

MAINE DEPARTMENT OF EDUCATION
Every Student Succeeds Act (ESSA)
Comprehensive Needs Assessment and
School-Level Plans



SAD/SAU:

School Name:

Contact Person:

Telephone:

Email Address:

Superintendent (Printed Name):	Telephone:
Signature of the Superintendent	Date:
X _____ Please note the Signature of the Superintendent implies approval of the SAU-level Comprehensive Needs Assessment as well as the school-level Schoolwide Plan(s), CSI, ATSI Plan(s), and TSI Plan(s) found in Sections 9 and 10 of this document.	

According to Every Student Succeeds Act (ESEA), SAUs must assess local needs to determine funding decisions with ESEA Funding. For SAUs with schools that operate Title I Schoolwide Programs, needs assessments must include school-level findings concerning the needs of students who are most at-risk of failing and should be updated annually. For Identified schools under the Maine Model of Schools Support, the school-level plans also enable SAUs and their identified schools to meet ATSI, TSI and CSI requirements by including school level needs assessments and school level improvement plans. This template was designed to make clear what data and analysis is needed at the SAU-level and what is needed at the school level, while meeting the requirements of all ESEA programs.

SAU-level and school-level needs assessment results will then be embedded into the annual ESEA Consolidated application when applying for ESEA funding. Schoolwide plans, TSI and ATSI plans do not require Maine DOE approval on an annual basis; however, the plans and other accompanying documentation must be kept at the school site and provided when requested by the Maine DOE. For schools identified for CSI support, the Maine DOE must approve school improvement plans which are completed via the SIG application located in Grants4ME. CSI schools will be informed about which sections of this template to submit in SIG applications in Grants4Me.

For all schools transitioning to Title I Schoolwide Programs, Schoolwide Plans should be submitted to the Maine Department of Education by July 1 to be considered for the following school year. Please email plans to Rita Pello (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. Please note that the student stakeholder is optional for Title I, Part A but should be included if the SAU uses Title II, Part A or Title IV, Part A funds. (Each group should have at least one participant, outside of the student.)

Name(s)	Title
	Parent(s)/Guardian(s)
	Teacher(s)
	Title I Staff
	School Administrator(s)/Principal(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)
	Student
	Other relevant members
<p>1b. Describe how the team members were selected at SAU and school-level planning meetings. Please be sure to keep an internal record of meetings, topics discussed, and outcomes from each meeting.</p>	

Section 2: Professional Practice

2a. Describe the SAU-level (district-wide) specific supplemental intervention and strategies that ensure the needs of students are met. These strategies should be SAU-level (district-wide) and can include programming such as afterschool support, summer programming, etc. School level interventions can be described more thoroughly in school-level plans.

2b. For SAUs with Title I Targeted Assistance Programs: 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).

2c. For SAUs with 30,000 or more in Title IV funding, examine areas for improvement related to 1) well-rounded education for all students, 2) school conditions for student learning in order to create a healthy and safe school environment and 3) access to personalized learning experiences supported by technology and professional development for effective use of data and technology. What is working well and what requires improvement? Which schools should be prioritized for this funding and why?

Section 3: Personnel Policy and Professional Development

Professional Development must be tied to high needs and align with SAU goals.

3a. Describe how professional learning for educators is aligned with classroom observations, teacher evaluations, and student data.

3b. How does professional learning coordinate with other professional development requirements and opportunities available district-wide?

3c. Describe the district induction program to support newly hired teachers in their first year at the school, whether new to the field of teaching or experienced.

3d. 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.

3e. Describe how the district will identify and address any disproportion that results in economically disadvantaged students or minority students being taught at Title I, Part A schools at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Section 4: Family and Community Engagement

This section is SAU-level; though, please keep in mind that every Title I school requires a school-level family engagement policy that is regularly updated and implemented as well as other [school-level requirements](#).

4a. 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, such as students with disabilities and other subgroups that are representative of your school population.

4b. 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.

4c. Describe the efforts made to increase awareness, acceptance, and integration of multilingual and multicultural students in the school community.

4d. Describe linkages to community-based services and programs provided in partnership with the schools.

Section 5: Accountability

5a. Complete the chart

Assessment	Subject	Administration Dates	Utilization of Results	Communication Plan
General Assessment	Math			
Alternate Assessment (for the 1% of students with the most severe cognitive disabilities) *	Math			
General Assessment	Literacy			
Alternate Assessment (for the 1% of students with the most severe cognitive disabilities) *	Literacy			

*if applicable

5b. Describe how assessment results are used to improve instructional practices.

5c. Explain how the schools will provide the Individual Student Report results to families and communicate with families about assessments.

Section 6: Coordination

6a. 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.

6b. Describe how the program will coordinate with other programs such as Even Start, Head Start, or other preschool programs at the elementary level, and/or School-to-Work, Perkins, or other state programs at the secondary level.

