

**Grant Application: Title I Part A 401**

**Organization: 0299-01-000 CALEDONIA PUBLIC SCHOOL DISTRICT Award Year: 2014**

**Table of Contents**

1. Funds Available and Budget Summary .....	1
2. School Participation .....	2
3. Manage Budget .....	4
4. Summary of Comments .....	9
5. Summary of Narrative .....	10
6. Contact Information .....	38
7. Summary of Attachments .....	40



**Grant Application**  
**Status: Submitted for Review**

**District: 0299-01-000 CALEDONIA PUBLIC SCHOOL DISTRICT**  
**Finance Code: Formula - 401 - SFY 2014,**  
**Title I, Part A: Improving the Academic Achievement of the Disadvantaged, FFY 2013, CFDA 84.010A, S010A130023A**  
**State Fiscal Year: 2014** **Printed on: 09/16/2013**

**Primary MDE Contact Information - Email: [mde.esea@state.mn.us](mailto:mde.esea@state.mn.us) Phone: 651-582-8579**

**Funds Available and Budget Summary**

UFARS Course Code	Carry Forward %	Federal Obligate By	Federal Expend By	Funds Allocation	Unexpended Funds
000-401 2014 Award	15.0%	09/30/2015	11/14/2015	\$141,903.61	\$141,903.61
011-Balance forward from 401 2013 Award	.0%	09/30/2014	11/14/2014	\$17,673.68	\$17,673.68
012-Balance forward from 401 2012 Award	.0%	09/30/2013	11/14/2013	\$0.00	\$0.00
				<b>\$159,577.29</b>	
UFARS Report Period	Budget Obligation Period	Budget Draw Period	Total Funds Budgeted	Unbudgeted Funds	
07/01/2013 - 06/30/2014	07/01/2013 - 06/30/2014	07/01/2013 - 11/14/2014	\$143,833.95	\$15,743.34	

Application Section: Funds Available and Budget Summary -- 0299-01-000 CALEDONIA PUBLIC SCHOOL DISTRICT

## School Participation

### District Participation Information

<b>Enrollment Data Date:</b> 10/01/2012 <b>District 2012 AYP Status:</b> Making AYP, N/A <b>2013 Carryover Waiver:</b> Yes <b>Total District FRP Enrollment:</b> 268 <b>Grade Span:</b> KG-12 <b>Minimum PPFU:</b> \$595.44	<b>Target District as a Whole:</b> No <b>Use 35% Rule:</b> No <b>Use Rank Ordering by Grade Span:</b> No <b>State Fiscal Year:</b> 2014 <b>Average District % FRP:</b> 30.35% <b>District AYP Notification Letter File Upload:</b> N
--	---

### School Participation Detail

Grade Span	Program	Site Class	School Name	MMD	Served 2013	To be Served 2014	%FRP	# FRP	KG-12 Enrollment	Real PPFU	School Allocation	Actions School Info File Uploaded
<b>Public School - Participating: 1</b>												
KG-05	Targeted	10	CALEDONIA ELEMENTARY	Making AYP, N/A, N/A	Yes	Yes	47.33%	133	281	\$800.82	\$106,509.06	
06-08		20	CALEDONIA MIDDLE	Making AYP, N/A, N/A	No	No	29.93%	41	137	\$0.00	\$0.00	
09-12		32	CALEDONIA SENIOR HIGH	Making AYP, N/A, N/A	No	No	21.59%	57	264	\$0.00	\$0.00	
01-12		51	CALEDONIA ESY SUMMER SCHOOL	N/A, N/A, N/A	No	No	.00%	0	0	\$0.00	\$0.00	
<b>Subtotal: Public School</b>							<b>33.87%</b>	<b>231</b>	<b>682</b>		<b>\$106,509.06</b>	

**District Participation Information**

<b>Enrollment Data Date:</b> 10/01/2012	<b>Target District as a Whole:</b> No
<b>District 2012 AYP Status:</b> Making AYP, N/A	<b>Use 35% Rule:</b> No
<b>2013 Carryover Waiver:</b> Yes	<b>Use Rank Ordering by Grade Span:</b> No
<b>Total District FRP Enrollment:</b> 268	<b>State Fiscal Year:</b> 2014
<b>Grade Span:</b> KG-12	<b>Average District % FRP:</b> 30.35%
<b>Minimum PPFU:</b> \$595.44	<b>District AYP Notification Letter File Upload:</b> N

**School Participation Detail**

Grade Span	Program	Site Class	School Name	MMD	Served 2013	To be Served 2014	%FRP	# FRP	KG-12 Enrollment	Real PPFU	School Allocation	Actions School Info File Uploaded
<b>Nonpublic School - Participating: 2</b>												
KG-08	Targeted	0	ST. MARY'S ELEMENTARY	N/A, N/A, N/A	Yes	Yes	20.33%	25	123	\$800.82	\$20,020.50	Y
KG-08	Targeted	0	ST. JOHN'S EV. LUTHERAN	N/A, N/A, N/A	Yes	Yes	15.38%	12	78	\$800.82	\$9,609.84	Y
<b>Subtotal: Nonpublic School</b>												
							18.41%	37	201		\$29,630.34	
<b>Total: 0299-01-000 CALEDONIA PUBLIC SCHOOL DISTRICT</b>												
							30.35%	268	883		\$136,139.40	

**Manage Budget**

Section Name	Object Code	Organizational Level	Justification	Proposed Budget
<b>Homeless</b>				
Homeless Set-Aside	430-Supplies And Materials - Non-Individualized Instructional	District Level	Funds will be used for students identified as homeless	\$1,100.00

