

COVER PAGE

Date: 18/11/2014 14:22

NO. OF PAGE: 71 (include this page)

To:

Name: Diana Doiron

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Department: Diploma Extension Application

.....
Company: Maine DOE

From:

Name: Heather Perry

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TEL & FAX: (TEL)948-6136
(FAX)948-6173

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E-Mail: hperry@rsu3.org

.....
Department: Superintendent's Office

.....
Company: RSU 3

Comment:

11/18/14
Resubmission of Diploma Extension Application - option 3



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

Directions for submitting an extension application

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

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

Proficiency-Based Diploma Extension Option 3

At the time of the extension application the SAU will:

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

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

Submittal Window

1. Indicate the submitting date.

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

Superintendents Region

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

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	X
Midcoast	
Penquis	

Washington	
Western Maine	
York	

3. **School Administrative Unit: Regional School Unit 33**
4. **High School(s): Mt. View High School**
5. **Name and title of person completing the extension request:**
- Heather Perry, Superintendent of Schools
6. **Superintendent's name, address, phone number and email:**
Heather J. Perry, 84 School Street, Unity, ME 04988. (207) 948-6136 option 38 and hperry@rsu3.org

Evidence of Preparedness

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

Criteria:

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

RSU 3 is one of the original 9 members of the MCCL. We have been working over the past four years to develop a curriculum that is aligned to the Common Core and Maine's Parameter For Essential Instruction in all of the 8 content areas required by law. (See Appendix A, Sample Content Area Learning Progressions Overview)

Our curriculum has three key components: (1) Content area Learning standards, (2) Complex Reasoning standards and (3) Habits of Mind standards (See Appendix B, Visual Of Three Core Components). Our Complex Reasoning and Habits of Mind standards align with the Guiding Principles of the Maine Learning Results.

In RSU 3, we are currently fully utilizing all content area standards, Complex reasoning standards, and a selected number of Habits of mind standards in grades K-8. Mt. View High

School has implemented our content area standards and our Complex Reasoning Standards and is now working to utilize a selected number of Habits of Mind in their unit planning. Additionally, we are currently working with our CTE Region to identify and align their standards to our work so that our students may meet content area standards (not just Career and Prep) in their CTE learning.

We have also fully implemented the use of EDUCATE as our learning tracking tool in grades K-8 with plans to expand to the high school by Fall of 2015. This learning software houses our entire curriculum as well as our assessment resources and allows us to track and report student learning across all grade levels. To allow for greater transparency, the parent portal of EDUCATE will also be open to all parents in grades K-8 this fall.

As a district, we have gone through a community based discussion and revision of our mission/vision to align with PBE. We are almost complete in our work to create a new Strategic Plan for implementation and we have worked to align several key policies to our new practices. (See Appendix C, Revised Policies: AD, IKB, IHA, IKE, and IKF as well as Most up to date Strategic Plan).

Our proficiency-based work over the past four years has allowed us to create a curriculum that is transparent and honors the fact that students learn in different ways and in different time frames. With our new learning targets and progressions across all content areas, students, staff, and parents in RSU 3 know exactly what the students are learning, why they are learning it, how they know they have met proficiency and what learning comes next after they do. For the first time in a very long time, all 7 of our schools spread out across 440 square miles are using the same language for learning, and are moving towards a common mission/vision.

The creation of student-centered classrooms has been an additional emphasis over the past four years of our work. We have used much of the RISC model (Reinventing Schools Coalition) rubrics and training to help guide this part of our work. (See Appendix D, Copies of Classroom Design and Delivery (CDD) Rubric as well as Instructional Design and Delivery (IDD) Rubric). We have also utilized RISC to provide coaching and ongoing feedback to classroom teachers (See Appendix E, copies of RISC feedback). Additionally, we have worked with several other MCCL cohort schools at the high school level particularly to focus on problem-solving and high school implementation challenges (See Appendix F, Copies of Meeting agendas, sample profiles, and pictures).

Students across RSU 3 are now being met where they are in their learning and being provided individualized learning opportunities that allow them to get to where they need. Students are being grouped and regrouped according to their learning targets and are more actively engaged than ever before. One of our Elementary Schools that have restructured their teaching practices and schedules has showed great gains and has been recognized by the state as such. Additionally, in the high school mathematics classes where students were grouped and re-

groped based on learning targets, these students showed greater gains as determined through pre and post NWEA assessments (See Appendix G, Copies of School Grades and NWEA HS Math data).

We suspect it will be at least another year of implementation before we begin to see the achievement growth that we are looking for within our state level achievement data across all schools. We are currently setting achievement benchmarks for growth as a district. Additionally, we are setting other measures for success such as increased attendance rates, increased graduation rates, decreased disciplinary referrals, etc. to begin to more clearly "quantify" our progress.

Our next and possibly largest challenge will be with implementation of our PBE system at the High School Level. We will need to be re-defining how we "do business" at the High School. We will be changing grading/reporting of student learning, we will be changing transcripts, athletic eligibility, etc. We will be working to figure out how we want to incentivize students to dig deeper in their learning and strive for "4's" by re-inventing our old "honors/high honors", and class ranking systems. To that end, we have developed a grading and reporting committee at the high school whose task it is to develop recommendations in all these areas (See Appendix H, Meeting Agendas).

Finally, due to fiscal constraints we have been unable to offer World Language learning opportunities to our students prior to grade 9. As we realized the implications of having to provide additional learning opportunities for students earlier, we are implementing an online opportunity for our middle school students to see how this will play out in supporting proficiency in the Languages.

Overall Implementation Plan

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

Criteria:

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

RSU 3 Benchmarks for Curriculum, Instruction, Assessment and Grading/Reporting work (See Appendix C – Draft Strategic Plan):

Curriculum Benchmark #1: By 2017 RSU 3 Students and Parents will have a clear understanding of the district's standards and Curriculum.

Planned Action Steps Include: (1) providing completed curriculum documents/access to all parents & students, (2) providing multiple, varied learning opportunities for parents and students to develop understanding of the curriculum (i.e.: community based events focused on curriculum, distribute information at open house, sporting events, through parent and student public forums, and through real time & recorded videos to learn about the curriculum), and (3) Identify & implement methods of determining the degree of understanding of the curriculum by parents & students (i.e.: surveys, focus groups, round table discussions, classroom observations, etc.).

Timeline: September, 2014 – provide access to curriculum documents. September, 2014 and ONGOING for the rest.

Curriculum Benchmark #2: By 2017 all RSU 3 staff will have a clear understanding of all components of the district curriculum.

Planned Action Steps Include: (1) providing completed district curriculum framework to all staff to include Habits of Mind and Complex Reasoning Skills, (2) provide multiple, varied learning opportunities for all staff to develop understanding of the curriculum (i.e.: Professional Development, Professional Learning Communities, Team planning time, early release time, and curriculum review/revision work time). (3) Identify and implement methods of determining the degree of understanding of the curriculum by parents & students (i.e.: Surveys, focus groups, classroom observations, etc.).

Timeline: September, 2014 – provide access to curriculum documents. September, 2014 and ONGOING for the rest.

Curriculum Benchmark #3: By 2015 RSU 3 will publish district requirements for graduation based on standards.

Planned Action Steps Include: (1) Complete revisions to Policy IKF (Graduation Requirements) and subsequent Rules and Procedures. (2) Create a plan to determine proficiency in each content area. (3) Determine benchmarks that indicate progress towards graduation, and (4) Develop and implement ways to communicate the policy to all stakeholders across the district.

Timeline: Complete revisions to Policy IKF, plan to determine proficiency "lines in the sand" in each content area and benchmarks for grades 5,8, and 12 by June, 2015 and ONGOING for the rest.

Instruction Benchmark #1: By 2017 student-centered instructional strategies/techniques will be consistently employed throughout RSU 3's learning system.

Planned Action Steps Include: (1) Identify student-centered instructional strategies in each component of the district curriculum. (2) Develop and provide multiple and varied opportunities for staff to access, learn, and implement these practices (such as written materials, professional development, classroom observations, peer support teams, i-observation, and teacher/student/parent interactions). (3) Develop and implement strategies to measure use of student-centered instruction, such as surveys, teacher portfolios, self-reporting, and self-assessment as well as student work including artifacts.

Timeline: #1 is complete as of Fall, 2014. Early release days, PLC time, and common planning time have all been built into 2014-15 schedules for teachers so #2 will be complete by May, 2015 and #3 will be complete by June, 2015.

Instruction Benchmark #2: By 2016 all RSU 3 students will have frequent and multiple opportunities to provide feedback on instructional practices.

Planned Action Steps Include: (1) Identify/develop and implement multiple and varied strategies to engage students in providing regular feedback on instructional practices, such as surveys by class/course, rating scales, class circles, and focus groups, (2) Educate students on the purpose, importance, and ways of providing meaningful feedback, and (3) Develop and put into place strategies to measure the implementation and effectiveness of the feedback system, such as surveys, teacher portfolios, self-reporting and self-assessment, and student work.

Timeline: #'s 1 and 2 will be completed by June, 2015 and #3 has already begun and will be ONGOING.

Assessment Benchmark #1: By 2017 all staff will use assessment practices that incorporate multiple measures aligned to district learning targets to monitor learner's progress.

Planned Action Steps Include: (1) Develop an assessment resource "bank" using EDUCATE software, (2) Provide time to teachers to discuss assessments and to work on reliability of scoring, and (3) Provide training to all staff in Complex Reasoning Skills.

Timeline: #3 will be complete by June, 2015. #'s 1 & 2 will be completed by June, 2015 and ONGOING.

Assessment Benchmark #2: By 2015 all RSU 3 students will have some choice in determining how they demonstrate proficiency of learning targets.

Planned Action Steps Include: (1) Provide training to all teachers in Complex Reasoning Skills and how to “unpack” learning targets understanding the correct rigor. (2) Identify/develop tools for teachers to use in communicating levels of rigor to students (like capacity matrixes, etc), and (3) Develop and put into place strategies to measure the implementation and effectiveness of students being given choice in demonstration of proficiency, such as surveys, teacher portfolios, self-reporting and self-assessment, and student work.

Timeline: #1 & #2 will be complete by June, 2015. #3 will be started by June, 2015 and will be ONGOING.

Assessment Benchmark #3: By 2017 RSU 3 students and parents will have a clear understanding of the district’s assessment system.

Planned Action Steps Include: (1) providing completed assessment plan documents/access to all parents & students, (2) providing multiple, varied learning opportunities for parents and students to develop understanding of the assessment system (i.e.: community based events focused on curriculum, distribute information at open house, sporting events, through parent and student public forums, and through real time & recorded videos to learn about the assessment system), and (3) identify & implement methods of determining the degree of understanding of the assessment system by parents & students (i.e.: surveys, focus groups, round table discussions, classroom observations, etc.).

Timeline: June, 2015– provide access to assessment plan documents. September, 2015 and ONGOING for the rest.

Grading/Reporting Benchmark #1: By 2016 RSU 3 will have a consistent district-wide grading and reporting system in place.

Planned Action Steps Include: (1) Create grading/reporting committee at MVHS to make recommendations to staff about grading/reporting practices; and (2) MVHS staff finalizes changes in grading and reporting practices to align with PBE direction.

Timeline: September, 2014 grading and reporting committee created. Recommendations made to staff by spring, 2015 and staff vote by May, 2015 to approve new grading/reporting practices to align to PBE.

Grading/Reporting Benchmark #2: By 2017 RSU 3 students and parents will have a clear understanding of the district’s grading and reporting system.

Planned Action Steps Include: (1) providing completed Grading/Reporting system/access to all parents & students, (2) providing multiple, varied learning opportunities for parents and students to develop understanding of the Grading/Reporting system (i.e.: community based events focused on curriculum, distribute information at open house, sporting events, through parent and student public forums, and through real time & recorded videos to learn about the Grading/Reporting system), and (3) Identify & implement methods of determining the degree of understanding of the grading/reporting system by parents & students (i.e.: surveys, focus groups, round table discussions, classroom observations, etc.).

Timeline: September, 2014-- provide access to grading/reporting system in grades K-8. June, 2015 – provide access to grading/reporting documents in grades 9-12. September, 2015 and ONGOING for the rest.

System of Supports for Student Learning

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

Criteria:

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

RSU 3 has worked to create a coherent system of interventions to ensure that struggling students receive the academic and personal support they need to not only perform at grade level, but also to succeed in higher-level courses. Although our system is still a "work in progress" we have created several ways in which we support our secondary students when proficiency is not demonstrated:

Co-Teaching:

In the Fall of 2013 teachers at Mt. View High School began to experiment with a new model of teaching called "Co-Teaching". In this model, teachers who teach similar content area teach

TOGETHER and they look at students across a continuum of learning to constantly group and re-group students according to their learning. For example, a traditional model might have 1 teacher teaching English 9 to 24 students and another teacher teaching English 9 to another entirely different group of 21 students. Students within those classrooms might also receive special services from resource room teachers during another part of their day, or worse yet – by being pulled out of regular instructional time. In our Co-teaching model, the two teachers are assigned to look at all 45 students and to group students according to their learning targets. We would also add a third teacher to the group, our special education teacher – who would bring their special skill set into the classroom to work with special education students and regular education students. So far, our feedback from students learning in this model has been very positive.

Late Bus:

This doesn't sound like much, but in a district that spans 440 square miles, if you don't have a late bus, you pretty much negate student opportunities for any/all Co & Extra-Curricular participation as well as any after school tutoring. Six years ago the late bus was cut from the budget. Three years ago it was placed back in and we've noticed tremendous improvement in numbers of students participating in after school programming, as well as a corresponding decrease in disciplinary referrals and overall failure rates.

