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 (City, Town, SAD or CSD)	Auburn School Department
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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.

Catherine A. Grondin — July 6, 2015

Signature, Superintendent of Schools — Date

Return Original To:

Maine Department of Education
ESEA/ NCLB Clearinghouse
23 State House Station
Augusta, ME 04333-0023
Attn: Travis Doughty

Email copy to:

Travis.W.Doughty@maine.gov

Intent to Apply Due: May 8, 2015
Full Application Due: June 15, 2015

LEA Improvement Planning Committee Members	
Name	**Group representing** (School staff, district staff, parents, or outside expert/facilitator)
Katherine Grondin, Superintendent	District Staff
Sue Dorris, Title I Coordinator	District Staff
Laura Shaw, Washburn Principal	School Staff
Michelle Gagne, Literacy Coach	School Staff
Bill Grant, Adult Education Director	District Staff
Danielle Dresser, Parent	Parents
Cynthia Jalbert, Parent	Parents
Nancy Tremblay, Grant Writer	District Staff
Lisa Coburn, Teacher	School Staff
Amber Eliason, Math Coach	School Staff
Jessica Michaud, Special Education Consulting Teacher	School Staff
Daphne Grant, Assistant Special Education Director	District Staff
Chrissy Lenahan, Pre-K Teacher & Team Leader	District/Pre-K Staff
Val Ackley, PK-12 Instructional Coach	District Staff
Betsy Sibley, Community Credit Union Marketing Director	Community/Business Partner

A. SCHOOLS TO BE SERVED

Identify each Title I Priority school 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	evidence-based whole-school reform	early learning
Washburn Elementary School	230261000021	☐	☐	☐	☐	☐	☒
		☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐

B. DESCRIPTIVE INFORMATION/EVIDENCE OF COMMITMENT

Section B **must** be completed for **each** Title I Priority school to be served.

SCHOOL NAME	INTERVENTION MODEL
Washburn Elementary School	☐ Turnaround ☐ School closure ☐ Evidence-based whole-school reform ☐ Restart ☐ Transformation ☒ Early learning

1. Clearly describe in narrative form:
   a) The analysis of needs for this school, including information addressing the following areas: (1) student achievement, (2) curriculum and instruction, (3) professional development, (4) family and community involvement, and (5) school context and organization
   b) The rationale for the specific intervention selected

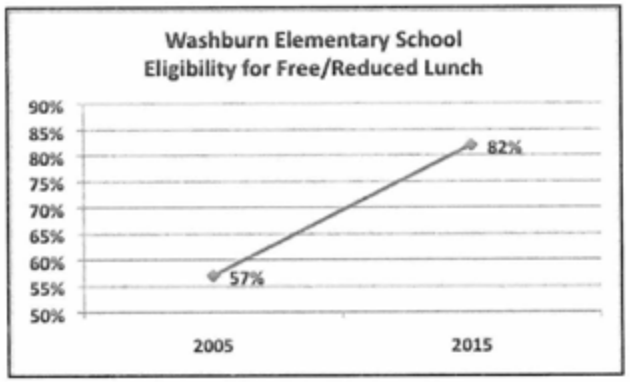
LEA RESPONSE:

1. a) Analysis of Needs for Washburn Elementary School

(5) School Context & Organization

The Auburn School Department is located in Auburn, Maine, a city of approximately 23,000 residents located in Androscoggin County. The Auburn School Department serves over 3,600 students from Pre-Kindergarten through Grade 12 and maintains six elementary schools, one middle school, one high school, and one alternative middle/high school.

Washburn Elementary School is one of the smallest elementary schools in Auburn, with an enrollment of 238 students. The student population is somewhat diverse, with 82% of students classified in federal reporting guidelines as White, 9% as Black, 5% as Hispanic, and 4% as Multiple Races. A high percentage of students (82%) are eligible for free and reduced lunch. In addition, 18% of students are identified as special education students, and less than 1% of students are identified as English language learners and gifted/talented. In 2013-2014, the overall attendance rate was 94.1% and the mobility rate was 60%. Poverty levels have risen significantly over the last ten years, with the percentage of students eligible for free and reduced lunch increasing from 57% in 2005 to 82% in 2015.



Washburn Elementary School is located in an urban neighborhood where the majority of housing consists of apartment buildings and single-family homes. The residential real estate is occupied by a mixture of homeowners and renters. Residents of this district are primarily low income, making Washburn the highest poverty school in Auburn. A high percentage of childhood poverty exists, with over 80% of families below the federal poverty line. Criminal activity is also a concern in the Washburn community. Based on Auburn Police Department statistics, Washburn's district encompasses a neighborhood of less than a half square mile in which 23% of all crimes committed by youth offenders in Auburn take place and 25% of all police calls for service originate from.

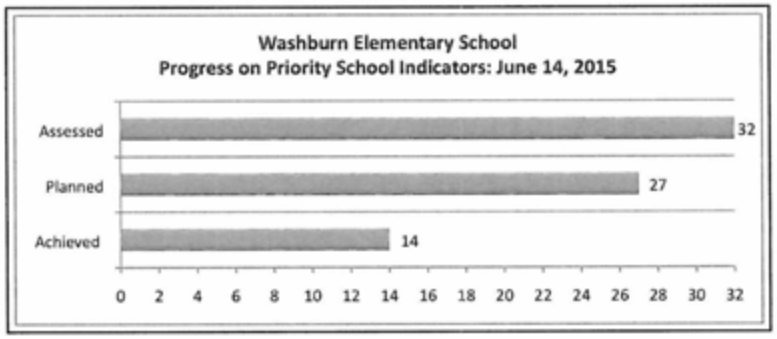
Washburn has 36 full-time and part-time staff members, including a principal, special education consulting teacher, secretary, licensed practical nurse, custodians, kitchen staff, classroom and special education teachers, educational technicians, school counselor, library

Washburn Staff	
Principal	1
Classroom Teachers	12
Special Education Consulting Teacher	1
Special Education Teachers	3
Special Education Technician IIs	4
Literacy Coach	1
Interventionists	2
Reading Recovery Teachers	2
Reading Recovery Teacher Leader	0.25
Secretary	1
Licensed Practical Nurse (LPN)	1
Music Teacher	0.5
Physical Education Teacher	0.5
Art Teacher	0.5
Librarian (Education Technician III)	1
Guidance Counselor	1
Gifted/Talented Teacher K-3	0.15
Gifted/Talented Teacher 4-6	0.33
Speech Clinician	0.75
Occupational Therapist	0.40
Physical Therapist	0.15
Kitchen Staff	1.0
Custodians	1.5

educational technician, literacy coach, Reading Recovery teachers, and interventionists. In addition, Washburn employs part time and/or itinerant staff including a Reading Recovery Teacher Leader, speech clinician, occupational therapist, physical therapist, gifted/talented teachers, art teacher, physical education teacher, and music teacher. Staff turnover with respect to classroom teachers has been relatively high, with four of twelve (33%) teachers leaving at the close of the 2013-2014 school year. All of Washburn's teachers and educational technicians are highly qualified according to NCLB standards.

During the 2011-2012 school year, Washburn was placed on Continuous Improvement Priority Status (CIPS-1) due to low student achievement scores on the state assessment. School choice was offered and 15 students transferred to higher performing schools in the district. Washburn has continued to not make adequate yearly progress and was identified as a CIPS-2 school during the 2012-2013 school year, and a Priority school during the 2013-2014 and 2014-2015 school years. Washburn received a grade of "F" on report cards issued by the Maine Department of Education in 2013 and 2014 (See attached report card).

Following identification as a Priority school in 2012-2013, Washburn's leadership team began working with Maine Department of Education School Improvement Coach Fran Farr and the Indistar system to assess, plan, and achieve 32 key indicators for school success over a three-year period. Indistar, called Dirigo-Star in Maine, is an online tool used by school improvement teams to inform, coach, track, and report improvement activities. Washburn's work has been considered exemplary and is featured on the Indistar website in "Stories from Stars in the Field" (See attached article). As of June 14, 2015, Washburn has assessed all 32 indicators, developed action plans for 27 indicators, and successfully achieved 14 indicators (See attached Comprehensive Report).



In addition to the Indistar work, the leadership team, along with school staff, district personnel, and parents, developed an improvement plan during the 2013-2014 school year as part of the transition from Title I targeted-assistance to schoolwide programming. This process included a comprehensive needs assessment that addressed demographics/student characteristics, student achievement, curriculum and instruction,

professional development, family and community involvement, and school context and organization. Focus areas of the 2013-2014 school improvement plan included: 1. strong leadership, 2. data-based instruction, 3. family and community engagement, and 4. targeted interventions.

Data analysis for the current needs assessment encompasses information and statistics from the following sources: Maine Data Warehouse, PowerSchool, NECAP results, local assessments, staff meeting notes, data analysis templates, online curriculum documents, staff surveys, professional development calendar, school events calendar, conference attendance data, Title I parent involvement data, and parent feedback. The goals and plans for improvement included in this application were developed from this comprehensive needs assessment and are aligned with Washburn's Priority school work, as well as the Title I Schoolwide improvement plan.

(1) Student Achievement

Student Achievement Overview

Proficiency Percentages NECAP Teaching Year (2013)		**Multi-Year Trends NECAP Proficiency Percentages**		
Reading	52%		Reading	Math
Math	43%	2013	50%	42%
Writing	45%	2012	51%	41%
CPAA & STAR (Winter 2015)		2011	51%	52%
Reading	58%	Completion Rates: Less than 2% of students retained		
Math	61%	Accountability Status: Priority		

Student achievement data for Washburn show that overall, less than 60% of students are meeting standards in both reading and math on both state and local assessments. A summary of 2013 New England Common Assessment Program (NECAP) results indicates that 52% of students in Grades 3-6 met state standards in reading in 2013 and 43% of students in Grades 3-6 met state standards in math. Adequate yearly progress targets for overall school performance were not met. Local assessments include Children's Progress Academic Assessment

(CPAA) for K-2 students and STAR for students in Grades 3-6. According to these assessments, 58% of students currently meet benchmarks in reading and 61% meet benchmarks in math.

Subgroup Data

2013-2014 NECAP scores were reviewed to analyze subgroup performance in relationship to gender, socio-economic status, and special education designation. Annual measurable objectives (AMOs) were not met for all three subgroups.

Gender

With respect to gender, boys and girls are performing similarly in math; however in reading, girls are outperforming boys. This difference is significant with just 39% of boys meeting state benchmarks in comparison to 66% of girls meeting state benchmarks.

Assessment	Gender	N	# Proficient	% Proficient	AMO Target	Target Met?
Reading NECAP 2013	Male	83	32	39	48	No
	Female	64	42	66	71	No
Math NECAP 2013	Male	83	34	41	58	No
	Female	64	28	44	62	No

Economically Disadvantaged

According to state assessment results, a substantial achievement gap exists between economically disadvantaged and non-economically disadvantaged students in both reading and math. This achievement gap is significant, with just 43% of economically disadvantaged students meeting benchmarks in reading and 38% meeting benchmarks in math in comparison to 68% of non-economically disadvantaged students meeting benchmarks in reading and 54% meeting benchmarks in math.

Assessment	Economically Disadvantaged	N	# Proficient	% Proficient	AMO Target	Target Met?
Reading NECAP 2013	No	41	28	68	82	No
	Yes	106	46	43	52	No
Math NECAP 2013	No	41	22	54	79	No
	Yes	106	40	38	53	No

Special Education

In looking at the special education subgroup, reading and math scores indicate that 49% of students without disabilities are meeting state benchmarks in math and 58% of students without disabilities are meeting state benchmarks in reading. In both reading and math, students with disabilities are not performing as well as non-special education students. This difference is significant, with only 15% of special education students meeting benchmarks in reading and 11% meeting benchmarks in math compared to 58% of general education students meeting benchmarks in reading and 49% meeting benchmarks in math.

Assessment	Special Education	N	# Proficient	% Proficient	AMO Target	Target Met?
Reading NECAP 2013	No	120	70	58	71	No
	Yes	27	4	15	28	No
Math NECAP 2013	No	120	59	49	68	No
	Yes	27	3	11	41	No

Trends Over Time

The results of local and state assessments from 2010-2015 indicate that overall, less than 60% of students at Washburn are meeting K-6 standards. In addition, Washburn students are scoring higher on local assessments in comparison to state tests. Reasons for the discrepancy between local and state assessment results may include the difference in test administration format (computer versus pencil/paper), test question types (multiple choice versus constructed response), and the time involved in completing the test (30 minutes versus 6-9 hours).

Washburn Reading CPAA/STAR Spring Proficiency Percentages: 2010-2015

Year	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2010-2011	41%	74%	57%	39%	42%	59%	50%
2011-2012	61%	72%	44%	53%	66%	48%	50%
2012-2013	47%	60%	39%	57%	72%	43%	48%
2013-2014	57%	75%	54%	65%	58%	70%	61%
2014-2015 (Winter)	76%	53%	65%	48%	54%	56%	56%

Washburn Reading NECAP Proficiency Percentages: 2010-2014

Year	Grade 3	Grade 4	Grade 5	Grade 6
2010-2011	35%	37%	55%	36%
2011-2012	65%	44%	43%	61%
2012-2013	51%	58%	46%	50%
2013-2014	54%	51%	57%	50%

Washburn Math CPAA/STAR Spring Proficiency Percentages: 2010-2015

Year	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2010-2011	76%	70%	49%	47%	55%	62%	46%
2011-2012	85%	78%	53%	59%	88%	91%	47%
2012-2013	71%	70%	66%	69%	76%	87%	65%
2013-2014	51%	75%	39%	55%	56%	73%	70%
2014-2015 (Winter)	90%	58%	65%	52%	54%	54%	56%

Washburn Math NECAP Proficiency Percentages: 2010-2014

Year	Grade 3	Grade 4	Grade 5	Grade 6
2010-2011	50%	33%	55%	50%
2011-2012	46%	53%	53%	55%
2012-2013	54%	48%	38%	43%
2013-2014	43%	51%	45%	34%

(2) Curriculum & Instruction

Literacy

Washburn's literacy framework is based on the work of the Maine Partnerships in Comprehensive Literacy (MPCL). MPCL is a research-based system of literacy instruction and interventions that incorporates best practices in reading and writing and advocates a balanced approach to literacy instruction. The model emphasizes ongoing professional development and coaching for teachers, a system of interventions to address low-performing students, data-based instruction, and a workshop approach to reading and writing.

A component of MPCL is the Comprehensive Intervention Model (CIM). Research-based interventions within this model for struggling readers include Tier I instruction delivered in the classroom, differentiated instruction and targeted skill work, Reading Recovery, Literacy Processing, Guided Reading Plus groups, and Comprehension Focus groups. In addition, Literacy Lessons Designed for Individuals is an intervention delivered by trained special education teachers to address the needs of Washburn's special education population. Washburn has highly qualified and trained literacy teachers including an MPCL instructional coach, Reading Recovery teachers, interventionists, and a Reading Recovery Teacher Leader on site. In addition, Washburn has implemented a Reading Recovery/Grade 1 shared classroom model in which teachers share a first grade classroom. One teacher works with Reading Recovery students while the other teacher instructs in the classroom and their roles reverse during the second half of the day. This model ensures that all first grade students benefit from the expertise of certified Reading Recovery teachers.

Despite these supports, a large number of students at Washburn are not proficient in reading. According to 2013 NECAP results, only 52% of students in Grades 3-6 met state standards. A significant achievement gap exists between economically disadvantaged (43% proficient)

and non-economically disadvantaged children (68% proficient). Boys are underachieving in reading with 39% achieving proficiency. Special education students are also struggling, with just 15% meeting benchmarks in reading.

One explanation for Washburn's low reading scores is that the majority of children come to kindergarten lacking the readiness skills to be successful. For example, in the fall of 2014, 0% of students met benchmarks on the Rigby Benchmark Assessment in reading and only 25% of kindergarten students were proficient on the CPAA reading test. Many students have not been exposed to books and lack knowledge of letters, letter sounds, and concepts about print. Therefore many Washburn children experience failure early on. Frequent and intensive interventions, both social and academic, are required to help children acquire the foundational skills they need to learn. A strong preschool program is needed for children at Washburn to ensure that students entering kindergarten have the social and academic prerequisite skills to be successful. In addition, the Pre-K literacy program needs to connect seamlessly with the K-6 curriculum. Another factor impacting student reading achievement is limited planning and collaboration time for teachers. Interventionists and teachers need to meet regularly to review data and make instructional decisions for students. Furthermore, teachers need to increase their strategies and skills in providing differentiated and customized instruction for students within a proficiency-based system.

Math

Washburn's Tier I math program is Everyday Math. During the 2014-2015 school year teachers used the Everyday Math 2012 Common Core Edition, with modifications to address student needs through a customized learning approach. The program is delivered using a workshop model, with instruction differentiated to meet the needs of learners. Math blocks range from 60-75 minutes. Washburn currently has a Title I funded, half-time math coach for one year only. The math coach's primary responsibilities are teacher support through coaching, providing math professional development, overseeing math programming, organizing math interventions, and math data analysis. This position will not be renewed for the 2015-2016 school year due to a decrease in Auburn's Title I allocation.

During the 2014-2015 school year, Washburn's first grade teacher, principal, and math coach, along with staff from other Auburn elementary schools, participated in a collaborative research project with the Education Development Center (EDC). This research focused on early math learning and the use of mobile technologies. As part of the research, participants engaged in professional development focused on best practices in early math instruction (K-2), formal lessons with coaching and data collection, writing of a hypothesis and research questions, and ongoing reflective practice. Teachers participating in this project reported increases in knowledge of best practices and improvements in instructional practices, as well as a deeper understanding of the action research cycle. The EDC collaboration will continue next year and include additional staff from Washburn.

Students who are not meeting benchmarks in math are provided with interventions. Both Focus Math and Scholastic's Do the Math (Addition & Subtraction and Number Sense modules) have been used as intervention programs. During the 2014-2015 school year approximately 65 general education students were identified as needing interventions. Thirty-three students received interventions through Focus Math or Do the Math programs, while 32 students received no math intervention due to lack of staffing, scheduling, and instructional materials to support multiplication, division, and fractions.

Only 43% of students in Grades 3-6 at Washburn were proficient on the 2013 NECAP state assessment and according to the most recent universal screening, 54% of students in Grades 3-6 are meeting benchmarks on the STAR assessment. It is clear that Tier I instruction needs to be strengthened, teachers need professional development and support, and the intervention system needs to be expanded. Struggling math students are not receiving enough support. Washburn needs a full time math coach to support teachers through coaching; to provide on-going job-embedded professional development; to increase the number of teachers trained in delivering research-based interventions; and to oversee math programming schoolwide. Further, instructional materials are needed to support mathematics interventions in multiplication, division, and fractions. Lastly, Washburn is in need of high-quality, sophisticated software (DreamBox) to support math learning by adapting to the needs of the students.

Technology

During the 2011-2012 school year Auburn began its Advantage 2014 program, with the goal of raising student achievement in literacy and math. One action step was to implement 1:1 iPads in kindergarten classes. During the 2011-2012 school year Washburn kindergarten students received iPads and kindergarten teachers participated in high-quality, bi-weekly professional development that included classroom management of iPads, app selection, alignment of apps to learning targets, and best practices with respect to the integration and use of iPads within a workshop model of instruction. A K-6 instructional coach provided job-embedded professional development to teachers through modeling lessons, co-teaching, and analyzing data in relationship to iPad and app use.

Since that time, 1:1 iPads have been implemented in Grades 1-3. In addition, students in Grades 4-6 have been provided with 1:1 laptops. These devices have enhanced learning across all areas of the curriculum and provided students with access to online instructional programs, word processing programs, and social learning sites such as Edmodo. For the students at Washburn this access to technology is both powerful and motivating. Washburn staff members are also using technology on a daily basis to enhance teaching and learning. Staff members track student progress on learning targets and administrators are using technology to conduct observations.

While the potential of using technology to redefine instruction and increase student achievement is tremendous, Washburn has yet to fully capitalize on its available technology. This is due, in part, to limited time and resources. As the number of devices increased from 2011 to 2015, resources for teacher support and professional development remained the same, with just one district-level K-6 technology integrator serving six elementary schools. The district has responded to this need by putting in place two K-12 technology integrators for the 2015-2016 school year, however more support is needed. In a survey provided to staff in the fall of 2014, teachers listed professional development in technology as one of Washburn's needs. Teachers require ongoing, job-embedded coaching and support, time to review and vet apps/programs, and time to meet and discuss how technology can be used to improve, enhance, and redefine teaching and learning.

Response to Intervention

Response to intervention (RTI) is a framework for teaching and learning that involves the use of research-based instruction, progress monitoring assessments, and a tiered system of interventions for students who are experiencing difficulty in learning. As part of the RTI system, Washburn uses an identification process for all students at risk of failing or in need of targeted interventions. The identification process includes universal screening three times per year using Children's Progress Academic Assessment (K-2) and STAR (3-6). These assessments are used to identify students in need of interventions and target specific areas of need. Identification of students below benchmark, intervention planning, and progress monitoring occur in weekly intervention team meetings.

In addition to intervention meetings, Washburn uses the Child Study Team (CST) process to assist students who are experiencing academic difficulties or behavioral challenges. Students who are not making progress despite academic or behavioral interventions are referred to a CST meeting. These meetings include a review of student strengths and challenges, interventions tried, response to those interventions, and next steps with regard to changes in instruction or interventions. The team consists of the administrator, guidance counselor, classroom teachers, special education team leader, parents, and additional staff as appropriate (i.e., occupational therapist, speech clinician). Students referred to the CST who continue to experience difficulty may be referred to special education for further testing and evaluation.

Over 50% of students at Washburn receive Tier II or Tier III interventions and therefore work with multiple teachers and interventionists. While an intervention team structure is in place, meetings are attended by interventionists and do not include classroom teachers or educational technicians. Time, coverage, and scheduling are all reasons why teachers and support staff are not able to attend intervention meetings. Washburn staff members need more time to meet collaboratively to discuss individual student plans, monitor progress, and make adjustments to intervention plans.

Student Behavior

Washburn is currently implementing research-based programs in Tier I that address behavior, self-regulation skills, and social-emotional development. These include Second Step and Responsive classroom. The Olweus Bullying Prevention Program is also part of the social learning curriculum. The Second Step program is a social skills program designed to teach children how to understand and manage emotions, develop self-control and empathy, and learn skills to problem-solve and make responsible decisions. The program is delivered by classroom teachers through weekly lessons and daily activities that reinforce learning. The Responsive Classroom program is also being used to teach social-emotional skills and self-regulation strategies. Components of the program include a morning meeting, establishing rules and logical consequences, direct instruction and guided practice of classroom routines and use of materials, academic choice, and regular communication with parents regarding student behavior. In addition to Second Step and Responsive Classroom, teachers are implementing the Re-Inventing Schools Coalition (a division of Marzano Research) approach to learning. Teachers are exploring the tenets of a learner-centered culture, including the establishment of a classroom vision and a code of cooperation through student voice and choice, the development of standard operating procedures (SOPs) to create procedural efficiency, and monitoring class progress of these tenets through various feedback loops.

Student behavior has been identified as an area that needs improvement by the building leadership team and teachers. In a survey administered to staff in the fall of 2014, 35% of staff reported that they needed more training in Responsive Classroom, 43% wanted to explore a different schoolwide behavior management system, and 55% indicated that behaviors in the classroom interfered with student learning. Discipline data support teacher survey responses. During the 2013-2014 school year, 100 students received one or more office referrals for behavior incidents during the school year. While numbers are not complete yet for the 2014-2015 school year, it is apparent that behavior has improved, with just 45 students receiving one or more office referrals for behavior incidents. Nevertheless, Washburn needs a clear and systematic plan for addressing challenging student behaviors and more defined protocols to plan behavior interventions for students needing Tier II and Tier III interventions. One action step identified in next year's improvement plan is to assess behavior and develop a consistent approach to managing behavior that aligns with current initiatives and addresses the needs of Washburn students. Along with this, teachers need professional development and support with classroom management strategies.

Pre-Kindergarten Program

A Pre-Kindergarten (Pre-K) program was established during the 2009-2010 school year at East Auburn Community School to service low-income students from the East Auburn and Washburn school districts. The program followed guidelines established by the state for high-quality Pre-K programs. Washburn students attended Pre-K at East Auburn through the 2012-2013 school year. In an effort to establish a

site-based Pre-K at Washburn, a Headstart Pre-K program was implemented at Washburn during the 2013-2014 school year. This program was a collaborative effort between Headstart and the Auburn School Department. Headstart provided a teacher, curriculum, and classroom equipment/supplies, and the Auburn School Department provided a Pre-K educational technician and classroom space. Twenty-four students were enrolled in the Headstart program during the 2013-2014 school year, and 18 students were enrolled during the 2014-2015 school year. Unfortunately, the enrollment requirements for the 2015-2016 school year could not be met, and the Headstart collaboration has been discontinued due to low numbers. Auburn administrators are looking at options to provide one session of Pre-K for students at Washburn, including having a Pre-K teacher and educational technician from another school work at Washburn for half-days to run one session of Pre-K.

While Headstart was unable to recruit and/or enroll the required number of students for its Pre-K program, kindergarten enrollment figures at Washburn show that in fact, there are likely 30-40 children eligible for Pre-K programming in the community. The average kindergarten enrollment over the past five years (2010-2015) has been 40 students. As previously stated, there is a need for early intervention with incoming Washburn students. Outreach to the community is needed to establish early and ongoing connections with Washburn families and to make sure that all students who are eligible for Pre-K have the opportunity to attend. Washburn needs a parent liaison to begin this outreach work and to establish those much-needed connections with families as students begin their public schooling experience. With the Headstart Pre-K program discontinued, Washburn's early learners need a high-quality Pre-K program run by staff members who can establish strong connections with parents and who are full-time members of the Washburn school community. District support for Pre-K education is high and ensures that a program established at Washburn would be successful and be sustained. Pre-K teachers across the district meet weekly to assess student learning and the effectiveness of the curriculum. Auburn's Pre-K programs are aligned with the Department of Education regulations and *Maine's Early Learning and Development Standards*.

In addition to Pre-K programming, Washburn established a Kindergarten Jump Start (KJS) program during the summer of 2014. KJS is a research-based, introductory literacy program designed for children entering kindergarten. The program uses a multi-sensory approach to teaching letter names and letter sounds, while exposing children to rich literature. The KJS program has a strong parent involvement component that includes a daily newsletter, family activities, parent surveys, and ongoing family literacy opportunities. KJS backpacks travel between school and home, proving home-school communication and activities for parents to do at home with their children. Auburn Adult & Community Education (AACE) supports parent involvement in the KJS program by working with parents to review their child's gains and to ensure parents have a strong understanding of how these gains will impact their child's educational career. AACE also provides KJS parents with information and access to adult education programming. The KJS intervention increases readiness for kindergarten and establishes a strong home school connection – setting the stage for a successful start to kindergarten.

Data from the 2014 KJS program show that 100% of students who participated in KJS made gains in letter name identification and letter sound identification. Scores from KJS assessments indicate considerable increases in the following skills: upper case letter identification: 30% increase, lower case letter identification: 39% increase, sound identification: 48% increase, letter name fluency: 51% increase, and letter sound fluency: 58% increase. Further, when comparing kindergartners who completed the KJS program to children who did not, KJS students scored higher on fall tests of phonemic awareness (100% meeting versus 40% meeting) and concepts about print (80 points versus 40 points). Both teachers and parents felt the program made a significant, positive difference for children entering kindergarten. By all accounts, the 2014 program was highly successful and will continue again during the summer of 2015.

(3) Professional Development

During the 2014-2015 school year Washburn teachers received district-level professional development in Customized Learning, including the Classroom Design & Delivery (CDD) and Instructional Design & Delivery (IDD) phases of implementation. Highly qualified and trained personnel, including a literacy coach, part-time math coach, and district technology integrator, provided professional development and support for teacher implementation of the Maine Partnerships in Comprehensive Literacy (MPCL) model, Everyday Math (EM) program, and technology. Professional development provided by Washburn leadership included workshops on poverty, trauma, Marzano's instructional framework and iObservation, and the Empower reporting/recording system.

Washburn teachers need continuing professional development to be successful with school improvement efforts and to implement district initiatives that are currently underway. Professional development, and especially job-embedded modeling and coaching, is needed for teachers to improve their literacy and math instruction and implement the Maine Partnerships in Comprehensive Literacy and Everyday Math programs with fidelity. Teachers need time and support to maximize the use of technology across the curriculum. Time and training is needed for teachers to learn how to implement Tier II and Tier III math interventions, including web-based programs and iPad apps. Teachers need training and support to use the Empower reporting/recording system to monitor progress, identify targeted areas of need, and group students for differentiated instruction. Further, staff members need more time to collect, analyze, and respond to data and reflect on their instructional practices, curriculum, and assessment results. The work that Washburn staff did in 2014-2015 around poverty needs to be continued with future professional development focusing on understanding and addressing the needs of Washburn's student population. Finally, Washburn staff members need professional development in Marzano's instructional framework and iObservation evaluation system.

(4) Family & Community Involvement

Washburn has worked hard to identify community resources that can provide support for students and families. A number of business partnerships have been established including Wal-Mart, Office Max, Good Shepherd Food Bank, and Community Credit Union. Wal-Mart and Office Max provide school supplies and teacher recognition gifts. The partnership with Good Shepherd Food Bank has allowed Washburn to participate in the "Backpack Program." This program provides 65 take-home bags of food for students and their families. The food is provided on Friday afternoons and intended to provide nutritious options for the student and his/her family over the weekend when many students struggle to get enough to eat. This partnership has helped reduce the impact of hunger for Washburn's neediest students. Community Credit Union, located directly behind Washburn, has also become a wonderful business partner for the school. The credit union has educated students and parents about personal finance, has worked with teachers at Washburn to help students run a classroom banking program, and has provided the school with a parent resource center equipped with technology. The business partnerships that Washburn has are strong and continue to grow.

In addition to business partnerships, Washburn has an after-school Community Learning Center (CLC) program that offers students homework help and enrichment activities year-round. Big Brothers/Big Sisters works within the CLC program to provide additional support to children. Washburn students attend the Auburn Police Activities League (PAL) Center, which is located in the Washburn school district and provides educational and athletic activities for children after school and during the summer. Advocates for Children works with Washburn staff to provide school-based prevention programming on personal body safety. Finally Spurwink services are on-site and available to students and families at Washburn including counseling and case management.

Washburn staff continues to look for ways to communicate with and involve parents. A new Title I Parent Advisory Committee (PAC) was formed during the 2013-2014 school year and has been successful this year in bringing in more parents and increasing communication about activities and events happening in the school community. Schoolwide events during the 2014-2015 school year included family breakfasts, fundraisers, book fairs, Art Show, Music Show, Book-tacular event, movie night, and parent-teacher conferences. Despite these efforts, parent involvement needs to be expanded. Plans for next year include establishing ongoing Open Door Wednesdays. During this time, parents would be invited to attend workshops offered by Washburn staff and Auburn Adult & Community Education (AACE) to strengthen the home-school partnership and to connect parents with local resources and support. AACE services will also be utilized to expand family literacy, build aspirations, and move families out of poverty. As mentioned previously, a parent liaison is needed to make connections within the Washburn community and explore ways to increase parent involvement. These connections need to happen as children are entering Pre-K so that Washburn families develop a strong and lasting relationship with the school.

1. b) Rationale for Specific Intervention Selected

The school improvement team, along with the district leadership team, chose the Early Learning model for a number of reasons. First, the Early Learning model aligned with the action steps identified in Washburn's comprehensive needs assessment. These action steps included strengthening the instructional program through job-embedded coaching, improving teacher skills through a clearly-defined observation and evaluation system, providing teachers with additional professional development in literacy and math, increasing parent/community involvement, allocating additional planning and collaboration time to staff, and strengthening the school culture by assessing and developing a schoolwide approach to behavior. More importantly, the needs assessment pointed to the urgent need to implement a Pre-K program on site for Washburn's early learners. Given the discontinuation of Washburn's Headstart Pre-K program, Washburn – Auburn's lowest performing elementary school – is currently the only elementary school in Auburn without an on-site Pre-K program run by school-based staff. Washburn's early learners need a high-quality Pre-K program run by staff members who can establish strong connections with parents and who are full-time members of the school community. Furthermore, the Pre-K staff needs to collaborate with kindergarten teachers to ensure that students experience a seamless transition from Pre-K to kindergarten. A second reason for choosing the Early Learning model was that the requirement to replace the existing principal had already been met and results from this leadership change have been positive. Laura Shaw, a highly qualified and experienced administrator, was transferred to Washburn for the 2014-2015 school year to lead Washburn's turnaround efforts. Improvements to date include increased parent involvement, positive school culture, a reduction in student discipline incidents, and an increased focus on learning for staff and students. Lastly, the Early Learning model was chosen because the requirements of the model are aligned with and supported by district initiatives that are currently underway. These initiatives include the district's work in the areas of high quality Pre-K programming, customized learning, proficiency-based education, Marzano's instructional framework and iObservation evaluation tool, implementation of research-based programs in literacy and math, EDC early math research, community and business partnerships, and an administrator/teacher appraisal system that includes both performance evaluation and professional growth.

SCHOOL NAME: Washburn Elementary School
2. Describe evidence to demonstrate that both family and community input have been taken into consideration in the selection of the intervention model.

LEA RESPONSE:

Members of Washburn's school improvement team began meeting in February of 2015 in anticipation of the opportunity to apply for a School Improvement Grant (SIG). The improvement team included representatives from school administration, teachers, parents, business

partners, and district personnel. The school improvement team and/or a subset of the team met on the following dates: February 17, 2015; February 18, 2015; March 12, 2015; March 26, 2015; April 9, 2015; April 27, 2015; May 7, 2015; May 14, 2015; May 21, 2015; June 4, 2015; and June 9, 2015. Agenda items for these meetings included the following: review of SIG process; review of previously funded applications; updating and discussion of needs assessment; review of data on family literacy; aligning the chosen intervention model with Indistar work, the Title I Schoolwide program plan, and district initiatives; attending MDOE webinars; investigating the Early Learning model with Pre-K staff; discussing and exploring the possibility of an extended day Pre-K program through a collaboration with the YMCA; and developing a detailed plan for implementing the intervention over a five-year period, including goals, timelines, and budgets.

In addition to the school improvement team meetings, Washburn's principal, Laura Shaw, met with the school's leadership team and staff to discuss and gather feedback on the grant proposal on the following dates: March 11, 2015; March 23, 2015; April 23, 2015; May 6, 2015; and May 11, 2015. Team leaders and school staff at Washburn were in support of the Early Learning model and were excited about the opportunity to apply for the School Improvement Grant. Furthermore, Washburn's KJS coordinator and literacy coach met with Auburn Adult & Community Education (AACE) Director Bill Grant to discuss the Early Learning model and its implications for parent involvement. Bill was enthusiastic about the opportunity to continue AACE's collaboration with Washburn through Open Door Wednesdays and expanded family literacy activities (See attached letter of support).

Following the official notice of SIG funds and the request for applications, the Title I Coordinator and members of Washburn's school improvement team met with Superintendent Katy Grondin to discuss the proposed intervention model and confirm the district's support to move forward with Washburn's SIG application. At the school committee meeting on May 6, 2015, Auburn's Title I Coordinator presented information to the School Committee regarding the grant and received unanimous support to submit an "Intent to Apply" notice to the Maine Department of Education (MDOE). A second presentation to the school committee took place on May 20, 2015, with members of the school improvement team in attendance. Components of the drafted application as well as the Early Learning model and its requirements were discussed. Again, members of the school committee were in full support of the proposal and voted unanimously to approve Washburn's SIG application submission.

Washburn's parent group, the Parent Advisory Committee (PAC), has been involved in school improvement efforts through the development of the Title I Schoolwide plan during the 2013-2014 school year, as well as the goals outlined through Indistar work during the 2014-2015 school year. Washburn's principal, Laura Shaw, shared the goals and action steps of the Early Learning intervention model at PTO meetings held on April 28, 2015 and May 19, 2015. Parents were in full support of moving forward with the plan and submitting the SIG application (See attached letter of support).

In addition to the parent group, local business partners and local agencies were informed of the SIG application and Early Learning intervention model. Principal Shaw met with a representative from the Community Credit Union, one of Washburn's "Adopt-a-School" partners, to discuss the grant and its implications for Washburn. The Community Credit Union was in full support of the grant application (See attached letter of support). Superintendent Grondin contacted the local YMCA of Auburn-Lewiston to discuss Washburn's turnaround plan and the possibility of partnering with the YMCA to provide families and their children with experiences beyond the traditional school day. The YMCA was excited about the opportunity to work with Washburn staff to develop plans for extended day programming and to be involved in the turnaround efforts at Washburn (See attached letter of support).

SCHOOL NAME: Washburn Elementary School

3. Provide a brief summary that describes actions the LEA has taken, or will take, to design and implement interventions consistent with the final requirements. Include detail for the following (if applicable):
   a) The process the LEA will use to recruit a new principal for the purpose of effective implementation of the turnaround;

LEA RESPONSE:

3. a) Washburn's current principal is Laura Shaw, an educator with over 20 years of experience as a teacher, special educator, and administrator. As part of Washburn's turnaround plan, Laura was transferred to Washburn Elementary School at the beginning of the 2014-2015 school year. Laura was previously the principal at Sherwood Heights Elementary School in Auburn for seven years, where she was recognized for her outstanding leadership skills, ability to increase teacher effectiveness, and improve student achievement. Laura has the competencies required of a turnaround leader including a clear focus on data and results, the ability to motivate and inspire staff, a high level of commitment to closing the achievement gap, excellent problem-solving skills, and confidence to stay the course through the significant changes and challenges presented during turnaround efforts. Since Laura was moved to Washburn to lead improvement efforts in the fall of 2014, the requirement to recruit and place a new principal at the turnaround school has been met.

