



**Jonesport-Beals High School**  
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Date: 1/16/2015

To: Diana Doiron fax Number: 1-877-227-9838

From: Mike Kelley - JBHS

Subject: Option #5

# Proficiency-Based Diploma Extension Option 5

## Submittal Window

1. Indicate the submitting date.

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

## Superintendents Region

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

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	
Washington	XXXXX
Western Maine	
York	

3. School Administrative Unit: **Moosabec CSD 917**
4. High School(s): **Jonesport-Beals**
5. Name and title of people completing the extension request:

**Mike Kelley, Principal**  
**Lynn Alley, science teacher**  
**Tony Beal, social studies teacher**  
**Pam Smith, health and family consumer science teacher.**

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

**William Shuttleworth, 127 Snare Creek Lane**  
**Phone number- 497-2154**  
**wshuttleworth@hotmail.com**

## **7. Evidence of Preparedness**

The staff at Jonesport-Beals High School began the quest to have the class of 2018 graduate with a Standards Based Diploma in January 2014. Up to this point, we had discussed the transition many times and knew it would be a monumental task. We concluded that writing Standards, Targets, and Assessments that would meet the requirements set forth by Maine statute would require several release days and many after school hours. We began by gathering all the information from schools that were deep in the process or had a finished product they were willing to share with us. We officially got the wheels in motion on January 28, 2014. My task was to contact those schools, make visitations, and bring back ideas, samples, and help formulate a plan for integrating our information into a written curriculum.

I chose to visit Searsport because they had completed a standards based curriculum and had everything in place that we could use as a template for JBHS. I found Brian Campbell and his staff more than willing to help us build our program. We continued to use our release time and after school hours to write our standards based program. As we worked to write curriculum for the class of 2018, we kept wrangling with questions that resulted from our explorations. We were in contact with Searsport frequently and eventually, I sent my math and science teachers down to get an up close vision of what we wanted to achieve and a better knowledge of how to get there. It was also during this time frame that I visited Southern Aroostook High School. I had heard that members of the Northern Maine Coalition, which had been working on proficiency based learning. Southern Aroostook High School is a small high school similar to JBHS. I felt that by visiting SAHS, it would give us insight into possible problems in a small high school that might crop up with the implementation process.

In the meantime, the staff and I met to discuss everything from number of (experiences) credits needed for graduation. Meeting the deadline for finishing the project kept getting tighter and tighter. We moved forward at a comfortable pace, but soon realized that time was our worst enemy and we were not going to make it to the finish on time.

I had also sent two teachers to Bucksport for more knowledge and assistance from Dan Clifford. As we continued to move along, more and more issues kept coming to mind. One gigantic issue surfaced that made it impossible to finish the standards based curriculum and roll it out by September of 2014. Each teacher had worked on their own freshmen curriculum, but we had failed to recognize the fact we needed something for the Guiding Principles.

As a staff, we kept looking for a template that allows a true transparency with teachers, students, and parents. We had researched several companies that could meet our needs and chose Web2School as our saving grace. Before the purchase was finalized Supt. William Shuttleworth, who was attending a Supt. Conference, had a chance to view another company. The company suggested was Educate. Educate seems to be what a lot of schools in Maine are using to meet the Stand Based needs. I visited the website, had them do a WEBX with the staff, and went to Hallowell for a demonstration of the Educate program. The staff and I decided that Educate was the way to go, so we are purchasing the product this week. We feel that this format will enable us to finish our project this year, test drive the product, inform the community of our changes, and roll out the proficiency based model in for the 2019 incoming freshmen. We have written documentation of our efforts to create standards based model in math, science, language arts, social studies, French, business, and the arts. Even though, they are not complete, I feel we have built a good base to work from. The impact that standards based has had so far is negligible. We have spoken to parents, Board members, and students, but I don't feel they have a good grasp of what this shift in education means to staff and students. We need extra time to make several presentations and keep parents informed of our work. If this extension is granted, time will be used wisely through early release time and workshops to build on the work of our staff to produce a superior educational product for our students. We will be sure to create a timeline of early release days, workshops, after school hours with deadlines for testing our materials with the students.

