



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	
Penquis	
Washington	
Western Maine	Yes
York	

3. School Administrative Unit: RSU 16
4. High School(s): Poland Regional High School

**5. Name and title of people completing the extension request: Cari Medd, Principal; Tina Meserve, Superintendent**

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

**Tina Meserve**

**3 Aggregate Road**

**Poland, ME 04274**

**998-2727**

**tmeserve@rsu16.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**

Poland Regional High School has had a standards-based instructional model since our creation. When we opened our doors in 1999, we were the only school to fully embrace this educational philosophy. Since our beginning year, much change has occurred. We started with no grading software capable of standards-based grading and moved to an electronic grade book with limited functions. This electronic grade book allowed us to unify our grading practices and more clearly communicate strengths and weaknesses to students and families. We developed our "Faculty Grading Guide" (attached) to clearly articulate our philosophy and our practices. Also during this time, our K-8 school partners began implementing a standards-based report card (attached).

We will be adopting new grading software this fall, "JumpRope." For the first time in our history this software will allow us: to track student progress on standards over time; to allow students and parents to access grades online and see progress for themselves; and to allow us to analyze trends across courses, student cohorts, and the school to better adjust our instructional practices and interventions.

In conjunction with our recent NEASC reaccreditation visit, we have established school-wide expectations that are aligned with the Guiding Principles of Maine's Learning Results (attached). This coming year will be the first time we are going to collect evidence of student achievement of these expectations.

With these new features (and the law) also come some big decisions.

1. Our "Faculty Grading Guide" will need a complete overhaul and some of our fundamental practices will need to be questioned and adjusted as necessary. We don't yet know what the impact of our new grading practices and software on students will be so the additional time will allow us to test our choices and agree on what is equitable and fair.

2. Our middle school will be adopting the same grade book, challenging them with new ideas and procedures. The work that will need to be done with teachers in grades 7-12 will be extensive.
3. We will need to examine some of our special education programs in light of the shifts and come to agreement on how they will need to be adjusted to meet the requirements of the law, in addition to meeting the needs of our students.
4. We will make decisions about what evidence will be appropriate for the school-wide expectations.

For our teachers, students and families, the day-to-day work of teaching and learning won't look that different. Assessment decisions ("how good is good enough?") will. We need an additional year to refine this work and make new agreements. This will lead to updated school board policies and professional development work.

### 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

#### August 2014

Middle school and high school teachers will be trained in the new grading software prior to the opening of school. Implementation of the new grade book will begin immediately.

-evidence: training completed

#### September and October 2014

Ongoing professional development will take place with faculty during regularly scheduled early release days.

-evidence: PD schedule and agendas

September 2014-January 2015

The PRHS leadership team will be reviewing our current grading practices and proposing significant revisions to the "Faculty Grading Guide" for faculty consensus in January.

-evidence: revised "Faculty Grading Guide"

September 2014-January 2015

The administrative team will collaborate to make decisions regarding special education programs and prepare program revisions in time for student registration for the 2015-2016 school year.

-evidence: participation in PD opportunities regarding special education and revised program offerings in special education.

October 2014

During our student led conferences, parents will have the opportunity to view the new grade book, learn about the features available and develop a better understanding of standards-based grading.

-evidence: presentation for parents

January-March 2015

The School Board will review and adopt revised graduation policies beginning with the class of 2019.

-evidence: new policies

**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 recent PRHS NEASC accreditation visit confirmed the self-study findings regarding the assessment practices and supports in place to ensure student achievement of the standards and school-wide learning expectations. The language below is from the self-study and the findings from the visit are attached to confirm. (NEASC "School Resources for Learning" report attached, and RTI pyramid):

"Teachers in all Learning Areas at PRHS regularly provide immediate and corrective feedback and provide students with opportunities to revise or improve their work. As students complete drafts and practice assignments, teachers provide verbal and written feedback to encourage them to meet the course standards through successful completion of final projects. When the final project is assessed, teachers use rubrics to provide further feedback on progress towards meeting the standards. Teachers write comments directly on written assignments or submit digital comments on work handed in online. On many assignments, in all Learning Areas, students are encouraged, and sometimes required, to either make corrections to problems or submit updated versions of written assignments. In addition, teachers at PRHS give verbal feedback to students during class, whole-class discussions, individual activities, and group work. This can be observed on a daily basis in every class.

"Teachers in all Learning Areas regularly use formative assessments to assess student learning as well as to inform and adapt teaching practices. On a daily basis, teachers employ a variety of methods to check for student understanding, including question and answer discussions, whiteboard use to answer teacher prompts, exit slips, thumb voting responses, catalyst questions, practice problems, and short application practice. On a weekly basis, teachers use quizzes, short writing assignments, laboratory reports, lab-technique activities, online assessment activities (e.g., No Red Ink, Quizlet, Edmodo, Assistments), reading guides, and active reading note checks. The results of these assessments inform teachers of their students' progress toward building skills and understanding. The results also allow teachers to adapt short- and long-term plans to include re-teaching, revisiting skills and information, and otherwise adjusting the course curriculum to meet students' needs. According to the Endicott survey, 89.1% of teachers agreed with the statement, 'Teachers improve their instructional practices by using student achievement data from a variety of formative and summative assessments.'

"Poland Regional High School has multiple timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21<sup>st</sup> Century Learning Expectations. The NEASC/Endicott survey results indicate that nearly 87% of students can identify at least one individual they can ask for help with a personal problem, and over 84% of parents confirm that the school provides information about available student support services. If students require interventions, there are many systems in place to ensure their needs will be addressed in a timely manner.

"In addition to the daily personalized connections students make with their Roundtable Advisors who are trained to monitor students' academic, social, and emotional well-being, school staff members meet weekly to review student needs via Response to Intervention (RtI) and Student Services Teams. The RtI team, comprised of the principal, assistant principal, D-

PAtH (dropout prevention program) coordinator, Academic Coach, and Literacy Coach/Instructional Strategist, meets weekly to review the progress of students who have been identified as needing extra supports. They ensure adequate Tier 1 interventions and assign Tier 2 or 3 interventions, including Lunch Bunch, Guided Academic Support, Learning Lab, The Learning Center, Credit Recovery, or Peer Tutors as appropriate. The supports and interventions identified and coordinated by the Rtl team provide at-risk students with the structure and individualized support they require to meet the 21<sup>st</sup> Century Learning Expectations.