Section 7: Evaluation and Reevaluation

7a. Describe the process your planning team will use to annually evaluate progress towards reaching each of the identified goals and improvement in each school. Specify the evaluation process timeline and the method of reporting results to school staff, district administration, and families.

Section 8: SAU-Level Comprehensive Needs Assessment Findings

For data analysis, please use the [Comprehensive Needs Assessment Data Dashboard](#). SAUs should begin the process of determining needs by considering strengths, weaknesses, trends, and disparities revealed in student data related to academic achievement, and social, emotional, and physical wellbeing. It will be important to refer to specific findings when completing the questions below. Specific SAU needs may have already been identified through other Continuous Improvement Planning processes. Utilizing and keeping record of this work is encouraged.

8a. Summarize findings as to the strengths and areas for improvement of your SAU as revealed through data analysis. Based on data, what are the SAU's needs in supporting high needs and students most at risk of not meeting challenging state academic standards? Please include multiple data points.

8b. Title I: Homeless Students, regardless of what school they attend, are eligible for services and support under Title I. Review your data on homeless students looking especially at trends. Are students who have been identified as homeless automatically connected to the support they are eligible for (e.g. school nutrition programs, Title IA programs)? Is the SAU able to evaluate whether homeless students have full access to all opportunities the school provides? Please consider the amount of funding that the SAU should set aside to meet homeless student needs across the SAU.

8c. Title III: How does your SAU use multiple data sources (e.g., English language proficiency growth, academic performance, years in U.S. schools, and subgroup status) to identify Multilingual Learners with the highest needs and align Title III services and resources to address those needs, including family engagement, professional development and instructional practices?

8d. Articulate at minimum three clear, measurable, attainable, and timely SAU-level goals you have created based on your Comprehensive Needs Assessment.

Section 9: School-Level Plans

Please complete Section 9 for each school that runs a Title I Schoolwide Program or is identified under Maine’s Model of School Support. For SAUs with multiple identified schools or programs, please find additional school-level templates on our website that can be downloaded and utilized for each school. For identified schools under the Maine Model of Schools Support, the school-level plans also enable SAUs and their identified schools to meet ATSI, TSI and CSI requirements by including school level needs assessments and school level improvement plans

Achievement data must be school-level data on State assessments and other [Accountability indicators](#) utilized in Maine’s Model of School Support. **Please review data at the school level for each schoolwide Title I Program and each CSI, ATSI and TSI identified school.**

For data analysis, you may use a variety of local and state data sources, including data found on the [Comprehensive Needs Assessment Dashboard](#). Appendix A includes a School Level Data Analysis Guide to help guide meaningful data analysis. Relevant findings may have already been uncovered through other tools or in the development of other plans. SAUs are encouraged to include these results in the analysis below and keep records of the data.

9a. Please provide school-level stakeholders who are involved in the planning process. You may add more rows if needed. *To meet CSI, ATSI, and TSI school improvement requirements, stakeholders must be from the identified school. For one-school districts, this list may be the same as the SAU-Level Comprehensive Needs Assessment stakeholder group.

Name(s)	Title
	*School Principal
	*Other school leaders
	*Teacher
	*Parent/Guardian

9b. Describe your school-level comprehensive needs assessment process, including your data sources. A robust comprehensive report will include multiple data sources that are triangulated and disaggregated.

9c. Describe how your school collects data, analyzes, and responds to student absenteeism, tardiness, and truancy. Consider whether there are any specific subgroups that have unusually high attendance issues. Consider the outcomes of the attendance interventions your school employs.

9d. 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.

9e. Describe student disciplinary consequences in relation to the student code of conduct, especially reviewing relevant subgroups to identify trends or disproportionate practices. Identify positive and restorative interventions that are evidence-based.

9f. Summarize findings as to the strengths and areas for improvement of your current school as revealed through data analysis. It is especially important to focus on the academic achievement of children (and certain subgroups of children) in relation to challenging state standards, particularly the needs of those children who are failing, or are at-risk of failing to meet challenging state standards.

For CSI, ATSI and TSI identified schools, please use the reason for identification in the “Area for Improvement” sections. ^If using Section 1003 funds (SIG), need to meet Tier 1 or Tier 2 levels of evidence.

Strength	^Evidence-Based Strategies the School will Implement to Address Student Needs
Strength	^Evidence-Based Strategies the School will Implement to Address Student Needs
Area for Improvement	^Evidence-Based Strategies the School will Implement to Address Student Needs
Area for Improvement	^Evidence-Based Strategies the School will Implement to Address Student Needs
Area for Improvement	^Evidence-Based Strategies the School will Implement to Address Student Needs

9g. Based on the data and analysis completed, please specify the student subgroups (populations) that are most at risk of failing to meet state standards and how the strategies in the plan will work to support those particular students. Please consider student populations such Homeless, Migrant, Special Education Students, Economically Disadvantaged, and Multi-Lingual Learners.

