



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	X
Hancock	
Kennebec Valley	
Midcoast	
Penquis	

Washington	
Western Maine	
York	

3. **School Administrative Unit:** South Portland School Department
4. **High School(s):** South Portland High School
5. **Name and title of person completing the extension request:**  
Rebecca Brown, Director of Curriculum, Instruction and Assessment
6. **Superintendent’s name, address, phone number and email:**  
Suzanne Godin, 130 Westcott Rd., S. Portland, ME 04106 207-871-0555  
godinsu@spsd.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**

**Background**

Approximately nine years ago, the South Portland School Department (SPSD) instituted a standards-based reporting system in the elementary schools. Although undergoing revisions due to a desire for clarification in the reporting system as well as alignment to Common Core State Standards, the reporting system has persisted and remains in use at the elementary level.

Shortly thereafter a 7-12 Standards-based Grading Committee was created to explore how a standards-based grading and reporting system would work, and what it would look like, at the middle and high school levels.

In the spring of 2012 this committee articulated four agreements that would become the underpinning of a proficiency-based learning system in the SPSPD. These beliefs include:

- reporting on learning targets that were culled from the Maine Learning results
- removing behaviors associated with learning from numerical content scores
- using a four-point rubric
- using trending to calculate content scores as a way to honor that students do not all learn things at the same time.

### Reforms

These four agreements form the basis for SPSPD's proficiency-based learning implementation plan. To make the four agreements part of practice in the district it was necessary to isolate and prioritize the reforms that needed to take place.

The reform considered highest priority was that of pulling the behaviors associated with learning out of numeric scores and reporting on them separately from content. Separating Habits of Work (HOW) from content scores is a foundational piece of the shift to a proficiency-based learning system.

In a proficiency-based learning system exceeding the proficient level has to represent a deeper, more substantive exhibition of thinking than simply getting all of the questions at the same level of thinking correct. Thus, the second priority in the plan was calibration regarding the level of thinking that would be required for proficient understanding and exceeding.

The next reform priority was enabling teachers' ability to assess and report by content target. In the current system students receive a course grade that is an average and does not reflect which knowledge and skills within the course the student is proficient in and which she or he is still working on.

In addition to content knowledge and skills, SPSPD's strategic vision (Evidence #1) calls for students to be proficient in 21<sup>st</sup> century skills. Although a critical component of students' learning, explicitly teaching and assessing 21<sup>st</sup> century skills across all content areas represents a significant change for many educators. Therefore, the final reform in the implementation plan was to have teachers systematically teach, explicitly assess and report student proficiency on the 21<sup>st</sup> century skills. (Note: SPSPD's articulation of the 21<sup>st</sup> century skills aligns to the Maine Learning Results Guiding Principles.)

### Timeline

In addition to the four agreements, the committee also agreed upon a timeline for continuing the evolution of a proficiency-based learning system into the middle school and high school. According to the committee's timeline, during the 2012-13 school year, the committee would

articulate HOW targets that could be implemented system-wide in 2013-14 and would design a field test for 2013-14.

Although a systematic field test would be done in 2013-14 in one grade level or span, it was necessary to consider building capacity for this change with other educators in the system. Consequently, a decision was made to have non-field test teachers implement or explore the reforms in order of priority and pursue a phasing-in model whereby the reforms would be phased-in by grade spans. Therefore, in effect, the implementation plan, as approved by the Board of Education, is a delineation of the tasks to be undertaken by each grade level or grade span each year until the district is able to issue a proficiency-based diploma (Evidence #2).

### Infrastructure

To proceed with honoring the original 4 agreements, a particular set of structures needed to be in place. First, accomplished during the 2012-13 school year, SPSPD, drawing on the work of the Maine Cohort for Customized Learning, instituted a set of Essential Learning Targets (ELTs) as a Guaranteed and Viable curriculum. These ELTs represent the essential skills, knowledge and understandings for all students, in all content areas over the course of their education in the SPSPD, and they are what is assessed and reported on for proficiency. These targets then aggregate to Graduation Standards to determine proficiency for receipt of a diploma (Evidence #3, pp. 2-6).

Also during 2012-13, the standards-based grading committee articulated three ELTs focused on the behaviors associated with learning. These targets represent a sub-set of the skills described in the Guiding Principles and allow teachers to report behaviors for learning separate from content learning (see below).

**Preparation for learning** - Student regularly completes assignments and is prepared for class with all the necessary materials.

**Engagement with learning** - Student uses time effectively, takes initiative, asks questions, and actively contributes to the class.

**Interactions with peers and teachers** - Student's language and behavior is respectful of others and student interacts regularly in a way that is contributing to a positive and productive learning environment for all.

21<sup>st</sup> Century Skills ELTs were articulated during the 2013-14 school year as a way to teach, assess, and track proficiency on the remainder of the Guiding Principles. The 21<sup>st</sup> Century Skills targets (Evidence #4 – pp. 12-15; 19-21) and their matrix of where they are assessed across content areas over the K-12 span (Evidence #4 – p.3), in conjunction with the HOW targets, comprise the second part of the infrastructure constructed to support the Proficiency-based Learning Implementation Plan.

The third part of the infrastructure was finding a tracking and reporting tool, JumpRope, that:

- supported recording scores and reporting on ELTs for content and HOW,
- allowed use of a four-point rubric,
- had a way of calculating content scores as a trend,
- allowed teachers to track HOW by linking specific assignments to HOW targets.

The final piece of infrastructure was the establishment of a K-12 Proficiency-based Learning Steering Committee. This Board sanctioned committee is comprised of administrators, teachers, parents, a board member and an outside policy consultant, and has been charged with advising the Board regarding the philosophy and beliefs underlying policy and implementation (Evidence #5 – p. 4; 7; 21-22).

### **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**

**Description of Year 1 of Implementation Plan (2013-14)**

Based on the committee’s intention to do a field test as a way to begin the transition to a proficiency-based learning system in the high school, a decision to implement at grade 6 as a field test was made. The decision to implement several aspects of the reform at grade 6 was based on the fact that students in grade 6 had never been graded in a traditional reporting system.

In 2013-14, Grade 6 teachers at both South Portland middle schools reported to parents and students about student progress toward proficiency on content ELTs using a 1-4 rubric where a 1 was an indication that learning was not progressing at a rate to meet end-of-year target and a 4 was work that showed a deeper, more thorough understanding of the ELT. These scores were a trending calculation rather than average.

In addition, teachers reported to parents and students about student progress toward proficiency on Habits of work Targets using a 1-3 rubric. (Note: Teachers did not use a 4 for

exceeding the target as it was agreed upon with the teachers that when talking of behaviors students are either meeting it, partially meeting it, or not meeting it.)

Teachers in grades 7 and 8 computed averaged scores for the course that did not include behaviors for learning. Teachers did not average a “zero” for missing work nor were points removed from a student’s score for tardiness in handing work in. To honor the intention to use a trending calculation in the future grade 7 and 8 teachers averaged nothing less than a 65 in for failing work, even if the student scored much lower. Finally, at the grade 7 and 8 level, teachers reported to parents and students about student progress toward proficiency on the HOW targets. Because teachers did not have a tool that allowed them to record calculate scores on a 4 point rubric, teachers in grades 7 & 8 reported proficiency in HOW in terms of an “M” for meeting, “P” for partially meeting and “I” for needing intervention.

High School teachers have spent 2013-14 aligning content ELTs with courses offered at South Portland High School. In addition, teachers at the grade 9-12 level have explored how to compute averaged scores in courses without the inclusion of behaviors for learning. Teachers were not expected to remove the behaviors for learning from grade calculations, however, they did report to parents and students about student progress toward proficiency on the HOW Targets in the same manner as grade 7 and 8 teachers. [Evidence #2, pg. 1]

*Description of Year 2 of Implementation Plan (2014-15)*

In 2014-15, Grade 5-8 teachers in all content areas will report to parents and students about student progress toward proficiency on content standards (Essential Learning Targets) using a 1-4 rubric where a 1 was an indication that learning was not progressing at a rate to meet end-of-year target and a 4 was work that showed a deeper, more thorough understanding of the Essential Learning Target. These scores will be a trending calculation, using the Power Law, rather than an average. In addition, teachers will report to parents and students about student progress toward proficiency on Habits of work Targets using a 1-3 rubric and begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21<sup>st</sup> Century Skills

In addition, a pilot at one elementary school will be conducted to align the existing elementary reporting system to the proficiency-based learning system in place at the middle level. Therefore teachers in this school will report in the same manner as the grade 5-8 teachers.

At the HS level, teachers will implement lessons aligned to ELTs as well as explore methods for supporting the development of and assessing of both sets of targets aligned to Guiding Principles (the HOW targets and 21<sup>st</sup> Century Skills targets). In addition HS staff will receive training and gain familiarity with the reporting tool. Finally, a school-based committee will be established to work with the District Steering Committee to create a detailed plan for implementation at the HS beginning in 2015-16. [Evidence #2, pg. 2]

Description of Years 3-6 Implementation Plan (2015-19)

In 2015-16, pre-K through grade 8 teachers in all content areas will report to parents and students about student progress toward proficiency on content ELTs using a 1-4 rubric. These scores will be a trending calculation, using the Power Law. In addition, teachers will report to parents and students about student progress toward proficiency on HOW targets using a 1-3 rubric as well as report to parents and students about student progress toward proficiency the 21<sup>st</sup> Century Skills

At the time of creation of the implantation plan, the intention was that HS implementation of a proficiency-based learning system would be phased in by cohort of students, beginning with students entering grade 9 in 2015-16. Lessons learned during the 2013-14 implementation at grade 6 have illuminated the difficulty of using a cohort approach. Therefore, as was intended as part of the plan, the HS implementation will be reviewed and the plan adjusted based on the work of the HS Proficiency-based Learning Committee in conjunction with the K-12 Proficiency-based Learning District Steering Committee. The details of the HS implementation plan will be delineated in the extension update/request in the summer of 2015. The default, or original plan, is articulated in its entirety in the plan submitted to and approved by the Board of Education on June 10, 2013 (Evidence #2, pp. 2-4).

**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**

The K-5 schools in the district have a functioning intervention structure that includes paperwork, timelines and procedures. Currently the Middle School intervention structure is under revision

to better support students in a Proficiency-based Learning System. Aligning this process to MS and HS structures, in addition to institutionalizing intervals of time at which teams review student classroom progress and performance on district-wide common assessments through a structured protocol is the goal for the coming year. However, certain foundational pieces and practices are in place at the MS.

The ELTs articulated by grade level, in all content areas and for the Guiding Principles, provide the foundation of instruction and represent a guaranteed and viable curriculum. Thus, the ELTs are the Tier 1 level of a Response to Intervention system.

With the implementation of JumpRope as a tracking and reporting tool, teachers are able to run reports that identify students who are not yet proficient on a particular target. This feature enables Tier 2 supports for students in two ways. First, it means that teachers are better able to monitor student progress toward proficiency with frequent formative assessment and periodic summative assessments. Within the course of unit and lesson planning, teachers are able to plan for additional instruction and assessment for students who need it. Second, sorting students according to progress toward proficiency makes grouping students within the class for Tier 2 intervention more purposeful and specific.

This ability to identify students also allows for flexible groupings for more direct and intensive support during intervention periods. Teams of teachers are able to assume responsibility for re-teaching and support in a specific, intentional manner on a particular target or set of targets for those students who are not yet proficient. This Tier 3 support, although viable for all content areas, has been primarily mobilized for math and ELA.

In the coming year middle school teachers and administrators will be dedicating resources to several aspects of the intervention structure. First, as teachers plan lessons aligned to ELTs they will be identifying the specific interim skills and knowledge, or objectives, which lead to the larger, enduring learning called for by the ELT. Becoming more facile at formatively assessing students and tracking progress on objectives will allow for greater specificity when planning for interventions and supports and both a Tier 2 & 3 level. In the past a teacher may have described a student's need for an intervention as "he can't compute with fractions." With more intentional objectives and collection of formative data a teacher will be able to isolate which aspect of computation with fractions, such as finding like denominators or converting mixed numerals to improper fractions, is challenging. The combination of the tool, the specific learning target and objectives, and careful backwards planning is a priority in strengthening the structure for support for students not meeting proficiency.

