

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY-SEPTEMBER 12, 2018
FREEPORT HIGH SCHOOL- LIBRARY
6:30 P.M. REGULAR SESSION
AGENDA

1. Call to Order:
The meeting was called to order at _____p.m. by Chair Michelle Ritcheson
2. Attendance:

| | |
|-------------------------|-----------------------------|
| ____ Kathryn Brown | ____ Lindsay Sterling |
| ____ Jeremy Clough | ____ Valeria Steverlynck |
| ____ Candace deCsipkes | ____ Madelyn Vertenten |
| ____ Jennifer Galletta | ____ Sarah Woodard |
| ____ Erica Giddinge | ____ Student Representative |
| ____ John Morang | ____ Student Representative |
| ____ Michelle Ritcheson | |
3. Pledge of Allegiance:
4. Consideration of Minutes:
A. Consideration and approval of the Minutes of June 13, 2018, June 20, 2018 and August 22, 2018, as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____
5. Adjustments to the Agenda:
6. Good News & Recognition:
7. Public Comments: (10 Minutes)
8. Reports from Superintendent:
A. Items for Information
 1. Revised 2018-2019 Board of Directors Meeting Schedule (1 Minute)
 2. Opening of School (2 Minute)
9. Administrator Reports:
10. Board Comments and Committee Reports:
11. Policy Review:
12. Unfinished Business:
 - A. Workshop on Proficiency Based Education – Grades 9-12 (60 Minutes)
 - B. Consideration and approval of RSU5 Strategic Goals for 2018-2019 (30 Minutes)

Motion: _____ 2nd: _____ Vote: _____

13. New Business:

14. Personnel:

15. Public Comments: (10 Minutes)

16. Executive Session: (30 Minutes)

A. Consideration and approval to enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of discussing the Superintendent's evaluation.

Motion: _____ 2nd: _____ Vote: _____

Time In _____ Time Out _____

17. Action as a Result of Executive Session:

18. Adjournment:

Motion: _____ 2nd: _____ Vote: _____ Time: _____

Item #4.

**RSU No. 5 Board of Directors Meeting
Wednesday, June 13, 2018 – 6:30 p.m.
Freeport High School - Library
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the September 12, 2018 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:36 p.m.

2. MEMBERS PRESENT: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Jennifer Galletta, Naomi Ledbetter, John Morang, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Madelyn Vertenten

MEMBERS ABSENT: Sarah Woodard

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. VOTED: To approve the Minutes of May 9, 2018 and May 23, 2018 as presented barring any errors or omissions. (Ledbetter - Vertenten) (10 – 0).

5. ADJUSTMENTS TO THE AGENDA:

Table Item 15. A.

6. GOOD NEWS AND RECOGNITION:

A. Recognition of Retirees

B. Report from Board's Student Representative – No report

7. PUBLIC COMMENT:

Pam Barry-Santos, Freeport

8. REPORTS FROM SUPERINTENDENT:

A. Items for Information – Superintendent Foley provided an update on PBE including the Board workshop on September 12, 2018. There will be a 9th grade FHS Informational Session on August 27, 2018

1. Resignations:

- David Watts, Director of Adult, Recreation and Community Programs (6/30/18)
- Katherine Nook Frost, DCS Ed Tech (5/25/18)
- Hannah Hebert, FMS Math Teacher (end of SY)
- Kathi Hardy, PES Kindergarten Teacher (end of SY)
- Hiram Sibley, DCS Assistant Principal (6/30/18)

2. Retirement – Carrie Donoghue, Occupational Therapist (end of SY)

3. 2018-2019 Board of Directors Meeting Schedule

9. ADMINISTRATOR REPORTS:

A. Michelle Lickteig – Financial Statement

10. BOARD COMMENTS AND COMMITTEE REPORTS:

- A. Board Information Exchange and Agenda Requests
- B. Strategic Communications
- C. Finance Committee
- D. Policy Committee

11. POLICY REVIEW:

- A. VOTED:** To approve the following Policies (2nd Read) (Ledbetter – deCsipkes) (10 – 0)
IKAB – Grading and Reporting System
IHCDA – Post-Secondary Enrollment Options
JL – Student Wellness

12. UNFINISHED BUSINESS:

- A. VOTED:** That the Computation and Declaration of Votes dated June 13, 2018 and attached hereto be approved. (Ledbetter – Brown) (10 – 0)

- B. VOTED:** That the Computation and Declaration of Votes be entered upon the records of Regional School Unit No. 5. (Ledbetter – Brown) (10 – 0)

- C. VOTED:** That a certified copy of the Computation and Declaration of Votes be sent to each of the Municipal Clerks within the Regional School Unit. (Ledbetter – deCsipkes) (10 – 0)

- D. VOTED:** That the Assessment Warrant and the Assessment Schedule and Notice of Installments prepared by the Treasurer for each member municipality of this Regional School Unit for fiscal year 2018-2019 be approved and be issued in form presented to this meeting with adjustments to correct obvious typo (correct 2017-2018 to 2018-2019); and that the Treasurer be authorized and directed to deliver to each member municipality its Assessment Warrant and its Assessment Schedule and Notice of Installments. (Ledbetter – Sterling) (10 – 0)

- E. VOTED:** To approve additional FHS building construction projects.
(Ledbetter – Morang) (10 – 0)

