

MAINE DEPARTMENT OF EDUCATION



Title I, Part A Section 1003(g) of the Elementary and Secondary Education Act 2014 School Improvement Grant Application

NAME OF UNIT South Portland School Dept.
City, Town, SAD or CSD

UNIT ADDRESS 130 Wescott Road

South Portland, ME. 04106

TELEPHONE # 871-0555

FAX # 871-0559

E-MAIL godinsu@spsd.org

NAME OF APPLICATION
CONTACT PERSON: Suzanne Godin

SCHOOL/DISTRICT OFFICE South Portland

ADDRESS 130 Wescott Rd. South Portland, ME.

TELEPHONE # 871-0555

FAX # 871-0559

E-MAIL godinsu@spsd.org

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

A handwritten signature in cursive script that reads "Suzanne J. Godin".

5/15/2014

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: March 28, 2014

Maine SEA School Improvement Grant Application February 2010
PART II LEA School Improvement Grant

Application

Full Application Due: May 16, 2014

LEA Improvement Planning Committee Members	
Name	Group representing <small>(School staff, district staff, parents, or outside expert/facilitator)</small>
Diane Lang	Current Principal
Bonnie Hicks	Future Principal
Peg Dineen	Guidance Counselor
Jane Martin	Ed Tech
Lindsay McKay	Teacher
Angela Marzilli	District STEM Coordinator
Suzanne Godin	Superintendent
Fran Palmer-Sheehy	Library Tech Integrator
Lynne Hilse	Ed Tech
Lynne Perkins	Special Ed Teacher
Tiffany Bentley	Parent
Kathy Germani	Assistant Superintendent/NCLB Coordinator
Becky Brown	Curriculum Director

A. SCHOOLS TO BE SERVED:

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

SCHOOL NAME	NCES ID #	INTERVENTION MODEL			
		turnaround	restart	closure	transformation
James Otis Kaler Elementary School					<u>X</u>

Complete each sections B-C for each Title I Priority school to be served.

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

LEA NARRATIVE:

City Context:

James Otis Kaler Elementary School is located in South Portland, Maine. South Portland, population 25,000, is on the coast of Maine but it is not a typical coastal tourist community. The city has been referred to as two cities, with the western half of the city hosting commercial (Maine Mall), industrial and advanced technology property (Fairchild Semiconductor, Texas Instruments, Maine Headquarters of Anthem BlueCross/Blue Shield and Wright Express) and the eastern half of the city sporting a community college, a beach area, several parks, one of the State’s largest marinas, a municipal boat ramp, a maritime museum, and the second busiest oil port on the entire East Coast. Kaler is located between these two halves.

The racial makeup of the city, as determined by the 2010 census, shows a racial makeup of 91% White with African American, Native American, Asian, Hispanic, and mixed race residents making up the remaining 9%.While primarily a white community the schools has seen

a steady increase in the number of ELL families that have relocated to the city to take advantage of the available housing in certain neighborhoods. Most of the schools in the district have added staff to address the needs of ELL students.

There are 10,877 households of which 27% had children under the age of 18. The median family income is \$64, 404 and median household income is \$51,066. The per capita income is \$28,570 and 61% of residents own their own homes. In the Kaler community of South Portland, 63% of the children qualify for free and reduced lunch and there is a combination of families who own their own homes and those who rent. South Portland has an unemployment rate of 5.2% and 10.3% of the population lives in poverty. 10% of the children in South Portland live below the poverty level.

District and School Organization

James Otis Kaler Elementary School is one of five elementary schools in the South Portland School District. The district also has two middle schools and one high school. There are a total of 3,104 students in the district. James Otis Kaler Elementary School is composed of 231 students and 30.4 staff members, including 12 classrooms, pre-school through grade five. In addition Kaler houses the South Portland School District grades 3 – 5 Behavior Classroom. Kaler has struggled with staff turnover the past several years. The Behavior Classroom experienced frequent changes in both teachers and Ed techs. Positive Behavior Support Training has been put into place to assist with the increased needs of the student population.

Kaler is the smallest elementary school in the district. Due to the close location of three of the elementary schools it has been a challenge to achieve a better population balance within the five elementary schools. To assist with this the elementary schools underwent a redistricting four years ago. As a result of the redistricting and close location of three of the schools, Kaler students are not located in a tight radius but rather a long stretch of small neighborhoods off Broadway, one of the main streets of South Portland. Some of our students are physically closer to the other elementary schools in the district.

Kaler has a poverty rate of 63%. Until 2010-11 the poverty rate at Kaler hovered around 50%. Beginning in 2011-12 the rate started to rise first to 57% then 59% to today's rate which is 63%. With that rise is also an increase in the number of families that have experienced homelessness. This year there have been 19 families that have been identified as homeless. At the same time the Kaler neighborhood has been identified as having the highest number of substantiated DHHS reports in the city.

In addition Kaler has a high percentage (26%) of students requiring IEPs. The ELL population has also slowly been increasing. Currently 10% of our students require ELL services. Prior to the redistricting eight years ago all of our students who were English Language Learners attended one elementary school; since redistricting ELL students are able to stay in their neighborhood schools.

In 2011-12 Kaler was identified as a school not making Adequate Yearly Progress. As such the school was required to offer school choice. The location of the school, coupled with the high number of special education and low income students has led to the perception that students are not able to achieve as well as their peers in other schools and this fed into the exodus from Kaler. Forty students elected to attend one of three schools in the district that were not in CIPS status during the first year of choice. Ten students were K, 3 were grade 1, 11 were grade 2, 5 were grade 3, 8 were grade 4, and 3 were grade 5. This significant drop in enrollment resulted in the reduction of teaching staff. Previously there were 2 teachers at each grade level. For the 2012-13 school year there was a loss of a teacher at grades 3, 4, 5 as well as a reduction of a full time special education teacher to a half time. Unfortunately class size was borderline in a number of areas-too low for 2 teachers but too high for 1 teacher. An educational technician was added at grade 5, a split 3-4 classroom was put into place, and after school began a decision was made to add an additional second grade teacher due to behavioral issues in the one larger second grade. The following year, four students that were eligible opted to change schools. Since that time there has consistently been a number of parents of incoming kindergarten students that have requested and even demanded that their children be allowed to transfer to another school because Kaler has been deemed a "failing school. "

Over the past four years, Kaler School has engaged in a continuous cycle of review and assessment. They have looked extensively at the following areas: school culture, attendance, discipline, teacher attitude regarding student behaviors, student achievement, parent involvement, and instructional strategies to accelerate student learning.

Data sources have been many and include: Attendance data; Free and Reduced lunch data; NECAP results (math, reading and science – disaggregated by subgroups); K-2 DRA results; NWEA Measures of Academic Progress results; student progress within RTI; special education referrals and dismissals; teacher / student ratios within instructional groupings; parent participation rates within parent/teacher conferences, school literacy and math events, and PTA activities; student discipline data including office referrals, student time outs, and suspensions; and student engagement rates within academic learning. The data review has occurred in multiple venues primarily led by the Building Leadership Team, organized and facilitated by Principal Diane Lang.

In 2010-11 Superintendent Godin along with Principal Diane Lang convened a building leadership team to look closely at the data that had been collected:

- Data Reviewed 2010-11
- NECAP Scores
- NWEA Scores
- DRA Scores
- Attendance Records
- Behavior Records
- Staff Climate Survey of '09

It was clear from the data that the current practices were not resulting in student academic and social gains, improved attendance, better climate, and engaged parents. Unfortunately things continued to decline. A decision was made to form the Kaler Renewal Team, a team composed of staff, students, and parents. The purpose of the Kaler Renewal Team was to develop a future vision based on Kaler's needs by analyzing current data, requesting further data if needed, researching and exploring options of best practice models.

The work of the Kaler Renewal Team resulted in the development of a three-year implementation plan that went into effect in 2011-12. The plan focused on instruction, climate and culture, parent engagement, and community partnerships. It included an element of school choice for students to waive into the school for its alternative instructional model, Project-based Learning.

Renewal Plan

JAMES O. KALER COMMUNITY SCHOOL OF

INQUIRY AND EXPLORATION

- 3-Year Implementation Plan – Project-based Learning will be phased in over three years as the foundation of instruction.
 -
- School Choice – The focus will be on helping the current population shine. The School Choice option will be open to other schools based on enrollment capacity per grade level.
- Community of learners – A community of learners will be established that empowers students to problem-solve and manage their own behavior using Responsive Classroom and Cooperative Problem Solving Models
- Instructional Support Inclusion Model – All students will be involved in an inclusion model in the classroom setting with co-teaching where appropriate.
- Parent/School Compact – A document will be developed articulating expectations and responsibilities for all stakeholders.

- Community Partnerships - Community partnerships will be established which support the school community through mentoring, curriculum connections, enrichment opportunities and financial assistance.

The Kaler Renewal Team brought forth a three-year plan based on data that would move the school forward.

JAMES O. KALER COMMUNITY SCHOOL OF

INQUIRY AND EXPLORATION

2011-2012	2012-2013	2013-2014
<ul style="list-style-type: none"> • Renewal Kick-Off at Open House and Rededication at Harvest Fest • Provide Professional Development Project-based Learning Curriculum Study Responsive Classroom/CPS • Conduct 1 School-wide Exploration • Establish Mentoring/Community Breakfast • Develop Parent/School Compact • Expand Parent Involvement Opportunities and Training • Identify and Develop School-Community Partnerships • Establish Kaler Steering Committee • Hold at least one Student Success Celebration • Collect data and measure project effectiveness <p>Study Groups</p>	<ul style="list-style-type: none"> • Conduct 2 School-wide Explorations • Implement Summer Edu-Camp Revolving Themes – Connect with Rec. Camp • Provide Professional Development Project-based Learning Curriculum Study Responsive Classroom/CPS Co-Teaching/Inclusion • Rework Master Schedule to allow for Flexible Math/Literacy Blocks • Provide Cross Grade Level Common Learning Time • Refine Common Assessments • Hold at least two Student Success Celebrations • Collect data and measure project effectiveness 	<ul style="list-style-type: none"> • Conduct 3 School-wide Explorations • Provide Professional Development Project-based Learning Curriculum Study Responsive Classroom/CPS Co-Teaching/Inclusion • Implement Flexible grouping <ul style="list-style-type: none"> ○ Multiage (Community) ○ Looping (Community) ○ Ungraded Literacy/ Math • Implement Inclusion Model for Instructional Support • Hold at least three Student Success Celebrations • Collect data and measure project effectiveness

Because the Kaler Renewal Team was looking at changing the instructional model, they felt that it was important to have staff on board that would be able to further the work. All staff members were asked if they were willing to participate in the change. A number of staff did ask for transfers. Presently there were two teaching staff leaving at the end of the year and potentially one additional transferring to another school. It is important to note that changes to the staff every year have made it difficult at times to maintain the momentum. Ongoing professional development, while something that the district is committed to doing, has been a challenge for Kaler staff. Efforts have been made to release staff during the year to participate in professional development in the areas that are critical to the work of the Kaler Renewal team.

Because Kaler had not previously made AYP, they were identified as a CIPS school. For the past two years they have worked directly with Mimi Kopp from the Department of Education to craft and implement a school improvement plan. This work addressed things identified in their review and assessment. While they have seen growth in some of the areas it has not been sustainable. This past year they were identified as a Priority School. Since the fall of 2013 they have been working with Fran Farr to complete the INDASTAR online review. As part of that process they have been developing a plan that will move them towards meeting their targets.

Current demographic information:

Demographic information of the school reveals the following identified numbers and needs:

Grade	Pre-K	K	1	2	3	3/4	4	5
# Students	16	42	35	34	21	22	22	37
# Classrooms	1	2	2	2	1	1	1	2
Econ. Dis.		24	19	16	16		22	18
ELL		3	6	5	6		2	1
IEP		10	5	12	7		11	15
RTI Level Tier 2/3		5	27	8	7	5	9	5

Number and roles of staff

1	Principal	.5	Technology Ed Tech
1	Secretary	.33	Nurse
1	Guidance Counselor	.4	Art, Music, P.E. (.4 each)
.6	Social Worker	.5	Library Technology Integrator
11	Classroom Teachers		
3	Special Education Teachers 2 Resource 1 Self Contained/Behavior		
1	Title I Literacy Teacher		
1	Title I Literacy Ed Tech		
1	Pre-school Teacher		
1	Pre-school Ed Tech		
.5	Literacy Specialist		
1	ELL Teacher		
5	Special Education Ed. Techs.		
2	Ed. Tech. I & Ed. Tech III		

Achievement Data:

NECAP AYP Scores

	Reading	Math	% IEP	%SES
2005 – 2006	70%	60%	11%	28%
2006 – 2007	62%	59%	21%	45%
2007 – 2008	59%	55%	22%	44%
2008 – 2009	44%	57%	26%	51%
2009 – 2010	51%	50%	27%	50%

	Reading	%IEP	%SES	Math	%IEP	%SES		
2011-2012	51%	24%	38%	50%	24%	41%		
2012-2013	59%	52%	35%	50%	45%	27%		
2013-2104	46%	22%	39%	41%	18%	17%	Reading ELL 33%	Math ELL 17%

2010-11 WIDA

6 Students took the WIDA in 2010-11 and the average score was 3.0

The lowest score was a 1.7 while the highest score was a 4.0

2011-12 WIDA

7 Students took the WIDA in 2011-12 and the average score was 3.1

The lowest score was 1.4 while the highest score was 4.1

2012-13 WIDA

16 Students took the WIDA in 2012-13 and the average score was 3.0

The lowest score was 1.6 while the highest score was 4.6

NWEA Data

Percentage of Students Meeting Growth Projections

Math

	2011-12	2012-13	2012-13
			Not met; made some growth
Grade 3	16.7%	12%	52%
Grade 4	39.1%	26.7%	53%
Grade 5	24.1%	56%	32%

Percentage of Students Meeting Growth Projections

Reading

	2011-12	2012-13	2012-13
	Met Projection		Not met; made some growth
Grade 3	37%	24%	24%
Grade 4	60.9%	29%	48%
Grade 5	44.8%	50%	21%

State of Maine Report Card

The State issued report card indicates that Kaler continues to struggle with progress towards their goals. In 2012-13 the report card was an F. There was no change in this year's report card. (see attached)

School Academic Progress Toward Goals

Kaler math

Test Year	2011	2012 NECAP		2013 NECAP		2014 Sm. Bal.		2015 Sm. Bal.		2016 Sm. Bal		2017 Sm. Bal	
Whole School Goal (# and %+)	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	
	54	4	58	4	63	4	67	4	71	4	75	4	
Actual % Prof.	50	44		41									

25 

Test Year	2011	2012 NECAP		2013 NECAP		2014 Sm. Bal.		2015 Sm. Bal.		2016 Sm. Bal		2017 Sm. Bal	
Caucasian/White Goal (# and %+)	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	
	56	4	60	4	64	4	68	4	72	4	76	4	
Actual % Prof.	52	46		47									

24 

Test Year	2011	2012 NECAP		2013 NECAP		2014 Sm. Bal.		2015 Sm. Bal.		2016 Sm. Bal		2017 Sm. Bal	
African American/Black Goal (# and %+)	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	
	63	3	67	3	70	3	73	3	77	3	80	3	
Actual % Prof.	60	50		0									

20.0 

Test Year	2011	2012 NECAP		2013 NECAP		2014 Sm. Bal.		2015 Sm. Bal.		2016 Sm. Bal		2017 Sm. Bal		28 ↑
Economically Disadvantaged Goal (# and %+)	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.		
	50	5	54	5	59	5	63	5	68	5	73	5		
Actual % Prof.	45	32		30										

Test Year	2011	2012 NECAP		2013 NECAP		2014 Sm. Bal.		2015 Sm. Bal.		2016 Sm. Bal		2017 Sm. Bal		37 ↑
Students with Disabilities Goal (# and %+)	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.		
	33	6	39	6	45	6	51	6	57	6	64	6		
Actual % Prof.	27	22		18										

Test Year	2011	2012 NECAP		2013 NECAP		2014 Sm. Bal.		2015 Sm. Bal.		2016 Sm. Bal		2017 Sm. Bal		42 ↑
English Language Learners Goal (# and %+)	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.		
	24	7	31	7	38	7	45	7	52	7	59	7		
Actual % Prof.	17	20		17										

Test Year	2011	2012 NECAP		2013 NECAP		2014 Sm. Bal.		2015 Sm. Bal.		2016 Sm. Bal		2017 Sm. Bal		29
Super Group Goal (# and %+)	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.		
	47	5	52	5	57	5	61	5	66	5	71	5		
Actual % of Prof. 42		34		33										

School Academic Progress Toward Goals

Kaler reading

Test Year	2011	2012 NECAP		2013 NECAP		2014 Sm. Bal.		2015 Sm. Bal.		2016 Sm. Bal.		2017 Sm. Bal.	
Whole School Goal (# and %+)	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	
	62	3	66	3	69	3	73	3	76	3	80	3	
Actual % Prof.	59	48		46									

21 

Test Year	2011	2012 NECAP		2013 NECAP		2014 Sm. Bal.		2015 Sm. Bal.		2016 Sm. Bal.		2017 Sm. Bal.	
Caucasian/White Goal (# and %+)	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	
	63	3	67	3	70	3	73	3	77	3	80	3	
Actual % Prof.	60	51		48									

20 

Test Year	2011	2012 NECAP		2013 NECAP		2014 Sm. Bal.		2015 Sm. Bal.		2016 Sm. Bal.		2017 Sm. Bal.	
African American/Black Goal	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	

20.0 

2014 Maine LEA School Improvement Grant Application

February 2014

(# and %+)		63	3	67	3	70	3	73	3	77	3	80	3	
Actual % Prof.	60	50		50										

Test Year	2011	2012 NECAP		2013 NECAP		2014 Sm. Bal.		2015 Sm. Bal.		2016 Sm. Bal		2017 Sm. Bal		24
Economically Disadvantaged Goal (# and %+)	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.		
	Actual % Prof.	52	39		39									



Test Year	2011	2012 NECAP		2013 NECAP		2014 Sm. Bal.		2015 Sm. Bal.		2016 Sm. Bal		2017 Sm. Bal		33
Students with Disabilities Goal (# and %+)	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.		
	Actual % Prof.	35	22		22									



Test Year	2011	2012 NECAP		2013 NECAP		2014 Sm. Bal.		2015 Sm. Bal.		2016 Sm. Bal		2017 Sm. Bal		34
English Language Learners Goal (# and %+)	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.	%Pro f.	% Inc.		
	Actual % Prof.	33	20		33									
Test Year	2011	2012	2013	2014 Sm.	2015 Sm.	2016 Sm.	2017 Sm.	25						



		NECAP		NECAP		Bal.		Bal.		Bal		Bal	
Super Group		%Pro f.	% Inc.										
Goal (# and %+)		55	4	59	4	63	4	67	4	71	4	76	4
Actual % Prof.	51	38		43									

Three Year Summary

2013-14 Participation Met

Reading Not Met

Math Not Met

2012-13 Participation Met

Reading Pending SH

Math CIPs on hold

2011-12 Participation Met

Reading Monitor-SD

CIPS 1 ED

Math CIPS 1-SD

CIPS-2 ED

Attendance Data

Kaler attendance from an overall stance is comparable to other schools within the district. By grade percentage of students in attendance, daily is as follows:

K – 95%	3 – 95%
1 – 95%	4 – 94%
2 – 95%	5 – 96%

The Federal Accountability Report for 2013-14 indicates that Kaler met the participation rate with 96% participating in both math and reading. While this speaks to the overall rate at the school, it does not highlight issues with attendance and late arrival to school, both of which have presented ongoing challenges for the school.