<b>General</b>				
General School Level Expenses	140-Licensed Classroom Teacher	Please Define-ST. JOHN'S EV. LUTHERAN(99-31-001 )	Sherri White-Title Teacher - St. John's	\$7,339.80
		Please Define-ST. MARY'S ELEMENTARY(99-31-015 )	Sherri White - Title Teacher - St. Mary's	\$15,313.91
		Public School-CALEDONIA ELEMENTARY(99-01-010 )	Trina Scanlan - Title I teacher	\$58,781.00
	145-Substitute Teacher Salaries	Public School-CALEDONIA ELEMENTARY(99-01-010 )	Substitutes for Title I teachers	\$3,000.00
	146-Substitute Non-Licensed Classroom/Instructional Salaries	Public School-CALEDONIA ELEMENTARY(99-01-010 )	Substitutes for classroom education assistant	\$750.00
	161-Paraprofessional/personal care assistant	Public School-CALEDONIA ELEMENTARY(99-01-010 )	Sue Welch - Highly Qualified Paraprofessional	\$16,891.88

Application Section: Manage Budget and Narrative -- 0299-01-000 CALEDONIA PUBLIC SCHOOL DISTRICT

## Manage Budget

Section Name	Object Code	Organizational Level	Justification	Proposed Budget
	210-FICA/Medicare	Please Define-ST. JOHN'S EV. LUTHERAN(99-31-001 )	Sherri White - St. John's	\$561.50
		Please Define-ST. MARY'S ELEMENTARY(99-31-015 )	Sherri White - St. Mary's	\$1,171.51
		Public School-CALEDONIA ELEMENTARY(99-01-010 )	Trina Scanlan \$ 4,496.75, Sue Welch \$ 1292.23, substitutes \$ 250	\$6,038.98
214-PERA (Public Employees Retirement Association)		Public School-CALEDONIA ELEMENTARY(99-01-010 )	Sue White	\$1,224.66
218-TRA (Teacher Retirement Association)		Please Define-( )	TRA - Sherri White, St. Mary's	\$1,071.97
		Please Define-ST. JOHN'S EV. LUTHERAN(99-31-001 )	TRA - Sherri White, St. John's	\$513.79
		Public School-CALEDONIA ELEMENTARY(99-01-010 )	Trina Scanlan, Lead Teacher, Substitutes	\$4,500.00
220-Health Insurance		Please Define-ST. JOHN'S EV. LUTHERAN(99-31-001 )	Health Insurance - Sherri White, St. John's	\$973.91
		Please Define-ST. MARY'S ELEMENTARY(99-31-015 )	Health Insurance - Sherri White, St. Mary's	\$2,031.99
230-GRP LIFE INSURANCE		Please Define-ST. JOHN'S EV. LUTHERAN(99-31-001 )	Group Life - Sherri White, St. John's - \$32.30	\$26.42

Application Section: Manage Budget and Narrative -- 0299-01-000 CALEDONIA PUBLIC SCHOOL DISTRICT

## Manage Budget

Section Name	Object Code	Organizational Level	Justification	Proposed Budget
General School Level Expenses	230-GRP LIFE INSURANCE	Please Define-ST. MARY'S ELEMENTARY(99-31-015 )	Group Life - Sherri White, \$ 52.69	\$55.13
		Public School-CALEDONIA ELEMENTARY(99-01-010 )	Trina Scanlan \$ 211.61, Sue Welch \$ 60.81	\$272.42
	240-LONG TERM DISABILITY	Please Define-ST. JOHN'S EV. LUTHERAN(99-31-001 )	LTD - Sherri White, \$ 31.40	\$25.69
		Please Define-ST. MARY'S ELEMENTARY(99-31-015 )	LTD - Sherri White, \$ 51.23	\$53.60
		Public School-CALEDONIA ELEMENTARY(99-01-010 )	Trina Scanlan \$ 205.73, Sue Welch \$ 59.12	\$264.85
	250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan	Please Define-ST. JOHN'S EV. LUTHERAN(99-31-001 )	Sherri White - St. John's	\$158.75
		Please Define-ST. MARY'S ELEMENTARY(99-31-015 )	TSA - Sherri White	\$331.21
		Public School-CALEDONIA ELEMENTARY(99-01-010 )	Trina Scanlan	\$1,200.00
	366-Travel, Conventions And Conferences	Public School-CALEDONIA ELEMENTARY(99-01-010 )	MASFAP conference-Title Staff, MDE Statewide Title mtg., Homeless liaison training,	\$6,000.00

Application Section: Manage Budget and Narrative -- 0299-01-000 CALEDONIA PUBLIC SCHOOL DISTRICT

## Manage Budget

Section Name	Object Code	Organizational Level	Justification	Proposed Budget
	401-Supplies And Materials - Non-Instructional	Public School-CALEDONIA ELEMENTARY(99-01-010 )	Non-instructional supplies, computer software for tracking student progress	\$300.00
	430-Supplies And Materials - Non-Individualized Instructional	District Level	Instructional applications for iPads, classroom and special event supplies.	\$1,500.00
	433-Supplies And Materials - Individualized Instruction	Public School-CALEDONIA ELEMENTARY(99-01-010 )	Supplies and materials for individualized instruction	\$1,500.00
	460-Textbooks And Workbooks	Public School-CALEDONIA ELEMENTARY(99-01-010 )	Math and Reading curriculum support materials	\$1,500.00
	470-Media Resources	Public School-CALEDONIA ELEMENTARY(99-01-010 )	Resources for Title students	\$500.00
	490-Food	Public School-CALEDONIA ELEMENTARY(99-01-010 )	Title I Parent Mtgs and Special Events	\$200.00
	555-Technology Equipment	Public School-CALEDONIA ELEMENTARY(99-01-010 )	iPads used for instruction	\$1,500.00
<b>Total Budgeted General School Level Expenses</b>				<b>\$135,552.97</b>
<b>Total Budgeted General</b>				<b>\$135,552.97</b>

