

# FACSIMILE TRANSMITTAL

From:

Subject:

Waterville's Extension Application

Message:

Attn: Diana Doiron

Following is Waterville's extension application.

Please call us with any questions.



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 Dolron 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	x
Midcoast	
Penquis	
Washington	
Western Maine	
York	

- 3. School Administrative Unit: AOS 92**  
**4. High School(s): Waterville**

- 5. Name and title of person completing the extension request:**  
Peter Thiboutot, Assistant Superintendent
- 6. Superintendent's name, address, phone number and email:**  
Eric Haley  
25 Messalonskee Avenue, Waterville, ME 04901  
873-4281  
ehaley@aos92.org

### 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

Waterville Public Schools has selected an extension through July 1, 2020 for the requirement that students demonstrate proficiency in the standards of the eight content areas and the standards of the Guiding Principles in order to receive a diploma. This request is based on the fact that Waterville Public Schools have conducted significant internal professional development work to build capacity in proficiency-based education and have developed a multi-year implementation plan that will allow us to meet that goal in manner that puts the best interests of all of our students first.

The district's work that has been conducted to date has provided a strong foundation for the shift to proficiency-based learning, and can be categorized as efforts to learn about the issue, develop a plan for implementation, and take action towards full implementation. While there is some overlap across categories, each activity was placed in its category based on the primary purpose for the activity.

To begin with, teachers and administrators have participated in a number of activities for the purpose of learning more about the issue and related topics. Those activities include:

- District administrators participated in Drummond-Woodsum informational webinars
- Building and district administrators participated in DOE webinars related to proficiency-based diplomas in 2014
- Special education teachers, special educators and district administrators participated in DOE-sponsored Aligned IEP workshops during 2013-2014 school year
- District administrators participated in regional curriculum leader network groups during the 2013-14 school year, where topics included proficiency-based learning
- Junior and senior high school science teachers attended conferences focused on the NGSS standards, April 2014

The district also utilized its existing structures and routines in planning for implementation.

- The district hosts an annual leadership retreat for two days in August each year involving teacher leaders and administrators from all district schools. A focus of the retreat involves setting goals for academic achievement. This year's retreat highlighted the requirement regarding proficiency-based diplomas. This structure of a strong leadership team with an organized system in place for supporting initiatives has been in place for almost 15 years.
- In addition to the annual leadership retreat, the district schedules an annual retreat for administrators. Each year the administrators look closely at a selected topic, and for 2014, the retreat focused on planning for shifting to the issuance of proficiency-based diplomas.
- In response to state requirements regarding the implementation of a new Teacher Effectiveness system, teachers and administrators formed a development committee and participated in a collaborative process to identify a framework for teacher effectiveness. The identified model is based on Marzano's work, which complements many elements of proficiency-based learning. In all discussions and work sessions related to the teacher effectiveness system, the link to proficiency-based learning is made. This system is now being piloted by a group of teachers in each of the buildings, while all staff are receiving professional development related to the elements of the Marzano framework.
- The leadership structure in place across all schools involves teacher leaders supporting building administrators in setting goals and developing plans to meet those goals. Faculty leadership teams meet on a regular basis in each school, and this group is serving as the initial group to provide input regarding implementation plans.

- District administrators completed the Readiness Inventory provided by the Department of Education and drafted an implementation plan.
- In conjunction with the evaluation of the current status through the Readiness Inventory, the district conducted an inventory of assessments currently in place that align to curricular standards.
- As part of the NEASC accreditation process, Waterville High School developed civic and social expectation standards and articulated how and where those would be addressed. This work can serve as a starting point for the development of a system that supports proficiency in the Guiding Principles.

#### Action steps

- All teachers have participated in professional development regarding content standards. All teachers K-5 and math teachers 6-12 have devoted significant amounts of time, both during school-scheduled release time and during the summer, to become familiar with the Common Core standards in math. All teachers K-12 have participated in professional development related to the Common Core standards for literacy, with particular emphasis on the writing standards.
- The district has aligned curriculum to the Maine Learning Results (Common Core) for math and ELA. The curricula have been reviewed and approved by the district curriculum committee and reviewed and adopted by the school board. This provides the foundation upon which the rest of the work in those content areas will be based.
- Math and ELA teachers K-12 have developed implementation plans for grade level curriculum. These unit plans have clearly articulated standards, content and skills outlined for teachers as a way to support a cohesive framework that allows all students access to the curriculum. This common unit structure also facilitates the work of developing common assessments.
- Federal Title 2A projects have been written that support professional development needed for implementation of proficiency-based learning.

These activities were undertaken in order to build a strong curricular foundation and develop the structures and routines to support the eventual implementation of proficiency-based learning. At this point in the process, the key constituency involved has been the teaching staff. Teachers have worked collaboratively to develop meaningful plans for implementing the agreed-upon curriculum. While teachers have informed parents about grade level goals and targets, we have not yet begun our formal outreach to parents regarding the shift to proficiency-based learning.

**Supporting documentation attached:**

- A. *flyer from Drummond Woodsum*
- B. *Waterville High School goals*
- C. *WSHS civic and social expectations checklist*
- D. *Marzano model (overview)*
- E. *sample ELA and math units from Atlas*
- F. *PDFs of the writing professional development sessions*
- G. *minutes of administrative retreat*

**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

For the past several years, the district has worked to establish a guaranteed and viable curriculum that is cohesive across the grades and implemented consistently within each grade or course section. The process has involved all teachers developing curriculum documents that spell out standards, content and skills for each unit, and their work is then reviewed by teams within the building before being presented to the curriculum committee, with final approval determined by the school board. Teachers have repeatedly expressed their support for this process, as it provides meaningful guidance and a basis for instruction that is implemented in all classrooms.

Waterville Public Schools has developed aligned curriculum K-12 in math and ELA and will move forward during the 2014-15 school year with the development of measures to assess student proficiency of key standards in those subject areas. At the same time, teachers in other content areas in grades 6-12 will bring their curriculum implementation plans to the curriculum committee and school board for adoption in 2014-15, setting the stage for identification of key standards and development of assessments the following

year. At the elementary level, we are sensitive to the fact that teacher teach multiple subjects, so their deep involvement in curriculum and assessment discussions limits the areas that can be addressed in any given year. Given that, the focus will remain on math and ELA for the 2014-15 school year, before attention shifts to science and social studies curriculum review in 2015-16.

In addition to the plan for moving forward in content areas, there are other elements of the shift to proficiency-based learning that need to be addressed. During the 2014-15 school year, Waterville Public Schools will establish a Proficiency-Based Learning Committee. This committee will be comprised of teachers, administrators, school board members, parents and community members, and will develop plans for the following: communication and community engagement, exploration of options for tracking and reporting proficiency, consideration of the requirement to address the Guiding Principles, options for multiple pathways and experiences in math, science and technology, consideration of world language requirement, support for those not meeting standards, and revision of policy.

Benchmarks/Metrics for the 2014-15 school year:

\* Identification of key standards for reporting proficiency in math and ELA grades K-12

Metric: Key standards documents

\* Development of assessments for key standards for each grade K-12 in ELA and mathematics

Metric: Assessments

\* Adoption of curriculum in science, social studies, world languages, visual and performing arts, health and physical education, and career preparation in grades 6-12.

Metric: School board minutes documenting approval

\* Action plans for each of the following components of the proficiency-based learning system:

- communication and community engagement
- policy revision
- recording and reporting
- Guiding Principles
- supports
- multiple pathways/high school experiences in math/science/technology

Metric: action plans

Multi-year plan:

Note that Benchmarks/Metrics for 15-16 and subsequent years will be determined as part of the Action Plan development described above.