“The Student Services Team at PRHS also meets weekly. This group, comprised of the principal, assistant principal, school counselors, social worker, nurse, Academic Coach, Registrar, Literacy Coach/Instructional Strategist, D-PAtH Coordinator and Student Services Assistant, coordinates services within the school (such as health, guidance, and social work) and with outside agencies (including Sexual Assault Crisis Center, Spurwink, Tri-County Mental Health) for individual students who require interventions. For students receiving special education services or support through section 504, the Special Education Team Leader coordinates all referral, annual, and programming meetings to ensure they are held within timeframes determined by federal regulations. Students with medical plans are provided with similar supports through the school nurse. For students facing crisis situations our Student Crisis Team is prepared to take immediate action. These timely, coordinated, directive intervention strategies provide students with a safe, welcoming environment and promote wellness and life-long learning.”

In addition to these structures and supports, all content areas have a series of common assessments which are administered to all students in the same course, normed and scored collaboratively by teachers, and data is collected and submitted to the principal. These common assessments serve to provide teachers with data on student achievement and the instructional needs of some students who do not meet the standard. Our focus this year will be to develop intervention strategies that are delivered in the classroom immediately after an assessment lets teachers know that a student is not meeting the standard.

### **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: 50%**
- **Practice: 50%**
- **Community Engagement: 0%**
- **One-year Carry Over: \$948.00**

Our money last year was spent entirely on policy and practice. The high school leadership team attended the MPA/GSP leadership retreat to plan for the beginning phase of implementing the proficiency-based diploma. In addition we spent money on a new standards-based grade book

and training for teachers in the summer for implementation. While our instructional and grading practices have been standards-based for years, we lacked the ability to track student achievement of the standards over time. The limitations of our previous grade book prevented us from pushing our practices beyond individual classrooms. We did not invest in any community engagement funds for the following reasons: first, our entire school system, k-12, has been providing parents with standards-based progress reports and report cards for several years. Parents are very familiar with 4-point rubrics for grades and transcripts with achievement language (Distinguished, Advanced, Competent). Second, we did not yet have our new grading software up and running and therefore could not share it with parents. Third, we did not have revised graduation policies in place last spring in time to share with parents of incoming 9<sup>th</sup> graders and this extension will allow us to better communicate these changes.

**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 coming year, we will continue to invest in the grading software, include the middle school in the software, and build capacity for the school to move forward through additional leadership retreats. We have a great deal of work to do in the area of policy development and shifting grading practices, even with our years of experience.

**Policy: \$8,954 to be spent by June 30, 2015**

-The leadership team will continue to meet, both during the school year and in the summer, to rewrite our policies and established practices. This money will pay for teacher time beyond the school year and/or school day and any registration fees.

**Practice: \$9,494 to be spent by June 30, 2015**

-This money will be spent on the software fee for JumpRope, our new standards-based grading program.

-We will be investing in ongoing training to maximize the software's potential within the school to benefit our students.

**Community Engagement: \$500 to be spent by June 30, 2015**

-We will be hosting a series of forums to inform parents of the class of 2019 of the changes in the law and the graduation requirements impacting their students.



**Proficiency Based Diploma Transition Budget  
2014-2015**

<b>Employee Training and Development</b>	<b>3,948</b>
-Leadership retreat	2,948
-Substitutes	1,000
<b>Travel/housing</b>	<b>1,800</b>
<b>Salaries (summer work and school board meetings)</b>	<b>2,706</b>
<b>Contracted Services</b>	<b>1000</b>
Faculty training on JumpRope	500
Support for parent meetings	500
<b>Software-JumpRope (\$12 per/student)</b>	<b>9,494</b>
<b>Total</b>	<b>18,948</b>

**Attachments:**

**PRHS Faculty Grading Guide  
K-8 Standards-Based Report Cards  
PRHS School Wide Learning Expectations  
NEASC "School Resources for Learning" report  
PRHS RTI Pyramid**

2014-2015

## **POLAND REGIONAL HIGH SCHOOL FACULTY GRADING GUIDE**

### **What is the purpose of grading at PRHS?**

The purpose of grading is to measure student success and communicate progress toward meeting the standards of a course. Assessment for learning” means that assessment is used to tailor our teaching plans and our teaching style to better help students achieve the standards in our classrooms. Not all kids learn the same nor do they learn in the same amount of time. Grading should never be used to threaten or punish, but rather to accurately reflect student progress toward meeting the standards and to provide information and feedback to parents and students. The grading practices of teachers should be transparent and public and verbal or written progress reports should be shared with students often. The goal should be to help students feel they have *earned*, rather than been *given*, the final grade.

### **What is standards-based grading?**

Standards based grading is a grading system that evaluates student performance on objective criteria (a.k.a standards). Standards, as informed by the Maine Learning Results (MLR) and/or the Common Core, spell out what our students should know and be able to do when they graduate from high school. In a standards-based grading system, a student’s grade is determined by his or her performance on the individual standards.

### **What is the role of the teacher in grading?**

Teacher judgment is at the heart of grading. Vision Keepers collected data that confirms this. Judgment is used in a variety of ways: when assessments are created, rubrics are written, grades are given, standards are weighted, grades are dropped, etc. Teachers may also examine a grade that is calculated in the grade book and change it, or not, depending on whether it matches what they have seen a student demonstrate in the classroom. In whatever manner teachers use their judgment, they are encouraged to err on the side of the student. However a teacher uses their judgment, the following guidelines are essential: (1) when a teacher enters a grade into Infinite Campus for a student’s record, he or she is satisfied that it is a fair and accurate representation of student performance, and (2) the teacher has followed the faculty grading guide recommendations and requirements.

Finally, a teacher should use positive, or at the very least, neutral language when discussing school grading policies with his or her classes. Statements to students and/or parents that portray the grading practices of PRHS negatively serve to undermine the professionalism of that teacher and his/her faculty colleagues. Students and parents should feel confident that teachers are competent at grading practices and that they are being treated fairly.

2014-2015

Issues or conflicts involving grading policies and/or practices should be discussed and resolved within the faculty and administration using the norms we have agreed to.

### **What is a course standard?**

A course standard is a description of learning that can be achieved during a particular course (see below for more details). Course standards **must** be consistent among teachers who offer the same course during the same year. Ideally, course standards will remain similar from year to year for the same course unless there are changes in the state/national standards or the subject area committees, under the direction of the curriculum coordinator, recommend changes.

