



OXFORD HILLS SCHOOL DISTRICT
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FAX COVER SHEET

To: *Diana Doiron*

From: *Heather Manchester, SAD #17*

Date: *@ 10/16/14*

Total number of pages: *41*
(including cover sheet)

*Proficiency Extension
Application, SAD #17.*



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

Directions for submitting an extension application

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

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

Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

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

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

Submittal Window

1. Indicate the submitting date.

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

Superintendents Region

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

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

3. School Administrative Unit: MSAD #17

4. High School(s): Oxford Hills Comprehensive High School
5. Name and title of person completing the extension request: Heather Manchester, Curriculum Director
6. Superintendent's name, address, phone number and email: Richard Colpitts, 232 Main Street, South Paris, Maine 04281. (207) 743-8972

Evidence of Preparedness

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

Criteria:

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

SAD 17 is actively participating in a process to develop a proficiency-based system of supports to build capacity and infrastructures to award diplomas based on proficiency in the content areas and the Guiding Principals. The district began the transition to a standards-based system five years ago, K-12. Since that time, the district has been refining grading practices in a standards-based (K-6) and standards-referenced system (7-12).

In the fall of 2013 the SAD #17 Administrative Team participated in a close reading of the document "Proficiency-based learning: A 'Board's-Eye View" (Maine School Management Association, 2013). This led the team to develop an initial plan to focus the proficiency work (**Proficiency-based Planning Tool, 7a**). District leaders decided to use \$33,000 in funds to support proficiency work in FY14 from April 1st to November 1st. It was determined that the funds would be used to support professional development efforts and curriculum work during the summer months.

In February of 2014, grades 7-12 teacher leaders from the content areas of English Language Arts (ELA), math, science, and social studies to begin to discuss the process of unpacking and implementing the new law. The group determined that there were needs in various areas, including grading and reporting, continued work on curriculum alignment, and communication. (**Unpacking MMSA: Team A, 7b**)

Next, the group identified the needs and current status of each content area with regard to standards alignment. Each department shared a presentation about where they they were in

the process of identifying and aligning standards (**Social Studies 7-12, 7c**). The group determined that the district would work as a 7-12 team, adding 6th grade teachers when appropriate, to implement the proficiency-based diploma.

In June of 2014, a group of teachers and administrators representing grades 7-12 and Central Office were selected to attend the Maine Principal's Association Summer Leadership Retreat for professional development connected to the proficiency diploma requirements. All attendees attended sessions on developing proficiency-based assessments and units, in addition to attending sessions on communication, grading and reporting practices, and supporting all students. The group developed a plan for the year that included goals for curriculum and grading alignment 7-12, professional development, and communicating with stakeholders. (**Northport Plan for Proficiency, 7d**). The group, including the Superintendent and Assistant Superintendent, also made an agreement to apply extension option #5.

After the conference, administrators met to make plans for moving forward (**Minutes, Northport Debrief, 7e**). It was agreed that a steering committee would meet regularly to guide the planning process. Concurrent to these meetings, summer work in content areas helped to move the curricular goals forward (**ELA Meeting Notes 8/8/14, 7f**). The initial steps of the plan regarding professional development, grading alignment, and communication are almost completed, including communicating to the faculty and the School Board, establishing common 7-12 professional development times, and a committee is forming to examine how to incorporate the Guiding Principles into the Habits of Work Learning (HOWLS).

At the K-6 level, work towards proficiency began with the shift to standards-based grading in ELA and Math that was undertaken several years ago (**Grade 6 Report Card, 7g**). The adoption of new state standards in reading, math, and science meant that teachers are in the process of aligning and refining the curriculum in reading, math, and science. The literacy CCSS were unpacked using a process developed by Jess Yates, a DOE Special Education Consultant. This process was then used by 7-12 content area teachers to unpack their standards. North Carolina Unpacking documents were used by K-6 teachers (**Gr. 4 Narrative Writing Unpack, 7h**). K-4 math teachers identified learning targets for each trimester and grading rubrics are partially developed. The Next Generation Science Standards are currently in the process of alignment and implementation at the k-6 level. In the summer of 2014, the teachers from grades 6-8 collaborated to align the standards (**6th grade Math Standards Document, 7i**). Last May, grades 5/6 Humanities teachers were introduced to the social studies graduation standards and performance indicators (**Social Studies Standards k-8, 7j**).

The Special Education Department is also engaged in aligning to a proficiency-based system. In fy 2011, the Department of Education- Special Education department, received a Maine State Personnel Development Grant, a five year grant through the Federal Office of

Special Education. One component of the grant is to increase educator knowledge of the CCSS for students with disabilities. Through this grant, SAD #17 special education staff attended a variety of trainings provided by DOE in order to understand how to properly align IEP goals to the standards. As a result of this training, the district was able to provide in-house training to ensure that all IEPs are aligned with the standards (**CCSS In Maine ppt., 7k**).

SAD #17 is currently engaged in a process of developing a Strategic Plan. The draft plan highlights the need to move towards proficiency, including a vision of increased opportunities for meeting standards through multiple pathways, such as experiential learning and student designed learning, increasing communication regarding student progress, and engaging the Board of Directors in review, revision, and adoption of policies leading to the full implementation of proficiency based learning (**Strategic Plan, 7l**).

The proficiency-based work is having an impact on how the 7-12 grade faculty collaborate. One result is a more closely aligned curriculum 7-12, as evidenced by the curriculum documents in the core content areas which clearly articulate the graduation and course standards, performance indicators, learning targets, and success criteria. (**Math Learning Targets and Success Criteria, Social Studies, OHMS Preliminary Standards**) The professional development model will include opportunities for 7-12 teachers to work and learn together several times during the year, including use of workshop days and faculty meetings. In the classroom, teachers are expected to make their learning targets and success criteria transparent for students.

Multi-year Implementation Plan

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

Criteria:

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

2014-15				
Benchmark	Q1	Q2	Q3	Q4
A clear system for assessing and reporting on the Guiding Principles	-Develop a committee to look at HOWLS* and alignment to the Guiding Principles <i>Metric: list of members of the committee.</i>	Audit how HOWLS* are currently taught, scored, and reported 7-12 and make recommendations for 7-12 alignment/ <i>Metrics: meeting agendas, summary report/presentation of findings and plan for a pilot</i>		HOWLS*- begin to develop a rubric for assessment <i>Metrics: slide show to faculty, committee list for rubric development gathered</i>
Clear performance standards in all content areas	-Ongoing departmental work to align curriculum to CCSS, NGSS, MLRs. -Develop a professional development session for non-core teachers to support curriculum development (Q3). -Utilize cross-building meeting opportunities to ensure vertical alignment (7-12). -Guidance Department to audit current practices in Career Prep <i>Metrics: curriculum documents, meeting minutes, notes from Guidance Department</i>			-Develop a 7-12 plan to support non-core curriculum development -Develop and implement a needs assessment for Career Prep <i>Metrics: an outline of plan for non-core teachers, needs assessment developed</i>
Best practice in standards-based instruction to improve student achievement	Set expectations for Learning Targets and Success Criteria for faculty. <i>Metric: faculty presentation slides</i>	-Continue Professional Development on Learning Targets and Success Criteria. -Identify volunteers, goals, objectives, and data to be collected for peer observation process (pilot) <i>Metrics: minutes from department meetings, list of volunteers and goals for peer observations</i>		-Continue Professional Development on Learning Targets and Success Criteria. -Monitor use of Learning Targets and Success Criteria. -Reflect on peer observations pilot <i>Metrics: minutes from department meetings, data from walk-through observations, notes from pilot reflection</i>
A clear system of supports for students not meeting standards		Audit current practices for supporting students not meeting standards <i>Metrics: data collected regarding interventions and number of students failing courses</i>		Identify gaps, resources in intervention system <i>Metrics: an outline of changes to intervention system based on data collected</i>
A clear and consistent system for grading and reporting.		Audit current practices in grading and reporting. <i>Metrics: list of grading practices from each department, collected rubrics</i>		-Begin to develop faculty grading guides through the summer -By June, 2015, develop an advisory committee to with Database Admin on Reporting System for Class of 2020. <i>Metrics: draft of faculty grading guide, list of committee members</i>

