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 TO: Diana Doiron
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 FAX NO.: 1-877-227-9838
 FROM: MSAD 41
 PHONE NO.: 943-7317
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 FAX NO.:
 RE.: Proficiency Based Diploma Ext Opt.3
 NO. OF PAGES: 34 pg. + cover

Proficiency-Based Diploma Extension Option 3

At the time of the extension application the SAU will:

- Provide evidence of the proficiency based system in place at the middle school or K-8 level as evidence of the SAU’s preparedness to expand the proficiency-based system into the secondary level and its preparedness to award diplomas based on proficiency in the standards of the eight content areas and standards of the Guiding Principles after July 1, 2020.
- Provide a description of the overall plan to meet the goal of awarding of diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles. The description should include benchmarks for the 2014-2015 school year and each year for which the extension is requested.
- 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	X

Washington	
Western Maine	
York	

3. **School Administrative Unit:** MSAD 41
4. **High School(s):** Penquis Valley High School
5. **Name and title of person completing the extension request:**
Stacy Shorey- Assistant Superintendent/Curriculum Coordinator
6. **Superintendent's name, address, phone number and email:**
Michael Wright
22 Howland Road LaGrange ME 04453
943-7317
mwright@msad41.us

Evidence of Preparedness

7. **Describe the proficiency-based system in place at the middle school or K-8 level as evidence of the SAUs preparedness to expand the proficiency-based system into the secondary level and its preparedness to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. 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**

Overall Implementation Plan

8. **Provide a description of the overall 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**

SAD 41-Option 3

#7

SAD 41 has been working for 18 months on a proficiency-based system for ELA and math for students in grades K-12. The work began with the purchase of standard kits with "I can" statements for students at the elementary level and content level teachers received common core flip charts to share. 2013 summer work for ELA and math teachers consisted of looking at the standards and determining what the teacher was already doing that would fit under a standard. That activity helped determine what was no longer needed to teach or what should be taught at a different level. (Standards to Practice Protocol-1) This activity was very eye opening because many of the skills/strategies that no longer belonged in a particular grade level or course was moved to an earlier grade level. The results of the activity helped to create a sense of urgency needed for change.

During the spring of 2013, the entire administrative team went to a workshop hosted by Bea McGarvey that discussed standards and how to tackle them within the system. During that same time the high school staff was participating in a school-wide read of *Inevitable* with the curriculum coordinator facilitating the discussion. At the end of that discussion, the high school staff wanted to try a multidisciplinary unit. With the support of the administrators, eight high school teachers spent two days creating this unit with an outdoor theme. (Outdoor Theme-2) The culminating activity was students traveling to Millinocket to hike or kayak for a day with particular academic tasks to do. This work helped teachers spend time problem solving how to get all students meeting standards. Teachers had time during each monthly early release to discuss how students were progressing toward meeting the standards.

Due to the school report card being an "F" in four out of five schools from the 2012-2013 testing, the district was able to procure the services of the DOE ELA specialist. Ms. Dunton spent a day in November 2013 with the AOS. And while text complexity and unpacking the standards was a multiday workshop she helped us to begin the process. This half-day workshop was the first opportunity the teachers had to see how all of the parts worked together. There was a follow up day in March 2014. During that day, staff unpacked the standards and examined the Big Ideas, Essential Questions and Enduring Understandings. (Steps to Unpacking the Standards-3) There was also work done examining the knowledge and skills identified in the standard using Marzano's Taxonomy. Staff came away from that day with a better understanding of how to unpack standards, but feeling overwhelmed with all the work to be done.

In April the high school administrators, Superintendent and the curriculum coordinator spent a morning with other area administrators to begin a dialogue of where everyone is on the journey to proficiency and what the next steps for each district will be. The SAD 41 team came back very excited about the conversations they had and the knowledge that each member gained. It was from these conversations that staff began thinking about Power Standards. What are the essential pieces at each instruction level that students need to be able to move to the next level? ELA and math teachers (including Resource Room teachers) in grades 6-

12 met to begin those discussions and to look at the curriculum currently in place. (Curriculum Updated- 4) Over the course of four days between spring and summer power standards began to take shape. When school began in August, ELA and math teachers spent time with their student explaining the changes they will see. Many of the teachers have spreadsheets for students outlining the standards they will be expected to meet. (ELA progressions- 5)

An outline for unit work was also developed and shared with staff. (Demaris Unit Plan-6) Included in this work will be multiple assessment opportunities for students to show mastery of the standard. ELA and math teachers will share units in November 2014. The goal is to have all unit work for ELA and math grades K-12 will be completed by August 2015. Learning targets are a SOP (standard operating procedure) in these classrooms. Staff did a district read using a book called *Learning Targets: Helping students aim for understanding in today's lesson* by Connie Moss and Susan Brookhart. This work helped teachers think about those incremental steps needed to achieve a standard. Students are beginning to expect to hear about standards and understand that they need to meet those standards to move forward in their educational progression.

During the winter and spring of 2014, the policy committee met and went through an intense process to understand what the changes to the graduation policy will mean. (SAD 41 Policy- 7) Since the policy committee is an AOS-wide committee, each district policy committee took the work back to its board to educate those members as well. Part of the conversation for the policy committee was the district administrators concern about world languages and how all high school students will complete a world language. At that time, the group felt that a waiver for world languages might be necessary. When the waiver options came through, they were carefully reviewed. Option 3 is the best selection for SAD 41 because limited work has been done with content areas beyond ELA and math and little to no work has been done with the guiding principles.

Parent meetings were also held to discuss with middle school parents the changes they could expect to see. While there was a very small group of parents that attending the meeting, they were very interested in what this could mean for their child. There were a lot of questions about students with special needs and what this will mean for those students. Will they receive a diploma? The principal reviewed the policy with this group and the section regarding students with special needs was given extra attention. October 28th will be the date of the second parent meeting. The principal plans to hold two more meetings throughout the year to update parents on the process. He also plans to update board members on a monthly basis. (Parent Newsblast-8)

The focus this year (2014-2015) in both ELA and math is with the current freshman class. Making sure that unit work is aligned with the curriculum and power standards is the most important piece of this work. Also making sure those classes have multiple assessments is also a key component of the work these teachers are doing.

#8

The table below shows the pieces that district staff needs to complete and the timeline for completion. This table is replicated with different timelines for each of the content areas and the guiding principles.

During the 2014-2015 school year the plan is to update science and social studies curriculums and determine what the power standards will be at each instructional level. Teachers have a rough outline of this since the grade 6-10 science teachers are part of the PSP and social studies teachers have met twice to begin discussions about power standards. The goal will be to have unit plans completed by June 2016. The curriculum coordinator will also begin to work with science and social studies teacher for a more concentrated time beginning in October 2014. Currently these content area teams are meeting as part of district wide professional development in vertical teams grades 6-12 twice a month for an hour. (Meeting notes-9)

School-wide discussions on guiding principles will begin in November. This will be important work and the curriculum coordinator is still waiting to see the outcome of the taskforce work on the guiding principles. This work will be woven into tasks in all content areas so that this will be completed by June 2020.

Goal : To ensure that all teachers in grades 6-12 have completed unit studies and multiple assessments that help students meet the power standards.

