

Proficiency-Based Diploma Extension Option 6

At the time of the extension application the SAU will:

- Provide evidence of the SAU's greatest strength and its greatest challenge as it transitions to awarding diplomas based on proficiency in the standards of all 8 content areas and the standards of the Guiding Principles.
- Provide a multi-year implementation plan indicating quarterly benchmarks for 2014-2015 and 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

1. Indicate the superintendent region in which your S.A.U. is a member.

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	

Washington	
Western Maine	X
York	

1. **School Administrative Unit:** MSAD #58
2. **High School(s):** Mt. Abram Regional High School
3. **Name and title of person completing the extension request:**
Marco E. Aliberti, Principal, Mt. Abram Regional High School
4. **Superintendent's name, address, phone number and email:**
Dr. Erica Brouillet, 1401 Rangeley Rd, Phillips, Maine 04966
ebrouillet@msad58.org

Evidence of Preparedness

1. Describe the SAU's greatest strength and its greatest challenge as it builds capacity and builds infrastructures to award diplomas based on proficiency in the standards of all 8 content areas and the standards of the Guiding Principles. 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 SAU's greatest strength and greatest challenge in transitioning to awarding a proficiency-based diploma
- Clear connection between evidence and description of the greatest strength and greatest challenge
- Clear alignment to extension option

Challenge to Proficiency Based Diplomas (Educational Vision)

In the late 90s MSAD #58 began a professional collaboration to address the curricula needs of the district. These groups met by content areas and were dubbed, "Think Tanks." Think Tanks spanned grade levels to align the enacted curriculum (what was being taught) to the Maine Learning Results. The professional work which was done fostered important and meaningful discussion on standards, curriculum, instruction, and assessments. During this time the Think Tanks developed local assessments which aligned with the Maine Learning Results and provided important data to inform instructional needs. The district also paid close attention to the Maine Educational Assessment results to provide further feedback. This system for a number of years was a strength of the district. The process showed the level of commitment to its stakeholders.

Think Tanks ended when the state no longer required the local assessment system to be in place. The decision was coupled with budgetary concerns at the local level. The professional collaboration which was once a strength of the district quickly became a weakness.

Please see pages #16-19 "MSAD #58 Language Arts Think Tank Curriculum" (abbreviated document)

The state updated the Maine Learning Results to include the Common Core State Standards in the content areas of math and English in 2011. The district began education around the Common Core in the beginning of school year 2011-2012. The high school began to interact with the Common Core by taking steps to align enacted curriculum to the new math and English standards. A scope and sequence document was created to make clear of the high schools efforts.

Please see page #20 "High School Common Core Scope and Sequence" (abbreviated document)

In the beginning of school year 2012-2013 a shift in district focus from the Common Core to an enacted curriculum mapping system entitled e-curriculum took place. The e-curriculum process brought grade levels and content areas together in the spirit of Think Tanks. However, the process was not tied to the required standards in place. When the mapping was finished it only showed the enacted curriculum and where it might be tied to the standards. Instead of working directly with the standards to align the curriculum the district mapped what was already being taught.

**Please see page #21 “e-Curriculum”
(abbreviated document)**

In school year 2011-2012, LD 1422 required high schools in Maine to award proficiency based diplomas to the graduating class of 2017, and then extended the requirement to the graduating class of 2018. The district did not take necessary steps to address proficiency based diplomas for these graduating classes as the district was focused on e-curriculum. The focus on proficiency based diplomas did not begin until school year 2013-2014. A proficiency based education team was formed at the high school level and included teachers from the content areas of math, English, science and social studies, and also included the technology director. The group attended a Western Maine Educational Collaborative (WMEC) training on proficiency based education and witnessed the different approaches school districts were taking to address the directive. The group also did a site visit to Hall-Dale High School to see proficiency based education in action and created a document of steps that need to be specific to Mt. Abram Regional High School.

Please see page #22 “Next Steps Document”

**Strength to Proficiency Based Diplomas
(Educational Vision and Budgetary Backing)**

In July of this school year the district has renewed its commitment to meaningful professional development starting with the formation of a district academic team and subsequent goals in the content areas of math and English. Twenty teachers over two and a half days reviewed all available testing data to compile goals as a focus for curriculum and instruction. The formation of these teams has led to the development of school academic teams across the district to create goals based on specific school data which are also tied to the district wide goals. The platform renews the sense of purpose in addressing proficiency.

Please see pages # 23-30 “District Wide Goals”

Proficiency based diplomas fit perfectly into the new direction the district is taking. Systematic pieces are in place to begin our work. The high school is beginning to refocus its professional development on the Common Core for math and English.

The proficiency based education team is beginning work with the Maine Cohort for Customized Learning to become familiar with the cohort’s curriculum which is based on the

Maine Learning Results. The following section outlines the development of a step by step plan to make sure the high school has our measurement topics, rubrics, and taxonomy, and subsequent graduation standards clearly defined for the awarding of proficiency based diplomas for the graduating class of 2020.

Multi-year Implementation Plan

- 1. 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**

SY 2014-2015

Quarter 1

1. Professional development for the common core

The use of staff meetings at the beginning of this school year will be utilized to familiarize teachers with the common core document, it's purpose, and function. A way to do this is through the identification of learning objectives. Learning objectives are stated to communicate the learning the student should be focused on for the lesson. The school has taken steps to identify and display learning objectives for each lesson taught. Teachers will take part in professional development to further refine their use of learning objectives. The first training will occur on **October 6, 2014.**

Evidence: Materials used for professional development around learning objectives.

Metric: The application of learning objectives in classrooms.

2. MCCL curriculum orientation

Linda Laughlin, co-chair of MCCL will give an overview of the organization's curriculum. The MCCL is a non-profit cohort of schools committed to proficiency based education. Ms. Laughlin will review content area measurement topics, and the scope and sequence of the curriculum. She will briefly explain the rubrics and taxonomy levels associated with each learning target, and the assessment items which could be used to demonstrate proficiency, also known as multiple pathways. The curriculum is all encompassing but allows for input and adjustment at our local level. **The overview was completed on September 9th, 2014.**

Evidence: Sample copy of MCCL curriculum guide

Metric: The commitment to further trainings around the MCCL curriculum.

Please see pages #31-33 "MCCL Orientation and Sample Curriculum"

3. MCCL curriculum training #1 (Curriculum Capacity)

The first curriculum training for the proficiency based education team is scheduled for **Monday, October 20th, 2014**. The training will orient the team with a detailed understanding of the MCCL curriculum. The team will embark on understanding the scope and sequence that needs to be taught at the high school level, subsequent measurement topics, and learning targets which will need to be embedded in the enacted curriculum. Subsequent trainings will be scheduled after the first training.

