



Maine School Administrative District #35
Office of the Superintendent of Schools
180 Depot Road
Eliot, ME 03903

To: Diana Doiron, Maine Department of Education
Email: diana.doiron@maine.gov

From: Dr. Mary Nash, Superintendent of Schools

Date: October 16, 2014

Dear Ms. Doiron,

Enclosed is the *Option 5 Extension Application* for MSAD 35. The actual application length is 14 pages including this cover sheet. There are 35 pages of additional materials included in the appendix and there are 7 pages included in the Board's minutes for their meeting on October 15, 2014 when they reviewed and approved of this request. In an effort to insure an ease of opening these files, we have created three distinct PDF files [one for the actual application, one for the appendix and one for the Board's minutes]. These three files are attached in this email for your review and approval.

Thank you very much for your leadership in this important area of work! Please let me know if you require any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Mary Nash", with a long horizontal flourish extending to the right.

Mary Nash, Ph.D.
Superintendent of Schools
MSAD 35

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 35

Serving the communities of ELIOT & SOUTH BERWICK

Mary C. Nash, Ph.D.

Superintendent of Schools

Randy T. Stewart
Business Manager

Carole A. Smith, Ed.D.
Director of Special Services

MSAD/RSU 35

Proficiency Based Diploma Extension Option 5

Application

October 15, 2014

Mary Nash, Ph.D.
Superintendent of Schools

Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

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

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

Submittal Window

1. Indicate the submitting date.

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

Superintendents Region

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

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

3. **School Administrative Unit: MSAD 35**
4. **High School(s): Marshwood High School**
5. **Name and title of person completing the extension request:**
 - Dr. Mary Nash, Superintendent MSAD 35
 - Randall Stewart, Business Manager
 - Heidi Early-Hersey, Curriculum Coordinator
 - Paul Melhorn, Principal, Marshwood High School
 - John Caverly, Principal, Marshwood Middle School
 - Jerry Burnell, Principal, Great Works School
 - Maureen Goering, Principal, Eliot Elementary
 - Nina D'Aran, Principal, Central Elementary School
6. **Superintendent's name, address, phone number and email:**
 - Dr. Mary Nash
 - 180 Depot Rd
 - Eliot, ME 03903
 - 207 439-2438

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**

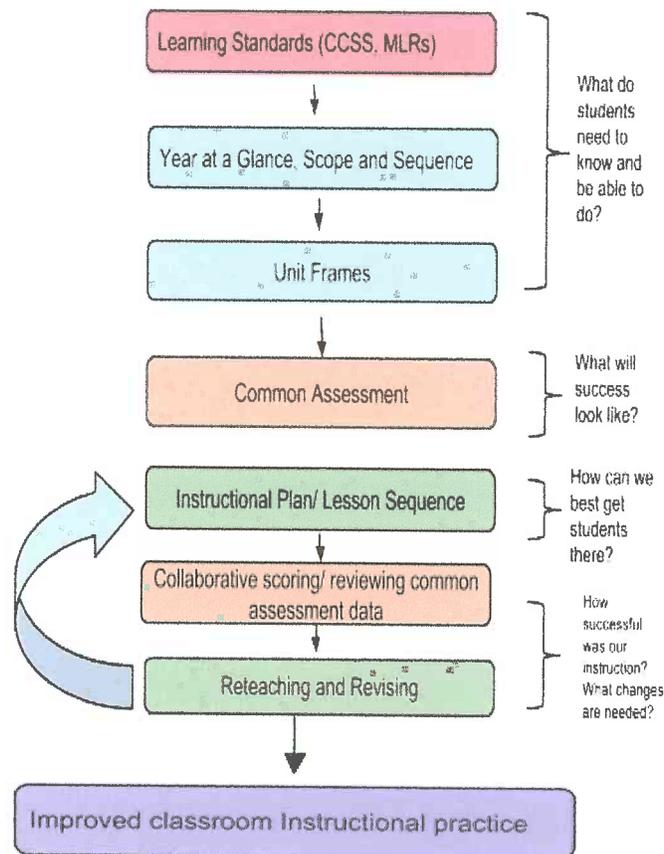
Marshwood High School has been identified as a highly effective and efficient school in preparing all students for post-secondary success by David Silvernail, in his Maine Education Policy research study *"More Efficient Public Schools in Maine: Learning Communities Building the Foundation of Intellectual Work"*, published in 2012. Marshwood High School has also been consistently rated as an "A" school by the Maine Department of Education, and listed as one of the top ten high schools in the state. The average graduation rate from Marshwood High School, over the past 5 years is 90.44%, with a high in 2013 of 94.32%.

Marshwood High School has a rigorous program that prepares students well for post secondary success. The MSAD 35 community hopes to build upon that strong foundation as our district transitions to a proficiency-based system, ensuring that all students who receive a diploma are indeed meeting or exceeding proficiency in the standards of the eight content areas and the Guiding Principles.

MSAD 35 staff and leadership began our work toward developing a proficiency-based diploma system last school year. We conceive of this work as a tightly connected cycle of curriculum, instruction and assessment, in which all elements of the cycle are directly informed by the standards our students must achieve. The curriculum work flow diagram below illustrates how all the key elements of our work connect. Aligning all elements of our educational system to the standards ensures that we are providing a guaranteed and viable curriculum for all students.

Curriculum Development Flowchart MSAD 35

Purpose: To increase student achievement by aligning curriculum, instruction and assessment to the standards.



The staff at Marshwood High School began this work by examining some existing unit templates for our courses and collaboratively developing some common assessments. By engaging in this work, it became clear that we needed to first go back to our standards and understand them deeply. This year we are in the process of closely reviewing all the standards for each of the eight content areas (Common Core, Maine Learning Results, Next Generation Science). Some departments such as World Language have also chosen to consult National Standards to add additional clarity and rigor. As we work collaboratively to unpack each instructional standard, each department is discussing the implications for instruction and assessment embedded in each standard. From this deeper knowledge of the standards we will be able to write aligned scope and sequences for our courses and revise our units of study to more accurately reflect the skills and knowledge of the standards. As we move down the flow chart and have accurately defined what all students need to know and be able to do, we will continue our work on developing common assessments and effective instructional plans. This work is iterative and will continue to be the primary focus for teacher professional development in the coming years. Once all elements of our educational system are aligned to the standards, Marshwood High School's system for achieving a diploma will be fully proficiency-based, as defined by Maine Law LD 1422.

In addition to launching this work with our teaching staff last year, we also began an important conversation with our Board of Directors regarding our plans for the transition to a proficiency-based diploma in MSAD 35. It is critical that board members understand our intended approach and work with district leadership to revise necessary policies, including IKF, Graduation Requirements. This work has been started and will continue throughout this school year and beyond.

MSAD 35 seeks to ensure that our entire Pre K- 12 educational system is proficiency-based. Teachers and leaders at all levels of our system have been engaged in the work described above with our consultant coach from WestEd. The overarching purpose of our collective work is to ensure that all students have the opportunity to learn the skills and knowledge described in the standards, that our expectations at all levels are at the appropriate level of rigor, and that we have an effective system of assessments and supports in place to support all students. The curriculum work underway at Marshwood Middle School and in all of our elementary buildings very much parallels the alignment work underway at Marshwood High School, which has been detailed above. In addition to the described curriculum work, the K-5 staff have embraced the grading and reporting aspect of our proficiency-based system. Last year a committee worked collaboratively with staff in our 3 elementary buildings to design a new report card. That work will continue this year. We expect to pilot that new report tool this school year.

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**

MSAD 35 is committed to the continuous improvement of our educational system. That commitment can be seen in the structural supports we have put in place to allow for collaboration and effective development of professional learning communities. In order to effectively implement our plan for proficiency-based graduation, professional development time has been built into our daily schedule to provide 84 minutes once a week in which all High School faculty members are available to collaborate and do the work necessary for the plan to succeed. All teachers K-8 have at least 1 hour of collaborative planning time built into their weekly schedule. In addition, each faculty member PreK-12 is contracted to provide an additional 18 hours per year to work collaboratively towards these goals.

Throughout our work toward a proficiency-based diploma at Marshwood High School, we have continued to reflect upon our core values and beliefs. It is critical that the system we design improves opportunities for all MHS students.

Core Values and Beliefs

The goal of Marshwood High School is to create a supportive and challenging educational environment. Our community encourages academic success, affirms the unique potential of each student and inspires all to be responsible, socially aware citizens.

Academic Expectations

Marshwood High School students will practice & demonstrate:

- Effective communication
- Critical & Integrative thinking
- Problem solving skills
- Creative expression

Civic and Social Expectations

Marshwood High School students will prepare for success by:

- Upholding civility and behavioral standards
- Maintaining academic integrity
- Contributing to the community through responsible citizenship

Year 14-15

MSAD 35 will complete the following areas of work

- Carefully review all the standards for each of the eight content areas
- Collaboratively unpack, by department, all standards and determine the implications for instruction and assessment.
- Realign scope and sequence documents for each course or grade level to the standards.
- Revise Units of Study for each course or grade level to ensure all students will be provided multiple opportunities to demonstrate the proficiencies required for each course.
- Begin to explore effective strategies for tracking, grading and reporting at the 6-12 level.
- Pilot the new, proficiency-based electronic report card for grades PreK-5.
- Explore possible standardized formative assessment solutions for grades 9-12 in order to provide external verification as well a growth measures in key achievement areas.
- Engage the Board of Directors in revising the Board Policy IKF, Graduation Requirements and any other policies that may requirement amendment.

Evidence of success for this school year will be aligned curriculum documents PreK-12, a revised proficiency-based report card PreK-5 and revised board policies that support MSAD 35 awarding proficiency based diplomas to the graduating class of 2021.

Year '15-'16 and '16-'17

MSAD 35 will complete the following areas of work

- Continue to rewrite all instructional units required for all students to demonstrate proficiencies needed for a diploma or for grade level mastery.
- Continue to develop and revise common assessments for each course or unit of study.

- Collaboratively develop rubrics or other metrics that define our performance standards in key areas of proficiency.
- Develop our skills at using assessment data and student work to inform instructional practice and provide student support.
- Define a system for tracking, grading and reporting, PreK-12, that disaggregates student effort and work habits from the achievement of content standards and Maine's Guiding Principles.

By the spring of 2017, MSAD 35 will be prepared to utilize a proficiency-based approach with all entering freshman in fall of 2017. These students will be awarded a proficiency-based diploma upon graduation from Marshwood High School in 2021. Evidence of readiness will include: units of study aligned to required standards, common assessments aligned to standards, common rubrics and exemplars establishing performance standards, and a system for tracking, grading and reporting that provides details to students, parents and colleges about the specific proficiencies each student has or has not achieved.