SCHOOL NAME: Washburn Elementary School

4. 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 on the first day of the first school year of full implementation. For any eligible priority school the LEA has elected to NOT include in its application, complete **4b**.

LEA RESPONSE:

The Auburn School Department will provide adequate resources and support to Washburn in order to ensure that all requirements of the Early Learning model are met. In addition, Washburn's current school improvement goals and Dirigo-Star work are well aligned with the Early Learning model (see attached goals and Dirigo-Star alignment). The requirements of the Early Learning intervention fall into four broad categories: teachers and leaders, instructional and support strategies, time and support, and governance. For each category, existing structures and resources are in place that either meet, or partially meet the requirements of the model. With the addition of School Improvement Grant funding, all requirements of the Early Learning model will be met during the first school year of full implementation in 2016-2017. Since grant funds are available for a five-year period, the first year of the grant will include planning activities and full implementation of the Early Learning model will take place in Year 2. The requirements of the Early Learning model will be met as described below.

Teachers and Leaders

1. *Replace principal*: A new principal with outstanding leadership skills was moved to the position for the 2014-2015 school year. The new principal will remain as the turnaround administrator.

2. *Implement a new evaluation system that (1) is developed with staff, and (2) uses student growth as a significant factor*: The district has a Performance Evaluation and Professional Growth (PE/PG) Committee that includes K-12 teachers and administrators. Teams from all schools in the district, including Washburn, are currently piloting a new evaluation system that has been developed with staff and includes student achievement growth as a significant factor. A teacher from Washburn serves on this committee. During the 2015-2016 school year, all staff at Washburn will pilot the new evaluation system in preparation for full implementation during the 2016-2017 school year. An instructional coach will be hired with SIG funds to provide support to teachers in proficiency-based education (PBE), standards-based unit design, and the new PE/PG program. The coach will lead professional development in the use of Marzano's instructional framework and iObservation system and support the use of Empower as a professional development tool for teachers. In Years 1-4 of the grant, the instructional coach will provide support to the administrator and teachers. In Year 4, the coach will mentor and prepare a teacher to take over leadership responsibilities in Year 5. Mentoring will include co-designing and co-facilitating training for staff and co-leading Learning Team meetings. In Year 5, the instructional coach position will transition to a teacher leadership stipend and the designated teacher leader will continue to oversee improvement efforts with respect to PBE, standards-based unit design, and the PE/PG system.

3. *Identify and reward staff who are increasing student outcomes; support and then remove those who are not*: Auburn's appraisal system includes a process for supporting, and if necessary, removing teachers who are not meeting professional practice and student growth

standards. Incentives will be provided to teachers and administrators who demonstrate student achievement gains in Years 2-5 of the grant. A budget of $20,000 per year has been established for this purpose. The incentive plan will be developed in Year 1 through meetings with a stakeholder's group that includes representation from the Auburn Education Association. The purpose of the stakeholder's group will be to explore teacher incentive options that other districts have implemented that have proven to be effective.

4. *Implement strategies to recruit, place, and retain staff*: Strategies are currently in place to recruit, place, and retain staff. Staff vacancies are posted on SchoolSpring. The application process is rigorous and includes the submission of a resume, written responses to questions, transcripts, rating forms, letters of reference, and formal interviews at both the building and district level. In addition to posting vacancies on SchoolSpring, Washburn maintains a website that includes a welcome letter from the administrator, weekly updates, newsletters, information about the school, school handbook, pictures from school happenings, notices, and links to parent resources. Further information is available on the Washburn Elementary School Facebook page. Washburn also serves as a site for student teachers and interns from Central Maine Community College and the University of Maine at Farmington. With the addition of SIG funds, the following incentives will be provided to retain staff at Washburn: opportunities for continuous professional development, increased collaboration time, instructional coaching, duty-free work days, and additional planning time. Furthermore, a recognition committee will be established to celebrate teacher accomplishments and recognize longevity.

Instructional and Support Strategies

1. *Establish or expand high-quality pre-school programs*: Auburn has existing high-quality Pre-K programs that meet the requirements of the Maine Department of Education and implement a common curriculum aligned with *Maine's Early Learning and Development Standards*. Pre-K teachers across the district meet weekly to assess student learning and evaluate curriculum effectiveness. A Title I funded Kindergarten Jump Start program is implemented at Washburn during the months of July and August to prepare incoming kindergarteners for the start of the school year. Auburn Adult & Community Education collaborates with the KJS program to provide parent support. Washburn's current Pre-K program, based on a Headstart collaboration, will be discontinued in 2015-2016 because of low numbers due to barriers involved in the registration process and lack of recruitment efforts. A high-quality Pre-K program will be established at Washburn with SIG funds. A parent liaison, preschool teacher, and educational technician will be hired to support the implementation of the program. Equipment, books, and supplies for the classroom will be provided through the Auburn School Department and SIG funds. In Year 1 of the grant, a .5 Pre-K teacher/.5 parent liaison will be hired and a half-day session of Pre-K will be provided. The teacher in this position will also serve as a parent liaison who will do community outreach and identify/recruit additional children who are eligible for Pre-K. The educational technician will assist the Pre-K teacher in the classroom and support parent outreach work in Year 1. In years 2-5 of the grant,

the Pre-K program will be expanded to two half-day sessions. A full-time Pre-K teacher will be hired with SIG funds to take over teaching responsibilities and the Pre-K educational technician will become full-time in the classroom. The .5 parent liaison position will be expanded to full time and maintained during Years 2-4. This individual will establish a strong parent-involvement plan and work with local organizations, such as the YMCA, to plan and implement extended day programming for Pre-K students beyond the half-day sessions offered at Washburn. In Year 4, the parent liaison will mentor and prepare a teacher to take over leadership responsibilities in Year 5. Mentoring will include attending meetings with local agencies and co-planning/coordinating parent involvement activities. In Year 5, the parent liaison position will transition to a teacher leadership stipend and the designated teacher leader will continue to oversee the parent involvement program.

2. *Select and implement an instructional model based on student needs*: Washburn is currently implementing a number of research-based programs in response to student needs. These include the Maine Partnerships in Comprehensive Literacy (MPCL) model, Everyday Math (Common Core Edition), Science Kits, Responsive Classroom, Olweus Anti-Bullying Program, and Second Step. Literacy interventions are delivered in accordance with a Comprehensive Intervention Model (CIM), including Reading Recovery and one-on-one or small group interventions including Literacy Lessons Designed for Individuals, Literacy Processing, Guided Reading Plus, and Comprehension Focus groups. Funds from Auburn's Title I allocation will be used in Year 1 to provide training and resources to improve the math program. Additional training will be provided to teachers who are implementing the Everyday Math program and intervention programming will be expanded to include delivery of math intervention programs. Staff will receive materials and training in two research-based math intervention programs: DreamBox and Do the Math. An assessment of student behavior and classroom management will be funded with SIG and Title I funds. The purpose of the assessment will be to design and pilot a schoolwide program to address student behavior in Year 1. Literacy, math, and behavior programs will be fully implemented in Years 2-5 of the grant.

3. *Provide job embedded professional development designed to build capacity and support staff*: Washburn has one literacy coach and one Reading Recovery Teacher Leader trained through the Maine Partnerships in Comprehensive Literacy (MPCL) who provide professional development and support to teachers in implementing the MPCL model. The district has a PK-12 instructional coach whose work focuses on the implementation of a customized approach to proficiency-based education. In addition, the district will employ two K-12 technology integrators to support the use of technology to improve instruction and increase student learning. As Auburn moves to a proficiency-based system, next year's work will focus on designing standard-based units and using the Empower system to track student progress and plan differentiated and targeted instruction. A math instructional coach will be hired with SIG funds to work alongside the existing literacy coach to improve instruction and to support the implementation of the Everyday Math program. This coach will receive training through the UMF Maine Mathematics Coaching Project, with tuition costs covered by Title II funds. Literacy and math programs will be implemented with

fidelity and teacher instructional skills will be strengthened. The math coach will provide modeling and demonstrations, formative feedback, opportunities for reflection, and ongoing, job-embedded professional development. Full implementation of job-embedded professional development will occur during Years 1-4 of the grant. In Year 4, the coach will mentor and prepare a teacher to take over leadership responsibilities in Year 5. Mentoring will include co-designing and co-facilitating training for staff and co-leading Learning Team meetings. In Year 5, the instructional coach position will transition to a teacher leadership stipend and the designated teacher leader will continue to oversee improvement efforts in math.

4. *Ensure continuous use of data to inform and differentiate instruction*: Washburn uses data to inform instruction and teachers meet regularly to review student achievement results. A response to intervention system is in place that includes universal screening, identification of students not meeting benchmarks, intervention planning, and progress monitoring. SIG funds will be used to hire two education technician IIIs to provide coverage for teachers. Additional time will be scheduled for teachers to review data, reflect, and plan differentiated instruction and interventions. Existing data-based instructional practices and response to intervention systems will be strengthened. Teachers will work with the Empower reporting/recording system to monitor progress, identify targeted areas of need, and group students for differentiated instruction. This improved system for using data to inform and differentiate instruction will be fully implemented in Years 2-5 of the grant.

Time and Support

1. *Offer full-day kindergarten*: Full day kindergarten is currently offered at Washburn and in all of Auburn's elementary schools; therefore this requirement will be met in Year 1.

2. *Provide educators, including pre-school teachers, with joint planning time*: Washburn teachers currently have two hours of planning time per week. Forty minutes of this planning time is devoted to collaborative professional development. Joint planning time for kindergarten and preschool teachers has not been in place at Washburn. SIG funds will be used to hire two education technician IIIs to provide coverage for teachers. Additional time will be scheduled for teachers to review data, reflect, and plan differentiated instruction and interventions. Existing data-based instructional practices and response to intervention systems will be strengthened. Teachers will work with the Empower reporting/recording system to monitor progress, identify targeted areas of need, and group students for differentiated instruction. This improved system for using data to inform and differentiate instruction will be fully implemented in Years 2-5 of the grant.

3. *Provide ongoing mechanisms for community and family engagement*: A Parent Advisory Committee (PAC) serves as the school's parent group with the purpose of planning school activities/events and disseminating information to the community. Schoolwide events throughout

the year include: family breakfasts, fundraisers, book fairs, Art Show, Music show, Book-tacular event, movie night, and parent-teacher conferences. Auburn Adult & Community Education provides parent involvement support for students in the Kindergarten Jump Start program. In Year 1, a parent liaison will be hired to establish early and strong connections with parents of students entering preschool. The parent liaison will seek out and recruit four-year olds who are eligible for Pre-K to increase programming to meet the needs of all eligible children in the community. Washburn will collaborate with Adult Education to increase parent involvement and expand family literacy. Open Door Wednesdays will be planned and piloted during Year 1. On these days, the school will invite parents to attend workshops on topics related to school, parenting, and adult education. All of the mechanisms for community and family engagement will be fully implemented and further developed in years 2-5 of the grant.

4. *Partner to provide social-emotional and community oriented services and supports*: Washburn has existing partnerships with Spurwink, Advocates for Children, and Big Brothers/Big Sisters. Washburn has an after school Community Learning Center (CLC) program and students attend the Police Activities League (PAL) center after school to receive homework help and participate in enrichment activities. Washburn has a number of business partnerships including Community Credit Union, Good Shepherd Food Bank, Wal-Mart, and Office Max. Washburn will maintain current partnerships within the school and with outside agencies and businesses. This requirement will be met in Year 1, and efforts to expand partnerships will continue in Years 2-5. Specifically, Washburn will explore a partnership with CDS to offer preschool programming for students with special needs and will explore a partnership with the YMCA to provide extended day programming for Pre-K students.

Governance

1. *Provide sufficient operating flexibility to implement reform*: The Superintendent and School Committee endorse Washburn's improvement efforts as outlined in Indistar and Washburn's Title I Schoolwide improvement plan. The Superintendent and School Committee support Washburn's improvement efforts as outlined in the SIG application and have committed to provide operating flexibility with respect to the requirements of the grant.

2. *Ensure ongoing technical assistance*: Technical assistance is currently provided through Washburn's Priority School Coach Fran Farr, as well as district-level staff including Shelly Mogul, Curriculum Director; Sue Dorris, Title I Coordinator; Val Ackley, PK-12 Instructional Coach; and Daphne Grant, Assistant Special Education Director. A grant coordinator stipend position will support the overall coordination of the School Improvement Grant. Technical assistance will be in place for Year 1 and will continue for the duration of the grant.

SCHOOL NAME: Washburn Elementary School

4b. (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). If not applicable, write **"N/A"** below.

LEA RESPONSE:

N/A

SCHOOL NAME: Washburn Elementary School

5. Provide a brief summary that describes actions the LEA has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.

LEA RESPONSE:

A majority of the external providers included in this application have long-standing relationships with the Auburn School Department and a track record of success. These providers include: Everyday Math, Reinventing Schools Coalition (RISC), Spurwink, Child Development Services (CDS), YMCA, and Advocates for Children. The following process will be used to recruit, screen, and select external providers to ensure their quality and establish accountability for performance:

1. Base the need for an external provider on the comprehensive needs assessment.
2. Identify the type of provider and services needed.
3. Establish a budget and timeframe for services.
4. Identify specific outcomes the external provider will deliver.
5. Develop selection criteria in the form of a rubric that includes the following:
    - description of services
    - staff qualifications
    - clear outcomes and evaluation plan
    - degree to which services are research-based
    - references
6. Determine the selection process, including whether or not a request for proposal (RFP) will be utilized.
7. Recruit the external provider and/or issue an RFP.
8. Select the highest-quality provider.

9. Complete reference checks by contacting other schools and districts that have worked with the provider.
10. Meet with the selected provider to review the service plan and determine a contract that identifies outcomes and includes evaluation measures.
11. Regularly evaluate the effectiveness of the provider to insure high-quality service delivery.

SCHOOL NAME: Washburn Elementary School

6. Summarize the actions the LEA has taken, or will take, to align other resources with the interventions, including federal, state, and local funding

LEA RESPONSE:

Federal, state, and local funds – including funding and resources from Title I, Title II, Local Entitlement, and 21st Century programs – will be allocated appropriately to support the school improvement efforts outlined in Washburn's improvement plan. While SIG funds will pay for improvement efforts that specifically address the Early Learning intervention requirements, other budgets will be aligned with and fund action steps of the turnaround plan. For example, Title I funds will be used to maintain the Kindergarten Jump Start program, attend a math conference, and purchase math intervention materials; Title II funds will be used for math professional development; and local funds will be used to purchase furniture, equipment, and supplies for the Pre-K classroom (See attached alignment table).

Local funds are allocated to Auburn's elementary schools annually based on a needs assessment. Washburn's needs for staff, instructional materials, parent involvement costs, professional development, and technology are prioritized and budgets are developed to ensure that funding supports the goals of the educational program. Local budgets will be aligned with Washburn's turnaround plan so that outcomes can be successfully achieved. The coordination of available funding from all sources will maximize the use of SIG funds and ensure the successful implementation of the overall school program and school improvement efforts at Washburn.

SCHOOL NAME: Washburn Elementary School

7. Provide a brief summary that describes actions the LEA has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively. Include details 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.

LEA RESPONSE:

The Auburn School Department is in full support of Washburn's SIG application and the components of the turnaround plan. On May 20, 2015 the School Committee approved the submission of Washburn's application and endorsed all requirements of the Early Learning model including the establishment of a Pre-K program at Washburn; increased planning and professional development time for teachers; flexible, duty-free schedules; and incentives for teachers and administrators who demonstrate student achievement gains. The administrator, leadership team, and staff at Washburn support the practices and requirements of the turnaround plan as indicated by feedback gathered at staff meetings. Based on discussions and feedback provided at Parent Advisory Committee (PAC) meetings, parents are also in full support of the changes in Pre-K programming and increased opportunities for parent involvement outlined in the school improvement proposal.

SCHOOL NAME: Washburn Elementary School

8. The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve (for example, by creating and LEA turnaround office).

LEA RESPONSE:

Effective oversight and support for Washburn's turnaround efforts will be provided in a number of ways. First, Auburn's Title I Coordinator, Sue Dorris, will provide ongoing guidance and support to the school's administrator and improvement team regarding the implementation of the Early Learning model. Sue will attend leadership and priority school meetings on a monthly basis and oversee progress on the improvement plan. A team of central office staff will also oversee improvement efforts at Washburn. The team will include Katy Grondin, Superintendent; Michelle McClellan, Assistant Superintendent; Shelly Mogul, Curriculum Director, Val Ackley, PK-12 Instructional Coach, and Sue Dorris, Title I Coordinator. This group will meet with Washburn's school improvement team three times per year to review progress with respect to school improvement action steps and goals. These meetings will ensure that district-level resources – including staffing and funding – are allocated as needed to Washburn to support the turnaround plan. Lastly, a part-time SIG Grant Coordinator will be hired to manage the budget and reporting requirements.

SCHOOL NAME: Washburn Elementary School
9. Describe how the LEA will meaningfully engage families and the community in the implementation of the selected intervention model on an ongoing basis.
LEA RESPONSE:

The Auburn School Department and staff at Washburn Elementary School recognize that parent involvement is a significant factor in the academic achievement of students and in improving the quality of education within a school. Auburn's Title I Parent Involvement policy and Washburn's School-Parent Compact describe how parents will be involved in their child's education (See attached policy and school-parent compact).

In addition, the following parent involvement activities will be conducted at Washburn to ensure that parents are engaged in the design, implementation, and evaluation of the schoolwide program:

1. An annual meeting will be held to inform parents about Title I Schoolwide program and its requirements, and the right of parents to be involved.

2. Parents will be included in the planning, review, evaluation, and improvement of Title I programs, policies and procedures at monthly Parent Advisory Committee (PAC) meetings.

3. Parents will be invited to provide regular feedback to the school through surveys and protocols within the school, such as a "Parking Lot" bulletin board at Washburn's entrance, where parents can post successes, challenges, and ideas for improvement on sticky notes.

4. Information about schoolwide improvement efforts will be made available to parents at school events such as family breakfasts, fundraisers, book fairs, Art Show, Music Show, Book-tacular event, movie night, and parent-teacher conferences.

5. Parents will be provided with the following: timely information about the Title I Schoolwide program; a description and explanation of the school's curricula, forms of academic assessment, and expected student proficiency levels; opportunities for regular meetings so that parents can make suggestions and to participate, as appropriate, in decisions relating to their child's education; and flexible times for meetings, such as mornings or evenings to encourage parent participation.

6. Parents will be involved in two parent-teacher conferences to discuss their child's progress and to receive information about any interventions their child is receiving. Information about the schoolwide plan will be shared at parent-teacher conferences. Further, representatives from Auburn Adult & Community Education will be available to present information on family literacy and to provide support and outreach to parents as needed.

As part of Washburn's improvement efforts, a SIG-funded parent liaison will be hired to assess the level of parent involvement, to establish trusting relationships with community members, and to develop a plan to increase parent involvement and communication within the school community. Part of this outreach will include involving parents in current improvement efforts. Another strategy to involve parents in the school improvement process will be to institute Open Door Wednesdays. On these days, the school will invite parents to attend school-based workshops on topics related to school, parenting, and adult education. This will provide another opportunity to gather feedback from parents regarding the schoolwide plan.

SCHOOL NAME: Washburn Elementary School
10. Describe how the LEA will sustain the reforms after the funding period ends. Include details for the following: **a)** Actions supporting 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 Maine DOE 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 RESPONSE:

10. a) The Auburn School Department is committed to sustaining school improvement reforms at Washburn if these efforts are successful in raising student achievement. The School Committee has agreed to support the modification of policies and practices as needed, to enable full implementation of the Early Learning model. This includes the development of flexible schedules and additional planning time for teachers, stipends for increased student achievement, and the expansion of half-day Pre-K programs through collaborations with community-based organizations.

10. b) In an effort to strengthen and sustain the reforms, the Auburn School Department and Washburn's school improvement team will work with the Maine Department of Education to re-evaluate, and if needed, adjust the SIG budget during the grant period. SIG activities will be reviewed and assessed in relationship to student achievement gains and feedback from stakeholders in the school community. Federal, state, and local funding streams will be aligned to support sustainability efforts.

10. c) Washburn's turnaround plan includes hiring two instructional coaches to provide ongoing, job-embedded professional development. One of the coaches will focus on increasing teacher skills in math instruction and the other will provide support to teachers around PE/PG, customized learning, and proficiency-based education. Both positions will begin in Year 1 of the grant, and will be sustained through Years 2-4. In year 5, the instructional coaches will be replaced by teachers, who will receive leadership stipends to continue the work. The timeline of these positions has been created intentionally to build teacher capacity and expertise in Years 1-4, and sustain the improvements in Year 5 and beyond.

10. d) District resources, human capital, time, and funding will be coordinated to support and sustain the reform efforts at Washburn. Auburn's customized learning and proficiency-based education initiatives, as well as the implementation Everyday Math 4 during the 2015-2016 school year, are aligned with Washburn's school improvement plan. In addition, Auburn's development of a new administrator and teacher appraisal plan matches the requirements of the Early Learning model. Because the district is currently implementing initiatives that are aligned with Washburn's turnaround plan, the reforms will be sustained after the grant ends. In addition to alignment with district initiatives, Auburn's Curriculum Director, Auburn Adult & Community Education Director, PK-12 Instructional Coach, and K-12 technology integrators will work closely with Washburn's school improvement team, and especially with Washburn's instructional coaches, to support and sustain improvements in literacy, math, and proficiency-based education. Flexible scheduling and additional planning time for teachers are components of Washburn's turnaround plan. In Years 1-4 of the grant, education technicians will provide coverage for teachers to engage in planning and professional development activities. As teacher capacity increases, the need for planning and collaboration time will decrease. With that in mind, only one education technician III will be maintained in Year 5. Finally, federal, state and local funding streams will be aligned to ensure that the reform efforts at Washburn are achieved and sustained.

SCHOOL NAME: Washburn Elementary School
11. Describe how the LEA will implement, to the extent practical, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.

LEA RESPONSE:

Through implementation of the SIG Early Learning Model, Washburn School will implement multiple evidence-based strategies for the purpose of school improvement. Research studies to support the implementation strategies are cited within.

Washburn School has acquired a new principal with outstanding leadership skills. In a review of research on how leadership influences learning, two claims were made: (1) that leadership is second only to classroom instruction among school related factors contributing to student learning and (2) that leadership effects are usually largest when and where they are needed most (Leithwood, 2004).

A new teacher evaluation system, Performance Evaluation and Professional Growth (PE/PG), has been developed alongside staff and other stakeholders. The PE/PG model encompasses the Marzano instructional framework as well as a student-growth measurement model for evaluating teacher effectiveness. Teachers and staff will be provided with professional development on Marzano's research-based instructional strategies that includes classroom observations, regular feedback from administrators/coaches, and opportunities to reflect on practice and growth. Marzano's research tells us that the single most influential component of an effective school is the individual teachers within the school and that effective teachers make a significant difference in student achievement (Marzano, 2007).

Washburn School will establish a high-quality Pre-K program including multiple sessions, extended programming, a highly qualified teacher, parent liaison, educational technician, and research-based curriculum materials. Children attending high-quality Pre-K perform better on reading, math, language, and literacy compared to those who do not attend a high quality Pre-K (Academic Development Institute, 2015).

In accordance with a district initiative, Washburn will adopt the latest EveryDay Math (EM4) program for Tier I instruction. EM4 is a rigorous, cohesive curriculum based on CCSS, standards for mathematical practice, and NCTM teaching practices. Washburn will expand existing intervention programming to include research-based mathematics interventions delivered by trained teachers for Tier II and Tier III instruction. Students struggling with mathematics benefit from early interventions aimed at improving their mathematics knowledge and skills and preventing subsequent failure. Implementing a tiered system of instruction and interventions known as response to intervention (RTI) is effective in improving student achievement (Gersten, 2009).

Teachers and staff at Washburn will receive job-embedded professional development supported by instructional coaches to increase teacher capacity of curriculum, instruction, and best practices. Additional professional development for the MPCL framework and the new EM4 mathematics curriculum will ensure fidelity of implementation, which is a critical factor in realizing the potential benefits of research-based programs. Teacher professional development has a significant effect on students' academic achievement (Stein, 2008).

Teachers and staff will be provided time and support to review data, reflect, and plan differentiated instruction and interventions based on data analysis outcomes. The use of data to inform instruction has positive educational benefits for students (Ediger, 2010).

Washburn will increase teacher planning and collaboration time with the use of education technicians to support scheduling. Teachers will be able to collaborate and plan within grade levels, across grade levels, and bridge general classroom practice and intervention instruction to support learning. Research states that teacher collaboration has a significant, direct effect on student learning (Miller, 2010).

Family involvement at Washburn School will continue to increase through the support of the Parent Advisory Committee, which organizes schoolwide learning events, a parent liaison who will establish relationships with Pre-K families that will be maintained throughout the child's schooling, and a partnership with Adult Education to promote the importance of an education. Research indicates that parent involvement activities that focus on building parenting capacity and encouraging at-home learning activities are effective in improving student achievement (Ingram, 2007).

A research-based behavior intervention system, based on building community, common language, and a positive school climate and culture will be implemented. This system, alongside multiple partnerships with community services, will support students in acquiring social and emotional competencies that are necessary to be a part of a learning community and experience success. Research states that the social and emotional development of students is integral to their engagement in the learning process (Academic Development Institute, 2015).

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SCHOOL NAME: Washburn Elementary School
12. Describe how the LEA will monitor each selected priority school that receives School Improvement Grant Funds. Include details for the following: **a)** Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics **b)** Measuring progress on leading indicators as defined in the final requirements.

LEA RESPONSE:

12. a) The annual goals for student achievement on state assessments in reading and math will be determined according to Maine's ESEA waiver application. As defined by Maine's ESEA waiver application, Washburn needs to reduce the number of students not proficient in reading and math by 50% over a six-year period (2012-2018). Therefore Washburn's annual goals for student achievement are as follows:

1. Increase the number of students proficient on state assessments in reading by 7% annually. This goal meets or exceeds the state targets for every subgroup.

2. Increase the number of students proficient on state assessments in math by 6% annually. This goal meets or exceeds the state targets for every subgroup.

12. b) Washburn's principal will work with the School Improvement Grant Coordinator and the Title I Coordinator to ensure that all monitoring and reporting requirements of the grant are met. Progress will be measured on leading indicators, including student achievement data, attendance rate, truancy, participation rate in state assessments, discipline incidents, teacher attendance, teacher evaluation data, instructional time, financial reports, progress reports on meeting the Early Learning model requirements, and any other leading indicators established by the Maine Department of Education.

SCHOOL NAME: Washburn Elementary School
13. For an LEA that applies to implement a restart model, describe how the LEA will hold the charter school operator, CMO, EMO, or other external provider accountable in meeting the final requirements. If not applicable, write **"N/A"** below.

LEA RESPONSE:

N/A

SCHOOL NAME: Washburn Elementary School
14. For LEAs that intend to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible priority school, describe the activities, timeline for implementing the activities, and how the activities will lead to successful implementation of the selected intervention. If not applicable, write **"N/A"** below.

LEA RESPONSE:

During the first year of the School Improvement Grant, pre-implementation and planning activities will take place to support full implementation of the Early Learning Model in Year 2.

Pre-implementation and planning activities during July and August of 2015 include:

- Advertise and hire new staff, including an instructional coach for math and a PE/PG coach, Pre-K teacher/parent liaison, Pre-K educational technician, two educational technician IIIs, and a part-time SIG grant coordinator.
- Meet with newly hired instructional coaches (math & PE/PG) and existing instructional coach for literacy for two summer days.
- Develop components of Pre-K program for sixteen students.
- Purchase materials and supplies for Pre-K classroom.

- Begin training of instructional coach for math through UMF Maine Math Coaching Project.
- Purchase Tier I math program district-wide – Everyday Math 4.
- Purchase seven additional Do the Math modules.
- Purchase DreamBox licenses and training support for Washburn staff and students.
- Principal and instructional coach for math will attend the Everyday Math 4 Users Conference.
- Adjust daily building schedule to include additional common planning time.
- Provide initial training on Everyday Math 4.
- Begin training of two teachers in EEL 549, Literacy Processing course through the University of Maine Literacy Partnership.
- Create a new duty schedule that reduces instructional staff duties.
- Contact PBIS consultant and RISC consultant to set up needs assessment related to schoolwide behavior and expectations.
- Identify School Leadership Team and meet to discuss school improvement plan and its implications for Washburn.
- Meet with all staff to review implications of school improvement plan.

In addition to these pre-implementation and planning activities, a number of Early Learning model requirements and school improvement goals will be in the planning/development stages during Year 1:

1. Teacher/Administrator Incentives: Year 1 activities will include identifying a group of stakeholders including administrators, teachers, representatives from the Auburn Education Association, and members of the district PE/PG Committee. This group will meet on a regular basis to develop an incentive plan for full implementation in year 2.

2. Math Intervention Training: Year 1 activities will include purchasing math intervention materials and providing teachers with training. Full implementation of these programs will begin in Year 2.

3. Schoolwide Behavior Plan: Year 1 activities will include an assessment of behavior by PBIS and RISC consultants, as well as the district's PK-12 instructional coach. The building principal and leadership team will work with the assessment team and Washburn staff to design and pilot a schoolwide behavior plan to be fully implemented in Year 2.

4. Expansion of Pre-K: In Year 1, the Pre-K program will service 16 eligible students in one half-day session. During Year 1, the Pre-K teacher/parent liaison will recruit an additional 16 students so that in Year 2, the majority of eligible students from the Washburn

community will be provided with a high quality Pre-K program. In addition, partnerships with local agencies, including the YMCA will be established to explore extended day programming for Pre-K students.

5. Open Door Wednesdays: This program will invite parents to attend Wednesday morning workshops offered by Washburn staff and Auburn Adult & Community Education (AACE), with the goals of strengthening the home-school partnership and connecting parents to local resources. During Year 1, the Pre-K teacher/parent liaison will work with AACE staff and the instructional coach for literacy to plan and design the Open Door Wednesday program for full implementation in Year 2.

All of the pre-implementation and planning activities ensure full implementation of the Early Learning model in Year 2 (2016-2017). Please see the timeline provided in response to Question 18 for a detailed listing of activities in Year 1 of the grant.

SCHOOL NAME: Washburn Elementary School

15. For an LEA eligible for services under subpart 1 or 2 or Part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, describe how the LEA will still meet the intent and purpose of that element. If not applicable, write **"N/A"** below.

LEA RESPONSE:

N/A

SCHOOL NAME: Washburn Elementary School

16. For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, describe how the LEA will:

a) Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and

b) Partner with a whole school reform model developer, as defined in the final requirements.

If not applicable, write **"N/A"** below.

LEA RESPONSE:

N/A

SCHOOL NAME: Washburn Elementary School

17. For an LEA applying to implement a restart model in one or more eligible schools, describe the rigorous review process (as described in the final requirements) the LEA has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school(s). If not applicable, write **"N/A"** below.

LEA RESPONSE:

N/A

SCHOOL NAME: Washburn Elementary School

18. Provide a timeline delineating the steps the LEA will take to implement the selected intervention.

LEA RESPONSE:

Year 1: 2015-2016		
Month	**School Improvement Activities**	**Ongoing Monthly Activities**
July – August 2015	• Advertise and hire new staff, including an instructional coach for math and a PE/PG coach, Pre-K teacher/parent liaison, Pre-K educational technician, two educational technician IIIs, and part-time grant coordinator. • Meet with newly hired instructional coaches (math & PE/PG) and existing instructional	• Job-embedded professional development including weekly Intervention Team meetings, Learning Team meetings, and

	coach for literacy for two summer days. • Develop components of Pre-K program for sixteen students. • Purchase materials and supplies for Pre-K classroom. • Begin training of instructional coach for math through UMF Maine Math Coaching Project. • Purchase Tier I math program district-wide – Everyday Math 4. • Purchase seven additional Do the Math Modules. • Purchase DreamBox licenses and training support for Washburn staff and students. • Principal and instructional coach for math will attend the Everyday Math 4 Users Conference. • Adjust daily building schedule to include additional common planning time. • Provide initial training on Everyday Math 4. • Begin training of two teachers in EEL 549, Literacy Processing course through the University of Maine Literacy Partnership. • Create a new duty schedule that reduces instructional staff duties. • Contact PBIS consultant and RISC consultant to set up needs assessment related to schoolwide behavior and expectations. • Identify School Leadership Team and meet to discuss school improvement plan and its implications for Washburn. • Meet with all staff to review implications of school improvement plan. • Implement Kindergarten Jump Start program. • Implement Summer School programming for 28 students from Washburn.	Early-Release Wednesdays • Monthly parent/family activities • Weekly School Leadership Team meetings • Tier II and III behavioral and academic interventions • Monthly progress monitoring for non-proficient or at-risk students and update using data management system • Extended day programming through CLC • Regular walkthroughs and observations by administrator and coaches using Marzano's Framework • Regular instructional coaching for selected staff each month • Regular monthly meetings with Spurwink Counseling & Case Management partners, administration, and school counseling • Meet monthly with SIG Grant Coordinator, Title I Coordinator, and Washburn Principal
September – October 2015	• Begin weekly Intervention Team meetings to review data and identify students needing behavioral and academic interventions. • Create physical and electronic data management systems. • Administer universal screening for all students. • Identify and recruit students for extended day programming through CLC afterschool learning grant. • Begin bi-weekly Learning Team meetings for math and literacy. • Extend Learning Team meeting times. • Provide job-embedded professional development including weekly Intervention Team meetings, Learning Team meetings, and Early-Release Wednesdays. • Begin monthly instructional coaching of selected teachers. • Meet with Parent Teacher Organization to review school improvement plan and implications. • Hold Open House and Book Fair during the first week of school. • Begin implementation of Pre-K program for sixteen students. • Implement adjusted building and duty schedules. • Pre-K teacher/parent liaison will begin networking to increase parent/community involvement and support.	

	• Begin PE/PG pilot for all certified staff members using Marzano's Framework and iObservation. • Begin extended day programming (CLC and tutoring). • Implement Everyday Math 4 as Tier I math program at Washburn. • Implement Tier I literacy program using the MPCL model aligned with Maine's Common Core/Measurement Topics and Auburn's Scope and Sequence. • Train two staff members to implement Do the Math, Tier II math intervention. • Implement research-based Tier II and III interventions for math and literacy. • Begin monthly progress monitoring of all non-proficient and at-risk students. • Begin training of Educate/Empower software to manage proficiency-based learning. • Begin monthly meetings with SIG Coordinator, Title I Coordinator, and Principal to review School Improvement Grant activities. • Establish a stakeholder's group to develop a teacher/administrator incentive plan for implementation in Year 2. Determine a meeting schedule for the year.	
November – December 2015	• Finalize needs assessment related to schoolwide behavior from PBIS and RISC consultants. • Begin Parent-Teacher Conferences. • Review and analyze first trimester data and make adjustments to Tier I programming as necessary. • Continue implementation of core literacy and math programs. • Continue implementation of Tier II and III interventions for math and literacy based on universal screening data and progress monitoring data: Do the Math Modules, CIM interventions, Reading Recovery, etc… • Work with RISC and PBIS consultants to begin development of a multi-tiered approach to managing schoolwide behavior and improving emotional, social, and academic outcomes for all students. • Meet with stakeholder's group to develop incentive plan.	
January – March 2016	• Review and analyze second trimester data and make adjustments to Tier I programming as necessary. • Continue implementation of core literacy and math programs. • Continue implementation of Tier II and III interventions for math and literacy based on universal screening data and progress monitoring data. • Continue to work with RISC and PBIS consultants to begin development of a multi-tiered approach to managing schoolwide behavior and improving emotional, social, and academic outcomes for all students. • Pre-K teacher/parent liaison will continue networking and outreach in order to improve parent/community involvement and support and will begin to organize an accessible list of supports and resources for the school and community. • Plan for additional Pre-K program, and begin recruitment of sixteen additional students.	

	• Meet with stakeholder's group to develop incentive plan.	
April – July 2016	• Review and analyze third trimester data and make adjustments to Tier I programming as necessary. • Continue implementation of core literacy and math programs. • Continue implementation of Tier II and III interventions for math and literacy based on universal screening data and progress monitoring data. • Finalize schoolwide behavior management system to be implemented in 2016-2107. • Plan and recruit students for extended year programming (KJS and Summer School) using Trimester 3 data. • Recruit and determine which teaching staff will complete CIM. • Make adjustments to building schedule as needed. • Finalize additional Pre-K program to begin in September 2016. • Plan implementation and training of finalized schoolwide behavior management system as created using needs assessment. • Recognize and celebrate positive outcomes from the year with staff, students, and families. • Submit SIG reports and revised 2016-2017 SIG plan to DOE. • Report on first year of SIG activities to School Committee and Washburn Community. • Meet with stakeholder's group to finalize incentive plan for 2016-2017. • Meet with instructional coaches for two summer days.	