*Habits of Work and Learning

2015-2020					
Benchmark	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
A clear system for assessing and reporting on the Guiding Principles	Introduce rubric for reporting on Guiding Principles	Continue to use and refine the rubric for reporting on the Guiding Principles			Fully implement the rubric for reporting the Guiding Principles
Clear performance standards in all content areas	Development of one common assessment per course.	Continue to develop multiple common assessments by departments			Common assessments in use by all departments
Best practice in standards-based instruction to improve student achievement	<ul style="list-style-type: none"> -Evaluate the use of Success Criteria and Learning Targets -Continue to develop a peer observation process 	<ul style="list-style-type: none"> -Continued use and reflection on Success Criteria and Learning Targets. -Pilot and implement a peer observation process -Investigate, identify, and implement best practices in standards-based instruction 			
A clear system of supports for students not meeting standards	Utilize data to refine the academic and behavior RTI process.	Continue to monitor, evaluate, and refine the RTI process.			
A clear and consistent system for grading and reporting.	<ul style="list-style-type: none"> -Introduce faculty grading guide -Provide professional development on standards-based grading practices -Pilot reporting system with 7th-9th grade. 	<ul style="list-style-type: none"> -Continue to revise the faculty grading guide -Continue to provide professional development on standards-based grading practices -Evaluate pilot of reporting system, expand a grade level each year, ending with 12th grade in 2018-19 			Fully implement reporting system.

System of Supports for Student Learning

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

Criteria:

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

At Oxford Hills Comprehensive High School (OHCHS), the following practices are in place to support student progress at meeting grade level standards (**Student Supports, 9a**):

- Double-block Algebra 1: Students who do not have the pre-requisite skills and knowledge to enter Algebra I are scheduled into a double-block Algebra 1 course. This course doubles the amount of time students have to complete their Algebra 1 credit.
- English Literacy: All students who graduate from OHCHS must meet an 8th grade reading requirement. Students entering high school with reading levels below 8th grade level take English Literacy courses as 9th graders. Students' reading levels are re-tested in the fall, winter, and spring. Once they meet the requirement, they no longer need to take the course. Upperclass students who have not met the requirement continue to take reading courses taught by the literacy specialist until they meet the requirement.

A variety of supports exist to support students in meeting course standards including:

- Ninth grade tutorial: a required course for ninth grade students to ensure academic success. Students have access to all content area teachers and have opportunities for instruction in study skills, remedial assistance, and enrichment activities.
- After school help with teachers: students are encouraged to stay after school to ask questions, to receive additional instruction, or to re-take assessments in standards that they failed.
- Learning Labs: OHCHS provides subject specific learning labs during each of the 8 blocks of instruction. Students can be self-referred or assigned to the lab to receive additional support in remediate ding the standard.
- After school Intervention Program (AIP): This program, often described as summer school during the year, is offered after school between February and April vacation. Students work at their own pace to make up failed standards.
- Summer School: All students failing a course in the core content areas are eligible for summer school, which takes place in July. Students work at their own pace to remediate standards.
- Recapture Classes: These classes are offered to students who were not successful at meeting all of the standards in summer school, AIP, and/or Learning Lab. The courses are a semester long, and are designed to ensure that students have the skills and knowledge to meet the content area standards and to make up missed standards. Once the standards

are met, students are awarded credit and moved into a study hall or another recapture class.

At Oxford Hills Middle School (OHMS) the following practices are in place to support student progress at meeting grade level standards:

- Students are identified for Reading and Math interventions based on three sources of data. These criteria are NECAP (soon to be Smarter Balance), STAR and classroom performance. Any student not meeting grade level benchmarks are referred for intervention. Intervention takes place during the school day and is a 25 minute block of time with instructional groups no larger than 4 students. Each student identified for intervention is scheduled for two 25 minute blocks per week with their regular classroom teacher. Some students may require intervention for both Reading and Math, they will receive 50 minutes of intervention for each subject weekly.
- It the goal of OHMS to address students' areas of need and get them to meet grade level benchmarks. Interventions are scheduled to meet for 15 days and students are reassessed to monitor growth. If students reach grade level benchmarks they are finished with intervention. If students do not meet grade level benchmarks they remain in intervention and new strategies will be used by the teacher to meet the students' needs. Students will be reassessed after 15 days to monitor growth. If grade level benchmarks have been achieved the student is released from intervention however, if the assessment shows no growth a referral to Special Education may be made.

Other supports for students:

- The Infinite Campus student database allows parents and students to view their child's grades and attendance in live time. This immediacy has helped parents work with teachers to support their children in ways never before possible.
- Every three weeks automated messages and text are sent from the Principal's office for any student not meeting academic standards. This early notification has served to inform parents and student of the school's academic concerns and explains how to help their student get back on track. OHMS has seen an increase in student success since we began this practice.
- As the district transitioned to standards based grading we also committed to "rolling grades" as well. For the first time, students grades did not reset at the end of each quarter or trimester. This approach allowed students true multiple attempts to demonstrate proficiency.

Proficiency-Based Diploma Transition Funds

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

- Policy: 0%
- Practice: 13%
- Community Engagement: 0%
- One-year Carry Over: 87%

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

The intended impact of the transition funds is to support the district in moving forward with our goals of a clear system for assessing and reporting on the Guiding Principles (HOWLS), clear performance standards in all content area, best practice in standards-based instruction to improve student achievement, a clear system of supports for students not meeting standard, and a clear and consistent system for grading and reporting. There are four major areas of spending identified:

- The Proficiency Steering Committee: this will pay stipends for teacher-leaders (7-12) who will lead professional development efforts
- Summer work time for curriculum and assessment development
- Substitute teachers for release time for peer observations
- Professional development conference for teachers and administrators.

Carryover Budget from FY '14

Activity	Timeline	Budget Carryover: \$31,335.53
MPA Conference- Leadership Retreat (conference and travel)	August 6, 2014	\$2086.21
Summer Curriculum Work Steering Committee	July 1-August 22, 2014	\$19962.63
Stipends	September 16, 2014	\$8622.72
	total	\$30671.56
	unexpended funds	\$663.97

FY'15 Budget

2014-15 Goals	Timeline	Proficiency Grant
		\$35,000
Proficiency Steering Committee (10 members, including a rep from Special Education and non-core courses)	2014-2015 school year	\$8000
Summer Work (faculty grading guide, HOWLs committee, additional curriculum work, etc.)	July/August 2015	\$17,000
Peer Observations (subs)	2014-2015 school year	\$5000
Professional Development: MCLA Conference? 7 people (inc. Ted, Troy, Heather +4)	October 2014	\$2175
Contingency		\$2825

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.

See Attached.

Option 5 Authorization Page

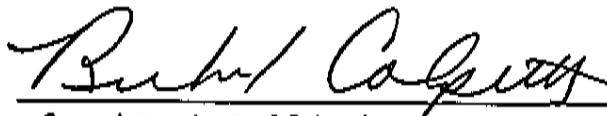
Annually the SAU will host a site review from the Maine DOE. During the annual site visit which must precede June 1, your SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

- 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.

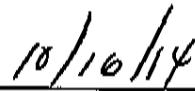
We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.

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:

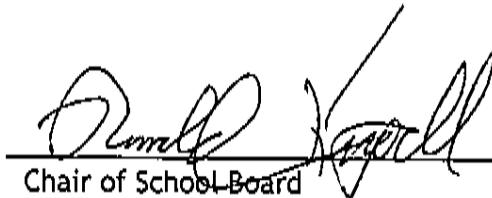
- A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;
- B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results 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.



