



SCHOOL IMPROVEMENT PLAN COVER PAGE

STEP 5

School Name: Farwell Elem.

School Address: 84-100 Farwell St. Lewiston ME 04240

LEA: Lewiston Public Schools

Title 1: Targeted Assistance

2011-2012 10% Set Aside \$ 14,657

2011-2012 CIPS Fund Request \$ 17,900

Total Plan Request \$ 32,557

Principal: Althea Walker	Secondary Contact/Title Janice Plourde
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School Improvement Planning Team *(List name and position; no set number of members)*

Principal (required) Althea Walker	Special Education (required) Julie Conkright
Central Office Staff (required) Terry Steinbeiser & Janice Plourde	Title 1 Coordinator (required) Jane McGuire
Regular Education (required) Andrew Bard, 5 th Grade	Parent (required) Angela Saindon
Representative of Group Not Making AYP(required) Julie Conkright	Other Sherri-Ann LaVallee, Kindergarten, Lindsey Putney, 1 st grade
Other Dee Dion & Loni Dion, 4 th grade	Other Abby Dix, 2 nd Grade: DOE Consultant Steve MacDougall

CIPS Status: CIPS 1

Group codes: W=Whole School, C=Caucasian/White, B=African American / Black, H =Hispanic, A= Asian or Pacific Islander, I =American Indian or Native Alaskan, E =Economically Disadvantaged, S=Students with Disabilities, L = Limited English Proficient

In table below include whether AYP targets were met or not; if not met, include appropriate group code from list to right.

School Year	Reading*	Math*	Average Daily Attendance/Grad Rate	AYP Status**
2009-10	Yes-(CI-S)	Yes- (CI-S)	95%	Made AYP
2010-11	No-S	Yes	95%	Monitor
2011-12	No-E	No-S	95%	CIPS1

Step 3A

A. Key Characteristics of the School and District

Farwell Elementary School is located in Lewiston, Maine in Androscoggin County.

Lewiston, ME was once a thriving mill town with businesses centered on the Androscoggin River. Lewiston has a population of 41,592 as reported in the 2010 census. As the mills began to close, other businesses began to leave downtown area of Lewiston. In the beginning of the 2000, Somali immigrants began to settle in Lewiston because of its reputation for low crime rates, cheap housing and good schools. Today there are numerous Somali run businesses in the downtown area. Among the social challenges are high rates of poverty, transiency and unemployment, with the socio-economic status as the primary barrier for a large percentage of the population.

Farwell School houses grades K to 6 and currently has an enrollment of 356 students. The percentage of students who qualify for Free and Reduced lunch is 67.1%. Farwell's Elementary Schools ethnicity percentages are 14% African American/Black, 2% Hispanic, 81% White. Farwell's percentage of students who receive special education services is 22%. Farwell's special education program consists of 2 resource rooms and 3 self-contained life skills classrooms. The students in Farwell's self-contained classrooms may come from any of the six elementary schools.

The Lewiston School Department has an enrollment of 5,324 students. Farwell School is one of six elementary schools. There are pre kindergarten programs in place at four of the elementary schools. Lewiston School Department also has one middle school and one high school, with a regional vocational center attached to the high school. The vocational center serves students from surrounding communities as well as Lewiston students.

B. Process of Involving Others in the Plan Development

Farwell Elementary School is utilizing the services of the Maine Department of Education consultant, Steve MacDougall in the development of this plan. In addition, there is a parent member serving on the CIPS committee. Additional parent information is shared through the PTA website, which is updated on a regular basis. Family and friends of Farwell are also invited to be our friend on Facebook to receive information and be a part of the school CIPS team.

C. Areas in Which Farwell Elementary School Did Not Make Adequate Yearly Progress

On the NECAP test in the area of reading in 2010-2011, 70% of our students earned scores of Proficient or above, exceeding the state average of 69%. On the NECAP tests in the area of math 66% of our students earned scores of Proficient or above, exceeding the state average of 61%. Farwell School has been identified because the Economically Disadvantaged group did not meet AYP requirements in reading and the Special Education group did not meet AYP requirements in math.

