

**RSU #22 Extension Request - Serving communities of Hampden, Winterport, Newburgh and Frankfort**

**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 1**

At the time of the extension application the SAU will:

- Provide evidence of demonstrated preparedness to award diplomas based on proficiency of the standards in all eight content areas in 2018.
- Provide a description of the overall plan to add proficiency in the standards of the Guiding Principles to the criteria for a proficiency-based diploma after July 1, 2020. The description should include benchmarks for the 2014-2015 school year and each year for which the extension is requested.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the implementation of proficiency-based diplomas

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

**Submittal Window**

**1. Indicate the submitting date.**

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

**Superintendents Region**

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

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

- 3. **School Administrative Unit: RSU 22, Hampden, Winterport, Newburgh and Frankfort**
- 4. **High School(s): Hampden Academy**
- 5. **Name and title of persons completing the extension request: Ruey Yehle, High School Principal and Mary Giard, Curriculum Director**

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

Richard A. Lyons  
 24 Main Road North  
 Hampden, ME 04444  
 (207) 862-3255  
 rlyons@rsu22.us

**Evidence of Preparedness**

- 7. **Describe the proficiency-based system in place at the secondary level for students to demonstrate proficiency in the standards of all eight content areas in 2018. 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**

### **Evidence of Preparedness**

RSU #22 has adopted the “Educate Standards” and have identified the priority standards in each content area. Hampden Academy a variety of pathways that students can take throughout their high school career that will allow them to meet the identified priority standards and earn their high school diploma. The Board of Director’s adopted a policy last year that requires students who graduate with the Class of 2018 will be required to earn 22 credits, demonstrate proficiency in our priority standards, and have an educational experience in mathematics and science and technology for each of the years that the student attends high school. For the past year and a half we have worked on developing common assessments for required freshmen and sophomore classes. The requirements of standards - based grading for the priority standards can be found in Appendix ?. The chart below identifies the freshmen and sophomore classes and the priority standards associated with each.

<b>Content Area</b>	<b>Course</b>	<b>Standards</b>
English	English 9	Language: Usage; Language: Sentences, Conjunctions, Phrases; Reading: Literature Character Development
English	Expository Writing and Interpersonal Communication	Reading: Informational Author’s Reasoning/Point of View; Reading: Informational Text Structures and Text Features; Writing:
Math	Alg 1	Interpreting Functions; Building Functions; Expressions, Equations, and Inequalities; Number Sense: Number Systems; Statistics: Data Analysis; Statistics: Probability
Math	Geometry	Attributes and Equations; Coordinate Systems; Measurement
Math	Algebra 2, Career Prep Math	Building Functions; Interpreting Functions; Expressions, Equations, and Inequalities; Number Sense: Number Systems
Science	Science 9	Earth Science: Universe; Earth Science: Structure of Earth
Science	Biology, College Prep Biology, AP Biology	Biodiversity and Evolution; Cells and Organisms; Heredity and Reproduction; Human Body

Content Area	Course	Standards
Social Studies	World History	World: Religion and Diversity; World: Comparative Government; World: Leadership and People; World: War and Diplomacy
Social Studies	US History	US History: War and Diplomacy; US History: Social, Political and Economic Reform; US History: Transformation; Government: Civics, Constitution, and the Legal System
Visual and Performing Arts	Art 1, Art 2, Sculpture 1, Sculpture 2, Concert Choir, Treble Choir, Chamber Singers, Symphonic Band, Music Industry	Critique
Visual and Performing Arts	Art 1, Art 2	2D Art: Creation, Performance, Expression
Visual and Performing Arts	Art1, Sculpture 1, Art 2, Sculpture 2	Elements of Art, Principles of Design
Visual and Performing Arts	Symphonic Band	Instrumental: Creation, Performance and Expression
Visual and Performing Arts	Concert Choir, Treble Choir, Chamber Singers	Voice: Creation, Performance, and Expression
Visual and Performing Arts	Symphonic Band, Chamber Singers, Concert Choir, Treble Choir	Disciplinary Literacy: Rhythm
Wellness	Physical Education 9, Physical Education 10, Personal Fitness	Lifelong Fitness; Movement: Locomotor; Safe Play
Wellness	Family Life	Relationships; Health: Nutrition; Reproductive Health;
Wellness	Health	Mental Health; Substance Use: Alcohol; Substance Use: Drugs; Substance Use: Tobacco; Safety: Recognize and Respond

