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 5

At the time of the extension application the SAU will:

- Provide evidence of active participation in proficiency-based system of supports to address identified critical areas of need, build capacity and the infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles.
- Provide a multi-year implementation plan indicating quarterly benchmarks for 2014-2015 and the annual benchmarks for each year for which the extension is requested that outline the steps the SAU will take to ensure that students graduating after July 1, 2020 will be awarded a diploma 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 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	

Washington	
Western Maine	
York	

3. **School Administrative Unit:** MSAD 53/RSU 53
4. **High School(s):** MSAD 53 Alternative Education
5. **Name and title of person completing the extension request:** Anne V. Miller, Director of Curriculum
6. **Superintendent's name, address, phone number and email:** Dominic DePatsy, MSAD #53 Central Office, 167 School St., Suite A, Pittsfield, ME 04967

Evidence of Preparedness

7. **Provide evidence of active participation in a proficiency-based system of supports to address identified critical areas of need, build capacity and build infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles. Include evidence showing the impact of participation on your district's preparedness. 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**

MSAD #53 K-8 Proficiency-Based System

Background

MSAD #53 is a public school comprised of grades PreK-8. The district contracts with Maine Central Institute (MCI), an independent school, and tuitions students in grades 9-12 to MCI. The district oversees an alternative education program in collaboration with MCI. Students in PreK and Kindergarten attend the Manson Park School. Vickery School houses students in grades 1-4, and Warsaw Middle School serves students in grades 5-8. Our elementary program has used a standards-referenced reporting system for grades K-4 for many years. A four-level rubric was used to indicate progress in academics (DNM for does not meet the standard, PM for partially meets the standard, M for meets the standard, and E for exceeds the standard).

Behavior and effort were ranked using numerical indicators 1-4 with similar definitions. The middle school uses a traditional grading and reporting system.

Several initiatives have come together in the past few years to bring us to a deeper understanding of a proficiency-based learning system. The initiatives include professional development in formative assessment practices, alignment of curriculum to the Common Core State Standards, the concept of customized learning with the support of technology, adoption of the Expeditionary Learning framework at the middle school, and the state of Maine's move to a proficiency-based system of education. It is the goal of MSAD #53 to transition to a fully-functioning proficiency-based system of teaching, learning, and reporting.

Action Steps and Timeline

An action plan and timeline for implementation of a proficiency-based system was initiated in the spring of 2013 (Evidence #1). Following guidance from the Great Schools Partnership, the plan addresses policy, practice, and community engagement focusing on the guiding question, *how can we design and build a PK-8 education system that substantially increases student learning and prepares every student for success at the secondary level?*

The *policy* section of the action plan acknowledges that district policies regarding instruction, students, and district goals will need to be reviewed and potentially revised to describe and support a proficiency-based system. Concurrently, district administrators need to engage members of the School Board in developing an understanding of proficiency-based systems. Information is regularly provided through monthly reports by the Director of Curriculum (Evidence #2), and through sharing of information at the Board's quarterly Curriculum meetings (Evidence #3). Policy revisions (Evidence #4) have been drafted for several instructional policies and will go to the Board's policy committee for a first reading in January 2015, with a goal of adoption by May of 2015.

The *practice* section of the action plan outlines the changes in curriculum, assessment, and instruction needed to support proficiency-based learning, including professional development for faculty. The first year's work in 2013-2014 focused on identification of priority or power standards and associated learning targets for the content areas of English/Language Arts, Math, Science, and Social Studies. Existing assessments were reviewed to identify alignment and gaps. Special Education staff were introduced to standards-based IEPs. The middle school developed a set of behavior and work standards, referred to as Habits of Scholarship (Evidence #5). A rubric for assessing the habits was drafted and teachers selected one area of the rubric to teach, assess, and report. All areas of the rubric are being implemented in the current school year, 2014-2015. The Habits of Scholarship are reported with an overall indicator on a 4 point scale using the comments section of the report card. Academic course grades continue to be reported with traditional letter grades in 2014-2015.

The Manson Park and Vickery Schools focused attention on the standards, learning targets, and assessments for writing during 2013-2014, and are now reporting on the standards for writing using a 5 level rubric (Evidence #6). Behavior and effort reporting was expanded into a Habits of Work and Learning section scored with a 3 point rubric (Evidence #7). With this work

came the recognition that continued professional development is needed in the use of formative assessment practices. Common summative assessments need to be developed for several power standards in all the content areas.

All faculty members K-8 will participate in professional development around grading practices. The administrative team has participated in a book study of Ken O'Connor's *A Repair Kit for Grading*. The books are being distributed to school leadership teams and will later move out to grade level PLCs. A faculty grading guide will be drafted by May of 2015.

A critical piece of our action plan and timeline is the identification of a platform for reporting proficiency toward standards. Currently, the district uses the version of Infinite Campus provided by the state of Maine. This version has limited capacity to support a proficiency-based learning system. We understand that this capacity may expand over time. We will be investigating this possibility as well as other Student Information Systems in January and February of 2015.

Practices to be reformed in school year 2015-2016 and beyond are broadly outlined in the action plan and are dependent on progress in the current school year as well as the district's financial and infrastructure capacities to support a proficiency-based system. Our goal is to complete curriculum and assessment for the core academic areas, to identify power standards and targets for Visual and Performing Arts, Career Education, and Heath and Physical Education by June of 2016.

The third area of the action plan is *community engagement*. In year one, district administrators attended workshops on effective communications plans and began to develop a communications plan specific to proficiency-based learning. In year two, 2014-2015, we are engaging parents with education around the changes in our report cards with Habits of Scholarship, HOWLS, and K-4 writing standards. The middle school altered fall parent/teacher conferences to be lead by students and included an academic goal setting component. We are reaching out to parents and the community through traditional newsletters and adding to our channels of communication with a revamped and more active district Web site (www.msad53.org), district Facebook page, Superintendent's Twitter feed, and Director of Curriculum's education blog (http://msad53curriculum.wordpress.com/).

Multi-year Implementation Plan

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

Criteria:

- **Multi-year 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**

To meet the goal of awarding diplomas to MSAD 53 Alternative Education students after July 1, 2020, district administrators and alternative education faculty will develop a step-by-step process to design and implement a proficiency-based learning system. The plan will align with the implementation process for the K-8 system in addressing policy, practice, and communications.