**Course standards:** Course standards are the essential content/skills all students must know or be able to do in a course. Course standards might:

- describe subject specific content all students are asked to learn;
- describe thinking and reasoning skills;
- describe general communication skills;
- direct assessment and instruction; and
- are informed by the Maine State Learning Results

**Indicators/Components:** Because some course standards are very broad, the standard is broken down into concepts or skills that describe what students must know or be able to do in order to demonstrate each course standard.

### **Who sees the standards for my course?**

Course standards are submitted to the Learning Area Coordinator who will forward them to the principal before the course begins. Changes to standards made *during* a course may only be made in consultation with the Learning Area Coordinator and the principal. Course standards must be sent home with students within the first two weeks of the start of the course and be available on each teacher's web page (if you have one). Course standards are the basis for all assessment in a class and must appear on progress reports. *The standards on paper should also be the standards in your EGP grade book.*

2014-2015

## How do you determine a grade for an assessment?

All assessments should be scored on a 4-point scale. Below is a general rubric for assessment.

<b>Passing Grades</b>	<b>4</b>	<b>Exceeds the standard:</b> <i>The student's work includes complexity, sophistication, originality, depth, synthesis or application that clearly exceeds what would be expected to meet the standards in this assessment. The work, however, may not be perfect.</i>
	<b>3.5</b>	<b>Meets the standard:</b> <i>The student demonstrates progress toward exceeding the standard.</i>
	<b>3</b>	<b>Meets the standard:</b> <i>The student's work fundamentally meets the standard being assessed and the assessment requirements.</i>
	<b>2.5</b>	<b>Partially meets the standard:</b> <i>Student demonstrates progress toward meeting the standard.</i>
<b>Non-Passing Grades</b>	<b>2</b>	<b>Partially meets the standard:</b> <i>The student has demonstrated a substantive attempt to meet the standard but needs more time or effort to achieve competency.</i>
	<b>1.5</b>	<b>Does not meet the standard:</b> <i>The student shows minimal progress toward meeting the standard with help.</i>
	<b>1</b>	<b>Does not meet the standard:</b> <i>The student does not demonstrate understanding or did not attempt the assessment.</i>

When using standards based grading, a grade may only be assigned if there is an equivalent *description* of performance. The number is a numerical representation of a student's performance (what they know and can do). And, since it would be very difficult to describe the difference between a 3.2 and 3.3 on an assessment in a substantive and meaningful way (just like we couldn't really describe the difference between a 87 and a 88 in the old system), teachers **may not** use grading increments smaller than those described above when grading *assignments*.

## What calculation tools can I use for grading each standard (or indicator)?

An overall grade for a standard will be determined by student performance on assessments (test, projects, etc.) and any other class work that is appropriate (homework, group work, participation, etc.). Each assessment that is given must be accompanied by a rubric or scoring guide.

Use the following guidelines to set up your grade book.

- At the beginning of the semester, the calculation of your standards should be set to the average
- For standards or components with four (4) or more assignments, you may use the average calculation or the trend calculation as tools to help determine a student's "true score"

2014-2015

- If you have a stand-alone HOW standard, it should be averaged throughout the semester

Note: VK has found that there are rare instances in which a student can receive grade for a standard that is lower than any individual assignment grade he/she earned. Be sure to pay particular attention to these occurrences and err on the side of the student.

Note: If you want more information on trending and the Power Law, please see Robert Marzano's Transforming Classroom Grading.

### **Can I enter my students' grades into the Easy Grade pro (EGP) grade book randomly, or does the order matter?**

**YIKES! The order matters!** Because you can use either the average or the trend calculation to determine a student grade on a standard you need to enter student assignment/assessment grades in the same order they complete them. Order matters in this program! You must assign a date to each assignment. In addition, the program will alphabetize assessments that have the same date. Since the order will affect the standard grade, either make sure that each assessment has it's own date or make sure that the assessments with the same date have something in the title that gives them an order you are comfortable with.

### **How do I determine an overall grade in a course?**

The overall grade for a course is a description of the *body of work* a student has completed for the course. **The overall grade will be determined by averaging the grades of each standard and using the language below to describe the body of work a student has completed.**

<b>DS</b>	The student uses the language of the discipline with facility, uses independently found resources that enhance the work, applies concepts to novel situations, makes connections to other aspects in the discipline or other disciplines, <i>or shows reflection in the work.</i>
<b>AD</b>	The student shows an inclination toward "distinguished" work.
<b>CO</b>	The student meets the standard, shows understanding of the concept, may make errors, but they don't distort the meaning, may use teacher prompts.

2014-2015

### **What scale will I use to determine a student's overall grade?**

Below is the "cut point" scale to be used this school year for determining a students overall course grade. These are also the cuts points to be used in EGP.

	Value	Minimum
Distinguished +	4	3.85
Distinguished	3.8	3.75
Distinguished -	3.7	3.65
Advanced +	3.6	3.55
Advanced	3.5	3.35
Advanced -	3.3	3.15
Competent +	3.1	3.05
Competent	3.0	2.55
Competent -	2.5	2.45
No Credit	2.4	0.00

### **What is the role of an "Incomplete"?**

There is no role for an "Incomplete". That word, and what it implies, no longer exists in our grading system. In the situation of a prolonged illness, the administration may grant a "medical incomplete". This would be up to administration and is not a grade a classroom teacher can assign without **administrative approval**.

### **What is a rubric and how should it be written in a standards based grading system?**

A rubric is a description of student performance on an assessment or task. Rubrics must be written to the standards you are assessing in your course and must be written using a 4-point scale. Rubrics may describe: performance on a particular assessment or project; general expectations for homework or answers to questions on a test; expectations for daily work. Below are examples.

