

Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

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

Submittal Window

1. Indicate the submitting date.

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	X
Hancock	
Kennebec Valley	
Midcoast	
Penquis	
Washington	
Western Maine	
York	

3. **School Administrative Unit: 1134**
4. **High School(s): Casco Bay High School, Deering High School, Portland High School**
5. **Name and title of person completing the extension request: Emmanuel Caulk, Superintendent**
6. **Superintendent's name, address, phone number and email:**
Emmanuel Caulk
353 Cumberland Avenue
Portland, ME 04101
874-8100
caulke@portlandschools.org

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**

In June 2014, the Portland Board of Public Education passed a proficiency-based graduation policy (Attachment 1). In addition to requiring proficiency in the content areas and guiding principles of Maine's Learning Results, the policy requires students to create and submit a capstone/milestone project and a post-secondary plan.

At Portland's three public high schools, curriculum and instruction is aligned to Maine's System of Learning Results.

In 2013-2014, the Math and English Language Arts Content Area Teacher Leaders took the lead providing Professional Development on Common Core State Standards to middle and high school faculty and staff. (Attachments 2 & 3)

Literacy professional development modules focused on standards, as seen through the lens of

the three required instructional shifts identified by Achieve the Core. Accordingly, teachers were exposed to instructional strategies designed to make rigorous standards and academic activities accessible to all students.

The CCSS professional development modules provided a common foundational understanding of the grade level standards for math in grades 6-12. Teachers identified standards that will be monitored at the district level through common course assessments.

Content Area Teacher Leaders at the high school level focused on aligning writing from ninth grade English classes to the CCSS and increasing the amount of CCSS-aligned writing occurring in ninth grade science classes. The former was accomplished in meetings where English teachers reviewed standards and student writing exemplars and assessed the alignment to their own practice. The latter was accomplished through a series of focused writing workshops with science teachers from across the district. In these workshops, science teachers explored standards related to the genre of informational/explanatory writing, how to run a writing workshop and provide appropriate scaffolding, and how to assess student writing based on the Common Core writing standards.

Portland Public Schools' requirement that students create and submit capstone/milestone projects will enable students to demonstrate proficiency in the Guiding Principles and, in some cases, in the content area of Career and Education Development. Casco Bay High School students have been producing milestone learning projects and exhibitions since the school's founding in 2004. Deering High School introduced capstone projects in the 2013-14 school year (Attachment 4). The three high schools offer a range of internship, job shadow and fieldwork opportunities.

Portland Public Schools' multi-year partnership with the Harvard Graduate School of Education's Project Zero has resulted in expanded access to student capstone/milestone experiences at the three high schools. These experiences will allow students to address the Guiding Principles in an authentic way.

By 2018, Portland Public Schools will have a fully developed framework for the development of post-secondary plans, which will align with both the Guiding Principles and the standards in the content area of Education and Career Development.

The impact of Portland Public Schools' proficiency-based work is evident in several places. The six-month process of drafting a Proficiency-based Graduation Policy was well-publicized and open to public participation throughout. Two public hearings netted comments from community members that prompted edits in the policy that ultimately was passed by the Portland Board of Public Education. The Graduation Policy Task Force itself was made up of a variety of stakeholders, including parents, community members and educators.

As part of an initiative funded by the Nellie Mae Education Foundation, Education Development Center has been collecting data from students and teachers in Portland's high schools. Among the evidence collected about proficiency-based classroom practices:

"Evaluators found evidence of student self-regulation and mastery...students were observed receiving feedback on their work from teachers or other adults and were observed receiving feedback from peers. There were also instances, of students using a rubric to guide their work, engaging in self-assessment, working according to a plan they developed, and presenting evidence of mastery of core content. Providing regular verbal and written feedback to students is strongly associated with achievement, so it is good news that these practices were comparatively common.

Building a proficiency-based system hinges on changes in assessment. Teacher questionnaire data from 2012 and 2013 reveal changes in the methods and approaches that teachers favor for use of assessments. At Portland High School, there was a decrease of 17% in the perceived importance of traditional quizzes or tests and an 11% increase in the perceived importance of extended individual projects in assessing student performance. There was also a substantial increase in the perceived importance of daily homework and check-ins, from 38.3% in 2012 to 52% in 2013. This trend was also seen at Deering High School which saw an almost 20% decrease in the perceived importance of traditional quizzes or tests and an increase of 11% in the perceived importance of extended individual projects. At Casco Bay, only 30% of teachers included traditional quizzes and tests as among the three most important methods for their assessment of student progress. Sixty percent of Casco Bay teachers use extended (more than a week long) individual or collaborative and student writing for their assessments.

At Casco Bay High School, proficiency-based learning is nearly fully implemented. The latest Maine High School Assessment scores highlight the impact:

Critical reading: at or above proficiency increased from 52% in 2013 to 65% in 2014

Writing: at or above proficiency increased from 56% to 63%

Math: at or above proficiency increased from 29% to 59%

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

This plan aligns with the goals and objectives identified in Portland Public Schools' Comprehensive Plan Framework:

Goals:

All Portland Public School students will graduate from high school.

