

Intent to Apply & Planning Grant Application

LEA/District:

District Mailing Address:

Phone	Fax:	E-Mail: bwebster@lewistonpublicschools.org
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Superintendent Name:
This document is an official notification that the above LEA/district intends to apply for a Title I 1003(g) School Improvement Grant.
Superintendent's Signature: _____ **Date:** 6/14/2013

In the grid below list the schools your LEA is committing to serve with a School Improvement Grant.

ELIGIBLE SCHOOL NAME	TIER I	TIER II	TIER III	Planning to Apply

Name of Title I 1003(g) School Improvement Grant Coordinator (if different from above):
 Susan Martin, Chief Academic Officer

Mailing Address (if different from above):

Work Phone: 207-795-4103	Fax: 207-795-4177	E-Mail: smartin@lewistonpublicschools.org
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LEA Improvement Planning Committee Members

Name	Group representing (School staff, district staff, parents, or outside expert/facilitator)

Planning funds (\$3,000) are available for any LEA that has at least one Tier I or Tier II eligible school and plans to submit a complete Title I 1003(g) School Improvement Grant application.

Activity	Person Responsible	Benchmark/Evidence of Accomplishment	Start Date	Completion Date	Expenditures or Required Resources

MAINE DEPARTMENT OF EDUCATION



Title I, Part A Section 1003(g) of the Elementary and Secondary Education Act 2013 School Improvement Grant Application

NAME OF UNIT Lewiston Public Schools City, Town, SAD or CSD

UNIT ADDRESS 36 Oak Street Lewiston, ME 04240

TELEPHONE # 207-795-4100 FAX # 207-795-4177

E-MAIL bwebster@lewistonpublicschools.org

NAME OF APPLICATION CONTACT PERSON__ Susan Martin__

SCHOOL/DISTRICT OFFICE ADDRESS 36 Oak Street Lewiston, ME 04240

TELEPHONE # 207-795-4103 FAX # 207-795-4177

E-MAIL smartin@lewistonpublicschools.org

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this plan have been developed by an appropriate planning team and have received support of the school board of the unit named above. I have been authorized, as its representative, to submit this plan.

Hard copy with original signature mailed 6/14/13

Signature, Superintendent of Schools

Date

For Information Call: Title IA Office 624-6705 Contact: Rachelle Tome

Return Original To: Maine Department of Education ESEA/ NCLB Clearinghouse 23 State House Station Augusta, ME 04333-0023 Attn: Rachelle Tome Email copy to: Janice.bunnell@maine.gov

Intent to Apply Due: April 19, 2013 Full Application Due: May 31, 2013

LEA Improvement Planning Committee Members	
Name	Group representing (School staff, district staff, parents, or outside expert/facilitator)
William Webster, Jr.	Superintendent: District Staff
Susan Martin	Chief Academic Officer: District Staff
Kristie Clark	ELL Director: District Staff
James Cliffe	Incoming Montello Principal: School Staff
Cindy Gish	Incoming Montello Assistant Principal: School Staff
Cynd Polisky	Kindergarten teacher: School Staff
Kelly Johnson	Grade 4 teacher: School Staff
Cynthia Smith	Guidance: School Staff
Jennifer Daemon	Parent
Abdi Musa	Parent
Betsy Plourde	Androscoggin County Head Start: Consultant
Sarah Patton	Spurwink: Consultant
Peter Geiger	Geiger Brothers: Local Business Leader

A. SCHOOLS TO BE SERVED:

Identify each of the Tier I, Tier II, and Tier III schools this LEA commits to serve with School Improvement Grants and identify the model that will be used in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Montello Elementary School		x						x

Complete each sections B-C for each Tier I, II, or III schools to be served.

SCHOOL NAME: Montello Elementary School							
B. DESCRIPTIVE INFORMATION/EVIDENCE OF COMMITMENT							
SCHOOL NAME:	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
Montello Elementary School				turnaround	restart	closure	transformation
	X						x
Section B1.1-For each school to be served with 1003 (g) School Improvement Funds, clearly describe in narrative form: a) The analysis of needs for this school, including information from the following areas; <ul style="list-style-type: none"> • student achievement • curriculum and instruction • professional development • family and community involvement • school context and organization b) The rationale for the specific intervention selected;							

LEA NARRATIVE:

B1.1a) The analysis of needs for this school, including information from the following areas;

B1.1a.)

e) School Context and Organization

Lewiston Public Schools (LPS) consists of 6 elementary schools (K-6), one middle school (7-8) and one high school. The Lewiston Regional Technical Center (LRTC) is located in Lewiston, run by the Lewiston School Department, and housed on the high school campus. The tech center serves students from surrounding communities as well as Lewiston students. There are currently 5,149 students enrolled in Lewiston’s public schools. There are pre-kindergarten programs in place at four of the elementary schools; these programs serve all elementary schools.

Montello School is a sprawling two story building that was built in 1961 to serve as Lewiston's middle school. In 1972, the school was converted to a K-6 school serving the largely middle class population around it. As the city's population shifted, several small schools downtown were closed and students were bussed from downtown to Montello. Over time, this shifted the make-up of the school, increasing the rate of poverty at the school. It also created a situation where it was no longer a neighborhood school and many parents lived far away from the school without access to transportation. In 2005, Montello became an early educational nexus of Lewiston's refugee influx, going from less than 10 English Language Learners to 264 today. The district struggled to keep up with ELL needs due to a lack of funding and certified ELL staff available. Staff was added but it wasn't until the 2011-12 school year before the gap was closed. Currently Montello has the highest ELL teacher to student ratio in the city, with 7 teachers and 8 educational technicians serving 264 students. A full-time, highly regarded language facilitator serves the school as well.

Montello Elementary School is one of the largest Pre-K to grade 6 elementary schools in Maine, with a current enrollment of 710 students. The student population is both racially and socio-economically diverse: 84.2% of students are eligible to receive free and reduced lunch, 10.6% are identified as special education students, and 37.7% of students are English Language Learners. Additionally, 40% of the student population is classified in federal reporting guidelines as African American/Black: more specifically, most of these students are Somali refugees. There are now 12 different languages spoken at Montello. Montello has 30 academically gifted students who receive the services of a part time Gifted/Talented (G/T) teacher.

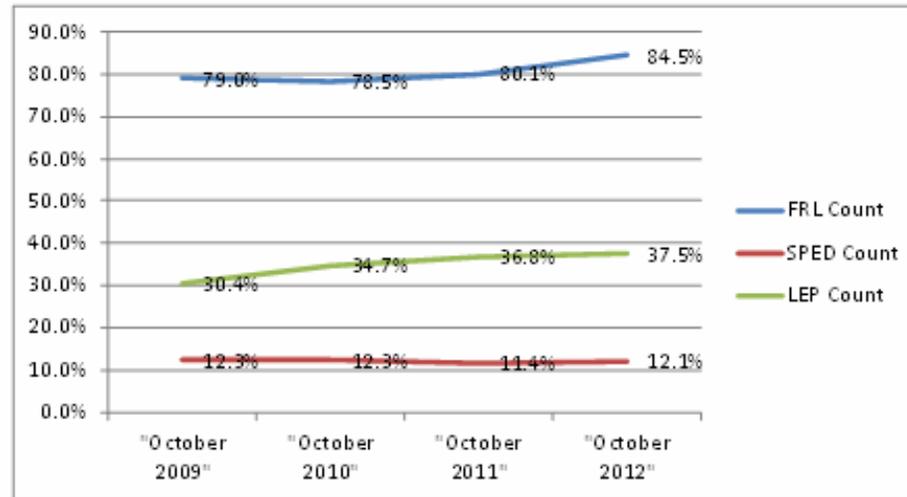
In 2010, Montello administrators and staff reconfigured classrooms into a POD arrangement that is either K-2 or 3-6, in an effort to build seven small communities of learners inside the confines of such a large school. Each POD is made up of approximately 100 students. The school's goal is to develop solid relationships with students over time while looking at their performance data both horizontally and vertically: namely, by comparing performance data across each multi-grade POD and also among all the students in each grade. Team building activities and opportunities for grade levels to meet together are part of the daily schedule. Before this reorganization, it was difficult for students to develop meaningful relationships with other students, or with more adults than just their classroom teacher. At its core, the POD configuration is about building stronger relationships among all students and teachers, as well as flexibly grouping for academic work. This structure ostensibly creates seven smaller K-6 schools made up of approximately 100 students each within the larger school.

From September 2011 to May 1, 2013, the number of ELL students at Montello has grown from 214 to 265, with significant fluctuations during each school year. At its highest point in May 2012, there were 284 ELL students enrolled at Montello. There are currently 264 ELL students (broken down in ACCESS section). The majority of these students (88%) have been in the United States for less than four years, and 72% of them have been enrolled at Montello for less than three years. Many of these students (and their parents) are not literate in their native languages, and most of their parents are not literate in English. Due to their limited English proficiency, many of these parents are limited in what they are able to do to support their children's academic work.

Montello continues to see a growing number of students from families with limited financial resources, as evidenced by the increasingly high number of students eligible for free and reduced lunch. In addition, the number of students labeled as "Limited English Proficiency" (LEP) is steadily increasing.

The table below shows the increase in various sub groups. Many, if not most, students are counted in more than one subgroup.

**Montello Student Demographics:
Free & Reduced Lunch, Special Education, and Limited English Proficiency
2009-2012**



Montello currently has 30 classroom teachers, 5 special education teachers, 7 ELL teachers, 2 consulting teachers, 1 coach, 2 guidance counselors, and 1 social worker. All of the certified teaching staff is highly qualified by NCLB standards, including ELL teachers, special educators, and the principal. From 2009-2011, more than 20% of Montello’s staff either left the district or transferred to other positions within the district each year. Staff retention currently remains an issue, though it is significantly better going into the 2013-2014 year. Retention is impacted by several factors. The needs of students at Montello are significantly more challenging than at many other schools both inside and outside the district, and there is a need for both incentives and for increased planning time. In addition, teachers need job embedded professional development and technology that will allow them to do their work more efficiently.

B1.1a.)

a) STUDENT ACHIEVEMENT

Most of Montello students have intersecting identities that impact their academic learning and achievement. Many are living in generational poverty. A significant number of students are also refugees who—along with their families—have experienced war, displacement, racial prejudice, and other forms of violence. In a study about the impact of poverty in Title I schools on student achievement in reading and math, the US Department of Education found that “individual and school poverty had a clear, negative effect on student achievement” (US DOE, 2001). The study found that not only did students who were living in poverty score lower than their more economically privileged peers, but also that students attending schools with a higher concentration of students living in poverty also had lower scores (US DOE, 2001).

