

14 Shaker Road, Gray, ME 04039 fax: 207-657-2040

MSAD #15

Fax

To: Diana Donovan **From:** Karen Caprio
Fax: 1 877 227 9838 **Pages:** 25
Phone: **Date:**
Re: **CC:**

Urgent For Review Please Comment Please Reply Please Recycle

● **Comments:**

Diana,
I am sending MSAD 15's
extension application.

Thanks

Karen

207 657 9206

kcaprio@sad15.org



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

Directions for submitting an extension application

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

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

Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

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

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

Submittal Window

1. Indicate the submitting date.

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

Superintendents Region

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

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

3. School Administrative Unit: MSAD 15
4. High School(s): Gray New Gloucester High School
5. Name and title of person completing the extension request:

Karen D. Caprio, Director of Curriculum and Staff Development
Bruce Beasley, Superintendent

6. Superintendent's name, address, phone number and email:

Bruce Beasley, Superintendent
MSAD 15
14 Shaker Rd.
Gray, Maine 04039
Bbeasley@sad15.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

****See attachment: Contract with Great Schools Partnership**

Evidence of Preparedness

In 2009, MSAD 15 stakeholders began to reimagine their comprehensive education system. Data revealed students were not feeling connected to the school(s) and student engagement was low while the drop out rate was showing a steady increase. Despite attempts to improve student achievement, test scores remained stagnant.

In 2009, MSAD 15 joined with MDOE and RISC to look at a new model for education. Our initial efforts focused on creating a shared Vision with beliefs and values about education for all students. (Appendix A: Vision, Core Beliefs & Values) At the same time MSAD 15 was invited to be part of the Innovative Lab Network of Schools sponsored by CCSSO. All of this work with our partners was distilled into five areas of focus for the initial five-year plan:

- Personalized Learning-creating multiple pathways for students to show mastery of the content and guiding principles;
- Anytime/Anyplace-Identifying opportunities outside of the regular school day and school building where students can show mastery of content and guiding principles;
- Comprehensive System of Supports-Establishing a RTI system that supports student learning all along the K-12 continuum;
- World Class Knowledge and Skills-Using CCSS, NGSS and MLRs to frame courses/classes and creating assessments to match;
- Student Agency-Developing student voice and advocacy for their learning.

During this early work we learned and adopted an important phrase: *Plan-Do-Check-Adjust* (PDCA). We gave ourselves permission to take risks, quickly assess progress, make adjustments and move forward. Now, five years later you will still hear PDCA in all areas of our work.

Leading up to 2014-15 the Gray New Gloucester High School has implemented an instructional model consistent across all grades and schools in MSAD 15. (Appendix B: Design and Delivery). The staff has implemented Maine Learning Results across all curriculum areas and has gone through a process of identifying Power/Essential Standards to help with curriculum unit planning. Over the past few years, teachers have created summative assessments to measure student proficiency against all 'power/essential' standards. In 2013-14 the school piloted a 'hybrid' grading system to help show parents the differences in grading traditionally and using a standards based models. Some parents have been vocal that they do not want a straight standards-based grading model at the high school and therefore the high school faces a great challenge in moving towards a proficiency model and grading using a dual system. With additional parent education we will continue to show/model for parents how standards based grading practices provide a much 'truer' evaluation of their child's progress. Additionally the HS has been building infrastructures including advisory, Instructional pathways and RTI. The HS will continue to build, implement, check and adjust these systems.

To help with the HS transition we have entered into a contract with Great School partnership (Appendix C: GSP Contract). Our first order of business with GSP will include a two-pronged work plan. The first prong requires a representative group of stakeholders to review the Graduation Policy and suggest changes. This policy will guide future work for the high school. Based on preliminary work on a graduation policy, we anticipate the inclusion of a capstone project and/or community services requirements. Each of these additions will require thoughtful work and planning prior to full implementation. We look to GSP for guidance in this area. The second prong is an examination of the graduation standards. Initially we selected far too many standards as essential and the sheer weight of number has impeded our ability to move forward in decision-making. A check and adjust in this area will help us move forward.

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**

The multi year plan has been developed with the support of Great Schools Partners to align with the District Strategic Plan and school improvement goals. (Appendix D: MSAD 15 Work Plan: *Aspirations 2021* which represents the School Board adopted strategic plan goals with action steps for building a proficiency based system with check in points). This plan guides the Pre K-12 progress in building a coordinated, cohesive system.

System of Supports for Student Learning

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

Criteria:

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

Early on in our work we learned that until we have a fully developed RTI system, we can not claim that we are proficiency based. No longer can we say, "we taught it, they didn't learn it." We must build the infrastructure to allow reteaching with support to ensure that all students show proficiency in the content.

During the summer of 2014, we piloted a new approach to provide student support at the 9-12 level. Students who did not show proficiency on the essential standards by the close of the school year were required to come back to a summer academy for additional instruction, support and assessment. Students did not repeat entire courses or instead we targeted the precise learning standards that students had missed. Feedback from students, parents and staff indicate success with this new model and we will continue to check and adjust as we think about how to integrate during the school year.