## Administrative



## Manage Budget

Section Name	Object Code	Organizational Level	Justification	Proposed Budget
Administrative Set-Aside	110-Administration/Supervision	District Level	Nancy Runningen-Title I Coordinator	\$5,364.80
	210-FICA/Medicare	District Level	Nancy Runningen-Title I Coordinator	\$391.65
	218-TRA (Teacher Retirement Association)	District Level	Nancy Runningen Title I Coordinator	\$322.61
	220-Health Insurance	District Level	Nancy Runningen - Title I Coordinator	\$781.42
	230-GRP LIFE INSURANCE	District Level	Nancy Runningen - Title I Coordinator	\$101.78
	235-GRP DENTAL INSURANCE	District Level	Nancy Runningen - Title I Coordinator	\$101.36
	240-LONG TERM DISABILITY	District Level	Nancy Runningen - Title I Coordinator	\$23.58
	250-Tax Sheltered Annuities/Minnesota Deferred Compensation Plan	District Level	Nancy Runningen - Title I Coordinator	\$93.78
<b>Total Budgeted Administrative Set-Aside</b>				<b>\$7,180.98</b>
<b>Total Budgeted Administrative</b>				<b>\$7,180.98</b>
<b>Grand Total Budgeted</b>				<b>\$143,833.95</b>

**Comments - None**

<b>Section</b>	<b>When</b>	<b>User</b>	<b>Comment</b>
----------------	-------------	-------------	----------------

## Narrative - School Participation

### School Participation

Subsection Description	Question	Answer	
<b>4.1 Nonpublic School Participation</b>			
Describe how you have and will continue to provide meaningful and timely consultation with the appropriate representatives of the students enrolled in nonpublic schools during all phases of the development and design of services for nonpublic students and teachers. Check all that apply.	4.1.1	Technical assistance available as requested by nonpublic school representatives. (required)	Yes
	4.1.2	Nonpublic representatives are consulted prior to making any decision that affects the opportunities of nonpublic students and teachers. (required)	Yes
	4.1.3	Ongoing contact is provided through participation on the advisory council. (recommended)	Yes
	4.1.4	Follow-up phone contact or site visits planned for each nonpublic participant.	Yes
	4.1.5	Briefly describe the Title I program in the nonpublic school. 1. What type of services are provided? 2. Who provides the services? 3. Where are the services provided?	Both principals at the non-public schools met in August with the Title I Coordinator and staff to discuss the Title I Grant Application, gather feedback, and address any questions. In addition, we discussed the services that will be provided and how the project will be evaluated. The current budgets, a detailed description of the allocations, administrative costs, set-asides, and the distribution of funds to each school were reviewed. The students at Caledonia Area Elementary, St. John's School, and St. Mary's School will receive their services at their respective schools. The Title I program for the 2013-2014 school year will serve eligible students in kindergarten through fifth grade for a minimum of 20 minutes of math instruction and/or 20 minutes of

## Narrative - School Participation

### School Participation

Subsection Description		Question	Answer
			<p>reading instruction. St. John's will receive services two days per week and St. Mary's will receive services three days per week. Non-public Title I students are also invited to attend all Title I events at Caledonia Elementary School. While the students participate in hands-on activities, the Title I staff meets with the parents to discuss activities that can be done at home to reinforce what is being taught in both Math and Reading. There is ongoing consultation with the principals at the parochial schools throughout the year with telephone conversations and visits to their schools. We have and will continue to provide meaningful and timely consultation with the principals of the students enrolled at St. John's School and St. Mary's School during all phases of the development and design of services for their students and teachers.</p>
	4.1.6	<p>Explain how the district maintains control of the Title I nonpublic program.</p>	<p>The Title I Coordinator meets regularly with the nonpublic principals to ensure that all grant requirements are being met and consults with the non-public teachers. All requests for purchases and professional development activities must be submitted to the Title I Coordinator for approval. The Title I Coordinator submits the requests to the District Office for processing. The Title I Coordinator oversees all budget activities. The Caledonia School District business office processes all approved requests in accordance with district fiscal policies. All requests must be preapproved by the Title I Coordinator.</p>

## Narrative - School Participation

### School Participation

Subsection Description		Question	Answer
<b>4.2 Targeted Assistance Schools</b>			
Skip this section if the LEA operates no targeted assistance model Title I programs.	4.2.1	What are the student selection criteria used for selection of Title I students?	The discussion with the nonpublic school principals addressed student eligibility and services, staffing, the Advisory Council, parental involvement, and the Title I Surveys. We discussed the following selection criteria that will be used to identify Title I students in Grades K-5 at Caledonia Area Elementary, St. John's Lutheran School, and St. Mary's Catholic School: *Needs Assessment Score of 35 or 70 *Teacher recommendation *Report Card Grades *AimsWeb Score - Low end of emerging or deficient Students in grades 3, 4 and 5 who partially met or didn't meet the standards on the MCA Math and/or Reading Assessments Additional assessments are used, if needed.
	4.2.2	Describe the reading services to students, including the service model to be used.	The Title I program for the 2013-2014 school year will serve eligible students in kindergarten through fifth grade with priority going to K-2, in reading and math. Students are selected based upon teacher observations, curriculum-based assessments, AimsWeb scores and MCA results. The math and reading will be taught in the Title I classroom as a pull-out model that focuses on skill building. Services will also be provided in the classroom using the RTI model with a focus on differentiated instructions. With students receiving supplemental services through the Title I team as well as direct instruction from their homeroom teacher, it will assist us with reaching our identified performance target. Students who qualify for services will receive supplemental instruction for a minimum of minutes in math and/or 20 minutes in reading by Title I staff in addition to instruction received by the classroom teacher. By working collaboratively with the classroom teachers, the Title I team will continue to address the identified performance targets.