Second, a focus on professional development to increase teachers' skill set for providing interventions and conducting progress-monitoring needs to occur. In addition, being more explicit with students about the target for their learning is an instructional focus for moving to a

proficiency-based learning system. Increasing students' ability to self-assess and having students use the parent/student portal that accompanies the tracking and reporting tool will increase student awareness of their areas for needed growth and therefore provide greater relevance for students regarding the supports in place for them.

### **Proficiency-Based Diploma Transition Funds**

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

- **Policy**
- **Practice**
- **Community Engagement**
- **One-year Carry Over**

FY14 EXPENDITURES 23%

POLICY – 100% of the 23% (or 23% of the total allocation)

FY15 CARRY OVER 77%

PRACTICE/PD - 66% of the 77% (or 51% of the total allocation)

PRACTICE/Tools – 14% of the 77% (or 11% of the total allocation)

POLICY - 20% of the 77% (or 15% of the total allocation)

**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**

MS teachers proficiency readiness PD: Teachers who will be expected to fully implement a proficiency-based learning system in 2014-15 are paid to participate in 6 hours of professional development. The professional development offerings focus on shifts in practice identified during year 1 implementation as necessary to successful teaching and learning in a proficiency-based system. They include: formative assessment practices, summative/authentic assessment, student self-assessment and training to use the electronic grade book JumpRope.

JumpRope licenses: These are student licenses for the web-based tracking and reporting tool that teachers in full implementation, as well as the K-4 pilot teachers, will use as their electronic grade book. The tool is designed to support proficiency-based grading and reporting.

Great Schools Partnership Consultation: A consultant from GSP will continue to advise the Proficiency-based Learning Steering Committee and administration on policy, communication and reporting in a proficiency-based learning system.

(Evidence: South Portland Budget document0

# A VISION FOR THE SOUTH PORTLAND SCHOOLS

## MISSION STATEMENT

*“ENRICHING LIVES THROUGH QUALITY LEARNING FOR ALL”*

The Board of Education holds the following beliefs as the means to accomplishing our mission:  
 All South Portland learners exhibit a wonder and excitement for learning. They are inspired to explore their interests and build the knowledge and skills that will give them a successful path to their future.

### LEARNING

*We ensure that all learners meet or exceed rigorous content standards while developing the skills and habits of mind necessary for future success.*

- Learning experiences balance a knowledge and understanding of core content with the opportunity to explore personal interests and passions.
- An emphasis is placed on learner growth in the areas of creativity, critical thinking, collaboration, communication and global awareness.
- Learning experiences are challenging and promote reflection, helping learners develop resiliency and responsibility for their own learning.

### TEACHING

*Our methods of instruction inspire and challenge learners to grow and prepare themselves for a lifetime of educational, career and personal fulfillment.*

- Learning environments are flexible in both place and time: inside the classroom, on-line and in the community.
- Learners construct their own learning through hands-on, project based learning.
- All learning emphasizes connections and interrelationships among disciplines.
- Learners grow academically, socially and emotionally as they analyze and solve problems, build interpersonal skills, and develop an understanding of their place in a global community.

### SCHOOLS

*Every staff member demonstrates a commitment to creating a fulfilling school experience for all learners.*

- Relationships are seen as a cornerstone for engagement, and grow out of an excitement for learning and working together.
- Because every staff member is crucial to providing a fulfilling school experience, we emphasize quality hiring, development, evaluation and retention practices.
- All staff members continually reflect on their craft and refine their practices to positively impact student achievement.
- All staff members are engaged in a variety of learning activities that support their professional growth and effectiveness,

### COMMUNITY

*The schools and community share a responsibility for creating and maintaining a rich and expansive environment for student learning.*

- The community recognizes and embraces its role in providing opportunities for learning outside the walls of the schools.
- Education in South Portland is a priority as demonstrated by the community’s commitment to ensuring the school system has the resources necessary to support a quality school system.
- Students take on an integral role in shaping the future of their community.
- The community is a proud and active participant in shaping the future of education in South Portland.

Every South Portland learner is prepared for a lifetime of learning for their life’s work and for local and global citizenship.

South Portland School Department  
Proficiency-based Learning System  
Implementation Plan

***Summary of Year 1 (2013-14) Implementation***

6<sup>th</sup> Grade Implementation:

- Reported to parents and students about student progress toward proficiency on content standards (Essential Learning Targets)
  - [4 for Exemplary work that shows a deeper, more thorough understanding of the Essential Learning Target (calibrate and define during 2013-14)]
  - 3 for meets (the high level of proficiency of the Essential Learning Targets for the course)
  - 2 for progressing toward or partially meeting (the high level of proficiency of the Essential Learning Targets for the course)
  - 1 for needing intervention (learning is not progressing at a rate to meet end-of-year target)
- Reported to parents and students about student progress toward proficiency in the a subset of the Guiding Principles knows as the Habits of Work Targets (see chart at end of document)
  - 3 for meets
  - 2 for partially meeting
  - 1 for insufficient demonstration

7-8th Grade Implementation:

- When computing numeric score (averages) for content learning teachers adhered to the following guidelines:
  - No “zero” averaged in for missing work
  - No “points off” for tardiness when scoring work
  - Average nothing less than a 65 in for failing work
- Reported to parents and students about student progress toward proficiency in the a subset of the Guiding Principles knows as the Habits of Work Targets (see chart at end of document)
  - M** for meets
  - P** for partially meeting
  - I** for needing intervention

9-12th Grade Implementation:

- Explored the practice of computing numeric score (averages) for content learning adhere to the following guidelines:
  - No “zero” averaged in for missing work
  - No “points off” for tardiness when scoring work
  - Average nothing less than a 65 in for failing work
- Reported to parents and students about student progress toward proficiency in the a subset of the Guiding Principles knows as the Habits of Work Targets (see chart at end of document)
  - M** for meets
  - P** for partially meeting
  - I** for needing intervention

**South Portland School Department  
Proficiency-based Learning System  
Implementation Plan**

***Summary of Year 2 (2014-15) Implementation***

K-4<sup>th</sup> Grade Pilot at 1 Elementary School:

- Report to parents and students about student progress toward proficiency on content standards (ELTs)  
*Benchmark Evidence=Sample progress reports*
- Report to parents and students about student progress toward proficiency in the a subset of the Guiding Principles knows as the Habits of Work Targets  
*Benchmark Evidence=Sample progress reports*
- Begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21<sup>st</sup> Century Skills  
*Benchmark Evidence=Sample progress reports*

5<sup>th</sup> – 8<sup>th</sup> Grade Implementation:

- Report to parents and students about student progress toward proficiency on content standards (ELTs)  
*Benchmark Evidence=Sample progress reports*
- Report to parents and students about student progress toward proficiency in the a subset of the Guiding Principles knows as the Habits of Work Targets  
*Benchmark Evidence=Sample progress reports*
- Begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21<sup>st</sup> Century Skills  
*Benchmark Evidence=Sample progress reports*

9-12<sup>th</sup> Grade Implementation:

- Implement lessons aligned to Essential Learning Targets.  
*Benchmark Evidence=Curriculum Documents (i.e., maps) that show the teaching objectives for each target*
- Explore methods for supporting the development of and assessing of both sets of targets aligned to Guiding Principles, the Habits of Work Targets and 21<sup>st</sup> Century Skills Targets.  
*Benchmark Evidence=Department meeting minutes*
- Receive training and gain familiarity with the reporting tool.  
*Benchmark Evidence=Professional Development Agendas*
- School-based committee creates detailed plan for implementation at the HS beginning in 2015-16.  
*Benchmark Evidence=Minutes and updates to Proposed Years 3-6*

***Summaries of Proposed Years 3 - 6 (2015-19) Implementation***

**YEAR 3 (2015-16)**

PreK-8<sup>th</sup> Grade Implementation:

- Report to parents and students about student progress toward proficiency on content standards (Essential Learning Targets)  
*Benchmark Evidence=Sample progress reports*

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- Report to parents and students about student progress toward proficiency in the a subset of the Guiding Principles knows as the Habits of Work Targets  
*Benchmark Evidence=Sample progress reports*
- Begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21<sup>st</sup> Century Skills  
*Benchmark Evidence=Sample progress reports*

NOTE: The following are **proposed** steps in phasing into a complete implementation of a proficiency-based learning system. HS implementation of proficiency-based reporting will be reviewed each year and the plan adjusted accordingly. The HS Proficiency-based Learning Committee in conjunction with the Proficiency-based Learning Committee District Steering Committee will consider logistics of the HS implementation and make recommendations to the Board of Education. This plan will include Benchmarks and Evidence for 10-12<sup>th</sup> grade implementation from 2015 on (Years 3-6).

### 9<sup>th</sup> Grade Implementation:

- Report to parents and students about student progress toward proficiency on content standards (Essential Learning Targets)  
*Benchmark Evidence=Sample progress reports & end of year proficiency report*
- Report to parents and students about student progress toward proficiency in the a subset of the Guiding Principles knows as the Habits of Work Targets  
*Benchmark Evidence=Sample progress reports & end of year proficiency report*
- Begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21<sup>st</sup> Century Skills  
*Benchmark Evidence=Sample progress reports & end of year proficiency report*

### 10-12<sup>th</sup> Grade Implementation:

- Continue the practice of when computing numeric score (averages) for content learning adhere to the following guidelines:
  - No “zero” averaged in for missing work
  - No “points off” for tardiness when scoring work
  - Average nothing less than a 65 in for failing work
- Report to parents and students about student progress toward proficiency in the a subset of the Guiding Principles knows as the Habits of Work Targets
- Begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21<sup>st</sup> Century Skills

## **YEAR 4 (2016-17)**

### PreK – 10th Grade Implementation:

- Report to parents and students about student progress toward proficiency on content standards (Essential Learning Targets)
- Report to parents and students about student progress toward proficiency in the a subset of the Guiding Principles knows as the Habits of Work Targets

**South Portland School Department  
Proficiency-based Learning System  
Implementation Plan**

- Begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21<sup>st</sup> Century Skills

11-12<sup>th</sup> Grade Implementation:

- Continue the practice of when computing numeric score (averages) for content learning adhere to the following guidelines:
  - No “zero” averaged in for missing work
  - No “points off” for tardiness when scoring work
  - Average nothing less than a 65 in for failing work
- Report to parents and students about student progress toward proficiency in the a subset of the Guiding Principles knows as the Habits of Work Targets
- Begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21<sup>st</sup> Century Skills

**YEAR 5 (2017-18)**

K– 11th Grade Implementation:

- Report to parents and students about student progress toward proficiency on content standards (Essential Learning Targets)
- Report to parents and students about student progress toward proficiency in the a subset of the Guiding Principles knows as the Habits of Work Targets
- Begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21<sup>st</sup> Century Skills

12<sup>th</sup> Grade Implementation:

- Continue the practice of when computing numeric score (averages) for content learning adhere to the following guidelines:
  - No “zero” averaged in for missing work
  - No “points off” for tardiness when scoring work
  - Average nothing less than a 65 in for failing work
- Report to parents and students about student progress toward proficiency in the a subset of the Guiding Principles knows as the Habits of Work Targets
- Begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21<sup>st</sup> Century Skills

**Year 6 (2018-19)**

Final K-12 Implementation:

- Full proficiency-based reporting
- First year SPSD awards Proficiency-based diploma