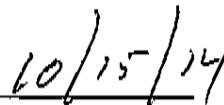
Superintendent of Schools



Date



Chair of School Board



Date

October 6, 2014
South Paris, Maine

A regular meeting of the M.S.A.D. #17 Board of Directors was held on Tuesday evening, October, 2014, at Central Office, 232 Main Street, South Paris, Maine, with the following members in attendance: Jared Cash, Buddy Coffren, David Dunn, Sharon Chammings, Donald Gouin, Judy Green, Ronald Kugell, Al Lisowski, Ann Macro, Tom Moore, Barry Patrie, Henry Raymond, Elizabeth Swift, Don Ware, and Lewis Williams. Board members absent were Curtis Cole (exc.), Stephen Cummings (exc.) Nick DiConzo (exc.), Mike Dignan (exc.) and Toby Whitman. Also present were, Paul Bickford, Clyde Clark, Cathy Coffey, Troy Eastman, Melanie Ellsworth, Margaret Emery, Dan Hart, Patrick Hartnett, Tiffany Karnes, Heather Manchester, Ted Moccia, Jane Morse, Student Representative Sophie Lawton, Paul Gioia from Lake Region TV, Leslie Dixon from the Sun Journal and Superintendent of Schools Richard Colpitts.

1. **CALL TO ORDER:** Chairman Kugell called the meeting to order at 7:00 p.m.
2. **FLAG SALUTE:** Chairman Kugell led the flag salute.
3. **WELCOME TO VISITORS:** Chairman Kugell welcomed visitors, staff and members of the press.
4. **QUESTIONS/COMMENTS FROM THE PUBLIC:** None
5. **REPORTS:**

Policy Committee: Ms. Green reported on the Committee.

Strategic Planning Committee: Mr. Cash will report on the committee during tonight's presentation on the District Strategic Plan.

Curriculum Committee: Ms. Macro reported that the Committee met last week.

Student Representative: Ms. Lawton reported that September 27th was Homecoming, that PSAT testing will be next week and that the Aspire Higher March will take place on October 22.

6. **SUPERINTENDENT'S REPORT:**

Ms. Ellsworth, Mr. Moccia, Mr. Eastman, Mr. Clark, Ms. Karnes, Ms. Emery and Mr. Hart all gave administrative updates.

Mr. Colpitts thanked the Board members that were able to attend the new Central Office joint open house with the Community College and the University System on October 1, 2014. Approximately 100 guests attended.

7. ADJUSTMENTS TO THE AGENDA:

Mr. Patrie made the motion, seconded by Ms. Macro, and voted unanimously to add Supplemental Agenda Item 11.L before Item 11.J to the Agenda.

8. CONSENT AGENDA:

Dr. Ware made the motion, seconded by Mr. Coffren, and voted 12 in favor, two abstentions and 0 opposed to approve the following stipend nominations:

Head Nurse:

Ann Johnson

Curriculum Coordinating Counsel:

Jennifer Felt, Harrison/Waterford Literacy Coach

Jason Long, OHCHS Social Studies Teacher

Laurie Catanese, OHMS ELA

Lori Pacholski, Paris Elementary Interventionist

Diane Morse Leonard, Guy E. Rowe Interventionist

Jessika McGreevy, OHMS Math Teacher

English Language Arts Subject Area Committee:

Barbara Danis, OHCHS Teacher

Brenda Mariner, OHMS Teacher

Pam Farnum, OHMS Special Education Teacher

Cathy Scribner, Otisfield Elementary School Teacher

Melissa Guerrette, Oxford Elementary School Teacher

Rhonda Twitchell, Guy E. Rowe Elementary School

Justin Stygles, Guy E. Rowe Elementary School

Katrina Soucy, Waterford Memorial School

Sarah Timm, Agnes Gray Elementary School

9. ACTION ON MINUTES:

A. Mr. Moore made the motion, seconded by Ms. Macro and voted 12 in favor, 0 opposed and 3 abstentions to approve the September 15, 2014 regular Board meeting minutes.

10. UNFINISHED BUSINESS: None**11. NEW BUSINESS:**

A. Mr. Moore made the motion, seconded by Mr. Dunn and voted unanimously in favor to appoint Elizabeth Swift as delegate to the annual Maine School Boards Association Assembly.

- B. Mr. Patrie made the motion, seconded by Mr. Moore and voted unanimously in favor to approve deferring a presentation from Cathy Fanjoy Coffey, District Business Manager and Martha O'Leary and Jodi Truman, Co Food Service Managers, to update the Board on mandatory changes in Food Services until the November 3, 2014 Board meeting.**
- C. Mr. Moore made the motion, seconded by Mr. Dunn and voted unanimously in favor to approve the Superintendent's nomination of Michelle Raymond to Food Service Manager II at Hebron Station School.**
- D. Mr. Cash, Strategic Planning Committee Chair, presented on the District's Strategic Plan.**
- E. Ms. Macro made the motion, seconded by Dr. Ware and voted unanimously in favor to approve the first reading of the following policies:**

 - AD- Oxford Hills School District Mission and Core Beliefs**
 - CBI- Evaluation of the Superintendent**
 - JL- Local Wellness Policy**
- F. Heather Manchester, District Curriculum Coordinator, presented on the District's Proficiency Based Diploma extension application.**
- G. Dr. Ware made the motion, seconded by Mr. Moore and voted unanimously to approve the District's Proficiency Based Diploma extension application.**
- H. Mr. Moore made the motion, seconded by Mr. Patrie and voted unanimously in favor to approve the disposal of Food Service, Transportation and Maintenance equipment.**
- I. Mr. Coffren made the motion, seconded by Mr. Moore and voted unanimously in favor of accepting a gift of \$4,000 (Four Thousand Dollars) from Gary Bahre to be used at the discretion of the Oxford Elementary School Grade 6 teachers for field trips and activities.**
- L. Mr. Moore made the motion, seconded by Ms. Macro and voted unanimously in favor to approve the Superintendent's nomination of Beth Binette as Special Education Ed Tech I at Paris Elementary School.**
- J. Mr. Moore made the motion, seconded by Mr. Coffren, and voted unanimously in favor, to enter executive session at 8:20 p.m., in accordance with 1 M.R.S.A. § 405 (6)(B), to conduct a hearing to determine if a student should be expelled from the Oxford Hills School District. The Board left executive session at 8:45 p.m.**

- K. Mr. Moore made the motion, seconded by Dr. Ware, and voted unanimously in favor, that the allegations being substantiated, to expel the student under consideration from the Oxford Hills School District for the peace and usefulness of the school and that the Superintendent provide the Board and the parents with the Board's written findings.

12. QUESTIONS/COMMENTS FROM THE BOARD:

Mr. Coffren commented that he would like a policy in place to update the District website to include school concerts and other activities.

Mr. Williams asked if questions pertaining to grade point averages can be asked during an expulsion hearing. Mr. Colpitts responded that in certain cases where the grade point average is pertinent questions could be asked.

Mr. Cash asked that those present thank Strategic Planning Committee members if they see them out in the community.

13. ADJOURNMENT:

Mr. Patrie made the motion, seconded by Mr. Williams, and voted unanimously to adjourn at 8:55 p.m.

