



# MARANACOOK AREA SCHOOLS

*A Caring School Community Dedicated to Excellence*

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**To:** RSU 38 Board of Education  
**From:** Director of Curriculum, Instruction & Assessment  
**Date:** May 26, 2022  
**Re:** FY22 ESSA Summary

## **2021-2022 End-of-Year Report for Every Student Succeeds Act Funding**

**ESSA Goals** (Reflective of the RSU #38 Strategic Plan 2019-2024)

**Goal 1.** *Develop, implement, and support rigorous educational programs (and instruction) that motivate, challenge, and engage students to support achievement by all learners in Literacy.*

**Goal 2.** *Develop, implement, and support rigorous educational programs (and instruction) that motivate, challenge, and engage students to support achievement by all learners in Math.*

**Goal 3.** *Strengthen rigorous "tiers" of instruction K-12 by leveraging effective teaching practices and providing collaborative support (embedded professional development) for Tier I and Tier II.*

### **Title Projects**

<b>Family Engagement</b>	<b>Title I</b>	<b>Title V</b>
<b>FY21 Carry Over</b>	\$3,373.08	\$3,380.24
<b>FY22 Allocated</b>	\$1,500	\$500
<b>Expended to Date</b>	\$817.77	\$527.45
<b>Balance</b>	4,055.31	\$3,352.79

**Family Engagement.** Involving families more actively in their students' education is directly related to Goal 1. Working with families to help students set goals and work toward them by celebrating their achievements with teachers and specialists is a powerful way to help students take ownership of their learning and progress in school. If families feel more confident about how to support their students' learning through interactions at home, the effect can be enhanced. There

was a substantial amount of FY21 Carry Over funds for this project. According to the 5/29/2021 ESSA Summary, “It was a challenging year due to the pandemic! Interventionists planned for Family involvement activities that were never realized due to the unanticipated continuation of hybrid status, which interfered with their ability to meet to plan and implement their plans.”

**Outcomes.** We did not fully realize the possible Family Engagement activities for the first half of the year because of Covid-related mitigations factors and schedule disruptions, including remote learning days and staff shortages. In January, the Director of Curriculum and Elementary Principals collaborated on a plan to promote Family Engagement for the remainder of the school year. The Literacy Specialists and Math Interventionists planned home activities that included tangibles like books, games, or puzzles. The schools coordinated bulletin boards to show progress and display student products from their home activities to enhance engagement. Additionally, the principals regularly discussed/promoted these activities periodically through afterschool/Early Release Day staff meetings, morning meetings, and other students/staff interactions. In the January 28 school newsletters, the principals explained the process to parents and families. After that, the weekly school newsletters explained each new activity and reminders to participate. Finally, students who participated received certificates to take home. The Literacy Specialists are planning a final take-home summer activity with a follow-up at the beginning of the 2022-2023 school year. We will use the remaining funds for a Summer Family Involvement Committee tasked with setting goals and planning for the 2022-2023 school year, including a Back-to-School Family Engagement event in late August and Math and Literacy Nights in September.

**Title V: Rural School MTSS Support.** The Director of Curriculum, Instruction, and Assessment facilitated a new district-wide Multi-Tiered System of Supports (MTSS, formerly RtI) Leadership Team (to coordinate the efforts of school-based MTSS teams). Specialists worked collaboratively with classroom teachers to ensure all students get high-quality instruction tailored to their individual needs to make reasonable growth in math or literacy. This project contributed toward the salary of a math or literacy interventionist in our one K-5 non-Title I eligible school. Professional development to support increased capacity for implementing Tier II MTSS plans was intended to support the ESSA Professional Development Project. This project addresses District Goal 1 (student achievement) and Goal 2 (increasing capacity for Tier I instruction and diverse learning needs).

<b>Rural School RTI Support</b>	<b>Title V</b>
<b>FY21 Carry Over</b>	\$301.98
<b>FY22 Allocated</b>	\$29,355.36
<b>Expended to Date</b>	\$21,384.96
<b>Balance</b>	\$8,272.38

**Outcomes.** These funds were expended to support interventionist salaries at the non-Title I eligible schools. We also made progress on the MTSS goals district-wide. First, we established an MTSS Leadership Team representing stakeholders from across the district. Systems-level problem-solving is an essential foundation of an MTSS model. It provides the support for educators to come together to meet the needs of individual students. While structures are in place at each school, a goal for us this 2021-2022 school year was to scale up to a system-level approach. Building staff meets regularly to address individual student needs within a school. However, we do not have a way to come together as district leadership to determine the needs at the systems level.

This collaborative problem-solving work is critical for student success and effective MTSS. The MTSS Leadership Team will leverage data to problem-solve the answers to system-level questions by using valid and reliable universal screeners, progress monitoring tools, and other sources of student information to inform decision-making. By implementing and establishing an MTSS framework, the district can improve the experiences and outcomes for all students by increasing attendance, elevating student engagement, lessening concerns about behavior, improving school climate, enhancing social and emotional well-being, and boosting academic performance.