**Humanities test rubric**

STANDARD	EXCEEDS (4.0)	MEETS (3.0)	PARTIALLY MEETS (2.0)
<b>CIVICS AND GOVT:</b> Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a democratic republic.	<ul style="list-style-type: none"> <li>Shows understanding and significance of the Amendments</li> <li>Explanations make use of the language of the discipline (e.g., "This action is not protected because the school is government and government cannot favor one religion") and make reference to Supreme Court rationales</li> </ul>	<ul style="list-style-type: none"> <li>Shows knowledge of the Amendments</li> <li>Explanations show some understanding of Supreme Court rationales, but may be skimpy</li> </ul>	<ul style="list-style-type: none"> <li>Shows knowledge of <u>some</u> of the Amendments</li> <li>Explanations are superficial or redundant (e.g., "This action is protected is because of the 1st Amendment)</li> <li>Some answers are incomplete</li> </ul>

**General Math Rubric for Assessments**

<b>4</b> Exceeds the Standard	<ul style="list-style-type: none"> <li>Work addresses all aspects of the concepts and demonstrates understanding through generalizations or making connections.</li> <li>Math explanation is correct, strongly supports argument, and consistently uses appropriate terminology.</li> <li>When appropriate, includes detailed and accurate graphs, examples or counterexamples, or diagrams.</li> <li>Math calculations are correct and uses toolkit only when specified by the teacher in advance.</li> </ul>
<b>3.5</b>	<ul style="list-style-type: none"> <li>In addition to a 3, the student demonstrates progress toward exceeding the standard.</li> <li>Exceeds the standards on assessments while using a toolkit.</li> </ul>
<b>3</b> Meets the Standard	<ul style="list-style-type: none"> <li>Work addresses key concepts and demonstrates understanding.</li> <li>Math explanation is correct, supports argument, and uses some appropriate terminology.</li> <li>When appropriate, includes a graph, example or counterexample, or diagram.</li> <li>May use toolkit, receive prompting, or have some calculation errors that don't detract from the concept.</li> </ul>
<b>2.5</b>	<ul style="list-style-type: none"> <li>In addition to a 2, the student demonstrates progress toward meeting the standard.</li> <li>Meets the standard on assessments only with prompting.</li> </ul>
<b>2</b> Partially Meets the Standard	<ul style="list-style-type: none"> <li>Work shows clear evidence of understanding some important ideas while also making one or more fundamental, specific errors.</li> <li>Math explanation may be unclear, incorrect, incomplete or lack appropriate terminology.</li> <li>Includes diagrams that are inappropriate, incorrect, unclear, or fails to provide a diagram when it would be appropriate.</li> <li>The student demonstrates partial understanding only with significant prompting.</li> </ul>
<b>1.5</b>	<ul style="list-style-type: none"> <li>Work shows lack of understanding of main concept or uses inappropriate strategies.</li> <li>Math explanation is lacking or inappropriate; does not use appropriate terminology.</li> <li>Includes diagrams that are inappropriate, incorrect, unclear, or fails to provide a diagram when it would be appropriate.</li> <li>The student demonstrates partial understanding only with significant prompting.</li> </ul>
<b>1</b> Does Not Meet the Standard	Frivolous, irrelevant, or no response.

2014-2015

**What does it mean to give a student multiple opportunities?**

Homework, quizzes, projects, tests, class work and anything else you can imagine may all count as opportunities to demonstrate a standard. Scaffolding the learning experience, providing lots of opportunity to practice, and asking students to use skills and knowledge multiple times (reading multiple books, writing multiple lab reports, using a formula multiple times) are all evidence of good teaching. These are also good teaching practices that help us calculate a grade that is a true representation of what a student knows and can do.

**Do I have to give a student the opportunity to “fix” an assessment?**

Use your professional judgment when it comes to helping kids learn. If you think a student will actually learn the skill or knowledge by “fixing” (rewriting, correcting, conferencing) an assessment then by all means let them fix it. If, however, the student will have other chances to demonstrate his/her learning and “fixing” the assessment would be counterproductive or a waste of time, move on. This is the essential spirit of standards based grading. It is the standard that matters, not the individual assessment or assignment.

**What do I do if a student does not do an assessment by the established deadline?**

A grade for a standard cannot be determined by just one grade. As long as you are providing multiple opportunities for a student to demonstrate a standard, you can assign a grade of “1” (or No Credit) and move on. There may be exceptions to this in the case of common assessments that individual learning areas have determined are essential for passing a course. In this case, see your friendly learning area coordinator.

**Does a student need to pass every standard to pass a course?**

No. In real life, we all walk around with weaknesses that we compensate for with our strengths. By averaging standards to determine an overall grade, a student may end up passing a course and failing a standard. However, by weighting standards in the overall grade calculation, learning areas may declare some standards more important than others. If a learning area does this, it must be clearly communicated on the course standards list to students and parents AND it must be the same weight in courses taught by multiple teachers.

**Can one standard have more weight than another?**

Yes, but...the weighting of a standard must be the same in individual courses taught by multiple teachers (i.e. Math I, Foundations in Art...)

2014-2015

**What is the role of the “HOW” standard?**

For VPA, Heath/PE, and technology, the role of the HOW grade remains unchanged. For other learning areas, the Habits of Work standard may be entered into your standards list in Easy grade pro. It can be averaged into the student’s overall grade or it can serve as a tool for determining the overall grade (perhaps the difference between a CO+ and an AD-). HOW can represent the daily work habits of your students: preparedness, effort, and participation. It may be useful to use this standard to give daily work grades or give credit for homework that is not collected and graded. If you have a separate HOW standard, you should calculate a standard grade by averaging.

**What goes on the Easy grade pro progress report?**

Any assignment you enter into your Easy Grade Pro grade book will automatically be on the progress report (directions for formatting the Easy Grade Pro progress report will be available soon). You can print these as many times as you would like throughout a semester. They can also be saved as PDF files and email home in response to parent enquiries. See your SIRS person for help doing this.

**How often do I have to report grades?**

Teachers post grades twice each semester for progress report. These grades are posted approximately 1/3 and 2/3 of the way through each semester. Grades are also reported at the end of each semester when credit is awarded. These grades are posted on Infinite Campus.

**When do I have to write narrative comments?**

Narrative comments are written on the 2nd progress report of each semester AND on all NC grades, including end of semester grades. Comments on NC grades must include the student’s actual number grade. These comments are written in Infinite Campus.

**Who is my audience for narrative comments?**

Narrative comments are, first and foremost, for students and their families. Your language should be easy to understand and education jargon free. In addition to students and families, however, your audience is also your colleagues. These narratives assist in the following ways: helps RTI teachers explain grading to parents; RTI teachers use information like the actual number grade to determine a student’s status; counselors use suitable quotes for their senior college admissions recommendation letters.

2014-2015

## **How often should I give progress reports out to my students in between progress report grades?**

Relevant educational research tells us that student achievement goes up when students have a clear understanding of their progress toward meeting the standards. Research tells us also that achievement is increased when students have a role in tracking their own progress. This is the ideal process for making sure your students understand their grades in your class. If you do not have such a system, you should be sharing progress reports with students on a regular basis (every two weeks or after each major assessment). If your students are surprised at their progress report grades, or even worse don't know what their grade is until they look on Infinite Campus, you should be rethinking your strategies in this area.