Respectfully submitted,



Richard Colpitts
Superintendent of School

7A

Proficiency-based Planning Tool

Need/goals	Action/Step(s)	Activities/Strategies	Time/Inst/Grnts	Person(s)/Responsibls
<p>Create a grades 7-12 proficiency-based system</p> <p>By August 30, 2014, grades 7-9th standards for ELA, Math, Sci and SS will be published.</p>	<p>1. Identify/Unpack Standards and Create Power Standards in following format:</p> <ul style="list-style-type: none"> - Unpacked Standards Document - Maximum of 6-8 power standards per content area per year - ELA/Math power standards align with Claims for Smarter Balance 	<p>Create grades 7-12 content-teams for ELA, Math, Sci, SS.</p> <p>Unpack CCSS, NGSS, SS MLRs, following an established process.</p> <p>Create power standards for instruction, assessment and reporting.</p> <p>Share work with department and teams throughout process</p>	<p>Jan. - August, 2014: 1 day pullout with subs: understanding law, expectations of work and unpacking protocol.</p> <p>Stipend pays for work time outside of contract: Log time</p> <p>\$33,000 Grant</p>	<p>Department Reps: Brewster/Chery*--Tara Donna, Lisa, Erin, Kristie H, Laurie R. (6 subs)</p> <p>Torrey/Jess*--Paul Jayne P-Bristol, Jen Cox, Nate, Steve, Tracey, Errol (7 subs)</p> <p>Sasha/Dianne Slicer* Stacie, Walter, Luc Roy, Jason, Kristin, Brian- Ted Moccia (8 subs)</p> <p>John/Joe*--John S Jason, Kenny Poulin, Michele Wood, Deb Wentworth (6 subs)</p>
<p>By August 30, 2014, grades 7-9 rubrics, sample exemplars and evidence for power standards will be identified.</p>	<p>2. Determine proficiency of standards</p> <ul style="list-style-type: none"> -Align with CCSS performance expectations and Claims for Smarter Balance 	<p>Design rubrics; identify evidence; collect exemplars</p> <p>Determine IEP proficiency</p>	<p>June-August 2014 Summer Work: 2 days for 20 additional staff @ \$10,000 local budget</p>	
<p>By Jan. 2015, grade 9 PLP will align to power standards</p>	<p>3. Establish multiple pathways</p>	<p>PLP and alignment to standards</p>	<p>TBD</p>	<p>HS Guidance</p>
<p>By June, 2015, an</p>	<p>4. Create reporting</p>	<p>Weight power</p>	<p>TBD</p>	<p>Database Admin, hs guidance,</p>

7A

<p>advisory committee will work with Database Admin to create Reporting System for Class of 2018</p>	<p>system</p>	<p>standards, design reporting system</p>	<p>dept. reps, building admin, curr. director</p>
<p>By August, 2015, goals 1 and 2 will be completed for grades 10-12.</p>	<p>5. Establish graduation requirements</p>	<p>TBD</p>	<p>TBD</p>
<p>By Feb. 9, 2014, a written/verbal statement will be available for dissemination to incoming 9th grade students at time of course selection. Incoming 7th grade students will be introduced to graduation expectations.</p>	<p>6. Create aligned policy and revise as law changes</p>	<p>Monitor developments at DOE regarding law.</p>	<p>Feb. 9th grade sign-up</p>
	<p>7. Communicate to all stakeholders</p>		<p>Ongoing</p>
			<p>Superintendent, hs principal, Dir. of Student Services, Board Administration, Dept. Reps</p>

+ BB

Unpacking MSMA

Team A

How positioned currently to meet requirements?

At OHMS very well. It's what we already talk about. It may not be in every room in practice, but every teacher has a working understanding of what we need to be doing.

At OHCHS, already broken out grading by standards. Practices may vary, but there is a clear understanding of what it looks like.

In science, curriculum has changed due to alignment with new standards, but clear understanding of standards.

At OHCHS, math aligned in assessment and curriculum but need work on instructional practices. Overall standards need to be better aligned to CCSS.

At OHMS we are nibbling at these pieces. Multiple means of assessment not happening - true across both schools.

Grading does not necessarily align with student achievement.

Identify areas of need to accomplish P-BD.

common definition of pbd

what should it look like

tighten up standards, assessments in collaborative manner (align to CCSS)

standards need to include numerous learning targets, multiple means of assessment

What should be shared with team?

common language for pbd

focus on instruction, alignment of standards with CCSS

model classrooms

What additional staff development is needed?

time and ability to work with other staff with observations and professional conversations about how to improve

workshop model at OHCHS

needs to be **the** priority

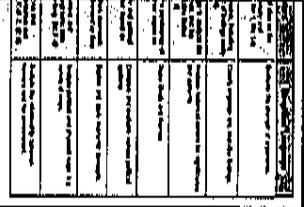
Questions still have about assigned reading? Does reporting system need to be more specific to impact instruction and identify specific student strengths and weaknesses.

Social Studies 7-12

Vertical Alignment of Social Studies Standard Indicators and Domains

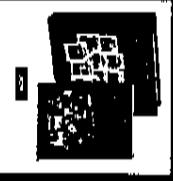
Kid-friendly language

- 1) Draft of kid-friendly list of SS OSS reading standards
- 2) Draft of kid-friendly DOE performance indicators
- 3) Review and take place during next year's implementation



Continuity with current system

- 1) Inter-divisional
 - General SS curriculum based on OHSS, with 2015 State revision
 - Revision of OSS study ordering/resources favored for purchase
- 2) Reporting
 - Current SS grades reported in standard areas (new)
 - Organize performance indicators within standard folders (change)
 - Create space for Local Based Learning Objectives within standards



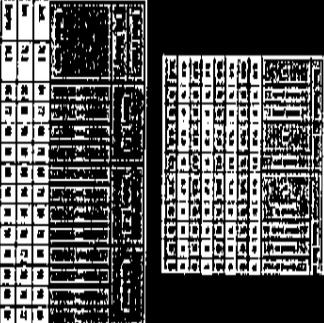
Guiding Principles

- 1) Do research, borrow the wheel
- 2) Kid-friendly language
- 3) Incremental steps
- 4) Vertical alignment with OHSS
- 5) Continuity with current system



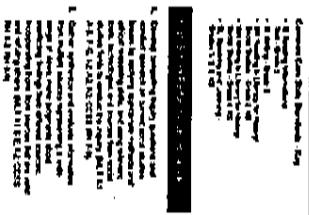
Incremental Steps

- 1) Assign performance indicators from the power standards to grade levels
- 2) Backwards plan/adjust curriculum to integrate performance indicators
- 3) Design sample activities/examples for 6th grade implementation
- 4) Dependent time to support in best

Do research, borrow the wheel

- 1) Strategy/level of research
 - K-2
 - State of change
 - Not all DOE has
 - Research
- 2) DOE research
 - Present at conference
 - Share findings to state
 - Use research
 - Use research to lead on pr



Vertical Alignment

- 1) OHSS-OHSS meetings
 - Leadership co-plan/try
- 2) Additional sessions
 - Peer present on state standards
 - Need transparency, partnership and follow through
 - 7-12 grading consistency

?

So, what is proficient?

It is the aggregate over time of a student's performance against these performance indicators that collectively determine whether students have achieved the standard.

OHSS - Vertical Alignment 2014-2015
 OHSS - Vertical Alignment 2014-2015

9C

Category	Action Steps	Evidence	Timeline	Coord.	Participants
12 Grading Alignment	<p>1. Develop a consistent vertical alignment of the Habits of Work and Learning (7-12).</p> <p>2. Grading Practices: Explore the middle school eliminating the D to align with the HS standards-based grading system</p> <p>3. Develop a plan to increase collaboration between middle school and high school around teaching practices that support proficiency-based diploma (and grade 6 when appropriate).</p>	<p>1. The report card: teachers, students, parents know how HOWL is evaluated and reported.</p> <p>2. Report Card: The Middle School will either report or not...</p> <p>3. Meeting schedule developed in conjunction with CCC and building principals</p> <p>-Troy and Ted to develop meeting schedule that includes time for proficiency, technology, departmental time, and vertical team.</p>	<p>1. District alignment on HOWLs by Spring 2015</p> <p>-Fall 2014 pull together a team of teachers 7-12 to develop a plan using rubrics/grading/ reporting. Look at guiding principles. Ted and Troy will put together the committee- first meeting in Sept.</p> <p>-HS to change language alignment to HOWL.S (leadership retreat)</p> <p>-at some point pull in K-6 teachers (2016)</p> <p>2. Decision to be made for academic year 2015-6</p> <p>-Troy</p> <p>-Need to communicating with the curriculum committee of the Board (August 1)</p> <p>-run the report on Ds/Fs HS/MS</p> <p>3. Admin Team in August 2014</p> <p>-Tara, Troy, and Ted will work on building time</p> <p>-2 meetings on Restorative Practices</p> <p>-More meetings will be scheduled based on need</p>	<p>1. Heather Troy, Tara</p> <p>2. Troy</p> <p>3. Heather, Ted, Troy</p>	<p>1. Ted, John, Troy, Tara, Leadership teams,</p> <p>2. MS Leadership, teachers</p> <p>3. Leadership Teams</p>
Education Standards	<p>1. The Core Content Areas continue the process of aligning/deciding/unpacking graduation standards.</p> <p>-ELA:decide the graduation standards and performance indicators in each (5 vs. 8). High school needs to unpack the literacy standards</p> <p>-Math:compare docs with NC unpacks standards, align with 5 graduation standards, MS- learning targets, identify standards/PV and resources</p> <p>-Science: finish evidence of unpacking standards, create rubrics with exemplars</p> <p>-Social Studies: align the performance indicators, revise the curriculum as necessary, unpeck the performance indicators as to understanding them</p>	<p>1. Completed Templates, samples units, etc.</p> <p>1. Status updates from each content area</p> <p>2. Common Template developed and used</p> <p>3. a Glossary of terms developed, district documents reflect the change</p> <p>4. To be determined</p>	<p>1. We need to determine what fires need to be lit</p> <p>3. ongoing</p> <p>4. Guidance will talk with Departments to find out what is already happening (audit of current practices) 7-12</p> <p>5. Modern Languages Dept is adopting ACTFL standards/FLAME</p>	<p>1. Heather and 3. Heather</p> <p>4. Nancy/ Shawn/Jane/ Heather</p> <p>5. Building and District Admin, Department Heads</p>	<p>Marge</p> <p>4. guidance, teachers, etc.</p>

