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Fax

To: <i>Diana Douron</i>	From: <i>Alice Gray</i>
Fax: <i>877-227-9838</i>	Pages:
Phone:	Date: <i>9/10/14</i>
Re:	cc:

Urgent For Review Please Comment Please Reply Please Recycle



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	X
Washington	
Western Maine	
York	

3. **School Administrative Unit: RSU #19**
4. **High School(s): NOKOMIS REGIONAL HIGH**
5. **Name and title of person completing the request: GREGORY G POTTER, SUPT.**
6. **Superintendent's name, address, phone number and email:**
GREGORY G POTTER
PO BOX 40, NEWPORT, ME 04953
Telephone: (207) 368-5091
E-mail: GPOTTER@RSU19.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**

Nokomis Regional High (NRH) is not presently fully prepared to initiate proficiency-based graduation requirements with the in-coming Class of 2018; however, the school is well on its way to having a final program ready to roll out within one year. The RSU 19 School Board voted (unanimously) on August 19, 2014 to authorize the Superintendent of Schools to submit an extension waiver for one year, or "option 2" presented by the Maine Department of Education.

NRH began its work toward a proficiency-based system during the 2011-12 academic year, by contracting with the Great Schools Partnership (GSP), securing an active "coach" to begin building an understanding of PB among staff, and to develop a protocol around conducting the work. Since then, NRH has worked diligently to develop its critical learning standards and performance indicators in all eight (8) content areas and the Guiding Principles of the Maine Learning Results. In Math and ELA, the Common Core Standards were used as the base of this work. NRH has used the term "power" standards to designate / differentiate the most critical, or essential learning tasks in each content area. The full draft of the school's standards and performance indicators is attached for review (See Appendix A). The next phase of NRH's work relates to assessment design, and determining the following: scoring criteria/expectations and scoring methodology to determine the minimum threshold for awarding a diploma, transcript format and progress reporting / report card system.

To complete the remaining work, RSU 19 requests approval of Extension Option Two (2) and bases this request on approval parameters established by Commissioner Rier on May 29, 2014 and paraphrased here:

1. Extension to January 1, 2019 as the date after which students are required to demonstrate proficiency in all eight content areas and the Guiding Principles in order to earn a diploma.
2. Evidence of an existing proficiency-based program at the high school level and preparedness to meet the full expectations of LD 1422 within the extension timeline.
3. Existence of an implementation plan with 2014-2015 benchmarks (culminating in a July 1, 2015 confirmation report) for piloting and refining existing assessments and for 3 developing reporting mechanisms of the proficiency-based program.
4. Establishment of a budget for the use of targeted PBD funds to support the implementation plan.

The basis of RSU 19's Proficiency-Based Diploma extension request is the commitment to meeting the requirements of LD 1422, with high quality, and in line with the core practices of a results-driven school system, dedicated to improving student outcomes.

It is important to note that NRH is following GSP's process model and protocol, verbatim. GSP's explanatory model diagram is also attached for reference (See Appendix B).

During the 2013/14 school year, RSU 19 contracted with GSP for additional services from a trained coach. This amounted to "consult" with a newly formed district committee, called the Curriculum Coordinating Committee, or "CCC." Content area teachers were hired as Subject Area Leaders, or "SAL's" and these individuals were placed in charge of teams that began to draft K to 8 proficiency-based standards and performance indicators, as well. These are now completed district-wide, K to 12 in all content areas. A document checklist is attached for review (See Appendix C).

To date, the impact noted from this work relates to staff development and staff mindset, primarily. Students have been involved in some discussions; however, it was deemed most important to build knowledge / familiarity of proficiency-based education with all classroom teachers. Getting used to a new philosophy has been a challenge to some; however, an appropriate and supportive "mindset" now exists at NRH. Staff members speak a common language, and collaborate to construct learning outcomes/objectives with embedded "higher-order" (Bloom's) demonstration criteria. The staff has also participated in a full year pilot of the district's new Teacher Evaluation and Professional Growth (TEPG) model, which incorporates the five (5) "Core Propositions" of the National Board's Professional Teaching Standards. A critical component of this program involves creation of Student Learning Objectives, or "SLO's" using either standardized, or teacher-created assessments, customized to the needs of the students each teacher instructs. The SLO model was developed with the support of Maine Schools for Excellence (MSFE), who has partnered with the American Institutes for Research (AIR) in the TIF 4 statewide project. Thus, an additional reason that RSU 19 requests the Option 2 waiver, is to have sufficient time to also "marry" the TIF 4 work on teacher and leader

effectiveness (including Student Learning Objectives and Learner Growth Measures), with the core PB standards and indicators in all content areas.

Finally, like other districts in Maine, RSU 19 is seeking to “blend” new proficiency-based methodologies, with some existing practice, in order to achieve its goals, while building public support and understanding. For example, instead of “credits,” NRH will use “learning experiences,” and students will have to document completion of all required experiences. In addition, a transformation in grading practice is required in terms of infusing proficiency-based methods into an “A to F” format. Assignment of letter grades in the future will not be based on simply averaging tests, quizzes, homework assignments and class participation together. Instead, they will be based on ratings of actual performance demonstrations.

In sum, a one-year extension with plans to fully implement the proficiency-based system, inclusive of all content areas and the Guiding Principles, will allow RSU 19 to complete essential assessments and scoring criteria, continue to pilot standards and indicators, communicate with stakeholders, including the public at large, and integrate the proficiency-based system with teacher and leader evaluation and professional growth models to round out what will be an integrated “systems” approach to the district’s overall program.

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**

The RSU 19 Administrative Team completed an action plan, with benchmarks, in consultation with its GSP coach. The implementation plan is attached for review (See appendix D).

For purposes of this narrative, only the NRH tasks will be highlighted, as applicable to preparing to implement the proficiency-based diploma requirements, beginning with the Class of 2019 (current 8th grade). Our proficiency-based work aligns well to our district’s mission and vision, shown below:

RSU 19 District Mission

**Inspire every student.
Instill a motivation for learning.
Insure contributing citizens.**

RSU 19 District Vision

**We envision that each student,
in partnership with the community,
will be an involved citizen,
a lifelong learner in a global society,
possess relevant life skills,
and be able to utilize emerging technologies.**

A proficiency-based approach, integrated across all content areas, will help us to realize our primary goals for student learning in RSU 19. Relevant life skills, combined with good habits of mind and work, will be enhanced. Research shows that “learning by doing” improves retention of knowledge and skills. When learners engage fully with authentic, results-oriented tasks that are rated for quality assurance, the final product is understood well by all involved. Students will be able to set their own performance goals, and in some cases, move through the program more quickly in order to accelerate in certain interest or skill areas, or participate in programming for longer periods of time, as needed. Learning will be the constant, and time will become much more variable.