- F. VOTED:** To adopt the revised RSU5 Principal Evaluation Handbook.
(Clough – Ledbetter) (7 – 3 Sterling, Steverlynck, Vertenten)

- G. VOTED:** To enter into an Interlocal Agreement for the Greater Sebago Education Alliance Regional Service Center. (Ledbetter – Brown) (3 – 7 Brown, Ritcheson, Ledbetter, Galletta, Sterling, Steverlynck, Vertenten) Motion Fails

13. NEW BUSINESS:

- A. VOTED:** To authorize the Superintendent to hire staff between June 14, 2018 and the first Board meeting in September, 2018. (Ledbetter – Sterling) (10 – 0)

14. ORGANIZATIONAL BUSINESS (To take effect July 1, 2018):

- A. VOTED:** To appoint Michelle Ritcheson as Chair for the RSU No. 5 Board of Directors.
(Galletta – deCsipkes) (10 – 0)

B. VOTED: To appoint Lindsay Sterling as Vice-Chair for the RSU No. 5 Board of Directors.
(Steverlynck – Ledbetter) (10 – 0)

C. VOTED: To approve Drummond Woodsum to act as the school attorney for the 2018-2019 school year. (Vertenten – Ledbetter) (10 – 0)

D. VOTED: To approve Dr. Stephanie Phelps to act as the school physician for the 2018-2019 school year. (Ledbetter – Galletta) (10 – 0)

15. PERSONNEL:

A. Consideration and approval to employ a 5th Grade Teacher at Durham Community School for the 2018-2019 School year. – **This item was tabled.**

B. VOTED: To employ Shannon Sampson as a .2 Nurse at Morse School for the 2018-2019 school year. (Steverlynck – Sterling) (10 – 0)

16. PUBLIC COMMENT: None

17. EXECUTIVE SESSION:

VOTED: To enter into Executive Session pursuant to 1 M.R.S.A § 405(6)(A) for the purpose of discussing the Superintendent's evaluation. (Steverlynck – Ledbetter) (10 – 0)

Time In: 9:35 p.m.

Time Out: 11:05 p.m.

18. ACTION AS A RESULT OF EXECUTIVE SESSION:

No Action

19. ADJOURNMENT:

VOTED: To adjourn at 11:06 p.m. (Ledbetter – Vertenten) (10– 0)


Becky J. Foley, Superintendent of Schools

**RSU No. 5 Board of Directors Meeting
Wednesday, June 20, 2018
Freeport High School - Library
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the September 12, 2018 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:37 p.m.

2. MEMBERS PRESENT: Kathryn Brown (arrived at 6:38 p.m.), Jeremy Clough (left at 6:45 p.m.), Candace deCsipkes, Jennifer Galletta, Naomi Ledbetter, John Morang, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Madelyn Vertenten

MEMBERS ABSENT: Sarah Woodard

3. PLEDGE OF ALLEGIANCE:

4. ANNOUNCEMENTS:

A. Proficiency Based Education Workshop will be held on Wednesday, September 12, 2018 at 6:30 p.m.

5. EXECUTIVE SESSION:

A. **VOTED:** To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of discussing the Superintendent's evaluation. (Ledbetter – Sterling) (9 – 0)

Time In: 6:38 p.m.

Time Out: 7:53 p.m.

6. ACTION AS A RESULT OF EXECUTIVE SESSION:

A. **VOTED:** To extend the Superintendent's contract two years, until 2021, increase the salary 4% for the 2018-2019 school year beginning July 1, 2018 and increase the annuity by \$1,000. (Vertenten – Ledbetter) (9 – 0)

7. ADJOURNMENT:

VOTED: To adjourn at 7:55 p.m. (Ledbetter – Steverlynck) (9– 0)


Becky J. Foley, Superintendent of Schools

**RSU No. 5 Board of Directors Meeting
Wednesday, August 22, 2018
Freeport High School - Library
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the September 12, 2018 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 5:10 p.m.

2. MEMBERS PRESENT: Kathryn Brown, Candace deCsipkes, Jennifer Galletta, Erica Giddinge, John Morang (arrived at 5:22 p.m.), Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Madelyn Vertenten

MEMBERS ABSENT: Jeremy Clough, Sarah Woodard

3. PLEDGE OF ALLEGIANCE:

4. ADJUSTMENTS TO THE AGENDA:

1. Discussion of invitation to Freeport Town Council meeting regarding the letter of cost sharing.
2. Items 5 and 6 taken out of order.

6. ORGANIZATIONAL BUSINESS:

A. VOTED: To add, delete, or consolidate committees and make annual appointments.
(Vertenten – Morang) (9 – 0)

VOTED: To remove the RSU5 Student Aspirations Committee and the Title 1 Committee.
(Steverlynck – Vertenten) (9 – 0)

VOTED: To delete the MSMA Legislative Contact position. (Steverlynck – Brown) (9 – 0)

1. Negotiations (Professional) – Brown, Ritcheson, Sterling
Negotiations (Support) – deCsipkes, Galletta
2. Policy – deCsipkes, Vertenten, Brown
3. Strategic Communications Committee - deCsipkes, Sterling, Steverlynck
4. Finance - Brown, Morang, Ritcheson
- ~~5. RSU5 Student Aspirations~~
6. RSU5 Community Programs Advisory Committee - Clough
7. Maine Region 10 Technical High School Board – Brown, Morang
8. Dropout Prevention Committee – Galletta, Giddinge
9. Stipend Review Committee – Galletta, Vertenten
10. Cable TV Board & Technology Committee (Cable TV Board) - Sterling
11. Freeport Performing Arts Center Advisory Committee - Vertenten
12. Facilities Committee – Giddinge, Morang
- ~~13. MSMA Legislative Contact~~
14. Safety Committee – Clough, Woodard
15. Wellness Committee - Steverlynck
- ~~16. Title I~~
17. K-12 Proficiency Based Education Committee - Vertenten

5. WORKSHOP: BOARD RETREAT:

7. ADJOURNMENT:

VOTED: To adjourn at 9:25 p.m. (Brown – Steverlynck) (9– 0)



Becky J. Foley, Superintendent of Schools



Durham • Freeport • Pownal

Item 8.A.1.

