



## Maine Department of Education FY2020 ESEA Application

### GRANT REQUEST COVER PAGE

Name of Grantee **RSU 57 MSAD 57**  
 Grantee Address **86 West Rd**  
**Waterboro, ME**  
 Grantee Address **207-247-3221**  
 Fax # **207-247-3477**  
 Program Year **2019-2020**  
 State Fiscal Year **2020**

Name of contact Person	Erica Mazzeo
Grantee Office	Central Office
Address	86 West Rd Waterboro, ME
Telephone #	207-812-0626
Fax #	207-247-3477
Email	ericamazzeo@rsu57.org

#### GENERAL ASSURANCE

I hereby certify that, to the best of my knowledge:

the grant funds will be expended as stated in the goals and activities of this grant request and no changes to the goals, activities or budget set forth in this grant document will be made until MDOE approval is granted;

the Grantee has complied with certification or sub-grantee debarment, suspension and other responsible matters. (Forms available on State of Maine Consolidated Grant Request website, [www.4pcamaine.org](http://www.4pcamaine.org)); **and**

the Grantee will comply with all assurances and certifications listed in this Grant Request, Grant Request Guidance sections and applicable state and federal laws including all applicable Education Department General Administrative Regulations (EDGAR) and Codes of Federal Regulations (CFR) including 34 CFR parts 75, 76, 77, 81 and 2 CFR Part 200.

2 CFR Part 200, Section 200.425 Audit Services requires that grantees or subrecipients that expend \$750,000 or more in Federal awards during their fiscal year are subject to an audit requirement. Audit requirements for State and local governments, and non-profit organizations receiving Federal awards or subawards, are defined in 2 CFR Part 200 Subpart F 200.500 - 200.521. All School Administrative Units are required to comply with Title 20-A, Chapter 221, Subchapter 2 §6051 (6), requiring that each school board provide a copy of the audit report to the Commissioner of the Department of Education within six months after the end of the audit period (<http://www.mainelegislature.org/legis/statutes/20-A/title20-Asec6051.html>).

**For the ESEA Application**, the authorized official may give permission for his/her Designee to request and submit a Vendor Reimbursement Request but this does not remove the responsibility of the authorized official. The Vendor Reimbursement Request is based upon an expenditure list. The supporting documentation for all the allowable costs and a copy of the Vendor Reimbursement Request will be on file at the Grantee's office

By using my PIN to electronically submit this document (electronic signature) I agree to all statements above and conditions listed in the grant approval letter.

Submitted by:  
Erica Mazzeo, Director of Curriculum, Instruction, Assessme  
Larry Malone Superintendent  
**NOT CERTIFIED BY ELECTRONIC SIGNATURE**  
Signature

Timothy Stinson, Principal for Line Elementary  
**NOT CERTIFIED BY ELECTRONIC SIGNATURE**  
Signature

Cindy Pellerin, Principal for Lyman Elementary School  
**NOT CERTIFIED BY ELECTRONIC SIGNATURE**  
Signature

Timothy Stinson, Principal for Shapleigh Memorial School  
**NOT CERTIFIED BY ELECTRONIC SIGNATURE**  
Signature

Angela Madigan, Assistant Principal for Waterboro Elementary School  
**NOT CERTIFIED BY ELECTRONIC SIGNATURE**  
Signature

For Information Call:  
ESEA Regional Program Manager  
[Click HERE to locate contact information](#)

*Maine Department of Education*  
*ESEA Clearinghouse*  
23 State House Station  
Augusta, ME 04333-0023  
**Due: August 1, 2019**

**Check the box to indicate acceptance of Federal Assurances:**  
 **Yes, Accept Federal Assurances**

NDE 06-067  
Lower Tier Covered Transaction for FY2020

**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.

(c) Are not presently indicted for or otherwise  
criminally or civilly charged by a governmental entity

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.

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## **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:

(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.

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## **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;

(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) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the 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

#### **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

(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)

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Check [ ] if there are workplaces on file that are not identified here.

**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 he 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.

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).

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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

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.

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

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.

***NOTE: RE: Paragraph # 19: Please note that Title V, Section 7215(a)(23) permits programs " ... to provide same-gender schools and classrooms (consistent with applicable law) ..." If your application includes such a program, please provide documentation that it is consistent with applicable law.***

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).

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**Check the box to indicate acceptance of ESEA General 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);
- (2)(A) 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
- (2)(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**

#### **I Title IA**

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

[Title IA Assurances](#)      Yes  No  N/A

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  N/A

C. The LEA agrees to ensure that all students from all public schools will participate in the required Title I state assessments for ELA, Mathematics, and Science, and English Language Proficiency. In the past school year, did the LEA and each school meet the 95% threshold for participation in all subgroups?

Yes  No  N/A

If No, respond to items a and/or b.

a. 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

b. less than 75% Submit evidence to the Maine DOE of how you assisted parents during the prior year. Provide summary data documenting opt out rationals/reasons.

D. Describe the process for annually notifying and educating families about the ESEA Dashboard. Each school year the LEAs Report Card is presented during a public Board meeting. We include a letter explaining the process, the data included and post the letter on the district Facebook page, the district webpage and we post an announcement in the local paper. Our Report Card includes; longitudinal NWEA data for each grade in math and reading, showing growth of the same cohort of students over time; it included State assessment data with comparisons if possible; SAT data over time; A link to the ESEA Report Card for the district and each school; staff qualification data; and special education/504 percentages over time.

Provide the local school district web address where families and community members may receive local

information from the ESEA Dashboard.

<https://sites.google.com/rsu57.org/curriculum/assessment/empower-me>

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  N/A

F. Describe how the SAU will identify and address disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

During the hiring process, candidates sign a verification of being highly qualified. Even with the change in legislation, this will be a practice we will continue in some format. Given the rural nature of our district, the percentage of minority students is low and we have personnel in place to support this population. We also have before and after school nutrition programs to support low-income students.

G. Describe how the SAU will implement strategies to facilitate effective transitions for students from Pre-School to Elementary, if applicable; middle grades to high school and from high school to post-secondary education.

The district has transition teams who begin to meet in December to look at needs and plan transition activities. A calendar is published for parents and student outlining the transitions, such as step up days, and visitations across stakeholder groups to answer questions. PreK students begin eating lunch and spending time with K students, middle school and high school meet with guidance counselors to discuss high school courses so as to understand expectations and programs available to them.

## II. TITLE IIA

The LEA has read and agrees to meet the program assurances contained in Section 2102(b)(2).

[Title IIA Assurances](#) Yes  No  N/A

## III. TITLE III

A. The LEA has read and agrees to meet the program assurances contained in Section 3116(b)(4)

[Title III Assurances](#) Yes  No  N/A

B. Describe the core EL program paid for through local/state funds only. How does the LEA meet its civil rights obligations to ELs and their families, including staffing, materials, facilities, professional development for mainstream and EL staff, and translation/interpretation for parents? Please do not list any services here that are paid for through federal ESEA funds.

The district has a current (board adopted) LAU plan. We locally fund 1.0FTE ELL Coordinator, translation/interpretation services, materials, professional development. We maintain screening and assessment (WIDA) and have ILAP and appropriately frequent meetings with families and cooperating staff for each identified learner.

**IV. TITLE IVA**

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

[Title IV Assurances](#) Yes  No  N/A

**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  N/A

**VI. Constitutionally Protected Prayer Section 8524**

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

Yes  No  N/A

**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 and General Consultation Requirements](#)

Yes  No  N/A

**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 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

If the school participation rate was below 75%, use this link to upload documentation to the Maine DOE

NOTE: When creating your PDF File optimize it for online publishing.

