

MAINE DEPARTMENT OF EDUCATION
AUGUSTA SCHOOL DEPARTMENT
Every Student Succeeds Act (ESSA)
Comprehensive Needs Assessment
and
SAU Consolidated Plan



SAD/SAU: Augusta School Department

School Name(s) : Cony High School & Middle School, Farrington Elementary School, Sylvio Gilbert School, Hussey School, and Lincoln School

Contact Person: Theresa Violette & Donna Madore

Mailing Address: 40 Pierce Dr. Suite #3

Telephone: 207-626-2468

Email Address: theresa.violette@augustaschools.org; dmadore@augustaschools.org

Superintendent (Printed Name):
James Anastasio

Telephone:
207-626-2468

Signature of the Superintendent

Date:

X

For all schoolwide applicants, the needs assessment should be submitted to the Maine Department of Education Title I Office by July 1. Please list schools that are submitting individual schoolwide applications:

A hard copy should be mailed to:

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

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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
Bruce Dostie, Jessica Dejongh, Megan Mattice, Erika Turner, Anita Vose & Ashley Heron	Parent(s)/Guardian(s)
Luann Phair, Dan Johnson, Guy Meader, Jane Moore, Susan Martin, Maureen Cooper, Brenda Simonton, Caroline Eldridge, HS Dept. Heads, Kaitlin King, Sarah Duran, Anita Vose, Katrina Gavitt, Nicole Benoit	Teacher(s)
Theresa Violette, Karen Douglas, Amanda Mills, Jennifer Veilleux, Micheal Parker & Erika Turner	Title I Staff
Heather Gauthier, Sue Dionne, Troy Alexander, Teresa Beaudoin, Bruce Dostie, Jan Rollins, Kim Silsby	School Administrator(s)
Donna Madore, Theresa Violette, Kathy Caspariu, Susan Walters, Shelby Thibodeau	District Staff
Helen Renko, Laura Richardson, Rick Ray, Linda Herschenfeld, Michelle Michaud	School Counselor(s) (if applicable)
Holly Kiidli	Community Member(s)
Theresa Violette	Homeless Education Liaison
Kathy Casparius	Data Administrator(s) (if applicable)
Donna Madore, Eric Shenk, Karina Escjeda, Emily Darby, Robin Wilkinson, Jessica Inch, and Shannon Morgan	EL Coordinator(s)/Teacher(s) (if LEA has any ELs)
Stacy Fortunato, Pia Holmes	Board of Education Member(s)
Kendra Lakeman, Sandy Belanger	Other: Dean of Students

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.

Members were chosen from PBIS and RTI leadership teams at each school in the ASD. From this pool, volunteers came forward to work on the needs assessment. Our community member reached out to us after working with several schools on this plan. The teams met at a minimum monthly, most met weekly to address student data and outcomes of interventions. Analysis of our assessment data helps to target areas for improvement.

1c. Describe how the team will communicate with the school and community.

Newsletters, emails and meetings will be held to share notes and outcomes of our work with staff and community members. Presentations will be made to the board via the District Dropout Prevention committee, using CTV7 for public broadcast. Cony does "State of the School" address at the end of the school year. Our Assistant Superintendent outlines the work of the district monthly at the school board business meetings. This completed CNA plan will be presented to the School Board Education Committee in June, 2018.

Section 2: Data Collection and Analysis

Collection

Disaggregated Data Required:

1. Student Demographics

	Year 2014-15			Year 2015-16			Year 2016-17		
	#	%	State Average	#2286	%	State Average	#2323	%	State Average
All students	2251								
Male	1143	51%		1170	51%		1276	55%	
Female	1108	49%		1116	49%		1047	45%	
American Indian or Alaska Native	5	.2%		9	.4%		5	.2%	
Asian	67	3%		83	3.6%		80	3.4%	
Native Hawaiian or Other Pacific Islander	8	.4%		5	.2%		3	.1%	
Black or African American	37	1.6%		35	1.5%		25	1%	
Hispanic or Latino	36	1.6%		35	1.5%		0	0	
White	2077	92%		2087	91.3%		2109	90.8%	
Two or more races	21	.9%		32	1.4%		101	4.3%	
Children with Disabilities (<i>IDEA</i>)	356	15.8	16.4 %	384	16.8%	16.7%	383	16.5%	17.2%
English Learners (ELs)	67	3%	2.9%	92	4%	2.9%	101	4.3%	2.9%
Economically Disadvantaged Students	1272	57%	46.55%	1311	57.3%	47.64%	1246	95.7%	47.48%
Homeless Students	100	4.4%	1.1%	79	3.5%	1.2%	85	3.7%	1.5%
Migratory Students	0		0.3%	0		0.3%	0		0.2%

2. Title I

Year	Program Enrollment	Population %
2014 - 15	326	28%
2015 - 16	302	23.4%
2016 - 17	259	20.4%

3. Community Demographics-

	Year 2014-15			Year 2015-16			Year 2016-17		
	#	%	State Average	#	%	State Average	#	%	State Average
Community Members									
Male	9056	48.4%		Total = 18772			9298	48%	
Female	9649	51.6%					9838	52%	
American Indian or Alaska Native	.179	.9%		180	1%		127	.8%	
Asian	168	.9%		174	.9%		291	1.1%	

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Native Hawaiian or Other Pacific Islander	0		4	.021%	4	.02%
Black or African American	152	.8%	149	.8%	201	1%
Hispanic or Latino	423	2.2%	494	2.6%	341	1.9%
White	17645	93.4%	17226	91.8%	18001	94%
Two or More Races	331	1.8%	545	2.9%	438	2%

4. Teacher Demographics

	Year 2014-15			Year 2015-16			Year 2016-17		
	#	%	State Average	#212	%	State Average	#218	%	State Average
Teachers	197								
Male	40.5	21%		47.5	22%		49.5	23%	
Female	156.5	79%		164.5	78%		168.5	77%	
American Indian or Alaska Native									
Asian									
Native Hawaiian or Other Pacific Islander									
Black or African American									
Hispanic or Latino									
White	197	100%		212	100%		218	100%	
Two or more races									

5. Homeless Students Identified

Year	State Average	Total Identified	% of Total Student Population
2014-15	1.1	100	4.6
2015-16	1.2	79	3.4
2016-17	1.5	85	3.7

6. English Learners (if n count 5 or more, must complete chart: 6; if n count 20 or more, must complete Section 7)

Year	Program #	Population %	
2014-15	57	2	.2%
2015-16	76	4	.3%
2016-17	131	4	.56%

7. 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)
2014-15	1	9 0	45	1	4	39	27	154
2015-16	4	4 0	39	2	7	39	37	234
2016-17	0	7 0	21	4	8	40	59	226

8. Student Discipline - Expulsion

Year	Expulsion Total	Student Population % Expelled	Expulsion with Services Total	Expulsion without Services Total
2014-15	0	0	0	0
2015-16	1	<1%	1	0
2016-17	1	<1%	1	0

9. 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
2014-15	346	3.89%	3.1%	258	89	1	0
2015-16	328	2.68%	4.58%	194	119	0	0
2016-17	327	3.9%	3.72%	202	128	0	0

10. 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
2014-15	0	0	73	3	47	0	0	51
2015-16	0	0	41	1	42	0	0	131
2016-17	1	0	46	15	23	0	315	44

11. 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
2014-15	92.2%	3.6%	26.21%	19.73%	10.74%
2015-16	89.9%	3.91%	27.26%	17.23%	12.10%
2016-17	91.4%	3.95%	27.97%	17.84%	8.64%

12. High School Graduation Rate

Year	4 Year Cohort	5 Year Cohort
2014-15	81.58%	84.82%
2015-16	87.01%	Not calculated yet
2016-17	Not calculated yet	Not calculated yet

13. Educational Opportunities Coursework (High School)

Year	Advanced Placement Enrollment	CTE Enrollment	Early College Enrollment	Dual or Concurrent Enrollment	Other
2014-15	178	136	0	21	na
2015-16	156	121	0	19	na
2016-17	120	119	0	78	na

14. Literacy: Data Source # 1 SAT Grade 11 ELA- Math- Science (At or Above State Expectation)

Year	ELA Proficient Student %	Math Proficient Student %	Science Proficient Student %
2014-15	36%	18%	41%
2015-16	67%	33%	48%
2016-17	52%	22%	31%

15. Literacy: Data Source # 2 Fountas & Pinnel

Year	Proficient Student %	Grade 1 %	Grade 2 %	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
2014-15	79%	65.6%	79.4%	81.4%	79%	82.6%	79%
2015-16	78%	69.6%	78.3%	79.7%	82.1%	81.3%	81.2%
2016-17	74.6%	63.3%	78.6%	78%	75%	74%	76.1%

16. Literacy: Data Source # 3 eMPowerME

Year	Proficient Student %	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
2014-15	50.68%	54.5%	45.75%	54%	48.5%
2015-16	51.7%	44.2%	54.5%	60.2%	48%
2016-17	46.7%	46%	38.7%	48.2%	54%

17. Mathematics: Data Source # 2 Early Numeracy Screen

Year	Proficient Student %	Grade K %	Grade 1 %
2014-15	80.3	85%	75.6%
2015-16	81.1	79%	83.3%
2016-17	78	77.6%	90%

18. Mathematics: Data Source # 3 eMPowerME

Year	Proficient Student %	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
2014-15	35.56	51%	31.75%	27%	26.5%
2015-16	33.9	38.5%	34%	27.2%	36%
2016-17	31.8	41.2%	28.5%	29.2%	28.5%

19. Principal Profile

Year	Year(s) in the Role Average	Year(s) in the Role at Current School	Level of Education			
			Bachelor's Degree	Master's Degree	Ph.D.	Professional Principal Certificate
2014-15	3		5	5	0	5
2015-16	4		5	5	0	4
2016-17	5		5	5	0	5

20. 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+
2014-15	107	.93%	47.66	51.40	.93		9	16	82
2015-16	110	.91%	45.45	54.55			16	17	77
2016-17	109	.92%	44.04	55.96			9	19	81

Analysis

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.

