



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

Directions for submitting an extension application

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

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

Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

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

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

Submittal Window

1. Indicate the submitting date.

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

Superintendents Region

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

Aroostook	
Cumberland	X
Hancock	
Kennebec Valley	
Midcoast	
Penquis	

Washington	
Western Maine	
York	

3. **School Administrative Unit:** Cape Elizabeth School Department
4. **High School(s):** Cape Elizabeth High School
5. **Name and title of person completing the extension request:**
Ruth Ellen Vaughn, Director of Instruction
Meredith Nadeau, Superintendent
6. **Superintendent’s name, address, phone number and email:**
Meredith Nadeau, Superintendent
320 Ocean House RD, Cape Elizabeth, ME 04107

Evidence of Preparedness

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

Criteria:

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

See the following attached evidence:

”Evidence of Preparedness” table detailing work for SY14

CEHS Report Card Checkboxes Only

CEHS PBD Plan Synopsis

Multi-year Implementation Plan

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

Criteria:

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

See attached: "Multi-Year Implementation Plan" (chart aligned with Cape Elizabeth School Department Strategic Plan goal 1.)

System of Supports for Student Learning

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

Criteria:

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

See attached: "System of Supports for Student Learning" document.

Proficiency-Based Diploma Transition Funds

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

- **Policy: 0%**
- **Practice: 10% (rounded down)**
- **Community Engagement: 0%**
- **One-year Carry Over: 85% (rounded down)**

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**

See attached: "Intended Impact of Transition Funds"

School Board Vote and Approval of the Extension Request

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

See attached : Agenda for June 10, 2014 School Board meeting and Minutes 9 vote reflected on page 4- item (f) under New Business)

Proficiency Diplomas and Standards-Based Grading in One School

In American high schools, diplomas have not traditionally represented a definable level of academic achievement. Graduation requirements are expressed in terms of numbers of credits accumulated over a course of years. Under this model, every course counts the same number of credits, based on duration. Equal time means equal credit. Thus, students earn the same number of credits regardless of whether the courses taken are Pre-Algebra, Algebra Part I and Algebra Part 2 or Advanced Algebra, Pre-Calculus, and Calculus. Three credits are three credits are three credits.

The challenge this academic tradition presents is that *an American high school diploma does not represent any predictable or definable quantity or quality of learning*. It is this unpredictability that is one factor behind the reality that, of the many students admitted to college, only a little over half earn a college degree (Glenn 2014):

Among the thirty-four member countries of the Organization for Economic Cooperation and Development, or OECD, the United States still ranks a respectable eighth in its college-enrollment rate. But in college completion—the percentage of entering college freshmen who go on to graduate—the United States ranks second to last, ahead of only Italy. Not long ago, the United States led the world in producing college graduates; now it leads the world in producing college dropouts. (Tough 150)

Hence the impetus behind the push to proficiency-based diplomas is this: *to meet the expectation that a high school diploma should signify readiness for success at the next level of schooling or career*.

In Maine (and most other states), there are statewide learning targets called “learning results.” The challenge for teachers in Maine—where the state (unwisely in my view) has not matched statewide targets with a statewide assessment that will measure whether students are meeting those targets—is that it is up to teachers at each school to design the assessments by which proficiency or lack of proficiency is determined.

The risk of such a locally controlled system, of course, is that different communities may adopt different answers to the question “how good is good enough?” The risk, therefore, is a race to the bottom in assessments.

The right response to this challenge is, of course, to not only establish rigorous standards of proficiency that represent real levels of readiness, consistent with the spirit of the proficiency-based diplomas law, *but also to provide students the level of support needed to meet the targets, assuming they put in the required effort*. In some cases, this support will take considerable extra time and resources.

While there is no legal requirement for high schools in Maine to adopt standards-based grading practices as we move towards proficiency-based diplomas, it is hard to see how one can get to one without the other. Why?

- Standards-based grading informs teachers and families how a student is doing in making progress towards the graduation proficiency standards. It allows families and teachers to focus on the areas where particular students need more work and support.
- No more will grades represent mushy, idiosyncratic averages of test and quiz grades, skewed by individual teachers' curving practices, and homework, class participation and extra credit grading policies. Standards-based grades are truer measures of student achievement.

With the prospect of an extension in the timeline for implementing proficiency diplomas, there is an opportunity to begin our work by focusing efforts on those cross-cutting skills that are the most important determinants of future success. These academic skills will be identified in our school mission statement, but it is anticipated that they will include reading, writing, researching, presenting and solving challenging problems creatively and with well-selected tools.

