

FAX

WESTBROOK SCHOOL DEPARTMENT

Dr. Marc Edward Gousse, Superintendent



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Westbrook, Maine 04092
TEL: (207) 854-0800 FAX: (207) 854-0809

www.westbrookschoools.org

To: Diana Doiron

From: Jayne Barnes, Executive Assistant to the Superintendent of Schools

Fax #: 1-877-227-9838 Date: 9/17/2014

of pages (including cover): 90

Message: Ms. Doiron, Thank you for speaking with me this afternoon.

I am faxing the Westbrook School Department's Proficiency Based Diploma Extension Application.

As we discussed, often times photos or any coloration on a document that is faxed tends to be dark

or grayed out. If anyone would like a full color pdf of our extension application, I would be happy to

email it directly. Again, thank you for your help this afternoon.

Jayne Barnes email: barnesj@westbrookschoools.org

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**Proficiency Based Diploma Extension Application
Westbrook School Department**

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 | X |
| Hancock | |
| Kennebec Valley | |
| Midcoast | |
| Penquis | |
| Washington | |
| Western Maine | |
| York | |

3. **School Administrative Unit:** *Westbrook*
4. **High School(s):** *Westbrook High School*
5. **Name and title of person completing the extension request:**
Peter Lancia, Ph. D., Director of Teaching and Learning
6. **Superintendent's name, address, phone number and email**
*Marc Gousse, Ed. D., 117 Stroudwater St. Westbrook, ME 04092; 207-854-0800;
gousse@westbrookschoos.org*

Evidence of Preparedness

7. Describe the proficiency-based system in place at the middle school or K-8 level as evidence of the SAUs preparedness to expand the proficiency-based system into the secondary level and its preparedness to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).

Criteria:

- 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

Work Completed to Date and Examples of our Work

The Westbrook School Department has been moving toward proficiency based teaching and learning for several years and in 2014-15, the model in grades K-8 has been implemented. Many initiatives have helped us to transition into a proficiency based K-8 system. The following eight points describe our work completed to date: 1) transitioning to a proficiency based middle level curriculum that was built upon an already established standards based elementary program; 2) identifying K-12 learning standards; 3) defining Units of Study with a common curriculum mapping format; 4) establishing universal instruction and assessment expectations; 5) reporting of progress to parents; 6) redefining the Response to Intervention process; 7) providing professional development for faculty; and 8) establishing a systemic commitment to proficiency based teaching and learning.

1. Our elementary curriculum and reporting system have been standards based in all content areas and were in alignment with Maine Learning Results since 2004. At the time, our schools were configured into two grades K-2 and two grades 3-5 buildings. Faculties from all four buildings worked to develop curriculum and assessments, set benchmarks, and monitor student progress. The system resulted in a sound program for our elementary students with opportunities for students to develop and demonstrate proficiency in multiple ways. In 2012, our schools were reorganized upon the closure of one of our schools, resulting in three buildings for grades K-4. Our fifth graders were assigned to Westbrook Middle School which created a building for grades 5-8. Our fifth grade program maintained its standards based system when students moved to the middle school.

It was at this time, the 2012-13 school year, that the district began to plan for its transition to proficiency based teaching and learning. Our fifth grade faculty and program became a model from which the other grade levels could learn. In that year, sixth grade faculty learned about proficiency based teaching and learning, developed an understanding of standards, began to adjust and reorganize the curriculum, and revised

its report card format. This occurred during release time from classrooms as well as during Professional Learning Community meetings held during the district-wide 60-minute weekly early release. Their work was first implemented in 2013-14.

In 2013-14, our seventh and eighth grade faculties, together with the faculties from modern languages, art, music, physical education, and health, followed a similar process to transition their programs to proficiency based model as well. Considerable work was completed to revise and reorganize curriculum in all areas, set benchmarks and rubrics, develop formative and summative assessment strategies, and provide intervention to support students not meeting proficiency benchmarks. Their work is being implemented in 2014-15.

Revisions to our work are both likely and necessary, as is the case in any dynamic system of learning. However, having followed a deliberate timeline of several years, and having built a system based on those that had been previously established, we are confident in the K-8 proficiency based system we have established.

2. In 2013, we established a Proficiency Based Steering Committee that involved representatives from all grade levels and content areas. This committee established K-12 Learning Standards (appendix 1) which clearly states the standards expected of each students in order to graduate from High School. They address Maine's Learning Standards (Common Core in English language arts and math, Next Generation in science, and Maine Learning Results in other areas) but are organized similarly to those recommended by the Great Schools Partnership with whom we have been working since 2013. Because proficiency is established over many years, our K-12 Learning Standards are common across all grade levels and built over time. For example, students begin learning algebra, and begin their pathway to proficiency, in kindergarten when they recognize patterns in how numbers work. Expectations increase each year, built upon previously demonstrated understanding, until they eventually meet proficiency targets in Algebra through their secondary math courses and are able to receive a diploma. Parents have commented that this is helpful to see how learning is continuous and how it is built upon prior knowledge and skill. Our K-12 Learning Standards document was published and will be formally adopted by our Educational Programs Committee in 2014.

3. We have begun to use a common curriculum mapping documents based on Understanding by Design (appendix 2). This allows us to provide common Units of Study (appendix 3) that ensure that all standards are addressed contextually, sequentially, and in meaningful ways. We purchased ATLAS software in 2013-14 and piloted the development of units of study in all grade levels with our teacher leaders and several Professional Learning Communities. Teachers began to reorganize existing units and develop new units that addressed learning standards. They stated essential outcomes, questions, and learning goals and named skills, content knowledge, and literacy required to develop proficiency. They also began to include assessments, some of which are common, and suggestions for instruction in the units. All of our teachers now have full

access to ATLAS units. Teams of teachers have been working over the summer and will continue to develop units throughout the current school year with a goal of having all units of study developed.

4. While our expectations for universal teaching, learning, and assessment have been informally set for years, we established a clear, common understanding of these expectations in 2013. This included shared frameworks for instruction in English language arts, math, science, social studies, and other content areas (appendix 4). This provided for horizontal alignment across grade levels and courses and ensured common learning experiences regardless of classroom. We do not use our frameworks as scripts; we rely upon the individual expertise of teachers who customize to the needs of their students. However, they provide common experiences to deliver the curriculum established that meets our learning standards.

Similarly, we have established common Habits of Work that address Maine's Guiding Principles as well as standards for conduct in grades K-4 and grades 5-8 (appendix 5). These habits of work underlie proficiency as they develop life-long abilities to think, learn, and contribute successfully to their communities.

5. Proficiency based report cards have been revised several times in grades K-6 and will be implemented in grades 7-8 in 2014-15 (appendix 6). Based on rubrics written by teams of teachers (appendix 7), progress toward proficiency is reported at the cluster level which groups performance indicators into sensible categories. Report cards will be issued in January, March, and June, with a report of progress and a parent-teacher-student conference provided in October. Progress toward both standards of learning and habits of work are reported on report cards.

We are using Infinite Campus Grade Book Beta to organize, manage, and report grades in this system. While not a perfect tool, we are attempting to use it to report on standards as we research other tools that may be better suited to our needs. Grades are factored in a trending model which weighs later or more recent learning more heavily. This is an area we need to continue to study and revise.

6. We have revised our process of Response to Intervention (appendix 8) that defines three levels of increasingly focused instruction: universal, targeted, and intensive. Academic benchmarks on universal assessment tools (NWEA, DRA, grades) identify students who are struggling in English language arts and math, as well as other content areas in high school. Teachers develop an intervention plan (appendix 9) for every student below the benchmark which documents targeted or intensive instruction and closely monitors progress. For students with disabilities, IEPs have been redesigned to include progress toward learning standards. While most intervention is provided in the regular classroom, separate intervention through pull-out services are provided.

Similarly, social and emotional progress is monitored and supported through our systems for attendance and conduct. Students below benchmarks are provided with an intervention plan that documents areas of need and targets supports to improve.

Accountability is maintained through both school-based and district level support. Each school has established a data team that monitors both universal and targeted achievement data. Each school also has established a student study team (similar to a student assistance team) and a student services team to support teachers in problem solving interventions, especially in challenging cases. A district-wide Director of Student Interventions, who works collaboratively with the Director of Teaching and Learning and the Director of Special Services, monitors system-wide data, coordinates Title I, and supports intervention programming.

7. Professional development is an essential element in our transition to proficiency based teaching and learning. All teachers have been involved in Professional Learning Communities for many years, which in the last three years have been held during our one-hour early release every Wednesday and redefined to focus on learning standards, instructional practice, and the monitoring of progress (appendix 10). Teachers work collaboratively to design instruction, assessment, and systems to monitor and react to data.

Teachers have attended workshops and conferences sponsored by the Maine DOE, Maine ASCD, Southern Maine Partnership, Sebago Educational Alliance, Maine Principals Association, the League of Innovative Schools, of which Westbrook High School is a member, and other organizations to support our understanding and guide our practice.

We have also worked closely with the Great Schools Partnerships since 2012 and have worked with the same school coach in the district to help us understand Proficiency Based Teaching and Learning, refine our systems at the elementary level and develop our systems and practices at the middle and high school level.

We will focus our entire PD plan in 2014-15 on Proficiency Based assessment and grading (appendix 11). This includes whole day workshops for all staff, targeted workshops for administrative and teacher leaders, study groups about grading, and ongoing coaching with our Great Schools Partnership coach at WMS and WHS.

8. As a district, we are committed to the Proficiency Based Teaching and Learning model as reflected in our district Strategic Plan (appendix 12) and building Comprehensive Education Plans (appendix 13). We have begun to educate the community through a monthly column in the Teaching and Learning newsletter, presentations at schools, updates through the Educational Programs Committee and School Committee, and information on our website (appendix 14). This will need to continue and be expanded as we move forward.

Impact of Proficiency Based Work

Standards based teaching and learning has become an accepted practice at the elementary level. Parents and the community are accustomed to receiving reports of progress that describe what their children have learned. Because some standards are more wordy than others, we have revised and simplified the language and terminology in more "parent-friendly" ways while maintaining the integrity of the standards. This has been appreciated.

The work at the middle school has been slower and more challenging. This involves a different model of teaching and grading which are less familiar to middle level teachers, especially those with more secondary experience. While systems of reporting are still new, new models of teaching are being explored and embraced with enthusiasm. Because parents have been exposed to this kind of system at the elementary level, we have not had a great deal of push-back to the new system.

As a school community, we are better able to respond to students when they are not meeting benchmarks. We are examining formative and summative data more closely, understanding learning standards more thoroughly, planning instruction more intentionally, and providing more opportunities for students to demonstrate proficiency. Our schedules at both the elementary and middle level provide more time for core and targeted instruction. Our teachers are monitoring progress more closely and having valuable conversations about teaching and learning. A greater number of students are attending our summer program, Summer FOCUS, which is also supporting our learners. Our work is having a positive impact on our schools and our students.

Our work in becoming a proficiency based system has helped us to solidify our entire model of teaching and learning (appendix 15) which sets learning standards, identifies curriculum, and names instructional and assessment frameworks. It has also helped us refine our capacity to monitor student progress and solidify our approach to intervention programming.

We will need to expand our outreach efforts to parents and the community and provide examples of positive learning experiences in this new model.

Alignment to Extension Option

Given the success of the K-8 implementation, we have a sound model for the high school to follow. While not perfect and still in development, our high school program will learn from our elementary and middle level programs.

Overall Implementation Plan

8. Provide a description of the overall plan to meet the goal of awarding diplomas based on proficiency in the standards of 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:

- Overall 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

Alignment to Shared Vision

During the extension, we will complete our work, particularly in grade 9, learning about a proficiency based system and its practices at the high school level. This will build upon the work already accomplished in K-8. It will give us an opportunity to pilot instructional, assessment, and reporting strategies as well as conducting community outreach and make policy adjustments. In successive years, grades 10, 11, 12, and all content areas will gradually develop, pilot, and implement proficiency based teaching and learning and practices in order to document proficiency.