Status of Adequate Yearly Progress (AYP)

School Year	Reading*	Math*	Average Daily Attendance/Grad Rate	AYP Status**
2006-07	Yes	No	94%	Monitor
2007-08	No-W,B,E, L	No-B, S, L	94%	CIPS1
2008-09	No-B,L	No-B,L	95%	CIPS2
2009-10	No-W,B,E,L	Yes	95%	CIPS2
2010-11	Yes	No-W, B, E, S	95%	CIPS 3
2011-12	No-W,C, B, E, S, L	No-W,C, B, E, L	93%	CIPS4
2012-13	No-W,C,B,E,S,L	No-W,B,E,S,L	95%	CIPS 5

The 2011-2012 AYP status for Montello was CIPS3 in reading. The only subgroup which made AYP is the students with disabilities in mathematics. They made AYP by safe harbor. No subgroups made AYP on the October 2011 NECAP assessment. The lowest performing subgroups were African American/Black (18% proficient), students with disabilities (8% proficient), and Limited English Proficient (LEP) (13% proficient). The non-economically disadvantaged students were 75% proficient and reached the target.

The 2011-12 AYP status for Montello was CIPS4 in mathematics. The following subgroups did not make AYP on the October 2011 assessment: whole school, African American/Black, economically disadvantaged, students with disabilities, and Limited English Proficient. The Caucasian/White subgroup did make AYP by safe harbor. The lowest performing subgroups were African American/Black (14% proficient), students with disabilities (12% proficient), and LEP (13% proficient). The non-economically disadvantaged students were 71% proficient and reached the target.

2012-13 AYP status for Montello is CIPS5 in mathematics and CIPS4 in reading. The only subgroup which made AYP is the Caucasian/White group in mathematics. They made AYP by safe harbor. Even more troubling, is the performance of each subgroup in reading has declined from the 2009 NECAP administration to the 2011 NECAP administration. The greatest declines have been in the black (20%) and LEP (17%)

subgroups. Math performance has also declined, but not as dramatically. In both math and reading, the performance of female students has dropped by 15%. This same high trend is not seen for male students.

A Look at Montello’s Performance on the NECAP Reading Patterns and Trends

READING	2009 (target 66%)	2010 (Target 75%)	2011 (Target 75%)
Whole School	54%	47%	42%
Females	64%	51%	49%
Males	44%	43%	35%
Caucasian	62%	60%	58%
Black	38%	21%	18%*
Econ. Dis.	49%	39%	33%
Sp. Ed.	18%	6%	8%*
LEP	30%	20%	13%*

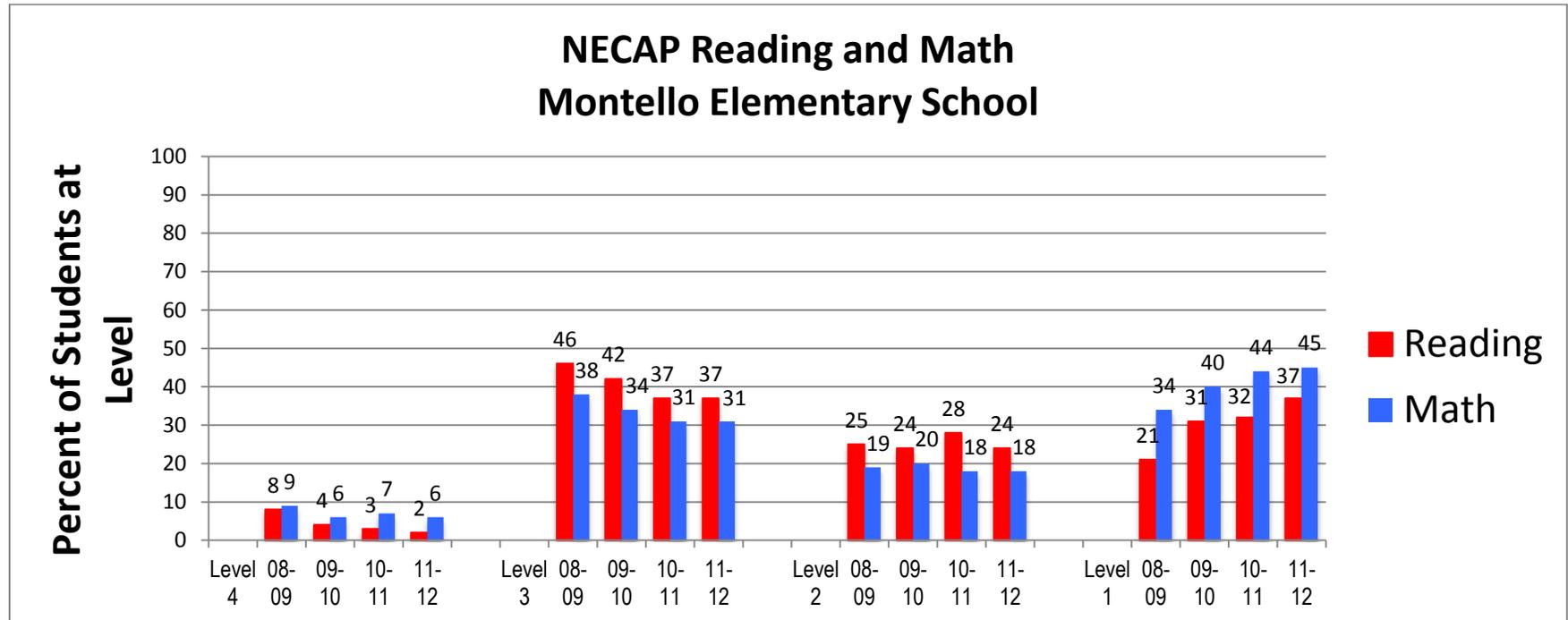
A Look at Montello’s Performance on the NECAP Math Patterns and Trends

	2009 (target 60%)	2010 (Target 70%)	2011 (Target 70%)
MATH			
Whole School	47%	42%	39%
Females	51%	42%	36%
Males	44%	42%	43%
Caucasian	60%	55%	56%
Black	28%	14%	14%*
Econ. Dis.	42%	35%	32%
Sp. Ed.	20%	19%	12%*
LEP	23%	11%	13%*

**** indicates possible significant achievement gaps in populations compared to whole school***

The challenges faced by many of Montello’s students have a direct impact on the school’s ability to make AYP. (The combined challenges of poverty and/or disrupted backgrounds transience, family substance abuse, refugee status, etc.) These students often fall into at least four groups: ELL, Black, low socio-economics and whole school. In fact, 25.64% of Montello’s special education population is ELL students, which places some ELL students into a fifth subgroup.

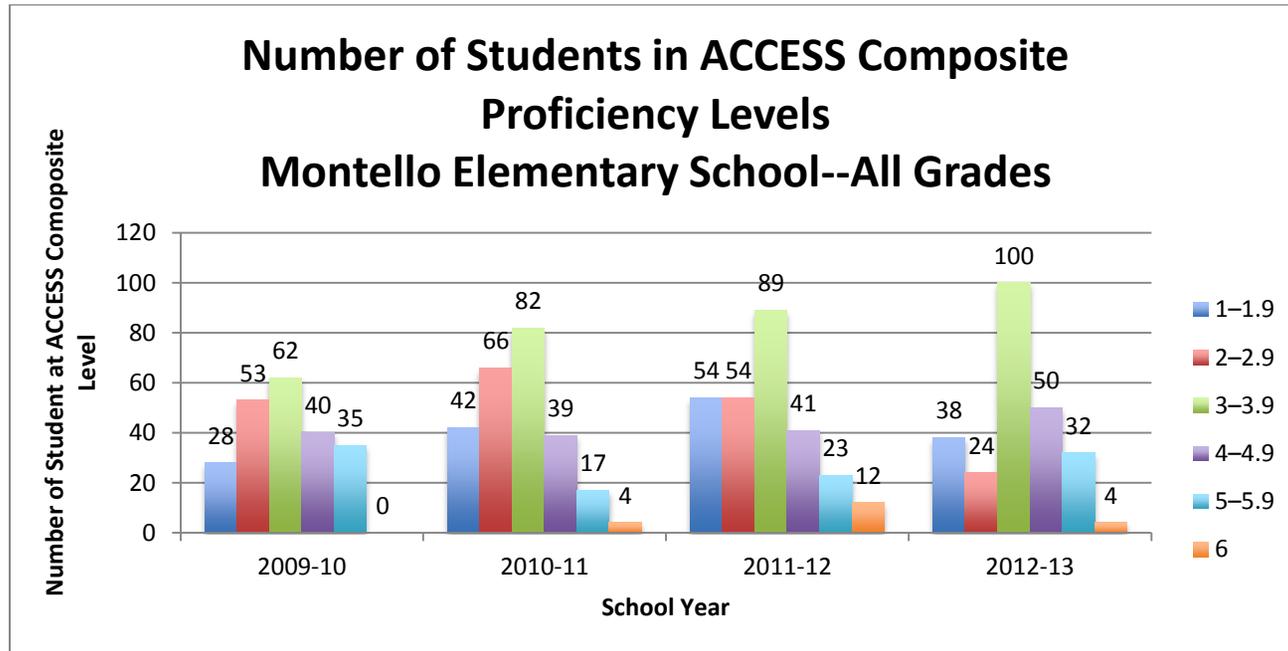
New England Common Assessment Program (NECAP) scores is a concern in all areas. One troubling trend is that math is consistently lower than reading. Second, the number of students at Level 1 is increasing while the students who partially meet are decreasing. As we move to a growth model, this trend needs to be reversed.



ACCESS for ELLs: No Child Left Behind Mandated Proficiency Test Composite Data

The Lewiston Public Schools--as required by the State of Maine--uses the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) assessment to measure language proficiency (WIDA, 2013). From the graph on the right, you will see that all of our grades, except grade 6, are trending upward. This is probably a result of academic vocabulary required in grade 6 being significantly more challenging and conceptual than that which is required in grades 3-5. Overall, this data indicates that the vast majority of the district’s ELL students need extensive support. This need is even more significant at Montello.

Another concern (in the following table) is the relationship between the English Language Proficiency and NECAP Reading Proficiency. Students with a level 5 ACCESS score should be readily meeting NECAP standards. The chart below shows the Montello is far from reaching that standard. The school is in the process of analyzing this data to refine instruction.



