

13-14	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2020-2021
<p>ate in committee school</p> <p>ne</p> <p>ad</p> <p>grad and standards</p> <p>ntial</p> <p>s</p> <p>ad</p> <p>ignment</p> <p>standards</p> <p>re work with</p> <p>l in Art and of Teaching</p> <p>ad</p> <p>roviding</p> <p>on to</p> <p>ity ongoing</p> <p>arks</p> <p>rds in</p> <p>format (by</p>	<ul style="list-style-type: none"> <li>• Build common understanding of PBE work <b>survey all staff in 2015-16</b></li> <li>• Determine overall architecture of system <b>Need to do fall of 2015-16</b></li> <li>• Discuss/ determine grading policies - courses, grad stnds, GP <b>October 9, 2015</b></li> <li>• Create plan for demonstrating content and GP proficiency for graduation <b>in progress</b></li> <li>• Student/Parent meetings with 7<sup>th</sup> graders <b>Need to communicate with current 8th graders</b></li> </ul>	<ul style="list-style-type: none"> <li>• Continued stakeholder information for class of 2021 <b>Focus on gr 7</b></li> <li>• Develop support structures for architecture chosen <b>In progress</b></li> <li>• Continue work to align assessments to standards <b>In progress</b></li> <li>• Draft policies for class of 2021 <b>Begin in Spring after critical decisions are made</b></li> <li>• Pilot grading practices <b>(S'16)</b></li> <li>• Revise Expected</li> </ul>	<ul style="list-style-type: none"> <li>• PBE system piloted by teachers for teachers</li> <li>• Make adjustments as necessary</li> <li>• Continue aligning curr/inst/assess</li> <li>• Implement School wide grading practices</li> </ul> <p><b>Annual Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Report card to reflect grading changes (work habits)</li> <li>•Continued PD to support changes</li> </ul>	<ul style="list-style-type: none"> <li>• PBE system implemented for Gr 9</li> <li>• Make adjustments as needed</li> <li>• Continue aligning curr/inst/as</li> </ul> <p><b>Annual Benchmarks</b></p> <ul style="list-style-type: none"> <li>•Continued PD to support changes</li> <li>•Report progress on Grad Standards for Gr 9 <b>(how)</b></li> </ul> <p><b>Metric</b></p> <ul style="list-style-type: none"> <li>• Follow up survey on teacher</li> </ul>	<ul style="list-style-type: none"> <li>•PBE system implemented through Gr 10.</li> </ul> <p><b>Annual Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Report progress on Grad Standards for Gr 9 and 10</li> </ul> <p><b>Metric:</b></p> <ul style="list-style-type: none"> <li>• Follow up survey on teacher understanding of the effects of standards based grading practices</li> <li>• Parent/ student survey on effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• All grades K-12 in five towns implementing standards based system and reporting.</li> </ul> <p><b>Annual Benchmark</b></p> <ul style="list-style-type: none"> <li>• Standards Based Diploma and transcript issued for graduation that truly represents readiness for success at the next level of schooling or career.</li> </ul>

