



## 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.**



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**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.**

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**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.**

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**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.**

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**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.**

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



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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
<p><b>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.</b></p>	
<p><b>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.</b></p>	
<p><b>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.</b></p>	
<p><b>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.</b></p>	



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**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.**

**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.**

## Section 10: Fiscal Requirements

(To be completed for Title I Schoolwide Programs)

**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.).**

**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.**

**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.

<b>Students by Ethnicity/Race and Gender</b>	<b>Required Student Subgroups</b>
All students	<b>Children with Disabilities (<i>IDEA</i>)</b>
Male	<b>English Learners (ELs) or Multi-Lingual Learners (MLs)</b>
Female	<b>Economically Disadvantaged Students</b>
American Indian or Alaska Native	<b>Homeless Students</b>
Asian	<b>Migrant Students</b>
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**



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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.