



**Unit MSAD 53**

**Project Title: Homeless**

1. **Purpose:** Describe what need(s) will be addressed by this project.

This project will provide supplemental programs and assistance for helping homeless students achieve Maine's Learning Results.

2. **Project Description:** Describe the activities/strategies to be undertaken to accomplish the purpose.

Title IA funds will be used to support those students who are identified as homeless. The Administrator of Special Services has been designated as Homeless Coordinator. The Homeless Coordinator will maintain data on the number of homeless students and their attendance. Training will be provided to district staff in identification of homeless students.

3. **Outcome/Performance Indicators:** Describe how you will know that the project is successful. (A well-written outcome is realistic, clear, specific and measurable.)

Those students identified as homeless will receive Title I services as needed and will attend school 90% of the time as documented by attendance records.



4. **Project Budgets:**

<b><i>FY 2012, MSAD 53, Funds from the NCLB Allocation</i></b>							
<b>1000, 2000 Salaries &amp; Benefits</b>	<b>3000 Contracts</b>	<b>5000 Travel</b>	<b>6000 Supp/Books</b>	<b>7000 Equipment</b>	<b>7300 Capital Equipment</b>	<b>8000 Other</b>	<b>Total</b>
0	0	0	100	0	0	0	100

**Unit MSAD 53**

**Project Title: Highly Qualified Teachers**

1. **Purpose:** Describe what need(s) will be addressed by this project.

All teachers of core academic subjects who are not currently "highly qualified" will work on approved plans to achieve highly qualified status under NCLB.

2. **Project Description:** Describe the activities/strategies to be undertaken to accomplish the purpose.

Professional coursework and training to assist teachers in achieving highly qualified status will be funded with local, district professional development monies.

3. **Outcome/Performance Indicators:** Describe how you will know that the project is successful. (A well-written outcome is realistic, clear, specific and measurable.)

100% of teachers who teach core academic subjects must meet highly qualified requirements under NCLB

**Unit MSAD 53**

**Project Title: Summer School**

1. **Purpose:** Describe what need(s) will be addressed by this project.

If carry over funds are available at the end of the 2011-2012 school year, supplemental services will be provided for educationally disadvantaged children to help them achieve Maine's Learning Results.

2. **Project Description:** Describe the activities/strategies to be undertaken to accomplish the purpose.

Title IA funds will be used to support a three week extended school year summer program for approximately 60 identified Grades K-7 students from the Manson Park Elementary School, Vickery Elementary School, and Warsaw Middle School. Eight (8) certified teachers and six (6) educational technicians will be employed to work with these students so that reading, writing, and math skills will be maintained or strengthened over the summer.

3. **Outcome/Performance Indicators:** Describe how you will know that the project is successful. (A well-written outcome is realistic, clear, specific and measurable.)

Elementary Students will be assessed at the end of summer school using the Developmental Reading Assessment (DRA2) and/or DIBELS subtests in order to validate that they have maintained or increased their reading scores compared to the Spring Assessment. Students at Warsaw Middle School will be assessed using in math using the MCAP and/or MCOMP, and in reading using an oral fluency measure. In the area of writing, students will respond to a prompt and will be scored using the MSAD #53 Developmental Guide to Early Literacy. The goal will be to have 80% of the students maintain or increase their spring scores.

Student attendance will also be measured. The goal is an average daily attendance rate of 90%.



4. **Project Budgets:**

<b>FY 2012, MSAD 53, Funds from the NCLB Allocation</b>							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
0	0	0	0	0	0	0	0

**District Setaside Project for FY2012**

**TITLE IA**

**Unit MSAD 53**

**Project Title: SES/ Transportation for Choice (CIPS only)**

**School:**

1. **Purpose:** Describe what need(s) will be addressed by this project.

Vickery Elementary School is a CIPS3 status school because of failure to make adequate yearly progress. Title IA funds will be used to fund supplemental educational services (SES) for eligible students as required by the federal NCLBA.

2. **Project Description:** Describe the activities/strategies to be undertaken to accomplish the purpose.