Activity	Brief Description	Who's Responsible	ELA/ Math	G.P.	Sci/SS	PE/ Heath	VPA/ WL
Finish Unpacking Standards	Backwards planning to ensure that appropriate learning targets are created	Teachers, Curriculum Coordinator	1/15	6/19	6/16	6/17	6/18
Completion of Unit Plans	Completing the outline for Unit Plans for each course	Teachers	8/15	9/19	9/16	9/18	9/19
Assessments Formative	Ensuring that learning targets are met during daily class	Teachers	3/15	9/19	9/17	9/18	9/19
Assessments Summative	Opportunities to work on quality Rubrics with uniform process	Curriculum Coordinator, Teachers	8/16	6/20	6/17	6/18	6/19
Creating Multiple Assessment opportunities	Opportunities for staff to work together and create multiple assessments for a standard	Curriculum Coordinator, Teachers	8/17	6/20	6/18	6/19	6/20

Reporting	Creating reporting system in Web2school and determine if using mean, mode or trending	Principals, Staff	12/14	12/19	12/16	12/17	12/18
Explaining Reporting to Parents	Parent meeting to update on how grading will work	Principal, Staff	Ongoing a least twice a year to update parents on progress toward full implementation				
Updating staff	At the monthly staff meeting there will be a brief update of how staff is progressing toward meeting this outline	Principal	Ongoing monthly until total implementation				
Updating School Board and Community	At each Board meeting the Principal or Curriculum Coordinator will update the School Board on progress. Articles will also be placed in the local newspaper.	Principal/ Curriculum Coordinator	On-going monthly till complete				
Place to store student evidence	Opportunity for students to document standard mastery	Principal	12/14	6/17	6/16	6/18	6/19
Filing system for evidence	A sign off sheet for teachers/students to document when a student has mastered a standard	Curriculum Coordinator	12/14	6/17	6/16	6/18	6/19

Content Area	Begin Process	Complete Process
Science/Social Studies	2014-2015	2017-2018
PE/Health	2015-2016	2018-2019
World Languages/Visual Performing Arts	2016-2017	2019-2020
Guiding Principles	2014-2015	2017-2018

#9

At Penquis Valley High School there are a few pathways for students that are not meeting the standards. It is part of a comprehensive Response to Intervention system at the High School. The Universal Screening tool used in grades 6-10 for ELA and math is the NWEA assessment. All students are screened in the fall and then reassessed in the spring of each year. Students identified as needing additional support also take the assessment in the winter. Each grade level team meets to review data and make recommendations. A data driven dialogue is used to review this data, which includes predetermined cut scores. (DDD protocol-10) SAD 41 staff has done an analysis and found that NWEA data closely aligns to how students score on the state assessment.

Tier I: Initial core instruction from qualified teachers is the first line of defense for students. Classroom teachers will differentiate instruction for students who are struggling with a particular standard. Most teachers also offer additional support either before or after school.

There is also an academic support study hall and that person supports students in the other content areas. This position helps support students who are struggling to meet standards in any class. All students have access to regular content teachers three times a week during academic block, which is a 20-minute support. There is a sign-in system to be able to keep track of where students are as they move from their home base to a content area teacher. On a semester basis the grade level teams will meet to determine the progress students are making towards meeting standards at each grade level. Student lists will be comprised to help teachers support those students that didn't meet all the standards in a given semester. The principal will also have this list to be able to review and check-in with students as he feels it is appropriate. Summer programming will also be offered beginning in 2015 to support students in ELA and math who have not met standards.

Tier II: Any student that is recommended for additional support is required to have a supportive study hall with either an ELA or math teacher. This class will have no more than 8 students and the instruction will be differentiated to support students at their developmental level. Skills and strategies that are gaps for students will be integrated into work they are doing in their current ELA or math courses. Students will work in small groups of 2 or 3. Student learning targets will be set by the RTI team. Students will participate in progress monitoring on a monthly basis using writing prompts, math fact and math application assessments and maze passages as well as an informal reading assessment (BADER) if necessary. (Tracking form-11)

An RTI team will meet on a monthly basis to review student data using a student analysis protocol. The RTI team consists of the principal, core teacher, literacy coach, resource room teacher, social worker and parent. This team will review data compiled to date, participate in the protocol and make recommendations for changes to learning targets if necessary. Students will remain in this tier for up to 9

weeks so the RTI team would have an opportunity to meet at least 3 times about progress.

Tier III: Decisions to move to Tier III will be made by this team and will occur after a 9-week block. The 9-week block will allow for monthly changes to be made in the learning targets if necessary. Tier III is a more intensive intervention and the Literacy Coach will work with students in Tier III on either a one-on-one or one-on-two basis. Students that move to this tier will have an informal reading inventory completed and progress monitoring will move to a weekly basis. The freshman math teacher will work with Tier III students with math deficits at Tier III. Students that need this level of math support will take an algebra readiness diagnostic test and progress monitoring for these students will also be on a weekly basis.

Should a student not make adequate progress at a Tier III level, a referral to Special Education will be made. This referral will come from the RTI team, which includes the parent. While the referral process is happening students will continue to receive the intensive instruction from either the literacy coach or math teacher.

This information is outlined in the K-12 Response to Intervention handbook. Included in the handbook are the forms that teachers are responsible for completing and the outline of the process. At the RTI team meeting case managers are assigned to do follow up in between meetings. Documentation of this contact is also part of the student's file.

#10

SAD 41 received approximately \$6000 in transition funds for the 2013-2014 school year. That money was used to upgrade the current reporting system to a standards-based system along with the appropriate training for staff. So all of this money was used for practice.

Policy: The policy committee met on three occasions to discuss the change in the SAD 41 graduation policy. IKE was updated and became a district policy May, 2014. IKF- promotion and retention policy was also updated in June 2014. These policies may be accessed on the MSAD 41 website.

Practice: Updates for all staff on Web2school with the addition of the standards module was added this year. Staff initial training was also completed. Staff is currently discussing how to assess the standards. Will we take an average of the tasks that measure a standard or will we look at trending? This is the next important question the staff and administrative team are pondering. Vertical teams (content area teams grades 6-12) are in different levels of implementation. These teams are meeting twice a month to continue the work. Content teams will also be meeting with the Curriculum Coordinator three times during the school year and the science

and social studies teams will also be meeting in the summer to spend some concentrated time on developing units that support the standards selected.

Community Engagement: ELA and math teachers are posting standards and learning targets for students now. At Parent/Teacher conferences teachers will walk parents through how this is working for students. The reporting of standards for ELA and math will begin with second quarter this year. There is a meeting scheduled on October 28th to discuss with parents the upcoming changes. There will be another meeting in the spring to update parents on progress. The principal also has a blog with many families accessing it. He keeps parents updated through his blog as well. Board members are getting monthly updates on the progress that staff and the administrative team are making. The curriculum committee also meets four times a year. The ELA teachers met with that committee in September to share updates. The math teachers will meet with the committee in November. Updates will also be shared community wide in the local newspaper

#11

Anticipating that we will receive approximately the same amount of transition funds, the goal is to use that money to pay for substitutes when working with staff and also during the summer. The district is planning on three days for ELA, math, science and social studies teachers during the year and then two days for each content area for summer work. These funds will help teachers have time to work together to follow the timeline set in question #9.