All Portland Public School students will demonstrate college readiness in the areas of academics, communication, and critical thinking

All Portland Public School students will participate in activities that demonstrate service to our community, individual creativity and physical wellness.

Objectives:

Create a coordinated K-12 curriculum in the areas of literacy, math, and global competencies based on the Common Core State Standards

Support quality instruction for every student, every class, every day

Create a coordinated system for student support

Create a culture of accountability and support for staff

Maintain efficient and effective business practices

2014-15 Benchmarks:

Common assessments developed in English Language Arts and Math

Framework for post-secondary plans established (Guiding Principles)

Expanded pilot of Capstone aligned to Guiding Principles

Initial Graduation Guidelines in place to support Proficiency-Based Graduation

Policy

Related policies (in need of updates/revisions) identified; timeline established

Using the same process as English Language Arts and Math, Portland Public Schools will build out content areas on this schedule:

2019: Social Studies, Health and Physical Education, Visual and Performing Arts

2020: Science and Technology, World Language, Education and Career Development

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**

Portland Public Schools has a system that includes multiple course options and extended learning opportunities (standards-based intensives, credit recovery, alternative learning options) to address standards. These opportunities will include an expanded summer learning program in 2015, providing support to students who are not meeting standards and an opportunity to accelerate for students who are ready to move forward more quickly.

A system of early warning indicators is being implemented to provide regular progress monitoring towards proficiency.

The "State of the Student" is available to students and parents to access real-time information about progress toward proficiency, and toward graduation (Attachment 5A-B).

High schools are developing master schedules that include individual learning and support time as students move toward proficiency. Students and advisers will have access to current grades and progress toward proficiency in all areas. This process is still being developed, and is likely to include multiple blocks of direct support weekly for each student, as well as one block of time for students and advisers to review progress.

Portland Public Schools continues to explore opportunities for online or blended learning that are proficiency-based.

All students have an academic adviser and access to real-time learning data.

Proficiency-Based Diploma Transition Funds

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

- **Policy:**
- **Practice:**
- **Community Engagement:**
- **One-year Carry Over:**
 Allocation: \$76,097
 2013-14 expenditures: \$31,669
 Carry Over: \$44,428

Of the 2013-14 allocation from the Department of Education, \$31,668.65 was used to fund the development of a proficiency-based data system to track student progress. The rest of the allocation was carried over to the 2014-15 school year, and will be used to continue that development work.

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

Criteria:

- **Clear description of intended impact for your use of transition funds**
- **Budget aligns to intended impact**
The priority for the foreseeable future will continue to be the development of a proficiency-based data system. Funds not used for that purpose will be dedicated to a contract for technical assistance in developing and communicating graduation procedures to accompany the district's new policy and to build student, family and community understanding of proficiency-based graduation. (Attachment 6)

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.

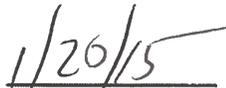
We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.

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.



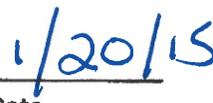
Superintendent of Schools



Date



Chair of School Board



Date

GRADUATION REQUIREMENTS POLICY IKF

A high school diploma from the Portland Public Schools is evidence that a student has achieved and demonstrated proficiency in meeting the district's graduation standards, which are aligned with Maine's Learning Results Standards.

DIPLOMA REQUIREMENTS THROUGH 2016-2017 SCHOOL YEAR

Students must successfully complete a total of 41 credits and achieve the content standards of the parameters for essential instruction required by the Department of Education regulations. Students may demonstrate achievement of the standards through multiple pathways as permitted by state law.

- A. English Language Arts – 8 credits
- B. Social Studies and history – 6 credits (including one year of American history and government, civic and personal finance)
- C. Mathematics – 6 credits
- D. Science and Technology – 6 credits
- E. Fine Arts (which may include arts, music, or drama) – 2 credits
- F. Physical Education – 2 credits
- G. Health – 1 credit
- H. The remaining 10 credits may be selected by the student on the basis of their interests, abilities and plans following graduation.

Students with disabilities may earn a regular diploma by fulfilling state and local requirements as specified by the goals and objectives of their Individual Education Plan (IEP).

DIPLOMA REQUIREMENTS BEGINNING WITH 2017-2018 SCHOOL YEAR

In accordance with Maine law and Portland Public School's proficiency-based system of learning, after January 1, 2018, the awarding of a diploma from Portland Public Schools will be contingent on the demonstration of proficiency through successful completion of coursework and approved extended learning experiences in the content areas identified in Maine's Learning Results Standards and meeting the cross-content performance standards of the Guiding Principles of the Learning Results. Graduating students must also fulfill any other requirements specified in this policy.

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/guardians at the start of their ninth grade school year. This policy will be included in every edition of the high school student handbook.

The superintendent, through the high school principal or other designee, shall provide regular updates on progress toward graduation to students and their parents/guardians.

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

- I. Students who anticipate graduating in the Class 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.