Foundational assessments given in grades 9 and 10 should be called just that: **foundational assessments**. Of all the foundational assessments, those assessments that measure reading proficiency might be called **cornerstone assessments** in recognition of reading's central importance to learning. **Reading is the sine qua non of all effective learning; it is the most important, or cornerstone, skill.** (Schmoker 33-35)

Foundational assessments given in grades 11 and 12 might be referred to as **keystone assessments**. They would be built on the foundational skills, assess those skills at a more sophisticated and rigorous level, and ask students to recognize and apply connections across disciplines.

Finally, we as a faculty need to discuss creating a capstone assessment or project to be completed in the senior year. **Capstone assessments** will involve bringing together all of the foundational skills and learning gained during high school. In the capstone assessment, the student would apply those skills and that learning to an original project that cuts across the traditional academic disciplines. Ideally, the capstone assessment would culminate in the student's presentation of their projects to an authentic audience.

Works Cited

Glenn, David, "6-Year Graduation Rates: A Primer, Chronicle of Higher Education" (2010), <http://chronicle.com/blogs/measuring/6-year-graduation-rates-a-6-minute-primer/27573>

Schmoker, *Focus: Elevating the Essentials to Radically Improve Student Learning*, ASCD (Norfolk, Virginia 2011)

Tough, Paul. *How Children Succeed*, Houghton Mifflin (New York), 2012

Cape Elizabeth High School Report Card 2014-2015

Term: Quarter One
 Student Name: Anthony Ghidoni
 Address: 101 East Podunk Avenue
 Town: Cape Elizabeth, Maine
 Grade Level: 11
 Homeroom: Mr. Rioux
 Teacher:

INTERPRETING ACADEMIC ACHIEVEMENT RESULTS IN THIS GRADE REPORT

Overall Performance. This report card contains numerical scores for each course. The numerical scores represent your overall academic performance in that class on culminating assessments within each class designed to measure your learning at the end of each unit.

Progress Towards Learning Results Benchmarks. In addition to the numerical score for each class, this report card also summarizes your performance towards meeting year-end benchmark performance standards on learning strands within Maine's Learning Results. Assessment of your learning against these Standards is based on questions and tasks embedded within culminating assessments. More detailed information concerning your performance on Learning Results benchmarks on particular assessments can be found on the PowerSchool portal.

English Achievement Grade: 78

Learning Results Progress: ☐ if on Pace; – if not; NA if not assessed	
Reading Comprehension	☐
Reading Interpretation	–
Writing Arguments	☐
Writing Informative and Narrative Texts	☐
Writing Process	☐
Writing Research	–
Speaking and Listening Discussion	☐
Speaking and Listening Presentation	–

Art Fund. Achievement Grade: 72

Disciplinary Literacy	☐
Creation, Performance, Expression	–
Aesthetics and Criticism	–
Connections	☐

Hon. Adv. Algebra Achievement Grade 97

Learning Results Progress: ☐ if on Pace; – if not	
Number and Quantity	☐
Algebra	☐
Functions	☐
Geometry	☐
Statistics & Probability	☐

CP World Hist. 2 Achievement Grade 89

Social Studies Processes, Knowledge, Skills	☐
Civic Engagement	☐
Civics and Government	☐
Economics	☐
Geography	☐
History	☐

Honors Biology Achievement Grade**94**

Structure/Properties of Matter, Forces, and Interactions	NA
Physical Sciences: Energy, Waves, and Electromagnetic Radiation	NA
Life Sciences: Structure, Function, and Information Processing	□
Life Sciences: Matter and Energy in Organisms and Ecosystems	□
Life Sciences: Growth, Development and Reproduction of Organisms, Natural Selection, and Adaptations	–
Earth and Space Science: Earth, Space, and the Universe	NA
Earth and Space Science: Earth Science and Human Interactions	□
Engineering, Technology, and Application of Science	□
Scientific Reasoning and Expression	□

Honors French V Achievement Grade**86**

Interpersonal Communication	□
Interpretive Communication	□
Presentational Communication	□
Comparison of Practices, Protocols, and Perspectives	□
Communities	□

Academic Behaviors. Academic Behaviors are those behaviors and habits that have much to do with not only academic success, but success in careers as well. The degree to which students have demonstrated these habits is scored as follows: 4—Nearly always demonstrates; 3—Usually demonstrates, 2-Sometimes demonstrates, 1-Usually does not demonstrate