## Narrative - School Participation

### School Participation

Subsection Description		Question	Answer
	4.2.2.1	Describe the math services to students, including the service model to be used.	The Title I program for the 2013-2014 school year will serve eligible students in kindergarten through fifth grade with priority going to K-2, in reading and math. Students are selected based upon teacher observations, curriculum-based assessments, AimsWeb scores and MCA results. . The math and reading will be taught in the Title I classroom as a pull-out model that focuses on skill building.Services will also be provided in the classroom using the RTI model with a focus on differentiated instructions. With students receiving supplemental services through the Title I team as well as direct instruction from their homeroom teacher, it will assist us with reaching our identified performance target. Students who qualify for services will receive supplemental instruction for a minimum of minutes in math and/or 20 minutes in reading by Title I staff in addition to instruction received by the classroom teacher. By working collaboratively with the classroom teachers, the Title I team will continue to address the identified performance targets.
	4.2.3	Describe the personnel who will provide Title I services.	The Title I program is staffed by Nancy Runnigen, Title I Coordinator, Trina Scanlan, Lead Title teacher, Sherri White, Title teacher Sue Welch, Highly Qualified paraprofessional. Mrs. Runnigen is also the Community Education Director, EC Coordinator and District Assessment Coordinator. She has worked in Caledonia for 13 1/2 years. Mrs. Scanlan has been an employee of the Caledonia Schools since 1996 have has serve as a elementary classroom teacher, an ESL teacher, Middle School Math teacher and has been the lead Title teacher for 5 years. Mrs. White has serve as the Elementary Media Center and Gifted and Talented Coordinator since 1999. This will be her 2nd year teaching for the Title program. She will be mentored by Mrs. Scanlan. Ms. Welch, is a highly qualified para professional and has worked extensively in the Title I program for the last 16 years.

## Narrative - School Participation

### School Participation

Subsection Description	Question	Answer
4.2.4	Describe what data will be used to evaluate your Title I Targeted Assistance program.	We'll use the Kindergarten Math and Reading Skills Checklists, AIMS Web math and reading benchmarks, curriculum based assessments, and MCA scores to measure the progress of students and to inform programmatic decisions. Our Title I Targeted Assistance Program will be evaluated annually by having the student participants, the parents of these students, and the classroom teachers complete a survey. The surveys will have questions that are scored on a Likert scale and open ended questions. The data from these surveys will be tabulated and shared with the Title I Advisory Council, Title I teachers and paraprofessional, principals, and the superintendent.
4.2.5	Describe how the results of this annual evaluation will: be used to make programmatic decisions, impact academic achievement, include information and data on use of funds, type of services, and students served, and be documented and submitted to MDE upon request.	We will use the results of this annual evaluation to make programmatic decisions. Students will identify what math and reading activities they've done that have helped them be more successful in the classroom, what they like best about Title I, ideas to make the program better, and any additional comments. The parents' feedback will help us identify strengths of the program, potential improvements, their interest in serving on the Advisory Council, as well as their feedback on parental involvement in our schools. The classroom teachers' information will help us determine the success stories of the math and reading supplemental services, an overview of the Title I program, and any additional feedback that would be beneficial for our staff. In regard to academic achievement, we will gather information from the students on how they are doing better in school since they started Title I, how they use the information they learn in the daily lessons to help them in the classroom, and how the services have helped them to improve in math and reading. When the results of this annual evaluation are shared with the Title I Advisory council, Title I teachers and paraprofessional, principals, and the superintendent, we'll use this information to discuss the use of funds, types of services, and students served so all of the information can be considered in order to provide the best possible program for our students. The results of this annual

**Narrative - School Participation**

**School Participation**

Subsection Description		Question	Answer
			evaluation will be documented and kept on file



## Narrative - School Participation

### School Participation

Subsection Description		Question	Answer
<b>4.3 Paraprofessionals in Targeted Assistance Schools</b>			
Skip this section if the LEA operates no targeted assistance model Title I programs.	4.3.1	Does your LEA hire paraprofessionals with Title I funds in Targeted Assistance Programs? (if no, skip this subsection)	Yes
	4.3.2	Total number of Title I funded instructional paraprofessionals in Targeted Assistance Programs.	1
	4.3.3	Total number of Title I funded instructional paraprofessionals who are "Highly Qualified" in Targeted Assistance Programs.	1

## Narrative - School Participation

### School Participation

Subsection Description		Question	Answer
<b>4.4 Teachers in Targeted Assistance Schools</b>			
Skip this section if the LEA operates no targeted assistance model Title I programs.	4.4.1	Are all Title I funded teachers "Highly Qualified"?	No
	4.4.2	Total number of Title I funded Teachers	2
	4.4.3	If all Title I funded teachers are not "Highly Qualified", please describe the plan of action to comply with ESEA/NCLB requirements to ensure that all teachers are appropriately licensed.	All teachers are highly qualified and appropriately licensed

## Narrative - School Participation

### School Participation

Subsection Description		Question	Answer
<b>4.5 Schoolwide Programs</b>			
The Schoolwide Program (SWP) model is available to Title I schools that serve 40 percent or greater students who receive free and reduced price lunch. To know whether a site is eligible, refer to the School Participation page in SERVS.	4.5.1	District will operate one or more schoolwide program(s) (SWP). (If no, skip this section.)	No

## Narrative - School Participation

### School Participation

Subsection Description		Question	Answer
<b>4.6 Paraprofessionals in Schoolwide Programs</b>			
Skip this section if the LEA operates no schoolwide model Title I programs.	4.6.1	Are all instructional paraprofessionals in Schoolwide Programs Highly Qualified? (if no, skip this subsection)	No
	4.6.2	Total number of instructional paraprofessionals in Schoolwide Programs.	
	4.6.3	Total number of instructional paraprofessionals who are "Highly Qualified" in Schoolwide Programs.	