Content Area	Course	Standards
World Language	French 1/ Spanish 1	Presentational Writing; Presentational Speaking; Interpretive Listening; Interpersonal Speaking; Culture: Practices and Perspectives
World Language	Latin 1	Grammar; Translation; Vocabulary; Reading; Culture
Career and Education Development	Academic Advisory 9, 10, 11, 12	Career Planning, Skills for Success: Marketing Self

Teachers who have common junior and senior courses have identified the priority standards associated with those classes and designed the common assessments associated with each of those courses. Those assessments will be piloted during the 2014 - 2015 school year.

Our adoption of the instructional model "The Art and Science of Teaching" has ensured that teachers are providing students with the priority standards of units and the where with all to document their progress towards meeting those standards. While it is early in the process for definitive data of the impact of proficiency-based work on our students' learning we have seen that this process is strengthening the communication among educators K - 12 and in particular 6 - 12. Creating those strong ties between middle school and high school will result in better educational experiences and expectations for our students.

**May want to comment on the impact of proficiency-based work on the community. Such as our community group, our evolutionary approach to this rather than a revolutionary approach. And the Board of Directors commitment to proficiency based diplomas.**

The RSU #22 Board of Directors' policy regarding graduation requirements also included the expectation that students would demonstrate 21st Century Learning Expectations (Guiding Principles). We have not created the rubrics for these expectations at this time so can not start providing feedback to students about their progress.

### **Overall Implementation Plan**

Students in the Class of 2018 and the Class of 2019 will be awarded a Hampden Academy diploma if they have demonstrated proficiency in the priority standards in all eight content areas, have earned 22 or more credits, and had an educational experience in math and science and technology each year of their high school career. During the final two/three years of their time at Hampden Academy they will receive feedback and self-evaluate regarding their progress towards meeting the 21st Century Learning Expectations. This will allow us to pilot the rubrics and process that we design. Students in the Class of 2020 and later will not only need to demonstrate proficiency in the priority standards of the eight content

areas, have earned 22 or more credits, and had an educational experience in math and science and technology of each year of their high school career but will also have to meet our 21st Century Learning Expectations proficiency requirements.

Timeline	Benchmark
2014 - 2015	By content area, continue to evaluate the effectiveness and reliability of already developed common assessments and make any required adjustments. Use the Depth of Knowledge taxonomy (associated with Smarter Balanced Assessment) to evaluate the complexity of the assessments.
2014 - 2015	By content area, determine the percentage of students who are meeting and not meeting the implemented priority standards. Create Tier 2 and 3 standards recoupment options for all freshmen standards in all content areas.
2014 - 2015	RTI team works with content areas to design interventions and where the proficiency rate is below 90% using Tier I interventions will work to evaluate and improve classroom instructional strategies at the Tier 1 level.
2014 - 2015	Math and Science and Technology Academic Teams work to define, and in some cases create, educational experiences that are available to students as they personalize their learning pathways. Evaluate the percentage of students who are participating in an "educational experience" each year within our current options (courses, clubs, UTC, apprenticeships, etc).
Oct 1, 2014	21st Century Learning Expectations ad-hoc committee is formed and creates a rubric for "Self-Directed and Life-Long Learner" expectations.
Oct. 31, 2014	Pilot the "Self-Directed and Life-Long Learner" rubric in all classrooms. Students will be provided with the opportunity to self-evaluate and teachers will provide initial feedback at least once. Provide feedback to the ad hoc committee about any proposed changes.
Nov 1 - Jan 23, 2015	Ad-hoc committee makes any adjustments to Self-Directed and Life-Long Learner rubric Classroom teacher use the rubric to provide feedback to student. End of semester report card includes this information.
Jan. 5 - Feb 13, 2015	Ad - hoc committee creates rubrics for Clear and Effective Communicator and Responsible and Involved Citizen.