Benchmarks and Evidence for Progress in 2014-15

| Activity | Measure of Success / Evidence |
|--|--|
| Year long professional learning about proficiency based assessment and grading | PD Plan with response from staff |
| Proficiency Based Team at WHS will be formed and be part of the district Steering Committee | Committee membership, agendas, and minutes |
| Community education on proficiency based learning and new diploma requirements | Documents published, attendance at events, community survey in May |
| All classes will use revised Habits of Work rubric and report out on report cards. | Evidence of rubric and report card |
| Grade 9 Team (ELA, math, SS, and science) will develop and teach units of study based on Learning Standards and develop assessments of new standards in their content area. | Evidence in ATLAS of revised units of study |
| Grade 9 Team will use traditional grading methods in quarters 1, 2, and 3. Grade 9 Team will pilot standards based grading during the third quarter and solicit feedback from teachers, students, and parents. Other content areas and courses will pilot standards based grading and solicit feedback if ready. | Feedback on grading pilot |
| Grade 10 Team, novice levels MCL, and other | PLC meeting minutes, reports by teacher |

| | |
|---|--|
| typical grade 9 and 10 elective courses (i.e. intro art, music, PE/wellness) develop and pilot units of study and assessments in their content area. | leaders |
| Special Education will develop language in IEPs for proficiency based learning and study models for accommodations in consultation with DOE and other districts and states | Reports by teacher leaders, statements about proficiency |
| ESL will develop and understanding and position on proficiency in consultation with DOE and other districts and states | Reports by teacher leaders, statements about proficiency |
| Summer FOCUS program will be evaluated with a close attention to the eighth grade transition to high school | |
| Policies will be reviewed and revised to be in alignment with Proficiency Based Teaching and Learning | Revised policies in policy book |
| School practices (e.g. honor role, athletic eligibility, class standing) will be reviewed and revised with feedback from students and families | Revised practices in handbook |
| Current practices of exit performances in grades 9 and 10 will be reviewed and revised, with the potential of expanding to grades 11 and 12 to demonstrate achievement of a continuum of proficiency. | Revised practices |

System of Supports for Student Learning

9. Describe the system of supports you have in place for middle school students when proficiency is not demonstrated. Describe your plan for growing the system of supports into the high school. 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

Practices and Protocols for Monitoring and Improving Student Performance

As described above, we have revised our process for Response to Intervention (appendix 8). We have defined three levels of increasingly focused instruction: universal, targeted, and intensive. Universal assessments are administered every September, January, and June. In grades K-2, we monitor progress with DRA. In grades 3-4, we assess students with DRA and NWEA in reading and math. In grades 5-10, we assess students with NWEA in reading and math. Students below the 40th percentile are monitored by the Data Team and teachers develop intervention plans for the student to target areas of need. Students with intervention plans are assessed frequently (typically, weekly) with formative probes such as reading records. In addition, in grades 5-8, students below the 40th percentile in reading are given a QRI as a more diagnostic assessment. Reports are submitted electronically and progress is monitored by the school's data team as well as PLCs of teachers, particularly on middle level teams. In addition, principals review progress data and meet with teachers quarterly to discuss student progress.

All students are assessed through our universal assessments (appendix 16). They are monitored for progress and provided with support as needed. All elementary and middle level classroom schedules include "Intervention Blocks" in which students needing targeted instruction outside of their classroom attend their supplemental class and in which students receive targeted instruction through lessons in their general ed classroom (appendix 17). Class size is reduced when some students leave for a separate class which allows for smaller, more customized groups.

Academic benchmarks on universal assessment tools (NWEA, DRA, grades) identify students who are struggling in English language arts and math, as well as other content areas in high school. The school data team oversees teachers in developing an intervention plan for every student below the benchmark which documents targeted or intensive instruction and closely monitors progress. Teachers may consult with the Student Study Team for support in developing and providing these plans. Similarly, social and emotional progress is monitored and supported through our systems for attendance

and conduct. Students below benchmarks are provided with an intervention plan that documents areas of need and targets supports to improve.

Students not meeting proficiency benchmarks are provided with targeted intervention at the classroom level first, including customized or differentiated instruction provided by their classroom teacher. When this is not sufficient because a student is significantly below benchmark, he/she may be supported with an additional class period in the literacy lab or the math lab which is staffed by Ed Tech III support staff and supervised by the school's literacy and math coach. The labs target needs identified by universal assessment and everyday practice. Students are assessed, at a minimum, weekly while assigned to the lab. Enrollment in labs is reviewed quarterly, and students discontinue when they have met proficiency targets.

Students with an IEP may be supported by a special education teacher or Ed Tech working within the general education classroom. Other students with IEPs may be supported by an additional period of math or reading, depending on their goals. Very few students will be taught exclusively outside of the general classroom in a self-contained, functional academics, or functional life skills classroom setting.

Students with significant needs and also invited to attend Summer FOCUS, a five week intervention program that targets reading and math proficiency (appendix 18). The school data team identifies students, teachers review intervention plans, and students are invited to attend. Student/teacher ratios are kept small to ensure better customization. Transportation and both breakfast and lunch are provided. It is our intention to expand Summer FOCUS for eighth graders so that they will be at a proficient level when they enter high school.

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:
- Practice:
- Community Engagement:
- One-year Carry Over:

Proficiency based transition funds were used to support teachers doing summer work in which they were developing/revising units of study, writing proficiency rubrics, and developing assessment strategies.

- Policy: 0
- Practice: 100%
- Community Engagement: 0

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

Intended Impact of Transition Funds

The purpose of the Transition Funds is to support our district, particularly our teachers, teacher leaders, and administrators in developing and maintaining a healthy proficiency based teaching and learning program. There are four areas in which we intend to use the funding: providing substitute teachers so that teachers can be released to work on curriculum, instruction, and assessment with our Great Schools coach and other teacher leaders; funding workshops that are provided by Maine DOE, Maine Principals Association, Drummond and Woodsum, Maine ASCD, and other organizations; to provide community engagement through publications and web presence that will demonstrate our new model; and funding for teachers to work per diem in the summer time and vacations in order to move our process forward.

1. Teachers are the most significant navigators in our transition to Proficiency Based Teaching and Learning. In order to focus their attention on this work, day-long retreats are necessary to allow them to learn, think, and create collaboratively. While we meet weekly for 60 minutes in PLCs and some teams have common planning time, more time is needed to accomplish this work. Teams of teachers within departments and grade levels will need to continue working together to learn how to develop units of study, design instructional and assessment strategies, and develop systems to monitor

progress. Our Great Schools Partnership coach will work with these groups, providing new information, guiding our practices, and coaching us along the way. Substitute teachers are needed to cover classrooms while teachers are away. Approximately 5 release days will be provided for each teacher to accomplish this work.

2. Maine DOE and other organizations are providing very good technical assistance to support our transition. In order for Westbrook to be part of the conversation and learning, our teachers need to attend events. Our local funding for professional development is limited, \$20,000 for FY15, so this will provide us with funding to support attendance if teams at these workshops.

3. We need to do a better job at community education about proficiency based teaching and learning. We are working with our partners at the United Way of Greater Portland to develop a marketing plan to help us teach the community. We would like to provide high quality print and web material for parents are looking at ways to produce videos, webinars, and online workshops for the community that will help develop their understanding. This fund will allow us to provide consultation with professionals as well as materials for marketing.

4. During the summer of 2014, about 30 teachers worked to learn how to develop proficiency rubrics, units of study, and assessment strategies. This was very successful, and teachers reported that they benefited from the time to work collaboratively. This funding will support further summer work that may not be accomplished during the school year. All summer work is proposed, approved by the principal, and authorized by the Director of Teaching and Learning. It identifies the goals of the work and plans for a demonstration of outcomes.

Budget

FY 14 Allocation \$ 28,462 (1/10 of 1% of GPA allocation)

| Item | Budgeted | Actual |
|--|-----------------|-----------------|
| Substitute Teacher Coverage for Release Time | \$ 13,000 | \$ 10,990 |
| Per Diem Summer Work for Teachers | \$ 13,000 | \$ 11,690 |
| Consultants | \$ 2,000 | \$ 600 |
| Supplies | \$ 462 | \$ 16 |
| FY14 Carryover (as of September 1, 2014) | | \$ 5,166 |

FY14 Carryover \$5166

To be expended before December 31, 2014

FY15 Allocation \$29,435 (1/10 of 1% of GPA allocation) Not received as of September 1, 2014

| Item | Budgeted |
|-------------|-----------------|
|-------------|-----------------|

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|--|---------|
| Substitute Teacher Coverage for Release Time | \$ 5130 |
|--|---------|

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|----------|-------|
| Supplies | \$ 36 |
|----------|-------|

| Item | Budgeted |
|-------------|-----------------|
|-------------|-----------------|

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|--|----------|
| Substitute Teacher Coverage for Release Time | \$12,000 |
|--|----------|

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|---------------------------|----------|
| Conferences and Workshops | \$ 2,000 |
|---------------------------|----------|

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|-------------|----------|
| Consultants | \$ 1,000 |
|-------------|----------|

| | |
|--------------------|----------|
| Community Outreach | \$ 2,435 |
|--------------------|----------|

| | |
|-----------------------------------|----------|
| Per Diem Summer Work for Teachers | \$12,000 |
|-----------------------------------|----------|

Supporting Documents

- Appendix 1 K-12 Learning Standards
- Appendix 2 Curriculum Mapping Document
- Appendix 3 Units of Study Document
- Appendix 4 Instructional Framework
- Appendix 5 Habits of Work
- Appendix 6 Report Card Sample
- Appendix 7 Report Card Rubrics Sample
- Appendix 8 Response to Intervention Plan
- Appendix 9 Intervention Plan Document
- Appendix 10 Professional Learning Community model
- Appendix 11 Professional Development Plan
- Appendix 12 Strategic Plan
- Appendix 13 Comprehensive Education Plan
- Appendix 14 Teaching & Learning newsletter
- Appendix 15 Teaching and Learning Model
- Appendix 16 Assessment Framework
- Appendix 17 Schedule Sample
- Appendix 18 Summer FOCUS

Option 3 Authorization Page

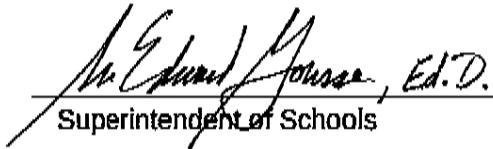
Annually the SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

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

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

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

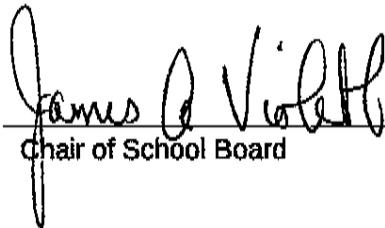
- A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;
- B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results 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

11 September 2014

 Date



 Chair of School Board

Sept. 12, 2014

 Date

School Administrative Units (SAUs) award diplomas. The Maine Department of Education's role is to ensure that SAUs base the awarding of a diploma on student proficiency for students graduating after January 1, 2018. The following Proficiency-Based Diploma Extension application is intended to provide the Department and the school administrative unit with evidence of a good fit between the district's current progress and their extension request.

Directions for submitting an extension application

1. Complete the document and provide evidence to support the responses. Our intent is to keep the process streamlined and reasonable and have therefore set word limits of 1000 words for each section in the application and request that districts submit a total of no more than 25 pages of evidence.
2. Convert the extension application document and all pages of evidence to a PDF format and fax your complete application to Diana Doiron at the following fax number: 1-877-227-9838.

Note: Extension applications that are incomplete or lack sufficient evidence will receive feedback requesting additional information. Our plan is to process all submissions within a month of the submittal window. This plan is dependent on the number of submissions received per submittal deadline.

Proficiency-Based Diploma Extension Option 3

At the time of the extension application the SAU will:

- Provide evidence of the proficiency based system in place at the middle school or K-8 level as evidence of the SAU's preparedness to expand the proficiency-based system into the secondary level and its preparedness to award diplomas based on proficiency in the standards of the eight content areas and standards of the Guiding Principles after July 1, 2020.
- Provide a description of the overall plan to meet the goal of awarding of diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles. The description should include benchmarks for the 2014-2015 school year and each year for which the extension is requested.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the implementation of proficiency-based diplomas

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

APPENDIX 1

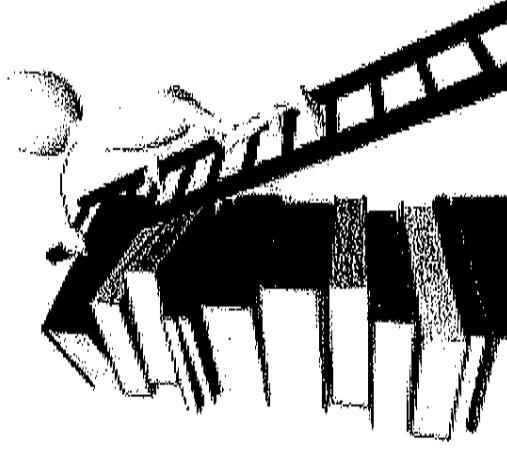
K-12 Learning Standards

Cross Curricular Standards and Content Area Standards



Westbrook School Department
May 2014

Students must demonstrate proficiency in the K-12 Learning Standards in order to receive a diploma from Westbrook High School. Developed over time, with progress marked by grade level and course benchmarks, the standards acknowledge mastery of concepts that are aligned with the Maine Learning Standards. These standards are both content specific and cross curricular, reflecting the interconnectedness of our world and the importance of broad, intentional thinking. Similarly, students also develop habits of work and learning that reflect the qualities of a successful learner and support them throughout their years with us, in college, and in their future careers. While the diploma is awarded at the completion of high school, the same standards are addressed every year beginning in kindergarten, and are seen as a staircase to proficiency in each of the content areas. Students explore concepts, acquire skills, and develop language at each grade level, in each successive course, and in diverse learning experiences which provides the necessary foundations for further learning.



Cross Curricular Standards

The Guiding Principles, aligned with those presented in Maine's Learning Results, state that each student must leave school with the following qualities and characteristics. Evidence for proficiency in each of these principles is developed across all content areas and the habits of work and learning.

