



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 2

At the time of the extension application the SAU will:

- Provide evidence demonstrating its preparedness to deliver diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles in 2019.
- Provide an implementation plan that outlines benchmarks for the 2014 2015 school year that the SAU will meet in order to pilot and refine the mechanisms for reporting and refine assessments that have already been developed and are necessary 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.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds carried over to support the implementation of proficiency-based diplomas

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

### Submittal Window

**1. Indicate the submitting date.**

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

### Superintendents Region

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

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

- 3. School Administrative Unit:** Bangor School Department
- 4. High School(s):** Bangor High School
- 5. Name and title of people completing the extension request:**  
Dr. Betsy Webb, Superintendent of Schools  
Mr. Robert MacDonald, Assistant Superintendent  
Mr. Paul Butler, Principal Bangor High School
- 6. Superintendent's name, address, phone number and email:**  
Dr. Betsy M. Webb, Superintendent of Schools  
Bangor School Department  
73 Harlow Street, Bangor, ME 04401  
207-992-4153 bwebb@bangorschools.net

### Evidence of Preparedness

- 7. Describe the SAU's preparedness to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after January 1, 2019. 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**

BHS has worked diligently on the foundational elements of curricula, instruction and assessment beginning in August 2013 and extending through June 2014. Much work has been accomplished, but significant work remains for BHS to put its mark of excellence on our blended system of issuing a proficiency-based diploma. To complete this work, the Bangor School Department requests Extension Option Two and bases this request on approval parameters established by Commissioner Rier on May 29 and paraphrased here:

1. Extension to January 1, 2019 as the date after which students are required to demonstrate proficiency in all eight content areas and the Guiding Principles in order to earn a diploma.
2. Evidence of an existing proficiency-based program at the high school level and preparedness to meet the full expectations of LD 1422 within the extension timeline.
3. Existence of an implementation plan with 2014-2015 benchmarks (culminating in a July 1, 2015 confirmation report) for piloting and refining existing assessments and for

- developing reporting mechanisms of the proficiency-based program.
4. Establishment of a budget for the use of targeted PBD funds to support the implementation plan.

The overriding basis of the Bangor School Department's Proficiency-Based Diploma extension request is the commitment to meeting the requirements of LD 1422 with high quality and in line with the core practices of a results-driven school system with a history of high student achievement. The following information addresses the four requirements of Extension Option #2 substantiates our pursuit of this extension option.

**Blended System:** BHS is committed to a blended system of credits and standards to earn the high school diploma, a process that the school has used to certify student proficiency in Maine learning standards in ELA and Mathematics for over ten years. Developed within the school and locally known as *OnTrack*, the system is composed of a series of course-embedded, standards-aligned assessments that contribute simultaneously to the composition of quarter and semester grades, to the earning of academic credit, and to the progressive documentation of each student's proficiency in standards in all eight content areas under LD 1422.

The blended system requires that students successfully engage in rigorous, relevant, and progressive coursework with embedded assessments that embody all Maine standards over four years of high school. In response LD 1422, BHS has developed or redesigned assessments that document proficiency in all eight Maine content standards. In place as of June 1 are draft versions of multiple, coordinated and standards-aligned assessments of student skills and dispositions across all learning environments over time, an essential condition of educational best practice.

By design, students are expected to demonstrate proficiency in content area standards in proportion to their four-year progression through required, credit-bearing courses. Many students will accelerate past this proportion target, just as other students will require diverse intervention pathways in one or more content areas to remain on track for meeting the diploma performance standards in four years. As described in the 2014-2015 implementation plan below, horizontal and vertical calibration of assessment and establishment of anchors and models for each content area diploma standard are critical next steps to maintaining the district's commitment to student acceleration and academic excellence for all.

**2013-2014 PBD Efforts:**

- August 2013: Full-day SCC Meeting (School-based data team aligned to BSD Strategic Plan)
- September 2013: Televised presentation to Bangor School Committee on PBD Plan
- September 2013: Full in-service day to frame and initiate PBD work across the school
- September-May: Monthly faculty meeting agenda items to report and discuss progress
- October 2013: School-wide interdisciplinary Professional Learning Group (PLG) with PBD focus
- November 2013: Full release day with SCC Team and Central Office leadership on PBD planning
- November 2013: PBD curriculum and assessment development using PBD funds during vacation

- October-May: Commitment to an additional department based PLG. Three monthly department-based PLGs focus on curriculum and assessment in support of PBD
- December 2013 and January 2014: Consultation meetings with Advanced Data Systems (ADS Pulse) regarding technical elements of recording and reporting of PBD requirements
- January-February 2014: Information on PBD presented to Class of 2018 families in tuition towns
- February 2014: PBD curriculum and assessment development using PBD funds during vacation
- March 2014: Information session on PBD for Bangor families in Class of 2018
- March 2014: Full in-service day devoted to PDB curriculum and assessment (all departments)
- April-June 2014: Department-based development / refinement of PBD assessments.
- May-June 2014: Review of draft school-wide rubrics for Guiding Principles assessment
- Summer 2014: 15 BHS summer curriculum projects to focus on continued refinement, formatting, and implementation planning for the PBD pilot year made possible by a potential extension

**2013-2014 Progress:** Through these efforts, BHS has made significant progress in developing the core elements of the PBD with a purposeful focus on a guaranteed, viable, rigorous and accessible curriculum and assessment system directly aligned to state standards in the eight content areas:

- December 2013: Draft content area diploma standards (5-8 per) established using guidance of Great Schools Partnership and the *Power Standards* framework (Ainsworth 2003; Crawford 2011)

Submitted Document Reference: ELA Power Standards

- June 1: 100% of draft (course-embedded) assessments of the content area diploma standards established with performance indicator alignment

Submitted Document Reference: Civics Assessment 2, Rubric

PBD documents currently in draft form and in need of continued development and refinement:

- January 2014: Draft rubric of Guiding Principles for quarterly student feedback

Submitted Document Reference: BHS Guiding Principles Rubric

- March-June 2014: Draft diploma standards assessment grid (flat file) for interface between Infinite Campus and Advanced Data Systems (ADS Pulse) recording and reporting software

Submitted Document Reference: FA Assessments Grid

**Description of Impact of PBD Work on Students, Staff and the Community:**

Community Impact: The citizens of Bangor have pride in the achievement of the schools and consistently support their operation on all levels, most notably with overwhelming validation of the school budget in the June referendum. With this support comes the expectation for continued high achievement, quality programming and individualized support that are the district's hallmarks. Community members understand and interpret these measures of quality on various levels and mostly from their own points-of-view, and very few express an understanding of link between law and policy beyond the experiences of their own children. Because public communication regarding the move to a proficiency-based diploma has clearly expressed the district's insistence on maintaining its special culture of achievement and academic excellence, concern regarding this work has been minimal. The community trusts leadership to implement a system that continues to serve all children exceptionally well.

Staff Impact: As noted here, BHS has maintained a system of documenting student proficiency in standards in ELA and Mathematics for over ten years, which has eased the expansion toward the PBD in all content areas. The work has been taxing, however, requiring nearly 100% of our school's professional development time beginning in August. BHS teachers believe in the potential of all students and have worked very hard to redesign assessments that truly commit to accessible rigor and meaningful instruction and assessment. This focus on quality has outpaced faculty concern that the PBD initiative, like past efforts along these lines and others that have lived short lives, may not endure and may cause their work to become ethereal.

Student Impact: Active conversation with students about the tenets of proficiency-based diplomas has included their support of the school's approach, which they perceive as best preparing them for post-secondary options. Administrators and teachers consider the Blended System and the Concentrations Program as a recommitment to ensuring that all students are pushed beyond a minimum standard and are actively prepared for post-secondary options that link their goals to their course selections in a way that requires active demonstration of knowledge, skills and holistic preparedness for life after BHS.

### **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 January 1, 2019. The description should include benchmarks and metrics that the SAU will meet in the 2014-2015 school year. 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**

2014-2015 Blended System for PBD Implementation Plan: Four Benchmarks and Corresponding Timelines

Benchmark 1: Clear performance standards calibrated for all content areas.

By design, students revisit content area standards through progressively challenging, comprehensive, and standards-aligned instruction and core assessments that contribute to an individual proficiency profile each year and over time. Collection of student work, developing models and anchors, and ensuring horizontal and vertical calibration in all content areas are critical, time-intensive processes that drive instructional intervention (i.e. multiple pathways required by LD 1422 and by MUSER / RTI), identify necessary revision of standards or assessments, and ultimately validate proficiency in standards in the blended system.

Timeline:

September 2014 - June 2015: Full pilot conducted with incoming Class of 2018

July 1, 2014: Assessment revision, scoring calibration and anchor selection complete.

Benchmark 2: Innovative system established to verify attainment of Guiding Principles.

The system begins with implementation of a school-wide rubric to assess and provide feedback on the core skills of Engagement, Cooperation & Ambition in all courses over time (quarterly in each academic year). Next, select PBD assessments from across the content areas and over the four academic years will double as assessment points for 21<sup>st</sup> Century Skills utilizing school-wide rubrics for Problem Solving, Research, Writing, and Oral Presentation. Finally, each student will be guided in the selection of an area of concentrated study during the final four semesters. Concentrations match students' academic interests and post-secondary goals to their selection of four or more courses and related (internship / externship) learning experiences. The concentration will result in an exhibition of learning & reflection based in the Guiding Principles and designed to prepare students for continued education & career.