Evidence #3

# **SOUTH PORTLAND SCHOOL DEPARTMENT**

## **Graduation Standards for Mathematics**

### **Grades 9-12**

**Essential Learning Targets** (ELTs) articulated as Proficiency Points  
aligned to **COMMON CORE STATE STANDARDS**

March 2014

**COMMON CORE STATE STANDARDS - Mathematics**  
**alignment to Foundational Concepts & ELTs**

<p><b>GRADUATION STANDARD 1: Number &amp; Quantity</b> - Reason and model quantitatively, using units and number systems to solve problems.</p>
<p><b>Place Value</b> 9-12 – Not applicable.</p>
<p><b>Operations</b> 9-12 – Not applicable.</p>
<p><b>Counting &amp; Cardinality</b> 9-12 – Not applicable.</p>
<p><b>Fractions, Decimals &amp; Percents</b> 9-12 – Not applicable.</p>
<p><b>Tools of Measurement</b> 9-12 – Not applicable.</p>
<p><b>Integers, Rational/Real/Imaginary Numbers &amp; Exponents</b>  <i>By the end of 12<sup>th</sup> grade students should be able to ...</i>            Use the properties of exponents, rational exponents as well as rational and irrational numbers, (<a href="#">CCSS HSN.RN.A</a>, <a href="#">HSN.RN.B</a>)</p>
<p><b>Math I Essential Learning Targets (Proficiency Points):</b>            Is skilled at basic operations using scientific notation, level F            Understands the relationship between rational and irrational numbers, level G</p> <p><b>Math III Essential Learning Targets (Proficiency Points):</b>            Understand the properties of rational exponents, level H            Understands the concept of an imaginary number, level I, part 3            Understands that there is a number system beyond the real number system, level I, part 3</p>

**COMMON CORE STATE STANDARDS - Mathematics**  
**alignment to Foundational Concepts & ELTs**

**GRADUATION STANDARD 2: Algebra - Interpret, represent, create and solve algebraic expressions.**

**Expressions, Equations & Inequalities**

*By the end of 12<sup>th</sup> grade students should be able to ...*

Interpret, rewrite rational expressions and write expressions in equivalent forms to solve problems. (CCSS HSA.SSE.A, HSA.SSE.B, HSA.APR.D.6)

Understand the relationship between zeros and factors of polynomials and use polynomial identities and arithmetic operations to solve problems. (CCSS HSA.APR.A, HSA.APR.B, HSA.APR.C.4, HSN.CN.A.1-2, HSN.CN.C.7)

Create equations that describe numbers or relationships and then be able to solve equations and inequalities in one variable, solve systems of equations, and represent and solve equations and inequalities graphically, and reason about the solving equations process. (CCSS HAS.CED.A, HSA.REI.B, HSA.REI.C.5-7, HSA.REI.D, HSA.REI.A)

**Math I Essential Learning Targets (Proficiency Points):**

Understand the process for solving multi-step equations (using algebraic properties), level E, part 1

Understand the process for solving multi-step inequalities (using algebraic properties), level E, part 2

Is skilled at constructing and solving equations and inequalities from real world situations, level E, part 3

Understand the process for solving systems of two linear equations through substitution or cancellation (elimination) with one solution, no solution or infinitely many solutions, level F, part 1

Understand how to solve systems of equation word problems that model real-life situations, level F, part 2

Understand the process for performing operations on polynomials (add, subtract, multiply), level G

**Math III Essential Learning Targets (Proficiency Points):**

Understand that quadratic expressions can be written in equivalent forms to reveal and explain algebraic properties (through factoring and expansion), level H, part 1

Understand how to construct a quadratic equation and use it to solve (through factoring, quadratic formula, and technology) a real-life situation, level H, part 2

**Foundational Algebra**

9-12 – Not applicable.

**COMMON CORE STATE STANDARDS - Mathematics**  
**alignment to Foundational Concepts & ELTs**

**GRADUATION STANDARD 3: Functions** - Interpret, analyze, construct, and solve linear, quadratic, and trigonometric functions.

**Interpreting Functions**

*By the end of 12<sup>th</sup> grade students should be able to ...*

Understand the concept of a function in order to interpret functions that arise in applications in terms of the context or the situation they model and to be able to analyze functions using different representations. (CCSS HSF.IF.A, HSF.IF.B, HSF.LE.B, HSF.IF.C.7A-C,E,8-9)

**Math I Essential Learning Targets (Proficiency Points):**

Understand how to describe qualitatively the functional relationship between two quantities by analyzing a graph, level B, part 1

Understand how to compare two linear functions (i.e. rate of change, etc.) With the same representation (algebraically, graphically, numerically in tables or by verbal description), level B, part 2

**Math III Essential Learning Targets (Proficiency Points):**

Understand how to read/use function notation, how to evaluate functions for inputs in their domains, and how to interpret function notation in terms of a context, level C, part 1

Understand how to interpret the key features of graphs and tables for a functional relationship between two quantities, level C, part 2

Understand the relationship between the equations and the graphs of linear, quadratic, square root, and absolute value functions, level D

**Building Functions**

*By the end of 12<sup>th</sup> grade students should be able to ...*

Using function notation, build a function that models a relationship between two quantities or evolves from an existing function and be able to compare linear, quadratic, and exponential models to solve problems. (CCSS HSF.IF.A, HSF.BF.A.1A-B,2, HSF.BF.B.3,4A, HSF.LE.A)

**Math I Essential Learning Targets (Proficiency Points):**

Understand the relationship between independent and dependent variables as representative of real- life situations, level A, part 1

Understand how to connect the independent and dependent variables with an equation, level A, part 2

**Math III Essential Learning Targets (Proficiency Points):**

Understand that a function models a relationship between two quantities, level B

Understand that new functions can be created from existing functions, level C

**COMMON CORE STATE STANDARDS - Mathematics**  
**alignment to Foundational Concepts & ELTs**

**GRADUATION STANDARD 4: Geometry** - Prove, understand, and model geometric concepts, theorems, and constructions to solve problems.

<p><b>Attributes &amp; Shapes</b> <i>By the end of 12<sup>th</sup> grade students should be able to ...</i> Explain relationships between two-dimensional and three-dimensional objects using such things as comprehension of congruence in terms of rigid motions and comprehension of similarity and similarity transformations (CCSS HSG.GMD.B, HSG.CO.B, HSG.CO.C, HSG.SRT.A, HSG.SRT.B) Apply concepts when modeling periodic phenomena and solving problems that involve understanding trigonometric functions using the unit circle, trigonometric identities, trigonometric ratios and right triangles. (CCSS HSG.C.A.1-3, HSG.SRT.C, HSG.MG.A, HSG.C.B, HSG. GPE.A.1-2, HSF.TF.A.1-2, HSF.TF.C.8, HSF.TF.B.5)</p>
<p><b>Math II Essential Learning Targets (Proficiency Points):</b> Understands logical multi--step reasoning to prove theorems about triangles, lines, angles, and parallelograms, level I, part 1 Is skilled at proving theorems involving similarities of triangles, level I, part 2 Is skilled at using trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems, level J Is skilled at describing relationships among inscribed angles, tangent segments, radii, chords, arc lengths, and areas of sectors of circles, level K</p>
<p><b>Geometric Measurement</b> <i>By the end of 12<sup>th</sup> grade students should be able to ...</i> Use volume and area formulas to solve problems. (CCSS HSG.CO.D, HSG.GMD.A.1.3)</p>
<p><b>Math II Essential Learning Targets (Proficiency Points):</b> Understands how to find surface area of three dimensional figures using nets made up of triangles and rectangles, level H Is skilled at finding volume of cubes, prisms, pyramids, cones, cylinders, and spheres, Level I, part 1 Is skilled at finding surface area of prisms, cylinders, and pyramids, Level I, part 2</p>
<p><b>Coordinate Graphing</b> 9-12 – Not applicable.</p>

**COMMON CORE STATE STANDARDS - Mathematics**  
**alignment to Foundational Concepts & ELTs**

**GRADUATION STANDARD 5: Statistics & Probability** - Interpret, infer and apply statistics and probability to analyze data and reach and justify conclusions.

**Data Analysis**

*By the end of 12<sup>h</sup> grade students should be able to ...*

Summarize, represent, and interpret data on a single count or measurement variable and on two categorical and quantitative variables.

(CCSS HSS.ID.A, HSS.ID.B)

Interpret linear models. (CCSS HSS.ID.C)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies. (CCSS HSS.IC.B)

**Math I Essential Learning Targets (Proficiency Points):**

Understands how to use data from a random sample to draw inferences about a population with an unknown characteristic of interest, level I, part 1

Understands how to make informal comparative inferences about two populations, level I, part 2

Is skilled at constructing and interpreting scatter plots between two sets of linked data, level J, part 1

Understands to use the equation of a linear model to solve problems in the context of vicariate measurement, interpreting the slope intercept, level J, part 2

**Math III Essential Learning Targets (Proficiency Points):**

Understands how to use statistics appropriate to the shape of the data distribution, level K, part 1

Understands how to use the mean and standard deviation of a data set to fit a normal distribution and to estimate the population percentages, level K, part 2

**Probability**

*By the end of 12<sup>h</sup> grade students should be able to ...*

Understand independence and conditional probability and use them to interpret data. (CCSS HSS.CP.A)

Use the rules of probability to compute probabilities of compound events. (CCSS HSS.CP.B.6-7)

**Math I Essential Learning Targets (Proficiency Points):**

Understands when two events A and B are independent, level B

Is skilled at using the rules of probability to compute probabilities of compound events, level C, part 1

Is skilled at calculating expected values, level B, part 1

Is skilled at using probability to evaluate outcomes of decisions, level C, part 3

Evidence #4

# **SOUTH PORTLAND SCHOOL DEPARTMENT**

## **Graduation Standards for 21<sup>st</sup> Century Skills**

### **Grades K-12**

**Essential Learning Targets (ELTs)** articulated as Proficiency Points  
aligned to **Maine Learning Results Guiding Principles**

March 2014

## 21<sup>st</sup> Century Essential Learning Targets

21<sup>st</sup> Century Skills are a set of intellectual behaviors that lead to productive actions required of successful individuals in the world today. According to Costa and Kallick, when individuals encounter dichotomies, are confronted by dilemmas, or face uncertainties, the most effective response requires using 21<sup>st</sup> century skills. “When we draw upon these intellectual resources, the results are more powerful, of higher quality, and of greater significance than if we fail to employ such patterns of intellectual behavior,” (Costa & Kallick) Retrieved from <http://www.ascd.org/publications/books/108008/chapters/Describing-the-Habits-of-Mind.aspx>.

21<sup>st</sup> Century skills are the skills that allow students to exhibit the dispositions (“ways of acting”) that are described in the Maine Learning Results Guiding Principals. In addition, 21<sup>st</sup> Century skills incorporate the ways of thinking articulated in the NGSS as effective practices in science learning, as well as the math practices and E/LA student competencies that are articulated in the CCSS. Consequently, these skills are applicable in all subjects.

Students are not naturally clear and effective communicators, collaborative and creative problem-solvers, responsible citizens, and integrated thinkers. Students need to learn and develop the skills that allow them to act in these ways. Therefore, 21<sup>st</sup> Century Skills are modeled, taught and supported by all teachers as appropriate for the content and task.

**All** 21<sup>st</sup> century skills are taught and reviewed in **all** content areas at **all** times. However, it is necessary to formally assess and document student progress toward acquiring these skills. The following Essential Learning Targets (ELTs) for 21<sup>st</sup> Century Skills represent the assessment targets for which all students need to demonstrate proficiency for graduation. The matrices below outline the points at which 21<sup>st</sup> Century Skills are assessed summatively, which means scores are documented for proficiency and reported. The matrices also document points at which 21<sup>st</sup> century skills are informally assessed and students receive direct feedback (a.k.a. formatively assessed).