## 8. Overall Implementation Plan for September 2015-2016

Goal	Action	Time
Teachers will receive instruction that will allow them to be trained in all aspects of the Educate program. The major goal is to implement a proficiency based format that is workable.	Teachers work directly with staff from <u>Educate</u> to learn the hardware/software aspects and use software for instruction in small group exercises	October 2014 <u>Educate</u> – Training for navigation of the program Revisiting our standards based curriculum
Help teachers with the understanding and building of a proficiency based curriculum using materials from <u>Educate</u> and expert Linda Laughlin	Release days. Linda Laughlin will come to JBHS for a 2 day workshop instructing teachers how to build the curriculum and link it with <u>Educate</u>	October 2014 2 day workshop with Linda Laughlin on building curriculum for <u>Educate</u>
Build assessments – Rubrics with proficiency based on Standards. Revisit	Teachers will have early release days to revise written assessments and add new dimensions when necessary	November 2014 Early release days to work on curriculum – revisit and revise – Inclusion of Guiding Principles
Revisiting Habits of Work – Revision if necessary	Teachers will have a workshop day to revise our Habits of Work and review the components of our Reporting system.	December 2014 Inclusion of Habits of Work Proficient or not – The next steps
To apply well prepared lessons that fully incorporate proficiency based instruction and assessments as an educational transition in the classroom.	Teachers will integrate prepared proficiency based materials into daily planning lessons. This activity may include a team approach.	January 2015 Implementation of planned proficiency based curriculum into daily lessons Early release days — Inclusion of Guiding Principles
Present the standards based model with transparency for students, parents, Board members, and community members	Teachers will meet and finalize the components of the Stand based model for a presentation to parents and community members	February 2015 Roll out the standards based model to parents and interested community members
Continued revisions of proficiency based for the Guiding Principles and assessments	Teachers will meet and clarify the assessment of the Guiding Principles	March 2015 Early release days Clarification of the Guiding Principles, Finalization of curriculum assessments
The ultimate goal is to have a working model to begin the school year	Teachers will wrap up the loose ends concerning graduation requirements, class parts, etc	April 2015 Integrate, Revisit, and Revise Early release days
Ready for September 2015	Teachers are totally prepared to begin teaching	May – June 2015 Revisit, Revise, Repair

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

The ultimate goal of the Student Intervention Team is to research all practical educational sources, strategies, and means to provide every opportunity for all students at Jonesport-Beals High School to achieve their educational potential and receive a diploma at graduation and be prepared to move forward in life as a well respected member of a community. The faculty and staff at JBHS are committed to make every effort to ensure the success of all students.

As part of that commitment, JBHS is encouraged to keep an open communication with students and parents. Each student in the freshmen class of 2014 has been assigned a teacher/mentor for the next four years to monitor progress, suggest curriculum, advocate for student potential, and guide students in pathways that will lead them to be successful citizens. It is important to note that with the purchase of the *Educate* program comes an opportunity to individualize student instruction and promote proficiency learning. Using technology, students will be able to access sights that will enhance planned lessons thus help students meet or exceed the Common Core Standards.

### **Academic Interventions: *"Failure Cannot Be Option"***

The ultimate goal of the Student Intervention Team is to research all practical resources, strategies, and means to provide every opportunity for all of the students at Jonesport - Beals High School achieve their educational potential and receive a diploma at graduation.

The faculty and staff will make every effort to ensure the success of all students and guarantee that *"Failure Cannot Be an Option."*

#### **Tier I –**

The teachers are offering additional assistance time to students within regular class time. In addition, all teachers are available for student assistance before school 7:30 - 8:00 and after school 2:30 - 3:00 daily. Honor Roll and National Honor Society students are available for peer tutoring sessions. All freshmen are required to take a course in Study Skills and Research/Apple Computer Basics. All students participate in Learning Labs, which consist of two parts: a 15 minute SAT prep period followed by a 30 minute structured study session. Prior to the 30 minute segment, students may sign up for a help session with a specific teacher. After the SAT Prep session, students are allowed to go to the teacher for specific help i.e. math, science, English, etc. Classroom teachers will use a variety of literacy strategies, differentiation, and alternative assignments to meet student requirements. Jones port- Beals High School has taken a leading role in the Literacy Initiative supported by the Maine Department of Education. This year, our design team has written a plan that requires every student to read 4 common books during the school year. Students will earn credit in their English classes for completing reading assignments. The goals are to increase vocabulary, develop analytical skills, and enhance an interest in reading. Two days per week students will use the SAT prep time as a common reading time.

## Part A.

Any student missing a maximum of 3 assignments, 1 test grade, or has a class average lower than 75 will be assigned a Learning Lab with a specific teacher until the missing assignments are passed in. Students participating in athletics or other extra - curricular activities will be ineligible to participate in practices and/or games until the missing assignments are accepted by the teacher.

At this time, the student's name and violation must be submitted to administration and parents must be contacted.

## Part B.

An alternative time for students to work on missing assignments might include 7:30 am to 8:00 am daily with permission from the teacher.

