

FACSIMILE TRANSMITTAL

From:

Subject:

Extension Application

Message:

Attn: Diana Doiron

Following is our extension application.

Please call us with any questions.



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

Directions for submitting an extension application

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

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

Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

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

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

Submittal Window

1. Indicate the submitting date.

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

Superintendents Region

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

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

3. School Administrative Unit: AOS 92

4. High School(s): Winslow
5. Name and title of person completing the extension request:
Peter Thiboutot, Assistant Superintendent

6. Superintendent's name, address, phone number and email:
Eric Haley
25 Messalonskee Avenue, Waterville, ME 04901
873-4281
ehaley@aos92.org

Evidence of Preparedness

7. Provide evidence of active participation in a proficiency-based system of supports to address identified critical areas of need, build capacity and build infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles. Include evidence showing the impact of participation on your district's preparedness. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).

Criteria:

- Clear description of the proficiency-based education work completed to date
- Clear connection between evidence and the work done
- Clear description of the impact the proficiency-based work is having on students, staff and community
- Clear alignment to extension option

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

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

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

- A team of teachers, building administrators and district administrators attended the MPA Leadership Conference on Proficiency-based Education in June, 2014
- All district administrators participated in Drummond Woodsum informational webinars
- Building and district administrators participated in DOE webinars related to proficiency-based diplomas in 2014
- Special education teachers, special educators and district administrators participated in DOE-sponsored Aligned IEP workshops during 2013-2014 school year
- District administrators participated in regional curriculum leader network groups during the 2013-14 school year, where topics included proficiency-based learning
- Junior and senior high school science teachers attended conferences focused on the NGSS standards, April 2014
- Junior and senior high school ELA teachers attended conferences focused on learning more about implementing the ELA standards, March 2014

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

- The district hosts an annual leadership retreat for two days in August each year involving teacher leaders and administrators from all district schools. A focus of the retreat involves setting goals for academic achievement. This year's retreat highlighted the requirement regarding proficiency-based diplomas. This structure of a strong leadership team with an organized system in place for supporting initiatives has been in place for almost 15 years.
- In addition to the annual leadership retreat, the district schedules an annual retreat for administrators. Each year the administrators look closely at a selected topic, and for 2014, the retreat focused on planning for shifting to the issuance of proficiency-based diplomas.
- In response to state requirements regarding the implementation of a new Teacher Effectiveness system, teachers and administrators formed a development committee and participated in a collaborative process to identify a framework for teacher effectiveness. The identified model is based on Marzano's work, which complements many elements of proficiency-based learning. In all

discussions and work sessions related to the teacher effectiveness system, the link to proficiency-based learning is made. This system is now being piloted by a group of teachers in each of the buildings, while all staff are receiving professional development related to the elements of the Marzano framework.

- The leadership structure in place across all schools involves teacher leaders supporting building administrators in setting goals and developing plans to meet those goals. Faculty leadership teams meet on a regular basis in each school, and this group is serving as the initial group to provide input regarding implementation plans.
- District administrators completed the Readiness Inventory provided by the Department of Education and drafted an implementation plan.
- In conjunction with the evaluation of the current status through the Readiness Inventory, the district conducted an inventory of assessments currently in place that align to curricular standards.
- As part of the NEASC accreditation process, Winslow High School developed civic and social expectation standards and articulated how and where those would be addressed. This work can serve as a starting point for the development of a system that supports proficiency in the Guiding Principles.

Action steps

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

- Math teachers K-12 have been working on alignment of assessments to standards in mathematics.
- Based on the curriculum and assessment work completed to date, teachers at K-5 are now reconsidering how to report student progress to parents. Some grades have shifted to standards-based reporting in mathematics, while other grades are exploring options. The school will examine this so that the reporting process is coherent across the grades.
- Federal Title 2A projects have been written that support professional development needed for implementation of proficiency-based learning.

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

Attached please find supporting documents:

- MPA retreat agenda*
- flyer from Drummond Woodsum*
- Winslow High School goals*
- WHS civic and social expectations checklist*
- Mission statement academic expectations rubric*
- Marzano model (overview)*
- sample ELA and math units from Atlas*
- PDFs of the writing professional development sessions*
- WES inventory of assessments*
- WES math alignment materials*
- minutes of administrative retreat*

Multi-year Implementation Plan.

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

Criteria:

- **Multi-year plan is aligned with the SAU shared vision focus areas**
- **Benchmarks for progress in 2014-2015 include activities/actions that will support the achievement of the benchmarks and metrics to measure them.**
- **Evidence included clearly supports the benchmarks**

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

Winslow Public Schools has developed aligned curriculum K-12 in math and ELA and will move forward during the 2014-15 school year with the development of measures to assess student proficiency of key standards in those subject areas. At the same time, teachers in other content areas in grades 6-12 will bring their curriculum implementation plans to the curriculum committee and school board for adoption in 2014-15, setting the stage for identification of key standards and development of assessments the following year. At the elementary level, we are sensitive to the fact that teacher teach multiple subjects, so their deep involvement in curriculum and assessment discussions limits the areas that can be addressed in any given year. Given that, the focus will remain on math and ELA for the 2014-15 school year, before attention shifts to science and social studies curriculum review in 2015-16.

In addition to the plan for moving forward in content areas, there are other elements of the shift to proficiency-based learning that need to be addressed. During the 2014-15

school year, Winslow Public Schools will establish a Proficiency-Based Learning Committee. This committee will be comprised of teachers, administrators, school board members, parents and community members, and will develop plans for the following: communication and community engagement, exploration of options for tracking and reporting proficiency, consideration of requirement to address the Guiding Principles, options for multiple pathways and experiences in math, science and technology, consideration of world language requirement, support for those not meeting standards, and revision of policy.

Benchmarks/Metrics for the 2014-15 school year:

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

Metric: Key standards documents

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

Metric: Assessments

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

Metric: School board minutes documenting approval

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

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

Metric: action plans

Multi-year plan:

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

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

		IEPs				
	Evaluate existing options for math/sci/technology experiences all four years					
	Consider how to meet foreign language proficiency requirement					

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

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

System of Supports for Student Learning

9. Describe the system of supports you have in place for secondary school students when proficiency is not demonstrated. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced) and attach evidence to support the description referencing the name of the document(s) and specific page(s).

Criteria:

- Clear description of the practices/protocols for improving student performance and ensuring feedback is timely, specific to each student and delivered when and where it has the most benefit
- Clear description of practices for regular monitoring of student progress
- Clear description of equity of opportunity for support in any content area and Guiding Principle

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

More formally, when a student demonstrates additional needs for support, Academic Support Labs are available. Currently Academic Support Labs provide both specific instruction in academic areas and guidance designed to foster improved work habits. Looking ahead, it is likely that these Academic Support Labs will be modified to focus on support for student attainment of standards.

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

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

the student's needs and expectations for college and career. Guidance counselors review student performance and provide recommendations for additional support.