**Upload PDF & Attach to Invoice**

File:  No file chosen

**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.

**Exemption:**  Check if LEA is a one school district. It is exempt from meeting this requirement. If checked,

go to next page.

**Title I Neutral:** Check the one item that applies.

- There is only one building at each grade level. The LEA is exempt from describing methodology.
- All buildings at a grade level are Title I served and remaining grade levels are not Title I served. The LEA is exempt from describing methodology. [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 one item is checked, go to next 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  a single districtwide process or  a 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, describe:

**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 the 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 through 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 by which they provide a request directly to the Finance Committee for any such concerns.

**Program Contact Sheet**

Please ensure accurate e-mail addresses.

### ESEA Coordinator

<b>Contact Person</b>	Erica Mazzeo, Director Curriculum, Instruction, and Ass	<b>Phone</b>	2078120626
<b>Work Location</b>	RSU 57	<b>Ext.</b>	
<b>Address</b>	86 West Road	<b>FAX #</b>	
<b>Town</b>	Waterboro <input type="text"/> <b>ST</b> <input type="text"/> <b>ME</b> <b>Zip</b> <input type="text"/> 04087	<b>E-mail</b>	ericamazzeo@rsu57.org

### Title IA - Basic Disadvantaged Program

<b>Contact Person</b>	Erica Mazzeo, Director Curriculum, Instruction, and Ass	<b>Phone</b>	2078120626
<b>Work Location</b>	RSU 57	<b>Ext.</b>	
<b>Address</b>	86 West Road	<b>FAX #</b>	
<b>Town</b>	Waterboro <input type="text"/> <b>ST</b> <input type="text"/> <b>ME</b> <b>Zip</b> <input type="text"/> 04087	<b>E-mail</b>	ericamazzeo@rsu57.org

### Title IIA - Improving Teacher Quality

<b>Contact Person</b>	Erica Mazzeo, Director Curriculum, Instruction, and Ass	<b>Phone</b>	2078120626
<b>Work Location</b>	RSU 57	<b>Ext.</b>	
<b>Address</b>	86 West Road	<b>FAX #</b>	
<b>Town</b>	Waterboro <input type="text"/> <b>ST</b> <input type="text"/> <b>ME</b> <b>Zip</b> <input type="text"/> 04087	<b>E-mail</b>	ericamazzeo@rsu57.org

### Title IVA - Student Support and Academic Enrichment

<b>Contact Person</b>	Erica Mazzeo, Director Curriculum, Instruction, and Ass	<b>Phone</b>	2078120626
<b>Work Location</b>	RSU 57	<b>Ext.</b>	
<b>Address</b>	86 West Road	<b>FAX #</b>	
<b>Town</b>	Waterboro <input type="text"/> <b>ST</b> <input type="text"/> <b>ME</b> <b>Zip</b> <input type="text"/> 04087	<b>E-mail</b>	ericamazzeo@rsu57.org

### McKinney-Vento Homeless Liaison

<b>Contact Person</b>	Cecilia Sirianni	<b>Phone</b>	2072473221
<b>Work Location</b>	RSU57	<b>Ext.</b>	
<b>Address</b>	86 West Road	<b>FAX #</b>	
<b>Town</b>	Waterboro <input type="text"/> <b>ST</b> <input type="text"/> <b>ME</b> <b>Zip</b> <input type="text"/> 04087	<b>E-mail</b>	ceciliasirianni@rsu57.org

### Foster Care Liaison

<b>Contact Person</b>	Cecilia Sirianni	<b>Phone</b>	2072473221
<b>Work Location</b>		<b>Ext.</b>	
<b>Address</b>	86 West Road	<b>FAX #</b>	
<b>Town</b>	Waterboro <input type="text"/> <b>ST</b> <input type="text"/> <b>ME</b> <b>Zip</b> <input type="text"/> 04087	<b>E-mail</b>	ceciliasirianni@rsu57.org

**ESEA Application Development Team**

**UNIT RSU 57 MSAD 57 School Year 2020**

Provide the names of individuals who serve as members of the district's planning team. Also, be sure to make note of what stakeholder group each individual represented in the development of this plan. (Each stakeholder group should have at least one representative).

<b>Full Name</b>	<b>Title</b>	<b>Stakeholder Group</b>
Larry Malone	Superintendent	Administration
Melissa Roberts	Director of Professional Growth	Administration
Colin Walsh	Business Manager	Administration
Anthony Burton	School Board/Community Member	Parents
Erica Mazzeo, Director Curriculum, Instruction, and Assessment	Title IA	Program Representative
Timothy O'Connor	IDEA Director of Special Education	Program Representative
Erica Mazzeo, Director Curriculum, Instruction, and Assessment	ESEA Program Coordinator	Program Representative
Erica Mazzeo, Director Curriculum, Instruction, and Assessment	Title IVA	Program Representative
Erica Mazzeo, Director Curriculum, Instruction, and Assessment	Title IIA	Program Representative
Amy Samson	Learning Specialist	Teachers
Gillian Kirk	Learning Specialist	Teachers
Kimberly Rollins	Learning Specialist	Teachers

Describe how the above planning team members were selected.

Stakeholders were selected for their interest in this representational role.

List the planning meetings that occurred to create this application.

<b>Purpose of Meeting</b>	<b>Date of Meeting</b>
Title 1 Parent and Community Advisory Committee Meeting	May 8 2019
School Board Meeting	May 22 2019
Instructional Support Network Meeting	June 25 2019

Describe method that the SAU used to provide the annual opportunity for public comment on the use of federal funds under this application prior to the submission of this application and how did the SAU consider these comments.

Section 8306(a)(7)

Where/when notice posted, where/when meeting advertised, how the posting & advertisement were disseminated to parents and public.

- District Board meeting agenda & presentation - May 22nd, 2019 - ESSA Federal Programming - Posted to District website pre and post.

- District Website, School Websites and District Facebook account - State Report Cards, ESSA Federal Programming presentation posted, and district goals shared inviting stakeholders to offer feedback by Google survey - Period beginning: June 27th, 2019. Period ending: July 27th, 2019

Date or period allowed for public comment: June 27 - July 27

### Financial Transfer Worksheet for FY2020

*This form is completed only by districts using any of the transferability options of ESEA; all others skip.*

#### Unit RSU 57 MSAD 57

Contact Person: Erica Mazzeo  
Email: [ericamazzeo@rsu57.org](mailto:ericamazzeo@rsu57.org)

Phone: 207-812-0626

Title	IA Basic Disadvantaged Program	IIA Teacher Quality	IVA Student Supports & Academic Enrichment	V Rural Education	Total
<b>(a) Allocations</b>	\$475,408.00	\$120,404.00	\$46,003.55	\$0.00	\$641,815.55
<b>(b) Transfers To:</b> Up to 100% of amount in row (a)		\$79,392.00 IA \$0.00 IVA	\$46,003.55 IA \$0.00 IIA		
<b>(c) Total to Be Transferred OUT:</b> From Row (b)		\$79,392.00	\$46,003.55		\$125,395.55
<b>(d) Total to Be Transferred IN:</b> From Titles listed in Row (b)	\$125,395.55	\$0.00	\$0.00	\$0.00	\$125,395.55
<b>(e) Adjusted Title Total</b> (a)-(c)+(d) Funds available for projects	\$600,803.55	\$41,012.00	\$0.00	\$0.00	\$641,815.55

### District Profile Page

#### Comprehensive Needs Assessment:

#### District Level Needs Assessment and Planning

District Name: RSU 57 MSAD 57

#### Dates District Level Needs Assessment Conducted:

The district level needs assessment was conducted by way of the district comprehensive needs assessment. The needs assessment was conducted primarily during the months of January through June.

