

Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

- Provide evidence of active participation in proficiency-based system of supports to address identified critical areas of need, build capacity and the infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles.
- Provide a multi-year implementation plan indicating quarterly benchmarks for 2014-2015 and the annual benchmarks for each year for which the extension is requested that outline the steps the SAU will take to ensure that students graduating after July 1, 2020 will be awarded a diploma based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the implementation of proficiency-based diplomas

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

Submittal Window

1. Indicate the submitting date.

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

Superintendents Region

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

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

3. **School Administrative Unit:** Wells-Ogunquit CSD
4. **High School(s):** Wells High School
5. **Name and title of person completing the extension request:**

James Daly, Principal, Wells High School
Patricia Hayden, Director of Instructional Improvement

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

Ellen Schneider, Superintendent
1460 Post Rd., Wells, ME 04090
(207) 646-8331
eschneider@wocsd.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**

The Saco Bay Educational Collaborative (SBEC) is an alliance of four school districts established for the purposes of enhancing student performance and maximizing operational efficiencies by pooling resources. The Collaborative officially formed during the 2012-13 school year. The participating districts, which include the Biddeford School Department, RSU 21, RSU 23 which is now Saco School Department, and the Wells-Ogunquit Community School District, recognize the vital importance of collaboration among the districts as each seeks to provide professional development opportunities, and rigorous, relevant curriculum in meaningful and efficient ways.

The curriculum administrators from each of these districts meet regularly to discuss curriculum development, assessment, educator effectiveness, SBAC field-testing, school

calendar development, Common Core State Standards implementation, committee design, and professional development. With the advent of LD 1422, it seemed natural to do this work together within the Collaborative.

During the 2013-14 school year, this group has worked on building capacity across the districts to implement proficiency-based teaching and learning. Given the state transition funds appropriated to each entity, we made a decision to combine our resources to gain more leverage and contracted with WestEd to develop a *Scope of Work: A System-Wide Approach to Proficiency-Based Learning* to support us in implementing a proficiency-based model that is tailored to the needs of each district yet addresses systems-wide issues as well. Our collaboration includes training for teachers, administrators, and School Committee members over the span of 18 months, which began in February 2014. Our group has also connected with the Maine DOE in an effort to solicit support and better ensure successful implementation.

The Proficiency-Based Diploma initiative is promoting a high level of collaboration among our teachers both within and outside of our district. Students are able to clearly articulate the learning objectives in their classes. The Wells and Ogunquit communities are very proud of the academic achievements of our students and the high level of rigor of our curricula. They have a significant history of supporting top quality education for all students. Through televised School Committee meetings, newsletters, and the district website, community members are able to stay informed on current State law and policy regarding the proficiency-based diploma, and the district's efforts to meet these requirements.

Through these efforts, a cohort of six Wells Junior High School teachers and five Wells High School teachers have been actively engaged in creating a strong foundation for proficiency-based units of study, lessons, and common assessments. We are making solid progress in developing the core elements of the Proficiency-Based Diploma with a purposeful focus on a guaranteed, viable, rigorous, and accessible curriculum and assessment system directly aligned to state standards. The Wells-Ogunquit Community School District has committed to building a proficiency-based K-12 system, and is participating in the Saco Bay Educational Collaborative to achieve this goal. To complete this work in a thoughtful and manageable manner, WOCSD requests Extension Option 5 that stipulates students will graduate with a proficiency-based diploma in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020.

*Submitted Document Reference: SBEC May 12 and 13, 2014 Agenda
WestEd August 28, 2014 Agenda
SBEC September 29, 2014 Agenda*

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

The Wells-Ogunquit CSD has envisioned a dual system of reporting at Wells High School – both a numeric and standards-based transcript. This approach acknowledges the feedback and concerns that have been voiced by parents, students, and teachers who are apprehensive about Common Core Standards, SBAC, and the total elimination of the traditional numerical grading system. At the same time, a dual system provides the valuable opportunity for students and parents to easily understand the specific academic skills in which a student is secure and the specific academic skills in which a student needs more support to meet the learning target. With this in mind, WOCSD is implementing LD 1422 in a strategic and reasonable process.

Submitted Document Reference: WOCSD Multi-year Implementation 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

Wells High School's *Response to Intervention* (RTI) protocol is student-oriented, targeted and timely. The RTI Team includes regular education and special education teachers, guidance counselors, social worker, nurse, assistant principal and principal. The student population is currently 449. Interventions are targeted at three levels:

- *Tier 1: Classroom Interventions* – Teachers identify learning difficulties using both formal and informal assessments. They employ various research-based strategies and differentiated instruction to help the student move forward. In addition, they may provide additional one-on-one assistance for students before/after school or during a study hall. 80% of learning issues are usually resolved at this level and are addressed between the student and teacher.

