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| MAINE DEPARTMENT OF EDUCATION**Every Student Succeeds Act (ESSA)****Comprehensive Needs Assessment** **and** **SAU Consolidated Plan** DIRIGOCO |
| SAD/SAU:School Name:Contact Person:Mailing Address:Telephone: Email Address:  |
| Superintendent (Printed Name):  | Telephone:  |
| Signature of the Superintendent X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  | Date:  |
| **For all schoolwide applicants, the needs assessment should be submitted to the Maine Department of Education Title I Office by July 1.** A hard copy should be mailed to:Maine Department of EducationTitle I: Schoolwide23 State House StationAugusta, ME 04333-0023 |
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| Section 1: Planning Team**1a. List the names of people and programs represented in the development of this plan. (Each group should have at least one participant.)** |
| **Name(s)** | **Title** |
|  | Parent(s)/Guardian(s) |
|  | Teacher(s) |
|  | Title I Staff |
|  | School Administrator(s) |
|  | District Staff |
|  | School Counselor(s) (if applicable) |
|  | Community Member(s) |
|  | Homeless Education Liaison |
|  | Data Administrator(s) (if applicable)  |
|  | EL Coordinator(s)/Teacher(s) (if LEA has any ELs) |
|  | Board of Education Member(s) |
|  | Other |
| **1b. Describe how the team members were selected including dates of meetings, topics discussed, and outcomes from each meeting. Acceptable documentation includes meeting minutes, attendance sheets, and action plan documents.**  |
| **1c. Describe how the team will communicate with the school and community.** |

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| Section 2: Data Collection and AnalysisThe Comprehensive Needs Assessment is critical to developing an SAU Consolidated Plan, as it reveals the priority areas on which the Plan will focus. The Needs Assessment guides the development of the Consolidated Plan and suggests benchmarks for its evaluation, and, as such, is closely linked to all aspects of the Consolidated Plan implementation. The Needs Assessment is based on information about all students in the school, including students who are economically disadvantaged, children with disabilities, English Learners, homeless, and migrant.**Identifying Data Sources:**The planning team is charged with gathering and organizing data. Data may be accessed from data management systems (e.g., NEO, Synergy, SWIS, PowerSchool, etc.). Additionally, the team may collect and analyze local data. For example, the team may gather quantitative data such as student achievement results, enrollment counts, dropout rates, and high school graduation rates from school and district records and reports, and demographic statistics from local community-based organizations.The planning team may need qualitative data that reveal attitudes and perceptions. To gather this information, the team may either use existing instruments or design its own surveys, face-to-face or telephone interviews, focus groups, or classroom observations. Precautions must be taken to ensure that collection methods are appropriate for the groups or individuals surveyed or interviewed. **Analyzing Data Collected:**Data analysis is an essential step in moving from information gathering to the creation of a Consolidated Plan that accurately and realistically leverages existing strengths and addresses the school’s areas for improvement. As the planning team analyzes the data, the team will begin to recognize issues that have a significant impact on student achievement. The team will prioritize its findings to address the Consolidated Plan.The following questions can serve as helpful prompts as the planning team discusses the collected data:* What are the strengths and areas for improvement of the current school Consolidated Plan?
* Does the evidence gathered support staff members’ assumptions about strengths and areas for improvement?
* Are there information gaps? What further information is needed?
* What priorities does the information suggest?