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**

Marshwood High School has an extensive system of student supports currently in place for struggling students. The foundation of these supports begins with the training of all faculty in the use of instructional strategies and skill development that is highly effective in improving student outcomes. All faculty are required to complete the Skillful Teacher course and receive training to imbed universal skills development across all content areas with writing, oral presentation, reading literacy, note taking, organization, executive functioning, problem solving, critical thinking, questioning, and creative expression. Attached in the appedix are documents that reflect this work: school-wide rubrics, Teacher Action Plans for Common Instructional Strategies, Costa's Levels of Questioning, Cornell Notes, and AVID's cognitive schema around writing, inquiry, collaboration, organization and reading to learn (WICOR).

Currently, students at Marshwood High School are supported through the process of developing “3 to 6” year plans to outline the path they may follow to achieve a diploma. These plans may involve, in addition to Marshwood High School courses, online learning courses, correspondence courses, vocational courses, dual enrollment/early college courses, AP4All courses, summer courses, Adult Education courses and York County Community College courses. All plans are reviewed on an annual basis.

Marshwood High School seeks to identify struggling students early (Student Intervention Action Plan) and intervene as quickly as possible when students are exhibiting behaviors and/or outcomes that are below proficiency. When students perform below proficiency goals our RTI plan is implemented. The process is progressive and involves direct teacher interventions, assigned learning center support, direct remediation, after school support, specific learning plans, and referral for support services as necessary.

As we move forward in our efforts to have all Marshwood graduates receive a proficiency-based diploma, we envision a system that is able to respond to the individual needs of each learner by identifying areas where they are in need of support or extended learning. Using our more refined curriculum and assessment practices as well as formative assessment data, we will be able to construct more individualized plans for student success. The district anticipates that the result of these efforts will impact and benefit all students, especially our most challenged learners.

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:

Reporting on 2013-2014 funds

- Policy 0%
- Practice \$2,691 11%
- Community Engagement 0%
- Carry Over \$21.548 89%

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

2013-2014 carry-over \$21,54801
 2014-2015 funds \$24,443.46
 Total Budget \$45,991.47

Activity Description	Cost	Expended by Date
1. Strategic planning coach	\$4000.00	June 30, 2015
2. AVID: grade 9	\$15,000.00	June 30, 2015
3. Teacher release time: standards alignment work	\$7391.47	June 30, 2015
4. Report card development costs	\$3000.00	May 1, 2015
5. Curriculum leader stipends MMS	\$1600.00	June 30, 2015
6. Standardized formative assessment grades 9-11	\$5000.00	June 30, 2015
7. Community engagement activities	\$1000.00	June 30, 2015
Total Budget	\$45,991.00	June 30, 2015

Budget Item 1 : Strategic Planning Coach

MSAD 35 has contracted with WestED to work with a consultant coach in the area of proficiency based teaching and learning. This work is focused on building a systemic approach to the alignment of curriculum, instruction and assessment to ensure that all elements of the educational experience in MSAD 35 are aligned to Maine's State Standards. Our goal is to ensure that all students have the opportunity to learn the skills and knowledge within the standards. All parts of our educational approach must work in concert to support students in mastering the necessary proficiencies for high school graduation. Working with WestEd we will be able to bolster teacher expertise in how to develop standards based courses in which the learned curriculum and the intended curriculum are aligned in service of all our students meeting the defined state content and performance standards. Success in this area will be measured by all required courses at Marshwood High School having clearly defined proficiency standards. This will be visible through course scope and sequences, unit templates and common assessments that are aligned to standards. Our coach will also work with the district leadership team to clarify and map out our 5- year strategic plan.

Budget Item 2: Advancement Via Individual Determination (AVID)

As described on the AVID website, AVID, Advancement Via Individual Determination, is a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. Simply, AVID trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. The AVID System annually provides more than 30,000 educators with training and methodologies that develop students' critical thinking, literacy, and math skills across all content areas throughout the entire campus, in what we call school wide AVID.

AVID teaches skills and behaviors for academic success. It provides intensive support with tutorials and strong student/teacher relationships and creates a positive peer group for students. Through participation in AVID, each student develops a sense of hope for personal achievement gained through hard work and determination. (<http://www.avid.org/what-is-avid.ashx>)

At Marshwood HS we are beginning to utilize AVID strategies school wide including Cornell Notetaking, Costa's level of questioning as a teaching and learning tool, and the WICOR schema as a framework for effective learning environments. This is the first year that Marshwood High School has been participating in AVID. This program is well established at Marshwood Middle School and success is beginning to be shared with grade 5-9 in support of student success. Evidence of the impact of AVID will be measured, in year one by the number of teachers trained in AVID techniques. AVID's impact will also be assessed using comparative freshmen failure rate data.

Budget Item 3: Teacher Release Time and Stipends for Additional work

Some funds will be spent to pay teachers for additional time out of school working standards alignment of curriculum, instruction and assessment. At the High School level this work will include unpacking standards, revising unit templates, and developing and revising common assessment. Time may also be spent developing rubrics and looking collaboratively at student

work. Teachers are to be paid \$25/hour for work outside the contract in these critical areas, up to 250 total hours. Standards aligned unit templates and common assessments will serve as evidence of success in this area.

Budget Item 4: Report Card Development

As we become more and more proficiency based, it is important that our grading and reporting system reflect our beliefs and values about what is most critical for students to know and be able to do. MSAD 35 has opted to begin the work around proficiency based grading and reporting at the elementary level first. Starting in the spring of 2014 a group of representative teachers and administrators have been revising report cards for grades Prek-5 to more accurately reflect the skills and knowledge detailed in the Maine Learning Standards. Cost associated with this work include teacher release time, stipends for additional time spent outside of contracted hours and any technology cost associated with the production and distribution of a new, electronic report card. Evidence of success in this area will include new, standards aligned report cards for grades PreK-5.

Budget Item 5: Curriculum Leaders Marshwood Middle School

In our efforts to develop a proficiency- based system of teaching and learning K-12, we have recognized a need to provide additional curriculum leadership at the middle school level. This leadership will allow departments at Marshwood Middle School to make progress in their work unpacking curriculum standards and developing aligned units of instruction and common assessments. Evidence of success in this area will be documents demonstrating the alignment of Marshwood Middle School curriculum to Maine's Learning Standards.

Budget Item 6: Standardized Formative Assessment

MSAD 35 is interested in implementing a standardized formative assessment for grades 9 and 10. It is essential that teachers and students have access to a normed standardized measure in order to provide outside assurance that our students are making growth toward the skills and knowledge present in Maine's Learning standards for ELA and Mathematics. Additionally, a standardized formative tool will be very valuable in determining which students need targeted intervention in particular standard areas. These funds will be used to explore and purchase, for pilot purposes, a formative tool for Marshwood High School. Two such tools we will explore are NWEA and STAR.

Budget Item 7: Community Engagement Activities

It is important to keep our school board and community informed of any changes to our K-12 system of education. These funds are set aside for events and items necessary to enhance communication and dialog. Such events might include informational flyers, community information nights, or school board workshops. Evidence of success in this area will be seen through continued school board support as we move toward awarding a proficiency based diploma beginning in 2020.

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.

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.

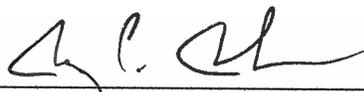
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

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

Oct. 16, 2014
Date



Chair of School Board

Oct 16, 2014
Date

Appendix

Supporting Documents

- Marshwood High School-wide Rubrics

- Teacher Action Plans for Common Instructional Strategies

- Costa's Levels of Questioning

- Cornell Notes Template

- AVID's Cognitive Schema [WICOR]
Writing, Inquiry, Collaboration, Organization, Reading to Learn

- MSAD 35 Board of Directors Meeting Minutes ~ October 15, 2014

Marshwood High School-wide Rubrics

ORAL PRESENTATION ON SCORING RUBRIC

	1-2 EMERGING	3-4 DEVELOPING	5-6 WELL DEVELOPED
COMMUNICATION	<p>Main idea of theme unclear or not supported with detail.</p> <p>Speaking style was not effective for the audience.</p> <p>Eye contact, volume, expression, rate of posture need improvement.</p> <p>Visuals/ props/artistry to support theme were not effective. (When appropriate to presentation format)</p>	<p>Main idea of theme was communicated and support that contains some detail was provided.</p> <p>Speaking style was moderately effective for the audience.</p> <p>Eye contact, volume, appropriate expression, rate or posture were moderately effective.</p> <p>Visuals/props/artistry to support theme were moderately effective. (When appropriate to presentation format)</p>	<p>Main idea or theme was clearly and effectively communicated and support that contains rich, vivid and powerful detail was provided.</p> <p>Speaking style was highly effective for the audience.</p> <p>Eye contact, volume, appropriate expression, rate and posture were highly effective.</p> <p>Visuals/props/artistry to support theme were highlyly effective. (When appropriate to presentation format)</p>
UNDERSTANDING	<p>Misunderstandings of the facts, concepts and principles important for the topic were demonstrated.</p> <p>Audience questions were fielded with difficulty.</p>	<p>A partial grasp of the facts, concepts and principles important to the topic was demonstrated.</p> <p>Audience questions were fielded acceptably.</p>	<p>A thorough knowledge of essential facts, concepts and principles relative to the topic was demonstrated and new insights into some aspect of the topic were shared.</p> <p>Audience questions were fielded knowledgeably.</p>

<p>A/V Materials</p>	<ul style="list-style-type: none"> • Little or no use of A/V material in presentation • If used, A/V material causes significant distraction • Presenter relies exclusively on A/V materials to direct the presentation 	<ul style="list-style-type: none"> • Use of A/V material detracts from overall presentation • A/V material not incorporated effectively, causing distraction • Presenter relies heavily on A/V material to direct the presentation (reading from slides, etc.) 	<ul style="list-style-type: none"> • Use of A/V material improves overall presentation • A/V material is incorporated effectively, does not distract • Information from A/V materials augments presenter's words 	<ul style="list-style-type: none"> • Use of A/V material greatly enhances presentation • A/V material is incorporated smoothly and logically • Information delivered via A/V materials augments and enhances presenter's words
<p>Length/Time</p>	<ul style="list-style-type: none"> • Is significantly too long or short • Reflects little or no consideration given to assigned time limit 	<ul style="list-style-type: none"> • Does not meet time expectation • Otherwise adequately covers presentation requirements 	<ul style="list-style-type: none"> • Is slightly over or under assigned time • Reflects some consideration given to the assigned time limit 	<ul style="list-style-type: none"> • Is completed within the assigned time • Is developed and delivered with clear understanding of time limit

