



# PART I - ELIGIBILITY CERTIFICATION

11ME3

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

11ME3

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 3 Elementary schools  
 (per district designation) 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
5 Total schools in district
2. District per-pupil expenditure: 8250

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	12	25	37		<b>6</b>	0	0	0
K	32	30	62		<b>7</b>	0	0	0
1	42	22	64		<b>8</b>	0	0	0
2	35	31	66		<b>9</b>	0	0	0
3	44	33	77		<b>10</b>	0	0	0
4	0	0	0		<b>11</b>	0	0	0
5	0	0	0		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>306</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
2 % Asian  
2 % Black or African American  
1 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
93 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 6%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1, 2009	325
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 1

Number of languages represented, not including English: 1

Specify languages:

Russian

9. Percent of students eligible for free/reduced-priced meals: 22%  
 Total number of students who qualify: 69

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%  
 Total number of students served: 37

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>1</u> Orthopedic Impairment
<u>1</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>2</u>
Paraprofessionals	<u>11</u>	<u>0</u>
Support staff	<u>7</u>	<u>0</u>
Total number	<u>40</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	95%	95%	95%	96%
Daily teacher attendance	96%	96%	94%	96%	92%
Teacher turnover rate	0%	4%	0%	18%	17%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

The teacher attendance rate in 2005-2006 was lower because a teacher was on a long-term leave due to a serious car accident. The teacher attendance rate in 2007-2008 was lower due to two staff maternity leaves. In 2008-09 we had two teachers leave, one due to an out-of-state move and the other a retirement.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

It would be impossible to convey the essence of Eliot Elementary School (EES) without including the voices of our children. They are the reason we do what we do. In their own words, students in our school say they feel; “protected and safe,” “loved,” “comfortable,” and “welcome.” They also share that they are very proud of their learning accomplishments in all academic areas. Our students consistently share these sentiments.

Eliot Elementary School is the centerpiece, both physically and culturally, of the small, southern Maine community of Eliot. The school serves not only as an educational facility, but a community center to the 6,500 residents of the town as well. Originally built in 1940 as the Eliot High School, the school’s history is deeply rooted in the town with several current students being the second or third generation to attend. Current staff members even attended EES as students. Elements of the school’s history, such as trophies and photographs are still visible throughout the building.

Eliot Elementary educates students from Pre-Kindergarten to third grade, and we are proud to have one of the longest running Pre-Kindergarten programs in the state of Maine, in existence for over 30 years. It is a privilege and benefit to have students in our school for five years, which affords us the opportunity to know children and their families very well.

Eliot Elementary is part of the Maine School Administrative District 35 (MSAD 35), which includes the towns of South Berwick and Eliot, Maine. The School Board is comprised of three elected representatives from each town. The tax base is residential, rather than industrial, and the community is economically diverse. It’s important to note that the elementary per-pupil cost in MSAD 35 is \$8,250. This is significantly lower than neighboring districts. Eliot Elementary enjoys a reputation for academic success as evidenced by our students consistently performing well above the average on state assessments. In addition to the state assessment, we also have a strong program for using formative assessments to monitor our students’ growth in reading and mathematics.

The mission of Eliot Elementary School is to provide our students:

A safe and challenging learning community with

- Respect for all
- Responsibility for all
- Fun for all
- Pride for all
- Success for all

Together we make a difference!

Our mission statement serves as the framework for all that we do. It guides our decisions regarding academic and social learning, and helps to foster our school culture. At Eliot Elementary School we know that the social curriculum is as important as the academic curriculum. Therefore, we have made a commitment to the Responsive Classroom philosophy developed by the Northeast Foundation for Children. This approach helps children develop personal responsibility, respect, and intrinsic motivation. At EES, every child is greeted each morning by name as they arrive. All staff and students gather in the gymnasium for a whole-school Morning Meeting, reciting the Pledge of Allegiance together, and celebrating student and staff successes, connecting us as a community.

Each classroom also begins the day with a Morning Meeting. The purpose of this time is to give students and teachers an opportunity to connect, share, problem-solve, and set the tone for learning. Students are responsible for their behavior and learning and for developing the school rules with “respect for all” being the standard to which we all aspire.

EES houses the elementary Life-Skills program for children with significant disabilities in our communities. These students are integrated into our school community, which gives us a chance to embrace the uniqueness of all.