Finally, the high school has two additional resources that can be tapped to provide support for student proficiency: Jobs for Maine Graduates and the College and Career Readiness counselor, a position funded in part by MELMAC.

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

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

Proficiency-Based Diploma Transition Funds

10. Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures in the following areas:

- Policy: 0
- Practice: 41% - Attendance at MPA conference
- Community Engagement: 0
- One-year Carry Over: 59%

\$4,561 of the 11,108 amount of transition funds allocated to Winslow Public Schools was expended during FY 14, which represents 41% of the allocation. All of those funds were spent in the area of Practice. A team of administrators and teachers from Winslow High School attended the Maine Principals Association/Great Schools Partnership Leadership Conference in June.

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

Criteria:

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

FY 14 Carryover Funds of 6547 + FY 15 allocation of 11,108 = 17,655

	Activity	Amount	Planned expenditure completion date
Practice	Software to track student progress	5600	June 2015
	Stipends to teachers for work on curriculum and assessments beyond the contract	5955	July 2015
	Substitute teacher pay for release time for teachers to work on curriculum and assessments	3000	June 2105
	Non-instructional supplies to support work of Proficiency-based Learning Committee	500	June 2015
	Professional development for administrators related to proficiency-based learning (MCLA conference attendance, Drummond-Woodsum webinar)	500	December 2015
Community Engagement	Mailings to parents 4 times per year (\$875 per mailing)	2100	June 2015

School Board Vote and Approval of the Extension Request

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

The agenda and minutes of Winslow School Board meeting of September 22, 2014 are below. See page 2 of the minutes for information related to the board vote and approval.

**WINSLOW SCHOOL BOARD
AGENDA
September 22, 2014**

6:00 P.M., Winslow Junior High School Library

1. Call to Order
2. (A) Approve Minutes of August 25, 2014
3. (A) Approve Roll of Accounts dated August 28, 2014 in the amount of \$296,210.04 and September 11, 2014 in the amount of \$101,255.59
4. (A/I) Report of Committees
5. (I) Administrators' Reports
6. (I) Assistant Superintendent's Report
7. (I) Finance Director's Report
8. (I) Superintendent's Report
 - MSMA Fall Conference – October 23 & October 24, 2014
9. Old Business
 - (I) Timeline for Junior High Building Committee Decision
10. New Business
 - (A) Application for Extension of Standards Based Diploma Timeline
 - (A) Gmail Training – Will Backman
 - (A) Vote on Appointments

Amy Benham	WES – Co-Department Chair – Special Education
Jeanmarie Tekverk	WES – Co-Department Chair – Special Education
Roxanne Grenier	WES – Team Leader – Kindergarten
Jennifer Morneau	WES – Team Leader – Grade 1
Patty Scully	WES – Team Leader – Grade 2
Kristen Rolfe	WES – Team Leader – Grade 3
Kathleen Fleury	WES – Team Leader – Grade 4
Pat Poulin	WES – Team Leader – Grade 5
Linda Haag	WES – Team Leader – Title 1A
Blair Hill	WES – Team Leader – Specialist
Lea Williams	WES – Kennebec Governance Board
Paula Kimball-Vigue	WES – Webmaster
Kandise Coleman	WES – Educational Technician I
Victoria Costigan	WES – Educational Technician I
Mary Kate Jones	WJH – Webmaster
Gabrielle Martin	WJH – Kennebec Governance Board
Melissa Turner	WHS – Faculty Leadership Team – Math/Computers
Joan Pierce	WHS – Faculty Leadership Team – Science
Tom McNeil	WHS – Faculty Leadership Team – Guidance
Trenton Oliphant	WHS – Faculty Leadership Team – Fine Arts/Foreign Language
Brenda Beckwith	WHS – Faculty Leadership Team – Physical Education & Health
Sueann Call	WHS – Faculty Leadership Team – ½ Special Education
Lori Loftus	WHS – Faculty Leadership Team – ½ Special Education
Mark Pelletier	WHS – Faculty Leadership Team – ½ English
Ellen Tello	WHS – Faculty Leadership Team – ½ English
Michael Thurston	WHS – Faculty Leadership Team – Social Studies
Jennifer McCowan	WHS – Faculty Leadership Team – At Large
Kelly Daigneault	WHS – Faculty Leadership Team – At Large
Dave Lachapelle	WHS – Faculty Leadership Team – At Large
Trisha Souviney	WHS – Kennebec Governance Board
Brian Hutchinson	WHS – Band Director
Karen Hotham	WHS – Class Advisor – Freshmen
Mel Gagnon	WHS – Class Advisor – Freshmen
Lori Loftus	WHS – Class Advisor – Sophomore
Lacey Breems	WHS – Class Advisor – Sophomore

Trisha Souviney	WHS – Class Advisor – Junior
Kelly Daigneault	WHS – Class Advisor – Junior
Joan Pierce	WHS – Class Advisor – Senior
Melissa Turner	WHS – Class Advisor – Senior
Ellen Tello	WHS – Civil Rights Advisor – ½
Stephanie Oliphant	WHS – Civil Rights Advisor – ½
Jennifer McCowan	WHS – Drama One Act Play
Crystal St. Onge	WHS – High School Math Team Advisor
Joan Pierce	WHS – National Honor Society Advisor
Kelly Daigneault	WHS – National Honor Society Advisor
Judi Bouchard	WHS – Renaissance Coordinator – ½
Kelly Daigneault	WHS – Renaissance Coordinator – ½
Sean Keenan	WHS – Student Government Advisor
Joan Meehan	WHS – Technology Coordinator
Brian Hutchinson	WHS – Vocal Music
Mary Kate Jones	WHS – Yearbook Advisor
Brian Hutchinson	WHS – Fall Play Advisor – ½
Jennifer McCowan	WHS – Fall Play Advisor – ½
Jennifer McCowan	WHS – Spring Play Advisor
Brian Hutchinson	WHS – Spring Play Assistant
Lori Hartin	WHS – Head Cook

(I) Resignations

11. Other Business

12. Next Meeting: **Monday, October 27, 2014, 6:00 p.m., Winslow Junior High Library**

13. (A) Adjournment

ENCLOSURES:

Board Memo from Eric L. Haley dated September 18, 2014
 Minutes of August 25, 2014
 Application for Extension of Standards Based Diploma Timeline
 New Hire Form
 Winslow Elementary School Gazette

WINSLOW PUBLIC SCHOOLS

20 Dean Street
Winslow, Me. 04901

The Winslow School Board met on, **Monday, September 22, 2014**, at 6:00 p.m. in the Library at the WJHS. Those members present at the beginning of the meeting were:

Ron Whary -- Chair

Joel Selwood -- District 1
Nancy Aldrich -- District 4
Dan Berard -- At-Large

John Ferry -- District 2
Brad Grant -- District 5
Earl Coombs -- At-Large

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

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

On a motion (Coombs/Aldrich), the Board unanimously voted to approve the Minutes of August 25, 2014 with one change. The minutes mistakenly stated that Dan Berard was present for this meeting and Brad Grant was not. However, it was just reversed and the minutes shall be corrected to reflect Brad Grant in attendance and Dan Berard absent.