Timeline	Benchmark
Feb. 2015	HA's Program of Studies will reflect the required priority standards of each course and a variety of pathways students in the Class of 2018 and Class of 2019 can take to meet those standards as well as the credit requirements and the educational experiences requirements. In addition it will communicate the standards recoupment options that will be available.
Feb 25 - March 31, 2015	Teachers and students pilot the two new 21st Century Learning Expectation rubrics and provide feedback to the ad-hoc committee.
April 6 - June 12, 2015	End of semester report card includes information regarding Clear and Effective Communicator and Responsible and Involved Citizen.
2015 - 2016	Pilot some "educational experiences" for math and science and technology.
Semester 1 of 2015 - 2016	Ad - hoc committee creates rubrics for Creative and Practical Problem Solver and Integrative and Informed Thinker. Pilot the rubrics in semester 1 and make adjustments.
Semester 2 of 2015 - 2016	All five 21st Century Learning Expectations will be used with all students. Progress towards meeting those expectations will be recorded on report cards and can be seen by students and parents/guardians throughout the semester via PowerSchool.

### **System of Supports for Student Learning**

Our work with the instructional model *The Art and Science of Teaching* is providing administrators and teachers professional development in strategies to improve student progress in meeting standards. This work is focused at the Tier 1 level (class instruction) with the expectations that teachers will provide additional supports to students before, during and after school during the school year. Students and parents/guardians will see student progress on demonstrating proficiency on the priority standards through PowerSchool. Academic Teams will monitor the progress of the content area on each of their priority standards as a whole as well as progress at the teacher level (whole class) and individual student level. Academic Teams will evaluate the data and determine which instructional practices had the largest success rate for the standards and support each other in implementing those practices.

Tiers 2 and 3 will consist of a combination of on-line modules that focus on particular standards, summer recoupment options, and to be piloted in the 2015 - 2016 school year an after-school learning lab intensive assistance/standards recoupment option and possible learning labs during the school day (pending funding). Transportation from after-school and summer learning opportunities would need to

be addressed in order to ensure equity among our students. During the 2014 - 2015 the Board of Directors are surveying the community regarding extending the student day and will be addressing the need to provide the supports necessary for all students to meet the priority standards.

**SCORING AND ASSESSMENT INFORMATION FOR PROFICIENCY-BASED  
DIPLOMAS  
2014 - 2015**

**Graduation Requirement: Students must demonstrate proficiency in each of the priority standards identified in each of the 8 content areas.**

**Scoring Scale for “Priority Standards” and 21st Century Learning Expectations**

The scoring scale for a standard is a five point rubric and is not tied to a numerical score:

IE = Insufficient Evidence

1 = Limited Progress (Significantly Below Proficient)

2 = In Progress (Below Proficient)

3 = Meets (Proficient)

4 = Exceeds (Proficient with Distinction)

**Scoring Requirements for Content Area “Priority Standards”**

The following expectations must be followed when awarding a score for a standard, a standard scope, or an indicator.

1. Use only information that is specific to the standard.
2. Include only achievement. Don't include student behaviors (effort, participation, adherence to class rules, etc.) in scores.
3. Provide support for the learner to complete the standard within an agreed amount of time. Don't reduce scores on “work” submitted late.
4. Seek only evidence that more work relevant to the standard has resulted in a higher level of proficiency. Don't elevate the scores by using extra credit or bonus points\*;
5. Don't punish academic dishonesty with reduced scores, they would not receive any score. For this infraction, we will follow the Academic Ethics procedure in the Family and Student Handbook.
6. Don't factor in attendance when awarding a score.
7. Use only individual proficiency evidence. Don't include group scores in the standard score.
8. For a final standard score do not use the mean (average). Consider the mode and/or the trend of the scores, and use professional judgement.
9. Use IE for insufficient evidence. There is no zero in awarding a standard score.