D. Overview of Self Assessment and Student Assessment Data

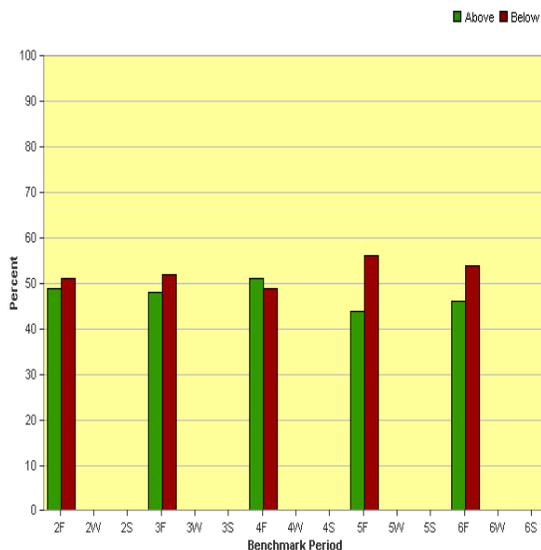
Farwell's CIPS leadership completed the self-assessment. Some of the lower scoring areas on the self-assessment included curriculum (1), Instruction (1.5), Assessment/Data (1.4), and Professional Development (0.6). In particular the leadership team noted that paraprofessionals were not included in professional development and disaggregated student achievement results are not used to set priorities for professional development. The team thought they were really good at collecting data, but not so good at knowing what to do with it.

Data from the Fall 2011 administration NWEA Map Assessment predicted that 72.1% of students will be proficient on the 2011 NCAP assessment in reading and 66.3% in math. In addition, the NWEA provides information about student growth. 66% of students made expected annual growth from fall to fall in reading and 61.8% made expected annual growth in math.

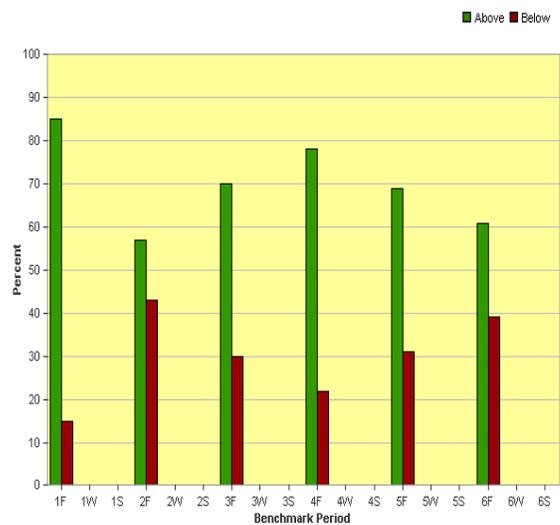
Students at Farwell are also benchmarked three times per year on AIMSweb reading and math CBMs. Results from the Reading Fluency measures and math fluency measures are shown below. The target on AIMSweb assessment is the 50%ile. As the charts show, more students are below the 50%ile in reading fluency than above the 50%ile as the students progress through school.

Percent of Students Above & Below Target

Lewiston Public Schools - Farwell Elementary School
2011-2012 School Year
Reading - Curriculum Based Measurement



Lewiston Public Schools - Farwell Elementary School
2011-2012 School Year
Math Computation



Priority Areas for Improvement

Instructions: Considering all of the information the team has gathered through the school self-assessment and data analysis processes, what are the priority areas for improvement selected for inclusion in the School Improvement Plan, and what is the rationale for their selection? Complete one sheet for each Priority Area identified.

Location of student performance gap:

In 2010 Special Education students did not make AYP in reading, in 2011 Special Education students did not make AYP in math and economically disadvantaged students did not make AYP in reading. On the self assessment CIPS team indicated that staff needed professional development in how to use the data gleaned from assessments in daily instruction.

Priority Area to be addressed: **Assessment**

Specific Need:

Increase the use of formative assessment strategies so that staff are aware on a daily basis of which students need additional instruction or remediation and which students are ready to advance or participate in enrichment activities.

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

- Teachers have not received formal professional development about formative assessment strategies
- Support staffs are frequently not included in professional development activities that will impact student achievement

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

- The leadership team will be more deliberate in providing opportunities for professional development which will include support staff.
- Teachers will use formative assessment strategies on a daily basis
- Professional development will receive a higher rating on the school needs assessment

Anticipated changes/outcomes in student performance will be:

- Students will be able to explain the learning targets for the day and will be aware of their progress toward each target.
- 80% of students will be on grade level in math and reading on AIMSweb and NWEA assessments.