#### Stakeholders Involved in District Level Needs Assessment (Provide Name & Position):

For the purposes of completing the district level needs assessment, teachers, educational technicians, and support staff were represented by way of their leadership. Representative leadership included: Alfred Elementary: Principal: Cindy Pellerin, Assistant Principal: Catherine Poulin, Line Elementary: Principal: Timothy Stinson, Assistant Principal: Marisa Penny, Lyman Elementary: Principal Cindy Pellerin, Assistant Principal: Catherine Poulin, Shapleigh Memorial School (Elementary): Principal: Timothy Stinson, Assistant Principal: Marisa Penny, Waterboro Elementary School: Principal: Christine Bertinet, Assistant Principal: Angela Madigan, Massabesic Middle School: Principal (outgoing), Assistant Principal: Kelly Grantham (incoming Principal), Assistant Principal: Angela Scully, Massabesic High School Principal: James Hand, Assistant Principals: Scott Lavertu, Amanda Dube, Superintendent: Larry Malone, Director of Curriculum, Instruction, & Assessment: Erica Mazzeo, Director of Professional Growth: Melissa Roberts, Director of Special Education: Timothy O'Connor, Assistant Director of Special Education: Nora Lantagne

**Summarize the SAU's current process for conducting a Comprehensive Needs Assessment to inform the use of these federal funds.**

Each school forms a team to complete an assessment of their school's data and needs. Elementary and Middle School teams meet throughout the year to review their NWEA data in Reading and Math, their eMPower ME data for 17-18, 18-19. The high school reviews the SAT data. All schools have reviewed their attendance data to address absenteeism in the district. These data are used throughout the year as schools meet to review data for RtL purposes and to design support to meet student needs.

Leadership at the Central Office collect qualitative and quantitative data from teaching staff across the district in the form of an assessment audit. The purpose of the audit is to be as comprehensive as possible regarding any data sources used by classroom teachers and support staff.

**Describe the high need areas identified as a result of the comprehensive needs assessment.**

RSU57 will continue to increase reading, writing, and math achievement as evidenced on State and Local Assessments

RSU 57 will continue to increase its capacities in the area of Data Literacy

RSU 57 will work to increase student engagement through high interest instructional Design and learning opportunities

RSU 57 will begin to assemble a comprehensive response to Social Emotional Learning (SEL)

**District Level Goals**

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

**Goal #1 To improve student achievement in literacy, 100% of students K-8 will have access MLR/CCSS aligned curriculum resources by academic year 2019-2020. Student performance against the MLR/CCSS grade/IEP expectations will be assessed accessing those curriculum-embedded benchmark assessments. To improve student literacy, content area expert Specialists will replace paraprofessionals (Ed Techs) in the Tier III intervention setting. Para professionals (Ed Techs) will work with Coaches and Specialists to push into classrooms to support the Tier II, I, and foundational settings.**

**Indicator** (Assessment or mechanism used to track progress in meeting goal):

Learning Management System

19-20 outcomes: 100% of students K-8 will have access MLR/CCSS aligned curriculum resources by academic year 2019-2020

100% of educators will have access to MR/CCSS aligned curriculum resources for literacy

60% of learners will exit grade level literacy expectations on grade level per MLR/CCSS by close of academic year 2019-2020

**Goal #2 To improve student achievement in Mathematics, 100% of students K-8 will have access to**



**MLR/CCSS aligned curriculum resources by academic year 2019-2020. Student performance against the MLR/CCSS grade/IEP expectations will be assessed accessing those curriculum-embedded benchmark assessments. To improve student achievement in mathematics, content area expert Specialists will replace paraprofessionals (Ed Techs) in the Tier III intervention setting. Para professionals (Ed Techs) will work with Coaches and Specialists to push into classrooms to support the Tier II, I, and foundational settings.**

**Indicator** (Assessment or mechanism used to track progress in meeting goal):  
Learning Management System

19-20 outcomes: 100% of students K-8 will have access to MLR/CCSS aligned curriculum resources by academic year 2019-2020.

100% of educators will have access to MLR/CCSS aligned curriculum resources in mathematics.

60% of learners will exit grade level numeracy expectations on grade level per MLR/CCSS by close of academic year 2019-2020

**Goal #3 To improve student achievement in Mathematics at grades K-8 Mathematics intervention needs as identified through embedded curriculum assessments as well as NWEA MPG/MAP benchmark assessments. 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 Rtl services for Mathematics will have established growth goals for Mathematics as measured by embedded curriculum assessments as well as NWEA MPG/MAP by 2021-2022. In order to accomplish this goal, clear benchmarks for Mathematics intervention will need to be established and staffing will need to be identified to provide direct supports.**

**Indicator** (Assessment or mechanism used to track progress in meeting goal):  
NWEA

19-20 outcomes: 100% of students accessing Rtl services for Mathematics will have established growth goals for Mathematics as measured by embedded curriculum assessments as well as NWEA MPG/MAP by 2021-2022.

**Goal #4 To improve student achievement in literacy at grades K-8 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 Literacy will have established growth goals for literacy as measured by Fountas and Pinnell Leveled Literacy Intervention by 2021-2022. In order to accomplish this goal clear benchmarks for literacy intervention will be implemented and staffing will be deployed to provide direct supports. Additionally, in order to accomplish this goal, Fountas and Pinnell benchmark assessments as well as Leveled Literacy Intervention kits will need to be supplied for staff to support implementation. Resources will need to be identified to accomplish this goal by 2021-2022.**

**Indicator** (Assessment or mechanism used to track progress in meeting goal):  
Fountas and Pinnell Leveled Literacy Intervention

19-20 outcomes: 100% of students accessing Rtl services Literacy will have established growth goals for literacy as measured by Fountas and Pinnell Leveled Literacy Intervention by 2021-2022.

100% of educators will be working to establish growth goals for literacy as measured by Fountas and Pinnell Leveled Literacy Intervention

**Goal #5 To improve student achievement in all content areas building faculty and administration will be supported through a comprehensive needs assessment of - and response planning for - Social Emotional Learning (SEL). In order to accomplish this goal, a consultant specializing in the field of SEL will facilitate building based needs assessments as well as a needs analysis. The consultant will directly collaborate with each PreK-8th grade faculty member multiple times per year in order to develop a clear and consistent approach to SEL. 100% of faculty and administration**

**will be engaged in developing a plan of analysis and action to improve SEL conditions within their schools.**

**Indicator** (Assessment or mechanism used to track progress in meeting goal):  
Meeting minutes, building-level needs assessment documentation

19-20 outcomes: 100% of faculty and administration will be engaged in developing a plan of analysis and action to improve SEL conditions within their schools.

100% of classrooms K-8 will contribute to the identification of needs and development of action plans.

**District Project Sheet**

**Project Title: Homeless/Foster Care Project**

Will this project involve an Alternative Use budget line?  No  Yes If yes, chose which Alternate Use Project to link with this project.

**All LEAs must respond to and budget for comparable Title I services:** Describe 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.

The Homeless Coordinator/Foster Care Liaison will visit area shelters or conduct home visits to support homeless students based on their individual needs. Supply funds will support materials needed above and beyond what the school provides and the student is required to have to attend the appropriate school/class within their program of studies. The Homeless Coordinator/Foster Care Liaison, will track and support homeless students throughout the district.

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.

**Project Budget**

Indicate which and how much of the district's Elementary and Secondary Education Act (ESEA) formula program funds will be used to support this project.

Funding Source	1000, 2000 Salaries & Benefits	3000 Purchased Services	5000 Travel	6000 Instructional Supplies	7000 Equipment	7300 Capital Equipment	8000 Other	Total
Title I, A	0.00	0.00	1000.00	500.00	0.00	0.00	0.00	1500.00
<b>Total</b>	0.00	0.00	1,000.00	500.00	0.00	0.00	0.00	1,500.00

**District Project Sheet**

**Project Title: Title IIA Teacher Quality**

Will this project involve an Alternative Use budget line?  No  Yes If yes, chose which Alternate Use Project to link with this project.