Before distributing reports or findings, the planning team should carefully review the data it has collected and the conclusions it has drawn. The team should establish a process to ensure that “outside eyes” (e.g., other teachers, district administrators) review the data and the team’s interpretation of the findings. It is essential that stakeholders be able to see a clear connection between the information gathered and the conclusions that are based on that information.After thorough analysis, the planning team should summarize the data, the conclusions drawn, and needs that have emerged in all priority areas. This information should be shared with all stakeholders in multiple ways. Following stakeholder engagement, the planning team will collaborate with school staff to further prioritize the needs in light of stakeholder input. **Guiding Questions:*** How well are students achieving on state and local (formative and summative) assessments in general, in identified subgroups, and individually?
* What is your process for identifying children with disabilities, and how does this relate to the state average?
* Are there measurable goals for achievement that are known by parents, teachers, and students?
* How does the school identify individual student academic and non-academic needs?
* What is the student mobility rate? Dropout rate?
* Attendance data beyond ADA?
* What is your process for identifying and addressing chronic absenteeism?
* How are your discipline procedures meeting the needs of student behavior?
* What intervention process is in place to ensure that students’ educational needs are met in a timely manner?
* Does the school have non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school’s code of conduct? If so, what are they, and how are they assessed?
* Did the school meet program goals for this year? In prior years? If not, why?
 |

***Collection***

**Disaggregated Data Required:**

1. **Student Demographics**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Year 2014-15** | **Year 2015-16** | **Year 2016-17** |
|  | **#** | **%** | **State Average** | **#** | **%** | **State Average** | **#** | **%** | **State Average** |
| All students |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |
| American Indian or Alaska Native |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |
| Native Hawaiian or Other Pacific Islander |  |  |  |  |  |  |
| Black or African American |  |  |  |  |  |  |
| Hispanic or Latino |  |  |  |  |  |  |
| White |  |  |  |  |  |  |
| Two or more races |  |  |  |  |  |  |
| Children with Disabilities (*IDEA*) |  |  | 16.4 % |  |  | 16.7% |  |  | 17.2% |
| English Learners (ELs) |  |  | 2.9% |  |  | 2.9% |  |  | 2.9% |
| Economically Disadvantaged Students |  |  | 46.55% |  |  | 47.64% |  |  | 47.48% |
| Homeless Students |  |  | 1.1% |  |  | 1.2% |  |  |  |
| Migrant Students |  |  |  |  |  |  |  |  |  |

1. **Title I**

|  |  |  |
| --- | --- | --- |
| Year  | Program Enrollment | Population % |
| 2014 - 15 |  |  |
| 2015 - 16 |  |  |
| 2016 - 17 |  |  |

1. **Community Demographics**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Year 2014-15** | **Year 2015-16** | **Year 2016-17** |
|  | **#** | **%** | **State Average** | **#** | **%** | **State Average** | **#** | **%** | **State Average** |
| Community Members |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |
| American Indian or Alaska Native |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |
| Native Hawaiian or Other Pacific Islander |  |  |  |  |  |  |
| Black or African American |  |  |  |  |  |  |
| Hispanic or Latino |  |  |  |  |  |  |
| White |  |  |  |  |  |  |
| Two or More Races |  |  |  |  |  |  |

1. **Teacher Demographics**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Year 2014-15** | **Year 2015-16** | **Year 2016-17** |
|  | **#** | **%** | **State Average** | **#** | **%** | **State Average** | **#** | **%** | **State Average** |
| Teachers |  |  |  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |
| American Indian or Alaska Native |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |
| Native Hawaiian or Other Pacific Islander |  |  |  |  |  |  |
| Black or African American |  |  |  |  |  |  |
| Hispanic or Latino |  |  |  |  |  |  |
| White |  |  |  |  |  |  |
| Two or more races |  |  |  |  |  |  |

1. **Homeless Students Identified**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | State Average | Total Identified  | % of Total Student Population |
| 2014-15 |  |  |  |
| 2015-16 |  |  |  |
| 2016-17 |  |  |  |

1. **English Learners** (if n count 5 or more, must complete chart: 6; if n count 20 or more, must complete Section 7)

|  |  |  |
| --- | --- | --- |
| Year | Program # | Population % |
| 2014-15 |  |  |
| 2015-16 |  |  |
| 2016-17 |  |  |