Exploratory:

Another way in which we support our students is through our "Exploratory Week" that takes place at the end of the second quarter. During this week all courses effectively "shut down". Students who are behind pace in meeting their learning targets are given a week of intensive time to work with teachers and make up that learning. Students who are on pace or above pace are allowed to participate in exploring learning opportunities they might not otherwise have. Community members are brought in to assist staff members to offer a wide range of subjects/topics to learn about ranging from fly tying to taxidermy to EMT training to photography (See Appendix I – Mt. View High School 2013-14 Exploratory Schedule).

Response to Intervention (RTI)

Another way in which we support our students is through our RTI process. Advisors who are concerned about their student's progress may initiate an RTI meeting for any student. In order to do so, advisory teachers work with guidance to compile data on the student's performance. This data includes attendance data, discipline data, and a close look at subject grades, homework, and other formative assessments. Additionally, advisory teachers compile a snapshot of other achievement data such as NWEA or most recent PSAT/SAT data depending upon the grade level of the student. This information is brought to the RTI meeting with teachers, the student, and parent/guardians for discussion. During this meeting a plan is

created to try to support each student. This plan might include being assigned to an RTI study hall, or to arrange for before/after school tutoring, or to make accommodations for length of homework assignments, or switching classes, or whatever may work! Once an RTI meeting has been called, there is an interval of time that lapses before checking in on the student to see how they are doing and assessing the effectiveness of the interventions developed and then adjusting accordingly. We are currently in the process of tightening up the data review process with a cycle of every two weeks to prevent students from falling behind pace in their learning. (See Appendix J – Mt. View High School RTI Standard Operating Procedure)

EDUCATE Software System

Teachers are experimenting with the use of EDUCATE learning software this year and will be expected to fully utilize this software for the 2015-16 School year. This software system houses our entire curriculum along with our grading/reporting system. Teachers can see students across courses and grades and students can see their learning targets across all available curriculum offerings. Full implementation of EDUCATE will allow teachers to ALWAYS be able to access student data, it will allow students to ALWAYS be able to tell where they are in their learning, and it will allow parents to ALWAYS be able to tell at what level their child is performing at, and what comes next. Additionally, the “playlist” feature of this software allows for students to utilize individualized learning modules based on where they need extra support. A true tool for transparency that will level the playing field for all students, while helping to provide the personal support that is necessary for student success. (See Appendix K - EDUCATE Home menu Screen Shot)

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: 40%
 - Community Engagement : 0%
 - One-year Carry Over: 60%

- 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 \$17,720.00

FY 2014 Carry Over Funds Expended and anticipated (\$7,745.00 + \$17,720.00) = \$25,465.00

Intended Impact of Transition Funds:

RSU 3 will continue to use its transition funds in a multi-pronged approach to help move us forward in creating our PBE system of education. In order to be successful in making our mission/vision a reality for our students (See Appendix C - RSU 3 Mission/Vision Statement), we must continue to work to provide structured and meaningful learning experiences for our staff, we must continue to provide staff the TIME that is required to complete the work, and we must continue to inform the public on what changes they should expect and why.

As a means to this end, RSU 3 will be expending a portion of our transition funds on coaching for teachers implementing our PBE model. This is our third year of implementation and a very good time to do some structured reflection and "check in" on where we are in our process and where we need to focus our continued efforts. As a means to this end, we also plan on expending a portion of our transition funds on a "site visit" conducted by RISC that will help inform our continuous improvement efforts and our work moving forward. Additionally, we will expend a portion of our funding on stipends for teachers to spend time working on the work, specifically reviewing content area learning targets and developing aligned resources and assessments. Small stipends will be paid to members of our High School Grading and Reporting Committee whose task it will be to create and make recommendations to the whole High School staff regarding necessary changes to grading practices within a PBE system, how to report these new practices to parents, what "lines in the sand" will be drawn for benchmarking of Learning Targets at end of grade 12 to receive a diploma, and specifically HOW proficiency will be determined at the high school level for the purposes of issuing a diploma. This committee is also tasked with coming up with a new transcript and school profile, along with ideas about how to deal with "traditions" such as honors, high honors, class rank, athletic eligibility, etc. And finally, we also need to continue to communicate with our community about the ongoing changes occurring within RSU 3. Our best activities involve food so a little money is required to host a series of public forums to take place over the course of this year.

Transition Funds Anticipated Budget:

- Stipends for PBE Committee work - \$7,465.00
- RISC site visit - \$12,000.00
- RISC Coaching- \$5,000.00
- Public Forums - \$1,000.00

Option 3 Authorization Page

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

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

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

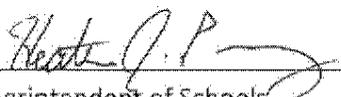
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

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

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

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

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



 Superintendent of Schools

11-17-14

Date



 Chair of School Board

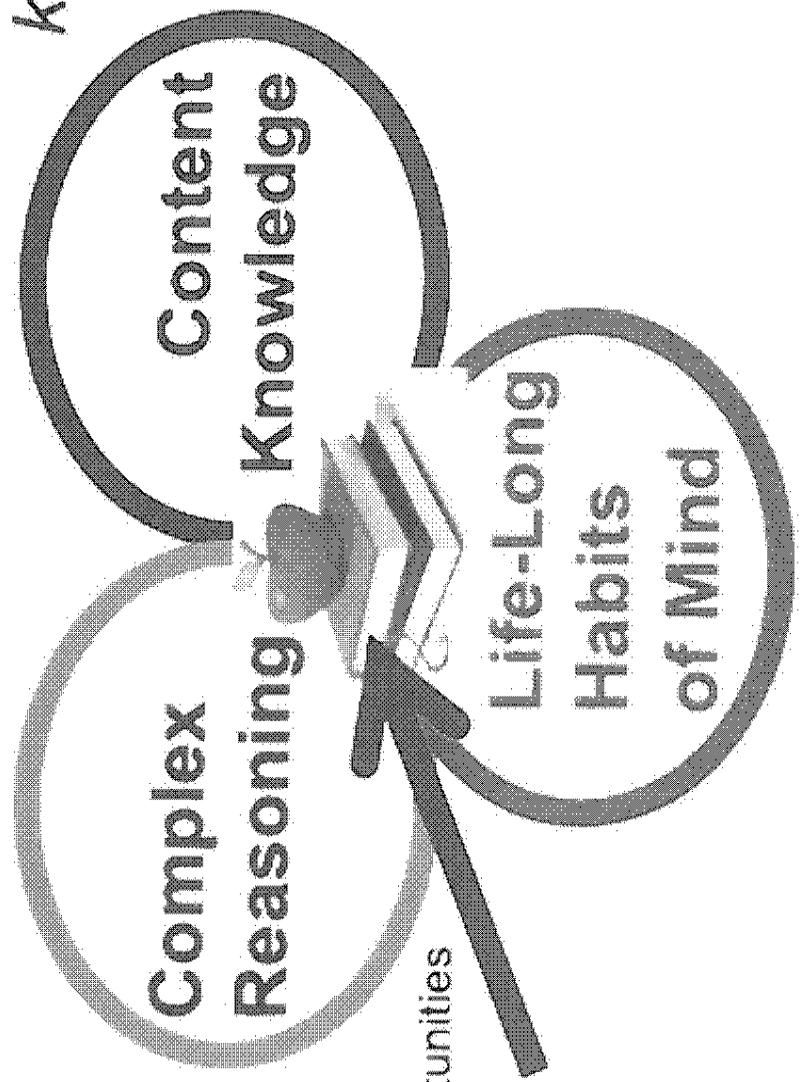
11/17/14

Date

Appendix
"B"

We want learners to be:

doing these reasoning processes with this content knowledge



- Learning Opportunities
- Lessons
- Units
- Project-based
- Integrated Units
- Etc. Etc....

to practice getting better at these life-long learning habits.

Appendix
"C"

Policy: AD

THE MISSION of RSU 3 is to ensure personal success through personalized learning.

"Success in Learning – Success in Life!"

RSU 3: VISION STATEMENT

Every RSU 3 learner is prepared to be academically, socially, and emotionally successful in learning and life. RSU 3 is invested in what our learners know, what they are able to do, and what kind of citizens they are becoming.

EXPECTATIONS FOR OUR LEARNERS

Students are engaged, self-directed, future-focused, lifelong learners. Students are accountable to the expectations of a rigorous and dynamic curriculum based on clear learning targets.

Every RSU 3 student is met at his/her developmental learning level, is challenged, and is empowered to reach personal success. Our students are supported by caring adults and peers within a safe learning environment.

THE LEARNING EXPERIENCE

Students utilize choice in how they learn and demonstrate excitement and understanding to gain ownership and investment in their own learning. Working at their individual maximum pace, students reach their full potential. Every RSU 3 student learns in different ways and timeframes.

In order to meet their diverse needs instruction is customized to reflect learning styles and interests. Our proficiency-based system makes clear what students must demonstrate to show mastery. Learning targets are clear, easily accessible and diversely assessed.

OUR SCHOOL/OUR COMMUNITY

Students view the community as an extension of our schools; a place where they engage in a wide variety of opportunities to apply their learning. There is reciprocal involvement between schools and the community. RSU 3 is a direct reflection of our community. Every RSU 3 student is an informed, responsible and engaged citizen of the local and global community.

Note: This document was created through a 18 month process which involved input and feedback from staff, students, parents, and community members across RSU 3. 1

First Reading: Jan. 13, 2014. Second Reading: Feb. 10, 2014 Adopted: Feb. 10, 2014

(A3)

Policy: IKB**LEARNING OUTSIDE OF THE CLASSROOM**

Learning outside of the classroom is an integral component of the overall educational experience in RSU 3. Teachers will use their discretion to determine the need for out of class work and shall give only assignments designed to enrich the learning process, to aid in the mastery of learning targets and to inspire and stimulate further extension of classroom learning. Teachers have a responsibility to provide clearly articulated assignments and to provide timely feedback on all assignments given in order to assist students in meeting their learning goals.

Parents/Guardians are expected to view assignments as an important extension of their child's learning. Communication among students, teachers, and parents is encouraged to be transparent in order to ensure problems are addressed promptly. The best interests of the student are to be the priority in any discussion regarding out of class work.

Out of class work should be used to:

- Assist individual students in practicing to meet Learning Target skills and goals.
- Encourage independent study and practice skills.
- Reinforce and build upon concepts and skills learned in the classroom
- Encourage in-depth exploration beyond the classroom curriculum
- Provide opportunities for the student to gain experience in the utilization of community resources
- Foster a link between home and school
- Prepare for more thorough and sophisticated class discussions and give more time for learning to occur.

Students are responsible to put forth a conscientious effort and work diligently to adhere to teacher assignments. Out of class work may be used as evidence to show student proficiency of Learning Targets outlined in our curriculum.

The Superintendent of Schools may develop appropriate regulations to implement this policy.

First Reading: February 10, 2014

Second Reading: March 10, 2014

Adopted: March 10, 2014

Policy: IHA

BASIC INSTRUCTIONAL PROGRAM

RSU 3 adopts an instructional framework, which is student-centered and founded upon a *proficiency-based system** of education. The school system will provide programs and instructional approaches that support the variety of learning styles found within all students. Through the basic instructional program, the schools will strive to provide students with a wide range of instructional strategies focused on individual student abilities and interests in order to assist students in meeting *Measurement Topics**. Students who have difficulty meeting Measurement Topics will be provided opportunities to obtain additional support or instruction (See *Policies AD – Educational Philosophy Policy, and ADF & ADF-R – School District Commitment to Learning Results Policies*).

The basic instructional program shall meet requirements established by Maine law and Department of Education regulations. The instructional program shall be implemented through a written curriculum aligned with the current required state standards where students are accountable to the expectations of a rigorous and dynamic curriculum based on clear learning targets. The instructional program is responsive to the learning expectations of students.

The instructional program shall be founded upon a framework that has been proven to be effective based upon evidence collected via years of research. The framework will utilize a variety of instructional strategies in order to achieve a balanced instructional model. The instructional program shall be transparent to students and their parents and allow for students to learn at their own individual maximum learning pace in order to ensure that each student is able to reach their full potential. The instructional program will allow for student choice in how they learn and demonstrate their mastery of *learning targets**. Priority will be given to learning that serves as a foundation for further educational development in language arts, mathematics, science, social studies, the arts, foreign language, health and physical education, career education and the Guiding Principles of Maine Learning Results.