Evidence: Materials used during the training.

Metric: PBE member survey on understanding of the MCCL curriculum training.

SOCIAL STUDIES SCOPE OF MEASUREMENT TOPICS

PAGE	CONTENT AREA	STRAND	MEASUREMENT TOPIC	NUMBER OF LEVELS OF THE SCOPE & SEQUENCE FOR EACH MEASUREMENT TOPIC											
				1	2	3	4	5	6	7	8	9	10		
3	Social Studies	Geography	US Regions	1	2	3	4								
5	Social Studies	Geography	World Geography	1	2	3	4	5	6	7					
8	Social Studies	Geography	Maps & Tools	1	2	3	4	5							
11	Social Studies	Government & Civics	US Constitution & The Legal System	1	2	3	4	5	6	7					

(The graphic displays a portion of the MCCL curriculum for social studies. The red arrow indicates a “high school” learning target, which assignments and formative assessments will be linked to. Once proficiency has been met for each learning target, proficiency will be awarded for the measurement topic.)

Quarter 2

4. MCCL curriculum whole staff training

The proficiency based education team will train the full staff on the information learned regarding the MCCL curriculum. The PBE team will share the scope and sequence, and measurement topics which will need to be addressed in the eight content areas. The training will be completed on **Monday, November 3rd**.

Evidence: Materials used during the training.

Metric: Teacher survey on understanding of the MCCL curriculum.

5. MCCL curriculum training #2 (Rubrics, Taxonomy, Multiple Pathways)

The second training for the MCCL curriculum will take place during the second quarter of the school year. The second training will focus specifically on the rubrics and taxonomy used to evaluate proficiency. The training will also include discussion around multiple pathways to achieve proficiency. Multiple pathways refers to the different ways students can show proficiency. Multiple pathways can include student work done at a vocational center, internship, or other experiences. Each learning target in the scope and sequence has a rubric which will need to be fully understood by staff. We will begin to see how the MCCL curriculum aligns with enacted curriculum through the pathways discussion. **The tentative date scheduled is Wednesday, November 12th 2014.**

Evidence: The materials used during training.

Metric: PBE member survey on understanding of training #2.

SOCIAL STUDIES SCOPE OF MEASUREMENT TOPICS

PAGE	CONTENT AREA	STRAND	MEASUREMENT TOPIC	NUMBER OF LEVELS OF THE SCOPE MEASUREMENT 1					
				1	2	3	4	5	6
41	Social Studies	World History	War & Diplomacy	1	2	3	4	5	6

(If you recall from the last graphic, you are looking at a section of the scope and sequence for social studies. Each learning target in the sequence has a rubric used to measure proficiency. The measurement topic, War & Diplomacy, has five learning targets attached to it. The red circle is the first learning target. The “one” does not mean this is taught in first grade, it is simply a progression.)

Content Area: Social Studies
Measurement Topic: World History: War and Diplomacy
Scope Level: 01
Learning Target: SS.01.WHD.01.02

Proficiency Level	Proficiency Level Description	Taxonomy Level	Assessment Items
4.0	In addition to the 3.0 knowledge, infers or applies beyond what was taught.		
3.0	Understands multiple factors that have led select groups of people to go to war in world history.	Comprehension	describe reasons countries declare or go to war
2.0	Knows terms: empire, imperialism, conquest and control, expansionism, militarism, nationalism, and alliances Knows the factors that have led groups of people to war in world history.	Retrieval	define the following terms: empire, imperialism, conquest and control, expansionism, militarism, nationalism, and alliances.
1.0	With help.....has the 2.0 content.		

(The graphic shows the rubric for the first learning target. The circle indicates the scope level, which is one, the arrow, the level of proficiency students will need to achieve, and the box, the level of taxonomy the student will need to display for proficiency.)

All of the measurement topics, learning targets, scope levels, and rubrics that pertain to the high school will need to be embedded in our current curriculum.

6. MCCL rubric and taxonomy whole staff training

The PBE team will again train the full staff. The topic which will be covered **Monday, November 17th, 2014**. will be the rubrics, taxonomy, and multiple pathways.

Evidence: The materials used during training.

Metric: Teacher survey on understanding of rubrics, taxonomy, and multiple pathways.

7. MCCL curriculum training #3 (Planning lessons and activities for learning targets)

In the third installment of the MCCL curriculum training, the PBE team will learn how to begin developing lessons, activities, and formative assessments to the learning targets. **The tentative date for training is Wednesday, December 3rd, 2014.**

Evidence: The materials used during the training

Metric: PBE member survey on the understanding of training #3

8. MCCL planning lessons and activities for learning targets whole staff training

The PBE team will train the whole staff in regards to lessons and activities for learning targets. **The tentative date for training is Monday, December 15th, 2014.**

Evidence: The material used during the training

Metric: Teacher survey on understanding of developing activities for learning targets.

9. Whole staff training on guiding principles (habits of mind).

LD 1422 requires that students show proficiency in the guiding principles set forth in the Maine Learning Results. The MCCL curriculum has the guiding principles “crosswalked” throughout the curriculum. The term “crosswalked” refers to the guiding principles being embedded in the MCCL curriculum. Teachers will develop assignments, and activities for the learning targets which will include content, complex reasoning, and guiding principles. **The tentative date for training is Monday, January 5th 2015.**

The following are the guiding principles outlined in the Maine Learning Results.

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

Evidence: The materials used during training.

Metric: Teacher survey on understanding of the guiding principles.

Quarter 3

10. Measurement topics set per subject area

In each of the content areas classes for Freshmen (English, math, science, social studies, art, world languages, and physical education) teachers will assign measurement topics to their classes. Measurement topics are the building blocks for standards achievement. In order to meet the standards the students must show proficiency in the measurement topic. The measurement topics must be tied to appropriate content areas. **The tentative dates for this activity will be February 2nd, 23rd, March 2nd and March 16th, 2015.**

SOCIAL STUDIES SCOPE OF MEASUREMENT TOPICS

PAGE	CONTENT AREA	STRAND	MEASUREMENT TOPIC	NUMBER OF LEVELS OF THE SCOPE & SEQUENCE FOR EACH MEASUREMENT TOPIC										
				1	2	3	4	5	6	7	8	9	10	
3	Social Studies	Geography	US Regions	1	2	3	4							
5	Social Studies	Geography	World Geography	1	2	3	4	5	6	7				
8	Social Studies	Geography	Maps & Tools	1	2	3	4	5						
11	Social Studies	Government & Civics	US Constitution & The Legal System	1	2	3	4	5	6	7				

(The box simply shows some of the measurement topics which will need to be assigned to our social studies classes.)