Our school has made a commitment to serving others who need our support both locally and globally. Each year we hold drives for the local food pantry, animal shelters, and donations of mittens and hats. We held events to raise funds to help the people of Haiti. This year, as part of our Read Across America and Beyond event, we are sending books to the children of Columbia.

Eliot Elementary School is fortunate to receive significant support from our families and community. We have an active Parent-Teacher Organization that helps provide volunteers for many school events, and funding for field trips and equipment for classrooms. Our community started the Marshwood Education Foundation (MEF) in order to help support our schools and their teachers. This foundation awards grants to teachers who successfully demonstrate a unique and worthy proposal to enrich current academic programming. Recently, staff members were awarded grants to celebrate the Eliot Bicentennial and a Yoga-4-Kids program to support health and wellness.

Eliot Elementary School benefits from a highly skilled, veteran staff, of which more than half hold advanced degrees. We are proud to have been accredited twice by the New England Association of Schools and Colleges, most recently in 2001, but most importantly, we help children grow in mind, body, and spirit.

### 1. Assessment Results:

The students at Eliot Elementary enjoy a history of performing very well, overall, on both state and local assessments. In combination, these assessments help students, staff, and families gain a clear picture of how our students are doing compared to aged-matched peers within and outside our district. The assessments also help to inform our instruction and guide curriculum revisions.

Eliot Elementary is a primary school serving students in Pre-Kindergarten through third grade. Our state assessment, the New England Comprehensive Assessment Program (NECAP) begins testing elementary students in third grade in the areas of Reading and Math; therefore, we only have test data for one grade level. Prior to 2009-2010, the students in Maine took the Maine Educational Assessment (MEA). Maine joined other New England states in using the NECAP as the state assessment in 2009. It should be noted that the MEA was administered each year during March, and the NECAP is administered in October. The MEA assessed students in the spring of third grade on third grade standards. The NECAP tests students in the fall of third grade and assesses students' achievement on second grade standards. The third grade standards are assessed in the fall of fourth grade. More specific information regarding the MEA and NECAP can be found on the Department of Education website: <http://www.state.me.us/education>.

With the NECAP came a change in terminology to describe student achievement levels. The MEA described achievement levels as Exceeds, Meets, Partially Meets, and Does Not Meet. The corresponding language used on the NECAP assessment is Level 4 (Proficient with Distinction), Level 3 (Proficient), Level 2 (Partially Proficient), and Level 1 (Substantially Below Proficient). The data recorded in "Part VII-Assessment Results" is listed using both sets of indicators.

Looking back over the past five years, it is difficult to determine a trend, especially since the assessment changed from the MEA to the NECAP. There was also a change in building leadership during this time frame. The results have varied from year to year (66%-96% in Reading and 78% to 88% in Math). The variability in scores has not been drastic with the exception of the Reading score (66% Meeting standards) in 2008-09 and the significant increase the following year (96% Proficient with Distinction and Proficient). Those scores were the outliers with the other three years being much tighter in range. Our goal is to have all students Meet or Exceed the standards in both Math and Reading. That goal drives our decisions about instructional strategies and curriculum decisions. We are proud to report that for the past two years (2009, 2010) we did not have a single student score in the Does Not Meet category for reading, and an additional two years out of the last six years only 1% of students scored in this range.

Our staff spends a significant amount of time analyzing test results and using the data to inform instruction. The 2008 results in Reading (66%) were a disappointment and certainly not anticipated. These scores surprised the staff and administration given that the same group of students had taken the Stanford Achievement Test the prior year and scored significantly higher (77% Advanced or Proficient in Reading, and 71% Advanced or Proficient in Math). None of our local assessments, which monitored student growth over time, indicated that this particular group of students would not achieve higher levels on the MEA. An additional concern was that this was also the year we were switching from the MEA to the NECAP, which also meant switching from a spring testing window to a fall window.

We responded by putting together a team, which consisted of teachers from third grade, Special Education, and Reading Intervention, to identify areas of improvement and to develop a plan for addressing those areas. Using released test questions, the team identified the kinds of questions students had the most difficulty answering correctly, and the kinds of errors they were making. They also used local assessments to identify the students that were most "at risk" so that they could provide even more support in helping students gain specific skills in reading. The team realized that students were having particular difficulty in accurately answering Constructed Response questions. This information became the basis of our work within our Professional Learning Communities. Through collaboration, teachers

developed specific strategies for teaching children how to analyze questions and respond specifically and thoroughly. Responding to text, vocabulary development, and strategic comprehension strategies became core to reading instruction in classrooms throughout the school. We believe the 2009 NECAP results (96% Proficient or Advanced in Reading and 88% Proficient or Advance in Math) have a direct correlation to the work of teachers in their Professional Learning Communities.