- *Tier 2: Supplemental Interventions* – This next level is activated if student learning difficulties persist beyond the scope of interventions at the classroom level. In this tier, the Guidance Counselor, Nurse, Social Worker, School Psychologist and parents will be consulted, in addition to the classroom teacher(s). In Tier 2, students are usually referred to the Warrior Lab for academic reinforcement that is teacher-directed. This can include daily tutoring, re-teaching and skills analysis for a specified period of time, usually six weeks. It occurs in small groups or on an individual basis, and features frequent progress monitoring and feedback. The Warrior Lab is fully staffed every period during the school day, and is also open for half an hour prior to school and for an hour after school. Students may also be enrolled into Math and English support classes. In addition, our Guidance Counselors have been able to address some academic learning issues through a change in schedule, such as moving students to a more appropriate skill level class or placing a student in a study hall with a teacher in the specific subject area of difficulty. Students also have the opportunity to access PLATO on a monitored basis.

As an added progress monitoring check, both the principal and assistant principal check all student grades on a weekly basis, zeroing in on any student with a D or F. These administrators personally ensure that these students are receiving supplemental instructional assistance. This practice, in particular, has proven very successful in improving student achievement. We have theorized that it is due to the relationship that the high school administrators forge with these students.

Finally, the Wells High School Leadership Team reviews all student grades at the end of each trimester, and prepares individual instructional support recommendations for every student who has failed a course.

- *Tier 3: Intensive Interventions* – This level provides individual intense instruction such as Support Study Resource Room or a daily individual RTI block that combines guided PLATO access and other supplemental pieces.

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: 32% - \$4525
- Community Engagement: 0%
- One-year Carry Over: 68% - \$9489

11. Provide a description of the intended impact for your transition funds. Attach a budget for the 2014-2015 transition funds and any 2013-2014 transition funds that were carried over after June 30, 2014. For each expense, identify the amount and date by which it will be expended. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced). Attach a budget document and limit the budget document to 2 pages.

Criteria:

- Clear description of intended impact for your use of transition funds
- Budget aligns to intended impact

The Saco Bay Educational Collaborative (SBEC) will continue regional proficiency-based work with Dr. Kevin Perks. This will include work in the area of *Practice* with teachers during 8 full days and administrators during 4 full days. It will also include *Policy* work with the regional School Boards for 3 evening *Dine and Discuss* sessions.

Submitted Document Reference: SBEC Proposed Scope of Work

WOCSD has planned to contract independently with WestEd to continue proficiency-based work with our high school departments, junior high content areas teams, and elementary grade level teams. In addition, training sessions with WestEd have also been scheduled for the WOCSD administrative team. The district has committed to embracing this initiative with a K-12 aligned focus.

Submitted Document References: Title IIA Project Sheet

The Saco Bay Educational Collaborative (SBEC) will host a Southern Maine Principals regional breakfast to share experiences and ideas in practice, communication, and policy implementation of the proficiency-based diploma.

The teacher leaders and administrators who are attending the SBEC training sessions will work with their departments, teams, and grade levels to produce standards-based curriculum documents, i.e., scope and sequence, units of study, lesson plans, and common assessments. All teachers will learn to use multiple tuning protocols for this work.

A combination of summer work, workshop days, after school/before school meetings, staff meetings, prep periods, and professional release time will be used by teachers to collaborate on this initiative. It should be noted that our proficiency-based work deeply connects with our Performance Evaluation and Professional Growth system.

Submitted Document Reference: Intended Impact of Transition Funds Chart

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 Wells-Ogunquit School Committee formally approved our extension request at their regular meeting on September 3, 2014 in a 6-0 vote. This agenda item is listed under *New Business* as 9B on page 8 of the 9/3/14 School Committee Agenda. The vote and approval are specified on page 12 of the 9/3/14 Minutes (see attached).

Submitted Document Reference: September 3, 2014 School Committee Agenda & Minutes

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

10/17/14
Date



Chair of School Board

10/17/14
Date

**A System-Wide Approach to
Proficiency-Based Learning**

An

INTRODUCTORY WORKSHOP

Prepared by
Kevin Perks
kperks@wested.org

For
Saco Bay Education Collaborative

May 12-13, 2014

Overall Purpose

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

Workshop Outcomes

By the end of the two-day workshop, participants will be able to apply a common understanding of proficiency-based teaching and learning to evaluate and give feedback on a draft of a plan for the districts that are part of the Saco Bay Education Collaborative.