**Project A.** [CIPS1 School Choice or First year CIPS2 SES]: Describe the SAU's plan for an

amount equivalent to 20% of the district's Title IA allocation.

See Project B.

**Project B. [Beyond First year of CIPS2]: Request flexibility for use of an amount less than the required 20%. Provide historical school data to support the less than 20% requirement.]**

The 20% amount required for Supplemental Education Services for 2011-2012 is \$80,797. We spent only \$22,201, or 5% of our Title IA allocation last year (2010-2011) on SES. Given our small school population and last year's numbers, we do not anticipate spending the full 20% set aside this year and respectfully request a reduction in the required set aside to 6% or \$25,000.

Vickery Elementary School and Manson Park School will recruit students who are eligible (based on free and reduced lunch) to receive supplemental education services by sending home letters to their parents. The letters will describe the programming and invite parents and students to attend a provider fair(s). Contracts will be written in consultation with providers who are willing to provide services for eligible students.

3. **Outcome/Performance Indicators:** Describe how you will know that the project is successful. (A well-written outcome is realistic, clear, specific and measurable.)

Fifteen percent (15%) of eligible students will participate in the Supplemental Education Services programming. Fifty percent (50%) of the students participating will show an increase from their pretest to their post test.



4. **Project Budgets:**

SES 20% of Title IA Funds is \$80,797.

<b><i>FY 2012, MSAD 53, Funds from the NCLB Allocation</i></b>							
<b>1000, 2000 Salaries &amp; Benefits</b>	<b>3000 Contracts</b>	<b>5000 Travel</b>	<b>6000 Supp/Books</b>	<b>7000 Equipment</b>	<b>7300 Capital Equipment</b>	<b>8000 Other</b>	<b>Total</b>
0	25000	0	0	0	0	0	25000

## Title I School Projects:

### Unit **MSAD 53**

### Project Title: Supplemental Instruction for Literacy

**1. Purpose:** Describe what need(s) will be addressed by this project.

The Title IA Literacy Program in MSAD #53 will provide supplemental programs in reading and writing for helping struggling and disadvantaged children to achieve the Maine Learning Results.

**3. Project Description:** Describe the activities/strategies to be undertaken to accomplish the purpose.

Title IA funds will be used to pay the salaries and benefits of several Title I staff members, including a K-2 Literacy Specialist, a Grades 3-8 Literacy Specialist, a Reading Intervention teacher, and 10 Education Technicians.

The Title IA Program at Manson Park School will focus on the improvement of reading and writing skills/strategies for identified Title I Grade PK and K students so they will make improvements to meet local standards. Funds will be used to employ 5 educational technicians who will work with students both in and out of the classroom under the supervision of the literacy specialist. The literacy specialist will also work directly with children to provide interventions, and will support classroom teachers by modeling effective literacy practices. The literacy specialist will communicate with parents of Title I students about the program and their children's progress. The literacy specialist will also assist the principal and curriculum specialist with the collection of local assessment data, which will be reviewed with teachers and administrators to make any necessary educational changes in classrooms and/or the program.

The Title IA Program at Vickery Elementary School will focus on the improvement of reading and writing skills/strategies for identified Title I students in Grades 1-4 students so they will make improvements to meet local and state standards. Funds will be used to employ a reading intervention teacher and 3 educational technicians who will work with students both in and out of the classroom under the supervision of the reading intervention teacher. The reading intervention teacher will communicate with parents about the program and their children's progress and will also assist the principal and curriculum specialist with the collection of local assessment data, which will be reviewed with teachers and administrators to make any necessary educational changes in classrooms and/or the program.

The Title IA Program at Warsaw Middle School will focus on the improvement of reading and writing skills/strategies for identified Title IA students in Grades 5-7 so they will make improvements to meet local standards. Funds will be used to employ two educational technicians who will work with students both in and out of the classroom under the supervision of the district curriculum coordinator and middle school principal. The district literacy specialist for grades 3-8 will provide support and consultation for the Title I staff at Warsaw and at Vickery School, and will provide direct support to classroom teachers by modeling and coaching teachers in effective literacy practices. The literacy specialist will also work with high needs Title I students.

