



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

#### **Directions for submitting an extension application**

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

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

## Proficiency-Based Diploma Extension Option 2

At the time of the extension application the SAU will:

- Provide evidence demonstrating its preparedness to deliver diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles in 2019.
- Provide an implementation plan that outlines benchmarks for the 2014 2015 school year that the SAU will meet in order to pilot and refine the mechanisms for reporting and refine assessments that have already been developed and are necessary 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.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds 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	X
Penquis	
Washington	
Western Maine	
York	

- 3. School Administrative Unit:**  
RSU 13
- 4. High School(s):**  
Oceanside West (9<sup>th</sup> grade); Oceanside East (10<sup>th</sup>-12<sup>th</sup> grade)
- 5. Name and title of people completing the extension request:**  
Carissa Veit; Proficiency-Based Project Manager  
Neal Guyer; Director of School Improvement
- 6. Superintendent's name, address, phone number and email:**  
John McDonald  
28 Lincoln Street  
Rockland, Maine 04841  
(207)596-6620  
[jmcdonald@rsu13.org](mailto:jmcdonald@rsu13.org)

## **Evidence of Preparedness**

- 7. Describe the SAU's preparedness to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after January 1, 2019. 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**

RSU 13 has shown a commitment to proficiency-based education (PBE) since March 2013 when the 2013-2018 Strategic Plan was adopted. Lead Objective 2's-Curriculum, Instruction, and Assessment-first action strategy is to "transition towards proficiency-based teaching, learning, and accountability regardless of state mandates." No matter what happened, the district, meaning community, teachers, staff, and school board, approved to be a proficiency-based district from K-12. The first step was to determine a lead person for the project and create an implementation plan. The district hired a proficiency-based project manager and developed a five year timeline<sup>1</sup> in the Fall of 2013. The five-year plan has the district ready for PBE by 2018, but the transition is a slow process that has many parts, so RSU 13 is requesting an extra year to be a complete K-12 PBE district with common standards-based assessments and reports in all grades.

Beyond defining the desire as a whole district to move towards PBE, the district has hired Great Schools Partnership (GSP) to aid in the transition. Teachers from the district have attended standards-based conferences to learn more about the standards in use, as well as the curriculum, instruction, and reporting necessary to be a PBE district. For the past two years, RSU 13 high school teachers have attended the New England Secondary Schools Conference regarding PBE, which is put on in part by GSP. In addition to training through attending conferences, staff have also been trained on common vocabulary and standards understanding during school meetings and workshop days<sup>2</sup> by the PBE Project Manager. Having a common meaning of what PBE is was the main focus of the 2013-2014 school year.

The first task of the 2013-2014 school year was to form a Proficiency-Based Steering Committee (PBSC) lead by the PBE Project Manager, and comprised of teachers and administrators from the district, representing all contents, grades and schools. Evidence of the work and training done by the committee and the PBE project manager is clear through the school survey done in the Spring of 2014<sup>3</sup>. It was the same survey given in the Fall of 2013,<sup>4</sup>

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<sup>1</sup> Timeline: <https://sites.google.com/site/rsu13pbsc/timeline>

<sup>2</sup> district PD <https://sites.google.com/site/rsu13pbsc/district-pd>

<sup>3</sup> Spring Survey: <https://docs.google.com/forms/d/1TP3jNFxdjS24Bf-vKOP4OrWn-EhBHVV6KKR1ePcVKHE/viewanalytics>

and the change in answers show growth of understanding PBE. The survey followed the flow chart given by Maine DOE with three branches of Policy, Practice, and Community.

In terms of practice, all schools have started the PBE conversation, compared to the 10% of the responses in the fall that had not started. The vision of the districts professional development goals are clearer (36% in the fall, compared to 85% in the spring acknowledging the district's PD goals are clear) and 100% feel that the district's goals are supporting alignment of standards (compared to 73% in the Fall). Also, the identification, understanding and utilization of cross-curricular and content standards is at almost 100% in the Spring, compared to 64-73% in the Fall. The understanding of Graduation Standards and performance indicators also rose 22% over the year. One area that showed a decrease was a clear vision for unit development and professional development for such. Comments indicated that in the Fall, participants did not understand what was necessary in creating common units that are aligned to standards. As the year progressed, and training on what PBE meant to RSU 13, unit formation was identified as a strong need for the district.