Year 2: 2016-2107		
Month	**School Improvement Activities**	**Ongoing Monthly Activities**
August 2016	• Advertise and hire additional Pre-K teacher for Pre-K program. • Provide two days of professional development for ALL staff to be trained in newly created schoolwide behavior management system, including instructional staff, support staff, custodian, lunch staff, and secretary. • Train two additional staff members to implement Do the Math, Tier II math intervention. • Continue training of instructional coach for math through UMF Maine Math Coaching Project. • Train new staff in Tier I literacy and math programs. • Begin training of two to three additional staff in various CIM courses through the Maine Literacy Partnership: ERR 535 & 536, EEL 545, 547, 549, 532, 651. • Create a year-long map for "Open Door Wednesdays", to encourage families to	• Job-embedded professional development including weekly Intervention Team meetings, Learning Team meetings, and Early-Release Wednesdays • Monthly parent/family activities • Weekly School Leadership Team meetings • Tier II and III behavioral and academic interventions • Monthly progress monitoring

	connect to the school and community.	for non-proficient or at-risk students and update using data management system
September 2016 – June 2017	• Implement additional Pre-K program for a total of 32 students serviced. • Continue ongoing job-embedded professional development including weekly Intervention Team meetings, Learning Team meetings, and Early-Release Wednesdays. • Continue monthly instructional coaching of selected teachers. • Continue monthly parent/family activities. • Implement "Open Door Wednesdays" once a month. • Implement incentive plan for administrators and teachers. • Continue to meet weekly with the School Leadership Team and recruit at least one parent to meet regularly with leadership team. • Continue to review and analyze trimester data and make adjustments to core programming if necessary. • Implement RTI: Universally screen all students three times a year, identify non-proficient students in math, literacy and behavior, provide Tier II and III research-based interventions, progress monitor non-proficient students, and adjust interventions as necessary. • Continue to use the physical and electronic data management system. • Continue to evaluate teachers using Marzano's Framework and iObservation. • Continue extended day programming through CLC. • Implement use of Empower/Educate software to manage proficiency-based learning and train new staff. • Parent liaison will continue networking, utilizing, and organizing family and community support services. • Work with PBIS and RISC consultants to evaluate the effectiveness of the newly implemented schoolwide behavior management system and make adjustments as needed. • Recognize and celebrate positive outcomes from the year with staff, students, and families. • Submit SIG reports and revised 2017-2018 SIG plan to DOE. • Report on second year of SIG activities to School Committee and Washburn Community.	• Extended day programming through CLC • Regular walkthroughs and observations by administrator and coaches using Marzano's Framework • Regular instructional coaching for selected staff each month • Regular monthly meetings with Spurwink Counseling & Case Management partners, administration, and school counseling • Meet monthly with SIG Grant Coordinator, Title I Coordinator, and Washburn Principal

Year 3: 2017-2018		
Month	**School Improvement Activities**	**Ongoing Monthly Activities**
August 2017	• Provide two days of professional development for all staff to create a schoolwide vision, school and team/grade level goals, and map out the school year's professional	• Job-embedded professional development including weekly

	development plan. • Train new staff in Tier I literacy and math programs. • Begin training of two to three additional staff in various CIM courses through the Maine Literacy Partnership: ERR 535 & 536, EEL 545, 547, 549, 532, 651. • Meet with instructional coaches for two summer days. • Train two additional staff members in Do the Math, Tier II Intervention for Math.	Intervention Team meetings, Learning Team meetings, and Early-Release Wednesdays • Monthly parent/family activities • Weekly School Leadership Team meetings • Tier II and III behavioral and academic interventions • Monthly progress monitoring for non-proficient or at-risk students and update using data management system • Extended day programming through CLC • Regular walkthroughs and observations by administrator and coaches using Marzano's Framework • Regular instructional coaching for all staff each month • Regular monthly meetings with Spurwink Counseling & Case Management partners, administration, and school counseling • Meet monthly with SIG Grant Coordinator, Title I Coordinator, and Washburn Principal • Meet each trimester with Leadership Team to develop and implement a sustainability plan to maintain and strengthen reform efforts
September 2017 – June 2018	• Continue ongoing job-embedded professional development including weekly Intervention Team meetings, Learning Team meetings, and Early-Release Wednesdays. • Continue monthly instructional coaching of selected teachers. • Continue monthly parent/family activities. • Continue to implement "Open Door Wednesdays once a month. • Continue to implement incentive plan for administrators and teachers. • Continue to meet weekly with the School Leadership Team and recruit an additional parent to meet regularly with leadership team. • Continue to review and analyze trimester data and make adjustments to core programming if necessary. • Implement RTI: Universally screen all students three times a year, identify non-proficient students in math, literacy and behavior, provide Tier II and III research-based interventions, progress monitor non-proficient students, and adjust interventions as necessary. • Continue to use the physical and electronic data management system. • Continue to evaluate teachers using Marzano's Framework and iObservation. • Continue extended day programming through CLC. • Continue use of Empower/Educate software to manage proficiency-based learning and train new staff. • Parent liaison will continue networking and utilizing family and community support services.	
April – June 2018	• Review and analyze third trimester data and make adjustments to Tier I programming as necessary. • Continue implementation of core literacy and math programs. • Continue implementation of Tier II and III interventions for math and literacy based on universal screening data and progress monitoring data. • Evaluate the effectiveness of the schoolwide behavior management system and make adjustments as needed. • Plan and recruit students for extended year programming (KJS and Summer School) using Trimester 3 data. • Recruit and determine which teaching staff will complete CIM. • Make adjustments to building schedule as needed. • Continue to evaluate the effectiveness of the schoolwide behavior management system and make adjustments as needed.	

	• Recognize and celebrate positive outcomes from the year with staff, students, and families. • Submit SIG reports and revised 2018-2019 SIG plan to DOE. • Report on third year of SIG activities to School Committee and Washburn Community.	

Year 4: 2018-2019		
Month	**School Improvement Activities**	**Ongoing Monthly Activities**
August 2018	• Train new staff in Tier I literacy and math programs. • Begin training of two to three additional staff in various CIM courses through the Maine Literacy Partnership: ERR 535 & 536, EEL 545, 547, 549, 532, 651. • Meet with instructional coaches for two summer days. • Train two additional staff members in Do the Math, Tier II Intervention for Math.	• Job-embedded professional development including weekly Intervention Team meetings, Learning Team meetings, and Early-Release Wednesdays • Monthly parent/family activities • Weekly School Leadership Team meetings • Tier II and III behavioral and academic interventions • Monthly progress monitoring for non-proficient or at-risk students and update using data management system • Extended day programming through CLC • Regular walkthroughs and observations by administrator and coaches using Marzano's Framework • Regular instructional coaching for all staff each month • Regular monthly meetings with Spurwink Counseling & Case Management partners, administration, and school counseling • Meet monthly with SIG Grant
September 2018 – June 2019	• Continue ongoing job-embedded professional development including weekly Intervention Team meetings, Learning Team meetings, and Early-Release Wednesdays. • Continue monthly instructional coaching of selected teachers. • Continue monthly parent/family activities. • Continue to implement "Open Door Wednesdays" once a month. • Continue to implement incentive plan for administrators and teachers. • Continue to meet weekly with the School Leadership Team and recruit an additional parent to meet regularly with leadership team. • Continue to review and analyze trimester data and make adjustments to core programming if necessary. • Implement RTI: Universally screen all students three times a year, identify non-proficient students in math, literacy and behavior, provide Tier II and III research-based interventions, progress monitor non-proficient students, and adjust interventions as necessary. • Continue to use the physical and electronic data management system. • Continue to evaluate teachers using Marzano's Framework and iObservation. • Continue extended day programming through CLC. • Continue use of Empower/Educate software to manage proficiency-based learning and train new staff. • Identify and mentor teachers who will receive team leader stipends in Year 5 to continue the work of the parent liaison, instructional coach for math, and instructional coach for PE/PG. • Parent liaison will continue networking, utilizing, and organizing family and community support services.	

April – June 2019	• Review and analyze third trimester data and make adjustments to Tier I programming as necessary. • Continue implementation of core literacy and math programs. • Continue implementation of Tier II and III interventions for math and literacy based on universal screening data and progress monitoring data. • Evaluate the effectiveness of the schoolwide behavior management system and make adjustments as needed. • Plan and recruit students for extended year programming (KJS and Summer School) using Trimester 3 data. • Recruit and determine which teaching staff will complete CIM. • Make adjustments to building schedule as needed. • Continue to evaluate the effectiveness of the schoolwide behavior management system and make adjustments as needed. • Recognize and celebrate positive outcomes from the year with staff, students, and families. • Submit SIG reports and revised 2019-2020 SIG plan to DOE. • Report on fourth year of SIG activities to School Committee and Washburn Community. • Revise schedules for Learning Teams, collaborative planning time, and duties as needed with the reduction of an educational technician III in Year 5. • Meet with SIG funded staff to review Year 5 implications: salary versus stipend, etc…	Coordinator, Title I Coordinator, and Washburn Principal • Meet each trimester with Leadership Team to develop and implement a sustainability plan to maintain and strengthen reform efforts

Year 5: 2019-2020		
Month	**School Improvement Activities**	**Ongoing Monthly Activities**
July – August 2019	• Train new staff in Tier I literacy and math programs. • Begin training of two to three additional staff in various CIM courses through the Maine Literacy Partnership: ERR 535 & 536, EEL 545, 547, 549, 532, 651. • Train two additional staff members in Do the Math, Tier II Intervention for Math. • Replace the following SIG funded positions with leadership stipends: instructional coach for math, instructional coach for PE/PG, and parent liaison. • Shift funding of Pre-K teacher from SIG to local funds.	• Job-embedded professional development including weekly Intervention Team meetings, Learning Team meetings, and Early-Release Wednesdays • Monthly parent/family activities • Weekly School Leadership Team meetings • Tier II and III behavioral and academic interventions • Monthly progress monitoring for non-proficient or at-risk
September 2019 – June 2020	• Continue ongoing job-embedded professional development including weekly Intervention Team meetings, Learning Team meetings, and Early-Release Wednesdays. • Continue monthly instructional coaching of selected teachers. • Continue monthly parent/family activities. • Continue to implement "Open Door Wednesdays" once a month. • Continue to implement incentive plan for administrators and teachers.	

	• Continue to meet weekly with the School Leadership Team and recruit an additional parent to meet regularly with leadership team. • Continue to review and analyze trimester data and make adjustments to core programming if necessary. • Implement RTI: Universally screen all students three times a year, identify non-proficient students in math, literacy and behavior, provide Tier II and III research-based interventions, progress monitor non-proficient students, and adjust interventions as necessary. • Continue to use the physical and electronic data management system. • Continue to evaluate teachers using Marzano's Framework and iObservation. • Continue extended day programming through CLC. • Continue use of Empower/Educate software to manage proficiency-based learning and train new staff. • Review and analyze third trimester data and make adjustments to Tier I programming as necessary. • Continue implementation of core literacy and math programs. • Continue implementation of Tier II and III interventions for math and literacy based on universal screening data and progress monitoring data. • Evaluate the effectiveness of the schoolwide behavior management system and make adjustments as needed. • Plan and recruit students for extended year programming (KJS and Summer School) using Trimester 3 data. • Recruit and determine which teaching staff will complete CIM. • Make adjustments to building schedule as needed. • Continue to evaluate the effectiveness of the schoolwide behavior management system and make adjustments as needed. • Recognize and celebrate positive outcomes from the year with staff, students, and families. • Submit SIG reports and revised 2019-2020 SIG plan to DOE. • Report on fifth and final year of SIG activities to School Committee and Washburn Community. • Evaluate impact of grant over the five-year period (2015-2020).	students and update using data management system • Extended day programming through CLC • Regular walkthroughs and observations by administrator and coaches using Marzano's Framework • Regular instructional coaching for all staff each month • Regular monthly meetings with Spurwink Counseling & Case Management partners, administration, and school counseling • Meet monthly with SIG Grant Coordinator, Title I Coordinator, and Washburn Principal • Meet each trimester with Leadership Team to implement the sustainability plan to maintain and strengthen reform efforts

SCHOOL NAME: Washburn Elementary School

19. Title I 1003(g) School Improvement Grant Action Plan *(Please complete one per school)*

Goal:	Increase the number of students proficient on state assessments in reading by 7% annually. This goal meets or exceeds the state targets for every subgroup. Increase the number of students proficient on state assessments in math by 6% annually. This goal meets or exceeds the state targets for every subgroup. Address the following school improvement goals: 1. Expand and improve early learning programs (Pre-K/K), 2. Strengthen the instructional program, 3. Increase parent/community involvement and support, 4. Strengthen teacher skills, 5. Increase learning time for students, and 6. Strengthen school culture and organization.
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 (select one): ☐ **Turnaround model** ☐ **School closure model** ☐ **Evidence-based whole-school reform model** ☐ **Restart model** ☐ **Transformation model** ☒ **Early learning model**

Proposed Pre-implementation Activities for Summer 2015 *Describe the activities to be implemented prior to the start of school in 2015, designed to support full implementation of the selected intervention model in Fall 2015.* *(Add rows as needed.)*	**Resources** *What existing and/or new resources will be used to accomplish the activity?*	**Timeline** *When will this activity begin and end?*	**Oversight** *Who will take primary responsibility/ leadership? Who else needs to be involved?*	**Monitoring (Implementation)** *What evidence will be collected to document implementation?* *How often and by whom?*	**Monitoring (Effectiveness)** *What evidence will be collected to assess effectiveness?* *How often and by whom?*	**Title I School Improvement Funds** *Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.*

Advertise and hire an Instructional Coach for Math	District Funds: Job postings on SchoolSpring SIG Funds: Position	July - August 2015	Primary Responsibility: Building Principal Others Involved: Building Leadership Team	Evidence: Personnel records and contracts Monitored: Annually by the Superintendent and SIG Grant Coordinator	Evidence: Appraisal process documents including observations and student achievement data Monitored: Monthly by the Building Principal	Years 1-4 Cost: $87,870 + $90,707 + $93,688 + $96,822 = **$369,087**
Advertise and hire an Instructional Coach for PE/PG	District Funds: Job postings on SchoolSpring SIG Funds: Position	July - August 2015	Primary Responsibility: Building Principal Others Involved: Building Leadership Team	Evidence: Personnel records and contracts Monitored: Annually by the Superintendent and SIG Grant Coordinator	Evidence: Appraisal process documents including observations and student achievement data Monitored: Monthly by the Building Principal	Years 1-4 Cost: $61,041 + $62,753 + $64,540 + $66,404 = **$254,738**
Advertise and hire a Pre-K Teacher/Parent Liaison	District Funds: Job postings on SchoolSpring SIG Funds: Position	July - August 2015	Primary Responsibility: Building Principal Others Involved: Building Leadership Team	Evidence: Personnel records and contracts Monitored: Annually by the Superintendent and SIG Grant Coordinator	Evidence: Appraisal process documents including observations and student achievement data Monitored: Monthly by the Building Principal	Years 1-4 Cost: $61,041 + $62,753 + $64,540 + $66,404 = **$254,738**
Advertise and hire a Pre-K Education Technician II	District Funds: Job postings on SchoolSpring SIG Funds: Position	July - August 2015	Primary Responsibility: Building Principal Others Involved: Building Leadership Team	Evidence: Personnel records and contracts Monitored: Annually by the Superintendent and SIG Grant Coordinator	Evidence: Appraisal process documents including observations and student achievement data Monitored: Monthly by the Building Principal	Years 1-5 Cost: $25,827 + $26,836 + $27,904 + $29,036 + $30,238 = **$139,841**

Advertise and hire a Part-Time Grant Coordinator	District Funds: Job postings on SchoolSpring SIG Funds: Position	July - August 2015	Primary Responsibility: Building Principal Others Involved: Building Leadership Team and Title I Coordinator	Evidence: Personnel records and contracts Monitored: Annually by the Superintendent and Title I Coordinator	Evidence: Appraisal process documents, including timely and accurate completion of all financial and reporting requirements Monitored: Monthly by the Building Principal and Title I Coordinator	Years 1-5 Cost: $5698 x 5 = **$28,490**
Advertise and hire two Education Technician IIIs	District Funds: Job postings on SchoolSpring SIG Funds: Positions	July - August 2015	Primary Responsibility: Building Principal Others Involved: Building Leadership Team	Evidence: Personnel records and contracts Monitored: Annually by the Superintendent	Evidence: Appraisal process documents including observations and student achievement data Monitored: Monthly by the Building Principal	Years 1-5 Cost: $53,418 + $55,470 + $57,644 + $59,944 + $31,191 = **$257,667**
Meet with newly hired Instructional Coaches (Math & PE/PG) and existing Instructional Coach (Literacy) for two summer days	SIG Funds	July - August 2015	Primary Responsibility: Building Principal Others Involved: Business Office	Evidence: Time cards Monitored: Annually by SIG Grant Coordinator and Business Office	Evidence: Summer work day agendas and work products (schedules, teacher training modules, etc…), teacher evaluation data, student achievement data, and staff surveys Monitored: Annually by the Building Principal	**$1,068**

Plan and develop components of Pre-K program for sixteen students	District Funds	July - August 2015	Primary Responsibility: Building Principal Others Involved: Newly hired Pre-K Teacher/Parent Liaison, Pre-K Educational Technician, Pre-K Team Leader, and Kindergarten Teacher	Evidence: Pre-K Handbook, curriculum, class lists, and parent/student information Monitored: Annually by the Pre-K Team Leader, Assistant Special Educator Director, and Building Principal	Evidence: Pre-K program evaluation by district-level Pre-K Team Leader and Building Principal Monitored: Annually by the Building Principal	
Purchase materials and supplies for new Pre-K program	SIG Funds: $3,000 Existing District Resources & Funds	July - August 2015	Primary Responsibility: Building Principal, Pre-K Teacher/Parent Liaison, and Pre-K Team Leader Others Involved: Business Office	Evidence: Purchase orders, invoices and records of furniture, materials, and supplies received Monitored: Annually by the Business Office	Evidence: Pre-K classroom set up according to Maine Pre-K requirements and regulations Monitored: Annually by the Building Principal, Pre-K Teacher, and Pre-K Team Leader	**$3,000**
Training of Instructional Coach for Math through UMF Math Coaching Project	Title II Funds	July - August 2015	Primary Responsibility: Instructional Coach for Math Others Involved: UMF Faculty	Evidence: Invoices and transcripts of completed coursework Monitored: Annually by the Title I Coordinator	Evidence: Teacher evaluation data, student achievement data, and staff surveys Monitored: Monthly by the Building Principal	
Purchase Tier I math program, Everyday Math 4, and necessary materials and supplies annually	District Funds	July - August 2015	Primary Responsibility: Curriculum Director Others Involved: Business Office	Evidence: Purchase orders and invoices Monitored: Annually by the Curriculum Director and Business Office	Evidence: Teacher inventory of materials, implementation data, teacher evaluation data, and student achievement data Monitored: Monthly by the Building Principal	

Purchase seven additional Do the Math Modules for Tier II math interventions	Title I Funds	July - August 2015	Primary Responsibility: Building Principal Others Involved: Title I Coordinator, Business Office, and Intervention Team	Evidence: Purchase orders and invoices Monitored: Annually by the Title I Coordinator and Business Office	Evidence: Implementation data, student intervention plans/schedules, and student achievement data Monitored: Monthly by the Building Principal and Intervention Team	
Purchase DreamBox licenses and training support for Washburn staff and students	Title I Funds	July - August 2015	Primary Responsibility: K-12 Technology Integrator Others Involved: Building Principal, Business Office, and Title I Coordinator	Evidence: Purchase orders and invoices Monitored: Annually by the Title I Coordinator and Business Office	Evidence: Implementation data, student intervention plans/schedules, and student achievement data Monitored: Monthly by the Building Principal and Intervention Team	
Adjust daily building schedule to include additional common planning time	District Funds	July - August 2015	Primary Responsibility: Building Principal Others Involved: Building Leadership Team and Instructional Coaches	Evidence: Schedules Monitored: Monthly by the Building Principal and Instructional Coaches	Evidence: Program evaluation data, meeting agendas/notes, teacher evaluation data, and student achievement data Monitored: Weekly by the Building Principal	
Principal and Instructional Coach for Math will attend Everyday Math Users Conference	Title I Funds	July - August 2015	Primary Responsibility: Building Principal Others Involved: Instructional Coach for Math	Evidence: Invoices and certificates of attendance Monitored: Annually by the Title I Coordinator and Business Office	Evidence: Artifacts from sharing new learnings with staff such as agendas, work products, schedules, etc… Monitored: Annually by the Building Principal and Title I Coordinator	

Provide initial training on Everyday Math 4 for all staff and new teachers	SIG Funds: Instructional Coaches District Funds	July - August 2015	Primary Responsibility: Curriculum Director and Building Principal Others Involved: Instructional Coach for Math, PK-12 District Instructional Coach, and Staff on Math Curriculum Committee	Evidence: Training agendas and session participation rosters Monitored: Annually by the Building Principal	Evidence: Implementation data, appraisal process documents including observations, student achievement data, and staff surveys Monitored: Monthly by the Building Principal	See SIG Funds July-August 2015 for yearly position costs
Create a new duty schedule that reduces instructional staff duties	District Funds	July - August 2015	Primary Responsibility: Building Principal Others Involved: Building Leadership Team	Evidence: Duty schedule Monitored: Three times per year by the Building Principal and Leadership Team	Evidence: Master schedule, implementation data, and staff surveys Monitored: Three times per year by the Building Principal	
Begin training of two teachers in CIM courses through MPCL	Title I Funds	July - August 2015	Primary Responsibility: Building Principal Others Involved: MPCL/University of Maine Faculty, Literacy Coach, and Title I Coordinator	Evidence: Invoices and transcripts of completed coursework Monitored: Annually by the Title I Coordinator and Business Office	Evidence: Teacher evaluation data, student achievement data, and staff surveys Monitored: Monthly by the Building Principal	
Contact PBIS Consultant and RISC Consultant to set up needs assessment related to schoolwide behavior and expectations	SIG Funds: PBIS Consultant Title I Funds: RISC Consultant	July - August 2015	Primary Responsibility: Building Principal Others Involved: PK-12 Instructional Coach and Building Leadership Team	Evidence: Service contracts and invoices Monitored: Annually by the Title I Coordinator, SIG Grant Coordinator, and Business Office	Evidence: Dates and description/copies of needs assessment protocol Monitored: Monthly by the Building Principal	**$3,325**

Identify School Leadership Team and meet weekly to discuss school improvement plan and its implications for Washburn	District Funds	July - August 2015	Primary Responsibility: Building Principal Others Involved: Building Leadership Team	Evidence: Leadership Team roster and meeting dates Monitored: Weekly by the Building Principal	Evidence: Meeting agendas and notes Monitored: Weekly by the Building Principal	
Meet with all staff to review implications of school improvement plan	District Funds	August 2015	Primary Responsibility: Building Principal Others Involved: Building Leadership Team	Evidence: Meeting dates Monitored: Annually by the Building Principal and Title I Coordinator	Evidence: Meeting agendas/notes and parking lot feedback Monitored: Annually by the Building Principal and Title I Coordinator	
Implement Kindergarten Jump Start program each summer	Title I Funds	July - August 2015	Primary Responsibility: Instructional Coach for Literacy Others Involved: KJS Staff, Building Principal, Auburn Adult & Community Education (AACE) Director/Staff, and Title 1 Coordinator	Evidence: KJS schedule, summer program information, teacher/student attendance, and invoices Monitored: Weekly by Instructional Coach for Literacy, KJS Staff, AACE Director/Staff, Title I Coordinator, and Business Office	Evidence: Student attendance data, student achievement data, parent feedback via surveys and conversations, and AACE data Monitored: Weekly by KJS Staff, AACE Director/Staff, Instructional Coach for Literacy, and Building Principal	
Implement Summer School program for non-proficient Washburn students each summer	Title I Funds	July - August 2015	Primary Responsibility: Instructional Coach for Literacy and Summer School Director Others Involved: Summer School Staff, Building Principal, CLC Director, and Title I Coordinator	Evidence: Summer School schedule, summer program information, teacher/student attendance, and invoices Monitored: Monthly by Summer School Director and Business Office	Evidence: Student attendance data, student achievement data, and parent/teacher feedback via surveys Monitored: Weekly by Summer School Director Coordinator and Building Principal	

Proposed Activities for 2015-2020 *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.*	**Resources** *What existing and/or new resources will be used to accomplish the activity?*	**Timeline** *When will this activity begin and end?*	**Oversight** *Who will take primary responsibility/ leadership? Who else needs to be involved?*	**Monitoring (Implementation)** *What evidence will be collected to document implementation?* *How often and by whom?*	**Monitoring (Effectiveness)** *What evidence will be collected to assess effectiveness?* *How often and by whom?*	**Title I School Improvement Funds** *Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.*
1. Expand and Improve Early Learning Programs (Pre-K and Kindergarten)						
Implement Pre-K program	SIG Funds	Sept. 2015 - June 2020	Primary Responsibility: Building Principal and Pre-K Teacher/Parent Liaison Others Involved: Pre-K Educational Technician and Pre-K Team Leader	Evidence: Daily schedule, program information, and teacher/student attendance Monitored: Annually by Building Principal	Evidence: Student achievement data, teacher evaluation data, and parent feedback through surveys/Parking Lot Monitored: Monthly by Building Principal	See SIG Funds July-August 2015 and July-August 2016 for yearly position costs

Pre-K Teacher/Parent Liaison begins networking to increase parent/community involvement and support and assist families in connecting with outside resources Parent Liaison recruits additional students for Pre-K program	SIG Funds	Sept. 2015 - June 2019	Primary Responsibility: Pre-K Teacher/Parent Liaison Others Involved: Pre-K Educational Technician, Parent Advisory Committee (PAC), Auburn Adult & Community Education (AACE), Spurwink, Advocates for Children, and YMCA	Evidence: Records of contacts, phone logs, and meeting dates Monitored: Annually by the Building Principal	Evidence: List of community partners and resources and draft of plan for parent involvement events/activities Monitored: Monthly by the Building Principal	See SIG Funds July-August 2015 for yearly position costs
Advertise and hire Pre-K Teacher	District Funds: Job postings on SchoolSpring SIG Funds: Position	July - August 2016	Primary Responsibility: Building Principal Others Involved: Building Leadership Team, Pre-K Team Leader, and Parent Liaison	Evidence: Personnel records and contracts Monitored: Annually by the Superintendent and SIG Grant Coordinator	Evidence: Appraisal process documents including observations and student achievement data Monitored: Monthly by the Building Principal	Years 2-4 Pre-K Teacher Costs: $62,753 + $64,540 + $66,404 = **$193,697**

Pre-K Teacher/Parent Liaison compiles organized and accessible list of community partners and resources	SIG Funds	Sept. 2015 - June 2019	Primary Responsibility: Pre-K Teacher/Parent Liaison Others Involved: Pre-K Educational Technician, Community Agencies, Building Principal, and AACE	Evidence: Records of contacts, phone logs, and meeting dates Monitored: Annually by the Building Principal	Evidence: List of community partners and resources Monitored: Annually by the Building Principal	See SIG Funds July-August 2015 for yearly position costs
Implement Reading Recovery/Co-Teaching Model in Grade 1 classroom	Title I Funds	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: Reading Recovery Teachers, First Grade Teachers, Instructional Coach for Literacy, and Reading Recovery Teacher Leader	Evidence: Schedules, Reading Recovery implementation data, and student intervention plans Monitored: Weekly by the Intervention Team and Building Principal	Evidence: Student achievement data Monitored: Weekly by the Intervention Team and Building Principal	

Provide Reading Recovery and other early interventions for Kindergarten through Grade 2	Title I Funds	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: Reading Recovery Teachers, First Grade Teachers, KJS Staff, Interventionists, Instructional Coach for Literacy, and Reading Recovery Teacher Leader	Evidence: Schedules, implementation data, and student intervention plans Monitored: Weekly by the Intervention Team and Building Principal	Evidence: Student achievement data Monitored: Weekly by the Intervention Team and Building Principal	
K-2 teachers work with EDC Research & Practice Collaboratory to become more knowledgeable about early learning in math	District Funds and EDC Grant Funds SIG Funds: Instructional Coaches	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: EDC Staff, UMF/USM Math Education Professors, K-2 Teachers, and Instructional Coach for Math	Evidence: Meeting dates, agenda, notes, training rosters, and EDC research website Monitored: Monthly by the Building Principal	Evidence: Student achievement data, teacher evaluation data, teacher surveys, and reflections Monitored: Monthly by the Building Principal	See SIG Funds July-August 2015 for yearly position costs
Implement Kindergarten Jump Start program each summer	Title I Funds	July 2016 – June 2020	Primary Responsibility: Instructional Coach for Literacy Others Involved: KJS Staff, Building Principal, Auburn Adult & Community Education (AACE) Director/Staff, and Title 1 Coordinator	Evidence: KJS schedule, summer program information, teacher/student attendance, and invoices Monitored: Weekly by KJS Staff, AACE Director/Staff, Title I Coordinator, and Business Office	Evidence: Student attendance data, student achievement data, parent feedback via surveys and conversations, and AACE data Monitored: Weekly by KJS Staff, AACE Director/Staff, Instructional Coach for Literacy, and Building Principal	

Develop and implement a sustainability plan to maintain and strengthen reform efforts	District Funds	June 2017 – July 2020	Primary Responsibility: Building Principal Others Involved: Building Leadership Team, Building Staff, and Title I Coordinator	Evidence: Meeting agendas and notes Monitored: Monthly by the Building Principal	Evidence: Sustainability Plan document and implementation data Monitored: Monthly by the Building Principal	
2. Strengthen the Instructional Program						
Weekly Intervention Team meetings to review and identify students needing behavioral and academic interventions	District Funds: Teaching Staff Title I Funds: Interventionists SIG Funds: Instructional Coaches	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: Reading Recovery Teachers, School Staff, Interventionists, Instructional Coaches, and Reading Recovery Teacher Leader	Evidence: Schedules, implementation data, and student intervention plans Monitored: Weekly by the Intervention Team and Building Principal	Evidence: Student achievement data Monitored: Weekly by the Intervention Team and Building Principal	See SIG Funds July-August 2015 for yearly position costs
Administer universal screening for all students 3x annually	District Funds	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: Curriculum Director, Teachers, Interventionists, and Instructional Coaches	Evidence: Testing schedules and assessment reports Monitored: Three times per year by the Building Principal	Evidence: Student achievement data Monitored: Weekly by the Intervention Team and Building Principal	

Create and utilize physical and electronic data management system	District Funds SIG Funds: Instructional Coaches	Sept. 2015 - June 2020	Primary Responsibility: Instructional Coaches Others Involved: Teachers, Intervention Team, and Building Principal	Evidence: Physical and electronic data wall Monitored: Monthly by the Building Principal	Evidence: Student achievement data and teacher evaluation data Monitored: Monthly by the Building Principal	See SIG Funds July-August 2015 for yearly position costs
Weekly Learning Team meetings for both math and literacy	SIG Funds: Instructional Coaches District Funds	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: Instructional Coaches, Teachers, and Support Staff	Evidence: Learning Team meeting schedule, agendas, and meeting notes Monitored: Weekly by the Building Principal	Evidence: Teacher evaluation data and student achievement data Monitored: Monthly by the Building Principal	See SIG Funds July-August 2015 for yearly position costs
Implement extended Learning Team time	SIG Funds: Educational Technician IIIs and Instructional Coaches	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: Instructional Coaches, Teachers, and Support Staff	Evidence: Learning Team meeting schedule, agendas, and meeting notes Monitored: Weekly by the Building Principal	Evidence: Teacher evaluation data and student achievement data Monitored: Monthly by the Building Principal	See SIG Funds July-August 2015 for yearly position costs
Provide job-embedded professional development including weekly Intervention Team meetings, Learning Team meetings, and Early-release Wednesdays	SIG Funds: Instructional Coaches District Funds: PK-12 Instructional Coach	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: Instructional Coaches, Intervention Team, PK-12 Instructional Coach, Teachers, and Support Staff	Evidence: Meeting dates, agendas, training & professional development workshop rosters, and meeting notes Monitored: Weekly by the Building Principal	Evidence: Staff evaluation data and student achievement data Monitored: Monthly by the Building Principal	See SIG Funds July-August 2015 for yearly position costs

Monthly instructional coaching of selected teachers	SIG Funds: Instructional Coaches	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: Instructional Coaches and Teachers	Evidence: Coaching schedules Monitored: Monthly by the Building Principal	Evidence: Staff evaluation data and student achievement data Monitored: Monthly by the Building Principal	See SIG Funds July-August 2015 for yearly position costs
Implement adjusted building and duty schedules	SIG Funds: Educational Technician IIIs	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: Leadership Team and Educational Technician IIIs	Evidence: Schedules Monitored: Three times per year by the Building Principal	Evidence: Staff evaluation data and student achievement data Monitored: Monthly by the Building Principal	See SIG Funds July-August 2015 for yearly position costs
Implement Tier I math programming using Everyday Math 4	District Funds SIG Funds: Instructional Coaches	Sept. 2015 - June 2020	Primary Responsibility: Classroom Teachers Others Involved: Instructional Coaches, Curriculum Director, and PK-12 Instructional Coach	Evidence: Lesson plans and year-long pacing plan Monitored: Monthly by the Building Principal and Instructional Coach for Math	Evidence: Implementation data, student work samples, student achievement data, and teacher evaluation data Monitored: Monthly by the Building Principal and Instructional Coach for Math	See SIG Funds July-August 2015 for yearly position costs
Provide initial training on Everyday Math 4 for all staff and new teachers as needed annually	District Funds SIG Funds: Instructional Coach for Math	July 2016 – July 2020	Primary Responsibility: Curriculum Director and Building Principal Others Involved: Instructional Coach for Math, K-12 District Instructional Coach, and Staff on Math Curriculum Committee	Evidence: Training agendas and session participation rosters Monitored: Annually by the Building Principal	Evidence: Implementation data, appraisal process documents including observations, student achievement data, and staff surveys Monitored: Monthly by the Building Principal	See SIG Funds July-August 2015 for yearly position costs

Implement Tier I literacy programming using MPCL model aligned with Maine's Common Core/Measurement Topics and Auburn's Scope and Sequence	SIG Funds: Instructional coaches District Funds: Staff and materials Title I Funds: Staff and materials	Sept. 2015 - June 2020	Primary Responsibility: Classroom Teachers Others Involved: Instructional Coaches, Curriculum Director, and PK-12 Instructional Coach	Evidence: Lesson plans and year-long pacing plan Monitored: Monthly by the Building Principal and Instructional Coach for Literacy	Evidence: Implementation data, student work samples, student achievement data, and teacher evaluation data Monitored: Monthly by the Building Principal and Instructional Coach for Literacy	See SIG Funds July-August 2015 for yearly position costs
Implement research based Tier II and III interventions for math and literacy for non-proficient students based on universal screening and progress monitoring data throughout the year	SIG Funds: Instructional Coach for Math District Funds: Teachers and Interventionists Title I Funds: Math intervention programs and Title I-funded Staff	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: Reading Recovery Teachers, First Grade Teachers, Interventionists, Instructional Coaches, and Reading Recovery Teacher Leader	Evidence: Schedules, implementation data, and student intervention plans Monitored: Weekly by the Intervention Team and Building Principal	Evidence: Student achievement data Monitored: Weekly by the Intervention Team and Building Principal	See SIG Funds July-August 2015 for yearly position costs
Monthly progress monitoring for all non-proficient and at-risk students	SIG Funds: Instructional Coaches	Sept. 2015 - June 2020	Primary Responsibility: Instructional Coaches Others Involved: Interventionists, Teachers, Building Principal, and Intervention Team	Evidence: Progress-monitoring documents and physical/electronic data wall Monitored: Monthly by the Building Principal and Instructional Coaches	Evidence: Implementation data for intervention plans, student achievement data, and teacher evaluation data Monitored: Monthly by the Building Principal	See SIG Funds July-August 2015 for yearly position costs

Monthly meetings with SIG Coordinator, Title I Coordinator, and Principal to review School Improvement Grant activities	SIG Funds: SIG Grant Coordinator District Funds Title I Funds	Sept. 2015 - June 2020	Primary Responsibility: SIG Grant Coordinator Others Involved: Title 1 Coordinator, Building Principal, Superintendent, and District-Level Staff	Evidence: Meeting agendas and notes Monitored: Monthly by the SIG Grant Coordinator and Building Principal	Evidence: All action steps and reporting requirements of the grant are met. Monitored: Monthly by the SIG Grant Coordinator and Building Principal	See SIG Funds July-August 2015 for yearly position costs
Review and analyze trimester data three times per year and make adjustments to Tier I programming as needed	SIG Funds: Instructional Coaches	Sept. 2015 - June 2020	Primary Responsibility: Instructional Coaches Others Involved: Interventionists, Teachers, and Building Principal	Evidence: Schedules, implementation data, and student intervention plans Monitored: Monthly by Building Principal	Evidence: Student achievement data Monitored: Monthly by the Building Principal	See SIG Funds July-August 2015 for yearly position costs
Develop and implement a sustainability plan to maintain and strengthen reform efforts	District Funds	June 2017 – July 2020	Primary Responsibility: Building Principal Others Involved: Building Leadership Team, Building Staff, and Title I Coordinator	Evidence: Meeting agendas and notes Monitored: Monthly by the Building Principal	Evidence: Sustainability Plan document and implementation data Monitored: Monthly by the Building Principal	
3. Increase Parent/Community Involvement and Support						
Identify and recruit students for extended day programming through CLC after school grant	District Funds CLC Grant Funds	July 2015 - August 2020	Primary Responsibility: CLC Director and Instructional Coaches Others Involved: Interventionists, Teachers, and Building Principal	Evidence: Student rosters Monitored: Monthly by Building Principal and CLC Director	Evidence: Student achievement data Monitored: Monthly by the Building Principal and CLC Director	