***RSU No. 5 Board of Directors Meeting Schedule
2018-2019***

Meetings typically begin at 6:30 p.m. in the High School Library

| | |
|--------------------|---|
| August 22, 2018 | Retreat |
| September 12, 2018 | Business Meeting |
| September 26, 2018 | Business Meeting at Morse Street School |
| October 10, 2018 | Business Meeting at Mast Landing School |
| October 24, 2018 | Business Meeting at Pownal Elementary School |
| November 14, 2018 | Business Meeting at Freeport Middle School |
| November 28, 2018 | Business Meeting at Durham Community School |
| December 12, 2018 | Business Meeting |
| January 9, 2019 | Business Meeting |
| January 23, 2019 | Business Meeting and Superintendent's Recommended Budget |
| February 6, 2019* | Additional Meeting - Budget |
| February 13, 2019 | Business Meeting and Budget |
| February 27, 2019 | Business Meeting and Budget |
| March 13, 2019 | Business Meeting and Budget |
| March 20, 2019* | Additional Meeting - Budget |
| March 27, 2019 | Business Meeting and Board Adoption of Budget |
| April 10, 2019 | Business Meeting at Durham Community School– Dine & Discuss |
| April 24, 2019 | Business Meeting at Pownal Elementary School – Dine & Discuss |
| May 8, 2019 | Business Meeting – Dine & Discuss |
| May 22, 2019 | Business Meeting and Annual Budget Meeting |
| June 12, 2019 | Business Meeting |

*Dates changed/added to accommodate holidays, other conflicts and budget.

FREEPORT HIGH SCHOOL

Item 12.A.

30 Holbrook Street, Freeport, Maine 04032

Ph: (207) 865-4706 Fax: (207) 865-2900

Jennifer Gulko
Principal

Charlie Mellon
Assistant Principal

P. Craig Sickels
Director of Athletics

Alexis L. Rog
Guidance Counselor

Dana Clark
Guidance Counselor

Liz Peirce
Guidance Counselor

August 1, 2018

Dear Students, Parents, and Community Members,

I hope this letter finds you well and enjoying the beautiful Maine summer.

As you know, we have been working collaboratively with FHS faculty leaders to review and revise some of our grading and reporting practices. We have done this collaborative work in order to create a grading and reporting system that provides meaningful feedback to students, is understandable for parents, and is manageable for teachers. We care deeply about holding our students to high standards and preparing them for life beyond FHS. FHS faculty leaders developed this plan for how we will move forward with grading and reporting practices for our 9th and 10th graders in the 2018-2019 school year.

Below you will find a document that articulates our beliefs about grading and reporting and what those beliefs look like in practice. The document also provides examples of each of the practices.

Please feel free to contact Principal Jen Gulko or Assistant Principal Charlie Mellon with questions you have regarding the grading and reporting practices. We will host an informational meeting on August 27th at 6 p.m. at Freeport High School to discuss our plans for grading and reporting for 9th and 10th graders. This meeting is open to any interested RSU5 parent or community member. (Note: we will host an informational meeting about ninth grade for only incoming 9th grade students and parents from 5-6pm the same evening). Lastly, we will be releasing a "Student Learning and Grading Guide for Families" at the end of August, which will also provide insight on our instructional practices.

Freeport High School is a learner-centered environment that believes deeply in supporting students to become critical thinkers, effective communicators, and problem solvers who are prepared for the complex world beyond high school. We care deeply about our students' education and will continue to both push and support them to high levels of academic and personal success.

Sincerely,

Jen Gulko
Principal

Charlie Mellon
Assistant Principal

Freeport High School
Scoring and Reporting for the Class of 2021 and Beyond
(Current 9th & 10th Graders)

1. Principle: We believe that aligning courses to state and/or national standards helps to set high as well as consistent expectations for student learning.

Practice: All courses will be aligned to state and/or national standards by content area.

Example: ELA 9: Standard 1: READING: Comprehend, interpret, analyze, and evaluate appropriately complex literary and informational texts independently and proficiently.

2. Principle: We believe that common scoring tools provide clarity and meaningful feedback for student learning goals as well as consistency across classrooms.

Practice: All departments will use common scoring criteria for assessments that are derived from content area standards. Teachers will share these scoring criteria with students in order to make learning expectations/goals clear as well as to provide feedback to students on progress toward those goals.

