and professional development at the high school. Additionally, other K-12 content area teams (Health/PE, VPA, World Language) are meeting to engage in a comprehensive review of programming.

● **Certification of the Guiding Principles**

The Standards-Transition Collaboratory (STC) is a K-12 team with cross-school, grade and content representation. Last year this team keyed the Essential Standards to the Guiding Principles and the team is currently working on an algorithm to determine how the Essential Standards will be tracked K-12 and will be used to certify each of the Guiding Principles when paired with grade band content standards. The STC will also be working with the K-12 Administration Team to steward the transition by working with stakeholders in shaping practices and policies related to awarding proficiency based diplomas and certifying the Guiding Principles.

Evidence:

8.2 Timeline for PBD Implementation

Documents, as required, our implementation timeline and quarterly and annual benchmarks

8.3 2013 Annual Report for AOS Board

Evidence that our Board has been apprised of work done and next steps.

8.4 June 2014 Professional Day Presentation on Transition to Standards
Evidence that our K-5 teachers have been engaged and apprised of next steps.

8.5 August 27 Opening Day PowerPoint for MDIHS faculty

8.6 Collaboratory Charters

Evidence that we have a K-12 Standards Transition Team in place as well as content-focused curriculum teams.

9. System of Supports for Student Learning

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

Criteria:

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

RESPONSE to #9

Instructional Support for Struggling Students at MDIHS

As mentioned earlier, the high school created a Freshman Team Structure to facilitate responsive instruction and regular communication between stakeholders to monitor student progress and put as-needed supports into place. Three teachers (two content and one interventionist) share students enrolled in math and ELA classes, enabling individualized, timely feedback and tailored instruction. High school administrators are hoping to arrange next year's schedule to include an intervention block where students will be "tagged" by teachers to receive needed re-teaching and/or stretch opportunities during the school day.

The current standards based educational system (that we are now expanding) includes a system of intervention to ensure that students who do not meet the standard(s) in their portfolio tasks will receive needed support. Specifically, students may be assigned to the Learning Center or be invited to attend focused workshops. We are looking at ways to expand support, including a writing center, beginning next year.

For freshmen students who continue to struggle after steps are taken within the classroom we have active Student Assistant Teams, one focused on students in grades 9 and 10 and the other on students in grades 11 and 12. Each team meets bi-weekly to review struggling students and develop plans to support students. Academic interventions could include referral to our reading specialist or math interventionist, a schedule change to provide the student with a reading class, Math Lab, a Learning Center, or Supported Study Hall. We also provide behavioral and emotional support for students which might include

referral to a specialist working on social interactions or counseling with our district Social Worker or one of our contracted professional counselors.

In addition to this intervention, students may be offered alternate instructional models that provide more support via Compass Rose or TAP (two alternative education models). In these programs, teachers work with students to meet their graduation requirements (they must meet the standards of the portfolio tasks and earn credit for the course); however, the tasks and course content may be modified (without reducing the rigor) to include more voice and choice.

NOTE: In our expansion of standards based teaching and learning, we are working to include more voice and choice throughout our programming, and are working to align standards with enrichment opportunities and course offerings from various partners (Hancock County Technical Center, the Eastern Maine Skipper’s Program, MDI Biological Lab, Jackson Lab, Acadia National Park, etc.) and virtually (Virtual High School, AP for All, etc.) to allow for multiple pathways to proficiency.

To improve student performance in general, we are working to ensure that all students receive high impact instruction. K-12 teachers are required to demonstrate their use of high impact instructional strategies in their practice as a part of professional expectations. Administrative team members give feedback to teachers both informally and formally through coaching and the supervision and evaluation process using the agreed-upon MDIRSS Instructional Framework which specifies the types of high-impact instruction that should be occurring in classrooms. The Director of Curriculum and the Dean of Curriculum have stewarded this work, supporting teachers with targeted professional development. Last year, the emphasis was on looking at data to improve instruction, writing across the content areas, and teaching and assessing complex reasoning. This year, we are coupling these same areas with the newly aligned scope and sequence in the curriculum. Additionally, we have normed feedback and assessment practices so that they are both timely and given with the intent of empowering students as learners.

Evidence:

9.1 MDIRSS Instructional Framework

Evidence of high expectations related to instructional delivery and student learning

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:

AOS #91 Use of 2013-2014 Transition Funds

Area	Approximate Percentage	Notes
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Policy	0%	Policy work was completed but was not supported through Transition Funds
Practice	100%	We spent all of our Transition Funds last year on the following: <ul style="list-style-type: none"> • MasteryConnect licenses \$4500 • MasteryConnect training \$6250 • Teacher Resources to support standards-based teaching and learning \$3,250
Community Engagement	0%	Most stakeholder engagement to date has been face-to-face at high school parent meetings, AOS Board meetings, faculty meetings and parent conferences. This is an area which will require more focus in the next year
One-year Carryover	0%	N/A

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

Criteria:

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

We anticipate that approximately \$14,000 in Transition Funds will be available district-wide for all schools in AOS#91. We anticipate using the entire amount during the 2014-2015 school year.

2014-2015 Transition Funds will be spent on the following:

Practice:

- **MasteryConnect** licenses and training:
- **Standards Transition Collaboratory (STC) stipends** for teachers working beyond the school day: \$3600

Stakeholder Engagement:

Any remaining funds will be spent here:

- **Messaging to inform stakeholders** -- We need to produce video and print messaging for all of our stakeholders: students, parents, community members
- **Creation of district-wide common language posters and materials** -- We recognize the need to have standards-based common language throughout grade band classrooms and will create and laminate and make posters available

that will be visible to students, parents and community members and will reinforce common approaches and teaching models.

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.

12.1 AOS Board **2/9/2015 Agenda** - see item VII

12.2 AOS Board Meeting **2/9/2015 Minutes** - see page 3 - *Approval of Option 5 Extension Application for implementation of proficiency Based Diplomas*

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

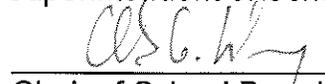
D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.



Superintendent of Schools

9 FEB 2015

Date



Chair of School Board

19 Feb 2015

Date

GRADUATION REQUIREMENTS POLICY

In order to be a graduate of Mount Desert Island High School, students must be in full compliance with the academic requirements outlined in this policy.

COURSEWORK

Students must complete twenty-three (23) credits in grades 9 through 12. These expectations are in compliance with Maine State law, Chapter 207-A, Subchapter III and local requirements, which exceed these standards. Students must earn at least the stated number of credits in the following areas:

- English - 4 credits
- Social Studies - 3 credits, 1 must be U.S. History
- Mathematics - 3 credits
- Science - 3 credits
- Physical Education - 1 credit
- Health - 1 credit (.5 freshman or sophomore year + .5 junior or senior year)
- Fine Arts - 1 credit
- Life Skills -1 credit from Business, Family Education or Technology (or combination there of)

PORTFOLIO REQUIREMENTS

Students must demonstrate achievement of Learning Results by “meeting standards” on portfolio tasks, which are part of their course work. The portfolio tasks consist of essential knowledge and skills that all MDIHS graduates must have.

SENIOR EXHIBITION & COMMUNITY SERVICE REQUIREMENTS

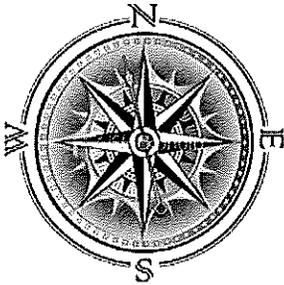
Students must design and produce a Senior Exhibition to demonstrate depth of knowledge about a particular subject. They must also complete community service consisting of 20 hours of community service.

MINIMUM CREDIT LOAD

All students must carry the equivalent of a minimum of six (6) potential credits each academic year unless permission is granted from the Director of Guidance and the Principal. Exceptions will be made only in cases of extreme special need. Under the 4x4 schedule format all students will be required to carry a minimum of two and a half (2.5) credits each quarter.

Credit will be awarded for the successful completion of course expectations as outlined by the department in the Program of Studies. Partial credit will not be awarded without prior approval of the Director of Guidance and the Principal for extenuating circumstances. Course descriptions, prerequisites and other departmental expectations are revised annually and published in the school's Program of Studies.

Mission Vision & Guiding Principles



The mission of the MDIHS community is to provide a safe, supportive environment in which all members are held to high academic and ethical standards. The faculty, staff, and administration, supported by the community, guide students as they acquire the knowledge and skills necessary to become responsible, self-directed learners and healthy, productive citizens.

MDIHS is a respectful and inclusive learning community committed to a rigorous and personalized education for all students.

We believe that to be well prepared for life, people should:

-  be integrative and informed thinkers
-  be aware of their impact on others and their environment
-  be creative and practical problem solvers
-  be responsible and involved citizens
-  communicate clearly and effectively
-  make mindful and healthy decisions
-  collaborate and produce quality work
-  be self-directed and life-long learners

Senior Exhibition Overview

As a graduation requirement, all seniors must design and produce a Senior Exhibition to demonstrate knowledge about an area of their choice. Seniors will take an eighteen-week Senior Exhibition Seminar or enroll in a course designated as providing support for Senior Exhibition. (Students enrolling in a course designated as providing support for Senior Exhibition must receive prior approval from the teacher of that course.)



