

MSAD 6
Bonny Eagle School District's
Proficiency-Based
Educational Plan

Overall Goals of PBE

- Increased student engagement, voice in the process of learning, problem solving and learning strategies, improved outcomes, increased graduation rates, and preparedness for careers and/or college after graduation.
- Greater student interest and involvement in their education. Moving from learning as a passive activity to learning as an active and engaging process.
- Greater awareness and transparency in the educational process. Explicit expectations and outcomes. Connecting learning to life applications.
- Explicit standards and expectations of learning and outcomes to guide instruction.
- Change in instructional pedagogy from teacher as the master and facilitator of learning.
- Explicit learner outcomes.

PBE Strategies

- Develop **explicit standards that align** with the Common Core, Next Gen C-3 Science Standards, Social Studies, Maine Learning Results, national standards documents.
- Develop assessments that are **aligned to the standards** and are both **demonstrations of skill/task and application**.
- Ongoing **targeted professional development** training, including reading, professional development, and dedicated time throughout the year to inform and improve professional practices.
- Increased **implementation and support** of “**best practices,**” creating **student-centered classrooms** where students have voice and choice and the **use of standards** and **common summative** assessments.
- A **system that promotes students** as clear and effective communicators, self-directed learners, creative and practical problem solvers, responsible, and informed thinkers.

PBE Strategies

- **A community of learners and educators** who believe that **ALL** students can meet the high expectations established by learning standards while providing multiple opportunities to successfully engage learners.
- Making the **educational process transparent** to the community. A **roadmap** for parents that helps them to understand the academic expectations at grade levels, **when** standards are achieved, **how** students demonstrate completion of a standard, and **what** is expected in order to meet Bonny Eagle High School graduation requirements.

Standards

“Learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. Learning standards describe educational objectives—i.e., what students should have learned by the end of a course, grade level, or grade span—but they do not describe any particular teaching practice, curriculum, or assessment method.”

~ The Glossary of Educational Reform

Maine's Guiding Principles

- A Clear and Effective Communicator:
Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes.
- A Self-Directed and Lifelong Learner:
Understands the importance of embracing and nurturing a growth mindset.
- A Creative and Practical Problem Solver:
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.
- A Responsible and Involved Citizen:
Understands the interdependence within and across systems and brings to each situation the appropriate actions.
- An Integrative and Informed Thinker:
Is skilled at using complex reasoning processes to make meaning.

Bonny Eagle Standards

- The Common Core Standards were developed by the National Governors Association and the Council of Chief School Officers.
- In MSAD 6, the Common Core State Standards and other national standards documents (Next Gen,C-3 Framework) are being used as a **foundation to develop our District's PK-12 standards**. We believe the Common Core State Standards are the minimum expectation for all students to meet; they are not the maximum. We believe our students can perform beyond these standards and achieve higher level outcomes. We now have a minimum level of expectation set for every student to progress in our system in order to graduate from Bonny Eagle High School. We have used those standards as our foundation in developing local standards that reflect the rigor of national standards.

PBE Transition Planning

Reflecting on Our Work: 2012

- Symposium Training to develop student-centered classrooms for staff in August 2012.
- Administrative Team and School Board reviewed Standards-Based Teacher Evaluation by attending Marzano workshops and reading *The Arts and Science of Teaching* and *Effective Supervision*. The iobservation evaluation model was piloted in 2015.
- In 2012, consideration was given about joining Maine Cohort for Customized Learning School Districts, and it was decided that MSAD 6 would not join at this time.
- Reviewed the Performance-Based Education work of other districts, Adams 50, and Maine Cohort for Customized Learning.
- Offered technology training which led to the development of Technology Coaches.
- Developed a district-wide assessment calendar to help determine evaluation data and gaps in curricula.
- Offered training to monitor student performance growth (AimsWeb, NWEA, DRA).
- Reviewed the data on PK students who participated in JumpStart.

PBE Transition Planning

Reflecting on Our Work: 2013

- In 2012-2013, District reading included *The Arts and Science of Teaching* with book talks at staff meetings.
- Bea McGarvey addressed the staff on opening day, *Inevitable*, Mass Customized Learning.
- In 2013-2014, the High School re-designs course schedule.
- Offering Symposium to train critical mass of staff.
- K-12 begins looking at standards from Maine Cohort for Customized Learning in Math and Reading, but did not join the cohort.
- Administration continues to evaluate a Standards-Based Teacher Evaluation Tool.
- On-going work to determine what students need to know and do upon graduation.
- Literacy and Numeracy interventions, Progress Growth, and Catch-Up Growth planning.