During the 2011-12 school year, the overall absence rate of students with more than 8 absences was 40%. In 2012-13 that number declined slightly to 36% with 8 or more days absent. To date for the 2013-14 school year, 33% of the students have had 8 or more days absent. Student absences coupled with the number of teacher days out for professional development can have a serious impact on student learning.

Tardy Data

Students that arrived late to school has been an issue. During the period of September 1, 2010 – May 26, 2011, there have been a total of 1325 instances of students being late to school in a school that had 234 students. With the total tardies divided evenly between the total number of students, this means that a typical student would be tardy – late to school and not ready to engage in learning at the start of the school day – an average of nearly 6 times. We know that is not the case and that certain students carry a more specific pattern of tardies while others are much more regular in getting to school on time to start the day. Nonetheless, with such a high rate of tardiness per grade,

the late starts definitely impact a teacher's ability to begin each day with a consistent focus for learning. Grade 3 had the largest proportion of tardies, followed closely by grade 1 & 2. Kindergarten had the best percentage of students being to school on time. K students were tardy only 1/3 of the rate of other classes. Grade 4 & 5 were better than grades 1-3, but not as good as kindergarten.

During the 2011-12 school year the number of tardies fell to 919. When you look at the total enrollment and divide the number of tardies you will see that incidents per student decreased to 5.3. This number went up slightly to 5.5 in 2012-13 but has fallen this year to 3.9 as of May 2, 2014.

The school instituted a Mentoring Breakfast in 2011-12. The staff agreed to start school 15 minutes earlier than the district start time. All staff are paired up with a group of students for breakfast. Everyone participates. There is no cost to the student for participation. The Mentoring Breakfast resulted in a reduction in the number of absences, tardies, and visits to the school nurse.

Nurse Visits

As part of the plan that the Kaler Renewal Team developed, a mentoring breakfast was put into place. All staff agreed to begin earlier than their contractual time as part of the plan. Students come into school at 8:45, 15 minutes earlier than all of our other elementary schools and have breakfast with 2 adults in a classroom setting. All staff at Kaler are involved. There is no charge for students to take part in this breakfast. Community partners and the district food service program helped fund breakfast foods.

As part of the data collection, the school looked at the number of nurse visits in relationship to the implementation of a mentoring breakfast. The first year of the breakfast program there were an average of 22.9 visits per student to the nurse. This fell slightly in 2012-13 to 21.8 visits per student. To date in 2013-14 there have been an average of 17.9 visits per student. Some of these visits are due to the daily administration of medication.

Discipline Data

Part of the data review for Kaler has included keeping better track of office referrals. These are often things that would not get identified in the State Infinite Campus System because they do not meet the bar for identification. Over the course of the 2012-13 school year, there were 575 incidences of behavior referrals to the principal. Some of this could be attributed to the focused attention by the district in an effort to document interventions.

There is a self-contained behavior classroom at Kaler that draws from the district elementary schools. Students in grades 3-5 that need a self-contained setting are programmed for at Kaler. Over the last 3 years there have been 2 different teachers in this position. This turnover has contributed to some of the discipline issues that have occurred at Kaler. Staff often attributes disruptions to the level of need that the identified behavior students have. While the data does indicate that this is some of the issue, it does not fully explain all of the behavior issues that Kaler has.

From September 1, 2013 to February 7, 2014 there have been 99 incidents that have required use of the time-out room located in the self-contained behavior room. Last year there were 106 incidents that required a time out. This year after the implementation of Responsive Classroom, the social skills curriculum, and the addition of a qualified experienced teacher in the Behavior Classroom an occasional child is sent to the office. More often than not, children that have behavior incidents are using the time away space in their classroom or their buddy room.

Unfortunately data has not been collected in a consistent manner over time so comparisons from year to year are difficult to make. It appears that there is a reduction in referrals, but this cannot be substantiated.

The school had already done work with Ross Green on Collaborative Problem Solving during the 2010-11 school year but because of staff turnover the work was not sustainable. The original staff that was trained has changed. There are 5 new teachers that came to the school after the training had occurred. Several staff positions were moved to other buildings. At the same time there was an overall reduction in the number of total building staff due to the Choice Option under NCLB.

Under the CIPS plan created by the Leadership Team the school made the decision to train all staff in Responsive Classroom. It is a structural change that is easier to implement in a classroom than Collaborative Problem Solving model. Almost all of the staff participated in the initial training. Several of the teachers that were new to the district participated in Level 2 that was offered in the district as well. There are currently 3 staff members that had not been hired until after the training took place. These teachers still need to be trained. Another training session is scheduled for August 11-14, 2014. First preference will be given to Kaler staff. The district is committed to continue Responsive Classroom training as part of its professional development strand.

The school has just recently contracted with Pat Red, PBIS consultant, to do an assessment of the school. Ms. Red has completed her assessment and shared it with the staff. The plan is to have her work with the staff to marry the Responsive Classroom work, PBIS work, and the social skills curriculum work that they have been doing to create one cohesive plan that everyone is able to commit to and follow.

Curriculum and Instruction:

The district has put into place Essential Learning Targets in the ELA and Math content areas. District work is currently being done to refine those ELT's and develop assessments that allow students to demonstrate mastery of the targets. All of our elementary schools currently use the District Literacy Guide, which includes Daily 5 (Boshey & Mosher) along with Guided Reading (Fountas & Pinnell) to drive literacy instruction. Whole and small group as well as individual work are techniques that teachers use to help students acquire literacy skills. There has been an attempt to put flexible grouping into place, moving students across grade levels for instruction but this practice has not yet been fully implemented. Kaler teachers have also joined a pilot program that the district is rolling out for writing. Being a Writer is being implemented in all classrooms at Kaler. Under the oversight of our district literacy specialist, the teachers have engaged in professional development and sharing around the practices and implementation of this program.

Any students needing additional assistance in literacy receive support from the 2 Title I specialists assigned to the building. Both specialists provide a combination of push in and pull out instruction. Title I staff have access to a number of programs System 44, SIPP, and Soar to Success to name a few that they use in their instruction. There are regular check-ins with the district literacy specialist who spends most of her time at Kaler. She assists with the creation of RTI plans and goal development for students that are struggling. In addition to working with the Title I staff, the district literacy specialist also sits on the RTI team. This year there has been a committee at Kaler working to improve the RTI process. They have looked closely at the importance of providing specific data at a team meeting so that they can develop goals that address the areas of weakness.

Kaler was the first school in the district to use the Investigations Math program. They piloted the program for the district and were the first to completely implement. Investigations was designed to: support students as they made sense of math and learn that they can be mathematical thinkers, focus on computational fluency with numbers, emphasize reasoning about mathematical ideas, communicate math content and pedagogy to teachers, and engage a range of students in understanding mathematics. Based on the research, the program is a strong one when implemented with fidelity. This includes providing proper training for staff. With the initial implementation there was some professional development, however, as stated before with the turn over at Kaler it has been difficult to ensure that all staff are provided with the same level of professional development. This past year the district STEM coordinator has provided professional development around math instruction and the acquisition of concepts during staff meetings at Kaler. In addition she has added PD on "number talks" to improve teacher skills.

The district has also contracted with Maine Math and Science to provide professional development. Amy Yankee is providing instruction in EMT-Early Mathematical Thinking. While geared to the early acquisition of math skills, the district made the commitment to have all K-5 teachers attend. This reinforces the building blocks that go into helping students acquire math-thinking skills. All of the new hires at Kaler have been involved this year because the sessions did not start until after the school year began.

All of the elementary schools in the district have money set aside for an interventionist. Kaler has used their funds for a math interventionist. This position works directly with students that are identified through the RTI process as needing additional support. The interventionist has access to the FASST Math program from Scholastic, which is a computational fluency program. They have also had support from the district STEM coordinator.

As part of the Kaler Renewal Plan, a decision was made to change Kaler to a school. Training was provided for all staff in what it means to be a PBL school. At the trainings the teachers were tasked to develop a PBL unit by grade level with the expectation that by year 3 they would implement three units during the course of the year. The grade levels have been provided time to develop the units both during the year as well as during the summer. The district STEM coordinator has worked with them to provide guidance and feedback. There is a review cycle where they reflect on the units and make changes if needed. Observations have shown that the students are actively engaged in the units. Implementation is at the initial stage. The target is to move towards full implementation at the 3-5 grade levels.

Kaler has a full time ELL teacher to service the ELL populations. This population is diverse and changes from year to year. This year there were several students that came in with no English skills. In any given year this can change dramatically. The ELL teacher provides instruction based on the needs of the students. She uses a combination of pullout, push-in, and co-teach. All of the ELL staff in the district meets on a monthly basis to talk about students and instruction. They also engage in professional development provided both by in-district staff as well as by consultants like Don Bouchard and Bea Luchin.

Two years ago the district put into place a pre-school program at Kaler. The program, like the other pre-school program in the district, uses the OWLs (Opening the World of Learning) curriculum. This is a comprehensive curriculum that covers all of the domains of early learning. The content of each unit is built around a carefully crafted daily routine within an activity-center day. The teacher in the program is OWLs trained. This pre-school program is fully funded by the district. Slots are assigned through a lottery with first preference given to students living in the Kaler neighborhood. Remaining available slots go to families that commit to keeping their child at Kaler for their full elementary school career.

Professional Development:

Under the CIPS Plan there have been a number of professional development activities that the staff has been engaged in. Maine Math and Science provided Early Mathematical Thinking workshops Level I and Level II. Level I-EMT I met 6 times beginning on 10/16/12 and ending on 3/5/13. Level II-EMT II met 6 times beginning on 9/27/12 and ending on 3/14/13. All grade level teachers and special educators participated in these trainings. The school has also been working with the Buck Institute (BIE) around Project-based Learning. Staff was initially trained during the summer of 2012. During the summer of 2013 Project-based Learning 201: Advanced Practices Creativity and

Innovation was conducted. At the same time the district held another initial training for Project-based Learning and included the recent new hires for Kaler. There is ongoing Project-based Learning project support. The district is also committed to offering PBL 101 for new staff and other district staff that is interested in being trained.

The staff has been engaged in lesson study, which is a professional development process that teachers engage in to systematically examine their practice with the goal of becoming more effective. During the summer of 2012, 4 teachers participated in a 2-week program for 4 hours per day. One hour was on lesson development, one hour was on observation feedback, and the final two hours were implementing the lesson with students. In August 2013 another group of 4 teachers completed another lessons study using the same format.

During the 2013-14 school year the staff has continued to engage in Professional Development even though they are not working under a CIPS plan. The district STEM coordinator, Angela Marzilli- a Project-based Learning certified trainer, has provided PD on Project-based Learning. Teachers have participated both in the summer and during the school year. Teachers that had not been trained and were hired in time participated in PBL 101, which is a three-day training. Those that had already been trained participated in PBL 201, which reinforces higher-level thinking and creative problem solving. There has also been release time during the day for teachers to consult on their projects, do post project reviews, and receive feedback. Ms. Marzilli in collaboration with Maine Math and Science has worked on teaching staff about science journals and how they should be incorporated in the PBL units. Building on this, she has also hosted staff meetings on inquiry. Improving math scores across the district has been an area of focus this year. All teachers K-5 have participated in of three days of training in math instruction and content. This is work that we will be continuing. At the same time a Kaler teacher, Mr. Halpern collaboratively hosted a book group with Ms. Marzilli. The book was Ethic of Excellence. As Berger states “the book is an attempt to describe what an ethic of excellence can look like in a school, and share strategies for building and sustaining a culture predicated on this ethic.” Nine Kaler teachers participated in the book group.

The district also provides literacy workshops taught by the district literacy specialist, Stephanie McLaughlin. During the 2012-13 school year 5 Kaler staff members participated in a writers course taught by Ms. McLaughlin. This course met on a weekly based throughout the fall. The course required teachers to take the skills they were learning and implement them in their classrooms between the sessions. Reporting out on the work being done was an expectation each week. In addition to this course, Ms. McLaughlin has provided PD on guided reading. A number of the staff have participated.

One major focus for the school under the CIPS plan was training in Responsive Classroom. In June 2013, most of the staff at Kaler participated in the 5-day course taught by a trainer from Northeast Children’s Foundation. Presently they are working with Pat Red, a PBIS consultant to marry Responsive Classroom and PBIS. Ms. Red recently completed a survey of the building to provide data that could be

used as they work towards implementing fully both RC and PBIS. The staff has also implemented a social skills curriculum and trained several staff members.

To continue developing the capacity within the building for shared leadership to support and improve instruction, the Leadership team held a retreat in August 2012 to review and identify school improvement goals. A second leadership team meeting was held in June 2013 to collect data and review the action strategies targeting school improvement. In addition, the Leadership Team meets bi-monthly during the school year not only to review data but also to continue to develop action plan strategies through common readings and discussion. Three of the books used have been *Data Driven Dialogue* by Bruce Wellman, *It's Not Us Against Them* by Ray McNulty, and *Simplifying Response to Intervention* by Austin Buffum and Mike Mattos.

One aspect of the district calendar is the early release scheduled days. There are 5 early release afternoons when teachers meet by grade level to work on curriculum, instruction, and assessment. This past year the work has focused on the Essential Learning Targets in math and literacy. Each grade level has 2 leaders as well as an administrator that helps guide the group through their work. All of the work is then taken back to the school level. This year each teacher was charged with bringing an assessment that the students had completed to a review cycle at the school level. There were three levels of review with the third being with colleagues at the district level. The end result was getting teachers to examine their practice. The value in doing this on early release days has been that schools can calibrate student performance across schools. It also has built a common understanding and language among teachers. This is work that the district will be continuing.

The district has an ongoing commitment to providing professional development for all staff. Each year there is a literacy strand, a math strand, and a technology strand of professional development offered. At the same time there has been an emphasis on Responsive Classroom training for the elementary staff and Restorative Practices training for the middle and high school staff.

Further support from the district can be seen in the collective bargaining agreements. There is support for three graduate credits for classrooms teachers and support staff. In addition, staff can move on the salary scale by participating in district offered professional development. Educational technicians are also offered the opportunities to participate in district course offerings. Their collective bargaining agreement also allows for the reimbursement of course work at the university level.

Family and Community Involvement

The school has worked hard to develop strong partnerships with parents and community members. In the fall of 2012 and again in the spring of 2013, the leadership team asked parents, staff, and community members to review the school compact which is posted on the

school website and is part of the student handbook. The Leadership team was interested in making the compact a living document that is relevant. They also wanted to know from the staff perspective how they could bring the compact to a classroom level. The compact continues to be a focal point for the school when designing activities.

Over the course of the 2012-13 school year, Kaler hosted a number of Parent Nights in order to more actively engage parents in the school community and garner support for student achievement. On January 15, 2013 the school held Family Math Night and on May 5, 2013 the school held Kalerbration, a community celebration that showcased the Project-based Learning that they had done. The school provided educational opportunities for parents to improve their understanding of math instruction based on information gathered from parents at family events. Teachers worked as facilitators, presenting parents with strategies and skills to assist their children with math.

This year the school's first Parent Night was held to showcase their first PBL unit. They had well over 300 parents and family members in attendance. A second PBL community night held on May 8, 2014. There were 275 parents and family members in attendance.