Rationale for Senior Exhibitions

Senior Exhibitions:

- Are aligned with the Guiding Principles of the PEI
- Are appropriate for all students
- Focus on public sharing and celebration of new learning
- Demand a level of creativity, rigor, and student investment
- Integrate content knowledge
- Promote both depth of learning and student choice
- Promote community involvement with and support for learning

Audience for Senior Exhibitions

- Parents
- Mentors
- Faculty
- Other students
- Community members

Assessment of Senior Exhibitions

- By a review panel made up of teachers, students, and community members
- With a rubric containing the following criteria: demonstration of new learning, critical reflection, and effective communication

MDIRSS Essential Standards in ELA, Math, Science and Social Studies Coded to the Guiding Principles

GP1 A clear and effective communicator

A clear and effective communicator who understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes.

Standard: CCSS.ELA-Literacy.W1

Short: Text Types and Purposes

Long: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Standard: CCSS.ELA-Literacy.W2

Short: Text Types and Purposes

Long: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Standard: CCSS.ELA-Literacy.W3

Short: Text Types and Purposes

Long: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Standard: CCSS.ELA-Literacy.W.1

Short: Write Arguments

Long: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Standard: CCSS.ELA-Literacy.W.2

Short: Write Informative/Explanatory Texts

Long: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Standard: CCSS.ELA-Literacy.W.3

Short: Write Narratives

Long: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Standard: CCSS.ELA-Literacy.SL4

Short: Presentation of Knowledge and Ideas

Long: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Standard: CCSS.ELA-Literacy.SL5

Short: Presentation of Knowledge and Ideas

Long: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Standard: CCSS.ELA-Literacy.SL6

Short: Presentation of Knowledge and Ideas

Long: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Standard: CCSS.ELA-Literacy.W4

Short: Production and Distribution of Writing

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

Standard: CCSS.ELA-Literacy.W5

Short: Production and Distribution of Writing

Long: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Standard: CCSS.ELA-Literacy.W6

Short: Production and Distribution of Writing

Long: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Standard: CCSS.ELA-Literacy.SL1

Short: Comprehension and Collaboration

Long: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Standard: CCSS.ELA-Literacy.SL2

Short: Comprehension and Collaboration

Long: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Standard: CCSS.ELA-Literacy.SL3

Short: Comprehension and Collaboration

Long: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Standard: S/EP2

Short: Developing and Using Models

Long: Modeling can begin in the earliest grades, with students' models progressing from concrete "pictures" and/or physical scale models (e.g., a toy car) to more abstract representations of relevant relationships in later grades, such as a diagram representing forces on a particular object in a system.

Standard: S/EP7

Short: Engaging in Argument from Evidence

Long: The study of science and engineering should produce a sense of the process of argument necessary for advancing and defending a new idea or an explanation of a phenomenon and the norms for conducting such arguments. In that spirit, students should argue for the explanations they construct, defend their interpretations of the associated data, and advocate for the designs they propose.

Standard: S/EP8

Short: Obtaining, Evaluating, and Communicating Information

Long: Being able to read, interpret, and produce scientific and technical text are fundamental practices of science and engineering, as is the ability to communicate clearly and persuasively. Being a critical consumer of information about science and engineering requires the ability to read or view reports of scientific or technological advances or applications (whether found in the press, the Internet, or in a town meeting) and to recognize the salient ideas, identify sources of error and methodological flaws, distinguish observations from inferences, arguments from explanations, and claims from evidence. Scientists and engineers employ multiple sources to obtain information used to evaluate the merit and validity of claims, methods, and designs. Communicating information, evidence, and ideas can be done in multiple ways: using tables, diagrams, graphs, models, interactive displays, and equations as well as orally, in writing, and through extended discussions.

Standard: MP3

Short: Construct Viable Arguments and Critique the Reasoning of Others

Long: Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Standard: SS1

Short: Research

Long: Collaboratively and independently, research, present and defend discipline-based processes and knowledge from civics/government, economics, geography and history in authentic contexts. (MLR, A1; CCSS)

GP2 A self-directed and lifelong learner

A self-directed and lifelong learner who understands the importance of embracing and nurturing a growth mindset.

Standard: CCSS.ELA-Literacy.R1

Short: Key Ideas and Details

Long: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Standard: CCSS.ELA-Literacy.R2

Short: Key Ideas and Details

Long: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Standard: CCSS.ELA-Literacy.R3

Short: Key Ideas and Details

Long: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-Literacy.R4

Short: Craft and Structure

Long: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Standard: CCSS.ELA-Literacy.R5

Short: Key Ideas and Details

Long: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Standard: CCSS.ELA-Literacy.R6

Short: Key Ideas and Details

Long: Assess how point of view or purpose shapes the content and style of a text.

Standard: CCSS.ELA-Literacy.R10

Short: Range of Reading and Level of Text Complexity

Long: Read and comprehend complex literary and informational texts independently and proficiently.

Standard: CCSS.ELA-Literacy.W7

Short: Research to Build and Present Knowledge

Long: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Standard: CCSS.ELA-Literacy.W8

Short: Research to Build and Present Knowledge

Long: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Standard: CCSS.ELA-Literacy.W9

Short: Research to Build and Present Knowledge

Long: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Standard: CCSS.ELA-Literacy.W.10

Short: Range of Writing

Long: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Standard: S/EP3

Short: Planning and Carrying Out Investigations

Long: Students should have opportunities to plan and carry out several different kinds of investigations during their K-12 years. At all levels, they should engage in investigations that range from those structured by the teacher—in order to expose an issue or question that they

would be unlikely to explore on their own (e.g., measuring specific properties of materials)—to those that emerge from students' own questions.

Standard: S/EP6

Short: Constructing Explanations and Designing Solutions

Long: The goal of science is to construct explanations for the causes of phenomena. Students are expected to construct their own explanations, as well as apply standard explanations they learn about from their teachers or reading. The Framework states the following about explanation:

"The goal of science is the construction of theories that provide explanatory accounts of the world. A theory becomes accepted when it has multiple lines of empirical evidence and greater explanatory power of phenomena than previous theories."

Standard: MP5

Short: Use Appropriate Tools Strategically

Long: Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Standard: MP6

Short: Attend to Precision

Long: Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard: SS1

Short: Research

Long: Collaboratively and independently, research, present and defend discipline-based processes and knowledge from civics/government, economics, geography and history in authentic contexts. (MLR, A1; CCSS)

GP3 A creative and practical problem solver

A **creative and practical problem solver** is skilled at selecting and applying a process of problem-solving to deepen understanding and determining whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates a the best one.

Standard: S/E1

Short: Asking Questions and Defining Problems

Long: Students at any grade level should be able to ask questions of each other about the texts they read, the features of the phenomena they observe, and the conclusions they draw from their models or scientific investigations. For engineering, they should ask questions to define the problem to be solved and to elicit ideas that lead to the constraints and specifications for its solution.

Standard: S/E4

Short: Analyzing and Interpreting Data

Long: Once collected, data must be presented in a form that can reveal any patterns and

relationships and that allows results to be communicated to others. Because raw data as such have little meaning, a major practice of scientists is to organize and interpret data through tabulating, graphing, or statistical analysis. Such analysis can bring out the meaning of data—and their relevance—so that they may be used as evidence. Engineers, too, make decisions based on evidence that a given design will work; they rarely rely on trial and error. Engineers often analyze a design by creating a model or prototype and collecting extensive data on how it performs, including under extreme conditions. Analysis of this kind of data not only informs design decisions and enables the prediction or assessment of performance but also helps define or clarify problems, determine economic feasibility, evaluate alternatives, and investigate failures.

Standard: MP1

Short: Make sense of problems and persevere in solving them.

Long: Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Standard: MP2

Short: Reason abstractly and quantitatively.

Long: Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Standard: MP8

Short: Look for and express regularity in repeated reasoning

Long: Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Standard: SS2

Short: Civic Engagement:

Long: Apply the attributes of a responsible and involved citizen to affect a real world issue based on a local need. (MLR, A2 + A3)

GP4 A responsible and involved citizen

A responsible and involved citizen who understands the interdependence within and across systems and brings to each situation the appropriate actions.

Standard: CCSS.ELA-Literacy.SL1

Short: Comprehension and Collaboration

Long: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on

others' ideas and expressing their own clearly and persuasively.

Standard: CCSS.ELA-Literacy.SL2

Short: Comprehension and Collaboration

Long: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Standard: CCSS.ELA-Literacy.SL3

Short: Comprehension and Collaboration

Long: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Standard: CCSS.ELA-Literacy.SL4

Short: Presentation of Knowledge and Ideas

Long: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Standard: CCSS.ELA-Literacy.SL5

Short: Presentation of Knowledge and Ideas

Long: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Standard: CCSS.ELA-Literacy.SL6

Short: Presentation of Knowledge and Ideas

Long: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Standard: S/E1

Short: Asking Questions and Defining Problems:

Long: Students at any grade level should be able to ask questions of each other about the texts they read, the features of the phenomena they observe, and the conclusions they draw from their models or scientific investigations. For engineering, they should ask questions to define the problem to be solved and to elicit ideas that lead to the constraints and specifications for its solution.