PBE Transition Planning

Reflecting on Our Work: 2013

- On-going work with Vertical Teams to select standards.
- Continuation of the work to review District Assessment Data.
- Continuation of the work to review the assessment calendar.
- AimsWeb training offered.
- Discussion and recommendations about a new high school schedule
- Discussion about the different levels of involvement with the Maine Cohort for Customized Learning.
- District reading *Mindset*.
- Symposium I and Symposium II training offered to staff.
- High School selects a Trimester Schedule to be implemented in the fall.
- Restructuring discussion about the high school overcrowding.
- K-12 finalized district standards in Math and ELA.
- K-12 begins development of rubrics, formative/summative assessments for standards and benchmarks for Math and ELA.
- Begin development of an Assessment Bank.

PBE Transition Planning

Reflecting on Our Work: 2013

- Administration finalizes Standards-Based Evaluation Tool and prepares to implement.
- JumpStart Program training for staff and implementation for 60 PK students and 30 post-K students.
- Begin discussion about technology needs for the District, staff, and students as the District proceeds with PBE and the need for a technology management system.
- School Board gave approval for full membership to the Maine Cohort for Customized Learning. The District considered other options.
- Symposium phase I and phase II completed.
- Administrators and School Board read the following to better understand PBE: Mapping the Big Picture: Integrating Curriculum and Assessment K-12, Getting Results with Curriculum Mapping (Heidi Hays-Jacobs), Fair Isn't Equal: Assessing and Grading in the Differentiated Classroom (Wormeli), and Formative and Standards-Based Grading (Marzano).
- Administration will develop a professional reading list to develop consistent K-12 language.
- Administration and School Board begin discussion about grading and the District's beliefs on: Standards-Referenced Education, Standards-Based Education, and Performance-Based Education.

PBE Transition Planning

Reflecting on Our Work: 2013-2014

- Standards-Referenced Education: Standards in place for all curriculum areas.
- Standards-Based Education: Standards-based curricula in all areas and assessments and grading are developed.
- Performance-Based Education: Standards drive everything in the District. Eliminate grade levels, and progress is determined by completion of standards. Learning drives the level and outcome of student achievement.
- Stakeholders group formed to determine which philosophy the District will use.
- Performance-Based Education was recommended to the School Board in March 2014.
- Symposium training becomes part of the New Teacher Orientation.
- JumpStart is implemented.
- Development of K-12 cross-curricular writing rubrics.
- Discussion about the development of the Student Leadership Strand.

Symposium

- **Symposium Phase I:** “Provides an overview and introduction to the Reinventing Schools Coalition (RISC) framework (performance-based educational system) and philosophy for teachers and administrators. This cornerstone training lays the foundation for a transition to the RISC approach and includes instruction on tools and strategies that can be used immediately to begin the change process.”

(Reinventing Schools Coalition)

- **Symposium Phase II:** “Provides teachers with planning tools and instructional methods for standards-based education. Provides instruction to teachers about planning and teaching lessons and units in a standards-based system.”

(Reinventing Schools Coalition)

Understanding Symposium Work

- **Symposium Phase I/II:** “Trains teachers in the use of tools to engage students in improving the school system. Shows teachers how to facilitate student input about their own individual learning process. This training includes helping teachers learn how to engage students in creating a shared code of conduct and classroom procedures and how to teach students to assess their own conduct. The Beacon Teacher Training is one of the necessary steps for a school system to become a lighthouse to other schools and districts that are in earlier steps of RISC implementation.”

(Reinventing Schools Coalition)

PBE Transition Planning

Reflecting on Our Work: 2013-2014

- Introduction of new evaluation model.
- Staff read Mindset (Dweck).
- Continued to offer Symposium I and II training.
- One-day mini Symposium training offered for support staff.
- Continue the work to finalize standards and the unpacking horizontally in Science and Social Studies.
- MSAD 6 School Board reviews and approves Standards in Science and Social Studies.
- K-12 begins to develop Rubrics for formative and summative assessments and continue to develop the assessment bank.
- High School finalizes design of Performance-Based System and begins work to develop Capstone Project.
- Vertical mapping of Math and ELA standards.
- Continue to review and discuss the need for reporting software.
- Finalize discussions about the District's technology needs.
- Implementation of draft writing rubrics K-12.
- Staff continue reading and the work related with The Arts and Science of Teaching (Marzano).