Another opportunity to increase parent involvement and understanding of instructional strategies was the monthly-extended library hours. Kaler's Review of Effectiveness (July 2012) revealed a positive impact and active participation by Kaler families in evening events. The library staff planned and implemented monthly-extended library hours. Parent education topics presented during these evenings included topics specific to parent concerns as well as topics related to student engagement. School refusal and anxiety as well as collaborative problem solving training were offered. Several authors visited (Jay Piscopo, Jennifer Jacobson, David LaGraffe, Lisa John-Clough, and the children's librarian from South Portland Public Library) and there was a poetry slam. This year there was 8 library nights scheduled. To date 5 library nights have already occurred with attendance running anywhere from 30 to 125 families.

As part of the new application for Title I funding, the school has requested money be set aside under Parent Reservation to continue the monthly-extended library hours as well as the Family Math Nights.

The pre-school program that is located at Kaler hosts monthly family potluck dinners that are well attended. Families come and share a meal and then the students and their guests participate in activities that they have practiced in their pre-school classroom. It is not unusual for the pre-school teachers to invite other guests to the potluck. Most recently the bus driver and the aide for the pre-school bus as well as the Superintendent and the Assistant Superintendent were invited.

The goal of the district is to make Kaler a community school. As such, almost all of the district summer programs are at held at Kaler. The Title I/ELL Summer program, the EYS Special Education program, a new incoming K summer program, and the summer lunch program are all scheduled for this summer. What we have found is that this gets not only parents of Kaler students but also parents from other areas of the community into the school. The more people that can see the positive aspects of Kaler the greater support the community can build for the school.

While there is a PTA that supports the school, it is not as vibrant as PTAs at the other district schools. Membership has not proved to be as strong. Though not for lack of trying and good intentions, Kaler School is less able financially to support enrichment activities through the school PTA for its students than the other elementary schools in the district. The school and families are sensitive to this circumstance, while still wanting equal opportunities for their students.

Rationale for the intervention selected:

The South Portland School Department made the decision to move towards the Transformation Model after a number of discussions with stakeholders including the district leadership team, the current building principal, and the Kaler Building Leadership Team. The consensus was that Principal Lang had taken the building as far as she could and that looking at the school through a new lens would help move the work forward. Once this decision was made, a careful analysis of the district administrative team and discussions with all of the K-5 principals was conducted before a new appointment was decided upon. The newly appointed principal expressed a strong desire to go to Kaler. This principal is strong in the area of instruction and the district believes she has the skill set needed to move the school forward. The district did consider looking for someone from outside to take over as principal of the school. This was rejected for 2 reasons: first, there was a qualified and eager principal in the district that expressed an interest in taking over and second, the time it would take for an outside person to build relationships with the staff and the parents and learn about the school was deemed not acceptable.

While the district did consider the Turnaround model it was rejected based on the recent history of staff movement at Kaler. The staff turnover at Kaler over the past 3 years had already been significant. All of the Special Education staff and 6 of the original 12 classroom teachers had been replaced. In addition a number of educational technicians were moved to other schools in the district. At this time new hires were seen as contributing to positive changes and to remove them would be a setback.

SCHOOL NAME: Kaler Elementary School
<p>Section B1.2- Capacity</p> <p>Describe evidence to substantiate the LEA’s capacity to provide adequate resources and related support to each Title I Priority school 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.</p> <p>Evidence should address the following:</p>

- **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.

LEA CAPACITY:

An "Intent to Apply" was filed by the timeline with the caveat that the district would need time to determine whether they would complete the process. On April 20, 2014, Superintendent Godin and Assistant Superintendent Germani met with Principal Diane Lang to discuss the SIG application. Principal Lang had reviewed the application and the conditions that went along with the application prior to attending the meeting. She agreed that the district needed to go forward even though it meant that she would no longer be leading the school.

On Friday, April 21, 2014 Superintendent Godin convened a meeting of the K-5 Administrators to discuss the possible application. At this meeting she reviewed 2 possible options for the school, Transformation, and Turnaround. She was clear that both options

called for removal of the principal. After questions, all of the administrators agreed that it was in the best interest of the district to pursue the grant.

On Tuesday, April 25, 2014 Superintendent Godin and Assistant Superintendent Germani met with the Kaler Building Leadership Team. The Superintendent reviewed the grant including the fact that it would mean the removal of the building principal. The Building Leadership Team agreed that applying for the grant was the right things to do even though they felt that Principal Lang had led them through some very tumultuous times with a positive impact. It was the Building Leadership Team that said “go big or go home” apply for the full sum. There was a discussion about whether to write the grant as a Transformational School versus a Turnaround School. The Building Leadership Team felt that given the turnover in the Kaler staff over the past three years there had been sufficient change already in staff. Removing and then hiring back only 50% of the current staff would be a set back especially given the amount of professional development that had been invested in the current staff. Almost everyone has been trained in Responsive Classroom and PBL training. All of the staff has been exposed to social skills curriculum work and the work that Pat Red has done in PBIS. The likelihood of having 50% of your new hires have both these trainings would be slim and quite possibly be a set back for the school.

On Wednesday, April 26, 2014, Superintendent Godin met with all of the Kaler staff. She reviewed the SIG grant and then talked about the decision that the Building Leadership Team had come to the day before. The BLT supported the decision during this meeting. While disappointed that Principal Lang would need to be replaced they understood that this grant would provide them with resources that could further their work. Principal Lang sent a parent letter that outlined the SIG grant.

Thursday, April 27, 2014 at a special Board of Education meeting held after a budget workshop, Superintendent Godin presented the grant opportunity to the Board. The Board asked questions and debated the issue. There was an opportunity for the parents in the audience to weigh in. The Board unanimously supported the pursuit of the grant funding.

On Monday, May 12, 2014 the Board reviewed the grant application as well as the specific components. The community had an opportunity to provide input. Another meeting will be held at Kaler on May 20, 2014 where parents will have a chance to provide additional input.

The teacher association co-chairs, Jamie Watson and Sarah Connors met with the Superintendent. Superintendent Godin reviewed the grant opportunity and asked if the association would support the submission of an application. The association chairs said that they did and would write a letter indicating this. The association said that they would support a longer school day and year as well as incentives for performance as long as they stood outside of the collective bargaining agreement.

Given the changes in the law regarding the evaluation of administrators and teachers, the district will be moving towards a system that honors the requirements set forth in the grant.

Currently there are a number of strong administrators in the district that could potentially move to Kaler and lead the school through the SIG process. As of April 25, 2014, Superintendent Godin had met with all of the prospective administrators to get their feedback. She has also discussed possible options with the Central Office Administrative team. The decision to pursue an outside new hire for principal was rejected because there were qualified administrators in the district, one of whom expressed an interest in moving to Kaler. The decision was made to move Bonnie Hicks, Small School principal, to Kaler to lead the transformation process. Bonnie's skills in supporting student achievement through strong teacher instruction make her a solid candidate for this position.

The district engaged a number of community partners and has commitments from them. Learning Works has been working with the district to write a 21st Century After School grant that would service approximately 45 students who are identified as partially proficient at Kaler. Learning Works would provide after school programming and summer programming. They have a positive track record of improving student growth by 1+ year in the students they have worked with.

The district has been working with the South Portland Partners for Student Success, a broad-based group of community agencies. The focus of this work has been to support student achievement through an RTI tiered approach.

The district has also engaged and has commitment from a number of other community agencies that will help foster its work at Kaler. Spurwink and Sweetser have agreed to provide support for the behavioral and mental health of the students. Opportunity Alliance and United Way have both agreed to provide increased parental support. (See attached letters)

Kaler has been designated a CIPS school during the 2011-12 and 2012-13 school years. During this time they have worked with Mimi Kopp to develop and implement an action plan. The CIPS action plan follows.

CIPS Plan: Priority Areas for Improvement

Location of student performance gap: 27% of Kaler students with an identified disability achieved a score of proficient or higher on the NECAP; however, this also means that 73% of our students with disabilities did not meet proficiency. 50% of our whole school population was proficient or higher, as compared to 62 % of the State of Maine. Therefore the team identified as a priority instruction and assessment as a means of narrowing the gap between Kaler student results and student achievement across the state.

Priority Area to be addressed: Instruction/Assessment

Specific Need: Continue to increase educator skills and strategies for instruction. Through professional development we are changing the tools educators are using for this particular population. We found PBL, lesson studies, and EMT training begun last year to benefit our students. It is critical to continue training of these strategies and skills for instruction so that all students gain from best instructional practice.

The underlying teaching/learning conditions/issues to be improved in this priority area are:

- Educators' skills and strategies for teaching math vocabulary, number and operations, geometry and measurement, functions and algebra, and data, statistics, and probability need development.
- Ed techs may not have enough knowledge of our curriculum or program to support students.
- Classroom teachers are unsure how to integrate students with an identified disability into their classes.
- Classroom teachers need to develop skills in engaging students in their learning.

Anticipated changes/outcomes in school or district practice will be:

Highly trained teachers and paraprofessionals skilled at assessing student needs, planning instruction, and including new instructional strategies accordingly will provide instruction.

Anticipated changes/outcomes in student performance will be:

Whole school population as well as students with disabilities will improve in achievement through a variety of measures.

Priority Area to be addressed: Parent and Community Involvement

Specific Need: There is a continued need for parent and community participation in school activities. Parent and community participation is not consistent across grade levels. There is a need for parents and the community to be more actively engaged in the school community in order to support student achievement.

The underlying teaching/learning conditions/issues to be improved in this priority area are:

- Continued need to develop stronger partnerships with parents and community members through a parent school compact.
- Continued effort to increase parent participation and curricular understanding to support student achievement.

Anticipated changes/outcomes in school or district practice will be:

- Changes in our practice include: involving parents in educational programming, membership on our school leadership team and sub-committees and increased participation at family activities/nights.
- Development of greater parent and school collaboration to increase better understanding of instruction, curriculum, and student needs.
- Establishment of a written school/parent compact.

Anticipated changes/outcomes in student performance will be:

Student's day-to-day performance will indicate better understanding of content and skills.

Priority Area to be addressed: Professional Development

- **Specific Need:** Continued professional development is critical for all teachers to learn new instructional methods and keep current with them so that all students benefit from best instructional practice. Through extensive study the Kaler team has identified Project-based Learning and Lesson Study as effective instructional strategies to educating the whole child through rigorous relevant Project-based Learning and put them in place last year. The feedback from students on the lesson study was positive and demonstrated strong engagement.
- The Kaler Renewal Team’s research showed that children learn best when engaged in hands-on, experienced-based learning and apply their knowledge and skills to real-world situations and when teachers collaborate, develop, observe one another, and revamp lessons. We want to continue providing professional development due to student, parent, and teacher positive response to these practices. Teachers have also requested further training in these areas. As new staff is added training is required in these best practices.

The underlying teaching/learning conditions/issues to be improved in this priority area are:

- Teachers will continue to use Project-based Learning to provide an interdisciplinary approach to teaching.
- Teachers will continue to use Lesson Study to improve instructional methodology.
- Teachers will continue to develop new strategies for instructing students with IEPs.
-

Anticipated changes/outcomes in school or district practice will be:

Teachers will engage in professional development that provides opportunities to learn and implement new practices through study, observation, and feedback.

Anticipated changes/outcomes in student performance will be:

Students will take ownership in learning through choice and Project-based Learning.

Students will also have opportunities to learn from one another.

Priority Area to be addressed: Leadership

Specific Need: Last year, as a CIPS school through the self-assessment process a need was identified to develop capacity within the building for shared leadership to support and improve instruction through the development of a Building Leadership Team. Although early in the process and only 1 year of implementation of our leadership team, the professional growth of the leadership team members is significant. There is an overall change in communication and understanding of all staff members regarding school initiatives, focus, and continual growth due to the efforts and skills of the leadership team.

The underlying teaching/learning conditions/issues to be improved in this priority area are:

- Increased voice and ownership among staff is necessary for long-term changes to endure.
- Increase in teacher involvement.
- Expansion of student leadership.
- Implementation of Project-based Learning.
- Implementation of Lesson Study.

Anticipated changes/outcomes in school or district practice will be:

Shared leadership to support and improve instruction throughout the building.

Increased student leadership.

Anticipated changes/outcomes in student performance will be:

Increase student ownership of learning and pride in their school will result in increased student achievement.

Underpinning the expected increased achievement is the positive impact on student focus, motivation, classroom culture, and independent learning habits of mind.

In the fall of 2013, Kaler was identified as a Priority School. The Building Leadership team has been working with Fran Farr to complete the INDISTAR evaluation and craft an action plan. The Building Leadership team has identified the following as their first year priority indicators:

ID 08-10 and IID 07 and 08 All of these indicators address the Building Leadership Team. Kaler has a vibrant Leadership Team that meets on a regular basis and serves as a conduit for communication. The Leadership Team also reviews data and makes decisions using the data.

IID 09-11 Instructional teams use data to assess student needs and plan instruction

IVA01, 02, and 05 Parental involvement and communication

IVA 08 Professional development for teachers on how to work effectively with parents

RTI 01-03 Use of a clearly defined RTI system for identifying, providing instruction, and monitoring the progress of students at risk of failing or in need have targeted instruction

The work outlined in this grant application follows the INDISTAR work that is presently being done at the school. (see plan below)

Comprehensive Plan Report

A detailed report showing activity of the school team’s work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

5/1/2014

James Otis Kaler Elementary School NCES - na

South Portland School Department

School Leadership Indicators

Key Indicators are shown in RED.

Student and School Success Principle 1: Strong leadership		
Team structure		
Indicator	ID08 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)(FocusYr1, KEY, PriorityYR1, SWP)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 11/14/2013

	Evidence:	James Otis Kaler Elementary School believes in and practices shared leadership. This belief has been present since the fall of 2007. Each year the implementation and practice have been honed and sharpened. We currently have representatives from a variety of sources: Parent, Educational Technician, Guidance Counselor, Library Integrator, K-2 Classroom Teacher, K-5 Classroom Teacher, Principal, STEM/PBL Coordinator, Superintendent, and Special Education Teacher. We met two times a month for two hours for the last four years at this level. We create and use agendas to focus and drive our pedagogical conversations and educational decisions. Over the years we have created our Mission, Vision, Norms, Action Plan, and Measures to collect data. Leadership members share regularly with other staff what is discussed and decided at our Building Leadership Team meetings informally and as staff meetings. In addition, minutes are shared in the Monday Morning Memorandum, which is dispersed to all staff members.	
Indicator	ID09 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)(FocusYr1,KEY,PriorityYR1,SWP)		
Status	Tasks completed: 1 of 4 (25%)		
Assessment	Level of Development:	Initial: Limited Development 01/16/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished)

			within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>James Otis Kaler Elementary School has a leadership team that communicates to staff about discussions and decisions made at Building Leadership Team meetings through formal and informal conversations at staff meetings. In addition Building Leadership Team meeting minutes are posted in the weekly Monday Memorandum. This year one third of our classroom staff is new. Many new teachers, and some old teachers, are not clear on how their voice can be heard at Kaler. The current Building Leadership Team has participated in leadership training conducted by the Superintendent of Schools during the summer of 2013 retreat, and more training is wanted and needed. The Building Leadership Team focus is on school improvement and only dealing with some whole school management issues. This shift in focus has occurred slowly over the past four years and some veteran teachers are expecting the team to deal with management matters that are no longer our primary focus. It is clear to our current team that we need to be more active in clearly defining our role and responsibility as team members and a Building Leadership Team.</p>	
Plan	Assigned to:	Angela Marzilli	
	How it will look when fully met:	<p>The BLT will develop forums to seek out input of staff and community members on our school improvement plan and will communicate to all staff and community members about decisions made regarding the school improvement plan. The</p>	

		purpose, role, and responsibilities of the Building Leadership Team will be articulated, documented, and shared with staff and community members. Documentation that this objective is being met will include: staff survey results, Monday Memos, meeting minutes and agendas, Building Leadership Team job description, and an articulated and posted avenue of communication between the Building Leadership Team and the staff and community.
	Target Date:	09/01/2014
	Tasks:	
	1. BLT will develop a comprehensive staff handbook as well as a separate information sheet for substitutes.	
	Assigned to:	Fran Palmer-Sheehy
	Added date:	04/29/2014
	Target Completion Date:	09/01/2014
	Comments:	We see the need for consistent communication between staff members including new staff, itinerant staff, and substitutes. We will need to revisit Indicator ID 09 after the results of the survey are reviewed.
	2. Staff survey of effective communication.	

