

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Daniel W. Chadbourne

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Fourteenth Street School

(As it should appear in the official records)

School Mailing Address 224 Fourteenth Street

(If address is P.O. Box, also include street address.)

City Bangor State ME Zip Code+4 (9 digits total) 04401-4447

County Penobscot

Telephone (207) 941-6350 Fax (207) 941-6289

Web site/URL http://fourteenthstreet.bangorschools
.net/ E-mail dchadbourne@bangorschools.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Betsy Webb E-mail bwebb@bangorschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bangor School District Tel. (207) 992-4152

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Warren Caruso
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The 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.
11. 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.
12. 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

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 7 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 10 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	8	11	19
K	11	15	26
1	20	14	34
2	11	15	26
3	22	17	39
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	72	72	144

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 0 % Asian
 - 3 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 85 % White
 - 8 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 18%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1, 2015	137
(5) Total transferred students in row (3) divided by total students in row (4)	0.182
(6) Amount in row (5) multiplied by 100	18

6. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 44 %
Total number students who qualify: 62
8. Students receiving special education services: 13 %
19 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

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

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	9
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	96%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No
If yes, select the year in which your school received the award.
15. In a couple of sentences, provide the school's mission or vision statement.
The Bangor School Department will offer high quality instruction and comprehensive programs to provide academic excellence for all students.
16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Approach Fourteenth Street School on a weekday morning, and you will see parents and grandparents walking with their children, students riding their bikes to school, and buses arriving. You will see the principal, teachers, and support staff waiting to greet each child by name. This daily snapshot is a reflection of Fourteenth Street’s guiding philosophies – “meeting students where they are,” and success for students requires staff to embrace an “all hands on deck” approach.

Bangor is a small city of 33,000 that serves as a regional service area for Eastern Maine. Bangor draws individuals and families from Maine and beyond to access educational programs, social supports, and medical care, which has resulted in a high mobility rate for the city. The Fourteenth Street School neighborhood, however, is one of Bangor’s more constant and cohesive neighborhoods. Most of the houses are small, single-family cottage-style homes built in the 1940s as affordable housing for Dow Air Force Base. The school opened in 1960 to educate the children of Dow’s employees. After the base closed in 1968, the school became a community center until re-opening as an elementary school in the 1980s. Among the school’s milestones are the addition of a Pre-Kindergarten program in the 1990s and a regional multiple-handicapped classroom in 2015 that accepts students with profound disabilities from Bangor and other school districts in the region.

Today, the principal, secretary, custodian, educational technicians, student support and resource staff, and nine highly dedicated classroom teachers serve 144 students in Pre-K through Grade 3. The neighborhood is family-oriented, multigenerational, 95% Caucasian, and economically lower-middle class. The cohesiveness of the residents welcomes newcomers into their supportive neighborhood. In fact, the school’s annual traditions such as the Fall Jubilee, spaghetti dinners, author/artist visits, and Afternoon in the Park, as well as monthly classroom Popcorn Friday are the result of strong parent involvement and an active Parent Teacher Organization.

Teachers are committed to the mission of Academic Excellence for All. They average 21 years with the school department and 17 years at Fourteenth Street. The relationship between the professionals within the school and surrounding families is strong; some teachers have instructed multiple generations of the same family. The small school population provides an opportunity for teachers, staff, and the principal to know every student. Effective communication between staff and families is a priority. Through school-wide and classroom newsletters, parent compact meetings, Parents and Educators Accelerating Kids (PEAK) events, academic showcases, parent teacher conferences, new student orientations, and most importantly, direct interaction, staff encourage parental involvement in educating the children.

Fourteenth Street, one of five Pre-K to Grade 3 schools in Bangor, follows the Bangor School Department’s vision that “a high quality education is attainable by all of our students who will receive the encouragement and opportunities to develop the knowledge, skills and attitudes that prepare them for citizenship in a global society.” Foundations in literacy and math are the academic focus, and attention to the whole child addresses social and emotional needs.

A key strategy is to use assessment data to “meet students where they are,” which is in line with the school department’s core competency of continuously measuring and evaluating students’ progress as described in the strategic plan. Efficient and effective measures of student performance within the instructional program, combined with data-based analysis of individual student achievement, provide the organizational capacity to accelerate learning for all students. Utilizing the workshop model in all classrooms allows real-time acceleration or intervention so that all students are challenged at their individual level and can develop to their full potential. Frequent communication between school and home informs parents of their child’s progress. The “all hands on deck” approach provides support from all staff in order to assist students in their connection to school, and allows students to engage the rich learning opportunities in their classrooms.