<p>accessible te in</p> <p>g objectives o standards ar on daily classrooms</p> <p>ss able on ation community</p>	<p>and current 7th grade parents</p> <p><b>Annual Benchmarks</b></p> <ul style="list-style-type: none"> <li>Documented architecture in place for how to determine graduation proficiency in content and GP</li> </ul> <p>To Do</p> <ul style="list-style-type: none"> <li>Agreed upon grading and reporting system</li> </ul> <p>To Do</p> <p><b>Metric</b></p> <ul style="list-style-type: none"> <li>Systems aligned to intent of PBE as evaluated by GSP coach and SBE district committee</li> </ul> <p>To Do</p>	<p>Outcomes department meetings</p> <p><b>Annual Benchmarks</b></p> <ul style="list-style-type: none"> <li>Agreed upon plan for student support/intervene.</li> </ul> <p>To Do</p> <ul style="list-style-type: none"> <li>Pilot grading practices in the 3<sup>rd</sup> quarter to understand impacts on reporting</li> </ul> <p>To Do</p> <p><b>Metric</b></p> <ul style="list-style-type: none"> <li>Follow up survey on teacher understanding of the effects of standards based grading practices</li> </ul> <p>May, 2016</p>	<p><b>Metric</b></p> <ul style="list-style-type: none"> <li>Policies drafted to support system envisioned</li> <li>School board approval of policies</li> </ul>	<p>understanding of the effects of standards based grading practices</p> <ul style="list-style-type: none"> <li>PD evaluations</li> <li>Parent/student survey on effectiveness of proficiency system</li> </ul>	<p>of proficiency system</p>	
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STRATEGIC OR	What	Process/How	Coordinator/	Timeline
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SBE COMMITTEE ACTIONS			Participants	
<p><b>information</b></p> <p>ation/input</p> <p>common</p> <p>ge of PBE, the law,</p> <p>points among</p> <p>;</p>	<p>1. <del>Rationale/Make the case</del></p> <p>2. <del>Overview of Law</del>  <a href="http://www.mainelegislature.org/legis/statutes/20-A/title20-Asec4722-A.html">http://www.mainelegislature.org/legis/statutes/20-A/title20-Asec4722-A.html</a>)</p> <p>3. <del>Common Vocabulary</del></p> <p>4. <del>10 Principles</del>  <a href="http://www.greatschoolspartnership.org/wp-content/uploads/2014/01/GSP_Ten_Principles_of_PBL--Assessment-Pathways.pdf">http://www.greatschoolspartnership.org/wp-content/uploads/2014/01/GSP_Ten_Principles_of_PBL--Assessment-Pathways.pdf</a></p> <p>5. <del>PBE Learning Simplified</del></p> <p>6. <del>Make clear connections between Art and Science, Educator Effectiveness, School's mission/vision and PBL</del></p>	<p>August Workshop - What/Why (overview of law, timeline - effort to blend our work - district; build understanding/identify areas that currently support this and question/challenges) Segue positively and slowly.</p> <p>Tuesday focus groups as bridge between August/October (articles on what is best for students - principles of PBL)</p> <p>October Workshop - Grading focus, pre-activity</p> <p>March Workshop? How - Assessment, Support Systems, Habits of Work</p> <p><b>Possible model for staff input, concerns, problem-solving:</b>  <a href="http://technologyplc.wikispaces.com/May+14th+PD+Day">http://technologyplc.wikispaces.com/May+14th+PD+Day</a></p>	<p>Elaine, Maria, HS admin, school SBE committee/district staff</p> <p>GSP coach/HS staff</p> <p>GSP coach/HS staff</p>	<p>Begin Fall 201</p> <p>Resources:  GSP Website  retreat.  GSP coach  Other</p>

		<p><b>4As</b>  <a href="http://schoolreforminitiative.org/doc/4_a_text.pdf">http://schoolreforminitiative.org/doc/4_a_text.pdf</a>  <b>Protocols:</b>  <a href="http://www.schoolreforminitiative.org/protocols/">http://www.schoolreforminitiative.org/protocols/</a></p>		
<p><b>ent information</b>          ation/input          e to build          ion and consensus          arents, particularly</p>	<ol style="list-style-type: none"> <li>1. Website – district, SBE, Facebook, newsletter, ?Blog</li> <li>2. 7<sup>th</sup> grade parent meetings</li> <li>3. Information in existing newsletter for HS parents</li> </ol>	<p>Hold meetings at sending schools or at CHRHS for efficiency?.</p>	<p>High school and sending school admin.</p>	<p><del>Fall 2014</del> ongoing</p>
<p><b>ent information</b>          re students          and what a          icy based diploma          or HS and for          on</p>	<ol style="list-style-type: none"> <li>1. Meet with 7th and 8th grade students - grade level meetings at sending schools</li> <li>2. <del>Assure HS students that new law will be in effect beginning with the class of 2020.</del></li> </ol>	<p>Grade level meetings</p> <p>HR teachers share info with HR (Maria will draft script)</p>	<p>MS principals</p> <p>HR teachers</p>	<p><del>Fall 2014</del> ongoing</p> <p>Fall 2014</p>
<p><b>munity</b>          tion          e to build          anding among          nity. Reach out to          ses</p>	<ol style="list-style-type: none"> <li>1. Flyer for public</li> <li>2. <del>Guest Columns Local Newspaper</del></li> <li>3. Figure out how to reach out to businesses - match to needs</li> </ol>	<p>Inserts in Games, Plays, etc? In offices, town office, Rotary?</p>	<p>NHS Community Service to develop flyer?</p>	<p>Ongoing, beg in Fall, 2013</p>