The summer academy did have a price tag including the instructional staff and preparation of materials.

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: 100%
- Community Engagement:
- One-year Carry Over:

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**

MSAD #15 Proficiency Based Transition Funding 2014-15		
Activity	Cost	Impact
Contract with GSP	\$14,000.00	Provide necessary consultation for HS staff in transition activities
Salary	\$6000.00	Staff professional development, and work beyond contract year for planning or instruction.

Transition funds have helped schools compensate staff for work beyond the school year. With very limited professional time built into our contract it would be impossible to transform the system without the additional days/hours beyond the school year.

During the 2013-14 school year the transition funds were used to support staff time beyond the school contact year to develop proficiency based materials. This work included curriculum, instruction and assessment development and revision for proficiency based. Funds also support staff professional development as we continue to develop our PK-12 system.

In 2014-15 we will support the contract work with Great Schools Partnership that we believe is the single most important piece of our work and continue to use funds to support teacher work beyond the contract year. Transition funds along with district funds and other grants all support this effort.

(Appendix E 2013-14 Budget)

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.

(Appendix F: Approved June 4, 2014 School Board Minutes)

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.

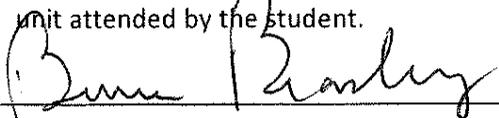
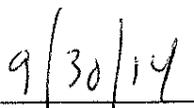
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

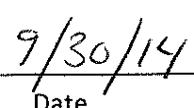
A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student’s secondary schooling;

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

MSAD #15 Vision

We, the community, students and staff, aspire to form an educational partnership that will provide a safe, caring and challenging academic environment where all learn, succeed, grow, mature and meet high standards.

We recognize the need for adaptability in the face of continuing social and technological changes, and are committed to the development of compassionate, critical and creative thinkers. We honor the individual and promote personal leadership by fostering intellectual, cultural, civic, social, and personal growth.

We are a community devoted to wellness and committed to the principles of a healthy lifestyle, collegiality, community/school spirit, and fun.

MISSION: Preparing students for their next step through a challenging academic environment.



MSAD #15 Core Beliefs

Preparing all students for their next step...

We believe:

All students can learn.

Students learn in different ways, in different settings, and at different rates for different futures.

Successful learning is meaningful and relevant to the student.

Clear learning targets and continuous reflection are essential to student success.

Students learn best in a safe environment characterized by positive relationships with caring professionals.

High standards of performance are expected of all.

Core Values



I

Integrity

The embodiment of honesty, fairness, trustworthiness, honor, and consistent adherence to high-level moral principles

C

Commitment

Willingness to devote full energy and talents to the successful completion of undertakings

A

Accountability

Taking collective responsibility for the content and process of decisions, actions, and the resulting outcomes

R

Respect

Treat others as you would like to be treated; be considerate of people's feelings; recognizing the value of people, property, the environment, and yourself.

E

Excellence

A desire for, and pursuit of, the highest quality in any undertaking, process, product, or result

MSAD #15 Classroom Design & Delivery Instructional Model

Appendix B

Core Beliefs Guide Our Work

- I understand and promote the shared belief system about learning (Vision, Beliefs and Core Values [I-CARE]).
- I work with staff, students, and parents collaboratively to ensure learner growth.

The Learning Climate and Culture

- My classroom's Vision and Code of Conduct/Cooperation are evident and integral in the day-to-day classroom routine.
- I utilize process tools to structure the learning environment and engage students in the learning process.
- We establish and monitor clear and agreed upon learner responsibilities and expectations.
- I believe and promote a positive culture to support an effective learning environment at the district, school, and classroom level.

System for Engagement

- I cultivate a growth mindset in my students and myself: *With effective effort all can and will achieve at high levels.*
- I build and sustain student investment in their own learning by creating opportunities for voice and choice, goal setting, active learning, innovative use of technology, and real world application of content.
- I teach and assess executive functioning skills to maximize learning opportunities and foster the development of 21st century skills and lifelong work habits.
- I encourage two-way feedback and reflect on learning.
- I celebrate success to build momentum around goals.

Knowledge, Instruction and Assessment for Student Learning

- I understand the central concepts, tools of inquiry, and structures of the disciplines I teach.
- I use the identified essential learning standards to guide curriculum and student learning.
- I unpack standards to scaffold instruction and utilize aligned strategies to provide transparent learning progressions toward proficiency that allow for differentiated pacing.
- I design instruction with a focus on the integration of content, complex reasoning, and habits of mind.
- I understand and use multiple methods of assessment (formative, summative, performance, common) to engage learners in their own growth, to monitor learning progress, and to guide teaching and learning decisions (including RTI).
- I consistently use the data management system to record and report student learning progress.