1. **Student Behavior** (# of incidents)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Substantiated Incidents of Bullying | Restraints & Seclusions# of Students | Illicit Drug Related | Alcohol Related | Weapons Possession | Violent Incident (with physical injury) | Violent Incident (without physical injury) | Other(identify using method chosen by school) |
| 2014-15 |  |  |  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |  |  |  |

1. **Student Discipline - Expulsion**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | ExpulsionTotal | Student Population % Expelled | Expulsion with ServicesTotal | Expulsion without ServicesTotal |
| 2014-15 |  |  |  |  |
| 2015-16 |  |  |  |  |
| 2016-17 |  |  |  |  |

1. **Student Discipline –Suspension**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | SuspensionTotal | Student Population % Suspended | Special Education % Suspended | Out of School SuspensionsTotal | In School SuspensionsTotal | Removal to an Interim Alt Ed Setting by School Personnel | Removal to an Interim Alt Ed Setting by a Hearing Officer |
| 2014-15 |  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |  |

1. **Student Discipline - Consequences** (# of intentions used)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Community Service | Juvenile Justice Referral | Law Enforcement Referral | Restitution | Substance Abuse Counseling  | Substance Abuse Treatment  | Conflict Resolution or Anger Management  | Counseling |
| 2014-15  |  |  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |  |  |

1. **Student Attendance**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | ADA | Tardy % | % of Students Approaching Chronically Absent (missing 5-9% of total school days)  | % of Students Chronically Absent(missing 10% or more of total school days) | % of Students Truant |
| 2014-15  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |
| 2016-17  |  |  |  |  |  |

1. **High School Graduation Rate**

|  |  |  |
| --- | --- | --- |
| Year | 4 Year Cohort | 5 Year Cohort |
| 2014-15 |  |  |
| 2015-16 |  |  |
| 2016-17 |  |  |

1. **Educational Opportunities Coursework** (High School)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Advanced Placement Enrollment | CTE Enrollment | Early College Enrollment  | Dual or Concurrent Enrollment  | Other  |
| 2014-15 |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |

1. **Literacy: Data Source # 1** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Proficient Student % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % |
| 2014-15 |  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |  |

1. **Literacy: Data Source # 2** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Proficient Student % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % |
| 2014-15 |  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |  |

1. **Mathematics: Data Source # 1** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year | Proficient Student % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % |
| 2014-15 |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |

1. **Mathematics: Data Source # 2** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year | Proficient Student % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % |
| 2014-15 |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |

1. **Principal Profile**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Year(s) in the Role | Year(s) in the Role at Current School  | Level of Education  |
| Bachelor’s Degree | Master’s Degree | Ph.D. | ProfessionalPrincipal Certificate |
| 2014-15 |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |

1. **Educator Profile**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | # of Classroom Teachers | % National Board Certified Teachers  | Level of Education  | Number of Years in the Classroom  |
| % with Bachelor’s Degree | % with Master’s Degree | % with Ph.D. | % with Professional Certificate | 0-1 | 2-5 | 5+ |
| 2014-15 |  |  |  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |  |  |  |

***Analysis***

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| **2a. Describe your comprehensive needs assessment process, including your data sources. A robust comprehensive report will include multiple data sources that are triangulated and disaggregated.**  |
| **2b. Describe how your school collects data, analyzes, and responds to student absenteeism, tardiness, and truancy. Consider whether there are any specific demographic, grade span, or other subgroups that have unusually high attendance issues. Consider the outcomes of the attendance interventions your school employs.** |
| **2c. Describe your data collection process for student behavior. Identify procedures used to determine substantiated behavior. Delineate student behavior based on grade span (PreK-5, 6-8, 9-12) and describe instructional and environmental supports.** |
| **2d. Describe your student disciplinary consequences in relation to the student code of conduct.** **Identify positive and restorative interventions that are evidence-based.**  |
| **2e. Describe any challenges or limitations that exist locally that hinder effective use of data and technology to both inform professional development and support student instruction.** |
| **2f. Describe your findings in consultation with families, teachers, and students (surveys, interviews, focus groups, questionnaires).** |
| **2g. Review your data on homeless students looking especially for trends in: age/grade, numbers of unaccompanied and runaway youth, preschool aged children, geographic patterns, stability of attendance, academic progress and graduation, and delays in enrollment. Attempt to verify that your students who have been identified as homeless are automatically connected to the supports for which they are eligible (e.g. school nutrition programs, Title IA programs) and that you are able to evaluate whether homeless students have full access to all opportunities the school provides.** |
| **2h. Summarize findings as to the strengths and areas for improvement of your current program as revealed through data analysis.**