Meet with Parent Teacher Organization to review school improvement plan and its implications	District Funds Title I Funds: Parent Involvement Set-aside SIG Funds: Parent Liaison	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: Parent Liaison and Building Leadership Team	Evidence: PAC meeting agendas and notes Monitored: Three times per year by the Building Principal	Evidence: Parent feedback via surveys and Parking Lot Monitored: Three times per year by the Building Principal	See SIG Funds July-August 2015 for yearly position costs
Hold Annual Open House and Book Fair during the first week of school each year	District Funds Title I Funds: Parent Involvement Set-aside SIG Funds: Parent Liaison	Sept. 2015 - Sept. 2020	Primary Responsibility: Building Principal Others Involved: Parent Liaison, AACE, and All Building Staff	Evidence: Open House and Book Fair notices and invoices Monitored: Annually by the Building Principal	Evidence: Parent attendance and parent feedback via surveys and Parking Lot Monitored: Annually by the Building Principal	See SIG Funds July-August 2015 for yearly position costs
Pre-K Teacher/Parent Liaison networks to increase parent/community involvement and support and assist families in connecting with outside resources	SIG Funds: Parent Liaison	Sept. 2015 - June 2020	Primary Responsibility: Parent Liaison and Pre-K Teacher Others Involved: AACE Staff, YMCA, Spurwink, and Advocates for Children	Evidence: Open Door Wednesday dates and workshop agendas Monitored: Monthly by Building Principal	Evidence: Parent attendance and feedback via surveys or Parking Lot, parent enrollment in AACE, and parent use of community agencies and services Monitored: Monthly by the Building Principal	See SIG Funds July-August 2015 for yearly position costs
Conduct Parent-Teacher Conferences at least twice yearly	District Funds	Sept. 2015 - June 2020	Primary Responsibility: Classroom Teachers Others Involved: All Building Staff and Building Principal	Evidence: Teacher conference schedule and record of parent attendance Monitored: Two times per year by the Building Principal	Evidence: Parent attendance, parent involvement data, and student achievement data Monitored: Two times per year by the Building Principal	

Plan and implement "Open Door Wednesdays" for Washburn parents	SIG Funds: Parent Liaison Title I Funds: Parent Involvement Set-aside District: AACE Staff	Sept. 2016 - June 2020	Primary Responsibility: Parent Liaison and AACE Director Others Involved: AACE Staff, Instructional Coaches, and Building Principal	Evidence: Open Door Wednesday dates and workshop agendas Monitored: Monthly by the Parent Liaison and Building Principal	Evidence: Parent attendance and feedback via surveys or Parking Lot, parent enrollment in AACE, and parent use of community agencies and services	See SIG Funds July-August 2015 for yearly position costs
Hold monthly PTO meetings	District Funds SIG Funds: Parent Liaison	Sept. 2016 - June 2020	Primary Responsibility: Building Principal Others Involved: Parent Liaison and Building Staff	Evidence: Parent Advisory Committee (PAC) meeting dates and agendas Monitored: Monthly by the Parent Liaison and Building Principal	Evidence: Parent attendance and feedback from events via surveys or Parking Lot Monitored: Monthly by the Parent Liaison and Building Principal	See SIG Funds July-August 2015 for yearly position costs
Host monthly family/school activities	Title I Funds SIG Funds: Parent Liaison	Sept. 2016 - June 2020	Primary Responsibility: Building Principal and Parent Liaison Others Involved: Building Staff	Evidence: Parent Family/School activity and events calendar Monitored: Monthly by the Parent Liaison and Building Principal	Evidence: Parent attendance and feedback from events via surveys or Parking Lot Monitored: Monthly by the Parent Liaison and Building Principal	See SIG Funds July-August 2015 for yearly position costs
Develop and implement a sustainability plan to maintain and strengthen reform efforts	District Funds	June 2017 – July 2020	Primary Responsibility: Building Principal Others Involved: Building Leadership Team, Building Staff, and Title I Coordinator	Evidence: Meeting agendas and notes Monitored: Monthly by the Building Principal	Evidence: Sustainability Plan document and implementation data Monitored: Monthly by the Building Principal	

4. Strengthen Teacher Skills						
Weekly Intervention Team meetings to review and identify students needing behavioral and academic interventions	District Funds: Teaching Staff Title I Funds: Interventionists SIG Funds: Instructional Coaches	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: Reading Recovery Teachers, School Staff, Interventionists, Instructional Coaches, and Reading Recovery Teacher Leader	Evidence: Schedules, implementation data, and student intervention plans Monitored: Weekly by the Intervention Team and Building Principal	Evidence: Student achievement data Monitored: Weekly by the Intervention Team and Building Principal	See SIG Funds July-August 2015 for yearly position costs
Weekly Learning Team meetings for both math and literacy	SIG Funds: Instructional Coaches District Funds	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: Instructional Coaches, Teachers, and Support Staff	Evidence: Learning Team meeting schedule, agendas, and meeting notes Monitored: Weekly by the Building Principal	Evidence: Teacher evaluation data and student achievement data Monitored: Monthly by the Building Principal	See SIG Funds July-August 2015 for yearly position costs
Implement extended Learning Team time	SIG Funds: Educational Technician IIIs and Instructional Coaches	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: Instructional Coaches, Teachers, and Support Staff	Evidence: Learning Team meeting schedule, agendas, and meeting notes Monitored: Weekly by the Building Principal	Evidence: Teacher evaluation data and student achievement data Monitored: Monthly by the Building Principal	See SIG Funds July-August 2015 for yearly position costs

Provide job-embedded professional development including weekly Intervention Team meetings, Learning Team meetings, and Early-release Wednesdays	SIG Funds: Instructional Coaches and Educational Technician IIIs District Funds: PK-12 Instructional Coach	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: Instructional Coaches, Intervention Team, PK-12 Instructional Coach, Teachers, and Support Staff	Evidence: Meeting dates, agendas, training & professional development workshop rosters, and meeting notes Monitored: Weekly by the Building Principal	Evidence: Staff evaluation data and student achievement data Monitored: Monthly by the Building Principal	See SIG Funds July-August 2015 for yearly position costs
Monthly instructional coaching of selected teachers	SIG Funds: Instructional Coaches	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: Instructional Coaches and Teachers	Evidence: Coaching schedules Monitored: Monthly by the Building Principal	Evidence: Staff evaluation data and student achievement data Monitored: Monthly by the Building Principal	See SIG Funds July-August 2015 for yearly position costs
Implement PE/PG Pilot and subsequent implementation for all certified staff using Marzano's Framework and iObservation	District Funds: District and School Staff SIG Funds: Instructional Coach for PE/PG	Sept. 2015 - June 2020	Primary Responsibility: Building Principal and Instructional Coach for PE/PG Others Involved: Superintendent, Assistant Superintendent, PE/PG Committee, and PK-12 Instructional Coach	Evidence: Training dates, agendas, online Empower PE/PG training modules, and personnel records Monitored: Annually by the Superintendent and Building Principal	Evidence: Appraisal process documents including observations and student achievement data Monitored: Monthly by the Building Principal	See SIG Funds July-August 2015 for yearly position costs

Train two staff members to implement Do the Math, Tier II math interventions for selected non-proficient students and continue to train additional staff each year	SIG Funds: Instructional Coach for Math Title I Funds: Do the Math Modules	August - Sept. 2016 - August - Sept. 2020	Primary Responsibility: Instructional Coach for Math Others Involved: Building Principal and Intervention Team	Evidence: Training dates and intervention schedules Monitored: Three times per trimester by the Building Principal	Evidence: Implementation data, student achievement data, and intervention plans Monitored: Weekly by the Intervention Team and Building Principal	See SIG Funds July-August 2015 for yearly position costs
Implement research based Tier II and III interventions for math and literacy for non-proficient students based on universal screening and progress monitoring data	SIG Funds: Instructional Coach for Math District Funds: Teachers and Interventionists Title I Funds: Math intervention programs and Title I-funded Staff	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: Reading Recovery Teachers, First Grade Teachers, Interventionists, Instructional Coach for Literacy, Instructional Coach for Math, and Reading Recovery Teacher Leader	Evidence: Schedules, implementation data, and student intervention plans Monitored: Weekly by the Intervention Team and Building Principal	Evidence: Student achievement data Monitored: Weekly by the Intervention Team and Building Principal	See SIG Funds July-August 2015 for yearly position costs
Begin training and utilization of Educate/Empower software to manage proficiency-based learning	SIG Funds: Instructional Coach for PE/PG District Funds	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: Curriculum Director, School Staff, PK-12 Instructional Coach, and Instructional Coaches	Evidence: Meeting dates, agendas, notes, and training rosters Monitored: Monthly by the Building Principal and Curriculum Director	Evidence: Implementation data, student achievement data, and student intervention plans Monitored: Monthly by the Building Principal	See SIG Funds July-August 2015 for yearly position costs

Establish a stakeholder's group and meet as needed to develop a teacher/administrator incentive plan for implementation beginning in Year 2	District Funds	Sept. 2015 – June 2020	Primary Responsibility: Superintendent Others Involved: Assistant Superintendent, PE/PG Committee, Building Principal, School Committee, Auburn Education Association, and Title I Coordinator	Evidence: Meeting dates, agendas, and notes Monitoring: Monthly by the Superintendent	Evidence: Teacher/administrator incentive plan Monitoring: Annually by the Superintendent and Building Principal	Years 2-5 Costs: $20,000 + $20,000 + $20,000 + $20,000 = **$80,000**
Recognize and celebrate individual, team, and school successes each trimester annually	District Funds and Community Partnership Donations	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: Business Partners, Building Leadership Team, and Superintendent	Evidence: School and district newsletters and website Monitored: Three times per year by the Building Principal	Evidence: Staff surveys Monitored: Annually by the Building Principal	
Train two additional teachers per year in CIM courses through MPCL	Title I Funds	July 2016 – June 2020	Primary Responsibility: Building Principal Others Involved: MPCL/University of Maine Faculty, Literacy Coach, and Title I Coordinator	Evidence: Invoices and transcripts of completed coursework Monitored: Annually by the Title I Coordinator and Business Office	Evidence: Teacher evaluation data, student achievement data, and staff surveys Monitored: Monthly by the Building Principal	
Training of Instructional Coach for Math through UMF Coaching Project	Title II Funds	June – August 2016 & 2017	Primary Responsibility: Instructional Coach for Math Others Involved: UMF Faculty	Evidence: Invoices and transcripts of completed coursework Monitored: Annually by the Title I Coordinator	Evidence: Teacher evaluation data, student achievement data, and staff surveys Monitored: Monthly by the Building Principal	

Meet with Instructional Coaches for two summer days	SIG Funds	July 2015 - August 2018	Primary Responsibility: Building Principal Others Involved: Business Office	Evidence: Time cards Monitored: Annually by SIG Grant Coordinator and Business Office	Evidence: Summer work day agendas and work products (schedules, teacher training modules, etc…), teacher evaluation data, student achievement data, and staff surveys Monitored: Annually by the Building Principal	**$3,204**
Revise schedules for Learning Teams, collaborative planning time, and duties as needed with the reduction of an Educational Technician III in Year 5	District Funds	June 2019	Primary Responsibility: Building Principal Others Involved: Building Leadership Team	Evidence: Schedules Monitored: Monthly by the Building Principal	Evidence: Teacher evaluation data, student achievement data, and staff surveys	
Instructional Coach for PE/PG will mentor a Washburn teacher identified to sustain and continue reform efforts in proficiency-based education, customized learning, and PE/PG work in Year 4 of the grant through a team leader stipend position	SIG Funds: Instructional Coach & Leadership Stipend District Funds: Teacher	July 2018 – June 2019	Primary Responsibility: Instructional Coach Others Involved: Teacher and Building Principal	Evidence: Mentoring log, personnel records, and contract Monitored: Monthly by the Building Principal	Evidence: Teacher evaluation data and reflection Monitored: Annually by the Building Principal	See SIG Funds July-August 2015 for yearly position costs **$3,533**
Instructional Coach for Math will mentor a Washburn teacher identified to sustain and continue reform efforts in math in Year 4 of the grant through a team leader stipend position	SIG Funds: Instructional Coach & Leadership Stipend District Funds: Teacher	July 2018 – June 2019	Primary Responsibility: Instructional Coach Others Involved: Teacher and Building Principal	Evidence: Mentoring log, personnel records, and contract Monitored: Monthly by the Building Principal	Evidence: Teacher evaluation data and reflection Monitored: Annually by the Building Principal	See SIG Funds July-August 2015 for yearly position costs **$3,533**

Transition the following SIG funded positions to leadership stipends: Instructional Coach for Math and Instructional Coach for PE/PG	SIG Funds: Leadership Stipends	July - August 2019	Primary Responsibility: Building Principal Others Involved: Business Office	Evidence: Personnel records and contracts Monitored: Annually by the Superintendent and SIG Grant Coordinator	Evidence: Appraisal process documents including observations and student achievement data Monitored: Monthly by the Building Principal	**$7,066**
Develop and implement a sustainability plan to maintain and strengthen reform efforts	District Funds	June 2017 – July 2020	Primary Responsibility: Building Principal Others Involved: Building Leadership Team, Building Staff, and Title I Coordinator	Evidence: Meeting agendas and notes Monitored: Monthly by the Building Principal	Evidence: Sustainability Plan document and implementation data Monitored: Monthly by the Building Principal	
5. Increase Learning Time for Students						
Implement Summer School program for non-proficient Washburn students each summer	Title I Funds	July 2016 – August 2019	Primary Responsibility: Instructional Coach for Literacy and Summer School Director Others Involved: Summer School Staff, Building Principal, CLC Director, and Title I Coordinator	Evidence: Summer School schedule, summer program information, teacher/student attendance, and invoices Monitored: Monthly by Summer School Director, Title I Coordinator, and Business Office	Evidence: Student attendance data, student achievement data, and parent/teacher feedback via surveys Monitored: Weekly by Summer School Director, Instructional Coach for Literacy, Title I Coordinator, and Building Principal	

Implement extended day programming through CLC program each year	CLC Grant Funds	Sept. 2015 - June 2020	Primary Responsibility: CLC Director Others Involved: Building Principal and CLC Staff	Evidence: Schedule, CLC rosters, and implementation data Monitored: Monthly by the CLC Director and Building Principal	Evidence: Student achievement data Monitored: Three times per year by the CLC Director and Building Principal	
Implement research based Tier II and III interventions for math and literacy for non-proficient students throughout the year	SIG Funds: Instructional Coach for Math District Funds: Teachers and Interventionists Title I Funds: Math intervention programs and Title I-funded Staff	Sept. 2015 - June 2020	Primary Responsibility: Building Principal Others Involved: Reading Recovery Teachers, First Grade Teachers, KJS Staff, Interventionists, Instructional Coach for Literacy, Instructional Coach for Math, and Reading Recovery Teacher Leader	Evidence: Schedules, implementation data, and student intervention plans Monitored: Weekly by the Intervention Team and Building Principal	Evidence: Student achievement data Monitored: Weekly by the Intervention Team and Building Principal	See SIG Funds July-August 2015 for yearly position costs.
Building Principal and Building Leadership Team will develop and implement a sustainability plan to maintain and strengthen reform efforts	District Funds	June 2017 – July 2020	Primary Responsibility: Building Principal Others Involved: Building Leadership Team, Building Staff, and Title I Coordinator	Evidence: Meeting agendas and notes Monitored: Monthly by the Building Principal	Evidence: Sustainability Plan document and implementation data Monitored: Monthly by the Building Principal	

6. Strengthen School Culture and Organization						
Identify School Leadership Team and meet weekly to discuss school improvement plan and its implications for Washburn	District Funds	July 2016 – June 2020	Primary Responsibility: Building Principal Others Involved: Building Leadership Team	Evidence: Leadership Team roster and meeting dates Monitored: Weekly by the Building Principal	Evidence: Meeting agendas and notes Monitored: Weekly by the Building Principal	
Meet with all staff to review implications of school improvement plan	District Funds	July 2016 – June 2020	Primary Responsibility: Building Principal Others Involved: Building Leadership Team	Evidence: Meeting dates Monitored: Annually by the Building Principal and Title I Coordinator	Evidence: Meeting agendas/notes and parking lot feedback Monitored: Annually by the Building Principal and Title I Coordinator	
Complete needs assessment with PBIS Consultant and RISC Consultant	SIG Funds: PBIS Consultant Title I Funds: RISC Consultant	November 2015 - June 2016	Primary Responsibility: Building Principal Others Involved: School Staff, PBIS Consultant, RISC Consultant, and PK-12 Instructional Coach	Evidence: Assessment dates, meeting dates, meeting agendas, and invoices Monitored: Monthly by the Building Principal, Business Office, and SIG Grant Coordinator	Evidence: Products from needs assessment including survey results and documents Monitored: Monthly by the Building Principal	See same item above for SIG costs.
Work with PBIS and RISC Consultants to develop a multi-tiered approach to managing schoolwide behavior and improving emotional, social, and academic outcomes for students	SIG Funds: PBIS Consultant Title I Funds: RISC Consultant	November 2015 - June 2016	Primary Responsibility: Building Principal Others Involved: School Staff, PBIS Consultant, RISC Consultant, and PK-12 Instructional Coach	Evidence: Assessment dates, results of surveys/behavior assessment, meeting dates, meeting agendas, and notes Monitored: Monthly by the Building Principal and Building Leadership Team	Evidence: Handbook on schoolwide behavior system including schoolwide expectations, Tier I-II-III interventions, and plan for recognition/rewards Monitored: Monthly by the Building Principal	See same item above for SIG costs.

Train all staff in the implementation of the newly developed schoolwide behavior management system	SIG Funds: Summer Days Title I Funds	August 2016	Primary Responsibility: Building Principal Others Involved: School Staff, PBIS Consultant, RISC Consultant, and PK-12 Instructional Coach	Evidence: Meeting dates, agenda, notes, and training rosters Monitored: Monthly by the Building Principal	Evidence: Student discipline data, student achievement data, and teacher surveys Monitored: Monthly by the Building Principal	**$10,680**
Implement schoolwide behavior management system	District Funds	Sept. 2016 - June 2020	Primary Responsibility: Building Principal Others Involved: School Staff and PK-12 Instructional Coach	Evidence: Handbook on schoolwide behavior system including schoolwide expectations, Tier I-II-III interventions, and plan for recognition/rewards Monitored: Three times per year by the Building Principal and Building Leadership Team	Evidence: Student discipline data and student achievement data Monitored: Monthly by the Building Principal	
Meet as a staff prior to the start of the school year to develop common vision and mission connected to the school improvement plan	SIG Funds	August 2017	Primary Responsibility: Building Principal Others Involved: School Staff and Business Office	Evidence: Time cards and attendance roster Monitored: Annually by SIG Grant Coordinator and Business Office	Evidence: Agendas and work products (vision and mission statements) Monitored: Annually by the Building Principal	**$10,680**

Recognize and celebrate individual, team, and school successes each trimester annually	Existing Funds and Community Partnership Donations	Sept. 2016 - June 2020	Primary Responsibility: Building Principal Others Involved: Business Partners, Building Leadership Team, and Superintendent	Evidence: School and district newsletters and website Monitored: Three times per year by the Building Principal	Evidence: Staff surveys Monitored: Annually by the Building Principal	
Parent Liaison will mentor a Washburn teacher identified to sustain and continue reform efforts in Year 4 of the grant through a team leader stipend position	SIG Funds: Parent Liaison and Team Leader Stipend District Funds: Teacher	July 2018 – June 2019	Primary Responsibility: Instructional Coach Others Involved: Teacher and Building Principal	Evidence: Mentoring log, personnel records, and contract Monitored: Monthly by the Building Principal	Evidence: Teacher evaluation data and reflection Monitored: Annually by the Building Principal	See SIG Funds July-August 2015 for yearly position costs **$3,533**
Transition the following SIG funded position to a leadership stipend: Parent Liaison	SIG Funds	July - August 2019	Primary Responsibility: Building Principal Others Involved: Business Office	Evidence: Personnel records and contracts Monitored: Annually by the Superintendent and SIG Grant Coordinator	Evidence: Appraisal process documents including observations and student achievement data Monitored: Monthly by the Building Principal	**$3,533**
Building Principal and Building Leadership Team will develop and implement a sustainability plan to maintain and strengthen reform efforts	District Funds	June 2017 – July 2020	Primary Responsibility: Building Principal Others Involved: Building Leadership Team, Building Staff, and Title I Coordinator	Evidence: Meeting agendas and notes Monitored: Monthly by the Building Principal	Evidence: Sustainability Plan document and implementation data Monitored: Monthly by the Building Principal	

C. BUDGET INFORMATION

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

a) Implement the selected model in each Priority school it commits to serve; and
b) Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority school.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each priority school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's budget plan. Additionally, an LEA's budget may include up to one full academic year for planning activities and up to two years to support sustainability activities. An LEA may not receive more than five years of SIG funding to serve a single school.

1. LEA OVERVIEW BUDGET GRID

School Name	Year 1 Budget			Year 2 Budget	Year 3 Budget	Year 4 Budget		Year 5 Budget		School Budget Total
	Pre-Implementation	*Full-Implementation*	*Planning*	*Full-Implementation*	*Full-Implementation*	*Full-Implementation*	*Sustainability Activities*	*Full-Implementation*	*Sustainability Activities*	
Washburn Elementary School	$3,000	$294,895	$4,393	$398,718	$410,302	$411,780	$10,599	$87,127	$10,599	$1,631,413
Total LEA Yearly Budgets	**$3,000**	**$294,895**	**$4,393**	**$398,718**	**$410,302**	**$411,780**	**$10,599**	**$87,127**	**$10,599**	**$1,631,413**

Please Note: An LEA's budget for each year may not exceed the number of priority schools it commits to serve multiplied by $2,000,000

2. FIVE YEAR SCHOOL BUDGET PLAN (2015-2020)

SCHOOL NAME: Washburn Elementary School
(Complete one per school)

Account Category	Year 1 (2015-2016) ☒ Planning ☒ Pre-Implementation ☒ Full- Implementation	Year 2 (2016-2017) ☒ Full-Implementation	Year 3 (2017-2018) ☒ Full-Implementation	Year 4 (2018-2019) ☒ Full-Implementation ☒ Sustainability	Year 5 (2019-2020) ☒ Full-Implementation ☒ Sustainability	Requested Budget
Salaries and Benefits	$290,265	$393,020	$404,604	$416,681	$92,028	$1,596,598
Contracted Service	$3,325	0	0	0	0	$3,325
Materials & Supplies	$3,000	0	0	0	0	$3,000
Books	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Professional Development	0	0	0	0	0	0
Travel	0	0	0	0	0	0
Administration	$5,698	$5,698	$5,698	$5,698	$5,698	$28,490
Indirect Costs	0	0	0	0	0	0
Total	$302,288	$398,718	$410,302	$422,379	$97,726	$1,631,413

***For years 1-5, check all the applicable box(s) that correspond with the proposed use of that year.**

Please Note: An LEA's budget for each year may not exceed the number of priority schools it commits to serve multiplied by $2,000,000.

3. ONE YEAR DETAILED SCHOOL BUDGET NARRATIVES

Use this form to provide sufficient detail regarding proposed expenditures for each year of the 2015-2020 project period. One template should be created for each year. Complete all appropriate justification forms (Appendix C and D).

SCHOOL YEAR:	**2015-2016**	
SCHOOL NAME: *(Complete one per school)*	**Washburn Elementary School**	
INTERVENTION MODEL: *(Check model applicable to this school)*	☐ Turnaround model ☐ School closure model ☐ Evidence-based whole-school reform model ☐ Restart model ☐ Transformation model ☒ Early learning model	
PROPOSED USE OF YEAR: *(Check all that apply)*	☒ Planning ☒ Pre-Implementation ☒ Full- Implementation ☐ Sustainability Activities	
Account Category	**Budget Detail**	
	Narrative	**Total Costs**
Salaries and Benefits *Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.* **Benefits include Medicare 1.45%, MSR 13.93%, FedFund 3.331%, Health Insurance– Employer portion**	**1. Instructional Coach (Math) – Lisa Coburn: Step 19 MA, Salary: 58,857 + Benefits: 29,013= $87,870** **2. Instructional Coach (PE/PG): Step 10 MA, Salary: 44,510 +Benefits: 16,531 = $61,041** **3. Educational Technician III: Step 5, Salary: 15,590 + Benefits: 11,119= $26,709** **4. Educational Technician III: Step 5, Salary: 15,590 + Benefits: 11,119= $26,709** **5. Teacher (.5 Pre-K/.5 Parent Liaison): Step 10 MA, Salary: 44,510 + Benefits: 16,531 = $61,041** **6. Educational Technician II (Pre-K): Step 5, Salary: 14,847 + Benefits: 10,980= $25,827** **7. Summer Days for Coaches: 2 days x 3 coaches x 178/day (Salary: 150 + Benefits: 28) = $1,068**	**$290,265**
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*	**1. Positive Behavior Interventions & Supports (PBIS) Assessment and Consultation Fees: 95/hour includes travel costs: 35 hours x 95 = $3325**	**$3,325**

Supplies and Materials *Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.*	**1. Materials and supplies for Pre-K classroom**	**$3,000**
Books *Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.*	**0**	**0**
Equipment *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.*	**0**	**0**
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*	**0**	**0**
Travel *Summarize your activities including the number of days, people involved and associated costs.*	**0**	**0**
Administration *Include other costs associated with supporting plan implementation.*	**1. Grant Coordinator Stipend – 4 hours per week at 30/hour x 40 weeks = 4,800 plus Benefits: 898 = $5,698 (Benefits include Medicare 1.45%, MSR 13.93%, FedFund 3.331%**	**$5,698**
Indirect Costs	**0**	**0**
Total		**$302,288**

Please Note: An LEA's budget for each year may not exceed the number of priority schools it commits to serve multiplied by $2,000,000.

SCHOOL YEAR:	**2016-2017**
SCHOOL NAME: *(Complete one per school)*	**Washburn Elementary School**
INTERVENTION MODEL:	☐ **Turnaround model** ☐ **School closure model** ☐ **Evidence-based whole-school reform model**

(Check model applicable to this school)	☐ Restart model ☐ Transformation model ☒ Early learning model	
PROPOSED USE OF YEAR: *(Check all that apply)*	☐ Planning ☐ Pre-Implementation ☒ Full- Implementation ☐ Sustainability Activities	
Account Category	**Budget Detail**	
	Narrative	**Total Costs**
Salaries and Benefits *Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.* **Benefits include Medicare 1.45%, MSR 13.93%, FedFund 3.331%, Health Insurance– Employer portion**	**1. Instructional Coach (Math) – Lisa Coburn: Step 19 MA, Salary: 60,034 + Benefits: 30,673 = $90,707** **2. Instructional Coach (PE/PG): Step 10 MA, Salary: 45,400 +Benefits: 17,353 = $62,753** **3. Educational Technician III: Step 5, Salary: 15,902 + Benefits: 11,833= $27,735** **4. Educational Technician III: Step 5, Salary: 15,902 + Benefits: 11,833= $27,735** **5. Teacher (Parent Liaison): Step 10 MA, Salary: 45,400 + Benefits: 17,353 = $62,753** **6. Teacher (Pre-K): Step 10 MA, Salary: 45,400 + Benefits: 17,353 = $62,753** **7. Educational Technician II (Pre-K): Step 5, Salary: 15,144 + Benefits: 11,692= $26,836** **8. Summer Days for Coaches: 2 days x 3 coaches x 178/day (Salary: 150 + Benefits: 28) = $1,068** **9. Summer Days for Staff Work: 2 days x 30 staff members x 178/day (Salary: 150 + Benefits: 28) = $10,680** **10. Incentives for Increased Student Achievement Gains = $20,000 (Rate structure to be determined)**	**$393,020**
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*	**0**	**0**
Supplies and Materials *Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.*	**0**	**0**
Books *Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.*	**0**	**0**

Equipment *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.*	**0**	**0**
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*	**0**	**0**
Travel *Summarize your activities including the number of days, people involved and associated costs.*	**0**	**0**
Administration *Include other costs associated with supporting plan implementation.*	**1. Grant Coordinator Stipend – 4 hours per week at 30/hour x 40 weeks = 4,800 plus Benefits: 898 = $5,698 (Benefits include Medicare 1.45%, MSR 13.93%, FedFund 3.331%**	**$5,698**
Indirect Costs	**0**	**0**
Total		**$398,718**

SCHOOL YEAR:	**2017-2018**			
SCHOOL NAME: *(Complete one per school)*	**Washburn Elementary School**			
INTERVENTION MODEL: *(Check model applicable to this school)*	☐ **Turnaround model**	☐ **School closure model**	☐ **Evidence-based whole-school reform model**	
	☐ **Restart model**	☐ **Transformation model**	☒ **Early learning model**	
PROPOSED USE OF YEAR: *(Check all that apply)*	☐ **Planning**	☐ **Pre-Implementation**	☒ **Full- Implementation**	☐ **Sustainability Activities**
Account Category	**Budget Detail**			
	Narrative			**Total Costs**
Salaries and Benefits *Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.*	**1. Instructional Coach (Math): Step 19 MA, Salary: 61,235 + Benefits: 32,453= $93,688** **2. Instructional Coach (PE/PG): Step 10 MA, Salary: 46,308 + Benefits: 18,232 =**			**$404,604**

Benefits include Medicare 1.45%, MSR 13.93%, FedFund 3.331%, Health Insurance– Employer portion	**$64,540** **3. Educational Technician III: Step 5, Salary: 16,220 + Benefits: 12,602= $28,822** **4. Educational Technician III: Step 5, Salary: 16,220 + Benefits: 12,602= $28,822** **5. Teacher (Parent Liaison): Step 10 MA, Salary: 46,308 + Benefits: 18,232 = $64,540** **6. Teacher (Pre-K): Step 10 MA, Salary: 46,308 +Benefits: 18,232 = $64,540** **7. Educational Technician II (Pre-K): Step 5, Salary: 15,447 + Benefits: 12,457 = $27,904** **8. Summer Days for Coaches: 2 days x 3 coaches x 178/day (Salary: 150 + Benefits: 28) = $1,068** **9. Summer Days for Staff Work: 2 days x 30 staff members times 178/day (Salary: 150 + Benefits: 28) = $10,680** **10. Incentives for Increased Student Achievement Gains = $20,000 (Rate structure to be determined)**	
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*	**0**	**0**
Supplies and Materials *Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.*	**0**	**0**
Books *Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.*	**0**	**0**
Equipment *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.*	**0**	**0**
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*	**0**	**0**
Travel *Summarize your activities including the number of days, people involved and associated costs.*	**0**	**0**

Administration *Include other costs associated with supporting plan implementation.*	**1. Grant Coordinator Stipend – Grant Coordinator Stipend – 4 hours per week at 30/hour x 40 weeks = 4,800 plus benefits: 898 = $5,698 (benefits include Medicare 1.45%, MSR 13.93%, FedFund 3.331%**	**$5,698**
Indirect Costs	**0**	**0**
Total		**$410,302**

SCHOOL YEAR:	**2018-2019**	
SCHOOL NAME: *(Complete one per school)*	**Washburn Elementary School**	
INTERVENTION MODEL: *(Check model applicable to this school)*	☐ **Turnaround model** ☐ **School closure model** ☐ **Evidence-based whole-school reform model** ☐ **Restart model** ☐ **Transformation model** ☒ **Early learning model**	
PROPOSED USE OF YEAR: *(Check all that apply)*	☐ **Planning** ☐ **Pre-Implementation** ☒ **Full- Implementation** ☒ **Sustainability Activities**	
Account Category	**Budget Detail**	
	Narrative	**Total Costs**
Salaries and Benefits *Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.* **Benefits include Medicare 1.45%, MSR 13.93%, FedFund 3.331%, Health Insurance– Employer portion**	**1. Instructional Coach (Math): Step 19 MA, Salary: 62,460 + Benefits: 34,362 = $96,822** **2. Instructional Coach (PE/PG): Step 10 MA, Salary: 47,234 + Benefits: 19,170 = $66,404** **3. Math Leadership Stipend: Salary: 2,976 + Benefits: 557 = $3,533** **4. PE/PG Leadership Stipend: Salary: 2,976 + Benefits: 557 = $3,533** **5. Parent Liaison Leadership Stipend: Salary: 2,976 + Benefits: 557 = $3,533** **6. Educational Technician III: Step 5, Salary: 16,544 + Benefits: 13,428 = $29,972** **7. Educational Technician III: Step 5, Salary: 16,544 + Benefits: 13,428 = $29,972** **8. Teacher (Parent Liaison): Step 10 MA, Salary: 47,234 + Benefits: 19,170 = $66,404** **9. Teacher (Pre-K): Step 10 MA, Salary: 47,234 +Benefits: 19,170 = $66,404** **10. Educational Technician II (Pre-K): Step 5, Salary: 15,756 + Benefits: 13,280 =**	**$416,681**

	$29,036 **11. Summer Days for Coaches: 2 days times 3 coaches times 178/day (Salary: 150 + Benefits: 28) = $1,068** **12. Incentives for Increased Student Achievement Gains = $20,000 (Rate structure to be determined)**	
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*	**0**	**0**
Supplies and Materials *Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.*	**0**	**0**
Books *Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.*	**0**	**0**
Equipment *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.*	**0**	**0**
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*	**0**	**0**
Travel *Summarize your activities including the number of days, people involved and associated costs.*	**0**	**0**
Administration *Include other costs associated with supporting plan implementation.*	**1. Grant Coordinator Stipend – 4 hours per week at 30/hour x 40 weeks = 4,800 plus Benefits: 898 = $5,698 (Benefits include Medicare 1.45%, MSR 13.93%, FedFund 3.331%**	**$5,698**
Indirect Costs	**0**	**0**
Total		**$422,379**

SCHOOL YEAR:	**2019-2020**	
SCHOOL NAME: *(Complete one per school)*	**Washburn Elementary School**	
INTERVENTION MODEL: *(Check model applicable to this school)*	☐ Turnaround model ☐ School closure model ☐ Evidence-based whole-school reform model ☐ Restart model ☐ Transformation model ☒ Early learning model	
PROPOSED USE OF YEAR: *(Check all that apply)*	☐ Planning ☐ Pre-Implementation ☒ Full- Implementation ☒ Sustainability Activities	
Account Category	**Budget Detail**	
	Narrative	**Total Costs**
Salaries and Benefits *Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.* **Benefits include Medicare 1.45%, MSR 13.93%, FedFund 3.331%, Health Insurance– Employer portion**	**1. Math Leadership Stipend: Salary: 2,976 + Benefits: 557 = $3,533** **2. PE/PG Leadership Stipend: Salary: 2,976 + Benefits: 557 = $3,533** **3. Parent Liaison Leadership Stipend: Salary: 2,976 + Benefits: 557 = $3,533** **4. Educational Technician III: Step 5, Salary: 16,875 + Benefits: 14,316 = $31,191** **5. Educational Technician II (Pre-K): Step 5, Salary: 16,071 + Benefits: 14,167 = $30,238** **6. Incentives for Increased Student Achievement Gains = $20,000 (Rate structure to be determined)**	**$92,028**
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*	**0**	**0**
Supplies and Materials *Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.*	**0**	**0**
Books *Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.*	**0**	**0**
Equipment *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.*	**0**	**0**

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*	**0**	**0**
Travel *Summarize your activities including the number of days, people involved and associated costs.*	**0**	**0**
Administration *Include other costs associated with supporting plan implementation.*	**1. Grant Coordinator Stipend – 4 hours per week at 30/hour x 40 weeks = 4,800 plus Benefits: 898 = $5,698 (Benefits include Medicare 1.45%, MSR 13.93%, FedFund 3.331%**	**$5,698**
Indirect Costs	**0**	**0**
Total		**$97,726**

4. FIVE YEAR LEA BUDGET PLAN (2015-2020) – N/A

LEA NAME:						
Account Category	Year 1 (2015-2016) ☐ Planning ☐ Pre-Implementation ☐ Full- Implementation	Year 2 (2016-2017) ☐ Full-Implementation	Year 3 (2017-2018) ☐ Full-Implementation	Year 4 (2018-2019) ☐ Full-Implementation ☐ Sustainability	Year 5 (2019-2020) ☐ Full-Implementation ☐ Sustainability	Requested Budget
Salaries and Benefits						
Contracted Service						
Materials & Supplies						
Books						
Equipment						
Professional Development						
Travel						
Administration						
Indirect Costs						
Total						

***For years 1-5, check the box(s) that correspond with the proposed use of that year.**

Please note: An LEA's budget for each year may not exceed the number of priority schools it commits to serve multiplied by $2,000,000.

5. ONE YEAR DETAILED LEA BUDGET NARRATIVES – N/A

Use this form to provide sufficient detail regarding proposed expenditures for each year of the 2015-2020 project period. One template should be created for each year. Complete all appropriate justification forms (Appendix C and D).

SCHOOL YEAR:	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
LEA NAME:	**(Insert LEA Name)**				
INTERVENTION MODEL: *(Check model applicable to this school)*	☐ **Turnaround model**	☐ **School closure model**	☐ **Evidence-based whole-school reform model**		
	☐ **Restart model**	☐ **Transformation model**	☐ **Early learning model**		
PROPOSED USE OF YEAR: *(Check all that apply)*	☐ **Planning**	☐ **Pre-Implementation**	☐ **Full- Implementation**	☐ **Sustainability Activities**	

Account Category	**Budget Detail**	
	Narrative	**Total Costs**
Salaries and Benefits *Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.*		
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 *Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.*		
Books *Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.*		
Equipment *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.		
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*		
Travel *Summarize your activities including the number of days, people involved and associated costs.*		
Administration *Include other costs associated with supporting plan implementation.*		
Indirect Costs		
Total		

Please Note: An LEA's budget for each year may not exceed the number of priority schools it commits to serve multiplied by $2,000,000.

D. REQUIRED ASSURANCES

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

The LEA hereby provides assurances that it will:

1. Use its School Improvement Grant to implement, fully and effectively, an intervention in each priority school that it commits to serve consistent with the final requirements.
2. 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.
3. Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
4. Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Catherine Mardin
Superintendent Signature

July 6, 2015
Date

Appendix B: Professional Development & Contracted Services Justification Form

1. Description of Activity:

Positive Behavior Interventions & Supports (PBIS) Assessment and Consultation

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

This request is linked to the need for an assessment of student behavior and the development of a schoolwide plan to address behavior and classroom management.