Our data sources include both formative and summative assessments. We used the F & P literacy assessment, MEA/eMPowerME scores, SAT scores, behavior data, the ASD early numeracy screen, and truancy and attendance data to name several. We have 4 elementary schools that have the same expectations- established benchmarks throughout the year- and similar ways of disaggregating this data to drive instruction. The Fountas & Pinnel developmental literacy assessment measures students fluency, accuracy and comprehension. This is also a nationally normed assessment which is reflective in the benchmarks we have identified throughout the school year. We also chose the EMPowerME state assessment since this information provides overall performance in reading and math related to their Maine peers. At the high school level we chose to use the SAT data since all children take this and it is a nationally normed assessment to compare our students to those across the country.

For math, the team elected to use our early numeracy screen. This math assessment has been in place for many years and is aligned to the CCSS for math. It provides teachers with specific information about students' number sense and problem solving strategies. The other assessment we chose is the state standardized math assessment, eMPowerME. This provides us with overall performance of our student in comparison to their grade level peers across the state. At the high school level we chose to use the SAT data since all children take this and it is a nationally normed assessment to compare our students to those across the country. Staff met to determine trends in their classroom and then at their grade level throughout the year. We use Web2School to house and organize our student data PK-12.

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.

The model for the ASD is every child needs to be at school on time every day for the whole day. We work hard to insure that parents understand the need for their children to be at school and we work to mediate the situation. We use Web2School reports to analyze truancy and tardiness. During RTI we note tardiness and truancy and call parents initially. If issues continue to grow we send out letters to parents and follow our district policies and state regulations.

At Cony High School our absenteeism, tardiness, and truancy process is multifaceted. Teachers report their students' absences for each class period throughout the day. Our system calculates attendance for the day as 4 of 6 class periods (Homeroom, Period 1, RAM (intervention) time, Period 2, Period 3, Period 4). Our school has an attendance secretary who manages the system, monitors attendance issues, and provides aggregate data about monthly attendance rates for the school. In addition, our school employs a Reintegration Specialist who supervises the absenteeism, tardiness, reaches out to parents and supports the truancy process.

At the middle and high school, the absenteeism, tardiness, and truancy process is multifaceted. Teachers are expected to contact parents/guardians when a student is chronically absent, truant, or tardy. The Reintegration Specialist contacts a student's parent/guardian when a student's absences reach five days. When a student reaches ten days or seven consecutive days, the Reintegration Specialist sends a letter to parents/guardians with a graph of the student's absences compared to the average daily attendance to show the challenges of the student's absence. In the letter, the parent/guardian is invited to a truancy meeting with appropriate staff members, reintegration specialist and the student. The purpose of the meeting is to encourage attendance and to identify and breakdown barriers to the student's attendance. The group generates solutions to the attendance issue and develops an intervention plan with the student.

Typically, the issue is resolved at the first truancy meeting. For about 5-10% of our population, the first truancy meeting does not solve the issue and the student continues to be absent, truant, or tardy. In those situations, our school resource officer hand-delivers a letter inviting the parent/guardian and student to second meeting regarding the issue. The second meeting is held to encourage attendance and generate solutions to the student's absences or truancy. If the second meeting does not resolve the issue, a packet is generated of all the interventions and information about the student and submitted to the Assistant Superintendent. The Assistant Superintendent reviews the packet and submits the packet to the Augusta Police Department who summons the parent and submits a packet to the District Attorney for Kennebec County. In addition, the Assistant Superintendent reports the truancy cases to the School Board in their monthly meeting. Typically, about 1/2 of the students start to attend school, with attendance continuing to be intermittent. For about 2.5% of our population, the involvement of law enforcement and the district attorney's office does not impact their attendance.

Our senior class consistently attends the least of all the high school students. We tally the attendance rates by month and by grade level. Historically, the seniors hover around the 86% to 92% level of consistent attendance. The best grade level for attendance is grade 10 students ranging from 91% to 94%.

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.

Across the ASD we use Web2School, our student information system, to track data and provide reports. When students are assigned a consequence, the information is tracked in Web2School for administration, counselors, and teachers to access so this information. Data can be analyzed over time to determine the best intervention. Included in Web2School is a counseling tab, notes on RTI, and a place to note parent contacts home. This allows all involved to see the student's history and work more effectively with them over time..

Through the use of PBIS at the elementary level, students have created rubrics and posters for unstructured areas in a school to remind them of the expectations. Each school has their own behavior rubric. When students have an issue, they are often sent to a process room where a teacher, administrator, counselor, or Project Pride teacher works with the student in a restorative manner so they understand the issue and it won't reoccur. For some children we use a daily check-in and check-out process where students meet with an adult before school to talk about a behavior goal and after school to assess how they did during the day. In addition, each elementary school has student of the month assemblies where positive behavior is celebrated and students are recognized for their hard work and positive citizenship.

In grades 7-12 Web2School is used to collect data on student behavior. Teacher interventions are done at the classroom level. If a behavior is recurring or significant, the issue is referred to the main office. Cony has a behavior rubric that provides guidelines for students and their behavior. The rubric is based on a progressive disciplinary process and identifies behaviors that harm self, others, and the community. Substantiated behaviors are identified as level 2 or level 3 behaviors that harm others in the community. The behavior rubric is available to students in their student handbooks and is reviewed with students each year through their homeroom meetings at the beginning of the school year. The rubric is also reviewed in grade level assemblies at the beginning of school. Assistant Principals also review the rubric with students as issues arise.

All behavior incidents are documented in our student information system for data analysis. Our Administrative Secretary provides quarterly reports on behavior instances. Substantiated behavior issues are reported in the DOE reporting system as well.

Our school provides many options for instructional and environmental supports for students. The staff at our schools provide invaluable support for our students.

Administrators

Teachers

Guidance Counselors

Social Worker

Reintegration Specialist

Nurse

Staff members

Jobs for Maine's Graduates program

Special Education

McKinney-Vento Liaison

English Language Learners

Gifted and Talented

We also have additional community partnerships that support students.

School Resource Officer-Our local police department provides a school resource officer at Cony and one at the elementary schools. Kennebec Behavioral Health-We have two counselors at Cony and another one who supports referred students at the elementary level.

Targeted Case Management-We partner with Spurwink for case management services for our students.

Family Planning-We partner with Maine Family Planning to support our students.

Augusta Boys and Girls Club-We partner with the club to provide an Alternative to Suspension program where students get support for alternative choices.

2d. Describe your student disciplinary consequences in relation to the student code of conduct.

Identify positive and restorative interventions that are evidence-based.

Our schools' code of conduct includes being respectful, responsible, and safe. Students need to respect themselves, respect others, and respect their school.

We use student behavior rubrics K-6 to assist in determining consequences. The rubric is broken down into three areas: Not Following Directions, Mean Behavior, and Very Mean Behavior. When students have disciplinary consequences, every attempt is made to create a restorative action to enable the student to learn from their mistakes and move on. Some restorative practices used are: older students helping in younger classes, student helping to clean in the cafeteria or work with other adults, students meeting with their teacher in a safe area to discuss possible options to avoid future infractions, and peer to peer restoration. The elementary schools have worked hard to use common language and the behavior rubrics have played a role in the progressive discipline. Each school has a process room to support students who misbehave. Students can always see the counselor, principal, project pride teacher, and in 2 schools we have a dean that assists with student behavioral support. When students have disciplinary consequences, every attempt is to create a restorative action to enable the student to learn from their mistakes and move on. Three fourths of our elementary schools have implemented PBIS.

At the middle and high school level our disciplinary process is based on prevention, intervention, and consequence. In accordance with PBIS practices, our school teaches and models the behavior that we want to see in our students. We introduce, review, adhere to the behavior rubric for consistency and predictability. In all disciplinary situations, students are given due process and asked restorative questions like, "What happened? What were you thinking? What can you do differently next time? What needs to happen to restore the issue?" In addition, we utilize some component of motivational interviewing techniques particularly focused on stages of change.

Cony partners with the Augusta Boys and Girls Club to offer an alternative to suspension program. The program is housed at the club and students are transported to the program through our school buses. The student revisits the situation and brainstorms alternatives based on the strengths of the student. Our district has seen a decrease in the recidivism rate with this program.

Cony also partners with Kennebec Behavioral Health to provide substance use counseling to students who violate the substance use policy. In addition, Cony partners with the Family Violence Project and the Sexual Assault Crisis and Support Centers to support students who need additional interventions related to sexual harassment and sexual assault. Our Social Worker provides a check in and check out system for students who misbehave related to mental health. Our Reintegration Specialist meets with all students who are suspended to create a reentry plan from suspension to school.

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.