Example: ELA 9: **Standard 1: READING:** Comprehend, interpret, analyze, and evaluate appropriately complex literary and informational texts independently and proficiently.

| | Beginning | Developing | Proficient | Distinguished |
|--|--|--|---|--|
| Read closely to determine what the text says or implies and to make logical inferences from it. | I can use little or no evidence. Minimal analysis is provided. Or, not long enough to determine. | I can cite limited textual evidence to support analysis. | I can cite textual evidence to support a mostly accurate analysis of what the text says explicitly and inferentially. | I can cite effective and convincing textual evidence to support an accurate analysis of what the text says explicitly and inferentially. |

3. Principle: We believe that separating content area standard scores from Habits of Work scores provide students with more targeted feedback about growth in distinct skills and knowledge.

Practice: Students will earn two grades per course: one overall academic course grade based on content area standards and a separate course grade for Habits of Work. Course scores for both academic and habits of work scores will be determined by the average of all assessments for that particular course. Parents and students will be able to click into overall score to see the assignments that led to the average. Course averages in both content and habits of work will be used to determine honor roll and co-curricular eligibility.

Example: ELA 9: Overall ELA 9 Academic score: 87
Overall ELA 9 Habits of Work score: 90

4. Principle: *We believe that scores in PowerSchool should give students overall course feedback as well as feedback about progress related to specific standards. We believe that having a school-wide points range for scoring criteria rubrics helps to create consistency in scoring across classrooms.*

Practice: Assessments will be scored on common scoring criteria rubrics. Teachers will use professional judgment to determine a percentile score that falls within the performance levels below.

Scores in PowerSchool will show a score for the overall assignment as well as scores for specific standards.

| Insufficient or no evidence | Beginning | Developing | Proficient | Distinguished |
|-----------------------------|-----------|------------|------------|---------------|
| 0 - 59 | 60 - 69 | 70 - 82 | 83 - 92 | 93 - 100 |

Course grades will be based on an equal weighting of all four quarters (each 25%); teachers may still choose to administer midterm and final exams/assessments and choose to weight those scores more heavily within the Q2 and Q4 grades. Standards' scores will not stay "open" until the end of the year; standards and overall course scores will close each quarter and the four quarters will average together for the year-end grade.

Example:

English 9

Q1: 88 (25% of final grade)

Q2: 93 (25% of final grade)

Q3: 84 (25% of final grade)

Q4: 91 (25% of final grade)

Final year-end grade: 89

5. Principle: *We believe that providing students with clear goals and feedback for strong habits of work skills will better prepare them for life beyond high school in a college and/or career setting.*

Practice: Teachers will use a school-wide Habits of Work rubric in each and every course and students will receive feedback on their progress toward the Habits of Work standards. The HOW rubric will score in three categories: Preparedness, Engagement, and Work Ethic, which will be scored on the school-wide 100 pt scale. The three categories of the HOW rubric will be averaged together for an overall course habits of work score.

Example:

Overall Habits of Work score: 90

Preparedness: 86

Engagement: 93

Work Ethic: 91

6. Principle: We believe that in order to earn a diploma from Freeport High School students must demonstrate content skills and knowledge.

Practice: Overall academic course scores at the end of the year (or at the end of the semester for semester-only courses) will determine promotion to the next course and the number of FHS credits earned.

- If students demonstrate an achievement level of “Beginning” or below, they cannot move on without some kind of intervention or by repeating the course:

Below 60 (Below “Beginning”): *must repeat course (no FHS credit earned)*

60-69 (Beginning): *eligible for summer school (no FHS credit earned)*

70-75 (Low Developing): *move on with support, i.e. math or writing lab (earn FHS credit)*

76 and higher (Developing & Beyond): *move on (earn FHS credit)*

7. Principle: We believe that students should be recognized for excellence in both academic skills and knowledge and habits of work skills. We believe that students must demonstrate progress in both areas in order to participate in co-curricular activities.

Practice:

Honor Roll:

- Academic Honor Roll for content area course scores
 - High Honors: “Distinguished” (93-100) in each and every course
 - Honors: “Proficient” (83-92) in each and every course
- Habits of Work recognition
 - High Honors: “Distinguished” (93-100) in each and every course
 - Honors: “Proficient” (83-92) in each and every course

Co-curricular Eligibility: *(Eligibility timelines follow the school-wide process for co-curricular eligibility that is outlined in the FHS Athletic/Co-curricular Handbook. The Athletic/Co-curricular Handbook is currently being revised and will be updated by the start of the school year.)*

- 70 in each and every course for the overall course average of Content Area Standards (Low Developing and Higher)
- 75 or higher in each and every course for the overall course average of Habits of Work (Developing and Higher)

Freeport High School
Student Learning and Grading Guide
2018 - 2019



Updated 8/27/18



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Introduction & Core Values and Beliefs

The Student Learning and Grading Guide is intended to inform members of our school community of our instructional and grading practices at Freeport High School. These guidelines, coupled with effective collaboration throughout our school, will ensure the implementation of high quality instructional, learning and grading practices that align to Freeport High School's Core Values and Beliefs. Our frameworks are aligned to state and national academic standards and identify the essential skills and understandings that all students must be able to demonstrate.

Our system is designed to do the following:

- Measure and accurately reflect student progress and performance;
- Use high quality feedback to support the learning process and encourage student success;
- Assess and report academic achievement and learner behaviors separately;
- Use a common lens to accurately, consistently, and fairly score the quality of student work;
- Provide opportunities for students to engage in relearning and reassessment;
- Provide meaningful achievement information to students, parents, and institutions of higher learning.