|  |  |
| --- | --- |
| **Strength** | **Possible Action Steps** |
| **Strength** | **Possible Action Steps** |
| **Area for Improvement**  | **Possible Action Steps** |
| **Area for Improvement**  | **Possible Action Steps** |
| **Area for Improvement**  | **Possible Action Steps** |

 |
| **2i. After determining the strengths and areas for improvement of the current school programs, the needs assessment process requires research-based solutions to be identified. This process should overlap other district/school initiatives for school improvement. Describe what best practices were reviewed, any visits made to high achieving schools, the techniques used to solicit whole staff and parent input to the plan, and how solutions were matched to priority needs.**  |

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| Section 3: Professional PracticeUnder ESEA reauthorization, the Consolidated Plan must:* Base its instructional program on evidence-based methods of improving student achievement
* Utilize evidence-based instructional strategies (i.e., strategies that increase the amount and quality of learning time and help provide an enriched and accelerated curriculum)
* Include strategies that meet the needs of all students in the school, including historically underserved populations
* Provide instruction by state-certified professional staff
* Assist in the effective transition of students from early childhood programs to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary programs
* Provide timely, effective assistance to students who experience difficulty in meeting state standards, including taking specific steps to involve families and guardians in helping their children meet the standards

**Guiding Questions:** * How do staff members express high expectations for students?
* Is the curriculum aligned with the Maine Learning Results? How are high expectations set in subjects for whom the state has not established standards? Have teachers participated in a curriculum alignment process?
* What instructional materials are used in the school? Are they up-to-date, and do they reflect the Learning Results?
* Is there evidence-based research that supports the curriculum and the instructional program being used in the school? If not, provide an explanation for the instructional program being implemented.
* What assessment instruments, including diagnostic assessments, are routinely used to measure student achievement? What role do teachers play in deciding what assessments will be used?
* How are summative and formative assessment results used?
* How do teachers and administrators utilize data to drive instruction?
* Is instructional technology available to all students? How do teachers integrate technology into teaching?
* Does the school annually evaluate curricula and instruction to determine whether they address the needs of all students?

The Comprehensive Plan should contain both student achievement goals (i.e., assessment targets) and goals that address how the school will operate (i.e., goals that address shared leadership or teacher collaboration). Because goal statements are broad indicators of intention, they must be connected to specific objectives, strategies, and action steps to become effective targets that truly guide schoolwide activities. An appropriately written goal is specific, measurable, attainable, time-bound and, most importantly, focused on increasing achievement for all students in the school. **Each effective goal also implicitly contains an evaluation question, indicating how the school will know if the goal has been achieved.**After the team develops the three required goals, refer to a list of evidence-based solutions to create concrete strategies and action steps. Answering the following questions might also help the team to create the specific strategies that will help the school achieve its goals: * What professional development is needed to achieve these goals?
* Which technical assistance providers will offer or support the professional development associated with meeting these goals?
* How can current resources (time, monetary, human) be reallocated to achieve these goals?
* What additional resources will be needed to achieve these goals (e.g., teaching specialists, textbooks, technology, planning time), and what funding is available to obtain them?
* What roles(s) will families/guardians and the community play in achieving these goals?
* What are the barriers to achieving these goals, and how can they be addressed?
* What action steps will ensure the attainment of each goal?
* Who will be responsible for ensuring that the actions are taken?
* Within what timeframe will each action be taken?