Tasks found in RSU 19’s work plan for 2014/15, include:

1. Develop 9-12 scoring criteria for 12 Areas & Guiding Principles (DRAFT by End Quarter 1)
2. Align all 9-12 assessments to graduation standards-(by June 1, 2015)
3. Research/compare other secondary grading / scoring guides (by Jan 31, 2015)
4. Draft NRH scoring/grading guide (by February 1, 2015)
5. Update 6 related Board policies (IKF, IKA, IKAB, IK, ILA, JJIC) (by June 1, 2015)
6. Create/update all NRH handbooks, transcripts, report cards, progress reports & forms (by June 1, 2015)
7. Conduct parent meetings and community communications (on-going, starting with a PSA in the fall by Supt. Potter)

Thus, the primary tasks are logistical and communicative in nature. The RSU would also like to pilot newly developed assessments within the content areas for proper “tuning.” We feel that this will improve the overall quality of the assessments, prior to implementation next year. In addition, the alignment/coordination with the TIF 4 TEPG and LEPG models is essential, in order to “tie” Student Learning Objectives (assessment) to the essential standards and indicators

within the proficiency-based system, across all content areas. The district will work with the following three professional entities to complete the work in preparation for full implementation:

1. The Great Schools Partnership (GSP) (via contract)
2. The Maine Cohort for Customized Learning (MCCL) (as an associate member)
3. Maine Schools for Excellence (MSFE) and American Institutes for Research (AIR) (full TIF 4 grant participant-all 8 schools in RSU 19)

Former Maine Education Commissioner, and GSP Lead Consultant, Mr. J. Duke Albanese will speak to our full faculty and staff on Monday, August 25, 2014. He will provide a history of the proficiency-based movement and commentary on the importance of doing it well. The learner perspective will be a highlight of his presentation. Please refer to the district's attached work plan for 2014/15 (Appendix D). On-going training and consult will be scheduled throughout the year for educators, K to 12.

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**

Nokomis Regional High School students will participate in frequent and timely assessments, designed to ascertain their current levels of proficiency in all areas, including the Guiding Principles of the Maine Learning Results. Teachers will write "student learning objectives," or SLO's, with a clear and present focus on "growth" for all students. Several SLO structures will be utilized; including, Northwest Evaluation's (NWEA) individual growth targets in Reading and Math, and growth in the content areas, via the use of performance task rubrics, designed in collaboration with Great School's Partnership, with embedded higher-order thinking and skills focus through employment of Bloom's Taxonomy. Teachers will review student progress regularly, to determine need for additional supports that may be required beyond the regular classroom. It is our desire to develop a comprehensive check in and reporting system that works within regular (quarterly) marking periods, with updates provided to students and their

parents, or guardians. Some students may be able to complete minimum requirements for graduation within three (3) years (or sooner), and some may require additional time beyond the customary four (4) year high school experience.

A system of supports for students engaged in work toward achieving the proficiency-based diploma is still under development. Presently, we are planning to have Nokomis Regional High work very closely with the district's Special Services Department to coordinate individual education planning (IEP) efforts for students entering Nokomis in the fall of 2015. The standards and performance indicators in all required areas will be used as the basis of IEP discussions and planning by the teams, to ensure full integration of the programs. Students with IEP's will be expected to complete required learning experiences for graduation, and demonstrate an acceptable level of proficiency, as prescribed by Board policy and state law.

Nokomis Regional High School students who require additional support beyond the regular classroom will be provided with additional opportunities to demonstrate proficiency on the critical graduation standards and indicators, through participation in facilitated, focused work that may be scheduled with a certified interventionist during the school day, through the PARC Program, with work verified by the primary classroom teacher and the building principal. In addition, after school sessions to support students will be available, as they are now.

Additional support for some students, if approved, may also occur via the school's 9-12 Alternative Education Program, located in the Town of Corinna. This program will customize a plan for any accepted student, to help them meet proficiency-based graduation requirements. In addition, student faculty "advisors" conduct check-ins and reviews of student progress and needs on a regular basis, via the Advisor/Advisee Program.

Nokomis Regional High School will also work with the Tri-County Technical Center, in Dexter, to assure that certain standards may be met through participation in numerous programs offered there. The Career Pathways component already has a strong link, and the school looks forward to some additional flexibility in fostering opportunities for students to demonstrate proficiencies through active participation in TCTC programs. Although the school presently realizes that there are many connections to take advantage of, a formal plan has not yet been engineered.

Nokomis Regional High has an active Student Intervention Team (SIT). The team receives referrals from staff, and/or administrators, as necessary. Additional referrals for supportive services may come from the team, and go in a variety of directions. Nokomis also has a Response to Intervention Program (RTI), featuring a very popular and successful "Read 180" course that utilizes Scholastic's highly touted program. Students in Read 180 have averaged at least two years of growth in each year of participation. Accelerating growth for students who require this can be challenging. We envision incorporating Read 180 into the ELA standards and associated learning experiences. The high school also uses "Algebra Every Day," as a hands-on, applied opportunity. In addition, the district is looking at the possibility of a Math 180 program

through the same provider, with local teachers supporting needy students within a personalized classroom environment.

Last, Nokomis Regional High and Tri-County Technical Center have invested in the PLATO program, which is available at both sites. If approved by the Principal to meet one or more experiential needs and associated proficiency standards, or indicators, a student may participate in PLATO, or an assortment of other virtual programs. We will also be exploring additional virtual opportunities that might fit well with our program of supports.

To conclude, a rich and varied set of tools is available at Nokomis Regional High to support students. Some will require adaptation to fit the new graduation requirements, while others may continue to operate much like they are presently. Our staff's mindset supports our mission and vision of focusing on the unique needs of each and every student.

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: 66%**
- **Community Engagement: 0%**
- **One-year Carry Over: \$7500 = 34%**

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**

Anticipated 2014-15 Amount of State-Allocated PB Transition Funds: \$22,651.00

RSU 19's transition funds will continue to support staff training, assessment design, consultation and public communications. Our records indicate that we will receive approximately \$22,651.00 for 2014-15 and that we have \$7,500 remaining as "carry-over" from the original \$21,808.00 amount allocated in 2013-14.