**Narrative - School Participation**

**School Participation**

Subsection Description		Question	Answer
<b>4.7 Teachers in Schoolwide Programs</b>			
Skip this section if the LEA operates no schoolwide model Title I programs.	4.7.1	Are all teachers "Highly Qualified"?	No
	4.7.2	If all teachers are not "Highly Qualified", please describe the plan of action to comply with ESEA/NCLB requirements to assure that all teachers are appropriately licensed.	We do not have a school-wide program

## Narrative - Manage Budget

### Homeless

Subsection Description	Question	Answer	
<b>3.1 Homeless Education Liaison</b>			
Add the contact information for the LEA "Homeless Education Liaison" to the Contacts section of this grant application.	3.1.1	Name of the LEA "Homeless Education Liaison"?	Bethany Meiners
	3.1.2	Has the homeless education liaison attended or viewed training on his or her duties?	Yes
	3.1.3	Does the district have a system of identifying the students as homeless or highly mobile following the definition outlined in the McKinney-Vento Act?	Yes
	3.1.4	Does the district have a system for immediately enrolling a student experiencing homelessness?	Yes
	3.1.5	Does the district have a written resolution process for enrollment disputes concerning homeless students?	No
	3.1.6	Does the district have a system for providing transportation according to the best interests of the homeless student, including provisions across school zones or districts?	No
	3.1.7	Describe how the LEA conducts annual awareness-raising and outreach activities among district personnel and relevant community agencies and organizations concerning the educational rights of families and youth experiencing homelessness under the McKinney-Vento Act.	Our Homeless Liaison meets regularly with community agencies to advocate for the needs of students that are homeless who attend Caledonia Elementary School. Bethany Meiners also presents information at staff meetings to help raise the awareness of staff to the needs of the children who are experiencing homelessness. The vast majority of our homeless students live at the June Kjome Place in Caledonia, MN. Bethany Meiners serves as the school counselor and the liaison between the home and the school. By working

**Narrative - Manage Budget**

**Homeless**

Subsection Description		Question	Answer
			collaboratively with the Elementary Principal and the staff from Bluff Country Family Resources, the academic, emotional, and social needs of these students are addressed on a consistent basis. The homeless liaison meets regularly with the staff of Bluff Country Family Resources to address family needs.
	3.1.8	(All LEAs) Describe the method used (refer to the Help section) to determine your homeless education set-aside.	Our homeless set aside is determined by first using MARRS to identifying the number of homeless students. The district sets aside \$ 100 per students to provide school supplies and clothing, as needed. Funds are also used to eliminate any barriers to participation in school activities and events, as needed ex. pay for instrument rental so student can participate in band
	3.1.9	(All McKinney-Vento Subgrantees) LEAs receiving McKinney-Vento EHCY funds must also describe how they are coordinated with Title I set-aside funds. Describe supplementary education services and activities for homeless and highly mobile students.	The Caledonia Public Schools do not receive McKinney-Vento EHCY funds.

## Narrative - Manage Budget

### Parent Involvement

Subsection Description		Question	Answer
<b>2.1 Parental Involvement</b>			
	2.1.1	Explain how the district has meaningfully included Title I parents in the development or review of the content and effectiveness of the District Parent Involvement plan.	All Title I parents are invited to participate in the Title I Advisory Council. The advisory council reviews and makes suggestions for changes to the Parent Involvement Plan. The Parent Involvement Plan is also on the district's website under the Caledonia Elementary tab, Title I.
	2.1.2	Explain how the school has meaningfully included Title I parents in the development or review of the content and effectiveness of the School Parent Involvement plan(s) and compact(s).	The Parent Involvement Plan and Partnership Pledge (Compact) will be distributed to the Title I parents at the beginning of the school year. It is our goal and hand out this information at our Elementary Open House. These will be reviewed again with individual families at our Elementary Parent-Teacher Conferences in the fall. The compact and Parent Involvement Plan are also discussed at the August Title I Advisory Committee meeting and recommendations for changes are made at that time and incorporated into the updated Parent Compact and Parent involvement Plan
	2.1.3	Describe how and when district and school parent involvement plan(s) are distributed to Title I parents.	The Parent Involvement Plan is reviewed and revised at the Title I Parent Advisory Committee Meeting (PACE) held in October. Parent are also welcome to make suggestions for changes at any time. The suggestions will be saved and shared at the spring Parent Advisory Committee meeting.
	2.1.4	When is the parent/teacher conference scheduled to review the Title I, Part A compact?	Parents participate in the Elementary Orientation. The Title I staff provides information on goals, curriculum, assessments, materials used, and parental involvement activities. We host parent meetings, Parent-Teacher Conferences both 1st and 2nd semester, reading and math events which include hands-on activities for parents and their children. All of these activities build parental involvement and their capacity to support the needs of our Title I students.



**Narrative - Manage Budget**

**Parent Involvement**

<b>Subsection Description</b>		<b>Question</b>	<b>Answer</b>
	2.1.5	Describe the strategy the local educational agency will use to implement effective parental involvement.	The Caledonia Elementary School will use multiple strategies to implement effective Parent Involvement. The Title I teachers communicate regularly with parents via email, telephone calls and newsletters. Parents are also encouraged to attend the Title I Parent Advisory Council Mtg. held in October. Additional meetings are planned, as needed.

**Narrative - Manage Budget**

**General**

Subsection Description		Question	Answer
<b>1.1 Description</b>			
	1.1.1	Provide a description of program highlights and changes.	The Title I program will focus on Reading and Math interventions in grades K-5 with grades K-1 receiving priority. Students in grades 2-5 will be served by the ADSIS funding stream but some students may also receive Title services, based upon the individual students needs.
	1.1.1.1	Will your district REAP FLEX funds into Title 1?	No
	1.1.1.2	Will your district transfer funds into Title I?	No
	1.1.1.3	Will your district use Title I funds to serve Preschool children?	No