<p><b>Less grading</b>  <i>staff in critical, 1 discussion grading and the grading system proficiency based</i></p>	<ol style="list-style-type: none"> <li>1. Agreement on Purpose</li> <li>2. Practices to support purpose</li> <li>3. Consistency in practices?</li> <li>4. <del>Grading scale?</del></li> <li>5. Separation of work habits and performance (tie work habits to work permit? extra curriculars?)</li> <li>6. GPA?</li> <li>7. Class Rank/Latin Honors?</li> <li>8. Transcript Design</li> <li>9. Engage parents in process</li> <li>10. Tracking student progress (courses, grad standards)</li> </ol>	<p>Common Learning  Engage whole staff in discussion with some small group discussion following. Focus on learning, processing, discussion versus decision making???</p> <p>Make clear the negotiables and non-negotiables and the decision making process.</p> <p>Clarify expectations for follow-through by staff once decision is made.</p>	<p>HS SBE committee/HS staff  GSP coach backup!</p>	<p>October Workshop?   Follow up in March to make decisions?</p>
<p><b>Proficiency</b>  <i>to be driven at the level committee so consistency.</i></p>	<ol style="list-style-type: none"> <li>1. Determine what proficiency means in our five town districts. When (Beginning, Middle, End)  How many assessments to meet proficiency - all or some?  Certain score to meet percentage?  How many EO's under each standard to be "proficient"?</li> </ol> <p>Review K-8 draft and create for CHRHS</p>	<ol style="list-style-type: none"> <li>1. Start this conversation at the five town district level to provide framework, then filter out to schools.</li> </ol>	<p>District Committee</p>	<p>Fall, 2014-15</p>

<p><b>rating CTE</b> with MCST to define their role in designing graduation requirements.</p>	<p>1. Meet with MCST to begin discussions – work with other sending schools? <b>has begun</b></p>	<p>Work with MCST and sending schools to determine best process.</p>	<p>MCST</p>	<p>Ongoing, beginning Fall, 2014</p>
<p><b>Policy Changes</b> Policy changes to be made to ensure they reflect new</p>	<p>1. Gather samples 2. Work with group to draft new policies for CSD 3. Get input from stakeholders into drafts 4. Finalize policies 5. Bring to school board</p>	<p>Wait until we have made decisions about our design.</p>	<p>District/School Admin and school SBE committee.</p>	<p>SY 2015-16</p>
<p><b>Professional Development</b> to support</p>	<p>1. Determine needs with input from staff. 2. Map out PD plan in context of other initiatives 3. Arrange for training as needed during workshop, staff meeting, or other times. 4. Offer PD (Much summer work done already)</p>	<p>Evaluate summer evaluations where teachers indicated further PD needs, survey staff. Work with School SBE and district admin to map out a plan for next two years.</p>	<p>District and School Admin</p>	<p>Ongoing, 2015-16</p>
<p><b>Communication</b></p>	<p>1. Look closely at school performance data and post secondary data to help inform</p>	<p>Try to make it a part of conversation when relevant. Have it be a normal part of doing business.</p>	<p>Admin and teachers</p>	<p>Ongoing</p>

	work			
Structures of Support (Action)	<ol style="list-style-type: none"> <li>1. Evaluate what we have in place.</li> <li>2. Research options for improving support structures within the architecture of our system.</li> <li>3. Make recommendations for changes.</li> </ol>	District Committee initial conversation, but then buildings flesh out details.	Admin and RTI team with input from staff	Fall, 2015 ongoing
Item for <b>Tracking</b> in courses and on standards	<ol style="list-style-type: none"> <li>1. Need to determine what system we are going to use to track student proficiency.</li> </ol>	Look at other models: e.g. Cape Elizabeth, JumpRope	Tech Coordinator with input from teachers	Evaluate options 2014-15, make determination 2015-16. Pilot 2015-16 or 16-

<b>LOCAL COMMITTEE ACTIONS</b>	<b>What</b>	<b>Process/How</b>	<b>Coordinator/Participants</b>	<b>Timeline</b>
<b>Structure</b> <i>Review the architecture of the system for tracking and grading</i>	<ol style="list-style-type: none"> <li>1. Explore models that currently exist (Poland, Cape, Falmouth)</li> <li>2. Determine what our overall structure will be (keep simplicity)</li> </ol>	<ol style="list-style-type: none"> <li>1. Gather information from other schools.</li> <li>2. Share information about models</li> </ol>	Admin/staff	Winter -Spring 2014