2014 Maine LEA School Improvement Grant Application

February 2014

Assigned to:	Angela Marzilli
Added date:	01/28/2014
Target Completion Date:	02/28/2014
Comments:	ID 09: A staff survey will be created that would tease out current staff understanding of the purpose and responsibilities of the BLT. Upon receipt of a 2- to 3-question survey, the BLT members will review the data collected and move forward toward a plan of implementation.
Task Completed:	02/28/2014
3. Adapt a job description/job posting from Central Office.	
Assigned to:	Angela Marzilli
Added date:	01/28/2014
Target Completion Date:	02/28/2014
Comments:	
4. Design an avenue for staff to communicate concerns to the BLT.	
Assigned to:	Peg Dineen
Added date:	01/28/2014

2014 Maine LEA School Improvement Grant Application

February 2014

	Target Completion Date:	02/28/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 1 of 4 (25%)	
Indicator	ID10 - The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(3061)(FocusYr1,KEY,PriorityYR1,SWP)		
Status	Tasks completed: 0 of 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/22/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently we have a Building Leadership Team that includes grade level teachers, library integrator, guidance counselor, education technician, special educator, principal, STEM /PBL coordinator, parent, and the Superintendent of Schools. This team reviews high stakes state testing annually as well as behavior, NWEA, and school climate data. They look at the	

		<p>disaggregated data in four categories: whole school, grade level, special education, and economically disadvantaged. This is also considered the school improvement team. They look for patterns, review specific questions, and make recommendations they share with all staff. Staff looks at grade level data in staff meetings and reviews the recommendations. The BLT makes recommendations for professional development and actions for our renewal plan.</p> <p>Instructional teams are grade level teams. At Kaler that would be a team of two. Specialist and special education teachers are not available during this shared grade level time that occurs once per week for 40 minutes. At these meetings teachers are expected to discuss data, curriculum, and students. Currently there are no minutes taken and shared with others. The Principal meets monthly with instructional teams to review data or progress on the current year's initiative. This year's initiatives include the roll- out of the social curriculum and responsiveness classroom, and continued development of the Project-based Learning model. The instructional teams meet with their district-wide grade level teams once per month during early release time. At those meetings recommendation about professional development are shared with Central Office.</p> <p>Classroom data, official observations, and informal learning walks are reviewed with classroom teachers by the administrators and it helps inform their Professional Growth Plan.</p>
Plan	Assigned to:	Angela Marzilli
	How it will look when fully	Once a trimester, the BLT will hold a meeting devoted to

2014 Maine LEA School Improvement Grant Application

February 2014

met:	reviewing school performance data (standardized testing, attendance, and behavior) as well as classroom observation data. Prior to the meeting, data will be disaggregated into appropriate subgroups and classroom observation data will be aggregated.
Target Date:	06/30/2015
Tasks:	
1. A calendar will be created showing the three data meetings next year and which data will be monitored at each meeting.	
Assigned to:	Lynn Perkins
Added date:	04/07/2014
Target Completion Date:	09/01/2014
Comments:	These decisions can be made at the summer BLT retreat. The BLT may decide to combine this meeting with the student data meeting or make it a separate meeting.
2. BLT members will develop a learning walk form/peer observation form, train staff members on its use, and establish procedures for collecting data each trimester.	
Assigned to:	Matt Halpern
Added date:	04/07/2014

2014 Maine LEA School Improvement Grant Application

February 2014

Target Completion Date:	10/01/2014
Comments:	
3. Prior to each BLT data meeting, data will be disaggregated/aggregated appropriately.	
Assigned to:	Angela Marzilli
Added date:	04/07/2014
Target Completion Date:	06/30/2015
Comments:	Subgroups will be determined at a meeting of all BLT members.
4. At each data meeting, the BLT will note areas of concern for school improvement/staff development. A staff member(s) will be assigned to research/make suggestions for future professional development based on noted concerns.	
Assigned to:	Diane Lang
Added date:	04/07/2014
Target Completion Date:	06/30/2015
Comments:	
5. The BLT will meet to review process and make changes if necessary for 2015-2016 school year.	
Assigned to:	Lynn Perkins

	Added date:	04/07/2014	
	Target Completion Date:	06/30/2015	
	Comments:	This meeting should be included on the calendar from task 1.	
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)	
Student and School Success Principle 5: Use of data for school improvement and instruction - Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data			
Assessing student learning frequently with standards-based assessments			
Indicator	IID07 - The Leadership Team monitors school-level student learning data (disaggregated into appropriate subgroups). (3067) (KEY, PriorityYR1, SWP)		
Status	Tasks completed: 0 of 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/30/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	<p>James Otis Kaler Elementary School Building Leadership Team (BLT) monitors school-level student learning, but the depth and consistency of the monitoring is inconsistent and fragmented. The BLT team has a system in place to share operational data during staff meetings and through Monday Memos. Administration conducts classroom walk-throughs to assess implementation of Responsive Classroom practices. The entire school operates under a master schedule with shared math and literacy blocks between grade levels. The school follows Essential Learning Targets as identified by the district to guide instruction. Teachers also follow the Common Core Standards and common assessment protocols during team/grade level meetings to further guide their instruction.</p> <p>The school is currently collecting and monitoring attendance patterns and is using this data to guide school improvement plans. The school is also using the following assessment scores to guide RTI decisions and instruction: DRA, NWEA, NECAP, Common District assessments, State assessments, Investigations Math Program assessments, and materials provided from the Words Their Way program.</p>
Plan	Assigned to:	Lynn Perkins
	How it will look when fully met:	<p>Once a trimester, the BLT will hold a meeting devoted to reviewing student-learning data. The student learning data will consist of district level common assessments and any standardized assessment results available in that time period. Prior to this meeting, data will be disaggregated into appropriate subgroups by BLT members.</p>

Target Date:	06/30/2015
Tasks:	
1. A calendar will be created showing the three data meetings next year and which data will be monitored at each meeting.	
Assigned to:	Lynn Perkins
Added date:	04/02/2014
Target Completion Date:	09/01/2014
Comments:	These decisions can be made at the summer BLT retreat. The BLT may decide to focus on certain student data points.
2. Prior to each BLT data meeting, data will be disaggregated into appropriate subgroups.	
Assigned to:	Angela Marzilli
Added date:	04/02/2014
Target Completion Date:	06/30/2014
Comments:	Subgroups should be determined at a meeting of all BLT members.
3. The BLT will meet to review process and make changes if necessary for 2015-2016 school year.	

2014 Maine LEA School Improvement Grant Application

February 2014

	Assigned to:	Lynn Perkins
	Added date:	04/02/2014
	Target Completion Date:	06/30/2014
	Comments:	This meeting should be included on the calendar from task 1.
4. Results of the data survey will be shared with the BLT.		
	Assigned to:	Lynn Perkins
	Added date:	01/30/2014
	Target Completion Date:	05/13/2014
	Comments:	
5. Common data will be determined based on the results of the data survey.		
	Assigned to:	Lynn Perkins
	Added date:	01/30/2014
	Target Completion Date:	05/13/2014
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)

Indicator	IID08 - The Leadership Team reviews student data to recommend appropriate support for each student’s transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).(3068)(KEY,PriorityYR1,SWP)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 02/18/2014
	Evidence:	<p>Transitions begin as early as kindergarten registration with data collected during registration through parents and pre-school providers. In the spring prior to kindergarten, all kindergarten children and parents attend a KinderCamp session where parents are provided tools and modeling on how to support their child with reading and school readiness activities. We also invite all kindergarten families to spring whole school community nights and extended library hours. Before the school year starts the kindergarten staff at Kaler provide home visits for all parents and children. Each home is visited by two staff members. Placement from grade to grade is determined by an individual student profile that helps to build balanced classroom communities. Throughout the school all grade levels participate in a learning buddy program that helps students become familiar with all of the different grades and teachers throughout the school. Each spring step-up day is scheduled to give students the opportunity to interact with their new teacher and peers prior to the beginning of the new school year. Throughout the summer teachers send welcoming letter to their new class. In September an Academic Open House is held to share classroom and curriculum expectations with parents. Throughout the year,</p>

		<p>students looking to enroll at Kaler are offered a tour of the building and given opportunities to visit classrooms for a day. Also, throughout the year during Project-based Learning units children are flexibly grouped across grade levels and grade-spans.</p> <p>Preparing 5th graders for the transition to middle school begins with middle school guidance, administration, and teachers visiting Kaler 5th graders. Students then visit the school they will attend. The visit includes a trip to a local bookstore to pick up a book for the summer reading they will be using in their 6th grade curriculum. In the spring, there are also parent nights scheduled at the middle school to share classroom and curriculum expectations. In for children with IEPs and 504 plans, additional visits are provided to facilitate the transition. This successful transition programs are contingent upon continued positive collaboration with pre-school, classroom teachers, and middle schools.</p>	
Indicator	IID09 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)(KEY,PriorityYR1,SWP)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 02/18/2014	
	Index:	6	(Priority Score x Opportunity Score)

	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The district has identified essential learning targets aligned to Common Core State Standards and the Maine Learning Results, which are considered our guaranteed viable curriculum. Current work is underway to match common assessments, instructional strategies, and student achievement. Initial steps have included review of student work, to identify appropriate instructional strategies.</p> <p>Grade level teams at Kaler meet for 40 minutes monthly using an agenda and protocols to review student work. Additionally grade level teachers across the district, meet monthly for curriculum and instructional planning. Seven times throughout the year, teachers are released for 2.5 hours for professional development in curriculum and instruction. Two teacher workshop days are scheduled before school starts and one day in March for professional development as well as review of assessment data. Monthly staff meetings at Kaler focus on review of data and developing appropriate instructional strategies.</p> <p>Special education and ELL teachers use various data sources to identify strengths and weaknesses of individual students. Every effort is made to include students in the regular education environment through the use of modifications and</p>	

		accommodations. Special education and ELL teachers use early release time, professional development time, and monthly staff meetings to improve data collection, analysis, and instructional strategies.
Plan	Assigned to:	Diane Lang
	How it will look when fully met:	Instructional teams (grade level) use systemic review of student data to assess strengths and weaknesses of the curriculum and instructional strategies. Weekly grade level meetings will use the district-wide assessment protocols to review data. There will also be a schedule and structure in place to allow staff greater amounts of time to review the data in context of the larger curriculum scope and sequence. This would occur approximately four times per year. In addition, instructional teams including support staff will meet monthly to review data and discuss curriculum.
	Target Date:	09/01/2014
	Tasks:	
	1. Implement the grade-level weekly common planning time using the structured assessment protocol to review data to assess strengths and weaknesses of the curriculum and instruction strategies.	
	Assigned to:	Diane Lang
	Added date:	04/02/2014

2014 Maine LEA School Improvement Grant Application

February 2014

	Target Completion Date:	08/22/2014	
	Comments:	Establishing expectations of grade level meetings and documents that need to be addressed.	
	2. Schedule four annual grade span/support staff meetings to review student data to assess strengths and weaknesses of the curriculum and instructional strategies.		
	Assigned to:	Diane Lang	
	Added date:	04/02/2014	
	Target Completion Date:	08/22/2014	
	Comments:	Set dates so that staff can plan for these shared larger meetings.	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
Indicator	IID10 - Instructional Teams use student learning data to plan instruction.(107)(KEY,PriorityYR1,SWP)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 02/18/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

2014 Maine LEA School Improvement Grant Application

February 2014

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Instructional teams meet weekly to discuss curriculum planning. Throughout the teams there is a range of connection drawn between aligned curriculum, the taught curriculum, instructional strategies, and student achievement. The use of student learning data from running records, DRA, Early Math Thinking Assessments, and common assessments, is varied across the building. The needs is to identify time, structures and support for aligning curriculum, instruction, and achievement.	
Plan	Assigned to:	Diane Lang	
	How it will look when fully met:	Instructional teams, including support staff, meet regularly to use data to plan instruction. There will be ongoing communication between staff members associated with an instructional team to plan instruction.	
	Target Date:	11/21/2014	
	Tasks:		
	1. Determine a monthly schedule for instructional support teams to plan instruction based on student data.		
	Assigned to:	Diane Lang	

2014 Maine LEA School Improvement Grant Application

February 2014

	Added date:	04/02/2014	
	Target Completion Date:	11/03/2014	
	Comments:	Explore a variety of schedule options and look into different funding sources for this to occur by fall of 2015.	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Indicator	IID11 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)(KEY,PriorityYR1,SWP)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 02/18/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Grade level teams at Kaler meet for 40 minutes monthly using an agenda and protocols to review student work. Additionally grade level teachers across the district, meet monthly for curriculum and instructional planning. Monthly staff meetings at Kaler focus on review of data and developing appropriate	

		<p>instructional strategies.</p> <p>Special education and ELL teachers use various data sources to identify strengths and weaknesses of individual students. Every effort is made to include students in the regular education environment through the use of modifications and accommodations. Special education and ELL teachers use early release time, professional development time, and monthly staff meetings to improve data collection, analysis, and instructional strategies. Next steps include a consistent identification for students who need enhancement.</p>
Plan	Assigned to:	Not yet assigned
<p>Student and School Success Principle 7: Family and community engagement - Providing ongoing mechanism for family and community engagement</p>		
<p>Defining the purpose, policies, and practices of a school community</p>		
Indicator	<p>IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(KEY,PriorityYR1,SWP)</p>	
Status	<p>Full Implementation</p>	
Assessment	Level of Development:	Initial: Full Implementation 03/21/2014
	Evidence:	The Kaler Building Leadership Team (BLT) has always had parent representation. Each year a request for interest to be on the team is sent to parents via a principal letter. We have had

		one or two parents on the BLT each year. Parents have rotated on and off the BLT in order to get different perspectives. To sustain this practice parents will be asked annually if they have an interest to be on this team.
Indicator	IVA02 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.(3077)(KEY,PriorityYR1,SWP)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 03/21/2014
	Evidence:	Annually parents are notified of our school's key parent documents posted on the school website and the district website. Throughout the year through classroom teacher newsletters and principal letters parents are reminded about the documents. Teachers review the homework policy during Academic Open House and the first conference of the year. Our Kaler Elementary School Compact is reviewed annually at one of the PTA meetings.
Student and School Success Principle 7: Family and community engagement - Providing ongoing mechanism for family and community engagement		
Providing two-way, school-home communication linked to learning		
Indicator	IVA05 - The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what	

	parents can do at home to support their children's learning).(3075)(KEY,PriorityYR1,SWP)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/23/2014	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	James Otis Kaler Elementary School believes in partnering with parents. Currently at Kaler we communicate with parents by using Weekly Totes that inform parents of classroom newsletters, programs, and activities. Kaler has three Community Nights per year to establish contact between staff and parents, provide educational activities for parents to learn about the curriculum, and provide parents with activities that they can use to work with their children at home. In addition, we hold two Parent Teacher Student Conferences per year where academic, behavior, and attendance goals are set. Progress reports are sent home three times a year to communicate with parents their child's progress toward the articulated essential learning targets. All teachers communicate with parents on matters of concern through email, phone, or	

		text. At the pre-school and kindergarten level, all children have a home visit completed by the classroom teacher and another teaching partner to share information about the school and how parents can be active in their child's education.
Plan	Assigned to:	Lindsey McKay
	How it will look when fully met:	James Otis Kaler will consistently provide quality communication to parents and the tools and resources necessary to support learning and curriculum at home. We will ensure that our current practices provided under the current level description are being implemented by all teachers and establish clear guidelines as to what quality resources for parents include. Evidence to support when this objective is met include classroom newsletters, invitations to community nights and extended library hours, and resources available on our website.
	Target Date:	06/15/2014
	Tasks:	
	1. Kindergarten Team establish procedures for home visits and share these procedures with parents at kindergarten information night.	
	Assigned to:	Matt Halpern

2014 Maine LEA School Improvement Grant Application

February 2014

Added date:	04/18/2014
Target Completion Date:	06/30/2014
Comments:	
2. Staff meeting to establish expectations regarding parent communication;	
Assigned to:	Diane Lang
Added date:	04/18/2014
Target Completion Date:	06/30/2014
Comments:	
3. Survey teachers on how and what they communicate to parents (i.e. frequency and/or method). At a staff meeting, grade level teams will discuss the following: How do we ensure all families receive communication? All teachers will communicate at least bi-weekly with families; All teachers will use conferences as a time to communicate about how they can help their children at home; Share exemplars of quality communication with parents from Indistar and other resources	
Assigned to:	Lindsey McKay
Added date:	01/30/2014
Target Completion Date:	09/30/2014

	Comments:	
	4. Survey parents on what they feel their role is. Do they have the information and resources to fulfill their role?	
	Assigned to:	Lindsey McKay
	Added date:	01/30/2014
	Target Completion Date:	09/30/2014
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)
Student and School Success Principle 7: Family and community engagement - Providing ongoing mechanism for family and community engagement		
Educating parents to support their children's learning and teachers to work with parents		
Indicator	IVA08 - Professional development programs for teachers include assistance in working effectively with parents (families and communities).(3074)(KEY,PriorityYR1,SWP)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: No development or Implementation 01/07/2014
	Index:	6 (Priority Score x Opportunity Score)

2014 Maine LEA School Improvement Grant Application

February 2014

	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, there are no professional development programs for teachers including assistance in working effectively with parents (families and communities).	
Plan	Assigned to:	Matt Halpern	
	How it will look when fully met:	James Otis Kaler will offer annual professional development in assisting teachers to work effectively with parents. Evidence that this objective is being met is agendas of staff meetings when professional development occurs and lists of staff that attended.	
	Target Date:	06/01/2015	
	Tasks:		
		1. Create a calendar of professional development opportunities for staff meetings	
	Assigned to:	Peg Dineen	
	Added date:	04/18/2014	
	Target Completion Date:	06/01/2015	

2014 Maine LEA School Improvement Grant Application

February 2014

	Comments:	
	2. Provide professional development in assisting teachers to work with parents at staff meetings.	
	Assigned to:	Peg Dineen
	Added date:	01/30/2014
	Target Completion Date:	03/13/2015
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Targeted Inventions		
Targeted Intervention Indicators		
Indicator	RTI01 - REQUIRED - The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931)(FocusYr1,KEY,PriorityYR1,REQ,SWP)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 03/07/2014
	Index:	6 (Priority Score x Opportunity Score)