Before a school finalizes its goals, the planning team should review the quality of each one.**Guiding Questions:** * Does this goal address a crucial identified need?
* Will achieving this goal positively affect all students in the school, especially those who are the beneficiaries of the individual programs included in the comprehensive program?
* Is the goal specific enough to be understood by all stakeholders?
* Does the goal include specific objectives, strategies, and action steps?
* Is the expected outcome measurable? Does it identify both short-term and long-term outcomes?
* Is the goal realistic and attainable?
* What is the timeline for achieving this goal?
 |
| **3a. Describe teachers’ process for assessing student progress (frequency, evaluation methods, and recording).**  |
| **3b. Describe teachers’ and instructional teams’ process for creating and maintaining individual instruction plans for students based on achievement data.** |
| **3c. Describe the specific supplemental intervention and strategies that maintain the integrity of included programs to ensure the needs of the students targeted by those programs are being met.**  |
| **3d. Describe district support for program implementation. Include individuals’ names, titles, and assigned responsibilities.**  |
| **3e. Articulate at minimum three clear, measurable, attainable, and timely goals you have created based on your needs assessment. Also, detail specific changes in the instructional program that you will implement in order to achieve said goals. If you have identified areas beyond instruction such as counseling, aspirations, or other related services, please include those items here.** |
| **3f. Describe how the district will carry out its plans for comprehensive interventions and supports and targeted interventions and supports.**  |
| **3g. Describe how teachers and school leaders will identify the eligible children in need of these services in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel in schools operating a targeted assistance school program (under 115-ESSA).**  |
| **3h. Describe how the SAU will improve strategies to facilitate effective transitions for students from middle school to high school, and from high school to post-secondary, such as coordination with institutions of higher education, employers, and other local partners and increased student access to early college, dual or concurrent enrollment opportunities or career counseling.**  |

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| Section 4: Personnel Policy and ProceduresThis section delineates the personnel policies and procedures which support each of the Consolidated Plan goals and specific supplemental interventions and strategies listed in the previous sections. Teachers, paraprofessionals, specialists, and administrators should be involved in training activities. If possible, this section should include a tentative training schedule. Under reauthorization, a comprehensive program is required:* To support intensive and sustained professional development
* To include teachers in decisions regarding the use of assessments in order to improve students’ performance and the overall instructional program
* To provide instruction by high-quality, state-certified professional staff

Section 4 should include the professional development plan for the entire school, regardless of the funding source. All specific supplemental interventions and strategies should be focused on successful student performance. Teacher mentoring and induction processes should be detailed. **Guiding Questions:** * Are all teachers and instructional paraprofessionals state-certified?
* Describe the process used to determine the professional development needs of teachers.
* What kinds of professional development are offered to teachers? To paraprofessionals? To other staff?
* Is professional development voluntary or mandatory? To what degree does staff participate?
* Is professional development related to classroom instruction?
* How frequently is professional development offered? What follow-up activities take place? Is the professional development ongoing and incorporated into the day-to-day routine of the staff?
* Do teachers have the opportunity to collaborate as team members and/or mentors during these sessions?
* Who provides professional development (e.g., school district, SEA, regional laboratory, etc.)? Are external resources (e.g., expert practitioners, regional laboratories, representatives of higher education institutions, SEA staff, etc.) used to provide staff development for the school? How often does this occur?
* Does the daily teacher schedule allow for common planning time across grade levels and content areas?
* How is professional development evaluated, and how are mid-course corrections made if needed?
 |
| **4a. Describe how professional learning for educators is aligned with classroom observations and teacher evaluations.**  |
| **4b. How does professional learning coordinate with other professional development requirements and opportunities available district-wide, as aligned to the data analysis?** |
| **4c. Describe district and school procedures and protocols for recruiting, evaluating, rewarding, and replacing instructional staff.** |
| **4d. Describe the district and school induction program to support newly hired teachers in their first year at the school, whether new to the field of teaching or experienced.**  |
| **4e. Describe the school leader’s role in setting a clear vision and direction for the school while continuously elevating professional practice schoolwide.** |
| **4f. Describe how leadership is distributed among lead teachers, instructional coaches, and additional personnel.**  |
| **4g. Describe the role of the school leadership team in decision making pertaining to providing well-rounded curricula, evidence-based instructional practices, and impactful professional learning.**  |
| **4h. Describe how the district will identify and address any disproportion that results in economically disadvantaged students or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.**  |