Standard: S/E7

Short: Engaging in Argument from Evidence:

Long: The study of science and engineering should produce a sense of the process of argument necessary for advancing and defending a new idea or an explanation of a phenomenon and the norms for conducting such arguments. In that spirit, students should argue for the explanations they construct, defend their interpretations of the associated data, and advocate for the designs they propose

Standard: SS1

Short: Research

Long: Collaboratively and independently, research, present and defend discipline-based processes and knowledge from civics/government, economics, geography and history in authentic contexts. (MLR, A1; CCSS)

Standard: SS2

Short: Civic Engagement:

Long: Apply the attributes of a responsible and involved citizen to affect a real world issue based on a local need. (MLR, A2 + A3)

GP5 An integrative and informed thinker

An integrative and informed thinker is skilled at using complex reasoning to make meaning.

Standard: CCSS.ELA-Literacy.W.7

Short: Research to Build and Present Knowledge:

Long: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Standard: CCSS.ELA-Literacy.W.8

Short: Research to Build and Present Knowledge:

Long: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Standard: CCSS.ELA-Literacy.W.9

Short: Research to Build and Present Knowledge:

Long: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Standard: CCSS.ELA-Literacy.SL.1

Short: Comprehension and Collaboration

Long: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Standard: CCSS.ELA-Literacy.SL.2

Short: Comprehension and Collaboration

Long: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Standard: CCSS.ELA-Literacy.SL.3

Short: Comprehension and Collaboration

Long: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Standard: CCSS.ELA-Literacy.L.4

Short: Vocabulary Acquisition and Use

Long: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Standard: CCSS.ELA-Literacy.L.5

Short: Vocabulary Acquisition and Use

Long: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Standard: CCSS.ELA-Literacy.L.6

Short: Vocabulary Acquisition and Use

Long: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Standard: S/E4

Short: Analyzing and Interpreting Data

Long: Once collected, data must be presented in a form that can reveal any patterns and relationships and that allows results to be communicated to others. Because raw data as such have little meaning, a major practice of scientists is to organize and interpret data through tabulating, graphing, or statistical analysis. Such analysis can bring out the meaning of data—and their relevance—so that they may be used as evidence.

Engineers, too, make decisions based on evidence that a given design will work; they rarely rely on trial and error. Engineers often analyze a design by creating a model or prototype and collecting extensive data on how it performs, including under extreme conditions. Analysis of this kind of data not only informs design decisions and enables the prediction or assessment of performance but also helps define or clarify problems, determine economic feasibility, evaluate alternatives, and investigate failures.

Standard: S/E5

Short: Using Mathematics and Computational Thinking

Long: Although there are differences in how mathematics and computational thinking are applied in science and in engineering, mathematics often brings these two fields together by enabling engineers to apply the mathematical form of scientific theories and by enabling scientists to use powerful information technologies designed by engineers. Both kinds of professionals can thereby accomplish investigations and analyses and build complex models, which might otherwise be out of the question.

Standard: S/E7

Short: Engaging in Argument from Evidence

Long: The study of science and engineering should produce a sense of the process of argument necessary for advancing and defending a new idea or an explanation of a phenomenon and the norms for conducting such arguments. In that spirit, students should argue for the explanations they construct, defend their interpretations of the associated data, and advocate for the designs they propose.

Standard: S/EP8

Short: Obtaining, Evaluating, and Communicating Information

Long: Being able to read, interpret, and produce scientific and technical text are fundamental practices of science and engineering, as is the ability to communicate clearly and persuasively. Being a critical consumer of information about science and engineering requires the ability to read or view reports of scientific or technological advances or applications (whether found in the press, the Internet, or in a town meeting) and to recognize the salient ideas, identify sources of error and methodological flaws, distinguish observations from inferences, arguments from explanations, and claims from evidence. Scientists and engineers employ multiple sources to obtain information used to evaluate the merit and validity of claims, methods, and designs. Communicating information, evidence, and ideas can be done in multiple ways: using tables, diagrams, graphs, models, interactive displays, and equations as well as orally, in writing, and through extended discussions.

Standard: MP2

Short: Reason abstractly and quantitatively.

Long: Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Standard: MP3

Short: Construct Viable Arguments and critique the reasoning of others

Long: Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Standard: MP7

Short: Look for and make use of structure

Long: Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

SOCIAL STUDIES

Standard: SS1

Short: Research

Long: Collaboratively and independently, research, present and defend discipline-based processes and knowledge

from civics/government, economics, geography and history in authentic contexts. (MLR, A1, CCSS)

Standard: SS2

Short: Civic Engagement:

Long: Apply the attributes of a responsible and involved citizen to affect a real world issue based on a local need. (MLR, A2 + A3)

Draft MDIHS Standards-Based Grading Practices and Procedures

MDIRSS Philosophy of Assessment, Grading & Reporting

- All assessment, grading and reporting practices will support the learning process, focus on accomplishment, guide next steps for teaching and learning, and encourage student success.

Purposes for Communicating Students' Level of Achievement

- Communicate achievement status to students, parents, community, post-secondary institutions and prospective employers
- Provide information that students can use for self-evaluation and goal setting
- Identify students for available educational supports and opportunities (e.g., courses or programs)

The Advantages of Standards-Based Grading:

- Standards based grading evaluates student performance on objective criteria (a.k.a standards) as identified by law through the Maine Learning Results (MLR) and clearly communicates achievement to students, parents, colleges and employers.
- Students' grades represent what students know and are able to do.
- Quality habits of work (how students interact with others, approach learning challenges, and class participation) are essential to college and career readiness--these are assessed and reported separately in teacher comments, improving communication.
- Teachers teach to the needs of their students--Standards are clearly articulated to students, assessments give feedback on progress, and reteaching, relearning and/or extension is administered.

Documenting Progress of Standards and Reporting Grades for the Class of 2018:

- Standards tracking and reporting will occur in sophomore grade ELA, Math, Science and Social Studies courses. **All other courses will report achievement against standards beginning in the fall of 2015.**
- Progress toward standards will be documented by teachers during each grading period in MasteryConnect. Trackers must be up to date by each grading period (progress report & report card)
 - Students must meet 80% of the course standards and 100% identified focus (promises) standards in order to pass and receive credit for a course. In addition, students must demonstrate proficiency on Common Assessment(s). Julie Keblinsky just taking a break. kkijulie kelbins.y

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- On the secondary report card, the academic achievement for each course will be converted to a grade in PowerSchool that reflects a student's performance on assignments that assess standards. **Consistent with past practice, report cards for the class of 2018 will include a grade within a 100 point grade scale, as well as a 4 point grade scale.**
- The grade for a course will be determined by assessing *formative (no more than 30% of final grade) and *summative (no less than 70% of final grade) assignments.
- Some standards may be weighted more heavily than others; however, these agreements will be clearly communicated among and consistent in courses taught by multiple teachers.

*Formative assessment (assessment for learning): Lesson practice and activities ("the smaller stuff")

*Summative assessment (assessment of learning): Unit and course/grade level understanding and performances ("the bigger stuff")

Grade Scales:

Teachers will use rubrics, assessment checklists, and other types of scoring guides to provide feedback and assess students that are consistent with the scale that the state uses for the MHSAs and is comparable to the 4.0 scale which is used in many schools and colleges:

4 = Exceeds the Standards

3 = Meets the Standards

2 = Approaches the Standards

1 = Does Not Meet the Standards

On many assessments, especially those that are less complex (e.g.: a quiz), only the grades 1, 2, 3 or 4 are possible. On more complex assessments that include rubrics with multiple criteria for a standard, a grade between 2 and 3, and 3 and 4 is possible. Teachers will use professional judgment assessing indicators within rubrics that correspond to the descriptors below:

(Teachers may not use grading increments smaller than these described because research supports that the difference between a 3.1 and 3.2 on an assessment (or between a 86 and 87 in traditional grading) can not be determined in a substantive and meaningful way.)

4 Point Scale	Letter Grade	Descriptor
4 (100)	A+	The student's work goes substantially above and beyond the course standards in quality and rigor. Sometimes, a student will have to opt to complete a particular task(s) or prompt(s), not required of all, in order to be eligible for an Exceeds. All of the criteria for Exceeds the Standard (e.g., in the rubric) are demonstrated in the work. This is the highest grade possible.
3.75 (97)	A	In addition to meeting the criteria for a 3, a student's work meets about 75% or most of the Exceeds criteria.
3.5 (94)	A-	In addition to meeting the criteria for a 3, a student's work meets about 50% or about half of the Exceeds criteria.
3.25 (92)	B+	In addition to meeting the criteria for a 3, a student's work meets about 25% or some of the Exceeds criteria.
3 (89)	B	A student's work fundamentally and competently meets the standard being assessed. All of the criteria for Meets the Standard (e.g., in the rubric) are demonstrated in the work.
2.5 (84)	C+	A student's work minimally meets the standard. Fundamental and competent mastery has not been demonstrated.
2 (81)	C	A student's work demonstrates a substantive attempt to meet the standard(s) of a given assessment by the established deadline, but needs more time to achieve competency and meet all the criteria for the assessment.
1 (73)	D	A student's work does not demonstrate substantive progress towards meeting the standard or criteria of a given assessment by an established deadline. This may mean that a student has not met the majority of criteria for that assessment, or student has not made an attempt to meet criteria.

Homework:

There are three purposes for homework in a standards-based system:

1. Preview - To prepare students to learn new material.
2. Practice – To help students master learning targets.
3. Evidence – To provide evidence of a student's progress toward a learning target.

