

**Regional School Unit No. 18
41 Heath Street
Oakland, ME 04963
(207) 465-7384, ext. 2656**

Fax

To: Diana Doiron **From:** Gary N. Smith

Fax: 877-227-9838 **Pages:** 42

Phone: 624-6823 **Date:** 10/17/14

Re: RSU 18 Proficiency-based Diploma **CC:**
Extension Application

Urgent **For Review** **Please Comment** **Please Reply** **Please Recycle**

● **Comments:**

Mr. Doiron:

Attached is RSU 18's extension application for proficiency-based diploma. Please call Superintendent Smith (465-7384) or Mr. Moody (465-7381) should you have any questions.

Thank you.

Monique Gilbert

RSU #18

Belgrade-China-Oakland-Rome-Sidney

Proficiency-Based Diploma Extension Application

Option 3

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RSU 18
Extension Application Evidence

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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 3

At the time of the extension application the SAU will:

- Provide evidence of the proficiency based system in place at the middle school or K-8 level as evidence of the SAU's preparedness to expand the proficiency-based system into the secondary level and its preparedness to award diplomas based on proficiency in the standards of the eight content areas and standards of the Guiding Principles after July 1, 2020.
- Provide a description of the overall plan to meet the goal of awarding of diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles. The description should include benchmarks for the 2014-2015 school year and each year for which the extension is requested.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the implementation of proficiency-based diplomas

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

Submittal Window

1. **Indicate the submitting date.**

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

Superintendents Region

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

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

3. **School Administrative Unit: Regional School Unit #18**
4. **High School(s): Messalonskee High School**
5. **Name and title of person completing the extension request: Jonathan Moody, Principal, Messalonskee High School**

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

Gary Smith
41 Heath Street
Oakland, Maine 04963
207-465-7384

Evidence of Preparedness

- 7. Describe the proficiency-based system in place at the middle school or K-8 level as evidence of the SAUs preparedness to expand the proficiency-based system into the secondary level and its preparedness to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s) .**

Criteria:

- **Clear description of the proficiency-based education work completed to date**
- **Clear connection between evidence and the work done**
- **Clear description of the impact the proficiency-based work is having on students, staff and community**
- **Clear alignment to extension option**

Foundation for Change: Proficiency Based Customized Learning (PBCL)

In the spring of 2010, the China and Messalonskee schools of RSU #18 participated in an extensive future search laying the foundation for the current district vision and the proficiency based system K-8 in RSU #18. The vision and development of a clearly defined district strategic plan spurred a culture of continuous improvement and continuous innovation that has lead to the implementation of a fully proficiency-based learning system at the elementary level. (Evidence 1; 7)

The RSU #18 Visioning work was formally adopted in October of 2010 and laid a strong foundation for the development of a truly proficiency-based system of learning in our district. The original visioning included the following key components of our Core Values & Beliefs:

- Clear and measurable standards should exist for all students and curriculum, instruction, assessment, and professional development should align with these educational standards.
- Student success in a standards-based system should be measured against clearly defined learning expectations from the curriculum.
- Personalization is a foundational principle of any proficiency based learning system.
- Student voice must be incorporated in all aspects of the learning process.
- Rather than grouping solely by grade level, students should also be grouped by proficiency level and interest.

In May of 2012, building upon the principles set forth in our vision and core values, the RSU #18 School District Strategic Plan was adopted. The prominent belief that emerged as the foundational principle of our work which has continued to guide the K-8 implementation process can be summed up as: "Customized learning is about the implementation of a school structure that makes it possible to simultaneously meet the individual and personal needs of learners every hour of every day. Every learner, every day, comes to school

and is met at his/her specific learning level, is challenged, is successful, and looks forward to returning to school tomorrow." (MCL Summit, 2014)

Timeline and Status of PBCL Implementation

The RSU #18 proficiency based learning model, what we have come to call Proficiency Based Customized Learning, has had a profound impact on learning K-12 and has resulted in the implementation of a proficiency based system K-8. The adoption of our proficiency-based learning system has not been a seamless process; the impact, naturally has affected different stakeholders in different ways. For educators, most facets of their work have been singularly focused on aspects of implementation. Learners have adopted the language of proficiency, are becoming advocates for their own learning, and since 2013, have been in a fully proficiency-based system. (Evidence 2; 3)

The feedback from the RSU #18 Community Stakeholders has been both positive and negative. The administration has worked diligently to create structures to ensure better communication, focused on increased parent involvement and buy-in. Implementation timelines have been adjusted and teaming and schedule structures have been changed in response to our community feedback. The RSU #18 administration and faculty have worked jointly to ensure a "user friendly" reporting system for our proficiency based learning system. Collectively, in the initial stages of implementation, all stakeholders agreed that the standards-based reporting system, was difficult to interpret; therefore, we returned to the "drawing board" and continue to work to create a transparent and clear reporting system for all learners. All constituencies: students, educators, parents and community are viewed as integral in the process of continued successful K-8 implementation and developing 9-12 PBCL implementation. (Evidence 5; 19)

Starting in the winter of 2009, RSU #18 administrators participated in presentations and workshops with the RISC (Re-inventing Schools Coalition). RSU #18 really started our PBCL Journey when we joined 5 other districts as original members of the RISC cohort (2010). As part of this work each of the RSU #18 administrators and many staff read the book *Delivering on the Promise* (Delorenzo, 2008) and began earnest discussions of how education could be re-imagined in RSU #18. Administration, teachers, and other educational support personnel participated in trainings through RISC; laying a strong foundation in three key areas: 1) the need for a common student centered vision of education, 2) the importance of transparency in learning underpinned by a clearly defined 21st century curriculum, and 3) the understanding that students and parents must be true partners in every facet of the learning process. (Evidence 8)

In the spring of 2010, RSU #18 staff and administrators joined educators from across the state in work that eventually lead to the development of the MCCL (Maine Cohort for Customized Learning) curriculum. The curriculum was built with proficiency in mind using the Marzano Taxonomy of Learning, creating more precise standards, explicitly designed with rigor, foundational knowledge, and assessment in mind. RSU #18 was a founding member of the MCCL and this curriculum (the areas of Math, Science, Social Studies, and ELA were first adopted in 2012) and the work associated with revisions since then, have allowed our elementary and middle level educators to fully implement a proficiency-based reporting system in grades K-8. (Evidence 9; 10, p. 6; 11)

As part of the district vision (2010) and strategic plan (2012) the RSU #18 administration implemented a K-12 professional development plan centered on developing educators to teach in a robust proficiency-based system. The district chose Marzano's Art and Science of Teaching as our instructional framework; district

Overall Implementation Plan

8. **Provide a description of the overall plan to meet the goal of awarding diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. The description should include benchmarks and metrics for the 2014-2015 school year and benchmarks for each year for which the 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:

- **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**

Implementation of our Vision

RSU #18's effort to develop a PBCL system deliberately focused on four key areas built out as part of our strategic plan: Curriculum, Instruction, Assessment and Reporting. These areas have focused implementation on a systematic approach to the learning process, one that is necessary for a district to truly move all learners to proficiency. Our approach with educators K-12 has been to focus on the interconnectedness of these areas and the importance of giving each attention to ensure the success of the learning system. At the secondary level, teachers began more slowly as they were completing work with course content through the pathway project, curriculum revision, and other school-based initiatives. Educators at the elementary and middle level took a PBCL focus with the introduction of the RISC trainings and, since then, have spent a significant amount of professional development time in each of the four areas of our learning system.

RSU #18 has taken a deliberate approach to implementation developing educator capacity between the district's schools. We are deeply grounded in the vision and believe the best way to ensure a positive and enduring change is to implement each tenet of proficiency with fidelity. One approach the district embraced was born from parent, student and community feedback; rather than focusing on one grade and developing implementation through their years of schooling, our district has chosen to simultaneously implement a common system in grades K-8. Although schools have had the anonymity to specify the "how" of implementation, the "why" and foundational understandings have been consistent. This approach allowed schools the flexibility to adjust structures and maximize staffing to create grouping and regrouping opportunities across grade-spans to better meet the challenges of the individual and personal needs of every learner, every day.