Our staff believes that student achievement is the responsibility of everyone, at all grade levels, and not just at the grades where state testing occurs. Conversations among grade levels help to create a cohesive thread of instructional strategies from Pre-Kindergarten through third grade.

## **2. Using Assessment Results:**

All students at EES are given the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Developmental Reading Assessment (DRA) regularly for benchmark testing. Any student who falls in the “at risk” category receives support and additional instruction from our Reading Intervention staff. Students who receive Reading Intervention are progress-monitored every five to ten school says. Adjustments are made to instructional strategies that support student needs based on the benchmark or progress monitor results. In addition, this year EES began administering the Children’s Progress Academic Assessment (CPAA) as a way of cross checking the data we obtain from the DIBELS and DRA. This computer adaptive formative assessment for Math and Reading is also being used to benchmark and progress monitor student achievement. It is administered each trimester for all students (Pre-Kindergarten through third) and every four weeks for those students who are at risk.

Once we obtain data from the above assessments, we spend significant time analyzing the results. We are able to determine trends in student performance from the NECAP released items. Disaggregating the data allows us to identify which class, sub-group, or individual students are having particular difficulty in each content area. We also use released items to determine the types of question (such as multiple choice, constructed response and short answer) that seem to give a majority of students’ difficulty. Teachers used released items and support materials to guide instruction in order for students to have experience with assessment formats. Our efforts are focused on providing students opportunities, within the curriculum, to learn different strategies for responding to questions. Teachers also meet with other grade level colleagues and within grade-specific Professional Learning Communities to analyze and discuss the assessment results. Strategies for meeting the academic needs of individual or groups of students are developed through collegial discussions.

Decisions about curriculum are made after identifying trends in assessment results over several years. For example, it was determined that MSAD 35 students were proficient readers, but showed stronger competency in reading fiction than informational text. The decision was made to incorporate a district-wide goal of improving informational reading strategies. We have made a concerted effort to ensure that instruction focuses equally on helping students develop reading strategies for both informational text and fictional literature.

The assessment results are also used to help us identify students in need of additional interventions because they are academically at risk. Data is used to monitor student progress through the Response to Intervention process and help inform our decisions about making special education referrals.

## **3. Communicating Assessment Results:**

Our local assessments (DIBELS, DRA, and CPAA) are reported to parents through parent information evenings, trimester report cards, and parent conferences. A standards-based report card is sent home every trimester. Benchmarks have been established to determine if students are meeting expectations in the areas of Reading and Mathematics. The local assessment data helps us to objectively determine whether or not students are meeting achievement targets.

Once the results of the state assessments are received, they are sent home to parents with a letter of explanation. Parents are invited to discuss the results with classroom teachers, reading intervention staff,

the school counselor, or principal. Teachers review student progress, including assessment results, during conferences, which are held formally twice a year.

Staff meetings are dedicated to presenting and analyzing test data. The staff meets in grade level teams with specialists and educational technicians to discuss the data and identify strengths and challenges in student performance. The goal is to adjust curriculum, develop strategies, and share insights in an effort to increase student achievement.

The principal and/or the Director of Curriculum prepare a report on test results for the Board of Directors each year. The report is presented at a public Board meeting. Local newspapers report state assessment results. Articles about MEA/NECAP assessment results are in the school newsletter, The Eliot Extra. In addition, the assessment results are also shared with the Eliot Community Parent Teacher Organization.

#### **4. Sharing Lessons Learned:**

MSAD 35 has two configurations for Professional Learning Communities (PLC). The first is a district level PLC. Every teacher, Educational Technician and administrator is assigned to a PLC, which includes equal distribution of staff from Pre-Kindergarten through twelfth grades. The district PLC meets several times a year on Staff Development days. The focus in these meetings is on student achievement. Using assessment data and professional reading, the District PLC examine current topics in education through the lens of improving student achievement. Feedback from the district PLC help define the work of the Design Team. The Design Team is a district-wide committee comprised of teachers and administrators charged with the task of planning and implementing professional development for the District. Assessment data is also shared and analyzed within the Design Team to help them determine goals and professional development needs for the District.