Provide a description of the proposed project:  
Literacy K-8:

Our goal is to provide teachers of writing K-8, in RSU57 with training and time to effectively implement the Units of Study writing program. Kellie Smith from Logos Literacy, Inc. - for the last five years - will model lessons in the classroom and debrief with teachers about implementation for each type of writing genre. This is year 5 of this project. Feedback from teachers about the first years has been extremely positive and the impact on student writing has already started to show improvement academically and in the attitude and stamina of students.

We will continue training and implementing the reading units for grades 2-8 with grades K-1 piloting/beginning the implementation of reading units. As teachers become trained and well versed in the writing units 2-8, we will be integrating the reading units in grades K-1 as well. Grades K-1 will work with the consultant to begin embedding the reading strategies as we prepare to grow the reading implementation over the next few years.

Last year, consultants were in district 3 times per grade level to review implementation of Units of Study writing and reading, modeling for teachers as to effective strategies and developing tools for conferring with students.

This year, consultants will be in the district 2 times per grade level to model and meet with teachers about conferring, meeting with students in small groups and reviewing student work. We will gather feedback from teachers after each session to make any adjustments to ensure that we are meeting the teacher needs.

Supply funds will be used to support the coaching visits by Logos Inc., such as supplies teachers might need to create conferring toolkits as they work with students during their reading and writing workshops.

Social Emotional Learning:

The Social Emotional Learning (SEL) needs of students in RSU57 are deep. We know the influence of SEL deficits to be globally impactful to teaching and learning opportunities in our schools. Last year, we consulted with Dr. Rebecca Bickford - a trusted local expert in this field - and found her to be an excellent resource for teaching faculty and administrative staff. Dr. Bickford conducted a needs assessment with each building - faculty and students - and has designed an action plan for each building to support the specific needs of its community.

This year, Dr. Bickford work with school improvement goals, develop schoolwide behavior support goals, build up instructional materials and an implementation timeline for each school's developed plan.

Dr. Bickford will work with each school building (6 buildings K-8) for for an average of about two meetings per month a total of one day over the course of the coming academic year. Dr. Bickford will also be engaged in two district-wide professional development opportunities over the course of the coming academic year.

Mathematics Running Records:

RSU57 is piloting Math Running Records - similar to Reading Running Records - for learners K-5. These formative assessments will serve as valuable "teacher" data points for progress monitoring and grouping.

This past spring, each teacher K-5 spent two hours with Anne Elise Record - an expert in the area of Math Running Records. After this new learning, all K-5 faculty were surveyed as to their interest in continuing the work. There was overwhelming interest on the part of K-5 faculty in continuing this work.

Funds will be used to support Anne Elise Record who will be contracted for up to 3 days over the course of

the coming academic year and will support all K-5 faculty over the course of those days.

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

100% of K-5 and 6-8 ELA faculty will take part in the coaching and training throughout the year. Faculty will submit feedback about their experiences, sharing what worked and what they need for the 2020-2021 academic year for continued support. Indicator: Faculty Feedback

100% of faculty will see growth in their classroom writers as measured by their post on-demand writing from their students. Indicator: Writing Data

100% of faculty in grades K-1 will be trained to implement the Units of Study for Reading. Faculty will submit feedback about their experiences, sharing what worked and what they need for the 2020-2021 school year for continued support. Indicator: Faculty Feedback

100% of faculty K-8 will have will be supported in understanding and designing a collaborative response to SEL needs and resources to respond to needs in their schools. Consultant will support faculty and faculty leaders as they work to implement a system of responding to SEL needs in their schools. Indicator: Meeting agenda/work products

100% of faculty K-5 faculty will pilot math running records and will understand how to use running records as valid and reliable teacher (classroom) data points for progress monitoring along the continuum of learning as guided by the MLR/CCSs. Consultant will support faculty and faculty leaders as they work to implement a system of math running records in the classroom. Indicator: Meeting agendas/work products

### Project Budget

Indicate which and how much of the district's Elementary and Secondary Education Act (ESEA) formula program funds will be used to support this project.

Funding Source	1000, 2000 Salaries & Benefits	3000 Purchased Services	5000 Travel	6000 Instructional Supplies	7000 Equipment	7300 Capital Equipment	8000 Other	Total
Title II, A	0.00	41012.00	0.00	0.00	0.00	0.00	0.00	41012.00
<b>Total</b>	0.00	41,012.00	0.00	0.00	0.00	0.00	0.00	41,012.00

#### 1. **PURCHASED SERVICES :**

Purchased Services may include funding for training or professional development services through an

outside vendor or direct payment of registration fees. To meet audit guidelines for outside vendor contracts, the district must certify below that it will abide by all applicable state and federal regulations governing the procurement of contracted services, including the following:

- Prior to the contracted services being provided, the SAU will obtain a signed contract with the vendor.
- The signed contract must adequately specify all deliverables, completion dates, and reporting requirements pertaining to the contracted services.
- A copy of the signed contract must be kept on file by the SAU and made available for review upon request.
- The SAU agrees to comply with all regulations pertaining to fair selection of vendors.
- The SAU agrees to obtain multiple (as necessary and appropriate) quotes pertaining to the provision of contracted services.
- The SAU agrees to comply with EDGAR Section 200.326, which details the basic requirements for financial Management systems.
- The SAU agrees to comply with EDGAR 200.318-200.302, which specifies procurement requirements

The ESEA Team, when conducting on-site visits, will be reviewing the following, which are also required by the general education regulations (EDGAR)[Section 200.318]:

- The SAU's written code of standards of conduct governing the performance of those involved in the award/administration of contracts, including standards regarding conflict of interest
- The SAU's procurement procedures to avoid duplication of services and other measures to ensure cost-effectiveness
- The SAU's system for the maintenance of procurement records; and
- The SAU's process for dispute resolution for contracting. [EDGAR Regulations for record keeping](#)

Our district understands these regulations and does wish to use Purchased Services in this project.

Yes  No

### District Project Sheet

#### Project Title: Family Engagement Reservation

Will this project involve an Alternative Use budget line?  No  Yes If yes, chose which Alternate Use Project to link with this project.

Provide a description of the proposed project:

Involve parents in the process of providing supplemental programs for helping educationally disadvantaged children to achieve Maine's Learning Results/Common Core State Standards.

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

The Parent Advisory Group/Facilitators/Director of Curriculum, Instruction, and Assessment will make every effort to meet 3-4 times throughout the year with Parent (and Community) Advisory Committee and Title IA staff representatives to plan activities for parents and publications to keep parents up to date and informed about services and strategies for literacy and math. The goal of this group will be to create partnership that

will increase student achievement in literacy and math. Each Title I school will host two to three parent involvement opportunities at each of their schools and Parent (and Community) Advisory Committee will be kept informed of these events as well as be given the opportunity to offer guidance.

Family engagement events will be 90% School level, 10% District level

Salary funds will be used to compensate Title I Staff preparation time and Title I Staff meeting delivery time for parent activities above and beyond their contracted time. Travel funds will support Title I staff traveling to meetings to plan activities. Supply funds will support flyers, publications, or materials needed for parent activities.

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 goal of this group will be to create and sustain a partnership that will increase student achievement in literacy and math. Each Title I school will host two to three parent involvement opportunities at each of their schools and the Parent (and Community) Advisory Committee will be kept informed of these events as well as be given the opportunity to offer guidance.

### Project Budget

Indicate which and how much of the district's Elementary and Secondary Education Act (ESEA) formula program funds will be used to support this project.