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| Section 5: Family and Community Engagement**Guiding Questions:** * Do teachers routinely communicate with parents and families/guardians (formally and informally) about the academic progress of their children? If so, how?
* How are families/guardians and community members involved in activities that support student learning?
* How does the school involve families and the community in school governance decisions?
* Are health and human services available to support students and their families?
* Describe how interpreters and translated communications are provided for families whose primary language is not English. Describe how families/guardians are informed of their right to these services.
* Does the school or district offer adult education programs?
* Are staff and students involved in community activities?
* Does the school partner with local businesses to enhance its educational program?
* How does the community view the school? How are families informed of community partnerships and support?
* How is the effectiveness of family and community involvement strategies evaluated and revised?
 |
| **5a. Describe how families are involved in the design, implementation, and evaluation of the school’s instructional program. Specifically address how you ensure the involvement of families with diverse perspectives, representative of your school population.**  |
| **5b. Describe your data collection process for assessing school climate. Identify how you understand the perceptions of students, staff, and families, as related to keeping students safe and healthy and improving their learning environments.** |
| **5c. Describe the efforts made to increase awareness, acceptance, and integration of multilingual and multicultural students in the school community (if applicable).**  |
| **5d. Attach the required Title I building parent involvement policy and describe family activities that implement the policy.** |
| **5e. Describe linkages to community based services and programs provided in partnership with the school.**  |
| Section 6: AccountabilityThe basis for evaluation is student progress as demonstrated on local assessments and the state’s assessment system which is aligned with challenging content and performance standards described in the consolidated state plan. ESSA requires that the consolidated plan include teachers in decisions regarding the use of additional assessments in order to provide information on, and to improve, students’ performance and the overall instructional program. **Guiding Questions:** * Do teachers routinely communicate with families/guardians (formally and informally) about the academic progress of their children? If so, how?
* How do teachers, paraprofessionals, specialists, and school and district leadership utilize local and state assessment data to improve outcomes for all students? How is the data for whole school and subgroups used to improve interventions?
* How do teachers communicate student progress to families/guardians?
* How does the principal communicate school wide progress to central office administrators and school board members?
 |
| **6a. Complete the chart** (Refer to Section 2)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment | Subject | Administration Dates | Utilization of Results (Classroom and Schoolwide) | Communication Plan  |
|  |  Math |  |  |  |
|  | Math |  |  |  |
|  | Literacy |  |  |  |
|  | Literacy  |  |  |  |
|  |  |  |  |  |

 |
| **6b. Describe the procedures for measuring and reporting annual student progress.** |
| **6c. Describe how assessment results are used to improve instructional practices schoolwide.** |
| **6d. Explain how the school will provide individual assessment results to families.** |

|  |
| --- |
| Section 7: English Learner Data Collection and Analysis(if n count 20 or more, must complete Section 7)This section addresses English language acquisition programming and EL performance, both linguistic and academic. Refer to guidance regarding section 2, as it applies section 7, as well. Data collected in section 2 will be repeated below for the purposes of comparison to disaggregated EL data. Analysis of the data in section 7 will guide the planning team toward the areas of focus for EL program development, especially as it reveals any significant disparities.**Guiding Questions:*** How well are ELs achieving on state and schoolwide (formative and summative) assessments in general and as compared to their non-EL peers?
* What policies or protocols are in place to ensure that ELs have equal access to educational opportunities such as Advanced Placement, CTE, and Gifted and Talented programs?
* Are former ELs performing academically at a level similar to their peers who were never ELs?
* Are EL attendance, dropout, and graduation rates similar to those of non-ELs?
* Are ELs demonstrating progress towards proficiency on ACCESS at the expected rates?
* What interventions are in place to ensure that long-term ELs make continued progress towards English proficiency and are reclassified as quickly as possible?
 |