Academic Behaviors	Work Completion	Presence & Engagement	Seek/Accept Help	How Treat Others	Teamwork
<i>Honors Adv. Algebra</i>	4	3	3	4	2
<i>CP World Hist. 2</i>	4	4	3	4	2
<i>English</i>	3	3	2	4	2
<i>French 5</i>	3	3	3	4	3
<i>Art Fundamentals</i>	2	2	2	4	2
<i>Honors Biology</i>	4	4	4	4	3

Foundation/Keystone/Capstone Assessments. These assessments measure student demonstration of those skills that have application in every discipline

	Reading	Writing	Research	Presentation	Creative Challenge Solving
Quarterly Math Challenge					4
U.S. History Policy Paper		3	4		
Biology Lab Report		3			4
Independent Reading Challenge	2				
Analysis of Great Gatsby and American Dream Paper	2	3	3		
French—Impressionistic Art				2	
Art—Still Life Project					3

Score Explanations

- 4 Exceeds Expectations
- 3 Meets Expectations
- 2 Partially meets expectations
- 1 Does not meet expectations

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

Criteria:

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

Multiple-Year Implementation Plan

<p>CESD Strategic Plan (Adopted by CESB 2014)</p> <p><i>GOAL 1: Ensure opportunities for the success of all students by providing a high quality and comprehensive instructional program.</i></p> <p>Objective 1A: Narrow the achievement gap for vulnerable cohort groups and support all students in achieving academic growth. Objective 1 B: Ensure a well-articulated and coordinated K-12 curriculum that embeds 21st century skills and knowledge and meets learning standards established by the State of Maine.</p> <p>Initiative 1: Develop a standards-based assessment and reporting system profiling the educational skills, passions, and needs of all Cape Elizabeth students.</p>
<p>CESD Extension 5 Plan for SY 2014-2015</p>
<p>Continue professional development for at HS for teachers in shifts to standards-based grading and reporting.</p> <p>HS teachers prepare content assessments aligned with the Guiding Principles (GP), and continue refining identified assessments for proficiency reporting.</p> <p>Begin framing this message at the MS for all grades 5-6.</p> <p>Director of Instruction continues work with Maine DOE in development of assessment repository and in facilitating</p>

regional professional development around proficiency-based assessment.

QUARTERLY BENCHMARKS for SY '15:

Q1: Professional development for teachers in grade five/six around the academic shifts involved in standards-based grading. (Ken O'Connor's 15 Fixes as the framework) Fix 1-7

Metric: Survey of teacher awareness and understanding of standards-based reporting.

Q2: Professional development for teachers in grade five/six around the academic shifts involved in standards-based grading. (Ken O'Connor's 15 Fixes as the framework) Fix 8-15

Metric: Survey of teacher awareness and understanding of standards-based reporting.

Q3: Meet with teams/ disciplines about aligning assessment practices to reporting standards.

Metric: Two reporting standards per discipline have aligned assessments identified.

Q4: Second round of meetings by cross-grade groups to continue alignment

Metric: Two more reporting standards per discipline have aligned assessments identified.

Q4: Pilot grading shifts in the last quarter in side-by-side computation for teachers to understand the impact on reporting.

Metric: Follow up survey on teacher understanding of the affects of standards-based reporting.

CESD Extension 5 Plan for SY '16-'20

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p>Standards-based reporting piloted for grades 5 and 6 by second trimester.</p> <p>HS teachers pilot use of content assessments aligned with GP</p> <p>ANNUAL BENCHMARKS:</p> <p>Repeat professional development cycle from 2014-15 for grades 7-8.</p> <p>Grades 5-6: Pilot grading shifts by the last quarter in side-by-side computation for teachers to understand the impact on reporting.</p> <p>Metric: Follow up survey on teacher understanding of the effects of standards-based reporting.</p> <p>Parent/student survey on effectiveness of standards-based</p>	<p>Standards-based reporting piloted for grades 7-8; in place for grades 5-6</p> <p>HS teachers implement use of common content assessments aligned with GP; begin separate scoring of academic habits and GP.</p> <p>ANNUAL BENCHMARKS:</p> <p>Repeat professional development cycle from 2014-15 for grades 9-12.</p> <p>Grades 7-8: Pilot grading shifts in the last quarter by side-by-side computation for teachers to understand the impact on reporting.</p> <p>Metric: Follow up survey on teacher understanding of the effects of standards-based reporting.</p> <p>Parent/student survey on effectiveness of standards-based reporting</p>	<p>HS grade 9-10 core content assessments aligned to MLR; standards-based proficiency reported.</p> <p>Standards-based reporting for MS grades 5-8.</p> <p>ANNUAL BENCHMARKS:</p> <p>Grades 9-12: Pilot grading shifts by the last quarter in side-by-side computation for teachers to understand the impact on reporting.</p> <p>Metric: Follow up survey on teacher understanding of the effects of standards-based reporting.</p> <p>Parent/student survey on effectiveness of standards-based reporting</p>	<p>HS grade 11-12 core content assessments also aligned to MLR; standards-based proficiency reported.</p> <p><i>All grades reporting standards-based proficiency.</i></p> <p>ANNUAL BENCHMARKS:</p> <p>Metric: Follow up survey on teacher understanding of the effects of standards-based reporting.</p> <p>Parent/student survey on effectiveness of standards-based reporting</p>	<p>Adjustments to assessments and reporting before transcripts issued for 2020-21.</p> <p>ANNUAL BENCHMARKS:</p> <p>Full district reporting using standards-based grading and measurements by 2020-2021.</p>