2014-2015

- Engage alternative education faculty in professional development about proficiency-based learning systems
- Identify power standards and learning targets for English/Language Arts, Mathematics, and work habits

2015-2016

- Develop policies to address instruction, including basic instructional program, grading and assessment systems, graduation requirements, dual enrollment and early college options, personal learning plans, multiple pathways, and early graduation.
- Develop summative assessments for English/Language Arts and Mathematics
- Develop assessment systems for work habits
- Identify power standards and learning targets for Science and Social Studies
- Train faculty in use of the grading and reporting system

2016-2017

- Report on English/Language Arts and Mathematics standards
- Develop summative assessments for Science, Social Studies and cross-curricular standards
- Identify cross-curricular standards from the Guiding Principles of Maine's Learning Results
- Continue training in use of the grading and reporting system

2017-2018

- Report on Science and Social Studies standards in addition to E/LA and Math
- Identify power standards and learning targets for Career Prep, Visual and Performing Arts, World Languages, and Health and Physical Education

2018-2019

- Report on cross-curricular standards in addition to E/LA, Math, Science, and SS
- Develop summative assessments for Career Prep, VPA, World Languages, and Health & PE.

2019-2020

- Report on standards in all content areas
- Full implementation of proficiency-based system

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 Principle**

Warsaw Middle School has in place a three-tiered intervention structure. The core curriculum is articulated in the power standards and learning targets named in the four core content areas of English/Language Arts, Mathematics, Science, and Social Studies. The power standards and targets guide teachers in decisions about interventions. Each grade level team includes a teacher from the core areas, a representative from the allied arts, and a Special Education teacher. The team has access to a comprehensive data "wall," or spreadsheet, that includes assessment data for all district common assessments and universal screeners. Teachers use this data and follow structured protocols during common Professional Learning Community (PLC) time to identify students needing specific interventions. The teams then plan tier one interventions for the school-wide "acceleration block" that occurs three times per week. The teams also address tier one behavioral interventions through PLCs.

Tier two interventions take place for students in grades 5 and 6 through Title I for literacy and mathematics. Title I staff use an identification protocol. Students may receive small group pull-out instruction or in-class support. There is also a tier 3 literacy intervention group that meets four days per week for identified 5th grade students. All students are placed in math classes according to readiness levels. A Title I math teacher provides extra support to students placed in the math classes with the highest needs.

The core program for behavior is outlined in the Habits of Scholarship. (See #7). For Tier two behavioral needs, students are referred to the Student Assistance Team. The team identifies a case manager for each referred student, and depending on need, utilizes a number of different interventions, ranging from referrals to the guidance counselor or school social

worker, to working with teachers to establish behavior plans, to recommendations for the Jobs for Maine Graduates program.

The middle school is currently reviewing its summer programming for students in academic jeopardy.

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:** 79% - Capacity building: Paid subs for teacher release time for curriculum and assessment work; books and supplies to support this work; assessment materials and training for monitoring and reporting student progress
    - **Community Engagement :** 2% - printed materials for parent information
    - **One-year Carry Over:** 19% - monitoring and reporting student progress – development of grading and reporting systems

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**

100% of transition funds for 2014-2015, including carry over from 2013-2014, will be used to address needs in the area of "practice," to develop a system for grading and reporting. The district's digital strategist will work with administration and faculty to create electronic grade books and report cards, and to train faculty in the use of the electronic system.

School Board Vote and Approval of the Extension Request

12. **Provide the agenda and minutes from your SAU school board meeting reflecting a formal board vote and approval of the extension request. Reference the page numbers that specifically address the board vote and approval of the extension request option.**

Option 5 Authorization Page

Annually the SAU will host a site review from the Maine DOE. During the annual site visit which must precede June 1, your SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1.This request will include:

- classroom visits
- evidence of progress toward quarterly benchmarks for the year
- goals and quarterly 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
- a budget for use of additional proficiency-based diploma transition funds.

We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

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

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

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

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

Superintendent of Schools — Date 1/5/14

Chair of School Board — Date 1/5/14

MSAD #53
Action Plan and Four-Year Timeline
for Implementation of a Proficiency-Based Learning System

Guiding Question: *How can we design and build a PK-8 education system that substantially increases student learning and prepares every student for success at the secondary level?*

This action plan addresses three areas:

- Policy
- Practice
- Community Engagement

Action Step	Dates: Initiated/Completed	Description + Rationale	Person(s) Responsible
Policy	***Year One: 2013-2014***		
Engage school board in developing conceptual understanding about proficiency-based learning.	Curriculum meetings: October (article & discussion), February, April, May Monthly reports (December article) Full report in May	Provide information (articles, Web sites) and regular updates on school practices through monthly curriculum reports, curriculum committee meetings, and an annual report to the full board	Director of Curriculum
Practice	***Year One: 2013-2014***		
Engage school leadership teams in developing conceptual understanding about	February 10, 2014	School leadership teams are representative groups for the faculty and can lead building-	Dir. of Curric Principals

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proficiency-based learning (PBL).		based implementation aligned with the district plan. Teams can identify terms and common language, assess faculty understanding/ misunderstanding and readiness.	
Through professional development, engage faculty in developing a conceptual framework and deep understanding of proficiency-based learning: • identification of cross-content standards • consideration of gateway standards	Ongoing and recursive Year one: identification of power standards for E/LA, math, science, and SS identification of common long-term learning targets begin development of assessments aligned to power standards	School leadership teams can work with faculty to develop conceptual understanding and to create a framework/model appropriate to buildings and grade levels. Successful implementation will require full faculty support and deep understanding of PBL components. Use state funds to support curriculum team work.	Director of Curriculum Principals Director of Instructional Support (IS) School Leadership Teams Content area faculty teams
Through professional development, engage Special Education faculty and administration in understanding of the state requirement for standards-based IEP Goals.	Special Education staff members, Director of IS, and Director of Curriculum will attend state training sessions as scheduled during the 2013-2014 school year. The Director of IS will work with IS faculty at staff meetings to share information.	State requirement	Director of IS Director of Curriculum IS faculty
Engage faculty in professional		Consider existing leverage	Administrative Team

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development on proficiency-based curriculum design and instruction	Focus on Common Core State Standards alignment to learning targets Introduction of Workshop Models 1.0 and 2.0 Implementation of EL Modules in E/LA, grades 3-8 Development and implementation of one expedition, grades 5-8 Continued development of learning targets	points, opportunities for sharing units and lessons, and consistency of experiences across classes and grades.	Literacy Team Math leaders
Engage faculty in professional development on assessment literacy	STA unit planners for 5-8 Assessments in modules for 3-8 District Writing Prompt Introduce concept of interim assessments Continue support of formative assessment practices	Assessments must be clearly aligned with standards. Teachers will need opportunities for collaboration on development of common assessments and to review student work.	
Explore potential systems for reporting on the achievement of student learning.	Director of Curriculum to attend MCLA workshop on Learning Information Systems Digital Strategist to attend IC training	A robust and friendly data collection platform that is accessible to teachers, students, parents, and administrators is necessary to support the management of a PBL system. It is essential that those	Administrative Team Technology Director