Substitutes: \$3600 (12 substitutes for each content multiplied by \$75 (including benefits) multiplied by 4 content areas) Expended by June 16, 2015

Summer work: \$ 3880 (4 teachers in each content area multiplied by 5 hours at \$20 per hour multiplied by two days +680 benefits) Expended by August 30, 2015

As the district moves forward into FY16 and beyond the goal is to continue using transitions money to be able to pay for substitutes and summer work opportunities for staff. Without this money it will be very difficult for the school district to complete the work necessary because there are no additional funds to pay teachers to work especially in the summer and substitute lines are already always over budget.

Option 3 Authorization Page

Annually the SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

- evidence of progress toward the identified annual benchmarks;
- goals and 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; and
- 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.

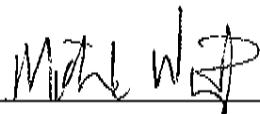
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

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

11/15/14

 Date



 Chair of School Board

11/15/14

 Date



Standards to Practice

Protocol for thinking about our transition

1. Use the curriculum map and outline the units you teach each semester. If you are a content teacher under the unit denote the enduring teachings.
2. Look at your current curriculum. Does it all align? Are there any gaps between what you are teaching and the curriculum?
3. Now look at the writing standards for your grade level. What gaps do you see? Jot them down.
4. Meet with your vertical team.
 - a. Answer these questions:
 - i. What did I notice?
 - ii. What are my challenges?
 - iii. Where do I go from here?



5. Come back to debrief with the whole school teaching team.
6. What goals will we set for our school?



Outdoor Theme PVHS

Four dates to be selected:

1st one: October 4th, sophomores and juniors will all go
Seniors will have a day to job shadow
Freshman will have a community building day?

Culminating Project:

Facebook page -staff submit student work (or links) to the Facebook page. Chad will be the coordinator. It will be a good PR piece

SUGGESTION:

Add a piece of work to the senior portfolio -- in each class students will have learning objectives and activities that help them achieve the objectives. Students can choose to select a piece of this theme work to put into their portfolio.

Essential Question:

HOW CAN THE OUTDOOR EXPERIENCE ENHANCE ACADEMIC KNOWLEDGE AND EVERYDAY LIFE?

Enduring Understandings:

- *Make real world connections.
- *Create an awareness of geographical surroundings.
- *Understand the importance of protecting the environment.
- *Sustain a lifelong appreciation of the outdoors, which enhances the individual's physical and emotional growth.
- *Define the interrelationship between nature and education to enable students to be productive citizens.

Overarching CC Standards:

Research- finding reliable information
Integrate/evaluate multiple sources of information
Create/model complex ideas
Presentation of knowledge
Use of technology for information use

Reflection:

Needs to be in integral part of the entire process both for us and the students.



Unpacking the Standards

Standard:

Grade:

1a. The standard with key phrases and concepts underlined

Standard:

Sub Standard:

1b. Big ideas identified from standard

2. Enduring Understanding identified from the standard:

3a. Essential Questions derived from the standard:



3b. Key Questions derived from the standard:

4. Knowledge and Skills identified in the standard: (include DOK and Marzano's Taxonomy information here)

5.

Activities	Assessments (indicate whether formal or summative)
Newspaper activity (categorizing)	Compare and contrast two different areas of the state (Bangor daily, Portland Press Herald)
	Identify and interview person who has been effected by geography and predict how their life might have been different had this event not happened.

4

AOS 43 Math Curriculum

Grades 9-12

AOS 43 <i>Committed to Excellence in Education</i>	<i>Curriculum Leaders in grades 9-12 developed the following Standards and Performance Indicators. These individuals used resources from the Maine State Learning Results to identify the end of 12th grade performance indicators.</i>		
Standard: Algebra <i>Interpret, represent, create and solve algebraic expression.</i> Performance Indicators (A---H)			
A. Students will interpret the structure of expressions. (HSA.SSE.A.1A-PS)			
Scoring Guide for A.			
1	2	3	4
I can determine the coefficients, terms and factors of an expression.	I can rewrite the expression into an alternative expression.	I can identify the parts of an expression and manipulate the expression into an equivalent form.	I can identify the parts of an expression and manipulate the expression into an equivalent form.
Clarifying features for A. Vocabulary:			

B. Students will write expressions in equivalent forms to solve problems. (HSA.SSE.B.3)			
Scoring Guide for B.			
1	2	3	4
I can evaluate an expression.	I can create equivalent expressions.	I can rewrite an expression in an equivalent form to	I can justify the most efficient form of an expression to solve

		reveal and explain properties and solutions.	problems.
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Clarifying features for B.

Vocabulary:

C. Students will explain the relationship between zeros and factors of polynomials. (HSA.APR.B.3)**Scoring Guide for C.**

1	2	3	4
I can determine the difference between a factor and a zero of a function.	I can use the Remainder Theorem to find the zeros of a function.	I can discuss and relate the relationship between the Remainder Theorem, factors and zeros and use this information to sketch a graph of a function.	I can determine the factors of a polynomial, determine the zeros and draw the graph.

Clarifying features for C.

Vocabulary:

D. Students will rewrite rational expressions. (HSA.CED.A.2.PS)**Scoring Guide for D.**

1	2	3	4
I can simplify a rational monomial expression.	I can factor out monomial expressions from a given polynomial.	I can rewrite rational polynomial expressions in a different form using exponential rules.	I can add, subtract, multiply and divide rational expressions.

Clarifying features for D.

Vocabulary:

E. Students will create equations that describe numbers or relationships. (HSA.CED.A.1.PS)**Scoring Guide for E.**

1	2	3	4
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I can identify the domain and range of a situation.	I can define the relationship between the domain and range.	I can formulate, describe the domain and range, and graphically display an equation that represents a relationship between two or more quantities.	I can use my model to propose and justify solutions within the domain and range.
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Clarifying features for E.

Vocabulary:

F. Students will explain solving equations as a process of reasoning. (HSA.REI.A.1.PS)

Scoring Guide for F.

1	2	3	4
I can define the properties of equality.	I can recognize where a property of equality is applied.	I can explain how the properties of equality are used to solve an equation.	I apply the properties of equality and inequality to solve equations.

Clarifying features for F.

Vocabulary:

G. Students will solve systems of equations. (HSA.REI.C.6)

Scoring Guide for G.

1	2	3	4
I can graph a system.	I can identify an efficient method of solving the system.	I can solve a system of equations algebraically and graphically.	I can justify my solutions to the system.

Clarifying features for G.

Vocabulary:

H. Students will solve equations and inequalities in one variable. (HSA.REI.B.3.PS)

Scoring Guide for H.