Timeline:

September 26, 2014: Core skills rubric embedded in IC for quarterly reporting (all BHS students)

October 17, 2014: School-wide rubrics for 21<sup>st</sup> Century Skills tagged to PBD assessments (Class of 2018)

September 2014 - June 2015: Concentrations Pilot Conducted for Class of 2017 cross-section of students

Benchmark 3: Technically sound and functional system developed to report student proficiency.

Frequent, understandable communication to students and parents is essential to motivating and accelerating student achievement and documenting proficiency in standards and Guiding Principles. Managing the complicated technical interface between Infinite Campus, where PBD data will be recorded, and ADS Pulse, which will be utilized to extract and report these data, is essential and involves hundreds of

students & several hundred data points. Developing the methodology, scale & language of reporting is critical.

Timeline:

September 30, 2014: Finalize the methodology, scale & language of proficiency reporting

October 17, 2014: First quarter SDB assessments embedded in IC courses

November 3, 2014: Technical interface established between IC and ADS Pulse

December 5, 2014: Individual proficiency report trial: Class of 2018

March 6, 2015: Semester 1 individual proficiency reports produced and reviewed for the Class of 2018

June 30, 2015: Full-year individual proficiency reports produced & reviewed for the Class of 2018

Benchmark 4: Best practice in standards-based instruction researched to improve student achievement.

District administration in 2013-2014 focused on the research of William Zaggie (2012) and the importance of “student self-report” or the ability to understand and report their own progress toward learning targets. The extension provides opportunity to identify and prioritize the core instructional practices that best complement the high-quality assessments with the goal of student self-report toward performance standards in all content areas, all learning spaces, every day, and over time.

Timeline:

August 2014: Core learning resource(s) selected, prioritizing Common Core literacy & backward design

September 2014–June 2015: Cross-content literacy strategies and backward design core practices defined, implemented and reviewed through department-based and school-wide PLGs.

**System of Supports for Student Learning**

9. Describe the system of supports you have in place for secondary 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**

**System of Supports for Student Learning:** The BHS Guidance Department serves as the core element of the school's system of monitoring student acceleration and intervention, primarily through its role in the Blended System to document proficiency in the College & Career Standards. A clearly established RTI process (outlined below) provides targeted, timely support for students and is purposefully enhanced with a Concentrations program to ensure that learning potential and relevance are identified and maximized for every student.

Concentrations Program: Like the academic departments, the Guidance Department has designed a series of coordinated, sequential activities and assessments to develop, monitor and guide not only individual academic skills but also students' post-secondary college and career goal setting and attainment. Using the personalized learning plan (PLP) model that evolves through a series of large group, small group and 1:1 contact, counselors support students in the selection of a Concentration that links their post-secondary goals to high school courses (4-5) pursued in the junior and senior year, a process that results in an exhibition of learning that demonstrates proficiency in content-standards and in 21<sup>st</sup> Century Skills embodied in the Guiding Principles.

With each student expected to complete a Concentration and an exhibition, the performance standards are meaningfully maximized and relevantly tied to the post-secondary aspirations of all students. Coupled with progressively challenging and relevant classroom experiences in the eight content areas, the central work of the BHS Guidance Department generates great confidence that graduates earning a BHS proficiency-based diploma will prove to be the 21st Century thinkers, learners, problem solvers, communicators and citizens described in the Guiding Principles.

**BHS Response to Intervention (RTI):** Response to Intervention (RTI) is a system to identify students in danger of academic failure, to intervene appropriately and help them toward success, and to continually frame their progress within the district goal *Academic Excellence for All*. With BHS Guidance as the monitoring and communication hub, BHS RTI reviews student progress in two identifiable areas of high school achievement: progress toward PBD requirements and toward external indicators of college readiness. Students who exhibit at-risk factors in the critical areas credit / proficiency attainment and College Readiness (CR) Benchmark (as assessed on the ReadStep, the PSAT and SAT) receive progressively intensive interventions that are designed to close the identified gap and are reflective of the belief in the college potential of all students. In 2014, the College Board recognized the school for this intervention design, which embodies the district's commitment to equity and the belief that all students can learn and achieve at high levels.

**General Interventions / Tier I:**

A school-wide, student-specific intervention tracking form for struggling students is initiated when a student is at-risk of failure for the quarter to drive and record progressive, teacher-based interventions.

Mid-quarter progress reports generated by Infinite Campus are hand-delivered to each student and mailed home to students who are struggling with failure or near-failure in a course.

“Department Days” are support times on Tuesday, Wednesday and Thursday afternoons organized by academic department to allow multiple department access and to eliminate the self-advocacy barrier experienced frequently by at-risk students.

Reading and Mathematics teachers utilize a universal screening in the fall, winter and spring to identify students with specific skill gaps that complicate progress toward both academic progress and CR Benchmark attainment and that drive instructional response.

Advisory Period (9th Grade): 20 minute daily period that allows for focus on transition issues, academic and study skills, extra-curricular activities, and other general induction topics and activities that support success for all students holistically and individually.

100% involvement in two or more school activities with a target of 100% involvement in one activity in the first semester for 9th grade students.

**RTI Watch List / Tier II:**

Students who do not respond to general interventions (earn a failing or near-failing semester grade or who are flagged for immediate intervention in grade 9) and who fall below the grade-corresponding CR Benchmark are identified for Tier II.

<u>College Board Assessment</u>	<u>RTI Threshold</u>
Grade 9 ReadStep:	11.8 out of 21
Grade 10 PSAT:	133 out of 240
Grade 11 PSAT:	142 out of 240
Grade 11 SAT / MHSA:	1550 out of 2400

The RTI watch list is populated, maintained and communicated to teachers by the Guidance Director.

The watch list includes data on credits and attendance and records past intervention used.

Teachers and counselors mentor students who enter a school year on Tier II to develop a good academic start, including accessing Department Days and frequent 1:1 guidance contact

Prioritized conference scheduling and parent outreach are coordinated for students in Tier II.

Parent / teacher (RTI) meetings when academic failure persists.

Tier II students are directed to Department Days with solicited parent support.

Students below Reading and Mathematics Universal Screening benchmarks receive teacher-based instructional intervention monitored by the Department Head.

Juniors below the CR Benchmark are targeted for intensive interventions on all SAT areas (Critical Reading, Math, Writing) coupled with test-taking strategy sessions based on fall PSAT data.

**Tier III: Credit and Proficiency Recovery:**

Credit Recovery courses are instructed in both semesters in Science, Social Studies, and Mathematics during the school day to allow access to multiple supports.

Teachers collaborate to design instruction and assessment that meets the course proficiency standards and informs the initial teacher's decision to issue credit and to document proficiencies expected within the original course.

English credit recovery courses during the second semester of the 9th grade year and during both semesters of the junior year are full-semester interventions that ensure students acquire the critical proficiencies in reading and composition.

Vacation School is designed for students (primarily seniors) who are significantly at risk for failure in a course with proficiencies required to earn the diploma.

Summer School, while reduced through school-based, real-time intervention, remains an option for a one-week (credit intervention) or three-week (credit recovery) scenarios. Students may access Adult Education courses \in either semester of the senior year in order to recover credit and to revisit content standard deficiencies.

Directed Study is an Adult Education program for seniors who are one credit short of graduation at the end of the senior year. Students who complete courses designed and monitored by the Learning Center in consultation with BHS Department Heads are able to document proficiency and earn credit required to earn the diploma.

As with any effective intervention system that maintains persistent focus, students who are at or near the minimum performance or progress levels are of constant concern. While students are taken off the RTI Watch List if they achieve the CR Benchmark in combination with on-track status with credits and proficiencies required to earn the diploma, the RTI system constantly monitors, reactivates and recycles when students demonstrate struggle on the classroom level.

### **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:** 10 %
- **Community Engagement:** 0%
- **One-year Carry Over:** 90%

**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 2015 Anticipated allocation \$36,286.43

FY 2014 Carry over funds expended and anticipated: \$33,450

**Intended Impact of Transition Funds:** The Bangor School Department believes that a guaranteed, viable, rigorous and accessible system of curricula and assessment provides a core experience that best prepares students to achieve the mission outlined in our Ten-Year Strategic Plan *Academic Excellence for All* (provided in Appendix). All district resources including the LD 1422 Transition Funds are committed to achieving the four district goals and desired outcomes specifically established and annually monitored in the Strategic Plan: Academic Excellence, Professional Excellence, Quality Instructional Program and Environment for Success. Consistent with District practice and evidentiary of best organizational practice, Transition Funds and their intended impacts are aligned to the following Strategic Plan District Goals, which are excerpted here with the delineation of transition funds embedded within each:

**Quality Instructional Program:** Baseline competencies in the "Knowledge Age" and beyond include the ability to communicate collaboratively, to solve real world problems creatively, to utilize technology purposefully and to reflect on one's learning continuously. For our graduates to successfully integrate into an increasingly global society, the combination of their learning experiences in Bangor schools must yield high achievers, integrated thinkers, and capable lifelong learners. As reflected in the 5 Outcomes below, the achievement of these higher competencies begins with a commitment to monitoring and accelerating student achievement to the highest levels. The organization must purposefully complement this strong foundation with experiences that develop the tools of adaptability—higher order thinking skills, technology competencies, and global cultural awareness.

