



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

Directions for submitting an extension application

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

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

Proficiency-Based Diploma Extension Option 2

At the time of the extension application the SAU will:

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

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

Submittal Window

1. Indicate the submitting date.

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

Superintendents Region

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

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

3. **School Administrative Unit:** Regional School Unit 21 (Kennebunk, Kennebunkport, and Arundel)
4. **High School(s):** Kennebunk High School
5. **Name and title of people completing the extension request:**
Susan Cressey, Principal of Kennebunk High School
Katie Hawes, Assistant Superintendent, RSU 21
6. **Superintendent's name, address, phone number and email:**
Kevin Crowley, PhD
177 Alewife Rd.
Kennebunk, Maine 04043
(207) 985-1100

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**

KHS has worked diligently on the foundational elements of proficiency-based curriculum, assessment, and instruction since August 2013. To complete this work, RSU 21 requests extension option 2 and bases this request on approval parameters established by Commissioner Rier on May 29th and paraphrased here.

1. **Extension to January 1, 2019 as the date after which students are required to demonstrate proficiency in all 8 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 developing reporting mechanisms of the proficiency based program.
4. Establishment of a budget for the use of PBD funds to support the implementation of the district's implementation plan.

KHS is committed to a blended system of credits and standards to earn a proficiency-based high school diploma. To that end, in consultation with Dr. Kevin Perks and WestED, KHS department heads in all 8 content areas began the process of identifying power standards and developing common assessments using the power standards as the foundation of the curriculum. Through professional learning communities (PLCs), department heads in each of the 8 content areas have led teams to agree upon power standards for proficiency and develop common assessments to be piloted during the 2014-15 school year (see attachment 1 – content area power standards). This work has fostered consistency and alignment of curriculum and assessment. Additionally, through the PLC conversations, teachers are using student work to inform instruction and share key instructional strategies. Part of this work involves input into a draft of school-wide rubrics for the Guiding Principles. In collaboration with our district's technology department, we have developed an online learning management system to track and report student progress. This work will continue into the 2014-15 school year. Consistency and alignment has inspired confidence in the community that all students are working toward proficiency in a clearly defined and rigorous academic program. As part of the work, a school-wide Response to Intervention (RTI) process has been established to ensure that all students reach high standards (see attachment 2 – RTI process at KHS).

As described in the implementation plan below, the 2014-15 extension year will provide teachers with time to implement common assessments, engage in calibration of scoring student work, establish anchors and models for this scoring, and continue to share instructional strategies. The KHS Leadership Team will initiate a crosswalk between the current Habits of Mind / Approaches to Learning with the Guiding Principals to be shared with the full faculty for feedback and revision. Additionally, our technology department will refine the learning management system that is under development (see attachment 3 – learning management system example).

2013-2014 PBD EFFORTS

- August 2013 – Full day with KHS Leadership Team and Dr. Kevin Perks
- September – May – Eight full days with KHS Leadership Team and Dr. Kevin Perks
- September – June – Weekly PLC / Department Head meetings focused on PBD work
- September – May – Monthly faculty meetings to report and discuss progress on PBD work

- January – June - newsletters to parents and students updating them on proficiency based work
- September 24 - MDOE Conference on CCSS
- October 15 – Southern Maine Partnership / USM – Regional PBD discussion
- Spring – Southern Maine Curriculum Leaders PBD Symposium
- Monthly meetings with SBEC curriculum leaders all focused on PBD regional work
- September – May – District wide training in Read to Learn promoting literacy across the curriculum

2013-2014 PROGRESS

The Saco Bay Educational Collaborative (SBEC) is an alliance of four school districts established for the purposes of enhancing student performance and maximizing operational efficiencies by pooling resources. The participating districts, which include the Biddeford School Department, Regional School Unit 21, Regional School Unit 23, and the Wells-Ogunquit Community School District, recognize the critical importance of cooperation and collaboration among the districts as each seeks to provide professional development opportunities, rigorous and relevant curriculum, special education programming, and student support services in meaningful and efficient ways.

The curriculum administrators from each of these districts meet regularly to discuss curriculum development, assessment, educator effectiveness and professional development. Discussions have focused on curriculum mapping, SBAC field testing, school calendar development, Common Core State Standards implementation, and committee design.

During the 2013-14 school year, this group has worked on building capacity across the districts to implement LD1422, Proficiency Based Learning. Given the state funds appropriated to each entity, they made a decision to consider pooling their resources to gain more leverage and engaged with WestEd to develop a plan to implement a proficiency based model that is tailored to the needs of each district, but addresses systems-wide issues as well. Their collaboration includes training for teachers, administrators, and Board members over the span of 18 months, beginning in February 2014. The group has also connected with the Department of Education in an effort to solicit support and better ensure successful implementation.

Through these efforts, KHS has made significant progress in developing the core elements of the PBD with a purposeful focus on a guaranteed, viable, rigorous, and accessible curriculum and assessment system directly aligned to state standards in all eight content areas.

- June 1, 2014 – Power standards were agreed upon and published for each of the eight content areas. *Submitted Document Reference: Content Area Power Standards*

PBD documents currently under development:

- June 1, 2014 – Draft copies of the common assessments in all eight content areas for the first quarter of the 2014-15 school year were submitted and published. *Submitted Documents Reference: Example Common Assessment*
- June 1, 2014 – Draft copy of Rubric of Approaches to Learning pending a cross walk with the Guiding Principles. *Submitted Document Reference: Draft Rubric of Approaches to Learning to Undergo a Crosswalk with the Guiding Principles.*
- June 1, 2014 – Draft copy of Learning Management System interface with Powerschool for progress monitoring and reporting. *Submitted Document Reference: Powerschool Learning Management System*

COMMUNITY IMPACT: The citizens of RSU 21 have pride in the achievement of the schools. With the support comes the expectation for continued high achievement, quality programming, and individualized support. Community members remain current and informed relative to State law and policy. They trust leadership to implement a system that will follow the letter of the law and continue to provide a quality education for all students.

STAFF IMPACT: The faculty of Kennebunk High School has dedicated nearly 100% of their professional development time during the 2013-14 school year to the PBD initiative. Because KHS teachers believe in the potential of all students, they have used the standards as a foundation for common assessments that hold all students to high standards. Initial faculty concern that the PBD initiative would be short-lived quickly lost momentum as teachers saw the value and results of consistency and alignment of curriculum, assessment, and the sharing of instructional strategies. Overall, this initiative has led to increased teacher collaboration.

STUDENT IMPACT: For the students of KHS, standards are visible, transparent, and linked with daily instruction. Expectations are increasingly clear and students have a better understanding of the skills needed to achieve proficiency. Administrators and teachers consider the PBD system to be a re-commitment to ensuring that all students are held to high standards and prepared for post-secondary options based on their demonstration of requisite knowledge and skills.

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

2014-2015 PBD IMPLEMENTATION PLAN: BENCHMARKS AND TIMELINES

Benchmark 1: Clear performance standards calibrated for all content areas. To be completed by July 1, 2015.

- September – June – Weekly PLC groups during late start Wednesdays for continued work on implementation, scoring, calibration, and establishment of anchors for common assessments. *Submitted Document Reference: KHS Meeting Schedule*
- September – May – Monthly faculty meetings to report and discuss progress at KHS and monthly Curriculum Design meeting to report and discuss progress district wide
- October 10, 2014 – Full staff release day with PBD focus
- Eight full days with Teacher Leaders from grades 6-12 from all 4 SBEC school districts, facilitated by Kevin Perks.
- Four full days with Administrators from grades 6-12 from all 4 SBEC school districts, facilitated by Kevin Perks.

Benchmark 2: Common assessments developed, piloted, and finalized for all content areas. To be completed by July 1, 2015.

- August 28, 2014 – Half day professional development led by department heads to continue work on common assessments
- September – June – Weekly PLC groups during late start Wednesdays for continued work on implementation, scoring, calibration, and establishment of anchors for common assessments..
- September – May – Monthly faculty meetings to report and discuss progress at KHS and monthly Curriculum Design meeting to report and discuss progress district wide
- October 10, 2014 – Full staff release day with PBD focus
- Eight full days with Teacher Leaders from grades 6-12 from all 4 SBEC school districts, facilitated by Kevin Perks.
- Four full days with Administrators from grades 6-12 from all 4 SBEC school districts, facilitated by Kevin Perks.

Benchmark 3: School wide rubric established to verify attainment of Guiding Principles. To be completed by July 1, 2015.

- August 28th – Begin crosswalk between Approaches to learning Rubric and Guiding Principles
- September – May – Monthly meetings with KHS Leadership Team to discuss and report out on Guiding Principles work

Benchmark 4: Sound and functional Powerschool system to report student proficiency. To be completed by July 1, 2015.

- August 28, 2014 – Technology department roll out of draft system to Department Heads.
- September – January – Continue to work on the development of this system and provide monthly updates at faculty meetings.
- February – June – Share system with parents and students

Benchmark 5: Accurate and thoughtful communication around PBD implementation to all members of the RSU 21 school community.