- English language arts
- Mathematics
- Science and technology
- Social studies
- Health education and physical education
- Visual and performing arts
- World languages
- Career and education development

The superintendent/designee will develop and apply a set of graduation standards and performance indicators for Portland Public Schools that align with the content-area standards of Maine's Learning Results Standards.

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

A student graduating from Portland Public Schools is expected to be:

- A clear and effective communicator
- A self-directed and life-long learner
- A creative and analytical problem solver
- A responsible and involved citizen
- An integrative and informed thinker

The superintendent/designee will develop and apply a set of graduation standards and performance indicators for Portland Public Schools that align with the Guiding Principles of Maine's Learning Results Standards.

- C. Complete a capstone and/or milestone project demonstrating in-depth research, presentation, and technology integration skills.

The superintendent/designee will develop a set of criteria through which the capstone and/or milestone project will support attainment of Portland Public Schools' graduation standards.

- D. Complete an individualized post-secondary success plan that continues to build upon each student's acquired knowledge and skills, and enables each student's full participation in Portland's civic, intellectual, cultural, and economic life and in our global economy.

- II. Portland Public Schools offers all students multiple ways to achieve and demonstrate proficiency in the district's graduation standards.

Educational experiences available to students include, but are not limited to:

- Academic courses offered by the school
- Early college/dual enrollment courses
- Career and technical education programming
- Online/virtual learning
- Apprenticeships, internships, fieldwork
- Community service
- Exchange programs
- Independent study
- Alternative education/"At Risk" programming
- Adult education courses
- Other Portland Public Schools approved measures of proficiency

- III. Portland Public Schools encourages students to explore a broad range of learning experiences, including extended learning opportunities that take place outside of the school building and/or school day. To pursue an extended learning opportunity, a student must present a detailed plan, including how the experience helps the student meet the district's graduation standards. Each extended learning opportunity must provide a quality learning experience comparable in rigor to other learning experiences offered by Portland Public Schools. Extended learning opportunities must be approved by the high school principal/designee.
- IV. In order to receive a diploma from Portland Public Schools, students must demonstrate that they have engaged in educational experiences relating to graduation standards in English language arts, mathematics, science and technology, and social studies in each year of their secondary schooling.
- V. While most students will satisfy graduation requirements over the course of a four-year academic program, students may also take more or less time to do so, based on their distinct learning needs.

Students Receiving Special Education Services

Students who demonstrate proficiency in Portland Public Schools' graduation standards, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

Legal Reference: 20-A M.R.S.A. § 4722-A and 6209
Ch. 125,127,131,132 (Me. Dept. of Ed. Rule)

Cross Reference:

- IHBGS – Home-schooling – Participation in School Programs
- IHCDA – Post Secondary Enrollment Options
- IJJ – Individualized Instruction
- IKC – Graduation Reporting System
- IKC-R –Class Rankings
- IKF-R -- Graduation Policy Guidelines

PPS Extension Application Attachment 1

IKFA – Early Graduation

IMBB – Exemption from Required Instruction

JE – Attendance Policy, K-12

JEA – Compulsory School Attendance

JFB – Educational Options Policy

Adopted: 6/24/2014

K-12 ELA Newsletter

CCSS Professional Development

District-wide professional development around the Common Core State Standards continues during Wednesday early release times, and teachers are using these sessions to develop foundational knowledge of the CCSS and the instructional shifts the Standards require. Although individual schools and grade levels are tailoring professional development offerings to meet their unique needs, teachers at all levels have been working with topics such as complex text, the importance of speaking and listening, reading and writing from evidence, and academic vocabulary use in the classroom.

CCSS Articles

As the district moves forward with Common Core implementation, it can be helpful to consolidate what we've learned to date. The following two articles provide a clear and accessible distillation of what is involved with teaching with the new standards:

[*5 Things Every Teacher Should Be Doing to Meet the Common Core State Standards*](#)