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		supporting students in the learning process have access to the student's progress at any given time.	
Community Engagement	***Year One: 2013-2014***		
Create a communications plan for PBL to engage and inform students, parents, and the public.	January - March 2014 - develop the plan Dir. of Curriculum and Supt. to attend MCLA workshop on PBL planning, May 28, 2014 April - June 2014 - initiate public communications (delayed due to change of date in MCLA workshop)	An effective communications approach with parents and the general public is critical to successful implementation of proficiency-based learning. We will need to consider what public forums exist and can be used for communications, a process for feedback, who will be spokespersons, and how we can ensure consistent messaging.	Administrative Team
Develop record keeping process, transcript, and report card	PK-4 writing report cards sent to parents 2nd semester 5-8 Habits of Scholarship sent to parents 2nd semester	Transcripts and report cards need to clearly demonstrate what students know and can do. The information needs to be communicated to students, parents, and teachers in ways that make sense and enable people to take action.	Director of Curriculum Principals Teachers
ACTION STEP	**DATES: INITIATED/COMPLETED**	**DESCRIPTION + RATIONALE**	**PERSON(S) RESPONSIBLE**
Policy	***Year Two: 2014-2015***		

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Create a communications plan for PBL to engage and inform students, parents, and the public.	September - October: draft the plan November - initiate communications items	An effective communications approach with parents and the general public is critical to successful implementation of proficiency-based learning. We will need to consider what public forums exist and can be used for communications, a process for feedback, who will be spokespersons, and how we can ensure consistent messaging.	Director of Curriculum with Admin. Team
Continue: Engage school board in developing conceptual understanding about proficiency-based learning.	Curriculum meetings: October, December, February, April Monthly reports Full report in May	Provide information (articles, Web sites) and regular updates on school practices through monthly curriculum reports, curriculum committee meetings, and an annual report to the full board	Director of Curriculum
Admin. team to review existing instructional and grading policies, and draft new and revised policies. Apply for diploma waiver for Alt. Ed. program - Option 3	Present draft policies at January Policy mtg. ADF, IGA, IGA-R, IHA, IKA, IKB, IKAB December 2014	Current policy may or may not align with proficiency-based learning. We will need to identify leverage points for policies to support the transition to PBL.	Superintendent Director of Curriculum Policy Committee
Practice	***Year Two: 2014-2015***		
Continue professional development to engage faculty in developing a conceptual	Designated Wednesday in-service sessions, 1-2 times per month	School leadership teams can work with faculty to develop conceptual understanding and	Curriculum Coordinator Principals, Special Services Director

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framework and deep understanding of proficiency-based learning.	Year two: • establishment of a common set of principles and practices for grading; create faculty grading guide by May 2015 • cont. development of long-term learning targets and support targets for major curricular units • calendared curriculum mapping - all courses • establish context for learning targets: content/topics, essential questions through STA plans • assessment development, cont. • self-assess progress in writing standards-based IEP goals • K-4 develop Habits of Work & Learning (HOWLS) • 5-8 report on Habits of Scholarship • Finalize power standards for E/LA, math, science, and SS, K-8	to create a framework/model appropriate to buildings and grade levels. Successful implementation will require full faculty support and deep understanding of PBL components. Explore: What are our beliefs about grading? All faculty book study of O'Connor: *A Repair Kit for Grading*	School Leadership Teams

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	• Engage alternative education faculty in professional development about proficiency-based learning systems • Identify power standards and learning targets for English/Language Arts, Mathematics, and work habits, grades 9-12 (Alt. Ed.)		
Identify a system/platform for reporting on the achievement of student learning.	Dir. of Curr. attendance at "Pathways to Proficiency" session, Aug. 28, 2014 Schedule presentations of information systems/research for January and February Digital Strategist to work with Infinite Campus contacts	A robust and friendly data collection platform that is accessible to teachers, students, parents, and administrators is necessary to support the management of a PBL system. It is essential that those supporting students in the learning process have access to the student's progress at any given time.	Administrative Team Technology Director Digital Strategist
Community Engagement	***Year Two: 2014-2015***		
Collect feedback on draft policies from faculty, staff, students, parents, and local	February School Board meeting Post on district Web site and	Sharing the drafts of new or revised policies can be an effective way to engage	Administrative Team

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officials	Facebook	stakeholders in meaningful discussions about a proficiency based system and to determine areas of concern or confusion.	
Continue development of record keeping process, transcript, and report card	Finalize learning targets for grade books, PK-8 E/LA (reading, writing, speaking & listening)	Transcripts and report cards need to clearly demonstrate what students know and can do. The information needs to be communicated to students, parents, and teachers in ways that make sense and enable people to take action.	Curriculum Coordinator Principals Teachers
ACTION STEP	**DATES: INITIATED/COMPLETED**	**DESCRIPTION + RATIONALE**	**PERSON(S) RESPONSIBLE**
Policy	***Year Three: 2015-2016***		
Develop policies to address instruction, including basic instructional program, grading and assessment systems, graduation requirements, dual enrollment and early college options, personal learning plans, multiple pathways, and early graduation for Alt. Ed. high school.	Present at November policy committee meeting for first reading Adopt by May 2016		Administrative Team Policy Committee
Practice	***Year Three: 2015-2016***		
Continue professional	Ongoing and recursive	School leadership teams can	Administrative Team

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development to engage faculty in developing a conceptual framework, deep understanding and implementation of proficiency-based learning.	Year three: • K-8: cont. development of long-term learning targets for major curricular units • assessment development, cont. - focus on SS and math • cont. to self-assess progress in writing standards-based IEP goals • PK-4 student goal setting • Alt. Ed.: Develop summative assessments for English/Language Arts and Mathematics • Develop assessment systems for work habits • Identify power standards and learning targets for Science and Social Studies • Train faculty in use of the grading and reporting system	work with faculty to develop conceptual understanding and to create a framework/model appropriate to buildings and grade levels. Successful implementation will require full faculty support and deep understanding of PBL components.	School Leadership Teams
Community Engagement	***Year Three: 2015-2016***		

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Continue communications plan	Use newsletters, Web site and Facebook, curriculum blog Schedule informational meetings with open house and/or parent/teacher conferences		Administrative Team
Continue development of record keeping process, transcript, and report card	K-8: VPA, Career Prep, Health, PE Data collection system for teachers to track individual student progress	Transcripts and report cards need to clearly demonstrate what students know and can do. The information needs to be communicated to students, parents, and teachers in ways that make sense and enable people to take action.	Curriculum Coordinator Principals Teachers
ACTION STEP	**DATES: INITIATED/COMPLETED**	**DESCRIPTION + RATIONALE**	**PERSON(S) RESPONSIBLE**
Policy	***Year Four: 2016-2017***		
Finalize adoption of new and revised policies as needed.	Complete by November 2016		Administrative Team Policy Committee
Practice	***Year Four: 2016-2017***		
Continue professional development to engage faculty in developing a conceptual framework, deep understanding and implementation of proficiency-based learning.	Ongoing and recursive Year four: • K-8: finalize STAs for all common units • finalize common assessments • finalize targets for		Administrative Team School Leadership Teams