BSD Core Values Link:

Continuous self-evaluation and improvement  
Diversity of programs for a diversity of learners

Submitted Document Page Reference: <i>Strategic Plan 16</i>
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BSD Core Competency Link – Actions Undertaken to Realize the Core Values:

Build curriculum for knowledge acquisition, application, and understanding (\$)

Measure and evaluate student progress continuously (\$)

Instruct based on the needs of the specific learner (\$)

Integrate information technology into the educational process (\$\$)

**Transition Funds Delineation:**

**(\$):** BHS has developed or redesigned assessments that document proficiency in all eight Maine content standards. In place as of June 1 are draft versions of multiple, coordinated and standards-aligned assessments of student skills and dispositions across all learning environments over time, an essential condition of educational best practice that enable and prioritize personalized instruction, assessment and intervention.

Action: Blended System Embedded Assessment, Rubric Development, Refinement

FY2014: Summer 2014 Projects Approved to date: \$19,350

Anticipated Completion: July 21, 2014  
FY2015: \$18,000 to fund professional development costs for curriculum projects, school year release time, learning resources and summer projects  
Anticipated Completion: June 30, 2015

**(\$\$):** Managing the complicated technical interface between Infinite Campus, where PBD data will be recorded, and ADS Pulse, which will be utilized to extract and report these data, is essential and involves hundreds of students & several hundred data points. Developing the methodology, scale & language of reporting is critical to a quality program that links instruction and assessment to feedback and acceleration:

Action: Technical Reporting Development

FY2014: Infinite Campus Customization, ADS Pulse Reporting Software (anticipated): \$5,000

Anticipated Completion: To be determined based on needs identified in 2014-2015 PBD pilot

FY2015: Custom Transcript Reporting: \$7,500

Anticipated Completion: June 30, 2015

Professional Excellence: By the time the Ten-year Strategic Plan concludes, the department will have seen many of its current outstanding teachers retire from the profession, a circumstance that is highlighted in the Challenges section of this document and one that requires purposeful action. The department approaches professional development with the clear understanding that academic excellence is yielded by instructional excellence and that the most critical influence in the achievement of any student is personalized, informed instruction provided by teachers whose high expectations are matched by the belief in the success of their students. The following 3 Outcomes begin with the recommitment to literacy instruction across the organization, progress to the skills necessary to tailor instruction to individual needs, and end with creating systems to recognize and develop professional excellence PreK-12.

BSD Core Value Link:  
Professional Excellence

Submitted Document Page Reference: *Strategic Plan 14*

BSD Core Competency Link – Actions Undertaken to Realize the Core Values:  
Provide professional growth closely aligned to personnel and department goals (**\$**)

**Transition Funds Delineation:**

**(\$)** The extension provides opportunity to identify and prioritize the core instructional practices that best complement the high-quality blended system assessments with the goal of student self-report toward performance standards in all content areas. District administration in 2013-2014 focused on the research of William Zaggie (2012) and the importance of “student self-report” – the ability to understand and report their own progress toward learning targets. Newly emphasized across the district in 2014-2015 is the use of instructional read-aloud and SSR across all disciplines to more fully and formatively address the ELA Common Core prevalence of Informational Literacy and Speaking & Listening.

Action: Professional Development to Support Student Proficiency (anticipated)

FY2014: Funding of faculty text study on standards-based best practices; Faculty release time; Printing and copying, administration expenses: \$3,000

Anticipated Completion: December 2014

FY2015: \$3,000 Maine Literacy Partnership Professional Development in Literacy Across the Disciplines

Anticipated Completion Date: June 30, 2015

Academic Excellence for All: The primary goal enhanced by all other efforts of the Bangor School Department is Academic Excellence for All. Entering the decade, many Maine-minded groups and organizations are making valid and reasoned connections between education in our state and the long-term condition of its economy, citing the need for higher numbers of graduates to pursue S.T.E.M (Science, Technology, Engineering, Mathematics) degrees and other post-secondary learning that will gradually increase the quality of the Maine workforce. While remaining responsive and flexible, Bangor must adhere to its proven core formula for success: Providing students with a strong liberal arts foundation rich in higher order thinking and opportunities for acceleration is the best way to prepare them for the post-secondary challenges of continued education, a changing workplace and involved citizenship. This approach is reflected in the following 5 Outcomes, beginning with the basis of any post-secondary opportunity: high levels of reading and mathematics proficiency.

BSD Core Value Link:

Accelerate learning at all levels **(\$)**

Continuous self-evaluation and improvement

Submitted Document Page Reference: *Strategic Plan 11*

BSD Core Competency Link – Actions Undertaken to Realize the Core Values:

Measure and evaluate student progress continuously

Instruct based on the needs of the specific learner

Protect the instructional process and its participants

**Transition Funds Delineation:**

**(\$)** Foundational to LD 1422 and to the Bangor School Department philosophy is the belief that all students must access a challenging curriculum with instructional supports that ensure opportunity for documented achievement and academic excellence. Desired Outcomes in the BSD Strategic Plan include increasing the number of students accessing higher level courses (Honors, Advanced Placement) and the number of teachers trained to identify and instruct students in those courses. Pursued in tandem, these outcomes commit our energy and resources to more students earning a proficiency-based diploma prepared for success in post-secondary college and careers.

Action: Teacher Professional Development –AP Training Courses

FY2014: Summer 2014 AP Institutes approved to date: \$6,100

Anticipated Completion: August 15, 2014

FY2015: Professional Development in Accelerating Student Learning (additional AP training; faculty book study; on-site professional development): \$7,500

Anticipated Completion Date: June 30, 2015

Transition Funds Table Summary: FY2014, FY2015

	<b>FY 2014</b>	<b>FY 2015</b>
<b>Quality Instructional Program</b>	\$19,350 \$5,000	\$18,000 \$7,500
<b>Professional Excellence</b>	\$3,000	\$3,000
<b>Academic Excellence</b>	\$6,100	\$7,500
<b>TOTAL:</b>	<b>\$33,450</b>	<b>\$36,000</b>



## BANGOR SCHOOL DEPARTMENT

### Strategic Plan: Academic Excellence for All



**2010-2020**

**January 2011**



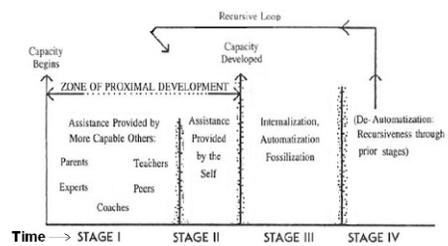
### The Core Competence of the Corporation

C.K. Prahalad and Gary Hamel

The most powerful way to prevail in global competition is still invisible to many companies. During the 1980s, top executives were judged on their ability to restructure, declutter, and delay their corporations. In the 1990s, they'll be judged on

businesses, but it had no experience as an telecommunications company. Yet look at the positions of GTE and NEC. GTE's 1988 sales were \$16.46 billion; NEC's sales were considerably higher at

**Zone of Proximal Development Diagram**



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### **MISSION**

The Bangor School Department will offer high quality instruction and comprehensive programs to provide academic excellence for all students.

### **Vision**

A high quality education is attainable by all of our students who will receive the encouragement and opportunities to develop the knowledge, skills and attitudes that prepare them for citizenship in a global society.

## **Bangor School Committee**

Mrs. Phyllis S. Guerette  
Chair

Mrs. Christine H. Szal  
Vice Chair

Mr. Warren Caruso  
Member

Ms. Kate Dickerson  
Member

Mrs. Nichi S. Farnham  
Member

Mrs. Elizabeth D. Grant  
Member

Dr. Jay Ye  
Member

## **School Administration**

Dr. Betsy M. Webb  
Superintendent

Dr. Donna Wolfrom  
Assistant Superintendent

Mr. Alan F. Kochis  
Business Manager

Mr. Paul S. Butler  
Director of Gifted & Talented, Title I and  
Special Projects

Mrs. Patti A. Rapaport  
Director of Pupil Services

73 Harlow Street  
Bangor, Maine 04401  
[www.bangorschools.net](http://www.bangorschools.net)

## Our Call to Action: Academic Excellence for All

January 2011

Dear Staff, Parents, Students, and Community Members:

The Bangor School Department has a long-standing tradition of academic excellence and by many measures is considered among the best school systems in the State of Maine and across the nation. Just a few of our state and national recognitions include:

- National Blue Ribbon Schools of Excellence
- Standards and Poor's Magazine Outperformer Award
- Newsweek Top High School Award
- Parents' Choice Award Winner
- Sports Illustrated Top 50 and Best in the State of Maine
- State of Maine High Performing and Efficient Schools Rating
- Numerous State, New England, and National Championships and Winners
- More National Merit Scholars and Semi-Finalists than any Maine high school, public or private

However, our work is never done and we must continually strive for the next level of excellence. Contained in this far-reaching ten-year strategic plan, *Academic Excellence for All*, you will find challenging goals in the four areas of: academic excellence, professional excellence, quality instructional program, and environment for success. Each goal has three to five outcomes indicating baseline data, five year targets, and ten year targets to guide us through cycles of accountability and ultimately, moving us towards accomplishment of our goals. We will continue each year to evaluate where we are, assess our performance, and adjust our plan to ensure that we are truly a school system where every child has the opportunity to succeed.