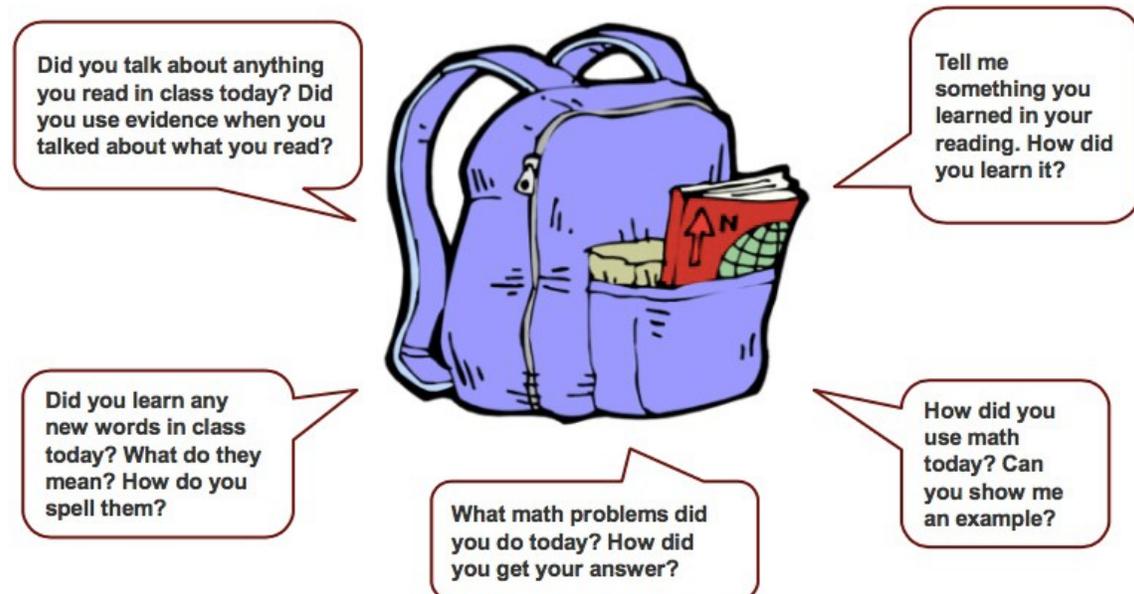
[*Nine Ways the Common Core Will Change Classroom Practice*](#)

Parent University

On December 10, the ELA and Math Content Area Teacher Leaders held the first of three Parent University workshops to introduce members of the community to the Common Core State Standards and their implementation in the Portland Public Schools. Team members highlighted the ways in which students' classroom experiences will change and what parents can expect to see at home. The graphic below depicts questions parents can ask about school and exemplifies the type of information community members received.

Superintendent Manny Caulk and Chief Academic Officer David Galin framed the discussion by providing the rationale for adopting the new set of standards, and Coordinator of Family and Community Engagement Chanda Turner spoke about the establishment of Parent University and future workshop offerings.

The first workshop, hosted by Lincoln Middle School, was characterized by engaged and thoughtful participation by members of the public and provided direction for future meetings, which will be held this winter at Lyman Moore and King Middle Schools.



ELA TEACHER LEADERS: STEPHEN ATWOOD, JEN KELLY, KAREN STOCKMANN

[HTTP://BLOGS.PORTLANDSCHOOLS.ORG/K12ELA](http://blogs.portlandschools.org/k12ela)

K-12 ELA Newsletter

CCSS Professional Development

District-wide professional development around the Common Core State Standards continues during Wednesday early release times, and teachers are using these sessions to develop foundational knowledge of the CCSS and the instructional shifts the Standards require. Although individual schools and grade levels are tailoring professional development offerings to meet their unique needs, teachers at all levels have been working with topics such as complex text, the importance of speaking and listening, reading and writing from evidence, and academic vocabulary use in the classroom.

CCSS Articles

As the district moves forward with Common Core implementation, it can be helpful to consolidate what we've learned to date. The following two articles provide a clear and accessible distillation of what is involved with teaching with the new standards:

[5 Things Every Teacher Should Be Doing to Meet the Common Core State Standards](#)

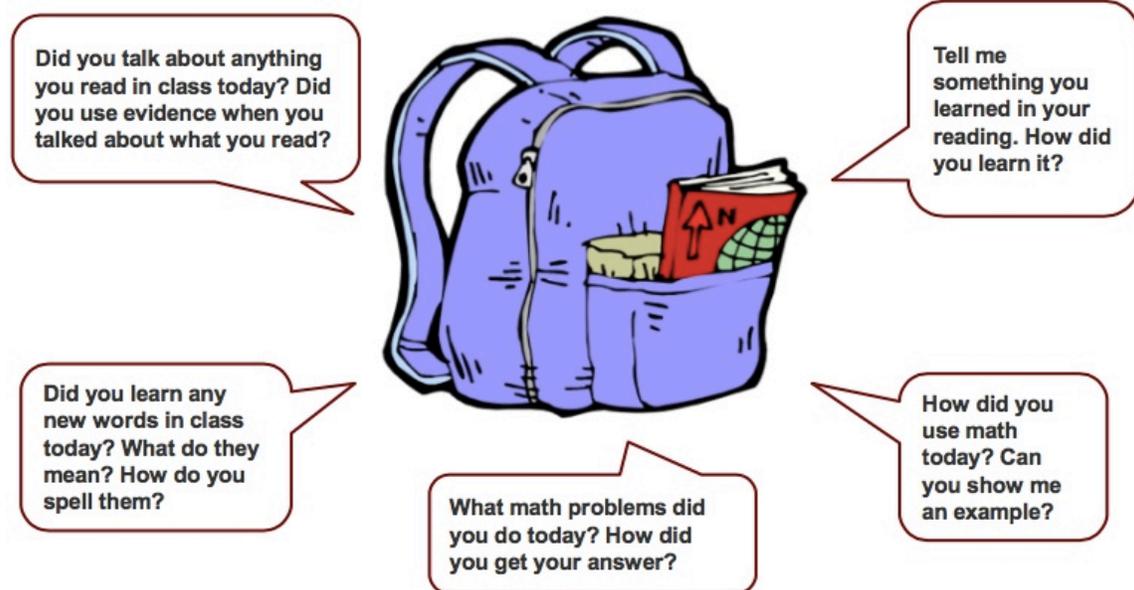
[Nine Ways the Common Core Will Change Classroom Practice](#)

Parent University

On December 10, the ELA and Math Content Area Teacher Leaders held the first of three Parent University workshops to introduce members of the community to the Common Core State Standards and their implementation in the Portland Public Schools. Team members highlighted the ways in which students' classroom experiences will change and what parents can expect to see at home. The graphic below depicts questions parents can ask about school and exemplifies the type of information community members received.