	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Response to Intervention is at the limited development stage at Kaler. Currently grade level teachers meet with a team of specialists every six weeks to review data and identify students at risk in reading, math, attendance, and behavior. The specialists include the guidance counselor, special educator, speech and language therapist, behavior strategist, and principal.</p> <p>At the K - 2 levels, there are strong assessment tools for literacy skills and behavior skills. There is a district level literacy document that clearly articulates at risk cut points for Tier 1, 2, and 3. The assessments used include the DRA text levels, letter and sound identification. Behavior assessments include forms adapted from Ross Green. For math, the use of the Early Mathematical Thinking Tool is used to screen for strengths and weakness but there are no cut points.</p> <p>In grades 3 - 5 there are assessment tools for language arts, behavior, and math. In addition to the DRA text level, teachers use the NWEA to screen for language arts and math. Using the NWEA, clear-cut points have been articulated at the district level in both reading and math.</p>	

		<p>An attendance team and a behavior team meeting twice per month to review attendance data and behavior data to make referrals for staffings and parent meetings.</p> <p>We currently have a PLC on Response to Intervention to make recommendations to the leadership team on how we can improve our process.</p>
Plan	Assigned to:	Angela Marzilli
	How it will look when fully met:	<p>Kaler School continue to use our current process but include assessment tools and resources, such as Investigations end of unit tests and math cut points, to better support math identification. In addition to the 6-week RTI cycle with the RTI team, teachers will meet weekly at grade level meetings to discuss the essential learning targets and discuss instructional strategies. During those weekly grade level meetings our district level assessment protocol will be used to identify students at risk of failing or in need of targeted interventions. Notes from these meetings will be submitted to the building principal.</p>
	Target Date:	08/15/2014
	Tasks:	
	1. Identify cut points using the Early Math Thinking assessment tool.	
	Assigned to:	Angela Marzilli

2014 Maine LEA School Improvement Grant Application

February 2014

	Added date:	04/02/2014	
	Target Completion Date:	08/15/2014	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Indicator	<p>RTI02 - REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)(FocusYr1,KEY,PriorityYR1,REQ,SWP)</p>		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 03/07/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The use of a tiered, differentiated intervention process to assign research-based interventions aligned to student needs is at the	

		limited development stage at Kaler. Currently at the 6-week RTI meetings, the fact that an intervention will occur is assigned. The level of description of the intervention, including strategies to be used and progress monitoring, is inconsistent.
Plan	Assigned to:	Diane Lang
	How it will look when fully met:	When fully implemented our school will use a tiered, differentiated intervention system that includes an articulated math/literacy intervention model with accompanying strategies. Weekly grade level meetings will support the identification of appropriate intervention strategies for Tier II students and need for referral to Tier III. Progress monitoring data will be collected throughout the 6-week intervention to inform the need for Tier III referral. Once an appropriate intervention strategy with frequency and duration is identified, the team uses the articulated intervention model to implement appropriate strategies.
	Target Date:	11/30/2015
	Tasks:	
	1. Provide professional development opportunities on best intervention practices.	
	Assigned to:	Diane Lang
	Added date:	04/08/2014
	Target Completion Date:	11/30/2015

2014 Maine LEA School Improvement Grant Application

February 2014

	Comments:	
	2. Develop an articulated math/literacy intervention model with accompanying strategies.	
	Assigned to:	Diane Lang
	Added date:	04/08/2014
	Target Completion Date:	11/30/2015
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Indicator	RTI03 - REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)(FocusYr1,KEY,PriorityYR1,REQ,SWP)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 03/07/2014
	Index:	3 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 -

		requires changes in current policy and budget conditions)
	Describe current level of development:	Kaler's current monitoring process is at the limited development stage. Reading, attendance, and behavior are the areas where we have identified progress monitoring tools to use. Attendance meetings occur bi-weekly to review data and the behavior team meets weekly to review data. Math is an area of needed improvement. We currently use the EMT and NWEA (in grade 3 - 5) as screening tools but do not have progress monitoring tools. RTI teams meet every 6-weeks to review data. The depth of conversation about students for whom the interventions are not working is low. There are not clear guidelines for deciding when a student needs a different intervention or referral to special education process.
Plan	Assigned to:	Diane Lang
	How it will look when fully met:	Kaler will have a monitoring process that looks at student data to find triggers and next steps for unsuccessful interventions. The RTI team meets every six weeks to review student data and analyze effectiveness of interventions and the BLT meets three times a year to review RTI team data to make decisions regarding intervention effectiveness and programing needs.
	Target Date:	05/31/2016
	Tasks:	
	1. Develop a monitoring process to review student to find triggers and next steps for	

2014 Maine LEA School Improvement Grant Application

February 2014

	unsuccessful interventions.	
Assigned to:	Diane Lang	
Added date:	04/08/2014	
Target Completion Date:	09/01/2015	
Comments:		
	2. RTI will review student data and analyze effectiveness and fidelity of interventions.	
Assigned to:	Diane Lang	
Added date:	04/08/2014	
Target Completion Date:	12/15/2015	
Comments:		
	3. BLT will review data to determine data intervention effectiveness, implementation fidelity, and programming names.	
Assigned to:	Diane Lang	
Added date:	04/08/2014	
Target Completion Date:	05/16/2016	
Comments:		

Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
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The year 2 INDISTAR indicators fall into several categories:

1. Strengthening the instructional program
2. Increasing learning time for students
3. Managing and using data more efficiently and effectively
4. Strengthening teacher skills
5. Providing support for behavioral and mental health
6. Increasing the parental and community support for students

All of these categories fall into the goals identified for this grant.

In addition to the plans required by the State, the district has each school administrator complete an action plan that is aligned with the goals of the district. Rigor, Relevance, and Relationships are the three guiding principles for all district work. Below you will see the action plan that Principal Lang and the Building Leadership Team developed based on the work that the school has been doing. All of the things in this plan speak to the comprehensive body of work that is being done with students, staff, and parents at Kaler.

Kaler 2013 – 2014 Action Plan as of October 22, 2013

Update as of February 10, 2014

Rigor

	Action Steps	Time Line	Resources	Measurement	Mid-Year Check-in
Learning	<p>Teachers will use MAP data and student work at RTI meetings, grade level meetings, and IEP meetings</p> <p>BLT members will read the book <i>Simplifying Response to Intervention</i> and update our RTI process</p>	<p>Weekly</p> <p>Beginning in August 2013 completed by June 2014</p>	<p>1. MAP training 2. Protocols for running data driven meetings</p> <p>Simplifying Response to Intervention book.</p> <p>Time at BLT meetings to do the work.</p>	<p>RTI paperwork for individual students</p> <p>RTI summary documents</p> <p>Updated paperwork and process for working RTI at Kaler.</p>	<p>At RTI meetings we now use a Ladybug for staff to show student work and data. There has been a shift from talking about concerns to showing evidence. At grade level meetings we have been using assessment protocols. Next steps: Consistent IEP written summaries from all staff with data.</p> <p>The BLT began the book group but this is being delegated to a sub-committee led by Steph McLaughlin and Beth Bell as the Priority School work is taking all of the BLT’s time.</p>
Teaching	<p>Teachers will create/refine at least three PBLs each year.</p>	<p>Throughout year</p>	<p>PBL workbooks/trainings</p>	<p>Copies of PBL units and the “used” protocols Updated</p>	<p>Each grade level is working on the completion of 3 PBL units. Next steps: Have PBL units posted on the</p>

	and Maps to find patterns and develop strategies to increase students with IEPs meeting standard	Once all staff hired	Release time, Kat Cox, Diane Lang	improvement	categories. Determine if student receives direct instruction from special education in that subject. Do a longitudinal review of all students currently with IEPs.
Teaching	<p>Teachers will create/refine at least three PBLs each year.</p> <p>Teachers will use a variety of PBL protocols (critical friend protocols, fish bowl, etc.) at staff meetings during the development and after the completion of the creation of PBL units.</p> <p>50% of teachers will</p>	<p>Throughout year</p> <p>Monthly,</p>	<p>PBL workbooks/trainings</p> <p>BIEs PBL protocols</p> <p>Angela’s facilitation to ensure fidelity</p>	<p>Copies of PBL units and the “used” protocols Updated on 2/14/14 Copies of PBL units and the dates of meetings when PBL protocols are used.</p> <p>Plans and protocols from the lesson</p>	<p>Each grade level is working on the completion of 3 PBL units. Next steps: Have PBL units posted on the S drive.</p> <p>We have had one early release day when our whole school PBL unit went through the critical friend protocol. Suzanne Godin and Angela Marzilli facilitated this. Each grade level has met once with Angela to review a PBL unit or use critical friend protocol. Next steps: Continue using protocols during staff or grade level meetings.</p> <p>This spring we were going to use release time to allow teachers to complete this process.</p>

	<p>participate in the lesson study format during the school year</p> <p>Special educators will analyze data from NECAP and Maps to find patterns and develop strategies to increase students with IEPs meeting standard</p>	<p>Throughout year</p> <p>Once all staff hired</p>	<p>Lesson Study teachers</p> <p>Release time, Kat Cox, Diane Lang</p>	<p>studies.</p> <p>Summary of data analysis and suggestions for improvement</p>	<p>The special educators and education technicians met on February 4 to do this. They found no patterns in the incorrect answers. Next Steps: Analyze data by breaking down student information into disability categories. Determine if student receives direct instruction from special education in that subject. Do a longitudinal review of all students currently with IEPs.</p>
<p>Schools</p>	<p>Include in all staff evaluations a component of PBL implementation</p>	<p>Throughout the year at staff evaluation conferences</p> <p>Bimonthly</p>		<p>PGP with components of PBL</p>	<p>I have completed two evaluations of teaching staff where I observed a PBL lesson. This year I have two teachers on Year 1 of their plan. One is a teacher and the other a guidance counselor. Neither has a focus of PBL.</p> <p>The BLT has met during a one-day</p>

2014 Maine LEA School Improvement Grant Application

February 2014

	BLT will actively continue the renewal process and keep the mission and work moving forward	meetings	Grant money to pay or offer PLC credit	Minutes; success of our School SMART goals.	summer retreat, has had bi-weekly meetings, and had one half-day together. Minutes have been kept of each meeting. We are doing our Priority School work and attempting to align the Priority School Plan work with our Renewal Plan. The assessment and planning for Priority School has significantly diminished this group's ability to oversee and strengthen our Renewal Work.
Community	Hold two PBL community nights	Winter and Spring	Grant money for stipends to pay for facilitators	Feedback sheets and sign-in sheets from nights	We have held one community night so far. We had over 300 attend.

Relevance

	Action Steps	Time Line	Resources	Measurement	Mid-year Check-In
Learning	Classrooms create their own SMART goals.	After the parent/student/teacher conferences	Excepts from the book, More Than A Smart Goal	List of all classes SMART goal.	This was not done and will not be done. This was too much to do with the amount of new staff and new initiatives going on.
Teaching	Offer PBL yearly training to all staff both PBL 101 and 201	Fall of 2013 and Summer of 2014	Angela Marzilli	List of staff attending trainings.	Four new hires were provided PBL 101 training in summer or during the school year. Two of the new special educators and the one-year second grade teacher have not been trained yet. This was due to hiring time, schedules, and student

					needs. All returning staff were offered PBL 201, 15 participated.
Schools					
Community					

Relationships

	Action Steps	Time Line	Resources	Measurement	Mid-year Check-In
Learning					
Teaching	All staff will use identified components of RC with fidelity	All year	RC library	RC Learning Walk protocols	All staff are using RC components. The RC Learning Walk protocol was used once to take a pulse on fidelity. This will be done again prior to the end of the year.
Schools	Hold a Kaler PLC on Responsive Classroom Train all staff in using the social curriculum (Second Steps and Zones of	Monthly Meetings September 2013	PLC facilitator RC resources from the summer Second Step and Zones for all teachers.	Documentation of staff involved in PLC Behavior data: looking for fewer office referrals	At this time this has not occurred. 10/11 teachers are implementing the social curriculum at least one time weekly. (2 nd grade one year was not

	Regulation)		Time to complete during staff meetings/PLC	<p>doing this with fidelity.) Classroom teachers have met twice so far during grade level check-ins with guidance, social worker, and principal to discuss implementation and supports needed.</p> <p>This year we have had 27 incidents requiring a hold or seclusion and last year at this time we had 93 incidents.</p> <p>From Sept. 1, 2013 to February 7, 2014 we have had 99 incidents that have required the use of the time-out room. Last year we collected behavior data differently. Any behaviors that required a child coming to office, Mrs. Peterson recorded request for principal to go to classrooms, children breaking school rules, and Mandt calls on a daily sheet. There were 374 incidents recorded. 125 of those involved 5th grade students. My best guess reviewing this data is that we had approximately 106 incidents that required a time-out. The remaining 268 incidents included a variety of responses, many of which included</p>
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					<p>children being sent to office during class time. Although we still have the occasional child sent to the office, with Responsive Classroom, children are now using the time away spot in their room or their buddy room. We identified 10 students whose behavior improved significantly since last year. Of those 10, 3 now receive intensive support through the behavior program. Next steps: Bring in Pat Red to help with consistency and data collection.</p>
Community	<p>Request/seek out mentors for our breakfast programs</p> <p>Kaler staff attend the CPPC monthly meetings to build connections and gain resources for students and families</p>	<p>Opening letter and continued requests throughout year</p> <p>Beginning with the September meeting</p>	<p>Jane and Molly</p> <p>Marie Allen</p>	<p># of community volunteers by the end of the year; data on attendance</p> <p># of meetings Kaler staff attend and the number of families brought up at meetings</p>	<p>We have added two parents to breakfast this year one day a week. Next Steps: Seek out more help from Jane and Molly.</p> <p>We have attended one meeting this year. The timing of the meetings has been a challenge due to RTI schedule, administrative medical leave, and guidance counselor's schedule. Next steps: Get either administrator or guidance at these meetings.</p>

	<p>Continue with summer free lunch program</p>	<p>June 2014 – August 2014</p>	<p>Martha Spencer</p>	<p>In increase from the 10 – 15 local families accessing this program</p>	<p>Not summer yet. Next steps: Reach out to Martha and CPPC to get this up and running for this summer. Get some early PR out this year.</p>
	<p>Offer adult education classes (parenting, tax prep) for parents at Kaler</p>	<p>Winter 2014</p>	<p>David Brenner</p>	<p>Adult education brochure and offerings</p>	<p>Did not happen. Too much to take on this year.</p>
	<p>Parent Compact will beginning a breathing and living document</p>	<p>Fall 2013</p>	<p>BLT and PTA</p>	<p>Attendance records/ brochures</p>	<p>Reviewed at PTA meeting. Next Step: bring it into our Priority School Plan.</p>
	<p>Hold 8 library nights to enrich both students and parents</p>				<p>We have held 5 library nights. We have had a range of attendance from 30 to over 125. Next Steps: Bring literacy staff into this planning and participation. First meeting was held between library and literacy team on Feb. 12.</p>

		September 2013	\$ to pay staff/release time/differentiated time		
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Superintendent Godin, Assistant Superintendent Germani, and Bonnie Hicks, Kaler principal, will work with MDOE and the assigned SIG consultant and participate in technical assistance opportunities provided by the MDOE for SIG applicants.

SCHOOL NAME: Kaler Elementary School

Section B2- Lack of Capacity(If applicable)

For any eligible Priority 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 2014-15 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)

NA

SCHOOL NAME: Kaler Elementary School

Section B2- For each school the LEA is committed to serve, provide a brief (no more than one page) summary that describes actions the LEA has taken, or will take, to—

2.1 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;

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

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

2.4 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

2.5 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.

LEA NARRATIVE

B2.1 a) Replacing Principal: The Superintendent has met with the Building Leadership Team and the K-5 Administrators to determine the qualities that Kaler needs in their instructional leader. Currently there are a number of strong administrators in the district that could potentially move to Kaler and lead the school through the SIG process. As of April 25, 2014, Superintendent Godin had met with all of the prospective administrators to get their feedback. She has also discussed possible options with the Central Office Administrative team. The decision to pursue an outside new hire for principal was rejected because there were qualified administrators in the district, one of whom expressed an interest in moving to Kaler. The decision was made to move Bonnie Hicks, Small School principal, to Kaler to lead the transformation process. Bonnie's skills in supporting student achievement through strong teacher instruction make her a solid candidate for this position. Due to this early identification Bonnie Hicks has been available to participate in the discussion and development of the grant.

B2.2 External Providers: The external providers for this grant are Learning Works Spurwink, Sweetser, Opportunity Alliance, and United Way. The district has long term relationships with all of these agencies and currently partners with each of them. United Way and Spurwink are currently partners in the district's attendance initiative. Sweetser provides social workers to the district schools and Opportunity Alliance works with the district through the CPPC, Community Partnerships for Protecting Children. Learning Works has just partnered with the district to write a 21st Century After School grant that will service 45 students at Kaler that are identified as partially proficient.

B2.3 Align Resources: The South Portland Schools have implemented several district changes in the 2013-14 year that will support Kaler's SIG work. The district has put into place Essential Learning Targets in Math and Literacy. Common assessments are in the development stage. When all of the work is in place, there will be a guaranteed and viable curriculum for all students in the district. The district is presently working on their teacher/administrator evaluation process that will include measures of growth. While there will be no financial incentives in the evaluation plan, there will be provisions for providing direct support for those teachers that do not meet their targets. After a 2 year period if gains have not been made, teachers will be released. Because Kaler is a Title I Schoolwide additional funding is provided through the Title I application. Title I funds support additional instructional staff as well as summer programming. In addition to this support, all K-8 schools in the district receive a per pupil allocation for intervention services. This money stands outside of the per pupil allocation provided for supplies and contracted services.

The district is also presently working with Learning Works to provide after school and extended year programming for students.