We continue to learn how to effectively use Web2School to store all of our data and use it to analyze trends. From this we can better coordinate professional development opportunities for our staff to provide support for students. One challenge we do have is at the transition point from 6th to 7th grade, having our data move from elementary to secondary. There is currently not a way for the classroom teacher or administrator at the middle level to see the historical data on students .

The ASD is considering purchasing data software that can better help store, disaggregate, and help analyze data for PD and supporting students instruction. We want more than a place to store data, and then have to take the time to personally disaggregate and analyze it. This software would save a significant amount of time making data meaningful.

2f. Describe your findings in consultation with families, teachers, and students (surveys, interviews, focus groups, questionnaires).

At the end of each school year, the ASD administers a survey to students, staff, and parents. The information provides each school with how they are doing from a climate, culture and communication viewpoint. The results are analyzed by the building principal to make any organization changes for improvements. For instance, at Lincoln, it was noted that there were no clubs for students. Since Lincoln, has instituted a morning Homework Club for extra academic help and two after school clubs- Sprout Scouts (our garden club) and Student Council (for grades 4-6). At Gilbert School their feedback focused them on continuing to provide parent engagement with home to school connections. In order to provide families with additional support in reading and math Gilbert has a couple of family nights during the year. They developed these activities from scientific research on the evidence that when school families, and community work together to support learning, children tend to do better in school, stay in school longer, and more readily enjoy school.

Cony participated in a Gallup Poll and had over 700 students provide feedback on post secondary planning, school engagement, and school culture. The significant results found that our students had a least one trusted adult at school and they all knew that they were going to graduate from high school.

The staff survey provided clear information about topics teachers would like further PD on: ESOL, math, technology, and classroom management. The staff survey helps determine the following year's PD focus. The data is broken down by the percentage of area of interest resulting in effective PD planning.

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.

Over time we have consistently identified and supported homeless youth, sometimes with great success, and other times with challenges. In 2014-15 we identified 101 students, 2015-16, 80 students, and in the 2016-17 school year 84 students(May). During these time periods 22% of our homeless population was living in shelters, 11% were living in hotels, and 67% were doubled up. Our free and reduced lunch data support there is ongoing need given our % PK-6= 58.35% and grade 7-12= 46.30%.

In looking at our grade 7-12 truancy data, there is 14% of the Cony population that is habitually truant in the 2015-16 school year and 16% in the 2016-17 school year. That is students with more than 10 days of unexcused absences from school. When looking more deeply, out of the 131 children habitually truant in the 15-16 school year, 12% of these children were designated homeless. Of the 142 children who were habitually truant in the 16-17 school year, 9% were designated homeless. More importantly when looking at the children who are/have been truant, it is a risk factor indeed. Many of the children who are truant end up dropping out. We had 18 children dropout in the class of 2016. It gets worse in the 2016-17 school year with 27 youth dropping out, making our graduation rate lower than state average. Of the 27 who dropped out this year, 7 of them (26%) were identified homeless. In addition, 5 of these youth said they would attend adult education, and not one has continued on that path. Furthermore, our dropout rate is above state average (2014-15, 3.8% and the states at 2.1%).

Our school applied for a grant for our McKinney Vento students to address some of the challenges for our homeless youth. Our Social Worker is contracted to provide after school academic and behavioral support for our homeless students. Often times, she helps to coordinate services and provide a structured place and support for school work. The grant helps to defray the cost of transportation, adult education classes, and provides a stipend for this important work. It also allows for professional development opportunities for our staff.

2h. Summarize findings as to the strengths and areas for improvement of your current program as revealed through data analysis.

<p style="text-align: center;">Strength</p> <p>We have a consistent formative math assessment- early numeracy screen- at kindergarten and first grade that shows we are increasing student number sense and operations by providing analysis of data and continued PD with our Number Corners program and Number Talks book study. During the 2014-2017 school years 79.8% of students were proficient. In addition, we have a K-6 Math Coach who provides ongoing math professional development.</p>	<p style="text-align: center;">Possible Action Steps</p> <ul style="list-style-type: none"> <input type="checkbox"/> Number Talks strategies shared at each teachers' meeting. <input type="checkbox"/> Continued focus on implementation of My Math and Number Corners programs. <input type="checkbox"/> Teachers continue to access our math coach.
<p style="text-align: center;">Strength</p> <p>We have consistent formative literacy assessments utilizing Fountas & Pinnel, writing prompts and letter id screening which provides ongoing data about student growth to better inform instruction. In addition, we have a K-6 literacy coach who provides ongoing professional development for staff.</p>	<p style="text-align: center;">Possible Action Steps</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue to analyze district benchmark assessment for trends and targeted areas of improvement. Have data meetings with teachers after each assessment window to identify student interventions. <input type="checkbox"/> Teachers continue to access our literacy coach.
<p style="text-align: center;">Area for Improvement</p> <p>At Cony High School the Math SAT from 2014-17 averaged 25.6% of students meeting proficiency. The state assessment tests for math from 2014-17 in grades 3-6 averaged 33.75% in math showing a significant number of students not meeting expected standards.</p> <p>*A large percentage of our ELL and special education population scored lower than the state average.</p>	<p style="text-align: center;">Possible Action Steps</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze the use of our instructional day and prioritize what's important to ensure an instructional focus is in our schedules. <input type="checkbox"/> Increase professional development in the area of math instruction and interventions. <input type="checkbox"/> Educational leaders monitor fidelity of math programming via walkthroughs on a consistent basis to provide feedback to teachers about their instruction. <input type="checkbox"/> Incorporate a new math program in grades 6-8 that will address the student math deficits.

<p style="text-align: center;">Area for Improvement</p> <p><i>Cony High School SAT scores show about half of our students meet proficiency (51.6%) in literacy from 2014-17. On the Maine state assessments in grades 3-6 from 2014-17 only 49.69% of our students met proficiency.</i></p>	<p style="text-align: center;">Possible Action Steps</p> <ul style="list-style-type: none"> ❑ <i>Analyze the use of our instructional day and prioritize what's important to ensure an instructional focus is in our schedules.</i> ❑ <i>Increase professional development in the area of literacy instruction and interventions.</i> ❑ <i>We are incorporating a new reading program through the Center of Classroom Collaboration and will provide ongoing PD.</i> ❑ <i>Educational leaders monitor fidelity of literacy programming via walkthroughs on a consistent basis to provide feedback to teachers about their instruction.</i>
<p style="text-align: center;">Area for Improvement</p> <p><i>We have a high at-risk student population based on our number of students identified McKinney-Vento (above state average of 88 students/year or 3.9% of our population), a rapid increase of ELL students enrolled in the ASD (over 555% increase in 3 years), and we have 19% of our population who are considered chronically absent missing 10% or more total school days) .</i></p>	<p style="text-align: center;">Possible Action Steps</p> <ul style="list-style-type: none"> ❑ <i>Increase professional development for all teachers specific to teaching strategies for ELL kids, trauma informed instructional practices, and creating a culture of acceptance.</i> ❑ <i>Continue to analyze attendance data and do a longitudinal review to identify patterns and find solutions to mitigate the barriers.</i> ❑ <i>Identify best practices to address positive behavior instructional strategies.</i> ❑ <i>Improve school and parent communication by increasing social worker presence at the elementary schools.</i> ❑ <i>Continue to distribute and analyze results of the ASD school culture survey to staff, parents, and students.</i>

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.

Two of our elementary schools had the Reading First grant and that provided experience and clarity with the three tier model. As a school department we have adopted this model with our RTI and PBIS work to best support student learning. Staff is understanding the need to have strong tier 1 instruction and within that, adequate differentiation to be implemented before determining if tier 2 support is needed. During RTI there are collaborative discussions and understanding regardless if it is instructional or behavioral. We have started work around making our classrooms more trauma informed.

We have a K-6 ELA research team that has been working since June 2016 to address our literacy concerns and identify a program that best supports our students literacy development. As part of this we have piloted 3 different research based programs and made visits to schools who utilize them. We had teachers, administrators, a literacy coach, community member and school board member involved in the decision making process..

Given our student assessment scores in math, we also have a Math research team that has been researching programs in grades 6-8. They have piloted several programs and have come to consensus on what can best support student math growth. Our current My Math program K-5 is 3 years old .

PK has a new tool for screening purposes to better identify needs early.

We have a K-12 writing committee to support student development by facilitating writing prompts, rubric revision, and calibration.

This year we have implemented a new teacher evaluation system that is aligned with National Board Teacher Standards which is about improving instruction around best practices.

Section 3: Professional Practice

3a. Describe teachers' process for assessing student progress (frequency, evaluation methods, and recording).

In K-6 teachers complete F & P Developmental Literacy Assessment and writing prompts in September, February and May. During September and May teachers complete the early numeracy screen (K & 1) and My Math assessments (2 & 3) to establish baseline data and document growth. Our grade 7 and 8 complete the F & P assessment for struggling readers in the fall and spring and a writing prompt twice a year. Staff utilizes eMPowerME data for grades 3-8 and WIDA ACCESS proficiency scores for students K-12. Students in grade 9-10 do PSAT's and 11-12 complete the SAT. The ASD utilizes a K-12 ABC Rubric to identify at risk students. This information is recorded and color coded on Web2School so teachers and administrators can readily access this information. We also have formative assessments such as running records, comprehension checks, math fact checks, sight word checks that readily inform instruction. We utilize pre and post common assessments to document student growth.

3b. Describe teachers' and instructional teams' process for creating and maintaining individual instruction plans for students based on achievement data.