One of the unique features of Fourteenth is the effective use of time to support teaching and learning. Whether in the classroom, preparing for recess or standing in the lunchroom, students may be participating in a math game, reciting a rhyme, or singing. The entire school eats lunch together daily, and a staff member

uses this time to read aloud to students. Although most people wouldn't expect the Physical Education (PE) teacher to participate in a reading activity, Fourteenth's PE teacher reads to students from Sports Illustrated magazine to reinforce that nonfiction reading can be fun.

The impact on students is evident. Over the last five years, average attendance exceeded 95%, and 100% of students participated in at least one after school activity available through our full year Community School Program. In fact, 100% of the students participated in the PE Club after school. Students engage the Fourteenth Street School experience and build the learning routines required for future school success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Teachers at Fourteenth Street School are committed to the Bangor School Department’s mission of Academic Excellence for All and aim to provide students with a strong liberal arts foundation rich in higher order thinking and opportunities for acceleration to prepare them for continued education, a changing workplace, and involved citizenship. In order to nurture academic excellence, all curriculum areas are aligned to the rigorous standards of the Maine Learning Results. Each curriculum has been aligned to meet the Maine Learning Results and to provide students with real-life, project-based learning and inquiry-based instruction in which foundational skills are embedded in a larger context.

The ELA curriculum for Pre-Kindergarten through Grade 3, involves reading and analyzing a variety of nonfiction texts as well as fiction, equipping students with the skills of vocabulary, decoding/phonics, fluency, comprehension, and understanding literary elements. Benchmarks and literacy assessments inform teacher instruction, shape differentiated instruction, and guide the conversation at grade level data meetings. Students are expected daily to read aloud and silently, and to journal about what they have read.

The mathematics curriculum begins with counting in Pre-Kindergarten; students use manipulative items such as blocks, beads, or bears to count and understand amounts. For an annual 100th day of school tradition, Kindergarten students are encouraged to bring 100 items of any object to school with them. In Grades 1 through 3, the mathematics curriculum progresses through the foundational skills of operations and algebraic thinking, operations in base 10, fractions, geometry, and measurements and data. Whenever possible, teachers use hand-on activities and kinesthetic exercises to foster understanding. For example, second-grade students cut out 1-inch pieces of paper to create their own ruler, and third grade students measure the distance from their classroom to the gymnasium. Students journal about their mathematical problem solving strategies. The staff monitors math performance to provide appropriate levels of intervention and differentiation.

In Pre-Kindergarten through Grade 2, science is embedded in the ELA curriculum. Students focus on the natural world, weather, and predicting change. Hands-on, inquiry-based learning is prevalent. For example, in a unit about water, students take samples from the local Kenduskeag Stream and build filtration systems using classroom objects such as cotton balls or Legos to determine which will be a better filter. Grade 3 uses STEMScopes, a curriculum developed by a vertical team of teachers from grades 3-12. Students explore force, motion, energy, earth, and space. Through project based learning, students perform inquiry designed hands-on activities that lead to scientific investigation and a math connection. The grade 3 science curriculum includes reading informational texts, answering higher order questions, and completing constructed responses.

The social studies curriculum is embedded in ELA for Pre-Kindergarten through Grade 2 and includes reading passages about historical figures (Abraham Lincoln, Benjamin Franklin, Thurgood Marshall), places (Texas, California), and community. In addition, students learn civics through unique events, such as Constitution Day and President’s Day. On Constitution Day, students engage in activities throughout the day to help them learn about the Constitution, culminating in each classroom creating their own “class constitution.” Prior to President’s Day, students read stories aloud about a president, participate in a classroom-based activity, and write about the president about whom they researched. The Grade 3 social studies curriculum, entitled “Downeast to Bangor,” is designed around the book written in the 1970s by a Bangor resident. The unit recounts the timeline of settlers in the Downeast area of Maine and how they migrated to Bangor, and includes several music and art lessons. The unit concludes with a field trip tour of landmarks, architecture, and historic buildings, and a picnic lunch in downtown Bangor.

In all aspects of the school day, students are instructed in citizenship and civic responsibility. Teachers and staff model the ideals expected of responsible citizens, including respect and social responsibility. The curriculum supports student understanding of roles and responsibilities, neighborhoods, and family. Throughout the year, the school invites hometown heroes such as city councilors, police officers, and fire

department personnel to read aloud to students to raise civic and community awareness.

