

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - ESEA Application

ESEA APPLICATION DEVELOPMENT TEAM

Provide the names of individuals who serve as members of the district's planning team. Be sure to note what stakeholder group each individual represented in the development of this plan. Each asterisked (*) stakeholder group must have at least one representative. Student input is required, but having a student representative on the Application Development team is not required.

Stakeholder Group	Full Name	Title
Administration	* Timothy Stinson	* Assistant Principal WES
Administration	* Kerri LeSieur	* Principal WES
Administration	* Angela Scully	* Principal LINE
Administration	* Cindy Pellerin	* Principal Lyman
Administration	* Catherine Dallaire (Poulin)	* Principal Alfred
Administration	* Kelly Grantham	* Principal MMS
Administration	* Amy Troiano	* Assistant Principal MMS
Administration	* Scott Lavertu	* Assistant Principal MHS
Administration	* James Fryzlewicz	* Assistant Principal MHS
Administration	* Ty Thurlow	* Principal MHS
Administration	* Marisa Penney	* Principal SMS
Parents	* Jodi Laine	* Parent
Parents	* Anastasia Ferguson	* Parent
Community Members	* Katherine Dupuis	* Community Member
Program Representatives	* Mary Bellavance	* District Staff
Program Representatives	* Allison Ellis	* School Counselor

Program Representatives	* Meghan Wakefield	* Homeless Education Liaison
Program Representatives	* Kristen Demers	* EL Coordinator/Teacher
Program Representatives	* Nancy Watson	* Registrar
Teachers	* Julie Nugent	* MTSS-A Staff WES
Teachers	* Stephanie Gillespie	* MTSS-A Staff WES
Teachers	* Kiely Treschitta	* MTSS-A Staff WES
Teachers	* Deborah Blattstein	* MTSS-A Staff WES
Teachers	* Jonathan Marines	* MTSS-A Staff Lyman
Teachers	* Sean Moore	* MTSS-A Staff Lyman
Teachers	* Christine White	* MTSS-A Staff Alfred
Teachers	* Jennifer Chiamonte	* MTSS-A Staff Shapleigh
Teachers	* Gillian Kirk	* MTSS-A Staff LINE
Teachers	* Kristen Wescott	* MTSS-A Staff LINE
Teachers	* Natalie Blackington	* MTSS-A Staff Line
Teachers	* Misty McBrierty	* MTSS-A Staff District
Teachers	* Kimberly Rollins	* MTSS-A Staff District
Students		

* Describe how the above planning team members were selected.

Our planning team is inclusive of all stakeholders. Team member input includes, but is not limited to, providing input at scheduled planning meetings, document reviews, email, and phone conversations. District-level groups met regularly to develop a comprehensive needs assessment. In order to honor the multiple responsibilities of the members and their schedules, communication was a mixture of face-to-face, email correspondence, phone conversations, and google hangout sessions. Individual members assumed responsibility for smaller tasks within the process and submitted them to the Curriculum Coordinator to be compiled, connected, and returned for the assessment.

PLANNING MEETINGS

List the planning meetings that occurred to create this application.

Purpose of Meeting	Date of Meeting
* Curriculum Committee Meeting - Spring Data, etc	* 09/13/2022 
* October - November Fall Family Title I at ES's	* 10/03/2022 
* Curriculum Committee Meeting - Goals, Topics MTSS	* 10/11/2022 
* Parent and Community Advisory Committee Fall	* 11/15/2022 
* Curriculum Committee Meeting - SEL, MTSS-B	* 12/13/2022 
* April CNA teams and team members regarding goals	* 04/10/2023 
* April - May Spring Family Title I at ES's	* 04/03/2023 
* Curriculum Committee Meeting: Discussion of ESSA I	* 05/09/2023 
* Parent & Community Advisory Committee Spring	* 05/05/2023 
* Instructional Coaches & Administrators CNA Meeting	* 01/20/2023 
* March-May Weekly PLC meetings with Title 1	* 03/06/2023 
* ISN/Tier 3 Intervention Discuss the various CNA o	* 05/03/2023 
* June Elementary Admin Reviewed CNA status 4 ES's	* 06/01/2023 
* April 28, May, 19, May 26, 2023 ISN District Team	* 04/28/2023 
* Analyze Spring Assessment data ISN District Team	* 06/02/2023 
* District ISN - Meet on status of District CNA	* 06/09/2023 

PUBLIC COMMENT PERIOD

Indicate BOTH the Start Date and the End Date of your Public Comment Period. The End Date must be prior to submitting your application.

Start Date of Public Comment Period:

End Date of Public Comment Period:

* 05/06/2024 

* 06/09/2023 

* Describe the steps the SAU took to ensure members of the public were given ample opportunity to provide public comment on the use of federal funds in the SAU's draft ESEA application.

Presentation to Schools, Curriculum Committee, Board

Public Meetings of Parent and Community Advisory Committee Fall and Spring

Public Comment Board Presentation with Goals/Financials: Presentation

Public Comment Sought through Parent and Advisory: Presentation

* Were any public comments received on the ESEA application?

No 

* Please describe how the SAU responded to those public comments and considered them prior to the submission of this application. If no comments were received, please write N/A.

No feedback received

ESEA Application Performance Year 2023-2024 Seeking Public Comment - Comment Period Closing June 11, 2023

Please offer your feedback on our District's application for use of federally funded programs under the Elementary and Secondary Education Act (ESEA)
Application Summary

https://docs.google.com/presentation/d/1Zko16rFqN_my-OTA7sqdjgYTaYmWpglZ91g2dZhCzz8/edit?usp=sharing

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☐ **The SAU belongs to co-op**

Federal Assurances

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - ESEA Application

Federal Assurances

Check the box to indicate acceptance of Federal Assurances:

☒ * Yes, Accept Federal Assurances

NDE 06-067 - Lower Tier Covered Transaction for FY2021

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82. "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement)," The Certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;
- (b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 34 CFR Part 85, for prospective participants in

primary or substantive control over a covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110

A. The applicant certifies that it is its principals:

(a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency:

(b) Have not within three-year period preceding this application been convicted of or had a civil judgment rendered against them for convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contact under a public transaction violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) Have not within a three-year period proceeding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE(GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The danger of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of t he statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after each conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving, actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistant or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

* B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant: Place of Performance (Street address, city, county, state, zip code) **Please indicate "NA" if not applicable.**

NA

* Are there workplaces on file that are not identified here.

☐ Yes ☐ No ☒ NA

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610

a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and

b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3, Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

FEDERAL GUN FREE SCHOOLS ACT

The federal Gun Free Schools Act, (No Child Left Behind Act of 2002, Public Law 107-110, Title IV, Part A, Section 4141), and Maine state law, (20-A MRSA,

Section 1001, subpart-9A, Students Expelled or Suspended under the Requirements of the Federal Gun-Free Schools Act), requires that LEAs: Expel from school for at least one year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, (except that the federal and state laws shall allow the chief administering officer of such educational agency to modify such expulsion requirement for a student on a case-by-case basis), that they report the incident to the criminal justice or juvenile delinquency system, and that they provide the Maine Department of Education with annual documentation of the incidents.

Nothing in this subpart shall be construed to prevent a State from allowing a local educational agency that has expelled a student from such a student's regular school setting from providing educational services to such student in an alternative setting. The provisions of this section shall be construed in manner consistent with the Individuals with Disabilities Education Act.

NON-CONSTRUCTION PROGRAMS

Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified. As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. § 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to:
 - (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin;
 - (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. § 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex;
 - (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps;
 - (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. § 6101-6107), which prohibits discrimination on the basis of age;
 - (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse;
 - (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-615), as amended,

relating to nondiscrimination on the basis of alcohol abuse or alcoholism;

(g) § 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records;

(h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing;

(i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and

(j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply with the provisions of the Hatch Act (5 U.S.C. § 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. § 276a to 276a-7), The Copeland Act (40 U.S.C. § 276c and 18 U.S.C. § 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. § 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following;

(a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514;

(b) notification of violating facilities pursuant to EO 11738;

(c) protection of wetlands pursuant to EO 11990;

(d) evaluation of flood hazards in floodplains in accordance with EO 11988;

(e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. § 1451 et seq.);

(f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. § 7401 et seq.);

(g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, P.L. 93-523); and

(h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. § 1271 et seq.) related to protecting components or potential components of the

national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. § § 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

19. Will examine, as required by the United States Department of Education's General Education Provisions Act (GEPA), Section 427, each project in this ESEA Consolidated Application to determine whether the project includes any barriers that impede equitable access or participation such as gender, race, national origin, color, disability, or age. Should such barriers exist, a description of the steps taken to ensure equitable access to, and participation in, the project for students, teachers, and other beneficiaries with special needs will be included in the project description.

General Assurances

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General Assurances

Check the box to indicate acceptance of Federal Assurances

☒ * Yes, Accept ESEA General Assurances

Sec. 8306: Other General Assurances

A. Any applicant shall have on file with the SEA whether applying separately or pursuant to section 8306 a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that:

(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications (See MDOEs Annual Application Guidance for Title specific assurances);

(2a) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities; and

(b) the public agency, nonprofit private agency institution, or organization, or Indian tribe will administer such funds and property to the extent required by the authorizing statutes;

(3) the applicant will adopt and use proper methods of administering each such program, including:

(a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and

(b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

(4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the SEA, the secretary, or other Federal officials;

(5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and account for, Federal funds paid to such applicant under each such program;

(6) the applicant will:

(a) make reports to the SEA and the Secretary as may be necessary to enable such agency and Secretary to perform their duties under each such program; and

(b) maintain such records, provide such information, and afford access to the records as the SEA or the Secretary may find necessary to carry out the SEAs or the Secretary's duties; and

(7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.

B. GEPA Provision. Section 442 of the General Education Provisions Act (GEPA) does not apply to programs under this Act.

ESEA Program Assurances

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - ESEA Application

ESEA Program Assurances

☐ **I. TITLE IA - If the district does not accept or receive these funds, please Check the Checkbox.**

* A. The LEA has read and agrees to meet the program assurances contained in Section 1112(c) 1-7. Title IA Assurances

☒ Yes ☐ No

* B. The LEA agrees to transfer funds to another district for equitable services for private school students residing in the district and attending a private school in another district as reported on the district's final Title IA allocation document.

☐ Yes ☐ No ☒ NA

* C. LEAs receiving Title I, Part A funds must ensure that all students within their public school(s) participate in the required state assessments for ELA, Mathematics, Science, and English Language Proficiency. During the preceding school year, did the LEA and each of its individual school(s) reach 95% or greater participation in all student subgroups for all required state assessments?

