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| GORHAM SCHOOL DISTRICT PBL ACTION PLAN 2015-2016 | GOAL: To implement a proficiency-based learning system district-wide by the 2017-2018 school year. | RATIONALE: We believe that student engagement and achievement improve when the components of proficiency-based learning -- clear learning targets, aligned instruction and assessments, timely interventions, and grading/reporting that reflects those targets -- are fully implemented in all grades and content areas. |
| | STRATEGY: Focus on practice, community engagement, and policy. | |

| ACTION STEPS | EVIDENCE | TIMELINE | COORDINATOR | PARTICIPANTS | EXTERNAL SUPPORT | RESOURCES |
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| <i>Describe the specific action steps that will support the goal and strategy above.</i> | <i>List the data and evidence that will be collected, tracked, and analyzed.</i> | <i>Indicate when the proposed action steps will be carried out and completed.</i> | <i>Name the lead coordinator and supply any relevant information about the role.</i> | <i>List the names of additional participants and describe their roles in the process.</i> | <i>Indicate what role (if applicable) any external support provider will play in carrying out the action step.</i> | <i>List the financial and material resources that will be needed to carry out the action step.</i> |
| Student progress to ELA and math performance indicators will be tracked in JumpRope in grades K-5. | 1. Teacher use of JumpRope. 2. Conversion of summative grade to Infinite Campus for reporting purposes. 3. Effectiveness of common summative assessments and rubrics/scoring guides. | End of fall, winter, and spring trimesters and during early release afternoons. | GES Principals; K-5 Literacy and Math Coordinators; GES PD Committee. | K-5 teachers will track student progress to ELA and math performance indicators in JumpRope and transfer the summative grade to Infinite Campus. They will also analyze, by grade-level, the efficacy of their common summative assessments and rubrics/scoring guides. | Asst Supt will provide assistance with JumpRope, as necessary. Principals will ensure teacher participation. | New ELA and math performance indicators loaded into Infinite Campus; PD in JumpRope, as necessary. |
| Performance indicators aligned to the K-12 Graduation Standards will be written for science and social studies in grades K-5. | Science and social studies performance indicators aligned to the K-12 Graduation Standards. | Draft of performance indicators will be completed by end of fall trimester and finalized by teachers during winter and spring early release afternoons. | Asst Supt; GES Principals; K-5 Literacy and Math Coordinators; GES PD Committee. | K-5 teachers will provide feedback on draft of science and social studies performance indicators. | 6-12 science and social studies will consult, as necessary. | Additional release time, as necessary. |



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| Assessments in K-5 PE, art, and music will be revised as necessary to align to the appropriate performance indicators. | 1. Assessments aligned to the K-5 performance indicators in PE, art, and music. 2. Rubrics/scoring guides for each assessment. | By end of year during early release afternoons. | Asst Supt and K-5 Principals. | K-5 PE, art, and music teachers will revise or develop assessments aligned to their performance indicators. | 6-12 PE, art, and music teachers will consult, as necessary. | Additional release time, as necessary. |
| Performance indicators in all content areas in grades 6-8 will be finalized and scoring criteria aligned to them will be written. | Performance indicators in all content areas in grades 6-8 and scoring criteria aligned to them. | By end of year during early release afternoons and pull-out days. | Asst Supt; GMS Principal; GMS PD Committee. | Grade 6-8 teachers will finalize performance indicators and write scoring criteria aligned to them in the content areas that they teach. | GSP School Coach will provide PD. | Pull-out days. |
| Student progress to performance indicators will be tracked and reported to parents in JumpRope in at least the grade 7 two-person team during second semester. | 1. Teacher use of JumpRope. 2. Effectiveness of common summative assessments and scoring criteria, rubrics, and scoring guides. | Second semester. Preparation will occur during first semester early release afternoons and pull-out days, as necessary. | Practice: Asst Supt; GMS Principal; 6-12 Literacy and STEM Coordinators; GMS PD Committee. Community Engagement: School Committee; Supt; Asst Supt; GMS Principal. | At least the grade 7 two-person team teachers will track student progress to performance indicators. | GSP School Coach will provide PD. | Preparation/training for at least the grade 7 two-person team parents in use of JumpRope. |
| The system of interventions at GMS will be reviewed and adjusted, as necessary, to ensure that students not demonstrating proficiency are supported. | 1. Number of students identified for support. 2. Nature of support. 3. Impact of support. | By end of year during faculty meetings and GMS RTI Committee meetings. | GMS Principal; GMS Instructional Strategist. | GMS RTI Committee members will help analyze the data and make recommendations. | Asst Supt and GHS RTI Committee members will consult, as necessary. | Release time, as necessary. |