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

Criteria:

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

DISTRICT	Evidence of Progress 2013-2014:
	<p>By June 2014 district and school administrators will have attended regional and state symposiums and national training for evaluating and developing management systems for standards based grading and reporting. (JumpRope, PowerSchool U, MCLA regional workshops)</p> <p>Director of Instruction works with the Maine DOE as a facilitator in the development of an assessment repository for the Proficiency-Based Diploma at the state level. Includes teacher leader in the development of assessment for the state assessment bank. (9 days participation)</p> <p>HS teachers identify assessments (inventory) and targets (standards) for proficiency reporting in all disciplines. Inventory with gap analysis completed June 2014.</p> <p>Data Facilitator works with HS principal and Director of Instruction to develop reporting model for round on of Proficiency-Based Diploma (PBD) work. (Still a work in progress—we are struggling with the creation of the reports in PowerSchool)</p> <p>Director of Instruction and Director of Instructional Support (Special Ed) work with special educators around</p>

transition issues, IEP planning, and proficiency-based diploma requirements at all three schools.

Data Facilitator works with HS principal and Director of Instruction to develop reporting model for round one of Proficiency-Based Diploma (PBD) work. **(Model created; Implementation proving a challenge)**

Grading committee at the HS begins work with the academic habits reporting and grading shifts that will need to occur with standards-based grading (read Ken O'Connor's 15 Fixes as the framework). Outline the reporting frame for the transcript. **(Committee convened; frame created; report to faculty in May 2014)**

Provide multi-day training to 60 educators/administrators (Cohorts 1 and 2) on Differentiating Instruction. **(Completed March 2014)**

Administrative and teacher team will attend Summer Institute on Academic Diversity at University of Virginia (UVA) with Carol Ann Tomlinson. **(July 21-25, 2014)**

Special Educators attend national conferences on curriculum development and social/ academic supports for transitioning multi-handicapped students **(ASCD National Conference, YAI International Institute)**.

Superintendent and Director of Instruction attend MCLA workshop on community engagement **(May 28, 2014)**

High School principal and Director of Instruction hold workshops on the transition to proficiency-based reporting for parents and the community. **(April and May 2014)**

Presentations to the School Board and community (televised) on proficiency-based reporting and timelines for transition (prior to extension request). **(April 2014)**

Director of Instruction and HS principal meet with HS leadership team (two full days) around steps for making the transition to PBD **(November 2013 and March 2014)**.

Request PBD timeline extension from ME DOE; Board approval June 10th meeting. **(June 2014)**

5. Intended Impact of Transition Funds

The intended impact of the transition funds is the provision of teachers with a clearer understanding of the rationale behind proficiency-based grading and with the tools to provide the assessments and reporting that give students and parents a clearer picture of what students know and are able to do.

The areas of spending are three-fold: **Time** for teachers to do the curriculum and assessment work necessary to make the transition, including summer work and release-time during the school year; **Training** for teachers to have the tools and understanding of how to make the transition; and **Resources** for that transition, whether books and materials to explain the rationale behind proficiency-based grading, coaching for teachers who need to make shifts in instructional practice, or reporting systems for the assessments so the focus can be on the student and his/her progress rather than “the how can we possibly keep track of all this?”