1	2	3	4
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(4)

I can identify the types of inequalities.	I can solve an equation in one variable.	I can solve equations and inequalities in one variable.	I can solve equations and inequalities with coefficients represented by variables.
Clarifying features for H. Vocabulary:			



Grade	Content Strand	Semester 1	Semester 2
7 th	Reading	<p>R.L. 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>R.I. 7.6 In an informational text determine an author's position or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>Identify central themes in a text.</p> <p>R.I. 7.2 Compare information on the same topic in several passages or articles from different texts; and analyze their development over the course of the text. Write an objective summary of the text.</p>
	Writing		<p>W 7.2 Write informative/explanatory text to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.</p>
	Research and Media		
	Language		<p>L. 7.1A Use simple, compound, complex and compound-complex sentences.</p> <p>L. 7.1B Explain the function of phrases and clauses and place them within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>

(6)

Karla DeMaris

7/30/14

ELA Unit Plan	
Title/Theme	A Process For Quality Writing
Grade/Subject	English Grade 9
Timeframe	Semester One
Overview	This unit will instruct students in a standardized writing process. Students will develop expertise in the process through discussion, reflection, and practice. Students will produce a final finished product for assessment.
The Desired Results	
Essential Questions	<ol style="list-style-type: none"> 1. What steps can we use to produce quality writing? 2. What planning strategies can we use to begin and develop a written composition? 3. How can we select details that are useful to our writing purpose? 4. What criteria should we use to revise and edit a written composition?
Enduring Understandings	<ol style="list-style-type: none"> 1. Quality writing is a process that can be learned. 2. The writing process begins with planning. 3. Development requires the use of details. 4. Quality writing requires a revision and editing method.
MLR Standard Power (P)	W5—Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
Assessment	
Summative Assessment	<ol style="list-style-type: none"> 1. Final essay project: <ul style="list-style-type: none"> • Proof of planning. • Proof of detail vetting. • Proof of revision and editing—intermediate draft. • Final essay product. • Rubric.
Formative Assessments	<ol style="list-style-type: none"> 1. Teacher observation of student participation in class discussions and activities. 2. Teacher check of worksheets, forms, and daily work. 3. Teacher check of peer revision and editing exercises. 4. Teacher check of writing drafts followed by conferences with student.
Learning Targets	

(b)

Karla DeMaris
7/30/14

Learning Targets	<ol style="list-style-type: none"> 1. We are learning the steps of a writing process. To do this we will use a standardized form to guide and document our writing work. 2. We are learning how to use planning strategies to begin our writing work. To do this we will experiment with several different planning methods (teacher, student, and class generated) to determine the best ones for particular purposes. 3. We are learning how to select and include details that are appropriate to our writing purpose. To do this we will create a brainstorming and vetting method (teacher, student, and class generated) to sort details for relevance and usefulness. 4. We are learning how to revise and edit our writing. To do this we will: <ul style="list-style-type: none"> • Develop a list of criteria (teacher, student, and class generated) for us to follow to guide our revising and editing. • Use peer revision and editing workshops.
Unit Resources and Materials	
Fiction Text	N/A
Nonfiction Text	N/A
Cross Curricular Links	
<p>This unit can apply to all subjects, and will improve student writing in all subjects.</p>	

(7)

Code: IKF

MSAD 41 GRADUATION REQUIREMENTS

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

MSAD 41 has adopted a standards-based system of learning consistent with Maine law, which means that after January 1, 2018, the awarding of a diploma will be contingent on the demonstration of proficiency in the content areas and Guiding Principles and the Learning Results rather than the accumulation of credits.

To be awarded a high school diploma from the MSAD 41 schools, students graduating in the Class of 2018 and beyond must demonstrate proficiency in the content areas identified in Maine's system of Learning Results, meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results, and fulfill all additional graduation requirements set by the Board.

Students graduating in the Classes of 2014-2017 must meet the credit and other graduation requirements specified in this policy.

A student who would have graduated with the Class of 2017 and have been awarded a diploma at commencement but for his/her failure to earn sufficient credits or meet other requirements set by Board policy will have until December 31, 2017 to fulfill the graduation requirements applicable to the Class of 2017.

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

The Board has approved the following schedule of minimum requirements for graduation, which includes minimum requirements specified by the State of Maine. The Board is aware that current law and regulations are subject to change.

The Board expects the Superintendent/designee to inform students and parents as soon as practicable of any additional State-imposed standards that must be met before students may be awarded a high school diploma.

I. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASSES OF 2014, 2015, 2016 OR 2017

Students who anticipate graduating in the Classes of 2014, 2015, 2016, or 2017 must meet the following minimum requirements in order to be awarded a high school diploma.

- A. The student must successfully complete a total of 24 credits. Of these credits, 12 ½ (twelve and one-half) must be those specified by the State of Maine. They are:
1. English/language arts – 4 credits;
 2. Mathematics – 2 credits;
 3. Social studies and history, including one year of American history and government – 2 credits;
 4. Science, including at least one year of laboratory study – 2 years;
 5. Fine arts, which may include art, music, forensics or drama – 1 credit;
 6. Health – 1/2 credit; and
 7. Physical education – 1 credit.
- B. The student must demonstrate computer skills according to the school unit's standards for computer literacy, proficiency, and performance.
- C. In addition to the State requirements, the student must meet the following additional credit requirements established by the Board:
1. Math – 1 additional credit;
 2. Science – 1 additional credit;
 3. Social Studies– 1 additional credit;
 4. Health – ½ additional credit;
 5. Introduction to Computer Skills 1 credit;
 5. Penquis Exit Project- 1 credit



- D. The remaining credits may be selected by the student based on his/her interest, satisfaction of course prerequisites, and requirements of the field that he/she plans to enter upon graduation.
- E. Students need a total of 24 credits to graduate.

ALTERNATIVE METHODS OF EARNING CREDITS

A student who is deficient in these requirements or wishes to meet these requirements through alternative means may earn and apply credits in accordance with the provisions of this section.

A student who wishes to meet a credit requirement through an alternative method must have prior written approval as specified in this section.

A student who makes up deficiencies may participate in the next regular graduation ceremony following successful completion of all graduation requirements.

- A. A student may earn up to two credits through the PVAEC Adult Education Program. The student must have prior written approval from the Director of Adult Education, Guidance Counselor, Department Chair and Principal.
- B. A student may obtain credits through summer school in classes that he/she did not pass. The student must obtain prior written approval from the Guidance Counselor, Department Chair and Principal.
- C. A student may earn up to 2 credits through distance learning/virtual courses provided 1) the course is approved in advance by the Guidance Counselor, Department Chair and Principal and 2) progress is monitored by a member of the High School's professional staff.
- D. Advanced courses or courses not available may be taken at other secondary schools or at approved postsecondary institutions with the approval of the Guidance Counselor and Principal.
- E. A student may earn up to 2 credits through independent study approved by the Guidance Counselor, Department Chair and Principal and monitored by the teacher(s) of the subject(s) to which the independent study is related.

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Students who achieve proficiency in meeting the content standards of the Learning Results as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

II. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2018 AND BEYOND

In accordance with Maine law and MSAD 41's standards-based system of learning, after January 1, 2018, the awarding of a diploma from MSAD 41 schools will be contingent on the demonstration of proficiency in the content areas of Maine's system of Learning Results and meeting the cross-content performance standards of the Guiding Principles of the Learning Results, rather than the accumulation of credits. The student must also fulfill any other requirements specified in this policy.

Students who anticipate graduating in the Classes of 2018 and beyond must meet the following requirements in order to be awarded a high school diploma.

- A. Demonstrate proficiency in meeting standards in the following content areas of the Learning Results. Meeting the standards entails demonstrating proficiency for each standard within each content area.

English Language Arts

Mathematics

Science and Technology

Social Studies

Health Education and Physical Education

Visual and Performing Arts

World Languages

Career and Education Development (embedded in the other content areas)

- B. Meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results.



A student graduating from MSAD 41 schools is expected to be a:

Clear and effective communicator;

Self-directed and life-long learner;

Creative and analytical problem solver;

Responsible and involved citizen; and an

Integrative and informed thinker.