A key benchmark of implementation at the elementary level was the elimination of scoring students in a traditional (0-100 system). Efforts began in 2012-13 to move to proficiency-based scoring for learners in relation to their progress toward mastery of targets in the curriculum. In 2013-14 all students at the elementary and middle levels were scored against curricular benchmarks and not measured by their grade level. The Educate reporting system became the sole reporting mechanism for reporting learner progress in grades K-8. Parents and students, who in the previous year were introduced to this reporting system at the elementary level, were provided open access to the system K-12. In 2014-15, the middle and elementary

level are refining their proficiency based reporting protocol to allow parents and students greater transparency with regard to ongoing student progress through the curriculum. (Evidence 20; 24)

In RSU #18, a learner's proficiency report allows his or her teacher to customize the student's learning plan to meet their needs. Based on the RSU #18 vision of meeting learners where they are and moving them forward, students in grades K-8 are grouped and regrouped around learning level, interest, and choice. Although approaches to PBCL grouping vary somewhat between buildings and teams, there exists a common expectation that students be met and challenged at their own specific learning level. This belief guides decision-making processes K-8 including the RTI process, ILP development, and parent/ teacher conferences. (Evidence 3; 26; China Blog Post)

RSU #18 has addressed Maine's Guiding Principles through the establishment and teaching of a Habits of Mind and Reasoning Processes curriculum. Students in grades K-8 have learned a common language specific to their habits and are developing understandings of what it means to climb Marzano's taxonomy of learning with the reasoning processes. Extensive common training for teachers K-8, such as an intensive unit-design workshop and a two-day instructional framework training, have provided teachers with a strong foundation in these areas. Individual schools have further developed common understandings for their students, parents and staff by integrating the language in assemblies, meetings, conferences, and other school activities. (Evidence 21; 22; 35)

Implementation Benchmarks

The work at the elementary grades K-8 is continuing as the district is focusing on three top priorities for professional development:

1. Increase capacity and understanding of the Art and Science of Teaching instructional framework.
2. The integration of the Guiding Principles of the Maine Learning Results (our Reasoning Processes & Habits of Mind) into planning, instruction, and teaching.
3. The implementation of instructional rounds for teachers and administrators district-wide using the i-observation program. As part of our TPEG pilot the teacher and effectiveness committee has set benchmarks for the implementation of this software which is aligned and integral to providing staff with feedback (using the Art & Science of Teaching Framework) on their progress toward implementing our proficiency based system.

To support the areas above the district is placing an emphasis on providing further clarity in reporting home learner progress toward proficiency. Our district is working to refine the reporting system to better support our learners and their families. Understanding where a learner is in their learning will allow families to support the school in helping meet students where they are and move them forward. To facilitate this work and to support consistency across our schools, we have formed a cross-district committee to focus on our reporting system. (Evidence 9; 20; Educate Committee)

Starting last year, educators across all the grades examined data from middle level students in an attempt to inform the establishment of graduation expectations consistent with Maine's proficiency based graduation law. As part of this work, vertical curriculum committees have been established K-12 and will be working, this year, to clarify understandings around the curriculum, develop assessment exemplars for learning targets, and provide feedback on how the curriculum should be further built out or revised.

At the High School level, the focus has been on building an understanding of the foundational underpinnings of a proficiency-based system and the establishment of structures to support its implementation. Since 2011, extensive work has been done in building an understanding of what proficiency is, the importance of student voice, knowledge of formative feedback and assessment, the importance of differentiation, and goals specific to Marzano's *Art and Science of Teaching*. (Evidence 29; 30; 31)

In 2012-13, Messalonskee High School abandoned a traditional department head approach in favor of a leadership team built around the district's vision of shared leadership. The team's new structure was built with our PBCL transition in mind as it became based on cross-content area cluster groups that represented all constituencies in the school. In the spring of 2012, the MHS Leadership team created a five-year PBCL implementation plan. This plan had support from all constituencies including our faculty, students, parents, superintendent, and the school board. The plan was focused on building faculty, student and community understanding of the system to support its eventual implementation. The goal was to create a strong foundation for our proficiency based system to be implemented with fidelity to our district vision and guiding principles. (Evidence 6, 20)

Key Tasks and Timeline:

We will meet all students where they are in their learning and move them forward.

- Develop and implement seminars for students in grades 9-12. (2014-15)
- Refine the 2015-16 scheduling process to allow for varied learning experiences (seminars and courses) to be scheduled at the same time and available to all students.(2014-2015)
- Develop and implement seminars that are designed to create pathways for students to take in place of courses to meet graduation requirements (2015-16)
- Develop and implement structures to support varied learning experiences to allow students to be met where they are and moved forward (2015-20)

We will implement a proficiency-based system with fidelity, in a balanced way, that will reflect our district vision, while respecting the feedback from our learners, parents and community (addressing key policies/practices/documents).

- Contract with the Great Schools Partnership (GSP) to work with faculty and administration on refining our implementation plan.(2014-15)
- Implement an expectation that a process for re-takes will exist for all learning experiences at MHS. (2014-2015)
- Develop a new graduation policy that facilitates our gradual shift toward PBCL for MHS students. (2014-15)
- Develop a committee to review and revise the schedule structure at MHS to support PBCL (to be facilitated by GSP, 2014-15).
- Redefine and revise courses, course offerings, and content area targets to be consistent with our K-12 curriculum and PBCL implementation. (2014-20)
- Revise the course of study to reflect our shift to proficiency based education (2014-20)
- Contract with the Great Schools Partnership (GSP) to continue to with faculty and administration to move forward and expand implementation.(2015-16)

- Review and revise content area expectations around re-takes and establish cross-content expectations. (2015-2016)
- Revise the new graduation policy that facilitates our gradual shift toward PBCL for MHS students. (2015-16)
- Implement changes to the school schedule (2015-16).

We will report learner progress in the standards for graduation while continuing to provide a clear and accurate transcript that meets the needs of students with varied post-secondary aspirations.

- Implement a dual-reporting system where staff continue to report scores in Powerschool (0-100) as well as updating students' progress toward meeting curricular targets in Educate for all students in all courses for which targets are built out. (2014-15)
- Report student progress toward standards for students in the classes of 2018 (2014-15)
- Provide parents and students in the class of 2018 with expectations around proficiency in the areas of Math, Science, English and Social Studies. (2014-15)
- Examine levels of proficiency of students in the class of 2019 in Math, Science, English, and Social Studies and develop minimum graduation requirements based on proficiency in those content areas. (2015)
- Provide students in the class of 2018 with a proficiency based transcript in addition to their traditional transcript (2018)

We will develop common understandings 9-12 inside and outside of content areas around the Art and Science of Teaching framework of instruction.

- Implement teacher instructional rounds (1 time per month per teacher) and ongoing reflective conversations regarding the process as part of our focus on instruction. (2014-15)
- Establish PLC groups to focus on instruction and deepening the understanding of Marzano's Art & Science of Teaching (2014-15)
- Pilot the i-observation software to provide feedback and inform instruction (2014-15)
- Work with the leadership team to expand teacher instructional rounds (2015-16)
- Utilize i-observation to provide feedback to every teacher in the building (2015-16)

We will develop consistency of implementation of the curriculum between the middle and high school levels.

- Bring MMS & MHS content area groups together on a regular basis to discuss key curriculum & instruction issues for their respective areas. (2014-15)
- Establish regular MMS & MHS administrative meetings to work toward consistency and develop content area work. (2014-15)
- Develop and implement an expanded collaboration plan between the Middle and High School staff and administration (2015-16)

We will refine expand our curriculum into areas that are not yet built out (AP & advanced courses, Electives, other courses).

- Work in K-12 vertical curriculum committees to provide feedback and refine the current curriculum in each of the 8 areas under the law. (2014-15)

- Begin building out curriculum for courses that does not currently exist (Calculus, AP courses, electives, etc) and if possible, doing this in collaboration with the existing Maine Cohort for Customized Learning curriculum revision process.(2014-15)
- Pilot, refine and revise the newer curriculum areas (Foreign Language, Health & PE, VPA) (2014-15)
- Build out a curriculum in career and education development to be piloted for the 2015-16 school year (2014-15)
- Develop a plan for implementation for draft curriculum areas of Foreign Language, Health & PE, and VPA to address moving students to proficiency, based on the 2014-15 pilot and revision year, by July 2020. (2015-16)
- Pilot, refine and revise the curriculum in career and education development (2016-17)

We will develop a plan and provide evidence of proficiency in the MLR Guiding Principles?