Teachers will use rubrics, assessment checklists, and other types of scoring guides when **assessing homework in order to provide feedback on learning progress** to students.

Multiple Opportunities and Professional Judgement:

- Students will have multiple opportunities to demonstrate proficiency on standards. As such, deadlines are appropriate and a teacher can assign a grade of "1" on a student assignment and move on.
- Near the end of the course, teachers will conference with students, reviewing with them how they have performed on individual standards. If the preponderance of evidence in a student's body of work demonstrates that he/she has met standard(s), the teacher will ensure that this is documented through MasteryConnect (this may need to be forced in the system by the teacher).
- Finals are an opportunity for teachers to work with students to tailor a task where they can demonstrate that they have met or exceeded identified standards.
- Professional judgement is integral to grading practices. Standards based assessing and reporting communicates what students know and are able to do. Teachers will keep this spirit in mind as they make decisions surrounding assessing and reporting standards and grades.

Habits of Work:

TBD

Resources of Executive Function/Work Habits Rubrics:

<https://www.rcampus.com/rubricshowc.cfm?code=Z7693C&sp=yes&>

http://www.forsyth.k12.ga.us/cms/lib3/GA01000373/Centricity/Domain/22/Sample_HSReportCardTemplate.pdf

Possible Academic Honors Options Could Include:

Honors

Students who Meet the Standards and have a gpa of at least a 3.0 in all of their classes will be recognized.

High Honors

Students who consistently exceed the standards and have a GPA of a 3.75 or higher in all of their classes will be recognized.

With Honors

Students who consistently exceed the standard in unidentified honors classes and have a GPA 3.75 or higher in a course will receive "With Honors" and the course will be designated with an "H" on their transcript.

References:**AOS 91 Draft:**

<https://docs.google.com/document/d/1udkMYnK7aa8Nac52T3Wd-MJBEcZlaCtJ-YqEk49focQ/edit?usp=sharing>

Casco Bay Family Grading Guide

<http://cbhs.portlandschools.org/files/2012/07/Casco-Bay-Family-Grading-Guide.pdf>

Poland Faculty Grading Guide

<https://drive.google.com/file/d/0BxsCFIaLCTnrY1ZxLXJxR0hEX1k/edit?usp=sharing>

Foxcroft Academy "Grading":

<http://www.foxcroftacademy.org/academics/curriculum/>

<http://www.foxcroftacademy.org/parents/student-handbook/> (pg. 25)

State Web-Page:

<http://www.maine.gov/doe/cbp/case-studies/rsu16/index.html>

Freshman Content Team Common Planning Cycle

I. Teaching Cycle Planning Calendar (modified from:)

<https://drive.google.com/file/d/0BxsCFIaLCTnrVDBKMkgyZVRZVTQ/edit?usp=sharing>

(2 x 40 minutes per week)

1. Identify Essential & Supporting Content Standards of a Unit
2. "Unpack" Standards into Learning Targets
 - a. Content & Vocabulary (Students will know)
 - b. Skills & Complex Reasoning (Students will be able to do)
3. Determine Common Assessment
4. Unpack Common Assessment in to Formative Assessment(s)
5. Schedule the Unit of Study
 - a. When will we start the unit of study? How will we share the learning target(s)?
When will each target be introduced?
 - b. When are good points in the unit of study to collect evidence of student learning? How and when will we give common formative assessment(s)?
 - c. When will we collectively analyze the formative assessment data (including NWEA)?
 - d. When will we reteach students who do not demonstrate mastery of the learning targets on the common formative assessment(s)?
 - e. How will the specialists support students in meeting the learning targets (literacy, math, writing, technology, library & media)?
 - f. When and how will we provide extension and enrichment to those who demonstrate mastery on the common formative assessment(s)?
 - g. When and how will we exchange students for differentiated instruction?
 - h. When will we give the end-of-unit common assessment?

II. Team Assessment Protocol

<https://drive.google.com/file/d/0BxsCFIaLCTnrV01BVmh3bXdKZUU/edit?usp=sharing>

III. Content Team Norms

1. Teachers will take turns crafting "heads up" weekly agendas drawn from the Teaching & Learning Cycle and Common Assessment Team Protocol for the purpose of keeping everyone in the loop, sharing it in advance with both team partner, support specialist(s), Julie K, Mark C, Matt H, Ian B.
2. Additional Norms determined by team members

III. Communication Cycle

(1 x 40 minutes per week)

1. Mark will craft the agenda with advanced input from core team of teachers designed to plan next steps, problem solve, recommend tier 2 interventions

2. Agendas will also include:

- a. Grows: plans to communicate intervention feedback
- b. Glows: plans to communicate support feedback (nice notes to send home/or calls)

IV. Meeting Schedules:

Team Common Planning Time	Tuesday	Wednesday	Thursday
Block B 1st 40 minutes	ELA Tier 1	ELA Comm Tier 2	ELA Tier 1
Block B 2nd 40 minutes	Social Studies Tier 1	Social Studies Comm. Tier 2	Social Studies Tier 1
Block C 1st 40 minutes	Math Tier 1	Math Comm. Tier 2	Math Tier 1
Block C 1st 40 Minute	Science Tier 1	Science Comm Tier 2	Science Tier 1

Freshman Whole Team PLC Cycle

(The Rtl Monday meeting per month, beginning *this April 7th, May 5th & June 2nd*)
Contact Hours for Professional Development--(5 per semester)

I. Goals: Explore, Understand & Operationalize

1. Differentiation
2. Student-centered classroom

II. Norms:

1. Agendas will be created and disseminated in advance by Julie K with input from the team
2. Additional Norms to be determined by team members

<https://www.masteryconnect.com/learn-more/pricing.html>

Specialists:

Our collective stance is to support teaching and learning by making the teacher's job easier as the work to reach students.

Option 5 -- AOS#91 Plan for Transition to Full Proficiency-Based Diplomas

Goal: Develop and implement a coordinated K-12 standards-based educational system to better prepare all of our students for successful engagement in ongoing learning, civic engagement and career choices.

<p>MDIRSS/ AOS #91 Action Steps</p>	<p>By the end of the 2014-2015 School Year</p>	<p>By the end of the 2015-2016 School Year</p>	<p>By the end of the 2016-2017 School Year</p>	<p>By the end of the 2017-2018 School Year</p>
<p>Policy and Procedure</p>	<ol style="list-style-type: none"> 1. Finalize grading policy 2. Determine algorithm for certifying the Guiding Principles. 3. Finalize 2018 transcript design. 4. Determine 6-9 Focus Standards for mathematics, ELA, social studies and science & technology using new district scope and sequences. 5. Identify Essential and Focus Standards for K-12 Health/PE and VPA. 6. Determine Foundation standards for K-5 in reading, writing, math and Physical Education. 7. Finalize decisions about Graduation Standards in math, ELA, social studies and science for class of 2018. 8. Finalize any changes to our local graduation requirements. 	<ol style="list-style-type: none"> 1. Finalize redesign of K-5 standards-based report card. 2. Pilot algorithm for certifying Essential Standards. 3. Identify Essential and Focus Standards for World Language and Career and Education Development. 4. Identify additional Pathways with Hancock County Technical Center and local higher education partners. 5. Pilot 6-9 Focus Standards for math, ELA, social studies and science. 6. Pilot Foundation standards for K-5 in reading, writing, math and PE. 7. Finalize decisions about Graduation Standards in Health/PE and VPA. 8. Implement any changes in the local graduation requirements beginning with the class of 2019. 	<ol style="list-style-type: none"> 1. Finalize and clearly define and articulate Alternate Pathways. 2. Finalize algorithm for certifying Essential Standards. 3. Finalize 6-9 Focus Standards for math, ELA, social studies and science. 4. Finalize Foundation standards for K-5 in reading, writing, math and PE. 5. Finalize design of MS and HS standards-based report cards 6. Review and finalize all Graduation Standards in all content areas. 7. Ensure all structural, policy, procedural and resource implications have been addressed in preparation for the incoming class (Class of 2021). 	<ol style="list-style-type: none"> 1. Issue diplomas for class of 2018 with transcripts indicating areas of proficiency in mathematics ELA, science & technology and social studies, certification of the Guiding Principles and meeting MDIHS local graduation requirements. 2. Design and implement a comprehensive program review process. 3. Communicate to all incoming ninth graders (class of 2021) final requirements and graduation standards for PBDs that they will be expected to demonstrate as well as available supports that are in place.