It is important to ensure a system to meet students' social, emotional and physical needs. Our school populations are constantly changing and it is important that teachers know their students. Principals meet with each of their teachers early in the year to discuss student concerns and then throughout the year, deepen their discussions with the RTI team. The RTI leadership teams include classroom teachers, special education staff, Title I literacy specialists, guidance counselor, ESOL teacher (when appropriate) and administrator. RTI teams at each elementary school meet weekly to identify at-risk students, create interventions, progress monitor, and discuss student progress academically and behaviorally. It should be noted that these RTI meetings provide an opportunity for teachers to discuss students who are both struggling or exceling. We differentiate instruction based on students individual needs.

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.

***Project Pride** is an educational technician III that works with students in small group or one on one. In collaboration with the classroom teacher, the Project Pride ed tech works with students on targeted interventions academically, socially, and/or behaviorally. One such program is Check In/ Check Out, which provides students with resources to manage and regulate their behaviors throughout the day.*

*There are **primary educational technicians II** that works collaboratively with teachers in grades Pre-Kindergarten through 1st on the academic and social emotional needs of students.*

*For Title I, there is an assigned **literacy specialist** who oversees the program and educational technicians within each elementary building. They assist with the identification of students, communicate home to parents, assist with developing the program, and progress monitor data. In addition, there is an Interventionist that also works with students in the classroom who have been identified with needing Title I literacy support.*

*For grades 1-3, there is a **Title I math educational technician** who works with an identified group of students daily on math interventions and strategies. The ed tech creates the program based on student needs and progress monitors their results.*

Each of the buildings have a continuum of special education services and programs that address the IEP identified needs of students.

3d. Describe district support for program implementation. Include individuals' names, titles, and assigned responsibilities.

Donna Madore, Assistant Superintendent- Oversight/facilitation of district wide programs and committee meetings; nurses, Gifted and Talented, and ELL.

Principals- Oversight/facilitation of respective schools; content PLC's, RTI and IEP meetings, professional development planning, and behavioral support.

- *Troy Alexander*
- *Teresa Beaudoin*
- *Heather Gauthier*
- *Sue Dionne*
- *Kim Silsby*
- *Jan Rollins*
- *Bruce Dostie*
- *Stewart Brittner*

Theresa Violette, Director of Title I- Oversight/facilitation of the Title program including team meetings. She is also the McKinney-Vento Liaison who supports our homeless population PK-12.

Susan Walters, Director of Special Education- Overview/facilitation of special education services to identified students.

Shelby Thibodeau, Assistant Special Education Director- overview of middle school and high school special education programs.

Paula Bourque, K-6 Literacy Coach- Facilitation of ELA content area professional development and supports for teachers based on need. Participate in content research teams.

Jessica West, K-6 Math Coach- Facilitation of math content area professional development and supports for teachers based on need. Participate in content research teams.

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.

Goal #1 Academic and school improvement: Improve teacher use of evidence based instructional strategies to support student achievement in math..

Indicator: We will continue to utilize our ASD formative assessments (early numeracy screen, My Math benchmark assessments), state assessments, and teacher SLO's.

- 40% of ASD students will exhibit proficiency on the math assessments*

Goal #2 Academic and school improvement: Improve teacher use of evidence based instructional strategies to support student achievement language arts.

Indicator: We will continue to utilize our ASD formative assessments (F & P, writing prompt, letter ID), state assessments, and teacher SLO's.

- 55% of ASD students will exhibit proficiency on literacy assessments.*

Goal #3: Academic and School Improvement: Improve teacher use of evidence based instructional strategies to support at-risk student achievement in the school setting.

Indicator: School culture survey, attendance reports, and use of the ASD at-risk rubric

2018-19 Outcomes:

- Decrease the number of students who are chronically absent from a high of 27% to a district average of 20%.*
- Increase graduation rate from 87% to 89%.*

3f. Describe how the district will carry out its plans for comprehensive interventions and supports and targeted interventions and supports.

The ASD administrators will review the approved CNA during summer professional development and outline next steps to implement the necessary supports to meet the identified needs. Throughout the year we will periodically review progress we are making toward implementation of goals.

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).

The ASD has district level Title 1 eligibility criteria that is agreed upon and based on national Fountas & Pinnel grade level developmental achievement standards. Prospective Title 1 students are referred by classroom teachers through their classroom assessments. When there is a student concern, teachers assess students and then in consultation with a literacy specialist in each building, and sometimes in consultation with the Director of Title 1, it is determined if a children can benefit from this double dose of services; classroom instruction and then Title 1 as supplemental support. Before the referral form is brought to Title 1, the teachers are expected to consult with parents about their concerns. If a child qualifies for Title 1 services, an entrance letter is sent home and the child is provided support. Ongoing conversations among school staff occur to ensure literacy and math progress for each child. The RTI teams meet consistently. Throughout the year, Title 1 communicates with parents through monthly newsletters with contact information, Facebook, progress reports, parent-teacher conferences, and Title 1 events.

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.

PK-K- In the spring families are welcomed at their spring registration. School staff has an open house in the fall for incoming students and their families. Throughout the year there are opportunities for families to come together for workshops, fun nights, and student "showcases." We also communicate with Southern Kennebec County Child Development Services (SKCDC) and Child Development Services (CDS) about supports needed for children so they can fully access their education.

*We do the following activities for our **6th graders who transition from our elementary schools to Cony Middle School:***

- *We have a step-up day event that includes a full day of various team building activities at Cony where students have a tour, get introduced to different programs and hear guest speakers.*
- *ABC rubrics are completed by 6th grade teachers to identify at risk students.*
- *Student profile sheets are completed for each 6th grade student with current levels of progress on each child and provided to next year's teachers.*
- *Teachers have access to Web2School to review student demographics and essential information.*
- *We host an informational night for parents and students in the Spring and then again the night before school starts.*
- *We follow PBIS practices and intentionally teach behavior expectations during the first three weeks of school.*
- *We bring our 7th graders to YMCA camp for group bonding and team building.*
- *Fall of 2016 Grade 7 attended a presentation by James Orrigo regarding post-secondary aspirations.*
- *Spring 2017 grade 7 attended a presentation from Darren Joyce focusing on choices we make that can affect our future*
- *Grade 7 students were invited and some attended an Engineering Expo at USM.*
- *The 7th graders also participated in the College/Career fair at Cony at which they took part in a scavenger hunt which involved prizes.*
- *Our 7th graders participate in a Jobs for Maine's graduates Unified Arts curriculum which explores careers, job skills, and leadership development.*

8th Grade Middle School

- *The students in the 8th grade class attended Colby College for a visit of the campus and art museum. The students were able to visit many different areas of the school and learn about the many offerings available to them.*

- *Our 8th graders were part of our April Aspirations Day that featured a presentation by Tom Wells. They were enlightened about overcoming obstacles to attain their goals.*
- *As part of our Financial Fitness Fair, our 8th graders participated by learning how to create and work with a budget.*
- *The 8th graders also participated in the College/Career fair at Cony at which they took part in a scavenger hunt involving prizes.*
- *Grade 8 students were invited and some attended an Engineering Expo at USM.*
- *8th graders and their parents/guardians are invited to a Parent and Student Information Night to ease the transition from Middle School to High School*

Transition from High School to Post Secondary Planning

9th Grade

- *Funds from the MELMAC Education Foundation have made it possible for us to offer a variety of college access-related activities for every Cony student in every grade.*
- *On Fall Aspirations Day on October 16, 2016, all freshman students went on a trip to both Colby and Thomas Colleges.*
- *On our Spring Aspirations Day on 4/5/17, freshmen were scheduled for an Aspirations presentation and college visit to USM. Although the presentation and trip had to be cancelled due to an unexpected snowstorm, we were able to reschedule tours for the freshman class at USM and St. Joseph's colleges later that month. Prior to college trips, freshmen students were given ideas about how to make the most of a college visit.*
- *In addition to trips and presentations that promote college aspirations, freshmen work with their counselors and advisors regarding academic planning and postsecondary planning.*
- *The 9th graders also participated in the college and career fair*

10th Grade

- *Students in grade 10 participated in a number of activities through the college access activities.*
- *All of our grade 10 students went on a college visit to tour the University of Maine Farmington and ate in the dining room.*
- *Our grade 10 students participated in the PSATs.*
- *Guidance Career Planning units were delivered through the sophomore English classes.*
- *All grade 10 students attend a Technical Center information session and interested students participated in a tour of a few programs.*
- *We have some sophomores participate in the engineering expo at USM.*
- *We scheduled several visits to colleges through small group visits. These were primarily for juniors and seniors but when space was open, we included grade 10 students as well. We visited KVCC, UMF, USM, SMCC, Husson, UNE, and St. Joseph's College.*
- *The Sophomore class also participated in the College/Career Fair at Cony.*

11th grade

- *Juniors are invited to Financial Aid Planning night each fall. The Junior Class was also provided with a College Planning Presentation by the Guidance department.*
- *SAT preparation sessions are provided to juniors through their advisor/advisee program, multiple times in the year.*
- *All juniors meet with their counselors to prepare for their senior year and to help with senior course requests and early college planning.*
- *Juniors attend a Capital Area Technical Center presentation to learn about the programs available to them for their senior year.*
- *They are able to attend the Career and College Fair which happens in the fall at Cony HS.*
- *Juniors were able to sign up for multiple college trips offered around the state that included private and public 4 year colleges and 2 year colleges.*
- *The juniors were also able to sign up to attend the Engineering Expo at USM and the Sea Dog College Fair.*
- *The junior class had a college trip to CMCC for a day which included a tour, an admission presentation and lunch in the dining hall.*
- *The top 10% of the class attended the Bates College Maine Day event.*

12th grade

- *Seniors and their families are invited to a Financial Aid Planning night each fall. Seniors and their family are able to meet privately with our MSSSI partner for FAFSA filing assistance.*

- *The senior class had a college trip to The University of Maine where they were able to tour the campus, speak with Admissions and eat in one of the dining halls.*
- *Seniors were able to sign up for multiple college trips offered around the state that included private and public 4 year colleges and 2 year colleges.*
- *The seniors were also able to sign up to attend the Engineering Expo at USM and the Sea Dog College Fair.*
- *The seniors attended the Career and College Fair which happens in the fall at Cony HS.*
- *The senior class was provided a Financial Fitness Fair where they learned how to develop and work with a budget. They were provided lunch and prizes.*

Section 4: Personnel Policy and Procedures

4a. Describe how professional learning for educators is aligned with classroom observations and teacher evaluations.