ACCESS vs. NECAP

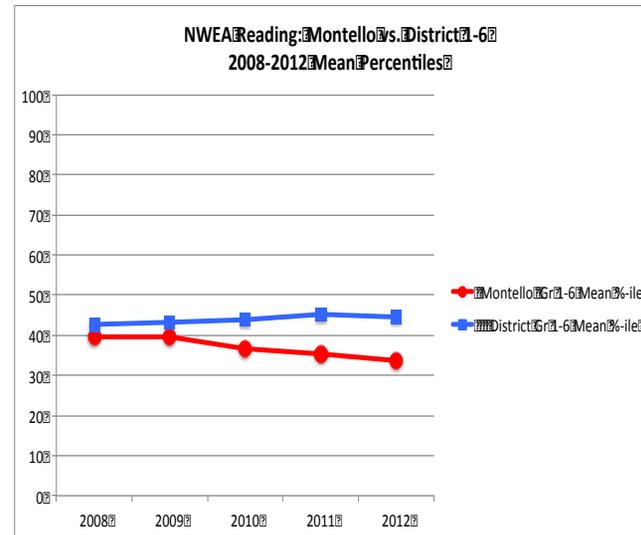
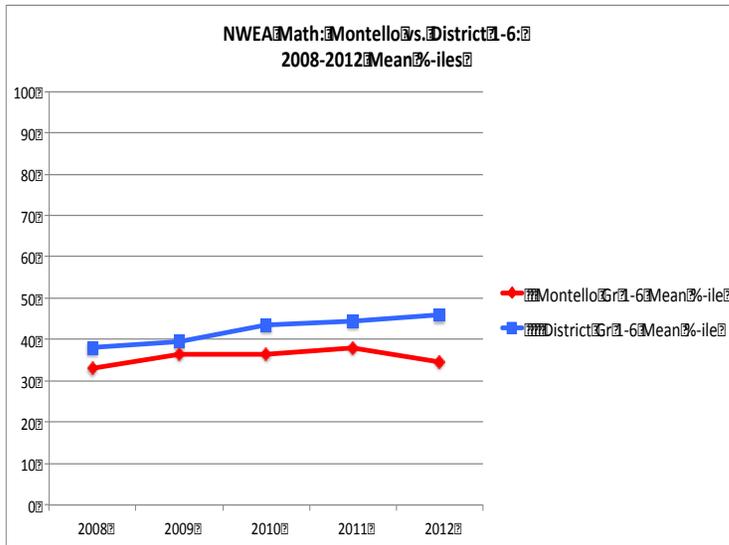
	ACCESS Composite Proficiency Level					
	1-1.9	2-2.9	3-3.9	4-4.9	5-5.9	6
NECAP 1: Does Not Meet	1	14	39	21	4	0
NECAP 2: Partially Meets	0	0	1	10	14	1
NECAP 3: Proficient	0	0	2	2	5	1
NECAP 4: Exceeds	0	0	0	0	0	0

The proficiency level of fifth grade students at Montello in science, as measured by the MEA science assessment, has been significantly below the state and district average for the past three years. This is in large part due to the fact that Montello’s focus on increasing literacy and math scores has occurred at the detriment of providing science instruction. There is very little time in teacher’s daily schedules to teach science or social studies. Instead, teachers have been asked to focus on content during literacy blocks, but have received very little training in how to meaningfully integrate content while teaching literacy skills.

Maine Educational Assessment: % Proficient in Science (Level 3 & Level 4 Combined)

	2009-2010	2010-2011	2011-2012
Montello	27%	25%	27%
District	43%	47%	38%
State	63%	65%	63%

Lewiston Public Schools uses the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) assessment for student reading and math at the elementary level (nwea.org, 2013). MAP is a computerized evaluation tool that is aligned with the Maine Parameters of Learning. This assessment is given three times a year and has clear targets for student growth. Thus, it is a more immediate measure of progress. In spite of the professional development detailed above, Montello is struggling to maintain the status quo. Looking at the increase in low SES, ELL, and special education in B1.1e, this is understandable but not acceptable.

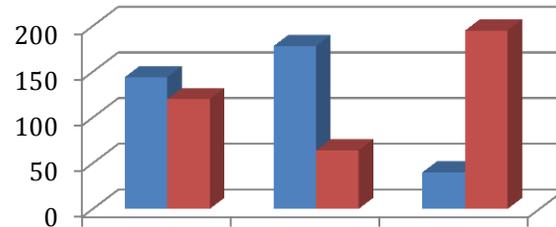


Lewiston uses NWEA typical growth norms as a measure of student growth. The goal at every school is for 65% of students to make spring to spring growth. For kindergarten students, fall to spring growth is shown because no spring data is available at that grade level. The benchmark for kindergarten will be set much higher than 65% of students making typical growth, because in Lewiston more students make fall to spring growth than make spring to spring growth. For the past three years, summer regression has greatly impacted growth results. As the table on the next page shows, in the 2012-13 assessment year, no grade level reached the 65% benchmark, with the exception 6th grade reading. For students performing below grade level, making typical growth will never be enough to bring them to grade level proficiency. In other words, the majority of Montello’s students must make more than a year’s typical growth if they are to reach grade level proficiency. It is interesting to note that a greater percentage of students are making spring to spring typical growth in the upper grades than in the primary grades. As the grade level increases so does the percentage of students making growth in each of the areas measured (math, reading, language usage). Montello’s data coaches have not yet had an opportunity to draw any additional conclusions about the May 2013 NWEA results since the scores just became available on June 10th.

	Whole School (spring to spring)	Kindergarten (Fall to Spring)	1 st grade (Spring to Spring)	2 nd grade (Spring to Spring)	3 rd Grade (Spring to Spring)	4 th Grade (Spring to Spring)	5 th Grade (Spring to Spring)	6 th Grade (Spring to Spring)
Lang Usage	47.6				34.2	42.3	56.4	59.5
Reading	45.5	63.3	33.3	23.4	52.6	50.0	45.5	67.5
Math	41	57.4	39.8	24.4	41.6	42.9	40.7	56.3

Coming to school ready to learn is a need at Montello as well. Because of the large number of students who come from poverty and trauma impacted backgrounds, Montello has many students who come to school with mental health issues and the need for intensive social skill development. In 2010-11, the Lewiston Public Schools began implementing the Positive Behavioral Interventions and Supports (PBIS) framework (Colvin & Fernandez, 2000) in 7 schools. Montello began to implement PBIS in 2010 by providing staff training about how to effectively implement the framework, including common expectations for behavior across the whole school. Since implementation, staff has observed a decrease in problem behaviors among students in common areas, and has also noted a reduced number of office referrals for hallways, bathrooms, playgrounds, and other non-classroom settings. Teachers are continuing to gain knowledge about PBIS classroom interventions, including creating routines and expectations for student success, as well as, redirecting and further supporting positive behavior before a consequence is necessary.

Montello's behavior data shows one promising trend. There has been a decrease in office referrals for upper grades, which is most likely the result of a combination of PBIS interventions and a switch to in-school suspension instead of out-of-school suspension. Montello began an in-school suspension program in 2011, which allows children with elevated behavioral concerns to remain in school and have access to instruction. This program has significantly reduced the number of out of school suspensions, but also served as a greater deterrent to negative behavior than being sent home. In 2010-2011, the number of out-of-school suspensions was 180; in 2011-2012, that number dropped to 42. The overall number of suspensions, in and out of school combined, has remained relatively unchanged from 2011 to 2012. However, the number of office referrals has increased during the same three-year period. Since the PBIS initiative requires staff to track minor and major behavior incidences, this could account for the increased referrals.



A troubling trend is the dramatic increase in disciplinary referrals from the lower grades. This indicates that students are beginning school with less developed social skills. In the last several years, Montello--like many Lewiston schools--has seen students arriving in school with a much more complex set of needs. In 2012-2013, 61% of the students who had 6 or more office discipline referrals were in grades K-2, as compared to 33% in 2009-2010. These students are exhibiting behavior that is dangerous to themselves and/or others, which makes it necessary to remove them from peers. In 2011, with the support of a Safe Schools/Healthy Students (SSHS) grant, the district purchased resources and trained staff in Second Step, a social skills program. Resources were updated in the 2012-13 school year. Implementation of Second Step (Fitzgerald & Edstrom, 2006), through the guidance programming and PBIS core teaching, is not enough to address the daily teaching and reinforcement children need to demonstrate safe, responsible, and respectful behavior. SIG resources will be used to train K-3 teachers in Second Step “booster” activities that supplement the core Second Step curriculum, and will ultimately create the more intensive intervention that these students require.

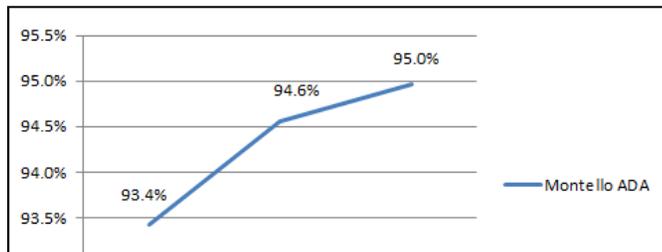
Third, Montello has a small group of students who need highly intensive intervention. As evidenced in the charts below, the students with 6 or more disciplinary referrals comprise only 9.7% of Montello’s total student enrollment; so while there are not a large number of students requiring intensive intervention, the students who do need intensive interventions are requiring an extremely high level of support. Currently, two guidance counselors and a social worker are addressing this need. Additionally, district funds have been allocated to establish a short term, part-day Response to Intervention (RTI) classroom where students can get intense instruction in social skills, anger management, and impulse control.

Comparison of Students with 6+ Discipline Referrals to Total Enrollment: 2012-2013

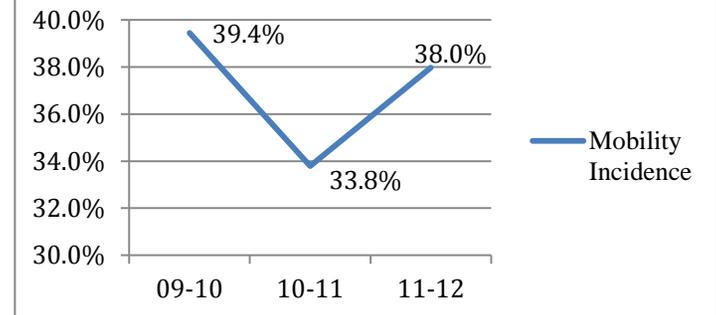
Grade	Number of students with 6+ referrals	Total grade enrollment	% of students with 6+ referrals
K	13	106	12.2%
1	13	112	11.6%
2	12	89	13.5%
3	4	85	4.7%
4	4	85	4.7%
5	6	66	9.0%
6	10	93	10.8%

Transience and attendance are two more factors that significantly impact student achievement. While the charts show that average daily attendance has been increasing slightly since 2009, it is important to view that trend in conjunction with mobility data, because Montello students are still highly mobile. In order to address issues of attendance, Montello added a guidance counselor, increased the amount of follow up for parents whose children are absent from school, and has moved from out-of-school to in-school suspension.

