



# Every Student Succeeds Act (ESSA) Comprehensive Needs Assessment and SAU Consolidated Plan

February 6, 2018

March 6, 2018

March 9, 2018

Maine's ESSA plan is moving away from compliance and regulation toward a model that supports and assists schools and educators, especially in areas where students are at a disadvantage.

Maine Department of Education Commissioner, Robert G. Hasson Jr.

# What are the key elements?

## Comprehensive Needs Assessment (CNA):

- Each public school must complete a CNA in order to receive federal funds.
- The review of the CNA data will drive the SAU Consolidated Plan.

## SAU Consolidated Plan:

- Each SAU must complete a Consolidated Plan (§1112)
- Each SAU will collapse the information from each school's CNA into one SAU consolidated plan template to submit to Maine DOE.

## Title I Schoolwide Plan (SWP):

- All schools seeking Title I schoolwide authority must complete section 10 of the SAU Plan.

# Timeline



# Comprehensive Needs Assessment

Comprehensive Needs Assessment (CNA)/SAU Consolidated Plan will be the **only** needs assessment required by Maine DOE.

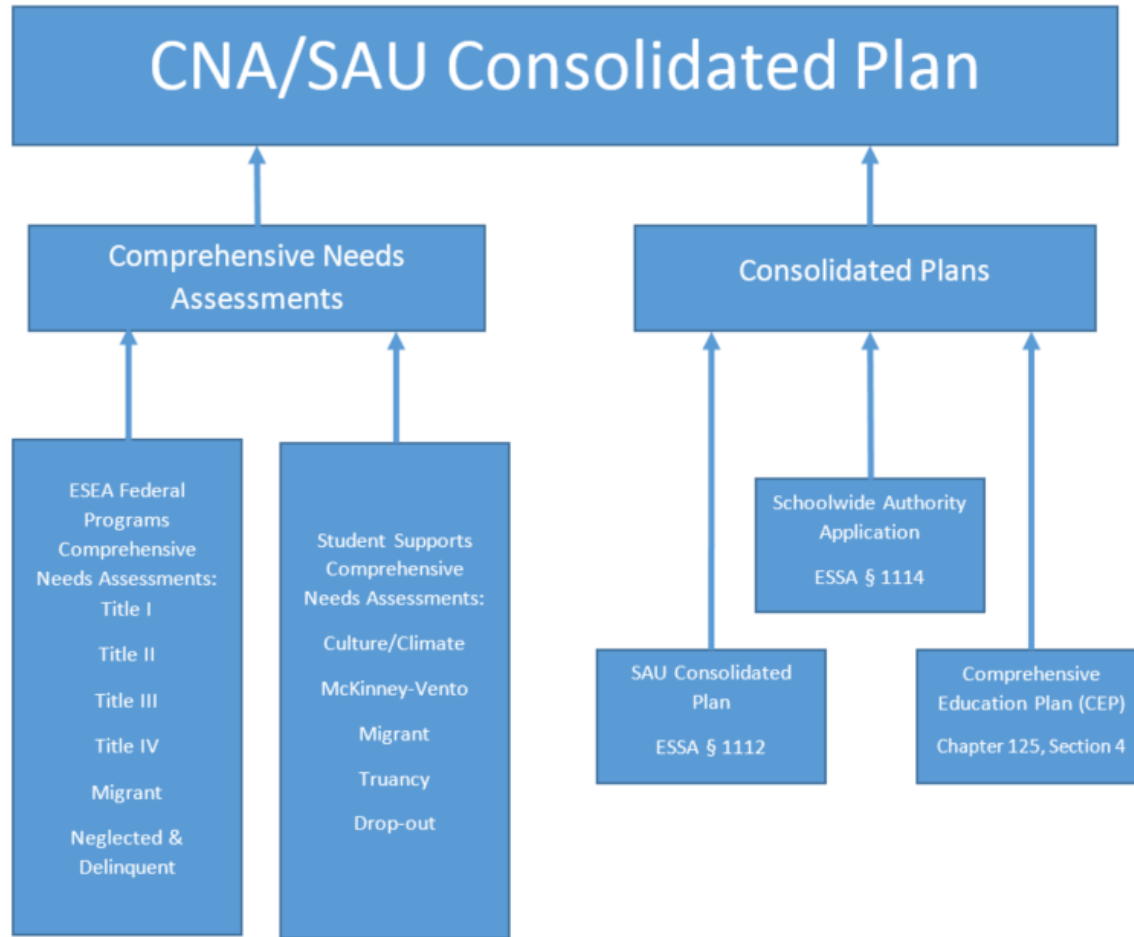
- should inform the direction of each federal program funding source
- will require one academic year of planning
- is a reflection of the school's current state, practices, and functionality
- creates a clear plan including the school's current areas of strength, areas for improvement, and action steps