Practice	14-15	15-16	16-17	17-18	18-19	19-20
	Math and ELA Identify key standards and create and pilot assessments K-12	Final adjustments to math and ELA assessments K-12	Full implementation of ELA and math assessments K-12			
	Formal adoption of remaining curriculum in Grades 6-12 content areas/identify key standards	Create and pilot assessments 6-12 in all content areas	Final adjustments to all content area assessments 6-12	Full implementation		
	Formal adoption of VPA, Technology, Career Prep in Grades K-5	Create and pilot assessments	Full implementation			
		Complete alignment of K-5 science and social studies curriculum and identify key standards	Create and pilot assessments	Full implementation		
	Explore options for recording proficiency information	Pilot proficiency using new system	Track proficiency using new system			
	Explore options for reporting proficiency information at building level	Adopt reporting format that is cohesive across all grades K-12	Report proficiency in math and ELA	Report proficiency in all content areas		
	Evaluate link between NEASC civic/social expectations and guiding principles 9-12	Revise civic/social expectations 9-12 as Guiding Principles and identify which courses will be associated with them	Track standards of Guiding Principles 9-12	Report proficiency in Guiding Principles		
	Identify current system of supports/identify potential gaps in support system	Revise system of supports based on analysis of need once assessments are in place				
	Determine how IEPs may change	Provide formal guidance to special education teachers and implement new guidelines for IEPs				
	Evaluate existing options for math/sci/technology experiences all four years					
	Consider how to meet foreign					

language proficiency requirement						
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Policy	14-15	15-16	16-17	17-18	18-19	19-20
Provide information to school board regarding need for policy review in light of new requirements						
Provide implementation plan to policy committee						
Identify policies that will be impacted and draft a timeline for revision		Revise policies and bring to school board for consideration				

Community Engagement	14-15	15-16	16-17	17-18	18-19	19-20
Establish K-12 Proficiency-Based Learning Steering Committee		Continue to update school board on PBD work				
Provide information regarding requirements to school board						
Submit extension application for school board approval						
Review implementation plan with school board						
Develop and begin to implement community engagement plan with timeline		Continue to implement community engagement plan				

**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

The current system of supports at the secondary level includes both informal and formal structures, which reflect tiers of intervention typically described in the Response to Intervention model. The first type of intervention is the least formal, and takes place in the classroom setting as teachers differentiate instruction to support student understanding and demonstration of proficiency in meeting standards associated at the unit level. Complementing the differentiation of instruction, teachers provide additional support as needed both during and after school.

More formally, when a student demonstrates additional needs for support, a variety of resources are available and support is tailored to meet each student's needs. To support students primarily in need of academic reinforcement or remediation, Waterville High School has developed several different programs, including academic study halls, peer-to-peer tutoring, PASS and ARISE. Academic study halls are available to students whose schedules permit, and provide a structured setting with teacher support for academics. Students in need of academic support can also request peer tutoring as part of National Honor Society's tutoring program. PASS is a program where certified teachers staff an after-school drop-in session each day, where students can receive academic assistance. ARISE is used as a required support for students identified by teachers, and takes place before school each morning.

Because many students struggling to meet academic standards also experience a variety of non-academic challenges, a variety of programs support students' social and emotional health while providing academic and career training and counseling. These programs include Youth Empowerment Through Employment (YETE), Jobs for Maine Graduates, Waterville Alternative School, and Job Corps. These programs provide support so that the impact of social and emotional challenges is less likely to interfere with a student's

academic life. In addition, they provide students with additional opportunities to see the link between their high school coursework and career applications.

For those students who receive special education services, a spectrum of supports is available. Options range from one-to-one tutoring to counseling to classes designed to provide academic assistance.

Another layer of support for students is provided through Guidance services. Guidance counselors meet with parents/guardians and students together at least twice during their high school years to explore options that address student interests and needs. Guidance counselors help to tailor the student's high school coursework to best meet the student's needs and expectations for college and career. Guidance counselors review student performance and provide recommendations for additional support.

For the FY 15 year, funds have been set aside from title VI for academic supports at the junior and senior high school level. This project will provide financial support for outside-of -school tutoring or remedial work.

As a more robust system of assessments is put into place, the current system of supports will be reviewed to see if there are additional needs. (See implementation plan).

#### 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: 0%
- Community Engagement: 0%
- One-year Carry Over: 100%

**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

FY 14 Carryover Funds of 17,690.07 + FY 15 allocation of 17,690.07 = \$35,380.14

	Activity	Amount	Planned expenditure completion date
Practice	Software to track student progress	8400	June 2015
	Stipends to teachers for work on curriculum and assessments beyond the contract	16480.14	July 2015
	Substitute teacher pay for release time for teachers to work on curriculum and assessments	5000	June 2015
	Non-instructional supplies to support work of Proficiency-based Learning Committee	1000	June 2015
	Professional development for administrators related to proficiency-based learning (MCLA conference attendance, Drummond-Woodsum webinar)	1000	December 2014
Community Engagement	Mailings to parents 4 times per year (\$875 per mailing)	3500	June 2015

**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.**

The agenda and minutes of Waterville School Board meeting of October 6, 2014 are below. See page 1 of the minutes for information related to the board vote and approval.

**WATERVILLE PUBLIC SCHOOLS**

25 Messalonskee Avenue

Waterville, ME 04901

**AGENDA**

October 6, 2014

6:00 P. M., Mid-Day Café, MMTC

1. Call to Order
2. (A) Approve Minutes of September 8, 2014
3. (A) Approve Roll of Accounts dated September 16, 2014 in the amount of \$584,894.06 and October 7, 2014 in the amount of \$672,628.99
4. (A/I) Report of Committees
5. (I) Administrators' Reports
6. (I) Assistant Superintendent's Report
7. (I) Superintendent's Report
  - MSBA Resolutions
8. Old Business
9. New Business
  - (I) MMTC 2014/2015 School Goals -- Peter Hallen
  - (I) Gmail Training -- Will Backman
  - (A) Out-of-state Trip Request -- WJHS -- Quebec Trip
  - (A) Out-of-state Trip Request -- WSHS -- Boston Trip
  - (A) Application for Extension of Standards Based Diploma Timeline
  - (A) First Reading -- Policy KG -- Use of School Buildings/Facilities
  - (A) First Reading to Delete -- Policy KBF -- Use of Students in Public Information Program
  - (A) First Reading to Delete -- Policy KG(3) -- Use of Trask Auditorium Theatre Lights by Non-School Groups
  - (A) First Reading to Delete -- Policy JECA -- Registration of New Pupils
  - (A) First Reading to Delete -- Policy JECB(1) -- Admission on Non Resident Students
  - (A) First Reading to Delete -- Policy JH(2) -- Posters
  - (A) Side-letter of Agreement -- Stipend Positions -- WSHS -- Renaissance Chair, Math Team Coaches -- ASHS -- Civil Rights Team Advisor
  - (A) Vote on Appointments
 

Michelle Berard	GJMS -- Educational Technician I
Jane Lee	ASHS -- Webmaster
Jill Michaud	ASHS -- Grade 4 Team Leader
Laurie Bushey	ASHS -- Grade 5 Team Leader
Lenore Boles	ASHS -- Special Education Team Leader
Laurette Darling	ASHS -- Science Curriculum Leader
Jessica Soucy	ASHS -- Social Studies Curriculum Leader
Bethany Fossett	ASHS -- Technology Curriculum Leader
Uri Lessing	ASHS -- Student Council Co-Advisor
Lindsay Davis	ASHS -- Student Council Co-Advisor
Laurette Darling	ASHS -- Math/Science Day Co-Coordinator
Lindsay Davis	ASHS -- Math/Science Day Co-Coordinator
Cathy Lovendahl	ASHS -- Civil Rights Advisor
Elizabeth Gay	WJHS -- Assistant Cook
Hollie Galbreath	WJHS -- Fall Head Cheering Coach
Deidre O'Rourke	WJHS -- Spring Drama Director
Ricia Hyde	WJHS -- Odyssey of the Mind Advisor
Jarrod Bailey	WSHS -- JV Golf Coach
Heather Duquette	WSHS -- Class Advisor 2018
Joyce Blakney	WSHS -- Renaissance Chair
Scott Rivard	WSHS -- Math Team Coach
Ted Brown	WSHS -- Math Team Coach
  - (I) Resignations
 

Celina Lloyd	GJMS -- Educational Technician I
Patricia Hgerty	WSHS -- Guidance Secretary

10. Other Business
11. (A) Executive Session
- Motion to go into Executive Session pursuant to: 1 M.R.S.A. 405(6)(F) – Confidential Records – Student Waiver of Attendance
  - Motion to go into Executive Session pursuant to: 1 M.R.S.A. 405(6)(D) – Labor Contract Discussions – School Year Secretaries
12. Next Meeting: **Monday, November 3, 2014, 6:00 P.M., Mid-Day Café, MMTC**
13. (A) Adjournment

**ENCLOSURES:**

Memo from Eric L. Haley dated October 2, 2014  
Minutes of September 8, 2014  
MSBA Resolutions  
MMTC 2014/2015 School Goals – Peter Hallen  
Out-of-state Trip Request – WJHS – Quebec Trip  
Out-of-state Trip Request – WSHS – Boston Trip  
Policy KG – Use of School Buildings/Facilities  
Policy KBF – Use of Students in Public Information Program  
Policy KG(3) – Use of Trask Auditorium Theatre Lights by Non-School Groups  
Policy JECA – Registration of New Pupils  
Policy JECB(1) – Admission on Non Resident Students  
Policy JH(2) – Posters  
New Hire Forms

**WATERVILLE PUBLIC SCHOOLS**

25 Messalonskee Avenue  
Waterville, Me. 04901

The Waterville Board of Education met on Monday, October 6, 2014 at 6:00 P.M., in the MMTC Mid-Day Café. Those members present at the beginning of the meeting were:

Lee Cabana – Chair, Ward 2

Maryanne Bernier – Ward 4  
Elizabeth Bickford – Ward 6

Joan Phillips-Sandy – Ward 3  
Tiffany LaLiberty – Ward 5  
Pamela Trinward – Ward -7

Also present and participating was Eric L. Haley – superintendent, Peter Thiboutot – assistant superintendent, Paula Pooler – finance director, principals/directors, and others.