☐ Yes ☒ No

*** If No, respond to items 1 and/or 2 below:**

* 1. If less than 95%: Describe how the SAU will provide assistance to parents in understanding the importance of participating in the State's academic assessment in current school year. **(Please indicate "NA" if not applicable)**

The following schools did not meet the 95% participation rate in the following areas:

Massabesic High School

MEA Science Grade 11 - 69% participation (average of four sections Section I: 71%, Section II 69.5%, Section III 68.1%, Section IV 66.67%)

Math Grade 10 - 77.4%

Reading Grade 10 - 78.7%

Participation in these areas was primarily adversely affected by parents opting out of State Assessment

* 2. If less than 75%: Submit evidence to the Maine DOE of how you assisted parents during the prior year. Provide summary data documenting opt out rationales/reasons. **(Please indicate "NA" if not applicable)**

2 Dear Massabesic Students, Parents/Guardians, & Community, On the afternoons of Tuesday, October 18th and Thursday, October 20th, our school will be conducting the annual NWEA Math Assessment and the NWEA Reading Assessment for Grade 9, Grade 10, & Grade 11. (NWEA stands for the name of the company that created this national assessment: Northwest Education Association.) Like many things at Massabesic High School this year, we are making a renewed effort to be deliberate and purposeful about this opportunity to showcase our knowledge and learning. As we embark on this portion of our academic curriculum, I respectfully ask that you read through the contents of this letter to learn valuable information regarding the NWEA. Strength of Our

Teaching & Learning I believe strongly in the teaching and learning that is provided at Massabesic High School by our dedicated staff. MHS educators take pride in working incredibly hard to support students in a variety of ways through their learning. I also believe that the value of the learning at MHS is not always known or appreciated outside our campus or outside our school community. The opportunity to highlight our high-quality academic achievement is truly before us with our upcoming NWEA assessments - together we can prove to ourselves, to one another, and to our region that our students, staff, and stakeholders have great merit and value. Additionally, our NWEA assessment results are an important demographic indicator for our school, our district, and our six unique communities. These results factor into decisions people make about where to buy homes, where to set up businesses, and ultimately where to send their children to school. We have the opportunity to encourage and inspire new families and industries to set up shop here in RSU #57 through our NWEA assessment performance. Informing & Improving Instruction The value of our NWEA assessment results also helps our teachers identify areas of instruction where our students need additional support, review, reteaching, or expansion and enrichment. This data is essential to our teachers to help students develop the skills they will need in the future no matter what pathway our students pursue. By analyzing the data, our teachers are able to support students in the classroom through interventions to improve skills in reading and mathematics. Ultimately, the Fall session of the NWEA is an opportunity for our students, faculty, and parents/guardians to understand what our students know and understand. In the Spring session of the NWEA, we assess again to measure and analyze the growth over the course of the school year. Career & College Readiness Measurements We continue to examine the concept of truly being career and college ready, and ultimately what that means and what that looks like at MHS. The NWEA results allow us to assess if a student is career and college ready based on an analysis of individual assessment scores. In specific careers, there is a threshold of skill achievement that students need in order to be successful. The NWEA is helpful in this area to assess what a student knows and, in turn, helps students develop goals based on their post-graduation plans. The NWEA results also allow students to assess the skills they need to be college-ready and can be used to match students with colleges and universities based on their scores. The NWEA also identifies the skills students need to attain in order to be prepared for their college-level classes. In short, Massabesic students have many aspirations after high school that can be supported by participating in the NWEA. Prepares respectful, responsible and creative thinkers for success in the global community. MASSABESIC HIGH SCHOOL 88 West Road, Waterboro, ME 04087 Phone (207) 247-3141/Fax - 247-3146 Ty Thurlow Principal Allison Ellis Dean of Academics Scott Lavertu Assistant Principal Brendan Scully Activities Director James Fryzlewicz Assistant Principal Sara Gallo Culture & Accountability Coach

_____ Educational Funding Impacts NWEA testing is tied to numerous funding streams that support student initiatives and programming opportunities throughout the high school. At MHS, we are highly motivated and determined to reach the threshold of participation that the state requires. In order to achieve this goal for our school, we need the help of all stakeholders. Our school goal is to have a 90% participation and completion rate for our Grade 9, Grade 10, and Grade 11 students. Celebrating Goal Achievement Our school wide goal of 90% participation and completion is truly achievable for our high school with the help of our community. Once we achieve this goal, we will be celebrating our students and faculty for their efforts and hard work. Through generous donations and grants, we will have many prize drawings for our student participants. We will also be hosting a pizza party for all student participants, which includes field events and creative activities on campus. This is an opportunity for students and faculty to celebrate their efforts in participating and completing the Fall session of the NWEA. Additionally, we are making plans to make student NWEA results available and provided to parents/guardians to reflect practices in other schools around the district. Student Expectations For our NWEA testing sessions, we ask that all students give their best effort when taking the NWEA. Students will be testing in their Mustang Time/Homeroom groupings. It is important that our students are respectful of their peers who are taking the test by allowing them to have a positive assessment environment. Our faculty will be spending time going over these expectations in their Mustang Time groups prior to testing on October 18th & 20th, respectively. Our faculty are going to be working hard to ensure the testing environment is comfortable for all of our students and encouraging our students to do their very best. (We will conduct makeup assessments throughout the final weeks of October for students who are unable to attend on October 18th or on October 20th.) Assessment Challenges We understand that assessments present some challenges for our students, parents, and our community. We are committed to providing an appropriate environment for our upcoming sessions. We are also committed to

providing as much time as is needed for students to focus their energies on taking the test seriously. We understand that some families have concerns with standardized assessments - we are hopeful that this letter speaks to some of those concerns and further explains how and why our participation in the NWEA assessment is vitally important to our school, our community, and our future. The hourly time frame of the assessment schedule for October 18th/20th is forthcoming, in addition to communication for Grade 12 students (who are not required to assess) regarding activities for those afternoons. This information will be shared with students in Mustang Time and will be sent to parents/guardians also. I will also host a digital meeting for parents/guardians and students via Zoom on Thursday, October 13th starting at 6:30 pm for the purpose of providing information and clarification and to answer questions/concerns - the link will be shared with parents/guardians and students via email. We appreciate the immense support that our parents/guardians and community stakeholders have given to MHS this school year. Together, we are all making some important and necessary moves. We appreciate the support you can offer to MHS, and our students, for our important upcoming assessments. Go, Mustangs! Regards, Ty Thurlow, Principal

Documents		
Type	Document Template	Document/Link
State Assessment Participation (under 75%) [Upload up to 1 document(s)]	N/A	

* D. Describe the process for annually notifying and educating families about the ESEA Dashboard.

The ESSA Dashboard is shared Annually through presentations to the Board, Curriculum Committee, and Parent and Community Advisory Committees.

* Provide the local school district web address where families and community members may receive local information from the ESEA Dashboard.

<https://sites.google.com/a/rsu57.org/curriculum-assessment-instruction/community/essa?authuser=0>

* E. The LEA agrees, if selected, to participate in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics or in the pilot testing in national years, of NAEP questions for the reading and mathematics NAEP assessment, all carried out under Section 411(B)(2) of the National Education Statistics Act of 1994.

☒ Yes ☐ No

☐ **II. TITLE IIA - If the district does not accept or receive or has transferred all funds out of the title, please Check the Checkbox.**

* The LEA has read and agrees to meet the program assurances contained in Section 2102(b)(2). Title II-A Assurances

☒ Yes ☐ No

☒ **III. TITLE III - If the district does not accept or receive these funds, please Check the Checkbox.**

☐ **IV. TITLE IVA - If the district does not accept or receive or has transferred all funds out of the title, please Check the Checkbox.**

* The LEA has read and agrees to meet the program assurances contained in Section 4106(e)(2). Title IV Assurances

☐ Yes ☐ No

V. McKINNEY-VENTO HOMELESS LIAISON

* The LEA will designate an appropriate staff person able to carry out duties as a local educational liaison for homeless children and youths

☐ Yes ☐ No ☐ NA

*** VI. CONSTITUTIONALLY PROTECTED PRAYER SECTION 8524**

☐ The LEA **HAS** a policy that prevents or otherwise denies participation in constitutionally protected prayer in public schools (**please note this makes the district ineligible for ESEA funding**).

☒ The LEA **DOES NOT HAVE** a policy that prevents or otherwise denies participation in constitutionally protected prayer in public schools.

VII. NON-PUBLIC CONSULTATION

* Written record of Non-Public School consultation topics and decisions is available if a non-public school accepts ESEA equitable services. Title IA Equitable Services Consultation Requirements

☐ Yes ☐ No ☒ NA

VIII. GUN FREE

* A. Does your local educational agency have in place a policy to assure compliance with the expulsion requirements under The Federal Gun Free Schools Act, (Every Student Succeeds Act), Title VIII, Section 8561 and Maine state law, 20-A MRSA, Section 1001, subpart 9?

☒ Yes ☐ No

* B. Does your local educational agency have in place a policy to assure compliance with the referral to criminal justice or juvenile delinquency system requirement under The Federal Gun Free Schools Act, (Every Student Succeeds Act), Title VIII, Section 8561 and Maine state law, 20-A MRSA, Section 1001, subpart 9A?

☒ Yes ☐ No

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - ESEA Application**COMPREHENSIVE NEEDS ASSESSMENT**

* Describe the process the SAU used to conduct or update its Comprehensive Needs Assessment for the upcoming academic year. Be sure to specify the data sources that were reviewed to determine the district's needs.

The planning team, which encompasses a variety of stakeholders, actively encourages and values input from every member. This collaboration takes various forms, including contributions during regular planning meetings, reviews of documents, and communication through email and phone calls. At the district level, groups convene consistently to craft a thorough needs assessment. Recognizing the diverse obligations and schedules of the team members, communication is facilitated through a blend of in-person meetings, emails, phone discussions, and Google Hangout sessions. Individual members take on specific, smaller tasks within the overall process, and these are then forwarded to our ESEA coordinator, who integrates them into the creation of the CNA. We utilized a wide variety of student data including, but not limited to: NWEA math and reading data, local common assessment data, literacy and math benchmark data and classroom teacher data. Additionally we looked at data that included attendance data, student discipline data and we utilized our student survey data for students in grades 3-12 through our Youth Truth formal student survey we complete annually.

* Describe the high need areas identified as a result of the Comprehensive Needs Assessment.

According to our partner, The Northwest Evaluation Association, (https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf), nationwide, schools should continue to anticipate a .3 to 1.0 year impact on learning outcomes which will be especially impactful to mathematics. As such, goals will be held in place with an emphasis on clarity and security of non-negotiable learning intentions on the established learning continuum for the coming academic year 2023-2024.

High needs areas in our district focus on enhancing foundational skills in numeracy and literacy, and improving social emotional learning experiences. Implementing tools like a formal MTSS Behavior tracking system for PBIS in our student information system through Synergy, we aim to inform decisions and reduce behavioral issues across the district. With a new Community Outreach coordinator, we're better positioned to decrease chronic absenteeism. Additionally, anonymous School Climate Survey data with Youth Truth helps each school establish improvement goals for our schools' culture and climate.