<p>Language</p>	<ul style="list-style-type: none"> • Vocabulary and/or word choice is inappropriate to purpose and audience • Excessive grammar, usage and mechanics errors 	<ul style="list-style-type: none"> • Vocabulary and/or word choice is sometimes related to purpose and audience • Many grammar, usage and mechanics errors 	<ul style="list-style-type: none"> • Vocabulary and/or word choice is mostly related to purpose and audience • Few grammar, usage and mechanics errors 	<ul style="list-style-type: none"> • Vocabulary and word choice is related to purpose and audience • Minimum to no grammar, usage and mechanics errors
<p>Delivery: Verbal</p>	<ul style="list-style-type: none"> • Unclear voice • No variation of tempo, volume and pitch • Excessive vocalization pauses and mispronunciations 	<ul style="list-style-type: none"> • Mostly clear voice • Limited variation of tempo, volume and pitch • Many vocalized pauses and/or mispronunciations 	<ul style="list-style-type: none"> • Clear voice • Some variation of tempo, volume and pitch • Few vocalized pauses and/or mispronunciations 	<ul style="list-style-type: none"> • Strong, clear voice • Purposeful variation of tempo, volume and pitch • Minimal to no vocalized pauses and/or mispronunciations
<p>Delivery: Non Verbal</p>	<ul style="list-style-type: none"> • Uses of little or no eye contact • Demonstrates complete lack of composure • Has poor posture and appearance that detract from presentation 	<ul style="list-style-type: none"> • Uses inadequate eye contact • Demonstrates an overall lack of composure • Has poor posture (fidgeting etc.) or inappropriate appearance 	<ul style="list-style-type: none"> • Establishes good eye contact • Exhibits good overall poise and composure • Has good posture; appearance is appropriate to presentation 	<ul style="list-style-type: none"> • Establishes superior eye contact • Exhibits strong composure and confidence • Has excellent posture; appearance enhances presentation

MHS Oral Presentation Rubric

	1 Does Not Meet	2 Partially Meets	3 Meets	4 Exceeds
Preparation	<ul style="list-style-type: none"> • Demonstrates limited or no research and/or knowledge • Reflects little or no consideration given to audience or purpose 	<ul style="list-style-type: none"> • Demonstrates some research and knowledge of material • Reflects lack of purpose and/or consideration of audience 	<ul style="list-style-type: none"> • Demonstrates sufficient research and knowledge of material • Reflects some consideration of audience and purpose 	<ul style="list-style-type: none"> • Demonstrates thorough research and knowledge of material • Reflects careful consideration of audience and purpose
Content	<ul style="list-style-type: none"> • Chosen topic is inappropriate and/or irrelevant to audience • No apparent development of subject matter 	<ul style="list-style-type: none"> • Chosen topic is appropriate, but limited interest to audience • Development of subject matter is inconsistent • Limited use of sources; no verification 	<ul style="list-style-type: none"> • Chosen topic is appropriate and relevant to audience • Subject matter has been sufficiently developed • Information is accurate and verifiable 	<ul style="list-style-type: none"> • Chosen topic is compelling and of particular relevance to audience • Subject matter has been developed with sophistication • Use of (verifiable) sources enhances presentation
Organization	<ul style="list-style-type: none"> • Lacks organization, transitions or conclusion • Lacks logical flow, confusing audience • Does not contain a clear introduction or conclusion 	<ul style="list-style-type: none"> • May begin or end with an announcement • Fails to engage audience • Contains weak introduction and/or conclusion 	<ul style="list-style-type: none"> • Is effective in delivering content logically • Enables audience to understand content • Contains a clear introduction and conclusion 	<ul style="list-style-type: none"> • Flows smoothly and logically, enhancing content • Engages audience from the onset • Arrives at a clear and compelling conclusion

MHS Writing Rubric

	<ul style="list-style-type: none"> Words and phrases are repeated without purpose Words do not create clear images 	<ul style="list-style-type: none"> Words are common, repetitious, or clichéd Words create few clear images 	<ul style="list-style-type: none"> and varied images 	<ul style="list-style-type: none"> sophisticated Words create strong images
Mechanics/Conventions	<ul style="list-style-type: none"> Little or no evidence of editing Spelling, punctuation, and capitalization omitted or incorrect Little or no adherence to the conventions of standard English 	<ul style="list-style-type: none"> Some evidence of editing Spelling, punctuation, capitalization, and usage errors blur meaning Writing does not generally adhere to conventions of standard English 	<ul style="list-style-type: none"> Editing evident Meaning clear but a few spelling, punctuation, capitalization and usage errors Writing generally adheres to conventions of standard English 	<ul style="list-style-type: none"> Writing has minimal editing errors Writing shows mastery and range of conventions
Voice/Style	<ul style="list-style-type: none"> Voice is inappropriate for purpose and audience Voice and style are unclear and inconsistent 	<ul style="list-style-type: none"> Voice is not consistently appropriate for purpose or audience Voice communicates at a functional level Style is predictable 	<ul style="list-style-type: none"> Voice is appropriate for purpose and audience Voice communicates the reader 	<ul style="list-style-type: none"> Voice is genuine, authentic Voice moves, engages, or delights Style is natural and provocative

MHS Writing Rubric

	1	2	3	4
	Does Not Meet	Partially Meets	Meets	Exceeds
Ideas and Topic Development	<ul style="list-style-type: none"> Ideas are limited and undeveloped Topic is unclear Details are missing 	<ul style="list-style-type: none"> Some ideas may be undeveloped or unrelated to topic Topic is sometimes unclear Details are unclear and do not support main ideas 	<ul style="list-style-type: none"> Ideas are developed and related to topic Topic is clear Details are clear and support main ideas 	<ul style="list-style-type: none"> Ideas are original and thoroughly developed Topic is focused and controlled Details are vivid and illuminating
Organization	<ul style="list-style-type: none"> Beginning, middle, and ending are missing No evidence of organizational elements No transitions: ideas, paragraphs, sentences are not tied together Details are absent 	<ul style="list-style-type: none"> May have a beginning, middle and ending, but they are incomplete or ineffective Limited evidence of organizational elements Awkward or ineffective transitions Details are misplaced 	<ul style="list-style-type: none"> Beginning, middle, and ending are complete and effective Organizational elements evident Effective transitions Placement of details is appropriate 	<ul style="list-style-type: none"> Engaging introduction, thorough body, and satisfying conclusion are present Creative, purposeful organizational elements Careful, smooth transitions Placement of details is logical and purposeful
Sentence Structure	<ul style="list-style-type: none"> Sentences lack clarity Sentences are awkward, rambling, or confusing Run-ons and fragments are common 	<ul style="list-style-type: none"> Some sentences lack clarity Sentences are consistently short and choppy Sentences lack variety Run-ons and fragments are present 	<ul style="list-style-type: none"> Sentences are clear and well-constructed Sentences are correct and varied in length and structure 	<ul style="list-style-type: none"> Sentences are well-constructed and demonstrate purposeful variety in length and structure
Word Choice	<ul style="list-style-type: none"> Words are used incorrectly 	<ul style="list-style-type: none"> Words are general rather than specific 	<ul style="list-style-type: none"> Words are specific Words are appropriate 	<ul style="list-style-type: none"> Words are specific and accurate Words are concise, precise, and

MHS Problem Solving Rubric

	1 Does Not Meet	2 Partially Meets	3 Meets	4 Exceeds
Understands the Problem	<ul style="list-style-type: none"> Unable to define problem. 	<ul style="list-style-type: none"> Defines problem incompletely; key information is missing 	<ul style="list-style-type: none"> Defines problem adequately to meet the objective 	<ul style="list-style-type: none"> Defines problem thoroughly understands its complexities, and makes overarching connections
Access of information and data	<ul style="list-style-type: none"> Unable to gather relevant or sufficient information to complete the task. 	<ul style="list-style-type: none"> Some relevant information is gathered but is inadequate to reach a solution 	<ul style="list-style-type: none"> Sufficient and relevant information and materials are gathered and considered to reach a possible solution 	<ul style="list-style-type: none"> Relevant information is thoroughly researched to reach a correct solution
Procedures/ Strategies	<ul style="list-style-type: none"> An appropriate strategy and procedure is not present 	<ul style="list-style-type: none"> The student does not develop an effective procedure/s strategy 	<ul style="list-style-type: none"> The student develops an effective procedure/strategy 	<ul style="list-style-type: none"> The student designs and implements creative procedures to reach a viable solution
Validity of solution	<ul style="list-style-type: none"> Solution is irrelevant 	<ul style="list-style-type: none"> Student shows some evidence of reaching a reasonable and justifiable solution 	<ul style="list-style-type: none"> Student provides a reasonable and justifiable solution 	<ul style="list-style-type: none"> Student provides a reasonable and justifiable solution, that is extensive

MHS Critical and Integrative Thinking Rubric

	1. Does Not Meet	2. Partially Meets	3. Meets	4. Exceeds
Identification of problem, question or issue.	<ul style="list-style-type: none"> •Does not identify, summarize, or explain the problem/question. •Represents the issue inaccurately or inappropriately. 	<ul style="list-style-type: none"> •Accurately identifies some of the problem, question, or issue although summary is incomplete. 	<ul style="list-style-type: none"> •Accurately identifies and provides a summary of problem, question, or issue. 	<ul style="list-style-type: none"> •Accurately identifies and provides a well developed summary of problem, question or issue.
Supporting data/evidence	<ul style="list-style-type: none"> •Does not utilize supporting data/evidence. •Does not distinguish between facts, judgments, or opinions. •Provides no evidence of search, selection, or source of evaluation. 	<ul style="list-style-type: none"> •Utilizes some supporting data/evidence. •Partially distinguishes between facts, judgments, or opinions •Demonstrates some skill in searching, selecting, and evaluating sources. 	<ul style="list-style-type: none"> •Sufficient data and evidence is utilized and examined. •Distinguishes between facts, opinions and judgments. •Demonstrates adequate skill in searching, selecting, and evaluating sources. 	<ul style="list-style-type: none"> •Sufficient data and evidence is utilized and thoroughly examined. •Sources of evidence are questioned for accuracy, precision, relevance, and completeness. •Accurate analysis of how facts may shape opinions and judgments.
Influence of context, bias, and assumptions	<ul style="list-style-type: none"> •Does not recognize or relate issue to other contexts, or does so unfairly and without understanding other views. 	<ul style="list-style-type: none"> •Identifies some contextual issues, assumptions or bias with little or no analysis. 	<ul style="list-style-type: none"> •Clearly identifies and provides a balanced analysis of contextual issues, assumptions, or bias. 	<ul style="list-style-type: none"> •Thoroughly analyzes contextual issues, assumptions, or bias within the scope of the issue.
Individual perspective or position	<ul style="list-style-type: none"> •Does not provide or justify position. 	<ul style="list-style-type: none"> •Position is stated and some support is provided 	<ul style="list-style-type: none"> •Position is clearly presented with support from valid sources, personal experiences and/or observation. 	<ul style="list-style-type: none"> •Position is clearly presented and justified while qualifying or integrating contrary views or interpretations.
Conclusions, implications and/or consequences	<ul style="list-style-type: none"> •Does not identify conclusion, implications, and consequences. 	<ul style="list-style-type: none"> •Conclusions are provided without discussion of implications or consequences. 	<ul style="list-style-type: none"> •Conclusions are clearly provided with discussion of implications and consequences. 	<ul style="list-style-type: none"> •Conclusions are clearly supported based upon thorough supported data. •Implications are clearly developed and assertions are qualified and balanced.