Essential Questions

1. What is proficiency-based learning and what are some key characteristics?
2. How do we apply our understanding of proficiency-based learning to ensure learning?

Brief Agenda

Day 1

1. Welcome & Introductions
2. Overview
3. Exploring the Concept of *Proficiency*
4. Factors that Influence *Learning*
5. The Vision of a Proficiency-Based *System*
6. Day 1 Wrap-Up

Day 2

1. Welcome to Day 2
2. Review
3. The Standards as Drivers
 - a. Curriculum
 - b. Instruction
 - c. Assessment
 - d. Policy
4. Day 2 Wrap Up

Agenda - Day 1

Essential Question for Day 1: What is proficiency-based learning and what are some key characteristics?

Time	Activities
8:00	Welcome & Introductions <ul style="list-style-type: none"> • Welcome from superintendents • Introductions
8:15	Overview <ul style="list-style-type: none"> • Background • Purpose and goals of the work • Workshop objectives • Ice Breaker Activity – <i>Who Are you?</i>
9:15	Exploring the Concept of Proficiency <ul style="list-style-type: none"> • What do you think and know? • How does the State of Maine define PBL? • Activity – Analyzing PBL Scenarios • Defining Key Characteristics • Quick Write: <i>How does the proficiency-based learning - as we are defining it - help to ensure learning?</i>
10:45	Break
11:00	Factors that Influence Learning <ul style="list-style-type: none"> • Visible Learning • Overview of Meta-Analysis • Predict, Compare, and Discuss Factors • Quick Write: <i>After reviewing some of the more influential factors related to achievement, what might some of these factors look like if the focus was teacher learning?</i>
12:00	Lunch
12:45	The Vision of a Proficiency-Based System <ul style="list-style-type: none"> • Activity: What do you think it would like if standards were the real drivers? <ul style="list-style-type: none"> ○ What would curriculum, instruction and assessment look like? ○ What would the work look like? • Vision of a System of Proficiency-Based Learning <ul style="list-style-type: none"> ○ Process versus product ○ Cycles of collaborative: PLCs, policies, practices, procedures and protocols
2:00	Day 1 - Wrap-Up <ul style="list-style-type: none"> • 3-2-1 Reflection

Agenda - Day 2

Essential Question for Day 2: How do we apply our understanding of proficiency-based learning to ensure learning?

Time	Activities
8:00	Welcome to Day 2 <ul style="list-style-type: none">• Warm-Up Activity - Synectics
8:15	Review <ul style="list-style-type: none">• Review of Day 1 Feedback<ul style="list-style-type: none">○ What was learned○ Questions○ Hopes
8:30	Where are we now? <ul style="list-style-type: none">• A Guaranteed and Viable Curriculum• Activity: Summarizing the state of each district<ul style="list-style-type: none">○ Curriculum, instruction, assessment, grading, reporting, ...○ Who, what, when and how○ Compare to survey Data• Discussion
9:45	Break
10:00	The Standards as Drivers - Curriculum and Instruction <ul style="list-style-type: none">• Curriculum<ul style="list-style-type: none">○ Analyze sample curriculum documents○ Compare and discuss• Instruction<ul style="list-style-type: none">○ Designing and analyzing objectives○ Analyzing a lesson
11:30	Lunch
12:15	The Standards as Drivers - Assessment and Policy <ul style="list-style-type: none">• Assessment<ul style="list-style-type: none">○ Analyze sample assessment○ Compare and discuss• Policy<ul style="list-style-type: none">○ Analyze sample policy○ Compare and discuss
1:45	Day 2 Wrap-Up <ul style="list-style-type: none">• Next Steps Activity: Evaluate draft of plan• evaluations

A System-Wide Approach to Supporting Proficiency-Based Learning

INTRODUCTORY WORKSHOP
Wells-Ogunquit Community School District

Kevin Perks
kperks@wested.org

Cerelle Morrow
cmorrow@wested.org

Laura Jackson
ljackson@wested.org

August 28, 2014

Agenda

Purpose of Workshop

By the end of today's workshop, participants will be familiar with how Maine is defining proficiency-based learning, and the work WOCSD is engaging in with other local districts to develop a system-wide approach to proficiency-based learning.