## Part C.

Students, who are unable to complete missing assignments / tests during the assigned Learning Lab in a timely fashion, will be assigned the Mandatory Student Study Session after school. The after school Mandatory Student Study Session will be with the specific teacher for a minimum of 30 minutes or a maximum of 60 minutes for

One-on-one study time.

## Tier II -

After completing Tier I Intervention, the Student Intervention Team will meet to determine if the student can be identified as "being at risk". At this time, the student, parents, teachers, and administrators will meet, discuss, and formulate a contract that meets the needs of the students and provides a means for the student to be successful. The contract signed by the student and parents will go into effect immediately. The ultimate goal is to have parents be actively involved in their child's/children's education, be supportive and co-operative with teachers, and help students adhere to school policies.

We realize that students, who are continually tardy and/or habitually truant, perform poorly on homework assignments/tests. It is critical that these students complete missed assignments as soon as possible to insure a greater success rate.

Therefore, the Student Intervention Team may recommend that students, who are continually tardy/habitual truants be assigned to a Mandatory Student Study Session for assistance from 2:30 - 3:30 daily to complete missed assignments.

During the assessment phase of student performance, the Student Intervention Team will determine if the student qualifies for Title I assistance. Any student meeting the criteria for Title I assistance will be assigned a block of time to work with Title I staff members in a one on one setting.

Students who are unsuccessful in passing courses at Jonesport-Beals High School may opt for classes from Brigham Young University or other qualified educational facility. The student will be allowed a maximum of 2 credits after the approval of administration. All costs for approved coursework are the responsibility of the student.

### Tier III -

Students, who fail to make up work, consistently hand in low quality work, skip classes, and fail to follow the 1st and 2nd tier approach, will meet with the Student Intervention Team and parents to re-evaluate the student and make recommendations for corrective action. This corrective action may include: referral to the Special Education Director or removal from the classes.

The Student Intervention Team will be comprised of classroom teachers, Title I staff, and the principal. It may be necessary at times to include the Director of Special Education and the Superintendent.

### Universal Screening Tools for Academics:

- Progress Reports
- Failing Grades
- NECAPS
- NWEA
- PSAT
- SAT
- Local Assessments

### 10. Proficiency-Based Diploma Transition Funds

In the 2013-2014 school year, Jonesport-Beals High School received **\$607.05** in proficiency-based transitional funds. That amount of money was spent for professional development i.e. school visits.

Person	School visited	Cost
Principal	Brewer Workshop	\$ 57.76
Principal	Southern Aroostook Workshop	\$ 133.00
Math/Social studies teachers	Bucksport	\$ 57.00
Principal	Searsport Workshop	\$62.32
Math/Science teachers	Searsport Workshop	\$ 68.40
Math/Science teachers	Econo board -Presentations	\$ 103.60
Teaching staff	Snacks and lunches	\$ 124.97
	<b>Total</b>	<b>\$ 607.05</b>

## **11. Transition Funds**

We have a twofold purpose for the transition funds that is being provided by the state. We will be receiving \$574.44.

With the money allotted, we are planning to spend \$350 to purchase the Educate program. Educate will enable teachers to organize the proficiency based model in a transparent format. This will enable teachers to track student progress, make expectations clear to parents and students, and enable everyone to validate assessment for proficiency. We propose that the remaining money of \$224.44 be used as part of the roll out program for parents. We feel that over the next few months, parents, students, and teachers will need to be informed of the progress being made in transition. We will be using the \$224.44 to feed the students and parents of the incoming 2015-2016 freshmen. The luncheon will be part of the final roll.

Educate	70 students	\$ 350.00
Parent Luncheon	Approximately 55 people	\$ 224.44
		\$ 574.44

**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.

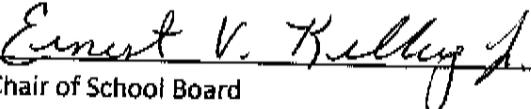
We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.

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

14 Jan 15  
\_\_\_\_\_  
Date

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

1/14/15  
\_\_\_\_\_  
Date

# JONESPORT-BEALS HIGH SCHOOL STANDARDS BASED CURRICULUM

SUBJECT: Visual Art CLASS: Art 1

STANDARD LABEL	STANDARD	LEARNING TARGET	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
Disciplinary Literacy	A1 Artist's Purpose	Students investigate & explain how art & artists reflect & shape their time & culture	* Examples include but are not limited to: critiques - individual, group; quick writes; reflective writing; exit slips; sketchbook assignments	* Examples include but are not limited to: studio projects, student portfolios, Art exhibitions, reflective writing, students' major presentations
	A2 Elements of Art & Principles of Design	a. Elements of Art b. Principles of Design	*	*
	A3 Media, Tools, Techniques, & Processes	Students compare the effects of media, tools, techniques, & processes on the formal & expressive qualities in art forms & genres	*	*
Creation, Performance, & Expression	B1 Media Skills	Students choose multiple media, tools, techniques, & processes to create a variety of original art works	*	*
	B2 Composition Skills	Students use Elements of Art & Principles of Design to create original art works that demonstrate development of personal style in a variety of media & visual art forms	*	*