The second PLC is building-based. Teachers and Educational technicians participate as a grade level or specialist team. They analyze the local and state assessment for trends and develop teaching strategies for meeting the academic needs of students. Building PLC from different grade levels also meet to discuss the data to identify vertical trends. The PLC findings help to identify areas of our curriculum that could be strengthened.

We are privileged to work in a rich environment of life long-learners. School and district staff members are generous with their time and actively participate in sharing knowledge with colleagues. A broad spectrum of opportunities exists for staff to share their expertise. Examples include, but are not limited to: Maine Governor's Academy, presentations at workshops and seminars, summer technology academy, Technology Tuesdays, online courses, action research, and supervising and mentoring new staff and interns. These opportunities provide rich professional development and strengthen collegial relationships, which directly impact student achievement.

In the spirit of continuous improvement, this year we have dedicated professional development time to identify and establish Essential Learning Targets (ELT) for instruction in Pre-Kindergarten through twelfth grade. The staff members from the two primary schools meet several times a year to determine the ELT for each content area at each grade level.

## 1. Curriculum:

Schools in our state are in a unique position. We are currently responsive to three sets of instructional standards in content areas. They are the Maine Learning Results (MLR), Grade Level Equivalents (GLE), and the Common Core Standard. Our curriculum is guided by these sets of standards. The NECAP test was developed to assess students' knowledge of GLE. The GLE and MLR have significant similarities, but they are not identical, therefore we consider both sets of standards while developing and revising our curriculum.

The curriculum at Eliot Elementary is comprehensive, balanced, and based on research. Teachers work collaboratively to review the efficacy of the curriculum and to develop additional instructional strategies to support students' learning needs. Rather than define our curriculum by a specific program or text, the staff uses a wide variety of strategies and resources to meet students' academic requirements.

We approach reading through a balanced literacy model, which provides students with direct instruction, guided practice and independent application. Classroom teachers are provided with significant professional development in Guided Reading. This model encompasses focused small group instruction through the use of leveled books. Students are engaged in partner reading, independent reading and interactive books read aloud. A minimum of 90 minutes per day is dedicated to literacy. Students practice reading strategies at home with leveled books borrowed from the classroom.

We are dedicated to help children develop a love of reading. Several activities and events at EES are designed to foster an appreciation of literature. Students enjoy learning about literature through frequent visits with authors and storytellers. Senior citizens from a local retirement community visit our school to read with first graders. The Read Across America program encourages children to meet a reading challenge, and culminates with a celebration including guest readers from the high school and community.

Students and staff are fortunate to have access to an extensive book collection for academic and recreational purposes. It has an abundant catalog of print and media material. A part-time librarian and a full time educational technician staff our beautiful library. Students attend the library once a week and have liberal access at other times throughout the week. The collection includes extensive professional resources for staff and parents.

The Lucy Caulkins framework guides our writing instruction. The staff has received professional development in implementing this model and has collaborated with teachers from other schools and districts who also use this framework. Students learn to write in a variety of genres, and have multiple opportunities to celebrate and share their work. Our spelling program is eclectic, focusing on the specific skills and developmental needs of students. The common thread throughout the grades is the use of the high frequency word lists developed by Edward Fry.

EES uses the Everyday Math Program, developed through the University of Chicago, was selected for both its effectiveness and because it supports our curriculum. This program focuses on all six strands of mathematics giving students an opportunity for hands-on experiences that are connected to real life applications. A strong component of Everyday Math is the communication between home and school.

Social Studies concepts are taught through interdisciplinary units. The focus is on learning to be responsible members of their community. Students demonstrate understanding of concepts through projects, performances, celebrations, and presentations.

The science curriculum was revised, and vertically aligned, in 2008 by a team of teachers throughout our district. Through a variety of exploratory experiences, teachers help children discover the world around them by making predictions, gathering and interpreting data and recording observations.

Art, music, and physical education are academic subjects at Eliot Elementary and are an important part of educating the whole child. Our visual and performing arts program creates an environment to nurture innovative thinkers and provides a foundation for creative problem solving and critical thinking skills. The art program allows the children to exercise creative expression, explore multiple cultures and artistic traditions, and delve into a range of materials and techniques. Our music program is experiential, sequential and research-based. Each grade level showcases student achievement in all content areas through an integrated celebration at the end of each year.