3. Name of Contractor:

Pat Red

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

Pat Red is a well-known consultant in Maine and has worked successfully with numerous schools to assess and develop schoolwide behavior programs. Pat's qualifications can be found on the USM website at http://usm.maine.edu/special-education/patricia-red and include the following:

Academic Degrees

- M.S. in Special Education Behavior Disorders, University of Oregon
- B.S. in Special Education, Emotional Disturbance, University of Maine Farmington

Certifications

- K-8, #282 Special Education
- 7-12, #282 Special Education
- K-8, #020 General Education
- K-12, #079 Special Education Consultant

Areas of Expertise

- Special Education
- Behavior Consultation
- PBIS (Positive Behavioral Interventions and Supports)
- Co-Director of SMART for Schools

Professional Profile

Pat has worked in public and private schools since 1982 as an educational technician, special education teacher, general education teacher, and behavior consultant. She has taught and/or done behavior consultation for individuals across all disability categories and from ages 3 to 63. Pat began teaching in community colleges or Universities in the mid 90's and in 1999 she started teaching courses for USM. It was always a goal of hers to work in Teacher Education and in 2005 she left public schools for USM full time.

Pat is a member of the Association of Positive Behavior Supports and has come to see that model - a multi-tiered, positive approach to behavior management, to be a reasonable summary of her beliefs. She believes that if we establish a positive environment, set expectations, teach and acknowledge as well as address minor problem behaviors early and consistently, the need for individual behavioral intervention will be reduced and problem behaviors will hopefully be less severe. Pat's goal is to influence individuals and groups to pursue practices that are instructional, proactive, data-based and focused on recognizing and

attending to the actions that children (and adults) do well, while correcting and teaching alternatives to the actions that we want eliminated or decreased. Pat is a state PBIS coordinator (National TA Center) and a member of Maine PBIS Leadership and Policy Council. She is also a member of the Northeast Positive Behavioral Supports Leadership Network (NEPBIS) as well as Maine PBIS Technical Assistance Center.
5. Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs)*
$3325 has been budgeted for consultation services. This includes $95/hour plus one-way travel costs at $95/hour. A total of 35 hours is necessary, with a total cost of $3325.
6. Beginning Date:
September 2015
7. End Date:
November 2015
8. Services to be Provided: (*Describe the services and identify any anticipated products developed as result of the services.)*
Assessment of school behavior and recommendations for the development of a schoolwide behavior plan that includes Tier I, Tier II, and Tier III programming.
9. Participants:
Administrator, Teachers, Students, and Parents
10. Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully*
Services will be evaluated based on the action steps and outcome being met, including the successful development of a schoolwide behavior plan.

Attachments

1. State Report Card
2. Indistar Article
3. Indistar Comprehensive Report
4. Auburn Adult & Community Education Letter of Support
5. Parent Letter of Support
6. Community Credit Union Letter of Support
7. YMCA of Auburn-Lewiston Letter of Support
8. Washburn School Improvement Grant Goals
9. Alignment of Dirigo-Star Indicators to Early Learning Model
10. Alignment of Federal, State, and Local Funds to School Improvement Grant
11. Title I Parent Involvement Policy
12. Washburn School-Parent Compact

State Report Card

School Report Card 2014

Washburn School

This School's Grade

Grades 3-6

Previous Grade: F

Principal	HOLLY COUTURIER (207) 784-5467
Superintendent	KATHERINE GRONDIN (207) 784-6431
School Website	www.auburnschl.edu/education/school/school.php

Measures

Proficiency

Math 42.1%

The percentage of students who scored proficient or above on the 2013-14 NECAP and the 2012-13 PAAP.

Reading 53.3%

The percentage of students who scored proficient or above on the 2013-14 NECAP and the 2012-13 PAAP.

Growth

Math - All Students 49.0

Measures the collective growth of individual students, that is, how well did individual students (not the average of all students) improve from the previous year when they look the test in the previous grade level. Generally, a 50 would indicate that half of all students advanced a level of proficiency OR maintained a level at or above proficiency. Divide by 2 to get the total school points.

Reading - All Students 61.3

Measures the collective growth of individual students, that is, how well did individual students (not the average of all students) improve from the previous year when they look the test in the previous grade level. Generally, a 50 would indicate that half of all students advanced a level of proficiency OR maintained a level at or above proficiency. Divide by 2 to get the total school points.

Bottom 25% - Math 29.1

Growth among students who - in the previous testing year - scored in the bottom 25%. That is, what was the growth among students who were particularly struggling in the previous year to the most recent year. Divide by 2 to get the total school points.

Bottom 25% - Reading 45.2

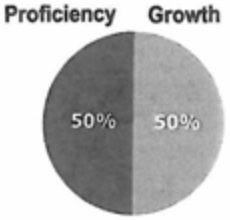
Growth among students who - in the previous testing year - scored in the bottom 25%. That is, what was the growth among students who were particularly struggling in the previous year to the most recent year. Divide by 2 to get the total school points.

	School Average / Maine Average	School Points	Maximum Available Points
Math	'14 / '13	42.1	100
Reading	'14 / '13	53.3	100
Math - All Students	'14 / '13	24.5	50
Reading - All Students	'14 / '13	30.7	50
Bottom 25% - Math	'14 / '13	14.5	50
Bottom 25% - Reading	'14 / '13	22.6	50
Totals		187.6	400

How the points translate to a letter grade

A = 300 plus
B = 280
C = 225
D = 200
F = less than 200

Calculating the Score



Assessment participation: State assessments provide important information that informs classroom instruction and school improvement. The participation of all students ensures the progress of all learners is valued and reflected, and provides the most accurate picture of school strengths and challenges. Additionally, schools are required by State and federal law to meet at least a 95 percent participation rate. Participation of less than 90 percent results in an automatic "F" and participation between 90 and 95 percent results in a one letter grade reduction.

This school's participation rate is 99.6%

Reduction for inadequate participation: None

Note: Schools/districts have had an opportunity to verify all data utilized in their report card.

Maine Department of Education

www.maine.gov/doe

Statewide Data Highlights

(For informational purposes only)

If all Maine elementary schools were a single school, that school would receive a letter grade of C. This is not an average of all school grades.

Breakdown of Grades Elementary School

Grade	Number of Schools
A	40
B	53
C	211
D	62
F	51

	Washburn School	Auburn Public Schools Average	State Average
Average Years of Experience of Teachers	14.0	16.10	16.70
Percent of Teachers with Master's Degree or Higher	53.8	47.50	43.30
Percent of Students Eligible for Free/Reduced-Priced Lunch	77.6	51.30	44.80
Per Student Amount Spent on Regular Instruction (District-Level only Available)	-	$3,769	$4,713
Overall Student Attendance Rate	94.3	94.40	94.40

Overview

All parents and community members deserve to understand how well their children's schools are performing and what is being done to improve them. The Maine School Performance Grading System uses a familiar A-F scale to provide a starting point, presenting existing data in an easy-to-understand format to bring transparency and accountability to school performance across the state.

No one score or grade tells the whole story of a school. That's why the grading system is based on several factors, including student achievement in reading and math, growth/progress in achievement, and, in particular, the growth of the bottom 25 percent of students (for elementary schools) and the graduation rate (for high schools). Additionally, the report cards contain constructive, contextual information on the school variables that most impact Maine student achievement including student poverty, teacher tenure and education levels, and funding. We encourage parents and the public to even dig deeper by visiting our Education Data Warehouse, which contains multi-year, detailed information about every Maine school and provides the ability to compare a school to others throughout the state using a wide range of measures.

Learn more about Maine's School Performance Grading System and read answers to frequently asked questions at www.maine.gov/doe/schoolreportcards.

Visit the Data Warehouse at http://dw.education.maine.gov/education/.

Use the data to support Maine schools

No matter a school's grade, parents and the public play an important part in improving Maine schools. Here's how you can help:

- Are you satisfied with your school's grade? Does it seem reflective of what you know about your child's school and the instruction support your child is receiving?
- Dig deeper! Go to the Data Warehouse and research your school. Compare it to similar schools and look at the details.
- Ask your principal, superintendent or school board about their plans for improvement. Be specific: How will your school's plans lead to improved student achievement? How can you help support your school's improvement efforts?

Learn more about how you can use data to support Maine schools at www.maine.gov/doe/schoolreportcards.

Maine Department of Education

www.maine.gov/doe

Methodology

For the elementary school grades, calculations are based on grade 3-8 students who participated in the New England Common Assessment Program (NECAP) in fall 2013 or were assessed using the Personalized Alternate Assessment Portfolio (PAAP) in spring 2013, and who were continuously enrolled at the school for a full academic year. It takes two years of assessment data for a student to be included in the calculations – for this reason, a K-3 school cannot be graded.

For high schools, calculations are based on the 2012-13 Maine High School Assessment (MHSA) and the 2012-13 PAAP, as well as the most recent four- and five-year graduation rates.

The methodology is partially described on the first page of this report and fully described in the methodology document found at www.maine.gov/doe/schoolreportcards.

Stay informed

Informed and engaged parents and community members are a vital part of the success of any school community. Stay up-to-date on what's happening in education at the state level by reading and subscribing to the Maine DOE's regular communications at http://mainedoenews.net/.

Indistar Article

Indistars

Washburn Elementary School, Auburn School Department, Maine

by Larry Kugler

If you'd have interviewed Holly Couturier, principal of Washburn Elementary School, following her initial Indistar training last September in Orono, Maine, she would have told you that Dirigo-Star (Indistar in Maine) was overwhelming and more than a bit confusing: Maine had identified 52 of the available indicators that schools were to focus on, a group of indicators that overwhelmingly concerned structures and organization of the Leadership Team. Holly would have also told you that, after participating in the orientation meeting, she believed that her staff was already addressing some of the indicators in the system and they would be able to recognize and build on their strengths. She returned from the training with the attitude that this was an opportunity that her staff and community should embrace.

Holly has been the principal at Washburn for 5 years. She has led this school whose student population fluctuates greatly during the year as a result of the highest free and reduced lunch rate (81%) in her district and the frequent evictions often associated with high poverty rates. The school's mobility rate, which this year ended with a 58% rate, fluctuates between 50% and 70% annually, which poses additional challenges for this school. Washburn Elementary added preK to its K-6 student population, providing another challenge and another opportunity,

according to Holly, who seems to have the ability to see opportunity in challenging situations. She has been able to infuse this belief and approach into her school and specifically into her Leadership Team.

When Holly returned from the Indistar orientation, she challenged her Leadership Team to dig deeply into the indicators and unpack them, using Wise Ways to stimulate and challenge their thinking. They identified some indicators that were "Limited Development or Implementation" and sought ways to improve their implementation. Holly engaged her entire staff in this process. Team leaders solicited input and opinions from all teachers in the school and brought back to the Leadership Team a broad array of information that informed their discussions and ultimate decision making. More important was the en-

The Leadership Team

From left: Lisa Coburn, Michelle Gagne, Jandrea True, Jessica Michaud, and Holly Couturier, principal

gagement of the entire staff in their improvement work because of Holly's belief that everyone needed to be an important part of the process.

This process produced results that Holly didn't anticipate. She and her team concluded that indicators are not meant to stand alone. They came to recognize that the indicators complement one another and tasks that are created for one indicator might well support the implementation of other indicators. The Task Report, available in Indistar, reinforced this observation and serves as one of Holly's "go to" reports.

Holly operationalizes her belief that transparency benefits their work. Agendas and minutes are posted on Google Docs so her entire staff knows what is being discussed and acted on at Leadership Team meetings. If you go to the Washburn Elementary School website, you'll find the procedure for accessing the Guest Login to the Indistar site, so parents and community members are kept informed about the school's progress.

Transparency manifests itself in other ways that directly impact teaching and learning at Washburn ES. The student data wall provides a focus for the school to address the learning needs of its students. Every month the literacy wall is updated to reflect student progress and the changing instructional needs of the entire student body. Data is updated, decisions are made,

groups are changed and teaching continues. Plans are already underway to expand the data wall to include mathematics instruction at Washburn.

The data wall provides a great example of a practice that was well underway at Washburn that was validated as the school began assessing Dirigo-Star indicators. The Leadership Team and the entire staff were able to recognize and celebrate their success collecting, analyzing, and using data effectively through the process of assessing the indicators. Additionally, because the school embraces Reading Recovery to address the needs of struggling first-grade students, they were able to address the RTI Indicators (RTI01, RTI02, and RTI03). They recognized their success with one practice that was already yielding positive results. This year will conclude with all but two first-grade students having met the district's first-grade benchmark. What a great start these students will have continuing to realize success through their elementary school experience!

Washburn ES began the 2013-2014 school year identified as a Priority School with the requirement that it utilize Dirigo-Star (Indistar). While Holly recognizes that it has had a significant impact on the functioning of her Leadership Team, she acknowledges it has not yet had the same broad impact on her Instructional Teams and classroom instruction.

She thinks the reason is because the emphasis of the 52 indicators is on establishing structures and organization of her Leadership Team. While she initially would have liked more flexibility selecting indicators directly impacting classroom instruction and the role of the principal, upon reflection and having a year's experience becoming more familiar with Dirigo-Star, she acknowledges that the more focused and prescriptive emphasis resulted in an effective Leadership Team and improved overall functioning of the school. As she passes the principalship to a new leader next year, she is optimistic that

the school will be able to select additional indicators that more directly impact classroom instruction and continue the improvements that have already taken place.

Holly was encouraged by the interviewer to take some credit for establishing a positive tone in her school and the expectation that engaging in the use of Dirigo-Star would help Washburn ES. She didn't see this as an additional burden but as an opportunity to recognize some of the positive things the staff was already doing. She didn't see the 52 indicators as overwhelming and stated to her superintendent, "We only have to do 52 indicators over a few years." One of her first activities was to introduce the 52 indicators to her entire staff, highlighting the fact that they were not overwhelming. She also introduced Dirigo-Star to her students' parents and encouraged them to use the Guest Login to become familiar with what the school was doing. She further asked parents to ask staff members throughout the year where the school was with the indicators and their improvement efforts. Teachers are better able to explain what is happening at Washburn and, as a result, Holly reports "parents have a better understanding of what we are doing and are therefore more supportive of the school."

Holly is leaving Washburn ES in a strong position to continue its improvement efforts. Dirigo-Star provides the opportunity for the school's new principal and staff to pick up right where they left off, recognizing and celebrating their strengths and identifying areas they can improve. Congratulations Holly Couturier and the staff and parents at Washburn Elementary School. ☆

Indistar®

Lighting our path to stellar learning®

Indistar® is a web-based system implemented by a state education agency, district, or charter school organization for use with district and/or school improvement teams to inform, coach, sustain, track, and report improvement activities.

Similar to a global positioning system (GPS), Indistar® tells you where you are and helps you get to where you want to be—every child learning and every school improving. Indistar® is stocked with indicators of evidence-based practices at the district, school, and classroom levels to improve student learning. But Indistar® is also customizable, so that the client (SEA, LEA, or charter organization) can populate or enhance the system with its own indicators of effective practice. The system also accommodates rubrics for assessment of the indicators.

The client can differentiate the system to accommodate "zones" of districts or schools. For example, the system will allow for a "rapid improvement" or turnaround track that includes different indicators than a "continuous improvement" track.

Indistar was developed by the Academic Development Insititute (ADI) in Lincoln, IL, and is now co-managed by ADI and the Center on Innovations in Learning, a center funded by the U.S. Department of Education, Office of Elementary and Secondary Education.

www.indistar.org

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ingenuity and service since 1984

Center on Innovations in Learning

Indistar Comprehensive Report

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.

6/14/2015

Washburn Elementary School NCES - na

Auburn 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,PriorityYR1,SWP)**

Status **Objective Met** 10/9/2014

Assessment Level of Development: **Initial:** Limited Development 12/13/2013

Objective Met - 10/09/2014

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:

Washburn Elementary School's leadership team consists of the school principal, the school-wide literacy coach, the special education consulting teacher, and two classroom teachers one who serves as representation for grades Pre K-2, and one for grades 3-6. Washburn's Leadership Team has been established for the last two decades. It has evolved and now meets twice a month from 7:00 a.m. to 8:00 a.m. on Thursday mornings. The meetings are held in Washburn's conference room. The purpose of the meetings is to support staff, students, and parents/guardians. We want to encourage a positive community for change which is focused on student achievement. Currently, the Leadership Team is also heading our Priority School initiative.

During the meetings the team members report on any concerns and/or celebrations brought to the team leaders from the staff that are appropriate for Team Leader discussion and action. Team Leader meetings address ways to motivate staff, students, the community and look at best practices for improving student performance. The team works together to plan staff meetings, school-wide activities, and parent/guardian group meetings. Minutes are taken at each meeting in Google Docs and are shared with the entire staff, including educational support staff. Copies of the current meeting minutes are also shared immediately with all staff via Google Docs.

Also discussed at the meetings are, curriculum development, along with day to day operations/special events/interest groups (family, staff, students). Michelle Gagne and Jessica Michaud represent intervention on the leadership team.

Plan	Assigned to:	Laura Shaw
	How it will look when fully met:	Washburn Elementary School's leadership team consists of the school principal, the school-wide literacy coach, the special education consulting teacher, and two classroom teachers one who serves as representation for grades Pre K-2, and one for grades 3-6. It will meet twice a month from 7:00 a.m. to 8:00 a.m. on Thursday mornings. The meetings are held in Washburn's professional development room. The purpose of the meeting is to support staff, students, and parents/guardians and encourage a positive community for change which is focused on student achievement. The team also focuses on student data and specific interventions being offered to students in both literacy and math. During the meetings the team members report on any concerns and/or celebrations brought to the team leaders from the staff that are appropriate for Team Leader discussion and action. Team Leader meetings address ways to motivate staff, students, the community and look at best practices for improving student performance. The team works together to plan staff meetings, school-wide activities, and parent/guardian group meetings, and will discuss ways to improve student data. Minutes are taken at each meeting in Google Docs and are shared with the entire staff, including educational support staff. Copies of the current meeting minutes are also shared immediately with all staff via Google Docs. The priorities should be established vs. addressing issues as they arrive. When leadership meets is it scheduled to address curriculum development, along with day to day operations/special events/interest groups (family, staff, students). "Instructional Teams" are clearly identified as those who meet in a weekly meeting for 40 minutes to look at student data in order to inform instruction. Each of these meetings will meet in the Professional Development Lab, have an agenda, a note taker, and the notes will be shared with the staff in a google doc. There will be an interventionist identified for each Instructional Team to serve as a conduit between the Intervention Team and the Instructional Team. Where the Literacy Coach is on the Intervention Team and the Leadership team and the Leadership Team meets in the Professional Development lab, there will be a continuous focus on student data. The Leadership Team agenda will be sent to all staff prior to meetings in order to have other agenda items contributed by staff not on the Leadership Team. At the end of each school year, the Leadership team will reflect on the school year and set goals for the upcoming school year. These goals will be aligned with the Washburn's School Vision. By the end of the 2013-14 school year, the Leadership Team will create and institutionalization of change so that all processes are established and carried on regardless of staff change.
	Target Date:	07/04/2014
	Tasks:	

Tasks:

1. On January 8, the staff will read the current level description of the indicator and compare it to Wise Ways.

Assigned to:	Holly Couturier
Added date:	01/07/2014
Target Completion Date:	01/31/2014
Comments:	
Task Completed:	01/08/2014

2. Define "Instructional Team"

Assigned to:	Holly Couturier
Added date:	02/05/2014
Target Completion Date:	04/30/2014
Comments:	
Task Completed:	01/08/2014

3. Goal setting needs to be included in the Leadership Team meetings

Assigned to:	Laura Shaw
Added date:	02/05/2014
Target Completion Date:	12/31/2014
Comments:	The staff needs to discuss goals for the next year and the Leadership team has to incorporate these and identify 3 set goals for the following school year.
Task Completed:	10/09/2014

4. Create a school-wide vision

Assigned to:	Holly Couturier
Added date:	02/05/2014
Target Completion Date:	06/30/2014
Comments:	Teams were asked to bring the classroom vision to the next staff meeting. Here we will read over and create a school wide vision to be power voted by the entire staff and students of Washburn. If edits need to be made they will be before February vacation and the final school-wide vision will be made available by the end of the month.
Task Completed:	02/05/2014

5. The leadership team needs to create protocol so that the processes are established and carried on regardless of staff change. This plan has to be done before the end of the school year.

Assigned to:	Laura Shaw
Added date:	02/05/2014
Target Completion Date:	12/31/2014
Comments:	This protocol has been developed at the beginning of the year and will be used as necessary when there are staff changes.
Task Completed:	09/02/2014

6. Identify and increase the number of people who sit on the leadership team.

Assigned to:	Holly Couturier
Added date:	02/05/2014

	Target Completion Date:	07/10/2014
	Comments:	Need to include AT LEAST the Literacy Coach and possibly one more teacher. Need to define the roles of the leadership team members and note that they sit on instructional teams as well. We also need to identify how and when agenda items are determined and given to staff so we can get their input.
	Task Completed:	01/09/2014
Implement	Percent Task Complete:	
	Objective Met:	10/9/2014
	Experience:	
		10/9/2014 Washburn staff had several meetings at the beginning of the year to discuss SMART goals for the school, grade level teams and teachers. The following goals were agreed upon: School Goals: By June 1, 2015, 63% in grades K-6 will demonstrate proficiency in reading as measured by NECAP and/or local assessments. By June 1, 2015, 64% of students in grades K-6 will demonstrate proficiency in math as measured by NECAP and/or local assessments. Student Growth Goals: 70% of students I provide direct instruction for will demonstrate adequate growth in math and/or literacy as measured by the Student Growth Percentile Time-Adjusted Model or Growth model determined by Children's Progress. Teacher Growth Goals: Created individually based on personal PDCA plans.
	Sustain:	
		10/9/2014 Staff will monitor progress towards these goals by checking and adjusting them mid-trimester and end of trimester (five times a year). Learning teams will also help plan and adjust professional activities, tier one instruction in order to help staff meet these goals.
	Evidence:	
		10/9/2014 Copies of PDCAs available, data can be produced.
Indicator	**ID09 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43) (FocusYr1,PriorityYR1,SWP)**	
Status	**Objective Met** 6/5/2014	
Assessment	Level of Development:	**Initial:** Limited Development 04/10/2014 **Objective Met** - 06/05/2014
	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:	At Washburn School, the Leadership Team which meets twice a month, consists of the principal, a team leader representing grades Pre-K-2, a team leader for grades 3-6, a representative from the intervention team, and the Special Education consulting teacher. Support staff are also assigned to a team leader. The purpose of these meetings is to monitor and review school performance, student data, family concerns, community involvement and plan for professional development. The team reports concerns/suggestions from staff reported to their team leader and follow an agenda based on needs and current issues. Agendas and minutes of the all meetings, as well as the agenda for the next meeting, are published in google docs, which is shared with the entire staff. Agenda and minutes of the current meeting and the agenda for the next meeting are emailed to the staff and staff are encouraged to contact their leader with any concerns/suggestions.	

Plan

Assigned to:	Laura Shaw
How it will look when fully met:	At Washburn School, the Leadership Team which meets twice a month, consists of the principal, a team leader representing grades Pre-K-2, a team leader for grades 3-6, a representative from the intervention team, and the Special Education consulting teacher. The team meets in the Professional Development Lab from 7:00-8:00am. Support staff are also assigned to a team leader. The purpose of these meetings is to monitor and review school performance, student data, family concerns, community involvement and plan for professional development. The team reports concerns/suggestions from staff reported to their team leader and follow an agenda based on needs and current issues. During each of the meetings the Leadership Team receives reports from the intervention representative - who will bring information from each of the Instructional Teams and the Intervention Team - and all student data will be reviewed. The principal shall give information from Central Office that is pertinent to the school and the district. Agendas and minutes of the all meetings, as well as the agenda for the next meeting, are published in google docs, which is shared with the entire staff. Agenda and minutes of the current meeting and the agenda for the next meeting are emailed to the staff and staff are encouraged to contact their leader with any concerns/suggestions.
Target Date:	05/23/2014

Tasks:

1. The Leadership Team needs to include the Literacy Coach who serves as the Intervention Team Representative

Assigned to:	Michelle Gagne
Added date:	05/18/2014
Target Completion Date:	01/09/2014
Comments:	
Task Completed:	01/31/2014

2. The Leadership Team needs to meet in the Professional Development Lab.

Assigned to:	Michelle Gagne
Added date:	05/18/2014

Target Completion Date:	03/13/2014
Comments:	
Task Completed:	03/31/2014

3. Student data will be reviewed at each Leadership Team meeting.

Assigned to:	Holly Couturier
Added date:	05/18/2014
Target Completion Date:	03/06/2014
Comments:	
Task Completed:	03/31/2014

Implement

Percent Task Complete:	
Objective Met:	6/5/2014
Experience:	6/5/2014 This experience was not difficult where we were already doing most of indicator anyway. The few changes that we made worked well for all of the staff: we changed the location of the meeting, brought in the literacy coach to be a member of the leadership team and made our minutes and agendas public for all staff to view and add comments to their Team Leader Rep.
Sustain:	6/5/2014 Nothing extra. We will continue with the practices we put in place.
Evidence:	6/5/2014 Evidence of our meeting agendas and minutes are available on Google Docs.

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,PriorityYR1,SWP)**

Status **Objective Met** 9/8/2014

Assessment

Level of Development:	**Initial:** Limited Development 04/10/2014 **Objective Met** - 09/08/2014	
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 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. During the past two years, Washburn School has been involved in the CIPS (give full title here) process for school improvement with Maine Department of Education. Part of the process included reviewing school performance data from the NECAP assessment. At the time, all members of the Leadership Team were also members of the CIPS Team. Meetings were held monthly and student outcome data was reviewed to determine professional development needs and plan appropriate	

professional development for staff.

In the school year 2012 - 2013, our school improvement focus was math for grades K-6 based on student performance data. Members of the Leadership Team and the Intervention Team guided the process of implementing math interventions based on CPAA and STAR student scores and needs. Small group interventions were implemented school-wide during grade level intervention block time. At the classroom level and during the intervention time, the focus was on appropriate instruction for individual student's math needs. The school wide effort had positive effects on student outcomes.

Plan

Assigned to:	Laura Shaw
How it will look when fully met:	The school's Leadership Team reviews school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development. Beyond the classroom observation data, we will review running records, CPAA and STAR data on a monthly basis, and the state-wide assessment focusing on subgroups and individual students. Small group interventions are implemented school-wide during grade level intervention block time. At the classroom level and during the intervention time, the focus will continue to be on appropriate instruction for individual student's needs. As needs arise professional development will be offered to address these needs.
Target Date:	06/12/2014

Tasks:

1. The Leadership Team will meet in the Professional Development Lab.

Assigned to:	Michelle Gagne
Added date:	05/18/2014
Target Completion Date:	03/06/2014
Comments:	
Task Completed:	03/06/2014

2. Leadership Team will review student data based on running records and CPAA/STAR assessments at each meeting and will hear a report out from the Intervention Team to identify specific student needs.

Assigned to:	Michelle Gagne
Added date:	05/18/2014
Target Completion Date:	03/06/2014
Comments:	
Task Completed:	03/06/2014

3. Leadership Team will look at EOY data and determine goals for the next year that align with Washburn School's Vision and addresses students' needs. Professional Development will then be determined to address these needs.

Assigned to:	Laura Shaw
Added date:	05/18/2014
Target Completion Date:	09/12/2014
Frequency:	once a year
Comments:	
Task Completed:	

	Task Completed:	09/03/2014
Implement	Percent Task Complete:	
	Objective Met:	9/8/2014
	Experience:	9/8/2014 Washburn staff met together after the leadership team outlined goals for next year, we set goals based on universal screening data from the spring and the needs of our students and staff this year. Professional Development this year will focus on how to improve Learning Teams and PDCA's for staff.
	Sustain:	9/8/2014 The team will look at data at least six times throughout the school year and each time, discuss and determine what professional development is necessary.
	Evidence:	9/8/2014 Schedule of meetings and PD planned can be accessed.

Student and School Success Principle 1: Strong leadership

Principal's role

Indicator	**IE06 - The principal keeps a focus on instructional improvement and student learning outcomes. (57)(FocusYr2,PriorityYR2)**		
Status	Tasks completed: 1 of 3 (33%)		
Assessment	Level of Development:	**Initial:** Limited Development 10/23/2014	
	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:	The principal, Laura Shaw, is new to Washburn School, but has ten years of experience as an administrator. In the first month of school. she re-shaped professional learning teams so that teams could collaborate more, horizontally across grade levels and vertically through the grade levels. The scheduled was adjusted to provide consistent opportunities for learning teams to meet, and so that the literacy intervention team can meet, both weekly. Learning teams focus on Tier One Professional Development for educators, the LIteracy Intervention team focuses on all Tiers. On early release Wednesday, the principal or other staff member provides professional development that is focused on instructional best practices. These topics include personal and professional growth plans for teachers, Common Core/Empower training, Habits of Mind, or other math or literacy practices. The principal has several methods of keeping staff and families "in the loop" about what is happening in the school. These include "Friday Thoughts" a weekly reflection from the principal to school staff, via email, monthly newsletters, PTO meetings, regular staff meetings, and meetings with individuals and teams of educators.	
Plan	Assigned to:	Laura Shaw	
	How it will look when fully met:	The principal attends literacy/math intervention team meetings regularly as well as at least one Grade Level Learning Team weekly. The principal meets at least weekly, if not daily with instructional coaches to discuss instructional practices and student learning outcomes. The principal completes at least two walkthroughs and/or formal observations on all certified educational staff and provides	

feedback related to best practices in instruction. The principal also regularly attends district-wide meetings related to instructional improvement and student learning outcomes. The principal sets high expectations that can be understood and articulated by all staff. The principal helps facilitate an understanding of standards and instructional planning for staff.
Staff view the principal as an instructional leader, and not just a manager or disciplinarian. The administrator is seen as a credible resource for knowledge of best practices, RTI, special education and overall curriculum and instruction. The administrator knows students academically, and can speak to their strengths and weaknesses and provide support and guidance about how to help students' improve.

Target Date: 07/15/2016

Tasks:

1. Attend weekly intervention/RTI/progress monitoring meetings regularly and attend/facilitate learning team meetings.

Assigned to:	Laura Shaw
Added date:	02/09/2015
Target Completion Date:	06/12/2015
Comments:	Facilitate 4,5,6 grade level learning team. Attend Kinder learning team. Attend math/lit intervention team meetings on Wed mornings.
Task Completed:	06/08/2015

2. Collaborate with student services consultant to help reduce/minimize behavioral interruptions and keep the focus of the administrator on instruction.

Assigned to:	Laura Shaw
Added date:	02/09/2015
Target Completion Date:	06/10/2016
Comments:	Jess Michaud is the student services consultant. Meet weekly with Jess.

3. Administer will have a presenter/trainer come to Washburn, so that all staff will receive updated professional development on Responsive Classroom or other research-based Tier One responsive behavior model. (See IIICO4)

Assigned to:	Laura Shaw
Added date:	03/02/2015
Target Completion Date:	06/10/2016
Comments:	Applying for PBIS consultant and trainer through SIG Grant monies.

Implement Percent Task Complete: Tasks completed: 1 of 3 (33%)

Indicator **IE07 - The principal monitors curriculum and classroom instruction regularly.(58) (FocusYr2,PriorityYR2)**

Status Tasks completed: 1 of 3 (33%)

Assessment

Level of Development:	Initial: Limited Development 10/23/2014	
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 This area appears to be more difficult to accomplish, as the behaviors

	development:	of the students in the school often make it difficult for the principal to be more visible in classrooms to monitor curriculum and classroom instruction, much less have a "relentless focus on instruction". Instead, much of the classroom "visits" are to address behavior or remove students due to behavior. There is definitely not as much as "40%" of the principal's time in classrooms at this point. There is however limited implementation, because all staff must be evaluated, which includes regular formal observations and walkthroughs. Teachers are given honest and supportive feedback in writing and in 1:1 meetings with the principal. Teacher also meet with the principal who provides feedback on the professional and personal growth plans throughout the year.
Plan	Assigned to:	Laura Shaw
	How it will look when fully met:	The principal attends literacy/math intervention team meetings regularly as well as at least one Grade Level Learning Team weekly. The principal meets at least weekly, if not daily with instructional coaches to discuss instructional practices and student learning outcomes. The principal completes at least two walkthroughs and/or formal observations on all certified educational staff and provides feedback related to best practices in instruction. The principal also regularly attends district-wide meetings related to instructional improvement and student learning outcomes. The principal sets high expectations that can be understood and articulated by all staff. The principal helps facilitate an understanding of standards and instructional planning for staff. Staff view the principal as an instructional leader, and not just a manager or disciplinarian. The administrator is seen as a credible resource for knowledge of best practices, RTI, special education and overall curriculum and instruction. The administrator knows students academically, and can speak to their strengths and weaknesses and provide support and guidance about how to help students' improve.
	Target Date:	06/10/2016

Tasks:

1. Attend weekly intervention/RTI/progress monitoring meetings regularly and attend/facilitate learning team meetings.

Assigned to:	Laura Shaw
Added date:	02/09/2015
Target Completion Date:	06/05/2015
Comments:	Facilitate 4,5,6 learning team. Attend kinder learning team. Attend math/lit intervention meetings on Wednesday mornings.
Task Completed:	06/08/2015

2. Monitor classroom instruction and curriculum through piloting iObservation/Marzano's framework for teaching and traditional walkthroughs and formal observations.

Assigned to:	Laura Shaw
Added date:	02/09/2015
Target Completion Date:	06/10/2016
Comments:	Pilot this year for several staff, for all staff next year.

3. Administrator will have a presenter come to Washburn, so that all staff will receive updated professional development on Responsive Classroom or other research-based Tier One responsive behavior model.

Assigned to:	Laura Shaw
Added date:	

	Added date:	03/02/2015
	Target Completion Date:	06/10/2016
	Comments:	Trying to get PBIS trainer through SIG Grant.
Implement	Percent Task Complete:	Tasks completed: 1 of 3 (33%)
Indicator	**IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)(PriorityYR2)**	
Status	Tasks completed: 1 of 2 (50%)	
Assessment	Level of Development:	Initial: Limited Development 10/23/2014
	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 principal does regular formal observations and walkthroughs on all teachers in the school. The district is transitioning to using iObservation with Marzano's framework as a method of evaluating whether or not teachers are using research-based strategies and instruction. If "unsound" teaching practices are used, the principal identifies the practice, suggests a research-based practice and supports the teacher in implementing the practice by having literacy and/or math coaches teach, model and provide feedback. When trends or patterns of weaker practices are noticed, the principal designs professional development for all staff to help improve practices overall. Learning Teams are also a way to encourage continuous improvement, as teachers meet regularly to discuss challenges in instruction and work collaboratively to address those challenges.
Plan	Assigned to:	Laura Shaw
	How it will look when fully met:	When this objective is fully met, all teachers will be evaluated by the building administrator using iObservation and Marzano's framework for teaching in addition to student data. They will be evaluated in each the following areas: student growth, instructional practices and professional practices. Each teacher will receive a summative effectiveness rating based on their performance in these three areas indicating whether they are ineffective, need review, need improvement, effective or highly effective. PDCA goals will be created in order to improve all teachers' performance, regardless of status. The administrator will have clear knowledge of instructional practices throughout the school.
	Target Date:	06/09/2017

Tasks:

1. The principal will pilot the iObservation evaluation tool with several teachers. The pilot will include conducting formal observations and walkthroughs using iObservation throughout the school year and opportunities for reflection on the part of the teachers after feedback.

Assigned to:	Laura Shaw
Added date:	02/05/2015
Target Completion Date:	06/10/2016
Comments:	Pilot teachers will include Amber Eliason, Bailly Lockhart and Lisa Coburn.

2. Building administrator will attend training in in order to better understand Marzano's framework for teaching, how to use iObservation to conduct walkthroughs and observations, and develop inter-relater

reliability with other observers in the district.

Assigned to:	Laura Shaw
Added date:	02/05/2015
Target Completion Date:	06/12/2015
Comments:	IRR trainings through Learnings Sciences will be held in various locations. (Need to attend three to be fully trained)
Task Completed:	06/08/2015

Implement Percent Task Complete: Tasks completed: 1 of 2 (50%)

Student and School Success Principle 2: Staff evaluation and professional development - Ensuring teachers are effective and able to improve instruction

Professional development

Indicator **IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)(PriorityYR2)**

Status Tasks completed: 0 of 2 (0%)

Assessment

Level of Development:	Initial: Limited Development 10/06/2014	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(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 district is piloting a new appraisal system that uses iObservation (which includes Marzano's research about best practices/Art & Science of Teaching) to assess effective teacher - the indicators on Indistar are based on similar research about best practices. Beginning next year (2015-2016) the district hopes to implement this appraisal system for all teaching staff.	

Plan

Assigned to:	Laura Shaw
How it will look when fully met:	When this objective is fully met, all staff will have been trained in Marzano's Framework as described in The Art and Science of Teaching by Marzano. All teachers will be observed using iObservation as part of their comprehensive evaluation. Teacher will use iObservation to complete self-assessment, peer observations, and create goals in combination with PDCAs.
Target Date:	06/12/2015

Tasks:

1. The principal will conduct observations on select staff to "pilot" the use of iObservation as an observation tool.

Assigned to:	Laura Shaw
Added date:	01/05/2015
Target Completion Date:	06/12/2015
Comments:	Bailly Lockhart, Amber Eliason and Lisa Coburn (all Priority team members) will be in the pilot teachers.