Montello Elementary: Average Daily Attendance 2009-2012



Mobility Incidence



Students at Montello have a high mobility incidence (in the range of 33-38% from 2009-2012). Mobility is calculated by dividing the number of entries and exits after the first day of school by the enrollment on the first day of school. As a teacher works to establish a consistent learning environment and know his/her students both academically and personally, a 38% change in enrollment over the course of a school year is disruptive.

B1.1a)**b) CURRICULUM AND INSTRUCTION**

Montello is currently using the Comprehensive Literacy Model (Dorn & Soffos, 2005) to drive literacy curriculum. This model is done in conjunction with The Maine Literacy Partnership and whole group instruction and guided reading to move every student at his/her own pace in acquiring literacy skills.

The model provides literacy training for staff, a building coach, and two interventionists who use the Reading Recovery and Literacy Lessons instructional model. Staff turnover and budget constraints have prevented full implementation of this model. These issues are being address by two district initiatives already in place. First, staff will receive job embedded training while working at a summer program. Second, Lewiston has negotiated changes to the first six steps on the teacher salary scale. Hopefully, this will reduce the number of experienced staff leaving to work at other school districts.

In 2011-12, Lewiston began an intense effort to map Common Core standards and made a decision to use Understanding by Design (Wiggins & McTighe, 2011) as a curriculum framework. In 2012-13, Authentic Education assisted the district in finalizing those maps and intensively trained teachers. LPS is working with Authentic Education (AE) <http://www.authenticeducation.org> to develop power standards and supporting standards that meet Common Core requirements. This summer, the district will train 50 teacher leaders to facilitate these changes at grade level and content areas. This work will continue for at least 4 years, resulting in standards based reporting at all grade levels by 2017. Going forward, literacy work will involve a strong content focus and be tied to district standards. Interventions will address assistance in meeting standards.

Math instruction has focused on a math workshop model (Chapin & Johnson, 2000). In 2011-12, grade 3 to 6 teachers received training in that model. However, no job embedded coaching was provided. Again, mapping has clarified expectations. A math coach has been hired with Title I funds who will lead Montello in addressing standards and implementing the district's new core program. The coach will also work with teachers and educational technicians to match and monitor appropriate interventions. In the fall of 2012, Montello contracted with Math Solutions, <http://www.mathsolutions.com/>, to complete a needs assessment. Recommendations were not implemented due to lack of resources. The intent is to contract with Math Solutions for coach support and development of a PD plan.

English Language Learners and special education students are fully integrated at Montello School. No self-contained classrooms exist. ELL and resource room teachers provide pull out instruction for up to 2.5 hours focused on student needs. Educational technicians work under the direction of these teachers to provide interventions and classroom support. In 2009 and 2010, Montello did extensive Sheltered Instruction Observation

Protocol (SIOP) (<http://siop.pearson.com/> training. As the district moved to National Board for Professional Teacher Standards (NBPTS) work in its performance based evaluation, the two programs present duplicate concepts (direct vocabulary instruction, student learning objectives, formative assessment, etc. Thus, the focus moved to the NBPTS. Montello's recent CIPS self-assessment indicates concerns about the lack of a coherent curriculum although there was optimism that current Common Core work would address that. Other concerns addressed needs for teacher capacity and instructional materials that allow for broader differentiation within classrooms.

We are aware of the unique learning needs of English Language Learners. Montello's ELL students' programming is based on a combination of language proficiency levels, as determined by ACCESS, and academic levels in reading and math, as determined by NWEA. Students receive programming in the Specially Designed Academic Instruction in English (SDAIE) model or a Supported Grade Level model. In the SDAIE model, students receive instruction from an ELL certified teacher focusing on English language development and grade level content. In the Supported Grade Level model, students are taught by the regular grade level teacher with support from the ELL teacher or Educational Technician. ELL students' program needs are monitored by ELL teachers and the district ELL Director. Every ELL student at Montello is enrolled in a grade level/content program to the extent possible and integrated into regular activities. The regular classroom teacher shares the responsibility of programming with the ELL teacher. The Montello ELL staff meets on a monthly basis with district ELL staff to review student progress and collaborate on ELL teaching strategies, parent engagement ideas and other ELL related issues.

B1.1a)

c) PROFESSIONAL DEVELOPMENT

Professional development for Montello staff during the 2011-2012 school year included several key components, much of which is detailed above. First, Montello is one of six Lewiston schools participating in the Teacher Incentive Fund (TIF) grant. During the 2011-12 school year, all teachers were required to participate in Take One. The Take One process requires teachers to complete a portfolio, which includes a videotaped lesson and reflections about teaching practice and student learning. Teacher mentoring plays a large role in this process; reflections and videotapes are shared during Take One meetings and fellow staff members facilitate cohort groups.

Additionally, TIF encourages teachers to apply for National Board Certification through the National Board for Professional Teaching Standards (NBPTS) (Bond, 2000). During the 2011-2012 school year, three Montello teachers completed the requirements for National Board Certification. In May 2013, eleven more teachers submitted their applications for full board certification. Montello had the largest number of teachers apply to NBPTS, indicating the desire for professional development and growth.

There is also a strong leadership team that has representation from every constituency in the school. This group provides direction at each POD (discussed further in the *School Context and Organization* section) and grade level. Data coaches meet with teachers twice a week for 40 minutes each time to discuss student progress and help support flexible grouping. Currently, professional development opportunities in the area of literacy use a coaching model. Because one literacy coach for 38 teachers is insufficient, a second literacy coach is being requested with SIG funds. In FY14, Title I funds will be expanded to include a first math coach. This position has been filled and the person will be involved in summer curriculum development and training using Title I carryover funds. These changes increase the opportunity for job embedded professional development.

Finally, the implementation of a performance based teacher evaluation system has provided professional development around the seventeen core standards of teaching developed by the NBPTS. This work complements both literacy and math models by focusing on teaching strategies appropriate for all students especially those from limited language backgrounds. In FY13, all staff had access to high quality resources and coaching. This will increase in FY14 with Montello having access to a highly qualified instructional coach who can work with teachers on classroom management, student engagement, using data to drive instruction, and other effective teaching practices. Additionally, LPS will institute Student Learning Objectives as a performance measure in 2013-14, thus enhancing and revitalizing the interest in formative assessment.

B1.1a)**d) FAMILY & COMMUNITY INVOLVEMENT**

Montello has had a strong PTO that does an ongoing series of activities for the school each year. They hold family events, provide appreciation meals for staff, work on the school's web page and provide a group of parents readily available for input and feedback. However, the group does not reflect the economic and racial diversity of the school. Attempts to create a more representative parent group (such as individual invites to meetings and providing interpreters at monthly meetings) have had minimal impact. The school has attempted to increase parent leadership by involving parents in their Title I Schoolwide Application and their CIPS team, but very few people have been willing to do this. One parent was very active in this grant application and the PTO hosted two family events, to convey information, and gather feedback.

Montello held about a dozen parent/family events during the 2012-2013 school year. Activities that directly involved students were well attended. Due to the work of the school staff, conferences were exceedingly well attended, with 90% participation from parents and families. This is in contrast to 68% participation in the school's open house. Montello hosted a number of other events that had a large range of participants (from 50-400), but several had high parent participation, including an ice cream social attended by 400 people, and a multicultural night that included over 70 families. The ongoing challenge is to involve parents in meaningful leadership roles without requiring them to attend a prohibitive number of meetings. Another factor is structuring committees or school groups, so that parents are not the only non-school representatives in groups comprised entirely of educators who already have established collegial relationships.

Montello takes into consideration the language barrier that arises between non-English speaking parents and the staff. To address this concern, Montello has a Language Facilitator on staff. The district contracts interpreters for parent events and scheduled parent-teacher conferences. The ELL teachers at Montello currently schedule an additional parent conference week at the end of the school year. To communicate important information to ELL parents, Montello uses a School Messenger system to relay information recorded by the district's Somali speaking Parent-Community Specialist. Transportation is one of the challenges for many of Montello's ELL parents. Most families live several miles from the school, thus making it difficult to attend special events or parent meetings. One possible solution to this challenge is to provide parent/family events and meetings off school grounds. For example, they could be held at a local community center or the Lewiston Public Library. Both locations are closer in proximity to the homes of many ELL families.

Montello has also continued its community partnership with Geiger, a local business, as part of the Adopt-A-School program. The Adopt-A-School relationship was created in 1988. Geiger employees mentor Montello students, read aloud with first graders, teach Junior Achievement classes, fund scholarships that assist with college tuition, and provide incentives for students based on their academic achievement. One of the most notable events that Geiger sponsors is Night of the Stars, in which student writers are recognized with a mock “Oscar Night”, including red carpet treatment and student performances. The class of 2014 is the first Lewiston High School class that is eligible for Geiger scholarships (open only to former Montello students). This should stimulate excitement and discussion about aspirations with Montello families. Additionally the school has strong relationships with Bates College, hosting over 100 students annually. Students learn and provide many services, the most popular being “Project Story Boost” in pre-kindergarten classrooms.

B1.1b) The rationale for the specific intervention selected;

The leadership of the Lewiston Public Schools made the decision to use a Transformation Model for several reasons. First, the principal has retired and a new highly regarded principal had already been appointed. Second, Lewiston Public Schools is in the third year of a Teacher Incentive Fund (TIF) grant. The district has a performance-based evaluation in place that is based on the standards of the National Board for Professional Teaching Standards. Additionally, LPS is in the second year of a performance pay incentive based on NWEA growth of students. The “Teacher Evaluation for Professional Growth Program” measures observable teacher behavior and student performance to determine the level of teacher effectiveness. Additionally, as the largest school in the district, replacing 50 % of Montello’s staff is not feasible. A final determination was the removal of AYP designation, freeing up former CIPS resources for other activities. The TIF evaluations have already begun to impact the professional development of the existing staff, and it is important to continue that process in order to have the most significant and lasting impact on student outcomes.

SCHOOL NAME: Montello Elementary

Section B1.2- Capacity

Describe evidence to substantiate the LEA’s capacity to provide adequate resources and related support to each Tier I and Tier II in order to fully and effectively implement the required activities of the school intervention model it has selected. For any eligible Tier I school the LEA has elected to NOT include in its application, please complete Section C.

Evidence should address the following:

- **Commitment of key stakeholders groups, including the school board, to eliminate barriers and change policies and practices that will support the intervention models;**
- **Support from the school community and teachers’ union in regards to staffing and teacher and administrator evaluation requirements outlined in the intervention models;**
- **Ability and process to recruit new principals that can effectively implement the turnaround or transformation model, when**

applicable;

- The ability to implement the basic elements of the chosen intervention model by the beginning of the 2011-2012 school year;
- History of capacity to implement school improvement plans; and
- An identified LEA SIG Coordinator who will work the MDOE and the assigned Title I school improvement consultant and will participate in technical assistance opportunities provided by MDOE for SIG applicants and approved LEAs.