Carryover Budget from SY’14 (cross-reference #2 of Extension 5 Request)

Activity	Timeline	Budget carryover: \$14,183.94
Release time for HS teachers to do assessment validation and common scoring.	Throughout the '14-15 school year	2 days/teacher @\$75/day for substitute (46 teachers)=\$6,900
World Language—summer work (rubric and assessment building)	Early July 2014	6 teachers for ½ day @39.14/hr. (per contract) =\$821.94
Work on alternative assessment and skills recovery (PLATO/IXL programs)	August 26, 2014	8 teachers @ \$274/day (per contract) =\$2192
Math—summer work (alignment and assessment overviews)	July 2014	5 teachers@274/day (per contract)= \$1370
Math—summer work (project-based learning scope and sequence for department)	July/August 2014	7 teachers @\$39.14/hr. (per contract = \$959
Proficiency-based coaching—STEM (Rob Lukasiak)	SY15	1 ½ days with consultant @ \$1200/day= \$1800
Materials for Workdays	SY15	Charts, books, copies=\$141
		=\$14,183.94

SY'15 Transition Funds: These funds will be focused on the Middle School levels to bring them to the same level of understanding we have reached at the high school during the 2013-14 School Year.

Activity	Timeline	Estimated SY'15 Budget ~\$16,000
Release time for MS teachers to do assessment inventories for proficiency-based reporting working with Director of Instruction	Throughout the '14-15 school year	2 days/teacher @\$75/day for substitute (53 teachers)=\$7950
Summer work—Building common assessments and rubrics: team leaders	July/August 15	3 days for 10 teachers @\$274/day (per current contract—subject to change)=\$8220
		=\$16,170.00

6. System of Supports for Student Learning

Our system of supports for students who are not demonstrating proficiency has a rough framework, and we will be fine-tuning the practices over the next couple of years. Both the high school and the middle school will have universal screeners with progress monitoring (STAR)³ in place for the early fall, and have RTI teams to review data¹. These teams include classroom teachers, special educators, guidance and social work staff, and administrators. Data reviewed will encompass standardized testing, classroom performance, attendance, behavior, and other relevant points as appropriate for the individual student.² Data protocols are still being developed and/or adjusted at each level. Developing a timely system of reporting has been a struggle, and is one focus of our work during the extension period to ensure that we provide information to address concerns.

Also in place for the fall at both levels will be an Achievement/Enrichment Period, where students will have time 4-5 days per week to meet with teachers for extra help or enrichment. As this time is scheduled school-wide for both schools, students have the opportunity to receive support in all disciplines and around all standards and principles.⁴ Students who are falling behind can be “claimed” by a teacher for that time.² The formation of flexible small groups will be possible for tier II targeted instruction differentiated across the departments.² Individualized tier III instruction could also take place at this time, or during dedicated after school study halls.

Students will be able to use a number of programs as part of their skills acquisition support.^{2,3,4} The high school will use PLATO, IXL, and AccuPlacer as supplement available to students through the achievement center in addition to teacher-created pathways to demonstrate proficiency. The middle school has IXL and Lexia. We are also investigating iReady for additional options.

Teachers in special education have been working with parents and teachers in reviewing IEPs and tailoring them to help students achieve success with the proficiency-based diplomas.² One area that has seen the greatest practice shifts has been in the discipline of World Language. In the past, world language was often “put on hold” during middle school to address deficits in other subjects; however, with the expectation of meeting the intermediate mid-level for proficiency in a language other than English, these students are increasingly making the choice to remain in world language study during middle school to provide a solid base for achieving the levels required to graduate—but again, these are choices based on what is best for an individual student. Not all are making the choice to remain in a world language class. To make proficiency more accessible to some learners, we are planning to offer American Sign Language as an option to high school (and possibly middle school) students beginning in SY ‘16.

Other support systems we have put into place are changes in our instructional program. Beginning with SY ‘15, all kindergarten students will attend full-day programming to allow us to offer a wider range of services to our youngest students.² In addition, this summer marks Cape’s first regular education summer programming for students going into

grades 1-9. Students were identified for the program based upon academic data and teacher recommendation, although no one who expressed interest in attending was turned away.^{1,4} The program's premise is skills retention, relationship building, and applied learning for our students who may potentially lose ground over the summer months. It is a multi-age, integrated literacy and numeracy program, with both disciplines interwoven in the curriculum and fluidly combined. Math skills are addressed, as are the reading and writing, but they are project-based. Students use the concepts to solve problems and gain a better understanding of place. They work on number sense as they measure, graph and analyze data, look at the relationships of scale and proportion, and understand percentages and their relationship to fractions and decimals. These skills are combined with literacy along with science and geography as we help the students apply the concepts rather than practice them in isolation. Incoming freshmen have the opportunity to connect with high school teachers through land surveying, field study, and robotics. Those entering grades 7-9 will also be doing computer coding in conjunction with creative literacy and habitat study. All students work with classroom teachers, technology integrators, content area specialists, our creative literacy consultant, and Maine Audubon presenters on a regular basis as they collaborate to create solutions, poetry, maps, and performances. This has required a shift in instructional practice, and our teachers have received professional development as part of the preparation process for this program. Other than some parents asking, "Where is the math?" when they don't see worksheets and text book-based problems coming home, this undertaking has been very favorably received. At this writing, we are at the half-way mark of the program, and are looking forward to expanding to a fully inclusive model for ESY and to providing high school level options for next year.