Duplicate as needed.

Submit to your CIPS consultant by mutually established deadline.

Priority Areas for Improvement

Instructions: Considering all of the information the team has gathered through the school self-assessment and data analysis processes, what are the priority areas for improvement selected for inclusion in the School Improvement Plan, and what is the rationale for their selection?
Complete one sheet for each Priority Area identified.

Location of student performance gap:

In an RTI model, 80-90% of students should be on grade level through core instruction at the Tier I level. At Farwell 69% of students are on level in reading and 61% in math. At the subgroup level these percentages are much lower for economically disadvantaged and special education students. By enhancing Tier I instruction with interventions, more students will be able to access the curriculum without additional levels of support.

Priority Area to be addressed: Assessment

Specific Need:

Increase the use of formative assessment strategies so that staff are aware on a daily basis of which students need additional instruction or remediation and which students are ready to advance or participate in enrichment activities.

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

- An increase in the percentage of students who are on grade level in math and reading

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

- Teachers will access the intervention toolbox containing researched-based interventions whenever students are in need of additional Tier I supports
- Teachers will receive training and/or mentoring in a variety of Tier I interventions
- Teachers will provide Tier I interventions in every classroom and content area in which 80% of students are not demonstrating proficiency.
- Common interventions will be in place in each classroom

Anticipated changes/outcomes in student performance will be:

- 80% of students will be on grade level in math and reading on AIMSweb and NWEA assessments.

Duplicate as needed.

Submit to your CIPS consultant by mutually established deadline.

School Improvement Plan Activities & Implementation Strategies for 2011-2012 (School Year)

Instructions: Use the chart below to describe one of the proposed activities for the School Year. Provide sufficient detail to assist the reviewers in understanding how the activities will lead to improvement in the Priority Areas identified.

<p>Priority Area to be Addressed: Assessment</p>	<p>Goal # 1 (Change(s) in school practice and/or student learning anticipated as a result of Activity.) All teachers will increase their understanding and use of formative assessment strategies to positively impact instruction and student learning.</p>		
<p>Activity # 1A Describe the activity to be implemented. Include details regarding its purpose, the reason(s) for choosing to use it, and plans for its implementation. Four teachers and the principal will attend the Formative Applied Practice Seminar at Troy Howard Middle School in Belfast, ME. At the completion of this training this team will develop a formative assessment implementation plan for Farwell that will help to achieve the above goal.</p>			
<p>Scientific Research on Which Activity is Based: Black, P., & Wiliam, D. (1998) Assessment and classroom learning. <i>Assessment in Education</i>, 5(1),7-74; Brookhart, S.M. (2007). Expanding views about formative classroom assessment: A review of the literature. In J.H. McMillan (Ed.), <i>Formative classroom assessment: Theory into practice</i> (pp. 43-62). New York, NY: Teachers College Press</p>			
<p>Resources/Funding Sources: Must designate 10% set aside expenditures and requested CIPS funds</p> <p>Conference registrations costs: 5 staff members x \$680 registration fee = \$3,400 Required books for training: <u>A Repair Kit for Grading & Classroom Assessment for Student Learning</u> = \$575 Lodging: 4 hotel rooms @\$100 per rooms x 4 nights =\$1600 Mileage: 160 miles 4 trips = \$250 Meals: 5 x 4 x \$35 per day =\$700</p> <p>Total CIPS = \$0 Total Set Aside = \$ 6,525</p>	<p>Timeline for initiation and completion:</p> <p>December 15, 2012 – March 30, 2012</p>	<p>Oversight: Who will take primary responsibility/ leadership? Who else will be involved?</p> <p>Althea Walker, Farwell Principal Andrew Bard, CIPS team Leader</p>	<p>Monitoring What evidence will be collected to document the impact of the activity on the goal? Who will collect the evidence? How often will it be collected?</p> <ol style="list-style-type: none"> 1. Participants will pilot formative assessment practices. The increases use of these assessments and the impact on student achievement will be monitored by the principal and the CIPS team 2. Formative assessment implementation plan will be completed at the end of this training. 3. Principal and CIPS team will review the implementation plan and amend Farwell's, CIPS plan for Goal 1 if necessary to implement the activities in the formative assessment plan.