## 21<sup>st</sup> Century Essential Learning Targets

### HIGH SCHOOL (Level D targets)

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
English - summative	Communication Creativity	Global Awareness Initiative	Collaboration Critical Thinking	Problem-Solving Communication
	- formative	Global Awareness Initiative	Collaboration Critical Thinking	Problem-Solving Communication
Math - summative	Problem-Solving Initiative	Critical Thinking Collaboration	Communication Global Awareness	Creativity Problem-Solving
	- formative	Critical Thinking Collaboration	Communication Global Awareness	Creativity Problem-Solving
Science - summative	Critical Thinking Collaboration	Problem-Solving Communication	Creativity Critical Thinking	Global Awareness Initiative
	- formative	Problem-Solving Communication	Creativity Critical Thinking	Global Awareness Initiative
History - summative	Global Awareness Communication	Collaboration Creativity	Initiative Problem-Solving	Critical Thinking Global Awareness
	- formative	Collaboration Creativity	Initiative Problem-Solving	Critical Thinking Global Awareness
World Languages - summative	Communication Global Awareness	Critical Thinking Creativity		
	- formative	Critical Thinking Creativity	Initiative Communication	
Music - summative	Collaboration Creativity	Initiative Problem-solving		
	- formative	Initiative Problem-solving	Critical thinking Creativity	
Art - summative	Creativity Critical Thinking	Global Awareness Problem-solving		
	- formative	Global Awareness Problem-solving	Collaboration Critical Thinking	
Health/Phys. Ed - summative	Initiative Problem-solving	Collaboration Communication		
	- formative	Collaboration Communication	Initiative Critical Thinking	

## 21<sup>st</sup> Century Essential Learning Targets

### MIDDLE SCHOOL (Level C targets)

	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	
E/LA	- summative	Communication Creativity	Global Awareness Initiative	Collaboration Critical Thinking
	- formative	Global Awareness Initiative	Collaboration Critical Thinking	Problem-Solving Communication
Math	- summative	Problem-Solving Initiative	Critical Thinking Collaboration	Communication Global Awareness
	- formative	Critical Thinking Collaboration	Communication Global Awareness	Creativity Problem-Solving
Science	- summative	Critical Thinking Collaboration	Problem-Solving Communication	Creativity Critical Thinking
	- formative	Problem-Solving Communication	Creativity Critical Thinking	Global Awareness Initiative
Soc. Studies	- summative	Global Awareness Communication	Collaboration Creativity	Initiative Problem-Solving
	- formative	Collaboration Creativity	Initiative Problem-Solving	Critical Thinking Global Awareness
Music	- summative	Collaboration Creativity	Initiative Problem-solving	Global Awareness Critical Thinking
	- formative	Initiative Problem-solving	Critical thinking Creativity	Communication
Art	- summative	Creativity Critical Thinking	Global Awareness Problem-solving	Initiative Communication
	- formative	Global Awareness Problem-solving	Collaboration Critical Thinking	Collaboration Creativity
Health/Phys. Ed	- summative	Initiative Problem-solving	Collaboration Communication	Global Awareness Critical Thinking
	- formative	Collaboration Communication	Initiative Critical Thinking	Creativity Problem-solving
World Languages	- summative	Communication Global Awareness		Critical Thinking Creativity
	- formative	Critical Thinking Creativity		Initiative Communication

3/31/14

Credits: The Essential Learning Targets were articulated using the work of Great Schools Partnership, Maine Cohort for Customized Learning, Costa & Kallick, Tina Chuek of ell.stanford.edu, and the Buck Institute.

## 21<sup>st</sup> Century Essential Learning Targets

### INTERMEDIATE (Level B targets)

		3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
E/LA	- summative	Communication Creativity	Global Awareness Initiative	Collaboration Critical Thinking
	- formative	Global Awareness Initiative	Collaboration Critical Thinking	Problem-Solving Communication
Math	- summative	Problem-Solving Initiative	Critical Thinking Collaboration	Communication Global Awareness
	- formative	Critical Thinking Collaboration	Communication Global Awareness	Creativity Problem-Solving
Science	- summative	Critical Thinking Collaboration	Problem-Solving Communication	Creativity Critical Thinking
	- formative	Problem-Solving Communication	Creativity Critical Thinking	Global Awareness Initiative
Soc. Studies	- summative	Global Awareness Communication	Collaboration Creativity	Initiative Problem-Solving
	- formative	Collaboration Creativity	Initiative Problem-Solving	Critical Thinking Global Awareness
Music	- summative	Collaboration Creativity	Initiative Problem-solving	Global Awareness Critical Thinking
	- formative	Initiative Problem-solving	Critical thinking Creativity	Communication
Art	- summative	Creativity Critical Thinking	Global Awareness Problem-solving	Initiative Communication
	- formative	Global Awareness Problem-solving	Collaboration Critical Thinking	Collaboration Creativity
Health/Phys. Ed	- summative	Initiative Problem-solving	Collaboration Communication	Global Awareness Critical Thinking
	- formative	Collaboration Communication	Initiative Critical Thinking	Creativity Problem-solving

3/31/14

Credits: The Essential Learning Targets were articulated using the work of Great Schools Partnership, Maine Cohort for Customized Learning, Costa & Kallick, Tina Chuek of ell.stanford.edu, and the Buck Institute.

## 21<sup>st</sup> Century Essential Learning Targets

### PRIMARY (Level A targets)

	K	1 <sup>st</sup>	2 <sup>nd</sup>
E/LA - summative	Communication Creativity	Global Awareness Initiative	Collaboration Critical Thinking
	- formative	Global Awareness Initiative	Collaboration Critical Thinking
Math - summative	Problem-Solving Initiative	Collaboration Problem-solving	Communication Global Awareness
	- formative	Critical Thinking Collaboration	Communication Global Awareness
Science - summative	Critical Thinking Collaboration	<b>Critical Thinking</b> Communication	Creativity Critical Thinking
	- formative	Problem-Solving Communication	Creativity Critical Thinking
Soc. Studies - summative	Global Awareness Communication	Collaboration Creativity	Initiative Problem-Solving
	- formative	Collaboration Creativity	Initiative Problem-Solving
Music - summative	Collaboration Creativity	Initiative Problem-solving	Global Awareness Critical Thinking
	- formative	Initiative Problem-solving	Critical thinking Creativity
Art - summative	Creativity Critical Thinking	Global Awareness Problem-solving	Initiative Communication
	- formative	Global Awareness Problem-solving	Collaboration Critical Thinking
Health/Phys. Ed - summative	Initiative Problem-solving	Collaboration Communication	Global Awareness Critical Thinking
	- formative	Collaboration Communication	Initiative Critical Thinking

3/31/14

Credits: The Essential Learning Targets were articulated using the work of Great Schools Partnership, Maine Cohort for Customized Learning, Costa & Kallick, Tina Chuek of ell.stanford.edu, and the Buck Institute.

## 21<sup>st</sup> Century Essential Learning Targets

**21<sup>ST</sup> CENTURY SKILL: Collaboration** – Uses interpersonal skills to learn and work with individuals from diverse background and understands the interdependence within and across systems as seen by bringing to each situation the appropriate actions.

### **Working to a Team Goal**

**K-2 Essential Learning Target:**

Identifies and responds to the needs of others in a learning group or social context by offering help or ideas to a partner or team member, by listening and contributing appropriately in a group situation.

**3-5 Essential Learning Target:**

Thinks and behaves with a respect for the collective by offering ideas and also encouraging others to offer their thoughts and ideas, and by speaking in terms of the ideas/solutions that the team created and not what the individuals did.

**MS Essential Learning Target:**

Supports group goals and efforts and suspends one's personal biases for the good of the team's goals as seen by the ability to describe/explain the group's plan, the steps to be taken even (if they are not the one's the individual suggested) his/her job/role in the plan and carries out his/her role/jobs in the plan.

**HS Essential Learning Target:**

Optimizes the strengths of team members to advance the goals of the team by identifying why certain people have a role or should have a role in terms of the intended or desired outcome of the group and the different members' strengths, interests, and ambitions.

### **Maintaining Focus**

**K-2 Essential Learning Target:**

Remains physically with partner or group for duration of task and offers no distraction.

**3-5 Essential Learning Target:**

Concentrates energies toward the group's intended outcome(s) by making comments and actions relevant to the task.

**MS Essential Learning Target:**

Uses resources and concentrates energies toward the group's intended outcome(s) by relating all comments and suggestions to the group's goal and plan.

**HS Essential Learning Target:**

Seeks and manages resources that are the most applicable and beneficial to the group's task/goal/plan.

### **Negotiation**

**K-2 Essential Learning Target:**

Accepts (a.k.a. does not get emotional; does perseverate on disappointment) that one's idea(s) may not be chosen by the group.

**3-5 Essential Learning Target:**

Offers alternative ideas/suggestions that incorporate elements or aspects of others' ideas/suggestions.

**MS Essential Learning Target:**

Advocates for an idea or solution by offering logical and appropriate reasons why the group should adopt the idea.

**HS Essential Learning Target:**

Reflects on and critiques multiple ideas and solutions in terms of appropriateness to the team's goal/plan.

## 21<sup>st</sup> Century Essential Learning Targets

**21<sup>ST</sup> CENTURY SKILL: Creativity & Innovation** – In the 21<sup>st</sup> century we want students who participate positively in the design of creative solutions to meet human needs and wants.

### **Cultivating Curiosity**

**K-2 Essential Learning Target:**

Exhibits curiosity about how why things are the way they are.

(As measured by gr. K-2 rubric categories – 1<sup>st</sup> “I can” statement)

**3-5 Essential Learning Target:**

Exhibits interest in how things might be substantively improved or reinvented and understand why something should be improved or created (i.e., benefit to others).

(As measured by gr. 3-5 rubric categories – value; define creative challenge)

**MS Essential Learning Target:**

Develops insight about the particular needs and interests of the target audience

(As measured by gr. 6-8 rubric categories – value; define creative challenge)

**HS Essential Learning Target:**

Seeks out and uses feedback and critique to revise product to better meet the needs of the intended audience.

(As measured by gr. 9-12 rubric categories – value; define creative challenge)

### **Seek inspiration**

**K-2 Essential Learning Target:**

Emulates/adapts existing models.

(As measured by gr. K-2 rubric categories – 4<sup>th</sup> “I can” statement)

**3-5 Essential Learning Target:**

Seeks information/feedback.

(As measured by gr. 3-5 rubric categories – ID sources; select ideas)

**MS Essential Learning Target:**

In addition to typical sources, finds unusual ways or places to get information (adult expert, community member, business or organization, literature).

(As measured by gr. 6-8 rubric categories – ID sources; Select ideas)

**HS Essential Learning Target:**

Promotes divergent and creative perspectives during discussions.

(As measured by gr. 9-12 rubric categories – ID sources; Select ideas)

### **Originality**

**K-2 Essential Learning Target:**

Creates a totally new way to do something or represent something.

(As measured by gr. K-2 rubric categories – 2<sup>nd</sup> & 5<sup>th</sup> “I can” statement)

**3-5 Essential Learning Target:**

Recognizes and encourages novel ideas and solutions of others; generates several novel ideas and solutions.

## 21<sup>st</sup> Century Essential Learning Targets

(As measured by gr. 3-5 rubric categories – originality)

### **MS Essential Learning Target:**

Uses idea-generating techniques to develop several original ideas for product(s)

(As measured by gr. 6-8 rubric categories – originality)

### **HS Essential Learning Target:**

Looks beyond rules and conventions, or use common materials or ideas in new, clever and surprising ways.

(As measured by gr. 9-12 rubric categories - originality)

## **Implementation**

### **K-2 Essential Learning Target:**

Articulates the steps and/or materials needed (even if not feasible).

(As measured by gr. K-2 rubric categories – 1<sup>st</sup> & 3<sup>rd</sup> “I can” statement)

### **3-5 Essential Learning Target:**

Creates a plan that is well thought out and feasible.

(As measured by gr. 3-5 rubric categories - style)

### **MS Essential Learning Target:**

Selects an approach and creates a plan or design that is thorough, well-integrated and considers the purpose and the feasibility.

(As measured by gr. 6-8 rubric categories - style; value; select ideas)

### **HS Essential Learning Target:**

Creates a plan or design that is thorough, well-integrated and considers the purpose and feasibility including acknowledgement of barriers/related complexities.

(As measured by gr. 9-12 rubric categories - style; value; select ideas)

## **Risk-taking**

### **K-2 Essential Learning Target:**

Uses trial and error strategies in unknown/unfamiliar situations.

(As measured by gr. K-2 rubric categories – 6<sup>th</sup> “I can” statement)

### **3-5 Essential Learning Target:**

Accepts error/failure as valuable information about next steps.

(As measured by gr. 3-5 rubric categories – Select ideas)

### **MS Essential Learning Target:**

Participates in or embraces new activities, strategies, interactions, etc.

(As measured by gr. 6-8 rubric categories – Select ideas)

### **HS Essential Learning Target:**

Seeks out opportunities to engage in new activities, strategies, interactions, etc.

(As measured by gr. 9-12 rubric categories – Select ideas)

3/31/14

Credits: The Essential Learning Targets were articulated using the work of Great Schools Partnership, Maine Cohort for Customized Learning, Costa & Kallick, Tina Chuek of ell.stanford.edu, and the Buck Institute.