A clear and effective communicator

A self-directed and lifelong learner

A creative and practical problem solver

A responsible and involved citizen

An integrative and informed thinker

Content Area Standards

The Content Area Standards presented in the following way:

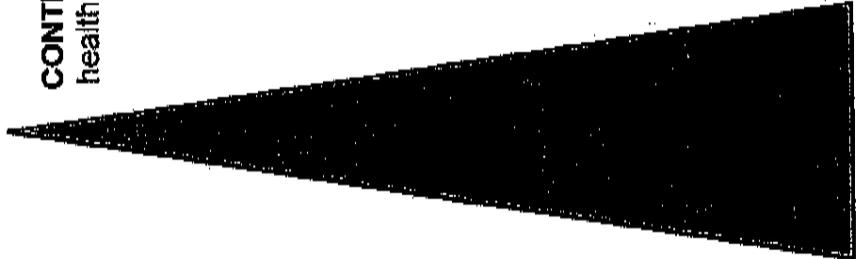
CONTENT AREA English language arts, mathematics, sciences, social studies, world and classical languages, health and wellness, visual and performing arts

K-12 Content Area Standards (for Transcript) Broad proficiencies in content.

Content Area Clusters (for Report Card) Content specific proficiencies across all courses in the discipline.

Performance Indicators (for Progress Monitoring) Specific skills, knowledge, and language necessary which help students build evidence of proficiency in each area; common teaching points across all courses

Learning Goals (for Lesson Plans) Daily goals that students will accomplish (i.e. "I will learn/know/be able to" statements in each class; may vary from class to class



English Language Arts

K-12 Learning Standards

Reading Comprehension and Interpretation:

Read with comprehension and interpret, analyze, and evaluate appropriately and increasingly complex literary and informational texts independently and proficiently.

Foundations of Reading and Language

Develop and use concepts about print, word identification strategies, fluency, and vocabulary development.

Writing Argument, Narrative, and Information

Write clear and coherent argument, narrative, and informational pieces of writing for a range of tasks, purposes, and audiences.

Writing Development

Develop and demonstrate a command of the conventions of standard English grammar and usage, an increasingly complex general academic and domain-specific vocabulary, technology, and the writing process to produce and strengthen writing.

Writing Research

Conduct short and sustained research projects based on focused questions and presented with evidence from literary and informational resources, demonstrating an understanding of the subject area under investigation that is original, accurate, integrated, reflective, and informative, and follows a standard citation format.

Speaking & Listening for Discussion

Initiate and participate effectively in a range of discussions, posing and responding to questions thoughtfully and respectfully, expressing ideas clearly and persuasively, and acknowledging diverse perspectives,

Speaking & Listening for Presentation

Present information, findings, and supporting evidence, conveying a clear and distinct perspective using increasingly complex and appropriate academic and domain-specific vocabulary.

Mathematics

K-12 Learning Standards

Number and Quantity

Reason and model quantitatively, using units and increasingly complex number systems (i.e. whole numbers, integers, rational numbers, real numbers, and complex numbers) to perform arithmetic operations and solve problems.

Algebra

Create, represent, and solve equations and inequalities to solve and interpret problems.

Geometry

Prove and apply geometric theorems and apply geometric formulas and concepts

Statistics & Probability

Interpret, infer, and apply statistics and probability to analyze data and reach and justify conclusions.

Functions (grades 8-12)

Interpret, analyze, construct, compare and evaluate linear, exponential, quadratic, and trigonometric functions.

Science & Technology

K-12 Learning Standards

Physical Sciences: Structure/Properties of Matter, Forces, and Interactions
Observe, understand, analyze, and explain matter, reactions, and physical systems

Physical Sciences: Energy, Waves, and Electromagnetic Radiation
Observe, understand, analyze, and explain energy and the characteristics and dynamics of waves

Life Sciences: Structure, Function, and Information Processing
Observe, understand, and analyze molecular, structural, and chemical biology

Life Sciences: Matter & Energy in Organisms and Ecosystems
Observe, understand, and analyze the characteristics, functions, and behavioral interactions within an ecosystem

Life Sciences: Growth, Development, and Reproduction of Organisms
Observe, understand, and analyze genetics, adaptation, and biodiversity

Earth & Space Sciences: Earth, Space, and Universe
Observe, understand, and analyze the origins, interactions and relationships between and among the Earth, our solar system, and the universe.

Earth & Space Sciences: Earth Systems
Observe, understand, and analyze Earth's systems and the relationship between human activity and the Earth.

Engineering, Technology, and Application of Science
Demonstrate engineering concepts integrated across multiple disciplines and novel situations

Social Studies

K-12 Learning Standards

Applications of Social Studies Processes, Knowledge, and Skills

Collaboratively and independently access, research, present, and defend discipline based processes and knowledge from civics & government, economics, geography, and history in authentic contexts.

Civics & Government

Apply an understanding of the ideals and purposes of founding documents, the principles and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, in Maine, the United States, and the world

Economics

Understand and apply the concepts and processes from economics to understand issues of personal finance and issues of production, distribution and consumption in the community, Maine, the United States and the world.

Geography & Culture

Access, understand, and analyze the physical, human, and environmental geography and cultures of Maine, the United States and various regions of the world to evaluate the interdependent relationships and challenges facing human systems in the past, present and future.

History

Access, apply, and demonstrate knowledge of cultural traditions, major eras in history, enduring themes, turning points, and historic influences to analyze the forces of continuity and change in the community, the state, the United States, and the world.

World & Classical Languages

Westbrook presently offers an introduction to world language in grade 5. The following standards address a pathway toward proficiency at the late intermediate level from grades 6-12 in French and Spanish and at the late novice level from grades 9-12 in Latin.

6-12 Learning Standards

Interpersonal Communication

Engage in conversations and informal written correspondence on a variety of topics

Interpretive Communication

Understand and interpret written and spoken language on a variety of topics

Presentational Communication

Present information, concepts, and ideas orally and in writing to an audience of listeners or readers on a variety of topics

Comparison of Products, Practices, and Perspectives

Compare the nature of language and the culture of the target language with one's own.

Communities

Encounter and use the target language both in and beyond the classroom for personal enjoyment and life long learning

Health and Physical Education

K-12 Learning Standards

Health Concepts

Students comprehend concepts related to health promotion and disease prevention to enhance health.

Health Information, Products, and Services

Demonstrate the ability to access valid health information, services and products to enhance health.

Health Promotion & Risk Reduction

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Influences on Health

Analyze the ability of family, peers, culture, media, technology and other factors to enhance health.

Advocacy, Decision Making, & Goal Setting

Demonstrate the ability to use interpersonal communication and advocacy skills; make decisions; and set goals to enhance personal, family and community health.

Physical Education

K-12 Learning Standards

Movement and Motor Skills and Knowledge

Demonstrate the fundamental and specialized motor skills and apply principles of movement for improved performance. (MLR G)

Physical Fitness Activities, Personal and Social Skills, & Knowledge

Demonstrate and apply fitness concepts and conduct.

Visual and Performing Arts

In Westbrook, disciplines include visual art (K-12) and music (K-12).

K-12 Learning Standards

Disciplinary Literacy

Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.

Creation, Performance, Expression

Students create, perform, and express ideas through the art discipline

Creative Problem Solving

Students approach artistic problem-solving using multiple solutions and the creative process.

Aesthetics & Criticism

Students approach artistic problem-solving using multiple solutions and the creative process.

Connections

Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

APPENDIX 2



Westbrook School Department

ATLAS Curriculum Map Planning Worksheet



| UNIT TITLE: | | Number of Weeks |
|--------------------------------------|---|------------------------|
| STAGE 1 : Desired Results | | |
| Standards | | |
| Enduring Understandings | Essential Questions | |
| Content | Skills | Literacy |
| Prior Knowledge | | |
| STAGE 2 : Assessment Evidence | | |
| Assessments | | |
| STAGE 3 : Learning Plan | | |
| Suggested Learning Goals | | |
| Suggested Learning Activities | | |
| Differentiated Instruction | Instructional Techniques & Differentiation | |
| Student Choice | | |
| Reflections | Resources | |

Westbrook School Department ATLAS Curriculum Map Planning Worksheet

APPENDIX 3

English Language Arts - **READING** - Required Units of Study

PRIMARY RESOURCES: Trade and Leveled Literature
REQUIRED FRAMEWORK: Reading Workshop (Read Aloud, Independent Reading & Response, Guided Reading, Word Work, Direct Instruction of CAFE strategies) (60 minutes, 5 times per week)

| Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------------------|-----------------------------------|--|--|--------------------------------|---|
| Author Study Eric Carle | Author Study Mo Willems | Author Study Tomie dePaola | Author Study Cynthia Rylant | Author Study Kate diCamillo | Author Study Kate diCamillo |
| Book Exploration | Building Good Reading Habits | Taking Charge of Reading | Habits of Reading | Habits of a Good Reader | Habits of a Good Reader |
| Story Elements | Story Elements | Creative Characters | Focus on Fiction | Story Elements | Story Elements |
| My World | Reading and Reporting Non-Fiction | Navigating Non-Fiction | Navigating Non-Fiction | Non Fiction | Reading Nonfiction and Fiction |
| We Love Words | Using Reading Strategies | Using Reading Strategies | Building New Vocabulary | Vocabulary | Using Reading Strategies and Vocabulary |
| | | Fabulous Fables and Folk Tales Poetry | Myths, Legends, and Fairy Tales Biography | Drama Research | Genres Stories |

SCIENCE - Required Units of Study

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | THEME |
|---|---|----------------------------------|---|-------------------------|
| Structure and Properties of Matter | Waves, Sound, Light | Forces Energy | Intro to Matter | Physical Science |
| Matter and Energy in Organisms and Ecosystems | Flow of Matter and Energy in Ecosystems | Cells Characteristics of Life | Genetics Natural Selection/ Evolution | Life Science |
| Earth's Systems Space Systems | Plate Tectonics Distribution of Earth's Resources Environmental Science | Weather and Climate | Earth, Sun, Moon Systems | Earth and Space Science |
| Exploring and Investigating Science | Embedded | Embedded | Embedded | Engineering/Design |

APPENDIX 4

WESTBROOK'S INSTRUCTIONAL FRAMEWORKS

| UNIVERSAL INSTRUCTION | |
|--|--|
| <p>UNIVERSAL</p> <p>Elementary</p> | <p>Balanced Literacy READING WORKSHOP (<i>Independent Reading, Guided Reading, Shared/ Directed Reading, Reading Aloud, Word Work/Vocabulary Development</i>) Fountas and Pinnell, Boushey and Moser</p> <p>WRITING WORKSHOP (Direct Instruction, Independent Writing, Spelling, Grammar, Handwriting). Calkins</p> <p>Everyday Math</p> <p>Science Units of Study</p> <p>Social Studies Units of Study</p> <p>Art, Music, PE Units of Study</p> <p>Habits of Work and Learning (PBIS)</p> |
| <p>UNIVERSAL</p> <p>Middle School</p> | <p>Balanced Literacy READING WORKSHOP (<i>Independent Reading, Guided Reading/ Literature Circles, Class Literature Study, Reading Aloud, Vocabulary Development</i>). Robb</p> <p>WRITING WORKSHOP (Direct Instruction (Independent Writing, Directed Writing, Presentation, Spelling, Grammar), Robb</p> <p>Everyday Math 5-6 Big Ideas 7-8</p> <p>Science Units of Study</p> <p>Social Studies Units of Study</p> <p>MCL Units of Study</p> <p>Health/PE Units of Study</p> <p>Art Units of Study</p> <p>Music Units of Study</p> <p>Habits of Work and Learning (Pillars of Excellence)</p> |

WESTBROOK'S INSTRUCTIONAL FRAMEWORKS

| | |
|--|---|
| <p>UNIVERSAL</p> <p>High School</p> | <p>English Units of Study</p> <p>Math Units of Study (SM)</p> <p>Science Units of Study</p> <p>Social Studies Units of Study</p> <p>MCL Units of Study</p> <p>Health/PE Units of Study</p> <p>Fine Arts Units of Study</p> <p>Vocational Units of Study</p> <p>Habits of Work and Learning</p> |
| <p>TARGETED</p> | |
| <p>TARGETED</p> <p>Elementary</p> | <p>Classroom Differentiation</p> <p>Title I</p> <p>ESL</p> <p>Special Education</p> <p>Social Work</p> <p>Alternative Learning</p> <p>Second Step</p> |
| <p>TARGETED</p> <p>Middle School</p> | <p>Classroom Differentiation</p> <p>Reading Lab</p> <p>Math Lab</p> <p>ESL</p> <p>Special Education</p> <p>Alternative Learning</p> <p>Social Work</p> |
| <p>TARGETED</p> <p>High School</p> | <p>Classroom Differentiation</p> <p>Learning Center</p> <p>ESL</p> <p>Special Education</p> <p>Alternative Learning</p> <p>Social Work</p> |

WESTBROOK'S INSTRUCTIONAL FRAMEWORKS

| INTENSIVE | |
|----------------------------------|---|
| INTENSIVE Elementary | Special Education Alternative Learning Social Work |
| INTENSIVE Middle | Special Education Alternative Learning Social Work |
| INTENSIVE High School | Special Education Alternative Learning Social Work |

