



**Contributing Academic Team Members:**

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Administrators:

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# MSAD #58

# ACADEMIC

# PLAN

Adopted by the Board of Directors  
October 16, 2014

**If** MSAD #58 implements the following;

- complete adoption of Maine Learning Results with Common Core in all English Language Arts and Mathematics classrooms
- alignment between written and taught curriculum
- literacy and mathematics as part of daily lessons in all classrooms
- Readers and Writers Literacy Workshop Model for instruction in elementary grades
- a unified Common Core mathematics approach emphasizing common vocabulary
- regular meetings of Professional Learning Cohorts using specific student centered professional practice protocols
- an emphasis on assessment **of, for, as** learning in all classrooms
- consistent progress monitoring, intervention strategies and child study meetings to ensure all students learn
- visual data walls in all schools will guide school based improvement efforts
- professional development opportunities consistent with the goals of this plan
- adoption of Maine DOE Educator Evaluation system for all teachers and administrators
- the District Literacy Plan
- the MSAD #58 Academic Plan

**Then,** all students will attain one year or more academic growth in a year's time.

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Please note that because of changes in the state tests, we have not been able to identify test specific improvement numerical targets, rather we have identified the percentage of students to meet or exceed proficient, and increased the percentage annually as the District's improvement trajectory.

- MSAD #58 ACADEMIC PLAN

**District Goal: English Language Arts #1: - READING AGGREGATE- see attached documents for school and grade specific data**  
**By Spring 2015 \_\_\_60\_\_\_% of students in Grades K-12 will meet grade level proficiency in comprehension as measured by:**  
   **K-10 MAP**  
   **11-12 Accuplacer**

**By Spring 2016 \_\_\_63\_\_\_% of students in Grades K-12 will meet grade level proficiency in comprehension as measured by:**  
   **K-10 MAP**  
   **11-12 Accuplacer**

**By Spring 2017 \_\_\_66\_\_\_% of students in Grades K-12 will meet grade level proficiency in comprehension as measured by:**  
   **K-10 MAP--**  
   **11-12 Accuplacer**

**Baseline: : Percent proficient or higher----- Grade 11- 44.0 SAT Spring 2013 / Elementary 3-8 -Fall 2013 72.4 NECAP**  
**Baseline MAP Spring 2014 K through 10, 52% above proficient**

	<b>Instructional Practice</b>	<b>Who will implement</b>	<b>Resources</b>	<b>Implementation goals. By,</b>	<b>Measurable student goals. By,</b>
<p><b>Student Learning objective 1:</b>            Students will use meta cognition strategies such as prediction, decoding text, summarizing, visualization, questioning, inferring, clarifying and corrective strategies.</p>	<ul style="list-style-type: none"> <li>• Create a professional development plan for teachers, specialists, ed. techs, and administration.</li> <li>• Students will receive 120 minutes of reading and writing daily</li> <li>• Implement theories and practices of Readers and Writers workshop K-8.</li> <li>• Teach meta-cognition strategies (questioning, visualizing, connecting, inferring, predicting, concluding, summarizing.)</li> <li>• Use data as an effective tool for school change and improvement, meet monthly with school principal for every student below proficient</li> </ul>	<ul style="list-style-type: none"> <li>• Title I, Special education, Classroom teachers</li> <li>• Educational technicians</li> <li>• Principals</li> <li>• Literacy coach</li> <li>• Special Ed</li> </ul>	<ul style="list-style-type: none"> <li>• F and P</li> <li>• R and W workshop</li> <li>• Literacy coaching</li> <li>• Leveled libraries in all schools</li> <li>• Professional development in F and P</li> <li>• Professional development in R and W workshop models</li> <li>• 60/60 reading and writing block</li> </ul> As above	January 2015 May 2015 May 2016 May 2017	May 2015 May 2016 May 2017
<p><b>Student Learning Objective 2:</b>            Students will be actively engaged in reading while using prior knowledge and setting a purpose for reading.</p>					

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<p><b>Student Learning objective 3:</b> Students will monitor their understanding of their reading through conversations and by reflecting and applying the meaning of the text to new situations.</p>	<ul style="list-style-type: none"> <li>• Use formative assessment to inform instruction</li> <li>• In K-8 buildings, Title I staff including literacy coach will support teachers in analysis of data and using differentiation strategies at the classroom level.</li> <li>• Implement intensive 1-on-1 Reading Recovery</li> <li>• Implement child study process for students who are not showing academic growth</li> </ul>	<p align="center">Director</p>	<p align="center">As above</p>		
<p><b>Student Learning objective 4:</b> Students will dissect complex words using letter sound relationships while thinking</p>	<ul style="list-style-type: none"> <li>• Bottom 25% of students will receive interventions by classroom teachers, and /or Title 1 and Special Education teachers</li> <li>• A focus group will be formed to study how to improve achievement of identified Special Education students who are not eligible to take the PAAP.</li> </ul>				

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## - MSAD #58 ACADEMIC PLAN

**District Goal: English Language Arts #2- WRITING see attached documents for school and grade specific data**  
**By Spring 2015 students will achieve a score of 70% or more of the possible total points in math and English Language Arts constructed response questions as measured using the Smarter Balanced assessment.**

**By Spring 2016 students will achieve a score of 75% or more of the possible total points in math and English Language Arts constructed questions as measured using the Smarter Balanced assessment.**