In the 2013-2014 school year, the district piloted ActiveGrade by Haiku Learning, an electronic platform for recording grades, with the 8<sup>th</sup> grade students. The tech committee of the PBSC also investigated Educate, Power School by Pearson, and JumpRope. The PBSC voted to have teachers volunteer to pilot JumpRope<sup>5</sup> in the 2014-2015 school year. Teachers currently piloting are identifying strengths and weaknesses of the program and working with the program's owners to make it work for RSU 13 after training in June and August of 2014.

With regards to policies, GSP helped the district draft and adopt Graduation Policy IKF<sup>6</sup> for the class of 2018 and beyond in April 2014. The high school has also drafted a Grading Policy<sup>7</sup> for classroom use that is currently being piloted and edited. The Grading Policy will be a K-12 document, with the desire that the district have as much commonalities in the grading and reporting process as possible. In the Summer of 2014, common report cards were created for the elementary schools, which are currently being piloted and revised.

Lastly, the district held three parent information nights<sup>8</sup> and created a parent information website<sup>9</sup> to inform community members of the transition to PBE. Parent nights are needed to fulfill the community aspect of the PBE flowchart.

The district is clearly making headway in the field of PBE. The movement, and more importantly to the members of the district, the common K-12 movement was strong in the 2013-2014 school year. The PBSC met in June to vote on whether to apply for an extension. There was a feeling from the group to not apply for an extension at all, because the momentum built in the district was so strong. However, there was also a feel to apply for a two-year extension, to have more time to work through kinks and take things slower. In the end, the feeling from the PBSC was to apply for an extension to provide for time to work through the

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<sup>4</sup> Fall Survey: [https://docs.google.com/forms/d/1X3BNK78U-cBIR8P7n\\_OwOOmR2V0eOgLiC5I2ps2i4D0/viewanalytics](https://docs.google.com/forms/d/1X3BNK78U-cBIR8P7n_OwOOmR2V0eOgLiC5I2ps2i4D0/viewanalytics)

<sup>5</sup> District JumpRope Information: <https://sites.google.com/site/rsu13pbsc/jumprope-information>

<sup>6</sup> RSU 13 Graduation Policy: [http://rsu13.org/sites/default/files/Policy%20IKF%20-%20Graduation%20Requirements%204-3-14\\_0.pdf](http://rsu13.org/sites/default/files/Policy%20IKF%20-%20Graduation%20Requirements%204-3-14_0.pdf)

<sup>7</sup> RSU 13 Grading Guide: <https://sites.google.com/site/rsu13pbsc/draft-grading-guide>

<sup>8</sup> Parent Information: <https://sites.google.com/site/rsu13pbsc/may-29th-parent-night>

<sup>9</sup> Parent Site: <https://sites.google.com/a/rsu13.org/rsu-13-pbe/>

hard tasks, however to not apply for a two-year extension which would delay work too long in the minds of those objecting PBE. Having worked so hard for the 2018 deadline in the 2013-2014 school year, our 8<sup>th</sup> grade parents and students had been prepped for PB transcript. Those students are currently being instructed and assessed in a PBE manner as much as possible in 9<sup>th</sup> grade to continue the work done in their 8<sup>th</sup> grade year. Prolonging the process further would frustrate parents, students and teachers who are working towards a proper PBE process. At a parent meeting in December 2013, an 8<sup>th</sup> grade student spoke about the instruction and assessment process in his class, claiming he liked knowing what standard he was working on, what standards he “knew” on an assessment, and how he felt more in charge of his learning, and grade, instead of just getting one grade for class. His testimony really helped the parents understand the process.