APPENDIX 5

K-4 Habits of Work & Learning Rubric DRAFT

| | 4 Advanced | 3 Proficient | 2 Approaching Proficiency | 1 Needs Improvement |
|------------------------|---|---|--|---|
| Works Independently | I always focus on my schoolwork, complete it by myself, and give help to others in completing theirs. | I focus on my schoolwork and can complete it by myself. | I need some reminders to focus on my schoolwork and help with completing it. | I have a hard time working by myself. |
| Works Collaboratively | I am a leader when I work with others on projects and activities. | I work with others and contribute to projects and activities. | I sometimes work with others and contribute to projects and activities. | I have a hard time working with others. |
| Participates Actively | I am an enthusiastic leader in small group and whole class projects and activities. | I participate in activities and projects in small groups and with the whole class. | I sometimes participate in activities and projects in small groups and with the whole class. | I have a hard time participating in activities and projects in small groups and in class. |
| Completes Work on Time | I always finish my work on time. | I usually finish schoolwork on time and meet deadlines. | I need some reminders to complete my work on time. | I have a hard time finishing my work on time. |
| Returns Homework | I always bring home, complete, and return homework and paperwork on time. | I usually bring home, complete, and return homework and paperwork on time. | I sometimes forget to bring home, complete, and return homework and paperwork on time. | I don't bring home, complete, and return my homework and paperwork. |
| Follows Directions | I always follow directions and help others who need help understanding them. | I listen to, understand, and follow both written and oral directions without prompting. | I need some help listening to, understanding, and following direction. | I have a hard time following directions. |
| Follows Rules | I am role model for following rules in my classroom and throughout the school. | I follow the rules in my classroom and throughout my school. | I need some reminders about classroom and school rules. | I have a hard time following rules. |
| Solves Social problems | I am a leader in helping my friends solve problems, arguments, and misunderstandings. | I work with my friends to solve problems, arguments, and misunderstandings. | I need some help solving problems with my friends. | I cannot solve problems with my friends. |

| | 4 Advanced | 3 Proficient | 2 Approaching Proficiency | 1 Needs Improvement |
|--------------------------------|--|---|--|---|
| Displays Self Control | I always have control of my body and emotions. | I usually have control of my body and emotions. | I need some reminders about self-control. | I have a hard time with controlling my body and emotions. |
| Perseveres When Challenged | I seek out challenges and always try my hardest. | I try my hardest even when things are difficult. | I usually try my hardest, but have a hard time with challenging things. | I don't always try my hardest. |
| Demonstrates Best Effort | I am a role model in showing effort on every assignment. | I give my best effort on every assignment. | I usually give my best effort in most assignments. | I rarely give my best effort on assignments. |
| Respectful to Peers and Adults | I am a role model of respect. | I am usually polite, kind, and respectful to other children and adults in school. | I need some reminders about being polite, kind, and respectful to other children and adults. | I have a hard time being polite, kind, and respectful to other children and adults. |

Student Habits Rubric

| | 4 - Advanced | 3 - Proficient | 2 - Approaching Proficiency | 1 - Needs Improvement |
|--------------------|---|--|---|--|
| Behavior | <p><i>Student is exemplary, a role model, goes above and beyond, and independently</i></p> <ul style="list-style-type: none"> * appropriately interacts with students & adults * follows rules & expectations * accepts responsibility for actions * respectful of others, materials & class time | <p><i>Student consistently:</i></p> <ul style="list-style-type: none"> * appropriately interacts with students & adults * follows rules & expectations * accepts responsibility for actions * respectful of others, materials & class time | <p><i>Student sometimes:</i></p> <ul style="list-style-type: none"> * appropriately interacts with students & adults * follows rules & expectations * accepts responsibility for actions * respectful of others, materials & class time | <p><i>Student rarely:</i></p> <ul style="list-style-type: none"> * appropriately interacts with students & adults * follows rules & expectations * accepts responsibility for actions * respectful of others, materials & class time |
| Work Habits | <p><i>Student is exemplary, a role model, goes above and beyond, and independently:</i></p> <ul style="list-style-type: none"> * is focused & working on task * arrives to class prepared * produces quality work * uses time effectively | <p><i>Student consistently:</i></p> <ul style="list-style-type: none"> * is focused & working on task * arrives to class prepared * produces quality work * uses time effectively | <p><i>Student sometimes:</i></p> <ul style="list-style-type: none"> * is focused & working on task * arrives to class prepared * produces quality work * uses time effectively | <p><i>Student rarely:</i></p> <ul style="list-style-type: none"> * is focused & working on task * arrives to class prepared * produces quality work * uses time effectively |
| Citizenship | <p><i>Student is exemplary, a role model, goes above and beyond, and independently:</i></p> <ul style="list-style-type: none"> * demonstrates academic honesty * respects self and others * demonstrates tolerance for all * accepts responsibility for own words and actions | <p><i>Student consistently:</i></p> <ul style="list-style-type: none"> * demonstrates academic honesty * respects self and others * demonstrates tolerance for all * accepts responsibility for own words and actions | <p><i>Student sometimes:</i></p> <ul style="list-style-type: none"> * demonstrates academic honesty * respects self and others * demonstrates tolerance for all * accepts responsibility for own words and actions | <p><i>Student rarely:</i></p> <ul style="list-style-type: none"> * demonstrates academic honesty * respects self and others * demonstrates tolerance for all * accepts responsibility for own words and actions |

APPENDIX 6

| | |
|----------|-------------------------|
| Student: | [REDACTED] |
| School: | Westbrook Middle School |
| Teacher: | [REDACTED] |

Attendance Summary:

| Q1 | | Q2 | | Q3 | | Q4 | | Total | |
|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| Absent | Tardy |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| ENGLISH LANGUAGE ARTS | | | | |
|---|------|----|----|----|
| | Term | | | |
| | Q1 | Q2 | Q3 | Q4 |
| READING COMPREHENSION AND INTERPRETATION | | | | |
| Key Ideas and Details (RL 1-3, RI 1-3) | | | | |
| Author's Craft (RL 4, RI 4) | | | | |
| Text Structures (RL 5-6, RI 5-6) | | | | |
| Integration of Knowledge and Ideas (RL 7, 9, RI 7-9) | | | | |
| Range of Reading and Text Complexity (RI.10, RI.10) | | | | |
| FOUNDATIONS OF READING AND LANGUAGE | | | | |
| Vocabulary Acquisition (L 4-6) | | | | |
| WRITING ARGUMENT, NARRATIVE, AND INFORMATION | | | | |
| Narrative Writing (W 1) | | | | |
| Informational Writing (W 2) | | | | |
| Argumentative Writing (W 3) | | | | |
| WRITING DEVELOPMENT | | | | |
| Process of Writing (W 4-6) | | | | |
| Volume and Variety of Writing (W 10) | | | | |
| Conventions of Standard English (L1-2) | | | | |
| Knowledge of Language (L3) | | | | |
| WRITING RESEARCH | | | | |
| Research, Construction, and Presentation of Knowledge (W 7-9) | | | | |
| SPEAKING & LISTENING FOR DISCUSSION | | | | |
| Comprehension of Oral Text and Speech (SL 2-3) | | | | |
| Collaboration in Discussion (SL 1) | | | | |
| SPEAKING & LISTENING FOR PRESENTATION | | | | |
| Presentation of Knowledge and Ideas (SL 4-6) | | | | |
| COMMENTS | | | | |
| Comments | | | | |
| HABITS OF LEARNING | | | | |
| Behavior | | | | |
| Work Habits | | | | |
| Citizenship | | | | |
| Comments | | | | |

| MATHEMATICS | | | | |
|--|------|----|----|----|
| | Term | | | |
| | Q1 | Q2 | Q3 | Q4 |
| NUMBER AND QUANTITY | | | | |
| Add and Subtract rational numbers (NS 1, 3) | | | | |
| Multiply and Divide rational numbers (NS 2, 3) | | | | |
| ALGEBRA | | | | |
| Use properties of operations to generate equivalent expressions (EE) | | | | |
| Analyze proportional relationships and use them to solve problems (EE) | | | | |
| Solve problems using numerical & algebraic expressions & equations (EE) | | | | |
| GEOMETRY | | | | |
| Draw, construct, and describe geometrical figures and describe relationship | | | | |
| Solve real life and mathematical problems involving angle measures (G) | | | | |
| Solve real life and mathematical problems involving area and surface area | | | | |
| Solve real life and mathematical problems involving volume (G) | | | | |
| STATISTICS & PROBABILITY | | | | |
| Use random sampling to draw inferences about a population (SP) | | | | |
| Draw informal comparative inferences about two populations (SP) | | | | |
| Investigate chance processes and develop, use, and evaluate probability (SP) | | | | |
| COMMENTS | | | | |
| Comments | | | | |
| HABITS OF LEARNING | | | | |
| Behavior | | | | |
| Work Habits | | | | |
| Citizenship | | | | |
| Comments | | | | |

| SCIENCE | | | | |
|-------------------------|------|----|----|----|
| | Term | | | |
| | Q1 | Q2 | Q3 | Q4 |
| PHYSICAL SCIENCE | | | | |



Grade 7 Report Card 2014-2015 for Finley, Caitlin

| SCIENCE | | | | |
|---------------------------------|------|----|----|----|
| | Term | | | |
| | Q1 | Q2 | Q3 | Q4 |
| Energy | | | | |
| Forces | | | | |
| LIFE SCIENCES | | | | |
| Characteristics of life | | | | |
| Cells | | | | |
| EARTH AND SPACE SCIENCES | | | | |
| Weather and Climate | | | | |
| COMMENTS | | | | |
| Comments | | | | |
| HABITS OF LEARNING | | | | |
| Behavior | | | | |
| Work Habits | | | | |
| Citizenship | | | | |
| Comments | | | | |

| SOCIAL STUDIES | | | | |
|---|------|----|----|----|
| | Term | | | |
| | Q1 | Q2 | Q3 | Q4 |
| APPLICATION OF SOCIAL STUDIES, KNOWLEDGE, & SKILLS | | | | |
| Research, summarize and analyze information to develop and present topics | | | | |
| Formulate an argument citing evidence | | | | |
| Collaborative decision making | | | | |
| CIVICS AND GOVERNMENT | | | | |
| World government and civic responsibilities | | | | |
| ECONOMICS | | | | |
| Scarcity, production, and distribution as factors in economic development | | | | |
| Economic structures, processes, and personal finance | | | | |
| GEOGRAPHY AND CULTURE | | | | |
| Geographic and cultural regions | | | | |
| Analyze social studies information using geographic tools and skills | | | | |
| Movement, cooperation, and conflict | | | | |
| HISTORICAL CONTENT | | | | |
| Cultural traditions | | | | |
| COMMENTS | | | | |
| Comments | | | | |
| HABITS OF LEARNING | | | | |
| Behavior | | | | |
| Work Habits | | | | |
| Citizenship | | | | |
| Comments | | | | |

| FRENCH | | | | |
|-------------|------|----|----|----|
| | Term | | | |
| | Q1 | Q2 | Q3 | Q4 |
| Behavior | | | | |
| Work Habits | | | | |
| Citizenship | | | | |
| Comments | | | | |

| VISUAL ART | | | | |
|---------------------------------------|------|----|----|----|
| | Term | | | |
| | Q1 | Q2 | Q3 | Q4 |
| Art Literacy | | | | |
| Creation, Performance, and Expression | | | | |
| Creative Problem Solving | | | | |
| Aesthetics and Criticism | | | | |
| Connections | | | | |
| Comments | | | | |
| HABITS OF LEARNING | | | | |
| Behavior | | | | |
| Work Habits | | | | |
| Citizenship | | | | |
| Comments | | | | |

| [93] CHORUS | | | | |
|--|------|----|----|----|
| | Term | | | |
| | Q1 | Q2 | Q3 | Q4 |
| [93-60-1] Matches pitch with characteristic tone quality | | | | |
| [93-60-2] Reads and sings given notes | | | | |
| HABITS OF LEARNING | | | | |
| Behavior | | | | |
| Work Habits | | | | |
| Citizenship | | | | |
| Comments | | | | |

| PHYSICAL EDUCATION | | | | |
|---|------|----|----|----|
| | Term | | | |
| | Q1 | Q2 | Q3 | Q4 |
| Movement and Motor Skills and Knowledge | | | | |
| Physical Fitness, Personal Social Skills, and Knowledge | | | | |
| Comments | | | | |
| HABITS OF LEARNING | | | | |
| Behavior | | | | |
| Work Habits | | | | |
| Citizenship | | | | |
| Comments | | | | |

| FRENCH | | | | |
|---|------|----|----|----|
| | Term | | | |
| | Q1 | Q2 | Q3 | Q4 |
| Interpersonal Communication | | | | |
| Interpretive Communication | | | | |
| Presentational Communication | | | | |
| Comparison of Products, Practices, and Perspectives | | | | |
| Communities | | | | |
| Comments | | | | |
| HABITS OF LEARNING | | | | |