- School leaders are following the ASD Board approved leader evaluation and professional growth rubric modeled from Maine Schools for Excellence.*
- The teachers are following the ASD Board approved teacher evaluation and professional growth rubric modeled from Maine Schools for Excellence.*
- Data from observations and evaluations inform professional learning needs based on the core propositions outlined in the PEPG system.*
- Training continues to support principals and administrators in improving their coaching skills to address teacher use of best practices and increase student growth. Administrators meet weekly during the summer months and weekly throughout the school year to keep consistency and growth of all staff and students in the forefront.*

4b. How does professional learning coordinate with other professional development requirements and opportunities available district-wide, as aligned to the data analysis?

The ASD leadership team reviews the staff PD survey results, evaluation data, and student demographics to determine district PD needs for staff. Based on data analysis, the PD plan is developed during the summer by the administrative team and is adjusted as needed during the school year.

4c. Describe district and school procedures and protocols for recruiting, evaluating, rewarding, and replacing instructional staff.

- Post positions on the district webpage and on Serving Schools.*
- Collaborate with local post secondary colleges; UMA, USM, Thomas*
- Accept student teachers in the ASD*
- Encourage teacher leadership opportunities*
- Participate in college job fairs*
- Provide funding for continuing education courses up to 12 credits/year*
- Invite departing staff to complete exit interviews and analyze responses*
- Closely examine application packets to determine credentials*
- Thoroughly complete reference checks on prospective candidates*

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.

- We have a new staff orientation meeting before school begins
- Individual administrators hold a new staff orientation within their buildings
- Mentors are assigned a new teacher to support them through the first 3 years; meet for regularly scheduled meetings, observe, and provide feedback to hone their practice
- Building leaders hold monthly meetings with new staff to address any questions, concerns, and celebrations.
- On an as needed basis, individual support is provided by leadership
- New hires are given release time to observe classroom peers
- The ASD has a Certification Committee that oversees the mentor process and completion of paperwork

4e. Describe the school leader's role in setting a clear vision and direction for the school while continuously elevating professional practice schoolwide.

The administrative team works weekly during the summer months to review our vision and set goals for the upcoming school year. We agree as a school department how we will move forward to collaboratively address our agreed upon goals. Based on our goals, we develop our PD calendar for the upcoming school year. This practice uses our recent visioning work that was completed at community forums in the 16-17 school year.

4f. Describe how leadership is distributed among lead teachers, instructional coaches, and additional personnel.

At the elementary level, there are teacher leaders who are on district committees (ex. CLT and ELA or Math Research teams). There is an effort to get representation from each grade and each school. These teachers help plan for professional development and facilitate new learning at their grade level meetings. In addition, these teachers act as the voice for their colleagues for administrators to hear.

At the elementary level, we have district math and literacy coaches that work with all teachers and administrators. When needed, they serve on research teams to identify new programs to enhance instruction and student learning. They also work closely with teachers on improving their practice. They act as models for our new teachers who are entering the profession. They also analyze our district data and provide input on what our needs are for planning school based and district goals.

At the building level, there are teachers who serve on various committees (ex. PBIS, RTI, Crisis, Drop Out Prevention, Proficiency Based Education) and who assume leadership roles in other capacities (ex. presenting at staff meetings/ district PD days; facilitating book studies/ PLCs). They review our building data (academic and behavioral) and assist with making decisions on the needs of our students and staff.

There are also other teachers who have been empowered to lead student after school clubs. Currently, we have a Girls on the Run, a Garden Club and Student Council. These student groups have assisted with making positive changes at our schools.

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.

The ASD's process includes teachers from the ground up when making curricula decisions. At the elementary level, we have lead teachers representing each grade level and elementary building. The middle and high school content areas are represented and led by Department Heads who are peer teachers. These lead teachers/department heads meet with administrators, content area coaches, directors and determine the need for research and pilot programs. Once their research is completed, recommendations are made to the Board Education Curriculum Committee to ensure School Board approval. The research completed by the actual teachers ensures appropriateness of practices and determines the professional learning necessary for the whole staff impacted by the decisions of the lead teachers/department heads.

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.

When we hire school personnel we are selective in hiring the most qualified and certified applicant for the position. However, special education is an area we struggle to fill the positions and find the necessary professionals with appropriate certification. To address this, we encourage our experienced support staff to get the credentials necessary to step into a teaching position. Furthermore, our PEPG system will identify teachers in need of additional supports. We work very hard to effectively match students with teachers, and balance out student needs within each classroom. Our established RTI process in each school assists in ensuring each child is getting the support they need.

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.

The families of the Augusta community provide input into the design, implementation, and evaluation of the school's instructional program through their representatives on the School Board. The School Board's Education and Curriculum committee reviews and approves curriculum and instructional practices. The Policy committee reviews, writes, and votes on policies that affect instructional programming. Community members and school board members are involved in the decision making process surrounding choosing instructional programs to support student growth. We often ask for community participation on curriculum committees.

In addition, community members are surveyed annually in regard to school culture and programming. The administrative team then utilizes that information as part of its decision making process.

At the MS and HS level we hold informational nights on our instructional program for incoming 7th grade parents and then another one for students entering 9th grade. In addition, we hold parent-teacher conferences twice a year. During conferences, parents provide input to their student's experience in each class. We also hold informational Open Houses for our ELL populations in association with our local organization, Capital Area New Mainers Project (CANMP).

All families can access the Atlas Curriculum Maps on the ASD webpage 24 hours/day. If questions arise ASD staff address their inquiry.

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.

A district-wide climate survey is conducted once per year polling the perception of families, students and staff. This information is reported out by school and by district. School results are shared with staff to discuss the next steps. District level results are shared with the entire community and administration uses data to inform goal setting and professional development work to be done.

The ASD has a district wellness committee with an updated policy that works to bring awareness to a healthy lifestyle for students and staff. Each school in the ASD has a nurse and guidance counselor that helps keep students healthy and safe. Teachers complete an At Risk Rubric on each child twice a year to help ensure student growth and achievement over time.

Cony student participated in the Gallup Poll and had over 550 students provide feedback on school engagement, hope, entrepreneurial aspirations, and career/financial literacy. The significant results in that survey found that our students:

- *have at least one trusted adult/mentor who encourages their development*
- *knew they were going to graduate from high school*

- *can find many ways around problems*
- *have a paying job now*
- *have a bank account with money in it*
- *are involved in at least one activity*
- *have a best friend at school*

The significant results in that survey found that our students scored less than the national average on the following areas:

- *Students reported that they did not do their best every day at school*
- *Students reported less than their national peers on thinking they have a great future ahead of them*
- *Students reported less than their national peers on setting many goals*
- *Students reported less than their national peers on inventing something that changes the world.*

In a separate survey, Maine Integrated Youth Health Survey that is administered in all Maine high schools found that 87.6% of the Cony students reported feeling safe at school (472 students completed the survey at the HS). Cony was below state average in HS for the number of students who reported that they had been bullied at school (17.9% Cony to 21.9% State of Maine). But only 53.5% of students reported that they feel like they matter to the community compared to 57.3% for the State of Maine.

5c. Describe the efforts made to increase awareness, acceptance, and integration of multilingual and multicultural students in the school community (if applicable).

Through PBIS, we discuss acceptance and respect for all students regardless of their cultural background. Our school counselors meet regularly throughout the year with classrooms to discuss each school's Code of Conduct. For example: Be Safe, Be Respectful and Be Responsible. In addition, during staff meetings and district professional development workshops, topics are included in regard to inclusion of our diverse population. Those buildings with specific student needs (ie. autism, ELL, etc.) will include information and training to staff so they are better prepared to manage, support and differentiate for students' needs. The feedback we request allows administrators to consider changes needing to be made to improve school climate and culture. Each building is also equipped with staff who are experts with a given population and therefore are able to help support teachers on an individual basis.

Furthermore, the ASD hired an English-Arabic interpreter to assist in all communications with our Arabic speaking families. Our interpreter is familiar with the families and has helped to create open dialogue with them. The Capital Area New Mainers Project (CANMP) coordinated an additional open house at the beginning of the school year at Farrington School and Cony High School for our ELL families, and they have volunteered their services within the schools. This year, we have also created an after school program for our ELL students during the school year.