On a motion (Grant/Ferry), the Board unanimously voted to approve the Roll of Accounts dated August 28, 2014 in the amount of \$296,210.04 and September 11, 2014 in the amount of \$101,255.59.

Report of Committees -- None

Administrators' Reports -- WES Principal, Kyle Price, reported a very smooth start to this school year with the help of several student support departments: Transportation, Food Service, Maintenance and Mary Boyle for the professional development activities she conducted with the WES staff on math curriculum. He also thanked the Board for allowing the WES to break the K transition into thirds each day so that staff could team teach and analyze where the best placement would be for each child.

WES Assistant Principal, Lea Williams, stated she believed the WES was seeing the "fruits of their labor" on the goal of Respectful and Responsible Behavior Goal. The school has started this year with the least number of referrals since she became assistant principal.

WHS Principal, Chad Bell, was pleased to report that Athletic Director, Jason Briggs, has had a very successful start to the "Leadership 51" program he began with student leaders this summer and has continued with as school started. Unfortunately he can't be here tonight as his game duties conflicted but you will hear more about this endeavor as the year progresses. Please see the article in the September/October Black Raider Gazette. Chad also mentioned that this is Homecoming Weekend with activities each day for students culminating in a community bonfire on Friday night and a full day of games on Saturday and Homecoming Dance Saturday night.

WJH Principal, Kevin Michaud, related the junior also had a very smooth opening. Block scheduling, being implemented for the first time this year seems to be off to a great start and he is pleased with the staff's work to make this happen so efficiently. The Junior High will have parent teacher conferences on October 8th and 9th, 2014.

Assistant Special Education Director, Susan Walters, informed the Board the Special Education Department is looking to bring more professional development opportunities to the entire special education department of the AOS which they are all very excited about.

Special Education Director, Ellen Whitcomb, was pleased to inform the Board the Local Entitlement application has been filed and accepted by the DOE.

Assistant Superintendent's Report -- Peter Thiboutot gave a short presentation on the state required Proficiency Based Diploma originally scheduled to begin with the graduating class of 2018. He also presented the options the Board has for extending this timeline. After thoughtful discussion with the administrative team, it was decided to recommend Option 5 to the Board, which extends the timeline for full implementation out to year 2020. A Board vote is required for the extension application which is the first item under New Business.

Finance Director's Report -- Paula Pooler announced the audits are done in all three communities and in Winslow our undesignated fund now stands at \$526,431. However we need to remember that we have the teacher payroll accrual issue that totals \$847,343 which is considered an Unfunded Liability by the auditors.

Superintendent's Report – Eric Haley reminded the Board about the MSMA's fall conference dates of October 23 and 24 and asked anyone interested and available to attend to notify Linda Weed in his office as she is doing one registration for all that want to go for one day or both days.

Old Business – Superintendent Haley updated the Board on a meeting that he, Chair Whary, Paula, and Peter had with Town Manager Mike Heavener and Town Council Chair Gerry St. Amand regarding a realistic timeline for making the decision about what to do with the Junior High. It was decided that the soonest the town wants to incur any more debt would be the 2016/17 school year. We also discussed what needs to be done prior to that date including money for architectural work. Superintendent Haley will contact Steve Blatt for more information regarding a timeline to make this happen by 2016/17.

New Business – Assistant Superintendent, Peter Thiboutot, gave a presentation to the Board regarding state mandated Standards Based Diploma's by 2018 along with the options to apply for an extension. The administrative team is recommending the Board approve applying for Option 5 which would extend the timeline out to 2020.

On a motion (Ferry/Aldrich), the Board unanimously voted to apply for the Option 5 extension.

Technology Director, Will Backman, gave a 15 minute professional development lesson to all Board members and others present.

Superintendent Haley asked permission to add the following names to the nomination list:

Kris Seagar	WJH – Volunteer Football Coach
Paul Pooler	WJH – Volunteer Football Coach
Matt Reid	WHS – Varsity Swim Coach
Jayson Bearce	WHS – J.V. Boys Basketball Coach

Appointments – On a motion (Coombs/Grant), the Board unanimously voted to approve the following nominations as a block including the additions:

Amy Benham	WES – Co-Department Chair – Special Education
Jeanmarie Tekverk	WES – Co-Department Chair – Special Education
Roxanne Grenier	WES – Team Leader – Kindergarten
Jennifer Morneau	WES – Team Leader – Grade 1
Patty Scully	WES – Team Leader – Grade 2
Kristen Rolfe	WES – Team Leader – Grade 3
Kathleen Fleury	WES – Team Leader – Grade 4
Pat Poulin	WES – Team Leader – Grade 5
Linda Haag	WES – Team Leader – Title IA
Blair Hill	WES – Team Leader – Specialist
Lea Williams	WES – Kennebec Governance Board
Paula Kimball-Vigue	WES – Webmaster
Kandise Coleman	WES – Educational Technician I
Victoria Costigan	WES – Educational Technician I
Mary Kate Jones	WJH – Webmaster
Gabrielle Martin	WJH – Kennebec Governance Board
Melissa Turner	WHS – Faculty Leadership Team – Math/Computers
Joan Pierce	WHS – Faculty Leadership Team – Science
Tom McNeil	WHS – Faculty Leadership Team – Guidance
Trenton Oliphant	WHS – Faculty Leadership Team – Fine Arts/Foreign Language
Brenda Beckwith	WHS – Faculty Leadership Team – Physical Education & Health
Sueann Call	WHS – Faculty Leadership Team – ½ Special Education
Lori Loftus	WHS – Faculty Leadership Team – ½ Special Education
Mark Pelletier	WHS – Faculty Leadership Team – ½ English
Ellen Tello	WHS – Faculty Leadership Team – ¼ English
Michael Thurston	WHS – Faculty Leadership Team – Social Studies
Jennifer McCowan	WHS – Faculty Leadership Team – At Large
Kelly Daigneault	WHS – Faculty Leadership Team – At Large
Dave Lachapelle	WHS – Faculty Leadership Team – At Large
Trisha Souviney	WHS – Kennebec Governance Board
Brian Hutchinson	WHS – Band Director
Karen Hotham	WHS – Class Advisor – Freshmen
Mel Gagnon	WHS – Class Advisor – Freshmen
Lori Loftus	WHS – Class Advisor – Sophomore
Lacey Breems	WHS – Class Advisor – Sophomore
Trisha Souviney	WHS – Class Advisor – Junior
Kelly Daigneault	WHS – Class Advisor – Junior