As the world continues with the rapid pace of change, we are reminded of one of John F. Kennedy's quotes, "Change is the law of life and those who only look to the past and the present are certain to miss the future." In the future, our challenge is to uphold the tradition of excellence and to reach for even higher levels of success. Students must have strong academic preparation, creativity, adaptability, and global awareness to compete in the 21<sup>st</sup> century. Bangor has the proven formula to meet this challenge:

- Consistent and visionary leadership of the School Committee and Administration
- Dedicated and knowledgeable faculty and staff
- A supportive community
- Involved families; and
- Hard-working students

We thank the numerous teachers, administrators, School Committee members, parents, students, and community members for their feedback and work on this plan. It truly was a collaborative effort!

We thank the community for their continued support as we put *Academic Excellence for All* into action.

Sincerely,



Betsy M. Webb, Ed.D.  
Superintendent of Schools



Phyllis S. Guerette, Chair  
Bangor School Committee

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# **Our Call to Action: Academic Excellence for All**

The Strategic Plan for the Bangor School Department

2010-2020

Approved: January 2011

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**BANGOR SCHOOL DEPARTMENT**  
**Strategic Plan 2010-2020: Academic Excellence for All**

**Introduction**

Like its predecessors, this ten-year strategic plan *Academic Excellence for All* recognizes past accomplishments and looks to a future of continued academic achievement. Its internal organization falls in consistent structural and thematic line with those earlier documents, which began with an instructional ethic in *An Instructional Plan for the Year 2000* (1991) and evolved into an organizational ethic in *Beyond 2000: A Statement of Vision and Core Competencies*. *Academic Excellence for All* results from a time of organizational re-examination that has affirmed the absolute necessity for growth-oriented school systems to focus dually on instruction *and* the organizational structures that orient those efforts to sustained, outperforming achievement. Critical insight has come from the work of Peter Senge, whose compelling analyses urge systems to align the multiple and varied efforts of those within the organization toward common, well-communicated goals; "lining up the arrows" has provided thematic inspiration.

*Beyond 2000* ably articulated the "political cry for accountability" and other challenges for American schools over the last decade. Among the greatest of these has been a severe economic downturn that pressured states, and then schools, to accomplish as much and more with fewer resources. The scrutiny of schools and economic pressures fueled an aggressive move to consolidate Maine districts over the last part of the decade, a vignette that has illustrated and affirmed the value of the Bangor School Department's commitment to efficient excellence across the organization. One of only four Maine districts cited for the achievement of its students and the cost effectiveness of educational delivery, Bangor remained its own entity amid the turmoil.

With unwavering community support and a forward-thinking School Committee behind it, the department went to the next level and strengthened itself from within. During a period of time that conventionally discouraged forward thinking, the system wisely invested in its infrastructure, a decision that will divert a growing proportion of future dollars from energy expenses and reserve them for the place they matter most: the classroom. Like the athlete who remembers to keep his "head up" amid adversity, the department has managed its challenges with a clarity of purpose and a keen sense of organizational direction— mindsets that originate in this and earlier ten-year plans.

The quality of the Bangor School Department was repeatedly recognized in the first decade of the new millennium. Most notably, two National Blue Ribbon Schools of Excellence designations (2002, 2010) are testament to the attention to individual student learning, regardless of demographics, credited in early strategic planning documents as a defining, enduring feature of our success. A second defining feature, however— the commitment to accelerating learning— provides the impetus and the courage to examine critically the core practices that have brought a national reputation of excellence to Bangor schools. As an organization for learners, the department continually pushes its students to new levels of achievement. As an organization of learners, it continually pushes itself to new levels of excellence.

In this spirit, *Academic Excellence for All* recommits the organization to the fundamental belief that all children can learn and achieve at high levels through a core emphasis on literacy and mathematics instruction, frequent exposure to higher order thinking across the curriculum, and diversified professional learning. Additionally, the plan seeks to improve an already effective School Core Competency process by establishing System Goals to better orient and align the work

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of the schools. It is our belief that the restless desire to improve reflected in this document distinguishes the Bangor schools and poises its students and teachers for continued recognition of their achievements over the next decade.

First, the plan identifies and analyzes challenges that face the department. Second, it states the mission, vision, and core values that define our work. Third, it describes the Core Competencies that focus the energy of the Department and lists strategies that will shape our work in the future. Finally, and most central to an outcomes-centered organization, this plan establishes four system goals that frame the primary work of its schools over the next decade.

While *Academic Excellence for All* represents the critical content of the Bangor School Department's strategic planning, it is not inclusive of all district efforts to impact teaching and learning. Parallel initiatives, some referenced in the ensuing pages, can be found in these Bangor School Department documents (listed alphabetically) maintained in the Office of the Assistant Superintendent of Schools:

- Bullying Prevention Plan
- Chemical Health Plan
- Comprehensive Emergency Plan
- Comprehensive Guidance Plan
- Dropout Prevention Plan
- Local Assessment Plan
- School Core Competency Plans
- Wellness Plan

### **Challenges**

The department must again anticipate the multilayered challenges it faces in order to accomplish its mission of academic excellence for all. Previous strategic plans enumerated several challenges that now are grouped thematically and are re-identified as barriers for the department to overcome as it seeks to preserve and build upon current successes:

**Bangor as a regional service center.** A variety of reasons, chief among them the reputation for quality, will continue to draw individuals and families from Maine and beyond to Bangor to access educational programs, social supports, and medical treatments and related services. The schools will be challenged by a diversity of learning and programming needs within the student population in addition to issues of school attendance, student and family engagement, and mobility / transience as they seek to produce achievement that continues to defy demographics.

**Pressures from a persistent, enduring economic downturn.** The increase of 300 Bangor families accessing free or reduced meal programs in 2010 is one important indicator of local impact of a national recession. The schools must usher students and families through this challenge with nurturing environments and with the consistent organizational philosophy that a top-quality education is the best promise for a bright, secure future. On the state level, the department must actively compete for educational funding through political action and through continued efficient achievement of its schools. Locally, the schools must continue to communicate their value to all Bangor households, a decreasing number of which include school-age children.

**Ever-changing federal and state accountability measures.** Federal accountability standards and the expectations for the nation's schools will be redefined early in the decade with the

reauthorization of the Elementary and Secondary Education Act (ESEA) currently amended as No Child Left Behind. State education departments will follow suit with law and policy intended to position themselves for newly structured competitive federal grants that reward innovation— often in the absence of proven results. The department must anticipate and oppose changes in accountability, grant administration, and legislation or rulemaking that run counter to its organizational ethic and threaten its proven ability to document excellence through a focus on high local achievement standards.

**Counteracting the loss of long-time Bangor teaching talent.** Two-thirds of teachers are at retirement age heading into the decade, a situation requiring creative, strategic preservation and transmission of this professional experience within the teaching staff. With economic constraints likely to persist, the challenge lies also in purposefully balancing professional development between traditional sources with those created within the organization.

**Responding appropriately to the pace of societal change.** The pace of change will remain a challenge for organizations that are preparing students for a continually evolving future. With the forecast of greatest job growth in the creative, non-routine work sector and with knowledge that many 2010-2020 graduates will occupy jobs that have not yet been created, the schools must appropriately diversify the instructional experience in a way that is not only rigorous but also engaging, relevant and in pace with inevitable cultural change.

The complex, intertwined challenges of the next decade require action within the schools that is equally and constructively intertwined. As reflected in past strategic plans, the efforts over the next decade begin with the values and competencies outlined in the ensuing section. However, a new level of organization efficiency is established through the creation of system goals that the ten schools now share—along with the knowledge, skill, leadership, and other hard and soft resources to achieve them. Ultimately, the Bangor School Department address these challenges with the full confidence of what Peter Senge terms a "learning organization where people continually expand their capacity to create the results they desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together."

### **Core Values**

In August of 2010, the Bangor School Committee approved the revision of Policy AD School Department Mission, Vision, Core Values and Core Competencies (Appendix B) to clarify the priorities excerpted here:

**Mission:** The Bangor School Department will offer high quality instruction and comprehensive programs to provide academic excellence for all students.

**Vision:** A high quality education is attainable by all of our students who will receive the encouragement and opportunities to develop the knowledge, skills, and attitudes that prepare them for citizenship in a global society.

**These beliefs serve the primary value of high academic achievement and guide the work of the schools:**

**1. Accelerated learning at all levels**

Each student must be assessed and instructed to stretch beyond their zone of proximal development such that learning accelerates and compounds over time in our schools.

**2. Professional excellence**

Professional excellence directly relates to continual creativity, energy, persistence, intellectual interest in learning, and personal concern for each student's achievement.

**3. Continuous self-evaluation and improvement**

Data-driven monitoring of professional effectiveness and student results allows the organization to respond to the needs of the students and the educational changes that impact the work of our schools.

**4. Diversity of programs for a diversity of learners**

The diversity of the educational community is reflected in dynamic academic, co-curricular and extra-curricular programs designed to maximize the participation of students from many different backgrounds.

**5. Respect and care for others**

Mutual respect develops through positive relationships among faculty, students, parents, and the community through a shared appreciation for the efforts that each makes in support of the school department's mission.