# JONESPORT-BEALS HIGH SCHOOL STANDARDS BASED CURRICULUM

SUBJECT: Visual Art

CLASS: Art 1

<p><b>B3 Making Meaning</b></p>	<p>Student's Portfolio:</p> <ul style="list-style-type: none"> <li>a. demonstrates well-developed skills in the use of media, tools, techniques, &amp; processes</li> <li>b. demonstrates understanding of knowledge of visual art concepts</li> <li>c. communicates a variety of ideas, feelings, &amp; meanings</li> </ul>	<p>*</p>
<p><b>B4 Exhibition</b></p>	<p>Students choose, prepare, &amp; help with exhibiting their works in the classroom, school, or public location, &amp; articulate an artistic justification for their selection</p>	<p>*</p>
<p><b>Creative Problem Solving</b></p>	<p><b>C1 Knowledge of Creative Process</b></p> <p>Student's analyze the application of creative process in one's own work &amp;/or the work of others</p> <p><b>C2 Application of Creative Process</b></p> <p>Student's apply creative problem solving &amp; creative-thinking skills to improve or vary one's own work &amp;/or the work of others</p>	<p>*</p> <p>*</p>

# JONESPORT-BEALS HIGH SCHOOL STANDARDS BASED CURRICULUM

SUBJECT: Visual Art CLASS: Art 1

<p><b>Aesthetics &amp; Criticism</b></p>	<p>D1 Understand, Analyze &amp; Evaluate Art Forms</p>	<p>Students:                  a. describe, analyze, interpret, &amp; evaluate art forms using art concepts, vocabulary, skills &amp; processes                  b. analyze &amp; evaluate interpretations of art works using a variety of resources</p>	<p>*</p>
<p><b>Visual &amp; Performing Arts Connections</b></p>	<p>E1 The Arts &amp; History/World Cultures</p>	<p>Students analyze the characteristics/purposes of VPA products to understand history/world cultures</p>	<p>*</p>
	<p>E2 The Arts &amp; Other Disciplines</p>	<p>Students analyze skills &amp; concepts that are similar across disciplines</p>	<p>*</p>
	<p>E3 Goal Setting</p>	<p>Students make short/long term goals based on criteria, time-management, interpersonal interactions and/or skill development leading to success in the arts</p>	<p>*</p>
	<p>E4 The Arts' Impact on Lifestyle/Career</p>	<p>Students explain their knowledge of the arts &amp; relationships between school, career, life decisions &amp; means of renewal/recreation</p>	<p>*</p>

# JONESPORT-BEALS HIGH SCHOOL STANDARDS BASED CURRICULUM

SUBJECT: Visual Art

CLASS: Art 1

## E5 Interpersonal Skills

- Students demonstrate positive interpersonal skills, reflecting on impact of skills to personal success in the arts
- a. getting along with others
  - b. respecting differences
  - c. working as a team
  - d. managing conflict
  - e. accepting responsibility for personal behavior
  - f. accepting/giving/using constructive feedback
  - g. demonstrating safe behavior

\*

\*

**JBHS Studio/Class Assignment**

**Date** \_\_\_\_\_

**Name** \_\_\_\_\_

<b>Standards</b>	<b>Does Not Meet (1)</b>	<b>Partially Meets (2)</b>	<b>Meets (3)</b>	<b>Exceeds (4)</b>
<b>Design/Creation/Expression:</b> How the assignment is arranged/planned	Many different parts of the artwork do not relate to each other, it's difficult to see any care in planning	Different parts of artwork seem to relate to each other, some areas show lack of careful planning	Different parts of artwork relate well to each other and shows proficient care in planning	All parts of artwork relate to each other in artistically creative and inventive ways and show an exceptionally high degree of planning and purpose
<b>Requirements/Visual Literacy</b> What the assignment had to contain/show/demonstrate	Requirements have not been met. Little effort is shown in the assignment	Requirements are mostly met, but little effort is shown in the assignment	All requirements are met and student/artist has shown a proficient degree of effort in the assignment	All requirements are met and student/artist has gone above and beyond in the assignment
<b>Mechanics/Studio Habits of Work:</b> How carefully/neatly was the assignment created	Student has shown almost no degree of skill and lack of care in creating the assignment	Student has shown below average degree of skill and care in creating the assignment	Student/artist has shown a proficient degree of skill and care in creating the assignment	Student/artist has shown an exceptional/professional degree of skill and care in creating the assignment
<b>Space for Feedback:</b> Teacher/Student	Design:	Requirements:	Mechanics:	
<b>Student Self-Grade:</b>	Design:	Requirements:	Mechanics:	
<b>Teacher Grade:</b>	Design:	Requirements:	Mechanics:	