List the stakeholders involved in the District Level Needs Assessment:

Name	Position
* Erica Mazzeo	* Director of Curriculum, Instruction, and Assessment
* Misty McBrierty	* District MTSS-A Math Coach
* Kimberly Rollins	* District MTSS-A Literacy Coach

* Natalie Blackington	* District MTSS-A Tier III Coach
* Timothy Stinson	* Principal LINE
* Marisa Penny	* Principal Shapleigh
* Cindy Pellerin	* Principal Lyman
* Cathy Poulin	* Principal Alfred
* Angela Madigan	* Principal WES
* Kelly Grantham	* Principal MMS
* Ty Thurlow	* Principal MHS

Dates District Level Needs Assessment Conducted:

- * 10/11/2022 
- * 01/20/2023 
- * 05/03/2023 
- * 05/09/2023 
- * 06/02/2023 
- * 06/09/2023 

DISTRICT LEVEL GOALS

As a result of the district level needs assessment; list at minimum three (3) district-wide goals (one math goal and one literacy goal required) to be achieved through leveraging the district's ESEA federal program funds.

GOAL: Sample Goal

Students who are at or above grade level will increase from 52% to 55% on the math NWEA by Spring 22

The breakdown below demonstrates that the goal touches upon all pieces of a **SMART** goal:

1. **S**pecific: Students at or above grade level on math NWEA
2. **M**easurable: 52% to 55%

- 3. **Attainable:** 3% growth
- 4. **Relevant:** on the Math NWEA
- 5. **Time bound:** 'by Spring 22'

*** Goal #1: Math Achievement**

100% of learners will meet projected growth in the academic year. Growth in numeracy will be determined per MLR/CCSS as measured by NWEA

*** GOAL #2: Literacy Achievement**

100% of learners will meet projected growth in the academic year. Growth in literacy will be determined per MLR/CCSS as measured by NWEA.

*** GOAL #3 (Title)**

Literacy

*** Goal**

100% of students accessing RtL services for literacy will sustain established growth goals as measured by Benchmark Assessment and Leveled Literacy Intervention (LLI) in 2023-2024.

GOAL #4 (Title)

Numeracy

Goal

100% of students accessing Response to Learning (RtL) services for mathematics will sustain established growth goals for Mathematics as measured by embedded curriculum assessments as well as IXL diagnostic in 2023-2024.

GOAL #5 (Title)

SEL

Goal

100% of teaching staff K-8 will participate in Professional Learning Communities with a focus on sour district's identified SEL curriculum designed to support the mental and emotional well-being of our students. Measured by attendance & PLC minutes.

Non-Public Schools Consultation

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - ESEA Application

ESEA NON-PUBLIC SCHOOL CONSULTATION

Section 8501 of the Elementary and Secondary Education Act (ESEA) requires a participating local education agency (LEA) to provide equitable services or other benefits to eligible non-public schools that are comparable to those provided to eligible public school children, their teachers, and their families.

In the tables below, please outline the participation status of each non-public school within the district for Title I, Part A, Title II, Part A, and Title IV, Part A. Please also download the "ESEA Non-Public School Participation Form" and share it with your contact(s) at each non-public school. Once the form(s) have been completed by the appropriate non-public school official and returned to the LEA, please be sure to attach the completed form(s) to your application by clicking the "Upload New" link in the table below. When uploading completed participation form(s), be sure the upload file(s) are in PDF format and named as follows: "Non-Public Participation Form - [School Name]". You will need to replace [School Name] with the name of the appropriate non-public school for each document.

Participation Status

	Non-Public School Name	Title I, Part A	Title II, Part A	Title III, Part A	Title IV, Part A
Non-Public School	▼	Select...▼	Select...▼	Select...▼	Select...▼

Documents

Type	Document Template	Document/Link
ESEA Non-Public School Participation Form	 ESEA Non-Public School Participation Form	

Equitable Services Amounts/Percentages

Non-Public School Name	Title I \$	Title II %	Title III %	Title IV %

Related Documents		
RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - ESEA Application		
Optional Documents		
Type	Document Template	Document/Link
State Assessment Participation (under 75%) [Upload up to 1 document(s)]	N/A	
ESEA Non-Public School Participation Form	 ESEA Non-Public School Participation Form	
Notice of Releasing Funds 	N/A	

Allocations

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Allocations

Allocation Type	(1) <u>Title I, Part A</u> CFDA: 84.010A	(2) <u>Title I-D Sub 1</u> CFDA: 84.013A	(3) <u>Title I-D Sub 2</u> CFDA: 84.010A	(4) <u>Title II, Part A</u> CFDA: 84.367A	(5) <u>Title III, Part A</u> CFDA: 84.365A	(6) <u>Title III Fam Engage</u> CFDA: 84.365A	(7) <u>Title III Instruct</u> CFDA: 84.365A	(8) <u>Title III PD</u> CFDA: 84.365A	(9) <u>Title III Imm</u>	(10) <u>Title IV, Part A</u> CFDA: 84.424A	(11) <u>Title IV WRE</u> CFDA: 84.424A	(12) <u>Title IV SHS</u> CFDA: 84.424A	(13) <u>Title IV EUI</u> CFDA: 84.424A	(14) <u>Title V, Part B</u> CFDA: 84.358B	Total
Original	\$642,120.72	\$0.00	\$0.00	\$150,865.73	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60,312.97	\$0.00	\$0.00	\$0.00	\$0.00	\$853,299.42
Additional	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Released	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$642,120.72	\$0.00	\$0.00	\$150,865.73	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60,312.97	\$0.00	\$0.00	\$0.00	\$0.00	\$853,299.42
Allocation Transfers	(1) <u>Title I, Part A</u> CFDA: 84.010A	(2) <u>Title I-D Sub 1</u> CFDA: 84.013A	(3) <u>Title I-D Sub 2</u> CFDA: 84.010A	(4) <u>Title II, Part A</u> CFDA: 84.367A	(5) <u>Title III, Part A</u> CFDA: 84.365A	(6) <u>Title III Fam Engage</u> CFDA: 84.365A	(7) <u>Title III Instruct</u> CFDA: 84.365A	(8) <u>Title III PD</u> CFDA: 84.365A	(9) <u>Title III Imm</u>	(10) <u>Title IV, Part A</u> CFDA: 84.424A	(11) <u>Title IV WRE</u> CFDA: 84.424A	(12) <u>Title IV SHS</u> CFDA: 84.424A	(13) <u>Title IV EUI</u> CFDA: 84.424A	(14) <u>Title V, Part B</u> CFDA: 84.358B	Total
From Title II, Part A	\$100,865.73	\$0.00		(\$100,865.73)		\$0.00	\$0.00	\$0.00			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
From Title III, Part A					\$0.00	\$0.00	\$0.00	\$0.00							\$0.00
From Title IV, Part A	\$60,312.97	\$0.00		\$0.00		\$0.00	\$0.00	\$0.00		(\$60,312.97)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$803,299.42	\$0.00	\$0.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$853,299.42

Alternative Use

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Allocations

 ☐ **This SAU is eligible for Alternative Use**

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Allocations

☒ **The Local Education Agency (LEA) is not requesting pre-award costs as part of this application.**

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Allocations

	Title I, Part A	Title II, Part A	Total
Allocation	\$803,299.42	\$50,000.00	\$853,299.42
Homeless/Foster Care			
Homeless/Foster Care	\$397.98	\$0.00	\$397.98
Family Engagement Reservation			
Family Engagement Reservation	\$8,033.00	\$0.00	\$8,033.00
Professional Development			
Professional Development	\$0.00	\$50,000.00	\$50,000.00
Schoolwide			
Schoolwide - Line Elementary (890)	\$302,000.00	\$0.00	\$302,000.00
Schoolwide - Lyman Elementary School (892)	\$80,000.00	\$0.00	\$80,000.00
Schoolwide - Shapleigh Memorial School (893)	\$101,868.44	\$0.00	\$101,868.44
Schoolwide - Waterboro Elementary School (896)	\$311,000.00	\$0.00	\$311,000.00
Projects Total	\$803,299.42	\$50,000.00	\$853,299.42
Unallocated	\$0.00	\$0.00	\$0.00

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Homeless/Foster Care

Funding Source	Grant Project Amount	1000 - Personal Services - Salaries	2000 - Employee Benefits	3000 - Purchased Professional & Technical Services	5000 - Other Purchased Services	6000 - General Supplies	7000 - Property	8000 - Debt Service & Miscellaneous	9000 - Other	Total	Remaining
Title I, Part A: 1000 - Regular Instruction	\$397.98	\$0.00	\$0.00	\$0.00	\$0.00	\$397.98	\$0.00	\$0.00	\$0.00	\$397.98	\$0.00
Title I, Part A: 2100 - Support Services - Student		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Title I, Part A: 2200 - Support Services - Instruction		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Title I, Part A: 2300 - General Administration		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Title I, Part A: 2700 - Transportation		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Title I, Part A: Total		\$0.00	\$0.00	\$0.00	\$0.00	\$397.98	\$0.00	\$0.00	\$0.00	\$397.98	
Total	\$397.98	\$0.00	\$0.00	\$0.00	\$0.00	\$397.98	\$0.00	\$0.00	\$0.00	\$397.98	\$0.00

Project Details

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Homeless/Foster Care

All LEAs must respond to and budget for comparable Title I services

* Describe the services (including academic support services) to be provided to homeless students that are comparable to those provided to Title I students as well as other non-instructional education-related services needed for homeless students to support their academic success.

Supplies to help support students accessing their education. Our homeless students are supported by other federal and state grants outside of the ESEA application.

If Title I funds will be used to pay for any of the following activities, check the box and ensure appropriate funding.

☐ Homeless Liaison

☐ Foster Care Liaison

☐ Homeless/Foster Care Liaison

☐ Defray excess transportation costs of Homeless or Foster Care students to ensure educational stability.

Related Documents

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Homeless/Foster Care

Required Documents

This page is currently not accepting Related Documents.

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Family Engagement Reservation

Funding Source	Grant Project Amount	1000 - Personal Services - Salaries	2000 - Employee Benefits	3000 - Purchased Professional & Technical Services	5000 - Other Purchased Services	6000 - General Supplies	7000 - Property	8000 - Debt Service & Miscellaneous	9000 - Other	Total	Remaining
Title I, Part A: 1000 - Regular Instruction	\$8,033.00	\$4,500.00	\$1,533.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$8,033.00	\$0.00
Title I, Part A: 2100 - Support Services - Student		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Title I, Part A: 2200 - Support Services - Instruction		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Title I, Part A: 2300 - General Administration		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Title I, Part A: 2700 - Transportation		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Title I, Part A: Total		\$4,500.00	\$1,533.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$8,033.00	
Total		\$8,033.00	\$4,500.00	\$1,533.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$8,033.00	\$0.00

Project Details

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Family Engagement Reservation

* Describe how Title IA parents at each school assist in determining how these funds will be expended.