2. Provide professional development for teachers related to Marzano's framework/elements. Initially this will be at the building level, with the administrator and staff trained already helping staff unpack Marzano's Domains and Elements. There are several professional resources written by Marzano that will be used, as well as the iObservation program which includes videos of Marzano explaining various aspects of his framework.

Assigned to:	Laura Shaw

Added date:	01/05/2015
Target Completion Date:	06/10/2016
Comments:	Amber has previous training related to the framework and iObservation, so she will be used as a resource for the principal. Session One with building staff - 11/5/14 Session Two - district wide - 1/26/15 Session Three - building staff - 2/4/15

Implement Percent Task Complete: Tasks completed: 0 of 2 (0%)

Indicator **IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)(FocusYr1,PriorityYR2)**

Status Tasks completed: 0 of 2 (0%)

Assessment

Level of Development:	Initial: Limited Development 10/06/2014	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(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 district is piloting a new appraisal system that uses iObservation (which includes Marzano's research about best practices/Art & Science of Teaching) to assess effective teacher - the indicators on Indistar are based on similar research about best practices. Beginning next year (2015-2016) the district hopes to implement this appraisal system for all teaching staff. Washburn uses coaches and teacher leaders, to model and help consistently implement best practices. Staff also meet in professional learning teams. The district uses a mentor program for teachers new to the district.	

Plan

Assigned to:	Laura Shaw
How it will look when fully met:	When this objective is fully met, all staff will have been trained in Marzano's Framework as described in The Art and Science of Teaching by Marzano. All teachers will be observed using iObservation as part of their comprehensive evaluation. Teacher will use iObservation to complete self-assessment, peer observations, and create goals in combination with PDCAs.
Target Date:	06/10/2016

Tasks:

1. The principal will conduct observations on all staff to "pilot" the use of iObservation as an observation tool.

Assigned to:	Laura Shaw
Added date:	01/05/2015
Target Completion Date:	06/17/2016
Comments:	Amber Eliason, Lisa Coburn and Bailly Lockhart will be the pilot teachers (members of priority team) Another pilot year added, so timeline extend.

2. Provide PD for teachers related to Marzano's framework/elements. Initially this will be at the building, with the administrator and staff trained already helping staff unpack Marzano's domains and elements. There are several professional resources written by Marzano that will be used as well as the iObservation program withincludes videos of Marzano explaining various aspects of the framework.

Assigned to:	Laura Shaw
Added date:	01/05/2015

	Target Completion Date:	06/10/2016
	Comments:	Amber was previously trained in Florida and will help the principal.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Indicator	**IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(FocusYr2,PriorityYR2)**	
Status	**Objective Met** 6/8/2015	
Assessment	Level of Development:	**Initial:** Limited Development 10/06/2014 **Objective Met** - 06/08/2015
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (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:	Washburn has professional learning teams that meet each week so that teachers can learn about best practices in Tier One, the regular classroom. Learning Teams create goals SMART goals to improve student achievement in math and literacy. Teachers create personal learning plans called PDCA's that focus on how PD throughout the year impacts their practice. Staff share PD experiences with the rest of the staff so that new ideas and strategies are shared with all. The district provides PD that is teacher-led, differentiated, and ongoing. Washburn is participating in a math grant through EDC that is working to share and prove early mathematical learning in grades K-2. (Teachers identify student weaknesses and try research-based math interventions and strategies to address these needs and prove their effectiveness.
Plan	Assigned to:	Laura Shaw
	How it will look when fully met:	Staff will meet each week in learning teams to learn about best practices in Tier One, the regular classroom. Learning Teams will consistently develop SMART goals that change as the needs of students change in math and literacy. Each year, teachers will create PDCA's that will be checked and adjusted throughout the school year as their work with students and district initiatives change. Teachers will be able to connect district PD with their own practice through participation in learning teams.
	Target Date:	06/10/2016
	Tasks:	

1. Develop protocols for Learning Teams, Data Collection, PDCA's and other structures to help develop consistent and common practices with staff.

Assigned to:	Laura Shaw
Added date:	01/05/2015
Target Completion Date:	06/12/2015
Comments:	May add more tasks depending on SIG status.
Task Completed:	06/08/2015

Implement	Percent Task Complete:	
	Objective Met:	6/8/2015
	Experience:	

6/8/2015
Weekly collaborative learning teams are now institutionalized at Washburn and a regular part of the school improvement culture. Staff meet weekly with a protocol that focuses on Tier One Professional Development. Meetings are facilitated by Instructional coaches and the administrator. Individual teachers go through coaching cycles as well to focus on individual needs of teachers.

Sustain:

6/8/2015
It will be important to continue to have full time instructional coaches that can work with teachers and facilitate coaching cycles. The schedule needs to continue to be framed so that groups of teachers have common planning time.

Evidence:

6/8/2015
Learning Team minutes and coaching logs can be accessed anytime.

Student and School Success Principle 4: Rigorous, aligned instruction - Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	**IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(FocusYr1,PriorityYR2)**		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	**Initial:** Limited Development 11/10/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	District curriculum committees are currently working with the Educate/Empower program to organize the common core into measurement topics. The committees will be refining the organization of these measurement topics to fit Auburn's vision for customized learning and instructional philosophies. This work is being "rolled" out during professional development sessions for all staff in the district so that all have a common understanding of how to teach the measurement topics for their grade spans and the curriculum that supports proficiency for students at various levels. When all staff have a common understanding, then learning teams will work to determine the best way to further organize these units of instructions. Learning Teams already include special education staff as well as ed techs.	
Plan	Assigned to:	Laura Shaw	
	How it will look when fully met:	When this objective is fully met, teachers will have an understanding of the measurement topics (from common core standards) at their grade span and will use a curriculum map for the grade span they teach. Units of study will have been developed, and will continuously be adjusted to meet students' needs. Teachers will be using the Educate/Empower program to plan, monitor, and assess proficiency for the measurement topics students are working on. Teachers will meet regularly in Learning/Curriculum/Instructional to create assessments and and instructional practices that respond to students needs and help them become proficient in measurement topics. Teachers will be	

		regularly using the Digital Library as a resource for instruction and assessments.
	Target Date:	06/09/2017
	Tasks:	

1. Teachers and paraprofessional staff will participate in district-wide professional development monthly by grade levels. These meetings will focus on creating an understanding of the district curriculum which is based on measurement topics/Common Core and staff will become familiar and proficient with the Educate/Empower program.

Assigned to:	Laura Shaw
Added date:	11/10/2014
Target Completion Date:	06/09/2017
Comments:	The district plan is to have full implementation of Educate/Empower by the end of 2017.

Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)

Student and School Success Principle 4: Rigorous, aligned instruction - Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards

Engaging teachers in assessing and monitoring student mastery

Indicator	**IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)(PriorityYR2)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 12/08/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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, some teachers give pre-assessments consistently and other teachers give pre-assessments some of the time. Pre-assessments are not given consistently and systematically before each skill or concept is taught.	
Plan	Assigned to:	Laura Shaw	
	How it will look when fully met:	All teachers will use pre-test results to individualize insruction. Teachers will use various methods to determine and activate prior knowledge about a topic, idea or skill and use this information to differentiate instruction during units of study. They will also use progress monitoring tools in reading each month to determine where students strengths are and how to move them along the reading and writing contininuum. In math, as part of the Every day Math curriculum, every unit assessment includes a part which is a pre-assessment for the next unit and teachers will use this information to group and instruct students depending on needs. Teachers will also use surveys, observations, KWL charts, running records, Concepts About Print, rubrics, Developmental Spelling Assessment, etc. depending on which tool or method is most helpful in supporting students and enhancing learning opportunities.	
	Target Date:	06/10/2016	
Indicator	**IIB05 - All teachers re-teach based on post-test results.(95)(FocusYr2,PriorityYR2)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:		

Assessment	Level of Development:	**Initial:** Limited Development 12/08/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Teachers already have a strong foundation for this practice of re-teaching based on post-test results. Washburn and the district use a Workshop Approach to Literacy and Math (based on Dorn's research) which implements whole group teaching with brief mini-lessons, small group guided practice, independent work and debrief and closure to check for understanding. The district is also implementing customized learning practices. Part of these practices include having students set goals, unpack targets, and monitor their own progress towards standards-based proficiency using a scale. Teachers use both formal and informal assessments to assess whether or not students are proficient in grade appropriate standards and will re-teach in Tier One when necessary. Washburn's RTI system also has Tier 2 and 3 staff re-teaching skills and concepts that are not mastered in a smaller group setting. These practices are solidly in place, however, more investigation needs to be done to ensure that re-teaching is done 100% of the time when benchmarks aren't met.	
Plan	Assigned to:	Laura Shaw	
	How it will look when fully met:	Washburn will use a Workshop Approach to Literacy and Math (based on Dorn's research) which implements whole group teaching with brief mini-lessons, small group guided practice, independent work and debrief and closure to check for understanding. Washburn will also implement customized learning practices. Part of these practices includes having students set goals, unpack targets, and monitor their own progress towards standards-based proficiency using a scale. Teachers will use both formal and informal assessments to assess whether or not students are proficient in grade appropriate standards and will re-teach in Tier One when necessary. Washburn's RTI system also has Tier 2 and 3 staff re-teaching skills and concepts that are not mastered in a smaller group setting. These practices are solidly in place with all teachers. Teachers will use Empower learning software to track student proficiency on learning targets. Students who have not demonstrated mastery of specific targets will be identified and targeted for re-teaching in small group and/or 1:1 instruction and continuously progress monitored.	
	Target Date:	06/10/2016	

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	**IID05 - Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction.(103)(PriorityYR2)**		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	**Initial:** Limited Development 12/08/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within

	Opportunity Score:	current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Washburn and the district have access to specific, comprehensive and immediate data throughout the school year. This data comes from universal screening and progress monitoring for academics. E.g. In literacy, teachers review Running Records, CPAA, STAR, OS, Rigby, F&P, Razinski, etc and for math they review STAR, CPAA, Early Mathematical Thinking Assessments, Everyday Math assessments as well as various online math assessments. Teachers meet weekly to discuss student progress related to regular classroom instruction, Interventionists and teachers meet weekly to discuss data for students not meeting benchmarks in order to connect them with an appropriate intervention. Powerschool is a tool that teachers and administration can use to track attendance, behavior and academics. Academic data is organized in a variety of ways that are accessible to all staff. It is organized in a physical data wall and has a spreadsheet. Grade level teachers have the opportunity to meet daily to discuss student data, and then make decisions about their instruction and grouping. Recently, groups of teachers have started observing colleagues that are having success with student performance in specific areas. At this time, we need to use our math data more consistently to make decisions about placement and instruction, as we do in literacy. Staff are learning more about how to do this with professional development and a new math coach.
Plan	Assigned to:	Laura Shaw
	How it will look when fully met:	When this objective is fully met, a comprehensive central data base will be in place that is user-friendly, and timely and accessible to all staff. This database will be used to make decisions about student instruction and placement through conversations at intervention meetings, learning team meetings, teaching partner meetings and whole school meetings. A tool will created that documents student achievement throughout his time at Washburn and any interventions the students received. This is also tool that will be used to make decisions about student instruction and placement.
	Target Date:	06/19/2017

Tasks:

1. A record-keeping tool will be created to document the following: Name of student receiving intervention, type of intervention, dates, frequency and duration of intervention, and progress monitoring information. This tool will be used to track the success of tier two and three interventions and student progress. It will be used as a pre-referral tool as well.

Assigned to:	Laura Shaw
Added date:	12/08/2014
Target Completion Date:	06/30/2015
Comments:	Michelle Gagne - intervention team will create the tool, it will either be a hard copy that goes in a student's file, or a link from the electronic database or a field in powerschool. This task is the same task as one in RTI 02 (Task #3)
Task Completed:	06/08/2015

2. Teachers will receive ongoing PD related to Empower, which will be the district's software to track, maintain and and use the information to assist in making decisions about students placement and instruction.

Assigned to:	Laura Shaw
Added date:	

	Added date:	06/08/2015
	Target Completion Date:	06/19/2017
	Comments:	Same task as in indicator IIIB06 and IID05.
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)
Indicator	**IID07 - The Leadership Team monitors school-level student learning data (disaggregated into appropriate subgroups).(3067)(PriorityYR1,SWP)**	
Status	**Objective Met** 2/9/2015	
Assessment	Level of Development:	**Initial:** Limited Development 11/15/2013 **Objective Met** - 02/09/2015

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:

IID07 - The Leadership Team monitors school-level student learning data (disaggregated into appropriate subgroups).

Team Leaders will begin meeting in the Professional Development Lab (PD Lab) once a month during their regularly scheduled bi-weekly meeting. This change in location will position the team to have access to Washburn's physical Tier 1 data wall and the on-line Tier 2 and 3 data wall simultaneously. Both walls are well established tools for data collection and disaggregation at Washburn School.

The data displayed on the physical data wall, located in the Washburn's PD Lab, is overseen by the Literacy Coach but is managed collectively by classroom teachers. The data, which is organized by grade level, is disaggregated into various subgroups by the use of colored pocket charts that separate the wall into 4 categories; does not meet, partially meets, meets, and exceeds. Beyond that, each individual student is represented by an anonymous number code and a colored sticker system that shows that particular child's' literacy journey K-6th grade. For example, a 5th grader who received Reading Recovery as a first grader has a red sticker on his card, therefore allowing Team Leaders and all staff to track the long lasting effects of Reading Recovery for individual students and as a cohort of students collectively. All Washburn students are represented on the wall and each child's data card tells his or her own educational story with regards to literacy. The wall is reviewed and updated by classroom teachers monthly using progress monitoring tools including; STAR data, CPAA data, and classroom assessments such as Running Records and the Observation Survey.

Washburn's electronic data wall, managed by the Reading Recovery Team Leader, is also disaggregated and color coded. The data is organized by grade level but also by classroom. It is color coded system indicates Tier 2 and Tier 3 interventions. The interventions are listed alongside the student's literacy score. Monthly, classroom teachers meet with and report out their data to the school Principal. At the same time, they send the data to the Reading Recovery Team Leader who enters it into the electronic wall. Past scores are preserved in monthly columns so that each child's progress can be tracked from month to month.

During the monthly Team Leader meeting held in the PD Lab, the Literacy Coach will use both data collection tools to report out on Tier 1 and Tier 2 data. The Special Education Team Leader will report out on Tier 3 data and update Team Leaders on IEP and CST meetings scheduled for the following week. Students of concern brought up by Team Leaders will be noted and the Literacy Coach will be responsible for bringing these names and concerns back to the following week's Intervention Team meeting for discussion and action.

Next Steps:
Date to implement
Data Collection for math?
Year to Year data using Pearson?

Plan	Assigned to:	Laura Shaw
	How it will look when fully met:	The Leadership Team monitors school-level student learning data (disaggregated into appropriate subgroups). Team Leaders meet in the Professional Development Lab (PD Lab) twice a month. This allows the team to have access to Washburn's physical Tier 1 data wall and the on-line Tier 2 and 3 data wall simultaneously. Both walls are well established tools for data collection and disaggregation at Washburn School. The data displayed on the physical data wall, located in the Washburn's PD Lab, is overseen by the Literacy AND Coach but is managed collectively by classroom teachers. The data, which is organized by grade level, is disaggregated into various subgroups by the use of colored pocket charts that separate the wall into 4 categories; does not meet, partially meets, meets, and exceeds. Beyond that, each individual student is represented by an anonymous number code and a colored sticker system that shows that particular child's' literacy or math journey K-6th grade. All Washburn students are represented on the wall and each child's data card tells his or her own educational story with regards to literacy. The wall is reviewed and updated by classroom teachers monthly using progress monitoring tools including; STAR data, CPAA data, and classroom assessments such as Running Records and the Observation Survey. Washburn's electronic data wall is also disaggregated and color coded. The data is organized by grade level but also by classroom. It is color coded system indicates Tier 2 and Tier 3 interventions. The interventions are listed alongside the student's literacy score. Monthly, classroom teachers meet with and report out their data to the school Principal. At the same time, they send the data to an Intervention Team member who enters it into the electronic wall. Past scores are preserved in monthly columns so that each child's progress can be tracked from month to month. During the Team Leader meetings held in the PD Lab, the Literacy Coach and Math Coach will use both data collection tools to report out on Tier 1 and Tier 2 data. The Special Education Team Leader will report out on Tier 3 data and update Team Leaders on IEP and CST meetings scheduled for the following week. Students of concern brought up by Team Leaders will be noted and the Literacy Coach and Math Coach will be responsible for bringing these names and concerns back to the following week's Intervention Team meeting for discussion and action. The literacy and math data walls will be discussed at each of the meetings.
	Target Date:	03/21/2015
	Tasks:	

1. A math data wall will be created and maintained on a monthly basis.

Assigned to:	Amber Eliason
Added date:	05/18/2014
Target Completion Date:	03/02/2015
Comments:	The math data wall is up and running and is regularly monitored.
Task Completed:	02/09/2015

Implement

Percent Task Complete:	
Objective Met:	2/9/2015
Experience:	2/9/2015 To complete this objective, the school needed add a data wall, both physical and electronic, as we have for tracking universal screening data, interventions and special ed subgroups in literacy. We now have the same method for monitoring school level student learning data in math, as we do in literacy. The data walls are updated monthly or bi-monthly.
Sustain:	2/9/2015 The math data wall will continue to be implemented and monitored each month. The school will use it for ongoing progress monitoring to determine and adjust tier one, two and three instruction and interventions.
Evidence:	2/9/2015 A copy of the electronic wall can be obtained, and a photo of the physical data wall can be uploaded.

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)(PriorityYR1,SWP)**

Status **Objective Met** 10/9/2014

Assessment

Level of Development:	**Initial:** Limited Development 03/27/2014 **Objective Met** - 10/09/2014	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(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:	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). The Intervention Team reviews data and reports to leadership team (3 members of the leadership team also sit on the intervention team). Leadership Team meets in PD lab at least once a month to look over the data wall and discuss data. Intervention team members who are also on the leadership team report out on data and recommended	

appropriate support for student transitions from grade to grade or school to school.
We have weekly intervention team meetings and bi monthly leadership team meetings at school in the PD lab

Current Level:
We do have a Leadership Team but at this time they do not discuss student data. We do have an Intervention Team that meets weekly to discuss student data. Student data is also discussed during Grade/Cluster Learning Teams. The principal meets monthly with each classroom teacher to discuss student data. At the end of the year, teachers meet with previous and next grade level to discuss student data and placement.

Plan

Assigned to: Laura Shaw

How it will look when fully met: Washburn Elementary's Leadership Team meets two times per month. Three members of this team are also on the intervention team. The intervention team looks at all student data and uses it to determine which students are in need of additional interventions. The members of the leadership team who are also on the intervention team report out on this data to the leadership team. This group looks at the data wall and discusses where students are and what strategies could be put into place to move students from one category to the next. Notes are taken at both of these meetings for further review. The Intervention Team has a member who also is on the grade level Instructional Teams. During these meetings the staff look at data, student needs, and interventions that are taking place for each of the students. This information is then shared with the rest of the Intervention Team and then the Leadership team. As the students move from grade to grade information about each of the students is shared with staff who will then be working with the students the next school year. Time will be dedicated at two staff meetings at the end of the school year for teachers and interventionists to meet with the next year's teachers to discuss students and their needs in order to transition as successfully as possible. Washburn grade level teams 2nd through 6th have been organized as multi-grade classrooms to address student mobility and transitions. What this means for students is that they are less apt to have to transition between classrooms (peers and teachers) if their school year is disrupted by mobility.

Target Date: 05/01/2014

Tasks:

1. Teachers and interventionists of each grade level will meet with teachers in the next grade level to discuss students and their needs to determine the best transition possible for each child.

Assigned to: Holly Couturier

Added date:

Added date:	05/18/2014
Target Completion Date:	05/14/2014
Comments:	
Task Completed:	05/14/2014

2. The Leadership Team will add student transitions to the summer agenda in order to take into consideration an smooth transition from this year to the next.

Assigned to:	Laura Shaw
Added date:	05/18/2014
Target Completion Date:	08/18/2014
Comments:	
Task Completed:	08/15/2014

3. Monthly meeting between the administrator and teacher will be changed. Instead of gathering data from teachers in this way, the administrator will attend the literacy intervention team meetings regularly and will facilitate the 4/5/6 Learning Team and attend other grade level learning teams when possible. Data will be collected and analyzed at each of these meetings, then brought back to team leaders by the administrator at biweekly leadership meetings.

Assigned to:	Laura Shaw
Added date:	10/09/2014
Target Completion Date:	10/10/2014
Comments:	
Task Completed:	10/09/2014

Implement

Percent Task Complete:	
Objective Met:	10/9/2014
Experience:	
	10/9/2014 Administrator now meets regularly with learning teams, intervention teams and leadership team to share, discuss and analyze student and school data.
Sustain:	
	10/9/2014 Administrator must continue to attend these meetings and facilitate discussions related to data.
Evidence:	
	10/9/2014 Meeting dates, discussion notes and data can be provided.

Indicator **IID09 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)(FocusYr2,PriorityYR1,SWP)**

Status Tasks completed: 3 of 5 (60%)

Assessment

Level of Development:	Initial: Limited Development 12/13/2013	
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:

Staff is divided into learning partnerships, grade level teams, intervention team, leadership team.

Teams meet on a weekly and/or monthly basis to discuss student data. Data is compiled from in class assessments (running records, EveryDay Math Assessments, informal observations, Word Journeys, Words Their Way and F&P Word Study), STAR or CPAA district assessment. The data is compared to the Auburn School Department benchmarks in order to identify students' instructional needs. Students are then grouped accordingly and instruction is driven by the needs of each group.

STAR/CPAA are given once a month. Running records are given weekly for students below benchmarks, and monthly for students who meet and exceed benchmark. Math assessments are given upon mastery of unit, standard, or matrix. Formative assessments are ongoing and constantly informing teachers instruction in the classroom.

During learning team meetings and intervention meetings, discussions are data driven to help determine where students' needs are and how to meet them. Students who fall below benchmark are looked at for possible interventions or re-organization of groups.

Using data is a district requirement. It enables instructional staff to best meet the needs of all learners. Grouping and re-grouping students based on data allows for more rapid growth in all areas. Data helps us meet the needs for whole group, small group, and one on one instruction.

Running records are added to the data wall each month in order to track growth. Some classes are using road maps set up in the classroom to help students track their own growth. Teachers keep their own individual tracking system to monitor student growth.

The Washburn Elementary School staff work on many different instructional teams to make sure they are meeting the needs of their students. Each teacher at Washburn is part of a grade level partnership that meets weekly and a multi grade level team (k-2 and 3-6) that meets twice a month. Interventionists and special educators sit on these teams and meet amongst themselves at weekly meetings. The teachers use these meetings to discuss data and plan for instruction. A variety of sources including running records, EveryDay Math Assessments, informal observations, Word Journeys, Words Their Way, F&P Word Study and STAR (grades 3-6) or CPAA (grades k-2) district assessments are reviewed at these meetings to assess where each student is on their own learning path. The students' needs are determined by comparing their performance on these assessments to the Auburn School Departments benchmarks. Grade level partnerships use this data to plan instruction and design instruction. Having multi grade level meetings allows teachers to move students between grade levels to best meet their needs. Any student who is found to be below benchmark is considered for intervention. Data is gathered at different times depending on the assessment. STAR tests can be given once a month for progress monitoring to students who are not meeting benchmark. CPAA is given each trimester to all students and are given again six weeks into the trimester for students who are not meeting benchmark. Running records are given weekly for students below

benchmarks, and monthly for students who meet and exceed benchmark. Math assessments are given upon mastery of unit, standard, or matrix. Formative assessments are ongoing and constantly informing teachers' instruction in the classroom. Data is collected and saved in many ways. Running records are added to the data wall each month in order to track growth. Some classes are using road maps set up in the classroom to help students track their own growth. Teachers keep their own individual tracking system to monitor student growth.

Teachers keep track of their students' progress (even though it may look different from teacher to teacher or from content to content).

Plan

Assigned to: Jessica Michaud

How it will look when fully met: The Washburn Elementary School staff work on many different instructional teams to make sure they are meeting the needs of their students. Each teacher at Washburn is part of a grade level partnership that meets weekly and a multi grade level team (k-2 and 3-6) that meets twice a month. Interventionists and special educators sit on these teams and meet amongst themselves at weekly meetings. The teachers use these meetings to discuss data and plan for instruction. A variety of sources including running records, EveryDay Math Assessments, informal observations, Word Journeys, Words Their Way, F&P Word Study and STAR (grades 3-6) or CPAA (grades k-2) district assessments are reviewed at these meetings to assess where each student is on their own learning path. The students' needs are determined by comparing their performance on these assessments to the Auburn School Departments benchmarks. Grade level partnerships use this data to plan instruction and design instruction. Having multi grade level meetings allows teachers to move students between grade levels to best meet their needs. Any student who is found to be below benchmark is considered for intervention. Data is gathered at different times depending on the assessment. STAR tests can be given once a month for progress monitoring to students who are not meeting benchmark. CPAA is given each trimester to all students and are given again six weeks into the trimester for students who are not meeting benchmark. Running records are given weekly for students below benchmarks, and monthly for students who meet and exceed benchmark. Math assessments are given upon mastery of unit, standard, or matrix. Formative assessments are ongoing and constantly informing teachers' instruction in the classroom. Data is collected and saved in many ways. Running records are added to the data wall each month in order to track growth. Some classes are using road maps set up in the classroom to help students track their own growth. Teachers keep their own individual tracking system to monitor student growth.

Target Date: 12/23/2016

Tasks:

1. *Identify Instructional Teams. This will give people a clear vision of who to work with and who to spend their planning periods with

Assigned to: Jessica Michaud

Added date: 02/05/2014

Target Completion Date: 02/12/2014

Comments:

Task Completed: 02/12/2014

2. Give Instructional Teams the times they needs: Wise Ways recommends 45 minutes twice/week; 45 minutes twice/month for communication to larger teams; 4-6 hours once/month for curricular and instructional planning; and additional whole days before/after the school year Begin 3/2014).

Assigned to:	Jessica Michaud
Added date:	02/05/2014
Target Completion Date:	03/27/2014
Comments:	Map out the days on next year's calendar.
Task Completed:	06/05/2014

3. Provide PD FOR staff related to working with ELL students and special needs students; Understanding the IEP, using formative assessments and the data one can collect from them.

Assigned to:	Jessica Michaud
Added date:	02/05/2014
Target Completion Date:	12/23/2016
Comments:	Staff member that might design and implement PD include Jessica Michaud, Daphne Grant, Laurie Lemieux, Michelle Gagne, Lynn Curran Sargent.

4. The IEP document itself is only useful if it is an effective tool for instruction" - there needs to be time set aside for special educators to meet with classroom teachers so they can be held accountable for meeting the needs of the child and the IEP. We will allow time for General Education teacher to come into special education teachers rooms and go over IEPs and parts they need more clarification on.

Assigned to:	Jessica Michaud
Added date:	02/05/2014
Target Completion Date:	09/29/2014
Comments:	Student teacher consultant; Jessica Michaud
Task Completed:	09/08/2014

6. A district ELL teacher will advise interventionists at interventionist meetings. Washburn teachers will provide the ELL teacher with past and current interventions and assessments pertaining to ELL student(s). Together, they will create a plan that combines best practice in teaching struggling learners by continuing to use research based literacy and math interventions, combined with research based ELL instructional strategies.

Assigned to:	Jessica Michaud
Added date:	02/05/2015
Target Completion Date:	06/10/2016
Frequency:	twice a year
Comments:	Melissa Hodgkins or Robin Fleck

Implement	Percent Task Complete:	Tasks completed: 3 of 5 (60%)
Indicator	**IID10 - Instructional Teams use student learning data to plan instruction.(107) (FocusYr2,PriorityYR1,SWP)**	
Status	**Objective Met** 6/8/2015	
Assessment	Level of Development:	**Initial:** Limited Development 12/13/2013 **Objective Met** - 06/08/2015

Index: (Priority Score x Opportunity Score)

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:

Working within a systematic design and framework consisting of a variety of differentiated teams and weekly meetings, all Washburn teachers use student learning data to identify students in need of instructional support in literacy and enhancement within a comprehensive intervention model. The systematic approach ensures that all students' learning is progress monitored by classroom and intervention teachers on a regular basis.
Washburn's Response to Intervention framework is based on the Maine Comprehensive Literacy Partnership and the Comprehensive Intervention Model from the University of Maine. The design and framework are aligned with scientifically researched and evidence based practice for meeting individual needs of students. The framework brings interventionists, Special Education teachers, and administrators together in a collaborative way to support students through intervention, RTI and post-referral instruction and support.
The following outlines our design:
Special Educators, Reading Recovery teachers, TItle One teachers, Literacy Coach, Reading Recovery Teacher Leader and the Principal meet weekly as an Intervention Team to discuss student data, manage interventions and schedules, instruction, and in-coming students.
Monthly reading data based on student running records is submitted and collected on a monthly basis by the principal and intervention team. A digital literacy data wall is shared with all teachers on goggle docs. The digital wall contains monthly reading running record data, grade level specific standardized testing scores, such as CPAA and STAR scores. A physical school-wide literacy wall is being constructed and housed in the PD Lab where weekly learning teams meet.
The daily school schedule accommodates grade level meetings, cross grade level meetings, and weekly intervention and special education meetings. This meeting structure allows for collaborative planning time, intervention and implementation discussions and planning, progress monitoring of student growth in both literacy and math, and professional development time.
Grade 1 meet on Thursdays, 12:30 -1:10
Grade 2 meet Thursdays,
Grades 3 / 4 Team and Grades 3 / 4 /5 meet the second and fourth Tuesdays
Grades 5 / 6 Team meets on the second and fourth Tuesdays at 8:45
Classroom teachers meet with principal to review data monthly and always discuss Tier One intervention plans for those students not meeting standards.
Classroom teachers and an intervention team member meet weekly at grade level Learning Team meetings to discuss intervention, instruction, and students of concern.

Meetings follow a protocol for note-taking and reporting out to the larger school audience.

In 2012 - 2013, an additional intervention block design was layered on to our schedule to address math needs at specific grade levels based on student data on standardized test scores.

Plan	Assigned to:	Michelle Gagne
	How it will look when fully met:	Working within a systematic design and framework consisting of a variety of differentiated teams and weekly meetings, all Washburn teachers use student learning data to identify students in need of instructional support in literacy and math enhancement within a comprehensive intervention model. The systematic approach ensures that all students' learning is progress monitored by classroom and intervention teachers on a regular basis. Washburn's Response to Intervention framework is based on the Maine Comprehensive Literacy Partnership and the Comprehensive Intervention Model from the University of Maine. The design and framework are aligned with scientifically researched and evidence based practice for meeting individual needs of students. The framework brings interventionists, Special Education teachers, and administrators together in a collaborative way to support students through intervention, RTI and post-referral instruction and support. The following outlines our design: Special Educators, Reading Recovery teachers, TItle One teachers, Literacy Coach, Reading Recovery Teacher Leader and the Principal meet weekly as an Intervention Team to discuss student data, manage interventions and schedules, instruction, and in-coming students. Monthly reading data based on student running records is submitted and collected on a monthly basis by the principal and intervention team. Digital literacy and math data walls are shared with all teachers on goggle docs. The digital wall contains monthly reading running record data, grade level specific standardized testing scores, such as CPAA and STAR scores (in reading and math). Physical school-wide literacy and math walls are housed in the PD Lab where weekly learning teams, Interventionists, and the Leadership Team meet. The daily school schedule accommodates grade level meetings, cross grade level meetings, and weekly intervention and special education meetings. This meeting structure allows for collaborative planning time, intervention and implementation discussions and planning, progress monitoring of student growth in both literacy and math, and professional development time. Classroom teachers meet with principal to review data monthly and always discuss Tier One intervention plans for those students not meeting standards. Classroom teachers and an intervention team member meet weekly at grade level Learning Team meetings to discuss intervention, instruction, and students of concern. Meetings follow a protocol for note-taking and reporting out to the larger school audience. All data is used by all staff in order to inform instruction.
	Target Date:	06/30/2014
	Tasks:	

1. The Leadership Team needs to make sure there are at least 2 hours a month of professional development time dedicated to unpacking targets and using student data to inform instruction at the Tier I, II, and III levels.

Assigned to:	Lisa Coburn
Added date:	03/28/2014
Target Completion Date:	05/22/2014
Frequency:	monthly
Comments:	Learning Teams alternate math and literacy.
Task Completed:	06/05/2014

Implement Percent Task Complete:

	Objective Met:	6/8/2015
	Experience:	
		6/8/2015 Learning Teams alternate math and literacy work each week. Approximately two hours each week is dedicated to Tier One PD for each subject area. Learning Teams use student data to plan instruction each week. Additionally intervention meetings occur each week for both literacy and math, and student learning data is used to plan Tier 1, 2, and 3 instruction. Tools for data analysis included a physical and electronic data wall.
	Sustain:	
		6/8/2015 The building schedule needs to be framed so that teachers can continue to have common planning time and interventions and other staff can meet weekly to analyze data and plan based on students needs.
	Evidence:	
		6/8/2015 Learning Team notes, intervention team notes, intervention information, electronic data wall.
Indicator	**IID11 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)(FocusYr2,PriorityYR1,SWP)**	
Status	**Objective Met** 11/10/2014	
Assessment	Level of Development:	**Initial:** Limited Development 02/05/2014 **Objective Met -** 11/10/2014

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:

IID 11 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.

All K - 6 grade level teachers and interventionists (Special Education teachers and literacy specialists) at Washburn sit on an instructional team to identify students in need of instructional support or enhancement. Student learning data informs the identification process for struggling students and students needing enhancement are selected through a formal screening process for gifted and talented students.

The Auburn School Department has a process for identification of Gifted and Talented students. Guidelines for screening and selection are reviewed annually by the group of Auburn School Department citizens, parents, teachers, and administrators as designated in the Auburn Gifted and Talented Comprehensive Education Plan. The identification plan for identifying students in grades K-2 is a collection of student data and screenings. Screening of the general population

occurs each fall for grades 3-6. The GT staff collect screening data and consult with classroom teachers. The data collected helps to inform instruction for high achieving students. A selection committee reviews the data in accordance with our state GT plan. The committee identifies 3 to 5% of the district student population as Gifted and Talented, as per the state mandate.

The Comprehensive Intervention Model in place at Washburn since 2010 is our framework for the process of identification of students needing support in literacy and math. This systematic approach to Response to Intervention revolves around assessment, data collection, data review, and progress monitoring on a monthly basis for all students. The teachers meet in the Literacy Lab to update the data wall through the use of current running records of oral reading. Teachers also update the electronic wall monthly so that student reading data and standardized test scores are available to all teachers on Google.docs, and illustrates the level the students are currently working on in intervention and in the classroom. Forty minute weekly meetings focus of students of concern and further discussion on instructional plans. Students with IEPs in place are reviewed and teachers collaborate to align individual instruction and goals. Agendas and meeting notes are published on Goggle.docs for all staff to view.

Students not making adequate progress in meeting district literacy benchmarks and who are identified as being in need of support in literacy are listed as Title One students and receive Tier Two support. Title One support is provided through a variety of interventions by trained teachers in Reading REcovery, Literacy Lessons Designed for Individuals, Emergent Literacy groups, Guided Reading Plus, Assisted Writing groups, Comprehension Focus Groups, Before and After school tutoring and Summer School. Tier Three support is provided once a student has not responded to intervention/instruction and has gone through the formal process of evaluation and identification for Special Education services. Tier Three support includes all the interventions available by a trained Special Education teacher.

Due to Washburn's school status as a CIPS school in 2012-2013, we adopted an hour block intervention design to address school-wide math needs. Each grade level created math intervention/enrichment time. Classroom teachers and interventionists worked together with small groups. CPAA and STAR student data was central to identifying student need in math, provided focus for instruction and guided the groupings. Due to redistribution of staff, the integrity of our math intervention has not maintained this year. As a next step we will need to address ways to meet our student math needs.

Plan

Assigned to: Amber Eliason

How it will look when fully met:

The Leadership Team monitors school-level student learning data (disaggregated into appropriate subgroups). Team Leaders meet in the Professional Development Lab (PD Lab) twice a month. This allows the team to have access to Washburn's physical Tier 1 data wall and the on-line Tier 2 and 3 data wall simultaneously. Both walls are well established tools for data collection and disaggregation at Washburn School. The data displayed on the physical data wall, located in the Washburn's PD Lab, is overseen by the Literacy Coach but is managed collectively by classroom teachers. The data, which is organized by grade level, is disaggregated into various subgroups by the use of colored pocket charts that separate the wall into 4 categories; does not

meet, partially meets, meets, and exceeds. Beyond that, each individual student is represented by an anonymous number code and a colored sticker system that shows that particular child's' literacy journey K-6th grade. All Washburn students are represented on the wall and each child's data card tells his or her own educational story with regards to literacy. The wall is reviewed and updated by classroom teachers monthly using progress monitoring tools including; STAR data, CPAA data, and classroom assessments such as Running Records and the Observation Survey. Washburn's electronic data wall is also disaggregated and color coded. The data is organized by grade level but also by classroom. It is color coded system indicates Tier 2 and Tier 3 interventions. The interventions are listed alongside the student's literacy score. Monthly, classroom teachers meet with and report out their data to the school Principal. At the same time, they send the data to an Intervention Team member who enters it into the electronic wall. Past scores are preserved in monthly columns so that each child's progress can be tracked from month to month. During the Team Leader meetings held in the PD Lab, the Literacy Coach will use both data collection tools to report out on Tier 1 and Tier 2 data. The Special Education Team Leader will report out on Tier 3 data and update Team Leaders on IEP and CST meetings scheduled for the following week. Students of concern brought up by Team Leaders will be noted and the Literacy Coach will be responsible for bringing these names and concerns back to the following week's Intervention Team meeting for discussion and action. The literacy and math data walls will be discussed at each of the meetings.