**6. Safety and security of all**

A prevailing sense of responsibility, order and civility ensures that teaching and learning can occur unencumbered by concerns for personal welfare.

**7. Well maintained school facilities**

School facilities that are maintained in the best working order create a quality learning environment that motivates students and adults to make their best effort.

**Core Competencies and Improvement Initiatives**

**Actions undertaken by our schools to realize the Core Values:**

**1. Build curriculum for knowledge acquisition, application, and understanding**

A purposefully designed instructional program with horizontally and vertically articulated standards, benchmarks, and performance expectations immerses students in progressively challenging learning experiences and facilitates the monitoring and analysis of each student's academic progress, including high school graduation.

**2. Measure and evaluate student progress continuously**

The development of valid, reliable, efficient, and effective measures of student performance within the instructional program, combined with data-based profiling of individual student achievement, provide the organizational capacity to accelerate learning and to certify student achievement relative to local, state, and national standards.

**3. Instruct based on the needs of the specific learner**

The reinforcement and acceleration of student learning and career/college aspirations are achieved through the development of individualized, achievement oriented learning plans that link programs to student outcomes and that parallel the development of other system initiatives to engage non-traditional student populations.

**4. Manage for the best use of resources**

Allocating resources for sustained academic excellence is made possible through the consideration of long-term trends, through the assessment of the organization's professional and physical plant capacity/needs, through the research into effective school programs and practices, and through effective resource management.

**5. Develop responsible and respectful behavior**

Clearly articulated expectations for interpersonal behavior reinforced and vitalized through curricular, co-curricular, extra-curricular and professional learning experiences affirm and guide the organization's efforts to develop respectful, compassionate citizens who understand and value the world's increasingly connected diversity.

**6. Expand opportunities for co-curricular and extra-curricular participation**

Recognizing that stronger connections to school, healthier bodies, and improved achievement-readiness directly contribute to its mission, the organization diversifies its co-curricular, extra-curricular and intramural programs to maximize their reach and impact across the student population.

**7. Align closely professional growth opportunities with personnel and department goals**

Teacher induction, development and retention are best achieved through the thoughtful, articulated alignment of organizational needs with high quality professional growth opportunities locally (peer-to-peer collaboration and sharing within and across the schools), regionally (networking with neighboring schools and organizations, including post-secondary institutions), and statewide.

**8. Protect the instructional process and its participants.**

Time is a valuable commodity of the schools warranting close, consistent evaluation of all requests for information or participation based on their value to the academic mission of the schools and on their contribution to instruction.

**9. Develop community support for schools and family involvement in student life.**

High performing schools communicate effectively with parents, community members, and other organizations to enlist their assistance and support for the School Department's mission of offering high quality instruction and comprehensive programs to provide academic excellence for all.

**10. Integrate information technology into the educational process.**

The evolving ability to judge the most effective and efficient role of technology to engage, instruct, assess, and monitor the progress of students is critical both to enhancing awareness and curiosity about a shrinking world and to equipping students with the practical skills and intellectual orientation to experience it virtually and in person.

## **Conclusion**

An often observed challenge in moving one's teaching forward is the "theory / practice gap"—the period of time required to put a learned strategy into effective classroom use. The Bangor School Department leaves no gap between the organizational philosophy established above and its implementation in the schools, a process that begins with the System Goals outlined in the succeeding pages and then is fully realized through the long-standing SCC continuous improvement process. Through horizontal and vertical collaboration within and among its ten schools, the department continually pushes itself to new levels of performance with the ultimate goal of academic excellence for all students.

## **System Goals**

In September 2010 the Bangor School Committee approved the revised Policy ADA School System Goals (Appendix C), establishing the process through which its priorities are to be realized:

In order to pursue academic excellence across the organization, the Superintendent shall be responsible for establishing goals that direct the individual and collective efforts of the schools. Department goals are embodied in the current Bangor School Department Ten Year Plan and are enacted primarily through the annual School Core Competency (SCC) continuous improvement planning process.

The Superintendent will lead the SCC process that considers education research, local, state and national achievement trends, and other valid and reliable sources of information and professional learning to establish short-term and long-term goals and objectives that prioritize and communicate the work of the schools.

The 4 System Goals and 17 Outcomes on the ensuing pages provide the organizational direction of the Bangor schools over the next decade as reflected in Policy ADA.

**Goal 1: Academic Excellence for All**

The primary goal enhanced by all other efforts of the Bangor School Department is Academic Excellence for All. Entering the decade, many Maine-minded groups and organizations are making valid and reasoned connections between education in our state and the long-term condition of its economy, citing the need for higher numbers of graduates to pursue S.T.E.M (Science, Technology, Engineering, Mathematics) degrees and other post-secondary learning that will gradually increase the quality of the Maine workforce. While remaining responsive and flexible, Bangor must adhere to its proven core formula for success: Providing students with a strong liberal arts foundation rich in higher order thinking and opportunities for acceleration is the best way to prepare them for the post-secondary challenges of continued education, a changing workplace and involved citizenship. This approach is reflected in the following 5 Outcomes, beginning with the basis of any post-secondary opportunity: high levels of reading and mathematics proficiency.

**BSD Core Value Link:** Accelerate learning at all levels  
Continuous self-evaluation and improvement

**BSD Core Competency Link:** Measure and evaluate student progress continuously  
Instruct based on the needs of the specific learner  
Protect the instructional process and its participants

**Outcome: Students will meet or exceed proficiency standards in reading and math by the end of Grade 3, Grade 5, Grade 8 and Grade 11**

5-year Target: Statistically significant growth from baseline percentage of students Proficient & Proficient with Distinction achieved over two 2-year SCC planning cycles

10-year Target: Statistically significant growth from 5-year Targets achieved over two 2-year SCC planning cycles

Grade Level / Content Area	2009-2010 Baseline	5-year Target	10-year Target
Grade 3 Reading (NECAP)	71% P/PD	77%	83%
Grade 3 Math	69% P/PD	75%	81%
Grade 5 Reading	74% P/PD	80%	86%
Grade 5 Math	69% P/PD	75%	81%
Grade 8 Reading	79% P/PD	85%	91%
Grade 8 Math	70% P/PD	76%	82%
Grade 11 Reading (MHSA)	60% P/PD	67%	74%
Grade 11 Math (MHSA)	56% P/PD	63%	70%

Data Source(s): NECAP; MHSA; other available data sources

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**Outcome: More students will successfully complete Algebra I by the end of Grade 9 and Geometry by the end of Grade 10**

Baseline: 78% of 2010-2011 sophomores completed Algebra I by end of Grade 9  
58% of juniors completed Geometry by the end of Grade 10

5-year Target: 83% successfully complete Algebra I by the end of Grade 9  
63% successfully complete Geometry by the end of Grade 10

10-year Target: 88% successfully complete Algebra I by the end of Grade 9  
65% successfully complete Geometry by the end of Grade 10

Data Source(s): Infinite Campus (annual analysis of sophomore and junior class data)

**Outcome: Student learning will be accelerated when appropriate and there will be increased number of students participating in accelerated, honors, and Advanced Placement (AP) courses**

Acceleration Opportunity	2009-2010 Baseline	5-year Target	10-year Target
Grade 4-8 Accelerated Classes	30% of Grade 4-8 students enrolled	35% of Grade 4-8 students enrolled	40% of Grade 4-8 students enrolled
BHS Honors Courses	20% of BHS students enrolled	24% of BHS students enrolled	30% of BHS students enrolled
BHS AP Courses	13% of BHS students enrolled	16% of BHS students enrolled	20% of BHS students enrolled

Data Source(s): Infinite Campus course rosters

**Outcome: Students will be proficient in the Maine Learning Standards and earn their high school diploma**

Baseline: Graduation Rate 71% Dropout Rate: 5.94%

5-year Target: Graduation Rate 80% Dropout Rate: <4%

10-year Target: Graduation Rate 90% Dropout Rate: <3%

Data Source(s): BHS Graduation and Dropout statistics as determined through methods adopted by the Maine Department of Education, currently reflected in the formula below.

$$\text{No p.} \left[ \frac{\text{On-time graduates by year } x}{[(\text{first time } 9^{\text{th}} \text{ graders in year } x-4) + (\text{Transfers-In}) - (\text{Transfers-Out})]} \right] \times 100$$

**Outcome: Students will be prepared for postsecondary education and/or employment**

College / Career Readiness Indicator	2009-2010 Baseline	5-year Target	10-year Target
% of graduates meeting 4-year and 2-year college entrance requirements	84%	90%	95%
% of graduates completing UTC Articulation Agreement Programs	20%	40%	60%
% of graduates completing Career & Technology Education non-Articulation Agreement programs	80%	60%	40%

Data Source(s): BHS Infinite Campus Data; annual BHS Guidance Department Future Plans Survey; UTC enrollment and year-end data; National Student Clearinghouse Data

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**Goal 2: Professional Excellence**

By the time this ten-year strategic plan concludes, the department will have seen many of its current outstanding teachers retire from the profession, a circumstance that is highlighted in the Challenges section of this document and one that requires purposeful action. The department approaches professional development with the clear understanding that academic excellence is yielded by instructional excellence and that the most critical influence in the achievement of any student is personalized, informed instruction provided by teachers whose high expectations are matched by the belief in the success of their students. The following 3 Outcomes begin with the recommitment to literacy instruction across the organization, progress to the skills necessary to tailor instruction to individual needs, and end with creating systems to recognize and develop professional excellence PreK-12.