PBE Transition Planning

Reflecting on Our Work: 2014-2015

- Implementation of Standards in ELA, Math, Science, and Social Studies.
- Symposium training offered as part of the New Teacher Orientation.
- Continued discussion about reporting systems needs.
- Vertical mapping of Social Studies and Science.
- K-12 unpacking Standards horizontally in Physical Education, Visual and Performing Arts, and World Languages.
- K-12 begins development of rubrics for benchmark and performance standards in Physical Education and Visual and Performing Arts.
- High School finalizes Capstone Project.
- Middle School begins discussion of understanding Performance-Based Design and Capstone Project.
- High School begins the process of revising the Advisor/Advisee Program.
- Two-Year Extension from Maine Department of Education and Performance-Based Education Diploma will be awarded to the Class of 2020.
- Great Schools Partnership working with Middle and High School in the development of assessments.

PBE Transition Planning

Reflecting on Our Work: 2014-2015

- High School and Middle School experiment with Atlas Software.
- Begin implementation of 'pilot' Chapter 508 of Title 20-A for Performance Evaluation and Professional Growth System (PEPG). Approved by MDOE.
- Discussion about how to embed Maine Guiding Principles into all courses. The High School developed the Capstone Project to teach and assess MGP.
- Travel to China to begin planning for Chinese Language Program. Applied to Teacher of Critical Language Program (TCLP). Grant received for (2015/16 and 2016/17).
- Administration Reading: Classroom Assessment and Grading Work
Designing and Assessing Educational Objectives
Standards-Based Reporting and Formative Assessment: On the Road to Highly Reliable Organizations

PBE Transition Planning

Reflecting on Our Work: 2014-2015

- K-12 begin implementation of standards and assessments in Physical Education and Visual and Performing Arts.
- K-12 begin implementation of standards and assessments in Technology and Career and Technical Education.
- Middle School considers the Capstone Project work and needs to revise student advisory before implementation.
- Elementary schools begin understanding the Performance-Based Design.
- Continued work developing the assessment bank.

PBE Transition Planning

Reflecting on Our Work: 2015-2016

- Continue Symposium training.
- Review District Vision and Mission statements.
- Finalize Physical Education/Health, Visual and Performing Arts, and World Language standards and Proficiency-Based Assessments.
- Develop a plan for student placement based on individual learning needs.
- Pilot year for Professional Growth Plans based on MDOE approved plan.
- Continue work embedding Maine Guiding Principles into Proficiency-Based Assessments.
- TCLP grant approved to receive a Chinese Teacher. Begin program at Kindergarten and travel to China to develop relationships. Plan to add an additional teacher for First Grade Program.
- Begin discussion on student placement models; upper elementary and lower elementary.
- Review Kindergarten data in literacy and numeracy and discuss instructional model for meeting 90% proficiency exit criteria.
- Discuss with School Board and budget for summer programs that support students continued development.
- Begin the development of Kindergarten academic screening tool.

PBE Transition Planning

Reflecting on Our Work: 2016-2017

- District reading: Formative Assessments and Standards Based Grading (Marzano).
- Technology and Career and Technical Education begins implementation of standards and assessments.
- Elementary Schools discuss the implementation of a Capstone Project.
- PK-12 discussion about standards in areas of Technology and Career and Technical Education.
- Continue discussion about a Proficiency-Based Reporting System.
- Check and adjust Capstone Project at High School as students begin to present projects.
- Implement DIAL Kindergarten screening tool for motor, speech, vision/hearing and District academic assessment tool.
- Review Class of 2020 progress toward standards achievement.

Next Steps

- Develop Vertical Alignment of all curricula standards and performance indicators at grade levels.
- Develop/establish a reporting system that effectively communicates to students and parents student progress
- Develop cross-curricula implementation and application
- Develop Student-Centered Classroom training modules for all for new staff
- Develop a continuous improvement cycle with periodic opportunities to check and adjust PBE work to ensure it is meeting the needs of learners through data collection and analysis.
- Develop a continuum of educational reading materials for professional development. To ensure we are focused on best practices, it is important that professional reading and is updated periodically.
- Develop a review of all programs and materials for efficacy toward supporting student learning while meeting District goals.
- Continue addition of world languages and cultural experiences starting at the Kindergarten level.

Next Steps

- Implement new model of student grouping based on individualized learning and proficiency (i.e. lower elementary/upper elementary spans).
- Begin data collection on kindergarten students in literacy and numeracy and implement instruction and intervention models for meeting 90% proficiency in literacy and numeracy prior to moving out of level one, “lower primary.”
- Develop multiple pathways.
- Implement summer programs at all levels as part of intervention and proficiency.
- Assess nonfiction reading materials at all levels within the District and connections to content areas.
- Implement DIAL Kindergarten screening tool for motor, speech, vision/hearing and District-developed academic assessment tool
- Implement changes to instructional schedules at the “lower primary” and “upper primary” levels to ensure maximum learning time allocation and schedule changes identified to increase/optimize learning time and opportunities.