¹practices/protocols for improving student performance

²practices to ensure feedback to student is just in time, just for me, and delivered when and where it has the most benefit

³practices for regular monitoring of student progress

⁴equity of opportunity for support in any content area and Guiding Principle

CAPE ELIZABETH SCHOOL DEPARTMENT

Cape Elizabeth, Maine

TUESDAY, JUNE 10, 2014
SCHOOL BOARD
6:30 p.m. - Executive Session
immediately followed by
7:00 p.m. - Regular Business
TOWN COUNCIL CHAMBERS

- John Christie David Hillman Susana Measelle Hubbs Michael Moore Joanna Morrissey Elizabeth Scifres M. Kate Williams-Hewitt
- Sierra Bates Tim Hartel

AGENDA

Call to Order/Pledge of Allegiance

1. **ADJUSTMENTS TO AGENDA**
2. **APPROVAL OF SCHOOL BOARD MINUTES**
 - a. Executive Session, Tuesday, May 13, 2014
 - b. Regular Business, Tuesday, May 13, 2014
 - c. Workshop, Tuesday, May 27, 2014

Motion: _____ Second: _____ Vote: _____

3. **COMMENTS BY STUDENT REPRESENTATIVES**
4. **COMMENTS FROM PUBLIC ON AGENDA ITEMS**
5. **COMMUNICATIONS**
 - a. Pond Cove Principal of the Day ~ *Anders Page-Roth*
 - b. Recognitions -
Legislative sentiments from Senator Rebecca Millett to:
David Dutton
Jane Vaughn
Science Team
Model UN
Woodworking students
Boys' Basketball sportsmanship
Girls' Ice Hockey sportsmanship
Football sportsmanship
Volleyball sportsmanship
 - c. STEM Fair
 - d. Retirees -
Linda Paul
Suzanne Janelle
Andrea Cayer

Intermission ~ Brief reception to honor retirees

- e. Annual Report of Volunteer Services
- f. Resignation
- g. Superintendent's Report

6. NEW BUSINESS

A. Consideration to adopt the Cape Schools Strategic Plan Goals and Objectives' Measurements.

Motion: _____ Second: _____ Vote: _____

B. Consideration to approve nominations of new personnel for 2014-2015

- Kindergarten teacher
- Kindergarten teacher
- Kindergarten teacher
- Physics (0.47 FTE)
- District Technology Coordinator

Motion: _____ Second: _____ Vote: _____

C. Consideration to grant the Superintendent of Schools the authority to hire over the summer.

Motion: _____ Second: _____ Vote: _____

D. Consideration of the following policies for first reading.

- ADC: Use of Tobacco Products and Electronic Nicotine Delivery Systems
- JIC: System-wide Code of Conduct
- JICH/-R: Student Alcohol, Drug and Tobacco Use / procedure
- JKD: Suspension of Students

E. Consideration to approve the adoption of Cape Elizabeth High School's mission statement.

Motion: _____ Second: _____ Vote: _____

F. Consideration to approve the Cape Elizabeth School Department’s request of the Maine Department of Education to grant an Option 5 Extension through July 1, 2020 for the requirement that students demonstrate proficiency in the standards of the eight content areas and the standards of the Guiding Principles in order to receive a diploma. [Ref Maine Revised Statutes 20-A Section 4722-A]

Motion: _____ Second: _____ Vote: _____

G. Consideration to authorize a \$20,000 budget transfer between the funding categories Regular Instruction-Contingency and System Administration. Fiscal note: to cover costs associated with the retirement of the former business manager.

Motion: _____ Second: _____ Vote: _____

- 7. COMMITTEE REPORTS
- 8. SCHOOL BOARD AGENDA REQUESTS
- 9. ANNOUNCEMENTS OF UPCOMING MEETINGS
- 10. ADJOURNMENT

Motion: _____ Second: _____ Vote: _____ Time: _____

A regular business meeting of the School Board was held on Tuesday, June 10, 2014 at 7:00 p.m. in the Cape Elizabeth Town Hall. An executive session immediately preceded.

School Board members present:

John Christie, Chair
Elizabeth Scifres, Vice-Chair
David Hillman
Susana Measelle Hubbs
Michael Moore
Joanna Morrissey
M. Kate Williams-Hewitt

Meredith Nadeau, Superintendent of Schools

School Board members unable to attend:

Student Representatives, Sierra Bates and Tim Hartel

Mr. Christie called the meeting to order at 7:00 pm.