**By Spring 2017 students will achieve a score of 80% or more of the possible total points in math and English Language Arts constructed questions as measured using the Smarter Balanced assessment.**

**(#Of students multiplied by possible points in Math and ELA test per student = total possible points per class. Divide points scored by possible points to determine percentage.)**

	<b>Instructional Practice</b>	<b>Who will implement</b>	<b>Resources</b>	<b>Implementation goals. By,</b>	<b>Measurable student goals. By,</b>
<p><b>Student Learning Objective 1: Students will compose a grade appropriate written response to include a topic sentence (thesis), supporting details, and conclusion.</b></p> <p><b>Student Learning Objective 2: Students will identify supporting details in the text of a question and synthesize a grade level appropriate response with content specific grammar and punctuation.</b></p>	<ul style="list-style-type: none"> <li>As noted in the Common Core Standards for Writing: Students will, “write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.”</li> <li>Samples of each student’s writing will be collected in a portfolio through the year and should represent a wide range of writing. Common Core Appendix A gives guidance on the variety of sub-groups of writing within the three broad areas. It is expected that students will have multiple exposure to each type of writing, through the use of mentor texts and</li> </ul>	<ul style="list-style-type: none"> <li>Title I, Special education, Classroom teachers</li> <li>Educational technicians</li> <li>Principals</li> <li>Literacy coach</li> </ul>	<ul style="list-style-type: none"> <li>F and P</li> <li>R and W workshop</li> <li>Literacy coaching</li> <li>Leveled libraries in all schools</li> <li>Professional development in F and P</li> <li>Professional development in R and W workshop models</li> <li>60/60 reading and writing block</li> <li>Exemplars posted</li> <li>Rubrics posted</li> <li>6 Traits of writing (Strong)</li> <li>Lucy Caulkins writing kits (Kingfield and Phillips)</li> </ul>	<p>January 2015                      May 2015                      May 2016                      May 2017</p>	<p>May 2015                      May 2016                      May 2017</p>

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	<p>units of study. Writing instruction should be linked to reading and other content areas when feasible.</p> <ul style="list-style-type: none"><li>• Students will receive 120 minutes daily for reading and writing instruction.</li><li>• The expectation is that writing occurs daily with students keeping a working portfolio. (2 samples each one from the beginning of the year and one at the end of the year: informational/expository, narrative, and a reading response)</li><li>• During the school year, students may take a previously completed piece of writing and want to revise further, based on new learning.</li></ul>				
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- MSAD #58 ACADEMIC PLAN

**District Goal: Mathematics District Goal: Mathematics #1- To increase OVERALL PROFICIENCY see attached documents for school and grade specific data**  
**By Spring 2015 \_\_55\_\_% of students in Grades K-12 will meet grade level proficiency in Mathematics as measured by:**  
**K-10 MAP**  
**11-12 Accuplacer**  
**By Spring 2016 \_\_58\_\_% of students in Grades K-12 will meet grade level proficiency in Mathematics as measured by:**  
**K-10 MAP**  
**11-12 Accuplacer**  
**By Spring 2017 \_\_61\_\_% of students in Grades K-12 will meet grade level proficiency in Mathematics as measured by:**  
**K-10 MAP**  
**11-12 Accuplacer**  
**Baseline : Baseline: : Percent proficient or higher----- Grade 11- 60.0 SAT Spring 2013 / Elementary 3-8 -Fall 2013 64.0 NECAP**  
**Baseline MAP Spring 2014 K through 10, 52% above proficient**

Students will	Instructional Practice	Who will implement	Resources	Implementation goals. By, By,	Measurable student goals. By,
Understand and use grade appropriate mathematics vocabulary	<ul style="list-style-type: none"> <li>• Align Common Core mathematics curriculum with what is taught in the classroom</li> <li>• Develop and use CC vocabulary lists</li> <li>• Develop or utilize CC assessments across the district</li> <li>• Meet in mathematics instructional cohorts regularly</li> <li>• Use interactive word walls</li> <li>• Incorporate Mathematics Word of the Week activities</li> <li>• Connect learning with real life experiences</li> <li>• Include manipulatives, math games in lessons frequently</li> <li>• Use of 10 frames, place value charts often for younger children</li> </ul>	<ul style="list-style-type: none"> <li>• Title I, Special education, Classroom teachers</li> <li>• Educational technicians</li> <li>• Principals</li> <li>• Literacy coach</li> </ul>	Mathematics Common Core modules, Professional development in mathematics workshop model, and Common Core	January 2015 May 2015 May 2016 May 2017	May 2015 May 2016 May 2017
Understand and use grade level appropriate number sense					
Practice and understand the process of problem solving using critical thinking skills					
Learn, practice and use a					

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<p>process for writing a complete open response question</p>	<ul style="list-style-type: none"> <li>• Incorporate quick writes</li> <li>• Utilize guided math approach</li> <li>• Use frequent formative assessments to inform daily instruction</li> <li>• Group students by needs frequently in classroom</li> <li>• Offer tutoring services for students who show significantly lower skill and content knowledge than their grade level</li> <li>• Use graphing technology and discovery methods</li> <li>• Teach explicit problem solving methods</li> <li>• Incorporate writing in math classes to assist in building competency in answering extended response questions</li> <li>• Post and use Exemplars</li> <li>• Model how and why</li> <li>• Employ appropriate questioning techniques (critical thinking)</li> <li>• Use data as an effective tool for school change and improvement meet monthly with school principal for every student below proficient</li> </ul>				
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