JONESPORT-BEALS HIGH SCHOOL STANDARDS BASED CURRICULUM

SUBJECT: Math CLASS: Algebra 1

STANDARD LABEL	STANDARD	LEARNING TARGETS	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
The Real Number System	Extend the properties of exponents to rational exponents	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values	Homework/Classwork	Tests Projects
Quantities	Reason quantitatively and use units to solve problems.	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	Homework/Classwork	Tests Projects
Seeing the structure of expressions.	Interpret the structure of expressions	Interpret expressions that represent a quantity in terms of its context.	Homework/Classwork	Tests Projects

# JONESPORT-BEALS HIGH SCHOOL STANDARDS BASED CURRICULUM

SUBJECT: Math CLASS: Algebra 1

STANDARD LABEL	STANDARD	LEARNING TARGETS	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
		Use the structure of an expression to identify ways to rewrite it.	Homework/Classwork	Tests Projects
	Write expressions in equivalent forms to solve problems.	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	Homework/Classwork	Tests Projects
Arithmetic with Polynomials and Rational Expressions	Perform arithmetic operations on polynomials	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Homework/Classwork	Tests Projects
Creating Equations	Create equations that describe numbers or relationships.	Create equations and inequalities in one variable and use them to solve problems.	Homework/Classwork	Tests Projects

JONESPORT-BEALS HIGH SCHOOL STANDARDS BASED CURRICULUM

SUBJECT: Math | CLASS: Algebra 1

STANDARD LABEL	STANDARD	LEARNING TARGETS	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
		Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales	Homework/Classwork	Tests Projects
		Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.	Homework/Classwork	Tests Projects
Reasoning with Equations and Inequalities	Understand solving equations as a process of reasoning and explain the reasoning.	Explain each step in solving in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to	Homework/Classwork	Tests Projects

# JONESPORT-BEALS HIGH SCHOOL STANDARDS BASED CURRICULUM

SUBJECT: Math

CLASS: Algebra 1

STANDARD LABEL	STANDARD	LEARNING TARGETS	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
		Justify a solution method.		
	Solve equations and inequalities in one variable.	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Homework/Classwork	Tests Projects
	Solve systems of equations	Solve systems of linear equations exactly and approximately, focusing on pairs of linear equations in two variables.	Homework/Classwork	Tests Projects
	Represent and solve equations and inequalities graphically.	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve.	Homework/Classwork	Tests Projects

# JONESPORT-BEALS HIGH SCHOOL STANDARDS BASED CURRICULUM

SUBJECT: Math CLASS: Algebra 1

STANDARD LABEL	STANDARD	LEARNING TARGETS	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
		Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	Homework/Classwork	Tests Projects

# Practice Rubric Math

	Not Proficient	Partially Proficient	Proficient	Exceeds
Process	<ul style="list-style-type: none"> <li>* Process is scattered, hard to follow or missing</li> </ul>	<ul style="list-style-type: none"> <li>* Process visible but not well developed.</li> </ul>	<ul style="list-style-type: none"> <li>* Appropriate equation or concept identified.</li> <li>* Part of process missing.</li> <li>* Correct values used.</li> </ul>	<ul style="list-style-type: none"> <li>* Appropriate equation or concept identified.</li> <li>* Complete process portrayed.</li> <li>* Values correctly used.</li> <li>* Correct calculations</li> <li>* Very readable.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>* Difficult or unreadable</li> <li>* No diagrams</li> <li>* Little or no use of units</li> </ul>	<ul style="list-style-type: none"> <li>* Sloppy but readable.</li> <li>* Some use of diagrams.</li> <li>* Some use of units</li> </ul>	<ul style="list-style-type: none"> <li>* Readable</li> <li>* Many diagrams</li> <li>* Incomplete use of units</li> </ul>	<ul style="list-style-type: none"> <li>* Diagrams used to represent problems.</li> <li>* Variables identified.</li> <li>* Complete use of units.</li> </ul>
Understanding	<ul style="list-style-type: none"> <li>* Answers with major errors</li> <li>* No Answers</li> </ul>	<ul style="list-style-type: none"> <li>* Incorrect answers due to miscalculations.</li> <li>* Incorrect answers generated.</li> </ul>	<ul style="list-style-type: none"> <li>* Correct answers.</li> <li>* Explanation missing some elements.</li> </ul>	<ul style="list-style-type: none"> <li>* Correct answer generated and fully explained.</li> </ul>