**4. Outcomes/Performance Indicators:** Describe how you will know that the project was successful and the purpose met. (A well-written outcome is realistic, clear, specific and measurable.)

The Title IA literacy specialists will coordinate with classroom teachers and educational technicians in providing on-going professional development and modeling of effective practices in reading and writing by having grade-level team meetings, working with the educational technicians, and/or working in classrooms with teachers and students. These specialists will work in the classroom as well as provide one-on-one instruction to those high-risk identified Title I students who may need intensive intervention. Parent informational sessions in best practices for literacy will also be provided. The literacy specialists will assist the Principals and the Curriculum Specialist with the collection of local assessment data. This information will be reviewed with teachers and administrators in order to make any necessary educational changes in the classroom and/or the program. Our goal is that at least 80% of the students receiving Title I services will demonstrate a minimum of one year's growth. Of these students, the long-term goal is to make

catch-up growth, i.e., to achieve grade level, within two years of Title I identification.

PK-4 Literacy: All PK-4 students will be assessed in September, January, and May to document growth made during the school year. Students will be assessed in reading using the Developmental Reading Assessment (DRA2), DIBELS subtests, and in writing using the SAD 53 Developmental Writing Guide. PK and K students will also be assessed using Concepts About Print (Clay) and Letter Identification (Clay). 80% of the students receiving Title I services will demonstrate a minimum of one year's growth. Of these students, the long-term goal is to make catch-up growth, i.e., to achieve grade level, within two years of Title I identification.

Gr 5-8 Literacy: All students will be assessed in the fall and spring using the NWEA reading assessment. We will look at expected growth norms for each student to determine benchmarks for growth and measure growth from fall to spring. Title I identified students in 5th and 6th grade will also be assessed using the DRA2 and Oral Reading Fluency measures. The MSAD 53 Developmental Writing Guide will be used to assess writing. 80% of the students receiving Title I services will demonstrate a minimum of one year's growth. Of these students, the long-term goal is to make catch-up growth, i.e., to achieve grade level, within two years of Title I identification.



**5. Project Budgets:**

**5a. Title IA NCLB Allocation (3702)**

<b>FY 2012, MSAD 53, NCLB Funding for Supplemental Instruction for Literacy</b>							
<b>1000, 2000 Salaries &amp; Benefits</b>	<b>3000 Contracts</b>	<b>5000 Travel</b>	<b>6000 Supp/Books</b>	<b>7000 Equipment</b>	<b>7300 Capital Equipment</b>	<b>8000 Other</b>	<b>Total</b>
282430	0	0	5195	0	0	0	287625

**Unit MSAD 53**

Project Title: Supplemental Instruction for Math

**1. Purpose:** Describe what need(s) will be addressed by this project.

The Title IA supplemental math program in MSAD #53 will provide support for helping struggling and disadvantaged children to achieve the standards of the Maine Learning Results.

**3. Project Description:** Describe the activities/strategies to be undertaken to accomplish the purpose.

Title I funds will support five staff members who will work with students identified for Title I math services. Two Ed Tech III staff members will work with identified students in grades 1-4 in pull-out sessions.

At the grades 5-8 level at Warsaw Middle School, a math interventionist and two part-time Ed Tech III staff members will support identified students in the classroom and in pull-out sessions.

**4. Outcomes/Performance Indicators:** Describe how you will know that the project was successful and the purpose met. (A well-written outcome is realistic, clear, specific and measurable.)

All students in grades K -1 will be assessed in the fall and spring using the Early Math Diagnostic Assessment (EMDA), a norm referenced assessment of mathematical decision making and numerical operations. Students in grades 2-8 will be assessed using the AimsWeb MCAP (concepts and applications). Students in grades 1-4 will be assessed using the MCOMP (computation). Students in grades 5-8 will be assessed in September and May using the NWEA math test. 80% of the students receiving Title I services will demonstrate a minimum of one year's growth. Of these students, the long-term goal is to make catch-up growth, i.e., to achieve grade level, within two years of Title I identification.