In physical education, students engage in learning opportunities that foster their physical, emotional, intellectual, and social growth and development. Developing healthy living habits is vital to the success of our students. Throughout the year, students engage in activities to promote wellness such as Jump Rope for Heart, Field Day, Eating the Rainbow, Walk to School Days, Eating Local and Harvest Days. Students and families participate in the EES Wellness Fair. This event is a joint effort involving community members, businesses, organizations, and our school. Interactive centers provide information about wellness topics such as bicycle safety, dental health, sun safety, and healthy food choices.

We believe that balanced classrooms are imperative for optimal learning opportunities. A significant effort is made to create classes that are equitable across gender, ability, personality, and specific learning needs.

## **2. Reading/English:**

The teachers at EES provide students with a balanced approach to reading. Resources from a variety of sources are utilized to develop a comprehensive and strategic approach to reading instruction. Five essential elements (phonemic awareness, phonics, fluency, vocabulary, and comprehension) are key to our balanced reading curriculum. The earlier grades have a much heavier focus on phonemic awareness and phonics, while the upper grades focus more on fluency, vocabulary, and comprehension. Trade books, decodable text, programs such as Spire, Internet resources, and teacher-created materials are used to develop instruction specific to individual student needs.

Reading instruction is provided through guided reading, interactive read aloud, independent reading, and partner reading. Specific attention is focused on the explicit teaching of strategies for comprehension. All strategies that are taught are research-based. Leaders in the world of literacy have a strong influence on our instruction. The Lucy Caulkins framework supports classroom instruction in written language. Phonemic awareness and phonics are taught using the multi-sensory approach of the Lively Letters programs from kindergarten through second grades.

We use the Three Tier Model of Intervention to address the diverse needs of students in Kindergarten through Grade Three. The Three Tier Model is comprised of three main elements: primary, secondary, and tertiary intervention. Primary intervention refers to instruction that is taking place in the classroom to address all students at that grade level. Secondary intervention refers to supplemental instruction for students determined to be “at risk” for developing reading difficulties based on a variety of assessments. Students receiving services out of the classroom from the Reading Intervention Program are receiving secondary intervention. Tertiary intervention is designed for students with low reading ability and sustained lack of progress when provided with primary and secondary intervention. These students are then referred for more in-depth assessment to identify their specific learning challenges.

Students who are “at risk” are given the opportunity to attend our Summer Reading program. The program runs for six weeks during summer vacation. They are invited to receive additional instruction and support two to four days a week depending on age and level of need. In the spirit of early intervention, students entering first and second grade are given priority for participation in the Summer

Reading Program, but students from third grade are also included based on need and availability. There is no charge for students to attend this program. The only requirement is a commitment to attendance.

### **3. Mathematics:**

The math curriculum at EES is strongly supported by the Everyday Math Program (EDM). Its efficacy is well documented in research. The EDM curriculum has received the highest rating of any published curriculum reviewed by the Department of Education because of its focus on real-life problem solving, linking math to children's everyday lives, and high achievement. The spiraling math program supports our curriculum by focusing on all strands of mathematics: algebra, data and chance, geometry, measurement, numeration and order, patterns, functions, sequences, and operations. Concepts are introduced and mastered through direct instruction and independent practice. Another strength of the program is the communication it provides for families to support their child in reinforcing mathematical concepts at home.

Everyday Math is a comprehensive program that adjusts for different learning needs. Various activities are provided for students who are just beginning to understand a concept to those who already exhibit mastery. EDM allows students time to practice and explore concepts before they are expected to be secure. This is referred to as a spiraling program. This program has embedded assessments that are both summative and formative.

We recognize that any one program will not meet the learning needs of all students. Everyday Math is language laden. To meet the needs of students who struggle in this domain, we have acquired a new math program, Number Worlds, to supplement EDM. This program parallels EDM and offers students opportunities to reinforce mathematical skills in a different format.

To further help students develop mathematical fluency, we offer at no charge, activities such as Math Club, Math League and Chess Club. These opportunities are available before, during, and after school to ensure all students have access.

### **4. Additional Curriculum Area:**

The social studies curriculum at Eliot Elementary revolves around the concept of respect. Our students come to understand they are part of a much bigger world and that everyone is connected, often in surprising and wonderful ways. The similarities and differences between people are acknowledged and celebrated.

Our curriculum begins with a look at families, followed by studies of communities (with a focus on our town of Eliot), areas of American history and, finally, cultures of other countries. A common thread, our Responsive Classroom approach, enhances and ties the concepts of these units together. Responsive Classroom teaches that respect, communication, and responsible problem solving are important, not only in our classrooms, but in the world outside of our school. The program encourages compassion and understanding, which begins with each individual and extends to others. Our Second Step program, offered by guidance, also reinforces these concepts with lessons and activities about anti-bullying, empathy and positive choices.