## Narrative - Manage Budget

### General

Subsection Description		Question	Answer
<b>1.2 Comprehensive Needs Assessment</b>			
<p>A Comprehensive Needs Assessment (CNA) is a systematic set of procedures that is used to determine needs, examine their nature and causes, and set program targets for action to meet identified needs. After a thorough needs analysis, the implementation team should summarize the information, quantitative/qualitative data (including demographic), and needs that have emerged. This information should be shared with staff, parents and community members to assist in identifying areas of need and determine interventions.</p>	1.2.1	Describe the results from your comprehensive needs assessment (CNA) for reading using concrete data.	<p>The Caledonia Area Elementary Spring AIMSweb indicate that 74% of kindergarteners needed “additional intervention” or needed “substantial intervention” in letter identification, letter sounds, and phoneme segmentation. First grade had 72% of the students score “Needs Substantial Intervention” and “Additional Intervention” in the areas of in letter identification, letter sounds, and phoneme segmentation. Caledonia Area Elementary (CAE) Winter AIMS Web Assessment indicates that 62% or our second grade students were in need of “more intensive” or “immediate problem solving” scored on reading fluency and accuracy. (which ties directly with comprehension) 41% of our third graders were in need of “more intensive” or “immediate problem solving” as scored on reading fluency and accuracy. 71% of our fourth graders were in need of “more intensive” or “immediate problem solving” as scored on reading fluency and accuracy. 49% of our fifth graders were in need of “more intensive” or “immediate problem solving” as scored on reading fluency and accuracy. The district also has the State of the District According To Student Data presentation at beginning workshops. The district data manager reviews AimsWeb and MCA data with staff. The data review is another tool used to identify strands that are above and below state averages.</p>
	1.2.1.1	Describe the results from your CNA for math using concrete data.	<p>51% of the kindergarten students needed “additional intervention” or “substantial intervention” in oral counting, number identification, quantitative discrimination or finding missing numbers as indicated on the Spring AIMS Web Math assessment. In first grade 59% scored needed “additional intervention” or “substantial intervention” in oral counting, number identification, quantity discrimination, and missing numbers. Second graders results show 52% of our students scoring in need of “more intensive” or “immediate problem solving” on the AIMS Math Assessment. Forty-nine percent of third graders scored in</p>

## Narrative - Manage Budget

### General

Subsection Description	Question	Answer
		need of "more intensive" or "immediate problem solving" on the AIMS Math Assessment. Fourth graders results show 65% of our students scoring in need of "more intensive" or "immediate problem solving" on the AIMS Math Assessment. Fifth graders results show 40% of our students scoring in need of "more intensive" or "immediate problem solving" on the AIMS Math Assessment.
1.2.2	Using the results of your CNA list your priorities.	K: Reading letter identification, letter sounds, and phoneme segmentation Math oral counting, number identification, quantitative discrimination or finding missing numbers 1: Reading letter identification, letter sounds, and phoneme segmentation Math oral counting, number identification, quantity discrimination, and missing numbers 2: Reading reading fluency and accuracy Math oral counting, number identification, quantity discrimination, and missing numbers 3: Reading reading fluency and accuracy, vocabulary, literature, comprehension Math Algebra 4: Reading vocabulary, literature, comprehension Math Number operation and algebra 5: Reading vocabulary, literature, comprehension Math Data analysis
1.2.2.1	Describe the results from your CNA for other areas using concrete data (for example: preschool, Multiple Measurement Designation (MMR), etc.).	MMR Domain Summary 2012 Domains Score % Rank Points Proficiency 100.0% 99th 24.99 Growth -0.0489 16th 3.93 Achievement 0.4383 5th 1.25 Gap Reduc.
1.2.2.2	Using the results of your CNA list your priorities for other areas of concern.	Priorities: Increase rate of growth and reduce the achievement gap. Increase MCA Math scores

**Narrative - Manage Budget**

**General**

Subsection Description		Question	Answer
	1.2.3	Using the data collected from your CNA, write a student achievement SMART goal for reading using Minnesota Comprehensive Assessments (MCA)/ Minnesota Test of Academic Skills (MTAS)/MMR data.	The Caledonia Area Public School teachers will improve reading proficiency levels so that 80% of all students in grades 3-8 who scored within 3 points of meeting reading proficiency on the 2012 MCA tests will meet/exceed proficiency on the 2013 MCAs.
	1.2.3.1	Using the data collected from your CNA,write a student achievement SMART goal for mathematics using MCA/MTAS/MMR data.	The percentage of 3rd – 5th grade Caledonia Elementary School students proficient on the Mathematics Accountability Tests (MCA/MTAS/MTELL) will increase from 54.1% in 2013 to 56.1% in 2014.

## Narrative - Manage Budget

### General

Subsection Description		Question	Answer
<b>1.3 ESEA Performance Goals, Indicators, and Performance Target 1</b>			
<p>The United States Department of Education (USDE) established the following Performance Goals to direct the purpose of the No Child Left Behind along with Performance Indicators to measure progress in meeting the Goals. LEAs are required to set "Performance Targets" that will define the progress the LEA expects to make at specified points in time with respect to each indicator. ESEA Performance Goal: Contribute to the statewide goal of reducing the achievement gap in half in for all students in reading/language arts by 2016-2017.</p>	1.3.1	<p>Performance Indicator 1.1: What is the LEA Performance Target for the percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading / language arts on the State's assessment?</p>	<p>The percentage of 3rd – 5th grade Caledonia Elementary School students proficient on the Reading Accountability Tests (MCA/MTAS/MTELL) will increase from 45.7% in 2013 to 48% in 2014.</p>
	1.3.2	<p>Performance Indicator 1.2: What is the LEA Performance Target for the percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in mathematics on the State's assessment?</p>	<p>The percentage of 3rd – 5th grade Caledonia Elementary School students proficient on the Mathematics Accountability Tests (MCA/MTAS/MTELL) will increase from 54.1% in 2013 to 56.1% in 2014.</p>

## Narrative - Manage Budget

### General

Subsection Description		Question	Answer
<p>The United States Department of Education (USDE) established the following Performance Goals to direct the purpose of the No Child Left Behind along with Performance Indicators to measure progress in meeting the Goals. LEAs are required to set "Performance Targets" that will define the progress the LEA expects to make at specified points in time with respect to each indicator. ESEA Performance Goal: Contribute to the statewide goal of reducing the achievement gap in half in for all students in reading/language arts by 2016-2017.</p>	<p>1.3.3</p>	<p>Performance Indicator 1.3: What is the LEA Performance Target for the percentage of Title I schools that make adequate yearly progress?</p>	<p>Caledonia Area Elementary will maintain AYP in Reading and increase Math scores to reach AYP during the 2013-2014 school year.</p>