Intended Impact and Use of Transition Funds:

RSU 19 believes that a guaranteed, viable, rigorous and accessible system of standards and assessments will provide students with a core experience that will prepare them to achieve our previously stated mission and vision. Resources including the LD 1422 Transition Funds are committed to achieving these desired outcomes. At present, the district is very fortunate to be involved with Maine Schools for Excellence, utilizing Teacher Incentive Fund 4 monies to work on a variety of areas, from Teacher and Leader Effectiveness, to Human Capital Management, to systemically connecting these to expected outcomes for students. The TIF 4 program will not be detailed here; however, the linkages are clear. Each school in RSU 19 has targeted annual growth measures, with a bonus compensation incentive program, tied to the following:

1. Average Daily Attendance
2. NWEA Math Proficiency (% of students proficient)
3. NWEA Math Growth (% of students who meet expected growth)
4. NWEA Reading Proficiency (% of student proficient)
5. NWEA Reading Growth (% of students who meet expected growth)

In addition, Nokomis Regional High has an annual improvement target for:

1. 3 Year Average Graduation / Cohort Completion Rate

In addition, our five (5) elementary schools have annual improvement targets for:

1. K and 1st Grade AimsWeb Math and Reading Proficiency (TEL and TEN)

****Note:** Documentation of all planned school-based targets is too large and cumbersome to include with this application, and would far exceed the 25 page maximum limit. Targeted funds will not be used to pay bonus incentives. TIF 4 money will be utilized exclusively for this purpose.

As identified in the attached work plan, NRH must develop four point rubric assessments that document proficiency in all eight Maine content standards and the Guiding Principles. These will need to be coordinated to ensure standards-aligned assessments of student skills and dispositions across all learning experiences, over time. It is an essential condition of educational best practice that enables and prioritizes personalized instruction, assessment and intervention.

Professional Development to Support Student Proficiency is also identified in our work plan for 2014 and 2015. Professional speakers, differentiation training, NWEA training and assessment design training, are all identified areas of need. Opportunities for teachers will be provided through affiliation with the Great Schools Partnership, the Maine Cohort for Customized learning and Maine Schools for Excellence. In addition, other more specific needs contained in teacher improvement plans may be sought to support this work.

Public communication efforts will require funds for publishing a public information pamphlet, or newsletter, and associated materials to provide to students and parents of in-coming freshmen.

Targeted funds will be used for managing the complicated technical interface between Infinite Campus, and the "Educate" program, where PBD data and student progress will be recorded. Initial data uploads and extracted student demographic data will need to be coordinated. Targeted funds will be used to support this work, as we fine-tune the recording and reporting system. In addition, a final transcript design is needed. At this time, we do not know if Infinite Campus, or Educate will provide the transcript solution.

Last, we anticipate a need for some funds for limited additional consulting services, beyond our NCLB contract with GSP, and our relationship with MCCL and MSFE.

Option 2 Authorization Page

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

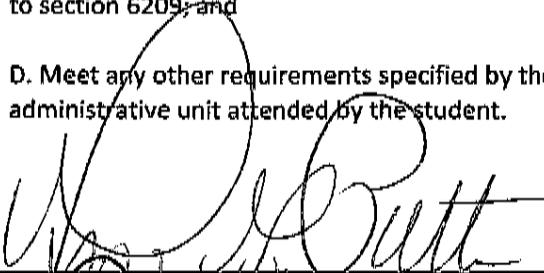
We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.

We certify that the criteria for awarding a diploma beginning after July 1, 2018 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

- A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;
- B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;

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

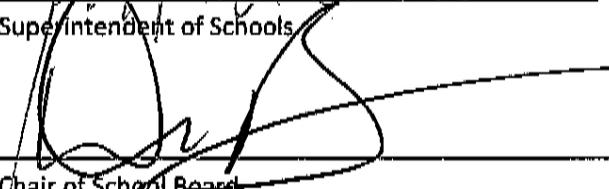
D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.



 Superintendent of Schools

Sept. 2, 2014

 Date



 Chair of School Board

9/5/14

 Date

Appendices:

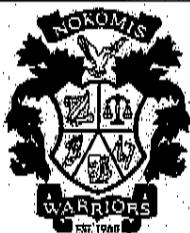
Appendix A: DRAFT Nokomis Regional High Standards and Indicators

Appendix B: Great School's Partnership Proficiency-Based Design Model

Appendix C: RSU 19 K to 12 Checklist of Proficiency-Based Standards/Performance Indicators

Appendix D: RSU 19 Proficiency-Based Work Plan for 2014-15

Appendix "A"



Nokomis Regional High School Graduation Standards

Guiding Principles	5 standards
Career and Education Development	3 standards
English Language Arts	4 standards
Health Education	4 standards
Math	4 standards
Physical Education	3 standards
Science	5 standards—updating indicators due to revised standards
Social Studies	3 standards
Visual and Performing Arts	4 standards
World Languages	5 standards

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Nokomis Regional High School Graduation Standards

Guiding Principles

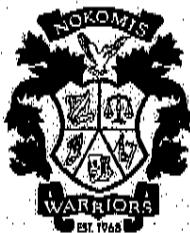
Description of what the standards are and how they will be assessed in a cross-disciplinary manner.

STANDARD

PERFORMANCE INDICATORS

- 1. Clear and Effective Communicator**
- 2. Self-Directed and Lifelong Learner**
- 3. Creative and Practical Problem Solver**
- 4. Responsible and Involved Citizen**
- 5. Integrative and Informed Thinker**

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Nokomis Regional High School Graduation Standards

Career and Education Development

This set of standards was developed after carefully reviewing the Maine Learning Results: Parameters for Essential Instruction (2007) and associated national documents. At NRHS, students will demonstrate proficiency against these standards through the career development pathways courses.

STANDARD

PERFORMANCE INDICATORS

1. Self-Awareness and Interpersonal Relationships

Students will be able to demonstrate a thorough understanding of self and others in order to develop a plan for the future.

1. Students will be able to assess and/or analyze personal skills, abilities, and attitudes as well as personal strengths and weaknesses.
2. Students will be able to identify and evaluate strategies to improve the personal traits, behaviors, and beliefs required for lifelong learning and success in school and career.
3. Students will be able to identify and demonstrate behaviors that reflect positive interpersonal skills.
4. Students will be able to evaluate strategies that improve positive interpersonal skills.

2. Education, Career, and Life Roles

Students will be able to identify the relationships, skills, and knowledge needed for success in the 21st century.