Children at Eliot Elementary have a number of ways to learn about the world around them. Our enrichment classes, such as Global Kids Club, foreign language (French and Spanish) and Yoga, are activities that children can take part in. These choices are held before, during, and after school and at various times of the year to optimize participation. Field trips that support our social studies curriculum are also important. At a time when these trips may be reduced or eliminated due to budget issues, thanks to funding support from our Parent-Teacher Organization, our children are still able to visit places that enhance their knowledge of the world.

Students at Eliot Elementary are encouraged to be responsible citizens. Food drives, collections for Haiti, donations of food and clothing at holidays, and lending support to local animal shelters are just some of the ways our students demonstrate caring for others.

In our school, the Read Across America program, in addition to encouraging children to read, usually focuses on a broader theme. This year, we expanded the program to Read Across America and Beyond to incorporate a global theme. Our students are learning how children in other countries access books and how these books enrich their lives. Books depicting other cultures are read aloud during our all-school Morning Meetings. This year we are purchasing and sending books to the Biblioburro in Colombia as part of this program.

The Marshwood Educational Foundation has given us important support for our social studies curriculum. Last year they awarded us a grant for an Eliot History song project. Students worked with a local musician to create an original song to commemorate the Eliot Bicentennial celebration.  
<http://eliotelementary.wikispaces.com/Social+Studies>

## **5. Instructional Methods:**

Differentiation at Eliot Elementary is embedded in the practice of all learning environments within the school. Every staff member, in the District, participates in both District and building based Professional Learning Communities. These PLC are focused on improving student achievement through differentiation and improved instructional strategies.

Classroom teachers plan and implement lessons targeting the specific learning styles of their students. Based on assessments and observations, lessons are developed within a framework that meets the needs of students at varying academic abilities. Grade level teams meet to explore ways to differentiate content using technology, peer coaching, community volunteers, small group and individual instruction.

An intervention process is in place to support students who are struggling academically, but are not yet identified as having special education needs. Interventions are provided through the Reading Intervention program, math support, and classroom teacher support. Data from local and classroom assessments are used to guide instruction and adaptations needed to support individual students. Documentation of data and interventions are considered when determining if a student would benefit from more comprehensive evaluation.

Students who require specially designed instruction are provided with an appropriate educational program, which includes accommodations and modifications that support student success. Student Individual Education Plan (IEP) goals and objectives are met through instruction and support from the Resource Room or Life Skills programs. Appropriate support from related services are in place for those students who require them as determined by state and federal guidelines. We offer these services within our school. The goal is to provide students with specially designed instruction in the least restrictive environment. Special educators and related service staff work closely with classroom teachers to provide seamless and comprehensive support for students with an IEP.

Our enrichment opportunities occur in several formats. An itinerate Gifted and Talented teacher is available to our school one day a week to work with students. This teacher also consults with classroom teachers to compact curriculum and share strategies for differentiating instruction.

We offer before, during, and after school enrichment programs. Most programs are offered at no cost, however there may be a nominal fee associated with some classes, but scholarships are available. These programs provide students with enrichment opportunities such as chess, environmental awareness, foreign language, crafts, music and book clubs. In addition, residents from a local independent living facility travel to EES to meet and read with first graders. Teachers and community members donate their time in order to offer many of these wonderful opportunities.

## **6. Professional Development:**

Professional Development is the responsibility of the District Design Team. The Design Team is comprised of teachers and administrators representing each of the five schools, and is facilitated by the Curriculum Director. The Team was intentionally designed with more teachers than administrators to ensure the perspectives of all staff are considered when planning professional development.

The Design Team is responsible for identifying curricular needs, setting goals, and developing focused opportunities for staff professional development. The Design Team members strongly believe that the most profound professional development consists of focused, sustained work that utilizes the extraordinary expertise and experience of the District staff. All professional development activities must support one of the three District goals. Those goals are:

- Anti-Bullying/Anti-Harassment
- Literacy Across the Curriculum
- Integrating Technology for improved student achievement.

The staff at Eliot Elementary is fully committed to these goals, and evidence of meeting them is abundant throughout the school.

Each year the Design Team selects a thought provoking publication for the entire staff to read during the summer. This publication lays the foundation for rich, professional discussions related to student achievement and best instructional practice in education.