## Narrative - Manage Budget

### General

Subsection Description		Question	Answer
<b>1.4 ESEA Performance Goals, Indicators, and Performance Target 2</b>			
<p>The United States Department of Education (USDE) established the following Performance Goals to direct the purpose of the No Child Left Behind along with Performance Indicators to measure progress in meeting the Goals. LEAs are required to set "Performance Targets" that will define the progress the LEA expects to make at specified points in time with respect to each indicator. ESEA Performance Goal: 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.</p>	1.4.1	<p>Performance Indicator 2.1: What is the LEA Performance Target for the percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year?</p>	<p>The Caledonia Elementary School does not have any ELL students enrolled for the 2013-2014 school year.</p>
	1.4.2	<p>Performance Indicator 2.2: What is the LEA Performance Target for the percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment as reported by performance indicator 1.1?</p>	<p>The Caledonia Elementary School does not have any ELL students enrolled for the 2013-2014 school year.</p>



## Narrative - Manage Budget

### General

Subsection Description		Question	Answer
<p>The United States Department of Education (USDE) established the following Performance Goals to direct the purpose of the No Child Left Behind along with Performance Indicators to measure progress in meeting the Goals. LEAs are required to set "Performance Targets" that will define the progress the LEA expects to make at specified points in time with respect to each indicator. ESEA Performance Goal: 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.</p>	<p>1.4.3</p>	<p>Performance Indicator 2.3: What is the LEA Performance Target for the percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment as reported by performance indicator 1.2?</p>	<p>The Caledonia Elementary School does not have any ELL students enrolled for the 2013-2014 school year.</p>

## Narrative - Manage Budget

### General

Subsection Description		Question	Answer
<b>1.5 ESEA Performance Goals, Indicators, and Performance Target 3</b>			
The United States Department of Education (USDE) established the following Performance Goals to direct the purpose of the No Child Left Behind along with Performance Indicators to measure progress in meeting the Goals. LEAs are required to set "Performance Targets" that will define the progress the LEA expects to make at specified points in time with respect to each indicator. ESEA Performance Goal: All students will be taught by highly qualified teachers.	1.5.1	Performance Indicator 3.1: What is the LEA Performance Target for the percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 111(h)(1)(C)(viii) of the ESEA)?	100% of the classes will be taught by highly qualified teachers during the 2013-2014 school year.
	1.5.2	Performance Indicator 3.2: What is the LEA Performance Target for the percentage of teachers receiving high-quality professional development (as the term "professional development" is defined in section 9101(34))?	100% of the teachers will receive high-quality professional development during the 2013-2014 school year.
	1.5.3	Performance Indicator 3.3: What is the LEA Performance Target for the percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are highly qualified? (See criteria in section 1119(c) and (d).)	100% of the Title I paraprofessionals will be highly qualified during the 2013-2014 school year.

## Narrative - Manage Budget

### General

Subsection Description		Question	Answer
<b>1.6 ESEA Performance Goals, Indicators, and Performance Target 4</b>			
<p>The United States Department of Education (USDE) established the following Performance Goals to direct the purpose of the No Child Left Behind along with Performance Indicators to measure progress in meeting the Goals. LEAs are required to set "Performance Targets" that will define the progress the LEA expects to make at specified points in time with respect to each indicator. ESEA Performance Goal: All students will be educated in learning environments that are safe, drug free, and conducive to learning.</p>	<p>1.6.1</p>	<p>Performance Indicator 4.1: What is the LEA Performance Target for the number of persistently dangerous schools, as defined by the State?</p>	<p>100% of the district schools will not be designated as persistently dangerous during the 2013-2014 school year.</p>

## Narrative - Manage Budget

### General

Subsection Description		Question	Answer
<b>1.7 ESEA Performance Goals, Indicators, and Performance Target 5</b>			
The United States Department of Education (USDE) established the following Performance Goals to direct the purpose of the No Child Left Behind along with Performance Indicators to measure progress in meeting the Goals. LEAs are required to set "Performance Targets" that will define the progress the LEA expects to make at specified points in time with respect to each indicator. ESEA Performance Goal: All students will graduate from high school.	1.7.1	Performance Indicator 5.1: What is the LEA Performance Target for the percentage of students who graduate from high school each year with a regular diploma, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, calculated in the same manner as used in the National Center for Education Statistics reports on Common Core of Data?	Graduation rate - Caledonia HS will continue to exceed the Graduation target of 90%. The graduation rate for 2012-2013 was 94.67%
	1.7.2	Performance Indicator 5.2: What is the LEA Performance Target for the percentage of students who drop out of school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, calculated in the same manner as used in the National Center for Education Statistics reports on Common Core of Data?	Dropouts - 5.33% of High School students dropped out from Caledonia Area High School in 2012-2013. Our goal is to reduce that percentage by 2%.

## Narrative - Manage Budget

### General

Subsection Description		Question	Answer
<b>1.8 Program Narrative</b>			
Skip this section if the LEA operates no LEA activities (as referenced on the LEA Activity budget tab) with Title I funds.	1.8.1	Describe Title I funded professional development activities designed to address student achievement as indicated in the CNA.	For the 2013-2014 school year, ISD #299 will provide supplemental services in reading and math to eligible students in kindergarten-5th grade, with priority focused on grades K-2 Reading. The reading and math will be taught in the Title I classroom as a pull-out model focusing on skill development and in the classroom, following RTI principles with a focus on differentiated instruction. Students are selected based upon teacher observations, a checklist of skill mastery for each grade level, and curriculum based assessments. Students who qualify for services will receive supplemental instruction for a minimum of 20 minutes in math and/or reading by Title I staff in addition to instruction received by the classroom teacher. By working collaboratively with the classroom teachers, the Title I team will continue to address the identified performance targets. Title I support will also be available for Title I students through the after school program. Title I staff will attend the fall conference MAAFEP conference to network with other Title professionals to share best practices. Our teaching staff will also participating in PLC's on a weekly basis this year. The focus of the PLC's is professional development as it relates to student achievement. The Title teacher is a member for the Pre K-1 PLC.
	1.8.2	Describe how your program was developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this application), and other appropriate school personnel.	The program was developed in consultation with the parents, Title I teachers and paraprofessional, the principals of the nonpublic schools, the Title I Coordinator and the superintendent. In addition, Caledonia Area Elementary has monthly faculty meetings to help in the decision making process as well as representation on our District Improvement Team. In addition, there are seven inservice days scheduled throughout the school year which provide additional opportunities to communicate and collaborate on student programming.