Freeport High School Core Values and Beliefs

Mission

Freeport High School is committed to integrity, community, perseverance, and creativity. We celebrate individuality and empower students to achieve their highest personal aspirations in the pursuit of excellence.

Values

- We value Integrity
 - Those with integrity treat others and themselves with respect, honesty, kindness, and fairness.
- We value Community
 - Those who value community embrace relationships, celebrate diversity, display empathy, and nurture well-being.

- We value Perseverance
 - Those who persevere take ownership of their learning, embrace challenge, and aspire to achieve their potential in the face of difficulties.
- We value Creativity
 - Those who are creative engage their world with a spirit of curiosity, take risks, and approach problem solving in innovative ways.

Beliefs about Learning

- Learner-centered
 - We believe that when we take responsibility for our learning, we are empowered to become collaborative learners who are proficient at seeking support and are self-directed.
- Critical thinkers
 - We believe that when we examine a problem or challenge from multiple perspectives with an open mind and a questioning spirit, we are able to enrich our understanding of the world.
- Effective communicators
 - We believe that when we articulate our thoughts and listen actively, we are able to effectively engage others, collaborate within our community, and reflect on our strengths and weaknesses.
- Problem solvers
 - We believe that when we take initiative, use a variety of approaches and strategies, and learn from both our successes and failures, we are able to solve complex and important problems.

Proficiency Based Learning

- We believe that giving students clear goals and standards for learning, with frequent feedback about progress and growth, helps students reach high levels of academic success.

Proficiency-based Learning refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

Proficiency-based learning is about:

- Clearly defined standards stating what students need to know and be able to do;
- Assessment practices that communicate levels of proficiency and beyond by standard, and separate out the standards from the habits of work;
- Supporting all students:
 - Creating plans for those that don't demonstrate proficiency
 - Extending learning for those that are already proficient

Expectations and Feedback

- We believe that aligning courses to state and/or national standards helps to set high as well as consistent expectations for student learning.
- We believe that common scoring tools provide clarity and meaningful feedback for student learning goals as well as consistency across classrooms.

All content area classes have identified standards and performance indicators necessary to demonstrate proficiency and beyond. Standards serve as descriptions of what students are expected to know and be able to do in a particular course. Each standard has three to eight performance indicators tied to that particular standard. Students receive feedback at both the performance indicator and standard level. Standards and performance indicators are accompanied by a written rubric that communicates how students demonstrate proficiency and beyond. These written rubrics are called scoring criteria. Scoring criteria will be used to score assessments and determine a student's level of progress on each standard.

Example:

| ELA 9: Standard 1: Reading Comprehend, interpret, analyze, and evaluate appropriately complex literary and informational texts independently and proficiently | | | | |
|--|--|--|---|--|
| Performance Indicator | Beginning | Developing | Proficient | Distinguished |
| Read closely to determine what the text says or implies and to make logical inferences from it. | I can use little or no evidence. Minimal analysis is provided. Or, not long enough to determine. | I can cite limited textual evidence to support analysis. | I can cite textual evidence to support a mostly accurate analysis of what the text says explicitly and inferentially. | I can cite effective and convincing textual evidence to support an accurate analysis of what the text says explicitly and inferentially. |

Habits of Work

- We believe that providing students with clear goals and feedback for strong habits of work skills will better prepare them for life beyond high school in a college and/or career setting.

Students will also be assessed for habits of work. Habits of work are an essential part of a student's success in high school and beyond. There is a clear correlation between quality habits of work, academic achievement and learning. Strong habits of work almost always result in high levels of learning and achievement and solid habits of work prepare students well for college and career endeavors. Habits of work are reported separately in each course of study at least every two weeks.

Habits of work are derived directly from a set of standards known as Maine's Guiding Principles. These standards include being a:



A student's success and achievement is closely related to a strong work ethic, consistent levels of engagement, being prepared and other positive classroom behaviors. Habits of work grades reflect the belief that students can develop behaviors, which support their own academic and interpersonal growth.

The Three Habits of Work Criteria

Preparedness

- Timeliness
- Organization
- Homework completion

Engagement

- Participation
- Interpersonal Involvement
- Group work

Work Ethic

- Ability to self assess
- Persistence
- Effective use of feedback

At the beginning of each course, teachers will clarify with students what the habits of work will look like in a particular classroom or content area. Preparedness, for example, may look different in a math class than in a performing arts class.

Habits of work are tied to other elements of life at FHS. These grades impact:

- Co-curricular eligibility
- Ability to reassess their content area work
- Student recognition
- Ability to earn the right for junior/senior privileges such as open campus and late arrival

Assessments & Grading Scale

- We believe that providing students opportunities to demonstrate complex thinking skills and knowledge pushes students to deeper levels of learning.
- We believe students should be able to earn the opportunity for reassessment if more time for learning is needed.
- We believe that scores and grades should provide meaningful feedback to students.

A student's content area grade is determined from assessments of the content-based standards. There are two types of assessments:

Formative Assessments

are opportunities for students to practice and receive feedback on their learning. Examples of formative assessments include class work, homework, and quizzes. They typically assess progress towards proficiency and can be broadly described as a snapshot measure that captures a student's progress in the learning process. It explains to what extent a student is learning a concept, skill or a knowledge set.

Summative Assessments

determine achievement. They are comprehensive measures of a student's ability to demonstrate the concepts, skill, and knowledge embedded in standards. It is the assessment of learning. Examples of summative assessments include research projects, presentations, labs, writings, tests, and other performance tasks. At Freeport High School each summative assessment is linked to at least one content area standard and/or a school wide expectation.