**BSD Core Value Link: Professional Excellence**

**BSD Core Competency Link: Provide opportunities for professional growth closely aligned to personnel and department goals**

**Outcome: All BSD teachers will effectively demonstrate the routine use of current reading instructional strategies in their content area assignments**

Indicator	2009-2010 Baseline	5-Year Target*	10-year Target*
% of teachers trained and utilizing current literacy instructional strategies	28% as determined by graduate course work registration 2005-2010	100% of Grade PreK-5 teachers trained and utilizing as noted by classroom observation  70% of Grade 6-12 teachers trained and utilizing as noted by classroom observation	100% PreK-12 teachers utilizing current reading instructional strategies

\* Determined by participation in graduate work, professional conferences, district professional development

Data Source(s): Maine Literacy Partnership and other graduate course work records; in-house professional development records; teacher observation / evaluation data; SCC evidence

**Outcome: The BSD will increase its capacity to maximize achievement across the student population**

Indicator	2009-2010 Baseline	5-Year Target	10-year Target
% of teachers trained in current instructional frameworks, taxonomies, strategies to accelerate, differentiate & promote higher order thinking	28% as determined by graduate course work registration (2005-2010)	75%*	100%*
% of teachers trained in best practices for at-risk or educationally disadvantaged students appropriate to their assignments	25% as determined by graduate course work registration (2005-2010)	75%*	100%
Number and concentration of AP-Trained and GT (Maine 690) Endorsed BSD teachers	15 AP 19 GT (16 @ BHS)	2 AP per BHS Dept; 1 GT per K-8 school	2+ per BHS Dept; 1 GT per K-8 grade level

\* Determined by participation in graduate work, professional conferences, district professional development

Data Source(s): Graduate course registration; professional conference attendance; district professional development records; teacher observation and evaluation data

**Outcome: Bangor School Department evaluation policies and practices will effectively drive professional development and will guide administrators and teachers to higher levels of performance**

Program Element	2009-2010 Baseline	5-year Target	10-year Target
BSD Policy GCN Evaluation of Teachers	Current BSD Policies were adopted in 1985	Administrators and teachers trained and implementing revised evaluation policies and practices that document effective use of: <ul style="list-style-type: none"> <li>• Current reading strategies</li> <li>• Frameworks or taxonomies to accelerate and differentiate learning</li> <li>• Strategies to promote higher order thinking</li> </ul>	A systematic method for evaluating the effectiveness of BSD evaluation practices will be developed, inclusive of quantitative & qualitative data
BSD Policy GCNA Evaluation of Administrators	Committee formed to study and recommend revised evaluation policy / practices		

Data Source(s): Revised policies and regulations on file in the Office of the Superintendent

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### **Goal 3: Quality Instructional Program**

Baseline competencies in the "Knowledge Age" and beyond include the ability to communicate collaboratively, to solve real world problems creatively, to utilize technology purposefully and to reflect on one's learning continuously. For our graduates to successfully integrate into an increasingly global society, the combination of their learning experiences in Bangor schools must yield high achievers, integrated thinkers, and capable lifelong learners. As reflected in the 5 Outcomes below, the achievement of these higher competencies begins with a commitment to monitoring and accelerating student achievement to the highest levels. However, the organization must purposefully complement this strong foundation with experiences that develop the tools of adaptability—higher order thinking skills, technology competencies, and global cultural awareness.

**BSD Core Values Link:**                    **Continuous self-evaluation and improvement**  
**Diversity of programs for a diversity of learners**

**BSD Core Competency Link:**        **Build curriculum for knowledge acquisition, application, and understanding**  
**Measure and evaluate student progress continuously**  
**Instruct based on the needs of the specific learner**  
**Integrate information technology into the educational process**

**Outcome: Academic performance benchmarks will be identified to measure and predict reading and math proficiency levels and to allocate resources that maximize student achievement**

**Baseline:** TerraNova3, NECAP, and MHSA statistical significance charts developed and in use; Fountas & Pinnell Benchmark Assessment System (BAS) in place PreK-3; End of Year Math Assessments revised and implemented

**5-year Target:** PreK-12 reading and math benchmarks identified to inform SCC planning

**10-year Target:** PreK-12 reading and math benchmarks statistically assessed and revised as necessary to best inform SCC planning and resource allocation

**Data Source(s):** TerraNova3, NECAP, MHSA, BAS, EOY Math, and other achievement data

**Outcome: A system to identify students for acceleration will be in place at all levels**

**Baseline:** Policy IGBB Gifted and Talented Program and Regulation IGBB Gifted and Talented Identification provide clear protocols to identify Grades 4-12 students for curricular acceleration

**5-year Target:** A system for identifying PreK-3 students will be in place utilizing a combination of quantitative and qualitative data from a local, state, and national sources

**10-year Target:** Department policies and practices related to the identification of PreK-12 students are evaluated and revised as necessary

**Data Source(s):** Documents maintained in the Office of Gifted & Talented Programs

**Outcome: PreK-12 instruction and assessment emphasizing inquiry and higher order thinking skills will be aligned to Maine Learning Standards and will be cyclically evaluated by grade level and content area**

Program Element	2009-2010 Baseline	5-year Target	10-year Target
Maine Learning Standards Alignment	ELA (4-12); Math (K-12); Science (3-12); Social Studies (6-12); Guidance (K-12); Chem Health (K-12)	100% of grade levels / content areas aligned	Second cycle of review completed in which one content area per year (ELA, Math, Science, Social Studies, other) is fully evaluated and realigned as necessary in years 6-10
Emphasis on Inquiry and Higher Order Thinking	Info Literacy Units K-12 Inquiry Process Units Social Studies Essential Questions (6-12)	Science and Social Studies Essential Questions K-12; Inquiry Units and Info Literacy Units Compiled	Inquiry and higher order units, essential questions and assessments are in place for all grade levels and content areas
Evaluation of instruction and assessment	Curriculum / assessment evaluation in progress for all grade levels & content areas	Review of ELA and mathematics complete PreK-12	Full cycle of instruction / assessment review completed in which one content area per year is fully reviewed and other content areas are refined

**Data Source(s):** Alignment documents and curricular units maintained by the Assistant Superintendent; curriculum committee work product documents

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**Outcome: Technology resources will be allocated to enhance the instructional program**

Grade Span	2009-2010 Baseline	5-year Target	10-year Target
PreK-3	1 computer per classroom FASTT MATH / SRI Laptops	4 computers per classroom	Update and maintain hardware to preserve access and to enhance instruction
Grades 4-5	1 computer per classroom FASTT Math / SRI Laptops CAI Lab at each school Mobile Labs (former MLTIs)	4 computers per classroom Update & maintain FASTT Math/SRI laptops, CAI Lab & Mobile Labs as needed	
Grades 6-8	MLTI 1:1 computing	MLTI 1:1 computing	BSD Technology plan is updated with a system in place to prioritize technology expansion
Grades 9-12	Mobile labs (PC)	Update & maintain mobile labs Increased access, including exploration of 1:1 computing	
Interactive Whiteboards	37 interactive whiteboards @ grades PreK-12	All students access instruction that utilizes interactive whiteboards	

Data Source(s): BSD Technology Plan monitoring; BSD student achievement data across local, state, and national assessments; Tableau dashboards

**Outcome: The instructional program will provide experiences and opportunities that build global cultural awareness**

**Baseline:** Curricular and co-curricular activities PreK-12 expose students to varying facets of global culture. Comprehensive foreign language program is in place at grades 6-12 (Chinese, French, Spanish). Successful completion of course in Geo-Civics required of all grade 9 students. Teachers at all grade spans trained in Asian and African cultural and instructional content (emphasizing China, Japan, and Middle Eastern nations) through partnership with Primary Source.

**5-year Target:** Curriculum analyzed and a plan is developed for the purposeful and coordinated exposure to global cultures PreK-12, including exploration of expanded foreign language, social studies / history and other programming. Co-curricular, and enrichment activities are aligned PreK-12 to support curriculum. Indicators for assessing students' global awareness are identified.

**10-year Target:** Plan for coordinating / expanding PreK-12 curricular, co-curricular and enrichment experiences is evaluated to inform necessary adjustments to curricular, co-curricular and enrichment programming.

**Data Source(s):** Curriculum documents and program data maintained in the Office of the Assistant Superintendent.

**Goal 4: Environment for Success**

In the years leading into the development of this strategic plan, self-study for a variety of district purposes has revealed that Bangor students consider it not only acceptable but also "cool" to be smart in our schools. This very important indicator of a high-quality learning environment is essential to maintain. The work begins with the recognition of each student's unique potential that can be nurtured with regular, planned guidance designed to complement their curricular, co-curricular and extracurricular experiences and to give them a purposeful glimpse into their futures. Equally important is the long-term commitment to facilities and grounds that are accessible, comfortable, safe, and secure— all outward and visible signs of organizational quality that generate pride and promote excellence. Overall, fine-tuning an environment for success requires the department to foster the critical interplay between the internal motivation of our students and the motivational qualities of our teachers, between the characteristics of our learning spaces and the characteristics required for post-secondary success, and between the Bangor School Department and the City of Bangor as collaborative entities.