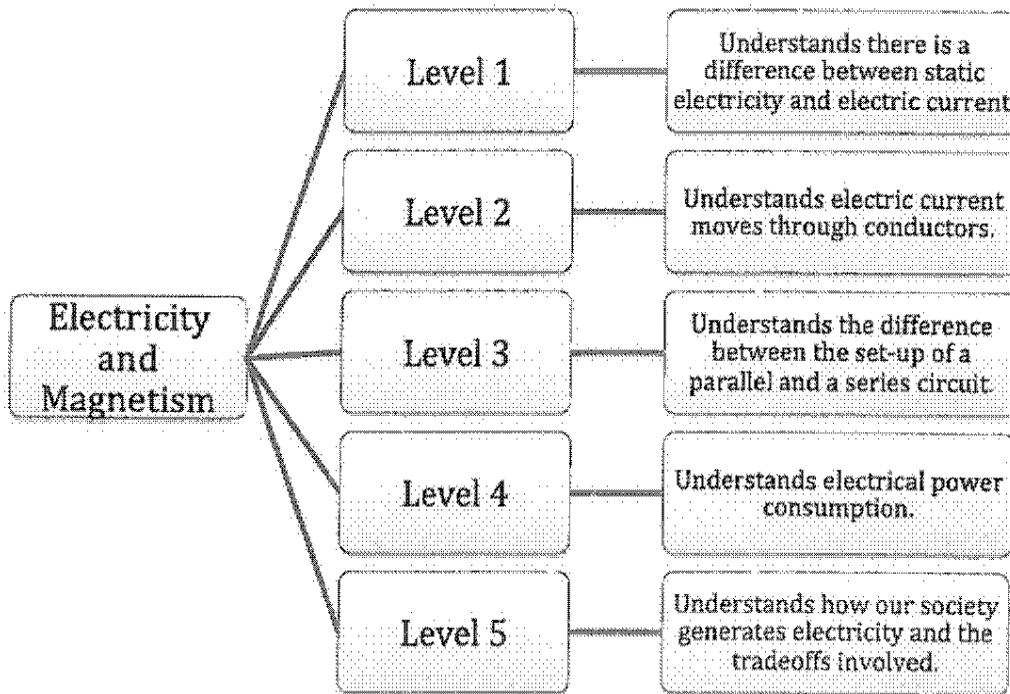
Terms*

1. **Proficiency Based Education** – A system of education where students demonstrate their mastery of Measurement Topics.
2. **Balanced Instructional Model** – A model of instruction that ensures a variety of approaches are used, i.e. – group work, lecture, workshops, independent work, etc.
3. **Measurement Topics** – Topics of instruction. Closely related content ideas grouped together in an overarching theme (see example below)

4. **Learning Targets** – Specifics of what a student needs to know and be able to do in order to be proficient at the Measurement Topic Level (see example below)

Example:

Below, is a visual example showing the relationship between Measurement topics, learning levels, and learning targets:



So we would say we are learning **Measurement Topic** "Electricity and Magnetism" and the **level 3** of **learning target** is "Understands the difference between the set-up of a parallel and a series circuit." When a student demonstrates this learning they have a **score** of 3.

Our **learning target** is "Understands the difference between the set-up of a parallel and a series circuit." for **level 3** of the **Measurement Topic** of Electricity and Magnetism.

Legal Reference: 20-M.R.S.A. ss1001(6), 6209 Ch. 125, Maine Department of Education Rule Ch. 127, Maine Department of Education Rule

Cross Reference: AD: Educational Philosophy Policy
 ADF: School District Commitment to Learning Results Policy
 IGA: Curriculum Development

NEPN/NSBA CODE: IKE**STUDENT PROGRESS THROUGH THE LEARNING SYSTEM**

RSU 3 offers a planned and integrated sequence of instruction that meets State requirements. Our schools are transitioning to a proficiency-based approach to education, which means that students will progress through the learning system at their individual maximum pace consistent with their attainment of Measurement Topics; as opposed to the traditional approach of advancing students largely on the basis of age and grade. Thus, some students will advance through the learning system in a shorter or longer time than others, depending on their attainment of Measurement Topics. Appropriate instructional supports and strategies are provided to assist students in achieving proficiency in Measurement Topics which take into account the individual student's learning styles and passions.

School administrators, teachers and guidance counselors use multiple assessment methods to measure student performance and progress toward Measurement Topics, and to make decisions about progress through the learning system. School staff may also consider other factors in making decisions concerning student progress, such as attendance; individual student learning styles and passions; information provided by students, parents, or service providers; and any other factors of importance for the individual student. Decisions concerning special education students shall be made in consultation with the IEP team.

Effective communication with parents is critical to a student's success in school. The school administration and teachers are responsible for ensuring that parents are kept informed of their child's progress on a regular basis. Parents are encouraged to stay informed regarding their child's learning progress and to inform their child's teacher(s) of any issues that may impact his/her learning and performance. Parents who have questions or concerns about their child's progress through the learning system are encouraged to discuss their concerns with their child's teacher(s) and/or the school administration, as appropriate.

Upon entering high school, students and parents will be informed of the necessary standards that will need to be met at a proficiency level in order to graduate from Mt. View High School.

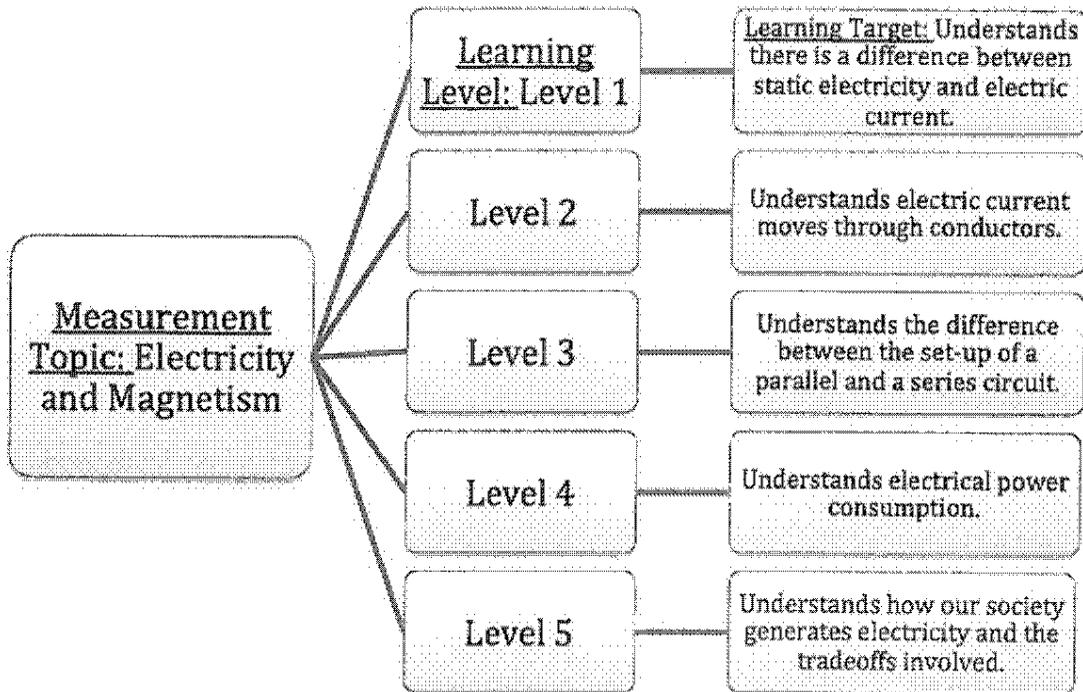
Definitions/Terms:

1. **Proficiency Based Education** – A system of education where students demonstrate their mastery of Measurement Topics.
2. **Balanced Instructional Model** – A model of instruction that ensures a variety of approaches are used, i.e. – group work, lecture, workshops, independent work, etc.
3. **Measurement Topics** – Topics of instruction. Closely related content ideas grouped together in an overarching theme (see example below)

4. **Learning Targets** – Specifics of what a student needs to know and be able to do in order to be proficient at the Measurement Topic Level (see example below)

Example:

Below, is a visual example showing the relationship between Measurement topics, learning levels, and learning targets:



Cross References: IHA – District Learning System
IKF – Graduation Requirements

Legal References: 20-A M.R.S.A. ss 4711-4712; 4721 et seq.; 6201 et seq.
Chapters 125, 127, 131, 132 (Maine DOE Rules)

First Reading: May 12, 2014
Second Reading: June 9, 2014
Adopted: June 9, 2014

CODE: IKF

GRADUATION STANDARDS AND REQUIREMENTS

High school students must meet specific State and local graduation standards and requirements in order to receive a high school diploma. Maine is in a period of transition from a credit-based graduation system to a proficiency-based system as described in this policy.

High school students and their parents/guardians will be notified of this policy (as well as any subsequent updates to the State laws/regulations and/or Board policy concerning graduation standards and requirements) through our program of studies and/or other appropriate means determined by the school administration.

A. Diploma Requirements for Students Graduating Prior to January 1, 2018

Students must meet the following requirements to receive a high school diploma:

1. Students must successfully complete a total of 22 one-year course equivalents (credits) at the high school and achieve the content standards of the parameters for essential instruction required by State law and Department of Education regulations.
 - A. English Language Arts – 4 credits;
 - B. Social Studies – 3 credits (including US History and Government or Junior Seminar);
 - C. Mathematics – 3 credits;
 - D. Science– 3 credits (including Biology);
 - E. Fine Arts – 1 credit;
 - F. Physical Education - 1 credit;
 - G. Health – 1 credit;
 - H. Computer Applications - .5 credits
 - I. The remaining 5.5 credits may be selected by the student on the basis of his or her interests, abilities and plans following graduation.
2. In addition to meeting the credit requirements and achievement of the content standards as described above, students must have a Cumulative Portfolio that will include the following:
 - A Personal Learning Plan
 - Documented Community Service for a minimum of 15 hours

Students may earn credits and achieve the content standards through coursework as well as other learning experiences as allowed by law and high school guidelines. Multiple

CODE: IKF

measures may be used to demonstrate achievement (including but not limited to exams, portfolios, performances, exhibitions, projects and community service).

Special education students may earn a diploma by fulfilling State and local requirements as specified by the goals and objectives of their Individual Education Plan (IEP).

B. Diploma Requirements for Students Graduating January 1, 2018 and Beyond

Students must meet the following requirements to receive a high school diploma:

1. Students must engage in educational experiences in English Language Arts; Mathematics; and Science and Technology in each year of high school.
2. Students must demonstrate proficiency in meeting State standards in the following content areas (note that the Career and Educational Development content and Financial Literacy areas are embedded within the listed content areas):
 - A. English Language Arts;
 - B. Social Studies;
 - C. Mathematics;
 - D. Science and Technology;
 - E. Visual and Performing Arts;
 - F. Health Education and Physical Education; and
 - G. World Languages.
3. Students must demonstrate proficiency in each of the following Maine Department of Education Guiding Principles:
 - A. Clear and effective communicator;
 - B. Self-directed and lifelong student;
 - C. Creative and analytical problem solver;
 - D. Responsible and involved citizen; and
 - E. Integrative and informed thinker.
2. In addition to meeting the graduation requirements **above**, students must have the following:
 - A Cumulative Personal Learning Plan
 - Documented Community Service for a minimum of 15 hours
 - A Capstone Project through which he/she will demonstrate in-depth research, presentation, and technology application skills and evidence of proficiency in the Guiding Principles of the Learning Results

CODE: IKF

- An application to a post-secondary educational institution, training program or other experience that provides an opportunity for further growth.

Students may gain proficiency in the content standards and guiding principles through coursework as well as other learning experiences as allowed by law and high school guidelines. Multiple measures may be used to demonstrate proficiency (including but not limited to exams, teacher or student-designed assessments, portfolios, performances, exhibitions, projects and community service).

Students with special needs may earn a diploma by fulfilling State and local requirements as specified by the goals and objectives of their Individual Education Plan (IEP).

Cross Reference: IKE – Student Progress Through the Learning System
IHA – Basic Instructional Program
IHBGA – Home Schooling – Participation in School Programs
IHCD – Enrollment Options at Public and Private Postsecondary Schools
ADF – School District Commitment to Learning Results

Legal References: 20-A M.R.S.A. §§ 4722; 4722-A; 6209
Ch. 125, 127, 131, 132 (Maine Department of Education Rules)

First Reading: June 9, 2014
Second Reading: July 14, 2014

Adopted: July 14, 2014

Draft Strategic Plan as of 9-3-14

RSU 3 CORE PRINCIPLES FOR LEARNING

1. All students are naturally curious and capable of extraordinary work.
2. Learning occurs in different ways and time frames for different futures.
3. Students learn best when learning is relevant, engaging and applied, based on high expectations and the passions of each student.
4. Learning is messy, involves risk taking, making mistakes and requires perseverance.
5. Students learn best in safe, caring environments supported by positive relationships.
6. Recognizing success promotes self-confidence, motivation and positive attitude, encouraging future success.
7. All members of our school community model continuous learning and improvement.
8. Learning is a community-wide endeavor and can occur anywhere.

RSU 3: OUR LEARNING SYSTEM VISION

Curriculum is what we expect our students to know and be able to do.

What is **CURRICULUM** like in our Learning System?

1. The curriculum is rigorous, achievable and based on national, state, and local standards.
2. The curriculum identifies clear and measurable learning targets in all content areas, habits of mind and complex reasoning skills.
3. The curriculum is designed to give learners a variety of choices for demonstrating proficiency.
4. The curriculum is transparent and accessible.
5. The curriculum allows for students to learn anytime, anywhere.
6. The curriculum supports real life learning opportunities within the community.
7. The curriculum integrates meaningful and relevant real life issues that engage and motivate learners and is derived from the development of student interests whenever possible.

RSU 3 Long Term Goals: Curriculum:

1. STUDENT/PARENT UNDERSTANDING OF CURRICULUM

By 2017 RSU 3 students & parents will have a clear understanding of the district's standards & curriculum.

Action Steps:

1.	Circulate completed curriculum to all parents and students. . . multiple means of accessing for both. . . ask for questions/comments.
2.	Identify methods of determining degree of understanding by parents/students.
3.	Survey of parents/students to determine level of understanding.
4.	Round table opportunities to self-assess understanding of curriculum (students).
5.	Students are able to articulate curriculum they are currently working on.

Materials to Circulate to Build Understanding:

1.	Program of studies out to all parents/students
2.	Multiple modalities to explain components of curriculum (e.g. fact sheets, emails, blogs, communications sent home, Youtube videos)
3.	Web-based support: Click and Learn, videos (not all face to face)
4.	Make curriculum accessible in multiple formats (print, digital, audio)?
5.	Development of documents, powerpoints, etc. . that explain our model of curriculum
6.	Student/parent info: 2015 – publish draft bullets; 2016 – refine/edit bullets; 2017-publish final bullets.
7.	Learning targets published in class syllabi & accessible to families . . . all classes have a class syllabi.