Funding Source	1000, 2000 Salaries & Benefits	3000 Purchased Services	5000 Travel	6000 Instructional Supplies	7000 Equipment	7300 Capital Equipment	8000 Other	Total
Title I, A	2500.00	0.00	0.00	3000.00	0.00	0.00	0.00	5500.00
<b>Total</b>	2,500.00	0.00	0.00	3,000.00	0.00	0.00	0.00	5,500.00

## School Profile Page

### Comprehensive Needs Assessment:

#### School Level Needs Assessments

School Name: Line Elementary

#### Dates School Level Needs Assessment Conducted:

May 8, 2019 Federally-funded projects - Title I, II - Home-School Compact, Title I Summer School, Family Nights, Recommendations for Literacy Portrait of a Graduate Parent and community communications/engagement May 20, 2019 Attendance: Kim Rollin

#### Stakeholders Involved in School Level Needs Assessment (Provide Name & Position):

Anastasia Ferguson

Parent(s)/Guardian(s)

Sandra McDaniel (Special Education)

Kristen Wescott (Classroom)

**Teacher(s)**  
**Gillian Kirk**  
**Title I Staff**  
**Timothy Stinson**  
**School Administrator(s)**  
**Erica Mazzeo**  
**District Staff**  
**Stephanie Letellier**  
**School Counselor(s)**  
**Linda Palmer**  
**Community Member(s)**  
**Cecilia Sirianni**  
**Homeless Education Liaison**  
**Erica Mazzeo**  
**Data Administrator(s)**  
**Kristen Demers**  
**EL Coordinator(s)/Teacher(s)**

**Anthony Brunton, Jodi Laine, Anastasia Ferguson**  
**Board of Education Member(s)**

**Summarize the SCHOOL'S current process for conducting a Comprehensive Needs Assessment to inform the use of these federal funds.**

**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 Reading Data Wall spreadsheet in Drive by grade level, color coded for students currently performing at/above, approaching, and below grade level expectation in reading, growth made over the course of the school year as compared to anticipated growth, and is correlated to grade level expectations.**

**In the area of math, data was analyzed from the following assessments: MEA (2017-18) and NWEA for the 2018-19 school year.**

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

**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 specific learning needs.**

**Only 47% of our students in grades K-5 met their personal growth expectation in reading as**

measured by the NWEA from fall to spring during the 2018-19 school year. Focused support and intervention during the 2019-20 school year will be most critical for incoming 2nd grade students in the areas of reading accuracy and reading comprehension.

#### **NWEA Reading Growth Goals 2018-19**

**K- 29/40 73%**  
**1- 14/45 31%**  
**2- 16/37 43%**  
**3- 18/38 47%**  
**4- 15/35 43%**  
**5- 23/52 44%**  
**115/247 46.6%**

Recent reviews of MEA and NWEA math data support the need for improvement in our math performance. During the 2017 - 2018 school year, 47% of students in grades K - 5 met their annual NWEA growth goals and 38 % of students in grades 3-5 scored at benchmark or above on the MEA. In addition, only 49% of students in grades K-5 met their personal growth expectation in math as measured by the NWEA from fall to spring during the 2018-19 school year.

#### **NWEA Math Growth Goals 2018-19**

**K- 32/40 80%**  
**1- 12/45 27%**  
**2- 21/37 57%**  
**3- 16/38 42%**  
**4- 16/36 44%**  
**5- 23/51 45%**  
**120/246 48.8%**

#### **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 #1 Improve student achievement in reading as measured by the MPG/MAP NWEA. Our goal relating to NWEA reading performance is based on individual student growth, not proficiency. 55% of our students in K-5 will meet their personal growth goals in reading as measured by the NWEA from fall to spring in the 2019-20 school year.**

**Indicator** (Assessment or mechanism used to track progress in meeting goal):

NWEA

19-20 outcomes: 55% of our students in K-5 will meet their personal growth goals in reading as measured by the NWEA from fall to spring in the 2019-20 school year.



**Goal #2 Improve student achievement in math as measured by the MPG/MAP NWEA. Our goal relating to NWEA math performance is based on individual student growth, not proficiency. 55% of our students in K-5 will meet their personal growth goals in math as measured by the NWEA from fall to spring in the 2019-20 school year.**

**Indicator** (Assessment or mechanism used to track progress in meeting goal):  
NWEA

19-20 outcomes: 55% of our students in K-5 will meet their personal growth goals in math as measured by the NWEA from fall to spring in the 2019-20 school year.

**SCHOOLWIDE PROJECT PAGE**

School: Line Elementary

Will this project involve an Alternative Use budget line? No  Yes  If yes, chose which Alternate Use Project to link with this project.

You must click "Post Update" before you can enter the Alt Use funds in the budget.

If YES, which Title funding was included in the Schoolwide Plan?

Title I,  Title IIA,  Title III,  Title IVA,  Title V

1) 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 Statements
State/Local	Core Instructional Needs
Title I, Part A-Sec. 1001 Academic Instruction/ Interventions	Student Interventions, Family Engagement, English Language Learners, Homeless
Title II, Part A-Sec. 2001 Professional development and teacher leadership	Professional Development, Social Emotional Learning

Local Funding	Amount
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	\$2,558,106.00

Describe activities that will specifically utilize Title funds at the school level that are not included in the

approved Schoolwide CNA plan.

### Project Budget

Funding Source	1000, 2000 Salaries & Benefits	3000 Purchased Services	5000 Travel	6000 Instructional Supplies	7000 Equipment	7300 Capital Equipment	8000 Other	Schoolwide Funding	Total
Title I, A								\$ 194411.48	\$ 194411.48
<b>Total</b>								<b>\$194,411.48</b>	<b>\$194,411.48</b>

### School Profile Page

#### Comprehensive Needs Assessment:

##### School Level Needs Assessments

School Name: Lyman Elementary School

##### Dates School Level Needs Assessment Conducted:

May 8, 2019 Attendance: Erica Mazzeo, District Admin, Nick Robbins, HS ,MMS Parent, Amy Samson, WES Instructional Strategist , Kim Rollins, AES/Lyman ESTom Poirier, MMS, Tony Burnton, School Board, Parent, Limerick, Curriculum and Policy Committee, S

##### Stakeholders Involved in School Level Needs Assessment (Provide Name & Position):

Dorothy Macfarlane, Sarah Tibbetts

##### Parent(s)/Guardian(s)

Mary Walsh, Laurel Richards

##### Teacher(s)

Kim Rollins

##### Title I Staff

Cindy Pellerin, Cathy Poulin

##### School Administrator(s)

Erica Mazzeo, Melissa Roberts

##### District Staff

Jackie Chaplin

##### School Counselor(s) (if applicable)

Dorothy Macfarlane, Sarah Tibbetts

##### Community Member(s)

Cecelia Sirianni

Homeless Education Liaison

**Data Administrator(s) (if applicable)**

Erica Mazzeo, Kristen Demers

**EL Coordinator(s)/Teacher(s) (if LEA has any ELs)**

John Flagler

Board of Education Member(s)

**Other**

Summarize the SCHOOL'S current process for conducting a Comprehensive Needs Assessment to inform the use of these federal funds.

We completed a comprehensive needs assessment based on our K-5 reading and math assessment data. Data was analyzed from the following assessments: MEA, NWEA, and Fountas and Pinnell BAS. 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.

The analysis of Reading data from NWEA and BAS was used. This assessment data was disaggregated in our online Data Wall spreadsheet in Drive by grade level, color coded for students currently performing at/above, approaching, and below grade level expectations in reading, growth made over the course of the school year as compared to anticipated growth, and is correlated to grade level expectations. In the area of math, data was analyzed from the following assessments: MEA (2017-18) and NWEA for the 2018-19 school year and disaggregated in our online Data Wall Spreadsheet in Drive and color coded with the same code used in reading.