The district believes in job embedded professional development. The three strands that are offered are literacy, math/STEM, and technology training. All teachers are encouraged to participate in sessions that run after school and during the summer. The district also provides professional development during the school year where subs are hired and teachers are released from their classrooms. The district calendar also has 5 early release days that are planned by the Director of Curriculum, Instruction, and Assessment in conjunction with the content and grade level leaders. All staff participates in these trainings.

The teachers' collective bargaining agreement allows for the reimbursement or pre-payment of up to three graduate courses per person per year. In addition, teachers/support staff can move on the salary scale if they participate in professional development offered both in and outside of the district. Educational technicians also have a provision in their collective bargaining agreement that allows for them to take two university level courses per year per person. Professional development opportunities are also provided on early release days as well as after school.

B2.4 a.) Modification of Policies and/or Practices: The South Portland Schools and the South Portland Teachers Association have approved longer school days and a longer school year for students at Kaler.

B2.5 a.) Sustainability; Modifications listed in 2.4 are planned to be sustained going forward unless data shows that they are not resulting in student growth.

B2.5 b.) Alignment of Budgets: The district supports the development of building based budgets. Budgets are managed at the school level. Broader responsibilities are available for the Kaler School principal to realize and target resources as needed. Kaler is a Schoolwide Title I school and the leadership of the school is able to allocate the Title I resources based on the data. SIG activities will be reviewed to determine which of the activities contribute to student achievement/growth and teacher improvement. In consultation with the MDOE consultant the plan will be revised as needed. Regular updates will be provided to the Board of Education.

B2.5 c.) Professional Development: The district currently provides professional development based on school needs as well as district needs. The district believes that it is important to offer opportunities for all staff to improve and enhance their skills. There are always a number of professional development opportunities that staff can access. This is supported through the local budget as well as through Title II funds. Professional development time is also provided on early release days. In addition, the district releases teachers from their classrooms and provides substitutes so that professional development can be conducted. Over this past year the district hosted 13 after school professional development activities for contact hours, some of which also were graduate credit. In addition they conducted 4 professional development early release afternoons and one full day professional development for K-8 staff.

The district has also had the STEM coordinator as well as the literacy coordinator provide support and coaching to classroom teachers. This is an expectation in both of the job descriptions.

B2.5 d.) Other Resources: The district has an elementary literacy coordinator and a STEM coordinator that will provide support for literacy and math interventions. In addition the Assistant Superintendent as well as the Director of Curriculum, Instruction, and Assessment will provide support for the purchase, training, and implementation of any new programs. The Director of Technology will provide oversight for any programs having to do with the electronic collection of data. The district budgeting process also allows for principals to develop building based budgets that address then needs for their schools. This is also done in conjunction with the district office so that costs can be shared for projects that impact an entire school or district.

SCHOOL NAME: Kaler Elementary School

Section B4- Timeline
For each Priority school served by this grant, provide a timeline delineating the steps the LEA will take to implement the selected intervention.

IMPLEMENTATION TIMELINE

Month	Activities	Ongoing Activities
July 2014	Advertise and hire new staff: - Math Coach - RTI Coach - Extend Literacy Teacher contract to shift to coaching position	Job-embedded professional development: - Weekly Common Planning Time (CPT) at both grade level and grade span, - In-class coaching, mentoring, and level II RTI support - Coaches meet with individual teachers, grade levels, and grade spans as well as BLT
	Identify and order technology needed to support learning; iPads, apps, intervention programs, JumpRope	Building Leadership Team meetings focused on school improvement, Priority School report and SIG grant implementation Extended Day Programming District grade level curriculum and Common

2014 Maine LEA School Improvement Grant Application

February 2014

		Assessment work
	Define daily school schedule	
	Initiate partnership with LearningWorks to initiate after-school and extended year intervention support	
	Continue Parent/Community communication to highlight structural changes (extended school day, after-school intervention)	
August 2014	Hire 4 Educational Technician III's to support common planning time (CPT) release and provide in-classroom instruction.	
	Provide time for Building Principal and Building Leadership Team to meet with Data Coach, Math Coach and Literacy Coach to prepare timelines and supports for the school year.	
	Realign partnerships with Spurwink, Sweetser, Opportunity Alliance and United Way to ensure community center supports are established prior to the start of school; Trauma Systems Therapy support services, co0located Case Manager services, hiring of Community Facilitator and Parent Liaison	
	Develop weekly common planning time schedule	
	Provide Project-based Learning (PBL) training and Responsive Classroom training for new staff	
	Continue Parent/Community communication to highlight structural changes (extended school day, after-school intervention)	
	Data Coach analyze data to identify students for attendance, behavioral and academic supports	
	Provide 3.5 days for staff to review data, familiarize themselves with the schedule and associated operating changes, building supports	

2014 Maine LEA School Improvement Grant Application

February 2014

	and new leadership.	
September 2014	Continue identification of grade level Essential Learning Targets and Common Assessments through District curriculum and grade level meetings	
	Administer NWEA and other progress monitoring tools (AimsWeb, Dibbles, etc.) to determine academic programming as well as intervention targets	
	Identify and recruit students for extended day programming	
	Begin RTI process to identify Level II and Level III interventions – identify and refer students to Level III interventions	
	Community night to communicate changes and meet staff	
	Begin Community Center resources support	
October 2014	Begin extended day programming	
	K-5 Parent Conferences	
	Implementation of 1 st PBL unit	
	Grade 3-5 Flexible student grouping for instruction begins	
November 2014- March 2015	Continue RTI process to support Level II and Level III interventions	▶
	Review trimester data and adjust programming as necessary	
	Review and identify research based Literacy Programs ie; Journeys	

2014 Maine LEA School Improvement Grant Application

February 2014

	Reading, IRead, Reading Street to finalize for implementation in 2015-16	
	Review data and plan for year 2 adjustments	
	Plan for extended year programming, staff and student identification	
	Plan and conduct 2 nd Trimester Community Celebration	
	Data Coach, Literacy Coach and Math Coach staff leaders identified for mentoring	
April – May/June 2015	Review trimester data and adjust programming as necessary	
	Recruit students for extended year participation	
	Plan and conduct 3 rd Trimester Kalerbration of student learning	
June 2015	Begin extended year programming	
	Purchase identified research based Literacy Program for K-2	
	Collect, analyze and report on 2014-15 data	
	Prepare SIG reports and revised 2015-2016 SIG plan	
	Train Literacy Coach in research based literacy program implementation and support. Plan for professional development to support implementation. Provide K-2 teachers with resources to review prior to professional development	
July 2015	Continue extended year programming	

	Report on year 1 SIG activities	
	2015 - 2016	Ongoing Activities
July 2015	Advertise and hire new staff:	<ul style="list-style-type: none"> ➤ Job-embedded professional development: <ul style="list-style-type: none"> - Weekly Common Planning Time (CPT) at both grade level and grade span, - In-class coaching, mentoring, and level II RTI support - Coaches meet with individual teachers, grade levels, and grade spans as well as BLT
	Identify and order technology needed to support learning; iPads, apps, intervention programs, JumpRope	<ul style="list-style-type: none"> ➤ Building Leadership Team meetings focused on school improvement, Priority School report and SIG grant implementation ➤ Extended Day Programming ➤ District grade level curriculum and Common Assessment work
August 2015	Provide Project-based Learning (PBL) training and Responsive Classroom training for new staff	
	Provide time for Building Principal and Building Leadership Team to meet with Data Coach, Math Coach and Literacy Coach to prepare timelines and supports for the school year.	
	Provide K-2 Literacy Program training for all K-2 staff	
	Assess and realign partnerships with Spurwink, Sweetser, Opportunity Alliance and United Way to ensure community center supports are established prior to the start of school; Trauma Systems Therapy support services, co0located Case Manager services, hiring	

	of Community Facilitator and Parent Liaison	
	Data Coach analyze data to identify students for attendance, behavioral and academic supports	
	Provide 3 days for all Kaler Staff to review data, and focus on Year 2 implementation	
September 2015 – July 2016	Implementation of K-2 Literacy Program	
	Continue extended day and extended year activities	
	Continue RTI intervention based on individual student data	
July 2016	Report on year 2 SIG activities	
	2016 - 2017	Ongoing Activities
July 2016 – July 2017	Provide Project-based Learning (PBL) training, Responsive Classroom training and Literacy Training for new staff	<ul style="list-style-type: none"> ➤ Job-embedded professional development: <ul style="list-style-type: none"> - Weekly Common Planning Time (CPT) at both grade level and grade span, - In-class coaching, mentoring, and level II RTI support Coaches meet with individual teachers, grade levels, and grade spans as well as BLT
	Provide time for Building Principal and Building Leadership Team to meet with Data Coach, Math Coach and Literacy Coach to prepare timelines and supports for the school year.	<ul style="list-style-type: none"> ➤ Building Leadership Team meetings focused on school improvement, and SIG grant implementation ➤ Extended Day Programming

		District grade level curriculum and Common Assessment work
	Assess and realign partnerships with Spurwink, Sweetser, Opportunity Alliance and United Way to ensure community center supports are established prior to the start of school; Trauma Systems Therapy support services, co0located Case Manager services, hiring of Community Facilitator and Parent Liaison	
	Data Coach analyze data to identify students for attendance, behavioral and academic supports	
	Provide 3 days for all Kaler Staff to review data, and focus on Year 2 implementation	
	Implementation of K-2 Literacy Program	
	Continue extended day and extended year activities	
	Continue RTI intervention based on individual student data	
	Begin budget discussions with Board of Education to identify sustainability components to fund locally based on data review.	
	Report on year 3 SIG activities	

SCHOOL NAME: Kaler Elementary School

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 Priority schools receiving school improvement funds.

ANNUAL GOALS:

1. As defined by Maine's ESEA waiver application, Kaler needs to reduce the number of students not proficient in math by 25% over 6 years.

- Increase the number of students proficient in NECAP math by 10% annually

2. As defined by Maine's ESEA waiver application, Kaler needs to reduce the number of students not proficient in reading by 21% over 6 years.

- Increase the number of students proficient in NECAP reading by 10% annually

3. Additional Goals as identified through the INDASTAR work

- To strengthen the instructional program
- To increase learning time for students
- To manage and use data more efficiently and effectively
- To strengthen teacher skills through imbedded professional development
- To provide support for the behavioral and mental health of the students
- To provide increased parental support with community agencies

SCHOOL NAME: Kaler Elementary School

Section B6- 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 Priority schools.

CONSULTATION WITH STAKEHOLDERS:

The South Portland School Department has worked with the Kaler Building Leadership Team (comprised of staff members and a parent) to develop this application. A facilitator helped lead the discussion and planning. There was also meeting with the district's community partners to discuss their role in the grant.

The Superintendent met with the teachers' association as well as the administrators' association to discuss the grant application. The South Portland Teachers' Association has written a letter supporting the grant. The South Portland Administrators' Association has written a letter supporting the assignment of a current principal to Kaler and the move of the present principal to another school.

The South Portland Board of Education gave preliminary approval for the district to write the application. On May 12, 2014 they gave final approval for the submission of the grant. The Board will receive updates of the work on a regular basis.

Title I 1003(g) School Improvement Grant Action Plan <i>(Please complete one per school)</i>						
School Name: Kaler Elementary School – South Portland						
Goal	Increase the number of students proficient in NECAP/SBAC math 10% annually. This goal meets or exceeds the state target for every subgroup. Increase the number of students proficient in NECAP/SBAC reading 10% annually. This goal meets or exceeds the state target for every subgroup. Address the following Priority School INDISTAR goal areas: strengthen instructional program, increase learning time for students, manage and use data more effectively and efficiently, strengthen teacher skills and provide opportunities for teacher growth and leadership, provide support for behavioral and mental health of students, provide increased parental support with community agencies.					
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 checked="" type="checkbox"/> Transformation model					
Proposed Pre-implementation Activities for Summer 2014	Resources	Timeline	Oversight	Monitoring (Implementation)	Monitoring (Effectiveness)	Title I School Improvement Funds
<i>Describe the activities to be implemented prior to the start of school in 2014, designed to support full implementation of the selected intervention model in Fall 2014.</i> (Add rows as needed.)	<i>What existing and/or new resources will be used to accomplish the activity?</i>	<i>When will this activity begin and end?</i>	<i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<i>What evidence will be collected to document implementation?</i> <i>How often and by whom?</i>	<i>What evidence will be collected to assess effectiveness?</i> <i>How often and by whom?</i>	<i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i>
Move Principal from Kaler School to Small School and Small School Principal to Kaler School	District	July 1, 2014	Superintendent	Evidence: Personnel assignment change form. . Monitored: Annually by the Superintendent	Evidence: Student achievement data Monitored: Monthly by the Superintendent	Not applicable
Hire Math Coach and RTI/Data	SIG Funding	June 2014-	Building Principal	Evidence: Personnel	Evidence: Student	Cost detailed in

2014 Maine LEA School Improvement Grant Application

February 2014

Coach		July 2014	Building Leadership Team	documents. . Monitored: Annually by the Building Principal and Assistant Superintendent	achievement data Monitored: Monthly by the Building Principal and Assistant Superintendent	2014-17 plan
Hire 4 Educational Technician III's	SIG Funding	August 2014	Building Principal and BLT	Evidence: Personnel records Monitored: annually by the Principal	Evidence: CPT agenda and minutes. Monitored: monthly by the Principal	Cost detailed in 2014-17 plan
Extend Literacy Teacher/Coach contract by 20 days	SIG Funding	June 2014- July 2014	Building Principal Building Leadership Team	Evidence: Personnel documents. Monitored: Annually by the Building Principal and Assistant Superintendent	Evidence: Student achievement data Monitored: Monthly by the Building Principal and Assistant Superintendent	Cost detailed in 2014-17 plan
Purchase iPads and associated JumpRope technology to support student ownership of learning and growth	SIG Funding	July 2014	District Technology Director	Evidence: Invoices Monitor: District Technology Director	Evidence: Implementation data Monitored: annually by the Building Principal and Technology Director	\$26,598
Coordinate District, Title I and SIG resources to maximize impact and assure all fiscal and program requirements met	Existing: District Funding	July 2014 – ongoing	Central Office Staff and Principal	Evidence: Monthly state requests for funding, BLT minutes Monitoring: Annually by Assistant Superintendent	Evidence: Monthly state requests for funding, BLT minutes Monitoring: Annually by Assistant Superintendent	District Funded
Identify Building Leadership Team and hold initial meeting	Existing: District Funding	August 2014	Principal, BLT, Superintendent	Evidence: Agendas, minutes, plans Monitoring: Annually by Principal and Superintendent	Evidence: School data, electronic surveys (parents, students, staff) Monitored: Annually by BLT, Principal and Superintendent	Priority Schools Funding

2014 Maine LEA School Improvement Grant Application

February 2014

Hold 2 days of schoolwide staff training prior to the start of school to build culture, review data, introduce schedule and operating changes, building supports, new staff and new leadership. Include BLT and teachers in first day, and all staff in 2 nd day.	Existing District Funding and SIG Funding	August 2014	Principal, BLT, all Staff	Evidence: Agenda Monitoring: Trimester by Principal and Superintendent	Evidence: Agenda, surveys and student data Monitoring: Trimester by Principal and Superintendent	\$3,256 for 1 day District funded 1 day
Provide professional development training in Project-based Learning and Responsive Classroom for new staff	Existing District and Title II Funding	August 2014	District STEM Coordinator and Responsive Classroom Trainer	Evidence: Participation exit slips Monitoring: Assistant Superintendent Annually	Evidence: PBL and Responsive Classroom Implementation – Behavior Data Monitored: Annually by STEM Coordinator and Principal	District and Title II Funding
Initiate and plan partnerships with Community Agencies	21 st Century Grant with LearningWorks or Title I funding SIG Funding	July - August 2014	Principal, Assistant Superintendent, Superintendent	Evidence: Program Implementation Monitoring: Annually by Principal and Assist. Supt	Evidence: Student Achievement and Behavior Data Monitored: Annually by Principal, Data Coach and Asst. Supt.	Cost detailed in 2014-17 plan
Proposed Activities for 2014-2017 <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>	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? How often and by whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? 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</i>

						<i>Narrative Form.</i>
<p>Strengthen Instructional Program: Math Coach work with all staff to develop skills and support intervention development for Tier II and Tier III non-proficient students. Coach will provide job-embedded professional development, extended year professional development and sit on the Building Leadership Team</p> <p>Increase Literacy Teacher contract to support coaching and teacher development. Work toward identification and implementation of research based Literacy Program for K-2 for 2015-16 implementation</p> <p>Implement Technology interventions and iPad Apps targeting math and literacy intervention as well as support student ownership of learning and growth.</p> <p>Stipend Increase for Student Achievement Gains by Teachers and Administrators</p> <p>Continue ongoing Project-based Learning Training with new staff</p>	<p>District STEM Coordinator and District Literacy Specialist support for new and expanded positions</p> <p>SIG Funds</p>	<p>September 2014 – July 2017</p>	<p>Principal, Math Coach, Literacy Coach, Technology Integrator BLT</p>	<p>Evidence: Session agendas and minutes</p> <p>Monitored: Annually by Principal and BLT</p>	<p>Evidence: Student Achievement Data</p> <p>Monitored: Annually by Principal and BLT</p>	<p>\$446,338</p>