Evidence: The materials used during this activity.

Metric: The assignment of measurement topics to eight content areas.

Quarter 4

11. Re-Inventing Schools Coalition (RISC) training on teaching critical thinking for all staff

RISC is an organization that provides professional development for teachers and administrators around proficiency based education. The training around on how to teach critical thinking skills will be imperative to our students achieving proficiency. **The date for this training is to be determined.**

12. Empower Digital Management Training

Empower is a digital management tool used to track students as they attain proficiency. Basic training and understanding of this system will need to happen as we will use it to keep track of students as they move through the measurement topics. **The date for this training is to be determined.**

SY 2015-2016	SY 2016-2017 (Full Implementation Year)
Proficiency guidelines established	Implementation of Proficiency Based Education at the high school
Remaining measurement topics embedded in all classes.	Tracking of 9th grade students in Empower
Graduation Standards Established	Reflection and refine as needed on any aspect of the PBE system.
Informational meetings conducted for parents and students	Additional trainings as needed
Continued education with Empower	Informational meetings conducted for parents and students
Further trainings with RISC	
Student Support Established	

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

The high school has taken many steps over the years to support struggling students. The adaptation to proficiency based education will only help to better articulate to our stakeholders the specifics all students will need in order to move forward in their education.

Teachers will provide the lesson objectives, learning targets and measurement topics necessary to achieve the corresponding standards to the students. Teachers will reflect on a daily basis the progress students are making toward proficiency in the measurement topics. The district will most likely use the digital management system, Empower, to meet these needs.

If a student is identified as not proficient in the any area of the standards several options will be made available to support the student to proficiency. Extra time will be allotted for students to work on assignments, formative and summative assessments. The extra time may be during the school day, after school, or school vacations. Individualized or group instruction will be available to support students to become proficient by the subject area teacher. If need be we will provide subject area tutors before, during, or after school for students who are struggling to make proficiency. Times and tutors can be set during on a daily or weekly basis to assist students immediately.

We will ensure multiple pathways for our students to be able show proficiency, this includes cooperation with our local career technical center, internships, and any other experience deemed worthy.

We will continue our relationships with outside agencies for students at risk. These relationships will be key in ensuring students are attending school on a consistent basis so they can be proficient in their academics.

Special education will continue to support its students through the Individual Education Plan (IEP) process. Students in special education will have goals written which reflect the appropriate standards. Special Education teachers will ensure goals are met which in turn will be the basis for special education students proficiency. According to policy on standards based IEP goals, "The Maine Department of Education anticipates that school administrative units (SAUs) will show steady progress in writing standards based goals. The anticipated timeline is as follows:

- 2014-2015 school year-SAUs conduct a self-assessment of their progress in writing standards based goals.
- 2015-2016 school year-SAUs continue self-assessment and receive technical assistance as needed.
- 2016-17 school year-Maine DOE looks for standards based goals in each IEP, as appropriate.

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: 12.2% was spent on substitute costs for teachers visiting another school currently engaged in the PBE process.**
- **Community Engagement: 0%**
- **One-year Carry Over: 87.8% will be utilized within 1-year.**

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

In the 2014-15 school year we plan on using the majority of our funds on professional development for our teachers. The money will pay for training with MCCL. The training will lead to implementation of standards, measurement topics, learning targets, and related rubrics into our current curriculum. All of this will help to achieve a standards based diploma for our graduating students of the class of 2020.

Total Money Received from State Transitional Funds (1/10 of 1% of the budget) as of 10/6/14:

\$11,015.60

\$350.00 (spent)

\$10,665.60 (available)

SY 14-15

MCCL Trainings:

Training #1: \$1,200.00

Training #2: \$1,200.00

Training #3: \$1,200.00

Total: \$3,600.00

Cost for subs for each training:

5 Teachers @ \$66.00 = \$330.00

5 Teachers @ \$66.00 = \$330.00

5 Teachers @ \$66.00 = \$330.00

Total: \$990.00

Empower Digital Tracking System:

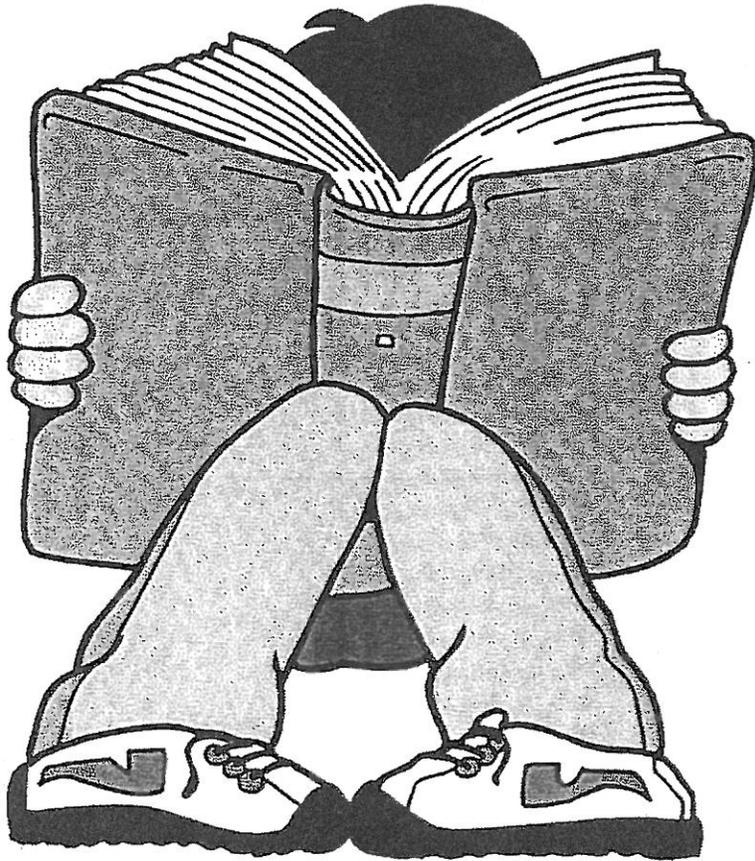
\$4.00 per student x 250 students = \$1,000.00 per year

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.