Target Date: 06/18/2014

Tasks:

1. Staff will meet and develop a quick reference guide for parents that includes the name and description of all research-based interventions being offered in literacy.

Assigned to:	Michelle Gagne
Added date:	02/05/2014
Target Completion Date:	12/15/2014
Comments:	MIchelle created a sheet to go home to parents that will be adjusted to match report cards.
Task Completed:	11/10/2014

3. Instructional teams will identify students not meeting math benchmarks according to CPAA, STAR, and EDM assessments on a monthly basis.

Assigned to:	Amber Eliason
Added date:	06/05/2014
Target Completion Date:	10/31/2014
Comments:	Process in place to be done consistently throughout the year.
Task Completed:	11/10/2014

Implement

Percent Task Complete:

Objective Met: 11/10/2014

Experience:

11/10/2014
The school needed a process for identifying students who in need of instructional support because they were not meeting grade appropriate

benchmarks. The school had a functioning team for literacy that identified all non-proficient students and matched them up with interventions. Now there is a process for identifying students not proficient in math. When a student is matched with an intervention, a parent-friendly quick reference guide goes home to provide a brief description of the intervention.

Sustain:

11/10/2014
We will continue to adjust the reference guide for parents as our interventions develop. We will continue to have the literacy intervention team meet regularly to monitor progress for students receiving interventions. This team will also help to identify non-proficient math students as well.

Evidence:

11/10/2014
Evidence can be provided by a copy of the quick reference guide that is currently being used, meeting agendas and notes, access to the intervention roster for math and literacy.

Student and School Success Principle 4: Rigorous, aligned instruction - Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards

Expecting and monitoring sound homework practices and communication with parents

Indicator	**IIIB06 - All teachers systematically report to parents (families) the student's mastery of specific standards-based objectives (in plain language that allows for understanding).(3076) (PriorityYR2)**		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/10/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(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, our report cards do not reflect a standards-based proficiency model. The report card/reporting system will be changed when the district committee work is completed and teachers are fully using the Educate/Empower program to organize and assess measurement topics.	
Plan	Assigned to:	Laura Shaw	
	How it will look when fully met:	When this objective is fully met, teachers will use the Educate/Empower program to determine students' academic progress, but will have developed and will use a parent-friendly "report card" and process when communicating with parents about their child's academic progress. A copy of the "report card" can be provided.	
	Target Date:	06/09/2017	

Tasks:

1. Teachers will receive ongoing professional development related Empower/Educate, which will be the district's software for track, maintain and report to parents, their child's mastery of specific standards based objectives.

Assigned to:	Laura Shaw
Added date:	02/09/2015

	Target Completion Date:	06/09/2017
	Comments:	PD is designed by Central Office staff and is conducted by building administrators and consulting teachers.
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)

Student and School Success Principle 6: Safety, discipline, and social, emotional, physical health - Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, i.e., students' social, emotional, health needs

School and classroom culture

Indicator	**IIIC01 - All school staff demonstrate an understanding of community cultures, customs, and values and model a respect for them.(3052)(PriorityYR2)**		
Status	Tasks completed: 1 of 3 (33%)		
Assessment	Level of Development:	Initial: Limited Development 09/22/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Washburn has been working on developing a positive school culture through our work with Customized Learning, Olweus, Responsive Classroom, etc. We need to share what we do to promote a positive school culture with families and the community more. Washburn does not have a lot of ethnic or racial diversity, however we could begin to look at other community cultures, such as traditions, age diversity and values. Poverty is pervasive in our school culture (80%+) and it is important to understand the "culture" of poverty and how it affects values, and students and families mental model.	
Plan	Assigned to:	Laura Shaw	
	How it will look when fully met:	When this objective is fully met, staff will have a solid understanding of how the values, norms, knowledge, beliefs, practices, experiences, language and "hidden rules" of those living in poverty are vastly different than those living in middle class. Schools operates from a middle class mindset, so staff will utilize their understanding of poverty to reconcile the two different "cultures" or mental models. This means that teachers will adjust how they instruct, engage, discipline, communicate and develop relationships with students and families, as they look through the "lens" of poverty. Evidence will show that decreased office reveals, increased family involvement, and increased student achievement.	
	Target Date:	06/06/2016	

Tasks:

1. Staff will receive training and professional development related to poverty and will build a "poverty" tool box.

Assigned to:	Laura Shaw
Added date:	10/27/2014
Target Completion Date:	06/06/2016
Comments:	Purple Poverty Folder
Task Completed:	06/08/2015

2. Adjust family involvement activities based on families needs, for example, activities can occur before school, afterschool, involve students, make sure there is not cost, provide transportation, and whenever

possible involve our community partners.

Assigned to:	Bailly Lockhart
Added date:	10/27/2014
Target Completion Date:	06/06/2016
Comments:	

3. Adjust written and verbal communication so that parents can more easily understand information coming from school. This includes robo-calls, intervention notices, newsletters, report cards, conferences, etc. Staff will share ideas and examples at a staff meeting.

Assigned to:	Michelle Gagne
Added date:	10/27/2014
Target Completion Date:	06/06/2016
Comments:	

Implement Percent Task Complete: Tasks completed: 1 of 3 (33%)

Indicator **IIIC04 - All teachers model, teach, and reinforce social and emotional competencies.(3055) (PriorityYR2)**

Status Tasks completed: 4 of 5 (80%)

Assessment

Level of Development:	Initial: 09/22/2014	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(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:	Washburn uses Responsive Classroom, SOPs, Codes of Cooperation and Classroom Visions to create positive learning environments in the classroom. All staff do not necessarily manage behaviors and help students regulate their own behavior consistently. We will need to look for PD opportunities to learn how to have ALL staff meet this indicator.	

Plan

Assigned to:	Laura Shaw
How it will look when fully met:	When this objective is fully met, all staff will have an understanding of how Washburn, as a school community, manages and addresses at all Tier levels of behvior. Staff will have received professional development related to Tier One, Two and Three social/emotional competencies, such as Responsive Classroom, Habits of Mind, Teaching with Poverty in Mind, Engaging Students with Poverty in Mind, Building Bridges out of Poverty, Classroom Design and Delivery, student engagement, and other PD opportunities that share strategies for teaching self-regulation. and building on students strengths and abilities. New staff each year will receive updated training, so that all staff have the same level of understanding regarding how to model, teach and reinforce social/emotional competencies. We will know that this objective has been met because office referrals and incident log-ins will decrease.
Target Date:	06/06/2016

Tasks:

1. Staff will attend Bridges out of Poverty presentation and bring back information to share with all staff at a staff meeting.

Assigned to:	Amber Eliason
Added date:	10/27/2014

Target Completion Date:	10/27/2014
Comments:	Michelle Gagne, Amber Eliason, and Laura Shaw will go and then share.
Task Completed:	11/10/2014

2. Staff will receive a presentation on Habits of Mind, with lessons available to use in teaching these strategies.

Assigned to:	Michelle Gagne
Added date:	10/27/2014
Target Completion Date:	10/27/2014
Comments:	Michelle Gagne will use her action research.
Task Completed:	11/10/2014

3. Staff will receive a presentation on the contents of Teaching Students with Poverty in Mind.

Assigned to:	Laura Shaw
Added date:	10/27/2014
Target Completion Date:	06/05/2015
Comments:	Laura will use Fran's notes to create a powerpoint then present.
Task Completed:	06/08/2015

4. Laura will have a presenter come to Washburn, so that all staff will receive updated professional development on Responsive Classroom or other research-based Tier One responsive behavior model.

Assigned to:	Laura Shaw
Added date:	10/27/2014
Target Completion Date:	06/17/2016
Comments:	Laura will try to find "outside" presenter rather than someone trained from Auburn. Depends on SiG grant status.

5. Staff will receive information related to Engaging Students with Poverty in Mind in mini presentations throughout the year.

Assigned to:	Laura Shaw
Added date:	10/27/2014
Target Completion Date:	06/05/2015
Comments:	Using notes from Fran.
Task Completed:	06/08/2015

Implement Percent Task Complete: Tasks completed: 4 of 5 (80%)

Indicator **IIIC14 - All teachers reinforce classroom rules and procedures by positively teaching them.(165) (PriorityYR2)**

Status Tasks completed: 0 of 2 (0%)

Assessment

Level of Development:	**Initial:** Limited Development 09/22/2014	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(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:	Washburn uses Responsive Classroom, practices from Classroom Design and Delivery such as Standard Operating Procedures, Codes of Conduct, Classroom Visions. Staff still need to have conversations	

	development:	around how to be consistent when preventing and addressing inappropriate behavior. Staff need to also work on being consistent about acknowledging positive, appropriate behaviors.
Plan	Assigned to:	Laura Shaw
	How it will look when fully met:	When this objective is fully met, all staff will have a common understanding of how Washburn, as a school community, agrees to address school-wide and classroom procedures and rules consistently. All staff will have updated training on a research-based whole school behavior program. Evidence will show that office referrals and incident logins will decrease.
	Target Date:	06/06/2016

Tasks:

1. Laura will get a presenter to provide updated professional development on Responsive Classroom or other research-based Tier One (School-Wide) Behavior Program.

Assigned to:	Laura Shaw
Added date:	10/27/2014
Target Completion Date:	06/17/2016
Comments:	See IIIC04

2. Staff will receive "refresher" on implemented practices of Classroom Design and Delivery, including development of Classroom Visions, Codes of Cooperation and Standard Operating procedures and how these practices fold into the work we are doing related to poverty.

Assigned to:	Laura Shaw
Added date:	10/27/2014
Target Completion Date:	06/17/2016
Comments:	SIG Grant - will have assessment through RISC and Val and will receive subsequent PD related to Customized Learning/CDD

Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Student and School Success Principle 7: Family and community engagement - Providing ongoing mechanism for family and community engagement

Defining the purpose, policies, and practices of a school community

Indicator	**IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(PriorityYR1,SWP)**
Status	**Objective Met** 10/9/2014
Assessment	Level of Development: Initial: Limited Development 04/10/2014 **Objective Met** - 10/09/2014

Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(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:	One Thursday each month Washburn hosts a Parent Group meeting in the library. This meeting provides families with information in regards to school events, services available and student learning. The parents in attendance are asked to provide their thoughts through out the meeting, but also using the "Parking Lot" to add further thoughts, ideas or concerns. The Title I Parent Group and interventions meet monthly to allow for	

staff and parents to discuss different educational issues. In the spring of 2014 Washburn developed the Family Involvement Committee, a committee made up of staff members, meets once each month on a Monday morning to discuss ways support teachers in working more effectively with parents. The committee is currently reading Involving Hard-to-Reach Parents: Creating Family/School Partnerships by Donald C. Lueder. The team is considering this book part of the whole staff Professional Development. The may also serve as committee to brainstorm possible future events to build stronger connections with families.

Plan

Assigned to:	Bailly Lockhart
How it will look when fully met:	One Thursday each month Washburn hosts a Parent Group meeting in the library. This meeting provides families with information in regards to school events, services available and student learning. The parents in attendance are asked to provide their thoughts throughout the meeting, but also using the "Parking Lot" to add further thoughts, ideas or concerns. Washburn has developed the Family Involvement Committee, a committee made up of staff members and a minimum of one parent, meets once each month on a Monday morning to discuss ways support teachers in working more effectively with parents. This group is also responsible for working with the principal to create monthly parent group events which include an informational meeting for parents while the students are involved in an activity.
Target Date:	10/09/2014

Tasks:

1. A parent(s) will join the Priority Team, attend bi-monthly meetings, and will serve as an advisor on family matters related to family-school relations.

Assigned to:	Michelle Gagne
Added date:	05/18/2014
Target Completion Date:	10/01/2014
Comments:	
Task Completed:	08/18/2014

2. The Family Involvement Group will work with the principal in creating monthly parent group meeting events. These events will include an informational meeting for parents while students are involved in an activity.

Assigned to:	Bailly Lockhart
Added date:	05/18/2014
Target Completion Date:	10/10/2014
Comments:	Notes from meeting: Parent Involvement Meetings. Monthly Theme one for student one for parent Oct - 21st Lights on After School - CLC families would have a meal and then be directed to the PTO meeting. 4:00 start time - chorus until 4. Bailly could figure something out to offer school wide. Could chorus sing a couple of songs to get it started? Tim Hortons donate food/snacks, Shaws?

Nov- Harvest - importance healthy eating? ST. Mary's nutrition center, come to speak. healthy options to incorporate into thanksgiving meal kids make a healthy snack at the meeting.

Dec - College for me day - small college fair?
Dec - Continuing learning over holiday breaks while winter movie is playing for students

Jan - Informational meeting about Parent Resource Center credit union come? Credit Union speak on budgeting, finances, etc. (staff needs PD on this too, in order to help parents that want to use it)

Feb - book group kick off?

March - book group meetings

April - Rube Goldberg machines - engineering connection each grade level make a rube goldberg machine and families come in to view the work students have done

May

Chip Morrison and young professionals group

what was covered in the parenting class that used to be taught here?

family book groups maybe once a week starting end of february into march. kick off before feb break.

Next meeting 7:30 10/14 to plan lights out after school.

Task Completed: 10/09/2014

Implement

Percent Task Complete:

Objective Met: 10/9/2014

Experience:

10/9/2014
The Family Involvement Committee met and laid out a rough draft of possible events to hold at school this year to help make the home to school connection stronger. The team scheduled on family activity per month from October to June of this school year. The committee will meet with PTO parents at their regular monthly meetings.

Sustain:

10/9/2014
Meetings have been scheduled each month with the team to plan each activity. Other volunteers and staff will help plan each activity.

Evidence:

10/9/2014
After each activity, feedback from parents will be solicited in order to make changes and adjustments for future activities. The list of activities that have been scheduled is as follows: (PTO minutes and agendas can also be produced)

Sept - Back to School Open House

Oct - 21st Lights on After School - CLC families would have a meal and then be directed to the PTO meeting. 4:00 start time - chorus until 4. Bailly could figure something out to offer school wide. Could chorus sing a couple of songs to get it started? Tim Hortons

Nov- Harvest - Importance healthy eating. St. Mary's nutrition center, come to speak. Healthy options to incorporate into Thanksgiving meal kids make a healthy snack at the meeting.

Can include College for Me Day - small college fair for parents?
Dec - Continuing learning over holiday breaks while winter movie with families.

Jan - Informational meeting about Parent Resource Center credit union come? Credit Union speak on budgeting, finances, etc. (staff needs PD on this too, in order to help parents that want to use it)

Feb - Book group kick off

March - book group meetings

April - Rube Goldberg machines - engineering connection each grade level make a Rube Goldberg machine.

May/June - Family Fun Day

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) (PriorityYR1,SWP)**

Status **Objective Met** 3/31/2014

Assessment Level of Development: **Initial:** Limited Development 12/27/2013

Objective Met - 03/31/2014

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:

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.

Parent Involvement Policy – there is a district policy regarding volunteering in the school, but it is not specific to parents. We follow the district's policy and as of this year, we created a volunteer training night. This volunteer night included time to fill out forms such as what they are interested in sharing with the school and the background check form – complete with a photocopy of their driver's license. After this, the volunteers broke into different workshops to be trained in the area that they are most interested in: how to read with children,

working with small groups, helping with the Everyday Math program, CLC help, and working in the office. This was successful and will be improved upon and done again on a yearly basis.

Mission Statement – The Auburn School Department's mission statement is given to parents on a yearly basis and it is on the district's website. There is no mission and/or vision statement for Washburn yet.

The Parent/Student/Teacher Compact, Homework Guidelines, and Classroom Visit Procedures are given to all students in the "Student Handbook" during the first week of school every year. This "Student Handbook" contains all of this information and we expect the handbook to be read with parents and students, the final page needs to be signed by both and returned to school within the first three weeks of school. It's also on the Washburn School Website. Students, staff, and parents to make sure that we are all doing our part to follow the policies and expectations set in the handbook use the handbook as a reference tool. There are times when the handbook is referenced in the monthly newsletter that goes home to all families, on the website, and on our Facebook page.

Report based on Wise Ways Review:

What matches?
*We send home the Student Handbook annually which contains information regarding the Compact, Homework Guidelines, Classroom visit procedures, District Mission Statement.
*We do have a Volunteer Policy (Parent Involvement Policy) and have had training for volunteers. Brief mention of parent involvement in the Handbook.
*Information is available on the website and the Facebook page
*Some information is included in the Newsletter
*Reading Connection in the Newsletter
*Classroom updates in the Newsletters

What is missing?
*Updated School mission statement
*Need to communicate information "frequently"
*Need a formal Volunteer Policy document
*Need to make the Compact a more "living" document
*Need to have parent involvement in creating documents
*Consistently make reference to the Handbook policies in the newsletter

*Look at reviewing the Compact at Parent-Teacher conferences
1. Noted above....review document at Staff meeting (March 5, 2014) and make determinations at that time. NOT NEEDED
1. Staff review current document and make any necessary changes-Staff Meeting in March 2014 (on Washburn website).-NOT NEEDED!!
*"Handbook at a Glance" included in the monthly newsletter...incentive plan
*Communicate information during Parent Group meetings
*Create school vision/mission statement...

Plan

Assigned to: Laura Shaw

How it will look when fully met: We will continue doing what we have but we will need to do the following:

Vision/Mission - Washburn needs to create and communicate a Washburn Vision and Mission Statement - this will be done by February 28, 2014

Parent Involvement - we will do another volunteer training night, but we will offer it earlier in the school year - this will be done by October 31, 2014

Student Handbook - this needs to not only go to all students at the beginning of the year, but also to new students throughout the year. We need to have them sign and return the handbook signature page as well. At the beginning of the year, all staff need to receive the handbook and an expectation that they will also sign and return the signature page needs to be set as well. This will take place in September 2014 (and throughout the school year).

Target Date: 10/31/2014

Tasks:

1. Staff will work on creating a school vision at the Staff Meeting On February 28, 2014.

Assigned to:	Lisa Coburn
Added date:	02/05/2014
Target Completion Date:	02/28/2014
Comments:	
Task Completed:	02/28/2014

2. *Send/Give Compact to families during Open House...

Assigned to:	Lisa Coburn
Added date:	02/05/2014
Target Completion Date:	02/26/2014
Frequency:	once a year
Comments:	1. Staff review current document and make any necessary changes-Staff Meeting in February 2014 2. For School Year 2013-14-give to parents at Conferences in March. 3.For School Year 2014-15-give to parents at Open House
Task Completed:	02/26/2014

3. Find/ re-make the School/Parent Compact as a separate document by March 5, 2014

Assigned to:	Lisa Coburn
Added date:	02/05/2014
Target Completion Date:	03/05/2014
Comments:	1. Staff will work on this at the Staff Meeting on Feb. 28, 2014
Task Completed:	03/05/2014

4. Review the School/Parent Compact to parents at conferences in March 2014

Assigned to:	Lisa Coburn
Added date:	

Added date:	02/05/2014
Target Completion Date:	03/28/2014
Frequency:	once a year
Comments:	
Task Completed:	03/27/2014

5. Identify a person to create the "Highlights" to be included in the newsletters and begin including in the April 2014 newsletter.

Assigned to:	Lisa Coburn
Added date:	02/05/2014
Target Completion Date:	04/30/2014
Frequency:	monthly
Comments:	Discuss at Leadership meeting on March 13, 2014
Task Completed:	03/27/2014

6. Discuss items to be communicated at Parent Group Meetings during Leadership Meetings.

Assigned to:	Lisa Coburn
Added date:	03/17/2014
Target Completion Date:	04/30/2014
Frequency:	monthly
Comments:	Begin March 13, 2014 and begin communicating items during the April Parent Group Meeting.
Task Completed:	03/27/2014

Implement

Percent Task Complete:	
Objective Met:	3/31/2014
Experience:	3/31/2014 It was interesting to go through the process and see just how much we already do in regards to this indicator. We were able to bring back the Parent Compact and many teachers really like having a reason to go over the parent portion of the compact.
Sustain:	3/31/2014 We are going to have this present at all Open Houses at the beginning of the school year.
Evidence:	3/31/2014 The parent compact went home with each parent during parent conferences in March. The compact is also in the student handbook, pg 6-7 and can be found on the Washburn Website.

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)(PriorityYR1,SWP)**

Status **Objective Met** 3/31/2014

Assessment

Level of Development:	Initial: Limited Development 02/05/2014 **Objective Met** - 03/31/2014

Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(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:

IVA05
The school regularly communicates with parents/guardians (families) about its expectations of them and the importance of the curriculum of the home (what parents/guardians can do at home to support their children's learning).
Washburn School communicates regularly with parents. Washburn has a School Compact that identifies "Parents' Responsibilities" as well as "Staff Responsibilities" and "Student Responsibilities". The compact is in the Student Handbook that goes home at the beginning of the year. In March 2014, teachers shared the Compact as a separate document with parents during Parent/Teacher conferences. Beginning in the Fall of 2014 we will distribute the Compact as a separate document during Open House. Classroom teachers, interventionists, Special Education Teachers, the guidance counselor, Spurwink Counselors and the principal maintain open lines of communication in a variety of ways. The school handbook is sent home with each parent at the start of the school year for parents/guardians to review with their child. This booklet serves as a notice to all students and their parents/guardian about school expectations and policies. Newsletter are sent in either hardcopies or electronically to all families. Through meetings such as CSTs, IEPs, 504s and parent/teacher conferences(which occur at the end of the first and second trimesters), student performance is reviewed and there is discussion on how parents can be helping to support their child's learning at home. The principal issues letters for parents/guardians when policies and expectations are not being met in regards to truancy/attendance. For school-wide events and information the principal communicates with families by using the automated Robo-call system, email and hardcopies sent home with students. Parents are invited to Washburn for monthly parent group meetings, Family activities and Open house to help them to fulfill their obligations to their child's education.

Plan

Assigned to: Bailly Lockhart

How it will look when fully met:

WHO: Who are the people involved
Classroom teacher, Interventionists, Special Education Teachers, Principal, Guidance Counselor
WHAT: What are we doing
Newsletter, CST, IEPs, 504, Parent meetings, Conferences, letters go home to families about expectations around truancy/attendance, Handbook, Family events (game night), Robo calls, Open house, Parent Group Meetings
WHEN: When are we doing it
On going, Monthly for Newsletter, As needed, Annually
WHERE: Where does it happen
Family events are held at school, Through email, Phone calls, Letters, school handouts
WHY: Why do we do it
To increase parent/guardian involvement and to build support and relationships with Washburn families. To help students access their learning in and out of school.

HOW: How can we show we have mastered the indicator
Defining parent involvement and parent expectations
Tracking parent involvement at various events, attendance at meetings, responses to emails, phone calls, letters, student progress

Target Date: 06/13/2014

Tasks:

1. Review the compact and get it out to parents. Make it more public. Give to parents during March 2014 conferences.

Assigned to:	Jandrea True
Added date:	02/05/2014
Target Completion Date:	03/28/2014
Frequency:	once a year
Comments:	
Task Completed:	03/27/2014

Implement

Percent Task Complete:	
Objective Met:	3/31/2014
Experience:	3/31/2014 Again, it was great knowing all of the things we already do and just needed to "tweak." For example we were able to remind the other schools in the district that we have Parent Compacts that we updated and then passed out to parents at the March Parent/Teacher Conferences.
Sustain:	3/31/2014 We are going to have the Parent Compacts available at the Open House in September as well as at all conferences throughout the year.
Evidence:	3/31/2014 The Parent Compact is a document handed to the parents during conferences but can be found in the student handbook, pages 6-7, on the Washburn School Website.

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)(PriorityYR1,SWP)**

Status **Objective Met** 2/9/2015

Assessment

Level of Development:	Initial: No development or Implementation 02/05/2014 **Objective Met** - 02/09/2015 Will include in plan	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(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:	During the 2013-2013 school year, Washburn staff participated in reading selected chapters from Teaching with Poverty in Mind. A committee of four teachers has just been established to research	

development:

professional development opportunities for Washburn staff surrounding best practice and researched based effective strategies for working with parents (families and communities). The committee with meet for the first time on Monday, March 31st.

What kind of plan, steps, do we need to attempt?
Really, we need PD for how to help parents; how to encourage them; how to support them. But here are some examples:

At the beginning of the school year, could parents sign up for a day and really "spend the day" with their child?

Create a School Community Council consisting of the principal, parent facilitator, social worker/counselor, and parents, that oversees family-school relationships. The Council should meet regularly, twice a month for an hour each meeting.

Understand the barriers that cause parents to avoid visiting school or helping their kids. Sometimes they don't know how to help. When teachers say, "Your child needs help," too many parents don't know how to help. We need ways to educated parents how to help. Teachers need support in helping to educate the parents.

Parent-nights; how do we get them to come? Focus on the younger grades first, so that the families are already conditioned to coming to school. Every school event, every community event, there should be parent-child interactive activities.

Have parent education programs could be led by trained parent leaders, rather than teachers/principal talking "at" the parents for training. It'd be less threatening/intimidating.

Whole-school community morning meetings; parents, community members come in and they are engaged and active in the meeting. Then the parents can have a "coffee/tea" session with the principal.

Using multiple forms of communication to get parents involved.

How do we connect with the "silent majority?" The parents who don't have kids "in trouble" all of the time or the parents who have kids going home and complaining, but those that think, well I'm not hearing from school so my life is fine.

We need PR training really; just as businesses would do to reach out to new customers. What professional person could we get to come in a do a workshop with our staff? There are people who do this for college students.

We need engaging people from outside the district, removed from our situation, removed from our biases that can provide us support.

What is the impact on our school of our mobility rate? How do we use that information? What are the trends?

Plan

Assigned to: Bailly Lockhart

How it will look when fully met: Professional development will have been provided to staff on how to

How it will look when fully met:

help parents; how to encourage them; how to support them. At the beginning of the school year, parents will have an opportunity to "spend the day" with their child.

The School-Parent Team consists of the principal, parent facilitator, social worker/counselor, and parents, that oversees family-school relationships. The team meets regularly, twice a month for an hour each meeting.

Parent-nights will include a school event or community event and there is a parent-child interactive activity to go along with any information that needs to be shared.

Parent education programs will be led by trained parent leaders, along with teachers/principal talking "at" the parents for training. It is less threatening/intimidating. We use multiple forms of communication to get parents involved.

Target Date: 06/13/2016

Tasks:

2. Staff will read professional resources related to teaching students living in poverty, aimed at increasing parent involvement. Staff will then provide Professional Development to help teachers implement suggestions based on research regarding increasing parental involvement.

Assigned to:	Bailly Lockhart
Added date:	03/24/2014
Target Completion Date:	03/17/2015
Comments:	Possibly reading: Teaching with Poverty in Mind, Involving Hard To Reach Parents:Creating Family/School partnerships" by Donald C. Luede
Task Completed:	02/09/2015

3. Staff members will create individual goals to improve parent involvement in their classroom as part of their Professional Growth Plan.

Assigned to:	Laura Shaw
Added date:	03/24/2014
Target Completion Date:	09/30/2014
Frequency:	once a year
Comments:	By September 2014 all staff will include a goal to address Professional Development in this area.
Task Completed:	11/10/2014

4. Form a committee to develop an action plan for professional development related to community involvement.

Assigned to:	Bailly Lockhart
Added date:	03/24/2014
Target Completion Date:	06/30/2014
Comments:	A committee that includes parents, will be formed and help create activities that involve parents in the first half of the school year. Staff will communicate and visit Kellen School in South Portland. Collect and record data in regards to family involvement to inform PD development and activities.

	Task Completed:	03/31/2014
Implement	Percent Task Complete:	
	Objective Met:	2/9/2015
	Experience:	2/9/2015 To meet this objective, school staff and parents meet regularly through monthly evening PTO meetings and monthly (or more often prior to events) parent/staff subcommittee morning meetings. Staff now include a parent involvement goal in their personal evaluation plan (PDCA). This plan has staff determining how they will involve parents more and report on their goal at the end of the school year as part of their whole appraisal meeting. Lastly, the entire staff has worked together to review and discuss several resources related to poverty, such as Eric Jenson's books, Teaching With Poverty in Mind, and Engaging Students With Poverty. The staff have met and discussed Ruby Paines work through Bridges out of Poverty as well as several other resources.
	Sustain:	2/9/2015 Staff and parents will continue to meet regularly to plan monthly parent involvement events. Staff will continue to include parent-involvment goals each year in their PDCA's. Staff will continue to learn more and revisit how poverty impacts student achievement and how to work with the demographics at Washburn.
	Evidence:	2/9/2015 Evidence can be accessed through individual PDCA's, early release PD agendas, newsletters, event flyers and sign ups, and meeting notes.

Student and School Success Principle 3: Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration

Expanded time for student learning and teacher collaboration

Indicator	**IVD02 - The school provides opportunities for members of the school community to meet for purposes related to students' learning.(2887)(PriorityYR2)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/06/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Washburn has several annual events that involve families throughout the year including Family Fun Day, movie nights, etc. Staff have formed a Family Involvement committee to help brainstorm events that will draw families to school. We need to be more proactive and consistent with "face to face" contact that focuses on developing positive relationship with our students' families so that they are more willing to work with school staff and help students at home.	
Plan	Assigned to:	Bailly Lockhart	
	How it will look when fully met:	When this objective is fully met, the majority of parents and the school	

	How it will look when fully met:	community will regularly attend school events that relate to students' learning. This will include school wide events that celebrate and showcase learning once or twice a year, and will also include each classroom and/or grade level showcasing student work. Students will also showcase their learning twice year in parent teacher conferences.
	Target Date:	06/10/2016
Indicator	**IVD03 - The school creates and sustains partnerships to support extended learning.(3056) (PriorityYR2)**	
Status	**Full Implementation**	
Assessment	Level of Development:	**Initial:** Full Implementation 09/22/2014
	Evidence:	Washburn has a variety of community partnerships that work with our families, staff and students. For example, Community Credit Union works with students and families to educate them on financial skills such as writing checks, balancing checkbooks, getting loans. CCU supports our families by outfitting a parent resource lab with computers, e-readers and other resources parents can use to help prepare for interviews and look for jobs. The Good Shepherd Food Bank provides over 100 families with backpacks of food each weekend. Part of Washburn's curriculum includes field trips to community businesses where students learn about how our community works and how each business works. Our 21st Century Grant provides after school programming to students to provide support and enrichment for academics and to involve them in community service and take part in our community.
Indicator	**IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058)(PriorityYR2)**	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	**Initial:** Limited Development 09/22/2014
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (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:	Washburn has a 21st Century Grant for afterschool programming, we also offer summer programming such as Title One Summer School, Kindergarten Jump Start, etc. The schedule has been adjusted each depending on student needs, so that instructional time is maximized and so that the most skilled staff works with the neediest students, and so that students can receive multiple layers of interventions based on their needs. We need to ensure that there is a consistent way of monitoring these extended learning opportunities.
Plan	Assigned to:	Sue Dorris
	How it will look when fully met:	Data will be available for all students who participate in extended learning time opportunities and interventions through a shared document on Googledocs. This document will show each student, what intervention(s) is or has been used, and what progress has been made during the intervention. This data will help determine if modifications and adjustments need to be made to improve individual interventions or extended learning opportunities. These determinations will discussed in weekly intervention meetings.
	Target Date:	06/10/2016

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,PriorityYR1,REQ,SWP)**		
Status	**Objective Met** 12/8/2014		
Assessment	Level of Development:	**Initial:** Limited Development 11/27/2013 **Objective Met** - 12/08/2014	
	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:	Washburn School uses an on-going Response to Intervention (RTI) identification process that involves instructional leaders, and literacy and math data points for all students, specifically those at risk of failure or in need of targeted interventions. The following outlines our systematic Response to Intervention process: School Intervention team includes Literacy Coach, Reading Recovery Teacher Leader, Principal, Special Education Team Leader, Special Education teachers, and Reading Recovery teachers and interventionists. As part of the research-based Comprehensive Intervention Model aligned with the Maine Collaborative Literacy Partnership through the University of Maine, our intervention team members have been trained (or are presently being trained) in evidence-based, scientifically researched literacy intervention models, such as Reading Recovery, Literacy Lessons Designed for Individuals, Guided Reading Plus and Comprehension Focus groups. This menu of interventions address specific student needs in small groups and one to one instructional settings at Tier 2, 3, and 4. All interventionists have taken two graduate courses through the University of Maine Graduate School: * EEL 547-548 Literacy Intervention for Individual Learners I and II * EEL 651 Intervention Designs for Struggling Learners Teachers attend Continuing Professional Development for Reading Recovery and Literacy Lessons Designed for Individuals The Reading Recovery Teacher Leader supports interventionists through on-site coaching visits to observe and provide feedback for instruction of struggling learners at Tier 2, 3 and 4. Literacy Coach supports Tier One (classroom teachers) in providing differentiated instruction for intervention students in the classroom workshop model. The Intervention Team meets weekly for 80 minutes to discuss current intervention services, student gains and needs using monthly data points which include Observation Survey of Literacy Achievement scores, running records, district literacy benchmark assessments, such as Rigby Benchmark and Fountas and Pinnell Benchmark, Children's Progress Academic Achievement scores for math and literacy (K-2), STAR scores for both math and literacy (3-6). Weekly agenda and meeting notes are taken and distributed to all members of the team and then shared with all staff members. Intervention Data Wall and Intervention Roster are updated at regular intervals and all students 'literacy achievement is reviewed. Students	

not making expected progress are monitored and then placed in an appropriate intervention if needed.
Students not making progress in the targeted intervention are brought to the team meeting and a plan is created for further observation and diagnostic assessments to inform next instructional moves.

Evidence:
Intervention Wall – End of Year 2012-2013
CIM Protocals
Intervention Meeting Agendas and Notes
Intervention Rosters

Plan

Assigned to: Lisa Coburn

How it will look when fully met:

Washburn School uses an on-going Response to Intervention (RTI) identification process that involves instructional leaders, and literacy and math data points for all students, specifically those at risk of failure or in need of targeted interventions. The following outlines our systematic Response to Intervention process:

School Intervention team includes Literacy Coach, Reading Recovery Teacher Leader, Principal, Special Education Team Leader, Special Education teachers, and Reading Recovery teachers and interventionists.
As part of the research-based Comprehensive Intervention Model aligned with the Maine Collaborative Literacy Partnership through the University of Maine, our intervention team members have been trained (or are presently being trained) in evidence-based, scientifically researched literacy intervention models, such as Reading Recovery, Literacy Lessons Designed for Individuals, Guided Reading Plus and Comprehension Focus groups. This menu of interventions address specific student needs in small groups and one to one instructional settings at Tier 2, 3, and 4.
All interventionists have taken two graduate courses through the University of Maine Graduate School:
* EEL 547-548 Literacy Intervention for Individual Learners I and II
* EEL 651 Intervention Designs for Struggling Learners
Teachers attend Continuing Professional Development for Reading Recovery and Literacy Lessons Designed for Individuals
The Reading Recovery Teacher Leader supports interventionists through on-site coaching visits to observe and provide feedback for instruction of struggling learners at Tier 2, 3 and 4.
Literacy Coach supports Tier One (classroom teachers) in providing differentiated instruction for intervention students in the classroom workshop model.
The Intervention Team meets weekly for 80 minutes to discuss current intervention services, student gains and needs using monthly data points which include Observation Survey of Literacy Achievement scores, running records, district literacy benchmark assessments, such as Rigby Benchmark and Fountas and Pinnell Benchmark, Children's Progress Academic Achievement scores for math and literacy (K-2), STAR scores for both math and literacy (3-6).
Weekly agenda and meeting notes are taken and distributed to all members of the team and then shared with all staff members.
Intervention Data Wall and Intervention Roster are updated at regular intervals and all students 'literacy achievement is reviewed. Students not making expected progress are monitored and then placed in an

appropriate intervention if needed.
Students not making progress in the targeted intervention are brought to the team meeting and a plan is created for further observation and diagnostic assessments to inform next instructional moves.

Evidence:
Intervention Wall – End of Year 2012-2013
CIM Protocals
Intervention Meeting Agendas and Notes
Intervention Rosters

Target Date: 04/25/2014

Tasks:

0. 1. Washburn staff should reflect on our current RTI design yearly and adjust if necessary any existing structures or protocols.

Assigned to:	Lynn Sargent
Added date:	03/28/2014
Target Completion Date:	06/30/2014
Frequency:	once a year
Comments:	
Task Completed:	06/02/2014

Implement

Percent Task Complete:

Objective Met: 12/8/2014

Experience:

12/8/2014
In order to create a consistent, effective identification process for students at risk for not meeting grade level benchmarks in literacy and math, the master building schedule was adjusted so that a team of educators can meet weekly to look at data, identify students not meeting standards and set up interventions for them. The adjusted master schedule also allows trained educators to provide interventions throughout the day because they have less "duties." This school year, the district hired a math instructional coach to support Washburn half time. Educators on the intervention team also facilitate grade level learning teams so that there is communication about students, data and interventions between interventionists and classrooms teachers. Math and literacy coaches help encourage conversations about best practice in all Tiers.

Sustain:

12/8/2014
Teachers need to continue to be trained in research based Tier One practices, and Tier Two and Three interventions in math and literacy. The district needs to continue to provide instructional coaches for Washburn. Interventionists and other staff members need to continue to meet regularly to look at data and intervention practices. Grade level learning teams need to continue to meet weekly to discuss how to provide differentiation and instruction in the regular classroom. Universal screening needs to continue to be completed three times a year.