At 6:00 p.m., Chair Cabana called the meeting to order.

**Minutes** – On a motion (Bickford/LaLiberty), the Board unanimously voted to approve the minutes of September 8, 2014.

**Roll of Accounts** – On a motion (Bickford/LaLiberty), the Board unanimously voted to approve the Roll of Accounts dated September 16, 2014 in the amount of \$584,894.06 and October 7, 2014 in the amount of \$672,628.99.

**Report of Committees** – None

**Administrators' Reports** – Board member Phillips-Sandy asked about the status of the new WJHS entrance sign. WJHS principal, Carole Dodge, reported the school is waiting for the City of Waterville's Public Works Department to cut the pavement to obtain a power source and finish the grading around the sign. This is all supposed to be on Friday, October 10, 2014.

**Assistant Superintendent** – Peter Thiboutot announced the AOS 92 Teacher/Principal Effectiveness Group is continuing to meet and develop our evaluation system. There is training on "iObservation" this Friday for those 75 staff members involved with the piloting of this evaluation model.

**Superintendent's Report** – Superintendent Haley led a short discussion the draft MSBA resolutions that will be voted on at their annual meeting on October 23, 2014 at the MSMA Fall Conference. He also informed the Board that as of October 1, 2014 the student population was 1,855 students which is 27 less than this same time last year.

**Old Business** – None

**New Business** – MMTC Director, Peter Hallen, presented the school goals as developed at the Leadership Retreat this past summer (attached to these minutes.)

Technology Director, Will Backman, presented a 15 minute professional development training on the use of Gmail for the Board.

WJHS presented an out-of-state trip request to travel to Quebec City this coming spring.

On a motion (Trinward/LaLiberty), the Board unanimously voted to approve the out-of-state trip request to Quebec City.

WSHS presented an out-of-state trip request to Boston as part of their MELMAC program to enhance and encourage seniors to continue their education after high school.

On a motion (Phillips-Sandy/Bickford), the Board unanimously voted to approve their request to travel to Boston.

Assistant Superintendent, Peter Thiboutot, reviewed the administrator recommended application for extension of the standards based diploma state requirement. He related to the Board that the administrators were in unanimous support of Option 5 extending the timeline out to 2020. He highlighted the reasons for this recommendation and led a short discussion of the other options available.

On a motion (Trinward/Bickford), the Board unanimously voted to approve the application for an extension on standards based diplomas using Option 5 extending the timeline out to 2020.

Chair Cabana presented the following policy for first reading:

Policy KG – Use of School Buildings/Facilities

Chair Cabana presented the following policies for first reading to delete:

Policy KBF – Use of Students in Public Information Program

Policy KG (3) – Use of Trask Auditorium Theatre Lights by Non-School Groups

Policy JECA – Registration of New Pupils

Policy JECA (1) – Admission of Non-Resident Students

Policy JH (2) – Posters

On a motion (Trinward/Phillips-Sandy), the Board unanimously voted to consider these policies as a block.

On a motion (Trinward/Phillips-Sandy), the Board unanimously voted to approve the first reading of the block of policies presented.

Superintendent Haley presented a side letter of agreement with the WEA on the stipend amounts for the three new schedule C positions created in the last comprehensive teacher contract. See attached.

On a motion (Trinward/Phillips-Sandy), the Board unanimously voted to approve the stipends as presented.

**Appointments** – On a motion (Trinward/LaLiberty), the Board unanimously voted to approve the nominations as a block.

Michelle Berard	GJMS – Educational Technician I
Jane Lee	ASHS – Webmaster
Jill Michaud	ASHS – Grade 4 Team Leader
Laurie Bushey	ASHS – Grade 5 Team Leader
Lenore Boles	ASHS – Special Education Team Leader
Laurette Darling	ASHS – Science Curriculum Leader
Jessica Soucy	ASHS – Social Studies Curriculum Leader
Bethany Fossott	ASHS – Technology Curriculum Leader
Uri Lessing	ASHS – Student Council Co-Advisor
Lindsay Davis	ASHS – Student Council Co-Advisor
Laurette Darling	ASHS – Math/Science Day Co-Coordinator
Lindsay Davis	ASHS – Math/Science Day Co-Coordinator
Cathy Lovendahl	ASHS – Civil Rights Advisor
Elizabeth Gay	WIHS – Assistant Cook
Hollie Galbreath	WIHS – Fall Head Cheering Coach
Deidre O'Rourke	WIHS – Spring Drama Director
Ricia Hyde	WIHS – Odyssey of the Mind Advisor
Jarred Bailey	WSHS – JV Golf Coach
Heather Duquette	WSHS – Class Advisor 2018
Joyce Blakney	WSHS – Renaissance Chair
Scott Rivard	WSHS – Math Team Coach
Ted Brown	WSHS – Math Team Coach

With the Board's permission Superintendent Haley added Michelle Berard – GJMS – Noon Duty Educational Technician I to the resignations.

**Resignations** – The Board recognized the following resignations including the addition:

Celina Lloyd	GJMS – Educational Technician I
Patricia Hagerty	WSHS – Guidance Secretary
Michelle Berard	GJMS – Educational Technician I – noon duty

Chair Cabana thanked them for their service and wished them well in their future endeavors.

**Other Business** - None

At 7:05 p.m., on a motion (Phillips-Sandy/Bernier), the Board unanimously voted to enter into Executive Session pursuant to: 1 M.R.S.A. 405 (6) (D) – Labor Contact Discussions – School Year Secretaries and pursuant to 1 M.R.S.A. 405(6)(F) – Confidential Records – Student Waiver of Attendance.

At 7:35 p.m., Chair Cabana resumed Open Session.

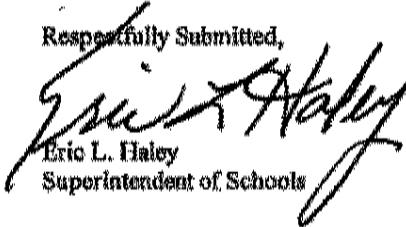
On a motion (Phillips-Sandy/Trinward), the Board unanimously voted to approve the student waiver of attendance as discussed in Executive Session.

On a motion (Bernier/Bickford), the Board unanimously voted to approve the three year School Year Secretaries' Contract as presented.

The next regularly scheduled meeting will be held on Monday, November 3, 2014, at 6:00 P.M. in the Mid-Day Café of the MMTC.

At 7:38 p.m., on a motion (Bickford/Bernier), the Board unanimously voted to adjourn.

Respectfully Submitted,



Eric L. Haley  
Superintendent of Schools

**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.

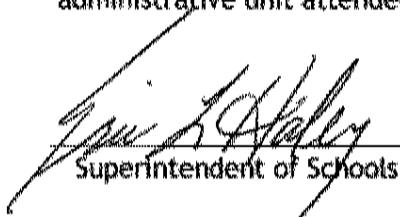
We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas. We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes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

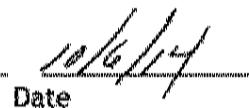
A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;

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

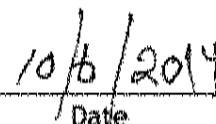
C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

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

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

  
\_\_\_\_\_  
Date

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

  
\_\_\_\_\_  
Date

**DrummondWoodsum**  
**TWO PART LIVE WEBINAR SERIES**

**Moving on Up!**  
**Legal Issues in Proficiency-Based Diplomas**

**Live Webinars: October 8 and October 15, 2014**  
**12:30 to 1:30 p.m.**

Maine has moved to a standards-based diploma, and Maine law says that students can't graduate unless they meet these standards.