MULTIPLE PATHWAYS TO THE AWARDING OF A PROFICIENCY-BASED DIPLOMA

MSAD 41's high school educational program is designed to enable students to satisfy graduation requirements in four years through a sequence of educational (learning) experiences/courses providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the cross-content Guiding Principles of the Learning Results.

Students following a traditional pathway will:

- A. Engage in educational experiences in the content areas of English Language Arts, Mathematics, and Science and Technology in each year of their high school program.
- B. Engage in three educational experiences in the content area of social studies during their high school program.
- C. Engage in at least one educational experience in each of the content areas of visual and performing arts during their high school program.
- D. Engage in at least one educational experience in world languages during their high school program
- E. Engage in one health and one physical education experience during their high school program.

(7)

- F. Engage in educational experiences that integrate career and education development into other content areas of the Learning Results.

Students following a traditional pathway must be enrolled in the equivalent of six full year learning experiences/courses or integrated equivalents in each of their high school years.

Students may also opt to pursue a high school diploma through multiple additional pathways including:

- Early college/dual enrollment courses
- Career and technical education programming
- Online/virtual learning
- Apprenticeships, internships and/or field work
- Community service
- Exchange programs
- Independent study
- Alternative education/"At Risk" programming
- Adult education

Each pathway must provide a quality learning experience comparable in rigor to the school unit's own educational experience (course) offerings.

In order to pursue one or more of the multiple/alternative pathways, a student must have a Personal Learning Plan detailing how the pathway will provide exposure to the content standards of the Learning Results and how the student will demonstrate proficiency in meeting the standards. The personal learning plan must be approved by the Guidance Counselor, Department Chair and Principal.

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Students who achieve proficiency in the content standards of the Learning Results and Guiding Principles, as specified in the goals and objectives of their Individualized Education Plans (IEP) will be awarded diplomas. An IEP modifies the means by which a student with a disability demonstrates proficiency in meeting the standards but does not modify the standards themselves.



III. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM PENQUIS VALLEY HIGH SCHOOL

This section applies to all students, in all graduation classes.

A. Transfer Students

For students who transfer from another state or from an educational program that is not required to be aligned with the content standards of the system of Learning Results, the Principal shall determine the value of the student's prior educational experience towards meeting graduation requirements.

B. Home-schooled Students

For home-schooled students wishing to receive a diploma, the Principal shall determine the value of the student's prior educational experience toward meeting graduation credit requirements

C. Delayed Awarding of Diplomas

A student who leaves Penquis Valley High School to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

D. Early Awarding of Diplomas

A student who has met the State's and the Board's diploma requirements in fewer than four years of high school may be awarded a diploma.

E. Extended Study

Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.

(7)

F. Certificate of Completion

The Board may provide a certificate of completion to a student who leaves school having completed four years attendance as a full-time high school student and who has earned the required credits but has not met Learning Results proficiency standards that may be mandated by the State

G. Participation in Graduation Ceremony

A student must complete all Board requirements for a high school diploma or certificate of completion in order to participate in graduation exercises.

H. Honors and Awards at Graduation

In order to be eligible for honors or awards based wholly or in part on academic achievement (e.g., valedictorian, salutatorian, class speaker, "Top 10"), a student must have been enrolled full time for two years preceding graduation. Students who do not meet this enrollment requirement will not be "ranked" for the purpose of determining eligibility for graduation honors, awards, or scholarships.

Legal Reference: 20-A M.R.S.A. § 4722
Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Cross Reference: IHCDA -- Post-Secondary Enrollment Options
IK – Student Achievement
IKFA - Early Graduation

Adopted: First Reading: April 2, 2014
Second Reading: May 7, 2014



Welcome to Penquis Valley Grades 6 ~ 12



Gift of the Class of 2014



Proficiency Based Diploma and The Standards Based Approach To Learning/Teaching

Parent Night
October 28th, 2014
5:30 – 7:00 PM
Penquis Cafeteria

This is to be introduced to this new approach, see this in action with teacher presentations, and ask questions regarding this process.



Health and Physical Education Vertical Team
Jason Mills, Dave Hainer, Jeremy Durost, Judy Preble, Merrily Fales,
Dawn McLaughlin.

What work needs to happen. Identify the gaps. Spend time assessing what standards are being met and how. Assessment and rubrics. We need to meet as a team and have time to discuss. We need direction about what the process should look like. Identify what will be required for Middle School students Health. Address scheduling issues for health and Physical Education. Class size and age demographic can deter meeting the standards.

Where is the team short. Scheduling needs to be earlier in order to meet the students needs for requirements. Time.

What resources are needed. Proper scheduling, Direction for standard based report cards. Consistent reporting or report cards Pre-K to 12.



SAD 31/41 Data Analysis Protocol

Step 1: Predicting the Data

(10 minutes: 2 minutes silently writing individual predictions, 8 minutes discussing as a group)

The facilitator tells the group that in order to surface past experiences, preconceived ideas, and assumptions, the group will make predictions about what they believe the data will show. The facilitator reminds them to consider the following questions when making predictions.

- With what assumptions are we entering?
- What are some predictions we are making?
- What are some questions we are asking?
- What are some possibilities for learning that this experience presents us?

After two minutes of silent writing, the facilitator has group share their predictions and why they believe that is what they will see.

Step 2: Observe the data (Literal)

(20 minutes: 10 minutes silently writing individual observations, 10 minutes discussing as a group)

The facilitator reminds the group that this phase is to just state what they see without reaching conclusions or making recommendations. Consider the following:

- Note what you can see
- Note important points that "pop out"
- Look for patterns or trends that emerge
- Note surprising or unexpected data
- Note things we have not explored
- Just the facts, Ma'am

After ten minutes of writing, the facilitator has the group share their observations. If judgments or interpretations arise, the facilitator should ask the person to defer that thinking until the next step. The recorder will document the ideas from the group on the Data Team Feedback Sheet.

Step 3: Interpret Data/Develop Inferences

(15 minutes: 8 minutes silently writing individual inferences, 7 minutes discussing as a group)

The facilitator tells the group that this step is to look beyond the obvious for relationships, cause/ effect, and to make inferences related to student learning. This is also the step to generate questions about what if, and why. Keep in mind the following prompts:

- Draw inferences - supported
- Generate possible explanations
- Generate further questions to ask
- Generate further data needed to verify explanations
- What can you infer about the data regarding the impact on student learning?

After eight minutes of writing, the facilitator has the group share their inferences through a go-around

process. The facilitator encourages team members to support their statements with evidence from the data. The recorder will document the ideas from the group on the Data Team Feedback Sheet.

Step 4: Implications for practice

(20 minutes: 10 minutes silently writing individual ideas for practice, 10 minutes for group discussion)

The facilitator tells that group that this step is designed to help answer the question, "What are the implications for teaching, learning, and increasing student success?" The group will seek to identify connections between what is missing, what needs to change and what is working. Keep in mind the following prompts:

- Focus on practices for improving student learning
- What issues have been raised about school-wide practices/classroom practices?
- What is the first step to increase student success in this area?
- Where do you suggest we go from here?
- What are the next steps this group should take?
- Is there other data or material we should look at?