**Narrative - Manage Budget**

**General**

Subsection Description		Question	Answer
	1.8.3	Describe how your LEA intends to coordinate and integrate services for the following student populations in your LEA (as appropriate): Limited English Proficiency (LEP, ELL, ESL) students, Students with disabilities, Migrant (MEP) students, Neglected and Delinquent students, Students who are homeless, and other students.	The LEA coordinates and integrates services for special populations. If students are eligible for Special Education they don't receive Title I services. There are no migrant students who attend our school. As for the neglected or delinquent students and homeless students, several of these students receive Title I supplemental services. Services for all of these students are coordinated by the Title I Team and the Elementary Principal collaborating together to provide a program that meets their specific needs.
	1.8.3.1	Describe any LEA level activities that will occur with Title I funds (After School, Preschool, Instructional Program, Summer Program, Professional Development and/or Other Activity).	There are no other activities that are using Title I funds at this time.

## Contacts For Application

### Contact Type: School District or Agency Accountant

**Name:** Barb Meyer  
**Title:** Business Manager  
**Organization Name:** Caledonia Public Schools  
**Address Line 1:** 511 West Main St.  
**Address Line 2:**  
**City:** Caledonia  
**State:** MN  
**Zip Code:** 55921  
**Phone Number:** 507-725-3389  
**Alternate Phone Number:**  
**Fax Number:** 507-725-3558  
**Email Address:** [barb\\_meyer@cps.k12.mn.us](mailto:barb_meyer@cps.k12.mn.us)

### Contact Type: Authorized Representative

**Name:** Ben Barton  
**Title:** Superintendent  
**Organization Name:** Caledonia Public Schools  
**Address Line 1:** 511 West Main St.  
**Address Line 2:**  
**City:** Caledonia  
**State:** MN  
**Zip Code:** 55921  
**Phone Number:** 507-725-3389  
**Alternate Phone Number:**  
**Fax Number:** 507-725-3558  
**Email Address:** [ben\\_barton@cps.k12.mn.us](mailto:ben_barton@cps.k12.mn.us)

## Contacts For Application

### Contact Type: Other

**Name:** Karen Schiltz  
**Title:** Human Resource and Payroll Coordinator  
**Organization Name:** Caledonia Public Schools  
**Address Line 1:** 511 West Main St.  
**Address Line 2:**  
**City:** Caledonia  
**State:** MN  
**Zip Code:** 55921  
**Phone Number:** 507-725-3389  
**Alternate Phone Number:**  
**Fax Number:** 507-725-3558  
**Email Address:** [karen\\_schiltz@cps.k12.mn.us](mailto:karen_schiltz@cps.k12.mn.us)

### Contact Type: Program Contact Representative

**Name:** Nancy Runningen  
**Title:** CE Director/DAC/Title Coordinator  
**Organization Name:** Caledonia Public Schools  
**Address Line 1:** 511 West Main St.  
**Address Line 2:**  
**City:** Caledonia  
**State:** MN  
**Zip Code:** 55921  
**Phone Number:** 507-725-5139  
**Alternate Phone Number:**  
**Fax Number:** 507-725-3319  
**Email Address:** [nancy\\_runningen@cps.k12.mn.us](mailto:nancy_runningen@cps.k12.mn.us)



## Attachments - School Participation

Organization Level	Attachment	When	User	
<b>School Participation</b>				
ST. JOHN'S EV. LUTHERAN	Nonpublic School Consultation	08/29/2013	nancy_running en	<b>Original File Name:</b> St. John's consultation 8.29.13.pdf
				<b>MDE File Name:</b> 2014_401_SCHOOL_CONSULTATION_310299001000_1 377807680123.pdf
ST. MARY'S ELEMENTARY	Nonpublic School Consultation	08/29/2013	nancy_running en	<b>Original File Name:</b> St. Mary's consultation 8.29.13.pdf
				<b>MDE File Name:</b> 2014_401_SCHOOL_CONSULTATION_310299015000_1 377807712858.pdf

**\*To view or print actual attachments, please refer to the online SERVS application.**

Application Section: Attachments -- 0299-01-000 CALEDONIA PUBLIC SCHOOL DISTRICT

## Attachments - Manage Budget

Organization Level	Attachment	When	User	
<b>Parent Involvement</b>				
DISTRICT	District Parent Involvement Plan	08/28/2013	nancy_running en	<b>Original File Name:</b> Title I Parental Involvement Policy 2013 2014.docx
				<b>MDE File Name:</b> 2014_401_DISTRICT_PI_PLAN_010299000000_1377721217938.docx
	Title I Parent Teacher Compact	08/28/2013	nancy_running en	<b>Original File Name:</b> Title Parent Partnership Pledge 2013 2014.docx
				<b>MDE File Name:</b> 2014_401_COMPACT_010299000000_1377721241282.docx
	Parent Advisory Group	08/29/2013	nancy_running en	<b>Original File Name:</b> Title I Parent Advisory Committee Meeting October 2012.docx
				<b>MDE File Name:</b> 2014_401_PARENT_LIST_010299000000_1377810174312.docx

**\*To view or print actual attachments, please refer to the online SERVS application.**

Application Section: Attachments -- 0299-01-000 CALEDONIA PUBLIC SCHOOL DISTRICT