Professional Responsibility

- I take responsibility for student learning by staying current on educational research and best practices.
- I engage in meaningful professional learning, collaboration, and self-reflection to contribute to the overall mission of the school and district.
- I engage in continuous improvement by routinely reflecting on instruction and assessment data.
- I monitor and advocate for my own professional development needs.
- I am a life-long learner.

Appendix C



GREAT SCHOOLS PARTNERSHIP, INC.
CONTRACT FOR SERVICES

THIS CONTRACT was made and entered into by and between MSAD 15, Gray New Gloucester High School, hereinafter referred to as the (School) and The Great Schools Partnership, Inc., hereinafter referred to as (GSP).

WHEREAS GSP AND THE SCHOOL DO MUTUALLY AGREE THAT:

- 1. This contract shall not exceed Fourteen Thousand Five Hundred Dollars (\$14,500.00). This includes \$14,000 for school/district coaching and \$500 for travel to be billed separately.
2. The Period of Performance is from July 1, 2014 through June 30, 2015.
3. Contract Specifications are contained in Attachment A which is incorporated herein by reference.
4. Special Terms and Conditions contained in Attachment A shall take precedence in this Contract.
5. GSP shall furnish all personnel, materials, supplies, and services, excluding travel; necessary for the completion of this contract.
6. GSP shall perform as an independent contractor for whom no federal or state income tax will be deducted by the School; and for whom no retirement benefits, social security benefits, group life insurance, vacation and sick leave, workmen's compensation and similar benefits available to School employees will accrue.
7. GSP shall indemnify and hold the School, its trustees, officers, agents and employees harmless from and against any and all claims, damages, lawsuits, judgments and expenses, including reasonable attorney's fees, that the School may become liable to pay or defend as the result of publication, translation, reproduction, delivery, performance, use or disposition of any data furnished by GSP under this contract, or based on any libelous or other unlawful matter contained in such data, or as a result of the negligent acts or omissions of GSP, its employees, agents and subcontractors, arising out of or in connection with the performance of GSP's obligations under this contract, except nothing in this section shall require GSP to indemnify the School for any liability arising out of the School's own negligence.
8. This contract may be amended only in writing with the mutual consent of both parties.
9. This contract may be terminated with ten days written notice by either party.
10. This contract may not be assigned in whole or in part.
11. This contract shall be governed by the laws of the State of Maine as to interpretation and performance.

IN WITNESS WHEREOF, GSP and the School have executed this contract.

FOR THE SCHOOL, MSAD 15

Bruce Beasley 5/13/14
Authorized Signature Date

Bruce Beasley, Superintendent
14 Shaker Road
Gray, ME 04079

Eric Klein 5/13/14
Authorized Signature Date

Eric Klein, Principal, GNG HS

EIN#

FOR THE GREAT SCHOOLS PARTNERSHIP, INC.:

David J. Ruff 5/13/14
Authorized Signature Date

David J. Ruff, Executive Director
482 Congress Street, Suite 500
Portland, ME 04101

EIN#: 26-3834610

ATTACHMENT A FOLLOWS



GREAT SCHOOLS PARTNERSHIP, INC.
CONTRACT FOR SERVICES

ATTACHMENT A

AGREEMENTS: The School, MSAD 15, Gray New Gloucester High School, and the Great Schools Partnership, Inc.. do mutually agree to the following:

SPECIFICATIONS OF WORK TO BE PERFORMED:

School/District Coaching:

10 days (on and off site) of District/School Coaching. **Total cost - \$14,000.00**

Services and activities for the school coach shall include school and district-based support for school redesign activities collaboratively designed and agreed to by the school coach and school/district, including, but not limited to: support continued implementation of a standards-based system, principal/leadership support, and /or other efforts determined by the principal, district personnel and the school coach.

PAYMENTS:

First payment of \$7,000.00 due on July 1, 2014

Second payment of \$7,000.00 due on January 1, 2015

Travel: is estimated at \$500 and will be invoiced separately.

Great Schools Partnership will charge a 1.5% late fee per month for all payments over 30 days late.

SPECIAL TERMS AND CONDITIONS:

Approved By:

School: _____
signature

GSP: _____
signature 5/26/14

END OF ATTACHMENT

Appendix D

All Students prepared for college, career and citizenship

Goal 1: Create a communications plan to enhance our efforts to inform, engage and empower parents and community around proficiency based education 2.1, 3.4, 4.1, 5.1 (ALL)

Rationale: To help parents and community understand and embrace proficiency based learning

Strategy 1.1: Celebration/Exhibitions of Learning

Action Steps	Evidence	Timeline	Coordinator	Participants	External Supports Resources
1.1.1 Create a protocol with criteria for district wide student led exhibitions	Annual teacher feedback	Build upon current parent events: Science Fair, Arts night, etc.	Leadership Team	Sub group of the leadership team and subgroup of teacher leaders	Time to develop (early release)
1.1.2 Coordinate celebrations of learning across district	Annual climate survey	March/April	Building Leadership Team	All Staff	Time for staff set up; Patriot Parents