Cony hosts an annual Diversity Day where all of our students in grades 7-12 participate in workshops designed to increase the awareness, acceptance and integration of our multilingual and multicultural students. Some of the workshops focused on different ancestry and national origin among other protected classes. In one workshop, our ELL students from various countries shared their experiences in panel discussions.

In addition to Diversity Day, we have a faculty school improvement committee that focuses on improving the culture of our school. This year the group initiated a student organization fair to increase the ELL student involvement in extracurricular opportunities.

We have a large poster in our school food court which states that "We accept and support all persons regardless of their race, color, national origin, gender (expression or identity), religion, physical, or mental disability, sexual orientation."

Every year, we host a staff professional development opportunity on an aspect of civil rights to ensure that our staff is inclusive of all students.

We have student groups who focus on increasing the inclusivity of our school. We have a Civil Rights team at the Middle and High School levels. We have a Gay-Straight-Transgender Alliance (GSTA). We have an International Club that is forming, as well. We have Spanish, German, Latin, and French clubs.

Lastly, we host an International Night where families bring food items to share with the group. The World Languages hosts tables with food. All ELL students and their families in pre-K-12 are invited.

5d. Attach the required Title I building parent involvement policy and describe family activities that implement the policy.

http://www.augustaschools.org/Board%20of%20Education/Adopted%20Policies/KBF_Parent_Involvement_in_Title_I.pdf

We have a Title I open house event at the beginning of every year to welcome parents and describe how Title I supports student literacy and math growth and explain the importance of parent involvement and the role of the parent advisory committee. We have offered ongoing programming with books and math support going home daily for students to practice their learning at home. During vacations we have offered reading challenges. Each school has a family math/literacy nights/summer slide event to promote further learning. We also offer a curriculum and assessment night where families are invited to learn about how we assess and use that information to drive our differentiated instruction. The past few years we have had an author night where all Title I families have been invited to hear an author speak about their writing process, and have an opportunity to write and encourage reading. We also collaborate with outside agencies and businesses to offer story walks, preschool family fun nights, building of wooden kits, and healthy eating workshops, just to name a few of past offerings.

Our home-school compact worked on annually with families also shares contact information and the ways we have ongoing communication with families: parent-teacher conferences, progress reports, monthly newsletters, Facebook, email, phone calls, etc.

5e. Describe linkages to community based services and programs provided in partnership with the school.

Our Augusta Literacy For ME team is comprised of school and community volunteers from various agencies and businesses who promote literacy birth through adulthood. We partner with Literacy Volunteers to create story walks in the Great Augusta Area. We work with Augusta Parks & Recreation to help facilitate our 6 Little Libraries. We work with Lithgow Library and SKCDC to create an annual preschool family fun night where families are also able to access a variety of agencies who support this population of children.

The ASD works closely with the Augusta Food Bank who supplies enough food for about 112 weekly food bags to be distributed to our needy children. In addition, the Good Shepherd Food Bank supplies food for an additional 35 weekly food bags for our students.

Each year the Tooth Angel visits each school to provide a service to students who need dental care. Parent must sign off in order to be seen by technicians. Walmart has assisted with eye examinations.

We are fortunate to have a partnership with Kennebec Behavioral Health and Spurwink who provide counseling and case management support for our students.

Two of our elementary schools have the Big Brothers and Big Sisters program running in their schools.

The CATC early childhood program connects high school students with elementary students. These high school students volunteer on a consistent basis in our schools.

The ASD also collaborates closely with agencies such as the Bread of Life Shelter, Family Violence Shelter, Bridging the Gap and Augusta General Assistance to support our McKinney-Vento students.

At Lincoln, various community volunteers are working on the creation of an Outdoor Classroom. This includes CATC, local credit unions, and Eagle Scouts.

In the coming year, we are launching a middle school community read where we will be working with Augusta Adult Education, Lithgow Library, the Maine State Library, and other organizations to promote the book.

Section 6: Accountability

6a. Complete the chart (Refer to Section 2)

Assessment	Subject	Administration Dates	Utilization of Results (Classroom and Schoolwide)	Communication Plan
<i>Early Numeracy</i>	<i>Math</i>	<i>Fall & Spring</i>	<i>Teachers utilize data to identify students at risk, monitor their progress, and make informed decisions around student groupings. Schoolwide, the data is utilized to make instructional decisions when developing improvement plans and school goals.</i>	<i>Data is communicated to the parents during report card time. For students at risk, data is reported during IEPs, 504s, and/or staffings. School Wide data is reported to essential personnel during the reporting periods.</i>
<i>eMPowerME</i>	<i>Math</i>	<i>March</i>	<i>Teachers and administrators disaggregate the data to identify student achievement growth and make decisions around instructional practices and programming.</i>	<i>When results are released by the DOE, parents receive a print out of their child's performance. Teachers are available to discuss in detail during parent teacher conferences or special education meetings.</i>
<i>Fontas & Pinnel</i>	<i>Literacy</i>	<i>Fall, Winter, Spring</i>	<i>Teachers utilize data to identify students at risk, monitor their progress, and make informed decisions around student groupings. School wide, the data is utilized to make instructional decisions when developing improvement plans and school goals.</i>	<i>Data is communicated to parents during report card time. For students at risk, data is reported during IEPs, 504s, and/or staffings. School Wide data is reported to essential personnel during the reporting periods.</i>
<i>eMPowerME</i>	<i>Literacy</i>	<i>March</i>	<i>Teachers and administrators disaggregate the data to identify student achievement growth and make decisions around instructional practices and programming.</i>	<i>When results are released by the DOE, parents receive a print out of their child's performance. Teachers are available to discuss in detail during parent teacher conferences or special education meetings.</i>

SAT	Literacy & Math	April	Teachers and administrators disaggregate the data to identify student achievement and make decisions around instructional practices and programming.	Students and parents receive outcome via an mailed report. Administration and teachers receive outcomes via electronic report.
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6b. Describe the procedures for measuring and reporting annual student progress.

Students in grades 3-8 take the Maine statewide accountability assessment (eMPowerME) which measures what our students are able to do in math and English, Language Arts, and Literacy. This summative assessment is administered in a multi-week testing window in March and April. The statewide accountability assessment for students in their 3rd year of high school is the College Board SAT which is administered in April.

Student performance data is collected at least 3 times per year depending on grade level. This is done utilizing district wide formative assessments (early numeracy screen, Letter ID, F & P, Writing Prompt, Math Benchmark, and the ABC rubric) and summative assessments (PSAT, ACCESS, AAPL, PAAP, AP assessments, eMPowerME and SAT).

Individual student data is recorded in our student data collection system (Web2School) and colored coded for easy review and historical reference.

Parents are provided results of their child’s performance as soon as the information is available.

6c. Describe how assessment results are used to improve instructional practices schoolwide.

At all levels, teachers utilized formative assessment outcomes to inform instructional levels for students in ELA , Math and other content areas.

Results are analyzed by the teachers and administrators and shared at the classroom, school , and district level. The building administrators identify areas that a majority of students indicated weaknesses. In collaboration with teachers, instructional interventions are identified and implemented in order to close the achievement gaps in student performance.

Teachers vary their assessment practices so that they give all students the opportunity to demonstrate growth. This includes informal observations, anecdotal notes, project based, and oral reports.

Teachers use assessment data to reflect on their practice. Each year, Student Learning Objectives are created, based on the targeted area for growth identified by teacher’s self reflection.

The formative writing assessment data led to the professional development and the formation of a k-12 writing committee that supported teachers’ instruction and calibration of the district’s writing scoring rubric. During PD events, all k-8 teachers have engaged in professional discussions around individual student writing pieces and determined best instructional practices.

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

Individual assessment results will be provided to parents as soon as possible. Formative assessment results will be recorded in our student information system (Web2School). eMPowerME results will be provided to parents by sending a hard copy version of the results and definitions. Teachers will be available to meet with parents to further explain during parent teacher conferences which take place in October and March. We also review assessment results at RTI and IEP meetings, staffings, and child studies. SAT results are mailed directly to parents and students.

The district’s ESEA report cards posted on our School Department’s Website and reported out to the School Board which is televised to the public.