1. **Demographics**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Total Enrollment | American Indian or Alaska Native % | Asian %  | Native Hawaiian or Other Pacific Islander % | Black or African American % | Hispanic or Latino % | White % | Two or More Races % |
| 2014-15 |  |  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |  |  |

1. **Student Attendance**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | ADA | Tardy % | % of Students Approaching Chronically Absent (missing 5-9% of total school days)  | % of Students Chronically Absent(missing 10% or more of total school days) | % of Students Truant |
| Non EL  | EL  | Non EL  | EL  | Non EL  | EL  | Non EL  | EL  | Non EL  | EL  |
| 2014-15 |  |  |  |  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |  |  |  |  |

1. **High School Graduation Rate**

|  |  |  |
| --- | --- | --- |
| Year | 4 Year Cohort | 5 Year Cohort |
| Non EL  | EL Students | Non EL  | EL Students |
| 2014-15 |  |  |  |  |
| 2015-16 |  |  |  |  |
| 2016-17 |  |  |  |  |

1. **Educational Opportunities/Coursework (High School)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Advanced Placement Enrollment | CTE Enrollment | Early College Enrollment | Dual or Concurrent Enrollment | Other |
| Non EL  | EL  | Non EL  | EL  | Non EL | EL | Non EL | EL | Non EL  | EL  |
| 2014-15 |  |  |  |  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |  |  |  |  |

1. **Special Education (IDEA)**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | State Average | Population # | Population % |
| All Students | EL | Non EL | EL | Non EL | EL |
| 2014-15 | 16.3% | 13.6% |  |  |  |  |
| 2015-16 | 16.7% | 13.8% |  |  |  |  |
| 2016-17 | 17.3% | 13.4% |  |  |  |  |

1. **Literacy: Data Source # 1** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Proficient Student % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % |
| Non EL | EL | Non EL | EL | Non EL | EL | Non EL | EL | Non EL | EL | Non EL | EL | Non EL | EL |
| 2014-15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**6-1. Former EL Proficiency - Literacy: Data Source #1** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Year | Number of Years after Exiting |
| 1 | 2 | 3 | 4 |
| Not Proficient % | Proficient % | Not Proficient % | Proficient % | Not Proficient % | Proficient % | Not Proficient % | Proficient % |
| 2014-15 |  |  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |  |  |

1. **Literacy: Data Source # 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Proficient Student % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % |
| Non EL | EL | Non EL | EL | Non EL | EL | Non EL | EL | Non EL | EL | Non EL | EL | Non EL | EL |
| 2014-15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**7-1. Former EL Proficiency - Literacy: Data Source #2** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Year | Number of Years after Exiting |
| 1 | 2 | 3 | 4 |
| Not Proficient % | Proficient % | Not Proficient % | Proficient % | Not Proficient % | Proficient % | Not Proficient % | Proficient % |
| 2014-15 |  |  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |  |  |

1. **Mathematics: Data Source # 1** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Proficient Student % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % |
| Non EL | EL | Non EL | EL | Non EL | EL | Non EL | EL | Non EL | EL | Non EL | EL | Non EL | EL |
| 2014-15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

 **8-1. Former EL Proficiency - Mathematics: Data Source #1** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Year | Number of Years after Exiting |
| 1 | 2 | 3 | 4 |
| Not Proficient % | Proficient % | Not Proficient % | Proficient % | Not Proficient % | Proficient % | Not Proficient % | Proficient % |
| 2014-15 |  |  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |  |  |