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	cross-curricular 21st century skills (from MLR Guiding Principles) and content standards • all IEP goals are based on standards • Alt. Ed: Report on English/Language Arts and Mathematics standards • Develop summative assessments for Science, Social Studies and cross-curricular standards • Identify cross-curricular standards from the Guiding Principles of Maine's Learning Results • Continue training in use of the grading and reporting system		
Community Engagement	***Year Four: 2016-2017***		
Continue communications plan			Administrative Team
Finalize record keeping process, transcript, and report	All content areas by January 2017		Curriculum Coordinator Principals

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card for K-8			Teachers
ACTION STEP	**DATES: INITIATED/COMPLETED**	**DESCRIPTION + RATIONALE**	**PERSON(S) RESPONSIBLE**
Policy	Year Five: 2017-2018		
Practice	Year Five: 2017-2018		
	Alt. Ed. · Report on Science and Social Studies standards in addition to E/LA and Math · Identify power standards and learning targets for Career Prep, Visual and Performing Arts, World Languages, and Health and Physical Education		
Community Engagement	Year Five: 2017-2018		
	Year Six: 2018-2019		
	Alt. Ed. • Report on cross-curricular standards in addition to E/LA,		

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	Math, Science, and SS • Develop summative assessments for Career Prep, VPA, World Languages, and Health & PE.		
	Year Seven: 2019-2020		
	Alt. Ed. • Report on standards in all content areas • Full implementation of proficiency-based system		

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School Administrative District No. 53
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Burnham Detroit Pittsfield

Excellence in Education

Dominic A. DePatsy
Superintendent of Schools

Board of Directors
Minutes
January 5, 2015

Members in attendance: M. Hodgins, K. Carter, B. Basford, D. Killam, K. McCarron, E. Ross, M. Brooks (late), P. Snow, E. Porter, R. Stevens
Absent excused: B. Hall
Administrators in attendance: Superintendent DePatsy, F. Anderson, L. Garneau, S. Allen, S. Littlefield, J. Judd, Academic Dean for MCI

1. Call to Order. The meeting was called to order by Chair Hodgins at 7:06 PM.

2. Adjustments to the Agenda. Under Old Business, there will be discussion around the Instructional Strategist position, and under New Business discussion will be held regarding the waiver for diploma for Alt. Ed.

3. Consideration of Minutes of Previous meeting December 1, 2014. **K. Carter made a motion to accept the minutes as written, it was seconded by B. Basford and passed unanimously.**

4. Public Commentary. None

5. Student Academic or Extracurricular Achievement. None due to holiday break.

6. Administrator Reports. Jason Judd presented the report for MCI, highlighting some of the ongoing programs and changes to the programs. Work on making the library space into a learning commons is progressing. Standardized testing continues to be essential at the high school level and is being integrated into the student curriculum. The first quarter honor roll numbers were significantly increased over previous years, with 160 students making the honor roll. As well the failure rate has dropped from 25% to 15%, which has been attributed to intervention during school hours and communication with

family. The collaborative math program between Warsaw and MCI is proving to be successful with the ninth graders who are averaging 88 in geometry and 96 in Algebra II for the first quarter. PSAT's are upcoming for 10th and 11th graders and Ready Set Testing for 9th graders; curriculum review is upcoming; and many students have applied for early acceptance at various colleges. A few questions were asked about the library and the switch to a learning commons and whether or not there would be access to a librarian.

L. Garneau followed with her report addressing Smarter Balance and advised the Board that the next professional development would be focusing on understanding Smarter Balance and the language, especially around accommodations for special education students and 504 students. Adam Potter, Board Certified Behavioral Analyst (BCBA), is scheduled to do a districtwide professional development January 14, and Eric Herlan from Drummond Woodsum will be presenting January 21 on 504. The special education audit will begin on January 27 and L. Garneau feels they are ready. Some changes have been made in the PK-4 level because of a special education teacher leaving. Natasha Robinson will move from Vickery to Manson to fill that slot, leaving Debra Sterling at Vickery. It's difficult to hire this time of year, but L. Garneau will advertise in March and April which is when new college graduates will be looking for employment. L. Garneau and A. Miller continue to work on curriculum for her students.

S. Littlefield spoke about teachers being on board with the Donors Choose grant process; Ken Nadeau was the first recipient getting $900 and Jim Hammond received funds as well; Erik Wade receiving funding through Healthy SVH for a community garden on school property. Admittance fees are now being charged for adults to watch basketball games. Between school dances and basketball the school has raised around $2,000 which will be used to purchase uniforms. The schools will now be posting teacher and student attendance on a "tickertape" on office windows in hopes of creating a little competition for better attendance for staff and students. S. Littlefield also told the Board that she had met with Chief of Police Steve Emery about getting someone from the state crime lab to meet with administrators to see if we need to proceed further. Chief Emery also said the town had received a grant that will allow the district to have Officer Cote in the schools 4-6 hours per week to address drug issues and truancy issues.

F. Anderson and Superintendent DePatsy spoke about the goal of 90% efficiency still being the aim, even with new students coming in. There was a large influx of students entering after the winter break, with the majority of those students being in grades PK-4.

S. Nowinski spoke briefly about the new spring catalogue that has come out for Adult Education and new classes that have been added.

7. Committee Reports. Building Committee report was given by Superintendent DePatsy with a brief overview of the public meeting presented by PDT. PDT has reviewed the surveys from parents and is now reviewing the surveys from students.

Finance Committee report was presented by K. Carter. He discussed what transpired in the meeting held prior to the Board meeting. The finances look good, however, the increase in tuition designated by the state at 6.4% is much higher than the 3.7% budgeted by the district. This amounts to a $158,000 increase to our budget. Brief discussion followed about possible ways to cover this increase.

Chair Hodgins advised the Board that the Personnel Committee will be preparing for their review of the Superintendent's performance, and will keep the Board informed with the process.

8. Old Business. A discussion was held regarding the hiring of an Instructional Support Strategist and if that was possible with the current budget. Several options were discussed, but it was determined after the discussion it was in the best interest of the students to continue to pursue the hiring of an Instructional Support Strategist. The Board was asked to take a vote on whether to hire or not hire for this position. **A motion was made B. Basford in support of hiring for this position, with a second by E. Porter and all Board members voting in favor of the motion.**

9. New Business. The Superintendent spoke to the Board about the grant for the Universal PreSchool program, and indicated after several questions were asked by the Board, that more information will be forthcoming January 23 from the Department of Education. Further discussion followed.