Each school has an parent advisory committee that meets multiple times a year to review performance vis a vis current year funding and projects and to project and plan for the coming year. Each group's feedback will contribute to planning at the school as well as District levels.

* Please provide a description of the ongoing family engagement programs and activities to be provided.

Each designated TI Schoolwide School executes at least two annual family engagement events - Fall and Spring. Literacy, numeracy, and SEL activities, demonstrations, and school-home connections are provided by title 1 staff. These are sometimes schoolwide reads, sometimes centers-based, and sometimes small group or 1:1 depending on the needs of the participants and modality of the offerings in any given year.

* Provide a justification for how the proposed project relates to a particular need(s) outlined in the school and/or district level goal(s).

The family engagement reservation corresponds directly with the school and district goals in that we aim to offer clarity on student growth goals - at least one year's growth in a year - which contributes directly to the school and the district goals in turn. The why and the the how of family engagement in achieving those outcomes in extended in an active informational manner such the the why is clearly articulated and the how of their contributions is demonstrated in an accessible and sustainable manner linking back into our MTSS-A/B structures at each school.

Related Documents
RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Family Engagement Reservation
Required Documents
This page is currently not accepting Related Documents.

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Professional Development

Funding Source	Grant Project Amount	1000 - Personal Services - Salaries	2000 - Employee Benefits	3000 - Purchased Professional & Technical Services	5000 - Other Purchased Services	6000 - General Supplies	7000 - Property	8000 - Debt Service & Miscellaneous	9000 - Other	Total	Remaining
Title II, Part A: 1000 - Regular Instruction	\$50,000.00	\$0.00	\$0.00	\$30,000.00	\$13,000.00	\$7,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00	\$0.00
Title II, Part A: 2200 - Support Services - Instruction		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Title II, Part A: 2300 - General Administration		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Title II, Part A: 2500 - Central Services		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Title II, Part A: 2700 - Transportation		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Title II, Part A: Total		\$0.00	\$0.00	\$30,000.00	\$13,000.00	\$7,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00	
Total	\$50,000.00	\$0.00	\$0.00	\$30,000.00	\$13,000.00	\$7,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00	\$0.00

Project Details

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Professional Development

* Provide a description of the proposed project.

Purchased Services portion of the project will be used to support RSU 57's work with professional consultants who provide our staff with direct professional learning services in the areas of MTSS A, MTSS B and instructional best practices. The supplies portion of this project will support expenses related to professional learning materials needed during staff professional development sessions. The other Purchased Services portion of this project will be utilized to support travel expenses related to school improvement teams visiting schools in other states that are successfully implementing practices that align with our newly created District Strategic Plan. Specifically, schools that offer students multiple pathways for learning, schools that offer creative programs for career and technical education and schools that provide extended learning opportunities through externships, internships, apprenticeships and dual enrollment opportunities. These visits will be designed to grow our staff capacity and understanding in how to implement these initiatives successfully.

* Provide a justification for how the proposed project relates to a particular need(s) outlined in the school and/or district level goal(s).

Our school projects and district goals have had a concerted focus on supporting the growth of our teaching staff in their instructional practices in providing in-class interventions and supports for students. This project is a continuation of that work that we've been focused on since the pandemic. Additionally, our plan to utilize funds to allow for school improvement teams to visit high functioning schools around the country is part of our work identified in our District's newly created Strategic Plan. Our focus is on expanding student choice, providing multiple pathways for learning and increasing and improving our career and technical offerings.

Related Documents
RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Professional Development
Required Documents
This page is currently not accepting Related Documents.

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Schoolwide - Line Elementary (890)

Funding Source	Schoolwide Participant	Grant Project Amount	1000 - Personal Services - Salaries	2000 - Employee Benefits	3000 - Purchased Professional & Technical Services	5000 - Other Purchased Services	6000 - General Supplies	7000 - Property	8000 - Debt Service & Miscellaneous	9000 - Other	Schoolwide	Total	Remaining
Title I, Part A: 1000 - Regular Instruction	☒	\$302,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00
Title I, Part A: 2100 - Support Services - Student			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: 2200 - Support Services - Instruction			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: 2300 - General Administration			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: 2700 - Transportation			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: Schoolwide											\$302,000.00	\$302,000.00	
Title I, Part A: Total			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$302,000.00	\$302,000.00	
Total		\$302,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$302,000.00	\$302,000.00	\$0.00

Principal Certification Status: Certified

☐ I certify that this project and all data associated with it has been reviewed and approved.

Angela Scully - 7/27/2023 2:11PM

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Schoolwide - Line Elementary (890)

☐ ☐ There is only one school within our district; please see our Annual District Needs Assessment.

Comprehensive Needs Assessment

Stakeholders Involved in School Level Needs Assessment:

Name	Position
* Jennifer Callahan	* Parent
* Erica Fossett	* Parent
* Sandra McDaniel (Special Education)	* Teacher
* Deb Calnan (Classroom)	* Teacher
* Lyn Eaton (Classroom)	* Teacher
* Gillian Kirk	* Title I Staff
* Natalie Blackington	* Title I Staff
* Kristen Wescott	* Title I Staff
* Timothy Stinson	* School Administration
* Erica Mazzeo	* District Staff
* Stephanie Letellier	* School Counselor
* Kristen Wescott	* Community Member
* Megan Wakefield	* Homeless Education Liaison
* Erica Mazzeo	* Data Administrator
* Kristen Demers	* EL Coordinator/Teacher
* Jodi Laine	* Board of Education Member

* Anastasia Ferguson

* Board of Education Member

Dates School Level Needs Assessment Conducted:

* 06/02/2022 

* 04/25/2023 

* 06/01/2023 

* 06/07/2023 

* Describe the process the school used to conduct or update its Comprehensive Needs Assessment for the upcoming academic year. Be sure to specify the data sources that were reviewed to determine the school's needs.

6/2/22	Instructional Support Network	Meeting to discuss collection & analysis of IXL Diagnostic data
6/2/22	Data Review	Analyze Spring F&P Benchmark Assessment data, Spring NWEA MAP data, Spring IXL Diagnostic Math data
4/25/23	CNA Planning	Discuss collection & analysis of spring data
6/1/23	Data Review	Analyze spring NWEA data
6/7/23	Data Review	Analyze spring IXL Diagnostic Math data

Communication with the Line Elementary School Staff throughout the development of the Comprehensive Needs Assessment was done through whole school staff meetings on a monthly basis. As each part of the plan was addressed members of Line Elementary School staff contributed to gathering the needed information, analyzing the data, and contributing to setting school wide goals to address student needs.

As a school, we already communicate to our parents regularly.

- Staff meeting updates

- Literacy Celebrations / Title I Nights (w/ parent training and new learning) by grade level (goals, strategies, resources)
- High School Volunteers (community service hours and letters)
- Email to Families
- Weekly newsletters to parents
- Information on the school's web page
- Yearly State of the School presentation by the principal with the school board
- Share expectations and curriculum information in yearly parent handbook (distributed at the beginning of the year)
- Title I Compact is sent home each year
- Staff will also share information during parent-teacher conferences and Open House.

* Describe the high need areas identified as a result of the school level comprehensive needs assessment beyond those identified in the district level goals.

Our District RTI process is continually refined. Each school has a plan to review short-term goals more frequently to monitor progress of students not meeting assessment benchmarks and grade level expectations. Using NWEA fall and winter data, as well as classroom measures, plans are reviewed regularly to make certain that any student who is not meeting these benchmarks and not currently receiving support services has a Tier II plan in place and administered by the classroom teacher. This plan is monitored and data collected in order to generate a Tier III plan, should one be needed. Clear methods for literacy and math intervention have been established and staffing has been dedicated to provide direct support.

The following will be implemented to help our school achieve these goals.

- Continue professional development in best instructional practices
- Continue to maximize instructional time
- Continue grade level PLC meetings
- Continue RTI model with cycle reviews three times per school year
- Continue monthly attendance team meetings
- Continue use with Blevins Phonics to Reading program implemented this year

- Implementation of Reveal Math (new program for 2022-23 school year)
- Administer Early Mathematics Diagnostic Interview (EMDI) to identify students' mathematical needs and develop instructional strategies that impact students' mathematical learning.
- Continue MTSS (Multi-Tiered Support System of Supports) for behavioral needs

School Level Goals

As a result of the district/school level needs assessment; list at minimum two (2) school goals to be achieved through leveraging the district's ESEA federal program funds.

GOAL: Sample Goal

Students who are at or above grade level will increase from 52% to 55% on the math NWEA by Spring 22

The breakdown below demonstrates that the goal touches upon all pieces of a **SMART** goal:

1. **Specific:** Students at or above grade level on math NWEA
2. **Measurable:** 52% to 55%
3. **Attainable:** 3% growth
4. **Relevant:** on the Math NWEA
5. **Time bound:** 'by Spring 22'

* GOAL #1 (Title)

Literacy

* Goal

100% of students K-12 will maintain access to MLR/CCSS-aligned curriculum resources in the academic year 2023-2024. 100% of educators will work toward MLR/CCSS-aligned learning outcomes.

* GOAL #2 (Title)

Math

* Goal

100% of students K-12 will maintain access to MLR/CCSS-aligned curriculum resources in the academic year 2023-2024. 100% of educators will work toward MLR/CCSS-aligned learning outcomes.

GOAL #3 (Title)

SEL development

Goal

100% of faculty will participate in professional learning on our district's adopted SEL curriculum. Our goal will be to see a 10% reduction in total office referrals as compared to the 2022-23 school year.

Project Details

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Schoolwide - Line Elementary (890)

Based upon the Title funds leveraged at this schoolwide school, describe how the intent and purpose of each Title program will be addressed at the school. The Intent and Purposes statements may or may not be how the money from the funding source is being spent, but how the school is meeting the intent of the legislation through local or federal funding. Depending on the contributing title programs, this might include areas such as student interventions, professional development, family engagement, technology, student health and safety, academic enrichment and improvement, and/or English language acquisition for English learners.

Programs	Intent and Purpose
State/Local	* State and Local funds will be utilized to support general and special education programming.
Title I, Part A	* Title I schoolwide funds will support staffing for programming in areas of student instructional intervention, staff professional development, and family engagement that would otherwise not be fully served through general programming.
Select... ▼	

Local Funding

\$ 3,276,021.39 * Enter the School's Instructional Educational Program Budget supported with state/local funds using the following Function Code amounts:

1000 - Instruction

2100 - Pupil Services

2213 - Instructional Staff Training

2220 - Educational Media Services

2700 - Transportation for Supplemental academic services only i.e field trips, after school programs, summer programs

* Describe activities that will specifically utilize Title funds at the school level that are not included in the approved Schoolwide CNA plan.