## 21<sup>st</sup> Century Essential Learning Targets

**21<sup>ST</sup> CENTURY SKILL: Communication** – In the 21<sup>st</sup> century we want students that understand the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes

### Listening with Understanding and Empathy

**K-2 Essential Learning Target:**

Listens with respect (quietly, attentively).

**3-5 Essential Learning Target:**

Suspends one's own opinions while listening to the ideas of others, such as not commenting on the value or relevance of what was said.

**MS Essential Learning Target:**

Clarifies what is heard and responds appropriately by asking a question to expand on what was heard or to clarify, repeating what was said as a question to confirm it was heard accurately, and/or addressing what is heard.

(BIE presentation rubric "Response to Audience")

**HS Essential Learning Target:**

Shows understanding of others thinking by re-phrasing and paraphrasing while pointing out similarities and differences in peoples thinking/expressions.

### Seeking to be Understood

**K-2 Essential Learning Target:**

Respects and considers the point of view of others

**3-5 Essential Learning Target:**

Uses precise, descriptive language to communicate ideas and feelings appropriate to context and task

**MS Essential Learning Target:**

Uses explanations and evidence to communicate ideas and feelings

(BIE presentation rubric "Presentation Aids")

**HS Essential Learning Target:**

Expresses one's thought with respect and consideration of the point of view of others, such as articulating thoughts in terms of commonalities and difference in others' expressions or in terms of the agreement with or opposition of his/her viewpoint to the context at hand (i.e., political view, stated theory, etc.).

### Constructing Arguments

**K-2 Essential Learning Target:**

Makes a prediction, states an opinion or conclusion and offers logical and appropriate reasons.

**3-5 Essential Learning Target:**

Makes a prediction, states an opinion or conclusion and offers specific facts or examples to support the statement.

**MS Essential Learning Target:**

Makes a prediction, states an opinion or conclusion and offers specific facts, citations of works to support the statement.

(BIE presentation rubric "Explanation of Ideas & Information")

**HS Essential Learning Target:**

3/31/14

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## 21<sup>st</sup> Century Essential Learning Targets

Makes a prediction, states an opinion or conclusion and offers specific facts, citations of works to support the statement and has included where others disagree and why that is not valid.
<b>Awareness of Audience</b>
<b>K-2 Essential Learning Target:</b> Regulates voice (volume and tone – no baby talk, no whining) between home and school and outside vs. inside.
<b>3-5 Essential Learning Target:</b> Uses tone of voice, volume, and word choice appropriate to home/friends vs. school/classroom.
<b>MS Essential Learning Target:</b> Uses tone of voice, volume, and word choice appropriate to a variety of audiences (i.e., teachers, guests, when presenting information, etc.). (BIE presentation rubric “eyes” body” and “voice”)
<b>HS Essential Learning Target:</b> Selects and uses tone of voice, volume, and word choice appropriate to a variety of audiences (i.e., teachers, guests, when presenting information, etc.).
<b>Awareness of Purpose and Mode</b>
<b>K-2 Essential Learning Target:</b> Identifies the message in voice/conversation, song, books, pictures, plays, etc.
<b>3-5 Essential Learning Target:</b> Understands that certain modes are meant for certain audiences.
<b>MS Essential Learning Target:</b> Selects a mode of communication to match intended audience and purpose of expression.
<b>HS Essential Learning Target:</b> Uses a variety of modes of communication as appropriate to the message and audience.

## 21<sup>st</sup> Century Essential Learning Targets

**21<sup>ST</sup> CENTURY SKILL: Problem-solving** – In the 21<sup>st</sup> century we want students who select and apply a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one.

### **Deconstructing**

**K-2 Essential Learning Target:**

Articulates what s/he is trying to find or do by stating the problem in his/her own words and/or describing the issue/concern or barrier.

**3-5 Essential Learning Target:**

Identifies what information is known about the problem or situation and what information, if any, is missing or not needed.

**MS Essential Learning Target:**

Identifies a subgoal or smaller pieces to work through first.

**HS Essential Learning Target:**

Identifies other related or more general problems or situations for which the techniques will work in order to apply or create a model or apply or write a rule.

### **Reconstructing**

**K-2 Essential Learning Target:**

Check the results in the original problem or the solution.

**3-5 Essential Learning Target:**

Interpret the solution in terms of the original problem for its reasonableness.

**MS Essential Learning Target:**

Determine if the solution is the best or only solution.

**HS Essential Learning Target:**

Consider/identify other related or more general problems for which the techniques will work.

### **Persevering**

**K-2 Essential Learning Target:**

Keeps trying and seeks help until the task is completed.

**3-5 Essential Learning Target:**

Stays focused on a task adjusting the steps when they are not working.

**MS Essential Learning Target:**

Uses alternative strategies or approaches when initial strategies or approaches are not working.

**HS Essential Learning Target:**

Draws on previous experiences and a variety of resources (including seeking others' input) to solve current problems.

### **Using Resources**

**K-2 Essential Learning Target:**

3/31/14

Credits: The Essential Learning Targets were articulated using the work of Great Schools Partnership, Maine Cohort for Customized Learning, Costa & Kallick, Tina Chuek of ell.stanford.edu, and the Buck Institute.

## 21<sup>st</sup> Century Essential Learning Targets

Uses taught methods, strategies, tools and processes to find solutions or surmount obstacles.

**3-5 Essential Learning Target:**

Selects and uses appropriate methods, strategies, tools and processes to find solutions or surmount obstacles.

**MS Essential Learning Target:**

Seeks out additional or new appropriate methods, strategies, tools and processes to find solutions or surmount obstacles.

**HS Essential Learning Target:**

Evaluates or critiques new and already know methods, strategies, tools and processes to find solutions or surmount obstacles.

## 21<sup>st</sup> Century Essential Learning Targets

**21<sup>ST</sup> CENTURY SKILL: Critical-thinking** – In the 21<sup>st</sup> century we want students who are skilled at using complex reasoning processes to make meaning.

### Ask Questions

**K-2 Essential Learning Target:**

Question how and why things are the way they are.

**3-5 Essential Learning Target:**

Pose “what if” questions to broaden an exploration.

**MS Essential Learning Target:**

Identify an overarching question for exploration.

**HS Essential Learning Target:**

Identify an overarching question for exploration with sub-questions.

### Observe and Collect Data

**K-2 Essential Learning Target:**

Articulate things seen, felt, heard related to object of question (a.k.a. observe)

**3-5 Essential Learning Target:**

Make observations and record info/notes.

**MS Essential Learning Target:**

Collect data and record it in a systematic manner.

**HS Essential Learning Target:**

Identify data to be collected and the system best suited for its recording/display.

### Seek Explanations

**K-2 Essential Learning Target:**

Predict based on observation what may be happening.

**3-5 Essential Learning Target:**

Generates additional or more refined thoughts/reasons based on observation.

**MS Essential Learning Target:**

Identifies patterns, trends, and relationships that apply to reasoning/findings.

**HS Essential Learning Target:**

Consult a variety of sources to support, refine, refute, and/or elaborate findings or reasoning.

### Analyze Arguments

**K-2 Essential Learning Target:**

Identifying statements or claims that seem inappropriate or in error.

**3-5 Essential Learning Target:**

3/31/14

Credits: The Essential Learning Targets were articulated using the work of Great Schools Partnership, Maine Cohort for Customized Learning, Costa & Kallick, Tina Chuek of ell.stanford.edu, and the Buck Institute.

## 21<sup>st</sup> Century Essential Learning Targets

<p>Looking for and then explaining weak references, personal attacks, biases, and/or questionable sources used in statement of a claim. <b>MS Essential Learning Target:</b> Looking for and then explaining fallacies like ad hominen, appeal through fear, poisoning the well, and/or misinformation underlying a statement of a claim. <b>HS Essential Learning Target:</b> Reflecting to insure that you are being objective in detecting and explaining errors in reasoning.</p>
<p><b>Seek Connections</b></p> <p><b>K-2 Essential Learning Target:</b> See the relationship between or similarities between current information/situation and previous knowledge or experience. <b>3-5 Essential Learning Target:</b> Draws on skills and information from one context to use in another situation. <b>MS Essential Learning Target:</b> Identifies how different things (i.e., gears, nations, organisms, etc.) in a context work together and influence one another. <b>HS Essential Learning Target:</b> Uses understanding of how different things (i.e., gears, nations, organisms, etc.) in a context work together and influence one another to consider different outcomes or predict outcomes.</p>
<p><b>Generalizing</b></p> <p><b>K-2 Essential Learning Target:</b> Generate a more general form of a specific term and identify other specifics that could be an example of that general term. <b>3-5 Essential Learning Target:</b> Replace specific terms with more general terms to generate a general pattern and using symbols, diagrams or models to represent the general pattern, thought, or idea. <b>MS Essential Learning Target:</b> Apply generalizations (pattern, model, diagram) to different specifics and explain how the generalization fits the new specific and/or not. <b>HS Essential Learning Target:</b> Use generalizations (pattern, model, diagram) to explain different specifics both how it fits and how it does not and revise the generalization in light of the new information.</p>

## 21<sup>st</sup> Century Essential Learning Targets

**21<sup>ST</sup> CENTURY SKILL: Initiative & Professionalism** – In the 21<sup>st</sup> century we want students who understand the importance of embracing and nurturing a growth mindset and who produce quality work.

### **Maintaining a Growth Mindset**

**K-2 Essential Learning Target:**

Uses effort as a path to success.

**3-5 Essential Learning Target:**

Embraces challenges.

**MS Essential Learning Target:**

Uses multiple resources to respond to obstacles.

**HS Essential Learning Target:**

Embraces and learns from criticism/feedback.

### **Setting & Monitoring Goals**

**K-2 Essential Learning Target:**

Knows the learning goal on which to improve and the necessary steps to accomplish the goal and tracks progress on the goal.

**3-5 Essential Learning Target:**

Identifies a learning goal on which to improve and strategies to accomplish the goal and tracks progress on the goal.

**MS Essential Learning Target:**

Identifies a learning goal, possible sub-goals and strategies to accomplish the goal and tracks progress on the goal and adjusts strategies as needed.

**HS Essential Learning Target:**

Identifies a learning goal and personal goal, possible sub-goals and strategies to accomplish the goal and tracks progress on the goal and adjusts strategies as needed.

### **Accepting & Responding to Feedback**

**K-2 Essential Learning Target:**

Knows one's strengths and areas to improve.

**3-5 Essential Learning Target:**

Embraces feedback and adjusts strategies.

**MS Essential Learning Target:**

Evaluates experiences and learning to inform future progress.

**HS Essential Learning Target:**

Searches for new and better opportunities for growth and improvement.

### **Meeting Quality Standards**

**K-2 Essential Learning Target:**

3/31/14

Credits: The Essential Learning Targets were articulated using the work of Great Schools Partnership, Maine Cohort for Customized Learning, Costa & Kallick, Tina Chuek of ell.stanford.edu, and the Buck Institute.

## 21<sup>st</sup> Century Essential Learning Targets

Follows directions to accomplish a task and double checks work for completion and adherence to expectations.

**3-5 Essential Learning Target:**

Takes pride in and responsibility for learning tasks and double checks work for accuracy and adherence to criteria.

**MS Essential Learning Target:**

Organizes time and resources to accomplish a task and double checks work for accuracy and craftsmanship (i.e., precision).

**HS Essential Learning Target:**

Seeks feedback and correction to attain standards for excellence and seeks opportunities to improve products/work.

## 21<sup>st</sup> Century Essential Learning Targets

**21<sup>ST</sup> CENTURY SKILL: Global Awareness** – In the 21<sup>st</sup> century we want students understand the interdependence within and across the world and community.

### **Appreciate Differences**

**K-2 Essential Learning Target:**

Knows and accepts that each person is different with unique skills, abilities, interests.

**3-5 Essential Learning Target:**

Knows that U.S. citizens are just one of the many different groups of people who speak different languages, have different traditions, etc. in the world.

**MS Essential Learning Target:**

Recognizes the influence of beliefs and practices of other cultures on American society and vice versa.