- August – May - newsletters to parents and students – outlining proficiency based work ahead. *Submitted Document Reference: KHS Newsletter*
- September 17, 2014 – Open house for parents, students, and community members including handouts and discussion of the PBD work.
- Collaboration with local press and the School Board of Directors to inform the community
- Collaboration with Saco Bay Educational Collaboration (SBEC) to support regional development and implementation of PBD systems Placement of curriculum templates and standards on the district website.
- January – March – Information on PBD presented to class of 2019 families
- Ongoing and regular meetings with middle and high school faculties together to align expectations and collaborate on key information to be distributed.
- Eight full days with Teacher Leaders from grades 6-12 from all 4 SBEC school districts, facilitated by Kevin Perks.
- Four full days with Administrators from grades 6-12 from all 4 SBEC school districts, facilitated by Kevin Perks.

Benchmark 6: Develop and adopted policies to support PBD implementation in RSU 21. To be completed by July 1, 2015.

- August – May – Work with administration, the District Policy Committee, and the School Board of Directors to develop and adopt PBD policies.
- November, January, March – Workshop with Boards of Directors in the SBEC districts focused on PBD policy development. Facilitated by Kevin Perks and WestEd.

Benchmark 7: Discussion and research on the interface of best practice in standards-based instruction to support student achievement.

- September – June – Weekly PLC groups during late start Wednesdays for continued work on best practices in standards-based education
- September – May – Monthly faculty meetings to report and discuss progress at KHS and monthly Curriculum Design meeting to report and discuss progress district wide
- October 10, 2014 – Full staff release day with PBD focus
- Eight full days with Teacher Leaders from grades 6-12 from all 4 SBEC school districts, facilitated by Kevin Perks.
- Four full days with Administrators from grades 6-12 from all 4 SBEC school districts, facilitated by Kevin Perks.

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

SYSTEMS OF SUPPORT FOR STUDENT LEARNING:

The KHS Guidance Department has developed a series of coordinated, sequential, activities to develop monitor and guide student through high school and the career / college planning process. This series is based upon ASCA National Standards and the Maine Comprehensive School Counseling Standards. This series is supported by a system of multiple pathways at KHS. The freshman and sophomore years are used as the foundation to provide the knowledge and skills for students to enter the pathways of their choice during junior and senior year. These pathways are outlined in *Submittal Document Reference: Pathways at Kennebunk High School*.

KHS RESPONSE TO INTERVENTION (RTI): A clearly defined RTI process, outlined below, provides targeted and timely support to help students meet the standards.

RTI Team:

A Focus on Learning · A Collaborative Culture · A Focus on Results

Learning Formula

Targeted Instruction + Time = Learning

Our RTI model has 3 levels: 1st tier - classroom interventions (involving teacher trouble shooting, collaboration and research based strategies); 2nd tier - small group reinforcement, re-teaching and skills analysis; 3rd tier - more intensive and individualized strategies.

We use a problem solving method to make decisions within a multi-tier model of service delivery: IDEAL Problem Solving Model Bransford and Stein (1984)

Identifying the problem to be solved

Defining the problem

Exploring alternative solutions

Applying the chosen solution

Looking at the effects

Tier One - Core curriculum that 100% of the students at KHS receive. (Yes , some receive more. We are talking about what is essential.)

Classroom interventions

Classroom teachers will employ a variety of research-based strategies focused on addressing learner issues within the classroom. Links to many research-based strategies are below.

<http://www.rtinetwork.org/learn/rti-in-secondary-schools>

<http://www.pavilioncsd.org/webpages/mnoble/research-based.cfm>

When a teacher initiates classroom interventions for a student there must be documented contact with parent(s) and the identified student.

Tier Two – Supplementary Interventions

This level is directive. There are no options for the student outside what is research based and prescribed by the RTI Team. Instructional intensity addressed through duration, frequency and time of interventions, and group size.

Classroom teachers are employed as resources for developing student plans, and are made aware of what strategies are being tried and the results.

Guided Study Halls

Monitored access to PLATO for diagnosis and remediation.

Direct Instruction (small group, individual) based on needs in individual plans.

Tier Three – Intensive Interventions

Instructional intensity is addressed through duration, frequency and time of interventions (Individual Intense Instruction).

Instructor expertise is matched to student need.
Guided and monitored access to PLATO.

Universal screening:

Student NWEA scores from MSK

NWEA given to all 9th graders in fall and spring at KHS

Frequent Progress Monitoring

Frequent, timely and common formative classroom-based assessments.

Skills based diagnostic testing (Learning Center, PLATO)

Submittal Documents Reference: KHS RTI Structure

Submittal Documents Reference: RTI Referral Process

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: 9% (\$3,000)
- Community Engagement: 0%
- One-year Carry Over: 91% (\$25,862.69)

Submittal Document Reference: 2013-14 Budget sheet

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

The Saco Bay Educational Collaborative (SBEC) will continue the regional proficiency-based work with Kevin Perks. *Submittal Document Reference: Proposed Scope of Work*. This will include work in the area of “Practice” with teacher leaders during 8 full days and with administrators for

4 full days and "Policy" work with the 4 School Boards for 3 evening Dine and Discuss sessions. This will cost approximately \$14,000.

RSU 21 plans to contract independently with Dr. Perks to continue the work with department heads to calibrate work and develop exemplars. This will cost approximately \$5,000.

The RSU will focus on the area of "Communication" through printed brochures for parents and students and dine and discuss forums for parents and community members. This will cost \$2,500. Each teacher will have a published list of standards posted in his/her classroom. This will cost approximately \$1,500. Two teacher leaders will host a parent information evening to simulate the process of scoring student work using rubrics. This will cost approximately \$1,000.

Middle and High School administration will host several parent / student information sessions geared toward middle school students.

Middle and high school teachers will work together to align power standards and common assessments during professional release time. This will cost approximately \$1,000.

The RSU will host a Southern Maine Principals regional breakfast to share experiences and ideas in practice, communication, and policy implementation of PBD. This will cost approximately \$1,000.

The remaining money will be spent on professional development for teachers including a library of books on PBL, conferences focused on PBL, and collaboration with teachers in other schools who teach the same content areas. Lastly, the focus of rolling this initiative down to become a K-12 aligned system will be a focus.

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.

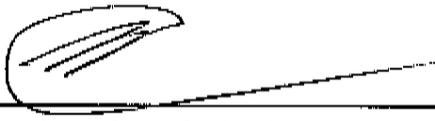
We certify that the criteria for awarding a diploma beginning after July 1, 2018 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

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.



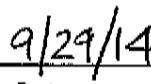
Superintendent of Schools



Date



Chair of School Board



Date

K.H.S. Music Power Standards

A1 Music Difficulty –

Students perform music that requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various *meters* and rhythms in a variety of keys while modeling proper posture and *technique*, alone or with others.

A2 Notation and Terminology –

Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden *dynamic* contrasts.

B2 Composition –

Students analyze and evaluate musical ideas expressed in their own *compositions* or the *compositions* of others.

C1 Application of the Creative Process –

Students apply and analyze *creative problem-solving* and creative-thinking skills to improve or vary their own work and/or the work of others.

E1 The Arts and History and World Cultures –

Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.

E3 Goal Setting –

Students make short-term and long-term goals based on rigorous criteria and related to *time management*, interpersonal interactions, or skill development that will lead to success in the arts.

E5 Interpersonal Skills –

Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.

- a. Getting along with others
- b. Respecting differences
- c. Working as a team/ensemble
- d. Managing conflict
- e. Accepting/giving/using constructive feedback
- f. Accepting responsibility for personal behavior.
- g. Demonstrating ethical behavior
- h. Following established rules/etiquette for observing/listening to art
- i. Demonstrating safe behavior

Power Standards- Graduation Proficiency

Standards are proficiency expectations for each grade level.

Literary and Informational Reading

9/10-11/12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (11/12: Including determining where the text leaves matters uncertain.)

9/10-11/12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (11/12: Include how they interact and build on one another to produce a complex account.)

9/10-11/12.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (11/12: When the rhetoric is particularly effective, analyze how style and content contribute to the power, persuasiveness or beauty of the text.)

Speaking and Listening

9/10-11/12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (11-12.4: conveying a clear and distinct perspective where alternative or opposing perspectives are addressed)

Language

9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1a. Use parallel structure. (11/12: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.)

1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (11/12: Resolve issues of complex or contested usage, consulting references as needed.)

9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade level reading and content*, choosing flexibly from a range of strategies.

4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy; conceive, conception, conceivable*).

4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Writing

9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9/10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (11/12: Including techniques such as metaphor, simile, and analogy.)

2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

9/10-11/12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (11/12: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.)

1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (11/12: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.)

1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (11/12: Use varied syntax to link the above.)

1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1e. Provide a concluding statement or section that follows from and supports the argument presented.