1. Students will be able to justify the importance of lifelong learning to career success in a 21st century global economy.
2. Students will be able to identify strategies to improve skills that lead to lifelong learning and personal success in school, work, and career.
3. Students will be able to evaluate and apply various resources to develop an Individual Graduation Plan (IGP.)

3. Making Decisions and Creating Opportunities

Students will be able to identify effective decision-making skills and apply them to create opportunities for workplace success.

1. Students will be able to identify, apply, and evaluate strategies to make an effective transition from school to career.
2. Students will be able to identify effective decision-making strategies, and apply them in developing post-secondary goals.
3. Students will explore, examine, and evaluate multiple resources that influence their career and education decision-making.
4. Students will be able to identify, analyze, and evaluate strategies to adapt to workplace changes in the 21st century.



Nokomis Regional High School Graduation Standards

English Language Arts

This set of standards was developed after carefully reviewing the Common Core State Standards.

STANDARD	PERFORMANCE INDICATORS
<p>1. Reading – Literature and Informational Text</p>	<ol style="list-style-type: none"> 1. Students will write an objective summary of a text. (9/10) 2. Students will identify the theme or the central idea of a text. (9/10) 3. Students will identify/infer two or more themes or central ideas of a text. (11/12) 4. Students will analyze specific word choice for meaning, tone and purpose. (9/10) 5. Students will analyze word choice for a variety of purposes, including aesthetic impact. (9/10) 6. Students will analyze the impact of an author's choices in terms of setting, plot, character development and how those choices advance plot. (9/10) 7. Students will evaluate the impact of an author's choices on point of view, characterization, and plot. (11/12) 8. Students will analyze various accounts of a subject told in different mediums. (9/10) 9. Students will integrate and evaluate multiple types of media to address a question or solve a problem. (11/12) 10. Students will analyze the structure of a text/argument for its rhetorical impact. (11/12) 11. Students will read closely to determine what the text says explicitly and to make logical inferences from it. (11/12)
<p>2. Writing – Argumentative, Informative/Explanatory, Research, Narrative</p>	<ol style="list-style-type: none"> 1. Process: Students will plan for purpose and audience: write, edit, revise then rewrite or plan a new approach to create a publishable document. 2. Product: Students will select and synthesize information in order to develop a claim, argument or idea that relies on valid reasoning and relevant and sufficient evidence. (9/10) 3. Product: Students will select and synthesize multiple types of media in order to develop a claim, argument or idea that relies on valid reasoning and relevant and sufficient evidence. (11/12) 4. Product: Students will organize using transitions so that elements develop and conclude. 5. Product: Students will assess the usefulness and credibility of each source, noting discrepancies and agreement among sources. (11/12)

Students will be able to comprehend complex texts and cite evidence to support analysis.

Students will write routinely over extended and shorter time frames for a range of purposes.

3. Speaking and Listening

Students will integrate evidence from informational sources in discussion and presentation, using a variety of media, to convey a distinct perspective.

6. Product: Students will avoid plagiarism by following a standard MLA format for citation.

1. Students will participate in a range of conversations and collaborations to express their own ideas clearly and effectively and to build upon others' ideas.
2. Students will refer to evidence from texts and other research on the topic to stimulate a thoughtful, well-reasoned exchange of ideas.
3. Students will evaluate a speaker's point of view, reasoning, and use of evidence.
4. Students will challenge ideas and resolve contradictions in a democratic manner.
5. Students will present information, findings, and supporting evidence from sources (if appropriate) such that: organization, development and style are appropriate to task, purpose and audience; and listeners can follow the line of reasoning.
6. Students will make strategic use of digital media in presentations to enhance understanding of findings, reasoning and evidence, and to add interest.
7. Students will integrate multiple sources of information presented in diverse formats to make informed decisions, evaluating the credibility and accuracy of each source, and noting any discrepancies among the data. (11/12)
8. Students will adapt speech to a variety of tasks, making effective choices for meaning and style, and demonstrating a command of formal English when indicated or appropriate.

4. Language

Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Conventions: Students will adopt the conventions of standard English.
 - Conventions will include varied sentence structure, conjunction use, comma use, colon/semi-colon use, capitalization, and spelling (including frequently misspelled words). (9/10)
 - Conventions will include varied sentence structure, conjunction use, comma use, colon/semi-colon use, capitalization, spelling (including frequently misspelled words), parallelism, subject-verb agreement/verb tense, active/passive voice, and pronoun case. (11/12)
2. Vocabulary: Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
3. Vocabulary: Students will determine or clarify the meaning of unknown words and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (9/10)

4. Vocabulary: Students will demonstrate understanding of figurative language, word relationships, and connotative and denotative meanings. (11/12)
5. Vocabulary: Students will acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college- and career-readiness level.

DRAFT



Nokomis Regional High School Graduation Standards

Health Education

This set of standards was developed after carefully reviewing the Maine Learning Results: Parameters for Essential Instruction (2007) and associated national documents. At NRHS, students will demonstrate proficiency against these standards through ...

STANDARD

PERFORMANCE INDICATORS

1. Influences on Health

Students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- A. Students will be able to analyze how family influences the health of individuals. (MLR: D.1)
- B. Students will be able to evaluate the effect of the media on personal and family health. (MLR: D.2)
- C. Students will be able to analyze the influence of alcohol and drug use on individual and group behavior. (MLR: D.3)

2. Decision Making

Students will demonstrate the ability to make decisions and set goals to enhance health.

- A. Students will be able to assess personal health practices and overall health status. (MLR: F.1)
- B. Students will be able to develop a plan to attain a short-term personal health goal that addresses strengths, needs, and risks. (MLR: F.2)
- C. Students will be able to defend the healthy choice when making a decision. (MLR: F.1)
- D. Students will be able to evaluate the effectiveness of a health-related decision. (MLR: F.1)

3. Health Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

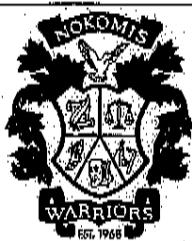
- A. Students will compare and contrast the benefits and barriers to practicing a variety of healthy behaviors. (MLR: A.1)
- B. Students will be able to analyze how environment and personal health are interrelated. (MLR: A.4)
- C. Students will be able to describe the interrelationships of emotional, intellectual, physical, and social health. (MLR: A.2)
- D. Students will be able to analyze the relationship between access to health care and health status. (MLR: A.4)

**4. Health Information,
Products, and Services**

Students will demonstrate the ability to access valid health information, services, and products to enhance health.