For the school year 2019-20, data from the NWEA Reading and Math Spring assessments, has been disaggregated by grade levels 1 and 2, and grade span 3-5 in an online data wall. Reading data from grades 1 and 2 in the areas of Foundational skills, Vocabulary, Writing, and Literacy Comprehension have been coded by grade level . Reading data in the grade span 3-5 in the areas of Literature Craft and Structure, Nonfiction Craft and Structure, Literature , Literature Key Ideas and details, Nonfiction Key Ideas and details, and Vocabulary have been coded with the grade span to look at trends of needs for groups of students across the grade span. In the area of math, the NWEA data wall breaks down the subtest data for grade 1, 2, and grade span 3-5 to look at data for Geometry, Measurement and Data, Numbers and Operations, and Operations and Algebraic Thinking. This data wall information for the 2019-20 school year will be utilized to look at trends in needs for groups of students across a grade level or a grade span for instructional goals to focus on within classroom instruction and to also group students for focused goal work during daily enrichment blocks within the school schedule

Lyman grade level PLCs meet weekly and focus on reviewing data from summative and formative

assessments. Students receiving support through RTI Tier Level 2 are reviewed every 8-10 weeks. Data reviewed includes NWEA scores, F&P, Running Records, DIBELS, Math Assessments both formal and informal, MEA scores and informal and formal classroom assessments. The teams are responsible for evaluating student progress over a span of time for each of the required content areas.

Each grade level teacher meets a minimum of three times per year with the building administrator to review and analyze data and teachers also meet once per month schoolwide to review data, current instructional practices, and progress toward school wide goals. . The building Instructional Strategist also meets with individual staff and grade level teams on an ongoing basis throughout the school year for the purpose for adjusting instructional and intervention practices. The building administrators downloads and analyzes all local and state assessment results and meets with classroom teachers and support staff to review the results and make any necessary adjustments to instructional practices. All classroom teachers have been encouraged to participate in trainings regarding the NWEA and the data analysis tools provided by the NWEA. Teachers are also trained, provided with, and instructed to use all practice items released by the state level test. Building administration is responsible for distribution of individual assessment results for the MEA. Classroom teachers and the Literacy Coordinator are responsible for the review and analysis of the NWEA data along with the building administrators.

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

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 specific learning needs.

Only 51% of our students in grades K-5 met their personal growth expectation in reading as measured by the NWEA from fall to spring during the 2018-19 school year. Focused support and intervention during the 2019-20 school year will be most critical for incoming 2nd grade students in the areas of reading accuracy and reading comprehension.

#### Actual Outcomes 2018-19 Data

Projected growth goals as measured by the NWEA show that the following percentage of students at each grade level tested met their projected growth:

#### Reading Growth

K- 32/37 86%

1- 9/42 21%

2- 20/36 56%

3- 15/32 47%

4- 11/18 61%

5-19/45 42%

**106/210=50.5%**

**Total: 51%**

Recent reviews of MEA and NWEA math data support the need for improvement in our math performance. During the 2017 - 2018 school year, 47 % of students in grades 3-5 scored at benchmark or above on the MEA. In addition, only 49% of students in grades K-5 met their personal growth expectation in math as measured by the NWEA from fall to spring during the 2018-19 school year.

#### **Actual Outcomes 2018-19 Data**

Projected growth goals as measured by the NWEA show that the following percentage of students at each grade level tested met their projected growth:

#### **Math Growth**

**K- 35/37 95%**

**1- 17/42 40%**

**2- 30/37 81%**

**3- 16/32 50%**

**4- 11/20 55%**

**5- 22/48 46%**

**131/216= 60.6%**

**Total: 61%**

#### **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 #1 Improve student achievement in reading as measured by the NWEA. Our goal relating to NWEA reading performance is based on individual student growth, not proficiency.**

**Indicator** (Assessment or mechanism used to track progress in meeting goal):

NWEA

19-20 outcomes: 65% 65% of our students in K-5 will meet their personal growth goals in reading as measured by the NWEA from fall to spring in the 2017-18 school year.

**Goal #2 Improve student achievement in reading as measured by the NWEA. Our goal relating to NWEA math performance is based on individual student growth, not proficiency.**

**Indicator** (Assessment or mechanism used to track progress in meeting goal):

NWEA

19-20 outcomes: 70% 70% of our students in K-5 will meet their personal growth goals in math as measured by the NWEA from fall to spring in the 2017-18 school year.

### SCHOOLWIDE PROJECT PAGE

School: Lyman Elementary School

Will this project involve an Alternative Use budget line? No  Yes  If yes, chose which Alternate Use Project to link with this project.

You must click "Post Update" before you can enter the Alt Use funds in the budget.

If YES, which Title funding was included in the Schoolwide Plan?

Title I,  Title IIA,  Title III,  Title IVA,  Title V

1) 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 Statements
State/Local	Core Instructional Needs
Title I, Part A-Sec. 1001 Academic Instruction/ Interventions	Student Interventions, Family Engagement, English Language Learners, Homeless
Title II, Part A-Sec. 2001 Professional development and teacher leadership	Professional Development, Social Emotional Learning

Local Funding	Amount
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	\$1,799,525.00

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

#### Project Budget

Funding Source	1000, 2000 Salaries & Benefits	3000 Purchased Services	5000 Travel	6000 Instructional Supplies	7000 Equipment	7300 Capital Equipment	8000 Other	Schoolwide Funding	Total
Title I, A								\$ 71046.05	\$ 71046.05
<b>Total</b>								<b>\$71,046.05</b>	<b>\$71,046.05</b>

**School Profile Page****Comprehensive Needs Assessment:****School Level Needs Assessments**

**School Name: Shapleigh Memorial School**

**Dates School Level Needs Assessment Conducted:**

**May 8, 2019 Federally-funded projects - Title I, II - Home-School Compact, Title I Summer School, Family Nights, Recommendations for Literacy Portrait of a Graduate Parent and community communications/engagement May 20, 2019 Attendance: Kim Rollin**

**Stakeholders Involved in School Level Needs Assessment (Provide Name & Position):**

**Brandee Smigleski**

**Parent(s)/Guardian(s)**

**Ellen O'Neill**

**Teacher(s)**

**Gillian Kirk**

**Title I Staff**

**Timothy Stinson, Marisa Penney**

**School Administrator(s)**

**Erica Mazzeo**

**District Staff**

**Betsy Coffin**

**School Counselor(s)**

**Samantha Rodriguez**

**Community Member(s)**

**Cecilia Sirianni**

**Homeless Education Liaison**

**Erica Mazzeo**

**Data Administrator(s)**

**Kristen Demers**

**EL Coordinator(s)/Teacher(s) (if LEA has any ELs)**

**Anthony Brunton, Jodi Laine**

**Board of Education Member(s)**

**Summarize the SCHOOL'S current process for conducting a Comprehensive Needs Assessment to inform the use of these federal funds.**

**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 Data Wall spreadsheet in Drive by grade level, color coded for students currently performing at/above, approaching, and below grade level expectation in reading and math. Our Data Wall includes data over time including the past three school years.

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

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 specific learning needs.