9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

KHS Social Studies Power Standards

Grade 9: World History to 1920

Maine Learning Results

Application of Social Studies Processes, Knowledge, and Skills

A1f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations.
Common Assessment: Historical Investigation: Summary of Evidence

A1g. Develop a clear well-supported position.
Common Assessment: Historical Investigation: Analysis of Sources

Geography

D2a. Analyze geographic features that have impacted unity and diversity in the U.S. and other nations and their effects.
Common Assessment(s): Greece Unit Test; Rome Unit Test; Mid-Term Exam

History

E1a. Explain that history includes the study of the past based on examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.
Common Assessment: Defining History; Mid-Term Exam

E1b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the U.S. and the world and the implications for the present and future.
Common Assessment: Mid-Term Exam; Final Exam

E1d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is use to support different interpretations.
Common Assessment:

E2a. Identify and critique issues characterized by unity and diversity in the history of the UnitedStates and other nations, and describe their effects.
Common Assessments: Nationalism and Napoleon; Final Exam

Common Core State Standards

Reading

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
Common Assessments: Historical Investigation: Evaluation of Sources; The Estates-General.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. Common Assessment: The Origin of Athenian Democracy

Writing

CSS.ELA-Literacy.WHST.9-10.2E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Common Assessments: Historical Investigation: Analysis of Sources

CCSS.ELA-Literacy.W.9-10.9b (non-fiction) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Common Assessment: Historical Investigation: Analysis of Sources

Grade 10 _____ America to 1920

Maine Learning Results

A1f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations.

B1d. Describe the purpose, structures, and processes of the American political system.

B2b. Evaluate the relationship between the government and the individual as evident in the US Constitution, the Bill of Rights, and landmark court cases.

E1b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the U.S. And the world and the implications for the present and future.

E1d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is use to support different interpretations.

Common Core State Standards

- CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
- CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Maine Learning Results

C1a. Explain that the study of economics includes that analysis and description of production, distribution, and consumption of goods and services by business, and is the basis of individual personal finance management including saving and investing.

C1b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.

C1f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage.

E1a. Explain that history includes the study of the past based on examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.

E1b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the U.S. and the world and the implications for the present and future.

E1d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is use to support different interpretations.

Common Core State Standards

- CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CCSS.ELA-Literacy.W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- CCSS.ELA-Literacy.W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

KHS ART DEPARTMENT POWER STANDARDS 2014

A. Disciplinary Literacy-Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology and processes.

A1. Artist's Purpose

Students research and explain how art and artists reflect and influence culture and periods of time.

A2. Elements of Art and Principles of Design

Students evaluate all of the features of composition.

- a. Evaluate Elements of Art
- b. Evaluate Principles of Design

B. Creation, Performance and Expression-Visual Arts: Students create, express and communicate through the art discipline.

B1. Media Skills

Students choose multiple suitable media, tools, techniques and processes to create a variety of original artworks.

B3. Making Meaning

Students create a body of original artwork.

- a. Demonstrate sophisticated use of media, tools, techniques and processes.
- b. Demonstrate knowledge of visual art concepts.
- c. Communicate a variety of ideas, feelings and meanings.

B4. Exhibition

Students select, prepare and help with exhibiting their works in the classroom, school, or other community location and articulate and artistic justification for their selection.

C. Creative Problem-Solving: Students approach artistic problem solving using multiple solutions and the creative process.

C1. Application of Creative Process

Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others.

D. Aesthetics and Criticism: Students describe, analyze, interpret and evaluate art.

D1. Aesthetics and Criticism

Students analyze and evaluate art forms.

- a. Describe, analyze, interpret and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills and processes.
- c. Demonstrate and understanding of the difference between personal opinion and an informed judgement.

E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture.

E1. The Arts and History and World Cultures

Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.

Title of Assessment: Evaluation of Sources

Course: World History to 1920, Grade 9 Standard:Common Core State Standards:

CCSS.ELA-Literacy.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Possible Accommodations:

- Source may be provided to student. - Instructor may give several different documents on multiple occasions for student to show proficiency. - Student may use word processing program as needed. - Student use of dictation software as needed.

Answer Key:

-Answers will vary based on student topic.

Assignment Objectives: Section C: Evaluation of Sources

This section of the written account should be a critical evaluation of two important sources appropriate to the investigation and should refer to their origin, purpose, value and limitation.

The two sources chosen should be appropriate for the investigation and could, for example, be written, oral or archeological. The purpose of this section is to assess the usefulness of the sources but not to describe their content or nature.

Grading Rubric:

	1: Does Not Meet	2: Partially Meets	3: Meets	4: Exceeds
CCSS.ELA- Literacy.RH.9-10.1	Demonstrates <i>little or no</i> understanding of the origins of the document such as date, and author, and the purposes for which document was produced	Demonstrates <i>some</i> understanding of the origins of the document such as date, and author, and the purposes for which document was produced	Demonstrates <i>strong</i> understanding of the origins of the document such as date, and author, and the purposes for which document was produced. Student attempts to provide values and limitations .	Demonstrates <i>strong</i> understanding of the origin of the document such as date, and purposes for which document produced,

	-		through the attempt may be limited.	and offers two or more valuable limitations which are accurate document and relevant to the objectives of a historian
--	---	--	-------------------------------------	---

Exemplars: For the sake of the examples below, assume that the student was tasked with answering the research question "To what extent did the Black Plague of 1347-1352 lead to economic development England?"

Example #1 To answer my question, I am going to use a website called "Art in the Middle Ages" and a journal article called "The Black Plague Strikes Again: Case Studies from the 20th Century."

Rubric Score		Reasons for score		
CCSS.ELA-Literacy.RH.9-10.1.1			This student received a 1 on this standard because he/she demonstrates no knowledge of author, publication location) or the article or the purposes for which the article was published.	
Example #2 The website called "Death Tolls in England during the Plague" from the year 2009 gives a lot of details about how many people died in each part of England during the plague...				
The journal article called "Economic effects of the 1347 Black Plague in Florence" from the journal called <i>Renaissance Studies</i> explains how Florence's economy changed because of the Black Plague...				
Rubric Score		Reasons for score		
CCSS.ELA-Literacy.RH.9-10.1.2			This student received a 2 on the rubric because he/she illustrates some knowledge of the source, though the information is incomplete. The student also demonstrates basic understanding of information in each article, though it may not be obvious how that information will help him/her address the research question.	
Example #3 The origin of the webpage called "New Plague Gravesite Found in East London," is the archeology department at Oxford University. Professor Vivian Buchanan and her graduate students posted this article on the department's website in order to update other researchers on the excavation of a burial pit from 1351 in a part of London that was impoverished at the time. One value of this source is that it details the condition of the burial site and the artifacts buried with the Plague victims. One limitation of this source is that it used a lot of difficult archeological terms that were hard to understand.				

Richard Flores published the article called "Great Britain and the Black Plague of 1347: Breakdown of Feudalism," in the *Journal of Medieval History* in 2002. This article shows

how the areas of Britain with the highest death rates during the plague also experienced the fastest decline in the number of feudal manors, and explains the correlation between the two phenomena. One value of this source is that it was broken down into sections that were easy to read. Another value is that it explains why feudalism broke down in England because of the plague. One limitation of this source is that it focused only on the economic conditions related to feudalism, and did not provide information about how the plague affected urban populations.

Rubric Score	Reasons for score
CCSS.ELA-Literacy.RH.9-10.1: 3	This student received a 3 on the rubric because he/she demonstrated a strong understanding of both the origin and purpose of the source. The student attempts to explain values and limitations of the source, though this section is limited.

Example #4 The origin of the webpage called "New Plague Gravesite Found in East London," is the archeology department at Oxford University. Professor Vivian Buchanan and her graduate students posted this article on the department's website in order to update other researchers on the excavation of a burial pit from 1351 in a part of London that was impoverished at the time. One value of this source is that it details the condition of the burial site and compares the site with archeological excavations from wealthier neighborhoods at the time. This can help researchers determine how each socioeconomic class experienced the Plague in London. Another value of this source is that it provides useful statistical data, such as how many people died in London during the Plague, and what percentage of these deaths were working class, tradesmen, or upper class citizens. One limitation of this source is that it focuses on London, and does not give specific data for other urban areas in England. This source also does not discuss the effect of the plague on rural communities.

Richard Flores published the article called "Great Britain and the Black Plague of 1347: Breakdown of Feudalism," in the *Journal of Medieval History* in 2002. This article shows how the areas of Britain with the highest death rates during the plague also experienced the fastest decline in the number of feudal manors. One value of this source is that it explains the correlation between the death rates and the decreases number of feudal manors. Another value is that it discusses feudalism throughout the entire country, illustrating the widespread nature of the plague and feudal failure. One limitation of this source is that it focused only on the economic conditions related to feudalism, and did not provide information about how the plague affected urban populations. In addition, the source relies on church death records to discern the death rate during the Plague. While these church records are often the only existing records, and thus the only opinion available to historians, many of these records are inaccurate due to negligent bookkeeping during the Plague crisis.