Time	Activities
8:00	Welcome & Overview <ul style="list-style-type: none">● Introductions● Background● Purpose of Workshop and SBEC● Agenda
8:20	Defining Proficiency <ul style="list-style-type: none">● Quick Write #1● Maine's definition of PBL● Key characteristics● A Proficiency-Based Continuum● Continuum Activity
8:50	What Works Best to Support Learning <ul style="list-style-type: none">• Visible Learning• Overview of meta-analysis and effect sizes• Predict and compare• Discussion and connections
9:30	Break
9:40	An Example of Standards-Driven Practice <ul style="list-style-type: none">● Overview of Standards-Driven Tuning Protocol● Lesson Presentation● Demonstration: Analysis of a Standard● Tuning● TPS - Turn and Talk● Recap and Importance of cohesion
10:40	A Vision of a Proficiency-Based System <ul style="list-style-type: none">● What have we learned about PBL?● Additional Standards-Driven Practices that Support PBL● Cycle of Collaborative Inquiry● A differentiated approach
10:55	Wrap Up

A System-Wide Approach to Supporting Proficiency-Based Learning

Teacher Leader PLC – Session 1
For Saco Bay Educational Collaborative

Kevin Perks
kperks@wested.org

Cerelle Morrow
cmorrow@wested.org

September 29, 2014

Overall Purpose

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

Today's Outcomes

By the end of the today's workshop, participants will continue applying a common understanding of proficiency-based teaching and learning to do the following:

- Practice using standards-driven protocols for designing and tuning lessons;
- Make recommendations to increase capacity to support standards-driven work on-site.

Agenda

Time	Activities
8:00	Welcome <ul style="list-style-type: none">• Welcome• Coffee Talk Activity• Review objectives, agenda, and norms
8:15	Review of Introductory Workshop <ul style="list-style-type: none">• What do you recall? Google Moderator• Definition of PBL• Cycle of Collaborative Inquiry• Model of PBL
9:00	Overview of Standards-Based Protocols <ul style="list-style-type: none">• Jigsaw Activity
10:00	Break
10:15	Round 1 – Standards-Based Lesson Design <ul style="list-style-type: none">• Review procedures for analyzing a standard• Review lesson design protocol• Practice• Debrief
11:30	Lunch
12:15	Round 2 - Standards-Based Lesson Tuning
1:15	Recommendations and Planning <ul style="list-style-type: none">• Vision for spring 2015• Define objectives• Recommendations activity – Google moderator
2:15	Wrap Up <ul style="list-style-type: none">• Exit Ticket

8.

**WELLS-OGUNQUIT COMMUNITY SCHOOL DISTRICT
MULIT-YEAR IMPLEMENTATION PLAN
EXTENSION OPTION 5: SCHOOL YEARS 2016 – 2020**

2015-16	2016-17	2017-18	2018-19	2019-20
HS teachers pilot Gr. 9 common assessments for content and Guiding Principles; also pilot standards-based proficiency reporting	HS teachers pilot Gr. 10 -12 common assessments for content and Guiding Principles; also pilot standards-based proficiency reporting	HS Gr. 9 common assessments for content and Guiding Principles implemented & standards-based proficiency reported	HS Gr. 10 – 12 common assessments for content and Guiding Principles implemented & standards-based proficiency reported for Grades 9-12	Revisions to reported assessments in the eight content areas, assessments of the Guiding Principles, and reporting system prior to standards-based transcripts issued for 2020 - 21
JH teachers pilot Gr. 5 common assessments for content and Guiding Principles; also pilot standards-based reporting	JH teachers pilot Gr. 6-8 common assessments for content and Guiding Principles; also pilot standards-based reporting	JH Gr. 5 common assessments for content and Guiding Principles implemented & standards-based proficiency reported	JH Gr. 6-8 common assessments for content and Guiding Principles implemented & standards-based proficiency reported	Annual Benchmarks: Full district reporting in grades 5-12 using a dual system of numeric grades and standards-based grading & measurements by 2020-21.
Annual Benchmarks and Metrics:	Annual Benchmarks and Metrics:	Annual Benchmarks and Metrics:	Annual Benchmarks and Metrics:	
Continue PLCs for scoring calibration and use of tuning protocols	Continue PLCs for scoring calibration and use of tuning protocols	Continue PLCs for scoring calibration and use of tuning protocols	Continue PLCs for scoring calibration and use of tuning protocols	Grades K-4 reporting uses standards-based grading and measurement by 2020-21.
Student and Parent Surveys on clarity and effectiveness of standards-based learning	Student and Parent Surveys on clarity and effectiveness of standards-based learning	Student and Parent Surveys on clarity and effectiveness of standards-based learning	Student and Parent Surveys on clarity and effectiveness of standards-based learning	

Proposed Scope of Work for Saco Bay Education Collaborative

Prepared by Kevin Perks, WestEd

individual districts.