**MSAD 58
Language Arts Think Tank
Curriculum**

**K-12
Revised 2003**



Spring 2003

TO: MSAD 58 Community
FROM: Language Arts Think Tank

RE: Language Arts Curriculum

The enclosed operational draft of the MSAD 58 K-12 Language Arts Curriculum is offered by its drafters, the MSAD 58 Language Arts Think Tank, as a "work in progress". As such, it represents the considerable efforts of 12-20 Language Arts Professionals over the past several years.

It should be understood, when reading and interpreting this document, that it is our intent to revise and edit this material based on a number of criteria including, but not limited to, professional feedback and continued research of best practice. Ongoing also, as we issue this material, is our effort to explore assessment strategies, staff development, and integration with the content areas.

The collective drafters of this body of work are proud of their cooperative efforts and results, and look forward to the constructive feedback and encouragement of the SAD 58 Community.

Yours in education,

The MSAD 58 Language Arts Think Tank
Pearl T. Butler
Think Tank Chair

Using the Curriculum Document

The curriculum is organized by grade level to include content standards and performance indicators that align with the Maine State Learning Results. Each performance indicator is marked to point out if the particular skill should be introduced (I), emphasized (E), or maintained (M) at that grade level. Also included with the curriculum, are lists of resource books, trade books, professional books, etc.

The two-column format is designed with two purposes:

1. The curriculum document provides a format for long range planning and unit design. The second column is a place to keep track of which performance indicators have been covered and the key activities, projects, and products used and generated to show evidence of learning. Specific books and other resources should also be listed.
2. At the end of each school year a copy of this documentation will be shared with the teacher at the next grade level. This will inform them about what has been covered and what books and resources were used. This information will be useful to the next teacher as they plan for the following year.

English Language Arts Narrative Summary

The study of language helps students to control their lives and become more effective thinkers—through communication, reflection and understanding. To develop good thinking strategies, students must become engaged as active learners. To help them improve, students need to practice English language skills and receive frequent feedback across all areas of study. Parents, teachers, and other adults must encourage the interest in language that students bring with them. Students need to make the experience and enjoyment of English language arts a central part of their lives.

The curriculum framework is not intended to be a prescriptive curriculum that details lessons taught within the classroom. Rather, the framework is seen as a guide to instruction that emphasizes learner outcomes, instructional strategies, and assessment procedures. The curriculum framework spells out the essential skills and understandings to be developed. It serves as a bridge between national and state standards, and what is taught in the classroom. More importantly, the framework focuses on improving the quality of instruction in language arts.

High School Sequence and Sequence

Department Eng 9 Eng 10 Eng 11 Eng 12 Science Eng 10 Eng 11 Eng 12 Chemistry Physics Social Studies Eng 9 Eng 10 Eng 11 Eng 12 US History Governance Spanish French Arts Health PE

Writing Standards

Text Types and Purposes

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

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims

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

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

1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12)

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence

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

	Eng 9	Eng 10	Eng 11	Eng 12	Science	Eng 10	Eng 11	Eng 12	Chemistry	Physics	Social Studies	Eng 9	Eng 10	Eng 11	Eng 12	US History	Governance	Spanish	French	Arts	Health	PE	
3[1]					1																		
1[2]		2[3]	3[4]		0						0	2[5]											
0		1[6]	3[7]		0						0	2[8]											
1[9]		2[10]	3[11]		1						0	2[12]											
2[13]		2[14]	2[15]		1						1	1[16]											
1[17]		2[18]	3[19]		1						1	2[20]											
					1						1	N/A				2[21]							2[22]
					0						0	N/A											1
			3[4]	3[23]							0	N/A											
			2[24]	3[25]							0	N/A											1

E-Curriculum Document

RSU 58, 74 & 78 Grade 2 Math Core Competencies

Contract for Math Instruction between our Grade 2 and Grade 3 Teachers

#	Score	Instructional Element	Minimum Depth Of Knowledge
70	3	NUMBERS AND OPERATIONS WHOLE NUMBERS Identify whole numbers Numerals to 50 Numerals to 99	If you point to a number between 0 and 50, I can name it.(A: Memorize & Recall) I can write the numbers as well If you point to a number between 0 and 100, I can name it.(A: Memorize & Recall)
80	3		I can tell you that the two digits of a two-digit number represent amounts of tens and ones. (B: I can tell you the hundreds, tens and ones in a three-digit number.
90	3 Numerals in the hundreds	I can tell you the name of any number, up to 120.(A: Memorize & Recall) If you point to a number in the hundreds, I can name it.(A: Memorize & Recall)
320	3 Count by whole numbers Count to 50 Count by 2's	I can count from 1 to 50, by 2s.(A: Memorize & Recall) I can start at any even number and count to 50, by 2s.(B: Perform Procedures & Explain) I can start at any number and count to 50, by 2s.(B: Perform Procedures & Explain) Given a set of numbers from 1-50, with some numbers missing, I can figure out what the missing

Proficiency Based Education

Mt. Abram High School

- Each Department has a set of specific content standards to address. These content standards are called “Measurement Topics” at Hall-Dale. These are the broad standards that students must show proficiency on in order to graduate. These Measurement Topics may be based on national standards (Common Core, Next Gen, NCTM, etc.), State Standards (Maine Learning Results), or local standards developed for the course in question.
- Each course will contain specific “Learning Targets” that are the foundational pieces needed for students to master the Measurement Topics. Departments need to ultimately decide the list of Learning Targets to be assessed. These Learning Targets do not need to be from published standards, but need to link to those standards. For example, a math Common Core standard says: “*Create equations in two or more variables to represent relationships between quantities;*” The Learning Target for the math department, however, may say: “Create a linear equation to solve a problem”, and “Create a quadratic equation to solve a problem”, and “Create an exponential equation to solve a problem”. All of these clearly link to the Common Core standard listed, but will be measured potentially in different assessments, or even different courses within the department.
- Departments will develop curriculum designed to address these Learning Targets.
- Teachers will provide instruction based on their own personal teaching experience, strengths, and methods.
- Proficiency in a Learning Target is based on Marzano’s Taxonomy. Hall-Dale has a scale of 1 - 4 based on the following descriptors from Marzano’s Taxonomy: 1 - Retrieval of Information; 2 - Comprehension of Information; 3 - Analysis of Information; 4 - Utilization of Information. At Hall-Dale, proficiency is based on receiving a score of 3. Students who do not receive a 3 must continue working on that material and master it before completing the course.
- Summative Assessments will be designed so that the Learning Targets are measured according to this scale system. Opportunity must be given for students to show a level of 4, although a score of 3 is all that is required for proficiency. This opportunity can be embedded into the assessment, or provided as an optional additional assessment.
- Depending on content area, an assessment may measure one or more Learning Targets. If an assessment measures more than one Learning Target, EACH Learning Target must be scored at a 3 or higher. An assessment grade would consist of the average of all individual scores on Learning Targets. Note that an assessment grade could be a 3, and yet the student has not made proficiency. For example, an assessment addressing 4 Learning Targets might be scored as 2, 3, 3, 4, with an assessment average of 3, and yet the student has still not made proficiency in all Learning Targets.