Waiver of Diploma for Alternative Education Students - A. Miller referred the Board to her report regarding the Waiver Application that needs to be submitted at the request of the DOE. The district needs to design a proficiency-based program for Alternative Ed. along with our K-8 system. We will be submitting an extension application that broadly outlines a plan to issue proficiency-based diplomas by 2020. A motion is required by the board to approve the extension application. **B. Basford asked for a motion to apply to the DOE for a Waiver for Proficiency Based Diploma Extension Option 5 through 2020. The motion was seconded by K. Killam, and the Board voted all in favor.**

10. Communications. Superintendent DePatsy addressed the Board further regarding the proficiency based diploma program and what is involved in the long run for the students and the school, inclusive of MCI.

K. Carter asked where this district was in the possibility of hiring an additional sixth grade teacher for this school year as numbers are high in the sixth grade. It has been determined that this cannot happen in this school year.

11. Future Agenda Items. None

12. Adjournment. The meeting was adjourned at 8:25 PM.

Evidence #2

2014-2015 MSAD #53 School Board Curriculum Reports

December

Professional Development

The PK-4 faculty continued digging into the new Lucy Calkins *Units of Study for Writing* that we purchased this year. This Common Core aligned writing program fits very well with our district's approach to teaching writing and will provide consistencies in language and student experiences with writing types. We are on a waiting list for training from the developers of the program at Columbia University's Teachers College.

The grades 3 and 4 teams spent some time revising their Common Core language arts modules that were piloted last year. We will be shortening the modules by narrowing the focus on a few of our power standards for reading and writing.

The grades K and 1 teams meet once a month during our Wednesday PD time to focus on iPad implementation. The meetins are driven by the teachers and are a very productive time for problem-solving, learning new apps and nuts and bolts of the devices, as well as having conversations about effective pedagogy.

Grades 2-4 teachers concurrently have been spending time looking at the practice test for the new MEA (SBAC) state test and resources for additional practice.

The Family Life curriculum team met for the second time. This committee includes two community members along with our guidance counselors, health and PE teachers, and school nurse. They have completed their review of the existing (old) curriculum and have determined that revision needs are so significant that they will draft a completely new curriculum.

Mrs. Littlefield has reported (above) on Warsaw's PD for this month.

Gifted and Talented

The GaTE Advisory Team met for the first time this year. We welcomed two new parent members to the team. We began drafting a survey of the program for parents, teachers, and students. Please see the meeting minutes for additional detail.

Literacy Review

Maine Department of Eduction literacy consultant Lee Anne Larsen visited the district this month and provided some feedback on our PK-4 literacy practices. She had some suggestions for vocabulary instruction and recommended a vocabulary program that the literacy team will be evaluating for purchase for next year.

Proficiency-Based Learning Update

As noted in Mrs. Anderson's report, the first trimester report cards for K-4 will be issued next week. The report cards have revised sections for writing

standards and effort. The writing section is now aligned to the Common Core writing types (narrative, informational, argument/opinion). The Infinite Campus system currently limits the amount of text that can appear on each line, therefore the writing section is less detailed than we want it to be. However, it is a step in the direction we are headed with more information for parents.

The biggest change in the K-4 report card is the revision of the traditional effort and participation grade. We have renamed this Habits of Work and Learning Standards (HOWLS). The intention is to provide more specific information to students and parents about the work habits that are so critical to success in school.

Achievement levels include "proficient" (meets expectations for the standard most of the time), "progressing" (with support, making progress toward meeting expectations), and "not yet progressing" (even with support, not yet making progress toward expectations).

Students are assessed for the following skills or behaviors:
Listens attentively
Follows oral directions
Follow written directions
Works cooperatively
Works independently
Engages in class discussions
Uses time wisely
Completes in-class assignments
Completes homework assignments
Follow classroom rules
Follows rules outside of class
Practices self-control
Polite and respectful to others

November

Proficiency-Based Learning

I had the opportunity this month to attend the Maine Curriculum Leaders fall conference focusing on proficiency-based learning. Leaders from several districts presented the steps they have taken and strategies that are proving to be effective for implementing an authentic proficiency-based learning system. I was reassured to learn that we are on the right path with the work we have done so far - identifying priority (or power) standards, building out learning targets and assessments from the standards, identifying habits of work and learning/scholarship, and examining grading practices. We need to look at several of our instructional policies and make some revisions in the language to ensure the policies support a proficiency-based approach, and we need to identify a grading

and reporting application that will enable us to track progress on learning targets linked to standards. Our current system, Infinite Campus, has very limited capacity for supporting a standards-based grading system. For example, the elementary faculty has worked very hard to identify the standards and targets to assess for writing but our current report card in IC can display only an abbreviated version of the standards.

The new district Web site looks fantastic thanks to Sue Ross and Rob Bane! Please take a look at the curriculum section to view our new Curriculum Guides for each grade level. I will be posting the Curriculum Calendar maps for each grade level soon.

State Test

Commissioner Rier announced this week that the state test coming from the Smarter Balanced Assessment Consortium (SBAC) will be called the Maine Educational Assessment (MEA) for Mathematics and English Language Arts/Literacy. This new MEA will assess students in grades 3-8 and 11 on the Common Core State Standards for math, reading, writing, and speaking and listening. This replaces the NECAP state test for grades 3-8 and the SAT for grade 11. Testing will begin in March and will be completely online.

October

Gifted/Talented

Annual meetings are underway for our 50 identified academically gifted/talented students. Tricia Alley will be supporting the coordination of meetings and plans at the elementary level this year, which is a huge help. We have advertised for a 5 hour per week math tutor to address the needs of several students with advanced math learning plans. It continues to be challenging to provide appropriate programming for G/T students as they accelerate through the curriculum in specific subject areas.

Proficiency-Based Learning

Teaching teams have worked on year-long curriculum maps during two Wednesday in-service sessions and during their team meeting (PLC) time. Most teams are nearing completion and you will start to see the maps posted in each building. The mapping process has prompted great conversations among teams about priorities, consistencies, and integration of content areas. The process has also brought some challenges to the surface. Most notable is that our Saxon math program is not fully aligned to the Common Core standards, and does not progress in a typical standards/unit aligned sequence. This creates a significant work load for math teachers to align. We will be considering a change to our core program this year.

Evidence #2

The administrative team is currently doing a book study of Ken O'Connor's *A Repair Kit for Grading: Fifteen Fixes for Broken Grades*. Called the bible of standards-based grading, the text offers an analysis of the flaws of traditional grading and how to provide more clear information to students and parents about what students know and can do. We will broaden this book study to the faculty later in the year.