- A. Students will be able to identify valid and reliable health information, services, and products. (MLR: B.2)
- B. Students will be able to evaluate the validity of health information, products, and services. (MLR: B.1)
- C. Students will be able to *determine* the accessibility of products and services that enhance health. (MLR: B.1)

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Nokomis Regional High School Graduation Standards

Mathematics

This set of standards was developed after carefully reviewing the Common Core State Standards. At NRHS, students will demonstrate proficiency against these standards through ...

STANDARD	PERFORMANCE INDICATORS
<p>1. Algebra</p> <p><i>Students will be able to solve and interpret situations using multiple representations.</i></p>	<ol style="list-style-type: none"> 1. Students will interpret the structure of expressions. 2. Students will write expressions in equivalent forms to solve problems. 3. Students will create equations that describe numbers or relationships. 4. Students will solve equations and inequalities in one variable. 5. Students will solve systems of equations. 6. Students will represent and solve systems of equations and inequalities graphically. 7. Students will extend the properties of exponents to rewrite radicals as rational exponents. 8. Students will choose appropriate units and use them to solve problems.
<p>2. Functions</p> <p><i>Students will construct functions to model, interpret, and analyze a variety of situations.</i></p>	<ol style="list-style-type: none"> 1. Students will determine if a relation is a function and use function notation appropriately. 2. Students will interpret functions that arise in applications in terms of the context. 3. Students will analyze functions using different representations. 4. Students will build and translate functions that model the relationship between two quantities (a/b only). 5. Students will construct and compare linear, quadratic, and exponential models and solve problems. 6. Students will perform arithmetic operations with complex numbers. 7. Students will interpret expressions for functions in terms of the situation they model. 8. Students will extend the domain of trigonometric functions using the unit circle. 9. Students will model periodic phenomena with trigonometric functions. 10. Students will prove and apply trigonometric identities.

3. Geometry

Students will be able to understand, apply, and prove geometric theorems.

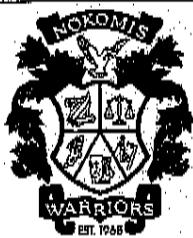
1. Students will define congruence and apply its properties to geometric figures.
2. Students will define similarity and apply its properties to geometric figures.
3. Students will explain formulas and use them to solve 2- and 3-dimensional problems.
4. Students will find arc lengths and areas of sectors of circles.
5. Students will define trigonometric ratios and solve problems involving right triangles.
6. Students will identify and apply theorems about geometric figures.

4. Statistics and Probability

Students will be able to interpret, infer and apply statistics and probability to analyze data to make and justify conclusions.

1. Students will summarize, represent and interpret data on a single count or measurement variable.
2. Students will summarize, represent and interpret data on two categorical and quantitative variables.
3. Students will interpret linear models.
4. Students will recognize and evaluate random processes underlying statistical experiments.
5. Students will make inferences and justify conclusions from sample surveys, experiments, and observational studies.
6. Students will define independence and conditional probability and use them to interpret data.
7. Students will calculate probabilities of compound events in a uniform probability model.

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Nokomis Regional High School Graduation Standards

Physical Education

This set of standards was developed after carefully reviewing the Maine Learning Results: Parameters for Essential Instruction (2007) and associated national documents. At NRHS, students will demonstrate proficiency against these standards through physical education courses and JROTC.

STANDARD	PERFORMANCE INDICATORS
<p>1. Movement/Motor Skills and Knowledge</p>	<ol style="list-style-type: none"> 1. Students will be able to change their motion and motion of objects by applying the principles of stability and force to modify their performance in games and physical activities. (MLR G1) 2. Students will demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity. (MLR G2) 3. Students will explain the relationship of fitness skill components to specialized movement skills. (MLR G3) 4. Students will design appropriate practice sessions, utilizing fundamental movement skills to improve performance. (MLR G4)
<p>2. Physical Fitness Activities and Knowledge</p>	<ol style="list-style-type: none"> 1. Students will participate in health-related fitness assessment, establish personal fitness goals, and reassess their fitness over time. (MLR H1) 2. Students will design and critique a personal fitness plan, from established goals, that applies the five fitness components and the principles of training (specificity, overload, and progression). (MLR H2) 3. Students will select and participate in physical activities that address their personal fitness plans and apply the five-health related fitness components. (MLR H3) 4. Students will know the physiological response to regular participation in physical activity is beneficial

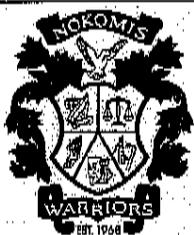
3. Personal and Social Skills and Knowledge

Demonstrate and explain responsible personal and social behavior in physical activity settings. (MLR I)

to physical, mental, emotional and social well-being.

- a. Students will demonstrate the following collaborative skills while participating in physical activities: giving feedback, accepting feedback, and including peers.
- b. Students will demonstrate responsible and ethical personal behavior while participating in physical activities.
- c. Students will be able to explain how etiquette and rules contribute to productive participation in physical activities.
- d. Students will be able to predict how modifications to the environment can impact safety during games and/or physical activities.

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Nokomis Regional High School Graduation Standards

Science

This set of standards was developed after carefully reviewing the Next Generation Science Standards. At NRHS, students will demonstrate proficiency against these standards through ...

STANDARD

PERFORMANCE INDICATORS

1. Systems and Models

1.

Students will develop, evaluate and use models to make predictions, solve problems, and explain the relationship between and among natural and designed systems.

2. Investigations

1.

Students will develop and evaluate claims and/or solutions based on valid and reliable evidence consistent with scientific ideas, principles, and theories.

3. Analyzing and Interpreting Data

Students will use tools, technology and/or mathematical representations to analyze data and interpret results

4. . Constructing Explanations and Designing Solutions

Students will develop and evaluate claims and/or solutions based on valid and reliable evidence consistent with scientific ideas, principles, and theories.

5. Scientific Communication

Students will evaluate scientific literature from multiple sources to synthesize textual evidence, form an argument, and communicate findings in multiple formats.

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Nokomis Regional High School Graduation Standards

Social Studies

This set of standards was developed after carefully reviewing the Maine Learning Results: Parameters for Essential Instruction (2007). At NRHS, students will demonstrate proficiency against these standards through ...