- What does this really mean for schools?
- What are the legal questions raised by proficiency-based diplomas?
- Can any exceptions be made for special education students who fall short of the standard because of their disability?
- What are the liability issues that schools may face in this new world?

Join Eric Herlan and Bruce Smith for this two-part live webinar series as they consider a wide range of issues that are at stake in the new world of standards-based diploma requirements, including anyone in special education involved in transition planning and graduation.

Superintendents, Special Education Directors, Principals and Assistant Principals, Guidance Counselors and Transition Coordinators, Curriculum Coordinators and School Board Members will benefit from attending these live events.

Both events begin at 12:30 and last an hour. There will be plenty of opportunity for you to ask questions as the webinars progress.

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For more information and to register online, visit [www.SchoolLaw.com](http://www.SchoolLaw.com).  
Contact [Ann Berkley](mailto:Ann.Berkley@SchoolLaw.com) with questions. We hope you can join us!

**DrummondWoodsum**

3

**WATERVILLE SENIOR HIGH SCHOOL**  
 ONE BROOKLYN AVENUE • WATERVILLE, ME 04901  
 PHONE (207) 873-2751 • FAX (207) 873-7058

**2014-15 GOAL - Improving Students' Achievement**

<b>Issue/Data Source</b> What is the issue or problem? What is the data source that identifies this as an issue or problem?	<b>Expected Outcome</b> What would you like the future outcome to look like? State in measurable terms.	<b>Activities/Actions</b> What activities/actions are needed to achieve the expected outcome?	<b>Leadership</b> Who will need to be involved in these activities?	<b>Resources</b> What resources are needed to support activities/actions?	<b>Timeline</b> When would activities be scheduled?	<b>Evaluation</b> How will you measure progress in meeting expected outcomes?
1. PASS is underutilized (Progress Report)  2. Technology curriculum has not been implemented  3. WSHS's attendance rate is the highest of the three area schools, but WSHS's dropout rate is also the highest and WSHS's graduation rate is the lowest. (Attendance Report)  4. Females outperform	Increased student utilization of PASS  1. Decreased dropout rate 2. Increased graduation rate	1. Survey students 2. Teachers promote PASS 3. Provide snacks 4. CHR skit 5. Remind Athletic Dept. of service 6. Post PASS rotation on bulletin boards, morning announcements, and media center door  Teachers are aware of and carry out their responsibilities regarding the technology curriculum  Place seniors at risk of failing one or more courses at the semester break in academic study for the remainder of the year	1. Admin. 2. Staff 3. Students  1. Admin. 2. Staff 3. Students	1. Time 2. Effort  1. Time 2. Effort	2014-15 School Year  2014-15 School Year	PASS sign-in sheets  Technologically literate students  1. Graduation Rate 2. Dropout Rate

<p>makes on AP tests, have higher average GPAs, comprise 66% of the top ten and 6 of the 7 top students over the past seven years. (AP Scores Report)</p>	<p>1. Investigate research on reasons for phenomena 2. Decide whether reasonable interventions can be implemented</p>	<p>Voluntary book study of <u>Sax's Boys Adrift: The Five Factors Driving the Growing Epidemic of Unmotivated Boys and Underachieving Young Men</u></p>	<p>1. Admin. 2. Staff</p>	<p>1. Time 2. Effort 3. Funds for books</p>	<p>2014-15 School Year</p>	<p>1. Increased staff knowledge 2. A plan to move forward</p>
<p>5. Investigate incorporating research on adverse childhood experiences (ACEs) into teaching and culture.</p>	<p>ACEs considered in planning, instruction, classroom management, and administrative interventions</p>	<p>More training for staff Educate students</p>	<p>1. Admin. 2. Staff 3. Students</p>	<p>1. Time 2. Effort 3. Funds for training</p>	<p>2014-15 School Year</p>	<p>1. Staff consideration of ACEs in practice 2. Student awareness of ACEs</p>
<p>6. Implement Bridge Year program.</p>	<p>Full cohort (14) completes first year with no failed courses</p>	<p>1. Support students academically and as a cohort 2. Organize regular social events</p>	<p>1. Admin. 2. Staff 3. Students</p>	<p>1. Time 2. Effort</p>	<p>2014-15 School Year</p>	<p>Student transcripts</p>
<p>7. Pilot Marzano's teacher evaluation model.</p>	<p>Most department chairs will be observed and evaluated using the Marzano model system this year</p>	<p>1. Observe and evaluate most department chairs using model 2. Educate entire staff on model 3. Voluntary book study open to all staff on <u>Marzano's Becoming a Reflective Teacher</u></p>	<p>1. Admin. 2. Staff</p>	<p>1. Time 2. Effort 3. Funds for books</p>	<p>2014-15 School Year</p>	<p>Completed evaluations</p>
<p>8. Begin implementation of mandated proficiency based diploma.</p>	<p>Implement a proficiency based diploma (PBD) system for incoming freshmen in math and English by the end of the school year. System will include but not be limited to collection and reporting of data regarding</p>	<p>1. Educate staff and students 2. Identify considerations and components 3. Develop and implement a plan</p>	<p>1. Admin. 2. Staff 3. Students</p>	<p>1. Time 2. Effort 3. Funds for training and work</p>	<p>2014-15 School Year</p>	<p>1. PBD data 2. PBD reporting system 3. PBD intervention system</p>

	Individual student's proficiency on standards, and interventions for students not meeting standards					

C

## **WATERVILLE SENIOR HIGH SCHOOL'S LEARNING EXPECTATIONS**

### **Academic Expectations**

Each Waterville Senior High School student shall be:

A clear and effective communicator who

- Adjusts communication for a variety of purposes
- Employs varied modes of expression appropriate for authentic tasks

A self-directed and lifelong learner who

- Demonstrates initiative and gains understanding through self-assessment and reflection
- Works independently and collaboratively to meet challenges and accomplish goals

A creative and practical problem solver who

- Frames questions, makes predictions, and designs data/information collection and analysis strategies
- Uses information and appropriate technology to address real world problems

A responsible and involved citizen who

- Demonstrates personal responsibility, cultural awareness and ethical behavior
- Practices personal wellness and demonstrates awareness of health concerns and issues

An integrative and informed thinker who

- Analyzes, synthesizes, and evaluates information from multiple sources
- Applies ideas across disciplines

### **Civic Expectation**

Each Waterville Senior High School student shall be positively engaged in the community.

### **Social Expectation**

Each Waterville Senior High School student shall demonstrate respectful and responsible behavior.

### School Wide Rubric 6

**Learning Expectation: Each Waterville Senior High School student shall be positively engaged in the community.**

	<b>Classroom Community</b>	<b>School Community</b>	<b>Outside Community*</b>
<b>4 Evidence Exceeds Standard</b>	<input type="checkbox"/> Consistently promotes good classroom behavior by example. <input type="checkbox"/> No detentions or expulsions in the last two years of school.	<input type="checkbox"/> Classroom dues and "materials owed" account are current. <input type="checkbox"/> Participates and leads by example in school wide celebratory days (winter carnival, focus day, etc) <input type="checkbox"/> Volunteers time to class activities. <input type="checkbox"/> Participates in school service organizations.	<input type="checkbox"/> Clear evidence of participation in civic groups outside the school with organizations such as the Boys and Girls club, church groups, veterans organizations, Boy and Girl Scouts, 4-H, etc.
<b>3 Evidence Meets Standard</b>	<input type="checkbox"/> Occasionally promotes good classroom behavior by example. Behavior has never contributed to poor classroom community spirit. <input type="checkbox"/> No detentions or expulsions in the last two years of school.	<input type="checkbox"/> Classroom dues and "materials owed" accounts are current. <input type="checkbox"/> Volunteers time to class activities at least once a year. <input type="checkbox"/> Participates in at least one school service organization during one academic year.	<input type="checkbox"/> Self stated evidence of participation in a civic group outside the school with various organizations.
<b>2 Evidence Partially Meets Standard</b>	<p><i>At least one of the following:</i></p> <input type="checkbox"/> Occasionally promotes good classroom behavior by example. Behavior has never contributed to poor classroom community spirit. <input type="checkbox"/> No detentions or expulsions in the last two years of school.	<p><i>At least one of the following:</i></p> <input type="checkbox"/> Classroom dues and "materials owed" accounts are current. <input type="checkbox"/> Volunteers time to class activities at least once a year. <input type="checkbox"/> Participates in at least one school service organization during one academic year.	<input type="checkbox"/> Self stated evidence of participation in a civic group outside the school with various organizations.
<b>1 Evidence Does Not Meet Standard</b>	<input type="checkbox"/> May or may not meet some of the above standards.	<input type="checkbox"/> May or may not meet some of the above standards.	<input type="checkbox"/> No evidence offered of participation in any civic group outside of the school.