# JONESPORT-BEALS HIGH SCHOOL STANDARDS BASED CURRICULUM

SUBJECT: Social Studies

CLASS: Civics

STANDARD LABEL	STANDARD	LEARNING TARGET	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
<b>CIVICS AND GOVERNMENT</b>	Apply understanding of the ideals and purposes of founding documents, the principles and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, in Maine, the United States and the world.	Evaluate current issues by applying the democratic ideals in the founding documents and constitutional principles of the United States government, and explain how and why democratic institutions and interpretations of democratic ideals have changed over time.	Students will read the Declaration of Independence, and the preamble of the Constitution. Using a jigsaw activity in small groups, they will record the key ideas from both documents.	Students will create a poster describing the concepts behind both documents. Students will analyze what these documents say about government responsibility, and civic duty.
		Analyze the constitutional principles, and the roles of the citizen and the government, in major laws or cases, and compare the rights, duties, and	DBQs	Case Study of Supreme court.

JONESPORT-BEALS HIGH SCHOOL STANDARDS BASED CURRICULUM

SUBJECT: Social Studies

CLASS: Civics

<p><b>CIVIC ENGAGEMENT</b></p>	<p>Apply the attributes of a responsible and involved citizen to affect a real world issue based on a local need.</p>	<p>responsibilities of United States citizens with those of citizens from other nations.                  Make and present a real or simulated decision on an issue related to the classroom, school, community, civic organization, Maine, United States or international entity by applying appropriate and relevant social studies knowledge, research and ethical reasoning skills.</p>	<p>Surveys                  Q/A session                  Community Research                  Interviews                  Group Work</p>	<p>Research of Constitution                  DBQ                  Summarizing/Jigsaws</p>	<p>Create project detailing research on selected issues.</p>	<p>Essay on important principles of constitution.</p>
<p></p>	<p></p>	<p>Develop and present, orally and in writing, individual and collaborative decisions and plans by:                  •considering multiple points of view,                  •prioritizing the pros and cons of those ideas,                  •building on ideas of others and sharing in an</p>	<p></p>	<p></p>	<p></p>	<p></p>

# JONESPORT-BEALS HIGH SCHOOL STANDARDS BASED CURRICULUM

SUBJECT: Social Studies CLASS: Civics

<b>HISTORY</b>	Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world.	with those of citizens from other nations.  Trace and evaluate the development of democratic ideals, the persistence of enduring themes (e.g. power and authority; migration) and their impact on societal issues, trends and events.  Identify and critique diverse perspectives on societal issues, trends and events and articulate priorities different groups or people hold in their perspectives.	Textbook chapters Comprehension Questions Timeline creation	Powerpoint presentations Visual Displays
			Internet Research Jigsaw Venn Diagrams	Short response or essay over selected topics.

# JONESPORT-BEALS HIGH SCHOOL STANDARDS BASED CURRICULUM

CLASS: Civics

SUBJECT: Social Studies

<p><b>APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE AND SKILLS</b></p>	<p>Collaboratively and independently, research, present and defend discipline-based processes and knowledge from civics/government, economics, geography and history in authentic contexts.</p>	<p>historical and recent immigrant groups in Maine and the United States, and various cultures in the world. Develop informative/explanatory texts about social studies topics, including the narration of historical events, and present a coherent set of findings orally and in writing.</p>	<p>Students will read, and reflect on the origins of government. Students will use a jigsaw activity to develop notes from reading. Students will collaborate with peers and their teacher to discuss their findings.</p>	<p>Students will write an essay detailing the shift from early forms of government, to more modern applications</p>
<p><b>HISTORY</b></p>	<p>Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world.</p>	<p>Trace and evaluate the development of democratic ideals, the persistence of enduring themes (e.g. power and authority; migration) and their impact on societal issues, trends and events.</p>	<p>Students will analyze the development of democracy in world history by reading and discussing in small groups. Students will use reading and discussion to complete comprehension questions.</p>	<p>Using their comprehension questions, students will write an essay analyzing the factors which influenced the shift from autocracy to democracy in the 18<sup>th</sup> century.</p>

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STANDARD LABEL	STANDARD	LEARNING TARGET	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
CIVICS AND GOVERNMENT	Apply understanding of the ideals and purposes of founding documents, the principles and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, in Maine, the United States and the world.	Compare and evaluate various forms of government and political systems in the United States and the world, and describe their impact on societal issues, trends and events	Students will read, and answer comprehension questions about the various forms of government. Students will create notes using key vocabulary terms.	Students will create a visual presentation comparing two forms of government, with American democracy.
		Using examples of historical or current issues, analyze the political structures, power and perspectives of diverse cultures, including Maine Native Americans, various	Students will read descriptions of political systems from other countries. Students will take notes in pairs, and identify through their notes which political system is at work	Students will choose a country that uses a different political system from the USA. Students will prepare a presentation describing how the system is used, and the perspectives of citizens from their chosen country.