	<p>10. Identify structural, policy, procedural and resource implications and take necessary action.</p>	<p>9. Identify structural, policy, procedural and resource implications and take necessary action.</p>		
<p>Practice: Curriculum, Instruction, Assessment and Reporting</p>	<p>1. Implement new Freshmen Structure with redesigned Intervention support 2. Implement 4 point grading scale for grade 9 students. 3. Provide professional development for 6-12 teachers and K-12 specialists in use of MasteryConnect 4. Provide professional development for 6-12 teachers on standards-based grading practices, formative assessment, design of performance tasks, data use and looking at student work. 5. Continue to strengthen K-12 math, ELA, science and social studies curriculum, instruction and assessment. 6. Develop and pilot assessments for 6-9 math, ELA, science and social studies. 7. Develop and pilot assessments for Health/PE and VPA.</p>	<p>1. Make decisions about how intervention supports will be offered and structured for 9-12 based on demonstration of proficiency. 2. Implement 4 point grading scale for 6-12. 3. Provide professional development for 6-12 teachers on standards-based grading practices, formative assessment, design of performance tasks, data use and looking at student work. 4. Continue to strengthen K-12 math, ELA, science and social studies curriculum, instruction and assessment. 5. Continue to develop and pilot common performance tasks across content areas.</p>	<p>1. Implement consistent K-5 standards-based grading and reporting practices and use of MasteryConnect. 2. Use MasteryConnect for MS and HS reporting 3. Provide professional development for 6-12 teachers on standards-based grading practices, formative assessment, design of performance tasks, data use and looking at student work. 3. Continue to strengthen K-12 math, ELA, science and social studies curriculum, instruction and assessment. 4. Review effectiveness of all existing support structures. 5. Continue to develop and pilot common performance tasks across content areas.</p>	<p>2. Provide professional development for 6-12 teachers on standards-based grading practices, formative assessment, design of performance tasks, data use and looking at student work. 3. Continue to strengthen K-12 math, ELA, science & technology and social studies curriculum, instruction and assessment. 4. Review effectiveness of all existing support structures. 5. Finalize the system of common performance tasks across content areas.</p>
<p>Stakeholder Engagement</p>	<p>Explain how and why this system will be better than what we had before, actions that are</p>	<p>Explain how and why this system will be better than what we had before, actions</p>	<p>Explain how and why this system will be better than what we had before, actions</p>	<p>Explain how and why this system will be better than what we had before, actions</p>

<p>being taken and implications for students/families through:</p> <ol style="list-style-type: none"> 1. School Board workshops 2. Meetings with students to explain the new expectations and system 3. Meetings with MS and HS parents 4. FAQ flyers on all school websites and attached to newsletters 	<p>that are being taken and implications for students/families through:</p> <ol style="list-style-type: none"> 1. School Board workshops 2. Meetings with students to explain the new expectations and system 3. Meetings with MS and HS parents 4. FAQ flyers on all school websites and attached to newsletters 5. Ensure that all HS 10th graders have a specific graduation plan 	<p>that are being taken and implications for students/families through:</p> <ol style="list-style-type: none"> 1. School Board workshops 2. Meetings with students to explain the new expectations and system 3. Meetings with MS and HS parents 4. FAQ flyers on all school websites and attached to newsletters 5. Ensure that all HS 10th graders have a specific graduation plan 	<p>that are being taken and implications for students/families through:</p> <ol style="list-style-type: none"> 1. School Board workshops 2. Meetings with students to explain the new expectations and system 3. Meetings with MS and HS parents 4. FAQ flyers on all school websites and attached to newsletters 5. Ensure that all HS 10th graders have a specific graduation plan
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Benchmarks:

<p align="center">2014-2015 School Year Quarterly Benchmarks and Metrics</p> <p>1st quarter:</p> <p><u>Policy and Procedure</u></p> <ul style="list-style-type: none"> • 6-9 Focus Standards in mathematics, ELA, science and social studies • Implement new Freshmen Team Structure <p><u>Practice</u></p> <ul style="list-style-type: none"> • Implement 4 point grading scale for grade 9 students <p><u>Stakeholder Engagement</u></p> <ul style="list-style-type: none"> • Meetings with freshmen and parents • Common Study Meetings with all K-8 classroom teachers <p>2nd quarter:</p>

<p>Policy and Procedure</p> <ul style="list-style-type: none"> Finalize Grading Policy <p>Practice</p> <ul style="list-style-type: none"> MasteryConnect professional development for 6-12 teachers and K-12 specialists <p>Stakeholder Engagement</p> <ul style="list-style-type: none"> Meetings with HS faculty related to expectations for the following year <p>3rd quarter:</p> <p>Policy and Procedure</p> <ul style="list-style-type: none"> Foundation standards for K-5 reading, writing, math and Physical Education Health/PE and VPA Essential and Focus Standards Transcript design <p>Stakeholder Engagement</p> <ul style="list-style-type: none"> Hold AOS School Board workshop Meetings with MS students and parents Flyers on all school websites and attached to newsletters <p>End of year:</p> <p>Policy and Procedure</p> <ul style="list-style-type: none"> Report card design for 6-12 Determine algorithm for certifying Guiding Principles Clarify any changes to HS graduation requirements Take action on identified structural, policy, procedural and resource implications <p>Stakeholder Engagement</p> <ul style="list-style-type: none"> Newspaper article Videos of teachers discussing standards-based grading <p>Ongoing</p> <ul style="list-style-type: none"> Professional development for grade 6-12 teachers on grading practices, design of performance tasks, data use and looking at student work Continue to strengthen K-12 math, ELA, science & technology and social studies curriculum, instruction and assessment
<p>2015-2016 School Year</p> <p><i>Please refer to the Timeline for Benchmarks -- Plan will be updated in June 2015.</i></p>
<p>2016-2017 School Year</p> <p><i>Please refer to the Timeline for Benchmarks -- Plan will be updated in June 2015.</i></p>

2017-2018 School Year

Benchmark: Issue diplomas for class of 2018 with transcripts indicating proficiency in the areas of math, ELA, science and social studies, certification of the Guiding Principles based on the graduation standards outlined in 2014-15 and meeting of MDIHS local graduation requirements.

2018-2019 School Year

Benchmark: Issue diplomas for class of 2019 with transcripts indicating proficiency in the areas of mathematics, ELA, science and social studies, and certification of the Guiding Principles based on graduation standards outlined in 2015-16 and meeting of MDIHS local graduation requirements.

2019-2020 School Year

Benchmark: Issue diplomas for class of 2020 with transcripts indicating proficiency in the areas of mathematics, ELA, science and social studies, and, where applicable, Physical Education & Health Education and Visual & Performing Arts, Career & Education Development and World Language and certification of the Guiding Principles and meeting of MDIHS local graduation requirements.

2020-2021 School Year

Benchmark: Issue diplomas for class of 2020 with transcripts indicating in accordance with policies established when this class entered 9th grade in the following areas: mathematics, ELA, science and social studies, Physical Education & Health Education and Visual & Performing Arts, Career & Education Development and World Language and certification of the Guiding Principles and meeting of MDIHS local graduation requirements.

Annual Report for the AOS Board

December 2013

Thanks in large part to the hard work, talents, and dedication of our teachers, administrators, and staff, our students continue to show academic gains by all measures, including state and federal standardized testing. At the same time, we strive for continued and ongoing improvement - working toward excellence in education.

Big Picture

Looking Back (December 2012 to December 2013)	Looking Ahead (December 2013 to December 2014)
<ul style="list-style-type: none"> • Developed a three-year plan for ongoing school/district improvement • Julie Meltzer hired as new director of curriculum for AOS 91 • Matt Haney hired as new principal for MDIHS • IDEA and NCLB grants submitted and approved • Several key policy revisions suggested by policy committee 	<ul style="list-style-type: none"> • Hire educational technology coordinator • Report on and update three-year school/district improvement plan • Continue policy work

Goal 1: Improve Student Achievement and Engagement in School

Rationale: Success in the 21st century requires students to leave their K-12 educational experience with high levels of literacy and numeracy. As a district and at each school we need to be engaged in a cycle of improvement to better serve more and more of our students each year. Programming (curriculum, course of study, pathways, RTI, etc.), therefore, needs to be specifically targeted to improving reading, writing, mathematics, critical thinking and student engagement and all new and existing programs of study should be measured by how well they contribute to improvement in these five areas. Parents need to be informed and actively involved as partners with the schools in their children's education.

Looking Back (December 2012 to December 2013)	Looking Ahead (December 2013 to December 2014)
<ul style="list-style-type: none"> • NEASC accreditation site visit and preliminary report for MDIHS • Ongoing efforts continued to meet the needs of at-risk students and implemented pilot programs related to dropout prevention • Continued development toward standards based education • Created placeholder report card for grades K-5 • Established comprehensive RTI process • Established process for GT identification for Art and Music • Ensured that Special Education and Title 1 plans align with the new Common Core Standards 	<ul style="list-style-type: none"> • Expand alternative pathways toward high school graduation • Create alternatives to expulsion for certain misconduct • Develop standards-based reporting system • Improve assessment data collection and analysis for ongoing intervention and progress monitoring of student achievement • Make curriculum decisions to support better alignment of instruction with the new standards

Goal 2: Improve Teaching and Learning

Rationale: Research shows that quality teaching is the most important variable in student achievement. Skilled teachers who are supported by administrators, have quality teaching materials, have access to and use timely data about student learning, and who actively participate in ongoing professional development make the difference for students. Therefore, it is important that the district prioritize teacher development and support.

Looking Back (December 2012 to December 2013)	Looking Ahead (December 2013 to December 2014)
<ul style="list-style-type: none"> • Summer four-day writing workshop for 50+ MDIRSS teachers and administrators • Introduction of weekly after school meetings introduced (Monday Meetings) • Private grant awarded in support of writing program • Steering committee formed to review state requirements regarding teacher/principal evaluation • Principals introduced a process of mini-visits for classroom observation • Expanded opportunities for teachers to be involved in curriculum work • Increased support for new teachers • Offered teacher professional development related to brain-based research 	<ul style="list-style-type: none"> • Offer ongoing and summer (2014) professional development for teachers and administrators • Complete a plan for teacher/principal evaluations • Continue to focus on improving student writing and writing instruction • Increase number of trained teacher mentors

Goal 3: Become More Strategic With Resource Allocation, Use of Personnel and Financial Planning

Rationale: MDIRSS is committed, as are its schools, to providing students with an excellent education. However, resources are not unlimited and must be used wisely. Health insurance, maintenance, transportation and energy costs continue to rise. Enrollment fluctuates but has been decreasing in some of the district schools resulting in the need to look closely at budgets and use of personnel. Advances in technology enables us to think differently about course delivery, communication, professional development, resource sharing and infrastructure upgrades. The community offers rich resources that the schools can utilize. Preparing students for careers, college and citizenship in the 21st century in a time when resources are finite requires strategic planning and coordinated resource management.

