

Unit Cape Elizabeth School Department**Project Title: ESEA Accountability Set Aside**

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

ESEA status:

Pond Cove Elementary

Monitor

Pond Cove Elementary School has been designated as a Monitor school in mathematics by the Maine Department of Education. We have seen drops across multiple populations, with the most significant drops amongst males and in the ELL cohort. We have done initial root cause analysis of the data, and have initiated a number of steps to begin to shift our progress in the positive direction.

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

Project A. Required for ESEA Monitor schools (optional funding amount up to 20% of the district's Title IA allocation.)

1) We piloted and adopted a universal screener in ELA and Math that allows us to obtain similar data across grade levels and monitor progress over time. We are currently using STAR Math, STAR Reading, and STAR Early Literacy for this purpose. Teachers are receiving training in using the data to inform instruction. We have limited (pilot) data for some students from spring 2014, and have two whole-school administrations (Sept. '14 and Jan. '15) along with targeted progress monitoring data for selected students.

2) We have increased our professional development around math. Dr. Mahesh Sharma spent a day in district with our teachers (K-12), and we are working as grade level teams examining the CCSS math standards and how to target our instruction.

3) A group of teachers attended the DOE workshop on Principles to Action by NCTM, and our math interventionist attended the NCTM conference in April in Boston.

4) We have purchased the newest edition of Everyday Mathematics resources that align with the CCSS for kindergarten and will be utilizing the 4th edition for grades 1-4 fall of 2015. Along with our study of the standards, aligned resources give our teachers a "jumping off" point in developing standards-based instructional units. Teachers will be receiving PD in August/September around the new materials and standards-alignment.

5) We are working to make our Student Support Team (SST for RTI) more efficient in monitoring student needs. Student identification for support is going well; we now need to streamline the process of monitoring and assessing the effect of that support to either change interventions, add to the current strategy, or dismiss students from receiving support.

3. **Outcome/Performance Indicators:** Describe how you will know that the project is successful.

(A well-written outcome is realistic, clear, specific and measurable.)

By the end of June, we will have STAR data to document the extent of impact that these changes have made this year. STAR is the only data piece we have for both grades. In September, 70% of third graders were at benchmark or above; 80% of fourth graders were at benchmark or above. We anticipate growth of at least 8% in each cohort by June.

4. 4. Project Budgets (Funding for all projects combined not to exceed 20% of district's Title I allocation):

<i>FY 2015, Cape Elizabeth School Department NCLB Funding for ESEA Accountability Set Aside</i>							
1000, 2000 Salaries & Benefits	3000 Contracts	5000 Travel	6000 Supp/Books	7000 Equipment	7300 Capital Equipment	8000 Other	Total

20% of Title IA Funds is \$8,238.