After ten minutes of writing, the facilitator leads the group in the discussion of what this data implies for their classroom practice. This is the action phase of the data analysis. The group will design an action plan that might outline changes in instructional practice, analysis of textbook alignment, or a new unit organization. The data for the next meeting will be identified based on the conclusions reached during Step 4. The recorder will document the next step from the group on the Data Team Feedback Sheet.

Step 5: Reflect on the process (5 minutes)

The facilitator leads the group through a discussion of this protocol process using the following prompts:

- How did this protocol work for you?
- What went well, what could be improved?
- What new learning do you have?
- What changed in your thinking?
- What was reinforced?

A new facilitator may be selected for the next meeting. Roles can be rotated regularly to share the responsibility. The recorder completes the *Data Team Feedback Sheet* for the group and returns to administrator.

10/7/2014

waiver info

www.waiverinfo.us

waiver info

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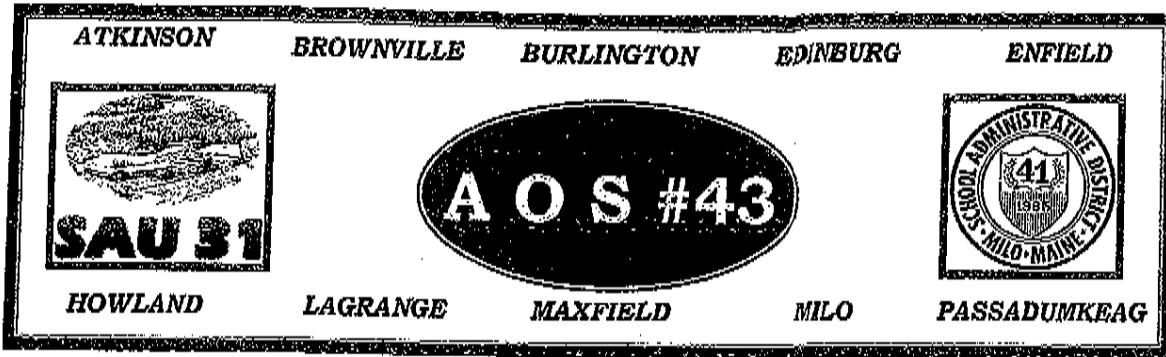
Comments

Student ID

	A	K	D	E	F	G	H	I	J	K	L
	Student ID		Lexile Score June 2014	2013-2014 Winter NWEA Reading Score	2014 Spring NWEA Reading	Winter Math NWEA Scores	2014 Spring NWEA math	NECAP Fall 2013 Reading	NECAP Fall Math		
1											
2											
3			821	1203-1353L	228	239	235	753 P	742		
4			984	1005-1155L	233	228	233	751 P	746		
5			820	1239-1389L	245	241	251	762 E	757		
6			843	609-759L	207	206	213	722 sbp	739		
7			855	609-759L	200	206	214	727 sbp	742		
8			818	717-867L	220	212	216	742 p	741		
9			816	1077-1227L	236	232	234	762 E	755		
10			884	987-1137L	227	227	231	743 p	747		
11			856	933-1083L	214	224	224	732 pp	734		
12			814	303-453L	183	189		720 sbp	716		
13			839	375-525L	201	193	204	732 pp	732		
14			838	879-1029L	212	221	199	731 pp	737		
15			857	1005-1155L	203	228	213	728 sbp	732		
16			909	807-957L	211	217	197	736 pp	726		
17			781	717-867L	212		219	743 p	735		
18			858	483-633L	209	199	203	733 pp	733		
19			782	573-723L	197	204		725 sbp	724		
20			574	321-471L	182	190	165	722 sbp	726		
21			844	969-1119L	215	226	232	743 p	747		
22			1347	825-975L	222	218	215	748 p	735		
23			869	1167-1317L	229	237	228	745 p	744		
24			1210	771-921L	217	215	222	729 pp	743		
25			1602	609-759L	206	206	193	733 pp	730		
26			862	897-1047L	215	222	228	738 pp	739		
27			1581	915-1065L	225	223	225	753 p	747		
28			823	753-903L		214	213	733 pp	737		
29				465-615L	198			728 sbp	711		
				1005-1155L	246	229	220	744 p	740		

Sheet1

Student ID	Lexile Score June 2014	2013-2014 Winter NWEA Reading Score	2014 Spring NWEA Reading	Winter Math NWEA Scores	2014 Spring NWEA math		
821	1203-1353L	228	239	235	753 P	742	
984	1005-1155L	233	228	233	751 P	746	
820	1239-1389L	245	241	251	762 E	757	
843	609-759L	207	206	213	722 sbp	739	
855	609-759L	200	206	214	727 sbp	742	
818	717-867L	220	212	216	742 p	741	
816	1077-1227L	236	232	234	762 E	755	
884	987-1137L	227	227	231	743 p	747	
856	933-1083L	214	224	224	732 pp	734	
814	303-453L	183	189		720 sbp	716	
839	375-525L	201	193	204	732 pp	732	
838	879-1029L	212	221	199	731 pp	737	
857	1005-1155L	203	228	213	728 sbp	732	
909	807-957L	211	217	197	736 pp	726	
781	717-867L	212		219	743 p	735	
858	483-633L	209	199	203	733 pp	733	
782	573-723L	197	204		725 sbp	724	
574	321-471L	182	190	165	722 sbp	726	
844	969-1119L	215	226	232	743 p	747	
1347	825-975L	222	218	215	748 p	735	
869	1167-1317L	229	237	228	745 p	744	
1210	771-921L	217	215	222	729 pp	743	
1602	609-759L	206	206	193	733 pp	730	
862	897-1047L	215	222	228	738 pp	739	
1581	915-1065L	225	223	225	753 p	747	
823	753-903L		214	213	733 pp	737	
	465-615L	198			728 sbp	711	
	1005-1155L	246	229	220	744 p	740	



OFFICE OF THE SUPERINTENDENT

20 Howland Road
LaGrange, Maine 04453
Telephone: (207) 943-7317
Fax: (207) 943-3314

FAX TRANSMISSION



DATE 10/15/14
 TO: Diana Doiron
 COMPANY: DOE
 FAX NO.: 1-877-227-9838
 FROM: MSAD 41
 PHONE NO.: 943-7317
 EMAIL: sshorcy@msad41.us
 FAX NO.:
 RE: Proficiency-Based Dip. Ext. Option 4
 NO. OF PAGES: 34 pages + cover

Proficiency-Based Diploma Extension Option 4

At the time of the extension application the SAU will:

- Provide evidence of demonstrated preparedness to award diplomas based on proficiency of the standards in English language arts and mathematics in 2018. If there is a demonstrated preparedness to deliver diplomas based on proficiency in the standards of other content areas or the Guiding Principles, include this evidence as well.
- Provide a description of the overall plan to meet the goal of awarding of diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles. The description should include benchmarks for the 2014-2015 school year and each year for which the extension is requested.
- 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	X
Washington	
Western Maine	
York	

3. School Administrative Unit: MSAD 41
4. High School(s): Penquis Valley High School
5. Name and title of person completing the extension request:
Stacy Shorey Assistant Superintendent/Curriculum Coordinator
6. Superintendent's name, address, phone number and email:
- a. Michael Wright mwright@msad41.us
 - b. 22 Howland Road 943-7317
 - c. LaGrange ME 04453

SAD 41-Option 4

#7

SAD 41 has been working for 18 months on a proficiency-based system for ELA and math for students in grades 6-12. The work began with the purchase of standard kits with "I can" statements for students at the elementary level and content level teachers received common core flip charts to share. 2013 summer work for ELA and math teachers consisted of looking at the standards and determining what the teacher was already doing that would fit under a standard. That activity helped determine what was no longer needed to teach or what should be taught at a different level. (Standards to Practice Protocol-1) This activity was very eye opening because many of the skills/strategies that no longer belonged in a particular grade level or course was moved to an earlier grade level. The results of the activity helped to create a sense of urgency needed for change.