Looking Back (December 2012 to December 2013)	Looking Ahead (December 2013 to December 2014)
<ul style="list-style-type: none"> • Stipends and teaching load for “specialists” analyzed • Achieved positive audits for all 10 school budgets • Awards received by elementary schools for their successful work to upgrade breakfast and lunch programs • Completed technology audit • Reorganized administrative structure at MDIHS and central office 	<ul style="list-style-type: none"> • Complete 5-year review of MDIHS food service program • Engage in negotiations with teachers and Bar Harbor support staff for a successor Agreement • Study options for health insurance plans • Assess the effectiveness and efficiency of an alternative organizational structure (AOS) • Possible capital improvements for the Cranberry Isles and Conners-Emerson • Study possible advantages and drawbacks to forming a common middle school • Develop a plan for the long-term management of our computer network system • Redesign Social Worker position to address specific needs while allowing crisis access for all schools

Howard Colter,
Superintendent of Schools
Services

Julie Meltzer,
Director of Curriculum, Assessment and Instruction

Kelley Rush Sanborn,
Director of Special

Transition to Standards Continued!

June 26, 2014 K-8 Professional Development Day at Commers-Emerson

- ### Today's Agenda
- Update on the MDIRSS Transition to Standards
 - The Smarter Balanced Tests
 - LUNCH
 - Science Discussion K-5 – Standards Work
 - CHOICE time
 - Wrap Up and Session Evaluation

But First, Congratulations!

You made it! Your students learned a lot! You tried new things! The year is over!



District Goals

1. Improve student achievement and engagement in school
2. Improve teaching and learning
3. Become more strategic with resource allocation

These goals guide ALL of our work as we transition to a standards-based system in MDIRSS.

Where are we now?

- 2013-2014 – We have done a lot!
- Science and Social Studies
 - Writing
 - Math
 - Development of MDIRSS Standards Model
 - Selection of Extension Option #4
 - Assessment
 - Teacher PD and Support

MDIRSS Standards Model

Four Types of Standards:

1. Essential Standards -- K-12
2. Foundation Standards -- K-5 (R, W, M, PE?)
3. Focus Standards -- 6-12 by content area
4. Supporting Content Standards -- K-12

VERY IMPORTANT to all of our work!

Timeline -- Four Years

- 2014-2015 – class of 2018
- 2015-2016 – class of 2019
- 2016-2017 – class of 2020
- 2017-2018 – class of 2021

By 2017-2018 K-12 will be fully standards-based and fully implementing the MDIRSS Standards Model in 8 content areas

2014-2015 -- The Work

Confirm Essential, Foundation and Focus Standards; Decide on Habits of Mind; Focus continues on Writing and Math; Revise Reporting 6-8; Revamp 9th grade core program; Development of grade 8-9 bridge; Mastery Connect; Begin phased implementation of Science and Social Studies Scope and Sequence; Focus on Complex Reasoning; Pilot Teacher Eval System

So what's next?

- Instructional Grant Work
- PD
- Collaboratory Work
- Rolling Common Study Meetings (4x per year plus PD days)
- Messaging to Stakeholders

MDIRSS Transition to Standards
Five Key Messages

Key Message #1
 Kids learn in different ways so we provide multiple pathways to develop and demonstrate mastery. Standards-based does NOT mean students learn the same thing at the same time in the same way.

Key Message #2
 We want to make sure our students learn key content and develop critical skills. Our goal is for our students to be college and career ready.

Key Message #3
 During this time of transition, we need to be MORE flexible, not less flexible.

Key Message #4
 Our goal is to enhance education for every student. Standards based education is not an experiment. Throughout the transition our schools will continue to focus on excellent instruction, analyze outcome data, and provide professional support to teachers.

Key Message #5
 The key to the success of this model is transparency, communication and common expectations of quality.

Messaging Activity
 Count off: #1 goes to hallway by library, #2 goes to hallway by classrooms, #3 stays here. In groups of 6, indicate agreement by places checkmarks and add other talking points. When you have gone to all five, return to your table.

Let's talk about it...
 Insights?
 Talking Points?
 Questions You Have?

What Do You Think?
 Change this Year to Get Ready
 In your opinion:

- A little fast
- A little slow
- About right
- Way too fast

What Do You Think?

Communication This Year

- Good
- Good, mostly
- Needs to improve
- Really not good

⁴⁰ Tell me
and I forget.
Teach me
and I remember.
Involve me
and I learn."

BENJAMIN FRANKLIN

MDIHS

Transition to Standards-Based Education and Proficiency-Based Diplomas

Agenda

- Review extension option, planned rollout, MDIFSS Standards Model
- MasteryConnect & Freshman Team Update

Extension Option #4

- Keeps us on track
- Allows us to have a thoughtful and reasonable rollout
- Time to put policies and supports in place
- Allows us to continue to strengthen the system K-12
- Still has implications for the Class of 2018

Planned Rollout: Class of 2018

- Proficiency-Based Diplomas based on meeting Focus and Essential Standards in Mathematics, English Language Arts, Science, Social Studies and the five Guiding Principles

Planned Rollout: Class of 2019

- Proficiency-Based Diplomas based on meeting Focus and Essential Standards in Mathematics, English Language Arts, Science, Social Studies, Visual and Performing Arts and Health and Physical Education and the five Guiding Principles

Planned Rollout: Class of 2020

- Proficiency-Based Diplomas based on meeting Foundation and Essential Standards in Mathematics, English Language Arts, Science, Social Studies, Visual and Performing Arts, Health and Physical Education, World Language and Career and Education Development and the five Guiding Principles

K-5 and 6-12 instead of K-8 and 9-12

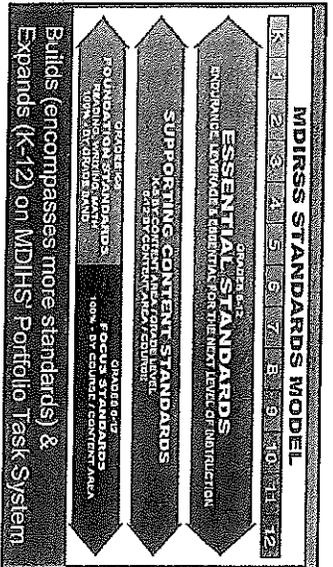
- Why this is important
- What this allows us to do
- Implications for curriculum, instruction, assessment and teacher professional development
- 4 rolling common study meetings for 6-9 ELA, Math, Science & Social Studies

Dual System

- Tracking and reporting standards achievement and how that translates into a grade is two separate systems.
- MasteryConnect=standards mapping and tracking and reporting of standards achievement
- Powerschool=grade
- Our goal is to get to one system!

Welcome to MDI High School

Class of 2018



MasteryConnect

- First cohort of teachers were trained in June—Freshman Team Report Out
- November training for rest of high school
- Use tool in one class for spring semester
- Goal is to map the course standards in the curriculum mapper and experiment with the tracker for the purpose of developing fluency

Continued Support of Writing

- Cross Content Writing via Complex Reasoning Debra Pickering Aug. 28th
- K-12 Complex Reasoning Collaboratory (9-12 fall training and facilitation of peer to peer workshops in spring)
- Continue investigation of Writing Center

Building on last year's work: Executive Functioning

- Christiane led a pilot last year
- AOS Collaboratory Opportunity—norming our instruction and assessment of EF
- AOS STC will explore how to communicate and report
- Learning Areas will review these items in department time

Freshman Team Update

- ELA
- Math
- Social Studies
- Science

Continued Support of Writing

- Easy/bio
 - Easy sign in with GAFFE
 - Awesome tools to support writing process and citation
- Turnitin
 - not just a plagiarism checker—a powerful tool for the writing process
 - student (and/or teacher) directed process
 - verbal and written comments

MasteryConnect

- K-12 Curriculum Development
- Tracking Focus: Content & Essential Standards K-12
- Talks to Power/School
- Works with Pearson Inform
- Replaces current Portfolio Tasks record keeping system beginning with this year's freshmen class

Exploration of E-Portfolios

- Authentic Assessment
- Student Reflection: Growth / Interests / Abilities
- Getting to know our students

PLCs

PLCs are teams of educators who work together toward common learning goals and keep each other accountable.

Goal: Employ Standards Based Grading Practices that Support Student Success

4/9/08

COLLABORATORY SIGN-UP -- 2014-2015

The following Collaboratories will be working during the 2014-2015 school year. Please see the description of each Collaboratory for number of members, Charter, meeting dates and associated stipend.