### **Resources:**

Casco Bay High School faculty handbook.

*Easy Grade Pro* User Manual.

Marzano, Robert J. Transforming Classroom Grading. ASCD: Alexandria, VA, 2000.

Marzano, Robert J. Classroom assessment and grading that work. ASCD: Alexandria, VA, 2006.

Buffun, Mattos, Weber. Simplifying Response to Intervention: Four Essential Guiding Principles. Solution Tree: Bloomington, IN, 2011.

O'Connor, Ken. How to Grade for Learning. Corwins Press: Thousand Oaks, CA, 2002.

Searsport High School grading policies.

RSU 16 GRADE 7 REPORT CARD 2013-2014

Student:

School:

Teacher:

Bruce M. Whittier Middle School

Attendance Summary:

T1		T2		T3		Total	
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy
0	2	1	4	4	3	5	9

Academic Performance Level for BMW	
Name	Score
Exceptional	4
Proficient	3
Progressing	2
Beginning	1
Not Assessed This Trimester	*

[ 200 ] ELA			
	Term		
	T1	T2	T3
Reading	3	3	3
Writing	3	3	3
Language Conventions	3	2	3
Term 3 Comments: earned a 4 on her SPB Assessment. I am so proud of her!			
Listening and Speaking			3
ELA Behavior	3	3	4
ELA Habits of Work	3	2	2
Term 3 Comments: missing reading log; partially finished reading log; late assignments			

[ 400 ] MATH			
	Term		
	T1	T2	T3
Number Sense	*	3	3
Term 3 Comments: Students worked on developing on understanding of positive and negative numbers including addition, subtraction, multiplication, and division of integers.			
Data	3	*	*
Geometry	4	3	*
Term 3 Comments: Not assessed this trimester			
Algebra 7	2	3	3
Term 3 Comments: Students worked towards developing an understanding of linear expressions by applying properties of operations.			
Math Behavior	4	4	3
Term 3 Comments: Often prepared for class and works well with others.			

[ 400 ] MATH			
	Term		
	T1	T2	T3
Math Habits of Work	4	3	2
Term 3 Comments: missing 5 assignments			

[ 600 ] SCIENCE			
	Term		
	T1	T2	T3
Unifying Themes 7		2	3
Scientific Inquiry 7	3		3
Science and Technology 7		2	3
Living Environment	3	2	3
Physical Setting			
Science Behavior	3	3	3
Science Habits of Work	3	2	2
Term 3 Comments: struggled the second half of the trimester with completing classwork and assessments and getting them in on time.			

[ 700 ] SOCIAL STUDIES			
	Term		
	T1	T2	T3
History	3	3	3
Term 3 Comments: Given the opportunity to retake assessments, the standards have been met.			
Geography	3	*	*
Civics and Government 7	3	3	*
Research		3	3
Term 3 Comments:			
Social Studies Applications 7	3	3	3
Economics	*	*	*
Social Studies Behavior	3	3	3
Social Studies Habits of Work	3	3	3

[ 800 ] ART			
	Term		
	T1	T2	T3
Art History 7			
Elements of Art 7		3	3
Expression 7			3
Aesthetics and Criticism 7			*
Visual Arts Creating 7			3
Art Behavior			4
Art Habits of Work			4

[ 880 ] WELLNESS			
	Term		
	T1	T2	T3
Services and Promotion 7			2
Term 3 Comments: did not complete all assessments.			
Concepts/Information/Influences 7			3
Goal Setting/Decision Making 7			3
Communication 7			2
Term 3 Comments: did not turn in 2 of the 3 assessments that met this standard.			
Wellness Behavior			3
Wellness Habits of Work			3

[ 890 ] PHYSICAL EDUCATION			
	Term		
	T1	T2	T3
Movement and Motor Skills	3	3	3
Phys. Fitness Activities	3	*	4
Pers. and Soc. Skills	2	2	3
PE Behavior	3	3	3
PE Habits of Work	2	2	2
Term 3 Comments: Needs a change of clothes and sneakers			

[ 900] MUSIC			
	Term		
	T1	T2	T3
Performing	3	2	1
<i>Term 3 Comments: I didn't see her for extra help and she didn't attend the concert.</i>			
Composing and arranging			
Reading and notating music		4	1
Band Behavior	4	4	4
Band Habits of Work	4	2	2

[ 950] TECH ED			
	Term		
	T1	T2	T3
Problem Solving and Planning 7	3		
Construction 7	3		
Safety 7	4		
Tech Ed Behavior	4		
Tech Ed Habits of Work	3		

MS ROUNDTABLE			
	Term		
	T1	T2	T3
Roundtable Habits of Work	3	3	3
Roundtable Behavior	3	3	3

\*Comments: Have a great summer!

We are Whittier!

## Poland Regional High School Core Values, Beliefs, and 21st Century Learning Expectations

Poland Regional High School's core values guide our decisions and anchor our actions and in the pursuit of learning. We are committed to fostering:

<p><b><u>Character</u></b> integrity perseverance respect courage</p>	<p><b><u>Citizenship</u></b> leadership service responsibility ethical problem-solving</p>	<p><b><u>Community</u></b> tolerance teamwork a safe environment pride</p>
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### Mission Statement

To teach all students to use their minds well and to cultivate their particular talents  
To establish a culture of respect, responsibility, service and courage  
To demand excellence and to foster lifelong learning in a safe, welcoming environment

### Learning Expectations

#### **Social**

- The PRHS student demonstrates self-awareness through the pursuit of personal wellness and appropriate social and personal interactions.
- The PRHS student takes responsibility for academic and future goals and decision making.
- The PRHS student demonstrates effective habits of work and ethical and tolerant behavior.
- The PRHS student uses technology in a socially responsible manner.

#### **Civic**

- The PRHS student participates as an active citizen in the school and broader community and contributes positively to both.

#### **Academic**

- The PRHS student speaks and presents effectively.
- The PRHS student effectively uses the arts for informative purposes and expression.
- The PRHS student reads, understands and interprets a variety of texts.
- The PRHS student uses complex and creative reasoning strategies to generate appropriate solutions to a variety of problems.
- The PRHS student writes in a clear and engaging manner.
- The PRHS student utilizes technology for a variety of academic purposes.
- The PRHS student accesses, evaluates, and uses information efficiently, effectively, and critically.