**BSD Core Value Link:**                    **Respect and care for others**  
**Safety and security of all**  
**Well-maintained school facilities**

**BSD Core Competency Link:**        **Develop responsible and respectful behavior**  
**Expand opportunities for co-curricular and**  
**extracurricular participation**  
**Develop community support for schools and family**  
**involvement in student life**

**Outcome:**        **Students will have on-going Personal Learning Plans (PLPs) in which teachers, students, parents, and guidance counselors work together to create goals and strategies for achieving potential. Plans will include student engagement, characteristics for successful learning, attendance, mentoring and aspirations**

Baseline:            100% of Grade 4-8 students have an Educational Planner conference and document

5-year Target:    100% of students have on-going Personal Learning Plans

10-year Target:   A system is in place to evaluate and maximize the impact of PLPs

Data Source(s):   PLP documents; PLP review documents

**Outcome: School and athletic facilities will be well maintained and in best working order**

Facilities Project	2009-2010 Baseline	5-year Target	10-year Target
<b>Honeywell Project</b>	\$8 million of Honeywell Project completed to reduce expenditures through strategic upgrades of various core systems and energy-saving controls across the schools	Remaining \$7 million dollars of Honeywell Project completed with documented past and future savings in energy expense	Consideration is given to additional facility & maintenance protocols or plans that maximize the efficiency of the buildings
<b>Cameron Stadium</b>	Cameron Stadium requires approximately \$7 million in upgrades to become a multi-purpose, multi-sport (field hockey, soccer, football, track & field) facility	Friends of Cameron Stadium Group has reached the \$7 million fundraising target	Cameron Stadium provides competitive, recreational, and wellness opportunities to Bangor students and the Bangor community and has hosted at least one Maine State Championship event

**Outcome: The Bangor School Department will work with the City of Bangor to address the school-related issues in the City of Bangor Comprehensive Plan**

**Baseline:** As established in goals outlined in the City of Bangor Comprehensive Plan (Appendix A)

**5-year Target:** Collaboration between the Bangor School Department and the City of Bangor has prioritized school building and infrastructure projects that will enhance Bangor's state, regional, and national appeal.

**Key considerations:**

- Sidewalks and safe access to school grounds
- Separation of foot traffic and vehicle traffic
- Land on West side for potential school construction

**10-year Target:** School building and infrastructure projects within the scope of available funding and resources are complete

**Data Source(s):** Bangor City Council Comprehensive Planning Committee Agendas and working documents

**Table Abstract: System Goals and Indicators**

<b>Goal 1: Academic Excellence for All</b>			
Indicator	2009-2010 Baseline	5-year Target	10-year Target
Grade 3 Reading (NECAP)	71% P/DP	77%	83%
Grade 3 Math	69% P/DP	75%	81%
Grade 5 Reading	74% P/DP	80%	86%
Grade 5 Math	69% P/DP	75%	81%
Grade 8 Reading	79% P/DP	85%	91%
Grade 8 Math	70% P/DP	76%	82%
Grade 11 Reading (MHSA)	60% P/DP	67%	74%
Grade 11 Math (MHSA)	56% P/DP	63%	70%
Algebra I Completion	78% of Class of 2013	83% of exiting Grade 9 class	88% of exiting Grade 9 class
Geometry Completion	58% of Class of 2012	63% of exiting Grade 10 class	65% of exiting Grade 10 class
Gr. 4-8 Accelerated Class %	30% of Grade 4-8 students	35% of Grade 4-8 students	40% of Grade 4-8 students
BHS Honors Courses %	20% of BHS students	24% of BHS students	30% of BHS students
BHS AP Courses %	13% of BHS students	16% of BHS students	20% of BHS students
Graduation Rate	71%	80%	90%
Dropout Rate	5.94%	<4%	<3%
% graduates → 4yr / 2yr college	84%	90%	95%
% UTC Articulation Programs	20%	40%	60%
% UTC non-Articulation (CTE)	80%	60%	40%
<b>Goal 2: Professional Excellence</b>			
% teachers trained & using current literacy strategies	28%	100% PreK-5 70% Grade 6-12	100% BSD trained & using
% teachers trained in strategies to accelerate, differentiate	25%	75%	100%
Number & concentration of AP-trained and GT-endorsed teachers	15 AP 19 GT (16@BHS)	2 AP per BHS Dept 1 GT per K-8 School	2+ AP per BHS Dept 1 GT per K-8 grade level
Revised evaluation practices	Policies GCN/A adopted 1985	Revised policies implemented	System for policy review in place
<b>Goal 3: Quality Instructional Program</b>			
Performance benchmarks	(PreK-12) reading & math in progress	Reading and math benchmarks directly inform SCC planning	(PreK-12) reading & math benchmarks reviewed/reset
Student acceleration	GT Policies in place Gr. 4-12	System in place to identify highly able PreK-3 students	PreK-12 policies / practices review and revised
Higher order thinking emphasis	EQ, Info Lit, Inquiry work in progress across grade levels	Science / SS EQs K-12; Inquiry / Info Lit Units compiled	EQ, Inquiry, and Info Lit Units & Assessments in place PreK-12
Program evaluation cycle	All content areas in progress	ELA & math PreK-12 complete	Second review cycle complete
Technology enhances instruction	Range of computer access by grade span (1:1, COWS, Labs)	Increase computer access at each grade span	Update & maintain hardware; Update BSD Technology Plan
Global cultural awareness	Curricular & co-curricular exposure PK-12	Plan in place to align exposure & assess impact; expanded Foreign Language considered	Plan is evaluated and adjusted based on data / indicators
<b>Goal 4: Environment for Success</b>			
Personal Learning Plans (PLPs)	Education Planners and 1:1 conferences (Gr. 4-8)	100% students PK-12 have active PLP	System established to evaluate, revise PLP document & process
School & Athletic Facilities	\$8M Honeywell Project complete; Cameron Stadium needs est. \$5M upgrade	Remaining \$7M Honeywell complete; Friends of Cameron Stadium raises \$5M	Ongoing facilities needs prioritized; Cameron hosts one + Maine State Championship event
Collaboration with City of Bangor	Comprehensive Plan outlines school-related goals	School building / infrastructure projects are prioritized	Projects within scope of available funding are complete
Safety & Security	4 School Nurses PK-12 3 Elementary Guidance 2.6 FTE Social Workers 2 SROs Various security-enhancing resources needed PreK-12	5 School Nurses 4.5 Elementary Guidance 3.6 FTE Social Workers 3 SROs Security enhanced PreK-12 through interior locks, fencing, lighting & surveillance	Maintain 5 School Nurses Maintain 4.5 Elem. Guidance 5 FTE Social Workers Maintain 3 SROs Security systems and protocols maintained, reviewed and updated as necessary.

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**English Department Standards**

**Bangor High School**

ELA Power Standards (based on Common Core)	ELA Anchor Standards (based on Common Core)	ELA Local Performance Indicators	ELA Local Common Assessments
<p><b>Critical Reading:</b> read and comprehend complex literary and informational texts (CR1).</p>	<p>A. Determine the central ideas of the text and identify key supporting details and ideas (CR2).                      B. Determine the meaning of words and phrases as they are used in a text and analyze the impact of specific word choices on meaning and tone (CR3).                      C. Determine an author's point of view, purpose, or rhetorical strategies in a text and assess how point of view or purpose shape content and style (CR4).                      D. Acquire and use academic and literary-specific terminology (CR5).                      E. Determine meaning of unknown words using a range of strategies, including figurative language, word relationships, and nuances in word meanings (CR6).</p>	<p>1. Read for detail                      2. Make inferences                      3. Identify author's purpose                      4. Identify author's tone                      5. Identify main idea                      6. Develop vocabulary</p> <p>(BHS Critical Reading Six)</p>	<p>RTI Reading Assessments (9 &amp; 10)                      MHSA Reading score (11)                      Common Exams (9-12)</p>
<p><b>Analysis:</b> analyze and evaluate complex literary and informational texts (A1).</p>	<p>A. Cite specific textual evidence to support an analysis of the text (A2).                      B. Analyze how specific individuals, ideas, or events interact and develop over the course of the text (A3).                      C. Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and impact (A4).                      D. Evaluate the argument and specific claims in a text, assessing reasoning and evidence (A5).</p>	<p>1. Include textual support when writing about texts                      2. Apply critical reading skills to analyze meaning and structure of texts                      3. Identify literary devices and concepts                      4. Connect text ideas and meaning to universal or personal ideas and experiences</p> <p>(BHS English Department Curriculum)</p>	<p>Argumentative Writing (9-12)                      Research Portfolio (9-12)                      Common Exams (9-12)</p>
<p><b>Writing:</b> write for a range of tasks, purposes, and audiences (W1).</p>	<p>A. Write arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence (W2).                      B. Write narratives to develop real or imagined experiences or events using well-chosen details and well-structured event sequences (W3).                      C. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (W5).                      D. Develop and strengthen writing as needed by using the writing process (W6).                      E. Use technology to produce, publish, and update writing products in response to ongoing feedback (W7).                      F. Apply knowledge of language to make effective choices for meaning or style in different contexts (W8).</p>	<p>1. Show understanding of topic and task                      2. Elaborate with specific details and support                      3. Structure ideas in a logical sequence                      4. Impact the reader through use of language                      5. Use the writing process to create polished pieces</p> <p>(BHS English Writing Expectations)</p>	<p>Argumentative Writing (9-12)                      Narrative Writing (9-12)                      Common Exams (9-12)                      MHSA Writing score (11)</p>