Joan Pierce	WHS – Class Advisor – Senior
Melissa Turner	WHS – Class Advisor – Senior
Ellen Tello	WHS – Civil Rights Advisor – ½
Stephanie Oliphant	WHS – Civil Rights Advisor – ½
Jennifer McCowan	WHS – Drama One Act Play
Crystal St. Onge	WHS – High School Math Team Advisor
Joan Pierce	WHS – National Honor Society Advisor
Kelly Daigneault	WHS – National Honor Society Advisor
Judi Bouchard	WHS – Renaissance Coordinator – ½
Kelly Daigneault	WHS – Renaissance Coordinator – ½
Sean Keenan	WHS – Student Government Advisor
Joan Meehan	WHS – Technology Coordinator
Brian Hutchinson	WHS – Vocal Music
Mary Kate Jones	WHS – Yearbook Advisor
Brian Hutchinson	WHS – Fall Play Advisor – ½
Jennifer McCowan	WHS – Fall Play Advisor – ½
Jennifer McCowan	WHS – Spring Play Advisor
Brian Hutchinson	WHS – Spring Play Assistant
Lori Hartin	WHS – Head Cook
Kris Seagar	WJH – Volunteer Football Coach
Paul Pooler	WJH – Volunteer Football Coach
Matt Reid	WHS – Varsity Swim Coach
Jayson Bearce	WHS – J.V. Boys Basketball Coach

On a motion (Coombs/Grant), the Board unanimously voted to approve the block of nominations with the additions.

Superintendent Haley asked permission to add a name under resignations which was granted by the Board. He added: WHS – Sean Carey – Indoor Track Coach and Lacrosse Coach.

Resignations – the Board recognized the following resignation as an addition:

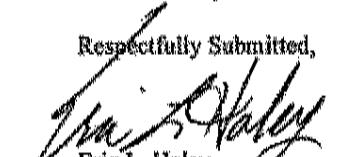
Sean Carey	WHS – Indoor Track Coach and Lacrosse Coach
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Other Business – None

The next regularly scheduled Board meeting will be held on **Monday, October 27, 2014, at 6:00 p.m.**, in the Winslow Junior High Library.

At 7:28 p.m., on a motion (Berard/Selwood), the Board unanimously voted to adjourn.

Respectfully Submitted,



Eric L. Haley
Superintendent of Schools

ELH/pmp

A.

2014 MPA SUMMER LEADERSHIP RETREAT SCHEDULE

Retreat Outcomes:

- Build internal leadership capacity
- Learn about and develop specific strategies to effectively implement proficiency-based learning with emphasis on policy, practice and community engagement
- Utilize a school improvement coach to support the completion of data analysis, receive feedback on your work, and suggest best practices and promising approaches based on the unique context of your school or district
- Leave with a completed comprehensive school improvement plan for the coming year that is informed by the cycle of action and specific feedback from colleagues from other schools

Tuesday June 24, 2014

Time	Activity
9 AM	Registration (Lobby entrance, Erickson Hall)
10 AM	MPA Leadership Retreat Kickoff (Islesboro Room, Erickson Hall) <ul style="list-style-type: none"> • Welcome & introductions • Overview, expectations, and tailored support • Establishing the context for our work: Proficiency-based diploma and other critical issues facing leadership teams • Action planning, leadership team development, and orientation to support tools and resources • Focusing the work; planning your week; team processes • Meet with your coach
11:45 AM	Lunch (Pavillion)
1 PM	Concurrent breakout workshop session A <ol style="list-style-type: none"> 1. Proficiency-based learning simplified (Craig Kesselheim, Education Center – Aroostook) 2. Communicating school improvement and proficiency-based learning (Steve Abbott– Summit – Compass) 3. Supporting professional learning groups (Ken Templeton – Summit – Searsport) 4. Grading, reporting and transcripts for proficiency based learning (Jean – Education Center – Oxford) 5. Team planning time (optional) 6. <i>Three additional workshops will be available to all MPA retreat participants as part of the annual Maine Department of Education Superintendents' Conference in all three of the Erickson ballrooms. Please see addendum for details.</i>
2:15 PM	Break

Time	Activity
2:45 PM	<p>Concurrent breakout workshop session B</p> <ol style="list-style-type: none"> 1. Refining local policies to support proficiency-based learning (Duke Albanese – Summit – Searsport) 2. Supporting all students (Students with disabilities & RTI in a PBL system) (Angela Hardy – Education Center – Aroostook) 3. Developing proficiency-based assessments and units (Ken Templeton – Education Center – Oxford) 4. Proficiency-based learning simplified (Mark Kostin– Summit – Compass) 5. Team planning time (optional) 6. <i>Three additional workshops will be available to all MPA retreat participants as part of the annual Maine Department of Education Superintendents' Conference in all three of the Erickson ballrooms. Please see addendum for details.</i>
4 PM	Supported team planning time (Team-assigned locations)
5:30 PM	Reception and cash bar (Summit), followed by dinner on your own
7 PM	Recreation Center open until 10 PM; Complimentary Bowling & Cash Bar (7-9p)

Wednesday June 25, 2014

Time	Activity
7 AM	Breakfast (Pavilion)
8:30 AM	<p>Concurrent breakout workshop session C</p> <ol style="list-style-type: none"> 1. Engaging community members (Mark Kostin – Summit – Compass) 2. Grading, reporting and transcripts for proficiency based learning (Jean Haeger – Summit – Searsport) 3. Supporting all students (Students with disabilities & RTI in a PBL system) (Angela Hardy – Education Center – Aroostook) 4. Team planning time (optional)
9:45 AM	Break
10:15 AM	<p>Concurrent breakout workshop session D</p> <ol style="list-style-type: none"> 1. Engaging community members (Mark Kostin– Summit – Compass) 2. Developing proficiency-based assessments and units (Ken Templeton, Education Center – Aroostook) 3. Constructing and supporting multiple pathways (Jon Ingram – Summit – Searsport) 4. Team planning time (optional)
11:45 AM	Lunch (Pavilion)
1 PM	30-minute check-in: One representative for each team crafting a plan meets to

Time	Activity
	review preparations and needs for Thursday afternoon's tuning (Ducktrap room, Erickson)
	Supported team planning time (Team-assigned locations)
6 PM	Dinner (Pavilion)

Thursday June 26, 2014

Time	Activity
7 AM	Breakfast (Pavilion)
8 AM	Supported team planning time: preparation for Tuning presentation (Team-assigned locations)
11:15 AM	Lunch (Pavilion)
12 PM	District/School plan presentations (using Tuning protocol; groups of 3 districts/schools; various locations)
2:45 PM	Closure (Islesboro Room, Erickson Hall)
3 PM	Adjourn

B.

DrummondWoodsum TWO PART LIVE WEBINAR SERIES

Moving on Up! Legal Issues in Proficiency-Based Diplomas

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

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

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

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

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

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

For more information and to register online, visit www.SchoolLaw.com.
Contact [Jean Beckler](mailto:Jean.Beckler@maine.gov) with questions. We hope you can join us!

DrummondWoodsum

Webinar Series

Two live webinars on October 8 and October 15, 2014.

Both live webinars begin at 12:30 p.m. and last one hour.