This evidence must demonstrate that that the LEA has involved and received commitment to support from relevant stakeholders, including administrators, teachers, teachers' unions, parents, students, and community members in activities related to decision making, choosing an intervention model, and/or development of the model's design. Examples of stakeholder support may include narrative descriptions of meeting notes, surveys or other documentation.

B1.2) Stakeholder Support, including School Community and Teacher

The Lewiston School Committee approved the Montello SIG application on June 3, 2013. They then received an update on June 10. They support one early release day in March 2014, so that Montello can offer an additional parent conference. They have also supported staggered work days and flexible year schedules for staff increasing the sustainability of extended day and year programming. Montello will have designated staff whose day starts late so they are able to work in the extended day program. The school will also have staff who take thirteen days off during the school year in exchange for twenty-six half-days in the summer.

The district also has received support from the Lewiston Educators Association. LPS leadership met with the LEA leadership on May 19, 2013 and June 3, 2013 to discuss the changes and the LEA was supportive of moving forward with the SIG application. They have agreed to staggered work days and work years for contracted staff. They have also agreed to be part of a committee that will work during the 2013-2014 school year to discuss the possibility of incentive bonuses for teachers who stay in low-performing schools. In addition to SIG committee meetings, informational and feedback meetings were held on April 30, May 8, 20, 28, 29 and June 12.

Parent involvement began in October of 2011, when Montello decided to apply for Title IA Schoolwide status. Parent meetings were held beginning in September of 2011 and culmination in parent approval of that plan in May 2012. This input was supplemented by an AYP parent meeting held prior to the school's open house on September 5, 2013. The format of these meetings was similar with parents being asked to address strengths and challenges and strategize about new approaches.

BI.2 New Principal:

Since James Cliffe was Montello's assistant principal and had already been appointed to replace the retiring Montello principal effective July 1, it was possible for both James and Cindy Gish (the incoming assistant principal for Montello) to be deeply involved in the SIG planning process. With the support of Susan Martin, Chief Academic Officer, Kristie Clark, ELL Director, staff, and parents, James and Cindy planned and implemented the entire SIG planning process.

B 1.2 Ability to implement basic elements of Transformation Model by 2013-14 School Year.***1) Develop and increase teacher and school leader effectiveness***

As detailed in B.3 Lewiston Public Schools undertook a search for a new principal at Montello in January of 2013 after the current principal announced her retirement.

LPS is in the third year of a five-year Teacher Incentive Fund grant that has given the district the time, expertise, and stakeholders input to develop performance based teacher and administrator evaluation systems. The grant, focused on using the standards of the National Board for Professional Teaching Standards, was the basis of the teacher competencies. In the 2012-13 school year, LPS implemented the "Teacher Evaluation for Professional Growth" (TEPG) program that involved reflective practice, peer observations, classroom observations, and financial incentives for student growth. A parallel "Leader Evaluation for Professional Growth" program applies to all administrators. All certified staff participated in training and were evaluated using the new tool. Ongoing administration training for reliability and validity is occurring as well. In 2013-14, 5 highly effective teachers have been released from their teaching responsibilities to coach teachers hoping to improve their TEPG rating. One of these instructional coaches will be placed at Montello full time.

Currently teachers and building administrators receive a performance incentive for student performance on the NWEA. Additionally, teachers who acquire NBPTS certification are eligible for a locally funded \$3,000 stipend. One incentive LPS will add through the SIG grant is an additional day for Montello teachers to work on their National Board applications.

LPS has been moving to a job embedded professional development model based experience with Longley School, designated a SIG school in 2009. Using non-SIG resources, Montello staff have a recently hired a math coach and a longer standing literacy coach. Because the Maine Literacy Partnership recommends one coach per 20 teachers, Montello has always been underserved with a single coach for 38 teachers.

Montello staff will use five SIG funded educational technicians to cover classrooms at appropriate times to increase the amount of professional development and collaborative time available to staff. Use of this staff, changes in district initiatives, and the addition of one afterschool meeting per month will result in a minimum of 10 hours per month of non-workshop day professional development. This is an increase from 5.5 hours in 2012-13. Educational technicians will go from no allocated PD time to 2.5 hours per month. Additionally 3 PD days will be held for all certified staff prior to the start of school and one day will be offered for educational technicians.

LPS will also implement Pearson Inform as a data management and analysis program in the summer of 2013. Teachers have been involved in the design and selection of data formatting. Montello, as a SIG school, will receive one day a week of Pearson Inform work and training provided by the district. Comparable schools will receive about 1/3 of that.

As to incentives, the current contract limits bonuses for staff remaining in low performing schools. Initially, LPS will address this by paying Montello staff per diem for non-school professional development days. Other incentives include no duties for certified staff, and upgraded technology and teaching resources. Opportunities for teacher leadership in curriculum and evaluation areas are also a local initiative. LPS understands and commits to the requirements regarding involuntary transfer and the Montello principal will retain sole responsibility for recommending staff for open positions.

LPS will also use the supports provided by Maine DOE School Improvement consultants and webinars to improve Montello's State Report Card grade.

2) *Comprehensive instructional reform strategies*

Montello will undertake the following instructional reforms in the 3 years of the SIG grant. In most cases district initiatives have been accelerated or enhanced by SIG funds. Items uniquely offered by SIG are noted:

Year 1:

Use newly aligned district Common Core Math standards to improve core math instruction and interventions.

- Train K-5 staff in McGraw-Hill, My Math program purchased by the district for Montello and Longley Schools. This program has been reviewed by a district committee and best matches the strong Common Core focus on mathematical practice and locally aligned standards. Grade 6 will follow the same process with Glencoe Math, the parallel program for grades 6, 7, and 8.

- Work with Math Solutions to develop a Professional Development plan and Train the Coach model that responds to their 2012 Montello Needs Assessment
- Support implantation of math programs with ELL and special education specific professional development
- Enhance the use of the math program to focus on performance tasks by making interactive technology available to the remaining 1/3 of Montello classrooms not scheduled to be funded by district funds until 2015. (SIG funded)
- Provide teachers and students with access to virtual and real manipulatives through the use of iPads and upgraded hands on materials. (SIG funded)
- Purchase supportive software and interventions to align with math standards that can be used after school and away from school to accelerate learning. (SIG funded)
- Review math data, AIMSweb, technology software results, NECAP, formative assessment to adjust programming.
- Schedule weekly meeting to provide classroom support with math coach for all teachers
- Continue Montello's Response to Intervention (RTI) program including a district funded full time RTI teacher.
- Provide parent and family events and technology that support math learning in the community and outside of school.
- Integrate math experiences into extended day and extended year programming. (SIG funded)

Support the Comprehensive literacy model by:

- Hiring an additional literacy coach (SIG funded)
- Hiring an additional Reading Interventionist (Title IA funded)
- Purchasing high quality classroom resources that focus on text complexity and nonfiction reading (SIG funded)
- Promote the use of district owned e-book subscriptions in classrooms by purchasing 5 iPads per classroom
- Integrate literacy experiences into extended day and extended year programming. (SIG funded)
- Provide parent and family literacy events

Enhance student learning time by increasing social skills and self-regulation of behavior.

- Add additional Spurwink mental health counselor to provide counseling, family support services, and after school self-regulation group work.
- Add daily social skills programming to all k to 3 classrooms.
- Review behavior data monthly to target need for intervention and focus.
- Provide consistency in common areas of the school by intensely training professional development/duty ed techs in PBIS strategies

Year 2:

All goals will be reviewed based on student data. Year 1 programs will continue with additional areas added.

Enhance student learning by implementing high quality integrated literacy and content area UbD units with ongoing formative assessments.

- Contract with Authentic Education to provide staff training. (SIG funded)
- Implement district opinion/argumentative writing rubric aligned to Smarter Balance assessment.
- Provide experience based programming in the summer of 2015 that builds readiness for content learning.
- Implement common units with supports in extended day programs.

Year 3:

All goals will be reviewed based on student data. Year 1 programs will continue with additional areas added.

Enhance student learning in integrated STEM/literacy activities.

- Continue to focus on unit development with stronger emphasis on scientific reasoning and informational literacy.
- Develop scaffolded activities in every unit that support English Language Learners.
- Build student learning by providing high quality collaborative learning experiences for all children.
- Assure that rigorous units require students to develop at least one product jointly.

3) *Increasing learning time and creating a community oriented school*

Enhance student learning by offering 120 hours of extended day programming starting on September 30, 2013.

- Hire an extended day/year coordinator (SIG funded)
- Assign 14 existing staff to staggered work days so they can provide 1 hour of after school programming 4 days a week.
- Hire additional staff based on student enrollments (SIG funded)
- Establish transportation adjustments (SIG funded)
- Offer programming to all students

- Build parent and student interest in extended day programming by providing clear rewards for goals met (attendance, learning, etc.) (SIG funded)
- Establish a menu of interventions and enrichment activities that meet the needs of all students (SIG funded)

Enhance student learning by providing 100 hours of high quality, engaging extended year programming.

- Assign 14 existing staff to flexible work year so they can provide 24 days of programming during July 2014.
- Hire additional staff based on student enrollments (SIG funded)
- Offer experienced based programming with to all students

Provide an extra year of learning for 32 four 4 year olds by partnering with Headstart to open an additional pre k classroom (2 half day sessions) in the fall of 2014.

Build parent engagement and capacity to support student learning by:

- Assure that at least 2 parents are fully participating members of the Montello School leadership Team.
- Provide opportunities for the School Leadership Team (SLT) to visit comparable schools in the New England area
- Schedule an August open house to welcome families and students to Montello
- Move the first district scheduled parent conference to earlier in the year to support and intervene more effectively.
- Provide a second parent conference day (not currently offered in LPS) by using one early release day and a half day per diem pay for teachers.
- Schedule monthly family actives that help parents better understand how to support learning
- Purchase web based software interventions and enrichments that can be accesses by families anywhere
- Engage parents in recruitment for extended day and year programming
- Create a calendar of celebrations and recognitions for student showing academic gains
- Assure that the Montello web page is updated and accessible to all families
- Encourage parents to use electronic grade books, Edmoto, and other technological connections to school
- Work with adult education and the Lewiston Public library to help parents and students access available technology.

4) *Operational Flexibility and sustained support*

The School committee and Teachers Association have agreed to a different calendar for Montello School allowing a second parent conference and extended day and year programming. The entire grant was planned from the stand point of

front loading purchases and professional development and gradually moving to other available finding. Attached is a explanation that was shared with the Lewiston School Committee on June 10, regarding information about sustainability and the impact of accepting SIG funding.