Superintendent Manny Caulk and Chief Academic Officer David Galin framed the discussion by providing the rationale for adopting the new set of standards, and Coordinator of Family and Community Engagement Chanda Turner spoke about the establishment of Parent University and future workshop offerings.

The first workshop, hosted by Lincoln Middle School, was characterized by engaged and thoughtful participation by members of the public and provided direction for future meetings, which will be held this winter at Lyman Moore and King Middle Schools.



ELA TEACHER LEADERS: STEPHEN ATWOOD, JEN KELLY, KAREN STOCKMANN

[HTTP://BLOGS.PORTLANDSCHOOLS.ORG/K12ELA](http://blogs.portlandschools.org/K12ELA)

CCSS implementation Review

Goal 1: Identify and develop district structures to build and support a school-wide Common Core culture.

- Communication: Deepening Understanding
 - monthly newsletter, MTF, CCSS PD modules
- Structures: Emerging Understanding
 - Pearson PD for Admin, CCSS PD implementation team
- Metrics: Emerging Understanding
 - NWEA pre/post data
- Leadership: Emerging Understanding
 - Pearson PD, CCL4

Goal 2: Ensure that all educators implement instructional practices aligned to Common Core standards to improve student learning.

- Mathematics Shifts: Building Awareness
 - CCSS PD module, end of year survey, process of identifying standards that will monitored at district level
- Mathematics Alignments: Building Awareness
 - curriculum review process 2012-13

Goal 3: Utilize formative and summative assessment aligned to Common Core Standards to inform Instruction and ensure student growth.

- Mathematics Assessment: Building Awareness
 - lack of Smarter Balance pilot schools, limited use of released items

WELCOME TO DEERING HIGH SCHOOL!



We thank you for joining us in celebration of the inaugural senior capstone projects which seniors have been completing at the conclusion of their career at Deering High School.

Please help yourself to the refreshments in the library.

About the Senior Capstone

The purpose of Senior Capstones is to provide graduating seniors with an opportunity to engage in an area of personal interest outside of the classroom setting at the completion of the high school experience. Eligible seniors draft proposals earlier in the spring for review and acceptance by mentoring teachers and Mr. Gordon, the Senior Capstone advisor. The students spend the final two weeks of May in the field working on their projects.

Senior Capstones would not be possible without the help of many dedicated supporters.

Thank you to all community and Deering faculty advisors of projects: Habitat for Humanity, Portland Harbor Hotel, Dr. David Champlin, Portland Trails, St. Brigid's School, Portland Rotary, Cumberland County Sheriff's Office, UNE, Deering Teachers: Ms. Rolfe, Mr. Sproul, Mr. McLean, Ms. Genre, Mr. Nichols, Mr. Gomez, Ms. Toppan, Ms. Scales

Thank you to tonight's Master of Ceremonies, Mr. Andrew Gordon, the chief planner and organizer for making Senior Capstones for the Class of 2014 possible.

Lastly, thank you to Deering High School administration, Principal Ira Waltz, Assistant Principals Sheila Jepson and Jim Moses, for a lasting commitment to the success of our seniors.

DEERING HIGH SCHOOL

THE CLASS OF 2014 SENIOR CAPSTONE PROJECT SYMPOSIUM



Monday, June 2, 2014

5pm

SENIOR CAPSTONE SYMPOSIUM—DEERING LIBRARY JUNE 2ND
5PM

Order of Presentations:

Please feel to free to stay for as many presentations as you would like, please do not leave a presentation once one has begun.

5:00 Deering Mural -Katie Heald, Nathan Mathis, Orkhan Nadirli, faculty mentor— Ms. Audrey Rolfe

5:15 Student Teaching in Art Class - Taiyler Wing, faculty mentor— Ms. Audrey Wolfe

5:30 Careers at the Portland Harbor Hotel—Christina Linthicum, community mentor- Ms. Beverly Clark, Administration Manager Portland Harbor Hotel, faculty mentor— Mr. Andrew Gordon

5:45 USM Biology Dept. Research Laboratory - Jenny Chiem, community mentor - Dr. David Champlin, Associate Professor of Biology, faculty mentor – Mr. David Sproul

6:00 Social Work with UNE: Building a Canine Therapy Program —Casey Girsch, community mentor— Ms. Julie Weiss, UNE graduate school of Social Work , faculty mentor— Mr. Bob Carroll