PHILLIPS • AVON • KINGFIELD • STRONG

Contributing Academic Team Members:

Teachers:

Jodi Badershall
Tina Brackley
Robin Chase
Candace Dunham
Kathy Houston
Dawn Maceda
Danielle Mathieu
Tom McCafferty
Chrissy Miner
Shelby Newell
Joanne Nickerson
Tabitha Riendeau
Yolanda Smith
Brian Twitchell
Verne Voter
Selina Wing
Andrea Ferrari

Administrators:

Jeffrey Pillsbury, Phillips Principal
Felecia Pease, Strong Principal
Kim Ramharter, Kingfield Principal
Marco Aliberti, Mt. Abram Principal
Angel Allen, Technology Director
Laureen Olsen, Special Education Director
Dr. Erica Brouillet, Superintendent of Schools

MSAD #58 ACADEMIC PLAN

Adopted by the Board of Directors
October 16, 2014

If MSAD #58 implements the following;

- complete adoption of Maine Learning Results with Common Core in all English Language Arts and Mathematics classrooms
- alignment between written and taught curriculum
- literacy and mathematics as part of daily lessons in all classrooms
- Readers and Writers Literacy Workshop Model for instruction in elementary grades
- a unified Common Core mathematics approach emphasizing common vocabulary
- regular meetings of Professional Learning Cohorts using specific student centered professional practice protocols
- an emphasis on assessment *of, for, as* learning in all classrooms
- consistent progress monitoring, intervention strategies and child study meetings to ensure all students learn
- visual data walls in all schools will guide school based improvement efforts
- professional development opportunities consistent with the goals of this plan
- adoption of Maine DOE Educator Evaluation system for all teachers and administrators
- the District Literacy Plan
- the MSAD #58 Academic Plan

Then, all students will attain one year or more academic growth in a year's time.

1 Please note that because of changes in the state tests, we have not been able to identify test specific improvement numerical targets, rather we have identified the percentage of students to meet or exceed proficient, and increased the percentage annually as the District's improvement trajectory.

- MSAD #58 ACADEMIC PLAN

<p>District Goal: English Language Arts #1: - READING AGGREGATE- see attached documents for school and grade specific data By Spring 2015 <u>60</u> % of students in Grades K-12 will meet grade level proficiency in comprehension as measured by: K-10 MAP 11-12 Accuplacer</p> <p>By Spring 2016 <u>63</u> % of students in Grades K-12 will meet grade level proficiency in comprehension as measured by: K-10 MAP 11-12 Accuplacer</p> <p>By Spring 2017 <u>66</u> % of students in Grades K-12 will meet grade level proficiency in comprehension as measured by: K-10 MAP-- 11-12 Accuplacer</p> <p>Baseline: : Percent proficient or higher----- Grade 11- 44.0 SAT Spring 2013 / Elementary 3-8 -Fall 2013 72.4 NECAP Baseline MAP Spring 2014 K through 10, 52% above proficient</p>					
	Instructional Practice	Who will implement	Resources	Implementation goals. By,	Measurable student goals. By,
<p>Student Learning objective 1: Students will use meta cognition strategies such as prediction, decoding text, summarizing, visualization, questioning, inferring, clarifying and corrective strategies.</p> <p>Student Learning Objective 2: Students will be actively engaged in reading while using prior knowledge and setting a purpose for reading.</p>	<ul style="list-style-type: none"> • Create a professional development plan for teachers, specialists, ed. techs, and administration. • Students will receive 120 minutes of reading and writing daily • Implement theories and practices of Readers and Writers workshop K-8. • Teach meta-cognition strategies (questioning, visualizing, connecting, inferring, predicting, concluding, summarizing.) • Use data as an effective tool for school change and improvement, meet monthly with school principal for every student below proficient 	<ul style="list-style-type: none"> • Title I, Special education, Classroom teachers • Educational technicians • Principals • Literacy coach • Special Ed 	<ul style="list-style-type: none"> • F and P • R and W workshop • Literacy coaching • Leveled libraries in all schools • Professional development in F and P • Professional development in R and W workshop models • 60/60 reading and writing block As above 	<p>January 2015 May 2015 May 2016 May 2017</p>	<p>May 2015 May 2016 May 2017</p>

2 Please note that because of changes in the state tests, we have not been able to identify test specific improvement numerical targets, rather we have identified the percentage of students to meet or exceed proficient, and increased the percentage annually as the District's improvement trajectory.

- MSAD #58 ACADEMIC PLAN

<p>Student Learning objective 3: Students will monitor their understanding of their reading through conversations and by reflecting and applying the meaning of the text to new situations.</p>	<ul style="list-style-type: none"> • Use formative assessment to inform instruction • In K-8 buildings, Title I staff including literacy coach will support teachers in analysis of data and using differentiation strategies at the classroom level. • Implement intensive 1-on-1 Reading Recovery • Implement child study process for students who are not showing academic growth • Bottom 25% of students will receive interventions by classroom teachers, and /or Title I and Special Education teachers • A focus group will be formed to study how to improve achievement of identified Special Education students who are not eligible to take the PAAP. 	<p>Director</p>	<p>As above</p>		
<p>Student Learning objective 4: Students will dissect complex words using letter sound relationships while thinking</p>					

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- MSAD #58 ACADEMIC PLAN

District Goal: English Language Arts #2- **WRITING** see attached documents for school and grade specific data

By Spring 2015 all students will achieve a score of 70% or more of the possible total points in math and English Language Arts open response questions as measured using the Smarter Balanced assessment.

By Spring 2016 all students will achieve a score of 75% or more of the possible total points in math and English Language Arts open response questions as measured using the Smarter Balanced assessment.