Please enter "NA" if no non-schoolwide funds were budgeted.

NA

If the Local Funding level has decreased from the previous year, please explain in detail why.

NA

Related Documents
RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Schoolwide - Line Elementary (890)
Required Documents
This page is currently not accepting Related Documents.

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Schoolwide - Lyman Elementary School (892)

Funding Source	Schoolwide Participant	Grant Project Amount	1000 - Personal Services - Salaries	2000 - Employee Benefits	3000 - Purchased Professional & Technical Services	5000 - Other Purchased Services	6000 - General Supplies	7000 - Property	8000 - Debt Service & Miscellaneous	9000 - Other	Schoolwide	Total	Remaining
Title I, Part A: 1000 - Regular Instruction	☒	\$80,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00
Title I, Part A: 2100 - Support Services - Student			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: 2200 - Support Services - Instruction			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: 2300 - General Administration			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: 2700 - Transportation			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: Schoolwide											\$80,000.00	\$80,000.00	
Title I, Part A: Total			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$80,000.00	\$80,000.00	
Total		\$80,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$80,000.00	\$80,000.00	\$0.00

Principal Certification Status: Certified

☒ I certify that this project and all data associated with it has been reviewed and approved.

CINDY PELLERIN - 7/27/2023 12:14PM

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Schoolwide - Lyman Elementary School (892)

☐ There is only one school within our district; please see our Annual District Needs Assessment.

Comprehensive Needs Assessment

Stakeholders Involved in School Level Needs Assessment:

Name	Position
* Liz Mitchell	* Parent
* Poleigh Driscoll	* Teacher
* Danielle Prosser	* Teacher
* Sean Moore	* Title I Staff
* Jon Marines	* Title I Staff
* Cindy Pellerin	* School Administrator
* Erica Mazzeo	* District Staff
* Natalie Blackington	* District Staff
* Aurelie Swasey	* School Counselor
* Liz Mitchell	* Community Member
* Megan Wakefield	* Homeless Education Liaison
* Erica Mazzeo	* Data Administrator
* Erica Mazzeo	* EL Coordinator
* Kristen Demers	* EL Coordinator
* JoJo Dryden	* Board of Education member

Dates School Level Needs Assessment Conducted:

* 09/07/2022 

* 11/15/2022 

* 11/15/2022 

* 05/04/2023 

* 06/14/2023 

* Describe the process the school used to conduct or update its Comprehensive Needs Assessment for the upcoming academic year. Be sure to specify the data sources that were reviewed to determine the school's needs.

Our schoolwide planning team members include all stakeholders. Team members provide input at planning meetings, document review, through email, and phone conversations.

9/7/22 Staff meeting Min: reviewed CNA data discussed trends and the need to focus on growth of all students. Discussed School wide goal. See attached slide show. Staff Meeting Teacher Days

11/15/22 Family Literacy and Numeracy Night : Families participate in some literacy and numeracy games that they could then take home as well as free books given to each student. There were also several guest read alouds.

<https://docs.google.com/document/d/13Z-xyYDBaGgFst5zQj75JrptmgNiuks1UfEqnUKAVqI/edit>

Family Night Attendance= 101

11/15/22 Parent Advisory Meeting :The goal of the Parent (and Community) Advisory Group and TI School-based programs is to create and sustain a partnership that will increase student achievement in literacy and math. Each TI school will host two to three parent involvement opportunities at each of their schools and Parent (and Community) Advisory Group will be kept informed of these events as well as be given the opportunity to offer guidance. Each annual meeting will review the projected and 'in-progress' fiscal allocations for full public view. Each school-based group will also have the opportunity at the school-level to consider the use of family engagement funds. The goal of this group will be to create and sustain a partnership that will increase student achievement in literacy and math. Each Title I Schoolwide school will host two to three parent involvement opportunities at each of their own schools and the Parent (and Community) Advisory Committee will be kept informed of these events as well as be given the opportunity to offer their guidance.

5/4/23: Family STEM night. This event focused on building a container to protect an egg for the egg drop using specific parameters. Books were also given to each student.

<https://docs.google.com/document/d/1aMGQJsScXq4wSVbMz4rezmllye6jdhg9QdJX1eiVCe4/edit>

Family Night Attendance= 69

Instructional Coaches & Administrators meet to discuss CNA needs, timeline, planning, etc.

March - May, 2023: PLC meetings with Title 1 strategies/Instructional Coaches/Administrators to discuss ongoing planning/preparation for CNA, weekly data dives, assessment of students, working on ESSA compliance, instructional practices, etc.

May-June 2023 Meeting with Team This meeting was to review the Lyman CNA work thus far and next steps for the remainder of the year.

June 14th 2023 ISN/Tier 3 Intervention Discuss the various CNA odds and ends to wrap up the data

: Instructional Support Network Meeting: Meeting to discuss collection & analysis of IXL Diagnostic data

Communication with the Lyman Elementary School Staff throughout the development of the Comprehensive Needs Assessment was done through whole school staff meetings. As each part of the plan was addressed members of Lyman Elementary School staff contributed to gathering the needed information, analyzing the data, and contributing to setting school wide goals to address student needs.

As a school, we already communicate to our parents regularly.

- Staff meeting updates
- Literacy Celebrations / Title I Nights (w/ parent training and new learning) by grade level (goals, strategies, resources)
- High School Volunteers (community service hours and letters)
- Email to Families
- Monthly newsletters to parents (from principal and teachers)
- Information on the school's web page
- Information shared on social media sites (Facebook)
- Yearly State of the School presentation by the principal with the school board
- Share expectations and curriculum information in yearly parent handbook (distributed at the beginning of the year)
- Title I Compact is sent home at the beginning of each year
- Staff will also share information during parent-teacher conferences and Open House.

* Describe the high need areas identified as a result of the school level comprehensive needs assessment beyond those identified in the district level goals.

Continued support of students SEL well-being.

Providing timely and effective behavioral supports to our learners.

School Level Goals

As a result of the district/school level needs assessment; list at minimum two (2) school goals to be achieved through leveraging the district's ESEA federal program funds.

GOAL: Sample Goal

Students who are at or above grade level will increase from 52% to 55% on the math NWEA by Spring 22

The breakdown below demonstrates that the goal touches upon all pieces of a **SMART** goal:

1. **Specific:** Students at or above grade level on math NWEA
2. **Measurable:** 52% to 55%
3. **Attainable:** 3% growth
4. **Relevant:** on the Math NWEA
5. **Time bound:** 'by Spring 22'

* GOAL #1 (Title)

Literacy

* Goal

100% of learners will meet projected growth in the academic year. Growth in literacy will be determined per MLR/CCSS as measured by NWEA.

* GOAL #2 (Title)

Math

* Goal

100% of learners entering not on grade level will demonstrate more than one year's growth in the academic year. Growth in numeracy will be determined per MLR/CCSS as measured by NWEA.

GOAL #3 (Title)

Attendance

Goal

We will continue our attendance goal for the 23-24 school year and our goal will be to decrease the number of both approaching chronic and chronically absent students by 10%.

Project Details

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Schoolwide - Lyman Elementary School (892)

Based upon the Title funds leveraged at this schoolwide school, describe how the intent and purpose of each Title program will be addressed at the school. The Intent and Purposes statements may or may not be how the money from the funding source is being spent, but how the school is meeting the intent of the legislation through local or federal funding. Depending on the contributing title programs, this might include areas such as student interventions, professional development, family engagement, technology, student health and safety, academic enrichment and improvement, and/or English language acquisition for English learners.

Programs	Intent and Purpose
State/Local	* State and Local funds will be utilized to support general and special education programming.
Title I, Part A	* Title I schoolwide funds will support staffing for programming in areas of student instructional intervention, staff professional development, and family engagement that would otherwise not be fully served through general programming.
Select... ▼	

Local Funding

\$ 2,682,690.60 * Enter the School's Instructional Educational Program Budget supported with state/local funds using the following Function Code amounts:

1000 - Instruction

2100 - Pupil Services

2213 - Instructional Staff Training

2220 - Educational Media Services

2700 - Transportation for Supplemental academic services only i.e field trips, after school programs, summer programs

* Describe activities that will specifically utilize Title funds at the school level that are not included in the approved Schoolwide CNA plan.

Please enter "NA" if no non-schoolwide funds were budgeted.

NA

If the Local Funding level has decreased from the previous year, please explain in detail why.

NA

Required Documents

This page is currently not accepting Related Documents.

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Schoolwide - Shapleigh Memorial School (893)

Funding Source	Schoolwide Participant	Grant Project Amount	1000 - Personal Services - Salaries	2000 - Employee Benefits	3000 - Purchased Professional & Technical Services	5000 - Other Purchased Services	6000 - General Supplies	7000 - Property	8000 - Debt Service & Miscellaneous	9000 - Other	Schoolwide	Total	Remaining
Title I, Part A: 1000 - Regular Instruction	☒	\$101,868.44	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00
Title I, Part A: 2100 - Support Services - Student			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: 2200 - Support Services - Instruction			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: 2300 - General Administration			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: 2700 - Transportation			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: Schoolwide											\$101,868.44	\$101,868.44	
Title I, Part A: Total			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$101,868.44	\$101,868.44	
Total		\$101,868.44	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$101,868.44	\$101,868.44	\$0.00

Principal Certification Status: Certified

☒ I certify that this project and all data associated with it has been reviewed and approved.

MARISA PENNEY - 7/27/2023 1:56PM

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Schoolwide - Shapleigh Memorial School (893)

☐ ☐ There is only one school within our district; please see our Annual District Needs Assessment.

Comprehensive Needs Assessment

Stakeholders Involved in School Level Needs Assessment:

Name	Position
* Samantha Rodriguez	* Parent
* Jennifer Marshall	* Teacher
* Anne-Marie Hamlin	* Teacher
* Jennifer Chiaramonte	* Title I Staff
* Marisa Penney	* School Administrator
* Erica Mazzeo	* District Staff
* Natalie Blackington	* District Staff
* Betsy Coffin	* School Counselor
* Brandee Smigelski	* Community Member
* Meghan Wakefield	* Homeless Education Liaison
* Erica Mazzeo	* Data Administrator
* Kristen Demers	* EL Coordinator/Teacher
* Jodi Laine	* Board of Education Member
* Anastasia Ferguson	* Board of Education Member

Dates School Level Needs Assessment Conducted:

* 06/02/2022 

- * 06/13/2022 
- * 06/14/2022 
- * 08/29/2022 
- * 12/12/2022 
- * 03/20/2023 
- * 06/05/2023 
- * 06/12/2023 
- * 06/13/2023 

* Describe the process the school used to conduct or update its Comprehensive Needs Assessment for the upcoming academic year. Be sure to specify the data sources that were reviewed to determine the school's needs.