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

Key Commitments

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

Proposed Scope of Work

Projected Start: May 2014

Projected End: November 2015

Introductory Workshop – 2 Days

Strand 1 - Teacher Leader PLCs – 8 Days

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

Strand 2- Administration PLCs (4 Days)

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

Strand 3 -School Board PLCs (3 Days)

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

Proposed Scope of Work for Saco Bay Education Collaborative

Prepared by Kevin Perks, WestEd

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 - Designing and validating common benchmark and summative assessments / performance tasks
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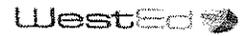
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Proposed Scope of Work for Saco Bay Education Collaborative
Prepared by Kevin Perks, WestEd



Strand 4 - SBEC Oversight Team (4.6 Days)

- Meetings to monitor progress

Contract Details

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

**SACO BAY EDUCATIONAL COLLABORATIVE
PROFICIENCY-BASED LEARNING
CALENDAR OF EVENTS
2014-15**

**Kevin Perks, Facillitator
WestEd
Location TBA**

Regional Teacher Training Days (released from classroom: 8:00 am-2:30 pm)

9/29
10/20
11/24
1/26
2/23
3/30
3/31

*admins. are encouraged to attend at least one, but not necessary

Regional Administrator PLC Training Days (8:00 am-2:00 pm)

10/2
11/13
1/8
3/12

*high school and middle school administrators attend these sessions

Regional School Board Dine & Discuss (5:30-8:00 pm)

11/13
1/8
3/12

general education regulations (EDGAR):

- The SAU's written code of standards of conduct governing the performance of those involved in the award/administration of contracts, including standards regarding conflict of interest
- The SAU's procurement procedures to avoid duplication of services and other measures to ensure cost-effectiveness
- The SAU's system for the maintenance of procurement records; and
- The SAU's process for dispute resolution for contracting.

Our district understands these regulations and does wish to use Contracted Services in this project.

Yes No

Professional Development Projects

TITLE IIA

Wells-Ogunquit CSD

Project: Proficiency-Based Instruction

1. Need: What need(s) based on the local professional development needs assessment will be addressed by this project?

This project will address the need to establish a common understanding of proficiency-based teaching and learning, and create a vision of proficiency-based teaching and learning in actual practice.

2. Goals: What specific professional development goal(s) has been established to meet this need(s)?

The professional development goal is to apply our knowledge of proficiency-based teaching and learning to improve current instruction and resources to reflect our vision, resulting in increased achievement and learning for all students.

3. Duration: Please specify the total number of hours of professional development that will take place with each professional development initiative on this project page.

63 hours

4. Project Description: Describe the activities/strategies to be undertaken to achieve this professional development goal(s).

We are a member of the Saco Bay Education Collaborative, which has partnered with WestEd to provide a series of trainings on proficiency-based teaching and learning for 2014-15 and continuing through December 2015. Each district has committed a team of teachers from their middle and high schools to be the core trainers for their schools. This will provide numerous opportunities for both in-district and between-district sharing of professional practices in curriculum, instruction and assessment.

5. Outcomes/Performance Indicators:

The objectives for this project:

- 1) common understanding of proficiency-based teaching and learning
 - 2) application at classroom level of proficiency-based teaching that directly connects standards to daily lessons
 - 3) application at classroom level of proficiency-based teaching that directly connects standards to assessments
- All material and information related to this project will be kept on file by the Director of Instructional Improvement. In June 2015, the core trainers will receive a survey to assess the impact of this project. Our outcome is for 90% of the returned surveys to rate the project as effective or very effective in the areas of the three stated objectives.

B. NCLB Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

- ✓ Objective 3.1 Increase the percentage of classes being taught by teachers who are highly qualified in the core academic areas both the aggregate and in high poverty schools.
 - ✓ 100% of our teachers are highly qualified and we will continue to maintain this level of HQT.
- Objective 3.2 Increase the percentage of paraprofessionals with instructional duties (excluding those with sole duties as translators and parental involvement assistants and personal assistants) who are highly qualified.

5. Project Budget:

FY 2015, Wells-Ogunquit CSD, , NCLB Title IIA Funding for Proficiency-Based Instruction							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
0	18000	1508	3975			0	23483

6. Contracted Services:

11.