2014 Maine LEA School Improvement Grant Application

February 2014

<p>Increased Learning Time For Students: Strategies include lengthening the school day for all students, providing an extended school day and school year for identified students</p>	<p>SIG Funds and support of the Board of Education, Principal’s Association, Teacher’s Association and staff</p>	<p>Sept 2014 – June 2017</p>	<p>Principal, Assistant Superintendent, LearningWorks, Staff</p>	<p>Evidence: Session participation rosters Monitored: Annually by Principal Assist. Superintendent and BLT</p>	<p>Evidence: Student Achievement Data Monitored: Annually by Principal, Assit. Superintendent and BLT</p>	<p>\$340,000</p>
<p>Manage and use Data More Efficiently and Effectively: RTI/Data Coordinator will collect, analyze and report data to BLT and staff for student programming decisions. The RTI/Data Coordinator will meet every 6 weeks with grade levels to manage the RTI process for Tier II and Tier III identification and intervention. Staff time will be provided before school starts, throughout the year and at the end of the year to review, analyze and plan using student achievement data. The addition of iPads and Jumprope reporting implementation software will help manage intervention distribution as well as individual responsibility for personal learning and growth</p>	<p>SIG Funds</p>	<p>Sept 2014 – June 2017</p>	<p>Principal, Data Coach, BLT, Staff</p>	<p>Evidence: RTI Documentation Monitored: Each trimester by Principal and BLT</p>	<p>Evidence: Student Achievement Data Monitored; Each trimester by Principal, Superintendent and Asst. Superintendent</p>	<p>\$251,772</p>
<p>Strengthen Teacher Skills and Provide Opportunities for Teacher Growth and Leadership: The Math and Literacy coaches will provide job-embedded professional development, coaching, modeling and support for all Kaler School staff. Extended year workshops will help strengthen teacher instructional strategies in math, literacy, PBL and Responsive classroom. The addition of 4 Educational Technicians will allow for grade span (K-2 and 3-5)</p>	<p>Ongoing district funded professional development in PBL and Responsive Classroom. Existing Literacy Teaching position funded through Title I will be extended to move</p>	<p>Sept 2014- June 2017</p>	<p>Principal, Math Coach, Literacy Coach, STEM Coordinator, Staff</p>	<p>Evidence: Session minutes and participation rosters Monitored: Annually by Principal and Assistant Superintendent</p>	<p>Evidence: Student Achievement Data, Teacher Evaluation Data Monitored; Annually by Principal, Superintendent and Asst. Superintendent</p>	<p>\$408,292</p>

2014 Maine LEA School Improvement Grant Application

February 2014

<p>common planning time with associated special education staff, math coach and literacy coach. Leadership and growth opportunities will include Building Leadership participation and the identification of three individuals to continue the math, literacy and data coaching support when the grant concludes.</p>	<p>toward coaching support</p> <p>SIG Funds</p>					
<p>Provide Support for Behavioral and Mental Health of Students: Through ongoing district training Kaler staff will continue implementation of Responsive Classroom and Positive Behavior Intervention Systems (PBIS). Through Community Partnerships designed to provide family and community resources at Kaler School, Trauma Systems Therapy support services will be provided for ELL students, and co-located Case Manager Services will be provided 2 days per week on site at Kaler School.</p>	<p>Existing professional development training through Title II funding</p> <p>SIG funds to support Trauma training</p>	<p>Sept 2014 – June 2015</p>	<p>Principal, Superintendent, Spurwink</p>	<p>Evidence: Student participation rosters</p> <p>Monitored: Annually by Principal and Superintendent</p>	<p>Evidence: Student behavioral data</p> <p>Monitored: Annually by Principal and Superintendent</p>	<p>\$22,000</p>
<p>Provide Increased Parental Support with Community Agencies: Through the South Portland Partnership for Student Success, partner agencies have supported the development of a Community Center concept at Kaler School. The Community Facilitator and Parent Liaison through Opportunity Alliance and United Way while initially funded through SIG funding are intended to be co-funded in the last two years to facilitate moving toward sustainability.</p>	<p>South Portland Partners for Student Success</p> <p>SIG funds</p>	<p>Sept 2014- June 2017</p>	<p>Principal, Superintendent, Opportunity Alliance, United Way</p>	<p>Evidence: Student/Family participation rates</p> <p>Monitored: Annually by Principal, Superintendent and Community Partners</p>	<p>Evidence: Student behavioral data and parent interaction data</p> <p>Monitored: Annually by Principal, Superintendent and Community Partners</p>	<p>\$105,000</p>

SCHOOL NAME: Kaler Elementary School

C. BUDGET INFORMATION

Provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- 1 Implement the selected model in each Priority school it commits to serve; and**
- 2 Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Priority school.**

Note: The LEA’s budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. According to US ED SIG guidance, an LEA must allocate no less than \$50,000 per year and no more than \$2,000,000 per year. Also, pre-implementation activities are considered part of the Year 1 budget. The total Year 1 budget, including any pre-implementation activities, may not exceed \$2,000,000.

Complete the Overview Budget grid below, providing LEA and school level budget information:

School Name	Year 1 Pre-implementation Budget	Year I Budget	Year 2 Budget	Year 3 Budget	School Budget Total
Kaler Elementary School	\$29,854	\$543,114	\$598,370	\$428,662	\$1,600,000
Total LEA Yearly Budgets	\$29,854	\$543,114	\$598,370	\$428,662	\$1,600,000

**SCHOOL BUDGET SECTION
THREE YEAR SCHOOL BUDGET PLAN 2014-2017**

SCHOOL NAME: Kaler Elementary School <i>(Complete one per school)</i>						
Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
Please note: Pre-implementation activities are considered part of the Year 1 budget. The total Year 1 budget for LEA and schools combined, including any pre-implementation activities, may not exceed \$2,000,000.						
Salaries and Benefits <u>Math Coach (TBD)</u> – 200 day teaching position budgeted at MA8 salary of \$58,238 plus teacher’s contract benefits totaling \$17,547 annually <u>Data Coach (TBD)</u> – 200 day teaching position budgeted at MA8 salary of \$58,238 plus teacher’s contract benefits totaling \$17,547 annually <u>Literacy Teacher/Coach (TBD)</u> Currently working 181 day contract through Title I funding– extending contract to 200 days = \$7263 additional salary and \$297 contract additional benefits. <u>Four Additional Ed. Tech III’s</u> – 181 day (7 hours x 5 days) = budgeted at Ed. Tech III \$23,304 plus support employee contract benefits totaling \$16,696 <u>Lengthened School Day</u> – Additional 1 hour/day for all staff 5 hrs/week * 36 weeks = \$105,954 plus associated contracted benefits totaling \$4,046 in year 1 <u>Stipend Increase for Teachers and Administrator showing student achievement gains.</u> The Teacher Evaluation Committee will be determining a rate structure this summer. A sum of \$30,000 annually has been determined as viable. <u>Staff time to Review Data</u> – 2.5 additional days totaling 17 hours for classroom teachers to review data with Data Coach calculated at \$7818 salary and \$321 associated contractual benefits <u>Mentoring Stipends</u> for identified RTI, Math and Literacy Leaders in year 3 = \$1500 each for total \$4,500	See articulated description of anticipated salary and benefit costs Math Coach, Data Coach, Literacy Coach, 4 Ed. Tech III’s, Lengthened School Day, Stipend Increase, Staffing Time	See articulated description of anticipated salary and benefit costs Math Coach, Data Coach, Literacy Coach, 4 Ed. Tech III’s, Lengthened School Day with \$2000 built in for potential salary and benefit increases, Stipend Increase, Staffing Time	See articulated description of anticipated salary and benefit costs Math Coach, Data Coach, Literacy Coach, 2 Ed. Tech III’s , Lengthened School Day with \$3000 built in for potential salary and benefit increases, Stipend Increase, Staffing Time, and Additional Mentoring Stipends	\$467,270	\$471,270	\$401,562
Contracted Services <u>Spurwink Trauma Systems Therapy</u> -School Groups: 6 hrs/wk x 12 weeks x 2 sessions x\$21.64/hr \$ 3,116.16 Parent Advisory Group Meetings: 8 parents x 2 meetings x \$25 \$ 4,800.00 Community Engagement Group: 10hr/week x 52 x \$21.64hr <u>\$11,252.80</u> Subtotal \$19,168.96 Admin @ 10% <u>\$1,916.89</u> = \$21,085.85 plus \$915 for third facilitator <u>Opportunity Alliance Community Facilitator</u> – to work 20 hours weekly at Kaler School as Community Outreach Coordinator providing resources, connections and	See articulated description Contracted Services Spurwink Trauma Systems Therapy OA Community	See articulated description Contracted Services OA Community Facilitator co-funded with OA United Way Parent	See articulated description Contracted Services OA Community Facilitator co-funded with OA	\$77,000	\$25,000	\$25,000

2014 Maine LEA School Improvement Grant Application

February 2014

support for neighborhood families. Position would be contracted from OA for \$30,000 year one and co-funded in years two and three. <u>Parent Liaison</u> – to work 15 hours weekly at Kaler and in the Kaler School neighborhood to connect parents to school, community agencies and resources. Position would be contracted from United Way for year one and co-funded in years two and three.	Facilitator United Way Parent Liaison	Liaison co-funded	United Way Parent Liaison co-funded			
Supplies and Materials <u>JumpRope Standards Reporting System</u> – Purchased reporting system to facilitate student and teacher tracking of Essential Learning Target proficiency. Allow for student ownership of learning and growth. \$8/student for 231 students = \$\$1,848 <u>Technology Interventions and iPad apps</u> targeting math intervention such as IXL, Dream Box Learning, etc. <u>K-2 Literacy Program</u> such as Journey’s Reading, IRead, Reading Street to provide comprehensive research based reading instruction to K-2 students to reach goal of all students reading on grade level by the end of Gr. 3. To be implemented year 2	See articulated description of Supplies and Materials JumpRope Reporting System, Technology Interventions and apps	See articulated description of Supplies and Materials Technology Interventions and apps, K-2 classroom Literacy Program	See articulated description of Supplies and Materials Technology Interventions and apps	\$3,948	\$102,100	\$2,100
Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>						
Equipment <u>iPads</u> – 20 iPads for teacher/student use in the classroom and additional 80 iPads to be distributed across 11 classrooms. iPads will be used by students to track individual proficiency and to target intervention activities to identified non-proficient students – Total 91 iPads = \$24,750	See articulated description of Equipment 91 iPads,	NA	NA	\$24,750	0	0
Professional Development Activities						
Travel						
Administration						
Indirect Costs						
Total				\$572,968	\$598,370	\$428,662

ONE YEAR DETAILED SCHOOL BUDGET NARRATIVES

Use this form to provide sufficient detail regarding proposed expenditure for each year of the 2014-2017 project periods. One template should be created for each year. Pre-implementation costs are detailed separately. Complete all appropriate justification forms (Appendix C and D)

YEAR ONE DETAILED SCHOOL BUDGET NARRATIVE: PRE-IMPLEMENTATION		
SCHOOL YEAR: 2014-2015 <u>Pre-Implementation costs must be included in total costs for Year 1</u>		
SCHOOL NAME: Kaler Elementary School (Complete one per school)		
INTERVENTION MODEL: (Circle tier applicable to this school) Transformation		
Account Category	Budget Detail	
	Narrative	Total Costs
Salaries and Benefits Staff time to Review Data – 2.5 additional days totaling 17 hours for classroom teachers to review data with Data Coach calculated at \$7818 salary and \$321 associated contractual benefits. One 6.5 hour day will occur in August prior to the beginning of the school year	Time will be provided prior to the beginning of the school year for the staff to meet with the Data Coordinator to review, analyze and plan based on student achievement data.	\$3256 in Year 1
Contracted Services Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed		
Supplies and Materials JumpRope Standards Reporting System – Purchased reporting system to facilitate student and teacher tracking of Essential Learning Target proficiency. Allow for student ownership of learning and growth. \$8/student for 231 students = \$1,848	The district has implemented JumpRope Reporting System at 6 th grade. Implementation at Kaler will allow students and staff to track individual progress on standards (district ELT's) to increase student ownership of learning and growth.	\$1,848 in Year 1
Books Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.		
Equipment iPads – 20 iPads for teacher/student use in the classroom and additional 80 iPads to be distributed across 11 classrooms. iPads will be used by students to track individual proficiency and to target intervention activities to identified non-proficient students – Total 91 iPads = \$24,750	91 iPad will be purchased to track individual proficiency using the JumpRope Reporting system, and to target intervention activities to identified students	\$24,750 in Year1
Professional Development Activities Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed		

2014 Maine LEA School Improvement Grant Application

February 2014

Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>		
Administration <i>Include other costs associated with supporting plan implementation.</i>		
Indirect Costs		
Total		\$29,854 in Year. 1

ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE

SCHOOL YEAR: 2014- 2015

Please note: Pre-implementation activities, while detailed separately above, are considered part of the Year 1 budget. The total Year 1 budget for LEA and schools combined, including any pre-implementation activities, may not exceed \$2,000,000.

<p>SCHOOL NAME Kaler Elementary School <i>(Complete one per school)</i></p>		
<p>INTERVENTION MODEL: Transformation Turnaround Restart Closure <i>(Circle model applicable to this school)</i></p>		
Account Category	Budget Detail	
	Narrative	Total Costs
<p>Salaries and Benefits <u>Math Coach (TBD)</u> – 200 day teaching position budgeted at MA8 salary of \$58,238 plus teacher’s contract benefits totaling \$17,547 annually <u>Data Coach (TBD)</u> – 200 day teaching position budgeted at MA8 salary of \$58,238 plus teacher’s contract benefits totaling \$17,547 annually <u>Literacy Teacher/Coach (TBD)</u> Currently working 181 day contract through Title I funding– extending contract to 200 days = \$7263 additional salary and \$297 contract additional benefits. <u>Four Additional Ed. Tech III’s</u> – 181 day (7 hours x 5 days) = budgeted at Ed. Tech III \$23,304 plus support employee contract benefits totaling \$16,696 <u>Lengthened School Day</u> – Additional 1 hour/day for all staff 5 hrs/week * 36 weeks = \$105,954 plus associated contracted benefits totaling \$4,046 in year 1 <u>Stipend Increase for Teachers and Administrator showing student achievement gains.</u> The Teacher Evaluation Committee will be determining a rate structure this summer. A sum of \$30,000 annually has been determined as viable. <u>Staff time to Review Data</u> – 2.5 additional days totaling 17 hours for classroom teachers to review data with Data Coach calculated at \$7818 salary and \$321 associated contractual benefits</p>	<p>Math Coach work with all staff to develop skills and support intervention development for Tier II and Tier III non-proficient students. Coach will provide job-embedded professional development, extended year professional development and sit on the Building Leadership Team</p> <p>Increase Literacy Teacher contract to support coaching and teacher development. Work toward identification and implementation of research based Literacy Program for K-2 for 2015-16 implementation</p> <p>The RTI/Data Coordinator will collect, analyze and report data to BLT and staff for student programming decisions. The RTI/Data Coordinator will meet every 6 weeks with grade levels to manage the RTI process for Tier II and Tier III identification and intervention.</p> <p>Staff time will be provided before school starts, throughout the year and at the end of the year to review, analyze and plan using student achievement data.</p> <p>The addition of 4 Educational Technicians will allow for grade span (K-2 and 3-5) common planning time with associated special education staff, math coach and literacy coach.</p> <p>Strategies include lengthening the school day for all students and staff, providing an extended school day and school year for identified students</p> <p>Stipend Increase for Student Achievement Gains by Teachers and Administrators</p>	<p>\$467,270</p>

<p>Contracted Services <u>Spurwink Trauma Systems Therapy</u> -School Groups: 6 hrs/wk x 12 weeks x 2 sessions x\$21.64/hr \$ 3,116.16 Parent Advisory Group Meetings: 8 parents x 24 meetings x \$25 \$ 4,800.00 Community Engagement Group: 10hr/week x 52 x \$21.64hr \$11,252.80 Subtotal \$19,168.96 Admin @ 10%\$1,916.89= \$21,085.85 plus \$915 for third facilitator <u>Opportunity Alliance Community Facilitator</u> – to work 20 hours weekly at Kaler School as Community Outreach Coordinator providing resources, connections and support for neighborhood families. Position would be contracted from OA for \$30,000 year one and co-funded in years two and three. <u>Parent Liaison</u> – to work 15 hours weekly at Kaler and in the Kaler School neighborhood to connect parents to school, community agencies and resources. Position would be contracted from United Way for year one and co-funded in years two and three.</p>	<p>Through ongoing district training Kaler staff will continue implementation of Responsive Classroom and Positive Behavior Intervention Systems (PBIS). Through Community Partnerships designed to provide family and community resources at Kaler School, Trauma Systems Therapy support services will be provided for ELL students, and co-located Case Manager Services will be provided 2 days per week on site at Kaler School.</p>	<p>\$77,000</p>
<p>Supplies and Materials <u>JumpRope Standards Reporting System</u> – Purchased reporting system to facilitate student and teacher tracking of Essential Learning Target proficiency. Allow for student ownership of learning and growth. \$8/student for 231 students = \$1,848 <u>Technology Interventions and iPad apps</u> targeting math intervention such as IXL, Dream Box Learning, etc. \$2,100</p>	<p>The district has implemented JumpRope Reporting System at 6th grade. Implementation at Kaler will allow students and staff to track individual progress on standards (district ELT’s) to increase student ownership of learning and growth. Implement Technology interventions and iPad Apps targeting math and literacy intervention as well as support student ownership of learning and growth.</p>	<p>\$3,948</p>
<p>Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>		
<p>Equipment <u>iPads</u> – 20 iPads for teacher/student use in the classroom and additional 80 iPads to be distributed across 11 classrooms. iPads will be used by students to track individual proficiency and to target intervention activities to identified non-proficient students – Total 91 iPads = \$24,750</p>	<p>91 iPad will be purchased to track individual proficiency using the JumpRope Reporting system, and to target intervention activities to identified students</p>	<p>\$24,750</p>
<p>Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed</i></p>		
<p>Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i></p>		
<p>Administration <i>Include other costs associated with supporting plan implementation.</i></p>		

2014 Maine LEA School Improvement Grant Application

February 2014

Indirect Costs		
Total		\$572,968

ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE

SCHOOL YEAR: 2015-2016

Please note: Pre-implementation activities, while detailed separately above, are considered part of the Year 1 budget. The total Year 1 budget for LEA and schools combined, including any pre-implementation activities, may not exceed \$2,000,000.