	<p>2. All content areas will adopt a common way of communicating graduation/Grade level standards*</p> <p>3. Shift our language to reflect *Graduation (HS)/Grade Level (MS)* and *Content* Standards</p> <p>4. Develop a process for verifying that students are proficient in Career Prep -formalize/identify how career prep is delivered/assessed in MS/HS.</p> <p>5. Invite/Explore Modern Classical Languages/Arts/Phys Ed/Health Implications</p>	<p>5. To be determined</p>	<p>6. Arts/PhysEd/ Health are beginning the process of developing common language around LTs</p>	<p>6. Heather to check in with Department Leaders</p>	
<p>Communication</p>	<p>1. Develop a process for communicating the following:</p> <ul style="list-style-type: none"> • What is proficiency-based diploma? • Rationale (why is it good for kids) • What does it look like? • What's changed? What hasn't • What is the impact? <p>List of folks to communicate with in order:</p> <ul style="list-style-type: none"> • staff • school board • parents and students • community 	<p>Faculty meetings in each building that provide opportunities for teachers to understand the process. Opening of school, etc.... -research on best approach to communicate -Troy, Ted, Heather, Kathy, to meet to develop a message and resources Information on the District Website</p> <ul style="list-style-type: none"> • School Board meetings • Community Forum 	<ul style="list-style-type: none"> • Academic year 2014-15 (faculty and school board) • Academic year 2015-16 begin (more formalize) the process with parents and students 		
<p>Professional Development</p>	<p>Identify what we need all staff to know and do by the end of the year with regard to the proficiency diploma. Develop a plan with for MS and HS.</p>	<p>A list of important information and deadlines</p>	<p>Summer 2014</p>	<p>Heather</p>	<p>Ted, Troy, building leadership, with feedback from departments.</p>

Fe

Proficiency-based Diploma Meeting
Debrief after Northport
July 9, 2014

Goal: Review the plan we created at Northport in order to prioritize our work and make action steps to carry out the plan.

1. Opening Move: Brainstorm (5 minutes)

What evidence do we have of significant movement towards the proficiency-based diploma 7-12?

- the alignment of the curriculum for science 6-12 (Next Gen)
- 6-12: clearly articulated curriculum mapping for math CCSS standards (learning targets, success criterion, performance indicator)
- Social Studies: working on alignment to MLR/CCSS. Curriculum map: 7-12
- ELA: common understanding of where we have to go
- MS: consistent instructional model (workshop model), common language
- Communication: spring and summer meetings with parents regarding transition to HS
- Professional Development: going to the retreat 7-12
- Leadership involvement of MS and HS principals: commitment to the process
- MS: Learning Targets/Success Criteria posted in rooms
- Language- reporting to standards
- Reporting the standards- rolling grades for the year
- Academic RTI- intervention labs at HS. MS this year.
- Assessment - using STAR for data
- HS and MS alignment of meeting schedules

2. Review the plan we made at Northport. Silent Reading time (10 Minutes)

3. Clarifying questions- 2-3 minutes

4. Prioritize the components of the plan (10 minutes)

- What is the most urgent? i.e. before school?
- Short Term
- End of year

5. Begin to make action steps and identify roles and responsibilities. (40 minutes)

- a. Make sure we discuss budget!

6. Next steps. (5 minutes)

Grading and Alignment:

HOWLS- benchmarking at the beginning of the year. MS/HS rubric, is it working?

King Middle School- Honor Roll/High Honor Academic/HOWLS

Fe

Notes from July 9:

In order to develop a consistent vertical alignment of the Habits of Work and Learning, we have 2 action steps:

1. Pull together a team of teachers 7-12 to develop a plan using rubrics/grading/reporting. This team will also consider integration of the guiding principles.
2. The HS is going change language alignment to HOWLS. Ted will introduce/discuss this at the leadership retreat this summer.

The middle school is eliminating the D to align with the HS standards-based grading system as of now! We have 2 action steps:

1. Troy will communicate this with the curriculum committee of the Board (August 1 at 5:00).
2. We will look to see if the 8th and 9th grade failure data gives us any insight as to the practice of eliminating the D. Troy/Ted will run an IC report on Ds/Fs at the HS/MS.

In order to develop a meeting schedule to align the work at the high school and middle school, we have 1 action step:

1. Troy and Ted will develop meeting schedule that includes time for work on technology integration and the proficiency-based diploma: departmental time and vertical team work as appropriate to move us towards our proficiency goals.

In order develop a system for communication with faculty and the board we have 2 action steps:

1. Heather will pull together the resources from the conference on best approach/information to communicate.
2. Troy, Ted, and Heather will meet to develop a message and resources. We will meet July 15th at 10:00 at the HS.

7/7

ELA Proficiency Meeting
August 8, 2014

Attendance: Laurie Catanese, Cheryl Lang, Brewster Burns, Donna Marcotte-Bell

Reviewed work from Northport

Options for extension (2021)
Graduation/Performance Indicators for ELA
Work from SS and Math since Northport

Review work completed:

Performance Tasks
Graduation Performance Indicators

Next Steps:

Create Simplified Language for Performance Indicators for Graduation
Focus on Informational Text and Argument Writing to identify Learning Targets and Success Criteria for the following year. Standards, Performance Indicators, and Learning Targets are set for grades 7-8 and 9-12. Differences are in text complexity.

Suggestions for Facilitators:

Define and calibrate:
MSAD 17 Glossary:
Graduation Standards
Content Area Standard
Course/Grade Level Standard
Performance Indicator
Learning Target
Success Criteria

August 22 Meeting:

Share process behind document
Share document with teachers in attendance
In grade level spans (7-8; 9-12) determine learning targets for the following standards:
Reading Comprehension
Reading Interpretation
Writing - Arguments
**Success Criteria will come with instructional design

Attending Teachers

1. Cheryl Lang	2. Brewster Burns	3. Laurie Catanese
4. Carrie Faith	5. Danielle Bode	6. Barb Danis
7. Jolene TW	8. Pam C?	9. Kristi Bancroft

- Meeting for ELA 7-12 on August 25 (see Common Writing Task PD)
- Give document to teachers and compare learning targets to performance tasks

Reporting Standards-Grade 6

Language Arts

Reading: Literature

Cite textual evidence, both explicit and inferential, to analyze and summarize theme, characters, events

Analyze the craft and structure of a text as it relates to theme, setting, plot, and character development

Evaluate themes, point of view, and concepts from multiple sources, including media and text

Reading: Informational Text

Support beliefs around central ideas, key details, and conclusions using text evidence and inferences; summarize