APPENDIX 7

Proficiency Report Card Scoring Rubric

| | |
|---------------------|----------------------------|
| Grade | Third Grade |
| Content Area | Math |
| Domain | Statistics and Probability |

| | 4.0 | 3.0 | 2.0 | 1.0 |
|---------------------------------------|---|---|---|---|
| Represents and Interprets Data | <p>Students will independently generate data and draw a scaled picture graph and bar graph to represent data in several categories and solve multi-step problems.</p> <p>The student can construct their own questions about the information in the graphs that they create and the can communicate about the reasons for those questions.</p> <p>Using the information from scaled bar graphs to solve for one and two step problems about "how many more" or "how many less".</p> | <p>Students will use data and draw a scaled picture graph and bar graph to represent data in several categories and solve multi-step problems.</p> <p>Using the information from scaled bar graphs to solve for one and two step problems about "how many more" or "how many less".</p> <p>Example: How many more nonfiction books were read than fantasy books? • Did more people read biography and mystery books or fiction and fantasy books?</p> | <p>With support, students will use data and draw a scaled picture graph and bar graph to represent data in several categories and solve multi-step problems.</p> <p>Example: How many kids like the color orange?</p> | <p>Students unable to use data and draw a scaled picture graph and bar graph to represent data in several categories and solve multi-step problems.</p> |

ELA 6-8 Rubrics

lanclap@westbrook.k12.me.us

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Comments

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| | A | B | C | D | E | F | G | I |
|----|--|---|---|---|---|---|---|---|
| 1 | Author's Craft | | | | | | | |
| 2 | | | | | | | | |
| 3 | 4.0 Advanced - | | | | | | | |
| 4 | ~ Students will demonstrate an understanding of both literal and figurative language and analyze an author's word choice using a complex text. | | | | | | | |
| 5 | | | | | | | | |
| 6 | 3.5 Exceeding Proficiency - Meets all of the expectations of 3.0 and progressing toward the expectations of 4.0. | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | 3.0 Proficient - Students will demonstrate an understanding of both literal and figurative language and analyze an author's word choice using a grade level text. | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | 2.5 Approaching Proficiency - Meets all of the expectations of 2.0 and progressing toward the expectations of 3.0. On track to meet standards of proficiency. No major errors or omissions regarding the simpler details and processes and partial knowledge of the more complex ideas and processes. | | | | | | | |
| 13 | | | | | | | | |
| 14 | | | | | | | | |
| 15 | 2.0 Partially Proficient - With support, students will understand both literal and figurative language and analyze author's word choice using a grade level text. | | | | | | | |
| 16 | | | | | | | | |
| 17 | | | | | | | | |
| 18 | 1.5 Beginning Proficiency - Meets all of the expectations of 1.0 and progressing toward the expectations of 2.0. Partial knowledge of the simpler details and processes but with major errors or omissions regarding the more complex ideas and processes. | | | | | | | |
| 19 | | | | | | | | |
| 20 | | | | | | | | |
| 21 | 1.0 Needs Improvement - | | | | | | | |
| 22 | ~Even with extensive support, students cannot understand both literal and figurative language and analyze an author's word choice. | | | | | | | |
| 23 | | | | | | | | |
| 24 | / Not Assessed - Topic not addressed, concept or skills not assessed, or insufficient evidence to determine proficiency at this time. | | | | | | | |
| 25 | | | | | | | | |

Template ▾ Key Ideas and Details ▾ **Author's Craft** ▾ Text Structures ▾ Integration of Knowledge and Ide

APPENDIX 8

WESTBROOK SCHOOL DEPARTMENT

Response to RTI Intervention

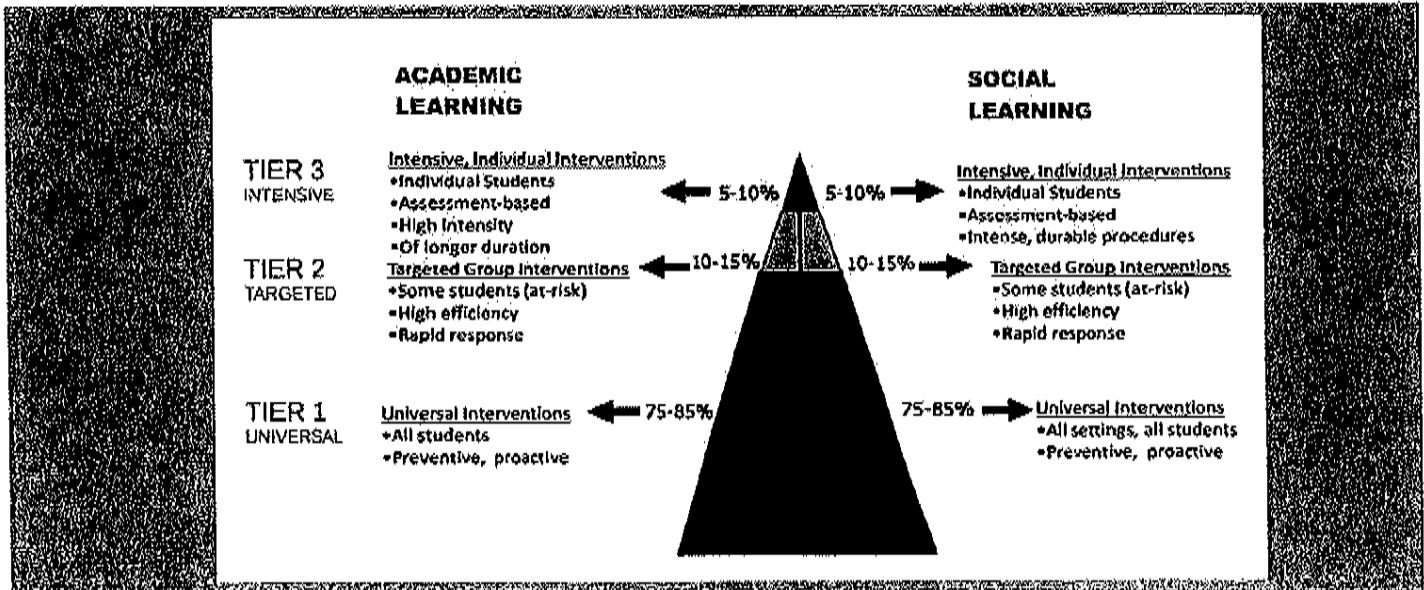
RESPONSE TO INTERVENTION is a practice of providing evidence based universal and intervention instruction targeted to meet student academic and social needs. It is a proactive framework for supporting all learners in an effort to increase their achievement and development by providing sound practices for efficient and effective instruction and address social barriers to their success. RTI requires the use of data to understand student achievement, intentional planning of instruction, and the continuous monitoring of progress. RTI is a collaborative effort whereby educators jointly assume responsibility to help all students learn. It is not a program or a method; rather it is a problem solving process in which data is used to make decisions about what learners need and whether instruction has been effective.

Three Tiers of Instruction and Intervention

Response to Intervention monitors achievement in both academic and social learning through carefully designed instructional plans. Academic plans focus on proficiency standards in all subject areas,

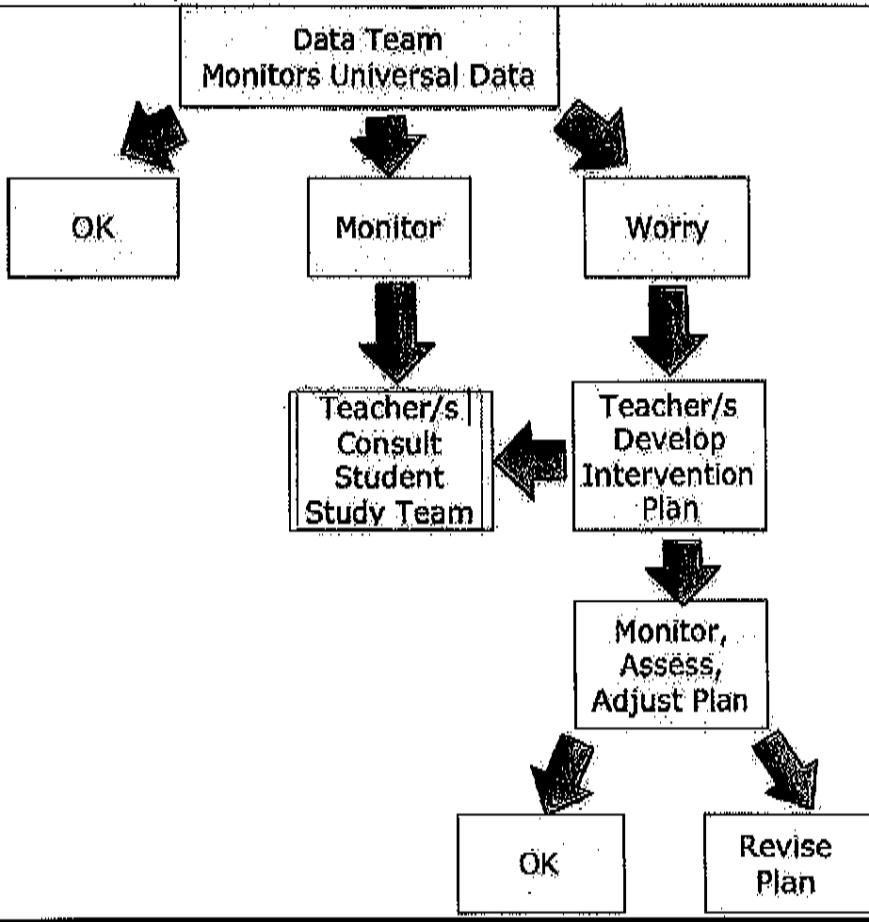
particularly literacy and numeracy. Social plans address habits of learning and social development, attendance, and behavior. Instruction and intervention are organized by tiers of intensity which

becomes increasingly focused when students are not making progress. Teachers, principals, social workers, school counselors, and others provide the interventions within a student's plan.





The RTI Process



THE RTI Process

1. The School DATA TEAM reviews achievement data and identifies students who are below proficiency benchmarks. The team does this at the beginning of the year and then monitors progress monthly thereafter. The school principal leads the team with data organized by the RTI Coordinator.

2. Teachers and service providers develop INTERVENTION PLANS for all students below proficiency benchmarks. Plans document specific academic or social needs, targets, intervention techniques, and assessment of progress. If students are not making progress, teachers address the intervention plan by developing alternative intervention techniques. All plans are documented in Infinite Campus and the IEP file.

3. Teachers and service providers may consult the STUDENT STUDY TEAM at any time for support in developing and monitoring intervention plans. The school's RTI Coordinator facilitates the Student Study Team.

4. Teachers and service providers may develop intervention plans for any student at any time by using Infinite Campus. Plans may include intervention provided outside of the school through families and agencies.

BENCHMARKS are established in academics, attendance, and conduct as proficiency targets. Intervention is necessary when students have not met the targets.

Teaching every child is hard work. However, learning occurs in the classrooms of well-prepared teachers who are undaunted by student learning variations because they believe that every child is an individual and that individuals exhibit differences in growth due to many factors, including carefully selected instruction and intervention.

Doug Fisher
and Nancy Frey

ACADEMICS

| | K-2 | 3-4 | 5-8 | 9-10 | 11-12 |
|-----------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| On Target | Meets or exceeds expectations |
| Monitor | Approaching expectations |
| Worry | Below expectations |

ATTENDANCE

| | K-12 |
|-----------|-------------------------------|
| On Target | Meets or exceeds expectations |
| Monitor | Approaching expectations |
| Worry | Below expectations |

Absences and tardies are when a student is not in school. All absences pose potential risk factors. Consider the impact of both excused and unexcused absences and tardies.

Excused absences include personal illness, family illness, medical appointments, funerals, pre-approved family vacations, and suspensions.

Unexcused absences include oversleeping, missed bus, and non-school related activities.

Tardies occur after the beginning of the school day or class period.

CONDUCT

| | K-4 | 5-8 | 9-12 |
|-----------|-------------------------------|-------------------------------|-------------------------------|
| On Target | Meets or exceeds expectations | Meets or exceeds expectations | Meets or exceeds expectations |
| Monitor | Approaching expectations | Approaching expectations | Approaching expectations |
| Worry | Below expectations | Below expectations | Below expectations |

Behavioral incidents impact the progress of all learners. While most discipline is handled at the classroom level, office referrals are made when the incident is beyond that scope, including fighting, bullying, stealing, substance abuse, or possession of weapons.

Minor incidents address minor or first time offenses.

Major incidents involve major or recurring offenses.

Definitions

ASSESSMENT - Regular monitoring of progress toward proficiency standards. Formative guides instruction; summative reports achievement

ASSESSMENT FRAMEWORK - Practices that inform instruction, monitor progress, and report achievement, i.e. running records, DRA, NWEA, grades.

DATA TEAM - School based group consisting of principal, instructional coaches, and school counselor, and building RTI coordinator who meet to analyze universal assessment data, identify students at risk, and monitor ongoing progress.

EARLY WARNING SYSTEMS COOR. - Grant funded by United Way, a staff person who supports district-wide RTI process and connects with families and social service agencies who provide intervention

FOCUS - Scheduled school time for intervention programming

GRADUATION STANDARDS - K-12 pathways for students to achieve standards in all content areas and graduate from High School

INSTRUCTION - Evidence based techniques that are proven by research and practice to be effective in helping student achieve proficiency standards

INSTRUCTIONAL COACH - Literacy and math specialists and technology integrators who provide consultation and professional development for teachers, collect and analyze achievement data, and support instructional programming

INSTRUCTIONAL FRAMEWORK - Westbrook's teaching practices for organizing instruction and curriculum

INTERVENTION - Targeted instruction or support designed for the student to address an identified need

INTERVENTION PLAN - Written plan developed by teachers / providers to document targeted instruction for students identified as being at risk on the Worry Lists. Maintained in Infinite Campus on the PLP tab.