You will most likely be able to serve on only ONE Collaboratory so that we can have as many teachers as possible serving on these decision-making teams. Please understand that the final determination of Collaboratory membership needs to take into account school-based representation and diversity of grade-levels, content areas, etc. as appropriate. People who served on a Collaboratory last year have preference if they want to continue but they may also choose to serve on another Collaboratory instead. You can sign up for two on the sign-up sheet but be sure to indicate your first and second choice. All Collaboratory memberships will be confirmed by Tuesday, September 2 at 5 pm.

NOTE: Missing more than one meeting or not fulfilling a major responsibility of the Charter may result in a reduction of the stipend. All Collaboratories will require some work beyond the meeting times and many will require leading peer-led workshops on district professional development days or during after-school sessions (dates to be determined by the Collaboratory). Outer Island teachers can choose to participate in Collaboratory meetings by Skype or Zoom and should contact Julie M if you have interest in serving on a particular Collaboratory.

All Collaboratory Meetings will be at the High School from 3:30 - 5:30 on Tuesday, Wednesday or Thursday afternoons.

K-12 Standards-Transition Collaboratory (STC -- used to be ACCT and the Standards Collaboratory)

Who: 9 teachers including 3 from the high school and representation from all K-8 schools including one outer island rep (plus 8 administrators) **NOTE:** Members will attend whole group meetings AND subcommittee meetings -- wide representation of content areas, schools and grade levels desired

Charter: The charge of this Collaboratory is: to make decisions and assist implementation related to three key areas in the transition to standards -- stakeholder communication/messaging (internal and external -- design of campaign), reporting of progress (assessment results, report cards, standards tracking, what to report), and policy and processes (guidelines, grading policies, diploma parameters, decision-making trees). Each member will serve on one of these subcommittees and also be responsible for reporting back key messages from the Collaboratory at his/her school faculty meetings.

Meetings: Whole Committee: Wednesdays Oct 8, Oct 29, Dec 10, Jan 14, Feb 11, March 11, April 8, May 13, June 10; Subcommittee

8/9/14

meetings: Wednesdays Oct 22, Nov 12, Jan 28, Feb 25, March 25, April 29, May 27

Stipend: \$900

Sign-up here

K-12 Executive Function Collaboratory (NEW)

Who: 10 members -- 3 high school and 6 3-8 with wide grade level representation -- one per K-8 school (incl. Swan's)

Charter: The charge of this Collaboratory: 1) to compile a set of teacher and student-friendly teaching and assessment tools organized by Executive Function; 2) to try these out in classrooms and create scenarios and exemplars that others can use; 3) to support PLC and RTI conversations at each school by making suggestions as applicable and 4) to make sure colleagues are aware of the resources that exist through sharing at Common Study and Department meetings.

Meetings: 8 monthly meetings -- 4th Tuesdays of the Month

Stipend: \$480

Sign-up here

K-12 Science Collaboratory (with K-5 team meeting more frequently)

Who: 11 members -- 3 high school and 8 for grades K-8 with wide grade level representation -- one per K-8 school (2 from CES)

Charter: K-12 Collaboratory members will support implementation in members' schools and meet and discuss implementation of the new Science Scope and Sequence and make recommendations related to clarifications and adjustments needed as well as necessary support, professional development, and resources. A Google document for sharing throughout the year will be established and members will post at least 1x/monthly about implementation in their schools. In addition, pairs from the K-5 team will prepare and facilitate two different one-hour science workshops. Each will be offered twice -- once at the November and March PD days and once after school. The purpose of the three meetings in Oct-Nov is to design and develop the November workshop; the three meetings in Jan-March is to design and develop the March workshop.

Meetings: Whole Team = 2 meetings on Thursdays: Oct 23, April 2; in addition, K-5 members will have 6 additional meetings on Thursdays -- Oct 30, Nov 6, Nov 13; Feb 5, Feb 26, Mar 12

4/3
9
8

Stipend: \$120 for HS; \$650 for K-8

Sign-up here

K-12 Social Studies Collaboratory

Who: 8 members -- 3 high school and 5 for grades 3-8 with wide grade level representation -- one per K-8 school

Charter: The charge of K-12 Collaboratory members is to support implementation in members' schools and to meet and discuss implementation of the new Social Studies Scope and Sequence and make recommendations related to clarifications and adjustments needed as well as necessary support, professional development, and resources. A Google document for sharing throughout the year will be established and members will post at least 1x/monthly about implementation in their schools.

Meetings: Whole Team = 2 meetings on Thursdays: Dec 11 and April 30

Stipend: \$120

Sign-up here

K-5 Writing Collaboratory

Who: 6 members with wide grade level representation -- one per K-8 school (2 from CES)

Charter: The charge of this Collaboratory is to support implementation of the K-5 TC writing program and to continue to provide colleagues with writing instruction professional development. Pairs from the K-5 team will prepare and facilitate two different 60-90 minute writing instruction workshops. Each will be offered twice -- once at the November and March PD days and once after school. The purpose of the three meetings in Sept-Nov is to design and develop the November workshop; the three meetings in Jan-March is to design and develop the March workshop. There will be a seventh meeting to debrief and discuss further PD needs.

Meetings: 7 meetings (dates TBD)

Stipend: \$600

Sign-up here

7/4
9
00
K-5 Math Collaboratory

Who: 6 members, combination of math interventionists and classroom teachers with wide representation across schools (2 from CES)

Charter: The charge of this Collaboratory is to support implementation of effective K-5 math instruction and to continue to provide colleagues with math professional development. In addition to discussing program implementation of SteppingStones and Investigations, pairs from the K-5 team will prepare and facilitate two different one-hour math workshops. Each will be offered twice -- once at the November and March PD days and once after school. The purpose of the three meetings in Sept-Nov is to design and develop the November workshop; the three meetings in Jan-March is to design and develop the November workshop. There will be a seventh meeting to debrief and discuss further PD needs.

Meetings: 7 meetings (dates TBD)

Stipend: \$600

[Sign-up here](#)

K-2 Phonics/Spelling Collaboratory (NEW)

Who: 6 members, combination of Title 1 Literacy and classroom teachers with wide representation across schools (2 from CES)

Charter: The charge of this Collaboratory is to support implementation of the phonics program pilot and to provide colleagues with phonics/spelling instruction professional development. Pairs from the K-2 team will prepare and facilitate different one-hour phonics/spelling instruction workshops. Each will be offered twice -- once during the November PD days and once after school. The purpose of the three meetings in Sept-Nov is to design and develop the November workshops and to discuss progress on the pilot and the purpose of the last meeting is to debrief and discuss further PD needs.

Meetings: Three times before November PD days; once after to discuss pilot and make decisions (first Tuesdays of the month)

Stipend: \$340

[Sign-up here](#)

MDIRSS Instructional Framework*

October 2014 - DRAFT 5

Yes No The teacher showed a solid grasp of the relevant content being worked with during the observation.

Eight Elements of Effective Teaching that Support Student Learning*The teacher:*

- 1. Shows empathy and commitment**
 - Establishes culture of respect
 - Promotes a culture of fairness
 - Builds positive relationships
 - Shows commitment to student wellbeing
 - Fosters/reinforces positive interactions
 - Teaches/supports students to practice social-emotional skills

- 2. Invites ideas and promotes discussion**
 - Meets with individual students and small groups to understand thinking and provide feedback
 - Asks follow-up and probing questions and encourages reflection
 - Actively facilitates peer-to-peer comments and response (not just teacher-student)
 - Validates different points of view and approaches to solving problems

- 3. Inspires curiosity and Interest**
 - Uses a wide range of well-chosen effective instructional strategies
 - Uses questions, materials, technology and groupings to foster student learning
 - Involves students in active thinking, discussion, and use of the ideas and skills being taught
 - Responds to students' interests and encourages students to make connections

- 4. Cultivates understanding and promotes clarity**
 - Establishes a clear sense of purpose for each learning activity – students know what they are doing and why
 - Uses clear explanations, appropriate language and examples when presenting material
 - Uses probing and follow-up questions to ensure understanding of the task at hand or the content being learned
 - Provides differentiated instruction and scaffolding as needed to support success at high levels

5. **Integrates ideas and checks for understanding**
 - Checks in frequently to assess understanding during learning
 - Expects students to make and share connections to life and other learning
 - Asks students to sum up what they have learned verbally or in writing
 - Asks students to reflect on learning
 - Asks students how they would apply what they have learned in a different context (real-life situations, future opportunities, "what if...")

6. **Presses for rigor, persistence and excellence**
 - Communicates and reinforces high expectations
 - Teaches and then integrates complex reasoning skills into all units of study
 - Provides models/exemplars and ongoing, specific feedback
 - Promotes growth mindset

7. **Sustains order, respect and focus**
 - Consistently reinforces high standards for behavior
 - Teaches routines and has students maintain them
 - Nips most discipline problems in the bud
 - Exhibits confidence as a facilitator of learning

8. **Uses specific high impact instructional practices including:**
 - Use of the Gradual Release of Responsibility Model: Modeling, guided practice, independent practice, application/transfer
 - Activating prior knowledge and extending knowledge-building from there
 - Analytical reading and discussion
 - Persuasive writing incorporating both facts and narrative
 - Drawing inferences/conclusions from texts (print, visual, auditory)
 - Analyzing conflicting sources
 - Supporting arguments/reasoning with evidence
 - Solving complex problems with no obvious answer
 - A focus on meaning-making
 - Use of multiple modalities/differentiated instruction to develop conceptual understanding
 - Summarizing or consolidating information before moving on
 - Expects and actively supports use of academic language

*Adapted from/based on the Tripod's 7 Cs Effective Teaching Framework, the results of the MET Project, the research of Marzano and John Hattie, and the Marshall Teacher Evaluation Rubrics.