\* for standards scoring, extra credit or bonus points are defined as work, participation or product that is not related to the assessed content

**Body of Evidence System and Aggregation Process**

Hampden Academy subscribes to a compensatory model at the indicator/scope level which allows higher scores on some measures to offset (compensate) lower scores on others. This body of evidence will be used to determine the overall proficiency score of each standard (aggregation). Use of this compensatory approach recognizes that students have various achievement profiles and allows them to use their strengths to offset their weaknesses.

## **SCORING AND ASSESSMENT INFORMATION FOR PROFICIENCY-BASED DIPLOMAS 2014 - 2015**

A combination of assessments makes up the “Body of Evidence” needed for a teacher to make a judgement regarding a student’s level of learning, academic performance, and competency proficiency. Scoring is an exercise in professional judgement wherein an educator seeks to ensure that the score each student receives is an accurate representation of his or her learning.

### **Common Assessments**

This model incorporates a common assessment approach as a large part of the body of evidence for standard proficiency. This means that standards are embedded in courses where they are taught and assessed with common district assessments. Common assessments are formative and/or summative assessments that are designed by educators who teach “like-courses.” The common assessments are part of the semester or year-long course and are intended to meet these purposes:

- Common assessments provide evidence that students are demonstrating proficiency meeting the standards.
- Common assessments help to ensure consistency and equity.
- The data from common assessments help educators know what is working and what needs more work. This information, then, allows educators to adjust instructional practices.

### **Formative Assessments**

A formative assessment is an assessment primarily for learning and can broadly be described as a “snapshot” measure that captures a student’s progress through the learning process. A formative assessment can allow a student to demonstrate proficiency, but it is primarily intended to show growth towards meeting the standard and can be used to identify when a student is ready for the summative assessment in a unit of study.

### **Summative Assessments**

A summative assessment is an assessment of learning and has more weight in our scoring system than other types of assessments. It is a comprehensive measure of a student’s ability to demonstrate concepts, skills, and knowledge of the priority standards within a course.

### **Standards Recoupment**

Students unable to demonstrate proficiency during the course (semester or year-long) will be provided with additional instruction before being given another opportunity to meet the standard. The alternative method may be an online module, after school or summer class, or a teacher directed-project that is tailored specifically for individual student needs.

### **Secondary Approach**

Hampden Academy recognizes a need for a secondary path to allow students opportunities to demonstrate proficiency on standards in a content area. This approach entails a review panel composed of the counselor, principal, Academic Team Leader of the content area(s)/or designee in the content area, and teacher of the student’s choice.

**SCORING AND ASSESSMENT INFORMATION FOR PROFICIENCY-BASED  
DIPLOMAS  
2014 - 2015**

The student must and his or her parents/guardian may be present during the review of the evidence.

Students can present other evidence to this panel for consideration. Such indicators could include teacher recommendations, portfolios of work from UTC, employment portfolios, SAT scores, work from courses outside of Hampden Academy or student produced projects. The panel will review the evidence submitted and will determine if it demonstrates proficiency or not.

**Beginning with any diploma awarded on or after January 1, 2018, students must demonstrate proficiency in the guiding principles of Maine state standards (referred to as 21st Century Learning Expectations) in order to graduate.**

**21st Century Learning Expectations**

21st Century Learning Expectations describe professional work ethic ideals for students to demonstrate in their academic lives as well as civic and social attributes that contribute to a positive school and community culture. These learning expectations are assessed through the use of a scoring rubric.

Teachers will award a rubric score for each of the learning expectations for each student in their courses. This rubric score will reflect the totality of a student's work over a period of time as well as the "trend" of a student's performance. The trend is intended to acknowledge that a student may have, over the time, improved their performance

**Recoupment Procedures for 21st Century Learning Expectations**

Students will be given the opportunity to work with appropriate school personnel to develop and carry out an improvement plan.