## 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 January 1, 2019. The description should include benchmarks and metrics that the SAU will meet in the 2014-2015 school year. 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:

- Overall 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

Overview

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<p>1. Make standards accessible for all grades on website</p> <p>2. Align curriculums that we have to standards and make accessible</p> <p>3. Train staff K-12 on standards and curriculum</p> <p>4. Choose and pilot a data platform</p> <p>5. Create a grading policy for 8-9</p> <p>6. Design a common rubric for 8-9</p> <p>7. Train 8-9 staff on grading policies</p> <p>8. Train 8-9 staff on data platform</p> <p>9. Draft a policy for the graduating class of 2018</p> <p>10. Parent Forums</p> <p>11. Staff Feedback</p> <p>12. Decision about MCCL</p>	<p>PBE Transition in 8-9 for 10-12</p> <p>1. Revise grading policy for K-4</p> <p>2. Revise grading policy for 10-12</p> <p>3. Design a common rubric for K-4</p> <p>4. Design a common rubric for 10-12</p> <p>5. Train staff K-4, 10-12 on data platform</p> <p>6. Devise a plan for assessing Guiding Principles</p> <p>7. Train 9<sup>th</sup> grade teachers on Guiding Principles</p> <p>8. Parent Forums</p> <p>9. Staff Feedback</p>	<p>PBE Transition K-4, 10-12</p> <p>Full PBE for 8-9</p> <p>1. Revise a grading policy for 5-7</p> <p>2. Design a common rubric for 5-7</p> <p>3. Train 5-7 on data platform</p> <p>4. Implement a plan for Guiding Principles instruction and assessment</p> <p>5. Train 10-12 teachers on Guiding Principles.</p> <p>6. Parent Forums</p> <p>7. Staff Feedback</p>	<p>PBE Transition for K-7, 11-12</p> <p>Full PBE for 8-10</p> <p>1. Parent Forums</p> <p>2. Staff Feedback</p> <p>3. Alterations to meet the needs of all</p>	<p>Grades K-11 will be implementing Standards based teaching and assessments.</p>	<p>All grades K-12 will be implementing Standards based teaching and assessments. Diplomas will be issued on a proficiency-based marking scheme</p>

**2013-2014 School Year Information**

Proficiency-Based Project Manager: Carissa June Veit

Technology Facilitator: Joseph Knight

Director of School Improvement: Neal Guyer

Superintendent: Lew Collins/Michael Wilhelm

**Committees**

Elementary School Committee	Jenny West Rebecca Albright Karen Matthews Jaime MacCaffray	Donna Hardt Lilli Martin Ainslee Riley
Middle School Committee	Alison England Sue Watts Jess Yates Melanie Slocum	
High School Committee	Sylvia Percy Valerie Hilchey Jen Curtis	Krystal Gamage Jennifer True Tom Forti Larry Schooley
Funds Committee	Neal Guyer	
Policy Committee-Drafting policies	Jaime MacCaffray Valerie Hilchey Jess Yates	Larry Schooley Tom Forti
Professional Development Committee	Rebecca Albright Donna Hardt Lilli Martin Ainslee Riley Melanie Slocum Sue Watts	Sylvia Percy Jen Curtis Krystal Gamage
Technology Committee	Jennifer True Alison England Karen Matthews Jenny West Joseph Knight	