**ESEA Program Coordinator.** The Director of Curriculum, Instruction, and Assessment who coordinated the ESEA projects retired as of July 1, 2021. However, she continued her services on a contractual basis to complete the FY21 Performance Report and proposal for FY22. She also collaborated with the Principals of the two Tier III Title I schools to oversee and support Title I. Additionally, she supported the new Curriculum Coordinator in implementing this year's planned projects and preparation/management of the grants for future years.

<b>ESEA Program Coordinator</b>	<b>Title I</b>	<b>Title II</b>	<b>Title V</b>
<b>FY21 Carry Over</b>	\$543.91	\$104.56	\$219.13
<b>FY22 Allocated</b>	\$7,000	\$2,000	\$1,000
<b>Expended to Date</b>	\$2,211.59	\$581.04	\$457.37
<b>Balance</b>	\$5,332.32	\$1,523.52	\$761.76

**Outcomes.** The former Director of Curriculum, Instruction, and Assessment worked collaboratively with stakeholders to complete and submit the FY 2022 ESEA Application, the FY21 ESEA Performance Report, and FY22 Title-1 Applications, and engage in other ESSA-related work, including attending Maine DOE sessions.

**Other Professional Development.** Given the continued impact of the pandemic and its disruption of learning, it is critical to gauge the overall status and effectiveness of the curriculum across the district in response to the changing academic and social/emotional needs of the student population. As mentioned above, as part of our efforts to strengthen instruction and accelerate learning, we formed a district MTSS Leadership Team led by the new Director of Curriculum. The team focused efforts on leveraging existing structures and building systems-level capacity for implementing supports for all students.

Another focus this school year was to create system-level structures to support the development and oversight of curriculum, instruction, and assessments. We established a district-level Subject Area Committee (SAC) Leadership Team to organize and lead the curriculum and assessment process. Using a team approach is also a practical way to ensure the many leadership tasks that must take place in our thriving schools are executed efficiently and effectively. The SAC Leadership Team's primary goal for the 2021-2022 school year was to guide the SACs in evaluating current curriculum documents, practices, and assessments to help prioritize, focus, and reinforce their work and place student learning in new contexts. This work will lay the foundation for the SACs to begin the vertical alignment process, including linking standards, units/lessons, skills, and assessments as a holistic, inclusive, student-centered experience. Additionally, this work is instrumental in determining professional development needs and opportunities.

<b>Professional Development</b>	<b>Title I</b>	<b>Title II</b>	<b>Title V</b>
<b>FY21 Carry Over</b>	0	\$12,067.72	0
<b>FY22 Allocated</b>	\$5,700	\$49,188.59	\$252.45
<b>Expended to Date</b>	\$250	\$25,353.63	0
<b>Balance</b>	\$5,450	\$35,902.68	\$252.45

This project also included hiring a consultant to provide professional learning through mentoring and advocacy to improve the district's classroom practice of new teachers and student learning and achievement. This support is in addition to the district's regular peer support and mentoring component of the Teacher Performance Evaluation and Profession Growth (PEPG) system. The district partnered with a newly retired faculty member from a teacher preparation program at a local university. This individual has 25 years of experience mentoring, supervising, and evaluating student teachers in school districts across the state. The consultant engaged in group meetings with the new staff, provided regular individualized mentoring, offered open office hours via Zoom on nights and weekends, and gave feedback to the building principal, Director of Curriculum, and Superintendent on new teacher professional development needs and support. The district added this project in response to the high teacher turnover at Wayne Elementary School, with approximately 70% percent of the overall staff new to the building since January 2020.

Additionally, one teacher position was left unfilled, leading to an increased workload on all staff. WES is historically a high need school identified as a Title I school for over a decade. Furthermore, the school is in its second year as a Tier III School. While the pandemic has undoubtedly been a factor in student learning loss, the 2021-2022 school year's high teacher turnover will likely further contribute to the low student achievement without adequate support for the new staff. The abovementioned factors far exceed and exhaust the resources typically provided with the district's state-required mentoring program. Research shows that high-quality induction and mentoring supports can increase teacher retention and student achievement. Considering the high cost of teacher turnover, investing in mentoring and induction programs also reduces the costs for the district. These professional learning activities are designed to support Goal #3: Strengthen rigorous "tiers" of instruction K-12 by leveraging effective teaching practices and providing collaborative support (embedded professional development) for Tier I and Tier II. In addition to the description of priority needs in the District Needs Assessment section.

NOTE: Title I funds are only used for supporting professional development activities at Schoolwide Title I K-5 schools or for teachers of Title I students at the K-5 TI Targeted Assistance School. Title II funds may support professional development experiences at any school in our district, including MES (the one non-Title I eligible K-5 school) and grades 6-12.