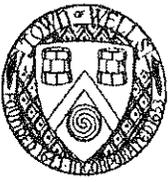
INTENDED IMPACT OF TRANSITION FUNDS CHART

2013-14 CARRYOVER TRANSITION FUNDS - \$9489

Activity	Timeline	Amount
WestEd Teacher PLCs, Administrator PLCs, and School Committee PLCs	September 2014 – March 2015	\$9500

2014-15 ESTIMATED TRANSITION FUNDS - \$14,000

Activity	Timeline	Amount
Instructional Improvement System <ul style="list-style-type: none"> • Research IISs • Pilot IIS 	January 2015 – June 2016	\$6300
Training for IIS	SY 15-16	\$2500
High School Content Areas Summer Work (common assessments and rubric)	July and August 2015	\$2520 (3 days @ \$168/day for 5 cohort leaders)
Release time for Junior High teachers to do lesson tuning and design protocols with cohort leaders and Director of Instructional Improvement	Throughout the 2014-15 school year	\$2800 (2 days/teacher @ \$70/day for subs for 20 teachers)



WELLS-OGUNQUIT
COMMUNITY SCHOOL DISTRICT

1460 Post Road, Wells, Maine 04090
TEL (207) 646-8331 * FAX (207) 646-4236 * TDD (207) 646-7892
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ELLEN H. SCHNEIDER
SUPERINTENDENT OF SCHOOLS

PATRICIA T. HAYDEN
DIRECTOR OF INSTRUCTIONAL IMPROVEMENT

RYAN C. FAIRCHILD
DIRECTOR OF SPECIAL SERVICES

RICK A. KUSTURIN
DIRECTOR OF FINANCE/HUMAN RESOURCES

TO: Ellen Schneider, Superintendent
FROM: Patricia Hayden, Director of Instructional Improvement
DATE: August 28, 2014
RE: Proficiency-based Diploma Extension Option #5

In my June 2014 Update, I noted that Education Commissioner Jim Reir had announced six extension options for school districts to "undertake the thoughtful, systemic change needed to ensure quality implementation" of proficiency-based diplomas.

Our Administrative Leadership Team has recommended Extension Option #5 and I attached this document to the June 2014 and August 2014 Updates. This option provides supports for a district to partner with other districts to establish a proficiency-based diploma, such as we are with the Saco Bay Educational Collaborative. Option 5 will extend the deadline for students to demonstrate proficiency of standards in the eight content areas and the Guiding Principles through July 1, 2020 (current 7th graders).

It should be noted that one requirement of applying for an Extension Option is School Committee approval. The application specifically states the following: *Provide the agenda and minutes from your SAU (School Administrative Unit) 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.*

**MISSION STATEMENT
ENSURING CONTINUOUS IMPROVEMENT FOR EACH LEARNER**

The Wells-Ogunquit C.S.D. commits to ensuring that each scholar develops the social, academic, critical and creative thinking skills necessary to meet with success in college, career, citizenship and life. The responsibility for education is shared by student, family, school and community.

AGENDA

The Wells-Ogunquit C.S.D. School Committee will hold their regular meeting on **September 3, 2014** at **6:30 p.m.** at the Office of the Superintendent of Schools, 1460 Post Road, Wells.

1. **Call to Order/Reading of Mission Statement**
2. **Pledge of Allegiance**
3. **Adjustments to Agenda**
4. **Recognition, education and/or school presentations**
5. **Public Comments**
6. **Consideration and approval of minutes of the School Committee meetings held on:**
 - a. June 19, 2014
 - b. August 5, 2014
 - c. August 18, 2014
7. **Committee Reports**
 - A. WHS Building Committee – Helena Ackerson
 - B. Finance Committee – No Update
 - C. Policy Committee – No Update
8. **Superintendent's Report**
 - A. Items for Information
 - i. Opening of Schools
 - ii. Update on Summer Projects
 - iii. MSMA Delegate Assembly
 - iv. NESDEC Board of Directors
 - v. September 15 SC Workshop

- B. Notification of Employment During Summer Months
 - i. Jacqui Myers – Ed Tech I 5-8 Resource Room (transfer)
 - ii. Judy Gimenez – Ed Tech I K-4 Self-Contained (transfer)
 - iii. Shannon Petrie – Ed Tech II – SPED
 - iv. Zachary Beisswanger – Ed Tech II – Special Education
 - v. Catherine Fox – Ed Tech II – Special Education
 - vi. Rachel Stockwell – Grade 7 ELA/Social Studies Teacher (transfer)
 - vii. Cindy Roche – 9-12 Special Education Resource Room Teacher (transfer)
 - viii. Marcus Desveaux – 9-12 Special Education Resource Room Teacher
 - ix. Marilyn Zotos – Grade 6 ELA/Social Studies Teacher (transfer)
 - x. Sarah Quint – Long Term Sub Grade 5 Teacher
 - xi. Tasha Potter – Long Term Sub Grade 6 ELA/Social Studies Teacher