Rubric Score	Reasons for score
CCSS.ELA-Literacy.RH.9-10.1: 4	This student received a 4 on the rubric because he/she demonstrates strong understanding of the document such as date, and author, and the purposes for which document was proffers two or more values and limitations which are accurate to the document and relevant to the research objectives of a historian

Approaches to Learning

Factors	Consistently exceeds expectations	Consistently meets expectations	Inconsistently meets expectations	Does not meet expectations
<p>Completes work</p> <p>Turns work in punctually</p> <p>Is neat</p> <p>Makes up work</p>	<p>Is punctual or early turning in assignments and goes beyond the stated requirements relative to neatness and adherence to conventions</p>	<p>Is punctual in assignments and meets the stated requirements relative to neatness and adherence to conventions</p>	<p>Is not punctual in turning in assignments or does not meet the stated requirements relative to neatness and adherence to conventions</p>	<p>Is not punctual in turning in assignments and does not meet the stated requirements relative to neatness and adherence to conventions</p>
<p>Is prepared to learn</p> <p>Arrives on time</p> <p>Has materials</p>	<p>Always in class on time</p> <p>Rarely absent</p> <p>Brings needed materials to class and is always ready to work</p>	<p>Very few tardies</p> <p>Very few absences</p> <p>Almost always brings needed materials to class and is ready to work</p>	<p>Some tardies</p> <p>Some absences</p> <p>Usually brings needed materials but sometimes needs reminders and directions</p>	<p>Frequent tardies</p> <p>Frequent absences</p> <p>Often forgets materials and is rarely ready to get to work</p> <p>Often does not accept redirection</p>
<p>Participates in learning</p> <p>Works well with others</p> <p>Shares ideas</p>	<p>Routinely shares information or ideas when participating in discussions or groups</p> <p>Definite leader who contributes consistently</p>	<p>Usually shares information or ideas when participating in discussions or groups</p> <p>Often is a leader</p>	<p>Sometimes shares information or ideas when participating in discussions or groups</p> <p>Exhibits few instances of leadership</p> <p>Does the minimum required</p>	<p>Rarely shares ideas</p> <p>May refuse to participate</p> <p>Relies on the work of other group members</p>
<p>Follows classroom expectations</p> <p>Stays on task</p> <p>Follows rules</p>	<p>Consistently stays focused on the task and what needs to be done</p> <p>Very self-directed</p> <p>Always has a positive attitude</p>	<p>Focuses on the task and what needs to be done most of the time</p> <p>Works independently</p> <p>Often has a positive attitude</p>	<p>Focuses on the task and what needs to be done some of the time but needs to be reminded to keep on task</p> <p>Usually has a positive attitude</p>	<p>Rarely focuses on the task and what needs to be done</p> <p>Lets others do the work</p> <p>Needs reminders to perform classroom work</p> <p>Often has a negative attitude</p>



KENNEBUNK HIGH SCHOOL

"Preparing responsible, contributing citizens in a global society."

Susan F. Cressey, Principal

Bruce A. Lewia, Assistant Principal

Jason J. Sullivan, Assistant Principal

August 27, 2014

To Whom It May Concern:

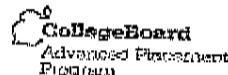
RSU 21 technology staff have devised a template for importing identified Common Core standards into the Student Information System. RSU 21 uses PowerSchool as its SIS. This template has been distributed to all Kennebunk High School instructional staff. The department chairs either have worked or are currently working with all members of their departments to identify the Common Core standards that will be put to near term use in the SIS. A subset of these standards for Algebra and Foreign Languages have been uploaded to our "Demonstration" server as a 'proof of concept' to ensure that instructional staff will be able to view and records standard information for all of the students in their classes. Going forward, the revised standards lists that are supplied will first be tested on the Demonstration server then transitioned to the live SIS.

Sincerely,

Waynn Welton



International
Baccalaureate



CollegeBoard
Advanced Placement
Program

89 FLETCHER STREET, KENNEBUNK, MAINE 04043

Phone: 207.985.1110 * Fax: 207.985.1350 * <http://www.rsu21.wa1.k12.me.us>

Meeting Dates for 2014-2015

Meeting dates are subject to change due to extenuating circumstances.

	Full Faculty	Department	PLC	Other	Dept. Chairs
August	Aug. 28				Aug. 27
September		Sept. 11	Sept. 10*		
		Sept. 25	Sept. 17*		
			Sept. 24		
October	Oct. 8	Oct. 9	Oct. 15	Oct. 10 WS**	Oct. 2
		Oct. 23	Oct. 22		
			Oct. 29		Oct. 30
November	Nov. 5	Nov. 6	Nov. 12		
		Nov. 20	Nov. 19		
December	Dec. 10	Dec. 11	Dec. 3		Dec. 4
			Dec. 17		
January	Jan. 7	Jan. 15	Jan. 14		Jan. 8
		Jan. 29	Jan. 28		
February	Feb. 11	Feb. 12	Feb. 4		Feb. 5
		Feb. 26	Feb. 25		
March	March 11	March 19	March 4		March 5
		March 26	March 18		
			March 25		
April	April 8	April 9	April 1		April 2
		April 30	April 15		
			April 29		
May	May 13	May 14	May 6		May 7
		May 28	May 20		
			May 27		
June	June 3	June 11			June 4

* SPED staff will do specific PD activities for compliance.

**WS = Workshop Day

Full Faculty: 7:25-8:45 AM

Department: 2:30-3:30 PM

PLC: 7:25-8:45 AM

Dept. Chairs: 2:30-3:30 PM

IB & AP Meetings: 2:30-3:30

Other: TBA

What is the Common Core?

"The Common Core is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live."(www.corestandards.org)

Who developed the standards?

"The state-led effort to develop the Common Core State Standards was launched in 2009 by state leaders, including governors and state commissioners of education from 48 states, two territories, and the District of Columbia, through their membership in the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO)." (www.corestandards.org)

Are the Common Core Standards mandated by the federal government?

No. Maine adopted the Common Core Standards in 2011. Currently, "44 states, the District of Columbia, four territories, and the Department of Defense Education Activity (DoDEA) have adopted the Common Core and are implementing the standards according to their own timelines." (www.corestandards.org)

Are teachers mandated to teach in a specific way and to use specific materials?

No, the standards are the foundation of the curriculum. It is up to teachers to work together to decide how to teach students to do the critical thinking, problem-solving, and analytical skills necessary to meet the standards.

At Kennebunk High School, teachers have worked during Late-Start Wednesdays and on Thursday afternoons to align curriculum, design instructional strategies and create assessments to ensure that students will have the knowledge and skills to meet the standards.

What are Common Assessments?

Each course at KHS will have some Common Assessments that all students will need to do to show that they have acquired the essential knowledge and skills for the course. The Common Assessments are based on the Common Core standards. This means that no matter which teacher a student has for a class, he/she will leave that class with the same key knowledge and skills.

Will subjects other than Math and English have Common Assessments?

Yes. The literacy standards, for example, will be incorporated in all classes, including, but not limited to Social Studies and Science. In addition, content areas other than English and Math will develop Common Assessments based on the national standards unique to their discipline such as the Next Generation Science Standards for Science.

What about students who need accommodations?

The standards cannot be modified or changed, but students are entitled to accommodations. Some students may need more time, for example. Parents who attend Individual Educational Plan (IEP) meetings will notice that goals are now aligned with the Common Core standards.

An example of the difference between a modification and an accommodation is best explained through an analogy. If two people are asked to read an article, the article has to stay the same; it can't be changed or "modified" for one person. However, one person might need to wear glasses to read the article; that would be an example of an "accommodation".

How does this look in a classroom at KHS?

In Aaron Germana's Algebra I class, he might ask, "What was your reasoning, what was the logic you used?" In other words, the process is important. It's not just about getting the correct answer.

In an English class, Beth Carlson would remind students that they would need to go into the text to find evidence to support their opinions and be able to cite their sources.

How will progress on the Common Core Standards be reported?

Beginning with the Class of 2019, standards will be listed on students' report cards. Remember that Common Assessments are based on Common Core Standards. Teachers will report whether students are meeting the standards or not. If they are not, they will be given more time to achieve the standards with the support of teachers, guided study hall teachers, the Learning Center, and/or the Skill Center.

What will the KHS report card look like for the Class of 2019?

Students will still receive numerical averages. However, the approaches to learning (timeliness, behavior, effort) will be separated from the numerical average. In addition, as noted above, progress on the standards will be noted.

What do colleges think about this?

Colleges appreciated the fact that they will have clear knowledge of not just the numerical average, but the qualities of effort, etc., that characterize students who have the work habits and resiliency to complete college. They

will also have evidence that students have the knowledge and skills needed in college and beyond when they look at the students' progress on Common Assessments based on the Common Core Standards.

Will graduation depend on meeting the standards?