We completed a comprehensive needs assessment based on our K-5 reading and math assessment data. Reading data was analyzed from the following assessments: NWEA and BAS. This assessment data was disaggregated in our RtL spreadsheet in Drive by grade level, color coded for students needing academic support in one or more areas.

Results from assessment data analysis are used in an ongoing process to continually identify the needs of all students and make decisions about classroom instruction as well as intervention. We are able to analyze trends and pinpoint specific needs creating individualized learning plans.

Our spring math assessment data is strongest in kindergarten and grade 1 with 96% and 75%, respectively, of students at grade level proficiency as measured by the IXL Math Diagnostic and with 75% of kindergarten and 65% of first grade students performing at benchmark or above as measured by the Map Mathematics assessment.

Our spring reading assessment data is overall strongest in kindergarten with 54% and grade 4 with 73% of students reading at or above grade level expectations as measured by the Benchmark Assessment System BAS and 83% of kindergarten and 64 % of fourth grade students performing at or above benchmark as measured by the Map Reading assessment. Grade 1 was also strong on the Map Reading assessment with 75% of students performing at or above benchmark.

We will be monitoring our math growth in our grade 4 and grade 5 classroom next school year as 35% of the third grade learners met benchmark as measured by the NWEA Map Assessment, and 36% of the fourth grade learners met benchmark as measured by the IXL Math Diagnostic. Due to staffing, this group did not have our regular push in support within the classroom to help with providing our tiered services.

The school data team regularly monitors our literacy and math data. The NWEA and Fountas and Pinnell Benchmark Assessment systems highlight student growth and areas of need. We continually analyze data targeting specific skills and concepts to teach, review, and refine. Each school data team meets at the close of each 6-8 week intervention cycle to review progress monitoring and group students accordingly. This provides an opportunity to collaborate with all stakeholders, problem solving areas and sharing successes. Our District RtL Handbook, which we review and revise regularly, helps to ensure we are following Maine DOE guidelines for Tier II and Tier III identification and plan documentation.

* Describe the high need areas identified as a result of the school level comprehensive needs assessment beyond those identified in the district level goals.

3. To sustain student achievement in literacy - in grades K-5 - literacy intervention as measured by Fountas and Pinnell Leveled Literacy Intervention will be recorded against grade-level benchmarks aligned to the MLR/CCSS. 100% of students accessing RtL services for literacy will sustain established growth goals as measured by Fountas and Pinnell (F&P) Benchmark Assessment and Leveled Literacy Intervention (LLI) in 2022-2023. In order to accomplish this goal, clear methods for literacy intervention will be established and staffing will need to be dedicated to provide direct support. In order to accomplish this goal, an LLI refresher/orientation training as needed will be supplied for RtL staff. The continued commitment of resources will be needed to support the use of F&P and LLI.

Outcome:

	Total number of students meeting projected growth	Total number of students	% meeting projected BAS growth
Total number receiving tier 2 or 3 services	15	24	63%
from the start of the school year			

4. To sustain student achievement in numeracy - at grades K-5 - numeracy intervention as measured by embedded curriculum assessments as well as IXL diagnostic assessments will be recorded against grade-level benchmarks aligned to the MLR/CCSS. Growth metrics will be established in alignment with MLR/CCSS grade-level expectations. Interventions will be recorded against grade-level benchmarks aligned to the MLR/CCSS. 100% of students accessing Response to Learning (RtL) services for mathematics will sustain established growth goals for Mathematics as measured by embedded curriculum assessments as well as IXL diagnostic in 2022-2023. In order to accomplish this goal, clear methods for numeracy intervention will continue to be refined through instructional coaching.

Outcome:

	Total number of students meeting projected growth	Total number of students	% meeting projected BAS growth
Total number receiving tier 2 or 3 services from the start of the school year	14	20	70%

School Level Goals

As a result of the district/school level needs assessment; list at minimum two (2) school goals to be achieved through leveraging the district's ESEA federal program funds.

GOAL: Sample Goal

Students who are at or above grade level will increase from 52% to 55% on the math NWEA by Spring 22

The breakdown below demonstrates that the goal touches upon all pieces of a **SMART** goal:

1. **Specific:** Students at or above grade level on math NWEA
2. **Measurable:** 52% to 55%
3. **Attainable:** 3% growth
4. **Relevant:** on the Math NWEA
5. **Time bound:** 'by Spring 22'

* GOAL #1 (Title)

Literacy

*** Goal**

100% of learners entering grade level on grade level will demonstrate at least one year's growth in the academic year. As measured by NWEA

*** GOAL #2 (Title)**

Math

*** Goal**

00% of learners entering grade level on grade level will demonstrate at least one year's growth in the academic year. As measured by NWEA

GOAL #3 (Title)

SEL development

Goal

100% of faculty will participate in professional learning on our district's adopted SEL curriculum. Our goal will be to see a 10% reduction in total office referrals as compared to the 2022-23 school year.

Project Details

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Schoolwide - Shapleigh Memorial School (893)

Based upon the Title funds leveraged at this schoolwide school, describe how the intent and purpose of each Title program will be addressed at the school. The Intent and Purposes statements may or may not be how the money from the funding source is being spent, but how the school is meeting the intent of the legislation through local or federal funding. Depending on the contributing title programs, this might include areas such as student interventions, professional development, family engagement, technology, student health and safety, academic enrichment and improvement, and/or English language acquisition for English learners.

Programs	Intent and Purpose
State/Local	* State and Local funds will be utilized to support general and special education programming.
Title I, Part A	* Title I schoolwide funds will support staffing for programming in areas of student instructional intervention, staff professional development, and family engagement that would otherwise not be fully served through general programming.
Select... ▼	

Local Funding

\$ 1,479,782.84 * Enter the School's Instructional Educational Program Budget supported with state/local funds using the following Function Code amounts:

1000 - Instruction

2100 - Pupil Services

2213 - Instructional Staff Training

2220 - Educational Media Services

2700 - Transportation for Supplemental academic services only i.e field trips, after school programs, summer programs

* Describe activities that will specifically utilize Title funds at the school level that are not included in the approved Schoolwide CNA plan.

Please enter "NA" if no non-schoolwide funds were budgeted.

NA

If the Local Funding level has decreased from the previous year, please explain in detail why.

NA

Related Documents

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Schoolwide - Shapleigh Memorial School (893)

Required Documents

This page is currently not accepting Related Documents.

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Schoolwide - Waterboro Elementary School (896)

Funding Source	Schoolwide Participant	Grant Project Amount	1000 - Personal Services - Salaries	2000 - Employee Benefits	3000 - Purchased Professional & Technical Services	5000 - Other Purchased Services	6000 - General Supplies	7000 - Property	8000 - Debt Service & Miscellaneous	9000 - Other	Schoolwide	Total	Remaining
Title I, Part A: 1000 - Regular Instruction	☒	\$311,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00
Title I, Part A: 2100 - Support Services - Student			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: 2200 - Support Services - Instruction			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: 2300 - General Administration			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: 2700 - Transportation			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: Schoolwide											\$311,000.00	\$311,000.00	
Title I, Part A: Total			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$311,000.00	\$311,000.00	
Total		\$311,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$311,000.00	\$311,000.00	\$0.00

Principal Certification Status: Certified

☐ I certify that this project and all data associated with it has been reviewed and approved.

Kerri Lesieur - 7/27/2023 2:14PM

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Schoolwide - Waterboro Elementary School (896)

☐ There is only one school within our district; please see our Annual District Needs Assessment.

Comprehensive Needs Assessment

Stakeholders Involved in School Level Needs Assessment:

Name	Position
* April Farrenkopf	* Parent
* Michelle Holbrook-Chartier	* Parent
* Jody Pratt	* Teacher
* Samantha Person	* Teacher
* Julie Nugent	* Title I Staff
* Stephanie Gillespie	* Title I Staff
* Debbie Blattstein	* Title I Staff
* Kiely Treschitta	* Title I Staff
* Angela Madigan, Principal	* School Administration
* Megan Holden, Assistant Principal	* School Administration
* Erica Mazzeo	* District Staff
* Natalie Blackington	* District Staff
* Kim Rollins	* District Staff
* Misty McBrierty	* District Staff
* Jessica Hall, LCSW	* School Counselor
* Alyxandra Stone, LCSW	* School Counselor

* April Farrenkopf
* Michelle Holbrook-Chartier
* Megan Wakefield
* Erica Mazzeo
* Kristen Demers
* Jo Jo Dryden

* Community Member
* Community Member
* Homeless Liaison
* Data Administrator
* EL Coordinator/Teacher
* Board of Education Member

Dates School Level Needs Assessment Conducted:

* 09/05/2022	
* 09/26/2022	
* 11/07/2022	
* 04/17/2023	
* 05/09/2022	
* 06/06/2022	
* 08/29/2022	
* 12/12/2022	

* Describe the process the school used to conduct or update its Comprehensive Needs Assessment for the upcoming academic year. Be sure to specify the data sources that were reviewed to determine the school's needs.

Data team met several times: established liaisons to grade levels, then used protocols in grade levels to look at data and make informed decisions regarding RtL Tier support level for students. Concerns continue to be at the kindergarten and first grade levels in addition to fourth this year.

MTSS-B Teams (Universal and Advanced Tiers) met bi-weekly and followed an action plan. (UTT below, ATT following)

Action Step	Personnel	Timeframe	Major Activities	Outcome Indicator(s)
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First draft of an MTSS handbook, including:

Establish Team Roles & Responsibilities

Universal team in conjunction with MTSS facilitator

September 2021

1. Establish roles and responsibilities:

•

Completed

- Administrator: Responsible for attending meetings and assisting the team with decisions that relate to school policies and procedures (Principal or Assistant Principal; does not coordinate nor run meetings)

X In Progress

□ Not Started

- Team Leader: Starts the meeting, reviews the purpose of the meeting, facilitates the meeting by keeping the team focused on each step; serves as the primary contact with the facilitator if there is no coach; sends a reminder before each meeting, including an agenda

2. Discussed range of representation that will be needed and how it will be assigned in the future.

Need Representation from all areas/grades

- Minute Taker: Responsible for recording the team's decisions in the TIPS Team Meeting Minutes form; projects minutes at each meeting

3. Give a whole staff pulse on overall data, bx referrals, will continue this discussion- need clarification

- Timekeeper: Responsible for making sure the meetings start and end on time; monitors the amount of time available and keeps the team aware of time limits by giving warnings

- Data Specialist: Trained in entering and accessing data

from the SWIS or your school's current data system

- Behavior Specialist: Has been trained in and is competent with behavioral principles and assists in analyzing data
- Coach: district level (external) or school based (internal) individual that has received or is receiving coaches' training; supports staff in implementing the action plan (Rebekah Bickford)
- Archivist: responsible for compiling all of the team's work into a handbook
- Facilitator: facilitates the team through the process (Rebekah Bickford)

2. Discuss what it means to be a representative team: Whom does each member represent?

3. Discuss the process for sharing information with and receiving input from those you represent: Personal, individual or small group conversations (The most effective communication is generally the least efficient; avoid communicating formative information through all staff emails or faculty meetings; summative information should be shared at faculty meetings on a monthly basis.)