MHS Creative Expression Rubric

	1 Does Not Meet	2 Partially Meets	3 Meets	4 Exceeds
Design	<ul style="list-style-type: none"> No evidence of use of design elements No evidence of planning 	<ul style="list-style-type: none"> Use of design elements is incomplete, inconsistent Little evidence of planning 	<ul style="list-style-type: none"> Effective implementation of design elements Evidence of executed plan 	<ul style="list-style-type: none"> Creative implementation of design elements Clearly executed plan
Organization	<ul style="list-style-type: none"> Ideas, elements, and materials are not related or connected 	<ul style="list-style-type: none"> Ideas, elements, and materials are not related or connected consistently or effectively 	<ul style="list-style-type: none"> Ideas, elements, and materials are related and connected consistently and effectively 	<ul style="list-style-type: none"> Ideas, elements, and materials are related and connected carefully, thoughtfully, and completely
Construction	<ul style="list-style-type: none"> Piece is sloppily, carelessly put together Poor use of materials; several visual errors detract from the overall piece 	<ul style="list-style-type: none"> Aspects of the piece are sloppy or careless Poor use of materials; visual errors detract from the overall piece 	<ul style="list-style-type: none"> Piece is cleanly put together Competent use of materials 	<ul style="list-style-type: none"> Piece is carefully, clearly put together Skillful use of materials
Communication	<ul style="list-style-type: none"> Very limited expression of theme or ideas Little to no evidence of creator's voice No experimentation with material, style, imagery Stylistic choices are borrowed, cliché 	<ul style="list-style-type: none"> Incomplete or inconsistent expression of theme or ideas Creator's voice is common, routine Limited experimentation with materials, style, imagery Stylistic choices are common, expected 	<ul style="list-style-type: none"> Clear, effective expression of theme or ideas Creator's voice is natural, communicative Experimentation is evident with material, style, imagery Stylistic choices unique, individual 	<ul style="list-style-type: none"> Bold, articulate expression of theme or idea Creator's voice moves, engages, surprises Bold experimentation with material, style, imagery Stylistic choices are inventive, divergent
Originality				

Teacher Action Plans for Common Instructional Strategies

TEACHER ACTION PLANS

TEACHER ACTION PLANS
OF
COMMON PRACTICES
FOR
MARSHWOOD HIGH SCHOOL

The purpose of the Marshwood High School's teacher action plans is to provide a common framework for all teachers to align their instruction so all students receive equal opportunity to achieve. These actions plans are the result of a collaborative effort of the faculty and are based on research supported instructional strategies* that have shown a high relationship to improved achievement.

- * Classroom Instruction That Works by Robert Marzano, Debra Pickering and Jane Pollock
- * The Skillful Teacher by Jon Saphier and Robert Gower

CIVILITY ACTION PLAN

Marshwood High School believes in mutual respect and civility as standards of behavior. Members of the Marshwood High School community are committed to keeping the school free from disruptions that interfere with the educational process. Respect, civility, and orderly conduct by and among administrators, teachers, staff, students, parents and the general public are expected.

The following standards will be adhered to with the purpose of fostering an appropriate learning environment:

Marshwood High School Civility Standards

- Students will demonstrate respect for one another, the facility, and personal property.
- Profanity, derogatory remarks, and insults will not be tolerated in written, verbal, non verbal, or electronic form.
- Members of our community will not be alienated, excluded, or discriminated against.
- All students and staff will refrain from inappropriate contact and inappropriate displays of affection.
- Individual teachers may supplement these policies with additional classroom standards for a safe learning environment.

As a school community, we strive to create an environment in which people behave in ways that foster sound educational practices, allow all to grow intellectually and socially, and utilize staff and faculty as positive role models in establishing a productive and healthy learning environment.

For this purpose, the faculty at Marshwood High School has adopted the following action plan:

1. Teachers will communicate acceptable behavior and civility standards to all students.
2. Teachers will model appropriate behavior expected of all members of the school community.
3. Teachers will treat peers and students with respect.
4. Teachers will maintain an active, engaged, visible presence in common areas, address violations as they occur, and report violations when necessary.

ACADEMIC INTEGRITY ACTION PLAN

Academic integrity matters. A commitment to the development of personal integrity and character among all students must be a fundamental element of education. As educators we understand our obligation to foster honesty and trustworthiness in our students, to support our school's academic policy, and to ensure academic integrity at Marshwood High School.

Therefore, it is our responsibility to act.

1. All teachers recognize the behaviors that constitute academic dishonesty, as outlined in the Marshwood High School student and faculty handbooks.
2. Understanding the many and varied examples of academic dishonesty, all teachers will impose appropriate consequences—considering school, department, and classroom policies. These consequences will be outlined clearly to all students.
3. All teachers will employ strategies and practices to promote integrity and to discourage dishonesty, which may include, and not be limited to, the following:

- Present expectations—review periodically.
- Encourage and value the process of learning.
- Inform students of expectations regarding collaboration versus cheating.
- Expect all assignments to meet the school’s standards for acceptable work.
- Develop assignments that demand personal and original thought and expression.
- Prepare various forms of tests and quizzes.
- Create a controlled test-taking atmosphere, and remain vigilant throughout testing.
- Require students to complete multiple drafts of papers, with reflective notes.
- Provide examples of plagiarism—illustrate the consequences.
- Teach students how to synthesize source material properly and effectively.

Marshwood High School policy regarding consequences of academic dishonesty:

1. The individual teacher will determine the grade-based consequence, which may include, and not be limited to, a zero for the assignment.
2. The teacher will contact the student’s parents.
3. The teacher will provide a written report of the incident to administration.

Academic dishonesty affects the trust of the school community, college recommendations, membership in National Honor Society, and the consideration of academic awards and scholarships.

We demand academic integrity in order that we may
foster citizenship and ethical values in all of our students.

STUDENT INTERVENTION ACTION PLAN

As educators, we know that consistency, follow through, and accountability are vital for all students to achieve and succeed regardless of their different learning styles. Therefore, the following expectations provide the framework to foster and reinforce our shared belief that all students can learn and further creates a learning environment with “no cracks”. However, despite all the proactive steps each teacher takes some students will still struggle and educators must have a reactive plan to assist these students. This plan must be established on a series of beliefs and practices that define our culture at Marshwood High School. Teachers must share a philosophical belief in the Marshwood High School Mission Statement, teach using the pedagogical knowledge as outlined by Saphier and Gower’s Skillful Teacher, be versed and incorporate all student action plans and create meaningful relationships to positively affect students aspirations. Therefore, all teachers will establish clear classroom expectations that address each of the following:

- Attendance
- Academic Behavior
- Classroom Behavior
- Homework
- Grading
- Academic Integrity

When concerns arise over a student’s progress the following steps will be followed:

1. Teachers will keep parent communication links updated on a weekly basis.
2. Teachers will keep students after school to assist in academic and behavioral difficulties.

3. Teachers will consistently follow through with disciplinary issues such as class attendance, excused and unexcused absences, and behavioral issues.
4. All teachers will create one on one time with a student to develop greater personal connections that will positively impact a student's achievement and address specific concerns.
5. Teachers will ensure contact with parents to share their concerns, and course of action in order to address the students' issues.
6. Teachers will meet with parents and students to share concerns and develop plans, which are prescriptive in nature, designed to assist the student.
7. Guidance Counselors will coordinate individual or group meetings to address student issues.
8. School Administrators will meet with shareholders to address students' needs.

Student Actions that may necessitate a student intervention

1. Change of student behavior
2. Two (2) or more missed homework.
3. Two (2) or more consecutive absences
4. Incidents of unacceptable behavior
5. Poor academic performance
6. Non-engagement or poor affect
7. Multiple Tardies
8. Academic Dishonesty

HOMEWORK/FEEDBACK ACTION PLAN

At Marshwood High School we strive to educate all students to develop lifelong skills through our committed focus on self directed problem solving, quality workmanship, independent thinking and rigorous academic achievement. As the most valuable resource available to our students, we as professional educators must insist that homework is important, students can do it, and we will not give up on them. This action plan is designed to support our mission and assist all faculty in developing effective homework/feedback practices that move our students to learn.

1. All teachers will expect students to be responsible to continue their learning at home.
2. All teachers will clearly state the purpose and expectation (preparation, practice, or elaboration) for each homework assignment.
3. All teachers will provide in writing to every student their classroom expectations involving homework. This should include its value in the learning process, grading practices, and the role of the parent as a facilitator.
4. All teachers will provide purposeful, corrective, ongoing and timely feedback on all assignments.
5. All teachers will use homework as a component in determining quarter grades.
6. All teachers will expect all evaluated work to meet the school's standards for acceptable work.

REINFORCING EFFORT AND PROVIDING RECOGNITION ACTION PLAN

At Marshwood High School we are committed to helping students develop plans for the future, while inspiring them in the present to reach their goals through effort and perseverance. We believe that it is essential for all students to realize that effective effort is the key variable to their success, and will make every effort to reinforce this as a paradigm. We also believe that all students should be recognized for their efforts and achievements. Recognizing achievement and reinforcing effort are keys to providing motivation for students to learn. To this purpose, the staff of Marshwood High School has adopted the following plan:

1. We will expect students to reflect on their effort on major assignments and periodically throughout the year.
2. We will discuss and use an effort rubric that will be shared with students and parents.
3. We will recognize the achievements of students through awards, exhibiting student work, and praise. Praise should be timely, specific and used to recognize genuine achievement.
4. We will explain to parents and students how effort influences the student's grade.

RESPONSE TO INTERVENTION PROGRAM

Utilizing a variety of strategies and approaches Marshwood High School's endeavor is to meet the needs of all learners, irrespective of their abilities or disabilities. A systematic and multi-faceted, three-tiered approach guarantees that supports and research based interventions are implemented for all students who struggle to meet a full range of behavioral and/or learning benchmarks. The frequency and intensity of interventions will be altered based upon student's response to services. These targeted interventions will be monitored, documented and consistently implemented.