Venues in which to Build Understanding:

1.	Community based events aligned with curriculum.
2.	Distribute info in Open Houses, syllabi, sports/extra/curricular sign ups and events.
3.	Parent leaders help with demonstrations/explanations
4.	Parent forums/student forums
5.	Kindergarten registration
6.	Anticipatory guidance for “at home” activities to support curriculum.
7.	Parent/teacher conferences re-examined & retooled to align to curriculum
8.	Real time and recorded “webinars”, videos for parents/students to learn about the structure and content of the curriculum.

2. STAFF UNDERSTANDING OF CURRICULUM

By 2017 all RSU 3 staff will have a clear understanding of all components of the district curriculum.

What We Want Staff To Understand:

1.	Understand content of the curriculum (three circles) & content (measurement topics & learning targets).
2.	Complete curriculum; distribute to all staff; multiple means of accessing; face to face sessions to build understanding.
3.	Complex Reasoning & Habits of Mind. . . need to develop understanding of all 3 circles
4.	Define the components.

Review/Revise Curriculum:

1.	K-5, 6-12, DISTRICT-WIDE inservice for curriculum review/development/alignment
2.	Complete curriculum; distribute to all staff; multiple means of accessing; face to face sessions to build understanding
3.	Review/revise curriculum on a cyclical basis
4.	2015 publish draft; 2016 refine/edit, 2017 final version

Feedback/measuring Progress of Staff Understanding:

1.	Survey of staff to determine level of understanding
2.	Roundtable opportunities to assess staff understanding of the curriculum.
3.	Determine level of understanding.

3. PROFICIENCY-BASED GRADUATION REQUIREMENTS

BY 2015 RSU 3 will publish district requirements for graduation based on standards.

Design/Implement a Process for Deciding on Requirements:

1.	Create a group to devise requirements & rework using public/student/staff input; present to school board.
2.	Define requirements.
3.	Decisions around determining proficiency for each content area.
4.	Review expectations - where is the "line in the sand"?
5.	Clear process (Ad Hoc Task Force) with staff, administration across grade levels to define requirements . . . feedback from students/public/board . . . revise/finalize . . . adjust over time.

Determine Strategies to Communicate Graduation Requirements:

1.	Graduation requirements available on web site.
2.	Graduation requirements included in high school handbook
3.	Parent/student meetings to review requirements.
4.	Review requirement in sports/extra-curricular registrations/signups
5.	Fall 2014 - publish draft; fall 2015 publish and adhere to it.
6.	Review requirements at MLTI sign up.
7.	Advertise/publish Board policy on graduation requirements.

Instruction is how students learn - the experiences students engage in to achieve the learning.

What is **INSTRUCTION** like in our Learning System?

1. Instruction is learner centered and encourages students to be self-directed, using voice and choice to help meet individual learning targets.
2. Instruction takes place in a safe environment fostering positive relationships among all members of the school community.
3. Instruction encourages active student engagement and accountability.
4. Instruction is supported by continuous feedback and reflection.
5. Instruction is determined by the nature of the learning goal and includes a variety of approaches designed to reflect the learning styles and passions of learners, regardless of time, age, or structure.

RSU 3 Long Term Goals: Instruction

1. STUDENT-CENTERED INSTRUCTIONAL PRACTICES

By 2017 student-centered instructional strategies/techniques will be consistently employed throughout RSU 3's learning system

Define student-centered Instruction:

1.	Teacher awareness of student-centered instructional strategies.
2.	Each component of the curriculum will articulate student-centered approaches along with skills to be achieved.
3.	Define those student-centered practices.
4.	Student-centered instruction strategies modeled, described, catalogued & distributed to all teachers (specific to grade/age span & content area).

Develop/Implement support for staff implementation of student-centered instruction:

1.	Develop lots of ways for staff to observe, read about etc. these practices.
2.	Teacher training in student centered instruction techniques/strategies - examples of specific techniques/strategies available.
3.	Administrative observation with constructive feedback
4.	Establish peer support teams to observe strategies/techniques in classrooms
5.	Use of IObservation as a learning tool (doing our own videos, etc.)
6.	Peer observation focus on s-c instructional strategies

7.	PD to learn & develop s-c strategies; communication techniques for reflecting & reviewing strategies; method to get input & reaction from students/parents.
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Measuring our Progress In Implementing Student-Centered Instruction:

1.	How do we know? Surveys, teacher portfolios
2.	Teacher self assessment on implementation of s-c instructional practices.
3.	Test strategies/techniques in classroom & get reactions; determine methods to assess if consistently employed; individual staff publish how they are doing this.
4.	Student work apparent at all schools
5.	Students will be taking responsibility for keeping artifacts to show what they know.

2. STUDENT FEEDBACK ON PRACTICE

By 2016 all RSU 3 students will have frequent and multiple ways to provide feedback on instructional practices.

Determine Tools/processes to collect feedback:

1.	Student surveys – by class/course.
2.	Student given a rating scale on the level to which they feel they better know or understand a topic/standard/target.
3.	Demonstrate to faculty/develop a bank of feedback strategies or communication loops.
4.	Toolbox with variety of strategies & methods to collect feedback.
5.	Student provide feedback after a unit of study through – class circles; surveys; focus groups; input is sought consistently.
6.	Each course will have regular feedback sessions on practices; feedback goes to more than instructor; professional development for creating feedback strategies.

Educate students on feedback purpose/strategies

1.	Educate students on meaningful instructional feedback.
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Evaluation of Implementation of Feedback System and Effectiveness of Feedback:

1.	Documentation/evidence of feedback.
2.	Feedback sessions between teachers for formative work.
3.	“How do we know?” Surveys – teacher portfolios?

Assessment is a process of monitoring and measuring student progress toward the proficiency of the learning targets.

What is **ASSESSMENT** like in our Learning System?

1. Assessment is a collection of evidence that guides instruction and learning.
2. Assessment involves learners in the process of setting, monitoring and measuring learning goals.
3. Assessment allows the learner multiple ways and opportunities to demonstrate proficiency based on learning levels, styles, interests and flexible timeframes.
4. Assessment provides learners with timely and frequent feedback specific to their learning targets.
5. Assessments are continuously evaluated and adjusted as needed.

RSU 3 Long Term Goals: Assessment:

1. MULTIPLE MEASURES OF LEARNER PROGRESS

By 2017 all staff will use assessment practices that incorporate multiple measures aligned to district learning targets to monitor learners' progress.

Staff Development on rationale and models of multiple measures of student achievement.

1.	Staff training on rationale, development of, and use of multiple measures.
2.	Professional development for staff that involves students. .. staff sessions designed to work on best practices. .. each course develop multiple measures.

Creation of assessments of student achievement (multiple measures):

1.	Develop multiple summative assessments that build from formative assessments.
2.	Assessments aligned to learning targets
3.	Develop authentic assessments tool box. .. assessment rubrics.
4.	Develop assessments that utilize different modalities.

Build Student Awareness of Multiple Measures Opportunities:

1.	Publish measures to students & parents.
2.	Document targets & explain to students so they are aware of expectations helping them to make informed choices about options chosen to

	demonstrate proficiency.
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2. STUDENT CHOICE IN DEMONSTRATING PROFICIENCY

By 2015 date all RSU 3 students will have some choice in determining how they demonstrate proficiency of learning targets

Professional Development to Build Staff Understanding:

1.	Provide professional development for staff on rationale & models of student choice.
2.	Provide opportunities for staff to develop options for student learning activities & assessments.

Student access to choices in how they learn & demonstrate their knowledge:

1.	A variety of options will be accessible to student for some learning targets.
2.	Students are given a list of options to demonstrate proficiency with pros/cons of choosing a particular option.
3.	Empower students to develop their own projects/criteria to demonstrate learning.

Measuring Our Progress In Implementing Student Choice:

1.	How will we know students have choices in all classrooms? Surveys .. teacher portfolios, student portfolios, observations.
2.	Students help adjust means of demonstrating proficiency at beginning of course.

3. STUDENT/PARENT UNDERSTANDING OF ASSESSMENT

By 2017 date RSU 3 students & parents will have a clear understanding of The district's assessment system.

Reporting is communicating learner progress.

What is **REPORTING** like in our Learning System?

1. Reporting methods directly link to learning targets and learner outcomes.
2. Reporting reflects the current level of learner proficiency specific to individual learning targets.

3. Reporting is accessible, through an electronic learning management system, to all learners, parents and teachers.
4. Reporting provides a clear, accurate record of achievement.
5. Reporting encourages communication to support student success.

RSU 3 Long Term Goals: Reporting:

1. DISTRICT-WIDE GRADING/REPORTING SYSTEM

By 2016 RSU 3 will have a consistent district-wide grading and reporting System in place

Possible Action Steps:

1.	K-12 staff will all know how the reporting system works.
2.	All teachers at all levels using EDUCATE by fall of 2016
3.	School Board will adopt reporting system for K-5, 6-8, 9-12
4.	Professional development to work out wrinkles & find how to make system consistent.
5.	Develop feedback loops with students/parents; finalize, publicize system.

2 STUDENT/PARENT UNDERSTANDING OF GRADING/REPORTING SYSTEM

By 2017 RSU 3 students & parents will have a clear understanding of the district's grading and reporting system.

Possible Action Steps:

1.	Develop multiple strategies for presenting system to parents/students.
2.	How will we know if parents/students understand? Surveys? Annually?
3.	Develop feedback loops for refining system.
4.	Develop means of assessing level of understanding
5.	Parent forums.

RSU 3: MANAGEMENT OF RESOURCES VISION

Finances:

1. Financial resource allocation demonstrates fiscal responsibility and supports the vision of a proficiency-based, learner-centered system.
2. Adequate and equitable resources are provided to support the needs of staff and learners.

Operations:

1. Coordinated Health/Wellness programs support student learning.
2. Well-maintained, safe facilities support the ongoing work our staff and learners produce each day.
3. The transportation system is safe and supports expanded learning opportunities.

Technology:

1. Every student has appropriate access to digital devices and online access.
2. Technology supports anytime, anywhere learning
3. Technology provides the infrastructure required to support our learning system.
4. Technology allows for efficient communication among teachers, parents, and students.
5. RSU 3 students will be informed digital citizens.

Personnel:

What will our teachers, leaders, and support staff be like?

1. RSU 3 staff are passionate about educating.
2. RSU 3 staff are professionals who reflect upon their work and advance their knowledge and skills.
3. RSU 3 staff are consistently caring and respectful in their interactions with students, while maintaining high expectations and high standards for students.
4. RSU 3 staff are learner-centered and understand how their roles connect to the vision.

RSU 3: LEADERSHIP VISION

1. Anyone can be a leader.
2. Leaders are future-focused risk takers.
3. Leaders support and clearly communicate the vision to all groups.
4. Leaders model and promote the highest standards of integrity and ethics.
5. Leaders intentionally prepare others for future leadership opportunities.
6. Leaders exhibit strong interpersonal skills and foster strong relationships.
7. Leaders promote a safe learning community, which encourages creativity and feedback.
8. Leaders collaborate to make decisions based on the needs of students.

RSU 3: COMMUNITY ENGAGEMENT VISION

1. Parents and other community members are essential partners in the education of our learners.
2. Ongoing, consistent communication promotes and maintains relationships between school, parents and other community members.
3. High quality education is a shared responsibility.
4. Parents and other community members provide additional learning experiences in and out of school.
5. The diversity of our community enhances learning opportunities.

RSU 3: CONTINUOUS IMPROVEMENT VISION

1. Improvement is a constant in our system.

2. Reflection on practice is based on learner success, data and current research.
3. Systematic feedback from all stakeholders is used to assess practices, measure results and plan for improvements.
4. Innovation to achieve excellence is encouraged in our system of continuous improvement.