**Outcomes.** August, September, and October comprised of PD activities involving the implementation of instructional materials, including the piloted (now adopted) math programs in grades K-5. The October 8, 2021, Teacher Workshop was planned by the Literacy and Math Coaches, Specialists, Interventionists, and Technology Integrators. The sessions focused on teacher training in implementing the literacy and math programs, integrating technology in the classroom, and SAC/MTSS audits. Additionally, the Reading Recovery network provided continued support for elementary literacy interventionists. Also, several K-5 teachers, administrators, literacy

specialists, and paraprofessionals have participated in an online course on ways to bring the science of reading into the balanced literacy classroom.

In consultation with the teacher advocate, we reassessed the needs of the newly hired teachers mid-year and decided to include two other new teachers from other schools in the district. Feedback from the teachers receiving this support via focus group discussions and surveys has been positive. The consensus from the group is that the district would benefit from continuing this support for new hires in the future.

By participating in the MTSS/SAC audit activities, school staff will have the opportunity to develop a comprehensive plan that includes carefully reviewing curriculum programs and materials and determining professional development activities. For example, the math curriculum team worked diligently at adopting a K-5 program and has committed to a plan moving forward. MTSS/SAC Summer Workgroup representing stakeholders from across the district will continue to analyze the audit information and current student data to begin curriculum revisions and determine goals for the 2022-2023 school year, including areas for professional development. These working groups will engage in Micro PD opportunities to improve instruction across the Tiers. Ideally, multiple stakeholders have an active role throughout the process as this curriculum work continues over the summer and into the next school year.

### **Mt. Vernon Elementary and Wayne Elementary Schoolwide Readfield Elementary Targeted Assistance**

The intent and purpose of the Title IA programs are to provide supplemental academic support services for Grades K through 5 in literacy and math, provide professional development to enhance academic support services for literacy and math, K-5, and support family involvement for ALL students, including those needing literacy and math academic support services for literacy and math, K-5.

<b>Title IA</b>	<b>MtVES</b>	<b>WES</b>	<b>RES</b>
<b>FY22 Allocated</b>	85,587.74	20,767.25	53,885.53
<b>Expended to Date</b>	54,682.76	14,891.23	34,700.98
<b>Balance</b>	30,904.98	5,876.02	19,184.55

**MtVES and WES.** Both are Schoolwide Title I schools meaning all students are considered eligible for support. Both schools are also identified as Tier 3 Title I schools, so each has a Leadership Team that meets one to two times per month to self-assess the school on instructional practices and student growth. (To the extent possible, we have aligned the Tier III projects with the overall ESSA district-level projects. At MtVES and WES, Title I and the Tier III Innovative grant provided funding for interventionists (and a TI educational technician at MTVES). At MtVES, these ESSA Title I funds support 40% of the full-time Literacy and Math Specialists and at WES, 25% of the full-time Math Specialist salary and benefits.

**RES.** Funds in this project support 40% of the salary and benefits for the full-time Literacy Specialist and 40% of the salary and benefits for an Educational Technician III who supports students in need of literacy intervention at RES. The full-time literacy specialist (with the assistance of the literacy ed. tech.) and the full-time math specialist provided targeted instruction for Title I students identified as significantly below grade level benchmarks. In addition, the

Specialist supported classroom teachers in providing robust, intentionally planned Tier I instruction.

**Outcomes.** This project addressed District *Goal 1*: Develop, implement, and support rigorous, educational programs (and instruction) that motivate, challenge, and engage students to support achievement by all learners, and *Goal 2*: Strengthen rigorous “tiers” of instruction by leveraging effective teaching practices and providing collaborative support for literacy by classroom teachers and the literacy specialist.

### FY23 ESSA Proposed Projects

Anticipated Entitlement Funding			
Title I	Title II	Title IV	Title V
\$178,512.71	\$54,726.83	\$18,237.97	\$12,297.78

**Title I.** Tier III schools will continue with their plans to raise student achievement by strengthening Tier I classroom-based instruction. Continue to use Title I funding to help support K-5 Math and Literacy specialist positions in Title I schools (and use some Title IV and V funding to support them at the non-Title I eligible school).

**Family Involvement.** Providing more opportunities to exchange information about what is taught, how, and what families can do to support their students’ learning in different content areas continues to be a need in our district. Traditionally these efforts have been primarily at the K-5 level, as this is an explicit requirement for Title I schools.

**Professional Development.** Projects are being planned to support professional development for staff in mathematics, literacy, and other subject areas and address diversity and inclusion within our curriculum. Also, we are identifying effective practices for achievement recovery and acceleration and ongoing professional development to support staff in implementing these practices. Additionally, we are using ESSER (Elementary and Secondary School Emergency Relief) funds for learning resources and programs in complementary, coordinated ways to strengthen teaching and learning, PreK-12.

This report was submitted by Dr. Karen G. Smith, Director of Curriculum, Instruction, and Assessment, on 5/26/2022. Please send any feedback to [karen\\_smith@maranacook.com](mailto:karen_smith@maranacook.com) by June 15, 2022.