Evidence:

12/8/2014
Washburn's intervention team has consistently met each week to look at universal screening data to identify any student who has not met grade level benchmarks in literacy and math. This team organizes student data information using a physical data wall, and a spreadsheet that all staff can access. This information is constantly being adjusted as students are progress monitored. Students who do not meet grade level benchmarks are provided an intervention during the day or after school, or are monitored by the intervention team. Parentls are notified when their child receives an intervention. The intervention spreadsheet can be accessed at any time as evidence.

Indicator **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,PriorityYR1,REQ,SWP)**

Status Tasks completed: 3 of 4 (75%)

Assessment

Level of Development:	Initial: Limited Development 12/13/2013	
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:

Washburn School administrators, classroom teachers, special education staff, interventionists, and support staff are committed to meeting the individual needs of all students through a cohesive intervention process. Our Response to Intervention model (RTI), is outlined by the Comprehensive Intervention Model (CIM) and the Maine Partnership in Comprehensive Literacy (MPCL). The CIM model, based on the research from the University of Arkansas, under the direction of Dr. Linda Dorn, follows a 3-Tiered approach to addressing student need.

Beginning in 2009, the Auburn School District began the process of implementing the CIM model in the elementary schools. This has involved extensive training of teachers (Title One and Special Education) in two six credit (year long) graduate level courses through the University of Maine. These two courses included training in:
One-to-one literacy tutoring, Reading Recovery or LIteracy Lessons Designed for Individuals
Small group literacy interventions and the Comprehensive Intervention Model. Training includes a portfolio of small group designs to fit the needs of students K - 6.

Tier 1- Classroom teachers deliver small group interventions targeting certain skill sets, individual drop-in conferences with students based on specific needs, whole-group lessons that apply to skills needed to further the learning of the class ("Workshop Model", Dorn, 2000), periodic assessments (ie, monthly STAR, trimester CPAA, monthly/weekly running records, formative assessments on a daily basis) within the regular education classroom, in order to analyze and customize the learning for each student. Data collected in the classroom is shared during weekly learning teams, monthly cross-grade team meetings, and with interventionists who identify and discuss

student needs on a weekly basis. Interventionists facilitate learning team meetings and are the conduit between the intervention team and learning team.

Tier 2 and Tier 3- The interventionist team consists of Reading Recovery teachers, literacy coach, literacy specialist, special education teachers, principal, Reading Recovery teacher leader, Title 1 teachers, Special Education team leader, Speech Language Pathologist/Speech Clinician (who are available for consults). At the weekly hour long meetings, a collaborative decision making process is central to servicing all students (Title 1 and SpEd) literacy needs.

Discussions include implementation and progress monitoring of intervention K-6, sharing information with all staff through learning team and published meeting notes, reviewing and responding to individual student growth or need, planning instructional strategies, share resources with team members to enhance instruction, and evaluating/ analysing student data using both physical and electronic data walls.

The CIM design focuses on early intervention with Reading Recovery as the first wave of intervention. Reading Recovery is:
An international research based early literacy intervention targeting the lowest 20% of the first grade class.
Data is gained through the Observation Survey assessment, teacher recommendation. The selection process is based on blind Observation Survey data. Student age and attendance are also considered.
An early intervention in which students work with a highly-trained teacher 5 days a week for 30 minutes. The intervention spans 12-20 weeks and most students make accelerated gains. Typically there are two "rounds" of the Reading Recovery intervention during a school year to address all first grade needs.
Students not making accelerated gains are supported through a collaborative instruction plan including Reading Recovery and classroom instruction and may be referred for further evaluation and support through Special Education.
Students not meeting the discontinuation benchmark of Level 16 may be recommended for further support through small group interventions based on Linda Dorn's Comprehensive Intervention Model. These interventions are research and evidence based and address oral language, reading, writing and word work, supporting grades K through 4.
-Emergent Literacy Groups
-Oral Language Groups
-Guided Reading Plus
-Assisted Writing Groups
-Comprehension Focus Groups

All Reading Recovery students are tracked on the physical Literacy Wall for three years.This on-going progress monitoring of our most at-risk students ensures secure student success in literacy.

Small Intervention groups are formed using student data and needs. Groups (grades 1 - 3) meet 4 times a week for 30 minutes and

typically run 9 weeks. The intervention team monitors group and individual progress and allow for changes in group members and instructional focus.

Kindergarten intervention groups are formed in January based on student literacy data (letter identification and reading levels). A thirty minute intervention block is designed to meet student needs through small group work which includes oral language activities, shared reading, reading instruction, writing instruction and work study. A low teacher-student ratio is considered key for success.

Many students, currently 14 in grades 4 - 6, are supported through TItle One tutoring outside of the school day by certified teachers. The tutors follow a design based on workshop model which differentiated instruction (whole group, small group, and individual). This research based model is based in strong literacy practices through Linda Dorn's reading and writing workshop model. The focus is persuasive writing and students are involved in grant writing which involves research and the writing process.

Other 4-6 students (9) with literacy needs are supported by trained interventionists through intervention groups in tier 2 and 3, such as Guided Reading Plus and Comprehension Focus Groups and one-to-one tutoring.

Tier 3 literacy interventions included LIteracy Lessons Designed for Individuals, which is a one-on-one tutoring model based on Reading Recovery practices and also included the small group literacy interventions listed above. All Special Education teachers are trained in both LIteracy Lessons and small group work. Teachers are supported through on-site coaching and consultation by a Teacher Leader (partnered with the University of Maine). Teachers also attend 4 to 6 professional development sessions each year to continue their education in literacy processing and acquisition.

Plan

Assigned to: Lynn Sargent

How it will look when fully met:

Washburn School administrators, classroom teachers, special education staff, interventionists, and support staff are committed to meeting the individual needs of all students through a cohesive intervention process. Our Response to Intervention model (RTI), is outlined by the Comprehensive Intervention Model (CIM) and the Maine Partnership in Comprehensive Literacy (MPCL). The CIM model, based on the research from the University of Arkansas, under the direction of Dr. Linda Dorn, follows a 3-Tiered approach to addressing student need.

Beginning in 2009, the Auburn School District began the process of implementing the CIM model in the elementary schools. This has involved extensive training of teachers (Title One and Special Education) in two six credit (year long) graduate level courses through the University of Maine. These two courses included training in:
One-to-one literacy tutoring, Reading Recovery or LIteracy Lessons Designed for Individuals
Small group literacy interventions and the Comprehensive Intervention Model. Training includes a portfolio of small group designs to fit the needs of students K - 6.

Tier 1- Classroom teachers deliver small group interventions targeting

certain skill sets, individual drop-in conferences with students based on specific needs, whole-group lessons that apply to skills needed to further the learning of the class ("Workshop Model", Dorn, 2000), periodic assessments (ie, monthly STAR, trimester CPAA, monthly/weekly running records, formative assessments on a daily basis) within the regular education classroom, in order to analyze and customize the learning for each student. Data collected in the classroom is shared during weekly learning teams, monthly cross-grade team meetings, and with interventionists who identify and discuss student needs on a weekly basis. Interventionists facilitate learning team meetings and are the conduit between the intervention team and learning team.

Tier 2 and Tier 3- The interventionist team consists of Reading Recovery teachers, literacy coach, literacy specialist, special education teachers, principal, Reading Recovery teacher leader, Title 1 teachers, Special Education team leader, Speech Language Pathologist/Speech Clinician (who are available for consults). At the weekly hour meetings, a collaborative decision making process is central to servicing all students (Title 1 and SpEd) literacy and math needs.

Discussions include implementation and progress monitoring of intervention K-6, sharing information with all staff through learning team and published meeting notes, reviewing and responding to individual student growth or need, planning instructional strategies, share resources with team members to enhance instruction, and evaluating/analyzing student data using both physical and electronic data walls.

Early Literacy Needs/Intervention:
The CIM design focuses on early intervention with Reading Recovery as the first wave of intervention. Reading Recovery is:
An international research based early literacy intervention targeting the lowest 20% of the first grade class.
Data is gained through the Observation Survey assessment, teacher recommendation. The selection process is based on blind Observation Survey data. Student age and attendance are also considered.
An early intervention in which students work with a highly-trained teacher 5 days a week for 30 minutes. The intervention spans 12-20 weeks and most students make accelerated gains. Typically there are two "rounds" of the Reading Recovery intervention during a school year to address all first grade needs.
Students not making accelerated gains are supported through a collaborative instruction plan including Reading Recovery and classroom instruction and may be referred for further evaluation and support through Special Education.
Students not meeting the discontinuation benchmark of Level 16 may be recommended for further support through small group interventions based on Linda Dorn's Comprehensive Intervention Model. These interventions are research and evidence based and address oral language, reading, writing and word work, supporting grades K through 4.
-Emergent Literacy Groups
-Oral Language Groups
-Guided Reading Plus
-Assisted Writing Groups
-Comprehension Focus Groups

All Reading Recovery students are tracked on the physical Literacy Wall for three years.

Literacy and Math Interventions:
Small Intervention groups are formed using student data and needs. Groups (grades 1 - 3) meet 4 times a week for 30 minutes and typically run 9 weeks. The intervention team monitors group and individual progress and allow for changes in group members and instructional focus.

Kindergarten intervention groups are formed in January based on student literacy data (letter identification and reading levels) and math numeracy data. A thirty minute intervention block is designed to meet student needs through small group work which includes oral language activities, shared reading, reading instruction, writing instruction, numeracy and number sense, and work study. A low teacher-student ratio is considered key for success.

Many students (state # of students) this year in grades 4 - 6 are supported through TItle One tutoring outside of the school day by certified teachers. The tutors follow a design based on workshop model which differentiated instruction (whole group, small group, and individual). This research based model is based in strong literacy and math practices through workshop model.

Other grade 4 - 6 students with literacy needs are supported by trained interventionists through intervention groups in Tier 2 and 3,such as Guided Reading Plus and Comprehension Focus Groups and one-to-one tutoring.

Tier 3 literacy interventions included Literacy Lessons Designed for Individuals, which is a one-on-one tutoring model based on Reading Recovery practices and also included the small group literacy interventions listed above. All Special Education teachers are trained in both Literacy Lessons Designed for Individuals and small group interventions. Teachers are supported through on-site coaching and consultation by a Teacher Leader. Teachers also attend 4 to 6 professional development sessions each year to continue their education in literacy processing and acquisition.

Target Date: 06/06/2016

Tasks:

1. 1. Review of classroom and intervention student data will be supported through a more systemic time frame based on the availability of STAR and CPAA data, in order to triangulate specific data points in literacy and math for all students. The timeframe based on Fall, Winter, and Spring testing windows would be piloted this Spring during the testing window of May 12th - May 30th. Monthly running records for all students would be submitted for the literacy wall end of May, with grades K-2 and 3 - 6 meeting on June 4th to review and triangulated data. Math data would be reviewed on June 12th by all grade levels. This review will be beneficial to math instruction and grouping for the start of school in August 2014.

Assigned to:	Lynn Sargent
Added date:	02/05/2014
Target Completion Date:	06/30/2014
Frequency:	three times a year
Comments:	

Comments:

Task Completed: 03/28/2014

2. Regular classroom teachers will provide differentiated instruction as well as tier two interventions as needed in the regular classroom for students who are not meeting grade appropriate benchmarks and are not receiving tier two or three pullout interventions.

Assigned to:	Michelle Gagne
Added date:	02/05/2014
Target Completion Date:	06/17/2016
Comments:	Teachers may need professional development regarding how to provide tier two interventions in the regular classroom. The math and literacy coaches will help support and provide PD for regular classroom teachers.

3. A record-keeping tool will be created to document the following: Name of student receiving intervention, type of intervention, dates, frequency and duration of intervention, and progress monitoring information. This tool will be used to track the success of tier two and three interventions and student progress. It will be used as a pre-referral tool as well.

Assigned to:	Laura Shaw
Added date:	02/05/2014
Target Completion Date:	06/30/2015
Comments:	Stickers on binder, sheets in cumulative folder and sent to parents.
Task Completed:	06/08/2015

4. Have participants on the school leadership team attend professional development opportunities related to research-based math practices at all Tiers, then share these practices at staff meetings and through work with instructional coaches.

Assigned to:	Amber Eliason
Added date:	10/28/2014
Target Completion Date:	06/06/2016
Comments:	NCSM, Bea Luchin, Maine DOE math practices, Fosnot Inquiry Group, EDC Collaborative
Task Completed:	06/08/2015

Implement Percent Task Complete: Tasks completed: 3 of 4 (75%)

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,PriorityYR1,REQ,SWP)**

Status Tasks completed: 1 of 3 (33%)

Assessment

Level of Development:	Initial: Limited Development 02/05/2014	
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:

RTI03: 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.

Since 2009, Washburn Elementary has been monitoring student literacy and math progress through a systematic design for Response To Intervention. The Comprehensive Intervention Model consists of a framework to ensure fidelity and effectiveness in reviewing, monitoring, designing and implementing interventions for students that struggle.

The Intervention team consists of Special Ed Teachers, Reading Recovery teachers, Literacy Specialists, Principal, Literacy Coach, Special Ed Team Leader, and Reading Recovery/CIM Teacher Leader. With weekly meetings and regularly scheduled student data meetings, this collaborative, decision-making team oversees the identification, grouping, progress monitoring, scheduling and other implementation issues of interventions and students.

At weekly intervention team meetings members review of all current interventions: Emergent Literacy groups, Guided Reading Plus groups, Assisted Writing groups, and Comprehension Focus groups, along with Reading Recovery, Literacy Lessons Designed for Individuals and other individually designed interventions. All the interventions are scientifically researched and evidence based and all intervention teachers are trained in these interventions through the Graduate School of the University of Maine. Specially designed interventions have been created to address grade level literacy needs through our Intervention Block time. In 2012-2013, we designed our Intervention Block time for grade level interventions to also address high math needs for all students. Due to recent staff redistribution, math needs are not being met this year through the block design. As next steps we need to address this issue.

I

Students of concern are identified through monthly data reviews, teacher concerns, and principal concerns. The intervention team discusses possible options for intervening and next steps such as: a case study of student's progress which would include observations and additional assessments to inform recommendations for changes in instruction (focus, duration, timing), adding additional layer of intervention. After school tutoring for fourth, fifth and sixth grader students is part of our Title One program, along with summer school which has been offered to our students for the past 5 years.

On a daily and weekly basis, identified intervention students are monitored in their Reading Recovery and Literacy Lessons through running records of their reading and teacher observation of their writing. Student's text level and writing vocabulary are documented

and submitted weekly in two data systems: International Data Evaluation Center and the Comprehensive Intervention Model of Maine (CIMME) system based at the University of Maine. Other identified intervention students' data is collected and reviewed on a monthly basis through Washburn's digital Intervention Wall and through the Principal's data system. Classroom teachers report out reading text level and standardized test scores to the school-wide Literacy Wall, the Intervention Wall, and the principal's system. This cohesive design allows for many teachers to be involved in student data collection, review and analysis to inform teaching decisions and next steps for students.

In addition to the weekly Intervention Team meetings, each member of the Intervention team sits on and facilitates a grade level instructional team meeting weekly. These meetings focus on communicating intervention information on particular intervention students which would include students with IEPs and TItle One identified students. Classroom teachers also report out on specifically identified students in order to collaborate and align instruction and intervention. Students not making progress are studied through running records, standardized test information and writing samples. Minutes of these meetings are also published on Google Docs and shared with the members of the schoolwide intervention team. These meetings and notes allow for further collaboration around classroom instruction and next steps.

Plan

Assigned to:	Amber Eliason
How it will look when fully met:	This plan is done and being fully implemented. We need to put it in narrative form, power vote with staff, and note it as fully implemented.
Target Date:	09/30/2016

Tasks:

1. Identify students needing math intervention to provide evidence of a school-wide need for a systematic approach to math intervention K-6. CPAA and STAR data will be used to identify students needing math intervention, which is given universally in the fall, winter and spring. THis process will begin in the fall 2014.

Assigned to:	Amber Eliason
Added date:	02/05/2014
Target Completion Date:	10/31/2014
Frequency:	four times a year
Comments:	We now have a process for identifying student needing math interventions, this list has been completed for the first round, it will be done regularly throughout the year and future years.
Task Completed:	11/10/2014

3. Include the NEW math team into our current CIM design through the use of current progress monitoring protocols and instructional team design.

Assigned to:	Amber Eliason
Added date:	02/26/2014
Target Completion Date:	09/30/2016
Comments:	

4. The math team would deliver instruction in a research-based workshop model to customize instruction for struggling students.Further exploration of research based math interventions is recommended.

Assigned to:	Amber Eliason
Added date:	02/26/2014
Target Completion Date:	09/30/2016
Frequency:	four times a year
Comments:	

Implement Percent Task Complete: Tasks completed: 1 of 3 (33%)

Auburn Adult & Community Education
Letter of Support

AUBURN ADULT AND COMMUNITY EDUCATION
77 HARRIS STREET
AUBURN, MAINE 04210
(207) 333-6661
www.auburn.maineadulted.org

LEARNING CENTER
60 COURT STREET; 4th FLOOR
(207) 333-6601 (EXT. 1311)

William Grant
DIRECTOR

Auburn Adult and Community Education (AACE) would like to extend its full support of your proposal for the 2015 Maine School Improvement Grant. We believe that this grant will enhance parent and community engagement at Washburn.

Last summer we felt our collaboration with the JumpStart (KJS) program was extremely worthwhile and matched our organization's mission. During this partnership, it became apparent that your teachers and staff are dedicated to improving student performance. Not only did they implement this innovative research-based program, but they also included a component to enhance the school/parent partnership. To implement this component, you showed your ability to leverage district resources by reaching out to us to help with increasing family literacy in the home.

The student growth data that was shared with us clearly indicates KJS was a success. We also learned through this partnership that our program could do even more to support parent engagement at Washburn. This year we look forward to the continued partnership with KJS, but also to providing parents with more support for at-home learning.

With your ability to seek community resources and leverage them to benefit student learning, we believe that the Maine School Improvement Grant would be a tremendous resource. We are looking forward to Washburn receiving these additional resources and exploring further how we, as a community partner, will integrate into that plan.

Again, we fully support your application and believe that Washburn is the right school to receive this grant. If you have any questions or need additional information please feel free to contact us.

Respectfully,

William W. Grant

Parent Letter of Support

Cynthia D. Jalbert
11 Shepley Street
Auburn, Maine 04210
(207) 400-9447

Dear SIG Grant Coordinators:

Please accept this letter of support for the application of the School Improvement Grant for $1.7m dollars over five years. My two sons have been at Washburn Elementary School since the 2008-2009 school year. During their time at Washburn both boys have grown both personally and academically. This has been in no small part due to the talent and dedication from each and every one of their teachers. This school is based in one of Auburn's poorest communities but the deep love and commitment these teachers display on a daily basis reinforces my decision was a good one when I choose to keep the boys at Washburn once I moved out of district due to my split from the boys father.

I have seen first hand the challenges that this little school has come up against; an "F" rating by the governor, students matriculating in and out of the school and district, and multiple principals. It has been a complete pleasure to watch Ms. Laura Shaw take Washburn in a new direction; one focused on working diligently toward improving the CIPS scores and reaching out to parents and community. I see the future of Washburn becoming the jewel of the Auburn School District; a school once held back by its issues to a school where each student accomplishes educational and personal goals set forth by parents, teachers, & most importantly themselves.

This grant could not go to a more deserving school.

Cynthia D. Jalbert

Cynthia

Community Credit Union Letter of Support

Community Credit Union

June 10, 2015

Washburn Elementary School
35 Lake Auburn Avenue
Auburn, ME 04210

To Whom It May Concern,

This letter is to show our enthusiastic support for Washburn Elementary School grant application. Community Credit Union is pleased to offer support to the school each year and is excited by the opportunity this funding presents.

Community Credit Union is a member owned organization whose purpose it to provide convenient, quality, personalized service while maintaining financial stability. We take our name very serious and are dedicated to the communities we serve. Community Credit Union has received numerous awards and national recognition for its community service projects focused on financial literacy programs in Androscoggin County.

The Credit Union adopted Washburn Elementary School several years ago and the relationship has continued to grow stronger each year. Our Adopt A School Partnership includes financial literacy courses for enrolled students, a weekly Pay Day checkbook program (grades 4-6), free savings accounts, donations of bikes and helmets (1 per grade), donation towards the purchase of podcast equipment and Apple TV, donation to install a Community sign outside the building, on site volunteer work by Credit Union staff as well as tours of the Auburn Branch of the Credit Union where students can interact with the staff, play money games and see the skills used by our Member Representatives each day. Community Credit Union is committed to financial literacy and was startled to hear the statistics of poverty and illiteracy of the Washburn parent community. The Credit Union applied for a grant to develop a Parent Resource Center within the school which opened in November 2013. We will continue to work with the school to develop relationships with the parent community and develop financial literacy and access to other resources.

Washburn Elementary has several community partners that support them and as one of those long term partners the Credit Union enjoys the collaboration for the betterment of the school and all the students impacted. We look forward to the opportunity to continue and expand our work with Washburn Elementary School through this potential grant opportunity and are excited at the possibilities it represents for the students and community.

Sincerely,

Kerry Wood

Kerry Wood
President/CEO

AMERICA'S CREDIT UNIONS

144 Pine Street • Lewiston, Maine 04240
40 Stanley Street • Auburn, Maine 04210
Tel. (207) 783-2096 • Fax (207) 783-2093
www.communitycreditunion.com

YMCA of Auburn-Lewiston Letter of Support

FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

June 9, 2015

YMCA of Auburn-Lewiston
62 Turner Street
Auburn, ME 04210
P: 207-795-4095
F: 207-795-4058

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Gabrielle Russell
Elizabeth Shea
Kim Slivinski
Brad Sloat
Dan Snow
Ray Stone
Greg Whitney

Steve Wallace
Chief Executive Officer

Dear School Improvement Grant Review Team,

The YMCA of Auburn-Lewiston is excited at the opportunity to partner with the Auburn School Department to provide families and their children options for experiences outside the traditional school day. We strive to connect with the community by offering a variety of programs that supports the development of a healthy spirit, mind, and body. This partnership is a chance for us to reach out to our most needy families in Auburn and begin a relationship that will strengthen our community as a whole.

The Auburn School Department's application for a School Improvement Grant includes a planning year, in which we will meet with Washburn School staff to brainstorm ideas for how the YMCA of Auburn-Lewiston may assist in the grant goals focused on improving student achievement through building stronger relationships with families and community partners. We see ourselves as a member of the School Improvement team bringing to the work new ideas, suggestions and support.

This is an exciting opportunity for the YMCA of Auburn-Lewiston in our efforts to make a difference in our community. We are committed to the challenge to raise the achievement of the students of Washburn School, and are hopeful that the school is fortunate enough to receive the School Improvement Grant. Thank you for considering this letter of support as part of the grant application.

Sincerely,

Victoria Stanton
Director of Marketing & Advancement

The Auburn-Lewiston YMCA is a character building organization dedicated to strengthening Christian principles of caring, honesty, respect, and responsibility through programs that build a healthy spirit, mind, and body for everyone regardless of ability to pay. The Auburn-Lewiston YMCA is a 501 (c)3 non-profit, charitable organization.

Washburn School Improvement Grant Goals

Washburn Elementary School
School Improvement Grant Goals

1. **Expand and Improve Early Learning Programs (Pre-K & Kindergarten)**
   - ***Pre-K Teacher***
   - ***Pre-K Educational Technician II***
   - Extended Day Pre-K
   - Partnerships with Community Agencies
   - Increase Collaboration/Planning Time (Pre-K & K)
   - Kindergarten JumpStart
2. **Strengthen the Instructional Program**
   - ***Instructional Coach (PE/PG, Customized Learning, & Proficiency-Based Education)***
   - ***Instructional Coach (Math)***
   - Continue with Customized Learning/Proficiency-Based Education
   - Purchase and Implement Math Intervention Programs
   - Technology Interventions and iPad Apps
   - Integrate Math/Technology (STEM)
3. **Increase Parent/Community Involvement and Support**
   - ***Parent Liaison***
   - Open Door Wednesday Parent Workshops
   - Auburn Adult & Community Education Collaboration
   - Expand Family Literacy Program
   - Maintain Spurwink/Case Management Services
   - Continue with City, Business and Community Partnerships
4. **Strengthen Teacher Skills**
   - ***Educational Technician III (2 Positions)***
   - Implement PE/PG System & iObservation Tool
   - Provide Incentives for Increased Student Achievement Gains
   - Provide Job-Embedded Coaching in Math and Literacy
   - Extend Weekly Common Planning Time (PK-6)
   - Maine Partnerships in Comprehensive Literacy (MPCL) Coursework
   - Everyday Math Training/Support
   - EDC Research & Practice Collaboratory Partnership (K-2 Math/Technology)
   - UMF Math Coaching Program
5. **Increase Learning Time for Students**
   - Before & After-School Tutoring
   - Collaboration with CLC Program
   - Title I Summer School (K-6)
   - Kindergarten JumpStart
6. **Strengthen School Culture and Organization**
   - ***School Improvement Grant Coordinator***
   - Assessment of School Culture (RISC & PBIS Consultants)
   - Plan and Implement Behavior Program/Social Skills Curriculum
   - Plan and Implement Tier II & Tier III Behavior Interventions
   - Culture/Vision Work

Alignment of Dirigo-Star Indicators to Early Learning Model

Alignment of Early Learning Model to Washburn's Dirigo-Star Indicators

Teachers and Leaders	Dirigo-Star Indicators
Replace principal	*
Implement a new evaluation system that (1) is developed with staff, and (2) uses student growth as a significant factor	IE06: The principal keeps a focus on instructional improvement and student learning outcomes. IE07: The principal monitors curriculum and classroom instruction regularly. IE09: The principal challenges and monitors unsound teaching practices and supports the correction of them.
Identify and reward staff who are increasing student outcomes; support and then remove those who are not	IE06: The principal keeps a focus on instructional improvement and student learning outcomes.
Implement strategies to recruit, place and retain staff	*
Instructional and Support Strategies	**Dirigo-Star Indicators**
Establish or expand high-quality pre-school programs	*
Select and implement an instructional model based on student needs	RTI01: The school uses and identification process for all students at risk of failing or in need of targeted interventions. RTI02: The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students. RTI03: The school uses a monitoring process for targeted intervention students to ensure fidelity and effectiveness. IIIC04: All teachers model, teach, and reinforce social and emotional competencies. IIIC14: All teachers reinforce classroom rules and procedures by positively teaching them.
Provide job embedded professional development designed to build capacity and support staff	IF07: Professional development of individual teachers includes an emphasis on indicators of effective teaching. IF08: Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. IF12: The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. ID08: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly. ID09: The Leadership Team serves as a conduit of communication to the faculty and staff.

Alignment of Early Learning Model to Washburn's Dirigo-Star Indicators

Ensure continuous use of data to inform and differentiate instruction	ID10: The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. IID07: The Leadership Team monitors school-level learning data. IID08: The Leadership Team reviews students data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school. IID09: Instructional Teams use students learning data to assess strengths and weaknesses of the curriculum and instructional strategies. IID10: Instructional Teams use students learning data to plan instruction. IID11: Instructional Teams use student learning data to identify students in need of instructional support or enhancement. IIB04: Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. IIB05: All teachers re-teach based on post-test results. IIIB06: All teachers systematically report to parents the student's mastery of specific standards-based objectives. IID05: Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction. IVD05: The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.
Time and Support	**Dirigo-Star Indicators**
Offer full-day kindergarten	*
Provide educators, including pre-school teachers, with joint planning time	IIA01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level. IVD02: The school provides opportunities for members of the school community to meet for purposes related to student learning.
Provide ongoing mechanisms for community and family engagement	IVA01: Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations. IVA02: The school's key documents are annually distributed and frequently communicated to teachers, school personnel, parents, and students. IVA05: The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home. IVA08: Professional development programs for teachers include assistance in working effectively with parents (families and communities). IIIB06: All teachers systematically report to parents the student's mastery of specific standards-based objectives. IIIC01: All school staff demonstrate and understanding of community cultures, customs, and values and model a respect for them.
Partner to provide social-emotional and community oriented services and supports	IVD02: The school provides opportunities for members of the school community to meet for purposes related to students' learning. IVD03: The school creates and sustains partnerships to support extended learning.

Alignment of Early Learning Model to Washburn's Dirigo-Star Indicators

Governance	Dirigo-Star Indicators
Provide sufficient operating flexibility to implement reform	*
Ensure ongoing technical assistance	*

*Only current indicators in Washburn's School Improvement Plan are included.

Alignment of Federal, State, and Local Funds to School Improvement Grant

Alignment of Federal, State, and Local Funds to School Improvement Grant										
						Planning & Full Implementation	Full Implementation			Sustaining
Position/Budget Item	Local	21st Century	Title I & II	SIG	Years 1-5: Non-SIG Funds*	SIG Year 1	SIG Year 2	SIG Year 3	SIG Year 4	SIG Year 5
Instructional Coach (Math)				X		87870	90707	93688	96822	
Instructional Leadership Stipend (Math)				X					3533	3533
Instructional Coach (PE/PG)				X		61041	62753	64540	66404	
Instructional Leadership Stipend (PE/PG)				X					3533	3533
UMF Math Coach Program			X		11000					
Literacy Coursework			X		24000					
Additional Summer Days for Coaches				X		1068	1068	1068	1068	
Stipend for Increased Student Achievement Gains				X			20000	20000	20000	20000
Do the Math Modules			X		5000					
Everyday Math Conference			X		3000					
Math Intervention Materials (DreamBox)			X		5200					
Positive Behavior Interventions and Support (PBIS) Consultant				X		3325				
Everyday Math Training			X		5000					
Reinventing Schools Coalition (RISC) Consultant			X		5400					
Summer Days for Staff				X			10680	10680		
Ed. Tech III				X		26709	27735	28822	29972	
Ed. Tech III				X		26709	27735	28822	29972	31191
Parent Liaison (.5 Pre-K Teacher & .5 Parent Liaison Year 1 & Parent Liaison Years 2-4)				X		61041	62753	64540	66404	
Parent Liaison Leadership Stipend				X					3533	3533
Pre-K Ed. Tech II				X		25827	26836	27904	29036	30238
Pre-K Teacher	X			X	68352		62753	64540	66404	
Materials & Supplies for Pre-K Classroom	X			X	21000	3000				
Summer School		X	X		30000					
CLC After School Program		X	X							
Kindergarten JumpStart			X		16000					
Grant Coordinator Stipend				X		5698	5698	5698	5698	5698
Totals					193952	302288	398718	410302	422379	97726
									Total SIG	1631413

*Does not include all educational program costs supported by local funds, Title I &Title II allocations, Local Entitlement funds, and 21st Century program funds.

Title I Parent Involvement Policy

Parent Involvement In Title I

The Auburn School Department, Auburn, Maine, is complying with PL. 107-110, the No Child Left Behind Act of 2001, through the following established policy.

The Auburn School Department recognizes that parent involvement is a significant factor in the academic achievement of students and in improving the quality of our schools. The Auburn School Committee encourages parents of students in Title I programs to become involved in their education and to participate in programs and activities offered by the school unit. To that end, this policy has been developed jointly with parents of students in Title I programs.

This policy outlines how the school unit and each school will support and implement parent involvement activities. The Superintendent is responsible for designating appropriate personnel to carry out the school unit responsibilities described in this policy.

I. Development of Title I Plan

A. The Auburn School Department will involve parents in developing the school department's Title I plan by the following methods:

1. Annually, parents/guardians will have opportunities to participate in the evaluation of the content and effectiveness of the school unit's Title I program, make suggestions for improvements, and jointly develop a new plan.
2. Annually parents will participate in the evaluation of the effectiveness of Title I parent involvement and plan for the use of the 1% (or more) of its Title I funds for parent involvement activities.

II. Support for Parent Involvement Activities

A. The Auburn School Department will provide coordination, technical assistance and other support necessary to assist each Title I school in planning and implementing effective parent involvement to improve student academic achievement and school performance.

B. The Auburn School Department and each school will support and build parental and community involvement in schools, including the following activities:

1. Shall provide assistance to parents in understanding state and local achievement standards and assessments and how they can work with teachers to improve their child's achievement.
2. Shall provide materials and training to help parents work with their child to improve achievement (such as literary training and use of technology);
3. Shall educate teachers, support services personnel, principals and other staff, with the assistance of parents, in the value of parent involvement and methods to foster and increase parent involvement in the schools;
4. Shall, to the extent feasible and appropriate, coordinate parent involvement programs and activities with public and private preschool programs to support parent involvement in the education of their child;
5. May involve parents in the development of teacher training to improve its effectiveness;
6. May provide necessary literacy training from Title I funds if "all other reasonable available sources of funding for such training" has been exhausted;
7. May pay reasonable and necessary expenses associated with local parental involvement activities (including transportation and child care costs), to enable parents to participate in school-related meetings and training;
8. May train parents to enhance the involvement of other parents;

9. May arrange school meetings at a variety of times or conduct in-home conferences between teachers and other appropriate school staff with parents who are unable to attend meetings at school;
10. May adopt and implement model approaches to improving parental involvement;
11. May establish a district-wide parent advisory council to provide advice on matters related to parent involvement;
12. Shall provide "such other reasonable support for parental involvement activities as parents may request."

III. School-Level Activities

The following activities shall be conducted in each school for parents of children participating in Title I:

- An annual meeting of the Title 1 Parent Advisory Council shall be held to inform parents about Title I and its requirements, and the right of parents to be involved.
- Parents will be included in the planning, review and improvement of Title I programs, policies and procedures.
- Parents will be provided with the following:
  - Timely information about Title I programs;
  - A description and explanation of the school's curriculum, forms of academic assessment and expected student proficiency levels;
  - At parent request, opportunities for regular meetings so that parents can make suggestions and to participate, as appropriate, in decisions relating to their child's education'
  - Meetings will be held at flexible times, such as mornings or evenings to encourage parent participations.
  - Parents of children identified for participation in a Title IA program shall receive from the building principal and Title I staff, an explanation of the reasons supporting their child's selection, a set of objectives to be addressed, and a description of the services provided. Parents will also receive regular trimester reports on their child's progress and be provided opportunities to meet with the classroom and Title IA teachers. Parents will receive training, materials, and suggestions as to how they can assist in the education of their child at home.

IV. School-Parent Compact

Each school shall develop with parents a school-parent compact that outlines how parents, school staff and students will share the responsibility for improving academic achievement and helping students to meet the state's academic standards. The "School-Parent Compact" shall:

1) Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children in Title I programs to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
2) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
   a. Parent-teacher conferences in elementary schools, at least annually during which the compact shall be discussed as it relates to the individual child's achievement;
   b. Frequent reports to parents on their children's progress;

c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

V. Policy Evaluation and Revisions

The Auburn School Department will conduct an annual evaluation of the effectiveness of this policy in improving the academic quality of the schools. Based on this evaluation, the policy and Title I programs will be revised if necessary to improve parent involvement.

VI. Distribution of Policy

This policy shall be distributed to parents of all students participating in Title I programs.

Legal References:	20 U.S.C. ¶ 6318
Adopted:	June 1991
Revised:	October 5, 2005

Washburn School-Parent Compact

WHAT IS A SCHOOL-PARENT COMPACT?

The School-Parent Compact is a voluntary agreement between the school and the parents/guardians of the children at that school.

A compact outlines how parents/guardians, the school staff and students will share responsibility for improved academic achievement in meeting the Learning Results.

COMPACTS

- Begin with clear learning goals;
- Help everyone understand what they can do so children meet those goals;
- Depend on everyone working together to do what's best for each child;
- Define everyone's responsibilities.

WHEN THE COMPACT IS WORKING

Your child's grades and test scores will improve.

Your child will become more confident and happier at school.

Attendance at school will be consistent.

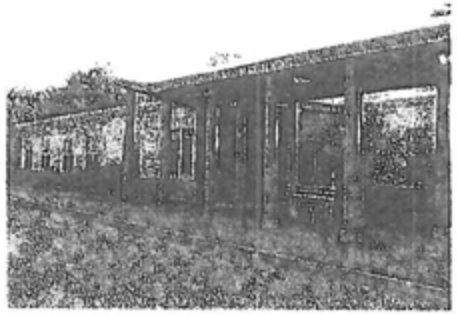
Parents/Guardians will attend conferences and meetings.

You will contribute suggestions, concerns and comments.

Our Vision

The Auburn School Department believes that strong relationships between adults and students create the foundation for meeting the exciting challenges in education for the twenty-first century.

Working collaboratively so that all students learn and succeed in a changing world.



School-Parent Compact

Working together to make a difference for your child.

Washburn Elementary School
35 Lake Auburn Ave.
Auburn, Maine 04210

Students' Responsibilities

I WILL

- Be a good listener.
- Ask questions – answer questions;
- Come to school with completed homework and be ready to work;
- Show respect to teachers, school and fellow students by following the rules, using good behavior and being a positive role model;
- Communicate with my parents and my teachers. Tell my parents what is happening at school. Talk with my teachers if I have any questions or concerns;
- Share ideas, materials and kindnesses;
- Try my best;
- Dare to be challenged!

Staff's Responsibilities

I WILL

- Provide a safe environment that is conducive to learning;
- Communicate school and classroom expectations to the student and home;
- Maintain open communication between school and home;
- Use a variety of teaching strategies to support the learning needs and strengths of my students;
- Collect samples of student work to document progress and guide instruction in reading, math and writing and content areas;
- Encourage students to work toward their highest potential;
- Encourage student responsibility and decision making;
- Engage in ongoing professional development;
- Connect learning to our changing world.

Parents' Responsibilities

I WILL

- Talk with my child about each day's school experience;
- Provide a time and place to do homework and provide assistance when needed;
- Encourage family reading time;
- Monitor media consumption;
- Be aware of what children are learning at school;
- Maintain open communication with the school;
- Attend at least two parent teacher conferences per year;
- Volunteer in the school when possible.