2013-2014 Details

Action	Responsible	Schools/Personnel affected	Benchmark	Progress
<p>1. Make standards accessible for all grades on website <i>Teachers of all subjects and grades need to have one location to access the standards for their course(s). The location needs to be easily accessible as well as thorough.</i></p>	<p>PB Manager, Director of SI, Jen Colby (?), Joe Knight</p>		<p>November 2013; Website with all access Email to all staff Follow up from principals in a faculty meeting showing access Staff feedback survey (item 11)</p>	<p>Website for standards:  <ul style="list-style-type: none"> <li>• K-5 Grade level</li> <li>• 6-8 Content for ELA, Science and Math</li> <li>• 9-12 Content for ELA and Math</li> </ul>                     Discussed at all schools, also demonstrated at 3/14 Workshop</p>
<p>2. Align curriculums that we have to standards and make accessible <i>Consistent use of the word standards and curriculum need to be used throughout the district and as much information about curriculum supported through the district should be identified and aligned.</i></p>	<p>PB Manager, Director of SI, Math and ELA Coaches</p>		<p>December 2013; Website with all access Email to all staff Follow up from principals in a faculty meeting showing access Staff feedback survey (item 11)</p>	<p>Alignment of vocabulary  <ul style="list-style-type: none"> <li>• Still working on Curriculum</li> <li>• proposed summer work for July 2014 for Math, Science and ELA</li> </ul> </p>
<p>3. Train staff K-12 on standards and curriculum <i>All staff in the district should know how to read, use and plan using the standards the district defines for Step 1</i></p>	<p>PB Manager and PBSC at their school</p>	<p>All Schools</p>	<p>May 2013; PB Manager will meet with groups during CPT to unpack standards, define curriculum models, define outcomes from standards, <u>design assessments to meet standards</u></p>	<p>Work has been done at West to do this-also at K-4 level  <ul style="list-style-type: none"> <li>• More work over summer</li> <li>• Proposed CPT schedule for next year for West/East</li> </ul> </p>
<p>4. Choose and pilot a data platform <i>Electronic data platform for gathering information on students and their proficiency on standards needs to be chosen and piloted. Options need to be cost efficient as well as provide on going support through the company. Program should work with Infinite Campus as well to make data transfer easy.</i></p>	<p>PB Manager, Tech Fac, Tech Committee</p>		<p>February 2013; Choose systems to pilot (Active Grade, Educate, Jumprope...)  June 2013; Based off of feedback, relation to IC, money and ease choose program to use.</p>	<p>April 2014 chose Jumprope  <ul style="list-style-type: none"> <li>• West will use for the 2014-2015 school year</li> <li>• About 20 other teachers throughout the district will pilot</li> </ul> </p>

<p>5. Create grading policy for 8-12 <i>Design documentation for grading in 8-12 answering the questions on proficiency and progressions, academic rigor, intervention, grades/sports, honor roll, etc.</i></p>	<p>PBSC</p>		<p>March 2013; 1st Draft of Policy  April 2013 Board 1st Reading  May 2013; Final revisions</p>	<p>Drafted a <u>Grading Guide</u> April 2014</p>
<p>6. Design a common rubric for 8-9 <i>Define E, M, P, and N in context for 8 and 9.</i></p>	<p>PB Manager, Director of SI, High School Group and 8/9 staff</p>	<p>West</p>	<p>March 2013; Design rubric  May 2013; Final revisions</p>	<p>Common rubric for what 1-4 mean are in Grading Guide (Item 5)  <i>Still in progress</i></p>
<p>7. Train 8-9 staff on grading policies <i>Calibrate all staff in 8 and 9 for implementation</i></p>	<p>PB Manager, Director of SI, High School Group and 8/9 staff</p>	<p>West</p>	<p>May/June 2013; ½ day training on calibration ½ day of designing assessments in departments (pay for this?)</p>	<p>Grading Guide is still being revised</p>
<p>8. Train 8-9 staff on data platform <i>Train staff on how to use the data tool to track progress on standards, upload assessments, and print progress reports. Make FAQ and help videos accessible for staff. Create a team for go to help at building level and district level.</i></p>	<p>PB Manager and Tech Fac</p>	<p>West</p>	<p>February 2013; Train respective staff on system they are piloting Upload system FAQ and help videos provided from each system  May/June 2013; Train 8-9 staff on one system  July/August 2013; Upload more specific FAQ and videos (as deemed necessary)</p>	<p>June 20<sup>th</sup>-Training for West and pilot teachers Videotape for FAQ  <i>Still in progress</i></p>
<p>9. Draft a policy for the graduating class of 2018 <i>Define the graduation standards for the class of 2018 and the expectations of</i></p>	<p>Policy Committee</p>		<p>March 2013; Draft</p>	<p>Drafted February 2014 Approved at second reading on April 3, 2014</p>