**HS Essential Learning Target:**

Seeks information and examples about how activities & practices from other cultural groups could impact current thought, practice, etc.

### **Contributes to global well-being**

**K-2 Essential Learning Target:**

Knows that people and organizations engage in helping others or in protecting the world's resources.

**3-5 Essential Learning Target:**

Raises awareness of ways to help others or to protect the world's resources.

**MS Essential Learning Target:**

Participates in a service project designed to help others or to protect the world's resources.

**HS Essential Learning Target:**

Seeks or initiates opportunities to help others or to protect the world's resources.

## 21<sup>st</sup> Century Essential Learning Targets

### alignment to MAINE LEARNING RESULTS – Guiding Principles

<b>Standard A:</b> Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes. (MLR – Clear & Effective Communicator; 4Cs - Communication)
<b>Performance Indicators 9-12</b>
Demonstrates organized and purposeful communication in English and at least one other language COMMUNICATION: Seeking to be Understood (World Language ELTs)
Uses evidence and logic appropriately in communication COMMUNICATION: Seeking to be Understood COMMUNICATION: Constructing Arguments
Adjusts communication based on the audience COMMUNICATION: Awareness of Audience
Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions) COMMUNICATION: Awareness of Purpose and Mode

<b>Standard B:</b> Understands the importance of embracing and nurturing a growth mindset. (MLR – Self-directed, Life long Learner)
<b>Performance Indicators 9-12</b>
Recognizes the need for information and locates and evaluates resources PROBLEM SOLVING: Employing resources
Applies knowledge to set goals and make informed decisions INITIATIVE: Setting & Monitoring Goals
Applies knowledge in new contexts PROBLEM SOLVING: Employing resources
Demonstrates initiative and independence INITIATIVE: Maintaining a Growth Mindset INITIATIVE: Setting & Monitoring Goals INITIATIVE: Accepting & Responding to Feedback INITIATIVE: Meeting Quality Standards
Demonstrates flexibility including the ability to learn, unlearn and relearn INITIATIVE: Accepting & Responding to Feedback
Demonstrates reliability and concern for quality INITIATIVE: Meeting Quality Standards
Uses interpersonal skills to learn and work with individuals from diverse backgrounds COLLABORATION: Working to a Team Goal

## 21<sup>st</sup> Century Essential Learning Targets

<p><b>Standard C:</b> Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one. (MLR – Creative, Practical Problem-solver; 4Cs – Collaboration &amp; Creativity)</p>
<p><b>Performance Indicators 9-12</b></p>
<p>Observes and evaluates situations to define problems  <b>PROBLEM SOLVING:</b> Deconstructing  <b>PROBLEM SOLVING:</b> Reconstructing</p>
<p>Frames questions, makes predictions and designs data/information collection and analysis strategies  <b>CRITICAL THINKING:</b> Ask questions  <b>CRITICAL THINKING:</b> Observe and Collect Data  <b>CRITICAL THINKING:</b> Seek explanations</p>
<p>Identifies patterns, trends, and relationships that apply to solutions  <b>CRITICAL THINKING:</b> Seek explanations  <b>CRITICAL THINKING:</b> Generalizing</p>
<p>Generates a variety of solutions, builds a case for a best response and critically evaluates the response  <b>CRITICAL THINKING:</b> Ask questions  <b>CRITICAL THINKING:</b> Analyzing arguments  <b>PROBLEM SOLVING:</b> Deconstructing  <b>PROBLEM SOLVING:</b> Reconstructing</p>
<p>Sees opportunities, finds resources, and seeks results  <b>PROBLEM SOLVING:</b> Employing resources</p>
<p>Uses information and technology to solve problems  <b>PROBLEM SOLVING:</b> Employing resources</p>
<p>Perseveres in challenging situations  <b>PROBLEM SOLVING:</b> Persevering</p>

## 21<sup>st</sup> Century Essential Learning Targets

<b>Standard D:</b> Understands the interdependence within and across systems and brings to each situation the appropriate actions. (MLR – Responsible and Involved Citizen)
<b>Performance Indicators 9-12</b>
Participates positively in the community and designs creative solutions to meet human needs and wants COLLABORATION: Working to a Team Goal CREATIVITY & INNOVATION: Originality CREATIVITY & INNOVATION: Implementation GLOBAL AWARENESS: Contributes to global well-being
Accepts responsibility for personal decisions and actions
Demonstrates ethical behavior and the moral courage to sustain it
Understands and respects diversity GLOBAL AWARENESS: Appreciates differences
Displays global awareness and economic and civic literacy GLOBAL AWARENESS: Contributes to global well-being (Social Studies ELTs)
Demonstrates awareness of personal and community health and wellness GLOBAL AWARENESS: Contributes to global well-being (Health ELTs)

<b>Standard E.</b> Is skilled at using complex reasoning processes to make meaning. (MLR – Integrative & Informed Thinker; 4Cs – Critical Thinker)
<b>Performance Indicators 9-12</b>
Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology CRITICAL THINKING: Seek Connections
Evaluates and synthesizes information from multiple sources CRITICAL THINKING: Seek Explanations CRITICAL THINKING: Generalizing CRITICAL THINKING: Analyzing Arguments
Applies ideas across disciplines CRITICAL THINKING: Seek Connections
Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes CRITICAL THINKING: Seek Connections

## Evidence #5

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### SUPERINTENDENT'S MEMO

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TO: **PROFICIENCY BASED LEARNING COMMITTEE**  
FROM: **SUZANNE GODIN**  
SUBJECT: **MEETING AGENDA – 10.15.13**  
**2:00 – 4:00 PM SOUTH PORTLAND HIGH SCHOOL LIBRARY**

**Purpose** - to broaden the K-12 plan and facilitate the implementation of the plan including Board and Community outreach. The members of that team will then be the liaisons back to their building teams.

**Membership:**

Suzanne Godin, Superintendent  
Becky Brown, Director of Curriculum, Instruction and Assessment  
Kim Bennett, SPS Assistant Principal  
Sarah Gay, SPS English Teacher  
Carrie Stilphen, Mahoney Principal  
Julie Lefebvre, Mahoney Grade 7 Teacher  
Megan Welter, Memorial Principal  
TBD, Memorial Teacher  
Lue Bagley, Skillin Elementary School Teacher  
TBD, Elementary Teacher  
Mary House, Board of Education  
Mark Kostin, Great Schools Partnership  
Jon Ingram, Great Schools Partnership  
TBD, Parent  
TBD, Parent

**Agenda:**

1. Welcome and Introductions
2. Review of Purpose, Plan and Resources
3. Pressing Areas to Address
4. Next Meeting – Agenda, Date, Time and Location

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**SUPERINTENDENT'S MEMO**

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**TO: PROFICIENCY BASED STEERING COMMITTEE**  
**FROM: SUZANNE GODIN**  
**SUBJECT: MEETING AGENDA – 11.19.13**  
**2:00 – 4:00 PM SOUTH PORTLAND HIGH SCHOOL LIBRARY**

**Purpose** - to broaden the K-12 plan and facilitate the implementation of the plan including Board and Community outreach. The members of that team will then be the liaisons back to their building teams.

**Membership:**

Suzanne Godin, Superintendent  
Becky Brown, Director of Curriculum, Instruction and Assessment  
Kim Bennett, SPS Assistant Principal  
Sarah Gay, SPS English Teacher  
Carrie Stilphen, Mahoney Principal  
Julie Lefebvre, Mahoney Grade 7 Teacher  
Megan Welter, Memorial Principal  
Nancy Sparacio, Memorial Teacher  
Lue Bagley, Skillin Elementary School Teacher

**TBD, Elementary Teacher**

Mary House, Board of Education  
Mark Kostin, Great Schools Partnership  
Jon Ingram, Great Schools Partnership  
Heather Smith, Parent  
Heidi Watson, Parent

**Guest** : Jesse Olsen, JumpRope

**Agenda:**

- A. Welcome and Introductions (5 minutes)
- B. Updates: October 28 School Board Workshop and updated list of prioritized questions (10 minutes)
  - 1. How we will ensure that every student has an opportunity – and is encouraged – to ‘exceed the standard?’ How will we recognize exemplary work?  
Update from Becky about strategy in place with mini-tuning protocol seeking warm and cool feedback (20 minutes)
    - a. What’s helpful and/or resonates with you about this approach? How does this approach address the issues and questions that are surfacing?
    - b. What’s unclear, missing, or should be added to strengthen our approach?

2. How will we recognize exemplary accomplishments in the areas of learning (content area *and* Habits of Work)?

Discussion (75 minutes)

- a. What is the purpose of recognitions? (i.e. rationale, vision)
- b. What do we want our recognition practices to accomplish?
- c. How do other schools approach this in a proficiency-based system?
- d. What preliminary ideas do we have?
- e. What are our next steps?

To be addressed at subsequent meetings:

3. What changes to eligibility policies need to be made?
4. How do we accurately and meaningfully report learning? What does our report card/transcript need to look like?

D. Next Meeting – Agenda, Date, Time and Location (10 minutes)

**SUPERINTENDENT'S MEMO**  
**TO: BOARD OF EDUCATION**  
**FROM: SUZANNE GODIN**  
**SUBJECT: PROFICIENCY-BASED STEERING COMMITTEE Minutes**

**Purpose** - to broaden the K-12 plan and facilitate the implementation of the plan including Board and Community outreach. The members of that team will then be the liaisons back to their building teams.

**Driving Questions:**

1. How will we ensure that every student has an opportunity – and is encouraged – to “exceed the standard?” How will we identify exemplary work?
2. How will we recognize exemplary accomplishments in the areas of learning (content and Habits of Work)?
3. What changes to eligibility policies need to be made
4. How do we accurately and meaningfully report learning? What does our report card/transcript look like?

At the November 19, 2013 meeting the Proficiency-based Steering Committee addressed the first driving question: *How will we ensure that every student has an opportunity – and is encouraged – to “exceed the standard?” How will we identify exemplary work?*

The committee reviewed a taxonomy of understanding framework that Becky is using to develop a “continuum of understanding” with teachers. This framework served as a catalyst for the committee to discuss what deeper understanding means.

Discussion centered on “exceeding” being something generated from within a student versus something a teacher puts out as an opportunity for all students. The committee strongly felt that teachers needed to scaffold/pre-teaching learning that aims at a 4, then provide opportunities within summative assessments for all students to show a deeper/broader understanding of standards.

**Consensus:**

The committee consensus was that a 4 would represent exemplary work which depicts a deeper/broader understanding of standards versus going faster or further to future standards. Teachers will be expected to scaffold that understanding through pre-teaching and provide opportunities within summative assessments for all students to show Level 4 work.

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## SUPERINTENDENT'S MEMO

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TO:           **PROFICIENCY BASED LEARNING COMMITTEE**

FROM:       **SUZANNE GODIN**

SUBJECT:   **MEETING AGENDA – 12.17.13**

**2:00 – 4:00 PM SOUTH PORTLAND HIGH SCHOOL LIBRARY**

**Purpose** - to broaden the K-12 plan and facilitate the implementation of the plan including Board and Community outreach. The members of that team will then be the liaisons back to their building teams.

**Membership:**

Suzanne Godin, Superintendent  
Becky Brown, Director of Curriculum, Instruction and Assessment  
Kim Bennett, SPHS Assistant Principal  
Sarah Gay, SPHS English Teacher  
Carrie Stilphen, Mahoney Principal  
Julie Lefebvre, Mahoney Grade 7 Teacher  
Megan Welter, Memorial Principal  
Nancy Sparacio, Memorial French/Spanish Teacher  
Lue Bagley, Skillin Elementary School Teacher  
Ryan Bissell, Elementary Teacher  
Mary House, Board of Education  
Mark Kostin, Great Schools Partnership  
Jon Ingram, Great Schools Partnership  
Heather Smith, Parent  
Heidi Watson, Parent

**Agenda:**

1. Welcome, Introductions and Approval of Minutes
  
2. How will we recognize exemplary accomplishments in the areas of learning (content areas and Habits of Work)?
  - Discussion: (75 minutes)
  - a. What is the purpose of recognition? (i.e. rationale, vision)
  - b. What do we want our recognition practices to accomplish?
  - c. How does our current system recognize student achievement?
  - d. How do other schools approach this in a proficiency-based system?
  - e. What preliminary ideas do we have?
  - f. What are our next steps?