**Math Proficiency: 72% of students in grades K-5 met benchmark expectation in math as measured by the NWEA from fall to spring this school year.**

K- 17/21 81%  
1- 10/19 53%  
2- 16/19 84%  
3- 13/20 65%  
4- 22/26 85%  
5- 13/21 62%  
91/126 72%

**Math Growth: 60% of students met their projected growth targets as determined by Fall to Spring MPG/MAP NWEA assessments.**

K- 18/21 86%  
1- 11/19 58%  
2- 11/19 58%  
3- 7/17 41%  
4- 19/26 73%  
5- 7/20 35%  
73/122 = 59.8%

**Reading Proficiency: 61% of our students in grades K-5 met benchmark expectation in reading as measured by the NWEA from fall to spring this school year.**

K- 16/21 76%  
1- 8/19 42%  
2- 14/19 74%  
3- 11/20 55%  
4- 16/26 62%  
5- 12/21 57%  
77/126 61%

**Reading Growth: 56% of our students met their projected growth targets as determined by Fall to Spring MPG/MAP NWEA assessments.**



**K- 16/21 76%**  
**1- 10/19 53%**  
**2- 11/19 58%**  
**3- 12/18 67%**  
**4- 14/26 54%**  
**5- 5/20 25%**  
**68/122 = 55.7%**

2018-19 CNA Goals in reading and math were not met, however we were very close to meeting our goal of 75% proficient in the area of math with 72%. In addition, we exceed our proficiency goal with our kindergarten, second grade, and fourth grade sub-groups with 81%-85% of students meeting benchmark. In addition, our kindergarten subgroup met our reading goal of 75% proficient with 76% of students at benchmark.

We will continue to involve all staff in the use of data based decision making and implementation of RTI plans for the 2019-20 school year. We will have a reading/math specialist providing our tier 3 level intervention as well as Title I Educational Technicians supporting tier 2 level in the classroom. We will increase our focus in reading in grades 1-5 at both at the foundational level and in the interventions we are providing for the 2019-20 school year.

### 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 #1 We will improve student achievement in reading as measured by NWEA and BAS. 75% of our students in grades K-5 will meet grade level benchmark in reading as measured by the spring 2020 NWEA assessment. 60% of our students will meet grade level benchmark in reading as measured by the spring 2020 BAS.**

**Indicator** (Assessment or mechanism used to track progress in meeting goal):

NWEA

19-20 outcomes: 75% of our students in grades K-5 will meet grade level benchmark in reading as measured by the spring 2020 NWEA assessment.

60% of our students will meet grade level benchmark in reading as measured by the spring 2020 BAS

**Goal #2 We will improve student achievement in math as measured by the NWEA. 75% of our students in K-5 will meet grade level benchmark in math as measured by the spring 2020 NWEA assessment.**

**Indicator** (Assessment or mechanism used to track progress in meeting goal):

NWEA

19-20 outcomes: 75% of our students in K-5 will meet grade level benchmark in math as measured by

the spring 2020 NWEA assessment.

**SCHOOLWIDE PROJECT PAGE**

School: Shapleigh Memorial School

Will this project involve an Alternative Use budget line? No  Yes  If yes, chose which Alternate Use Project to link with this project.

You must click "Post Update" before you can enter the Alt Use funds in the budget.

If YES, which Title funding was included in the Schoolwide Plan?

Title I,  Title IIA,  Title III,  Title IVA,  Title V

1) 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 Statements
State/Local	Core Instructional Needs
Title I, Part A-Sec. 1001 Academic Instruction/ Interventions	Student Interventions, Family Engagement, English Language Learners, Homeless
Title II, Part A-Sec. 2001 Professional development and teacher leadership	Professional Development, Social Emotional Learning

Local Funding	Amount
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	\$1,235,840.00

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

**Project Budget**

Funding Source	1000, 2000 Salaries & Benefits	3000 Purchased Services	5000 Travel	6000 Instructional Supplies	7000 Equipment	7300 Capital Equipment	8000 Other	Schoolwide Funding	Total
Title I, A								\$ 108878.46	\$ 108878.46
<b>Total</b>								<b>\$108,878.46</b>	<b>\$108,878.46</b>

**School Profile Page****Comprehensive Needs Assessment:****School Level Needs Assessments****School Name: Waterboro Elementary School****Dates School Level Needs Assessment Conducted:****October 5, 2019 // November 2, 2019 // December 7, 2019 // January 4, 2019 // February 1, 2019 //  
March 1, 2019 // April 5, 2019 // June 7, 2019 Attendance Meetings (PK-2) Attendance: Angela  
Madigan, Jessica Hall, Candie Smith, Christine Bertinet, Cecili****Stakeholders Involved in School Level Needs Assessment (Provide Name & Position):****April Farrenkopf****Parent(s)/Guardian(s)****Kim Proctor (K-1), Leah Ceglowski (2-3), Leanne Pouliot (4-5), Sam Person (Specialists), Claire  
Ledue (SpEd/PACE), Stephanie Ramonas (SpEd), Courtney Burns (Social Work), Amy Hanson (Ed  
Tech), Jodi Jeannette (Technology Coach)****Teacher(s)****Amy Samson, Amy Hanson****Title I Staff****Christine Bertinet, Angela Madigan****School Administrator(s)****Erica Mazzeo****District Staff****Jessica Durgin-Hall****School Counselor(s) (if applicable)****Community Member(s)****Cecilia Sirianni****Homeless Education Liaison****Erica Mazzeo****Data Administrator(s) (if applicable)****Kristen Demers****EL Coordinator(s)/Teacher(s) (if LEA has any ELs)****Jennifer Mayo****Board of Education Member(s)**

**Summarize the SCHOOL'S current process for conducting a Comprehensive Needs Assessment to inform the use of these federal funds.**

**We used several leadership teams which focused on different elements of our plan. Our Attendance Team, Communication and Collaboration Team, and RtL Team met regularly to ensure compliance for each section. These teams also looked at the data for their area, including the NWEA, MEA, BAS, Attendance Data, RtL Tier level data, etc. This information was then brought to grade level PLC teams to disaggregate the data and make informed decisions for teaching and learning. In addition, there were family nights at the school and community nights at the district level to secure input.**

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

**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 specific learning needs.**

**Only 50% of our students in grades K-5 met their personal growth expectation in reading as measured by the NWEA from fall to spring during the 2018-19 school year. Focused support and intervention during the 2019-20 school year will be most critical for incoming 3rd grade students in the areas of reading accuracy and reading comprehension.**

**Only 52% of our students in grades K-5 met their personal growth expectation in math as measured by the NWEA from fall to spring during the 2018-19 school year. Focused support and intervention during the 2019-20 school year will be most critical for incoming 3rd grade students in the areas of foundational math practices.**

### **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 #1 Improve student achievement in reading as measured by the MPG/MAP NWEA. Our goal relating to NWEA reading performance is based on individual student attainment of end-of-year literacy benchmarks.**

**Indicator** (Assessment or mechanism used to track progress in meeting goal):

NWEA

19-20 outcomes: 60% of our students in K-5 will meet grade level benchmarks in reading as measured by the NWEA from fall to spring in the 2019-20 school year.

**Goal #2 Improve student achievement in math as measured by the MPG/MAP NWEA. Our goal relating to NWEA math performance is based on individual student attainment of end-of-year math benchmarks.**

**Indicator** (Assessment or mechanism used to track progress in meeting goal):

Improve student achievement in math as measured by the MPG/MAP NWEA. Our goal relating to NWEA math performance is based on individual student growth, not proficiency.

19-20 outcomes: 62% of our students in K-5 will meet benchmarks in math as measured by the NWEA from fall to spring in the 2019-20 school year.

**SCHOOLWIDE PROJECT PAGE**

School: Waterboro Elementary School

Will this project involve an Alternative Use budget line? No  Yes  If yes, chose which Alternate Use

Project to link with this project.

You must click "Post Update" before you can enter the Alt Use funds in the budget.

If YES, which Title funding was included in the Schoolwide Plan?