PBIS - Positive Behavioral Interventions and Supports

PROFICIENCY BASED TEACHING & LEARNING - Demonstration and achievement of K-12 learning standards.

PROGRESS BENCHMARKS - See page 3

PROGRESS MONITORING - Regular assessment of academic and social progress in order to adjust intervention

RTI - Response to Intervention. A system of monitoring student progress, applying instructional techniques and learning plans, and adjusting instruction to ensure progress

RTI COORDINATOR - Building based person who participates in data team and coordinates the RTI process in a school

STUDENT STUDY TEAM - Formerly SAT (Student Assistance Team) consisting of administrator, counselor, social worker, instructional coaches, special educator, general educator, and RTI coordinator who meet regularly to support teachers in developing intervention instruction.

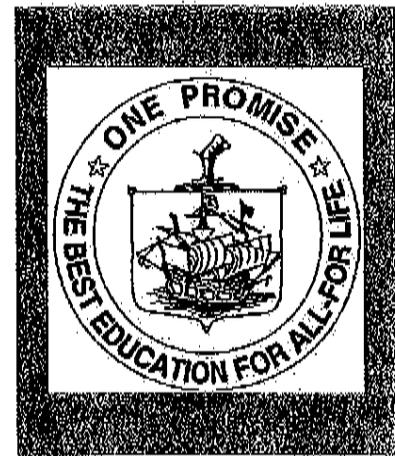
SPECIAL SERVICES - Highly structured special education and English as a second language intervention programs

TARGET - Focused learning that builds toward proficiency

TIERS - Levels of progressive and intense and intentional instruction

TITLE IA - Structured regular education intervention program

WHOLE CHILD - A philosophy that addresses the academic, social, and emotional needs of all learners.



Resources for RTI may be found on the Maine Department of Education Website:
<http://www.maine.gov/doe/rti/resources.html>

Westbrook RTI Design Team

Michelle Gagnon, Assistant Superintendent for Instruction

Christina Gagnon, Assistant Superintendent for Instruction

Michelle Gagnon, Assistant Superintendent for Instruction

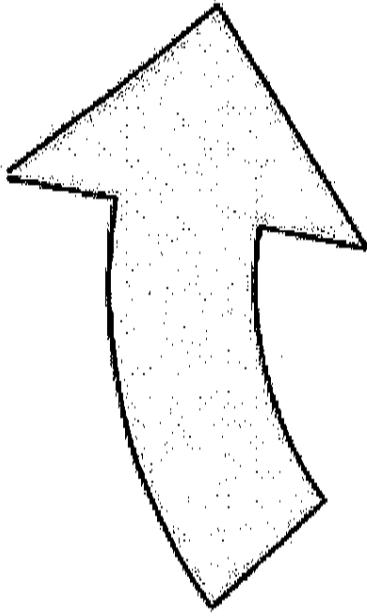
APPENDIX 9

Westbrook School Department

Intervention Plan

| RTI Interventions | |
|---|---|
| *Status Date: 09/12/2014 | Status Time: 09:09 AM |
| *Content Area: [Dropdown] | *Number of Weeks: [Dropdown] |
| *Specific Need: [Dropdown] | *Sessions Per Week: [Dropdown] |
| *Intervention Program: [Dropdown] | *Minutes Per Session: [Dropdown] |
| *Intervention Technique: Select a Value [Dropdown] | *Teacher Last Name: [Text Field] |
| Comments: [Text Area] | *Assessment Tool: [Dropdown] |
| *Next Follow Up Date: [Text Field] | Date / Assessment / Results: [Text Area] |

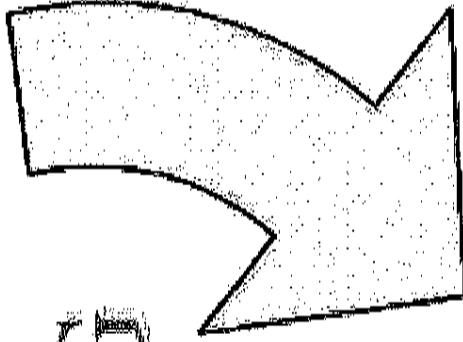
APPENDIX 10



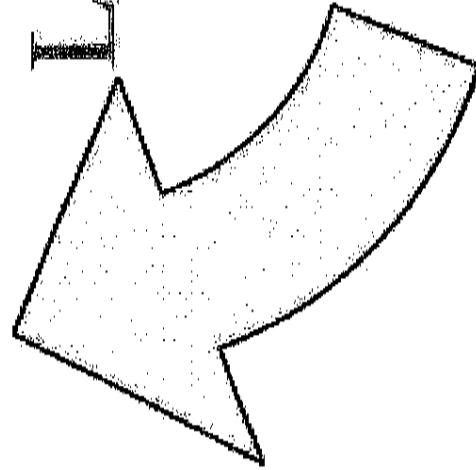
**What do
students need
to learn?
(Standards/CCSS)**

**How will we teach
our students?
(Instruction and
Intervention)**

**PLC
FOCUS ON
LEARNING**



**How are the
students doing?
(Progress
Monitoring)**



APPENDIX 11

**WSD Professional Development Plan
2014-15**

ALL DAY WORKSHOP DAYS

| Date | Level | Topic | Resources |
|------------------|--------------------|--|--|
| August 25, 2014 | Elementary Schools | Writing - <i>Units of Study</i> | Kellie Smith, Tracy Warren, LOGOS Literacy |
| | Middle School | PB Grading and Assessment | Mary Hastings, Great Schools Partnership |
| | High School/WRVC | PB Grading and Assessment | Mary Hastings, Great Schools Partnership |
| | SPED/ESL/Art/Music | With Schools | With Schools |
| August 26 | All Levels | Building/District Meetings, and PLC Time | Principals |
| October 24, 2014 | Elementary Schools | Writing - Units of Study - Learning Progressions | Kellie Smith, Tracy Warren, LOGOS Literacy, Literacy Specialists |
| | Middle School | PB Grading and Assessment - Models of Formative Assessment | Mary Hastings, Great Schools Partnership |
| | High School/WRVC | PB Grading and Assessment - Models of Formative Assessment | Mary Hastings, Great Schools Partnership |
| | SPED/ESL/Art/Music | With Schools | With Schools |

| Date | Level | Topic | Resources |
|-----------------|--------------------|--|--|
| January 2, 2015 | Elementary Schools | Writing - Units of Study - Assessment of Writing | Kellie Smith, Tracy Warren, LOGOS Literacy |
| | Middle School | PB Grading and Assessment - Models of Formative and Summative Assessment | Mary Hastings, Great Schools Partnership |
| | High School/WRVC | PB Grading and Assessment - Models of Formative and Summative Assessment | Mary Hastings, Great Schools Partnership |
| | SPED/ESL/Art/Music | With Schools | With Schools |
| March 27 | Elementary Schools | AM: Writing - Quality of Student Writing PM - Technology Fair | AM: Kellie Smith, Tracy Warren, LOGOS Literacy PM: Barbara Morgan and Sam Rigby |
| | Middle School | AM: Technology Fair PM: PB Grading and Assessment - Reporting Out | AM: Barbara Morgan and Sam Rigby PM: Mary Hastings, Great Schools Partnership |

| Date | Level | Topic | Resources |
|------|--------------------|--|--|
| | High School/WRVC | AM: Technology Fair PM: PB Grading and Assessment - Reporting Out | AM: Barbara Morgan and Sam Rigby PM: Mary Hastings, Great Schools Partnership |
| | SPED/ESL/Art/Music | With Buildings | With Buildings |

SCHEDULED STUDY GROUPS and MINI COURSES

1. Developing Good Learning Goals

Text: *Learning Targets* by Moss and Brookhart
Participants: K-12 Teachers
Facilitator: Peter Lancia

2. Exploring Mentor Texts

Text: Children's Literature
Participants: K-4 Teachers
Facilitator: Peter Lancia

3. New Approaches to Grading

Text: *A Repair Kit for Grading* by O'Connor
Participants: Grades 5-8 Teachers
Facilitator: TBA

4. Strategies for Word Work

Text: *Word Matters* by Fountas and Pinnell, and other articles
Participants: K-4 Teachers
Facilitators: Becki Wellman and Katie Ford

5. ATLAS Curriculum Mapping

Text: ATLAS tool
Participants: K-12 teachers
Facilitator: Peter Lancia

COACHING

Elementary Schools

Consultants from LOGOS Literacy will coach teachers by demonstrating in classrooms and facilitating reflection among teachers

September (3 days), November (3 days), January (3 days)

Consultants will also coach principals and literacy coaches throughout the year and in 3 day long workshops (August, September, December)

Literacy coaches will attend the Teacher's College Reunion Meeting in December.

Literacy Coaches will support the teaching of writing and reading in all classrooms, K-4.

Middle School, High School, and WRVC

Our coach from Great Schools Partnership will work in our district for 30 days throughout the year, at WMS, WHS, and WRVC. She will coach in classrooms, work with PLCs and departments to develop and reflect on assessment strategies, consult with teacher and administrative leaders in designing the PBHS system, and provide support for community education about proficiency based teaching and learning.

Our literacy and math coaches will continue to provide support in classroom instruction, as well as curriculum planning, rubric development, and assessment strategies.

Professional Learning Communities

PLCs will continue to meet weekly during Wednesday early release by grade level and/or department. The first Wednesday will be a vertical /cross grade level PLC for departments and for content areas. PLCs will continue to focus on three elements: Standards, Instruction, and Assessment for Monitoring Progress.

APPENDIX 12

WESTBROOK SCHOOL DEPARTMENT VISION 2016 STRATEGIC PLAN

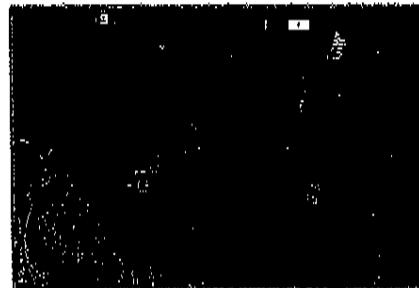


A Look at the Past, A Plan for the Future

In 2010, the Westbrook School Committee endorsed a three-year strategic plan for the Westbrook School Department that initiated a transformation of its schools into 21st century learning centers. Goals were set and actions were implemented in five areas: leadership, teaching, learning, culture and community, and finance and facilities. Among the goals that were accomplished were:

- * a renewed emphasis on school Comprehensive Education Plans that involved cycles of learning
- * a collaborative leadership team, faculty, and staff that were focused on student success at all levels
- * the initiation of Common Core State Standards
- * a focus on customizing instruction in order to meet the needs of all learners
- * a renewal of the universal curriculum and learning frameworks as well as Response to Intervention
- * the use of data to inform decisions
- * the revisioning of Westbrook High School's mission and core values
- * a commitment to community partnerships, including the United Way, Community Center, and USM
- * the reconfiguration of the district's schools that included the closure of one elementary facility
- * the development of a transparent budget process and financial management system

As the school department continues to grow and move toward realizing its vision, the 2010 strategic plan was revisited and evaluated. Based on input from parents, students, staff, and community members through forums, surveys, and advisory groups, the plan has been revised in order to focus our attention on three goals - raise achievement, enhance citizenship, and increase capacity - that address the original focus areas while responding to needs for the future. The following plan, Vision 2016, moves us closer to achieving a vision that supports the whole child whose success, both now and in the future, is at the very heart of our schools.



OUR SHARED VISION

The Westbrook School Department believes that education is a partnership among students, staff, parents, and the community. We encourage self-directed learning and individual excellence through student centered activities and interdisciplinary connections. Within a framework of high expectations, the school environment allows for a variety of opportunities for students to demonstrate what they have learned. As partners in learning, we all share the responsibility to make this vision a reality in a changing world.



OUR MISSION - One Promise: The best education for all, for life.

OUR CORE VALUES

- Strong, Innovative Leadership
- Intentional, Effective Teaching
- Meaningful, Personalized Learning
- Supportive Culture and Community
- Appropriate Facilities and Finance



OUR GUIDING PRINCIPLES

As a school community, we believe

- * in developing a culture that provides **strong leadership** which fosters collaboration, communication, community partnerships, accountability, and high standards
- * in creating an environment that attracts, nurtures, celebrates, and supports a dedicated, highly **qualified teachers and staff**
- * in sustaining a community where **all students learn** at high levels of personal achievement when challenged individually
- * in fostering an atmosphere that **raises aspirations**, builds self-confidence, tolerance, and self-esteem
- * in developing **personal responsibility** and pro-social behavior
- * in setting **high standards and monitoring accountability** for all students and employees
- * in sharing the responsibility for learning among **home, school, and community**
- * in thoughtful **facilities management planning** that provides for safe and cost effective learning environments.