## Support Standard School Resources for Learning

### Executive Summary

Poland Regional High School (PRHS) has multiple timely, coordinated, and directed intervention strategies for all students; provides close coordination of services among counseling, health, and information services personnel; fully informs families, especially those most in need, about available student support services; provides a comprehensive range of counseling and health services to students; and supplies a wide range of materials, technologies, and other information services in support of the school's curriculum. As well, personnel and leadership is exceptional in school counseling, health/nursing services, library/media services, and special education programs.

Counselors deliver a written, developmental program; meet regularly with students to provide personal, academic, career, and college counseling; engage in individual and group meetings with all students; collaborate with Roundtable advisors to deliver an effective Roundtable curriculum; and work closely with community and mental health agencies and social service providers to meet the needs of PRHS students. Health personnel provide preventative health services and direct intervention services, use an appropriate referral process, and conduct ongoing student health assessments.

Library/media services are integrated into the curriculum. Library/media personnel are engaged in the implementation of the school's curriculum and are responsive to students' interests and needs in order to support independent learning. Support services for identified students are integrated into heterogeneous classes and support services personnel consult with all teachers, counselors, targeted services, and other support staff routinely in order to ensure all students achieve the school's 21<sup>st</sup> Century Learning Expectations. Therefore, the School Resources for Learning committee agrees that Poland Regional High School meets this Standard at the ACCEPTABLE level.

**Strengths:**

- Faculty and staff provide timely, coordinated intervention through the collaborative work of student services, RtI, and special education personnel.
- The low student/school counselor ratio enables counselors to provide adequate personal, academic, career, and college counseling.
- The school counselors and the RtI team identify students at risk early and provide numerous prompt intervention strategies.
- The school counselors have written a developmentally appropriate Roundtable curriculum which is implemented by the faculty at each grade level.
- The student services team has developed an efficient referral process that enables students to access in-school and out-of-school support services in a timely manner.
- The school uses technology to provide parents with information about available support services.
- The school uses technology to maintain information about individual students (Infinite Campus) and coordinate services as needed.

**Needs:**

- use student services data more often and more effectively, including implementing a needs assessment with students and families to determine priorities, and evaluating effectiveness of interventions
- revise the comprehensive, developmental K-12 guidance curriculum
- refill the K-12 Wellness Coordinator position to increase school and community outreach to promote wellness
- update the library collection to include more engaging fiction and non-fiction choices for students, including ebooks that support the 21st Century Learning Expectations



## Support Standard School Resources for Learning

### Narrative

**Poland Regional High School has multiple timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21<sup>st</sup> Century Learning Expectations.** The NEASC/Endicott survey results indicate that nearly 87% of students can identify at least one individual they can ask for help with a personal problem, and over 84% of parents confirm that the school provides information about available student support services. If students require interventions, there are many systems in place to ensure their needs will be addressed in a timely manner. In addition to the daily personalized connections students make with their Roundtable Advisors who are trained to monitor students' academic, social, and emotional well-being, school staff members meet weekly to review student needs via Response to Intervention (RtI) and Student Services Teams. The RtI team, comprised of the principal, assistant principal, D-PaTH (dropout prevention program) coordinator, Academic Coach, and Literacy Coach/Instructional Strategist, meets weekly to review the progress of students who have been identified as needing extra supports. They ensure adequate tier 1 interventions and assign tier 2 or 3 interventions, including Lunch Bunch, Guided Academic Support, Learning Lab, The Learning Center, Credit Recovery, or Peer Tutors as appropriate. The supports and interventions identified and coordinated by the RtI team provide at-risk students with the structure and individualized support they require to meet the 21<sup>st</sup> Century Learning Expectations. The Student Services Team at PRHS also meets weekly. This group, comprised of the principal, assistant principal, school counselors, social worker, nurse, Academic Coach, Registrar, Literacy Coach/Instructional Strategist, D-PaTH Coordinator and Student Services Assistant, coordinates services within the school (such as health, guidance, and social work) and with outside agencies (including Sexual Assault Crisis Center, Spurwink, Tri-County Mental Health) for individual students who require interventions. For students receiving special education services or support through section 504, the Special Education Team Leader coordinates

all referral, annual, and programming meetings to ensure they are held within timeframes determined by federal regulations. Students with medical plans are provided with similar supports through the school nurse. For students facing crisis situations our Student Crisis Team is prepared to take immediate action. These timely, coordinated, directive intervention strategies provide students with a safe, welcoming environment and promote wellness and life-long learning.

**The school provides information to families, especially to those most in need, about available student support services.** Support services personnel have taken advantage of the communication methods available in the digital age. Parents of all students are able to access information regarding grades, attendance, and behavior referrals through Infinite Campus. The school's website provides a multitude of information, including the Course of Studies, monthly newsletters regarding services, upcoming events, and school and community resources. The guidance website provides information about courses, early college and Lewiston Regional Technical Center (LRTC) opportunities, the college application process, financial aid, and resources for mental health and social services. School Counselors also support a Twitter feed which provides information about upcoming events. Access to health services, including the Wellness curriculum, health insurance information, school health forms, and community health information is all available on the school website. Families may also access Library/Information Center resources and research supports electronically via the website (which includes a link to the electronic card catalog).

Although there are numerous opportunities for parents to acquire information electronically support services personnel know that there are times when information is best delivered in person. Families are welcome to come to the Health Services office or the Guidance Department in order to gather information about school-based or community resources, or to make an appointment with school counselors. Family outreach and health awareness is embedded in the school's Wellness curriculum. There had been many additional endeavors to promote community wellness, but with the loss of state funding for the district's Wellness Coordinator in June of 2012, these efforts ceased. The counseling staff hosts parent information nights throughout the year for: incoming 9<sup>th</sup> grade, junior and senior post-secondary planning, financial aid, and advanced placement courses. With the hiring of a new librarian in August 2012, literacy outreach to the community is just beginning. One of the librarian's first efforts was the October 2012 first annual book fair.

There are plans to continue community outreach as we recognize this is an area of need.