6:15 Volunteer Work on Portland Trails— Will Barlock, Edie Pallozzi, LeeAnn Downs, Stephen Caiazzo, community mentor- faculty mentor— Mr. Ian McLean

6:30 Volunteering at St. Brigid’s School— Juliana Salamone, community mentor— Deanna Contrino, Librarian at St. Brigid’s, faculty mentor -Ms. Shana Genre

6:45 Pilot Episode of “The School” - Hilal Ahmad, faculty mentor— Mr. Ian McLean

7:00 Computer Game Design- Patrick Dunbar, faculty mentor— Mr. Larry Nichols

7:15 Crutches4Africa: Mobility Device Drive—Meaghan Brynes, Ivanaa Blayne, Shelby Noiles, Fiona Cagney, community mentors- Portland Rotary Club members: Jim Schmidt, Dan Walsh, Dennis Robillard, faculty mentor— Mr. Carlos Gomez

7:30 Cumberland County Sheriff’s Office— Dylan Matthews, community mentor— Officer Stephen Black, faculty mentor— Ms. Kathryn Toppan

7:45 Volunteering at the Habitat for Humanity Freeport Build site and ReStore, - Chhorda Chhorn, Shervin Sabeti, community mentors— Mr. Chad Mullin, Freeport build site manager, Mr. Ian Murphy, ReStore site manager, faculty mentor— Ms. Gretchen Scales

8:00 Exploring the World of Dietetics: From Stevens Ave. to the State House—Heather Hodson, community mentor Ms. Leslie Ouellette, MS, RD, LD SNAP-Ed Nutrition Program Coordinator, faculty mentor— Ms. Pam Bessey

8:15 Partners for World Health— Recycled Medical Supplies—Su’di Abdirahman, community mentor— Elizabeth McLellan, Founder and President Partners for World Health, faculty mentor— Mr. Carlos Gomez

DEERING HIGH SCHOOL IS A
INTERNATIONAL STUDIES
SCHOOLS NETWORK (ISSN)
SCHOOL

Proficiency Demonstrated in Graduation Standards

6			5 Total Required					
5								
4			Proficient in 4					
3						3 Total Required		
2	2 Total Required	2 Total Required			Total Proficiency!	Total Proficiency!	Proficient in 2	2 Total Required
1	Proficient in 1	Proficient in 1		Total Proficiency!				Proficient in 1
0								
	Art	Career	ELA	Health	Language	Math	Sci	SS

List Of Graduation Standards

Subject

(All) ▼

Subject	Standard	Description	
Art	A.DD.1	This is a fake Visual & Performing Arts Standard.	✓
	B.PP.1	This is a fake Visual & Performing Arts Standard.	☐
Career	A.CC.1	This is a fake Career & Educational Prep Standard.	✓
	B.CC.1	This is a fake Career & Educational Prep Standard.	☐
ELA	A.BS.1	This is a fake ELA Standard.	✓
	B.BS.2	This is another fake ELA Standard	✓
	B.BS.3	This is a fake ELA Standard.	✓
	C.BS.4	This is another fake ELA Standard.	✓
	D.BS.5	This is a fake ELA Standard.	☐
Health	A.Dr.1	This is a fake Health Standard.	✓
Language	A.WW.1	This is a fake World Language Standard	✓

Select a School: Grade:

Casco Bay High School	09
Deering High School	10
Portland High School	11
Portland High School	12

Student Name, Grade Level

Credits earned towards Graduation

	Art	Elect	Eng	Hlth	Math	PE	Sci	SS
10.00								
9.00								
8.00								
7.00								
6.00								
5.00								
4.00								
3.00								
2.00								
1.00								
0.00	2.49	16.48	6.66	1.00	6.00	2.67	6.00	7.00
	Art	Elect	Eng	Hlth	Math	PE	Sci	SS
Req'd To Date:	2	8.667	6.667	1	6	1.667	6	6
To Graduate:	2	10	8	1	6	2	6	6

Attendance
Term1

Course Name	Absent	Tardy
Crew 12	3	0
Math III	1	0
Senior Humanities English	0	0
Senior Humanities Soc. Studi..	1	0
Teacher Aide	0	0

Select a Student:

- Abramowitz, Jill LAUREN
- Ahmed, Abdinahir Shukri
- Ahmed, Ahmed Ismail
- Ali, Troy Maines
- Banga, Nelson Paul
- Becerra-Palma, Marisela
- Benjeman, Dolen
- Bennett, Caroline Palmer
- Blazevic, Toni
- Bliss, Zev MacLean
- Burnett, Abigail Ann
- Butt, Brandon David
- Clifford, Kolbe Pierre
- Conway-Stuart, Aidan Robert
- Cummings, Kiernan Drew
- Cyuzuzo, Aline Gwiza
- Dasch, Samuel Leopold
- Devine, James Alan
- Last name, First Name**
- Dyer, Eden Marie
- Fitzsimmons, Breanna Nicole
- Handanos, Isabel Angelica
- Hanifi, Adnan