The Pre-K curriculum includes social-emotional themes such as school readiness, family, community, animals, and nature. Mathematics, ELA, civics, and science are embedded. It aligns with K-3 academic standards by emphasizing literacy and numeracy. Teachers indicate that Kindergarteners who attended Pre-K are better prepared to navigate the school and classroom routines, make friends easier, and exhibit less anxiety than those who did not attend Pre-K. In 2016-2017, third graders who attended Pre-K were 60% more likely to be above benchmark on the Fountas and Pinnell assessment and 70% less likely to be below benchmark than those who did not attend Pre-K.

2. Other Curriculum Areas:

At the Fourteenth Street School, addressing the needs of the whole child requires inclusion of other curriculum areas such as visual art, music, physical education, technology, library, guidance and college/career readiness. Engagement in these other curriculum areas supports core curriculum learning by deepening students' overall knowledge as well as broadening their interests and enriching the school experience.

The arts curriculum includes music every week (30 minutes), and visual art every other week (one hour) for all Pre-K to Grade 3 students. These curricula align to the Maine Learning Results.

Pre-Kindergarten students participate in physical education weekly, and Kindergarten through Grade 3 students participate in physical education two times per week. The physical education curriculum adheres to the Maine Learning Results. Nutrition and health are embedded in the curriculum for Pre-K to Grade 3. In addition, Pre-K students and second graders participate in the SNAP-Ed program "Pick a Better Snack and Act" monthly, led by a staff member from the Bangor Public Health and Community Services Department.

Integrating informational technology into the educational process is one of the core competencies of the school department's Ten-Year Strategic Plan. The aim is to enhance students' awareness and curiosity about a changing world and to equip students with the practical skills and intellectual orientation to experience it virtually and in person. For technology, Kindergarten to Grade 2 classrooms have Macbooks available for student use as a learning tool, and Grade 3 students have 1:1 Chromebooks.

Students visit the library weekly. The librarian reads a story aloud to all grades, instructs on library use, and then staff assist students with book selection. By the end of Kindergarten, students navigate the library and select books using the online catalog. Students in grades 1-3 learn to use the library for research using Mike Eisenberg's and Robert Berkowitz's Super 3 method. The library contains a blend of nonfiction and fiction texts.

The Guidance Counselor provides monthly classroom instruction to all Pre-K to Grade 3 students. Topics include building friendships, displaying kindness, growing self-esteem, reporting bullying, and building perseverance.

Although a Pre-K to Grade 3 school, preparation for post-secondary education is a component of the school department's Ten-Year Strategic Plan for all students. At Fourteenth, college and career readiness are addressed in all content areas by introducing careers of literary characters, scientists, and historical figures. "College Gear Day" is celebrated every spring; students and staff are encouraged to wear apparel from their favorite college, prompting developmentally appropriate class conversations about education beyond high school and the importance of lifelong learning. Students are provided stickers from the University of Maine to wear on their clothing so everyone is involved!

3. Instructional Methods, Interventions, and Assessments:

The school adheres to the Department's Ten-Year Strategic Plan, including the core competencies of continuously measuring and evaluating student progress, instructing based on the needs of the specific learner, and protecting the instructional process and its participants.

The instructional approach used in the classrooms is the workshop model. Lessons begin with a guided mini-lesson for the whole class. The teacher reviews the learning target verbally and in writing. The teacher performs quick checks for understanding during the mini-lesson in order to meet the individual needs of the students, and then students work in groups at workstations. The teacher monitors each workstation and differentiates instruction within each group and for each individual student. The lesson concludes with all students together for a summary and to share observations and reflections.

This approach ensures high levels of student learning through differentiation of instruction based on student performance data. Students receive feedback and immediate action is taken to accelerate or intervene. Differentiation can be unique for each student and for each lesson. For example, if a student displays understanding of a literacy or math unit one week, he or she can receive acceleration for that unit. However, if the same student finds next week's literacy or math unit challenging, the teacher can provide intervention.

School-wide reading assessments are given in October, January, and May. ELA assessments and math assessments are completed every 2-3 weeks. Weekly writing assessments are built into students' journals and daily work. RTI, a tiered approach of support, is monitored by the principal and staff every three weeks. Parents of students on RTI receive a letter informing them of their child's progress.