Title I,  Title IIA,  Title III,  Title IVA,  Title V

1) 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 Statements
State/Local	Core Instructional Needs
Title I, Part A-Sec. 1001 Academic Instruction/ Interventions	Student Interventions, Family Engagement, English Language Learners, Homeless
Title II, Part A-Sec. 2001 Professional development and teacher leadership	Professional Development, Social Emotional Learning

Local Funding	Amount
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	\$4,016,944.00

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

All in CNA plan

**Project Budget**

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Funding Source	1000, 2000 Salaries & Benefits	3000 Purchased Services	5000 Travel	6000 Instructional Supplies	7000 Equipment	7300 Capital Equipment	8000 Other	Schoolwide Funding	Total
Title I, A								\$ 219467.56	\$ 219467.56
<b>Total</b>								<b>\$219,467.56</b>	<b>\$219,467.56</b>

**Ranking Of Schools & Distribution of FY2020 Funds - Title IA**

**Unit RSU 57 MSAD 57**

This block is auto-completed for all LEA's, but relevant for only LEA's with 1000+ students serving any school(s) with a poverty percentage less than 35%.			
Total Allocation	Total # of Low Income Students	125% Rule	Per Pupil Expenditure
\$600,803.55	/ 1227	* 1.25 =	612.07

Determination of Title IA Funds		FY2019 Funds
Title IA Allocation	=	\$475,408.00
+ Transfer to Title IA	=	\$125,395.55
<b>Total</b>	=	<b>\$600,803.55</b>
Total District Projects	=	- \$7,000.00
<b>Amount Dedicated to Schools</b>	=	<b>\$ 593,803.55</b>

**RANKING OF SCHOOLS & DISTRIBUTION OF FY2019 FUNDS IS BY PERCENT**

ALL SAU SCHOOLS	1	2	3	4	5	6	7	8
	Grade Span Low High	School Level Enrollment	School Level # of Low Income Students	School Level Poverty % [Col 3 ÷ Col 2]	Low Income Data	Eligibility	School Level Funding	School Level Per Pupil Amount [Col 7 ÷ Col 3]
Shapleigh Memorial School	PK - 5	145	73	50.3	F&R%	Yes	\$108,878.46	\$1,491.49
Line Elementary	PK - 5	298	149	50	F&R%	Yes	\$194,411.48	\$1,304.78
Waterboro Elementary School	PK - 5	540	249	46.1	F&R%	Yes	\$219,467.56	\$881.40
Lyman Elementary School	PK - 5	241	101	41.9	F&R%	Yes	\$71,046.05	\$703.43
Massabesic Middle School	6-8	677	265	39.1	F&R%	Yes	\$0.00	\$0.00
Massabesic High School	9-12	884	321	36.3	F&R%	Yes	\$0.00	\$0.00
Alfred Elementary School	PK - 5	208	69	33.2	F&R%	No	\$0.00	\$0.00
<b>TOTALS</b>		2993	1227	41.0%			\$593,803.55	

**ESEA Summary of ESEA Funding for RSU 57 MSAD 57**

Contact Person: Erica Mazzeo

Phone 207-812-0626

Email ericamazzeo@rsu57.org

PROJECT TITLES	ESEA formula funds to be utilized			
	Title I, A	Title II, A	Title IV, A	Title V
<b>TOTAL TITLE ALLOCATIONS</b>	<b>\$475,408.00</b>	<b>\$120,404.00</b>	<b>\$46,003.55</b>	<b>\$0.00</b>
<b>TRANSFER ADJUSTMENTS</b>	<b>\$125,395.55</b>	<b>\$-79,392.00</b>	<b>\$-46,003.55</b>	<b>\$0.00</b>
<b>ADJUSTED TITLE ALLOCATIONS</b>	<b>\$600,803.55</b>	<b>\$41,012.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
2. Line Elementary	\$194,411.48	\$0.00	\$0.00	
3. Lyman Elementary School	\$71,046.05	\$0.00	\$0.00	
6. Shapleigh Memorial School	\$108,878.46	\$0.00	\$0.00	
7. Waterboro Elementary School	\$219,467.56	\$0.00	\$0.00	

<b>9. Homeless/Foster Care Project</b>	<b>\$1,500.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	
<b>10. Title IIA Teacher Quality</b>	<b>\$0.00</b>	<b>\$41,012.00</b>	<b>\$0.00</b>	
<b>11. Family Engagement Reservation</b>	<b>\$5,500.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	
<b>TOTAL FOR EACH TITLE</b>	<b>\$600,803.55</b>	<b>\$41,012.00</b>	<b>\$0.00</b>	<b>\$</b>

PRE-AWARD COST PROVISION: Used only for extenuating circumstances.

Has the school administrative unit (SAU) obligated\*\* any of these new year funds according to EDGAR 76.707 after July 1 and prior to the date that this application is certified with the Superintendent's electronic signature?

Yes  No

If yes, explain what the obligation or pre-award cost is, and why it was necessary to obligate funds prior to submission of the application and receipt of substantially approvable.

Pre award costs will be incurred in Title I project areas through salaries as well as Title II project areas through summer professional development work.

If accepted, your approval letter will contain allowance for pre-award costs. If denied, any obligations incurred prior to receiving substantially approvable notice will not be allowable costs under the appropriate Title program(s).

**\*\* [Click HERE to connect to the definition of an obligation per EDGAR 76.707](#)**

Pre-Award Costs-- Accepted  Denied  Date Processed: 00/00/0000

**Calculating Funds for Non-Public School for All Titles for FY2020**

**Unit RSU 57 MSAD 57**

Contact Person: Erica Mazzeo Phone 207-812-0626 Email [ericamazzeo@rsu57.org](mailto:ericamazzeo@rsu57.org)

**Calculating Title IA Funds for Non-Public Schools**

**\$ 475,408.00** is the Title IA FY20 Allocation.

**\$ 125,395.55** is the amount being transferred into (+) Title IA.

**\$ 0.00** is the amount of Title IA funds used for administrative projects.

**\$ 600,803.55** is the amount of Title IA funds to be used by public and non-public schools for projects.

<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>
<b>Non-Public Schools Participating in Title IA</b>	<b>Title IA Funds</b>	<b>State Derived Title IA Non-public School Funds</b>	<b>Non-public Low-Income Students</b>	<b>Title IA Non-public Project Amount</b>
RSU 57 MSAD 57	\$ 600,803.55			

**Calculating Title IIA Funds for Non-Public Schools**

**\$ 120,404.00** is the Title IIA FY20 Teacher Quality Allocation.

**\$ -79,392.00** is the amount being transferred into (+) or out (-) of Title IIA.

**\$ 0.00** is the amount of Title IIA funds used for administrative projects.

**\$ 41,012.00** is the amount of Title IIA funds to be used by public and non-public schools for professional development.

Column A	Column B	Column C	Column D	Column E
Non-Public Schools Participating in Title IIA	Non-public Enrollment Percent	Title IIA PD Funds	Non-public Amount based on Enrollment and Title IIA PD Funds (B * C)	IIA Non-public Projects (Includes Alt Use Funds)

### Calculating Title IVA Funds for Non-Public Schools

**\$ 46,003.55** is the Title IVA FY20 Student Support & Academic Enrichment.

**\$ -46,003.55** is the amount being transferred into (+) or out (-) of Title IVA.

**\$ 0.00** is the amount of Title IVA funds used for administrative projects.

**\$ 0.00** is the amount of Title IVA funds to be used by public and non-public schools for Student Support & Academic Enrichment.

Column A	Column B	Column C	Column D	Column E
Non-Public Schools Participating in Title IVA	Non-public Enrollment Percent	Title IVA Funds	Non-public Amount based on Enrollment and Title IVA Funds (B * C)	IVA Non-public Projects (Includes Alt Use Funds)