<p><i>meeting proficiency with number of classes and number of standards. Design/choose transcript model, layout honor roll changes and sports qualifications</i></p>			<p>May 2013; Final revisions June 2013; Board approval and send home to students</p>	
<p>10. Parent Forums <i>Host parent forums to advise about future changes for future grades. Three locations: Rockland, Thomaston, St. George</i></p>	<p>PB Manager and PBSC members</p>			<p>Parent Forums held:</p> <ul style="list-style-type: none"> <li>• December for 8<sup>th</sup> grade parents</li> <li>• April 1<sup>st</sup> regarding Grad Policy</li> <li>• May 29<sup>th</sup> regarding transcript with colleges</li> </ul> <p>Created <u>Parent Website</u></p>
<p>11. Staff Feedback <i>Create a survey for 8/9 staff to complete at the end of second trimester to gain level of comfort with pilot program. Create a survey for whole district to gather feedback on timeline. Visit end of the year meetings at each school to discuss the upcoming year with the staff.</i></p>	<p>PB Manager (visits) and PBSC (gathering staff surveys)</p>			

**2014-2015 School Year Information**

Proficiency-Based Project Manager: Carissa June Veit

Technology Facilitator: Joseph Knight

Director of School Improvement: Neal Guyer

Superintendent: John McDonald

**Committees**

Elementary School Committee	Jenny West Rebecca Albright Jaime MacCaffray Lorrie Callaway	Donna Hardt Lilli Martin Ainslee Riley Mary Tolman
Middle School Committee	Alison England Sue Fossett Kim Linden Melanie Slocum	
High School Committee	Valerie Hilehey Jen Curtis Karen Matthews Sue Watts	Josh Mahar Jennifer True Renée Thompson Bill Gifford
Policy Committee-Drafting policies		
Professional Development Committee		
Technology Committee		

2014-2015 School Year

Action	Responsible	Schools/Personnel affected	Benchmark	Progress
1. Revise grading policy for 10-12 <i>Using the drafted grading guide, have the 10-12 staff edit and revise with help from the Wormelli book study.</i>	PB Manager,	East	October-January; Book study started in October, revisions will happen through January	
2. Revise grading policy for K-4 <i>Using the drafted grading guide, have the 10-12 staff edit and revise with help from the Marzano book study.</i>	PB Manager,	South, OHCS, GB, St George, LLS, CCS	November-March; Book study starts in November with revisions happening through March	
3. Design a common rubric for 10-12 <i>Develop common rubrics that are similar between content areas, but specific enough for content needs. Rubrics should separate content from Habits For Success</i>	Department Chairs	West and East	January; Work done during CPT	
4. Design a common rubric for K-4 <i>Develop common rubrics for ELA during unit development time. Rubrics should separate content from Habits For Success</i>	Elementary Principals	South, OHCS, GB, St George, LLS, CCS	December-April; Teams of teachers will be trained on unit development. Through out the creation of their unit, teachers will develop a rubric. In April, a common rubric will be edited and adopted.	
5. Train staff K-4, 10-12 on JumpRope <i>Train staff on how to use the data tool to track progress on standards, upload assessments, and print progress reports. Make FAQ and help videos accessible for staff. Create a team for go to help at building level and district level.</i>	Project Manager Tech Facilitator	All schools	January 2015; Train respective staff on JumpRope Upload system FAQ and help videos provided from each system  May/June 2015; Follow up Training  July 2015;	

			Upload more specific FAQ and videos (as deemed necessary)	
<p>6. Devise a plan for assessing Guiding Principles <i>Determine how the Guiding Principles will be assessed throughout a student's high school experience.</i></p>	<p>Leadership Team PBSC</p>	<p>West and East</p>	<p>January; Plan to share at work day  March; Further plan implementation at work day</p>	
<p>7. Train 9<sup>th</sup> grade teachers on Guiding Principles <i>Using resources provided by MDOE and surrounding districts (Region 8, Camden) train teachers on the Guiding Principles standards and outcomes.</i></p>	<p>Project Manager Leadership Team PBSC</p>	<p>West</p>	<p>January; training at work day  March; Further training at work day</p>	
<p>8. Parent Forums <i>Host parent forums to advise about future changes for future grades. Three locations: Rockland, Thomaston, St. George</i></p>	<p>PB Manager and PBSC members</p>			
<p>9. Staff Feedback <i>Create a survey for 8/9 staff to complete at the end of second trimester to gain level of comfort with pilot program. Create a survey for whole district to gather feedback on timeline. Visit end of the year meetings at each school to discuss the upcoming year with the staff.</i></p>	<p>PB Manager (visits) and PBSC (gathering staff surveys)</p>			