**Resources Used**

Sanborn School Department 2012 - 2013 "Assessment and Grading Guidelines"  
Big Horn County School District #1 "Body of Evidence" guidelines

### **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 all eight content areas in 2018. The description should include benchmarks and metrics for the 2014-2015 school year and benchmarks for each year for which the extension is requested to reach the ultimate goal of awarding proficiency-based diplomas in eight content areas and the Guiding Principles after July 1, 2020. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).

**Criteria:**

- Overall plan is aligned with the SAU shared vision focus areas (see updates from strategic plan)
- 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

### **System of Supports for Student Learning**

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

**Criteria:**

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

### **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: 1%

- Practice: 98%
- Community Engagement : 1%
- One-year Carry Over: 00.00

**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

**As we continue to build our proficiency based system, we need to provide on-going training and support to our teachers. We are using two student tracking programs. A team of teachers attend an Educate User's Group which meets monthly. Following those state meetings, we hold K-5 sessions to support our teachers as they learn how to effectively use the software. We will continue Educate software PD all year. Our grades 6-12 folks will be adding a standards based section to the reporting system. Again, we will have capacity builders in those three schools as well. Those teacher leaders will teach and support others as they become familiar with the new expectations.**

**We will continue to support teachers as they strive to improve their instruction and the rigor of their work and assessments. We intend to send teachers to complex reasoning training, habits of mind training and content area training throughout the 2015-2016 school year.**

<b>Category</b>	<b>What</b>	<b>When</b>	<b>Amount</b>
<b>Practice</b>	<b>A.Powerschool and Educate Professional Development using building based capacity builders</b>	<b>A. All year</b>	<b>A1.Stipends for capacity builders (\$9,000)</b>
	<b>B. Professional Development to</b>	<b>B. All year</b>	<b>A2.Travel for training (\$2,000) A3.Professional Development using</b>

	<b>continue to strengthen teaching practices (Complex Reasoning, content work, etc.)</b>		<b>the software tracking systems (Educate and Powerschool licenses - \$8,000) B1.\$6,500</b>
<b>Community Engagement</b>	<b>Community Forums</b>	<b>Throughout the year</b>	<b>\$500.00 print brochures and supplies for the events</b>

**EVIDENCE**

Updated RSU 22 District Strategic Plan 2013-2016 (8/27/14) GREEN = on Pace BLUE = still needs additional work - General district updates included below.

**Goal #1 Student Learning and Outcomes: To Improve individual student engagement and achievement**

**Vision goal a: Develop and implement rigorous, proficiency based curricula that are guaranteed, viable and measurable**

<b>Action Strategies</b>	<b>Progress Indicators</b>
<p><b>1.Implement priority curriculum in content areas</b></p> <p><b>2.Create and implement a system of ongoing monitoring and adjusting of content area curricula</b></p> <p><b>3. Provide staff with direction, common time and resources to implement the student centered proficiency based curricula (including unpacking, assessing and aligning resources)</b></p> <p><b>4. Ensure alignment with NEASC requirements</b></p>	<p><b>Scopes and scoring guides are used by educators, some additional assessments are created (2014 and beyond)</b></p> <p><b>Collection of feedback</b></p> <p><b>Professional development attendance, classroom observations, educator conversations</b></p> <p><b>Curriculum documents</b></p> <p><b>Align to 21st Century skills and create rubrics (will be working on these 2014-2016 and will pilot at the high school level)</b></p>

**Vision goal b: Develop a system of learning experiences that are engaging and ensure customized, proficiency based learning**