Tiered Intervention Model

TIER ONE:

As educators, we know that consistency, follow through, and accountability are vital for all students to achieve and succeed regardless of their different learning styles. Therefore, the following expectations provide the framework to foster and reinforce our shared belief that all students can learn and further creates a learning environment with "no cracks". However, despite all the proactive steps each teacher takes some students will still struggle and educators must have a reactive plan to assist these students. This plan must be established on a series of beliefs and practices that define our culture at Marshwood High School. Teachers must share a philosophical belief in the Marshwood High School Core Values, Beliefs and Learning Expectations, teach using the pedagogical knowledge as outlined by Saphier and Gower's Skillful Teacher and Marzano's Classroom Instruction that Works, be versed and incorporate all student action plans and create meaningful relationships to positively affect students aspirations. Therefore, all teachers will establish universal and clear classroom expectations and administer research based strategies that address each of the following: Attendance, Academic Behavior, Classroom Behavior, Student Skills Curriculum, Homework, Grading, Academic Integrity and Bullying and Harassment. (See Student Intervention Action Plan.)

Data will be collected through quarterly report cards, generating "F List" reports for all students, "D/F List" reports for seniors, classroom observations, behavior referrals, and attendance. Teachers will track and document specific interventions.

Student Actions that necessitate a teacher intervention:

1. Change in student behavior
2. Two (2) or more missed homework.
3. Two (2) or more consecutive absences
4. Incidents of unacceptable behavior
5. Poor academic performance
6. Non-engagement or poor affect
7. Multiple Tardies
8. Academic Dishonesty

TIER TWO:

When a student continues to fail to meet academic and/or behavioral expectations after Tier One interventions are made, teachers will begin documenting implemented systematic, direct and timely interventions (ie: phone calls/emails home, parent meeting, required after school help etc.) Referral to Guidance/Administration will occur. Guidance counselors will collect and analyze tier one interventions. Interventions should be reviewed every 2 weeks and can be reviewed, revised or discontinued.

When a student does not respond to Tier One interventions:

- Guidance may refer for outside support
- Assign to Help Central (before/after school help)
- Assign to Learning Center (specific academic support during their study hall)
- Assign to SAT Prep
- Assess and adjust classroom "level" placement if necessary
- Teachers will keep parent communication links updated on a weekly basis.
- Teachers will keep students after school to assist in academic and behavioral difficulties.
- Teachers will consistently follow through with disciplinary issues such as class attendance, excused and unexcused absences, and behavioral issues.
- All teachers will create one on one time with a student to develop greater personal connections that will positively impact a student's achievement and address specific concerns.
- Teachers will ensure contact with parents to share their concerns, and course of action in order to address the students' issues.
- Teachers will meet with parents and students to share concerns and develop plans, which are prescriptive in nature, designed to assist the student.
- Guidance Counselors will coordinate individual or group meetings to address student issues.
- Guidance Counselors will meet with all students on either the D/F List or F List to establish goals.

TIER THREE:

Tier 3 occurs if the student is not responding and the intensity, duration, and/or frequency of interventions need to be increased and/or the student has not responded after six weeks of Tier Two interventions.

- Student receives support in a more restricted environment
- Staffings with all team members
- IEP and/or 504 referrals
- Gifted and Talented program
- Outside services referrals (individual counseling, group counseling, inpatient, outpatient)
- School Board expulsion hearing & re-entry plans
- Alternative academic/behavioral setting
- Crisis intervention

SUMMARIZING AND NOTE TAKING ACTION PLAN

At Marshwood High School we strive to educate all students to develop lifelong skills through our committed focus on self directed problem solving, quality workmanship, independent thinking and rigorous academic achievement. The academic skills of summarizing and note taking are two of the most useful academic skills students need to develop the deepest possible understanding about a topic. These skills require students to analyze information for its organizational structure and to effectively choose information to keep, delete or substitute. This action plan is designed to support our mission and assist faculty in developing effective practices that result in all students being able to effectively take notes and summarize information.

1. All teachers will present important information to students orally and visually in a concise manner.
2. All teachers will directly demonstrate in a progressive manner appropriate methods of note taking. This will include identification of main ideas and supporting details, and the use of abbreviations/symbols for efficiency.
3. All teachers will periodically allow students time to reflect, rewrite, summarize and review notes.
4. All teachers will directly teach the explicit structure of text and other written material and require students to demonstrate their understanding.
5. All teachers, as needed, will review student's notes and summaries for clarity and understanding.

IDENTIFYING SIMILARITIES AND DIFFERENCES

As educators we acknowledge the research results that identifying similarities and differences are basic to human thought and a core of all learning. Therefore, the abilities to do so effectively will enhance the performance of students of all learning styles. As a result:

1. All teachers will provide students with specific guidance in identifying similarities and differences.
2. All teachers will ask students to identify similarities and differences independently.
3. All teachers will use a variety of ways in identifying similarities and differences, which may include comparing, contrasting, classifying, creating metaphors, and creating analogies.
4. All teachers will recognize that representations of similarities and differences may be written, oral, graphic, or symbolic.

GENERATING AND TESTING HYPOTHESES

At Marshwood High School we believe that one of our primary goals is to prepare students to be responsible citizens. To this end, we encourage students to be self-directed learners, informed thinkers and problem solvers. It is through the process of generating and testing hypotheses across all disciplines that students develop these skills for success. Inductive and deductive reasoning skills allow for the application of knowledge, which is an essential step in generating and testing hypotheses. The following are key components for generating and testing hypotheses:

1. All teachers will encourage students to generate and test hypotheses, when appropriate, in their classrooms.
2. All teachers will model and employ some of the structured tasks listed below which they determine to be most appropriate for their subject area:
 - system analysis
 - problem solving
 - historical investigation
 - invention
 - experimental inquiry
 - decision making
3. All teachers will ensure that their students explain hypotheses, theses or conclusions using appropriate tools to report findings.

CUES, QUESTIONS, AND ADVANCE ORGANIZERS

As educators we acknowledge the research that cues, questions, and advance organizers* stimulate thinking and help engage students in new information on topics. Therefore, using these in the classroom will enhance the performance of students of all learning styles. As a result:

1. All teachers will activate prior knowledge through the use of questions, cues, or advance organizers when appropriate.
2. All teachers will incorporate the concepts of wait time, redirecting, persevering, and returning, when questioning students to activate prior knowledge.
3. All teachers will include questions that require students to analyze and/or critique information.

*As defined by Robert Marzano in the book Classroom Instruction That Works.

NONLINGUISTIC REPRESENTATIONS

As learners, we know that knowledge is stored and processed in two forms – a linguistic form and an imagery form. We support the idea that the more both modes are used the better our students will be able to think about and recall knowledge. When teachers help students in this kind of work, the effect on achievement is strong. As a result, all teachers will choose from a variety of activities to produce nonlinguistic representations. These may include:

1. Creating graphic representation
2. Making physical models
3. Generating mental pictures
4. Drawing pictures and pictographs
5. Engaging in kinesthetic activity.

Costa's Levels of Questioning



3.13: Inquiry in Tutorial

Using the Inquiry Process in Tutorials

Higher-level questions are at the heart of the tutorial because they prompt inquiry, a process that enables students to become independent thinkers who master their own learning. Inquiry occurs in the tutorial at Steps 5 and 6 as shown on *Handout 1.9b*. (You may want to provide students with a copy of this handout for reference.)

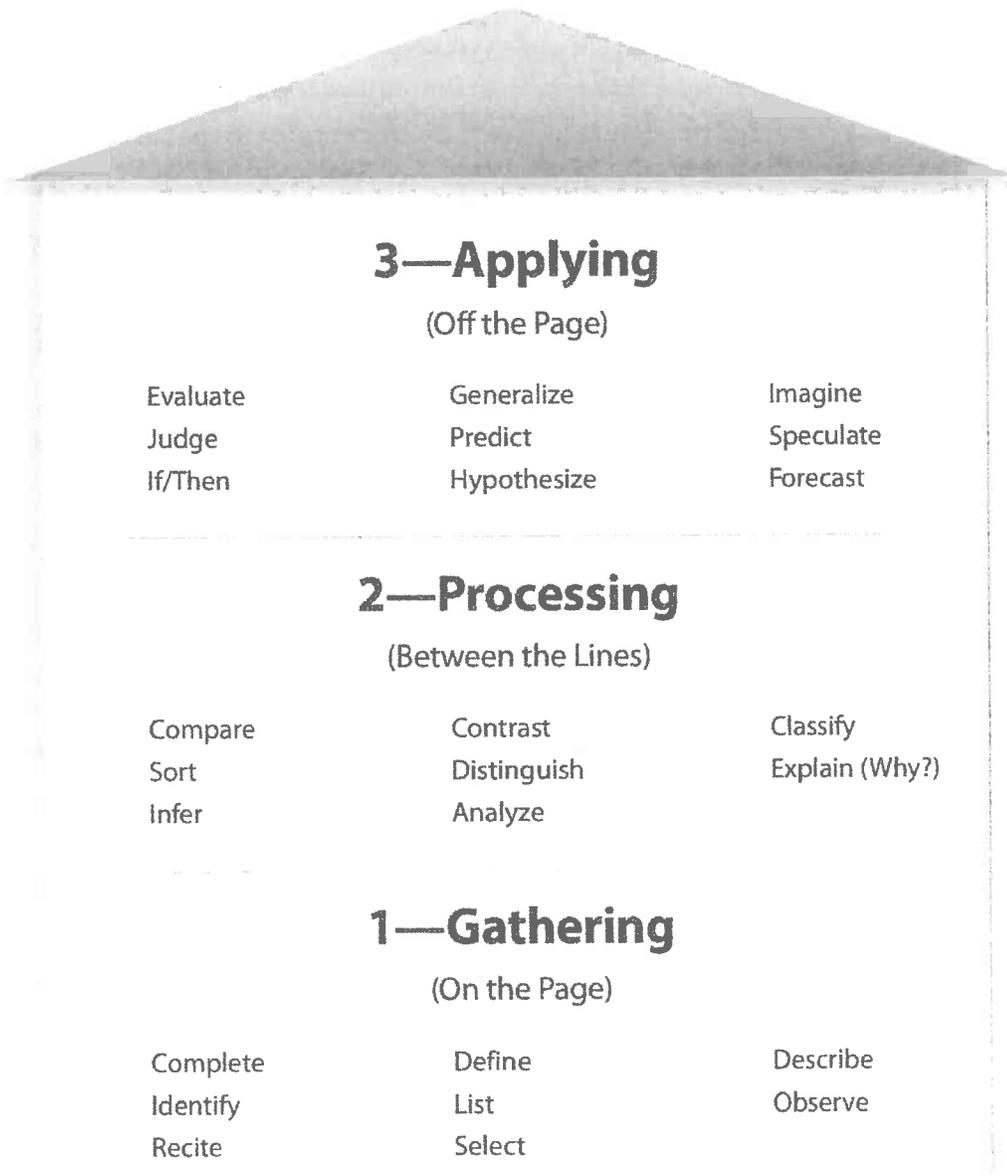
Directions: Read the chart, and highlight key concepts of each level of the inquiry process. Use this page as a guide during tutorials, following the steps for each student presenter.