Each webinar will be held at the Drummond Woodsum High School.

For more information, visit the Drummond Woodsum High School website.

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C.

Winslow High School

2014-2015 GOAL - Improving Students' Achievement

Issue/Data Source What is the issue or problem? What is the data source that identifies this as an issue or problem?	Expected Outcome What would you like the future outcome to look like? State in measurable terms.	Activities/Actions What activities/actions are needed to achieve the expected outcome?	Leadership Who will need to be involved in these activities?	Resources What resources are needed to support activities/actions?	Timeline When would activities be scheduled?	Evaluation How will you measure progress in meeting expected outcomes?
<p>1. <i>New teacher evaluation system being implemented in AOS #92</i></p>	<p>All teachers need an opportunity to learn about the Marzano Model for teacher effectiveness</p>	<p><i>Implement a pilot program using Marzano's model</i></p> <p>Provide professional development for WHS teaching staff regarding the Marzano teacher effectiveness model</p>	<p>Select faculty/ Chad/Rick</p> <p>All staff/ Chad -facilitator</p>	<p>Observation AOS Steering committee Art and Science of Teaching (etc) Title IIIA funds Observation online resources</p> <p>Observation online resources Art and Science of Teaching (etc.)</p>	<p>Meetings scheduled throughout year</p> <p>Utilize Staff meetings, Early Release and Workshop days to provide teachers with PD about the 41 Elements in Domain 1 of the Marzano Teacher Evaluation Model</p>	<p>Classroom observations Full group post-conference Attendance at trainings Data from i-Observation Group reflection of pilot shared with steering committee</p>

<p>2. Work with Central office staff to develop Proficiency based Learning Plan</p>	<p>Winslow High School will develop a clear understanding of Proficiency Based Learning and be prepared to follow the law pertaining to PBL</p>	<p>Determine status of district in relation to PBL</p>	<p>District/building administration/Staff input</p>	<p>DOE self-assessment/NEASC 5-year report</p>	<p>By Mid-October</p>	<p>Feedback from DOE</p>
<p>Create and Advisory Committee</p>	<p>K-12 teachers, administrators, community members, parents, school board members, students</p>	<p>Read resources and information about PBL (DOE and Great Schools information)</p>	<p>By December</p>	<p>Agendas/minutes for meetings</p>		
<p>Develop a PBL plan for Winslow HS/Winslow SD</p>	<p>Advisory Committee members</p>	<p>Read resources and information about PBL (DOE and Great Schools information)</p>	<p>by June 2015</p>	<p>Agendas/minutes for meetings</p>		
<p>Develop Graduation standards (for each content) and common assessments</p>	<p>Faculty with administrative/central office support</p>	<p>Read resources and information about PBL (DOE and Great Schools information)</p>	<p>by June 2015</p>	<p>Standards highlighted in Atlas</p>		

D

Civic and Social Expectations Checklist
Achieve at least one from each category and two where noted

Citizenship

- _____ Successfully complete American Government course OR
- _____ Participate in the mock election OR
- _____ Register to vote OR
- _____ Serve in Student Senate or as Class Officer AND
- _____ Disciplinary data shows no major behavioral infractions

Acceptance of Others

- _____ Successfully participate in activities with all students on opening day AND
- _____ Disciplinary data shows no harassment infractions

Volunteerism

- _____ Log 20 hours of documented service in the community or in a school club

Wellness

- _____ Successfully complete one year of Physical Education courses AND
successfully complete one semester of Health
- _____ Participate in athletics and/or extracurricular activities

Financial Awareness

- _____ Successfully complete Career Prep or Jobs for Maine Graduates course OR
- _____ Successfully complete Accounting course OR
- _____ Successfully complete one semester of Economics course

E₁

WINSLOW HIGH SCHOOL

MISSION STATEMENT

Winslow High School prepares all students to be productive citizens and self-directed, lifelong learners.

Academic Expectations

Winslow High School students will demonstrate the following skills.

- Communication
- Research
- Technology
- Critical thinking
- Problem-solving
- Creative expression

Civic and Social Expectations

Winslow High School students will demonstrate the following lifelong skills.

- Citizenship
- Acceptance of others
- Volunteerism
- Wellness
- Financial awareness