OUR GOALS

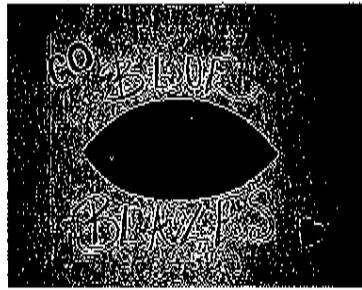
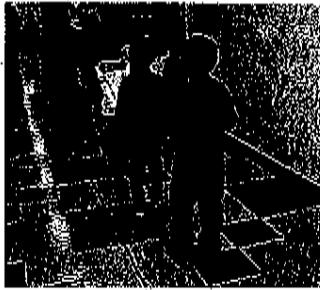
Raise Achievement * Expand Capacity * Enhance Citizenship



RAISE ACHIEVEMENT

All students will demonstrate progress toward meeting proficiency standards set by the Common Core State Standards in English Language Arts and Mathematics and the Maine Learning Results in all other content areas, as well as standards of civic and social responsibility in order to ensure high achievement and continuous learning progress.

| INITIATIVES |
|--|
| Develop proficiency based teaching and learning models in all grades and content areas |
| Continue development of standards based evaluation |
| Establish data teams and consistent progress monitoring practices |
| Implement customized instruction and intervention plans through Response to Intervention |
| Continue providing intervention programming that is supportive of increased progress |
| Explore and expand early childhood and school readiness programming |
| Expand interdisciplinary teaching and learning through ninth and tenth grade teaming |
| Explore multiple pathways to proficiency through high school and internship opportunities, |
| Expand outside of school-time learning opportunities |
| Provide resources and tools for 21st century learning experiences |
| Fund instructional programs based on data informed and identified needs |



ENHANCE CITIZENSHIP

All students and educators will engage in positive, productive, and pro-social actions, attitudes, and behaviors within the school community in order to establish an environment that will support increased achievement

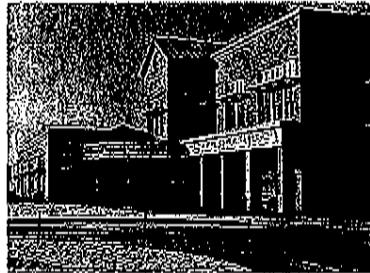
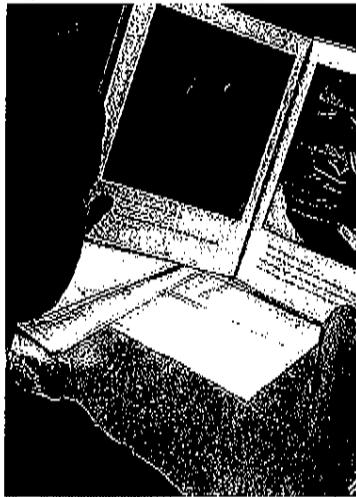
| INITIATIVES |
|---|
| Identify, teach, and maintain behaviors and qualities of citizenship at all levels through PBIS, Pillars of Excellence, and Civic and Social Responsibilities |
| Expand community based involvement in our schools through volunteerism, internships, and community partnerships |
| Expand apprenticeship with novice teachers and pre-service teaching interns |
| Develop systems to welcome and support immigrant families when they arrive in Westbrook |
| Develop strategies to celebrate success in Westbrook and promote our schools |
| Expand community partnerships with businesses, agencies, universities, and other organizations that support learning and cradle to career development |
| Maintain sound stewardship and management of financial and capital resources |
| Expand recycling efforts and electronic communication |
| Promote community pride and engagement |



INCREASE CAPACITY

We will expand intellectual, human, and material opportunities for students and educators to grow in order to ensure exceptional quality of programming and increased achievement.

| INITIATIVES |
|---|
| Revise and implement teacher and administrator Professional Growth and Evaluation models |
| Enhance opportunities for professional development of all employees |
| Maintain focused PLC structure as a means of student focused professional learning |
| Expand opportunities for teacher leadership throughout the district |
| Maintain collaborative leadership structure |
| Develop a plan for ongoing curriculum and program evaluation and revision |
| Enhance use and integration of technology throughout the district |
| Revise and implement procedures to monitor truancy and increase attendance |
| Expand engagement and volunteerism of the community |
| Expand advisory groups and school councils |
| Develop a comprehensive facilities plan for all school buildings and grounds |
| Develop and initiate facilities improvement plans for Saccarappa School and Westbrook Middle School |



EVALUATION

Throughout the life of the Strategic Plan, the Westbrook School Department will demonstrate progress toward accomplishing these goals. Short and long term progress will be measured within each initiative through student achievement data and other sources of evidence. The school department's annual Comprehensive Education Plan as well as those of each school, will align with the Strategic Plan through 2016. Measurable outcomes will be established for each initiative and progress will be reported annually. Through intentional planning, we intend to ensure the greatest impact on our schools, our community, and our students. As a community, we will achieve our goals and deliver our mission: One promise - The best education for all, for life.



Dr. Marc Edward Gousse, Superintendent of Schools
 Dr. Peter Lancia, Director of Teaching and Learning
 James Violette, Chair, Westbrook School Committee

APPENDIX 13

Westbrook School Department
COMPREHENSIVE EDUCATION PLAN

2014-2015

| | |
|---|---|
| SCHOOL / DEPARTMENT | |
| BACKGROUND The current situation and the context for your goal. | MYSTERY Questions that arise based on your background |
| GOAL State a specific goal that will impact student success. | |
| FOCUS AREA RAISE ACHIEVEMENT | |

| | |
|--|--|
| ACTIONS Intentional and specific activities or initiatives that will impact the goal | |
| INTENDED RESULTS Outcome that is desired | |
| RESOURCES Human, material, and time resources necessary | |
| MEASURABLE EVIDENCE Specific data that will be collected and reviewed to document progress | |
| NEW LEARNING Outcome that was realized and next steps. COMPLETE IN JUNE. | |

2014-2015

Plan due Oct 1, 2014; Review due January 13, 2015; New Learning due June 9, 2015

Westbrook School Department
COMPREHENSIVE EDUCATION PLAN

| | |
|---|---|
| SCHOOL / DEPARTMENT | |
| BACKGROUND The current situation and the context for your goal. | MYSTERY Questions that arise based on your background |
| GOAL State a specific goal that will impact student success. | |
| FOCUS AREA EXPAND CAPACITY | |

| | |
|--|--|
| ACTIONS Intentional and specific activities or initiatives that will impact the goal | |
| INTENDED RESULTS Outcome that is desired | |
| RESOURCES Human, material, and time resources necessary | |
| MEASURABLE EVIDENCE Specific data that will be collected and reviewed to document progress | |
| NEW LEARNING Outcome that was realized and next steps. COMPLETE IN JUNE. | |

Plan due Oct 1, 2014; Review due January 13, 2015; New Learning due June 9, 2015

Westbrook School Department
COMPREHENSIVE EDUCATION PLAN
 2014-2015

| | |
|--|---|
| SCHOOL / DEPARTMENT | |
| BACKGROUND The current situation and the context for your goal. | MYSTERY Questions that arise based on your background |
| GOAL State a specific goal that will impact student success. | |
| FOCUS AREA INCREASE CITIZENSHIP | |
| ACTIONS Intentional and specific activities or initiatives that will impact the goal. | |
| INTENDED RESULTS Outcome that is desired | |
| RESOURCES Human, material, and time resources necessary | |
| MEASURABLE EVIDENCE Specific data that will be collected and reviewed to document progress | |
| NEW LEARNING Outcome that was realized and next steps. COMPLETE IN JUNE. | |

APPENDIX 14

Teaching and Learning

MARCH 2014

WESTBROOK SCHOOL DEPARTMENT

WWW.WESTBROOKSCHOOLS.ORG



READ ACROSS AMERICA

Every year, schools across the United States celebrate the birthday of our beloved Dr. Seuss by **READING!**

All of our schools in Westbrook celebrate Read Across America in the same way. Throughout the district, guest readers will be visiting **o u r** elementary and middle schools to read to children. In Mrs. Gelinias' class at WMS for example, over two dozen readers are scheduled to read to her students

**You're off to Great Places!
Today is your day!
Your mountain is waiting,
So... get on your way!"**

Dr. Seuss

every day in March. Readers select a favorite book to share with the students, and they ask the reader questions, engaging them in a conversation about themselves and their book. Also at WMS, Mr. Nelson hosted a read aloud of *Oh The Places You'll Go* in the performing arts center using a digital book projected on the big screen and read by actor John Lithgow. At t h e elementary schools, The Cat in the Hat himself is popping up everywhere (even disguised as Mr. Mazjanis!) to read to students and encourage them to read as well. Dr. Gousse and Mr. Lancia both read to

different classes, along with other administrators, teachers, community leaders, and parents.

While the national celebration ends on March 2, Westbrook will continue to celebrate throughout March. In fact, the elementary schools will be making paper chains representing the hundreds of books the read and are challenged to wrap their chain around the school. What a great way to show the volume of reading!

Join us in encouraging all kids to **READ!**



Past Honored Employees

Maine Teachers of the Year

- Todd Fields, 2000
- Peter Lancia, 2002
- Marguerite Rhoner, 2004**
- Gloria Noyes, 2009**

Distinguished Principals of the Year

- Kate Hersom, 2012
- Matt Nelson, 2014

Distinguished Assistant Principals of the Year

- Jennifer Vitiello, 2001**
- Marc Gousse, 1999*

Athletic Administrator of the Year

- Todd Sampson, 2005**

Secretary of the Year

- June Lentz, 2014

* Honored in a different district

** Former Employees

Congratulations!



Westbrook has a proud tradition of honoring its employees, particularly in the Maine Teacher of the Year Program. Every winter, each school selects one teacher as its building Teacher of the Year. The district then selects one of them as Westbrook's Teacher of the Year who is nominated in the state's process. This year's honorees are exemplary educators and we are proud of all of them!

CONGIN: Angela Pecoraro, gr 4

CANAL: Cara Colgan, gr 4

SACCARAPPA: Peter Littlejohn, gr 4

WMS: Steve Moulen, gr 7 math/science

WHS: Elizabeth Andersen, librarian

WRVC: Chris Broderick, Truck Driving

Cara Colgan of Canal School was selected as Westbrook's Teacher of the Year!

Westbrook Middle School principal Matt Nelson has been named Maine's Distinguished Middle School Principal for 2014! He was honored at a school wide assembly that coincided with Read Across America Day on March 3. Mr. Nelson will be honored by the Maine Principal's Association which sponsors the award and will travel to Washington, DC this spring to be honored by the National Association of Secondary School Principals. Mr. Nelson accepted the honor in the name of all of the children and adults at WMS, praising the outstanding team at our middle school.

SUMMER FOCUS While the temperature is still in the single digits, we are already thinking about summer! We are beginning to organize our K-12 Summer FOCUS learning offerings. Principals and teachers will be reviewing achievement data and recommending families to submit an application for our Reading and Writing Camp for elementary and middle school students, our Standards FOCUS and Credit Recovery programs at WHS, and our Kindergarten Jump Start Program. We saw good results from last year's program; over 80% of the children who participated maintained their learning or made progress over the summer, thus avoiding the "summer slide." While our program is contingent on the FY 2015 budget, we will initiate the process to give families plenty of time to plan.

Recent Professional Development

42 elementary teachers are participating in an after-school professional development course about Guided Reading which is an important part of our literacy framework. The course is being taught by Peter Lancia, Katie Ford, and Becki Wellman.

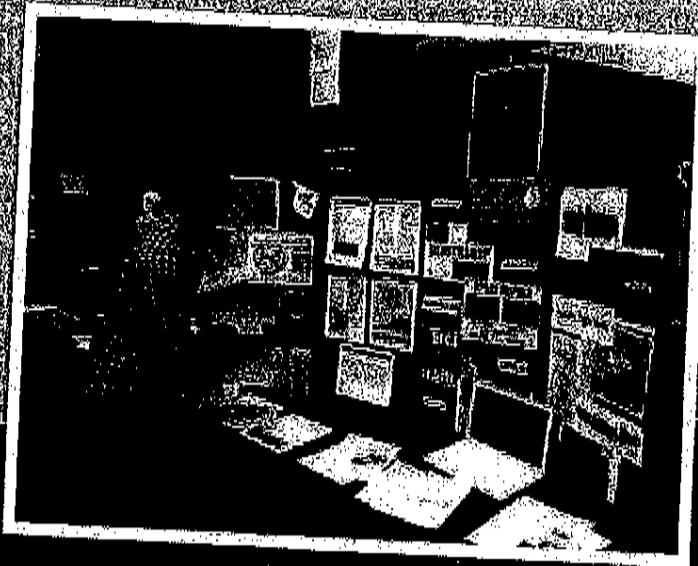
USM professor Dr. Andrea Stairs has been working with all of our school staffs to support their understanding of different cultures and instruction of English language learners.

Teachers Kelly Berry, Cara Colgan, Sally Plourde, and Wendy Gaulrap are offering a series of workshops for elementary teachers entitled "Science Talk" to promote new instruction in science. This is being conducted in association with the Gulf of Maine Research Institute.

Special Education Ed Techs are attending workshops about instructional support with Assistant Special Ed Director Kelli Fogg every Wednesday during early release.

The upcoming workshop day on March 28 will focus on important topics at each school: K-4 schools, literacy and technology; WMS, standards and technology; WHS and WRVC, proficiency based teaching and learning.

*Recently Westbrook High School sponsored an **Electives Fair** to coincide with the release of the Program of Studies for 2014-15. While many of our courses are required and foundational, students still have an opportunity to enroll in elective courses of their choice. These include modern and classical languages, the visual and performing arts, and classes in our Vocational program. We are pleased to offer elective classes that meet the diverse interests of our students.*



Kindergarten Registration

Welcome to the class of 2027!