Integrate information to develop a coherent understanding of a topic, belief, or issue

Evaluate topics, beliefs, and issues from multiple sources, including media and text

Writing

Persuasive / Opinion

Informative / Explanatory

Narrative

Writing About Reading

Handwriting

Speaking & Listening

Engage in collaborative conversations

Present knowledge and ideas

Language

Conventions (punctuation and spelling)

Vocabulary

Social Studies

Expanding Nation

Civil War and Reconstruction

Emergence of Civilization

Reading in Content Area

Writing in Content Area

STEM

Life: Biodiversity: Life in the Ocean

Physical: Global Energy Conservation

Health: Immune and Circulatory Systems

Reading in Content Area

Writing in Content Area

- iteracy.W.4.3 • Write to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 Literacy.W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 Literacy.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 Literacy.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.
 Literacy.W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
 Literacy.W.4.3e Provide a conclusion that follows from the narrated experiences or events.
 iteracy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
 iteracy.W.4.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 iteracy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
 iteracy.W.4.9a Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").
 iteracy.W.4.10 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 discipline-specific tasks, purposes, and audiences.
 iteracy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 Literacy.L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 Literacy.L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 Literacy.L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 Literacy.L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 Literacy.L.4.1e Form and use prepositional phrases.
 Literacy.L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
 Literacy.L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their).*
 iteracy.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 Literacy.L.4.2a Use correct capitalization.
 Literacy.L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.
 Literacy.L.4.2c Use a comma before a coordinating conjunction in a compound sentence.
 Literacy.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

Do (Verbs)	Know (Nouns)	Essential Knowledge/Skills Students will:	Evidence
to develop	experiences or events	be able to develop real or imagined experiences or events	<ul style="list-style-type: none"> ● journals ● stories ● personal narratives ● graphic organizers ● assessments
to orient; to establish; to introduce	the reader; a situation; a narrator or characters	be able to orient the reader by establishing a situation and introducing a narrator or character	<ul style="list-style-type: none"> ● journals ● stories ● personal narratives ● graphic organizers ● assessments
to organize	a sequence of events	be able to organize a sequence of events that unfolds naturally	<ul style="list-style-type: none"> ● journals

			<ul style="list-style-type: none"> ● stories ● personal narratives ● recipes ● newspaper articles ● experiments ● graphic organizers ● assessments
to use	dialogue and description	be able to use dialogue and description to develop experiences and events	<ul style="list-style-type: none"> ● journals ● stories ● personal narratives ● graphic organizers ● assessments
to show	the responses of characters	be able to show the responses of characters	<ul style="list-style-type: none"> ● journals ● stories ● personal narratives ● graphic organizers ● assessments
to use	a variety of transitional words and phrases	be able to use a variety of transitional words and phrases to manage the sequence of events	<ul style="list-style-type: none"> ● journals ● stories ● personal narratives ● graphic organizers ● assessments
to use	concrete words, concrete phrases, and sensory details	be able to use concrete words, concrete phrases, and sensory details to convey experiences and events precisely	<ul style="list-style-type: none"> ● journals ● stories ● poems ● personal narratives ● graphic organizers ● assessments
to convey	experiences and events	be able to convey experiences and events precisely	<ul style="list-style-type: none"> ● journals ● newspaper articles ● biographies ● stories ● personal narratives ● assessments

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Grade 6 Standards

<p>Number and Quantity</p>	<p>Understand ratio concepts and use ratio reasoning to solve problems.</p>	<p>Understand ratio concepts and use ratio reasoning to solve problems.</p>	<p>CCSS.Math.Content.6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p>	<p><i>I can explain the concept of ratio.</i></p>
				<p><i>I can describe the relationship between two quantities using ratio language.</i></p>
			<p>CCSS.Math.Content.6.RP.A.2</p>	<p><i>I can explain the concept of unit rate.</i></p>
			<p>Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship</p>	<p><i>I can describe a ratio relationship using rate language.</i></p>
			<p>CCSS.Math.Content.6.RP.A.3</p>	<p><i>I can explain the relationship between rate, ratio and percent.</i></p>
			<p>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p>	<p><i>I can solve word problems using ratio and rate reasoning.</i></p>
			<p>CCSS.Math.Content.6.RP.A.3.a</p>	<p><i>I can use tables to to compare ratios.</i></p>
			<p>Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p>	<p><i>I can plot ratios as ordered pairs.</i></p>

Updated 6/30/14

FI

Grade 6 Standards

Understand ratio concepts and use ratio reasoning to solve problems.	Understand ratio concepts and use ratio reasoning to solve problems.	<u>CCSS.Math.Content.6.RP.A.3.b</u> Solve unit rate problems including those involving unit pricing and constant speed.	I can recognize the use of ratios, unit rate and multiplication in solving problems.
		<u>CCSS.Math.Content.6.RP.A.3.c</u> Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	I can use ratios to identify percents.
			I can use percentages to find the part when given the percent, by recognizing that the whole is being divided into 100 parts and then taking a part of them (the percent).
		<u>CCSS.Math.Content.6.RP.A.3.d</u> Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	I can determine the whole amount, given a part and a percent.
			I can use ratios as conversion factors and the identity property for multiplication to convert ratio units.

Updated 6/30/14

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Grade 6 Standards

Number and Quantity	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	<u>CCSS.Math.Content.6.NS.A.1</u> Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.	I can solve word problems involving division of fractions by fractions.
				I can represent the context of a fraction word problem using a variety of models.
	Compute fluently with multi-digit numbers and find common factors and multiples.	Compute fluently with multi-digit numbers and find common factors and multiples.	<u>CCSS.Math.Content.6.NS.B.2</u> Fluently divide multi-digit numbers using the standard algorithm.	I can fluently divide multi-digit numbers.
			<u>CCSS.Math.Content.6.NS.B.3</u> Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	I can fluently add, subtract, multiply, and divide multi-digit decimals.
			<u>CCSS.Math.Content.6.NS.B.4</u> Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	I can find the greatest common factors of two whole numbers (up to 100).
				I can find the least common multiple of two whole numbers (less than or equal to 12).
				I can use the distributive property to express a sum of two whole numbers.

Updated 6/30/14

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Grades 6 - 8 Social Studies: Curriculum Standards

<p>Guiding Principles: 1. A clear and effective communicator 2. A self-directed and lifelong learner 3. A creative and practical problem solver 4. A responsible and involved citizen 5. An integrative and informed thinker</p>				
<p>MILR A: Application of Social Studies Processes, Knowledge, and Skills</p> <p>MILR B: Civics and Government</p> <p>MILR C: Economics</p> <p>MILR D: Geography</p> <p>MILR E: History</p>	<p>A.1. Students Research, select, and present a position on a current social Studies issue by proposing and revising research questions, and locating and selecting information from multiple and varied sources</p>	<p>A.2. Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills</p>	<p>A.3. Students select, plan, and implement a civic action or service-learning project based on a school, community or State asset or need, and analyze the project's effectiveness and civic contribution</p>	
	<p>B.1. Students understand the basic ideas, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of government in the world</p>	<p>B.2. Students understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy</p>	<p>B.3. Students understand political and civic aspects of unity and diversity in Maine, the United States, and various cultures including Maine Native Americans</p>	<p>B.3. Students understand political and civic aspects of unity and diversity in Maine, the United States, and various cultures including Maine Native Americans</p>
	<p>C.1. Students understand the principles and processes of personal economics, the influence of economics on personal life and business, as the economic systems of Maine, the United States, and various regions of the world</p>	<p>C.2. Students understand economic aspects of personal economics, the influence of economics on personal life and business, as the economic systems of Maine, the United States, and various regions of the world</p>	<p>C.2. Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans</p>	<p>C.2. Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans</p>
	<p>D.1. Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present and future</p>	<p>D.2. Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present and future</p>	<p>D.2. Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans</p>	<p>D.2. Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans</p>
	<p>E.1. Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States and various regions of the world</p>	<p>E.2. Students understand historical themes, and historic influences in the history of Maine, the United States and various regions of the world</p>	<p>E.2. Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities</p>	<p>E.2. Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities</p>
<p>Common Core Standards</p>				
<p>Key Ideas and Details</p>	<p>CCSS.ELA-Literacy.RH.6-8.1</p>	<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p>		
	<p>CCSS.ELA-Literacy.RH.6-8.2</p>	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>		
	<p>CCSS.ELA-Literacy.RH.6-8.3</p>	<p>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>		
<p>Craft and Structure</p>	<p>CCSS.ELA-Literacy.RH.6-8.4</p>	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>		
	<p>CCSS.ELA-Literacy.RH.6-8.5</p>	<p>Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>		
	<p>CCSS.ELA-Literacy.RH.6-8.6</p>	<p>Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>		
<p>Integration of Knowledge and Ideas</p>	<p>CCSS.ELA-Literacy.RH.6-8.7</p>	<p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>		
	<p>CCSS.ELA-Literacy.RH.6-8.8</p>	<p>Distinguish among fact, opinion, and reasoned judgment in a text.</p>		
	<p>CCSS.ELA-Literacy.RH.6-8.9</p>	<p>Analyze the relationship between a primary and secondary source on the same topic.</p>		
<p>Range of Reading and Level of Text Complexity</p>	<p>CCSS.ELA-Literacy.RH.6-8.10</p>	<p>By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>		