- Leverage GSP to develop an implementation plan to address how we will report and measure the Guiding Principles. (2015)
- Begin piloting the measurement of the guiding principles and habits of mind (2015-16)
- Begin reporting out on the guiding principles and habits of mind (2016-17)

(Evidence 6; 12)

The above objectives move RSU #18 toward a true PBCL system and we are fully committed to this. We fully expect that to meet the timelines mentioned above and will work tirelessly to make this happen. As this work is accomplished it is probable that we will move faster in some areas, but it is also probable that certain areas will take more time as well.

System of Supports for Student Learning

- 9. Describe the system of supports you have in place for middle school students when proficiency is not demonstrated. Describe your plan for growing the system of supports into the high school. 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**

Elementary Schools

In Grades K-5 a robust RTI structure exists to address student needs in a variety of ways that vary by building and teams of teachers. Some areas of strength have been our schools' focus on data through the consistent implementation of district-wide assessments including the DRA and NWEA. Additionally, schools, teams,

and individual teachers have developed individual learning plans using data from Educate. Plans are generally built from examining student progress in the curricular learning targets consistent with the district goal of meeting students where they are in the learning continuum and moving them forward.

Middle Level

The establishment of a guaranteed and viable K-12 curriculum is essential in our intervention structure district wide and has allowed staff from all areas to utilize data to address student needs. At the middle level specifically teachers have utilized the Educate software program to determine groupings or assess the effectiveness of tiered interventions. The program allows teachers to better monitor student progress toward proficiency as it provides transparency between teachers and content areas and allows for more timely interventions to be applied. Additionally this transparency allows teachers to better plan instruction as a student's progress toward meeting all targets in the curriculum is updated in real time (something that not only all of a child's educators see, but also the student and his or her family). (Evidence 10, p.1-3; 17; 22)

Our middle schools have incorporated the use of NWEA data to support and supplement student evidence in Educate. The schools have a strong foundation in data analysis that was built from our district literacy initiative and remains today. Teachers at the middle level use Educate to monitor student progress. Both middle schools utilize a time dedicated to working on learning targets where all students can access their teachers specifically to work on progress toward meeting the standards they are working on, get additional help and support, or receive enrichment. In addition to their established intervention systems, both middle schools have incorporated collaborative leadership structures that have allowed them to modify their approach to school supports through the RTI process to best meet students in the proficiency based system.

The middle schools have worked to adjust policies to support the RTI process and PBCL implementation. Their eligibility process now focuses on student growth rather than specific grade benchmarks. When a student falls behind teacher pace they are placed on probation per the eligibility policy and required to develop an individualized learning plan with the teacher and principal to avoid becoming ineligible. This approach focuses on student need and instruction prior to removal from an extracurricular activity. Rather than removing a student from an activity and addressing the needs after the fact, the schools now introduce interventions first. (Evidence 32)

RSU #18 schools proficiency based philosophy of interventions focuses on individual student needs. As a result of the approach, as much effort has been put into challenging and advancing students who exceed the standard as those who are struggling to meet proficiency. At both middle schools staff have worked to focus instruction based on student need instead of a prescribed grade level curriculum. Generally, student's needs are able to be met in their buildings, but over the past year students are more and more being encouraged to enroll in High School courses. As students continue to progress at their own pace, opportunities for earlier advancement into High School level learning pathways will become a reality for more and more learners.

Proficiency-Based Diploma Transition Funds

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

- **Policy: 0%**
- **Practice: 80%**
- **Community Engagement: 20%**
- **One-year Carry Over: 0%**

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**

Impact of Proficiency-Based Transition Funds

RSU #18 has, over the past five years, implemented a K-8 Proficiency Based Customized Learning system. Our focus for this funding will be on expanding this work to the high school level. This will be done through additional policy work, community engagement and practice and professional development. We expect the spending of funds will be roughly split between the areas of policy and community engagement, with the "lions share" of funding continuing to be focused on practice. To meet the goals our transition funds will again be spent on a contract with the Great-Schools-Partnership to support us on the yearly benchmarks of our PBCL implementation plan at the High School. These funds will also be utilized to support additional professional development and community engagement as we work through our implementation plan.

Anticipated Budget Area Spending

- **Policy: 20%**
- **Practice: 60%**
- **Community Engagement: 20%**

Option 3 Authorization Page

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

- evidence of progress toward the identified annual benchmarks;
- goals and benchmarks for continued progress over the next school year toward the awarding of diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles; and
- a budget for use of additional proficiency-based diploma transition funds.

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

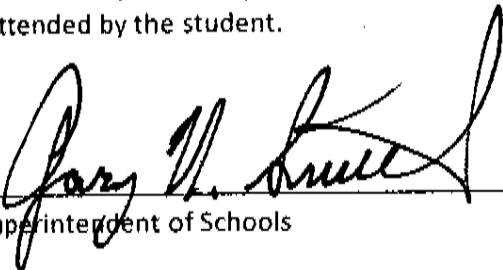
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

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

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

C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.



 Superintendent of Schools

10/8/14

 Date



 Chair of School Board

10/8/2014

 Date

RSU 18 Strategic Design Plan

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RSU 18 Strategic Direction

2009 ... 2012 2013 2014 2015 2016

Phase 1

**Establish
Strategic
Direction**

- **Consolidation**
- **Future Search**
- **RISC Cohort Group**
- **Customized Learning**
- **Board Retreats**
- **Staff Professional Development**
- **Fall '11 Planning Event**
- **Communications**
- **Plus More ...**

Phase 2

**Strategic Implementation
& Organizational
Alignment**



- **Developing & Managing Resources**
- **Quality Personnel**
- **Customized learning Environment**
- **Productive Partnerships**
- **Continuous Improvement Culture**

Phase 3

**Continuous
Improvement &
Refinement**

- **Plan Do Check Adjust**
- **Next Five Years**

**From the Principal's Pen
December 2013**

Submitted by: Jennifer McGee, Principal of the Atwood Primary School

I have been involved in a lot of conversations about “proficiency” lately! At RSU #18, we are now implementing a “proficiency based” system of learning. So...what does that mean? It's pretty simple really.

All of our students enter school with some established learning targets. Like on a dart board..these are the bullseye's for what we want them to learn while they are in the care of RSU #18 classrooms. Here's an example:

One of my little first graders just entered my office with a card that said, “I can count by 5's. I can count by 10's.” I told him to “put his money where his mouth was” (I didn't really say that...) and asked him to count for me. Sure enough! He could do both. He met proficiency! Proficiency is defined as “demonstrating skill, accomplishment, mastery or expertise.” So that is what we are after. We have a curriculum, a list of what our children need to learn, and we give them the instruction, the tools, and the experiences to assist them in learning that curriculum...and meeting proficiency!

Here's the thing about proficiency though....the “ya, but...” about proficiency. Learning requires ongoing practice. Let me give you an example. I used to be able to play “Proud Mary” on the piano. It was my parent's party trick. They would have their friends gather around the piano while I played and sang “Proud Mary” at the top of my lungs. I was proficient (off key, but proficient). If you offered me a million dollars right now, I could NOT play that song. Proficiency requires ongoing practice in order to remain proficient. I am certain you can think of examples of things you once knew...how to speak a foreign language, how to find the area of a rectangle, the state capitals, how to solve for “x”...but although once proficient, without practice, we lose that mastery. I have ridden with a lot of friends that drive around and around the block to avoid parallel parking, although they were ONCE proficient.

So, as our children enter our classrooms, they will be introduced to new learning, they will be required to meet proficiency, and as they prove proficiency, they will continue to move along the learning continuum. Will there be times when they once were proficient, but are no longer proficient in a learning target? Most likely. We often see that happen after summer break...the “summer slip” takes place. However, with review and renewed opportunities to practice, the mastery returns.

You know that saying, “If you don't use it, you lose it.” Ummmm, that has certainly proven to be true in my world. I have three children who are still in college. They will call me with a question about a course they are taking. Usually I don't know the answer. Their most common response to me is: “How is it that you run a school?” I then reel off my “proficiency speech” that you have just been given, and they just hang up with disgust and obvious disapproval. But, it's true. Proficiency in learning requires ongoing practice!

My children would be coming home and telling you about their learning goals. Their learning

fun ways to practice your children's new skills in the form of fun games and activities. Help them draw numbers and letters in the bathtub with soap and shaving cream. Play car games by finding words along the road that begin with letters that you shout out. Have them help you write the grocery list by sounding out the words. Toss some change on the table and work with them to learn to count money. Have them label your furniture and rooms in the house with little signs. Read at night. Read at night. Read at night.