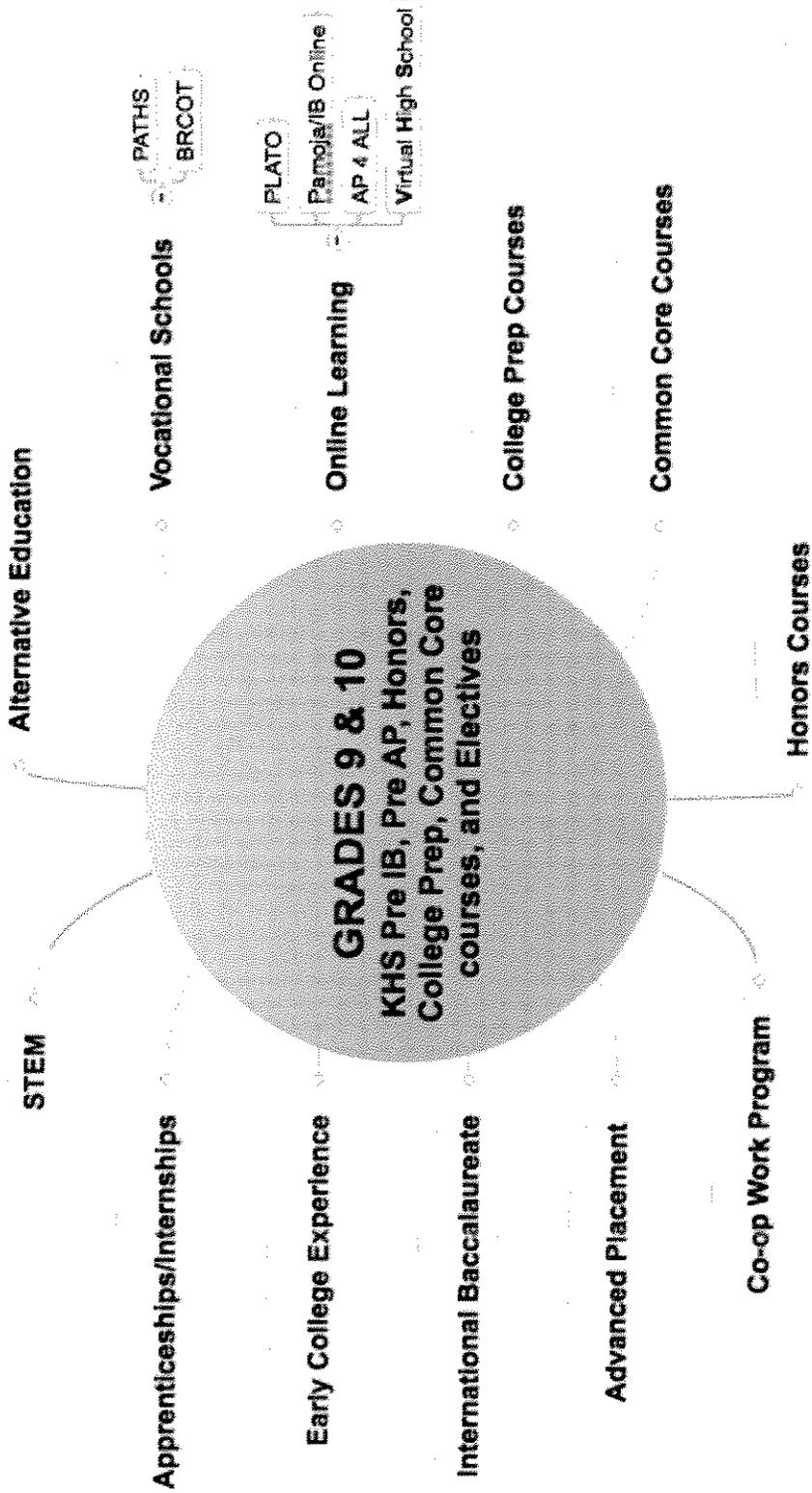
Yes, all students, beginning with the Class of 2019, will need to meet the standards and complete the graduation requirements listed for Kennebunk High School in order to graduate. KHS has been preparing for this by ensuring that there are support systems in place (guided study halls, Learning Center, PLATO credit recovery, KHS PM) for all students and, as always, the Skills Center for students with identified needs.