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<p><b>CIVICS AND GOVERNMENT</b></p>	<p>Apply understanding of the ideals and purposes of founding documents, the principles and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, in Maine, the United States and the world.</p>	<p>Evaluate current issues by applying the democratic ideals in the founding documents and constitutional principles of the United States government, and explain how and why democratic institutions and interpretations of democratic ideals have changed over time.</p>	<p>Internet Research Summarizing Activities DBQ</p>	<p>Students write reflective essay over current issues, synthesize with course content.</p>
		<p>Analyze the constitutional principles, and the roles of the citizen and the government, in major laws or cases, and compare the rights, duties, and responsibilities of United States citizens.</p>	<p>Comprehension Questions True/False quick checks Compare Contrast/Venn Diagram</p>	<p>Students create concept web of constitutional principles and civic responsibilities.</p>

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		attempt to sway the opinions of others.		
		Gather, synthesize and evaluate information from multiple sources representing a wide range of views; make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.	Internet research Fact finding activities Webquest	Compare contrast essay or short response using multiple sources or points of view.

# JONESPORT-BEALS HIGH SCHOOL STANDARDS BASED CURRICULUM

SUBJECT: French I

CLASS: First Year Students

STANDARD LABEL	STANDARD	LEARNING TARGET	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
A. Interpersonal Communication	1. Students engage in simple interactions to provide and obtain information using single words or learned phrases.	Recognize and use <i>appropriate forms of address and courtesy expressions</i> in a variety of situations.	Classwork Pair work Group work	Quizzes Exams Projects
		Ask and answer simple questions regarding familiar activities.		
		Give and respond to simple oral signed directions and commands and make routine requests in the classroom.		
		Participate in brief guided conversations related to needs, interests, likes, dislikes, and <i>states of being</i> .		

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SUBJECT: French I

CLASS: First Year Students

			Express basic agreement and disagreement.		
A. Interpretive Communication	2. Students comprehend and respond to simple spoken/signed and written language in <i>familiar contexts</i> .	Comprehend isolated words, phrases, and simple sentences in familiar print materials.			
		Respond to simple written directions.			
		Respond to oral/signed directions, commands, and routine requests.			
		Identify people and objects based on oral/signed and written descriptions.			
A. Presentational Communication	3. Students use phrases and simple sentences in rehearsed oral/signed and written presentations on familiar topics.	Write/sign familiar words and phrases, and short messages, descriptions, or simple poems.			

JONESPORT-BEALS HIGH SCHOOL STANDARDS BASED CURRICULUM

SUBJECT: French 1

CLASS: First Year Students

		Provide simple oral/signed and written descriptions of people, places, and objects.		
		Present simple short plays/skits and/or simple short written texts.		
A. Language Comparisons	4. Students recognize a variety of similarities and differences between the <i>target language</i> and English.	Recognize <i>word borrowings</i> and <i>cognates</i> among languages.		
		Recognize differences in the <i>writing systems</i> among languages.		
		Recognize some <i>idiomatic expressions</i> of the <i>target language</i> .		

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<p><b>B. Practices and Perspectives in Culture</b></p>	<p>1. Students identify and demonstrate basic <i>culturally-appropriate practices</i> of daily life within a culture(s) in which the <i>target language</i> is spoken.</p>	<p>Use <i>culturally-appropriate</i> polite requests and <i>courtesy expressions</i>, and demonstrate greeting and leave-taking behaviors in a variety of age-appropriate social situations.</p>		
		<p>Recognize age-appropriate similarities and differences related to <i>practices of a culture(s)</i> in which the <i>target language</i> is spoken.</p>		
<p><b>B. Products and Perspectives in Culture</b></p>	<p>2. Students identify common <i>products of a culture(s)</i> in which the <i>target language</i> is spoken.</p>			
<p><b>B. Comparisons with Own Culture</b></p>	<p>3. Students compare some common <i>culturally-appropriate products and practices</i> of daily life of a culture(s) in which the <i>target language</i> is spoken to the culture in which the student lives.</p>	<p>Compare daily activities of their own lives to those of individuals in a culture(s) in which the <i>target language</i> is spoken.</p>		