Practicing learning right now is the fun stuff. That's why I love my job! Pretty soon you are going to be wracking your brains at the kitchen table to try to remember high school algebra and the pythagorean theorem. Right now, you can support your child by singing the alphabet, reading, writing with sidewalk chalk and skip counting. Enjoy this time! It's fun and easy and just requires your time, patience and creativity!

So, my Atwood friends, that is my little explanation of a proficiency-based learning system. There will be more to come, but for now, that is enough. A quick review: we introduce new learning to your children from our RSU #18 curriculum, we give the children instruction, practice and a chance to apply their learning, and then your children show us they have learned what has been taught = proficiency. Once a child is proficient, we move on to the next learning challenge. In a nutshell, that's the deal!

We want to make sure all of our Atwood parents are able to understand how to access our system of reporting out on your child's learning through Educate/Empower. Several weeks ago, we sent you a letter telling you how to get into Educate online. Once you explore Educate, you will see there are several online tutorials teaching you how to use this reporting system. We also have added the additional support of Empower, a parent-friendly, "Facebook-like" facet to Educate to help you stay in contact with teachers while following your child's learning progress. You may not feel "proficient"...so we want to give you the support you need to use this program. Below, you will find a small survey to fill out to let us know what you need. Please snip it out and return it with your child, so we are able to plan next steps in supporting YOUR learning!

Educationally Yours,

Jenny McGee, Principal

Please return by: December 2, 2013

Name of Parent: _____ Name of Child: _____

Child's Teacher: _____

Please check one:

I would love to attend a **large group or team level**(circle one) presentation on Educate/Empower in the evening.

Core Values

RSU 18 ensures that every learner is known well.

RSU 18 ensures that every learner is successful.

RSU 18 customizes instruction to meet the unique needs of each learner.

RSU 18 recognizes that learning is collaborative within a learner-centered environment.

RSU 18 engages in partnerships to provide multiple pathways and real world learning opportunities.

RSU 18 ensures the development of students' technological competencies to meet the demands of today's changing world.

RSU 18 commits to a culture of trust and respect, integrity, excellence, courage, cooperation, innovation, risk-taking and wellness.

RSU 18 engages in consistent, effective communication with all stakeholders.

RSU 18 commits to a culture of continuous improvement.

Guiding Principles of Learning

Our "assumptions about learners & learning" are grounded in research and guide our work with all learners. Learners are individuals, children or adults, pursuing new knowledge.

Learners:

- learn in different ways and in different time frames.
- learn best in an environment that is welcoming, orderly, accepting, and safe.
- can learn, like to learn, and want to be successful in their learning.
- have unique interests that heighten motivation for learning.

Learning:

- and curiosity are basic human drives.
- styles differ, and learners demonstrate their intelligence in many different ways.
- is enhanced when connected to real world contexts and challenges.
- is enhanced when learners are encouraged to take risks, understanding that mistakes are inherent in the learning process.
- rates vary and prior knowledge is significant to learning new knowledge.
- is enhanced with frequent feedback specific to a learning goal.

Evidence Based Progress Report

Progress Report for ██████████ (Period 3/17/2014 to 6/11/2014)

Area	Topic	Learning Target	Current Progress	Teacher
ELA	Reading: Informational: Text Structures and Text Features	Understands charts, diagrams, time lines, animations or interactive elements, contributes to understanding the text.	3.0	Megan Wedge
ELA	Research: Analyzing Information	Knows the accuracy and relevance of information is enhanced by using multiple sources.	3.0	Nancy Mitchell
ELA	Research: Analyzing Information	Understands bias, currency, and author's qualifications are used to assess the credibility and relevance of a source.	3.0	Megan Wedge
ELA	Writing: Writing Process: Revising & Editing	Understands clarity of ideas and organization can be revised to improve writing.	3.0	Nancy Mitchell
ELA	Writing: Writing Process: Revising & Editing	Understands sentence fluency can be revised to enhance writing.	3.0	Nancy Mitchell
ELA	Writing: Writing Process: Revising & Editing	Understands that language conventions clarify writing.	3.0	Nancy Mitchell
ELA	Writing: Research: Accessing Information	Understands quoting and paraphrasing the data and conclusions of others is possible without plagiarizing.	3.0	Nancy Mitchell
ELA	Writing: Research: Accessing Information	Understands simple research includes gathering information from print and digital sources; taking brief notes on sources and sorting evidence into identified categories.	4.0	Ryan Reed
ELA	Writing: Research: Accessing Information	Understands when quoting or paraphrasing information from another source one must follow a standard format to cite the sources.	3.0	Ryan Reed
ELA	Writing: Types and Purpose: Informative/Explanatory	Is skilled at using quotations and domain specific vocabulary to enhance a piece of writing.	3.0	Nancy Mitchell
ELA	Writing: Types and Purpose: Informative/Explanatory	Is skilled at using transitions to help clarify relationships among ideas and concepts.	2.0	Nancy Mitchell
ELA	Writing: Types and Purpose: Opinion/Argument	Is skilled at providing claims with relevant evidence to help structure an argument.	3.0	Nancy Mitchell

Current Progress Key:	Score 1.0 - Knowledge At the Foundational Level With Help	Score 2.0 - Demonstrates Knowledge At the Foundational Level
	Score 3.0 - Demonstrates Knowledge At the Targeted Proficiency Level	Score 4.0 - Demonstrates Knowledge Beyond the Targeted Proficiency Level

Updated: 5-19-2014

2015 Grad. Transcript

2016 Grad. Transcript

2017 Grad. Transcript

2018 Grad. Transcript

2019 Grad. Transcript

2020 Grad. Transcript

2021 Grad. Transcript

2022 Grad. Transcript

Class 2018
8th Grade

0-100 PS grading for whole school
 * All enter learning Targets in Educate
 * Seminars for all students, (educate only, PF elective)
 * Anytime cert. of LTs
 * 2018 Graduation Requirements: ELA, Math, Sci, SS (SB Transcript)

Class 2019
7th Grade

* Powerschool for all classes.
 * Learning Targets updated bi-weekly for all students.
 * Implementation of newly built-out curriculum.

Class 2020
8th Grade

Training/Work
 - Educate Training
 - RP & Framework Training
 - Curric. Conv. 6-12
 - Staff Walkthroughs
TO DO
 - Set 2019 Grad. Requirements
 - Develop Habit of Mind Reporting
 - Expand Seminars
 - Laptop or iPad?
 - Schedule Change?

Class 2021
8th Grade

Class 2022
8th Grade

0-100 PS grading for 2016-18
 * SB Transcript 2018 & 2019
 * Determination of transition to a 1-4 system for class of 2019 and beyond (readiness) by 12/2014
 * SB & Course-Based Transcript Implementation
 * Seminars for all Stu. in Educate
 * HCM Reporting on Transcript
 * Technology Training & Rollout
 * Cont. K-12 Curr Conversations
 * SB Scoring & Reporting Review
TO DO
 - Determine Proficiency Based reporting system
 - Determine Trainings based on priorities
 - Technology Training & Rollout

2018 Grad. Transcript (Traditional & SB Transcript (ELA, Math, Science, SS))

2019 Grad. Transcript (Traditional & new course based Transcript (ELA, Math, Science, SS))

Notes: - Bi-weekly entry in Educate
 - Dual reporting System
 - Entry (can be done any time, p1)
 Key Focus Areas: 1) Scheduling
 2) Reporting Transition (2018)
 3) 2015-16 & Seminar Shift (40-50%)
 4) Technology: When do we shift to
 Classroom Rounds 1x/month

Reporting: Expand into all content areas by 2020 for SB Transcript, expand new course-based transcript to best share student progress in a 1-4 system that honors our vision and includes 40-60% seminar based learning. Involve all stakeholders in reporting conversation and be proactive with communication.
Curriculum: Continue with yearly review of curriculum that include broad conversations K-12. Continue K-12 conversations about certification and what it means to be proficient in a learning target. Continue to expand the curriculum to include upper levels beyond what we currently do (think outside our current course structure and recognize learning that goes beyond...)
Communication: Must be a priority throughout the work, especially the shift to a 1-4 reporting system. Continue and develop new structures that support open communication with all stakeholders. Communication within our organization is a top priority.
Technology: Implementation must complement and improve our SB implementation. Should be innovation focused to impact instruction.