Registration for Kindergarten has begun. A parent orientation was held on March 10. Screenings will be held on March 20-21 at each of the schools. At screenings, children will meet with kindergarten teachers and be assessed on different readiness skills that include both academic and social abilities. Parents will be able to meet with the school principal, secretary,

social worker, nurse, and literacy specialist during the screening.

Registration forms are available at the schools and on the school department's website, www.westbrookschools.org.

Parents may contact their school secretaries to make an appointment for their child's screening. Children must turn 5 on or before October 15, 2014 to be enrolled in Kindergarten this year.

Proficiency Based Teaching and Learning

Westbrook is continuing its journey to becoming a LEARNER CENTERED school system through proficiency based teaching and learning.

While the journey is still in its early stages, considerable work has been accomplished to date. This work includes:

+ The establishment of K-12 Learning Standards for each of the subject areas that are consistent across grade levels and schools.

+ Units of Study are being developed that organize the standards into sensible, engaging units. This is the first time this kind of curriculum organization has been done in over a decade.

+ Teachers are exploring different models of instruction that are targeted on student needs and build the child's responsibility for learning.

+ Different report cards and reporting systems are being piloted and will be revised this spring based on feedback from teachers, parents, and students.

+ Habits of Learning and Work have been established at all grades that focus on student responsibility, conduct, and citizenship.

+ A steering committee at WHS continues to work to recommend protocols and policies related to this new model. Many will be unveiled shortly for feedback.

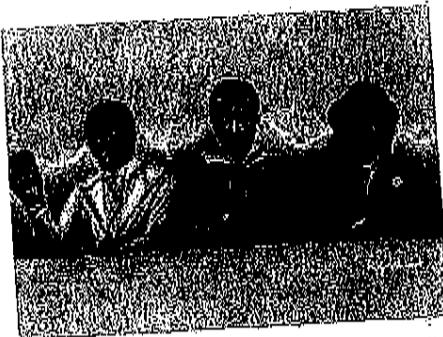
The class of 2018 (our current eighth graders) are required under Maine law to graduate with proficiency based diplomas. Our approach to this model will be presented to parents and students at an upcoming community meeting on Wednesday, March 19 at 6pm at the WHS auditorium. Eighth grade students and parents and any others who are interested in learning more are welcome to attend.

The general goal of proficiency-based education is to ensure that students acquire the knowledge and skills that are deemed to be essential to success in school, higher education, careers and adult life. If students struggle to meet minimum expected standards, they receive additional instruction, practice time and academic support to help them achieve proficiency, but they do not progress in their education until expected standards are met.

Maine Dept. of Education

Visit the Maine DOE website "Getting to Proficiency" for more information: <http://www.maine.gov/doe/proficiency/about/proficiency-based.html>

BRAVO!



Hear No Evil, See No Evil, Speak No Evil, Maggie Harnois, WHS, grade 12

March is YOUTH ART MONTH. Several of our students were honored at the Portland Museum of Art on March 8. Their work is on display throughout the month at the museum which is located in Congress Square.

Megan Garber, gr 1, Canal, a crayon resist

Owen LaPierre, gr 2, Congin, "Maine Animal Study"

Mark Goncharov, gr 4, Saccarappa, "Winterland"

Marissa Bates, gr 6, WMS, "Self Portrait"

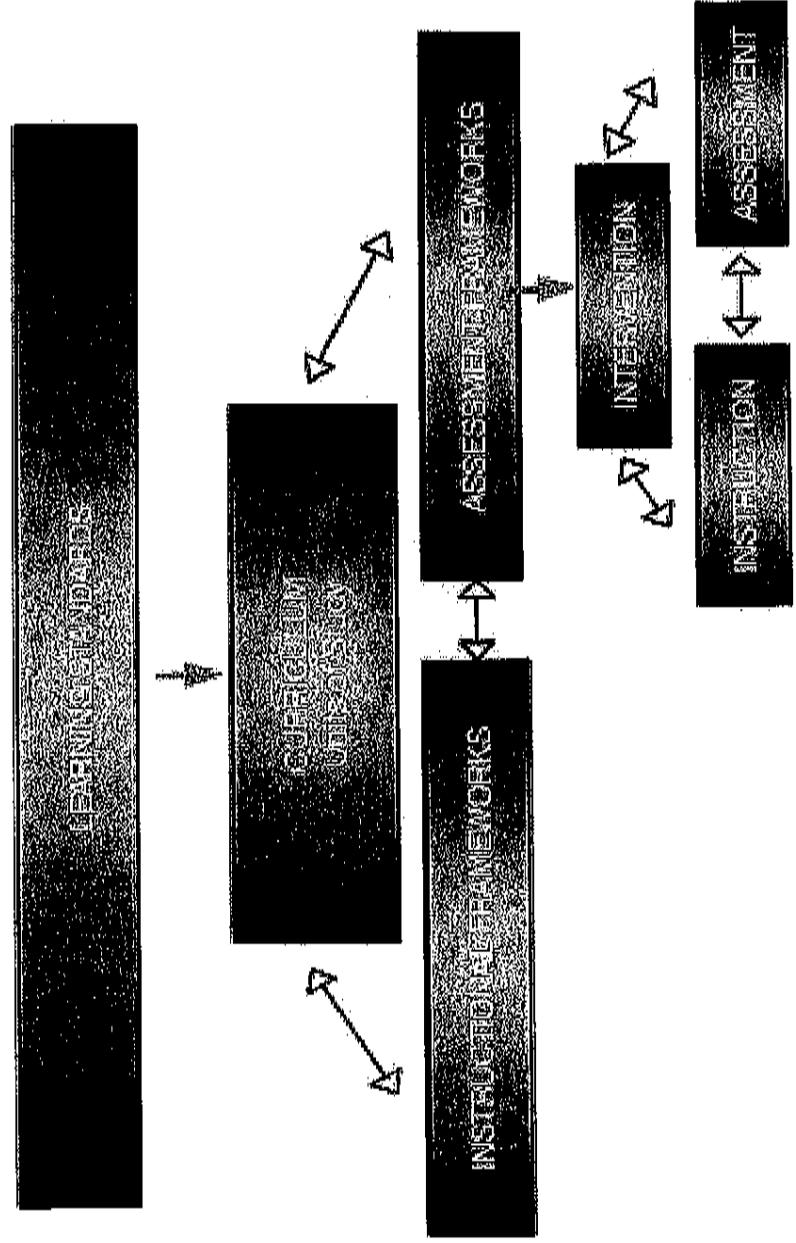
Eve Lessard, gr 5, WMS, "Self-Portrait"

Maggie Harnois, gr 12, WHS, "Hear No Evil, See no Evil, Speak No Evil"

Maggie and other WHS students are also featured in an exhibit at the Maine Principal's Association facility in Augusta. Congratulations to our artists and to their phenomenal teachers!

APPENDIX 15

Teaching and Learning in Westbrook



APPENDIX 16

WESTBROOK'S ASSESSMENT FRAMEWORK

| | Subject | Assessment | When | At Benchmark? | Below Benchmark? |
|------|---------|--|------------------|-------------------------------|--|
| K-2 | Reading | CLASH DRA | September May | Monthly Running Records | Intervention Plan Weekly Running Records |
| | Math | (Everyday Math Pre/Post Test) | September May | Unit Tests | Intervention Plan |
| 3-4 | Reading | CLASH DRA NWEA | September May | Monthly Running Records | Intervention Plan Weekly Running Records |
| | Math | NWEA (Everyday Math Pre/Post Test) | September May | Unit Tests | Intervention Plan |
| 5-8 | Reading | NWEA | September May | Standards | Intervention Plan (QRI) |
| | Math | NWEA | September May | Unit Tests | Intervention Plan |
| 9-12 | Reading | NWEA (9-10) Standards | September May | Standards | Intervention Plan (QRI) |
| | Math | NWEA (9-10) Standards | September May | Standards | Intervention Plan |

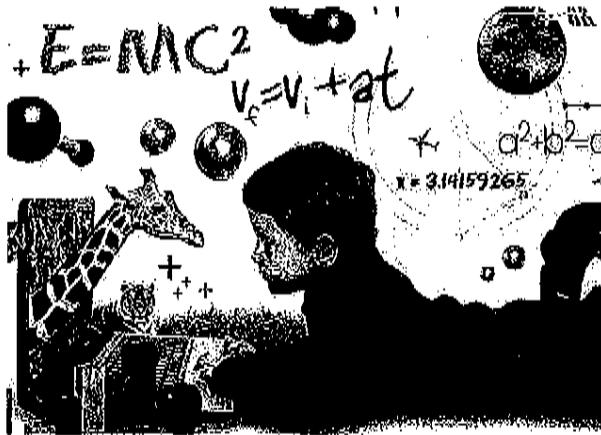
APPENDIX 17

| | | | | | |
|--------------------|--------------|--------------|--------------|--------------|--------------|
| | | | | | |
| 8:25-8:50 | Morning Time |
| 8:50-9:40 | Focus | Focus | Focus | Focus | Focus |
| 9:40-10:35 | Literacy | Literacy | Literacy | Literacy | Literacy |
| 10:35-11:20 | Literacy | Literacy | Literacy | Literacy | Literacy |
| 11:20-11:55 | Literacy | Literacy | Literacy | Literacy | Literacy |
| 11:55-12:20 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:20-12:55 | | | | | |
| 12:55-1:30 | Literacy | Literacy | Math | Literacy | Literacy |
| 1:30-2:15 | Literacy | | Math | | |
| 2:15-3:10 | Math | Math | | Math | Math |

| | | | | | |
|--------------------|--------------|--------------|--------------|--------------|--------------|
| | | | | | |
| 8:25-8:50 | Morning Time |
| 8:50-9:40 | Focus | Focus | Focus | Focus | Focus |
| 9:40-11:55 | Literacy | Literacy | Literacy | Literacy | Literacy |
| 11:55-12:20 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:20-12:55 | | | | | |
| 12:55-1:30 | Literacy | Literacy | Math | Literacy | Literacy |
| 1:30-2:15 | | | Math | | |
| 2:15-3:10 | Math | Math | | Math | Math |

| | | | | | |
|--------------------|--------------|--------------|--------------|--------------|--------------|
| | | | | | |
| 8:25-8:50 | Morning Time |
| 8:50-9:40 | Focus | Focus | Focus | Focus | Focus |
| 9:40-10:55 | Math | Math | Math | Math | Math |
| 10:55-11:30 | | | | | |
| 11:30-11:55 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 11:55-1:30 | Literacy | Literacy | Literacy | Literacy | Literacy |
| 1:30-2:15 | | | Art | | |
| 2:15-3:10 | Literacy | Literacy | | Literacy | Literacy |

APPENDIX 18



Westbrook School Department
Summer FOCUS

Thanks for being part of this summer's program! We have a full staff and a full roster of students. The goal of the K-8 program is for students to maintain their learning progress in reading, writing, and math over the summer months and reduce the impact of the summer slide. The goal of the 9-11 program is for students to complete standards and/or recover credits.

Kate Hersom is coordinating the program. She may be reached at Central Office at 854-0800 or on her cell at 318-5593.

The following information may be helpful to you:

- * The program runs July 7 - August 7, 2014, Monday through Thursday. Staff hours are 8:30am-12:30pm. Students arrive at 8:30am and will leave at 12:00pm, after they have lunch which is provided. The building will be open by 8:00am.
- * Summer FOCUS for grades K-7 will be held at Westbrook Middle School and for grades 8-11 at Westbrook High School.
- * Staff must complete a time sheet each week and submit it to Kate Hersom.
- * In the event of illness, please contact Kate ASAP to request a substitute. Time missed will not be compensated. Because of the limited availability of subs, students may be regrouped to accommodate absences.
- * Students may bring snacks at your discretion. Allergies will be noted.
- * Student attendance is expected every day. If students tell you that they will be absent for a particular day or series of days, inform Kate who will contact parents.
- * The program follows a workshop approach to instruction.
- * Materials and content at teacher discretion, based on student interest and needs. Very limited materials will be available at the schools.

(over)

*** A typical Schedule, K-8**

| | |
|-------------|--|
| 8:30 | Children Arrive |
| 8:30-8:45 | Gathering (morning meeting, morning message, etc.) Take and Submit Attendance |
| 8:45-9:30 | Reading Workshop Read Aloud Mini-Lesson Guided Reading Independent Reading |
| 9:30-9:45 | Snack |
| 9:45-10:30 | Writing Workshop Mini-Lesson Guided Writing Independent Writing Sharing |
| 10:30-11:30 | Math Math games Mini-Lesson Guided Practice Independent Practice |
| 11:30-11:40 | Closure |
| 11:40-12:00 | Lunch |
| 12:00 | Dismissal |
| 12:00-12:30 | Teacher Prep Time |

* Schedule for grades 9-11 based on credit recovery model and individual student needs

* Review end of year data (DRA, QRI, NWEA) to guide planning

* Use continuous Formative Assessment to guide day-to-day instruction

* Use Pre- and Post-Program Assessment to document growth and effectiveness of the program

* Behavioral concerns and issues should be brought to Kate's attention.