To be addressed at subsequent meetings:

3. What changes to eligibility policies need to be made?  
How do we accurately and meaningfully report learning? What does our report card/transcript need to look like?

4. Next Meeting – Agenda, Date, Time and Location  
January 21, 2014  
2:00-4:00 pm  
Mahoney Middle School Library

**SUPERINTENDENT'S MEMO**

TO: **PROFICIENCY-BASED STEERING COMMITTEE** FROM: **SUZANNE GODIN**

SUBJECT: **12.17.13 MINUTES**

**Purpose** - to broaden the K-12 plan and facilitate the implementation of the plan including Board and Community outreach. The members of that team will then be the liaisons back to their building teams.

**Driving Questions:**

1. How will we ensure that every student has an opportunity – and is encouraged – to “exceed the standard?” How will we identify exemplary work?
2. How will we recognize exemplary accomplishments in the areas of learning (content and Habits of Work)?
3. What changes to eligibility policies need to be made
4. How do we accurately and meaningfully report learning? What does our report card/transcript look like?

At the November 19, 2013 meeting, the Proficiency-based Steering Committee addressed the second driving question: ***How will we recognize exemplary accomplishments in the areas of learning (content and Habits of Work)?***

The committee determined the purpose of recognition was:

Honoring achievement or an accomplishment Acknowledging hard work

Showing what we value as a school body Developing a sense of pride

Provide a goal/standard toward which to aim Acknowledging achievement above the expected standards Providing a motivation to students

Identifying role models

Encourage initiative

Symbol or endorsement of exemplary or excellent work Recognition of growth or personal achievement

Themes that were highlighted were:

Honoring and/or recognizing achievement/accomplishment Encouraging, developing, setting a standard for

**Proposed belief statement**

***Recognition in the SPSD should honor the accomplishments of our students in addition to motivating and encouraging efforts toward our shared vision of excellence and personal achievement.***

***Characteristics of a Recognition System***

- transparency: clear and unambiguous standards (both discipline/content area base or around Habits of work)
- provide symbols that serve to distinguish accomplishments
- honor and encourage student learning styles and interests
- We accomplish this by providing multiple, flexible, personalized learning pathways
- Recognitions are typically public (ceremonies, transcripts, etc.)

**What are we doing right now?**

Elementary schools

- Assemblies

- Class recognitions
- Display case showcasing the work of every student in the class
- Perfect attendance recognition
- Very little – if any – formal academic recognition
- Core value recognitions in the school
- At the end of 5<sup>th</sup> grade there are several awards recognizing honors such as: most improved, citizenship, content-area (though at times the criteria and transparency of these are not entirely clear)
- Individual student recognition is typically at the classroom level. This occurs usually by setting individual learning goals
- Public schoolwide recognition is typically reserved for entire classes
- There is a level of recognition for students identified as G/T (though it is not set up in this way)

#### Memorial

- Assemblies (quarterly at Memorial)
- New awards this year
- On a roll: award in 7<sup>th</sup> grade recognizing the consistent positive growth
- Memorial scholar, Leadership, Wildcat Way (citizenship), 21c: language of criteria for each is tied to H.O.W.
- Honor roll (As = High; A-B = Honor) in 7<sup>th</sup> and 8<sup>th</sup>
- Goal: to recognize every student at least once

#### Mahoney

- Year end assemblies
- Considering new awards similar to Memorial
- Awards honoring retirees that are subject specific
- Honor roll as well
- Involved students last year in creating other awards that are not explicitly about achieving a static, ambitious academic goal
- At the end of each week, 8<sup>th</sup> graders would come to earlier grade and would recognize students in earlier grades (e.g. citizenship, kindness, etc.)

#### High School

- Honor roll (based on numbers with varying weights assigned to particular types of classes)
- Class rank (based on numbers with varying weights assigned to particular types of classes)
- NHS
- World Language Honor Society
- Other clubs and organizations have awards. However these don't tend to be very public
- Evening of excellence (book awards + each department). Some are quite specific, but many are not necessarily awarded using a clear and consistent criteria
- Banquets at the end of the year to recognize athletics and co-curricular
- PATHS has ceremony recognizing exemplary work accomplished
- Students wear cords at graduation based on GPA
- JMG has a competition recognizing individual students and teams
- School-specific recognitions, awards, accomplishments, endorsements, etc. would be

stated in the school profile which accompanies a student's transcript

**What are other schools (who have transitioned to a proficiency-based system) doing?**

Mark shared a couple of exemplar policies who share the following features/characteristics:

- Elimination of arbitrarily establishing a specific number or percentage of students to recognize (e.g. Top 10 or top 10%)
- Connect specifically to learning and achievement of school standards
- Use cumulative GPA based on average scores representing achievement on the set of graduation standards
- No additional weights added to the GPA based on the setting or course a student enrolled in
- Establish cut scores/bands for three tiers of Latin Honors
- In some cases, school will also indicate that there is a minimum H.O.W. score required to be eligible for the Latin Honors

**What specific ideas do we have?**

- Need to make sure we provide supports and scaffolding for students and adults as we make this shift
- Importance of transparency
- There need to be opportunities for students to distinguish themselves

**Next steps**

1. Policies needed:
  - a. Develop a recognition policy (in a proficiency-based system). Includes belief statement, characteristics, and cut-scores. A group needs to work on identifying these
  - b. Revise grading policy to align with proficiency-based system
2. A document that will serve as an implementation guidebook for recognition and for grading
3. Determine the mathematical GPA cut points for the three levels of Latin honor recognitions. Include statement about HOW
4. Forward to Policy Committee
5. Work on eligibility policy
6. Habits of mind: disposition, K-12, aligned with GPs

**Next Meeting:**

**Tuesday, January 21, 2014**

**2:00-4:00 pm**

**Mahoney Middle School Room 114 (Where we met last month)**

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**SUPERINTENDENT'S MEMO**

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**TO: PROFICIENCY BASED LEARNING COMMITTEE**  
**FROM: SUZANNE GODIN**  
**SUBJECT: MEETING AGENDA – 1.21.14**  
**2:00 – 4:00 PM MAHONEY MIDDLE SCHOOL RM 114**

**Purpose** - to broaden the K-12 plan and facilitate the implementation of the plan including Board and Community outreach. The members of that team will then be the liaisons back to their building teams.

**Membership:**

Suzanne Godin, Superintendent  
Becky Brown, Director of Curriculum, Instruction and Assessment  
Kim Bennett, SPHS Assistant Principal  
Sarah Gay, SPHS English Teacher  
Carrie Stilphen, Mahoney Principal  
Julie Lefebvre, Mahoney Grade 7 Teacher  
Megan Welter, Memorial Principal  
Nancy Sparacio, Memorial French/Spanish Teacher  
Lue Bagley, Skillin Elementary School Teacher  
Ryan Bissell, Elementary Teacher  
Mary House, Board of Education  
Mark Kostin, Great Schools Partnership  
Jon Ingram, Great Schools Partnership  
Heather Smith, Parent  
Heidi Watson, Parent

**Agenda:**

1. Welcome and Approval of Minutes
2. Determine the mathematical GPA cut points for the three levels of Latin honor recognitions.  
Include statement about HOW and Guiding Principles  

- Review sample transcripts and calculations
3. Develop a recognition policy (in a proficiency-based system) for Committee and Board review.  
Include belief statement, characteristics, and cut-scores.
4. Revise grading policy to align with proficiency-based system for Policy Committee and Board review.

5. To be addressed at subsequent meetings:

- Develop a document that will serve as an implementation guidebook for recognition and for grading.
- Determine what changes to eligibility policies need to be made?
- Determine how we accurately and meaningfully report learning? Determine what our report card/transcript need to look like?

**6. Next Meeting – Agenda, Date, Time and Location**

**February 25, 2014**

**2:00-4:00 pm**

**Location TBD**

**SUPERINTENDENT'S MEMO**

**TO: PROFICIENCY-BASED STEERING COMMITTEE FROM: SUZANNE GODIN**

**SUBJECT: 1.21.14 MINUTES**

**Purpose** - to broaden the K-12 plan and facilitate the implementation of the plan including Board and Community outreach. The members of that team will then be the liaisons back to their building teams.

**Driving Questions:**

1. How will we ensure that every student has an opportunity – and is encouraged – to “exceed the standard?” How will we identify exemplary work?
2. How will we recognize exemplary accomplishments in the areas of learning (content and Habits of Work)?
3. What changes to eligibility policies need to be made
4. How do we accurately and meaningfully report learning? What does our report card/transcript look like?

The committee reviewed and accepted the minutes of the 12.17.13 meeting.

Becky reviewed transcripts calculating GPA with and without weighting. Discussion centered on the positives and negatives of weighting grades, the purpose, and the college perspective. College perspective is more toward the strength of schedule than a weighted grade.

South Portland historically has weighted all levels of courses differently for class rank purposes: grade + 191 points, 193 points, 196 points or 200 points depending on level. GPA is non-weighted. Weighting grades is only for the purpose of determining class rank. Discussion put forth that “honors” designation indicates an expectation of student behavior.

Becky drew a diagram highlighting the assessment hierarchy of how targets, ELT’s indicators, and standards play into transcript calculations.

A proposal was put forth to not weight courses that are part of the guaranteed/viable curriculum and weight AP/dual enrollment courses. The committee was not in agreement on whether or not to weight honors classes.

A draft Honor and Recognition policy is being prepared for submittal to the Board of Education Policy Committee. Draft language was reviewed and edited as follows:

**The Board of Education believes recognition in the South Portland School Department should honor the academic and co-curricular accomplishments of district students in addition to motivating and encouraging efforts toward the District’s shared vision of excellence and personal achievement. Each school will develop a recognition system that exhibits the following characteristics. Recognition is:**

- - **Transparent: clear and unambiguous standards (Content, 21<sup>st</sup> Century Skills and Habits of Work)**
- - **Indicator of exemplary work**
- - **Honors and encourages student learning styles and interests in and outside of the classroom via multiple flexible pathways**
- - **Academic recognition is contingent on meeting or exceeding Habits of Work standards**
- - **The Latin Honors System** will be used to indicate individual student levels of distinction

**Cum Laude - Magna Cum Laude - Summa Cum Laude -**

**Next Meeting:**

**Tuesday, February 25, 2014 2:00-4:00 pm**

**Mahoney Middle School Room 114**

With Honor”

With “High Honor” With “Highest Honor”

Items to be discussed:

- - Weighted grades determination (purpose, Scholarships, sample impacts)
- - Cut scores for Latin Honors System
- - Honor and Recognition Policy – finalize draft
- - Eligibility policies
- - Grading manual/policy

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## SUPERINTENDENT'S MEMO

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TO:           **PROFICIENCY BASED LEARNING COMMITTEE**  
FROM:        **SUZANNE GODIN**  
SUBJECT:     **MEETING AGENDA – 2.25.14**  
  
                  **2:00 – 4:00 PM MAHONEY MIDDLE SCHOOL RM 114**

**Purpose** - to broaden the K-12 plan and facilitate the implementation of the plan including Board and Community outreach. The members of that team will then be the liaisons back to their building teams.

### **Membership:**

Suzanne Godin, Superintendent  
Becky Brown, Director of Curriculum, Instruction and Assessment  
Kim Bennett, SPHS Assistant Principal  
Sarah Gay, SPHS English Teacher  
Carrie Stilphen, Mahoney Principal  
Julie Lefebvre, Mahoney Grade 7 Teacher  
Megan Welter, Memorial Principal  
Nancy Sparacio, Memorial French/Spanish Teacher  
Lue Bagley, Skillin Elementary School Teacher  
Ryan Bissell, Elementary Teacher  
Mary House, Board of Education  
Mark Kostin, Great Schools Partnership  
Jon Ingram, Great Schools Partnership  
Heather Smith, Parent  
Heidi Watson, Parent

### **Agenda:**

5. Welcome and Approval of Minutes
6. Weighted grades determination (purpose, Scholarships, sample impacts)
7. Cut scores for Latin Honors System
8. Honor and Recognition Policy – finalize draft
9. Eligibility Policy
10. Grading manual/policy
11. **Next Meeting – Agenda, Date, Time and Location**  
**March 11, 2014**  
**2:00-4:00 pm**  
**Location: Mahoney Room 114**
  - Determine how we accurately and meaningfully report learning? Determine what our report card/transcript will look like?