Strategy 1.2: Use of Social Media

Action Steps	Evidence	Timeline	Coordinator	Participants	External Supports Resources
1.2.1 Consider Policy implications for use of social media	(1) Create a matrix of current policy; PDCA (2) Create a protocol for what and how social media is used and managed including legal disclaimer	Fall 2014 Policy Meeting	Policy Committee and Superintendent	Leadership IT Director and staff	Interested parents Sample policies from other districts
1.2.2 Identify individuals who manage social media accounts, ie Twitter, Facebook	(1) Brainstorm a variety of ways to fill this role: FTE, stipend, volunteer? (2) Create job description	Nov. 2014	Central Office	Staff	Budget support Supportive technology; budget/salary;
1.2.3 Develop and post proficiency based information on website and use vocabulary at Board Meetings	(1) Website Analytics (2) Climate Survey	September-June 2014-15	Director of Curriculum & Web Content Manager Superintendent	Community, Staff, Board	Community support of budget GSP Time

Goal 1 Quarterly Benchmarks for 2014-15

By Nov. 2014: Identify current Policies for Social Media
Establish Jar of Jargon for creating consistent language across the district related to Proficiency Based Education & establish protocol for use

By Feb. 2015: Create protocol for Learning Celebrations and distribute to staff

By May 2015: Hold the exhibitions fair

Goal 2: Develop policies aligned with proficiency based education 1.1, 1.2, 2.1, 2.3,		Rationale: Strong policies guide, support and provide equitable opportunities for all students to achieve and be successful			
Strategy 2.1: Identify graduation standards for all PK-12 content areas and Guiding Principles					
Action Steps	Evidence	Timeline	Coordinator	Participants	External Supports Resources
2.1.1 PDCA the current curriculum alignment and make revisions	Summary of the alignment; PK-12 progression of standards	By June 2015	K. Caprio	Teacher Leaders Principals	Identify budget implications for the work to meet proficiency GSP
2.1.2 Identify the PK-12 formal check in points and remediation plans	Framework of checkpoints and remediation options (ex., 1 st , 3 rd , 5 th , 7 th , 9 th , 11 th)	By Dec 2014	K. Caprio	Teacher Leaders Principals	Identify budget implications for the work to meet proficiency GSP
Strategy 2.2: Develop proficiency based graduation policy					
Action Steps	Evidence	Timeline	Coordinator	Participants	External Supports Resources
2.2.1 Reconvene/reconfigure the graduation policy committee to ensure proper stakeholder representation	Board approved policy	By June 2015	HS Principal	Representative Stakeholders	Identify budget implications Identify sample policies from others
2.2.2 Identify other policies to support proficiency based education	Revised Policies	Beginning summer 2014-ongoing	Policy Committee; Supt.	Stakeholder groups	Staff as feedback loop Identify sample policies from others; support from GSP
Goal 2 Quarterly Benchmarks for 2014-15 By Nov. 2014: Execute contract with GSP Hold initial meeting with GS to establish work plan Review current Policies for PB education By Feb, 2015: Convene Diploma Committee and begin policy work By May 2015: Review/adopt graduation standards					

<p>Goal 3: Alignment of instructional model and educator effectiveness 1.2, 2.3, 3.1, 3.2, 3.3, 3.4</p>		<p>Rationale: To build PK-12 common understanding of the classroom design and delivery instructional model</p>			
<p>Strategy 3.1: Adopt and promote common language for proficiency based education</p>					
<p>Action Steps</p>		<p>Evidence</p>		<p>Participants</p>	
<p>Coordinator</p>		<p>Timeline</p>		<p>External Supports Resources</p>	
<p>3.1.1 Develop or adopt a glossary of terms related to Proficiency based education</p>	<p>Glossary</p>	<p>Sept-June 2015</p>	<p>CO</p>	<p>IT Staff Leadership Team Teacher Leaders</p>	<p>GSP Social Media\Website GSP</p>
<p>Strategy 3.2 : Revise district Instructional Model CDD</p>					
<p>Action Steps</p>		<p>Evidence</p>		<p>Participants</p>	
<p>Coordinator</p>		<p>Timeline</p>		<p>External Supports Resources</p>	
<p>3.2.1 PDCA the current classroom Design and delivery model and rubric for alignment with new Educator Effectiveness model</p>	<p>Revised document Updated graphic</p>	<p>Summer 2014</p>	<p>Leadership Team</p>	<p>K. Caprio Administration Teacher Leaders</p>	<p>NA</p>
<p>3.2.2 Utilize the updated document for staff goal setting and new teacher orientation in 2014-15</p>	<p>Goal setting documents; evaluations</p>	<p>2014-15 school year</p>	<p>Leadership Team</p>	<p>Administration Teachers</p>	<p>NA</p>
<p>Goal 3 Quarterly Benchmarks for 2014-15</p>					
<p>By Nov. 2014: Check, adjust, print and share the CDD; Utilize revised CDD for Orientation</p>					
<p>By Feb, 2015: Crosswalk CDD with INTASC standards/Educator Effectiveness Committee meets</p>					
<p>By May 2015: Evaluate teacher goals on CDD</p>					