One way to think about the difference between formative and summative assessment is to liken them to athletics or performing arts. A soccer team, for example, practices and scrimmages (formative assessments) to prepare for the games (summative assessments). A drama production has multiple rehearsals (formative assessments) prior to the actual show (summative assessment).

Grade Scale

For the class of 2021 and beyond FHS will employ a school-wide 100-point grading scale when grading assessments. For each standard, teachers utilize scoring criteria rubrics that make clear the criteria that a student will have to meet or exceed in order to receive a proficient or distinguished score. The chart below defines score ranges at each performance level.

| Insufficient or No Evidence | Beginning | Developing | Proficient | Distinguished |
|-----------------------------|-----------|------------|------------|---------------|
| 0 - 59 | 60 - 69 | 70 - 82 | 83 - 92 | 93 - 100 |

Reassessment

In our school, students can earn opportunities for reassessment. A student will have the option to request to retake or revise a summative assessment if s/he is not satisfied with the grade. In order to request a reassessment opportunity, the student's first attempt must have demonstrated an initial good faith effort in both the content standards and habits of work. A student must make a request to the teacher within 72 hours of receiving the scored assessment that s/he will retake or revise. Students are expected to complete the reassessment process, including any tasks assigned by the teacher prior to the reassessment, within two weeks of notifying the teacher. This process is called "72/2" (72 hours to notify the teacher and two weeks to reassess or revise). Extensions to the "72/2" rule will be made at the discretion of the teacher. All tasks associated with the relearning process are at the discretion of the teacher.

Reporting Academic Scores and Habits of Work

- We believe that scores in PowerSchool should give students overall course feedback as well as feedback about progress related to specific standards.
- We believe that separating content area standard scores from habits of work scores provides students with more targeted feedback about growth in distinct skills and knowledge.

Students will earn two grades per course: one overall academic course grade based on content area standards and a separate course grade for habits of work. Course scores for both academic and habits of work scores will be determined by the average of all assessments for that particular course. Course averages in both content and habits of work will be used to determine honor roll and co-curricular eligibility. Credit in a course is determined by the academic score. Habits of work scores may impact course selection (ie eligibility for an honors class), but will not impact credits earned.

Example:

English 9: Overall ELA 9 Academic Score: 87
Overall ELA 9 Habits of Work score: 90

Academic course grades will be based on an equal weighting of the academic scores of all four quarters (each 25%); teachers may still choose to administer midterm and final exams/assessments and choose to weight those scores more heavily within the Quarter 2 and/or Quarter 4 grades. Standards scores and overall course scores will close each quarter and the four quarters will average together for the year-end grade. The same process will be followed for a separate overall habits of work score. Academic scores and habits of work scores are not combined for a final grade.

Example:

English 9: Q1: 88 (25% of final grade)
Q2: 93 (25% of final grade)
Q3: 84 (25% of final grade)
Q4: 91 (25% of final grade)
Y1: 89 (Average of Q1 - Q4)

Earning credits toward a Freeport High School Diploma

- We believe that in order to earn a diploma from Freeport High School students must demonstrate content skills and knowledge.

Overall academic course scores at the end of the year (or at the end of the semester for semester-only courses) are what determines promotion to the next course and the number of FHS credits earned.

If a student earns an overall academic course score of 76 or higher, the student will earn course credit and is eligible to move on to the next course. If a student earns an overall academic course score of 70 - 75, the student will earn course credit and is eligible to move on to the next course; however, the student will be placed in an intervention class for that content area. If a student demonstrates a 69 or below, they will not earn course credit and will be eligible for summer school or must repeat the class:

- 76 and higher (Developing & Beyond): move on (earn FHS credit)
- 70-75 (Low Developing): move on with support (earn FHS credit)
- 60-69 (Beginning): eligible for summer school (no FHS credit earned)
- Below 60 (Below "Beginning"): must repeat course (no FHS credit earned)

Academic Support

- We believe that students deserve support in achieving their academic and personal goals

Freeport High School offers a variety of supports and interventions to support students reach the high standards we expect. These supports include the following interventions

- ✦ Callbacks During Advisory
- ✦ Math Lab
- ✦ Guided Study Halls
- ✦ Writing Center
- ✦ Learning Lab
- ✦ Individual Teacher Support
- ✦ Intervention Classes

Student Recognition and Co-Curricular Eligibility

- We believe that students should be recognized for excellence in both academics and habits of work.
- We believe that students must demonstrate progress in both academics and habits of work in order to participate in co-curricular activities.

We want to recognize students for progress and excellence in academics and habits of work. Course averages in both academics and habits of work will be used to determine honor roll and co-curricular eligibility.

Honor Roll and Habits of Work Recognition:

- Academic Honor Roll for content area course scores
 - ✦ High Honors: "Distinguished" (93-100) in each and every course
 - ✦ Honors: "Proficient" (83-92) in each and every course
- Habits of Work recognition
 - ✦ High Honors: "Distinguished" (93-100) in each and every course
 - ✦ Honors: "Proficient" (83-92) in each and every course

Co-curricular Eligibility

For students to remain eligible for co-curricular eligibility, they must maintain an average score of at least 70 in each and every class and must maintain an average score of at least a 76 in Habits of Work in each and every class. Students must demonstrate that they are putting forth effort as well as academic growth in their courses in order to maintain eligibility for co-curriculars. Please see the athletic handbook for further details.