# SAU Consolidated Plan

The intent of the document is:

- to create alignment between district and school goals
- to prevent the duplication of work and reporting to Maine DOE
- to create a purposeful and meaningful approach to leverage state, local and federal funding, inform data driven decisions and move away from a compliance mindset

# What does this replace?



# Schoolwide Eligibility Criteria

- At least 40% of the students are from economically disadvantaged families for the initial submission year
- Be able to build a team of instructional staff, administrators, parents, and community members that are committed to developing a comprehensive plan, using relevant data and research-based best practices, to create a comprehensive plan enabling all students to meet and exceed the Maine Learning Results
- **For schools with less than 40% economically disadvantaged can apply for a waiver – now available.**



# Schoolwide Authority

- Allows for the consolidation/blending of funds
- Eases regulations as long as the intent and purposes of the programs are met and that the beneficiaries' needs have been met
- Becomes the catalyst for additional support to accomplish higher levels of student achievement
- Provides comprehensive reform of the entire instructional program

# Elements

Section 1: Planning Team

Section 2: Data Collection and Analysis

**Section 3: Professional Practice**

**Section 4: Personnel Policy and Procedures**

**Section 5: Family and Community Engagement**

**Section 6: Accountability**

**Section 7: English Learner Data Collection and Analysis\***

**Section 8: Coordination**

**Section 9: Evaluation and Re-evaluation**

***Section 10: Fiscal Requirements***

# Section 2: Data Collection and Analysis

## Creating a School Profile

Your school profile is a data-based snapshot that describes:

Student, community, and teacher demographics

Subgroups: English Learners, students in special education, homeless students, migrant students

Student behaviors and discipline

Student Achievement

Staff profiles

## Section 3: Professional Practice

Under 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 program)
- 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

# Section 3: Professional Practice

## Achievement Goals and Instructional Changes

### Question 3e

Use the data from the CNA to determine goals that are specific, measurable, assignable, realistic, 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.**

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.

Describe the specific supplemental intervention/strategies you will use to address the weaknesses and build on the strengths.

What will be provided to ensure that all students are making gains?

# Section 3: Professional Practice

## Achievement Goals and Instructional Changes

### Question 3e

As the planning team develops schoolwide goals, the team should review the guiding questions below to ensure that the goals created are addressing the reform needs of the school required in order to increase student achievement for all.

#### 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 schoolwide 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?

# Section 3 Exemplar review & Team time

Turn and Talk with those next to you or part of your team regarding

- how students are assessed
- how student plans and goals are developed and reviewed and
- what instructional strategies are put in place as a result.

40 mins

## Section 4: Personnel Policy and Procedures

A CNA under ESSA is required to:

- 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

**What are three clear, measurable, attainable, and timely goals you could create based on your needs assessment?**



# Section 4: Personnel Policy and Procedures

## Guiding Questions:

- 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? Are external resources 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?

# Discussion

**What Guiding Question is *MOST* critical to *YOUR* work as a team that would help you develop a CNA that is inclusive of all stakeholders?**

20 mins

# Section 5: Family and Community Engagement

The CNA/SAU Consolidated Plan will describe how:

- Families are involved in the development of the school's instructional programming;
- Community support is necessary to help schools in implementing effective family engagement activities; and
- An annual evaluation is conducted in order to improve academic quality and to design strategies to support successful school and family interactions and engagement.

# Section 5: Family and Community Engagement

- Look at *Student Demographics* data to represent diverse family perspectives.
  - Which families are or are not involved in other school related activities?
- Inclusion of multilingual and multicultural students
  - The Civil Rights Team Project
- Assessing School Climate
  - <https://safesupportivelearning.ed.gov/edscls>
- Community based services and programs
  - What resources are available in the greater community that can support schoolwide goals?

## Section 5: Exemplar review & Team time

What are some current strategies that you utilize to engage families?

- How are these strategies evaluated?
- How are changes implemented?
- Does the district/school receive feedback?
- What data elements are you collecting?
- How do community agencies partner with the school or district? Sharing of data?
- What are your core priorities regarding family engagement?

# Section 6: Accountability

The accountability for a school's CNA drives the SAU's consolidated plan.

6a. Complete the chart.

6b. Describe the procedures for measuring and reporting annual student progress.

**6c. Describe how the results of the assessment will be used to improve instructional practices.**

6d. Explain how the school will provide individual assessment results to parents.

## Section 6 Team time

Data contained in Section 6 should align with Section 2.

- What are some mechanisms that the SAU can utilize to educate parents about assessments and assessment results?
- How can your data coordinator assist in the work?