STANDARD	PERFORMANCE INDICATORS
<p>1. Process and Skills in Social Studies</p> <p><i>Students will be able to demonstrate a thorough understanding of the research process.</i></p>	<ol style="list-style-type: none"> 1. Students will be able to develop appropriate research questions. 2. Students will be able to select appropriate information and resources from a variety of media sources (primary and secondary sources, artifacts, electronic media). 3. Students will be able to read and evaluate relevant and sufficient materials and resources. 4. Students will be able to synthesize information. 5. Students will be able to produce coherent writing which is appropriate to purpose and audience. 6. Students will be able to apply the APA citation format and avoid plagiarism.
<p>2. Enduring Themes and Systems</p> <p><i>Students will make informed decisions based on Historic, Geographic, Economic and Government and Civic themes and knowledge.</i></p>	<ol style="list-style-type: none"> 1. Students will be able to develop questions related to societal issues, trends and events. 2. Students will generate alternative solutions supported with observations and research. 3. Students will be able to evaluate various perspectives and make an evidence based decision (argument). <u>OR</u> Students will make judgments about conflicting findings from different sources, incorporating those that are valid and refuting others. 4. Students will be able to participate in discussion referencing texts and other research. 5. Students will be able to identify enduring themes by applying patterns of continuity and change, cause and effect, or comparing and contrasting. 6. Students will be able to compare regions with different economic systems and explain the relationship between economic systems and government. 7. Students will analyze geographic features that have impacted culture and conflict in the United States and other regions.

3. Role of the Citizen

Students will be able to demonstrate knowledge of and document participation in the rights, responsibilities and duties of citizens (local, State, National, and Global).

1. Students will evaluate the strengths and weaknesses of political systems.
2. Students will be able to identify the rights of a citizen in local, State, National and Global settings.
3. Students will be able to compare the rights of United States citizens with those of citizens from other nations.
4. Students will be able to analyze the interconnections of social and/or civic institutions (i.e. media, governmental, financial, technological) on societal issues, trends, and events.
5. Students will be able to evaluate the degree of influence the individual has in the decision making process in a political system.
6. Students will be able to plan and implement a civic action or service- learning project based on a community need or issue.

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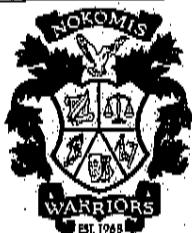


Nokomis Regional High School Graduation Standards

Visual and Performing Arts

This set of standards was developed after carefully reviewing the Maine Learning Results: Parameters for Essential Instruction (2007). At NRHS, students will demonstrate proficiency against these standards through ...

STANDARD	PERFORMANCE INDICATORS
<p>1. Disciplinary Literacy (MLR A)</p> <p><i>Students will show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.</i></p>	<ol style="list-style-type: none"> 1. Students will utilize appropriate terminology for the discipline. 2. Students will be able to evaluate the features of composition in the art discipline. 3. Students will be able to use tools, techniques and processes to demonstrate their knowledge of the art discipline.
<p>2. Creation, Performance and Expression (MLR B, C)</p> <p><i>Students will create, express and communicate through the art discipline.</i></p>	<ol style="list-style-type: none"> 1. Students will be able to apply appropriate elements, media and principles of design of the discipline. 2. Students will be able to communicate a variety of ideas, feelings, and meanings through the art discipline. 3. Students will be able to present their finished product in the art discipline to an audience.
<p>3. Aesthetics and Criticism (MLR D)</p> <p><i>Students will use their knowledge of the discipline to analyze all aspects of the art discipline.</i></p>	<ol style="list-style-type: none"> 1. Students will be able to describe, interpret and analyze the art form. 2. Students will use their knowledge of the discipline to evaluate all aspects of the art form. 3. Students will evaluate themselves and peers, providing written affirmation and constructive criticism in their reflections.
<p>4. Connections (MLR E, A)</p> <p><i>Students will examine the relationship among the arts, history and world culture; and</i></p>	<ol style="list-style-type: none"> 1. Students will be able to analyze the characteristics and purposes of products or figures of the visual/performing arts to understand history and/or world cultures. 2. Students will be able to research and explain how art and artists both reflect and influence culture and periods of time.



Nokomis Regional High School Graduation Standards

World Languages

*This set of standards was developed after carefully reviewing the Maine Learning Results: Parameters for Essential Instruction (2007); ACTFL Standards for Foreign Language Learning in the 21st Century; ACTFL Proficiency Guidelines and Standards for Classical Language Learning. A * indicates that the standard or indicator may not be applicable to Classical Languages, depending on the instructional approach. NOTE: the term "text" as used in this document refers to written, auditory as well as visual forms of communication. At NRHS, students will demonstrate proficiency against these standards through active participation in French, Spanish or Latin.*

STANDARD

1. Interpersonal Communication*

Students will engage in conversations and informal written correspondence on a variety of topics. (MLR A1)

2. Interpretive Communication

Students will understand and interpret written and spoken language on a variety of topics. (MLR A2)

3. Presentational Communication

Students will present information, concepts and ideas, orally and in writing, to an audience of listeners or readers on a variety of topics. (MLR A3)

PERFORMANCE INDICATORS

1. Ask and respond to questions about familiar topics based on their own lives and interests.
 2. Students will express and elicit feelings and emotions in the target language.
 3. Students will comprehend and apply vocabulary in appropriate contexts when engaged in conversations and correspondence.
 4. Students will provide and exchange detailed information on familiar topics in formal and informal social situations.
1. Students will identify main ideas, topics and specific information in a variety of authentic auditory, written, or signed materials.
 2. Students will apply comprehension strategies to interpret text.
 3. Classical languages only – Students will provide literal translations of Latin and ancient Greek texts.
1. Students will read authentic passages aloud with appropriate pronunciation, phrasing and intonation.
 2. Students will narrate stories about experiences or events familiar to them orally or in sign language.*
 3. Students will write narrative and expository/informational compositions in the target language.
 4. Students will deliver oral/signed presentations related to the culture in which the target language is spoken.

4. Comparison of Practices, Products, and Perspectives

Students will compare the nature of language and the culture(s) of the target language with one's own. (MLR A4, B1-3, C2)

1. Students will compare the target language with English to better understand language systems.
2. Students will describe practices and perspectives of a culture(s) in which the target language is spoken.
3. Students will identify and explain how perspectives of a culture(s) are related to practices of a culture(s) in which the target language is spoken, referencing authentic materials.
4. Students will explain how products such as political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.
5. Students will explain how products, practices, and perspectives of a culture in which the target language is spoken contribute to the culture in which the student lives.

5. Communities

Students will encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning. (MLR C1 + D1)

1. Students will identify connections between target language and another content area using either English or the target language.
2. Students will use their knowledge of the target language to identify and make connections with specialized vocabulary used in various professions.
3. Students will explain the importance of culture and acquisition of the target language in a 21st century global economy.
4. Students will use the target language within and beyond the school setting.
5. Students will encounter a sympathetic native speaker and interpret their ability to communicate effectively.