Grades Winter

courseName	Tri 2 Grade	Tri 2 HOW	Tri 2 Prg Rpt
Crew 12			P
Senior Humanities English			3.25
Senior Humanities Soc. Studies			3.0
Winter Sports Intensive	4.0H	4.0	

Assessments

Assessment	Test Detail	Date	Score	Compare To
SAT (Best)	Critical Reading	5/13	390	State Avg: 455
	Mathematics	5/13	370	State Avg: 455
	Writing	5/13	430	State Avg: 440
PSAT 10	Critical Reading	10/11	39	State Avg: 43
	Mathematics	10/11	22	State Avg: 42
	Writing	10/11	38	State Avg: 44
PSAT 11	Critical Reading	10/12	40	State Avg: 45
	Mathematics	10/12	34	State Avg: 46
	Writing	10/12	39	State Avg: 44
Accuplacer 10	Arithmetic	11/11	30	SMCC Cut: 60
Accuplacer 11	Arithmetic	9/12	36	SMCC Cut: 60
		5/13	47	SMCC Cut: 60
	ElemAlgebra	9/12	23	SMCC Cut: 75
	Reading	11/12	85	SMCC Cut: 68
	SentenceSkills	11/12	80	SMCC Cut: 74
NWEA 9	Math	11/10	229	Natl Avg: 233
		5/11	223	Natl Avg: 233
	Reading	11/10	223	Natl Avg: 222
		5/11	229	Natl Avg: 222

Any Additional Classes at Other Schools:
Classes taken at other Portland Public schools, Colleges, or online.

CourseName
Culinary Concepts_PATHS

PPS Extension Application Attachment 6

Budget

2013-14

IMPACT	2013-14	CARRYOVER	2014-15	TOTAL
Proficiency Data Management System	31,669	44,428		76,097

2014-15

IMPACT				
Proficiency Data Management System		44,428	35,572	80,000
Communication/Public Understanding			40,525	40,525



Published on *Portland Public Schools* (<http://www2.portlandschools.org>)

[Home](#) > Printer-friendly

School Board Agendas

<!--[if gte mso 9]>800x600<![endif]-->

<!--[endif] -->

<!--[if !mso]>

Portland Board of Public Education

Business Meeting

Tuesday, January 20, 2015

7 PM –Business Meeting

Reiche Elementary School

Community Center

Business Meeting – 7 PM

Call to Order

Pledge of Allegiance

1. I. **Report of the Chair**

1. II. **Report of the Students –PHS**

1. III. **Report of the Superintendent**

- a. Recognitions
- b. New Hires – Web Manager

1. IV. Report of the Secretary

- 1. **Consideration and Action to Approve the Meeting Minutes of January 6, 2015. [A-174-14/15]**

Moved _____ Seconded _____ Voted _____ to Approve the Meeting Minutes of January 6, 2015. [A-174-14/15]

1. V. Report of the Committees

- a. Curriculum
- b. Operations
- c. Finance
- d. Policy
- e. Hall School Building Update
- e. Other Committees and/or member concerns

1. VI. Consent Items

- 1. East End School received \$500.00 from People's United Bank to be used to purchase glee

club t-shirts. [A-175-14/15]

- 1. Peaks Island Elementary School received \$100.00 From Peaks Island PTO for use in the school Library.[A-176-14/15]

1. VII. Old Business - None

1. VIII. New Business

- a. First Read Policy ADAC- Service Animals in the Schools [A-177-14/15]**
- b. First Read Policy ADC -Tobacco Use and Possession [A-178-14/15]**

c. First Read – Adoption of PEVAL System [A-179-14/15]**d. Consideration and action to authorize the Chair to sign the revised Department of Education's Proficiency-based Diploma Extension Application. [A-180-14/15]**

Moved _____ Seconded _____ Voted _____ to sign the revised Department of Education's Proficiency-based Diploma Extension Application. [A-180-14/15]

IX. Personnel – None**X. Board Focus on Educational Issues - None****XI. Public Comment Prior to 10:00 PM on any items not on the evening's agenda****XII. Adjournment**

Moved _____ Seconded _____ Voted _____ to adjourn the Business Meeting at _____.

Workshop**a. Committee Workshop Board Discussion [W-35-14/15]****Upcoming School Board Meetings**

Jan 20 7:00 pm Reiche Elementary School

Feb 3 7:00 pm Council Chambers, City Hall

Feb 24 7:00 pm Deering High School

Mar 3 7:00 pm Council Chambers, City Hall

Mar 17 7:00 pm Lyman Moore Middle School

Apr 7 7:00 pm Council Chambers, City Hall
Apr 28 7:00 pm Lincoln Middle School
May 5 7:00 pm Council Chambers, City Hall
May 19 7:00 pm Peaks Island Elementary School
Jun 2 7:00 pm Council Chambers, City Hall
Jun 16 7:00 pm Lyseth Elementary School

Upcoming Committee Meetings

Jan 20, 5:30 pm Operations, Reiche School
Feb 3, 5:30 pm Policy, Council Chambers, City Hall
Feb 10, 6:00 pm Curriculum, Room 353 Central Office
Feb 11, 6:00 pm Finance, Room 353 Central Office
Feb 26, 6:00 pm Joint Finance, room 209, City Hall

Source URL: <http://www2.portlandschools.org/school-board-agendas>



Business Meeting – 7 PM

Chair Thompson, called the Business Meeting to order at 7:04 PM.