# PROFICIENCY-BASED STEERING COMMITTEE

## WORK TO DATE 2.25.14

**Purpose** - to broaden the K-12 plan and facilitate the implementation of the plan including Board and Community outreach. The members of that team will then be the liaisons back to their building teams.

### Driving Questions:

1. How will we ensure that every student has an opportunity – and is encouraged – to “exceed the standard?” How will we identify exemplary work?
2. How will we recognize exemplary accomplishments in the areas of learning (content and Habits of Work)?
3. What changes to eligibility policies need to be made
4. How do we accurately and meaningfully report learning? What does our report card/transcript look like?

### Notes from SPSD Proficiency-Based Learning Committee

1. Minutes accepted with proviso of removing image (per Becky)
2. Weighting grades
  - a. Sample group of HS faculty with experience teaching AP courses support the notion of eliminating weight from Honors courses and weighting AP and dual enrollment courses. This recognizes the pace and rigor of such course and would likely incentivize students to do well
  - b. A counter-argument is around whether students who meet HS graduation standards via AP courses as one pathway should have their GPA increased compared to students who meet the same standards but via different pathways. If they are meeting the same standards then why would one pathway have greater value than another?
  - c. Take question to HS faculty: how should students who enroll in AP, dual enrollment - and other courses/pathways which presumably expect students to meet standards that are beyond HS graduation standards – be recognized?
  - d. Becky also suggested that it is also important to bring such a question to the broader community in some way (e.g. community forum). Similarly it was also suggested that students engage in this conversation as well.
  - e. Another set of questions arose around how college admissions officials would view the question of weighted vs. non-weighted grades for AP courses.
  - f. Possible steps moving forward:
    - i. Determine the importance and rationale for recognizing AP work in the current system
    - ii. Determine how we will address each of these needs in a PBL system

- iii. Engage HS faculty and students around this set of questions
- iv. Poll a sample of college admissions officers and get a better sense of the role GPA plays in general and the extent to which weighting GPA for certain courses places in admission decisions
- v. Ryan & Jon will work on a timeline
- vi. Make sure that the updated school profile clearly reports the % of students from each graduation cohort in each latin honor category

### 3. Latin Honors

- a. Many factors influence the cut scores:
  - i. Whether *only* 3.0 and 4.0 are given or 3.25, 3.5, etc. are given
  - ii. Whether 2.5 or 3.0 is the minimum graduation floor
- b. Likely too soon to have the conversation about cut scores
- c. What role will HOW and 21c skills?

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**SUPERINTENDENT'S MEMO**

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**TO: PROFICIENCY BASED LEARNING COMMITTEE**  
**FROM: SUZANNE GODIN**  
**SUBJECT: MEETING AGENDA – 4.1.14**  
**2:00 – 4:00 PM MAHONEY MIDDLE SCHOOL RM 114**

**Purpose** - to broaden the K-12 plan and facilitate the implementation of the plan including Board and Community outreach. The members of that team will then be the liaisons back to their building teams.

**Membership:**

Suzanne Godin, Superintendent  
Becky Brown, Director of Curriculum, Instruction and Assessment  
Kim Bennett, SPS Assistant Principal  
Sarah Gay, SPS English Teacher  
Carrie Stilphen, Mahoney Principal  
Julie Lefebvre, Mahoney Grade 7 Teacher  
Megan Welter, Memorial Principal  
Nancy Sparacio, Memorial French/Spanish Teacher  
Lue Bagley, Skillin Elementary School Teacher  
Ryan Bissell, Elementary Teacher  
Mary House, Board of Education  
Mark Kostin, Great Schools Partnership  
Jon Ingram, Great Schools Partnership  
Heather Smith, Parent  
Heidi Watson, Parent

**Agenda:**

12. Welcome and Approval of Minutes
13. Review and Approval of Honors/Recognition Policy Proposal
14. Review of Draft Eligibility Policy
15. Grading Policy Readings prior to next meeting
16. **Next Meeting –**  
**May 13, 2014**  
**2:00-4:00 pm**  
**Location: Mahoney Room 114**
  - Grading Policy
  - Community Forum

# South Portland School Department Proficiency-based Learning Community Forum

**Monday May 5, 2014**

**6:30 – 8 PM**

**South Portland High School Lecture Hall**



## **Join Us To:**

- Hear an update on the proficiency-based learning work being conducted by the District Steering Committee;
- Learn about the emerging responses and recommended policies to core questions raised by the Board of Education; and,
- Engage in small group conversations to share preliminary impressions and suggest important issues for the district to pursue as the work continues.

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**SUPERINTENDENT'S MEMO**

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**TO: PROFICIENCY BASED LEARNING STEERING COMMITTEE**  
**FROM: SUZANNE GODIN**  
**SUBJECT: MEETING AGENDA – 5.13.14**  
**2:00 – 4:00 PM MAHONEY MIDDLE SCHOOL RM 114**

**Purpose** - to broaden the K-12 plan and facilitate the implementation of the plan including Board and Community outreach. The members of that team will then be the liaisons back to their building teams.

**Membership:**

Suzanne Godin, Superintendent  
Becky Brown, Director of Curriculum, Instruction and Assessment  
Kim Bennett, SPS Assistant Principal  
Sarah Gay, SPS English Teacher  
Carrie Stilphen, Mahoney Principal  
Julie Lefebvre, Mahoney Grade 7 Teacher  
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Ryan Bissell, Elementary Teacher  
Mary House, Board of Education  
Mark Kostin, Great Schools Partnership  
Jon Ingram, Great Schools Partnership  
Heather Smith, Parent  
Heidi Watson, Parent

**Agenda:**

17. Welcome and Agenda Review
18. Community Forum Review
19. Finalize Eligibility Policy Recommendations
20. Prepare for Board vote on Revised Plan
21. **Next Meeting –**  
**June 10, 2014**  
**2:00-4:00 pm**  
**Location: Mahoney Room 114**
  - DOE Waiver submission
  - Grading Policy Recommendations
  - Report Card/Transcript

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**SUPERINTENDENT'S MEMO**

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TO: **PROFICIENCY BASED LEARNING STEERING COMMITTEE**  
FROM: **SUZANNE GODIN**  
SUBJECT: **MEETING AGENDA – 6.10.14**  
**2:00 – 4:00 PM MAHONEY MIDDLE SCHOOL RM 114**

**Purpose** - to broaden the K-12 plan and facilitate the implementation of the plan including Board and Community outreach. The members of that team will then be the liaisons back to their building teams.

**Membership:**

Suzanne Godin, Superintendent  
Becky Brown, Director of Curriculum, Instruction and Assessment  
Kim Bennett, SPS Assistant Principal  
Sarah Gay, SPS English Teacher  
Carrie Stilphen, Mahoney Principal  
Julie Lefebvre, Mahoney Grade 7 Teacher  
Megan Welter, Memorial Principal  
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Lue Bagley, Skillin Elementary School Teacher  
Ryan Bissell, Elementary Teacher  
Mary House, Board of Education  
Mark Kostin, Great Schools Partnership  
Jon Ingram, Great Schools Partnership  
Heather Smith, Parent  
Heidi Watson, Parent

**Agenda:**

22. Welcome and Agenda Review

23. Formal Reflection of Steering Committee Work

- How will we ensure that every student has an opportunity – and is encouraged – to “exceed the standard?” How will we identify exemplary work?
- How will we recognize exemplary accomplishments in the areas of learning (content and Habits of Work)?
- What changes to eligibility policies need to be made
- How do we accurately and meaningfully report learning? What does our report card/transcript look like?

24. **Next Meeting –**

**September, 2014 – Enjoy the Summer!**

## HONOR AND RECOGNITION

The Board of Education believes recognition in the South Portland School Department should honor academic and co-curricular accomplishments of South Portland students in addition to motivating and encouraging efforts toward the district’s shared vision of excellence and personal achievement.

The Board policy directs each school to develop a recognition system that:

- Makes clear and unambiguous the standards (Content, 21<sup>st</sup> Century Skills and Habits of work) and criteria on which recognition is based
- Encourages exemplary work
- Encourages student learning styles and interests in and outside of the classroom via multiple flexible pathways

## ACADEMIC RECOGNITION GUIDELINES

Academic recognition is contingent on meeting or exceeding Habits of Work standards. Course grades and Habits of Work scores are each calculated, separately, at the end of a semester for the purpose of determining academic recognition.

Academic recognition in the South Portland School Department is determined according to a Latin Recognition structure.

### **Latin Recognition**

Summa Cum Laude (with highest honor): 3.80 and Higher

Magna Cum Laude (with great honor): 3.50 – 3.79

Cum Laude (with honor): 3.0 – 3.49

## **CO-CURRICULAR ACTIVITIES**

The Board of Education believes that students will benefit from the experiences in self-discipline and team effort made possible through participation in co-curricular activities.

At the middle and high school levels, co-curricular activities shall include a variety of choices. Students shall be allowed to participate on the basis of their abilities, desire, and academic standing.

## **CO-CURRICULAR PARTICIPATION**

### **Six through Eight Co-Curricular Activities**

The intent of the Middle School Co-Curricular Program is to increase participation across all activities.

Sixth, seventh, and eighth grade students must obtain a grade of 2.5 or better on Habits of Work in all classes to be eligible for participation in co-curricular activities. Students with no more than one class grade below 2.5 in Habits of Work will be placed on academic probation at the beginning of the following grading period. During the probation period, the student will be allowed to participate in an activity. The student's status will be reviewed every two weeks by a building administrator. If the student has a 2.5 in Habits of Work, he/she will be allowed to continue to participate. A final decision regarding student eligibility will be made by the building administrator at the end of the grading period.

If, at the end of the academic year, a student has not met the eligibility requirements for the final grading period the student will be placed on academic probation at the beginning of the school year.

Eligibility will carryover from middle to high school.

**FY14 \$33,000.00 original allocation - 7500.00 expended FY 14 = \$25500.00**

MS teachers proficiency readiness PD

- expended summer 2014 - FY15

74 teachers X 6 hours = 444.00 hours X \$38.00 rate = \$16,872

\$25500.00
<u>-1,6872.00</u>
\$8628.00

JumpRope licenses for grades 5-9

- expended prior to school year 2014-15 - FY15

965 gr 5-8 + 243 gr. 9 = at least 1208 licenses; invoice for 1225 @ 8.40 = 10,290.00 local budget 8700.00 which will cover 1035 students difference of \$1590

\$8628.00
<u>-1,590.00</u>
\$7038.00

Great Schools Partnership Consultation

- expended during school year 2014-15 - FY15

Advise Proficiency-based Learning Steering Committee and administration \$7000.00

\$7038.00
<u>-7000.00</u>
38.00

**FY 15 \$33,000 allocation**

HS teachers proficiency readiness PD

- expended FY15 - summer 2015

65 teachers X 6 hours = 390.00 hours X \$40.00 rate = \$15,600

\$33,000
<u>-15,600</u>
\$17,400

ES teachers proficiency readiness PD

- expended FY15 - summer 2015

15 teachers X 6 hours = 90.00 hours X \$40.00 rate = \$3,600 (\$100 local budget)

\$17,400
<u>-3,500</u>
13,900

Great Schools Partnership Consultation

- expended during school year 2014-15 - FY15

High School Proficiency-based implementation facilitation with SPSHS administration \$13,900

\$13,900
<u>-13,900</u>
0,00

Authorization Page

Annually the SAU 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.

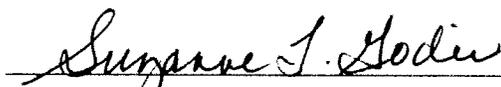
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

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;

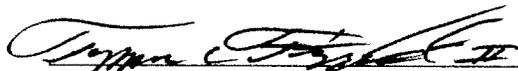
B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;

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

7-17-14  
Date

  
\_\_\_\_\_  
Chair of School Board

7-17-14  
Date