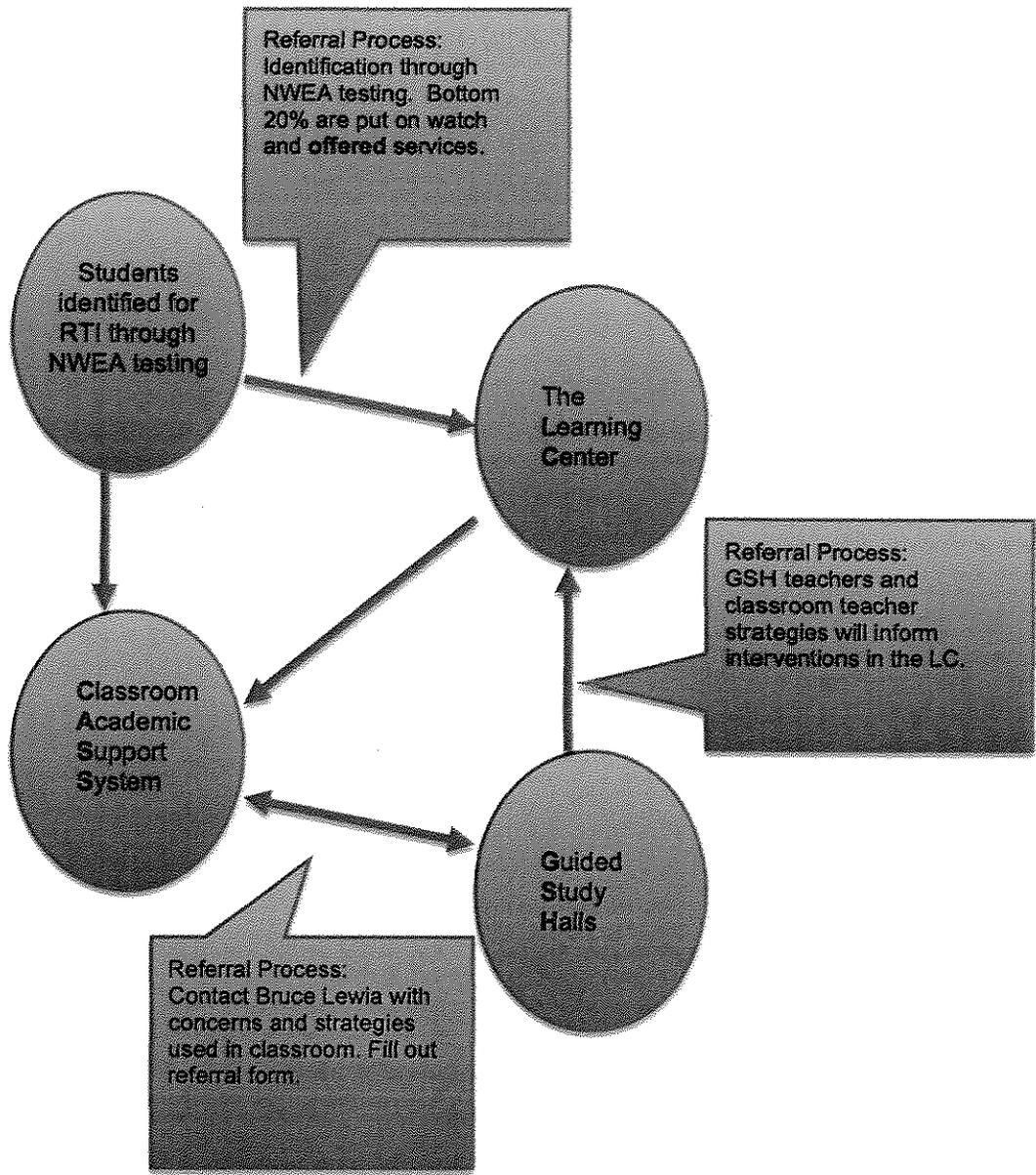
KHS PRE IB & IB DIPLOMA PROGRAMME

PATHWAYS TO IB DIPLOMA PROGRAMME OR CERTIFICATE COURSES

		12 th grade	11 th grade	10 th grade	9 th grade	8 th grade
Group 1 English A1	Compulsory	IB HL English II	IB HL English I	English II Honors or CP	English I Honors or CP	
Group 2 Language B	Compulsory	IB Spanish SL II or IB French SL II	IB Spanish SL I or IB French SL I	Spanish III Honors or CP or French III Honors or CP	Spanish II Honors or CP or French II Honors or CP	Spanish I or French I
Group 3 Individuals and Societies	Compulsory	IB History of the Americas HL II	IB History of the Americas HL I	America to 1920 Honors or CP	World History Honors or CP	
	Elective	IB Economics SL II	IB Economics SL I			
	Elective	IB Information Technology in a Global Society HL II	IB Information Technology in a Global Society HL I			
	Elective	IB Information Technology in a Global Society SL I* *1 yr. course	IB Information Technology in a Global Society SL I* *1 yr. course			
	Elective	IB Business Management SL* *1 yr. course	IB Business Management SL* *1 yr. course			
Group 4 Exp. Sciences	Option 1	IB Biology SL or HL II	IB Biology SL or HL I	Chemistry Honors or CP	Grade 9 Physics Honors or CP	
	Option 2	IB Physics SL or HL II	IB Physics SL or HL I	Chemistry or Biology Honors or CP	Grade 9 Physics Honors or CP	
	Option 3	IB Environmental Systems and Societies SL II	IB Environmental Systems and Societies SL I	Chemistry or Biology Honors or CP	Grade 9 Physics Honors or CP	
Group 5 Maths	Option 1	IB Math Studies SL II	IB Math Studies SL I	Geometry Honors or CP	Algebra I Honors or CP	
	Option 2	IB Math SL II	IB Math SL I	Algebra II Honors or CP	Geometry Honors or CP	Alg. I
	Option 3	IB Math HL II	IB Math HL I	Advanced Math	Algebra II Honors or CP Geometry Honors or CP PLUS Algebra II Honors or CP	Alg. I or Geo.
Group 6	Option 1 Visual Art	IB Visual Art SL II	IB Visual Art SL I	Art Foundations	Art Foundations	
	Option 2 Visual Art	IB Visual Art HL II	IB Visual Art HL I	Art Foundations or Art Electives	Honors or CP Art Foundations	
	Option I Music	IB Music SL II	IB Music SL I			
	Option I (other) Select any IB course in groups 1-5					

Pathways at Kennebunk High School





Regional School Unit 21 Trial Balance

Report # 49013

Account Groups: (First) - (Last)
 Accounts: 2232-0000-0000-305000-000 -
 2232-0000-2240-532000-990
 Dates: 07/01/2013 - 06/30/2014

Book Type: Actual
 Sort By: Account Number
 Detail Option: Full Detail
 Include Zero Activity Accounts: No
 Subtotal First Account Segment: No
 Select Accounts Utility: No

Account Number	Description	Class	Beginning Balance	Total Debits	Total Credits	Net Change	Ending Balance
2232-0000-0000-432320-000	PROFICIENCY - REVENUE	Revenue	0.00	0.00	28,862.69	(28,862.69)	(28,862.69)
Posting Date	Document #	Doc. Code	Reference	Debit Amount	Credit Amount		
10/16/2013	5730		PROFICIENCY REVENUE	0.00	28,862.69		
	CT Deposit		Account 2232-0000-0000-432320-000 Totals:	<u>\$0.00</u>	<u>\$28,862.69</u>		
2232-0000-2240-532000-950	PROFICIENCY-OH-CURR-PROF ED-SER	Expense	0.00	3,000.00	0.00	3,000.00	3,000.00
Posting Date	Document #	Doc. Code	Reference	Debit Amount	Credit Amount		
01/16/2014	BALANCE	2738	2738-PERKS, KEVIN	1,500.00	0.00		
04/09/2014	SERVICES	2738	2738-PERKS, KEVIN	1,500.00	0.00		
	Voucher		Account 2232-0000-2210-532000-950 Totals:	<u>\$3,000.00</u>	<u>\$0.00</u>		
			Report Totals:	<u>\$3,000.00</u>	<u>\$28,862.69</u>	<u>(\$25,862.69)</u>	<u>(\$25,862.69)</u>

2 Accounts Listed.

Scope of Work RSU 21

Contact

Kathryn Hawes
Assistant Superintendent
Regional School Unit 21
177 Alewife Road
Kennebunk, ME 04043

Prepared By

Kevin Perks, Senior Program Associate
WestEd – Learning Innovations
300 Unicorn Pak Drive
Woburn, MA 01801
(207) 252-3461

Purpose of Work

The purpose of the work described in this proposal is to support RSU 21 in developing and implementing a K-12 system of proficiency-based teaching and learning. The work will specifically focus on helping the district continue to build capacity to establish and maintain practices that support proficiency-based teaching and learning, as well as the integration of cross-content literacy practices established through previous professional development on Reading to Learn.

Services and Deliverables

- *Coaching and Consultation Services Reading to Learn* – WestEd staff will provide three days of on-going support to district administration and staff in support Reading to Learn. Cost: \$5,250 (3 days at \$1750 per day) – Includes travel.
- *Coaching and Consultation Services around Proficiency-Based Learning* – WestEd staff will provide three days of on-going support to district administration and staff in support of proficiency-based teaching and learning. Cost: \$5,250 (3 days at \$1750 per day) – Includes travel.

Dates of Service

- August 15, 2014 – June 30, 2015

Contract Details

- Total cost for these services is \$10,500.
- This work will be invoiced as a fixed-price contract and will be invoiced in two installments:
 - \$5,000 at the signing of the contract.
 - \$5,500 at the end of the contract.
- It is understood that services provided may need to change or be adjusted as the work progresses.

Proposed Scope of Work for Saco Bay Education Collaborative
Prepared by Kevin Perks, WestEd

Fiscal Agent

Patricia Hayden
Director of Instructional Improvement
Wells-Ogunquit C.S.D
1460 Post Road
Wells, ME 04090

Purpose of Work

The purpose of the work described in this proposal is to support the districts within the Saco Bay Educational Collaborative (SBEC) in developing results-oriented systems of proficiency-based teaching and learning within grades 6-12. The work will specifically focus on helping the districts build capacity to establish and maintain policy and practices that support proficiency-based teaching and learning focused on increasing student achievement.

Expected Outcomes

By the end of this scope of work, the districts within the SBEC will have established professional learning communities focused on developing and enhancing institutional resources and practices dedicated to the support and sustainability of proficiency-based teaching and learning that focuses on student learning and achievement that is in line with Maine LD 1422. Below is a description of the membership, role, and function of each PLC.

- *Leadership PLCs* – The Leadership PLC will include teacher leaders from various content areas across the districts. The role of this PLC is to learn how to use specific processes and protocols to 1) create and/or refine standards-based curriculum resources (e.g. scope and sequences, units of study, etc.), 2) lead colleagues in using the curriculum resources to create and tune instruction and assessment, and 3) analyze student work and data to support future instruction.
- *Administrator PLCs* – The Administrator PLC will include district and building level administrators from each district – including principals, assistant principals, curriculum coordinators, and instructional coaches. The role of this PLC is to learn how to apply collaborative processes and protocols to develop institutional capacity and resources to support proficiency-based teaching and learning.
- *School Board PLCs* – The School Board PLC will consist of representatives from the school boards of the four districts. The purpose of this PLC is to learn how to collaboratively apply processes and protocols to analyze, refine, and develop policies that support proficiency-based teaching and learning.

Evidence of Impact

The following are intended outcomes and products of the work described in this proposal:

- Policies and practices that specifically support proficiency-based learning.
- Standards-based curriculum documents – e.g. grade level scope and sequences, units of study, sample and exemplar lessons that model effective practices of proficiency-based teaching and learning.
- Website to store curriculum, instruction, and assessment resources created by the

Proposed Scope of Work for Saco Bay Education Collaborative

Prepared by Kevin Perks, WestEd

individual districts.

- Local assessment system of common benchmark and summative assessments that are grounded in standards.
- Increased capacity among teachers, administrators, and school board members to engage in the collaborative work necessary to support proficiency-based teaching and learning.
- Increased institutional knowledge about the collaborative work necessary to support proficiency-based teaching and learning.

Key Commitments

- Wells-Ogunquit Community School District will serve as the fiscal agent of this work.
- Each of the four districts will commit to having participants in each PLC attend each workshop.

Proposed Scope of Work

Projected Start: May 2014

Projected End: November 2015

Introductory Workshop – 2 Days

Strand 1 - Teacher Leader PLCs – 8 Days

- Workshops on Proficiency-Based Learning Practices for Teachers (8 Days) – Possible areas of focus may include the following:
 - Analyzing / validating current curriculum resources (scope and sequences, units of study, curriculum maps)
 - Designing and tuning standards-based lessons
 - Analyzing instruction-in-action
 - Analyzing student work
 - Designing and validating common benchmark and summative assessments / performance tasks
 - Collaboratively scoring student work

Strand 2- Administration PLCs (4 Days)

- Workshops on Proficiency-Based Learning Practices for Administrators – Possible areas of focus may include the following:
 - Introductory workshop
 - Developing institutional resources to support a guaranteed and viable curriculum
 - Developing an institutional process for reviewing and validating instruction and assessment
 - Facilitating discussions about teacher practice (pre- and post-conferences)
 - Observing and analyzing teacher PLCs
 - Observing and analyzing teaching in action

Strand 3 -School Board PLCs (3 Days)

- Proficiency-Based Learning Policy Workshops for School Board Members – Possible areas of focus may include the following:
 - Introductory workshops (PBL, Policy and Practice, etc.)
 - Policy Analysis Workshops

Proposed Scope of Work for Saco Bay Education Collaborative
Prepared by Kevin Perks, WestEd

Strand 4 - SBEC Oversight Team (4.6 Days)

- Meetings to monitor progress

Contract Details

- Rates are based on a \$2,500 per diem fee and include costs for supporting materials and training related travel expenses.
- It is understood that services provided may need to change or be adjusted as the work progresses.
- This is a fixed price contract and the fee for these services is \$54,000.
- This work will be invoiced as a fixed-price contract and will be invoiced in four installments:
 - At the beginning of the contract.
 - November 15, 2014
 - June 15, 2015
 - November 15, 2015
- This fee includes all necessary and related planning and travel costs.