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Appendix D

Proficiency-Based Learning Simplified

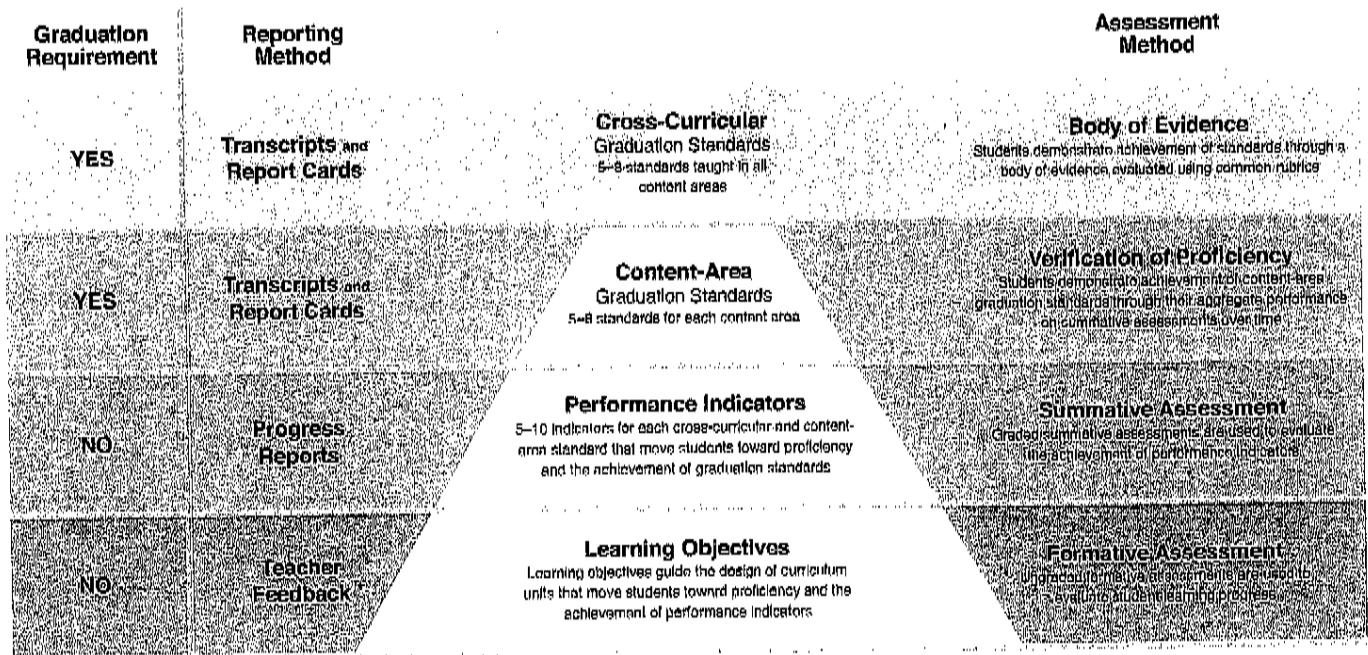
For proficiency-based learning to be effective, school leaders and teachers need to prioritize. They have to determine what critical skills students absolutely need to acquire before they graduate from high school, what content knowledge students need to know in each subject area, and what important benchmarks students need to meet as they progress through their education.

Proficiency-Based Learning Simplified provides a foundational structure that will help schools prioritize learning goals and build a more coherent academic program.

The following diagram illustrates how the Proficiency-Based Learning Simplified model works in practice:

Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model



Appendix C

Appendix C: RSU 19 Checklist of Developed Proficiency-Based Standards and Performance Indicators
May 29, 2014

Progress-to-date:

Content Area	ELA	Math	Social Studies	Science	Health	PE	Career Ed	WLE	Visual Arts	Perf Arts
Adopted Graduation Standards	✓	✓	✓	✓	✓	✓	✓		✓	✓
Crafted Performance Indicators	June 20	By June 20		✓		✓	✓		June 20	✓
	June 20		✓	✓		✓	✓			✓
	✓	✓	✓	✓		1 st draft done	✓		✓	✓
	✓	✓	✓	✓			✓		✓	✓
	9-diploma	✓	✓	✓	✓	✓	✓		✓	✓
Mapped indicators to grades / content areas	9-12	9-12	9-12	9-12 6-8	9-12	9-12	K-12	7-12	9-12	9-12
Tuned indicators with SALs	9-12 7-8 by 6/20	9-12	9-12	9-12	9-12	9-12 5-8 by 6/20	9-12 K-8 by 6/20	7-12	9-12	9-12
Developing scoring criteria	9-12 all content areas are in the process of revising or developing scoring criteria + common assessment tasks (Math, Social Studies, Career + Ed, Visual + Performing Arts has all scoring criteria developed)									
	Training for developing scoring criteria was on 5/29 and 6/18. Teams will initiate scoring criteria language 6/18-6/20 in grades K-8.									
								✓		7-8

Appendix 'D'

GREAT SCHOOLS PARTNERSHIP ACTION PLANNING TEMPLATE
 RSU 19
 6/25/14

GOAL: Developing knowledge and skills across the district to support all students in a proficiency-based system.

RATIONALE: In order to support our vision for student achievement and in accordance with State proficiency requirements (Chapter 127), RSU 19 will fully implement a proficiency-based system.

STRATEGY: Engage stakeholders

ACTION STEPS	EVIDENCE	TIMELINE	COORDINATOR	PARTICIPANTS	EXTERNAL SUPPORT	RESOURCES
Describe the specific action steps that will support the goal and strategy above.	List the data and evidence that will be collected, tracked, and analyzed.	Indicate when the proposed action steps will be carried out and completed.	Name the lead coordinator and supply any relevant information about the role.	List the names of additional participants and describe their roles in the process.	Indicate what role (if applicable) any external support provider will play in carrying out the action step.	List the financial and material resources that will be needed to carry out the action step.
Hire an opening day speaker on "Why for Proficiency Based System"	Bio of the Speaker, agenda of opening day workshop	August 25, 2014	Greg Potter and Jan Morse	All RSU19 Staff	GSP	PB \$