During the spring of 2013, the entire administrative team went to a workshop hosted by Bea McGarvey that discussed standards and how to tackle them within the system. During that same time the high school staff was participating in a school-wide read of *Inevitable* with the curriculum coordinator facilitating the discussion. At the end of that discussion, the high school staff wanted to try a multidisciplinary unit. With the support of the administrators, eight high school teachers spent two days creating this unit with an outdoor theme. (Outdoor Theme-2) The culminating activity was students traveling to Millinocket to hike or kayak for a day with particular academic tasks to do. This work helped teachers spend time problem solving how to get all students meeting standards. Teachers had time during each monthly early release to discuss how students were progressing toward meeting the standards.

Due to the school report card being an "F" in four out of five schools from the 2012-2013 testing, the district was able to procure the services of the DOE ELA specialist. Ms. Dunton spent a day in November 2013 with the AOS. And while text complexity and unpacking the standards was a multiday workshop she helped us to begin the process. This half-day workshop was the first opportunity the teachers had to see how all of the parts worked together. There was a follow up day in March 2014. During that day, staff unpacked the standards and examined the Big Ideas, Essential Questions and Enduring Understandings. (Steps to Unpacking the Standards-3) There was also work done examining the knowledge and skills identified in the standard using Marzano's Taxonomy. Staff came away from that day with a better understanding of how to unpack standards, but feeling overwhelmed with all the work to be done.

In April the high school administrators, Superintendent and the curriculum coordinator spent a morning with other area administrators to begin a dialogue of where everyone is on the journey to proficiency and what the next steps for each district will be. The SAD 41 team came back very excited about the conversations they had and the knowledge that each member gained. It was from these conversations that staff began thinking about Power Standards. What are the essential pieces at each instruction level that students need to be able to move to the next level? ELA and math teachers (including Resource Room teachers) in grades 6-

12 met to begin those discussions and to look at the curriculum currently in place. (Curriculum Updated- 4) Over the course of four days between spring and summer power standards began to take shape. When school began in August, ELA and math teachers spent time with their student explaining the changes they will see. Many of the teachers have spreadsheets for students outlining the standards they will be expected to meet. (ELA progressions- 5)

An outline for unit work was also developed and shared with staff. (Demaris Unit Plan-6) Included in this work will be multiple assessment opportunities for students to show mastery of the standard. ELA and math teachers will share units in November 2014. The goal is to have all unit work for ELA and math grades 6-12 will be completed by August 2015. Learning targets are a SOP (standard operating procedure) in these classrooms. Staff did a district read using a book called *Learning Targets: Helping students aim for understanding in today's lesson* by Connie Moss and Susan Brookhart. This work helped teachers think about those incremental steps needed to achieve a standard. Students are beginning to expect to hear about standards and understand that they need to meet those standards to move forward in their educational progression.

During the winter and spring of 2014, the policy committee met and went through an intense process to understand what the changes to the graduation policy will mean. (SAD 41 Policy- 7) Since the policy committee is an AOS-wide committee, each district policy committee took the work back to its board to educate those members as well. Part of the conversation for the policy committee was the district administrators concern about world languages and how all high school students will complete a world language. At that time, the group felt that a waiver for world languages might be necessary. When the waiver options came through, they were carefully reviewed. Option 4 is the best selection for SAD 41 because limited work has been done with content areas beyond ELA and math and little to no work has been done with the guiding principles.

Parent meetings were also held to discuss with middle school parents the changes they could expect to see. While there was a very small group of parents that attending the meeting, they were very interested in what this could mean for their child. There were a lot of questions about students with special needs and what this will mean for those students. Will they receive a diploma? The principal reviewed the policy with this group and the section regarding students with special needs was given extra attention. October 28th will be the date of the second parent meeting. The principal plans to hold two more meetings throughout the year to update parents on the process. He also plans to update board members on a monthly basis. (Parent Newsblast-8)

The focus this year (2014-2015) in both ELA and math is with the current freshman class. Making sure that unit work is aligned with the curriculum and power standards is the most important piece of this work. Also making sure those classes have multiple assessments is also a key component of the work these teachers are doing.

#8

The table below shows the pieces that district staff needs to complete and the timeline for completion. This table is replicated with different timelines for each of the content areas and the guiding principles.

During the 2014-2015 school year the plan is to update science and social studies curriculums and determine what the power standards will be at each instructional level. Teachers have a rough outline of this since the grade 6-10 science teachers are part of the PSP and social studies teachers have met twice to begin discussions about power standards. The goal will be to have unit plans completed by June 2016. The curriculum coordinator will also begin to work with science and social studies teacher for a more concentrated time beginning in October 2014. Currently these content area teams are meeting as part of district wide professional development in vertical teams grades 6-12 twice a month for an hour. (Meeting notes-9)

School-wide discussions on guiding principles will begin in November. This will be important work and the curriculum coordinator is still waiting to see the outcome of the taskforce work on the guiding principles. This work will be woven into tasks in all content areas so that this will be completed by June 2020.

Goal : To ensure that all teachers in grades 6-12 have completed unit studies and multiple assessments that help students meet the power standards.

Activity	Brief Description	Who's Responsible	ELA/ Math	G.P.	Sci/SS	PE/ Heath	VPA/ WL
Finish Unpacking Standards	Backwards planning to ensure that appropriate learning targets are created	Teachers, Curriculum Coordinator	1/15	6/19	6/16	6/17	6/18
Completion of Unit Plans	Completing the outline for Unit Plans for each course	Teachers	8/15	9/19	9/16	9/18	9/19
Assessments Formative	Ensuring that learning targets are met during daily class	Teachers	3/15	9/19	9/17	9/18	9/19
Assessments Summative	Opportunities to work on quality Rubrics with uniform process	Curriculum Coordinator, Teachers	8/16	6/20	6/17	6/18	6/19
Creating Multiple Assessment opportunities	Opportunities for staff to work together and create multiple assessments for a standard	Curriculum Coordinator, Teachers	8/17	6/20	6/18	6/19	6/20

Reporting	Creating reporting system in Web2school and determine if using mean, mode or trending	Principals, Staff	12/14	12/19	12/16	12/17	12/18
Explaining Reporting to Parents	Parent meeting to update on how grading will work	Principal, Staff	Ongoing a least twice a year to update parents on progress toward full implementation				
Updating staff	At the monthly staff meeting there will be a brief update of how staff is progressing toward meeting this outline	Principal	Ongoing monthly until total implementation				
Updating School Board and Community	At each Board meeting the Principal or Curriculum Coordinator will update the School Board on progress. Articles will also be placed in the local newspaper.	Principal/ Curriculum Coordinator	On-going monthly till complete				
Place to store student evidence	Opportunity for students to document standard mastery	Principal	12/14	6/17	6/16	6/18	6/19
Filing system for evidence	A sign off sheet for teachers/students to document when a student has mastered a standard	Curriculum Coordinator	12/14	6/17	6/16	6/18	6/19

Content Area	Begin Process	Complete Process
Science/Social Studies	2014-2015	2017-2018
PE/Health	2015-2016	2018-2019
World Languages/Visual Performing Arts	2016-2017	2019-2020
Guiding Principles	2014-2015	2017-2018

#9

At Penquis Valley High School there are a few pathways for students that are not meeting the standards. It is part of a comprehensive Response to Intervention system at the High School. The Universal Screening tool used in grades 6-10 for ELA and math is the NWEA assessment. All students are screened in the fall and then reassessed in the spring of each year. Students identified as needing additional support also take the assessment in the winter. Each grade level team meets to review data and make recommendations. A data driven dialogue is used to review this data, which includes predetermined cut scores. (DDD protocol-10) SAD 41 staff has done an analysis and found that NWEA data closely aligns to how students score on the state assessment.