Activity # 1B

All staff members will be provided with the book: Seven Strategies of Assessment for Learning. The book will be introduced and distributed during the December 7, 2011 PLC. Three book study groups based on this book will be formed. All teaching staff will be provided the opportunity to participate in one of these three books study groups. The book studies will be facilitated by the participants in the Troy Howard Formative Assessment Seminar.

Scientific Research on Which Activity is Based:

Nine Characteristics of High Performing Schools, OSPI 1/2002

<p>Resources/Funding Sources: <i>Must designate 10% set aside expenditures and requested CIPS funds</i></p> <p>24 staff members will be compensated for work beyond the school day at the district rate of \$100 for 4 hours (\$25 per hour) for book study = \$2,400</p> <p>4 facilitators will be paid at the district rate of \$200 per book study for time spent planning and facilitating book study = \$800.</p> <p>Book for Book Study: <u>Seven Strategies of Assessment for Learning</u> = \$1,109</p>	<p>Timeline for initiation and completion:</p> <p>12/7 Book introduction</p> <p>Book Study groups meet on 1/9, 2/6, 3/5, 4/2 from 3:30-4:30</p>	<p>Oversight: <i>Who will take primary responsibility/ leadership? Who else will be involved?</i></p> <p>Principal: Althea Walker, Book study Facilitators: Andrew Bard, Dee Dion, Anne Sanders, Heather Blanchard</p>	<p>Monitoring <i>What evidence will be collected to document the impact of the activity on the goal? Who will collect the evidence? How often will it be collected?</i></p> <ol style="list-style-type: none"> 1. Book study attendance sheets, collected and submitted for each book study by facilitators 2. District required tangible product to be completed by each book study participant as determined by book study facilitators. 3. Book study evaluation sheets, collected and submitted at the end of the book study. 4. Close monitoring of any increased use of these assessments will be conducted and discussed at faculty meetings and team / grade level discussions
<p>Total CIPS = \$2,275</p> <p>Total Set Aside = \$2034</p>			

Goal # 1 Continued

Activity # 1C

All instructional educational technicians will be provided with professional development in the use of formative Assessment strategies. This will take the form of two half days or one full day to take place during scheduled district workshop days as determined by district needs. Professional development will focus on formative assessment strategies that will be used during small group instruction.

Scientific Research on Which Activity is Based: Stiggins, R.J. Arter, , J. Chappuis, & S. Chappuis. 2004. *Classroom assessment for student learning: Doing it right – Using it well.* Portland, OR: ETS Assessment Training Institute

<p>Resources/Funding Sources: <i>Must designate 10% set aside expenditures and requested CIPS funds</i></p> <p>Materials and supplies for workshop day: \$500</p> <p>Compensation for time beyond the school day for facilitator to prepare for Ed Tech workshop on formative assessment techniques: \$25 per hour x 10 hours = \$250</p> <p>Compensation for 25 Educational Technicians to work an additional day at their hourly rate + benefits = \$4,375</p>	<p>Timeline for initiation and completion:</p> <p>TBD: All day March 23rd or ½ day on January 23rd and ½ day on March 23rd</p>	<p>Oversight: <i>Who will take primary responsibility/ leadership? Who else will be involved?</i></p> <p>Principal: Althea Walker Assistant Director of Curriculum, Terry Steinbeiser</p>	<p>Monitoring <i>What evidence will be collected to document the impact of the activity on the goal? Who will collect the evidence? How often will it be collected?</i></p> <ul style="list-style-type: none"> • Formative assessment workshop attendance sheet • Workshop evaluation forms • Evidence of application of formative assessment strategies as required by workshop facilitators and/or supervising teachers.
<p>Total CIPS = \$5,125</p> <p>Total Set Aside = \$0</p>			

Goal # 1 Continued

School Improvement Plan Activities & Implementation Strategies for 2011-12 (School Year)

Instructions: Use the chart below to describe one of the proposed activities for the School Year. Provide sufficient detail to assist the reviewers in understanding how the activities will lead to improvement in the Priority Areas identified.