Appendix
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(4) Classroom Design and Delivery Rubric

	Advanced	Proficient	Developing	Emerging
GOAL #1 Model Moral Purpose to Inspire Systemic Change	<p>Teacher establishes a positive solution based school wide environment</p> <p>Teacher provides school wide opportunities for all stakeholders to gain knowledge and experience in this model i.e. informational open house, classroom observations, working in PLC's, classroom modeling, formal and informal discussions</p>	<p>Teacher establishes a positive solution based classroom environment</p> <p>Teacher provides opportunities for others to gain knowledge and experience in this model i.e. classroom observations, working in PLC's, classroom modeling, formal and informal discussions</p>	<p>Teacher initiating a positive solution based classroom environment</p> <p>Teacher only provides opportunities to gain knowledge and experience in this model by informal discussions with other teachers</p>	<p>Teacher is planning for a positive solution based classroom environment</p> <p>Teacher does not provide opportunities for others to gain knowledge and experience in this model</p>
	<p>Teacher is actively involved in creating and refining school and district shared vision and expand their shared vision in their classrooms.</p> <p>Teacher can teach other teachers and students the following tools: affinity chart, P3T, power voting, and PDCA</p>	<p>Teacher can articulate school and district shared vision and align/mirror classroom shared vision to school's shared vision.</p> <p>Teacher can use the following tools: affinity chart, P3T, power voting, and PDCA</p>	<p>Teacher can articulate school and district shared vision but does not align classroom shared vision to school shared vision.</p> <p>Teacher is not familiar with all of the following tools: affinity chart, P3T, power voting, and PDCA</p>	<p>Teacher does not have know the district shared vision and does not have a classroom shared vision.</p> <p>Teacher is not familiar with tools.</p>
GOAL #2 Create a Learner Centered Culture	<p>Teacher uses the code of cooperation as a foundation to guide the work of the classroom</p> <p>Teacher establishes processes for students to monitor and provide feedback on their class and school's shared vision/code of cooperation</p>	<p>Teacher utilizes the code of cooperation to guide the work of the classroom.</p> <p>Teacher monitors and provides feedback on their class and school's shared vision/code of cooperation</p>	<p>Teacher references the code of cooperation to guide the work of the classroom</p> <p>Teacher monitors but does not provide feedback on their class and school's shared vision/code of cooperation</p>	<p>Teacher does not use the code of cooperation to guide the work of the classroom</p> <p>Teacher does not monitor or provide feedback on their class and school's shared vision/code of cooperation</p>

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Classroom Design and Delivery Rubric

	Advanced	Proficient	Developing	Emerging
GOAL #3 Create Procedural Efficiency in a Learner Centered Classroom	Teacher establishes opportunities for students to create, implement and evaluate standard operating procedure in the school Teacher can use and instruct others on the following tools to teach SOPs: brainstorm, power voting, and flowcharts	Teacher establishes opportunities for students to create, implement and evaluate standard operating procedures in the classroom Teacher can use the following tools to teach SOPs: brainstorm, power voting, and flowcharts	Teacher rarely establishes opportunities for students to create, implement and evaluate standard operating procedures in the classroom Teacher can use some of the following tools to teach SOPs: brainstorm, power voting, and flowcharts	Teacher does not establish opportunities for students to create, implement and evaluate standard operating procedures in the classroom Teacher can not use the following tools to teach SOPs: brainstorm, power voting, and flowcharts
	Teacher creates classroom foundation on student ownership of learning	Teacher consistently uses tools to demonstrate students' ownership of learning (e.g. plus/delta, parking lot, PDCAs).	Teacher occasionally uses tools to demonstrate students' ownership of learning (e.g. plus/delta, parking lot, PDCAs).	Teacher does not use tools to demonstrate students' ownership of learning
	Teacher asks all questions from proficient column and expands scope of student involvement	Teacher consistently asks each student the following questions: What are you learning and why is it important? How do you know when you have learned it? What happens when you get stuck? What happens when you are finished?	Teacher occasionally asks each student the following questions: What are you learning and why is it important? How do you know when you have learned it? What happens when you get stuck? What happens when you are finished?	Teacher does not ask each student the following questions: What are you learning and why is it important? How do you know when you have learned it? What happens when you get stuck? What happens when you are finished?
GOAL #4 Develop Transparency so Students Can Navigate Their Own Learning	Teachers can find articulate and deploy multiple performance targets for their students learning	Teacher can find, articulate and deploy the performance targets for their students.	Teacher can only find but not articulate and deploy the performance targets for their students	Teacher does not find, articulate and deploy the performance targets for their students
	Teacher can instruct others to effectively use capacity matrices, rubrics & scoring guides in instruction	Teacher can effectively use capacity matrices, rubrics and scoring guides in instruction	Teacher can only effectively use one of the following: capacity matrices, rubrics & scoring guides	Teacher can not effectively use capacity matrices, rubrics and scoring guides
	Teacher has a process for students to create goal setting processes for the performance targets	Teacher has a process for engaging students in goal setting for the performance targets	Teacher is developing a process for engaging students in goal setting for the performance targets but not yet implementing	Teacher does not have a process for engaging students in goal setting for the performance targets.

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(4) Classroom Design and Delivery Rubric

	Advanced	Proficient	Developing	Emerging
<p>GOAL #5 <u>Create a Plan to Achieve Desired Learning Outcomes</u></p>	Teacher facilitates data driven dialogue with students during parent conferences	Teacher facilitates data driven dialogue with students.	Teacher uses data driven dialogue with other teachers	Teacher does not facilitate any data driven dialogue.
	Teacher encourages students to use tools to develop student voice and choice in everyday instruction	Teacher uses multiple tools to develop student voice and choice in everyday classroom instruction	Teacher uses tools to develop student voice and choice in limited classroom instruction	Teacher does not use tools to develop student voice and choice in everyday instruction
	Teacher understands, uses, and helps educate others on the Balance Instructional Model and how to use it as the foundation of instruction	Teacher understands and uses the Balance Instructional Model as the foundation of instruction	Teacher understands but does not fully implement the Balance Instructional Model as the foundation of instruction	Teacher has a limited understanding of the Balance Instructional Model
	Teacher establishes processes for students to monitor the achievement of the shared vision, code of cooperation, student and classroom goals.	Teacher monitors the achievement of the shared vision, code of cooperation, student and classroom goals.	Teacher monitors the achievement of one of the following: shared vision, code of cooperation, student and classroom goals.	Teacher does not monitor the achievement of the shared vision, code of cooperation, student and classroom goals.
	Teacher makes the results of their goals transparent to all stakeholders and establishes processes to establish new goals for all stakeholders	Teacher makes the results of their goals transparent to all stakeholders	Teacher makes the results of their goals only transparent to a few stakeholders	Teacher does not make the results of their goals transparent to all stakeholders
	Teacher establishes understood cycle times for all classroom activities and instruction and initiates school wide cycle times for standard operating procedures	Teacher establishes understood cycle times for all classroom activities and instruction	Teacher establishes understood cycle times for some classroom activities and instruction	Teacher is beginning to establish understood cycle times for some classroom activities and instruction
<p><u>Continuous Improvement</u></p>				

Re-Inventing Schools Coalition
Instructional Design Implementation Rubric 2013

	1	2	3	4
Goal #1	<ul style="list-style-type: none"> ➤ Students can articulate the meaning within the shared vision. (reinforces CDD) ➤ Students can identify class processes and procedures. ➤ Students can identify a content area and/or behavior as a strength or weakness. 	<ul style="list-style-type: none"> ➤ Students, with support, can determine if the learning opportunity does/does not support the shared vision. (reinforces CDD) ➤ Students can explain the reason SOP's may be important. ➤ Students can identify specific skills within a content area that is a strength or weakness (challenge). ➤ Students can make a general reference to their preferred learning style. 	<ul style="list-style-type: none"> ➤ Students can articulate why the learning within the unit is important (connect to SV). ➤ Students explain how a specific process or procedure leads to learning efficiency. ➤ Students can articulate their learning strengths, weaknesses and preferred learning styles and makes a connection of how these are supported within this learning opportunity. 	<ul style="list-style-type: none"> ➤ Students can expand the learning opportunity to connect with additional SV focus areas. ➤ Students have developed a personal SOP to pro-actively ensure effective independent learning. ➤ Students, at times, choose learning opportunities that are challenging or require them to use a different learning style than typically preferred.
Goal #2				

ART

Re-Inventing Schools Coalition
Instructional Design Implementation Rubric 2013

Goal #3	<p>1</p> <ul style="list-style-type: none"> ➤ Students have access to data that indicates current placement. ➤ Students have access to rubrics/scoring scales. 	<p>2</p> <ul style="list-style-type: none"> ➤ With help, students can make a connection between standards/content areas within the learning opportunity and their individual needs. ➤ Students can access and navigate a related rubric/scoring scale to articulate what they need to know/be able to do. 	<p>3</p> <ul style="list-style-type: none"> ➤ Students can identify which standards are being learned within the unit, which they have mastered in previous units and which they have left to master. ➤ Student can identify varied content areas being studied within this unit ➤ Students have worked together to unpack learning targets, have easy access to scoring scale/rubric to support, and can articulate what they will need to know and do to demonstrate mastery. ➤ Scores 1 and 4 within scales/rubric have been added when needed to support the learner. 	<p>4</p> <ul style="list-style-type: none"> ➤ Students can add related standards to a current learning opportunity to maximize time (i.e. lead the 'double dipping'). ➤ Students are able to change language of a scoring scale into 'user-friendly' aligned language.
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Re-Inventing Schools Coalition
Instructional Design Implementation Rubric 2013

Goal #4	<p>1</p> <ul style="list-style-type: none"> ➤ Students are compliant within the learning opportunity. ➤ Students can articulate the 21st century skills they should have upon graduation. ➤ Students are working at the appropriate challenge level. 	<p>2</p> <ul style="list-style-type: none"> ➤ Students are 'somewhat' engaged in the learning. ➤ Students can make a connection between the content of the learning and a 21st skill that is associated. ➤ Students have few formal opportunities for voice and choice within the learning opportunities. ➤ Students are working at the appropriate challenge level with varied instructional strategies provided to support learning. 	<p>3</p> <ul style="list-style-type: none"> ➤ Students are Engaged in the Learning Opportunity. ➤ Students can explain what is being learned, the mental processing involved and the skill(s) being used to demonstrate learning (connection with 21st skills) ➤ Student has voice and choice, at times to ensure autonomy, mastery (challenge level) and purposefulness within the learning. ➤ Students have access to a variety of instructional strategies to support learning at different levels. 	<p>4</p> <ul style="list-style-type: none"> ➤ Students are working with teachers to design their learning opportunities (projects, units, etc.).
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Re-Inventing Schools Coalition
Instructional Design Implementation Rubric 2013

	1	2	3	4
Goal #5	<ul style="list-style-type: none"> ➤ Students receive consistent formative feedback from teacher. ➤ Students have access to Marzano's verb chart for opportunity to align depth of understanding with current learning opportunity. 	<ul style="list-style-type: none"> ➤ Students receive consistent and effective formative feedback. ➤ Students are using peer assessment at times. ➤ Using Marzano's verb chart, students are able to identify the depth of understanding (rigor) needed within this learning opportunity. 	<ul style="list-style-type: none"> ➤ Efficient processes and procedures are in place and used to ensure students receive formative feedback and support about learning and progress as needed ➤ Peer assessment and feedback are the norm ➤ Student can explain the depth of understanding (rigor) necessary for mastery of the standards within the unit 	<ul style="list-style-type: none"> ➤ Assessment and feedback are collaborative efforts. ➤ Students' self-assessment, prior to teacher assessment, consistently reflects reality of progress and mastery.
Goal #6	<ul style="list-style-type: none"> ➤ Students have been provided a pacing guide and progress-monitoring tool. 	<ul style="list-style-type: none"> ➤ Students can locate their current placement and determine if on pace. With help, students are setting pacing goals and monitoring progress. 	<ul style="list-style-type: none"> ➤ Students understand appropriate pacing and are able to establish appropriate personal pacing goals. ➤ Students monitor progress toward goals and adjust plans based upon reflection of progress. 	<ul style="list-style-type: none"> ➤ Students use peer feedback to ensure SMART goals are being established and to increase accountability (reinforcing 21st skills of collaboration).

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Appendix
"E"

CFV Site Report Feedback

Site: Mt. View Elementary		Date: 5/19/14	Observer: Michelle Finn
	IPath Alignment	Strengths/Implementation	Next Steps
Goal #3: Create Learner- Centered Culture	SV.SV.02	Diverse implementation of classroom culture with some teacher-led and some deeply into full transparency and active self-regulation. Some students able to articulate what they were learning and why.	Implement specific, targeted goal-setting process for behavior challenges as needed. Academic goal-setting for those proficient at CoC.
	SV.CD.02		Make it habit to stress the "why" of the learning.
	LE.CI.02	Voice/Choice to differing degree present in classrooms, with several lacking any opportunities for meaningful v/c within culture and learning and others deeply into students being "heard" in a variety of ways through formal and informal feedback loops. Some student leadership opportunities in several classes.	For some: Establish V/C with formal feedback loops (parking lots, exit slips, class meetings) to gather input into what is working and not in terms of class culture and learning. For others: deepen into choice within their learning (assessments, targets, etc.) Provide more leadership opportunities within learning that connects with real-world challenge or idea.
Goal #4: Procedural Efficiency	SV.SV.01	Variety of SOPs in classrooms (lists, schedules/agendas, etc) aid students in their independent navigation of learning. Some evidence of student-created or voice in SOPs.	Build procedural lists, flow charts, and academic SOPs (i.e. flow chart for scientific process or how to write a persuasive argument) as needed, with students identifying needs.
	PM.RR.01	Most students able to articulate how SOPs help them to independently navigate their learning.	Make it habit across all classrooms to give students consistent voice in the identifying and solving of current problems/ inefficiencies.
Goal #5: Developing Transparent Curriculum	PM.IJL.02, PM.LT.02 PM.APP.02, PM.RR.02	Classrooms with various levels of academic transparency (leveling of students, tracking of mastery with use of matrices, rubric use and articulation of proficiency, voice and choice in learning, etc.)	Some will begin to create transparency of targets/ tracking/ monitoring, others will deepen flexible grouping. All building aligned resources and assessments.

General Comments: Full-day CFVs with 7 classrooms visited. Wide variation of cultural and academic transparency, with SOPs being the most common successfully implemented facet. Several classrooms with a noticeable lack of student articulation and ownership, others more deeply into student empowerment with learning transparency. Behavioral norms present in classrooms. Heavy emphasis on individual seat work with worksheets in several classrooms. For those individualizing with pacing, be aware of those lagging and try to keep them more to teacher pace by additional supports, targeted instruction and homework based upon need, summer or after-school help. Use of a year-long pacing guide for on-grade-level benchmarks would be helpful.

Building Stretch: Using strongest classrooms as examples, spread deeper student ownership within tracking mastery, choice within learning, leadership opportunities, feedback loops for problem-solving, etc. There are so

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many best practices happening in many classrooms, making it systemic will be next, with PD support/peer observation/team planning time, etc.