Next Steps

- Implement the Capstone Project at the Middle School for incoming first-year middle school students by fall of 2017. Advisory designed in 2016/2017. Capstone designed 2017/2018.
- Provide professional development in teaching reading and writing across the content areas at the Middle and High School levels.
- Check and adjust the Capstone Projects at the High School level for the Class of 2020.

Expected Educational Results

- Learning outcomes that are explicit to students, staff, parents, and the community.
- Increased flexibility for student learning.
- Develop opportunities for students to learn at their pace and actively engage in their learning plan.
- Accountability for standard completion and reinforcement at the end of elementary, middle, and high school.
- Improved transparency for teaching and learning.
- Improved Response to Intervention
- Improved assessment results and (standardized and local assessments).
- Improved graduation rate.
- Multiple pathway learning opportunities

Proficiency-Based Diploma

- **Proficiency-Based Diploma Requirements** - Maine Revised Statutes 20-A §4722-A requires that after January 1, 2018, in order to receive a diploma from a secondary school, a student must:
- 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.
- Demonstrate proficiency in meeting state standards in all content areas of the system of learning results (English language arts, mathematics, social studies, science and technology, health education, physical education, visual and performing arts, world languages, and career and education development.)

Proficiency Based Diploma

- Demonstrate proficiency in each of the guiding principles set forth in department rules governing implementation of the system of learning results (clear and effective communicator, self-directed and lifelong learner, creative and practical problem–solver, responsible and involved citizen, and integrative and informed thinker).
- Meet any other requirements specified by the governing body of the school administrative unit attended by the student.

Meeting Graduation Standards

Proficiency-Based Diploma Requirements Maine Revised Statutes 20-A §4722-A

- Graduation 2020-2021: Proficiency in content areas of English, math, science, and social studies.
- Graduation 2021-2022: Proficiency in four content areas plus one additional content area of the student's choice:
 - Health Education
 - Physical Education
 - Visual and Performing Arts
 - World Language
 - Career and Technical Education

Meeting Graduation Standards

- Graduation 2022-2023: Students must meet standards in core content areas plus two additional content areas.
- Graduation 2023-2024: Students must meet standards in core content areas plus three additional content areas.
- Graduation 2024-2025: Students must meet standards in all content areas.

Multiple Pathways

Method of Gaining and Demonstrating Proficiency

Students must be allowed to gain proficiency through multiple pathways, as described in section 4703, and must be allowed to demonstrate proficiency by presenting multiple types of evidence, including but not limited to teacher-designed or student-designed assessments, portfolios, performance, exhibitions, projects and community service.

- Career and Technical Education
 - Alternative Education
 - Apprenticeship
 - Advanced Placement
 - Online Courses
 - Dual Enrollment
- Gifted and Talented Education

MSAD 6 Vision and Mission Statements

Vision

The Bonny Eagle School District in partnership with the community embraces a system of continuous improvement in a safe and supportive learning environment.

Mission

The mission of the Bonny Eagle School District is to help all students reach their full potential.

School Board Mission Statement

The mission of the MSAD 6 School Board is to govern in order to make the District a state model in terms of excellence in academic performance, fiscal performance, and community relations through a system of continuous improvement.

Strategic Plan

School Board Goals 2016-2017

The **Strategic Plan** is a working document that was developed from school board goals. This plan is a document that establishes for our organization the opportunity to develop building-based activities from priorities established by the School Board. It is also a document that ensures stakeholders that our district leaders are focused on common goals to support systemic growth and development. With clearly articulated goals for the organization, you can be assured that the direction of the District is reflective of current needs that ensure teaching and learning environments support all learners. Our **Strategic Plan** is designed to be a working document that will be modified annually to reflect stakeholder needs. As you review this document, it is important that you understand that the **Strategic Plan** provides the framework for the work occurring in each school. Each building administrator has developed a detailed implementation document that guides the work with their respective staff.

Strategic Plan

School Board Goals 2016-2017

School Board Goals for 2016–2017

- **Board Goal:** To continue the implementation of Proficiency-based education as a progressive model of teaching and learning that has measurable outcomes.
- **Board Goal:** To enhance on-going communication between school board, administration, staff, students, parents, and community.
 - Student Attendance
 - Bullying
 - PBE Reporting
 - Student Achievement

Communication with Stakeholders

- District Webpage and Social Media
- BETV/Saco River Community TV Cable Access and Other Media Avenues
- School Board and Subcommittee Meetings
- Stakeholder Meetings, both District and School-Based
- Staff/Student Meetings
- Building Level Communications