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CLASS: First Year Students

		<p>Compare foods, celebrations, dress, and/or dwellings of a culture(s) in which the <i>target language</i> is spoken with those of the culture in which the student lives.</p>		
<p>C. Knowledge of Other Learning Results Content Areas, Connections</p>	<p>1. Students identify connections between other Learning Results content areas and the <i>target language</i> and associated culture(s).</p>	<p>Identify common expressions and traditions.</p>		
		<p>Identify examples of the visual/performing arts.</p>		
		<p>Identify products important to the livelihood of the people.</p>		
		<p>Identify the earth's major geographical features.</p>		

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<p>C. Distinctive Viewpoints, Connections</p>	<p>2. Students recognize some distinctive viewpoints available only through sources from the <i>target language</i>.</p>	<p>Identify examples of simple <i>narrative</i> selections from a culture(s) in which the <i>target language</i> is spoken.</p>		
<p>D. Communities</p>	<p>1. Students demonstrate understanding and use of the <i>target language</i> and their knowledge of a culture(s) in which the <i>language</i> is spoken through community involvement.</p>	<p>Demonstrate use of oral/signed and/or written forms of the <i>target language</i> with family, friends, or peers.</p>		
		<p>Participate in activities using the <i>target language</i> which can benefit the school or broader community.</p>		
		<p>Ask questions and share knowledge about aspects of a culture(s) in which the <i>target language</i> is spoken to demonstrate an interest in the <i>target language</i> and an associated culture(s).</p>		

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		<p>Access online resources or resources available in the community to understand aspects of a culture(s) in which the target language is spoken.</p>		
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**Jonesport-Beals High School**

*Mike Kelley, Principal  
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mik Kelley@union103.org*

**FAX**

Date: 3/25/2015

To: Diana Diron Fax Number: 1-877-227-9838

From: Mike Kelley

Subject: Minutes of Board March 19, 2015  
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6. Teacher Nominations – Second/Third Year Probationary Contract

The Superintendent nominated the following for second year probationary contracts for the 2015-2016 year: Daniel Campbell – Physical Education (Part-time 42%); Randel Grant – Alternative Education.

The School Committee voted (8-0-0) to approve the nomination.

7. Director of Special Education Contract

The Superintendent recommended Steve Peer as part-time director of special education for the 2015-2016 year with annual salary to be determined at a later date. The cost sharing for the position to remain at Moosabec – 15%; Jonesport – 50%; Beals – 35%.

The School Committee voted (8-0-0) to approve the recommendation.

8. 2015-2016 Hourly Support Staff – Recommendation for Continued Employment

The Superintendent recommended the continued employment of the following hourly support staff for the 2015-2016 year:

- Donna Alley – Guidance Secretary (25 hours per week for 43 weeks);
- Susan Alley – Custodian (40 hours per week for 52 weeks) and Bus Driver as needed;
- Arthur Brown – Custodian (20 hours per week for 52 weeks);
- Barbara Cirone – Secretary to the Principal (40 hours per week for 43 weeks);
- Minnie Kozlowski – Bus Driver (15 hours per week while school is in session);
- Cindy Mawson – Bus Driver (15 hours per week while school is in session).

The School Committee voted (8-0-0) to accept the recommendation.

9. Baseball Coach for 2014-2015

The Superintendent recommended Allan Alley Jr. for the position of baseball coach for the 2014-2015 year.

The School Committee voted (8-0-0) to accept the recommendation.

The School Committee voted (8-0-0) to approve Arlin Alley as an assistant volunteer baseball coach.

10. Vote/Approval of Proficiency Based Extension 5

The School Committee voted (8-0-0) to opt for proficiency based extension 5 that will delay the full implementation of the State law to implement proficiency based diplomas.

11. Approve May 2<sup>nd</sup> and June 6<sup>th</sup> as Student Days to Make-up for Snow Days

The School Committee voted (8-0-0) to approve Saturday, May 2<sup>nd</sup> and Saturday, June 6<sup>th</sup> as student days to make-up for snow days missed.

12. Policy Review/Revisions – JKAA-Use of Physical Restraint and Seclusion

No action.

13. Principal's Report

Mr. Kelley underscored the value of the Empower program as a transparent resource for teachers, students and parents. He also reminded the Board of the upcoming high school play Wednesday and Thursday.

14. Superintendent's Report

See attached.

15. Miscellaneous

The Superintendent shared the available dates the teachers union offered for negotiations and the negotiating team agreed to March 25<sup>th</sup> and April 8<sup>th</sup>.

16. Adjournment

The School Committee adjourned at 7:17 p.m.

Respectfully submitted,



William Shuttleworth  
Superintendent of Schools

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