Identified Teacher Next Steps:

Ms. Cross: Deepen learning transparency within math targets, build aligned resources to let kids move at individualized pacing

Ms. Bosco: Focus on pacing to keep kids moving (create a roughed out benchmark guide), having kids tracking mastery on matrices, continue to collaborate on resources with grade level teams

Ms. Castner: add resources to Educate and Scoot Pad, expand choice for next year in assessments

Ms. Miller: build aligned resources and continue to get familiar with the LTs, setting and monitoring class and individual goals

Ms. Thomas: make a rubric so kids can self-evaluate on habits of mind

Ms. Carlen: collaboration with 5th grade w/Educate (get deeper into pathways), resource alignment. Stretch goal: trying choice of assessments

Ms. Woodbury: collaboration with 5th grade w/Educate to add resources and to create transparency of scope and sequence for kids as well as for parents

Student quotes that show evidence of student ownership:

"They help us (SOPs) a lot because when we come into the room we look at them and we say, 'Oh, that's right. I have to do that.' And it helps us do it."

"We all gave our ideas. We liked it because it's kind of like we all made it together."

"We had to make that bathroom one (SOP) because we don't always clean the sink and flush the toilet. It helps because I can see what the pictures tell me."

"I like being in this class. They help us, like when she says, 'Round 3' we can know what to do and that makes me happy."

"If someone needed counting by 2s, they would work on that. If you needed counting by 5s, you work on that. I'm learning about clocks because I don't know about telling time yet but I'll need to know what time it is."

"We help each other because if someone doesn't know what to do if they need help, we can help others and it makes me feel really good because I know what to do and I'm learning this year."

"She gave us a choice, either us make it or she make it and we chose to make it. It was fun. All of us gathered together and all of us friends could talk and write about our thoughts."

"We made it as a group (CoC) to help us improve. We made it so we'd do better on certain things. We chose things we needed to get better at."

"If we get 5 days of green in a row, we get to be a leader and a helper."

"It (CoC) means that we have to be kind so you don't get hurt. Everyone came up with it."

"I feel totally safe here. It's safe in here. It's really protective and quiet in here."

"That's our schedule. I like knowing because it tells you what you need to do and how our day is going to go."

"We have goals for IXL and Bikes to Books. It helps us to try to work a little bit at a time and when we read our goals it helps us keep moving."

"I like IXL because I can go at my own pace. If someone's behind and others are way ahead we have time to go at our own pace and we don't have to rush. You don't have to learn what others are learning-you can go on what you need."

"This is my matrix. These are what I still need to learn and these are the ones I have already finished. I'm learning 4 digits divided by 1 digit because I haven't learned it before."

"We have a CoC so our class doesn't get out of hand. People need to be listening to the teacher because if we're all loud people doing their work won't be able to concentrate so those people who are really trying to follow the rules won't be able to work."

"We have our own kind of learning and what we're ready for. It's easier like if you've learned something already, you don't have to re-learn it."

"She puts a chart up and she has people sign up when they're ready to take a test and if they pass, they get a star there. She let's people do it when they feel ready. We don't have to get rushed and not know what we'd be doing. We don't get confused. She has groups go up and she'll teach them. If you want to be faster or need help you can tell her and she'll help you."

Student quotes that show evidence of a more teacher-directed, traditional approach:

"She just put those up there today."

"If we're done early, we just draw until everyone is caught up."

"I don't actually need this goal we're doing because I never tip in my chair."

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"Everyone's supposed to be writing the details in our yellow book and we find one that's empty and we write details about the beginning, middle and end of the book. We've been working on this since the beginning of the year. I can already do it but some kids can't yet."

"That SOP has been up since yesterday."

"We have to ask a teacher if we get stuck because there is no talking."

"Sometimes we follow our SOPs. If we talk a lot you lose points." What happens then? "You just lose points. Nothing happens, really."

"We all work on the same thing together."

"Our teacher did it. She came up with it at the beginning of the year. Sometimes she wants us to say it. I'm not sure why."

"You get a bead for everything you do."

"I'm not really sure why we came up with that (CoC)."

"We're all working on the same thing together-measuring. If we get done early, we'll do more measuring."

"We most of the time do these worksheets."

"We don't get to choose what we're working on."

"We don't get to read and work together but I would like to."

"I'd like to ask others for help, but we usually have to ask the teacher to help us because she'll think we're just talking to our friends."

"We do worksheets mostly."

Overall Conclusions:

- 1) All staff, K-12, are implementing
- 2) All staff are at different places along the continuum
- 3) Some staff have developed and demonstrated proficient levels of understanding and implementation (i.e. there is internal capacity within RSU3 staff)
- 4) Administrative team members are at different places along continuum of understanding, commitment and implementation skills (including upcoming new principals with this picture)

Suggested Big Picture Next Steps:

*Use internal capacity to develop/expand Instructional Coaching

To do this, you might consider:

-identifying 1 or more exemplar teachers as site-based coaches (k-12)

-on-going coaching support to build capacity throughout the year

(especially to support implementation at the proficient level by suggesting strategies, etc., with teachers)

-long-term: budget for a full-time (or 2?) district proficiency- based coaching positions to support the site-based coaches

*Organize day 'workshops' for like-minded teachers to come together and develop units

*Provide CFV's for those teachers at higher levels of implementation (site-based coaches are part of these visits to build their capacity)

-CFV's for new teachers would be needed, but site-based coaches might be able to provide this support

*Provide "Mini-Trainings" for staff which meet their readiness levels (in both capacity and perceived need)

-these could be 2-hr sessions provided with choice and combined with RISC staff work with instructional coaches (i.e. 3-4 sessions with 2 different topics within the day and then both repeated right after school and facilitated by RSU3 coaches; webinars might also be a choice)

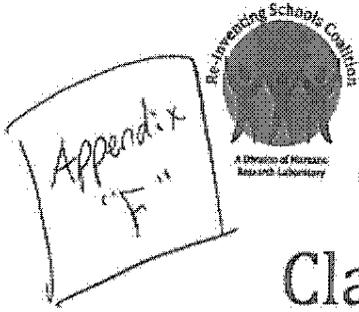
***RISC will provide a list of possible mini-lesson options based upon needs identified during CFV's*

*Leadership Relationship and Capacity Building

-Possibly beginning of year retreat with a focus on building internal foundation to support district change (Lencioni and Maxwell as foundation)

-New Principals – join boot camp teacher training

-throughout the year, and possibly in conjunction with other cohort districts, provide mini-session trainings aligned with their identified needs



Re-Inventing Schools Coalition

Classroom Design and Delivery

New Teacher "Boot Camp"

Aug. 21-22 Auburn, ME

Training Overview:

- Overview of Proficiency-Based System within a Personal Mastery Framework
- Developing a Learner-Centered Culture:
 - Shared Visioning, Code of Cooperation, Standard Operating Procedures and Feedback Loops
 - The what
 - The why at school-level and classroom-level
 - The HOW-TO at the classroom level
- Transparency of Learning:
 - Ensuring awareness of learning targets, proficiency scales, and scope/sequence
 - Potentially, identifying learner needs with use of Empower

HALL-DALE HIGH SCHOOL
2013-2014 SCHOOL PROFILE
 97 Maple St., Farmingdale, ME 04344

Guidance Office: 207-622-6211 x204
 Guidance Fax: 207-622-1735
www.halldale.org

NEASC Accredited
 Member of League of Innovative Schools

Main Office: 207-622-6211
 Main Office Fax: 207-622-0355
 CEEB/ACT Code: 200420

Mark Tinkham, Principal
 Scott Bell, Assistant Principal
 Timothy Johnson, Athletic Director

Kara Sprague, School Counselor (10th - 12th)
 Tara Glasberg, School Counselor (6th - 9th)
 Cindy Bonenfant, Guidance Secretary

SCHOOL & COMMUNITY

Hall-Dale High School is a progressive, public high school in the Kennebec Intra-District School Regional School Unit #2 (KIDSRSU 2), accredited by the New England Association of Schools and Colleges. The school unit is made up of schools in the towns of Dresden, Farmingdale, Hallowell, Monmouth and Richmond. Hall-Dale High School serves 325 students in grades 9-12 from the towns of Hallowell and Farmingdale. The class of 2014 includes 75 students. Hall-Dale contracts to receive students from Dresden, and is also open to tuition-paying students from several nearby towns, as well as families educating their students primarily from home.

Hallowell and Farmingdale are residential communities located four miles from the state capital of Augusta. Not surprisingly, many residents from both towns commute to Augusta or other cities to work in a range of professional, managerial and clerical positions in state and federal government offices. Maine General, the Augusta-based hospital and health care services organization, also serves as a large employer along with many local small businesses.

Professional Staff:	35	Student/Teacher ratio:	15:1
Masters Degree or higher:	51%	Free/Reduced Lunch Rate:	35%

CURRICULUM

Hall-Dale High School is a pioneer in student-centered learning curriculum. Our curriculum includes coursework closely aligned with the Common Core State Standards and the Maine Learning Results. All academic courses offered are college preparatory, in addition to a variety of Advanced Placement (AP) courses, Honors level courses and Dual Enrollment classes. Dual enrollment courses are where Hall-Dale has partnered with area colleges to provide college level courses to students without needing to leave the high school campus. We also offer a variety of extra-curricular and co-curricular activities. Hall-Dale has won conference championships in women's basketball, men's soccer, men's tennis, baseball, cross-country and a girls state basketball championship over the past two years. As important, five of our teams have been recognized by the Maine Principal's Association for Outstanding Sportsmanship. Balancing our strong athletic program is a vibrant fine arts program where HDHS students have been recognized as part of the All State Chorus and Jazz Band, as well as individual honors as District III competitions.

Students can expand upon the school's rigorous curriculum by enrolling in career and technical courses at Capital Area Technical Center, Jobs for Maine's Graduates, or courses at area colleges including Colby College, Bates College, Thomas College, University of Maine at Augusta, Kennebec Valley Community College, and Kaplan University. Students also have access to Virtual High School, AP4ALL and other online courses offered from higher educational institutions.

<u>Honors:</u>	<u>AP:</u>	<u>Dual Enrollment College Level:</u>
Honors English	AP English Literature & Composition	College Algebra
Honors Algebra 2	AP English Language & Composition	College Math
Honors Chemistry	AP Calculus AB & BC	College Writing
Honors Pre-Calculus	AP Statistics	Intro to Literature
Honors Geometry	AP United States History	Environmental Science
Starting 2014-15:	AP Government	
Honors Biology	AP Physics	

Graduation Requirements: 75 total credits required with the following mandated courses: (Each course = 3 credits)

English	12 credits	Physical Education	6 credits
Math	12 credits	Wellness (Health)	3 credits
Science	12 credits	Fine Arts	3 credits
Social Studies	9 credits	Senior Seminar/Capstone	3 credits
Foreign Language	6 credits		

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STANDARDS-BASED GRADING AND RANKING PROCEDURES

All students are required to demonstrate proficiency in a rigorous curriculum that is based on the Common Core and the Maine Learning Results. This curriculum is organized into units of study referred to as Measurement Topics (MT's). Student learning is assessed and reported on each MT. These topics contain knowledge that is essential for our graduates to master, prior to moving to the next level. All classes have clearly identified content MT's that are individually assessed and reported on using a 1 through 4 scale. A minimum proficiency score of 3.0 on all Academic MT's for each course is required for graduation for the class of 2013. *Please see description below:*

Current Grading - Measurement Topics are graded on the following scale:*

Performance Level	What the Student Knows	Report Card Grade
Level 4	All the foundational knowledge and skills, all the complex knowledge and skills; goes beyond what was taught in class to apply the knowledge	4
Level 3.5	All the foundational knowledge and skills, and all the complex knowledge and skills; begins work to extend beyond what was taught	3.5
Level 3.0	All the foundational knowledge and skills, and all the complex knowledge and skills	3
Level 2.5	All the foundational knowledge and skills; some of the complex knowledge & skills	2.5
Level 2.0	All the foundational knowledge and skills	2
Level 1.5	With help, the student knows some of the foundational knowledge and skills, and some of the complex knowledge and skills	1.5
Level 1.0	With help, the student knows some of the foundational knowledge and skills	1

* The Hall-Dale High School 4.0 scale should not be mistaken with a traditional 4.0 scale. Hall-Dale's 4.0 scale is based upon demonstrated achievement on assessments within Bloom's Taxonomy.

* The graduating class of 2014 is the *second* class to graduate with a standards-based diploma. This class was immersed in our growth model and therefore experienced the adjustments through their educational journey. As 9th grade students they were graded with solely whole numbers. As 10th grade students, a 2.5 was deemed as satisfactorily attaining the essential content and skills within a measurement topic. As 11th and 12th grade students a 3.0 is required to meet a standard. As 9th and 10th grade students, level 4 assessments were available in 1/2 the available courses; as 11th graders, 1/3 of the classes had level 4 assessments developed.

Academic Recognition

Honors Levels	Accumulative Course Average
Cum Laude	3.00 – 3.32
Magna Cum Laude	3.33 – 3.65
Summa Cum Laude	3.66 – 4.00

Rank (weighted)

The grades for all courses are considered for the purpose of determining class standing. Rank order is decided by a comparison of the weighted 4.0 scale average for each student.

GPA (weighted)

Career GPA is the average of 4.00 scale equivalent values earned for standards based grades as indicated in the charts above. Final grades in AP and Honors courses are multiplied by 1.05 to determine their weighted GPA (i.e. - 3.00 x 1.05 = 3.15).