Excerpt from *A Repair Kit for Grading* by Ken O'Connor:

> Fix 1: Don't include student behaviors (effort, participation, adherence to class rules, etc.) in grades; include only achievement.
>
> Grades are broken when they do not accurately communicate achievement. The fix for this is to make grades as pure a measure as possible of student achievement; that is, make them reflect only student performance in mastering the public, published learning goals of the state/province/district/school. This is the only way that grades can act as cear communication. Everyone who has a need to know about a student's performance in school certainly can be told that she or he is "a nice student who tries hard" but they also have a right to know the specific level of her or his knowledge in a particular subject and on each standard at a given point in time.
>
> We know that the grading practices of some teachers have contributed to grade inflation for some students by including desired behaviors unrelated to acheivement, while other students who achieve at a high level have received deflated grades because of their failure to exhibit these same behaviors." (p. 16)

Our schools have already begun work on "Fix 1" by designating Habits of Work and Learning Standards (HOWLS) at the elementary level and Habits of Scholarship at Warsaw. The Habits are assessed and reported on separately from academic content.

Please feel free to join us in the ongoing discussion about grading and reporting!

September

As we head into the second year of our transition into a proficiency-based learning system, curriculum work will focus on the following actions:

- establishment of a common set of principles and practices for grading
- review of policies for assessment and grading practices
- complete grade level common anchor documents with standards/targets/assessments/unit topics
- complete development of common assessments
- implement proficiency-based reporting for writing at the K-4 level
- pilot proficiency-based system and reporting for art, 5-8
- create calendared curriculum map of broad content topics by month and post in all buildings

Evidence #2

- identify a student information system that will support a proficiency-based grading and reporting system

Wednesday afternoon professional development sessions will support this curriculum work. To achieve our 90% proficiency goal, we must have a curriculum that is clear, consistent, and based in the new standards.

Our schools were very active over the summer. In late June, Kindergarten and 1st grade teachers gathered for three days of professional development in literacy practices and technology integration with iPads. Tracy Hallee lead teachers in deeper understanding of the multiple strategies implemented last year at Manson Park School that lead to 92% proficiency in reading. Becky Walker guided teachers in how to select and implement educational apps for iPads. We are thrilled that all Kindergarten and 1st grade classrooms are outfitted with iPads for every child.

Summer programs were held at all three schools. We repeated the highly successful Kindergarten Jump Start for incoming Kindergarteners. We added a Jump Up program for Kindergarteners transitioning into 1st grade. With the support of Carrie Thurston, our tireless reading interventionist, Sarah Bolster Ross created an entirely new curriculum for the Vickery Title I program. The Manson Park and Vickery programs produced excellent results with students making gains and being better prepared for the upcoming school year.

Evidence #3

MSAD #53 School Board
Curriculum Committee Agenda
Thursday, October 2, 2014
6:30 p.m.
Warsaw Library

Present: Barbara Basford, Peter Snow, Michelle Hodgins, Michael Brooks, Dominic DePatsy, Faye Anderson, Sherry Littlefield, Anne Miller, Heidi Cook

I. Curriculum Mapping Project - Maps will be used as a communication tool with parents and community as well as among teachers and admin. Look for maps in school hallways.

II. Proficiency-Based Learning

Lucy Calkins writing program, K-4 --
Staff will have professional development in the area of writing using this program. Students will focus on their writing in the area of opinion writing, narrative writing and informational/expository and research writing.

All MCI students can take SAT in school . The eleventh grade students will be taking the SBAC in the spring in lieu of the SAT as the state test.

Art program pilot
This year the students in the art program at Warsaw will be graded using a standards based approach. As we move toward this system, there will need to be some conversation regarding not getting the letter grade and how will that relate to honor roll and how students will be considered to be proficient.

There are several other staff members at the middle school that are piloting grading students based on proficiency. These teachers will convert to traditional grades for now to be consistent within the system. At the elementary schools they have been reporting in a proficiency based process for years, but now we are ensuring that it is being completed with fidelity.

At this time, the Admin staff is reading a text called "A Repair Kit for Grading" by Ken O'Connor. Proficiency Based reporting systems need to be completed by 2018 for high schools. The team had a discussion regarding what will happen when students are not meeting the standards. Schools need to ensure that multiple supports and interventions are available for students who did not meet proficiency levels on a regular timeline.

Goals and timeline (current year info begins on p. 5)

Evidence #3

III. Program Updates

Family Life Curriculum review

A team is presently reviewing the Family Life Curriculum. It has not been reviewed in a long time. The middle school health teacher is the head of the committee. The PE teachers, guidance counselors, school nurse, Health teacher, a community person and a doctor are part of the committee. The goal is to have the review done by March.

Math challenges - intervention program, core program

As we make the shift to the Common Core and Proficiency Based Learning, it is difficult to align the Saxon Program with these changes. We may be looking to see how we can support the Instructional Support teachers and students. Saxon has worked for the majority of the students but the alignment may be difficult as we move towards Proficiency Based Standards and that reporting system. At this time we are researching ways that we can meet the needs of all students. We will be looking for more professional development in this area.

iPads in grades K and 1

The iPads have been launched in both K and Grade 1. Teachers in K are excited and are ready for the new apps to be pushed to the student's iPads. Grade 1 is working on getting them rolled out also and have begun using some of the apps. Dom has noted that he saw some iPads being used in Grade 1. For some it is a true shift in pedagogy.

Kindergarten Jump and Jump Up

Kindergarten Jump and Jump are all up and running. Mrs. Miller showed a video clip of one intervention group at work. Supt. DePatsy observed the current fifth grade during their intervention time. They are working in the program, "Language LIve". They are working and are engaged in this program. They have all been given the Fountas and Pinnell reading assessment in addition to the NWEA.

Future agenda item: Alt Ed curriculum

DRAFT 11/20/14
Evidence #4

IGA-R

MAINE SCHOOL ADMINISTRATIVE DISTRICT #53
Burnham – Detroit – Pittsfield

Procedures for Curriculum Development and Adoption

Definitions[1]

Curriculum - Curriculum refers to the knowledge and skills students are expected to learn, which includes the standards and learning targets they are expected to meet for each subject. (Examples of standards might include Common Core and Learning Results)

Programming - Programming refers to the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. (Examples might include Teacher's College Workshop Models; Lucy Calkins Units of Study in Writing; Saxon Math; SPIRE; KJUMP; etc.)

Curriculum Mapping - Curriculum Mapping refers to aligning teaching activities and course expectations with standards and learning targets. A curriculum map provides a visual chart that lists activities and lessons that align with learning standards by month or grading period for each subject.

Curriculum Calendar - Curriculum Calendar refers to the annual timeline of course content.