<p>Priority Area to be Addressed: Instruction</p>	<p>Goal # 2 (Change(s) in school practice and/or student learning anticipated as a result of Activity.) Design and implement Tier I interventions for reading and math for the lower performing students so that 80% of students are on grade level.</p>		
<p>Activity # 2A Describe the activity to be implemented. Include details regarding its purpose, the reason(s) for choosing to use it, and plans for its implementation. Team of teachers will attend the RTI series: Supporting the Development of a School-wide Response when Students Don't Learn offered through Maine Principal Association. This team will identify the protocols that will be most beneficial for use during RTI and school-wide meetings.</p>			
<p>Scientific Research on Which Activity is Based: "RTI is all about equity. It starts with the premise that each student deserves an appropriate education and access to an environment that promotes cognitive development, whatever that might be, to support learning in school." Shernaz Garcia, editor Multiple Voices "New Strategies to Help Diverse Students Succeed" CEC Today (www.cec.sped.org)</p>			
<p>Resources/Funding Sources: Must designate 10% set aside expenditures and requested CIPS funds Conference registrations costs: 6 staff members x \$358 registration fee = \$2,148 Mileage: \$100</p>	<p>Timeline for initiation and completion: Conference dates: November 9 December 2 January 13, 2012</p>	<p>Oversight: Who will take primary responsibility/ leadership? Who else will be involved? Principal: Althea Walker RTI Team CIPS leadership Team</p>	<p>Monitoring What evidence will be collected to document the impact of the activity on the goal? Who will collect the evidence? How often will it be collected? 1. Summary of Effectiveness Report 2. Increase in the use of Tier I interventions 3. List of identified protocols 4. Increased student performance in reading and math over time</p>
<p>Total CIPS = \$0 Total Set Aside = \$ 2,248</p>			

Goal # 2 Continued

Activity # 2B Describe the activity to be implemented. Include details regarding its purpose, the reason(s) for choosing to use it, and plans for its implementation. Members of Farwell’s RTI team will develop a toolbox of researched based interventions for literacy and math. They will pilot those interventions in their classrooms in order to identify two interventions per content area for all teachers to implement. Once these key interventions are identified, RTI team members will train their peers in these by modeling the interventions and then mentoring teachers to support their implementation. Resources will also be gathered for use by all teachers in expanding intervention strategies. These will be used / discussed and shared during the mentoring sessions **(Teacher Mentoring)**

Scientific Research on Which Activity is Based: National Center on Response to Intervention (www.rti4success.org)

<p>Resources/Funding Sources: Must designate 10% set aside expenditures and requested CIPS funds</p> <p>15 days of substitute teachers to cover classrooms during modeling and mentoring activities x \$75 per day per substitute: \$1125</p> <p>Resources for teachers to use, examine, share, and discuss in expanding intervention strategies. Estimated cost to develop this professional development library = \$3000</p>	<p>Timeline for initiation and completion:</p> <p>November 2011 – June 2012</p>	<p>Oversight: Who will take primary responsibility/ leadership? Who else will be involved?</p> <p>Althea Walker Heather Blanchard, RTI Team Leader Andrew Bard, CIPS Team Leader</p>	<p>Monitoring What evidence will be collected to document the impact of the activity on the goal? Who will collect the evidence? How often will it be collected?</p> <ol style="list-style-type: none"> 1. Increase in the use of Tier I interventions 2. Log of mentoring activities 3. Substitute reimbursement report 4. Toolbox of researched based interventions
<p>Total CIPS = \$3000</p> <p>Total Set Aside = \$1125</p>			

Duplicate as Needed

Activity # 2C Describe the activity to be implemented. Include details regarding its purpose, the reason(s) for choosing to use it, and plans for its implementation. Teachers will participate in PALS reading training prior to the start of the 2012/13 school year. PALS Reading, a researched based tier I intervention, will be implemented in 2013. PALS reading is designed to improve students' fluency and comprehension scores for students in 2-6. K-2 students work on retelling, predicting, and decoding skills.