Glossary: frequently used instructional terms

Formative Assessment: snapshot measure that captures a student's progress in the learning process. In other words, formative assessments are often said to be for learning, while summative assessments are of learning.

Guiding Principles: competencies valuable for today's world: Clear and effective communicator, Self-Directed and Lifelong Learner, Creative and Practical Problem Solver, Responsible and Involved Citizen, Integrative and Informed Thinker

Habits of Work: identified traits or behaviors that promote and are essential to learning. These traits or behaviors are assessed separate from academic learning.

Learning Targets: day to day learning objectives

Performance Indicators: demonstration of learning students will do to meet the standard; measurable. Performance indicators provide more specific descriptions of what it means to meet a content area standard. Usually, when students engage in a summative assessment aligned with a particular standard, it is at the performance indicator level against which they are assessed.

Proficiency: demonstration of student performance on each performance indicator of a standard against detailed scoring criteria.

Proficiency-Based Learning: systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

Scoring Criteria: a set of descriptors of the various levels of achievement for each performance indicator related to the standards and used for scoring student work.

Standard: broad statement of key learning that all students are expected to demonstrate

Summative Assessment: used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year; they are generally evaluative, rather than diagnostic.

RSU5 Goals

2018-2019



RSU5's mission is to provide our students with a world-class education that will challenge minds, engage creativity, develop self-discipline, and advance inherent strengths.

Mission: Providing our Students with a World Class Education

Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Evidence:

- **Improvement on assessments collected on District Scorecard**

| Strategic Objective 1: | Action Strategies: | Accountability/Communication | Stewardship of Resources |
|--|--|--|--|
| Implementation of proficiency-based learning PreK-12 | <p>Revise scoring/success criteria on assessments PreK - 12</p> <p>Continued implementation of Big Ideas Math Program 6-12</p> <p>Continued differentiation in the Everyday Math Program</p> <p>Implementation of phonics program PreK-K</p> <p>Improved comprehension skills 1-12</p> | <p>Revise needed Board policies related to proficiency.</p> <p>Communication is timely and articulates progress toward proficiency based learning.</p> <p>Stories demonstrate the success of students in a proficiency-based system.</p> <p>Inform Board members at regular intervals about implementation</p> | <p>Professional Development Time</p> <ul style="list-style-type: none"> • Workshops • Subs • Release Time • Consultants <ul style="list-style-type: none"> ○ Great Schools Partnership ○ Math/Literacy <p>New Phonics Materials</p> <p>New Math Materials</p> |

Mission: Providing our Students with a World Class Education

Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Evidence:

- **Improvement on assessments collected on District Scorecard**

| Strategic Objective 2: | Action Steps: | Accountability/ Communication | Stewardship of Resources |
|--|--|--|-------------------------------|
| Improved teacher and administrator effectiveness | Attract and Retain Staff | Board updates | Professional Development Time |
| | Revise evaluation documents for ed techs, psychologists, and instructional strategists | Communication: Input from ed techs, psychologists, instructional strategists and administrators on revised documents | |
| | Improved feedback for all staff and students | Board Updates | Professional Development Time |

Mission: Providing our Students with a World Class Education

Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Evidence:

- Improvement on assessments collected on District Scorecard

| Strategic Objective 3: | Action Steps: | Accountability/ Communication | Stewardship of Resources |
|--|--|--|--|
| Create a long-term District strategic plan | Reviewing Feedback from Survey Community Forums Write Strategic Plan Board Adoption of Plan | Agenda/Minutes School Board Agenda/Minutes/Updates | Budget for potential subs that may be needed Budget for necessary funds |

2018-2019 RSU5 Goals - Support Document

RSU5 Goal: Focus on Student Achievement Through Improved Student-Centered Teaching and Learning.

Vision: Our schools provide a safe, engaging environment that fosters a passion for lifelong learning.

Strategic Objective 1: Implementation of proficiency-based learning PreK-12.

| Action Strategies: | Activities | Responsibility | Timeline |
|--|--|--|--------------|
| 1.Revise scoring/success criteria on assessments PK-12 | 1. Use data from assessments to guide and differentiate instructional practices and reteaching 2. Review scoring/success criteria | Principals Assistant Superintendent | June of 2019 |
| 2. Continued Implementation of 6-12 math curriculum | 1. Full implementation of Big Ideas Math in Geometry and Algebra II at FHS a. Establish mathematics goals to focus learning i. All units of instruction are taught. Use pacing guide. (Equal access) ii. Ensure the learning target is clearly stated and visible iii. Consistent use of scoring criteria with summative assessments b. Facilitate meaningful mathematical discourse through use of activity/exploration with each lesson c. Elicit and use evidence of student thinking (Year 2) | Assistant Superintendent High School Principal Math Strategist | June of 2019 |