B1.2 Capacity to Implement School Improvement Plans: In the Lewiston Public Schools, six of the seven Titles I school have had CIPS plans for the last 3-5 years. All of these plans have been implemented successfully, and supported by the district with ARRA, local funds, Title I and Title III funds. Montello’s SIG application would represent the second SIG School in the Lewiston Public Schools. The school committee has supported the School Improvement Grant implementation at Longley. While in its final year of Longley, the district has been transitioning all of the positions into other funding sources, both private and public. In addition, the school committee has supported extended year and extended day programming, both financially and contractually.

B1:2 SIG Coordinator Susan Martin, Chief Academic Officer for the Lewiston Public Schools, will act as the LEA SIG coordinator. Her experience as a teacher, school principal, professional development consultant, student teacher supervisor, and ELL Director allow her to bring diverse perspectives to the transformation. She will access the resources of the LPS Central Office as needed.

SCHOOL NAME: n/a

Section B2- Lack of Capacity(If applicable)

For any eligible Tier I school the LEA has elected to NOT include in its application, explain the LEA’s decision that it lacks the capacity to serve such school(s). Evidence should address the following:

- **Commitment of key stakeholders groups, including the school board, to eliminate barriers and change policies and practices that will support the intervention models;**
- **Support from the school community and teachers’ union in regards to staffing and teacher and administrator evaluation requirements outlined in the intervention models;**
- **Ability and process to recruit new principals that can effectively implement the turnaround or transformation model, when applicable;**
- **The ability to implement the basic elements of the chosen intervention model by the beginning of the 2011-2012 school year;**

- History of capacity to implement school improvement plans; and
- An identified LEA SIG Coordinator who will work the MDOE and the assigned Title I school improvement consultant and will participate in technical assistance opportunities provided by MDOE for SIG applicants and approved LEAs.

LEA LACK OF CAPACITY (If Applicable)

Not applicable.

SCHOOL NAME: Montello Elementary

Section B3- For each school the LEA is committed to serve, a provide a brief (no more than one page) summary was provided that describes actions the LEA has taken, or will take, to—

3.1 Design and implement interventions consistent with the final requirements. Include detail for the following:

- a) The process the LEA will use to recruit a new principal for the purpose of effective implementation of the turnaround;

3.2 Recruit, screen, and select external providers, if applicable, to ensure their quality. Include detail for the following

3.3 Align other resources with the interventions, including federal, state, and local funding;

3.4 Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively. Include detail for the following:

- a) The commitment of the school community (school board, school staff, parents/guardians, etc.) to eliminate barriers and change policies and practices to support the intervention models; and

3.5 Sustain the reforms after the funding period ends. Include detail for the following:

- a) Actions that support the modification of policies or practices that will enable full and effective implementation of selected intervention models.
- b) Commitment to align budgets toward efforts that are sustainable and willingness to allow MDOE to re-evaluate budgets throughout the grant period.
- c) Extent to which professional development is ongoing and job-embedded.
- d) Alignment of other resources, people, time and funding, to support the reform effort.

B3.1a) Replacing Principal: The current Montello principal announced in January 2013 that she would retire in June 2013. The Superintendent of Schools met with staff and other constituent groups to determine the qualities they were looking for in an instructional leader. The district undertook a search with a committee representing teachers, educational technicians, classified staff, and parents. James Cliffe, the current assistant principal, was readily identified as the strongest candidate. The School Committee approved his nomination on March 11, 2013. The

Superintendent and his leadership team then decided to transfer Cindy Gish, a highly respected assistant principal from McMahon School, to complete the Montello Leadership Team as the assistant principal.

B3.2 External Providers: The external providers for this grant are Spurwink and Androscoggin Head Start. The district has long-term relationship with each agency. The Spurwink agreement increases services at no cost to the district. The Head Start Partnership will have a cost in year 2 and 3, with a long-term plan to incorporate it into district funding.

B3.3 Alignment of Resources: Lewiston Public Schools (LPS) has implemented several district wide changes in the 2012-13 year that will support Montello’s SIG work. They include work on Common Core standards supported by Authentic Education (Wiggins & McTighe, 2011). Additionally, the district is piloting a core math program. SIG will allow Montello to accelerate the implementation. The district has a technology plan that will put interactive white boards in all classrooms by 2016; again, SIG will accelerate this plan and allow Montello teachers to fully implement new math programming from its implementation. LPS is also in year 2 of the Teacher Incentive Fund (TIF) grant, implementing the “Teacher Evaluation for Professional Growth”. This is a performance-based evaluation and provides financial incentives for student growth and for attaining National Board for Professional Teaching Standards certification. Thus, no SIG funding will be required for the development of an evaluation. The district has made a commitment to retaining staff at low performing schools by providing more educational technicians to cover duties and classroom activities, thus increasing the time available for job embedded curriculum development. Montello is a Schoolwide Title I School. Its funding has been increased by 20% this year to make the NCLB comparability formula more reflective of school demographics. Montello is fully included in the Title 2 Professional Development plan. Montello continues to have two Title IIA class size reduction teachers. Finally, LPS has made a clear local maintenance of effort as shown in the table below.

	FY 12	FY 13	FY 14
Montello Operating Costs	\$3,085,905.12	\$3,353,790.96	\$3,374,635.54

B3.4a) Modification of Policies and/or Practices: LPS and the Lewiston Educators Association have approved the implementation of a staggered work day and a staggered work year. LPS has enthusiastically endorsed the addition of a second parent conference day with a tentative plan to implement it district wide in 2014-15 school year. Parents eagerly support the addition of extended day programming with bussing so their children can get additional instructional time.

B3.5a) Sustainability: All modifications listed in 3.4 are planned to be sustained going forward unless data shows they are not resulting in student growth. None involve additional costs to the district.

B3.5b) As Montello is a Schoolwide Title I School and their leadership team is able to allocate their resources to what data shows as the most appropriate supports. SIG activities will be reviewed to determine impact on student growth and in collaboration with MDOE, revised as required. Final details and a sustainability plan (attached) were shared with the Lewiston School Committee on June 10, 2013 to update them on key components and plans for sustainability.

B3.5c) Job-embedded professional development will continue with the district support of literacy and math coach salaries. The number of educational technicians devoted to duty reductions and PD sessions will be reduced gradually over the course of the grant with the district planning to pick up two of the five in FY 17. As initiatives are implemented and data systems put in place, there will be less time needed for these activities.

B3.5d) The district will assign the Director of Instructional Support, George Veilleux, to one day per week at Montello, implementing Pearson Inform as a data analysis tool. At no cost to the grant, Chief Academic Officer, Susan Martin, will serve as SIG coordinator. The SIG grant will be charged a small fee for its share of the LPS Grant Accountant. SIG will enjoy the same administrative and other supports provided to all federal grants. The one new position with some concerns about sustainability is the Extended Day/Year Coordinator. However, LPS has just received a \$76,972 grant from the John T. Gorman Foundation to support summer programming at Longley Elementary School. In multiple meetings with district leadership, the Gorman Foundation has implied that if student growth can be documented from this Summer Learning Program, they will be interested in extensive support of summer programming.

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SCHOOL NAME:
Section B4- Timeline For Tier I and Tier II schools, provide a timeline delineating the steps the LEA will take to implement the selected intervention.

B4. MONTELLO: SIG IMPLEMENTATION TIMELINE

Year 1: 2013-2014		
Month	Activities	Ongoing Monthly Activities
July 2013	<ul style="list-style-type: none"> ▪ Advertise and hire new staff, including literacy coach and Extended Day/Year Coordinator ▪ Finalize local standards for literacy and math ▪ District purchases pilot math program ▪ Identify and order technology needed to support learning ▪ Identify math interventions that align with district core program ▪ Begin partnership with Spurwink Services to provide additional mental health services ▪ Refine daily school schedule ▪ Create new duty schedule that minimizes duties for instructional staff 	<ul style="list-style-type: none"> ▪ Job-embedded professional development (weekly POD & grade level meetings, 3 monthly PLCs, release time from duties and classroom with use of ed techs.) ▪ Parent/family activities ▪ Emotional/behavioral supports ▪ School leadership team meetings ▪ Extended day programming
August 2013	<ul style="list-style-type: none"> ▪ Hire 5 Educational Technician III's to cover professional development and some school duties ▪ Work with Math Solutions to develop coach training and PD plan ▪ Provide training for math coach to assist in implementing math core program and interventions ▪ Develop logistics for extended day programming ▪ Provide three days of professional development for all Montello teachers focused on building culture, social and emotional supports, 	

	<p>and implementation of math core programming</p> <ul style="list-style-type: none"> ▪ Provide three days of training for Educational Technicians focused on PBIS and building a positive school culture ▪ Parent open house to meet teachers and discuss changes at Montello ▪ Identify school leadership team and hold initial meeting ▪ Begin literacy coach training with Maine Literacy Partnership from University of Maine Oromo 	
September 2013	<ul style="list-style-type: none"> ▪ Use data to identify students needing behavioral and academic supports ▪ Administer NWEA and AIMSweb to determine academic programming ▪ Work with ALL K-3 staff to add additional social skills programming into the core ▪ Identify and recruit students for extended day programming (academic supports, enrichment, clubs, etc.) 	
October 2013	<ul style="list-style-type: none"> ▪ Administer NECAP grades 3-6 ▪ Begin extended day programming ▪ Begin SLT school visits to highly performing schools in New England Area ▪ Hold first parent conference ▪ Review beginning of the year data (NWEA, Founts & Pennell, Math AIMSweb) to adjust core programming and interventions ▪ Introduce technology component of core math program ▪ Implement staggered schedule for identified staff 	
November 2013-February 2014	<ul style="list-style-type: none"> ▪ Continue core programming in interventions ▪ Review trimester data and adjust programming as necessary ▪ Begin to develop implementation plans for additional pre-K funded by Head Start. This program will supplement current pre-K programming and be open to up to 49% non-Head Start students 	
March 2014	<ul style="list-style-type: none"> ▪ Review Trimester 2 data and adjust programming as necessary ▪ Review data and plan for Year 2 adjustments ▪ Review data to determine focus of extended year programming in 	

	summer 2014 <ul style="list-style-type: none"> ▪ Plan for extended year schedule ▪ Identify extended year staff 	
April-May 2014	<ul style="list-style-type: none"> ▪ Review Trimester 3 data and adjust programming as necessary ▪ Begin to recruit students to attend extended year programming ▪ Finalize schedule and programming for school year 2014-2015 ▪ Family and student celebration including sign up for summer programming ▪ Review ACCESS for ELLs data to determine programming adjustments 	
June 2014	<ul style="list-style-type: none"> ▪ Begin extended year programming ▪ Begin family parent joint learning activities ▪ Review aggregate 2013-14 data and adjust programming as necessary ▪ Plan August professional development related to Year 2 Focus Area: integrated literacy, science, and social studies ▪ Submit SIG reports and revised 2014-2015 SIG plan to DOE ▪ Use summer 2014 programming as a spring board for grant funders on 2015 and beyond 	
July 2014	<ul style="list-style-type: none"> ▪ Implement Year 1 of 100 hours of extended year programming ▪ Identify resources needed to implement integrated literacy content instruction ▪ Report on first year of SIG activities 	
Year 2: 2014-2015		
Month	Activities	Ongoing Monthly Activities
August 2014	<ul style="list-style-type: none"> ▪ Open Head Start pre-K with minimum of 50% Head Start eligible students ▪ 3 days per diem teacher professional development to focus on Year 2 emphases ▪ 1 day educational technician professional development to focus on identified area 	