- C. Notification of Resignation
 - i. Anna Lothrop – Food Services Specialist
 - ii. Trisha Winslow – Grade 7 ELA/Social Studies Teacher

- D. Notification of Retirement
 - i. Cheryl Mills – Adult Community Education Director

- E. Notification of Stipend Appointments
 - i. Karen Matthews – WHS Music Accompanist
 - ii. Kelsey Lewia – WHS JV Field Hockey Coach

- F. *Board and Administrator*

- G. School Calendar of Events
 - i. Wells High School
 - ii. Wells Junior High School
 - iii. Wells Elementary School

- 9. New Business**
 - A. Consideration and approval of School Committee Chair
 - B. Consideration and approval of Proficiency Based Diploma extension request
 - C. Consideration and approval of addition of WHS Junior Varsity Volleyball

- 10. Old Business**

- 11. Executive Session**
 - A. To discuss a legal matter pursuant to 1 M.R.S.A. § 405 (6) (E)

- 12. Adjournment**

Residents of Wells and Ogunquit and school personnel are invited to attend School Committee meetings. Inquiries about placing items on an agenda are welcome. For further information please contact Superintendent Ellen Schneider at 646-8331. Correspondence to School Committee members should be forwarded to the Office of the Superintendent of Schools, 1460 Post Road, Wells, ME 04090.

MISSION STATEMENT
ENSURING CONTINUOUS IMPROVEMENT FOR EACH LEARNER

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MINUTES

The Wells-Ogunquit C.S.D. School Committee held their regular meeting on **September 3, 2014** at **6:30 p.m.** at the Office of the Superintendent of Schools, 1460 Post Road, Wells.

School Committee members attending included Diana Allen, Jason Vennard, David Johnson, David Fazzino, Sarah Tavares and Helena Ackerson. Administrators in attendance included Superintendent Ellen Schneider, Rick Kusturin, Pat Hayden, Ryan Fairchild, Chris Chessie, Jim Daly, Marianne Horne, Ken Spinney, Jack Molloy, Eileen Sheehy and Cheryl Mills.

Visitors attending included Michael Richards, Maryanne Foley, Chris Hayden, Carrie Clawson, Russell Fox, Laura Bell, Marc Saulnier, Jennifer Saulnier and Joe Hardy.

1. Call to Order/Reading of Mission Statement

Interim Chair Allen called the meeting to order at 6:29 p.m. and read the District Mission Statement.

2. Pledge of Allegiance

Attendees recited the Pledge of Allegiance.

3. Adjustments to Agenda

Add Item 6. Executive Session to discuss a personnel matter

4. Recognition, education and/or school presentations

None

5. Public Comment

Marc Saulnier asked why we don't have a summer reading program. He would like to see one instituted to increase student's interest in reading.

Joe Hardy asked about the possibility of geothermal for the high school project. Superintendent Schneider said she would provide a brief update under the Building Committee Update.

6. Executive Session

Motion to enter Executive Session at 6:39 p.m. to discuss a personnel matter pursuant to 1 M.R.S.A. § 405 (6) (A)

Moved: Diana Allen

Seconded: Sarah Tavares

Vote: 6-0

The Committee was declared out of Executive Session at 7:12 p.m. by Interim Chair Allen.

There was no action as a result of Executive Session.

7. Consideration and approval of minutes of the School Committee meetings held on:

- a. June 19, 2014
- b. August 5, 2014
- c. August 18, 2014

Motion to approve minutes of June 19, 2014 as presented

Moved: Sarah Tavares

Seconded: Helena Ackerson

Vote: 3-0-3
(Johnson, Vennard &
Fazzina abstained)

Motion to approve minutes of August 5, 2014 as presented

Moved: Sarah Tavares

Seconded: David Johnson

Vote: 6-0

Motion to approve minutes of August 18, 2014 as presented

Moved: Sarah Tavares

Seconded: David Johnson

Vote: 6-0

8. Committee Reports

WHS Building Committee: Superintendent Schneider shared the committee met on August 11 to introduce the Clerk of the Works and to discuss the general contractor bid process in which AC Dudley was low bidder and received a notice to proceed; scope of work timeline; and was informed the building project has received all of the necessary permits.

Finance Committee: No Report

Policy Committee: No Report

9. Superintendent's Report

In her Superintendent's Report, Superintendent Schneider

- Noted another successful opening of schools and publicly thanked everyone (the entire district) who had a part in the great opening. She also shared opening day enrollment numbers.