# Lunch



# Section 7: English Learners (ELs)

## Data Collection and Analysis

**If your school has 5 or more ELs, complete chart 6 in Section 2. If 20 or more ELs, also complete section 7.** (If there are fewer than 5 ELs, include these students in questions addressing the general student population.)

EL data should lead the planning team towards identification of strengths and areas for improvement, to aid in the development of appropriate goals.

Disaggregated data reveal areas of particularly remarkable disparity between ELs and non-ELs.

Consider the makeup of the EL population of your school, including factors such as:

- Age/grade at the time of enrollment
- First languages
- Educational and personal background

## Section 7: English Learner (EL) Data Collection and Analysis

**If your school has 5 or more ELs, complete chart 6 in section 2.**

**If your school has 20 or more ELs, also complete section 7.**

(If there are fewer than 5 ELs, include data on these students in all questions in section 2.)

EL data should lead the **entire** planning team towards identification of strengths and areas for improvement, to aid in the development of appropriate goals.

Disaggregated data reveal areas of particularly remarkable disparity between ELs and non-ELs.

## Section 7: English Learner (EL) Data Collection and Analysis

Discuss with a partner.

- What's an example of an *anticipated* disparity?
- What would be an *unanticipated* disparity?
- What are possible causes for these disparities?

## Section 7: English Learner (EL) Data Collection and Analysis

Consider the makeup of the EL population of your school, including factors such as:

- Age/grade at the time of enrollment
- First languages
- Educational and personal background
- Learning disabilities
- Socioeconomic status
- Family engagement

# Section 8: Coordination

Explain coordination efforts with other programs and agencies including:

- Assisting preschool children in the transition from early childhood programs, such as Even Start, or a Head Start/ECEAP Prekindergarten or Title I preschool program, Momentum Literacy Pilot, to local elementary school programs.
- In secondary school plans, where appropriate, developing the schoolwide program plan in coordination with programs under the School-To-Work Opportunities Act, the Carl D. Perkins Vocational, and other appropriate programs.
- Coordinating and integrating family involvement activities with other programs.

# Team time

- List current collaborative efforts underway within the district?
- List all community collaborative partners the district engage?
- Are there evident gaps?
- Are there gaps in your data collection or reporting?

20 mins

# Section 9: Evaluation and Re-evaluation

## 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.**

# Exemplar review & Team time

- How will schools continue to evaluate and refine their plans?
- How will school information be continued to be aggregated in order to evaluate and refine the district plan and/or vision?
- How will the district engage community members, parents and a broad array of stakeholder in reviewing and evaluating the plan?
- What is the district timeline for completing the annual review?



# Section 10: Fiscal Requirement

**8A. List the federal and state sources of funding in addition to Title I that contribute to the schoolwide program.**

Both federal and state funds will directly support the schoolwide program at --- School.

Whole-school Budget 2017

Budget Category	Title 1	Amount	Regular Education	Amount
Salaries and Benefits	1 math Ed Tech III 2 FTE Reading Teachers	\$289,858.79	17 FTE Class teachers, 3 teachers at .5, 1 FTE music, 1.25 Art, .3 GT, 2 Ed Techs	\$1,390,635.36
Instructional Materials			Soft and hardcover books	\$31,464.53
Parent Involvement		300		
Professional Development	Math Consultant	1600	Courses building/district training	\$17,223.00
Technology			Apple repairs, hardware and software	\$8,571.00
Totals		\$289,358.79		\$1,447,893.89

Instructional Program Total: \$1,746,252.68

# CNA/SAU Plan Submission Process

- **For SY 2018-19, CNA/SAU Consolidated Plan must be approved by the SAU and submitted to the Maine DOE by July 1, 2018**
- The CNA/SAU Consolidated Plan is a living document that should be adjusted throughout the school year
- Every five years SAU's must create an updated SAU Consolidated Plan

# Schoolwide Submission Process

- All SWPs will be graded by the department using the SWP rubric
- Each section must receive “meets expectations.”
- An annual update for all SWPs required with cyclical submission timeline to be developed.
- All currently approved schoolwide plans are required to resubmit for approval (with the exception of approvals made in 2017)

# Submission

**For all schoolwide applicants, the CNA/SAU Consolidated Plan should be submitted to the Maine DOE's Title I Office by July 1.**

A hard copy should be mailed to:

Maine Department of Education  
Title I: Schoolwide  
23 State House Station  
Augusta, ME 04333-0023

A soft copy should be emailed to:  
[Chelsey.A.Fortin@maine.gov](mailto:Chelsey.A.Fortin@maine.gov)

# Specific section questions:

Section 3:

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Section 7:

April Perkins

Acting Title III Coordinator

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# Questions:

General questions:

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ESEA Federal Programs & Title I Director

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