1. **ADJUSTMENTS TO AGENDA** - *Item 6A was tabled for a future meeting.*

2. **APPROVAL OF SCHOOL BOARD MINUTES** -

a) Executive Session, Tuesday, May 13, 2014

b) Regular Business, Tuesday, May 13, 2014

c) Workshop, Tuesday, May 27, 2014

- Ms. Scifres made a motion to approve the slate of minutes as presented. Ms. Morrissey seconded. (Approved 7-0)

3. **COMMENTS BY STUDENT REPRESENTATIVES** - *none*

4. **COMMENTS FROM PUBLIC ON AGENDA ITEMS** - *none*

5. **COMMUNICATIONS** -

a) **Pond Cove Principal for the Day ~ Anders Page-Roth** spoke briefly about his experience serving as principal of Pond Cove for a day.

b) **Recognitions** ~

Senator Rebecca Millett presented legislative sentiments to recognize the following:

Jane Vaughn 1st place in annual Merriconeag Poetry Festival

David Dutton 1st place in Maine Ford/AAA Student Automotive Skills competition. *Principal Shedd accepted on David's behalf because he was attending the national competition in Dearborn, Michigan. Principal Shedd was able to announce that David's team just place 3rd in the nation!*

Model UN team delegates and coaches on their achievements

Science Team for their 3rd North Shore Science League competition championship

Teacher **Jim Ray** and his **woodworking students'** contributions to Camp Susan Curtis

The **Boys' Basketball, Girls' Ice Hockey, Football and Volleyball teams** for their Maine Principals' Association Sportsmanship Award

- c) **STEM Fair** – Principal Shedd spoke briefly about the development of math teacher Roger Rioux’s idea to create a STEM [science, technology, engineering and math] fair. After almost a year of work by a core group of organizers including Roger, Ginger Raspiller, Chris Newell and Evan Thayer, and with financial support from CEEF, on the morning of May 22 staff and students in grades 9, 10 and 11 had the opportunity to listen to and network with a wide variety of STEM-industry professionals.
- d) **Retirees** – Retiring staff – **Linda Paul** (12 yrs), **Suzanne Janelle** (25 yrs), and **Andrea Cayer** (39 yrs) – were individually recognized. A brief reception immediately followed.
- e) **Annual Report of Volunteer Services** – Speaking on behalf of the Director of Volunteer Services, Gail Schmader, Elizabeth Scifres and Superintendent Nadeau provided a brief overview of volunteer efforts as provided within Cape Elizabeth Schools volunteer services annual report. During the school year the district had the benefit of more than 1,000 volunteers who provided over 22,000 hours of service. There were 36 students who served as mentors to younger students. More detailed information from Gail’s report can be found online.
- f) **Resignations** - Superintendent Nadeau announced the resignations of Rob Thompson, Middle School special educator, and Janna DeWan, High School visual art teacher.
- g) **Superintendent’s Report** - Superintendent Nadeau reported briefly on some items of interest happening within the district. CEEF recently awarded Spring cycle grants directed toward: a second TEDxYouth event, advisory program training at the High School, creating a math lab lending library and ‘then and now’ anniversary project at Pond Cove, registration for two teachers to attend a week-long summer professional development at Bard College Institute for Writing and Thinking.

6. NEW BUSINESS

- a) **Consideration to adopt the Cape Schools Strategic Plan Goals and Objectives’ Measurements** - Ms. Morrissey made a motion to consider adoption as presented. Ms. Williams-Hewitt seconded. Superintendent Nadeau reminded the audience that a version of the objectives and measurements was first shared in February, followed by further discussion at the May 27th board workshop. Following the May meeting a request was made for district leadership to ‘take another look’ at the measurements. District leadership met to try and reflect the feedback given and that work is what is being presented for consideration this evening. The Superintendent added that because of the significance of this work – this being the guide to determine whether or not appropriate progress toward the plan goals are being made - it shouldn’t be rushed through, so if the Board doesn’t feel its right than work should continue. Mr. Christie reminded the audience that the Plan Objectives were previously approved [10/8/13]. Ms. Williams-Hewitt and Ms. Morrissey said having only received the document earlier in the day they would appreciate more time to review it. Mr. Hillman expressed feeling there could be some further improvements. Mr. Moore echoed Ms. Williams-Hewitt’s and Ms. Morrissey’s sentiments, but also wished to

have a hard deadline for completion. Ms. Scifres said she was impressed that administrators were able to turn-around a revised document in two weeks, but would appreciate a bit more time to review. Mr. Christie motioned to table the agenda item to the August business meeting and requested the Board provide him with written feedback on the document received this evening by June 20th. Mr. Hillman seconded. **(Approved 7-0)**