- Outlined summer projects at each of the schools which includes the following:
 - Wells Elementary School had some painting done, exterior doors were repaired and painted, heating system piping union gaskets were replaced, ventilation system air ducts were cleaned and the gym floors were sanded and resurfaced.
 - Wells Junior High School had some painting done including the façade of the original building, single pane windows were replaced with energy efficient windows, boilers were repaired and the ventilation system air ducts were cleaned.
 - Wells High School modified traffic pattern, the boiler and heating system received some repairs and the cottage was brought on line to house the Clerk of the Works.
 - Much field work was completed including irrigation system at Forbes Field, team benches, picnic tables, replacement of grandstand at Warrior Field.
- Reminded committee members about the Delegate Assembly at the MSMA Fall Conference scheduled for October.
- Shared she was recently selected to serve on the Board of Directors for the New England School Development Council (NESDEC).
- Stated MSMA will attend the School Committee workshop scheduled for Monday, September 15 to assist with School Committee goals.
- Notified the committee that she has approved the hiring/transfer of the following individuals:
 - Jacqui Myers – Ed Tech I 5-8 Resource Room (transfer)
 - Judy Gimenez – Ed Tech I K-4 Self-Contained (transfer)
 - Shannon Petrie – Ed Tech II – Special Education
 - Zachary Beisswanger – Ed Tech II – Special Education
 - Catherine Fox – Ed Tech II – Special Education
 - Rachel Stockwell – Grade 7 ELA/Social Studies Teacher (transfer)
 - Cindy Roche – 9-12 Special Education Resource Room Teacher (transfer)
 - Marcus Desveaux – 9-12 Special Education Resource Room Teacher
 - Marilyn Zotos – Grade 6 ELA/Social Studies Teacher (transfer)
 - Sarah Quint – Long Term Sub Grade 5 Teacher
 - Tasha Potter – Long Term Sub Grade 6 ELA/Social Studies Teacher
- Shared she accepted the resignations of Anna Lothrop and Trisha Winslow.
- Noted Cheryl Mills has submitted her intent to retire effective October 17, 2014. The School Committee asked the Superintendent to write a letter of appreciation to Cheryl for her years of service.
- Noted she has approved the following individuals to stipend positions: Karen Mathews – WHS Music Accompanist; Kelsey Lewia – WHS JV Field Hockey Coach; Maureen McEnaney – WJHS Certification Committee Representative; and Linda Gaidimas – WJHS Math Team Leader.

- Highlighted topics in the July edition of *Board and Administrator*.
- Reviewed the September calendars submitted by each school.

10. New Business

A. Consideration and approval of School Committee Chair

Interim Chair Allen called for nominations for Chair.

Jason Vennard nominated Helena Ackerson, Sarah Tavares seconded.

David Fazzina nominated David Johnson, Sarah Tavares seconded.

According to state statute, the vote for Chair requires a ballot vote. Members voted and the results were as follows:

Helena Ackerson – 2 Wells = 552 votes

David Johnson – 1 Wells/3 Ogunquit = 447 votes

The WOCSD By-Laws states that in the event a vote is passed or defeated by a weighted vote, a re-vote must take place within 14 days. Members wished to conduct the re-vote this evening. Members were given the opportunity to discuss the two nominees. Discussion was led around having co-chairs, which the by-laws prevent.

The results of the second vote were as follows:

Helena Ackerson – 3 Wells/1 Ogunquit = 885 votes

David Johnson – 2 Ogunquit = 114 votes

By majority (and weighted) vote, Helena Ackerson was elected Chair.

B. Consideration and approval of Proficiency Based Diploma extension request

Pat Hayden shared information regarding the extension request.

Motion to approve the Proficiency Based Diploma extension request as presented

Moved: David Johnson

Seconded: Jason Vennard

Vote: 6-0

C. Consideration and approval of addition of WHS Junior Varsity Volleyball

Motion to add Junior Varsity Volleyball to the B & C schedule of the WOTA collective bargaining agreement

Moved: Sarah Tavares

Seconded: Helena Ackerson

Vote: 6-0

11. Old Business

None

12. Executive Session

Motion to enter Executive Session at 7:49 p.m. to discuss a legal matter pursuant to 1 M.R.S.A. § 405 (6) (E)

Moved: Sarah Tavares

Seconded: David Johnson

Vote: 6-0

The Committee was declared out of Executive Session at 8:00 p.m. by Interim Chair Allen.

There was no action as a result of Executive Session.

13. Adjournment

To adjourn meeting at 8:00 p.m.

Moved: Sarah Tavares

Seconded: Diana Allen

Vote: 6-0

Respectfully submitted,



Ellen H. Schneider, Secretary
Wells-Ogunquit C.S.D.