<p>9h. For CSI, ATSI and TSI identified schools, please identify and specify the resource inequities that may exist. Are there differences in the allocation of resources that contribute to the achievement or graduation gaps in the identified schools? Consider 1) Personnel and staffing inequities, 2) Fiscal and Material inequities, 3) Structural and Opportunity inequities and/or 4) Cultural and School Climate inequities.</p>
<p>9i. After determining resource inequities, student subgroup achievement, strengths and areas for improvement of the current school program, evidence-based solutions must be identified. This process should overlap other district/school initiatives for school improvement. Describe what best practices were reviewed, the techniques used to solicit stakeholder (teacher, parent, principal) feedback into the plan, and how solutions were matched to priority needs.</p>
<p>9j. Articulate at minimum three clear, measurable, attainable, and timely goals you have created based on your school needs assessment. For CSI, ATSI and TSI schools, be sure to have a goal around a specific subgroup that led to the identification.</p>
<p>9k. 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.</p>
<p>9l. Describe the process your planning team will use to evaluate progress annually towards reaching each of the identified goals and improvement in the school. Specify the evaluation process timeline and the method of reporting results to school staff, stakeholders, and families.</p>

Section 10: Fiscal Requirements
(To be completed for Title I Schoolwide Programs)

<p>10a. List the federal and state sources of funding in addition to Title I that contribute to the schoolwide program (SWP) (i.e., General Purpose, Migrant, School Improvement, Title II, etc.).</p>
<p>10b. Describe how Title I funds and funds from other sources will be used to implement the schoolwide program. For CSI schools, be sure to include the additional School Improvement funds awarded.</p>

10c. Will the school transfer funds to Title I or consolidate funding sources? If consolidating funds to enable flexibility, how does the school meet the intent and purpose of those titles they're consolidating?

Appendix A: School Level Data Analysis Guide

School-Level Data

Please review school-level data for each Title I Schoolwide School, and/or each CSI, TSI and ATSI school identified under Maine’s Model of School Support.

There are several Data Dashboards available online that can help school leaders review all relevant data points, identify trends and highest needs related to student subgroups, and create evidence-based interventions and initiatives. Below is a list of various data points that should be considered at the school-level in order to create meaningful and data-driven school-level plans.

1. Student Demographics

Review student demographics, particularly trends of increases or decreases in student subgroups outlined in statute. Look back at least 3 years.

Students by Ethnicity/Race and Gender	Required Student Subgroups
All students	Children with Disabilities (<i>IDEA</i>)
Male	English Learners (ELs) or Multi-Lingual Learners (MLs)
Female	Economically Disadvantaged Students
American Indian or Alaska Native	Homeless Students
Asian	Migrant Students
Native Hawaiian or Other Pacific Islander	
Black or African American	
Hispanic or Latino	
White	
Two or more races	

2. Teacher Demographics

Review teacher demographics, particularly comparing the school demographics to those in the SAU and State to acknowledge strengths, challenges, and/or needs for recruitment and retention.

3. Homeless Students Identified

Review Homeless Students identified in the school. Observe trends over the last few years and compare the numbers to state and SAU averages to determine if the school’s current plan meets homeless student needs.

4. Student Behavior

Review Student behavior trends over the last three years looking at incidents of bullying, the use of seclusion & restraint, the rate of incidents related to drugs, alcohol, and weapons and rates of violent incidents to understand issues of safety and well-being in the school.

5. Student Discipline - Expulsion

Review data related to expulsion. What kinds of students are being expelled? What is leading to expulsion? What are the trends from year to year?

6. Student Discipline –Suspension and Consequences

Review data related to students who are suspended for behavior incidents. How many are Special Education students, for example? How many suspensions are in-school or out of school? Review student disciplinary practices at the school by identifying trends, impacts to learning, and student subgroups most impacted. In general, what consequences did students receive? Were practices restorative? How do suspensions and consequences impact student learning at school?

7. Student Attendance

Review school-level data related to attendance and chronic absenteeism. Compare student subgroups and chronic absenteeism rates over the course of several years to understand trends, highest needs, and possible action steps to increase attendance.

8. High School Graduation Rate

For Title I schoolwide High Schools and ATSI, TSI High Schools, please review graduation rates for 4 year and 5-year cohorts. Consider and compare all student subgroups.

9. Educational Opportunities Coursework (High School)

For High Schools, what are the educational opportunities the school provides related to Advanced Placement, CTE, Early College, and or Dual or Concurrent Enrollment? Are there needs or goals related to this?

For the Assessment data analysis, please **review all available and most recent data, analyzing by subgroup, by grade, etc. to understand student growth and achievement at the school level. For Multilingual students, please use WIDA Access Scores and other local assessments to understand their growth and achievement.**

10. Literacy: Data Source # 1

11. Literacy: Data Source # 2

12. Mathematics: Data Source # 1

13. Mathematics: Data Source # 2

14. Principal Profile

Review data related to the principal of the school to determine needs, challenges, and strengths of the school-leader.

15. Educator Profile

Review data related to the teachers at the school to determine needs, challenges, and strengths of the teaching workforce.