By Spring 2017 all students will achieve a score of 80% or more of the possible total points in math and English Language Arts open response questions as measured using the Smarter Balanced assessment.

(#of students multiplied by possible points in Math and ELA test per student = total possible points per class. Divide points scored by possible points to determine percentage.)

	Instructional Practice	Who will implement	Resources	Implementation goals. By,	Measurable student goals. By,
<p>Student Learning Objective 1: Students will compose a grade appropriate written response to include a topic sentence (thesis), supporting details, and conclusion.</p> <p>Student Learning Objective 2: Students will identify supporting details in the text of a question and synthesize a grade level appropriate response with content specific grammar and punctuation.</p>	<ul style="list-style-type: none"> As noted in the Common Core Standards for Writing: Students will, "write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences." Samples of each student's writing will be collected in a portfolio through the year and should represent a wide range of writing. Common Core Appendix A gives guidance on the variety of sub-groups of writing within the three broad areas. It is expected that students will have multiple exposure to each type of writing, through the use of mentor texts and 	<ul style="list-style-type: none"> Title I, Special education, Classroom teachers Educational technicians Principals Literacy coach 	<ul style="list-style-type: none"> F and P R and W workshop Literacy coaching Leveled libraries in all schools Professional development in F and P Professional development in R and W workshop models 60/60 reading and writing block Exemplars posted Rubrics posted 6 Traits of writing (Strong) Lucy Caulkins writing kits (Kingfield and Phillips) 	<p>January 2015</p> <p>May 2015</p> <p>May 2016</p> <p>May 2017</p>	<p>May 2015</p> <p>May 2016</p> <p>May 2017</p>

4 Please note that because of changes in the state tests, we have not been able to identify test specific improvement numerical targets, rather we have identified the percentage of students to meet or exceed proficient, and increased the percentage annually as the District's improvement trajectory.

- MSAD #58 ACADEMIC PLAN

	<p>units of study. Writing instruction should be linked to reading and other content areas when feasible.</p> <ul style="list-style-type: none"> • Students will receive 120 minutes daily for reading and writing instruction. • The expectation is that writing occurs daily with students keeping a working portfolio. (2 samples each one from the beginning of the year and one at the end of the year: informational/expository, narrative, and a reading response) • During the school year, students may take a previously completed piece of writing and want to revise further, based on new learning. 				
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5 Please note that because of changes in the state tests, we have not been able to identify test specific improvement numerical targets, rather we have identified the percentage of students to meet or exceed proficient, and increased the percentage annually as the District's improvement trajectory.

- MSAD #58 ACADEMIC PLAN

Students will	Instructional Practice	Who will implement	Resources	Implementation goals. By,	Measurable student goals. By,
<p>District Goal: Mathematics District Goal: Mathematics #1- To increase OVERALL PROFICIENCY see attached documents for school and grade specific data</p> <p>By Spring 2015 <u>55</u> % of students in Grades K-12 will meet grade level proficiency in Mathematics as measured by: K-10 MAP 11-12 Accuplacer</p> <p>By Spring 2016 <u>58</u> % of students in Grades K-12 will meet grade level proficiency in Mathematics as measured by: K-10 MAP 11-12 Accuplacer</p> <p>By Spring 2017 <u>61</u> % of students in Grades K-12 will meet grade level proficiency in Mathematics as measured by: K-10 MAP 11-12 Accuplacer</p>	<p>Baseline : Baseline: : Percent proficient or higher----- Grade 11- 60.0 SAT Spring 2013 / Elementary 3-8 -Fall 2013 64.0 NECAP Baseline MAP Spring 2014 K through 10, 52% above proficient</p>				
<p>Understand and use grade appropriate mathematics vocabulary</p>	<ul style="list-style-type: none"> Align Common Core mathematics curriculum with what is taught in the classroom Develop and use CC vocabulary lists Develop or utilize CC assessments across the district Meet in mathematics instructional cohorts regularly Use interactive word walls Incorporate Mathematics Word of the Week activities Connect learning with real life experiences Include manipulatives, math games in lessons frequently Use of 10 frames, place value charts often for younger children 	<ul style="list-style-type: none"> Title I, Special education, Classroom teachers Educational technicians Principals Literacy coach 	<p>Mathematics Common Core modules, Professional development in mathematics workshop model, and Common Core</p>	<p>January 2015 May 2015 May 2016 May 2017</p>	<p>May 2015 May 2016 May 2017</p>
<p>Understand and use grade level appropriate number sense</p>					
<p>Practice and understand the process of problem solving using critical thinking skills</p>					
<p>Learn, practice and use a</p>					

6 Please note that because of changes in the state tests, we have not been able to identify test specific improvement numerical targets, rather we have identified the percentage of students to meet or exceed proficient, and increased the percentage annually as the District's improvement trajectory.

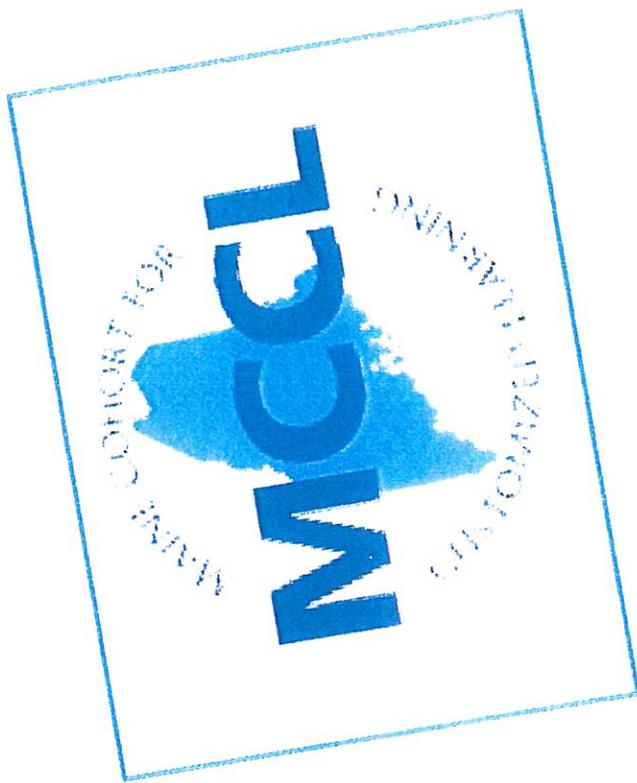
- MSAD #58 ACADEMIC PLAN

<p>process for writing a complete open response question</p>	<ul style="list-style-type: none"> • Incorporate quick writes • Utilize guided math approach • Use frequent formative assessments to inform daily instruction • Group students by needs frequently in classroom • Offer tutoring services for students who show significantly lower skill and content knowledge than their grade level • Use graphing technology and discovery methods • Teach explicit problem solving methods • Incorporate writing in math classes to assist in building competency in answering extended response questions • Post and use Exemplars • Model how and why • Employ appropriate questioning techniques (critical thinking) • Use data as an effective tool for school change and improvement meet monthly with school principal for every student below proficient 				
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7 Please note that because of changes in the state tests, we have not been able to identify test specific improvement numerical targets, rather we have identified the percentage of students to meet or exceed proficient, and increased the percentage annually as the District's improvement trajectory.