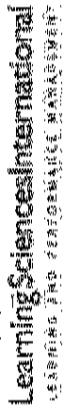
\* Although "community" in this rubric is measured in three arenas, the learning expectations are clearly directed at the greater community outside the school. For this reason, some participation in non-school community organizations is necessary for even partial assessment. It is understood that this evidence will, in the majority of cases, be self-stated.

### School Wide Rubric 7

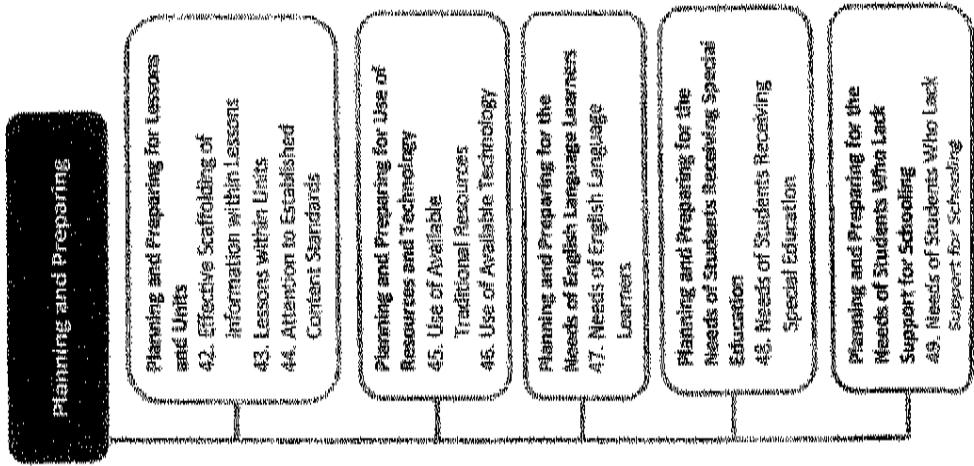
**Learning Expectation: Each Waterville Senior High School student shall demonstrate respectful and responsible behavior.**

	<b>Respectful Behavior</b>	<b>Responsible Behavior</b>
<b>4 Evidence Exceeds Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks out others opinions and tries to understand reasoning.</li> <li><input type="checkbox"/> Does own work, gives others credit for their work.</li> <li><input type="checkbox"/> Demonstrates trustworthiness in difficult situations.</li> <li><input type="checkbox"/> Becomes advocate for others and for tolerant behavior.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follows rules &amp; stays on task until completed.</li> <li><input type="checkbox"/> Accepts responsibility for self and encourages others.</li> <li><input type="checkbox"/> Actively contributes to learning community.</li> <li><input type="checkbox"/> Consistently demonstrates an outstanding work ethic.</li> <li><input type="checkbox"/> Consistently demonstrates a high level of responsibility for own learning. (make-up work, coming in for extra help, paying attention in class, doing homework, etc.).</li> <li><input type="checkbox"/> Consistently has a positive attitude and is a positive influence in the classroom.</li> </ul>
<b>3 Evidence Meets Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Listens and respects others viewpoints and opinions sometimes, even if they disagree.</li> <li><input type="checkbox"/> Does their own work and attempts to give others credit for theirs.</li> <li><input type="checkbox"/> Demonstrates that they are trustworthy.</li> <li><input type="checkbox"/> Treats all people fairly.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follows rules and stays on task.</li> <li><input type="checkbox"/> Accepts responsibility for own actions.</li> <li><input type="checkbox"/> Contributes to learning community.</li> <li><input type="checkbox"/> Consistently demonstrates a good effort.</li> <li><input type="checkbox"/> Takes responsibility for own learning.</li> <li><input type="checkbox"/> Has a positive attitude most of the time.</li> </ul>
<b>2 Evidence Partially Meets Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes others viewpoints and opinions but struggles with differences of opinion other than their own.</li> <li><input type="checkbox"/> Attempts work. Fails to credit others.</li> <li><input type="checkbox"/> Mostly trustworthy.</li> <li><input type="checkbox"/> Picks and chooses who to treat well.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Behaves and works only when teacher is present.</li> <li><input type="checkbox"/> Beginning to recognize and accept responsibility for own actions.</li> <li><input type="checkbox"/> Contributes when called upon.</li> <li><input type="checkbox"/> Effort level varies or demonstrates moderate effort.</li> <li><input type="checkbox"/> Level of responsibility for own learning varies or is beginning to take responsibility for own learning.</li> <li><input type="checkbox"/> Has a positive attitude some of the time or attitude varies from day to day.</li> </ul>
<b>1 Evidence Does Not Meet Standard</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Struggles to recognize others viewpoints and opinions. "I centered."</li> <li><input type="checkbox"/> Does not do their own work. Fails to credit others.</li> <li><input type="checkbox"/> Not worthy of trust.</li> <li><input type="checkbox"/> Only treats people well when it is to their advantage.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Distracts from learning community.</li> <li><input type="checkbox"/> Blames others or does not recognize or accept responsibility for own actions.</li> <li><input type="checkbox"/> Refuses to participate.</li> <li><input type="checkbox"/> More effort needed.</li> <li><input type="checkbox"/> Does not take responsibility for own learning.</li> <li><input type="checkbox"/> Attitude detracts from the learning environment.</li> </ul>

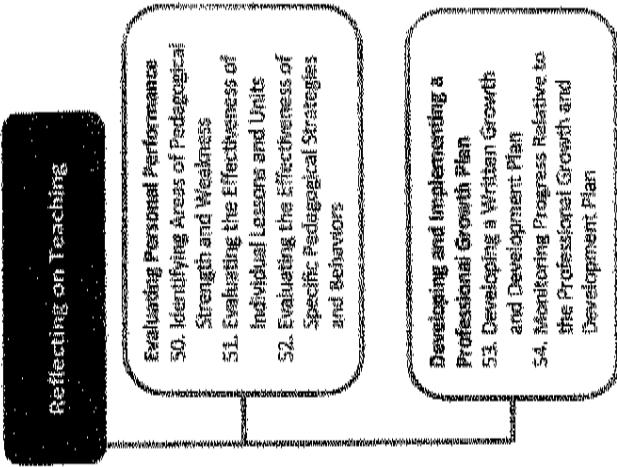
# Marzano Teacher Evaluation Model Learning Map



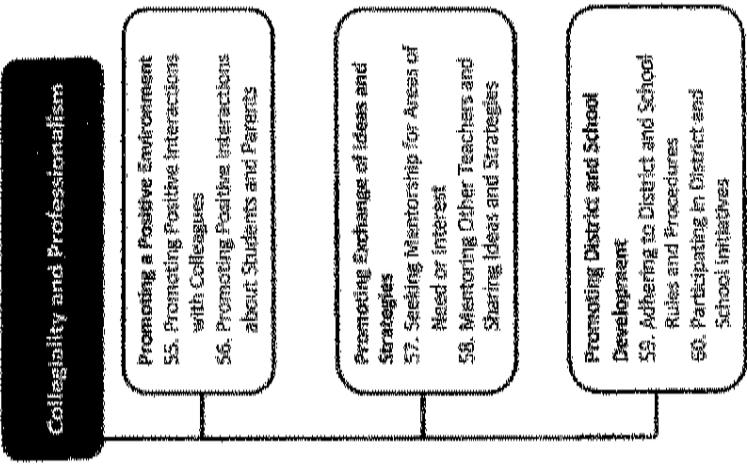
## Domain 2: Planning and Preparing



## Domain 3: Reflecting on Teaching



## Domain 4: Collegiality and Professionalism





AOS 92 Schools

**AOS92**  
Northern Valley Graded School

E1

Collaboration | Grade 7 | English language arts | Waterville Junior High School

Unit:	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun																																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39											
<u>Figurative Language</u>	■																																																	
<u>Mystery and Suspense</u>																																																		
<u>Holocaust</u>																																																		
<u>Civic Oration</u>																																																		
<u>Alternative Text Forms</u>																																																		
<u>Conventions</u>	■																																																	
<u>Independent Reading</u>	■																																																	
<u>Vocabulary</u>	■																																																	

Last Updated: Wednesday, April 16, 2014, 10:43AM

Atlas Version 5.0.4

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AOS 92 Schools

Browse Unit Calendars : Alternative Text Forms

**AOS92**

Northeast Valley Consolidated Schools

Co-Dependent

Waterville Master Grade 7 ELA Grade 7 ; English language arts ; Waterville Junior High School

## Unit: Alternative Text Forms (Week 31, 6 Weeks)

## Standards

## CCSS: English Language Arts 6-12, CCSS: Grade 7, Reading: Literature

## Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

## Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhetorical and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

## Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

## Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## CCSS: English Language Arts 6-12, CCSS: Grade 7, Writing

## 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.

- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- W.7.1d. Establish and maintain a formal style.
- W.7.1e. Provide a concluding statement or section that follows from and supports the argument presented.