Mean Standards-Based GPA for class of 2013 = 3.037

2012 SAT INFORMATION & AP Information

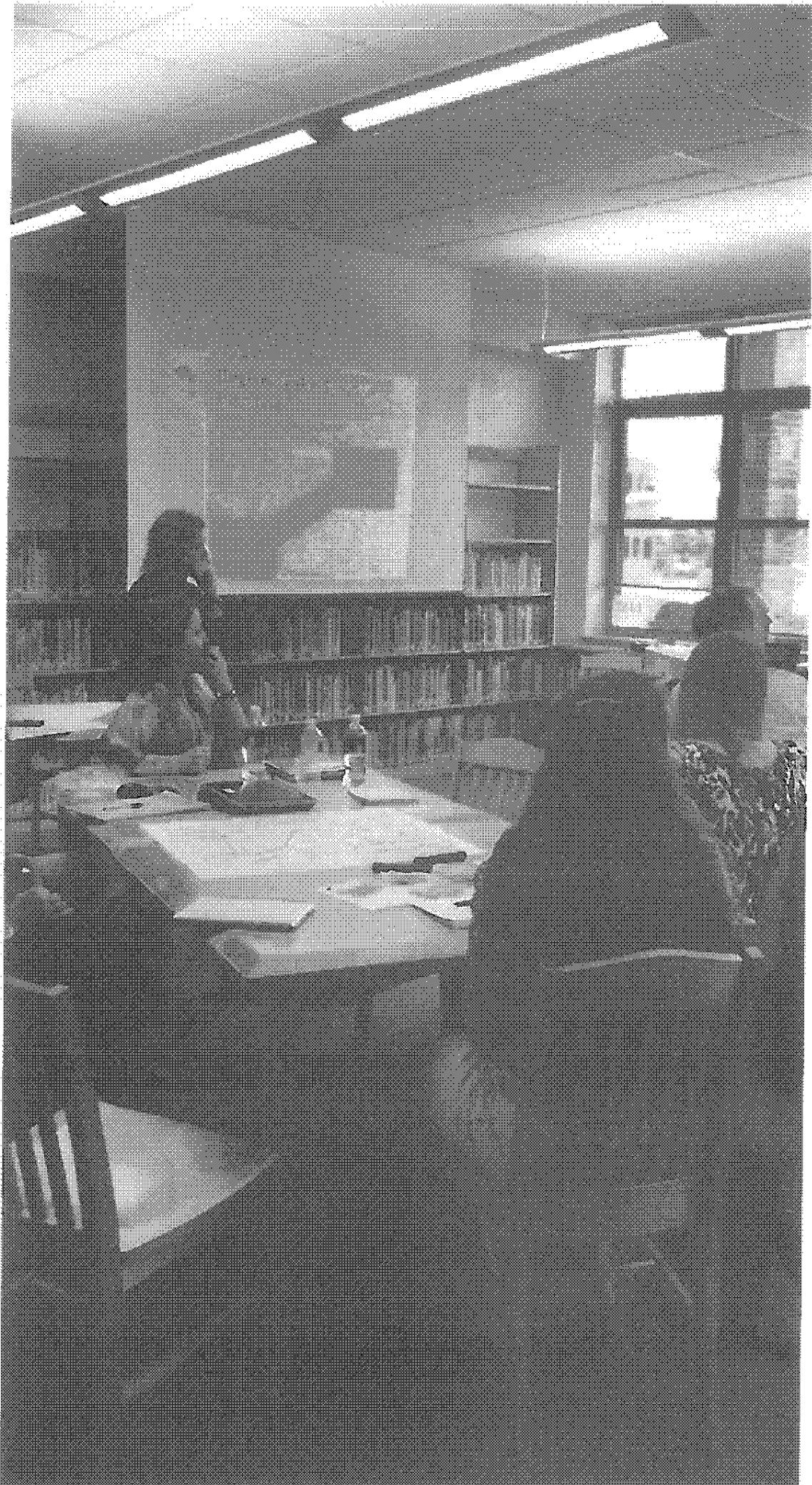
**As of 2007: All Juniors in the state of Maine are required to take the SAT's.*

SAT Test	Hall-Dale	Maine	National	AP Test	# of tests	AVG. score
Critical Reading	470	470	496	Calculus	8	3.88
Math	461	472	514	English/Lit	15	3.07
Writing	437	452	488	US Gov/Pol	13	3

2010-2013 COLLEGE ATTENDANCE INFORMATION

American University, Bates College, Belmont Abbey College, Berkshire College of Music, Boston College, Boston University, Bowdoin College, Brandeis University, Central ME. Community College, Colby College, Colgate University, College of the Holy Cross, Columbia College of Art, Cornell University, Connecticut College, Embry Riddle Aeronautical University, Emerson College, Gordon College, Husson University, Johnson and Wales University, Kennebec Valley Community College, Maine Maritime Academy, Smith College, Suffolk University, Southern Maine Community College, SUNY Potsdam, Susquehanna University, Syracuse University, Thomas College, University of Maine at Augusta, University of Maine at Farmington, University of Maine at Orono, University of New England, University of Pennsylvania, University of Southern Maine, University of Vermont, Wheaton College, Williams College

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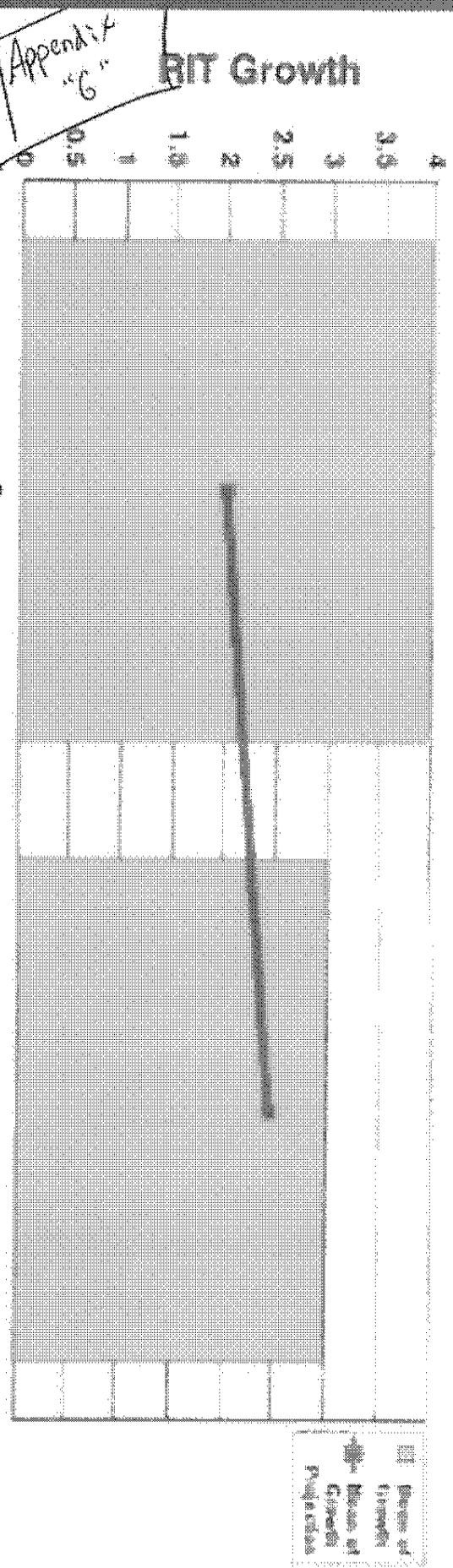
NWEA Math

District: MSAD #3
School: Mount View High School

1 Small Group Summary Display in Office

Grade	Count	Fall 2013		Spring 2014		Growth		Mean Growth Projection	Count	Percent Meeting Growth Projection			
		Mean Sid RIT Dev	Std Sampling Error	Std Sampling Error									
Grade 9	95	224.2	12.8	220.1	13.5	3.9	0.1	0.8	2.0	2.0	197.9	50	61.1
Grade 10	76	233.9	12.7	236.5	13.4	3.0	7.3	0.8	2.4	0.3	122.0	43	56.6

Mathematics



BURNING PLATFORMS CONTINUED LOOK...

MVES 2013-14 NECAP

Grade	Math % P	Reading % P
3	35	43
4	45	45
5	54	58

State Letter = D

Walker 2013-14 NECAP

Grade	Math % P	Reading % P
3	38	77
4	59	67
5	84	67

State Letter = B

Troy 2013-14 NECAP

Grade	Math % P	Reading % P
3	18	54
4	18	36
5	64	86

State Letter = D

Monroe 2013-14 NECAP

Grade	Math % P	Reading % P
3	55	55
4	73	63
5	50	100

State Letter = C

BURNING PLATFORMS CONTINUED LOOK...

Morse 2013-14 NECAP

Grade	Math % P	Reading % P
3	56	76
4	40	50
5	57	64

State Letter = D

MVMS 2013-14 NECAP

Grade	Math % P	Reading % P
6	39	41
7	37	44
8	27	42

State Letter = F

MVHS 2012-13 SAT

Grade	Math % P	Reading % P
11	30	33

State Letter = C

Some Other Data:

- 21 Freshman failed at least one course in first term of this year.
- Attendance continues to be a nagging issue across all schools.
- Postsecondary plans – 62%, not bad, but we need more!

Appendix
"H"

FFG 8-15-14

Leeann, Deb, Kristi, Jessica, Karen, Kate, Brittany, Terri, Donyse, Bill, Amanda, Donna

AGENDA

1. Welcome & Review our Norms
2. 14-15 → What is the group recommending in regards to grading & reporting?

1-4

conversion

reporting

grading practices (handout?)

1. Planning for 14-15 and beyond...
2. Next steps/meeting

Some Recommendations:

-Content Area Discussions

- What is the protocol for summative (pre-assess)
- Pieces of Evidence
- Comments for Reporting
- Pre-Assessments
- Students need to be able to articulate grading → work on in advisory
- Profile needs to be re-written
- Schedule Committee
- More time for interventions
- Plagiarism- Policy

→ Grading on the learning targets

Thoughts:

- Where do we stand? We haven't communicated with parents yet...etc.
- If we need an all around better understanding, the best thing for us to do is to sort it out and have it ready for next year instead of jumping in for this year.
- Feelings on 50-100
- It isn't really possible to live in both worlds, 2 different philosophies and trying to meld them together just isn't working
- Math struggled grading 1-4 and then converting it 1-100. It was a very difficult process that just didn't work well.
- Calibration...what does the work look like at each learning target, we need to know what it looks like before we ask the students to do it.
- Working toward making sure all of our assessments to have rubrics so that we can move forward to next year. Even if it only has a number attached to it so that we are more prepared for next year.
- Students need to understand taxonomy, student choice, rigor, etc.
- If we make a change too quickly and some part is not working smoothly, the

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result for the parents and the community is wild anger, and they will hate the whole thing.

- All assessments tied to learning targets
- We need to SLOW IT DOWN!
- Working on a few pieces this year and making a smooth path for next year
- Picking one class and piloting full use in that class
- Take this year to figure out what it looks like, how to communicate with colleges, parents, etc.
- Idea of piloting and using focus groups.
- It would be useful to look at other schools and what they are doing (working and not working)
- Middle school is not going to have a conversion....simply 1-4
- WE NEED TIME!! (general consensus)
- Help with the taxonomy for ALL teachers, we need to be using it and revisiting it so that we understand it and can help the students with it.
- 80/20 did not work, so we need to grade the majority of student work and the work they are grading should be meaningful substantial work.
- At another school: students could not do the summative unless they have met a requirement for formative
- Putting a grade on something is summative, formative is giving FEEDBACK
- Formative is a snapshot of where they are at...they can choose to do x, y, and z but they have to give evidence that they are ready for the summative

RECOMMENDATIONS for 14-15

- ***Assessments need to be tied directly aligned to the learning target at the appropriate level of rigor.**
- Formative → giving feedback to students about what the student needs to work on (turned in with comments)
- Summative-test, student choices
 - Need to show you are ready for the summative
 - 100% of grade comes from summatives
- Deadlines
- Gradebooks
 - IC Setup
 - Enter assignments as the learning targets

Assignment as a learning target	Formative (no weight)	Summative
Algebra 1		
English		

- Time: direct instruction for ALL students. (absent/missing class)
- In order to earn your credits you must complete all summatives with an average of

A92

70 or greater

-Incompletes stay until the summative work is complete (Eligibility with I, Communicating ← See this in IC) I needs a comment

STILL NEED TO LOOK AT:

DEADLINES

ELIGIBILITY WITH I

GRADE T 9(FOR TURNED IN)

BREAK!!!!

Deadlines:

*Teacher Pace vs Student Pace? *Measuring Tool* (Calendar?, Capacity Matrix)

→ This needs to be fluid/flexible (checking & adjusting)

-Need to always consider the individual

*Intervention time is crucial

*Deadlines are set by teacher pacing

-Flexible for individual learners

-Clear tools (calendars, capacity matrices, etc.)

-That are providing information

So if deadlines are not met, what happens?

-Behavior → not working → STAFF PROCEDURE

Athletic Eligibility:

3 Step process: Example (this is for any class)

-2 week check at the very beginning

-students not working to pace are ineligible

-They are now on probation

-2 weeks later, another check

-student still on the list

-they are not eligible for events (but can still practice)

-2 weeks past that

-student still on list

-ineligible for the rest of that season

-Who keeps track? (Principle or Tom)

Each teacher is responsible for their students

-Continuing through the school year?