1. **Mathematics: Data Source # 2** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Proficient Student % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % |
| Non EL | EL | Non EL | EL | Non EL | EL | Non EL | EL | Non EL | EL | Non EL | EL | Non EL | EL |
| 2014-15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**9-1. Former EL Proficiency - Mathematics: Data Source #2** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Year | Number of Years after Exiting |
| 1 | 2 | 3 | 4 |
| Not Proficient % | Proficient % | Not Proficient % | Proficient % | Not Proficient % | Proficient % | Not Proficient % | Proficient % |
| 2014-15 |  |  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |  |  |

1. **Composite Proficiency Level on ACCESS for ELLs 2.0**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year | 1.0-1.9 % | 2.0-2.9 % | 3.0-3.9 % | 4.0-4.9 % | 5.0 (exit) % | 6.0 (exit) %  |
| 2014-15 |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |

1. **Long-term English Learners**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % |
| 2014-15 |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |

***Analysis***

|  |
| --- |
| **7a. Describe teachers’ process for assessing an EL’s progress toward English language proficiency (frequency, evaluation methods, and recording), both including and apart from ACCESS for ELLs 2.0.** |
| **7b. Describe the school’s process for determining whether an individual student is making adequate yearly progress toward English language proficiency, as well as the interventions used if adequate yearly progress is not made.** |
| **7c. Describe how an individualized program of service is determined for each EL.** |
| **7d. Describe how content instruction is integrated into English language development so that ELs are able to attain grade-level standards while acquiring English.** |
| **7e. Describe how language learning, multiculturalism, and the particular needs of immigrant and refugee students are integrated into professional development for all staff.** |
| **7f. Describe district and school procedures and protocols for recruiting, evaluating, rewarding, and replacing ESOL-endorsed instructional staff.** |
| **7g. Describe how families of ELs are involved in the design, implementation, and evaluation of the school’s instructional program.** |
| **7h. Describe the efforts made to ensure that families of ELs feel welcomed and valued as members of the school community and are empowered as advocates for ELs’ needs. Include an explanation of how translation and interpretation services are utilized for the benefit of families and how families are informed of their right to these services.**  |
| **7i. Explain how the school provides ACCESS for ELLs 2.0 results to families.**  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **7j. Summarize findings as to the strengths and areas for improvement of your current program as revealed through data analysis.**

|  |  |
| --- | --- |
| **Strength** | **Possible Action Steps** |
| **Strength** | **Possible Action Steps** |
| **Area for Improvement**  | **Possible Action Steps** |
| **Area for Improvement**  | **Possible Action Steps** |

 |
| **7k. After determining the strengths and areas for improvement of English language acquisition programs, the needs assessment process requires research-based solutions to be identified that will be used. This process should overlap other district/school initiatives for school improvement. Describe what best practices were reviewed, any visits made to high achieving schools, the techniques used to solicit whole staff and parent input to the plan, and how solutions were matched to priority needs.**  |

|  |
| --- |
| Section 8: Coordination |
| **8a. Describe how the program will coordinate with other programs such as Even Start, Head Start, or other preschool programs at the elementary level, or School-to-Work, Perkins, or other state programs at the secondary level.** |
| Section 9: Evaluation and Reevaluation |
| **9a. Describe the process your planning team will use to annually evaluate progress towards reaching each of the identified goals. Specify the evaluation process timeline and the method of reporting results to school staff, district administration, and families.**  |
| Section10: Fiscal Requirements**(To be completed for Title I Schoolwide Authorization only)** |
| **10a. List the federal and state sources of funding in addition to Title I that contribute to the schoolwide program (SWP) (i.e., Migrant, Title II, etc.).** |
| **10b. Describe how Title I funds and funds from other sources will be used to implement the schoolwide program. Include the following major categories: salaries and benefits, instructional materials, parent involvement, professional development, and technology.** |
| **10c. Document that the SWP has adequate funds to effectively carry out the activities described in this plan.** |