July 2014-July 2015	<ul style="list-style-type: none"> ▪ Continue extended day and year activities ▪ Continue parent engagement activities with extra emphasis on new K-2 Standards Based Report card ▪ Increase role of parents in School Leadership Team ▪ Repeat 2013-2014 plan with Year 2 Focus Areas: integrated literacy, science, and social studies and collaborative technology 	<ul style="list-style-type: none"> ▪ Job-embedded professional development (weekly POD & grade level meetings and 3 monthly PLCs) ▪ Parent/family activities ▪ Emotional/behavioral supports ▪ School leadership team meetings ▪ Extended day programming
Year 3: 2014-2015		
Month	Activities	Ongoing Monthly Activities
July 2015-July 2016	<ul style="list-style-type: none"> ▪ Continue extended day and year activities with emphasis on programs that require less intensive staffing such as peer tutoring ▪ Continue to solicit alternate funding sources for extended day/year programming ▪ Continue parent engagement activities with extra emphasis on new K-2 Standards Based Report card ▪ Increase role of parents in School Leadership Team ▪ Repeat 2013-2014 plan with Year 2 Focus Areas: integrated literacy, science, and social studies and collaborative technology 	<ul style="list-style-type: none"> ▪ Job-embedded professional development (weekly POD & grade level meetings and 3 monthly PLCs) ▪ Parent/family activities ▪ Emotional/behavioral supports ▪ School leadership team meetings ▪ Extended day programming

SCHOOL NAME:

B5 Annual goals
Describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that the LEA has established in order to monitor Tier I and Tier II schools receiving school improvement funds.

B5. ANNUAL GOALS

As defined by Maine’s ESEA waiver application, Montello needs to reduce the number of students not proficient by 50% over 5 years. Given Montello’s current levels, goals are as follow:

Increase the number of students proficient in NECAP reading 8% annually. This goal meets or exceeds the state target for every subgroup.

Increase the number of students proficient in NECAP math by 8% annually. This goal meets or exceeds the state target for every subgroup.

Increase the growth of the lowest 25% of students as measured by the Maine DOE report card by 10% annually

Increase the % ELL students scoring at 3.0 to 5.9 on the ACCESS for ELLs by 15%.

Increase the average Teacher Effectiveness rating by .5 % annually. (This is a 1.0 to 4.0 measure)

SCHOOL NAME: n/a

B6 Tier III Services

For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (Note:

SCHOOL NAME: n/a

B7 Tier III Accountability

For each Tier III school the LEA commits to serve, the LEA will describe the goals established to hold Tier III schools accountable.

Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).

TIER III SERVICES:

Not applicable.

Tier III ACCOUNTABILITY:

Not applicable.

SCHOOL NAME: Montello Elementary School

Section B8- Consultation with Stakeholders

Describe how the LEA will consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

CONSULTATION WITH STAKEHOLDERS

LPS has worked with school staff and district staff, parents, and business and community partners to develop this application. Several meetings with the Lewiston Educators Association were held. They have agreed to review additional incentive pay in low performing schools and clarify the current relationship of the combined public PreK/Headstart model at Longley School. The LEA has agreed to study work with the district to clarify the relationship between school employees and Headstart employees. Their letter of support is attached to the application. The Lewiston School Committee was eager to approve the grant application and appreciate the sustainability plan presented on June 10, 2013 and included as an attachment. Of particular interest was a Montello parent's reaction. She attended the June 10 school committee meeting without being solicited. When asked, she said she was there because her children go to Montello and she wants to see them do well. She went on to say that Montello teachers and administrators are caring and effective and they should get the resources they need. Because Montello went through an extensive Title I Schoolwide application process in 2011-12, it was much easier to move forward with this plan.

Title I 1003(g) School Improvement Grant Action Plan <i>(Please complete one per school)</i>						
School Name: Montello School						
Goal	Increase the number of students proficient in NECAP reading 8% annually. This goal meets or exceeds the state target for every subgroup. Increase the number of students proficient in NECAP math by 8% annually. This goal meets or exceeds the state target for every subgroup.					
Strategy	Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following: <input type="checkbox"/> Turnaround model <input type="checkbox"/> Restart model <input type="checkbox"/> School closure model <input type="checkbox"/> Transformation model <input type="checkbox"/> Tier III proposed model _____ (if not choosing one of the four US ED models)					
Proposed Pre-implementation Activities for Summer 2013 <i>Describe the activities to be implemented prior to the start of school in 2013, designed to support full implementation of the selected intervention model in Fall 2013.</i> <i>(Add rows as needed.)</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation?</i> <i>How often and by whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness?</i> <i>How often and by whom?</i>	Title I School Improvement Funds <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i>
Hire 5 Educational Technician III's to cover professional development and some school duties. Provide PBIS training to all 7 educational technicians who do the majority of duties in school common areas.	Existing: School PBIS plan School wide date SIG: PBIS Consultant Ed Tech Time	Aug 2013-ongoing	Principal SIG coordinator	Evidence: <ul style="list-style-type: none"> Attendance, agendas. Monitoring: Monthly By Whom: SIG Coordinator	Evidence: <ul style="list-style-type: none"> Behavior data Monitoring: Monthly By Whom: principal AP	\$2,909
Hire new positions needed to implement comprehensive instructional reforms and added learning time. (Literacy coach, Extended Day /Year Coordinator)	Existing: Central Office Support	Aug 2013-Ongoing	Principal, Asst, Principal, Representative Staff, SIG Coordinator	Evidence: <ul style="list-style-type: none"> Personnel records Monitoring: Annually By Whom:	Evidence: <ul style="list-style-type: none"> Student achievement data Monitoring: Annually By Whom:	Cost detailed in 2013-16 plan

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				SIG Coordinator	SIG Coordinator	
Work with Math Solutions to train math coach and design math PD plan	<p>Existing: Math Needs Assessment Other district math coaches District curriculum frameworks New core program</p> <p>SIG: Contract with Math Solutions</p>	Aug 2103-Ongoing	Principal, Asst, Principal, Representative Staff, SIG Coordinator, Math coaches	<p>Evidence:</p> <ul style="list-style-type: none"> • PD Plan <p>Monitoring: Annually</p> <p>By Whom: Math Coach</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Math Achievement data • Electronic teacher surveys <p>Monitoring: Annually</p> <p>By Whom: Math Coach</p>	\$7,600
Begin to identify and purchase order materials and technology needed to address all components of Transformational Model	<p>Existing: Newly approved state tech plan District curriculum frameworks Math core program</p> <p>Existing Comprehensive Literacy Model work</p> <p>SIG Additional equipment and instructional resources</p>	July 2013-Ongoing	Principal, Asst, Principal, Representative Staff, SIG Coordinator, Tech staff	<p>Evidence: Invoices</p> <p>Monitoring: Annually</p> <p>By Whom: SIG Coordinator</p>	<p>Evidence: Student Achievement</p> <p>Monitoring: Annually</p> <p>By Whom: SIG Coordinator</p>	\$171,049
Identify school leadership team and hold initial meeting	<p>Existing: Current SIG Committee Other district PD funds</p> <p>SIG: None</p>	Aug 2013-Ongoing	Principal, Asst, Principal, Current SIG Committee, SIG Coordinator	<p>Evidence: Agendas Communications Minutes</p> <p>Monitoring: Annually</p>	<p>Evidence: School data, electronic surveys</p> <p>Monitoring: Annually</p> <p>By Whom:</p>	No Additional Funds Needed

				By Whom: SIG Coordinator	SIG Coordinator	
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<p>Proposed Activities for 2013-2016</p> <p><i>Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i></p>	<p>Resources</p> <p><i>What existing and/or new resources will be used to accomplish the activity?</i></p>	<p>Timeline</p> <p><i>When will this activity begin and end</i></p>	<p>Oversight</p> <p><i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i></p>	<p>Monitoring (Implementation)</p> <p><i>What evidence will be collected to document implementation? How often and by whom?</i></p>	<p>Monitoring (Effectiveness)</p> <p><i>What evidence will be collected to assess effectiveness? How often and by whom?</i></p>	<p>Title I School Improvement Funds</p> <p><i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i></p>
<p>Coordinate district and school resources to maximize impact and assure that all fiscal and program requirements are met</p>	<p>Existing: Central Office Staff, School Admin</p> <p>SIG % of District Grant Accountant Salary</p>	<p>July 2013-ongoing</p>	<p>Central Office Staff Principal</p>	<p>Evidence:</p> <p>Monthly state requests for funding SLT minutes</p> <p>Monitoring:</p> <p>Annually</p> <p>By Whom:</p> <p>SIG Coordinator</p>	<p>Evidence:</p> <p>Monthly state requests for funding SLT minutes Comparison of local, other federal, private, and SIG budgets</p> <p>Monitoring:</p> <p>Annually</p> <p>By Whom:</p> <p>SIG Coordinator</p>	<p>\$28,410</p>
<p>Hold 3 days of PD for all certified staff prior to the start of each school year to establish norms, build collaboration, introduce changes, and begin training for the current year's focus. Include all staff in final day of training.</p>	<p>Existing: Current PD plans, facilitators, district staff</p> <p>SIG: Staff time</p>	<p>Aug 2103-Ongoing</p>	<p>Principal, Asst, Principal, Coaches, SIG Coordinator, Consultants</p>	<p>Evidence:</p> <p>Agendas</p> <p>Monitoring:</p> <p>Trimester</p> <p>By Whom:</p> <p>SIG Coordinator</p>	<p>Evidence:</p> <p>Agendas Electronic surveys Student data</p> <p>Monitoring:</p> <p>Annually</p> <p>By Whom:</p> <p>SIG Coordinator</p>	<p>\$136,279</p>