ELA Power Standards (2 of 2)

<p><b>Research:</b> conduct research and write informative pieces to demonstrate understanding of subject (R1).</p>	<p>A. Evaluate and integrate content from multiple sources presented in diverse media and formats (R2).          B. Collect relevant information from multiple print and digital sources and determine the credibility and accuracy of the sources (R3).          C. Integrate information selectively and purposefully, following a standard citation format to avoid plagiarism (R4).          D. Draw evidence from literary or informational texts to support analysis, reflection, and research (R5).          E. Write informative essays to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content (W4).</p>	<p>1. Define task          2. Utilize information seeking strategies          3. Locate and access sources          4. Extract relevant information          5. Synthesize information from multiple sources          6. Evaluate research product          (based on BSD Big Six Research)</p>	<p>Research Portfolio (9-12)</p>
<p><b>Speaking and Listening:</b> demonstrate speaking and listening skills in a variety of contexts and tasks (SL1).</p>	<p>A. Prepare for and participate in a range of conversations and collaborations (SL2).          B. Evaluate and integrate content presented in diverse media and formats (SL3).          C. Present information, findings, and evidence to create organization, development and style appropriate to task, purpose and audience (SL4).          D. Demonstrate command of the conventions of standard English when speaking (G3).</p>	<p>1. Demonstrate comfort in speaking to an audience          2. Show awareness of audience          3. Match presentation format to assignment          4. Use presentation skills to demonstrate knowledge &amp;/or enhance presentation          5. Demonstrate comprehension and evaluation of media          (BHS English Department Curriculum)</p>	<p>Oral Presentation (9-12)</p>
<p><b>Grammar:</b> demonstrate command of the conventions of standard English grammar and usage (G1).</p>	<p>A. Demonstrate command of the conventions of standard English grammar, including capitalization, punctuation, and spelling when writing (G2).</p>	<p>1. Practice and implement 20 Grammar Rules          (BHS English Department Curriculum)</p>	<p>Argumentative Writing (9-12)          Narrative Writing (9-12)          Informative Writing (9-12)          Common Exams (9-12)</p>

## **Civics II: "Is College Worth It?"**

### **Assessment Two: "Is College Worth It?"**

In a three-panel display, describe the correlation between individual level of education and personal income and how they determine social status of people in the United States today.

Panel one should identify and characterize the five different levels of education: High School Dropout, High School Graduate, Two-year College Degree, Four-year College Degree, and Graduate Degree.

Panel two should correlate the average income associated with the five levels of education in panel one. Panel three should describe the social status attainable for each of the five levels described in panel one based upon the income level indicated in panel two.

### **Students will:**

Evaluate different forms of money management and the positive and negative impacts that credit can have on individual finances, using economic reasoning.  
(Standard C1.c)

Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent immigrant groups in the Maine and the United States, and various world cultures.  
(Standard C2.c)

Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national and global levels and helps people better predict and evaluate consequences of geographic influences.  
(Standard D1.a)

### **Evaluation:**

Refer to the "Is College Worth It" Rubric

Rubric for "Is College Worth It" (#2)

	Expectations	Score	Comments
<b>Organization</b>	-A well organized 3 panel display that shows the correlation between education and income.	4 3 2 1	
<b>Content</b>	-Correctly lists the five levels of education. -Correctly characterizes and briefly describes the five levels of education. -Correctly correlates the average income for each level of education. -Briefly describes the social status attainable for each level of education.	4 3 2 1	
<b>Presentation</b>	-Clearly states details in correct locations. -Visual enhancements that reinforce each detail.	4 3 2 1	
<b>Mechanics</b>	-Chart has few grammatical errors. -Presentation of information is visually appealing.	4 3 2 1	

Maine Department of Education Standards met: C1:c; C2:c; D1:a

Draft: June 15, 2014  
 Calibration & Anchoring: October 2014

BHS Guiding Principles Rubric: DRAFT June 1, 2014

COOPERATION: The degree to which the student contributes to the learning environment through civility, kindness, respect and care for classmates and teachers.	
BSD Code of Conduct: Honesty	Indicators: Tells the truth
BSD Code of Conduct: Responsibility	Indicators: Obeys the law and school rules; Follows dress guidelines
BSD Code of Conduct: Respect	Indicators: Uses kind, polite and safe language and gestures; Honors others' physical space; Takes care of property of school and others; Is courteous and supportive; Contributes to an environment where all are safe and valued
BSD Code of Conduct: Compassion	Indicators: Demonstrates tolerance of differences in beliefs, opinions, appearance and skill levels; Seeks and offers assistance; Manages conflicts or disagreements respectfully
MLR Guiding Principle: Responsible & Involved Citizen	Indicators: Accepts responsibility for personal decisions and actions
MLR Guiding Principle: Responsible & Involved Citizen	Indicators: Participates positively in the community and designs creative solutions to meet human needs and wants
MLR Guiding Principle: Responsible & Involved Citizen	Indicators: Understands and respects diversity
MLR Guiding Principle: Self-Directed & Lifelong Learner	Indicators: Uses interpersonal skills to learn and work with individuals from diverse backgrounds
MLR Guiding Principle: Responsible & Involved Citizen	Indicators: Demonstrates ethical behavior and the moral courage to sustain it
AMBITION: The degree to which the student grows personally and academically through hard work, diligence and perseverance.	
BSD Code of Conduct: Ambition	Indicators: Attends school regularly and arrives on time; Completes tasks to best of ability; Gives best effort to reach highest potential
MLR Guiding Principle: Self-Directed & Lifelong Learner	Indicators: Demonstrates flexibility including the ability to learn, unlearn and relearn
MLR Guiding Principle: Creative & Practical Problem Solver	Indicators: Perseveres in challenging situations
MLR Guiding Principle: Creative & Practical Problem Solver	Indicators: Observes and evaluates situations to define problems
MLR Guiding Principle: Creative & Practical Problem Solver	Indicators: Identifies patterns, trends and relationships that apply to solutions
MLR Guiding Principle: Creative & Practical Problem Solver	Indicators: Generates a variety of solutions, builds a case for best response and critically evaluates the effectiveness of the response
MLR Guiding Principle: Creative & Practical Problem Solver	Indicators: Sees opportunities, finds resources and seeks results
ENGAGEMENT: The degree to which the student demonstrates curiosity, optimism and passion for learning.	
BSD Code of Conduct: Ambition	Indicators: Challenges him / herself; Is a difference maker in the classroom and the school community;
BSD Code of Conduct: Responsibility	Indicators: Is a positive role model for others.
MLR Guiding Principle: Self-Directed & Lifelong Learner	Indicators: Demonstrates initiative and independence
MLR Guiding Principle: Self-Directed & Lifelong Learner	Indicators: Demonstrates reliability and concern for quality
MLR Guiding Principle: Self-Directed & Lifelong Learner	Indicators: Applies knowledge in new contexts
MLR Guiding Principle: Integrative & Informed Thinker	Indicators: Applies ideas across disciplines
MLR Guiding Principle: Creative & Practical Problem Solver	Indicators: Formulates questions, makes predictions and designs data / information collection and analysis strategies
MLR Guiding Principle: Integrative & Informed Thinker	Indicators: Evaluates and synthesizes information from multiple sources
MLR Guiding Principle: Integrative & Informed Thinker	Indicators: Gains and applies knowledge across disciplines and learning contexts and to real life situations with and without technology
MLR Guiding Principle: Integrative & Informed Thinker	Indicators: Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes

Holistic Rating: COOPERATION	
4:	Exceeds expectations and demonstrates all indicators for cooperation
3:	Meets expectations and consistently demonstrates the cooperation indicators.
2:	Inconsistent cooperation that has required teacher redirection
1:	Poor cooperation that detracts from the learning environment.

Holistic Rating: AMBITION	
4:	Exceeds expectations and demonstrates outstanding ambition to succeed.
3:	Meets expectations and consistently works hard to grow as a student.
2:	Inconsistent work habits or other patterns that interfere with the student's growth.
1:	Very low personal or academic initiative.

Holistic Rating: ENGAGEMENT	
4:	Exceeds expectations and demonstrates insightful engagement in learning.
3:	Meets expectations and engages in coursework thoroughly and thoughtfully
2:	Inconsistent interest in learning beyond the minimum class expectations.
1:	Persistent lack of engagement and investment in coursework



**Authorization Page**

The SAU will submit a confirmation report to the Maine DOE by July 1, 2015. This report will include evidence that the SAU is prepared to award students graduating after July 1, 2018 a diploma based on proficiency of the standards of the eight content areas and standards of the Guiding Principles.

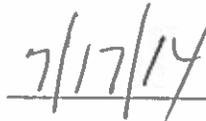
We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.

We certify that the criteria for awarding a diploma beginning after July 1, 2018 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

- A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;
- B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;
- C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and
- D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.



Superintendent of Schools



Date



Chair of School Board



Date