Goal 4: Develop a PK-12 response system for remediation and enrichment 1.1, 1.2, 2.1, 2.2, 5.1

Rationale: Ensure all students can meet or exceed proficiency

Strategy 4.1: Identify remediation and enrichment options

Action Steps	Evidence	Timeline	Coordinator	Participants	External Supports	Resources
4.1.1 Create or adopt a graphic that shows how the current work of PLC, Data Teams and RTI work together to support student learning and remediation	Graphic SOP of how RTI works	May 2015	Director of Curriculum	Subgroup of Leadership	Leadership and Learning Center; GSP	Leadership and Learning Center; GSP
4.1.2 Develop a framework of PK-12 assessment to be used as part of the formal RTI process	Completed framework	January 2015	Director of Curriculum;	Principals and Teacher Leaders	NA	Current Assessment System
4.1.3 Continue to investigate and use scientifically based math interventions	Availability of math interventions	July 2014	Principals	Interventionists	Title 1	Title 1
4.1.4 PDCA how GT services are provided in the district to support proficiency based education	Presentation for School Board	By May 2015	Principal Director of Special Services	GT Staff Principal Director of Special Services	MDOE	MDOE

Goal 4 Quarterly Benchmarks for 2014-15

By Nov. 2014: Establish a sub group of Admin team to work on this goal area and set agenda; purchase and implement math interventions
 By Feb, 2015: Design Graphic, have summer schedule for remediation
 By May 2015: Evaluate new math interventions and make recommendations for 2015-16
 By Aug. 2015: Board presentation on GT services by Special Ed. Director

Goal 5: To develop lifelong wellness of the MSAD 15 community through education, policy and practice.

Rationale: A healthy lifestyle leads to improved achievement and a positive climate and culture

Strategy 5.1 Provide lifelong wellness programs to students and staff

Action Steps	Evidence	Timeline	Coordinator	Participants	External Supports	Resources
Provide a comprehensive employee wellness program	Written Program Website presence	2014-2016	K. McCormack	Wellness Team PEP Grant Director	*Building Participation	*Building Participation Community Based
Develop <i>Wellness Days</i> for staff and students	Agendas, written notice, pictures	2014-2016	K. McCormack	Wellness Team PEP Grant Director Outdoor Educators	*Building Participation	*Building Participation Community Based
Create policy to support lifelong wellness	Minutes and Agenda; Adopted Policy	2014-15	K. McCormack K. Harvey	Wellness Team Outdoor Educators	*Building Participation Food Services School Nurses	*Building Participation Community Based
Implement practices to support policy on lifelong wellness	Procedures/Protocols, programs in place	2015-16	. McCormack	Wellness Team Outdoor Educators		
Strategy 5.2 Assess, develop and expand student opportunities that promote participation, leadership and increased self-confidence.						
Action Steps	Evidence	Timeline	Coordinator	Participants	External Supports	Resources
Assess current after school programming opportunities (athletics and co-curricular)	Written Documents Agenda/Minutes of meetings	By Dec. 2015	A. Watson K. McCormack	Co-Curricular Advisory	PEP Grant	**Administrative Team
Develop lifelong learning opportunities for students outside regular school hours	Written Documents Agenda/Minutes of meetings Programs in place	Jan 2015-May 2016	A. Watson K. Harvey K. McCormack	Outdoor Educators Interest staff & community	PEP Grant	Outdoor Educators
Increase participation in current athletic programs	Documentation of participation Survey	Ongoing	A. Watson	Co-Curricular Advisory	Co-Curricular Advisory	
Develop additional athletic programs based on student interest		Ongoing	A. Watson	Co-Curricular Advisory	Co-Curricular Advisory	
Create a sustainable summer program for students	Program in place Participation	By Summer 2015	K. McCormack K. Harvey	Outdoor Educators Interest staff & community	PEP Grant	Outdoor Educators
Coordinate with community partners to provide programming opportunities for students and staff	Written Documents Agenda/Minutes of meetings	On going	A. Watson K. Harvey K. McCormack	Outdoor Educators Interest staff & community	PEP Grant	Outdoor Educators
Strategy 5.3 Create a system to Assess the effectiveness of policy and practice on lifelong wellness.						
Action Steps	Evidence	Timeline	Coordinator	Participants	External Supports	Resources
Refine professional growth and	Written Documents	By June 2015	A. Watson	**Administrative	PEP Grant	**Administrative

evaluation for coaches, advisors, and support staff	Agenda/Minutes of meetings PD Timeline	By June 2015	K. Harvey K. McCormack	Team Coaches/Advisors		Team
Create a system of assessment to promote continuous improvement of programming	Written Documents Agenda/Minutes of meetings		A. Watson K. Harvey K. McCormack	**Administrative Team	PEP Grant	**Administrative Team Outdoor Educators