DRAFT

Guiding Principles for the Classroom	Exceeds	Meets	Partially Meets	Does Not Meet
<p>A. A clear and effective communicator who:</p> <ul style="list-style-type: none"> • Demonstrates organized and purposeful communication. • Adjusts communication based on the audience. 	<p>In addition to demonstrating complete proficiency, the student:</p> <ul style="list-style-type: none"> • Models and shares ideas for improved communication with classmates - always in a non-judgmental and non-threatening way. 	<ul style="list-style-type: none"> • Follows standard protocols and always produces organized and purposeful communication. • Recognizes and adjusts all communication based on intended audience. 	<ul style="list-style-type: none"> • Is generally able to produce organized and purposeful communication that adheres to standard protocols. • Seems aware of the different types of communication required by different audiences but is inconsistently able to produce the different types. 	<ul style="list-style-type: none"> • Demonstrates a lack of ability to produce purposeful communication. Seems only able to generate "streams of consciousness" • Is unable to recognize the need for or produce different types of communication based on audience
<p>B. A self-directed and lifelong learner who:</p> <ul style="list-style-type: none"> • Demonstrates initiative and independence. • Demonstrates flexibility including the ability to learn, unlearn, and relearn. • Demonstrates reliability and concern for quality. 	<p>In addition to demonstrating complete proficiency, the student:</p> <ul style="list-style-type: none"> • Demonstrates a desire to support classmates in their efforts to be more flexible in their thinking and more independent. • Encourages others to raise their bar on quality. 	<ul style="list-style-type: none"> • Consistently demonstrates initiative and is completely capable of total independence. • Demonstrates great flexibility in thinking and shows no struggles with learning and relearning. • Demonstrates complete reliability and a concern for always producing quality work. 	<ul style="list-style-type: none"> • Frequently demonstrates the ability to initiate ideas and activity as well as the ability to work independently but may not always choose to do so. • Is generally flexible in his/her ability to learn, unlearn, relearn. • Is reliable more often than not and generally demonstrates a desire to produce quality work. 	<ul style="list-style-type: none"> • Consistently demonstrates an inability to work independently and never initiates activity. • Seems to get stuck on methods and/or ideas and is unable to accept new knowledge. • Shows little to no concern for quality or reliability.
<p>C. A creative and practical problem solver who:</p> <ul style="list-style-type: none"> • Sees opportunities, finds resources, and seeks results. • Uses information and technology to solve problems. • Perseveres in challenging situations. 	<p>In addition to demonstrating complete proficiency, the student:</p> <ul style="list-style-type: none"> • Looks beyond self and offers ideas and assistance to others. • Goes out of his/her way to help classmates. 	<ul style="list-style-type: none"> • Demonstrates initiative at all times. Is always looking for ways to get things done and solve problems. • Consistently demonstrates the ability to stick with challenging situations until they are completed. 	<ul style="list-style-type: none"> • Demonstrates the ability to make connections between available resources and desired results but may not choose to do so all the time. • Demonstrates inconsistent effort with respect to perseverance and/or is frequently swayed by others. 	<ul style="list-style-type: none"> • Consistently demonstrates an inability to problem-solve or make connections between available resources and desired results. • Is the first to give up on a situation or problem if it becomes too time-consuming or challenging.
<p>D. A responsible and involved citizen who:</p> <ul style="list-style-type: none"> • Participates positively in the classroom. • Accepts responsibility for personal decisions and actions. 	<p>In addition to demonstrating complete proficiency, the student:</p> <ul style="list-style-type: none"> • Demonstrates tolerance and patience with classmates' choices although may not agree • Always brings materials to class • Rarely absent/tardy • Is punctual or early in terms of turning in assignments 	<ul style="list-style-type: none"> • All class participation is positive in nature and encouraging to others. • Fully accepts responsibility for self and never has to be spoken to or reminded. • Almost always brings materials to class • Very few absences/tardies • Is punctual with assignments 	<ul style="list-style-type: none"> • More often than not, s/he contributes positively to the classroom. • Accepts responsibility for self but occasionally chooses poorly and needs to be reminded. • Usually brings materials to class • Some absences/tardies • Is not always punctual in terms of turning in assignments 	<ul style="list-style-type: none"> • Consistently initiates or is involved in disruptive classroom behaviors. • Demonstrates an inability to accept responsibility for self - frequently blaming others. • Frequent absences/tardies • Is not punctual in terms of turning in assignments
<p>E. An integrative and informed thinker who:</p> <ul style="list-style-type: none"> • Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes. • Evaluates and synthesizes information from multiple sources • Gains and applies knowledge to real life situations with and without technology. 	<p>In addition to demonstrating complete proficiency, the student:</p> <ul style="list-style-type: none"> • Attempts to help classmates understand the connection between behavior, effort, and success in non-judgmental ways. • Automatically evaluates sources and synthesizes information from multiple sources • Willingly shares ideas and suggestions regarding technology as a tool. 	<ul style="list-style-type: none"> • Consistently manages his/her classroom behavior and effort in an attempt to be successful. • Consistently evaluates sources and synthesizes information from multiple sources • Demonstrates the ability to fluidly switch between using or not using technology. • Recognizes when technology is the better tool and when it is not. 	<ul style="list-style-type: none"> • Acknowledges the connection between classroom behavior, effort, and classroom success but is inconsistent in making success oriented decisions. • Demonstrates the ability to evaluate and/or use multiple sources • Demonstrates the ability to work without technology but is inconsistent in making wise use of technology. 	<ul style="list-style-type: none"> • Consistently fails to make the connection between classroom behavior, effort, and classroom success. • Consistently fails to evaluate sources and/or use multiple sources • Consistently struggles to work without technology. • Consistently struggles to work with technology.

**ANY AND ALL DERO
RESOURCES ARE AVAILABLE
TO DOWNLOAD, TWEAK AND
USE FOR YOUR DISTRICT!**



Bob Cornacchioli
DERO Technical Services
bcornacchioli@gmail.com
get2bobc@gmail.com
www.derotechnical.com

Design Considerations

Habits of Mind	Dec.	June
Social and Emotional Development		
Separates from parent(s)		
Shows concern for others		
Exhibits age appropriate play skills (isolated, parallel, interactive)		
Uses language to negotiate with peers		
Takes turns and shares		
Demonstrates self control		
Appropriately initiates play with others		
Has established friendships		
Able to identify/express emotions		
Classroom Independence		
Follows directions		
Understands expectations of classroom routine		
Stays on/Completes task		
Shows interest & transitions across a variety of learning centers		
Cares for personal needs/belongings		
Actively participates at whole group meeting		
Uses materials purposefully		
Mathematics		
Identifies shapes: triangle, circle, square, rectangle		
Identifies numbers 0-10		
Rote counts 1-15		
Counts object to 10		
Sorts objects by 1 or more attribute		
Science		
Explore, describe, and compare science concepts		

Years & Terms

Semester – Trimester – Quarters

Landscape vs. Portrait

More space for standard text (65)
Larger Font- Landscape

Visual Arts	T1	T2	T3
Engaged in art room activities			
Physical Education			
Participates in individual and group activities			
Demonstrates motor skill development			
Meets physical fitness benchmarks			
General Music			
Sings melodies accurately			
Shows understanding of beat and rhythm			
Follows directions and cooperates in class			

Headers vs. Standards

Graded or not

Shading

Lines

Gray Boxes

GRADING SCALE

O = Outstanding	S=Satisfactory			
N = Needs Improvement	U=Unsatisfactory			
Marking Periods	1	2	3	4
Music				
Art				
Physical Education				
Technology				
World Language				
Academic Enrichment				

Code vs. Text (Code & Text)

^(*std.info.name;02.LA.01)

You or someone else

Summative - Student Records

PERFORMANCE LEVELS

4 = Advanced
3 = Proficient
2 = Progressing but Needs Improvement
1 = Warning
■ = Not assessed this term

Teacher Comment-T1

Teacher comments are not included on the trimester one report card. Teacher comments will be included on trimester two and three report cards. As always, if you have any questions or concerns please contact your child's teacher(s).

Teacher Comment-T2

Teacher Comment-T3

All comments- 1 report card in Student Record Folder

Better Identifier??

^(*std.stored.comments;ELA.4.50;T1)

^(*std.stored.comments;MA.4.17;T1)

Stay inside the lines

1. Teachers will write TOO MUCH!
2. Set Max Width to keep text in the box
3. SOMEONE must inform teachers of character max count!