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<p>Plan and conduct parent engagement activities. Hold parent open house and informational meetings and begin designing and implement parent engagement activities. Schedule an additional parent/teacher conference date to occur annually in March. Provide</p>	<p>Existing: Current PTO, Staff time Title IA Parent engagement Funds SIG: Funds for parent activities Rewards/materials for parent engagement and student achievement</p>	<p>Aug 2013 - Ongoing</p>	<p>Principal, Asst. Principal, SIG Committee, School Social Worker, Scholl Language Facilitator</p>	<p>Evidence: Agendas Programs announcements Monitoring: Trimester By Whom: SIG Coordinator SLT</p>	<p>Evidence: Agendas Program announcements Parent feedback Monitoring: Trimester By Whom: SIG Coordinator</p>	<p>\$35,914</p>
<p>Implement core math program with supporting Interventions and technology based support. Provide extensive job embedded PD</p>	<p>Existing: Pearson Inform Data Analysis System Math Needs Assessment Other district math coaches District curriculum frameworks New core program SIG: Contract with Math Solutions Math materials and manipulative Math interventions Professional dev. ed techs</p>	<p>Aug 2013 - ongoing</p>	<p>Principal, Asst. Principal, Coaches, SIG Coordinator, Coaches, All Staff</p>	<p>Evidence: Student data in Pearson Inform Electronic calendars Agendas Monitoring: Trimester By Whom: SIG Coordinator SLT Coaches</p>	<p>Evidence: Student data in Pearson Inform Electronic calendars Agendas Monitoring: Trimester By Whom: SIG Coordinator SLT Coaches</p>	<p>\$207,635</p>
<p>Strengthen existing Comprehensive Literacy Model by hiring additional coach, increasing job embedded PD time, and purchasing additional</p>	<p>Existing: Current Coach School membership in Maine Literacy</p>	<p>Aug 2013- ongoing</p>	<p>Principal, Asst. Principal, Coaches, SIG Coordinator, Literacy coaches, All</p>	<p>Evidence: Agendas Electronic calendars Coach reflections</p>	<p>Evidence: Student Data Teacher feedback Coach reflections</p>	<p>\$633,377</p>

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resources	Partnership Reading Rec Staff Montello trained staff District subscriptions to e books Leveled book library SIG: Literacy Coach Additional materials Professional dev ed techs Enhanced Classroom Libraries Lexia reading & other interventions		Staff	Invoices Monitoring: Trimester By Whom: SIG Coordinator SLT Coaches	Monitoring: Trimester By Whom: SIG Coordinator SLT Coaches	
Provide additional opportunities for professional development to enhance job embedded professional development provided by literacy and math coaches. Provide release time for teachers applying for National Board certification.	Existing: Local and Title IIAA PD funds SIG Registration and travel costs PBIS coaching support year 1 Substitute teachers	Sept 2013- ongoing	Principal, Asst, Principal, Coaches, SIG Coordinator, Literacy coaches, All Staff	Evidence: Agendas Electronic calendars Coach reflections Invoices Monitoring: Annually By Whom: SIG Coordinator SLT Coaches	Evidence: Increase in NB applicants Agendas Electronic calendars Coach reflections Student data Monitoring: Annually By Whom: SIG Coordinator SLT Coaches	\$44,533
Design and implement 100 hours of extended day programming open to all students and emphasizing interventions, enrichment, social skills programming, etc.	Existing: Successful model at Longley School and successful	Sept 2013- ongoing	Principal, Asst, Principal, Coaches, Extended Day/Year Coordinator, Coaches, Flexible Year	Evidence: Program materials Minutes Agenda	Evidence: Participation rates Student data Parent and teacher feedback	\$223,930

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<p>Transportation will be offered.</p>	<p>Schools for the 21st Century model at high school and middle school Pearson Inform to analyze data Multiple trained staff Existing staff using staggered work hours District Bus schedule adjustment provide transportation at minimal cost Existing resources, interventions, language based activities</p> <p>SIG: Director Time Additional staff time Limited transportation and material costs</p>		<p>staff</p>	<p>Lesson plans</p> <p>Monitoring: Annually</p> <p>By Whom: Extended Day /Year Coordinators</p>	<p>Monitoring: Annually</p> <p>By Whom: Extended Day /Year Coordinators</p>	
<p>Design and implement 5 weeks (100 hours) of extended year programming open to all students and emphasizing interventions, enrichment, social skills programming, etc. Transportation will be offered.</p>	<p>Existing: Successful model at Longley School and successful Schools for the 21st Century model at high school and middle school Pearson Inform to analyze data Multiple trained</p>	<p>June 2014 ongoing</p>	<p>Principal, Asst, Principal, Coaches, Extended Day/Year Coordinator, Coaches, Flexible Year staff</p>	<p>Evidence: Program materials Minutes Agenda Lesson plans</p> <p>Monitoring: Annually</p> <p>By Whom:</p>	<p>Evidence: Participation rates Student data Parent and teacher feedback</p> <p>Monitoring: Annually</p> <p>By Whom:</p>	<p>\$328,087</p>

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	<p>staff Existing staff using staggered work hours District Bus schedule adjustment provide transportation at minimal cost Existing resources, interventions, language based activities</p> <p>SIG: Director Time Additional staff time Limited transportation and material costs</p>			Extended Day /Year Coordinators	Extended Day /Year Coordinators	
Recruit for an add additional pre k classroom	<p>Existing: District plan for universal Pre K, Existing Montello pre k staff, Implementation of Headstart Model at Longley School</p> <p>SIG: Funds for contract with Headstart</p>	Mar 2014 - Ongoing Classroom to open in Sept 2014	Principal, Asst, Principal, Existing Perks teachers, SLT , Central Office Staff	<p>Evidence: Recruitment materials MOUs</p> <p>Monitoring: Annually</p> <p>By Whom: SIG Coordinator</p>	<p>Evidence: Participation rates Student data Parent and teacher feedback</p> <p>Monitoring: Annually</p> <p>By Whom: SIG Coordinator</p>	\$60,653
Sustain iPads initiative Purchase order materials and technology needed to address all components of Transformational Model.	<p>Existing: Newly approved state tech plan Local funding for technology</p>	Sept 13-ongoing	Principal, Asst, Principal, Representative Staff, SIG Coordinator, Tech staff, Central Office	<p>Evidence: Invoices</p> <p>Monitoring:</p>	<p>Evidence: Student Achievement</p> <p>Monitoring:</p>	\$10,624

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Purchase iPads and teacher materials for additional PreK classroom.	District technology integrator SIG: Additional Software and hardware		Staff	Annually By Whom: SIG Coordinator	Annually By Whom: SIG Coordinator	
Oversee grant implementation. Review aggregate 2013-14 data and adjust programming as necessary. Submit FY 14 SIG reports and revised 2014-2015 SIG plan to DOE	Existing: Pearson Inform Data Analysis System, SLT, School and Central Office Staff SIG: Relevant staff	May 14 - ongoing	Principal, Asst. Principal, SLT, Coaches, Extended Day/Year Coordinator, SIG Coordinator, Central Office Staff	Evidence: Agendas Electronic calendars Coach reflections Invoices Monitoring: Annually By Whom: SIG Coordinator SLT Coaches Grant Accountant	Evidence: Increase in NB applicants Agendas Electronic calendars Coach reflections Student data Monitoring: Annually By Whom: SIG Coordinator SLT Coaches Grant Accountant	No additional cost
Begin intense planning for sustainability	Existing: Relationship with private funding sources, district trend to matching resources to need SIG: Time of some SIG funded staff	July 2014- Ongoing	Principal, Asst. Principal, SLT, Coaches, Extended Day/Year Coordinator, SIG Coordinator, Community Partners, Central Office Staff	Evidence: Agendas Outreach materials Funder visits Monitoring: Annually By Whom: SIG Coordinator SLT Coaches	Evidence: Funding secured Monitoring: Annually By Whom: SIG Coordinator SLT Coaches	No additional cost
Plan and implement August professional development related to Year 2 Focus Area: integrated	Existing: 2013-14 data, current PD	Aug 2014 - ongoing	Principal, Asst. Principal, SLT, Coaches, Extended	Evidence: Agendas	Evidence: Student Data	

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literacy, science, and social studies	plans, facilitators, district staff SIG: Staff time Authentic Education Contract		Day/Year Coordinator, SIG Coordinator, Authentic Education Consultants	Electronic calendars Coach reflections Invoices Monitoring: Trimester By Whom: SIG Coordinator SLT Coaches	Teacher feedback Coach reflections Monitoring: Trimester By Whom: SIG Coordinator SLT Coaches	
Review aggregate 2014-15 data and adjust programming as necessary	Existing: Pearson Inform Data Analysis System, SLT, School and Central Office Staff SIG: Relevant staff	May 15 - Ongoing	Principal, Asst, Principal, SLT, Coaches, Extended Day/Year Coordinator, SIG Coordinator, Central Office Staff	Evidence: Agendas Electronic calendars Coach reflections Invoices Monitoring: Trimester By Whom: SIG Coordinator SLT Coaches	Evidence: Student Data Teacher feedback Coach reflections Monitoring: Trimester By Whom: SIG Coordinator SLT Coaches	No additional cost
Submit FY 15 SIG reports and revised 2015-2016 SIG plan to DOE	Existing: Pearson Inform Data Analysis System, SLT, School and Central Office Staff SIG: Relevant staff	July 2015	Principal, Asst, Principal, SLT, Coaches, Extended Day/Year Coordinator, SIG Coordinator	Evidence: Agendas Electronic calendars Coach reflections Invoices Monitoring: Annually By Whom:	Evidence: Increase in NB applicants Agendas Electronic calendars Coach reflections Student data Monitoring: Annually By Whom:	No additional cost

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				SIG Coordinator SLT Coaches Grant Accountant	SIG Coordinator SLT Coaches Grant Accountant	
Add the Year 3 Focus Areas: STEM and collaborative learning	Existing: Pearson Inform Data Analysis System, SLT, School and Central Office Staff, district curriculum plan for STEM Instruction to be developed in 2013-14, MDOE expertise SIG: Relevant staff, Consultant time	August 2015	Principal, Asst, Principal, SLT, Coaches, Extended Day/Year Coordinator, SIG Coordinator, Authentic Education Consultants	Evidence: Agendas Electronic calendars Coach reflections Invoices Monitoring: Trimester By Whom: SIG Coordinator SLT Coaches	Evidence: Student Data Teacher feedback Coach reflections Monitoring: Trimester By Whom: SIG Coordinator SLT Coaches	Cost detailed above
Review data and institutionalize effective interventions	Existing: Pearson Inform Data Analysis System, SLT, School and Central Office Staff SIG: Relevant staff, parents		Principal, Asst, Principal, SLT, Coaches, Extended Day/Year Coordinator, SIG Coordinator, Central Office Staff	Evidence: Data Analysis SLT minutes Monitoring: Annually By Whom: SIG Coordinator SLT Coaches Grant Accountant	Evidence: Implementation of reforms in local and federal funding Monitoring: Annually By Whom: SIG Coordinator SLT Coaches Grant Accountant	No additional cost