ACTION ITEMS	TIMELINE	RESPONSIBLE PARTY	RESOURCES
Share information with the School board around proficiency-based education	Throughout 2014-2015 school year (Fall, Winter, Spring)	Greg Potter	Administration
Communicate the plans and policies with all instructional staff	Fall workshop agenda, school based staff meeting agendas, administrative team meeting agendas, employee newsletter, district website	Greg Potter, Principals	School based instructional leaders, department heads
Community Public Relations/Update on Getting to Proficiency	Fall 2014 following board discussion	Greg Potter	Public
Target teachers from all levels to participate in admin workshops/retreats	Throughout 2014-15 year	A-Team	A-Team and targeted teachers
Provide targeted school-based informational events for parents and students	By March 31, 2015	Principals	Parents and students
Share updated informational sites			Talking point scripts

STRATEGY: Standards and Assessment Literacy

ACTION STEPS	EVIDENCE	TIMELINE	COORDINATOR	PARTICIPANTS	EXTERNAL SUPPORT	RESOURCES
Describe the specific action steps that will support the goal and strategy above.	List the data and evidence that will be collected, tracked, and analyzed.	Indicate when the proposed action steps will be carried out and completed.	Name the lead coordinator and supply any relevant information about the role.	List the names of additional participants and describe their roles in the process.	Indicate what role (if applicable) any external support provider will play in carrying out the action step.	List the financial and material resources that will be needed to carry out the action step.
Share draft standards and performance indicators to K-12 instructional staff	Recorded feedback	Ongoing (Google doc) September CSC planning meeting October/November roll out to schools	Jan Morse	SAL and committee members	GSP coach, Admin. coordination	Early release time (HS September 10)
Develop scoring criteria (K-12)	Draft scoring criteria	End of 1st Qtr. (HS) June 2015 (K-8)	Mary Nadeau (HS) Jan Morse (K-8)	High school staff SAL and committee members	GSP coach GSP coach	CSC meetings, release time for committee work, substitutes (TIF \$, PB funding source)
Alignment of assessments with graduation standards	At least one common assessment per content area (HS)	June 2015	Mary Nadeau	Departmental teams		
Inventory of K-8 common assessments	Record of assessments that align with performance indicators	End January 2015	K-8 administrators	Teaching staff		

STRATEGY: Grading Practices

ACTION STEPS	EVIDENCE	TIMELINE	COORDINATOR	PARTICIPANTS	EXTERNAL SUPPORT	RESOURCES
Describe the specific action steps that will support the goal and strategy above.	List the data and evidence that will be collected, tracked, and analyzed.	Indicate when the proposed action steps will be carried out and completed.	Name the lead coordinator and supply any relevant information about the role.	List the names of additional participants and describe their roles in the process.	Indicate what role (if applicable) any external support provider will play in carrying out the action step.	List the financial and material resources that will be needed to carry out the action step.
Provide professional development on proficiency based grading practices for MS and HS staff	Training agenda(s) and PD calendar	Throughout the 2014-15 year	Jan Morse and MS/HS administration	All MS and HS staff	GSP and/or other TBD	Funding to support PD materials
Staff read on standards based grading. Book TBA	Exit Slip—What I know and what I know now—ie	During 2014-15	Jan Morse	All teaching staff and administration		Buy the books
Research other HS grading practice guides to consider for NRH	Collection of 3-5 grading guides NRH—Meeting agendas/notes	By January 31, 2015	Mary Nadeau	Mary Nadeau, HS Dept Chairs and HS Staff	GSP	

<p>Action Item</p> <p>Developing a grading guide for the 2015-2016 school year. The guide will be used to inform the development of the 2015-2016 grading guide. The guide will be used to inform the development of the 2015-2016 grading guide.</p>	<p>Responsible Party</p> <p>Mary Nadeau</p>	<p>Due Date</p> <p>By February 2015</p>	<p>Team</p> <p>A-Team and HS Leadership Team</p>	<p>Resources</p> <p>Grading guide template, rubric, and other resources.</p>
<p>Action Item</p> <p>Draft a NIRH grading guide to present to RSU A-Team</p>	<p>Responsible Party</p> <p>Mary Nadeau</p>	<p>Due Date</p> <p>By February 2015</p>	<p>Team</p> <p>A-Team and HS Leadership Team</p>	<p>Resources</p> <p>Grading guide template, rubric, and other resources.</p>

STRATEGY: Documentation and Policies

ACTION STEPS	EVIDENCE	TIMELINE	COORDINATOR	PARTICIPANTS	EXTERNAL SUPPORT	RESOURCES
Describe the specific action steps that will support the goal and strategy above.	List the data and evidence that will be collected, tracked, and analyzed.	Indicate when the proposed action steps will be carried out and completed.	Name the lead coordinator and supply any relevant information about the role.	List the names of additional participants and describe their roles in the process.	Indicate what role (if applicable) any external support provider will play in carrying out the action step.	List the financial and material resources that will be needed to carry out the action step.
Update relevant policies related to proficiency based work IKF-Graduation IKA-Grading NRH IKAB- Report/Progress reports IK-Assessment of Achievement ILA-Student Assessment	Draft and approved policies	During 2014-2015	Greg Polter	Greg Polter and RSU 19 Board	MSMA/Drummond Woodsum	Sample Policies and existing policies
JJC—NRH Athletic/Co—Curricular Eligibility						

<p>Draft an update to IKE for amendment in 2015-16</p>	<p>Draft policy</p>	<p>During 2014-2015</p>	<p>Greg Potter</p>	<p>Greg Potter and A-Team</p>	<p>MMSA/Drummond Woodsum</p>	<p>Sample Policies and existing policies</p>
<p>Draft a statement on Class Rank/Honors</p>	<p>Class Rank/Honors System Draft</p>	<p>During 2014-15</p>	<p>Mary Nadeau</p>	<p>Mary Nadeau and Leadership Team and Staff</p>	<p>GSP</p>	<p>Greg Potter and RSU Board Chair</p>
<p>Educate Training</p>	<p>Training schedule/agenda</p>	<p>During 2014-15</p>	<p>Jan Morse</p>	<p>SAL, HS Staff to Pilot, NRH Guidance and Administration, Kern Kelley, Chris Gee and Tech Staff, A-Team</p>	<p>Scott Bacon GSP Coach</p>	<p>Release Time, Data Entry Support</p>

<p>Challen Challen</p> <p>Responsible for updating NRRH documents, transcripts, report cards, progress reports and student handbooks to reflect proficiency based work</p>	<p>Updated documents</p>	<p>By end of 2014-15</p>	<p>Mary Nadeau</p>	<p>Mary Nadeau and HS staff, Chris Gee, Guidance, Administrative Staff, Tech Staff</p>	<p>GSP, A-Team for review, Education Committee</p>	<p>District Printing,</p>
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