<b>Action Strategies</b>	<b>Progress Indicators</b>
<p>1.Engage and involve learners in unpacking learning targets                      2.Create multiple ways for learners to progress through learning progressions(begin to develop opportunities for voice and choice)                      3.Provide staff with direction, time and resources to implement student centered proficiency based customized learning experiences, such as: Art and Science of Teaching framework instructional strategies                      4.Provide parents with information regarding student centered proficiency based education</p>	<p>1. All instructional staff will have had a learning experience that provides them with the structure/method to unpack a learning target for/with students                      2. Publish in some manner PowerSchool, website, Google folder or some management system available to RSU 22 teaching staff (Standards have been loaded into PowerSchool for 6-12, K-5 will be using Educate’s Empower system, a standards based repository has been created for district employees - all will be continued, reviewed and refined 2014 and on)                      3. Art and Science of Teaching training, books studies, local and ‘in house’ PD time and experiences                      4.Online and paper resources posted for parents and community members (a portion of our transition funds will be used to create pamphlets, etc. to continue to be transparent - 2014 and beyond)</p>

**Vision goal c: Align instructional practices to student centered, proficiency based instruction within the framework of Marzano’s Art and Science of Teaching**

<b>Action Strategies</b>	<b>Progress Indicators</b>
<p>1.Align resources to priority curricula (Common Core, Next Generation Science Standards, and Maine’s Learning Results)</p>	<p>1. Resources published for all RSU 22 educators (continue to add to RSU 22 standards repository website)                      2. Professional development calendar, meetings (PLCS and high school</p>

<p><b>2. Provide time for teachers to:</b></p> <ul style="list-style-type: none"> <li>a. review data to group and regroup students</li> <li>b. share strategies</li> <li>c. share resources aligned to the Art and Science of Teaching's instructional model</li> </ul> <p><b>3. Engage students in developing learning plans (where appropriate)</b></p> <p><b>4. Begin to work with students to provide some voice and choice for their learning</b></p> <p><b>5. Complex Reasoning training</b></p> <p><b>6. Art and Science of Teaching training</b></p>	<p>departments meet very regularly to discuss student data, group and regroup students, and discuss teaching strategies)</p> <p><b>3. Collect samples and/or exemplars (will continue 2014 and on)</b></p> <p><b>4. Examples documenting student voice and choice (will continue 2014 and on)</b></p> <p><b>5. Repository of ideas and resources/tasks to support the training</b></p> <p><b>6. Repository of artifacts, models and strategies to support training</b></p>
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**Vision goal d: Create and utilized students' education experiences to the larger community**

<b>Action Strategies</b>	<b>Progress Indicators</b>
<ul style="list-style-type: none"> <li><b>1. Develop mutually beneficial partnerships and relationships with the community</b></li> <li><b>2. Create mentoring apprenticeship opportunities for students with the business community</b></li> <li><b>3. Engage students in opportunities designed to develop citizenship</b></li> </ul>	<ul style="list-style-type: none"> <li><b>1. Collect notes from meetings, create documents recognizing and publicizing partnerships (continue 2014 and beyond)</b></li> <li><b>2. List of people/ resources who may provide apprenticeship opportunities, create expectations to vet opportunities to ensure standards are met (continue 2014 and beyond)</b></li> <li><b>3. List is published and shared, students begin to take part in activities that promote citizenship (keep a log of what students do) (continue 2014 and beyond)</b></li> </ul>

**Vision goal e. Implement effective supervision evaluation system congruent with LD 1858**

Action Strategies	Progress Indicators
<p><b>1. Align RSU #22 supervision/ evaluation system with DOE mandate (LD 1858)</b></p>	<p><b>1. Implementation stages of iobservation (District and school meetings continue at least once per month and often more often)</b>  <b>2. Professional performance growth trajectory (continue 2014 and on - using iobservation training for teachers and building leaders-ongoing PD)</b></p>

**Goal #2 Stewardship and Development of Resources:** To provide adequate resources to support our mission (human, capital, fiscal, and time).

**Vision goal a:** To develop a succession plan to support administrative and leadership turnover to ensure continuity of successes and progress toward the district's mission and vision.