2020 Grad. Transcript

2021 Grad. Transcript

2022 Grad. Transcript

Note: Adjustments will be made as we move forward in the spirit of the RSU18 district philosophy of Continuous Innovation

Proposed: MHS Implementation Transition w / To-Do's

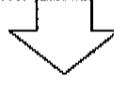
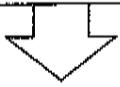
(1) August, 2011 RSU 18 Classroom Design & Delivery Training: AGENDA

	Monday, August 22	Tuesday, August 23	Wednesday, August 24	Thursday, August 25
7:30 – 8:00 am	Continental Breakfast	Continental Breakfast	Continental Breakfast	Continental Breakfast
8:30 – 10:00 am	Logistics: Introductions, SOP's, Expectations. Overview of RISC Model	Review Day 1 & Day 2 Expectations Create Procedural Transparency in a Learner Centered Classroom	Review Day 2 & Day 3 Expectations Develop Transparency so Students can Navigate Their Own Learning	Review Day 3 & Day 4 Expectations Create a Plan to Achieve Learning Outcomes (Know/Do)
10:00 – 10:15am	BREAK	BREAK	BREAK	BREAK
10:15– 11:30pm	Model Moral Purpose to Inspire Change <ul style="list-style-type: none"> What does it mean to be a Beacon Teacher? How do we provide collegial support? Am I a problem solver? 	Create Procedural Transparency in a Learner Centered Classroom <ul style="list-style-type: none"> SOP's Rules Flow Charts Tool's Goal Setting & Action Planning	Develop Transparency so Students can Navigate Their Own Learning <ul style="list-style-type: none"> Identify Standards Unpacking Standards Goal Setting & Action Planning	Create a Plan to Achieve Learning Outcomes (Know/Do) <ul style="list-style-type: none"> What is the cool thing or theme to guide instruction? Delivery Application Assessment
11:30– 12:15pm	LUNCH	LUNCH	LUNCH	
12:15 – 2:45 pm	Create a Learner Centered Culture <ul style="list-style-type: none"> Create Shared Vision Create C of C Create a system to monitor	12:15– 12:25 Coordination Time 12:35- 1:35 Culture Classrooms 1:45 – 2:45 Culture Classrooms	12:15– 12:25 Coordination Time 12:35- 1:35 SB5 Classrooms 1:45 – 2:45 SB5 Classrooms	Create a Plan to Achieve Learning Outcomes (Know/Do) <ul style="list-style-type: none"> What is the cool thing or theme to guide instruction? Delivery Application Assessment
2:45 – 3:00 pm	BREAK	BREAK	BREAK	
3:00 – 3:45 pm	Create Procedural Transparency in a Learner Centered Classroom <ul style="list-style-type: none"> SOP's Rules Flow Charts Tool's 	Culture & Procedure <ul style="list-style-type: none"> Horizontal Groupings Process Time 	Standards Based Systems <ul style="list-style-type: none"> Horizontal Groupings Process Time 	Student Panel & Share Out
3:45 – 4:00 pm	Large Group Debrief & Parking Lot	Large Group Debrief & Parking Lot	Large Group Debrief & Parking Lot	Large Group Debrief & Evaluation
4:00 – 5:00 pm	Facilitator Debrief & Check Adjust	Facilitator Debrief & Check Adjust	Facilitator Debrief & Check Adjust	Facilitator Debrief & Check Adjust

CONTENT AREA



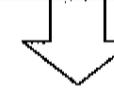
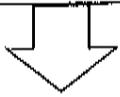
CONTENT STANDARDS or STRAND



**MEASUREMENT
TOPIC**

**MEASUREMENT
TOPIC**

**MEASUREMENT
TOPIC**



- 4** *Learning Targets*
- 3** *Learning Targets*
- 2** *Learning Targets*

- 4** *Learning Targets*
- 3** *Learning Targets*
- 2** *Learning Targets*

- 4** *Learning Targets*
- 3** *Learning Targets*
- 2** *Learning Targets*

Scope Levels, NOT Grade Levels

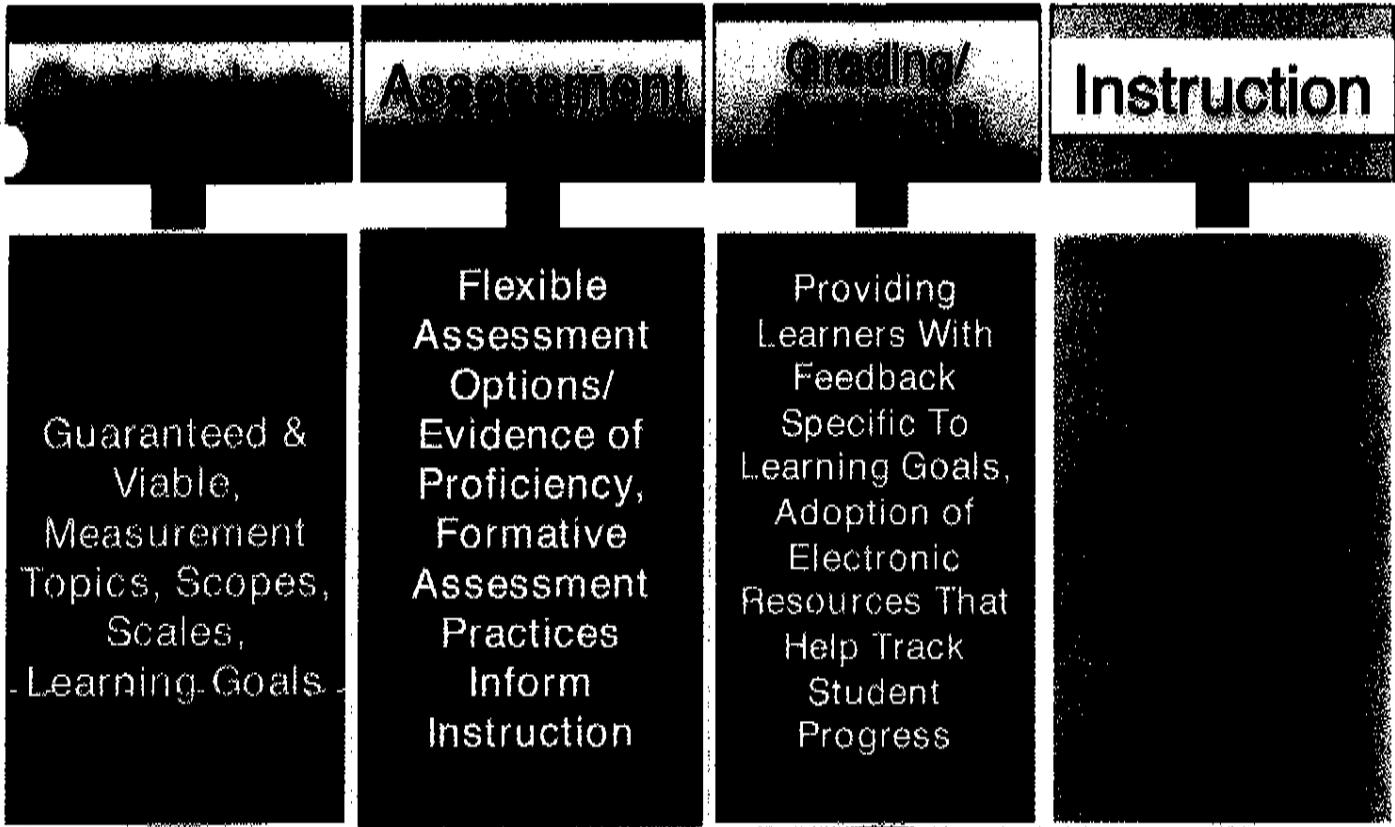
Measurement (Topic)
Geometry: Measurement

	LEVEL 01	LEVEL 02	LEVEL 03	LEVEL 04
4.0				
3.0 No major errors or gaps in the TARGETED, COMPLEX KNOWLEDGE	Is skilled at finding the perimeter of a polygon <div style="background-color: black; color: white; padding: 5px; display: inline-block;">Targeted Proficiency Level</div>	Is skilled at finding area by counting unit squares Is skilled at finding area of a polygon with all right angles by decomposing them into non-overlapping rectangles	Is skilled at using perimeter and area formula for rectangles in real world and mathematical problems.	Is skilled at measuring angles using a protractor Is skilled at sketching angles Is skilled at finding a missing angle measure
2.0 No major errors or gaps in the SIMPLER, FOUNDATIONAL KNOWLEDGE	Knows the terms length, width, unit square, square units, area. Knows perimeter is an attribute of plane figures	Knows area can be measured by counting unit squares using concrete models called tiling. Knows polygons with right angles can be decomposed into non-overlapping rectangles	Knows the formulas for perimeter and area of rectangles	Knows the terms for parts of an angle: rays, endpoint, degree, vertex, angle, protractor