Scientific Research on Which Activity is Based:
<http://kc.vanderbilt.edu/pals/library/readingres.html>; What Works Clearinghouse: Peer-Assisted Learning Strategies, July 2007

<p>Resources/Funding Sources: <i>Must designate 10% set aside expenditures and requested CIPS funds</i> 30 teachers will be compensated for summer time training at the district rate of \$100 per day = \$3,000</p> <p>Compensation clerical support used to prepare and organize materials (to include copying and collating workshop materials) for onsite workshop: \$200</p> <p>\$2,200 to cover required PALS materials and resources for all teachers + workshop materials, supplies and refreshments and lunch.</p> <p>Facilitator costs-travel (\$600) & presenter fee (\$1500)= \$2100</p>	<p>Timeline for initiation and completion:</p> <p>August 2012</p>	<p>Oversight: <i>Who will take primary responsibility/ leadership? Who else will be involved?</i></p> <p>Principal: Althea Walker RTI Committee</p>	<p>Monitoring <i>What evidence will be collected to document the impact of the activity on the goal? Who will collect the evidence? How often will it be collected?</i></p> <ol style="list-style-type: none"> 1. Teacher evaluations 2. Agenda 3. Staff reimbursement Report 4. Implementation Plan
<p>Total CIPS = \$7,500</p> <p>Total Set Aside = \$0</p>			

Activity # 2D Describe the activity to be implemented. Include details regarding its purpose, the reason(s) for choosing to use it, and plans for its implementation. RTI Committee and/or CIPS leadership committee will select relevant activities from The Essential Guide to Family School Partnerships. Each teacher will prepare Parent Engagement activities during PLC time. These activities will be designed to support students' performance in school and increase the level of family engagement. Teachers will attend a parent engagement evening. During the evening they will train parents to complete the selected activities.

Scientific Research on Which Activity is Based: “..parent interactions that encourage learning and structure at home, such as family rules that limit television time and encourage students to keep up grades, complete homework, and participate in education activities, are associated with increased student achievement.” (Bailey 2004; Bailey et al 2004; Izzo et al 1999)

<p>Resources/Funding Sources: Must designate 10% set aside expenditures and requested CIPS funds</p> <p><u>Beyond the Bake Sale: The Essential Guide to Family School Partnerships</u> = \$600</p> <p>Parent night participation 30 teachers x \$37.50 compensation for work beyond the school day = \$1125</p> <p>Materials, refreshments for parents, dinner for staff: \$1,000</p>	<p>Timeline for initiation and completion:</p> <p>February 1, 2012</p> <p>Schedule as follows: 3:30-5:00: PLC Time required by district used to Prepare for Family Night 5:00-6:00 Dinner provided by grant 6:00-7:00 Parent Engagement Activities 7:00-7:30 clean up</p>	<p>Oversight: Who will take primary responsibility/ leadership? Who else will be involved?</p> <p>Principal: Althea Walker CIPS Leadership Committee RTI Committee</p>	<p>Monitoring What evidence will be collected to document the impact of the activity on the goal? Who will collect the evidence? How often will it be collected?</p> <ol style="list-style-type: none"> 1. Parent attendance sheets 2. Staff Reimbursement sheets 3. Parent evaluation sheets and report 4. Staff Survey of effectiveness 5. Close monitoring of the increased level of parental involvement
<p>Total CIPS = 0</p> <p>Total Set Aside = \$2,725</p>			



SIGNATURE PAGE

STEP 6

Principal: Althea Walker

School: Farwell Elementary

Enrollment 356

District: Lewiston Public Schools

CIPS Status for 2011-12: CIPS1

Sources of Funding:

Total 10% Title I Set Aside for 2011-12: \$14,657

Note: *this amount must be expended before the school can access CIPS funds*

Total CIPS Funds Requested \$17,900 Total CIPS Funds Allocated

Total Cost of Plan: \$32,557

Principal Signature: _____

Title I Director Signature: _____

Superintendent Signature: _____

Teacher Signature: _____

Parent Signature: _____

This plan must be shared with and reviewed by a *Peer Review School*. That school should be similar in structure (grade levels) and demographics to yours. That school cannot be a CIPS school. Work with your CIPS consultant to determine qualifying schools.

Peer Review School: Walton School, Auburn, ME Michelle Mclellan, Principal

Peer Reviewer:

Note: Signature not required.

After you have received a PDF copy of your approved plan from MDOE, an Original Copy of this Signature Page MUST BE MAILED to Steve Vose, State House Station 23, Augusta, ME 04333-0023

Title IA School Improvement Consultant: Stephen MacDougall