Establish Team Operating Procedures	Universal team in conjunction with MTSS facilitator	September 2021	1. Minutes: Learn and implement the Team Initiated Problem Solving (TIPS) process 2. Voting: Determine how the team will arrive at decisions (consensus, majority vote, etc.) 3. Meeting: Establish a meeting schedule for the year. Meet at least monthly (a twice monthly meeting schedule is recommended until the Tier 1 system has been developed). Schedule meetings for at least 1-hour if possible. Be prepared to schedule ad-hoc meetings as necessary.	• Team operating x Completed procedures • TIPS Meeting Minute Template	
Training	Universal team in conjunction with MTSS facilitator		Schedule the following trainings: 1. TIPS training for the Universal Team 2. SWIS training for administrators, data specialists, data entry person(s)-complete 3. Effective Classroom Management Training 4. Active Supervision	X Completed In Progress	
Develop a written action plan	Universal team in conjunction with MTSS facilitator	11/2021	1. Review your school's MTSS Report (this is your baseline data) 2. Review this action plan 3. Make any needed adjustments to this action plan based on your MTSS Report	• MTSS Report • Written Action Plan What should this look like? All self-assessment?	Completed

4. Finalize, adopt, and begin using this plan to guide your work

1. Develop a comprehensive acknowledgement plan that includes a continuum of acknowledgement systems with an emphasis on a free and frequent system

- Longer and stronger systems such as student of the week/month/year are great to have, but they have minimal impact on behavior change
- Behavior change occurs when behaviors are reinforced freely and frequently
- Reinforcement should be more frequent during the acquisition phase of learning and can be faded, though not eliminated, over time
- This system should be used throughout schoolwide settings and across schoolwide events

2. Train full staff in modeling, teaching, and acknowledging expectations

3. Train full staff in active supervision

- Plans for acknowledging student behavior

- Plans and materials for faculty and staff training in acknowledging appropriate behavior

- Guidelines for active supervision

- Oral recognition for following 3 expectations, follow through of marble jar recognition, etc. from class to specials and assemblies.

X Completed

In Progress

Develop a system for maintaining the behavior expectations by acknowledging appropriate student behavior

Universal team (representing full staff) and MTSS facilitator

April 2021

1. Determine office-managed (major) versus staff-managed (minor) behaviors (template provided)

- A list of office managed behaviors with operational definitions

X Completed

In Progress

Develop plans for responding to problem behavior

Universal team (representing full staff) and

MTSS
facilitator

2. Operationally define office-managed (major) behaviors
 3. Operationally define staff-managed (minor) behaviors
 4. Create a functional office discipline referral (ODR) form with all required fields: (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision (template provided)
 5. Develop procedures for staff to use when making an office referral
 6. Assess and ensure administration's ability to respond to referred behavior problems; identify and plan for unmet needs
 7. Develop procedures for staff to follow for staff-managed behaviors, including when and how to refer problems to the administration (Advanced-Tiers Team will develop process for Request for Assistance)
 8. Create a flow chart depicting the responses to major and minor behaviors (template provided)
 9. Train staff in procedures for responding to minor problem behavior
 10. Adopt a system for tracking Office Discipline Referrals
- A list of staff managed behaviors with operational definitions
 - A functional ODR
 - A response flow chart
 - Written procedures for when and how to refer students for additional support
 - Staff training materials for correcting errors and for requesting support
 - All faculty data share schedule added to perpetual calendar

- These data will be used to determine the effectiveness of the MTSS system, when and where the system is working well, and when and where more instruction and/or acknowledgement is needed.
- The team must be able to interact with the data easily and in real time at each meeting.

11. Plan for monthly aggregate data shares at faculty meetings (Big 5 Report: who, what, when, where, why); add to perpetual calendar

1. Identify stakeholders (students, families, and community members) who can provide input on the universal system (expectations, acknowledgement system, response system) at least annually.
2. Determine how and when stakeholders will provide input (surveys, votes, etc.).
3. Plan for initiation of stakeholder input.

- Identified stakeholders ☐ Completed
 - Plan for how and when stakeholders will provide input. ☐ In Progress
 - ☒ Not Started
- 7/2020, 10/2020
- Reach out to PTO *Angela

1. Complete the PDF version of the TFI or ask your Facilitator to generate an online version.
2. Add TFI completion to your perpetual calendar.

- Completed TFIs showing team progress ☐ Completed
- TFI added to perpetual calendar ☒ In Progress

Student, Family, & Community Involvement

Universal team and MTSS facilitator

11/2020

Complete Tiered Fidelity Inventory (TFI) quarterly

Universal team and MTSS facilitator

Ongoing

Annual Evaluation	Universal team and MTSS facilitator	5/2022	1. Assess and document implementation fidelity and effectiveness of MTSS system annually. - Teams use multiple sources of information, including surveys, a review of handbooks (MTSS, faculty, student), implementation fidelity tools (self-assessed and/or facilitator assessed), school policies, ODR data (Triangle Report), student outcomes, etc. 2. Identify and prioritize areas in need of improvement. 3. Use this information to develop a written action plan for the coming year.	- Team meeting minutes - Written action plan for the coming year - Annual evaluation shared with staff, district, community	☐ Completed ☐ In Progress X Not Started 7/2020
Classroom Procedures	Universal team and MTSS facilitator	06/2022	- Staff handbook - Informal walkthroughs - Progress monitoring - Individual classroom data - Classrooms are formally implementing all core Tier 1 features, consistent with school-wide expectations	All classrooms implementing Universal Tier features with fidelity	XCompleted In Progress ☐ Not Started
Feedback and Acknowledgement	Universal team and MTSS facilitator + All staff	08/2022	- TFI Walkthrough Tool - Staff handbook - Formal system for acknowledging student behavior is used by at least	System of feedback from all staff/parents/students about Tier I	8/2022 ☐ Completed

			90% of staff AND received by at least 50% of students	X In Progress
				☐ Not Started
Data-based Decision Making	Universal team and MTSS facilitator	12/21	• Data decision procedures	Look at data monthly - first meeting of the month 12/2021
			• Staff professional development calendar	☐ Completed
			• Staff handbook	SWIS
			• Team meeting minutes	SRSS-IE Surveys
			• Tier 1 fidelity data collected and used for decision making annually	Data Wall Mustang tickets-measurement? ☐ Not Started

* Describe the high need areas identified as a result of the school level comprehensive needs assessment beyond those identified in the district level goals.	
Area for Improvement	Possible Action Steps
Math Data Analysis During the 2022-23 school year, Math performance decreased overall on the NWEA from previous years. This varied greatly by grade level with grade three seeing the largest decline. This is likely due to their challenge to implement a new program with a schedule that they found difficult. Next year the schedule will be adjusted to account for this concern.	Professional Development: Maine Science and Math Alliance ran training in the summer and during SY22/23 early release days. This was to support teachers with understanding foundational math practices and instruction methods. Implementation of new programming also brought training for all teachers and opportunities for collaboration and support. Coaches will continue to use math running records and train interested teachers. Intervention analysis will also be conducted. Since the first year of implementation is complete, teachers and coaches will work to refine the program timing as well as supplemental resource needs.

In addition, on the IXL diagnostic data source, scores were showed a huge discrepancy from other assessments. These scores do not hold much weight when considering informing instruction, however, when looking at a particular skill IXL has helped in progress monitoring.

We ended the year with 20 students receiving Tier III services.

Area for Improvement

Reading Data Analysis

For the 2022-23 school year, our literacy assessment scores showed a continued marked need for improvement. While scores overall on the F&P BAS increased, NWEAs showed a decrease. Grade 2 seemed to have the most challenges as they continue to be gravely impacted by the global pandemic. Kindergarten and grade 1 were involved in intensive academies that boosted their skills. It is hoped that this can continue in grade 2.

On the F&P BAS, overall our benchmark achievement increased from SY21/22 by 9.3%, however, there are significant areas of deficit.

Math Assessment Focus: Math Running Records, NWEA, IXL Math Diagnostic, Reveal Math, EMDI. Provide training in each of these assessment tools in order to develop a solid understanding of the assessment design and results. PLCs to meet with ISN staff, coach, and administration to analyze data and make needed instructional shifts in response.

Math Instruction Focus: Teacher leaders and math coach model math block design (use of time and focus of instruction), data analysis practices, and current research in effective math instructional practices. Schedule week(s) each year to allow teachers to observe colleagues (substitute rotation).

Math Curriculum Focus: District shift to Reveal Math first year implementation completed. Training provided by McGraw Hill, publishers, as well as Maine Math and Science Alliance.

Possible Action Steps

Professional Development: Reading assessment, instruction, curriculum, and unit design. Continuing to evaluate Blevins' from Phonics to Reading program and supplement where needed.

Reading Assessment Focus: Fountas & Pinnell BAS & high frequency word lists, Running Records, NWEA/MAP, DIBELS, IXL ELA Diagnostic, Lexia. Provide training during SY23/24 for these assessment tools in order to develop a solid understanding of the assessment design and results. PLCs to meet with ISN staff, coaches, and administration to analyze data and make needed instructional shifts in response.

Reading Instruction Focus: The Reading Strategies Book, Jennifer Serravallo. Units of Study for Teaching Reading, Teachers College Reading & Writing Project,

Kindergarten was 20% meeting the benchmark and grade 1 was 27.8%.

On the NWEA, overall our benchmark achievement decreased by 9.8% from last year, and there are areas of concern, as only grades 4 and kindergarten were above 50% achievement.

We ended the year with 49 students receiving Tier III services.

Area for Improvement

Writing Data Analysis

WES has historically struggled with meeting proficiency standards on statewide assessments in the area of writing. In 2012-2013, NECAP results indicated that 27% of our 5th grade students were proficient writers. The severity of this data prompted a heightened focus on writing. Double scoring sessions were conducted, as well as work around constructed and extended response writing. School-wide writing prompts were administered and data reviewed. During the 2013-2014 school year, the school moved forward with purchasing Units of Study by Teachers College, Columbia University. Teachers have worked hard to implement this comprehensive writing program, as well as work to collaboratively score writing and analyze data. While pre-post writing growth is evident, inconsistent state assessments in recent years have made it difficult to determine whether or not our students are able to demonstrate writing growth on state assessments.

