**School System RSU 57**

**Contact Information**: Lori Lodge, Curriculum Coordinator, [lorilodge@rsu57.org](mailto:lorilodge@rsu57.org)

Regional School Unit 57 (RSU 57) decided more than a decade ago to embrace a path toward performance-based education with the idea that learning, not time, should be the constant in all students’ experience. The district has five elementary schools that feed into Massabesic Middle and High School. Each student is seen as a critical and innovative thinker who adapts to new ideas and learns at different times, in different places, in different ways, and does best in the provided flexible environment. All students are taught that she/he has a voice and choice within a comprehensive, rigorous, and relevant curriculum and that what they learn will help build a solid foundation in learning, real world situations, and work ethic for success. Students share in the accountability for his/her learning, accept the differences of others, and contribute to a safe learning environment. Students are expected to contribute multiple resources in building a strong educational community, to learning though continuous and open communication, and to recognize his/her role and participate in the educational community. Technology is used by students to communicate respectfully (both locally and globally), and students are determine the credibility and accuracy of information to make informed decisions and produce quality work.

RSU 57 has been engaging in a slow and steady “performance-based” reforms, including curriculum reform, differentiation, and professional learning communities, since 1999. In 2003, the district adopted a standards-referenced report card and in 2009 the middle school adopted the Reinventing Schools Coalition’s (RISC) approach as a way to systematically bring together the ideas that had been in motion for a decade. The district recognized the importance of building capacity through consistent professional development and alignment of efforts around a performance-based approach, including the adoption of Marzano’s instructional model, the Art and Science of Teaching, to implement teacher and principal evaluations.

**Massabesic Middle School**

**Contact Information**:

* Kelly Grantham, Assistant Principal, [kellygrantham@rsu57.org](mailto:kellygrantham@rsu57.org)
* Angela Scully, Assistant Principal, Messabesic Middle School, [angelascully@rsu57.org](mailto:angelascully@rsu57.org)

**Location**: Waterboro, Maine

**Grades**: 6th-8th

**Number of Students**: Approximately 800

**Phone**: (207) 247-6121

**Website**: <http://middleschool.rsu57.org/>

**Approach to learning**: Massabesic Middle School uses a proficiency-based model that emphasizes a program of study designed to meet the student’s needs at their level of readiness. Classroom activities are student-centered, closely monitored by the teacher, and designed to assist the student in demonstrating proficiency on their learning targets. The curriculum follows a definite progression building on skills and abilities acquired at each level. Students are expected to maintain a minimum score of a 2.0 (on a 0-4 scale) on all standards being assessed, and a student who receives a score of 1.0 on two or fewer standards being assessed will have to complete an individual learning plan (ILP) indicating how the student plans to bring the assessed score to a 2.0.

**Massabesic High School**

**Contact Information**: Cathy Dalliare, High School Site Coordinator, [catherinedallaire@rsu57.org](mailto:catherinedallaire@rsu57.org)

**Location**: Waterboro, Maine

**Grades**: 9th-12th

**Number of Students**: Approximately 1,100

**Phone**: (207) 247-3141

**Website**: <http://highschool.rsu57.org/>

**Approach to learning**: Massabesic High School uses a proficiency-based model that aspires to prepare respectful, responsible, and creative thinkers for success in the global community. The school uses a 0-4 scale to provide students an opportunity to master each new material before moving onto the next subject. Summative assessments are the primarily determinants of students’ grades; however, classroom work habits are also a core piece of assessing the efforts that students make at being Respectful, Responsible, and Creative.