Section 7: English Learner Data Collection and Analysis

(if n count 20 or more, must complete Section 7)

1. Demographics

Year	Total Enrollment	American Indian or Alaska Native %	Asian or Pacific Islander %	Black or African American %	Hispanic or Latino %	White %	Two or More Races %
2014-15	57	0%	100%	0%	0%	0%	0%
2015-16	76	0%	100%	0%	0%	0%	0%
2016-17	131	0%	100%	100%	100%	100%	100%

2. 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
2014-15	93.5*7%	93.20%	3.39%	2.34%	8.51%	2.35%	9.29%	4.71%	<.04%	0%
2015-16	93.92%	92.99%	3.64%	1.77%	8.54%	6.36%	9.74%	.91%	<.02%	0%
2016-17	93.56%	94.09%	3.94%	2.53%	9.26%	4.08%	21.23%	5.44%	<.02%	0%

3. High School Graduation Rate

Year	4 Year Cohort		5 Year Cohort	
	Non EL	EL Students	Non EL	EL Students
2014-15	80.73%	2	84.02%	0
2015-16	81.91%	4	82.89%	0
2016-17	77.5%	1		0

4. Educational Opportunities/Coursework (High School)

Year	Advanced Placement Enrollment		CTE Enrollment		Early College Enrollment		Dual or Concurrent Enrollment	
	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL
2014-15	178	0	136	0	0	0	21	0
2015-16	156	0	121	3	0	0	19	0
2016-17	120	0	119	0	0	0	78	0

5. Special Education (IDEA)

Year	State Average		Population #		Population %	
	All Students	EL	Non EL	EL	Non EL	EL
2014-15	16.3%	13.6%	420	7	99%	1%
2015-16	16.7%	13.8%	411	10	98%	2%
2016-17	17.3%	13.4%	423	17	96%	4%

6. Literacy: Data Source # 1 eMPowerME

Year	Proficient Student %		Grade 3 %		Grade 4 %		Grade 5 %		Grade 6 %		Grade 7 %		Grade 8 %	
	Non EL%	EL	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL
2014-15	49%	*	56%	25%	47%	0%	53%	0%	47%	20%	46%	0%	39%	0%
2015-16	47%	0%	43%	0%	56%	0%	60%	0%	49%	0%	39%	0%	35%	0%
2016-17	46%	10%	47%	30%	39%	0%	50%	11%	57%	9%	45%	0%	39%	0%

6-1. Former EL Proficiency - Literacy: Data Source #1 eMPowerMe * no data available, less than 20 students

Year	Number of Years after Exiting							
	1		2		3		4	
	Not Proficient %	Proficient %	Not Proficient %	Proficient %	Not Proficient %	Proficient %	Not Proficient %	Proficient %
2014-15	*	*	*	*	*	*	*	*
2015-16	*	*	*	*	*	*	*	*
2016-17	*	*	*	*	*	*	*	*

7. Literacy: Data Source # 2 SAT

Year	Proficient Student %	
	Non EL	EL
2014-15	*	*
2015-16	68%	0%
2016-17	53%	0%

7-1. Former EL Proficiency - Literacy: Data Source #2 SAT * no data available, less than 20 students

Year	Number of Years after Exiting							
	1		2		3		4	
	Not Proficient %	Proficient %	Not Proficient %	Proficient %	Not Proficient %	Proficient %	Not Proficient %	Proficient %
2014-15	*	*	*	*	*	*	*	*
2015-16	*	*	*	*	*	*	*	*
2016-17	*	*	*	*	*	*	*	*

8. Mathematics: Data Source # 1 _____ eMPowerME _____

Year	Proficient Student %		Grade 3_ %		Grade 4_ %		Grade _5 %		Grade 6_ %		Grade 7_ %		Grade 8_ %	
	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL
2014-15	36%	*	54%	40%	33%	0%	28%	33%	31%	0%	36%	0%	24%	14%
2015-16	34 %	0%	36%	0%	35%	0%	30%	0%	36%	0%	30%	0%	37%	0%
2016-17	31.6	4.5	44%	7%	27%	0%	31%	0%	30%	8%	39%	10%	32%	4%

8-1. Former EL Proficiency - Mathematics: Data Source #1 eMPowerME * no data available, less than 20 students

Year	Number of Years after Exiting							
	1		2		3		4	
	Not Proficient %	Proficient %	Not Proficient %	Proficient %	Not Proficient %	Proficient %	Not Proficient %	Proficient %
2014-15	*	*	*	*	*	*	*	*
2015-16	*	*	*	*	*	*	*	*
2016-17	*	*	*	*	*	*	*	*

8. Mathematics: Data Source # 2 SAT

Year	Proficient Student %	
	Non EL	EL
2014-15	*	*
2015-16	33%	0%
2016-17	24%	0%

9-1. Former EL Proficiency - Mathematics: Data Source #2 SAT * no data available, less than 20 students

Year	Number of Years after Exiting							
	1		2		3		4	
	Not Proficient %	Proficient %	Not Proficient %	Proficient %	Not Proficient %	Proficient %	Not Proficient %	Proficient %
2014-15	*	*	*	*	*	*	*	*
2015-16	*	*	*	*	*	*	*	*
2016-17	*	*	*	*	*	*	*	*

9. Composite Proficiency Level on ACCESS for ELLs 2.0* no data available, less than 20 students

Year	1.0-1.9 %	2.0-2.9 %	3.0-3.9 %	4.0-4.9 %	5.0 (exit) %	6.0 (exit) %
2014-15	*	*	*	*	*	*
2015-16	15%	19%	20%	18%	15%	4%
2016-17	38%	21%	41%	23%	4%	

Analysis

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.

ELs are tested each January using the ACCESS for ELLs 2.0. Results are interpreted when they arrive in May and are one factor used to help place students in the most appropriate ELD program for the following year. Results help to inform individual instruction. A student may be strong in listening, yet need a great deal of support in writing. Students in grades k-6 are assessed three times a year in both Reading and Writing (fountas & Pinnell and district writing prompt). ELs performance on classroom assignments and tests are factors in determining their progress. Students may be given scaffolds appropriate for their own level of proficiency. Input from classroom teachers and observations by EL teachers help round out the students' proficiency profiles. At the middle school and high school level, classroom assignments and formative assessments determine a student's progress in skills (reading, writing, listening, speaking) and in knowledge (grammar, vocabulary).

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.

ELs are expected to make a prescribed amount of progress on the ACCESS Test. In general, students who scored at a composite level of either 1 or 2 are expected to advance to the next proficiency level the following year. Students who scored a composite level of 3,4 or 5 are expected to advance at least within the proficiency level the next year.

7c. Describe how an individualized program of service is determined for each EL.

Based on a records review which includes prior screening results, formative assessment results and summative results taken from state assessments and report cards, the teacher determines at what level of instruction to begin with the individual student. At the elementary level, middle school level and the high school level, programming is first determined by the level of English proficiency of the students. At the elementary level each student has an Individualized Learning Plan (ILP) for sequencing instruction incorporating the ACCESS scores, F & P results and writing prompt scores. The ILP goal-setting takes into consideration factors such as whether the student has ever attended school before and if the student is literate in their first language. Minutes of EL support are recommended by our Board approved Lau Plan and based on student's level of English proficiency. Level 1 and 2 students participate in pull-out direct instruction in English, reading, writing, and as needed, math instruction. Other students benefit from push-in support in the regular academic classroom. Each students' ILP is tailored for that student's particular needs in learning English. At the middle school and high school level, each ELs overall language proficiency as well as each ELs separate individual proficiencies (reading, writing, listening, speaking) are considered. We use ACCESS data (overall composite scores and separate domain scores) and use classroom observation and assessments. Students are placed into the most appropriate ESL class. We currently have five ESL classes: Low Beginning, High Beginning, Low Intermediate, High Intermediate, and Advanced. Within each level, each EL has his/her own progress goals.

7d. Describe how content instruction is integrated into English language development so that ELs are able to attain grade-level standards while acquiring English.

Students who can access the curriculum, with their current level of English proficiency, participate in the regular content area classroom with ESL support as needed. ELs benefit from content-based ESL instruction as well, which supports their content vocabulary development and makes the subject comprehensible. Integrating language and content instruction is essential so that ELs ultimately attain grade-level standards. EL teachers and educational technicians support students to internalize the language of the content areas, using texts and other materials geared for their proficiency levels. At the middle and high school, our ESL program is an Academic English program. We stress the academic English that a student needs to succeed in regular content classrooms. While all students (including ELS) require a certain amount of Social English in order to navigate life in a public school, our ESL Program's primary goal is the efficient and effective development of Academic

English. Our reading and writing lessons focus on the language of the content areas. Students develop their language skills in a context in which they can also develop the background knowledge needed for successful study in content classrooms.

7e. Describe how language learning, multiculturalism, and the particular needs of immigrant and refugee students are integrated into professional development for all staff.

In addition to understanding EL's linguistic needs, staff members work hard to understand knowledge of students' social and emotional needs, cultural background, and literacy in their first language. The district has provided professional development opportunities relating to the delivery of curriculum for English learners (scaffolding, modifying classwork without diluting its content), challenges faced by refugees, and setting language objectives in addition to content objectives in a lesson. For the past 3 years, the school department has ensured at minimum two whole district professional development opportunities for all staff to better understand the instructional needs of our new Mainers. Most recently representatives from Refugee and Immigration Services and staff from the Telling Room presented at a full day PD event.

7f. Describe district and school procedures and protocols for recruiting, evaluating, rewarding, and replacing ESOL-endorsed instructional staff.

The school department utilizes Serving Schools, our website, and FaceBook to recruit ESOL endorsed staff. We strongly encourage all existing staff to consider further study in order to obtain an ESL endorsement. We have requested a waiver from the DOE Certification office to allow time for one of our teachers to take the necessary classes to become fully endorsed. In addition the school department provides financial support to assist staff in paying for their coursework. We have hired educational technicians to work in our programs and paid for them to complete courses in order to become ESOL endorsed, as well. We place significant importance on candidates' possession of the ESL endorsement.

7g. Describe how families of ELs are involved in the design, implementation, and evaluation of the school's instructional program.

Our families have minimal opportunity to be involved in the design of our EL's instructional program, other than sharing information regarding their child's progress and desires for them in the public schools. As our EL population has grown, we have hired an interpreter to attend meetings (parent and student meetings) and translate information so there is clarity for all. The school department does value parent/guardian input and has reorganized our programming to meet the varied student needs. The school department does consider parental preference when deciding of ESOL programming as we have parents who have declined services. After consultation, parents desires are considered. A school culture survey is made available for parents and community members to have input on instructional practices and school culture. This is completed annually before school lets out in June. ESL teachers meet regularly with the families of our EL population. During these meetings, all matters related to the EL's success are discussed, parents' beliefs and opinions are listened to and taken very seriously. At the same time, parents are strongly encouraged to play active roles in their children's education.