Action Strategies	Progress Indicators
<p><b>1. Foster state and interstate relationships</b>  <b>2. Inspire and cultivate innovation</b>  <b>3. Groom, Promote and Cultivate Talent</b>  <b>4. Attract quality personnel</b></p>	<p><b>1. Cohort Membership(s) - Penobscot River Educational Partnership, Maine Cohort for Customized Learning (continue 2014 and beyond)</b>  <b>2. Advanced degrees, multiple certifications,</b>  <b>3. Staff participation in district initiatives (both in house and outside PD)</b>  <b>4. Employee Longevity</b>  <b>5. Recruiting successful applicants</b></p>

**Vision goal b:** To improve fiscal resources to sustain and increase educational opportunities for the RSU #22 student body and community

Action Strategies	Progress Indicators
<p><b>Increase fiscal resources and opportunities of fiscal growth</b></p>	<p><b>1. Status of Ed. Foundation a. Naming Right Sales</b>  <b>2. Student Enrollment a. Tuition Students</b></p>

	<ul style="list-style-type: none"> <li><b>3. Voter support of local budget</b></li> <li><b>4. Interest from Contracted Providers/Contracts</b></li> <li><b>5. School/Course Expansion</b></li> <li><b>6. Lobbying of legislature's fiscal initiatives</b></li> </ul>
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**Vision goal c: To expand and maximize use of technology resources for the purpose of improving educational and communication outreach opportunities within and beyond RSU #22.**

<b>Action Strategies</b>	<b>Progress Indicators</b>
<ul style="list-style-type: none"> <li><b>1. To enhance learning experiences and opportunities</b></li> <li><b>2. To foster collaboration and communication for students and staff</b></li> </ul>	<ul style="list-style-type: none"> <li><b>1. Device to Student and Staff Ratio</b></li> <li><b>2. Variability of Devices Available within Classroom</b></li> <li><b>3. Tandberg Attendance</b></li> </ul>

**Goal #3 Governance and Policy: To provide effective governance to achieve our mission**  
**Vision goal: To alter the traditions of educational provisions and policy through input, negotiations and governance**

<b>Action Strategies</b>	<b>Progress Indicators</b>
<ul style="list-style-type: none"> <li><b>1. Schedule</b> <ul style="list-style-type: none"> <li><b>a. Length and Composition of School Day</b></li> <li><b>b. Length and composition of School Year</b></li> <li><b>c. Course Schedule</b></li> </ul> </li> <li><b>2. Virtual and NonTraditional Learning Opportunities</b> <ul style="list-style-type: none"> <li><b>a. Blended Classes Various</b></li> </ul> </li> <li><b>3. Opportunities to Demonstrate</b></li> <li><b>4. Facility Hours</b></li> <li><b>5. Contractual Agreements</b></li> <li><b>6. School Within a School</b></li> </ul>	<p><b>Alterations to Traditional:</b></p> <ul style="list-style-type: none"> <li><b>1. Schedule (Public forums October 2014)</b></li> <li><b>2. Calendar</b></li> <li><b>3. Contract</b></li> <li><b>4. Course Offerings (Subject and Delivery Format)</b></li> <li><b>5. Student Grouping</b></li> <li><b>6. Student Demonstration of Proficiency</b></li> </ul> <p>All areas continue to be actively reviewed, revised and shared at the administrative council level, school groups - 2014 and on)</p>

**Goal #4 Communications and Public Relations: To communicate with and engage residents of Hampden, Newburgh, Winterport and Frankfort. Vision goal a: Effectively Implement education mandates**

Action Strategies	Progress Indicators
<p>Prepare and execute education mandates to ensure compliant status (e.g, proficiency based education diploma, supervision/evaluation, superintendent agreements, etc.)</p>	<p>1. Communication Dialogue (e.g., forums, web link for feedback) (Continue to build public awareness and understanding for a proficiency based system 2014 and on)                      2. Feedback from BOD and Community (Continue to build public awareness and understanding for a proficiency based system 2014 and on)</p>

**Vision goal b: Evaluate, align, and execute RSU #22 mission and vision statements.**

Action Strategies	Progress Indicators
<p>Align Each School's Mission Statement</p>	<p>1. Completion (Reviewed each year)</p>