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| A proposal for aligning GMS and GHS grading practices* to PBL principles will be developed. | GMS and GHS grading practices proposal. | GMS/GHS Grading & Reporting Committee(s) meetings. | GMS and GHS Principals; GMS/GHS Grading & Reporting Committee(s). | Members of the GMS/GHS Grading & Reporting Committee(s) will develop the proposal. | GSP School Coach and Asst Supt will consult. | Release time to explore what schools in other districts are doing. |
| A plan for emphasizing the importance of Skills for Life at GMS and GHS, separate from academic proficiency, will be developed. | A plan for instructing students in, and holding them accountable for proficiency at, Skills for Life. | GMS/GHS Grading & Reporting Committee(s) meetings. | GMS and GHS Principals; GMS/GHS Grading & Reporting Committee(s) meetings. | GMS and GHS teachers will provide feedback on draft plan(s). | GSP School Coach and Asst Supt will consult. | Release time to explore what schools in other districts are doing. |
| Assessment literacy among GHS teachers will improve. | 1. Participation of GHS teachers in PD on assessment. 2. Surveys of GHS teachers on their knowledge of, and confidence about, assessment design. | By end of year at staff meetings and on early release afternoons. | GHS Principal; GHS Team Leaders. | GHS teachers will participate in PD on assessment literacy. | GSP School Coach and Asst Supt will consult. | Books for text-based discussions, as necessary. |
| Summative assessments and rubrics aligned to performance indicators will be developed for GHS core courses in all content areas. | Summative assessments and rubrics aligned to performance indicators for GHS core courses in all content areas. | By end of year during department meetings, early release afternoons, and scheduled pull-out half-days. | Asst Supt; GHS Principal; GHS Team Leaders. | GHS teachers will develop summative assessments and rubrics aligned to performance indicators for all core courses in their content areas. | GSP School Coach will provide PD. | Additional release time, as necessary. |
| A plan for expanding opportunities for intervention during the school day at GHS will be developed. | A plan for expanding opportunities for intervention during the school day, perhaps including a revised daily schedule. | GHS Daily Schedule Work Group meetings. | GHS Principal; GHS Daily Schedule Work Group. | GHS teachers will provide feedback on draft plan. | GSP School Coach will consult, as necessary. | Release time to explore what schools in other districts are doing. |



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| Current K-12 curriculum will be loaded into Atlas and curriculum pages on district website updated. | Current K-12 curriculum in Atlas and updated curriculum pages on district website. | K-12 Coordinator meetings. | Asst Supt; K-5 Literacy and Math Coordinators; 6-12 Literacy and STEM Coordinators. | K-12 teachers will be introduced to Atlas on an as-interested basis this year. | Atlas Help Desk will provide support, as necessary. | Tech support for website update. |
| Greater awareness of, and support for, PBL will be raised among community members. | 1. School Committee meeting agendas/minutes. 2. Community re-visioning plan process outline. 3. Notes from Community Re-Visioning Group meetings. 4. "Reborn" Gorham Schools Comprehensive Vision/Mission and Core Beliefs documents. | School Committee meetings to outline process during Fall, 2015; Community Re-Visioning Group meetings to create and implement plan during Winter, 2015; Completed "reborn" Gorham Schools Comprehensive Vision/Mission and Core Beliefs documents by June, 2016 | School Committee; Supt; Gorham Leadership Team. | Representatives from all of the following stakeholder groups will participate in process/plan development: <ul style="list-style-type: none"> ● School Committee; ● Supt; ● Asst Supt; ● Leadership Team; ● Teachers; ● Parents; ● Students; and ● Community Members. | An outside facilitator will be contracted with to help provide independent and unbiased facilitation of the process, which will be primarily led by the supt. | Release time, as necessary; money for contracted facilitation services. |
| Assessment of cross-curricular graduation standards (Guiding Principles) 2016-2017 | | | | | | |
| Policy (School Committee Awareness & Support; Policy Revision) 2016-2017 | | | | | | |

*What percentage of assessments within a Performance Indicator does a student have to pass to demonstrate proficiency? What percentage of Performance Indicators within a Graduation Standard does a student have to pass to demonstrate proficiency?

*What symbol system will we use, and how will we combine many assessment scores to yield one final grade?