Tier I: Initial core instruction from qualified teachers is the first line of defense for students. Classroom teachers will differentiate instruction for students who are struggling with a particular standard. Most teachers also offer additional support either before or after school.

There is also an academic support study hall and that person supports students in the other content areas. This position helps support students who are struggling to meet standards in any class. All students have access to regular content teachers three times a week during academic block, which is a 20-minute support. There is a sign-in system to be able to keep track of where students are as they move from their home base to a content area teacher. On a semester basis the grade level teams will meet to determine the progress students are making towards meeting standards at each grade level. Student lists will be comprised to help teachers support those students that didn't meet all the standards in a given semester. The principal will also have this list to be able to review and check-in with students as he feels it is appropriate. Summer programming will also be offered beginning in 2015 to support students in ELA and math who have not met standards.

Tier II: Any student that is recommended for additional support is required to have a supportive study hall with either an ELA or math teacher. This class will have no more than 8 students and the instruction will be differentiated to support students at their developmental level. Skills and strategies that are gaps for students will be integrated into work they are doing in their current ELA or math courses. Students will work in small groups of 2 or 3. Student learning targets will be set by the RTI team. Students will participate in progress monitoring on a monthly basis using writing prompts, math fact and math application assessments and maze passages as well as an informal reading assessment (BADER) if necessary. (Tracking form-11)

An RTI team will meet on a monthly basis to review student data using a student analysis protocol. The RTI team consists of the principal, core teacher, literacy coach, resource room teacher, social worker and parent. This team will review data compiled to date, participate in the protocol and make recommendations for changes to learning targets if necessary. Students will remain in this tier for up to 9

weeks so the RTI team would have an opportunity to meet at least 3 times about progress.

Tier III: Decisions to move to Tier III will be made by this team and will occur after a 9-week block. The 9-week block will allow for monthly changes to be made in the learning targets if necessary. Tier III is a more intensive intervention and the Literacy Coach will work with students in Tier III on either a one-on-one or one-on-two basis. Students that move to this tier will have an informal reading inventory completed and progress monitoring will move to a weekly basis. The freshman math teacher will work with Tier III students with math deficits at Tier III. Students that need this level of math support will take an algebra readiness diagnostic test and progress monitoring for these students will also be on a weekly basis.

Should a student not make adequate progress at a Tier III level, a referral to Special Education will be made. This referral will come from the RTI team, which includes the parent. While the referral process is happening students will continue to receive the intensive instruction from either the literacy coach or math teacher.

This information is outlined in the K-12 Response to Intervention handbook. Included in the handbook are the forms that teachers are responsible for completing and the outline of the process. At the RTI team meeting case managers are assigned to do follow up in between meetings. Documentation of this contact is also part of the student's file.

#10

SAD 41 received approximately \$6000 in transition funds for the 2013-2014 school year. That money was used to upgrade the current reporting system to a standards-based system along with the appropriate training for staff. So all of this money was used for practice.

Policy: The policy committee met on three occasions to discuss the change in the SAD 41 graduation policy. IKE was updated and became a district policy May, 2014. IKF- promotion and retention policy was also updated in June 2014. These policies may be accessed on the MSAD 41 website.

Practice: Updates for all staff on Web2school with the addition of the standards module was added this year. Staff initial training was also completed. Staff is currently discussing how to assess the standards. Will we take an average of the tasks that measure a standard or will we look at trending? This is the next important question the staff and administrative team are pondering. Vertical teams (content area teams grades 6-12) are in different levels of implementation. These teams are meeting twice a month to continue the work. Content teams will also be meeting with the Curriculum Coordinator three times during the school year and the science

and social studies teams will also be meeting in the summer to spend some concentrated time on developing units that support the standards selected.

Community Engagement: ELA and math teachers are posting standards and learning targets for students now. At Parent/Teacher conferences teachers will walk parents through how this is working for students. The reporting of standards for ELA and math will begin with second quarter this year. There is a meeting scheduled on October 28th to discuss with parents the upcoming changes. There will be another meeting in the spring to update parents on progress. The principal also has a blog with many families accessing it. He keeps parents updated through his blog as well. Board members are getting monthly updates on the progress that staff and the administrative team are making. The curriculum committee also meets four times a year. The ELA teachers met with that committee in September to share updates. The math teachers will meet with the committee in November. Updates will also be shared community wide in the local newspaper

#11

Anticipating that we will receive approximately the same amount of transition funds, the goal is to use that money to pay for substitutes when working with staff and also during the summer. The district is planning on three days for ELA, math, science and social studies teachers during the year and then two days for each content area for summer work. These funds will help teachers have time to work together to follow the timeline set in question #9.

Substitutes: \$3600 (12 substitutes for each content multiplied by \$75 (including benefits) multiplied by 4 content areas) Expended by June 16, 2015

Summer work: \$ 3880 (4 teachers in each content area multiplied by 5 hours at \$20 per hour multiplied by two days +680 benefits) Expended by August 30, 2015

As the district moves forward into FY16 and beyond the goal is to continue using transitions money to be able to pay for substitutes and summer work opportunities for staff. Without this money it will be very difficult for the school district to complete the work necessary because there are no additional funds to pay teachers to work especially in the summer and substitute lines are already always over budget.

Option 4 Authorization Page

Annually the SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

- evidence of progress toward the identified annual benchmarks;
- goals and 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; and
- a budget for use of additional proficiency-based diploma transition funds.

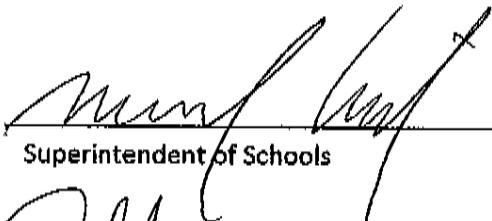
We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.

We certify that the criteria for awarding a diploma beginning after January 1, 2018 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

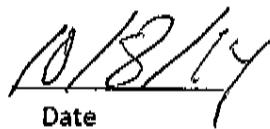
- A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;
- B. Demonstrate proficiency in meeting state standards in English language arts and mathematics of the system of learning results established under section 6209;
- D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.

We certify that the criteria for awarding diplomas beginning after July 1, 2020 will include the addition of the following criteria from Maine Revised Statutes 20-A §4722-A:

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



 Superintendent of Schools



 Date



 Chair of School Board



 Date