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Common Core State Standards in Maine

SPDG Goal 3 Implementation Team



Goal 3: CCSS Implementation Team

- Deborah Marshall - RSU #2, Special Ed Director
- John Walley - RSU #2, Assistant Special Ed Director
- Steve Floyd - RSU #15, Special Ed Director
- Bonnie Violette - Westbrook Public Schools, Special Ed Director
- Debra Jean Scheibel - MOOE, SPDG Coordinator
- Roberta Lucas - MOOE, Federal Program Coordinator



CCSS Primer

Beginning the Journey




Learning outcomes for today

- Recognize key terms connected to standards based instruction and learning
- Navigate Marzano's New Taxonomy
- Locate CCSS standards for ELA and math
- Define and Practice "Unpacking" Standards
- Identify levels of complexity and cognitive process on taxonomy



Terms to begin today's journey

- Standards** - transparent, learning outcomes
- Proficiency** - what the standard states the learner has to demonstrate level of complexity & process
- Unpacking** - breaking down the standard
- Grade Level** - group of standards
- Instructional Level** - based on screening tool where child is learning
- Accommodations** - ways to access the general education curriculum
- Learning Tools** - the plan for completing standards in the given amount of time



- A research-based set of academic standards created to provide a common set of expectations for children in grades K-12.
- A clear and consistent framework meant to effectively prepare children for college and the workforce, and



The Common Core State Standards are...

The result of state-led efforts to ensure that all children in the United States, regardless of where they live, receive the same high quality rigorous instruction in the content and skills necessary for future success.

The state website: <http://www.maine.gov/education/fines/corestatestandards/index.html>



What does this mean for special education?

Children with disabilities must be able to access the same rigorous academic content as their general education peers.



What does this mean for special education?

- Educators must utilize varied presentation formats and opportunities for expression, institute appropriate accommodations, change the materials and procedures, and utilize assistive technology to enable ALL students to access this content.

The state website: <http://www.maine.gov/education/fines/corestatestandards/index.html>



Updating Marzano's New Taxonomy (Marzano and Marshall, 2017)

- Designed to illustrate cognitive systems and cognitive process with "higher level" thinking skills
- Cognitive Systems:** Retrieval - Comprehension - Analysis - Knowledge Utilization - Increasing
- Learning Process:** Skills that make up each system (K-12 level - Increasing, Analyzing, Evaluating, Increasing difficulty)
- Useful verbs, phrases, definitions - useful in crafting standards designed at appropriate level of complexity and process based on the specific standard



Marzano Practice

A student reaches at the Proficient level of complexity - if process included in the process

For a student to reach at the Analysis Level - when students can identify the critical elements of knowledge & what process?

A standard website at the Knowledge Utilization Level - students can identify the critical elements of knowledge & what process?

Proficiency (1) -

Where does demonstration of learning fall to earn a 4 level of proficiency?



Next Stop CCSS ELA & Math

- Standards - transparent, learning outcomes
- Define the learning expectations -
- Direct instruction -
- How to use resources -
- Learning what questions to ask -
- Practicing skills of working in partners/small groups -
- Practice skills of "unpacking" standards -
- Where are the students? (Where are they? Have they learned the instruction? What are they doing next?)



Universal Design for Learning

UDL is defined as "a scientifically valid framework for guiding educational practice that:

- provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
- reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains goals



Let's Practice



Functional Example

Present levels of academic & functional performance

Learner is currently working on level 3.0 math curriculum. He is able to complete the following learning targets with a 2.5 level of proficiency or higher. Learner gets are working at a level 3 in the curriculum standards.

- Understands the similarities and differences between or among two-dimensional and three-dimensional shapes.
- Is skilled at finding the perimeter of a polygon by counting unit squares



Functional Example

Present levels of academic & functional performance

- Is skilled at finding area of a polygon with all right angles by decomposing them into non-overlapping triangles
- Understands a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts
- Is skilled at addition and subtraction of whole numbers with three or more digits



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Lead Objective 1 – High Expectations: Increase achievement for all students through evidence-based instructional practices, effective parental partnerships, and elevated aspirations.

Action Strategies

- a. Develop a comprehensive aspirations plan for students in K-12 and adult education, leading to individual learning plans for all students.
- b. Develop an implementation plan for a proficiency-based diploma including policy revisions, graduation standards, grading, transcripts, assessment, and community engagement.
- c. Engage the Board of Directors in the review, revision, and adoption of policies leading to full implementation of proficiency-based learning and graduation.
- d. Ensure that graduates of Oxford Hills Comprehensive High School acquire and can demonstrate 21st century skills including problem-solving, critical thinking, collaboration, retrieval and analysis of information.
- e. Ensure that Career and Technical offerings at OHCHS are contemporary and match the needs of the times; consider expanded opportunities in Information Technology, Computer Science, and other emerging areas.
- f. Evaluate the effectiveness of the current Gifted and Talented program.
- g. Align student Individual Education Plans (IEPs) with the *Maine Learning Results* standards and performance expectations, making accommodations as necessary.
- h. Ensure students apply workplace skills to accomplish real-world tasks (e.g. OHCEE internships, Region 11, Service Learning, Special Education, job placements).
- i. Evaluate Alternative Education programming to ensure high expectations and demonstration of proficiency against graduation standards for all students enrolled.
- j. Investigate expansion of academic electives and multiple pathways including student-designed learning.
- k. Develop mentoring program for students (K-12) and in adult education such as transition points, afterschool programs, and advisory periods.
- l. Link standards with experiential learning.
- m. Pursue and develop a formal partnership with higher education such as a medical school.

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Lead Objective 2 – Multiple Pathways: Develop and implement multiple pathways for learning that are built on student choice with the expectation that every student will demonstrate significant growth in knowledge and skills, academically and as responsible young citizens.

Action Strategies

- a. Ensure program consistency and coordination at all key transition points including a review of multiple pathways offerings at the middle and high school levels.
- b. Implement flexible scheduling through expanded 1:1 access to enhance and provide early college, blended learning, and other educational experiences for Pre-K-12 and adult education students.
- c. Investigate options for redesigned and flexible staffing to meet varied student needs.
- d. Develop and implement expanded visual and performing arts opportunities.
- e. Explore possibilities for expanding drama and music offerings.
- f. Expand access to online courses and other learning experiences in Pre-K-12 and in adult education including enhancement, intervention, AP, and college offerings.
- g. Establish the expectation of an early college course or other college learning experience for each student prior to graduation.



"Honesty and integrity are important skills that our kids should learn. And persistence, critical thinking, analyzing so much information, are key skills too."