MSAD 15

Transition Grant Proficiency Based Educ TRANSITION GRANT - PROFICIENCY

Statement Code: Trans Ex D
Grant Code: TRANSITION
Grant Supervisor:
Grant Dates: 10/01/13 - 09/30/15

Appendix E

Account Number / Description	Adopted Budget	Current Period 9/30/2014	Year To Date 7/1/2012 - 6/30/2015	PO Encumbrance 7/1/2012 - 6/30/2015	\$ Remaining	% Remaining
900 DISTRICT WIDE						
0000 DISTRICT WIDE						
2210 IMPROVEMENT OF INSTRUCTION						
9000-0000-2210-53300-900 PROFESSIONAL DEV	0.00	0.00	666.68	0.00	(666.68)	---
9000-0000-2210-55810-900 STAFF TRAVEL PROF DEV	0.00	0.00	478.00	0.00	(478.00)	---
TOTAL 2210 IMPROVEMENT OF INSTRUCTION	\$0.00	\$0.00	\$1,144.68	\$0.00	\$(1,144.68)	---
TOTAL 0000 DISTRICT WIDE	\$0.00	\$0.00	\$1,144.68	\$0.00	\$(1,144.68)	---
TOTAL 900 DISTRICT WIDE						
950 ELEMENTARY (K-8)						
0000 DISTRICT WIDE						
2213 INSTRUCT STAFF TRAINING						
9000-0000-2213-53300-950 PROFESSIONAL DEV	0.00	0.00	1,666.64	0.00	(1,666.64)	---
9000-0000-2213-55810-950 STAFF TRAVEL PROF DEV	0.00	0.00	676.00	0.00	(676.00)	---
TOTAL 2213 INSTRUCT STAFF TRAINING	\$0.00	\$0.00	\$2,342.64	\$0.00	\$(2,342.64)	---
TOTAL 0000 DISTRICT WIDE	\$0.00	\$0.00	\$2,342.64	\$0.00	\$(2,342.64)	---
TOTAL 950 ELEMENTARY (K-8)						
990 SECONDARY (9-12)						
0000 DISTRICT WIDE						
2213 INSTRUCT STAFF TRAINING						
9000-0000-2213-53300-990 PROFESSIONAL DEV	0.00	(7,206.99)	459.69	0.00	(459.69)	---
9000-0000-2213-55810-990 STAFF TRAVEL PROF DEV	0.00	0.00	338.00	0.00	(338.00)	---
TOTAL 2213 INSTRUCT STAFF TRAINING	\$0.00	\$(7,206.99)	\$797.69	\$0.00	\$(797.69)	---
TOTAL 0000 DISTRICT WIDE	\$0.00	\$(7,206.99)	\$797.69	\$0.00	\$(797.69)	---

MSAD 15

Transition Grant Proficiency Based Educ TRANSITION GRANT - PROFICIENCY

Account Number / Description	Adopted Budget	Current Period	Year To Date	PO Encumbrance	\$ Remaining	% Remaining
		9/1/2014 - 9/30/2014	7/1/2012 - 6/30/2015	7/1/2012 - 6/30/2015		
TOTAL 990 SECONDARY (9-12)	\$0.00	\$ (7,206.99)	\$ 797.69	\$ 0.00	\$ (797.69)	---
900 DISTRICT WIDE						
0000 DISTRICT WIDE						
2210 IMPROVEMENT OF INSTRUCTION						
9000-0000-2210-53300-900 PROFESSIONAL DEV	0.00	0.00	0.00	0.00	0.00	---
9000-0000-2210-55810-900 STAFF TRAVEL PROF DEV	0.00	0.00	0.00	0.00	0.00	---
TOTAL 2210 IMPROVEMENT OF INSTRUCTION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	---
TOTAL 0000 DISTRICT WIDE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	---
TOTAL 900 DISTRICT WIDE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	---
950 ELEMENTARY (K-8)						
0000 DISTRICT WIDE						
2213 INSTRUCT STAFF TRAINING						
9000-0000-2213-51230-950 SALARIES SUBSTITUTES	0.00	0.00	0.00	0.00	0.00	---
9000-0000-2213-51500-950 STIPENDS	0.00	0.00	9,729.00	0.00	(9,729.00)	---
9000-0000-2213-52200-950 SOC SEC/MEDI STIPENDS	0.00	0.00	132.41	0.00	(132.41)	---
9000-0000-2213-52230-950 SOC SEC/MEDI TUTORS/SUBS	0.00	0.00	0.00	0.00	0.00	---
9000-0000-2213-52300-950 MSRSFEDRET-STIPENDS	0.00	0.00	1,781.36	0.00	(1,781.36)	---
9000-0000-2213-52330-950 MSRSFEDRET-SUBS/TUTORS	0.00	0.00	0.00	0.00	0.00	---
9000-0000-2213-52600-950 UNEMPLOYMENT STIPENDS	0.00	0.00	0.46	0.00	(0.46)	---
9000-0000-2213-52630-950 UNEMPLOYMENT TUTORS/SUBS	0.00	0.00	0.00	0.00	0.00	---
9000-0000-2213-52700-950 WORKERS COMP STIPENDS	0.00	0.00	36.81	0.00	(36.81)	---
9000-0000-2213-52730-950 WORKERS COMP TUTORS/SUBS	0.00	0.00	0.00	0.00	0.00	---
9000-0000-2213-53000-950 PURCHASED PROFESSIONAL SVCS	0.00	0.00	0.00	0.00	0.00	---
9000-0000-2213-53300-950 PROFESSIONAL DEV	0.00	0.00	0.00	0.00	0.00	---
9000-0000-2213-55810-950 STAFF TRAVEL PROF DEV	0.00	0.00	0.00	0.00	0.00	---
9000-0000-2213-56100-950 INSTRUCTIONAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	---
9000-0000-2213-56400-950 BOOKS & PERIODICALS	0.00	0.00	0.00	0.00	0.00	---