Members Present: Marnie Morrione, Holly Seeliger, Anna Trevorrow, Laurie Davis, Pious Ali, John Eder, Stephanie Hatzenbuehler, Jenna Vendil, Sophie VanDerburgh, John Phan, Sahra Ahmed and Chair Sarah Thompson

Members Absent: None

- I. **Report of the Chair** - Chair Thompson reported that the newly formed Hall building committee had their initial meeting on January 7th. Upcoming meetings include February 4th at 6 PM in the Hall library and a public forum scheduled for January 27th at 6 PM in Hall gym. She also congratulated The PHS theater students for the recent performance of Grease. She gave reminders that the next school board meeting will be February 3rd in council chambers at City Hall and also the Budget Town Hall meeting which is scheduled for January 29th at 6:30 PM at Moore Middle School. Chair Thompson also announced that as part of the winter intensives, CBHS class is selling Portland Pirates tickets with \$3 of every ticket sold going to CBHS.
- II. **Report of the Students** -John Phan reported on recent events and accomplishments of Portland High School.
- III. **Report of the Superintendent**
Mr. Caulk introduced Mike Gervais, the new web Manager for the District. He also reminded all of the Hall Building Committee public forum next Tuesday and the Budget Town Hall meeting on Thursday next week. In addition, there will be a parent university held on Wednesday at King Middle School to talk about Smarter Balanced Assessments.
- IV. **Report of the Secretary**
 - a. **Consideration and Action to Approve the Meeting Minutes of January 6, 2015. [A-174-14/15]**

Ms. Morrione moved, Ms. Hatzenbuehler seconded and it was voted unanimously by all those present to approve the meeting minutes of January 6, 2015. [A-174-14/15]
- V. **Report of the Committees**
 - a. Curriculum – Ms. Trevorrow reported the group met on January 13 and discussed the revised Dept. of Education Grad policy extension application as well as reviewed some of the revisions to be made to the graduation policy to reflect the extension updates. The next meeting will be February 10th 6 PM at central office room 353.
 - b. Operations – Ms. Morrione reported that the committee met earlier this evening and was joined by Craig Worth, Kevin Whittemore and Doug Sherwood. They received a transportation update and a Hall School building committee update as well as an update on the CBHS renovation.
 - c. Finance -Ms. Davis reported the group met jointly with the City on January 8th and reviewed the audit which is now posted on both the city and school website. In addition to a reminder about the Town Hall meeting next Thursday, she also announced the next finance committee meeting will be February 12th, holding February 11th as a possible snow date.
 - d. Policy – Mr. Ali reported that the committee met on January 6th and reviewed a new tobacco policy as well as a physical restraint and service animal policy. The next meeting will be February 3rd prior to the school board meeting at City Hall.
 - e. Hall School Building Committee Update - This is a newly added report that will be updated as needed by the members of the committee.
 - f. Other Committees and/or member concerns –
-Ms. Vendil reported on the recent My Brothers' Keeper event which took place last Saturday as part of the Martin Luther King celebration. The group has been formed to look at ways to close the gap for those of color. This meeting is the first step to a larger summit in the spring.



-Mr. Ali reported on another MLK event which took place over the weekend where students from all three high schools took part as MC's at the programs. He also thanked the students that participated in the concert at King Middle School.

-Ms. Seeliger announced that the Mayor's Healthy & Sustainability Food Committee will meet on Friday January 23rd. She also reminded all of the upcoming City Council meeting on January 28 at 5:30 PM where public comment will be taken on the sale of the lot across the street from Reiche School.

VI. **Consent Items** – Mr. Caulk thanked the contributors.

VII. **Old Business** – None

VIII. **New Business**

a. **First Read Policy ADAC- Service Animals in the Schools [A-177-14/15]**

b. **First Read Policy ADC -Tobacco Use and Possession [A-178-14/15]**

c. **First Read – Adoption of PEVAL System [A-179-14/15]**

d. **Consideration and action to authorize the Chair to sign the revised Department of Education's Proficiency-based Diploma Extension Application. [A-180-14/15]**

Ms. Trevorrow moved, Mr. Ali seconded, and it was voted unanimously to authorize the Chair to sign the revised Department of Education's Proficiency-based Diploma Extension Application. [A-180-14/15]

IX. **Personnel** - None

X. **Board Focus on Educational Issues** -None

XI. **Public Comment Prior to 10:00 PM on any items not on the evening's agenda** -None

XII. **Adjournment**

Ms. Davis moved, Ms. Trevorrow seconded and voted to adjourn the Business Meeting at 7:33 PM.

Respectfully Submitted,

Mr. Emmanuel Caulk
Superintendent