## System of Supports for Student Learning

9. Describe the system of supports you have in place for secondary 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

The district's strategic plan states the desire to be a proficiency-based district, not just a high school. Graduation standards<sup>10</sup> are common from K-12 for all contents, and performance indicators build each year. With the commonalities in place, students will be identified at a younger age of weaknesses. The reporting platform, JumpRope, will record students progress from year to year, so teachers will know students' strengths and weaknesses before they are even in their classroom. In the high school, a program called edYOUshed has been purchased to use during academic intervention time. Teachers can tag students that need remediation in a specific target and work with them during a structured time. This will help students who are not meeting proficiencies, with remediation structured specifically to them. The time is every other day on a block schedule. Combined with JumpRope, students and teachers will be able to identify areas where students are proficient and are not proficient. Parents will also have access to JumpRope to monitor their student's progress.

Courses in the high school will specify which performance indicators they address so students can ensure that they have an opportunity to meet all them. According to the adopted Graduation Policy, students will need to show proficiency in graduation standards, not just take certain courses to graduate. Guiding Principles and Content standards will both be addressed in courses and outlined in the Program of Studies. With the extension, the district can refine the Program of Studies and the number of opportunities students will have to meet the graduation standards.

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<sup>10</sup> Graduation Standards: <https://sites.google.com/site/rsu13pbsc/standards-1>

## Proficiency-Based Diploma Transition Funds

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

- **Policy: 0%**
- **Practice: 100%**
- **Community Engagement: 0%**
- **One-year Carry Over: \$2,455**

**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**

For the 2013-2014 school year, the district purchased a license with edYOUshed, AIMSWeb by Pearson, and JumpRope using the transition funds. The 2014-2015 budget, as well as the carry-over will be used to purchase the same programs, with additional supplement from the district's general fund.

- edYOUshed is a program that lets teachers "tag" students for remediation. Teachers at West are using it in the 2014-2015 (purchased with 2013-2014 funds) school year, along with JumpRope. Teachers can identify the performance indicators that they want to work on, use JumpRope to identify the students who are weak in that performance indicator, and then tag them in edYOUshed. Before Flextime, a block of time in the schedule every other day, students can log-in to edYOUshed to see which teacher has tagged them-that tells them where to go during Flextime. RSU 13 spent \$1,495 this year for Oceanside West, and the hope is that Oceanside East will use it next year, which would cost an additional \$1,100 at the end of the 2014-2015 school year, for the 2015-2016 year.
- AIMSWeb is a program purchased for K-7 classes to test students in order to identify weak and strong standards. This will help teachers better focus their teaching and reteaching time. The program also will alleviate paper tests and will record students' progress from year to year. This will also align testing between the elementary and middle schools, which are not currently using the

same systems. The program cost \$7,296, and should cost the same amount for future years. The district paid for training for the program from other funds.

- JumpRope is the electronic platform adopted by the district to record assessments and report out for progress for teachers, parents and students. Using the 2013-2014 funds, the district purchased enough licenses for half the students in the district, as well as onsite training at a total cost of \$9,900. Teachers volunteered to use the program, so the teachers who are most knowledgeable about PBE and technology are identifying the strengths and weaknesses of the program, before training for all staff begins in the Spring of 2015 for the 2015-2016. Expected cost for the next years purchase will be \$18,000 with half coming from transition funds and half coming district budget.

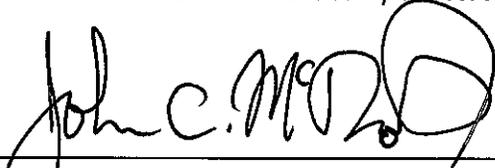
**Option 2 Authorization Page**

The SAU will submit a confirmation report to the Maine DOE by July 1, 2015. This report will include evidence that the SAU is prepared to award students graduating after July 1, 2018 a diploma based on proficiency of the standards of the eight content areas and standards of the Guiding Principles.

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, 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 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.

 _____	<u>10-16-14</u> _____
Superintendent of Schools	Date
 _____	<u>10/16/14</u> _____
Chair of School Board	Date