|  |  |
| --- | --- |
| 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. Please email Jessica Caron (**[**Jessica.S.Caron@maine.gov**](mailto:Jessica.S.Caron@maine.gov)**) and Rita Pello (**[**rita.pello@maine.gov**](mailto:rita.pello@maine.gov)**).** | |
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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. In the final SAU submission, please be sure to include an equitable selection of building and instructional leaders.)** | |
| **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 at least one EL) |
|  | 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 Analysis |

***Collection***

**Disaggregated Data Required:**

1. **Student Demographics**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Year 2019-20** | | | **Year 2020-21** | | | **Year 2021-2022** | | |
|  | **#** | **%** | **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*) |  |  | 18.61% |  |  | 18.9% |  |  | 18.54% |
| English Learners (ELs) |  |  | 3.3% |  |  | 3.13% |  |  | 3.1% |
| Economically Disadvantaged Students |  |  | 43.04% |  |  | 41.92% |  |  | 39.85% |
| Homeless Students |  |  | 1311 |  |  | 1405 |  |  | 1537 (3.1%) |
| Migrant Students |  |  | 121 |  |  | 141 |  |  | 131 |

[Public Funded Counts by Student Group](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Public%20Funded%20counts%20by%20Student%20Groups%20by%20year%202021.xlsx)

1. **Title I**

|  |  |  |
| --- | --- | --- |
| Year | Program Enrollment | Population % |
| 2019 – 20 |  |  |
| 2020 – 21 |  |  |
| 2021 – 22 |  |  |

1. **Community Demographics**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Year 2019 - 2020** | | | **Year 2020 - 2021** | | | **Year 2021 - 2022** | | |
|  | **#** | **%** | **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 2019 - 2020** | | | **Year 2020 - 2021** | | | **Year 2021 - 2022** | | |
|  | **#** | **%** | **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 |
| 2018 - 19 |  |  |  |
| 2019 - 20 |  |  |  |
| 2020 - 21 |  |  |  |

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) |
| 2019-20 |  |  |  |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |  |  |  |

1. **Student Discipline - Expulsion**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | Expulsion  Total | Student Population % Expelled | Expulsion with Services  Total | Expulsion without Services  Total |
| 2019-20 |  |  |  |  |
| 2020-21 |  |  |  |  |
| 2021-22 |  |  |  |  |

1. **Student Discipline –Suspension**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Suspension  Total | Student Population % Suspended | Special Education % Suspended | Out of School Suspensions  Total | In School Suspensions  Total | Removal to an Interim Alt Ed Setting by School Personnel | Removal to an Interim Alt Ed Setting by a Hearing Officer |
| 2019-20 |  |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |  |

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 |
| 2019-20 |  |  |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |  |  |

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 |
| 2019-20 |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |

1. **High School Graduation Rate**

|  |  |  |
| --- | --- | --- |
| Year | 4 Year Cohort | 5 Year Cohort |
| 2019-20 |  |  |
| 2020-21 |  |  |
| 2021-22 |  |  |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Advanced Placement Enrollment | CTE Enrollment | Early College Enrollment | Dual or Concurrent Enrollment | Other |
| 2019-20 |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Proficient Student % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % |
| 2019-20 |  |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |  |

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Proficient Student % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % |
| 2019-20 |  |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |  |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year | Proficient Student % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % |
| 2019-20 |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year | Proficient Student % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % |
| 2019-20 |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |

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. | Professional  Principal Certificate |
| 2019-20 |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |

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+ |
| 2019-20 |  |  |  |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |  |  |  |

***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 Practice |
| **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 Procedures |
| **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 |
| **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.** |
| **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: Accountability |
| **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.** |

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| Section 7: English Learner Data Collection and Analysis (If any school within the district has at least 10 ELs, you must complete this section.) |

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 % |
| 2019-20 |  |  |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |  |  |

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 |
| 2019-20 |  |  |  |  |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |  |  |  |  |

1. **High School Graduation Rate**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | 4 Year Cohort | | 5 Year Cohort | |
| Non EL | EL Students | Non EL | EL Students |
| 2019-20 |  |  |  |  |
| 2020-21 |  |  |  |  |
| 2021-22 |  |  |  |  |

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 |
| 2019-20 |  |  |  |  |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |  |  |  |  |

1. **Special Education (IDEA)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year | State Average | | Population # | | Population % | |
| All Students | EL | Non EL | EL | Non EL | EL |
| 2019-20 | 16.3% | 13.6% |  |  |  |  |
| 2020-21 | 16.7% | 13.8% |  |  |  |  |
| 2021-22 | 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 |
| 2019-20 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**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 % |
| 2019-20 |  |  |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |  |  |

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 |
| 2019-20 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**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 % |
| 2019-20 |  |  |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |  |  |

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 |
| 2019-20 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**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 % |
| 2019-20 |  |  |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |  |  |

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 |
| 2019-20 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Number of Years after Exiting | | | | | | | |
| 1 | | 2 | | 3 | | 4 | |
| Not Proficient % | Proficient % | Not Proficient % | Proficient % | Not Proficient % | Proficient % | Not Proficient % | Proficient % |
| 2019-20 |  |  |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |  |  |

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) % |
| 2019-20 |  |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |  |

1. **Long-term English Learners**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % | Grade \_ % |
| 2019-20 |  |  |  |  |  |
| 2020-21 |  |  |  |  |  |
| 2021-22 |  |  |  |  |  |

***Analysis***

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| **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.** |

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| 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.** |