Proficiency-based - Proficiency-based learning refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. The MSAD #53 system is based on the standards of Maine's Learning Results. [1]

Roles and Responsibilities

The Curriculum Committee, a sub-committee of the Board of Directors of MSAD #53, shall meet quarterly or on an as needed basis. The committee shall consist of 4 members of the Board appointed by the Board chairperson. The Board chair will also serve as an ex-officio member of this committee. The Curriculum Committee shall be responsible for:

- Reviewing proposed substantive changes and program adoptions;
- Representing the Board on curriculum development committees;
- Making recommendations to the Board of Directors regarding curriculum,

[1] Definitions are based on those provided in the *Glossary of Education Reform* created by The Great Schools Partnership and available at edglossary.org

programming, instruction, assessment, grading, and reporting;
- Assuming other responsibilities assigned to the committee by vote of the full Board of Directors;
- Reporting its findings and recommendations for action to the full Board at regularly scheduled meetings.

The Director of Curriculum is responsible for the oversight of the curriculum review process that may include establishing committees, reviewing and approving proposals from committees, reporting to the Curriculum Committee, developing a plan to support the curriculum review and implementation processes, and requesting funds to support curriculum implementation.

Curriculum Review

Curriculum and programming should be reviewed periodically to ensure that the educational needs of students are being met. In collaboration with the administrative team, the Director of Curriculum will monitor student achievement, existing programs and practices, and changing trends and requirements impacting education to inform decision-making about the need for curriculum review.

When the Superintendent determines that a specific content area should be reviewed, a team will be created and funds allocated for that purpose. A curriculum review team should include representation in as much as practicable from district and building administration, teachers from each grade span (PK-1, 2-4, 5-6, 7-8), specialists and/or special education teachers.

In general, a curriculum review team should consider the following factors in the curriculum analysis:
- State and national standards for the content area
- Available research on effective instructional practices and programs
- Alignment of curriculum from grade to grade and across grade levels
- Needs of diverse populations of learners
- Professional development requirements
- Student achievement data for the content area
- Feedback from teachers, administrators, students, and parents
- Alignment of the curriculum with the district's mission, vision, and goals
- Multi-year budget implications

Once a curriculum review team has completed its work, it shall prepare a report and recommendations which shall be presented to the Superintendent and the board's Curriculum Committee.

Adopted:

DRAFT 11/17/14
Evidence #4

IGA

MAINE SCHOOL ADMINISTRATIVE DISTRICT #53
Burnham – Detroit – Pittsfield

Curriculum Development and Adoption

The MSAD #53 Board of Directors recognizes that ~~R~~rapid social change, technological development, and expansion of knowledge are facts of contemporary life. Public education must respond appropriately. Therefore, it is imperative that individual schools, the school system as a whole, and the school board continuously review and evaluate existing programs and practices and revise or change them as found advantageous in effectively meeting the best interests of students and the community. Therefore:

A. The Board expects the administration and faculty to be sensitve to ~~changing~~ conditions that may require changes in curriculum and instruction ~~and new educational approaches~~;
B. The Board expects all programs to be under continuous evaluation by administration ~~of~~ and faculty to see that ~~they~~ programs comply with state standards and meet the needs of ~~students~~.; The Board of Directors expects the school system to undertake intensive curriculum evaluation and revision in certain areas from time to time as the need for this is demonstrated. The Board will consider recommendations of the faculty and administration for intensive curriculum study and may authorize the establishment of task forces to work in particular areas. Funds will be budgeted for such purposes. The Board expects curricula to:

- Be rigorous, relevant, and clearly articulated;
- Be based on state and federal requirements and standards;
- Be consistent with recognized effective practices and educational research;
- Be based on the principles and practices associated with student-centered, proficiency-based education, including the use of clear and measurable learning goals and support systems for students needing additional time or instruction to demonstrate proficiency;
- Promote complex reasoning skills;
- Include ethical behavior and responsible citizenship;
- Provide explicit instruction in habits of work and learning.

C. The ~~Superintendent~~ Director of Curriculum, under the supervision of the Superintendent, is expected to ~~guide the process of keeping the school system informed of growing community aspirations, advancing educational knowledge, and new instructional approaches;~~lead the ongoing curriculum development and review process, and the process of aligning curriculum with educational standards and advances in knowledge, educational research and effective practices.
D. It is expected that curriculum development and revision be achieved with

appropriate involvement of administration, ~~instructional and support staff~~faculty, students, community and the board; and

E. The School Board shall review and adopt all curriculum documents, course descriptions, and courses of study prior to their implementation.

F. The Superintendent is expected to make recommendations concerning professional development, instructional materials and resources needed for curriculum implementation, consistent with school board policy.

G. In recognition of the diversity of our nation and community, the Board of Directors expects the curriculum to include a multicultural perspective, to increase students' knowledge, appreciation, and respect for their own and others' cultures and traditions, and to present a realistic view of the contributions made by various ethnic and racial groups to our nation's historic legacy.

~~To enhance a sound, basic educational program, the Board expects curriculum revision to reflect such critical issues in our present society as: A) The relationships between humans and their environment, B) Traditional American values relative to family and civic responsibility, C) American and state heritage, and D) Recognition that people are members of the world community.~~

~~The Superintendent shall develop a procedure for adoption of curriculum by the full Board.~~ The Director of Curriculum, under the supervision of the Superintendent, is expected to develop plans and timelines as necessary for the development, implementation and evaluation of the curriculum and to provide the Board of Directors with periodic reports on the status of the curriculum.

Legal Reference: ~~Dept. of Eduation Rules Chapter 127.09; 11, c; 12, A~~
20-A M.R.S.A. §§ 1001(6), 6209
Ch. 127 § 5-7 (Me. Dept. of Ed. Rules)

Policy Reference:
~~ADA Educational Goals~~
~~IB Academic Freedom~~
~~GBB Staff Involvement~~
~~BA Board Operational Goals and Objectives~~
~~GCO Supervision & Evaluation of Professional Staff~~
IL Evaluation of Instructional Programs
~~IHLR Learning Results~~
~~IKB Homework~~
~~IHBA Individualized Education Programs~~
~~IMC Controversial Issues~~

Adopted: April 8, 1996

Amended: May 2, 2005

DRAFT 11/17/14
Evidence #4

IHA

MAINE SCHOOL ADMINISTRATIVE DISTRICT #53
Burnham – Detroit – Pittsfield

Basic Instructional Program

MSAD #53 will offer a basic instructional program designed to support the *Guiding Principles* of Maine's system of Learning Results and provide all enrolled ~~Pre-kindergarten through grade twelve~~ students with equitable opportunities to access and demonstrate achievement of the content standards of Maine's system of Learning Results using an instructional framework that is student-centered and proficiency-based.