Coordinates

Position X: 5.77778

Position Y: 3.93518

Max Width: 5.15

Max Height: 0

Edit Standard

Field	Value
Name	<input type="text" value="AGHS World Languages"/>
Identifier	<input type="text" value="WL"/> (ex. - LA.11.3.12)
Subject Area	<input type="text"/>
Alignment Identifier	<input type="text"/>
Calculation Parent	<input type="text"/>
List Parent	<input type="text"/>
Type	<input type="text" value="School"/> ▼
Level	<input type="text" value="1"/> ▼
Sort Order	<input type="text" value="0"/>
Course Number	<input type="text"/> (only applies to School standards)
Comments	<input type="checkbox"/> Include comment field (only applies to School standards)
Comment Length	<input type="text" value="4000"/> (school level comment settings override this setting)
Conversion Scale	<input type="text" value="Elementary Rating Scale-4321"/> ▼
Graded	<input type="checkbox"/> Enable teachers to enter scores for this standard in PowerTeacher Gradebook

Version 7.03

Comment Length can be set at the District-List Standards-for all your comment standards

Requires Teacher Log in
Enter Sample Comment
Print Report Cards
Establish CC & Set Value

Which code to use/what will it display?

^(*std.stored.high;ELA.5.1;T1;2010) = highest stored grade for standard T1, 2010

^(*std.stored.num;ELA.5.1;T1;11) = average stored grade for standard T1 in Grade 11

^(*std.stored.transavg;ELA.5.1;T1) = stored number grade for standard T1

^(*std.transhigh;ELA.5.1) = stored number grade for standard

DO YOU HAVE THE POWERSCHOOL CODES?

^(*std.info.name;LA.1.1)

^(*std.info.desc;LA.1.1)

^(*std.info.type;LA.1.1)

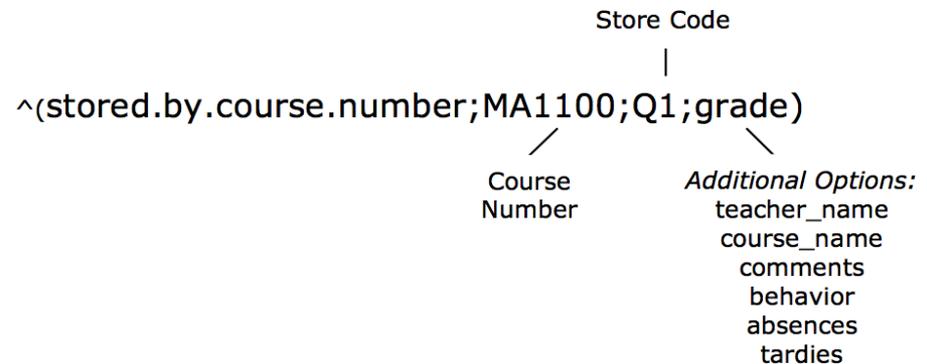
^(*std.num;LA.1.1)

^(*std.stored.avg;LA.1.1;Q1)

^(*std.stored.high;LA.1.1;Q1)

^(*std.stored.num;LA.1.1;Q1)

^(*std.stored.transava:LA.1.1:O1)



= **Not Assessed This Term** – **Strategies!**

Edit Standard

Field	Value
Name	Understands structure and function of
Identifier	HE.6.10 (ex. - LA.11.3.12)
Subject Area	Health
Alignment Identifier	
Calculation Parent	
List Parent	HE.6
Type	School
Level	3
Sort Order	1
Course Number	91306 (only applies to School standards)
Comments	<input type="checkbox"/> Include comment field (only applies to School standards)
Conversion Scale	PI56
Graded	<input checked="" type="checkbox"/> Enable teachers to enter scores for this standard in PowerTeacher Gradebook
Description	

Teachers will have to either:

- 1) leave standard blank
- 2) select a conversion scale choice of NA

3) All standards will be seen by teacher even if correct term is selected – no element refers to term ID UNLESS someone changes the Enable selection

<i>Social Studies</i>	T1	T2	T3
Explains the development and legacies of the Roman civilization			
Describes the origins and achievements of the Byzantine Empire			
Describes major developments & achievements of Islamic history			
Describes life and development of early African kingdoms			
Analyzes the development of medieval Europe			
Explains the structure and decline of feudalism			
Analyzes the origins & impact of the Renaissance			
Explains the origins and impact of the Reformation			
Analyzes the impact of the Scientific Rev. and Eur. exploration			
Analyzes historical documents to better understand events			

Not Recommended as this will be a repeatable labor cost

Guiding Principles

Performance Levels for Habits of Mind			
C=Consistently	S=Sometimes		
U=Usually	R= Rarely		
HABITS OF MIND	T1	T2	T3
Social Skills			
Shows self-control and makes responsible choices			
Listens attentively			
Transitions well from one activity to another			
Respects self, others and property			
Work Habits			
Organizes materials effectively			
Works independently			
Seeks help when appropriate			
Follows directions			
Returns completed homework on time			
Cooperates with others			
Takes risks with new ideas and experiences			
Demonstrates perseverance			
Strives for accuracy			
Produces neat and legible work			
Initiates and completes tasks			

Elementary – One teacher – all subjects

Middle School – Multiple teachers – individual subjects

Standard for each, spacing code is significant for the section below

Essential Learning Skills	Term 1					Term 2					Term 3				
	ELA	MA	SCI	SS	FL	ELA	MA	SCI	SS	FL	ELA	MA	SCI	SS	FL
Meets expectations for respectful student conduct															
Participates in class discussions and activities															
Demonstrates effective preparation and organization															
Meets expectations for homework completion and quality															

<i>Performance Groups</i>			
Sings/plays successfully alone and with others			
Understands and follows notation accurately			
Participates productively at rehearsals and attends all performances			
Performs with expression and musicality			
Follows directions and cooperates in class			

<i>Foreign Language</i>	T1	T2	T3
Interprets information in the target language by listening			
Demonstrates writing competency by using vocabulary and grammar			
Demonstrates verbal competency			
Understands and interprets meaning through reading			
Understands cultural perspectives and practices of target country			

<i>Physical Education 1st 30-day Experience</i>	T1	T2	T3
Participates in individual and group activities			
Demonstrates motor skill development			
Meets physical fitness benchmarks			
Follows directions and cooperates in class			
<i>Physical Education 2nd 30-Day Experience</i>			
Participates in individual and group activities			
Demonstrates motor skill development			
Meets physical fitness benchmarks			
Follows directions and cooperates in class			



DERO Technical Services **Standards-Based Report Cards**

[About Us](#)[Scheduling](#)[Standards](#)[Home](#)[Resources](#)[Conferences](#)[Services](#)[Testimonials](#)

First and foremost, you must understand that PowerSchool provides no canned standards-based report card. Certainly the national and state user groups may be able to provide you with examples like I have below, but all of these would require customization by you. PowerSchool is transitioning from Object Reports to ReportWorks. It's unlikely that Object Reports will go away any time soon, but their focus will be on ReportWorks as it will be an easier tool. Until that time and afterwards you can use that tool or several third-party tools like ParkBench VisualPST (link provided below).

Feel free to view the PPT presentation below and if your district is in design mode - I would strongly recommend that you create a summative report card that focuses on the major standards*, displays all terms/quarters and also displays all comments. * Report cards have become curriculum guides overnight and none of the standard-based authors have ever suggested that your standards report card be a booklet.

Check with your Department of Education, although there are numerous standards, they too may not be suggesting that your report card include every state standard. Your report cards, and the hundreds that I have created for clients, have all reflected the core values of their curriculum.

Thanks for visiting the site. Please feel free to contact me with any questions you may have.

Bob Cornacchioli, CEO
DERO Technical Services
bcornacchioli@gmail.com

PSUG-MA SPECIAL FINDINGS - - 3/18/11

Oracle handles page numbers as text fields and has trouble sequencing object reports greater than 9 pages. A sequence error will occur on your print outs... page 10 will be printed as the 2nd page - page 11 as the 3rd page. Work-Around is to re-order your pages in the file. In my 12 page example which prints as 1, 10, 11, 12, 2-9. I had place ELA as the 10th page as client wanted it printed second. Math became the 11th page and so on. Email me if you have any questions

Of course if your report (standard-based report cards is less than 10 pages, you have nothing to worry about!

**Proficiency Based Learning Budget
2013-14**

		Budget	28,862.69
Expenses		Carryover	25,862.69
Kevin Perks	Proficiency Based Learning at KHS		1,500.00
Kevin Perks	Proficiency Based Learning at KHS		1,500.00
Biddeford School Department	Food Share for Saco Bay Collaboration with Kevin Perks		280.00
Fisher James	Supplies for ERW Work with Proficiency Based Learning		308.00
Wells School Department	Saco Bay Educational Collaborative work with Kevin Perks from Wested (Teachers, Admin, Board Members)		20,000.00
Wested	Consultation and Coaching Services for Proficiency Based Learning at KHS with Kevin Perks		5,250.00
Wells School Department	Food share for Saco Bay School Board Dine & Discuss on Proficiency Based Learning		24.69
Total			28,862.69