Levels	Description of Inquiry Level	Sample Questions
Level 1	<p>Gather and Recall Information (Gathering/Input)</p> <p>Ask LEVEL 1 questions to identify what student knows about the problem/question and to help him/her connect to prior knowledge.</p>	<ul style="list-style-type: none"> • What do you know about your problem? • What does _____ mean? • What did you record in your class notes about the lecture? • What does it say in the text about this topic? • What is the formula or mnemonic device (e.g., P-E-M-D-A-S) that will help you identify the steps necessary to solve the problem?
Level 2	<p>Make Sense Out of Information Gathered (Processing)</p> <p>Ask LEVEL 2 questions to help student begin processing the information gathered, make connections and create relationships.</p>	<ul style="list-style-type: none"> • Can you break down the problem into smaller parts? What would the parts be? • How can you organize the information? • What can you infer from what you read? • Can you find a problem/question similar to this in the textbook to use as an example? • What is the relationship between _____ and _____?
Level 3	<p>Apply and Evaluate Actions/Solutions (Applying/Output)</p> <p>Ask LEVEL 3 questions to help student apply knowledge acquired and connections made to predict, judge, hypothesize or evaluate.</p>	<ul style="list-style-type: none"> • How do you know the answer is correct? How could you check your answer? • Is there more than one way to solve the problem? Could there be other correct answers? • Can you make a model of a new or different way to share the information? • How do you interpret the message of the text? • Is there a real-life situation where this can be applied or used? • Can you explain it in a different way? • Could the method of solving this problem work for other problems?

3.13: Inquiry in Tutorial

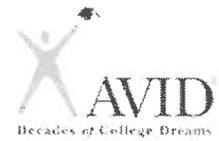
Costa's Levels of Thinking

To better understand the content being presented in their core subject areas, it is essential for students to learn to think critically and to ask higher levels of questions. By asking higher levels of questions, students deepen their knowledge and create connections to the material being presented. Students need to be familiar with Costa's (and/or Bloom's) Levels of Thinking to assist them in formulating higher levels of questions.



Cornell Notes Template

The Cornell Note-taking System



Research Brief prepared for AVID *for* Higher Education by Harriet Howell Custer, Ph.D.

Experts on college study skills and student success agree that effective note-taking is an essential skill for good college students. Nist-Olejnik and Holschuh (2007) describe good lecture notes as the “meat and potatoes of learning.” Staley (2011) contends that being a good student is about “being a full participant in what you’re learning, not just a spectator.” She says that “getting the most out of class means reading, listening, asking questions, participating, and taking good notes.” Marzano, Pickering and Pollock (2001) identify note taking as one of a number of research-based strategies for increasing student achievement. However, note taking has not been widely studied, as Boch and Piolat (2005) suggest, “because of its functional complexity and the need to develop methods in order to carry out such studies.” The major purpose of note taking is to record information in a way that it can be retrieved for future use—in the case of college students, to prepare for assessment or evaluation. Belluck (2011) says that when we retrieve information we “are organizing it and creating cues and connections that our brains recognize.” Boch and Piolat go farther, stating that the power of reflection is often overshadowed by the storage aspect of taking notes. Reflection, they say, “contributes to the carrying out of a range of intellectual processes, such as making judgments, resolving issues, and making decisions.”

Clearly, memory is a key component of note-taking as the first step in a process of recording information that can later be retrieved and used. Kornell (2011) uses the term “stability bias” to refer to the tendency to act as though one’s memory will remain stable in the future, whereas “human memory is anything but stable.” This suggests the need to develop strategies that will enable us to retrieve information from memory in ways that we can use it. Metacognition, which involves drawing inferences, reflecting on the notes, and using experience to identify mnemonic cues is critical, Kornell says, in memory retrieval. In discussing the implications of “stability bias,” Boch and Piloat (2005) state that notes “allow interim pieces of information to be ‘stabilized’ for use at a later stage in the task, thereby easing the load on the working memory. Effective note taking clearly involves a complex set of tasks involving, according to Stahl, King & Henk (1991) at least three skills: “comprehension through note taking, producing notes, and the conscious management of the activity as a whole.” They agree with Boch and Piolat that these skills need to be taught, that learning to take notes well undoubtedly takes as much time as learning to writing in a relatively experienced way” (Boch and Piolat).

Understanding how complex effective note taking is, AVID supports a system that engages the whole student, using all WICOR skills (writing, questioning, collaborating,

organizing and reading). While there are a number of good note-taking models, AVID has adopted the Cornell Note-taking System as a cornerstone strategy for student success in college. Cornell Notes engages students not only in the recording of notes, but also requires reflection and a proven system of reviewing that involves both retrieval and application of cognitive skills to mastery of content. The Cornell Note-taking System was developed at Cornell University in 1949 by education professor Walter Pauk who, frustrated by his students' poor test scores, designed a process of taking notes that his students could later use as effective study guides. Now considered "one of the most influential professors in the field of developmental education and study" (Kerstiens, 1998), Pauk described this system in his hallmark study skills text, *How to Study in College*, first published in 1962, and now in its ninth edition. This system has been continually refined and enhanced by Pauk and others, incorporating research on memory, learning theory and brain function. Stahl, Kind, and Henk (1991) suggest that "encoding, which occurs as the brain processes information by transferring it into a different format" is the most important aspect of note taking. According to Jacobs (2008), the Cornell system—which he describes as an encoding process—is more "learner-directed" than other systems because, rather than prompting the student for information, it requires a high degree of processing on the part of the student. The Cornell Note-taking System needs to be explicitly taught by instructors and consistently practiced by students. "Taking effective notes requires work; it requires time; and it forces you to be actively engaged in what you're reading or listening to" (Pauk & Owens 2008). Cornell Notes is not intended to change how instructors deliver information, but rather how students record and interact with that information

The Cornell Note-taking System (sometimes referred to as "split-page" notes) requires the student to use a format in which the paper is divided into three sections as follows: the right-hand two-thirds of the page are used for taking notes from lecture or text; the one-third on the left-hand side is reserved for "cues" (Pauk, 1993), where the student later creates questions from the notes, writes down important terms, and notes areas that need clarification. The bottom fourth of the page is used during the review process to summarize and reflect on the notes. Pauk (1993) recommends that the student review and interact with the notes at least three times in order to master the material, which also serves to eliminate "stability bias." This critical process includes (1) reading over notes immediately after class to identify main ideas; (2) converting key ideas into questions; and (3) writing a summary of the notes. Writing a reflection on the notes is an additional step that Pauk says is "perhaps the most powerful learning tool . . . , thinking about and applying the facts and ideas" contained in the notes. Faculty familiar with Cornell Notes often use Costa's Levels of Intellectual Functioning to teach students to write increasingly complex (level one, two and three) questions, thereby providing a cognitive scaffold for students. AVID encourages instructors to intersperse their lectures with

opportunities for students to share notes with their classmates and discuss points of confusion or those that need further elaboration, thereby engaging students in the material through collaboration. Another modification that AVID has made in the Cornell Note-taking System is the introduction of the “Essential Question.” It is always important for students to have a clear idea of the purpose of a reading or lecture before they begin their reading assignment or start taking notes in class. AVID encourages faculty to provide a question at the beginning of their lectures and when they make assignments, so that students can take and review notes using the essential question as a focus.

Cornell Note-taking is a complete *system* designed to enhance memory, guiding students through the cycle of learning—questioning, summarizing, reflecting, reviewing, and assessing—and incorporates all WICOR strategies. It includes not only the actual taking of notes, but also what students do with their notes after class. AVID has enhanced the Cornell Note-taking System by stressing inquiry, using collaboration and feedback for review and revision of the notes, and requiring students to summarize their notes as well as reflecting on them in writing. This is much more than a strategy for recording information. In a number of AVID postsecondary institutions, faculty teaching across the disciplines find that student achievement improved significantly when the Cornell system was used.

There are a number of variations of the Cornell system that can be effectively applied in certain situations. For example, Konrad, Joseph & Eveleigh (2009) reviewed several research studies on “guided notes,” a process whereby the instructor provides students with an outline of the lecture with blanks where key concepts and terms are to be inserted by the student during the lecture. While these studies were conducted in grade schools, the researchers found that guided notes were particularly effective for students with disabilities. This method could be combined with the teaching of Cornell Notes as a first step in a scaffold built for postsecondary students who are unfamiliar with note taking or have disabilities that make using the standard Cornell method initially difficult for them. Pardini, Domizi, Forbes and Pettis describe “parallel” note taking as an effective and useful strategy for students who have difficulty using online notes, or “Webnotes.” In this method, the student puts a printed copy of Webnotes in a three-ring binder and takes “parallel” notes on the back pages opposite the Webnotes, where a line has been drawn to create a “split page.” These adaptations of Cornell Notes both honor the complexity of note taking, and incorporate review and reflection as part of the processes of making and interacting with notes.

At first students may resist using Cornell Notes because it forces them to think about their notes in unfamiliar ways. But students who persist in using this system, and faculty who support student use of the Cornell system over time, agree that it improves academic performance. Using the Cornell Note-taking System involves all five WICOR

strategies, continuously requiring students to write, organize, question, read, summarize, and reflect. Taking notes using the Cornell system is one of the most valuable, and valued, skills that students will develop. It works because it requires students to learn and apply a complex set of competencies and a series of steps designed to enhance not only memory, but understanding, transference of knowledge, and real-world applications. AVID's adaptation of the Cornell system provides faculty and students with clear and concise instructions and suggestions for practice, supported by a variety of handouts for students that have been refined and improved throughout the past three decades.