Teachers review individual student assessments to measure student progress. Teachers enter assessment data into a data management warehouse accessed by school leadership in real-time. Aggregate assessment data is reviewed at monthly grade-level team meetings, with formal check-ins with the principal every three weeks to monitor grade-level progress. Collaboratively, the principal and the teachers establish interventions. Data is reviewed monthly by Fourteenth Street School's SCC (School Core Competency) team, a leadership group consisting of the principal and one teacher from each grade level, tasked with setting school goals and monitoring progress toward those goals. Assessment data is aligned vertically; the principal meets monthly with other principals (five Pre-K to Grade 3 schools, two Grade 4-5 schools, two middle schools, and one high school principal) to analyze progress across schools and to ensure students are meeting targets to prepare students for transitions to the next level of learning.

A "data wall" is maintained in the principal's office to record every student's reading proficiency level and growth over time. The principal meets with the literacy coach and grade level teachers three times per year to review the student literacy summary sheets and Fountas & Pinnell data. Every student's information is posted by a unique number so that students are not identifiable, however students' progression in literacy is seen at a glance. Teachers use this information to inform instructional methods and strategies, and to address each student's skill level with an "all hands on deck" approach.

Fourteenth Street is a high performing school with a tradition of outstanding achievement. Fourteenth Street students have consistently scored over 80% proficient or proficient with distinction in literacy and math on the NECAP (New England Common Assessment Program) for academic years 2011-12, 2012-13, and 2013-14, over 75% on the Smarter Balanced assessment (academic year 2014-2015), and 82% on the MEA (Maine Educational Assessment) for 2015-16. To maintain high levels of achievement, both teachers and leadership have high expectations for students and for their own professional development, and provide students requiring assistance with the individualized instruction before, during, or after school to accelerate learning.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

There is a purposeful focus and common purpose at Fourteenth Street School. The staff works together to engage and motivate students by knowing every student's name, greeting every student each morning, and taking a personal interest in every child. Before every weekend and every school vacation, the staff ensures that each student has a library book. Teachers encourage students to be active partners in their learning and set their own goals. For example, a monthly attendance goal is set and all students are encouraged to develop their attendance goal. Students are recognized individually when they meet their monthly attendance goal, and the whole school celebrates when the goal is met.

School staff create a positive, supportive environment by placing a priority on listening to students and building relationships with both students and their parents. Students are given clearly defined, high expectations, and they observe teachers modeling excellence and leading by example. The greater than 95% student attendance mirrors the 95% teacher attendance during the last five years. Teachers acknowledge each student's successes individually, either verbally or through a small token. They are committed to the mission of "Academic Excellence for All," and all children receive high quality instruction and curriculum.

A unique aspect of Fourteenth Street School is that due to its small size, the principal interacts with every teacher and visits every classroom daily. This daily interaction helps teachers connect to their school leader and encourages them to be active in leadership and decision making. One teacher from each grade level and the principal comprise the school's leadership committee, the SCC (School Core Competency) Committee. The SCC Committee meets at least once monthly to develop school goals and action steps, monitor progress, and adjust goals as necessary. Teacher input and suggestions are part of leadership's decision making and is shared at the monthly principals' meeting and with district administration.

2. Engaging Families and Community:

Developing community support for schools and family involvement in student life is one of the core competencies of the Bangor School Department's strategic plan. The principal and teachers communicate with parents directly as much as possible, and reinforce with parents and community their accessibility. Real-time communication ensures that parents are informed immediately of their child's progress. School staff maintains an "all hands on deck" approach with every student at all times. The guidance counselor and a social worker are available to assist families with specific needs. Parents are invited to annual parent-teacher conferences and PEAK (Parents and Educators Accelerating Kids) nights to learn strategies in literacy and math. The school also provides access to parents to an online portal on its website with visual learning modules so that parents can assist their child with math homework.

The school maintains communication with the community through its website and the bi-annual Communicate newsletter that is mailed to all addresses in Bangor. Members of the community, in addition to parents, are invited to the school's annual Academic Showcase in the spring. The Superintendent hosts Coffee and Conversation events at each school that is open to the public.

The school surveys parents and community members to solicit feedback. Recently, the school surveyed current and future Pre-K parents to determine if they preferred a half-day or full-day Pre-K program.

The school further engages parents through volunteering. The principal hosts an annual Volunteer Training for interested parents, and approximately 30 parents per year complete the volunteer application. Parent volunteers provide support for individual students during small group time in the workshop model. One parent at Fourteenth Street School volunteers in the literacy book room every week, organizing books that are checked out or returned. In addition, annual events at the school attract parent volunteers who are unable to commit to becoming regular weekly volunteers.