Columbia University. Blevins: From Phonics to Reading. Heggerty.

Reading Curriculum Focus: Units of Study for Teaching Reading curriculum alignment and integrated unit work will continue. In addition, implementing, assessing, and evaluating PK for ME in PreK, K for ME in kindergarten, Focus on First in grade 1, Focus on Second in grade 2. Blevins: From Phonics to Reading. Heggerty.

Possible Action Steps

Professional Development: Writing assessment, instruction, curriculum, and unit design.

Writing Assessment Focus: Writing prompt (pre and post) data analysis will be reinstated as teachers use the analytic scoring tool used with the Units of Study program. School-wide double scoring sessions will be completed in an effort to support inter-rater reliability, as well as the continued development of a common language surrounding writing instructional practices. A holistic scoring tool will be used for school-wide writing prompts.

Writing Instruction Focus: LOGOS has worked with WES/RSU57 in the past. We are now looking at training new staff, continuing supporting trained staff, and working these in with PK/K for ME and Focus on First/Second.

Writing Curriculum Focus: Units of Study and curriculum alignment/reporting work will continue.

We are hopeful that a more consistent state assessment will reveal significant writing growth.

School Level Goals

As a result of the district/school level needs assessment; list at minimum two (2) school goals to be achieved through leveraging the district's ESEA federal program funds.

GOAL: Sample Goal

Students who are at or above grade level will increase from 52% to 55% on the math NWEA by Spring 22

The breakdown below demonstrates that the goal touches upon all pieces of a **SMART** goal:

1. **Specific:** Students at or above grade level on math NWEA
2. **Measurable:** 52% to 55%
3. **Attainable:** 3% growth
4. **Relevant:** on the Math NWEA
5. **Time bound:** 'by Spring 22'

* GOAL #1 (Title)

Literacy

* Goal

100% of students accessing RtL services for literacy will sustain established growth goals as measured by Benchmark Assessment and Leveled Literacy Intervention (LLI) in 2023-2024.

* GOAL #2 (Title)

Math

* Goal

100% of students accessing Response to Learning (RtL) services for mathematics will sustain established growth goals for Mathematics as measured by embedded curriculum assessments as well as IXL diagnostic in 2023-2024.

GOAL #3 (Title)

SEL development

Goal

100% of faculty will participate in professional learning on our district's adopted SEL curriculum. Our goal will be to see a 10% reduction in total office referrals as compared to the 2022-23 school year.

Project Details

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Schoolwide - Waterboro Elementary School (896)

Based upon the Title funds leveraged at this schoolwide school, describe how the intent and purpose of each Title program will be addressed at the school. The Intent and Purposes statements may or may not be how the money from the funding source is being spent, but how the school is meeting the intent of the legislation through local or federal funding. Depending on the contributing title programs, this might include areas such as student interventions, professional development, family engagement, technology, student health and safety, academic enrichment and improvement, and/or English language acquisition for English learners.

Programs	Intent and Purpose
State/Local	* State and Local funds will be utilized to support general and special education programming.
Title I, Part A	* Title I schoolwide funds will support staffing for programming in areas of student instructional intervention, staff professional development, and family engagement that would otherwise not be fully served through general programming.
Select... ▼	

Local Funding

\$ 5,191,483.00 * Enter the School's Instructional Educational Program Budget supported with state/local funds using the following Function Code amounts:

1000 - Instruction

2100 - Pupil Services

2213 - Instructional Staff Training

2220 - Educational Media Services

2700 - Transportation for Supplemental academic services only i.e field trips, after school programs, summer programs

* Describe activities that will specifically utilize Title funds at the school level that are not included in the approved Schoolwide CNA plan.

Please enter "NA" if no non-schoolwide funds were budgeted.

NA

If the Local Funding level has decreased from the previous year, please explain in detail why.

NA

Required Documents

This page is currently not accepting Related Documents.

Title I Supplement Not Supplant

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Title I, Part A

Title I Supplement Not Supplant: BASED ON BUDGETING OF STATE/LOCAL FUNDS

Under ESSA Title I, Part A, the local educational agency (LEA) must describe and be able to demonstrate a Supplement/Not Supplant budget methodology that is used to allocate **STATE AND LOCAL FUNDS** to schools and ensures equitable funding for all schools.

Title I Neutral/Exempt:

☐ Check if one of these items applies:

The LEA is a one-school district.

There is only one building at each grade level.

All buildings at a grade level are Title I served and remaining grade levels are not Title I served. [Ex. PK-2 school, 3-5 school, and K-5 school are grouped as one grade span and are all Title I schools, along with 6-8 and 9-12 schools that are not Title I schools.]

☐ If you checked one of the **Title I Neutral/Exempt** options above, please check here. You do not need to complete the remainder of this page.

Statement of Methodology:

If the LEA has Title I and non-Title I schools at a specific grade level, the LEA must provide its methodology or process for creating school level budgets with **STATE/LOCAL** funds to ensure that Title I schools receive all the **STATE/LOCAL** funds they would receive if they were not a Title I school.

* The LEA uses a:

- ☒ Single districtwide process
- ☐ Process that differs by grade span

Type of Methodology:

* The LEA uses the following method(s) to allocate school level funding:

- ☒ Per-pupil
- ☐ Weighted per-pupil
- ☐ Personnel/non-personnel costs, or
- ☐ Other, please list:

* Using the selected method(s) above, describe the specifics of how the method is used in the budget process and any "known" factors on which the allocation of state/local funds is based.

RSU57 budgets its state and local funds received through its general fund. The general fund budget is proposed by the Superintendent and approved by both the RSU57 Finance Committee and the School Board. The budget approved by the School Board is then presented at the District budget meeting as well as ratified through a referendum vote by citizens. The general fund budget is formulated using a school-based approach prior to the consideration of any federal grant monies. Each school receives an allocation based upon both a flat base dollar amount in addition to a per pupil allocation. The District's Finance Director also meets with each school principal individually to go over these allocations, address additional needs and resources that may be needed as well as unique programming at their schools. Various schools have different programs so the goal is to ensure all student's needs are being met thorough the budgeted monies being allocated. If needs are not met through this allocation process, it is the responsibility of the Finance Director and Superintendent to include such necessary financial resources in their budgets to meet their needs. In addition, if in the unusual situation that a principal feels the needs of the students at their school are not being addressed properly, there is a process for them to be considered.

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Title I, Part A

Determination of Title I, Part A Funds		125% Rule Per Pupil Amount Calculation	
Title I, Part A Allocation	\$642,120.72	This block is auto-completed for all SAU's, but relevant for only SAU's with 1000+ students serving any school(s) with a poverty percentage less than 35%.	
Title I, Part A Transfers	+ \$161,178.70		
Total	= \$803,299.42		
Total District Projects	- \$8,430.98	Allocation Total	\$803,299.42
Amount Available for Schools	= \$794,868.44	Total Low Income Students	/ 854
Amount Dedicated to Schools	- \$794,868.44	125% Rule	* 1.25
Amount Remaining for Schools	= \$0.00	Per Pupil Amount	= \$1,175.79

Rank (Asc)	School	Grade Span	Enrollment	Low Income Students	Poverty %	Low Income Data	Eligibility	Eligible By Other Factors	Eligible By Other Factors Justification	Funding	Per Pupil Amount
1	Line Elementary	PK-05	303	140	46.20%	Direct Cert + Multiplier ▼	☑	None ▼		\$302,000.00	\$2,157.14
1	Shapleigh Memorial School	PK-05	153	48	31.37%	Direct Cert + Multiplier ▼	☑	None ▼		\$101,868.44	\$2,122.26
1	Alfred Elementary School	PK-05	205	60	29.27%	Direct Cert + Multiplier ▼	☑	None ▼		\$0.00	\$0.00
1	Waterboro Elementary School	PK-05	515	147	28.54%	Direct Cert + Multiplier ▼	☑	Grandfather ▼	Waterboro Elementary has had a long history of supporting students through Title 1. The poverty % indicated for the school do not	\$311,000.00	\$2,115.65
1	Lyman Elementary School	PK-05	238	62	26.05%	Direct Cert + Multiplier ▼	☑	Grandfather ▼	Lyman Elementary has had a long history of supporting students through Title 1. The poverty % indicated for the school do not	\$80,000.00	\$1,290.32
2	Massabesic High School	09-12	919	220	23.94%	Direct Cert + Multiplier ▼	☐	None ▼		\$0.00	\$0.00
3	Massabesic Middle School	06-08	615	177	28.78%	Direct Cert + Multiplier ▼	☐	None ▼		\$0.00	\$0.00
Totals:			2948	854	28.97%					\$794,868.44	

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Title I, Part A

Filter by Location: All - \$803,299.42

Object	1000 - Personal Services - Salaries	2000 - Employee Benefits	6000 - General Supplies	Schoolwide	Total
Function					
1000 - Regular Instruction	4,500.00	1,533.00	2,397.98		8,430.98
Schoolwide				794,868.44	794,868.44
Total	4,500.00	1,533.00	2,397.98	794,868.44	803,299.42
Adjusted Allocation					803,299.42
Remaining					0.00

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Title I, Part A

Filter by Location: All - \$803,299.42

Object	1000 - Personal Services - Salaries	2000 - Employee Benefits	6000 - General Supplies	Schoolwide	Total
Function					
1000 - Regular Instruction	4,500.00	1,533.00	2,397.98		8,430.98
Schoolwide				794,868.44	794,868.44
Total	4,500.00	1,533.00	2,397.98	794,868.44	803,299.42
Adjusted Allocation					803,299.42
Remaining					0.00

Related Documents
RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Title I, Part A
Required Documents
This page is currently not accepting Related Documents.

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Title II, Part A

Filter by Location: All - \$50,000.00

Object	3000 - Purchased Professional & Technical Services	5000 - Other Purchased Services	6000 - General Supplies	Total
Function				
1000 - Regular Instruction	30,000.00 -\$5,000.00	13,000.00 +\$5,000.00	7,000.00	50,000.00
Total	30,000.00 -\$5,000.00	13,000.00 +\$5,000.00	7,000.00	50,000.00
Adjusted Allocation				50,000.00
Remaining				0.00

RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Title II, Part A

Filter by Location: All - \$50,000.00

Object	3000 - Purchased Professional & Technical Services	5000 - Other Purchased Services	6000 - General Supplies	Total
Function				
1000 - Regular Instruction	30,000.00 -\$5,000.00	13,000.00 +\$5,000.00	7,000.00	50,000.00
Total	30,000.00 -\$5,000.00	13,000.00 +\$5,000.00	7,000.00	50,000.00
Adjusted Allocation				50,000.00
Remaining				0.00

Related Documents
RSU 57/MSAD 57 (888) School Administrative District - FY 2024 - ESEA Consolidated - Rev 1 - Title II, Part A
Required Documents
This page is currently not accepting Related Documents.