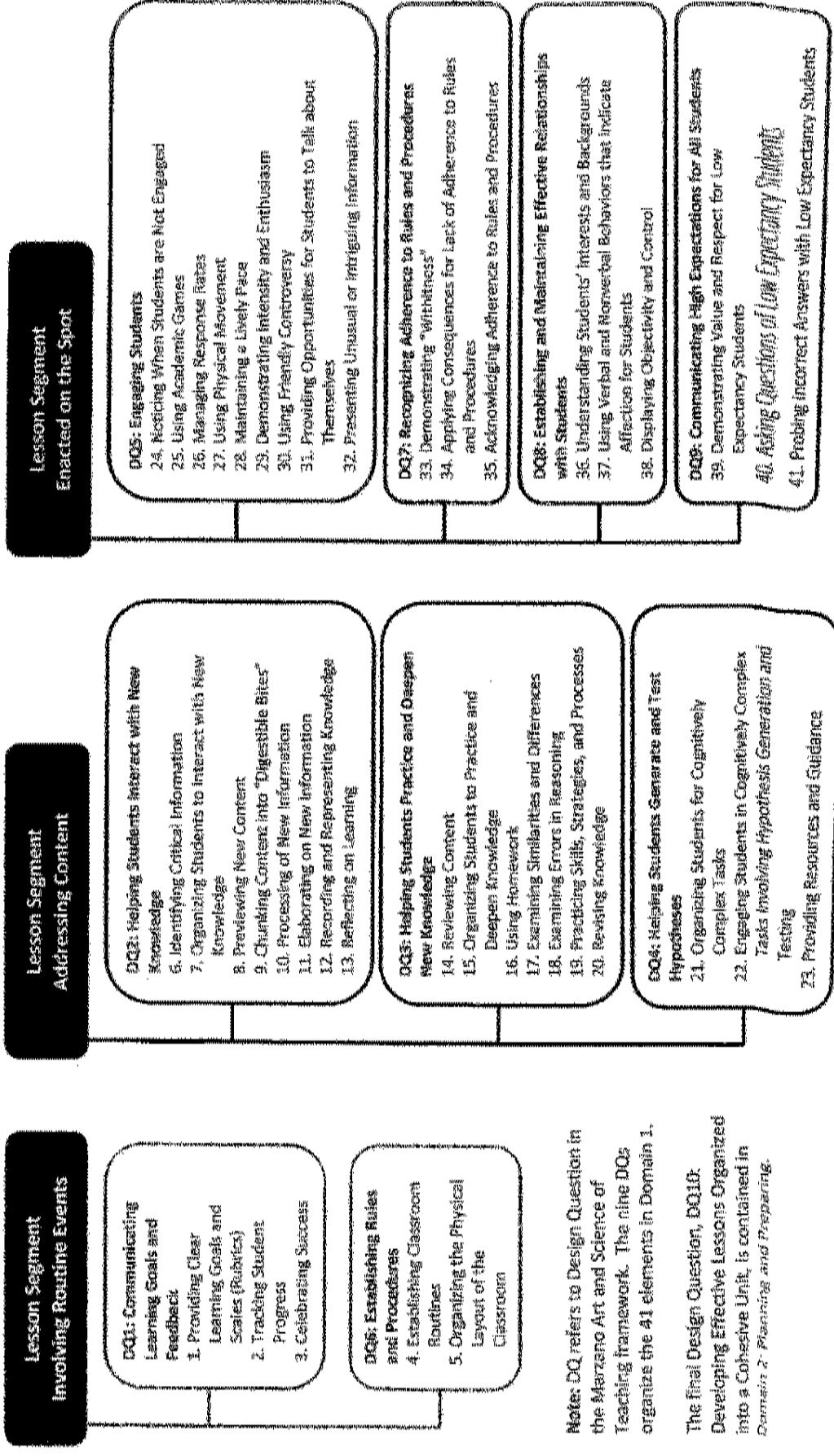
32

Appendix E
Mission Statement Academic Expectations Rubric

Category	1 Does Not Meet	2 Partially Meets	3 Meets	4 Exceeds	Score
Communication		Developing understanding, coherence, and accuracy in the elements of communication	Demonstrates understanding, coherence, and accuracy in the elements of communication	Effectively applies elements of communication in a variety of circumstances and situations	
Research		Selects a minimal number of appropriate sources and partially interprets information to create a finished product	Selects a satisfactory number of appropriate sources and effectively interprets most of the information to create a finished product	Selects a comprehensive list of appropriate sources and effectively interprets information to create a finished product	
Technology		Displays a familiarity with the use and application of various forms of technology	Demonstrates competency in the use and application of various forms of technology	Regularly and effectively uses and applies various forms of technology	
Critical Thinking		Developing an ability to evaluate, analyze, and synthesize information to form a conclusion	Demonstrates the ability to evaluate, analyze, and synthesize information to form a logical conclusion	Effectively evaluates, analyzes, and synthesizes information to form a well reasoned conclusion	
Problem Solving		Minimally identifies the problem, and applies few effective strategies to solve it	Adequately identifies the problem, and applies strategies to solve it	Completely identifies the problem, and applies multiple effective strategies to solve it	
Creative Expression		Partially applies a few unique, alternative, or artistic strategies to a process or product	Applies a variety of unique, alternative, or artistic strategies to a process or product	Effectively applies a variety of unique, alternative, or artistic strategies to a process or product	
Student Name				Total =	

Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

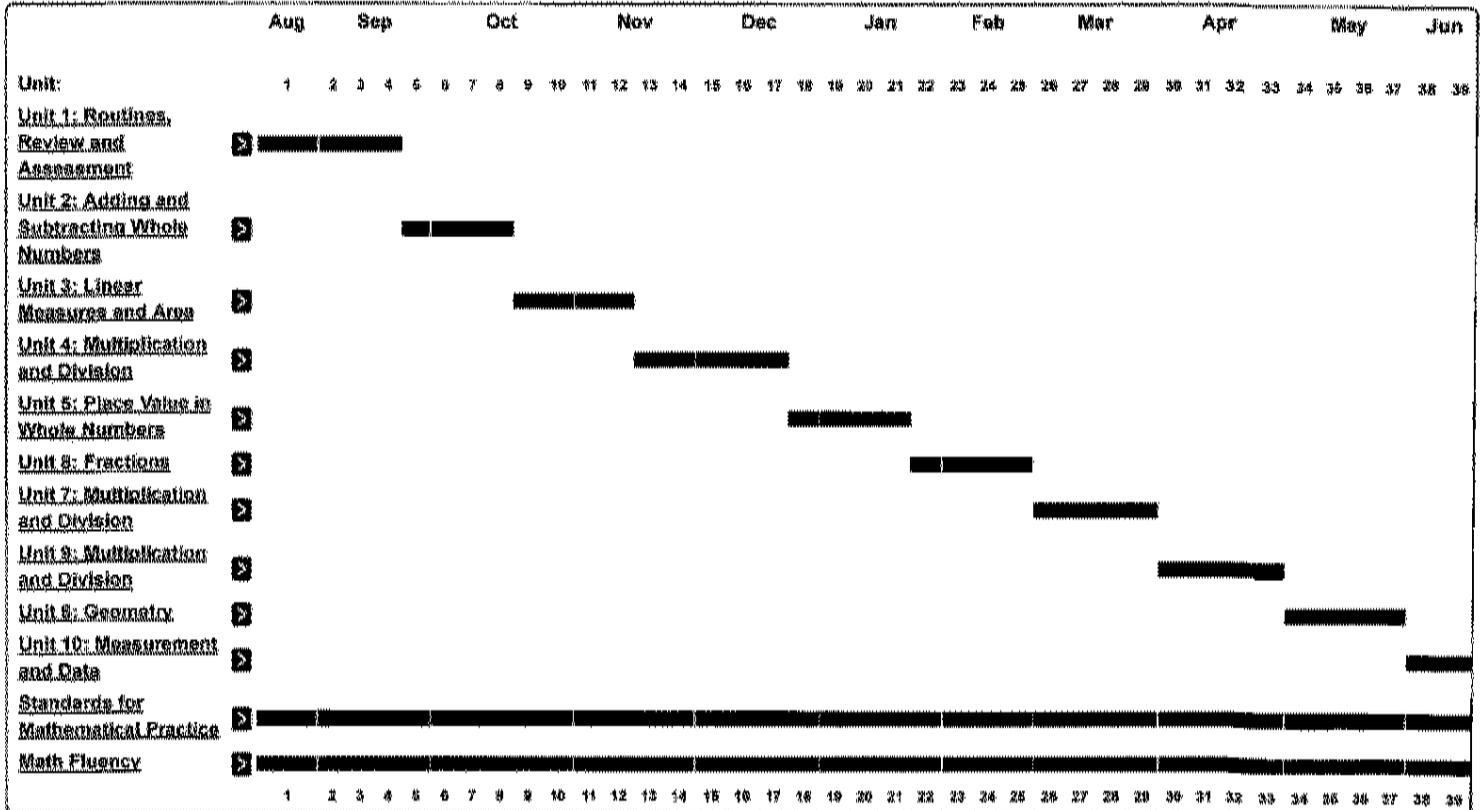




G.1

Collaboration

Grade 3 | Mathematics | Winslow Elementary



Last Updated: Friday, May 17, 2013, 11:33AM

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AOS 92 Schools

Browse Unit Calendars > Unit 3: Linear Measures and Area

AOS92

Norfolk Valley Consolidated Schools

Collaboration

Winetow Master Math 2 Grade 3 | Mathematics | Winetow Elementary

Unit: Unit 3: Linear Measures and Area (Week 9, 4 Weeks)

Standards

CCSS: Mathematics, CCSS: Grade 3, Measurement & Data

3.MD.B. Represent and Interpret data.