2013-2014 Maine Cohort for Customized Learning Curriculum of Learning Progressions

Social Studies



SOCIAL STUDIES SCOPE OF MEASUREMENT TOPICS

PAGE	CONTENT AREA	STRAND	MEASUREMENT TOPIC	NUMBER OF LEVELS OF THE SCOPE & SEQUENCE FOR EACH MEASUREMENT TOPIC													
				1	2	3	4	5	6	7	8	9	10				
3	Social Studies	Geography	US Regions	1	2	3	4										
5	Social Studies	Geography	World Geography	1	2	3	4	5	6	7							
8	Social Studies	Geography	Maps & Tools	1	2	3	4	5									
11	Social Studies	Government & Civics	US Constitution & The Legal System	1	2	3	4	5	6	7							
15	Social Studies	Government & Civics	Rights & Responsibilities of Citizenship	1	2	3	4	5	6	7							
19	Social Studies	Economics	Personal Economics	1	2	3	4	5	6								
22	Social Studies	Economics	Functional Economics	1	2	3	4	5									
25	Social Studies	Economics	Economic Transformation	1	2	3	4										
27	Social Studies	Culture	Awareness & Understanding	1	2	3	4	5	6								
29	Social Studies	Culture	Pop Culture	1	2	3	4										
31	Social Studies	Culture	Technology & Innovation in History	1	2												
32	Social Studies	US History	Transformation	1	2	3	4										
34	Social Studies	US History	War & Diplomacy	1	2	3	4	5	6								
36	Social Studies	US History	Social, Political & Economic Reform	1	2	3	4										
38	Social Studies	World History	Comparative Government	1	2	3											
39	Social Studies	World History	Leadership & People	1	2	3	4										
41	Social Studies	World History	War & Diplomacy	1	2	3	4	5									
43	Social Studies	World History	Globalization	1	2	3	4	5									
46	Social Studies	World History	Religion, Diversity & Identify	1	2	3											

Content Area: Social Studies
Measurement Topic: US History: War & Diplomacy
Scope Level: 04
Learning Target: SS.04.HWD.02.03

Proficiency Level	Proficiency Level Description	Taxonomy Level	Assessment Items
4.0	In addition to the 3.0 knowledge, infers or applies beyond what was taught.		
3.0	Understands the significance of major turning points during select United States wars or conflicts and their implication.	Comprehension	describe the implications and significance of the major turning points in a US war or conflict.
2.0	Knows terms: turning point, implication. Knows the turning points of select United States wars or conflicts.	Retrieval	define turning point and implication. list the major turning points in US wars or conflicts.
1.0	With help.....has the 2.0 content.		

Content Area: Social Studies
Measurement Topic: US History: War & Diplomacy
Scope Level: 05
Learning Target: SS.05.HWD.01.02

Proficiency Level	Proficiency Level Description	Taxonomy Level	Assessment Items
4.0	In addition to the 3.0 knowledge, infers or applies beyond what was taught.		
3.0	Understands the after effects and immediate outcomes of wars involving the United States.	Analysis	compare and contrast the after effects of these wars on the US.
2.0	Knows there are after effects and immediate outcomes of war.	Retrieval	list the after effects of war.
1.0	With help.....has the 2.0 content.		

Content Area: Social Studies
Measurement Topic: US History: War & Diplomacy
Scope Level: 06
Learning Target: SS.06.HWD.01.02

Proficiency Level	Proficiency Level Description	Taxonomy Level	Assessment Items
4.0	In addition to the 3.0 knowledge, infers or applies beyond what was taught.		
3.0	Understands the long-term social, political, and economic effects of war or conflict on the United States.	Analysis	assess the long term social, political, and economic effects on the US as a result of a war or conflict.
2.0	Knows the terms: social, economic, political. Knows the social, political, and economic effects of war or conflict.	Retrieval	define the aspects of social, economic, and political effects of war.
1.0	With help.....has the 2.0 content.		

MSAD #58 Board Agenda
October 16, 2014
6:30 P.M.
Phillips Elementary School

- I. Call to Order
 - A. Pledge of Allegiance
- II. Guests Welcomed
- III. Executive Session to discuss labor contracts per 1 M.R.S.A. § 405 (6)(D)
- IV. Public Comment
- V. Old Business
 - A. Audit presentation
 - B. Proficiency Based Education (PBE) Extension Application:
Approval required- Marco Aliberti
 - C. Pre-school budget alternatives: local / grant - Luci Milewski
 - D. Other
- VI. New Business
 - A. September 18, 2014 Meeting Minutes
 - B. District Academic Goals - Approval required
 - C. Technology
 - D. Other
- VII. Superintendent's Report
 - A. Student Board Representative
 - B. Educator Evaluation
 - C. Superintendent entry report and proposed goals
 - D. Ed Tech-new hire
 - E. Other
- VIII. Financial Report
- IX. Committee Reports
 - A. Academic
 - B. Evaluation
 - C. Facilities and Transportation
 - 1. Capital Improvements and proposed plan
 - D. Finance
 - E. Policy and Job Description
- X. Recommendations
 - A. Other

XI. **Executive Session, as necessary**

- * Employment - related matters - 1 M.R.S.A. § 405 (6)(A)
- * Student suspension or expulsion - 1 M.R.S.A. § 405 (6)(B)
- * Condition, acquisition or use of property - 1 M.R.S.A. § 405 (6)(C)
- * Labor contracts - 1 M.R.S.A. § 405 (6)(D)
- * Consultation with legal counsel - 1 M.R.S.A. § 405 (6)(E)
- * Confidential matters - 1 M.R.S.A. § 405 (6)(F)

XII. **Adjournment**

MSAD #58 Board Minutes
October 16, 2014
6:30 P.M.
Phillips Elementary School

Directors: Lois Barker, Lori Berry, ~~Sarah Byrne~~ (E), Loretta Deming, John Foss, Paul Gardiner, Kim Jordan, Beth Luce, Jason Plog, Rupert Pratt, Faith Richard, Ann Schwink, Julie Talmage, Daniel Worcester.