**Vision goal c: Maintain community involvement and provide opportunity for feedback, questions and answers.**

Action Strategies	Progress Indicators
<p>1. Community correspondence                      2. Consideration of community feedback                      Ongoing</p>	<p>1. PTO participation                      2. PTO funding                      3. Budget votes                      4. Feedback                      5. Status of education foundation                      Ongoing                      (Continue to build public awareness and understanding for a proficiency based system 2014 and on)</p>

**Vision goal d: Maintain and expand various partnerships to support initiatives, professional development, excellence in education, etc.**

Action Strategies	Progress Indicators
<p>1. Students                      a. Student to Student                      (in/out of district)</p>	<p>1. Representation/ partnerships                      2. Increase of partnerships                      3. Communication flow and</p>

<p><b>b. Field Experiences with Business/Field Community</b></p> <p><b>2. Parents</b></p> <p><b>a. Home/School Connections</b></p> <p><b>3. Community</b></p> <p><b>4. Education:</b></p> <p><b>b. Homeschooler</b></p> <p><b>c. District collaborations/cohort</b></p> <p><b>d. National</b></p> <p><b>e. International</b></p>	<p><b>feedback</b>                  (Continue to build public awareness and understanding for a proficiency based system 2014 and on)</p>
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**Goal #5 Research and Development:** To discover and create new knowledge of identifying and enabling development of valuable new products, processes and services

<b>Action Strategies</b>	<b>Progress Indicators</b>
<p><b>1. Ensure an effective cycle of improvement within staff, practice and resources</b></p> <p><b>a. Cultivate and advance a culture of excellence, innovation and professionalism amongst administration, faculty and staff</b></p> <p><b>b. Effective use of technology for instruction, communication/ collaboration, and professional development</b></p> <p><b>c. Effective supervision and evaluation of teachers and administrators</b></p> <p><b>i. Professional development</b></p>	<p><b>1. High performing and high efficiency status</b></p> <p><b>2. Report card indicators (All learner progress forms are being revised 2014-2015)</b></p> <p><b>3. SBA (standards based assessments) student achievement indicators (On going and constant, 2014 and beyond)</b></p> <p><b>4. Rate of professional development participation</b></p> <p><b>5. Faculty/staff rate of professional memberships</b></p> <p><b>6. Full implementation of marzano supervision/ evaluation model (Continue to build educator understanding of high quality instruction and clear, timely feedback - 2014 and on)</b></p>

**Option 1 Authorization Page**

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

- evidence of progress toward the identified annual benchmarks;

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

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

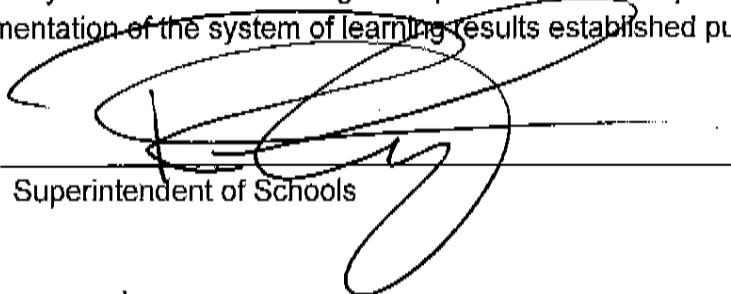
We certify that the criteria for awarding a diploma beginning after January 1, 2018 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

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;

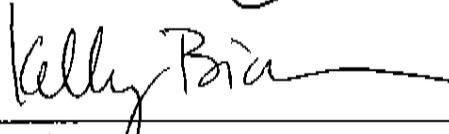
D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.

We certify that the criteria for awarding diplomas beginning after July 1, 2020 will include the addition of the following criteria from Maine Revised Statutes 20-A §4722-A: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.



\_\_\_\_\_  
Superintendent of Schools

9-17-14  
\_\_\_\_\_  
Date



\_\_\_\_\_  
Chair of School Board

9-17-14  
\_\_\_\_\_  
Date