SCHOOL NAME Kaler Elementary School
(Complete one per school)

INTERVENTION MODEL: Transformation
(Circle model applicable to this school)

Account Category	Budget Detail	
	Narrative	Total Costs
<p>Salaries and Benefits</p> <p><u>Math Coach (TBD)</u> – 200 day teaching position budgeted at MA8 salary of \$58,238 plus teacher’s contract benefits totaling \$17,547 annually</p> <p><u>Data Coach (TBD)</u> – 200 day teaching position budgeted at MA8 salary of \$58,238 plus teacher’s contract benefits totaling \$17,547 annually</p> <p><u>Literacy Teacher/Coach (TBD)</u> Currently working 181 day contract through Title I funding– extending contract to 200 days = \$7263 additional salary and \$297 contract additional benefits.</p> <p><u>Four Additional Ed. Tech III’s</u> – 181 day (7 hours x 5 days) = budgeted at Ed. Tech III \$23,304 plus support employee contract benefits totaling \$16,696</p> <p><u>Lengthened School Day</u> – Additional 1 hour/day for all staff 5 hrs/week * 36 weeks = \$105,954 plus associated contracted benefits totaling \$4,046 in year 1 Additional \$4,000 allocated to account for salary and benefit increases</p> <p><u>Stipend Increase for Teachers and Administrator showing student achievement gains.</u> The Teacher Evaluation Committee will be determining a rate structure this summer. A sum of \$30,000 annually has been determined as viable.</p> <p><u>Staff time to Review Data</u> – 2.5 additional days totaling 17 hours for classroom teachers to review data with Data Coach calculated at \$7818 salary and \$321 associated contractual benefits</p>	<p>Math Coach work with all staff to develop skills and support intervention development for Tier II and Tier III non-proficient students. Coach will provide job-embedded professional development, extended year professional development and sit on the Building Leadership Team</p> <p>Increase Literacy Teacher contract to support coaching and teacher development. Work toward identification and implementation of research based Literacy Program for K-2 for 2015-16 implementation</p> <p>The RTI/Data Coordinator will collect, analyze and report data to BLT and staff for student programming decisions. The RTI/Data Coordinator will meet every 6 weeks with grade levels to manage the RTI process for Tier II and Tier III identification and intervention.</p> <p>Staff time will be provided before school starts, throughout the year and at the end of the year to review, analyze and plan using student achievement data.</p> <p>The addition of 4 Educational Technicians will allow for grade span (K-2 and 3-5) common planning time with associated special education staff, math coach and literacy coach.</p> <p>Strategies include lengthening the school day for all students and staff, providing an extended school day and school year for identified</p>	<p>\$471,270</p>

	students Stipend Increase for Student Achievement Gains by Teachers and Administrators	
<p>Contracted Services <u>Opportunity Alliance Community Facilitator</u> – to work 20 hours weekly at Kaler School as Community Outreach Coordinator providing resources, connections and support for neighborhood families. Position would be contracted from OA for \$30,000 year one and co-funded in years two and three. <u>Parent Liaison</u> – to work 15 hours weekly at Kaler and in the Kaler School neighborhood to connect parents to school, community agencies and resources. Position would be contracted from United Way for year one and co-funded in years two and three.</p>	Through ongoing district training Kaler staff will continue implementation of Responsive Classroom and Positive Behavior Intervention Systems (PBIS). Through Community Partnerships designed to provide family and community resources at Kaler School, co-located Case Manager Services will be provided 2 days per week on site at Kaler School. A parent liaison will work at the school and in the neighborhood to connect parents to school, community agencies and resources. Position would be contracted from United Way and co-funded in years two.	\$25,000
<p>Supplies and Materials <u>JumpRope Standards Reporting System</u> – Purchased reporting system to facilitate student and teacher tracking of Essential Learning Target proficiency. Allow for student ownership of learning and growth. \$8/student for 231 students = \$\$1,848 <u>Technology Interventions and iPad apps</u> targeting math intervention such as IXL, Dream Box Learning, etc. \$2,100 <u>K-2 Literacy Program</u> such as Journey’s Reading, IRead, Reading Street to provide comprehensive research based reading instruction to K-2 students to reach goal of all students reading on grade level by the end of Gr. 3. To be implemented year 2</p>	<p>The district has implemented JumpRope Reporting System at 6th grade. Implementation at Kaler will allow students and staff to track individual progress on standards (district ELT’s) to increase student ownership of learning and growth.</p> <p>Implement Technology interventions and iPad Apps targeting math and literacy intervention as well as support student ownership of learning and growth.</p> <p>K-2 research based Literacy program implementation to target goal of all third graders reading on grade level by the end of 3rd grade</p>	\$102,100
<p>Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>		
<p>Equipment <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i></p>		
<p>Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed</i></p>		

Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>		
Administration <i>Include other costs associated with supporting plan implementation.</i>		
Indirect Costs		
Total		\$598,370

ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE

SCHOOL YEAR: 2016-2017

Please note: Pre-implementation activities, while detailed separately above, are considered part of the Year 1 budget. The total Year 1 budget for LEA and schools combined, including any pre-implementation activities, may not exceed \$2,000,000.

SCHOOL NAME Kaler Elementary School
(Complete one per school)

INTERVENTION MODEL: Transformation
(Circle model applicable to this school)

Account Category	Budget Detail	
	Narrative	Total Costs
<p>Salaries and Benefits <u>Math Coach (TBD)</u> – 200 day teaching position budgeted at MA8 salary of \$58,238 plus teacher’s contract benefits totaling \$17,547 annually <u>Data Coach (TBD)</u> – 200 day teaching position budgeted at MA8 salary of \$58,238 plus teacher’s contract benefits totaling \$17,547 annually <u>Literacy Teacher/Coach (TBD)</u> Currently working 181 day contract through Title I funding– extending contract to 200 days = \$7263 additional salary and \$297 contract additional benefits. <u>Four Additional Ed. Tech III’s</u> – 181 day (7 hours x 5 days) = budgeted at Ed. Tech III \$23,304 plus support employee contract benefits totaling \$16,696 In Year 3 the District will pay for 2 Ed Techs and the Grant will support 2. <u>Lengthened School Day</u> – Additional 1 hour/day for all staff 5 hrs/week * 36 weeks = \$105,954 plus associated contracted benefits totaling \$4,046 in year 1 Additional \$4,000 allocated to account for salary and benefit increases <u>Stipend Increase for Teachers and Administrator showing student achievement gains.</u> The Teacher</p>	<p>Math Coach work with all staff to develop skills and support intervention development for Tier II and Tier III non-proficient students. Coach will provide job-embedded professional development, extended year professional development and sit on the Building Leadership Team</p> <p>Increase Literacy Teacher contract to support coaching and teacher development. Work toward identification and implementation of research based Literacy Program for K-2 for 2015-16 implementation</p> <p>The RTI/Data Coordinator will collect, analyze and report data to BLT and staff for student programming decisions. The RTI/Data</p>	\$401,562

<p>Evaluation Committee will be determining a rate structure this summer. A sum of \$30,000 annually has been determined as viable. <u>Staff time to Review Data</u> – 2.5 additional days totaling 17 hours for classroom teachers to review data with Data Coach calculated at \$7818 salary and \$321 associated contractual benefits</p>	<p>Coordinator will meet every 6 weeks with grade levels to manage the RTI process for Tier II and Tier III identification and intervention.</p> <p>Staff time will be provided before school starts, throughout the year and at the end of the year to review, analyze and plan using student achievement data.</p> <p>The addition of 4 Educational Technicians will allow for grade span (K-2 and 3-5) common planning time with associated special education staff, math coach and literacy coach.</p> <p>Strategies include lengthening the school day for all students and staff, providing an extended school day and school year for identified students</p> <p>Stipend Increase for Student Achievement Gains by Teachers and Administrators</p>	
<p>Contracted Services <u>Opportunity Alliance Community Facilitator</u> – to work 20 hours weekly at Kaler School as Community Outreach Coordinator providing resources, connections and support for neighborhood families. Position would be contracted from OA for \$30,000 year one and co-funded in years two and three. <u>Parent Liaison</u> – to work 15 hours weekly at Kaler and in the Kaler School neighborhood to connect parents to school, community agencies and resources. Position would be contracted from United Way for year one and co-funded in years two and three.</p>	<p>Through ongoing district training Kaler staff will continue implementation of Responsive Classroom and Positive Behavior Intervention Systems (PBIS). Through Community Partnerships designed to provide family and community resources at Kaler School, co-located Case Manager Services will be provided 2 days per week on site at Kaler School. A parent liaison will work at the school and in the neighborhood to connect parents to school, community agencies and resources. Position would be contracted from United Way and co-funded in years two.</p>	<p>\$25,000</p>
<p>Supplies and Materials <u>Technology Interventions and iPad apps</u> targeting math intervention such as IXL, Dream Box Learning, etc. <u>\$2,100</u></p>	<p>Implement Technology interventions and iPad Apps targeting math and literacy intervention as well as support student ownership of learning and growth.</p>	<p>\$2,100</p>
<p>Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>		
<p>Equipment <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (Appendix D, page 34) must be completed.</i></p>		

<p>Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form (Appendix C, page 33) must be completed</i></p>		
<p>Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i></p>		
<p>Administration <i>Include other costs associated with supporting plan implementation.</i></p>		
<p>Indirect Costs</p>		
<p>Administration Include other costs associated with supporting plan implementation.</p>		
<p>Indirect Costs</p>		
<p>Total</p>		\$428,662

ASSURANCES

By signing below, the Local Educational Agency (LEA), South Portland, is agreeing to the following Title I 1003(g) School Improvement Grant (SIG) assurances with the Maine Department of Education (MDOE) and the United States Department of Education (USED).

This LEA provides an assurance that—

- School Improvement Grant funds will be used to fully and effectively implement an intervention in each Priority school that the LEA commits to serve consistent with the final requirements;
- All schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant will establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority school that it serves with school improvement funds;
- If it implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements,
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding, and
- Report to the SEA the school-level data required under section III of the final requirements.

Suzanne J. Stedie

Superintendent Signature

5/15/14

Date

E. WAIVERS

The MDOE has requested that waivers be granted by the USED regarding requirements to the LEA's School Improvement Grant. Check each waiver that this LEA intends to implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Implementing a schoolwide program in a Priority Title I participating school that does not meet the 40 percent poverty eligibility threshold.

1. **Description of Activity:**

Trauma System Therapy Support Services

These therapy services would be provided by an outside partner (Spurwink) to ELL students and students that have experienced significant trauma.

2. **Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:**

This service connects to the following goal:

Provide support for behavioral and mental health of students

3. **Name of Contractor:**

Spurwink

4. **Qualifications of Contractor:** *(Attach a resume in lieu of a narrative):*

Spurwink’s Evidence Based Community Practices Division will work with Kaler School with to increase access to mental health services for youth who have experienced trauma. Studies have shown that 92% of ELL students with the symptoms of Post-Traumatic Stress Disorder do not receive the services they need due to cultural differences and fears associated with mental health diagnosis.

Spurwink is overcoming barriers by engaging students and families in Trauma Systems Therapy for refugees (TSTr), an evidence-informed model of care developed by a team at Boston Children’s Hospital. TSTr is an ecological model for treating refugee and immigrant children and youth living in traumatized family systems. This service is delivered in family homes and in the community. This treatment intervention builds the child or youth’s emotion regulation skills while reducing the family’s social and environmental stressors.

5. **Budget:** *(Include costs such as staff compensation, materials, contracted services and other related costs).* \$22,000

Spurwink Trauma Systems Therapy -School Groups: 6 hrs/wk x 12 weeks x 2 sessions x\$21.64/hr \$ 3,116.16 Parent Advisory Group Meetings: 8 parents x 24 meetings x \$25 \$ 4,800.00 Community Engagement Group: 10hr/week x 52 x \$21.64hr \$11,252.80 Subtotal \$19,168.96 Admin @ 10%\$1,916.89= \$21,085.85 plus \$915 for third facilitator

6. **Beginning Date:** September 2014

Ending Date: June 2015

7. **Services to be Provided:** *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)* Spurwink will offer therapy services to students that have experienced trauma.

8. **Participants:** ELL students and students that have experienced PTSD

9. **Evaluation Process:** *(Describe how you will evaluate that services have been delivered successfully.)*
Spurwink will collect data pre and post that can be used by the school in conjunction with other data to assess the positive impacts of the program.

Appendix C: Professional Development & Contracted Services Justification Form

10. **Description of Activity:**

The Opportunity Alliance will hire a Community Facilitator to work with Kaler School. The facilitator will provide individual coaching for parents, conduct trainings for parents and educators, and support a variety of initiatives to improve parenting. They will work with parents to create an individualized family plan to meet their unique parenting needs. They help the parents define goals, reduce stress, and strengthen their relationships with their children.

11. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:

This service connects to the following goal:

Provide support for behavioral and mental health of students

12. Name of Contractor:

Opportunity Alliance

13. Qualifications of Contractor: *(Attach a resume in lieu of a narrative):*

Mission

The Opportunity Alliance works with people to build better lives and stronger communities. We provide advocacy, leadership, and support to identify the goals and address the needs of individuals, families, and communities.

Vision

The Opportunity Alliance envisions contributing meaningfully to a community in which families and individuals are thriving and supported as they pursue their aspirations for a better life. Within The Opportunity Alliance, there is a shared belief that positive change is possible.

14. Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).* \$30,000

15. Beginning Date: September 2014

Ending Date: June 2015

16. Services to be Provided: *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

Opportunity Alliance will place a Community Facilitator at Kaler. The facilitator will provide individual coaching for parents, conduct trainings for parents and educators, and support a variety of initiatives to improve parenting. They will work with parents to create an individualized family plan to meet their unique parenting needs. They help the parents define goals, reduce stress, and strengthen their relationships with their children

17. **Participants:** All families at Kaler will have access to these services

18. **Evaluation Process:** *(Describe how you will evaluate that services have been delivered successfully.)*

Opportunity Alliance will collect data pre and post that can be used by the school in conjunction with other data to assess the positive impacts of the program.

Appendix C: Professional Development & Contracted Services Justification Form

19. **Description of Activity:**

United Way will hire a parent facilitator to provide outreach to parents, helping to facilitate a positive relationship between families and the school

20. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:

This service connects to the following goal:

Provide support for behavioral and mental health of students

21. Name of Contractor:

United Way

22. Qualifications of Contractor: *(Attach a resume in lieu of a narrative):*

The United Way of Greater Portland Foundation (est. 1997) provides a long-term base of support and flexibility to meet the ever-changing needs of the future, while helping fund current initiatives and projects that are changing lives in Greater Portland. For over 80 years, thousands of Mainers have supported our community annually through United Way. The Foundation is a trusted partner working with individuals who wish to leave a legacy in their community.

Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).* \$25,000

23.

Beginning Date: September 2014

Ending Date: June 2015

24. Services to be Provided: *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

The United Way staff member will provide outreach to parents. They will act as a liaison when a school needs to build a relationship with a parent, assisting the parent with navigating the school community.

25. Participants: Parents

26. **Evaluation Process:** *(Describe how you will evaluate that services have been delivered successfully.)*
 United Way will collect data pre and post that can be used by the school in conjunction with other data to assess the positive impacts of the program.

Appendix D: Equipment Justification Form

Item Description: iPads		
Number to be purchased: 100	Approximate cost per item: \$247.50 include per student or per teacher information	Total Cost: \$27,750
Location: Where will the equipment be used? In classrooms		
Purpose: Detail the following: How will it support the program? The iPads will be used to support student learning. Teachers will use the iPads to collect data, track progress, and provide interventions to students Who will use it? Students and teachers How many students/staff will use it? 20 iPads will be for staff use 80 iPads will be distributed in across classrooms		
Reasonableness: Justify the need; and Explain how it is not otherwise available through the district. The district has provided iPads to some		

teachers that have been involved in a pilot project. The district supports 1 to 1 in grades 6-12 but does not have the capacity to support a 1 to 1 model at the elementary school. The addition of iPads at Kaler will allow teachers to monitor progress and push out interventions to students. Students will also be able to monitor their own progress through the use of the iPads.

Storage:

Where will the equipment be located/stored
iPads will be stored in classrooms

Inventory and Tracking:

Identify the person responsible the following:
Entering equipment on Title I Equipment Inventory Report: The school Technology Integrator
Tracking equipment if moved from above location: NA
Signing equipment in and out if equipment is approved for student use: Classroom teachers
Storing equipment over the summer: the technology integrator

E. WAIVERS

The MDOE has requested that waivers be granted by the USED regarding requirements to the LEA's School Improvement Grant. Check each waiver that this LEA intends to implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Implementing a schoolwide program in a Priority Title I participating school that does not meet the 40 percent poverty eligibility threshold.**

February 2014