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.

The district and ELL staff work diligently to keep an open line of communication and build relationships with families of EL students. For currently enrolled students, parents are notified of their child's ELD programming annually using the ELD Program Form, and the Continued ELD Program Eligibility Form. School MET teams (Multilingual Evaluation Team) have the responsibility of notifying parents of continued ELD program eligibility. Parents are invited to participate in all MET meetings pertaining to their child. Parent notifications and information are provided in the families' native language, and an interpreter is provided to assist parents in communicating with the school staff and at MET meetings. Parents are notified of ACCESS test results and eligibility for ELD programming on an annual basis. Notifications are translated into major languages and sent to parents. Parents receive translated notification in major language of educational programs and activities provided to other parents, such as report cards and student handbooks. Teachers also communicate students' language goals and academic achievement for the year.

The district has an Arabic interpreter on staff to help with communication to parents for MET and other meetings. The interpreter also translated important documents. For families on non-Arabic speakers, the Language Line interpreter phone service is utilized for communication purposes.

At the middle and high school level, the school tries to make the families of ELs feel welcomed right from the start when they first come to the school to enroll their children. The Guidance Counselors meet the families and provide a warm welcome. The Counselors help the families fill out the necessary forms, and if needed, the school department’s English-Arabic interpreter joins the enrollment meeting. If the family needs interpretation in another language, the school uses a phone line interpretation service. All Arabic-speaking families are introduced to our English-Arabic Interpreter, and if a family wants to communicate to the school, the family can contact the Interpreter directly (if they wish).

7i. Explain how the school provides ACCESS for ELLs 2.0 results to families.

Parents annually in May receive a written, hard copy of their student’s ACCESS results in the mail with an introduction letter that explains the assessment and student results. This information is provided in their native language and in English. The school department holds an informational meeting at the end of May after school hours to further explain the assessment and the results to parents. Staff is available to answer their questions.

7j. Summarize findings as to the strengths and areas for improvement of your current program as revealed through data analysis.

Strength	Possible Action Steps
<p><i>The ACCESS testing data indicates at least expected growth for nearly all students in the ELD program. Most students make significant gains in English proficiency each year.</i></p> <p><i>The school department has three full-time highly qualified ESL teachers at the elementary level and at the middle high school level who help the ELS develop their academic English efficiently and effectively.</i></p>	<p><i>Continue to utilize the ACCESS data to guide instructional planning and improve student learning.</i></p> <p><i>Monitor student numbers to determine if an additional teacher is needed.</i></p>
<p>Strength</p> <p><i>EL staff makes it a priority to develop positive, supportive relationships with students, while providing an intensive English-learning experience. EL staff stress the importance of students taking responsibility for their own learning. As a result, students state that they are eager to come to school and appreciate the support they receive.</i></p> <p><i>The school department has three full-time highly qualified ESL Educational Technicians at the elementary level and at the middle and high school level who support the ELS in their regular content classes.</i></p>	<p>Possible Action Steps</p> <p><i>Continue to advocate for students in their pursuit of English proficiency and give them a safe, comfortable, low-stress environment in which to learn.</i></p> <p><i>Monitor student numbers to determine if an additional education technician is needed.</i></p>

<p style="text-align: center;">Area for Improvement</p> <p><i>More differentiation is needed in the grade-level classrooms for those times when EL students are participating in the regular classroom curriculum.</i></p> <p><i>A more clearly defined ESL curriculum.</i></p>	<p style="text-align: center;">Possible Action Steps</p> <ul style="list-style-type: none"> ● <i>Provide targeted professional development which gives concrete information and practical examples for crafting lessons that EL's can participate in .</i> ● <i>Provide time for EL and classroom teachers to consult on ways to deliver content and to craft appropriate assignments and assessments.</i> ● <i>More time allocated to ESL teachers to develop the curriculum.</i>
<p style="text-align: center;">Area for Improvement</p> <p><i>Design a way to quantify parents' assessment of both ELD programming and the regular classroom experience for their children.</i></p> <p><i>Better communication and support between ESL teachers and content-area teachers.</i></p>	<p style="text-align: center;">Possible Action Steps</p> <ul style="list-style-type: none"> ● <i>Design a survey, translated into the home language, which allows parents to give feedback about the school's programs, their student's experience, areas of satisfaction, and suggestions for improvement.</i> ● <i>More common planning time provided for ESL teachers and content-area teachers.</i>

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.

Research from the Center for Applied Linguistics has guided the district's design and implementation of EL programs. The CAL's Report, Developing Academic Literacy and Language in the Content Areas, provides research based strategies and practical, hands-on tools to help educators develop effective classroom strategies aligned with standards.

Best practices include grouping ELs by language proficiency for ELD instruction, but giving students the opportunity to learn side-by-side with their grade-level peers for the rest of the school day. This exposes students to both rich academic language and higher-level conversational skills in English. It also gives EL's access to the grade-level curriculum. Another practice ELs staff adheres to is explicitly teaching forms of English, including syntax, conventions, and vocabulary. Research shows that the desire to communicate meaningfully with others in English motivates students to learn a new language. Students must be taught to communicate meaning while also being mindful of the forms and functions of the new language. Additionally, the teaching of language and content must be integrated if students are to attain grade-level proficiency.

Through the Refugee Resettlement grants, administration has had the opportunity to interface with ELL program providers from other districts in the state and discussed best practices for the delivery of services. This has supported program development in the ASD and assurance of meeting the needs of all our ELL students and not just those with low proficiency scores.

To maintain our current strengths, we will closely monitor the growth of our EL population, and communicate with other high achieving schools about their ESL Teacher/EL Student and ESL Ed Tech/ EL Student ratios to make sure that we remain fully staffed and fully prepared in meeting the needs of our EL students.

To address our first area for improvement, the school will provide EL teachers the time needed to develop a more clearly defined curriculum. This time will be provided during the school year, and if needed during school breaks.

To address another area of improvement, the school will consider separating the ESOL Program at Cony High School into a High School and separate Middle School components. This will facilitate the possibility of common planning times for ESL teachers and content-area teachers.

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.

The Augusta School Department coordinates with several businesses, agencies, and programs to support our student population PK-12.

Literacy For ME- annual preschool event, Little Libraries within the community, Lithgow Library

Read-a-thons @ elem. level

MELMAC grant provides students college exposure and opportunities for increasing educational; increasing aspirations for continuing on with educational endeavors.

Kennebec Behavioral Health counselors are within our schools to support children.

READ program partners HS athletes with elementary students to increase motivation to read.

Public preschool coordinates with Child Development Services to provide developmental supports.

Our McKinney-Vento Liaison coordinates with the City of Augusta Homeless Working Group, Bread of Life Shelter, Family Violence Shelter, Bridging the Gap, Addie's Attic, and Augusta Food Bank..

The ASD partners with UMA and Thomas to provide dual enrollment classes at the HS level.

Spurwink participates with our Students Services Leadership Team.

We partner with Augusta PD for our 2 school resource officers and DARE program.

We partner with Augusta Fire Department to help with prevention and coordinate a fire course at CTE

We partner with Healthy Communities of the Capital Area, working with Food Corp. in the creation of students gardens, and the Let's Go Program to promote physical activity and healthy eating.

We work with the CANMP (Capital Area New Mainers Program) to help acclimate new Mainers and ensure they have what they need for student success.

The Refugee Resettlement Grant project supports additional educational support and communications with ELL community

Our Day of Caring partners with United Way

The Seeds of Peace is active in our schools to empower and inspire youth, and cultivate a new generation of global leaders.

We work with Augusta Child Care to provide before and after care in our elementary schools..

The CTE program provides cafeteria and dining options for local agencies and organizations. Along with providing graphic design; logo, slogan, and promotion of programming.

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.

We have a collaborative effort across the Augusta School Department. In May/June individual school teams are collecting end of year data, sorting, organizing, and disaggregating for future goal setting. Then we review the end of school year data annually and share that information with the administrative team during our summer work sessions each Wednesday in July and August. With their input we make decisions at the district level to complete our PD and refine goals accordingly. The building administrators meet with their individual leadership team (including parents, board members & staff) in the fall to review data, discuss district goals, and make building level goals that will support student achievement.

Our school teams will meet throughout the year, after each benchmark period, to review the building level data and how it compares to the district data. After analyzing the data, the team will reflect on our progress and determine if the school is in line with meeting its identified goals. If the school is not, the team will consider the barriers and make any revisions to the goals. Our timeline for meeting will be in October, March, and May, following the completion of our district assessments. This will allow the team to review the data in a timely fashion. Following each of our meetings, the data will be shared with the essential staff (i.e. Title I and Sped Directors; Assistant Superintendent, and Superintendent). The families of students who are identified at risk and in the RTI process, will be met with to discuss determinations for students along the way. After each reporting period, student data will be sent home to families.

The ESSA grant writers will present information annually at an ASD school board meeting, broadcasted locally on television, and elicit community input in October/November.

Section 10: 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.).

Does not apply for the ASD.

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.

Does not apply for the ASD.

10c. Document that the SWP has adequate funds to effectively carry out the activities described in this plan.

Does not apply for the ASD.