MSAD 15

Transition Grant Proficiency Based Educ TRANSITION GRANT - PROFICIENCY

Account Number / Description	Adopted Budget	Current Period	Year To Date	PO Encumbrance	\$ Remaining	% Remaining
		9/1/2014 - 9/30/2014	7/1/2012 - 6/30/2015	7/1/2012 - 6/30/2015		
TOTAL 2213 INSTRUCT STAFF TRAINING	\$0.00	\$0.00	\$11,680.04	\$0.00	\$(11,680.04)	---
TOTAL 0000 DISTRICT WIDE	\$0.00	\$0.00	\$11,680.04	\$0.00	\$(11,680.04)	---
TOTAL 950 ELEMENTARY (K-8)	\$0.00	\$0.00	\$11,680.04	\$0.00	\$(11,680.04)	---
990 SECONDARY (9-12)						
0000 DISTRICT WIDE						
2213 INSTRUCT STAFF TRAINING						
9000-0000-2213-51230-990 SALARIES SUBSTITUTES	0.00	0.00	0.00	0.00	0.00	---
9000-0000-2213-51500-990 STIPENDS	0.00	0.00	2,719.75	0.00	(2,719.75)	---
9000-0000-2213-52200-990 SOC SEC(MEDI) STIPENDS	0.00	0.00	39.42	0.00	(39.42)	---
9000-0000-2213-52230-990 SOC SEC(MEDI) TUTORS/SUBS	0.00	0.00	0.00	0.00	0.00	---
9000-0000-2213-52300-990 MSRSFEDET-STIPENDS	0.00	0.00	498.01	0.00	(498.01)	---
9000-0000-2213-52330-990 MSRSFEDET-SUBS/TUTORS	0.00	0.00	0.00	0.00	0.00	---
9000-0000-2213-52600-990 UNEMPLOYMENT STIPENDS	0.00	0.00	0.00	0.00	0.00	---
9000-0000-2213-52630-990 UNEMPLOYMENT TUTORS/SUBS	0.00	0.00	0.00	0.00	0.00	---
9000-0000-2213-52700-990 WORKERS COMP STIPENDS	0.00	0.00	10.28	0.00	(10.28)	---
9000-0000-2213-52730-990 WORKERS COMP TUTORS/SUBS	0.00	0.00	0.00	0.00	0.00	---
9000-0000-2213-53000-990 PURCHASED PROFESSIONAL SVCS	0.00	0.00	0.00	0.00	0.00	---
9000-0000-2213-53300-990 PROFESSIONAL DEV	0.00	0.00	0.00	0.00	0.00	---
9000-0000-2213-55810-990 STAFF TRAVEL PROF DEV	0.00	0.00	0.00	0.00	0.00	---
TOTAL 2213 INSTRUCT STAFF TRAINING	\$0.00	\$0.00	\$3,267.46	\$0.00	\$(3,267.46)	---
TOTAL 0000 DISTRICT WIDE	\$0.00	\$0.00	\$3,267.46	\$0.00	\$(3,267.46)	---
TOTAL 990 SECONDARY (9-12)	\$0.00	\$0.00	\$3,267.46	\$0.00	\$(3,267.46)	---
GRAND TOTAL	\$0.00	\$(7,206.99)	\$19,232.51	\$0.00	\$(19,232.51)	---

Maine School Administrative District #15**June 4, 2014****Pennell****Meeting Minutes**

Present: Anne Rowe, Caroline Sweeney, Shad Hall, Glen Mercier, Gary Harriman, Dr. Alan Rich,
Tina Martell, Amy Arata and Jenny Sprague