**Support services staff use technology to deliver an effective range of coordinated services for each student.** The provision of laptops and iPads to every teacher and the district-wide implementation of Infinite Campus are two of the tools that enable much of the “behind the scenes” coordination of services. School personnel routinely use email to communicate in a timely manner with one another and with parents whenever the need arises. Support services personnel utilize attendance, behavior, and academic information updated regularly through Infinite Campus to make and evaluate action plans for individual students. Faculty members are also able to view IEPs and 504 plans via Infinite Campus in order to inform individualized instruction. Technology is used as an organizational device at PRHS; the guidance secretary maintains an on-line appointment calendar for each of the school counselors; students log into a computerized attendance program when they enter the Learning Center (the Literacy Coach/Intervention Strategist utilizes this information for data collection); the Special Education Team Leader maintains an on-line calendar of all IEP and 504 meetings; special education case managers maintain a Noteshare of special education procedure reminders and a Google site of IEP goals. Faculty members make regular use of information sharing tools such as Google docs to compile information on individual students; teaching teams that include special education teachers maintain weekly meeting notes; the Academic Coach maintains google docs on each student she consults on and shares them with each student's teachers. Google doc records are then shared with guidance and administration regarding changing information such as Caseloads and guided academic support rosters. The Assistant Principal maintains an attendance Google doc that is shared with guidance counselors and RTI members. In addition to the use of technology to communicate with one another, teachers use the 1:1 devices provided by MLTI to each student to coordinate services. Examples of this are numerous: the Guidance curriculum includes an online Choices Interest Inventory; the Library/Information Center website includes links to the online card catalog (Destiny) as well as citation machines and other research resources, and curriculum links (including Roundtable); the Health link on the PRHS website includes health forms; many classroom teachers maintain information for students via Edmodo, Google sites, and other web-based programs.

**School counseling services have an adequate number of certified and licensed personnel and support staff who deliver a written developmental**

**program and meet regularly with students to provide personal, academic, career and college counseling.** Three counselors serve 520 students at Poland Regional High School. Each counselor is responsible for students in grades 9-12 within a specified alphabetical split. One full-time secretary provides clerical support for the counselors. A full-time registrar is responsible for maintaining student records district-wide. Counselors consistently use technology to meet the needs of families and students. The guidance website and guidance Twitter account are prime examples of utilizing technology to inform the school community about academic, career and social services resources available to them. Additionally, monthly newsletters inform parents of important events and dates. The K-12 guidance curriculum was written in 2006 and while it provides a framework for services, it needs revision. The Roundtable Handbook is written by the counseling staff to provide resources and guidelines for Roundtable Advisors to implement the guidance curriculum at each grade level.

**Counselors spend the majority of their time in individual counseling for both college and personal/social issues.** The comprehensive developmental guidance curriculum outlines the specific times that guidance meets with each students--either individually or in a group setting. Minimally, counselors meet with all students during the course registration process each year. Additionally, all 9th graders meet with their counselor in the fall while juniors and seniors are required to have at least one meeting per year with their counselor. In reality most students meet with their counselor more than once, especially as seniors. While counselors do not engage in formal group counseling, counselors do meet with groups of students when meeting with Roundtables and when hosting class meetings.

When a student's issue seems beyond the scope of a counselor's expertise, they refer to many outside resources including private therapists and social service organizations such as the Sexual Assault Crisis Center and the Center for Grieving Children. Additionally, they refer to other resources within the school community such as the Drug/Alcohol Counselor, Spurwink clinician or Health Affiliates social worker. We have a standing Crisis Team that meets after a crisis and will often draw on community resources such as Tri-County Mental Health Services to provide additional support in times of crisis. Counselors also have a close network of other area school counselors in Androscoggin County whom they can access in times of crisis.

**School counselors often look at a variety of data to assess and improve**

**services as needed.** Last year, a Google survey of seniors was conducted and from that data we learned that we needed to promote the guidance website more effectively. Additionally, we use our retention and graduation rates data to support our initiative of having each senior complete a college application. Counselors also look at socio-economic data within our communities when applying for grants to support our college-going atmosphere and post-secondary planning initiatives.

**Poland Regional High School's health services have an adequate number of certified/licensed personnel to provide health services and direct intervention services.** The high school and middle school share a full-time RN district nurse and a full-time LPN. The Health Services office serves 520 high school students and 285 middle school students. The district nurse spends 75% of her time at the high school. Both nurses provide direct, preventative and ongoing care to students in the high school. Direct care includes emergency response, injury assessments, pain management and evaluation of illnesses. Preventative care includes hearing and vision screenings, BMI assessments, and illness & injury prevention. Ongoing care involves health care planning, staff education about medical conditions and treatments, and assessment of student needs.

Communication is sent home via a monthly newsletter regarding health information. Topics covered include illness prevention, illness guidelines, and contact information. Specific information about illnesses and conditions including pertussis, influenza and conjunctivitis are also included in the newsletter. Both nurses serve on the Student Services Team and the Crisis Response Team. **The nurses make decisions on a daily basis regarding referrals and utilize a number of community agencies to help better serve the students.** Western Maine Community Action for Family Planning, Health Affiliates of Maine, primary care physicians and the emergency room are a few examples of where we refer students/families. On a yearly basis, 5,000 visits are logged to the school nurse's office. The health office utilizes the health module in Infinite Campus to log health visits, track immunization, document screening information, upload health plans, and flag life-threatening health conditions for staff. The district nurse writes the health plan and ensures implementation based on a physician's recommendations to ensure that students have accommodations appropriate to the medical condition. The district nurse attends IEP meetings as appropriate.

**The district nurse uses assessment data** to identify and address needs

related to health issues. For example, the health assessment forms used at the beginning of the school year were recently streamlined. The nurse reports that while a lot of data is being collected on health issues, time and staffing restraints prevent additional programming to promote healthy lifestyles. The nurses have ongoing communication with school staff to promote health so that students possess the capabilities to achieve the 21<sup>st</sup> Century Learning Expectations.

**Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff.** The Library and Information Center has one full-time Library Director who functions as manager, teacher and information specialist. The Library Director collaborates with teachers in order to integrate information skills into classroom curriculum and provides a wide variety of resources in various formats for both research as well as personal interests of students and staff. The Library Director also coordinates school-wide reading incentive programs. The Library also has one full-time educational technician III who ensures procedures run smoothly, assists students in locating and using library resources, and monitors student library use and behavior. **Library personnel is actively engaged in the implementation of the school's curriculum** through a variety of means: collaborating with teachers to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21<sup>st</sup> century in accordance with the guiding principles of the American Association of School Librarians (AASL) Standards for the 21<sup>st</sup> Century Learner and ISTE NETS; conducting faculty surveys to determine curriculum units and library needs; using The Big6 Information Skills and the Stripling Model of Inquiry to teach research skills in conjunction with classroom curriculum; and engaging readers through book talks and reading challenges.