## Production and Distribution of Writing

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

- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including

linking to and citing sources.

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

- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.7.9a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

Range of Writing

10. 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 tasks, purposes, and audiences.

- W.7.10. 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.

CCSI: English Language Arts 6-12, CCSI: Grade 7, Language

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- L.7.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.7.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- L.7.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.7.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.7.5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- L.7.5b. Use the relationship between particular words (e.g., synonym/antonym, etymology) to better understand each of the words.
- L.7.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Essential Questions

This unit will be used to explore alternate print forms for storytelling. Categories include graphic novels, documentary novels, novels with alternating points of view, and novels in verse form. Argument is the focus for writing, but some opportunity may be given to students to try narrative techniques in alternative forms.

#### Check on Out of the Dust and Witness

#### Content

- graphic novel
- documentary novel
- verse novel
- alternating points of view
- plot
- setting
- theme
- character
- point of view

#### Skills

- Categorize a text according to its format
- Identify the point of view (or points of view) from which the story is told
- Summarize the plot, setting, theme, characters
- Support a statement with evidence from the text
- Translate a section from one form to another (for instance, narrative to graphic or vice versa)
- Write an argument piece that includes a claim, evidence to support the claim, possible alternate claims, and a conclusion to reinforce the claim

#### Instructional Activities

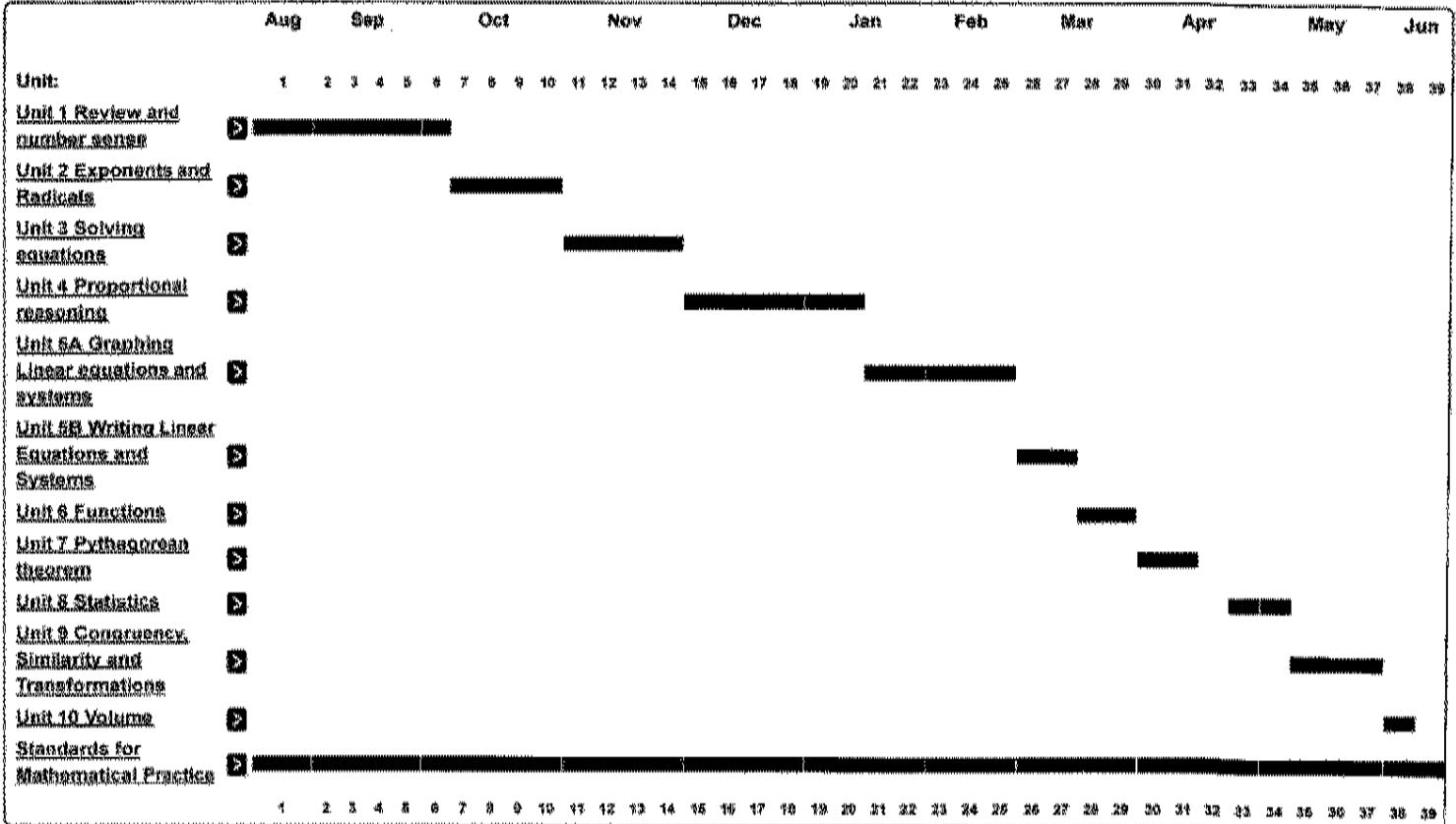
#### Resources

Documentary novels  
 tears of a tiger  
 nothing but the truth  
 graphic novels  
 Eat Island  
 Diary of a Wimpy Kid  
 alternating points of view  
 never mind  
 wanderer



E<sub>2</sub>

Morgan, Judy Grade 8 | Mathematics | Waterville Junior High School



Last Updated: Thursday, November 7, 2013, 1:04PM

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AOS 92 Schools

Browse Unit Calendars &gt; Unit 4 Proportional reasoning

**AOS92**

Armstrong Valley Consolidated School

Morgan, Judy

Waterville Master Grade 8 Math Grade 8 | Mathematics | Waterville Junior High School

## Unit: Unit 4 Proportional reasoning (Week 15, 6 Weeks)

## Standards

## CCSI: Mathematics, CCSI: Grade 8, Expressions &amp; Equations

8.EE.B. Understand the connections between proportional relationships, lines, and linear equations.

- 8.EE.B.5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

## Essential Questions

How do rates help you describe real-life problems?

How can you compare two rates graphically?

How can proportions help you decide when things are "fair"?

How can you write a proportion that solves a problem in real life?

How can you use ratio tables and cross products to solve proportions?

How can you use a graph to show the relationship between two variables that vary directly? How can you use an equation?

How can you recognize when two variables are inversely proportional?

## Notes to teacher:

graph proportional relationships -- lines

then describe lines through slope (counting-- letting students see shortcut of difference in y over difference of x)-- showing how slope is described through a linear equation

then move on to why you would care about manipulating a linear equation -- to more easily graphable form (this will continue in next unit)

## Content

- proportion
- proportional
- rate (unit)
- ratio
- ratio table
- cross products
- constant
- slope
- origin
- ordered pair
- coordinate graphing
- direct variation
- inverse variation
- line
- linear equation
- rise
- run
- vertical
- horizontal
- x axis, y axis
- quadrant

## Skills

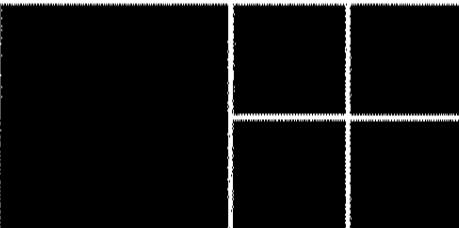
- Compute unit rate
- Solve proportions
- Solve proportions word problems
- Find constant of variation
- Graph a proportional relationship
- Solve real-life proportional relationship word problems
- Explain that graphed line generated from values in a function table represents a proportional relationship
- Explain the term slope (steepness and direction)

## Instructional Activities

Big Math Ideas Grade 7:

F.