**5. Project Budgets:**

**5a. Title IA NCLB Allocation (3702)**

<b>FY 2012, MSAD 53, NCLB Funding for Supplemental Instruction for Math</b>							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
64767	0	0	0	0	0	0	64767

**NCLB Project Sheet for FY2012**

**TITLE IA**

**Unit MSAD 53**

Project Title: Continuous Improvement Priority School  
for Vickery School

**1. Purpose:** Describe what need(s) will be addressed by this project.

Vickery Elementary School is identified as a CIPS3 school. Title IA funds will be used to support professional development for teachers, administrators, and Title I staff to improve curriculum and instruction in mathematics and literacy at Manson Park, and Vickery schools so that students make acceptable gains in mathematics and reading and reach federal proficiency requirements by 2014.

**2. NCLB Goals:**

Listed below are four of the five NCLB goals. To the right of each is a link to data specific to your district and the schools in it. The data include MEA scores, MEA participation rates, Teacher Certification Data, and Graduation/Dropout data. Please review these "Snapshot" data when completing this sheet to determine whether this project is pertinent to any of these goals and objectives. If so, click on the radio button beside the specific objective this project will address.

**NCLB Goal 1** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading language arts and mathematics and science

Objective 1.1.1 Increase the percentage of students who are at or above the proficient level in reading/language arts on state and local assessments.

Objective 1.2.1 Increase the percentage of students who are at or above the proficient level in mathematics on state and local assessments.

**NCLB Goal 2** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading language arts and mathematics.

Objective 2.1 Increase the percentage of limited English proficient (LEP) students who have attained English proficiency by end of school year.

**NCLB Goal 3** By 2005-2006, all students will be taught by highly qualified teachers.

Objective 3.1 Increase the percentage of classes being taught by teachers who are highly qualified in the core academic areas both the aggregate and in high poverty schools

Objective 3.2 Increase the percentage of paraprofessionals with instructional duties (excluding those with sole duties as translators and parental involvement assistants and personal assistants) who are highly qualified.

**NCLB Goal 5** All students will graduate from high school.

Objective 5.1.1 Increase the percentage of students who graduate each year from high school with a regular diploma.

Objective 5.1.2 Decrease the percentage of students who dropout of school.

**3. Project Description:** Describe the activities/strategies to be undertaken to accomplish the purpose.

Staff from our two elementary schools will work with a DOE consultant to create a school improvement plan. This plan will include short term and long term strategies for improving mathematics and reading achievement. A CIPS team will be created to lead the work. The team will include teachers, administrators, the Title I coordinator, and parents. Short term goals will focus on preparation for the 2011 NECAP through practice of released items and other test

preparation strategies.

To address goals in reading, we will focus professional development on improving guided reading instruction through implementation of effective instructional practices and the use of assessment data to inform instruction.

To address goals in math, we implemented a new math program in grades 2-4 last year; this program will extend to K and 1 this year. Training will be provided to the K and 1 teachers. Ongoing support will be provided to all teachers in implementation of the program.

In addition to specific reading and math professional development, all staff will participate in training in the use of student assessment data and formative assessment practices.

The budget reflects the required 10% set aside for both elementary schools based on regular Title IA funding.

**4. Outcomes/Performance Indicators:** Describe how you will know that the project was successful and the purpose met. (A well-written outcome is realistic, clear, specific and measurable.)

This project will be successful if:

1. 95% of elementary staff (teachers and Ed Techs) participate in professional development in reading and mathematics instruction.
2. Vickery School makes Safe Harbor as a result of the Fall 2011 NECAP assessment.



**5. Project Budgets:**

**5a. Title IA NCLB Allocation (3702)**

<b>FY 2012, MSAD 53, NCLB Funding for Continuous Improvement Priority School</b>							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total
0	0	0	13247	0	0	13248	26495

1. **Describe explicitly what is to be purchased with funds budgeted under "8000 Other" that can not be reported in the specific budget categories:**

Funds designated as "Other" are for teacher per diem pay or stipends for work related to the CIPS plan. These are not regular Title I staff funds.