Our staff also participates in building-based PLC. The purpose of these PLC is to focus more specifically on the needs of our students. Each PLC identifies a goal and meets with colleagues to analyze data and plan strategies to improve instruction and student achievement.

It should be noted that the work of building-based PLC has taken a slightly different direction this school year. The focus has shifted to identifying Essential Learning Targets in all content areas Pre-Kindergarten through twelfth grade. This work is being done in collaboration with grade level and specialist colleagues from the other primary school in the District.

Additional Professional Development opportunities are provided through workshops, seminars, and course work. Due to a very tight budget, professional development has become increasingly more difficult to fund. The staff at Eliot Elementary has been able to participate in a variety of professional activities through Title IIA and ARRA grant funding. Grant money allows teachers to attend workshops and seminars to gain skills that support District and personal professional development goals.

## **7. School Leadership:**

School Leadership at Eliot Elementary is multi-faceted. The principal is in her third year as the building administrator. The leadership focus is grounded in developing a positive school culture and improving systems and communication while maintaining academic excellence. The principal's overarching goal is to develop a school community through shared leadership that is respectful, safe, and rigorous. These goals are embedded in the principal's bedrock beliefs about teaching and learning and guide the leadership at Eliot Elementary School. Those beliefs are:

- What is best for children should be paramount in all school decisions.
- The success of a school is engendered by the participation of everyone.
- All children have the capacity and the hunger to learn.
- Respect and trust are the foundation of all healthful and productive relationships.
- Children should be an integral part of the education team. They are capable of taking an active role in defining their learning needs, setting goals, and assessing progress.
- We must be to teach people how to access and analyze information.

- The role of educators is not to disseminate knowledge but to guide and nurture the natural learning process.
- Schools should be an integral part of the community.

Growth in these areas has been facilitated by empowering all the stakeholders, which allows them to be actively involved in the educational process. A culture of shared responsibility and consensus building, especially concerning issues that impact systems within the school, has been the focus during the past few years. The principal has developed a two-year strategic plan to guide the direction of initiatives in the spirit of continued and strategic school improvement.

A staff advisory, consisting of teachers, specialists, and educational technicians, meets regularly. These members volunteer their time and act as both advisor to the principal and liaison between the administrator and staff within the building. The staff advisory is the vehicle for communicating news and issues that affect the school.

Grade level and specialists teams meet once a week to discuss curriculum, planning, professional development and building initiatives. Minutes of these meetings are recorded and submitted to the principal to ensure fluid communication.

Committees are formed to take on special projects or issues that require sustained focus or work. Committees have worked on revising and improving systems within the school such as the master schedule, Open House format, placement, conferences, and Responsive Classroom.

We are all committed to the continued improvement of a spectacular school community!

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 3                      Test: Maine Educational Assessment/New England Common Assessment Program

Edition/Publication Year: 2005-2009                      Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 4: Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards	88	78	86	79	78
Level 4: Level 4: Proficient with Distinction or Exceeds the Standards	30	36	28	23	9
Number of students tested	73	78	80	80	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	1	2	0
Percent of students alternatively assessed	0	3	1	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 4: Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards	73		82		40
Level 4: Level 4: Proficient with Distinction or Exceeds the Standards	13		9		13
Number of students tested	15		11		10
<b>2. African American Students</b>					
Level 4: Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards					
Level 4: Level 4: Proficient with Distinction or Exceeds the Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Level 4: Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards					
Level 4: Level 4: Proficient with Distinction or Exceeds the Standards					
Number of students tested					
<b>4. Special Education Students</b>					
Level 4: Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards					55
Level 4: Level 4: Proficient with Distinction or Exceeds the Standards					
Number of students tested					14
<b>5. English Language Learner Students</b>					
Level 4: Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards					

Level 4: Level 4:Proficient with Distinction or Exceeds the Standards					
Number of students tested					
<b>6. Asian</b>					
Level 4:Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards					
Level 4: Level 4:Proficient with Distinction or Exceeds the Standards					
Number of students tested					
<p><b>NOTES:</b> Maine switched from the Maine Educational Assessment (MEA) to the New England Common Assessment Program (NECAP) in 2009. The reports we receive for the NECAP do not indicated subgroup scores for less than 20 students. For that reason, we do not have the subgroup scores for 2009. The subgroup scores for the other years are from MEA reports. We do not have data that separates the "% Proficient plus % Advanced" for 2005-2006 because it was only reported as a combined score.</p>					