7/22/13



**Writing across the content**  
 @FBIHQ  
*Do we have any?  
 Why not? Why not?*

**+ Previously...**

- Your goal in selecting activities that required students to write things down was primarily to help students *articulate* your content information

**+**

- Before learning
  - Know guidelines, advance knowledge
- During learning
  - Make connections, compare and contrast, build onto thinking
- After learning
  - Organize info into meaningful framework with an *summary* or *story* or *action*

**+ You used writing as a tool for learning**

**+ Guidelines for using writing as a tool**

- Anything goes!!
  - Wide variety of formats
  - Student individuality is *not* likely encouraged
- No need for formal structure or evaluation of the writing itself
  - Feedback needs to be informal and related to *unpacking* student misunderstandings about content

**+ Good first step**

- When we described activities to support comprehension in your content area subjects, there was *neither* a requirement to teach writing in content area subjects, *nor* was there widespread agreement about writing instruction in content areas.

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**+ That was then, this is now....**

- State adopted standards
  - There are now writing standards for literacy in history/social studies, science, and technical subjects for grades K-12

**+ Shared responsibility for students' literacy development**

- The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school
- The grades K-12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-limited place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

**+ The other side of the coin**

- That brings us to the other major purpose for students to use writing in a content area course....

..... to show what they understand

**+ Writing that demonstrates understanding**

- This type typically happens at the end of the learning process
- There are generally more standard expectations about the structure and quality of the product
- Constructed response answers, reports, and essays fall into this category

**+ Let's re-visit this statement from an earlier slide**

- When we identified activities to support conversation in your content area subject, there was neither a requirement to teach writing in content area subjects, nor was there widespread agreement about writing instruction in content areas.

**+ Once again... that was then, this is now....**

Common Core Standards have adapted a specific framework for writing. This new framework is used across all grades K-12 and across all subject areas.

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**+ Three types of writing recognized**

- **Narrative** – relating an experience, telling a story. Can be personal, experiential or fictional.
- **Informational/Explanatory** – some may think of this as the old expository. Used to explain or define something, may take a variety of formats.
- **Argument** – some may think of this as the old persuasive. Involves a claim supported with evidence. Major areas of emphasis.

**+ Take a look at the standards**

- **Standards:**
  - **Two types and purposes**
    - What do you know about your responsibility for the three types of writing?

**+ Compare/Contrast**

- At your table, compare the two types of writing you'll be focusing on, looking for similarities across the two types.
- Share your findings with the group.

**+ What do you need to know in order to help students meet these standards?**

- Be able to distinguish types of writing
- Recognize what structure is required, based on the type
- Recognize how short responses and long responses are similar and how they differ

**+ Is it argument or informational/explanatory?**

- A summary of the first three weeks of the Patriots' season
- An evaluation of whether Betsy Valentine should continue to run for the mayoralty of the Red Sox
- How to cook a pizza
- Reporting the best pizza in Waterville
- A comparison of funding for ocean research and funding for space research
- Description of types of arguers
- A rationale for your choice for President.

**+ Structures: Argument**

One option

Another option

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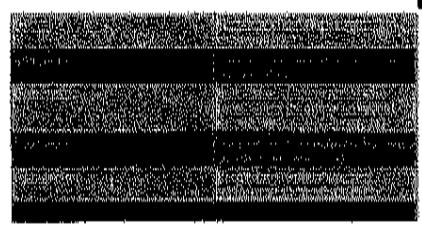
**+** Let's try it out....

- Respond to the question:
- Should teachers wear uniforms?

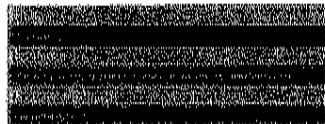
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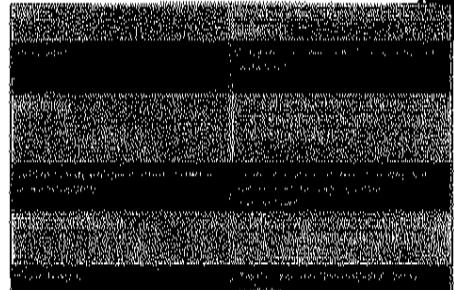
**+**



**+** Or, for the more sophisticated palate



**+**



**+** Structures:  
**Informational/explanatory:**

Consider the most logical format based on the topic. Narrow options include:

- organization by sequence or chronology
- sub topics
- comparison/contrast

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+

- **Interpretive/Explanatory**

Topical	Sequential	Compare/Contrast
[Redacted]	[Redacted]	[Redacted]

+

### Let's try some

- Which format for informational/explanatory writing would you use?
  - Sequential by Topic
  - Compare/contrast
- A summary of the first four weeks of the Patriots' season.
- How to cook a pizza.
- A comparison of funding for ocean research and funding for space research.
- Description of types of angles.

+

### Task: Early days at WJHS

- Most appropriate structure?
  - sequential

[Redacted]

+

### Task: Early days at WJHS

- Sequential

[Redacted]

+

### Task: What's new at WJHS

- Most appropriate format?
  - Topical

[Redacted]

+

### Task: What's new at WJHS

- Topical

[Redacted]

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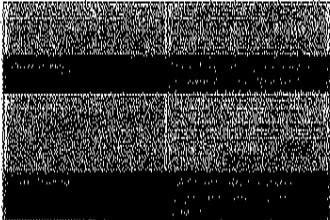
**+ Task: Describe how Doug and Carolee are similar and different**

- Most appropriate structure?
  - Compare/contrast



**+ Task: Describe how Doug and Carolee are similar and different**

- Compare/contrast



**+ Applications**

Short or long?

There is a new conversation that needs to be had, a constructed response or for longer pieces of writing.

**+ Short: constructed response**

- There are several new initiatives at Waterville Junior High School. Some examples include the negotiated essay plan, first scratchers for scratchers, and the relocation of administrative offices. There are many exciting things going on at WJHS and these are just a few.

**+ Essay**

Waterville Junior High School has been a favorite on the West Coast since 1976. Teachers are learning the value of being and are learning to do so in the school year. But what they don't know is that there are several new and different initiatives going on behind the scenes at WJHS.

One new initiative is the new to the district writing program. As a result of a year from the district, students are now being taught the skills and strategies to be successful in writing. Many students are taking advantage of this new offering.

Another new initiative is a new initiative of providing that was implemented last year. All students are provided with a notebook and are required to use them to keep track of their assignments. The notebook also can be used as a way to help students organize their ideas in a completely different way. Teachers hope this initiative will be the catalyst of being successful.

The most exciting change at WJHS is the new writing plan. In the past, the office was responsible for writing assignments, providing students with the plan and school administration had to do. With the change, the plan will now be turned into a notebook which will include the name and number of the plan. A new space has been created for handling student work and managing the notebook administration.

As you can see from these examples, there have been many changes. School administration has taken charge as part of an ongoing effort to provide the best education possible. WJHS has always been the leader at WJHS.

**+ Considerations**

- Teaching structure to students will be critical. Most students have not yet internalized typical organizational structures, so they will need practice.
- The way to better off writing with one structure for a period of time follows according to another.
- These structures represent ways of thinking and organizing information. Putting things in and writing in a structure of communication style will not lead to an effective product.
- Preparing to write will be critical. One writing expert believes that 80% of time should be spent before the actual writing begins.
- The way to be prepared sometimes with just the structure. Another expert is to think the outline makes students get into the writing.

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- How'd want to consider whether there are texts that will be adopted by all staff, for common emphasis, approach and vocabulary.
- Here are some sample graphic organizers that students could use to plan.
- You certainly could develop your own. One thing you'll want to keep in mind is not changing the focus too quickly, especially when this way of talking about writing is new to our students.

+

### Full circle

- We began with a review of ways that we've come to use writing as a tool for learning. Then we examined how students can use specific forms of writing to demonstrate understanding.
- Actually, there really is no clear distinction between the two. The process of determining how to present what is understood and deciding what goes where and how the pieces fit together is very much a process that involves learning. So even when students are creating a written product, it serves as another tool to support their understanding of your content. Another writing is generally a good indicator of student thinking. The process of writing a message helps to clarify one's thinking.

+

### Next steps

- Individually -
  - As you consider writing assignments for students, work towards using the terminology from the framework.
  - Provide feedback about the structure or effectiveness of individual components (intro, evidence, transitions, conclusions).