Absent: Will Burrow and Belinda Desmond

1. Tina Martell, Chair called the meeting to order and declared a quorum at 6:30 p.m.
 2. The Board and citizens stood to recite the Pledge of Allegiance.
 3. Adjustments to the agenda: Delete 8 a. Reports from Academic council and Co Curricular Council, add 10. f. Discussion on School Resource Officer Grant Application, a. IKB Policy 1st Reading
 4. Board dates and upcoming events were read.
 5. There were no Citizen Comments.
 6. a. Recognition of the staff retiring from the District at the end of this school year:
Recognized by Supt. Beasley
 - Elaine Morrison, Secretary to the SuperintendentRecognized by Gloria Noyes, K-2 Principal
 - Cindy Leavitt, Memorial School Secretary
 - Nancy Cleveland, Russell School TeacherRecognized by Geoff Robbins. Dunn School Principal
 - Gitana Beriau, Dunn School Teacher
 - Sue Staples, Dunn School TeacherRecognized by Eric Klein, High School Principal
 - David Kramlich, High School TeacherAlso recognized, but not present were:
Recognized by Sherry Levesque, Middle School Principal
 - Terry Weddleton, Gifted & Talented TeacherRecognized by Eric Klein, High School Principal
 - Sandy Rich, High School TeacherOther retirees who were absent:
 - Alice Ashley, Bus Driver
 - Phil Foster, Bus Driver
 - Ann McFadden, Dunn School Teacher
 - Lynn Dunechew, Dunn School Ed Tech
 - b. Supt. Beasley recognized Tyler Credit, High School senior in the top 10% of his class. Tyler introduced his parents Leo and Jennifer Credit, and spoke of his future plans.
7. Chair Martell gave a report.
Supt. Beasley gave a report.

8. Board Communications-
Year End Board reports were given by:
Glen Mercier for Facilities
Anne Rowe for Finance
Bruce Beasley for Personnel
Jenny Sprague for Policy
8. Consent Agenda
a. Minutes of May 21, 2014 Board Meeting
b. Minutes of May 22, 2014 Budget Meeting

9. Discussion

- a. Diane Boucher shared that the School Lunch Program has received a \$3200 grant from Good Shepard Food Bank for the summer lunch program.
- b. Karen Caprio shared the Comprehensive Education Plan. This Plan has been broken down by Committees. Committees should look at the plan and review the work listed. Policies will need to be reviewed and revised by the Policy Committee on much of this work.
- c. Karen Caprio shared a copy of the waiver letter that needs to be sent to the Department of Education on LD1422 regarding Proficiency Based Learning High School Diplomas. We will not be completely ready for the Class of 2018, and the DOE has extended this with districts choosing an option.
Moved by Sprague, seconded by Harriman, to suspend the rules to approve this letter tonight.
Approved by unanimous vote.

Moved by Hall, seconded by Harriman, to allow the meeting minutes to be sent to the Department of Education approving the waiver for LD1422 using Option 5 as requested by Karen Caprio.

Approved by unanimous vote.

- d. The Board discussed the remainder of the meetings for June. They will have one final June meeting for the full board on June 11th at 6:30 p.m. in the High School Library. There will be a Finance meeting on June 18th along with a Negotiation Team Meeting, both at Central Office.
- e. Supt. Beasley stated that he received a call from the Sherriff's office regarding applying for a School Resource Officer Grant. The grant would be for 3 years. 75% of salary and benefits would be covered, the District would have to pay the balance plus 100% of all start up costs. The Town of Gray may be interested in picking up the sheriff for the summer. If we grant the office permission to apply for the grant, we would not be obligated to accept. Dr. Rich stated that there is no money in this years budget to cover the costs if it was for this school year. Something else would have to be eliminated. Supt. Beasley will get additional information on when the grant would start and if there would be an obligation to continue with the officer after the 3 years. He will report back at the 6/11/14 meeting.

10. Executive Session

- a. Moved by Hall, seconded by Sweeney, to go into an executive session on a Personnel Matter pursuant to 1 M.R.S.A. § 405 (6)(A) with no action to follow and to invite Diane Boucher to stay.

Moved by unanimous vote.

Out of Executive Session at 7:57 p.m.

- b. Moved by Hall, seconded by Mercier, to go into executive session on a Personnel Matter pursuant to 1 M.R.S.A. § 405 (6)(A) with no action to follow and to invite Diane Boucher to stay.

Moved by unanimous vote.

Out of Executive Session at 8:10 p.m.

- c. Moved by Hall, seconded by Rowe, to go into executive session on a Land Matter pursuant to 1 M.R.S.A. § 405 (6)(C) with no action to follow and to invite Diane Boucher to stay.

Moved by unanimous vote.

Out of Executive Session at 8:20 p.m.

- 11. Moved by Hall, seconded by Sprague, to adjourn the meeting.

Meeting Adjourned at 8:21 p.m.

Bruce Beasley, Superintendent