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Name: _____

Quarter: _____

Begin Date: _____

Period: _____

Student Handout 3.5

Cornell Notes Rubric

	5	4	3	2	1
Page set-up	<ul style="list-style-type: none"> All parts (name, date, class, and topic) are clearly labeled in the correct place. 	<ul style="list-style-type: none"> All parts but one (name, date, class, and topic) are clearly labeled in the correct place. 	<ul style="list-style-type: none"> Some parts (name, date, class, and topic) are labeled in the correct place. 	<ul style="list-style-type: none"> Missing 2 parts (name, date, class, and topic) but are correctly labeled. 	<ul style="list-style-type: none"> Missing 3 or more parts (name, date, class, and topic) and may not be in the proper location.
Legibility	<ul style="list-style-type: none"> Neat and completely legible 	<ul style="list-style-type: none"> Completely legible 	<ul style="list-style-type: none"> Mostly legible 	<ul style="list-style-type: none"> Mostly non-legible 	<ul style="list-style-type: none"> Not legible
Notes	<ul style="list-style-type: none"> Notes are selectively and accurately paraphrased. Use of logical abbreviations. Notes have been edited. Key word have been highlighted and/or underlined. Revisions/additions are made in a different color. 	<ul style="list-style-type: none"> Notes are selectively and accurately paraphrased. Use of logical abbreviations. Some key words have been highlighted or underlined. Partial revisions/additions are made in a different color. 	<ul style="list-style-type: none"> Notes may/may not be accurate, information not always paraphrased. Some use of abbreviations. No highlighting or underlining evident. No revisions made. 	<ul style="list-style-type: none"> Notes are incomplete. No use of abbreviations. 	<ul style="list-style-type: none"> Notes do not reflect Cornell Note format
Questions	<ul style="list-style-type: none"> Questions check for understanding, and directly reflect notes (see Bloom's level 1 & 2 or Costa's level 1). Questions also include Bloom's level 3-6 or Costa's level 2 & 3 as appropriate. 	<ul style="list-style-type: none"> Questions check for understanding, and directly reflect notes (see Bloom's level 1 & 2 or Costa's level 1). Most questions are lower level in Bloom's or Costa's. 	<ul style="list-style-type: none"> Questions are basic and may reflect notes (see Bloom's level 1 & 2 or Costa's level 1). Most questions are lower level in Bloom's or Costa's. 	<ul style="list-style-type: none"> Questions are limited and do not accurately reflect notes. 	<ul style="list-style-type: none"> Questions are missing.
Summary	<ul style="list-style-type: none"> Shows learning by effectively identifying all main ideas. 	<ul style="list-style-type: none"> Shows learning by effectively identifying some main ideas. 	<ul style="list-style-type: none"> Summary is re-stating of notes but is connected to some learning. 	<ul style="list-style-type: none"> Summary is a re-stating of the notes and is not connected to learning. 	<ul style="list-style-type: none"> No summary

AVID's Cognitive Schema [WICOR]
Writing, Inquiry, Collaboration, Organization, Reading to Learn

WICOR: AVID's Foundation for High Engagement Teaching & Learning



AVID's proven learning support structure for middle and high school—and enhanced for higher education—is known as WICOR, which incorporates teaching/learning methodologies in the following critical areas: *Writing*, *Inquiry*, *Collaboration*, *Organization*, and *Reading to Learn*. WICOR provides a learning model that faculty can use to guide students to comprehend materials and concepts, and articulate ideas, at increasingly complex levels (scaffolding) within developmental, general education and discipline-based curricula in their major.

Furthermore, the WICOR model reflects and promotes the expertise and attitudes that will serve students well in life beyond college graduation. Surveys of employers indicate that they seek college educated employees who have strong interpersonal skills, communicate well, and have the ability to develop creative solutions to new problems in collaborative ways. AVID's scaffold of social and academic structures instills these qualities, while at the same time improving outcomes in academic performance, building critical reading and thinking skills for rigorous fields of study, using writing as a powerful thinking and communication tool, and fostering collaboration among students, teachers, and other professionals within higher education and the “real” world of working and living.

Writing is basic to thinking, learning and growth, requiring students to consider issues in new, complex ways, contributing to self-knowledge, and helping them to clarify and order experience and ideas. Writing consists of an essential, complex set of tools that enhance critical thinking—good writers tend to be good thinkers, and improving cognitive skill enhances one's writing ability. According to a survey of college students conducted by Richard Light (2001), students reported that the level of writing required was directly related to their engagement in their academic work. This relationship was stronger than the students' engagement in any other course characteristic.

Inquiry: “Critical thinking,” is a term commonly used in higher education to refer to a generic set of complex but ill-defined cognitive processes. According to the Foundation for Critical Thinking, “thinking is not driven by answers but by questions,” positioning inquiry as foundational to the higher level cognition required for college success. AVID's emphasis on inquiry focuses on the application of Costa's three levels of “intellectual functioning,”

whereby learning to ask progressively more complex questions is scaffolded and students become progressively more metacognitive—aware of their own thinking processes.

Collaboration: Collaborative learning involves intentionally designed student groups engaged in “co-laboring” toward meaningful learning outcomes, using active engagement activities planned to maximize learning, and facilitating the sharing of the workload Barkley, Cross and Major (2005). AVID’s high engagement learning strategies involve collaborative activities through which individual students help each other learn, thereby strengthen their own learning. Students are responsible for their own learning; faculty serve as facilitators in a learning community working together for the success of the group.

Organization: Because college students face competing priorities that are often overwhelming, organizational skills are critical to success in academic and social situations. According to Cuseo, Fecas & Thompson (2010), college students “who have difficulty managing their time have difficulty managing college.” Management of time and energy and learning to set priorities can make the difference between success and failure for new college students. In addition, students must learn to plan effectively for academic assignments, organizing information and ideas for papers and projects. Consistent with its focus on promoting “individual determination,” AVID provides support for the organization of materials, assignments, assessments, handouts and notes.

Reading to Learn: College instructors consider reading a basic skill, one that all students should have acquired before entering college. However, students often neither complete assigned readings nor know how to effectively read assigned material—one of the most common challenges reported by college instructors (Gottschalk & Hjortshoj, 2004). AVID’s approach to “critical reading” provides faculty with common-sense and research-based strategies designed to help students read more effectively. Skills such as “reading with purpose” can be scaffolded with more complex activities to ensure that students are connecting reading material to prior knowledge, understanding the structure of texts, and using text-processing strategies during and after reading to improve comprehension.

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MSAD 35 Board of Directors Meeting Minutes ~ October 15, 2014

Maine School Administrative District No. 35
Board of Directors – Regular Meeting Minutes
Marshwood High School – Learning Center
Wednesday, October 15, 2014 – 7:00 PM

Present: Mrs. Martha Leathe, Mrs. Laura Leber, Mr. Fred Wildnauer, Mrs. Keri Tice, Mr. Joe Long, Mrs. Sue Berman, Ms. Sophia Syrene, Mr. Charlie Honkonon and Dr. Mary Nash

Also present: Mr. Paul Mehlhorn, Mr. John Caverly, Mrs. Heidi Early-Hersey, Mr. Randy Stewart and interested members of the public and press

7:00 PM Call to Order

Pledge of Allegiance

Scheduled Audience to the Public - None

Members of the public who wish to schedule an audience with the Board should contact the Superintendent of Schools three days in advance of a meeting.

Report of the Secretary:

1. Consideration and action to approve the minutes of the regular meeting of Wednesday, October 1, 2014.

Motion: Mr. Long Second: Mr. Wildnauer Vote: 5-0 (Mrs. Berman abstained.)

Report of the Chair:

1. Town Officials Meeting, October 8, 2014 – Mrs. Tice reported that the group was updated on the Old Fields Road bridge repair work, Avesta Housing Project in South Berwick, and district bus garage location possibilities. Dr. Nash reported that she walked the Central Elementary property with Mr. Ellsworth and Chief Lajoie to access alternative entrance and exit routes for vehicles dropping off and picking up students during the Avesta construction phase. Dr. Nash reported that there will be no easy fix for an additional exit at Central School during this construction period other than the existing exit in front of the school building. The next Town Officials Meeting is scheduled for Wednesday, November 12, 2014 at the Superintendent Office.
2. MEF Oktoberfest is October 17, 2014 at 7 p.m. at The Red Barn at Outlook, South Berwick, ME – Mrs. Leathe reminded Board members and the community of this event that benefits the district.
3. MSBA Conference – Mrs. Leathe reported that she and Mrs. Tice will be attending the annual Maine School Management Conference in Augusta on October 23, 2014.

4. Superintendent's Evaluation Timeline – Mrs. Leathe reported that last year Mrs. Leber prepared a secured Google doc for the Board to use to conduct the Superintendent's evaluation work. The Board's timeline is as follows: November 5 – create Google doc to include Superintendent evaluation categories for Board members to comment on; November 19 – self-evaluation provided by the Superintendent; December 3 – “Executive Session” to go over the Board's evaluation work and the Superintendent's self evaluation; and December 17 – wrap up the yearly evaluation process.
5. Recognition of Board Member, Laura Leber, 2008-2014 – Mrs. Leathe reported that tonight is Mrs. Leber's last Board meeting after six years of service to the students of the district as well as the community. Mrs. Leathe reported that Mrs. Leber had a knack for providing the tiniest detail with an exact laser focus upon which the Board relied on frequently. Mrs. Leathe thanked Mrs. Leber for re-inventing the Town Officials Meeting of which the district and communities reap the benefits of this collaboration.

Dr. Nash recalled that Mrs. Leber was one of the Board members who did a site visit in Boston prior to her becoming the Superintendent. Dr. Nash recalled that in October 2011 the district was unsure if they would be able to meet the December payroll. Dr. Nash reported that Mrs. Leber was the go to person along with Mrs. Breed and Mr. Stewart to strategize how the district would be able to do this. Mrs. Leber explored the idea of a \$600,000 loan from the bank, which enabled the district to reorganize its finances. The district has since repaid this loan and has successfully restructured its cash flow. Dr. Nash reported it has been amazing to work with Mrs. Leber. Dr. Nash reported that Mrs. Leber was instrumental into the selection of the iVisions financial software decision. Mrs. Leber put time and effort in the selection of the right financial tools for the district and then attended the training for the iVisions financial software. Tyler Technologies said that never before had a board member attended their training sessions.

Mrs. Leber added that serving on the Board has been very educational and satisfying work and fellow board members have been very collegial. The district has been fortunate to have the Board members they do. If a Board member is not ready to make a decision other Board members are willing to discuss the topic more, provide time to think about the topic and address the topic again at a later date. Mrs. Leber added that it has been great to have such a diverse group on the Board.

Report of the Superintendent:

1. Sanford Regional Technical Center Construction Project Update – Dr. Nash reported that Mr. David Theoharides, Superintendent of the Sanford School District and SRTC Director, Kathy Sargent would provide the Board with an update on the construction of the new Sanford Regional Technical Center.

Mr. Theoharides and Ms. Kathy Sargent, SRTC Director provided a presentation on the construction project to include “Pathways to Success, A New Model for Career Technical Education”.