+

- In departments -
  - Continue to share your thoughts, attempts, practices, and reflections on student work.
  - Look at the rest of the writing standards in your department meetings. There are several that are substantially under done as part of any of the writing activities we've just talked about. Don't leave a few other standards that may support further exploration on a shelf.
  - Make explicit connections to topics for further professional development or discussion.

+

### Possible future topics

- Rubrics
- Racial or cultural language
- Translational words and phrases
- Names or nicknames
- Dialecting or slang from one
- Comparing and contrasting - developing a contrast or other more subtle gradations
- Sentence structure
- Writing process - pen and paper vs. computer
- Research
- Print matter

6.

Administrative Retreat  
Wednesday, August 13, 2014

### Teacher/Administrator Effectiveness

#### 1. Feedback from Retreat

ASH – participants excited and interested to link to leadership group

GJM – challenge to blend pilot group with whole group

WatJHS – leadership team wants a copy of Reflective Teacher

Kyle – suggests that everyone in pilot needs book

Eric – will it allow us to get at those we have concerns about? Appears so.

Dianna – clearer prescription regardless of which building. Similar concept to core reading program.

Peter – removes the subjectivity. Based in research.

Kevin – his group was concerned about the magnitude of the project.

Mary – separate out the content (Marzano's framework) from process that will be developed through pilot.

Peter – how to proceed with setting up selecting goals. Presenter offered two models: direct to goals or wait til iObservation and let teachers select goals. Pilot group has familiarity with framework and will help develop the process. How to structure things for that group? Meanwhile, full staff needs to be brought on board.

Chad – will use Reflective Teacher with whole staff.

#### 2. Implementation. Next steps.

##### A. Presentation by Barb and Allan

Allan – considered how to use the existing group structure/format for staff? Developed a plan: (See attachment). One design question at a time, using readings and videos. Use of gradual release of responsibility. All design questions will be covered across the year. This will include the pilot group. Use of video will be important. What hasn't been determined is how rest of staff will get the info. Using the pilot group to help share the model.

Eric – one option would be to chunk out info at various times. Would it be appropriate to purchase for all teachers?

Question of Art and Science of Teaching – Chad suggests that if you were to do that, choose the Art and Science handbook. He's combining both the handbook and the Reflective Teacher.

Peter – Reflective Teacher aligns most closely with iObservation. Funds are available through Title 2A in each town. Names have been provided for logins, and roles have been assigned. Teachers are "learners", building admin have access to everything except peer to peer. Will is the tech lead. Eric and Peter have rights to everything. Mary has rights related to data so not able to access the evaluations. Soon all will be available.

Wendy – questions whether teachers may think it's too much.

Peter – if they are distributed, need a plan.

Eric – so they'll be purchased and given to building admin. Concern about making sure all employees have equal access.

Barb – chunking out info, with guided practice and eventual release.

##### B. Share thoughts on implementation in your particular building.

Chad – team began work in June at retreat. Even though small group is key, need to include all in the initiative and provide professional development. Set the calendar with that as the focus. Using Art and Science handbook and Reflective Teacher. Note that the team looked at both proficiency-based and

effective teacher and the prof development for teacher effectiveness will take precedence this year. Dianna – Feel as if there are a lot of things going on. Only one person on leadership not at training, so there was good understanding. So question became how do we slide that in so that it fits. In the past, not many faculty meetings, but this year there will be more of a shift to staff meetings focused on staff development. Additionally, the pilot group is excited to work on this. However, lots of retreat time spent reviewing goals. With PBL – even though VCS not necessarily on the hot seat, interested in being part of the process. So with all of the discussion, not such a firm plan yet on how to move forward with the teacher effectiveness. There are now lots of resources within the AOS that can be accessed.

Carole – her staff is excited about sharing across buildings.

Kyle – do we have the opportunity to use a Google calendar to share what's happening and when. Alternate committee meetings with staff meetings, so could use that structure for implementation.

Barb – discussion about what to still keep on the plate.

Eric – still need to continue with curriculum and assessments, so there are things that need to keep moving forward.

### C. Resources.

There are funds for books, travel and subs in the Title 2A projects.

## 3. Steering Committee

A. Membership --Have a development committee. Steering committee is supposed to be more heavily teachers. Can bring back development committee and ask for additional names of teachers to add in. Need to determine how many teachers for each school.

B. Topics – one topic of the steering committee will be to determine how the growth piece will work.

Next steps for building principals: determine at the building level how to move forward with both the pilot and the whole staff. Think about who might be helpful on the steering committee.

## 4. The "Vote"

### 5. Other

Professional support staff (guidance, librarians, etc) and evaluations? Peter will check with Learning Sciences to see what they have to offer.

Ed techs – what do people do? Dianna evaluates every year. Some do goal setting, but most don't.

Susan – techs see this as a measure that shows they are valued.

Eric-- this isn't what he hears from techs. More likely to hear the question about why they are evaluated annually. Could they be evaluated semi-annually? Eric could have Nettie and Celeste put a list together of Ed techs evaluated in year one and year two.

Kyle – what's the tool for evaluating ed techs? Eric recommends that we use the existing tools.

Eric – what about custodians and secretaries? Suggest that it be semi-annual.

Peter – what about putting other people on hold – does that delay the inevitable?

Barb – with the Marzano piece, what's the timeline? Knowing that would influence putting people on hold.

Peter – that's part of the process that will be determined.

Allan – think that this pilot is the beginning of a three-year process.

Kevin – if in pilot group, will be observed and evaluated this year. This would be a modified use of the full process.

Kyle – may be a difference between Winslow and Waterville models.

Eric – need to be consistent. Expecting evaluation of pilot group to wrap up this year. After this year, those in pilot group become CIs to start cycle anew.

Kevin – still others not in pilot who are evaluated under the old system. Also need to begin to prepare for next year's group.

Note: Waterville – if putting a teacher on an action plan. Document has a timeline. After Feb. 1<sup>st</sup>, can't put an action plan into effect that's due at the end of the year. You can still meet and determine plan, but timeline will have to go into effect the following year.

iAcademy – extra names (25) – plus those already trained will be able to access iAcademy. Get those names to Peter.

### Proficiency Based Diploma

1. Feedback from Retreat

2. Moving forward with implementation

Need to submit an extension application by October 17.

A. Review Extension Options.

B. Discuss pro's and con's of each option.

C. Recommendation on which option to select – at this point, choice is option 4 for high schools.

Note that this is not a high school issue. Kyle noted that it would be important to wait a bit for guidance about the system before modifying the report cards.

Dianna noted that there will be a need to work out how this will look with special education. That's still being worked out at the state level. Could boil down to accommodation vs. modification. If we have similar language in response to questions in an IEP meeting.

Question: who is already doing this? Ellsworth, Poland and some others may be implementing most of it.

Mary will send self-assessment "cheat sheet".

D. How to proceed with developing the plan/writing the application? One committee with representatives from each community or two separate committees? Discuss pro's and con's of each.

Note: We can have identical extension request but must be two separate applications due to separate boards making policy decisions. K-8 VCS does not need to apply for extension.

F. Share other information that would be helpful for us to know before making a decision on the committee structure.

G. Next steps based on information shared.

From the floor:

VCS students face varying levels of difficulty transitioning from VCS to other schools. Dianna noted

that the reception that students have had at Winslow High School has been the most positive it's ever been and thanked Chad for that.

One day vs. two days – success due to all of the work done prior to the retreat. No time for whining. One issue – couldn't really afford to take time for peripheral people. Dianna would like another half day to follow up back in her building.

Peter – based on the surveys – most people felt that the one day was enough because of the preparation. Suggestion: could be a half-day follow-up at the building level if needed.

Kyle – felt as if getting new folks up to speed meant that they had to consider that for the pacing of the day, so the extra half day would be a plus.

Eric – level of use of data across all towns and the refinement of the use of data was impressive.

New staff orientation – Eric will get list from Celeste and Nettie and get to Will. Eric will develop an agenda for that day.

Question: status of complaint regarding separation of church and state. Drummond-Woodsum advised that the quote came from a poem. Regarding case law – liberal interpretation if it's an existing building.

Also request for POs from 2008 to 2013 under freedom of information. Person represents a company that mines data and sells that information. Eric responded reminding him of state statutes regarding the request. The person requesting the info modified the request for a more limited time and wants only electronic info. Through ADS, reports were generated and sent. Now listservs across the state indicate that other districts are receiving the same requests.

Peter –thanks to all administrators for keeping kids in the forefront in all discussions.