**ESEA Equitable Services Needs Assessment / Plan**

**<insert school year> School Year**

|  |  |  |
| --- | --- | --- |
| Private School Name: | |  |
| Principal/Head: | |  |
| E-mail: |  | |
| Address: |  | |
| Phone: |  | |
| Fax: |  | |
| Public School ESEA Coordinator: | |  |
| E-mail |  | |
| Phone: |  | |

**I. Data collection process used to identify high needs areas for your school**

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| --- | --- | --- | --- | --- |
| ☐ | Staff Surveys | | ☐ | Parent & Student Feedback |
| ☐ | Strategic Planning Process | | ☐ | Professional Development Teams |
| ☐ | Data Review | | ☐ | Leadership Teams |
| ☐ | Other (please list) |  | | |

**II. Using data gathered from the identified source(s) above, what are your school’s identified need(s) for students to experience academic and scholastic success?**

**Core Subject Area(s) of Need**

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| --- | --- |
| ☐ English Language Arts | ☐ Reading |
| ☐ Mathematics | ☐ Science |
| ☐ Foreign Languages (world languages) | ☐ Civics/Government |
| ☐ Economics | ☐ Arts (dance, music, theater, visual) |
| ☐ History | ☐ Geography |
| ☐ Physical Education (PE) | ☐ STEM |

**Other Area(s) of Need**

|  |  |
| --- | --- |
| ☐ Integrating technology into the curriculum  *Effective Instruction of Science, Technology, Engineering, and Math (STEM)* | ☐ Differentiation, including students with  disabilities, limited English proficiency and who  are gifted/talented |
| ☐ Multitiered Systems of Support (MTSS) including RtI (Response to Intervention) and PBIS (Positive Behavioral Intervention System) | ☐ Implementation of Formative Assessments |
| ☐ Leadership development/management training | ☐ Improving School Conditions for Learning |
| ☐ Student Trauma/Mental Health including Social Emotional Learning (SEL) | ☐ Culturally Responsive Teaching |
|  |

**III. What is your targeted grade level? (Check all that apply.)**

|  |  |  |
| --- | --- | --- |
| ☐ K | ☐ 5 | ☐ 9 |
| ☐ 1 | ☐ 6 | ☐ 10 |
| ☐ 2 | ☐ 7 | ☐ 11 |
| ☐ 3 | ☐ 8 | ☐ 12 |
| ☐ 4 |  |  |

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| **IV. Who will participate? Which subgroups of students and staff have the highest level of needs?** |
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| **V. Describe the activities that will be conducted as part of this plan. If a Title I program is provided at this school, please also describe the Title I staffing structure, academic intervention services, and student identification process.** |
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| **VI. How will the school monitor the progress and effects of these efforts to positively impact student learning and ensure that it is sustained over time? Set at least two SMART goals tied to the high needs areas identified above.** |
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| **VII. To the best of your knowledge name any conferences, trainings, workshops you plan for staff to attend.** |
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| **IX. Budget**  **Note: Funds must always remain in the control of the public SAU. Public SAU procurement policies must be followed, and all materials requested for direct use in program are owned by the district.** |
| **Title IA Equitable Service funding amount: $\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  |  |  |  | | --- | --- | --- | --- | |  | **Equitable Service %** | **Public SAU Allocation (minus admin costs)** | **Minimum Equitable Services amount** | | **Title IIA** |  |  |  | | **Title IIIA** |  |  |  | | **Title IVA** |  |  |  | | Example | 15% | $10,000 | $1,500 | |
| **To assist the district with our budgeting process, please complete the information below to the best of your knowledge:**   * Contract with a company/individual ($10,000 and over requires Competitive Process Form) * Registration costs (workshops, conferences) * Travel expenses (including mileage) Currently Suspended * Materials (resources for professional learning) |