The district will contract for or directly provide programs and instructional approaches that support the variety of learning styles and needs of its students. Through the basic instructional program, the schools will strive to provide for a wide range of individual student differences ~~in student abilities and interests~~. Students who have difficulty meeting the standards will be provided opportunities to obtain additional support or instruction.

~~The Board believes that through the basic instructional program, students should develop a body of basic knowledge, skills, and attitudes that will lead to a successful adult life and informed participation in our democratic society. The educational program should provide students with the opportunity to develop the intellectual curiosity, critical thinking, problem-solving abilities, and appreciation for the arts that are important to lifelong learning, and the social and citizenship skills that are needed for work and community life.~~The School Board supports an instructional framework that challenges students to think critically and to take active roles in their classrooms and communities. The purpose of the instructional program is to foster the knowledge, skills, and attitudes that will prepare students for successful adult life and civic participation. Our instrutional framework will support intellectual curiosity, critical thinking, problem solving, creativity, and appreciation for the arts and the natural world.

The instructional program shall be developed with the objective of maintaining a balanced, integrated, and sequentially articulated curriculum. Priority should be given to learning that serves as a foundation for further educational development in language arts and literacy, mathematics, science, social studies, the arts, foreign language, health and physical education and career education. OR in the content areas of Maine's learning standards.

The basic instructional program shall meet requirements established by Maine law and Department of Education regulations. The instructional program shall be implemented through a written curriculum aligned with ~~the system of Learning Results~~Maine's current learning standards. ~~and designed to provide uniformity of content within and across grade levels.~~

Legal Reference: 20-A M.R.S.A. §§ 1001(6), 6209
Ch. 125 (Me. Dept. of Ed. Rule)
Ch. 127 (Me. Dept. of Ed. Rule)

DRAFT 11/17/14
Evidence #4

Policy Reference: SAD #53 Mission Statement
IL Evaluation of Instructional Programs
IGA Curriculum Development and Adoption
IHLR Learning Results
IKAA Tests/Assessments

Adopted: December 5, 2005

Amended: DATE

Evidence #4

DRAFT 12/4/14

IKAB

MAINE SCHOOL ADMINISTRATIVE DISTRICT #53
Burnham-Detroit-Pittsfield

Student Progress Reports

The purpose of progress reports/report cards is to clearly communicate current student progress and achievement.

All parents/guardians shall be informed at regular intervals on the progress of their students. The Superintendent shall establish the process and timeline through which this shall be accomplished.

Reporting should be understandable to parents/guardians and students and should reflect the achievement and progress of the student in meeting the standards of Maine's learning system.

Adopted:

Evidence #4

DRAFT 12/3/14

IKA

MAINE SCHOOL ADMINISTRATIVE DISTRICT #53
Burnham-Detroit-Pittsfield

Grading and Reporting System

The purpose of the MSAD #53 grading policy is to establish a set of guiding principles that all district educators will use to establish a system of grading and reporting that, in as much as possible, clearly communicates student learning progress and achievement toward Maine's learning standards.

Information about the grading system will be communicated widely to students, parents/guardians, and other stakeholders to ensure that every student and family has the information and resources they need to understand a student's progress and achievement, and to make informed decisions about that student's educational path.

All grading and reporting practices in MSAD #53 will reflect the following principles:

- The primary purpose of the grading system shall be to fairly, clearly, accurately, and consistently communicate learning progress and achievement to students, families, and other relevant stakeholders and audiences.
- The grading system shall be designed to ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
- The grading system will measure, report, and document individual student proficiency against a set of clearly defined learning standards and outcomes as defined by the MSAD #53 Curriculum. Grades will be determined using professional judgement of a body of evidence of student learning that includes a variety of formal (summative) assessments.
- Grades shall be communicated using clearly defined performance levels.
- The grading system will measure, report, and document academic progress and achievement separately from attendance, behavior, homework, and habits of work and learning.
- The grading system will support consistency in the assessment of learning and in the assignment of scores and proficiency levels across students, teachers, assessments, learning experiences, content areas, and time.
- Grades shall not be used as a form of punishment.

Policy References:
ADF Commitment to Maine's Learning Standards
IHA Basic Instructional Program
ILA Student Assessment

Evidence #4

DRAFT 12/3/14
Adopted:

Evidence #5

WARSAW WAY

4 = Exceeds "Always" 3 = Meets "Usually" 2 = Approaching "Sometimes" 1 = Does Not Meet "Rarely"

Respect - Habits of Scholarship	1	2	3	4
I will acknowledge when peers do a good job (i.e, "great work", "nice presentation", etc.).				
I will listen to and show consideration for other people's opinions.				
I will do my part to create a classroom environment that is conducive to learning (i.e. supporting classroom rules, following teacher directives)				

Integrity - Habits of Scholarship	1	2	3	4
I will take ownership of my learning and do my own work.				
I will be honest in my work habits.				
I will hold myself accountable to my best work.				
I will commit to persevere in work habits.				

Community - Habits of Scholarship	1	2	3	4
I will ask questions in class to better my understanding as well as my classmates'.				
I will encourage/invite classmates to participate in group discussions.				

Commitment to Quality - Habits of Scholarship	1	2	3	4
I will keep track of my assignments using my student planner, I.C., and google docs, and I will share this information with my parents daily.				
I will persevere and push myself to ensure that my work is the best that it can be, every time.				
I will use a rubric to help me strive for the highest level of critical thinking and performance when it comes to my school work.				
I will recheck my work on *every* assignment, and make the necessary revisions as many times as it takes to get it right.				
I will practice until my product is smooth, polished, and something that I am proud of.				

Responsibility - Habits of Scholarship	1	2	3	4
I will meet or exceed my academic goals/expectations in a given school year.				
I will be "present" in all my classes, being a positive contributor to the learning environment.				
I will remain organized throughout the day, being prepared for class with all needed materials.				
I will take advantage of tools that will help me to improve my learning/grades				

Copied from K-4 Report Card Evidence #6 and #7 2014-2015

Performance Levels for Academic Scores	
Name	**Score**
Progressing beyond proficiency	4
Proficient in the standard	3
Progressing toward proficiency	2
Progressing with support	1
Not yet progressing	N
Standards not addressed in term	X
Incomplete	INC

Performance Levels for Work Habits	
Name	**Score**
Proficient	3
Progressing	2
Not yet progressing	N

Habits of Work and Learning Standards			
	Term 1	**Term 2**	**Term 3**
Listens Attentively			
Follows Oral Directions			
Follows Written Directions			
Works Cooperatively			
Works Independently			
Engages in Class Discussions			
Uses Time Wisely			
Completes In-class Assignmets			
Completes Homework Asignments			
Follows Classroom Rules			
Follows Rules Outside of Class			