2018-2019 RSU5 Goals - Support Document

| | | | |
|---|--|--|--------------|
| | <ul style="list-style-type: none"> i. Consistently use Dynamic Assessment System for assigning and correcting homework. d. Individual teacher/administrator selects the additional mathematical practice they want to add for professional growth. (Year 2) <p>2. Provide ongoing Professional Development through consulting and coaching</p> | | |
| 3. Continued Differentiation of Everyday Math Program | <ul style="list-style-type: none"> 1. Establish mathematics' goals to focus learning <ul style="list-style-type: none"> a. Improve differentiation in math through the use of math strategy groups b. Increased teacher understanding of key concepts in the math units 2. Facilitate meaningful mathematical discourse <ul style="list-style-type: none"> a. Increased student/student discourse | Assistant Superintendent, Building Administrators, Math Interventionist, Math Strategist | June of 2019 |
| 4. Implementation of Phonics PK-K | <ul style="list-style-type: none"> 1. Fully implement Synthetic Phonic in PK <ul style="list-style-type: none"> a. Initial training for all PK educators, administrators and Literacy Coaches b. Ongoing progress monitoring of PK students c. Ongoing monitoring and feedback from Phonics consultant 2. Implement TC Phonics in grade K <ul style="list-style-type: none"> a. Training from TC Institute b. Ongoing professional development with TC coaches and Literacy coaches | Assistant Superintendent Building Administrators | June of 2019 |

2018-2019 RSU5 Goals - Support Document

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|---------------------------------------|--|---|--|
| | | | |
| 5. Improved Comprehension skills 1-12 | <ol style="list-style-type: none"> 1. Meet with literacy strategists to outline success criteria 2. Review action steps with building administrators 3. Implement 3 Units of Study in reading at each grade level in middle school 4. Implement 3 Units of Study in writing at each grade level in middle school 5. Implement new intervention class 9-12 | <p>Assistant Superintendent</p> <p>Literacy Strategists, principals, asst. supt.</p> <p>High School Principal</p> | Yearlong |
| 6. Communication | <ol style="list-style-type: none"> 1. Board Updates 2. Principal Updates to Board 3. PBE High School Board Workshop 4. PBE K-8 School Board Workshop 5. PBE Committee | <p>Superintendent Building Administrators</p> <p>Superintendent</p> | <p>Throughout year</p> <p>Sept. 12, 2018 Oct. 24, 2018 Throughout year</p> |

2018-2019 RSU5 Goals - Support Document

RSU5 Goal: Focus on Student Achievement Through Improved Student-Centered Teaching and Learning.

Vision: Our educators are mentors dedicated to providing our students with the knowledge and skills that will help them adapt to our changing world.

Strategic Objective 2: Improved teacher and administrator effectiveness.

| Action Strategies | Activities | Responsibility | Timeline |
|--|---|--|------------------------------|
| 1. Attract and Retain Staff | <ol style="list-style-type: none">1. Provide robust professional development2. Provide opportunities for professional collaboration and shared decision making3. Provide sufficient resources for teaching and learning4. Ensure competitive wages/benefits within our cohort5. Strengthen hiring practices | All Administrators Board Board Administrators | Yearlong |
| 2. Revise evaluation documents for Ed Techs | <ol style="list-style-type: none">1. Form a Committee2. Create a new tool3. Pilot new tool4. Revise as Needed | Asst. Superintendent Administrators | By Dec. 2018 By Feb. 2018 |
| 3.Revise evaluation rubrics for psychologists, and instructional strategists | <ol style="list-style-type: none">1. Collect and draft rubrics aligned to the Kim Marshall Rubrics2. Consult with strategists, psychologists, administrators | Asst. Superintendent Director of Instructional Support | June 2019 |
| 3. Improve feedback for all staff and students | <ol style="list-style-type: none">1. Creation of success criteria | All Administrators | June of 2019 |

2018-2019 RSU5 Goals - Support Document

| | | | |
|-----------------------------|--|-------------------------|---------------------|
| | <ul style="list-style-type: none">2. Identification of where staff/students are in relation to success criteria3. Ensure staff/students know next steps for improvement | | |
| 4. Creation of School Goals | <ul style="list-style-type: none">1. Each school utilizes data when creating goals2. Data presented with presentation of goals | Building Administrators | Throughout the year |
| 5. Communication | <ul style="list-style-type: none">1. Inform stakeholders through staff, community newsletters, professional learning as appropriate | | |

2018-2019 RSU5 Goals - Support Document

RSU5 Goal: Focus on Student Achievement Through Improved Student-Centered Teaching and Learning.

Vision: Our community supports the concept that each individual-be they student, educator, parent, or community member - bears responsibility to the success of our mission.

Strategic Objective 3: To create five year Strategic Plan

| Strategies | Activities | Responsibility | Timeline |
|------------------------------------|---|--|-----------------------------|
| 1. Reviewing feedback from survey | 1. Review responses from survey 2. Code input into themes that emerged | Superintendent Asst. Superintendent Strategic Planning Committee | December 2018 |
| 2. Community Forums | 1. Conduct public forums 2. Share information from surveys 3. Have stakeholders identify themes | Strategic Planning Committee | Spring/ September 2018 |
| 3. Write Strategic Plan | 1. Create sub-committee to draft plan 2. Present draft to administrative team 3. Present draft to Strategic Planning Committee 4. Finalize draft | Strategic Communications Subcommittee | Fall of 2018 |
| 4. Board adoption of Plan | 1. Bring draft to Board for feedback 2. Finalize draft 3. Board adopts | Strategic Communications Subcommittee | January 2019 Ongoing |
| 5. Communication of Strategic Plan | 1. Strategic Planning Committee brainstorms strategies for disseminating the plan 2. Strategic Plan is publicized through multiple venues | Strategic Communications Subcommittee | Spring 2019 |