- Expected opening date of August 2018

- Enrollment approximately 482 students with a capacity of 800 students
 - 4 Career Pathways to be integrated into the traditional school building setting
 - Arts & Communication
 - Science & Technology
 - Human Services
 - Business & Marketing
2. Overview of Board Topics – Dr. Nash reported that as a result of the thoughtful list of topics the Board developed for future presentations at the September 17th and October 1st Board meetings, she and the administrative team prepared for the Board’s review a calendar list of proposed topic presentations for the Board meetings for school year 2014-15.

Dr. Nash asked the Board to let her know if they wished to re-order the presentation dates or amend in any way the topics proposed for presentation. Dr. Nash thanked the Board for their continued support!

<i>Board Meeting Dates</i>	Topics
October 15, 2014	Financial Software Update
November 5, 2014	Marshwood Media
November 19, 2014	Using standards in the classroom
December 3, 2014	Elementary Report Card Preview
December 17, 2014	Transition planning for Rollinsford students
January 7, 2015	Overview of our Wellness Initiatives
January 21, 2015	Report on AVID [grades 4-9]
February 4, 2015	Report on our Investments for Children [PreK-grade 5]
February 25, 2015	Report on our Investments for Children [grades 6-12]
March 4, 2015	Superintendent’s Budget Report
March 18, 2015	Update on the District’s Teacher Evaluation Plan
April 1, 2015	Our logistical plan for Rollinsford students’ enrollment in Sept. 2015
April 15, 2015	Reserved for Budget Workshop

May 7, 2014	Reserved for Budget Workshop
May 21, 2014	Review of the AVID program: new learnings and accomplishments
June 4, 2014	Honoring Retirees & Top 10 Students
June 18, 2014	Report from GWS and MHS students on their trip to Pinkham Notch

3. Financial Software Update – Randy Stewart – Mr. Stewart thanked the Board for approving the financing for the new iVisions financial software. Mr. Stewart noted that Mrs. Leber was instrumental in the selection and implementation process of the iVisions financial software. Mrs. Leber attended the software demos, helped define the district requirements, provided life cycle cost options and attended training sessions. Mr. Stewart thanked Mrs. Leber for her support.

Highlights of the financial software:

- Best possible system to meet the district financial needs
- Old financial software system was DOS based from 1993 that worked but no longer had vendor support
- New financial software is state of the art system from Tyler Technologies, Dallas TX
- Cloud based
- Software resides on a server in Tucson, AZ with backup in Montana
- Software updates are done automatically
- Protected on any catastrophic incident or loss of date
- No support or maintenance of hardware
- Internet connection and password protected with multiple layers of security
- Able to access from office or other facility with internet access
- AP, Human Resource and Payroll systems
- Employee web portal
- Audit log that tracks every transaction from beginning to end to include time stamp and user name
- Auditors can be given remote access to the system to save time and money fees
- Paid \$50,000 for the software and \$50,00 for the training paid over a 5-year period
- District pays an annual maintenance and hosting fee.
- Perpetual license with an initial upgrade free of charge, paying only for training fees

Mr. Stewart reported that the district converted over to the new iVisions financial software system in April 2014. The district has completed 15 bi-wkly payroll runs with minor issues; 25 accounts payable runs with no issues; received a clean write up after the annual financial audit; half of the district employees have registered for access to the web portal to view paystubs, leave balance, personal information and W2's retrievals. Mr. Stewart indicated that the iVisions financial software is a powerful and complex financial system. The district has received excellent software support. Mr. Stewart looks forward to utilizing all the features of

the financial system for an entire audit budget, fiscal year and calendar year close. Mr. Stewart thanked the Central Office team of Sharon Metivier, Laura Millett, Sue Berg and Diane Dicedico as well as the Technology Team for their efforts during this transition.

4. Flu Vaccine Clinic – October 21, 2014, Marshwood High School Gymnasium, 3 p.m. to 7 p.m. – Dr. Nash reported that the district’s school nurse team will host an annual flu clinic at Marshwood High School from 3:00 p.m. – 7:00 p.m. on Tuesday, October 21, 2014. The district has sponsored a flu clinic for many years and for the last two years offered the flu clinic in one central location after school so that families could more easily take advantage of this wonderful service. Dr. Nash thanked Sue Gagnon and all of our school nurses for their dedication and leadership in organizing this event for our community!
5. Thank you to Coach Fernandes – Dr. Nash reported that the long-time coach of the Marshwood High School baseball team, Eric Fernandes, has reluctantly decided to step down as head coach to attend to the growing demands of his landscaping business. For the past eight seasons Coach Fernandes led our varsity baseball team to an incredible 95-45 record which included a 45-10 record over the past three years! The district wishes to thank Coach Fernandes for his dedication to and leadership of our varsity baseball team. Thank you, Coach!
6. Proficiency Based Diploma Extension Request – Dr. Nash reported that the state of Maine is committed to ensuring every Maine student graduates with a diploma that signifies they are leaving high school with the knowledge and skills needed for college and career success. In 2012 the legislature enacted public law LD 1422, An Act to Prepare Maine People for the Future Economy making it mandatory that public schools award proficiency-based diplomas starting in 2018. Dr. Nash noted that MSAD 35 already has a strong, rigorous and vibrant K-12 educational system where the average graduation rate for the district in 2013 was 94.3%. Marshwood High School was also identified by the DOE as one of Maine’s top Ten High Performing Schools for the past two years and was cited as one of the most efficient and effective Maine high schools in David Silvernail’s 2012 report, *More Efficient Public Schools in Maine: Learning Communities Building the Foundation of Intellectual Work*. The actual provisions of LD 1422, however, and its companion implementation rules are complex when considering how to award proficiency based diplomas in all eight content areas. It is for this reason that the Commissioner of Education has outlined six options under which local school districts may apply for waiver extensions from the Department of Education extending the final roll-out date until June 2021.

Dr. Nash reported that tonight the Board will review and consider for approval the district’s application for a waiver known as “option 5”. This waiver request outlines the district’s current work in providing proficiency based teaching and learning and describes future work in this area.

Dr. Nash reported the district has engaged the services of consultant, Kevin Perks, from WestEd to provide the district with both professional development and technical assistance as it moves its work forward regarding providing all students proficiency based diplomas. A series of 3 all-day workshops are planned for this school year for teachers and administrators with WestEd staff to develop a clear understanding of: the common core standards, the development of scope and sequences from these standards, units of

study and lesson plans. In addition to these 3 professional development days, the district's Leadership Team will work all day with Kevin Perks, on November 4th to craft a draft district wide strategic plan which will provide the district with a finely tuned instrument by which we can gauge our progress towards providing a proficiency based diploma for all of our students over time.

Dr. Nash said if the motion under New Business tonight is approved she would ask the Board Chair sign the extension paperwork and would forward the extension application to Maine Department of Education tomorrow.

7. Drop Out Prevention Committee – Policy JFC – Dr. Nash reported that Board Policy JFC, Dropout Prevention ~ Student Withdrawal from School, calls for the establishment of a committee to study the problem of dropouts, habitual truancy, and the need for alternative programs, PreK-12. The committee is charged with developing a plan for the Board's review regarding recommendations for preventing students from dropping out of school. Dr. Nash has asked principal, Paul Mehlhorn, to chair this committee. The policy calls for a member of the Board to be a member of the Dropout Prevention Committee and that member shall be "a member selected by the Board". Dr. Nash asked that any Board member interested in serving on this committee let her know so that she can invite the Board member to the committee meeting.
8. Student rep report – Ms. Syrene reported that the fall sports season is wrapping up with many of the sport teams participating in playoffs. Ms. Syrene reported that the golf team received the highly acclaimed *Golf Sportsmanship Award*. Ms. Syrene reported that the Marching Band Show is this Saturday, October 18 with six other school bands participating in the show. Mr. Honkonan reported that students are enjoying the new hawk animated sign at the entrance of the school. York County Regional Fine Arts Academy is underway with 8 students from the high school participating in classes consisting of writing, oil painting, theatre and vocals. The Math team participated in the New England Mathematics League contest. Student's exam results to a 6-question exam to be completed in 30 minutes will be compared against all New England Math Leagues. Mr. Honkonan reported that all freshmen, sophomores and juniors participated in standardized testing today.

Correspondence - None

Report of the Committees:

1. Report of the Finance and Facilities Committee (F&FC)– Mrs. Leber reported that it is too early to project for year-end balances. Mrs. Leber reported that at the last Finance and Facilities meeting on September 17th representatives from Arcadia Insurance Company provided the district with options to introduce wellness incentives into our districts health program to reduce future premiums. Mrs. Leber reported that at tonight's F&FC meeting the topic was brought up again on how the district could implement wellness strategies. Mrs. Leber reported that the QEA representatives were present at the last meeting and were introduced to this wellness strategy and the idea that it could keep wellness costs down. It was the consensus of the committee that the district would not

contract with Arcadia Insurance to set wellness goals but would find other ways to engage the district employees around wellness initiatives.

Mr. Wildnauer reported that there was discussion on a possible second exit from the parking lot high school onto Route 236. Dr. Nash, Mr. Moore and Mr. Stewart are working with Civil Consultants to investigate and discuss the possibility of an exit ramp near the sub station. Mr. Wildnauer reported that the district has signed a contract to assess the feasibility of building a school bus maintenance facility on the middle school property lot. Mr. Wildnauer reported the Great Works School furnace tour would take place at 6 p.m. on November 19, 2014. Mrs. Leber encouraged the F&FC to move the capital improvement plan topic line to the middle of the F&FC meeting to insure discussion time during these meetings. Mrs. Leber also encouraged members to start a 20-year capital improvement plan after the 5-year capitol improvement plan was in place.

2. Report of the Educational Policy Committee – The next meeting is scheduled for October 22, 2014 at 1:00 p.m. in the Superintendent’s Conference Room.

New Business:

1. Consideration and action to approve the **second reading** and adoption of Weapons, Violence and School Safety - ACAE

Motion: Mr. Long Second: Mr. Wildnauer Vote: 4-2 (Mrs. Leber and Mr. Wildnauer against.)

Note: Under Section 2, the Board approved to reinstate section “c” that was taken out in the first reading.

2. Consideration and action to approve the Proficiency Based Diploma Extension request

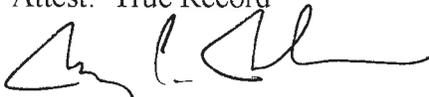
Motion: Mrs. Tice Second: Mr. Long Vote: 6-0 (Approved.)

Adjournment

Motion: Mrs. Leber Second: Mr. Long Vote: 6-0 (Approved.)

The Board adjourned at 8:06 p.m.

Attest: True Record



Dr. Mary C. Nash
Superintendent of Schools