11ME3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Maine Educational Assessment/New England Common  
3 Assessment Program

Edition/Publication Year: 2005-2009

Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Exceeds/Level 4 Proficient with Distinction	96	66	85	76	80
Meets/Level 3 Proficient	33	0	5	3	1
Number of students tested	73	78	80	80	78
Percent of total students tested	100	97	99	100	100
Number of students alternatively assessed	0	2	1	2	0
Percent of students alternatively assessed	0	3	1	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Exceeds/Level 4 Proficient with Distinction	94		82		40
Meets/Level 3 Proficient	7		9		13
Number of students tested	15		11		10
<b>2. African American Students</b>					
Exceeds/Level 4 Proficient with Distinction					
Meets/Level 3 Proficient					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Exceeds/Level 4 Proficient with Distinction					
Meets/Level 3 Proficient					
Number of students tested					
<b>4. Special Education Students</b>					
Exceeds/Level 4 Proficient with Distinction					55
Meets/Level 3 Proficient					
Number of students tested					14
<b>5. English Language Learner Students</b>					
Exceeds/Level 4 Proficient with Distinction					
Meets/Level 3 Proficient					
Number of students tested					
<b>6. Asian</b>					
Exceeds/Level 4 Proficient with Distinction					
Meets/Level 3 Proficient					
Number of students tested	3	1			2
<p><b>NOTES:</b> Maine switched from the Maine Educational Assessment (MEA) to the New England Common Assessment Program (NECAP) in 2009. The reports we receive for the NECAP do not indicated Maine switched from the Maine Educational Assessment (MEA) to the New England Common Assessment Program (NECAP) in 2009. The reports we receive for the NECAP do not indicated subgroup scores for less than 20 students. For that reason, we do not have the subgroup scores for 2009. The subgroup scores for the other years are from MEA reports. We do not have data that separates the "% Proficient plus % Advanced" for 2005-2006 because it was only reported as a combined score.</p>					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 4: Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards	88	78	86	79	78
Level 4: Level 4: Proficient with Distinction or Exceeds the Standards	30	36	28	23	9
Number of students tested	73	78	80	80	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	2	0
Percent of students alternatively assessed	0	1	1	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 4: Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards	73		82		40
Level 4: Level 4: Proficient with Distinction or Exceeds the Standards	13		9		13
Number of students tested	15		11		10
<b>2. African American Students</b>					
Level 4: Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards					
Level 4: Level 4: Proficient with Distinction or Exceeds the Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Level 4: Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards					
Level 4: Level 4: Proficient with Distinction or Exceeds the Standards					
Number of students tested					
<b>4. Special Education Students</b>					
Level 4: Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards					
Level 4: Level 4: Proficient with Distinction or Exceeds the Standards					
Number of students tested					
<b>5. English Language Learner Students</b>					
Level 4: Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards					
Level 4: Level 4: Proficient with Distinction or Exceeds the Standards					
Number of students tested					

<b>6.</b>					
Level 4: Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards					
Level 4: Level 4: Proficient with Distinction or Exceeds the Standards					
Number of students tested					
<b>NOTES:</b>					

11ME3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 4: Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards	96	66	85	76	80
Level 4: Level 4: Proficient with Distinction or Exceeds the Standards	33	0	5	3	1
Number of students tested	73	78	80	80	78
Percent of total students tested	100	97	99	100	100
Number of students alternatively assessed	0	2	1	2	0
Percent of students alternatively assessed	0	3	1	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 4: Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards	94				
Level 4: Level 4: Proficient with Distinction or Exceeds the Standards	7				
Number of students tested	15				
<b>2. African American Students</b>					
Level 4: Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards					
Level 4: Level 4: Proficient with Distinction or Exceeds the Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Level 4: Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards					
Level 4: Level 4: Proficient with Distinction or Exceeds the Standards					
Number of students tested					
<b>4. Special Education Students</b>					
Level 4: Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards					
Level 4: Level 4: Proficient with Distinction or Exceeds the Standards					
Number of students tested					
<b>5. English Language Learner Students</b>					
Level 4: Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards					
Level 4: Level 4: Proficient with Distinction or Exceeds the Standards					
Number of students tested					

<b>6.</b>					
Level 4: Proficient with Distinction/Level 3: Proficient, or Exceeds the Standards/ Meets the Standards					
Level 4: Level 4: Proficient with Distinction or Exceeds the Standards					
Number of students tested					
<b>NOTES:</b>					

11ME3