- b) Consideration to approve nominations of new personnel for 2014-2015** – Ms. Morrissey motioned to approve the nominations as presented. Ms. Scifres seconded. **(Approved 7-0)**

Katherine Atkinson	Kindergarten teacher
Amanda Aceto	Kindergarten teacher
Danielle Hessert	Kindergarten teacher
Per Noreus	Physics (0.47 FTE)
Noel Harroff	District Technology Coordinator

- c) Consideration to grant the Superintendent of Schools the authority to hire over the summer** – Ms. Scifres motioned to grant the Superintendent of Schools the authority to hire over the summer. Ms. Morrissey requested an amendment be added to include ‘with the exception of administrative positions which will require Board approval’. Ms. Measelle Hubbs seconded. **(Approved 7-0)**

- d) Consideration of the following policies for first reading:**

- ADC: Use of Tobacco Products and Electronic Nicotine Delivery Systems
- JIC: System-wide Code of Conduct
- JICH/-R: Student Alcohol, Drug and Tobacco Use / procedure
- JKD: Suspension of Students

– Ms. Morrissey called attention to the policies included in the Board agenda packet for first reading. Mr. Moore inquired about viewing in context the relationship of cross-referenced policy JJJ (extra/co curricular). Mr. Hillman had several concerns; including around reports to local law enforcement, some language within JICH-R, and the list of prohibited substances. Superintendent Nadeau expressed the hope that these policies could be brought for Board adoption at the August meeting so that they would be in effect at the beginning of the new school year, and so that would mean the Policy Committee would need feedback by June 20 and need to meet next prior to August’s business meeting.

- e) Consideration to approve the adoption of Cape Elizabeth High School's mission statement** – Superintendent Nadeau said that as part of the New England Association of Schools and Colleges (NEASC) accreditation process one of the items that needs to be in place is a mission statement for the High School. Ms. Scifres motioned to approve as presented. Ms. Williams Hewitt seconded. **(Approved 7-0)**

f) Consideration to authorize Cape Elizabeth School Department to request of the Maine Department of Education to grant an Option 5 Extension through July 1, 2020 for the requirement that students demonstrate proficiency in the standards of the eight content areas and the standards of the Guiding Principles in order to receive a diploma. [Ref Maine Revised Statutes 20-A Section 4722-A] – Ms. Morrissey motioned to approve item 6f as presented. Ms. Williams Hewitt seconded. (Approved 7-0)

g) Consideration to authorize a \$20,000 budget transfer between the funding categories regular instruction-contingency and system administration [Fiscal note: to cover costs associated with the retirement of the former business manager.] – Ms. Scifres motioned to approve as presented. Ms. Williams Hewitt seconded. (Approved 7-0)

7. **COMMITTEE REPORTS** – Superintendent Nadeau reported that the **Teacher/Administrator Evaluation Committee** work would continue following a required vote by faculty to affirm the existing committee membership.

8. **SCHOOL BOARD AGENDA REQUESTS** – *Superintendent Nadeau said that because the Board requested some future agenda topics at their retreat, a draft workshop calendar for 2014-15 was included with their agenda packet.*

9. **ANNOUNCEMENTS OF UPCOMING MEETINGS** - There will likely be another business meeting scheduled to address the nomination of a high school assistant principal and the teachers' collective bargaining agreement. No date has been set yet. The **Community Service Advisory Commission** meets this Wednesday evening. The next **Policy Committee** meeting date has not been scheduled but hope to schedule one in early August.

10. **ADJOURNMENT** – Mr. Moore made a motion to adjourn. Ms. Williams-Hewitt seconded. (Approved 7-0)

The meeting was adjourned at 9:46 p.m.

Respectfully submitted,



Meredith S. Nadeau
Superintendent of Schools

Cape Elizabeth School Department Extension 5 Request for Proficiency-Based Diploma
DRAFT for ME DOE Review of Document Forms

Authorization Page

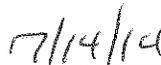
Annually the SAU will host a site review from the Maine DOE. During the annual site visit which must precede June 1, your SAU will make an extension renewal request which will include:

- classroom visits
- evidence of progress toward quarterly benchmarks for the year;
- goals and quarterly benchmarks for continued progress over the next school year toward the awarding of diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles; 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

Date



7/13/14

Chair of School Board

Date