Administrators Present: Erica S. Brouillet, Luci Milewski, Angel Allen, Kim Ramharter, Felecia Pease, Jeff Pillsbury, James Black, Marco Aliberti, David Baker, Lauren Olsen

Minutes: Cynthia Dixon

I. Call to Order

Dan Worcester called the meeting to order at 6:30 p.m.

A. Pledge of Allegiance

Dan Worcester invited attendees to recite the Pledge of Allegiance.

II. Guests Welcomed

Dan Worcester welcomed all guests.

III. Faith Richard made a motion to go into executive session to discuss labor contracts per 1 M.R.S.A. § 405 (6)(D); Beth Luce seconded the motion.

Motion Passed

In Favor: 929 (Unanimous)

Absent: 67 (Sarah Byrne)

Entered into executive session at 6:31 p.m.

Returned from executive session at 7:13 p.m.

IV. Public Comment

The following individuals spoke about their (Ebola) concerns in relation to a teacher who had traveled to Dallas, Texas for a conference:

Matt Dexter - Strong

Angel Wilkinson - Strong

Monica Huntoon - Strong

Liz Marble - Freeman Twp

Phoebe Smith - Strong

Chris Vasseau - Belgrade

Alan Huntoon - Phillips

Mark Chaput - Strong

Faith Richard made a motion to have the teacher who traveled to Dallas, Texas for a conference be out of school for 21 days with pay;

Jason Plog seconded the motion. **Motion Passed**

In Favor: 713 (Lois Barker, Lori Berry, Loretta Deming, John Foss, Paul Gardiner, Beth Luce, Jason Plog, Rupert Pratt, Faith Richard, Daniel Worcester)

Opposed: 216 (Kim Jordan, Ann Schwink, Julie Talmage)

Absent: 67 (Sarah Byrne)

V. Old Business

- A. Auditor Roger Lebreux, of Runyon Kersteen Ouellette, joined the meeting by audio and gave a financial overview of MSAD #58 based on the FY2014 audit.
- B. Jason Plog made a motion to approve submitting the Proficiency Based Education (PBE) Extension Application to the State of Maine; Faith Richard seconded the motion. **Motion Passed**
In Favor: 929 (Unanimous)
Absent: 67 (Sarah Byrne)
- C. Luci Milewski presented pre-school budget alternatives: local / grant
- D. Crisis Plan-Incident Report-Crisis/Suicide Response Guidelines were discussed - no action was taken at this time.

VI. New Business

- A. Rupert Pratt made a motion to approve the September 18, 2014 Meeting Minutes; Faith Richard seconded the motion.
Motion Passed
In Favor: 929 (Unanimous)
Absent: 67 (Sarah Byrne)
- B. Lois Barker made a motion to approve the District Academic Plan; Paul Gardiner seconded the motion. **Motion Passed**
In Favor: 929 (Unanimous)
Absent: 67 (Sarah Byrne)
- C. Technology was briefly discussed with plans made to address infrastructure, instruction, and ERate separately.
- D. No snow plow / sanding bids were received for the Phillips or Strong Elementary schools. The District will re advertise.

VII. Superintendent's Report

- A. Student Board Representative will be taken up at the November 4 Policy Committee Meeting (4:00 p.m. Superintendent's Office)
- B. Educator Evaluation professional development for teachers and administrators is being implemented
- C. The Superintendent reported on her Entry Plan and proposed goals. Faith Richard made a motion to accept the Academic Goals as the Superintendent's Goals; Lois Barker seconded the motion.
Motion Passed
In Favor: 929 (Unanimous)
Absent: 67 (Sarah Byrne)
- D. Carl Willing was reported as an Ed Tech new hire.

VIII. Financial Report

The Business Manager gave a brief financial report highlighting that the electricity rate has been locked in for three (3) years. It was also noted that the number of tuition students is less than was budgeted for at this point in time. Status of accounts receivables was also reviewed.

IX. Committee Reports

A. Academic

B. Evaluation

C. Facilities and Transportation

1. Capital Improvements and proposed plan was reviewed at the October 16, 2014 Facilities Committee Meeting.

D. Finance

E. Policy and Job Description

X. Recommendations

A. Instructional Technology

B. Technology Infrastructure

C. ERate - accounting of funds

XI. Additional executive session not necessary

* Employment - related matters - 1 M.R.S.A. § 405 (6)(A)

* Student suspension or expulsion - 1 M.R.S.A. § 405 (6)(B)

* Condition, acquisition or use of property - 1 M.R.S.A. § 405 (6)(C)

* Labor contracts - 1 M.R.S.A. § 405 (6)(D)

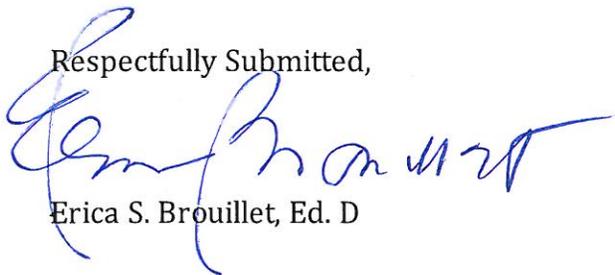
* Consultation with legal counsel - 1 M.R.S.A. § 405 (6)(E)

* Confidential matters - 1 M.R.S.A. § 405 (6)(F)

XII. Adjournment

The meeting was adjourned at 8:39 p.m.

Respectfully Submitted,



Erica S. Brouillet, Ed. D

MSAD # 58

Option 6 Authorization Page

Annually, the SAU will host two site visits from the Maine DOE. During the second 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.
- one of the site visits must include a meeting with the members of the SAU School Board to discuss the development and adoption of policies supporting the awarding of proficiency-based diplomas

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

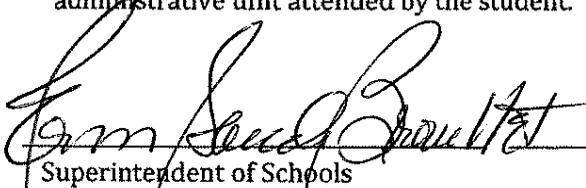
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

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

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

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

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


 Superintendent of Schools 10/12/14
Date


 Chair of School Board 10/28/14
Date