- 3.MD.B.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal axis is marked off in appropriate units— whole numbers, halves, or quarters.

3.MD.C. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

- 3.MD.C.5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
- 3.MD.C.5a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
- 3.MD.C.5b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
- 3.MD.C.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- 3.MD.C.7. Relate area to the operations of multiplication and addition.
- 3.MD.C.7a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- 3.MD.C.7b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- 3.MD.C.7c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
- 3.MD.C.7d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

3.MD.D. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

- 3.MD.D.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Essential Questions

Leave out Lesson 3.6 as it is an experiment for probability, which is not a Common Core Standard.

Leave out Lesson 3.6 as it deals with circumference and diameter, which are not part of the Common Core Standards.

Content

- area
- centimeter (cm)
- whole
- halves
- fourths
- quarters
- foot
- inch (in.)
- length
- line segment
- meter
- metric system
- millimeter (mm)
- perimeter
- polygon- trapezoid, rhombus, rectangle square, parallelogram triangle
- square feet
- square yards
- standard unit
- square unit
- tiling
- U.S. customary system
- yard

Skills

- Use standard units to estimate and measure the lengths of objects (inch, half inch, quarter inch, centimeter, half centimeter, and millimeter)
- Name the marks on a ruler that divide inches into halves, fourths
- Use a ruler to find equivalent halves, fourths, and eighths
- Identify personal references for customary units of length
- Use basic facts and add side lengths to find perimeter
- Construct, identify and describe polygons
- Measure sides of polygons, triangles and rectangles to the nearest inch
- Compare properties of triangles and rectangles
- Create triangles and rectangles with a given perimeter
- Tie equal areas with different-size pattern blocks
- Estimate and then measure the area of surfaces with foot & yard square templates
- Find and count the area of a rectangular region divided into square units
- Describe the relationship between square feet & square yards
- Use multiplication facts to find the area of rectangles
- Draw and use arrays to find the area of rectangles and write a number model



G₂

Collaboration

Grade 5 | English language arts | Winslow Elementary

Unit:	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Perseverance	1-15										
Narrative Writing		1-15									
Facing Challenges of Nature					1-28						
Informational Writing					1-28						
Understanding Self and Others								1-31			
Opinion Writing								1-31			
Spelling/Vocabulary	1-31										
Conventions	1-31										
Choice Reading	1-31										

Last Updated: Monday, May 12, 2014, 10:15AM

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AOS92 Schools

Browse Unit Calendars > Facing Challenges of Nature



Collaboration

Winslow Master Grade 5 ELA Grade 5 | English language arts | Winslow Elementary

Unit: Facing Challenges of Nature (Week 16, 12 Weeks)

Standards

CCSI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSI: Grade 5, Reading: Informational Text

Key Ideas and Details

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

- RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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

- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

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

- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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

- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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

- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

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

- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

8. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.5.8. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

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

- RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSI: Grade 5, Reading: Foundational Skills

Phonics and Word Recognition

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSI: Grade 5, Writing

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

- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.9a. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)").

Essential Questions**Content**

- fiction vs. non-fiction
- narrative non-fiction vs. other formats
- page level text features
 - caption
 - title
 - heading
 - chart
 - illustration
 - bold words
 - map
- book level text features
 - glossary
 - table of contents
 - index
 - chapter
- main idea
- inference
- summary
- setting
- structure (sequence, compare and contrast, sub-topic, how-to, Q and A)
- compare and contrast multiple accounts of same event
- selection of information from multiple sources

Skills

- Distinguish between fiction and non-fiction
- Compare and contrast characteristics of narrative non-fiction with other non-fiction formats
- Identify book and page level text features and use as aids to comprehension
- Identify the setting
- Identify the text structure using evidence from the text
- Summarize
- Identify the main idea and support with evidence from the text
- Locate specific information from multiple sources
- Compare and contrast multiple accounts of same event
- Fluently read and comprehend on-level text

Instructional Activities

Is it fiction or nonfiction: how can you tell?

What does fiction look like? What are the qualities that lead you to classify a text as fiction?

- Did not actually happen, but may include facts and events in order to make it seem more realistic.

Realistic fiction fantasy historical fiction

What does nonfiction look like? What are the qualities that lead you to classify a text as nonfiction?

- Could be in story (narrative) format or structure could be to argue or inform.

Informational text (like a textbook or biography) narrative nonfiction

Resources

The Shackleton Expedition by Jill Fink

Narrative nonfiction

Phoebé and the general

Pearson

Hammerhead light

Shackleton

Reconsidering Writing

1

Good first step

- There was neither a requirement to teach writing in content area subjects, nor was there widespread agreement about writing instruction or expectations in content areas.

4

In the past, while it was considered good practice to include literacy as a component of content area classes, it was not mandated. With the adoption of the Common Core standards, reading, writing and research standards reach across all content areas.

7

- Why not?
- Why now?
- Do we have to?

2

That was then, this is now....

- State-adopted standards: There are now writing standards for literacy in history/social studies, science and technical subjects for grades 6-12.

5

COMMON CORE STATE STANDARDS
For
 English Language Arts
 History/Social Studies
 Science, and Technical Subjects

- Additionally, the new science standards have embedded the Common Core content literacy standards throughout their document. The intent is to ensure that attention to literacy occurs across all areas of science.

8

- It's likely that your primary goal in selecting activities that require students to write has been to help students understand your content information.
- You have used writing primarily as a tool for learning.

3

Shared responsibility for students' literacy development

The standards raise their expectations in reading, writing, speaking, listening, and thinking for a shared responsibility across all subject areas.

The grade 6-12 standards are written for the student, not for the teacher. The standards are not a checklist of what to teach. They are a set of expectations for what students should be able to do. It is the teacher's responsibility to plan and deliver instruction that meets these expectations.

6

This emphasis is evident in the standards and it's also evident in the new assessments. Recall the extent to which the assessments you examined reach beyond what is typically included in an assessment of English. They reflect the emphasis in the Common Core standards on literacy across all content areas.

9

Revisit this statement:

- There was neither a requirement to teach writing in content area subjects, nor was there widespread agreement about writing instruction or expectations in content areas.

10

Three types

- There are three types of writing identified in the standards. The categories are based on the author's purpose or reason for writing.
- There are three main reasons for writing:
 - To tell a story or entertain
 - To explain or inform
 - To state your opinion and provide reasons or evidence

13

Take a look at your standards

- Broad strokes
- Text types and purpose
- What do you notice about your responsibility for the three types of writing?
- How do these compare to the ELA standards for your grade level?

16

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

Common Core standards have established a specific framework for writing. The new framework is used across all grades K-12 and across all content areas.

The good news is that the framework is very straightforward. It's likely to finally bring some agreement and clarity to a pretty messy area.

11

Three types of writing

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

14

Compare and Contrast

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

17

To adequately prepare our students, seek will need common understanding of the standards. We'll need to provide opportunities and support for writing development in all content areas.