3. Professional Development:

In its strategic plan, the Bangor School Department aligns closely professional growth opportunities with personnel and department goals. We believe teacher induction, development and retention are best achieved through the thoughtful, articulated alignment of organizational goals with high quality professional growth opportunities locally (peer-to-peer collaboration and sharing within and across the schools), regionally (networking with neighboring schools and organizations, including post-secondary institutions), and statewide. Professional development at Fourteenth Street School supports the goals identified through the SCC process. All employees develop SMART goals with measurable outcomes that relate to their professional responsibilities and align to the SCC goals.

Student data reviewed at the school and district level informs professional development. For example, the district arranges for a University of Maine instructor to lead a course for a cohort of teachers in the identified area. Last year a new spelling program was implemented. The school department provided professional development for all elementary level teachers. Likewise, when a new math resource was implemented the year before, teachers were supported through monthly meetings that provided professional development.

Every teacher has taken at least one literacy, math, or writing cohort class over the last three years. In 2014-2015, 75% of Fourteenth Street teachers enrolled in a graduate level course. Teachers may take up to nine graduate courses per year, reimbursed by the school department. Teachers are encouraged to pursue graduate study, as their contract provides for Master's, CAS, and Doctoral salary adjustments.

The district has a literacy coach assigned to Fourteenth Street School supporting best practice in literacy instruction. The literacy coach reviews student literacy assessments and provides recommendations or in-class coaching for teachers to inform instructional practice.

4. School Leadership:

Fourteenth Street School is committed to the Bangor School Department's Ten-Year Strategic Plan, Academic Excellence for All. All initiatives and activities at the school level are filtered through the four overarching goals of the strategic plan: Academic Excellence, Professional Excellence, Quality Instructional Program, and Environment for Success. Utilizing these filters enables all staff to focus on the mission of Academic Excellence for All.

As an instructional leader, the principal sets clear expectations and direction for instructing, provides resources for teachers to meet expectations, and maintains an open, professional dialogue. The principal creates pathways for teachers to grow and for students to engage in learning. The principal observes and visits classrooms and collaborates with teachers to determine school goals. Goals are outlined at the classroom level, grade level, school level (School Core Competency goals), and district level.

The school practices collaborative leadership through grade level teams and the SCC team. Decisions made at the grade level team meetings and SCC leadership meetings have a direct impact on the instructional program, student learning, and are a contributing factor in the school's success. The leadership philosophy is that "professional excellence directly relates to continual creativity, energy, persistence, intellectual interest in learning, and personal concern for each student's achievement" (BSD Ten-Year Strategic Plan).

At Fourteenth Street School, there is a continuous growth model for teachers in professional development and for students in learning.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

What makes Fourteenth Street School successful is “meeting students where they are” and implementation of an “all hands on deck” approach of support. Each student is assessed and instructed to stretch beyond his or her zone of proximal development such that learning accelerates over time. Through data-based analysis of student achievement, teachers assess students’ strengths and needs, and set a trajectory of achievement.

Teachers use effective communication to know their students, including their questions about learning and their interests. Working together in grade level teams with the principal, teachers analyze student data and identify effective strategies. The workshop model allows teachers the ability to provide real-time acceleration or intervention. They recognize and celebrate students’ successes, and encourage students to strive for excellence.

The principal, staff, and teachers believe that every student at Fourteenth Street can learn at high levels. All staff are student focused, exhibiting a professional unselfishness that demonstrates commitment to meeting the needs of students. Teachers at Fourteenth Street are often in the classroom early and remain late, doing whatever it takes to help students achieve at their highest level.

The connection between meeting students where they are and student outcomes is clear from the high percentage of students satisfying proficiency benchmarks on annual assessments over the last five years. Despite changes in the state assessment from year to year, Fourteenth Street students score among the highest performers in Maine.

Both the principal and faculty expect students to demonstrate their high level of learning regardless of the measures. Performance results are one of a variety of measures supporting the expectation. All Maine schools are required to report incidents of prohibited behavior. The fact that Fourteenth Street School has had no reportable behavior incidents over the last four years is evidence that the climate and culture at Fourteenth not only supports classroom learning but fosters the qualities of citizenship.

Fourteenth Street School’s impact can best be summed by a parent, who said, “Fourteenth Street School is not only a school but a community, too. It's a place where all students are welcome and have the opportunity to achieve and advance - both academically and socially. I've had the pleasure of watching both my son and daughter grow as children and develop as students, thanks to the growth mindset and support of the school's teachers and administration.”