<p>cy (i.e. specific to meet standards, ng by standard variety of courses,</p>	<p>in mind).</p>	<p>with staff, discuss ideas, use process to determine best structure for CHRHS.</p>		
<p><b>ing Principles</b> ne the interface NEASC mission ding Principles. they be measured? system, including</p>	<p>1. <del>Crosswalk on NEASC civic and social and Guiding Principles</del> and <b>potential Work Habits.</b> 2. Determine how CHRHS will proceed with meeting GP proficiency (architecture). Capstone project? 3. <del>Common rubrics for GP (some already exist)?</del></p>	<p>Have a committee do this crosswalk and make recommendation to staff?  Start conversation with the whole staff. Smaller groups directly responsible for GP flesh it out.</p>	<p>Korah/HS Staff  Committee or Department</p>	<p>Fall-Winter 2115</p>
<p>ze and coordinate ions of potential uired courses (4th ance, World re, Career &amp; on Development,</p>	<p>1. CHRHS synthesize recommendations from department work to formulate consistent, cohesive system for those pieces of the law.</p>	<p>1. Departments bring recommendations back to school SBE committee. 2. Committee evaluates recommendations, works with departments to create cohesive, holistic, structure that works with architecture of the system. 3. Becomes part of school's</p>	<p>School SBE committee</p>	<p>Spring 2015</p>



		architecture.		
mine “other” requirements	1. Credit requirement 2. Course requirements 3. Other (e.g. community service)	Wait until after previous steps have been determined.	HS Admin/HS Staff	2015-16

<b>MENT ACTIONS</b>	<b>What</b>	<b>Process/How</b>	<b>Coordinator/ Participants</b>	<b>Timeline</b>
<b>ation ls</b> <i>graduation standards and essential outcomes for each of content areas.</i>	1. <del>Determine the content area graduation standards and essential outcomes (performance indicator level at the state).</del>	Departments will work with the five town districts to determine K-12 standards and essential outcomes for each department.	District Committee and Department Heads will coordinate.	Finish by 2014
<b>ce/Tech</b> <i>ces – 4 years e options for students ities in for a fourth</i>	1. <del>Determine the best way to address this requirement of the law for all students.</del>	Science and Engineering depts come up with initial draft to bring to school SBE committee.	Science Department Applied Academics MCST	2014-15 Departm time
<b>l Language</b>	1. Determine the best way to	World Language dept come up with	World Language Dept.	2014-15

<p>by the of this law – FL ent?</p>	<p>address this requirement of the law for all students. <b>(Novice Mid?)</b></p>	<p>initial draft to bring to school SBE committee.</p>	<p>More guidance should be forthcoming from DOE.</p>	<p>Departm time</p>
<p><b>r and n ment</b> cy the ns and for delivery ired course in plied cs or School )</p>	<p>1. <del>Determine how all students will meet Career and Ed Development Standards.</del></p>	<p>Applied Academics work collaboratively with Guidance department to make recommendation to CHRHS SBE committee.</p>	<p>Applied Academics and Guidance/School SBE committee</p>	<p>Fall 2014</p>
<p><b>le Pathways</b> e pathways ntly exist. pportunities d options in tional ways ps)</p>	<p>1. Identify pathways that already exist at CHRHS. 2. Where are we with giving credit for anywhere/anytime learning?</p>	<p>1. Talk to stakeholders to gather information and describe existing pathways.  2. Facilitate conversation with staff in future about anywhere/anytime learning.</p>	<p>Guidance department</p>	<p>Identifica scription 2014  Outside Learning conversa Fall 2016</p>

<b>JAL DRIVEN S</b>	<b>What</b>	<b>Process/How</b>	<b>Coordinator/ Participants</b>	<b>Timeline</b>
<b>ize Course Is</b> <i>standards and outcomes for l courses.</i>	1. <del>Each teacher (or group of teachers if more than one teacher per course) identifies essential outcomes for the courses s/he teaches. These</del> represent the standards students meet for course credit.	Teachers work individually or within departments to identify these standards. Should be done in standard format and posted on web.	School Administration/Teachers	Finished Sept, 20
<b>ulum nt</b> <i>align n materials, n, and ents to course uation s.</i>	1. Review materials, units, instruction, and assessments to insure alignment with standards.	Teachers work individually or within departments to align by sharing work, calibrating instruction and assessment practices, and engaging in critical discussion through structures such as instructional rounds.	School Administration/Teachers	Ongoing
<b>ng Practices</b> <i>actices are ith school ations.</i>	1. Teachers grading and reporting practices (including student feedback) is consistent with the school's decisions about a grading and reporting system in a proficiency based environment.	After decision is made, teachers will engage in any necessary professional development and begin piloting grading practices prior to full implementation.	School Administration/Teachers	2015-16