It does continue: it is constant and encouraging

Spring into next year (summer school, get credit, they start new)

If they don't, they start at the 3 (can try out) and if they make it, then get the 2 week check

FLAGGING KIDS FOR RTI PURPOSES

NEXT STEPS!!!! Handout for discussions Recommendations

1. Board (8-25-14) All encouraged to be there at 6 (at MVHS)
 2. Staff (school based day-in the morning, present recommendations)
- Bill-email staff with a forewarning

Next Meeting: Monday September 22-3:15 in Guidance

A44

Deb Mac, Leeann Marin, Kristi Curtis, Amanda Pearl, Donyse Babin, Donna Driscoll, Jessica Scott, Karen Mayhew, Terri Church, Kate Ross, Brittany Smith

I Welcome & Purpose:

Review, research and make recommendations in regards to grading & reporting practices in a proficiency based model of education (Recommendations to staff → Super.)

II Working Norms & Decision making

Working Norms:

- Respect all viewpoints
- Everyone has input
- One voice at a time: active listening
- Begin & End on Time

FUTURE FOCUSED!

Decision Making:

- Consensus of something you can support (vote: I agree and can support, I can support but have some questions, or I do not support)

III The What (Handout of Mission & Vision)

Board approved document of Mission & Vision Around Assessment & Reporting

→ List of all areas we need to provide recommendations

---> What do we need to Answer

Academic Eligibility (Athletics)/Co-curricular

Class Rank-GPA-Distinctions in graduation

Honor Roll-Weighted Grades (Honors, etc.)

College Transcripts-Profile

Progress Reports (when & how?)

Report Cards

Credits vs. non-credit

Required Courses

What would it look like in 2 classes a year (Only Math I and II for 14-15)

How many times do you show proficiency

Honors Distinction

Summer School/Credit Recovery-Recovering of what? & Eligibility

Dual Enrollment

Independent Studies?

Diploma/Certificate of Completion?

→ Grading

We know:

1-4 grading on the learning target

Conversions: 4 = 100

3.5 = 95

3 = 90

2.5 = 70

2 = 65

1.5 = 60

1 = 50

All assessments tied to learning targets

(A45)

Perseverance & Quality of Work graded separately

80-20 is DEAD!

What are we going to do in terms of deciding the **end** score? (Final LT/MT/Course)

→ Reporting

We know:

Educate/Empowers (IC for Attendance)

Some Recommendations

Content Area Discussions

What is the protocol for summative (pre-assess):

Pieces of Evidence

Pre-assess

Schedule Committee

Comments for Reporting (especially about Pace and In progress grades)

In advisory, working with students to be able to articulate grading

Profile committee-profile needs to be re-written

Questions:

10-12th grade → stays credits

9th grade → w/extension (trying to get rid of credits-goal) credits or learning targets?

Where is MPA on rec?

RSU2?

STARTING PLACE...

→ How do we determine the end score:

Learning Target → Measurement Topic

Course

Example: Learning Target Level 6 → Knows Theme

They get a 2, 2, 3, 3.5

Determining Scores

Highest Achieved

Preponderance of Evidence

Trending

Professional Judgment

We need information about **TRENDING, HIGHEST ACHIEVED, PROPONDERANCE OF EVIDENCE!**

Eligibility:

Considerations:

Pacing (individual maximum pace) or Teacher Pace

Work Habit/Perseverance

Only a student below a 70 (2.5) then look at work habit

A46

Class Rank- GPA- Designated by the college standards at other schools

- Parents are concerned about grades that can go on report cards (top 10 could all have the same GPA)
- Being in a position to get a scholarship
- For student awards, when we did end of the year awards, the top students did not get the awards (we may need to change criteria)
- Use college distinctions (Slides to look at this)
 - ? Content Area Distinctions too!

Honor Roll incorporated with Habits of Mind

- end of year?
- Q1 → on track/target (given each quarter for students to get free study)
- Quarter based Honor Roll
- Academic Distinctions at the end of the year
 - Summa Cum Laude
 - Magna Cum Laude
 - Cum Laude

Deb to do:

- Show Educate – portal
- Slides on honors
- Research on Trending/Highest Score/Preponderance of Evidence

July 24th, 2014 (Bill Tracey, Amanda Pearl, Donyse Babin, Jessica Scott, Karen Mayhew, Leeann Marin, Terri Church, Deb McIntyre, Brittany Smith, Katelyn Ross, Donna Driscoll, Kristi Curtis)

-Welcome & Introductions

-Review and Working Norms, Purpose, & Minutes

-Materials to read & share- Activity "Say Something Protocol"

-Read the article and annotate as you read. -Highlight as you read and make notes in the margins for later discussion.

-2 groups of 6 -Partner within group

-Follow Discussion protocol- When each partner has finished reading up to the stopping point – stop and SAY SOMETHING to one another – use the following suggestions for your talking points.

- Something I agree with
- Something that puzzles me
- Something I am reminded of when I read...
- A new idea
- Something I disagree with
- Something I want the author to explain more
- Something I want to talk with others more about

-To whole Group Report Out

-Present findings to the group- discussion overall- what are best practices for grading and reporting and what needs to be our next steps?

-Group one: "A fresh look for us"

→ understand learning targets & appropriate quality level expectations
(taxonomy → Empower)

→ eaching agreement of quality of student work and assesment
(department, grade level... cross) Pg. 5/6 in article 3.1.

→ portfolio for all work linked to LT – content specific with rationals

Recommendations & Questions:

→ time for department/staff/groups to calibrate "quality work"

→ teachers understanding taxonomy to transfer to students.

-Group one: "Assigning Final Topic Scores"

→ "Chunked" assessments linked to LT

→ Weighting is not recommended for LT and computing final MLT grade.

-Group one: "Designing a Grading System"

→ Communication!! parents, community

A48

→ advantages of Latin Honors; disadvantages of class rank

-Group 2: Chapter 5: Tracking Student Progress

→ Approach 3 allowed for a lot of flexibility within the classroom

→ Approach 4 is very fluid – STUDENTS can go back and work on higher level work

Recommendations & Questions:

→ How assessments are set up (from 2 to 3 to 4)

→ Approaches 3 and 4 seem like a “safe place” (whole class progresses as on with ability to go back or forward)

→ “Approach 5” pull the “good stuff” from each approach to make it more meaningful

-Group 2: Chapter 6: Grading and Reporting:

→ Are we here yet if we haven't totally decided on Chapter 5?

→ Teachers set their objective-teacher's professional opinion (collaboratively within departments)

Recommendations & Questions:

→ Communication at the department level including special education

→ Conjunctive approach for report cards

Group 2: Searsport Article

→ Intervention Plan with example

Example: English

-All students taught the same thing at the same time, and then regrouped for those who had missed or those who were behind.

Recommendations:

-Structured study time could be used for kids to work on what they needed with different teachers rather than simply being in a study hall with 15 subjects going on at once. There would be one for every content area and enough special educators to go into all of the classes to co-teach/help.

-Sharing how co-teaching and switching kids around and regrouping works

→ **What recommendations?**

→ Could we have a presentation on the workshop model?

→ Scheduling committee to work on making the schedule work with times for study

-Graduation Policy- passed by the board at July meeting- extension of one year will be applied for (so 2019) which would mean incoming 9th graders maintain credit

requirements

-Slides/Handouts – MCCL/Empower (videos on website, get on to poke around),
Scott Bacon

-Decisions to be made for recommendations:

-Grading practices- best practices handbook? See samples?

-Honor roll and Academic Distinctions including specific content areas

-Next Steps and Next Meeting- goal?

→ Next meeting should be focused on the grading and reporting as far as the
scale... (huge concern)-Bill to present information pertaining to this

→ August 15, 8-12

ASD

Appendix
"I"

Exploratory Draft Schedule (Final)

Stevenson	Hink	Hatfield	Woellner	Whealts	Hyland	Ebbesson	Shultz	Clark	Locke Suomi Hansen
Applied Metal Work	Architectural Design			Chess	Board Games	Book Club	Classic American Films	Walking Dead (one block)	Camp Fairhaven Archery
	Real Bridge Building	French Cuisine	Art Club	Exploring Animals	World Language Intensive			College Prep	
Single Board Projects		Romance through the Ages	Art Club			Sp Ed Intensive			
Middle School			Knitting/ Crocheting Learn to Knit	Robotics	Hispanic Culture		History of Rock n' Roll	Math Intensive	

Mayhew	Petrak	Chase	Towle	D. Marriner	Phillips	Babin	Venti	Bartlett	Heath
Crafter's Choice	Engineering Challenges	Shark Week	Walking Dead	Social Studies Int K. Ross Gascoyne	Fly Tying		Hand Drumming	History of Baseball	History of Film
	Simple Machines			Extreme Cheapskate	Glass Beads	Glass Beads		Sports	
Exploring Animals	Strategy Games The Cube	Science Intensive	Walking Dead	Dance	Glass Beads	Graphic Design		JMG Work	Glass Beads
Math Intensive		Shark Week							

A61

Scott (Najean)	Ross	Richardson	Pearl	Driscoll	Holmes, Foster, Keresz	Oettinger	Shedyak	Pillsbury	Camp Fairhaven
Photography	Social Studies Intensive	Medicinal Plants		Cooking Methods (Double Block)	Outdoor Survival	Introduction to Law Enforcement	Photography		Archery
Photography	Lord of the Rings	English Intensive	English Intensive				Photography		
Photography		Science Intensive	Study of Harry Potter	Cooking Methods (Single)	Outdoor Survival		Photography	Dance (24)*	Archery

Bridges/Bailey	Shaw	Tozier Armstrong	Ron Simmons/Shaw	K. Marriner	Curtis	Nason	Gregory	Keating
Paper Crafts, Book Art and Book Making	Scrapbook	Skiing Snowboarding	Sports	Wrestling	Examined Life	Theater Tech	Understanding MMA	Weight Training
	Sp Ed Intensive		Sports				Yoga	
	Math Intensive		Sports	Sports	Study of Harry Potter	Theater Tech		Weight Training
							Yoga	Sp Ed Intensive

A52

Converse/ Marin	White	Sped Intensives	Internships (11)	AM Tech (49)	PM Tech (33)	Intensives		
Who Am I? Where Am I Going? (5)		Sp Ed Intensive (Terri and Deb)				Social Studies (39) K. Ross Gascoyne D. Marriner		
		Sp Ed Intensive (Terri and Bonnie)				English (31) A. Pearl Richardson World Language (26) (Hyland)		
		Sp Ed Intensive (Terri and Deb)				Science (63) (Chase Richardson Gascoyne)		
		Sp Ed Intensive (Jeff and Gretchen)				Math (48) Mayhew Shaw Clark		

A53

Appendix
"J"

MSAD 3 Student Progress Monitoring Model

The purpose of the MSAD 3 Student Progress Monitoring Model is threefold:

1. Identify students who may be at-risk because they are unsuccessful, failing or dropping out of school due to academic or behavioral issues;
2. Provide identified at-risk students with interventions for improving their academic performance or behaviors;
3. Monitor the ongoing performance of identified at-risk students.

Components of the SPMM include:

1. Identify individuals and their roles:
 - Individuals may include principal, guidance staff, teachers, Title IA staff, etc.
 - Roles may include: individual(s) responsible for collecting data, individual(s) responsible for data sifting, individual(s) responsible for writing plan, individual(s) responsible for monitoring intervention, individual responsible for contacting parent, etc.
2. Identify a regular time and location for meetings.
3. Establish a meeting protocol which may include:
 - Review progress of previously identified students'
 - Review newly identified students' progress and issues
 - Identify Tier I, Tier II, or Tier III interventions for identified students
 - Complete of a written Student Intervention Plan with measurable outcomes
 - Assign an individual to monitor progress of identified students
 - Contact parent
4. Other
 - Identify technology systems for collecting data (spreadsheets, data base, Infinite campus, etc.
 - Identify and use a common Student Intervention Plan form

A59

RTI STUDENT MANAGEMENT SHEET

Tier 2

MSAD #3

9-09

Student Name:

Grade:

Concern: (see attached data for each area of concern)

Academic: Reading Writing Mathematics

Behavior: Attendance Classroom Other

Other

SMART GOAL:

1.

Intervention #1:

Who:

When/How Often:

Progress Monitoring Schedule:

Attach PM data for next review scheduled for:

Intervention #2:

Who:

When/How Often:

Progress Monitoring Schedule:

Attach PM data for next review scheduled for:

Intervention #3:

Who:

When/How Often:

Progress Monitoring Schedule:

Attach PM data for next review scheduled for:

A55

RTI STUDENT MANAGEMENT SHEET

Tier 2

MSAD #3

9-09

Definitions:

Evidence-Based Practice

Evidence-based practices are educational practices and instructional strategies that are supported by scientific research studies.

Fidelity of Implementation

Fidelity refers to the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity include: adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

Progress Monitoring

Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

SMART: Specific, Measurable Attainable, Realistic, Timely Goals

Universal Screening

Universal screening is conducted, usually as a first stage within a screening process, to identify or predict students who may be at risk for poor learning outcomes. Universal screening tests are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status.

National Center on Response to Intervention

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9/3/2014

Educate 2014



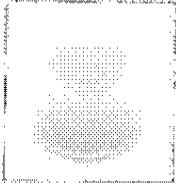
MENU

LOGOUT |

Appendix
"K"

Start

Personal Network



hperry

- Find a Friend
- Friend Requests 0
- My Friends 0
- Messages 0

- Edit Profile
- Knowledge Base
- Say Something!
- Add Survey
- Classes
- Groups
- Social Circles
- Personal Network

- Groups Manager
- Educate Reports
- Resource Database
- eduWiki beta!
- Pacing Dashboard
- Level Reporter
- User Manager
- EduBook Manager
- Progress Reports
- Target Manager
- PATHWAYS Teacher Home Pages
- Create Something!
- Empower

No messages yet. Share something or add a friend above.

Home screen

A57