**Mount Desert Island Regional High School
School Board Meeting
Mt. Desert Island High School Library
Monday, 9 February 2015
7:00 p.m.**

12.1

AGENDA

- I. Call to Order**
- II. Approval of Voucher**
- III. Approval of Minutes (12 January 2015)**
- IV. Public Comment**
- V. Reports:**
 - **Principal's Report**
 - **Freshmen Teacher Update**
- VI. Discussion Item:**
 - **Smarter Balanced Assessment Testing**
 - **Exchange Student Participation in Graduation**
 - **School Start Time**
- VII. Action Item:**
 - **Adoption of FY '16 Budget**
 - **Elimination of Wellness II Graduation Requirement**
 - **Adoption of 2015-2016 School Calendar**
 - **Approval of Option 5 Extension Application for Implementation of Proficiency Based Diplomas**
- VIII. Future Agenda Items**
- IX. Date and Time of Next Meeting: Monday, 9 March 2015 at 7:00 p.m.**
- X. Other Business**
- XI. Adjournment**

**THE SCHOOL BOARD RESERVES THE RIGHT TO TAKE ACTION ON ANY ITEM
THAT IS LISTED ON THIS AGENDA**

MOUNT DESERT ISLAND REGIONAL HIGH SCHOOL MISSION

The mission of the Mount Desert Island High School Community is to provide a safe, supportive environment in which all members are held to high academic and ethical standards. The faculty, staff, and administration, supported by the community, guide students as they acquire the knowledge and skills necessary to become responsible, self-directed learners and healthy, productive citizens.

12.2 1/3

**Mount Desert Island Regional High School
School Board Meeting
Mt. Desert Island High School Library
Monday, 9 February 2015
7:00 p.m.**

The Mount Desert Island Regional High School Board held a regular meeting on Monday, February 9, 2015, at the Mount Desert Island High School Library.

Voting members present: Kristi Losquadro, Robin Sue Tapley, Charles Wray, Chris James, Marilyn Moore, John Brown, Laura Hendricks, Ingrid Kachmar, and Jim Sawyer

Non-voting members present: Melisa Rowland, Caroline Pryor, Skip Strong, and Susan Allen

Also present: Matthew Haney, Ian Braun, Howard Colter, Julie Koblinsky, Becky Keefe, Kathleen Slack, Shelagh McLoughlin, Elana Strout, Casey Rush, Becky Leamon, Kendra Michaud, John DaCorte, Gary Burr and Dick Broom.

- I. **Call to Order:** The meeting was called to order by Charles Wray at 7:00 p.m.
- II. **Approval of Voucher:** A voucher was circulated for approval.
- III. **Approval of Minutes: (12 January 2015)** It was MOVED by Skip Strong, and SECONDED by Ingrid Kachmar and unanimously voted to approve the minutes of 12 January 2015.
- IV. **Public Comment:** None

V. Reports:

Principal's Report: Matt Haney reported that 20 jazz musicians went to the Berklee Jazz Festival with rave reviews for the experience. The second semester has just started. The Program of Studies is primarily built for next year. Freshmen Night planning for March 2 is underway. Howard Colter talked about the idea of sharing a School Resource Officer. Bar Harbor's principal Barb Neilly is happy with the Officer's regular presence. Charlie Wray and Melisa Rowland met with Howard, Barb Neilly and Matt Haney and it was decided that it makes the most sense for MDIHS to welcome him to come in, but not limiting that to a structured visit for just the police officer. Town officials will be encouraged to come by informally.

Freshmen Teacher Update: Julie Koblinsky introduced the freshmen faculty teams in social studies, english and science. She reviewed the teams' accomplishments. They have been troubleshooting and piloting the approach to standards based curriculum in their teaching using responsive approaches and other strategies. They have explored new and old resources, made new course scope and sequence, designed new assessments, compared test results, exchanged instructional ideas, modified teaching routines and promoted more positive weekly communication with parents and guidance. The curriculum is mapped and published in public places. Meeting with other teachers in the middle school regarding the standards has been helpful. Extra conversations, common planning time and summer conference work has also occurred. Julie shared some of the data from the Mastery Connect program that shows progress in an Algebra 1 class, English and Science, and Social Studies. She showed how that data can lead to intervention that can be more targeted and specific to each student. She also shared some reflective pieces about learning from student perspectives. Successes and challenges that each teacher has encountered was then presented. Successes mentioned include weekly support from administration; creating useable rubrics; working with same content

area colleagues for planning; more learning from each other; creating and using new assignments that allowed students to express understanding in more than one right way; and how catching struggling students is now more systematic. Challenges include making double entries of scores in data bases; the amount of meeting time is considerable though necessary; fitting remediation into student's tightly packed schedules; developing clear rubrics for the age group can be tricky and challenging; and working in a new standards mode while still communicating in the previous grade mode which goes to parents. By the end of the semester it seemed that the students had a good sense of what the standards were and this was reassuring. Julie and Matt spoke about how the approach promotes flexible pathways more than tracking.

VI. Discussion Items:

Smarter Balanced Assessment Testing: Matt Haney spoke about the potential challenges that this assessment presents especially in terms of timing and scheduling for the high school. It is time consuming. The SAT test will be offered on April 15. Juniors can take either the SAT or the ACCUPLACER tests. Juniors will have to do the Science Augmentation Test to fulfill the federal requirements. This will be done when other students are having student led conferences. This leaves two full school days for the Smarter Balanced Assessment. There are two assessments for English, and for math. Each has a multiple choice computer adaptive portion and a performance task. May 14 will be a testing day that includes NWEA's for Freshmen, the Sophomores will do community service day, the Juniors will have the first day of the assessment and the Seniors will have their Responsibility Day. A Saturday make up snow day in May will also take place with activities planned for each grade that includes the second Smarter Balance Assessment for Juniors. Planning for testing in the calendar is a long range goal.

Exchange Student Participation in Graduation: Matt Haney spoke about the contribution that exchange students bring to the school with thanks to Sue Vafiades-Diaz for her contributions to getting the exchange program in place. Students have approached Matt about having the exchange students participate in all of the graduation day's activities including the ceremony. In the past, a rule was made that exchange students could not march with their graduating class. He proposed the idea of having them march. While the exchange students would not get a diploma they could receive a certificate of appreciation for their time here.

School Start Time: Charles Wray spoke about better alignment of school start time to help with bus transportation issues. High Schoolers might be better served to be the second group to start the school day rather than the elementary population. The biological preference for teenagers sleeping later and staying up later is well known. The varied elementary school start times is a concern. Interscholastic sports have an impact on the schedule. The number one thing that helps with coordinating timing is control of the bus and transportation. Probably 2/3rds of the students are involved in extracurricular activities. This will be explored further.

VII. Action Items:

Adoption of FY '16 Budget: Matt Haney reviewed the budget adjustments that increase and decrease the budget. A revenue shift was explained. The comparison to last year's budget and the last presentation was explained. Health insurance figures are not yet fixed for teachers. It was MOVED by John Brown, SECONDED by Skip Strong, and unanimously voted to approve the proposed 2015-2016 budget.

Elimination of Wellness II Graduation Requirement: Five or six years ago, the Wellness teachers determined what gaps were in the curriculum and came to the Board with a proposal for a second credit Wellness class. After discussions with middle school teachers, it was determined that much of the curriculum is comprehensive and is covered between the middle school, the advisory curriculum, guidance, and the Wellness 1 class. Wellness 1 is more about personal health and Wellness 2 is more about community. The Wellness 2 curriculum is valuable but it was felt that teaching opportunities would be better spent if more physical education classes are offered. It was MOVED by John Brown, SECONDED by Chris James, and unanimously voted to approve eliminating the Wellness 2 class as a graduation requirement starting with the class of 2016.

Adoption of 2015-2016 School Calendar: Matt spoke about recent meetings between principals and the Teacher's Association about the calendar. Several days that are in the calendar may be reassessed. Attendance is poor on Saturday make up days. There are many reasons why Saturdays are discouraged. September 4 and December 23 are days that could be added and would help reduce the need for the Saturday make up days. It is helpful if all the schools are aligned. No decision was made at this time.

Approval of Option 5 Extension Application for Implementation of Proficiency Based Diplomas: It was MOVED by Ingrid Kachmar, SECONDED by Marilyn Moore, and unanimously voted to approve Option 5 Extension Application for Implementation of Proficiency Based Diplomas.

VIII. Future Agenda Items:
School Calendar

IX. Date and Time of Next Meeting: Monday, 9 March 2015 at 7:00 p.m.

X. Other Business:

Change Signer on Account: It was MOVED by John Brown, SECONDED by Marilyn Moore, and unanimously voted to approve authorizing Howard Colter, Superintendent of Schools, to be the authorized signer on the Camden National Bank Certificate of Deposit account and to delete Robert Liebow as the signer on the same account.

XI. Adjournment: It was MOVED by Ingrid Kachmar, SECONDED by Marilyn Moore and unanimously voted to adjourn the meeting at 9:12 p.m.

Respectfully Submitted,
Rebecca Keefe, Recording Secretary