— A Citizen of Oxford Hills School District

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Algebra I Learning Targets and Success Criteria (2014-15)

Learning Targets	Success Criteria
Standard 1: Solving Systems of Equations and Inequalities: Unit 1 Chapter 2	
Section 2-1: Students will be able to translate sentences into equations.	*I can write verbal expressions from algebraic expressions. *I can write algebraic expressions from verbal expressions.
Section 2-2: Students will be able to solve single step equations. Section 1-1: Students will be able to express algebraic expressions verbally.	*I can write and solve one step equations using addition, subtraction, multiplication, or division.
Section 2-3: Students will be able to solve multi-step equations. Section 1-4: Students will be able to solve equations with one or two variables.	*I can use the distributive property to evaluate and simplify expressions. *I can write and solve multi-step equations.
Section 2-4: Students will be able to solve equations with variables on both sides.	*I can write and solve equations with variables on both sides.
Section 2-8: Students will be able to solve equations for given variables and use formulas to solve real-world problems.	*I can solve equations for given variables. *I can use formulas to solve real-world problems.
Unit 2: Chapter 5	
Section 5-1: Students will be able to solve linear inequalities using adding and subtracting.	*I can write and solve linear inequalities by adding or subtracting.
Section 5-2: Students will be able to solve linear inequalities using multiplying and dividing.	*I can write and solve linear inequalities by multiplying or dividing.
Section 5-3: Students will be able to solve linear inequalities involving more than one operation and distributive property	*I can write and solve multi-step linear inequalities. *I can solve linear inequalities that involve the distributive property.

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Learning Targets	Success Criteria
Standard 3: System of Equations and Inequalities	
Section 6-1 Students will be able to determine the number of solutions for a system of equations. Students will be able to solve systems of equations by graphing.	*I can solve systems of equations by graphing. *I can determine the number of solutions a system of equations has, if any
Section 6-2 Students will be able to solve systems of equations by using substitution. Students will also be able to solve real-world problems by using substitution.	*I can solve a system of equations by using substitution. *I can solve real-world problems involving systems of equations by using substitution.
Section 6-3 Students will be able to solve a system of equations by using elimination with both addition and subtraction.	*I can solve a system of equations by using elimination with addition. *I can solve a system of equations by using elimination with subtraction.
Section 6-4 Students will be able to solve a system of equations by using elimination with multiplication. Students will be able to solve real-world problems involving systems of equations by using elimination.	*I can solve a system of equations by using elimination with multiplication. *I can solve real-world problems involving systems of equations by using elimination.
Section 6-5 Students will be able to determine the best method for solving systems of equations. Students will be able to write and solve systems of equations using substitution or elimination.	*I can determine the best method for solving systems of equations. *I can write and solve systems of equations using substitution or elimination.
Section 6-8 Students will be able to graph systems of linear inequalities. Students will be able to solve systems of inequalities by graphing.	*I can graph systems of linear inequalities. I can solve systems of inequalities by graphing.
Standard 4: Polynomials/Quadratics	
Section 7-1 Students will be able to multiply monomials. Students will be able to simplify expressions involving monomials.	*I can multiply monomials. *I can simplify expressions involving monomials.
Section 7-2 Students will be able to find the quotient of two monomials. Students will be able to simplify expressions containing negative and zero exponents.	*I can find the quotient of two monomials. *I can simplify expressions containing negative and zero exponents.
Section 7-3 Students will be able to express numbers in scientific notation. Students will be able to find products and quotients of numbers expressed in scientific notation.	*I can express numbers in scientific notation. *I can find products and quotients of numbers expressed in scientific notation.

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Student Supports

Grading

Eligibility. Reported every three weeks.

Progress Reports. Reported mid-way through each quarter.

Quarter Grades. Reported at the end of each quarter.

Grading to Standards

You must earn a minimum of twenty-four credits (24 Carnegie Units) and 48 quality points to graduate from OHCHS. In the fall of 2009, OHCHS put a new standards-referenced grading system into practice which is now fully implemented. Letter grades will still be reported according to the below grading scale.

Grading System							
Quality Pts		Grade		Grade		Quality Pts	
A+	=	98 - 100	4.33	B-	=	85 - 86	2.67
A	=	95 - 97	4.00	C+	=	83 - 84	2.33
A-	=	93 - 94	3.67	C	=	80 - 82	2.00
B+	=	90 - 92	3.33	C-	=	78 - 79	1.67
B	=	87 - 89	3.00	F	=	77	0.0

Students will earn credits by meeting two requirements. First, students must earn a passing grade of 78 (C-) or better in each course. Next, they will be responsible for demonstrating their competence in specific knowledge and skills within each course. Each course will have four or five content learning standards which all students must pass with at least a 78 (C-).

The OHCHS report card and parent portal will provide specific details on student grades for each learning standard as well as for the overall progress in each course.

A student's habits also has an impact on academic success. Therefore, each class has a "Habits of Work and Learning" standard which will reflect such habits as respect and good attitude, responsibility and work ethic, attendance, homework, collaboration and cooperation. Habits of Work and Learning standard will not count more than 10% of a student's grade. Since this standard does not report to specific learning targets, students are not required to pass the Habits of Work and Learning standard in order to pass the class.

Supports for Meeting Grade Level Standards

Double-Block Algebra I. Students entering high school are expected to be ready to take Algebra I or Geometry. Students who do not have the pre-requisite skills and knowledge to enter Algebra I are scheduled into our double-block Algebra I course. This course begins by

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teaching and reviewing pre-algebra skills and doubles the amount of time that students have to complete their algebra I credit.

English Literacy. All students who graduate from Oxford Hills Comprehensive High School must meet an 8th grade reading requirement. Students entering the high school with reading levels below the 8th grade are scheduled into English Literacy courses as freshmen. Students' reading levels are re-tested in the fall, winter, and spring. Once they meet the reading requirement, they no longer need to be scheduled into this course. Upperclassmen who have not met the 8th grade reading requirement will be placed in reading courses taught by a literacy specialist each year until they meet this requirement.

Supports for Meeting Course Standards

Freshmen Tutorial. Tutorial is a required course for all freshmen students to ensure their academic success. It allows for access to your teachers and the opportunity for learning study skills, remedial assistance, and enrichment activities.

Afterschool Help with Teachers. Teachers at OHCHS are available to provide extra help to students after school. Many teachers post specific days and times they are available, while others make individual appointments with their students. This afterschool help may be to simply answer a student's questions or provide help with challenging material. However, teachers will often work with students to re-teach material or provide additional instruction to prepare students to re-take assessments in standards that they have previously failed.

Learning Labs. OHCHS provides subject specific learning labs during each of our 8 periods. One classroom is staffed with a mathematics and a science teacher, the other with an English and a social studies teacher. If students are struggling within a subject, they may ask for a pass from their study hall teacher to go to the learning lab for additional help. In addition, students may be assigned to the learning lab by a teacher when they have failed a standard and need additional time and support from a teacher to remediate that standard. Once the standard is passed, the student is released from the learning lab, and assigned back to a study hall.

Afterschool Intervention Program. Between February and April vacation, OHCHS offers the Afterschool Intervention Program (AIP), often described as "summer school during the school year". During AIP, students stay after school three days a week and work to make up any courses that they were not passing at the semester. The work is self-paced and is focused only on remediating standards. Once failing standards for a course are remediated, the student will be finished with AIP or will be able to move on to another subject area.

Summer School. Summer school takes place during the month of July. It is available to all students failing a course in one of the core subject areas. Like learning labs and AIP, the focus is on the remediation of standards. Students are only required to make up work in order to pass the standards that they failed and they are often able to make up more than one course during the month. The grade in the standards completed in summer school is then calculated with the standards met during the school year for a final grade.

Recapture Classes. Although most students pass their standards during their courses, with extra help through learning labs, in AIP, or in summer school, there are occasions when students need to remediate the standards in courses during the following school year. In these instances, students are placed in semester long recapture classes. Like the other supports offered at OHCHS, support is focused on making sure that students have the skills and knowledge to meet the content area learning standards. Students are assigned to the recapture class until they have remediated the standards that they have not yet met. Once