Foundational Knowledge

Proficiency Levels

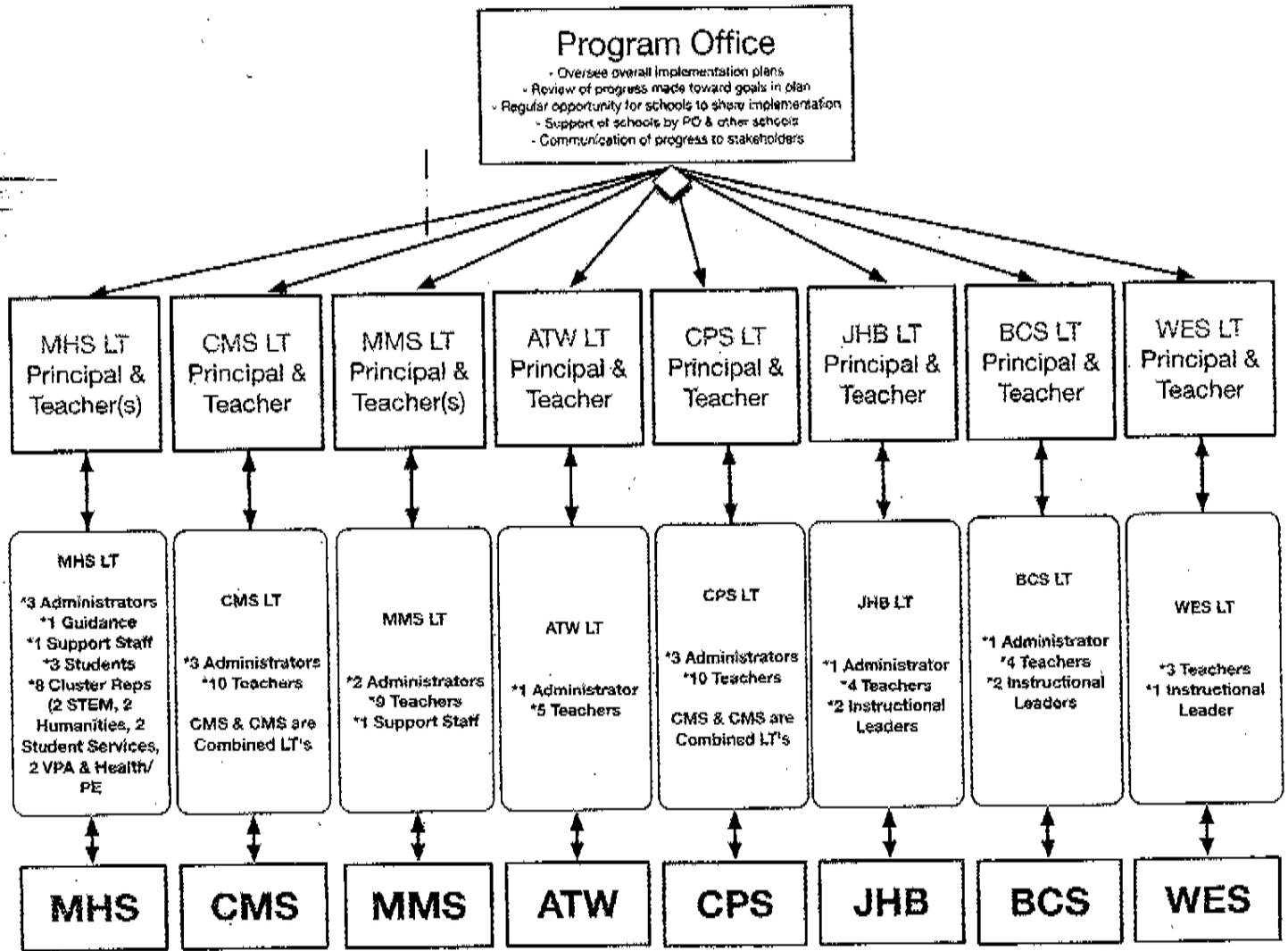
Content Area: Science Measurement Topic: Earth and Space: Atmosphere and Weather Scope Level: 02 Learning Target: SCI.02.ESA.01.02			
Proficiency Level	Proficiency Level Description	Taxonomy Level	Assessment Items
4.0	In addition to the 3.0 knowledge, infers or applies beyond what was taught		
3.0	Understands the role the sun plays in evaporation.	Comprehension	Describe how or why a sunny or a cloudy day will influence temperature or evaporation. Describe the relationship between weather conditions of a sunny and cloudy day (brightness of sky, moisture, temperature)
2.0	Knows the term evaporation.	Retrieval	State which picture shows an example of evaporation.
1.0	With help.....has the 2.0 content.		



The Structure or System of Learning
Strategic Planning, Leadership, Phase I Teacher Projects, etc.

2011 Pilot Projects

Project Description	Teacher Names
CPS Math Customized Learning Project	Alyssa Michaud & Allie Ready
MMS 8th Grade Customized Learning Project	Marshalyn Baker, Mary Glennon, Sue Bradshaw
MMS 8th Grade Math Customized Learning Project	Marshalyn Baker, Hope Herrick, Steve Rice, & Christine Poulin
MMS 8th Grade Customized Learning Project	Molly Duren & Christine Poulin
MMS 8th Grade Science Curriculum	Molly Duren, Steve Rice, & Scott Davis
MMS 8th Grade ELA Curriculum	Linda Haskell, Bobbi Farrell, Jaime Darien, Mary Glennon, Kim Fish
BCS 4th Grade Curriculum	Pam Prescott, Bethany Richards, & Jenna Zemrak
ATW K-1 Customized Learning Project	Nanette Kroemer & Margie Davis
MHS ELA Curriculum	Dave Boardman
MHS Alt. Ed. Program Redesign	B.J. Kemper, Pia Whitehouse, Andrew Haynie, Robin Allen, Hazel Leary, Nate Stubbert, Galen Mayhew, Ninette Fenlason, Keith Derosby
WES Math Curriculum	Shelly Moody, Janet Tremby, Valerie Glueck, Brandi Fomey, Carrie Merrow, Melinda Thibeault, Julia Hanauer-Milne
JHB Kindergarten Customized Learning Project	Jen Brown & Julie Sanborn
ATW K-1 Customized Learning Project	Pam Corson & Tammy Pullen
JHB Grades 1-2 Customized Learning Project	Jamie Routhier & Jen Deering
CPS 1st Grade Customized Learning Project	Jessica Laliberte & Leslie Hodgkins
Curriculum Implementation Pilot	Cathy Sears (Math)
Curriculum Implementation Pilot	Heather Wilson (Reading)
Curriculum Implementation Pilot	Erica St. Peter, Kirby Reardon, Elizabeth Firnkes (Social Studies & Science)
Curriculum Implementation Pilot	Kristin Sims (6th Grade Science)



China Middle School

Regional School Unit No. 18 - www.rsu18.org

Belgrade - China - Oakland - Rome - Sidney

Gary N. Smith
Superintendent

~ Engaging Learners ~

Carl Gartley
Principal

~ Strengthening Communities ~

Linda Laughlin
Assistant Superintendent

~ Creating Global Leaders ~

Lois Bowden
Assistant Principal / Guidance

To: Parents of China Middle School students
From: Carl Gartley, CMS Principal
2/7/14

With February vacation upon us, and hopefully spring coming soon, I am amazed at how fast this year has gone. Students have done great work this year, we are very proud of them. Throughout this year there have been significant changes in our educational model. I am looking for your feedback.

Because not all students in the same grade are at the same point in their learning, all classes are now mixed grade levels, with groupings changing periodically. In doing this we can better utilize our available staff to meet the needs of our kids, and what they are ready to learn. Also, kids now have teachers for at least two years. Building strong relationships with students is another advantage of this change.