Eighty-one percent of parents and 79% of students surveyed believe **the library provides a wide range of materials, technologies, and other information services in support of the school's curriculum.** However, when asked whether the library contains needed resources, only 64% of student respondents agreed that it does. The library maintains a website for students and staff that includes access to links for research, databases (including "Issues and Controversies," Marvel, and a Career Internet Database), citation machines, plagiarism education, class research projects, a reader's blog, and nearly 300 ebooks. The "Cool Reads" link on the website provides user access to Shelfari, an online site where students can create their own online bookshelves. The Library also maintains an online card catalog, provides interlibrary loan

access, and holds a Netflix account for video rentals that support the curriculum. The Library staff is responsive to students' interests and needs and supports in order to support independent learning and help students reach the school's 21<sup>st</sup> century learning goals by engaging them in reading through contests and challenges, such as the Recipe to Read and the Tarin/Maine Student Book Award Challenge. Although these are currently middle school initiatives, they are helping to establish a school-wide culture of reading. The library has a total of 14,780 items, including 392 audiobooks and 369 DVDs and VHS tapes. Although each student has an MLTI laptop, the library also contains 4 computers for student use and one computer that is used to access the online card catalog. The library is available and staffed for students and teachers Monday-Friday from 7:15 am until 3:00 pm. The library is also open for some evening hours, for events such as the scholastic book fair, and days prior to the Celebration of Learning.

Library/media services personnel conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21<sup>st</sup> Century Learning Expectations. Library staff analyze breadth and appropriateness of library materials by: periodically synchronizing the collection to Follett's Titlewave site; utilizing a TitleMAP analysis; surveying teachers; and analyzing daily material usage and check-out. The information gathered is utilized to purchase new resources and cull the existing collection.

The support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff. There are seven special education teachers, an Academic Evaluator/Special Education Team Leader, a half-time Academic Coach/half time Special Education Teacher, K-12 ELL Coordinator (stipend position), therapists providing speech, occupational, and physical therapy services K-12, a special education director, administrative assistant, secretary, and two psychological services providers. There are also thirteen educational technicians who work with students within mainstream classes and special education programs. High School Special Education teacher caseloads range from 13-22 students with IEPs and 504 plans. The school adheres to the federal and state laws regarding the identification, monitoring, and referral of students for special education services. Special Education teachers collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21<sup>st</sup> Century Learning Expectations. The Academic Coach attends weekly Response

to Intervention and student services meetings (along with the social worker), as well as other team meetings. Many students in special education receive consultation services from either their case manager, the Literacy Coach/Academic Interventionist, or the Academic Coach. Special education teachers hold regular meetings with educational technicians to ensure smooth delivery of accommodations and modifications. Special education teachers meet monthly for 1½ hours to review range of services and programming options. The Academic Evaluator/Team Leader also attends monthly district special education meetings and communicates relevant information to high school staff. She also meets with middle school staff to determine what services upcoming 9<sup>th</sup> grade students will require to be successful. She attends the IEP meetings of these students in the spring to ensure continuity of support.

Providing inclusive supports for all students is embedded in the philosophy at Poland Regional High School; our classes have been heterogeneously grouped since the school's inception. Support services staff provide additional inclusive learning opportunities for students as needed by: providing specially designed instruction by a special education co-teacher in Humanities and Senior English; providing educational technician support in classes as required by students' IEPs; enabling students to access additional supports through D-PATH, The Learning Center, the Learning Lab, or through Lunch Bunch, Peer Tutoring, and Credit Recovery. Support services personnel perform ongoing assessment using relevant data to improve services and ensure each student achieves the school's 21<sup>st</sup> Century Learning Expectations. Spring NWEA and PRHS data in reading and math is used to identify and place students into classes that support their learning needs, including: placing students out of Math 1 and into Math 2/3 or into a higher grade-level Humanities class and enrolling students in Strategies for Learning (a reading and math intervention class) or Reading Workshop (a special education reading class). At each progress report and semester end, grades are used to determine interventions for students in regular and special education. These interventions include Credit/Standard Recovery, Guided Academic Support, student contracts, Lunch Bunch, parent meetings, and/or assignment to the Learning Lab or The Learning Center. Data collected by special educators and classroom teachers, including Habits of Work grades, work samples, progress reports, and observations, are used to develop and update IEPs and 504 plans, determine accommodations for standardized testing such as SATs, and inform ongoing programming and interventions on an individualized basis. Teachers use formative assessments, such as Scholastic Reading Inventory and fluency

checks to inform instruction. In addition, each learning area utilizes a common assessment scoring and analysis protocol to examine student work samples and determine changes that will be implemented in their classrooms to ensure that each student achieves 21<sup>st</sup> Century Learning Expectations.

# Poland Regional High School Response To Intervention Pyramid

## Tier 3

**Intensive Program**  
DPATH  
Learning Lab  
Specialized Direct Instruction in Math and Reading

## Tier 2

### Targeted Supplemental Support

In-school Counseling (drug and alcohol, family referrals)  
Attendance Strategy  
Assignment to the Center  
Lunch Bunch  
Guided Ac Support  
Peer Tutors  
Teacher-Parent-Guidance Meeting

### Supplemental Courses

Summer School  
Credit Recovery  
Strategic Math  
ALEKS  
Strategic Reading

## Tier 1:

*Research based, high quality core instructional and behavioral practices designed for all students in the general curriculum.*

### Core Curriculum

Common Assessments  
Literacy Instruction- vocabulary, reading strategies, etc.  
Technology Access  
Curriculum Aligned with MLRs  
Library Access  
Acceleration Policies in Math and Humanities  
Advanced Placement  
Honors Challenge  
LRTC  
College Courses

### Core School Structures

Teams in 9/10  
Common Planning Time  
Learning Areas  
Academic Support  
School Wide Code of Conduct  
Classroom Behavioral Expectations Roundtable  
The Center  
NWEA/SRI(?)

### Core Home Supports

Infinite Campus  
Newsletters  
Attendance Clerk  
Teacher Websites  
School Web Page

### Core Supports for All Students

Group and Collaborative work  
Progress Reports  
Student Led Conferences  
Contact with Parents  
Before and After School Help  
Social Worker/Counselor  
Guidance  
In class modifications/  
accommodations