12

Those three types of writing are the focus for all grades K-12.

Each set of standards builds on the previous year's foundation, but the focus remains throughout.

What does that look like? Look at the vertical progression for ELA.

15

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

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

18

New way of thinking about writing

- Teachers typically assign writing tasks to support their curricular goals. Generally, those goals rest on subject area content understanding.
- Any of those assignments could be categorized as narrative, informative or argument; however, content teachers have not been focused on helping students master the different types of writing.

19

New emphasis on structure

- One difference with the new standards is the attention to organization or structure.
- The standards push the type of writing and the appropriate organization to the forefront.
- One added benefit to this attention to structure is that the framework supports thinking, not just writing.

20

- So if everyone is responsible for helping students become proficient writers of informative pieces and argument pieces, let's see if we can distinguish between the two types.
- Remember that the key lies in the purpose for writing.

21

A version of the "Cubed" system to allow for evaluation of whether the answer of/whether leader: High School teaching model structure on the order of a typical

How to write a piece

Ordering the best ideas in the piece

A comparison of thinking for reason, research, and reading for sport research

Characteristics of types of writing

A rationale for your choice for governance

22

Structures: Argument

One option

Claim
Evidence
Evidence
Evidence
Conclusion

another option

Claim
Evidence
Evidence
Anticipation of opposing view
Rebuttal or Evidence
Conclusion

23

Let's try it out....

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

24

Here's the structure

Claim
Evidence
Evidence
Evidence
Conclusion

25

Claim
Evidence
Evidence
Evidence
Evidence
Conclusion

26

Or, for the more sophisticated palate

Claim
Evidence
Evidence
Anticipation of opposing view
Rebuttal or Evidence
Conclusion

27

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Claim	
Assessors	
Argument	
Advertisement or promotional view	
Historical, case event/act	
Conclusion	

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Informational/Explanatory

Intro	Intro	Intro
First event	sub-topic	sub-topics
next event	sub-topic	differences
Final event	sub-topic	
conclusion	conclusion	conclusion

34

Topic 2013 - An exciting football season

Intro	What are we expected to be a supporter for the year and what are we looking forward to in the coming season?
First event	Starting line up/Veterans
next event	Training camp of Veterans
Final event	Team played next first two games
conclusion	7 over 1 season as supporter

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Try one of your own

- Use a graphic organizer to plan for writing an argument piece.
- You choose the topic:
The best team ever
The best drink ever
The best book ever

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Let's try some

- Which format for informational/explanatory writing would you use?
- Sequential By Topic Compare/Contrast
- How to cook a pizza
- A summary of the beginning of the Civil War season
- A comparison of funding for ocean research and funding for space research
- Description of types of snakes

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Topic: What's new at WSHS?

- Most appropriate format?
- Topic?

Intro	
sub-topic	
sub-topic	
sub-topic	
conclusion	

30

Structures: Informative/Explanatory

- Consider the most logical format based on the topic. Some options include:
- Organization by sequence or chronology
- Sub-topics
- Compare/contrast

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Topic 2013 - An exciting football season

- Most appropriate format?
- Sequential?

Intro	
First event	
next event	
Final event	
conclusion	

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Topic: What's new at WSHS?

Intro	Topic: What's new at WSHS?
sub-topic	NEW STAFF
sub-topic	NEW APPELLATION TO STUDENT COMPANIES MEMBER
sub-topic	NEW EQUIPMENT FOR APPPELLATION
conclusion	Transition from school sports some changes

- Next steps**
- * Increase familiarity with types of writing to be focused on across all content areas
 - * Explore options for evaluation of student writing
 - * Begin to consider implications for curriculum and instructional practices

J.

Steps:

1. Listed standards based on bold-print elements of full standards sheet.
2. Drafted benchmarks for each standard for each trimester.
3. Made a grid of standards and units.
4. Listed target standards for each unit.
5. Cross-referenced each item on assessment with standard.
6. Made a student grid per trimester with appropriate standard highlighted for each assessment item so teachers can see profile of performance for that standard over time.
7. Looked at whether there was sufficient evidence to support an evaluation on the report card based on the assessments... and whether the tasks provided evidence of the benchmark.

To be done at the grade level:

1. Look at benchmarks to see if you agree.
2. Look at grid showing alignment of standards with assessment items. Decide if you want to change any of the standards... although remember that you don't necessarily have to have final assessment items on every single standard.
3. Look at the reporting sheet to see if that would meet your needs to be able to report on the standards for the trimester.
4. Look at the assessment items to see if you think they will actually provide appropriate information towards the standards/benchmarks.

J₂

Sheet1

Standard	End of second trimester, after sections 3 and 4	End of third trimester
Number names and counting	count to 50 recognize and write numbers to 15	count to 100 by ones and tens recognize and write numbers to 20
Count number of objects	count number of objects to 10	count number of objects to 20
Compare numbers	identify less or more using up to 10 objects compare written numerals to 5	compare written numerals to 10
Adding and subtracting within 5	NA	add and subtract fluently within 5
Place value 11-19	compose and decompose numbers (tens and some ones) 11-19	compose and decompose numbers (tens and some ones) 11-19
Measurable attributes	compare length of two objects	compare weight of two objects, select an attribute and use to compare
Classify objects	create categories and sort accordingly	create categories and sort accordingly
Identify and describe shapes	identify and describe cube, cone, cylinder, sphere	distinguish between two and three-dimensional figures
Create and compare shapes	compare among cube, cone, cylinder, sphere	create shapes

K.

Administrative Retreat
Wednesday, August 13, 2014

Teacher/Administrator Effectiveness

1. Feedback from Retreat

ASH – participants excited and interested to link to leadership group

GJM – challenge to blend pilot group with whole group

WatJHS – leadership team wants a copy of Reflective Teacher

Kyle – suggests that everyone in pilot needs book

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

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

Peter – removes the subjectivity. Based in research.

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

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

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

Chad – will use Reflective Teacher with whole staff.

2. Implementation. Next steps.

A. Presentation by Barb and Allan

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

Using the pilot group to help share the model.

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

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

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

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

Peter – if they are distributed, need a plan.

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

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

B. Share thoughts on implementation in your particular building.

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

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

Carole – her staff is excited about sharing across buildings.

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

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

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

C. Resources.

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

3. Steering Committee

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

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

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

4. The "Vote"

5. Other

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

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

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

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

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

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

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

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

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

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

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

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

Eric – need to be consistent. Expecting evaluation of pilot group to wrap up this year. After this year, those in pilot group become C1s to start cycle anew.

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

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

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

Proficiency Based Diploma

1. Feedback from Retreat

2. Moving forward with implementation

Need to submit an extension application by October 17.

A. Review Extension Options.

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

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

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

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

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

Mary will send self-assessment "cheat sheet".

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

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

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

G. Next steps based on information shared.

From the floor:

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

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

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

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

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

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

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

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

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

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