Every student has a new laptop, and staff members are using technology in different ways than they have in the past. Many staff members have websites where they post work for kids to do / practice. For example, every student in the school has an online account to IXL, which is a site to practice math skills. In addition, teachers are using sites such as Kahn Academy to help deliver lessons when students are able to progress at a faster pace, or they just need another form of lesson delivery. However, one thing that has not changed is the best instruction for students is working directly with a quality teacher. We are working hard to keep this balance. Thoughts on how this is going?

We have a new curriculum in all subject areas. I have seen new curriculums before, but I have never seen one used to the extent our curriculum is now. Our goal is to ensure that all students progress through learning goals that are needed for further education. In our school, teachers are using the data we have, and working with our curriculum to determine what each student needs in their education. Finally, complex reasoning skills have been added as an actual part of our curriculum. These skills are being taught in the classrooms, and are hopefully increasing the ability of students to problem solve and do higher level thinking. These are skills the business community urges schools to spend more time on. As we move forward in our implementation, these skills will be reported out just like other courses.

We are no longer using letter grades. The reason behind this is to give parents and kids more specific feedback on what students are learning. In our new reporting program, instead of just giving students a math grade you will see the progress on the specific learning goals that your child is working on. For example, in math, if your child is working on two topics (adding fractions and on finding area of triangles) you will get feedback on the progress being made on those two learning targets. One reason for this is to give more specific feedback. Another reason for this change is an attempt to reduce the holes we create in student's education. In our traditional grading system, if a

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Assistant Superintendent

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Lois Bowden
Assistant Principal / Guidance

student was great at adding the fractions, but struggled at the area of triangles, the grade may still average to a B or C. This average may seem ok, but the fact is we would be moving a student on who did not know a topic that we feel is important. As a school, we would have created a hole in their learning just because that student was good at another part of that course. As a former high school teacher, I can assure you these holes in learning are a big obstacle for students. I understand this has been a big change, so please consider letting me know your thoughts. I think the change is in the right direction, but if as parents you feel we are not giving you what you need, do you have suggestions that we could use to help.

The reporting program we are using is called Educate; the parent portal part of the program is called Empower. You have access to Empower 24/7. Your children also have access to this program, and can log on to see their progress on learning targets. We have offered trainings on this program, and will do more if needed. But of course your children can help you with this program as well.

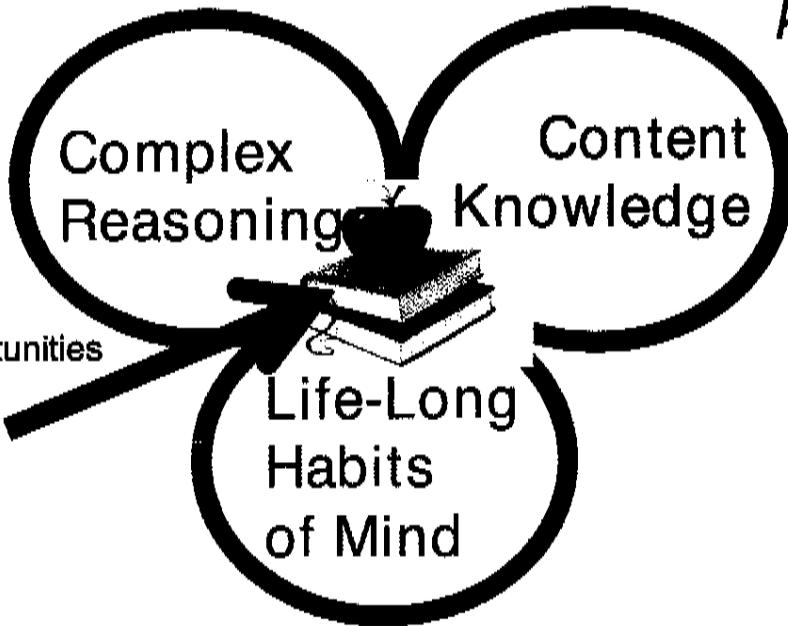
One of the most popular questions we get is how will different high schools accept what we are doing. We have regular communication with all high schools that China students attend. The common message we hear is that high schools want students with a solid educational background. What we are doing fits well with all high schools. We would never do anything to put one of our students at a disadvantage.

As we continue our implementation of proficiency based educational system, your feedback is crucial. Please stop in to see me or send me an email with your comments on any of these topics or any other part of our educational model. cgartley@rsu18.org

**** FYI- Parent teacher conferences for China Middle School are Thursday, March 13th, from 3:30 to 7:00. China Primary Schools conferences are Thursday February 13th.

We want learners to be:

doing these reasoning processes with this content knowledge



Learning Opportunities
 Lessons
 Units
 Project-based
 Integrated Units
 Etc. Etc... ..

to practice getting better at these life-long learning habits

Sample RSU 18 Learner Profile

School: _____
Principal: _____

RSU #18 Learner Profile

"Engaging Learners, Strengthening Communities, Creating Global Leaders"

Progress Legend:

- 4.0 Can Demonstrate Knowledge Acquisition Beyond the Targeted Proficiency Level
- 3.0 Can Demonstrate Knowledge Acquisition At the Targeted Proficiency Level
- 2.0 Can Demonstrate Knowledge Acquisition At the Foundational Level
- 1.0 Can Demonstrate Knowledge Acquisition At the Foundational Level With Help



11/3/2012

Math

	01	02	03	04	05	06	07	08	09	10	11	Status
Algebra: Foundational Algebra	3.0	1.0										On Pace
Geometry: Attributes and Properties	3.0	1.0										On Pace
Number Sense: Counting & Cardinality	3.0	3.0	1.0									On Pace
Tools of Measurement: Time	2.0											On Pace

Math Comments: _____

ELA

	01	02	03	04	05	06	07	Status
Reading: Foundations: Word Recognition	1.0	2.0						On Pace
Reading: Foundational Skills: Print Concepts				1.0				On Pace
Language: Conventions: Capitalization	2.0							On Pace
Language: Conventions: Punctuation	2.0	1.0						On Pace
Language: Conventions: Spelling	2.0	1.0						On Pace

ELA Comments: _____

OUR REPORTING SCALE

SCORE: 4.0: In addition to score 3.0, in-depth inferences and applications that go beyond the targeted proficiency level.

SCORE 3.0: Targeted Proficiency Level!

SCORE 2.0: Proficient in the Foundational Knowledge: No major errors or omissions regarding the simpler details and processes.

SCORE 1.0: With help, the learner has a partial understanding of some of the simpler details and processes.

As seen above, the targeted proficiency level for all students is to achieve a score of 3.0. We describe that targeted knowledge as **complex knowledge**.

All learning goals are broken out into simpler details and processes called **foundational knowledge**. A 2.0 means a student has met the expectations at a foundational level and is working toward mastering the information at a complex level.

Instructor(s): Ryan Reed

Description of the Unit of Study:

Students will be reading the novel "Out of the Dust" to learn about how characters change and how the economic and natural hardships of the time affected the people and communities.

Content Areas:

Social Studies & ELA

Content Measurement Topics & Learning Goals: *As a result of this unit of study, I want learners to:*

Social Studies: Economics: Functional Economics Level 1- Understands how individuals, families, and communities are influenced by economic factors (Marzano's Taxonomy Level: Analysis)

Unpacked Essential Question: How are people affected by changes in the economy?

ELA: Reading: Literature: Character Development Level 4- Understands how and why characters change over the course of a story (Marzano's Taxonomy Level: Analysis)

Unpacked Essential Question: Why do people change?

Communication & Collaboration Learning Goals: *(What methods will learners use to demonstrate their proficiency???)*

How will they collaborate with others?)

Performance task:

Students will create a brief autobiographical piece for a character in the book "Out of the Dust" that will be part of a gallery walk for students from another class. This piece should illustrate what caused the character to change, how the character changed and how they felt in the story. It should also talk about how the changes in the economy caused them and their community to change. In order to provide their readers with background information, they should include information on why the economy changed at that time. Students will self-assess and peer review as a part of the writing process. Options for format include a written memoir, a biographical movie, a collage with explanation, or something students propose and have approved by me.

Additional Evidence:

Students will complete reading response journals to go along with each night's reading.

Students will participate in small and large group discussions on the book and historical context.

SAMPLE

Dear Parents and Students,

Thank you so very much for completing our recent survey. Constructive feedback is always helpful in developing our plans for next year. Specifically, we are looking to improve your child's learning experience and understand what you, as parents, would like to see happening in our school. The surveys were overwhelmingly positive toward staff with 80-95% of those responding stating they are proud of JHB, are treated respectfully, have made friends, and enjoy coming to school each day. This is all very encouraging to us as we work very hard to build relationships with parents, students, and the community at large.

We hear your concern regarding being informed about your child's progress through Educate/Empower. The feedback was less than 40% positive, although 60% of you have reported looking at Educate/Empower. Many of you felt it was cumbersome and requires you to dig for information about your child's learning. Additionally, a high percentage felt it was difficult to understand and does not truly let parents know where a child is within the curriculum and what he/she needs to learn next. It certainly is a huge change in reporting. I am working with administrators, teachers, and other leaders to look closely at the comments and help to improve the reporting system to make it more user-friendly.

What we already knew, and was reinforced by your responses, was most parents (96%) felt their children's teachers do a great job in explaining where their children's strengths and needs are. Parents also found a face-to-face meeting with their child's teacher is the most beneficial way to truly find out how well their child is doing in school. Parents also stated they wanted more than 15 minutes with a teacher and all teachers involved in their child's education should be at the conference to allow parents to get a broader picture of their child.

Many parents wrote about their concerns regarding the direction of education. The RSU#18 Vision is based on hundreds of parent', student, educator, community member, and business leader conversations about what our children need for the next century of learning and work opportunities. You can find the Vision and the Guiding Principles on line at www.rsu18.org. The Vision and Guiding Principles are the basis for decisions here in RSU#18.

Our Standards are based on Maine DOE standards outlined in the Common Core. These are clear expectations as to what students should know, understand and be able to explain as they progress through each K-12 grade level. The state requires all schools move to a proficiency-based system. In Maine, academic expectations and "proficiency" definitions for public school courses, learning experiences, content areas and grade levels are outlined in the [Maine Learning Results](#).

While the goal of proficiency-based learning is to ensure that all students learn what they are expected to learn, the approach can also provide educators with more detailed or fine-grained information about student learning progress, which can help them more precisely identify academic strengths and needs, as well as the specific concepts and skills students have not yet mastered. Since academic progress is often tracked and reported by learning standards in proficiency-based systems, educators and parents know more precisely what specific knowledge and skills students have acquired or may be struggling with. For example, instead of receiving a letter grade on an assignment or test, each of which may address variety of standards, students are



Messalonskee High School

P lan D o C heck A djust

IS Your Goal SMART?

Specific	Y.....	N.....
Measurable	Y.....	N.....
Aligned	Y.....	N.....
Results Oriented	Y.....	N.....
Time bound	Y.....	N.....

School/District: MHS / RSU 18

Faculty Member: Heather

Date Updated: 10/15/13

PLAN	DO	CHECK	ADJUST
<p><i>Comprehensive plan overview.</i></p> <p>1. Utilize professional development opportunities and take advantage of district offering of standards based workshops</p>	<p>Timeline with concrete roles and responsibilities.</p> <p>*Attend Educate trainings when available</p> <p>*Meet with G. George when questions/ issues arise.</p>	<p>What evidence will be reviewed to document progress toward goal?</p> <p>Knowledgeable about Educate</p>	<p>What lessons learned will refine this goal?</p> <p>Entering scores properly in Educate. Tracking student progress.</p>
<p>2. Encourage student voice and choice in the classroom</p>	<p>*Introduce the topic and share the standards that are normally met with typical instruction.</p> <p>*Ask students to design how they want to reach a learning goal and demonstrate understanding of the topic.</p>	<p>Student work will demonstrate a variety of learning styles.</p>	<p>Continue to offer choices when appropriate.</p>
<p>3. I will collaborate with other social studies teachers to create a standards based curriculum that provides multiple pathways for students to reach learning targets.</p>	<p>*Meet with 6-12 SS Content Area teachers</p> <p>*Develop a unit each semester aligned with learning targets in the new curriculum.</p>	<p>Develop Pathways in Educate. Continue dialogue with 6-12 SS teachers.</p>	

Session 2 Options Title / Art & Science Elements of Focus	Presenter/ Location	Description
<p>May the Force Be With You: Planning for the Unique Needs of Young Adolescents</p> <ul style="list-style-type: none"> E1 - Providing Clear Learning Goals E3 - Celebrating Success E7 - Organizing Students to Interact with New Knowledge E10 - Processing New Information E13 - Reflecting on Learning E14 - Reviewing Content E15 - Organizing Students to Practice and Deepen Knowledge E21 - Organizing Students for Cognitively Complex Tasks E22 - Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing E25 - Using Academic Games E27 - Using Physical Movement E28 - Maintaining a Lively Pace E29 - Demonstrating Intensity and Enthusiasm E30 - Using Friendly Controversy 	<p>Lindsay Mahoney & Hope Herrick Rm 213</p>	<p>As middle school educators, we understand that learning is a social process and that motivation and engagement increases when learners are interested in the content or tasks at hand. Planning in the three circles of content knowledge, complex reasoning, and habits of mind, as well as integrating different content areas and learning styles provides the opportunity for learners to interact with each other, their environment, and the content.</p>
<p>Empower: Entering tasks 101</p> <ul style="list-style-type: none"> E1 - Providing Clear Learning Goals E2 - Tracking Student Progress E7 - Organizing Students to Interact with New Knowledge E25 - Using Academic Games 	<p>Tammy Pullen & Denice Hatch Rm 201-Library</p>	<p>The focus is to enter tasks for elementary children to check proficiency in each targeted area. Teachers will be able to spend some time entering their own tasks as well, so please bring some tasks and data that you can enter. You will see how compiling data through Empower is much easier than tracking on paper and checklists.</p>

Maine Learning Results Guiding Principles Diploma Standards

A. A Clear and Effective Communicator who:

Standard A: Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes.

1. Demonstrates organized and purposeful communication in English and at least one other language
2. Uses evidence and logic appropriately in communication
3. Adjusts communication based on the audience
4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)

Complex Reasoning:

Constructing Support

Habits of Mind:

Seeking to be Understood

Responding to Feedback

Listening with Understanding & Empathy

Content Areas could include:

English Language Arts

Visual & Performing Arts

Social Studies

B. A Self-directed and Lifelong Learner who:

Standard B: Understands the importance of embracing and nurturing a growth mindset

1. Recognizes the need for information and locates and evaluates resources
2. Applies knowledge to set goals and make informed decisions
3. Applies knowledge in new contexts
4. Demonstrates initiative and independence
5. Demonstrates flexibility including the ability to learn, unlearn and relearn
6. Demonstrates reliability and concern for quality
7. Uses interpersonal skills to learn and work with individuals from diverse backgrounds

Complex Reasoning:

Analyzing Perspectives

Decision Making

Habits of Mind:

Meeting Quality Standards

Setting and Monitoring Goals

Growth Mindset

Working Toward Team Goals

English Language Arts:

Research: Analyzing Information

C. A Creative and Practical Problem Solver who:

Standard C: Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one.

1. Observes and evaluation situations to define problems
2. Frames questions, makes predictions and designs data/information collection and analysis strategies
3. Identifies patterns, trends, and relationships that apply to solutions
4. Generates a variety of solutions, builds a case for a best response and critically evaluates the response
5. Sees opportunities, finds resources, and seeks results
6. Uses information and technology to solve problems
7. Perseveres in challenging situations

Complex Reasoning:

Classifying
 Analogical Thinking
 Analyzing Perspectives
 Problem Solving

Habits of Mind:

Perserverance
 Meeting Quality Standards
 Responding to Feedback

D. A Responsible and Involved Citizen who:

Standard D: Understands the interdependence within and across systems and brings to each situation the appropriate actions.

1. Participates positively in the community and designs creative solutions to meet human needs and wants
2. Accepts responsibility for personal decisions and actions
3. Demonstrates ethical behavior and the moral courage to sustain it
4. Understands and respects diversity
5. Displays global awareness and economic and civic literacy
6. Demonstrates awareness of personal and community health and wellness

Complex Reasoning:

Problem Solving

Habits of Mind:

Cultivating Creativity & Imagination
 Managing Impulsivity
 Working Toward Team Goals

Social Studies:

Globalization
 Rights & Responsibilities

E. An Integrative and Informed Thinker who:

Standard E. Is skilled at using complex reasoning processes to make meaning.

1. Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology
2. Evaluates and synthesizes information from multiple sources
3. Applies ideas across disciplines
4. Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes

Complex Reasoning:

Abstract Reasoning
 Invention
 Investigation
 Decision Making
 Problem Solving